

WOMEN OF THE AMERICAS - Satellite Feed

Urban / Working class

Symmetry - we all still have problems (don't accentuate dichotomy b/w U.S. & L. America)

Opening plenary

3 wkg groups

Lunch

Press Conference

5 hours

(*)

Plenary - HRC 10 min. remarks

lay out agenda - broad context

children → health + education

- UNICEF video

- Status report on children

(*)

Wkg groups - health, educ, cross-cutting issues

Subcommittee chairs → reports - HRC would moderate and

offer summation of findings

(*)

Press Conference - HRC remarks + other chairs

U.S. has always been observer → should we ~~not~~ make it
hemispheric + include U.S. + Canada -

Some First ladies (Belize et al.) not that involved

be object to "1st lady" label + role - are professionals.

(The group should emphasize the roles +
needs of wkg women)

SUMMIT OF THE AMERICAS - FIRST LADIES (2)

Economic theme / Democracy / Sustainable development

→ h. care + education

→ Hemisphere linked thru liberalized trade agreements

→ democracy + development

Conclusion: next generation can compete economically
+ can participate in a democracy

HRC

Take 15 initiatives and look at New Prison of children

examples { job creation
democracy
clear up the yr. } all benefit children

Half of pop'n of Hemisphere = under 23

Education School completion rates → targets

100% primary

75% secondary

[Costa Rica - why very high literacy rates - v. progressive governments, major investments]

Chile - lots of progress in recent

Argentina - high lit rates

but even it has hurt services -

These countries

} high literacy rates

What is state of family plans in these countries
fast supported or not?

Follow up on these problems -

Fordham or Brandeis releases social indicators on child

SUMMIT OF AMERICAS (3)

- these indicators $\rightarrow$ 20 yrs
- Summit should have some report/ mechanism
some way of communicating indicators,
comparisons, etc.
- int'l comparisons can provide a useful
context for people

HRC/

Our immunization rates, for example, lower
than xxx, etc.

(✓ rates in Miami alone for h.c. & preventive
health)

We do better w/ immunizations in our foreign aid
than domestically

Countries w/ far fewer resources have a much better
sense of reality of their situation

We need to further Amer. agenda - health care/educ.

Good news - but little progress from Archie Circle to
Jirón del Iniego - still many problems

U.S. immuniz - but i xx workers go up &
down Andes (or wherever)
to immunize children.

We can learn from each other

Nearly every problem has been solved by someone somewhere

SATELLITE / WOMEN IN THE AMERICAS

Joan Cairns
Inter-Am. Dialogue
day-long mtg -
ask to fax

Education of girl-child.

L. American a priority goal of educating young girls

Econ. empowerment + security

Universal probs and solutions

Domestic violence big issue

Health security

whether a dev. country or one in transition -

whatever stage - we have same goals

More + more women w/ high visibility positions

- in our country - This is the progress we are
making

Sensitivity reflected in policy w/

SBA - doubled loans to women in small biz in my
yr → econ. empowerment

[also lost - bc in Miami]

May Cuban American women will be there as
observers

- ① ECONOMY - crises all over the world, incl. our
hemisphere, interrupted or reversed
gains for us
- econ. renewal + growth must touch all
pockets of society

Needs to invest in women
Values

1813 Queen Elizabeth Islands

become the home of almost half a million pairs of nesting seabirds.

The old Haida village of Ninsunt, on Skungwai I., has been made a UNITED NATIONS WORLD HERITAGE SITE. Its spectacular totem poles are now being protected from the elements as part of a collection of world treasures. All these natural features are attracting tourists in swelling numbers. Naikoon Provincial Park, with its vast beaches and bogs, attracts hikers. The S. Moresby area, with its outstanding totem poles, marine life, hot springs, forests and mountain scenery, is unrivalled in Canada as a place to explore by water.

Bristol Foster

Queen Elizabeth Islands, NWT, group of islands in the Canadian Arctic Archipelago lying N of a great bathymetric trench composed of (E to W) LANCASTER SD, BARTOW STR, Viscount Melville SD and M'Clure Str. The islands form a triangle at the northern tip of Canada, with ELLESMERE I at the apex and DEVON, CORNWALLIS, BATHURST, MELVILLE and PRINCE PATRICK across the base. The islands are further grouped as the Parry Islands (Prince Patrick, Melville, MACKENZIE KING, Borden, Bathurst and Loughheed) and the Sverdrup Islands (ELLESMERE, AMUND RINGNES, AXEL HEIBERG, CORNWALLIS and Meighen). The total area of land in the group (about 425 000 km²) is roughly equivalent to one of the Prairie provinces. About one-fifth of the land is covered with land ice, with the largest mass on Ellesmere and concentrations on Devon and Axel Heiberg. Ice caps and glaciers cover a greater area than elsewhere in the North, owing to the cooler, shorter summers and the widespread uplands.

The islands consist of Cambrian to Upper Devonian rocks formed during the late Silurian period (see GEOLOGICAL HISTORY) and again in the late Devonian. As a result of intense folding and erosion the islands are characterized by folding mountains. In the eastern islands (Ellesmere, Axel Heiberg and Devon) remnants of the folds rise over 2000 m — the highest point in eastern N America lies in northern Ellesmere. Elsewhere the land is lower, much of it formed of horizontally embedded sediments, or peneplains. Spectacular cliffs rise above Lancaster SD on Devon I. Melville I is largely formed of an erosion platform of folded rocks, although the Raglan Range in the NW approaches 913 m. The islands along the NW margin generally lie below the 150 m contour.

The occupation of the Queen Elizabeth Is by the Inuit is fairly recent. Their European discovery may be attributed to William BAFFIN (1616). However, they were not rediscovered until 1818, when John Ross confirmed their existence. In 1819 Parry sailed to Melville I, naming Devon, Cornwallis, Bathurst and Byam Martin. The exploration of the islands at the turn of the century in effect completed the geographical discovery of N America. From 1898 to 1902 a Norwegian expedition led by Otto SVERDRUP surveyed the N coast of Devon, S and W coasts of Ellesmere, Axel Heiberg, King Christian and the Ringnes islands. In 1916-17 Vilhjalmur STEFANSSON found Brock, Borden and Meighen islands. The islands remain remote and, except for weather and research stations, uninhabited. It is known that there is oil and gas in the area, primarily in the Sverdrup Basin. The islands were named in 1953 for Queen Elizabeth II.

JAMES MARSH

Reading: M. Zaslow, ed, *A Century of Canada's Arctic Islands* (1981).

Queen Elizabeth Way, connecting Toronto with Niagara Falls and Fort Erie, Ont, was Canada's first 4-lane, controlled-access superhighway. Using the latest concepts in streamlined design, the highway was built to overcome local traffic

bottlenecks and to open the province to US motorists entering via the Peace Bridge at Fort Erie. Construction began in the early 1930s on the Toronto-Burlington section, first called the Middle Road. The highway was officially opened by Queen Elizabeth, queen consort of King George VI, at St Catharines, 7 June 1939. Four lanes of pavement were completed to Fort Erie in 1956.

ROBERT M. STAMP

Queen's Counsel (QC), title conferred on lawyers by the crown; also King's Council (KC) when the sovereign is a King. Originally awarded to those considered worthy to argue cases for the Crown, in many provinces it has lost its distinction, being awarded to most practitioners of generally 10 years or more standing who conform politically to the government in office. The title can be conferred by either the provinces or the federal government. Duties no longer attach to the rank, which entitles holders to seniority within the profession and to wear a silk BARRISTER gown.

K.G. MCSHANE

Queen's Plate, a stakes race for thoroughbred horses, was first run at the Carleton Race Track, Toronto, on 27 June 1860. It received royal assent by Queen Victoria in 1859. In 1918 and 1919, to retain its perpetuity during WWI, the 59th and 60th runnings were staged as features of a Red Cross Horse Show in Toronto, the only racing held those 2 years. Thus, it is the oldest uninterrupted stakes race on the continent. (The Kentucky Derby's inaugural was held in 1875.)

Polidans lobbied to hold the race in their constituencies in the early years. It was raced in Ontario at Toronto, Guelph, St Catharines, Whitby, Kingston, Barrie, Woodstock, Picton, London, Hamilton and Ottawa before it settled permanently, with the Queen's approval, in Toronto in 1883. In its early years the race's atmosphere resembled that of a country-fair meet. Two or 3 heats, or trials, were run to select a winner. It was claimed that the race attracted a "rowdy" crowd, and there were charges of fixed races.

The race was called the Queen's Plate until 1902, the year after Victoria's death, when it became the King's Plate (after Edward VII). It reverted to the former name upon the ascension of Elizabeth II in 1952. George VI (with his queen consort Elizabeth) was the first reigning monarch to attend the race, at Woodbine racetrack, Toronto, in 1939. Elizabeth II and Prince Philip attended the 100th running in 1959. The race was confined to Ontario-bred horses until 1944, when it

was opened to 3-year-olds foaled in the province's distance varied from a mile to 1 1/2 miles until 1957, when it was fixed at a quarter. At that distance, the race was won in 1960 by E.P. TAYLOR's Victor, a K and Preakness Winner, and the winner in 1982, won in 2:02.1 in 1982.

Plate winners earn a gift of 50 guineas from the monarch. But the little purple bag contains not guineas but sovereign guineas was discontinued by George I, instituted the guineas for thoroughbred race with a value that remains today.

Queen's Quarterly, (d 1893) a largely on the initiative of Queen G.M. GRANT, is the oldest of Canadian journals. At first, contributors were largely from the Queen's faculty, but in 1900 it opened to national and even international writers. It also began to publish fiction in the 1930s the stories of F.P. GROVE, pages, and the Quarterly launched a writer. Its real flowering began in the brief editorship of Malcolm, who sought to bring the Quarterly with the current growth in Canadian literature. Since that time the work of many writers has appeared in its pages. Fiction writers Rudy WEBB, Sheila KINSSELLA, Hugh WOOD and John M. of poets Margaret ATWOOD, Irving BY, George BOWERING, John GLAS, A.J.M. SMITH and Tom WAYMAN. I continued to publish scholarly disciplines and has maintained a tradition of book reviews.

Queen's University, Kingston, founded 1841. Queen's today is a national and coeducational university from all parts of Canada, the US and other countries. Nine out of 10 Queen's students live on campus, 24 hours a day. This commitment contributes to the strong loyalty of graduates — the famous Queen's spirit.

Queen's has 13 faculties and schools from the original Faculty of Arts (est 1842) to the School of Industrial Engineering (1983). The affiliated Queen's College prepares students for the University. Queen's is also a major research institution in almost every aspect of health, engineering, basic sciences, humanities, etc. It has centres and institutes in transportation, resource development, governmental relations. It is the eminent and industry-support electronics Corporation. Facilities include one of Canada's finest libraries. Queen's Archives houses notable and widely used non-governmental collections of Canadian historical country.

Queen's roots run deep in the Canada. It is located in one of the oldest and modern buildings built of stone buildings to provide a distinctive "Cha Gheill" (a Gaelic name for the school song), freshmen from a small theological college are reminders of Queen's College. PRESBYTERIAN Church of Canada with the Church of Scotland's "strand" in 1841. On Oct 16 of received a royal charter from Queen Victoria whom the new college was named on 7 Mar 1843 in a rented building.

Queen Mother congratulating jockey Gordon Mosses at the 1981 running of the Queen's Plate (photo courtesy Michael Burns Photography Ltd).



Press Statement

Open Plenary Session - HRC

Unicef Video

Resp. from 3 First Ladies

} 2 hours on camera

Session w/ women not marginal

- Econ, children, health, education

- Speech has to have a certain protocol

- Sensitive to 1st Ladies & cultures

- Underscore children & families

53% of hemisphere < 23 yrs. old

- We have much to learn from each other

Baby Hosp in Manila - no mother → home

until bonded w/ child Then breastfeed

Indonesia - mothers in village meet monthly
w/ midwives

All these women have been w/ hard & easy in their
own way in their countries

We in U.S. confront probs

Chance for all of us to learn from each other

- What we're gonna do -

Someone tell stories - (mention

Kids need to be healthy → to contribute economically etc.

Women's piece (St Lucia)

Moving Ahead - Leaders of our nations

Conclusion other ideas & resources

"It takes a village to raise a child"

[Introduce Video]

Unicef prepared - to frame discussion as we move forward

Thank: Tim Grant

~~Tape available to 1st Ladies & order sheets in Resources room~~

Tapes will be sent when you return to your capitals

UNICEF VIDEO / SUMMIT

The ~~Conference~~ Promise

Collage of kids faces

Diversity

50% > 25 yrs old

Democracy + Prosperity require healthy + educ kids

Leaders → educ.

Health services to save millions of lives

1990 World Conv. on children

Elim of polio — one goal already achieved

Most countries immun 80%

Elim of measles a possibility

Andean — iodizing salt — → elim. mental retard.

Deaths from diabetes & Mexico

Hunger, poverty, homelessness, violence

Deaths from prev. illnesses

✓ High rates of enrollment but Americas lead

world in % drop-outs

Elim. child labor should be goal

130 m young ppl

2nd leading cause of death in US kids 10-18 — gun violence

Andean — bilingual ed.

child care

Hon/Nicaragua — cholera prevention

Brazil — one state inf mortality + malnutrition ↓ 1/2 in 4 yrs

El Salvador — child rights

Caribb — teen preg.

Ecuador/C. Rica — child. rights

U.S. — AIDS crisis

SUMMIT - NOTES

Summit Plan of Action

Guarantee the rights of children

eradicate poverty

Univ. access to educ.

p. 14

Equitable access to basic health services.

maternal + child health.

clinical + preventive services.

Children's Health

U.S./

infectious disease used $\rightarrow$ mortality

today - developmental probs, violence, abuse + neglect

Emotional, family, + community issues

1992 - 22 percent of U.S. women no prenatal care

$\frac{1}{3}$ of kids under 2 = not adeq. immunized

meningitis

Substance abuse

Teen pregnancy

Violence - perpetrators + victims.

homicide 2nd leading cause of death

for young Afro Am. males + females.

Educ

Enrollment $\rightarrow$

Drop out rates $\rightarrow$ among younger kids.

SUMMIT / NOTES (Melanie)

- * 1st Ladies' recog. that resp. for implementation of goals of summit rest w/ pol. leaders
- * we have a signif role in mobilizing + implementing just as other ppl + insts have roles

A lot of F.L. feel not much they can't do w/in the political process

~~acknowledging~~

- Acknowledge previous work of F.L. mty -

Venezuela - xxx

St. Lucia - That was a meeting on women, bc of this FL mty on women that head of Paraguay insisted on including a section on women -

leadership continues to be seen in this document of leader + happy to note

Gambia: must ack. leadership of other FL Respons. lies

Some countries won't let F.L. function

All of us working w/ wps

All have models in our countries -
for example - yesterday

- mobile van at junction. a way to deliver can to
- most remote areas.

< Rights of child >

ck w/ Barb. < Enc. ratific. of Convention on Rights of Child Treaty
Our Adm supports it r PONS is sendg to Congress

TALKING POINTS

First Ladies who have a track record & have been
We face some of the same challenges - ^{experiences} ^{have been}
If we want to address ^{we can learn experience} extra. moment when all leaders

even progress & decisions, we

need to have health educ children

53% > 23

getting higher
& chart figures
of our nations -

In order to succeed
we need to address
fact that 53% ...
now it → we find
unless address needs
of children

will discuss goals to Summit

partic. as they relate to

educ. & health of child

- addressing prob of drop outs

- health - equitable access

infant & maternal mortality

I'll be visiting 2 enterprises in Min -

public housing -

School - innov. ways of bridging cultural

Whole

We are not policy makers -

There is much we can do to help now

Be a good friend

Lissa-

I didn't have a lot of information on the "success stories" you were looking for. The information I derived from the materials I got from Nicole is summarized below. Let me know where else I can look.

SUMMIT OF THE AMERICAS:

In recent decades, the health and living conditions of Latin American and Caribbean populations have improved significantly (based on maternal and infant mortality rates and life expectancy rates).

However, this is only one-half of the story. Much of what we see in the rest of the hemisphere, in terms of the problems they face, is oddly familiar to the United States.

Problems shared in common:

- Improvements in the standard of living in Latin America have benefitted social groups unequally. In the early '90s, poverty and indigence grew worse all over the region, unemployment rose, and income became more unevenly distributed. The gap between the highest and lowest income groups grew in terms of health and education opportunities.
- Concerning children
 - alarming rates of domestic violence and abuse
 - rise in teenage sexual activity
 - increased use of drugs, alcohol, tobacco
 - rise in violence and crime among the young

Success stories:

- Immunizations.
Latin America has had great success with immunizing its children. If current trends continue until the year 2000, diseases that only a generation ago were leading causes of ill health, disability, and death in childhood will have been eliminated by the turn of the century.
- Safe and ample drinking water.
Universal access to an adequate supply of safe drinking water is a serious problem in Latin America. Incorporating community participation, cost sharing, and cost recovery, the Honduras government, with the help of UNICEF, will achieve the goal of universal access to clean water and proper sanitation by the end of the century. (see attached)

Points HRC can make since she's speaking to women:

- Paul Kennedy says we need to redefine what constitutes as a threat to national and international security. There exists vast non-military threats to the safety and well-being of

the people on this planet which deserve attention [paraphrase].

Women understand this and have naturally dealt within this realm for centuries.

- Health and education is the fundamental basis for personal and collective well-being in any society. Without good health and proper education for all the people of a given country, that country is impeded from developing, from advancing.

Safe water: lesson from the barrio

The cities of the developing world are growing three times as fast as rural areas. Within 15 years, half the developing world's population will be urban. Cities will have to double the capacity of basic services like water and sanitation simply to maintain the status quo.

Tegucigalpa, the capital of Honduras, offers an example of both the problem and a promising solution. In 20 years, its population has trebled to 750,000 as migrants from the countryside have come in search of jobs. Two thirds of them live in the shanty towns known as *barrios marginales*.

Most barrio dwellers buy water for washing and drinking from private vendors. The water is often unsafe, and they pay ten times as much per gallon as residents who are connected to the public water system. Lack of adequate water and safe sanitation means frequent illness and poor growth: one in ten children dies before reaching the age of five – a third of the deaths being from diarrhoeal disease.

In 1987, the Honduran national water and sanitation agency, with UNICEF support, launched an innovative programme using independent wells, communal tanks, and trucks to provide water in poor neighbourhoods. Within five years, more than 50,000 people in 26 barrios were getting water from safe, reliable and permanent sources, cutting annual household water expenditure from 40% of income to only 4%.

The cornerstone of the Honduras strategy is the community water board elected by each barrio. Boards recruit volunteer labour, manage and maintain the water system, send bills to users and, ultimately, repay the investment made by UNICEF and the Government. In a parallel UNICEF project, many families showed willingness to pay for decent sanitation by taking out – and repaying – loans to build sanitary units.

By means of such strategies – including community participation, cost sharing, and cost recovery – universal access to clean water and sanitation can be achieved by the end of the century. The cost of drilling wells and installing pumps is no longer prohibitive. A decade ago it cost \$9,500 to sink a handpump-equipped borehole in the Sudan. Today, that cost is down to \$2,800.

But it is equally obvious that the goal of universal access will not be achieved by current strategies.

Of the estimated \$10 billion a year spent by governments and aid-giving countries on water supply, only about \$2 billion is helping to finance schemes like the one in Honduras which provide a low-cost service based on handpump-equipped boreholes and street or yard water-standpipes serving primarily the poor. The other \$8 billion is allocated to relatively high-cost systems – water treatment plants, pumping stations, individual household water supply, and highly mechanized sewage systems – serving mostly the better-off communities. Most governments are also subsidizing the operation and maintenance costs by as much as 70%.

Approximately 1.2 billion people in the developing world are today denied access to a bare minimum of safe, drinking water. On present patterns of progress, an estimated 770 million people will still be without safe water by the end of the century, and the number of people without adequate sanitation will have increased to approximately 1.9 billion.

The message of the last decade could not be clearer. The year 2000 goal of making safe water and sanitation available to all can be achieved – but only by restructuring government expenditures and international aid in favour of low-cost community-based strategies for the poorest. □

hiss
pt for Hemisphere

Less Sex, or More Contraception?

It is encouraging that, according to the National Center for Health Statistics, the rate of births to girls aged 15 to 17 has declined by two percentage points, the first drop since 1986. But it is not yet cause for celebration, not when the pregnancy rate among American teen-agers remains the highest of the world's industrialized countries.

Although the Family Research Council, a conservative organization, attributes the drop to "a growing movement toward abstinence among high schoolers today," others credit a more faithful use of contraceptives in response to the AIDS epidemic. They note that the proportion of teen-agers who report having had sexual intercourse is still increasing, hardly evidence of abstinence. At least 56

percent of American girls and 73 percent of American boys have had intercourse before their 18th birthday. In 1990, the overall rate for 15-to-17-year-olds was 41 percent.

Whatever the reason for the decline in pregnancies, youngsters need to be counseled about both abstinence and contraceptives. Some teen-agers will respond to the first message; others to the second. Above all, teen-agers should be given good reasons to delay parenthood. Neither appeals to join the so-called "virgin movement" nor any amount of free condoms — useful in preventing pregnancies, AIDS and other sexually transmitted diseases — will deter sexual fecklessness if adolescents cannot see a rationale for responsibility.

Rebuilding City Schools

The system of repairing New York City schools is badly mismanaged and inadequate to the task. That is the overwhelming conclusion of a special commission appointed by Schools Chancellor Ramon Cortines to recommend ways to overhaul the Board of Education's maintenance operation. The two most important needs are more innovation and more money. The prospects for significant amounts of new money are poor. But better management would make a stronger case for cost-effective new funding. As the commission points out, deferring maintenance now means more taxpayer dollars for capital improvements later on.

The first order of business is to shake up the board's Division of School Facilities, which, together with school custodians, has responsibility for maintaining and repairing the city's more than 1,000 school buildings. The division calculates that only 29 of the buildings are problem-free, with an estimated backlog of maintenance requests that will cost \$227 million.

In June Chancellor Cortines proposed streamlining the division, cutting about 300 technical and administrative positions. He also proposed to make

it more responsive by shifting some decision-making to the borough level. The commission would go even further. It would not only decentralize but privatize some repair operations. Local boards would be given more authority to solve their own needs. At the same time, the division would help set overall standards while improving its own capacity to monitor the work.

The intended result is more flexible maintenance arrangements. Selected local boards would, for example, be allowed to hire management companies that handle commercial properties to do maintenance and repairs. Custodians in those districts would step aside and fill vacancies elsewhere. Districts would have to earn the right to participate in this experiment by having a record free of fiscal improprieties or a history of patronage.

More flexible arrangements are essential. But ultimately, what is most essential is money. The commission notes that the system does not spend enough now on cleaning and maintenance. If the Board of Education proves that it can be more efficient, then the city and state should help find funds to keep schools from crumbling.

— means —

the warm side / June 1
8th

Call on her over

by m.c. - hoping

Boilerplate at end -

What format is

- p2-10 -

we create a ~~thing~~
where first we have
nothing. by this way
can I expect child to do
well when we have 7 done well?

The school & parents have
observed that more often

a place where I can feel
safe, secure,
understand etc

✓ counting
church
family
Dress - 95%
corp.

• *door*

Urtide - tale

+ Anniston where

Shah's creek condition

Children take care

Adapt this song

lm draft 12/6/94

**FIRST LADY HILLARY RODHAM CLINTON
REMARKS FOR THE FIRST LADIES' SYMPOSIUM ON
CHILDREN OF THE AMERICAS
MIAMI, FLORIDA
DECEMBER 10, 1994**

[Acknowledgements]

Welcome to all of my colleagues and friends from across the Americas, and to all of our distinguished guests.

It is an honor and privilege for me to host this wonderful symposium here in Miami. Let me begin by expressing my gratitude to the First Ladies of Latin America and the Caribbean for your help and guidance in preparing for this session. Your extraordinary efforts in previous First Ladies' meetings in Colombia, Costa Rica, and most recently in St. Lucia, have provided a foundation for all of our work -- today and into the future.

I hope that in the course of our gathering here, and in the weeks and months ahead, we will learn much from each other and find new inspiration to make children, families, and women a priority across our hemisphere.

Today, we live in an age of great promise -- and great peril -- for the 130 million children of the Americas. Great promise because our children are our lifeline to prosperity and democracy in the decades ahead. Great peril because, from the Queen Elizabeth Islands [northernmost Canada] to Tierra del Fuego, our children are shouldering burdens rarely encountered by older generations.

Children suffering from hunger, poverty, homelessness, inadequate health care, disease, illiteracy, violence, and abuse are not confined to a single nation or a single continent. The cries of desperate children are sadly heard in every nation represented here. And it is the plight of those children that brings us together today, not just as the spouses of heads of state or as representatives of our governments, but as mothers, sisters, daughters, grandmothers, aunts, neighbors and friends who believe that every child in every country deserves a fair chance in life.

The political leaders convening at this historic summit have set forth an agenda to promote prosperity and democracy throughout the hemisphere through trade initiatives, sustained development, and more effective government.

Today, summit leaders are outlining goals to ensure the economic, social and physical well-being of children:

The proposed Summit Plan of Action calls for universal access to education so that all children, regardless of economic or social status, racial or ethnic origin, or gender, will receive the basic tools necessary to become full members of society. The goal of requiring children to attend primary school is also under discussion. If this goal is achieved, it will help eradicate child labor and give children a greater hope of acquiring the skills and knowledge needed to compete in a modern global economy.

The proposed Summit Plan of Action calls for equitable access to basic health services, which will be particularly beneficial to children, who are most vulnerable to illnesses and unhealthy living conditions.

Specific programs being recommended will address child, infant, and maternal mortality rates, as well as increasing immunization efforts to eradicate childhood diseases, such as measles, that still afflict too many children. We need only look to the disappearance of new polio cases in the Western hemisphere to know the success of these immunization programs.

We all know that the role of caregiver is crucial to the development of healthy and secure children. And we all know that the primary caregivers in society most often are women. The Summit proposal to strengthen the role of women will increase opportunities for women to participate in all spheres of life -- political, social, and economic.

Empowering women with economic self-reliance, education, and protection against violence is not only a valuable step forward in itself. It's an important step forward for children.

While we recognize that our political leaders are responsible for devising policies and programs to meet these important goals, we also know that, as First Ladies, we have a significant role to play.

Just as advocacy organizations, social institutions, and dedicated individuals are critical to our progress, we, too, can help push the agenda forward in our respective countries.

When it comes to children's issues, women have a special calling. And that's why we have a duty to raise our voices for the voiceless -- our children, the youngest and most vulnerable among us.

This week I've had particular reason to think about the difference one woman alone can make in society, even against

extraordinary odds. My friend, Elizabeth Glaeser, died last weekend after losing a long battle with AIDS.

Elizabeth contracted HIV through a blood transfusion while hemorrhaging during the delivery of her first child, Ariel. Unbeknownst to her, her daughter, and then a son born later, also contracted the virus.

When Elizabeth learned that she and her children had been infected with HIV, she dedicated herself to raising awareness about AIDS. From a small office in Los Angeles, she created the Pediatric AIDS Foundation, which has raised over \$30 million since its founding in 1988.

She often said she was motivated and strengthened by the memory of her daughter, who died four years ago at the age of seven. Her son, now 10, lives every day with HIV.

If Elizabeth could contribute so much on behalf of children, I know we can too. Of course, we will not all be involved in the same ways. Each of us must find a venue appropriate to our own situation as First Lady or government representative. But whatever role we choose represents a rare opportunity to make a difference in the lives of tens of millions of children -- and in the future of all of the Americas.

There is an urgency to our mission. More than half of our population in this hemisphere is under age 23. Ushering children into the world is, of course, the province of families. But building safe and nurturing communities for them to grow up in . . . making sure they have access to schools that teach them to read and write . . . protecting them from avoidable diseases . . . training them for productive adulthoods. . . and honoring their rights in the face of violence and abuse -- these are our collective responsibility.

As the African [?] saying goes: "It takes a village to raise a child." [Hillary: Melanne says you like a quote that goes something like this....do you know who said it, or where I can find the exact phrase?]

To be sure, our challenges differ from country to country, and our recipes for progress may require different ingredients. The purpose of this gathering is not to prescribe one solution, but to share ideas and opinions and learn from each other's experiences.

Here in the United States, for example, we are not doing enough to ensure that women receive adequate pre- and post-natal health care, particularly poor women and teenagers. In 1992, 22 percent of pregnant women in this country received no pre-natal care.

As the rest of the world knows all too well, our nation is struggling against an epidemic of gun violence that daily claims the lives of children in our cities and towns. Today, gun violence is the second leading cause of death for children in the United States between the ages of 10 and 14 [ck?].

Combined with violence is an equally disturbing scourge of narcotics use among our young people. [more on this?]

At the same time, we are making progress on behalf of some of our children -- progress that is visible right here in Miami. Just yesterday I had the opportunity to visit Drew Elementary School and Jackson Memorial Hospital -- two institutions that have achieved remarkable successes in disadvantaged communities.

Drew is located in a predominantly African-American neighborhood. Community leaders in Miami devised a cultural exchange program in which students from Drew and a predominantly Hispanic school called Seminole Elementary come together for a variety of activities that promote tolerance and understanding. To enhance communication across cultures, students at Drew take Spanish from the second grade on.

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In every one of our nations, dedicated, energetic people are working on the front lines to solve some of our most intractable problems. The purpose of the summit, and of this gathering, is to educate each other about our challenges and our successes -- and to make our efforts more cooperative by sharing the knowledge and experience each of us holds within us.

When we return to our capitals, I hope we will be guided not only by documents, policy papers, and official pronouncements, but also by the desire in our hearts to see that all children have the gift of hope in their lives.

In the words of Gabriela Mistral, the great Chilean educator, poet, and Nobel prize winner for literature: "Let me be more maternal than a mother; able to love and defend with all of a mother's fervor the child that is not flesh of my flesh. Grant that I may be successful in molding one of my pupils into a

perfect poem, and let me leave within her deepest-felt melody
that she may sing for you when my lips shall sing no more."

Thank you for coming to Miami, and for joining together in
this important cause.

[Introduce UNICEF video]

###

**FIRST LADY HILLARY RODHAM CLINTON
REMARKS FOR THE FIRST LADIES' SYMPOSIUM ON
CHILDREN OF THE AMERICAS
MIAMI, FLORIDA
DECEMBER 10, 1994**

Welcome to all of my colleagues and friends from across the Americas, and to all of our distinguished guests.

It is an honor and privilege for me to host this wonderful symposium here in Miami. Let me begin by expressing my gratitude to the First Ladies of Latin America, the Caribbean, and Canada for your help and guidance in preparing for this session. Your extraordinary efforts in previous First Ladies' meetings in Colombia, Costa Rica, and most recently in St. Lucia, have provided a foundation for all of our work -- today and into the future.

I hope that in the course of our gathering here, and in the weeks and months ahead, we will learn much from each other and find new inspiration to address the needs of children, families, and women across our hemisphere.

Today, we live in an age of great promise -- and great peril -- for the 130 million children of the Americas. Great promise because our children are our lifeline to prosperity and democracy in the decades ahead. And we all take pleasure in knowing that there are millions of happy, healthy children across the Americas whose futures are filled with hope.

But there are perils too, because from the Queen Elizabeth Islands to Tierra del Fuego, our children are shouldering burdens rarely encountered by older generations.

Children suffering from hunger, poverty, homelessness, inadequate health care, disease, illiteracy, violence, and abuse are not confined to a single nation or a single continent. The cries of desperate children are sadly heard in every nation represented here. And it is the plight of those children that brings us together today, not just as the spouses of heads of state or as representatives of our governments, but as mothers, sisters, daughters, grandmothers, aunts, neighbors and friends who believe that every child in every country deserves a fair chance in life.

The political leaders convening at this historic summit have set forth an agenda to promote prosperity and democracy throughout the hemisphere through trade initiatives, sustainable development, and more effective government.

Today, summit leaders are outlining goals to ensure the economic, social and physical well-being of children, which Dr. Alleyne will outline later in greater detail:

The proposed Summit Plan of Action calls for universal access to education so that all children, regardless of economic or social status, racial or ethnic origin, or gender, will receive the basic tools necessary to become full members of society. The goal of requiring children to attend and complete primary school is also under discussion. If this goal is achieved, it will help eradicate child labor and give children a greater hope of acquiring the skills and knowledge needed in a modern global economy.

Beyond the important issue of school attendance, the Summit initiative on education also addresses the nutritional needs of children so they can learn more effectively.

The proposed Summit Plan of Action calls for equitable access to basic health services, which will be particularly beneficial to children, who are most vulnerable to illnesses and unhealthy living conditions.

Specific programs being recommended will address child, infant, and maternal mortality rates, as well as increasing immunization efforts to eradicate childhood diseases, such as measles, that still afflict too many children. We need only look to the disappearance of new polio cases in the Western hemisphere to know the success of these immunization programs.

We all know that the role of caregiver is crucial to the development of healthy and secure children. And we all know that the primary caregivers in society most often are women. The Summit proposal to strengthen the role of women will increase opportunities for women to participate in all spheres of life -- political, social, and economic.

Empowering women with economic self-reliance, access to quality health care and education is not only a valuable step forward in itself. It's an important step forward for children.

While we recognize that our political leaders are responsible for devising policies and programs to meet these important goals, we also know that, as First Ladies, we have a significant role to play.

Just as advocacy organizations, social institutions, and dedicated individuals are critical to progress, we, too, can help push the agenda forward in our respective countries.

When it comes to children's issues, women have a special calling. And that's why we have a duty to raise our voices for

the voiceless -- our children, the youngest and most vulnerable among us.

This week I've had particular reason to think about the difference one woman alone can make on behalf of children, even against extraordinary odds. My friend, Elizabeth Glaeser, died last weekend after losing a long battle with AIDS.

Elizabeth contracted HIV through a blood transfusion while hemorrhaging during the delivery of her first child, Ariel. Unbeknownst to her, her daughter, and then a son born later, also contracted the virus.

When Elizabeth learned that she and her children had been infected with HIV, she dedicated herself to raising awareness about AIDS. From a small office in Los Angeles, she created the Pediatric AIDS Foundation, which has raised over \$30 million since its founding in 1988.

Elizabeth often said she was motivated and strengthened by the memory of her daughter, who died four years ago at the age of seven. Her son, now 10, lives with HIV every day.

If Elizabeth could continue to contribute so much on behalf of children throughout her own illness, I know we can make our own contributions too. Of course, we will not all be involved in the same ways, or even on precisely the same issues. I know, for example, that AIDS is not as prevalent in many of your countries as it is in mine. That's why each of us must find a venue appropriate to our own situation as First Lady or government representative. But whatever role we choose represents a rare opportunity to make a difference in the lives of tens of millions of children -- and in the future of all of the Americas.

There is an urgency to our mission. More than half of our population in this hemisphere is under age 23. Ushering children into the world is, of course, the province of families. But building safe and nurturing communities for them to grow up in . . . making sure they have access to schools that teach them to read and write . . . protecting them from avoidable diseases . . . training them for productive adulthoods. . . and honoring their rights in the face of violence and abuse -- these are our collective responsibilities.

This concept was eloquently expressed in a pastoral letter issued in the United States several years ago by the National Conference of Catholic Bishops. In that letter, entitled *Putting Children and Families First*, the bishops said:

"No government can love a child, and no policy can substitute for a family's care. But, government can either support or undermine families. There has been an unfortunate,

unnecessary and unreal polarization in [the] discussion [of] how best to help families. The undeniable fact is that our children's future is shaped both by the values of their parents and the policies of our nation."

As adults, we must take responsibility for our children so that they can learn to take responsibility for themselves. And we must insist that society's most vital institutions -- family, school, and church -- create the conditions necessary for our children to fulfill all their God-given potential.

To be sure, our challenges differ from country to country, and our recipes for progress may require different ingredients. The purpose of this gathering is not to prescribe one solution, but to share ideas and opinions and learn from each other's experiences.

Here in the United States, for example, we are not doing enough to ensure that women receive adequate pre- and post-natal health care, particularly poor women and teenagers. In 1992, 22 percent of pregnant women in this country received no pre-natal care.

As the rest of the world knows all too well, my nation faces significant challenges in stopping an epidemic of gun violence that daily claims the lives of children in our cities and towns. Today, homicide is the leading cause of death for African American youth in the United States and violence is the second leading cause of death for youngsters between the ages of 10 and 14.

Combined with violence is an equally disturbing scourge of narcotics use among our young people. Illegal drugs are readily available in too many communities in the United States, and even in some of our schools. Studies show that as many as seven million children abuse alcohol and drugs to some extent

At the same time, we are making progress on behalf of some of our children -- progress that is visible right here in Miami. Just yesterday I had the opportunity to visit Jackson Memorial Hospital and Drew Elementary School -- two institutions that have achieved remarkable successes in disadvantaged communities.

Jackson Memorial Medical Center, which is affiliated with the University of Miami, has the difficult task of caring for some of the poorest and neediest residents of this city. The newborn intensive care unit that I visited yesterday serves the highest risk population in Dade County -- but the hospital has achieved the lowest infant mortality rates in the state.

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The positive educational climate at Drew is reflected in the student attendance rate: 95 percent of the school's students come to class every day.

Drew has succeeded because parents, teachers, the school principal and community leaders have worked hard to create an environment where children feel safe, secure, and confident that they will thrive. The adults have taken responsibility; and the children are learning to take responsibility as well.

In every one of our nations, dedicated, energetic, and caring people are battling on the front lines to solve some of society's most vexing problems. The purpose of this gathering is to educate each other about our challenges and our successes -- and to make our efforts more cooperative by sharing the knowledge and experience each of us holds within us.

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As she once said: "Many things we need can wait. The child cannot . . . To him, we cannot say tomorrow. His name is today."

Thank you for coming to Miami, and for joining together in this important cause.

And now, let us go from words to deeds.

[Introduce UNICEF video]

###

TO: Hillary Rodham Clinton
FROM: Lissa Muscatine *LM*
RE: Keynote remarks for Symposium

A few things about the speech:

1) I doubt if anyone cares, but in case someone asks if children actually live in the Queen Elizabeth Islands in northernmost Canada (there is a reference to them in paragraph 4), the answer is: Yes, Inuit Eskimos.

2) FYI: Gabriela Mistral [Mee-strall] of Chile is arguably the most famous Hispanic woman poet and a literary figure admired throughout Central and South America. She frequently wrote about motherhood, family, etc. She also was a teacher. In 1945 she won the Nobel Prize for literature, becoming the first Latin American man or woman to win. She died in 1957.

lm draft 12/6/94

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replace with #2

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replace #3

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As the African [?] saying goes: "It takes a village to raise a child." [Hillary: Melanne says you like a quote that goes something like this....do you know who said it, or where I can find the exact phrase?]

To be sure, our challenges differ from country to country, and our recipes for progress may require different ingredients. The purpose of this gathering is not to prescribe one solution, but to share ideas and opinions and learn from each other's experiences.

Here in the United States, for example, we are not doing enough to ensure that women receive adequate pre- and post-natal health care, particularly poor women and teenagers. In 1992, 22 percent of pregnant women in this country received no pre-natal care.

I know that AIDS is not as big of a problem for you as it is for us in the United States.

As the rest of the world knows all too well, our nation is struggling against an epidemic of gun violence that daily claims the lives of children in our cities and towns. Today, gun violence is the second leading cause of death for children in the United States between the ages of 10 and 14 [ck?].

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Replace with #5

Replace with #6

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this important cause.

[Introduce UNICEF video]

###

Lissa:

Some suggestions from Richard--

dar Luz = give forth light

1. I'm told that the Spanish-language phrase for delivering a child is to "give forth light." How appropriate that is. My daughter Chelsea is a great light and source of joy in our family. When I look at her I am so thankful that she is healthy and happy. And while there are millions of children who are also healthy and happy, there are still too many who are not. It is those children who we must not forget, those children to whom we must reach out a helping hand.

2. The proposed Summit Plan of Action calls for universal access to education so that all children, regardless of economic or social status, racial or ethnic origin, or gender, will receive the basic tools necessary to become full members of society. In addition to universal access, we must also look toward ensuring completion of both primary and secondary school. In addition to the obvious benefits of education, universal enrollment will help eradicate child labor.

And it is not just a matter of school attendance--even issues such as meeting the nutritional needs of children in order to enhance their learning ability--are addressed in the Summit initiative on education.

Of course, this increased attendance of students ready for learning must be met with a quality curriculum. One that gives children a greater hope of achieving the skills and knowledge needed to compete in a modern global economy.

3. Many of the goals under the draft Summit initiative on health address children's needs specifically. According to the proposed Plan of Action, the governments will reaffirm their commitment to reducing child and maternal mortality rates.

What could be a more basic need than ensuring that babies are delivered safely into this world, and that their mothers survive as well. To that end, the plan endorses a basic health package that will cover prenatal, delivery, and postnatal care.

It is also recommended that the health package include--as determined by each country--programs for immunizations, HIV/AIDS education and prevention, and family planning information and services.

The success of the immunization program for polio, which has resulted in no new cases in the Western Hemisphere for the past year, should inspire us to implement these programs.

4. There is one other proposed Summit initiative I would like to point out. That is the one calling for strengthening the role of women. The primary caregiver is critical to a child's emotional and physical development. And as we all know, primary caregivers are most often women.

I feel that this initiative is important not only because it acknowledges the importance of strengthening the role of women, but also because doing so will have an immense positive impact on our children.

5. We also face significant challenges in reducing violence and drug use among our young people. Gun violence is the second leading cause of death for children in the United States between the ages of 10 and 14 [ck?].

6. In fact, our whole program today is aimed at learning from each other. We will see a video by UNICEF which addresses the needs of children worldwide. Then we will be honored with remarks by the director-designate of the Pan-American Health Organization, Dr. Alleyne. As you all know, the PAHO focuses on the countries of our hemisphere.

After that, Mrs. Figueres, Mrs. Manning, and Mrs. Sanchez de Lozada will speak. [see if we got drafts of their remarks--they were supposed to provide examples of success stories in their countries on the issues]

We will also have some time for participants to speak from the floor and have general discussion.

In the second part of the program, we will be able to address each of the three themes --children's health, children's education, and youth [adolescent? ck w/Melanne] health and education--in much more detail.

**FIRST LADY HILLARY RODHAM CLINTON
TALKING POINTS FOR PRE-SUMMIT INTERVIEWS
DECEMBER 7-8, 1994**

* We are getting together in Miami to build on the First Ladies' of the Americas proven track record so that we can play a role in promoting economic prosperity and democracy throughout our hemisphere.

* Given that more than half of the population of our hemisphere is under age 23, we must address the health and education needs of children if we are going to make progress economically and politically as individual nations and as a region.

* We will discuss the goals of the Summit, particularly as they relate to the education and health of children. Specifically, we will share information, ideas, and experiences on issues such as: ensuring universal access to primary education, lower drop-out rates, reducing infant and maternal mortality rates, endorsing a basic package of health services, increasing immunizations and other programs that combat communicable diseases, as well as curbing narcotics use.

* Although each nation faces different challenges, we can all learn from each other's experiences, whether it is the success with literacy programs in Costa Rica or the increase of life expectancy in Chile, Guatemala and Honduras, or the declines in child mortality in Costa Rica and Chile.

* I will be visiting two wonderful public institutions in Miami that have made extraordinary progress. Jackson Memorial Hospital serves the highest-risk infants in Dade County, yet has the lowest infant mortality rate in Florida. Drew Elementary School has devised innovative methods for helping students and their entire communities bridge cultural gaps and overcome racial and ethnic tensions.

* While we are not policy makers, we all can help move the agenda forward and help meet the goals set forth by the Summit leaders -- and we can do so in many different ways.

###

Mrs. Wasmosy as Chair of the Symposium on Children, summarized the work of the Conference participants in the final sessions.
PRESS STATEMENT

Date, Dec 10, 1994, December 10, 1994 *6*

or their designees
Today, First Ladies from throughout the hemisphere participated in a Symposium on "Children of the Americas."

COTA Parallel
The Symposium covered the proposed Summit of the Americas goals in the areas of improving access to health care and education for children and adolescents.

or other
The First Ladies shared information on successful programs from their nations on a wide range of issues, including: ensuring universal access to primary education, improving primary and secondary school completion rates, reducing maternal and infant mortality rates, endorsing a basic package of health services, increasing immunization and ~~other~~ programs that combat communicable diseases, and treating and preventing narcotics use.

Major *ion of*
The Major gains that have been achieved in bringing adequate, affordable and quality health care and education to the millions of children of the hemisphere were celebrated. In particular, the First Ladies *praised* the success of immunization programs in preventing new cases of polio in the Western Hemisphere. *But however,* they also recognized that many challenges remain--challenges that the leaders of the hemisphere have made part of their agenda at the Summit and for the future.

There was also a recognition
The First Ladies *committed themselves to* *continuing to* emphasized that although they do not have the mandate to make government policies, they can play a role--whether as individuals, prominent persons, or the spouse of the nation's leader--in helping their nations meet the needs of children.

Mrs. Wasmosy of Paraguay graciously invited the other first ladies in the hemisphere to attend the Fifth Conference of Wives of Heads of State and Governments of the Americas, scheduled to be held in October 1995. Mrs. Wasmosy stated that children's health and education issues would be a topic at that meeting, noting that "we must not forget that they are our tomorrow and the future of humanity will depend on them."

Fundament (children)

Press statement, First Lady, Wasmosy
Summarizing highlights of F. L. Symposium
in children

lm draft 12/6/94

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As the African [?] saying goes: "It takes a village to raise a child." [Hillary: Melanne says you like a quote that goes something like this....do you know who said it, or where I can find the exact phrase?}

To be sure, our challenges differ from country to country, and our recipes for progress may require different ingredients. The purpose of this gathering is not to prescribe one solution, but to share ideas and opinions and learn from each other's experiences.

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As the rest of the world knows all too well, our nation is struggling against an epidemic of gun violence that daily claims the lives of children in our cities and towns. Today, gun violence is the second leading cause of death for children in the United States between the ages of 10 and 14 [ck?].

Combined with violence is an equally disturbing scourge of narcotics use among our young people. [more on this?]

At the same time, we are making progress on behalf of some of our children -- progress that is visible right here in Miami. Just yesterday I had the opportunity to visit Drew Elementary School and Jackson Memorial Hospital -- two institutions that have achieved remarkable successes in disadvantaged communities.

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perfect poem, and let me leave within her deepest-felt melody
that she may sing for you when my lips shall sing no more."

Thank you for coming to Miami, and for joining together in
this important cause.

[Introduce UNICEF video]

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Wednesday, December 6

Hillary,

Enclosed is a DRAFT of the keynote address for the First Ladies' Symposium. In a few places you'll see question marks in brackets, which means I'm checking statistics or facts. In a few other places I've bracketed questions for you.

Also, do you want to mention your trip to the Baby Hospital in Manila or any other events from the Asia trip?

If you could get your comments, edits, and overall critique to Melanne and/or me late Wednesday, that would be great. Many thanks.

Lissa

A handwritten signature, likely "Lissa", written in dark ink. It features a large, stylized capital "L" followed by a smaller, cursive-style "issa".

lm draft 12/6/94

**FIRST LADY HILLARY RODHAM CLINTON
REMARKS FOR THE FIRST LADIES' SYMPOSIUM ON
CHILDREN OF THE AMERICAS
MIAMI, FLORIDA
DECEMBER 10, 1994**

[Acknowledgements]

Welcome to all of my colleagues and friends from across the Americas, and to all of our distinguished guests.

It is an honor and privilege for me to host this wonderful symposium here in Miami. Let me begin by expressing my gratitude to the First Ladies of Latin America and the Caribbean for your help and guidance in preparing for this session. Your extraordinary efforts in previous First Ladies' meetings in Colombia, Costa Rica, and most recently in St. Lucia, have provided a foundation for all of our work -- today and into the future.

I hope that in the course of our gathering here, and in the weeks and months ahead, we will learn much from each other and find new inspiration to make children, families, and women a priority across our hemisphere.

Today, we live in an age of great promise -- and great peril -- for the 130 million children of the Americas. Great promise because our children are our lifeline to prosperity and democracy in the decades ahead. Great peril because, from the Queen Elizabeth Islands [northernmost Canada] to Tierra del Fuego, our children are shouldering burdens rarely encountered by older generations.

Children suffering from hunger, poverty, homelessness, inadequate health care, disease, illiteracy, violence, and abuse are not confined to a single nation or a single continent. The cries of desperate children are sadly heard in every nation represented here. And it is the plight of those children that brings us together today, not just as the spouses of heads of state or as representatives of our governments, but as mothers, sisters, daughters, grandmothers, aunts, neighbors and friends who believe that every child in every country deserves a fair chance in life.

The political leaders convening at this historic summit have set forth an agenda to promote prosperity and democracy throughout the hemisphere through trade initiatives, sustained development, and more effective government.

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HRC HANDWRITING

Today, summit leaders are outlining goals to ensure the economic, social and physical well-being of children:

The proposed Summit Plan of Action calls for universal access to education so that all children, regardless of economic or social status, racial or ethnic origin, or gender, will receive the basic tools necessary to become full members of society. The goal of requiring children to attend primary school is also under discussion. If this goal is achieved, it will help eradicate child labor and give children a greater hope of acquiring the skills and knowledge needed ~~to compete~~ in a modern global economy.

The proposed Summit Plan of Action calls for equitable access to basic health services, which will be particularly beneficial to children, who are most vulnerable to illnesses and unhealthy living conditions.

Specific programs being recommended will address child, infant, and maternal mortality rates, as well as increasing immunization efforts to eradicate childhood diseases, such as measles, that still afflict too many children. We need only look to the disappearance of new polio cases in the Western hemisphere to know the success of these immunization programs.

We all know that the role of caregiver is crucial to the development of healthy and secure children. And we all know that the primary caregivers in society most often are women. The Summit proposal to strengthen the role of women will increase opportunities for women to participate in all spheres of life -- political, social, and economic.

Empowering women with economic self-reliance, education, and protection against violence is not only a valuable step forward in itself. It's an important step forward for children.

While we recognize that our political leaders are responsible for devising policies and programs to meet these important goals, we also know that, as First Ladies, we have a significant role to play.

Just as advocacy organizations, social institutions, and dedicated individuals are critical to ~~our~~ progress, we, too, can help push the agenda forward in our respective countries.

When it comes to children's issues, women have a special calling. And that's why we have a duty to raise our voices for the voiceless -- our children, the youngest and most vulnerable among us.

This week I've had particular reason to think about the difference one woman alone can make in society, even against

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HRC HANDWRITING

extraordinary odds. My friend, Elizabeth Glaeser, died last weekend after losing a long battle with AIDS.

Elizabeth contracted HIV through a blood transfusion while hemorrhaging during the delivery of her first child, Ariel. Unbeknownst to her, her daughter, and then a son born later, also contracted the virus.

When Elizabeth learned that she and her children had been infected with HIV, she dedicated herself to raising awareness about AIDS. From a small office in Los Angeles, she created the Pediatric AIDS Foundation, which has raised over \$30 million since its founding in 1988.

She often said she was motivated and strengthened by the memory of her daughter, who died four years ago at the age of seven. Her son, now 10, lives every day with HIV.

If Elizabeth could ^{continue to} contribute so much on behalf of children, ^{throughout her own illness,} I know we can too. Of course, we will not all be involved in the same ways. Each of us must find a venue appropriate to our own situation as First Lady or government representative. But whatever role we choose represents a rare opportunity to make a difference in the lives of tens of millions of children -- and in the future of all of the Americas.

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[Introduce UNICEF video]

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+ now let us go
From words
to deeds

Summit of the Americas

Statistics for HRC

Immunization rates in Dade County:

72% of 2 year olds were immunized in 1993
(67.1% in U.S.)

Infant mortality rates in Dade County:

Dade County: 7.6 per 1,000 live births in 1991
National: 8.9 per 1,000 live births in 1991

SYMPOSIUM ON CHILDREN OF THE AMERICAS

Themes for Working Group Session On

Children's Health Issues

Summit Goals: To reduce child mortality by one-third and maternal mortality by one-half by the year 2000.

(See Summit Plan of Action Initiative 17, "Equitable Access to Basic Health Services," for the full text.)

infant mortality
The average infant mortality rate for the 34 countries attending the Summit is 33 deaths per 1,000 births. Major achievements in reducing that rate thus far have been in high-impact but simple technologies such as vaccinations and controlling diarrhea through oral rehydration. The challenge now is to move to more difficult and complex interventions such as managing pneumonia, improving nutritional status, and reducing neonatal mortality, while sustaining the gains already achieved. The region-wide effort to eradicate polio, which succeeded in interrupting transmission throughout the hemisphere, was a model of cooperation, partnership and participation. This model can be adapted to eliminating measles, or at least reducing incidences and deaths to the levels called for in the Narino Accord.

maternal mortality
Maternal death rates remain a significant problem in the Americas, with national rates ranging from a low of 5 to a high of about 600 per 100,000 live births. To reduce maternal mortality, we need to improve and expand access to prenatal and postnatal care and to provide safer delivery care. Community-based approaches such as training and deployment of midwives and family planning have reduced maternal mortality in some countries.

In addition, inequities in access to health care contribute to the concentration of children's health problems in certain populations (e.g. rural areas, indigenous peoples). These inequities can be addressed through systemic reforms of health care delivery systems which can include essential community-based services for the poor, the disabled, and indigenous groups; stronger public health infrastructure; alternative means of financing, managing, and providing services; quality assurance; and greater use of non-governmental actors and organizations.

The Summit Plan of Action calls for a number of actions involving the hemispheric governments, the Inter-American Development Bank, the World Bank, and the Pan-American Health Organization, and representatives of the private sector in focusing on and establishing a framework for health reform mechanisms. These actions include: developing or updating country action plans or programs for

reform; strengthening international fora for sharing technical expertise, information and experience on health reform efforts; and convening a special meeting of hemispheric governments with interested donors and international technical agencies to establish a framework for health reform mechanisms.

SYMPOSIUM ON CHILDREN OF THE AMERICAS

Themes for Working Group Session On

Children's Education Issues

Summit Goals: A primary completion rate of 100 percent and a secondary enrollment rate of at least 75 percent by the year 2010.

(See Summit Plan of Action Initiative 16, "Universal Access to Education," for the full text.)

Universal literacy and access to education at all levels, without distinction of race, national origin or gender, is an indispensable basis for sustainable social and cultural development, economic growth and democratic stability.

Although almost every country in the hemisphere has adult literacy rates of over 80 percent, there are still too many people who do not have a basic level of reading and writing skills. Eradicating illiteracy is best approached by ensuring that children are enrolled in and complete at least primary school. A number of factors impact on both enrollment and completion rates, including pre-school environment, the quality of the school's curriculum and the training received by the educators.

The nurturing and nutrition children receive early in their lives dramatically impact on their ability to thrive when they reach school age, and can improve future performance and reduce costly repetition and drop-out rates. Approximately 8.9 million children in this hemisphere participate in early childhood programs.

Primary school enrollment of children age 6-11 increased over the last 20 years in all countries in the region, especially in population centers. However, enrollment levels remain relatively low in certain regions and sub-groupings (girls, indigenous, urban minority and rural populations).

The World Bank estimates that every year \$2.5 billion are spent on grade repetition for 20 million children in Latin America. Countries are addressing drop-out and repetition rates by setting national goals in educational efficiency as well as relevance of what is taught.

The Summit initiative on education calls for governments to work with the private sector and multilateral institutions to guarantee universal access to quality primary education; support strategies to overcome nutritional deficiencies of primary school children in order to enhance their learning ability; and create a

hemispheric partnership to reform educational policies and focus resources more efficiently.

SYMPOSIUM ON CHILDREN OF THE AMERICAS

Themes for Working Group Session On

Youth Health and Education Issues

Summit Goals: Address the needs of adolescents through prevention programs for narcotics use and abuse, the transmission of HIV/AIDS, and unintended pregnancies, and through enhanced vocational or college-preparatory programs.

(See Summit Plan of Action Initiative 6, "Combating the Problem of Illegal Drugs and Related Crimes;" Initiative 16, "Universal Access to Education;" and Initiative 17, "Equitable Access to Basic Health Services," for full texts.)

Youth in the hemisphere, who make up roughly a quarter of the population, must obtain the education and training needed to be productive adults and avoid often fatal health risks.

At current birth rates, half of the hemisphere's female population will have a child between the ages of 15 and 19. In addition to the maternal mortality issues covered under the symposium's health theme, these young women are exposed to sexually-transmitted diseases--including AIDS/HIV, and often leave school to have or raise their babies. The Summit initiative on health includes a proposal to have a basic package of health services which includes maternal and reproductive health care, planning information and services, and HIV/AIDS prevention.

Both female and male adolescents leave school early, for a number of reasons, resulting in an workforce unprepared for an increasingly high-technology world market. Educational programs aimed at keeping teenagers in school and curricula designed to prepare students for adulthood are needed. The Summit education initiative calls for promoting worker professional training, increasing access to and strengthening the quality of high education, and creating a hemispheric partnership to reform educational policies.

The problem of narcotics consumption, production, and trafficking is a huge drain on our youth. In addition to the health problems and deaths caused by drug use, narcotics-related violence also affects a large number of young people. In addition, young adults without the education or training to support themselves are too often drawn to the narcotics-related crimes of selling or trafficking narcotics. The proposed initiative on narcotics includes a broad agenda to reduce both the demand and supply of narcotics throughout the hemisphere.

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SUMMIT OF THE AMERICAS

Strengthening the Role of Women in Society

Summit Goals: Strengthen policies and programs that improve and broaden the participation of women in all spheres of political, social, and economic life and improve their access to the basic resources needed for the full exercise of their fundamental rights.

(See Summit Plan of Action Initiative 18, "Strengthening the Role of Women in Society," for the full text.)

Although women's issues *per se* will not be addressed during the Symposium on Children of the Americas, women remain the primary care-givers for children throughout the hemisphere. Therefore, the importance of the development and strengthening of the role of women in society should be recognized, in terms of the impact of women's development on their children and its positive contribution to society.

The Fourth Conference of Wives of Heads of State and of Governments of the Americas issued in October 1994 the Declaration of St. Lucia, which called for supporting actions which further the full exercise of women's human rights, expressed appreciation for efforts to reduce domestic violence; encouraged steps to educate women in preparation for decision-making in all spheres; and requested that the women's issues be addressed at a wide range of fora.

The proposed Summit Plan of Action calls for the nations of the hemisphere to commit to taking many of those steps, such as recognizing and giving full respect for all rights of women, promoting the participation of women in decision-making; enhancing women's productivity and economic self-reliance through education and skill development; reducing violence against women; and encouraging regional and international financial and technical organizations to intensify their programs in favor of women.

III. OTHER ASPECTS TO KEEP IN MIND

Profiles. The first ladies are very different from each other. Their participation will be diverse and will vary according to their commitment, education, interests, skills, and ultimately, according to the indigenous characteristics of their own country. Their only unifying trait is their interest and will to work for their countries, to have things done, to learn about new ideas that could be carried out, and to transmit their own.

Workforms. The first ladies work in different ways. Some chair or direct NGOs that they have created themselves or inherited from their predecessors. Others work within the government, coordinating, promoting, or organizing the follow-up of different social areas or programs.

Responsibility. Despite their involvement, the political responsibility for their programs falls on the government.

3 pages

WHERE DO WE STAND IN EDUCATION?

Background Notes for the First Lady for Summit of the Americas Spouses' Meeting December 10, 1994¹

The following statistics paint a mixed picture of education in the United States--some real strengths, some clear signs of improvement, and areas in which a great deal of work lies ahead.

Access to Schooling

- o **School enrollment in the United States is virtually universal.** All states mandate compulsory schooling through the age of 16. Enrollment rates among children 6 to 15 years of age are essentially 100 percent.
- o **Preschool enrollment.** Enrollment rates among children 3, 4, and 5 years old have increased substantially since 1970. Virtually all children now attend kindergarten. And over half of our 4-year-olds are now attending preschool (up from 29 percent in 1970).
- o **Postsecondary enrollment.** The percentage of high school graduates who enrolled in college following graduation increased from 49 percent in 1980 to 62 percent in 1992. Almost no other country has postsecondary enrollment rates comparable to this one.

Dropout Rates

- o **Overall, high school dropout rates have gradually decreased in the United States.** For example, only 6 percent of students who were sophomores in 1990 left school without completing high school or its equivalent two years later.
- o **However, dropout rates for younger students are troubling.** For example, of the members of the 8th grade class of 1988, nearly 7 percent had dropped out of school by spring of their sophomore year.
 - Over half of the students left because they "did not like school," while about 40 percent left because they were failing school.
 - Almost one-third of females who dropped out between 8th and 10th grade reported that they left school because they were pregnant.

¹ Major portions of these notes are derived from *The Condition of Education 1994*, a U.S. Department of Education/National Center for Education Statistics publication.

Student Achievement

In international comparisons of student achievement, the evidence is also mixed.

- o U.S. students fare poorly compared to students in other developed countries on international assessments of mathematics and science—areas particularly critical to the high-tech areas of our economy.
 - For example, in 1990-91, U.S. 13-year olds ranked ahead of only one of the 14 other countries whose students took the mathematics portion of the International Assessment of Educational Progress (IAEP). (Test scores of U.S. students and those of two countries were approximately equal.)
 - In science, U.S. 13-year olds ranked ahead of only two of the other countries.
- o On the other hand, in the 1992 International Study of Reading Literacy, U.S. nine-year olds were second out of 28 participating nations; U.S. 13-year olds were ninth. These results may reflect the considerable emphasis placed on reading and language arts in our primary schools.

When comparing domestic (U.S.) achievement results over time:

- o proficiency in both mathematics and science on the National Assessment of Educational Progress (NAEP) increased between 1982 and 1992 for all three age groups sampled.
- o Reading scores have been virtually unchanged over the decade.

Differences among Racial/Ethnic Groups

The averages cited above mask numerous important differences. Students from most minority groups lag behind white students in completion rates and achievement.

- o The gap between dropout rates for blacks and whites is still too high, although it has narrowed.
 - While 9 percent of white students enrolled in 8th grade in 1988 neither had completed high school nor were still enrolled in school in 1992, 14 percent of blacks, 18 percent of Hispanics, and 25 percent of American Indian students had dropped out.
- o The gap between achievement of black and white students persists. It narrowed in the 1970's and early 1980's, but has not narrowed further.

- Since the early 1970's, proficiency scores for blacks have drawn closer to those for whites in reading, mathematics, and science. Still, average scores are considerably below those of white students.
- o **Minority children are at an educational disadvantage relative to whites because of several factors, including:** lower average levels of parental education, a greater likelihood of living with only one parent, different community characteristics deriving from relatively segregated living patterns, and the fact that black children are much more likely to experience poverty than white children.
- In 1992, 46 percent of black children under 18 and 39 percent of Hispanic children were poor, while 16 percent of white children lived in families with an income level below the poverty line.

Returns to Education

The question isn't just how are we doing compared to other nations or even compared to our own past. The real question should be: Are we doing well enough in teaching our students what they will need to know in the near future? And the answer is no.

In today's world, what you know is the key to what you earn.

- o In 1990, in the United States, average monthly earnings for those with a bachelor's degree were *twice* those of people with only a high school diploma, and *four* times higher than those who had not graduated from high school. Put another way, a student who graduates from high school can expect to earn \$200,000 more over his or her lifetime than one who did not; for a student who receives a bachelor's degree, the difference is almost \$1 million. (these are U.S. Census Bureau figures).
- o Conversely, persons at a low level of literacy are 10 times more likely to be in poverty than persons with high literacy levels (National Adult Literacy Survey, 1993). In the recent National Survey of Adult Literacy, some 40 million adults—more than one-fifth of our population—performed in the very lowest level of prose, document, and quantitative proficiencies.

Our biggest challenge in education is to raise the standards of knowledge and skill for all of our students, so that stable employment in high-paying jobs becomes possible for everyone.

The Clinton Administration Education Agenda

Over the past two years, we have successfully enacted legislation that will raise educational standards and prepare our students for the jobs of the future.

- o In our view, "access" for all isn't enough, if it means access to poor-quality programs with lower standards for some, and access to high-quality programs for others.
 - Our new policies recognize that the only way to get real equality is to challenge *all* students to learn to the same high standards, and then provide the resources to make sure those starting out behind can reach the standards.
 - Two decades of cognitive research and numerous real-life examples show us that it is possible for students of all ages that we define as "at-risk" (for example, those in high-poverty schools, and those who are limited-English proficient or migrant) to learn far more than we generally have expected of them. Expecting less of them almost guarantees failure. U.S. Secretary of Education Richard Riley says:

"The surest way to create an angry, violent nineteen-year-old dropout is to give that young person a watered-down curriculum from kindergarten on. When you do that, you are telling these young people early on that they aren't good enough, so why even try. And, I assure you, they do get the message. By fourth or fifth grade, they have already started to give up."

We have been successful in enacting the following major parts of the education agenda into law over the past 19 months, thus laying a strong foundation for lifelong learning, better jobs, and a better future for all of our students.

- o **Head Start**, our biggest early childhood program, has just been reauthorized. Head Start funding has increased from \$2.2 billion in fiscal year 1992 to \$3.5 billion in fiscal 1995. The new law is distinguished by its emphasis on improving program quality and by the new "Early Head Start" program for children from ages 0 to 3.
- o **Goals 2000**, signed into law in May 1994, is a milestone in U.S. education, aimed at stimulating all of our states to undertake broad, standards-based educational reform. Goals 2000 provides a vision, framework, information, and seed money to enable states and local school systems to plan and implement coherent policies and practices aligned with high state standards for student performance. Goals 2000 represents a major change in the federal role away from the "band-aid" of fragmented categorical programs designed to "fix" small pieces of the system, toward true systemic reform.

(Balderas Elementary School is an example of a school that has achieved impressive results by setting high academic standards--see Attachment 1.)
- o The recently enacted **Improving America's Schools Act** provides funds to support state reforms in teaching and learning, according to the framework laid out in Goals 2000 or other comprehensive state plan. Programs in this

law constitute the biggest federal investment in primary and secondary schools. From now on, the progress of schools and local education systems will be measured against the kinds of high standards laid out under Goals 2000 for *all* students—including "at-risk" students. Title 1 (formerly Chapter 1) of this law provides federal support for schools with large numbers of disadvantaged children.

This new law incorporates for the first time a major professional development title to prepare teachers to help all students achieve to the standards. It provides new resources to bring new technology into schools, make schools safe and drug-free environments, and engage parents as partners in learning. **Improving America's Schools** provides flexibility and technical assistance so that local districts can try innovative ways to meet the goal of high standards for all students, for example, by extending the school day or by setting up independently run public charter schools. It authorizes demonstration projects that integrate educational, health, and social services designed to address risk factors such as poor nutrition, violence, inadequate health care, and substance abuse.

(Snively Elementary School is an example of an excellent school improvement program supported by federal Title 1 funds—see Attachment 2.)

- o The School to Work Opportunities Act, signed into law by President Clinton on May 4, 1994 and jointly administered by the U.S. Departments of Education and Labor, provides federal funds to state and local partnerships to help build systems to prepare young people for first jobs in high-skill, high-wage careers and for further education and training. In this law, the United States addresses for the first time in a coherent fashion the need for a strong alternative path for students who may not choose traditional college education right after secondary school, by allowing them to choose a career major and take advantage of links to postsecondary training and experiences in the private sector.

Every school-to-work program will include school-based learning and a program of study that meets challenging academic standards developed under Goals 2000. Each program also will include work-based learning—broad instruction in industry-specific skills, a sequential program of job training experiences with skills to be mastered at increasingly higher levels, and paid work experience with workplace mentoring. Students who complete school-to-work programs will receive *both* diplomas testifying to their academic competence and skill certificates that tell employers that they can handle jobs. In many countries in the world, that would hardly be revolutionary, but in our country, it is brand new.

(The Baltimore Academy of Finance is an example of an excellent school-to-work program—see Attachment 3.)