

Attachment 1

ENGAGING THE COMMUNITY IN LEARNING

Ezequiel A. Balderas Elementary School

Fresno, California

OVERVIEW

Teachers at Balderas set high academic standards in core subjects for K-6 students, who learn the concepts of literacy and numeracy in the context of daily story telling and investigations in science and social studies, followed by related pencil-and-paper or computer work. Reading, writing, and mathematics are included in every appropriate interdisciplinary lesson. Multidimensional lessons building on the language, skills, and concepts that students already know allow teachers to provide learning opportunities that serve native English speakers and those with limited English proficiency equally well. The education program includes an electronic infrastructure, school-business partnerships, and intensive staff development designed to help teachers build on the special resources of a multicultural and multilingual student population.

SCHOOL CONTEXT

Fresno Unified School District built Balderas as a year-round school to serve the district's new and growing multicultural population in Fresno. Ninety-eight percent of the students belong to ethnic minorities: 59 percent Asian, 28 percent Hispanic, and 11 percent African American. Early in 1991, the district used a new approach to choose a principal for Balderas with a strong record of successful innovation, a commitment to participatory management strategies, and a history of productive collaboration with the business community. Given a mandate for change from the district supervisor and four months lead time, the principal used observations as well as interviews to choose her staff and worked with them to create ground-breaking programs for the students who arrived in August.

Balderas serves 1,100 students, of whom about 750 are on campus during any term. Ninety-four percent of the students receive free or reduced-price lunches, and 70 percent have limited English proficiency (LEP).

MAJOR PROGRAM FEATURES

ACADEMIC FOCUS. Balderas emphasizes hands-on learning, interdisciplinary units, a whole-language approach to reading and language arts, and development of both basic and advanced skills in core subjects. Using state and district curriculum guides keyed to California's curriculum frameworks, teachers provide students with activities that promote language development in both English and primary languages and acquisition of grade-level knowledge and skills in other subjects. Beginning in preschool and continuing to the sixth grade, classes may regroup into same-language clusters, led by an assistant, to read and promote discussions in the students' primary language. Teaching assistants fluent in the students' primary languages rotate among classrooms.

Teachers delay formal instruction in reading until the second grade but embed early literacy

lessons in studies in the content areas. For example, students learn the concepts of literacy and numeracy in the context of daily story telling and investigations in science and social studies, followed by related pencil-and-paper or computer work. Reading, writing, and mathematics are included in every appropriate interdisciplinary lesson. Multidimensional lessons building on the language, skills, and concepts that students already know allow teachers to provide learning opportunities that serve native English speakers and those with limited English proficiency equally well.

All students keep portfolios of their work, often including drawings, writing samples, and journals. Content-based activities, often involving cooperative learning, promote learning of academic content, reflection, language development, and task engagement. To ensure that multi-language students have the academic support they need, students belong to triads—cross-age groups of students—that meet after school and at other times during the year to work together on homework and class projects. In these “afterschool” groups, each student works daily with two others who speak the same language and helps them develop and apply their English-language fluency.

To ensure that language-minority students have sufficient academic support they

belong to triads—cross-age groups of

students who speak the same language—

that meet throughout the year to work

together on homework and class projects.

PLANNING AND DESIGN. The programs are based on these principles: (1) student, staff, and parent empowerment; (2) individual responsibility for learning; (3) active learning experiences; (4) high expectations; (5) interdependence; (6) character development; and (7) collaboration with community partners in education. Business partners from Dow Chemical, Pacific Bell, the Fresno Bee, and Continental Cablevision contribute their technical expertise in ongoing task force work aimed at making Balderas' electronic infrastructure a model for the nation.

ORGANIZATIONAL/MANAGEMENT STRUCTURE. Balderas follows a year-round "90/30" program that divides students into four tracks of 250 students. Each track attends school for three months, followed by a month-long vacation while students from another track rotate in. In addition, extracurricular programs extend the school day two hours beyond the district's norm. During the first hour, all students work on homework in multi-grade groups. During the second hour, native speakers offer primary language instruction in Spanish, Hmong, and Khmer; approximately one third of the students attend these classes.

Students in all grades belong to triads—groups of first-, third-, and fifth-graders or second-, fourth-, and sixth-graders—that meet during the afterschool homework period and at other times during the year. Within each afterschool group, each student works every day with two others who speak the same language. In addition, teachers keep classes for two years.

PROFESSIONAL ENVIRONMENT. To meet state certification requirements for teachers of limited-English-proficient (LEP) students and to cultivate a knowledgeable and cohesive faculty, Balderas' principal negotiated with California State University, Fresno (CSUF) to teach a series of graduate courses organized to address the specific professional needs of Balderas' faculty. Teachers attended class for six weeks before school opened and studied the languages and cultures of students, among other general topics related to teaching LEP students. In 1991-92, they completed 180 hours of formal instruction in sessions planned during regular staff development time, after school, and on Saturdays. Virtually all Balderas teachers now possess the Language Development Specialist credential—a situation that is rare in the district and in the state.

In a precedent-setting arrangement with CSUF approved by state and district administrators, Balderas paid for the graduate-level course work with categorical funds. All teachers received inservice credit for their participation; those who wished to apply the course work to a master's degree program and earn CSUF graduate credit paid a reduced rate for tuition and completed additional assignments. Program evaluation data collected after the first year indicate that participants considered the course work relevant to the demands of their work, and after passing the certification examinations, teachers' classroom experience confirmed that

they had received the solid foundation of knowledge and skills required to meet the challenges of real teaching.

CULTURAL INCLUSIVENESS. The study and celebration of students' cultural resources influence every aspect of daily life at Balderas. Native language speakers provide daily and weekly afternoon and evening extracurricular classes in primary language literacy to all interested students and parents. Community leaders hold concurrent sessions of parent meetings and programs for each language group to involve all parents, using bilingual members to coordinate and unify parent planning. The four informal "pavilion" areas surrounding the media center in the large central courtyard of the school each feature a mural that captures important values of a certain culture: The Cambodian pavilion portrays the temple at Angkor Wat; the Mexican shows central characters in Mexican history; the Hmong summarizes the journey from Laos to Fresno; and the American focuses on the Explorer spacecraft, among other things the symbol of the Balderas Explorers. During the 1992-93 school year, the Balderas community celebrated the Hmong, Cambodian, and Lao New Years, African-American History Month, and Cinco de Mayo, in addition to having a multicultural fair.

PARENT AND COMMUNITY INVOLVEMENT. Parents of every cultural background actively participate in Balderas events; approximately 80 percent attend the monthly parent education workshops regularly. When a school site council was elected, hundreds of members of each language group attended pre-election meetings conducted in their own language and shared responsibility for choosing their group's representative. School-home communications are routinely translated into five languages and followed up with calls to parents who cannot read in any language. Two English classes are offered at the school for parents, and proposals are being developed to solicit funding for even more extensive parent education and family support programs. Each month the school offers a parent workshop that is given in the languages spoken by school families. Each group has a native-speaking presenter and an English-speaking teacher as a resource. According to a district administrator, the rate of parent and community volunteerism at Balderas is remarkably high, and the volunteer core includes many retirees and college students who work every day. At the parents' request, Balderas has a monthly open house during which the school's programs are explained, student guides take visitors on a tour of the building, and parents eat lunch with their children.

In addition to involving parents in the school, Balderas' principal continues to build relationships with important members of business and industry. Engineers from Dow, Pacific Bell, Continental Cablevision, the Fresno Bee, and other companies meet at least monthly to identify promising technologies, educate school staff about their applications to teaching, and plan ways to install them at Balderas. The school is already far ahead of others in Fresno with

its computers, voice mail, and other electronic equipment, but even greater things are planned—fiber optics, a satellite dish, and networks with other cities and countries. The principal often attends management training seminars offered by these companies for their own personnel and makes presentations about her school to their boards.

EVIDENCE OF SUCCESS

Because of the care taken in planning and staffing this school's complex programs, Balderas has made a strong start, as shown by substantial support from members of the community, businesses partners, and higher education. First-year math and reading scores exceeded district norms (although some language-dependent subjects fared less well). By June 1993, Balderas had achieved first place in the district for student attendance—more than 99 percent of the students arrive at school on time regularly. Despite substantial risk factors often associated with transiency, Balderas reduced its transiency rate by one quarter from its first to its second year. At the end of the second year, 50 percent of the parents gave the school's overall performance an "A" rating, and 30 percent gave it a "B" rating. Community pride in the school is evident—unlike other schools in the area, Balderas remains free of graffiti. In October 1992, Balderas received an "A+ for Breaking the Mold" award from the U.S. Department of Education, and in April 1993, it was named by Redbook magazine as one of the 177 best schools in the country, based on a review of evidence by a panel of experts.

*Attachment 2***CREATING "THE ULTIMATE
COMMUNITY SCHOOL"***Snively Elementary School**Winter Haven, Florida***OVERVIEW**

The secret to success is doing things schoolwide [because] you will never change with just one teacher doing things You need the entire school and parents together You need to learn what works and what doesn't.

— *Principal, Snively Elementary School*

Through a schoolwide project that began in 1989, teachers, parents, and administrators revamped Snively Elementary School to provide learning experiences that help all students meet higher standards of achievement and embrace parents in the education process. The project introduced interdisciplinary, thematic instruction using a curriculum written by teachers; established an alternative assessment process; extended the school year; and reduced class size in all grades. Snively emphasizes collaboration and became the focus of community activity through adult education, community health services and recreational facilities, home visits, and rewards for parent volunteers.

SCHOOL CONTEXT

Snively is located in a small rural town in central Florida divided by an interstate highway. Approximately 400 students start school each September; that number climbs to about 500 when migrant families join the community. The student population is almost equally divided between Anglo and Hispanic children; African Americans make up the remaining 1 percent. One-third of the students move across district or state lines at least once during the year. Poverty is high, with 95 percent of the students receiving free or reduced-price lunch. Many students have come from Mexico, and about 20 percent of the total student population have limited English proficiency.

A districtwide committee meets annually to oversee the Chapter 1 program. The school operates under site-based management, with the Chapter 1 program coordinated by the Effective School Team (EST) that governs decision making at Snively.

The decision to give teachers broad authority under the schoolwide program is strongly supported by the district Chapter 1 director, who states: "Give the money to teachers and let them do with kids what is needed They know the needs, but frequently we don't ask them for ideas." But the same administrator cautions that successful schoolwide projects require a clear structure and long-term planning: "Schoolwide needs to be thought out It must still reach the Chapter 1 children."

MAJOR PROGRAM FEATURES

ACADEMIC FOCUS. Snively staff create an educational climate in which individual talent can be discovered and developed. The school's philosophy emphasizes the importance of achieving high academic standards, physical growth, and emotional stability, recognizing that these can best flourish in an atmosphere of acceptance and understanding. Students follow an interdisciplinary core curriculum and are assessed by a teacher-developed evaluation after completing each curriculum unit. A detailed scope and sequence chart lists specific standards for achievement at each grade level; for example, third-graders learn to organize paragraphs, speak effectively before a group, read a thermometer, and add and subtract decimals. Teachers define thematic units for each grade level; sample themes for fourth-graders are "Mexico," "the United States," and "Native Americans." Fourth-graders begin the school year with a four-week unit of study on Mexico. They study Native American culture, civilization, history, and contributions to architecture, mathematics, literature, and art. The unit culminates in a day-long celebration of Mexican Independence Day and cultural presentations. Art and music teachers incorporate their instruction into this content-based unit. Third-graders study the history and geography of the U.S.-Mexican frontier, and other grades study Mexican family traditions and customs.

The program also includes "Step Ahead Days," during which students apply their learning to real-life situations. At the beginning of a unit on economics, each class adopts a particular role: job interviewing, production, or bartering. The classes work with each other so that all students learn about each role and understand the concepts before actually studying the subject. Sometimes, classes save the exercise until the end of the unit; after a unit on the American Revolution, classes representing different states re-enacted historical scenes. Other projects include a unit on transportation (which included a visit to the school by a helicopter), a Medieval festival, and visits to businesses.

Teachers revise the curriculum constantly to ensure that it is consistent with high academic expectations and is appropriate for students. The Chapter 1 director says teachers are so committed to their collaboration that they work on Saturdays and on their own time to develop new ideas. "When you have teachers revise the curriculum, they have ownership

because it was developed based upon needs they perceived," she says. "This is what makes it work."

Snively offers two early-intervention prekindergarten programs funded by the state and in 1993-94 will add two more programs funded by Head Start. A state-funded program, First Start, supports two regular and two portable classrooms and two parent educators; one portable operates as a family resource center to help families with children below the age of two. The school also has reading development program called "Early Discovery," which is targeted to students identified by teachers and testing at the end of kindergarten. Students begin the program in first grade, leaving the class for half an hour each day for individual instruction; each semester, the Early Discovery teacher helps a different set of students. The program has been so successful that the school plans to expand it to the second and third grades.

The school's philosophy emphasizes the importance of achieving high academic standards, physical growth, and emotional stability—recognizing that these can best flourish in an atmosphere of acceptance and understanding.

PLANNING AND DESIGN. Eight years ago, Polk County officials considered closing Snively—which some school planners described as "the dirtiest and worst school in the district." The Chapter 1 program was "a nightmare," with participants in grades 4-6 grouped into one class to receive Chapter 1 services all day long. But community pressure forced the district to keep the school open. Under the leadership of a new principal in 1988, teachers and administrators developed a schoolwide project plan to improve the entire school. The district office provided technical assistance and fostered communication between Snively staff and other schoolwide projects.

Faculty, parents, and community representatives on Snively's EST met frequently for six months to plan the project. Teachers rewrote the curriculum to follow an interdisciplinary, thematic unit approach and visited parents at home to solicit support for the new project. The school used Chapter 1 funds to hire additional teachers, pay for professional development, and purchase new materials. The new staff reduced the teacher-student ratio to 1:18 for primary grades and 1:20 for upper grades, achieving a class size that teachers believed would better serve the needs of all students. After noticing a lack of recreational opportunities for local children—and crowded summer tutoring programs at a nearby church—administrators used an

RJR Nabisco Foundation Grant to extend the school year through July. (The Nabisco grant was obtained after planning had begun for the schoolwide project, but both were implemented in 1989.)

Snively's schoolwide project promotes continuous professional development based on teachers' needs and interests, multiple roles for teachers, shared decision making, and consultant and peer support. With implementation of the schoolwide project, teachers began meeting one day each month to collaborate on planning.

CULTURAL INCLUSIVENESS. An English as a Second Language (ESL) program features one full-time teacher and three paraprofessionals. All Snively teachers, except for the most recently hired, have ESL training. ESL students participate in a two-hour pullout program every day; when these students are in the regular classroom, they are assisted by an ESL aide. Special education is conducted in two resource rooms.

Unit-related field trips also help students understand other cultures. A visit to St. Augustine shows students Spain's role in Florida's history. Disney's Epcot Center provides a glimpse of many cultures, including Mexico and its rich artistic heritage. A trip to a Spanish restaurant in Tampa enables both Anglo and Hispanic students and parents to experience Spanish food and atmosphere. In addition, Snively's library has a growing collection of books in Spanish, including works by Latin American authors and biographies of Latino leaders. Those books are among the most popular in the library. ESL students celebrate their heritage with a presentation of posadas and a pinata during the winter holidays; for Cinco de Mayo, they present an exhibit to teach other students about the holiday. They also organize a popular tortilla-making contest. Teachers receive training in cultural differences through inservice classes and professional literature. Evening school programs often feature Mexican songs and music, which increase parent involvement and attendance.

PARENT AND COMMUNITY INVOLVEMENT. Strong community outreach and parent participation guide Snively's program. Every teacher visits the home of every child he or she teaches, allowing open communication with each family and better assessment of individual needs. Parents are encouraged to become involved in all aspects of the school, including an adult education program, and are motivated to participate in the school by a coupon-redemption program in which they earn coupons—redeemable for food, clothing, or household items at the school-operated family center—by attending their child's class, participating on field trips, or other volunteer efforts. According to the principal, between 60 and 70 service clubs, businesses, and agencies have adopted the school, with many donating surplus items that parents can purchase with their coupons. Last year, parents volunteered more than 5,000 times at the school—an average of 10 times per student. Parents also receive a monthly calendar of school activities.

Snively offers free GED/ABE classes for adults in the community, which drew 130 students last year. More than 100 adults also participated in an ESL class, and some recent adult graduates are now planning to attend college. "All we ask is for parents to be an active participant with their child," says the principal. "This has encouraged them to go to GED and ABE [adult basic education] and to understand the importance of school."

Snively's other efforts to become what the principal calls "the ultimate community school" include providing a state-funded community clinic that offers immunizations, physical exams, and other services by state health department workers. The Community Aggressive Reclamation Effort (CARE), a state-funded program that targets local communities with severe needs, also has designated Snively as the location for a new community recreation center that will include a park with restrooms, lights, and playing fields.

EVIDENCE OF SUCCESS

More than half the students at Snively score above the 50th percentile on nationally standardized tests. Between the 1991-92 and 1992-93 school years, students across grades 2-6 showed an average NCE gain of 9.9 in reading, compared with an average 4.7 NCE gain for other Chapter 1 programs in the district. Snively students in the same grades had an average gain of 7.4 NCEs in mathematics. The gain was most dramatic in the third grade. Seventy-one percent of Snively's first-graders meet district standards, compared with 48 percent in other schools. A high percentage of parents and teachers responding to a school survey said that administrators believe that all children can learn. Most teachers and parents also agreed that school rules and expectations are clearly defined and communicated daily through home visits, letters, conferences, and meetings. In 1992-93, the U.S. Department of Education recognized Snively among schools having effective compensatory education programs.

Attachment 3

Baltimore Academy of Finance - Baltimore, Maryland

Operating as a "school-within-a-school," the Baltimore Academy of Finance is located at Lake Clifton-Eastern High School in Baltimore. Established in 1987, the Academy is a citywide college preparatory program jointly funded by the Baltimore Public Schools and the Baltimore financial services community.

Overview

The Academy of Finance model is a two-year program that gives high school students an opportunity to learn about and prepare for careers in financial services. The Academy of Finance was started as pilot project between the American Express Company, Shearson Lehman Hutton, and the New York City school system in 1983, today the program has expanded to more than 20 cities in 61 schools. In addition to the required academic high school courses, students take two or three specialized courses per semester developed by educators and industry experts.

Baltimore's Academy of Finance currently enrolls 165 students in grades 9 - 12, of which 98 percent are minority. Generally, students are recruited from middle schools across the city on a competitive basis. The entrance criteria is that each student have a 75 percent or better grade average and a 85 percent attendance rate. This program makes an effort to reach students who have the potential to succeed, but could without encouragement, fall through the cracks.

Program of Study

There are two major components of the Academy: the Pre-Academy for students in grades 9 and/or 10; and the two-year Academy for students in grades 11 through 12:

- **Pre-Academy students** in grades 9 and/or 10 take academic courses required for graduation, a maximum of 2 designated elective courses in finance, economics or business, and other extra-curricular activities associated with the program.
- **Academy of Finance students** in grades 11 through 12 are academically prepared for careers in the financial services industry. Preparation includes classroom experiences, field trips, on-the-job-training, internships, lectures, personal development seminars, computer training, and college level credit which culminates in receiving the certificate of Financial Studies. Academy students attend personal development seminars and are given the opportunity to meet industry leaders. In addition, those students who have successfully completed the 11th grade are eligible to take a summer internship, which consists of a 9 week paid summer job. Students in can take courses at nearby Morgan State College for college credit.
- **The Academy's Shadowing program** is open to both 10th and 11th grade students. This program was developed in 1991-92 to allow students to be part of a professional environment. The program pairs students in a mentoring relationship with professionals from the Baltimore financial community. The students accompany their mentors to the

workplace. By introducing the students to various careers in the financial world, the Shadowing program helps the students decide what type of internship they would like. The program also points out the need for a college education to move into entry level job positions within the business world.

Evidence of Success

Since 1989, a total of 95 students have graduated. Of that number 65 graduates have attended four-year college; 27 attended a community college; 2 students went into the military, and one student went directly into the workforce in the finance field. Another measure of success for the Academy of Finance is their attendance record: a 90 percent average for the 1992-93 school year, compared to a schoolwide average of 78 percent. In addition, in 1993 some 46 students were placed in paid summer internship programs by participating financial services institutions. The Academy has received commitments to employ approximately 60 students for this summer's internship program.

The Baltimore Academy of Finance is one of eight Academy sites currently being evaluated by the Manpower Demonstration Research Corporation (MDRC). MDRC is conducting a three-part evaluation that includes an impact study, implementation analyses, and a cost effectiveness study. Evaluation information on the Academy should be available in June of 1999.

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Can't talk about progress until

First Ladies have done so much - See Summit document

- Sites she will be visiting - in Miami - Drew Egan / Jackson Hospital

handship cases

SUMMIT OF THE AMERICAS

Symposium on Children of the Americas

TALKING POINTS FOR PLENARY SPEECH

December 10, 1994

I. Welcome

- Appreciate your participation in this event, focusing on the important issue of Children in the Hemisphere.
- I know that many of you are already actively involved in improving the situations of children in your countries through a wide range of activities.
- We have the opportunity today to advance the cause of children's issues by acknowledging their importance to the nations of the hemisphere and by sharing experiences on successful ways to implement specific programs.
- Future generations will be called upon to continue the work initiated at the Miami Summit--we must prepare today's children to be the leaders of tomorrow's integrated and democratic Western Hemisphere.

II. THE SUMMIT

- This Summit is a historic event, and I am very excited that we all can be part of it. This is the first hemispheric Summit that the United States has hosted, and the largest hemispheric Summit ever.
- The President feels very strongly that we--the United States--must establish a relationship with our neighbors in the hemisphere that is based on mutual respect and a consensus that facing the challenges of the future are best faced together.
- That is why he asked all the democratically-elected leaders of the hemisphere to join him here in Miami, and why I have invited all of you to participate in this symposium.

- While the leaders are discussing a broad range of issues aimed at creating a Partnership for Prosperity and Development for all the peoples of the Americas, we will focus more closely on the Children of the Americas.

(lissa--not sure how to work this in but the phrase for delivering a child in Spanish is "dar luz"--the literal translation is "to give light"--maybe Mrs. Clinton can note that her daughter (a reminder that she is a mother) is the light of her life...or something to that effect.)

III. THE SUMMIT AND CHILDREN--OVERALL

- The Summit agenda covers a wide spectrum of ways to improve life for our peoples, including increased trade through the reduction of trade barriers, the enhanced effectiveness of our governments' institutions, and sustained development.
- As part of our societies, children will benefit from all these initiatives.

Promoting Prosperity through Economic Integration and Free Trade

- When families have more opportunities for increased earning potential they can provide better for their children's basic needs. The Summit agenda has a number of initiatives aimed at improving economic growth in order to create jobs throughout the hemisphere.

* The Summit proposals to create a Free Trade Area of the Americas, encourage capital markets liberalization, increase investment in infrastructure projects, stimulate the tourism industry are all aimed at increasing economic growth throughout the hemisphere.

Preserving and Strengthening the Community of American Democracies

- Children will also reap the rewards of more effective government, both now and in the future. As the only group who cannot voice their desires through the ballot box, they are particularly dependent on non-governmental actors to identify and lobby for their rights.

* The goals in the Summit Plan of Action of protecting of human rights, promoting cultural values, strengthening democracy collectively, combating corruption, and reducing the threat of terrorism all contribute to an environment in which children can thrive.

Guaranteeing Sustainable Development and Conserving Our Natural Environment for Future Generations

- In order for our children to be able to enjoy the natural resources that are available today, we must ensure that we use those resources wisely, not wastefully.

* The partnerships being proposed--for sustainable energy use, biodiversity, and pollution prevention--are all aimed at assuring that the hemisphere's natural resources will be here for our children's use tomorrow.

(For more specifics see the attached piece "Children of the Americas")

(Also attached is the draft of the Plan of Action--please do not disseminate this, it is for internal government use until finalized and released at the Summit itself)

Overcoming Poverty and Discrimination in Our Hemisphere

- This agenda for economic prosperity, strengthened democracies, and sustainable development does not forget to invest in its people by ensuring that all sectors of society, even those in the poorest strata of our countries, receive access to education and health care.

* The Summit Plan of Action will call for universal access to education, equitable access to basic health services, strengthening the role of women in society, encouraging small business, and establishing an emergency and development volunteer corps for the region.

(Melanne wanted to put in something on the initiative on women--see the item on "Strengthening the role of women in society.")

IV. FOCUS ON HEALTH, EDUCATION, AND YOUTH

Lissa--see three papers attached: Themes for Working Group Session On Children's Health Issues, Children's Education Issues, and Youth Health and Education Issues.

V. STATUS OF UNITED STATES

Although each of our countries do not face all the same problems or to the same degree, we all share some of these issues, and can learn from each other.

In the United States, we are not meeting the needs of providing pre- and post-natal health care to the poor, especially teenagers. We need to reduce drug consumption and prevent sexually-transmitted diseases, especially HIV/AIDS. Even basic health care needs are often not met.

On the other hand, we have had great successes in primary school completion rates, we have very low infant mortality rates, and 96% of American children are adequately vaccinated by the time they enter kindergarten.

During the working group sessions, I hope to be able to share with you some of the successful programs we have implemented and to hear about yours.

(Lissa--not sure if appropriate, but maybe we could fit in a reference to the recent death of Elizabeth Glaeser from AIDS, received through a blood transfusion during delivery, in terms of a WOMAN who was a leading activist for AIDS research and education--also the fact that her daughter died of AIDS, and her son, who has AIDS is still alive. Glaeser spoke at the 1992 Democratic Convention and the President apparently issued a statement after her death noting her efforts re: the AIDS issue.)

(Lissa--if you want to add more here, see the two attached pieces from Health and Human Services and Education on U.S. programs)

(Lissa--this would be a good place to talk about what Mrs. Clinton saw at the school and hospital on Friday.)

VI. CONCLUSION

(I am working on this: the general theme will be how the meeting today is just one step in facing these challenges, the importance of continuing commitments to dealing with these issues, and how great it is that there will be increased hemispheric cooperation on these issues. Also the fact that the Summit Plan of Action lays out specific actions to be taken in order to carry out these goals--not just rhetoric, but a true commitment to progress in these areas.)

SUMMIT OF THE AMERICAS

Children of the Americas

Introduction

- The Hemisphere's leaders and their spouses are coming together not only as the heads of their governments and people, but also as parents and members of families who recognize that one driving force behind the Summit is to ensure children's well-being now and in the future.
- Virtually every element of the Summit Plan of Action will have a direct or indirect impact on the economic, social, or physical well-being of the children of the hemisphere.
- The implementation of the Summit Plan of Action will bring about a better standard of living for the children of the hemisphere, through increased trade and jobs, improved access to health and education, and the protection of their rights.

The Summit Initiatives: Impact on Children

I. Preserving and Strengthening the Community of Democracies of the Americas

Strengthening Democracy

- * Helps prevent political violence, which has a profound effect on the well-being of our children.

Promoting and Protecting Human Rights

- * Includes guarantees for the rights of children and calls for ratifying the United Nations Convention of the Rights of the Child

Invigorating Society/Community Participation

- * Encourages the growth of civic-minded non-governmental organizations, including those which support children's issues, and notes the need to improve participation of young people.
- * Helps ensure that groups such as disabled, indigenous, and female children receive fair and equitable treatment.

Combating the Problem of Illegal Drugs and Related Crimes

- * In order to safeguard children's health and their futures, we must educate our children on the dangers of drug abuse and prevent them from using narcotics.
- * We must continue our efforts to protect children from this threat and prevent them from becoming involved in drug-related criminal activities.

II. Promoting Prosperity Through Economic Integration and Free Trade

Free Trade in the Americas/Capital Markets Development and Liberalization

- * Creates more jobs, allowing families to enjoy a higher standard of living.
- * Lessens need to depend on children to help augment the family's income, thus reducing child labor.
- * Provides more commodity variety at more competitive prices, helping to decrease malnutrition.

Hemispheric Infrastructure

- * Increases access of all sectors of society to better transportation, electricity, and clean water.

III. Eradicating Poverty and Discrimination in Our Hemisphere

Universal Access to Education

- * All children, regardless of economic or social situation, will receive the basic tools necessary to become full, participatory members of society, especially girls, minorities, and indigenous groups.
- * Requiring children to attend primary school will help eradicate child labor.
- * Ensures that all children have the foundation necessary to compete in a modern economy and/or to go on to higher levels of education; secondary school will train students for more complex jobs, allowing them to be more competitive in the modern world economy.

Equitable Access to Basic Health Services

- * Reducing child, infant, and maternal mortality rates will clearly benefit children, who are particularly vulnerable to illness and unhealthy living conditions.
- * The success of immunization programs in eradicating the childhood disease of polio demonstrate the importance of universal access to such prevention programs.

Strengthening the Role of Women in Society

- * Since many of the households in the hemisphere are headed by women, increasing their opportunities to participate in all spheres of political, social, and economic life will improve the well-being of the members of those households.

IV. Guaranteeing Sustainable Development and Conserving Our Natural Environment for Future Generations

Partnership for Sustainable Energy Use/Partnership for Pollution Prevention

- * Developing cleaner sources of energy will improve the health of our children.
- * We need to ensure that our children are left with options for renewable sources of energy.

Partnership for Biodiversity

- * Ensures that we do not destroy the living resources or environment of our planet, but rather preserve them for the sake of future generations.

Children: the Foundation for the Americas of the 21st Century

- The broad range of Summit objectives are aimed not only at helping children now, but also at giving children the tools they need to provide for themselves and their children in the future.
- Future generations will be called upon to continue the work initiated at the Miami Summit--we must prepare today's children to be the leaders of tomorrow's integrated and democratic Western Hemisphere.

Revised Draft

11/29/94 8:17 PM

Summit of the Americas

Plan of Action

The heads of State and Government participating in the 1994 Summit of the Americas in Miami, Florida, desirous of furthering the broad objectives set forth in their Declaration of Principles and mindful of the need for practical progress on the vital tasks of enhancing democracy, promoting development, achieving economic integration and free trade, improving the lives of their people, and protecting the natural environment for future generations, affirm their commitment to this Plan of Action.

I. PRESERVING AND STRENGTHENING THE COMMUNITY OF DEMOCRACIES OF THE AMERICAS

1. Strengthening Democracy

The strengthening, effective exercise and consolidation of democracy constitute the central political priority of the Americas. The OAS is the principal hemispheric body for the defense of democratic values and institutions; among its essential purposes is to promote and consolidate representative democracy, with due respect to the principle of non-intervention. The OAS has adopted multilateral procedures to address the problems created when democratic order has been interrupted unconstitutionally. In order to prevent such crises, the OAS needs to direct more effort toward the promotion of democratic values and practices and to the social and economic strengthening of already-established democratic regimes.

Governments will:

- Give expeditious consideration to ratifying the Cartagena de Indias, Washington and Managua Protocols to the OAS Charter, if they have not already done so.
- Strengthen the dialogue among social groups and foster grass roots participation in problem solving at the local level.
- Support efforts by the Organization of American States to promote democracy by:
 - ◊ Encouraging exchanges of election-related technologies and assisting national electoral organizations, at the request of the interested state.
 - ◊ Strengthening the Unit for the Promotion of Democracy so that it can provide assistance at the request of the interested state on such matters as legislative and judicial processes, government reforms (including administration of justice,

technical modernization of national legislative bodies, simplification of government regulations and promotion of participation by community organizations in local democracy), and other institutional changes.

- ◊ Encouraging opportunities for exchange of experiences among member states' democratic institutions, particularly legislature-to-legislature and judiciary-to-judiciary.
- ◊ Fostering understanding, dialogue and political reconciliation, at the request of the affected state and bearing in mind that national reconciliation comes from within.
- ◊ Requesting the OAS to promote and follow-up on these commitments.

2. Promoting and Protecting Human Rights

Great progress has been made in the Hemisphere in the development of human rights concepts and norms, but serious gaps in implementation remain. While courts ultimately have the responsibility for enforcing legal rights and obligations, reforms in other institutions are needed to contribute to the further development of a climate of respect for human rights. There must also be universal access to justice and effective means to enforce basic rights. A democracy is judged by the rights enjoyed by its least influential members.

Governments will:

- Give serious consideration to adherence to international instruments regarding human rights to which they are not already party.
- Cooperate fully with all United Nations and Inter-American human rights bodies.
- Develop programs for the promotion and observance of human rights, including educational programs to inform people of their legal rights and their responsibility to respect the rights of others.
- Promote policies to ensure that women enjoy full and equal legal rights within their families and societies, and to ensure the removal of constraints to women's full participation as voters, candidates and elected and appointed officials.
- Review and strengthen laws for the protection of the rights of minority groups and indigenous people and communities to ensure freedom from discrimination, to guarantee full and equal protection under the law, and to facilitate active civic participation. Support a process to review and enhance the protection of indigenous rights in OAS member states and to develop promptly an effective United Nations declaration on indigenous rights.

- Review national legislation affecting people with disabilities, as well as benefits and services for them, and make any changes needed to facilitate the enjoyment by these individuals of the same rights and freedoms as other members of society.
- Undertake all measures necessary to guarantee the rights of children, and, where they have not already done so, give serious consideration to ratifying the United Nations Convention on the Rights of the Child.
- Guarantee the protection of the human rights of all migrant workers and their families.
- Take the necessary steps to remedy inhumane conditions in prisons and to minimize the number of pretrial detainees.
- Review training curricula for law enforcement agents to ensure that they adequately cover proper treatment of suspects and detainees as well as relations with the community.
- Exchange experiences on protection of human rights at the national level and, where possible, cooperate in the development of law enforcement agents and security force training or other programs to reduce the potential for human rights violations.
- Call on the OAS and the Inter-American Development Bank to establish or to reinforce programs, as appropriate, to support national projects for the promotion and observance of human rights in the Western Hemisphere.
- Further strengthen the Inter-American Commission on Human Rights and the Inter-American Court of Human Rights.

3. Invigorating Society/Community Participation

A strong and diverse civil society, organized in various ways and sectors, including individuals, the private sector, labor, political parties, academic and other non-governmental actors and organizations, gives depth and durability to democracy. Similarly, a vigorous democracy requires broad participation in public issues. Such activities should be carried out with complete transparency and accountability, and to this end a proper legal and regulatory framework should be established to include the possibility of obtaining technical and financial support, including from private sources.

Governments will:

- Review the regulatory framework for non-governmental actors with a view to facilitating their operations and promoting their ability to receive funds. This review

will emphasize the management and oversight of resources as well as transparency and the accountability to society of said actors.

- Take steps to improve the participation in social activities and initiatives of groups traditionally marginalized, including women, youth, indigenous people and the extremely poor.
- Exchange progress reports on activities in the civil society area at the 1996 Summit Conference on Sustainable Development in Bolivia.
- Consider the development by the IDB of a new Civil Society Program to encourage responsible and accountable philanthropy and civic engagement in public policy issues.

4. Promoting Cultural Values

Cultural development is a fundamental and integral component of development in the Americas and has an inherent capability to enrich our societies and to generate greater understanding among our countries.

In order to promote cultural values, governments will:

- Encourage more dynamic relations among public and private institutions and organizations, including universities, museums, centers of art and literature as well as among individual cultural actors. Such exchanges emphasize our cultural diversity, recognize the value of our local cultures and contribute to improving hemispheric understanding.
- Request that the OAS and IDB reinforce their plans and programs to facilitate these cultural exchanges and the flow of cultural and historical information within and among our nations.

5. Combating Corruption

The problem of corruption is now an issue of serious interest not only in this Hemisphere, but in all regions of the world. Corruption in both the public and private sectors weakens democracy and undermines the legitimacy of governments and institutions. The modernization of the state, including deregulation, privatization and the simplification of government procedures, reduces the opportunities for corruption. All aspects of public administration in a democracy must be transparent and open to public scrutiny.

Governments will:

- Promote open discussion of the most significant problems facing government and to develop priorities for reforms needed to make government operations transparent and accountable.
- Ensure proper oversight of government functions by strengthening internal mechanisms, including investigative and enforcement capacity with respect to acts of corruption, and facilitating public access to information necessary for meaningful outside review.
- Establish conflict of interest standards for public employees and effective measures against illicit enrichment, including stiff penalties for those who utilize their public position to benefit private interests.
- Call on the governments of the world to adopt and enforce measures against bribery in all financial or commercial transactions with the Hemisphere; toward this end, invite the OAS to establish liaison with the OECD Working Group on Bribery in International Business Transactions.
- Develop mechanisms of cooperation in the judicial and banking areas to make possible rapid and effective response in the international investigation of corruption cases.
- Give priority to strengthening government regulations and procurement, tax collection, the administration of justice and the electoral and legislative processes, utilizing the support of the IDB and other international financial institutions where appropriate.
- Develop within the OAS, with due regard to applicable treaties and national legislation, a hemispheric approach to acts of corruption in both the public and private sectors that would include extradition and prosecution of individuals so charged, through negotiation of a new hemispheric agreement or new arrangements within existing frameworks for international cooperation.

6. Combating the Problem of Illegal Drugs and Related Crimes

The problems of illegal drug and related criminal activities pose grave threats to the societies, free market economies, and democratic institutions of the Hemisphere. Drug use imposes enormous social costs; drug money and income are net drains on economic growth; and drug lords and criminal organizations endanger the security of our people through corruption, intimidation, and violence. While drug trafficking continues to be a significant source of illegal funds, the money laundering industry increasingly deals with the proceeds of all types of criminal activity. An integrated and balanced approach that includes respect for national sovereignty is essential to confront all aspects of these problems. For these reasons, a broad coordinated Hemispheric strategy to reduce drug

use and production and includes new enforcement methods that can disrupt drug trafficking and money laundering networks and prosecute those engaged in such activities, is required. In this context, governments note the work of the 1992 San Antonio Summit and endorse the efforts of the Inter-American Commission on Drug Abuse Control and agree to work together to formulate a counternarcotics strategy for the 21st Century.

Governments will:

- Ratify the 1988 United Nations Convention Against the Illicit Traffic of Narcotics and Psychotropic Substances and make it a criminal offense to launder the proceeds of all serious crimes.
- Enact legislation to permit the freezing and forfeiture of the proceeds of money laundering and consider sharing of forfeited assets among governments.
- As agreed by ministers and representatives of Caribbean and Latin American governments in the Kingston Declaration, November 5-6, 1992, implement the recommendations of the Caribbean Financial Action Task Force on Money Laundering and work to adopt the Model Regulations of the Inter-American Commission on Drug Abuse Control (CICAD).
- Encourage financial institutions to report large and suspicious transactions to appropriate authorities and develop effective procedures that would allow the collection of relevant information from financial institutions.
- Work individually and collectively to identify the region's narcotics trafficking and money laundering networks, prosecute their leaders, and seize assets derived from these criminal activities.
- Adopt programs to prevent and reduce the demand for and consumption of illicit drugs.
- Adopt effective and environmentally-sound national strategies to prevent or substantially reduce the cultivation and processing of crops used for the illegal drug trade, paying particular attention to national and international support for development programs which create viable economic alternatives to drug production.
- Pay particular attention to the control of precursor chemicals and support comprehensive drug interdiction strategies.
- Strengthen efforts to control firearms, ammunition, and explosives to avoid their diversion to drug traffickers and criminal organizations.

- Hold a working-level conference, to be followed by a ministerial conference, to study and agree on a coordinated Hemispheric response, including consideration of an Inter-American Convention to combat money laundering.
- Convene a Hemispheric-wide conference of donors, including multilateral development banks and UN agencies, to seek resources for alternative development programs aimed at curbing the production, trafficking, and use of illicit drugs, and the rehabilitation of addicts.
- Support the discussion the OAS has initiated with the European Union on measures to control precursor chemicals.
- Support the convening of a global counternarcotics conference.

7. Eliminating the Threat of National and International Terrorism

National and international terrorism constitute a systematic and deliberate violation of the rights of individuals and an assault on democracy itself. Recent attacks that some of our countries have suffered have demonstrated the serious threat that terrorism poses to security in the Americas. Actions by governments to combat and eliminate this threat are essential elements in guaranteeing law and order and maintaining confidence in government, both nationally and internationally. Within this context, those who sponsor terrorist acts or assist in their planning or execution through the abuse of diplomatic privileges and immunities or other means will be held responsible by the international community.

Governments will:

- Promote bilateral and subregional agreements with the aim of prosecuting terrorists and penalizing terrorist activities within the context of the protection of human rights and fundamental freedoms.
- Convene a Special Conference of the OAS on the prevention of terrorism.
- Reaffirm the importance of the extradition treaties ratified by the states of the Hemisphere, and note that these treaties will be strictly complied with as an expression of the political will of governments, in accordance with international law and domestic legislation.

8. Building Mutual Confidence

The expansion and consolidation of democracy in the Americas provide an opportunity to build upon the peaceful traditions and the cooperative relationships that have prevailed

among the countries of the Western Hemisphere. Our aim is to strengthen the mutual confidence that contributes to the economic and social integration of our peoples.

Governments will:

- Support actions to encourage a regional dialogue to promote the strengthening of mutual confidence, preparing the way for a regional conference on confidence-building measures in 1995, which Chile has offered to host.

II. PROMOTING PROSPERITY THROUGH ECONOMIC INTEGRATION AND FREE TRADE

9. Free Trade in the Americas

This section not yet agreed.

10. Capital Markets Development and Liberalization

The availability of capital at competitive rates is essential to finance private sector investment--a vital ingredient in economic development. Developing, liberalizing and integrating financial markets, domestically and internationally; increasing transparency; and establishing sound, comparable supervision and regulation of banking and securities markets will help to reduce the cost of capital by enhancing investor and depositor confidence.

Governments will:

- Form a Committee on Hemispheric Financial Issues to examine steps to promote the liberalization of capital movements and the progressive integration of capital markets, including, if deemed appropriate, the negotiation of common guidelines on capital movements that would provide for their progressive liberalization.
- Prepare, in cooperation with the Inter-American Development Bank, a comprehensive list of national capital regulations in order to promote transparency and support the discussions in the Committee on Hemispheric Financial Issues.
- Support the cooperative endeavors of the Association of Latin American and Caribbean Bank Supervisors and the Council of Securities Regulators of the Americas to provide sound supervision and regulation that supports the development and progressive integration of markets.

The Committee on Hemispheric Financial Issues should also review problems of debt in the Hemisphere, taking account of ongoing work and drawing, as appropriate, on a broad range of expertise.

11. Hemispheric Infrastructure

Development in this Hemisphere depends on urgent infrastructure measures, including the priority allocation of financial resources, in accordance with national legislation and with the participation of both the public and private sectors. Strengthening the flow of private productive capital to economically and environmentally sound projects has become increasingly vital to countries throughout the Hemisphere as the growth of official sources of capital has failed to keep pace with the area's needs.

Governments will:

- Charge multilateral development banks to work with governments and, as appropriate, private concerns, to develop mechanisms to deal with lending and investment issues.
- Draw on other regional and sub-regional experiences within the Hemisphere to support infrastructure development.
- Governments that so wish will develop suitable mechanisms, including multilateral and bilateral commitments on regulatory and legal rules and practices, to encourage private investment, both domestic and foreign, in national and transboundary infrastructure projects.

12. Energy Cooperation*

The nations of the hemisphere have begun a new era of economic growth. This new era is based on greater economic cooperation, freer trade, and open markets. Sustainable economic development requires hemispheric cooperation in the field of energy.

Energy Cooperation Objectives

Governments will:

- Convene a follow-up Hemispheric officials' meeting in the first semester of 1995 to encourage cooperation to study ways to develop the energy industry within the Hemisphere, consistent with the least cost national energy strategies and the activities described in the "Partnership for Sustainable Energy use" in the following areas:
 - ◊ Consider ways to use the energy sector to promote sustainable economic growth.
 - ◊ Cooperation to study ways to optimize and facilitate the financing mechanisms of international financial institutions to support the development

of projects in the energy sector, especially including those pertaining to the enhancement of efficiency in the use of energy and to non-conventional renewable energy.

- ◊ Cooperation to promote capital investment and to foster the use of innovative financial mechanisms to increase investment in the energy sector and the enhancement of efficiency in the use of energy and non-conventional renewable energy, in accordance with each country's legislation and developmental needs.
- ◊ Promoting the use of efficient and non-polluting energy technologies, both conventional and renewable, leading to a higher degree of knowledge and technical expertise in this area.
- ◊ Consider the enhancement of ongoing efforts to establish electric and other energy facilities in accordance with domestic regulatory frameworks and, where appropriate, under sub-regional agreements.

* This initiative is integrally linked with the Partnership for Sustainable Energy Use item.

13. Telecommunications and Information Infrastructure

(Consultations are continuing on this item.)

14. Cooperation in Science and Technology

There is a need to re-assess the on-going interaction among the region's science and technology infrastructure and cooperative mechanisms; to provide impetus for improved cooperation; reduce barriers to collaboration; augment the demand for technology; and disseminate information about technological opportunities using new advances in information technology; and generally improve communications among the key science and technology (S&T) organizations, researchers in the region, and growing technology-based small and medium-sized enterprises.

The commitment of the countries of the Americas to non-proliferation has gained new momentum with the acceptance of the international safeguard regime by some of our countries. The outstanding progress achieved in this field is to be commended and should contribute to enhanced opportunities for cooperation in the area of advanced goods and technologies.

Governments will:

- Convene a meeting of Ministers responsible for science and technology in the hemisphere within the next year to assess progress and to promote the Bolivar Programme and the OAS MERCOCYT program, to provide the necessary support to

improve scientific partnerships and technological ventures in the region, to explore the possibility of establishing a council on science and technology.

- Use existing multilateral mechanisms in the region to address a wide number of common S&T interests, including enhanced professional technical training, development and implementation of national policies and regional programs, dissemination and standardization of science and technology (including metrology and other technical norms), environmental technology development, and more effective partnerships to promote learning and competitiveness.
- Stimulate greater S&T interaction in the hemisphere and support efforts already undertaken in other fora, including the Inter-American Institute for Global Change Research, and the International Research Institute for Climate Protection. Governments will serve to advance and communicate new initiatives such as the Global Learning and Observations to Benefit the Environment (GLOBE) program.
- Confirm their interest in participating in new initiatives driven by a demand from private sector and non-government interests in technological opportunities.
- Confirm their national commitments to share science and technology information with others in the Hemisphere, in accord with their respective laws, and to expand cooperation in scientific and environmental research.

15. Tourism

Taking note of the importance of tourism to our economies and its value in promoting understanding among people of the Americas, we express our interest in undertaking initiatives to stimulate tourism in the Hemisphere.

III. ERADICATING POVERTY AND DISCRIMINATION IN OUR HEMISPHERE

Large segments of society in our Hemisphere, particularly women, minorities, the disabled, indigenous groups, refugees and displaced persons, have not been equipped to participate fully in economic life. Nearly one-half of the Hemisphere's population still lives in poverty. Expanded participation of the poor in the region's economies, access to productive resources, appropriate support for social safety nets and increased human capital investments are important mechanisms to help eradicate poverty. In pursuit of this objective, we reaffirm our support for the strategies contained within the "Commitment on a Partnership for Development and Struggle to Overcome Extreme Poverty" adopted by the OAS General Assembly.

The World Summit on Social Development to be held in Copenhagen in March 1995, as well as the United Nations World Conference on Women in Beijing in September 1995,

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will provide unique opportunities to define strategies to promote social integration, productive employment and the eradication of poverty.

16. Universal Access to Education

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.

Governments will:

- Guarantee universal access to quality primary education, working with public and private sectors and non-governmental actors, and with the support of multinational institutions. In particular, governments will seek to attain by the year 2010 a primary completion rate of 100 per cent and a secondary enrollment rate of at least 75 per cent, and to prepare programs to eradicate illiteracy, prevent truancy and improve human resources training.
- Promote, with the support of international financial institutions and of the private sector, worker professional training as well as adult education, incorporating efforts to make such education more relevant to the needs of the market and employers.
- Improve human resources training, and technical, professional and teacher training, which are vital for the enhancement of quality and equity of education within the Hemisphere.
- Increase access to and strengthen the quality of higher education and promote cooperation among such institutions in producing the scientific and technological knowledge that is necessary for sustainable development.
- Support strategies to overcome nutritional deficiencies of primary school children in order to enhance their learning ability.
- Support decentralization including assurance of adequate financing and broad participation by parents, educators, community leaders and government officials in education decision-making.
- Review existing regional and hemispheric training programs and make them more responsive to current needs.
- Create a hemispheric partnership, working through existing organizations, to provide a consultative forum for governments, non-governmental actors, the business community, donors, and international organizations to reform educational policies and focus resources more efficiently.

- Urge the March 1995 World Summit for Social Development and the September 1995 Fourth World Conference on Women to address the issue of universal access to education.

17. Equitable Access to Basic Health Services

Despite impressive gains in the Hemisphere, limitations on health services access and quality have resulted in persistently high child and maternal mortality, particularly among the rural poor and indigenous groups.

Governments will:

- Endorse the maternal and child health objectives of the 1990 World Summit for Children, the 1994 Marino Accord and the 1994 International Conference on Population and Development, and reaffirm their commitment to reduce child mortality by one-third and maternal mortality by one-half from 1990 levels by the year 2000.
- Endorse a basic package of clinical, preventive and public health services consistent with World Health Organization, Pan-American Health Organization and World Bank recommendations and with the Plan of Action agreed to at the 1994 International Conference on Population and Development. The package will address child, maternal and reproductive health interventions, including prenatal, delivery and postnatal care, family planning information and services, and HIV/AIDS prevention, as well as immunizations and programs combatting the other major causes of infant mortality. The plans and programs will be developed according to a mechanism to be decided upon by each country.
- Develop or update country action plans or programs for reforms to achieve child, maternal and reproductive health goals and ensure universal, non-discriminatory access to basic services, including health education and preventive health care programs. The plans and programs will be developed according to a mechanism to be decided upon by each country. Reforms would encompass 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.
- Strengthen the existing inter-American health economics and financing network, which serves as an international forum for sharing technical expertise, information and experience to focus on health reform efforts. The network gathers government officials, representatives of the private sector, non-governmental institutions and actors, donors and scholars for policy discussions, analysis, training and other

activities to advance reform; strengthens national capabilities in this critical area; and fosters Hemisphere-wide cooperation.

- Convene a special meeting of hemispheric governments with interested donors and international technical agencies to be hosted by the Inter-American Development Bank, the World Bank and the Pan American Health Organization to establish the framework for health reform mechanisms, to define PAHO's role in monitoring the regional implementation of country plans and programs, and to plan strengthening of the network, including the cosponsors' contributions to it.
- Take the opportunity of the annual PAHO Directing Council Meeting of Western Hemisphere Ministers of Health, with participation of the IDB and donors, to develop a program to combat endemic and communicable diseases as well as a program to prevent the spread of HIV/AIDS, and to identify sources of funding.
- Urge the March 1995 World Summit for Social Development and the September 1995 Fourth World Conference on Women to address the issue of access to health services.

18. Strengthening the Role of Women in Society

The strengthening of the role of women in society is of fundamental importance not only for their own complete fulfillment within a framework of equality and fairness, but to achieve true sustainable development. It is essential to strengthen policies and programs that improve and broaden the participation of women in all spheres of political, social, and economic life and that improve their access to the basic resources needed for the full exercise of their fundamental rights. Attending to the needs of women means, to a great extent, contributing to the reduction of poverty and social inequalities.

Governments will:

- Recognize and give full respect for all rights of women as an essential condition for their development as individuals and for the creation of a more just, united and peaceful society. For that purpose, policies to ensure that women enjoy full legal and civil rights protection will be promoted.
- Include a gender focus in development planning and cooperation projects and promote the fulfillment of women's potential, enhancing their productivity through education, training, skill development and employment.
- Promote the participation of women in the decision-making process in all spheres of political, social and economic life.
- Undertake appropriate measures to address and reduce violence against women.

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- Adopt appropriate measures to improve women's ability to earn income beyond traditional occupations, achieve economic self-reliance and ensure women's equal access to the labor market at all employment levels, the social security systems, the credit system, and the acquisition of goods and land.
- Cooperate fully with the recently-appointed Special Rapporteur on Violence Against Women, its Causes and Consequences, of the United Nations Commission on Human Rights.
- Support and actively work to secure the success of the United Nations World Conference on Women that will take place in Beijing in September, 1995.
- Encourage, as appropriate, ratification and compliance with the U.N. International Convention on the Elimination of all Forms of Discrimination Against Women and the Interamerican Convention on the Prevention, Punishment and Eradication of Violence Against Women.
- Further strengthen the Inter-American Commission on Women.
- Call upon regional and international financial and technical organizations to intensify their programs in favor of women. Encourage the adoption of follow up procedures on the national and international measures included in this plan of action.

19. Encouraging Microenterprises and Small Businesses

Microenterprises and small businesses account for a large percentage of the employment of the poor, particularly women, and contribute a considerable percentage of the gross domestic product of our countries. Strengthened support for microenterprises and small businesses is a key component of sustainable and equitable development.

Governments will:

- Further pursue or initiate programs of deregulation and administrative simplification.
- Increase efforts to enable enterprises to obtain information on appropriate technologies--especially those that are environmentally sound, markets, processes, raw materials and management systems that will permit them to be more competitive in the global economy.
- Develop programs of financial deregulation to reduce costs in credit transactions and strengthen the institutional capacity of the financial sector servicing microenterprises and small businesses, and encourage the active participation by multilateral and bilateral agencies, development banks, commercial banks and other intermediary credit organization, consistent with strict performance standards.

- Strengthen the institutions and programs that supply services and facilitate access to training and technical assistance to make possible this sector's participation in the global economy through export of its products and services.
- Encourage cooperation among businesses in this sector to enable them to benefit from the advantages of economies of scale without losing their distinctive characteristics.
- Promote the strengthening of relations among the public, private and mixed (public/private) institutions that support the microenterprise and small business sector through programs of information, training, technical assistance, financing and association-building, enabling this sector to thrive over the long term.
- Recommend to the multilateral development organizations, especially the World Bank and the Inter-American Development Bank, the establishment or fortification of funds and other mechanisms to support microenterprises and small businesses.

20. White Helmets - Emergency and Development Corps

The "White Helmets Initiative" is based on the conviction that a concerted international effort of developing and developed countries can facilitate the eradication of poverty, and strengthen the humanitarian rapid response capability of the international community to emergency humanitarian, social and developmental needs.

The countries of the Americas could pioneer this initiative through the creation of national corps of volunteers that could respond to calls from other countries in the region. These national corps could eventually be put at the disposal of the United Nations.

Governments will on a voluntary basis:

- Establish, organize and finance a corps of volunteers to work at the national level and, at the same time, be at the disposal of other countries of the Hemisphere and, eventually, the United Nations system, on a stand-by basis, for prevention, relief, rehabilitation, technical, social and development cooperation, with the aim to reduce the effects of natural disasters, social and developmental needs and emergencies.
- Through the creation of a national corps of volunteers, be responsible for the following:
 - ◊ Selection and training of its national volunteer corps;
 - ◊ Financing of its national corps of volunteers, encouraging the involvement of the private sector;
 - ◊ Preparedness to send specialized volunteers, on short notice and at the request of the United Nations, to cope with situations generated by or to prevent the effects of natural disasters and humanitarian emergencies.

- Contribute to the formation of this corps and invite private enterprise, foundations and regional financial institutions to do so.
- Contribute to the development of an international roster of volunteers to be maintained in a master plan in the UN to be drawn upon to complement the activities of existing UN mechanisms. IDB, OAS, and PAHO should be invited to participate and assist in developing this corps.

IV. GUARANTEEING SUSTAINABLE DEVELOPMENT AND CONSERVING OUR NATURAL ENVIRONMENT FOR FUTURE GENERATIONS

21. Partnership For Sustainable Energy Use*

Consistent with Agenda 21 and the Framework Convention on Climate Change, sustainable energy development and use promote economic development and address environmental concerns. Governments and the private sector should promote increased access to reliable, clean, and least cost energy services through activities and projects that meet economic, social, and environmental requirements within the context of national sustainable development goals and national legal frameworks.

Governments will:

- Pursue, in accordance with national legislation, least cost national energy strategies that consider all options, including energy efficiency, non-conventional renewable energy (i.e., solar, wind, geothermal, small hydro, and biomass), and conventional energy resources.
- Emphasize market-oriented pricing which discourages wasteful energy use.
- Identify for priority financing and development at least one economically viable project in each of the following areas: non-conventional renewable energy, energy efficiency, and clean conventional energy.
- Promote, in cooperation with the private sector and rural and isolated communities, rural electrification programs which take into account where appropriate the utilization of renewable energy sources, in accordance with the domestic regulatory framework.
- Seek to ratify and begin implementation of the provisions of the Framework Convention on Climate Change which entered into force on March 21, 1994.

- Encourage the World Bank and Inter-American Development Bank to increase promptly and substantially, as a portion of energy lending, financing of projects in energy efficiency and renewable energy and financing to improve the environmental sustainability of conventional energy sources, in accordance with economic rationality.
- Call on the multilateral financial institutions and other public and private financial institutions to finance regional and national programs in support of this action plan, such as training and exchange programs as well as technology cooperation, in accordance with the needs and conditions of receiving countries.
- Assist with the coordination and technical cooperation between countries, using existing regional organizations, including project identification and implementation, training programs, and personnel and information exchanges to increase capacity.
- Promote the identification and implementation of private sector projects which reduce greenhouse gas emissions.
- Convene a Sustainable Energy Symposium in the first half of 1995 to discuss follow-up activities relative to this initiative. In the spirit of cooperation countries will share their experiences and discuss progress on implementing this action plan.

*This initiative is integrally linked with the Energy Cooperation item.

22. Partnership For Biodiversity

Our Hemisphere contains over half the world's biodiversity. To sustain the Hemisphere's social and economic development, we must intensify efforts to understand, assess, and sustainably use this living resource base. We must act now to increase the technical and management capacity and public awareness for national and international efforts in this area. Agenda 21, the U.N. Convention on Biological Diversity, and other related international instruments recognize these needs and call for the conservation and sustainable use of biodiversity resources.

Governments will:

- Seek to ensure that strategies for the conservation and sustainable use of biodiversity are integrated into relevant economic development activities including forestry, agriculture, and coastal zone management, taking into account the social dimension and impact of these activities.
- Develop and implement the policies, techniques, and programs to assess, conserve, and sustainably use terrestrial, marine, and coastal biodiversity resources.

- Seek to ratify the Biodiversity Convention and pursue opportunities for collaboration under it, and, as appropriate, other international and regional environmental instruments.
- Support democratic governmental mechanisms to engage public participation, particularly including members of indigenous communities and other affected groups, in development of policy involving conservation and sustainable use of natural environments. The forms of this participation should be defined by each individual country.
- Develop national plans and programs to establish and strengthen the management of parks and reserves, seeking links to economic, social, and ecological benefits for local people.
- Build capacity for the conservation and sustainable use of biodiversity, through programs on management of parks and protected areas, forests and wetlands management, the Small Islands Developing States Action Plan, the Coral Reef Initiative, CITES support projects, and the Caribbean Regional Marine Pollution Action Plan, among others.
- Launch a "Decade of Discovery" to promote hemispheric technical and scientific cooperation and to facilitate the exchange of information relevant to the conservation and sustainable use of biological diversity.
- Increase support of training and education initiatives addressing sustainable use of biodiversity resources and foster activities by universities, non-governmental actors and organizations and the private sector to assist in the training of managers and to empower local communities.
- Call on the multilateral financial institutions, including the Inter-American Development Bank and the Global Environment Facility, to support eligible regional and national projects.
- Discuss progress on implementation of national and international activities described above at the 1996 Summit Conference on Sustainable Development in Bolivia, and at subsequent annual sustainable development ministerials.

23. Partnership For Pollution Prevention

As recognized in Agenda 21, sound environmental management is an essential element of sustainable development. Cooperative efforts are needed to develop or improve, in accordance with national legislation and relevant international instruments: (1) frameworks for environment protection; and (2) mechanisms for implementing and enforcing environmental regulations. To achieve this goal, a new partnership will promote cooperative activities for developing environmental policies, laws, and

institutions; increasing technical capacity; promoting public awareness and public participation; continuing to pursue technological, financial and other forms of cooperation; and facilitating information exchange, including on environmentally sound technologies. The activities of the partnership will build on and advance the implementation of international agreements and principles including those agreed to at the 1992 United Nations Conference on Environment and Development and the 1994 Global Conference on the Sustainable Development of Small Island Developing States, in areas identified as priorities by countries of the Hemisphere.

Governments will:

- Strengthen and build technical and institutional capacity to address environmental priorities such as pesticides, lead contamination, pollution prevention, risk reduction, waste and sanitation issues, improved water and air quality, access to safe drinking water, urban environmental problems, and to promote public participation and awareness.
- Develop and implement national action plans to phase out lead in gasoline.
- Strengthen national environmental protection frameworks and mechanisms for implementation and enforcement, and include sustainability criteria and objectives in national and other development strategies.
- Undertake national consultations to identify priority for possible international collaboration.
- Support democratic governmental mechanisms to engage public participation, particularly from members of indigenous and other affected communities, in the consideration of policies regarding the environmental impact of development projects and the design and enforcement of environmental laws.
- Convene a meeting of technical experts, designated by each interested country, to develop a framework for cooperative partnership, building on existing institutions and networks to identify priority projects. These projects will initially focus on (1) the health and environmental problems associated with the misuse of pesticides, and (2) the impacts of lead contamination from gasoline and other sources. Subsequent activities could address waste, air, water quality, marine pollution from ships and other sources, and problems associated with urbanization.
- Promote the participation of organizations, such as the IDB, MIF, the World Bank, PAHO, the OAS, and non-governmental actors and organizations, as appropriate, to finance, develop and implement priority projects.

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- Develop environmental policies and laws with the goal of ensuring that economic integration of the region occurs in an environmentally sustainable manner.
- Establish mechanisms for cooperation among government agencies, including in the legal and enforcement areas, to facilitate environmental information exchange, technology cooperation and capacity-building.
- Develop compatible environmental laws and regulations, at high levels of environmental protection, and promote the implementation of international environmental agreements.
- Discuss progress on implementation of international and national activities described above at the 1996 Summit Conference on Sustainable Development in Bolivia and at subsequent annual sustainable development ministerials.

THE WOMEN'S HEMISPHERIC CONFERENCE

Voices and Visions for the 21st Century

November 20 - 22, 1994



Agenda

Sunday, November 20

Noon - 9:00 p.m. Check In and registration

6:00 - 8:00 p.m. Welcome cocktail reception

Monday, November 21

7:30 a.m. All day registration for conference audience

8:45 - 9:30 a.m. Opening session
Welcome Address and Keynote Speaker *

9:45 - 11:30 a.m. Session I - concurrent panels

11:45 - 1:15 p.m. Luncheon - Keynote speaker

1:30 - 3:15 p.m. Session II - concurrent panels

7:00 - 11:00 p.m. Reception at Vizcaya

Tuesday, November 22

7:30 a.m. All day registration for conference audience

8:30 - 10:15 a.m. Session III - concurrent panels

10:30 - 10:45 Coffee Break

10:45 - 11:30 Keynote speaker

11:45 - 1:45 p.m. Luncheon

2:00 - 2:45 p.m. Presentation of vision statement
Closing

Conference Program

Session I

PROMOTING SUSTAINABLE DEVELOPMENT AND SOCIAL REFORM

- Panel 1 Gender and Educational Reform: Challenges of the 21st Century
- Panel 2 Health and Social Welfare: Issues Facing Women
- Panel 3 Gender, Labor and Development Strategies
- Panel 4 Rights of Women Under the Law

Session II

STRENGTHENING WOMEN'S PARTICIPATION IN ECONOMIC DEVELOPMENT

- Panel 5 Women's Participation in Economic Development: Formal and Informal Sectors
- Panel 6 Improving Women's Access to Financial Institutions
- Panel 7 The Changing Role of Women in the New International Economic Relations
- Panel 8 Integration of Women into Development Projects: The NGO Approach

Session III

SUPPORTING WOMEN IN THE CONSOLIDATION OF DEMOCRACY

- Panel 9 Women and Public Policy: Towards the Mainstreaming of Women's Affairs Divisions
- Panel 10 The Poor and the Powerless: Empowering Poor Communities
- Panel 11 Public Life and Leadership: Attaining Equality for Women
- Panel 12 Full Political Participation: Issues of Gender, Ethnicity and Class

THE WOMEN'S HEMISPHERIC CONFERENCE
VOICES AND VISIONS FOR THE 21ST CENTURY

<u>Participating Countries</u>	<u>Delegates</u>
Antigua and Barbuda	1
Argentina	2
Bahamas	1
Barbados	1
Belize	1
Bolivia	1
Brazil	4
Canada	3
Chile	2
Colombia	2
Costa Rica	1
Dominica	1
Dominican Republic	1
Ecuador	1
El Salvador	1
Grenada	1
Guatemala	1
Guyana	1
Haiti	1
Honduras	1
Jamaica	1
Mexico	3
Nicaragua	1
Panama	1
Paraguay	1
Peru	2
S. Kitts and Nevis	1
St. Lucia	1
St. Vincent and the Grenadines	1
Suriname	1
Trinidad and Tobago	1
United States (incl. Puerto Rico)	6
Uruguay	1
Venezuela	2
<u>35 Countries</u>	<u>50</u>

Isabel de Quesada
October 17, 1994

THE WOMEN'S HEMISPHERIC CONFERENCE

INVITEES

Ana Lucia Armijos- Ecuador
Presidenta
Junta Monetaria
Banco Central del Ecuador

Ambassador Harriett C. Babbitt - U.S.A.
U.S. Ambassador to the O.A.S.

Linda Baboolal- Trinidad/Tobago
Medical Doctor
Min of Social Dev & Consumer Affairs

Carla Barnett- Belize
Governor of Central Bank of Belize

Nancy Barry - U.S.A.
President
Women's World Banking

Celeste Benitez- Puerto Rico
Directora del Programa del Partido
Partido Popular Democratico
Former Secretary of Education

Indra Chandarpal- Guyana
Junior Minister
Minister of Labour

Hannah Clarendon- Dominica
Manager
Dominica Export/Import Agency

Blanca Nelida Colan- Peru
Fiscal de la Nacion

Sen. Carmen Frei de Ortega- Chile
Senator

Ana Milena de Gaviria - Colombia
Economist
Former First Lady

Yvonne Gibson- St. Vincent
Minister of Health

Katharine Graham- U.S.A.
Chmn. Washington Post

Rebecca Grynspan- Costa Rica
Vice-President of Costa Rica
Economist, Former Minister of Agriculture

Lidia Gneller Tejada - Bolivia
Interim President of Bolivia
Former Ambassador to Colombia (83-86)

Antonia Hernandez -U.S.A.
President and Grl. Counsel of MALDEF

Nitli Jacon Arujo- Brazil
Vice Provost, State University of Londrina
Dir. of Cultural Festival

Guadalupe Jerezano-Mejia- Honduras
Second Vice-President of Honduras

Gloria Delores Knight- Jamaica
President, Jamaican Life Assurance

Shella Kopps- Canada
Deputy Prime Minister
Minister of the Environment

Marcia Kubitschek- Brazil
Vice Governor of Brasilia

Dra. Ruth de Krivoy- Venezuela
Economist
Former Dir. of the Central Bank of Venezuela

Ilse Labadie- Suriname
Chairperson of the Organization for Peace & Justice
Former Dir. of Suriname Bank & Trust

Amalia Lacroze- Argentina
Businesswoman
Roving Ambassador

Dra. Licelott Marte de Barrios- Dominican Republic
Secretary of State
President, State Petroleum Refinery
Former Minister of Finance

Rosario Medero- Uruguay
Presidenta, ANTEL (Adm. Nacional de Telecomm.)
C.P.A.

Billie Miller- Barbados
Deputy Prime Minister &
Minister of Foreign Trade & International Business
Former Minister of Health & Education
Labour Party Leader

Constance Mitcham- St. Kitts
Minister of Health & Women's Affairs
Lawyer

Maria de los Angeles Moreno- Mexico
Presidenta, Camara de Diputados (PRI)
(New Secretary Grl. of PRI)

Patricia Muller de Vergara - Mexico
Empresaria y Presidenta
Asociacion Mexicana de Mujeres Jefas de Empresas

Lourdes Flores Nano - Peru
Diputada
Presidential Candidate

Maria Elena Ovalle de Vignaux- Chile
Presidenta, Women's World Banking (FINAM)

Marta Oyhanarte- Argentina
Presidenta, Poder Ciudadano (NGO)
Promotes democratic participation
Lawyer, "Woman of the Year" Award

Dra. Marta Palacios de Perelra- Nicaragua
Minister of Health

Dr. Jacqueline Pitanguy- Brazil
President of CEPLA (NGO), Activist
(Researches public policy in relation to women)
Former President of Nat'l Council for Women's Rights
Consultant for UNIFEM, UNICEF
Ph.D. in Political Science

Mercedes Pulido de Briceno- Venezuela
Minister of the Family - COPEI (Social Cristiano)
Oversaw legal reforms in family & gender issues

Joan Purcell- Grenada
Minister of Works, Communications, Community,
Public Utilities & Developmt.

Marie Michelle Rey
Minister of Finance in Exile
Banker

Maritza Ruiz de Vielman- Guatemala
Minister of Foreign Relations

Gloria Salguero Gross- El Salvador
Presidenta
Asamblea Nacional

Dra. Noemi Sanin de Rubio- Colombia
Former Minister of Foreign Relations
Unconfirmed Ambassador to England
Lawyer

Cristina Solana de Munoz- Paraguay
Minister of Women's Secretariat

Cecilia Soto- Mexico
Presidential Candidate- Partido del Trabajo
Physicist

Benedita Souza da Silva- Brazil
Diputada- First Black woman elected to Congress
PT (Partido de Trabajadores)
Activist -Women, Blacks, & Poor

Gwendolyn Tonge- Antigua & Barbuda
Executive Director
Ministry of Education , Culture, Youth,
Women's Affairs & Sports

Nitzia de Villareal- Panama
Minister of Commerce & Industry
Engineer

Lorraine Williams- St. Lucia
Attorney General
Minister of Legal Affairs

Joseph A. Milan
Women's Hemispheric Conference
October 17, 1994 @ 4:00pm

Women's Hemispheric Conference Delegates

Armijos, Ana Lucia
Ecuador
Economista
Presidenta
Junta Monetaria
Banco Central del Ecuador

Barnett, Carla
Belize
Governor
Central Bank of Belize

Chandarpal, Indra
Guyana
Minister
Ministry of Labour Human Services & Social Security

Clarendon, Hannah
Dominica
Manager
Dominica Export/Import Agency

Nelida Colan, Blanca
Peru
Fiscalia de la Nacion- Ministerio Publico

Grynspan, Rebecca
Costa Rica
Vice-Presidenta de la Republica

Jacon Arujo, Nitis
Brazil
Vice-Reitora
Universidade do Estado, Londrina

Jerezano Mejia, Guadalupe
Honduras
Vice President - Segunda Designada Presidencial

Knight, Gloria Delores
Jamaica
President
Mutual Life Insurance Company

Kubitschek, Marcia
Brazil
Vice-Governadora, Brasilia

de Krivoy, Ruth
Venezuela
Economist

Labadie, Isla
Suriname
Chairperson, Organization for Peace and Justice

Marte de Barrios, Licelott
Dominican Republic
Presidenta de la Refineria Dominicana de Petroleo, S.A.

Mitcham, Constance
St. Kitts
Minister of Women's Affairs, Health and Labour
Government Headquarters

de los Angeles Moreno, Maria
Mexico
Presidenta, Camara de Diputados

Muller de Vergara, Patricia
Mexico
Presidenta
AAMJE Nacional

Nelida Colan, Blanca
Peru
Fiscalia de la Nacion- Ministerio Publico

Ovalle de Vigneaux, Maria Elena
Chile
Corporacion Women's World Banking

Oyhanarte, Marta
Argentina
Poder Ciudadano

Palacios de Pereira, Marta
Nicaragua
Ministra de Salud

Pitanguy, Jacqueline
Brazil
Presidenta, CEPIA

Purcell, Joan
Grenada
Minister for Communications, Works, Public Utilities and Women's Affairs

Salguero Gross, Gloria
El Salvador
Presidenta de la Asamblea Nacional
Palacio Legislativo, Centro de Gobierno

Solana de Munoz, Cristina
Paraguay
Ministra Secretaria de la Mujer
Presidente Franco y Ayolas

Soto Gonzalez, Cecilia
Mexico
Partido del Trabajo

Souza de Silva, Benedita
Brazil
Camara dos Deputados

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de Villareal, Nitzia
Panama
Ministra
Ministerio de Comercio e Industria

Williams, Lorraine
St. Lucia
Attorney General
Minister for Legal & Women's Affairs



F A X T R A N S M I T T A L

Date

10-17-94

To

Melanne VERVEER

Fax Number

202-456-6244

Phone Number

From

Rick GORMAN W) 305-579-7671
F) 305-579-7603

Director, Special Programs

Number of Pages

14

Remarks

Please Feel Free to Contact
me Anytime

Summit of the Americas 1994

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INVESTING IN WOMEN IN LATIN AMERICA AND THE CARIBBEAN

A Contribution to the Summit of the Americas

Background Document

INTRODUCTION:

During the 1980s, economic crises in the Latin American and Caribbean (LAC) countries virtually wiped out hard won gains in living standards made over the prior two decades. The gap between rich and poor widened in most countries, and the share of the population living in poverty rose sharply: from 26.5 percent of the population in 1980 to 31 percent in 1989, according to World Bank regional estimates, or from 41 to 44 percent in the same time period, according to the United Nations Economic Commission on Latin America and the Caribbean (ECLAC).^{1,2}

Although the 1990s has seen renewed economic expansion--1994 is expected to mark the fourth consecutive year of 3 percent growth--this growth has benefited primarily the wealthy. U.N. economists project that if current trends continue, poverty and inequity will continue to grow between now and the year 2000, carrying with them the threat of rising social unrest.³ There is a consensus among governments, international donors and NGOs that top priority for public and private sector social reforms is investment in people and, more specifically, in raising the productivity and income of the poor.

Investing in girls and women is key to any social reform package seeking to reduce poverty and promote growth in the region. Two decades of research links investment in girls and women with improved performance in economic development projects, increased child well-being, and democratic participation.

It is now the stated policy of international financial institutions such as the Inter-American Development Bank (IDB) and the World Bank, and bilateral donors such as the U.S. Agency for International Development (USAID) and the Canadian International Development Agency (CIDA) to promote policies and projects that enhance women's capacity to earn income. However, there is far to go before such efforts realize their full potential. As recent reviews show, there remains a wide gap between policies that call for investing in women as economic agents and action toward those goals.

Therefore, we urge the leaders of the hemisphere to promote progress by endorsing a major commitment to invest in the region's women and women-based organizations as an initiative on the agenda of the Summit of the Americas. To a large extent, this is a

commitment to reallocate international, bilateral, and national resources so that action will match stated policies. For rhetoric to become reality, the following is needed:

1. Reallocate national and international resources to invest in women and women-based NGOs throughout the region.
2. Reform policies and institutions to make concrete, measurable progress toward meeting women's needs. Strengthen women-based organizations throughout the region.
3. Establish mechanisms to assess and monitor progress toward enabling women to become full players in the economy and society at large.

WHY INVEST IN WOMEN?

- Investing in women is vital to economic development. Investing in women has led to long-term gains in health and reduction in fertility--which in turn helped Latin American and Caribbean women pour into the work force during the "lost decade" of the 1980s. Economic activity rates for women in Latin American countries grew by 13 percent on average during the 1980s--compared with virtually no growth in economic activity rates among men.⁴ By increasing their work force participation and their contributions to household income, women helped poor families weather the economic crises of the 1980s.⁵
- Investing in women reduces poverty, since women are disproportionately poor. Despite their increased economic activity, estimates show that both the absolute numbers and the proportion of women in poverty grew during the 1980s in urban areas, and stayed at a high (56 percent) level in rural areas.⁶ Women are poor because they have restricted access to land, capital, and modern technology. They are more likely than men to work in the informal sector, where pay is often below minimum wage and no social safety net exists. Even in the formal job market, women currently earn on average only 60-75 percent of what men earn.⁷
- Investing in women is investing in the future. A "virtuous circle" exists between increasing women's income and increasing children's health and education. This connection exists because women prefer to spend more of their income on their families, resulting in better outcomes for children. In Brazil, for instance, income in the hands of a mother translates into a positive effect on child health 20 percent greater than income controlled by a father. Similar benefits have been found in Guatemala and Chile.^{8,9,10}
- Investing in expanding women's economic and social opportunities helps increase equity between urban and rural, privileged and poorer people. While progress has been made overall during the last 20 years, sharp differences exist among women in life expectancy at birth, total fertility rates, and primary school enrollment, both

within and between countries. For instance, the life expectancy at birth varies by more than 20 years between countries. Similarly, the total fertility rate varies by up to five births per woman. The maternal mortality ratio varies from 5 mothers' deaths per 100,000 live births to nearly 500.^{11,12,13}

- Investing in women contributes to free and stable democracies. Targeting women is an effective way to curb the poverty and hopelessness that is transmitted between generations of families and that can lead to social instability. Investing in women gives them the tools to increase their participation in civil society. No true democracy exists without the full participation of half the population.

WHAT TO DO NOW:

INVEST IN WOMEN AS WAGE EARNERS:

The ability of women to increase their work productivity and wages translates into greater economic output and better nourished, healthier children with a brighter future. Yet although women now make up some 29 percent of the region's labor force--close to 50 percent in some Caribbean countries--they have far less access to useful technical and vocational training or financial capital than men, and tend to be shut out of higher paying work.¹⁴

Conventional vocational training for women is inadequate as it channels them into low-paying, traditionally female work.¹⁵ Lack of training partly accounts for the fact that women work in industry in lower numbers than men--except in the assembly lines of export processing zones (EPZs). Employment in EPZs in a number of countries more than tripled between 1975 and 1986, with the majority of jobs going to women. Such jobs, however, tend to be low paid, repetitive, and dead-end.^{16,17}

RECOMMENDATIONS:

- Promote labor-intensive economic growth policies.
- Legislate and enforce anti-discriminatory labor policies.
- Revamp technical and vocational training programs to help women gain non-stereotyped, higher-productivity, higher-paying positions.
- Provide tax and other incentives to the private sector to implement policies for the hiring and promotion of women.
- Design social investment funds and public works programs to ensure that women have equal access to funding offered and jobs created. Set target levels for women's participation in such funds and programs.
- Use intermediary institutions and social marketing techniques to inform women of their rights and new opportunities, and to challenge prejudices that keep women in low-paying, traditionally female occupations.

- Finance, from public and private sector sources, affordable and reliable child care options for working women.

INVEST IN WOMEN IN THE INFORMAL SECTOR AND SELF-EMPLOYMENT

Because of barriers to formal employment, women enter the informal sector in disproportionate numbers. There they operate the smallest marginal enterprises for payment that is often below minimum wage. In Bolivia, 61 percent of working women work on their own. In Mexico, women account for 52 to 62 percent of all informal sector workers.^{18,19} While the informal sector grew throughout the region by about 20 percent during the 1980s, incomes in the sector dropped by 41 percent.²⁰

It takes only modest funding to help women already in the informal economy to increase profits, generate more employment, and sometimes "graduate" into more stable positions in the formal sector. Increases in profits of women-operated enterprises range from 25 to 100 percent in some programs.²¹ Pay-back rates approach 100 percent.²²

RECOMMENDATIONS:

- Make the necessary changes in the financial system, legal structure, and overall economic environment to increase low income women's access to financial services, including savings.
- Promote and fund lending programs designed to bolster the economic performance of low income women entrepreneurs and producers.
- Promote and finance strong private sector financial intermediaries and business NGOs that lend to women.
- Set aside a quota of funds for women's enterprises that includes training and technical assistance to increase the productivity of these enterprises.
- Reform social security to include a safety net for women in the informal sector.

HELP WOMEN AND THEIR FAMILIES RISE ABOVE POVERTY

Evidence suggests that poverty is becoming "feminized." Estimates show that during the 1980s both the absolute numbers and the proportion of women among the poor increased.²³ This feminization is tied to increasing numbers of women-headed households, male abandonment, and a rise in unpartnered teenage motherhood. Causes of poverty also include lower wages across the board for women, traditional discrimination in the job market, gender biases in the distribution of credit and ownership of land, and environmental degradation in rural areas that increases women's work.

RECOMMENDATIONS:

- Target poverty reduction programs to provide jobs to poor women--especially indigenous women and female-headed households.
- Promote and enforce laws to ensure that biological fathers help pay for their children's needs.
- Foster growth of intermediary agencies that increase poor women's understanding of their legal rights and access to state services and productive resources.
- Target sex education to teenage girls and provide access to reproductive health services, including safe contraception.

INVEST IN WOMEN IN AGRICULTURE

Although they own little land, and are therefore not typically considered "farmers," nearly half of family income in the region's small farm sector is generated by women's work in agriculture.²⁴ And the proportion of women working in agriculture, both in subsistence and export crops, continues to rise. Yet, farm women are generally shut out of agricultural extension programs as well as access to land, credit, and new technology.^{25, 26, 27}

RECOMMENDATIONS:

- Balance policy reform in agriculture with sectoral strategies that raise women's productivity as farmers and wage laborers.
- Reform land tenure laws to eliminate gender bias in land acquisition and ownership and use.
- Make sure that agricultural research extends to food crops and processing done by women and includes women in farmer trials and studies.
- Increase women's access to agricultural extension services, credit, technology, and farmers' cooperatives.

INVEST IN WOMEN'S HEALTH

Since women are key health providers and economic contributors to households, their illness or disability endangers the survival of the household. Investments in women's health pay off in terms of their economic productivity and their children's well-being.

Largely due to lack of access to safe and effective contraceptives, roughly four million clandestine abortions are performed in LAC countries each year, leading to high rates of infection, maternal mortality, and a burden on the health care system. In a number of LAC countries, including those where abortion is illegal, one out of three pregnancies ends in abortion.²⁸

Out of wedlock adolescent fertility is on the rise as well in many countries. According to the World Bank, 16 percent of all births in 1992 in LAC were by teenage mothers.²⁹

RECOMMENDATIONS:

- Reform health policies to increase access by the poor to quality basic curative services.
- Improve women's health throughout their lives, not only during the reproductive years.
- Improve the access to information and quality reproductive health services for women including adolescents and unmarried women.
- Adhere to the principles agreed to in the 1994 International Conference on Population and Development regarding access to safe abortion and of complications arising from abortion.
- Devise strategies to insure that men share responsibilities for sexual and reproductive health.
- Target a greater proportion of AIDS-related assistance on reducing HIV infection for women, whose rates of infection are rapidly rising.
- Promote joint medical and social science research on diseases and practices that affect women specifically--sexually transmitted diseases, reproductive tons, domestic violence, and unsafe abortions.
- Provide governments with public health and social statistics disaggregated by sex and age.

INVEST IN GIRLS' AND WOMEN'S EDUCATION

The Universal Declaration of Human Rights confirms that education is a basic right. In addition, education for girls and women is one of the most cost-effective investments. It increases wages, reduces maternal mortality, and increases the effectiveness of family planning and child welfare.³⁰ While overall, girls now attend primary in comparable numbers to boys, regional discrepancies persist. And adult females are disproportionately illiterate, with rates in some countries as high as 50 to 53 percent.³¹

RECOMMENDATIONS:

- Emphasize improving the quality of education for girls and women.
- Beyond the UN goal of universal primary education before 2015, help girls stay in school in secondary and higher education.
- Eliminate gender stereotypes from school curricula and materials.
- Encourage healthier school and community enabling environments for girls, including public awareness campaigns on the importance of schooling for girls.

FURTHER WOMEN'S PARTICIPATION IN DEMOCRACY AND HUMAN RIGHTS

Democracy depends on an educated, informed electorate, with free participation by all regardless of sex. And it depends on respect for human rights. Women are currently underrepresented in government and political posts. And they suffer human rights abuses that endanger their health and keep them from fully contributing economically and politically.

The world community, in the Vienna Declaration of 1993, and again in UN Resolution 48-104, as well as the OAS Convention of Belem Do Para, recognized that violence against women is a human rights abuse. Yet it remains widespread in LAC as elsewhere. According to the World Bank, between one-fifth and one-half of women surveyed in many industrial and developing countries report that their partners have beaten them. In industrialized countries, rape and domestic violence account for nearly one out of every five healthy years of life lost to women of reproductive age. The burden on women in developing countries is similar per capita, although the percentage of healthy years of life lost to violence is smaller, due to greater health problems overall.³²

RECOMMENDATIONS:

- Encourage governments to eliminate barriers to women's running for office and provide incentives to increase the participation of women in politics.
- Promote women in non-traditional roles in the public sector such as in the ministries of finance, agriculture, and industry.
- As the OAS broadens its mandate to promote and monitor democracy, ensure that the OAS includes at least 30 percent women in all its staff training and exchange programs for legislators.
- As the OAS helps strengthen educational and civic activities of NGOs, ensure that at least 30 percent of its support goes to women's NGOs.
- Help spread knowledge about laws promoting gender equality and human rights, through intermediary institutions, "barefoot lawyer" programs, social marketing techniques.
- Promote laws against domestic violence, enforce those that exist, and finance innovative institutions that can prevent and address violence.

INCLUDE WOMEN AS FULL PARTNERS IN DEVELOPMENT

While the educational level of many women in the region is high, women are rarely represented in high-level positions in the public sector, the international aid community, or lending institutions. This imbalance helps perpetuate a blindness to women's economic roles and needs. In traditional development projects, for instance, money for

jobs training is channeled to men, while money for "welfare"--health, nutrition, and social benefits--is targeted to women.

GENERAL RECOMMENDATIONS:

- Ratify and implement the U.N. International Convention on the Elimination of All Forms of Discrimination against Women.
- Review national legal systems to remove barriers to women's full participation in society and the family.
- In public sector and international agencies, clarify commitment to women's issues in mission statements, policies, and programs, as well as in recruitment and promotion of staff, professional, and management positions.
- Substantially increase loan and concessional funding for projects that invest in women and women-based organizations, including funding to monitor progress and evaluate project impact.
- Develop and fund, jointly with national governments and international agencies, a broad-based, independent commission to monitor the implementation of the summit initiative on investing in women.

RECOMMENDATIONS FOR SELECTED DONOR INSTITUTIONS:

WORLD BANK

The World Bank first addressed issues concerning women in development (WID) in 1973, but instructed regions to appoint WID personnel only in 1990. Not until 1994 did the Bank approve the first policy paper and operational guidance on gender issues. Projects with some stated gender-related activities in Latin American and the Caribbean rose from 3 percent in 1985 to 33 percent in 1993. While this increase appears impressive, it is important to note that in most cases, gender-related activities form a very minor component of project objectives.

RECOMMENDATIONS:

- Gear up WID funding and staffing so that within 5 years, one-third of World Bank projects in LAC contain significant investment in women.
- To achieve this goal, the World Bank LAC regional vice-presidency needs to give priority to and provide strong endorsement for the implementation of WID policy in the region, assign sufficient financial and human resources to the task, and invest in evaluation research and monitoring of progress.
- Devote resources to assess the gender impact of macroeconomic reforms, and redesign these reforms so as not to penalize poor women.

INTER-AMERICAN DEVELOPMENT BANK

The IDB's operating policy on women in development was approved in 1987, and meaningful work on women's issues began after this date. Consideration of gender issues in project design increased from 6 percent in 1991 to 18 percent in 1992. During the Eighth Replenishment period, the IDB has made a significant commitment to civil society, the social sectors, and social reform.

RECOMMENDATIONS:

- Give priority to projects that address gender issues in the social sectors, so that at the end of 5 years, at least 50 percent of these projects invest in women.
- Similarly, by the end of the period, at least 30 percent of all concessional resources-- including funds for special operations and technical cooperation-- should flow to women and women-based non-governmental organizations.

UNITED STATES AGENCY FOR INTERNATIONAL DEVELOPMENT

USAID has incorporated policies on women since 1974; a major policy paper in 1982 reiterated the agency's commitment to women. However, implementation "has been slow," as stated in a recent Government Accounting Office (GAO) report to the U.S. Congress.³³

RECOMMENDATIONS:

- Make investing in women and women-based NGOs explicit in LAC Bureau and Country Strategic Plans, in each of the five priority areas: population, health and nutrition, environment, democracy, economic growth, and humanitarian assistance.
- Allocate significant project and non-project assistance at the Mission level so that after 5 years, at least 30 percent of all Mission resources in LAC are devoted to women.
- To accomplish these goals, engage in broad consultation with women's groups in the countries, and take measures to research, monitor, and report progress.

CANADIAN INTERNATIONAL DEVELOPMENT AGENCY (CIDA)

CIDA developed a WID policy in 1984 and a five-year action plan in 1986. CIDA has excelled in WID policy conceptualization and support to women-only projects and women-based agencies. Least effective has been implementation in productive sectors. Expenditures on WID rose between 86-89 and declined rapidly thereafter.³⁴

RECOMMENDATIONS:

- Make the policy links between gender and poverty reduction, good governance and sustainability for LAC region and set WID priorities in country strategies and programs.
- Increase allocation of resources so that at least 1/3 of country resources flow to WID activities.
- Monitor progress and strengthen WID accountability.

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