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**Investments Needed  
To Achieve The Goals  
Set For Children In  
The Ibero-American  
Plan Of Action**

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**Foundations For Implementing The Goals Agenda Of The Ibero-American Plan Of Action**

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# Foundations For Implementing The Goals Agenda Of The Ibero-American Plan Of Action

## Investments Needed To Achieve The Goals Set For Children In The Ibero-American Plan Of Action



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Santa Cruz, Bolivia, September 2003.

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**“Investments in children are extraordinarily productive if they are sustained over the medium to long term. Investing in children and respecting their rights lays the foundation for a just society, a strong economy, and a world free of poverty”**

*Resolution: “A World Fit for Children”  
(adopted at the UN Special Session on Children - New York, May 2002)*

This document was prepared by the United Nations Children's Fund (UNICEF) - Regional Office for Latin America and the Caribbean (TACRO) and by the Economic Commission for Latin America and the Caribbean (ECLAC) at the request of the Secretariat for Ibero-American Co-operation (SECIB). A preliminary version of this document was presented to the IV Ibero-American Conference of Ministers and High Level Authorities Responsible for Policies on Children and Adolescents in Santo Domingo, Dominican Republic in October 2002 where it was discussed and participating countries were solicited for their observations and contributions. It was once again presented in La Paz in June 2003 at the preparatory meeting for the V Ibero-American Conference of Ministers and High Level Authorities Responsible for Policies on Children and Adolescents where it was approved for publication. Its contents can be used as deemed appropriate by the authors and contributing authorities.

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At a time when humanity is focusing its concern upon existing levels of poverty and has established urgent goals for poverty reduction, we have been able to establish that the children of Ibero-America are disproportionately represented among the poor when compared with the rest of the population. Among children between 0 and 12 years of age, 59% are poor compared to the figure of 43% for the general population. The reduction of poverty cannot be achieved if based solely upon economic growth or even just by reducing disparities unless there is substantial change in public policy as a whole. This is so because the regional trends in both indicators continue to be adverse. Our thesis is that poverty can only be reduced starting with children.

UNICEF and ECLAC have established that those countries which are progressing the most are those that have continuously and efficiently invested in children and adolescents while simultaneously creating decent paying jobs for adults. It has also been proven that even without growth, the goals regarding children can be fulfilled by protecting public investment dedicated to this end. Investment in children yields higher returns than any other form of public or private investment and is indispensable for interrupting the intergenerational transmission of poverty. The Plan of Action contained in the Resolution adopted at the UN Special Session on Children in May 2002 has already established that investing in children and respecting their rights lays the foundation for a just society, a strong economy and a poverty free world.

At the request of SECIB, UNICEF and ECLAC have developed the estimates presented here so as to evaluate the potential for fulfilling the goals that have been established for the children of Latin America and the Hispanic Caribbean. To this end, the need for additional investment in the areas of early childhood education, primary education, secondary education, infant maternal care, infant care, HIV/AIDS, water and sanitation have been estimated. All of these items are intimately related to the Millennium Goals and most especially to the goal of reducing poverty. Taking into account that the estimates reflect great differences between countries, the conclusion was reached that in an optimistic growth scenario, i.e, one equivalent to that of the 1990s, compliance just with those goals indicated would annually require a 50% increase over the historical level in average regional investment per child. Furthermore, it was estimated that in a pessimistic zero growth scenario, the increase in average regional investment per child would need to reach 30% above that of the optimistic scenario.

Unfortunately, the Region has continued to experience recessionary trends, not only with respect to growth and in the reduction of disparities, but also with respect to achievements in the areas of child rights, governability and democracy. As a result, the base figures used for these calculations have already shifted negatively. Recovering from these setbacks and achieving compliance with the goals that have been previously established will constitute an even more daunting task than the one calculated here, but also a more urgent and indispensable one.

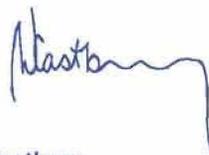
UNICEF's experience over the past decade in following up on the Global Goals for Children has indicated the necessity for developing Participatory Plans of Action, both at the national as well as sub-national level. This is to guarantee the achievement of goals and to ensure that they are supported both by adequate public policies and by public budgets. Working in a parallel manner, it is essential to prioritise the strengthening of existing public institutions given that they constitute the only

possible instruments for effectively ensuring goal compliance and for reducing the endemic and abysmal disparities that in our Region represent the greatest single cause of poverty.

We have watched with concern how some countries sit back and hope that official development assistance can provide the necessary support for fulfilling their existing commitments. However, development co-operation agreements have not traditionally been linked to the global and regional political accords that set forth these goals. Moreover, the overall volume of development aid has been declining, especially the portion allocated to Latin America and the Caribbean, a region that has erroneously been perceived as graduating to the status of development. Consequently, the additional investment effort needed for goal compliance will necessarily fall upon these countries' own resources. To propose this at the present moment of financial, economic, social, political and institutional crisis would seem particularly difficult, especially in those countries that have fallen the farthest behind.

On the other hand, development co-operation is not the only, nor the most important way that donor countries affect poorer nations. This means that at the same time that we focus our interest on the often meagre and conditional flows of financing that our Region receives in the form of development co-operation and transnational capital investment, we must complete the panorama by also considering the significantly greater financial outflows from the Region due to external debt service payments. What should additionally be included in the equation are all of those unperceived financial flows related to the loss of export markets caused by agricultural subsidies and other barriers imposed by the industrialised countries. These are the fundamental issues that must remain in our sights since they constitute the essential parameters of our capacity to reach the goals that we have set for ourselves.

Faced with the situations of marginalisation, exclusion and widespread disparities, all aggravated in various countries throughout the Region by the recent crisis, we are impelled to invoke the principle of the best interests of the child contained in the *Convention on the Rights of the Child* as ratified by all Ibero-American nations, this so as to protect investment in children. A steadfast political will is needed and a moral reorientation of society must be brought about. The ethics of solidarity must be placed ahead of the ethics of the greatest individual short-term profit, something that will require a change in the model of development. At a time when detractors of the Washington Consensus are multiplying, an agenda for development must be developed that responds to the Region's own interests, one based on the ethical foundation of human rights and capable of responding to the enormous social debt that has accumulated, most especially the debt to children.



**Nils Kastberg**  
Regional Director of UNICEF  
for Latin America and the Caribbean



**Jose Antonio Ocampo**  
Executive Secretary  
ECLAC

This document analyzes and estimates the existing expenditure gaps and the corresponding needs for additional investment in children with respect to 19 Ibero-American countries, exclusive of Spain and Portugal. These shortfalls must be faced in the present decade in order to achieve the goals of the Ibero-American Plan of Action, an agenda entirely consistent with the commitments and goals promoted by the United Nations in the Millennium Declaration and the Declaration regarding "A World Fit for Children." At the same time, this document highlights some of the principal strategies and mechanisms for improving the capacity, efficiency and equity of governmental expenditures as well as suggests some ways to help externally finance these goals.

The goals established in the Ibero-American Agenda – within the framework of the XI Ibero-American Summit held in October, 2001 under the thematic heading: "New Challenges for Improving the Quality of Life of Ibero-American Girls, Boys and Adolescents" – are by their nature quite varied. Some of these goals focus on increasing access to social services while others are more related to reducing poverty, infant and maternal mortality, and different forms of abuse, violence, exploitation and discrimination that children suffer in the Ibero-American countries. The Agenda also includes goals related to the institutional strengthening of penal justice systems and systems responsible for the production of statistical data, these in addition to actions related to risk-prevention for boys and girls who must confront both natural and humanly created disasters.

It is not possible to directly calculate the cost of achieving some of the goals that impact upon the lives of children, such as the reduction of infant mortality, maternal mortality, malnutrition and others, given that they are the result of many factors, thus making it difficult to clearly establish cause-and-effect relationships and their respective linkage to costs. For that reason, only the costs of those goals that can be expressed in service coverage – such as access to early childhood education, primary education, secondary education, access of mothers and their children to care and services during pregnancy, birth and the post-partum period, disease prevention through vaccination, treatment of diseases related to early childhood, prevention, care and therapy for HIV/AIDS, and access to clean water and sanitation services – are analyzed in this work. For the comparison purposes between countries, the average unit costs as estimated by the World Health Organisation and UNICEF were used in the consideration of these services. In the case of education, the estimated unit costs used for each country were provided by the International Centre of Economic Policy for Sustainable Development of the Universidad Nacional de Heredia, Costa Rica.

The gaps or need of additional investment for reaching the goals of increased coverage for these services were estimated based on three scenarios: the "Historical Scenario" that shows expenditure levels along with coverage that would be achieved between 2000 and 2010 if the trends of the 1990s were to remain in place; the "Zero Growth Scenario," i.e., a lost decade scenario so as to reflect the situation that many Latin American countries have suffered during the last two years with GDP growth rates close to zero or even negative; and the "Desirable Scenario" that shows the level of investment that would be necessary over the same period in order to reach the service coverage specified by the goals. The gap or additional investment needed to achieve each goal is estimated as the difference between the Desirable Scenario and each of the other two scenarios. In the construction of these scenarios, parameters related to population growth and the

share of government expenditures in the gross domestic product (GDP) were taken into consideration.

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### Desirable Scenario

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The Desirable Scenario reflects the level of investment needed for full goal compliance. In this case, it amounts to an annual regional average of US\$ 72.5 billion or US\$ 384 per child per year over the 2000-2010 period, with expenditures gradually increasing over the decade such that it grows from US\$ 67.9 billion in the year 2000 to US\$ 77.5 billion in 2010.

This scenario is of critical importance not only because it indicates the investment which will be needed to reach these goals but also because it constitutes the parameter utilised to determine the gaps in the “Historical Trend” and “Zero Growth” Scenarios.

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### Historical Trend Scenario

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The results of these estimates show that if the macroeconomic conditions of the past decade are maintained, with the same economic growth, fiscal structure, and level of expenditure priority assigned to children and adolescents, the Ibero-American countries would together have an average annual shortfall of 24 billion dollars for meeting these goals. This implies that if the goals are to be achieved, there is a need to increase the Historical Trend’s average figure for investment from 48 billion dollars per year to 72 billion dollars over the course of the decade. Since the size of the gap for attaining coverage in accordance with the goals continues to decrease in the course of the decade, as does the segment of the population under 18 years of age, the additional investment needed to fill the gap likewise follows the same pattern. So while an additional investment of US\$ 25.6 billion would be needed in year 2000, this falls to US\$ 21.9 billion by 2010, which corresponds respectively to 1.3% and 0.86% of Ibero-American GDP for those years.

In general terms, this serves to show that there would exist an important difference between the effective domestic investment effort and the amount of investment actually needed to reach the goals. In other words, the Ibero-American region would have to raise the annual investment dedicated to each child from US\$ 258 to US\$ 384, representing an average annual increase of US\$ 127 or nearly 50%.

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### Zero Growth Scenario<sup>1</sup>

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The gap in this scenario will have to be far greater than in the preceding scenario, considering that the majority of the Ibero-American economies have shown negative or nearly zero growth rates during the last two years. In the Zero Growth Scenario for the decade, it is estimated that the gap which was calculated at US\$ 25,655 million in year 2000 for the Historical Scenario, or 1.3% of Latin American GDP, would now rise to US\$ 35,383 million in 2010 or 1.8% of GDP. In this case, the investment gap average for the period 2000-2010 would increase by around one-third, rising from US\$ 127 to US\$ 161 for every boy and girl. If the recessive economic environment that has affected countries across the Region with greater or lesser intensity were to continue over the coming years, achievement of these goals will certainly become more and more difficult if public spending for children is not prioritised and targeted for increase.

<sup>1</sup>  
*The “zero growth scenario” does not represent a projection. It simply represents a pessimistic simulation for comparative purposes.*

Although the preceding estimates give a global idea of efforts that must be made by the Ibero-American Region, the differences between individual countries in terms of the size of their economies, economic and demographic growth rates, uneven levels of access to social services, and the proportion of wealth that each devotes to public spending and social investment, all become reflected in the important disparities within needs for additional investment aimed at achieving the goals. It should also be noted that these estimates do not include the totality of costs required by the Ibero-American Goal Agenda (for example, costs related to abuse, exploitation, and the improvement of information systems), all of which means that these gaps are, in reality, larger than as presented here.

Taking the year 2000 as a point of departure, a greater effort at additional investment should be made by Nicaragua, Paraguay, Honduras, Guatemala, Bolivia, El Salvador, Ecuador and Colombia, countries where the gap varies from between 2.5% and 8% of GDP. In some of these countries, this additional effort is extremely significant given that it would imply an increase of more than 100% from the current amount dedicated to social expenditures. A second group of countries made up of the Dominican Republic, Costa Rica, Venezuela (pre-crisis) and Peru must also make important efforts since the investment gaps for achieving the goals signify from between 1.7 % and 2.4% of their GDP.

Countries that are not as far behind and which display lower demographic growth rates such as Cuba, Panama, Chile, Uruguay (pre-crisis), Argentina (pre-crisis), Mexico and Brazil exhibit lesser gaps and lighter challenges for investment (at around 1% of GDP or lower). It is unlikely, however, that the average growth rates used for the purpose of calculating these gaps can be maintained throughout the decade. Several of these countries face profound political and economic crises along with drastic reductions in public spending, including social expenditures, and alarming increases in poverty levels that mainly affect children.

In the event of a nearly zero economic growth situation for the 2000-2010 period, with the priority level of public expenditure on children kept constant at the levels observed towards the end of the last decade, the situation begins to dramatically deteriorate for those countries who remain farthest behind such as Nicaragua (from 8% to 12% of GDP), Paraguay (from 7.3% to 11.2%), Honduras (from 5% to 7.1%), Guatemala (from 5% to 7.1%), Bolivia (from 4.1% to 6.0%), and El Salvador (from 3.8% to 5%).

When the gaps are disaggregated by types of goals, substantial differences between them can be seen over the course of the decade. There are three goals that require an appreciable level of investment, namely, early childhood education, secondary education, and HIV/AIDS. Taken together, they represent 90% of all the additional investment needed in Latin American countries. On the other hand, there are areas where more favourable performance can be expected, up to the point of even reaching by the year 2010, all of the investment necessary for fully meeting the goal. This is the case for primary education, water and sanitation activities.

Without a doubt, one of the major challenges in terms of additional investment is HIV/AIDS, which in the last decade has spread quickly throughout the region. It is estimated that there are 1.5 million people living with HIV/AIDS in Latin America,

and 420,000 in the Caribbean. The total number of children orphaned on account of HIV/AIDS has now reached 560,000 (205,000 in Latin America and 354,000 in the Caribbean).

Investments in the areas of infant health and maternal care services have displayed a gap of lesser magnitude, with a tendency to progressively reduce this gap over time. However, countries such as Nicaragua, Bolivia, Guatemala, Dominican Republic and Colombia will have to make a special effort to invest in and prioritise health care aimed at reducing infant-maternal mortality and morbidity, mainly in order to make these services available to rural populations and particularly to indigenous communities.

In summary, early childhood education as well as secondary education and HIV/AIDS must constitute important priorities among efforts to improve the allocation of resources in compliance with the established goals, especially considering that the historical pattern of economic growth for the past decade will probably not be repeated in the present decade.

To improve the possibilities for bringing about the kind of additional investment needed to achieve these goals, this document suggests some alternatives related to issues such as improving the quality of expenditures, the possibility of increasing the tax base for enlarging the capacity of governmental spending, the prioritisation of investment in children, the promotion of a more equitable allocation of resources, optimising resources devoted to children, the participation of the larger population in the process of allocation, supervision, and evaluation, increasing private participation with a sense of solidarity, and the strengthening of external assistance.

## Summary of Investments and Gaps: 2000-2010

### Investment Levels

Historical Trend	US\$ 48.5 billion per year US\$ 258 per child per year
Zero Growth Scenario	US\$ 42.1 billion per year US\$ 223 per child per year
Desirable Scenario	US\$ 72.5 billion per year US\$ 384 per child per year

### Gaps

Historical Trend	US\$ 24 billion per year US\$ 127 per child per year
Zero Growth Scenario	US\$ 30.4 billion per year US\$ 161 per child per year

# 1. Background<sup>2</sup>

Since the decade of the nineties, a series of summits and conferences at the world and regional levels have been held, sponsored by the United Nations and by different regional entities. These meetings have grappled with high-impact issues such as environmental protection, child welfare, population and human settlements, along with all of the transversal aspects considered relevant to these meetings such as the means for overcoming poverty and disparities, and the promotion of ecological equilibrium, equity and social development in the context of human rights.

In the Ibero-American Region, the principal forum for reflection and political consensus building between member states has been the regular convening of the Ibero-American Summit of Heads of State and Government. These meetings represent a space for discussion of the most transcendental issues for the region's development and their fundamental purpose is to search for and establish mechanisms that can allow the 21 constituent countries to advance towards the complete fulfilment of human rights.

Although children's issues have been in discussion since the very beginning of the Ibero-American process, they entered more decisively into the spotlight beginning with the IX Summit held in Havana, Cuba in 1999. On that occasion, the first specialised meeting dedicated to issues of children and adolescence was convened, calling together the Region's highest level officials working in this area. A balance sheet was put together regarding the evolution in living conditions for children throughout the Region and progress was evaluated regarding the goals established at the World Summit for Children (New York, 1990). The Havana meeting also provided the setting for reaffirming a political commitment to Ibero-American children and adolescents, thus paving the way for the X Summit held in Panama in November 2000 where issues concerning children and adolescence were adopted as the central theme.

The final conclusions of the X Summit as succinctly stated in the Declaration of Panama, expressed the determination of member governments to dedicate special attention to children and adolescents, and to promote respect for their rights, well-being and integral development. The Declaration also reflects a commitment from the Ibero-American countries to carry out a set of policies and programmes directed towards guaranteeing the survival and development of children as well as the protection of their rights, beginning from the moment they are born until the day they reach 18 years of age.

It was on that occasion that the agreement was made to assure the creation of Ibero-American mechanisms for co-operation in the development, follow-up, and evaluation of the rights of boys, girls, and adolescents. With this agreement in place, an Ibero-American Agenda and Plan of Action could now be formulated, operationalised, and implemented, one reflective of the established priorities and common position of the Ibero-American community of countries and resonant with similar efforts being made in the regional and international arena. Based upon this commitment, UNICEF, ECLAC, SECIB and other regional organisations produced a complete analysis of the situation of boys, girls, and adolescents in Latin America, published under the title *Building Equity from the Beginning: The Children and Adolescents of Ibero-America*. The study has been published in three languages and provides a solid analytical foundation for the implementation of strategies and public policies aimed at improving the condition of the Region's boys, girls and adolescents.

<sup>2</sup>

*The estimates made throughout this document refer to different scenarios for 19 Ibero-American countries, excluding Spain and Portugal.*

In the framework of the XI Ibero-American Summit (Lima, October 2001), convened under the thematic header “New Challenges for Improving the Quality of Life of Ibero-American Girls, Boys and Adolescents,” the Ministers and High Level Authorities Responsible for Policies on Children and Adolescents from the Ibero-American countries adopted the Lima Declaration with an Agenda and Plan of Action for Ibero-American Children that contained 18 goals and 89 strategic actions<sup>3</sup>.

It is worth emphasising that the goals and strategic actions established in this Agenda and Plan of Action were inspired through the guidelines formulated by the United Nations in preparation of the Special Session on Children that convened in May, 2002 in New York, with the idea of evaluating the previous decade’s gains towards meeting the commitments of the World Summit for Children and for establishing the challenges of the present decade.

In a mutual manner, this Agenda in turn served as a base document for presenting and discussing the position of the Ibero-American countries at the UN Special Session, and to facilitate the inclusion of many of its elements in the final declaration - “A World Fit for Children” - in which global goals and strategic actions were established in the spheres of health, education and child protection for the next 10 years.

Upon establishing the goals for the Ibero-American Plan of Action for Children, member countries have made the commitment to invest in children and adolescents as a moral imperative, a social obligation and an economic necessity for guaranteeing the fulfilment of rights for this sector of the population as well as the development of the overall society.

From this perspective, it is extremely important to understand the financial implications of meeting the goals of the Ibero-American Plan of Action and the additional investment efforts that the Ibero-American countries will have to mount if they are to comply with the political commitment made to prioritise children and adolescents.

Responding to this need, the Secretariat for Ibero-American Co-operation (SECIB) requested that the Economic Commission for Latin America and the Caribbean (ECLAC) and the UNICEF Regional Office for Latin America and the Caribbean (TACRO) develop an analysis of the costs to meet these goals so as to help support the discussion regarding existing needs for additional investment and the different forms of mobilising and utilising resources more efficiently.

The first part of this work considers the importance and necessity of investment in children as well as the obligation of member states that have ratified the Convention on the Rights of the Child to guarantee the resources essential for the realisation of these rights. Then, an analysis is carried out of the trends of public social expenditures in the Ibero-American countries, taking into account the macroeconomic and fiscal conditions which prevailed during the last decade. This prepares the way for the following section where the results of the simulations on the amount of investments needed for meeting some of the main goals of the Ibero-American Agenda are presented and discussed. Finally, the financial means and some of the mechanisms for improving the use of resources and for obtaining higher efficiency, effectiveness and equity in the allocation and utilisation of resources are presented and discussed. The details of the methodology used in estimating the costs for each goal, country by country, for the period 2000-2010, are presented in Appendix 1.

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*In Appendix 2, the details concerning the goals and strategic actions can be seen. Goal 19, regarding water and sanitation, was added to the 18 original goals at the IV Ibero-American Conference of Ministers and High Level Authorities Responsible for Policies on Children and Adolescents (Santo Domingo, 2002). Nevertheless, the analysis of its costs is considered in the present publication.*

## 2. Investment in Children within a Rights Framework

It has been widely documented that one of the greatest problems facing Ibero-American countries, without considering Spain and Portugal, is the extreme concentration of income that constitutes, according to the literature, one of the main causes of poverty and indigence in the region. On the other hand, various studies show that social spending when allocated through equitable public policies is without doubt one of the most important ways by which states can influence the distribution of income and poverty, particularly when this spending is directed towards greater investment in children and adolescents.

It has been shown that investment into this stage of life is fundamental for breaking the vicious cycle of poverty and that it moreover provides higher returns to the society and the individuals themselves than many other kinds of state investments. One of the reasons for this is that the child's development during pregnancy and the first years of childhood has repercussions for the remainder of that individual's life. Before reaching the age of three, many of the brain's structures including its biochemical routes and the entire system of interconnections essential for the child's cognitive, affective and psychosocial development are already developed. What children learn during the first years of life determines in large measure their performance in primary school as well as their intellectual, social and occupational achievements throughout the rest of their life. The lost ground in terms of learning and development during the first three years of life can never be recovered. In practical terms, this means that children who do not receive what they need in the first three years of life are simply not going to be able to develop to their full potential. This represents an enormous loss both for the countries involved and for the individual's own integral development.

Thus, it can be said that the investment made in young children and adolescents has significant effects on a country's economic and social development. Only those countries that have guaranteed at least universal basic education for their population have achieved high levels of economic and social development. The empirical evidence and various theoretical analyses have shown that an educated population not only contributes to economic development, but is indeed a requirement for it. Investment in children likewise results in diverse sources of savings for the state by reducing the costs associated with school year repetition and drop-outs as well as the expenses incurred by the judicial and health systems that are attributable to juvenile crime and violence. According to a study done in the United States<sup>4</sup>, each dollar invested in primary school programmes yields a future gain to that society of more than \$7 dollars, signifying a return of 700%.

Timely investment in the early years of a child's life is also a strategic tool for breaking the vicious cycle of poverty and for reducing social inequalities. Inferential studies done in Latin America indicate that on average, completion of a primary school education results in a future salary increase of approximately 20% as an adult, while finishing secondary school brings with it an approximate 40% increase in earnings compared to those who fail to reach that educational level<sup>5</sup>. In addition, it has been amply demonstrated that there is not a single country in the world with a high standard of sustainable development which did not first establish universal access to a quality basic education.

Compared with other regions, Latin America displays the greatest concentration of income on the planet with the greatest income disparities among the various

<sup>4</sup>

Karoly, Lynn A. et al, *Investing in Our Children: What We Know and Don't Know about the Costs and Benefits of Early Childhood Interventions*. 1998, p.82.

<sup>5</sup>

ECLAC, UNICEF, SECIB, *Building Equity from the Beginning*. 2001

segments of its population (socioeconomic, gender, urban/rural, intra-urban, ethnic and racial). In Latin American countries, 20% of those families with the highest incomes receive, on average, a 17.8 times greater income than that received by the poorest 20% of the population<sup>6</sup>. This is reflected in the high scores displayed by the Gini coefficient that hovers above 0.50 in 11 out of the 18 countries in Latin America. The lowest score was found in Uruguay (0.44, pre-crisis) while Brazil exhibits one of the highest levels in the world (0.64). By way of comparison, the Gini coefficients for income inequality in regions such as Eastern Europe and Sub-Sahara Africa fluctuated between 0.29 and 0.47 respectively in the 1990s<sup>7</sup>.

A recent study carried out by ECLAC, UNDP and IPEA (2002) across 18 Latin American countries provides firm evidence that a more equitable income distribution has a significant impact on reducing poverty. Further still, it confirms that a slight improvement in income distribution can have the same impact on poverty as the accumulation of many years of positive economic growth<sup>8</sup>. At the same time, the study observes that high levels of income concentration act as inhibitors for economic growth.

Considering that there is a strong relation between the level of schooling and the income of future generations, one of the most effective policies for gradually reducing income inequality and diminishing exclusion and poverty as well as eliminating barriers that prevent children in the most vulnerable conditions from completing their education, is a policy that guarantees universal access to early childhood development and a primary and secondary school education.

On the other hand, investment in children is intimately connected with human rights. This means that in view of Article 4 of the Convention on the Rights of the Child (CRC), Member States must assign priority in their budgetary allotments to the achievement of economic, social, political and cultural rights, giving particular emphasis to health and education, and the enjoyment of these rights by children in the most disadvantaged groups. Article 4 of the CRC affirms that Member States must undertake measures to render effective the economic, social and cultural rights "to the maximum extent of their available resources," applying the general principles of the CRC, in particular the principle of acting in the best interests of the child and the principle of non-discrimination, so as to ensure that all possible resources are provided for programmes dedicated to children. The principle of non-discrimination establishes that all children have a right, without any discrimination on account of race, colour, sex, language, religion, national or social origin, economic position or birth status, to the means of protection that their condition requires, to be provided by their family as well as by the larger society and the state<sup>9</sup>. Framed in this way, premature death, interrupted development, and exploitation, abuse and discrimination against boys and girls all represent serious violations of their human rights.

This Convention has been ratified by all the countries in the world, except for the United States and Somalia, which signifies the acceptance of a set of obligations towards children that puts their rights on the frontline in the struggle for human rights. Compliance with these rights, however, will require a major effort on the part of the Ibero-American countries as well as the international community to increase investment and improve the quality of expenditures in developing more equitable public policies on behalf of children.

6

Hintze, Jorge, *América Latina, la región del mundo con peor relación pobreza-desigualdad (Latin America, the Region of the World with the Worst Poverty-Inequality Relationship)*, 2003

7

UNDP, ECLAC and IPEA. *Meeting the Millennium Poverty Reduction Targets in Latin America*. 2003.

8

*Ibid.*

9

UNICEF. *Implementation Handbook for the Convention on the Rights of the Child*. 1998.

### 3. Public Spending and Social Investment in the Ibero-American Countries

The majority of boys and girls are born and grow up in the warmth of their own families who are in turn the primary caretakers responsible for guaranteeing their children's protection and providing the means necessary for their development. The care that takes place within the family is complemented by basic social services and macroeconomic conditions provided by the state so as to ensure that children can enjoy their rights to survival, development and protection.

In Ibero-America, however, a large percentage of families do not have sufficient income or assets to satisfy their material needs, resulting in the lack of education, skills and/or employment opportunities or conditions conducive to generating income. In this sense, public social expenditures in Latin America – understood as public spending on education, health, nutrition, social welfare and assistance, housing, water and sanitation – play a fundamental role in reducing poverty and the concentration of income<sup>10</sup>.

Graph 1 illustrates that the average figure for public social expenditures in Latin American countries during the 1990-1999 period went from US\$ 360 to US\$ 540, growing by an average of 50%. Positive economic growth along with a greater priority placed on social development allowed public social expenditures (PSE) to increase in nearly all the Ibero-American nations.

It is estimated that the PSE for a group of 17 Ibero-American countries increased from 10.4% to 13.1% of GDP between the beginning of the 1990s and 1998-1999, with the most significant increases found in those countries whose expenditure levels were the lowest at the decade's onset. Notable examples include Colombia with an increase of 7.0 percentage points in relation to GDP; Uruguay with 6%; Paraguay with 4.3%; Bolivia with 3.7% and Peru with 3.5%.

Beginning in 1997, overall macroeconomic conditions together with a slowdown in growth began to mitigate the positive trends that were previously being registered in many countries. During 2001 and 2002, there was an even more dramatic deterioration in some countries such as Argentina and Venezuela.

Regional progress made during the decade is summarised by the fact that in the great majority of countries, per capita PSE surpassed the levels that existed prior to the 1980s debt crisis. In 1996-1997, the average PSE reached 457 dollars, a figure significantly greater than the 360 dollars registered in the biennial period of 1990-1991, which reflected an annual growth rate of 4.1%. However, this rate slowed noticeably in the course of the second half of the 1990s in comparison with the 6.7% increase reached during the 1990-1995 period.

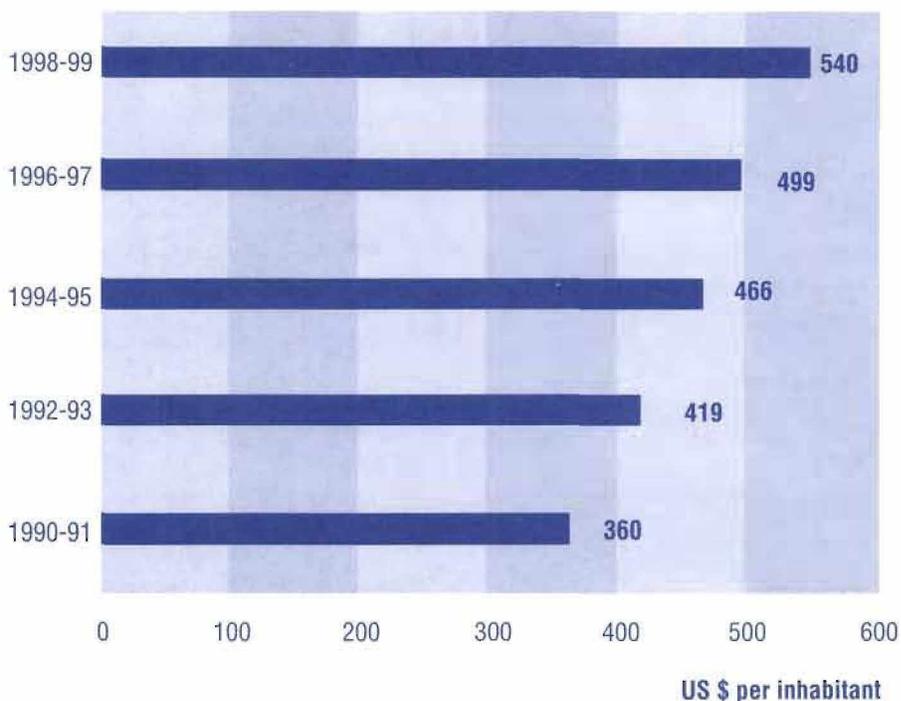
It is worth pointing out that the increase in per capita social investment over the course of the 1990s was not exclusively associated with greater economic growth. With variations among the countries, the increases were explained in greatest measure by this factor in Argentina, Brazil, Chile and Uruguay; but was joined by the expansion of public spending as the prime explanatory factors in the cases of Costa Rica, Paraguay, and the Dominican Republic; and by the greater priority given to social spending within the total amount of public expenditures in Bolivia, Guatemala, Mexico and Peru; and by the combined effects of these three factors in the cases of Colombia, El Salvador and Panama. Although there is a lack of more recently available information for analysing the effects that diminished rates of growth and monetary devaluations have had upon various Ibero-American countries

<sup>10</sup>

*The data on the evolution of social expenditures was obtained from the database of the Social Development Division of ECLAC and does not include information regarding Spain and Portugal. For some countries, (Brazil, beginning in 1995, Bolivia, Nicaragua ) these expenditures refer to the effective amount carried out by the Central Government and the other spheres of government, while for El Salvador, Guatemala, Nicaragua, Peru and the Dominican Republic, only the expenses incurred by the central government are included.*

**Graph 1**

**Public Social Expenditure per capita in LAC, 1990-1999**



Source:  
ECLAC, 2002. *Social Panorama of Latin America, 2001-2002*

suffering from these conditions, there is no doubt that these factors must have had a negative impact on social spending and poverty levels.

In this sense, the work done by ECLAC and UNDP<sup>11</sup> shows that there exists an inverse relationship between the level of social spending and poverty in Latin American and Caribbean countries. The countries with lower PSE show heightened indices of poverty while the countries with medium PSE have medium levels of poverty, and the countries with high PSE show lower levels of poverty, although the exception within this group is Brazil which still maintains a high level of poverty despite a high PSE relative to the Latin American average.

Table 1 and Graph 2 show social spending per capita for the year 2000. Each shows the marked differences between countries, giving an idea of their baseline starting point for efforts in reaching the goals of the Ibero-American Plan of Action.

11

Ganuzá, E; A. León y P. Sauma (no date). *Gasto Público en Servicios Sociales Básicos en América Latina y el Caribe: Análisis desde la perspectiva 20/20* (Public Spending on Basic Social Services in Latin America and the Caribbean: Analysis from a 20/20 perspective). CEPAL/PNUD.

COUNTRIES	Social Spending per Capita US\$ 1998-1999	GDP Per Capita US\$ 2000	Public Spending/GDP, 2000 %	PSE/Public Spending % 1998-1999	PSE/GDP % 2000
Argentina	1.687	7.699	32.2	63.6	21.9
Bolivia	168	995	28.5	56.5	16.9
Brazil	1.011	3.479	34.8	60.4	29.1
Chile	827	4.638	24.0	66.8	17.8
Colombia	381	1.921	42.3	35.5	19.8
Costa Rica	622	3.948	39.0	43.1	15.7
Cuba	...	2.468	...	...	...
Ecuador	...	1.076	...	...	...
El Salvador	82	2.104	15.9	27.0	3.9
Spain	2.722	14.142	35.4	54.3	19.2
Guatemala	107	1.680	13.4	46.2	6.4
Honduras	57	909	21.6	34.3	6.3
Mexico	402	5.867	15.6	58.5	6.8
Nicaragua	57	473	34.3	37.0	12.1
Panama	642	3.508	50.3	38.6	18.3
Paraguay	132	1.405	16.0	46.2	9.4
Peru	192	2.063	17.8	38.3	9.3
Portugal	...	10.510	41.5	...	...
Dominican Rep.	135	2.378	16.6	39.7	5.7
Uruguay	1.539	6.009	31.4	72.5	25.6
Venezuela	313	4.985	23.1	37.3	6.3

Table 1

**Ibero-America: Social Spending per capita (in US dollars, % - for 1998-1999 and 2000**

Source:  
Created by using the ECLAC database and data from the Spanish Ministry of Finance.

In Table 1 we can see that the Ibero-American countries show a wide range of PSE levels per capita:

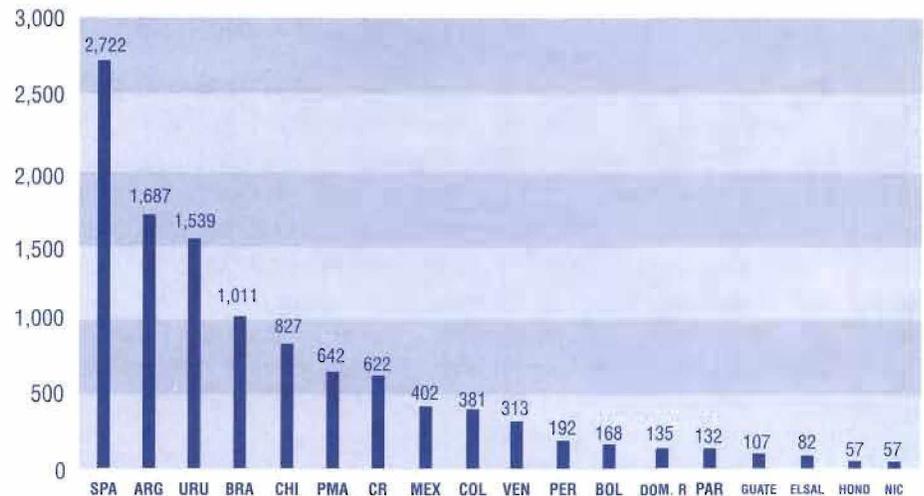
- Low PSE/capita: Honduras (US\$ 57), Nicaragua (US\$ 57), El Salvador (US\$ 82), Guatemala (US\$ 107), Paraguay (US\$ 132), Dominican Republic (US\$ 135), Bolivia (US\$ 168), and Peru (US\$ 192).
- Medium PSE/capita: Venezuela (pre-crisis US\$ 313), Colombia (US\$ 381), Mexico (US\$ 402), Costa Rica (US\$ 622), Panama (US\$ 642).
- High PSE/capita: Chile (US\$ 827), Brazil (US\$ 1011), Uruguay (pre-crisis US\$ 1539) and Argentina (pre-crisis US\$ 1687).

Such differences pose a challenge for the investment process in children, mainly in those countries considered to have low effective amounts of social spending, because they must respond with policies and programmes that devote greater resources and distribute these resources in a more equitable manner.

Graph 2

**Public Social Expenditure per capita for Ibero-American countries 1998-1999 (US\$/inhabitant)**

Source:  
ECLAC, 2002. Social Panorama of Latin America, 2001-2002



However, the Ibero-American economies show enormous differences in the generation of wealth, such that it is important to consider the macroeconomic priority of PSE. As shown in Table 1, the product or wealth per capita in year 2000 fluctuated from between US\$ 473 in Nicaragua and US\$ 995 in Bolivia to more than US\$ 4,000 in countries like Chile (US\$ 4,638), Mexico (US\$ 5,867), Venezuela (US\$ 4,985, pre-crisis), Uruguay (US\$ 6,009) and Argentina (US\$ 7,699, pre-crisis). In the cases of Spain and Portugal, the annual per capita GDP exceeded US\$ 10,000, showing that their social spending was several times higher than that of the Latin American countries.

As shown by the data, there are large differences in the macroeconomic priority which individual countries give to social spending. Some countries, such as El Salvador (3.9%), the Dominican Republic (5.7%), Honduras (6.3%), Venezuela (pre-crisis 6.3%), Guatemala (6.4%) and Mexico (6.8%) devote less than 7% of the GDP to PSE. The countries giving the highest priority to PSE are Brazil (29.1%), Uruguay (pre-crisis 25.6%), Argentina (pre-crisis, 21.9%), Colombia (19.8%), Panama (18.3%), Chile (17.8%), Bolivia (16.9%) and Costa Rica (15.7%). This notwithstanding, it should be pointed out that in Argentina (42.6%), Chile (47%), Brazil (54.8%) and above all in Uruguay (71.6%), a large part of social spending is dedicated to social security, something that generally benefits the higher income population.

In general, the preceding information shows that there is a positive correlation between increases in PSE and per capita GDP. This means to the extent that the size of the economy is larger or that economic growth increases, so too will per capita spending increase in the social sectors. The exceptions to this are Mexico, Peru and Venezuela, countries which in spite of having a considerable per capita GDP and being rather large economies, they nevertheless show low PSE. The studies done by ECLAC and UNDP regarding the relationship between economic growth and PSE indicate that the latter has a markedly pro-cyclical character that must be avoided in periods of recession or economic crisis. In other words, to guarantee sustainable gains in social service access and quality, the Ibero-American countries need to assign a high macroeconomic and fiscal priority to PSE, particularly during crisis periods or in times of low economic growth.

## 4.1. Methodological Aspects

The goals established by the Ibero-American Agenda are variable in nature. Some of them refer to educational access (early, primary and secondary), to maternal health and infant care services, to HIV/AIDS prevention and treatment, and to water and sanitation services. Others are related to making an impact on poverty reduction, infant and maternal mortality, and the various forms of abuse, violence, exploitation and discrimination that children in Ibero-American countries suffer. The Agenda also includes goals related to the institutional strengthening of penal justice systems and systems responsible for producing statistical data, as well as actions related to risk prevention for boys and girls who must confront both natural and humanly created disasters.

Estimating costs for many of these goals is not possible since they are the result of multicausal relationships where it is difficult to directly establish cause and effect relationships and their respective linkages to costs. In other words, it is not possible to easily estimate how much investment is necessary to reduce infant or maternal mortality, or to eliminate the worst forms of child labour, since the causes and organisational forms and management that determine efficiency and effectiveness in the use of resources are diverse and vary from country to country.

For that reason, this publication has only estimated the costs of those goals that can be expressed in terms of service coverage for which average unit costs have been established. These include services such as access to early, primary and secondary education, access of mothers and their children to care services during pregnancy, birth and post-partum, vaccination against immune-preventable diseases (BCG, OPV, DPT, Measles, Hepatitis B, Hib), treatment for illnesses of early childhood (acute respiratory infections, diarrhoea, fever, poor nutrition, anaemia), services of prevention, care and therapy for HIV/AIDS, and access to clean water supplies and sanitation (disposal of human waste).

Due to their nature, the cost of other goals of the Ibero-American Agenda such as emergency prevention, increased participation of adolescents, various forms of violence prevention, greater inclusion of disabled and special needs children, and the strengthening of penal justice systems were not estimated. This would only be possible by establishing quantifiable goals and carrying-out special studies to determine their corresponding cost structures. In Table 2, the relationship between the cost-calculated categories of coverage and the goals set by the Agenda are shown.

For the purposes of calculating the investment needs and gaps for each one of the coverage goals indicated in Table 2, three scenarios have been constructed for the period 2000-2010. The first is the "Historical Trend Scenario" which shows levels of expenditure and coverage that would be achieved if the trends of the 1990s were maintained. This scenario is compared with a second, "Desirable Trend Scenario" that shows the investment necessary for achieving the coverage levels of service established as goals.

# 4. Additional Investment Necessary to Achieve the Goals Agenda of the Ibero-American Plan of Action

In this way, the gap or additional investment effort needed for achieving each goal is calculated as the difference between the “Historical Trend Scenario” and the “Desirable Scenario.” A third, “Zero Growth Scenario” is also constructed to reflect the lost decade situation that many Ibero-American countries have suffered through during the last two years with near zero or even negative GDP growth rates<sup>12</sup>.

The elaboration of these scenarios has also taken into consideration parameters related to population growth and the share of governmental expenditures within the GDP. The example in the following table illustrates step-by-step how this estimate was calculated and Appendix 1 presents the details of the calculations made for each goal by country<sup>13</sup>.

It should be emphasised that given the large disparity that exists between these countries with respect to growth rates and the GDP share represented by public spending and social expenditure, the same methodology could be used by countries to construct other scenarios where different conditions and new parameters or macroeconomic goals are taken into consideration. For this reason, the estimates must be exclusively considered as comparative points of reference between countries in order to establish orders of magnitude concerning the resources needed to reach goals, without considering the greater or lesser efficiency, effectiveness or equity within resource allocation and utilisation for each country. This certainly implies that the various aspects of budget prioritising, costs for services relative to their quality, funding sources and mechanisms, among others, should be discussed in greater depth within the countries themselves.

12

*The simulations in the “Zero Scenario” were only made for Latin America by country (not for each group of goals). Furthermore, as has already been shown, the “Zero Growth Scenario” does not constitute a projection but rather a pessimistic simulation for purposes of comparison.*

13

*For interventions in the health sector (maternal, infant, HIV-AIDS), the average costs have been taken from estimates made by the Commission on Macroeconomics and Health (CMH), established by the World Health Organisation; the unitary costs for education (early, primary and secondary) for the Latin American countries were estimated for each country in a study done by the International Centre of Economic Policy for Sustainable Development at the Universidad Nacional de Heredia, Costa Rica; and the costs regarding coverage for water and sanitation services were taken from “Global Water Supply and Sanitation Assessment. 2000 Report,” conducted by the WHO and UNICEF. These costs and details of the references can be found in Appendix 1.*

## Categories of Coverage Costed

## Directly and Indirectly Related Agenda Goals

**Table 2**

## Service Coverage and Costing of Goals

1. Early childhood education (80% coverage to 2010)	Goal 3. Policies for early childhood development Goal 6. Coverage of services for children from 0-3 years and 3-6 years
2. Primary education (100% coverage, 2010)	Goal 7. Access to primary education
3. Secondary education (varies between 80% and 100% depending on the coverage established for each country)	Goal 9. Access to secondary education
4. Maternal and infant care, which includes interventions related to maternity (90% coverage to 2010)	Goal 4. Reduce infant mortality Goal 5. Reduce maternal mortality Goal 10. Reduce premature pregnancy
5. Infant care, which includes - Immunisation (90% coverage to 2010) - Childhood illnesses (90% coverage to 2010)	Goal 4. Reduce child and infant mortality
6. HIV/AIDS prevention, care and therapy (72%)	Goal 11. Reduce HIV/AIDS infections
7. Drinking water supply (93%)	Goal 4. Reduce infant mortality Goal 2. Improve nutritional levels Goal 19. Improve access to water and sanitation
8. Availability of basic sanitation (90%)	Goal 4. Reduce infant mortality Goal 19. Improve access to water and sanitation
Goals not included for costing	Goal 1. Reduce poverty by one-half by 2015 Goal 2. Universal birth registration Goal 8. Inclusion of disabled boys and girls Goal 13. Eradication of child labour Goal 14. Prevent, sanction and eradicate forms of violence Goal 15. Establish systems of juvenile penal justice Goal 16. Natural disaster prevention Goal 17. Create statistical information systems Goal 18. Right to participation

### Notes:

4. Includes: prenatal care, treatment of complications experienced during pregnancy, doctor assisted births, emergency obstetrical care, post-partum care (including family planning).
5. Includes: vaccination (BCG, OPV, DPT, Measles, Hepatitis B, Hib).  
Includes treatment for acute respiratory infections, diarrhoea, fever, poor nutrition, and anaemia, among others.
6. For more details on the procedures, see Appendix 1.

## Example of the Calculation of Investment Needed to Achieve the Goal of 100% Access to Primary Education in Guatemala

- The total cost of reaching the Goals for primary Education in Guatemala (or in any of the countries analysed) is calculated by multiplying the unit cost per student by the coverage desired to reach the Goal. This total cost changes year by year according to the demographic shifts that affect demand for this service.
- The unit cost for Guatemala - estimated by the International Centre of Economic Policy for Sustainable Development of the Universidad Nacional de Heredia, Costa Rica, beginning with the expenditures for this sector and coverage for students during the 1990s – was US\$ 157, which is equivalent to an expenditure of US\$ 259 million for year 2000.
- With this expenditure in the year 2000 (as a baseline starting point), a population of 83% of children, or 1.64 million boys and girls could be serviced. This means that there is a coverage gap in that year of 17% or 337,000 children. This gap in access continues to change from year to year due to demographic changes, but must reach 100% coverage by the year 2010 according to the Goal set by the Ibero-American Agenda.
- However, the country does not necessarily have the potential to finance the entire cost of reaching the Goal since it depends on the spending capacity in this sector which, in turn, depends on public expenditures in relation to Gross Domestic Product (GDP). In Guatemala's case, the share of primary education expenditures for the year 2000 was 10.1% of overall public expenditure and the relative share of public spending was equivalent to 13.4% of GDP. Average GDP growth reached 3.79% in the decade of the 90s, according to ECLAC.
- In this way, the gap in additional investment needed to reach the Goal of 100% coverage by 2010 was calculated on a year by year basis by the difference between what would be desirable to invest and what the country would be able to invest given GDP growth, the participation of public spending in the GDP, and the relative share which expenditures in primary education represents in total public expenditures. Also considering the changes in the population size of Guatemalan children who have a right to primary education, the desirable or necessary amount of investment in the year 2000 was US\$ 312 million, while what was actually invested was US\$ 259 million. This means that there was a gap of US\$ 53 million equivalent to 0.3% of GDP. By 2010, the desired investment would be US\$ 398 million and the investment made according to the historical tendency would be US\$ 376 million, which represents a gap of US\$ 22 million or 0.08 of GDP.

This calculation has been performed for the 19 Ibero-American countries for each year over the period of 2000-2010 and for each one of the Goals considered.

## 4.2. Results of the Estimates

### Global Analysis for Ibero-America - Historical Trend Scenario

In Table 3 and Graph 3, the gap and additional investment needed to reach the Goals for the 2000-2010 period can be seen as well as the proportion of GDP that they represent for Latin America. The results indicated that if the macroeconomic conditions of the past decade regarding economic growth and fiscal structure as well as the level of priority given to children and adolescents were all to continue, there would be an average annual gap of US\$ 24 billion in order to achieve coverage of the Goals, which signifies increasing the Historical Trend average investment in these Goal areas of US\$ 48 billion per year annually to US\$ 72 billion in the course of the decade. Due to the fact that the gaps in coverage targeted by the Goals will be decreasing throughout the decade as will the size of the population under 18 years of age, the needs for additional investment will also follow this downward tendency. As can be seen in Table 3, the additional investment of US\$ 25.6 billion needed in year 2000 will decrease to US\$ 21.9 billion in 2010, which corresponds to a decline from 1.32% to 0.86% of Latin American GDP in those respective years, as is shown in Graph 3.

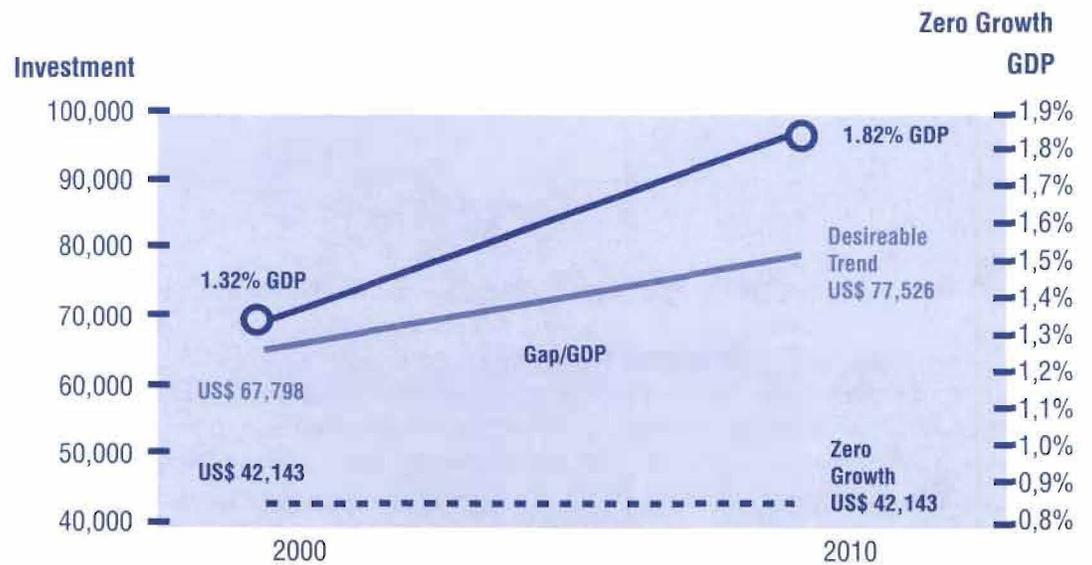
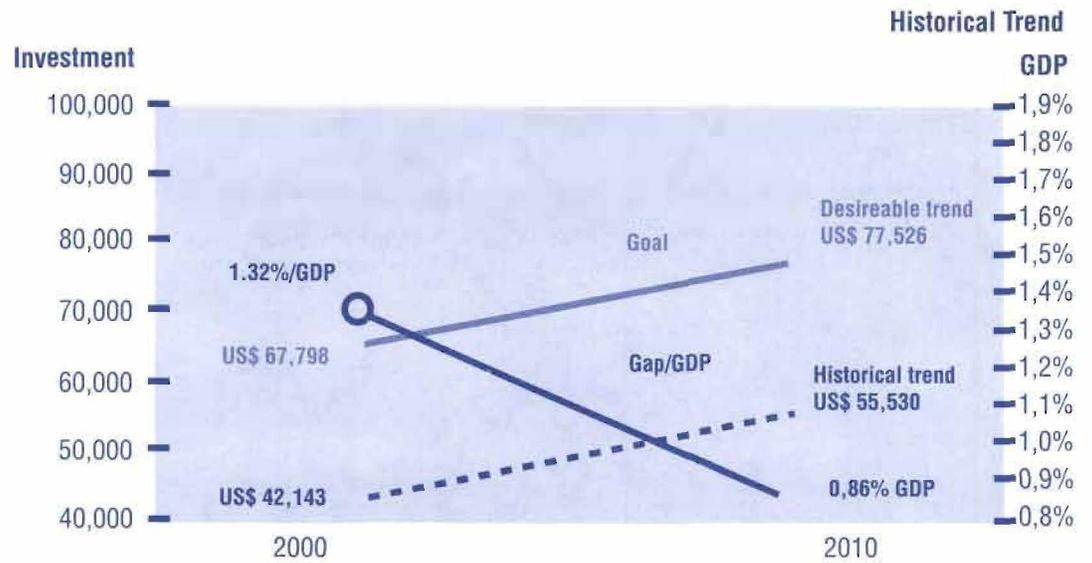
In general terms, this serves to show that there would exist an important difference between the effective domestic investment effort and the amount of investment actually needed to achieve said Goals. In other words, Ibero-America would have to increase the annual investment dedicated to each child from US\$ 258 to US\$ 384, representing an average annual increase of US\$ 127 or practically 50%. There is no doubt that increasing the additional investment by an average of 1% of GDP annually so as to achieve the Goals constitutes an enormous challenge in the present recessionary context and crisis in which some Ibero-American countries find themselves.

Years Scenarios	Historical Investment Trend	Zero Growth Investment	Desirable Investment to Achieve Goals	Gap with Historical Trend	Gap with Zero Growth	Gap/GDP (%)	
						with historical trend	With Zero Growth
2000	42,143	42,143	67,798	25,655	25,655	1.32	1.32
2001	43,308	42,143	68,709	25,401	26,566	1.27	1.36
2002	44,509	42,143	69,634	25,125	27,491	1.22	1.41
2003	45,746	42,143	70,571	24,825	28,428	1.18	1.46
2004	47,020	42,143	71,522	24,502	29,379	1.13	1.51
2005	48,333	42,143	72,487	24,154	30,344	1.08	1.56
2006	49,687	42,143	73,466	23,779	31,323	1.04	1.61
2007	51,082	42,143	74,459	23,377	32,316	0.99	1.66
2008	52,520	42,143	75,467	22,947	33,324	0.95	1.71
2009	54,002	42,143	76,489	22,487	34,346	0.90	1.76
2010	55,530	42,143	77,526	21,996	35,383	0.86	1.82
Average Ibero-Am./ year	48,534	42,143	72,557	24,022	30,414	1.18	1.56
Average per capita (US\$)	96	83	144	48	61		
Average per child (US\$)	258	223	384	127	161		

**Table 3**  
Investment and Gaps in Achieving Goals Ibero-American Countries. US\$ millions/year, 2000-2010

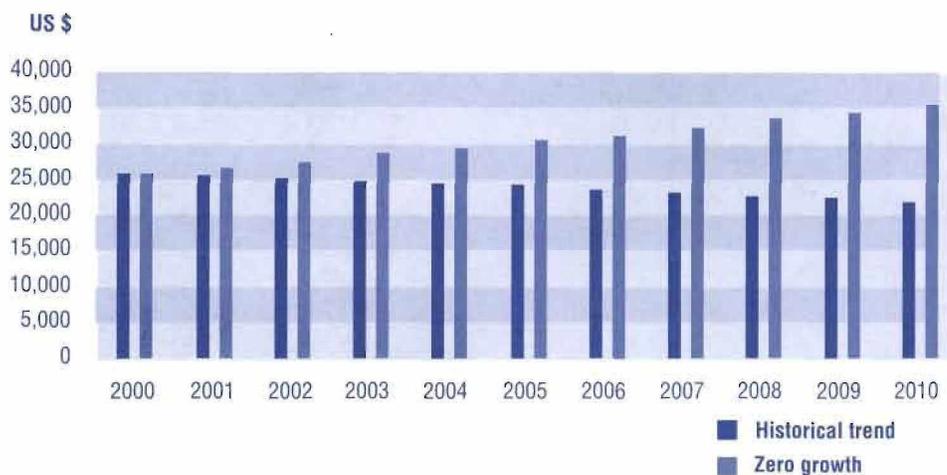
**Graph 3**

**Investment and Gaps for Achieving the Goals, in an Historical Trend Scenario. US\$ millions – Period 2000-2010**



## Zero Growth Scenario

Without a doubt, this gap should be much greater if one takes into consideration that the majority of the Ibero-American economies have had lower growth, ranging from nearly zero to negative rates during the 2000-2002 period.<sup>14</sup> Table 3 also shows this scenario in which an average growth rate beginning in the year 2000 is at zero or near zero. This would be a situation similar to that observed in the “lost decade” of the 1980s. In this case, the gaps tend to increase instead of decreasing as shown in Graph 4. In this scenario, the gap that was estimated at US\$ 25,655 million in 2000 using the Historical Scenario, or 1.3% of Ibero-American GDP, would become US\$ 35,383 million in 2010 or 1.82% of GDP.<sup>15</sup> In this case, the average investment gap for the period 2000-2010 for each boy and girl would increase by around a third, going from US\$ 127 to US\$ 161. It is certain that if the recessionary environment that has to a greater or lesser extent affected some countries in the region were to continue over the coming years, the achievement of Goals will become increasingly more difficult if measures are not taken, even in zero or negative growth conditions, to prioritise the public spending devoted to children.



**Graph 4**

**Gaps in Additional Investment: Historical Trend and Zero Growth Scenarios. US\$ million**

Although these estimates give a general idea of the joint effort that must be made in Latin America, differences between countries in the Region in terms of the size of their economies, economic growth rates, demographic trends, low levels of access to social services and the proportion of wealth devoted to public expenditures and social investment, are all reflected in the important disparities in additional investment needed to achieve the Goals. As also shown in Table 2, these estimates do not include the costs of meeting several of the Ibero-American Agenda Goals, so that the challenges and corresponding efforts needed to meet all of the Goals is even greater.

<sup>14</sup>

The Historical Trend Scenario is based on GDP growth rates for the past decade, which were quite favourable as they varied from between 1.87 (Cuba) and 5.82 (Dominican Republic). See Table 1, Appendix 1.

<sup>15</sup>

Using the model specified in Appendix 1, different growth rates and percentages assigned to each one of the sectors of public spending can be easily simulated to adapt them to the conditions of each country.

## Gaps by country for the Historical Trend Scenario and the Zero Growth Scenario

Table 4 shows the Ibero-American countries ordered by largest to smallest effort of additional investment or gap in relation to GDP for the years 2000 and 2010, assuming that they continue to grow either at the average rate of the 1990s or with zero growth. Considering the needs for additional investment in the year 2000 as the baseline or point of departure for this analysis, these countries can be classified into three groups:

- Countries with high need for additional investment (between 2.5% and 8% of GDP in 2000): Nicaragua (7.9%), Paraguay (7.3%), Guatemala (5.0%), Honduras (4.9%), Bolivia (4.0%), El Salvador (3.76%), Ecuador (2.6%) and Colombia (2.55%).
- Countries with medium or moderate need for additional investment (between 1% and 2.5% of GDP in 2000): Dominican Republic (2.42%), Costa Rica (2.15%) and Venezuela (1.84%, pre-crisis), Peru (1.66%) and Chile (1.08%).
- Countries with low need for additional investment (less than 1% in 2000): Brazil (1.0%), Argentina (0.96%, pre-crisis), Panama (0.96%), Mexico (0.95%), Uruguay (0.93%, pre-crisis), and Cuba (0.51%).

Among the countries in the first group, the additional effort is extremely significant since it represents a high percentage of their GDP and in some of these countries, it means increasing by more than 100% the amount currently being allocated to social expenditures. For example, Nicaragua in year 2000 allocated 12.1% of its GDP towards PSE, Colombia 19.8%, Bolivia 16.9%, Paraguay 9.4%, Guatemala 6.4%, Honduras 6.3%, and El Salvador 3.9%.

Although the effort is of lesser magnitude in the second group of countries, it is improbable that the average rates of growth used for calculating these gaps can be maintained throughout the decade. The same could be said for the third group of countries, among them Argentina and Uruguay, in which profound political and economic crises are being experienced along with drastic reductions in public spending, including social spending, and alarming increases in poverty levels where those most affected are children. As shown in Table 4, if economic growth continues at zero or near zero over the next coming years, the situation will become dramatically aggravated for those countries who are the furthest behind and who have high demographic growth rates such as Nicaragua, Paraguay, Guatemala, Honduras, Bolivia and El Salvador.

Countries	Historical Trend Gap/GDP (%)		Zero Growth Gap/GDP (%)	
	2000	2010	2000	2010
Nicaragua	7.99	6.41	7.99	12.02
Paraguay	7.29	4.86	7.29	11.16
Guatemala	5.04	4.12	5.04	7.11
Honduras	4.99	4.66	4.99	7.08
Bolivia	4.06	3.23	4.06	5.99
El Salvador	3.76	2.37	3.76	5.00
Ecuador	2.60	1.81	2.60	3.40
Colombia	2.55	2.27	2.55	3.53
Dominican Rep.	2.42	0.68	2.42	3.21
Costa Rica	2.15	1.25	2.15	3.03
Venezuela	1.84	1.19	1.84	2.63
Peru	1.66	0.91	1.66	2.29
Chile	1.08	0.29	1.08	1.35
Brazil	1.00	0.90	1.00	1.29
Panama	0.96	0.17	0.96	1.58
Argentina	0.96	0.81	0.96	1.29
Mexico	0.95	0.68	0.95	1.23
Uruguay	0.93	0.43	0.93	1.16
Cuba	0.51	0.01	0.51	0.60

**Table 4**

**Gaps (as % of GDP) for  
Achieving Goals in 2000  
and 2010  
Historical Trend Scenario  
and Zero Growth Scenario**

Source: Appendix 1.

Note: Countries ordered by gap from largest to smallest in the year 2000.

When these gaps are disaggregated according to groups of Goals, they display markedly different characteristics over the course of the decade, this due to their differential starting points or prior levels of achievement. Table 5 presents estimates of additional investment needed for each group of coverages costed out for year 2000 and those needed in year 2010. It should be noted that there are areas in which favourable results are anticipated, even to the point of reaching in year 2010 the investment level required to comply with the established goal. This is the case for the goals associated with primary education, drinking water, and sanitation.

There are three goals for which an appreciable magnitude of investment is needed. These are early child education, secondary education and HIV/AIDS. In fact, these three groups of programme activities represent 90% of the entire additional investment effort needed for the Goals which were analysed. The challenges for Ibero-America in the area of early child development are considerable. The rate of school attendance for children from 3 to 5 years of age in 1998 was barely at 48% and this coverage is concentrated in urban zones and in high socioeconomic levels. The scarce data which are available indicate that only Cuba, for year 1998, had an early education coverage from birth to age six of 99%. In Chile, coverage for children under two years of age only reached 3.5% and coverage from 2 to 3 years of age was 22.3%. Finally, in Colombia, education for children under age 6 reached only 23% coverage. Due to the poor level of prior achievements, the gap will tend to increase in global terms with important differences remaining between countries.

The investment efforts made in primary education over the last two decades have shown substantial progress in terms of increasing access to basic education in our Region. Although access to primary school in Ibero-America by school-aged boys

and girls was already high in the first half of the past decade, at 87% for males and females, this rate currently hovers around the 90% level, accompanied in nearly all countries by capacities at nearly 100%. At this level, the continuing challenge exists for improving the quality of educational programmes.

Although a small reduction is anticipated in the additional investment needed for secondary education between 2000 and 2010, the investment gaps remain significant throughout the entire period due to the low rates of net enrolment exhibited by some Ibero-American countries. According to 1999 data, the net rate of matriculation ranges from 33% in Guatemala to nearly 94% in Argentina. Countries such as Argentina, Uruguay, Cuba and Chile, with net enrolment rates above 80%, are well on their way to reaching universal secondary education within the time frame established for this Goal. They are followed by countries with averages above or close to 70%, such as Brazil, Colombia, Mexico, Panama and the Dominican Republic. Finally, the additional investment needed remains significant and extremely difficult to obtain in Guatemala, Costa Rica, Nicaragua, Paraguay and Venezuela, which have net matriculation rates of 60% or less.

One of the greatest challenges in terms of additional investment is HIV/AIDS, which in the last decade has spread widely and has caused the death of 22 million people worldwide, leaving behind at least 13 million orphans. It is estimated that there are 1.5 million people living with HIV/AIDS in Latin America and 420,000 in the Caribbean. The total number of orphans in the Region due to HIV/AIDS today reaches 560,000 (205,000 in Latin America and 354,000 in the Caribbean).<sup>16</sup>

**Table 5**  
**Additional Investment by**  
**Category of Costed**  
**Coverage,**

Goals	Gaps (US\$ million)		% of Total		% GDP	
	2000	2010	2000	2010	2000	2010
1. Early Education	13,466	14,692	52.6	67.6	0.69	0.58
2. Primary Education	712	-211	2.8	-1.0	0.04	-0.01
3. Secondary Education	7,882	7,214	30.8	33.2	0.4	0.28
4. Maternal-Infant Care	211	268	0.8	1.2	0.01	0.01
5. Infant Care	105	47	0.4	0.2	0.01	0
6. HIV/AIDS	1,799	1,988	7.0	9.1	0.09	0.09
7. Water	556	-455	2.2	-2.1	0.03	-0.02
8. Sanitation	923	-75	3.6	-0.3	0.05	0
<b>Total</b>	<b>25,654</b>	<b>23,468</b>	<b>100.211</b>	<b>107.924</b>	<b>1.32</b>	<b>0.93</b>

Source: Appendix 1

In general, the Region shows a diversity in the spread of the epidemic, with lower rates of prevalence compared to other regions, although the trend continues upwards. The incidence of the virus is considerably higher in the Caribbean than in Latin America. This scourge affects adolescents to a marked degree, given that half of all new cases occur among adolescents and young people between the ages of 15 and 24, and the average age of cases has gone down from 32 years of age in 1983 to 25 years of age in 1992. It is estimated that the greatest efforts in additional investment are needed in Brazil, Honduras, Panama and Guatemala.

<sup>16</sup>  
Data from UNAIDS for 2002.

Actions related to maternal and infant health care are shown to require investments of a lesser magnitude, with the tendency for the gap to progressively diminish over time. Goals related to maternal and infant care include access by mothers and children to health care services during pregnancy, birth and post partum, vaccination against immune-preventable diseases (BCG, OPV, DPT, Measles, Hepatitis B) and treatment of infant illnesses (acute respiratory infections, diarrhoea, fever, poor nutrition, anaemia). These require lesser amounts of additional resources due to advances registered over the last decade. In particular, the growth in immunisation coverage during the last twenty years should be emphasised. Thanks to this achievement, the incidence of diseases such as measles, whooping cough, polio and tuberculosis has been drastically reduced. The achievements have been spectacular in many countries and the average vaccination coverage has surpassed the Goal established at the World Summit for Children where a 90% coverage was proposed for the year 2000. Coverage above 90% puts Ibero-America among the most advanced regions in terms of immunisation, practically at the same level as the industrialised countries.

Nevertheless, countries like Nicaragua, Bolivia, Guatemala, the Dominican Republic and Colombia must make special efforts at prioritisation and investment, mainly to put health services aimed at reducing mortality rates within the reach of the rural population and in particular to indigenous communities. Once again, it must be noted that the national averages for indicators related to maternal and infant health conceal enormous geographical disparities as well as differences between socioeconomic groups, all of which must be considered in making budgetary allocations.

In summary, the areas of early childhood education as well as secondary education and HIV/AIDS are in need of decisive action aimed at improving the allocation of resources towards compliance with the established Goals. It has already been seen that economic growth according to the existing historical trend (which will probably not be repeated in the current decade) will be insufficient to transform these rights into a reality.

Starting with a general analysis of social spending and the requirements for additional investment to achieve set Goals, it can be seen that the social investment being made in the Ibero-American countries is substantially deficient. This can be explained by diverse macroeconomic and fiscal factors. On the one hand, the economies of these countries display a limited per capita income, which complicates the possibilities of raising revenues for the purpose of public expenditure. On the other hand, the fiscal capacity of governments in Latin America is highly limited. The fiscal load (tax income in relation to GDP) is low and regressive, above all when compared to the industrialised countries. This is worsened by the fact that the region must make significant interest and amortisation payments on their external debt, thus reducing even further the economic space for social investments. Military expenditures which in some countries of the Region are very large, operate in the same way, utilising resources that could otherwise be used to resolve problems in ample sectors of the population. In addition, this shortage of public resources is occurring at a time in which the countries of the region are experiencing a considerable reduction in the amount of official development assistance.

This situation of social investment reduces the possibilities of complementing the income that poor families receive through their own efforts. Social expenditure turns into an indirect income, which together with that obtained through employment in formal or informal activities, generates a total income for poor households. Social spending can come to represent an elevated percentage of non-monetary income for poor families. In this way, a doubly negative effect is produced when on the one hand, real family income falls, and on the other, the reduction of social spending limits the amount of complementary, indirect income. As a result, it is when families most need support on account of economic contraction that social spending also decreases, substantially affecting the provision of fundamental basic services. Thus, poor families are carrying a double burden due to lack of employment and income, at the same time that they must assume total responsibility for assuring the rights of their children. The Convention on the Rights of the Child assigns the greatest responsibility in this area to the state, which also has the obligation of creating the necessary conditions for families to be able to do their share.

Nevertheless, a majority of countries recovered and surpassed their prior levels of social spending over the course of the decade of the nineties, including even into ranges above those of the 1980s. This performance should be attributed not so much to economic recovery which has been uncertain and insufficient in various countries, but rather to a deliberate and shared policy of reinstating the pertinence of social spending on poverty reduction policies. Even as such, the regional level of social investment is still insufficient for complying with the goals that have been set. Additional efforts must therefore be made to improve fiscal conditions and the level of priority accorded to this type of public investment. Heads of government are conscious of the reduced volume of social spending and so they are trying to find solutions to increase it, to improve its efficiency, and to give it a redistributive character.

# 5.

## Strategies and Mechanisms for Improving the Funding Required for Reaching Established Goals

### 5.1 Improving the quality of social spending

Increasing social investment is important because it permits the expansion of human and material resources destined towards compliance with the established goals. However, it is also of fundamental importance to seek improvement in the quality of social expenditures and there are multiple dimensions where one can appreciate the importance of quality in social spending.

On the one hand, the quality of a service itself should be considered. This is associated with the capacity of human resources and the type of materials used in providing the service as well as the physical infrastructure. For example, it is desirable to increase educational spending so that children can receive a quality education that is associated with better trained teachers, adequate educational materials, and classrooms and laboratories of diverse types in conditions adequate for teaching and learning activities. As a result, it is important not only to safeguard increases in the public budgets dedicated to addressing the needs of children and adolescents, but also to control the composition of the expenditures which shows the types of investments actually being made. It is necessary to guarantee that an administrative expenditure is adequate to programme needs and at the same time, it is essential to have oversight regarding the relationship of salary expenditures with those of non-human resource expenditures. For example, it might be unwise, under certain circumstances, for salary expenditures to rise disproportionately in relation to material and infrastructure expenditures since this could result in a decline in the support resources for social services. Nevertheless, this does not imply that the salaries for teachers and other educational personnel directly involved with this service delivery should be cut.

On the other hand, quality can be related to equity in expenditures. There is no sense in increasing social spending so that the benefits of same become absorbed by the population sectors with the highest incomes. For that reason, it is also important to oversee the composition of expenditures from the viewpoint of its distribution across social sectors and geographical regions. Faced with the reality of scarce resources in the public sector, it is preferable to prioritise benefits so that they go to the poorest sectors of the population. Considering that levels of development and poverty are unequal in terms of their geographical distribution within a country, it is also essential that social expenditures be especially directed to the needs of less developed neighbourhoods and zones.

Finally, the quality of spending also has to do with the way in which it is allocated. *It is not the same for a group of officials at the central institutional level of government to decide how resources are to be used when the beneficiaries of the public services can better define the priorities and control the quality and efficiency in the use of those resources.* For this reason, some countries have developed processes that encourage the participation of the population both in the allocation of public spending as well as in its implementation.

### 5.2 Improving government funding capacities in the context of prioritising children

The size of public spending becomes a limitation in fulfilling goals since the global budgets of the public sector are very limited in their ability to address different

areas of activity. In that sense, it must remain clear that there is no sense in having a policy on the rights of children and adolescents without simultaneously considering a policy for redistributing income and combating poverty. Consequently, it is essential to make significant efforts in identifying sources of funding that are not regressive.

The establishment of a progressive tax policy could contribute to a better distribution of income towards the poorest sectors of the population and could generate innovative ways for raising funds and effectively reducing tax evasion. One way of resolving this problem consists of improving tax collection mechanisms while another can include increasing the amount of tax collection in order to provide greater resources for activities dedicated to children.

To the extent that a progressive orientation is operationalised, a policy of direct taxation should be established that is based upon peoples ability to pay. In this way, the mechanism of taxation-expenditure can be used as a redistribution instrument to the benefit of children. This means that resources could be obtained from those population sectors that are most able to pay taxes so as to allocate them to investment in activities that can allow for goal compliance.

This activity is fundamental for harnessing the fruits of economic growth on behalf of children. Economic growth is important for increasing the wealth available for providing society with greater resources to achieve its objectives. However, if specific mechanisms to help increase the benefits on behalf of children are not developed, growth can be experienced alongside of a declining situation for boys and girls. The only way to make growth compatible with respecting child rights is to collect incremental amounts of resources for use on behalf of this sector of the population. For that reason, the establishment of direct taxes and the channelling of these funds into programmes oriented towards fulfilling children's rights constitutes a means for countries to improve their capability for achieving these goals that cannot be postponed.

In this vein, the experience of educational spending growth per capita in the Dominican Republic and Chile is illustrative. Both countries experienced the greatest GDP growth in Ibero-America during the decade of the 1990s and managed to channel the fruits of that growth into health and education programmes by way of an improved tax load.

### **5.3 Guaranteeing equity in the allocation of resources**

Making more equitable investments in boys and girls constitutes a strategic tool for breaking the cycle of poverty and reducing inequality and discrimination. It was already mentioned that in Latin America and the Caribbean, the 20% of households with the highest incomes receive, on average, an income that is 17.8 times greater than that of the poorest 20% of the population. Considering that there exists a strong link between the level of educational attainment and future income earnings, guaranteeing universal access to integral early child development and basic education, as well as eliminating all of the barriers that prevent children at risk or those in vulnerable conditions from finishing their primary education, is one of the most efficacious policies for gradually reducing income inequalities.

Disparities in Latin American countries manifest themselves from multiple angles: a) between urban and rural sectors, in marked detriment to the latter; b) within the urban sector itself, with a growing process of marginalisation and exclusion; c) by geographic and economic regions, to the detriment of traditional production sectors; d) between men and women, in favour of the former; and e) by age groups, in which children and elderly adults experience enormous disadvantages within the confines of each household. The ownership of physical and educational assets, access to employment by the male or female head of household or by income contributors, and the quality of that employment, are all factors that clearly separate those who have them from those who do not. In this manner, the intergenerational transmission of poverty is maintained in a way that fundamentally affects young boys, girls and adolescents.

Moreover, growing differences are generated between those having access to employment, based on the number of years of schooling these employees have, and are reflected in the salary spread in which differential abilities are compensated. Disabilities, ethnic and cultural differences, and geographic isolation are results and at the same time causes of a poverty that increasingly separates these marginalised and traditional groups from those better situated in dynamic and competitive sectors of an economy.

Access to the basic services which governments provide follows patterns of disparity similar to those of family incomes, this in spite of the fact that the majority of administrations try to implement universal social policies, above all in health and basic education. There are important components of social spending that do not necessarily favour the lower income sectors of the society, but rather more often flow to middle and upper level strata. One clear example of this is are social security programmes that in some countries represent up to two-thirds of the PSE.

Usually, budgetary allocation policies tend to benefit the capital cities and to a lesser degree secondary cities, because the best and greatest number of health and educational facilities are concentrated in those areas, even though the urban poor do not always have access to these services. In the same way, the social security institutions of some countries preferentially cover urban salaried workers and agricultural producers in the modern sector, frequently not even extending to their children, while the traditional rural population remains consistently excluded. In the best of cases, small rural clinics or basic health centres as created by the health ministries can be found, sometimes linked to governmental anti-poverty programmes, almost always within the framework of enormous budgetary restrictions, and with a limited quality and quantity of human resources. The same occurs with respect to the possibilities for providing basic services of drinking water and sanitation to communities dispersed among the outlying areas. Some countries have made important progress in this regard but in any case remains insufficient given the magnitude of needs.

In this context of acute disparities, the principle of equity does not imply distributing to everyone equally because given that the starting points are so differentiated, existing disparities would be maintained. It signifies, on the contrary, a priority aimed at benefiting the most dispossessed and vulnerable with the objective of trying to establish an equality of opportunities. In addition, it means revising those public policies that foster disparities, among these, employment policies. These changes of focus on the problem imply a need to design social policies in a manner such

that it guarantees the rights of children and adolescents, rather than just accepting that social policy is made up of economic policies without a human face.

## **5.4 Seeking the most efficient use of resources**

The provision of additional resources does not necessarily translate into benefits for children and adolescents. There are problems in public administration that must be overcome. In this sense, improvements in administration are necessary in order to ensure efficiency, avoid duplication and the overlapping of efforts and programmes. In many countries of the Region, even when significant levels of social spending exist, including relatively high levels of per capita social expenditures, their results in terms of real impact resolving problems are highly deficient. It is necessary, moreover, to increase efficiency in the budget allocation process by way of a system that introduces incentives for successful programmes and which penalises those that are not. It is also indispensable to introduce mechanisms for transparency in the administration of social spending, with the objective of ensuring that it effectively reaches its beneficiaries, avoiding the occurrence of leakage and/or diversion of resources. If greater confidence is obtained from the contributors, this tends to have the positive effect of increasing fiscal collections.

There should exist a constant concern for guaranteeing that resources effectively reach boys and girls. For this, it is important to improve budgetary systems towards the end of allocating resources based on results rather than on historical inertia. In the case of children, having a clear definition of goals at the onset stimulates the allocation of resources by results, and these can be formulated based upon said goals.

This also presupposes the advancement of reforms in the systems of resource management so as to allow for a decentralised administration, taking advantage of the capacity for management that exists at local levels. In this sense, the allocation of resources directly to schools and the participatory processes of municipal budget formulation being implemented in Brazil are good examples. One aspect in the development of a new style in public administration is the participation of beneficiaries in the public activities of allocation, supervision and evaluation of resources. To make participation a reality, decentralisation processes have assigned greater responsibility to local decision-making levels in the implementation of public budgets.

In this manner, the concept of control changes its emphasis from monitoring on the part of central offices of public entities to one where the first level of control and probably the most effective one, rests in the supervision provided by people directly interested in the results of public administration. Thus, budgetary design becomes increasingly results-based oriented.

## 5.5 Promoting private sector and NGO participation on behalf of children

With the reduction in scope and size of the public sector, the organisations of civil society and the private sector have acquired growing importance with respect to economic and social development and they have a fundamental role to play in terms of the allocation of social expenditures.

Non-governmental organisations (NGOs) show ample experience in providing services that contribute towards guaranteeing fulfilment of the rights of children and adolescents. These are organisations that possess great capacity for innovation and that have the administrative flexibility necessary for allowing them to design new solutions to problems that have been long postponed, turning them into pilot projects for governments to replicate. These same NGOs have entered into the field of rights, educating the larger society in terms of human rights, denouncing their violations, and ultimately, together with other civil society organisations, help exercise the functions of citizen oversight.

Although it is beyond doubt that the entrepreneurial sector must receive profits that justify and motivate their investments, it is also feasible to insist that this sector embrace the modern concept of corporate citizenship and social responsibility. The socially responsible enterprise, in addition to keeping traditional financial books, should also keep environmental books with respect to the natural resources they consume and the wastes they produce as well as social books that ensure that the community, especially children and adolescents, can obtain the benefits that they deserve from their management and that they not be harmed by it. Based on this initial concept, the approach of "The Child and Adolescent Friendly Enterprise" can be encouraged as part of the notion of social citizenship. During the UN Special Session on Children, private enterprise gave ample demonstration of its commitment to children by its presence and participation in numerous alliances with multiple organisations and private foundations that finance global programmes in the area of immunisation, nutrition and the struggle against HIV/AIDS, among others.

Given that children represent an important segment of consumers, particularly for the food, textile, clothing and recreation industries, companies must suspend practices that promote gender discrimination and violent behaviour since they do not foster solidarity and peace, but instead produce irreparable damage to children, adolescents and the larger society. In this sense, both corporations as well as information and communications media have a special responsibility to respect, protect and guarantee the rights of children.

With respect to the international private finance sector, it is worth emphasising that speculative investments which seek the greatest gain in the shortest possible time period generates enormous social costs for recipient countries. It is therefore indispensable in this field to help bring about a new, international financial architecture that promotes a concept of production oriented towards creating work with dignity and respect for human rights among recipient peoples. Consequently, it is their obligation to avoid trying to improve the country's risk rating by placing children at greater risk. There is no investment or associated profit that can justify postponing the human interests of broad sectors of the Region's population.

## 5.6. Improving external sources of support

As previously mentioned, tax collection in the Ibero-American countries must be improved so as to help comply with children's rights as well as to take optimum advantage of the resources dedicated towards achieving the established goals. The governments of each country are the entities principally responsible for implementing strategies and policies that lead to these ends. Nevertheless, among those countries with the greatest incomes, there exists an awareness of their moral duty to support those countries that are the farthest behind in terms of social development.

The most advanced countries have provided support for social investment through different types of aid. Nevertheless, once the calculation is done for the cost of reaching goals, it remains clear that there exists a gap in the capacity for mobilisation of domestic resources and those countries with greater income must provide additional support to achieve these goals in places such as the Ibero-American countries. We are not talking about substituting for domestic, national efforts which provide the foundation for respecting the rights of children, but about complementing those efforts with the aim of reducing the time needed to achieve these goals. *With this end in mind, the Monterrey Consensus, created out of the 2002 presidential summit held in that city, reaffirmed the goal of assistance for social development at the level of 0.7% of GDP that should be assumed by all of the more developed countries. At present, only some European countries, among them Norway, Sweden, Holland and Denmark are in compliance with this goal.*

Commercial trade relations should moreover be improved between the most advanced countries and the poorest ones so that the latter can retain more of the wealth which they generate through a fairer system of exchange. In the same vein, a change should be made in the way that the existing balances of external debt are handled for the poorest nations. Excessive debt and service payments reduces the budgetary means available for achieving goals. *Therefore, mechanisms such as debt forgiveness and debt swap conversions, among others, must be sought out so as to reduce the outstanding debt balance. These mechanisms should especially favour countries with the least per capita income and with the greatest gaps in coverage in order to reduce the large rift separating them from the most advanced countries.*

## 6. Final Considerations

The estimates and analysis regarding the investments needed to address the goals of the Ibero-American Agenda clearly show that their achievement, among other factors, are conditioned by a greater and more equitable allocation of locally generated resources.

In this sense, it is important to guarantee favourable macroeconomic and fiscal conditions as well as the adoption of results-oriented management methods that enable the optimal use of those resources obtained. In this context, the commitment of leaders to respect the rights of children and adolescents requires a domestic effort aimed at improving the existing fiscal structure along with an adequate budgetary allocation for achieving the established goals. In the context of fiscal adjustment, it is necessary to guarantee that investment in children is not negatively affected. Commitment to child rights can be maintained even within the context of structural adjustment through mechanisms such as budgetary protection clauses for basic social spending and/or social pacts that permit the sustaining of necessary investment levels for children, mainly for those groups that are most vulnerable and/or excluded.

The allocation of resources to comply with goals is a complex process that depends upon factors of a diverse nature. It is important for that reason that the process be based on a funding strategy that combines macroeconomic aspects with microeconomic factors. On the macroeconomic level, it is important to maintain growth along with stable fiscal practices. But economic growth alone is not sufficient to fulfil the commitments established for making the rights of children and adolescents a reality. For that, it is necessary to implement a fiscal policy that fully assumes the rights of boys, girls and adolescents as a fundamental aspect in designing mechanisms of revenue collection as well as for defining the profile for public spending.

In this sense, the establishment of adequate priorities for the social sectors at the moment of allocating resources acquires a special significance, principally for health, nutrition, drinking water, basic sanitation and education at all of its various levels. At the microeconomic level, the efficient and effective use of resources is sought. An expansion of resources does not necessarily translate into benefits for the population. To achieve this, it is necessary that the public sector operate with more equitable policies and with the participation of various actors, incorporating new results-oriented methods of management. National and sub-national action plans in favour of child rights have proven themselves to be excellent instruments of public policy when they are linked to the public budget.

In summary, investment in Ibero-American children poses important challenges that cannot be overcome if the investment trend observed in the last decade is maintained. In addition to the need for establishing a greater priority for children in the allocation of public resources, it is essential to develop more efficient, equitable and participatory mechanisms for the implementation and social oversight of public spending. Breaking the vicious cycle of poverty that begins in childhood and which is passed down from generation to generation is possible through investment in children over the medium term. For this to happen, the political will of governments and the participation of civil society, of non-governmental organisations, and of the private sector, among others, are fundamental.

## Appendix 1

### Details of the methodology used for estimating the costs of goals

This appendix describes the methodology used to estimate the necessary investment and gaps for achieving the goals under different scenarios. It is worth pointing out once again that not all of the goals were cost estimated, basically because some of them are the result of multidimensional causes that are difficult to quantify. It is important to indicate that due to limitations of space in this appendix, the detailed, country by country estimates for each goal are not presented. However, by way of exemplifying how these estimates were carried out, the calculations performed for Latin America as a whole are presented. The details of the estimates are to be found on Excel spreadsheets and are on file with the Ibero-American Co-operation Secretariat and TROIKA.

#### 1. Calculation of investment for meeting the goals

The total cost for a goal is calculated in the following manner:

$$TC_{\text{goal}} = CP_{\text{sec}} * POP_{\text{goal}} \quad 1$$

where:

$TC_{\text{goal}}$  : total cost of a goal

$CP_{\text{sec}}$  : cost per person, recipient of the related sector (unit cost)

$POP_{\text{goal}}$  : target population

Knowing the unit cost and the recipient population, according to equation 1, we can calculate the total cost of the goals. Nevertheless, there is one additional aspect that must be defined in order to have a precise idea of what is going to be calculated. It can be expected that the established goal can be achieved over time, rather than immediately. Consequently, the total cost to be calculated acquires the character of a “mobile” datum since the target population changes over the course of time.

The target population can be projected in the following manner:

$$POP_{\text{goal}^{t+n}} = POP^t (1 + \delta_p)^n \quad 2$$

where:

$POP_{\text{goal}^{t+n}}$  : target population in the year t+n

$POP^t$  : target population in the initial year t

$\delta_p$ : target population growth rate

n: period of projection (in years)

However, countries do not necessarily have the potential to finance the entire cost of the goal. This depends on their capacity for domestic spending. The domestic spending for any social sector can be projected using the following equation:<sup>1</sup>

$$S_{\text{sec}} = \beta \varphi \text{GDP}^t (1 + \delta_{\text{GDP}})^n \quad \mathbf{3}$$

where:

$S_{\text{sec}}$ : internal spending by sector

$\beta$ : participation of public spending in the GDP

$\varphi$ : participation of spending in the sector of total public spending

$\text{GDP}^t$ : gross domestic product for the initial year  $t$

$\delta_{\text{GDP}}$ : annual growth rate of GDP

With such spending, the country can service a quantity of people in the population according to the following:

$$\text{POP}_{\text{at}} = S_{\text{sec}} / \text{CP}_{\text{sec}} \quad \mathbf{4}$$

where:

$\text{POP}_{\text{at}}$  : population serviced

This population serviced can be defined as the population that has effectively benefited according to the historical trend of sectoral spending.

According to the above, the gap between meeting the cost of the goal and domestic spending according to historical trend can be established:

$$\text{Gap} = \text{TC}_{\text{goal}} - S_{\text{sec}} \quad \mathbf{5}$$

The amount of this gap is the quantity of additional investment that a country must make in order to achieve the goal. It becomes useful to divide this gap by the GDP in order to have an idea of the magnitude of effort needed. The parameters for simulation are presented in the following table.

1

*Taken from Francisco Esquivel:  
Assigning education resources in Latin  
America: A proposal for an integrated  
method for studying it. International  
Centre of Economic Policy for  
Sustainable Development, Universidad  
Nacional de Heredia, Costa Rica,  
June 2002.*

**Table 1**  
**Projected Macroeconomic Parameters**

	Annual Growth in GDP	Annual Growth in Population	Participation of Government Spending in GDP
Argentina	2,39	1,08	32,20
Bolivia	3,03	2,01	28,50
Brazil	2,46	1,14	34,77
Colombia	2,04	1,53	42,25
Costa Rica	4,01	1,77	38,98
Cuba	1,87	0,26	...
Chile	5,14	1,10	23,95
Ecuador	3,39	1,55	17,80
El Salvador	3,85	1,61	15,93
Guatemala	3,79	2,46	13,42
Honduras	2,65	2,24	21,57
Mexico	2,57	1,25	15,56
Nicaragua	3,51	2,38	34,32
Panama	3,19	1,27	50,26
Paraguay	4,19	2,34	16,02
Peru	3,43	1,40	17,75
Dominican Rep.	5,82	1,46	16,62
Uruguay	2,27	0,66	31,45
Venezuela	3,28	1,65	23,06

*GDP growth is the average of the last decade reported by ECLAC. Population growth is the forecast of demographic growth made by CELADE. The data on participation of government spending corresponds to 1999 values, according to ECLAC.*

## 2. Unit Cost of Education Goals

The unit cost of education services can be calculated in the following manner: <sup>2</sup>

$$CP_{edu} = ( 1 / S/T ) \text{ Salary} + \text{Others} \quad \mathbf{6}$$

where:

S/T: students per teacher

Salary: teacher's salary

Others: Other costs

Education is a labour-intensive service, specifically with respect to the activity of teaching. Therefore, the larger portion of the cost of educational services is to be found within the classroom. It is considered that between 75% and 85% of the unit cost can be imputed to this factor, depending on the educational level under study<sup>3</sup>. From there, equation 6 describes the role of the teaching component in unit costs. The first component on the right part of that equation allows for calculation of costs attributable to the factor of

<sup>2</sup>  
*The mathematical demonstration of this equation is found in Francisco Esquivel: Assignment of educational resources in Latin America: a proposal for an integrated method for its study. International Centre of Economic Policy for Sustainable Development, Universidad Nacional de Heredia, Costa Rica, June, 2002.*

<sup>3</sup>  
*See work cited by Esquivel.*

teaching. This is the result of two aspects. On the one hand is the productivity of the teacher as a human resource that is expressed in relation to the number of students per teacher (S/T). As can be seen in the cited equation, an increase in S/T reduces the unit cost, and inversely, a reduction in this indicator, results in increased unit costs<sup>4</sup>. The other factor is the price of the resource used, in this case, the salary of the teacher.

The component "Others" must include aspects such as other salary components (administration in the educational institution, regional and national level administration) educational subsidies, and investment in infrastructure and equipment.

The parameters used for projection are as follows (the average cost -AC- expressed in US\$):

The salary cost used was taken from the study done for Costa Rica. Said cost was adjusted based on the average income difference for salaried employees for each country in relation to Costa Rica. The data for the students per teacher ratio corresponds to the information of each country for 1999, or nearby years, according to ECLAC. The factor of "Others" was estimated based on the mentioned study on Costa Rica.

Countries	Early		Primary		Secondary	
	AC	% GE	AC	% GE	AC	% GE
Argentina	723	0,67	-	-	1.471	4,42
Bolivia	228	1,96	-	-	309	9.77
Brazil	269	0.19	-	-	403	2.8
Colombia	273	0.44	293	3.53	409	3.69
Costa Rica	438	0.48	401	3.51	694	2.17
Cuba	247	-	-	-	586	-
Chile	453	0.66	339	2.21	561	2.59
Ecuador	107	0.73	-	-	179	5.14
El Salvador	304	2.13	235	9.58	542	8.85
Guatemala	242	2.41	157	10.11	530	5.05
Honduras	163	0.93	122	10.34	186	3.40
Mexico	393	1.34	-	-	534	4.84
Nicaragua	167	2.87	121	10.91	190	5.78
Panama	507	2.47	-	-	850	3.98
Paraguay	274	1.84	339	24.13	780	20.18
Peru	247	2.33	-	-	414	8.24
Dominican Rep.	325	1.23	217	6.51	290	7.60
Uruguay	592	0.69	697	3.44	992	3.65
Venezuela	494	1.37	555	6.18	827	3.58

**Table 2**

**Average Cost (US\$) and Participation in Governmental Expenditures (%GE) of Early, Primary and Secondary Education of Ibero-American Countries**

<sup>4</sup> There are two factors that influence the behaviour of S/T: the size of the group or section of students and the workload (or number of sections assigned to the teacher). See the work cited by Esquivel to go deeper into this topic.

### 3. Unit cost for health goals

The Commission on Macroeconomics and Health (CMH), organised by the General Director of the WHO, studied goals similar to those contemplated by this document in the form presented in the Millennium Goals, identifying a combination of services that are considered necessary for achieving these aspirations. In the following tables is the definition of the actions and goals for coverage that are necessary in the judgement of the CMH to achieve the proposed objectives.

**Table 3**  
**Costed Interventions in the Area of Health**

Area of Intervention	Nature of the Interventions
Interventions related to Maternity	<ul style="list-style-type: none"> <li>• Prenatal care</li> <li>• Treatment of complications during pregnancy</li> <li>• Doctor assisted Births</li> <li>• Emergency obstetrical care</li> <li>• Post-partum care (includes family planning)</li> </ul>
Interventions related to Childhood illnesses (Immunisation)	<ul style="list-style-type: none"> <li>• Vaccination (BCG, OPV, DPT, Measles, Hepatitis B, HiB)</li> </ul>
Interventions related to Childhood illnesses (Treatment of childhood illnesses)	<ul style="list-style-type: none"> <li>• Treatment for various conditions (acute respiratory infections, diarrhoea, causes of fever, poor nutrition, anaemia)</li> </ul>
HIV/AIDS prevention	<ul style="list-style-type: none"> <li>• Youth focused interventions</li> <li>• Interventions with sex workers and their clients</li> <li>• Social marketing and condom distribution</li> <li>• Interventions in the workplace</li> <li>• Strengthening systems for blood transfusion</li> <li>• Counselling and voluntary testing</li> <li>• Prevention of mother to child transmission</li> <li>• Mass media communications campaigns</li> <li>• Treatment for sexually transmitted diseases</li> </ul>
HIV/AIDS care	<ul style="list-style-type: none"> <li>• Palliative care</li> <li>• Clinical management of opportunistic infections</li> <li>• Prevention of opportunistic infections</li> </ul>
Highly active anti-retroviral therapy for HIV/AIDS	<ul style="list-style-type: none"> <li>• Providing highly active anti-retroviral therapy</li> </ul>

In each age group, there are different goals for service coverage in accordance to the nature of the actions to be carried out and the current situation.

The CMH made estimates of cost per person for the activities focused on for each group of the population (cited previously). These calculations are taken

up again here and used for the respective estimates. The best quality service option was selected for adoption by the CMH.

Countries	Maternal Improv.		Infant Improv.		HIV-AIDS		Water		Sanitation	
	AC	%GE	AC	%GE	AC	%GE	AC	%GE	AC	%GE
Argentina	2	0.02	9	0.03	6	0.03	14	0.46	16	0.55
Bolivia	2	0.19	9	0.40	6	0.25	14	4.01	16	3.72
Brazil	2	0.05	9	0.06	6	0.06	14	1.04	16	1.02
Colombia	2	0.07	9	0.11	6	0.09	14	1.61	16	1.68
Costa Rica	2	0.04	9	0.06	6	0.05	14	0.92	16	1.00
Cuba	2	-	9	-	6	-	14	-	16	-
Chile	2	0.05	9	0.07	6	0.06	14	1.22	16	1.40
Ecuador	2	0.30	9	0.48	6	0.38	14	5.34	16	4.93
El Salvador	2	0.17	9	0.30	6	0.21	14	3.18	16	3.96
Guatemala	2	0.23	9	0.56	6	0.32	14	5.88	16	6.03
Honduras	2	0.27	9	0.60	6	0.37	14	6.60	16	6.28
Mexico	2	0.06	9	0.10	6	0.08	14	1.36	16	1.28
Nicaragua	2	0.33	9	0.76	6	0.44	14	7.01	16	8.29
Panama	2	0.03	9	0.05	6	0.04	14	0.71	16	0.85
Paraguay	2	0.24	9	0.49	6	0.32	14	5.06	16	6.75
Peru	2	0.15	9	0.25	6	0.20	14	3.03	16	3.32
Dominican Rep.	2	0.15	9	0.22	6	0.18	14	2.88	16	2.87
Uruguay	2	0.03	9	0.04	6	0.04	14	0.75	16	0.80
Venezuela	2	0.05	9	0.08	6	0.06	14	1.05	16	1.03

**Table 4**

**Average Cost (AC-US\$) and Participation in Governmental Expenditures (%GE) for Health Activities in the Ibero-American Countries**

*Given the above, the projection parameters used can be seen in this table (average cost - AC- expressed in US\$). The information on water and sanitation costs were taken from "Global Water and Sanitation Assessment. 2000 Report", by WHO and UNICEF.*

#### **4. Investments Needed under the Historical and Desirable Scenarios**

Based on the unit costs observed, in the proportion of sector expenses to total governmental expenditures, and the parameters of Table 1 (applied in the respective formulas), the following table shows the investments needed under the Historical and Desirable Scenarios, as well as the goals for effective coverage and those desired for all of Latin America.



**Goal: INFANT CARE****Simulation (in millions of 2000 US\$ dollars)**

	2000	2001	2002	2003	2004
Cost					
Historical Scenario	417.4	429.1	441.3	453.8	466.7
Desirable Scenario	522.5	529.7	537.1	544.5	552.0
Gap	105.2	100.6	95.8	90.7	85.3
Gap / GDP	0.01%	0.01%	0.00%	0.00%	0.00%

**Goal: HIV-AIDS****Simulation (in millions of 2000 US\$ dollars)**

	2000	2001	2002	2003	2004
Cost					
Historical Scenario	359.8	369.8	380.2	390.8	401.7
Desirable Scenario	2,158.9	2,187.4	2,216.2	2,245.5	2,275.2
Gap	1,799.1	1,817.5	1,836.1	1,854.7	1,873.5
Gap / GDP	0.09%	0.09%	0.09%	0.09%	0.09%

**Goal: WATER****Simulation (in millions of 2000 US\$ dollars)**

	2000	2001	2002	2003	2004
Cost					
Historical Scenario	6,149.2	6,319.6	6,495.2	6,676.0	6,862.3
Desirable Scenario	6,705.3	6,793.8	6,883.5	6,974.4	7,066.7
Gap	556.2	474.1	388.3	298.4	204.4
Gap / GDP	0.03%	0.02%	0.02%	0.01%	0.01%

**Goal: SANITATION****Simulation (in millions of 2000 US\$ dollars)**

	2000	2001	2002	2003	2004
Cost					
Historical Scenario	6,272.9	6,435.9	6,603.9	6,777.1	6,955.5
Desirable Scenario	7,196.3	7,291.2	7,387.5	7,485.0	7,584.0
Gap	923.4	855.3	783.5	708.0	628.5
Gap / GDP	0.05%	0.04%	0.04%	0.03%	0.03%

2005	2006	2007	2008	2009	2010
480.0	493.7	507.8	522.3	537.3	552.8
559.7	567.5	575.3	583.3	591.5	599.7
79.7	73.8	67.6	61.0	54.2	46.9
0.00%	0.00%	0.00%	0.00%	0.00%	0.00%

2005	2006	2007	2008	2009	2010
413.0	424.6	436.6	448.9	461.6	474.7
2,305.3	2,335.9	2,366.9	2,398.3	2,430.1	2,462.5
1,892.3	1,911.3	1,930.3	1,949.4	1,968.5	1,987.7
0.08%	0.08%	0.08%	0.08%	0.08%	0.08%

2005	2006	2007	2008	2009	2010
7,054.1	7,251.7	7,455.3	7,665.1	7,881.2	8,103.9
7,160.3	7,255.2	7,351.4	7,449.1	7,548.1	7,648.5
106.2	3.5	-103.9	-216.0	-333.1	-455.4
0.00%	0.00%	0.00%	-0.01%	-0.01%	-0.02%

2005	2006	2007	2008	2009	2010
7,139.5	7,329.1	7,524.7	7,726.3	7,934.2	8,148.6
7,684.4	7,786.2	7,889.5	7,994.2	8,100.5	8,208.2
544.9	457.1	364.8	268.0	166.3	59.6
0.02%	0.02%	0.02%	0.01%	0.01%	0.00%

**TOTAL OF GOALS - HISTORICAL GROWTH SCENARIO (In millions of 2000 US\$ dollars)**

	2000	2001	2002	2003	2004	2005	2006	2007	2008	2009	2010
Cost											
Historical Scenario	42,143.3	43,308.5	44,508.9	45,745.7	47,020.1	48,333.4	49,686.8	51,081.8	52,519.7	54,002.0	55,530.2
Desirable Scenario	67,798.4	68,709.4	69,633.6	70,571.1	71,522.2	72,487.1	73,466.1	74,459.2	75,466.8	76,489.1	77,526.3
Gap	25,655.1	25,400.9	25,124.7	24,825.4	24,502.1	24,153.8	23,779.3	23,377.4	22,947.1	22,487.1	21,996.1
Gap / GDP	1.32%	1.27%	1.22%	1.18%	1.13%	1.08%	1.04%	0.99%	0.95%	0.90%	0.86%
<b>GIP</b>	<b>194,861,408</b>	<b>202,164,8218</b>	<b>209,956,400</b>	<b>218,286,688</b>	<b>227,213,456</b>	<b>236,803,043</b>	<b>247,132,017</b>	<b>258,289211</b>	<b>258,289,211</b>	<b>270,378,294</b>	<b>283,520,995</b>

**TOTAL OF GOALS - ZERO GROWTH SCENARIO (in millions of 2000 US\$ dollars)**

	2000	2001	2002	2003	2004	2005	2006	2007	2008	2009	2010
Cost											
Zero Growth Scenario	42,143.0	42,143.0	42,143.0	42,143.0	42,143.0	42,143.0	42,143.0	42,143.0	42,143.0	42,143.0	42,143.0
Desirable Scenario	67,798.4	68,709.4	69,633.6	70,571.1	71,522.2	72,487.1	73,466.1	74,459.2	75,466.8	76,489.1	77,526.3
Gap	25,655.4	26,566.4	27,490.6	28,428.1	29,379.2	30,344.1	31,323.1	32,316.2	33,323.8	34,346.1	35,383.3
Gap / GDP	1.32%	1.36%	1.41%	1.46%	1.51%	1.56%	1.61%	1.66%	1.71%	1.76%	1.82%
<b>GIP</b>	<b>194,862,408</b>										

Population of children under 18 years of age - Average, Period 2000-2010 188,116,280

Average Annual Investment (US\$ millions) - Historical Scenario, Period 2000-2010 48,534.6

**US\$ average annual per child - Historical Scenario 258.0**

Average Annual Investment (US\$ millions) - Zero Growth Scenario, Period 2000-2010 42,143.0

**US\$ average annual per child - Zero Growth Scenario 223.0**

Average Annual Investment (US\$ millions) - Desirable Scenario, Period 2000 - 2010 72,557.2

**US\$ average annual per child - Desirable Scenario 384.0**

## **APPENDIX 2**

### **Goals and Strategic Actions for the Ibero-American Plan of Action for Children**

## Goals/Strategic Actions of the Ibero-American Agenda

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### **Goal 1:**

**To reduce poverty and extreme poverty (indigence) by one-half by year 2015.**

### **Strategic Actions:**

1. Place special emphasis on the rights and needs of children, adolescents, women and other at-risk groups in vulnerable or disadvantaged situations.
2. Approve, execute and evaluate integral strategies for reducing poverty as well as disparities and existing social, economic, geographic, cultural, ethnic, gender, civil and political gaps. Especially focus on implementing employment and labour training policies that guarantee men and women access to productive work under conditions of freedom, fair compensation, equity, security and human dignity.
3. Promote institutional transformations that, within an integral public policy focus, permits the dedication of resources that favour equity and an efficient and effective management of social policies, especially those directed towards guaranteeing the rights of children and adolescents. Strengthen the process of decentralisation that permits greater citizen participation.
4. Develop mechanisms that guarantee joint work and inter-sectorial and inter-institutional co-ordination of all levels involved in the implementation of policies for promoting the effective exercise of the rights of children and adolescents.
5. Implement and evaluate development policies destined to substantially improve living conditions for poor families, ensuring adequate coverage and quality of education as well as allocation of resources to fulfil the objectives of those policies.

## Millennium Summit

Target 1.  
To halve, between 1990  
and 2015, the proportion  
of people whose income is  
less than US\$1. a day.

## Special Session for Children

Eradicate poverty,  
invest in children  
Principle 2, Declaration.  
Commitment to break the  
cycle of poverty within a  
*single generation, united in  
the conviction that  
investment in children and  
the realisation of their  
rights are one of the most  
effective ways to eradicate  
poverty.*

## Convention on the Rights of the Child

Group of Rights 1.  
General Principles.  
Article 4  
States Parties shall  
undertake all appropriate  
legislative, administrative,  
and other measures for the  
implementation of the  
rights recognised in the  
present Convention.

## **Goals/Strategic Actions of the Ibero-American Agenda**

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### **Goal 2:**

**To guarantee that by the year 2005, all boys and girls will have their births registered before completing their third month of life, and that their identity be restored to them whenever it may become lost through some irregularity.**

### **Strategic Actions:**

1. Promote the universal adoption of administrative, legislative and other measures that: a) establish institutional responsibility for civil registration, protection and restoration of rights with respect to a name and nationality, and b) allow parents to register a new-born, and upon birth, immediately receive their birth certificate free of charge.
2. Promote responsible paternity and the creation of laws that guarantee the rights of boys and girls to be recognised and cared for by their fathers and mothers, providing them with love, care and stimulation.

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### **Goal 3.**

**Prioritise programmes and policies that favour adequate integral development for all girls and boys from an early age. (2010)**

### **Strategic Actions:**

1. Develop community-based, integral care programmes that are child-centred, directed towards the family and which emphasise equality and equity.
2. Empower the institutional role of families and strengthen communities so as to create, implement, and evaluate policies and programmes that favour an evolving focus upon early child development.
3. Implement public policies at the national and local level that support women and families in caring for their children.
4. Promote integral health and preventive services beginning with the prenatal period that treat prevalent health problems and which accord priority to monitoring and intervention in the areas of nutrition and early childhood development.

## Millennium Summit

## Special Session for Children

## Convention on the Rights of the Child

Action Plan, Strategies and Measures, Point 44, clause 1)  
To develop systems to ensure the registration of every child at or shortly after birth, and fulfil his or her right to acquire a name and a nationality, in accordance with national laws and relevant international instruments.

Group of Rights 2.  
Rights and civil liberties.  
Article 7  
The child shall be registered immediately after birth and shall have the right from birth to a name, the right to acquire a nationality and, as far as possible, the right to know and be cared for by his or her parents.

Article 8  
Respect the right of the child to preserve his or her identity, including nationality, name and family relations.

Action Plan, Strategies and Measures, point 36, clause e)  
To develop and implement national early childhood development policies and programmes to ensure the enhancement of children's physical, social, emotional, spiritual and cognitive development.

Group of Rights 2.  
Rights and civil liberties.  
Article 6  
Every child has the inherent right to life.  
State Parties shall ensure to the maximum extent possible the survival and development of the child.

Article 18  
State Parties shall render appropriate assistance to parents and legal guardians in the performance of their child-rearing responsibilities and shall ensure the development of institutions, facilities and services for the care of children.

**Goals/Strategic Actions of the Ibero-American Agenda**

**Millennium Summit**

**Special Session for Children**

**Convention on the Rights of the Child**

5. To develop social communication strategies to educate and foster sensibility to guidelines for adequate care of their developmental growth.

6. To promote the co-responsibility of the father during the prenatal and birth period as well as the raising of their children.

**Goal 4:**  
**Reduce Infant Mortality and mortality of boys and girls under the age of 5 nation-wide, according to the following levels: from 0 to 19 per 1,000 live births, a reduction of 20%; from 20 to 39 per 1,000 live births, a reduction of 30%; and above 40 per 1,000 live births, a reduction of 50%. (2010)**

**Strategic Actions:**

1. Prevention of low birth weight through adequate and efficient prenatal care and implementation of preventive health programmes.
2. Ensure children a good start in life by providing immediate and integral attention to new-borns.
3. Develop integral care models for promoting health, prevention and cure for the most important causes of neonatal and infant mortality and mortality for children under the age of 5, in accordance with the situation of each country.
4. Ensure satisfactory immunisation coverage for all boys and girls and the incorporation of new vaccines for the prevention of infectious diseases.

Target 5.  
 To reduce by 2015 the mortality rate for children under five years by two thirds with respect to current rates.

Action Plan, Goal, point 36, clause a)  
 Reduction in the infant and under-five mortality rate by at least one-third, in pursuit of the goal of reducing it by two-thirds by 2015.

Group of Rights 4. For basic health and well-being.  
 Article 24  
 States Parties recognise the right of the child to the enjoyment of the highest attainable standard of health and to facilities for the  
*treatment of illness and rehabilitation of health.*

Article 23  
 Clause a)  
 To diminish infant and child mortality.

**Goals/Strategic Actions of the Ibero-American Agenda**

**Millennium Summit**

**Special Session for Children**

**Convention on the Rights of the Child**

**Goal 5:**  
**Reduction of Maternal Mortality by one third. (2010)**

**Strategic Actions:**

1. Develop policies, plans and educational programmes for reproductive health and safe maternity, and
2. Strengthen the capability of the health sector to provide total coverage and real access with adequate capacity for comprehensive services that provide quality birth care and post-partum care.

Target 6.  
To have reduced by 2015, the maternal mortality rate.

Action Plan, Goal, point 36, clause b)  
Reduction in the maternal mortality ratio by at least one third, in pursuit of the goal of reducing it by three-quarters by 2015.

Group of Rights 4.  
For basic health and well being.  
Article 24 Clause 2.d)  
Ensure appropriate prenatal and postnatal healthcare for mothers.

**Goal 6:**  
**Broaden coverage of socio-educational services for boys and girls from 0 to 3 years of age with expanded hours, and to guarantee by the year 2015 universal access to a quality pre-school education (3-6 years) based on the principles of non discrimination, equity, and respect for multiculturalism.**

**Strategic Actions:**

1. To implement public policies that effectively result in broadening coverage and improving the quality of integral socio-educational services for children from 0 to 3 years of age and their families, favouring extensive scheduling and access by those having the lowest incomes.
2. Increase the coverage and quality of pre-school education, prioritising the 3-6 year age-group of boys and girls.
3. To promote alliances with mass media and social agents for facilitating the implementation of plans and achievement of the Goals for early childhood education.

Care for every child.  
Principle 4,  
Declaration Children must get the best possible start in life. Their survival, protection, growth and development in good health and with proper nutrition is the essential foundation of human development.

Group of Rights 5.  
Education, recreational and cultural activities.  
Article 27  
Recognise the right of every child to a standard of living adequate for the child's physical, mental, spiritual, moral and social development.

## Goals/Strategic Actions of the Ibero-American Agenda

### Goal 7:

**Ensure by the year 2015 that children have universal access to quality primary or basic education, free of charge, without discrimination, and that this be a permanent feature of the educational system.**

### Strategic Actions:

1. Develop policies and plans for primary or basic education that guarantee equitable access, universal coverage and quality.
2. Guarantee respect for and conservation of their cultural identity, language and values, and generate conditions to ensure that they successfully conclude their primary education.
3. Incorporate appropriate information technologies into the educational system.
4. Develop strategies that make school an auspicious environment for participation, learning and the acquisition of social skills that permit the full exercise of citizenship.
5. Promote improvement in the selection, training and evaluation, both initially and on a permanent basis, of teaching personnel in educational centres.
6. Promote the formation of ethical values and citizenship, by families as well as by educators and other socialisation agents that facilitate living together peacefully with others, with respect and by valuing diversity, communication, peaceful resolution of conflicts and solidarity.
7. Promote, develop and deepen mechanisms for achieving a transformation of the curriculum, the personal and professional development of teachers, decentralisation or de-concentration of the educational sectors, and a gradual increase in the investment in education in each country.
8. Promote basic and primary education of mothers and fathers, as well as educational programmes for all.

## Millennium Summit

## Special Session for Children

## Convention on the Rights of the Child

Target 3.  
Ensure that by 2015, children everywhere, boys and girls alike, will be able to complete a full course of primary schooling.

Action Plan, Goal, point 39, clause b).  
Reduce the number of primary school-age children who are out of school by 50% and increase net primary school enrolment or participation in alternative, good quality primary education programmes to at least 90 % by 2010.

Group of Rights 5.  
Education, entertainment and cultural activities.  
Article 28  
Recognise the right of the child to education, and with a view to achieving this right progressively and on the basis of equal opportunity.  
Clause 1.a)  
Make primary education compulsory and available free to all.

## Goals/Strategic Actions of the Ibero-American Agenda

9. Prioritise the inclusion of physical education as an essential component in educational programmes as well as to promote as part of social investment the training of human resources and investment in sports, artistic and cultural infrastructure

10. Incorporate the family and community as actors in educational processes in constructive interaction with educational establishments.

11. Promote innovative programmes that stimulate schools and municipalities to include boys and girls of school age who have not previously attended school.

### **Goal 8:**

**Ensure the inclusion of boys, girls and adolescents with special needs and disabilities in programmes and services for integral attention (2010)**

### **Strategic Actions:**

1. Promote public policies, plans and programmes for providing a better quality of life, relying on the shared responsibility of the family and civil society.

2. Create programmes for early diagnosis and study of risk factors that affect children's health and development, implementing programmes to reduce them.

3. Attend to children and adolescents with special needs by way of educational centres that provide the required support services so that they can enjoy effective access to education.

4. Prevent accidents to children and adolescents in diverse settings through citizen solidarity and participation in the promotion of specific regulations and the development of rehabilitation activities of an interdisciplinary nature in order to reduce the fallout of such occurrences.

5. Implement support services and develop adaptations in the infrastructure that are deemed necessary so that children and adolescents with special needs can participate and enjoy educational, artistic, recreational and sports activities.

**Millennium  
Summit**

**Special Session  
for Children**

**Convention on the  
Rights of the Child**

Action Plan, Measures and Strategies, point 21  
Take all measures to ensure the full and equal enjoyment of all human rights and fundamental freedoms, including equal access to health, education and recreation services by children with disabilities and children with special needs; to ensure the recognition of their dignity; to promote their self-reliance; and to facilitate their active participation in the community.

Group of Rights 1. General Principles.  
Article 23  
States Parties recognise that a mentally or physically disabled child should enjoy a full and decent life, in conditions which ensure dignity, promote self-reliance, and facilitate the child's active participation in the community.

**Goal 9:**

**Make access to quality secondary education universal by the year 2015.**

**Strategic Actions:**

1. Implement public programmes and policies aimed at male and female adolescents so as to guarantee their humanistic and technical training, and to provide the adequate support for their teachers, the infrastructure and equipment necessary to provide a quality secondary education without any discrimination whatsoever.

2. Promote the use of information technology in teaching-learning processes. For that purpose, promote the development of information programmes as well as infrastructure and equipment to allow access to these technologies by children and adolescents.

3. Develop programmes to detect and prevent trafficking in and consumption of drugs, tobacco addiction and alcoholism in schools, encouraging mass informational campaigns and permanent public information programs regarding the damaging effects of illegal drug use. Implement programmes for the treatment and rehabilitation, building upon the underlying realities that shape the appearance of this social problem.

4. Prioritise the inclusion of physical education in educational programmes as an essential component. Promote as a part of social investment the formation and training of human resources and investment in sports, artistic and cultural infrastructure.

5. Put into operation initiatives such as the "school-grant" and the "study bond" programmes among others, so as to support families so they keep their children in the school system as well as programmes and alternative means for poor families to generate income.

6. Carry out activities so that families, schools and communities become privileged spheres so that together with children and adolescents they can construct spaces that encourage dialogue, co-operative agreement and the exercise of participatory democracy.

**Target 4.**

Eliminate gender disparity in primary and secondary education, preferably by 2005 and in all levels of education no later than 2015.

## Special Session for Children

Action Plan, Goal, point 39, clause c)  
Eliminate gender disparities in primary and secondary education by the year 2005; and achieve gender equality in education by the year 2015, with a focus on ensuring girls' full and equal access to and achievement in basic education of good quality.

## Convention on the Rights of the Child

Group of Rights  
Education, recreation and cultural activities.  
Article 28, clause b)  
Encourage the development of different forms of secondary education, including general and vocational education.

## Goals/Strategic Actions of the Ibero-American Agenda

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### **Goal 10:**

**Provide integral support to adolescents so as to prevent premature pregnancy, with the aim of reducing it by one third while ensuring their continuance in the educational system. (2010)**

### **Strategic Actions:**

1. Incorporate into the educational system, both in and out of schools, programmes of sex and reproductive education that promotes, with the support of their families and communities, responsible sexual behaviour by male and female adolescents, including responsible paternity and maternity, prevention of sexually transmitted diseases, early pregnancy and premature parenthood.
2. Promote policies of information distribution that facilitate access of adolescents to sexual and reproductive health services, with the aim of promoting gender equality and responsible sexual behaviour.
3. Guarantee that pregnant adolescents and adolescent mothers remain in the school system, providing them with regular health care and the support necessary for continuing the development of their capabilities.

## Millennium Summit

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## Convention on the Rights of the Child

Action Plan, Goal, point 36, clause g)  
Provide access through the primary health-care system to reproductive health for all individuals of appropriate ages as soon as possible, and no later than 2015.

Group of Rights 4.  
Basic health and well-being.  
Article 24 clause f)  
To develop preventive health care, guidance for parents and family planning education and services.

## Goals/Strategic Actions of the Ibero-American Agenda

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### **Goal 11:**

**Reduce by 20% by the year 2005 the proportion of children at risk of infection by HIV and by 50% by the year 2010. Eradicate congenital syphilis and reduce the number of cases of other sexually transmitted diseases.**

### **Strategic Actions:**

1. Improve the capacity of men, women and adolescents to prevent HIV/AIDS, syphilis and other sexually transmitted diseases, through sexual and reproductive education, and universal access to information, training, treatment and counselling programmes.
2. Carry out urgent measures for research, prevention, awareness, treatment and control of HIV/AIDS, syphilis, congenital syphilis and other sexually transmitted diseases and their social and economic implications, and to promote greater international co-operation in this area.
3. Strengthen health care institutions for providing treatment to children with HIV/AIDS, congenital syphilis and other sexually transmitted diseases, guaranteeing access to anti-retroviral medications, diagnosis and warm, human care.
4. Create the new baseline for new infections of HIV/AIDS in all countries where this has not been completed and modify actions of prevention and control according to the number of new infections found in each country.

## Millennium Summit

Target 7  
By 2015, to have halted and begun to reverse the spread of HIV/AIDS.

Goal 8.  
By 2015 to have halted and begun to reverse the incidence of malaria and other major diseases.

## Special Session for Children

Goal 11.  
Combat HIV/AIDS. Declaration, Principle 8  
Children and their families must be protected from the devastating impact of human immunodeficiency virus/acquired immunodeficiency syndrome (HIV/AIDS)

Action Plan points 45 to 47 including 8 strategies and actions.

## Convention on the Rights of the Child

Group of Rights 4. Basic health and well being.  
Article 24 Clause b)  
To ensure the provision of necessary medical assistance and health care to all children with emphasis on the development of primary health care.

## Goals/Strategic Actions of the Ibero-American Agenda

### Goal 12.

Improve the nutritional state of boys and girls, reducing cases of underweight birth by 20%, chronic malnutrition and global malnutrition according to the following levels: 0 to 10% of cases, reduce by 20%; 11 to 20% of cases reduce by 30%, above 21%, reduce by 50%, eliminating in a sustainable manner illnesses due to iodine deficiency, lack of vitamin A, and reducing anaemia with iron and folic acid by 30%. (2010)

### Strategic Actions:

1. Promote public policies favouring exclusive breast feeding for the first 6 months of infancy.
2. Develop educational strategies and social marketing to promote breast-feeding and an adequate complementary diet.
3. Supplement at risk populations with trace elements and through supplements (vitamin A, iodine, iron, folic acid).
4. Develop plans and programmes to promote nutritional security for children.
5. Implement the measures necessary for improving the nutritional state and health of mothers before, during and after pregnancy as an essential action to reduce the prevalence of low birth weight.

## Millennium Summit

## Special Session for Children

## Convention on the Rights of the Child

Target 2  
Halve, between 1990 and 2015, the proportion of people who suffer from hunger.

Action Plan, Goal, point 36, clause c).  
Reduction of child malnutrition among children under five years of age by at least one third, with special attention to children under two years of age, and reduction in the rate of low birth weight by at least one third of the current rate.

Action Plan, Goal, point 37, Measures and Strategies, clause 22).

- Achieve sustainable elimination of iodine deficiency disorders by 2005 and vitamin A deficiency by 2010; reduce by one third prevalence of anaemia, including iron deficiency, by 2010; and accelerate progress towards reduction of other micronutrient deficiencies, through dietary diversification, food fortification and supplementation.

Group of Rights 4. Basic health and well being.  
Article 24 clause c)  
To combat disease and malnutrition including within the framework of primary health care, through inter alia the application of readily available technology and through the provision of adequate nutritious foods and clean drinking water, taking into consideration the dangers and risks of environmental pollution.

**Goal 13:**

**The immediate eradication of child labour in its worst forms and the regulation of work by adolescents (2010)**

**Strategic Activities**

1. Develop policies, plans and programmes for the eradication of child labour and to immediately eliminate the worst forms affecting children and adolescents. Urge ratification of Agreements 138 and 182 of the ILO and apply measures for its fulfilment through action plans that define specific Goals.

2. Comply with international treaties and national laws regarding child labour, in particular Agreements 138 and 182 of the ILO that prohibit slavery, sale and trading of children and adolescents, servitude for payment of debt and forced labour, including recruitment of children for use in armed conflicts, use of children for prostitution, pornography and drug trafficking, among others.

3. Establish the required legislation in all countries for regulating adolescent labour applicable to those who are older than the minimum work age, guaranteeing their labour rights and ensuring that their activities do not interfere with their academic performance, promoting flexible work hours adapted to their educational needs, quality educational programmes, pertinent, attainable and compatible with the goal of making secondary education universal.

4. Strengthen and broaden labour inspection services in each country with special attention to dangerous occupations or those specifically defined in each nation's legislation, that are performed by children and adolescents, both in the formal and informal sectors of the economy.

5. Reaffirm the commitment of our governments to the International Programme to Eradicate Child Labour (IPEC) of the ILO and to insist that said programme continues to provide its co-operation in reaching this goal.

**Target 16.**

In co-operation with developing countries, develop and implement strategies for decent and productive work for youth.

## Special Session for Children

Action Plan, point 43, Measures and Strategies, clause 20 and clauses 33) al 39).

Take immediate and effective measures to eliminate the worst forms of child labour, as defined in ILO Agreement 182 elaborate and implement strategies for the elimination of child labour that is contrary to international accepted standards.

## Convention on the Rights of the Child

Group of Rights 3. The family environment and other types of guardianship.

Group of Rights 6. Special protective measures. Article 32.

Recognise the right of the child to be protected from economic exploitation and from performing any work that is likely to be hazardous or to interfere with the child's education, or to be harmful to the child's health or physical, mental, spiritual, moral or social development.

## Goals/Strategic Actions of the Ibero-American Agenda

### Goal 14:

Prevent and sanction those forms of violence affecting children and adolescents with the aim of eradicating them, including in particular, intra-family violence, sexual exploitation, rape, sexual abuse and harassment, pornography, traffic and sale of children, their organs, their retention, kidnapping, illegal adoptions and participation of boys and girls in armed conflicts and their consequences, such as forced displacement and other types of separation from their social and family environment. (2010)

### Strategic Actions:

1. Urge the ratification of the Optional Protocol of the Convention on the Rights of the Child related to the Sale, Prostitution and Use of Children in Pornography, the Optional Protocol of the Convention related to the Participation of Children in Armed Conflicts and the updating of national norms and procedures to their guidelines.
2. Updating national norms and procedures according to the mandates of the Inter-American Convention on the Prevention, Punishment and Eradication of Violence Against Women; the Convention on the Rights of the Child, the Convention on the Elimination of All Forms of Discrimination against Women (CEDAW) and other international instruments related to the topic.
3. Prepare a Code of Ethics with the participation of the institutions and mass communications media, to avoid violent messages and to promote transmission of news and informational messages whose content and direct impact influence positively upon the formation of values in children and adolescents.
4. Adopt measures to avoid accidents due to the use of undetonated explosive materials.
5. Take concerted measures for the protection of and psychosocial rehabilitation of children and adolescents affected by armed conflicts.
6. Implement plans and programmes aimed at the reparation and restitution of the rights of child victims of violence, incorporating the community in this process.

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## Convention on the Rights of the Child

Action Plan point 43, Strategies and Measures, clauses 40) al 47).  
Take measures of an urgent nature in national and international levels to end the sale of children and their organs, preventing them from becoming the object of sexual exploitation and abuse, including their use for pornography, prostitution and paedophilia, and to combat against existing markets of this kind.

Action Plan, point 43 Strategies and Measures, clauses 20) al 32).  
Put an end to recruitment and utilisation of children in armed conflicts.

Group of Rights 3. The family environment and other types of guardianship.

Group of Rights 6. Special protective measures.

Article 34  
States Parties undertake to protect the child from all forms of sexual exploitation and sexual abuse.

Article 35  
To take all appropriate national, bilateral and multilateral measures to prevent abduction of, the sale of or traffic in children for any purpose or in any form.

Article 36  
To protect the child against all other forms of exploitation prejudicial to any aspects of the child's welfare.

Article 39  
To take all appropriate measures to promote physical and psychological recovery and social reintegration of a child victim of: any form of neglect, exploitation, or abuse; torture or any other form of cruel, inhuman or degrading treatment or punishment; or armed conflicts.

## Goals/Strategic Actions of the Ibero-American Agenda

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7. Urge the ratification and implementation of the Hague Convention regarding the Protection of children and co-operation in the area of *International Adoption and the Convention regarding Civil Aspects of the International Theft of Minors*.

8. Include in school programmes specific activities for the development of a culture of peace and solidarity, values, gender equity and environmental awareness of the student body, families and the community.

9. Promote joint actions aimed at guaranteeing observance of migrant children's and adolescents rights, particularly those who are seen as suffering from manifestations of xenophobia, discrimination and cruel and degrading treatment. In addition, to promote initiatives that typify and measures that effectively punishes illegal trafficking in people.

10. Promote adherence to recently approved international legal instruments regarding Organised Transnational Crime and treatment of people, especially women and children.

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## Goals/Strategic Actions of the Ibero-American Agenda

**Goal 15: To establish and maintain juvenile penal justice systems that respect the rights of children, which guarantee due process, and in which deprivation of liberty is used as only the exceptional means and for the briefest justifiable period. (2010)**

### **Strategic Actions:**

1. Carry out legislative and institutional reforms necessary to structure juvenile justice systems based on the principles of the Convention on the Rights of the Child and other rules and directives of the United Nations regarding juvenile justice.
2. Set a minimum age under which it is presumed that children are not capable of violating the penal code.
3. Prioritise measures or punishments of a socio-educational nature that do not uproot the child declared guilty of violating the penal code from their family and community environment, that allow the effective resolution of conflict based on the principle of compensatory justice and that tend to Promote the constructive reintegration of the child into society.
4. Adopt all the necessary measures to progressively reduce the levels of children and adolescents deprived of their liberty, to guarantee that those children who have not been accused of violating the penal code will not enter into the juvenile justice systems or be deprived of their liberty.
5. Implement Educational and training programmes for police, Justice Administration personnel, social workers, lawyers, educators and other professionals working with children and adolescents in trouble with the law according to the principles of the Convention on the Rights of the Child and other instruments related to this topic
6. Implement integral policies for the prevention of delinquency, with special emphasis on community and educational levels, and together with institutions of mass media, form strategies that tend to deliver a positive image of children and adolescents, rather than stereotyping them as dangerous and delinquent.
7. Dedicate special attention to the prevention of violence against children and adolescents who enter the penal justice system, and investigate and adequately sanction those who exercise said violence.

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## Convention on the Rights of the Child

Action Plan, point 44, Strategies and Measures, clause 7)  
Promote the establishment of prevention, support and caring services, as well as justice systems specifically applicable to children, taking into account the principles of restorative justice and fully safeguard children's rights and provide specially trained staff to promote children's reintegration into society.

Group of Rights 6. Special protective measures.  
Article 37. clause b)  
No child shall be deprived of his or her liberty unlawfully or arbitrarily.  
clause c)  
Every child deprived of liberty shall be treated with humanity and respect for the inherent dignity of the human person, and in a manner which takes into account the needs of persons of his or her age.

## Goals/Strategic Actions of the Ibero-American Agenda

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### **Goal 16:**

**Prevent the consequences of natural disasters and prioritize special attention to children and adolescents attending to their needs in a timely manner during disasters where there is risk to human life, the environment or the national economy. (2010)**

### **Strategic Actions:**

1. Design state and institutional actions at the national, regional and local level that prevent risk to humans, protect the environment and reduce the negative effects of disasters on the national economy.
2. Organise local groups with duly trained people, including the civil society and representatives of central and municipal governments so as to attend to all natural disasters in a timely manner.
3. Create ample plans and preparation for rescue in cases of drought, earthquakes and flooding as well as self help mechanisms in zones with a propensity for drought, earthquakes and floods and formulate programmes to deal with the problem of refugees.
4. Take urgent measures to prevent the rapid degradation that is occurring in the environment and economy of developing countries, and their effects on children and women, particularly those provoked by drought, deforestation, desertification, armed hostilities, including unilateral coercive measures, floods, inadequate handling of toxic wastes and results of improper use of chemical products.
5. Combat environmental threats to food security, above all, drought and desertification, plagues, erosion of biological diversity and degradation of the natural resources of land and water, and re-establish and rehabilitate the natural resource base, including water and hydrographic basins, and in impoverished and areas which are excessively exploited in order to acquire greater production.

## Millennium Summit

Target 9.  
Integrate the principles of sustainable development into country policies and programmes and reverse the loss of environmental resources.

## Special Session for Children

Action Plan, point 26.  
To ensure the health and well being of children, it is necessary to confront various problems and tendencies in the environment such as global warming, ozone layer depletion, air pollution, toxic hazardous wastes, exposure to hazardous chemicals and pesticides, inadequate sanitation, poor hygiene, unsafe drinking water and food and inadequate housing.

## Convention on the Rights of the Child

Group of Rights 1. General Principles.  
Article 29 Clause e)  
The development of respect for the natural environment.

## **Goals/Strategic Actions of the Ibero-American Agenda**

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### **Goal 17:**

**Create and maintain reliable systems of disaggregated statistical information that are timely and accurate concerning the situation of children and adolescents in all areas agreed to in this Agenda. (2010)**

### **Strategic Actions:**

1. Develop policies and plans that strengthen the capabilities of human resources in the social sector, mainly in health and education, for the design and implementation of information systems and analysis that can generate basic information necessary for diagnosing the situation, analysing tendencies and evaluating interventions.
2. Establish legislative measures to include indicators for the rights of children and adolescents through local information systems.

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### **Goal 18:**

**Guarantee the right of participation to boys, girls and adolescents. (2010)**

### **Strategic Actions:**

1. Promote respect for the opinions of children in accordance with their age and level of maturity, as well as the progressive autonomy of adolescents both in family and school environments and in their communities.
2. Actively promote attitudes of leadership among adolescents and encourage their capabilities in participating under equal conditions in decisions that affect them.
3. Develop citizen programmes that allow for strengthening the organisation and communication among adolescents that permit them to become interested in the public affairs of their community
4. Promote processes of consultation and deliberation on topics associated with family dynamics and factors of threat, risk and vulnerability.

## Millennium Summit

Target 18.  
In co-operation with the private sector, make available the benefits of new technologies, especially information and communications technologies.

## Special Session for Children

Action Plan, Strategies and Measures, point 31, clause c)  
Developing national monitoring and evaluation systems to assess the impact of our actions on children.  
Action Plan, Strategies and Measures, point 60.  
Strengthen our national statistical capacity to collect, analyse and disaggregate data, including by sex, age and other relevant factors that may lead to disparities.

## Convention on the Rights of the Child

Article 44.  
States Parties must present reports every 2 years before the Child Rights Committee, that implies the inclusion of indicators and data concerning degree of progress made in accordance with the principles of the Convention.

Action Plan, Measures and Strategies, point 32, clause 1).  
Children, including adolescents, must be enabled to exercise their right to express their views freely, according to their evolving capacity and build self-esteem, acquire knowledge & skills, such as those for conflict resolution, decision-making and communication, to meet the challenges of life.

Group of Rights 2. Civil rights and liberties.  
Article 13.  
The right to freedom of expression; this right shall include freedom to seek, receive and impart information and ideas of all kinds, regardless of frontiers, either orally, in writing or in print, in the form of art, or through any other media of the child's choice.

Article 31  
Recognise the right of the child to rest and leisure, to engage in play and recreational activities appropriate to the age of the child and to participate freely in cultural life and the arts.

## Goals/Strategic Actions of the Ibero-American Agenda

## Millennium Summit

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## Convention on the Rights of the Child

**Goal 19:**  
Reduce at least by one third the number of homes with no access to the hygienic services of sanitation and drinking water at accessible prices<sup>1</sup>.

Target 9  
Integrate the principles of sustainable development into country policies and programmes and reverse the loss of environmental resources.

Action Plan, point 26.  
To ensure the health and well being of children it is necessary to confront various problems and tendencies in the environment such as global warming, ozone layer depletion, air pollution, hazardous wastes, exposure to hazardous chemicals and pesticides, inadequate sanitation, poor hygiene, unsafe drinking water and food and inadequate housing.

Group of Rights 1. General Principle.  
Article 29 Clause e)  
Education of the child shall be directed to the development of respect for the natural environment.

<sup>1</sup> This Goal was included afterwards, as part of the Santo Domingo Declaration, Dominican Republic during the IV Ibero-American Conference of Ministers and High Officials Responsible for Children and Adolescents. There were no defined Strategic Actions for this Goal.

**Countries that advance the most are those that sustain  
efficient investment in children and adolescents  
and simultaneously create employment  
with livable salaries for adults**

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## Acronyms List

<b>BCG</b>	Bacillus Calmette-Guerin
<b>CCA</b>	Common Country Assessment
<b>CRC</b>	International Convention on the Rights of the Child
<b>CMH</b>	Commission on Macroeconomics and Health
<b>AC</b>	Average Cost
<b>DTP</b>	Diphtheria/Pertusis (Whooping Cough)/Tetanus
<b>ECLAC</b>	United Nations Economic Commission for Latin America and the Caribbean
<b>GS</b>	Government Spending
<b>PSE</b>	Public Social Expenditures
<b>Hib</b>	Haemophilus influenzae type b
<b>IPEA</b>	Instituto de Pesquisa Económica Aplicada (Institute of Applied Economic Research)
<b>WHO</b>	World Health Organisation
<b>NGO</b>	Non-Governmental Organisation
<b>OPV</b>	Oral Polio Vaccine
<b>GDP</b>	Gross Domestic Product
<b>UNDP</b>	United Nations Development Program
<b>SECIB</b>	Secretariat for Ibero-American Co-operation
<b>AIDS</b>	Acquired Immune Deficiency Syndrome
<b>TACRO</b>	UNICEF Regional Office for Latin America and Caribbean
<b>UNICEF</b>	United Nations Children's Fund
<b>HIV</b>	Human Immunodeficiency Virus

