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Congressional Human Rights Foundation

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FINAL REPORT

TRILATERAL PARLIAMENTARY STUDY GROUP ON HUMAN RIGHTS AND DEMOCRACY IN NORTH AMERICA

Grant Number 598-0616 23-523-4036

Submitted to United States Agency for International Development

Submitted by Congressional Human Rights Foundation
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EXECUTIVE SUMMARY

Under a grant from the United States Agency for International Development (USAID, Grant Number 598-0616 23-523-4036), the Congressional Human Rights Foundation (CHRF) created a Parliamentary Study Group on Human Rights and Democracy in North America, composed of legislators from the United States, Canada, and Mexico, to exchange information between legislators on human rights issues, including bilingual education, the rights of indigenous populations, and political reform The project began on May 17, 1994 This report serves as both the interim (3-month) and final technical report on the project, since all project objectives had been met by September 30, 1994

Specifically, the project

Created a database on bilingual education laws in OAS and other countries to serve as a useful guide to Mexican lawmakers,

Sponsored a delegation of Mexican parliamentarians to a seminar on Native American rights to explore institutional/legal mechanisms addressing the protection of Native American rights in the United States,

Sponsored a delegation of United States and Canadian parliamentarians to Mexico for a roundtable on political reform, and

Arranged for access by North American parliamentarians to the Global Democracy Network (GDN), a project of the Congressional Human Rights Foundation

The Congressional Human Rights Foundation is a worldwide, voluntary, nonpartisan, not-for-profit organization committed to the promotion of human rights We work directly with parliamentarians to

Enhance understanding of the meaning and importance of human rights,

Strengthen institutions for the protection of human rights,

Improve access to information about human rights conditions,

Foster international cooperation in the promotion of human rights,

Offer training and technical assistance to human rights advocates, especially parliamentarians,

Call attention to human rights abuses that violate internationally recognized standards, and

Nurture constitutional democracy, the rule of law and other protections of human rights

TRILATERAL PARLIAMENTARY STUDY GROUP ON HUMAN RIGHTS AND DEMOCRACY IN NORTH AMERICA

Beginning in May 1994, the Congressional Human Rights Foundation (CHRF) worked to establish a Trilateral Parliamentary Study Group on Human Rights and Democracy in North America Members of the Study Group were drawn from the Foundation's Interparliamentary Human Rights Network (IPN), a voluntary, nonpartisan association of 1,000 parliamentarians in 119 countries who are committed to the promotion of human rights and democracy

The Trilateral Parliamentary Study Group promotes cooperation, collaboration, and information-sharing among North American parliamentarians on human rights and democracy issues During the reporting period, the Study Group project was able to meet all of the following objectives

A database on bilingual education laws in OAS countries was created to serve as a useful guide to Mexican Members of the Study Group

A delegation of Mexican Study Group Members to Washington, DC was organized, including a seminar on the legal mechanisms/protections relating to the rights of Native Americans in the United States

A technical assessment visit to Mexico was undertaken to ascertain how the Mexican Congress could be connected to the global Internet

A Roundtable on Political Reform was convened in Mexico City, with Study Group Members from Canada, Mexico and the United States

Bilingual Education Database

The Congressional Human Rights Foundation created a bilingual education database of OAS and other countries' legislation and programs This database was intended to serve as a useful guide to the Mexican Congress as it deals with the human rights of indigenous peoples

The database consists of a summary guide (see Appendix A) and 4-volume appendices The information collected included bilingual education laws and programs in the following countries Canada, the United States, Ecuador, Colombia, Bolivia, Venezuela, the Netherlands, Australia, and New Zealand The guide attempted to provide a philosophical foundation for bilingual education in the context of regional and international agreements to promote and protect the rights of indigenous peoples The appendices provided both analysis and descriptions of bilingual education programs undertaken in OAS nations and other countries who have attempted to address the needs of indigenous populations

More than 75 experts and institutions were contacted in preparing the information contained in the guide and appendices The material was delivered to the Mexican Congress during the visit by the delegation of Mexican legislators to Washington, DC in May 1994 The Mexican legislators expressed their appreciation for having been provided with a comprehensive catalogue on bilingual education, and said that the material would be a valuable reference source as the Mexican Congress considers legislation affecting indigenous peoples

Delegation of Mexican Legislators/Seminar on Native American Rights

A delegation of Mexican parliamentarians visited Washington, DC May 22-25, 1994 (see Appendix B for the schedule of meetings) The purpose of the visit was to build cooperation between Mexican and US legislators through the Trilateral Parliamentary Study Group on Human Rights and Democracy

In particular, the Mexican legislators were able to brief the US Congress, the Administration, and nongovernmental organizations on the prospects for the national elections in Mexico in August 1994 As part of the Study Group project, a seminar on the legal mechanisms/protections for the rights of Native Americans in the United States was conducted by the

United States Senate Select Committee on Indian Affairs, chaired by Senator Daniel Inouye (D-HI)

The delegation spent 2 hours with the Staff Director and professional staff of the Select Committee and then met for 1 hour with Senator Inouye The delegates found the discussion of great benefit, particularly the comparisons drawn between the United States approach to indigenous peoples and the recent conflicts in the Chiapas region of Mexico There was a general recognition that both countries have had successes and failures in dealing with the rights of indigenous populations, and that continued dialogue between the US and Mexican Congresses on the issue would be valuable

The delegation also met with a wide range of government officials, Congressional leaders, and nongovernmental organizations to discuss the Mexican national elections The Mexican side was concerned about how the preparations for the elections would be perceived and understood by American policymakers and opinion leaders To this end, the delegation provided briefings and background information on the efforts being made to ensure that the elections would be free and fair Of particular importance was the work of the Mexican Instituto Federal Electoral (IFE) in putting together the electoral roll and registering eligible voters

In addition, the Mexican delegation discussed the legislative initiatives to provide for election observers, termed "visitors" under the legislation adopted by the Mexican Congress By having the opportunity to discuss these preparations and concerns with American organizations involved in monitoring the election process, the delegation's visit made a major contribution to broadening understanding of the Mexican political process

Connecting to the Global Democracy Network and the Internet

The Congressional Human Rights Foundation created the Global Democracy Network (GDN) in 1994 to provide parliamentarians, government officials, nongovernmental organizations and individuals with information and communications services on human rights and democracy (see Appendix C for the GDN Users' Guide, which was provided to all Members of the Trilateral Parliamentary Study Group and to IPN Members in Canada, the United States and Mexico)

GDN uses the Internet, a global computer network, to provide the following

a) local and networked e-mail,

b) message forums,

c) live chat conferences,

d) gopher server,

e) file libraries with human rights and democracy information,

f) document search and retrieval system, and

g) Internet access

CHRF sent its Associate Director for Communications to Mexico City in July to ascertain how best to connect Mexican legislators to the Global Democracy Network During a three-day visit, CHRF's staff expert met with officials of the Mexican Senate and Congress, the Federal District Assembly and Human Rights Commission, the Mexican Academy of Human Rights, and PROFMEX, the Research Consortium on Mexico (See Appendix D for a technical assessment report)

As a result of the visit, it was determined that more work needs to be done to insure that Mexican legislators can have access to the wide variety of information available on the Internet and CHRF's Global Democracy Network (GDN) To this end, CHRF has contacted PROFMEX to collaborate on a follow-up program which will provide Mexican legislators and their staff with free Internet accounts and training in how to use the Internet (see the Recommendations for Follow-Up Programs at the end of this Report)

Roundtable on Political Reform on Mexico

On July 30, 1994, a Roundtable on Political Reform was convened in Mexico City (see Appendix E for a schedule and a list and biographies of participants) Members of the United States Congress and Canadian Parliament joined their Mexican counterparts in the Trilateral

Parliamentary Study Group for an extensive discussion on the Mexican national elections, which took place on August 21, 1994

During the Roundtable, experts assembled by the Mexican side briefed participants on the following

Instituto Federal Electoral (IFE) activities, including a demonstration of the voter registration system and the voter database,

The work of the Citizen Counsellors in IFE in trying to bring fairness and transparency to the election campaign,

The role of public opinion polls in the election process, and

The role of the media, in particular an analysis of coverage received by the major political parties

Following each presentation, participants engaged in a discussion of the issues presented and offered comments and suggestions These free-ranging discussions enabled Study Group Members to understand the considerable efforts made by Mexico to assure a free and fair election

While participants acknowledged that past abuses helped to create an environment of skepticism towards this election, there was a consensus that many improvements had been made There was concern expressed about whether the reforms had been implemented quickly enough to assure a relatively level playing field for the political parties, especially with respect to media access

The Roundtable was the first official gathering of the Trilateral Parliamentary Study Group on Human Rights and Democracy in North America The participants concluded that the Roundtable format had been extremely effective as a way of imparting information and fostering a frank exchange of views (see Appendix F for a sampling of participant comments on the Roundtable) In particular, appreciation was expressed to the Mexican side for having organized a major colloquium with top officials and experts less than a month before what all participants agreed was the most important election in Mexican history

RECOMMENDATIONS FOR FOLLOW-UP PROGRAMS

Following the historic election on August 21, 1994, the new Mexican Congress will take office in November 1994 Working with our Interparliamentary Human Rights Network (IPN) leadership group in Mexico, the Congressional Human Rights Foundation proposes to undertake a series of projects which will provide information, communications services, and training targeted at newly elected Mexican parliamentarians and their staffs

The Foundation will continue our collaboration with senior Mexican parliamentarians, government officials, and nongovernmental organizations to broaden the Mexican Congress' exposure to democratic governance and to build bridges across Mexican society as the country comes to grips with genuine political reform

These new programs have resulted directly from the Foundation's effort to establish a North American Trilateral Parliamentary Study Group on Human Rights and Democracy

The Congressional Human Rights Foundation proposes the following new programs in the coming year

1 In collaboration with our Mexican IPN leadership (representing the three major Mexican political parties), Alianza Civica (a Mexican coalition of 400 ngos), the Brookings Institution, and experts from the US Congress and Canadian Parliament, we will organize a series of training seminars for new Mexican MPs and their staffs, similar to those organized for newly elected Members of the United States Congress These seminars will focus on the role of legislators in a democratic society, with particular emphasis on constituent relations, on the responsibility of parliamentarians to hold government institutions accountable and on working with the organizations which compose the broader civic society

2 In collaboration with PROFMEX, the Consortium for Research on Mexico, we will hold a series of training sessions for all Mexican MPs and their staffs on the use of the Internet for communications, information-sharing, reporting, and research Utilizing the PROFMEXIS electronic information network, we hope to provide free Internet accounts for interested Mexican legislators and staff In addition, we want to

encourage broader Internet usage by Mexican ngos, and could offer similar training seminars through Alianza Civica

3 We propose to undertake, as a model for other states, a constituent service and Internet training program at the state level

4 We want to continue the Trilateral Parliamentary Study Group The Canadian Parliament has agreed to host the next Roundtable in Ottawa in March or April 1995 This meeting may focus on national legislative efforts to deal with the problems of indigenous peoples, which would inform each delegation of approaches used in the other two North American countries

5 In order to implement these new programs, CHRF plans to establish an office in Mexico City and hire a local director to coordinate with Mexican partners We see the training programs continuing, and therefore need to have a permanent presence in Mexico

We have contacted potential partners in Mexico, Canada, and the United States about these proposals We have received agreement in principle to explore collaboration from the IPN Mexican leadership group, the Canadian Parliament, PROFMEX, Alianza Civica, and the Brookings Institution

The Congressional Human Rights Foundation can begin work on implementing these new programs in October 1994

Congressional Human Rights Foundation

BILINGUAL EDUCATION:

A Guide to Legislation, Models and Theories

Prepared by
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I. *Universal Declaration of Human Rights as Foundation*

The many human rights treaties to which member states of the United Nations have become party have built a solid foundation of customary law which has strengthened civility and informed public opinion Responsibility to adhere to these treaties is explicitly mandated in the UN Charter Articles 55 and 56 state that all UN member states "pledge themselves to take joint and separate action in cooperation with the [United Nations]" to promote "universal respect for, and observance of, human rights and fundamental freedoms for all without distinction as to race, sex, language or religion "

The incorporation of international human rights principles in constitutions and legal codes of many nations has further strengthened the influence of these principles After World War II, many nations emerging from colonialism utilized provisions in the Universal Declaration of Human Rights, passed by the UN General Assembly in 1948 as a "foundation for justice and peace in the world "[1] An example in Latin America is the democratically elected government of Chile, whose Ministry of Education has equipped all educational institutions with copies of the Universal Declaration of Human Rights with the mandate that it be displayed publicly This practice, also carried out in some Eastern European states, has contributed to an increasingly universal expectation that the relationship between the government and the governed shall acknowledge the primacy of the rights of each person

The new 1983 Constitution of the Netherlands contains a comprehensive modern bill of rights [2] It recognizes international human rights responsibilities which are acknowledged as national obligations The Dutch monistic view of law holds that international and national law are part of the same legal order

II *The Draft Declaration on Indigenous Rights, The Philosophical Basis for Bilingual Education*

Just as the evolution of international law has moved to embrace protection of rights for individuals who were traditionally considered beyond the scope of such law, there has also been movement to reconceptualize the rights of indigenous peoples The traditional view that indigenous peoples constitute conquered nations who should accept their peripheral fate has diminished

The UN Draft Declaration on the Rights of Indigenous Peoples defines the rights of

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[1]Egon Schweib, "The Influence of the Universal Declaration of Human Rights on International and National Law," Proceedings of the 53rd Annual Meeting of the American Society on International Law, 1959, p 222-23

[2]"The Constitution of the Netherlands," Constitutions of the Countries of the World, Albert P Blaustein and Gisbert H Flanz, eds , Oceana Publications, Dobbs Ferry NY, 1986

indigenous peoples The Draft will be voted upon by the UN Assembly this September [3] The document does not define the relationship between indigenous peoples and the State in which they are located, but it infers this relationship The inference is discerned in that indigenous peoples are understood to have the right to either a "dual status" or, alternatively, to several options which correspond to the choices available to decolonizing peoples As far as "dual status" is concerned, the Declaration clearly protects indigenous peoples from discrimination and inequality in relation to the dominant populations, while it simultaneously recognizes their unique rights to control their own identities, territories, resources, political organizations, economies, systems of justice, systems of education, languages, religions, and cultures (i e art forms, music, dance, dress, diet, healing practices and social customs) [4]

These rights emanate from the historical relations of indigenous peoples with the states in which they are located, inherent authority over their own destinies is embedded conceptually in their existence as self-determining entities prior to the organization of the State

III *Language Plans and Codes in Other Countries*

We have been made aware of some excellent education programs organized by indigenous peoples in Ecuador [5] These descriptions were provided to us through the Inter-American Foundation in Arlington, Virginia, and the good offices of Charles Kleymeyer Ph D Professor Kleymeyer spent fifteen years in Ecuador, and is familiar with the development of Indian federations there These federations have created their own education programs The Indian Movement in Ecuador is quite advanced -- it has been organizing for twenty years An excellent program put together by a Confederation of Federations in the Amazon governs 250 schools

Bolivia is making strides legislatively concerning the government's relationship with indigenous peoples Considering the government's policies in education, a recent proposal authored by Antonio Sagrista S J provides an enlightened plan for indigenous relations with the State and their education It is presently under consideration by the Bolivian legislature [6]

We recommend that a multi-cultural delegation of indigenous peoples travel to Ecuador and

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[3]UN Draft Declaration on the Rights of Indigenous Peoples, As Agreed Upon by the Members of the Working Group on Indigenous Peoples at its Eleventh Session, 1993 See Appendix A

[4]Ibid, Part I-V

[5]Descriptions of three programs in indigenous bilingual education are in Appendix B

[6]Appendix C contains the Bolivian "Proyecto de Ley, Titulo I De La Participacion Popular, Capitulo I Del Alcance De La Participacion Popular " A comparative study entitled Ethnicity, Education and Earnings in Bolivia and Guatemala by George Psacharopoulos is also enclosed (Technical Dept , Latin American and the Caribbean, World Bank, Nov 1992)

Bolivia to examine these programs

The Netherlands' recognition of the Frisians and the formulation of an education plan incorporating a bilingual course of study could prove helpful in outline for the Mexican reality [7]

Also included in Appendix E-J is information (listed) concerning language policies codified into law or proposed in the following nations

Australia Information on Aboriginal Australia, "The National Languages and Literacy Institute of Australia A Distinctive Model for Language Planning and For a Language-In-Education Planning Agency?" (Note the entire Australian program can be obtained from the ERIC Clearinghouse on Language and Linguistics)

Brazil Brazilian Policy on Indigenous Population, Selected Bibliography from the Summer Institute of Linguistics, relevant chapter of the Constitution of the Federative Republic of Brazil

Canada Guide to the Charter of Rights and Freedoms, Official Languages Act, Aboriginal People's Rights and Benefits, Information on Ontario's Native Languages Policy and Program

Colombia Proyecto de Ley General de Educacion

Europe "The Less Widely Taught Languages of Europe Language Policy, Language Planning, Status Planning" (Research Institute of Linguistics, Hungarian Academy of Sciences)

New Zealand Information on Indigenous Rights and Bi-Lingual Education in New Zealand from Te Putni Kokiri, Wellington, New Zealand Ministry of Maori Development

IV *Indigenous and Ethnic Populations in the United States*

In the United States, the Office of Indian Education Programs (OEIP) within the Bureau of Indian Affairs is responsible for education functions Its mission is to provide quality education opportunities which recognize Indian Tribes and Alaska Native Villages as distinct cultural and governmental entities [8]

Originally, the Bureau of Indian Affairs legislated the Native American education program as

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[7]The Netherlands' program is contained in Appendix D

[8]1994 Fingertip Facts, Office of Indian Education Programs,Washington, DC, p 1 See Appendix K

a tool of assimilation [9] In recent years, this has been recognized as a violation of Indian identity, rights and culture While early relations with the Indians were more pragmatic than enlightened, recognition of the rights to culture and ethnic identity has come about through the constructive interventions and contributions of the ethnic communities themselves [10]

In 1990, the Congress recognized that the history of U S policies toward Native American languages has dramatically decreased the number that have survived The "Native American Languages Act" committed the U S government to working with Native Americans to ensure the survival of cultures and languages However, this act served only as a declaration of policy, and no programs were proposed nor funds authorized to enact significant initiatives

In 1992, Congressional testimony revealed that only about 20 Native American languages -- of the several hundred that once existed -- are spoken by persons of all ages (as opposed to just by adults or the most elderly) An improved "Native American Language Act of 1992" was approved The Act provides the foundation upon which Tribal nations can rebuild their economic strength and rich cultural diversity

Ethnic and cultural diversity is a fact of life in the United States Distinct populations of many ethnic and cultural backgrounds have immigrated to this country, and their identities have been preserved not only by the communities in which they congregate but by the education they strive to provide for their children in order to preserve their identities

In recent years, the Bureau has contracted with tribes permitting local community control of schools The Administration for Native Americans under the Department of Health and Human Services is providing funds this year for projects which promote the survival and continuing vitality of Native American languages The projects encompass assessment of language status, acquisition of training and technical assistance, and program design and development Programs may include bringing together older and younger speakers together to facilitate and encourage transfer of language skills, training Native Americans to teach, interpret, and translate languages, developing and disseminating printed materials, and compilation and analysis of oral testimony [11]

V *Models of Bilingual Education Program*

Various models of bilingual education in the U S are distinguished by the role the students' native languages play in the educational process Jeanne Rennie of the ERIC Clearinghouse

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[9]William C Canby, Jr , American Indian Law, West Publishing Company, St Paul, Minnesota, 1988, pp 44-45 See Appendix L

[10]Ibid, p 45

[11]Appendix M contains the "Native American Languages Act of 1992" and the Federal Register announcement for financial assistance for Native Language programs Other articles and programs describing Native American language programs are also attached

on Language and Linguistics describes the range of programs, from English as a second language (ESL) classes, to traditional and two-way bilingual programs, to structured immersion programs [12]

Studies conducted on a range of programs across the country indicate that it usually takes four to seven years for students to acquire cognitive academic language proficiency in the second language (depending on age, type of program, level of primary language education prior to entrance in program)

The most successful bilingual education programs (in terms of students' academic achievement) have several elements in common literacy development in students' native languages, high expectations for language minority students, intensive staff development programs, collaborative learning techniques and student interaction, and parental support activities [13]

The Hispanic Communities in the United States have arrived here from almost every country in the hemisphere This presence has contributed to the enactment of legislation establishing bilingual education in some form in 24 states and in three territories California and Texas have demonstrated leadership and sophistication in their bilingual school programs We include here brief descriptions of the mandated programs in both states with broader documentation attached [14]

In order to benefit your endeavors more concretely, we have attached materials descriptive of "Two-Way Language Development" used by the model Oyster School in Washington, D C , and "Partial Immersion" used by the Key Elementary School in Arlington, Virginia [15]

We have also included materials from one of the most influential Hispanic policy centers in the United States, the Tomas Rivera Center at Claremont University in Southern California

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[12]Jeanne Rennie, "ESL and Bilingual Program Models," ERIC Clearinghouse on Language and Linguistics Digest, September 1993 Based on an article published in the August 1993 issue of Streamlined Seminar (Vol 12, No 1), published by the National Association of Elementary School Principals, Alexandria, VA Copies of this and additional studies and articles on bilingual education by American educators are located in Appendix N

[13]Ibid , Michael Webb, "Multicultural Education in Elementary and Secondary Schools," ERIC Clearinghouse on Urban Education Digest, No 67, July 1990 See Appendix O for this article and others on multicultural education

[14]California and Texas law and bilingual education programs are described in detail in Appendix P

[15]"Two-Way Language Development Programs," ERIC Clearinghouse on Languages and Linguistics, Center for Applied Linguistics Digest, September 1990 See Appendix Q for the article and for Oyster School program materials

with an additional Center at the University of Texas at Austin [16] A trustee of the Center is Henry Cisneros, present U S Secretary of Housing and Welfare The professionalism, scholarship, creativity and political effectiveness of their programs have shaped policy, legislation and the direction of bilingual education in this country

VI *Theories of Language Planning*

Language planning is best described as an art, rather than a science Widespread disagreement exists on fundamental questions, such as the nature and acquisition of language and the effect of linguistic diversity on social and economic stability

Two perspectives energize the debate on the role of bilingual education The *transitional* model holds that the goal is to enable minority-language students to shift to the dominant language as quickly as possible, with little or no regard for helping children to maintain their original tongue Proponents prioritize accelerated assimilation for reasons including a unified cultural and national identity, lack of financial and material resources, and enhanced socio-economic status for minority language children Official English groups such as US English and English First support a constitutional amendment making English the official language of the U S and reduced funding for bilingual education [17]

On the other hand, proponents of the *maintenance* model of bilingual education contend that the primary goal should be to help students maintain the use of their own language while making a gradual transition to the dominant language Arguments for this model include enhanced cognitive development and self-image of minority language children, lessened culture shock, and reduction of linguistic discrimination English Plus is a group which believes that U S residents should have the opportunity to become proficient in English *plus* another language [18]

VII *Additional Information*

This document has attempted merely to provide a brief overview of bilingual education The accompanying Appendix contains rich resources and references which provide a more thorough guide for planning and understanding bilingual education programs

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[16]The Tomas Rivera Center A National Institute for Policy Studies See Appendix R

[17]Vickie Lewelling, "Linguistic Diversity in the United States English Plus and Official English," ERIC National Clearinghouse on Literacy Education Digest, December 1992 See Appendix N

[18]Martin Trent Chandler, "Toward a Context-Specific Language Policy for Developing Countries with an Emphasis on Language-in-Education," Master's thesis, Biola University, May 1992 See Appendix S

LA EDUCACION BILINGÜE:

Guía de la legislación, los modelos y las teorías

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I *La Declaracion Universal de Derechos Humanos como Base*

Los multiples tratados de derechos humanos suscritos por los paises miembros de las Naciones Unidas conforman la solida base de derecho consuetudinario que ha fortalecido la civilidad contribuido a forjar la opinion publica La Carta de la ONU establece en terminos explicitos la responsabilidad de ceñirse a estos tratados y, en sus articulos 55 y 56, declara que todos los paises miembros de la ONU "se comprometen a tomar medidas conjuntas o separadamente, en cooperacion con las [Naciones Unidas]" para fomentar "el respeto universal a los derechos humanos y a las libertades fundamentales de todos sin hacer distincion por motivos de raza, sexo, idioma o religion"

La incorporacion de los principios internacionales relacionados con los derechos humanos en las constituciones y los codigos legales de muchos paises ha reafirmado la influencia de estos principios Despues de terminar la Segunda Guerra Mundial, muchos paises que surgieron del colonialismo utilizaron las disposiciones de la Declaracion Universal de Derechos Humanos, aprobada por la Asamblea General de la ONU en 1948, como una "fundacion para la justicia y la paz en el mundo" [1] En America Latina puede citarse como ejemplo el gobierno de Chile electo por medios democraticos cuyo Ministerio de Educacion ha distribuido copias de la Declaracion Universal de Derechos Humanos a todos los centros docentes del pais con ordenes de desplegarla publicamente Esta practica tambien empleada en algunos estados de Europa Oriental ha contribuido a forjar una expectativa crecientemente universal en el sentido de que las relaciones entre los gobiernos y los gobernados deben reconocer la supremacia de los derechos del individuo

La nueva Constitucion de los Paises Bajos adoptada en 1983, contiene una carta de derechos integral y moderna [2] Reconoce responsabilidades internacionales en el ambito de los derechos humanos que constituyen obligaciones nacionales El concepto monista neerlandes del derecho mantiene que el derecho nacional y el derecho internacional forman parte del mismo orden juridico

II *El Proyecto de Declaración sobre los Derechos de los Pueblos Autóctonos, La Base Filosófica de la Educación Bilingue*

En la misma forma en que el derecho internacional ha evolucionado y ha abarcado el concepto referente a la proteccion de derechos de personas que tradicionalmente habia considerado fuera de su alcance tambien se ha producido un movimiento para reconceptualizar los derechos de los pueblos autoctonos Se ha ido disipando paulatinamente

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[1] Egon Schweib The Influence of the Universal Declaration of Human Rights on International and National Law [La influencia de la Declaracion Universal de Derechos Humanos en el derecho internacional y nacional] Actuaciones de la 53ª Reunion Anual de la Sociedad Estadounidense de Derecho Internacional 1959 p 222-23

[2] The Constitution of the Netherlands [La Constitucion de los Paises Bajos] Constitutions of the Countries of the World [Constituciones de los paises del mundo] Albert P Blaustein y Gisbert H Flanz editores Oceana Publications Dobbs Ferry NY 1986

el concepto tradicional segun el cual los pueblos autoctonos constituian naciones conquistadas obligadas a aceptar su destino marginal

El Proyecto de Declaracion de la ONU sobre los Derechos de los Pueblos Autoctonos define los derechos de esos pueblos Dicho Proyecto se sometera a votacion en la Asamblea General de la ONU en septiembre proximo [3] El documento no define la relacion existente entre los pueblos autoctonos y el Estado en que viven, sino que infiere dicha relacion La inferencia se discierne en el hecho de que el texto del documento da a entender que los pueblos autoctonos tienen derecho a optar por una "doble condicion juridica" o a elegir una de las opciones correspondientes a las alternativas disponibles para los pueblos descolonizados En lo referente a la "doble condicion juridica", la Declaracion protege explícitamente a los pueblos autoctonos contra la discriminacion y la desigualdad respecto de los pueblos dominantes, pero reconoce simultaneamente el singular derecho que ostentan aquellos a mantener dominio de su propia identidad, de su territorio, de sus recursos de su organizacion politica de su economia de sus sistemas juridico y educativo, de su idioma, de su religion y de su cultura (v g , artes musica, danzas, trajes tipicos, regimen alimenticio practicas curativas y costumbres sociales) [4]

Estos derechos emanaban de las relaciones que han existido a traves de la historia entre los pueblos autoctonos y los estados en que viven La autoridad inherente que los pueblos autoctonos tienen sobre su propio destino esta enclavada conceptualmente en su existencia como entidades autodeterminadas con anterioridad a la organizacion del Estado

III *Planes y Códigos Linguisticos en Otros Países*

Se nos han señalado algunos excelentes programas educativos organizados por pueblos autoctonos de Ecuador [5] La descripcion de dichos programas nos la suministro la Fundacion Interamericana de Arlington Virginia mediante los buenos oficios de Charles Kleymeyer Ph D El Profesor Kleymeyer paso quince años en Ecuador y esta compenetrado con el desarrollo de las federaciones indigenas de ese pais las cuales han elaborado sus propios programas educativos El Movimiento Indigena esta sumamente adelantado en Ecuador, donde lleva 20 años de esfuerzos organizativos Un excelente programa elaborado por una Confederacion de Federaciones en el Amazonas rige 250 escuelas

En el ambito legislativo, Bolivia esta realizando un progreso importante respecto de las relaciones entre el gobierno y los pueblos autoctonos En consideracion de las politicas educativas del gobierno una propuesta recientemente elaborada por Antonio Sagrista S J ,

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[3] Proyecto de Declaracion de la ONU sobre los Derechos de los Pueblos Autoctonos tal como fue aprobado por los miembros del Grupo de Trabajo sobre los Pueblos Autoctonos en su XI Sesion 1993 Vease el Anexo A

[4] Ibid, Parte I V

[5] El Anexo B contiene descripciones de tres programas de educacion bilingue organizados por pueblos autoctonos

ofrece un plan esclarecido para la educacion de los pueblos autoctonos y para sus relaciones con el Estado La propuesta se encuentra actualmente bajo la consideracion de la legislatura boliviana [6]

Recomendamos que una delegacion multicultural integrada por representantes de pueblos autóctonos viaje a Ecuador y a Bolivia a fin de examinar los programas citados

El reconocimiento de los frisios por los Paises Bajos y la formulación de un plan educativo que comprende un curso de estudios bilingue podrian servir de modelo a la realidad mexicana [7]

Ademas, el Anexo E contiene informacion (enumerada a continuacion) sobre las politicas linguisticas codificadas en textos legislativos o propuestas en los paises siguientes

Australia Informacion sobre Aboriginal Australia [Australia autoctona], "The National Languages and Literacy Institute of Australia A Distinctive Model for Language Planning and For a Language-in-Education Planning Agency" [Los idiomas nacionales y el instituto de alfabetizacion de Australia modelo especial para la planificacion [de la enseñanza] de idiomas y de un organismo gubernamental para la planificacion del idioma en la educacion] (Nota El programa australiano completo puede obtenerse a traves de ERIC Clearinghouse on Language and Linguistics)

Brasil Brazilian Politics on Indigenous Population [La politica brasileña sobre la poblacion autoctona], Bibliografia selecta del Instituto Estival de Linguistica capitulo pertinente de la Constitucion de la Republica Federativa de Brasil

Canadá Guide to the Charter of Rights and Freedoms [Guia de la carta de derechos y libertades], Official Languages Act [Ley sobre los idiomas oficiales], Aboriginal People s Rights and Benefits [Derechos y beneficios de los pueblos autoctonos], Information on Ontario s Native Languages Policy and Program [Informacion sobre la politica y el programa de idiomas autoctonos de Ontario]

Colombia Proyecto de Ley General de Educacion

Europa "The Less Widely Taught Languages of Europe Language Policy Language Planning, Status Planning" [Los idiomas europeos menos enseñados politica linguistica, planificacion linguistica planificacion de la condicion juridica] (Instituto de Investigacion Linguística, Academia de Ciencias de Hungria)

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[6]El Anexo C contiene el Proyecto de Ley Titulo I De la Participacion Popular Capitulo I Del Alcance de la Participacion Popular Se incluye ademas, un estudio comparativo titulado Ethnicity, Education and Earnings in Bolivia and Guatemala [Las etnias la educacion y los ingresos en Bolivia y Guatemala] por George Psacharopoulos (Departamento Tecnico Latinoamerica y el Caribe Banco Mundial noviembre de 1992)

[7]El programa de los Paises Bajos figura en el Anexo D

Nueva Zelanda Information on Indigenous Rights and Bi-Lingual Education in New Zealand from Te Putni Kokiri, Wellington [Informacion sobre los derechos de los pueblos autoctonos y la educacion bilingue en Nueva Zelanda de Te Putni Kokiri, Wellington], Ministerio de Desarrollo Maori de Nueva Zelanda

IV *Los pueblos autóctonos y las etnias en los Estados Unidos*

En Estados Unidos, la Oficina de Programas de Educacion para los Pueblos Indigenas, adscrita a la Direccion de Asuntos Indígenas, esta encargada de las funciones educativas Su mision consiste en ofrecer oportunidades educativas de alta calidad que reconozcan las tribus indígenas y las comunidades autoctonas de Alaska como entidades culturales y gubernamentales especiales [8]

Originalmente la Direccion de Asuntos Indígenas administraba el programa de educacion para los pueblos autoctonos de Estados Unidos como un instrumento de asimilacion [9] En años recientes se ha reconocido que esa practica constituye una violacion de la identidad, los derechos y la cultura indigenas Aunque inicialmente las relaciones con los pueblos indígenas se caracterizaron mas por su pragmatismo que por su esclarecimiento el reconocimiento del derecho que tienen estos pueblos a conservar su identidad cultural y etnica ha sido resultado de las intervenciones y contribuciones constructivas de las propias comunidades autoctonas [10]

En 1990 el Congreso reconocio que las politicas estadounidenses respecto de los idiomas de los pueblos autoctonos han reducido considerablemente el numero de esos idiomas que han logrado sobrevivir La Ley sobre los Idiomas de los Pueblos Autoctonos comprometio al gobierno de Estados Unidos a colaborar con los pueblos autoctonos del pais a fin de garantizar la supervivencia de sus culturas y sus idiomas Sin embargo la mencionada Ley solo constituyo una declaracion de la politica gubernamental, pero no condujo a la propuesta de programas ni a la autorizacion de fondos para la adopcion de iniciativas significativas

En 1992 testimonio presentado ante el Congreso revelo que solo unos 20 de los varios centenares de idiomas autoctonos originales son hablados por personas de todas las edades (en contraste con los idiomas hablados por adultos y ancianos) Este descubrimiento condujo a la promulgacion en 1992 de una ley perfeccionada sobre los idiomas de los pueblos autoctonos La nueva ley establece fundaciones sobre las cuales los pueblos autoctonos pueden reconstruir su fortaleza economica y su rica diversidad cultural

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[8] 1994 Fingertip Facts [Datos para consulta rapida 1994], Oficina de Programas Educativos para los Pueblos Indigenas Washington D C , p 1 Vease el Anexo K

[9] William C Canby Jr American Indian Law [El derecho indigena en Estados Unidos], West Publishing Company, St Paul Minnesota 1988 pp 44-45 Vease el Anexo L

[10] Ibid p 45

La diversidad etnica y cultural es un hecho de la vida estadounidense Distintos grupos caracterizados por una multiplicidad de antecedentes étnicos y culturales han emigrado a este pais, y sus identidades han sido preservadas no solo por las comunidades en que se han congregado, sino por la educacion que tratan de proporcionar a sus hijos a fin de conservar su identidad

En años recientes la Direccion de Asuntos Indígenas ha suscrito contratos con tribus indígenas que permiten a las comunidades locales administrar sus propias escuelas La Administracion de Pueblos Autoctonos de Estados Unidos del Departamento de Salud y Servicios Humanos ha asignado fondos este año a proyectos que fomentan la supervivencia y la vitalidad permanente de los idiomas de los pueblos autoctonos Los proyectos comprenden la evaluacion de la condicion de los idiomas, la obtencion de capacitacion y ayuda tecnica y la elaboracion y ejecucion de programas Los programas pueden incluir la agrupacion de oradores de diversas edades para facilitar y fomentar la transferencia de conocimientos linguisticos, la capacitacion de estadounidenses autóctonos para la enseñanza interpretacion y traduccion de idiomas la elaboracion y diseminacion de materiales impresos y la compilacion y el analisis de testimonios orales [11]

V *Modelos de Programas de Educacion Bilingue*

Los diversos modelos de programas de educacion bilingue en Estados Unidos se distinguen por el papel que los idiomas de los estudiantes autoctonos desempeñan en el proceso educativo Jeanne Rennie de ERIC Clearinghouse on Language and Linguistics describe toda la gama de programas, la cual comprende cursos de ingles como segundo idioma, programas bilingues tradicionales y bidireccionales y programas regimentados de inmersion [12]

Estudios realizados en una diversidad de programas a traves del pais indican que generalmente los estudiantes necesitan entre cuatro y siete años para adquirir los conocimientos linguisticos que les permiten dominar el segundo idioma (dependiendo de la edad de los estudiantes del tipo de programa y del nivel de educacion alcanzado en el idioma principal antes de ingresar en el programa)

Los programas de educacion bilingue mas exitosos (en funcion del progreso academico logrado por los estudiantes) tienen ciertos elementos comunes alfabetizacion en el idioma

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[11]El Anexo M contiene la Ley sobre los Idiomas de los Pueblos Autoctonos de Estados Unidos de 1992 y el anuncio publicado en el Registro Federal respecto de la ayuda economica para los programas de idiomas autoctonos Se incluyen ademas otros articulos y programas descriptivos de programas de idiomas autoctonos de Estados Unidos

[12]Jeanne Rennie ESL and Bilingual Program Models [Modelos de programas de enseñanza de ingles como segundo idioma y de enseñanza bilingue], ERIC Clearinghouse on Language and Linguistics Digest septiembre de 1993 Basado en un articulo contenido en el numero de agosto de 1993 de Streamlined Seminar (Vol 12, No 1), publicado por la Asociacion Nacional de Directores de Escuela Primaria Alexandria VA El Anexo N contiene copias de este y otros estudios y articulos sobre la educacion bilingue publicados por educadores estadounidenses

materno de los estudiantes, grandes expectativas para los estudiantes que hablan los idiomas de los grupos minoritarios, programas de capacitación intensiva del personal, tecnicas colaborativas de aprendizaje y de interacción entre los estudiantes, y actividades para conseguir el apoyo de los padres [13]

Las comunidades hispanas de Estados Unidos han venido a este país procedentes de casi todos los países del hemisferio Su presencia ha contribuido a la promulgación de leyes que establecen alguna forma de educación bilingue en 24 estados y tres territorios California y Texas han demostrado su liderazgo y adelanto mediante sus programas de educacion bilingüe El presente informe incluye una breve descripcion de los programas obligatorios instituidos por ambos estados y ofrece, en anexo, documentacion mas amplia al respecto [14]

A fin de hacer un aporte mas concreto a sus esfuerzos, tambien hemos anexado materiales que describen los programas "Two Way Language Development" [Desarrollo linguistico bidireccional], empleado en la escuela modelo Oyster School de Washington, D C , y "Partial Immersion" [Inmersion parcial], empleado en la escuela primaria Key Elementary School de Arlington, Virginia [15]

Ademas, hemos incluido materiales suministrados por uno de los centros de formulacion de política mas influyentes de Estados Unidos el Centro Thomas Rivera de la Universidad de Claremont, en el sur de California, que tambien tiene otro centro en la Universidad de Texas, en Austin [16] Henry Cisneros, el actual Secretario de Vivienda y Desarrollo Urbano de Estados Unidos, es uno de los sindicos del centro El profesionalismo, la erudicion, la creatividad y la eficacia politica de sus programas han contribuido a forjar la politica, la legislacion y la direccion de la educacion bilingue en este pais

VI *Teorías de Planificación Linguística*

La planificación linguistica se describe como un arte, mas bien que como una ciencia Existe un desacuerdo general sobre ciertas cuestiones fundamentales, tales como la naturaleza y el proceso de adquisicion del idioma y el efecto de la diversidad linguistica en la estabilidad social y economica

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[13]Ibid , Michael Webb, Multicultural Education in Elementary and Secondary Schools" [La educacion multicultural en las escuelas primarias y secundarias], ERIC Clearinghouse on Urban Education Digest No 67, julio de 1990 Vease en el Anexo O los articulos sobre la educacion multicultural

[14]Las legislacion y los programas de educacion bilingüe de California y de Texas se describen en detalle en el Anexo P

[15] Two Way Language Development Programs" [Programas de desarrollo linguistico bidireccional], ERIC Clearinghouse on Languages and Linguistics, Center for Applied Linguistics Digest, septiembre de 1990 Véanse en el Anexo Q el articulo sobre la escuela Oyster School y los materiales utilizados en el programa de esa escuela

[16]El Centro Thomas Rivera Un instituto nacional para estudios sobre politicas Vease el Anexo R

Dos perspectivas distintas impulsan el debate sobre el papel desempeñado por la educacion bilingue El modelo *transitorio* sostiene que el objetivo consiste en ayudar a los estudiantes que hablan los idiomas de los grupos minoritarios a adquirir el idioma dominante con la mayor rapidez posible, sin inquietarse mucho--o del todo--por ayudar a los niños a conservar su idioma original Los proponentes del modelo transitorio confieren primera prioridad a la asimilacion por diversas razones, entre las cuales pueden mencionarse la unificacion de la identidad cultural y nacional, la falta de recursos economicos y materiales, y el mejoramiento de la condicion socioeconomica de los niños que hablan los idiomas de los grupos minoritarios Las agrupaciones que tratan de establecer el ingles como idioma oficial, tales como US English y English First, apoyan la adopcion de una enmienda constitucional que declare el ingles idioma oficial de Estados Unidos y reduzca los fondos asignados a la educacion bilingue [17]

Por otra parte los proponentes del modelo de *mantenimiento* para los programas de educacion bilingue sostienen que el objetivo principal debe ser ayudar a los estudiantes a mantener el uso de su propio idioma mientras realizan la transicion gradual al idioma dominante Los argumentos adelantados en favor de este modelo incluyen el mejor desarrollo cognitivo y concepto de si mismos de los niños que hablan los idiomas de los grupos minoritarios la atenuacion del choque cultural y la reduccion de la discriminacion por razon del idioma La agrupacion English Plus considera que los residentes de Estados Unidos deben tener la oportunidad de adquirir dominio del ingles, y *tambien* el de otro idioma [18]

VII *Información Suplementaria*

El proposito del presente documento no ha sido otro que el de presentar una sintesis de la educacion bilingue El Anexo adjunto contiene una rica fuente de recursos y de referencias que establecen una guia mas detallada para la planificacion y comprension de los programas de educacion bilingue

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[17]Vickie Lewelling, Linguistic Diversity in the United States English Plus and Official English [La diversidad linguistica en Estados Unidos las agrupaciones 'English Plus' y 'Official English'] ERIC National Clearinghouse on Literacy Education Digest, diciembre de 1992 Vease el Anexo N

[18]Martin Trent Chandler Toward a Context-Specific Language Policy for Developing Countries with an Emphasis on Language-in Education [Hacia una politica linguistica de contexto especifico con enfasis en el idioma en la educacion para paises los en vias de desarrollo], tesis de licenciatura Biola University, mayo de 1992 Vease el Anexo S

LA EDUCACION BILINGUE EN EL ESTADO DE TEXAS

La ley (21 109) del Estado de Texas que se aplica a la enseñanza de idiomas en las escuelas publicas reza como sigue

a) El idioma basico de instrucción en todas las escuelas es el ingles
b) La politica de este estado es garantizar el dominio del ingles por todos los estudiantes de las escuelas, se estipula que puede ofrecerse o permitirse la enseñanza bilingue en aquellas situaciones en que tal enseñanza sea necesaria para garantizar la adquisicion por parte de los estudiantes de un nivel razonable de eficacia en el idioma ingles de manera que no resulten destavorecidos en su educacion

El idioma utilizado para la enseñanza en el Estado de Texas se define en un subcapitulo sobre educacion bilingue y programas especiales para la enseñanza de idiomas El Plan Estatal para la Educacion de Estudiantes con Conocimientos Limitados de Ingles reconoce que el dominio de los conocimientos basicos del ingles son requisito previo a la participacion provechosa en el programa educativo del estado Al igual que en California los distritos escolares que tienen una matricula de 20 o mas estudiantes con conocimientos limitados de ingles en cualquiera de las categorias linguisticas ofrecen un programa destinado a satisfacer las necesidades de dichos estudiantes

Una ley enmendatoria estipula que "la educacion bilingue o especial y los programas especiales para la enseñanza del idioma, tal como se definen en la presente ley se emplearan en las escuelas publicas con el objeto exclusivo de incrementar la capacidad de aprendizaje de los estudiantes con conocimientos limitados de ingles y de realzar ese idioma"

La educacion bilingue (obligatoria para los estudiantes de kindergarten v de todos los grados de escuela primaria) es un programa de enseñanza bilingue de horario completo que comprende el aprendizaje de conocimientos basicos en el idioma principal de los estudiantes con conocimientos limitados de ingles asi como la enseñanza regimentada y gradual de ingles que conduzca al dominio de ese idioma La enseñanza de ingles como segundo idioma (iniciada en los grados posprimarios y continuada exclusivamente en los grados 9 a 12) es "un programa de instruccion intensiva en ingles impartida por maestros especializados en el reconocimiento y el manejo de las diferencias linguisticas' Tanto la educacion bilingue como los cursos de ingles como segundo idioma incorporan los aspectos culturales de las etnias a que pertenecen los estudiantes

Se aprobo un numero limitado de programas pilotos destinados a examinar metodos alternos de instruccion en los programas de enseñanza bilingue y los cursos especiales de idiomas Al final del presente informe se detalla un programa de intercambio de maestros La Junta Estatal de Educacion promulga las normas y los reglamentos que rigen la emision de certificados a los maestros de educacion bilingue y de ingles como segundo idioma

La clasificacion de estudiante con conocimientos limitados de ingles se emplea en los casos en que (1) la capacidad del estudiante es tan limitada que impide la utilizacion de los procedimientos de evaluacion, (2) la calificacion obtenida por el estudiante en el examen de

ingles es inferior al nivel aceptable definido por la Oficina Central de Educacion, o (3) la calificación obtenida por el estudiante en el examen de su idioma principal es superior a la obtenida en el examen de ingles Pueden tomarse en consideracion otros factores, tales como los resultados de las evaluaciones realizadas por los maestros, la opinion de los padres y las entrevistas con los estudiantes

Por otra parte, el distrito escolar no puede negarse a impartir instruccion a un estudiante en un idioma que no sea ingles unicamente porque dicho estudiantes sufra de alguna incapacidad Ademas un numero determinado de estudiantes cuyos conocimientos de ingles no sean limitados podra participar en los programas de educacion bilingue con el consentimiento de sus padres

El cumplimiento de las normas que rigen la educacion bilingue se supervisa mediante inspecciones locales realizadas cada tres años Los aspectos supervisados comprenden el contenido, la estructura y la cobertura de los programas los procedimientos de identificacion y clasificacion, el personal, los materiales de enseñanza y de examenes, la reclasificacion de los estudiantes en clases impartidas exclusivamente en ingles o su reintegracion a programas bilingues o de enseñanza especial del idioma, y las actividades del comite de evaluacion de los conocimientos linguisticos El comite debera estar integrado por lo menos por un educador profesional de enseñanza bilingue un educador profesional de enseñanza transitoria el padre de un estudiante con conocimientos limitados de ingles y un administrador de un centro docente El comite es responsable de examinar la clasificacion y el progreso realizado por cada estudiante con conocimientos limitados de ingles

PROGRAMA PILOTO DE COOPERACION INTERNACIONAL

El Ministerio de Educacion y Ciencias de España y la Oficina de Educacion de Texas convinieron en un Memorandum de Entendimiento cuyo objeto es fomentar la educacion bilingue y bicultural Dicho Memorandum reconoce la importancia cultural e historica de la poblacion de origen hispano de Texas y el valor que entrañan los conocimientos del idioma español

Los dos organismos colaboraran en el asesoramiento del personal profesional encargado de enseñar español, incluso la preparacion de cursos de estudio y materiales de investigacion y la estructuracion de grupos de trabajo practico El convenio establece el puesto de Consultor Especial de Español en la Educacion Bilingue, asi como programas de enseñanza de español en las escuelas publicas del Estados de Texas

La Oficina de Educacion de Texas proporcionara oficinas y recursos materiales e informativos al Consultor Ademas, la Oficina contratara en España maestros especializados en educacion bilingue Por otra parte, en colaboracion con la Universidad de Houston, se establecera un Centro de Recursos que contendra materiales de enseñanza en español para el uso de los maestros de educacion bilingue y de español en el Estado de Texas

Se instituira un Programa Piloto de Estudios Internacionales que se encargara de elaborar un curso de estudios integrado que satisfaga la demanda de un grado profesional conferido por

el Estado de Texas y por el Ministerio de Educacion y Ciencias de España Se ofreceran diariamente tres periodos de enseñanza de español para los estudiantes muy aprovechados El Programa cubrira todos los grados de escuela primaria y secundaria

Se ha establecido un programa de reuniones encargadas de evaluar la eficacia del Memorandum y de verificar su ejecución

LA EDUCACION BILINGUE EN EL ESTADO DE CALIFORNIA

En 1974, en el caso *Lau contra Nichols*, la Corte Suprema dictamino que el hecho de que la ciudad de San Francisco no ofreciera instruccion suplementaria de ingles a 1 800 estudiantes de ascendencia china privaba a dichos estudiantes de la oportunidad de participar en el programa de educacion publica

En 1976, el Estado de California promulgo una ley (la Ley Chacon-Moscone sobre la Educacion Bilingue y Bicultural) que dispone que los distritos escolares deben ofrecer a aquellos estudiantes que hablen los idiomas de las minorias etnicas, cuyos conocimientos de inglés sean limitados, las mismas oportunidades educativas que ofrecen a otros estudiantes Posteriormente, la ley fue modificada y, en la actualidad los ocho requisitos enumerados a continuacion definen el proposito de la legislacion sobre la educacion bilingue promulgada por California para satisfacer las necesidades de los estudiantes con conocimientos limitados de ingles

1 El objetivo primordial de todos los programas de educacion bilingue es desarrollar el dominio del ingles en cada niño en la forma mas eficaz posible

2 El programa debera ofrecer igualdad de oportunidades para el progreso academico incluso instruccion academica en el idioma principal del estudiante siempre que sea necesaria

3 El programa debera ofrecer refuerzo positivo a la imagen que los estudiantes participantes tengan de si mismos

4 El programa debera fomentar la comprension intercultural

5 Los distritos escolares de California deberan ofrecer oportunidades de aprendizaje bilingue a cada estudiante con conocimientos limitados de ingles matriculado en las escuelas publicas

6 Los distritos escolares de California deberan suministrar apoyo economico suplementario adecuado para ofrecer oportunidades de aprendizaje bilingue a cada estudiante cuyos conocimientos de ingles sean limitados

7 Los padres de los estudiantes matriculados en los programas de educacion bilingue tendran derecho, en el momento de la notificacion inicial de matriculacion y al término de cada semestre subsiguiente a retirar a sus hijos de dichos programas notificando por escrito al director de la escuela en que esten matriculados

8 Los distritos escolares deberan establecer programas de capacitacion en el empleo para impartir a los miembros actuales y futuros del personal de los programas los conocimientos bilingues e interculturales necesarios para enseñar a los estudiantes con conocimientos limitados de ingles en el estado de California

Aunque el objetivo principal de la instruccion bilingue es desarrollar el dominio del ingles, el Estado reconoce el valor de la enseñanza en el idioma principal de los estudiantes como medio de realizar dicho objetivo con mayor rapidez El Estado da por sentado que poseer una base de conocimientos generales enriquece la gama de conceptos que el estudiante puede comprender, por consiguiente, la instruccion general (basada en el contenido del material de enseñanza) impartida en el idioma principal del estudiante complementa y facilita el aprendizaje del ingles y la asimilacion de conocimientos

Mediante la combinacion de la enseñanza del idioma principal de los estudiantes con clases suplementarias para la adquisicion de conocimientos de inglés el Estado espera evitar el *bianalfabetismo* Este termino se aplica a la posesion de conocimientos rudimentarios de lectura y de expresion oral en dos idiomas acompañados por la ausencia de conocimientos generales y por la incapacidad de realizar procesos de razonamiento complejos en cualquiera de los dos

Por consiguiente, los distritos escolares de California hacen hincapie en dos componentes de la educacion bilingue la adquisicion de conocimientos de ingles y la instruccion en el idioma principal del estudiante Los estudiantes con conocimientos limitados de ingles incluso aquellos que se propone reclasificar dentro de poco tiempo, deben recibir instruccion adecuada para adquirir conocimientos de ese idioma Deben mantenerse registros--por individuos y por grupos--de datos relacionados con el progreso realizado por los estudiantes en el dominio del ingles Cada distrito ha adoptado un curso de estudios para la enseñanza de ingles que debe tener aplicacion a los diversos niveles de dominio de ese idioma

Cada estudiante con conocimientos limitados de ingles cuya evaluacion demuestre la necesidad de recibir instruccion en su idioma principal debera recibir tal instruccion Las etapas del proceso son las siguientes (1) identificacion de aquellos estudiantes con conocimientos limitados de ingles que necesitan recibir instruccion academica en su idioma principal, tal como lo demuestra la evaluacion detallada de sus conocimientos de ingles y de su idioma principal (2) impartacion de instruccion academica en las materias basicas en el idioma principal del estudiante y (3) documentacion del progreso academico realizado por el estudiante

Existen muchas formas de encaminar la transicion gradual del estudiante desde el programa de instruccion en su idioma principal hasta el programa de enseñanza general sin necesidad de interrumpir la enseñanza de las materias academicas Por ejemplo algunas materias que exigen menos conocimientos de ingles (tales como las ciencias y las matematicas) se enseñan en ingles, mientras otras materias que exigen conocimientos mas complejos de ingles (tales como la literatura y las ciencias sociales) se enseñan en el idioma principal del estudiante

Las evaluaciones realizadas demuestran que los conocimientos de ingles de aproximadamente el 14 por ciento de los cuatro millones de niños de edad escolar de California son limitados Esta cifra no comprende los estudiantes que no han sido clasificados como estudiantes con conocimientos limitados de ingles a pesar de tener dificultades en ese idioma, tampoco comprende los estudiantes que no hablan ingles en sus hogares Los estudiantes hispanoparlantes representan mas del 75 por ciento del numero total de estudiantes con

conocimientos limitados de ingles que hay en California, seguidos por los estudiantes vietnamitas, filipinos y otros

Con respecto al personal y la capacitación, debera asignarse un numero adecuado de maestros preparados a los programas de enseñanza de ingles y de enseñanza en el idioma principal de los estudiantes Los distritos escolares deberan ofrecer programas de capacitacion en el empleo que confieran al personal actual y futuro de los programas los conocimientos de educacion intercultural bilingue necesarios para enseñar a estudiantes con conocimientos limitados de ingles

Desde 1984, el numero de maestros bilingues en California ha aumentado de 7 500 a 10 000 sin embargo el numero de maestros matriculados en cursos de capacitacion ha aumentado de 5 100 a 22 900 Para ser autorizados a enseñar ingles a los estudiantes con conocimientos limitados de ese idioma y a enseñar, ademas, en el idioma principal de los estudiantes, los maestros deben poseer preparacion academica especial en educacion bilingue o someterse a un proceso de certificacion establecido por el estado Las credenciales referentes al conocimiento del idioma extranjero son suficientes para enseñar en el idioma principal de los estudiantes pero no para enseñar ingles a los estudiantes con conocimientos limitados de ese idioma

El cumplimiento de los requisitos de los programas de educacion bilingue se evalua de acuerdo con cinco categorias Identificacion y Reclasificacion de los Estudiantes, Programa de Instruccion Personal y Capacitacion, Recursos Basicos y Complementarios y Comites de Notificacion a los Padres y de Asesoramiento

Nota La informacion contenida en el presente resumen ha sido suministrada por la Oficina de Educacion Bilingue de California, dirijase a Elena Vasquez State of California Department of Education, Bilingual Education Office, P O Box 944272, Sacramento CA 94244-2720

Congressional Human Rights Foundation

Master Schedule.
Mexican Parliamentary Delegation
Washington, DC
May 22-25, 1994

Sunday, May 22

Pick-up and Briefing Paul Meek and Pat Krommer

3 50pm Arrival - Senator Silvia Hernandez, British Airways # 217, Dulles Airport

4 09pm Arrival - Deputies Fernando Estrada and Jorge Calderon, UAS 880, Dulles Airport

Program Briefing upon Arrival at Hotel

Hotel Dupont Plaza Hotel, 1500 New Hampshire Ave NW
Tel (202) 483-6000

Monday, May 23

8 30am Paul Meek meet Delegates and Interpreter Michelle Kasuda at Hotel

8 45 Departure from Hotel

9 00 Morton Halperin, National Security Council
17th & G Sts NW Room 393
Contact Kathy tel 456-9241 fax 456-9240

CHRF David Phillips, Paul Meek

10 30 Ambassador Carillo Castro, Mexican Ambassador to the OAS
Dr Domingo Acevedo, OAS Mexico specialist
Dr Osvaldo N Kreimer, IACHR, Author of the Draft InterAmerican Declaration on Indigenous Rights
Mexican Mission to the OAS, 2440 Massachusetts Ave
tel 332-3663 fax 234-0602

CHRF Pat Krommer, Jennifer Deaver

1056 Thomas Jefferson St N W • Washington D C 20007-3813 • TEL (202) 333-1407 • FAX (202) 333-1275

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11 45 Lunch, Filomena's Restaurant
1063 Wisconsin Ave NW
tel 337-2782

CHRF Pat Krommer, Jennifer Deaver

1 00 Nancy Ely-Raphel, Deputy Assistant Secretary of State for Human Rights, Department of State
2201 C St NW Room 7802
Contact Diane Alexander tel 647-2126 fax 647-9519

CHRF Paul Meek, Pat Krommer

2 30 Arturo Valenzuela, Deputy Assistant Secretary of State for Mexican Affairs, InterAmerican Affairs Bureau, Room 6263
Contact Jim Wagner tel 647-9292 fax 647-5752

CHRF Paul Meek, Pat Krommer

4 15 Staff of Senator Chris Dodd
444 Russell Senate Office Building
Contact Matt Hersh tel 224-2823 fax 224-1083

CHRF Paul Meek, Pat Krommer

5 00 Staff of Senator Paul Coverdell
204 Russell Senate Office Building
Contact Mike Dietrich tel 224-3643 fax 228-3783

CHRF Paul Meek, Pat Krommer

6 00 Return to Hotel, Evening free

Tuesday, May 24

8 00 Paul Meek meet Delegates in Hotel Lobby

8 10am Departure from Hotel

8 30 Breakfast with Ambassador Jorge Montano
Mexican Ambassador to the United States
Mexican Embassy, 1911 Pennsylvania Ave NW
Contact Federico Salas tel 728-1600 fax 728-1772

CHRF David Phillips, Paul Meek

10 00 Mr Chip Rowe, Negotiator of the North American Free Trade Agreement
Office of the US Trade Representative, 600 17th St NW (at F),
Contact Charles Printy tel 395-4866

CHRF Paul Meek

11 00 Representative Jim Leach (R-IA)
2186 Rayburn House Office Building
Contact Sarah Morgan tel 224-3643 fax 228-3783

CHRF Paul Meek, Pat Krommer

11 30 Representative Howard Berman (D-CA)
2201 Rayburn House Office Building
Contact tel 225-4695 fax 225-5279

CHRF Paul Meek, Pat Krommer

12 15 Lunch, The Monocle
107 D St NE
tel 546-4488

CHRF Paul Meek, Pat Krommer, Jennifer Deaver

1 30pm Staff of Senate Committee on Indian Affairs
485 Russell Senate Office Building
Contact Patricia Zell tel 224-2251 fax 224-2309

CHRF Pat Krommer, Jennifer Deaver

2 30 Senator Daniel Inouye and Members of the Indian Affairs Committee
485 Russell Senate Office Building

CHRF Pat Krommer, Jennifer Deaver

4 00 National Democratic Institute
1717 Mass Ave NW, 5th Floor
Contact Matt Dippell tel 328-3136 fax 939-3166

6 00 Cocktail Reception in honor of the Delegation
Algonquin Room, The Four Seasons Hotel
2800 Pennsylvania Ave

Wednesday, May 25

7 30am Paul Meek meet Delegates in Hotel Lobby

7 45 Depart Hotel

8 00 Breakfast/Seminar and discussion on upcoming Mexican elections with election-monitoring and human rights organizations
Bullfeathers Restaurant
410 First St SE
tel 543-5005

CHRF Paul Meek, Pat Krommer, Jennifer Deaver

10 30 Staff of House Foreign Affairs Committee
Western Hemisphere Affairs Subcommittee
2200 Rayburn House Office Building
Contact Milagros Martinez tel 226-7812 fax 225-2029

CHRF Paul Meek

11 30 Mark Schneider, Assistant Administrator, Office of Latin America and Caribbean, US Agency for International Development
2201 C St NW Room 4529a
Contact Marlene/Sheree tel 647-9108 fax 647-9671

CHRF David Phillips, Paul Meek

12 30pm Lunch, Red Sage Restaurant
605 14th St tel 638-4444
CHRF Paul Meek, Pat Krommer

1 45 Chuck Meissner, Assistant Secretary for International Economic Policy
International Trade Administration, Department of Commerce
14th & Pennsylvania (use 14th St Main Entrance)
Contact Diane Miller tel 482-0393 fax 482-5865

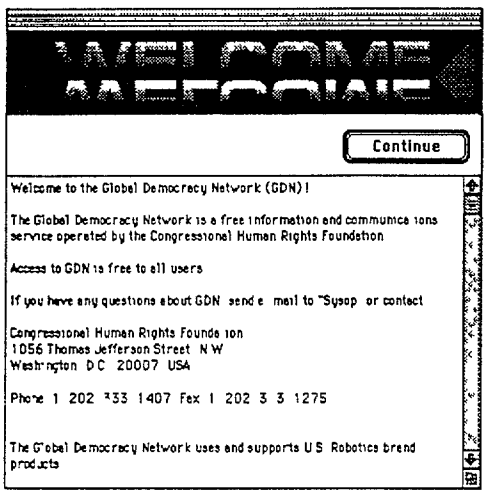
CHRF Pat Krommer, Jennifer Deaver

2 30 Return to Hotel, Paul Meek meet everyone with car

3 00 Departure for Airport

THE GLOBAL DEMOCRACY NETWORK

Users Guide



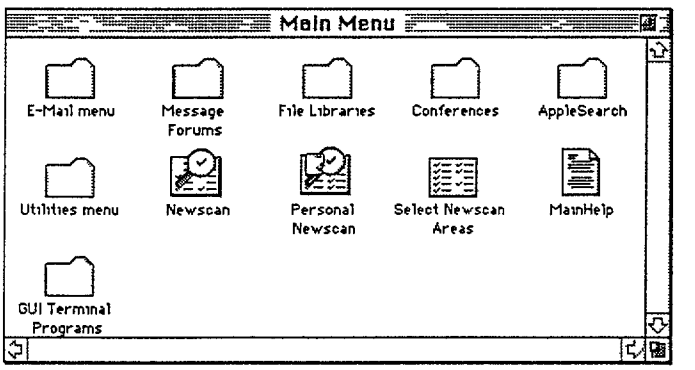
The Global Democracy Network (GDN) is based on a NovaLink Professional™ (NLP) information server produced by ResNova Software, Inc GDN's features include

- Local and networked e-mail,
- Message forums,
- Live chat conferences,
- File libraries,
- AppleSearch™ document retrieval system, and
- Internet access

GDN supports the NovaTerm™ graphical interface for Macintosh™ users and RIPscript™ for Windows™ and DOS users These "point-and-click" interfaces provide an easy and intuitive method for maximizing the potential of the Global Democracy Network For conventional terminal programs, GDN supports ANSI, VT100, and TTY terminal emulations which provide a command line interface allowing anyone to logon to GDN, regardless of computer type

* NovaLink Professional and NovaTerm are trademarks of ResNova Software, Inc * Macintosh and AppleSearch are trademarks of Apple Computers Inc RIPscript is a trademark of TeleGrafix Communications Inc * Windows is a trademark of Microsoft Corporation

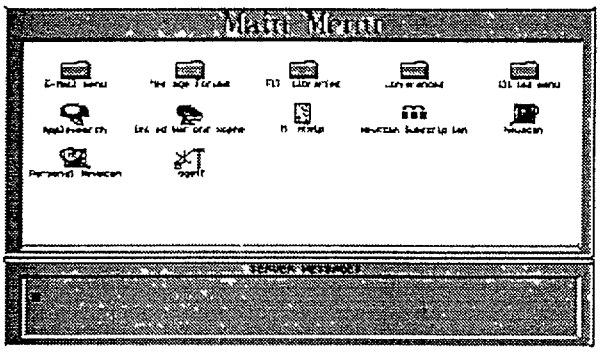
Accessing the Global Democracy Network



The GDN Main Menu as it appears in NovaTerm

The Global Democracy Network has a full-time Internet connection which allows anyone on the Internet to remotely logon to the system Those familiar with the telnet protocol can simply telnet to "chrf gdn org " Alternatively, GDN can be reached through a direct modem connection by dialing 1-202-965-1418 Terminal emulation programs should be set to 8 databits, no parity, and 1 stopbit, or 8-N-1 All GDN participants must obtain

an account which can be acquired when logging on for the first time Opening an account allows each new GDN member to immediately utilize most GDN services New members will be able to send and receive local e-mail and use the message forums, file libraries, and chat conferences

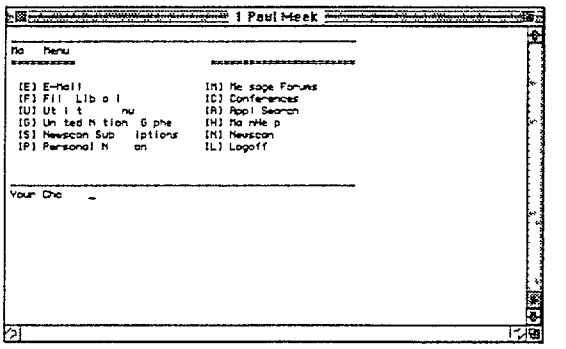


GDN's Main Menu as it appears in RipTerm

During a user's first logon to the Global Democracy Network, the user will be able to open a GDN account by completing an on-line application form which consists of the user's screen name, real name, address, and telephone number After completing the application, new users will be authorized to use the Global Democracy Network for up to 60 minutes a day

Using the Global Democracy Network

The appearance of the GDN menus will depend on whether a command line or graphical interface is being used In addition, the graphical interfaces will differ depending upon whether RIPTerm or NovaTerm is being used But, whether reached via the Internet or direct modem connection and with either a graphical or command line interface, the Global Democracy Network is extremely easy to use To reach the e-mail area, file libraries, message forums, or other GDN services, simply click the appropriate choice (in a graphical interface) or enter the corresponding command key (in the command line interface) On-line help is available throughout the system



GDN's Main Menu as it appears with VT100 terminal emulation

E-Mail

The Global Democracy Network provides two types of e-mail 1) local e-mail which is a system-wide service available to every GDN member, and 2) Networked e-mail which allows e-mail to be sent to any Internet-accessible e-mail address Most major information services such as CompuServe, America Online, Prodigy, and MCI Mail have e-mail gateways to the Internet While every GDN participant is able to receive both local and networked e-mail, only users with the advanced levels of access are able to send networked e-mail (Contact the GDN staff for information concerning how to obtain higher levels of access)

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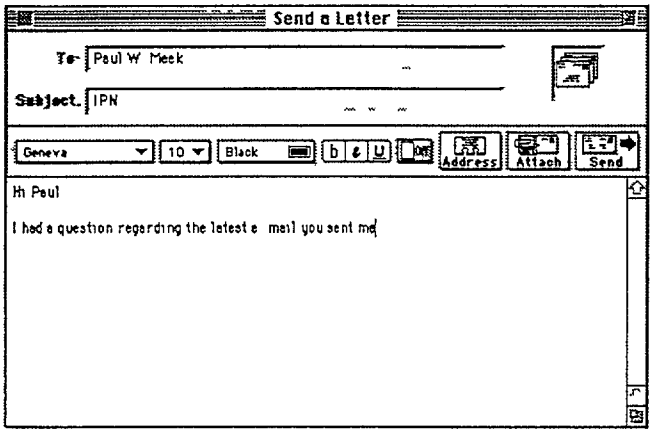
The e-mail section of GDN can be reached from the main menu by clicking the e-mail icon in the graphical interfaces or entering the letter "E" in the command line interface A user's screen name functions as the user's GDN e-mail address A membership list is available in the e-mail area which can be searched in order to find any GDN participant's screen name In addition, an option is available to send e-mail directly to the GDN system operator (Sysop)

To send e-mail, merely enter the e-mail address, a subject, and the text of the message Participants using the command line interface will type the message text using the Command Line Text Editor For a complete list of the Command Line Text Editor Commands, see that part of the users guide



NovaTerm's text editor

E-mail Addresses

Each user's screen name functions as that user's GDN e-mail address for local e-mail A networked e-mail address is formed by replacing any spaces in a user's screen name with a " " and adding "@chrf gdn org" (without quotation marks) For instance, user "John Smith" with have a local e-mail address of "John Smith" and a networked e-mail address of "John Smith@chrf gdn org"

All GDN members can receive both local e-mail and networked e-mail When sending e-mail, the GDN e-mail system will recognize e-mail addresses that contain "@ ' as networked addresses Those members without proper levels of access will be unable to send networked e-mail

The GDN e-mail system also allows files to be attached to e-mail messages, creating a convenient method for GDN members to exchange documents

The GDN system will notify users when they logon if they have e-mail waiting After reading e-mail, the user can reply to, forward, or delete the message

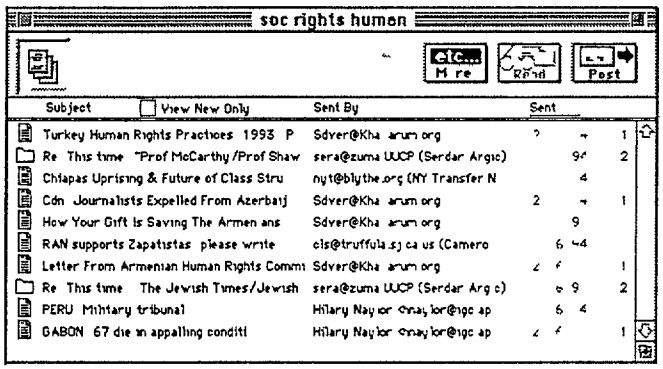
Message Forums

A message forum is essentially a public e-mail discussion group Message forums consist of e-mail messages that all GDN members can read Just as GDN offers both local and networked e-mail, the system also offers local and networked message forums

Messages in local message forums only appear on the GDN system Networked messages, however, circulate throughout the Internet—possibly reaching more than 100 countries Local

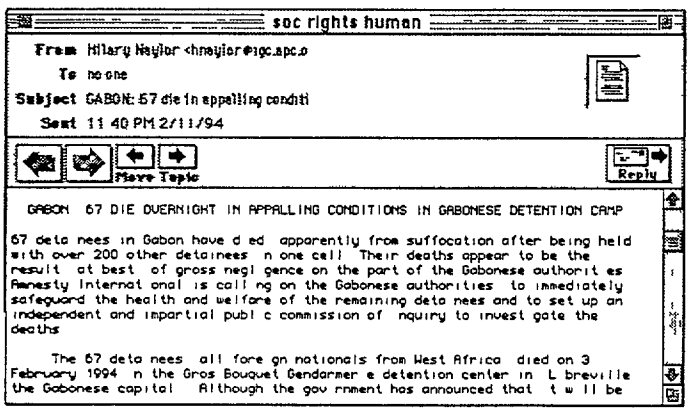
and networked message forums can be distinguished by their naming conventions Local message forums have simple names such as "General Discussion" while networked message forums have usenet-style names Usenet is the system of message forums (properly called "news groups") used on the Internet The groups have hierarchal names in which each level of the hierarchy is separated by periods, such as "soc rights human" or "alt activism "

The message forums are reached by clicking on "Message Forums" in the graphical interfaces or entering "M" in the command line interface The message forums area contains several forums on a variety of issues Groups are added and removed based on member interest If you have a suggestion for an additional message forum, feel free to e-mail your suggestion to "Sysop "



A Message Forum Thread List in NovaTerm

Each message forum contains messages generally related to the topic of that forum In addition, messages within a forum are arranged in "threads" or specific topics For instance within the "soc rights human" forum there might be a thread on the topic of "Tibet' and another thread on the topic of "The Death Sentence " In the graphical interfaces, threads will appear as folders Clicking on a folder will display a list of the messages in the thread Clicking on an individual message will display the text of the message After reading a message, the user may reply to the message, or go on to the next message In the command line interface, entering a message forum displays a list of topic threads The number of messages in each thread is indicated by a number in a column following the subject of each thread



The Text of a Message in NovaTerm

Messages are entered or replied to with the same text editors used by the e-mail system For a complete list of the commands used by the Command Line Text Editor used by the command line interface please see that section of the User's Guide

GDN currently carries over 100 message forums The easiest way to manage such a large number of areas is to take advantage of GDN's "Newscan" feature Using this feature, users can select those message forums in which they are interested and then quickly identify new messages in those areas during subsequent logons This feature is explained later in the Users Guide

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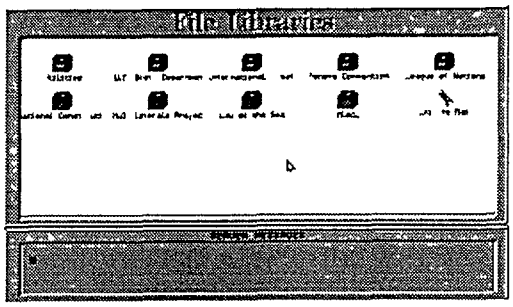
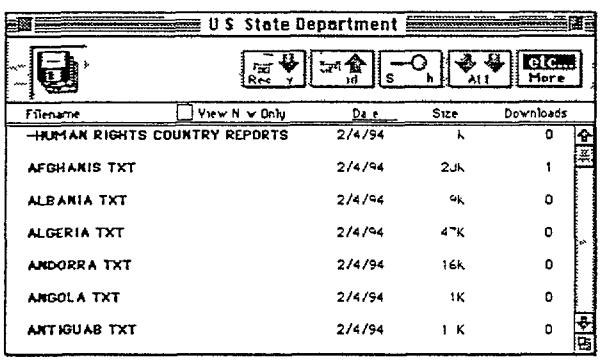
File Libraries



The File Libraries in RIPTerm

The File Libraries contain files and programs that can be downloaded from the GDN system The libraries are organized by topic and can be reached by clicking on "File Libraries" in the Main Menu using a graphical interface or by entering "F" using the command line interface Once in the File Libraries area, a user may select any of the individual libraries and then search for, list, or download the files in that area Files can be downloaded using one of several file transfer protocols Users should choose Z-modem if their software supports it (Both NovaTerm and RIPTerm can download using z-modem)

Many of the files on the GDN system are compressed in order to reduce the space needed to store them and the time needed to transfer them Whether a file is compressed and the type of compression used can generally be determined by a three-letter suffix following the file's name The suffixes and the corresponding compression type are



A List of Library Files in NovaTerm

- * zip — PkZip™,
- * sit — Stuffit™ format,
- * cpt — Compact Pro™ format,
- * sea — self-extracting archive, normally Macintosh files, and
- * exe — self-extracting DOS files or DOS programs

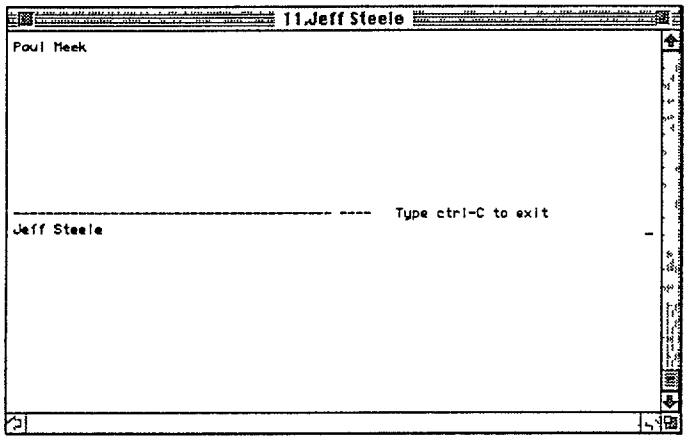
Self-extracting files are files that decompress themselves—no other program is required to decompress them Programs to decompress the other formats on both DOS/Windows and Macintosh machines are available in the "Utilities" library

Many of the documents stored in the GDN File Libraries are in Digital Paper™ format Digital Paper is produced by Common Ground™ and can be read by Common Ground viewers which are freely available in the "Utilities" library Digital paper retains the full formating of a document, including fonts and graphics Currently, viewers are available for Macintosh and Windows computers In addition to allowing a document to be viewed on both DOS/Windows and Macintosh machines, the Common Ground viewer can print, copy, or export the document's text

*PkZip is a trademark of PKWare, Inc Stuffit is a trademark of Aladdin Systems Inc and Raymond Lau
*Compact Pro is a trademark of Bill Goodman *Digital Paper and Common Ground are trademarks of NoHands Software, Inc

40

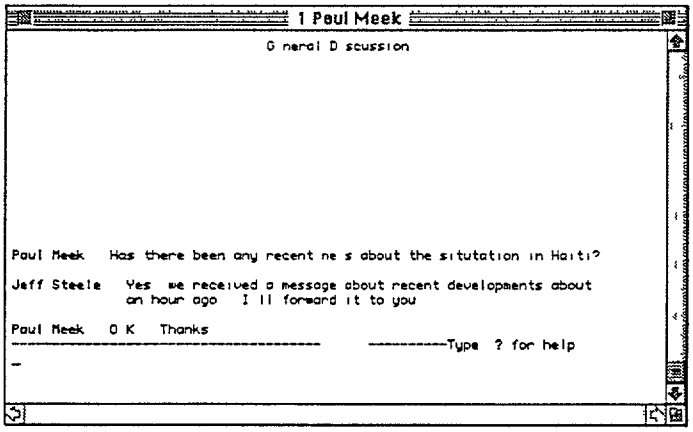
Conferences



A One-On-One Conference in VT100 Terminal Emulation

Conferences allow real-time interactive discussions between GDN members The conference area can be reached from the Main Menu by clicking "Conferences" in the Graphical interfaces or entering "C" in the command line interface Once in the conference area, a user can choose between public conferences with multiple participants, a private one-on-one conference with another GDN member, or a one-on-one conference with the Sysop

The public conferences are sort of computerized versions of party line telephones, allowing several users to participate at once The private conferences, on the other hand, can only take place between two individuals



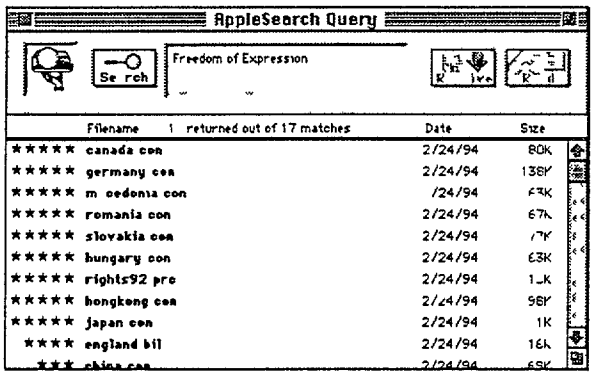
A Public Conference as it appears in VT100 Emulation

Messages entered in public conferences are displayed with the user's name preceding the message's text A line divides the scrolling dialogue of the conference from a text editing area in which a user enters messages Command line interface users and RIPTerm users utilize commands similar to those used in the Command Line Text Editor

During one-on-one conferences, a split screen is displayed to each user The text typed by one user appears in one part of the screen while the other user's text appears in the other half

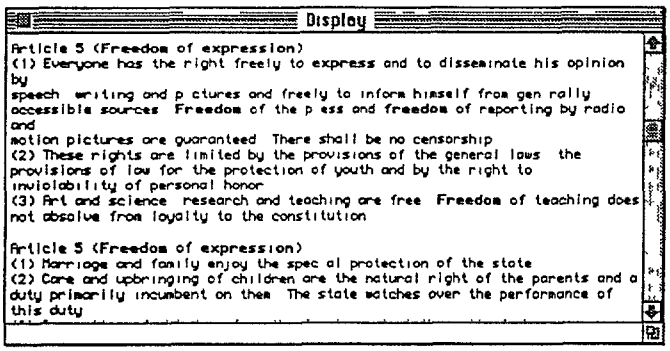
AppleSearch

AppleSearch is a full-text search system that allows viewing and retrieving of documents The AppleSearch area can be reached from the Main Menu by clicking "AppleSearch" in the graphical interfaces



Results of an AppleSearch in NovaTerm

41



The Text of an Retrieved Item from AppleSearch in NovaLink

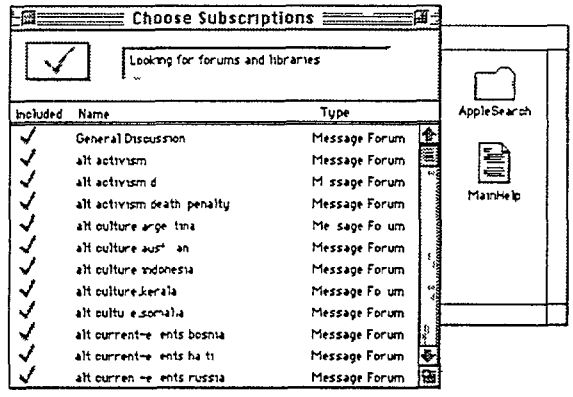
or entering "A" in the command line interface After entering the AppleSearch area, users can select which sources they wish to search Choosing "All Libraries" will allow all document libraries to be searched, "U S State Department" searches only the *U S State Department 1993 Country Reports on Human Rights*, and so on

Users will then be asked to enter a word or phrase for which to search Phrases can be in plain English such as, "Which constitutions mention women's rights?" or merely key words such as "constitutions women rights " In addition, AppleSearch supports Boolean searches such as "women AND rights" or "women ADJ rights" (ADJ=adjacent to)

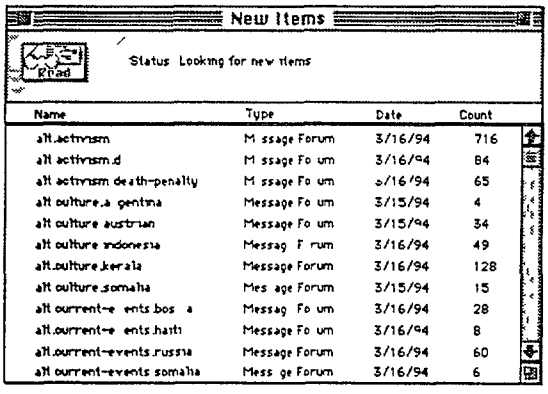
Once a search is completed, a list of documents matching the search criteria is presented with the best matches at the top of the list The user can then elect to view or retrieve any of the documents

Newscan, Personal Newscan, and Select Newscan Areas

These three options are available at the Main Menu and in other menus lower in the menu hierarchy Select Newscan Areas allows a user to select areas to scan for new entries Newscan scans the areas selected by Select



Select Newscan Areas in NovaTerm



Newscan in NovaTerm

Newscan Areas for forum articles or library files that have been added to the system since the previous logon Personal Newscan scans areas for new messages to the particular user

Newscan operates in a hierarchal manner, meaning that a newscan conducted at the Main Menu can search all message forums and file libraries A Newscan conducted from the "Message Forums" menu can only search the message forums

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Command Line Text Editor Commands

These commands are used by the ANSI, VT100, and TTY terminal emulations which provide command line interfaces

All Command Line Text Editor Commands must be preceded by a period (" ") The commands are as follows

A Abort
S Save
E Edit Lines
D Delete Lines
F Find/Replace Text
I Insert Lines
X Exit Insert Mode
L List (with line numbers)
R Read (without line numbers)
M Move line range to another place
C Copy line range to another place

Control-C can be used to cancel many operations

To specify line ranges, provide a list of line ranges separated by commas A line range can be a single line number such as "9", a range of line numbers such as "9-12", a range with an upper bound such as "-5", a range with a lower bound such as "12-", or the entire file "-"

Conference Commands

These commands are used by the ANSI, VT100, and TTY terminal emulations which provide command line interfaces

All conference commands must be preceded by a period (" ") The commands are as follows

? Help
L List users in conference
P Private chat with a user
B Send bulletin to user
R Roll dice
E Echo typing on/off
I Interrupt your typing enable on/off
Q Quit conference

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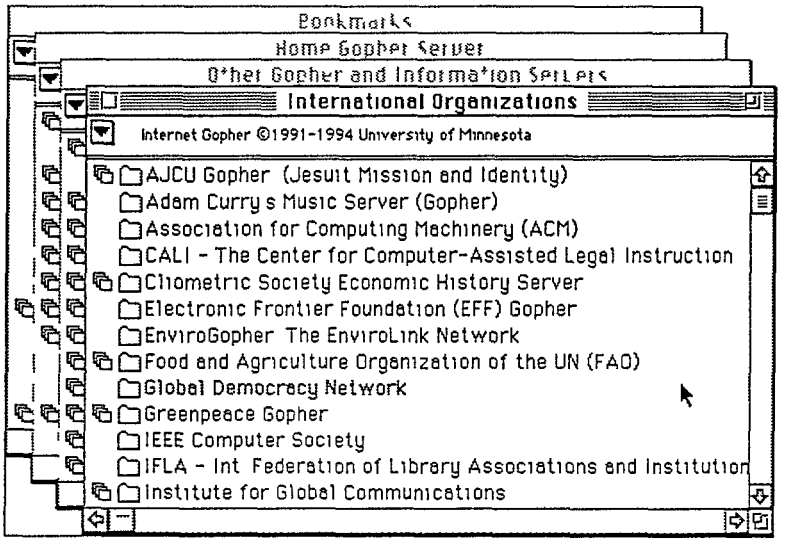
THE GLOBAL DEMOCRACY NETWORK

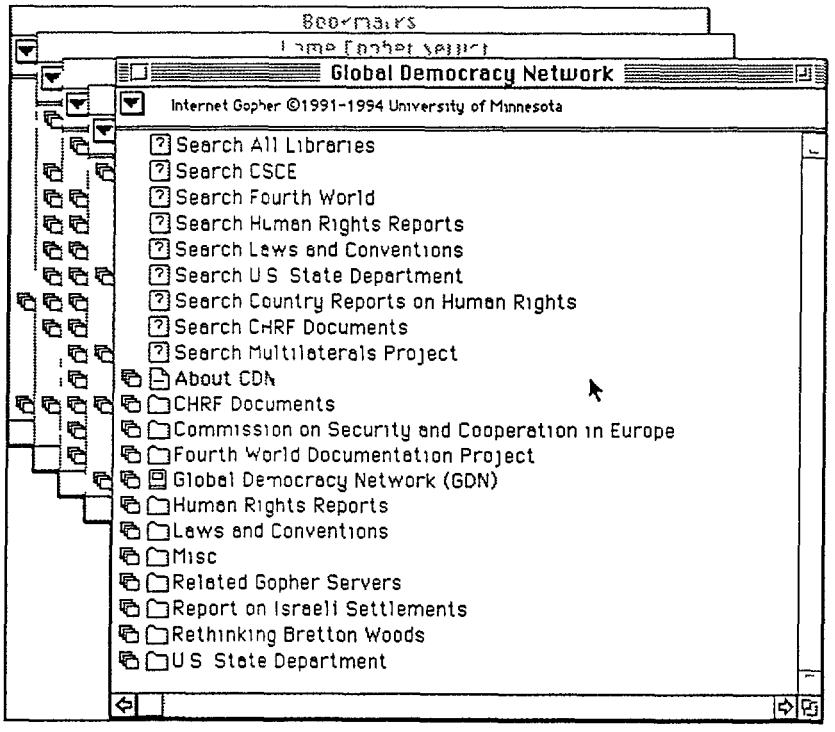
Gopher Server

The Global Democracy Network (GDN) Gopher Server is operating to provide Internet users with a convenient method of accessing the Global Democracy Network

The GDN Gopher is located on the "International Organizations" menu below "Other Gopher and Information Servers" on the Home Gopher Server at the University of Minnesota

Gopher directly to GDN at gopher gdn org





The GDN Gopher provides access to all GDN files and the GDN AppleSearch full text search and document retrieval system

In addition, the GDN Gopher points to many other related Gopher servers such as those of the U S Agency for International Development (USAID), the United Nations, and the World Bank, making it a convenient jumping off point for "surfing the Internet "

Report on Technical Assessment in Mexico

Tuesday July 12

Teresita Gomez de Leon and Norma Saeb
Human Rights Commission of the Federal District

This commission logs reports of human rights violations in the Federal District (Mexico City and environs) A sophisticated database system is used to track cases and actions taken on those cases The Commission is very interested in obtaining Internet access and utilizing GDN I recommended that they get in touch with PixelNet in order to obtain an account The Commission has modern computer equipment and a computer literate staff

Lic Pedro Ulises Carranza
Technical Secretary of the Commission of Science and Technolgy
Assembly of Representatives of the Federal District

The Assembly of Representatives of the Federal District in the governing body of Mexico City and its environs — an area designated the Federal District and which is not part of any state The staff of the Commission of Science and Technology, which is the Assembly's information office, is very interested in better utilizing computers and computer networks in its work However, the staff faces many hurdles In additon to the normal problems of lack of funds and equipment, the commission is not allowed to keep staff members longer than three years This means that any training of the current staff would be essentially wasted Mr Carranza's boss is currently running for the House of Representatives Therefore, in a few months, he may be in a better position to pursue linking to GDN The staff recommended that we review the situation of the Assembly in December after the new Representatives have been elected and are in place

Carole De Swan and Patricia Fernandez
Mexican Academy of Human Rights

The Academy produces reports on issues related to human rights and democracy in Mexico The Academy is well equiped with 486-based computers and a computer literate staff The Academy is very eager to utilize the Internet and has much computerized data that it would like to make available electronically I suggested that they get in touch with PixelNet and PROFMEXIS I think the best match is with PROFMEXIS

Wednesday July 13

Lic Virgilio Arias
Legislative Information Center
Senate

This center functions as the information office for the Mexcan Senate, but also provides information for House and State Assemblies The Center is at a separate location from the Senate and the two locations are currently not networked There are plans to connect a reference room in the Senate to the computers in the Center The Center has two large IBM mainframe computers on which they operate several databases One database is a compilation of summaries of articles from the daily newspapers These summaries are organized by subject and can be retrieved easily Another database contains the speeches of the President A third database contains the laws of Mexico including the full text and the legislative history of the law The Center only offers very controlled access to its databases, but seemed somewhat open to allowing wider networked access

Lic Dulce Maria Liahute
Information Center
House of Representatives

The House of Representatives has recently moved into a new building The Representatives have access to modern computers and a sophisticated local area network The Information Center has produced a large number of CD-ROMs, one of which contains the text of documents relating to Mexico's forign affairs Another CD contains the legislation produced by the House and another has the text of debates in the House Also included on CD is a directory of Mexican parliamentarians and government leaders The Information Center has an Interent connection obtained through UNAM We used this connection to access GDN The House is exploring making information available via the Internet

Thursday July 14

Francisco Marmolejo and Arturo Grunstein
PROFMEX -- Consortium for Research on Mexico

PROFMEX is a consortium of American and Mexican professors who specialize on Mexican politics The organization operates a computer information service called PROFMEXIS This Internet-accessible service provides a Gopher, discussion forums, and other services Local dialup access is available in Mexico City through UNAM One proposal for a project offered by PROFMEXIS was a joint mailing to the Mexican Parliamentarians by CHRF and PROFMEXIS to encourage the parliamentarians to use the Internet PROFMEXIS would arrange accounts for the MPs on the PROFMEXIS system Through PROFMEXIS, the MPs could access GDN Another proposal was for informational/demonstration sessions forthe MPs and training programs

Congressional Human Rights Foundation

Roundtable on the Mexican Electoral Process

(July 30th, 1994)

Address	Fundación Nuecva Sociedad Rural Alfonso Esparza Oteo 144, piso 6 (entre Jaime Nunó y Ricardo Castro), Col Guadelupe Inn, CP 01020
8 00 - 9 00	Electoral List Carlos Almada (Director of the Voters' Federal Register) Ignacio Méndez (Coordinator of the Technical Council for the Electoral Lists)
9 30 - 10 00	Welcome address by Silvia Hernández and Paul Meek (moderator)
10 05 - 11 00	Electoral Reform Jorge Alcocer (Director of "Voz y voto" magazine) Jose Woldemberg (Citizen Councilor of the Federal Electoral Institute, FEI)
11 00 - 12 00	Discussion
12 00 - 12 15	Coffee Break
12 15 - 13 00	Pollsters Adrian Villegas (Covarrubias y Asociados, SC)
13 00 - 14 00	Discussion
14 00 - 16 00	Lunch
16 00 - 16 45	Media Santiago Creel (Citizen Councilor of FEI)
16 45 - 17 30	Discussion
17 30 - 18 30	Collective Panel

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Congressional Human Rights Foundation

Roundtable on Electoral Reform in Mexico
July 30, 1994
Mexico City, Mexico

PARTICIPANTS

Mexico (hosts)

Senator Silvia Hernandez (PRI) - Chair of the Human Rights Committee, Foreign Affairs

Deputy Jorge Calderon Salazar (PRD)* - Professor of Economics Has served on oil and water commissions Has also served as Director of an NGO Enlaca, A C dealing with international cooperation and development

Deputy Fernando Estrada Samano (PAN) - Serves on commissions of Exterior Relations, Human Rights, Education

Canada

Senator Raynell Andreychuk - Former Canadian Representative to the UN Human Rights Commission

John R English, MP - Parliamentary Secretary to the Minister of Intergovernmental Affairs and to the President of the Privy Council

Keith Martin, MP - A medical doctor, he chairs the Health and Welfare Committee and will be sitting on the International Trade Committee and the Foreign Affairs Committee (Africa and Middle East Affairs)

United States

Rep Howard L Berman (D) California Serves on the following committees Budget, Foreign Affairs, Judiciary

Rep George Miller (D) California Serves as Chairman of the Natural Resources Committee and is a member of the Education and Labor Committee

*Deputy Enrique Rincon Gallardo (PRD) substituted at the roundtable discussion for Deputy Jorge Calderon Salazar, who was called away the day of the event

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SILVIA HERNANDEZ

CURRICULUM VITAE

PERSONAL DATA

PLACE AND DATE OF BIRTH QUERETARO, QRO , MEXICO, SEPTEMBER 12th, 1948

ACADEMIC BACKGROUND

B A NATIONAL UNIVERSITY OF MEXICO (UNAM)
MAJOR POLITICAL SCIENCES AND PUBLIC ADMINISTRATION

M A THE LONDON SCHOOL OF ECONOMICS AND POLITICAL SCIENCES, ENGLAND

MAJOR PUBLIC ADMINISTRATION

PUBLIC POSITIONS

GENERAL DIRECTOR, NATIONAL INSTITUTE FOR YOUTH AFFAIRS, 1977

GENERAL DIRECTOR, NATIONAL COUNCIL OF RESOURCES FOR ATTENTION TO YOUTH AFFAIRS, 1977 - 1981

POLITICAL POSITIONS

DIPUTADA FEDERAL (1976) PRI

CHAIRMAN OF THE COMPLAINTS AND PUBLIC ATTENTION COMMISSION, CAMARA DE DIPUTADOS

CHAIRPERSON OF THE PLANNING AND MANAGEMENT COMMISSION OF THE CAMARA DE DIPUTADOS

SENATOR (1982 - 1988)
(QUERETARO STATE)

CHAIRPERSON OF THE DISARMAMENT COMMITTEE, A DIVISION OF THE FOREIGN AFFAIRS COMMISSION

SENATOR (1991 1997)
(QUERETARO STATE)

PRESIDENT OF THE HUMAN RIGHTS COMMISSION AT THE SENATE

INTERNATIONAL PARLIAMENTARIANS ACTIVITIES

PRESIDENT OF THE LATIN AMERICA SECTION OF "PARLIAMENTARIANS FOR GLOBAL ACTION" (1983 - 1988)

INTERNATIONAL PRESIDENT OF "WORLD WOMEN PARLIAMENTARIANS FOR PEACE" (1987-1988)

INTERNATIONAL PRESIDENT OF "PARLIAMENTARIANS FOR GLOBAL ACTION" (1992 -TO DATE)

PARTY POSITIONS, REVOLUTIONARY INSTITUTIONAL PARTY, (P R.I)

ORGANIZATION SECRETARY OF THE NATIONAL EXECUTIVE COMMITTEE (1981 - 1982)

STATE DELEGATE OF THE NATIONAL EXECUTIVE COMMITTEE (1985)

SECRETARY OF THE POLITICAL ASSOCIATIONS COORDINATING BOARD OF THE NATIONAL EXECUTIVE COMMITTE (AUG-DEC 1988)

GENERAL SECRETARY OF THE NATIONAL CONFEDERATION OF PEOPLE'S ORGANIZATIONS (C N O P) (DEC - 1988, SEP - 1990) POPULAR SECTOR P R I

GENERAL SECRETARY OF UNE (POPULAR SECTOR, P R I)
(SEP 1990 - FEBR -1993)

ADVISOR TO THE PRESIDENTIAL CANDIDATE FROM THE P R I , LIC LUIS DONALDO COLOSIO MURRIETA (DEC 1993 - MARCH, 1994)

PROFFESSIONAL ASSOCIATIONS

ASSOCIATION OF POLITICAL SCIENCES AND PUBLIC ADMINITRATION GRADUATES (MEXICO)

MEXICO, D F MARCH, 1994

CURRICULUM VITAE

Diputado Federal Jorge A. Calderón Salazar Grupo Parlamentario del Partido de la Revolución Democrática.
Mexicano, casado, 44 años, Secretario de la Comisión de Presupuesto de la Cámara de Diputados del Congreso de la Unión. Teléfono de oficina 795-40 52, fax 795-40-50 Mexico, D.F , México

Economista, Universidad Nacional Autonoma de Mexico, Posgrado en Ciencias Sociales, Escuela de Altos Estudios en Ciencias Sociales, París, Francia

De 1978-1991, Profesor Investigador Titular de la Facultad de Economía, Universidad Nacional Autónoma de México. Profesor de la Maestría en Desarrollo Rural de la Universidad Autónoma Metropolitana, México, Distrito Federal Premio Nacional de Economía Agrícola, Mexico 1985. Profesor Maestría en Desarrollo Rural de la Universidad Autónoma de Chapingo de 1979 a 1991.

Asesor de la Secretaría de Recursos Hidráulicos, México, 1971-1972, de la Comisión de Aguas del Valle de México, 1977-1978, del Consejo Nacional de Ciencia y Tecnología, (Comisión para elaborar el Capítulo Tecnológico del Plan Nacional de Desarrollo Nacional 1982), del Ceantro de Estudios Históricos del Agrarismo en México, Secretaría de la Reforma Agraria 1985-1987.

Consultor internacional de la Organización de las Naciones Unidas para la Agricultura y la Alimentación (FAO) y de la Comisión Económica para América Latina, (CEPAL), en el Programa de Capacitación de Recursos Humanos de Alto Nivel 1989-1990.

Asesor-Director de "Enlace, A C ", organismo no gubernamental de Cooperación Internacional para el Desarrollo 1989-1991.

Autor de cinco libros sobre desarrollo economico y desarrollo rural: "Estado, Reforma Agraria y Autogestión Campesina", UNAM. México, 1986. "Agricultura, Industrialización y Autogestión Campesina , CEHAM, México, 1987 "Reforma Agraria y Colectivización Ejidal en México", UAS, México 1990. "México, Crisis y Dependencia" Enlace, México, 1991. "El Tratado de Libre Comercio y el Desarrollo Rural", CEMOS, México, 1992. Coautor de diez libros y Coordinador General de dos obras colectivas Autor de diversos estudios y ensayos sobre economía, agricultura y Tratado Trilateral de Libre Comercio, publicadas en revistas especializadas. Conferencista y Profesor invitado en diversas universidades de Mexico y del extranjero.

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Estrada Sámano, Fernando

Diputado federal

N en Morelia, Mich, el 28 de dic de 1941 Hijo de Miguel Estrada Iturbide, Lic en derecho, y de María Teresa Sámano Macouzet Casado con Dora Tanck Jewel, profesora universitaria y doctora en historia **Estudios** licenciatura en letras clásicas, ITESO, 1959 1962, licenciatura en filosofía, Philosophy, Letters, Arts and Sciences, Fordham University, EUA 1963-1966 maestría en ciencia política, Fordham Columbia University, EUA, 1967 1968 (Sistemas políticos comparados México"), doctorado en sociología política, Gutenberg Universitat, RFA, 1978-1981 (Partidos, desarrollo y cultura política) **Actividades políticas** pertenece al PAN desde 1970, donde ha sido miembro del CEN y del Consejo Nacional, 1971-1977, de la Comisión de Estudios del presidente del CEN, 1973 1977, coordinador técnico del Gabinete Alterno, 1989 asesor del presidente del CEN 1990 **Cargos públicos de elección**, diputado federal XLIX Legislatura, 1973 1976, diputado federal por la cuarta circunscripción plurinominal, LV Legislatura, 1991-1994 **Actividades legislativas actuales** pertenece a las comisiones de Relaciones Exteriores, Derechos Humanos, secretario de la de Educación, miembro sustituto de la Comisión Permanente **Actividades legislativas anteriores** miembro de varias comisiones, 1973-1976 **Actividades profesionales fuera del servicio público** asesor y consultor en varias instituciones, 1974 1987 **Actividades académicas** investigador en la UIA, 1968-1969, y en el Centro de Estudios Educativos 1970 1973, profesor en la UIA, 1969-1978, en el ITAM, 1974 1977, en Gutenberg Universitat, 1979 1980, en la Universidad de Las Américas, 1981, y en University of California 1986 profesor investigador visitante Marist San Diego, 1978-1986 **Publicaciones**, *Cultura política y procesos educativos*, CEE 1973, (coautor) *Nueva Ley Federal de Educación*, Jus, 1978, (coautor) *Democracia para la justicia en la libertad*, PAN, 1990 **Academias, asociaciones y sociedades** secretario y asociado, Asociación de Profesores del ITAM, 1982 1988, secretario, Humboldt Stiftung Stipendiaten, México, 1985

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A. RAYNELL ANDREYCHUK

BIRTH DATE: August 14, 1944
Saskatoon, Saskatchewan

EDUCATION: Elementary and Secondary Education,
Saskatoon, Saskatchewan

DEGREES:

- Bachelor of Arts
  University of Saskatchewan, 1966
- Bachelor of Laws
  University of Saskatchewan, 1967

Honorary Degree
Doctor of Laws
(Honoris Causa)
University of Regina, 1993

CERTIFICATES.

- Admitted to Saskatchewan Bar, 1968
- International Study - Scholarship - Course in Russian Studies from University of Oklahoma, at Munich, Germany, 1963
- Northerwestern School of Law, Chicago, Illinois, 1971. Short Course for Prosecuting Attorneys.

PROFESSIONAL EXPERIENCE

- Articled and practised law in private partnership in Moose Jaw, Saskatchewan, 1967 - 1976
- Agent for the Attorney General - Assiniboia Judicial Centre, 1971 - 1976
- Visiting Lecturer - University of Regina School of Social Work, 1975 - 1976
- Lecturer to the Saskatchewan Justice of Regina, Saskatchewan, 1981 - 1987
- Lecturer to the Saskatchewan Justice of the Peace Training Courses, Regina, Saskatchewan, 1979 - 1987

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- *Saskatchewan Provincial Court JUDGE, Regina, Saskatchewan*

  - *In Criminal Court, 1976 - 1977*

  - *Family and Juvenile Division, 1977 - 1987*

- *1985 - 1987*
  Associated Deputy Minister of Social Services, Saskatchewan

- *1987 - 1990*
  - *High Commissioner to Kenya*
  - *High Commissioner to Uganda*
  - *Ambassador to Somalia*
  - *Ambassador to Comores Islands*
  - *Canadian Permanent Representative to United Nations Environmental Programme*
  - *Canadian Permanent Representative to United Nations Centre for Human Settlement (HABITAT)*

- *1988 to present*
  - *Canadian Permanent Representative to United Nations Human Rights Commission*

- *1990 to present* 1993
  - *Ambassador to Portugal*

- *1988*
  - *Canadian Representative to Milan European Human Rights Conference*

- *1990*
  - *Invited as legal expert to First Human Rights Conference in Ukraine of United Nations Human Rights Centre*

- *1992*
  - *Member - International Council of Environmental Law (first Canadian)*

- 1993
  APPOINTED TO THE SENATE

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A Listing of some COMMUNITY SERVICE - (Not a complete list)

University of Regina:

- *Chancellor, June 1977 to June 1983*
- *Chairperson of Senate, 1977 - 1983*
- *Member of Senate, 1983 to present*
- *Member of Board of Governors, 1977 - 1983*
- *Member of Task Force of the University of Regina - to set aims and goals for the new University, 1975*
- *Member, Academic Appointments Committee, 1977 - 1983*
- *Member, Honorary Degrees Committee, 1977 - 1983*

Young Men's Christian Association:

- *International Vice-President of the World Alliance, 1977 - 1981*
- *Chairperson International Human Rights Commission of Y M C.A., 1978 - 1981*
- *National President of Y M.C A of Canada, 1975 - 1977*
- *National Vice-President of Y M C A of Canada, 1975 - 1977*
- *Youth Member National Council of Y.M C A. of Canada, October 1972 - 1974*
- *Chairperson of Canadian Delegation to Soviet Union with respect to sports activities, 1974*
- *Moose Jaw Y M C.A. - Y W C A ,*
  Board Member, Chairperson of Constitution, Personnel Endowment and World & Development Committees, 1967 - 1974
  Vice-President, 1971 - 1972

KATIMAVIK:

(Program for Young Canadians):

- *National Board and Executive Member 1977 - 1985*
- *Chairperson, 1983 - 1985*

National Advisory Council on Voluntary Action to Secretary of State

- *Chairperson of Advisory Council, 1974 - 1977*

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Canada World Youth:

- *Chairperson, Board of Directors, 1979 - 1983*
- *Vice-Chairperson, 1976 - 1979*
- *Board and Executive Member, 1976 - 1985*

Canadian Journal of Family Law:

- *Member, Advisory Board, 1978 - 1985*

Canadian Association of Provincial Court Judges, Family & Juvenile Committee.

- *Saskatchewan representative, 1980 - 1985*

Canadian Olympic Association.

- *Member of Governing Body, 1981 - 1984*

Match International - (Matching Women's Needs in Canada and the Third World):

- *Honorary Patron, February 1977 to present*

United Way of Canada:

- *National Member of Executive and Board of Directors Member, 1982 - 1987*
- *National Chairperson - Leadership and Development Committee, 1982 - 1987*

Cable Regina - Co-operative Community Cable Co..

- *President, 1983 - 1985*
- *Board Member, 1979 - 1985*

The Family Services Bureau - Regina:

- *Board Member, 1978 - 1985*
- *Chairperson, 1982 - 1984*

Big Sisters' Association - Regina:

- *Honorary Patron, 1978 - 1987*

Y.W.C.A. OF CANADA

- *National Board Member, 1973 - 1977*
- *Local Board Member - Moose Jaw, 1967 - 1977*
- *Member, Regina Y W C.A.*

The Canadian Hemophilia Society:

- *Member, National Advisory Council, 1980- 1987*

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Canadian Cancer Society:

- *Member, Board of Directors, Moose Jaw, 1973 - 1976*
- *Member, Board of Directors, Regina 1980 - 1987*
- *Member, Provincial Board of Directors, 1982 - 1984*
- *Chairperson - Provincial Wills and Bequests Committee, 1983 - 1987*

Province of Saskatchewan - Family Services Review Board:

- *Reviewing Administrative Decisions of Department of Social Services on Adoption, Foster Care, Access to Permanent Ward, etc.) Chairperson, 1977 - 1985*

Saskatchewan Association for Children with Learning Disabilities:

- *Member, Advisory Board, 1980 - 1985*

Federation Against Child Abuse

- *National Board Member, 1982 - 1987*

Ukraining Business & Professional Club of Regina

- *Executive Member, 1977 - 1987*
- *President, 1983 - 1984*

C.B.C. Arts Selection Committee:

- *Prairie Region - Chairperson, 1982 - 1983*

Merici Centre.

- *Member, Advisory Committee*
- *(Centre for voluntary intervention with teen mothers and their infants), 1981 - 1985*

Regina Native Youth & Community Services Inc.,

- *Member, Advisory Committee, 1983 - 1985*

Regina Native Women's Centre:

- *Advisor & Patron, 1982 - 1985*

International Council on Social Welfare:

- *National Board Member, 1982 - 1984*

N.G.O. Conference of the '80s.

- *Chairperson of First Canadian Conference bringing Non-Governmental International Agencies together to discuss their role in development (sponsored by CIDA), October 1979*

National Task Force on Juvenile Procedures:

- *Saskatchewan representative on task force of Canadian Provincial Judges Association - Family Section, 1979 - 1981*

U.N. Conference on Women - Copenhagen:

- *Member and participant of N.G.O. Forum, July 1980*

C K T V - Decade of the Family:

- *Member of Advisory Committee, 1981 - 1987*

HABITAT - Canadian Participation Group:

- *National Member of Participation Group, Human Settlements Conference, 1975 - 1976*

U.N. Conference on Women and Development - New York:

- *Canadian Delegate - November 1969*

Army Cadet League of Canada - Saskatchewan Division:

- *Vice-President, 1977 - 1978*

Saskatchewan Safety Council:

- *Board of Directors, 1970 - 1971*

University of Saskatchewan Alumni Association:

- *Member of Executive, 1972 - 1977*

Saskatchewan Centre for the Arts:

- *Member of Executive and Board, 1969 - 1972*

Status of Women Committee.

- *1974 - 1977*

Student U.N. Association:

- *1965 - 1966*

Student Representative Council:

- *University of Saskatchewan, 1964 - 1966*

Saskatchewan Regional Council of Y.M.C.A.'s.

- *Member of Board, 1972 - 1975*

Canadian Bar Association·

- *Member - 1967 to present*

Sask. Section:
- *Chairperson - Air Law Section, 1972 - 1977*
- *Member - Criminal Law Section, 1972 - 1979*

Moose Jaw Bar Association.

- *President, 1969 - 1971*

Moose Jaw Chamber of Commerce:

- *Member, Board of Directors, 1973 - 1976*

Western Development Museum:

- *Member, Executive, 1973 - 1976*

Canadian Federation of University Women.

- *Member, 1967 - 1977*

Moose Jaw Council of Women:

- *Vice-President, 1971 - 1974*

Member:

- *Canadian Bar Association*
- *Canadian Provincial Judges Association*
- *Canadian Criminology & Corrections Association*
- *Canadian Civil Liberties Association*
- *Saskatchewan Law Society*

Awards:

- *Toastmasters International - Communication & Leadership Award, 1981*
- *VANIER - Outstanding Young Canadian Award, 1975*
- *Centennial Medal, 1977*
- *YWCA Women's Award, 1983, REGINA*
- YMCA-YWCA WOMEN OF DISTINCTION - 1993, LONDON, ONT

SPEECHES, WORKSHOPS, LECTURES:

- *Not listed*

JOHN ENGLISH FACT SHEET

NAME	John R English
BORN	Plattsville, Ontario January 26, 1945 Parents Jack and Merle English
OCCUPATION	M P., Kitchener (elected 1993) Parliamentary Secretary to the Minister of Intergovernmental Affairs and to the President of the Privy Council
PRIVATE LIFE	Married to Hilde English, nee Abt, since 1967 They have one son, Jonathon, now 8 years of age [Hilde English, a lawyer working in Kitchener-Waterloo, is a board member of the Kitchener-Waterloo Chamber of Commerce, the Advocates Society, the Canadian Bar Association, and acts as fundraising chairperson for the Grand River Conservation Foundation]
EDUCATION	Public Schools in Plattsville Ontario Waterloo-Oxford High School, Baden, Ontario (Valedictorian) University of Waterloo, B.A Harvard University, M.A Ph D (1973) awarded the Woodrow Wilson Fellowship and the Harvard Graduate Prize Fellowship
EMPLOYMENT HISTORY	Ruhrstahl Huttenwerke (steel factory), (Hattingen, Germany) Schneiders, (Kitchener) Tutor, Harvard University, 1971 Editor, Canadian Historical Review, 1985-8 Department of External Affairs Dept Chair, University of Waterloo, 1988-91 Director, Centre of Foreign Policy and Federalism, 1981 Director, International Studies, 1988-91 Various consultant positions including Canada Council, Dept of External Affairs, and C B C Professor of History, University of Waterloo, 1971 - 1993 Author\Lecturer
COMMUNITY INVOLVEMENT	Speaker to numerous local groups including Kiwanis, Rotary, church and seniors clubs President of Canadian Institute of International Affairs, 1990-1992 President, Kitchener-Waterloo, branch of CIIA, 1982-1985

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Board Member, Waterloo Regional Heritage Foundation, 1990-1
Board Member, Kitchener Citizens Committee, 1989-1990
Numerous other local organizations and national groups
President, Kitchener Provincial Liberal Assoc 1975-1977
President, Kitchener Federal Liberal Assoc 1978-1980
President, Kitchener Federal Liberal Assoc 1984-1985

SELECTED PUBLICATIONS

The Worldly Years: The Life of Lester Pearson, 1949-1973
Shadow of Heaven The Biography of Lester Pearson, Volume 1
Canada Since 1945 with Robert Bothwell and Ian Drummond
Kitchener An Illustrated History with Ken McLaughlin
Canada Since 1945 Power, Politics and Provincialism
Robert Borden His Life and World
The Decline of Politics, The Conservatives and the Party System

BIOGRAPHY

Dr. Keith P Martin was born on April 13, 1960, in London, England. He is the eldest of five sons.

Dr. Martin attended Neil McNeil High School in Toronto, Ontario. In 1982 he graduated from the University of Toronto with a Bachelor of Science Degree with High Distinction. He furthered his studies at Toronto, and, in 1986, graduated as a Medical Doctor. In 1987 he completed his Internship at the Royal Jubilee Hospital in Victoria, B.C. Dr. Martin is currently licensed at the Royal College of Physicians & Surgeons (Canada). He also has his National Board of Medical Examiners (U.S.A.) Certification and has been a member of and licensed with the South African Medical and Dental Council. He is certified in both the Advanced Trauma Life Support and Advanced Cardiac Life Support. During his university training, Dr. Martin also worked in the following positions: Assistant in the Pathology Department, Toronto General Hospital; Researcher in the Department of Biochemistry, University of Toronto; Correction Officer at the Toronto East Detention Centre, Researcher in toxic environmental substances for the Ontario Provincial Government.

In 1990/1991 Dr. Martin was responsible for organizing a clothing relief program for African Refugees that enabled the people of B.C. to clothe more than 15,000 of Africa's poorest people. In 1986, he was the representative to the Professional Association of Residents and Interns for the Royal Jubilee Hospital. In 1985, Dr. Martin was elected the Senior Representative of the University of Toronto Medical School to the Toronto General Hospital.

From 1987 to 1993, Dr. Martin practiced as an Emergency Room Physician/General Practitioner in Victoria and Prince George, B.C. In 1986, 1990 and 1991, he provided medical care in a rural bush hospital in Southern Africa, adjacent to the civil war zone in Mozambique. On October 25, 1993, Dr. Martin was elected as the Member of Parliament for Esquimalt-Juan de Fuca. He is the Chairperson for the Health and Welfare Committee and will be sitting on the International Trade Committee and the Foreign Affairs Committee (Africa and Middle East Affairs).

CONGRESSMAN HOWARD L. BERMAN

California - 26th District

Born	April 15, 1941 Los Angeles, California
Education	B A 1962 UCLA LL B 1965, UCLA
Occupation	Lawyer, admitted to California bar 1966
Family	Congressman Berman and his wife, Janis Gail Berman, have two daughters, Brinley and Lindsey

Committee Assignments and Leadership Positions

Committee on Foreign Affairs
- Chairman Subcommittee on International Operations
- Subcommittee on International Security, International Organizations, and Human Rights

Committee on the Judiciary
- Subcommittee on Economic and Commercial Law
- Subcommittee on Intellectual Property and Judicial Administration
- Subcommittee on Administrative Law and Government Relations

Committee on the Budget

Majority At Large Whip

Legislative Highlights

Economy, Jobs Economic Conversion
- Authored grant program to create public-private consortia to manufacture electric vehicles and advanced transportation systems.
- Assembled members of CALSTART a consortium located in a former defense plant in Burbank, which will manufacture electric car parts, build infrastructure for electric vehicles and assemble electric buses CALSTART will eventually create over 50,000 jobs in California

Arms Control, Antiterrorism, Foreign Affairs
- Led fight to reduce international arms sales while at the same time, authored law to improve job retraining for U S workers affected by reduced U.S. arms exports
- Authored law imposing sanctions on countries and companies that sell advanced military technology to Iran and Iraq
- Wrote law to require that the PLO end all support for terrorism, explicitly condemn terrorist attacks and work to end the Arab boycott of Israel before the PLO can receive any U.S assistance.

Fighting Government Waste, Reforming Health Insurance
- Authored False Claims Act Amendments which have already recovered over half a billion dollars for taxpayers from whistleblower suits.
- Wrote legislation featured on 60 Minutes to restore remedies for Americans with employer provided health benefits whose insurance companies unfairly deny their claims.

Upon his graduation from law school Howard Berman began his career in public service with a year's work as a VISTA volunteer. From 1967 until 1973 he practiced law in Los Angeles, specializing in labor relations. In 1973 he was elected to the California Assembly where he served until 1982 when he was elected to Congress

In his first term in the state legislature, then Assemblyman Berman was named Assembly Majority leader the youngest person to serve in that leadership capacity. He also served as Chair of the Assembly Democratic Caucus and the Policy Research Management Committee of the Assembly *Politics in America* describes his tenure in the California Assembly as that of a master strategist and negotiator in one of the few legislative bodies that equals the House in its complexity

As a freshman Congressman Berman was elected by his peers to serve as their representative on the influential Democratic Steering and Policy Committee the body that develops Democratic strategies and makes Democratic committee assignments

Berman has the rare distinction of serving on three major House Committees simultaneously Already a member of the Foreign Affairs Committee and the Judiciary Committee he was selected in the 101st Congress for a seat on the prestigious Budget Committee He has gained increasing influence on such issues as foreign aid, arms control antiterrorism human rights technology policy trade legislation copyright legislation and immigration reform

As Chairman of the Subcommittee on International Operations, Berman oversees the operation and budget of the State Department and the U S Information Agency.

IN WASHINGTON
2201 Rayburn House Office Building
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10200 Sepulveda Blvd #130
Mission Hills CA 91345
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BIOGRAPHY OF

CONGRESSMAN GEORGE MILLER

U S Representative George Miller, a leading spokesman on natural resources, children and families, has represented the 7th District of California since 1975.

He was elected Chairman of the Committee on Natural Resources in 1991. His Committee has jurisdiction over federal natural resource and environmental issues including water policy, oil, gas and mineral leasing (including offshore oil development), Alaska resources, nuclear power and waste, national parks and public lands, wild and scenic river designations, Native Americans and U.S territories.

Mr. Miller served from 1983-1991 as the first chairman of the Select Committee on Children, Youth and Families He is also the 3rd ranking member of the Committee on Education and Labor, one of the three House Committees that will play a key role in health care reform legislation

George Miller's long list of legislative achievements includes California water reform, foster care and adoption reforms, child care, timber reform, the Women, Infants and Children (WIC) nutrition program, aid to victims of family violence, and children's mental health care. He led the congressional investigation into the March 1989 Alaska oil spill, and authored major portions of the 1990 oil spill liability law and sections of the Energy Policy Act of 1992. George Miller also was a leading critic of U S. policy in Central America throughout the 1980s and early 1990s.

Congressman Miller was born in Richmond, California, in 1945 and is an attorney. He is married to Cynthia Caccavo Miller, who is also a life-long resident of Contra Costa County. They have two sons, George and Stephen, and one granddaughter.

FOR MORE INFORMATION, CONTACT Daniel Weiss
202-225-2095
2205 Rayburn H O.B.
Washington, DC 20515

HOUSE OF REPRESENTATIVES
WASHINGTON, D C 20515

GEORGE MILLER
7TH DISTRICT CALIFORNIA
CHAIRMAN
COMMITTEE ON NATURAL RESOURCES

Dear Pat —

Thank you for all your support and help during our trip to Mexico. I learned a great deal and I will be watching for the reports on the 21st to see how it went.

Best

George

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(NOT PRINTED AT GOVERNMENT EXPENSE)

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1096B GOLDSTREAM AVENUE
VICTORIA B C
V9B 2Y5
OFFICE (604) 474-5035
FAX (604) 474-5022

HOUSE OF COMMONS
CHAMBRE DES COMMUNES
CANADA

DR KEITH MARTIN M D M P
ESQUIMALT JUAN DE FUCA

ROOM 676
CONFEDERATION BLDG
HOUSE OF COMMONS
OTTAWA ONT
K1A 0A6
OFFICE (613) 996-2625
FAX (613) 996-9779

VICTORIA, V9B 2Y5
August 15, 1994

Patricia Krommer
Associate Director of the Congressional
Human Rights Foundation
1056 Thomas Jefferson St NW
Washington, D C USA
20007-3813

Dear Patricia

Thank you very much for allowing me to partake in the Round Table discussion in Mexico City It was wonderful to liaise and dialogue with the Parliamentarians from all three countries However it was particularly of interest to me to meet you as an individual who has done so much with their life and who has managed to acquire an understanding and sympathy for people in some of the most dire circumstances one can imagine Indeed it takes courage to have accomplished what you have

I look forward to meeting with you again and discussing a number of similar interests from how to insure that essential Health Care services are covered for all people regardless of their financial circumstances to determining ways of breaking the cycle of crime and punishment that continues to plague our society

Take good care of yourself Patricia and I look forward to seeing you soon God Bless

Sincerely,

Dr Keith Martin, M P ,
Esquimalt-Juan de Fuca

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HOUSE OF COMMONS
CHAMBRE DES COMMUNES
OTTAWA CANADA

JOHN ENGLISH, M P
KITCHENER

KITCHENER (519) 579 0001
OTTAWA (613) 995-8913

Aug 8/94

Dear Paul

It was very good to meet you in Mexico at the excellent meeting which you organized. I found the discussions most worthwhile and hope that my own contribution was satisfactory.

I am working to sort out details for a meeting in Ottawa next year. Russell, Keith and I will be in touch with you in the fall.

Once again, thanks.

Yours sincerely,
John

PS Give my best to Patricia

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