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**AN ASSESSMENT OF THE INTER-AMERICAN  
INSTITUTE OF HUMAN RIGHTS**

**August 1988**

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## I. EXECUTIVE SUMMARY

### A. INTRODUCTION

This report assesses the effectiveness of the Inter-American Institute of Human Rights (IIDH) and recommends a course of action to strengthen the Institute. A team of five experts (in the fields of institutional development, education, human rights, and electoral assistance) conducted the assessment over the course of a four-week period. Although commissioned by AID, the team's work was not limited to AID-funded activities. The team reviewed all aspects of the Institute's activities to perform a complete, integrated analysis. In addition to an extensive review of project documents, team members visited ten Latin American countries (Argentina, Brazil, Colombia, Costa Rica, El Salvador, Guatemala, Haiti, Honduras, Mexico, and Nicaragua) where they interviewed individuals knowledgeable about the Institute's activities.

A summary of the key findings and recommendations is provided in this section, organized around the following principal areas of analysis:

- General Overview
- Institutional and Organizational Development
- Human Rights Education Activities
- Program to Strengthen Human Rights Organizations
- Electoral Assistance Program
- Research and Publications Activities

A discussion of these and other findings and recommendations is presented in subsequent sections, as outlined in the Table of Contents.

### B. PRINCIPAL FINDINGS AND RECOMMENDATIONS

#### General Overview of the Institute

1. The Institute has produced a base of solid accomplishments in its eight years of existence. It has gained a viable public image as well as broadened its base of financial and political support.
2. There is a high level of dedication among Institute staff and increasing commitment to professionalism, particularly in Commission projects. This zealous spirit of human rights activism is complemented by a commitment to long-term technical quality and performance which serves to assure a broader base of support and opportunity for the Institute in the future.
3. In general, clients value the Institute's current activities. They meet the expectations of donors, as well as the current needs in various human rights fields in selected countries.
4. Donors, Board members, and staff sense that the Institute is at a crucial transition point. Donors are prepared to provide resources to assist in making the transition; Board members are willing to spend more time on Institute activities; and staff members are clamoring for action to do something about "the situation."

5. "The situation" is a growing sense of accomplishment offset by an increasing sense of fatigue and lack of direction. Donors are raising their expectations about the level and scope of activities. Clients are becoming more numerous and widespread both in terms of geography and types of assistance desired while resources seem to be in short supply. In face of increased expectations, the Institute needs to address critical questions concerning its mandate, program priorities, organizational structure, policy-making, management, and decision-making processes and procedures.

6. A dimension of the Institute that has grown significantly in recent years is its diplomatic role. More and more governments and nongovernmental organizations are asking and expecting the Institute to use its good offices to moderate conflict. The emergence of this role is due to several factors: the role Costa Rica has played in promoting peace within the region and the recognition received for that effort; the skill and personalities of the President and Executive Director of the Institute; the positions of influence held by all members of the Board of Directors vis-a-vis parties having interest in issues of human rights; and the growing recognition of the impartial efforts of the Institute. In view of this situation, all donors must exercise greater sensitivity in their interactions with and expectations of the Institute, and should take extra precautions to assure that they are not perceived as having or desiring control over the Institute. In particular, AID should consider very carefully its intent to transfer project manager responsibility to a regional office in Costa Rica. Such a move, while possibly improving AID's management needs, is likely to damage the perception of impartiality attained by the Institute and limit its diplomatic effectiveness.

### Institutional and Organizational Development

1. There is no clear conceptual framework of human rights development linked to the development of political, civic, and educational institutions. Nor is there consistent reference to primary human rights documents across the range of the Institute's activities. As a result, there are inconsistencies in values, priorities, and methodologies. In general terms, the IIDH's mission or mandate is to contribute to the advancement of human rights in the Americas. However, within that general framework, there is no clear policy statement or common understanding which may guide the Institute in setting up priorities, defining the content of actual programs, and avoiding some pitfalls which are often encountered in human rights work. This is particularly necessary regarding relatively new areas of human rights development, such as the link between human rights and democratic institutions or the integration of human rights in the educational system. As a result, the Institute's different programs seem to respond to varying conceptual frameworks of human rights and to different rationales regarding the strategies and methodologies for the development of human rights.

2. The Board of Directors is underused. The Board should consider alternatives to improve its effectiveness. One alternative might be to create subcommittees (permanent or temporary) reflecting the primary program activities of the Institute. Another alternative might be to have the Permanent Commission assume a more active role by meeting more frequently and expanding its membership to include one or two Board members who are experts in program areas not otherwise present in the membership of the Commission.

Another alternative might be to have the full Board meet twice a year, with materials received well in advance of the meetings and more time during the meetings for deeper discussion of key issues.

3. The donor-driven nature of funding has resulted in a "hodge-podge" of highly fragmented project activities, uneven in quality but consistent in their regard for the Institute as only an umbrella for certain functions. This reinforces "territorial" feelings about activities within the Institute and contributes to the lack of an "institutional" perspective about current or future activities.

4. Despite rapid growth and increasing complexity of grants received, the Institute has developed elements of a financial management system which, according to several recent external audits, provide assurance that the financial management procedures used by the Institute are consistent with standard practices. Nevertheless, there are steps that can and should be taken to improve further the financial management system and make it a more useful arm of institutional and project management. For example, accounting practices could be simplified and streamlined to eliminate the excessive effort currently expended in these activities. A computer assisted disbursement system should be implemented to simplify account balancing and speed up the process of disbursement and account balancing.

5. At present there are structural and procedural limitations to sharing information, resources, and staff among activities which transcend project/donor lines (e.g. training, promotion, publication, administrative coordination, institutional planning, and monitoring). In addition, because of the rapid growth of the institute, there are work practices within and across projects which need coordination, clarification, simplification, and routinization. There is a degree of uncertainty about who does what, for whom, and by what standards. These are normal problems associated with new, growing organizations, but they need attention now.

6. Inconsistencies also exist in operating policies such as personnel procedures, budgeting practices, and travel procedures. This results in inequities that are real and perceived. For example, there are significant differences in pay for similar types of positions. Inconsistent practices exist regarding the allocation of direct and indirect (overhead) costs to different donors, and there are inconsistencies regarding internal reporting requirements concerning CAPEL and other program areas. The Executive Director should take steps to establish and implement Institute-wide administrative procedures consistent with reasonable donor requirements.

7. The structure of the Institute needs to be reviewed and redesigned to overcome the problems noted above, and to reflect an integrated conceptual framework of human rights and institutional development. For example, an organizational structure is needed that assures balance between functional needs (such as training, technical assistance, promotion, research and publications, financial management, and administrative coordination) and program or client needs (such as the development of human rights commissions, electoral institutions, and educational institutions).

8. The Institute's primary mode of operation is to react to initiatives from its environment (primarily its donors) and attempt to please donors and client groups. This is a continuation from a period when the work of the Institute was unknown and its financial status insecure. While those conditions have changed, the response mode and climate of the Institute have not. The Institute needs to develop a proactive operational spirit to provide leadership to donors and clients regarding human rights development, which it is willing to do. That leadership should be manifested in a sound, comprehensive plan, executed with calm, compassionate competence, and confidence.

9. The Institute needs to review its mandate, formulate a clear policy statement or common understanding on human rights that links human rights to program areas within a framework for institutional development, establishes realistic priorities and decision criteria, creates an effective operational structure, and formulates a strategic plan that assures that human and financial resources are increased and better managed. To accomplish this will require more resources from donors, better integration and coordination of those resources, and on-going external technical assistance in the planning, implementation, and monitoring of these tasks.

### Human Rights Education Activities

1. Although education activities cut across all project areas of the Institute (Human Rights Commission project, CAPEL, Human Rights Education Project, and the Interdisciplinary Course and other specialized courses), there is no centralized way to organize or coordinate education and training activities, to establish standards for effective training, or to monitor the quality of training. As a result, staff involved in educational activities feel that they are not as effective or efficient as they need to be to sustain educational outcomes.

2. The Institute should consider creating a training unit that would have overall responsibility for (1) developing and applying standards for needs assessment, training design and evaluation, selection of participants, and follow-up activities, (2) scheduling and coordinating training events for all projects on an annual basis, (3) evaluating training activities, and (4) performing Institute staff development.

3. There should be greater emphasis on training trainers and others, who are more directly responsible for project implementation at project sites. By training others to do the work and placing emphasis on providing support to on-site project offices and staff, the Institute can broaden its outreach and greatly increase the chance of achieving sustainability beyond the direct involvement of the Institute. This is a capacity-building process that the Institute is ready and able to assume, but it would require a shift in emphasis and additional training of staff on how to achieve this outcome.

4. The Human Rights Education Project needs a more clearly defined operational framework that is consistent with basic human rights instruments. That is, it is difficult to understand the nature and direction of this project within the context of the other activities of the Institute. A more clearly defined focus would assist in determining the level of quality attained by various project activities. Such a focus would help set directions for the future and communicate project results more effectively.

5. Consideration should be given to increasing and diversifying funding of the Human Rights Education Project to increase the capacity to accommodate the high level of interest and responsiveness to the project. It is possible to consider broadening the project sites to other countries, as well as intensifying the level of activity. To improve management of the project, consideration should be given to requesting additional funds for this purpose. At some point in the future it may be useful to pay staff in-country to manage day-to-day project operations with specific guidelines and support provided by Institute project staff. However, it may be premature to consider such an option until the project has a stronger conceptual linkage with other Institute activities, and until overall management capabilities of the Institute have strengthened.

6. The Institute has improved substantially on the content and methodology of the Interdisciplinary Course on Human Rights. The course has become an extremely important vehicle for promoting human rights awareness in the region. In the long run the Institute should consider offering this course more often and at other locations in the region, such as the English-speaking Caribbean, and developing follow-up courses to be offered on a regional basis.

7. In response to requests from client groups or constituencies in the human rights field, the Institute designs and implements specialized courses related to human rights. These courses are frequently organized on an ad hoc basis, outside of normal activities, and require varying levels of involvement of Institute staff. Greater attention is needed to provide continuity and sustainability in the courses after completion. In addition, the Institute should consider providing these courses on a self-financing basis.

#### Program to Strengthen Human Rights Organizations

1. The Institute initiated a program in 1985 to strengthen human rights organizations in Central America by training their staff, promoting contacts among them, and allowing them to learn from a variety of valuable experiences. Given the prevailing climate in the region, the actual outreach of the program has been remarkable.

2. Based on experiences gained so far, the Institute should review and redefine the scope, targets, and priorities of this program. While it should remain flexible, the program should not be entirely shaped by the external demands placed on it. The Institute should establish a clear policy regarding its priorities and the type of organizations it intends to serve. In particular, the Institute should be very clear on whether and under what circumstances this program will serve governmental organizations, unions, or any group other than nongovernmental human rights organizations already engaged in practical work in human rights.

3. Based on the agreed upon scope, target, and priorities, the program should prepare a plan of activities on an annual or biannual basis, allowing flexibility. The plan should take into account the need for continuity and follow-up to training instead of concentrating only on one-of-a-kind courses. In-depth training of future trainers and continuity are now called for, both to ensure the quality and permanence of impact and to prepare a new core of trainers for the future.

4. The Institute should take into account the recommendations made above when defining structural adjustments and personnel recruitment. Efforts should be made to provide the program with needed human resources and to define more clearly the lines of authority and the process for decision making.

5. In defining a new structure for the Institute and the program, in particular, special consideration should be given to the possibility of retaining the assistance of local experts (with demonstrated reputations of impartiality) in countries where the program is concentrated, to facilitate preparations and the continuity of its impact. This is not a recommendation to establish a project office in each country; it is simply a recommendation to enhance project impact by using qualified local resources who are familiar with the Institute's program with human rights organizations.

6. The program resources are certainly not commensurate with the needs and the scope of the undertaking. The Ford Foundation has funded the program since its inception, but funds are renewed only yearly, often leaving gaps in the cash flow.

7. In its long-range planning process, the Institute should consider whether and how the experience of this program could be extended to serve practitioners elsewhere in the Americas.

#### Electoral Assistance Program (CAPEL)

1. Considerable confusion exists over the degree of independence CAPEL has or should have from the Institute. This confusion concerns basic day-to-day and long-term issues of policy and management. It is essential that this situation be clarified promptly, through appropriate actions of the Board of Directors and the Executive Director of the Institute, in consultation with the Director of CAPEL.

2. In resolving this situation, it is essential that the functions of strengthening electoral institutions be integrated within a framework of institutional development. This framework should contain a policy statement or common understanding on human rights that links human rights to political rights and establishes clear programming priorities. Assuming the appropriateness of this perspective, it is recommended that the structure of CAPEL be integrated into the structure of the Institute, as with other key program areas of human rights education and human rights organizations in line with the views of the Board and leadership of the Institute.

3. Failure to appoint full-time staff has resulted in the lack of planning and program implementation. As a result, activities in research, training, promotion, and library/documentation have been substantially underspent. This is a repetition of a similar situation last year, and indicates a serious management problem as well as a potentially serious credibility problem with the donor.

4. Administrative policies, procedures, and activities regarding the procurement, use, and monitoring of human and financial resources should be the same for CAPEL as for other programs of the Institute. It is further recommended that the centralization of these activities within the Institute be strengthened, including those pertaining to CAPEL.

5. CAPEL is the only program area with its own advisory council. It is important that a clear distinction be maintained between the policy-making and oversight functions of the Board of Directors of the Institute vis-a-vis all programs of the Institute, including CAPEL, and program-specific advisory bodies such as CAPEL's. In view of the special monetary and political significance of CAPEL, the Board of the Institute should consider creating a special subcommittee of the Board to monitor CAPEL activities separate from the advisory council.

6. At present, funding for electoral assistance programs comes from one source, AID. It is essential to the sustainable development of electoral institutions that funding sources be diversified. Aggressive actions to insure such diversification should receive the highest priority.

7. CAPEL activities have been generally implemented by short-term consultants, supervised by the Director of CAPEL. This approach has not contributed to the institutional development of the Institute in this vital area. It is essential that immediate steps be taken to develop full-time staff positions in key program areas, and that these positions be filled by appropriately qualified professionals, identified through open, competitive searches.

#### Research and Publications Activities

1. The Institute has undertaken five major research projects. In all cases, project themes are relevant and address gaps in the existing research. The selection of themes, however, has not been based on a systematic assessment of research needs in human rights development. It has been based on personal contact with researchers who have an interest in given topics or the availability of funds for a given project. Thus, the projects have been generated reactively, not proactively. The Institute, in consultation with donors and client groups, should develop and implement a long-range research agenda to assure that research activities assist the Institute in fulfilling its role as the region's leading academic institution in the field of human rights.

2. Despite the lack of adequate human and financial resources, the Institute has produced an impressive publications record. Given the importance of publications to the role of the Institute, it is essential that this area receive more attention. Specifically, the Institute should consider (1) establishing an editorial committee to ensure broadly based research and editorial policies, (2) producing and distributing more educational and training materials in the area of human rights, (3) adding additional staff to ensure more consistent integration of published materials and wider distribution possibilities, and (4) translating documents into English using in-house staff with English language translation capability or contracting translation to professionals outside of the Institute.

#### C. CONCLUSIONS

The findings of the team emphasize that the Institute has progressed in many ways since its beginning. It has established itself in the field of human rights and is an internationally recognized entity with high credibility among its constituency.

There are growing demands being placed on the Institute by donors and by its constituencies to increase the scope and level of activities. To manage growth into the next stage, the Institute needs to re-examine its mandate and priorities, develop a strategic plan, and align its structure and activities with determined goals. The process will require substantial commitment from the Board and staff of the Institute and donors. Based on the evidence gathered by the team, the Institute is ready to move into its next stage of growth and development.

#### D. SPECIFIC RECOMMENDATIONS FOR AID

1. The Institute needs financial resources for external technical assistance in planning, implementing, and monitoring comprehensive organizational changes suggested by this assessment. Given the nature of the proposed changes, it can be anticipated that external assistance will be needed for some time. AID should provide immediate financial assistance for this effort in concert with other donors, so that it may begin as soon as possible.

2. The increase in the percentage of the Institute's revenues coming from AID, as a consequence of the special CAPEL grants in Haiti and Chile, is a source of concern to Institute Board members and staff, and to AID. Given the nature of the Institute's work, heavy dependence on AID resources is a vulnerability rather than an asset to the Institute and to AID. This is not to suggest that AID should reduce its level of support; rather, it is recommended that AID assist the Institute in broadening its base of support as a way of protecting the interests of the Institute and AID. A review of funding sources in the region indicates that the level of financial support from the governments of the region is very limited. While their financial limitations are well known, additional commitment from them is not unreasonable, given the importance of the work of the Institute.

3. AID should work with other donors in a more coordinated fashion to strengthen the Institute and expand its capacity. Examples of areas where multi-donor support is needed include

- support for and participation in a donors' meeting with key staff and Board members of the Institute;
- development of multi-donor support in each program area to protect the Institute from undue political pressures and to encourage long-term commitment to program areas; and
- support of direct and indirect institutional costs in grants to the Institute, in addition to program and/or project costs.

4. AID should substantially increase its support for the Institute in other ways.

- The Institute needs more and better trained staff in all program areas (human rights education, human rights organizations, and electoral assistance) and in all

functional areas (training and education, research and publication, financial management, personnel, general management of the Institute, etc.).

- The Institute needs more resources to support headquarters and field operations (travel and communications budget, educational and training material, and supplies).
- The Institute needs more resources in order to support a more active, effective Board of Directors.

5. AID should encourage and assist the Institute to restructure CAPEL so that electoral assistance activities are more closely integrated with the long-term mission and the day-to-day activities of the Institute. Such restructuring should include reprogramming of AID funds for CAPEL in ways that ensure their more effective, long-term use in developing the Institute's capability to carry out electoral assistance programs.

## II. CONTEXT AND PROCESS OF THE ASSESSMENT

### A. HISTORY AND EVOLUTION OF THE INSTITUTE

The Inter-American Institute of Human Rights (IIDH) was established under an agreement between the Inter-American Court of Human Rights and the Government of Costa Rica. AID financed two planning meetings organized by the Inter-American Court on Human Rights that led to the creation of the Institute in March 1980. Its statute (Appendix A) defines the Institute as "an autonomous, international academic institution." The Statute mandates the "aims of the Institute shall be the teaching, research, and promotion of human rights, with a multidisciplinary approach that should pay particular attention to the problems of the Americas." The statute further stipulates that to achieve its objectives, the Institute shall foster the teaching, research, and promotion of human rights at all levels and types of education (by organizing) conferences, colloquiums, courses, meetings, roundtables, and any other method for teaching, research, and promotion of human rights, as well as carrying out many other activities related to the protection and promotion of human rights in the Americas. Other activities include drawing up projects for the establishment of national institutes for the protection and promotion of human rights in the Americas; providing advisory services to government and public and private enterprises regarding human rights; and establishing a multidisciplinary information center on human rights.

In order to finance the implementation of this mandate, the Institute sought the assistance of international organizations interested in the promotion of human rights. The principal providers of financial assistance have included: the United States Agency for International Development, the Canadian International Development Agency, the Ford Foundation, Latin American Institute for Crime Prevention and Treatment of Delinquents (ILANUD), and the Friedrich Naumann Foundation. Other donors have included the Jacob Blaustein Foundation, the Venezuelan Government, International Committee of the Red Cross, and UNESCO. (See Appendix C for sources and levels of funding.) As indicated in the data in Appendix C, most of the financial assistance provided to the Institute is tied to specific projects. Each donor has supported a special area of interest and has funded activities in that area without careful coordination of short-term activities or long-term implications across project areas.

Another key factor in the evolution of the Institute has been its relationship with the Inter-American Court. Through the overlap of members of the Court and members of the Board of Directors of the Institute, this relationship has provided the Institute with a nucleus of guidance, support, respectability, and political neutrality. In addition, the Court has provided invaluable in-kind support in the form of facilities and informal staff assistance. Through the presence of the Court, as a mechanism of the OAS, the Institute has slowly begun to receive financial assistance from some member nations of the OAS. It is important to note as part of the historical context of the evolution of the Institute, that although it is an international organization with close ties to the OAS, it has not had the strong support of the OAS' Commission of Human Rights.

In the early years of the Institute's activities, when the goals, methods, and reputation of the Institute were unknown, it was difficult for the

Institute to develop access to and cooperation from human rights groups (nongovernmental and governmental) in the region. As the work of the Institute has become better known, its legitimacy and credibility have grown. A dimension of the Institute that has grown significantly in recent years is its diplomatic role. More and more governments and nongovernmental organizations are asking and expecting the Institute to use its good offices to moderate conflict. The emergence of this role is due to several factors: the role Costa Rica has played in promoting peace within the region, and the recognition received for that effort; the skill and personalities of the President and Executive Director of the Institute; the positions of influence held by all members of the Board of Directors vis-a-vis parties having interest in issues of human rights; and the growing recognition of the impartial efforts of the Institute.

As a consequence, access to and cooperation from client groups are no longer a problem; to the contrary, demand for the Institute's services and assistance, from both governmental and nongovernmental organizations, now exceeds the capacity of the Institute to respond at present staff levels.

In sum, it must be noted that within a brief period of eight years the Institute has evolved from a newly created organization with broad goals, few resources, and unproven capability to a respected, dynamic organization struggling through growing pains. It must also be noted that the environmental context within which the Institute has been growing can be characterized as extremely volatile, with profound political, social, and economic changes creating pressures for the promotion and protection of human rights at a pace and scale never before experienced in the Americas. These factors have contributed to a sense of urgency among donors, clients, and staff of the Institute regarding its present and future role in the area of human rights.

## B. STATEMENT OF WORK FOR THE ASSESSMENT TEAM

The objectives of this assessment were "...(1) to determine the effectiveness of the Institute's AID-funded programs in meeting the stated objectives of past and present AID assistance; (2) to examine the whole range of the Institute's activities in training, research, and information dissemination; (3) to assess the validity of their content and the effectiveness of their methodologies in meeting the needs of private and governmental institutions in the region; (4) to determine the appropriate type and level of continued AID assistance, particularly with regard to institutional support; and (5) to evaluate manpower, management, and financial needs and provide technical assistance to the Institute in designing and implementing a long-range plan for human resources and institutional development, including the establishment of a sound financial base, better coordination, and application of the total range of its donor assistance, and to assure that its human and other resources are adequate to achieve its mission." (Appendix J: PIO/T No. 597-0000-3-8655504)

## C. EVALUATION METHODOLOGY

The evaluation team (see Appendix K for team composition) conducted its assessment through site visits to the Institute's headquarters in San Jose,

Costa Rica and to other selected countries in the region where Institute activities are or have been carried out. The primary means of data collection were through extensive interviews with individuals knowledgeable about the Institute and its activities (see Appendix L for a list of individuals interviewed); examination of documents, reports, and other written material providing information about the Institute's activities (see Appendix M for a bibliography of materials); and, observation of training and other activities taking place during the period of the evaluation.

The specific evaluation tasks for each member of the team, and the approaches suggested for their review, are detailed in Appendix J.

### III. ANALYSIS OF INSTITUTIONAL AND ORGANIZATIONAL DEVELOPMENT: FINDINGS AND RECOMMENDATIONS

#### A. BACKGROUND

As stated in the statutes, the Institute's mandate is quite broad. While there is an emphasis on educational activities related to human rights, the statute does not specify goals or priorities within this broad mandate. Donors have defined priorities in the form of project activities directed toward the specific goals of each donor's grants.

The respective areas of these grants are (a) human rights education, (b) strengthening human rights commissions and other organizations, and (c) developing electoral institutions. The primary activities in each area are education/training, research and publications, promotion and networking.

An analysis of the activities in each of these areas is the subject of separate sections in this report. What follows is an analysis of the institutional and organizational context within which these activities take place, and recommendations based on this analysis.

The organizational and management practices of the Institute are examined within the broader framework of strengthening and building the Institutes' capability in the long-run to carry out its goals and missions. Findings and recommendations are discussed in three sections: mandate and priorities, organizational structure and decision making, and management policies and procedures, which includes discussion of financial management and administration.

#### B. MANDATE AND PRIORITIES OF THE INSTITUTE

##### Findings

1. As indicated above, the Institute cannot respond to the expectations and demands created by its broad mandate. There is no effective mechanism or guiding document to help set priorities. At present, priorities appear to be set by the donors, each of which supports a different set of programs and reflects a different constituency.

2. The donor-driven nature of funding has resulted in a "hodge-podge" of highly fragmented project activities, uneven in quality but consistent in their regard for the Institute as simply an umbrella for certain functions. This reinforces feelings of "territoriality" about activities, and the lack of an "institutional" perspective about current or future activities.

3. Because of this fragmentation, there are inconsistencies in values, priorities, and methodologies across current project activities. For example, is the operational definition of human rights the same in the Naumann and the Commission projects?

Are there target sectors that have greater priority in a conceptual sense than others? For example, are working with governmental human rights commissions

and working with nongovernmental commissions equally important? If not, why not, and under what circumstances might there be different policies?

Is one geographic area more important than another as a target for human rights initiatives?

Will the needs of client groups currently served by the Institute be the same five years from now? Will the context for human rights issues be the same in all parts of the region as it is now? If there are changes in any of these matters, how do they affect the nature of the Institute's activities and the skills needed by its staff?

What are the criteria that the Board or staff should use when considering these questions in response to demands from donors and client groups?

There is no dependable process, mechanism, or document for sorting through these issues. The result is a feeling among staff and Board members of deep concern about the need to establish greater control and a clearer sense of direction over the affairs of the Institute.

### Recommendations

1. What is needed is a "middle-range" set of objectives to provide a reference point for limiting expectations and demands. The objectives would help set priorities and clarify criteria that the Institute can use to decide why, where, when, and how it should use its resources or accept new resources.

Such a reference point might be found in a clear conceptual framework of human rights development that links human rights to program areas in educational, civic, and electoral fields. This framework would help to set operational priorities and integrate or coordinate the various programmatic activities of the Institute with the interests of donors.

In general terms, the IIDH's mission or mandate is to contribute to the advancement of human rights in the Americas. However, within that general framework, there is no clear policy statement, or common understanding, that may guide the Institute in setting up priorities, defining the content of actual programs, and avoiding some pitfalls that are often encountered in human rights work. This is particularly necessary regarding relatively new areas of human rights development, such as the linking of human rights and democratic institutions or the integration of human rights in the educational system. As a result, the Institute's different programs seem to respond to varying conceptual frameworks of human rights and to different rationales regarding the strategies and methodologies for the development of human rights.

While pursuing a more limited scope of activities than that implied by the mandate of the statute, there is a virtue in maintaining some limited degree of flexibility and openness to new initiatives within the broader mandate. International and domestic crises produce situations wherein there may be an urgent need for the Institute's services. Failure to consider a response in such situations might be ethically and politically wrong. However, the dominant theme in the near future should be one of narrowing the scope of activities and improving the quality of programming and management.

2. There is also a need to consider the work of the Institute within the context of its own evolution, and the evolving needs of the groups with which it works. The day-to-day pressures of project activities prevent the detachment and reflection needed for such analysis of how the Institute can more effectively manage its resources to attain sustainable outcomes. One means of achieving sustainability is altering the current focus on organization by projects to organization by functional areas (such as training, technical assistance, promotion, and research).

3. In sum, the Institute needs to review its mandate, formulate an integrative conceptual framework of human rights and institutional development that links human rights to the program areas and priorities of the Institute, establish realistic priorities and decision criteria, create an effective operational structure, and formulate a strategic plan that assures the increase and improved management of its human and financial resources. To accomplish this will require more resources from donors, better integration and coordination of those resources, and on-going external technical assistance in the planning, implementation, and monitoring of these tasks. It is recommended that donors assist in providing the needed resources to help set the stage for a new epoch in the growth and development of the Institute.

### C. ORGANIZATIONAL STRUCTURE AND DECISION MAKING

A thorough analysis of the administrative and operational structure of the Institute was conducted by Luis Salus, an advisor to the Latin American Institute for Crime Prevention and Treatment of Delinquents (ILANUD), and contained in his Report on Administrative Issues Facing the InterAmerican Institute of Human Rights (Final Draft) dated August 1987. This analysis was conducted at the request of the Institute in an effort to identify areas that need improvement.

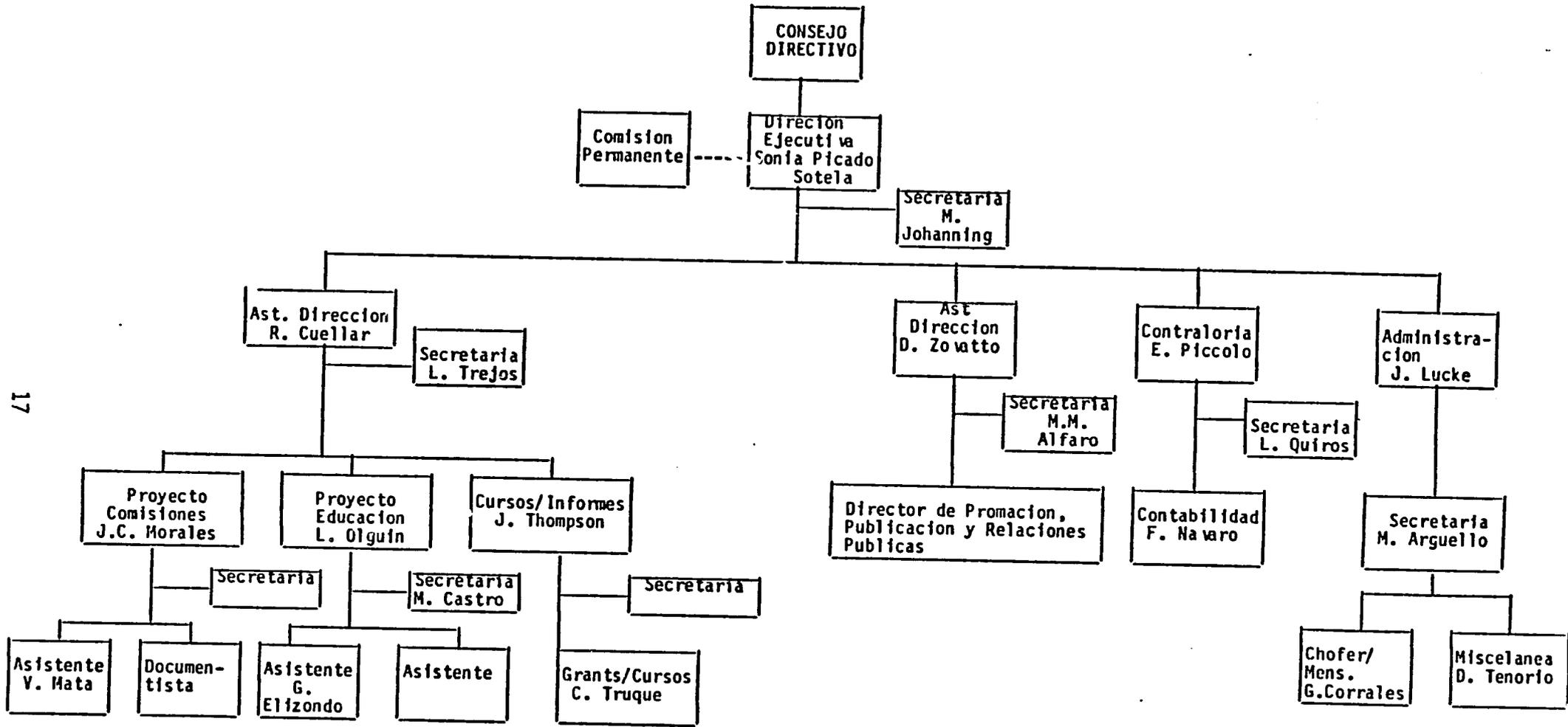
The analysis of the organizational structure conducted by this evaluation team, in contrast to the administrative analysis by Salus, is more focused on identifying factors critical for developing the institutional capacity of the Institute. These factors include discussion in this section of the role of the Board, integration of operational units (including CAPEL), and adaptation of the organization structure to support a program rather than project focus.

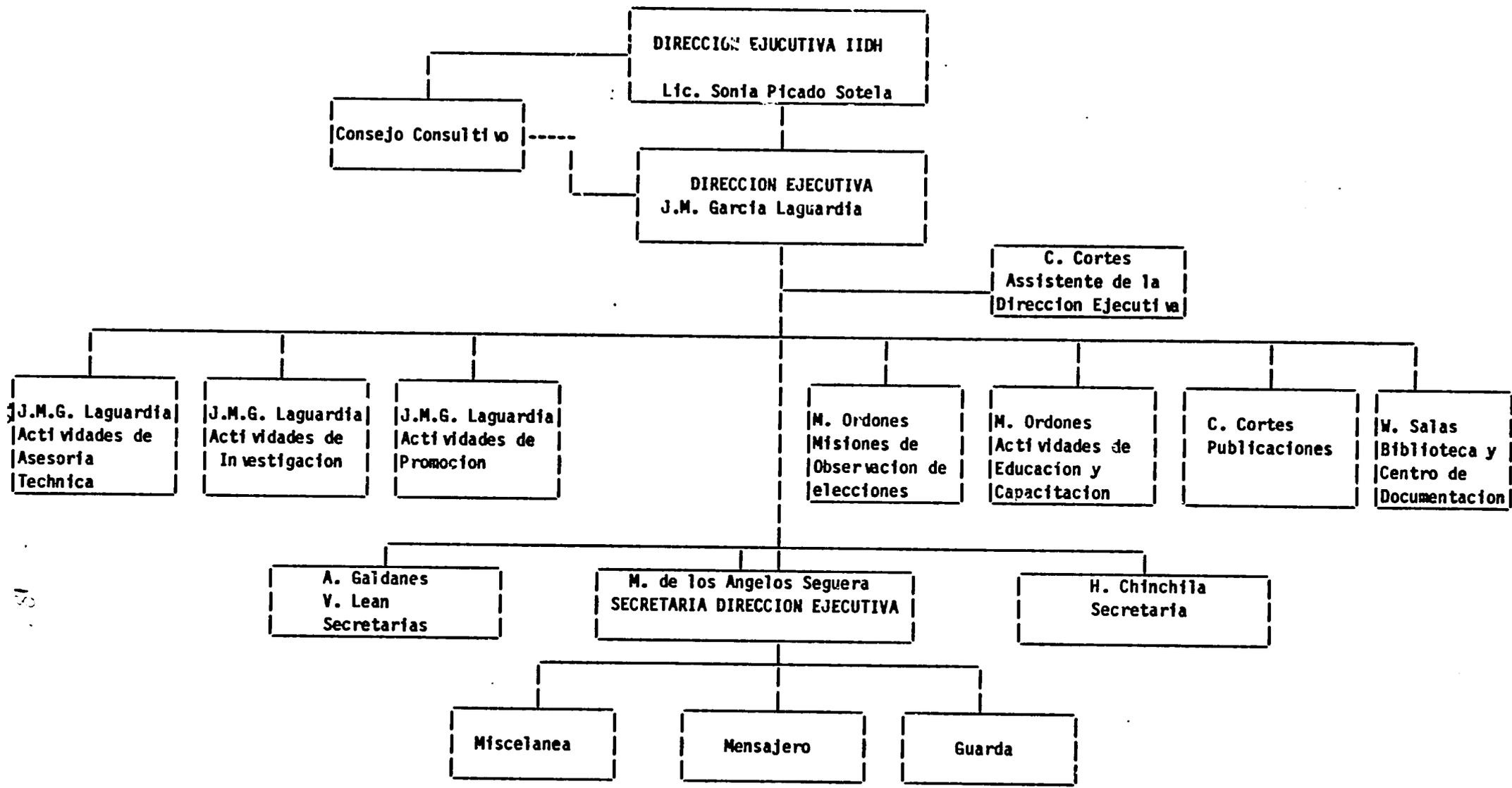
#### Findings

The structure of the Institute is suggested in the charts on the following pages. As the organizational chart suggests, the Board of Directors provides the policy direction for the Institute. The Board of Directors is composed of no less than 15 and no more than 21 members (the judges of the Inter-American Court of Human Rights are ex-officio members). Nineteen members named for a three-year term presently serve on the Board. The Executive Director reports to the Board of Directors and is advised by a Permanent Commission of the Board composed of the President, two Vice-Presidents and two elected members of the Board. The Permanent Commission serves as an executive committee while the Board is not in session.

The Executive Director is the legal representative of the Institute and serves as the administrative head of the institution. In the absence of an Associate Executive Director (to be named by the Board), two Assistant Directors presently perform the function of an Associate Executive Director and report directly to the Executive Director. They are responsible for overseeing projects funded by donors. The administrative and financial areas are managed by the Comptroller and Administrative Coordinator who report directly to the Executive Director.

There are several significant structural factors to be discussed, some of which are not apparent in these organization charts.





**CRONOGRAMA**

**CENTRO INTERAMERICANO DE ASESORIA Y PROMOCION ELECTORAL**

1. The Executive Director has initiated an open, participatory style of management that has encouraged wider participation in decision making and more interaction between the operational units of the Institute. This change is appropriate to the evolving, highly dynamic, and uncertain conditions that characterize the context in which the Institute operates.
2. The chart would suggest, and the statute of the Institute would support, that the Board of Directors provides policy direction for the Institute. In reality, the Board has limited effectiveness for structural reasons. Its lack of a substructure (other than the Permanent Commission) and the routine annual meetings do not permit an adequate understanding of issues for the Board to be an effective decision-making and policy-setting body.
3. In the absence of a strong Board, the influence of the donors has been significant in establishing the pattern of internal relationships usually implied by organization charts. This influence is not apparent in the charts, nor is the fragmentation of activities around donor-sponsored projects. What exists, structurally, are three separate donor-driven centers of activity and an administrative/management unit that struggles valiantly to complete the paperwork on time.
4. The fact that CAPEL does not appear on the organizational chart of the Institute reveals one of the key structural issues that needs resolving. It illustrates the reality of CAPEL's isolation from the Institute, its existence outside the normal lines of communication, interaction, and control.
5. The chart of CAPEL suggests an organizational capacity which does not exist. The "boxes" of activities do not have full-time professional staff directing and carrying out these activities. The work is done almost entirely by short-term consultants. Thus, there is no structure on which to base the development of institutional capacity.
6. Both of the Assistant Directors of the Institute function more in line operational roles than in the management roles implied by their positions. The result is that the Executive Director is spending more time on matters of internal coordination and management than on critical external relations and policy issues.
7. The organizational chart implies, and analysis confirms, a lack of organizational entities with the responsibility of "attending to" certain basic operational functions that are vital parts of all "project" activities (training, technical assistance, and research). "Attending to" means the planning, coordination, and evaluation of activities in a technical way so that Institute-wide standards are developed, maintained, and imparted to staff and clients and that economies of operation are gained. For example, each of the donor-assisted projects has training and technical assistance functions, yet there is little coordination among them despite the recognition by all that much would be gained by this. However, coordination is unlikely to develop unless and until a commitment is made, usually in the form of creating an organization unit with appropriate responsibility and resources.

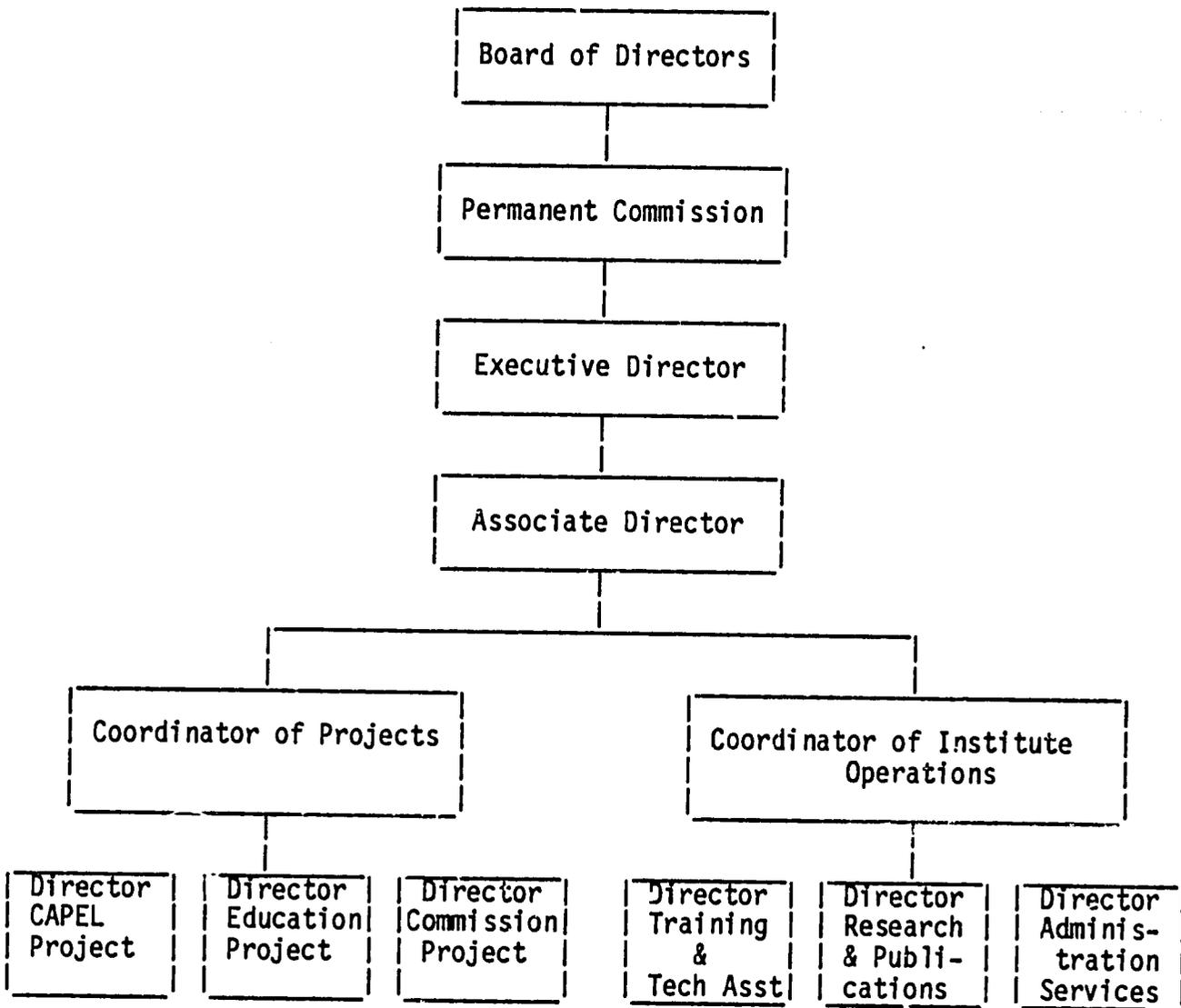
## Recommendations

1. The Board of Directors is underutilized. The Board should consider alternatives to improve its effectiveness. One alternative might be to create subcommittees (permanent or temporary) reflecting the primary program activities of the Institute. Another alternative might be to have the Permanent Commission assume a more active role by meeting more frequently and expanding its membership to include one or two Board members who are experts in program areas not otherwise present in the membership of the Commission. Another alternative might be to have the full Board meet twice a year, with materials received well in advance of the meetings and more time during the meetings for deeper discussion of key issues.

The intent of this recommendation is to improve the quality of the Board's work, without necessarily implying a broadening of its scope. It is not the intent to have the Board more actively involved in the management of the Institute; rather it is to deepen the Board's understanding of the operations of the Institute. With deeper understanding of the strengths, weaknesses, objectives, and activities, the Board as a whole can better carry out its role of setting the policies that will guide the Institute, and individual Board members can make a more effective contribution towards assisting the Institute in matters of fundraising, gaining access to important officials, and networking with individuals and organizations that have a mutual interest in human rights affairs.

2. The structure of the Institute needs to be reviewed and redesigned so as to overcome the problems noted above, and to reflect an integrated conceptual framework of human rights and institutional development which clearly links human rights to program areas and priorities. For example, an organizational structure might be considered that assures balance between functional needs (such as training, technical assistance, promotion, research and publications, financial management and administrative coordination) and program or client needs such as the development of human rights commissions, electoral institutions, and educational institutions. Such a structure might appear as indicated on the following page.

SUGGESTED ORGANIZATIONAL STRUCTURE FOR IIDH



In order to promote better integration of activities, and to keep costs down, consideration might be given to having each of the Coordinator roles filled by the Directors within the "branch" on an annual rotating basis. Thus, for example, The Director of the Commission might serve as the Coordinator of Projects for a year, at which time the Coordinator role might be passed to the Director of the Education Project or the Director of CAPEL.

During the time that a Director is serving as the Coordinator, another person might be appointed to the vacant director position on an interim basis, either from within the same project unit, or from another unit within the Institute. A person outside the Institute could be appointed on a one-year interim basis to fill any of the vacant positions (including that of the Director). This process would help develop management capabilities and provide opportunities for staff rotation across unit lines, as well as strengthening linkages with constituency groups by providing an opportunity for staff appointments. In either case, human resource development needs of the Institute would be served at the same time that structural integration was being improved.

3. It is essential that the structural anomaly of CAPEL be clarified promptly through appropriate actions of the Board of Directors and the Executive Director of the Institute, in consultation with the Director of CAPEL. In resolving this situation, it is essential that the functions of strengthening electoral institutions be seen as part of an integrated conceptual framework of human rights and institutional development. It is further recommended that the structure of CAPEL be integrated into the structure of the Institute, as with other key program areas of human rights education and human rights organizations.

#### D. MANAGEMENT POLICIES AND PROCEDURES

##### Findings

1. The status of management practices at the Institute are assessed in this section. Included are a review and a discussion of financial management and administration. For the reader's reference, Appendix C contains relevant financial documents from the Institute including a description and analysis of funding sources (Appendix C-1), the current status of Institute and CAPEL funds (Appendix C-2), a balance sheet for January 1988 (Appendix C-3), and a statement dated August 9, 1988, from Peat Marwick and Mitchell summarizing the findings of their audit for Calendar Year 1987.

2. The Institute has made important advances in improving its financial management system and procedures, consistent with its own internal regulations requiring audits. This improvement has been confirmed by at least three outside audits in recent times covering specific project grants as well as all areas of the Institute. For example, Peat, Marwick, Mitchell & Co. conducted an Institute-wide audit for Calendar Year 1987 in March 1988 and reports in a letter dated August 9, 1988, that there is no evidence of significant weaknesses in the Institute's system of internal accounting controls, nor in the financial condition of the Institute. (See Appendix C-4). Similarly, as reported by Clapp and Mayne in November 1987 to Norma Parker, Office of Democratic Initiatives, AID/LAC, the Institute has adequate financial management capability, consistent with the practices required by AID.

Price Waterhouse, in its biweekly audit of the Institute's financial management of the CAPEL grant in Chile, has consistently expressed similar findings, as it did in its review of CAPEL projects in Haiti and Guatemala. It should also be noted that these findings not only confirm that the Institute's accounting practices conform to AID requirements, but also that the use of funds has been consistent with the intent of the respective grants.

Finally, in a review in July 1988 of general management procedures and policies by a consultant financed by the Canadian Agency for International Development, the consultant confirmed the aforementioned findings.

In short, the Institute has demonstrated to the satisfaction of four recent external audits that, over the past two years, it has satisfactorily put into place the elements of a sound system of financial management.

More remains to be done to continue this pattern of progress, and external assistance will be needed to develop and implement further steps. To its

credit, the Institute has identified actions which it feels are necessary for further strengthening. For example, accounting procedures are excessively complicated, with the result that project staff waste valuable time on unnecessary documentation of expenses, and the accounting office staff spends too much of its limited resources on this one area.

Another area that needs improvement concerns the process of check disbursement. This is an area that is not fully mechanized, and results in slowing down the process of check disbursement and the related process of account balancing.

The software system currently being used has serious limitations; furthermore, not all staff in the financial management area are trained in computer use.

While steps have been taken to improve the availability of financial information for management purposes, more needs to be done in this regard. Information concerning levels of expenditure by activity and type of expenditure within projects needs to be more readily available and more easily understood. As indicated below, efforts along these lines need to be coordinated with staff development in project management.

It is not clear whether additional staff is needed in the financial management area on a temporary or permanent basis while system changes are being made. Given this uncertainty, it is advisable to consider only temporary assistance until such time as a new system has been installed and is running without problems.

3. The general funding level of the Institute is out of balance. There is not sufficient funding for non-project related staffing needs. This situation exists because the Institute has not carried out the practice of charging direct costs and indirect costs to donors. There is a need to establish such a practice. If done successfully, it will address the present underfunding of the administrative core.

4. There is a need to improve project management practices in the Institute. None of the staff in management or supervisory positions have had professional preparation in management. If staff do not know how to use information for planning and control purposes, the availability of financial management information will have little impact on improving management practices. The staff need to learn how to read financial statements, how to budget and project expenditures, and how to track expenditures.

5. There is a need for Institute-wide personnel policies that assure equitable standards for hiring, pay and benefits (including vacation and overtime), promotion, and other personnel matters regardless of the funding sources which result in staff hiring. At present, there are inconsistencies in important personnel practices, which, if uncorrected, will create long-term staff problems.

6. The financial base of the Institute rests almost entirely on grant support from donors for project activities. There are two fundamental problems with this situation. The first is the narrowness of the base. The second is the nature of costs covered by grants.

The Executive Director is aggressively seeking to broaden the funding base by searching for more donors. This is highly commendable, and this activity should remain a high priority. The increase in the percentage of the Institute's revenues coming from AID, as a consequence of the special CAPEL grants in Haiti and Chile, is a source of concern to Institute Board members and staff, and to AID. Given the nature of the Institute's work, heavy dependence on AID resources is a vulnerability rather than an asset to the Institute and to AID. This is not to suggest that AID should reduce its level of support; rather, it is recommended that AID assist the Institute in broadening its base of support as a way of protecting the interests of the Institute and AID. A review of funding sources in Appendix C indicates that the level of financial support from the governments of the region is very limited. While their financial limitations are well known, additional commitment from them is not unreasonable, given the importance of the work of the Institute.

Another area where revenue generation is underdeveloped is in the potential for cost recovery or self-financing of some of the Institute's activities. For example, special courses should be paid for, whenever possible, by those who benefit from them. The costs of training materials should be recovered through material fees. While it is recognized that many who participate in Institute activities have very limited resources, experience has demonstrated that even a token contribution helps build commitment and creates realistic expectations about and understanding of self-help.

In the evolution of grants, insufficient attention has been given to the actual and complete costs of project activities, and to the need to strengthen the financial base of the Institute. For example, direct costs of administrative personnel, including the Executive Director, are often underestimated and hence underfunded. Indirect costs are often excluded or underfunded in grants.

7. The Institute's primary mode of operation is to react to initiatives from its environment (primarily its donors) and to attempt to please donors and constituents. This is a continuation from a time when the work of the Institute was unknown and its financial status insecure. Those conditions have changed; the work of the Institute is known in the hemisphere (and beyond) to such an extent that demand for services far exceeds capacity to respond, and financial conditions are much improved. The Institute, however, has not changed its mode of operations to reflect this new reality. The operational climate of the Institute is still one of dependency and uncertainty, and therefore reactivity, rather than confidence, certainty, and proactiveness vis-a-vis donors and constituents.

8. Because of rapid growth of the Institute, and the nature of its grant-driven project activities, there has evolved a pattern of work practices within and across project areas that needs to be clarified, simplified, coordinated, and standardized. For example, task requests are sometimes made simultaneously of several persons, without coordination. There are ongoing expressions of confusion about who is responsible for what, who reports to whom regarding what areas of activity, or where one goes to find definitive answers to operational questions. This type of problem exists at all levels, but principally at intermediate operational levels.

These are normal problems in the rapid development of organizations and activities. However, if left unaddressed they frequently harden into bad habits and inefficient practices. The Institute has begun a process of attempting to develop an operation manual for certain routine administrative policies and procedures, and clearer definitions of duties by positions. However this effort needs professional direction, clear political support, and consistent, unfailing follow-up.

### Recommendations

1. Staff members need training in project management to make better use of the management tools and techniques available to them particularly financial information for budgeting and tracking. Such training should be coupled with organizational changes recommended elsewhere so that these efforts reinforce each other.
2. The Board should direct the Executive Director to develop and implement Institute-wide personnel policies.
3. The financial base of the Institute needs to be strengthened. Board members can assist in this activity, for example, by requesting their national governments to contribute to the Institute on a regular basis. In addition, the Institute should consider operating some of its activities on a cost recovery or self-financing basis (for example, courses, publications, training materials. A policy of financial stability should be developed through the creation of an endowment. Further, all grants should seek to fully cover all direct costs (such as the cost of salaries for administrative personnel and Executive Director), and indirect costs, as well as include a fee.
4. The Executive Director needs to provide leadership in making the operating climate of the Institute more proactive and confident. Support for making changes in a proactive setting can be provided by a commitment of resources by donors to support a long-term institutional strengthening process during the next 18- to 24-month period. The institutional strengthening process should focus on developing a strategic plan of institutional and organizational change reaching into programmatic and administrative activities, elaboration of a process by which this plan can be implemented and monitored, and the development and initiation of a set of change actualities that are "parallel to those anticipated in the strategic plan, but that can be initiated prior to and during the strategic planning activities. Technical assistance should be provided to develop both the process and content of a strategic plan for the Institute and the "parallel" change activities.
5. The strengthening of the financial management system needs to be continued and supported. Furthermore, the efforts of the Institute and the donors in this (and other matters) need to be coordinated. For example, the Institute is interested in taking steps to streamline procedures, make financial information more rapidly available, and install a software system that meets the Institute's current and future needs. This activity would be contracted on a competitive basis. In addition, the Canadian International Development Agency (CIDA) is interested in providing training to key financial management staff regarding new software installation and use. AID has also expressed interest in supporting efforts to strengthen financial management systems, as well as requiring another external audit. In view of the preceding findings

regarding the adequacy of the present financial management procedures, it is not recommended that another special external audit supported by AID be initiated at this time. Rather, it is recommended that there be coordination among the Institute, AID, and CIDA to assure that mutual interests are served in strengthening the Institute's financial management system to meet increasing demands of the present and future.

6. In addition to actions strengthening financial management capability and practices, the Institute needs to undertake other activities to strengthen its management policies and practices. As indicated in point 6 in the findings above, an effort has been initiated to develop a manual of standard operating procedures regarding certain operational activities and work practices. This activity needs professional support to assure that it is done effectively, with adequate political support and follow-up.

Key to the long-term development of the Institute is the development of the capacity to monitor and correct its own administrative practices, through the development and use of appropriate self-correcting techniques, such as, for example, quality circles. The Institute has leadership open to such innovations, and staff with a willingness to experiment.

7. The Institute is at a point in the development of management systems that it needs to review its computer situation. A recently completed brief review of this situation suggests a more thorough analysis of the Institution's current and future need for computers. At present there are several incompatible hardware and software systems in use at the Institute, with considerable pressure for acquiring more hardware and software. Given the reality of a move into new facilities, with relocation of offices and equipment, the time is right for a comprehensive analysis of this situation, and it is recommended that such action be initiated with full donor support.

The outcome of this analysis should be a set of recommendations assuring that the Institute has an integrated computer system serving all administrative needs (financial management, personnel management, word processing, printing, and storage, etc.) and all program needs (for example, education programs, such as course materials, participant records, etc.; research, including bibliographic access to data bases in other locations; "desk top publishing" for many Institute documents; etc.).

8. The institute should consider integrating functions of promotion, publication, and public relations into one unit in order to strengthen the coordination of policies, procedures, and work activities relating to these functions. Further, the Institute should assure that it is capable of using the most appropriate modern techniques for the implementation of these activities. For example, the Institute needs to make greater use of Audio-visuals and other mass media technology for purposes of promotion, training, and fund raising.

#### IV. ANALYSIS OF HUMAN RIGHTS EDUCATION ACTIVITIES: FINDINGS AND RECOMMENDATIONS

Education activities cut across all the project areas of the Institute. Education and training are a part of the Human Rights Commission project, CAPEL, Human Rights Education Project, and the Interdisciplinary Course and other specialized courses. The findings and recommendations in this section of the report assess ways the Institute can better coordinate education and training activities. It focuses on two major education projects--the Human Rights Education Project and the Interdisciplinary Course. There is a brief discussion of other specialized courses conducted by the Institute. Education activities in the Human Rights Commission project and CAPEL are evaluated in separate sections later in this report.

##### A. HUMAN RIGHTS EDUCATION AND IIDH

###### Findings

At present, there is no organizational framework through which the Institute's education and training activities can be organized, coordinated, and monitored. (See Appendix F-3 for calendar of training events for 1988) Each project operates independently of the other, and attains varying levels of quality and sustainability (two critical measures of training effectiveness). Increased coordination of training activities would produce greater consistency in terms of quality, impact, evaluation of training effectiveness, and a better baseline for improving training in the future.

###### Recommendations

1. Given the commitment of the Institute to education and its reliance on training as a primary means of achieving project impact, the Institute should consider institutionalizing a functional training unit within the Institute that cuts across all project activities. This unit would be staffed by project staff on a part-time basis and it would be supported by an institutional core budget.

The training unit would be responsible for coordinating training activities across project areas, maintaining a schedule of training events for all projects on an annual basis with regular updates throughout the year, and developing standards for effective training. The unit would emphasize effective training design, needs assessment, selection of participants, and follow-up activities.

In addition, the unit would develop instruments and procedures to evaluate training activities, measure impact, analyze results, and make suggestions for improving future training activities. The unit would also conduct staff training to improve the skills of the present staff in the areas of training methodologies, training design, evaluation, and sustainability of training through improved follow-up activities.

2. The training unit would be instrumental in moving the emphasis of current project work from that of direct training to training a cadre of workers at project sites (through training of trainers modules) to become more directly responsible for project implementation. The staff would serve as managers, supervisors, and mentors of the process by providing technical assistance to the staff at project sites.

By training others to do the work and placing emphasis on providing support to on-site project offices and staff, the Institute can broaden its outreach and greatly increase the chance of achieving sustainability beyond the direct involvement of the Institute in a project. This is a capacity-building process that the Institute is ready and able to assume. It would require a shift in project design and allocation of resources and require the additional training of staff in how to most effectively achieve the desired outcomes.

## B. INTERDISCIPLINARY COURSE

### Background

The Interdisciplinary Course on Human Rights has been held annually in Costa Rica since 1982. The major funder of the course is AID (\$288,837) with remaining funds provided by the Ford Foundation (\$40,000), and the International Committee of the Red Cross (\$5,811).

The sixth annual course will be offered over a two-week period this August. The course is regarded as a cornerstone of the Institute's effort to advance the protection of human rights through education. The course provides participants with information about the history, legal systems, and mechanisms in place for the defense of human rights at the national, regional, and international level. The course emphasizes an interdisciplinary approach to the study of human rights; a non-partisan, academic atmosphere; participatory methodology; and region-wide focus.

### Findings

1. The course is a critical part of the Institute's education efforts in the human rights field. It provides an academic forum for the study and exchange of information and experiences on human rights. It allows for the integration of viewpoints and perspectives of multiple disciplines (legal, social, historical) with the subregions of Latin America and the Caribbean.

One of the greatest assets and benefits of the course is the opportunity it provides for personal contact among participants from other countries as well as from within countries. The linkage formed among participants enhances the regional network the Institute has been key in establishing among human rights academics and practitioners from the governmental and nongovernmental sectors. The Institute relies on this network to build relationships and opportunities for project work across the region.

2. Over the past five years, the course design has evolved to be more responsive to the feedback received from previous participants. An attempt has been made to emphasize the interdisciplinary aspects of the course, allow for greater participation of attendees, individualize activities through workshops and study groups, and increase time for informal networking.

3. Currently, the course mixes didactic methods in lecture session with participatory methods during workshops and study groups which are limited in size to a maximum of 20 participants. During the workshop and study groups session, participants exchange information, ideas, experiences, and strategies in an effort to identify practical applications to the theory presented during lectures.

During two-hour-long sessions, the workshops relate human rights to the course themes of international protection, nongovernmental organizations, administration of justice, anti-discrimination, education, and economic development. A reporter from each workshop group is selected to record the session and distribute copies to all participants in the course. The reporter also prepares a report on the conclusions and proposals prepared by the participants during the workshops.

4. The entire staff is involved in recruiting and selecting participants, identifying course topics, themes and speakers, and designing the course schedule. Participants are selected based on their qualifications, academic credentials, fields of study, and accomplishments in the human rights field particularly in the target areas identified by the Institute for the year.

5. Planning for the course begins eight months before the course date when the staff begins to select the course themes and topics. By May, the course schedule is near its final stages. (See Appendix F-2 for the schedule for the 1987 course.) Posters and information publicizing the course are distributed to around 1500 sites within the region. By July 1st, all applications must be submitted.

The staff provides information packets to speakers prior to the course. Participants are asked to bring with them information that is relevant to the promotion or practice of human rights in their field or country to share with other participants on an informal basis during the course. The workshops are directed for the most part by Institute staff who receive handouts and some preparation prior to the course.

Participants are provided materials prior to and after the course. The Institute publishes selected articles and speeches presented during the course with the intention of using the published materials as a text for future courses and existing projects such as the Human Rights Commissions Project.

6. The Institute received over 500 applications to attend the 1987 course. The 112 participants selected to attend the course were educators, social workers, academics, university professors, lawyers, judges, and human rights practitioners. (See Appendix F-1 for list of participants who attended the 1986 and 1987 courses.) Over 70 percent of the participants received full scholarships, the remainder partial scholarships. Each course allows observers to attend the lectures, but not the workshops or study groups. Last year, approximately 300 observers attended the course.

7. The Institute has formalized an evaluation procedure that includes a Likert-scale questionnaire and coding that can be analyzed with the use of a computer. Percentage scores are the basis for the descriptive form of analysis conducted by computer. Questions solicit the respondents opinions on facilities, topics, presentations, and course materials.

The evaluation results indicate that the majority of participants felt positive about the interdisciplinary aspects of the course, the usefulness of materials, qualifications and presentations of speakers, and appropriateness of themes.

The participants responded positively to the workshops although many indicated a need for improved direction. The study groups received very high marks for providing participants the opportunity to exchange experiences with others and to clarify questions.

### Recommendations

1. The broad regional and thematic scope of the course and its academic nature substantially enhance the reputation of the Institute within the region as a nonpartisan institution concerned with promoting the defense of human rights. In a recent report, the Institute stated that the course is "the only open forum in Latin America which permits dialog about human rights by professionals working complementarily in the area of human rights."

Given the high impact of the course and high number of applicants, the Institute should consider holding the course more often and at other locations, such as the English-speaking Caribbean, and developing follow-up courses to be offered on a regional basis. This would broaden the outreach of the Institute, enhance its network, and provide a response to the situational needs of subregions.

2. Participants view the informal aspect of the course (workshops, study groups, after hours sessions) to be one of the most important features of the course. The institute should continue to provide opportunities for participants to informally network with one another through sessions designed to allow a high degree of participation and exchange. The workshops and study groups appear to provide an excellent forum for participation. The Institute should also think of structuring after-hour discussion sessions where participants can gather to view and discuss films, books, projects, or other subject matter that can stimulate dialog.

3. There is a need to develop follow-up to the course. The staff at the Institute recognize this need, however, they find there is not enough time or money to conduct adequate follow-up.

A certain degree of follow-up exists at present through the participant network the Institute uses to create support groups in-country for project activities (such as the Human Rights Education Project). Other possibilities for follow-up also exist. Some suggestions are a newsletter for ex-participants, that updates readers on current activities of the Institute; publications lists; and information about what ex-participants are doing in their fields. The newsletter can be divided by subregions to coalesce issues and needs of the area. Participants can be encouraged to write and regularly communicate with one another. Publication of a directory (names would be submitted on a voluntary basis) might be a useful means to encourage communication. The Institute should view itself as a clearinghouse of information and networks that promotes the development of human rights within the region.

4. Evaluations should be continued in the future. Methodology should be adapted to acquire information from participants about how the course can be strengthened in the future. The information gathered presently is descriptive and general. More specific information is needed which can lead to in-depth analyses of the course and what actions can be taken to improve the course in the future. The Institute should consider conducting interviews with randomly selected groups of participants or with a selected group of participants who represent a specific viewpoint (i.e., by region, discipline, or gender). Course instructors, organizers, and workshop leaders should also be interviewed.

5. Workshop leaders should be trained in training methodology prior to the course. Since most of the leaders are Institute staff, a training of trainers workshop would be a useful activity not only for improving the course, but also for providing skills that can be transferred to other project work in the Institute.

6. Participants provide mixed reports on the interdisciplinary and academic aspects of the course. Depending on profession and needs, some participants claim the course is too focused on legal issues. Others believe the interdisciplinary aspects are weak. Similarly, there are different view points about the academic and theoretical aspects of the course. Some participants believe the course is too theoretical and not practical enough.

Because of this mixed response the evaluation instrument might attempt to understand the source of the bias through cross-tabulation of results (opinions measured against participant characteristics such as gender, profession, age). Newly formed questions might also sort out ways the course can be adapted to meet the needs of participants. Interviews are one useful way to gather information about the attitudes of participants about how the course can be adapted in the future.

## C. SPECIALIZED COURSES

### Findings

1. The Institute designs and implements, mostly on a co-sponsorship basis, specialized courses related to human rights outside of normal project activity. These courses are usually in response to the request of a client group or constituency in the human rights field. Courses are frequently organized on an ad hoc basis and require varying levels of involvement of the Institute and its staff. One staff member at the Institute has been placed in charge on a part-time basis to manage requests and implementation of specialized courses.

2. Examples of courses which fall into this category are described below. See Appendix F for complete descriptions.

#### a. Specialized Conferences.

In an annual meeting, experts examine the OAS Convention on Torture as an International Crime, the OAS Additional Protocol to the American Convention on Human Rights, and issues related to the implementation of the American Convention on Human Rights since its drafting in 1969.

The results of the meeting are presented to the OAS to assist United Nations officials in the implementation and/or change of international human rights instruments. The first of three meetings has been funded by AID at a cost of \$34,000.

b. Special Seminars.

The Institute conducts specialized seminars for groups such as lawyers and journalists in collaboration with universities or other academic institutions. They are supported by the Ford Foundation at a cost of \$10,000.

c. Other Selected Examples.

- ILANUD and the Institute co-sponsored a seminar on human rights for judges and secretaries of the court.
- In cooperation with the Costa Rica Ministry of Interior, IIDH held a special course on human rights for employees in the police force.
- With the participation of main churches involved in this area, the Institute will organize a seminar this fall on the role of the church in the defense of human rights and in the political process.
- This fall the Institute will hold a seminar on women and human rights.

3. The specialized courses allow the Institute to be responsive to demands from the field and creates good will with key agencies and groups. It functions as a public relations device and serves as another vehicle for teaching about human rights and promoting the Institute.

Recommendations

1. Greater emphasis should be placed on providing continuity and sustainability in the courses after their completion. In addition, more attention is needed to develop standards for selecting participants and following up on training with the institution or agency sponsoring the training as well as the participants.

2. The Institute should consider providing these courses on a cost-recovery or self-financing basis. This would help create greater internal efficiency in the operations of the Institute and reduce demand for this type of activity to a more manageable level.

D. HUMAN RIGHTS EDUCATION PROJECT (Naumann)

The analysis of the Human Rights Education Project is conducted in three parts. In the first part, background information about the project is provided in the areas of goal, methodology, funding levels, management, and activity levels. Findings are presented in the second part, followed by recommendations in the third part.

## Background

### Goal

The goal of the Human Rights Education Project is to incorporate human rights into the curricula and instruction of the formal education sectors of participating governments at the primary, secondary, and tertiary levels. Started in September 1985, the project has activities in Argentina, Brazil, Costa Rica, Panama and Uruguay. (See Appendix E-1 for a description of the highlights of project activity in the countries visited by the evaluation team and examples of work done by the support groups.)

### Methodology

The project accomplishes its goal through in-country seminars with the cooperation and assistance of project support groups. The support groups are governmental or nongovernmental organizations with members mainly from the education or legal fields.

Examples of governmental education groups the project works with at the national, regional, and state levels are the Ministry of Public Education in Costa Rica and Uruguay, the Cartago Regional Education Group in Costa Rica, the Secretary of Education for the State of Pernambuco and the City of Recife in Brazil. The project also works with university-based groups in Brazil and Panama.

In the legal field, the project works with groups such as the Cabinet of Legal Counseling for Popular Organizations (GAJOP) in Brazil, the Human Rights Committee from the Jurisprudence of Brazil, and the Commission for Justice and Peace in Brazil.

Prior to working in a country, the Institute's project team establishes contact with individuals interested in working with the project or who can identify others who might have an interest. Frequently, these initial contacts are with graduates of the Interdisciplinary Human Rights Course.

After contact is established and interest in the project ascertained, the project team begins work in-country. The team works with support groups to implement a sequence of seminars beginning with preparatory seminars during which a plan of action is developed. At the capacity building level, training seminars are held to implement the action plan. The follow-up level is for the purpose of evaluating and extending the activities implemented during the training seminars.

The sequence of seminars is not fixed. Several training seminars may be held by the same group over the course of a year or more. Follow-up seminars are not necessarily held after each training seminar. Evaluation is not limited to follow-up seminars since evaluation activities are built into many training seminars. Furthermore, meetings, conferences, courses, and other types of activities are often classified as seminars in order to meet the requirements of the contract which only funds seminars.

## Funding

The project receives 93% of its funding from the Friedrich Naumann Foundation of the Federal Republic of Germany. A small percentage of funds comes from the Jacob Blaustein Foundation of New York for the annual evaluation and planning seminar in Costa Rica, which it co-sponsors with the Naumann Foundation. Grants are provided on an annual basis.

All budget costs are tied to seminars on a country basis. In this year's budget from the Naumann Foundation, the allocation was as follows:

Argentina....	\$35,000
Brazil.....	\$57,500
Costa Rica...	\$20,000
Panama.....	\$12,000
Uruguay.....	\$21,000.

The grants pay for travel, per diem, speakers, and other direct costs. Since expenses must be tied directly to seminar activities, the contract does not support costs such as telephone calls and meetings between seminars.

The actual cost of work in country by the support groups is not fully covered by the contract budget. For example, only three days of preparation and two days of evaluation time are covered for each seminar presenter or organizer even though in most cases more time than this is spent doing the work.

The accounting procedures for the project are cumbersome and require excessive paper work. This consumes a large percentage of the project team's time, which could be directed to more productive activities.

## Management

The project is managed by a project director, two professional staff assistants (one full-time psychologist and one part-time lawyer), and a full-time secretary. The project draws on other legal staff at the Institute to assist in seminars on an as-needed-basis.

The project team works with national project coordinators in Uruguay, Argentina, and Brazil as well as local support group coordinators in-country to carry out project activities. Most of the work done by the coordinators, such as organizing, coordinating, and maintaining communication with members of their or other support groups is done on a voluntary basis, except when it is directly connected with a specific seminar.

## Volume of Activity

The project's greatest growth, in terms of seminars held and participants involved, will occur in 1988, as shown by the data below:

	<u>Seminars</u>	<u>Participants</u>
1988	35	5724
1987	26	1819
1986	12	542
1985	6	181

The most significant increase in activities has been in Brazil and Argentina, with a steady but lower level of growth in Uruguay, the same level of activity in Costa Rica and a decline in activity in Panama due to the unstable political situation. In 1987, the number of participants in project-sponsored seminars was 1059 in Brazil as compared to 304 in Argentina and 156 in Uruguay. (See Appendix E-2 for additional data concerning level of activity in this project.)

## Findings

### Outcomes

1. Given the available resources, the project has made impressive strides in the past two and one-half years. Its impact has been remarkable when measured on the basis of the number of seminars held, support groups in operation, and participants in attendance at the seminars.

The project deserves credit for its successes. It is a vehicle within formal education sectors for the promotion of democratic development through the discussion of the rights of the individual. It provides a much needed outlet in countries such as Argentina, Brazil, and Uruguay which are in the early stages of redeveloping democratic values and institutions.

2. The project outcomes are highly individualistic depending on the country and the support group involved in implementation. Outcomes are also highly situation specific, and situation dependent. For example, project activity has been suspended in Panama because of the unstable political situation. In Brazil and Argentina, attempts to develop action plans with some governmental units in certain regions have not worked out because of ongoing sensitivity about human rights work.

3. The project is also dependent on the stability of the support groups. In Argentina, for example, the project has encountered difficulties because of the lack of support at the administrative levels of the Ministry of Education, even though the Minister of Education openly supports the project.

4. The length of time the country has been involved in the project and the level of project effort in country also affect outcome. Costa Rica, for example, has made considerable progress in articulating the meaning of human rights education through the development and use of a scope and sequence chart for the teaching of human rights at the primary and secondary school levels, and training teachers in its use.

Costa Rica, as the pilot project site, has been involved in the project the longest. Also, it is a country with a stable political history and involvement in democracy. One would expect the topic of human rights is more clearly articulated and integrated in the school curriculum.

5. Working through support groups in country to carry out project activities at the level and pace defined by the support groups is a very effective means of achieving change and building sustainability. The support groups model a democratic environment. They are pluralistic in that they seek to represent

different viewpoints within governmental and nongovernmental sectors, and within various disciplines. They also work in a participatory manner. The operational model of support groups, thus, is congruent with the aims of the project.

6. With its present design, structure, and resource base, the project cannot effectively meet future demands. The project is attempting to accomplish too much within countries. It is reaching out to all levels within the education sector, to all regions of a country and attempting to change attitudes and values about human rights within institutions. This is a very long-term and absorbing process. It needs to be made more manageable through a modification of the project design, structure, and resource allocation, as discussed below.

### Project Design

The process of changing attitudes, values, and institutions requires long-term commitments. Current activities in the countries could continue for an indefinite period if the long-term goal is the achievement and institutionalization of change.

The need to examine the state of human rights always exists. The intensity of the need, however, may vary depending on the country's position on a continuum of democratic development. The project, therefore, needs to identify where along the continuum it wants to be involved, in terms of beginning processes of change and ending direct intervention.

There is no specified end point in the project design that determines when sufficient progress has been made to end or modify project activity. The project, therefore, needs an operational framework in which specific goals, objectives, and expected outcomes are stated in tangible terms and against which progress can be measured annually and over the long term.

### Structure

The project's decentralized structure is an effective means of carrying out its work in the target countries. The project can potentially build further on the support groups by providing them with greater resources and responsibility to implement project activities.

The role of the Institute's project team should shift to providing technical assistance to the support groups. It can accomplish this by providing resources and training to the support groups, enabling and empowering them to develop their capacity to sustain activities in-country beyond the life of the project and presence of Institute staff in-country.

The basic components are in place for the project team to serve as a technical assistance unit. There are approximately 20 support groups operating in five countries that work cooperatively with the project team based at the Institute to carry out project activities in-country. The existing three phases of project intervention (planning, training, and follow-up) can become the basis for an expanded technical assistance implementation plan.

## Resources

The Naumann Foundation has made it possible for a project of this type to become established in the region. During this initial phase, the project has proven it can achieve a broad support base with organizations in-country that are capable of carrying out project activity. It has also generated a very high response rate, which has the potential of growing in the immediate future.

Consideration should be given to increasing and diversifying funding of the Human Rights Education Project to increase the capacity to accommodate the high level of interest and responsiveness to the project. It is possible to consider broadening the project sites to other countries, as well as intensifying the level of activity. To improve management of the project, consideration should be given to requesting additional funds for this purpose. At some point in the future it may be useful to pay staff in-country to manage day to day project operations with specific guidelines and support provided by the Institute project staff. However, it may be premature to consider such an option until the project has a stronger conceptual linkage with other Institute activities, and overall management capabilities of the Institute have strengthened.

## Recommendations

The Human Rights Project is successful in reaching a wide audience, stimulating activity, providing a forum for exchange about human rights, allowing support groups in countries to determine their own goals, and to progress at their own rate.

Because of its broad focus, centralized management, and the lack of a conceptual framework integrated with other Institute priorities, the project is experiencing serious needs which it cannot accommodate given its present design, structure, and resource level.

## Project Design

1. The project needs a clearer definition of its goals, targets, and priorities. A multi-year operational framework that specifies outcomes it expects to achieve on a short- and long-term basis is required. Questions such as the following need to be addressed in the formulation of this framework.

- Should the project work exclusively with countries in transition into democracy?
- What is the purpose of the project? Is it a curriculum building project which aims to develop human rights curricula at the primary and secondary levels? Or, is its main function to serve as a forum for discussion with educators about the issues of human rights?
- What groups should it target in-country?
- What regions should it target within a country (rural, urban)?

- Should the project work with all three levels of the formal education system or focus primarily on one, where impact could be greatest (such as teacher training institutes, university level courses for lawyers, primary school, or secondary schools)?
- Should the project target solely formal education systems or attempt intervention through non-formal systems as well?

2. The operational framework of the project should derive from and support the conceptual framework of the Institute and reflect its strategic plan. How does the project support or promote the aims of the Institute in terms of the definition of human rights, priorities for intervention, target countries, and groups? By linking to the Institute's vision and plan, the project ultimately serves to strengthen and build the Institute's image and role in the human rights field in Latin America.

3. The Institute should consider redesigning the project to allow the project staff based at the Institute to function in a technical advisory role. The staff would provide resources and technical assistance to the support groups. It would transfer their skills and knowledge to the support groups to build their capacity to carry out the functions of the project presently and beyond the project's duration.

The support group would become responsible for implementing the project through meetings, workshops, evaluation, and planning sessions. The project team would assist throughout this process, but not be directly responsible for the sessions.

The project team can support the work groups in-country by providing resource materials, developing systems to manage the day-to-day aspects of the field operations, providing project oversight, monitoring, and evaluation. Frequent conferences with project coordinators and support group members on a regional or country basis are an important part of sustaining growth and momentum.

Under a technical assistance effort, it is also possible to sponsor observational tours for key members of the field staff to other countries to observe the progress of other projects, or to other organizations such as the Institute for intensive training in selected subjects.

By becoming a technical assistance operation, the project can conceivably increase the number of countries it works with and accommodate the growing demand and interest in the existing countries.

### Structure

The project structure should be adapted to reflect the technical assistance design feature. A technical assistance effort can be planned on an multi-year basis. It is possible to design a project with intensive technical assistance activity in the beginning stages, a maintenance level of activity in the middle, and a gradual phasing-out process at the end.

At some point in the future, it may be useful to pay staff in-country to manage day-to-day project operations with specific guidelines and support

provided by the Institute project staff. This option should be considered only if the Institute supports a decentralization effort and the project is better integrated with other Institute activities.

## Resources

1. The seminar format for project work and budgeting does not accommodate the range of activity necessary to support project work. Additional resources are needed to pay for field offices and staff and other direct costs.
2. The project also needs training and resource materials on the subject of integrating human rights in school curricula. These include basic documents on human rights that define human rights for the curricula of primary, secondary, and tertiary level schools; a document outlining the process of incorporating human rights in the curricula; and a description of appropriate instructional practices, activities, and materials that support the curricula.
3. Consideration should be given to the development of these materials based on a synthesis of project activity and materials developed to date. There is an enormous volume of printed material already generated by the project that can serve as the basis for the production of texts, articles, and non-print media such as slides, filmstrips, and videos. These materials will be very useful to the project team in training support groups in the methods of implementing the project in-country.
4. Additional resources should be made available to increase the number of planning and training seminars for country coordinators and support group coordinators on a country and regional basis. The project already conducts a number of these seminars; however, more are needed. They are very beneficial to the support groups because they strengthen the networks of the project and the Institute and increase opportunities for information sharing.

## V. ANALYSIS OF HUMAN RIGHTS COMMISSIONS PROGRAM: FINDINGS AND RECOMMENDATIONS

### A. BACKGROUND

The Institute's program to strengthen human rights organizations in Central America (the Project of Collaboration with Human Rights Commissions) was initiated in 1985 with funding from the Ford Foundation.

The need for the project was compelling. Political struggles and violence had escalated in Central America at a time of heightened human rights awareness that was evident worldwide. Reports of human rights violations became the focus of international attention and controversy. Many human rights organizations had been created to help victims and to denounce abuses. Because of unavoidable political implications, their work came under close scrutiny.

In this context, there was an urgent need to upgrade the professionalism and impartiality of human rights organizations in Central America. In response to this need, the Institute initiated the commissions project to strengthen those organizations by training their staff, promoting contacts among them and allowing them to learn from other experiences.

The commissions project aims to support and consolidate non-governmental human rights organizations through technical assistance and training by means of seminars, courses, workshops, conferences and advisory services. During the 1986-1987 period, for example, the project provided technical assistance to 15 private human rights organizations in Central America. Eighteen NGO's (with a broader scope of activities in the human rights field than the commissions) participated in training programs sponsored by the project. Examples of NGO's include syndicates, rural organizations, unions, student associations, cooperative foundations, Christian committees, and family committees (missing persons).

The programming priorities of the project, as reflected in the 1987 report included in Appendix H, focus on (1) training staff at NGO headquarters on legal protection and its procedures at national and international levels for the promotion and defense of human rights, (2) opening dialogue on the topic of human rights in the Central American region, and (3) indirectly supporting NGO's in their efforts to achieve peace in the region.

What follows is a summary of the findings and recommendations based on an analysis of this project. Findings and recommendations are discussed under the headings of programming priorities, training, funding, and management and structure.

### B. PROGRAMMING PRIORITIES

#### Findings

1. The commissions project priorities are to provide continuing education and training to nongovernmental institutions doing practical human rights work in Central America. The project focused initially on Guatemala and El Salvador,

extending later to Nicaragua. A lesser level of activities has been carried out in Honduras. The project has made incipient contacts in Costa Rica and Panama.

2. The Institute was in a unique position to undertake this project. Its history and institutional character gave it access and credibility across dividing lines. Its location helped facilitate meetings and travel. The project staff included highly knowledgeable practitioners. Given the prevailing climate in the region, the outreach of the project has been remarkable.

3. Often the Institute has shown great resourcefulness in breaking new ground or bringing together groups that do not easily relate to each other. For example, in Guatemala, where there were no nongovernmental human rights organizations except for the association of relatives of victims (GAM), the Institute created the possibility for human rights work to be more acceptable by organizing a series of talks that were sponsored by several law school deans and attended by more than a thousand people.

4. In practice, the policy of working with nongovernmental groups has been applied with flexibility--to the point of inconsistency. In effect, the program has worked with the recently created Procuraduria de los Derechos Humanos, a governmental human rights watchdog agency in Guatemala. Also, training has been given on one occasion to the Comision Nacional de Promocion y Proteccion de los Derechos Humanos, the governmental human rights commission in Nicaragua. To be sure, there are reasons for this ad hoc approach. Often there is a fear that working with certain governmental groups might be used as propaganda by the government which in turn jeopardizes the credibility of the program and the Institute in the eyes of nongovernmental groups and other organizations. However, the reasons are not always compelling. The fact remains that on a delicate question such as this, the Institute needs a clearer policy that can be explained publicly and adhered to easily.

5. There are important aspects of technical assistance that the project has not been able to develop and implement in a systematic way thus far. These include important matters such as fact finding, information-processing techniques, and assistance in organizational strengthening.

### Recommendations

1. Based on the valuable experiences gained so far, the Institute should review and redefine the scope, targets, and priorities for this project. While maintaining flexibility, the project should not be entirely shaped by the demands being placed on it. It should establish a clear policy regarding the type of organizations it intends to serve and its priorities. In particular, it should be clear on whether and under what circumstances the project will serve governmental organizations, unions, or any group other than nongovernmental human rights organizations doing practical work.

2. In its long-range planning process, the Institute should consider whether and how the experience of this project could be extended to serve practitioners elsewhere in the Americas.

3. As noted elsewhere in the report, this project needs to be viewed more carefully and thoughtfully within the context of a conceptual framework of human rights and institutional development. The priorities of the project and its operational activities need to be coordinated and integrated with other activities of the Institute in order to meet the developmental goals of the Institute and the client organizations more effectively and efficiently.

## C. TRAINING

### Findings

1. A typical training activity is a seminar that is organized either in one of the countries covered by the project (for human rights practitioners in that country) or in Costa Rica for participants from several countries. The normative system of human rights, internationally and regionally, as well as the international and inter-American mechanisms for the protection of rights are the matters most often presented in seminars. Seminars are organized for practitioners of mixed professional backgrounds, or, on occasion, for specialists such as lawyers. Active participation is encouraged through the analysis of cases and discussion of each group's experiences. Lectures by the staff of the Institute or highly qualified local or international speakers are the backbone of the seminars.

2. In addition to these seminars there have been a number of ad hoc training activities undertaken by the program staff. These include training sessions or talks given at the offices of governmental human rights groups, conferences for the general public, and advice to certain non governmental groups on specialized matters.

3. The perception among those who have received training or otherwise know about the program is quite uniform in the following ways.

- The program is necessary and the backing of the Institute is very important.
- The program has helped, to some degree, to overcome certain animosities among contending organizations; but, more needs to be done.
- The quality of teachers and trainers is high and the content of the courses offered is relevant.
- Organization and methodological aspects of the course need to be improved.
- Follow-up is needed.

The observation of a four-day course in Costa Rica corroborated these perceptions. The quality of teaching was high, and relations among participants was excellent. Yet, there was much room for improvement with respect to advance preparation, selection of participants, back-up, educational materials, scheduling, time-keeping and filling certain gaps in the themes covered.

## Recommendations

1. Based on program experience and with the help of educational experts, the program should develop criteria, materials, and procedures for the selection of participants and trainers; develop course content and methodology based on type of course and type of audience; create back-up documentation and other educational materials; and attend to some organizational aspects such as course location, duration and financial support to participants. The program should also establish some kind of formal recognition of achievement, beyond attendance.
2. The program has established a presence in the field on which the Institute can build. In-depth training and continuity are now called for, both to ensure the quality and permanence of the impact and to prepare a new corps of trainers for the future.

## D. FUNDING

### Findings

1. The project's resources are not commensurate with the scope of its undertaking or the level of need within the region. The staff consists of two full-time persons and a part-time lawyer.
2. The Ford Foundation has funded the project since its inception, but funds are renewed only yearly, often leaving gaps in the cash flow.

### Recommendations

1. The funding level needs to be increased to meet the level of work required in the present scope of activities. If the scope is to be increased, either by offering more services to the same groups currently being worked with, or by expanding the scope of work to new groups, additional resources will also be needed. Consideration should be given to finding other donors so as to broaden the base of support.
2. Funding categories and procedures need to be reviewed to assure that all institutional costs, direct and indirect, are covered through donor grants.

## E. MANAGEMENT AND STRUCTURE

### Findings

1. The project is highly centralized, relying only occasionally on local help for advance work or some follow-up. The lines of responsibility and authority among staff working on the project are not clearly established or followed.
2. As noted earlier, other program activities, besides training, need to be developed. These include technical assistance, research, and publications. When these activities are developed, they will need appropriate structural support and linkage to similar activities in other programs of the Institute.

3. Administrative coordination on matters such as financial management and personnel have improved. But, more needs to be done on an Institute-wide basis to promote and assure equity, consistency, and efficiency. As noted elsewhere, staff in the project have had no preparation for management roles, yet management and supervisory knowledge and skills are increasingly needed to improve program effectiveness in both program management and assistance to client organizations.

### Recommendations

1. The project staff and the Institute should take into account the recommendations made in other sections of this report when considering structural changes to promote integration and coordination of similar activities across program or project lines, as for example, creating a training unit that can support the training efforts of projects such as this.
2. If new staff are added, it is important that the process be carried out in a manner that is consistent with evolving Institute-wide personnel policies and procedures.
3. Efforts should be made to define more clearly the lines of authority and the process for decision making within the project.
4. Program management training for staff should be implemented.
5. In defining a new structure for the Institute and the project in particular, special consideration should be given to the possibility of retaining the assistance of local experts in countries where the project is concentrated, to facilitate preparations and the continuity of project impact.

## VI. ANALYSIS OF CAPEL: FINDINGS AND RECOMMENDATIONS

### A. BACKGROUND

CAPEL was created as the result of an initiative, The Declaration of Cancelleres of the Hemisphere, formulated during a meeting of Central American and Andean leaders in San Jose, Costa Rica, on October 4, 1982. The Institute accepted the proposal during the meeting that an electoral advisory institution for Latin America be created as a branch of the Institute.

The Inter-American Institute of Human Rights established the Center for Electoral Promotion and Assistance (CAPEL) in 1983 as a section of the Institute. CAPEL has its own bylaws (see Appendix A), Advisory Council, and a Director appointed by the Executive Director of the Institute, in consultation with the Board of the Institute.

The aims of CAPEL are "technical electoral advice and the promotion of elections," carried out through technical assistance, election observer missions, training and promotional activities, and research and publications. CAPEL responds to the principles expressed in the American Convention on Human Rights and the Universal Declaration of Human Rights which relate free elections to the rights of every citizen. Article 21.3 of the Universal Declaration of Human Rights, for example, states "The will of the people shall be the basis of the authority of government; this will be expressed in periodic and genuine elections which shall be by universal and equal suffrage and shall be held by secret vote or by equivalent free voting procedures."

The activities of CAPEL have been funded entirely by AID. A chart summarizing activities conducted from February 1987 to January 1988 and a list of activities projected for 1988 are included in Appendix F.

The following analysis of CAPEL covers issues of institutional and organizational structure, management, funding, and program activities.

### B. INSTITUTIONAL STRUCTURE

#### Findings

1. The growth of CAPEL in the past three years has been rapid. The size of its budget, the complexity of its programming, and the nature of its activities, have posed serious policy questions for CAPEL and the Institute, its parent institution. To date, CAPEL has worked primarily with governmental institutions, particularly official electoral bodies and involved universities, institutes, foundations, and professional associations.

2. There are serious questions whether CAPEL's dependency on AID funding and the political nature of its programming pose a threat to the credibility of the Institute. There is concern, fueled by recent experience with CAPEL's Haiti project, for example, that political repercussions from that and similar projects, such as Chile, might compromise the impartiality not only of the Institute, but also of the Inter-American Court of Human Rights because of the sole funding of these projects by AID.

CAPEL's technical assistance efforts in Haiti were aimed to increase citizen participation in elections through civic education programs in collaboration with the Provisional Electoral Council. CAPEL worked with the Council to train electoral technicians, conduct civic education programs, develop and distribute voter registration forms and training manuals. Prior to the scheduled general election, CAPEL worked with host country organizations in the design and implementation of a training program for election and voting center personnel.

Currently, CAPEL is supporting the CIVITAS Foundation to conduct a voter education program in Chile. CIVITAS is a nonprofit, nongovernmental organization which is not associated with any political party. Up to 216,000 volunteers work in communities to encourage Chileans to enroll in electoral registers and to vote on election day.

The statutes of the Institute direct it and CAPEL, as a part of the Institute, to "relate its activities to the work of the Inter-American Court." Some believe that this relationship between the Court and the Institute is the best guarantee of the independence and credibility of the Institute. It is also believed that anything affecting the prestige of the Institute would have an adverse effect upon the credibility and effectiveness of the Court, and potentially upon the entire Inter-American system for the protection of human rights. It appears that the Inter-American Commission of Human Rights may be ready to join the Court in becoming more involved in the Institute. If so, the same concern would exist for the Commission.

3. Members of the Board are well aware of CAPEL's importance. Some of CAPEL's programs, such as the electoral training programs in Guatemala in 1985 and 1988, have been highly successful and have added to the prestige of the Institute. In Guatemala, CAPEL designed and executed jointly with the Guatemalan Supreme Electoral Tribunal, and in cooperation with Rafael Landivar University, a highly successful electoral training program based on rigorous training methods and an effective training of trainers design. Prior to the 1985 general election, 400 carefully selected individuals received intensive academic and practical training on the electoral system, development of the electoral process, vote counting, and poll monitoring. These individuals served as the cadre of trainers who, in turn, trained delegates in every municipality assigned to all the voting polls throughout the country.

The reactions to the program by the participants and the Supreme Electoral Tribunal was very positive. CAPEL estimates the program reached approximately 60,000 citizens. In its annual report, CAPEL states, "In some communities, the training became a true lesson on citizens' education because persons that were not related to the work at the voting polls took part on their own initiative because they interested in the information made available."

At the request of the Guatemala Supreme Electoral Tribunal, CAPEL conducted a similar training program for the municipal elections held in April 1988. Similar positive results were achieved in 1988. A letter commending the efforts of CAPEL from the President of Guatemala is located in Appendix G-3.

Likewise, CAPEL has profited from its relationship with the Institute, which allows its efforts in the electoral arena to be properly appreciated as part of a larger, pluralistic endeavor to bring about progress in human rights,

rather than a narrowly focused, ideological plan for political development. Because of the interest in political development, CAPEL also represents an important source of funding and presents excellent opportunities for the Institute to work closely with governments of the region.

4. Both institutions clearly benefit from their relationship, yet each must be insulated from the potentially adverse effects of any programming undertaken by the other. Likewise, the Court and the Commission (if the latter takes on a greater role with regard to the Institute) must be in a position to protect their integrity and should exercise adequate control over the policy making and administration of any affiliated institution and its organs.

### Recommendations

1. The Board and/or the Permanent Commission needs to exercise closer review of CAPEL's activities, in view of the potential political sensitivity of CAPEL's work and the on-going management problems with CAPEL. The Executive Director of the Institute and the Board intend to continue to address the important management and funding issues presented by CAPEL. Significant efforts were begun in January 1988 during the meeting of the Board (and continue to be made) to integrate the decision making, management, and organization of CAPEL in with the structure of the Institute.

2. In order to make better use of the Advisory Council of CAPEL and avoid role conflicts with the Board of Directors of the Institute, it is recommended that the Advisory Council be renamed as the Consejo de Expertos or Technical Advisory Group. Furthermore, it is recommended that this group actually meet as a group, review its role and advise the Executive Director of the Institute and the Director of CAPEL on processes for using its collective and individual expertise more effectively than is the current situation.

## C. MANAGEMENT

### Findings

1. CAPEL's statute describes CAPEL, the "Center for Electoral Promotion and Assistance" (Preamble), as a "permanent section and activity" (Preamble) of the Institute and its chief executive officer as the "Director" (art. 6). CAPEL's descriptive pamphlet, "The Inter-American Center for Electoral Promotion and Assistance" (1987), gives a different name to the Center. It identifies it as a "separate and permanent branch" of the Institute (p. 1), and calls its chief administrative office the "Executive Director." Some consistency of terminology should be achieved and maintained.

2. There is confusion concerning the structural relationship of CAPEL to the rest of the Institute. It was created as a "separate and permanent branch" or "section" of the Institute. No one knows what those terms mean in everyday matters of organizational life. CAPEL does not appear on the organization chart of the Institute, and the only linkage to the Institute in CAPEL's organization chart is to the office of the Executive Director.

3. While the bylaws clearly state that CAPEL is under the authority of the Executive Director of the Institute, and that the Executive Director of the Institute shall approve the budget, workplan, and activities of CAPEL, the bylaws also give the Director of CAPEL responsibility for adopting all pertinent measures for carrying out the work plan of CAPEL. In short, there are unresolved questions of authority and responsibility between CAPEL and the Institute as a result of imprecision and contradictions in the bylaws. Internal procedures of the Institute have not resolved these issues.

4. It is clear that CAPEL urgently needs additional personnel. The first priority should be the appointment of a Deputy Director who can manage CAPEL during the frequent absences of the Director. Its ability to better carry out its commitments would be further enhanced by the appointment of full-time professional staff in key program areas, and the establishment of specific objectives and policy guidelines for each major program area. The failure to have made full-time staff appointments is preventing CAPEL and the Institute from acquiring the institutional capability to promote electoral assistance, which was the reason for the creation of CAPEL.

The adoption and implementation of Institute-wide personnel policies and procedures should resolve other recent problems which have affected the management of the Institute and CAPEL.

5. The rapid and somewhat haphazard growth of CAPEL and other project areas of the Institute has also resulted in a tendency toward duplication of efforts and resources. In the interest of economy and more effective management, it is time to study which resources should be shared and which areas require closer coordination.

### Recommendations

1. It is essential that the situation regarding structure and authority be promptly clarified through appropriate actions of the Board of Directors and the Executive Director of the Institute, in consultation with the Director of CAPEL.

2. In resolving this situation, it is essential that the functions of strengthening electoral institutions be seen as part of an integrated conceptual framework of human rights and institutional development. Assuming the appropriateness of this perspective, it is recommended that the structure of CAPEL be integrated into the structure of the Institute, as with other key program areas of human rights education and human rights organizations.

This recommendation is based on the finding that CAPEL is now functioning outside the Institute's normal lines of communication, interaction, and control. The organization chart of CAPEL (Appendix B) suggests a capacity that does not exist. The activity areas on the organization chart do not have full-time professional staff in charge of directing and implementing these activities. The work is done almost entirely by short-term consultants. Thus, there is no structure on which to base the development of institutional capacity.

3. It is recommended that administrative policies, procedures, and activities regarding the procurement, use, and monitoring of human and financial resources be the same for CAPEL as for other programs of the Institute. It is further recommended that the centralization of these activities within the Institute be strengthened, including those pertaining to CAPEL.

4. CAPEL activities have been generally implemented by short-term consultants, supervised by the Director of CAPEL. This approach has not contributed to the institutional development of the Institute in this vital area. It is essential that immediate steps be taken to develop full-time staff positions in key program areas, and that these positions be filled by appropriately qualified professionals, identified through open, competitive searches.

#### D. FUNDING

##### Findings

CAPEL is solely dependent upon a grant from AID for its day-to-day functioning and receives additional funding from AID for country-specific projects. Whether this becomes an issue may vary from country to country and depends upon the political conditions of the moment. CAPEL's dependence upon funding from the U. S. government, however, constitutes a political liability and poses a threat to CAPEL's credibility. Members of the Board and outside persons have expressed these concerns. CAPEL risks becoming characterized as an overt instrument of United States policy and eventually losing its effectiveness as an institution. This would be a blow to the prestige of the Institute and the Court, and the Institute would lose one of its most effective arms.

For a variety of reasons, CAPEL has again fallen seriously behind in the expenditure of grant funds. This situation occurred last year as well, and the repetition of the same situation reveals serious management problems which can affect the future funding of electoral assistance activities. (See Appendix C-2.)

##### Recommendations

1. The Institute, together with CAPEL, must take immediate steps to diversify CAPEL's funding sources by finding additional donors for its activities.

2. CAPEL, AID, and any other donors should seek to accomplish goals of strengthening electoral institutions through regionally-oriented, rather than country-oriented, projects. So long as funds from any government are especially designated for a particular project in a specific country, CAPEL will be vulnerable to charges that it is merely an instrument of the policy of that government or a foreign government with a specific interest in that country.

3. The Institute should encourage continuation of the practice of other governments and institutions unable to make a financial commitment to offer formal support in ways that would not necessarily entail any financial obligation through in-kind contributions. This would allow CAPEL, for

example, to include certain government employees in its list of experts, who might be made available through CAPEL for technical assistance missions as a contribution of their government.

4. CAPEL's growth has also created a drain on the resources of the Institute even though CAPEL is behind in the expenditure of grant funds as a function of direct costs. The Institute has provided institutional support without making appropriate provisions for reimbursement of indirect costs through its grants and contracts. CAPEL should make prospective donors aware of this need for institutional support and ensure that full coverage of all direct and indirect costs are included in future contracts and grants.

5. CAPEL should adhere to guidelines and a procedure for the consideration of funding and project proposals. All proposals require the approval of the appropriate committee of the Board of the Institute and the Executive Director of the Institute.

#### E. PROGRAMMING: GENERAL

CAPEL's activities are based "on the premise that free elections are essential to the theory and practice of human rights, a fundamental condition of democracy, and the foundation of the right to self-determination and national and international peace." Its activities include (1) the promotion of free elections, (2) the training of electoral officials and voter education, (3) publications, (4) electoral observer missions, and (5) providing technical assistance.

#### Findings

1. CAPEL's programming has been remarkably effective in creating a sense of professionalism, solidarity, and cooperation among the officials of electoral bodies. All interviewees agreed that this was something that did not exist before and is a result of the total impact of all areas of programming. The most tangible example is the establishment of the Association of Electoral Institutions of Central America and the Caribbean which has provided a framework for election observer missions, educational and training programs, and informal consultation among the electoral bodies of the region.

2. Specific program objectives for CAPEL have not been well developed, nor have they been coordinated in a conceptual or operational way with the objectives and activities of other Institute units. This is the result of the lack of staffing in program areas of CAPEL, as well as structural ambiguity.

#### Recommendation

Clear criteria and guidelines need to be established for assessing potential project opportunities. When projects are found to be beyond CAPEL's capability, they must be declined. In the case of Haiti, for example, expectations of AID/Haiti for services and technical assistance were beyond CAPEL's delivery capability.

## F. TECHNICAL ASSISTANCE

CAPEL has provided technical assistance to Bolivia (design for a computerized electoral registry; advice on voter documentation, computerization, and organization of elections); Guatemala (evaluation of the draft electoral law; advice on the preparation of an electoral identity card; advice in training of electoral workers); Dominican Republic (advice on organizing the general elections of 1986); Ecuador (to improve the vote-counting system); Haiti (on voter education and the promotion and organization of elections); and El Salvador (evaluation of a proposal to create an electoral registry).

### Findings

1. The extent to which any of these missions was a success or failure is difficult to assess because of the lack of follow-up contact and reporting.

2. Generally speaking, those missions regarded as successful, such as Guatemala, have been easily-defined, less sensitive projects, primarily in Central America, in which CAPEL has played the leading role, and AID or the U.S. Embassy has maintained a low profile. Most difficulties have arisen in costly, large-scale, and politically sensitive projects, outside the Central American Republics, such as Haiti, where AID has maintained a high profile, and CAPEL has played a secondary role.

3. Primarily, the problems encountered in technical assistance fall into three categories: (1) communication failures, (2) lack of appropriate management procedures, and (3) a need for greater political sensitivity on the part of the experts. The preceding sections on structure, management, and funding have already posed solutions to some of these problems.

### Recommendations

1. One geographical area which deserves special attention in the immediate future is the English-speaking Caribbean.

2. All technical assistance missions should be documented in a report written by the expert providing the assistance (or team leader, in the case of a team). The report should follow guidelines established for this purpose.

## G. TRAINING

### Findings

1. Even though CAPEL's experiences in the training field have been limited, trainers and participants interviewed perceive CAPEL's training programs as successful. For example, participants interviewed gave the First Annual Inter-American Election Course (Sept. 21-25, 1987) high marks (See Appendix D for list of participants attending the course). A training activity that deserves special mention is the training of polling-place workers in Guatemala. According to members of the Supreme Electoral Tribunal, such training allowed free elections to be carried out in a highly effective manner in Guatemala in 1985 and in 1988. The most recent program merited a letter of commendation from the President of Guatemala. (See Appendix G-3.) In April 1988, Honduran electoral officials observed the Guatemala training model.

They were very impressed and hope that it will serve as a blueprint for a similar program in Honduras. In June 1988, a follow-up conference in Guatemala to evaluate the training was attended by representatives from other Latin American and Caribbean countries.

2. Although it is generally recognized that one of the objectives of such a program is to develop a pool of human resources that can be called on in the future for other activities (orientations, training of trainers, observers), no mechanism has been developed to systematically access and use those resources to the maximum extent possible.

3. Notwithstanding the above, there appears to be difficulty in developing and implementing a training schedule as proposed in the project budget. Planning on several training activities is well behind schedule. Furthermore, follow-up training activities, in the form of standardized course evaluations, as used in other Institute training activities, has not been done. Perhaps with the recent hiring of a training coordinator these matters will begin to be resolved.

### Recommendations

1. All training programs should specifically require the establishment of a register of the human resources created by the training and formulate guidelines to ensure the future use of those resources.

2. CAPEL should also ensure that the selection of trainees will be done using a clear and objective set of criteria that avoids subjectivity and bias in selection practices. Members of electoral bodies in two countries mentioned the desirability of selecting trainees on the basis of criteria such as age or political affiliation.

### H. OBSERVER MISSIONS

CAPEL has sent official observer missions to elections in El Salvador, Peru, Bolivia, Guatemala, Honduras, Argentina, Costa Rica, Colombia, Ecuador, and Paraguay. Only in the cases of Ecuador, Paraguay, and El Salvador were reports (of diverse quality and content) submitted to CAPEL. Interviews with participants in observer missions show that CAPEL observers do have significant contact with members of host country electoral bodies and enjoy an opportunity to observe the electoral process.

### Findings

Observer missions appear to be one of the weakest areas of CAPEL programming because of the lack of any guidelines to determine the purpose of the observer missions, to select the observers, and to guide the development of reports. Guidelines are urgently needed, both for effectiveness and the avoidance of political problems.

### Recommendations

1. CAPEL should be more aware of the opportunity initiating observer missions provides for promoting the exchange of technical knowledge between CAPEL

experts and host country counterparts and keeping CAPEL informed about areas where technical assistance might be warranted. These "technical" observer missions may precede or follow election day observer missions as a way of developing a more complete picture of the functioning of electoral institutions.

2. The Director of CAPEL should include as observers, members of the appropriate committee of the Board, members of the Advisory Council, the List of Experts, and electoral officials who can benefit from the opportunity.

3. For the purposes of coordination, all observer missions should include a regular employee of CAPEL, preferably the Director, Deputy Director, or Program Officer.

4. In recognition of the relationship between human rights, democracy, and the electoral process, CAPEL should also consider including in each observer mission a recognized expert in human rights, who would also report to the Institute on the human rights aspect of the election. This information could be useful to the Institute in its human rights programming.

## I. RESEARCH AND PUBLICATIONS

In this report, the publications activities of CAPEL and the Institute are discussed separately because they have traditionally been managed separately. Publication activities related to electoral assistance under CAPEL's technical direction are discussed below. The publication activities of the Institute (excluding CAPEL) are discussed in Chapter VII.

### Findings

1. Research undertaken by CAPEL is appropriate and directly supports its goals and other activities. Good examples of this are the comparative studies of electoral legislation in the Americas, the guide to political parties, constitutions in force, and the electoral dictionary.

2. The selection of research topics and researchers is not based on a well-articulated set of needs, nor clearly defined procedures. This leaves CAPEL vulnerable to appearances of impropriety regarding decisions in such matters.

3. The programming of research activities suffers from the same problems of lack of planning and development as do other program areas. As a consequence, two major research activities have expended less than 5 percent of their funds.

4. The publications program has been very successful. CAPEL has published some 24 pamphlets in the series "Cuadernos de CAPEL" since May 1985. The pamphlets are generally well documented, well conceived, and written by experts in the field. There is a good balance of theoretical essays on democracy and elections, analyses of specific electoral contexts, and practical studies on the administration of elections. Designed for quick release and immediate impact, the pamphlet format is appropriately used in support of other activities.

One example is pamphlet #15, "Elecciones y Proceso Democrático en Haití," which CAPEL published in the wake of the colloquium mentioned above. Like all CAPEL pamphlets, it was put out in an edition of 2,000, of which 1,500 were distributed free of cost. Another example is pamphlet #17, "Ley Electoral y de Partidos Políticos de Guatemala 1985," on electoral law reforms in Guatemala, which CAPEL published when the bills were being debated in Congress. CAPEL used it in a seminar for members of Congress, the Supreme Electoral Tribunal, and the Constitutional Court, as a basis for discussing the reform of the 1985 electoral law.

University professors have used others, such as #11, "Costa Rica: Elecciones de 1986. Análisis de los Resultados," and #9, "Legislación Electoral de la República Dominicana," as supplementary texts. This series has been particularly effective in promoting discussion and research on electoral matters. The pamphlets have not merited reviews in professional journals, but they are cited in notes and bibliographies of other serious studies.

Book-length publications sponsored by CAPEL include monographs, collections of comparative electoral legislation, and conference documents. All directly pertain to CAPEL's work, and like the pamphlets, some have had tangible impact. Members of the Mexican Congress cited Legislación Electoral Comparada (1986) and used it in congressional debates as a source of support for the creation of an independent electoral tribunal. In 1987, the Mexican Congress did establish an electoral tribunal though it does not have the degree of independence some supporters had desired.

One volume of conference documents that will likely have a similar impact is "El Registro Electoral," which is now in press. It makes the argument for an independent electoral registry under the direct control and supervision of the appropriate electoral body as a guarantee of free elections.

5. The major weakness of the publications program has been the failure to provide for the English translation of appropriate publications as a means of reaching the English-speaking nations of the Caribbean.

### Recommendations

1. The Institute should establish appropriate mechanisms for assuring that research and publication priorities and procedures are followed in a manner that is in the best interests of the Institute and human rights development in the region. These mechanisms should pertain to all research and publication activities of the Institute, including CAPEL.

2. The area of publications is sufficiently important to merit more staffing and professional attention. There is a Chief of Publications, but that person has other major responsibilities. The question of staffing should be considered within the context of publication needs of the whole Institute, and possibly the Court.

3. Publications should meet the standards of an in-house editorial committee, and editorial guidelines should take into account the stated objectives of the Center and the Institute.

4. CAPEL should develop English language translations in order to better serve the Caribbean, as well as receiving wider distribution in other areas of the world.

5. CAPEL should also develop a specific distribution policy to ensure geographical balance and dissemination among key target audiences. The current distribution list contains some 1,200 persons or entities, but there is no breakdown of distribution that shows the geographical location or classification of recipients.

## VII. RESEARCH AND PUBLICATIONS: FINDINGS AND RECOMMENDATIONS

### A. BACKGROUND

The rapid development of the field of international human rights over the last two decades has largely rested on the activities of organizations devoted to defense, monitoring and reporting abuses, and promoting human rights. Research, other than for fact-finding purposes and academic publications, has developed at a much slower pace, a trend that has been partially corrected in recent years.

The Institute had in mind the need to broaden the scope of human rights research and publications when it established in the statutes that the aim of the Institute shall be the teaching, research, and promotion of human rights.

What follows is a summary of the findings and recommendations regarding the research and publications program of the Institute.

### B. RESEARCH

#### Findings

1. The Institute has undertaken a number of major research projects. Recently, two have been concluded, one is being initiated and two are still in progress. The results of the initial phases are products in themselves, already published or forthcoming. In all cases, the themes (for example, refugees, rights of indigenous populations, human rights organizations in the Americas) are relevant and address gaps in the existing research.

2. The selection of themes, however, usually has not been based on the judgment of which themes are main priorities for research, but rather on circumstantial reasons, such as availability of researchers who are specialists on certain topics or the earmarking of funds by a particular donor for a given project. While this has produced some good results, the fact remains that important areas of research have not been addressed because of this reactive mode of operation, and less urgent topics have received more attention.

It is the generalized opinion in the field that most of the researchers involved are highly qualified experts, and the written reviews of some of their works are very favorable. However, the results are not consistent.

3. In every major research project there is an almost complete decentralization of efforts. The research projects are usually well funded and provide for (1) a project head based in a Latin American country, (2) work commissioned to researchers in other places, and (3) international meetings and travel.

The decentralization has extended, in some instances, to publication and distribution arrangements with the Institute having no more than its name printed on the cover and some copies for its own use. Little, if any,

editorial control or guidance can be exerted from the Institute under the present arrangements. The Institute is attempting to improve this situation and gain better control in future publication activities.

### Recommendations

1. The Institute, in consultation with donors and client groups, should develop and implement a long-range research agenda, assuring that research activities assist the Institute in fulfilling its role as the region's leading academic institution regarding human rights.

2. The research activities of all programs and projects of the Institute should be brought together in one locus of control and coordination except in cases when decentralization of research projects seems advisable. In doing so, however, care must be taken to assure that the research needs of the respective programs and projects are fully accommodated.

## C. PUBLICATIONS

### Findings

1. Despite the lack of adequate human and financial resources, the Institute has an impressive publications record. In addition to the publications that result from the major research projects and the CAPEL publications noted earlier, there are several others.

- Ad hoc publications from smaller research projects.
- Texts already prepared by various authors, usually involving the participation of Institute Board members or staff.
- A compilation of basic human rights instruments relevant to the Inter-American human rights system, prepared by the staff person in charge of the project.
- Results of seminars organized by the Institute, or from some of its programmatic activities such as the education program, or from the interdisciplinary course.
- A quarterly bulletin of the Institute.
- The IIDH Review, which appears twice a year.

2. The work, however, is hampered by the lack of human resources and adequate budget for translation and distribution. Publications are not translated, and distribution arrangements vary, ranging from assigning about 500 copies for a mailing list to relegating most of the distribution to commercial channels.

3. More importantly, the lack of an editorial board or committee practically leaves one person in the position of saying yes or no to a proposed publication. Given the importance of publications to the role of the Institute, it is essential that this area receive more attention.

## Recommendations

### 1. The Institute should consider

- carrying out its plan to establish an editorial committee to assure broadly based research and editorial policies;
- producing and distributing more educational and training materials in the area of human rights; and
- translating documents into English using in-house staff with English language translation capability or contracting translation to professionals outside of the Institute to assure more consistent integration of published materials and wider distribution possibilities.

2. While having the Institute credited on the cover of publications may have some value, the Institute should have a distribution policy that allows it to target its publications in a manner that best serves its overall aims.

3. Finally, the structure and human and financial resources of the Institute need to be carefully reviewed so as to more effectively and efficiently design and implement a research and publications program that is closely tied to the Institute's goals and priorities.

## VIII. CONCLUSIONS

The Institute deserves credit for the remarkable progress it has made in its eight years of existence. It has become a credible human rights organization in Latin America and the Caribbean region, capable of assuring a broad base of financial and political support.

The staff of the Institute are dedicated and responsible. The project activities are valued by clients. They meet the expectations of donors and are effective in meeting current needs in various human rights fields in selected countries.

The Institute has now reached a crucial transition point in its rapid development. To evolve to the next stage along the continuum of institutional growth and development, the Institute needs to

- review its mandate;
- formulate an integrative conceptual framework of human rights and institutional development that links human rights to program priorities of the Institute;
- establish realistic priorities and decision-making criteria;
- create an effective operational structure; and
- formulate a strategic plan that ensures increased and better-managed human and financial resources.

Achieving this will require more resources from donors, especially core support, and better integration and coordination of those resources. It will require on-going external technical assistance in the planning, implementation, and monitoring of these tasks.

Donors, board members, and staff are committed to working with the Institute to help it reach the next stage of development. The critical components for achieving success, therefore, are present. The next step is to begin the process of completing the tasks necessary to reach the next stage as presented in this document.

**APPENDIX A: STATUTES OF IIDH AND CAPEL**

I

On May 12, 1985, the Board of Directors of the Inter-American Institute of Human Rights approved the amendment of its Statute.

The Resolution passed reads as follows:

THE BOARD OF DIRECTORS OF THE IHR, being gathered together in a General Assembly and pursuant to the powers granted to it under Articles 14 and 27 of its Statute,

HEREBY DECREES:

I. That Articles 9, 10, 11, 12, 13, 14, 17, 18, 20, 21, 24, 27 and 28 be amended and three new articles -- 21b, 21c and 24b -- added to the Statute of the Inter-American Institute of Human Rights, to read as follows: (omissis)

II. In the remaining Articles, all references to "Board of Directors" shall be substituted by the word "Board".

III. These amendments shall enter into effect upon their approval by the Board.

IV. The Office of the Executive Director is charged with the immediate publication of the amended Statute of the Institute.

II

In compliance with Articles II and IV of the Board resolution transcribed above, the Office of the Executive Director has proceeded to draft the text of the amended Statute for publication, by combining the articles of the original Statute that were not amended with the new articles adopted and correcting the numbering of the articles accordingly.

The amended text of the Statute now published replaces in its entirety the Statute previously in force, which had been published in the Official Journal of Costa Rica "La Gaceta",

No. 220 Year CII, in San José, Costa Rica, on November 17, 1980.

### III

#### AMENDED STATUTE OF THE INTER-AMERICAN INSTITUTE OF HUMAN RIGHTS ( IIHR)

The Inter-American Institute of Human Rights, established by the Constitutive Agreement concluded between the Inter-American Court of Human Rights and the Government of Costa Rica, shall be governed by the following Statute:

- 1) The Institute is an autonomous, international academic institution possessing all the requisite legal standing and capacity at the international and domestic, public and private levels for the teaching, research and promotion of human rights and related disciplines.
- 2) The Institute shall enjoy academic, operational, budgetary and financial autonomy.
- 3) The seat of the Institute shall be San José, Costa Rica. It may establish offices and branches in any country of the Americas.
- 4) The Institute shall base its activities on the principles of representative democracy and the rule of law, ideological pluralism, respect for human rights and basic freedoms and their international protection, academic freedom, and international solidarity and cooperation, without discrimination of any type whatsoever.
- 5) The aims of the Institute shall be the teaching, research and promotion of human rights, with a multidisciplinary approach that should pay particular attention to the problems of the Americas.
- 6) The Institute shall relate its activities to the work of the Inter-American Court of Human Rights and may collaborate with the Inter-American Commission on Human Rights and with any other institution that pursues analogous or complementary aims and objectives and respects the principles of the Institute.

7) The Institute may engage in any juridical act and carry out such other activities as may be necessary to achieve its objectives and, in particular, the following:

a) Organize conferences, colloquiums, courses, meetings, round tables and, in general, employ any other method for the teaching, research and promotion of human rights;

b) Organize research programs on human rights that can be carried out with the cooperation of other national, foreign or international institutions that pursue analogous or complementary aims and share the principles of the Institute;

c) Foster teaching, research and promotion of human rights at all levels and types of education;

d) Develop publication programs;

e) Compile and distribute publications regarding human rights;

f) Create, develop and maintain a library specializing in human rights;

g) Establish a multidisciplinary information center on human rights, with special emphasis on the Americas;

n) Draw up projects for the establishment of national institutes for the protection and promotion of human rights in the Americas and provide advisory services to government and public and private enterprises upon request; and

i) Carry out any other activity that might be useful or necessary for the attainment of its aims.

8) The Institute shall be composed of the following categories of members:

a) Ex-Officio: The judges of the Inter-American Court of Human Rights while in office. At the end of their terms, they shall automatically pass to category b);

b) Individual: Experts on human rights and persons devoted to their defense, protection, teaching or research;

c) Honorary: Persons who have distinguished themselves in serving the cause of human rights;

d) Associate: As established by the Regulations; and

e) Sponsors: Individuals or groups, whether international or national, public or private, who take an interest in, and contribute financially to, the cause of human rights through the Institute's activities.

When it is deemed useful for the attainment of its aims, the Institute may involve any group or individuals in its work without granting them membership status.

9) The members of the Institute shall be appointed by the Board, in accordance with the relevant Regulations.

10) The organs of the Institute shall be: the Board, the Permanent Commission and the Office of the Executive Director.

11) There shall also be a Conference of an essentially academic and consultative nature, composed of ex-officio, individual, honorary and associate members. The sponsors thereof shall have observer status. The Board may invite other persons of prominence in the field of human rights to take part in the Conference.

12) The Conference shall meet at such times and places as the Board shall determine.

13) In matters not governed by this Statute, the Conference shall function in accordance with the relevant general Regulations, as approved by the Board.

14) The Board is the supreme organ of the Institute. It has the following functions, in particular:

a) To appoint the members of the Institute;

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- b) To approve the Institute's general Regulations, as also the statutes of any decentralized institutions it may decide to establish;
  - c) To approve the creation and statutes of the National Chapters;
  - d) To nominate the elective members of the Permanent Commission and create whatever commissions it deems advisable;
  - e) To appoint the Executive Director and Deputy Executive Director;
  - f) To receive the report on the activities of the Institute presented by the Executive Director in consultation with the Permanent Commission;
  - g) To review the work program proposed by the Executive Director in consultation with the Permanent Commission;
  - h) To approve the Institute's two-year budget as proposed by the Executive Director in consultation with the Permanent Commission;
  - i) To pass on the financial statements and on the report presented by the External Auditor;
  - j) To amend the Statute now in force;
  - k) Any other such powers as are not specifically assigned to any other organ of the Institute under this Statute or the General Regulations.
- 15) The Board shall be composed of no less than fifteen and no more than twenty-one members and, in addition, shall also include as ex-officio members any of the judges of the Inter-American Court present at its meetings.
- 16) The members of the Board shall be appointed by cooptation for a term of three years. They may be re-elected.
- 17) The Board shall have a President and two Vice-Presidents. They shall be elected by the Board for a term of two years and may be re-elected.

The Board may designate honorary Board members who may participate in its sessions and have the right to speak.

The Executive Director and, <sup>in his absence, the</sup> Deputy Executive Director, shall serve as Secretary and Deputy Secretary of the Board

18) The Board shall hold at least one regular annual meeting on a date to be fixed by the President. It shall hold special meetings when convened by the President or the Permanent Commission.

19) Quorum shall consist of the absolute majority of the current members of the Board. Decisions shall be adopted by the majority of the members present. In case of a tie vote, the President shall cast the deciding vote.

20) The appointment of the members of the Institute and the use of the powers contemplated in Article 14 paragraph e) shall be decided by a majority of the members of the Board. A majority vote shall also be required in those cases where it is prescribed under the current Statute.

21) The Permanent Commission shall be composed of the President, the two Vice-Presidents and two members of the Board nominated by that body for a term of one year.

22) The Permanent Commission shall meet when convened by the President.

23) The duties of the Permanent Commission shall be to cooperate with the Office of the Executive Director in the discharge of its functions, providing it with advice when requested to do so and assisting it when deemed necessary and, particularly, to perform the functions of the Board when it is not in session, provided that such functions are not reserved exclusively to the Board, and discharge such duties as the Board may delegate or entrust to it. The Permanent Commission shall present a report on these activities to the Board.

24) The Executive Director is the legal representative of the Institute. He shall have the following duties:

- a) To prepare the report on activities, the general work program and the draft budget of the Institute, which shall be presented to the Board;
- b) To appoint the Institute's technical and administrative staff, in accordance with the funds allocated in the budget;
- c) Whatever obligations are entrusted to him by this Statute, the Regulations and the Board;
- d) In general, all the functions inherent in his position as administrative head of the Institute.
- 25) The Deputy Executive Director shall assist the Executive Director in his work and shall assume his functions in the latter's absence.
- 26) The accounts of the Institute shall be examined by an External Auditor appointed by the Board of Directors.
- 27) This Statute may be amended by means of a resolution proposed by any of the members of the Board or by the Executive Director and approved by a majority of the members of the Board after hearing the opinion of the Permanent Commission.
- 28) The Institute may be dissolved only by a resolution of the Board adopted by a majority of its members after consultation with the Permanent Commission and the Executive Director. The resolution ordering the dissolution of the Institute shall also regulate the disposition of its assets and designate a Liquidation Commission.

#### IV

The text of the Constitutive Agreement of the Inter-American Institute of Human Rights to which the Preamble to the Statute refers reads as follows:

#### CONSTITUTIVE AGREEMENT OF THE INTER-AMERICAN INSTITUTE OF HUMAN RIGHTS

The Government of the Republic of Costa Rica (hereinafter "the Government"), represented at these proceedings by its Minister of Foreign Affairs and Worship, Licenciado Rafael Angé Calderón Fournier, and its Minister of Justice, Licenciada Elizabeth Odio Benito, and the Inter-American

Court of Human Rights (hereinafter "the Court"), represented at these proceedings by its President, Dr. Rodolfo Fiza Escalante, conclude this Constitutive Agreement and agree to establish the Inter-American Institute of Human Rights (hereinafter "the Institute") with headquarters in San José, Costa Rica, in accordance with the following provisions:

FIRST: The Inter-American Institute of Human Rights is an autonomous, international academic institution, as described in Article 1 of its Statutes, attached hereto and added as an annex to this Agreement, as approved by the Court.

SECOND: The Government accords full juridical capacity to the Institute under the domestic law of Costa Rica, which status may be recorded in the Register of Persons of the Public Registry Office.

THIRD: The Institute as such as well as its Director, its Associate Director and its duly accredited Academic Staff, provided that they are neither Costa Ricans nor residents of the country, shall enjoy the immunities, exemptions and privileges established under the Agreement on Privileges and Immunities of the Organization of American States dated May 15, 1949 for their corresponding rank, without prejudice to any other privileges and immunities that may be granted by virtue of agreements entered into between the Institute and the Government.

FOURTH: This Agreement shall enter into force, for purposes of clauses the second and the third, upon ratification by the Legislative Assembly of the Republic of Costa Rica.

Signed in San José, on the thirtieth day of July, nineteen hundred eighty, in two copies in the Spanish language, both texts being equally authentic and valid.

For the Government of the Republic of Costa Rica

Rafael Angel Calderón Fournier,  
Minister of Foreign Affairs and Worship

For the Inter-American Court of Human Rights

Rodolfo Piza Escalante,  
President of the Inter-American Court of Human Rights

Elizabeth Odio Benito,  
Minister of Justice

STATUTES OF CAPEL

**BY LAW OF THE INTER-AMERICAN CENTER  
FOR ELECTORAL PROMOTION AND ASSIST-  
ANCE**

The Board of Directors of the Inter-American Institute of Human Rights, considering that the American Human Rights Convention or "Pact of San José, Costa Rica," establishes that "every citizen should enjoy the following rights and opportunities: a) to participate in the running of public affairs, directly or through freely elected representatives; b) to vote and be elected in genuine periodic elections, carried out through universal and equal suffrage by secret ballot guaranteeing the free expression of the will of the electors; and c) to have access, in general conditions of equality, to the public functions of their country" (Article 23.1);

and that Universal Declaration of Human Rights proclaims that "the will of the people is the basis of the authority of public power; this will shall be expressed through genuine elections which shall be celebrated periodically through universal and equal suffrage by secret ballot and other equivalent procedures which guarantee freedom of voting" (Article 21.3);

herefore this act establishes in the city of San José, Costa Rica, the Center for Electoral Promotion and Assistance as a permanent section and activity of the Inter-American Institute of Human Rights, which shall be governed by the Constitutive Accord of the Institute agreed between the Inter-American Court of Human Rights and the Government of Costa Rica and approved by law number 6528 of the same country, by the Statutes of the Institute and by the following clauses:

- 1) The Center shall base its actions on the principle of representative democracy and the Rule of law, ideological pluralism, respect for human rights, their international promotion and protection,

academic freedom, international solidarity and cooperation without discrimination of any kind, and on the principles of free elections as an essential part of the theory and practice of human rights, as a condition for democracy and as the basis of the rights to free determination and of peace in national and international relations.

- 2) The aims of the Center shall be technical electoral advice and the promotion of elections, with a multidisciplinary approach which should especially take account of the problems in the Americas.
- 3) The Center shall coordinate its activities with the general working of the Institute and shall be able to cooperate with any other institution which pursues analogous or complementary aims and objectives and which respects the principles of the Center.
- 4) To achieve its aims, the Center shall carry out the activities required in order to do so, and in particular shall:
  - a. Maintain a group of experts ready to assist the Center when it may request their services in giving advice to the governments of the region and public bodies which request it regarding better ways of conducting electoral processes.
  - b. Supply observers to attend in such capacity and at the request of the corresponding country, the holding of elections in any country throughout the continent.
  - c. Organize research programmes on the subject of elections and comparative electoral legislation, which shall be carried out with the cooperation of other national, foreign or international institutions, that

pursue analogous or complementary aims and share the principles of the Center.

- d. Organize conferences, talks, meetings, round tables, and generally use every other method for the promotion of electoral theory and practice.
  - e. Organize training courses and seminars for electoral officials in this continent.
  - f. Keep up-to-date information on election results in the Americas.
  - g. Undertake specialized research into subjects such as free elections, the transition to democracy and the strengthening of democratic systems in the Americas.
  - h. Organize international meetings to evaluate the state and prospects of electoral processes and their effect on democracy in the Americas.
  - i. Form a specialized library on the subject of elections.
  - j. Prepare, publish and distribute material concerning free, democratic elections in the Americas.
- 5) The Center shall be under the authority of the Executive Director of the Institute.
  - 6) The organs of the Center are a Director and an Advisory Council.
  - 7) The Advisory Council shall be composed of no less than seven and no more than fifteen members.
  - 8) The members of the Advisory Council shall be appointed by the Executive Director of the Institute in consultation with the Board of

Directors of same, from among representatives of electoral organisms in the hemisphere, members of the Institute's Board of Directors, experts in political and social sciences and outstanding democratic personalities in the hemisphere. They shall be appointed for two years. They may be reelected.

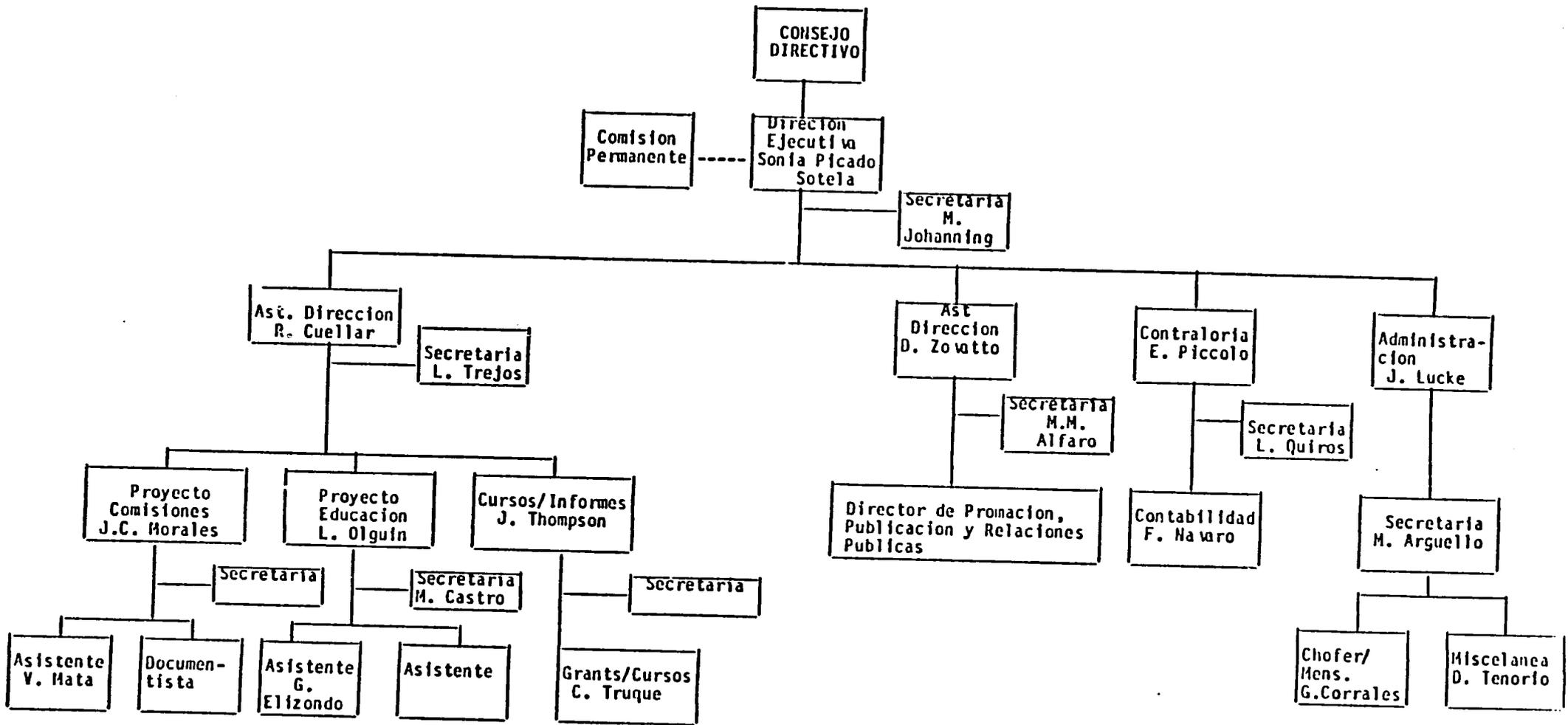
- 9) The Advisory Council shall give advice to the Director of the Center for the achievement of its aims and the carrying out of its activities.
- 10) The Director of the Center shall be appointed by the Executive Director of the Institute in consultation with the Board of Directors of same, for a period of two years. The post involves a great deal of trust. The Executive Director of the Institute, in consultation with the Board of Directors of same, shall be able to remove the Director of the Center at any time.
- 11) It is the Director of the Center's duty to prepare a report on the Center's activities, programme of work, and projected budget, which must be presented to the Executive Director for his approval.
- 12) In accordance with budgetary estimates, the Director of the Center shall adopt all pertinent measures for carrying out the work programme.
- 13) The Center shall obtain its own income, which may be through regular contributions, grants, donations and legacies from institutions, foundations, and governments and from income resulting from tasks it undertakes. The Institute shall collaborate in obtaining funds for the Center.

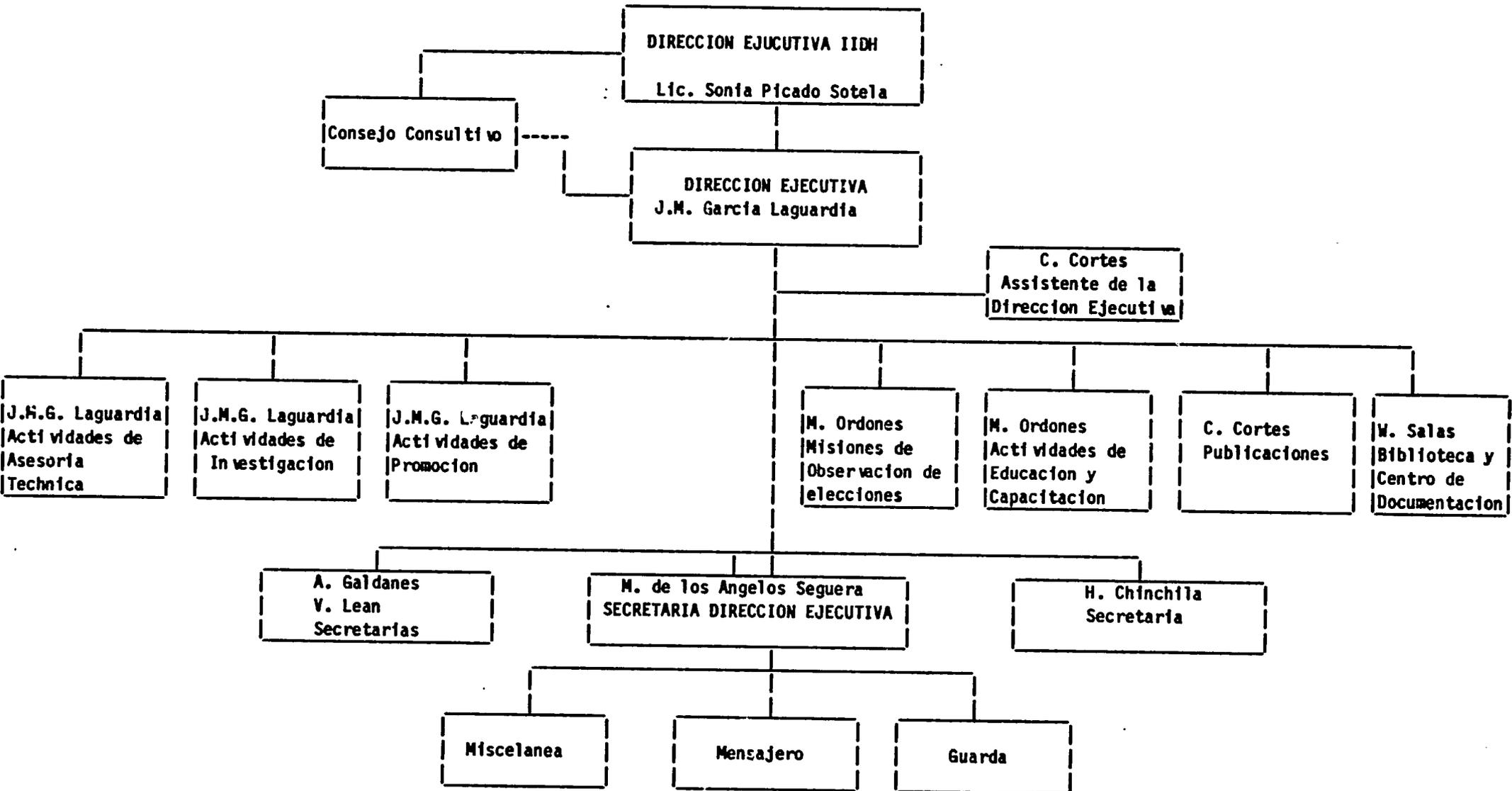
## INDEX

Presentation .....	1
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Administration and Management .....	6
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Research Activities .....	10
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CAPEL   
 P.O. Box 10081  
 San José, Costa Rica  
 Telex: 2233 CORTE  
 · Telephones:  
 34-09-54 – 34-09-55

**APPENDIX B: ORGANIZATION CHART OF IIDH AND CAPEL**





**CRONOGRAMA**

**CENTRO INTERAMERICANO DE ASESORIA Y PROMOCION ELECTORAL**

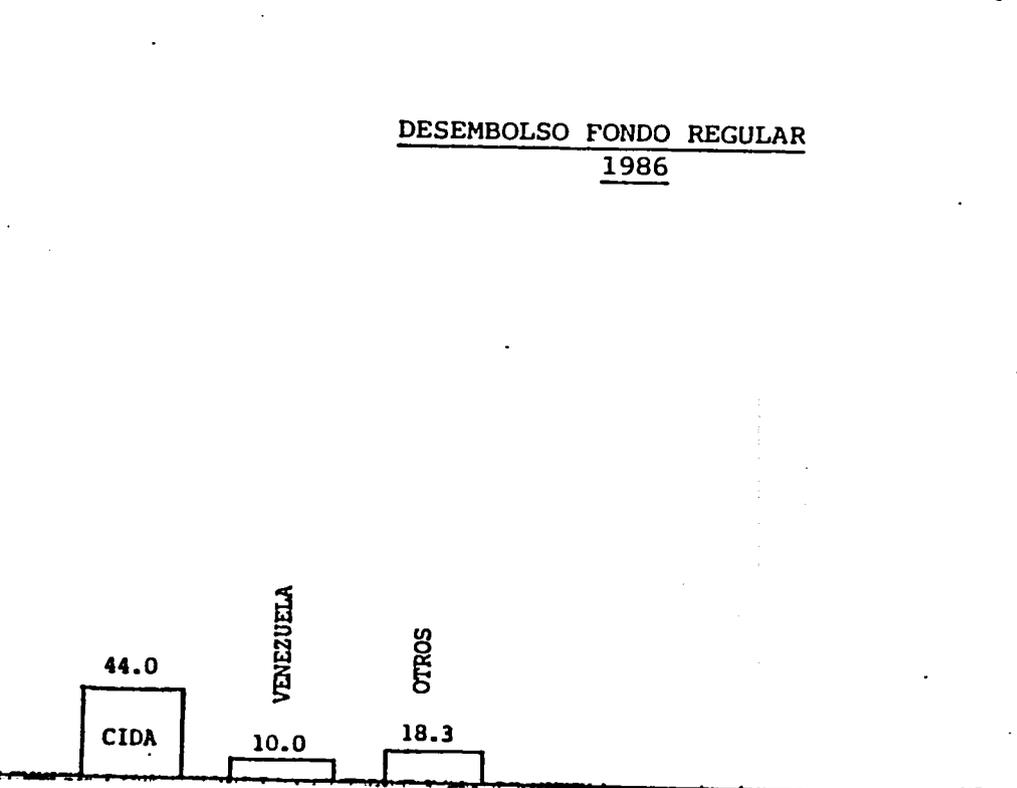
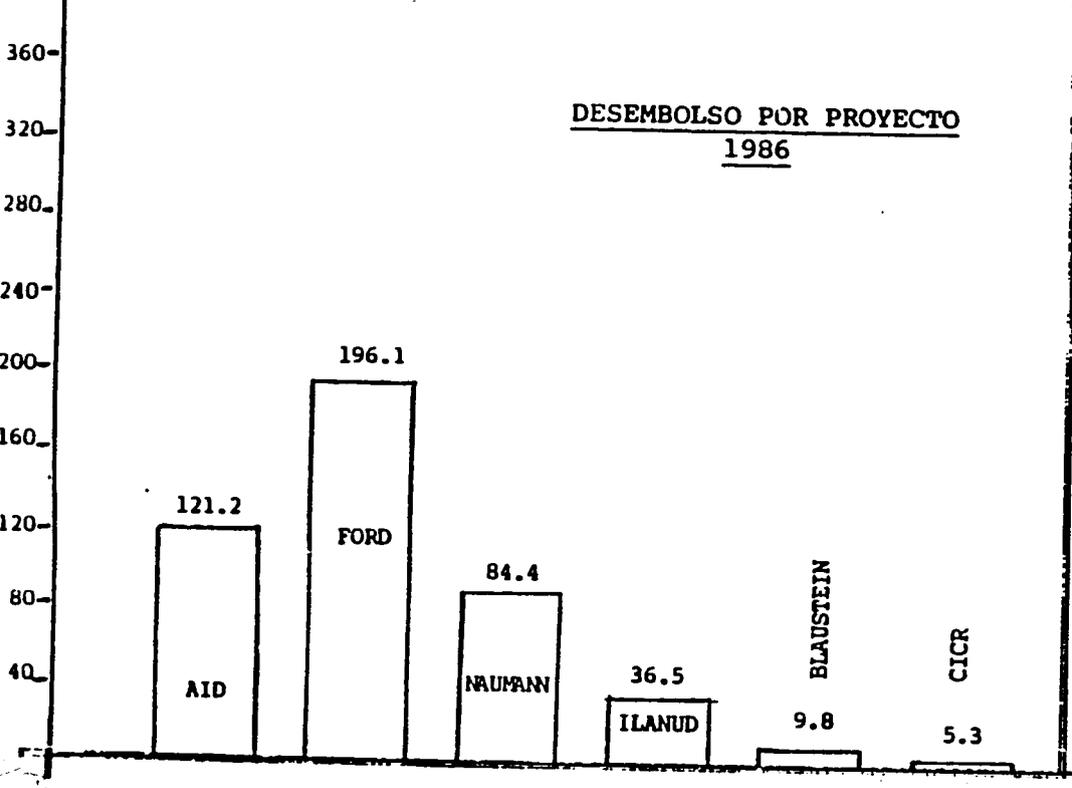
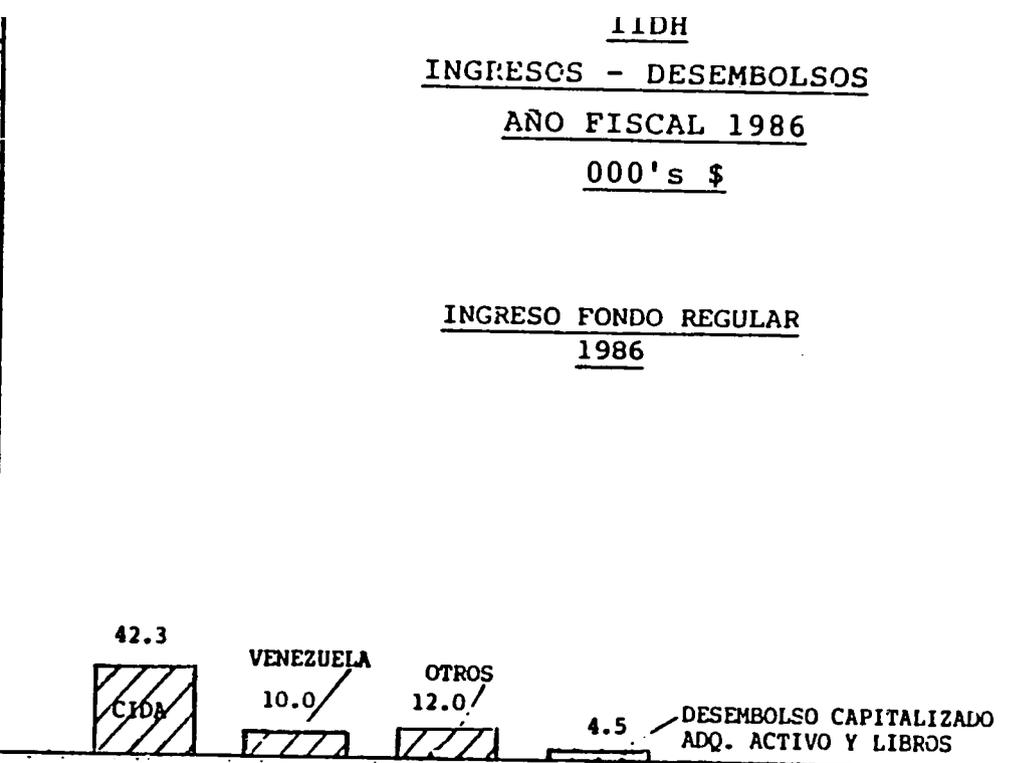
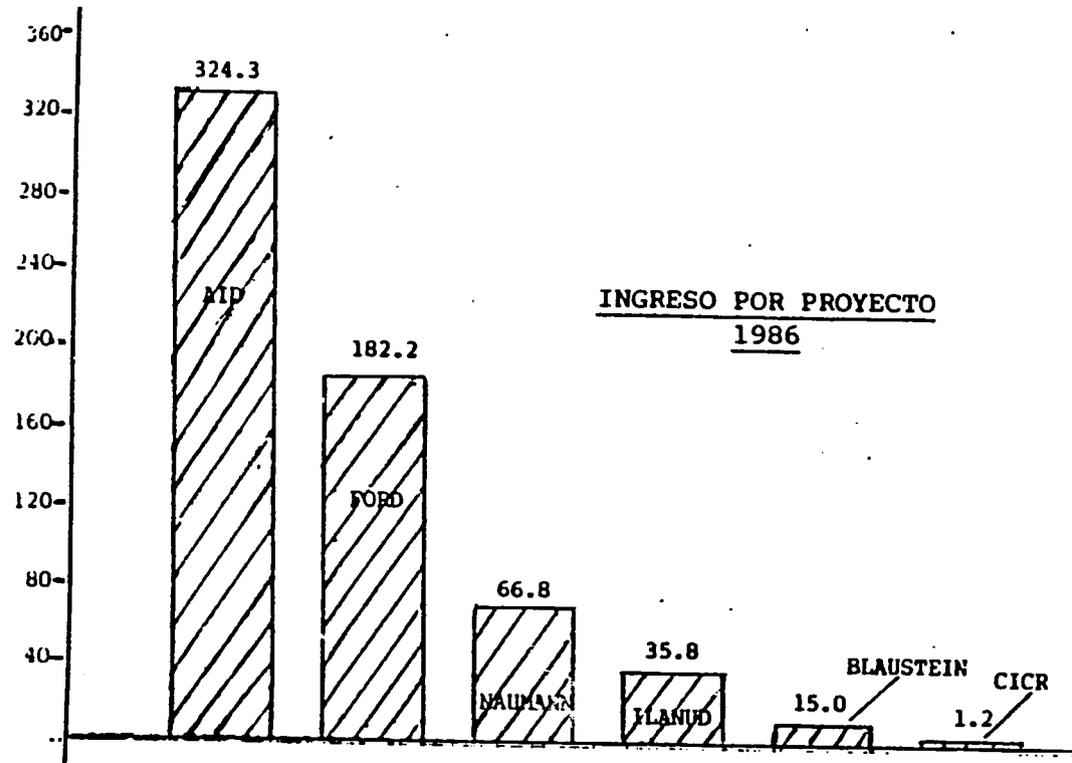
**APPENDIX C: FINANCIAL REPORTS OF IIDH**

**APPENDIX C-1: SOURCES AND LEVELS OF IIDH INCOME  
TABLES FROM THE 1986 AND 1987 ANNUAL REPORT**

INGRESOS - DESEMBOLSOS

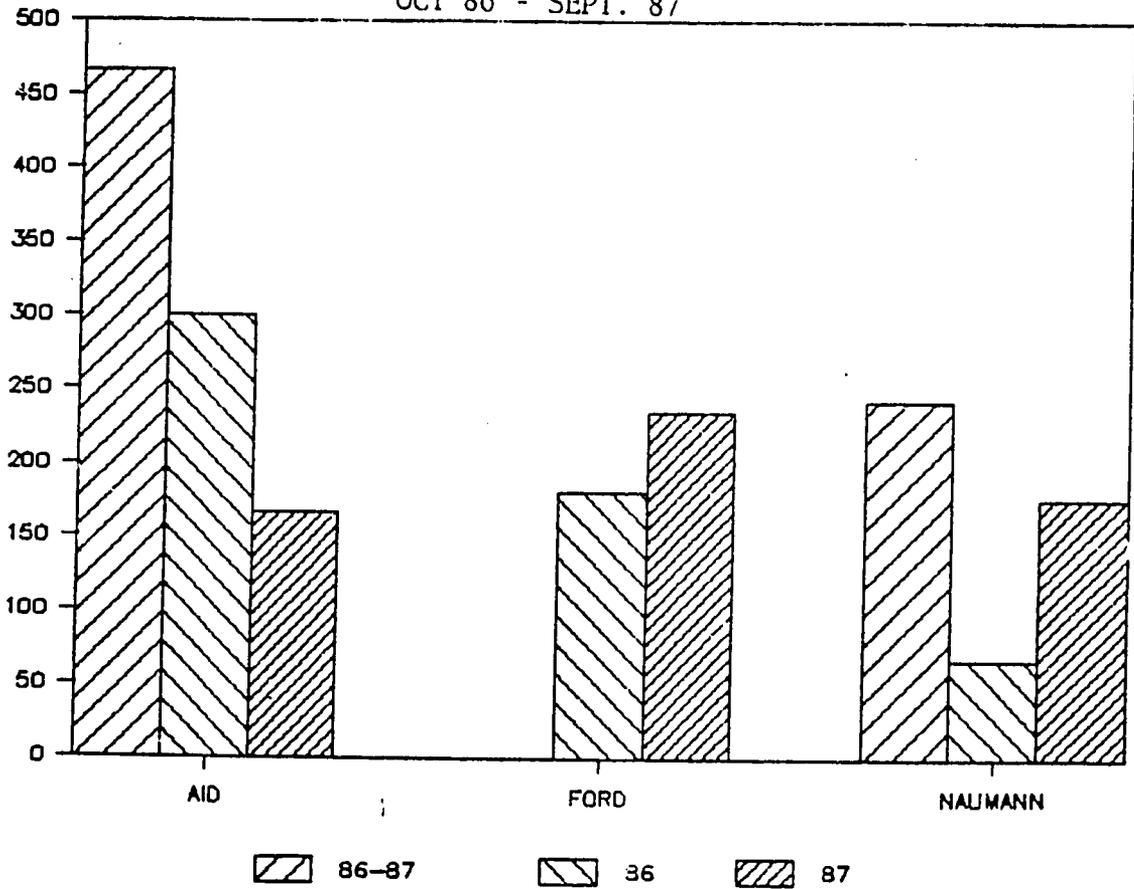
AÑO FISCAL 1986

000's \$



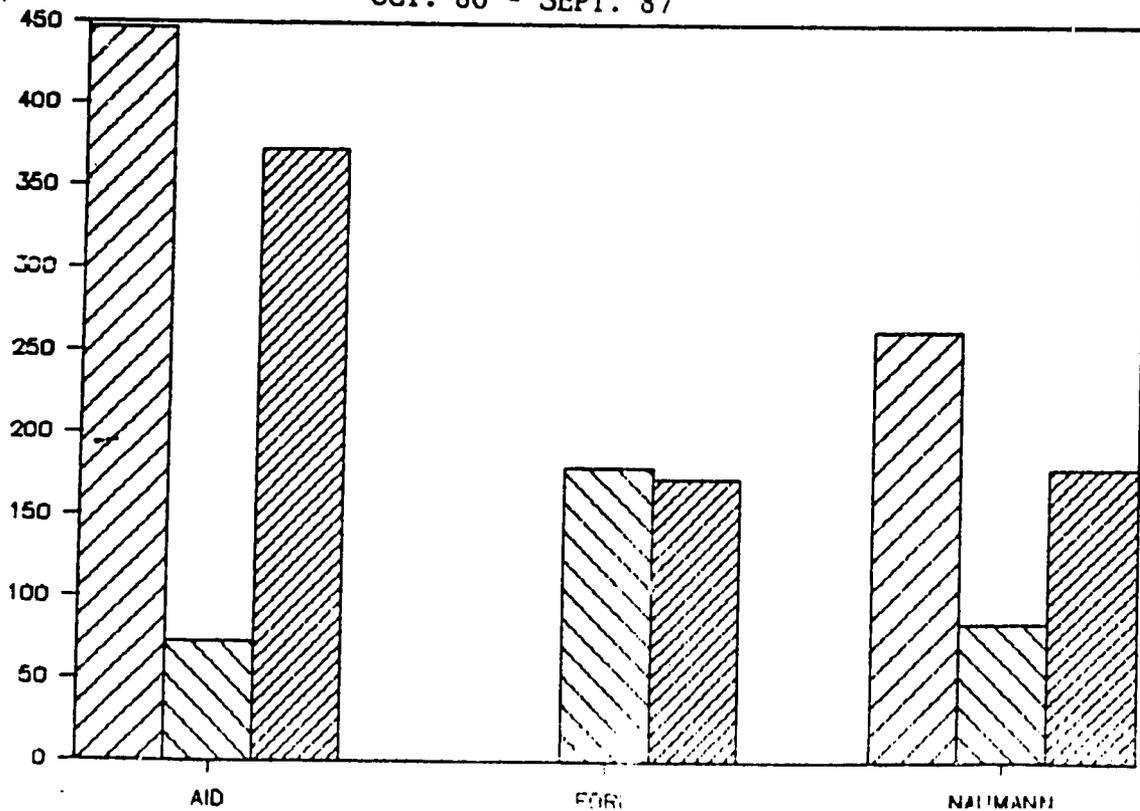
# I I D H INGRESOS 1986-87

OCT 86 - SEPT. 87



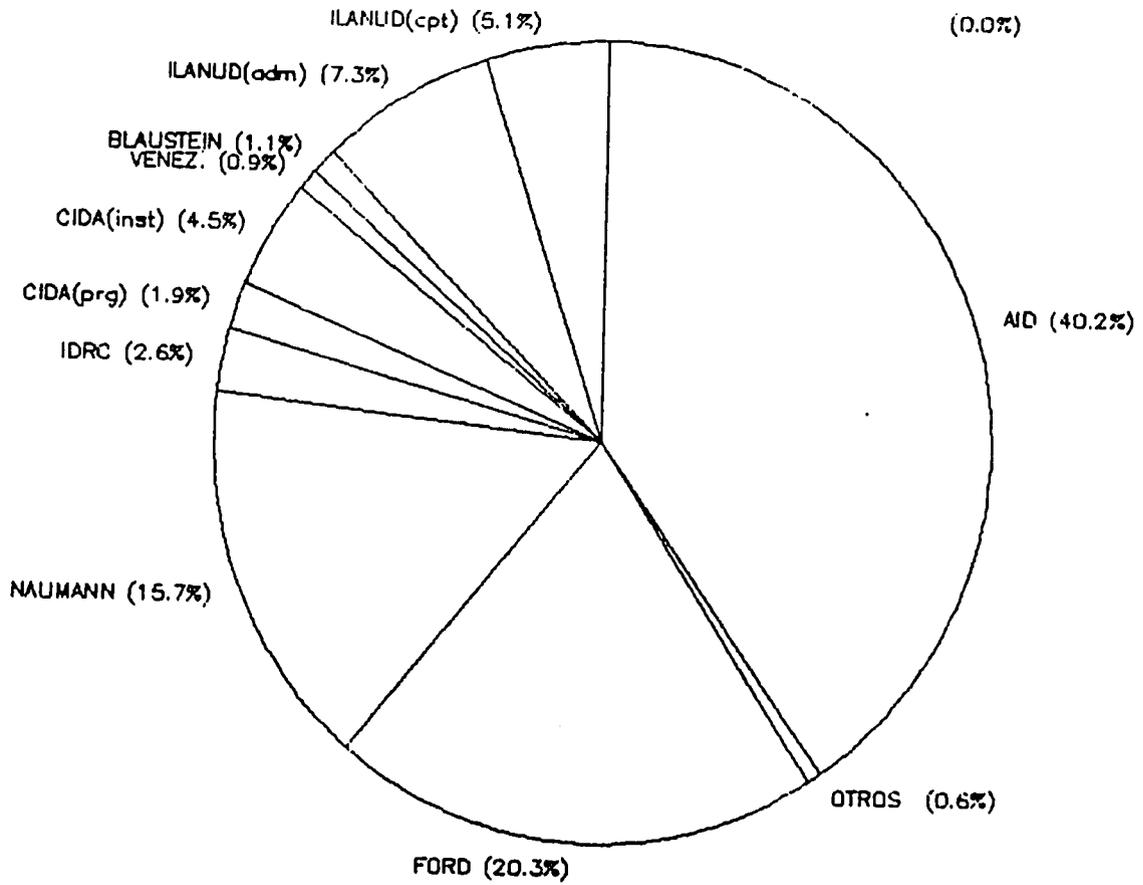
# I I D H EGRESOS 1986-87

OCT. 86 - SEPT. 87

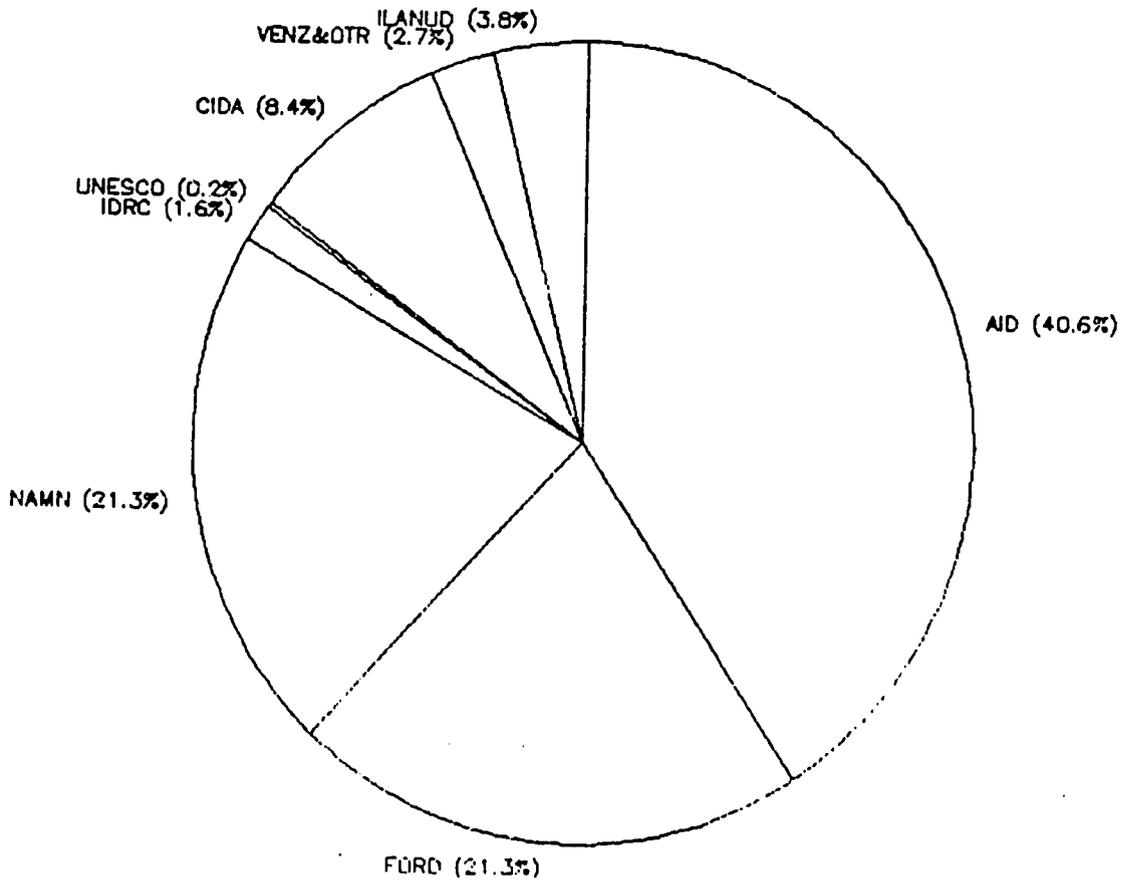


PERIODO OCT. 86 - SEPT. 87

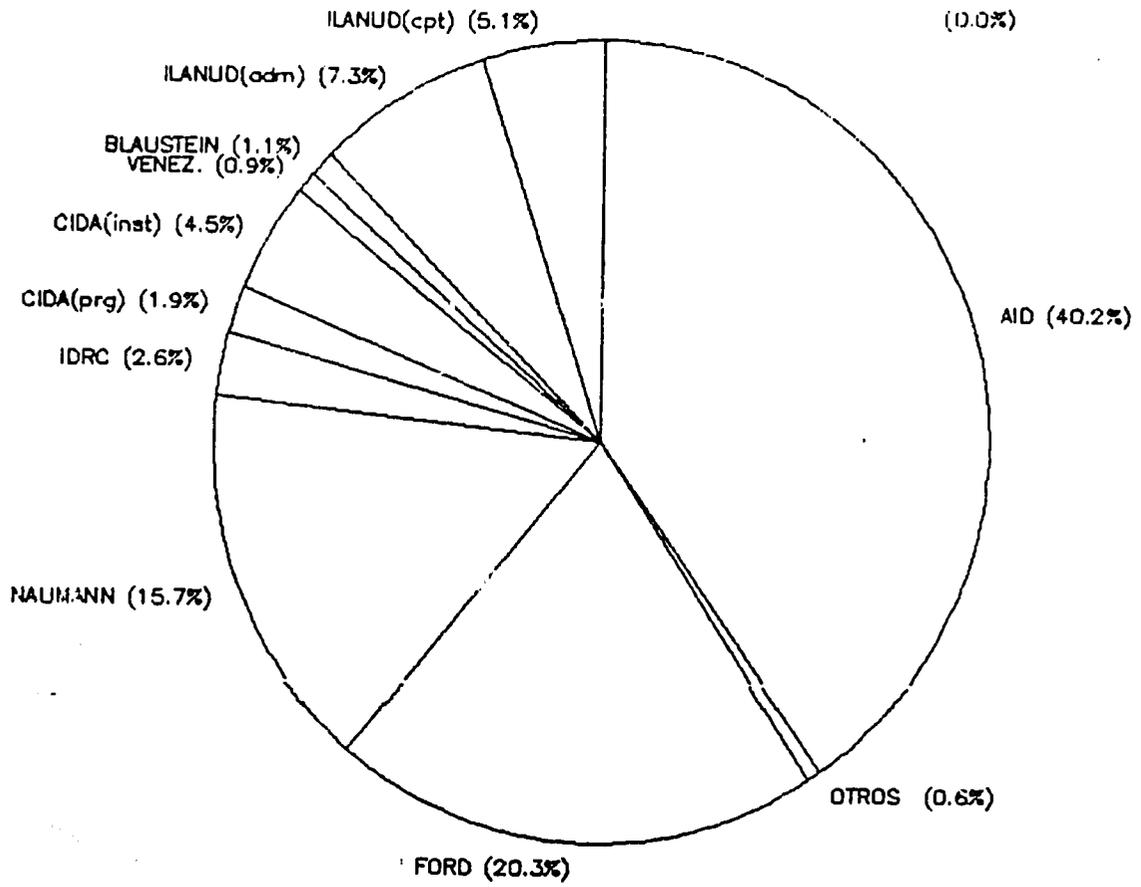
I I D H PRESUPUESTO



I I D H GASTOS



# I I D H PRESUPUESTO 1986-87



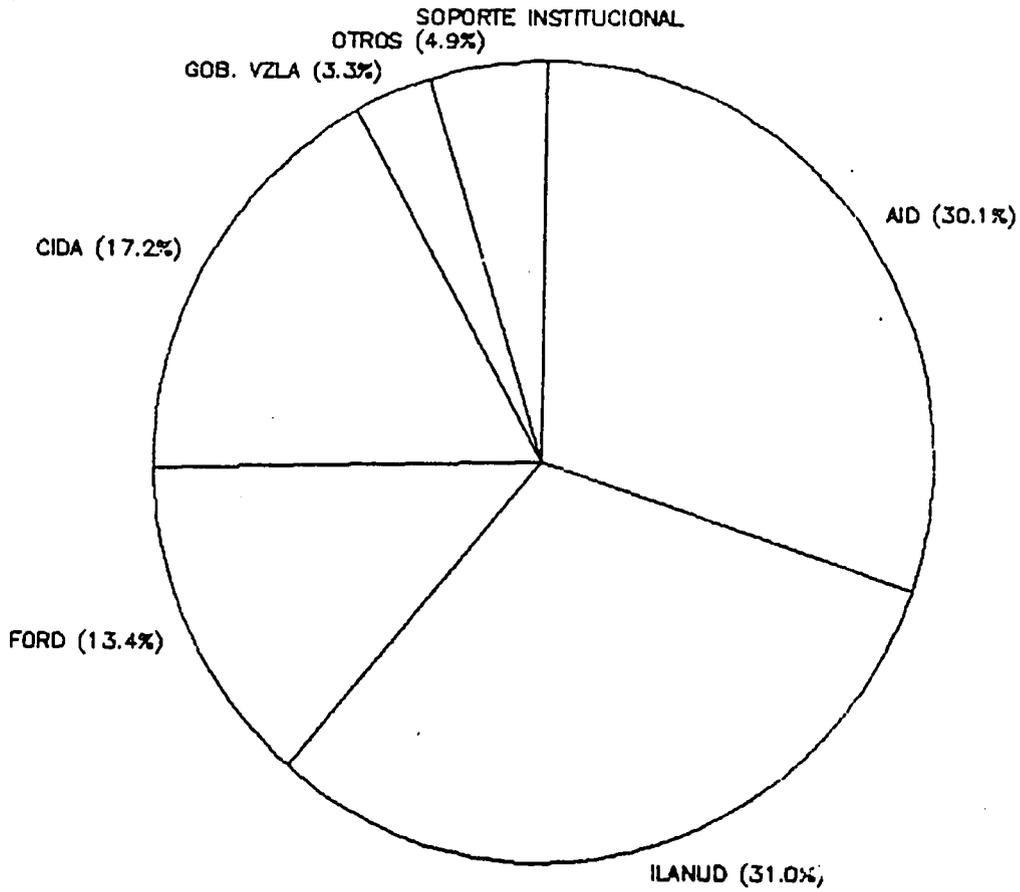
## PRESUPUESTO

AID	
ILANUD (Adm.)	
ILANUD (Coopatrocinio)	
FORD	
NAUMANN	
IDRC (Canada)	
CIDA (Agrarian Law)	
UNESCO	
CIRC	
CIDA (Institutional support)	
VENEZUELAN GOVERNMENT	
BLAUSTEIN	

1986 - 87

465.8
85.1
59.1
235.0
182.5
29.6
21.8
2.0
4.6
52.0
10.0
12.5
<u>1160</u>
=====

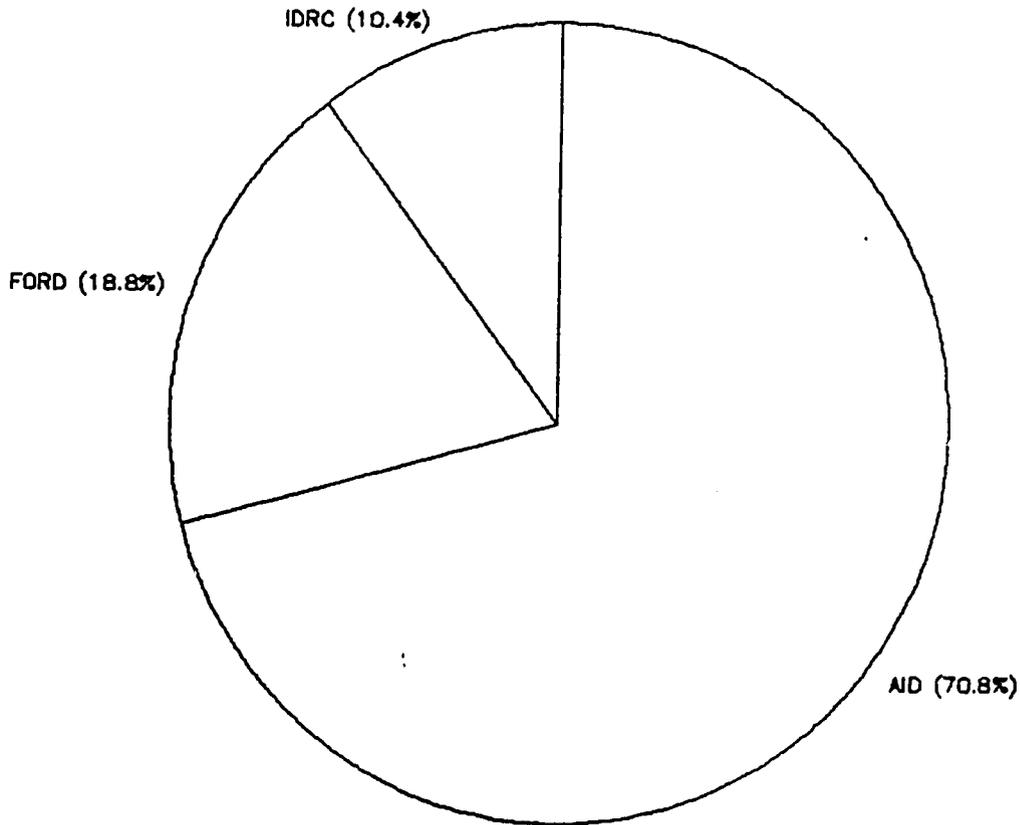
INST. INTERAMER. DE DERECHOS HUMANOS



PRESUPUESTO

1986 - 1987	000' \$
AID	91.0
ILANUD/AID (Fortalec. adm. & Apoyo Inst.)	93.8
FORD	40.5
CIDA	52.0
GOVERNMENT OF VENEZUELA	10.0
OTHER	14.8
	<u>302.1</u>

I I D H PRESTO 86-87 ACTV.INVESTIGACION

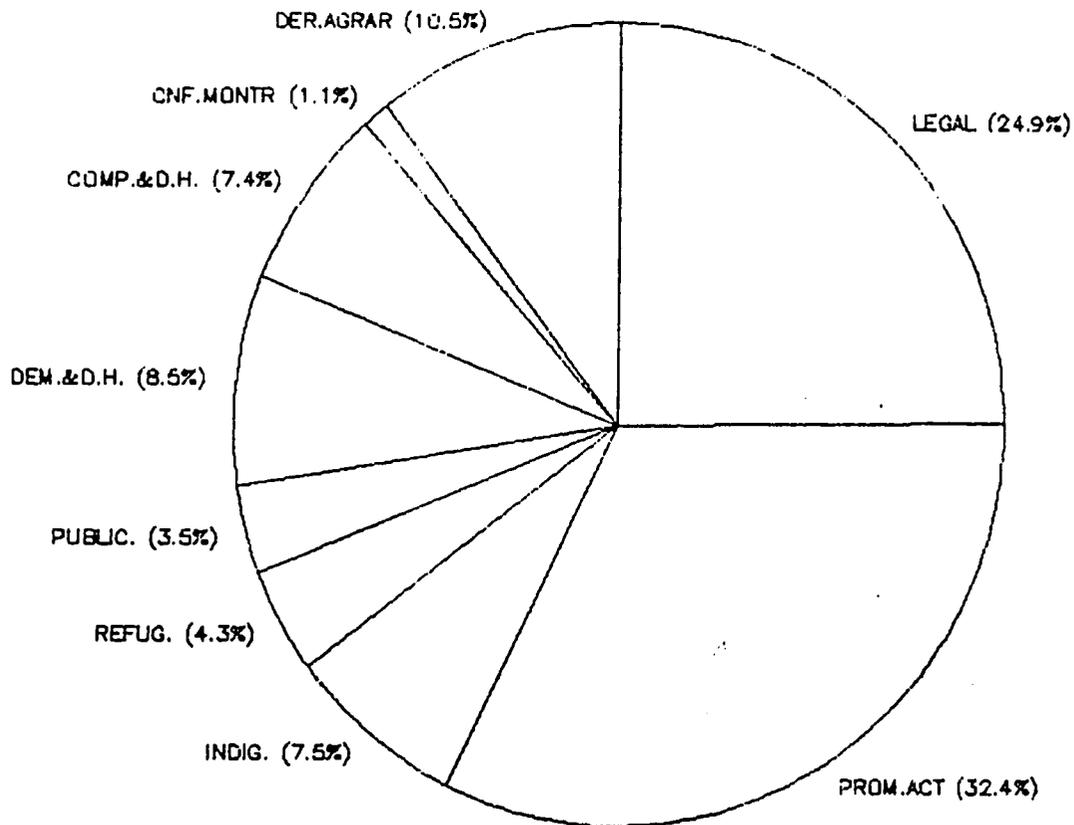


000'S US\$

2. Research		
a. Research Dept. (Salaries)	AID	32.8
b. Publications		
AID contributions (Inst.)	AID	34.0
FORD contributions (Inst.)	FORD	11.0
SUB TOTAL PUBLICATIONS.....		<u>45.00</u>
c. Refugee Project	AID	68.10
d. Legal Project	AID	33.2
e. Indigenous Populat. Project	AID	33.2
f. Human Rts. Groups & Democra- tization in South America	FORD	42.3
g. Human Rts. Compendium	IRDC	<u>29.60</u>
SUB TOTAL RESEARCH.....		308.0

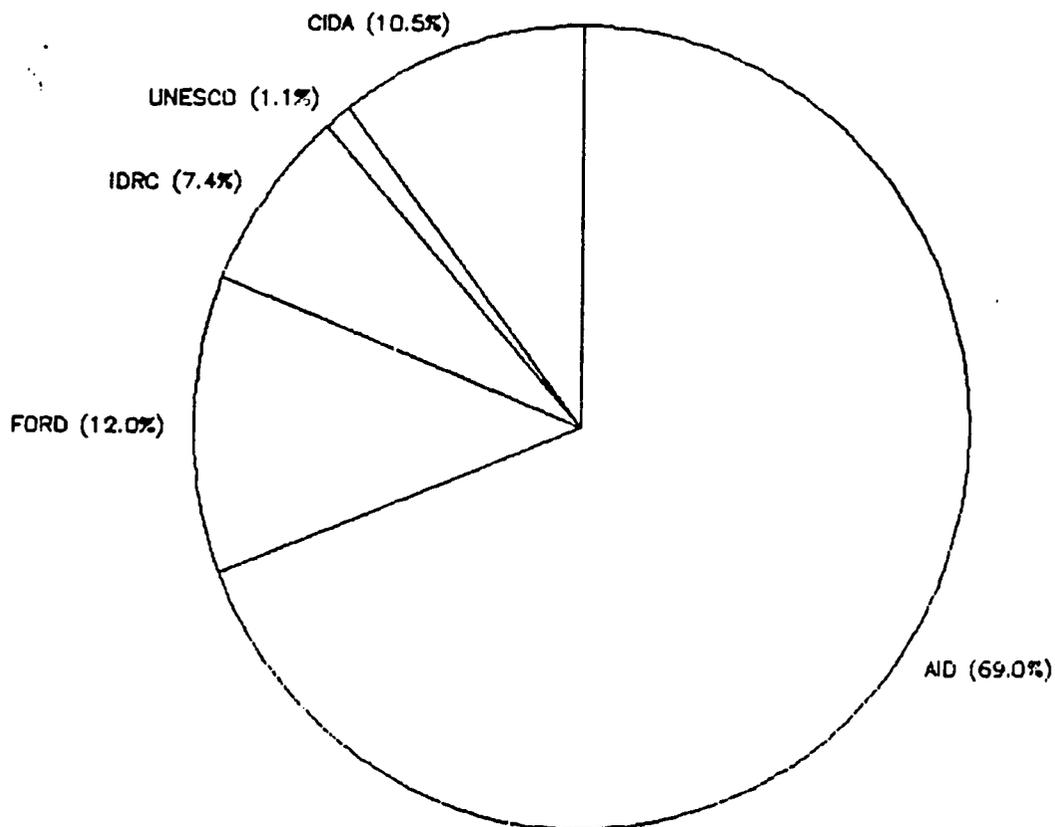
I I D H GASTOS ACT. INVESTIGACION-PRG.

OCT.86-SEPT.87

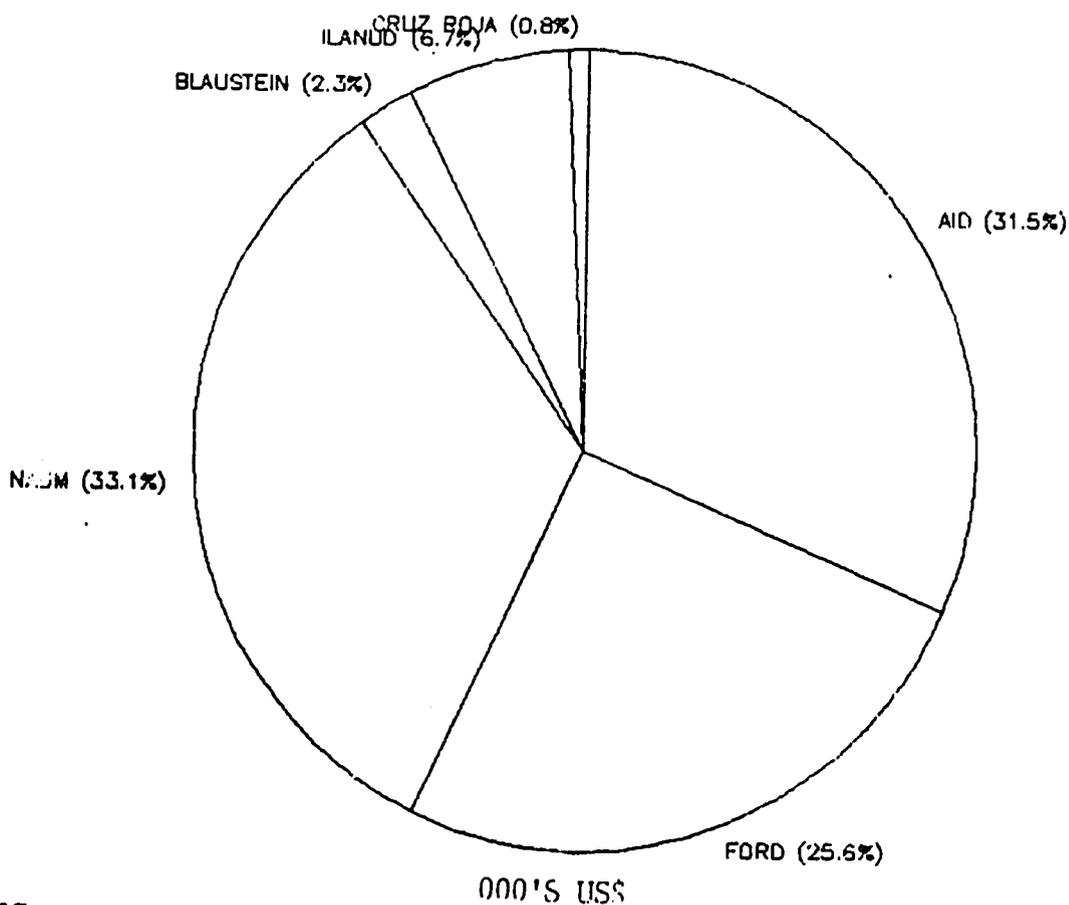


I I D H GASTOS ACT. INVESTN-P. FUNDACION

OCT.86-SEPT.87



I I D H PREUPUESTO86-87 ACTV. ENTRRTO



000'S US\$

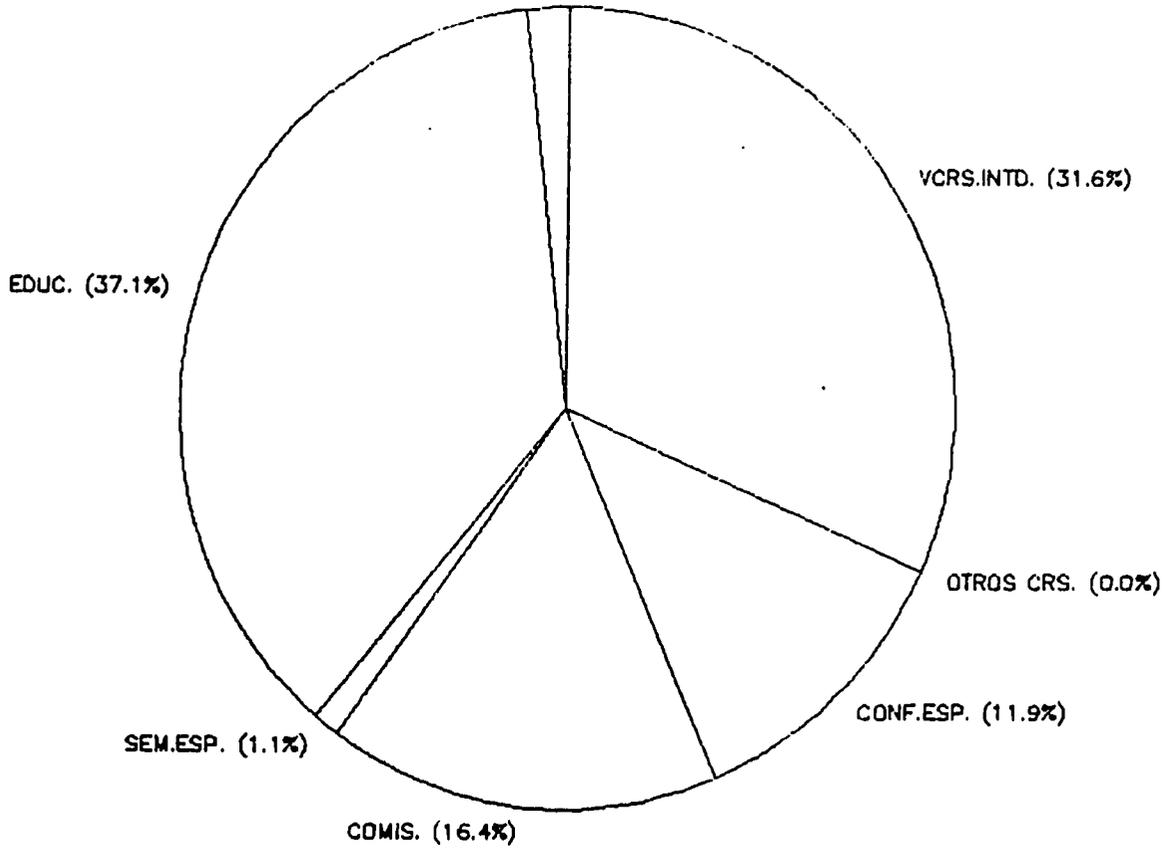
1. Training

a. Intend H. Rts.Course		
AID Contribution	AID	139.50
FORD Contribution	Ford	40.00
Red Cross		4.6
SUB TOTAL H. RTS COURSE		<u>184.1</u>
b. Seminar on H. Rts. for target groups (4/yr)	AID	--
c. Specialized Conf. (3 meet.)	AID	34.00
d. Support for Nat. Comm.	FORD	91.2
e. Special Seminars	FORD	10.0
f. Human Rts. & Public Educat. (Exchange rate at 1.9 DM/\$)	Naumann	182.50
g. Second Interamerican Seminar	J. Blaustein	12.50
h. Interdisciplinary Course	ILANUD	<u>37.1</u>

SUB TOTAL TRAINING.....551.4

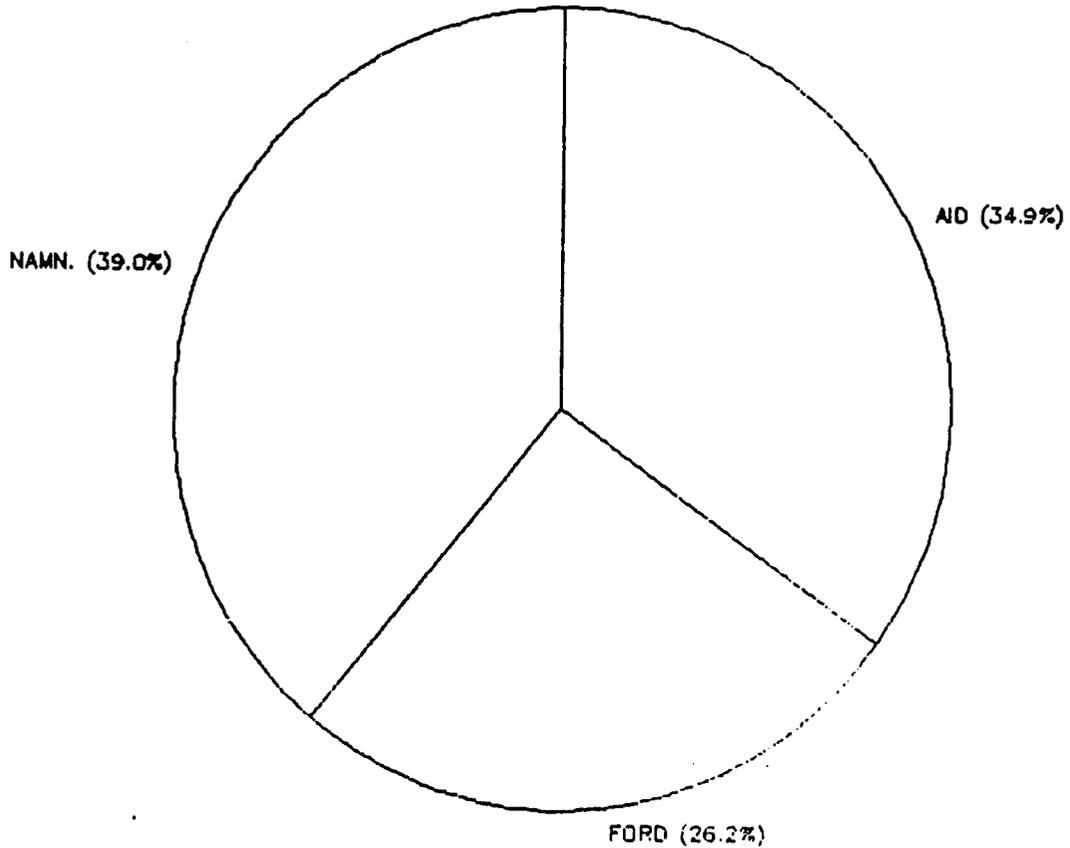
I I D H GASTOS ACTIV. ENTRENAMIENTO

OCT.86-SEPT.87  
CORBA&QTR (1.8%)

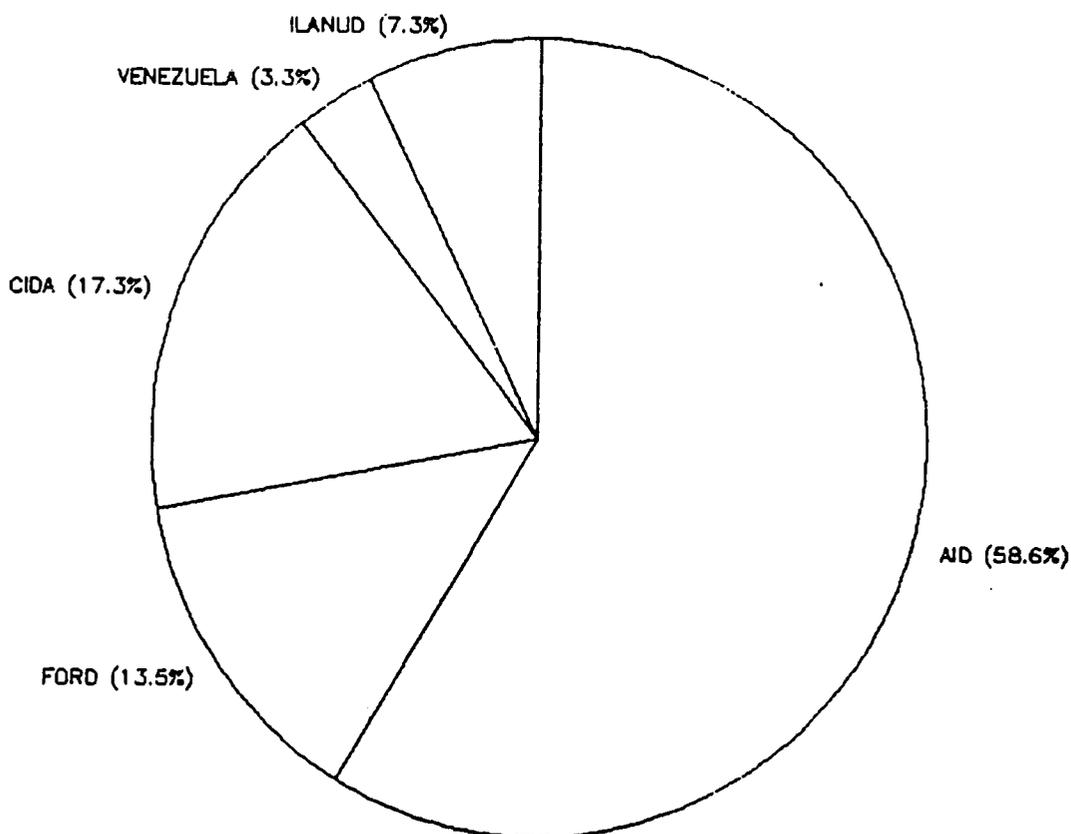


I I D H GASTOS ACT. ENTREN. POR FUND.

OCT.86-SEPT.87



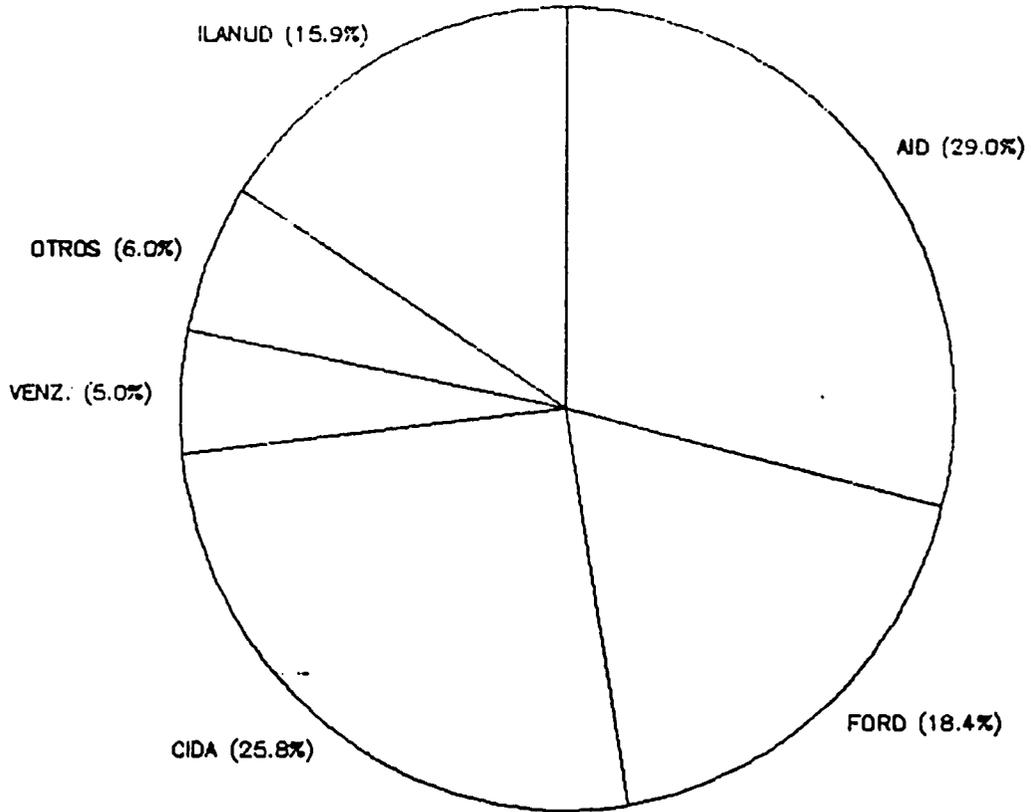
I I D H PRESTO.86-87 ACTV. DESAR. INST



TYPE OF PROGRAM SOURCE	FUNDING 000'S US\$	AMOUNT
<b>3. Institutional Develop</b>		
a. Board Meet. Travel & Other		
AID Contribution	AID	17.0
FORD Contribution	FORD	10.0
SUB TOTAL BOARD MEETING.....		<u>27.0</u>
b. Salaries & Other	AID	45.60
c. Microcomputers	AID	28.40
d. Salaries of controller, grants admin. consultants & Computer equipment	AID	85.1
e. Salary of Deputy ex Director	FORD	20.0
f. Assistant Exec. Director	FORD	10.5
g. Project Management	CIDA	43.0
h. Miscellaneous expenses		
CIDA Contribution	CIDA	9.0
Venezuelan Contribution	Venezuela	10.0
Salaries	ILANUD	<u>22.0</u>
SUB TOTAL INSTITUTIONAL DEVELOP.....		300.0

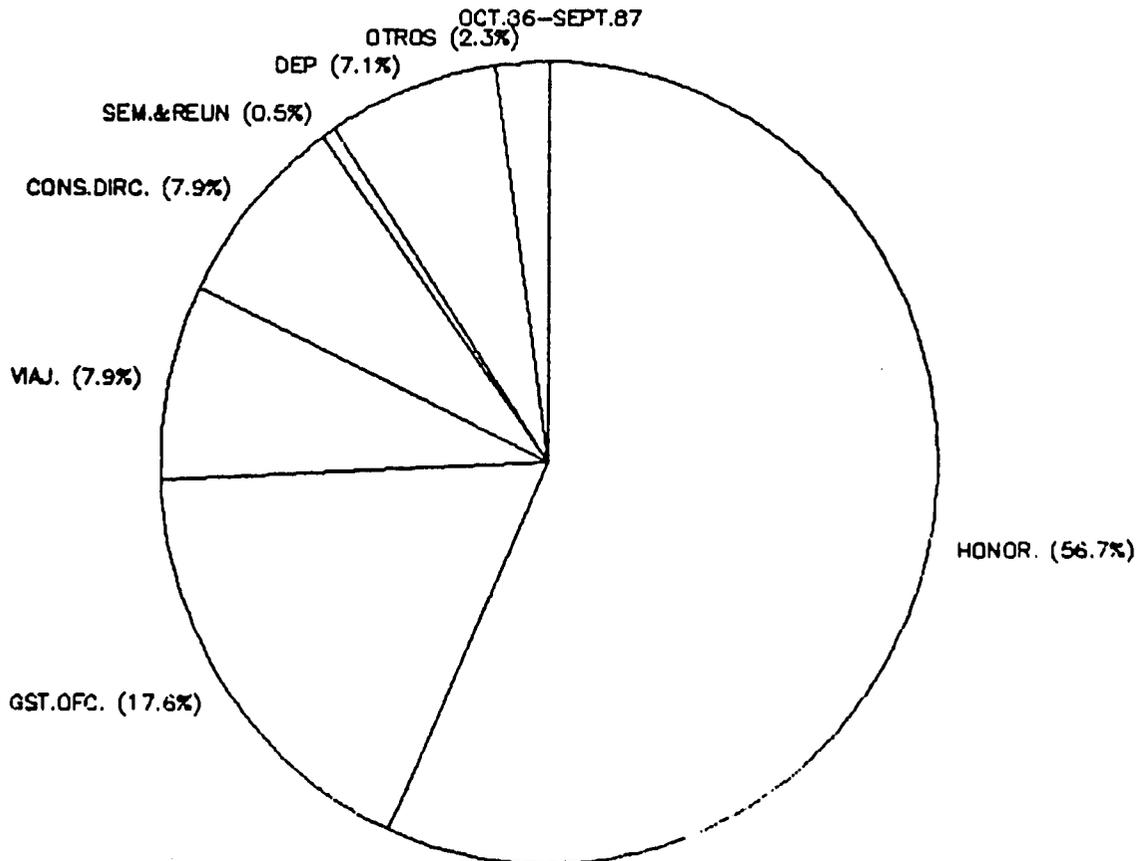
I I D H GASTOS SOPORTE INSTITUCIONAL

OCT.86-SEPT.87

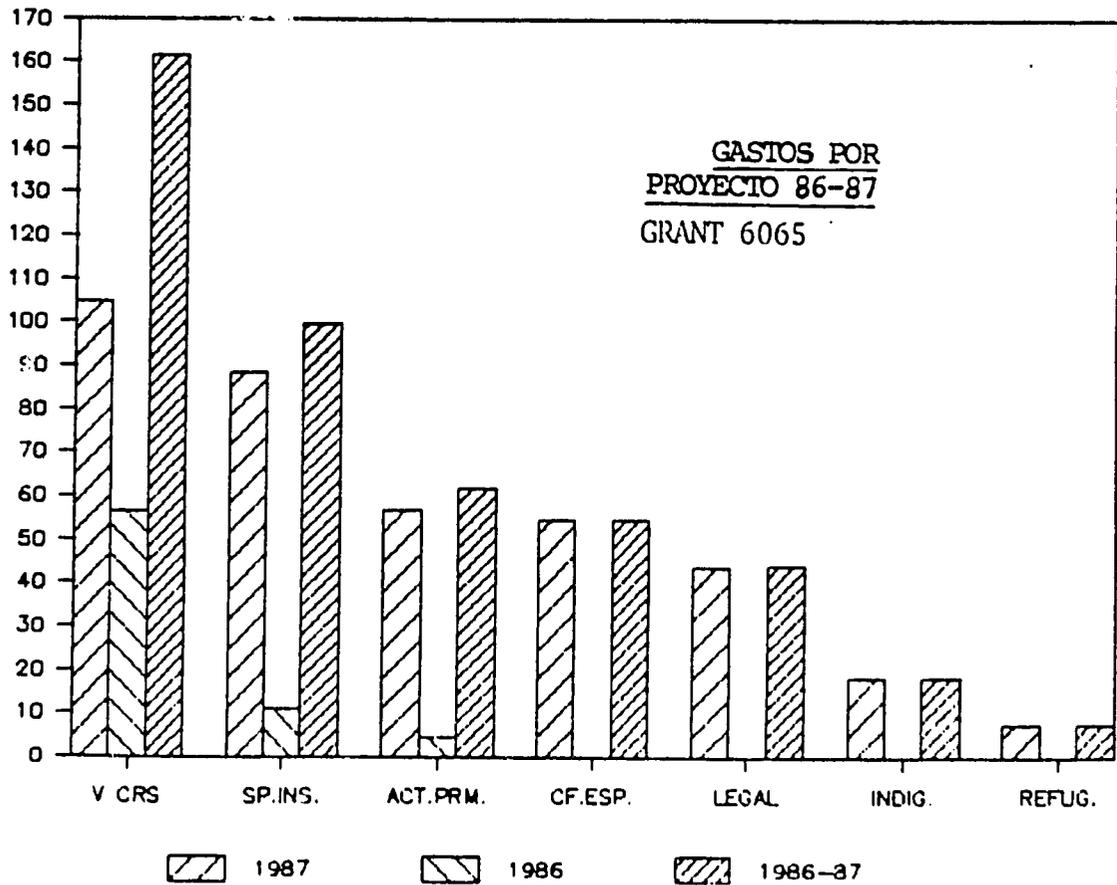
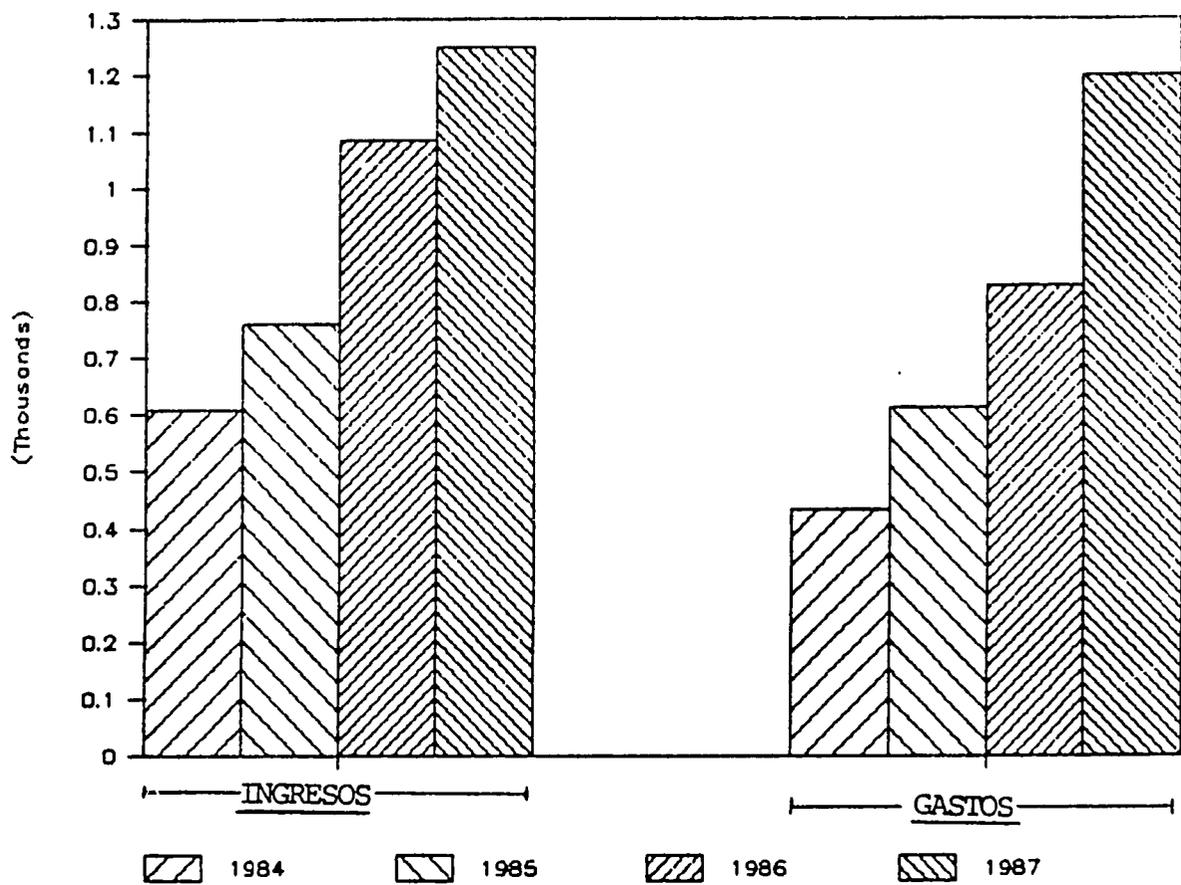


I I D H GASTOS SOPORTE INSTITUCIONAL

OCT.86-SEPT.87



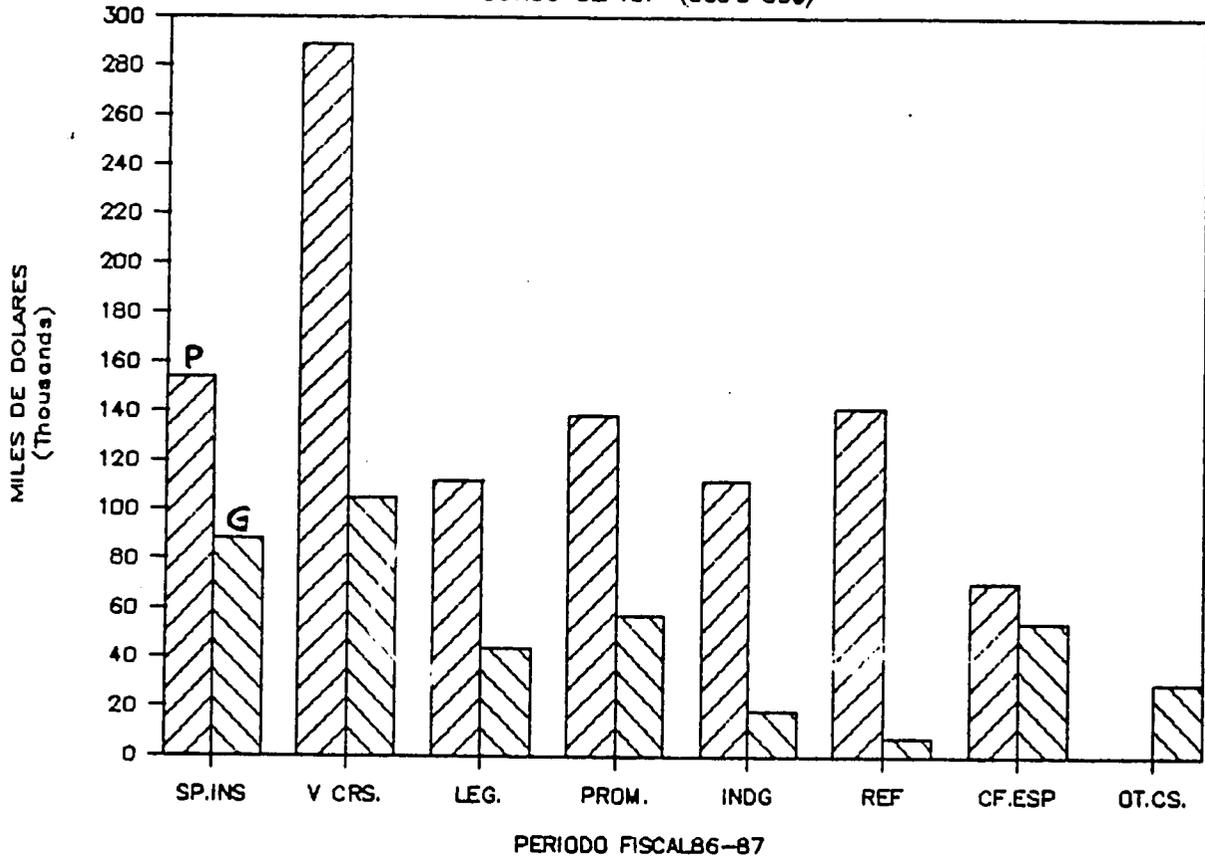
# I I D H INGRESOS-EGRESOS AID 1984-87



# PRESUPUESTO VS. GASTOS

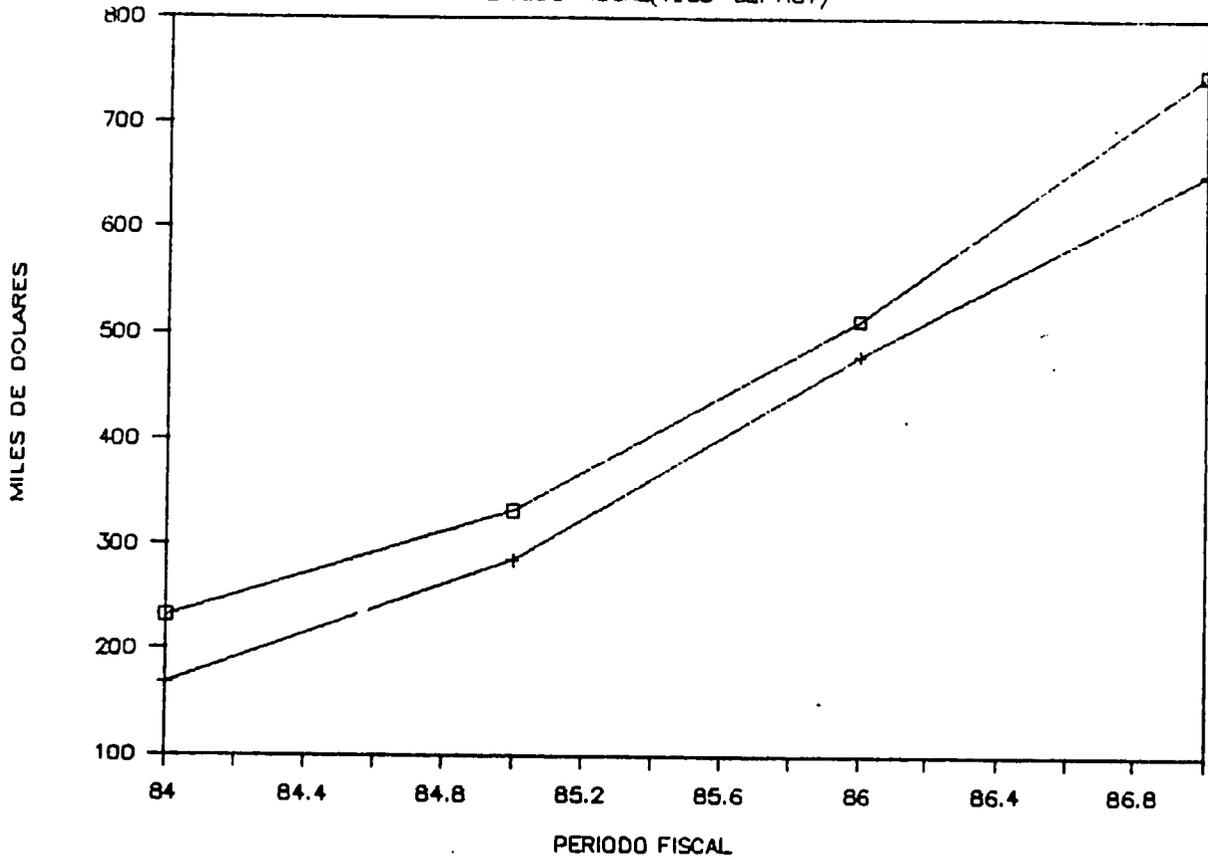
## IIDH AID GRANT 6065

OCT.86-SEPT87 (000'S US\$)



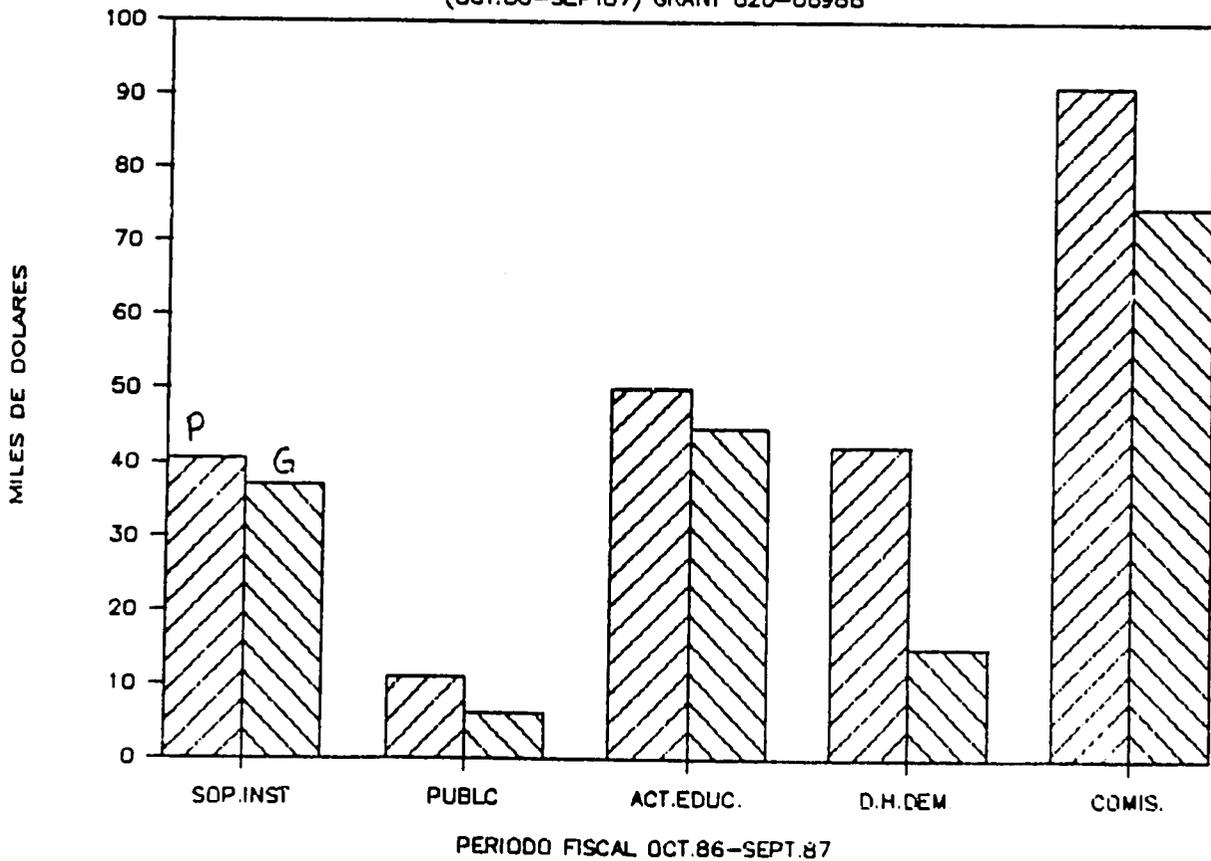
# D H FORD INGRESO-EGRESOS ACUM

PERIODO FISCAL (1983-SEPT.87)



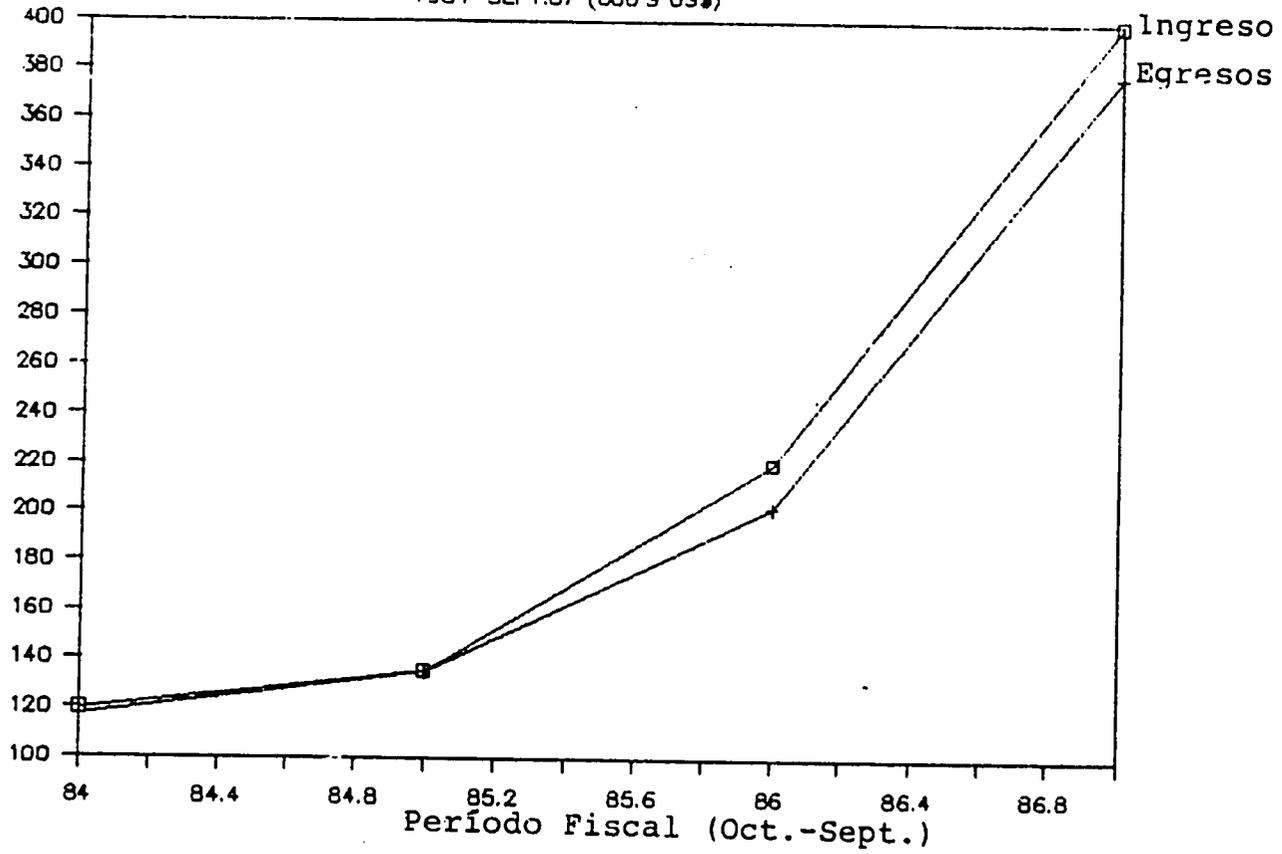
# PRESP. VS. GASTOS 1987

(OCT.86-SEPT87) GRANT 820-0898B



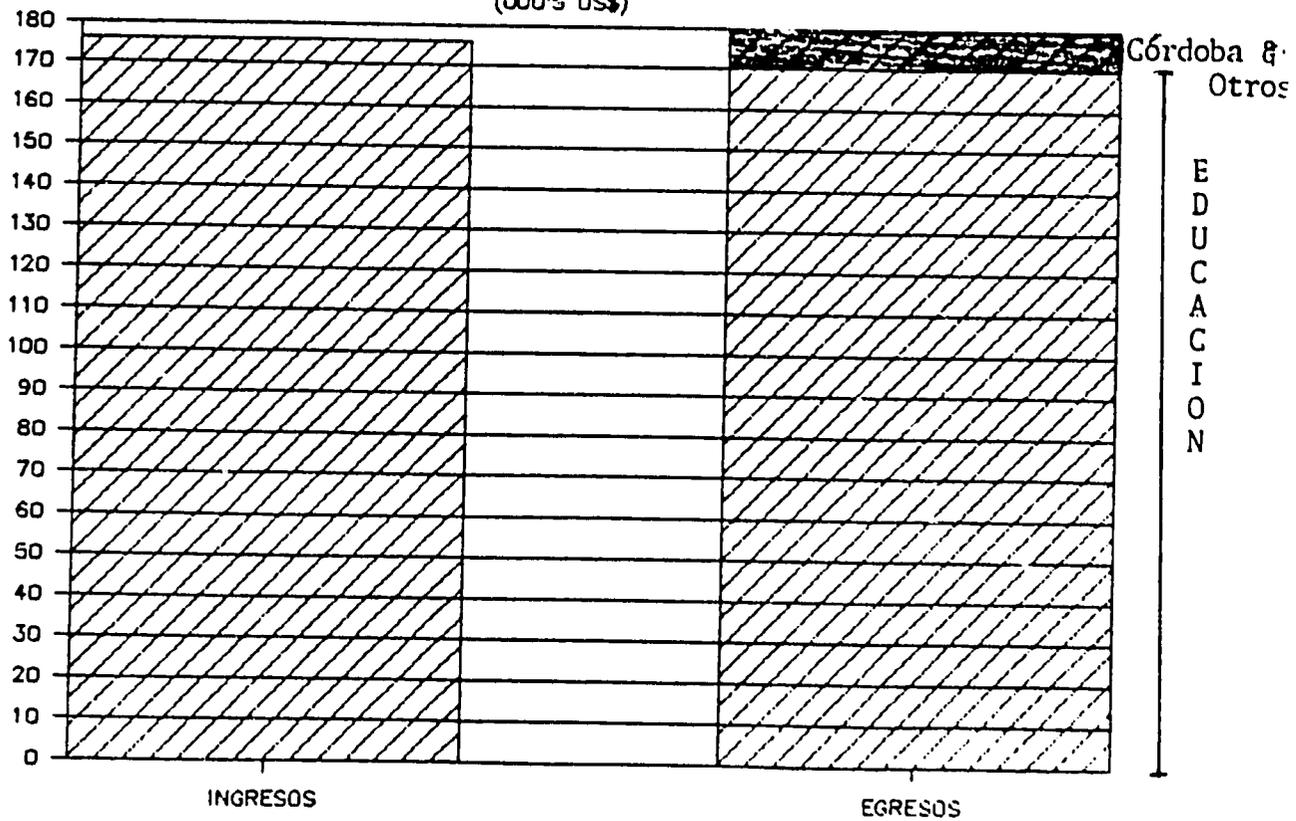
# I D H NAUMANN INGRESOS-EGRESOS ACUM

1984-SEPT.87 (000'S US\$)



## INGRESOS-EGRESOS OCT-SET.87

(000'S US\$)



COMPARACION PRESUPUESTO VS. GASTOS  
 PERIODO 1976-8066  
 CUS DISPONIBLES A NOVIEMBRE 87

DESCRIPCION	PRESUPUESTO	GASTOS	SALDO NO GASTADO
ASIST. TECH. ELECT. DE EXP.	97394	47710	49684
LEG. ELECT. COMP. SUR AMERICA	55290	16616	38674
LEG. ELECT. COMP. CARIBE	35252	13	35239
VENTA. PROC. & ELEC. LATIN AMERICA	33260	2978	30282
COMP. ELECT. AMERICANA	31464	0	31464
DICC. TERM. ELECTORALES	62079	8017	54062
ACT. DE PROM.	70449	16059	54390
CURSO INTERAMERI. DE ELEC.	79930	62207	17723
CURSO LEY ELECT.	41855	5052	36803
MISION DE OBSERV.	62514	4157	58357
ACT. PROMOCION	193566	94173	99393
LIBRERIA & CENTRO DOC.	38792	7	38785
APOYO INSTITUCIONAL	396324	213269	183055
<b>TOTAL</b>	<b>1198169</b>	<b>470258</b>	<b>727911</b>

ANEXOS POR ACTIVIDADES

ASIST. TECH. ELECT. DE EXP.	97394	47710	49684
ACT. DE INVESTIGACION	217345	27624	189721
ACT. DE PROM.	70449	16059	54390
ACT. DE EDUCACION & ENTRENAMIENTO	121785	67259	54526
ACT. MISION DE OBSERV.	62514	4157	58357
ACT. DEPT. PROMOCION	193566	94173	99393
ACT. LIBRERIA & CENTRO DOC.	38792	7	38785
APOYO INSTITUCIONAL	396324	213269	183055
<b>TOTAL</b>	<b>1198169</b>	<b>470258</b>	<b>727911</b>

90

**APPENDIX C-2: STATUS OF AID GRANTS TO IIDH AND CAPEL**

"Jul88"

CAPEL GRANT LAC. 0591-G-SS-6066

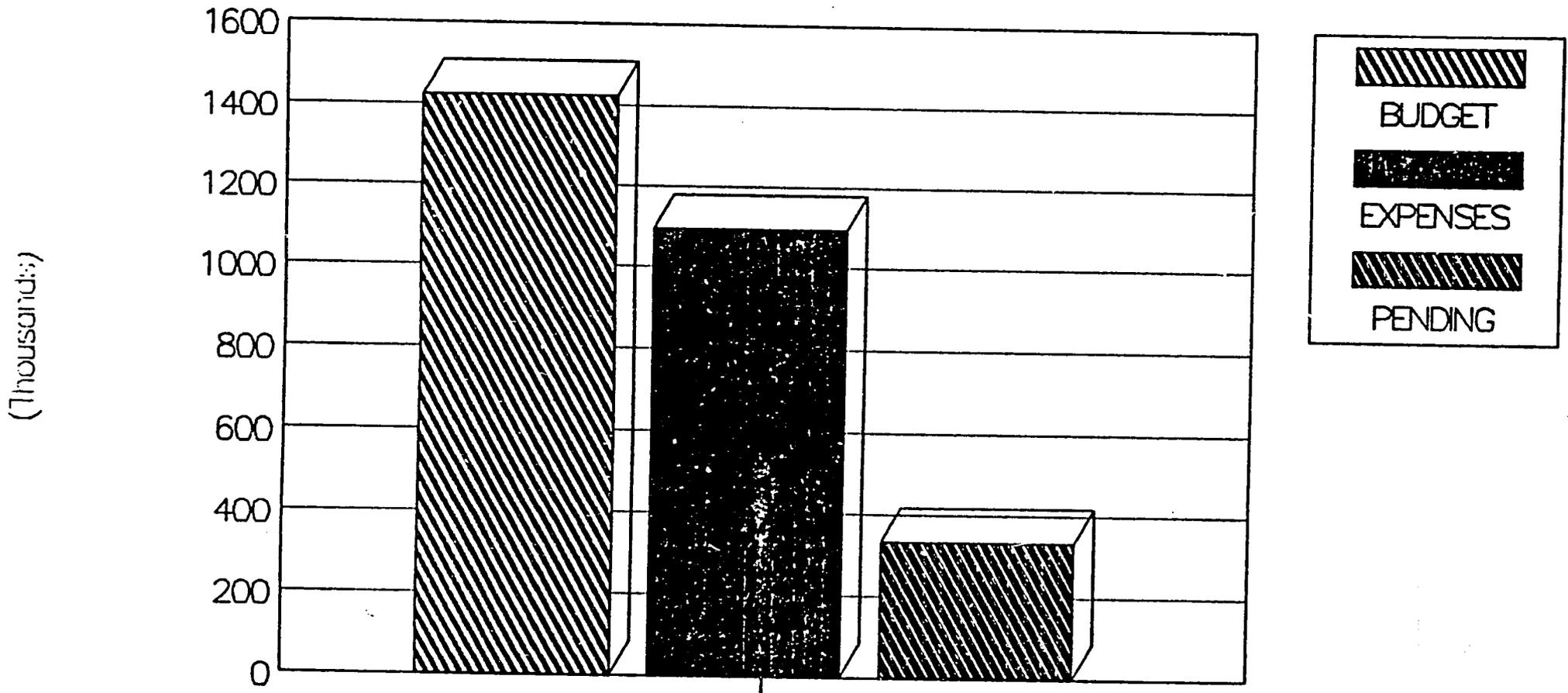
PERIOD : AUGUST 1986 TO JULY 1988

PROGRAMS	Obligated Budget	Expenses Est.at Close out July 88	Non spent Balance	
			\$	%
I. Expert Technical Assistance in Electoral Matters.	97,394.00	102,174.00	(4,780.00)	-4.91%
II. Research				
A. Comparative Electoral Legislation in S. A.	55,290.00	16,616.00	38,674.00	69.95%
B. Comparative Electoral Legislation Caribbean	35,252.00	13.00	35,239.00	99.96%
C. American Electoral Compilation	31,464.00	1,527.00	29,937.00	95.15%
D. Glossary Electoral Terms	62,079.00	59,932.00	2,147.00	3.46%
E. Democratization process & Eleccions in L.A.	33,260.00	36,863.00	(3,603.00)	-10.83%
Total II Research	217,345.00	114,951.00	102,394.00	
III. Promotional Activities	70,449.00	42,229.00	28,220.00	40.06%
IV. Education & Training Activities				
A. Inter. Course of Election	79,930.00	79,819.00	111.00	0.14%
B. Refresher Courses on Electoral Law & Procedures	41,855.00	5,052.00	36,803.00	87.93%
Total IV Research	121,785.00	84,871.00	36,914.00	
V. Missions to observe Elections	62,514.00	10,586.00	51,928.00	83.07%
VI. Promotional Department	193,566.00	184,168.00	9,398.00	4.86%
VII. Library & Document. Center	38,792.00	12,765.00	26,027.00	67.09%
VIII. Administ. Instit. Support	396,324.00	331,954.00	64,370.00	16.24%
IX. Guatemala Municip. Elections	228,000.00	210,000.00	18,000.00	7.89%
Total	US\$ 1,426,169.00	1,093,698.00	332,471.00	23.31%

1  
97

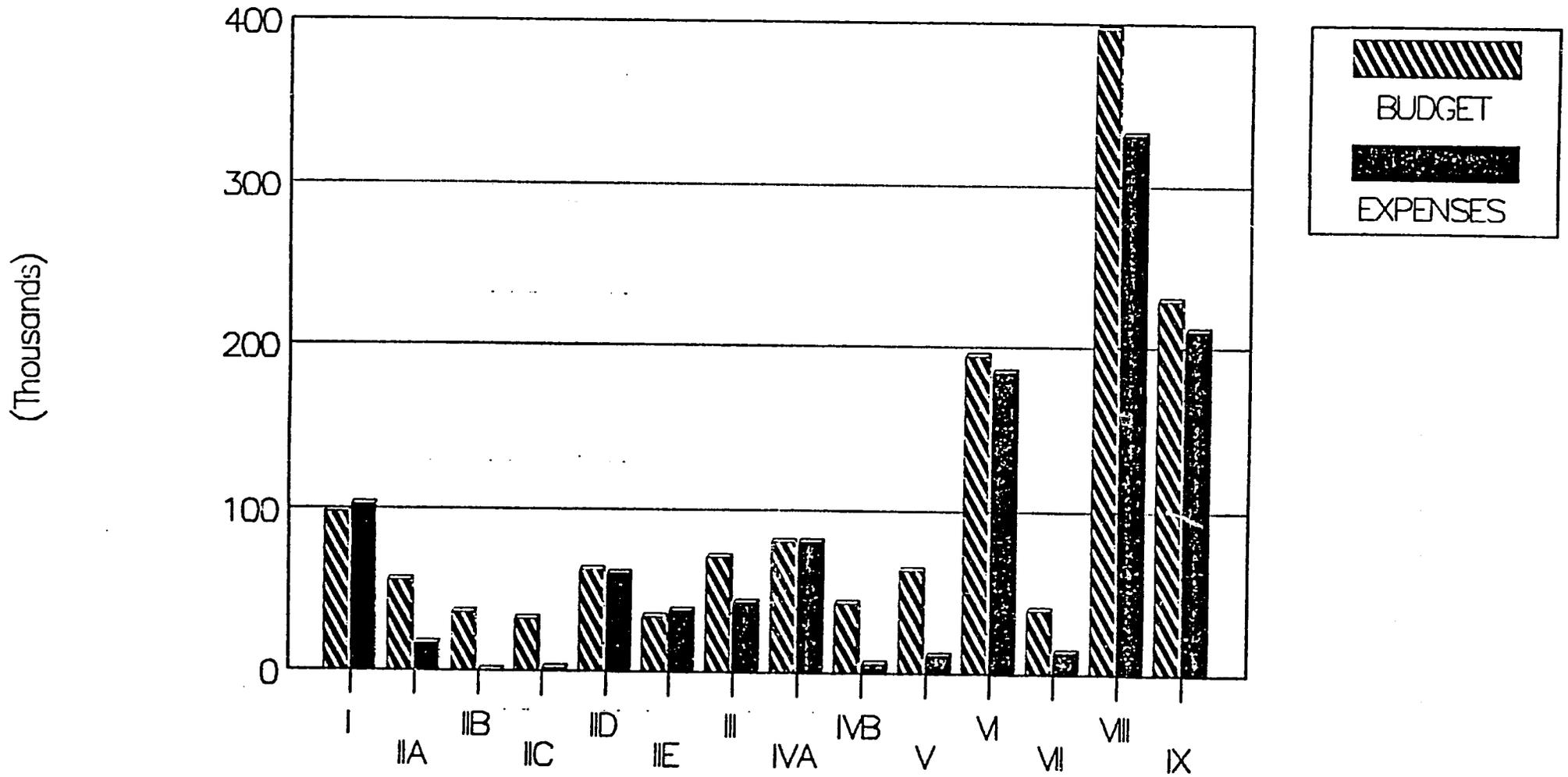
# BUDGET-EXPENSES

## CAPEL GRANT AID 6066



# BUDGET VS EXPENSES AUG 86 TO JUL 88

## CAPEL GRANT AID 6066



188"

IIDH GRANT LAC. 0591-G-SS-6065

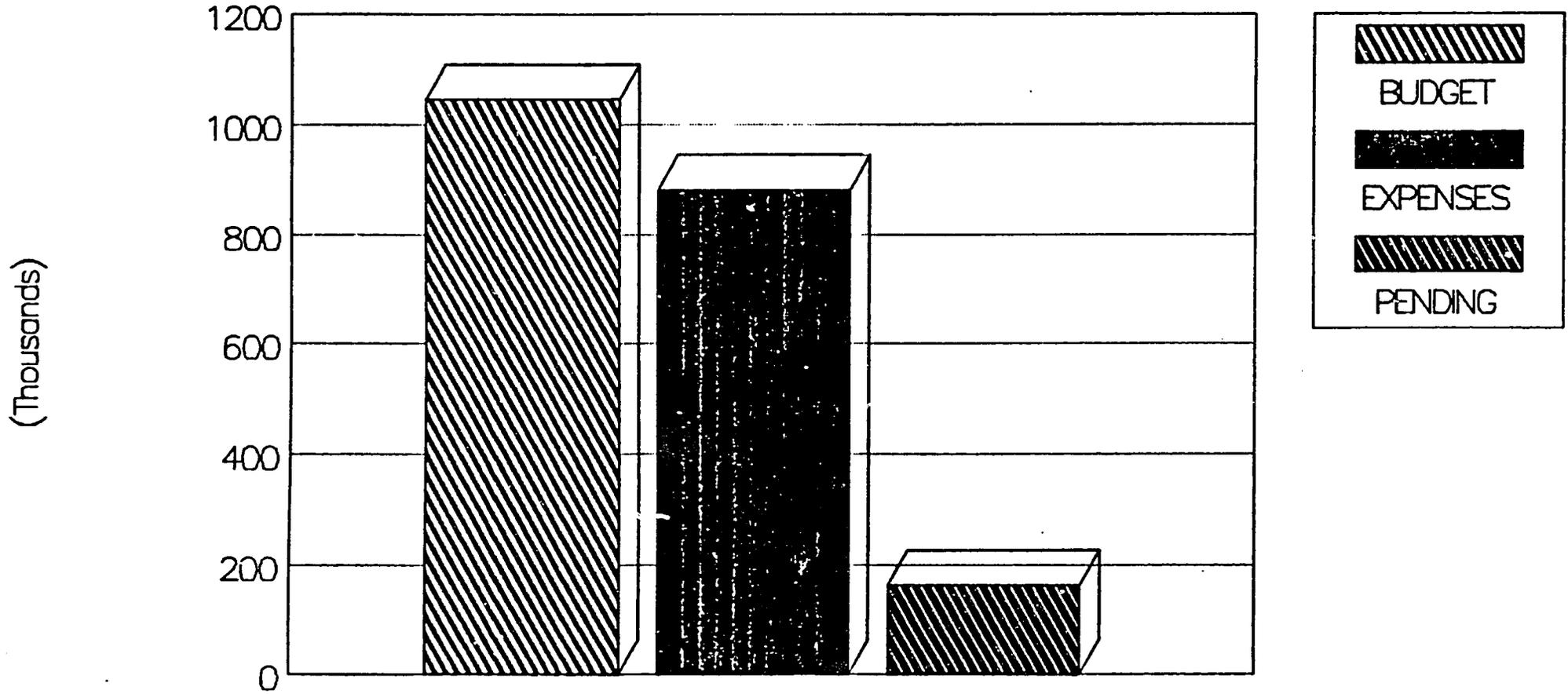
PERIOD : AUGUST 1986 TO JULY 1988

PROGRAMS	Obligated Budget	Expenses Est.at Close out July 88	Non spent Balance	
			\$	%
Institutional Support	153,713.00	178,175.00	(24,462.00)	-15.91%
Interdisciplinary Course	288,837.00	262,211.00	26,626.00	9.22%
I. Other Courses	29,253.00	43,220.00	(13,967.00)	-47.75%
Research and Promotional Act				
A. Legal Project	111,813.00	79,678.00	32,135.00	28.74%
B. Promotional Dept.	138,355.00	134,859.00	3,496.00	2.53%
C. Indigenous Population	111,813.00	71,525.00	40,288.00	36.03%
D. Refugee Project	140,942.00	52,736.00	88,206.00	62.58%
Total IV Research & Promotional Act.	502,923.00	338,798.00	164,125.00	32.63%
Specialized Conferences	70,277.00	59,763.00	10,514.00	14.96%
<b>Total</b>	<b>US\$ 1,045,003.00</b>	<b>882,167.00</b>	<b>162,836.00</b>	<b>15.58%</b>

96

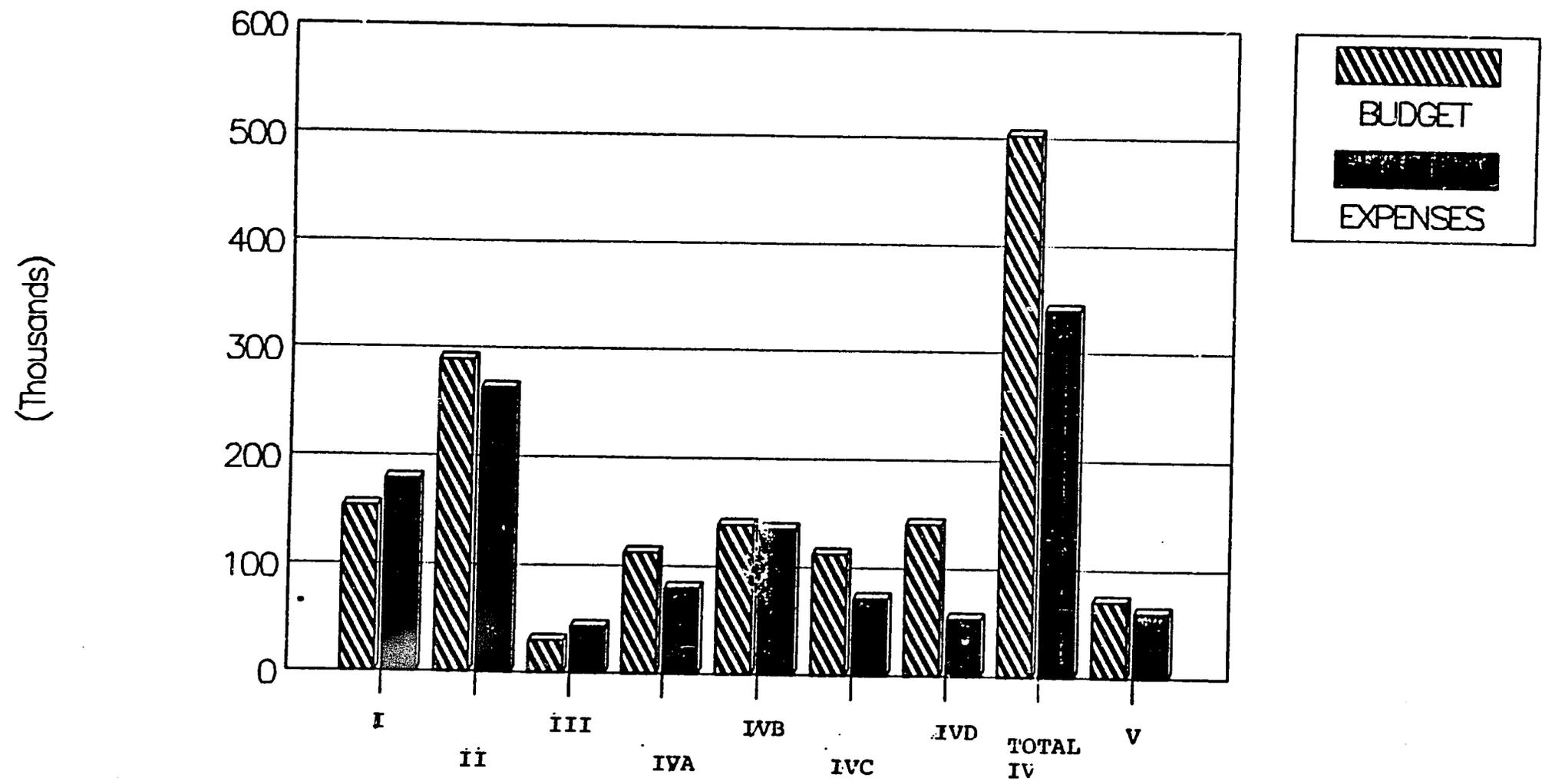
# BUDGET VS. EXPENSES AUG 86 TO JUL 88

## IIDH GRANT AID 6065



# BUDGET VS. EXPENSES AUG 86 TO JUL 88

## IIDH GRANT AID 6065



110

7015

AID INCOME  
US \$

PERIOD FROM : AUGUST 86(ACT) TO JULY 88(FCST.)

	CAPEL		IIDH
GRANT 16066	1139077	GRANT 16065	893193
GRANT17076	1135000		
GRANT18005	713624		
	2987701		893193

ALLOCATION OF AID INCOME AS A PERCENTAGE

CAPEL	76.98%
IIDH	23.02%

CAPEL AID INCOME OVER IIDH

CAPEL	234.50%
-------	---------

IIDH AID INCOME OVER CAPEL

IIDH	29.90%
------	--------

7015

PERIOD FROM : OCTOBER 87 (ACT.) TO JULY 88(FCST.)

	CAPEL		IIDH
GRANT 16066	638100	GRANT 16065	427300
GRANT17076	853501		
GRANT18005	713624		
	2205225		427300

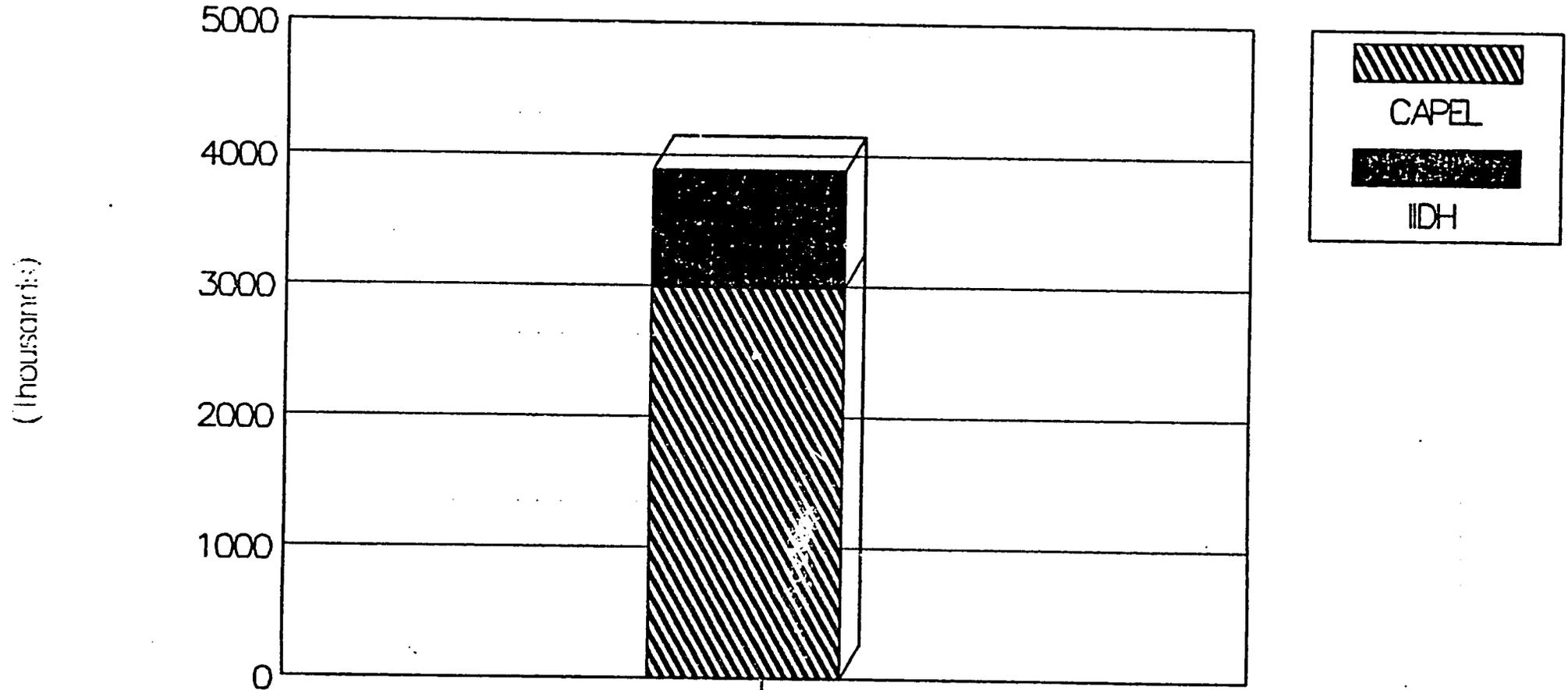
ALLOCATION OF AID INCOME AS A PERCENTAGE

CAPEL	83.77%
IIDH	16.23%

194

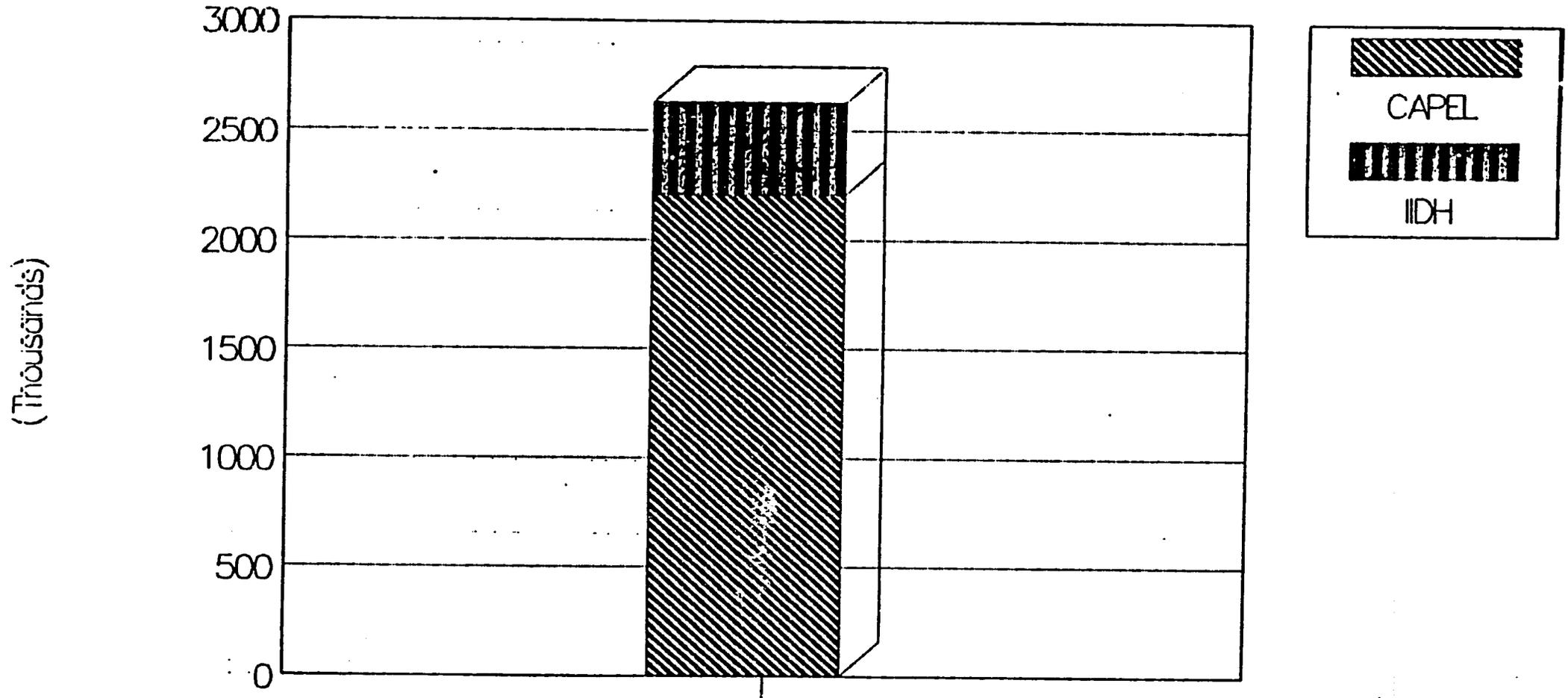
# AID INCOME

## AUGUST 86 (ACT) TO JULY 88 (FCST)



# AID INCOME

OCTOBER 87 (ACT) TO JULY 88 (FCST)



**APPENDIX C-3: IIDH BALANCE SHEET DATED JANUARY 31, 1988**

INSTITUTO INTERAMERICANO DE DERECHOS HUMANOS

BALANCE DE SITUACION AL 31 DE ENERO DE 1988

A C T I V O S		P A S I V O S	
<b>ACTIVO CIRCULANTE</b>		<b>IPASIVO CIRCULANTE</b>	
Caja	1,004.51	Ctas. a Pagar Comerciales	8,710.00
Bancos	216,518.92	Retenciones/Otras X Pagar	2,936.16
Cuentas Por Cobrar	17,351.41	Saldos Grants	195,442.32
Gastos Diferidos	6,863.48		
<b>TOTAL ACTIVO CIRCULANTE</b>	<b>241,738.32</b>	<b>TOTAL PASIVO CIRCULANTE</b>	<b>207,088.48</b>
<b>ACTIVO FIJO</b>		<b>IPASIVO FIJO</b>	
Mobiliario y Equipo	126,033.64	<b>IPATRIMONIO Y CAPITAL SOCIAL</b>	
Depreciacion Acumulada	(32,743.73) 93,289.91	Superavit Acumulado	(14,124.14)
Mejora Inmueble Alquilado	14,453.02	Superavit Capitalizado	162,360.69
Depreciacion Acumulada	(12,427.30) 2,025.72	Superavit por Capitalizar	
Biblioteca	15,429.69	del periodo	10,249.34
Depreciacion Acumulada	(4,029.57) 11,400.12		
Vehiculos	17,303.40		
Depreciacion Acumulada	(2,046.65) 15,256.75		
<b>TOTAL ACTIVO FIJO</b>	<b>121,972.50</b>	<b>TOTAL PATRIMONIO Y CAPITAL SOCIAL</b>	<b>158,485.89</b>
<b>OTROS ACTIVOS</b>			
DEPOSITOS EN GARANTIA	1,863.55		
<b>TOTAL DEL ACTIVO</b>	<b>US\$ 365,574.37</b>	<b>TOTAL PASIVO Y PATRIMONIO</b>	<b>US\$ 365,574.37</b>

INSTITUTO INTERAMERICANO DE DERECHOS HUMANOS

BALANCE DE COMPROBACION Y SALDOS AL 31 DE ENERO DE 1988

CAJA	1,004.51	
BANCOS	216,518.92	
CUENTAS POR COBRAR	17,351.41	
GASTOS DIFERIDOS	5,863.48	
MOBILIARIO Y EQUIPO	126,033.64	
MEJORA INMUEBLE ALQUILADO	14,453.02	
VEHICULOS	17,303.40	
BIBLIOTECA	15,459.69	
OTROS ACTIVOS	1,863.55	
DONACIONES Y APORTES		520,578.11
SUPERAVIT ACUMULADO		320,501.71
DEPRECIACION ACUMULADA		51,247.25
RETENCIONES/OTRAS X PAGAR		2,936.16
CTAS. A PAGAR COMERCIALES		8,710.00
OTROS PRODUCTOS		974.54
GASTOS ADMINISTRATIVOS	22,156.26	
GASTOS APLICADOS	465,969.89	
SUMAS IGUALES EN US\$.....	904,947.77	904,947.77

APPENDIX C-4: REPORT ON 1988 AUDIT BY PEAT, MARWICK, MITCHELL & CO.

9 de agosto de 1988

CONFIDENCIAL

Señora  
Lic. Sonia Picado, Directora Ejecutiva  
Instituto Interamericano de Derechos Humanos  
Presente

Estimados señores:

Hemos concluido el examen de los estados financieros del Instituto Interamericano de Derechos Humanos (IIDH) para los años terminados el 30 de setiembre de 1987 y de 1986 y hemos emitido nuestros dictámenes correspondientes, ambos con fecha 25 de marzo de 1988.

Como parte de nuestros exámenes, efectuamos un estudio y evaluación del sistema de control interno de contabilidad del Instituto en la medida que consideramos necesario para evaluar el sistema como lo requieren las normas de auditoría de aceptación general. El propósito del estudio y evaluación es determinar la naturaleza, oportunidad y alcance de los procedimientos de auditoría necesarios para expresar una opinión sobre los estados financieros. Nuestro estudio y evaluación es más limitado de lo que sería necesario para expresar una opinión sobre el sistema de control interno de contabilidad del Instituto.

La Dirección Ejecutiva del IIDH es responsable del establecimiento y mantenimiento de un sistema de control interno de contabilidad adecuado. Para cumplir con esta responsabilidad se requieren estimaciones y juicios por parte de la Dirección Ejecutiva para evaluar los beneficios esperados y los costos relacionados con los procedimientos de control. Los objetivos de un sistema de control interno son proveer a la Dirección Ejecutiva de seguridad razonable, aunque no absoluta, de que los activos están salvaguardados contra pérdidas derivadas del uso o de la disposición no autorizada de los mismos, de que la Dirección está administrando los convenios en cumplimiento con sus cláusulas y que las transacciones han sido efectuadas de acuerdo con la autorización de la Dirección Ejecutiva y registradas apropiadamente.

Señores

Lic. Sonia Picado, Directora Ejecutiva

- 2 -

9 de agosto de 1988

No obstante eso, debido a las limitaciones inherentes en todo sistema de control interno de contabilidad, pueden ocurrir errores o irregularidades sin ser detectados. Asimismo, la proyección de cualquier evaluación del sistema de control interno a períodos futuros está sujeta al riesgo de que los procedimientos se vuelvan inadecuados, debido a cambios en las condiciones o porque el grado de cumplimiento con los procedimientos establecidos se puede deteriorar.

Como resultado del trabajo realizado no se identificó la existencia de situaciones que, en nuestra opinión, pudieran representar una debilidad importante en el sistema de control interno de contabilidad. Esta información debe ser considerada conjuntamente con lo que se explico anteriormente donde se describe el propósito del estudio y evaluación del control interno de contabilidad como parte del examen de los estados financieros.

Aprovechamos la oportunidad para agradecer la cooperación y atenciones recibidas del personal del Instituto durante el desarrollo del trabajo. Si usted tuviera alguna pregunta sobre el contenido de esta carta, con gusto lo atenderemos a su solicitud.

Muy atentamente,

PEAT, MARWICK, MITCHELL & CO.

Lic. Fernando Castro, socio

gm

INSTITUTO INTERAMERICANO DE DERECHOS HUMANOS  
(Organización Internacional sin fines de lucro)

Detalle de las Transacciones de los Fondos Restringidos

Año terminado el 30 de setiembre de 1986

Descripción	Saldo del Fondo al inicio del año	Ingresos	Desembolsos Capitalizados	Gastos	Saldo del Fondo al final del año
<u>Aporte Agencia para el Desarrollo Internacional (AID)</u> Convenio LAC-0591-G-SS-2061 Convenio LAC-0591-G-SS-6065	\$ 24,455	24,288	-	48,647	96
	<u>24,455</u>	<u>300,000</u>	<u>2,526</u>	<u>70,060</u>	<u>227,414</u>
<u>Aporte Agencia para el Desarrollo Internacional (AID)</u> <u>- Centro Interamericano de Asesoría y Promoción Electoral (CAPEL)</u> Convenio-LAC-0591-G-SS-3068 Convenio LAC-0591-G-SS-6066	15,581	326,972	4,005	338,343	205
	<u>15,581</u>	<u>350,000</u>	<u>-</u>	<u>14,144</u>	<u>335,856</u>
<u>Aporte Fundación Ford</u> Convenio 820-0898 Convenio 820-0898-A	\$ 14,095	676,972	4,005	352,487	336,061
	<u>14,095</u>	<u>-</u>	<u>1,400</u>	<u>12,691</u>	<u>4</u>
<u>Aporte Instituto Jacobo Blaustein</u>	\$ 14,095	180,000	-	179,907	93
	<u>14,095</u>	<u>180,000</u>	<u>1,400</u>	<u>192,598</u>	<u>97</u>
<u>Aporte Fundación Friedrich Naumann</u>	\$ (1,960)	15,000	-	9,785	3,255
<u>Aporte Comité Internacional de la Cruz Roja</u>	\$ 57	63,821	583	76,785	(13,488)
	<u>(852)</u>	<u>1,230</u>	<u>-</u>	<u>5,322</u>	<u>(4,944)</u>
<u>Aporte - Instituto Latinoamericano de las Naciones Unidas para la prevención del delito y trato del delincuente (ILANUD)-Agencia para el Desarrollo Internacional (AID)</u>	\$ -	35,801	-	36,539	(738)
<u>Aporte - Fundación Ford-México</u>	\$ -	2,183	-	2,183	-
<u>Aporte - Fundación Friedrich Naumann-Publicaciones</u>	\$ -	3,000	-	7,000	(4,000)
<u>Aporte - Organización de las Naciones Unidas para la Educación Científica y Cultural (UNESCO) - Sede París</u>	\$ -	500	-	500	-
<u>Aporte - Instituto Latinoamericano de las Naciones Unidas para la prevención del delito y trato del delincuente (ILANUD) - Copatrocinio</u>	\$ -	59,170	-	59,170	-
Totales	\$ 52,376	1,361,965	8,514	861,074	543,753

Véase el informe de los Contadores Públicos que se acompaña.

Detalle de las Transacciones de los Fondos Restringidos

Año terminado el 30 de setiembre de 1987

<u>Descripción</u>	<u>Saldo del Fondo al inicio del año</u>	<u>Ingresos</u>	<u>Transferencia de fondos.</u>	<u>Egresos</u>	<u>Saldo del Fondo al final del año</u>
<u>Aporte Agencia para el Desarrollo Internacional (AID)</u> Convenio LAC-0591-G-SS-2061 Convenio LAC-0591-G-SS-6065	\$ 96 227.411 \$ 227.510	(96) 165.894 165.798	- (29.773) (29.773)	- (343.829) (343.829)	- 19.706 19.706
<u>Aporte Agencia para el Desarrollo Internacional (AID)- Centro Interamericano de Asesoría y Promoción Electoral (CAPEL)</u> Convenio LAC-0591-G-SS-3068 Convenio LAC-0591-G-SS-6066	\$ 205 335.856 \$ 336.061	- 150.977 150.977	- (12.769) (12.769)	- (352.422) (352.422)	205 121.622 121.847
<u>Aporte Fundación Ford</u> Convenio 820-0898 Convenio 820-0898-A Convenio 820-0898-B	\$ 4 93 - \$ 97	- - 235.000 235.000	- - - -	- - (172.451) (172.451)	4 93 62.549 62.646
<u>Aporte Instituto Jacobo Blaustein</u>	\$ 3.255	-	-	(126)	3.129
<u>Aporte Fundación Friedrich Naumann</u>	\$ (13.488)	172.185	(1.753)	(177.709)	(20.765)
<u>Aporte Comité Internacional de la Cruz Roja</u>	\$ (4.944)	4.581	360	3	-
<u>Aporte Instituto Latinoamericano de las Naciones Unidas para prevención del delito y trato del delincuente (ILANUD)- Agencia para el Desarrollo Internacional (AID)</u>	\$ (738)	22.619	-	(32.072)	(10.191)
<u>Aporte Fundación Nauman-Publicaciones</u>	\$ (4.000)	4.000	-	-	-
<u>Aporte Organización de las Naciones Unidas para la Edu- cación científica y cultural (UNESCO)- Sede París</u>	\$ -	2.000	-	(2.000)	-
<u>Aporte Centro Internacional para el Desarrollo y la Investigación</u> Convenio 3-P-86-0110	\$ -	26.516	-	(12.944)	13.572
<u>Aporte Agencia para el Desarrollo Internacional (AID)- Centro Interamericano de Asesoría y Promoción Electoral (CAPEL)-Baif-Programa de Fortalecimiento Cívico en Haití</u> Convenio 521-0209-A-00-7076-00	\$ -	13.900	-	(33.885)	(19.985)
<u>Aporte Comisión de Desarrollo Internacional (A.C.D.I.) Derecho Agrario</u> Convenio 337-60/J181-2	\$ -	20.677	-	(18.371)	2.306
<b>Totales</b>	\$ 543.753	818.253	(43.935)	(1.145.806)	172.265

Véase el informe de los contadores públicos que se acompaña.

**APPENDIX D: LIST OF PARTICIPANTS ATTENDING 1987  
INTER-AMERICAN ELECTION COURSE**

**CAPEL**

**CENTRO INTERAMERICANO DE ASESORIA Y PROMOCION ELECTORAL**

**INSTITUTO INTERAMERICANO DE DERECHOS HUMANOS**

**PRIMER CURSO ANUAL INTERAMERICANO DE ELECCIONES**

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- 13 -

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Director General de Sistemas Electorales  
Consejo Supremo Electoral  
Centro Simón Bolívar  
Esquina de Pajarito  
Caracas, Venezuela

Alberto Silva  
Director General de Sistemas Electorales  
Consejo Supremo Electoral  
Centro Simón Bolívar  
Esquina de Pajarito  
Caracas, Venezuela

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**APPENDIX E: HUMAN RIGHTS EDUCATION PROJECT ACTIVITIES**

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**APPENDIX E-1: HIGHLIGHTS OF ACTIVITIES**

## Highlights of Activities

### Costa Rica

In December 1984, the government of Costa Rica and the Institute signed a cooperative agreement to formalize the effort of the Ministry of Public Education to incorporate in a systematic manner the teaching of human rights in the educational curriculum of primary and secondary schools. A working committee with representatives from the Ministry of Public Education and the Institute organized the effort. The result of three years of activity is a scope and sequence chart which outlines the instructional goals, objectives and expected outcomes related to four basic values of freedom, justice, dignity and community relations from the pre-school to the secondary school level. The principles and values about human rights included in the curriculum are based on the Universal Declaration of Human Rights and social traditions of Costa Rica. See Appendix I-6 for copy of scope and sequence chart.

Over sixteen seminars, workshops and meetings have been held since March 1985 with teachers, directors, ministry-level advisors, supervisors, heads of school units and regional directors to discuss and develop concepts in the scope and sequence chart to prepare for their inclusion in the classroom. Over 560 individuals have participated in these activities through December 1987. See Appendix I-4 for list of workshops.

In 1988, over 300 teachers have attended workshops in Cartago and Puntarenas to study the scope and sequence chart and plan activities to include the teaching of the objectives in their classrooms in the coming year. Supervisors will visit the classes of the teachers to observe their work and to evaluate progress. The workshop will be replicated in other regions of the country with the goal that objectives and teaching of human rights as presented in the scope and sequence chart will be integrated in the entire Costa Rican school system in the coming years.

The seminars included opportunities for small and large group work, in lecture and study group format, and allowed participants to develop individual plans of action on how they intend to incorporate the objectives of the curriculum in their classroom teaching. The seminars also reinforced the fundamental theory of human rights using the Universal Declaration of Human Rights as the principal working document. Lectures on human rights provided by lawyers and educators associated with the project included topics on the historical and philosophical foundations of human rights, and systems for the national and international protection of human rights. Each workshop was formally evaluated by the participants with analysis conducted by the evaluation division of the Ministry of Public Education. See Appendix I-7 for seminar schedule and instructional module used during the seminar.

## Argentina

Initial attempts to work with governmental agencies in Argentina were not successful, causing the project team to contact a number of professionals with a background in the human rights field to develop a support group that could carry out activities in-country. The support group decided that as its initial activity it would prepare papers on human rights to be used in future training seminars.

The May 1987 Buenos Aires seminar became the forum for presenting the papers and for structuring activities in the coming years. The papers presented are being compiled into a single publication that will serve as a useful document for future activities. During the seminar, the group decided to work with primary, secondary, tertiary (university and non-university) levels, to form interdisciplinary groups in Buenos Aires, Cordoba and San Luis, and to target educational authorities in La Rioja, Rosario, Buenos Aires and San Luis. The group also set the goal of systematizing information on human rights written in the past by work group and non-work group members and presenting it in documents that can be used in future training and promotion activities.

Training seminars on the teaching of human rights have been designed for primary and middle school educators in Rosario and Cordoba. The seminars have been cosponsored by regional teachers associations, teacher training centers, centers for the study of social sciences and education. The objectives of the seminars are to open discussion about the inclusion of human rights in the formal education sector, to link the study of human rights with the needs of the community, to incorporate a participative methodology in the study of human rights, to utilize and interdisciplinary approach in the teaching of human rights, to become knowledgeable about basic human rights documents, and to sensitize the community about human rights so that individuals can become more active members of the community in which they live.

The goal of the support groups is to eventually insert the themes of human rights in the curriculum of the primary and middle schools and to adapt an appropriate methodology to the teaching of human rights which is based on an interdisciplinary approach.

## BRAZIL

Project activity in Brazil began in February 1986 when representatives of the Institute met with their contacts, who were graduates of the Interdisciplinary Course, at the Catholic University's Department of Juridical Sciences in Rio de Janeiro. Initially, attempts were made to work with the Ministry of Justice and the state of Rio de Janeiro in planning future activities. However, due to the government's sensitivity about

human rights and the occurrence of local elections the initial attempts did not result in any project work and the team focused instead on other avenues for developing working relationships.

In November 1986, a number of interested individuals who either had direct contact with the Institute in the past or knew others who did held a preparatory level seminar to plan activities for the future. Participants from support groups in Rio de Janeiro, Sao Paulo, Recife, Olinda and Joao Pessoa attended and set the following priorities: to produce informational material on the subject of human rights in Portuguese that will serve as a base for future seminar activity and to maintain integration of support groups in seminars, courses and events in the future. During the seminar, initial contact was made with the Secretary for education in the Prefecture of Recife which ultimately resulted in the joint development of a training seminar for educators in 1987.

In January of 1987, a second planning seminar was held in Petropolis to establish programming priorities for 1987. Support group members from the Catholic University, State University of Rio De Janeiro, Federal University of Paraiba, GAJOP in Olinda and the Commission on Justice and Peace from Sao Paulo attended. The group decided to: publish a book about human rights for the tertiary level, publish newsletters with information about project activities in Brazil on a semester basis, organize a seminar in May on the role of the university in the teaching of human rights and to provide on-going assistance and support to one another.

Some of the accomplishments for 1987 included cross communication about the project through meetings and correspondence with support groups in Uruguay and Argentina as well as within Brazil, publication of the newsletter, substantial progress on publication of the book, holding of the seminar in May, initiation of new contacts with professors at the University of Caxias in Rio Grande do Sul to discuss opportunities for joint work with the project.

In September 1987 a number of seminars and courses took place in the northeastern and southern regions of the country and new contacts to discuss joint activity with the project made.

- Interdisciplinary seminar on the University and Human Rights (University Federal da Paraiba)
- Course on Human Rights and Social Reality (GAJOP/Olinda)
- Conference on Human Rights and the formation of Professional Rights (Federal University of Paraiba)
- Seminar with community schools in Recife cosponsored by the Secretary of Education in Pernambuco, and the

Secretary of Education and Culture in the City of Recife.

- Seminar on violence, citizenship and social control (University of Caxias in Reio Grande do Sul)
- Seminar on Education and Human Rights (Commission on Peace and Justice)
- Meeting of members of Juricial movement and Human Rights in Rio Grande do Sul.
- Initial contact with Municipal secretary of Education and Municipal Secretary of Social Development in the state of Rio de Janeiro.
- Work meeting with the Municipal Secretary of Education in Recife, the Secretary on Juridicial Matters in Recife and Secretary of Education in the State of Pernambuco.

The Seminar with community schools in Recife was one of the largest with 500 participants. School directors, administrators and regional directors attended the seminar to discuss the topic of human rights and the achievement of a collective citizenry through the schools. The objectives of the seminar were to examine and reflect on the ideological content of human rights with a focus on transforming it into a practical pedagogy applicable to the schools. to define future directions through the development of individual proposals during small group sessions on the achievement of a collective citizenry, and an analysis of pedagogical issues for enhancing the achievement of human rights through education.

In 1988, plans for continuation of seminar activity with existing support groups and definition of future activities with new contacts as a result of activity in 1987 are in the proces of being implemented.

**APPENDIX E-2: TABLES AND GRAPHS INDICATING LEVEL OF ACTIVITY**

TABLES AND GRAPHS INDICATING LEVEL OF ACTIVITY

PARTICIPANTES POR PAIS  
PROYECCION - 1988

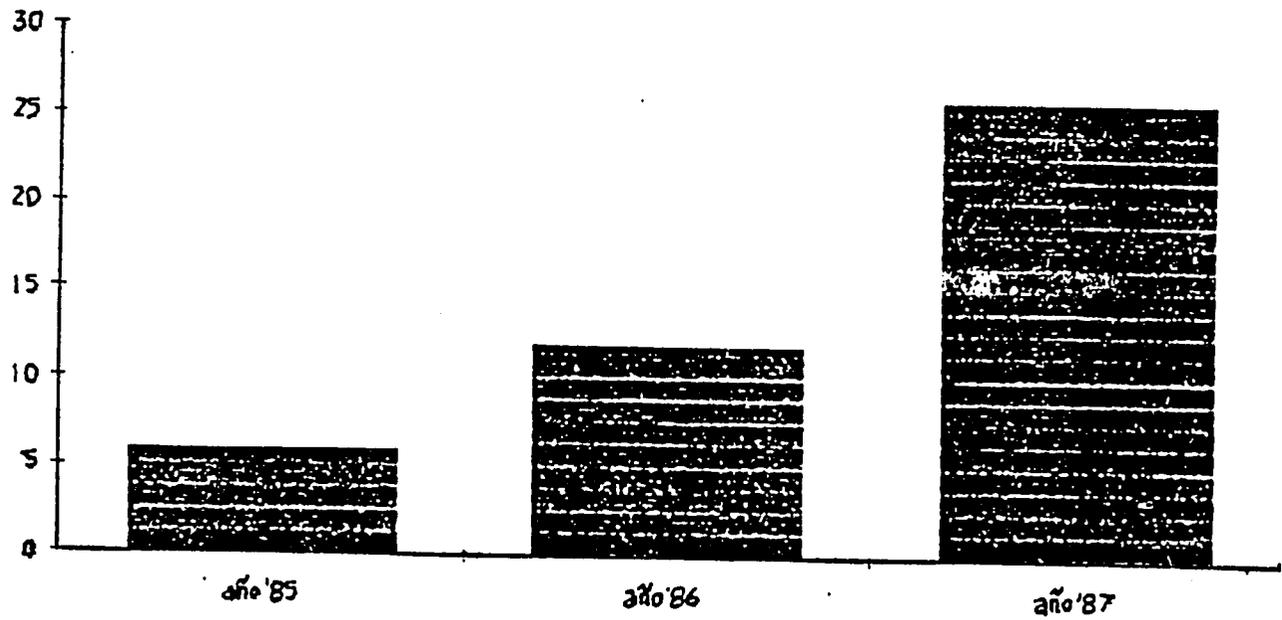
PAIS	A#0			
	1985	1986	1987	1988
COSTA RICA	167	139	300	900
PANAMA	14	89	0	267
URUGUAY	0	260	150	468
ARGENTINA	0	32	304	912
BRASIL	0	22	1059	3177
TOTAL	181	542	1819	5724

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PROYECTO EDUCACION Y DERECHOS HUMANOS

TABLES AND GRAPHS INDICATING LEVEL OF ACTIVITY

Total de Seminarios



**APPENDIX F: INTERDISCIPLINARY AND SPECIALIZED COURSES**

**APPENDIX F-1: INTERDISCIPLINARY COURSE LIST OF PARTICIPANTS  
FOR 1986 AND 1987**

INSTITUTO INTERAMERICANO DE DERECHOS HUMANOS  
V CURSO INTERDISCIPLINARIO EN DERECHOS HUMANOS

LISTA DE PARTICIPANTES POR PROFESION

C - Comisiones  
U - Universidades  
E - Educación  
G - Gobierno  
AP - Abogados part.  
GI - Grupos Indígenas  
OI - Organización Inter.  
ME - Cancillería  
J - Jueces  
UP - Profesor Univ.

PAIS	Nº PART.										
		C	G	ME	U	AP	J	E	GI	UP	OI
Argentina	8	1	3	-	-	1	2	2	-	-	-
Belice	1	1	-	-	-	-	-	-	-	-	-
Bolivia	4	3	-	-	1	-	-	-	-	-	-
Brasil	5	2	-	-	-	-	-	2	1	1	-
Colombia	4	1	2	-	-	-	-	-	-	1	-
Costa Rica	28	3	3	2	17	-	1	1	-	1	2
Chile	5	2	1	1	1	1	-	-	-	-	-
Ecuador	3	1	1	-	-	-	-	-	1	-	1
El Salvador	7	4	2	1	-	1	-	-	-	-	-
Estados Unidos	3	1	-	-	2	-	-	-	-	-	-
Guatemala	4	1	1	-	1	1	-	-	-	-	-
Haití	2	1	1	1	-	-	-	-	-	-	-
Honduras	4	3	1	1	-	-	-	-	-	-	-
México	4	3	-	-	-	1	-	-	-	1	-
Nicaragua	5	3	2	1	-	-	-	-	1	-	-
Panamá	3	-	-	-	-	-	-	-	-	3	-
Paraguay	-	-	-	-	-	-	-	-	-	-	-
Perú	8	3	2	-	-	-	1	-	1	1	-
Rep. Dominicana	2	-	-	-	-	1	-	-	-	1	-
Uruguay	6	1	1	1	-	-	1	2	-	1	-
Venezuela	5	-	2	1	2	-	-	-	-	1	-
Otros (Italia)	1	-	-	-	-	-	-	-	-	-	1
<b>TOTAL</b>	<u>112</u>	<u>34</u>	<u>22</u>	<u>9</u>	<u>24</u>	<u>6</u>	<u>5</u>	<u>7</u>	<u>4</u>	<u>11</u>	<u>4</u>
	100%	30%	20%	8%	21%	5%	4%	6%	4%	10%	4%

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Set. 87

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INSTITUTO INTERAMERICANO DE DERECHOS HUMANOS  
V CURSO INTERDISCIPLINARIO EN DERECHOS HUMANOS

NUMERO DE SOLICITUDES RECIBIDAS

<u>PAIS</u>	<u>NUMERO SOLICITUDES</u>	<u>NUMERO PARTICIPANTES</u>	<u>PORCENTAJE</u>
Argentina	38	8	21
Belice	1	1	100
Bolivia	22	4	18
Brasil	28	5	18
Colombia	21	4	19
Costa Rica	37	28*	76
Chile	18	5	28
Ecuador	11	3	27
El Salvador	14	7	50
Estados Unidos	7	3	43
Guatemala	18	4	22
Haití	2	2	100
Honduras	16	4	25
México	19	4	21
Nicaragua	16	5	31
Panamá	10	3	30
Paraguay	2	-	-
Perú	36	8	22
República Dominicana	11	2	18
Uruguay	28	6	21
Venezuela	15	5	33
Otros	<u>6</u>	<u>1</u>	<u>17</u>
TOTAL	<u>376</u>	<u>112</u>	<u>30</u>

IV INTERDISCIPLINARY HUMAN RIGHTS COURSE

LIST OF PARTICIPANTS PER OCCUPATION - 1986

- A- REPRESENTATIVES OF HUMAN RIGHTS ORGANIZATIONS  
 B- PUBLIC OFFICIALS (MINISTRIES OF JUSTICE, FOREIGN AFFAIRS, EDUCATION AND LABOR)  
 C- LAWYERS AND JUDGES  
 D- SOCIAL AND POLITICAL SCIENTISTS  
 E- OTHER (POST GRADUATE STUDENTS)

<u>COUNTRY</u>	<u>A</u>	<u>B</u>	<u>C</u>	<u>D</u>	<u>E</u>	<u>TOTAL</u>
Argentina	3	6		1		10
Austria					1	1
Bolivia	2					2
Brazil		1	2			3
Canada	1					1
Colombia		1	4	2		7
Costa Rica	8	7	2	1	18*	36
Chile	4					4
Ecuador	1		1	2		4
El Salvador	6	2		1	1	10
United States	1		1	5		7
France	1					1
Guatemala	4	1		2		7
Holand	1					1
Honduras	3	1		1	1	6
Mexico	5	1	1	3		10
Nicaragua	1	1		3	2	7
Panama	1			4	1	6
Peru	5	5	2	1		13
Dominican Republic	1			2	3	6
Uruguay	2	2	5	1		10
Venezuela	1	2		1	1	5
	<u>51</u>	<u>30</u>	<u>18</u>	<u>30</u>	<u>28</u>	<u>157</u>

\* Post graduate students, Law Faculty, University of Costa Rica.

IV INTERDISCIPLINARY HUMAN RIGHTS COURSE

REQUESTS RECEIVED PER COUNTRY - 1986

<u>COUNTRY</u>	<u>PARTICIPANTS</u>	<u>NOT ACCEPTED</u>	<u>TOTAL</u>
Argentina	10	30	40
Austria	1	0	1
Bolivia	2	33	35
Brazil	3	22	25
Canada	1	0	1
Colombia	7	22	29
Costa Rica	36	12	48
Chile	4	18	22
Cuba	0	1	1
Ecuador	4	11	15
El Salvador	10	6	16
United States	7	2	9
France	1	0	1
Guatemala	7	39	46
Holand	1	0	1
Honduras	6	15	21
Mexico	10	50	60
Nicaragua	7	9	16
Panama	6	9	15
Peru	13	14	27
Dominican Republic	6	12	18
Uruguay	10	21	31
Venezuela	5	18	23
Residents	0	5	5
United Nations	<u>0</u>	<u>9</u>	<u>9</u>
<b>TOTAL</b>	<b><u>157</u></b>	<b><u>358</u></b>	<b><u>515</u></b>

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**APPENDIX F-2: V INTERDISCIPLINARY COURSE SCHEDULE**

## V CURSO INTERDISCIPLINARIO EN DERECHOS HUMANOS

HORA		LUNES 17	MARTES 18	MIÉRCOLES 19	JUEVES 20	VIERNES 21
9:00 - 10:30		8:30 a 9:30 <i>Inscripción</i> 9:00 - 9:30 <i>Presentación IIDH</i>	<i>Problemas Relativos a la Protección de los Derechos Humanos</i> Genaro Carrío'	<i>Los Derechos Humanos en el Sistema Regional Americano</i> Pedro Nikken	<i>Los Recursos Constitucionales en la Protección de los Derechos Humanos</i> Alejandro González	<i>La Protección de los Derechos Humanos en los Estados de Emergencia</i> Diego García Sayán
10:30-11:00	PAUSA					
11:30-12:30		<i>Derechos Políticos Elecciones y Democracia</i> Jorge Mario García La guardia	<i>Los Derechos Humanos en el Sistema de Protección Universal</i> Héctor Gros Espiell I	<i>La Comisión Interamericana de Derechos Humanos</i> Marco Tulio Bruni Celii	<i>El Papel de las Organizaciones No Gubernamentales</i> José Zalaquett	<i>Educación y Derechos Humanos</i> Dalmo Dallari
12:30-14:00	ALMUERZO					
14:00 - 15:30		14:30 <i>Transporte</i>	14:00 - 15:00 Héctor Gros Espiell II	<i>La Corte Interamericana de Derechos Humanos</i> Héctor Gros Espiell Pedro Nikken Rodolfo Piza Escalante	<i>Una Perspectiva de Cambio Social en América Latina: La Educación en los Derechos Humanos</i> Hugo Frühling	Talleres
			15:00-15:30 <i>Presentación de Talleres</i>			
15:30-16:00	PAUSA					
16:00 - 18:00		17:00 <i>Acto Inaugural PLAZA DE LA JUSTICIA</i>	<i>Organización de los Talleres:</i> - <i>Protección Internacional</i> - <i>Educación</i> - <i>Administración de Justicia</i> - <i>Derechos económicos y sociales</i> - <i>Comisiones y Grupos de Derechos Humanos</i> - <i>Derechos Humanos y no Discriminación</i>	<i>Grupos de Estudio</i>	<i>Talleres</i>	<i>Talleres</i>
18:00						

## V CURSO INTERDISCIPLINARIO EN DERECHOS HUMANOS

HORA		LUNES 24	MARTES 25	MIÉRCOLES 26	JUEVES 27	VIERNES 28
9:00 - 10:30		<i>Introducción al Derecho Internacional Humanitario</i> CICR Christophe Swinarski I	<i>Derechos Humanos y Cambio Social</i> Sonia Picado Sotela	<i>Problemas en la Protección de los Refugiados en América Latina</i> Leonardo Franco	<i>Minorías Incógnitas y Derechos Humanos</i> Rodolfo Stavenhagen	<i>Derecho al Desarrollo</i> Juan Alvarez Vita
10:30-11:00	PAUSA					
11:00-12:30		CICR Christophe Swinarski II	<i>Los Nuevos Derechos Económicos</i> Enrique Vázquez	<i>EL Papel de Amnistía Internacional en las Américas</i> Javier Zúñiga	<i>Derecho Penal y Derechos Humanos</i> Raúl Zaffaroni	<i>Paz y Derechos Humanos</i> Celestino del Arenal
12:30-14:00	ALMUERZO					
14:00 - 15:30		14:00-15:00 <i>Continuación del tema CICR</i>	<i>Talleres</i>	<i>Talleres</i>	<i>Grupos de Estudio</i> R. Zaffaroni R. Stavenhagen J. Zúñiga L. Franco	12:30 ACTO DE CLAUSURA
15:30-16:00	PAUSA					
16:00 - 18:00		15:30 - 18:00 <i>Estudio de casos CICR</i>	<i>Talleres</i>	<i>Plenario General de Talleres</i>	<i>Evaluación</i>	
18:00						

**APPENDIX F-3: 1988 SCHEDULE OF TRAINING ACTIVITIES**

**INSTITUTO INTERAMERICANO DE DERECHOS HUMANOS**  
**Cronograma de Actividades**  
**1988**

ENERO	FEBRERO	MARZO	ABRIL	MAYO	JUNIO	JULIO	AGOSTO	SEPTIEMBRE	OCTUBRE	NOVIEMBRE	DECIEMBRE
Reunión del Consejo Directivo IIDH(23-24)	Reunión de seguimiento del Seminario sobre Independencia de Jueces y Abogados(1-3) San José. (Comisión Internacional de Juristas)	Seminario/Taller en Brasil de Educación (Neumann) Recife, del 6 al 11 Río Grande do Sul(11-20) Porto Alegre(21-27)	Seminario/Taller en Montevideo, Uruguay(4-14) (Neumann)	Curso Especializado en D.H para abogados a nivel regional (11-14) San José (Gobierno de Holanda)	Reunión de Diagnóstico relativo al Programa de Capacitación y Asesoramiento de Funcionarios de Ministerios de Relaciones Exteriores de A.L. en Costa Rica (CIDA/Canadá)	Seminario Preparatorio en Derechos Humanos (Agos. 22 a Set. 2) San José, C.R.	VI Curso Interdisciplinario en Derechos Humanos (Agos. 22 a Set. 2) San José, C.R.	Seminario Evaluativo del Proyecto Derechos Penales y Derechos Humanos a cargo del Dr. Raul Zaffaroni en Montevideo. (AID)	Seminario sobre el Protocolo Adicional sobre Derechos Económicos, Sociales y Culturales, en Venezuela (AID)	Seminario/Taller en Costa Rica de Educación(14-17) (Neumann)	Informe Final del IIDH
	Curso/Taller en D.H para ONG. Guatemala (12-14) (Ford)	Curso/Taller Elemental para defensores de D.H de ONG en la C.A.S. Atlántica, Nicaragua el 26 (Gov. de Holanda)	I Curso de capacitación en D.H para funcionarios policiales, (6-8) San José Ministerios de Gobernación y Seguridad Pública)	Seminario/Taller en Costa Rica de Educación (Neumann) Río(6-11) San Paulo(12-17) Atlántica (26-28)	Seminario/Taller en Brasil de Educación (Neumann) Rio(6-11) Sao Paulo(12-17)	Seminario Comemorativo del 10 Aniversario de la entrada en vigor de la Convención Americana sobre D.H. en San José.	Seminario/Taller en Panamá de Educación(18-23) (Neumann)	Seminario/Taller en Montevideo de Educación(15-22) (Neumann)	Curso para jueces y abogados en Venezuela (AID)	Seminario sobre D.H a nivel general para abogados y estudiantes de ONG(14-17)Paraná (Ford)	Reunión de Expertos del Proyecto "Los Partidos Políticos y la Transición a la Democracia en C.A."
	Seminario de D.H para Abogados en Honduras (15-17) (Ford)	Seminario/Taller en Argentina de Educación(Neumann) Buenos Aires (4-7) San Luis (11-14)	Curso/Taller D.H para Abogados y Conferencia Bibliográfica sobre D.H (11-13)	Reunión de seguimiento a los Seminarios de Perú sobre Derecho Agrario y Derecho Humano del 25 al 27 en San José	Seminario/Taller en Argentina de Educación (Neumann) Rosario(19-23) La Rioja(24-30)	Observación de campo de la labor de ONG D.H (21-24) Nicaragua (Ford)	Seminario/Taller en Argentina de Educación(Neumann) Buenos Aires (11-16)Avellaneda (Aveilaneda) Córdoba(18-24)	Seminario/Taller en Montevideo de Educación(11-22)(Neumann)	Reunión de consulta representantes de ONG indígenas sobre D.H a nivel regional C.A (14-19) (Ford)	Seminario sobre D.H para abogados y Conferencia Pública sobre D.H(19-21) Nicaragua. (Ford)	
	Visita de campo con Buzorro Jurídico del Progreso a la Región del Yoro, en Honduras (18-20) (Ford)	Curso/Taller D.H para abogados y estudiantes de D.H sobre ONG. (22-24) Paraná (Ford)	Curso/Taller para miembros de ONG de D.H de Belice(27-28) Belice. (Ford)	Curso/Taller para abogados y estudiantes de D.H sobre ONG. (22-24) Paraná (Ford)	Congreso Comemorativo del 40 Aniversario de la Declaración Americana (29-30) Bogotá (AID)	Seminario sobre la aplicación de la Convención Americana de D.H en el Caribe.(25-28) Trinidad y Tobago	Seminario sobre D.H para abogados y Conferencia Pública sobre D.H(19-21) Nicaragua. (Ford)	Seminario sobre Iglesias, D.H y Procesos Políticos. (26-30)México (Ford)			
Boletín IIDH No.12	Boletín Informativo No.12	Revista IIDH No.6	La Protección de los Derechos Humanos en el Sistema Americano. Dr. Rafael Nieto Navia. Boletín Informativo No.13	La Protección Jurídica Internacional de la persona humana en las situaciones de disturbios y tensiones internas. CICR - UNHCR - IIDH	Actualización manual de recopilación sobre el Sistema Regional Americano.	Boletín Informativo No. 14	Revista IIDH No.7 Manual de Sexto Curso Interdisciplinario IIDH	Estudio de Derechos Humanos II. Libro sobre la Declaración Americana. Lippell	Boletín Informativo No.13 Libro sobre la Declaración Americana. Obra colectiva.	Libro sobre La Convención Americana de Derechos Humanos. Obra Colectiva.	

**APPENDIX G: CAPEL**

**APPENDIX G-1: CAPEL PROGRAM SCHEDULE FOR 1987**

I.- EXPERT'S TECHNICAL , ELECTORAL ASSISTANCE  
( February 1st. of 1987 - January 31 of 1988 )

COUNTRY	MISSIONS OBJECTIVE	EXPERTS THAT PARTICIPATED	PETITIONER INSTITUTION	DATE
Guatemala	Evaluation of the project for the implementation of an electoral identity card.	Rafael Villegas(Costa Rica) Roberto Chang (Venezuela) Alberto Silva( Venezuela)	Supreme Electoral Tribunal	16 -21 January 1987
El Salvador	Evaluation of the project for the creation of the Electoral Registry.	Rafael Villegas(Costa Rica) Roberto Chang (Venezuela) Alberto Silva (Venezuela)	Central Electoral Council	August-September 1987
Guatemala	Electoral Training Program-Municipal Elections 1988	Fernando Bonilla(Guatemala) John Schwank(Guatemala) Arturo Herbruger(Guatemala) Jorge Mario García Laguardia(CAPEL)	Supreme Electoral Tribunal	Second Semester 1987

II. - RESEARCH ACTIVITIES  
( February 1 st. of 1987 - January 31 of 1988 )

RESEARCH PROJECT	RESEARCHES	INVITED INSTITUTIONS	PUBLICATIONS
Direct Elections in Regional Parliaments	Milos Alcalay Julio Sánchez Jorge Londoño Augusto Hernández(Colombia) Rubén Sánchez José Luis Cruz(Guatemala) Héctor Rosada(Guatemala) Luis Castillo(Guatemala) Carlos Meléndez(Costa Rica)	Andean Parliament	The Elections in Regional Parliaments ( book ).
Electoral Legislation, Political Parties and Elections in (1889-1987)	Orlando Salazar( Costa Rica) Jorge Mario Salazar(Costa Rica)	School of History of the University of Costa Rica	Electoral Legislation, Political Parties and Elections in Costa Rica 1889 - 1987 ( book)
Latinoamerican Bibliography of Politics and Political Parties	Alejandro Witker ( Chile )		Latin American Bibliography of Politics and Political Parties

RESEARCH PROJECT	RESEARCHES	INVITED INSTITUTIONS	PUBLICATIONS
Electoral Dictionary	Walter Antillón(Costa Rica) Manuel Aragón(España) Luis Arturo Archila(Guatemala) Jorge Arias de Blois(Guatemala) Ignacio Astarloa Huarte-Mendicoa(España) Francisco Berlín Valenzuela(México) Germán Bidart Campos (Argentina) Julio Brea Franco (República Dominicana) Nelson Buttén Varona (República Dominicana) Julio Genaro Campillo Pérez(República Dominicana) Luis Castillo Ralda(Costa Rica) José Cazorla Pérez(España) Luis María Cazorla Prieto(España) Francisco Cumplido Cereceda( Chile) Roberto Chang Mota( Venezuela) Rosario Espinal (República Dominicana) Mario Fernández Baeza( Chile) Francisco Fernández Segado( España) Juan Ferrando Badía( España) Fernando Flores García( México) Rolando Franco ( Uruguay) Larry Garber ( E.E.U.U.) Domingo García Belaúnde( Perú ) Jorge Mario García Laguardia( Guatemala) Juan Carlos González Hernández( España ) Octavio Felipe González Roura ( Argentina) Carlos José Gutiérrez (Costa Rica ) Augusto Hernández Becerra( Colombia) Rubén Hernández Valle( Costa Rica ) Manuel Jiménez de Parga( España) César R. Landa Arroyo( Perú ) José Enrique Molina( Venezuela) Julián Morales Navarro(España) José Luis Ruiz Navarro-Pinar(España) Humberto Nogueira Alcalá( Chile ) Dieter Nohlen (Alemania) Jorge Horacio Otazo Piñero(Argentina) Juan Kial( Uruguay ) Eustenia R. Linares ( Venezuela ) Héctor R. Linares ( Venezuela ) Luis R. Linares ( Venezuela ) Luis R. Linares ( Venezuela ) Luis R. Linares ( Venezuela )		Encyclopedic Electoral Dictionary( book )

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RESEARCH PROJECT

RESEARCHES

INVITED INSTITUTIONS

PUBLICATIONS

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Luis Sánchez Agesta (España)  
Santiago Sánchez González (España)  
Fernando Santaolalla López (España)  
Constantino Urcuyo (Costa Rica)  
Jorge Reinaldo Vanossi (Argentina)  
Rafael Villegas Antillón (Costa Rica)  
F. Clifton White (E.E.U.U.)  
Manuel Barquín (México)  
Mariano Fiallos Oyangueren (Nicaragua)  
Orlando Tovar (Venezuela)  
Pedro de Vega (España)  
Humberto Njaím (Venezuela)  
Carlos Fayt (Argentina)

III. PROMOTIONAL ACTIVITIES

( February 1 1987 - January 31 1988 ) -

<u>Activity</u>	<u>Co-Sponsoring Activity</u>	<u>City</u>	<u>Date</u>
Annual meeting Advisory Council CAPEL		CAPEL's headquartes	february 8, 1987
Presentation and round table on CAPEL's Booklet #18 The Suprem Electoral Tribunal and the Civil Registry of Costa Rica		CAPEL's headquartes	July 31, 1987
Presentation and round table of Book: The Electoral Reform in Latin America: Six contribution to the debate		CAPEL's Headquarres	September 31, 1987
Conference on Spanish Constitutional jurisdiction		CAPEL's Headquartes	October 10, 1987
Second Conference of the Asociation of Eelctoral Organism of Central America and the Caribbean	Central Electoral Board of the Dominican Republic	Santo Domingo, Dominican Republic	November 23-26, 1987

IV. TRAINING AND EDUCATION ACTIVITIES  
(February 1, 1987 - January 31, 1988 )

Activity	Co-Sponsoring Institutions	CAPEL Experts that participated	City	Date
Seminar on the reform of the Electoral Law and of political parties of Guatemala	Congress of the Republic Supreme Electoral Tribunal Constitutional Court	Carlos Restrepo (Colombia)	Guatemala	July 1,2,3 1987
1 Inter-American Annual Course on Elections		<u>1. Professors</u> Manuel Aragón (España) Julio Brea (República Dominicana) Roberto Chang Mota (Venezuela) Alberto Silva (Venezuela) Mario Fernández (Chile) Larry Garber (E.E.U.U.) Jorge Madrazo (México) Ernesto Monteleagre (Costa Rica) Dieter Nohlen (Alemania) Daniel Sabsay (Argentina) Rafael Villegas (Costa Rica)	San José, Costa Rica	September 21 25 1987
		<u>2. Participants</u> Keithly Hill (Antigua y Barbuda) Christopher O'Mard M.A. (Antigua y Barbuda) Colvin Sobers (Antigua y Barbuda) Octavio F. González (Argentina) Jorge Horacio Otaño P. (Argentina) Jose Julio Dos Reis (Brasil) María Teresa Sadek (Brasil) Mauro Cuéllar C. (Bolivia) José Luis Aramburo (Colombia) Mario Alberto Hidalgo Vega (Costa Rica) Ricardo Agüero Salazar (Costa Rica) Gerardo Quirós Jiménez (Costa Rica) Francisco Rodríguez Siles (Costa Rica) Clara Isabel Vega Rodríguez (Costa Rica) Cristina Equzabal (Costa Rica) Andrés Araya Montezuma (Costa Rica) Jorge Cáceres Prendas (Costa Rica)		

V. ELECTION OBSERVER MISSIONS  
( February 1, 1987 - January 31, 1988 )

Country	Type of Election	Observers	Date
Costa Rica	Constitutional Referendum	<u>Constantino Urcuyo</u> Costa Rican Political Scientist CIAPA Research	March 29, 1987
		<u>Francisco Way</u> Former Vice Minister of Culture of Guatemala	
		<u>Dr. Jorge Mario García Laguardia</u> CAPEL's Executive Director	
Costa Rica	Presidential and Parliamentary	<u>Lic. Gonzalo Brenes</u> President of the Supreme Electoral Tribunal of Costa Rica	November 29, 1987
		<u>Dr. Mario Samayoa</u> President of the Supreme Council of El Salvador	
		<u>Dr. Octavio F. González</u> Juridical Secretary National Electoral Chamber of Argentina	
		<u>Dr. Jorge Mario García Laguardia</u> CAPEL's Executive Director	

VI PUBLICATIONS

(February 1st., 1986 - January 31st., 1987)

	AUTHOR	TITLE	IN CO-EDITION WITH:
<u>CAPEL BOOKLETS</u>			
16	Domingo García Belaunde	A Democracy in Transition (The Peruvian Elections of 1985)	
17	Carlos Escobar Armas	The Guatemalan Electoral and Political Parties Law of 1985 (Suffrage and Democracy)	
18	Rafael Villegas Antillón	The Supreme Electoral Tribunal and the Civil Registry of Costa Rica (Judicial-Structural and Technical Analysis)	
19	Julio Brea Franco	Administration and Elections. The Dominican Experience, 1986	
20	Rolando Franco	Electoral Systems and their Political Impact	
21	Marcos Kaplan	Democratization, National Development and Regional Integration in Latin America	
22	Manuel Barquín	The 1986-1987 Electoral Reform in Mexico. Retrospective and Analysis	
23	Thomas Buergenthal Jorge Mario García Laguardia Rodolfo Piza Rocafort	The North American Constitution and its' influence on Latin America (200 years 1787-1987)	
24	Jorge Mario García Laguardia Carlos Meléndez Chaverri Marina Volio	The Cadiz Constitution and its' influence in America (175 years 1812-1987)	
<u>BOOKS</u>			
	Dieter Nohlen	Electoral Reform in Latin America. Six Contributions to the Debate	
	Rosario Espinal	Authoritarianism and Democracy in Dominican Politics	
		Memoirs of the First Conference of the Association of Electoral Organizations of Central America and the Caribbean	Central Electoral Council of El Salvador
		Current Latin American Constitutions	Union of Latin American Universities - Juridical Investigation Institute, National Autonomous University of México
<u>OTHERS</u>			

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ACTIVITY	CO-SPONSORING INSTITUTIONS	CAPEL EXPERTS THAT PARTICIPATED	CITY	DATE
		Manuel Alberto Roldán R. (Costa Rica)		
		Carmen Lilia Zumbado G. (Costa Rica)		
		Eduardo Valverde P. (Costa Rica)		
		Mauricio Zúñiga (Costa Rica)		
		Gerardo Zúñiga (Costa Rica)		
		Virginia Chavarría (Costa Rica)		
		Paul Alexis Leigh (Costa Rica)		
		Tobías Castillo (Costa Rica)		
		Jaime Gerardo Garita S. (Costa Rica)		
		Marco Antonio Vega V. (Costa Rica)		
		Rubén Murillo (Costa Rica)		
		Olman Leandro (Costa Rica)		
		Oscar Fernando Mena (Costa Rica)		
		Verny Mora Steinvorth (Costa Rica)		
		Ana Lorena González Acuña (Costa Rica)		
		Alvaro Jiménez (Costa Rica)		
		Eloy Alfaro (Costa Rica)		
		Flabio Garbanzo (Costa Rica)		
		Juan Ignacio García Rodríguez (Chile)		
		Jaime Jana Sáenz (Costa Rica)		
		Jorge Alberto Díaz (El Salvador)		
		Honorio Germán Flamenco Rivas (El Salvador)		
		Julio Moreno Niño (El Salvador)		
		Catetano Nuñez Rivero (España)		
		Rosa María Matfnez Legarra (España)		
		Carole Horsford (Grenada)		
		Mario Roberto Guerra Roldán (Guatemala)		
		Fernando Antonio Bonilla M. (Guatemala)		
		Carlos Roberto Montenegro (Guatemala)		
		Leopold Berlangier (Haití)		
		Yolanda Pineda de Vargas (Honduras)		
		Pompilio Romero (Honduras)		
		Ignacio Osorto (Honduras)		
		Roberto Antonio Callejas (Honduras)		
		César Augusto Tomé Rápalo (Honduras)		
		Adán Palacios Iráchez (Honduras)		
		Pablo Antonio Valladares (Honduras)		
		Noel B. Lee (Jamaica)		
		Florece B. Bernard (Jamaica)		
		Cherry E. Cummings (Jamaica)		
		Fernando Flores García (México)		
		Francisco Berlín Valenzuela (México)		
		Francisco Rivera Alvelais (México)		
		María Candelaria de la Garza y de la Peña (México)		
		Héctor Dávila Martínez (México)		

ACTIVITY	CO-SPONSORING INSTITUTIONS	CAPEL EXPERTS THAT PARTICIPATED	CITY	DATE
		Rosa María Zelaya Velásque (Nicaragua)		
		Walter Valldares Llanes (Nicaragua)		
		Yolanda Pulice de Rodríguez (Panamá)		
		Rolando Murgas Torraza (Panamá)		
		Luis Carlos Chen (Panamá)		
		Joyce Ch. de Chen (Panamá)		
		Carlos Alberto Bonilla García (Panamá)		
		Aurelio Correo Estribi (Panamá)		
		Idis Suárez de Castellero (Panamá)		
		Gustavo Bacacorzo (Perú)		
		Marco A. Rodríguez Estrada (Puerto Rico)		
		Carlos Canals Mora (Puerto Rico)		
		Justo Echeverría (Puerto Rico)		
		Esteban Rodríguez Estrella (Puerto Rico)		
		Benicio Carmona Márquez (Puerto Rico)		
		Nelson Benjamín Buttén Varona (R. Dominicana)		
		Clodoaldo Mateo Villanueva (R. Dominicana)		
		Eduardo José Sánchez Ortiz (R. Dominicana)		
		Froylán J.R. Tavares (R. Dominicana)		
		Matilde Cruz Pimentel (R. Dominicana)		
		Emilio Conde Rubio (R. Dominicana)		
		José Francisco Cuello Nouel (R. Dominicana)		
		Flavio J. Monción Díaz (R. Dominicana)		
		Daniel Justin McClair (Saint Lucia)		
		Horacio Raúl Cánepa (Uruguay)		
		Hernán Calcurián Rojas (Venezuela)		

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**APPENDIX G-2: CAPEL PROGRAM SCHEDULE FOR 1988**

## **1. Expert Electoral Technical Assistance**

The amount of counseling in this area of activities to occur during the year is not known beforehand, because this is requested directly and spontaneously by electoral organizations in accordance with their internal needs.

Of course, CAPEL is on the alert for the development of events in the various countries and maintains permanent communication with the electoral tribunals in order to be prepared to attend to any request for technical assistance. CAPEL has attended to three requests in this field during the present year and the course of action to follow is about to be resolved. The requests are as follows:

### **A. Voter Education Program in Chile**

The objective of this program is to provide support for the CIVITAS Foundation educational activities, in Chile. The foundation is not associated with any political party and is a non - profit organization.

The object of the program is to train 216,000 volunteers so that they may actively participate in the Chilean electoral process. This will be achieved through seminars given to 315 volunteers from 105 participating communities. In the second phase, 7,200 volunteers will be trained to work in diverse community neighborhoods. In the third phase the program will reach 216,000 volunteers who will work in different sectors of

the neighborhoods and encourage the Chileans to enroll in the electoral registers and vote on election day.

A campaign to compliment this program will be given over the radio and through other means of communication.

This project must be approved by IIDH and the Advisory Council, and if it is decided that CAPEL should participate, we are ready to do so.

#### **B. Counseling to the Central Election Council in El Salvador**

The Executive Management received a petition from the President of the Central Election Council of El Salvador, requesting CAPEL's technical electoral assistance in the design and the training program chronogram, aimed at the members of the electoral boards taking part in municipal elections to be held next March. CAPEL has responded positively to this request.

#### **C. Electoral Training Program for 1988 Guatemalan Municipal Elections**

As indicated in the Activity Report, this new Guatemalan program, requested by the Supreme Electoral Tribunal is completely designed. It awaits financial disbursements to begin execution. The program will take place during February, March and April of the present year.

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## II. RESEARCH ACTIVITIES

### A. Compilation of Present Electoral Laws

This investigation is a compilation of the current Latin American electoral legislation and will be preceded by a study and analysis of the main institutions. This will take place over a three month time period and form part of our 1988 publications program. Dr Ruben Hernandez, Costa Rican, constitutionalist, is in charge of the investigation.

### B. Political Parties and the Transition to Democracy in Central America

The investigation being promoted by the School of International Service of the American University. The Dean of this school has requested our participation. In general, the investigation concerns the role of political parties in Central American political systems. We have agreed to participate, taking into account that the CAPEL's investigation "Guide for Central American political parties" compliments this American University project. The agreement made with the American University provides that they will publish an English version of the finished report and CAPEL will publish the Spanish version. The project will include two meetings between experts in this field: one will take place in Guatemala city and the other in Washington D.C. Government officials and politicians will discuss the contents of the finished reports with the investigators at the Washington meeting.

### **C. Direct Elections in Regional Parliaments**

This project, described in the accompanying Activity Report, includes a meeting of the experts who have taken part. The event will probably take place in April, in San Jose, and could include some other meeting with a related theme.

### **D. Comparative Caribbean Electoral Legislation**

This is the last phase of an ample investigation on a continental comparative electoral legislation which CAPEL began in 1985. We plan to begin the investigation in March under the academic coordination of Dominican electoral expert, Dr. Jose Silie. It will be co-sponsor by the National University of the Dominican Republic. An attempt will be made to include the largest possible number of Caribbean area countries. Included will be members of the Central American and Caribbean Association of Electoral Organizations.

## **III- PROMOTIONAL ACTIVITIES**

A. Central American Electoral Organizations Advisory Meeting to discuss elections for the creation of a Central American Parliament.

As indicated in the Activity Report, this meeting is included within the Tikal Protocol framework and the Central American and

Caribbean Association of Electoral Organizations. In their second conference they requested that CAPEL, on behalf of the Central American tribunals, organize all of the necessary activities for the regional elections to obtain a Central American Parliament. The creation of this Parliament is stipulated by the Central American Peace Plan, Esquipulas II. The National Election Tribunal of Honduras has agreed to coordinate this activity with CAPEL and it will be held in Tegucigalpa, during the month of February.

#### **B. Central American Parliament Regional Election Seminar**

This is a high level meeting providing the opportunity for Central American and international organization officials to exchange information and experiences related to the integration process.

The general object of this event is to analyze the theoretical basis and actual practices of Central American regional integration, starting with the creation of the Central American Parliament. The lecturers will be members of the European Economic Community, the Andean and European Parliaments and persons related to the Central American regional integration process.

The meeting will be co-sponsored by the Vice-presidence of the Republic of Guatemala and will take place in May.

It is especially important to point out the Vice President of

the Republic of Guatemala's request to CAPEL for its collaboration in the execution of several seminars. These seminars will have the creation of a Central American Parliament as a central theme. In the Esquipulas II Peace Plan the Vice-presidence of Guatemala was entrusted with complete coordination of all needed for the creation of this Parliament. The Vice-presidence will receive financial bids in the next few weeks from the European Economic Community to collaborate with these seminars. CAPEL is also willing to lend their support.

#### **C. Experts Meeting on Election**

##### **Observation Missions.**

This seminar was approved last year but did not take place due to circumstances beyond CAPEL's control. It was to be held during July jointly with the International Human Rights Law Group.

This organization is headquartered in Washington, D.C. Its main objective is to establish criteria and norms to orient election observation missions.

#### **D. The Central American Parliament in Light of European Parliament Electoral Experience**

This event is seen as an additional effort to complete the analysis begun jointly with the Vice-Presidence of Guatemala. It will take place in Rome, during the month of August, and will be supported by the Italian-Latin American Institute. Their objective is to exchange European Parliament electoral experiences with Central American electoral organizations and government officials.

**E. Third Conference of the Central American and  
Caribbean Association of Electoral Organizations**

The associations' annual meeting and will take place in the last week of November in Honduras at the request of their National Election Tribunal. Participants will be able to observe primary elections to be held at the same time.

**F. Central America and the Caribbean  
Election Seminar**

The Office of Elections of Jamaica has asked for our collaboration and co-sponsorship in this activity and we are in agreement with that request. They will be providing us with further information regarding dates and the agenda.

**IV. Education and Training Activities**

**A. Second Annual Interamerican Election Course**

This course is programmed for September and its' organization and design will be undertaken in February. It will be based on the evaluation of, and experience received from the first course of this type which was held last year.

## **B. Courses on Up-dating Laws and Electoral Processes**

These are the short courses lasting three to four days and are co-sponsored with different institutes within the countries they are to be held. So far, nothing has been programmed for the present year however, only four have taken place in the continent to date. Hopefully, we will receive interest from other countries and be provided with the opportunity to carry out courses during the present year. It is important to remember that the objective is exposition and analysis as a means to promote discussions and public knowledge of reforms, or themes especially related to the electoral process.

## **V. ELECTION OBSERVATION MISSIONS**

During the present year, elections will be held in the following countries: Ecuador, the first general elections will occur on the 31st of January and if necessary, second elections held on the 15th of May; Brazil, for mayors; Paraguay, the 14th of February; Colombia, for deputies and municipal elections, the 13th of March; El Salvador, legislative and municipal in March; Jamaica, parliamentary and municipal in February; Guatemala, municipal in April; Mexico, Presidential on July 5th; and, Venezuela, Presidential in December.

We take to opportunity to point out that CAPEL is very interested that these observation missions are carried out

following a previously made plan tailored to suit the specific case. Once the experts meeting on election observation missions is held, we will be better able to defined the work and purposes of these missions.

## VI. PUBLICATIONS

Continuing with objective of maintaining the standards of quality and efficiency of our publications program, this year we will publish:

### AUTHOR

### TITLE

#### CAPEL Booklets

Hector Rosada Granados

Reprint of Booklet No.2,  
enlarged and improved

Jose Alfonso Da Silva

Proportional Representation:  
Corporative Effects in Brazil

Garcia Laguardia Jorge Mario

The constitutional regimen of  
Political Parties in Latin  
America

#### Books

CAPEL

I Annual Interamerican Course  
on Elections.           Memoir. Elections

<p>CAPEL - Central Electoral Board of Dominican Republic</p>	<p>and Democracy in Latin America Second Conference of the Association of Central American and Caribbean Electoral Organizations. Memoir The Electoral Register</p>
<p>Ruben Hernandez Valle</p>	<p>Compilation of the Current Latin American Electoral Laws</p>
<p>Several Authors</p>	<p>Direct Elections in Regional Parliaments</p>
<p>Fernando Badia Juan</p>	<p>From the Author: <i>From the of Franco to ... Politics.</i></p>
<p>Several Authors</p>	<p>Comparing ... of South America</p>
<p>Jorge Mario Salazar Mora and Orlando Salazar Mora</p>	<p>Political ... Legislation ... Costa Rica</p>
<p>Alejandro Witker</p>	<p>Latin American Politics and Political Parties Bibliography</p>



**APPENDIX G-3: LETTER FROM PRESIDENT OF GUATEMALA**



PRESIDENCIA DE LA REPUBLICA  
GUATEMALA, C. A

LIC. VINICIO CEREZO AREVALO

Mayo 5, 1988

Licenciado Arturo Herbruger  
Presidente  
TRIBUNAL SUPREMO ELECTORAL  
Avenida La Reforma 15-45, Zona 10  
Ciudad

Estimado Licenciado Herbruger:

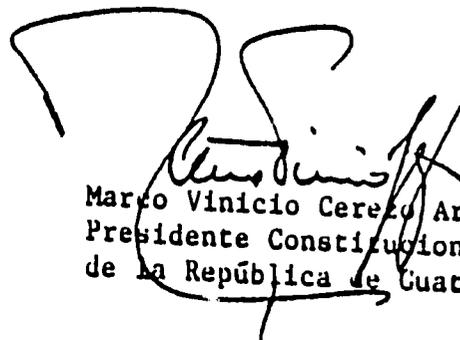
Me da mucho gusto presentar a usted mi cordial saludo.

En esta oportunidad deseo patentizar mi reconocimiento a sus esfuerzos y felicitación por la labor que desplegó ese Tribunal Supremo Electoral, con motivo del reciente proceso de elecciones municipales realizado hace algunos días.

Permítaseme manifestar mi complacencia, muy particular, porque la forma en que se llevó a cabo dicho evento eleccionario constituye, sin lugar a dudas, un paso más en el fortalecimiento de la naciente democracia guatemalteca. Es hermoso comprobar que, paso a paso, van instituyéndose las normas que habrán de constituirse como los cimientos más sólidos en nuestro anhelo por la paz, la libertad y el desarrollo integral de nuestro pueblo.

De manera especial agradeceré que se sirva hacer extensivo este reconocimiento al Doctor Alejandro Giammattei, Jefe de la Unidad Coordinadora del Proceso Electoral; y a los ejecutivos del Centro de Asesoría y Promoción Electoral -CAPEL-, a cargo del Doctor Jorge Mario García Laguardia, por la eficacia comprobada en la capacitación que impartieron a las personas que estuvieron involucradas en el procedimiento de referencia.

Mientras tengo el placer de saludarlo en forma personal, sírvase aceptar las muestras de mi distinguida consideración y alto aprecio.

  
Marco Vinicio Cerezo Arévalo  
Presidente Constitucional  
de la República de Guatemala



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**CALENDARIO DE ACTIVIDADES  
DEL PROGRAMA DE CAPACITACION ELECTORAL,  
ELECCIONES MUNICIPALES 1988**

1	Planificación, Organización, Dirección y Supervisión del programa	Del 16 de febrero al 16 de mayo
2	Reuniones de Coordinación con la Universidad Rafael Landívar	Días miércoles hasta el 27 de abril, 18:00 horas
3	Selección y Contratación de Docentes	Del 22 al 29 de febrero
4	Elaboración de contenidos y material didáctico	Del 10. de marzo al 8 de abril
5	Revisión de Manual de Juntas Receptoras de Votos	Del 10. al 4 de marzo
6	Elaboración y Publicación de Anuncios de Prensa	26 de febrero Del 3 al 17 de marzo
7	Conferencia-Recepción de inauguración oficial del programa	8 de marzo
8	Reclutamiento de instructores y supervisores	Del 10 al 21 de marzo
9	Evaluación de instructores y supervisores	Del 21 al 25 de marzo
10	Selección de instructores y supervisores	Del 25 al 31 de marzo
11	Contratación de instructores y supervisores	Del 4 al 8 de abril
12	Formación de instructores y supervisores	Del 11 al 16 de abril
13	Organización y distribución de instructores	Del 16 al 17 de abril
14	Capacitación de miembros de Juntas Receptoras de Votos	Del 18 al 23 de abril
15	Colaboración a las juntas electorales municipales	Del 18 al 26 de abril
16	Elaboración y presentación de informes de instructores y supervisores	Del 25 al 30 de abril
17	Liquidación de gastos	Del 2 al 16 de mayo
18	Elaboración del informe final	Del 2 al 16 de mayo

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**APPENDIX H: 1987 REPORT ON COLLABORATION WITH HUMAN RIGHTS  
COMMISSIONS IN CENTRAL AMERICA**

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PROJECT OF COLLABORATION WITH HUMAN RIGHTS

COMMISSIONS IN CENTRAL AMERICA

1987 REPORT

INTRODUCTION:

During this period (1986-1987) the Project of Collaboration with Human Rights Commissions in Central America (IIHR-CCA), sponsored by The Ford Foundation, has provided technical assistance to 15 private human rights organizations based in the Central American area. In the months of September and October we delved deeper into the work undertaken by the human rights organizations in Belize and Panama. In addition, 18 non-governmental organizations (NGOs) from this area, which have programs with a broader scope of action in the promotion and defense of human rights than the Commissions themselves, participated in the Project's training seminars. These NGOs include syndicates, rural organizations, unions, student associations, cooperative foundations, Christian committees, family committees (missing persons), among others.

NATURE OF THE WORK:

The primary objective of the Project of Collaboration with the Commissions is to strengthen, support and consolidate the non-governmental Human Rights organizations (NGOs) at the local level, by supplying training and technical assistance. This Project carries out these activities in the form of seminars, courses-workshops, series of conferences, counseling and special advisory services, aimed at responding to the individual requirements of each of the Human Rights organizations in the area.

GENERAL OBJECTIVES OF THE PROJECT FOR 1987:

- Staff training (cadres) at the NGO headquarters on legal protection and its procedures at national and international levels for the promotion and defense of Human Rights.
- To expand the scope of discussions on human rights in the region.
- To indirectly support NGOs in their peace-promoting activities in Central America.

#### SPECIFIC OBJECTIVES:

- To identify the commissions' requirements and to determine the Project's most effective role.
- To explore means of collaboration, and participate in activities organized by other institutions and organizations working with these commissions.
- To identify and support other human rights groups being constituted.
- To assess the results obtained from our relationship with the NGOs (space destined to the IIHR-CCA; their requests).
- To assess the response that IIHR-CCA has predicted, under the criteria of expeditiousness, reliability, limits of the IIHR in practice, and the NGOs' requirements for the region.
- To provide direct advisory service to the NGOs.
- To support NGOs in technical aspects, in their efforts towards the promotion and respect of Human Rights.

#### THE PROJECT'S OFFICERS:

The staff for the Project of Collaboration with the Commissions is formed by three Central American experts who specialize in law and human rights in this area: José Carlos Morales, a Costa Rican, Coordinator of the Project, with several years' experience in working with international NGOs, former president of the Consejo Mundial de Pueblos Indígenas. Roberto Cuéllar Martínez, Salvadoran, Legal Advisor, former director and founder of Socorro Jurídico Cristiano Arzobispo Oscar Arnulfo Romero, 1975-1980. He coursed an internship at the Harvard Law School in 1937, Harvard University, and Columbia University on the situation of human rights in Central America. Víctor Hugo Mata, Salvadoran, Assistant, attorney, former professor of Political Science at the University of El Salvador Law School, Legal Advisor of the Commission on the Defense of Human Rights in Central America. The Project's staff has established important and close relationships with the personnel and members of human rights NGOs, both within the region and elsewhere.

#### SUMMARY OF THE SIGNIFICANCE OF THE 1986-87 PERIOD IN THE PROJECT:

The 1986-87 period departed basically from the guidelines established at the Evaluation and Consultation Meeting for 1987 for the Project of Collaboration with the Human Rights Commissions in Central America held in late January this year. For this evaluation we relied on the valuable assistance of two persons per country, delegates from organizations with an ample trajectory in the defense and promotion of human rights in the region. The only exception were the Guatemalan

delegates who were unable to attend for reasons alien to the IIHR-CCA Program.

The summarized chart General and Specific Recommendations arising from the Seminar for the Project's Evaluation "Human Rights Commissions in Central America" (see annex), clearly defines the priorities pursued by the human rights NGOs for 1987 and subsequent years, as they relate to the progress of the IIHR-CCA program.

Among others, the following are recommended as general activities, "Not to separate the practical work from the theoretical knowledge on human rights." "To support new groups being created for the defense of human rights, establishing a special team devoted to assess and work jointly with these groups in their organizational stage, taking into account the situation in each country." "To encourage the exchange of experiences and work amongst the local commissions..." "To support the creation of a documentation center for the processing and dissemination of human rights materials."

The evaluation discusses several aspects that are essential for the legal and practical formation of human rights, and it also makes specific recommendations which the Project, even with its limitations, has endeavored to carry out in each country.

Consequently, we may sum up that in 1987 the IIHR/CCA Project has undertaken activities such as the following: a) Specialized seminars for attorneys on Constitutional and International Law, including practical experience and examination of specific violation cases; b) Basic elementary workshops for the formation of permanent cadres that possess no legal education in the NGOs of the Central American area; c) Counseling in specific topics such as organization, documentation, data gathering and processing.

#### METHODOLOGY APPLIED:

The methodology applied in courses, workshops or training seminars is the outcome of an exhaustive analysis on the best and most effective means that should be used in order to reach the varied types of public attending these courses. As such, a training course for attorneys could hardly be alike to one for ONGs defenders who in certain cases, have barely finished elementary schooling.

The methodology is basically a participative one, oriented toward the application of basic popular education which expounds, among other things, the search by each of the students for the solution to problems. Following these lines, the instructors and professors act as simple guides or orientators of the process. Guidelines for group discussions are drawn up prior to the courses, on practical and theoretic problems which are known from previous research conducted, which have a repercussion on NGOs' work. The outcome of the group work is collectivized in a critical manner, identifying guidelines of consensus as far as future promotion and defense action is concerned. A lecture

with an academic approach, then serves to correct deficiencies encountered in NGOs and to iron out uncertainties concerning the solutions found collectively. Subsequently, the group accepts, rejects or modifies these solutions. The participants then abandon the role of receptors. The professors do not have the last say. Using posters, social dramatizations, and other means, they manage to illustrate the seriousness of the proposals and solutions. A summarized account contains the guidelines, discussions and conclusions shared later on at the NGOs.

#### CRITIQUE REGARDING THE FULFILLMENT OF OBJECTIVES:

It should be pointed out that the objectives for Guatemala were not fulfilled in their entirety for 1987. This was due to the sociopolitical situation this country is undergoing. Despite multiple attempts at conducting training work with the help of attorneys who sympathized with the human rights cause, while trying to select spokesmen among the deans of the law school and members of the bar association, these attempts did not prosper. The existing mistrust among the law schools and these in turn with the bar association, was such that it seems highly unlikely that an activity wherein consensus can be reached can be established. Therefore, we believe the IIHR should publicly extend an invitation to attorneys there to attend a training seminar in early 1988, bypassing the law schools and the bar association in Guatemala. At the same time, it is important to take into consideration the teaching experience in human rights that the Guatemalan Association Pro United Nations has to offer. This association organized a graduate course at the USAC. The IIHR has already gained sufficient ground in Guatemala. As regards work with NGOs -- especially with the Mutual Support Group -- several coincidental situations arose in 1987 which made it practically impossible to carry out the training workshop we had planned. This training work will be held in January 1988. However, the technical advisory work with the GAM took place as foreseen throughout the entire period.

Inspection trips were taken to Panama and Belize with the purpose of speaking to the different human rights groups there and analyzing their problems. It was impossible to carry out training seminars there. As a result of the inspection trip a fruitful relationship has been established with the NGOs, totalling six in both countries. Among the results of this relationship, we can mention a special invitation extended to the IIHR to attend the inauguration of the Non-Governmental Commission of Human Rights in Belize on December 12, 1987; and from Panama, inviting the IIHR to attend the first Assembly of the Coordinadora Popular de Derechos Humanos, as an observer, to take place on November 29, 1987.

We have planned seminars for attorneys and NGO officers in both countries for the first quarter of 1988.

In Honduras it was jointly agreed by the IIHR-CCA and the NGOs to postpone two of their activities to February 1988, namely: A series of

conferences for the general public (co-sponsored by the Bar Association and the Law School), and a 'counseling visit to the new "Socorro Juridico" in Progreso, northern Honduras (sponsored by the Jesuit Order).

In Costa Rica, the IIHR-CAA program offers continuous counseling to the legal department of the Costa Rican Commission on Human Rights (CODEHU).

The 1987 objectives proposed both for El Salvador and Nicaragua were fully accomplished. In these countries the Project worked with:

- 30 attorneys (Managua)
- 15 attorneys (San Salvador)
- 25 NGO officials (Managua)
- 20 NGO officials (San Salvador)
- 400 attendants to public conferences (Managua)

It should be pointed out that in San Salvador the IIHR-CCA program obtained the collaboration of the General Secretariat of Amnesty International (London) and of the University of Honduras law school, through its human rights program.

On the San Salvador seminar, Amnesty International stated that it was "extremely valuable for us to have had the opportunity of working (meaning taking the course together) with people who up to now represented mere voices over the phone, whom we would have otherwise probably have met for an hour or so in formal surroundings on one of our official missions to El Salvador."

Amnesty regarded this seminar highly, anticipating future cooperation efforts between local NGOs and their organization.

In this sense, the program provided a SPACE which international NGOs took advantage of.

#### EXOGENOUS DIFFICULTIES:

As our work progressed, we encountered different type of problems: from the lack of cadres, up to the harrassment, persecution and death affecting the region's NGOs in a greater or lesser degree. This has been more evident in El Salvador and Guatemala, and in some cases in Nicaragua and Honduras as well.

The constant threats to attorneys and directors of CODEH in Tegucigalpa, for having borne witness before the Inter-American Court of Human Rights. The arrests and threats to Socorro Juridico in Progreso, Honduras (Sept.-Oct., 87). The temporary detention of the Director of the Permanent Commission in Managua, who was visited in jail by the IIHR-CCA program (Sept. 87); the constant threats to GAM in Guatemala; up to the detention, harrassment of officials in San Salvador, consummated in the murder of the President of the Non-Governmental Commission on Human Rights (October 27, 1987).

How does the meaning of amnesties, the possibility that renowned political leaders may return, or the reopening of private communications media stand under these circumstances, when those who are working directly with human rights do not even have the minimum guarantees? This is the challenge posed to the IIHR-CCA program which questions the area's reality.

A rapid view at human rights in this region reflects a situation that is in direct contradiction to the peace efforts drawn up and proposed in Guatemala and Costa Rica. According to the report submitted by the Central American NGOs, during the first 90 days after Esquipulas II an increase in violent actions against human dignity has been perceived, and in certain countries a steep increment in violence and repression is feared in the coming months (1987-1988).

#### GENERAL OVERVIEW AND CHALLENGES FOR 1988:

The IIHR-CCA Project has attempted to respond to the proposals set forth in the evaluation, at least regarding methodology, contents of the courses, general actions, and individual suggestions by the participants on our courses and on activities developed jointly with the NGOs in each country. This does not in any way mean that such response has been exhausted; quite on the contrary, these are considered permanent recommendations and as such, are meant to be put into practice at the short and medium term, to be enforced in future.

In summary, the program presents the following characteristics:

1. Capability for national regional and international summons (participation of Amnesty, summons with the Inter-American Commission of Human Rights to assemble all the NGOs from the Andean and Caribbean regions);
2. Capability of dialogue and consultation with regional NGOs (ACAFUDE - Academia de Humanismo Cristiano, Santiago, Chile); with international NGOs (Amnesty; World Council of Churches; Human Rights Internet); and with inter-governmental organizations (ICHR); as well as with renowned U.S. universities (Harvard, Columbia and Princeton);
3. Capability to consolidate the existing NGOs in the region (Tutela Legal; Socorro Jurídico and IDHUCA in San Salvador; Law offices for ethnic minorities and CPDH in Managua; CODEHU in San José; GAM in Guatemala); and to give direct support to the new local NGOs being created (CEPAD in Managua; Abogados, Socorro Jurídico, and Oficina de Iglesia Católica in Tegucigalpa).

On the other hand, the most important challenge faced in 1988 by the Project of Collaboration with Human Rights Commissions in Central America is twofold:

- a) To reinforce the training experience, verifying the NGOs' work site, and to surpass the terms and conditions of the 1987 evaluation. We have specific requests for this type of experience in Honduras and Nicaragua already.
- b) To take advantage of the legitimacy of these NGOs to create awareness among Central Americans on the harmony that must exist between peace and human rights, the latter being a condition for the former.

Human Rights NGOs Included in the Central American  
Commissions Project

Guatemala:

Grupo de Apoyo Mutuo (GAM)  
Colegio de Abogados  
Universidades de "San Carlos"; "Rafael Landívar"; "Mariano Galvez"  
Comisión de Derechos Humanos (CDHG)

El Salvador:

Socorro Jurídico Cristiano (SJC)  
Comisión de Derechos Humanos (CDHES)  
Oficina de Tutela Legal, Arzobispado de San Salvador (OTLA)  
Instituto de Derechos Humanos de la Universidad Centroamericana  
(IDHUCA)  
Comité de Familiares "Marianela García Villas" (CODEFAM)  
Comité de Madres y Familiares "Monseñor Oscar Arnulfo Romero"  
Comité de Madres y Familiares Cristianos "Padre Octavio" (COMAFAC)  
Confederación Asociaciones Cooperativas de El Salvador de R.L.  
(COACES)

Honduras:

Comité para la defensa de Derechos Humanos (CODEH)  
Comisión de Derechos Humanos. Colegio de Abogados  
Comité de Familiares de Desaparecidos (COFADEH)  
Oficina Central de Trabajadores del Campo (CNTC)  
Instituto de Investigaciones Jurídicas de la UNAMH  
Comité por la Paz "Visitación Padilla" de Honduras  
Comité Pro Desarrollo de la Miskitia Hondureña  
Socorro Jurídico de los Obispos del Progreso, Yoro-Honduras  
New legal office of the Arzobispado Católico de Tegucigalpa

Nicaragua:

Bufete Popular de la Escuela de Derecho de la Universidad  
Centroamericana (UCA)  
Comisión Permanente de Derechos Humanos (CPDH)  
Comisión de Juristas de la Costa Atlántica de Nicaragua  
Comisión de Asuntos Jurídicos y Derechos Humanos del Comité  
Ecuménico Pro Ayuda al Desarrollo de la Iglesia Bautista  
y otras protestantes (CEPAD)  
Asociación de Juristas Demócratas de Nicaragua  
Barra de Abogados de Nicaragua

**APPENDIX I: LIST OF PUBLICATIONS OF THE IIDH AS OF MAY 1988**

DEPARTAMENTO DE PUBLICACIONES DEL IIDH

Fecha de creación del departamento: Febrero de 1985.

Personal: Daniel Zovatto, Director  
María Marta Alfaro, Secretaria.

Listado de publicaciones editadas hasta el 2 de mayo de 1980

Obras generales

- La Protección de los Derechos Humanos en las Américas. Thomas Buergenthal, Robert Norris y D. Shelton. Coedición con Juricentro.
- La Corte Interamericana de Derechos Humanos. Estudios y Documentos. Autores varios. IIDH.
- Estudios sobre Derechos Humanos, I. Hector Gros Espiell. Coedición con Editorial Jurídica Venezolana.
- La Protección Internacional de los Derechos Humanos: Su desarrollo progresivo. Pedro Nikken. Coedición con Civitas, España.
- Introducción al Sistema Regional Americano de Derechos Humanos. Rafael Nieto Navia. Coedición con la Pontificia Universidad Javeriana.

Proyectos de investigación

- Sistemas Penales y Derechos Humanos en América Latina. I. Informe. Raúl Zaffaroni. Editorial Depalma.
- Sistemas Penales y Derechos Humanos en América Latina. Informe Final. Raúl Zaffaroni. Editorial Depalma.
- Tratado Básico de Derechos Humanos. Tomos I y II. Pedro Haba. Coedición con Juricentro.

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## Publicaciones resultados de Seminarios

- Centro América: Transición a la Democracia. Resumen del Seminario que sobre el mismo tema financio la Fundación Naumann de Alemania.
- Neutralidad y No Intervención. Hector Gros Espiell.
- Seguridad del Estado, Derecho Humanitario y Derechos Humanos. I Seminario.
- Seguridad del Estado, Derecho Humanitario y Derechos Humanos. II Seminario.
- La Mujer y los Derechos Humanos. Sonia Picado G. Coedición con EDUCA.

## Programa Educación y Derechos Humanos

- Educación y Derechos Humanos: Cuadernos de Estudios. Autores varios. Coedición con Educa.
- I Seminario Interamericano sobre Educación y Derechos Humanos. Autores varios. Coedición con Libro Libre.

## Recopilaciones de Instrumentos Internacionales

- Los Derechos Humanos en el Sistema Interamericano. Recopilación de Instrumentos Básicos. Daniel Zovatto. Educa.

## Curso Interdisciplinario del IIDH

- Introducción al Derecho Internacional Humanitario. C. Swinarski. Coedición con el Comité Internacional de la Cruz Roja.
- Manual de Cursos: Recopilación de Conferencias. Autores Varios. IIDH.

## Información del IIDH y de sus actividades

- Boletín Informativo del IIDH. Números 1 al 11 (es de aparición trimestral. El primero número salió en abril de 1985 y cubrió el trimestre enero-marzo de 1985).

- Instituto Interamericano de Derechos Humanos. Folleto Informativo. Varias ediciones entre 1985 y 1988.

## Revista del IIDH

- Revista del IIDH. Números 1 al 5. (es de aparición semestral. El primer número salió en setiembre de 1985 y cubrió el período enero-junio de 1985).

## Publicaciones previstas para 1968

### En relacion con Proyectos de Investigación

- Informe Final del Proyecto de Rodolfo Stavenhagen correspondiente al Primer Proyecto. Coedición con el Colegio de Mexico. Financiación AID.
- Publicación de los resultados del Proyecto de Hugo Fruhling sobre Comisiones de Derechos Humanos. Financiado por Ford.

### Obras generales

- Estudios sobre Derechos Humanos, II. Héctor Gros Espiell. Coedición con Civitas, España.
- La protección de los Derechos Humanos en las Américas. Actualización. Buergethal, Norris y Shelton. Coedición con Civitas, España.

### Seminarios

- La protección jurídica internacional de la persona humana en situaciones de disturbios y tensiones internas. Corresponde al Seminario sobre el mismo tema organizado por el CICR, el IIDH y la UNAM. La publicación será coeditada por las tres instituciones.
- Derecho Agrario y Derechos Humanos. Corresponde al Seminario sobre el mismo tema organizado por el IIDH, la Universidad de Lima y La Universidad del Cuzco. Editado por editorial Cuzco, Lima, Perú.
- La Declaración Americana sobre los Derechos y Deberes del Hombre. 40 Aniversario. Recoge las ponencias presentadas por los participantes que asistieron al Seminario que sobre el mismo tema organizó el IIDH con la Pontificia Universidad Javeriana de Colombia. Coedición Civitas, España.

### Curso Interdisciplinario

- Manual de Cursos: Recopilación de Conferencias (Correspondiente al VI Curso Interdisciplinario del IIDH).

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Información IIDH y actividades

- Boletín Informativo IIDH, números 12 al 15 (período enero-diciembre de 1988).

- Instituto Interamericano de Derechos Humanos. Folleto Informativo, actualizado a 1988.

Revista del IIDH

- Revista del IIDH, números 6 y 7 (correspondiente al período julio de 1987- junio de 1988).

**APPENDIX J: STATEMENT OF WORK PIO/T NO. 597-0000-3-8655504**

UNITED STATES OF AMERICA  
AGENCY FOR INTERNATIONAL DEVELOPMENT

Consulting Services: YES [ ] NO [X]

1. Country of Performance: Central America Regional  
2. Indefinite Quantity Contract PDC-1109-I-00-7119-00 Delivery Order No. 6

NEGOTIATED PURSUANT TO THE FOREIGN ASSISTANCE ACT  
OF 1961, AS AMENDED, AND EXECUTIVE ORDER 11223

<p>3. CONTRACTOR (Name and Address):</p> <p>CREATIVE ASSOCIATES 3201 New Mexico Ave., N.W. Suite 270 Washington, D.C. 20016</p> <p>DUNS No: 09 134 5579</p>	<p>4a. ISSUING OFFICE: Agency for International Development Office of Procurement Overseas Division/LAC Washington, DC 20523</p> <p>4b. ADMINISTRATION OFFICE: Agency for International Development Office of Procurement Overseas Div/LAC Washington, DC 20523</p>
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<p>5. PROJECT OFFICE LAC/DI R. Knee</p>	<p>6. SUBMIT VOUCHERS TO: M/FM/PAFD</p>
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<p>7. EFFECTIVE DATE: April 20, 1988</p>	<p>8. ESTIMATED COMPLETION DATE: June 30, 1988</p>
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<p>9. ACCOUNTING AND APPROPRIATION DATA: Amount Obligated: \$100,682 Total Estimated Cost: \$100,682 Appropriation No.: 72-1181021.6</p>	<p>Budget Plan Code: LDSA-88-35597-KG1 PIO/T No: 597-0000-3-8655504 Project No: 520-0000</p>
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10. The United States of America, represented by the Contracting Officer signing this Order, and the Contractor agree that: (a) this Order is issued pursuant to the Contract or Agreement specified in Block 2 above and (b) the entire Contract between the parties hereto consist of this Delivery Order and the Contract or Agreement specified in Block 2.

<p>11a. NAME OF CONTRACTOR: CREATIVE ASSOCIATES, INC.</p>	<p>11b. UNITED STATES OF AMERICA AGENCY FOR INTERNATIONAL DEVELOPMENT</p>
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<p>:(Signature of authorized individual)</p>	<p>BY: (Signature of Contracting Officer)</p>
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<p>11c. SIGNED OR PRINTED NAME:</p>	<p>TYPED OR PRINTED NAME: Judith D. Johnson (RS)</p>
-------------------------------------	--

<p>TITLE:</p>	<p>TITLE: Contracting Officer OP/OS/LAC</p>
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<p>DATE:</p>	<p>DATE:</p>
--------------	--------------

BACKGROUND

The primary objective of A.I.D.'s funding to the IIDH has been to support and advance a Latin American initiative to build a credible permanent human rights institution in the region. The Institute is unique in the Americas as the only institution of an academic nature dedicated to the teaching, research and promotion of human rights.

A.I.D.'s assistance dates back to the Institute's inception Under Section 116(e) in FY 1979, A.I.D. financed two planning meetings organized by the Inter-American Court of Human Rights that led to the creation of the Institute in March 1980. The following year, A.I.D. provided funds that enabled the IIDH to hire an executive director and pay his first year's salary. Thereafter, while continuing to support specific educational and research activities for which the Institute requested funding, A.I.D. adhered to a policy of not providing core support as an incentive for the IIDH to seek financing from diverse sources both within and outside the LAC region. Given the recent rapid growth of the Institute and a substantial increase in A.I.D. funding levels, it is time to review this policy and the appropriateness of our assistance.

ARTICLE I - TITLE

Project No. #597-0000 (Program Development and Support)

ARTICLE II - OBJECTIVE

PURPOSE

The contractor will assess the organizational structure, management and education programs of the Inter-American Institute of Human Rights (IIDH) and its subdivision, CAPEL (Inter-American Center for Electoral Assistance and Promotion). The objectives of the A.I.D. funded programs in meeting the stated objectives of past and present A.I.D. assistance; 2) to determine the appropriate type and level of continued A.I.D. assistance, particularly with regard to core support; and 3) to make recommendations that will help the Institute design and implement a long-range plan for institutional development to establish a sound financial base and assure better coordination and application of the total range of its donor assistance toward the achievement of its mandate.

ARTICLE III - SCOPE OF WORK

SCOPE OF WORK:

An interdisciplinary team will conduct the assessment through site visits to the Institute's headquarters in San Jose, Costa Rica and to selected other countries in the LAC region. The primary method

of data collection will be through observation of training activities taking place during this period, and through extensive interviews with individuals and organizations that are associated with, or knowledgeable about, the Institute and its programs. Since these people are in different locations throughout the region, collection of information will entail considerable travel. The timing and sequence of data gathering activities will be left to the discretion of the team, subject to budgetary constraints and adherence to established deadlines. As necessary for adequate coverage, some interviews may be conducted by telephone.

Prior to commencing the work, the contractor will consult with the A.I.D. project manager to obtain background information on the Institute and its programs, to identify the key people to be interviewed, their locations and their organizational affiliations; and to develop and refine the scope of the issues to be examined.

Data Sources:

Individuals to be interviewed include the directors and staff of IIDH/CAPEL; project coordinators, instructors, technical advisors and other consultants, members of the Institute's board of directors and CAPEL's advisory council; participants in training and research activities. Other interviews will be sought among members or representatives of national and international human rights organizations, universities, bar associations and other institutions in the region with which IIDH/CAPEL has relationships; members of the Inter-American Commission of Human Rights; governmental, military and church representatives; other donors that have offices in the U.S. or in the LAC region (e.g., the Ford, Blaustein and Naumann Foundations); members of electoral tribunals, especially members of the Association of Electoral Organisms of Central America and the Caribbean; and A.I.D. personnel in countries where IIDH/CAPEL has had a significant level of activity (e.g., Costa Rica, Guatemala, Haiti, Chile).

Team members should also observe as many training activities as possible. Activities scheduled during the contract period include seminars in Argentina and Costa Rica under the Education and Human Rights project; training courses in Central America for members of non-governmental human rights commissions; and CAPEL's training program for local election officials in Guatemala.

Team Composition, Qualifications:

The evaluation team will be composed of four experts who will focus on different aspects of the Institute and its program, working closely with a project coordinator designated by the contractor. All members of the team must be fluent in Spanish and have lived or traveled extensively in Latin America. At least two of these experts, preferably those most concerned with examining the programs and relationships of IIDH/CAPEL, should have a background in human rights. The team will include:

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Specialist in Latin American political systems (5 weeks): The specialist will focus on CAPEL's training, research, technical assistance and information dissemination activities to determine their effectiveness in meeting their objectives and the needs of CAPEL's constituency. It is important that these activities be examined in a human rights context, taking into account the political structures and climate affecting development and functioning of electoral laws and processes and voters behavior and not just the technical aspects of electoral administration. The specialist will coordinate closely with the institutional development expert to recommend ways of increasing CAPEL's capacity to meet a rapidly growing demand for its services in the region, with particular attention to better integrating its staff functions and programs with those of the IIDH.

Education specialist (4 weeks): This individual will evaluate the quality of relevance and effectiveness educational programs developed and conducted by IIDH/CAPEL to determine their relevance and effectiveness. He or she will review the processes used by IIDH/CAPEL to assess programming needs, select subject matter and content, and develop curriculum and materials. The specialist will also evaluate the selection and training of instructors and the training methods and practices they employ, and will make recommendations for improvements.

Project Coordinator (9 weeks): The coordinator, who will also be an educational specialist, will have primary responsibility for coordinating the team's field work, serving as a liaison between the contractor and the A.I.D. project manager, and assembling and editing the final report for approval by A.I.D.

#### ARTICLE IV - REPORTS

Not later May 20, 1988, the contractor will submit for LAC/DI's review a draft report highlighting the principal conclusions and recommendations of the evaluation. Following receipt of A.I.D.'s comments on the draft, the contractor will submit six copies of the final report not later than June 15, 1988. Both reports will be prepared in English.

#### ARTICLE V - RELATIONSHIPS & RESPONSIBILITIES

The contractor shall coordinate all activities through the Project Manager (See Block No. 5 on the Cover Page).

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- 1) An institutional development expert with background and experience in management, financial and operational systems, organizational and human resources development.
- 2) A human rights expert with a solid background in human rights defense, education and promotion, experienced and knowledgeable in human rights issues, needs and legal remedies in Latin America and the Caribbean.
- 3) A specialist in Latin American political structures and systems, particularly electoral law and administration and their relationship to other governmental structures and processes. This person should be a political scientist or lawyer with background in constitutional law or Latin American legal frameworks.
- 4) An education specialist with a background in formal and non-formal education methodologies, curriculum and materials development processes, instructional practices, in-service training and evaluation.

Functions and Level of Effort:

Institutional Development Expert (7 weeks): This person will examine the organizational structure, administrative policies and operational systems of the IIDH to determine the extent to which they effectively support the goals and mission of the institution. He or she will review the management and personnel policies, staffing structure, decision making processes, administrative and financial management procedures, funding sources and strategies, and how these resources are used. Particular attention will be given to aligning organizational policies and practices with the mission of IIDH/CAPEL. The Specialist will examine will present sources, levels and conditions of core support, and recommending a long-term strategy for achieving and maintaining an adequate level of institutional support from Latin American, U.S. and non-U.S. donors.

As the team leader, the institutional development specialist will be responsible for providing overall technical direction to the assessment by focusing the attention of team members on ways to help strengthen and build IIDH/CAPEL's institutional capacity to carry out its mission. He or she will write the first draft of the assessment report.

Human Rights Expert (6 weeks): This person will focus on the education, research and promotional activities of the IIDH to assess the relevance and effectiveness of their content and methodologies in meeting the needs of the Latin American human rights community. As appropriate, he or she will recommend ways to improve program relevance and strengthen relationships with other institutions in the region to enhance the Institute's image and role in the Americas within the framework of its goals and objectives.

ARTICLE VI - TERM OF PERFORMANCE

- A. The effective date of this delivery order is April 20, 1988 and the estimated completion date is June 15, 1988.
- B. Subject to the ceiling price established in this delivery order and with prior written approval of the Project Manager (See Block No. 5 on the Cover Page), Contractor is authorized to extend the estimated completion date, provided that such extension does not cause the elapse time for completion of the work, including the furnishing of all deliverables, to extend beyond 30 calendar days from the original estimated completion date. The Contractor shall attach a copy of the Project Manger's-approval for any extension of the term of this delivery order to the final voucher submitted for payment.
- C. It is the Contractor's responsibility to ensure that the Project Manager-approved adjustments to the original estimated completion date do not result in cost incurred which exceed the ceiling price of this delivery order. Under no circumstances shall such adjustments authorize the Contractor to be paid any sum in excess of the delivery order.
- D. Adjustments which will cause the elapsed time for completion of the work to exceed the orginial estimated completion date by more than 30 calendar days must be approved in advance by the Contracting Officer.

ARTICLE VII - WORK DAYS ORDERED

<u>A. Functional Labor Specialist</u>	<u>Work Days Ordered</u>	<u>Fixed Daily Rate</u>	<u>Based on the Multiplier</u>	<u>Total</u>
<u>Development Special</u>	<u>22</u>	<u>\$ 533.77</u>	<u>2.11</u>	<u>\$11,742.87</u>
<u>Education Policy Spec</u>	<u>45</u>	<u>\$ 384.02</u>	<u>2.11</u>	<u>\$17,280.90</u>
<u>Typist</u>	<u>40</u>	<u>\$ 182.11</u>	<u>2.11</u>	<u>\$ 7,284.56</u>
<u>Manpower Specialist</u>	<u>30</u>	<u>\$ 317.84</u>	<u>1.16</u>	<u>\$ 9,535.20</u>
<u>Manpower Specialist</u>	<u>30</u>	<u>\$ 317.84</u>	<u>1.16</u>	<u>\$ 9,535.20</u>
<u>Manpower Specialist</u>	<u>25</u>	<u>\$ 317.84</u>	<u>1.16</u>	<u>\$ 7,946.00</u>
			<u>TOTAL:</u>	<u>\$63,324.73</u>
			<u>ROUNDED:</u>	<u>\$63,325.00</u>

- B. Subject to the ceiling price established in this delivery order and the prior written approval of the Project Manager, the contractor is authorized to adjust the number of work days actually employed in the performance of the work by each position specified in this order. The contractor shall attach a copy of the Project Manager's approval to the final voucher submitted for payment.

C. It is the Contractor's responsibility to ensure that the Project Manager-approved adjustments to the work days ordered for each functional labor specialist do not result in costs incurred which exceed the ceiling price of this delivery order. Under no circumstances shall such adjustment authorized the Contractor to be paid any sum in excess of the ceiling price.

ARTICLE VIII - CEILING PRICE

(1) For Total Work Days Ordered	\$63,325.00	
(2) For Other Direct Costs		37,357.00
Ceiling Price (1) + (2)		<u>\$100,682.00</u>

The Contractor will not be paid any sum in excess of the ceiling price.

ARTICLE IX - USE OF GOVERNMENT FACILITIES AND PERSONNEL

A. The Contractor, and any employee or consultant of the Contractor is prohibited from using U.S. Government facilities (such as office space or equipment), or U.S. Government clerical or technical personnel in the performance of the services specified in the Contract, unless the use of Government facilities or personnel is specifically authorized in advance, in writing, by the Contracting Officer.

B. If, at any time, it is determine that the Contractor, or any of its employees or consultants, have used U.S. Government facilities or personnel without authorization, then the amount payable under the Contract shall be reduced by an amount equal to the value of the U.S. Government facilities or personnel used by the Contractor, as determined by the Contracting Officer.

C. If the parties fail to agree on an adjustment made pursuant to this clause, it shall be considered a "dispute" and shall be dealt with under the terms of the "Disputes" clause of the Contract.

ARTICLE X - EMERGENCY LOCATOR INFORMATION

The Contractor agrees to provide the following information to the Mission Administrative Officer on or before the arrival in the host country of every contract employee or dependent:

A. The individual's full name, home address, and telephone number.

B. The name and number of the contract, and whether the individual is an employee or dependent.

Delivery Order No. 06  
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C. The Contractor's name, home office address, and telephone number, including any after-hours emergency number(s) and the name of the Contractor's home office staff member having administrative responsibility for the Contract.

D. The name, address, and telephone number(s) of each individual's next of kin.

E. Any special instructions pertaining to emergency situation such as power of attorney designees or alternate contact persons.

ARTICLE XI - LOGISTIC SUPPORT

LAC/DI contractor is responsible for all logistical support.

ARTICLE XII - ACCESS TO CLASSIFIED INFORMATION

The Contractor will not have access to classified information.

ARTICLE XIII - DUTY POST

The Duty Post for this delivery order will be Costa Rica, Columbia, Chile, El Salvador, Ecuador, Honduras, Guatemala, Haiti, Jamaica, Argentina, Uruguay and Brazil.

ARTICLE XIV - WORK WEEK

The Contractor is authorized up to a six-work week with no premium pay.

**APPENDIX K: COMPOSITION OF THE EVALUATION TEAM**

## COMPOSITION OF THE TEAM

In alphabetical order:

- A. Richard A. Fehnel  
Team Leader  
Institutional Development Specialist

Richard Fehnel's background is in public administration and human resource management. Dr. Fehnel has held numerous academic and administrative appointments including professorships at major universities, a deanship, and directorship of grant projects in the field of education, public administration, and human resource development. His overseas experience includes advisor to the Director at the Institute of Administration, University of Chile; team leader of a project design team in Pakistan on the development of institutional excellence programs for tertiary level institutions and research and development centers; evaluation of a project in Honduras concerning privatization of construction projects in education, housing, and irrigation; and evaluation of training for development projects in Ecuador and Pakistan.

- B. M. Charito Kruvant  
Education Specialist

Charito Kruvant's background is in education and Latin American affairs. At Creative Associates, Ms. Kruvant has participated directly as a technical staff member in the study of women in Latin America and Africa, a study of USAID's involvement in the strengthening of democratic institutions, promotion of women in business in Honduras and Panama, legislative training in Honduras, and participant training in the Caribbean region. She specializes in non-formal education methods and programs.

- C. Danuta W. Lockett  
Education Specialist

Danuta Lockett's education background is in curriculum planning, design and development, training, research, and evaluation. As Director of International Programs at Creative Associates, Dr. Lockett has worked with the majority of international education projects of the firm including the evaluation of basic education in Egypt, design of the education development project in Yemen, analysis of English as a development resource, and analysis of USAID's education and human resources development policy and programming. She participated in the retrospective study of USAID's experience in strengthening democratic institutions in Latin America and conducted field work in Guatemala in connection with this study. She has conducted field assignments in Guatemala, Costa Rica, Egypt, and Yemen. Dr. Lockett has also designed national curriculum for education programs sponsored by U.S.-based institutions, conducted evaluation and research studies, written articles, and spoken at national conferences on topics related to education and human development.

**D. Robert E. Norris**  
Electoral Assistance Specialist

Robert Norris is a lawyer with a Ph.D. in Ibero-American Studies. He is experienced in the interpretation and drafting of treaties, statutes, regulations, and in the analysis of governmental structures, laws, and the legal system of Latin America. Dr. Norris has planned and carried out on-site investigations of human rights violations in Argentina and Panama. He has drafted human rights reports for inter-governmental organizations in Argentina, El Salvador, Nicaragua, and Panama. Dr. Norris served as the attorney and human rights officer for the United Nations Division of Human Rights in Geneva, and as attorney and senior human rights specialist for the Inter-American Commission on Human Rights.

**E. Jose Zalaquett**  
Human Rights Specialist

Jose Zalaquett's background in human rights is extensive both regionally and internationally. He was the Deputy Secretary General of the International Secretariat of Amnesty International in London and currently is the Chair of the Board of Directors of Amnesty International's Chilean Section. Mr. Zalaquett is a lawyer, who has carried out advocacy work in Chile; holds membership in an extensive range of human rights and legal organizations; and has been active in promoting human rights through participation in hearings (held by the U.N., the O.A.S. and the U.S. Congress), conferences, and media productions. He has conducted human rights missions and evaluations world-wide for Amnesty International, Ford Foundation, the Inter-American Foundation, the I.D.R.C. (Canada), NOVIB (The Netherlands), the Norwegian Research Council for Science and the Humanities, the Norwegian Red Cross, the World Council of Churches, and Americas Watch. He has written extensively on the subject of human rights and was the recipient of several awards.

**APPENDIX L: PERSONS INTERVIEWED BY MEMBERS OF THE EVALUATION TEAM**

## **ARGENTINA**

Abuelas de Plaza de Mayo (Buenos Aires)

Raul Aragon  
Principal of the Avellaneda High School

Maria Teresa Flores  
Under Secretary of the Human Rights  
Ministry of the Interior Relations

Emilio Mignoni  
Member of the IIDH Board of Directors

Juan Jose Prado  
Member of the Support Group of the  
Education and Human Rights Projects

Raul Rabossi  
Under Secretary of the Human Rights  
Ministry of the Interior Relations

Silvia Savoini  
Coordinator of the Education and  
Human Rights Projects

Eugenio Raul Zaffaroni  
Member of the Support Group of  
the Education and Human Rights Projects  
Investigator of the Institute of  
"Penal and Human Rights Systems"

## **BRAZIL**

Eliane Botelho Junqueira  
Member of the Support Group of  
the Education and Human Rights Project

Margarida Genevois  
Member of the Commission of  
Justice and Peace

Jose Maria Gomez  
Member of the Support Group of  
the Education and Human Rights Project

Marcia Jaime  
Member of the Commission of  
Justice and Peace

Carlos Plastino  
Member of the Support Group of  
the Education and Human Rights Project

**BRAZIL (Continued)**

Jose Ribas Vieira  
Member of the Support Group of  
the Education and Human Rights Project

Marco Antonio Rodriguez Barbosa  
President of the Commission  
of Justice and Peace

Belisario dos Santos  
Member of the Commission  
of Justice and Peace

Gustavo Senechal de Goffredo  
Member of the Support Group of  
the Education and Human Rights Project

Jose Augusto de Souza Rodriguez  
Member of the Support Group of  
the Education and Human Rights Project

Joao Ricardo Wanderley Dornelles  
Coordinator of the Education and  
Human Rights Project

**COLOMBIA**

(Individuals listed were interviewed in Colombia. Their country of origin is indicated in parentheses.)

Marco Tulio Bruno Celli  
Member of the IIDH Board  
(Venezuela)

Tom Buergenthal  
Judge of the Inter-American Court  
President of the IIDH  
(United States)

Antonio Cancado Trindade  
Member of the IIDH Board  
(Brazil)

Hector Fix-Zamudio  
Judge of the Inter-American Court  
Member of the Board of the IIDH  
(Mexico)

Hector Gros Espiel  
Judge of the Inter-American Court  
Former Executive Director of the IIDH  
(Uruguay)

## **COLOMBIA (Continued)**

Louis Henkin  
Member of the IIDH Board  
(United States)

Jorge Hernandez Alcerro  
Judge of the Inter-American Court  
Member of the Board of the IIDH  
(Honduras)

Marco Monroy Cabra  
Vice-President of the IIDH  
Former Member of the Inter-American Commission of Human Rights  
(Colombia)

Rafael Nieto Navia  
Judge of the Inter-American Court  
Member of the Board of the IIDH  
Member of the Advisory Council of CAPEL  
(Colombia)

Pedro Nikken  
Member of the IIDH Board  
Judge, Inter-American Court  
(Venezuela)

Rodolfo Stavenhagen  
Member of the IIDH Board  
(Mexico)

Walter Tarnopolsky  
Member of the IIDH Board  
(Canada)

## **COSTA RICA**

Maira Alarcon  
President of the Central American Confederation  
of Relatives of Disappeared Prisoners (ACAFADE)

Oscar Avila  
Development Programs  
Canadian Embassy

Pedro Barrantes  
Regional Director &  
Director of the Technical Office  
Ministry of Education

Gonzalo Brenes Camacho  
President of the Supreme Electoral Tribunal of Costa Rica  
CAPEL Election Observer in Ecuador, 1988  
Member of Editorial Council for CAPEL Electoral Dictionary

**COSTA RICA (Continued)**

Emilee Castillo Obando  
Technical Advisor/Supervisor in Evaluation  
Ministry of Education

Luis Castillo Ralda  
Coordinator for CAPEL Electoral Dictionary project

Carl Cira  
USAID

Cecilia Cortes  
Director of Publications & Executive Assistant to the Director of CAPEL

Roberto Cuellar  
Assistant Director  
IIDH

Gonzalo Elizando  
Assistant  
Human Rights Education Project  
IIDH

Escuela Esquival Ibarra  
Technical Director and Staff

Catalina Flores Acuna  
Cruz Roja Nacional

Adrian Fonseca  
Lawyer  
Member of the Human Rights Committee of the Bar Association of Honduras

Guillermo Garcia  
Programs Section  
Ministry of Education

Jorge Mario Garcia Laguardia  
Director of CAPEL

John Helwig  
Training Advisor  
ILANUD

Ismael Jaramillo  
Human Rights Lawyer

Horst Kleinheisterkamp  
Representative of Naumann Foundation

Joy Lucke  
Administrative Coordinator  
IIDH

## **COSTA RICA (Continued)**

Victor Mata  
Lawyer  
Part-time staff of the Commissions Program

Jose Carlos Morales  
Coordinator  
Commission Project (Ford)

Charles Moyer  
Executive Secretary  
Inter-American Court of Human Rights

Hugo Munoz  
Professor of Constitutional Law  
Former Minister of Justice of Costa Rica  
Former Attorney General of Costa Rica  
Guest Professor at IIDH Courses

Vernor Munoz  
Assistant to the Minister  
Ministry of Education

Francisco Navarro  
Accountant  
IIDH

Leticia Olguin  
Coordinator  
Human Rights Education Project  
IIDH

Teresa Pena  
Director  
Training Department  
ILANUD

Sonia Picado  
Executive Director of IIDH

Eduardo Piccolo  
Financial Manager  
IIDH

Ana Maria Pineda  
Lawyer  
Legal Assistance

Rodolfo Piza  
Judge of the Inter-American Court  
Member of the Board of IIDH

## **COSTA RICA (Continued)**

Jorge Rodriguez  
Assistant  
Human Rights Education Project  
IIDH

Olga Rodriguez  
Advisor  
Ministry of Education

Mari Luz Rojas Leivas  
Regional Advisor of Cartago District

Luis Salas  
ILANUD Advisor

Guisella Sanchez  
Organization of Training Section  
CAPEL

Otilia Tejeira de Koster  
Coordinator  
Investigation Center for Human Rights & Legal Assistance

Joseph Thompson  
Coordinator of Courses/Reports  
IIDH

Constantino Urcuyo Fournier  
Author of one of CAPEL publications

Blanca Esmeralda Valladares  
Lawyer  
Legal Assistance

Carlos Alberto Vargas Acorto  
Campamento de Refugiados  
CASP-CAMP

Carlos Villan  
Representative  
U.N. Human Rights Programs

Rafael Villegas Antillon  
Member of the Supreme Electoral Tribunal  
Director of the Electoral Training Course sponsored by CAPEL  
Participant in Observer Missions  
Member of Technical Assistance Missions to Bolivia, Guatemala,  
and El Salvador  
Representative of Costa Rica to Association of Electoral Institutions

Jose Miguel Vivanco  
Lawyer  
Inter-American Commission of Human Rights

## **COSTA RICA (Continued)**

Fernando Volio  
Former Member of Inter-American Commission of Human Rights  
Member of Board of IIDH  
Former Director of Research Project for CAPEL  
Recent President of Legislative Assembly of Costa Rica

Daniel Zovatto  
Assistant Director  
IIDH

## **EL SALVADOR**

Reinaldo Blanco  
Human Rights Commission

Dagoberto Campos  
Human Rights Commission

Bernardo Cestoni  
Director  
Human Rights Commission

Francisco Diaz  
Head, Legal Assistance Office  
Central American University "Jose S. Canas"

Maria Julia Hernandez  
Director  
Legal Tutor of El Salvador

Florentin Melendez  
Researcher  
Institute of Human Rights

Segundo Montes  
Director  
Institute of Human Rights  
Central American University "Jose S. Canas"

Maggie Popkin  
Researcher  
Institute of Human Rights  
Central American University "Jose S. Canas"

Leonardo Ramirez  
Human Rights Commission

Luis Ramirez  
Lawyer  
Christian Legal Assistance

Jemera Rone  
Counsel  
Americas Watch

## GUATEMALA

Manuel Aldana  
Member of the Supreme Electoral Tribunal (SET)  
Coordinator between CAPEL and SET

Richard Burke  
USAID

Juan Jose Catalan  
Secretary General  
Union for the Cultural Center of "M.A. Asturias"

Arnoldo Escobar  
Academic Coordinator and Director of the Department of  
Pedagogy and Extension, Rafael Landivar University  
Director of Training for CAPEL Electoral Training Program in Guatemala

Marilis de Estrada  
Head, Penal Department  
Governmental Human Rights Office

Angel Alfredo Figueroa  
Deputy Procurator  
Governmental Human Rights Office

Cesar Franco  
Legal Advisor  
Confederation of Syndicated Unions

Oliverio Garcia  
Congressman  
Member of the Human Rights Committee of Congress

Arturo Herbruger Asturias  
President, Supreme Electoral Tribunal  
Representative of SET of Guatemala to Association  
of Electoral Institutions

Gonzalo Mendez de la Riva  
General Procurator for Human Rights

Interviewed Mr. Gonzalo Mendez de la Riva's two deputies.

Gabriel Orellana  
Law Professor

Alma Quinonez de Galvez  
Lawyer/Trainer  
Rafael Landiva University

Interviewed 5-6 unidentified trainees from the group taught  
by Alma Quinonez de Galvez.

## **GUATEMALA (Continued)**

Adrian Ramirez  
Deputy Secretary General  
Confederation of Syndicated Unions

Leticia Rodriguez  
Secretary to the President of the Supreme Court of Guatemala

Victor Rodriguez  
Confederation of Syndicated Unions

Marco Antonio Sagastume  
President  
Guatemalan Association pro United Nations  
Professor of Human Rights courses

Johnny Schwank Duran  
Former Head of the Supreme Electoral Tribunal  
CAPEL Representative for Electoral Training Program in Guatemala  
Organizer of CAPEL Training Program in El Salvador, 1985

Blanca Ester Silva  
Supervisor of Trainers in Department of Guatemala for 1988 Municipal  
Elections

Fidelio Swana  
Director of Orientation and Testing, Rafael Landivar University  
Directed psychological testing for selection of electoral trainers

Hector Vasquez  
Congressman  
Member of the Human Rights Committee of Congress

Fernando Way Medrano  
Administrative Director for Electoral Training Program for poll workers in  
Guatemala and Haiti

## **HAITI**

Leopold Berlangier  
IHRED

Chuck Brooks  
Controller  
USAID

Richard Burns  
Project Manager  
USAID

## HAITI (Continued)

Jean-Paul Poirier  
Price-Waterhouse

Larry Rossin  
Counselor  
U.S. Embassy

## HONDURAS

Mario Boquin  
Attorney/Advisor to Armed Forces High Command  
Counselor to Army General Staff  
Inter-Institutional Commission on Human Rights

Roberto Callejas  
Member of the National Electoral Tribunal

Oscar Rene Cuevas  
Attorney  
Ministry of Government  
Inter-Institutional Commission on Human Rights

Joe Eldridge  
Missionary for Methodist Church

Rigoberto Espinal  
Honduran Judge Ad-Hoc to the Inter-American Court of Human Rights

Mario Fortin  
Directorate  
Foreign Policy  
Inter-Institutional Commission on Human Rights

Juan Arnolando Hernandez  
Public Prosecutor  
Supreme Court  
Inter-Institutional Commission on Human Rights

Don Johnson  
Political Officer  
U.S. Embassy

Tomas Lozano  
Member of the National Electoral Tribunal

Robert Murphy  
Human Resources Development Officer  
USAID

## **HONDURAS (Continued)**

Adan Palacios  
Ex-Member of the National Electoral Tribunal  
Currently employed by USAID as advisor on electoral assistance.

Thomas Park  
Office Chief  
Human Resources Development  
USAID

John Sanbrailo  
Mission Director  
USAID

Cesar Augusto Tome Rapalo  
Member of the National Electoral Tribunal

Yolanda de Vargas  
President  
National Electoral Tribunal

George Wachtenheim  
Deputy Mission Director  
USAID

Ruben Zepeda  
President  
Attorney General  
Inter-Institutional Commission on Human Rights

## **MEXICO**

Raul Sanchez  
Ford Foundation

## **NICARAGUA**

Nidia Barbosa  
Professor, Faculty of Law, Central American University  
Former Director, Legal Aid Center, Central American University

Sebastian Castillo  
Executive Secretary  
Legal Assistance and Human Rights  
CEPAD

Lino Hernandez  
Member of the Board and Executive Secretary of the  
(Permanent Commissions of Human Rights)

**NICARAGUA (Continued)**

Owyn Hogdson  
Coordinator  
Legislative Commission of the Atlantic Coast

Cesar Jerez  
Rector  
Central American University

Nora Lopez  
Deputy Director  
Legal Aid Center  
Central American University

Sara Madrigal  
Head of Department of Non-Governmental Organizations  
Ministry of Foreign Relations

Adolfo Miranda  
Legal Advisor  
CEPAD

Wilma Nunez  
President  
National Commission for Promotion & Protection of Human Rights

Victor Ordonez  
Vice-Dean  
Faculty of Law  
Central American University

Gustavo Parajon  
Chairman of the Board  
CEPAD

Armando Rojas Smith  
Director, Legal Aid Center of "Zelaya Norte"  
Legislative Commission of the Atlantic Coast

Carlos Saavedra  
Director  
Legal Aid Center  
Bar Association of Nicaragua

Humberto Solis Parker  
Director  
Legal Aid Center  
Central American University

Mario Urcuyo  
Chairman, Legal Assistance Committee  
CEPAD

**UNITED STATES**

Michele Heisler  
Ford Foundation

Roma Knee  
LAC/DI  
AID/Washington

Stephen Marks  
Ford Foundation

Norma Parker  
LAC/DI  
AID/Washington

The Evaluation Team met the following invitees to the reception held at IIDH.

## MEMORANDUM

DE: Karen de la Cruz  
 PARA: Cecilia Truque  
 ASUNTO: Confirmaciones de asistencia a la recepción de hoy 4 de mayo  
 FECHA: 4 de mayo de 1988

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A continuación desgloso la lista de invitados que al día de hoy han confirmado su asistencia a la recepción.

Dr. Benand Sproedt	Consejero - Embajada de Alemania
Dr. Rudolf Schloz	Consejero Cooperación-Emb. Alemania
Dr. Alfredo Miguel Mosso	Embajador de Argentina
Prof. Valembos	Agregado prensa-Emb. Bélgica
Sr. Stanley Edward Goosh	Embajador de Canadá
Dr. Oscar Avila	Oficial de Programas de Desarrollo de la Embajada de Canadá
Dr. Jaime Pinzón López	Embajador de Colombia
Dr. Iván Peñaherrera	Embajador de Ecuador
Dr. Juan Alfonso Ortiz Ramos	Embajador de España
Dr. John Todd Stewart	Encargado de negocios a.i Embajada de los Estados Unidos
Dr. Johannes H.M Van Bonzel	Tercer secretario Embajada de los países Bajos
Dr. Michael Daly	Embajador de Gran Bretaña
Dr. Jan-Willem Bertens	Embajador de los Países Bajos
Dr. Edgardo Sevilla	Embajador de Honduras
Sr. Juan Aníbal Barría	Cónsul de la Embajada de Chile
Dr. Roberto Jovanné	Encargado de negocios de la Embajada de Panamá
Dr. Enrique Rivero	Embajador de Perú
Dra. Quisqueya Damirón	Embajadora de Rep. Dominicana
Dr. Fransisco Quijada González	Embajador de Venezuela
Sr. Reinaldo Merlone	Asesor cultural Embajada Italia
Dr. Hugo Muñoz	Ex Ministro de Justicia
Dr. Constantino Urcuyo	CIAPA
Lic. Rafael Villegas	Magistrado del Tribunal Supremo de Elecciones de Costa Rica

Lic. Rodolfo Ledezma	Director del Registro Civil
Dr. Luis Varela	Bufete Fournier y Asociados
Lic. Carlos Meléndez	Historiador
Lic. Xavier Zavala	Asociación Libro Libre
Lic. Rubén Hernandez	Facultad de Derecho UCR
Sr. Edelberto Torres	Secretario General FLACSO
Dr. Horst Kleonheisterkamp	Representante Fundación Naumann
Lic. Rodrigo Arias Sánchez	Ministro de la Presidencia
Licda. Eugenia Zamora	Casa Presidencial
Lic. Alvar Antillón	Director General - Ministerio de Relaciones Exteriores
Lic. Edgar Cervantes	Sala Primera - Corte Suprema de Justicia
Dra. Dora María Guzmán	Sala Tercera - Corte Suprema de Justicia
Lic. Bernardo Van Der Laat	Decano - Facultad de Derecho UCR
Lic. Ma. Antonieta Sáenz	Vice Decano - Facultad de Derecho UCR
Lic. Egennerly Venegas	Facultad de Derecho UCR
Sra. Ma. de los Angeles Soto	Facultad de Derecho UCR
Dr. Enrique Rojas	Presidente - Colegio de Abogados
Sr. José Flores	Coordinador General CODEHUCA
Dra. Muni Figueres	Ministra de Exportación

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