

PD-ARH-710

1. BEFORE FILLING OUT THIS FORM, READ THE ATTACHED INSTRUCTIONS  
 2. USE LETTER QUALITY TYPE, NOT "DOT MATRIX" TYPE

IDENTIFICATION DATA

A. Reporting A.I.D. Unit: Mission or AID/W Office AID/Rep. Chile  
 (ES# \_\_\_\_\_)

B. Was Evaluation Scheduled in Current FY Annual Evaluation Plan?  
 Yes  Skipped  Ad Hoc   
 Evaluation Plan Submission Date: FY 93 Q 3

C. Evaluation Timing  
 Interim  Final   
 Ex Post  Other

D. Activity or Activities Evaluated (List the following information for project(s) or program(s) evaluated; if not applicable, list title and date of the evaluation report.)

Project No.	Project /Program Title	First PROAG or Equivalent (FY)	Most Recent PACD (Mo/Yr)	Planned LOP Cost (000)	Amount Obligated to Date (000)
598-0777	Chile Legislative Research Center	1989	9/95	\$3,500	\$ 2,000

ACTIONS

E. Action Decisions Approved By Mission or AID/W Office Director

Action(s) Required	Name of Officer Responsible for Action	Date Action to be Completed
1. Extend PACD to 9/30/95 and expand project substantive areas to specifically include decentralization and municipal government strengthening.	C. Cira, RDIO & S. Isralow, LAC/DI	4/93
2. Add buy-in authority for access by other LAC missions.	C. Cira, RDIO & S. Isralow, LAC/DI	4/93

APPROVALS

F. Date Of Mission Or AID/W Office Review Of Evaluation: (Month) December (Day) 10 (Year) 1992

G. Approvals of Evaluation Summary And Action Decisions:

Name (Typed)	Project/Program Officer	Representative of Borrower/Grantee	Evaluation Officer	Mission or AID/W Office Director
Signature	Carl A. Cira	John Johnson	Juan Carlos Diaz	Paul Fritz
Date	<u>3/22/93</u>	<u>3-22-93</u>	<u>3-25-93</u>	

H. Evaluation Abstract (Do not exceed the space provided)

From its inception in 1989 to the present, the SUNY/CEAL project has made steady and consistent progress in achieving the objectives in the AID agreement. This progress has not been without some difficult and turbulent periods. In many respects this project is an experiment, an attempt to assist the process of establishing co-equal branches of government in what has always been a strong presidential system.

This project provides the reestablished Chilean Congress with one of the most important tools required for independence, influence and stability; that is, information. Early planning documents clearly described the program objectives in terms of information based services to members of Congress, including: Information Briefs on Legislative Issues; Training Courses in legislative management process and computer use; Publications on such topics as the Constitution, the political system and its operation in a democratic society; Software development in both office management and national budgeting; Internships in both the Chilean Congress and in the U.S. associated with an M.A. program; U.S. Legislative Study tours for members and staff; Consultancies in legislative information systems, regionalization, development of legislative research programs and management of the CEAL program; and Informal consultancies with individual members of Congress on a variety of issues.

A major objective was to establish an independent self supporting organization that could provide additional staff resources to the Congress without built-in biases. Within the Catholic University of Valparaiso (UCV), CEAL became an academic program focused on legislative support. Between 1989 and 1992, the program made great strides. However, there were problems of project direction, of priorities with respect to marketing of products and political issues with respect to the interest of some in Congress to have their own internal research organization.

The project is now well on track and is exploring new avenues for increasing its resources and income. Moving to address Chile's most vigorous debate over decentralization of government, CEAL is now working with the Ministry of Planning (MIDEPLAN) to assist local governments. In addition, CEAL is now consulting with institutions throughout Latin America on development of similar legislative management and research organizations.

CEAL needs more marketing analysis and planning. CEAL also needs to develop a more sophisticated and systematic plan for communicating with members of Congress and their staffs.

Evaluators' interviews, and review of projects and programs found that CEAL is becoming institutionalized into the Chilean political spectrum. While CEAL must be continually alert to maintain its unique place in a fast changing political system, it has several decisive advantages. CEAL is the first truly non-partisan research and education center specifically focused on the Congress. CEAL has developed a strong academic and professional image in the Congress associated with technical training and a solid research product. Finally, given the scarcity of financial resources at other national as well as private institutions, it is highly unlikely that any other truly independent and non-partisan organization can replicate CEAL or develop the institutional linkages it has already achieved.

**C O S T S**

**1. Evaluation Costs**

1. Evaluation Team		Contract Number OR TDY Person Days	Contract Cost OR TDY Cost (U.S. \$)	Source of Funds
Name	Affiliation			
Dr. Joseph Westphal	Congressional Sunbelt Caucus & Sunbelt Inst.	30	\$14,012.61	Project
Dr. Jose Landi	Argentina House of Re- presentatives	10		
Mr. Arturo Perez	National Conference of State Legislatures, Denver, Colorado	10		
2. Mission/Office Professional Staff Person-Days (Estimate) <u>15</u>		3. Borrower/Grantee Professional Staff Person-Days (Estimate) <u>15</u>		

SUMMARY

J. Summary of Evaluation Findings, Conclusions and Recommendations (Try not to exceed the three (3) pages provided)

Address the following items:

- Purpose of evaluation and methodology used
- Purpose of activity(ies) evaluated
- Findings and conclusions (relate to questions)
- Principal recommendations
- Lessons learned

Mission or Office:

AID/Chile

Date This Summary Prepared:

3/22/93

Title And Date Of Full Evaluation Report:

EVALUATION OF THE SUNY/CEAL PROJECT,  
JUNE 1992

PURPOSE OF EVALUATION AND METHODOLOGY USED

In April 1992, based on Chapter 12 of AID Handbook 3 and the AID Handbook on Evaluation, SUNY identified the evaluation team (See Appendix A) and developed an evaluation plan in order to provide a professional review of the SUNY/CEAL project. Development of the team and the evaluation plan was done in coordination with AID/Chile.

The purpose of the evaluation was as follows:

1. To relate project activities to the original objectives of the project.
2. To evaluate the organization and coordination of the project.
3. To evaluate the project activities.
4. To assess the advisability of continuing funding for the project.
5. To assess the advisability of applying the SUNY/CEAL model elsewhere in Latin America.

The method of the evaluation was as follows:

1. Initial meetings with SUNY and AID staff were held to discuss the CEAL project and refine the evaluation plan.
2. The team reviewed project documentation provided by SUNY, CEAL and AID.
3. The team interviewed the staff of CEAL, the Consejo of the Catholic University of Valparaiso, staff and members of Congress, interns in Chile and the U.S. and various other public and private sector leaders. (See Appendix B)
4. The team reviewed newspaper articles, memoranda, software and other documentation relevant to the evaluation.
5. Based on all the interviews and materials, the team met to organize, write and review this report.

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## PRINCIPAL RECOMMENDATIONS

### 1. Assistance to the Congress: Products and Services

Maintain a basic regimen of courses necessary to keep members and staff up-to-date on issues, process and technical expertise. Special attention should be devoted to timing and repetition of courses. Surveys of members and staff should be employed to ascertain needs and requirements for training. CEAL should also initiate discussions with the "Comisiones de Informacion" of both houses to obtain funding for a standard set of courses.

Maintain the high quality of issue briefs. Develop a better system for distribution to insure that the right personnel receive them and use them.

It is recommended that CEAL institute a process of coordination and support with Chilean legislators and staff that are sponsored for trips to the United States. Upon their return, there should be a constructive and on-going set of activities set up to take advantage of their experiences.

CEAL should organize a committee of members in each chamber to act as an advisory board on various aspects of the operation.

CEAL should organize conferences to address important issues of the day.

CEAL's interaction with Congress is a vital and sensitive issue requiring skill, protocol, a sense of politics and experience. CEAL should carefully assess this matter and develop a strategy for communications as well as a key staff person with the appropriate background.

CEAL should consider the publication of a weekly newsletter to be sold on subscription basis.

### 2. Outreach to Local and Regional Governments and Other Sectors of Society:

CEAL's current efforts to set up a cooperative agreement with MIDEPLAN is an important step towards expanding the scope of work. CEAL should continue this effort by working with other ministries of the government in corresponding areas.

CEAL should seek funding for a regional program to assist local and regional governments and leaders in understanding the new politics and process of decentralized government, implementation of laws and development of infrastructures necessary to better serve the citizenry.

CEAL should re-energize its efforts to pursue the use of mass media for ongoing programs and to reach regional concerns. With CEAL's reorganization, there should be a special effort made to develop strong links to regional media and make use of their resources.

### 3. CEAL Organization and Management:

CEAL should establish the position of development director. This position should be established to seek funding for CEAL activities and projects.

CEAL should also seek the consulting advise or seek a staff person with marketing skills. This is a critical matter concerned with CEAL's future funding opportunities. As Chile's cultural and economic trends change, CEAL should be ready to break into new territory and not be confined to the old traditions and norms.

CEAL should establish an advisory board from outside the University to assist in fundraising and marketing. Such a board could include respected scholars, business leaders, presidents of associations, local and regional leaders, etc.

### 4. Future Funding for the CEAL Project:

CEAL will need to aggressively pursue alternative funding sources as it reaches out to new areas and broadens its scope of activity.

It is imperative that CEAL develop a marketing concept for its products and services.

AID's significant investment in this project has obtained excellent results and has built the basis for a strong and viable alternative to the partisan efforts also underway. Funding should be continued at the highest level and additional support should be earmarked to organize efforts to seek outside funding.

The SUNY/CEAL project can be a model for new and developing legislatures all over the world. It expertise should be marketed both in Chile and abroad.

ATTACHMENTS

K. Attachments (List attachments submitted with this Evaluation Summary; always attach copy of full evaluation report, even if one was submitted earlier; attach studies, surveys, etc., from "on-going" evaluation, if relevant to the evaluation report.)

COMMENTS

L. Comments By Mission, AID/W Office and Borrower/Grantee On Full Report

AID/Chile and Regional Democratic Initiatives Office were very satisfied with the report which adequately answered for us the following questions:

1. Have SUNY/CEAL services and products been of good quality? Have they been delivered efficiently and effectively?
2. How have project services and products helped to strengthen the legislative branch in Chile?
3. How have project activities helped groups in society or society in general to better understand the workings of the Chilean Congress?
4. Are project activities helping congress members and staff better fulfill their responsibilities? If yes, how? If not, how might they be changed or improved?
5. How effectively is the project using Chilean capabilities and developing Chilean institutions?
6. Are U.S. based activities (i.e., study tours, U.S. academic training, internships in U.S. legislative bodies) being effectively integrated into the overall goals of the project?
7. Is the project being effectively institutionalized into the Catholic University of Valparaiso, into the political life of Chile?
8. Are project services being delivered in a non-partisan manner?
9. Should any specific corrective actions be taken in any area?
10. How well has the SUNY/CEAL partner institution approach functioned?
11. What are the areas where a second phase project might focus more attention?
12. How might the project help serve the needs of other legislatures in the Southern Cone?

① CEAL -

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DESARROLLO INTERNACIONAL - CHILE

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Regional D.I. Office*

EVALUATION OF THE SUNY/CEAL PROJECT

JUNE 1992

DR. JOSEPH W. WESTPHAL  
DR. JOSE LANDI  
MR. ARTHUR ...

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EVALUATION OF THE SUNY/CEAL PROJECT

JUNE 1992

DR. JOSEPH W. WESTPHAL  
DR. JOSE LANDI  
MR. ARTURO PEREZ

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## I. EXECUTIVE SUMMARY

From its inception in 1989 to the present, the SUNY/CEAL project has made steady and consistent progress in achieving the objectives and goals as set in the proposal and subsequent agreement with AID. This progress has not been without some difficult and turbulent events in the program. In many respects this project is an experiment, rarely tried before in such a setting, it is an attempt to assist the process of establishing co-equal branches of government in what has always been a strong presidential system.

In a system where the President develops and implements priorities and sets funding levels and economic policy, it is difficult for a fragmented institution such as a legislative body to gain public support and legitimacy to wrestle some of the power away from the Executive.

This project has the goal of providing Congress with one of the most important tools required for independence, influence and stability, and that is, information. Early planning documents and reports clearly described the objectives of the program in terms of information based services to members of Congress. These services included the following:

- Information Briefs on Legislative Issues.
- Training Courses in legislative management, process and computer use.
- Publication of books on such topics as the Constitution, the political system and its operation in a democratic society and issues faced by the Congress.
- Software development in both office management and national budgeting.
- Internships in both the Chilean Congress and in the U.S. associated with an M.A. program.
- U.S. Legislative Study tours for members and staff.
- Consultancies in such areas as legislative information systems, regionalization, development of legislative research programs and management of the CEAL program.
- Informal consultancies with individual members of Congress on a variety of issues.

One of the major objectives of the project was to lay the groundwork for an independent self supporting organization that could provide additional staff resources to the Congress without built-in biases. With the concurrence of the Catholic University of Valparaiso (UCV), CEAL became an academic program focused on legislative support.

During the period between 1989 and 1991, the program made great strides in the development of many of the services mentioned above. However, there existed a number of problems concerning direction of the project, priorities with respect to marketing of products and political issues with respect to the interest of some in Congress to have their own internal research organization. As a result of these problems, CEAL did not implement certain recommendations given by a management consultant, Judith M. McEvoy. One her recommendations was the development of a marketing analysis, which as we point out in later sections of this report, is vital to the development and distribution of many of these services. Another recommendation was the development of better communications links with Congress.

For much of this period, CEAL was both overwhelmed by the large and difficult task ahead and mired in organizational lethargy. However, by mid 1991, certain events took place that have since allowed CEAL to move forward more aggressively. First, the Consejo was finally involved and in place and chose to name Juan Enrique Froemel as the Director. Second, the political problems with some congressional leaders over who should lend legislative assistance to members appeared to fade and greater interest was developed by those who once opposed the development of CEAL. Third, project managers at both SUNY and CEAL began to place greater emphasis on the development of a plan for self sufficiency. Finally, there occurred a change in the leadership of CEAL as both Director Froemel and Assistant Director Sanchez both left the project to pursue other career interests. The Consejo quickly named Ms. Amelia Dondero as the new Director. Her strengths lie in her management skills and the lack of any political baggage that in the past haunted the CEAL leadership.

The project is now well on track and is exploring new avenues for increasing its resources and income. Moving to address Chile's most vigorous debate over decentralization of government, CEAL is now working with the Ministry of Planning (MIDEPLAN) to assist local governments. In addition, CEAL is now exploring ways to consult with other similar institutions throughout Latin America as to the development of legislative management and research organizations.

CEAL needs to follow the recommendation for a marketing analysis and plan. CEAL also need to develop a more sophisticated and detailed plan for communicating with members of Congress and their staffs. Members and staff need to be brought in to assist

in determining research and other service priorities and become a greater part of the network that builds natural support for the organization's mission.

## II. BRIEF HISTORY OF THE PROJECT AND PURPOSE OF THE EVALUATION

### A. PURPOSE AND DEVELOPMENT OF THE PROJECT

In August 26, 1986, Dr. Clifton Wharton, Jr, then Chancellor of the State University of New York, wrote to the U.S. Ambassador in Chile Harry G. Barnes, Jr. to explore opportunities for establishing academic relations with Chilean universities. Dr. Ron Bloom, SUNY Associate Vice Chancellor for International Programs, followed up on September 22 with a letter to Ambassador Barnes offering his help in establishing a formal program with the independent academic community of Chile. The Ambassador's reaction was extremely positive: in his view, long term university-to-university activities "would bridge the important transition period and help Chilean universities to grow again during the difficult early years of the democratic era." He invited Dr. Bloom to visit Chile to judge for himself what type of program would be useful from the standpoint of his university.

In the first half of 1987 SUNY's Vice Chancellor visited a number of Chilean universities and discussed for the first time with Dr. Juan Enrique Froemmel Andrade, then Rector of Universidad Católica de Valparaíso, the possibility of both universities working together. In another visit in January 1988 he learned that the site for the new National Congress was going to be Valparaíso. A letter, dated April 12, from the Ambassador to Clifton Wharton recalls that during that visit Bloom and Froemmel discussed the possibility of a joint project to develop a center for legislative assistance. The program in legislative administration at SUNY's Rockefeller College of Public Affairs, and its Center for Comparative Development directed by Dr. James Heaphey served at that moment as inspiration for what was to become the Centro de Estudios y Asistencia Legislativa. In February 1988 Dr. Bloom called Ambassador Barnes and arranged for him to talk about this idea with Dr. David Fleischer of the University of Brazilia. In a letter of April 12, 1988, to Dr. Clifton Wharton, Ambassador Barnes expressed his enthusiastic views:

"The logic of such a project is compelling, the combination of a long legislative recess and changes in the communication sciences have left Chile largely unprepared to manage the work of a modern legislature. The basic business of drafting a bill, setting up a staff, accessing legislative reference systems, and the numerous other daily chores of managing a legislature are largely unknown to the current generation of would-be legislators and legislative staffers."

Rector Froemmel presented this initiative to the Chilean Fulbright Commission, of which he was a member, in April 5, 1988.

The Commission decided to fund a planning meeting to be held in June 1988 in Valparaiso. In the meantime, the SUNY Office of International Programs had developed a preliminary proposal aimed at obtaining the necessary funding for the development of the first stages of the project. The immediate goal was to develop a full proposal in order to have a legislative assistance center operating in Valparaiso by 1990, when the new democratically elected Chilean Legislature was scheduled to convene.

In the meeting held in Valparaiso in June 1988, SUNY and UCV faculty discussed the idea. Dr. Abdo Baaklini, from the Rockefeller College of Public Affairs and the Center for Comparative Development, then in sabbatical year in Brazil, participated in it with two Brazilian professionals who had previously studied legislative development at SUNY Albany.

On November 22, 1988, the SUNY Office of International Programs submitted an unsolicited proposal dated May, 1988, to AID/LAC/DI for a joint Chilean Legislative Support Project with UCV. The project was approved by AID/LAC/DI with the number 598-0777 on March 31, 1989, granting SUNY a funding of \$1 million for a period of three years.

The Project Authorization document states:

"This project will develop a Center for Legislative Research and Assistance (CEAL), at the Catholic University of Valparaiso (UCV), competent to train legislators and legislative staffers, and to provide consulting, research and other support services to the new Congress. This Center will support various organizational training, research, and consultative activities prior to the convening of Congress in 1990. After Congress is seated, the Center will provide training, consulting, research, and other support services to the Congress. The Center will also support the creation of an international network of Iberian and Ibero-American countries moving from military government to democracy. The project has two major components: (1) the establishment of the Center for Legislative Research and Assistance (CEAL) and (2) the actual training of Chilean legislators and legislative staff in applied legislative research."

On June 5, 1989, the completion date of the project was extended to September 30, 1993. The total estimated amount of the agreement was increased to \$2 million.

On June 5, 1989, the Research Foundation of State University of New York and the Catholic University of Valparaiso signed an agreement #315-0233-A with the purpose of developing "a non-partisan, self-supporting, university-based Center for Legislative Research and Support."

Juan Vrsalovic Mihoevic was the first director of CEAL. He resigned a few months later and was succeeded by Juan Enrique

Froemmel Andrade, former Rector of UCV. When he resigned effective July 31, 1991 to take a position in Fundación Andes, Amelia Dondero Carrillo was appointed as the new director effective September, 1991.

## **B. PURPOSE OF THE EVALUATION**

In April 1992, based on Chapter 12 of AID Handbook 3 and the AID Handbook on Evaluation, SUNY identified the evaluation team (See Appendix A) and developed an evaluation plan in order to provide a professional review of the SUNY/CEAL project. Development of the team and the evaluation plan was done in coordination with AID/Chile.

The purpose of the evaluation was as follows:

1. To relate project activities to the original objectives of the project.
2. To evaluate the organization and coordination of the project.
3. To evaluate the project activities.
4. To assess the advisability of continuing funding for the project.
5. To assess the advisability of applying the SUNY/CEAL model elsewhere in Latin America.

The method of the evaluation was as follows:

1. Initial meetings with SUNY and AID staff were held to discuss the CEAL project and refine the evaluation plan.
2. The team reviewed project documentation provided by SUNY, CEAL and AID.
3. The team interviewed the staff of CEAL, the Consejo of the Catholic University of Valparaiso, staff and members of Congress, interns in Chile and the U.S. and various other public and private sector leaders. (See Appendix B)
4. The team reviewed newspaper articles, memoranda, software and other documentation relevant to the evaluation.

5. Based on all the interviews and materials, the team met to organize, write and review this report.

### III. CEAL PROJECT ACTIVITIES

#### A. ORGANIZATION

In the project proposal of May 1988, the Office of International Programs of the State University of New York (SUNY) and Center for Legislative Research and Assistance (CEAL) of the Catholic University of Valparaiso (UCV), a vague and tentative plan was proposed for the management and organization of the CEAL project. This plan call for project management to be handled by the head of Comparative Development Studies at SUNY and the Dean of the Department of Engineering at UCV. Project oversight is to be provided by a Board of Directors made up of key political leaders, government officials and private citizens.

By June of 1989, the management structure was radically altered in a contract between all parties. The new organization called for the following structure in Chile:

Executive Director  
Executive Secretary  
Fiscal Manager

Dr. Ronald Bloom was named the SUNY project director. The Chilean group would work under the auspices of a Consejo Superior or Faculty Council of UCV. Our interviews with the Director of CEAL Juan Vrsalovic Mihoevic revealed an on-going process of change to adapt the project to changing institutional process in Chile.

Thus, by April of 1990, the organization had changed to include a Deputy Director, Gonzalo Sanchez and a new Director Juan Enrique Froemel, the former Rector of the UCV. Also in April of 1990, John Johnson was named as SUNY's full time project director in the Office of International Programs (OIP) of SUNY Central. In January of 1991, UCV's Academic Council established the Consejo Directivo to provide guidance and direction to CEAL. With this step, UCV formally integrated CEAL as part of the University structure.

In January of 1992, the Consejo named a Technical Advisory Committee to assist the Director in establishing priorities for CEAL. During the early part of this year, a new Director was named to succeed Dr. Froemel. The new Director is Ms. Amelia Dondero.

Attachment C shows the organization of CEAL and its personnel. Since January 17, 1991, the structure of CEAL has been determined by a set of by-laws approved by the Rector of UCV. The organizational chart shows the Consejo and its current members, the Director, the Deputy Director and the different

areas in a straight hierarchical line under the Consejo, and the Technical Committee, composed of representatives from the schools of Law, Economics and Engineering, the same ones whose deans sit on the Consejo.

The Council determines general policies, approves plans and budgets, oversees activities, approves balances, and approves proposals presented by the Director of personnel and their income.

The Director, as Chief Executive Officer, presents to the Council annual plans, budgets, balances and reports, acts on behalf of the Center, hires personnel and establishes their salaries in accordance with UCV's regulations.

The Deputy Director collaborates with the Council and the Director in planning activities and performs the tasks indicated by the Council or the Director. Presently this position is vacant.

The internal structure of CEAL is divided into four areas: Legislative, Information Resources, Support Staff and Special Projects.

The Legislative Area is responsible for the development and implementation of training, publications, research, legislative consultations and relations with the Congress.

The Information Resources Area is primarily involved in providing computer assistance to the project.

The Support staff includes communications and press relations, publication design, finance and administrative support.

The Special Projects Area is involved in software development, the CALECSI Project, advising to the Congress on organizational aspects, and the study of Governmental Structures in Ibero-American countries. The names of the personnel presently working in each one of the four areas are included in chart in Appendix C.

## **B. PRODUCTS AND SERVICES**

Based on the evaluation and a general study of the CEAL program it was possible to get a sense of the many services and products which are produced by the center. Generally CEAL products and services consist of issue papers, general background reports, technical reports, publication of books, seminars, internships, academic programs, training courses, and legislative software development. There are also some special projects that

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CEAL has become involved which provide services to areas outside of the Chilean legislative arena. These special projects include developing consulting services to offer other Latin American legislative institutions. Ceal has also organized forums for discussion between members of Congress and journalists.

## 1. Publications

Publications from CEAL include 31 issue briefs which have been completed to date (see Appendix D). The briefs cover a range of topics from consumer rights to subterranean water rights. The issue briefs are written for CEAL by consultants who are typically university professors who have a specialized knowledge about the topic.

CEAL staff compiled a list of 300 university professors in Chile who can be contacted to write a professional report on any issue that a Congressional member or committee may request from CEAL. The contact list was compiled after a mailing was made to about 1,200 university professors asking them if they would be interested in working with CEAL as consultants on legislative issues. The response from the faculties at the universities has been favorable according to CEAL staff. The service of providing issue briefs by consultants is considered an area that has tremendous growth potential for the center as the Congress becomes more aware of the value of these reports. Currently, Ceal has 13 briefs pending with three nearly ready for release (see Appendix E).

CEAL has also published some important books that have filled a void in the current political development literature. All of the legislators, staff and many outside organizations had these books visible on their shelves and indicated that they found them unique, important and very useful. These books include, "La Constitution Chilena y sus Leyes Complementarias" and "Las Funciones del Estado en un Sistema Democratico Participativo," which provide a comprehensive analysis of the Chilean constitution and the functions of the state in a democratic system. These books were written by experts in the field of constitutional law and legislative studies. Current book projects under development include the "Guia de Comunicaciones del Congreso Nacional" and "Manual del Congreso" (see Appendix F). The former, will follow the model of the Yellow Book used in the United States and the latter work will be a detailed analysis of the National Congress from the point of view of the constitutionality, legality, and internal by-laws of the two chambers. Both of these works along with two others are slated for completion later in 1992.

## 2. Courses

Another major area of service in which CEAL is involved is

conducting of courses for Congressional members and their staffs along with other interested groups. These courses cover such topics as technical computer training, orientations on the legislative process and "how to" classes on writing informational bulletins. So far, CEAL has conducted 40 specialized courses (see Appendix G). The courses are often structured for the particular group that will be taking the course such as legislative secretaries, Congressional advisors, or university professors. The classes often draw more than 40 registrants with each person paying a fee to cover the costs of teaching the course. According to CEAL's financial administrator, the funds collected from these fees are used for equipment, some operating expenses and held for future needs once AID funding is reduced.

The course material is usually developed at CEAL or in conjunction with the outside consultant that will be providing the instruction for the course. The Catholic University has set criteria that CEAL must meet for the courses to be accredited. The criteria requires that the course proposal be submitted to the university registrar for review prior to the conducting of the course. The minimum number of classes that a registrant must attend to receive credit for a training class is also determined by the university as part of its review process. Each person that completes the CEAL courses receives a certificate of training from the University.

According to CEAL records, these courses have enrolled 966 participants of which 372 were congressional staffers. As of May 1992 there were a total of 758 certificates granted.

### **3. Software**

Other services that CEAL provides include legislative software development. The two software programs that CEAL is currently developing are SIPEX and SIPNA. The software program SIPEX is designed to facilitate the handling and tracking of constituent requests. SIPNA is designed as a means of taking all of the information on government revenues and budgets for any given fiscal year and allowing for the user to compare and manipulate the information on a computer. Both programs are being developed by CEAL staff.

### **4. Consulting**

Other services that CEAL provides are consultations with members of the Congress to discuss issues of current interest. This is an important step for CEAL in its effort to remain non-partisan and be able to provide all Members of Congress with impartial, technical assistance.

In addition to consulting in Chile, CEAL is organized to provide consulting services to other legislative institutions

throughout Latin America. According to Director Dondero, Guatemala, Bolivia, Costa Rica and Paraguay are potential clients.

## **5. Press Forums**

Another function that is coordinated by CEAL is the monthly round-table discussion between journalists and members of the Congress. This function is popular among journalists because of the informal setting of the meetings.

## **C. INTERNSHIPS**

The evaluation team interviewed student/interns at both SUNY and CEAL. To date, there have been five students funded for internships at SUNY. Two have worked for the M.A. degree in public administration and three have worked on the one year certificate in legislative administration. One of the latter students is now also pursuing the M.A. degree in public administration. All five students have had, as part of their program, an internship in the New York State legislature. One student who is now ready to return to Chile also held an internship in Albany (NY) county government. Our interviews with three of the students at SUNY indicated that they had a very rewarding and important experience that will allow them to bring back a good deal of practical knowledge applicable to CEAL as well as other positions they may undertake. Their internship experience was especially useful in providing them ideas and skills transferable to the Chilean experience. All of the students were making satisfactory progress towards their degrees and were very satisfied with the support from SUNY.

The Evaluation Team interviewed students from the U.S. in Chile who are currently undergraduate students taking courses at UCV. In one case, the student indicated that credit would not transfer as her university did not have a program in Chile. All the students in Chile were working as interns at CEAL working with the Congress. They have found the experience extremely rewarding and interesting as they were given several tasks that allowed them to get a general overview of CEAL's mission and work.

SUNY-Plattsburg operates a study abroad program in Chile that places students in homes, universities and in internships in Santiago, Valparaiso and Concepcion. CEAL arranged for both these internships and has provided an excellent learning experience. These students have been engaged in translating bills and other documents from English into Spanish for members of Congress.

## **D. FACT FINDING TRIPS**

To date there have been three fact finding visits to the United States, two by Chilean deputies and one by congressional staff. The trips, funded by the SUNY-CEAL project, included visits to the U.S. Congress and various state legislatures. The intent of the trips (SUNY/CEAL call them Legislative Study Tours) has been to expose the Members of the study groups to the manner in which other legislative bodies function. A result of the visits may be that some innovative ideas might be taken back to Chile and applied to the day to day operations at the Congress and at CEAL.

The first trip took place in July/August of 1990. This trip included visits to the U.S. Congress in Washington D.C. and state legislatures in Maryland and Tennessee. Members attending were as follows:

Dip. Mario Acuna (DC)  
Dip. Sergio Correa (UDI)  
Dip. Dionisio Faulbaun (PR)  
Dip. Federico Mekis (RN)  
Dip. Carlos Smok (PPD)

Ceal staff joining the tour were Gonzalo Sanchez (Assistant Director of CEAL), Amelia Dondero (current Director of CEAL), Juan Bonnefoy who at the time was working on his M.A. at SUNY and John Johnson (Project Director for SUNY-CEAL project at SUNY).

The second Legislative Study Tour took place in February/March of 1991. This tour was arranged for senior Chilean Congressional staff and the some key CEAL personnel. According to our interviews with several participants of this tour, its mission to acquaint them with legislative process and organization in both national and state legislatures, was a great success. Senior congressional staff members indicated how much they learned from visiting the key legislative offices of these U.S. institutions and the large amount of information they brought back. This was very useful to them in putting their functions in perspective and giving them ideas for formulating and organizing the legislative process in Chile.

Participants on this trip were the following individuals:

Carlos Hoffman, Secretario Jefe de Comisiones del Senado  
Sergio Malgamba, Secretario, Comision de Gobierno  
Sergio Roselot, Secretario, Comision de Hacienda  
Federico Vallejos, Secretarion, Comision de Relaciones Ext.  
Patricia Silva, Library of Congress  
Alan Bronfman, CEAL  
Fernando Parada, CEAL  
Felipe de la Fuente, CEAL  
Ivan Obando, CEAL

Enrique Canales, CEAL  
Gustavo Coacevich, CEAL

The second Member trip took place in April 1991 and included the following Members of Congress:

Dip. Armando Aranciba (PPD/PS)  
Dip. Francisco Bartolucci (UDI)  
Dip. Alberto Espina (RN)  
Dip. Juan Carlos LaTorre (DC)

Accompanying these Members were Juan Enrique Froemel (Director of Ceal), Hector Rosas (in charge of financial management for CEAL) and John Johnson of SUNY.

Our interviews with Members and staff revealed that the tours were very useful in establishing a framework for legislative management concepts that could be applied to Chile in the future. While they found that much of what is done in the U.S. is beyond their financial capacity, some are potentially near their ability to organize. One example of this was the Senate Office Automation Program of the New York State Legislature. This proved to be of great interest to Chilean Members and it resulted in a follow-up demonstration program for the Chilean Congress in Chile.

The trips also have had the added benefit of acquainting the Members of Congress with CEAL staff. The result has been a closer working relationship between the two groups. These tours have enabled CEAL to establish a much closer and friendly working relationship with key Members and staff of the Congress.

#### IV. CEAL PROJECT DEVELOPMENT TO MEET FUTURE GOALS AND OBJECTIVES

##### A. INSTITUTIONALIZATION

It is evident from the information derived from interviews, projects and programs that CEAL is becoming institutionalized into the Chilean political spectrum. Not unlike any other organization of its type, CEAL will continually struggle to maintain its unique place in a highly charged and fast changing political system. However, it has several decisive advantages over any other organization wishing to claim its place. CEAL has the advantage of being the first to initiate a truly non-partisan research and education center specifically focused on Congress. In our interviews with staff, committee directors and members of Congress, it became evident from their comments that CEAL has developed a strong academic and professional image associated with technical training and a solid research product. Finally, given the scarcity of financial resources at other national as well as private institutions, it is highly unlikely that any other truly independent and non-partisan organization can replicate CEAL or develop the institutional linkages it has already achieved.

Evidence of CEAL's institutionalization is based on several important facts. First, CEAL has had a varied and broad set of programs that have reached various sectors within and outside of the Congress. Its training program has been extensive, reaching out to congressional staffs and members, journalists, academics, government employees, regional community directors and others. To date, CEAL has held 45 courses and 6 seminars. These courses and seminars have enrolled 966 persons of which 372 were staff assistants to members of Congress. In total, over 750 certificates were issued. Given the fact that students must take time at night to attend many of these courses and that there is a small cost involved which often comes out of their own pocket, it is a real accomplishment to have such a large response to enrollment and such a high proportion completing the courses and seminars. In our interviews with staff assistants that had attended these courses, we found that all participants found the courses very helpful and would continue to take other courses in the future to expand and improve their skills.

Another area where we saw evidence of CEAL's institutionalization was in the publications and general consultancies with Congress. All the offices of members and senior staff had copies of CEAL publications on the shelf and showed us copies of CEAL's issue papers. While they also produced papers issued by partisan institutions of their respective political parties, these members and staff always made the point that they valued a non-partisan perspective and would like to see more of these issue papers in the future to contrast with the

more partisan publications they receive.

CEAL has also initiated projects and organized collaborative efforts such as the project "Capacitacion Legislativa y Ejecutiva para Cuerpos Sociales Intermedios," (CALECSI) and its recent agreement with the Ministerio de Planificacion y Cooperacion (MIDEPLAN). Its numerous research projects and consultations with staff and members of the Congress have also provided a significant place for its assistance in the Congress.

In summary, CEAL is recognized as the only non-partisan research and education organization with a capacity for legislative analysis and a forum for open discussion of important issues. This was not a debatable point, everyone understood the unique and special perspective CEAL brought to the political arena.

## B. OUTREACH PROGRAMS IN CHILE

CEAL's self sufficiency in part, depends on its ability to broaden its mission and recognize that as Chile decentralizes government, the needs and opportunities will flow to the regions. With this vision in mind, CEAL has advanced a plan to provide many of the current research and education programs to regional governments. Its agreement with MIDEPLAN, Chile's planning ministry, constitutes a significant step in this process. The agreement has an indefinite term and proposes to create and maintain a cooperative effort to include the interchange of information, studies and consulting personnel. This agreement is designed to incorporate such areas as regional development, environmental policy, and other areas of interest to MIDEPLAN.

CEAL began this undertaking very early by providing forums for discussion of issues relevant to regional government and their work with the Congress. These have, in some cases, taken place in the region as for example the program in Temuco in January of 1991. The proposed CALECSI project has been highly regarded by members of Congress as well as the Ministry of the Interior whose financial assistance will be necessary. This project intends to provide civic education to community and municipality-level leaders and intends to move in the future to labor organizations as well. It is another step in the plan to reach beyond the narrow focus of Congress.

CEAL is also working in the administration of justice area to provide technical information and support to the judicial system. One such project involves an information brief to the regional administrator of the Corporacion Administrativa del Poder Judicial. These efforts and others mentioned in the course of our interviews, reflect an overall effort to provide a more consistent product with the needs and political developments of

the system in Chile.

CEAL's partnership with SUNY provides significant support to this program. SUNY brings the weight of its entire university system, plus numerous consultants from other public and private entities, to assist CEAL in providing up-to-date information and advise to regional and local governments.

### **C: REGIONAL PROJECT OF ASSISTANCE TO LEGISLATURES**

Since the beginning those who conceived the idea of CEAL thought that at a further stage of development it would reach other countries with its services. Both the SUNY/UCV proposal dated May 1988 and the AID/LAC/DI "Authorization for the Chile Legislative Research Center Project (AID No. 598-0777)" of March 31, 1989, included as one of the main project activities "the creation of an international network of Iberian and Ibero-American countries moving from military government to democracy." The AID authorization document also stated:

"this Chile Legislative Research and Assistance Center should be viewed as a pilot effort in legislative management...In fact, it was anticipated that the Center, by the end of Year Three may be used as a resource to other legislatures in the region."

Accordingly, CEAL's mission includes "To support the efforts of AID and others to strengthen legislatures elsewhere in Latin America, through CEAL consulting and training." (SUNY/CEAL Draft Development Plan 1992)

CEAL is a unique creation tailored to the specific needs of a Congress convened after several years of interruption of the democratic process. Because of the nature of the partners involved it can draw from the experience of the U.S. and the Chilean academic community and from the U.S. legislatures. The bulk of its work is carried out by Chilean nationals with specific training on different disciplines related to Congress activities.

Many countries in the region are going through various stages of the process of transition to democracy. Organizational problems, inefficient procedures, lack of support for the work of legislators, lack of information, loss of institutional memory, inadequate equipment, lack of training of the staff, and difficult relations with the press are common handicaps for new congresses seated after years of non democratic governments. The experience of two members of this evaluation team (Westphal and Landi) in their travels and work with other Latin American legislative institutions point to the fact that there is very

little in the way of independent, nonpartisan research and education available. Several partisan think tanks and similar institutions exist but they only reach their own political groups.

In an effort to strengthen the legislative institutions so that they may better contend with what are predominantly presidential systems, members and staff require a broad range of resources to identify, formulate and manage a legislative agenda. Every member and staff person we interviewed in Chile indicated the importance, the need and the significant lack of resources available. CEAL is just now appearing to be better known and received in what is often a highly politically charged and skeptical environment.

Now the question is: is CEAL ready to help congresses from other countries?

From our observations, CEAL has consolidated its internal structure and professional staff and is providing good quality services to the Chilean Congress. Its personnel is enthusiastic about the idea of expanding their services to other countries. These activities could eventually provide the center with a larger market for its products, providing additional financial resources that could contribute to CEAL's self sustainability.

In a report to AID, Office of Democratic Initiatives, dated April 25, 1992, Mr. William Douglas observes that there is great interest in both Argentina and Uruguay for a CEAL like project. He further states that a most cost-effective way of doing this would be to add a regional component to CEAL's activities. While a Chilean organization would probably be unacceptable as the only vehicle, it could develop partnerships with local organizations and provide a framework from which to expand the information, research and education aspects so greatly needed in these other nations.

The leadership of CEAL and SUNY have held discussions with AID officials regarding this type of project and appear ready to embark on such a mission. It is our understanding that discussions will take place with officials in Paraguay and that there appears to be a real possibility of a consulting project in that country.

These are certainly services which CEAL may engage in and receive remuneration necessary not only to support such activities but to build the infrastructure necessary for the future. In particular, CEAL can easily support training and basic research projects in these countries. In addition, it appears prepared, along with SUNY, to engage in a comprehensive consulting effort vis-a-vis the legislative assistance areas.

## V. GENERAL EVALUATION

As a guideline for the type of issues that should be addressed by the evaluation team, the following questions were suggested as a reference point for the evaluation. The answers to these questions should be considered conclusions to the evaluation as they summarize findings and provide a general overview of the issues and concerns that may be raised. It should be clear that these are summary answers aimed at highlighting the what should be considered the major points raised by those interviewed and analyzed by the Team.

### 1. Have SUNY/CEAL services and products been of good quality? Have they been delivered efficiently and effectively?

Course evaluations uniformly support the fact that CEAL courses were well organized and effective in giving good information and training in the relevant fields. One group of courses that has proven very popular are the computing classes that have given competition to those offered by computer vendors because they are tailored to the specific needs of legislators and staff.

Given the often "inside" nature of politics it appeared to us in our interviews with staff, that only certain segments of the congressional population are taking advantage of these courses. It is important that CEAL market its products and services widely and recruit participants from all parties and levels of staff in order to assure not being seen as serving only one sector.

Some very useful and innovative software is being developed by CEAL. SIPNA, a budget program allowing the person to compare various years of the national budget and have baseline figures from which to compare current budget proposals, is currently under development and should be available in the next few months. Members and staff we interviewed were asked if such a program would be beneficial and the unanimous answer was yes.

Another software, SIPEX, is presently being developed to help legislators manage information regarding constituency demographics and correspondence. This program is also under development and almost ready for distribution.

While both programs would offer great opportunities for members and staff to be up to date on the budget proposals and to have an adequate system for responding to constituency demands, CEAL has not really come to terms with all the factors that are associated with the development, marketing, maintenance, training and distribution of such a product. Our interviews with CEAL

staff developing the software, indicated little or no research into the practical applications and use of these products. Very few persons in congress were consulted on these factors and the development relied strictly on CEAL staff input as to what may be useful. This could potentially result in a good deal of product updating in order to meet the clients needs. This , of course, can be costly and burdensome to the project.

Everyone interviewed found the publications and issue papers to be of the highest quality and most had them readily available for us to see. Based on reports from CEAL staff as well as clients, these products were readily available and well distributed. One point that should be addressed by CEAL is that while these publications may be distributed widely, there needs to be attention paid to timeliness and follow through. For example, when we interviewed the head of all House committees, he showed us a large set of CEAL issue papers that had been distributed in a particular committee. These papers had arrived only a few days before the issue came up, but many members chose to disregard this product and left the papers lying on the table when the committee adjourned. It may be necessary for such papers to be sent to individual offices and that follow-up be required.

## **2. How have project services and products helped to strengthen the legislative branch in Chile?**

The fundamental premise is, of course, that information is power and that the more information one has the greater the ability to influence the course of public policy. In a democracy, it is essential that power be distributed to insure that all sectors of the population have a chance to give input. For the Chilean Congress, the ability to obtain relevant, timely and unbiased information is essential to its ability to provide, when necessary, an alternative to Executive action.

The fiscal resources of the Chilean Congress are very limited. Salaries for staff are very low and thus there appears to be a lot of turnover. Almost all employees know little or nothing about the operation of a legislative institution. Many are not even trained in normal office routines and process. Staff we interviewed found the training courses on the legislative process to be most helpful in their specific jobs. These broad and basic level courses appeared to have the greatest impact on personal staff of members. Our conversations with staff also showed that with limited resources, members had no one to turn to in order to get certain information or analysis. Training staff is an important process in the institutional development of any organization and our examination of the CEAL project showed that there was a need and interest in these services.

In addition to training, publications and consultations have helped to strengthen Congress. While this latter statement may be difficult to quantify, we only mean to assert that only political party organizations are providing any assistance and it is generally in the form of issue analysis. No other organization appears to have the resources to execute such a varied and on-going training program. CEAL's affiliation with the Catholic University also gives CEAL some additional strength as it has some of its resources to draw from and its reputation to stand under.

**3. How have project activities helped groups in society or society in general to better understand the workings of the Chilean Congress?**

This evaluation did not obtain evidence to adequately answer this question. However, we may comment on a few of CEAL's activities which may touch upon this issue. First, CEAL has had a very good working relationship with the Chilean press. We examined four very thick volumes of press clippings giving strong evidence that CEAL's work is noted and received a good deal of press. Thus we would assume that government officials, industry and community leaders and other important sectors are somewhat aware of CEAL's work and its mission. We can only conclude that such extensive press coverage heightens awareness of the institution and its operation. Keeping in mind that a generation of Chileans know little of how a legislative body operates, this type of press coverage may be very helpful in strengthening the democratic process. Courses and consulting contracts with outside groups also provides an educational forum, training Chileans on the functioning of the Congress.

**4. Are project activities helping congress members and staff better fulfill their responsibilities? If yes, how? If not, how might they be changed or improved?**

Perhaps the best way to answer this question is to briefly discuss the history of the relationship between CEAL and the Congress in order to gain a perspective on how the relationship has been successful.

CEAL was conceived before Congress was in operation and thus the leadership of the Congress had nothing to do with its creation or organization. Early in the beginning year of the new Congress, some leaders expected that U.S. assistance for organizational development would go directly to the Congress. When it became apparent that this was not the case, there was some reluctance to give CEAL the attention and support needed to make it a successful resource for the Congress. Over the years the relationship has grown closer and stronger due in part to two major reasons. First, the lack of internal resources from which

to build a strong training and research staff has meant that members and staff have had to turn to outside sources for such help. We have already indicated wide use and participation of members and staff in CEAL activities. Second, the independent, non-partisan and academic nature of CEAL has given the program respectability and recognition. Since AID funds have continued to support the project, the congressional leadership has been more willing to work with CEAL and accepts many of its services.

There is little doubt both from our interviews and from other research we conducted for this evaluation that CEAL is providing much needed assistance to a staff and members. However, while the list of members and staff participating in courses and receiving other assistance is impressive, the fact remains that CEAL must focus its products and services and not try to do too much in too little time with too limited resources.

While CEAL has reached a significant percent of the Chilean congressional staff across all political parties, more continuity and better planning would help reach a larger audience that is affected by turnover and an ever increasing workload. Secretaries and advisers to congressmen are poorly paid and consequently are affected by a large turnover.

##### **5. How effectively is the project using Chilean capabilities and developing Chilean institutions?**

Despite U.S. AID support and SUNY's role as project director, CEAL has been directed, managed and operated by Chilean professionals from both the academic community at the Catholic University and other Chilean organizations. Communications with the Congress have been always made by the CEAL staff. When differences have arisen with the University Consejo or AID, SUNY and CEAL coordinators have managed to work out disagreements without damaging the program or creating problems outside the organization. Changes in the leadership of CEAL have managed to work out smoothly and without issue.

While some courses have used outside consultants (from the U.S.), for the most part the training and research activities are the product of Chilean professionals. For example, CEAL has a list of over 300 faculty members from all universities throughout the country. These professionals have been contacted and have agreed to serve as consultants as needed.

It is difficult to be specific regarding the question of the development of Chilean institutions since this is a process in evolution but we know that CEAL's activities are helping to shape the information base of the Chilean Congress and have been copied by other interest groups. Working across party lines has also improved the political process by decreasing gridlock so often seen in multiparty systems. The non-partisan nature of CEAL

has allowed for greater attention by Members to the sharing of resources.

**6. Are U.S. based activities (i.e., study tours, U.S. academic training, internships in U.S. legislative bodies) being effectively integrated into the overall goals of the project?**

In the Statement of Work (PIO/T) the specific objectives of the project included the participation of Chilean political/legislative leaders in U.S. study tours, M.A. level studies in legislative management for Chilean faculty and training for staff and members in legislative management and specific issues. Our examination of CEAL records indicate that all the above objectives have been met. In addition, internship programs has been developed for both Chilean students in the U.S., American students in Chile and Chileans in Chile.

Since the overall goal of the project was, as stated in the PIO/T was to "strengthen democracy in Chile through the development of a strong and efficient legislative branch," such efforts only serve to contribute positively to this goal. This is evidenced by innovative techniques learned by legislators in the U.S. and their desire to have many of these implemented in Chile. Legislators indicated to us the need for a Legislative Council such as the one found in the U.S. Congress and a Congressional Research Service modeled after the one in the Library of Congress in the U.S. This is only one example, but it points to the many observations, experiences and opportunities gained by these study tours.

**7. Is the project being effectively institutionalized into the Catholic University of Valparaiso, into the political life of Chile?**

Our meeting with the Consejo of the University was positive and enlightening on this point. The Consejo is the governing board for CEAL within the Catholic University of Valparaiso. Appendix C shows the makeup of the Consejo and its place in the organization of CEAL. It was our understanding that the day-to-day management of CEAL was completely in hands of the Director. In general, the Consejo acts to advise/approve major policy actions anticipated by the Director. As any governing board, the Consejo is concerned with the impact of CEAL actions on the overall university standing. When such actions are deemed to have impact, the Director may meet with the President of the Consejo and or the other members.

Gradually over the last two years, CEAL has been integrated into the University community with greater ease. Because it is independently funded, it has autonomy not enjoyed by other units and I was told by members of the Consejo that funding by the

University in the future is tenuous at best. Our meetings yielded the following points:

The University is far more comfortable with CEAL now than in the past. Much of this is due to the new Director and the respect she enjoys from her colleagues.

University policy will generally be more conservative and careful when it comes to dealing with political leaders. This is a new undertaking, unlike anything they have done in the past. It is a slow process but communications are well established and there is support from the University.

Faculty are getting more involved in the programs at CEAL and this will aid in this integration.

The University may seek additional funding for CEAL in the future, but such resources are very scarce and they would almost certainly be only minimum in their ability to fund all programs within CEAL.

**8. Are project services being delivered in a non-partisan manner?**

CEAL's services are delivered in a non-partisan manner. All persons consulted on this agreed that CEAL appeared to have no party or ideological leaning. In this highly politically charged environment, maintaining such standing is difficult since persons working for CEAL and those consulting may have their own independent party leanings. We saw no evidence that such individuals were compromising the independence of CEAL.

**9. Should any specific corrective actions be taken in any area?**

Most believe that corrective measures or actions have already taken place in those areas that needed some change. Those that were interviewed said there was little or any improvements that have to be made to the project at this time. Some improvements might be to increase the number of publications and courses that are being produced. Specific suggestions will be made in our recommendations at the end of this report.

**10. How well has the SUNY/CEAL partner institution approach functioned?**

The Catholic University of Valparaiso is a subcontractor of SUNY, charged with the development and operation of center for legislative studies and assistance in Chile. SUNY provides project oversight, develops budgets for the project coordination with CEAL, works with CEAL in the design of the program,

determines U.S. consultants and manages consulting and administrative details. SUNY also works with AID/Chile and LAC/D: in Washington on budget and program matters, arranges study tours and internships in the U.S. and handles all administrative details for students from abroad.

All AID funding passes through the Research Foundation of the State University of New York. SUNY also provides CEAL with U.S. research materials and publications, especially in the area of computers and computer communication. SUNY recently assisted CEAL in connecting with the LEXIS-NEXIS system, which links CEAL to numerous data bases.

CEAL carries out all program activities in Chile. CEAL is responsible for developing and maintaining all relations with the Chilean Congress. In addition, CEAL hires all consultants and contracts all work to be done in Chile. Budget decisions for spending in Chile are handled by CEAL and in conjunction with SUNY, all project direction and activities in Chile are handled by CEAL. As appropriate, CEAL works closely with AID/Chile in providing information of project activities.

Not unlike other aspects of this project, it has taken some time for the SUNY/CEAL relationship to operate smoothly. During early years, the leadership of CEAL may have felt that they needed more autonomy from both SUNY and AID. However, as the focus and direction of the program have been improved, the new relationship appears to be very peaceful and uniform.

**11. What are the areas where a second phase project might focus more attention?**

The two areas that most mentioned are training and professional studies or reports. The large number of staff and members of Congress provides the opportunity for CEAL to undertake a series of training sessions to cover the various issues that are dealt with in the Congress. This can be done by instituting a briefing series in the Congress with CEAL bring experts to inform staff on various issues. They ought to be specific, short, informative and timely. The opportunity also exists for CEAL to develop a series of reports that can be better utilized and tailored for use by those in and out of the Congress.

**12. How might the project help serve the needs of other legislatures in the Souther Cone?**

The CEAL staff all seem to be aware of the possibility of assisting other legislatures in the region and believe that it is something that they are capable of accomplishing. Assistance could be provided to other legislatures in the areas of technical support, software development, general publications, and the

teaching courses that are adapted to the particular legislative body or audience. This matter was addressed in a previous section of this report.

## VI. RECOMMENDATIONS

The following recommendations are based on the findings of the evaluation. These recommendations summarize the major issues raised by observers, clients and participants of the CEAL project.

### Assistance to the Congress: Products and Services

Maintain a basic regimen of courses necessary to keep members and staff up-to-date on issues, process and technical expertise. For example, courses relevant to interns and new staff, software applications, specific issues facing the Congress, casework and office management. Training has been a strong component of CEAL's institutionalization process. With the considerable amount of staff turnover experienced by the Congress, it is recommended that training continue and be focused on the practical needs of new staff. Special attention should be devoted to timing and repetition of courses. Surveys of members and staff should be employed to ascertain needs and requirements for training. CEAL should also initiate discussions with the "Comisiones de Informacion" of both houses to obtain funding for a standard set of courses.

Maintain the high quality of issue briefs. Develop a better system for distribution to insure that the right personnel receive them and use them. Most issue briefs should go to all members of the Congress in order give CEAL greater visibility.

It is recommended that CEAL institute a process of coordination and support with Chilean legislators and staff that are sponsored for trips to the United States. Upon their return, there should be a constructive and on-going set of activities set up to take advantage of their experiences.

CEAL should organize a committee of members in each chamber to act as an advisory board on various aspects of the operation. The committee could sit for lunch once a month to advise the Director on such matters as what issues to address in briefs, what forums of discussion are needed and how CEAL could assist the commissions in their work.

Members of Congress are always looking for forums to address issues and concerns. CEAL should organize conferences to address important issues of the day. These meetings could be

workshops, symposia, conferences as well as the press meetings now in use. CEAL should seek special funding for these meetings which should be open to the public and held throughout the country if possible. Sponsors, such as business interests or foundations could be sought to help fund these meetings.

CEAL's interaction with Congress is a vital and sensitive issue requiring skill, protocol, a sense of politics and experience. CEAL should carefully assess this matter and develop a strategy for communications as well as a key staff person with the appropriate background.

CEAL should consider the publication of a weekly newsletter to be sold on subscription basis. Congress would get a big discount. Such a newsletter should include up-to-date information on what is before Congress, news regarding special issues of the day and other information of value to lobbyists, public officials and press.

#### Outreach to Local and Regional Governments and Other Sectors of Society:

CEAL's current efforts to set up a cooperative agreement with MIDEPLAN is an important step towards expanding the scope of work. CEAL should continue this effort by working with other ministries of the government in corresponding areas.

CEAL should seek funding for a regional program to assist local and regional governments and leaders in understanding the new politics and process of decentralized government, implementation of laws and development of infrastructures necessary to better serve the citizenry.

CEAL should re-energize its efforts to pursue the use of mass media for ongoing programs and to reach regional concerns. With CEAL's reorganization, there should be a special effort made to develop strong links to regional media and make use of their resources.

#### CEAL Organization and Management:

CEAL should establish the position of development director. This position should be established to seek funding for CEAL activities and projects. The individual should be knowledgeable in grant writing, proposal development and should be bilingual in english/spanish.

CEAL should also seek the consulting advise or seek a staff

person with marketing skills. This is a critical matter concerned with CEAL's future funding opportunities. As Chile's cultural and economic trends change, CEAL should be ready to break into new territory and not be confined to the old traditions and norms.

CEAL should establish an advisory board from outside the University to assist in fundraising and marketing. Such a board could include respected scholars, business leaders, presidents of associations, local and regional leaders, etc.

#### Future Funding for the CEAL Project:

The CEAL project is a unique and important program in the maintenance and stability of this democratic process. With the limited resources the Congress has to operate, it is imperative that a non-partisan, bicameral and public organization such as CEAL provide research and education support.

CEAL will need to aggressively pursue alternative funding sources as it reaches out to new areas and broadens its scope of activity. Like any public or private interest, CEAL will need to adapt to a new political culture in Chile. It will have to venture into uncertain territory. This means that it must be able to lobby for fiscal support and compete for funding at all levels of government. In addition, private sources will also need to be addressed.

It is imperative that CEAL develop a marketing concept for its products and services. For this it will need professional assistance. Any software should be professionally marketed, priced and distributed.

AID's significant investment in this project has obtained excellent results and has built the basis for a strong and viable alternative to the partisan efforts also underway. Funding should be continued at the highest level and additional support should be earmarked to organize efforts to seek outside funding.

The SUNY/CEAL project can be a model for new and developing legislatures all over the world. Its expertise should be marketed both in Chile and abroad.

APPENDIX A

## **Evaluation Team**

### **1. Dr. Joseph Westphal, Team Leader**

Dr. Westphal is an expert in the development and operation of congressional assistance institutions. As Executive Director of the Congressional Sunbelt Caucus and the Sunbelt Institute, he combines hands-on political experience in the U.S. Congress with practical experience in institution building. He deals with U.S. Congress members and staff on a daily basis, and is keenly aware of the types of assistance they need. Dr. Westphal has served as a consultant and lecturer for USAID and USIA with congressional leaders in Chile, Bolivia, Venezuela, Uruguay, Ecuador, Mexico, Guatemala and Honduras. He is fluent in Spanish. Included amongst his frequent lecture activities in South America is a week spent at CEAL in 1991, so he will quickly be brought up to speed on condition of the Project. He holds a Ph.D. in political science. He will have overall responsibility for the evaluation. He will assign tasks and responsibilities to the other members of the team (including writing assignments), determine venues, and be responsible for delivery of the final report.

### **2. Dr. Jose Landi, Team Member**

Dr. Landi holds a law degree from Argentina and a Ph.D. in educational administration from the University of Denver. His current responsibilities include those of Special Advisor to the President of the Argentina House of Representatives. In a previous position as Deputy Director of the Fulbright Commission in Argentina, Dr. Landi organized and conducted national conferences on congressional modernization in both Argentina and Uruguay. He has managed his own computer company, directed multi-million dollar IBD projects in university development in Latin America, and served as Secretary General to the Council of Presidents of National Universities in Argentina. Dr. Landi understands the congressional member and staff needs in Latin American legislatures, and is expert in university development and relations - both areas of importance in evaluating a university based congressional assistance center. He has become familiar with SUNY/CEAL through other SUNY activities. He is currently a part-time consultant in Argentina for SUNY/Plattsburg. He will be responsible for constructing the Project history and determining the impact of Project activities on the Congress.

### **3. Mr. Arturo Perez, Team Member**

Mr. Perez is a fiscal research analyst at the National Conference of State Legislatures headquarters in Denver, Colorado. He is an experienced fiscal analyst and policy analyst. In addition to his experience at NCSL, Mr. Perez has worked as a policy analyst in Texas state government and in the United States Congress as a Congressional Graduate Fellow. With his special expertise in legislative and fiscal administration, he will be expected to comment on the quality of the Project's services and products, and to recommend how they could be made more useful. In 1991, he was a member of the team evaluating the Center for Democracy Project in Costa Rica. Like the other members of the team, he has native fluency in Spanish.

**APPENDIX B**

## SUNY-CEAL PROJECT EVALUATION

INTERVIEWS CONDUCTED DURING SITE VISIT  
MAY 25-29, 1992

### CEAL-VALPARAISO

Amelia Dondero, Director  
Osvaldo Oelckers, Chief, Legislative Area  
Juan Vrsalovic, Ex-Director, Consultant to CEAL  
Juan Bonnefoy, Consultant to CEAL, MA/Internship participant  
Marcela Poblete, Communications/Public Relations  
Fernando Parada, Liaison with Chilean Congress  
Ivan Obando, Coordinator, Legislative Information Program  
Alan Bronfman, Coordinator, Legislative Training Courses  
Felipe de la Fuente, Coordinator, Publications  
Hector Rosas, Coordinator, Administration and Finances  
Aldo Rossi, Coordinator, Special Projects  
Claudia Perivancich, Legislative Assistant  
Ximena Lazo, Legislative Assistant  
Veronica Galindo, Legislative Assistant  
Jaime Contardo, Computer Programmer

### CONSEJO (BOARD OF DIRECTORS) OF CEAL AND UCV MEMBERS

Bernardo Donoso, Provost of the University and President of Consejo  
Alex Avsolomovich, Dean, Faculty of Law and Social Sciences  
Fernando Alvarado, Dean, Faculty of Economic and Administrative Sciences  
Walter Zeller Allier, Director, Office of International Relations

### MEMBERS OF CHILEAN CONGRESS

Deputy Francisco Bartlucci (UDI)  
Senator Jose Ruiz de Giorgio (DC)  
Deputy Teodoro Rivera (RN)  
Deputy Armando Arancibia (PS)

### PROFESSIONAL STAFF OF THE CONGRESS

Carlos Hoffmann, Chief of Senate Committees  
Adrian Alvarez, Chief of House Committees  
Sergio Malagamba Stiglich, Chief, Government Affairs Committee  
Eduardo Sepulveda Munoz, Chief, Natural Resources & Environment  
Javier Rosselot, Chief, Finance Committee  
Eugenio Foster, Chief, Defence and Education Committee  
Juan Estay, (DC)  
Patricia Garcia, (RN)

PROFESSIONAL STAFF OF MEMBERS OF CONGRESS

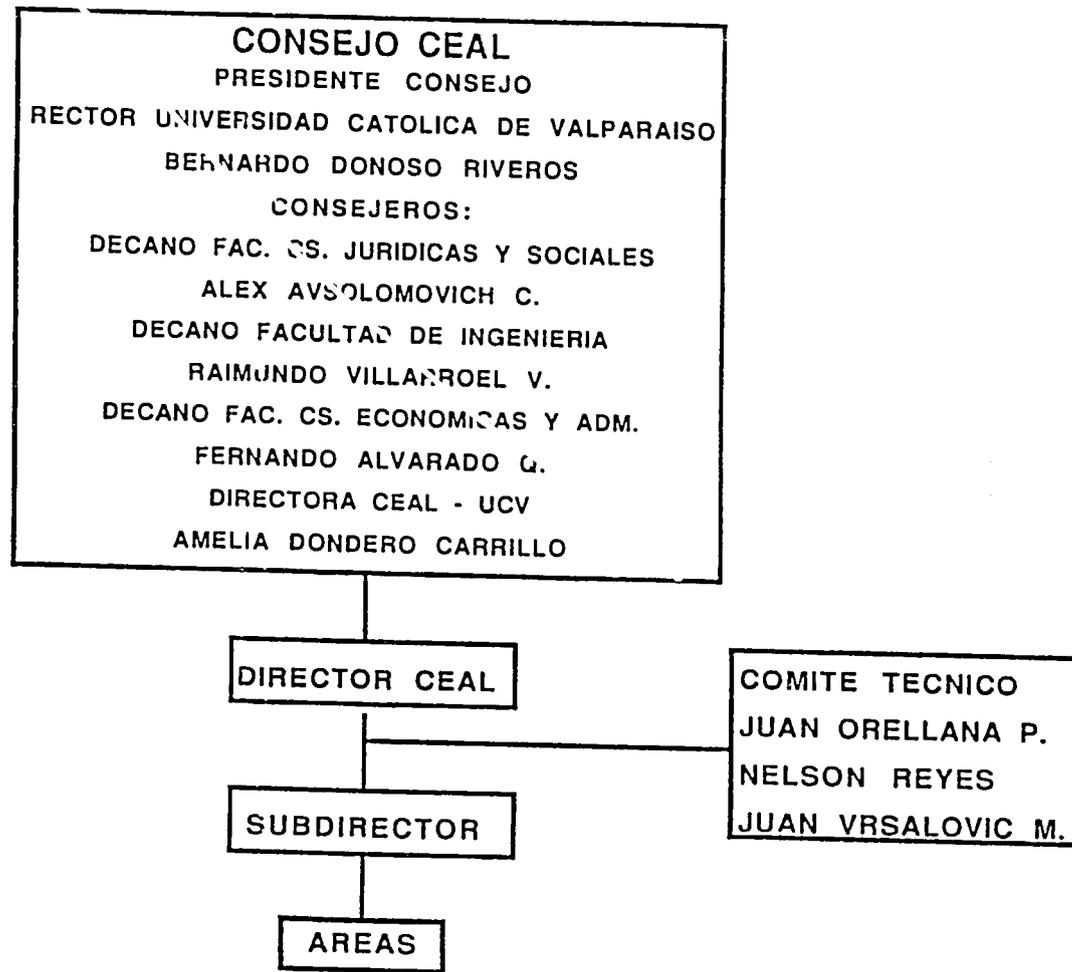
Maria Eugenia Ribera, (Deputy Ribera)  
Marcia Oyarzun, (Deputy Urrutia)  
Carla Araya, (Senator Gazmuri)  
Maria Eugenia Silva, (Deputy Foster)

OTHER PERSON INTERVIEWED

Victor Vaccaro Guzman, Press "El Diario"  
Gonzalo Cruzat, Press "El Mercurio"  
Gonzalo Sanchez, Corporacion de Promocion de La Democracia  
Edgardo Mimiga, MIDEPLAN  
Arnold Chacon, U.S. Embassy  
Monica Jimenez, PARTICIPA  
Juan Enrique Froemel, Fundacion Andes.

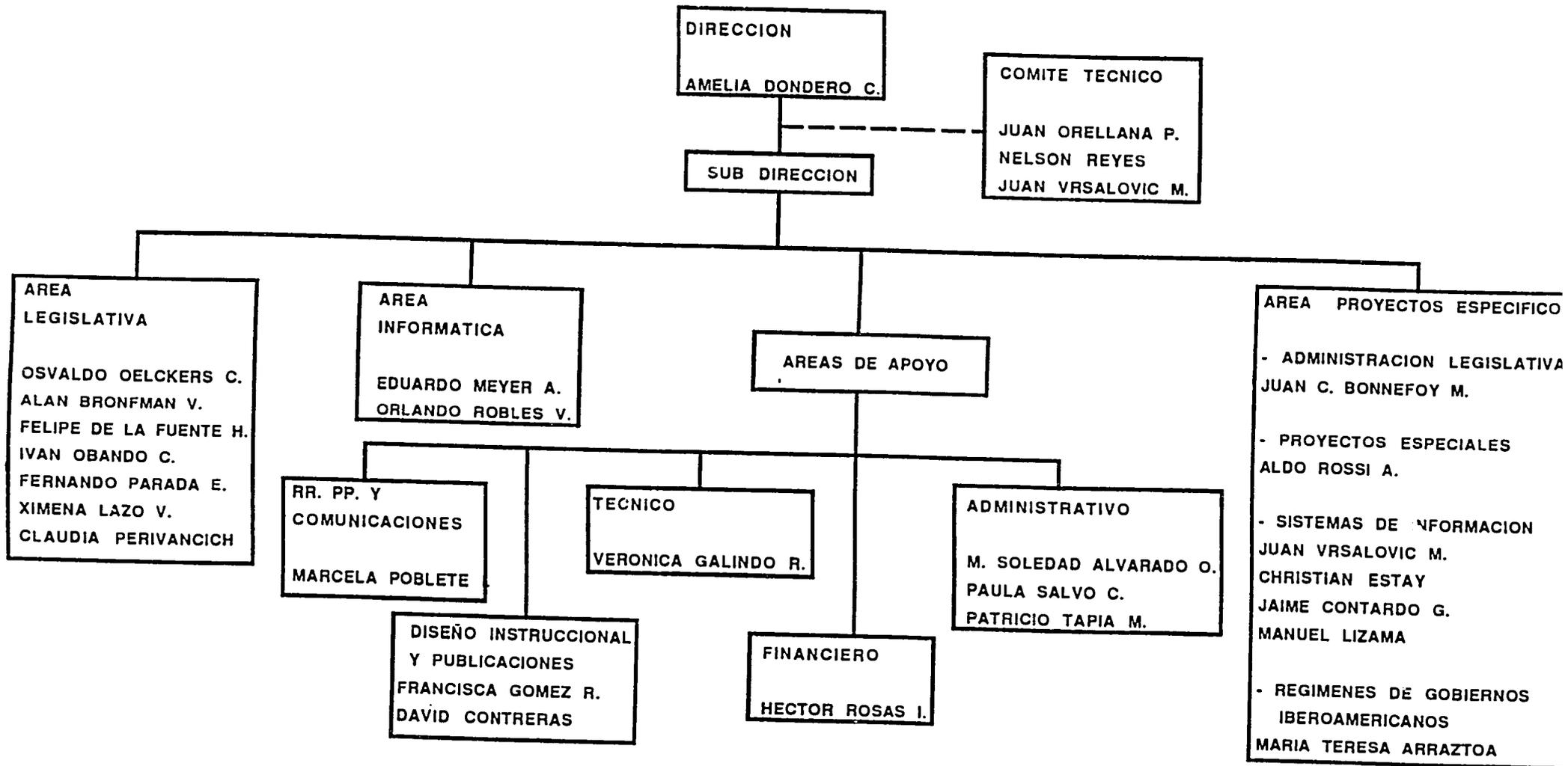
**APPENDIX C**

# ORGANIGRAMA DE CEAL

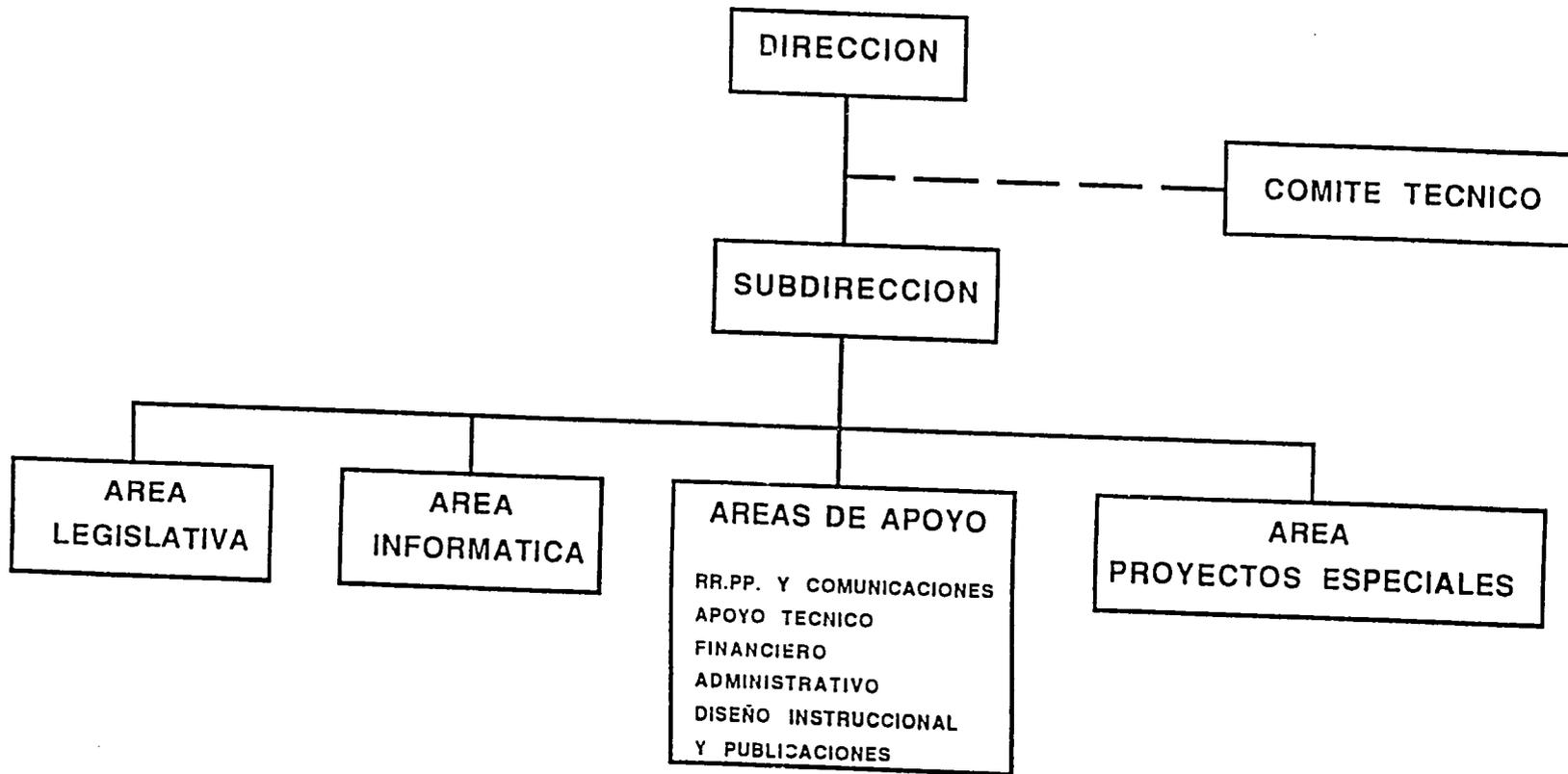


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# ORGANIGRAMA INTERNO DE CEAL



# ORGANIGRAMA INTERNO DE CEAL



**APPENDIX D**

Informes Legislativos enviados al Congreso Nacional

Informes despachados a: Presidente del Senado, Presidente y Vice Presidente Cámara de Diputados.

1. Sobre Forma de Votación de las Propositiones hechas por las Comisiones Mixtas, del consultor de CEAL, Sr. Iván Obando C. Despachado a Comisión de Constitución, Legislación, Justicia y Regiamento del Senado; y a Ayudante Comisión de Constitución, Legislación y Justicia de la Cámara de Diputados.
2. Sobre el Proyecto modificatorio de la Ley N°18.168, General de Telecomunicaciones, elaborado por el profesor Raimundo Villarroel V., Decano de la Facultad de Ingeniería de la Universidad Católica de Valparaíso. Despachado a Comisión de Transporte y Telecomunicaciones del Senado.
3. Sobre Proyecto de Ley sobre Delito Informático del profesor Renato Jijena L. de la Escuela de Derecho de la misma casa de Estudios. Despachado a Comisión de Constitución, Legislación y Justicia de la Cámara de Diputados.
4. Sobre Proyecto de Ley que extiende beneficios del Instituto de Normalización Previsional a la Caja de Previsión de la Defensa Nacional y a la Dirección de Previsión de Carabineros, del consultor de CEAL, Sr. Fernando Parada E. Despachado a Comisión de Defensa Nacional de la Cámara de Diputados.
5. Sobre la constitucionalidad de la Ley que autoriza regularizar la posesión de inmuebles destinados a cultos religiosos, del consultor de CEAL, Sr. Iván Obando C. Despachado a Comisión de Recursos Naturales, Bienes Nacionales y Medio Ambiente de la Cámara de Diputados.
6. Sobre Proyecto modificatorio de los Arts. 150 y 255 del Código Penal, del profesor Tito Solari P. de la Escuela de Derecho de la Universidad Católica de Valparaíso. Despachado a Comisión de Constitución, Legislación y Justicia de la Cámara de Diputados.

7. Sobre Proyecto modificadorio del Art. 12 del Código Penal, del profesor Tito Solari P. de la Escuela de Derecho de la Universidad Católica de Valparaíso.  
Despachado a Comisión de Constitución, Legislación y Justicia de la Cámara de Diputados.
8. Sobre Proyecto de Ley relativo a Pertenencias Mineras que no Forman Parte de Yacimientos en Actual Explotación, del profesor Alejandro Vergara B., de la Escuela de Derecho de la Pontificia Universidad Católica de Chile.  
Despachado a Comisión de Minería del Senado.
9. Sobre Proyecto de Ley Modificadorio del Código de Aguas en lo relativo a la Extracción de Aguas Subterráneas en la I y II Regiones, del profesor Francisco Sáiz G. de la Universidad Católica de Valparaíso.  
Despachado a Comisión de Agricultura, Desarrollo Rural y Marítimo de la Cámara de Diputados.
10. Sobre Proyecto de Ley Modificadorio de Ley Orgánica Constitucional de Municipalidades, respecto al Quórum para la toma de decisiones del Alcalde con acuerdo del Concejo, del consultor de CEAL, profesor Osvaldo Oelckers C.  
Despachado a Comisión de Gobierno Interior, Descentralización y Regionalización del Senado.
11. Sobre Proyecto de Ley que Sustituye el Sistema de Calificación de los Funcionarios Públicos y Municipales, del profesor Iván Aróstica M., de la Universidad de Chile.  
Despachado a Comisión de Gobierno Interior, Descentralización y Regionalización del Senado.
12. Sobre Proyecto de Ley sobre Derechos de los Consumidores, de los consultores de CEAL, Srs. Felipe de la Fuente H., Iván Obando C., Fernando Parada E.  
Despachado a Comisión de Economía, Fomento y Desarrollo de la Cámara de Diputados.
13. Sobre el Carácter Interpretativo o Modificadorio del Artículo 1º del Proyecto de Ley sobre Remuneraciones del Poder Judicial, del profesor Alejandro Guzmán B. de la Escuela de Derecho de la Universidad Católica de Valparaíso.  
Despachado a Comisión de Constitución, Legislación, Justicia y Reglamento del Senado.

14. Sobre Proyecto de Ley que Facilita la Investigación y Prueba del Delito de Lesiones, del profesor Luis Rodríguez C. de la Escuela de Derecho de la Universidad Católica de Valparaíso. Despachado a Comisión de Constitución, Legislación y Justicia de la Cámara de Diputados.  
  
Comisión de Constitución, Legislación, Justicia y Reglamento del Senado.
15. Sobre Proyecto de Ley de Régimen Patrimonial del Matrimonio, del profesor José Antonio Galván B. de la Escuela de Derecho de la Universidad Católica de Valparaíso. Despachado a Comisión de Constitución, Legislación y Justicia de la Cámara de Diputados.
16. Sobre el Proyecto de Ley de Fomento del Libro y la Lectura, del periodista Enrique Skinner Z., y del profesor Francisco Núñez L., Director de Bibliotecas de la Universidad Católica de Valparaíso.  
Distribución Reservada, Diputado Francisco Bartolucci J.
17. Sobre Proyecto de Ley sobre Transplantes de Organos y Otras Piezas Anatómicas, del profesor Luis Rodríguez C. de la Escuela de Derecho de la Universidad Católica de Valparaíso. Despachado a Comisión de Salud de la Cámara de Diputados.
18. Sobre Proyecto de Ley que Sustituye la Ley N° 18.933, sobre Instituciones de Salud Previsional, del profesor Mauricio Bezanilla B. de la Escuela de Derecho de la Universidad Católica de Valparaíso.  
Despachado a Comisión de Salud de la Cámara de Diputados.
19. Sobre Proyecto de Reforma Constitucional Relativo a los Pueblos Indígenas, del abogado Pablo Andueza G.  
Distribución Reservada Diputado Aldo Cornejo G.
20. Sobre Proyecto de Ley sobre Recolección, Procesamiento, Custodia, Transmisión y Difusión de Datos Personales, de Familia y Concernientes a los Derechos y Deberes Garantizados por la Constitución, del profesor Renato Jijena L. de la Escuela de Derecho de la Universidad Católica de Valparaíso.  
Despachado a Comisión de Constitución, Legislación y Justicia de la Cámara de Diputados.

21. Sobre las Proposiciones de Modificación del Recurso de Queja, del consultor de CEAL, Sr. Fernando Parada E.  
Distribución Reservada, Diputado Víctor Pérez V.
22. Sobre Proyecto de Reforma Constitucional relativo a los Pueblos Indígenas, del profesor Hernán Molina G. de la Escuela de Derecho de la Universidad de Concepción.  
Despachado a Comisión Especial Indígena de la Cámara de Diputados.
23. Sobre Proyecto de Ley sobre Protección, Fomento y Desarrollo de los Pueblos Indígenas. "Estatuto Especial de la Propiedad de Raíz Indígena", del profesor Eduardo Niño T. de la Escuela de Derecho de la Universidad Católica de Valparaíso.  
Despachado a Comisión Especial Indígena de la Cámara de Diputados.
24. Sobre Proyecto de Ley que modifica la Ley N° 18.175 sobre Quiebras, del profesor Jorge Lembeye V. de la Escuela de Derecho de la Universidad Católica de Valparaíso.  
Despachado a Comisión de Constitución, Legislación y Justicia de la Cámara de Diputados.  
  
Comisión de Constitución, Legislación, Justicia y Reglamento del Senado.
25. Sobre Proyecto de Ley que crea Fondo para la Capacitación y Formación Sindical, del consultor de CEAL, Sr. Aldo Rossi A.  
Despachado a Comisión de Hacienda de la Cámara de Diputados.  
  
Comisión de Trabajo y Previsión Social del Senado.  
  
Comisión de Trabajo y Seguridad Social de la Cámara de Diputados.
26. Sobre Proyecto de Ley que Modifica la Normativa Legal de las Comunidades Agrícolas, elaborado por el abogado Francisco Zúñiga U.  
Despachado a Comisión de Recursos Naturales, Bienes Nacionales y Medio Ambiente de la Cámara de Diputados.
27. Sobre Proyecto de Ley sobre Premios Nacionales, del profesor Pedro Ahumada A. del Instituto de Educación de la Universidad Católica de Valparaíso.  
Despachado a Comisión de Educación del Senado.

28. Sobre Proyecto de Ley sobre Calificación Cinematográfica, del profesor Mario Ferrer R. del Instituto de Arte de la Universidad Católica de Valparaíso.  
Despachado a Comisión de Educación, Cultura, Ciencias y Tecnología, Deportes y Recreación de la Cámara de Diputados.
29. Sobre Proyecto de Ley sobre Concesiones de Energía Geotérmica, del profesor Gerd Reinke S.  
Despachado a Comisión de Minería y Energía de la Cámara de Diputados.
30. Sobre Proyecto de Ley que Sanciona el Tráfico Ilítico de Estupefacientes, Sustancias Sicotrópicas y Sustituye la Ley N° 18.403, del profesor Luis Rodríguez C. de la Escuela de Derecho de la Universidad Católica de Valparaíso.  
Despachado a Comisión Especial del Problema de la Droga en Chile de la Cámara de Diputados.
31. Sobre Proyecto de Ley que Crea Fondo de Capacitación Sindical, del Departamento de Derecho del Trabajo de la Escuela de Derecho de la Universidad Católica de Valparaíso.  
Despachado a Comisión Trabajo y Previsión Social del Senado.

**APPENDIX E**

## Proyectos Pendientes

- 1) Ramiro Mendoza  
Aspectos Administrativos Ley Indígena
  - 2) José A. Galván B.  
Leasing Habitacional
  - 3) Rafael Valenzuela F.  
Bosque Nativo
  - 4) Alejandro Vergara  
Energía Geotérmica
  - 5) Farouk Garfe  
Appartheid
  - 6) Germán Urzúa  
Ley Fuerzas Armadas
  - 7) Inés Pardo  
Violencia Intrafamiliar
  - 8) M<sup>a</sup> Soledad Coca  
Violencia Doméstica
  - 9) Marcos Magasich  
Rentas Municipales (\*)
  - 10) Teresa Infante  
Mar Presencial (\*)
  - 11) Rodrigo Faccilongo  
Pesca y Caza (Modif. Ley)  
Recurso Protección (\*)  
Evaluación Impacto Ambiental
  - 12) Luis Rodríguez C.  
Secuestro Menores
  - 13) Srs. Cerda y Verdejo  
Promesa Compraventa Viviendas Habitacionales
- (\*) Por despachar al Congreso Nacional

**APPENDIX F**

PUBLICACIONES DEL CEAL EN ELABORACION.

1. "Guía de Comunicaciones del Congreso Nacional"

Materia: Esta publicación contiene los principales datos de los parlamentarios de ambas Cámaras, como asimismo de sus secretarios y asesores, al estilo del Yellow Book norteamericano.

Estado de avance: 70 - 75 %.

Fecha estimada de publicación: agosto 1992.

Dificultades: Constantes variaciones del personal asesor de los parlamentarios.

2. "El Proceso de Formación de la Ley".

Materia: Obra que compendia las ponencias presentadas por diversos profesores de Derecho Público en el seminario organizado por CEAL sobre este tema.

Estado de avance: 80 %.

Fecha estimada de publicación: julio de 1992.

3. "Diagnóstico del Poder Legislativo en Chile. Período 1960 - 1990".

Materia: Al igual que la anterior, esta publicación recopila las ponencias presentadas por prestigiosos constitucionalistas a nivel nacional, en el seminario organizado por CEAL, con el mismo nombre.

Estado de avance: 40 %. Se está trabajando en la reescritura de dichas ponencias para poder editarlas como un solo todo. Esta labor, que de suyo es lenta, se ve postergada por los trabajos de edición y composición de textos de las otras obras, que tienen carácter prioritario.

Fecha estimada de publicación: agosto de 1992.

4. "Manual del Congreso Nacional".

Materia: Esta obra es una exposición desde el punto de vista constitucional, legal y reglamentario (reglamentos internos de las Cámaras) del Congreso Nacional como órgano, sus funciones, estatuto del parlamentario, funcionamiento interno de las Cámaras, etc. Trabajan en ella A. Bronfman, F. Parada y F. de la Fuente.

Estado de avance: 90 %.

Fecha estimada de publicación: julio de 1992.

FELIPE DE LA FUENTE HULAUD  
Encargado de publicaciones CEAL.

**APPENDIX G**

**CURSOS REALIZADOS DURANTE PERIODO  
ENERO - SEPTIEMBRE 1990**

- 1 ANTECEDENTES SOBRE EL PARLAMENTO Y LA LABOR PERIODISTICA**  
Para Periodistas, Políticos y de Parlamento  
VALPARAISO 4 al 19 de Enero 1990  
Inscritos 48
- 2 CONGRESO NACIONAL: LA LABOR PARLAMENTARIA (1)**  
Para Periodistas, Políticos y de Parlamento  
VALPARAISO 24 de Mayo al 7 de Junio 1990  
Inscritos 33
- 3 LA LABOR LEGISLATIVA: FUNCIONAMIENTO DEL CONGRESO NACIONAL Y ASESORIA PARLAMENTARIA (1)**  
Para Secretarios de Parlamentarios  
VALPARAISO 19 de Junio al 11 de Julio de 1990  
Inscritos 33
- 4 LA LABOR LEGISLATIVA: FUNCIONAMIENTO DEL CONGRESO NACIONAL Y ASESORIA LEGISLATIVA (2)**  
Para Secretarios de Parlamentarios  
VALPARAISO 16 de Julio al 3 de Agosto de 1990  
Inscritos 34
- 5 LA LABOR LEGISLATIVA: FUNCIONAMIENTO DEL CONGRESO NACIONAL Y ASESORIA LEGISLATIVA (3)**  
Para Secretarios de Parlamentarios  
SANTIAGO 21, 22 y 23 de Agosto de 1990  
Inscritos 35
- 6 LA PROYECCION PUBLICA DE LA LABOR PARLAMENTARIA (1)**  
Para Secretarios de Parlamentarios  
VALPARAISO 14 de Septiembre al 15 de Octubre  
Inscritos 40
- 7 CONGRESO NACIONAL: LA LABOR PARLAMENTARIA (2)**  
Para Periodistas del Diario El Mercurio de Santiago  
SANTIAGO 26, 27, 28 de Septiembre, 1 de Octubre 1990  
Inscritos 21

**CURSOS REALIZADOS DURANTE PERIODO  
OCTUBRE 1990 - SEPTIEMBRE 1991**

- 8 LA PROYECCION PUBLICA DE LA LABOR PARLAMENTARIA (2)**  
Para Secretarios de Parlamentarios  
VALPARAISO 9 de Octubre al 6 de Noviembre 1990  
Inscritos 9
- 9 CONGRESO NACIONAL: LA LABOR PARLAMENTARIA (3)**  
Para Periodistas Diario El Mercurio de Santiago  
SANTIAGO 15 - 16 - 17 - 18 y 19 de Octubre 1990  
Inscritos 16
- 10 LA PROYECCION PUBLICA DE LA LABOR PARLAMENTARIA (3)**  
Para Secretario de Parlamentario  
VALPARAISO 15 de Octubre al 5 de Noviembre 1990  
Inscritos 10
- 11 CONGRESO NACIONAL: LA LABOR PARLAMENTARIA (4)**  
Para Periodistas de la Zona Sur de Chile (VIII, IX y X Región)  
TEMUCO 24 de Noviembre de 1990  
Inscritos 36
- 12 LA PROYECCION PUBLICA DE LA LABOR PARLAMENTARIA (4)**  
Para Secretarios de Parlamentarios  
SANTIAGO 4 y 5 de Diciembre de 1990  
Inscritos 32
- 13 LOS SISTEMAS POLITICOS Y LAS FUNCIONES DEL ESTADO (1)**  
Para Secretarios de Parlamentarios  
VALPARAISO 10, 12, 13 y 14 de Diciembre 1990  
Inscritos 5
- 14 LA LABOR LEGISLATIVA: FUNCIONAMIENTO DEL CONGRESO NACIONAL Y ASESORIA PARLAMENTARIA**  
Para Profesores Universitarios  
VALPARAISO 14 al 24 de Enero 1991  
Inscritos 17

**CURSOS REALIZADOS DURANTE PERIODO  
OCTUBRE 1990 - SEPTIEMBRE 1991**

- 15 LA OFICINA DEL PARLAMENTARIO: RELACION CON LOS ELECTORES E INTERESES REGIONALES (1)**  
Para Secretarios. Asesores y Colaboradores de Parlamentarios  
VALPARAISO 15, 16 y 17 de Enero 1991  
Inscritos 35
- 16 PREPARACION DE BOLETINES INFORMATIVOS PARA ELECTORES (1)**  
Para Secretarios de Parlamentarios  
VALPARAISO 21 al 24 de Enero 1991  
Inscritos 15
- 17 PREPARACION DE BOLETINES INFORMATIVOS PARA ELECTORES (2)**  
Para Secretarios de Parlamentarios  
SANTIAGO 19 y 20 de Marzo de 1991  
Inscritos 23
- 18 INTRODUCCION A LA COMPUTACION (1)**  
Para Secretarios de Parlamentarios y Otros Interesados  
VALPARAISO 8 al 26 de Abril de 1991  
Inscritos 10
- 19 INTRODUCCION A LA COMPUTACION (2)**  
Para Secretarios de Parlamentarios y Otros Interesados  
VALPARAISO 8 al 26 de Abril de 1991  
Inscritos 6
- 20 INTRODUCCION A LA COMPUTACION (3)**  
Para Secretarios de Parlamentarios y Otros Interesados  
VALPARAISO 15 de Abril al 20 de Mayo 1991  
Inscritos 20
- 21 INTRODUCCION A LA COMPUTACION (4)**  
Para Secretarios de Parlamentarios y Otros Interesados  
VALPARAISO 30 de Abril al 22 de Mayo 1991  
Inscritos 4

**CURSOS REALIZADOS DURANTE PERIODO  
OCTUBRE 1990 - SEPTIEMBRE 1991**

- 22 INTRODUCCION A LA COMPUTACION (5)**  
Para Secretarios de Parlamentarios y Otros Interesados  
SANTIAGO 13 al 17 de Mayo 1991  
Inscritos 10
- 23 INTRODUCCION A LA COMPUTACION (6)**  
Para Secretarios de Parlamentarios y Otros Interesados  
SANTIAGO 13 al 17 de Mayo 1991  
Inscritos 9
- 24 INTRODUCCION A LA COMPUTACION (7)**  
Para Secretarios de Parlamentarios y Otros Interesados  
VALPARAISO 15 de Junio al 20 de Julio de 1991  
Inscritos 11
- 25 INTRODUCCION AL WORDSTAR 5.0 (1)**  
Para Secretarios de Parlamentarios y Otros Interesados  
VALPARAISO 17 de Junio al 12 de Julio de 1991  
Inscritos 6
- 26 INTRODUCCION AL WORDSTAR 5.0 (2)**  
Para Secretarios de Parlamentarios y Otros Interesados  
VALPARAISO 15 de Junio al 13 de Julio 1991  
Inscritos 6
- 27 INTRODUCCION AL WORDSTAR 5.0 (3)**  
Para Secretarios de Parlamentarios y Otros Interesados  
VALPARAISO 17 de Junio al 12 de Julio 1991  
Inscritos 4
- 28 INTRODUCCION A LA COMPUTACION (8)**  
Para Parlamentarios  
VALPARAISO 9 de Julio al 14 de Agosto 1991  
Inscritos 4
- 29 INTRODUCCION A LA COMPUTACION (9)**  
Para Parlamentarios  
VALPARAISO 3 de Septiembre al 3 de Octubre  
Participantes: 4 Parlamentarios

CURSOS REALIZADOS DURANTE PERIODO  
OCTUBRE 1990 - SEPTIEMBRE 1991

30 INTRODUCCION A LA COMPUTACION (10)  
Para Secretarios de Parlamentarios y Otros Interesados  
VALPARAISO 7 de Septiembre al 19 de Octubre  
Participantes: 12

INTRODUCCION AL WORDPERFECT 5.1 (1)  
Para Personal de CEAL (Interno)  
VALPARAISO 2 de Septiembre al 3 de Octubre 1991  
Participantes: 6 personas

**CURSOS REALIZADOS DURANTE PERIODO  
OCTUBRE 1991 - SEPTIEMBRE 1992**

- 31 INTRODUCCION AL DBASE III PLUS (1)**  
Para Secretarios de Parlamentarios y Otros Interesados  
VALPARAISO, 26 de Octubre al 7 de Diciembre 1991  
Participantes: 8 Personas
- 32 ORGANOS Y FUNCIONES DEL ESTADO (1)**  
Para Secretarios de Parlamentarios y Otros Interesados  
VALPARAISO, 14 de Octubre al 4 de Noviembre 1991  
Participantes: 6 Personas
- 33 FORMAS DE GOBIERNO (1)**  
Para Secretarios de Parlamentarios y Otros Interesados  
VALPARAISO, 11 al 25 de Noviembre 1991  
Participantes: 2 Personas
- 34 INTRODUCCION A LA COMPUTACION (11)**  
Para Secretarios de Parlamentarios y Otros Interesados  
VALPARAISO, 22 al 31 de Enero 1992  
Participantes: 5 Personas
- 35 INTRODUCCION AL DBASE III PLUS (2)**  
Para Secretarios de Parlamentarios y Otros Interesados  
VALPARAISO, 14 de Marzo al 15 de Abril 1992  
Participantes: 5 Personas
- 36 INTRODUCCION A LA COMPUTACION (12)**  
Para Secretarios de Parlamentarios y Otros Interesados  
VALPARAISO, 16 de Marzo al 13 de Abril 1992  
Participantes: 9 Personas
- 37 FUNCIONAMIENTO DEL CONGRESO NACIONAL, LABOR  
LEGISLATIVA Y ASESORIA PARLAMENTARIA (5)**  
Para Profesores de la Universidad Católica de Valparaíso  
VALPARAISO, 17 de Marzo al 9 de Abril 1992  
Participantes: 5 Personas

CURSOS REALIZADOS DURANTE PERIODO  
OCTUBRE 1991 - SEPTIEMBRE 1992

- 38 PROCESO DE FORMACION DE LA LEY Y REFORMA  
CONSTITUCIONAL (1)  
Para Secretarios de Parlamentarios y Otros Interesados  
VALPARAISO, 23 de Marzo al 10 de Abril 1992  
Participantes: 20 Personas
- 39 COMUNICACIONES Y RELACIONES PUBLICAS  
Para Funcionarios del Poder Judicial  
VALPARAISO, 24 al 27 de Marzo 1992  
Participantes: 22 Personas
- 40 INTRODUCCION A LA COMPUTACION (13)  
Para Funcionarios del Congreso Nacional y Otros Interesados  
VALPARAISO, 20 de Abril al 22 de Mayo 1992  
Participantes: 9 personas