

**INTER-AMERICAN INSTITUTE OF HUMAN RIGHTS
IIHR**

**UNITED STATES AGENCY FOR INTERNATIONAL DEVELOPMENT
Grant No. LAG-A-00-97-00019-00**

**FINAL REPORT
SEPTEMBER 24, 1997 – FEBRUARY 28, 2001**

I. INTRODUCTION

In accordance with the regulations of Grant No. LAG-A-00-97-00019-00 of the United States Agency for International Development (USAID) to the Inter-American Institute of Human Rights (IIHR or the Institute), the IIHR submits its final report on the activities that took place from September 24, 1997 to February 28, 2001, which were in whole or in part funded by USAID.

II. THE MISSION AND NATURE OF THE IIHR

The Inter-American Institute of Human Rights (IIHR) is an independent international institution, created in 1980 under an international agreement that mandates it to engage in educational and research activities related to human rights, and to promote the observance of these rights and of democracy throughout the Americas.

The IIHR's Statute defines it as an academic institution, which means that it refrains from investigating cases, presenting or supporting formal complaints against States, or monitoring the compliance of States with their international human rights obligations. This self-imposed limitation has proven to be an effective tool for the IIHR, as it has permitted the Institute to serve as a facilitator of dialogue among the different actors in the human rights movement, and between them and government representatives.

Politically, the work of the IIHR is predicated on the idea that the effective exercise of human rights is only possible within the framework of pluralist and representative democracy. In other words, the IIHR maintains that there is a close link between the full exercise of political democracy and the effective exercise of human rights.

To achieve this, democracy must transcend merely formal considerations and must incorporate excluded and disadvantaged sectors of the population. The indigenous peoples of the Americas, and women as a social group, are perhaps the most important examples. For this reason, the IIHR focuses especially on these segments of the population.

In methodological terms, the work of the IIHR is based on three premises:

- An integrated approach is essential for human rights work. Human rights constitute an integrated system, in which no single right, group of rights, or so-called 'generation' of human

rights, takes precedence. Economic, social and cultural rights are as important for the effective exercise of human rights as civil and political rights.

- An interdisciplinary approach is essential for human rights work. As human rights cut across the entire social fabric, no single academic discipline can adequately address their complexity. The issues involved include those of a legal, political, historical, anthropological and philosophical nature. Only an approach that incorporates all these perspectives can explain such a complex phenomenon.
- A multisectoral approach is essential for human rights work. Human rights issues concern different agents and sectors of society. Activists, government officials, political leaders and representatives of minorities all have a stake and share a common interest in this field, which, being one of the main areas of political consensus of modern times, also allows for different perspectives and is a source of strong internal tensions.

III. CURRENT STRUCTURE

The Institute's Board of Directors is its highest governing body and, as such, is responsible for establishing general policies. Its members are acknowledged authorities on human rights from all parts of the hemisphere. The Board meets once a year, while the Permanent Commission, a group that advises the Executive Director, usually meets several times a year. The person directly responsible for implementing the Institute's projects is the Executive Director. The post of Executive Director is currently held by Roberto Cuéllar, a native of El Salvador.

For operational purposes, responsibility for implementing the IIHR's activities is assigned to the following:

Department of Civil Society Entities. This area carries out activities of human rights training and promotion with organized sectors of civil society (organizations devoted to human rights in general, and the rights of women, migrant and indigenous peoples in particular); organizes specialized fora for the discussion of emerging issues in the field of human rights; and gathers, publishes and distributes specialized materials.

Department of Public Institutions. This area carries out activities of human rights promotion and training with the judicial, legislative and executive branches of governments, the military, the police and the prison system; promotes legislative reform designed to improve access by members of the public to their fundamental rights; promotes the institution of the ombudsman throughout the hemisphere and provides advisory assistance to existing ombudsmen's offices; provides advisory assistance to ministries of education for the modernization of academic programs; and gathers, publishes and distributes specialized materials.

Center for Electoral Promotion and Assistance (CAPEL). Among its activities, CAPEL provides advisory and technical assistance on electoral matters to organizations responsible for organizing electoral processes; holds fora for discussions and promotion with different political sectors; analyzes and discusses the issue of governance with political actors; provides advisory assistance and training and conducts research aimed at strengthening political parties; sends missions to observe elections in all parts of the hemisphere; and gathers, publishes and distributes specialized materials.

Administrative-Accounting and General Services Department: comprised of the following sections: treasury, accounting, informatics, human resources and general services.

The units, on the other hand, are responsible for proposing and implementing Institute policies related to their respective fields of action, based on the guidelines established by the Board and the Executive Directorate.

Institutional Development Unit: proposes and implements policies regarding the Institute's relations with donors, external promotion and the control of the quality of the Institute's products.

Applied Research Unit: responsible for the Institute's policy in the areas of thematic research, integrated plans, special programs and topics that cut across all the Institute's areas of work. It oversees the "active promotion" approach, particularly as regards the three core topics (political participation, education and access to justice) and their impact in the countries on which the IIHR wishes to place special emphasis.

Educational Unit: designs, tests and implements the methodologies, teaching aids and educational and evaluative techniques that the IIHR uses in its training activities. It is creating and will maintain a data base on educational policies for primary, secondary and higher education in Latin America, and propose ways of harmonizing the IIHR's action with educational reform projects in the region.

Information and Editorial Service Unit: responsible for the IIHR's editorial policy, for incorporating the use of Internet into the Institute's work of promoting human rights, for meeting the information needs of the target population, and for strengthening the IIHR's formal and informal networks.

IV. USAID-FUNDED ACTIVITIES

A. HUMAN RIGHTS EDUCATION AND TRAINING

1. INTERDISCIPLINARY COURSE ON HUMAN RIGHTS

The Interdisciplinary Course on Human Rights is widely acknowledged as being the most important academic activity of its kind in the western hemisphere. The Interdisciplinary Course epitomizes the human rights promotion and education work that the IIHR carries out with the different social, professional and political sectors. It now has over 2100 alumni, including many of the leaders and activists of the human rights movement in the Americas.

Since its creation in 1983, the Course has provided a unique opportunity for a wide variety of sectors, often championing opposing positions, to meet and discuss points on which they both agree and disagree. Each year this activity brings together officials of NGOs and government agencies, members of the clergy, educators, academics, students, journalists, police officers and members of the military, activists, judges, legislators and professionals from a range of disciplines. The Course is made up of lectures given by renowned international specialists and activities that allow the participants to share their experiences and knowledge, identify common objectives and reach agreement on possible joint undertakings.

One of the Course's biggest strengths has always been the ability of the organizers to adapt its content and methodology to meet the challenges that the changing situation in the Americas poses for the different sectors. This makes the Course a ground-breaking forum for training in human rights. The objective of the activity is consistent with the IIHR's core mandate, which is to promote and provide training in, among other things: human rights and the principles of participatory democracy; domestic protection mechanisms and international systems of protection; the mechanisms available for the defense and protection of women, children, indigenous peoples and other segments of the population that suffer discrimination; international humanitarian law and the law governing displaced persons, refugees and migrants; human rights education; and economic, social and cultural rights.

Great attention has always been paid to the planning and design of each detail of the Course. This accounts for its reputation as an academic activity of the highest caliber. From the selection of the theme to the choice of professors; from the selection of the core participants to the logistical considerations; from the methodology used to the activities carried out to evaluate and measure its impact, the Course has enjoyed a long record of success in responding to the current needs and priorities of the human rights movement in the region.

Recently, with assistance from the Norwegian Agency for Development Cooperation (NORAD), the IIHR conducted an evaluation, at the Central American level, of the first 16 Interdisciplinary Courses. The results confirm the impact that this academic forum has had on the target population, and the fact that it has managed to remain relevant, making it an indispensable source of training and information for those engaged in the defense and promotion of human rights, and research and education in this field.

The large number of applications for the Course, always many times the number of places available, is a clear indication of the human rights movement's need for a forum where its members can engage in discussion, interact and study in depth issues that are a priority for countries in the western hemisphere.

In many ways, the organization and planning of the Eighteenth Interdisciplinary Course on Human Rights was a watershed in the development of the activity. It followed lengthy discussions and an evaluation of the IIHR's work in the region, and of the outlook for the future. The results of this process were presented to the governing bodies and senior management of the Institute in January 2000, and then used to determine what the institution's principal areas of work should be over the next three years.

This led to changes in both the structure of the IIHR and in the methodologies and content of the specific activities it implements through its programs and units, drawing on the valuable experience the Institute has acquired over the years. The result was a combination of continuity and innovation.

The Course was not immune to this process and, as will be explained below, certain methodological adjustments were made to increase its impact. However, it should be pointed out that these efforts in no way signified a break with the past. On the contrary, they were designed to bolster a process that was instituted some years ago in order to fine-tune the methodology, enhance the level of learning and promote concrete actions in each country as a result of the Course.

1.1 Objectives

1. To provide an interdisciplinary and intersectoral educational forum for the discussion of human rights doctrine, with emphasis on the situation in the Americas.
2. To establish links among the participants, the IHR and other institutions, with a view to creating an inter-American network of sectors interested in the promotion and defense of human rights.

1.2 Selection of the participants

The selection of the participants for the Interdisciplinary Course is a painstaking process. In filling the slots, the organizers endeavor to strike a balance in terms of gender and the professions, sectors, areas of work and countries represented.

Traditionally, they have also sought the opinion of other IHR officials who are well placed to identify and recommend candidates from organizations or institutions with which they have come into contact in implementing their projects, whose participation in the Course they regard as important.

For the Eighteenth Course an ad hoc committee was set up to select the participants by consensus, so as to improve the balance among the sectors and areas of work represented. The members of this committee were officials responsible for a wide range of projects, such as those involving government agencies, nongovernmental organizations, ombudsman offices, the judiciary, gender, indigenous peoples and formal education (at the primary, secondary and university levels).

Applicants are required to provide personal information, a description of the type of work they perform, the reasons why it would be useful for them to take part in the Course and the population that would benefit directly from their participation. The organizers also take into account recommendations made by individuals or institutions. For the Eighteenth Course, applicants were also asked to specify what academic and/or practical experience they had in the field of access to justice, the core topic of the course.

Applicants may request a partial or full scholarship, or state expressly that they can meet the cost of the Course. However, financial considerations are not taken into account in selecting the participants; acceptance is awarded entirely on merit. In the last three years, over 90% of the participants have received a grant of some kind.

1.3 Academic paper required prior to the Course

In recent years, acceptance to the course has come with a proviso: successful applicants must submit a paper on a specific subject prior to the Course in order to take part. In view of the core topic the Eighteenth Course, they were asked to submit a paper addressing some aspect of access to justice in their respective countries, be it at the local, national or international level.

The IHR has three main reasons for requesting these papers: they demonstrate the commitment and practical and/or academic knowledge of the applicants with regard to the theme of the Course; the papers are used as input for the workshops held during the Course, and they

are passed on to the Documentation Center and, in many cases, become an important source of reference material.

Any applicant who fails to submit a paper is automatically barred from attending the Course and his/her place is awarded to another candidate with similar characteristics.

1.4 Preparatory activities

Based on the experience it acquired over the years, some time ago the IIHR drew up a work plan for the preparations for the Interdisciplinary Course. Each stage in the process is programmed. The use of this document in recent years has ensured the quality of the logistical aspects of the Course.

Due to the internal evaluation process already mentioned, preparations for the Eighteenth Interdisciplinary Course did not get under way until March 2000. Unlike previous courses, it was held in August, so as to coincide with the twentieth anniversary of the founding of the IIHR.

For many years, two posters were produced and distributed to publicize the Course. The first contained general information and the second full details of the Course and how to apply for it. These posters were distributed among over 2500 NGOs, government agencies, universities, international organizations and other institutions.

For the Eighteenth Interdisciplinary Course, only one poster was sent out. Electronic media were used to further publicize the activity. This showed that it is no longer necessary to send out the first poster, since modern technology offers effective tools for promoting the Course. Furthermore, the activity is now so well known that applications are received before they receive the official announcement.

The information disseminated includes the objectives of the Course, the thematic content, the requirements for applicants, the addresses to which applications are to be sent, the cost of the Course and the systems of grants available, and important dates.

1.5 Methodology

For the last three courses, major efforts were made to enhance the thematic unity and structural coherence of the academic program, in order to study current issues in greater depth but without losing sight of the multidisciplinary and intersectoral nature of the activity.

For the Sixteenth Course, modules were developed with emphasis on two different areas and students were allowed to choose the one they preferred. For the Seventeenth Course, there were two "emphases" or perspectives -the ethical-social and the political-judicial. Students focused on one or the other, depending on their professional background and the training they needed.

For the Eighteenth Interdisciplinary Course greater emphasis was placed on the concept of thematic unity, in keeping with the trend in recent years and with the current administration's policy of establishing the themes of the three courses that will be held during its term of office. The themes are the same as those established as priorities for the work of the IIHR for the triennium: access to justice, political participation and human rights education.

The Interdisciplinary Course consists of a combination of lectures, panel discussions and workshops. The experts impart a large amount of information to the participants, who are also able to share their knowledge and experiences with other participants, the teaching staff and IIHR personnel.

1.6 Lectures and panel discussions

The specialists in charge of the lectures and panel discussions are some of the world's leading human rights experts.

The lectures are used to address certain important theoretical aspects of a specific subject and then to demonstrate how they apply to everyday life. The lectures last one hour, with a further half an hour being set aside for questions and comments from the participants.

Each professor is informed of the subject and the objectives of his/her lecture ahead of time, and of the general objectives of the Course and certain aspects that should be addressed from the perspective of the subject, such as gender and ethnic diversity. The lecturers are also asked, if possible, to submit their papers to the organizers prior to the start of the Course, so that they can be reproduced and distributed among the participants.

Panel discussions are used to familiarize the participants with different positions or experiences regarding specific issues, be they opposing or complementary. This stimulates further discussion and broadens the participants' vision of the subject.

The speakers are also asked to use methods that will make it easier for the participants to learn and the presentations more didactic. These are points that the participants themselves raise constantly.

1.7 Workshops

The workshops are designed to allow the participants to share their experiences and knowledge. They also enable the IIHR to gather important information about the situation in the region from the perspective of the participants, based on their knowledge of specific circumstances.

Traditionally, each workshop focuses on a specific issue, which the participants discuss and explore in depth, making their own contributions. Four workshops were held at the Sixteenth Course, on the following topics:

1. Sharing of information and experiences.
2. Analysis of the procedures and jurisprudence of the Inter-American Commission on Human Rights and the Inter-American Court of Human Rights.
3. Education in values: principles and strategies.
4. Proposals on how to make democracy more participatory.

At the Seventeenth Course, the workshops focused on three topics:

1. Sharing of experiences related to citizen participation.
2. Young people and the transformation of society.

3. Contributions for effective democracy.

A new methodological strategy was adopted for the Eighteenth Interdisciplinary Course, with the four workshops being viewed as part of a single process aimed at obtaining a final product: concrete proposals for action in each country.

This new approach made the link between the workshops and the lectures more coherent. It also produced a specific result, which, in turn, provides another way of gauging the impact of the Course.

The workshops began with a session in which the participants, divided into six groups and representing different countries shared their experiences. The discussion centered on the content of the papers they submitted prior to the Course and their assessment of access to justice in their respective countries.

The discussion continued during the second session, with each group, representing three or four countries, focusing more specifically on national problems. The third session was given over to country-specific work, in order to identify a concrete national proposal. Finally, all the participants came together for the fourth session. Each country presented its proposal and the members of the other groups offered suggestions and recommendations.

At the end of the Eighteenth Course, all the proposals were critiqued by the staff of the IIHR, who made recommendations and suggestions. The proposals were then systematized, classified and returned to the participants.

1.8 Case studies

The case study sessions are practical exercises in which a group of cases involving human rights violations are examined in depth. They are, to some extent, hypothetical situations that exemplify different aspects of the human rights situation in Latin America. By studying and analyzing these cases, the Course participants become familiar with the institutions and norms that can be used to seek the protection of human rights.

The participants are split up into working groups to study the cases proposed. Then, in a plenary session, the facilitators give general instructions and answer any queries from the students.

Each group then designates a coordinator and a deputy coordinator, and gets down to the task of studying the cases and identifying possible solutions from the standpoint of the victim or his/her representative, the State against which the complaint is brought and the organs of the inter-American protection system.

Each group is given a package of reference material containing information on substantive and procedural matters. For the Eighteenth Course, a room was set aside for consultations, where the participants had access to other bibliographical material and could seek the advice of experts on the inter-American system for the protection of human rights.

Finally, another session was held for all the students during the second week of the course. The groups were split up in three meetings rooms, each with a facilitator. At that point, it was randomly decided which group would argue and defend what position. Each facilitator evaluated

the presentation of the different groups and made recommendations and suggestions on matters of form and substance. Thus, the participants themselves took the lead in the activity, exploring in greater depth theoretical and practical aspects of the protection of human rights.

1.9 Presentation of the IIHR and exhibition of materials

The program of the Interdisciplinary Course has always included presentations on the IIHR's different programs and activities and an exhibition of materials. This allows the participants to learn about what the IIHR does besides holding the Interdisciplinary Course, and to identify possible activities or projects that could dovetail with those of the institutions or organizations they represent.

For the Eighteenth Course, the organizers decided to set up a permanent display of materials instead of a temporary exhibition. This resulted in more demand for books, videos and other teaching tools.

1.10 Teaching material

The IIHR recognizes the importance of have teaching material to support its training activities. The participants can use this material to study important topics addressed at the Course in greater depth when they return home. It is also useful reference material for their everyday work.

The IIHR produces a large number of publications. In many cases, they are the only source of information on specific topics in the region. During the Interdisciplinary Course, the IIHR distributes an important collection of its materials on different human rights topics.

Other titles can also be obtained (purchased or donated), depending on the interests and areas of specialization of the participants.

Many of the books distributed are used throughout the Course, as study material prior to the lectures, or for the case studies or to prepare proposals during the workshops.

For the Sixteenth and Seventeenth Courses, an academic binder was produced containing academic and logistical information related to the activity. This material was well received by the participants, as can be seen from the evaluations carried out during each Course.

However, since many of the participants complained that the binder was very cumbersome, a new format was developed for the Eighteenth Course. The same amount of information was presented, but in a format that was much easier to use and manage. Four binders were produced:

Reference Guide: general information on the IIHR; a description of the Course, the lectures and their objectives; short bios of the lecturers; the rules of the Course and other relevant information.

Bibliography: compilation of specialized bibliographies related to each of the topics addressed at the Course. This material is put together by the IIHR's Documentation Center and includes bibliographical references to books, treaties and journals that form part of its collection or the collection of the Joint IIHR/Inter-American Court of Human Rights Library.

Background Material: a selection of texts closely linked to the theme of the Course (introductory, reference and/or complementary material for the participants).

Comparative analysis of situations and solutions regarding access to justice: systematization of the works submitted by the students prior to the Course. (See above).

These binders were distributed, together with other texts produced by the IIHR, in an all purpose bag, to make it easier for the participants to carry them around.

1.11 Activities open to the public

The Interdisciplinary Course has traditionally held at least one activity that is open to members of the public, so that the impact of this forum extends beyond the group of participants.

During the Sixteenth Interdisciplinary Course, a lecture was given at the National Theater, entitled *Consolidation of a Culture of Peace*, by Federico Mayor Zaragoza, the Director General of UNESCO at the time. Guatemalan novelist Francisco Goldman also gave a lecture during the closing ceremony, entitled *Literature, Imagination and Human Dignity*.

At the Seventeenth Course, Nicaraguan author Sergio Ramírez Mercado, winner of the 1998 Alfaguara Prize, gave a public lecture entitled called *Passengers without luggage (in search of Latin America's identity)*. The event took place at the Children's Museum in San Jose.

At the Eighteenth Course, the closing lecture was given by Spanish judge Baltasar Garzón Real, who spoke on *The Challenges of International Criminal Jurisdiction*. Far more people turned up than fit in the auditorium, so a closed-circuit screen was set up outside. The lecture was attended by most of the diplomatic corps stationed in Costa Rica, representatives of international organizations, members of the Costa Rican Executive, Legislative and Judicial branches and other national figures.

1.12 Extracurricular activities

Extracurricular activities are planned for all the courses. They are optional for the participants. For example, meetings are held to discuss and explore specific topics in greater depth. These could be issues such as gender, indigenous peoples, human rights education, the International Committee of the Red Cross or the Office of the United Nations High Commissioner for Human Rights.

Training activities are also held on the use of technological tools such as Internet, especially to locate sites containing important information on human rights and related topics.

1.13 Parallel activities

In order to further enhance the impact of the Course, some of the lecturers are asked to share their experiences and knowledge with other groups. Parallel lectures and workshops are organized for members of professional associations and trade unions, judges and other judicial officials, ministries and other government agencies, universities, NGOs and other organizations.

The experts provide training for the personnel of these entities or groups and their target population.

1.14 Evaluation

Major efforts have been made to develop appropriate methodologies and instruments for evaluating the impact of the Course and how much the participants learn, and for eliciting their opinions.

The results of these efforts have been such that they have prompted all the Institute's programs to undertake similar processes in relation to other activities, adapting the evaluation instruments to the needs and characteristics of each project.

The following types of evaluation are carried out:

1. Evaluation of how much the students learn. The students' knowledge is evaluated twice, by means of:
 - a. a pre-test, conducted prior to the start of the academic program of the Course. It focuses on basic human rights concepts and the theme of the Course, which will be studied in depth. The aim is to ascertain how much each participant knows about the topics in question;
 - b. a post-test, conducted after the academic program of the Course has been completed. This deals with different topics addressed during the lectures, workshops and case studies. The results are compared with those of the pre-test in order to gauge how much the students learned.

The two tests are designed and corrected by the Academic Directorate or a specialist on the subject, under its supervision.

2. General evaluation of the academic and logistical aspects of the Course, as a training activity. Unlike the tests just described, the purpose in this case is not to determine how much the students learned, but whether the Interdisciplinary Course was successful as an educational activity. In other words, as regards the training and didactic support provided and the organizational infrastructure of the Course. In this case, it is the participants who evaluate the Course, since they are the beneficiaries or users of the services provided.

Different techniques and instruments are used to carry out this evaluation:

1. Daily monitoring, to evaluate the academic quality and effectiveness of the lectures, panel discussions, workshops and case studies. A written questionnaire is used. The students are asked specific questions on matters such as the relevance of the Course content, whether the scientific methods employed were sound, the usefulness of what was presented, the methodology used and the didactic resources available. Other, more open-ended questions are also asked.
2. A medium-term qualitative evaluation, also carried out during the Interdisciplinary Course, with focus groups made up of a random sample of the participants. This

instrument is used to explore in greater depth some important points related to the organization of the Course that may not be covered in the written evaluations. The focus group(s) are led by external evaluators.

3. A final, overall evaluation is carried out on the last day of the activity, synthesizing the most important academic and logistical aspects of the Course as a whole. A series of factors are evaluated, such as the content, work program, reference materials, teaching methods, speakers and facilitators, accommodation, food, transportation and the services provided by the staff of the IIHR. The participants are given every opportunity to make suggestions and recommendations as to how the Course could be improved.

By analyzing and interpreting the information generated by each of these evaluation activities, the Institute is able to pinpoint the strengths of the event and then consolidate them. The exercise also points up weak areas and action is taken to correct them. The input obtained enables the organizers to enhance both the Course and other IIHR activities.

The results of the evaluations of the Sixteenth and Seventeenth Courses confirmed the relevance of the subject matter of the events, the appropriateness of the methodology used, the academic quality of the lectures, panel discussions and participatory activities, and the excellent logistical organization. However, each year the Course organizers analyze the criticisms, suggestions and observations made by the participants, to determine whether they are viable and, if so, to take them into account for future courses.

The innovations that are introduced into each Course vis-à-vis the content, methodology, logistics and production of materials are due, in large measure, to the results of the evaluations of the most previous Course.

The analysis of the quantitative results of the Eighteenth Interdisciplinary Course on Human Rights will be completed in February 2001. The medium-term evaluation will also be sent out to each of the participants the same month, as planned.

1.15 The academic certificate

All participants receive a certificate stating that they have met the academic requirements of the Course. They can also opt for the Academic Certificate, for which they are required to submit a paper three months after the activity. First, they must draw up a proposal and submit it the Course organizers for approval, giving details of the subject and objectives of the research. The formal requirements are set out in the documents on the Course issued to each participant.

An average of 15 research projects were received after the Sixteenth and Seventeenth Courses, 95% of which proved to be satisfactory. The number of project for the Eighteenth Course was double that.

These research projects are passed on to the IIHR's Documentation Center, so that the contents can be disseminated and used by other beneficiaries.

1.16 Results achieved

1. The last three Interdisciplinary Courses were publicized throughout the hemisphere among universities, NGOs, government entities, international organizations, churches, activists, ombudsman offices, etc.
2. A selection process was used that guaranteed good results, based entirely on the merits of the applicants in relation to the objectives and theme of the activity.
3. Renowned experts served as teachers and facilitators in the different academic activities at the Course.
4. A total of 352 multiplier agents were trained through the three courses, drawn from different sectors and areas of work, and over 23 countries in the hemisphere, as well as Spain, Sweden, France and Great Britain. These are people who work for national and regional human rights projects.
5. The methodological techniques were developed continuously, to increase the level of learning and the impact of the activity.
6. Teaching, reference and background materials were produced for use during the Course and in the subsequent professional activities of the participants.
7. The evaluation techniques were improved constantly, to better measure the participants' views concerning the academic and logistical aspects of the Course.
8. The document on the logistics involved in organizing a course of this kind was updated, and a document describing the methodological design was prepared.
9. Actions were subsequently promoted in each country as a direct result of the Interdisciplinary Course.
10. Many of the actions and activities of the Course have been adopted as a paradigm by other educational projects of the IIHR, its counterparts and other organizations in the region.
11. Further concrete actions will be carried out with the active participation of Course alumni, as a means of maintaining the link between them and the IIHR, and expanding the work of both.
12. The Course is, and will remain, a leading forum for human rights training, to meet the needs and priorities of the human rights movement in the Americas.

2. REGIONAL COURSE ON HUMAN RIGHTS FOR THE ENGLISH-SPEAKING CARIBBEAN (Bridgetown, Barbados, May 10-14, 1999)

2.1 Background

Over the years, the demand to attend the annual Interdisciplinary Course has greatly exceeded the Institute's financial and physical resources. Historically, there have been some 1,000 applicants each year for 115 places. The Institute has responded to this situation by establishing Regional Courses.

The first of these Courses was held in Santafé de Bogotá, Colombia, for the Andean countries (October 1993). It was followed by that for the Southern Cone countries, which was held in Santiago, Chile in October of the next year. The Course for the Amazon region was held in

Brasília (October 1995) and was followed by the Course for Central America and Mexico, which was held in Guatemala in November 1996.

Inasmuch as the annual Interdisciplinary Course and the aforementioned Regional Courses have been conducted in Spanish and directed to the human rights problems of Central and South America, the English-speaking Caribbean has not been covered by this type of activity. Thus, the importance of this particular Regional Course in fulfilling the Institute's hemisphere-wide mandate.

The Regional Course for the English-speaking Caribbean was held May 10-14 in Bridgetown, Barbados, with the co-sponsorship of the Government of Barbados and the University of the West Indies. A total of 40 participants from governments and non-governmental organizations attended the Course.

2.2 Preparatory activities

The governments of each of the English-speaking member States of the Organization of American States located in the Caribbean basin were invited to send one or more representatives, depending on the size of the country. Each of the countries, except for St. Lucia, responded positively to the invitation.

In addition, organizations of civil society and interested individuals were apprised of the Course by means of a poster that was designed specifically for the Course and that contained the requisites for attendance. General information about the Course was also made available on the Institute's web page.

2.3 Content of the Course

The Course, entitled "International Human Rights and the Caribbean", contained lectures of general application, such as those regarding the UN and OAS systems of protection of human rights. Also pertaining to this category were those by representatives of the International Committee of the Red Cross and the United Nations High Commissioner for Refugees on the work of those bodies. These latter were included in line with the Agreements that the Institute has signed with the respective organizations.

More tailored to the needs of the of the geographical region were panel discussions on the Role of the Judiciary and Human Rights and the Role of the Press and Human Rights, featuring specialists in the respective fields. Given its importance, there was also a panel discussion on the Inter-American System for the Protection of Human Rights, with individuals closely identified with the Inter-American Commission and the Inter-American Court.

The topic that generated the most debate was that which dealt with recent jurisprudence, particularly that of the Privy Council, affecting the death penalty in the region. The Course coincided with the imminent hanging of nine persons in Trinidad and Tobago, which sharpened the debate.

Also included were topics on women's rights of the incarcerated; the roles of the police, the public defender and that of non-governmental organizations and human rights; and economic,

social and cultural rights, among others. All of these lectures were slanted towards the problems facing the countries of the region.

2.4 Methodology

The topics were covered, for the most part, by lectures by prominent scholars from the West Indies and were followed by an ample period in which the participants could ask questions and make comments. Panel discussions were also utilized to take advantage of the availability of well-known personages in the respective fields. The participants were also given an opportunity to ask questions and make observations after these activities.

2.5 Supporting materials

The Documentation Center of the Institute prepared an extensive bibliography of human rights materials given to the participants. In addition, IIHR publications in English were handed out.

3. INCORPORATION OF A GENDER-BASED PERSPECTIVE INTO ALL IIHR PROGRAMS

It is widely acknowledged that the universality of human rights is strengthened by taking into account the specific needs of women and men. Viewed in this light, the project made a major contribution by incorporating the gender perspective into the Institute's work, building on actions that got under way some years ago aimed at making this approach a core element of the IIHR's work strategies.

During the first year of implementation (1998), work was carried out on two fronts: a) training; and b) definition of the strategy to be implemented. This was not exclusively the task of the Gender and Human Rights Program; the other IIHR programs that existed at the time (CAPEL, Public Institutions, Education and Civil Society) were also involved, as were the support units.

3.1 Training

One of the priorities established for the first year was sensitization to, and training in, gender issues, and the application of this perspective to human rights work and research. These actions were targeted at the IIHR's academic and administrative personnel. As part of the Institute's academic efforts, activities were organized to discuss and debate gender and human rights, both with representatives of other organizations and individuals interested in the issue, and the staff of the IIHR. These activities were as follows:

Talks for the staff, as part of the activities organized to commemorate International Women's Day (March).

A panel discussion entitled "Women's achievements and the challenges they face in regard to their human rights." This was held during the event organized to commemorate the 50th Anniversary of the Universal Declaration of Human Rights, and as part of the World Campaign to Celebrate and Demand Women's Human Rights and of the program of the Festival of Central American and Caribbean Women's Art for Human Rights, which was held in Costa Rica (November). The panel discussion attracted an audience of around 200 people, including senior government officials, members of the IIHR's Board of Directors and staff, representatives of mixed and women's nongovernmental organizations, and university students.

A lecture entitled "Women, gender and development: toward the integrality of human rights," part of the study program of the Sixteenth Interdisciplinary Course on Human Rights (June).

A workshop entitled "The institutionalization of the gender perspective" (June). Representatives of twenty institutions that work in the field of gender took part, as well as the IIHR's academic staff.

A course entitled "The many faces of violence," which was attended by students and professionals from different disciplines (particularly psychologists) and Institute personnel.

Distribution among the personnel of tickets for the Concert for Women's Rights, an innovative cultural initiative that used music to convey a gender message.

3.2 Definition of the strategy to be implemented

The other priority established for 1998 was the definition of the strategy to be implemented the following year to make the gender perspective an overarching theme of the IIHR's work. This was done by:

1. Drawing up a work plan for 1999, which was studied and approved by the Executive Director and the project team (at an internal planning meeting held in January 1999).
2. Advising and coordinating with the IIHR's Areas, to ensure that the activities programmed took into account the differences in the status and position of women and men. For example: specific projects to promote the political participation of women (CAPEL); special consideration of women's rights in the efforts to strengthen the Network of Ombudsman's Offices (Public Institutions); and general and specific recommendations for the Interdisciplinary Course and other academic activities, on how to factor the analysis of women's human rights into their deliberations.
3. The IIHR took part in the international discussion related to equality and equity between women and men, thanks to two USAID-sponsored special missions:
4. The Institute took part in the *42nd Session of the UN Commission on the Status of Women (CSW)* in March 1998. As a result, the IIHR's Gender and Human Rights Program was able to present the Latin American delegations to the UN with a working document¹ on the Optional Protocol to the CEDAW, the main item on the agenda.
5. The IIHR also took part in the Conference "*Essential Voices of the Americas: Women in Democracy*," promoted by the US government and the Inter-American Development Bank (October 1998). This enabled the Institute to expand its support networks and exchange information and experiences *vis-à-vis* efforts to improve the position of women in the development of democracy, and to incorporate the gender perspective into the promotion of human rights.

In 1999 further efforts were made to institutionalize the gender perspective, building on the foundation laid the previous year. The results through the implementation of the work plan were as follows:

1. An internal committee (Committee on Cross-Cutting Issues) was set up and consolidated. This was made up of representatives of each Area, coordinated by the Gender and Human Rights Program and chaired by the Executive Director. The committee defined lines of action

¹ The drafting of this document was sponsored by the Government of the Netherlands and the Swedish International Development Cooperation Agency (ASDI).

and played an active role in the diagnostic and consultation stage of the process of preparing the framework document.

2. The diagnostic stage of the process of formulating the framework document on the incorporation of the gender perspective as a cross-cutting theme of the Institute's work was completed.
3. The project staff held consultations with the IIHR's management and academic personnel. As a result of this process, they identified: gender inequalities in the different areas of human rights work and what the Institute's role should be in finding solutions; technical capabilities for work on gender issues and the technical support needed; and strategic activities in the fields of education, research and promotion that the IIHR could implement to contribute to gender equality.
4. The staff held four workshops for consultations with the teams of the Areas (CAPEL, Civil Society, Education and Public Institutions), in May. These workshops were used to demonstrate how the concept of gender equality could be applied by each Area, and to generate input for an initial analysis of gender in the IIHR's projects. These workshops also made it possible to determine the staff's grasp of, and familiarity with, the gender perspective; and to identify the technical support needed (information, methodologies and implementation of the gender perspective).
5. The preliminary version of the document "Frame of reference and operating strategy" was drafted. This was to be used to incorporate the gender perspective into all IIHR programs. This was presented to the Areas for their observations and suggestions. Described in the document were: the background to the process of institutionalizing the gender perspective at the IIHR; the epistemological, conceptual and methodological framework of the strategy for incorporating it throughout the Institute; and the tools that could be used to incorporate the perspective.
6. The new Executive Director of the IIHR, who took up his post in the last quarter of 1999, proposed that the Institute be reorganized and its strategy reformulated, focusing the work of the entire institution on three specific human rights and three cross-cutting perspectives. The cross-cutting perspectives identified were: gender equity, ethnic diversity and relations between civil society and the State. There is no doubt that the process of incorporating the gender perspective into all the Institute's work, initiated by the Women's Human Rights Program in 1998 with support from USAID, was one of the factors that led the Institute's senior management to consider a sea change in the institutional culture. The aim was to enhance the IIHR's contribution to the effective exercise of the human rights of all men and women and of all ethnic groups and races in the Americas, with this being viewed as a task of both organized civil society and the States in the region.

In 2000 the process was intensified. It was also adjusted to dovetail with the restructuring of the IIHR, which involved the formulation of new priorities and the reorganization of core tasks and of the personnel. Over the course of the year, the results were as follows:

1. The gender perspective was made an overarching theme of the Eighteenth Interdisciplinary Course on Human Rights (July-August). This was reflected in: the design of the course, the inclusion of a gender specialist as a member of the teaching staff, the programming of a special session on the subject of women's human rights, and the introduction of a gender-sensitive vision at each of the four sessions held to recapitulate on what had already been studied at the course. Slightly more women than men took part in the Inter-American Course on Civil Society (November). The members of the teaching staff were also asked to incorporate the gender perspective into their lectures and papers, and it was one of the

components of the workshops and working groups. The public lecture held during the course was entitled "The gender perspective as an articulator of human rights." It was given by Sonia Montaña, of ECLAC.

2. A large bibliography of basic instruments for incorporating the gender perspective into projects was compiled and updated. It was organized under the following headings: indicators for measuring gender equity in human rights; and conceptual, methodological and technical tools and techniques for gender analysis, training in gender-sensitive human rights, the gender perspective in the project cycle, the management of projects with equity, and the protection of women's human rights.
3. On the suggestion of the project staff, the Committee for the Incorporation of a Gender-based Perspective was restructured and renamed the IIHR Committee on Cross-Cutting Issues. This shows the impact of the project. The Institute as a whole decided that the best way of making ethnic diversity and relations between civil society and the State cross-cutting perspectives was by following the example of the gender project. As a result, the task of incorporating these three overarching themes became part of the work of the IIHR's support units, which are also required to collaborate with the different operating departments. The work will continue in 2001, with meetings of the entire staff to discuss the issue and further efforts to incorporate the gender perspective into the methodology and actions of the Institute as a whole, and of the programs in particular.
4. Some IIHR staff members were provided with access to a computerized tool. By double-clicking on an icon on their computer screens, they have direct access to a set of basic tools for incorporating the gender perspective into projects. These include: a table of contents, a glossary and a questionnaire related to the preparation of projects. It will take at least the first six months of 2001 to validate the instrument.
5. A document was produced entitled "*Perspectiva de género y derechos humanos. Marco de referencia y estrategia operativa.*" This was produced through a lengthy, participatory process and, although it is geared specifically to the IIHR, it is possible that, once published, it could be used by other institutions to incorporate the gender perspective. The latest version is adapted to the Institute's current *modus operandi*. It also describes the process involved and tools that people who have not received systematic training on this subject can use to incorporate the gender perspective into their work. In order to ensure that the material is exactly what the Institute needs, the new version will be validated during the first quarter of 2001 and published before the end of the second quarter.
6. Advisory assistance was provided to specific projects of the Department of Public Institutions (e.g., the Ombudsman Project) and a great deal of work was done with CAPEL (reviewing projects that were being formulated, participating in its activities) and the support units, such as Education and Applied Research.
7. The Department of Civil Society Entities is the one that has done most to incorporate the gender perspective. This is due not only to the efforts of the gender project, but also to the sensitivity, professional training and experience of the department's staff. Particularly noteworthy in this regard are the Indigenous Peoples Program and the Preparatory Conference for the World Conference on Racism. The indigenous projects not only work with men and women on an equal basis, but also take special care to address the interests and needs of indigenous women in their training activities. For the Preparatory Conference, the IIHR sponsored equal numbers of indigenous, Afro-Latin American and Caribbean women and men. Both general and gender-specific proposals were presented at the NGO Forum and the government conference on racism held in Chile early in December 2000.

4. OUTREACH PROGRAMS

The institutional publications financed by the USAID grant are those that are issued periodically in the area of education and promotion of human rights and related topics. These publications contribute to the institutional strengthening as they inform on the activities of the Institute.

4.1 Revista IIDH

This publication is an instrument for the dissemination of human rights doctrine. Since it was created in the early days of the Institute, its academically-oriented articles have been of great interest to scholars, researchers, students, and institutions involved in the defense of human rights. In addition, a large number of libraries subscribe to this semi-annual magazine.

Revista IIDH No. 28 was published and distributed, while issue No. 29 is scheduled to be ready for distribution during the first half of March 2001.

4.2 Boletín/Newsletter

The Newsletter, published every three months in two languages (Spanish and English), is another instrument that the IIHR uses for dissemination purposes. Regional in scope, it offers information on the activities carried out by the Institute's programs during the corresponding period. The Newsletter also reports on relations between the Institute and other cooperation agencies and the governments.

Issues No. 56, 57, 58 and 59 were published and distributed both in Spanish and English. The layout work/editing of Boletín No. 60, covering the months of September-November 2000, began during the last quarter of 2000. It will be printed and distributed during the first quarter of 2001.

4.3 Institutional Brochure

The Institute's brochure, published in English and Spanish, is a tool used to support the IIHR's relations with international cooperation agencies, the target populations of the programs, and other groups and individuals interested in the Institute's work.

An updated version of the IIHR brochure in English was published in August 1998. Fourteen months later, following the appointment of the new Executive Director, one thousand copies of the institutional brochure were printed.

4.4 Publication and video commemorating the twentieth anniversary of the IIHR

As part of the activities organized to commemorate the twentieth anniversary of the IIHR, during the period under review the Executive Directorate produced a publication and a video on the origins of the Institute and its development over the last two decades.

The official presentation of both the publication (entitled *Twenty years: the political dimension of human rights education*) and the video took place in San Jose on December 10, Human Rights Day.

5. TARGET GROUPS

Through these courses the Institute was able to meet the needs of sectors or groups of professionals that had proposed activities that, despite being urgent and very important, were not included in projects under way because they were completely new or, for some other reason, could not be included in regular projects. In all cases, the homogeneity of the audience enabled the IIHR to design very specific activities involving a *modus operandi* that fostered the exchange of experiences, discussion of common problems and the search for practical solutions.

5.1 Inter-American Course on Civil Society and Human Rights (San José, October 26-30, 1998)

The role of organized civil society in strengthening democracy is crucial in the present context of Latin America. This makes it especially important to facilitate opportunities for discussion and analyzing the principal problems and challenges in this field, and their bearing on the effective exercise and realization of human rights.

To this end, the Inter-American Institute of Human Rights, through its Program for the Strengthening of Civil Society Organizations, held the first Inter-American Course on Civil Society and Human Rights in San José, from October 26-30, 1998, which was attended by 84 representatives of civil society organizations that are involved in the advancement and/or protection in human rights throughout Latin America and the Caribbean.

The objectives of this meeting were as follows:

1. To provide the non-governmental organizations working on behalf of the defense and/or advancement of human rights with an opportunity to periodically discuss the current issues and problems of Latin America, and their repercussions for the effective exercise of human rights, as well as the possibilities of addressing them from an integrated perspective of human rights.
2. To contribute to the professionalization and technical updating of civil society organizations working in the field of human rights;
3. To promote the sharing of experiences at the Latin American level, *vis-à-vis* the advancement and integrated protection of human rights and the coordination efforts of organizations working in this field.

The support of USAID was particularly important, inasmuch as it made it possible for more people from South America, Mexico and the Caribbean to participate, which resulted in a greater sharing of experiences and agreement being reached on ways of coordinating the work of the organizations concerned.

5.2 Technical Assistance to the United Nations Working Group on the Draft Optional Protocol to the CEDAW (New York, March 1-12, 1999)

The efforts of the United Nations to create a complaints mechanism under the Convention on the Elimination of All Forms of Discrimination against Women (CEDAW) got under way in 1991. The aim was to secure the adoption of an Optional Protocol that would place the Convention on an

equal footing with other international human rights instruments. Both the States and intergovernmental and nongovernmental institutions (primarily those involved in women's issues) were involved in the process. An Open-Ended Working Group set up in 1996 studied the text of the versions of the Optional Protocol presented during the sessions of the CEDAW Committee held in 1997, 1998 and 1999. A working document was finally approved in March 1999 and the UN General Assembly adopted the Optional Protocol to the CEDAW in December the same year. It was signed by twenty-three States parties. The instrument will enter into force three months after being ratified by ten States. This was accomplished in January 2001.

The IIHR decided to support this process through its Gender and Human Rights Program, following on from the actions implemented in 1997 and 1998 with support from the Royal Embassy of the Netherlands. In 1999, with assistance from UNIFEM-New York and USAID, efforts were made to encourage governments in the region to play a more active role in the final discussions on the Optional Protocol, which took place in March, during the 43rd session of the Commission on the Status of Women (CSW).

To this end, the following actions were implemented:

1. The IIHR sponsored specialists who served as official delegates of six Latin American and Caribbean countries that were strongly committed to the Protocol. These countries were: Bolivia, Costa Rica, Colombia, Dominican Republic, Panama and Peru.
2. Advisory assistance was provided to the official delegations from Latin America and Caribbean throughout the twelve days of sessions at the UN. A four-woman team of advisors was on hand, all specialists in international law and women's human rights.
3. A workshop was held for the delegations from Latin America and Caribbean, coordinated with Chile's diplomatic mission to the UN. The topics discussed at the workshop were: the controversial aspects of the text of the Protocol; presentation of the standards already consolidated in other human rights protection mechanisms, with particular emphasis on the existing Inter-American System; and existing jurisprudence and situations that illustrated violations of women's human rights. The Director of UNIFEM for Latin America and the Caribbean, the Chair of the Working Group on the Optional Protocol and the Head of the Women's Human Rights Program of the UN's Division for the Advancement of Women also took part in the activity.
4. At the specific request of some delegations, working documents were drawn up to be used as input in the discussions on particular sections of the text of the Protocol.

Following this meeting, in April two activities were organized to disseminate information about the process of approving the Optional Protocol. A forum was held in Costa Rica, in collaboration with the National Women's Institute, and a page was created on the IIHR's web site containing up-to-date, detailed information on the subject, as well as an area for posting new contributions and comments.

The IIHR believes that this project made a major contribution to the approval of the Optional Protocol. The main results achieved were as follows:

1. The leadership exercised by Chile and the work of the IIHR bolstered the efforts of some delegations to present the region as a bloc during the negotiations and the sessions of the Working Group. As a result, the content of the Protocol was improved.

2. The work of the official delegates taking part in the initiative and the respect enjoyed by the team of advisors among the official delegations of other countries ensured that the proposals and arguments put forward by this group had a positive influence on the reformulation of the articles discussed, as well as on the text of an Interpretative Statement that was signed by eleven Latin American countries.

To follow up on this initiative, the Women's Human Rights Program defined two strategies for future work. The first would involve efforts to encourage the States of Latin America and the Caribbean to adopt the Optional Protocol; and the second, actions to train representatives of civil society in the effective use of this international instrument to protect the fundamental rights of women.

Given the importance of the Protocol for the realization of women's human rights in the region, the IIHR implemented a series of actions aimed at publicizing the Protocol and encouraging the States to sign and ratify it. Resources were obtained to produce an up-to-date document that would be used as the basis for the campaign, and to cover the cost of translating it into English, French and Portuguese. The second course on the protection of women's human rights then provided the perfect opportunity to kick-start the campaign: the participants agreed to present the book in their respective countries, working with both civil society organizations and public institutions, such as the government offices responsible for women's affairs and parliamentary committees on gender equity or women's issues. Finally, when it became clear that it would be more difficult to achieve the IIHR's objectives in Central America, extra funding was obtained specifically for the campaign in that region.

This process showed clearly that, even if the resources available are limited, it is possible to achieve a common goal through synergy and the pooling of efforts. In recognition of USAID's contribution to the process, the agency's logo was included in all four versions of the publication mentioned above. The book is an update of an earlier publication on the subject. The original information on the background to the process was used and new components incorporated. The book also contains an article-by-article analysis of the Protocol, sections on strategies for achieving its ratification and the new functions of the CEDAW Committee, and guidelines to the use of the Protocol based on an analysis of a hypothetical case.

Between August and December 2000, the book was launched in 14 Latin American countries (see attached table). Except in the Central American countries, the people who organized and led the presentations were the women attorneys who took part in the course on protection and the organizations that they represent. In many of the countries, the activities organized to launch the IIHR's book kicked off the national campaigns aimed at achieving the signing and ratification of the Optional Protocol. It is not practical to describe the impact in every country in this report, but Brazil is a good example. The Ministry of Foreign Relations of Brazil has not signed the Protocol and found itself having to explain why at a ceremony organized jointly by members of civil society and the Human Rights Commission of the lower house of congress. The latter asked the IIHR to publish a joint edition of the book in Portuguese. The Institute agreed to do so and regards this as another positive impact of its work.

5.3 Course on the International Protection of Women's Human Rights

The IIHR has an outstanding record of work in the field of women's rights. The Gender and Human Rights Program (now the Women's Human Rights Program) was created ten years ago.

Its work has included efforts to promote the implementation and dissemination of innovative methodological approaches to the concept and practice of human rights, based on equality and equity between women and men. The IIHR held its first course on women's rights in 1996, in collaboration with the Latin American and Caribbean Committee for the Defense of Women's Human Rights (CLADEM). It then decided to offer training to civil society organizations, so as to strengthen the international protection of women's human rights.

Following this decision, a training process was organized in 1999. The objectives were to:

1. contribute to the international protection of women's human rights through the selection and presentation of cases to the organs of the UN Human Rights System and the Inter-American System of the OAS, with a view to generating international jurisprudence on specific violations of the rights of women that are directly attributable to their gender.
2. train and provide technical assistance to the organizations involved in preparing complaints. The efforts focused on the formal and substantive requirements and the monitoring of cases as they are processed by the bodies concerned.

A pro-active methodology was formulated, underpinned by a strategy that combined applied training with technical assistance. This called for the organization of two course-workshops and the presentation of selected cases to the organs of the Inter-American System, under an in-service training scheme. The training was designed for a target group of women trial lawyers from Latin America and the Caribbean who work for organizations dedicated to the protection of women's human rights.

To publicize the first workshop, the organizers produced a leaflet containing general information about the project, the specific focus of the training and the requirements for applicants. A page was also created on the IIHR web site containing information on the workshop. The participants were eventually selected and the First Course-Workshop "Strengthening the promotion and international protection of women's human rights" was held in October 1999.

The aim of the First Course-Workshop was to introduce the participants to the Inter-American Human Rights System and familiarize them with the requirements for documenting and presenting cases to the competent organs, focusing on four main areas: international human rights law; the admissibility of complaints submitted to the Inter-American Commission on Human Rights; the Inter-American Court of Human Rights; and cases of violence against women. The course was attended by 32 women attorneys from 17 Latin American countries and Canada.

Chilean jurist Cecilia Medina headed up the teaching staff at the course and served as the academic coordinator. The Center for Justice and International Law (CEJIL) provided technical support. The Vice-president of the Inter-American Commission of Women (CIM) and Marta Altolaguirre, who shortly before had been elected to the Inter-American Commission on Human Rights, attended the activity in an observer capacity. To project the activity at the national level, a public panel discussion was organized, entitled "Strategies of civil society." Mexican journalist Sara Lovera gave the keynote address, which focused on the strategy for influencing the mass media.

The evaluation of the course revealed that:

1. The participants were middle-aged women (the average age was 38) with undergraduate and postgraduate degrees (37%) and training in the protection of women's human rights (66.7%). This shows that it was a group of mature, highly educated and experienced professionals.
2. Prior to the course, the protection of women's human rights was not a priority or area of work of half of the organizations that took part. Some 69.6% of the organizations were national in scope, while 13% were regional entities, with ample experience in regional or national activities or processes. This means that they are well-equipped to take part in multi-national initiatives such as the one organized by the IIHR.
3. This academic activity met a major need for training in specialized issues that is not being provided by other organizations. Not surprising, then, that 92.9% of the participants stated that they were totally satisfied with the course.

As part of the activities held parallel to the First Course-Workshop in Costa Rica, the book "*Derechos humanos de las mujeres: Paso a Paso*" was launched at a special event that was attended by 80 people, including participants in the course and representatives of government agencies and nongovernmental organizations. In view of the important contribution that this publication can make to the protection of women's human rights, and as a means of further strengthening its ties with the participants in the First Course-Workshop, the IIHR organized an effort to launch the book throughout Latin America. As a result, in 1999 the book was presented in 14 countries, at events that in most cases were coordinated by the organizations represented at the course. This also helped strengthen the position of these organizations in their respective countries. As explained in the previous section of this report, the same occurred as a result of the efforts to disseminate information about, and promote the signing and ratification of, the Optional Protocol.

As follow-up to the activity, the participants in the First Course-Workshop were committed to documenting and preparing cases that would be presented to the organs of the Inter-American Human Rights System. This work got under way in November 1999 and was concluded in October 2000. Even though the IIHR provided intensive follow-up, it became clear that some of the cases documented were not substantial enough to be presented to the Inter-American Commission on Human Rights. Therefore, instead of working on their cases, several participants were asked to draft reports on countries or specific situations, since tools of this kind provide useful input for the resolutions and actions of the different bodies of the international human rights protection systems.

This meant that the technical assistance to the participants had to be stepped up. These efforts involved both the IIHR and the CEJIL team and Cecilia Medina, the Chair of the UN Human Rights Committee, who was a consultant to the project and headed the teaching staff at the course. In the final months, the advisory assistance was streamlined. CEJIL assumed exclusive responsibility for the documentation and formulation of cases, while Cecilia Medina oversaw the conceptual aspects and design of the reports and corrected them.

For the design of the methodological strategy used at the Second Course-Workshop, which was held in November 2000, the IIHR drew on the experience it acquired through the process of monitoring the cases and reports and evaluating the support provided from November 1999 onwards. The second course focused on the practical aspects involved in managing the cases documented and the evaluation of reports that point up repeated violations of women's human rights. Twenty-eight of the 30 women attorneys who took part in the first course also attended the second. All of them came from Latin America and the Spanish-speaking Caribbean.

Since it was important for the participants to have an academic experience that would equip them with the expertise needed to present cases or reports to the organs of the Inter-American Human Rights System, the organizers created an Academic Tribunal and a Committee for Receiving Reports. The members of these bodies were renowned jurists specializing in international law, inter-American law, domestic law and women's rights. They included: Domingo Acevedo, Alda Facio, Pilar Noriega, Enrique Sosa, Soledad García, Héctor Faúndez and Liliana Tojo. Forensic expert Dr. Morris Tidball also served as a member of the Committee.

The inaugural lecture at the course was given by Ambassador Aida González, Chair of the UN Committee on the Elimination of Discrimination against Women. She stressed her commitment to the protection of women's rights and praised the work of the IHR. Marta Altolaguirre, a member of the ICHR and the rapporteur on women's issues, took part in an observer capacity.

A total of 11 cases and 17 reports were presented during the Second Course-Workshop (a list is attached). They focused on the following topics:

1. the State's obligation to afford equal protection, guarantees and respect without discrimination;
2. the State's obligation to guarantee women a life free from violence; and
3. women's sexual and reproductive rights.

Informal discussions were organized to afford the participants an opportunity to discuss the theoretical and practical aspects of the cases and reports presented. These discussions were coordinated by Cecilia Medina and Viviana Krsticevic (CEJIL). The participants also received specific advice and recommendations from individual members of the Tribunal and the Committee.

During a session led by Uruguayan journalist Lucy Garrido, the participants as a group expressed their determination to ensure that women's organizations continued to learn from one another and coordinate their efforts, in order to protect the human rights of women, who make up one half of the hemisphere's population. Gilda Pacheco, director of the IHR's Department of Civil Society, and Line Bareiro, who is in charge of the Women's Human Rights Program, synthesized the different ideas as to how the work could be continued, since, although this was the last on-site course for the group, it was not the end of the process.

An initial evaluation of the Second Course suggests that:

1. Having the participants submit cases and reports to the Academic Tribunal and the Committee, respectively, proved very useful. As a result, they received advice about the limitations and weaknesses of their arguments, and about ways of improving the aspects that were well prepared.
2. The presentations gave the participants the opportunity to apply the knowledge they had acquired and existing jurisprudence, and to draw on other sources of law and information that can be very useful for preparing legal arguments.
3. The participants also came to realize how complex a task it is to demonstrate that discrimination against women is a violation of human rights.
4. By studying the different documents, which demonstrated various types of violations of women's rights, and the specific characteristics of existing legislation in the Latin American

and Caribbean countries represented at the course, the participants were able to gain an over-arching vision and make comparisons. This also paved the way for the coordination of joint strategies for support and work.

It is worth mentioning that, at the beginning of December 2000, the Inter-American Commission on Human Rights received the complaint related to the case from Bolivia that was presented during the Second Course-Workshop. The petition was signed by the Legal Office for Women's Affairs of Cochabamba (Bolivia), the Latin American and Caribbean Committee for the Defense of Women's Human Rights (CLADEM) and CEJIL. This demonstrates the positive impact of the academic effort implemented by the IIHR with financial assistance from USAID.

Based on the experience acquired through this academic initiative, which got under way in 1999, it is clear that there is a need for further, more comprehensive training programs and advisory assistance on international instruments for the protection of women's human rights. This learning process, designed to increase the knowledge and use of human rights protection systems by civil society organizations, based on the principle of equality and equity between women and men, has proven to be a truly innovative effort.

The next step will be to select four of the participants for in-service training at the offices of CEJIL in Washington, in 2001. The women chosen will undertake a practical exercise involving the preparation of a case for a possible hearing before the Inter-American Commission on Human Rights; provide support to the victims and advise the organizations presenting the case; and develop a strategy for communication and coordination with the other organizations participating in this initiative.

6. Specialized Conferences

6.1 First Latin American Course: "Rights of Children and Adolescents: Legal Defense and the Inter-American System for the Protection of Human Rights" (San José, August 30-September 3, 1999)

The Convention on the Rights of the Child was adopted by the General Assembly of the United Nations on November 20, 1989, after almost a decade of deliberations over its scope and content. It was ratified by twenty countries, the number required for it to enter into force, less than a year later.

In September 1990, delegates from 159 countries attended the World Summit for Children, held at UN headquarters in New York. During the Summit, a plan of action was approved in which it was stated that the Convention on the Rights of the Child faithfully reflected the aspirations of the international community *vis-à-vis* the well being of children. To date, 191 countries have ratified the Convention.

The objective of the Course was to train attorneys engaged in the promotion and defense of children's rights –many of whom are unaware of the workings of the inter-American system for the protection of human rights- and those who, even though they present cases to the inter-American system, are not familiar with the UN Convention and doctrine of the integrated protection of children's rights.

The event was organized by the IIHR, the UNICEF Regional Office for Latin America and the Caribbean, the Center of Justice and International Law (CEJIL) and the Inter-American Children's Institute. All these institutions have considerable experience in the defense and promotion of children's rights and human rights in general, and in providing training on the subject. The involvement of these high-profile entities helped ensure the success of the Course. For example, over the last five years, the Children's Rights Area of the UNICEF Regional Office for Latin America and the Caribbean has participated actively in every legislative reform process undertaken in the region. Since 1980, the IIHR has been working to promote education in human rights, scientific research in this field and the development of new national and international instruments and mechanisms aimed at achieving a greater and more exercise of human rights. The Inter-American Children's Institute, as OAS agency specializing in children's issues, also has considerable experience in the topics addressed at this course. Lastly, CEJIL is the only non-governmental organization that specializes in the use of the inter-American system for the protection of human rights and in the dissemination of information on how it operates.

The Course was designed to provide the participants with a series of basic tools: training in the standards established in the UN Convention and the procedures to be followed in presenting cases to the Inter-American Commission and before the Inter-American Court. The idea was to promote the use of these mechanisms within the framework of the inter-American system, as a means of fulfilling the international commitments assumed by the states that have ratified the Convention on the Rights of the Child and the American Convention on Human Rights.

The activity, which was the first attempt to provide training in the use of inter-American mechanisms for the protection of the rights of children and adolescents in the region, also fostered the exchange of experiences among the participants regarding both their professional activities and the situation of the rights of the children and adolescents in their respective countries, both of which added much to the Course.

The theoretical and practical methodology employed promoted the active participation of the participants, affording them the opportunity to discuss with the speakers topics related to their papers.

At the conclusion of each lecture, time was allowed for questions and comments from the participants. Some of the topics addressed were the ways in which the Convention on the Rights of the Child can be applied within the inter-American system; the analysis of the overriding interest of the child; the link between human rights and legal guarantees; human rights and cultural relativism; and the relationship between childhood and human rights.

The purpose of the workshops was to encourage the participants, drawing on their personal experiences and given the specific needs and possibilities of each country, to replicate the Course in their respective countries. To this end, the participants were given a set of methodological guidelines for the workshop, which they used to prepare a basic report on the specific needs of their countries.

Participants in the Course also receive materials prepared within the framework of the project "Compilation and analysis of Information on the rights of Children and Adolescents," being executed jointly with UNICEF and designed to support efforts to implement and monitor the Convention on the Rights of the Child and the doctrine of integrated protection.

Each participant received a folder containing copies of the lectures, studies prepared by their fellow participants, relevant decisions of the organs of the inter-American system, the American Convention on Human rights, the International convention on the Rights of the Child and guidelines for the presentation of cases before the organs of the system.

The activity was attended by some 60 representative of civil society organizations and governmental agencies, drawn from 19 countries, most of whom were attorneys specializing in children's rights or the operation of the inter-American system for the protection of human rights.

The principal results generated by this project were:

1. Guidelines for Compiling and Analyzing Information on the Rights of Children and Adolescents, which is a useful tool for monitoring and evaluating the situation regarding the rights of this segment of the population at a national level.
2. Thesaurus of Terms related to the Rights of Children and Adolescents, a useful tool for documentation centers and/or libraries specializing in this field.
3. Glossary on the Rights of Children and Adolescents, designed to help standardize the terminology the terminology used, including both the common and correct terms related to this topic.
4. Central American Directory, listing institutions working on behalf of the rights of the children and adolescents. The principal objective of the Directory is to disseminate the existence of organizations working on behalf of children and adolescents in the region and provide general information on each, with a view to establishing working relationships and promoting dialogue and exchanges of experiences among them.

A full copy of the systematization of the results of the activity is offered as an appendix of this report.

6.2 International Forum: "Access to Justice and Equity in Latin America" (San José, October 7-8, 1999)

The International Forum "Access to Justice and Equity in Latin America" was held in San José, Costa Rica, from October 7-8, 1999. The purpose of the activity was to share and obtain reactions to the findings of the research on effective models for increasing access to justice for the most disadvantaged sectors, carried out by the IIHR and co-sponsored by the Inter-American Development Bank (IDB).

The 75 participants included representatives of civil society organizations involved in the issue, judicial officials, experts on judicial reform in Latin America and representatives of international development cooperation agencies.

The Forum was divided into two sessions. During the first, an overview was given of the conceptual framework of the research, and each of the local consultants then presented the main conclusions of his/her work. Finally, the Academic Coordinator of the project presented a comparative analysis of the findings. The second session was devoted to the reactions of two panels of experts, made up of representatives of the different sectors invited to take part in the

activity. A series of issues were raised regarding the research, which were discussed in the final session by all the participants. The sessions on the second day of the Forum were moderated by Sonia Picado, Vice-president of the IIHR's Board of Directors. The members of the first panel were: Eduardo Cifuentes, President of the Court of Constitutional Law of Colombia; Victoria Velázquez de Avilés, former human rights ombudswoman of El Salvador; and Luis Salas, Director of the Center for the Administration of Justice of Florida International University. The second panel was composed of: Juan Antonio Travieso, a professor from the University of Buenos Aires; Enrique Sosa, a judge of the Supreme Court of Justice of Paraguay; Ligia Bolívar, a former advisor to the President of the Supreme Court of Venezuela; and Alejandro Garro, a law professor from Columbia University.

The depth of the discussions and the variety of perspectives presented made the Forum a real opportunity for reflection on the subject of access to justice for the most disadvantaged sectors in Latin America, and the results will be used to enrich the findings of the research.

7. DOCUMENTATION CENTER AND JOINT LIBRARY

7.1 Documentation Center

The Documentation Center provides bibliographical and documentary services via a totally computerized system, composed of data bases containing bibliographical information and details of organizations, as well as systematized information on the Central American countries. The collection includes documents of all kinds: press articles, videos, journal articles, domestic and international human rights legislation, bibliographical compilations, books, proceedings of seminars and courses, etc. The staff also conduct Internet searches for clients.

7.1.1 Objectives

The overall objectives of the Documentation Center are twofold:

1. To maintain a system for gathering, processing, systematizing, conserving and disseminating information related to the status of human rights in Latin America and in the Caribbean countries, within the social, political and economic context of the countries concerned. The information is produced by the IIHR and other institutions working in the same field.
2. To anticipate and meet the information needs of both internal and external clients.

7.1.2 Target population

The Documentation Center's activities are targeted at individuals and entities that need information related to human rights. Priority is given to internal clients (the personnel of the IIHR and the Inter-American Court of Human Rights). It was the two institutions that established the parameters for the work of the Center (i.e., the subject matter, geographic area and time period on which it should focus).

The Center's services are also available to external clients. These include the counterparts of the Institute's different programs and departments: consultants, civil society organizations,

government agencies (ombudsman's offices) and intergovernmental entities, national, regional and international human rights organizations; academics, students and professors of all levels of the education system, attorneys, judges, etc.

7.1.3 Implementation of the project

7.1.3.1 Information system

This consists of a bibliographical data base containing references to all the documents in the collection. This can be consulted at the documentation center or via Internet, at <http://www.acceso.co.cr> or <http://www.iidh.ed.cr>

The Model format of the Human Rights Information and Documentation System (HURIDOCS) is used for the data base. The operating system is UNESCO's Winisis program, a data base manager used worldwide. The Model format is used by some 300 human rights organizations around the globe.

At the time of writing, the Model data base contains 11,200 references to documents on the human rights situation in the hemisphere, vulnerable segments of the population (women, children, indigenous peoples), major sociopolitical actors (the armed forces, the police, nongovernmental human rights organizations, governments) and the economic, political, social and human rights processes of the last two decades (structural adjustment, external debt, internal armed conflicts, transition to democracy, electoral processes, etc.). The IIHR's own publications are also included.

The number of references has grown by some 33% over the last three years.

7.1.3.2 Document collection

This consists of around of 10,000 monographs, 200 journals, 150 videos, a collection of domestic legislation (constitutions, criminal codes, laws on constitutional jurisdiction and electoral laws) and posters.

The Center is also the depository of the documentation related to the 18 Interdisciplinary Courses that have been held so far (binders of course materials and papers written by students).

The main services provided by the Center are as follows:

1. Document loans. Internal clients are able to borrow documents; interlibrary and inter-institutional loans are also possible. External clients can consult documents on the premises.
2. Consultation of the data bases on the premises.
3. Preparation of secondary documents containing references to the primary documents that make up the collection: specialized bibliographies and all kinds of bibliographical lists (by topic, title, author, country, etc.).
4. Specialized searches: this service is provided exclusively to internal clients. Searches are conducted of the collections of the Documentation Center, the Joint Library and other libraries in Costa Rica.

5. Online consultation of the Center's data bases: this service is provided via the web sites of the Acceso Foundation and the IIHR. Users can examine the contents of the collection and request information by email. Information/documentation is sent by mail or courier.
6. Internet searches.

7.1.4 Main obstacles encountered

It should be borne in mind that the Documentation Center's profile is different from that of a traditional library; its tasks are considerably more complicated and varied. In the circumstances, the staff is too small to meet the growing demand for the Center's services and to manage the amount of information circulating in the world today. This adversely affects the processing of documents and the speed with which they are made available to clients.

The Center moved to new premises in July 2000. As a result, its normal work had to be suspended for about a month. This affected the number of queries processed.

7.1.5 Results achieved

The main results achieved with respect to the data bases and the document collection were as follows:

1. Over 100 specialized bibliographies were produced, related to the topics studied at the Sixteenth, Seventeenth and Eighteenth Interdisciplinary Courses; the Regional Course held in Barbados in 1999; the course on women's human rights (October 1999), the First and Second Inter-American Courses on Civil Society and Human Rights (1998 and 2000); and the Fifth Congress of the Ibero-American Federation of Ombudsmen (2000).
2. Fifty specialized bibliographies were produced for other internal and external clients.
3. 128 lists of references for external clients were sent out by email or collected from the Center's premises.
4. 23 thematic or country-specific dossiers were produced.
5. Specialized searches of Internet were carried out.
6. Interlibrary loans.
7. A total of 3100 queries were processed from 1998-2000 (an average of 5.1 per day).²

The main achievements as far as the systematization of information is concerned were:

Map of human rights:

1998: biannual reports on the six Central American countries (in June) and a regional report (in December) on the effects of Hurricane Mitch (seven in all).

1999: biannual reports (in June and December) on the six Central American countries (twelve in all).

2000: biannual reports (in June and December) on the six Central American countries (twelve in all). A "state of the art" report was also prepared in March, on the right to education, access to

² Based on an average of 200 working days per year (after deducting the days that the Center was closed to the public, for annual vacations and when the Inter-American Court was in session).

justice and political participation in Venezuela, in view of the unusual developments in that country.

Directory:

DIRCA data base: contains 430 references to nongovernmental human rights and civil society organizations. The data base was updated in late 1998 and early 1999. One thousand copies of the directory were then printed for distribution.

7.1.5.4. By way of conclusion

Generally speaking, the results were good. The Center continued to develop its data bases, systematizing relevant information on the situation of the countries in the region and providing the services that its users require. Working methods have been improved through the application of scientific library and quality control standards. This ensures that the individuals and entities that need to consult the data bases and access the information contained in the document collection obtain the best possible results.

The goal of the Documentation Center is to make the IIHR the most important human rights information center in the hemisphere, coordinating its efforts with the IIHR's departments and programs, the Joint Library and the web site. To achieve this, it must have the capacity to incorporate new types of information and interactive directories and access to complete texts; and to consolidate the Center's dissemination services, taking advantage of the technology available for electronic transfers (e.g., distribution of scanned texts). It must also have the funds for mailing photocopies and be able to provide assistance and training to human rights organizations, so that they can set up and maintain their own information units. Furthermore, it needs the capacity to create tools that will improve the processing of documents, such as standardized lists of terms for retrieving information, specialized classification systems, formats for data bases, etc.

By capitalizing on the new technologies available, especially Internet, the IIHR could help construct an inter-American network of specialized libraries and documentation centers that would disseminate information and knowledge related to human rights to every corner of the hemisphere. The fact is that most of the poor people in Latin America and the Caribbean still do not have access to information resources. A network such as the one described needs to be set up to serve as a link between the entities that generate information and knowledge and the people who need it to improve their lot in life.

7.2 Joint Library

During this period the bibliographical data base, which uses the SIABUC software, was updated regularly and all books entering the Library were processed (acquisitions, exchanges and donations to the Court and the Institute).

Between 1998 and 1999, an inventory of the Library's entire journal collection was carried out and the data keyed into the periodicals module of SIABUC. This module allows the Library to keep close track of the publications acquired in any of the three ways mentioned. Users can also conduct searches of the periodicals by title and by article.

Toward the end of 1999, the SIABUC software was updated to prevent any Y2K-related problems from occurring. The users and periodicals modules were implemented in conjunction with the new version. The users module makes it possible to keep track of the publications loaned to IIHR and IACHR officials. As already explained, the periodicals module is a catalogue of the journal collection and includes a section for keying in data on the articles contained in each issue of a given publication.

In 2000, the staff reviewed and updated the information on the publications received in exchange for the *Revista IIDH*. Forms were sent out to all the counterpart institutions, in order to update the Library's records of the publications that they were sending us. Once the information was received, the list of publications was analyzed to determine whether the topics covered were of interest to the Library, and which entities were not fulfilling their obligations under the exchange agreement. A database was created to monitor future exchanges on a regular basis. It contains information on the different institutions and the names of the documents or publications that they send. Acknowledgements of the publications received by the Library are also generated automatically.

In 2000, the project also got under way to place bar codes on the books and magazines processed by the Library. This procedure will permit the automation of document loans in the users module of the SIABUC program and, as a result, enable the Library to keep better track of the publications loaned to the staff of the two institutions and other libraries, and to external users on the Library's premises. In the future it will be possible to carry out rapid and reliable inventories of the collection.

As reported previously, the Court acquired new premises to house the Library and the Documentation Center. Now there is not only enough space for the Library's present bibliographical collection, but also for it to grow. There is also more room for users and for them to consult the documentation available (there are areas for individual consultations and group study). Two computers are available for users to consult the Library's databases. The facilities also permit the Library staff to work more effectively: there are offices for the Director of the Library, for the technical processing of documents and for the secretary, as well as an area for dealing with inquiries from users.

B. CENTER FOR ELECTORAL PROMOTION AND ASSISTANCE (CAPEL)

Before describing CAPEL's activities during the period 1998-2000, it is worth analyzing two factors that had a major impact on its work: the evolution of democracy as a political system in Latin America and CAPEL's role as a promoter of political rights in that context.

An analysis of these two factors will make it easier to understand CAPEL's approach to its work during the reporting period.

1. The evolution of the political situation in the Americas during the period 1998-2000

1.1 The deficiencies of the democratic system

Democracy, as a political system and a philosophy for social behavior, made remarkable progress in Latin America in the 1990s. Despite what was achieved, the future must be viewed with guarded optimism.

In fact, the current situation and the outlook for democracy in most of Latin America is a cause for concern. A crisis appears to be brewing among the political class in general, while those in power struggle to govern effectively. The symptoms range from instability in some countries to the doubts being raised, at both the national and international levels, about the continuity of the regime in others; from serious social violence and the growing perception of insecurity in most of Latin America, to the inability to translate the macroeconomic progress achieved in nearly all the countries into real benefits for the most disadvantaged sectors. Parliaments and political parties also lack credibility, undermined by frequent accusations of corruption.

In the present circumstances, it would seem more appropriate to speak of “democracies that are being consolidated” in Latin America, or perhaps of a “new transition to democracy,” in which the goal can no longer be merely to hold free and fair elections. Without underestimating the importance of electoral processes, the aim of this “new transition to democracy” must be to correct the shortcomings that have become evident in the course of democratic development.

Firstly, too few people participate in the democratic system and the representation mechanisms are flawed, to the point where some are saying that in this part of the world democracy is “delegative”³ rather than “representative.” The people grant or delegate power and, from that moment on, the government decides every aspect of the country’s political and social life. Complaints or dissent are dismissed as an attempt to undermine “governability.” Voters are consulted every four, five or six years; every two years, perhaps, if there are mid-term parliamentary elections. As a result, the electorate’s involvement in the conduct of public affairs and the setting of national priorities is almost nil. And since political parties do not consult their members, parliaments do not offset the lack of vertical communication between the government and the people. Even more serious is the fact that most of the population no longer believes that the political parties take their needs into account. The credibility of political parties as mechanisms for political participation has thus been seriously undermined. This has led to the emergence of “outsiders” as Presidential candidates, low voter turnouts and the appearance of civil society entities that are endeavoring to monitor and contribute to the development of democratic and electoral processes in the region.

Exclusion from political participation is also a problem. For there to be effective participation, the different sectors must have access to the various levels at which democracy is practiced. In Latin America, large segments of the population continue to be excluded from the benefits of the relative wealth that exists and have no voice in the decisions that are taken.

Despite the weaknesses of the democratic system in Latin America (its failure to meet the needs of the underprivileged and the continued existence of discrimination and violence), it is

³ A term coined by Guillermo O’Donnell.

gradually being consolidated and gaining acceptance as a valid form of government. CAPEL has played, and continues to play, a part in this process.

The democratic system in Latin America could be further undermined and fissures appear if there is a change in the political and economic conditions. CAPEL believes that we cannot let down our guard in defending democratic principles and in achieving the effective exercise of human rights. Authoritarianism is wounded, but not dead, in this part of the world. The IIHR is therefore committed to continuing its efforts to strengthen democracy in the region.

In evaluating CAPEL's activities, it must be borne in mind that they were affected directly by developments in the political arena. As a result, in addition to its work with the electoral bodies (as the Executive Secretariat of the different associations), CAPEL focused on other political and social actors that have a key role to play in constructing democratic societies in the region, such as political parties and civil society organizations. In recent years the latter have gained ground as legitimate representatives of different sectors, while the credibility of political parties has declined.

1.2 A new stage in the development of CAPEL

The complex situation in Latin America obliged CAPEL to reorient its activities, in order to offer support and assistance to other entities that form part of the democratic system. Although these efforts were successful, they diverted CAPEL's attention away from its more traditional work in the electoral field. While it was correct to venture into new areas, in order to do so the work with the region's electoral bodies had to be scaled back to some extent. After giving a great deal of thought to what should be CAPEL's priorities as far its beneficiaries were concerned, it was decided that the Center should continue to focus primarily on the electoral bodies and, using them as its point of reference, extend the field of action towards other actors and institutions in the democratic system.

As a result of this rethinking, in February 2000 CAPEL was reorganized. The IIHR Executive Directorate asked a group of experts, led by Mariano Fiallos and with the collaboration of José Thompson, to analyze the options for re-launching CAPEL, to bring it into line with the changes that had taken place in the political and electoral situation in the hemisphere. The electoral bodies of the region also provided input for this process.

Today, the main conclusions of the experience are very clear and point the way ahead. Two of them are worthy of special mention:

- The IIHR's Executive Directorate regards CAPEL as an important operating department that has a strategic role to play.

Since CAPEL is one of the Institute's most emblematic programs, the Executive Directorate took over the running of the Center during the transition period, assisted by a Head of Technical Operations and a team of officials and advisors. This was a short-term measure, adopted until such time as a plan of action could be drawn up, through an open and participatory process. The new challenges posed by the political situation in Latin America call for the design of new methods, more intelligent and purposeful institutional management, and the development of congruent and creative strategic alliances.

- The electoral bodies wish to play a more active and purposeful role within the framework of the Associations, and are capable of doing so.

There are two reasons why this a propitious moment for strengthening the Associations: the electoral bodies are participating in their activities in new ways and the Executive Secretariat has been streamlined and is better informed. Besides serving as a source of information and as a driving force behind the Associations' academic and other activities, the Secretariat constantly monitors the political situation in the hemisphere so that the Associations can play a leading role in heading off any threats to the democratic system that may arise.

Accordingly, CAPEL's activities are now aimed at reestablishing the Center's strategic position and instituting lines of action targeted primarily at the electoral bodies, the Center's natural counterparts. This work is being complemented with efforts to establish closer ties with other key actors in the democratic system, such as political parties and civil society organizations.

2. The work carried out during the reporting period

Although it took a great deal of effort to rethink the way ahead, change course and develop new models, there was no letup in the implementation of CAPEL's activities. CAPEL may have taken time out to reevaluate its priorities, but the actions called for in the cooperation agreement were implemented on schedule, as can be seen in the periodic reports submitted to USAID.

The work of CAPEL during the reporting period was wide-ranging and intense. In order to present the activities systematically, they are divided up into the following areas of work:

- *Strengthening of the electoral bodies*, including CAPEL's work as the Executive Secretariat of the Associations of Electoral Bodies, electoral observation missions, exploratory missions and technical assistance on electoral matters;
- *Education and promotion*, which encompasses all aspects of training activities and the promotion of political rights and democracy;
- *Publications*; and,
- *The dissemination of results.*

The following summary is only an outline of the main areas of work. Since quarterly reports on all of CAPEL's activities have been submitted throughout the period under review, the actions are not described in detail. In some cases, certain aspects and characteristics are highlighted on account of the importance of the activity concerned. Emphasis is placed on the impact of CAPEL's work on electoral and democratic processes in the region.

2.1 Strengthening of the Electoral Bodies

As part of its efforts to fortify the electoral bodies, CAPEL continued to serve as the Executive Secretariat of the different Associations, ensuring that there was good communication among the members, as well as horizontal cooperation and feedback.

The **electoral observation missions** are one of the most important mechanisms for fostering horizontal cooperation among the electoral bodies. During the reporting period, CAPEL observed most of the elections held in the region, namely:

- Brazil: general elections, October 4, 1998.
- Venezuela: general elections, December 6, 1998.
- El Salvador: presidential elections, March 7, 1999.
- Panama: general elections, May 2, 1999.
- Argentina: general elections, October 24, 1999.
- Uruguay: general elections, October 31, 1999.
- Chile: general elections, December 12, 1999.
- Guatemala: general elections, November 7 and December 26, 1999 (first and second rounds).
- Venezuela: constitutional referendum, December 15, 1999.
- Chile: second round of presidential elections, January 16, 2000.
- El Salvador: elections of deputies to the Legislative Assembly and the Central American Parliament and municipal councils, March 12, 2000.
- Dominican Republic: general elections, May 16, 2000.
- Ecuador: local elections, May 21, 2000.
- Mexico: general elections, July 2, 2000.
- Venezuela: general elections, July 30, 2000.
- Paraguay: Vice-presidential elections, August 13, 2000.
- Colombia: municipal elections, October 29, 2000.
- Puerto Rico: general elections, November 7, 2000.
- Venezuela: municipal elections, December 3, 2000.

These observation missions provided an excellent opportunity for the Executive Secretariat and the members of the Associations to interact. They are also a form of horizontal cooperation and, as such, have made it possible to increase the feedback among the electoral bodies. In order to make them as representative as possible, every effort is made to ensure that these missions include officials from the electoral bodies that are members of the Tikal and Quito Protocols, and UNIORE. The work of these missions is designed to bring them into contact with the wide range of institutional, social and political actors involved in electoral processes. The members of the mission are thus able to gain a better understanding of the dynamics of each process and make recommendations to the local electoral body that can help improve electoral administration systems.

Especially important during the reporting period were the general elections held in Mexico, in July 2000, and the municipal elections that took place in Colombia, in October the same year. In both cases, in its capacity as the Executive Secretariat CAPEL worked closely with the electoral bodies concerned. The joint organization of the missions' activities ensured that they were a success. The electoral bodies had access to the different actors involved in the process, while CAPEL has a great deal of experience in organizing and coordinating events of this kind. These efforts were very rewarding experiences in bilateral cooperation and the electoral bodies saw just how useful their participation in these missions can be.

Each mission also presented a report to the electoral body hosting the visit, containing observations on the electoral process.

It was not until the end of 1999 and early 2000 that CAPEL refocused its efforts to provide the electoral bodies with the **electoral technical assistance** they need to enhance their

administrative capabilities in areas that they themselves regard as “weaknesses.”⁴ Several electoral bodies have asked for support in the areas of civic education and education for life in democracy. As a first step in expanding its work in this field, CAPEL signed a cooperation agreement with the National Electoral Council of Colombia, for assistance in the areas mentioned. A project was prepared and work will get under way in the first quarter of 2001. Other electoral bodies have asked for support in the same areas and contacts have already been made with a view to providing them with technical assistance.

Closely linked to the above are the **exploratory missions**. During the period under review, CAPEL carried out a series of exploratory missions that led to the implementation of a series of technical assistance projects: one involving the Central Electoral Board of the Dominican Republic and the *Participación Ciudadana* civil society organization, in 1999;⁵ the Ninth Inter-American Course on Elections, which was held in Mexico; the presentation of an offer of technical assistance to the Supreme Electoral Tribunal of El Salvador; the signing of a cooperation agreement with the electoral organization of Colombia; and support for the electoral authorities that are organizing the elections scheduled to be held April 8, 2001, in Peru.

This last mission came about as a result of a decision taken by the Inter-American Union of Electoral Bodies at its Fifth Conference, held November 20-22, 2000, in Antigua, Guatemala. The members of the Union agreed to assist the new Peruvian electoral authorities in implementing the different stages of the electoral process scheduled for 2001. Following this decision, a technical mission visited Peru from December 10-13, 2000, to gather information on the progress that had been made in organizing the elections and the current strengths and weaknesses of Peru’s electoral bodies vis-à-vis the administration, planning and implementation of electoral process. Responsibility for electoral matters in Peru is assigned to three entities - the National Elections Board, the National Office of Electoral Processes and the National Civil Registry.

To discuss possible areas in which technical assistance could be provided, the members of the mission met with representatives of the electoral bodies mentioned, other government agencies (e.g., the Office of the Ombudsman), civil society organizations such as *Transparencia*, and international entities that provide financial assistance for electoral processes, such as USAID/Peru and the European Union. A second exploratory mission was carried out from December 18-20 to enable CAPEL to determine how, in its capacity as the Executive Secretariat of the Association of Electoral Bodies of South America and of UNIORE, it could provide technical assistance to Peru’s electoral bodies in the run up to the elections scheduled for April 8, 2001.

An exploratory mission was also carried out to Washington D.C., from May 9-12, 1999, to establish alliances with donors and other academic institutions for the implementation of new projects. The IIHR delegation met with representatives of the National Democratic Institute (NDI), George Washington University, the Unit for the Promotion of Democracy of the

⁴ Every year CAPEL sends out a questionnaire to the members of the Associations to ascertain their strengths and needs. This helps us pinpoint the areas of electoral administration in each country that need to be strengthened. The information on the strengths of each organization is used to facilitate horizontal cooperation efforts among the members of the associations.

⁵ This project was implemented with funds provided by USAID/Dominican Republic.

Organization of American States (UPD/OAS), and the State and Civil Society Unit of the Inter-American Development Bank (IDB).

Finally, the **annual and biennial Conferences of the Associations of Electoral Bodies** were held during the period under review. Special meetings of the Associations were also organized to discuss specific issues that fall within the purview of the member organizations.

Before describing in detail the main decisions taken at each of these meetings, it is worth considering the importance of the Associations of Electoral Bodies to the work of CAPEL, as a mechanism for bolstering the democratic system and its institutions.

Its role as the Executive Secretariat of the Associations of Electoral Bodies is a key priority for the IIHR. Legitimate, capable, streamlined, modern and strong electoral bodies are needed to meet the challenges faced by democracy in the Western Hemisphere today. These bodies also need support from their peers, entities that provide specialized assistance and international cooperation agencies. The aim of CAPEL, in its capacity as the Executive Secretariat, is to help consolidate the electoral bodies in every way possible.

The Associations are also a useful mechanism for discussing the problems and challenges faced by the democratic institutional system in the Americas with some of the people who know most about them. CAPEL has followed the discussions of the Associations closely and intends to continue to do so, so as to garner new ideas for its projects and activities. This analysis is also very useful for the organizations themselves, since it helps them decide what positions they should adopt with regard to the political situation.

The annual and biennial Conferences of the Associations of Electoral Bodies provide the perfect opportunity for identifying areas of common interest and thus pave the way for horizontal cooperation. They enable the Executive Secretariat to pinpoint the areas on which it should focus its action, with a view to meeting the needs of the different organizations. These meetings also serve to strengthen the commitment of CAPEL and the electoral bodies to meeting the challenges faced by democracy. CAPEL's work plan is largely drawn up on the basis of the needs expressed by the members of the Associations at their meetings.

2.1.1 Meeting of the Association of Electoral Bodies of Central America and the Caribbean - Tikal Protocol (El Salvador, March 6, 1999)

Advantage was taken of the Technical Observation Mission to the presidential elections in El Salvador to hold a special meeting of the presidents of the electoral bodies that make up the Tikal Protocol on March 6. Agreement was reached on three important matters related to the strengthening and development of the Association. Firstly, the members expressed their support for, and solidarity with, the Central Electoral Board (JCE) of the Dominican Republic, in light of the developments that are affecting the regular work and activities of the JCE in the run up to the electoral process scheduled for the following year. Secondly, they signed a letter requesting assistance from the Inter-American Development Bank (IDB) to conduct feasibility studies on the modernization of their rules and regulations for the automation of electoral processes. And, thirdly, they proposed that a ceremony be held during the Thirteenth Conference of the Tikal Protocol to pay tribute to Arturo Herbruger, Mariano Fiallos and Rafael Villegas for their contributions to the institutional strengthening of their respective electoral bodies and the Tikal Protocol.

2.1.2 Thirteenth Conference of the Association of Electoral Bodies of Central America and the Caribbean - Tikal Protocol (Managua, July 14-16, 1999)

The Thirteenth Conference of the Association of Electoral Bodies of Central America and the Caribbean was held in Managua from July 14 to 16. It was attended by representatives of the electoral bodies of Costa Rica, Dominican Republic, El Salvador, Guatemala, Honduras, Jamaica, Nicaragua, Panama and St. Lucia.

The members took a number of important decisions. They agreed to continue the efforts to guarantee the autonomy of electoral bodies, which is essential if electoral processes are to be impartial. This will be achieved by: ensuring that they enjoy complete independence in carrying out the functions and duties established in the Constitutions and laws of their respective countries; granting them powers to present bills to the legislature regarding matters within their field of competence and exclusive responsibility for interpreting electoral laws; making it obligatory that they be consulted about parliamentary bills that involve the reform of electoral laws; and enshrining in the Constitution the State's obligation to guarantee that electoral bodies receive sufficient funding as and when required, by allocating them a fixed percentage of the national budget.

They decided to continue the efforts to create the International Center for Electoral Training and Political Leadership, under the aegis of the Tikal Protocol. The Center would have its headquarters in the City of Knowledge, Panama, and be based on the document prepared by the Executive Secretariat and approved by the members of the Association.

The members also decided to ask the Executive Secretariat to continue its efforts to secure funding from the Inter-American Development Bank for the Project for the Modernization of Legislation to permit the Automation of Electoral Processes.

The delegates also agreed:

- To ratify all the decisions related to the electoral infrastructure taken at previous Conferences of the Association, especially as concerns the need to improve the operations of civil and electoral registries and for issuing identity documents;
- To reiterate the Association's support for the Ibero-American Integrated Information System Project being implemented by CAPEL.
- To recognize that disabled people have rights and duties that are protected by constitutions and legislation, and that they should play a full part in democratic processes in the countries of the region. To this end, the members of the Association pledged to take whatever measures and actions may be needed to ensure that all disabled citizens who meet the legal requirements for exercising the right to vote are provided with the material facilities for doing so in all of the countries concerned;
- To authorize the Executive Secretariat to carry out a comparative study of current legislation and practices in the countries of the region related to the electoral rights of disabled people, with a view to drafting framework legislation, drawing on the best experiences identified for ensuring the due exercise of electoral rights by disabled people.

The members of the Association were also agreed on the importance of supporting efforts undertaken by the Executive Secretariat to analyze procedures that facilitate effective democracy within political parties and groupings.

2.1.3 Eighth Conference of the Association of Electoral Bodies of South America - Quito Protocol (Asuncion, August 23-25, 1999)

The Eighth Conference of the Association of Electoral Bodies of South America was held in Asuncion, Paraguay, from August 23-25, 1999. The activity was attended by delegates from the electoral bodies of Bolivia, Brazil, Colombia, Chile, Ecuador, Paraguay, Peru and Uruguay, in their capacity as members of the Quito Protocol. The Conference was organized by CAPEL and the Electoral Body of Paraguay, which hosted the event.

Important decisions were taken at this conference, including:

- To continue to strengthen the links among the members of the Association by ratifying the decisions taken at previous Conferences, which include the following:
- To recognize the importance of publicizing the Association's existence, objectives, activities, and plans for improving electoral processes, which is a permanent task for both the electoral bodies themselves and the Executive Secretariat (CAPEL).
- To intensify efforts aimed at increasing and strengthening the channels for direct communication, the exchange of information and collaboration among the members of the Association and the Executive Secretariat. To achieve this, the Association acknowledged the importance of providing further support for the Association's Liaison Officer and its Newsletter.
- To regard horizontal cooperation as the core element of the Association's activities. To this end, the members reiterated their support for further horizontal cooperation among the electoral bodies, either in coordination with the Executive Secretariat or directly, on a bilateral or multilateral basis; in the latter case, the Executive Secretariat will be kept abreast of developments.
- To continue the practice of inviting the Association's member organizations and Executive Secretariat to send missions of observers to countries where elections are held, as a two-way horizontal cooperation mechanism (i.e., both for the electoral bodies organizing the elections and those that are observing them).
- To set up multilateral working groups to discuss issues of interest to the members of the Association, in the following areas: electoral reform; modernization of the management of electoral bodies; and the updating of information technology and technical quality standards. Initially, these discussions will be carried out online via CAPEL's Ibero-American Integrated Information System (SIII), which is managed from its headquarters in San José, Costa Rica. Each electoral body will appoint a representative to channel the discussions of interest to the members of the Quito Protocol.

- To reiterate the Association's support for the Ibero-American Integrated Information System Project being implemented by CAPEL.

2.1.4 Special Meeting of the Association of Electoral Bodies of Central America and the Caribbean - Tikal Protocol (Managua, December 6, 1999)

A special meeting of the Association of Electoral Bodies of Central America and the Caribbean was held in Managua, Nicaragua, on December 6. The following electoral institutions took part: the Supreme Elections Tribunal of Costa Rica; the Supreme Electoral Tribunal of El Salvador; the Supreme Electoral Tribunal of Guatemala; the Supreme Electoral Council of Nicaragua; and the Central Electoral Board of the Dominican Republic. The IIHR was represented by its Executive Director, Roberto Cuéllar, and CAPEL officials Andrés Araya and Sofia Vincenzi.

This special meeting was convened primarily to enable the IIHR to present its plans for the future, especially those of the Center for Electoral Promotion and Assistance, following the appointment of Roberto Cuéllar as Executive Director.

A declaration was approved expressing support for the Supreme Electoral Council of Nicaragua vis-à-vis the process of constitutional reforms that is under way in Nicaragua.

2.1.5 Special Meeting of the Inter-American Union of Electoral Bodies (Mexico, July 1, 2000)

Advantage was taken of the observation mission to Mexico to organize a special meeting of UNIORE, with the collaboration of the host electoral bodies.

The meeting was attended by delegates from the electoral bodies of: Antigua and Barbuda, Argentina, Bolivia, Canada, Colombia, Costa Rica, Chile, the Dominican Republic, Ecuador, El Salvador, Guatemala, Honduras, Mexico, Panama, Paraguay, Peru, the United States, Uruguay and Venezuela. The Executive Secretariat was represented by Pedro Nikken, President of the IIHR; Sonia Picado, Vice-president of the IIHR; Carlos Roberto Reina, a member of the IIHR Board of Directors; Roberto Cuéllar, Executive Director of the IIHR; and José Thompson, a delegate of the Executive Directorate.

One of the topics discussed at this meeting was the repositioning of CAPEL. Time was set aside for a presentation on the document entitled "*Summary of Conclusions: Consultative Meeting on the Repositioning of CAPEL*," the main output of the meeting held April 26-27, in San José, Costa Rica.

The other matter discussed was the site of the Fifth Conference of UNIORE. The State Elections Commission of Puerto Rico was unable to host the event on account of its commitments in 2000. The members voted, by acclamation, to accept the Supreme Electoral Tribunal of Guatemala's offer to host the conference.

2.1.6 The Fourteenth Conference of the Association of Electoral Bodies of Central America and the Caribbean (Tikal Protocol); the Fifth Conference of the Inter-American Union of Electoral Bodies (UNIORE); and a Special Meeting of the Association of Electoral Bodies of South America (Quito Protocol). Guatemala, November 20-22, 2000

The Fourteenth Conference of the Association of Electoral Bodies of Central America and the Caribbean (*Tikal Protocol*), the Fifth Conference of the Inter-American Union of Electoral Bodies (*UNIORE*) and a Special Meeting of the Association of Electoral Bodies of South America (*Quito Protocol*) were held consecutively in Guatemala City, from November 20 to 22.

The Conferences were organized by CAPEL and the Supreme Electoral Tribunal of Guatemala, pursuant to resolution 21 of the Thirteenth Conference of the Tikal Protocol and the decision taken at the Special Meeting of UNIORE held July 1, 2000.

All the region's electoral bodies attended the meeting, except for those that were involved in electoral processes at the time (i.e., Antigua and Barbuda, Canada, Nicaragua, the United States and Venezuela).

The resolutions adopted at the two Conferences and the special meeting of the Quito Protocol plot the course of future efforts to strengthen the electoral bodies. It is now up to the Executive Secretariat to draw up a work program to implement the lines of action required. Some of the main decisions taken at each conference are described below.

2.1.6.1 Fourteenth Conference of the Tikal Protocol

The members were unanimous in expressing their satisfaction with the communication issued by the Executive Secretariat concerning the entry into force of the modifications to the Charter of the Association of Electoral Bodies of Central America and the Caribbean.

They also pledged their unwavering commitment to the preservation and gradual strengthening of the electoral institutional framework in their respective countries, particularly as regards the financial and operational independence of electoral bodies in the region.

The members of the Association also agreed to press the governments of their respective countries to issue a declaration concerning the financial and operational independence of electoral bodies at the next Summit of Presidents of Central America and the Caribbean.

The Executive Secretariat was asked to use its good offices to seek the adoption of a similar declaration at the next General Assembly of the OAS, scheduled to be held in San José, Costa Rica, in June 2001.

With respect to election observation missions, the delegates agreed to continue to foster joint technical missions by the members of the Association and the Executive Secretariat, and reaffirmed the usefulness of such missions in increasing horizontal cooperation among electoral bodies.

Special Meeting of the Quito Protocol

The special meeting of the Quito Protocol was convened to prepare for the Ninth Conference of this Association, scheduled to be held in Quito, Ecuador, during the first half of 2001.

The delegates asked the Executive Secretariat to design a civic-electoral training program to orient the work of the electoral bodies, and to present it at the next meeting of the Quito Protocol.

Pursuant to resolution 7 adopted at the Eighth Conference of the Association of Electoral Bodies of South America, the members of the Association were also urged to furnish the Executive Secretariat with information concerning the participation of disabled people in electoral processes, with a view to drafting conclusions and recommendations on this subject.

They also decided to make *institution-building* the theme of the Ninth Conference of the Association of Electoral Bodies of South America, scheduled to be held in Quito, Ecuador, in 2001. It was suggested that the Executive Secretariat and the country hosting the event should draw up a program that included issues such as voter lists, territory and its bearing on voting, and the phenomenon of impeachment.

Fifth Conference of UNIORE

Following the Conference of the Tikal Protocol and the Special Meeting of the Quito Protocol, the delegates representing the members of UNIORE met to discuss the role of the Executive Secretariat in the Union, and a number of projects that the Secretariat could promote that would be of benefit to the political-electoral systems of the countries concerned.

The delegates reaffirmed the key role that education should play in democracy, and, particularly, in any future plans aimed at consolidating the political systems of the hemisphere. They also urged the Executive Secretariat, with support from the electoral bodies themselves, to address the following issues in its studies, research and academic events:

- Political participation of minorities.
- Systems of representation and their bearing on the image of public institutions.
- Citizen control over the authorities
- Geography, territory and electoral participation.
- The work of the legislative branch and how it is viewed by the media - in particular, how the reputation of this branch of government has been tarnished.
- Guidelines for, and lessons learned in regard to, electoral reform.

The members of UNIORE also decided to use the technical resources of the Ibero-American Integrated Information System (SIII) to create specialized modules on the electoral justice system, drawing on the experience of, and input from, the member organizations whose functions include the administration of electoral justice.

Furthermore, the members approved a proposal put forward by the federal electoral authorities of Mexico, calling upon the electoral bodies to help coordinate forums for discussing specific

issues. The following forums were created and responsibility for coordinating them was assigned to the electoral bodies as follows:

- Electoral Training (Electoral Tribunal of Panama).
- Electoral Informatics (Supreme Electoral Tribunal of El Salvador).
- Mixed electoral systems (Federal Electoral Institute of Mexico).
- Electoral Justice (Electoral Tribunal of the Judicial Branch of the Federation of Mexico).

The purpose of these forums will be to keep the electoral bodies abreast of the latest developments regarding the topics in question. The coordinators will monitor and evaluate the topic for which they are responsible, convene regional meetings and make use of the system of forums created under the SIII.

The members of UNIORE also instructed the Executive Secretariat to provide support to the new electoral authorities in Peru during the different stages of the electoral process that will be taking place in that country in 2001.

These meetings were very important to the future of CAPEL. The electoral bodies reiterated their support for the Executive Secretariat and asked it to implement and/or facilitate the various projects they wish to carry out in their respective countries. The Conferences also provided the leadership of the IIHR and CAPEL with an opportunity to reiterate their willingness to intensify the work they carry out through the Associations. They wished to dispel any doubts about the future of CAPEL as a specialized program of the IIHR working in the area of political rights and, particularly, as the Executive Secretariat of the electoral bodies in the hemisphere.

2.2 Education and promotion

As in the case of all IIHR programs, training is one of the main tools used to strengthen democratic values and practices. CAPEL therefore organizes activities to analyze and discuss the challenges faced by democracy.

CAPEL held two training activities during the period under review. The first was the **Ninth Inter-American Course on Elections and Democracy** (November 1999). Held every two years, the course is the principal forum for academic analysis organized by CAPEL. The second training activity was the **International Seminar on the Resolution of Electoral Disputes: comparative perspectives for Central America, Mexico and the Dominican Republic** (March 2000). This event was organized jointly with the International Foundation for Electoral Systems (IFES), the Mexican electoral authorities⁶ and the Supreme Electoral Tribunal of Costa Rica. The main objective was to foster debate on the legal framework governing electoral activities and electoral institutions, with particular emphasis on Central America and the Dominican Republic.

Given its importance and impact, it is worth examining the content and methodology of the Ninth Inter-American Course on Elections and Democracy in greater depth.

⁶ Electoral Tribunal of the Judicial Branch of the Federation of Mexico and the Federal Electoral Institute of Mexico.

CAPEL, the Electoral Tribunal of the Judicial Branch and the Federal Electoral Institute of Mexico joined forces to organize the *Ninth Inter-American Course on Elections and Democracy*, which was held in Mexico City from November 15 to 19, 1999. The academic and political theme of the course was "*Political and Electoral Democracy in Latin America and the Caribbean on the Eve of the New Century.*"

The event attracted some 60 participants from all parts of the Western Hemisphere, as well as 50 Mexican participants and representatives of a large number of political and social organizations, including: members of the Inter-American Union of Electoral Bodies; representatives of political parties and members of congress from the region; academics and political analysts; and representatives of civil society organizations involved in political processes for the promotion of democracy, and of the mass media.

The methodology employed for the Ninth Course was participatory, multidisciplinary and pluralist, and applied to a specific context. The Course brought together people from different professional backgrounds representing a wide range of ideologies. They were also drawn from different types of organizations and as many countries in the Western Hemisphere as possible, as well as Spain. Thus, the Course provided an opportunity for an exchange of visions, interpretations and ideas regarding what the situation in the region is and could be, with emphasis on Latin America and the Caribbean.

In order to effectively address a wide range of important topics, the Course was divided into three well-defined but complementary modules: 1) an overview of the transition to, and consolidation of, democracy in Latin America and the Caribbean between 1980 and 2000; 2) the construction of sustainable democracy: electoral systems and their impact on political systems; and 3) the institutional framework and governance in the Americas: paths for the development of political and electoral democracy in the new century.

Each module began with keynote addresses by both academics and operators of the democratic system (representatives of electoral bodies, congresses, political parties, civil society organizations and the media). Following these presentations, the floor was thrown open for discussions involving both the participants and the speakers.

The academic papers included one by Luis Aguilar, who gave an overview of the process of democratic transition and consolidation in the region, and another by Dieter Nohlen, who dealt with the nature of electoral systems and their impact on political systems. Norbert Lechner then offered a detailed analysis of the challenges that lie ahead for the institutionalization of democracy in Latin America and the Caribbean, while Rubén Zamora gave a lecture on the role of political parties in the democratization process.

The event was inaugurated by the IIHR Executive Director, Roberto Cuéllar, who described the IIHR's mission of strengthening all the channels for political participation in a democratic society by encouraging the citizenry to play an active role in the construction of an egalitarian and pluralist society.

2.3 Publications

CAPEL remains committed to producing publications that will stimulate the analysis and discussion of the main issues related to electoral systems and processes, and to the evolution

of democracy. The Center has therefore continued to produce and improve its regular publications, the *Boletín Electoral Latinoamericano* and the *Cuadernos de CAPEL*. It also publishes annual editions of the directories of electoral bodies and the monthly UNIORE Newsletter.

During the period under review, issues 19, 20 and 21 of the *Boletín Electoral Latinoamericano* and issues 45 and 46 of the *Cuadernos de CAPEL* were published.

Cuaderno de CAPEL No. 45 focuses on the redesign of political parties in Latin America. The author, Carlos Mena, discusses the nature of party systems, their impact on democratic systems in Latin America, and their capacity to operate as democratic institutions. In his analysis he also considers the ethical dimensions of party reform (i.e., the relationship between citizen ethics and political parties).

In *Cuaderno No. 46*, Venezuelan attorney and political scientist José Enrique Molina discusses different aspects of the electoral systems of Latin America – how they are organized, the main trends in the region as regards presidential and parliamentary elections, the effect of electoral systems on democratic governance, and the ways in which electoral systems and party systems affect each other.

Finally, the *UNIORE Newsletter* is now published every month instead of each quarter, in order to provide a more practical and rapid mechanism for disseminating information among the members of UNIORE. Publishing the newsletter on a quarterly basis meant that the electoral bodies received some important news and information too late. It was therefore decided to publish it more frequently and to use more efficient, modern methods to distribute it. The monthly newsletter is now sent out to all the members of each electoral body via email and also posted on the IIHR web site. The reaction has been very positive: the recipients have remarked on the timeliness of the publication and the relevance of the information that it contains.

2.4 Research and the dissemination of results

One of the main achievements with regard to research and the dissemination of results was the consolidation of the Ibero-American Integrated Information System (SIII). Although the design and construction of this system was funded primarily by the Spanish Cooperation Agency,⁷ the data has been inputted thanks to the financial assistance provided by USAID. It contains information on electoral legislation, statistical data from electoral and civil registries and documents on political, economic, social and human rights issues. The outputs were as follows:

- Monthly electoral bulletins (a summary of the main electoral events published in newspapers on the Internet).
- A legal-electoral data base, part of the joint digital library of the Inter-American Court of Human Rights and the IIHR
- Monthly newsletter of the Inter-American Union of Electoral Bodies.

⁷ The web site portal has been in operation since March 2000.

A data base was also created to manage all the IHR's publications, including those produced by CAPEL.

CAPEL has made special efforts to disseminate information via the web portal. Besides being mandated to do so by the electoral bodies, it regards this as a very useful way of making important, systematized data available to its clients on the most important legal and political-electoral developments in the region.

2.5 A summary of the work carried out during the reporting period and new lines of action

The work of CAPEL during the period under review was closely linked to the social and political context in the region, and also reflected the rethinking of CAPEL's role in promoting and strengthening democratic values and practices:

- In its capacity as the Executive Secretariat of the various Associations of Electoral Bodies, CAPEL has a great responsibility and a clearly established agenda as far as the support it is required to provide to the electoral bodies is concerned. It carried out the activities established in that agenda satisfactorily. CAPEL observed nearly all the electoral processes held in the region. Through its observation missions it provided important opportunities for exchange and cooperation among the electoral bodies. Furthermore, the priority events of the Associations (the annual Conferences and the biennial conference of UNIORE) were organized successfully, as can be seen from the number of participants and the quality of the results. The decisions taken at the conferences show clearly that much remains to be done to strengthen democracy and that CAPEL should continue to serve as the Executive Secretariat of these Associations.
- All the core activities related to the Associations were implemented, but during the first part of the reporting period not enough was done to support the electoral bodies in other areas. Exploratory missions are essential for generating technical cooperation projects and too few were carried out. It was only after CAPEL rethought and restructured its activities that it once again began to explore the needs of the electoral bodies. As a result, closer working ties have been established, in particular with El Salvador and Peru.
- CAPEL's recent decision to involve the electoral bodies in organizing the observation missions proved to be a very wise one. The experiences with Mexico and Colombia showed that when the electoral body organizing the election is also involved in organizing the mission, it is more interested in ensuring that it is a success, both in terms of the program of work and the report that is subsequently issued. The electoral bodies have expressed great interest in organizing missions of this kind and have asked CAPEL to produce a document describing the characteristics and scope of the different types of observation missions that are carried out via the Executive Secretariat.⁸ It is also evident that the electoral bodies continue to regard the electoral observation missions as a very useful instrument for horizontal cooperation and institutional support.

⁸ Decision taken at the Special Meeting of the Quito Protocol, held in Antigua, Guatemala, November 20-22, 2000.

- A major effort was made to address the main topics of interest in the field of political rights, through CAPEL's training and promotion activities and publications. The Ninth Inter-American Course on Elections, held in Mexico, and the publication of the *Boletín Electoral* and the *Cuadernos de CAPEL* formed part of CAPEL's academic efforts during this period.

Looking to the future, continuity and innovation should be the watchwords for CAPEL's activities in the years ahead. By constantly monitoring the current situation it is possible to determine what should be preserved and what else needs to be included.

Difficult challenges lie ahead for the development of democracy in the Americas, because many of them have to do with problems and issues that have existed for a long time but have not been resolved, or are the result of rapid internationalization that raises doubts about the traditional forms of individual and institutional action.

CAPEL's *raison d'être* and fundamental commitment is the defense and promotion of democracy. Therefore, in the future its work should focus on "democratization in democracy." The success of CAPEL's specific actions should be measured in terms of its ability to provide the correct response to the needs that arise and the threats posed to the strengthening of the democratic institutional fabric.

Therefore, CAPEL has charted a course for the years ahead and decided:

- ◆ To give priority to the identification of new ways of making its role as the Secretariat of the Associations a more flexible and effective instrument for action. CAPEL intends to continue working in tandem with the electoral bodies, its most important partners and the primary beneficiaries of its actions, and not only in its capacity as the Executive Secretariat of the Associations. Horizontal technical cooperation should be a key element of these efforts.
- ◆ To give continuity to technical assistance on electoral matters, the production of specialized doctrine, international and national observation missions, civic education activities and the opening up of high-level forums such as the Inter-American Course on Elections and Democracy.
- ◆ To conduct research that will identify options for further democratization and the opening up of party systems, because democracy is strong and effective if political groupings exist that promote inclusion and participation.
- ◆ To promote accountability and the responsibility of officials as essential aspects of the exercise of public office and fundamental elements of a truly democratic system.
- ◆ To address the issues of freedom of expression and the role of the media, which have a key role to play in the day-to-day efforts to make the practical application of democratic principles a reality. Freedom of expression is a critically important right but also a great responsibility.
- ◆ To make more use of information and communication technologies to disseminate ideas, doctrines and mechanisms that will strengthen democracy, and to ensure the security and transparency of electoral processes.

These priorities reflect CAPEL's acknowledgement of the importance of its work with the electoral bodies. It will therefore continue to plan, implement and adjust its activities in consultation with electoral officials and organizations.

C. INSTITUTIONAL DEVELOPMENT AND SUPPORT

This crucial element for the operation of the Institute enables to: a) bear certain administrative costs inherent in an institution such as the IIHR; b) present proposals to new donors; c) respond to challenges that arise unexpectedly; d) train its staff; and e) convoke its governing body.

In order to best carry out its functions, the Institute has been divided into three Departments (CAPEL, Public Institutions and Entities of Civil Society), which conduct programs throughout the hemisphere. In addition, the IIHR has recently created four units, which are responsible of proposing and implementing Institute policies related to their respective fields of action, based on the guidelines established by the Board and the Executive Directorate (Institutional Development, Applied Research, Educational, and Information and Editorial Unit.)

Institutional support funds contribute to the salaries of the Executive Director, the Director of Administration and Finance, accountants, computer specialists and others who do not work directly with specifically funded IIHR programs. In this way, institutional funds contribute indirectly to all of the IIHR projects.

These funds are also utilized for the ordinary functioning of headquarters, which includes expenses for office and computer supplies, security, repairs and improvements, transportation, cleaning, insurance and bank charges.

The funds are also employed to assure the efficient and honest administration of the IIHR, as verified by the external audit performed by an internationally recognized firm of auditors. This guarantees to the donors that the funds given to the institution are used in accordance with the rules established in the respective agreements of cooperation and, what is more important, are linked to the objectives for which the Institute exists.

It is important that the funding of the IIHR is obtained from the widest possible source of donors. At the present time, the Institute is financed by governments, international agencies of cooperation, private foundations, agencies of the United Nations, universities and non-governmental organizations. This broad diversification gives the IIHR the independence necessary for its work and grants its credibility, especially with its beneficiaries.

Inasmuch as the Institute does not have the luxury of a guaranteed income, the Executive Director and the Department Directors are constantly engaged in obtaining new and renewed grants for activities aimed at the advancement of democracy and human rights. By virtue of these institutional missions, meetings with current and prospective donors are held to obtain funds for the management of programs and to negotiate agreements for projects in the countries in which it hopes to work.

Institutional support is not limited to relations with donors. A dialogue is also required with the projects' beneficiaries, who range from high government officials to those working at the grass-

roots level. All are indispensable for the consolidation of democracy in Latin America and, at the same time, they advance the work of the IIHR.

Institutional funds are critical in order to take advantage of opportunities that, by their very nature, cannot be programmed. The IIHR has repeatedly encountered very fluid situations that call for an IIHR program that is urgent and could not have been foreseen in the proposals presented to the various donors. It is especially important to have funds available to send a mission to assess the situation in order to subsequently present a proposal to a prospective donor.

These funds also contribute to professional development and training. In today's fast changing world, it is necessary that staff members be given the opportunity to keep themselves current on new developments in the field. One of the best ways to achieve this is through attendance at seminars, conferences and courses. Not only do these activities make for better trained employees but they also raise morale.

Institutional funds are also employed to hold the annual meeting of the IIHR Board of Directors and meetings of its Permanent Commission. The Board is the Institute's governing body and is composed of twenty-eight internationally respected experts who provide advice and guidance on an institutional and programmatic basis. The Permanent Commission, which meets periodically to offer advice to the Executive Directorate, is composed of the President, Vice Presidents and two members of the Board.

APPENDICES

APPENDIX No. 1

PRESENTATION OF THE PUBLICATION ON OPTIONAL PROTOCOL TO THE CEDAW
-Latin America-

| COUNTRY | ORGANIZERS AND COUNTERPARTS | PRESENTATION |
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| Argentina | Gender, Law and Development Institute (INSGENAR), in collaboration with the Latin American and Caribbean Committee for the Defense of Women's Rights (CLADEM) and the Women's Affairs Department of the Municipality of Rosario. | September 4. Held in Rosario, at the National University, during the Sixth "Mercociudades" Summit. Attended by officials from the government offices for women's affairs of Argentina, Brazil, Paraguay, Chile and Uruguay, representatives of local governments and NGOs, and professors and students. The speakers were: Dr. Alberto Petracca, professor and the Academic Secretary of the School of Law and Political Sciences of the National University of Rosario; Susana Chiarotti, Regional Coordinator of CLADEM; and Dr. Susana Sisu, of the Women's Affairs Department of the Municipality of Rosario. |
| Bolivia | Legal Office for Women's Affairs and the Chamber of Deputies. Legal Office for Women's Affairs and the Provincial Gender Unit | October 10. Held in La Paz, at the Chamber of Deputies. October 12. Presentation in Cochabamba, at the offices of the provincial government of Cochabamba. Both events were attended by members of congress, diplomats, and representatives of cooperation agencies, NGOs and grassroots organizations. |

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| Brazil | Gender, Citizenship and Development Agenda (AGENDE), in conjunction with the National Council for Women's Rights, the Human Rights Commission of the Chamber of Deputies, and the women's caucus of the National Congress | <p>August 22. Held in Brasilia, at a public hearing of the Chamber of Deputies. Around 300 people took part, including deputies, representatives of the Ministry of Foreign Relations, NGOs, etc.</p> <p>The speakers were: Congressman Marcos Rolim, Chairman of the Congressional Human Rights Commission; Lara Bernardi, representative of the women's caucus of the National Congress; Gilberto Vergne Saboia, a representative of the Ministry of Justice; Virginia Toniatti, Head of the Social Issues Division of the Ministry of Foreign Relations; Solange Bentes Jurema, President of the National Council for Women's Rights; Line Barreiro, Coordinator of the IIHR's Women's Human Rights Program; Marlene Libardoni, Executive Director of AGENDE; and Liliana Tojo, of the Center for Justice and International Law (CEJIL-Brazil).</p> |
| Chile | "La Morada" Women's Development Corporation, in collaboration with Isis International, DOMOS, PROSAM, FLACSO, MEMCH, CEDEM (members of the Women's Initiative Group) and the Women's Institute. | <p>September 25. Held in Santiago, in Congress. 45 participants, including senators and members of the lower house, the Government Office for Women's Affairs, NGOs and women's organizations.</p> <p>The speakers were: Adriana Delpiano, Minister for Women's Affairs of the National Women's Secretariat (SERNAM) and Cecilia Medina, Chair of the UN Human Rights Committee; Senator Jaime Gazmuri and Congresswoman Fanny Pollarolo; and Lorena Fries, Executive Director, "La Morada" Corporation.</p> |
| Colombia | <p>Consulting Services for Development Corporation (ASDES), in conjunction with "Vamos Mujer " and "Mujeres que Crean"</p> <p>ASDES and Casa de la Mujer</p> | <p>October 5. Held in Medellin, at the offices of "Vamos Mujer." A total of 73 people took part, representing 19 NGOs and women's organizations.</p> <p>Speaker: Luz Marina Tamayo, Consulting Services for Development Corporation (ASDES).</p> <p>November 2. Held in Bogotá. 46 participants, representatives of NGOs and women's organizations.</p> <p>Speakers: Alda Facio, specialist in women's rights; Norma Enríquez, Director, Casa de la Mujer; Luz Marina Tamayo, ASDES.</p> |

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| Costa Rica | Legislative Assembly (Commission on Women's Affairs), in conjunction with the IIHR | September 26. Held in San Jose, at the Legislative Assembly. Attended by 60 people, representatives of embassies, the Office of the Ombudsman, the Government Office for Women's Affairs, academic entities and NGOs. Speakers: Congressman Jorge Eduardo Sánchez, Vice-president of Legislative Assembly; Congresswoman and President of the Commission on Women's Affairs, Alicia Fournier; Congresswoman and Vice-president of the IIHR, Sonia Picado; Minister for Women's Affairs and Executive President of the National Women's Institute, Gloria Valerín; and NGO representative Roxana Arroyo. |
| Dom. Rep. | Women's Support Group (NAM), in conjunction with the Gender Studies Center of the Technological Institute of Santo Domingo (INTEC) | September 26. Held in Santo Domingo, at the Technological Institute (INTEC). Attended by 58 people, including academics, representatives of the Government Office for Women's Affairs, the United Nations and Foreign Relations, members of congress, NGOs and women's organizations. Speakers: Lourdes Contreras, Academic Coordinator of the Center for Gender Studies; Sergia Galván, Secretariat of State for Women's Affairs; Zobeyda Cepeda, Women's Support Group; and the Rector of the university. |
| El Salvador | Human Rights Institute of José Simeón Cañas Central American University (IDHUCA), in conjunction with the Legislative Assembly (Commission on the Family, Women and Children) | September 26. Held in San Salvador, at the Legislative Assembly. Attended by 45 people. Speakers: Deputy Blanca Flor Bonilla, President of the Commission on the Family, Women and Children; Vilma de Frohlich, representative of the Salvadoran Institute for the Development of Women (ISDEMU); and Elizabeth Cubias, a representative of the Ministry of Foreign Relations. |
| Guatemala | Center for Legal Action on Human Rights (CALDH) and Rigoberta Menchu Tum Foundation | September 26. Held in Guatemala, at the Hotel Conquistador. Attended by 104 people, including representatives of universities, ministries, the Human Rights Defense Office, the Secretariat of Women's Affairs and NGOs. Speakers: María del Rosario Velásquez, an attorney and a member of the Board of Directors of the Guatemalan Human Rights Institute; and Sandra Barrera, of the Legal Assistance Office of the Presidential Human Rights Commission. |
| Nicaragua | National Assembly (Commission on Women, the Family and Children) | December 11. Held in Managua, at the National Assembly. Attended by 30 people, representatives of civil society organizations and government agencies with policies or programs targeted at women. |

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| | | Speakers: Benjamin Pérez, Human Rights Ombudsman; Amalia Fresh, Director of the Nicaraguan Women's Institute; and Guadalupe Sánchez, President of the Commission on Women, the Family and Children of the National Assembly (congress). |
| Honduras | Center for Women's Rights, in conjunction with the National Congress (Commission on Women's Affairs) and the National Women's Institute. | September 26. Held in Tegucigalpa, in the Social Club of the Central Bank. Attended by 33 people, including members of congress, representatives of the Ministry of the Presidency, appeal courts, the Office of Prosecutor in Matters Concerning Women, the Government Office for Women's Affairs, the Secretariat of Foreign Relations and NGOs. Speakers: Soad Salomón Facussé, President of the Commission on Women's Affairs, of the National Congress; Alba Alonso de Quezada, an attorney and an advisor to the Commission on Women's Affairs; and María Antonia Martínez, of the Center for Women's Rights. |
| Panama | National Union of Women Attorneys (UNA) and the Women's Development Center (CEDEM), in conjunction with the Office for the Integrated Development of Women (CODIM), the Central American Initiative to Monitor the Beijing Platform of Action, the Committee for the Coordination of the World Women's March, Legislative Assembly (Commission on Women's Affairs) | September 19. Held in Panama City, at the offices of the National Bar Association. Attended by a total of 75 people, including representatives of the Legislative Assembly, the Government Office for Women's Affairs and NGOs. Speakers: Nischma Villarreal, Office for Women, Children and the Family of the Ministry of Youth, Women, Children and the Family; Ysela Alaniz, designated by the Coordinating Committee and representing UNA and CEDEM. |
| Paraguay | Association of Women Attorneys of Paraguay (ADAP), in conjunction with the Office for the Coordination of Women's Affairs, the Secretariat of | September 26. Held in Asuncion, in the Senate. Attended by 74 people, including senators, members of congress, city councilors and civil society organizations. Speakers: Senator Hilda Mayeregger, President of the Commission on Equity, Gender and Development; Esther Prieto, a jurist; Line Barreiro, of the IIHR; Cristina Muñoz, the Minister for Women's Affairs; Nimia Ferreira, President of ADAP; and Ada Rosa Martínez, of the Office for the Coordination of Women's Affairs. |

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| | <p>Women's Affairs and the Senate (Commission on Gender, Equity and Development)</p> <p>Non-partisan Women's Caucus (CIMPAR)</p> | <p>October 5. Another presentation was held, at the request of the Non-partisan Women's Caucus (CIMPAR), held at the offices of Women's Development.</p> <p>Speakers: Nimia Ferreira, President of ADAP; Esther Prieto, a jurist; and Cristina Muñoz, the Minister for Women's Affairs.</p> |
| Venezuela | <p>Center for Social Research, Training and Women's Studies (CISFEM), National Women's Institute (INAMUJER) and the Thematic Group on Gender</p> | <p>October 4. Held in Caracas, at the National Women's Institute. Attended by 50 people, including representatives of the Government Office for Women's Affairs, mayors' offices, academic entities and NGOs.</p> <p>Speakers: María Leon, President of INAMUJER; and Moni Pizani, of CISFEM.</p> |

APPENDIX No. 2

**ISSUES ADDRESSED IN THE CASES AND REPORTS PREPARED
BY THE PARTICIPANTS IN THE COURSE ON THE PROTECTION
OF WOMEN'S HUMAN RIGHTS**

| COUNTRY | PARTICIPANT | CURRENT STATUS | PROPOSAL |
|--------------------|--------------------|-----------------------|---|
| Argentina | Teresa Nobili | Report | Report on how women are barred from challenging paternity. |
| Argentina | Rosa Acosta | Report | Report on the State's obligation to protect doctor-patient confidentiality, even when abortion is involved. |
| Bolivia | Julieta Montaña | Case | Case related to lack of effective protection against sexual violence; discrimination in the administration of justice |
| Brazil | Sonia Pereira | Report | Report on women prisoners. |
| Brazil | Elizabeth Garcez | Report | Report on domestic violence. |
| Chile | Lorena Fries | Case | Case related to inheritance law. |
| Chile | Luz Rioseco | Report | Report on the law on domestic violence and how it is applied by the Judiciary. |
| Colombia | Luz Marina Tamayo | Report | Report on the situation faced by Colombian women caught up in the armed conflict. |
| Colombia | Luz Marina Monzón | Case | Case related to the effects of the war on women. |
| Colombia | Ana Sofía Herman | Case | Case related to discrimination in the administration of justice; violation of guarantees and judicial protection. |
| Costa Rica | Alejandra Mora | Case | Case related to discrimination against women prisoners. |
| Costa Rica | Adilia Caravaca | Report | Report on jurisprudence that discriminates against women in "irregular relationships". |
| Dominican Republic | Zobeida Cepeda | Report | Report on the State's failure to deal with domestic violence. |
| Costa Rica | Royana Arroyo | Report | Report on progress and setbacks in regard to legislation designed to protect and promote women's rights in Central America. |

| | | | |
|-------------|---------------------------------------|-----------------------------|---|
| Ecuador | Lola Valladares | Case | Case related to sexual exploitation and pornography. |
| El Salvador | Claudia Hernández | Report. | Report on the status of women's human rights in the Salvadoran security forces. |
| Guatemala | María Eugenia Mijangos | Case | Case related to alimony/child support. |
| Honduras | María Isabel Escobar | Case | Case related to loss of employment due to pregnancy. |
| Mexico | Claudia Barrón | Report | Report related to due protection against sexual violence and abortions for rape victims. |
| Nicaragua | Vilma Núñez Escorcía | Case | Case related to sexual abuse; incest; denial of right to seek redress in the courts (ongoing, already presented to the ICHR). |
| Panama | Ysela Alaniz | Report | Report on discrimination in the workplace due to pregnancy. |
| Paraguay | Nimia Ferreira | Report | Report on the State's obligation to guarantee women a life free from violence. |
| Peru | Patricia Balbuena | Case | Case related to forced sterilization |
| Peru | Roxana Vásquez and María Isabel Rosas | Case | Case related to forced sterilization; guarantees and judicial protection. |
| Uruguay | Ariela Peralta | Report | Report on voluntary termination of pregnancy due to health problems. |
| | Luisa Cabal CRLP-Washington | Case (CEJIL as complainant) | Case related to forced sterilization in Peru; medical negligence. |
| | Adriana Ortega EPIKAIA-Mexico | Case | Case related to the right of a rape victim to have an abortion in Mexicali, Baja California. |

Sistematización de Resultados

Evaluaciones del I Curso Latinoamericano

DERECHOS DE LA NIÑEZ Y LA ADOLESCENCIA:

DEFENSA JURÍDICA Y SISTEMA INTERAMERICANO DE PROTECCIÓN DE LOS DERECHOS HUMANOS

San José, Costa Rica, 30 de agosto al 3 de setiembre de 1999

I. Introducción

La Convención Internacional sobre los Derechos de los Niños, adoptada por la Asamblea General de la Organización de las Naciones Unidas en 1989, introduce la denominada "doctrina de la protección integral de la infancia"¹, con el fin de orientar las políticas y prácticas de los países que han ratificado este instrumento internacional con relación al reconocimiento, observancia y promoción de los derechos de los niños.

En el marco del Sistema Interamericano de Protección de Derechos Humanos, tanto la Corte como la Comisión Interamericana de Derechos Humanos representan mecanismos viables para promover el ejercicio de los derechos de los niños, especialmente a través de la denuncia y verificación de casos concretos de violaciones a estos derechos, al igual que mediante las decisiones adoptadas por la Corte al respecto, las cuales poseen carácter vinculante para los Estados signatarios de la Convención Americana sobre Derechos Humanos. Se debe tomar en consideración, asimismo, que el fiel cumplimiento de los compromisos adquiridos a través de la ratificación de la Convención sobre los Derechos de los Niños conduce a la necesidad de adaptar o reformar las instituciones nacionales, al igual que la legislación vigente, dedicadas a la defensa y promoción de estos derechos. El Sistema Interamericano puede y debe ser fundamental en el desarrollo de este proceso.

En este contexto, del 30 de agosto al 3 de setiembre de 1999, se llevó a cabo en San José, Costa Rica el I Curso Latinoamericano sobre *Derechos de la Niñez y la Adolescencia*:

¹ Uno de los elementos innovadores introducidos por esta doctrina, en contraposición a la "doctrina de la situación irregular", establece la necesidad de considerar a todos los niños como sujetos de derecho, y no solamente a aquellos que se encuentran en una situación que los afecta material o moralmente.

Defensa Jurídica y Sistema Interamericano de Protección de los Derechos Humanos, con el objeto de estudiar aspectos relevantes de este sistema, de la Convención Internacional y sobre la doctrina de la protección integral para complementar el conocimiento de personas y/o instituciones dedicadas a la defensa y promoción de los derechos de los niños.

Este evento fue realizado gracias a la valiosa contribución del gobierno de Noruega y la Agencia para el Desarrollo Internacional (AID), y co-organizado por el Instituto Interamericano de Derechos Humanos (IIDH), la Oficina Regional para América Latina y El Caribe del Fondo de las Naciones Unidas para la Infancia (UNICEF), el Centro por la Justicia y el Derecho Internacional (CEJIL) y el Instituto Interamericano del Niño.

El Curso representó una valiosa oportunidad para reunir a 69 delegados, especialmente abogados, de diversas organizaciones tanto públicas como no gubernamentales provenientes de 20 países de América Latina, Estados Unidos y El Caribe², con el propósito de discutir y analizar aspectos relacionados con los temas centrales mencionados anteriormente, a través de conferencias magistrales, estudios de caso, instrumentos internacionales de protección de los derechos humanos (con énfasis en la Convención Americana y la Convención sobre los Derechos de los Niños) y el proceso de reformas en los contextos nacionales.

Con el objeto de conocer las opiniones y puntos de vista de los participantes, al igual que sus sugerencias y recomendaciones para futuros eventos similares, se distribuyeron dos tipos de evaluación entre los mismos. La primera se refiere a una valoración general del curso y la segunda (distribuida diariamente durante el curso) hacen énfasis en el desenvolvimiento individual de los expositores. Las tabulaciones y resultados presentados a continuación son el producto de la información recopilada a través de estas evaluaciones.

² Los países y su número de participantes es el siguiente: Argentina, 3; Bolivia, 3; Brasil, 3; Chile, 3; Colombia, 6; Costa Rica, 9; Cuba, 1; Ecuador, 3; El Salvador, 3; Estados Unidos, 1; Guatemala, 4; Honduras, 3; México, 5; Nicaragua, 5; Panamá, 3; Paraguay, 3; Perú, 3; República Dominicana, 3; Uruguay, 3; y, Venezuela, 2.

II. Tabulación de los resultados:

2.1. Evaluación General

El siguiente es un análisis individual de las preguntas de la hoja de evaluación general. Debe mencionarse que, de los 69 participantes, se recibieron 39 evaluaciones generales, lo que representa un 56,52% del total de la muestra. Sin embargo, los porcentajes de este análisis se calcularon partiendo de las 39 encuestas recibidas y no del número total de participantes.

2.1.1. Conocimiento y opinión sobre el IIDH

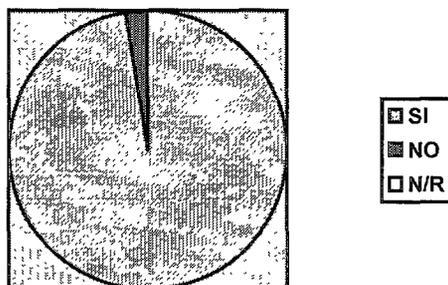
a) Antes de asistir a este curso, ¿tenía conocimiento del IIDH?

| Respuesta | SI | NO | N/R* |
|------------|-------|------|------|
| Total | 38 | 1 | 0 |
| Porcentaje | 97,44 | 2,56 | 0 |

* No respondió

Ello se refleja en el siguiente gráfico:

Gráfico 1
Conocimiento sobre el IIDH antes del Curso



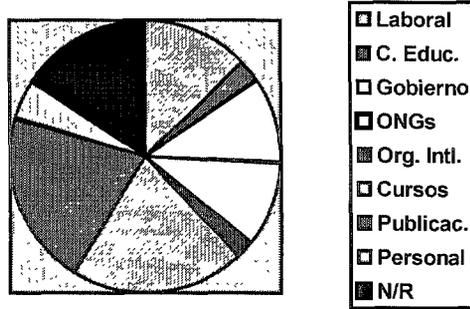
b) ¿Por qué medio?

De acuerdo a las respuestas de los participantes, los medios se clasificaron de la siguiente forma:

| Medio | Laboral | Centros educativos | Instituciones de gobierno | ONGs | Organismos internacionales | Otros cursos | Publicaciones | Interés personal | N/R |
|------------|---------|--------------------|---------------------------|-------|----------------------------|--------------|---------------|------------------|-------|
| Total | 5 | 1 | 4 | 4 | 1 | 8 | 8 | 2 | 6 |
| Porcentaje | 12,82 | 2,56 | 10,25 | 10,25 | 2,56 | 20,51 | 20,51 | 5,12 | 15,38 |

Los resultados anteriores se reflejan en el siguiente gráfico:

Gráfico No. 2
¿A través de qué medio?

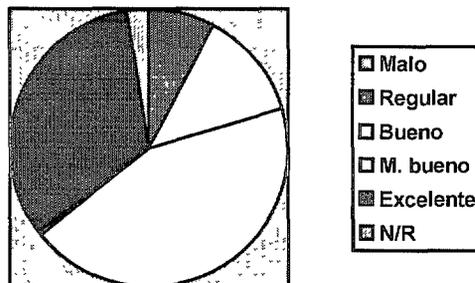


c) Opinión que tenía sobre el IIDH:

| Respuesta | Malo | Regular | Bueno | Muy bueno | Excelente | N/R |
|------------|------|---------|-------|-----------|-----------|------|
| Total | 0 | 3 | 5 | 17 | 13 | 1 |
| Porcentaje | 0 | 7,69 | 12,82 | 43,58 | 33,33 | 2,56 |

El gráfico correspondiente a esta respuesta es el siguiente:

Gráfico No. 3
Opinión sobre el IIDH (antes del Curso)



d) Motivo de tal opinión

Los siguientes son algunos comentarios que fundamentan la opinión que los participantes sobre el IIDH antes de su asistencia al Curso.

- **Excelente y muy bueno:**

- Por su labor y proyección tanto a nivel nacional como regional.
- Por su papel educativo y de formación sobre el respeto a los derechos humanos y los valores democráticos en América Latina.
- Por su profundo interés en educar en derechos humanos.
- Por su apoyo a los órganos judiciales.
- Por su capacidad de convocatoria a través de los distintos cursos que realiza.
- Por la calidad de sus cursos.
- Por la calidad y conocimiento de sus especialistas.
- Por la capacitación que ha brindado y sigue dando a la región en cuanto a la protección de los derechos humanos, incluyendo aspectos técnicos y prácticos, y en el área de educación.
- Por la calidad de sus investigaciones.
- Por sus publicaciones en materia de derechos humanos.
- Por el material que produce, especialmente didáctico.
- Por representar una valiosa oportunidad para actualizar los conocimientos sobre derechos humanos.
- Por su compromiso y seriedad profesional con relación a la observancia de los derechos humanos.

- **Bueno y regular:**

- Por la falta de información y conocimiento de las actividades que desarrolla.
- Por la falta de información sobre el alcance del Instituto en sus diferentes áreas de trabajo.
- Por su pretensión de imparcialidad sobre temas predominantemente políticos.
- Porque en algunos países las ONGs son los únicos entes que tienen acceso a la información que brinda el IIDH.
- Porque se le debe dar énfasis a la capacitación de funcionarios públicos.

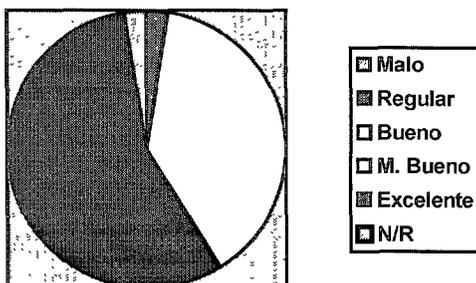
- Porque sus actividades deben ampliarse a otros sectores.

e) Opinión sobre el IIDH después del Curso

| Respuesta | Malo | Regular | Bueno | Muy bueno | Excelente | N/R |
|------------|------|---------|-------|-----------|-----------|------|
| Total | 0 | 1 | 0 | 15 | 22 | 1 |
| Porcentaje | 0 | 2,56 | 0 | 38,46 | 56,41 | 2,56 |

Estas respuestas se encuentran gráficamente representadas de la siguiente forma:

Gráfico No. 4
Opinión sobre el IIDH (después del Curso)



f) Motivo de tal opinión

Los siguientes son algunos comentarios que fundamentan la opinión que los participantes sobre el IIDH posterior a su asistencia al Curso.

- Excelente y muy bueno:
 - Porque abre las posibilidades de una mayor coordinación de acciones en materia de derechos de la infancia y la adolescencia.
 - Porque permite el fortalecimiento del conocimiento sobre derechos humanos. En este caso, sobre los derechos de los niños y la adolescencia, lo que se traduce a la implementación de acciones en beneficio de la niñez en los contextos nacionales y a nivel internacional.

- Por su preocupación de velar por los derechos de los niños.
- Por difundir los derechos humanos e introducir un tema tan trascendental como el de los derechos de los niños.
- Porque finalmente se promovió un curso sobre derechos de los niños.
- Por la oportunidad de profundizar en el tema de los derechos humanos e interrelacionarlo con los derechos de la niñez.
- Porque el IIDH plantea la necesidad de reformar las políticas nacionales con el fin de mejorar la situación de los derechos humanos.
- Por su interés en educar en derechos humanos y su papel dinámico al respecto.
- Porque es un ente esencial para la plena vigencia de los derechos universalmente reconocidos.
- Por su calidad y nivel académicos.
- Por ser una autoridad académica de gran peso.
- Por demostrar una vez más su compromiso y seriedad con la causa de los derechos humanos.
- Por su deseo de compartir su conocimiento con organizaciones de las Américas.
- Por promover espacios de encuentro entre diferentes países y realidades.
- Por promover la reflexión académica y conceptual en materia de derechos humanos.
- Porque el curso ha sido un medio idóneo para observar más cuidadosamente la calidad de las actividades desarrolladas por el IIDH.
- Porque a través del curso se ha podido comprobar la importancia del IIDH en materia de protección de los derechos humanos, expresada en diferentes publicaciones.
- Porque a través de sus cursos se llevan a cabo intercambios interesantes que incentivan la lucha cotidiana para la defensa de los derechos humanos. Ello también promueve el actuar del IIDH.
- Por su buena organización y atención a los participantes.
- Por su contribución y colaboración con las ONGs que trabajan con los derechos de los niños.

- **Regular:**

- A pesar de que los cursos del IIDH contribuyen a fortalecer el trabajo de los derechos humanos en las Américas, se debe de instruir mejor a los participantes de los mismos.

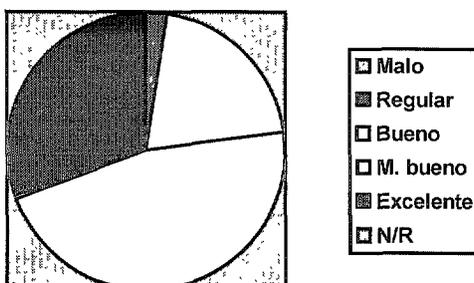
2.1.2. Con relación al Curso

a) Opinión general

| Respuesta | Malo | Regular | Bueno | Muy bueno | Excelente | N/R |
|------------|------|---------|-------|-----------|-----------|-----|
| Total | 0 | 1 | 8 | 18 | 12 | 0 |
| Porcentaje | 0 | 2,56 | 20,51 | 46,15 | 30,76 | 0 |

Este resultado se observa gráficamente de la siguiente forma:

Gráfico No. 5
Opinión General del Curso



b) Motivo de tal opinión:

- Excelente y muy bueno:

- Por brindar muy buenos conocimientos y herramientas de trabajo, no solamente en el plano teórico, sino también práctico.
- Porque fue muy inspirador con respecto al campo de los derechos humanos y de la infancia.
- Por haber girado en torno a un campo relativamente nuevo que hasta hace poco trataba de separarse.
- Porque tomó en consideración la necesidad de capacitar y actualizar a los participantes en el campo de los derechos de la niñez.
- Por tocar temas tan novedosos e importantes, como lo es la protección integral de la niñez.

- Por los conocimientos actualizados que brindó no solo con relación a los derechos de los niños, sino también sobre el Sistema Interamericano y su vinculación con la protección de la infancia.
- Por haber representado un valioso espacio de discusión sobre el tema de la defensa de la niñez, tanto con organismos especializados, como con ONGs y funcionarios gubernamentales. Este espacio también posibilitó la interacción y el intercambio de experiencias.
- Por la iniciativa de articular los derechos humanos en general con los derechos de los niños.
- Por su intención de educar a diferentes sectores de la sociedad, tomando como base la Convención Internacional sobre los Derechos de los Niños y la Convención Americana de Derechos Humanos.
- Por la excelencia de sus profesores.
- Por el vasto conocimiento y la amplia experiencia aportada por los expositores.
- Porque la calidad de los expositores garantizó la motivación de los participantes.
- Por la manera en que la mayoría de los participantes enfocaron los temas.
- Por la calidad humana mostrada tanto por los conferencistas como por el personal de apoyo.
- Por la conciliación de los diferentes temas expuestos, lo que permitió el cumplimiento de los objetivos del curso.
- Por la excelente organización del curso.
- Por el trato ofrecido a los participantes.

- **Bueno:**

- Porque se debieron profundizar algunos temas que se presentaron de forma muy general.
- No se destinó tiempo suficiente a los debates, los cuales pudieron enriquecer aún más el intercambio de experiencias.
- No se logró el objetivo de vincular los derechos de los niños al Sistema Interamericano.

- **Regular:**

- Hubo exposiciones cuyo contenido fue demasiado simple y la metodología fue demasiada magistral.

c) Aspectos específicos del Curso

| Aspecto / Calificación | Malo | Regular | Bueno | Muy bueno | Excelente | N/R |
|------------------------|--------|---------------|----------------|----------------|----------------|--------------|
| Profesores | 0 - | 0 - | 4 (10,25%) | 16 (41,02%) | 17 (43,58%) | 2 (5,13%) |
| Contenido | 0 - | 1 (2,56%) | 8 (20,51%) | 19 (48,71%) | 10 (25,64%) | 1 (2,56%) |
| Metodología | 0 - | 9 (23,07%) | 14 (35,89%) | 8 (20,51%) | 8 (20,51%) | 0 - |
| Material de Estudio | 0 - | 3 (7,69%) | 10 (25,64%) | 15 (38,46%) | 9 (23,07%) | 1 (2,56%) |
| Participación | 0 - | 2 (5,13%) | 10 (25,64%) | 17 (43,58%) | 8 (20,51%) | 2 (5,13%) |
| Comidas | 0 - | 1 (2,56%) | 11 (28,20%) | 16 (41,02%) | 10 (25,64%) | 1 (2,56%) |
| Organización | 0 - | 1 (2,56%) | 1 (2,56%) | 16 (41,02%) | 20 (51,28%) | 1 (2,56%) |

d) Motivos de la calificación "regular"

- Sobre el contenido:

- El contenido del curso y el título del mismo no siempre correspondieron.
- Algunas conferencias no tuvieron relación alguna con el tema central del curso.
- El contenido de algunas conferencias fue demasiado simple.
- Algunos temas fueron repetitivos.
- Se debieron incluir más estudios de caso.
- Las exposiciones tuvieron que ser parte del material entregado.

- Sobre la metodología:

- La metodología fue demasiado magistral.
- La metodología empleada no permitió el debate entre los participantes.
- La interacción entre los profesores y participantes, y entre participantes entre sí fue insuficiente, por la metodología utilizada.

- La metodología restringió la participación que, en eventos de esta naturaleza, los enriquece.
 - La metodología del curso no permitió el intercambio de experiencias entre los participantes.
 - La metodología no permitió que el curso fuera más dinámico.
 - La metodología empleada debió haber tomado en consideración el tiempo y el número de participantes.
 - Los materiales pudieron haberse enviado con anticipación a los participantes para posibilitar elementos del debate.
- **Sobre la participación:**
- Se pudieron establecer mecanismos que garantizaran una mayor participación de los asistentes.
- **Sobre la comida:**
- La comida se repitió mucho.

e) Los temas más relevantes

Los siguientes fueron los temas desarrollados durante el curso:

1. Eficacia y Obligatoriedad de los Derechos Humanos
2. Introducción: Convención Internacional de los Derechos del Niño
3. El Sistema de las Naciones Unidas y los Derechos del Niño
4. El Sistema Interamericano de Derechos Humanos
5. Pedagogía y Derechos en la Era de los Derechos Humanos
6. ONGs Internacionales y Derechos de los Niños
7. Derechos Humanos y Garantías Jurídicas
8. Jurisprudencia de la Corte Interamericana de Derechos Humanos
9. Sistema Interamericano y Convención Internacional de los Derechos de los Niños
10. Presentación 2ª Edición de "Infancia, Ley y Democracia en América Latina"
11. Infancia y Derechos Humanos en América Latina
12. Taller Presentación de Materiales No. 1
13. Taller Presentación de Materiales No. 2
14. Derechos Humanos y Sistema de Responsabilidad Juvenil
15. Interés Superior del Niño
16. Sistema Interamericano y Derechos de la Niñez

17. Trabajo con Niños en Situación de Riesgo
18. Atribuciones y Trabajo de la Relatoría de la Niñez de la CIDH
19. Derechos Humanos y Relativismo Cultural
20. Taller Diseño de Cursos Nacionales.

Los participantes tuvieron la oportunidad de escoger, a nivel individual, tres de los temas más relevantes. Los resultados son los siguientes, aclarando que no todos los participantes hicieron las tres escogencias:

| Tema | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 | 12 | 13 | 14 | 15 | 16 | 17 | 18 | 19 | 20 |
|--------------------------|---|---|---|---|----|---|----|---|---|----|----|----|----|----|----|----|----|----|----|----|
| Número de veces escogido | 2 | 1 | 1 | 7 | 11 | 1 | 16 | 2 | 7 | - | 11 | - | - | 28 | 11 | 5 | - | 3 | 5 | 1 |

f) Participación en futuros eventos similares

A la pregunta sobre si desearían volver a participar en otro evento similar, los participantes respondieron de la siguiente forma:

| Respuesta | SI | NO |
|------------|-----|----|
| Total | 39 | 0 |
| Porcentaje | 100 | 0 |

g) Temas a tratarse en otro evento

- La forma de presentar casos ante la Comisión Interamericana de Derechos Humanos, incluyendo su estructura y funcionamiento.
- Análisis comparativo entre el Sistema Interamericano y otros sistemas de protección, como el Europeo o el Africano.
- Profundización del Sistema de las Naciones Unidas.
- Aplicación de diversos instrumentos internacionales de protección, como la Convención Americana de Derechos Humanos.
- Interpretación legislativa de la Convención Internacional de Derechos de la Niñez.
- Las reformas legislativas y los derechos de la niñez.

- Logros en la aplicación de la Convención Internacional de Derechos de la Niñez.
- Esfuerzos regionales a favor de la defensa de los derechos de los niños y los jóvenes.
- Defensorías de los niños.
- Educación y derechos de los niños.
- Responsabilidad Penal Juvenil.
- Jurisprudencia nacional e internacional con relación a los derechos de los niños.
- Sistemas de Justicia Penal de Adolescentes.
- Delincuencia juvenil.
- Profundización del tema del Interés Superior.
- Abuso y explotación comercial de los niños.
- Conflictos armados y recuperación psicológica de la niñez.
- Responsabilidad de funcionarios públicos ante violaciones de los derechos de los niños.
- Ética y Derechos Humanos.
- Enfoque o perspectiva de género.
- Relativismo Cultural, haciendo énfasis en grupos étnicos específicos.

h) Método pedagógico a implementar

- El análisis y resolución de casos prácticos.
- La combinación de la teoría con talleres de práctica.
- Una metodología interactiva entre expositores y participantes.
- Más tiempo para poder leer los materiales.
- Más tiempo para plenarios y discusiones.
- Más grupos de trabajo que permitan el intercambio de experiencias entre los participantes.
- Utilización de más recursos audiovisuales.
- La elaboración de conclusiones generales y por país.

i) Sugerencias para mejorar

La última sección de la encuesta general permitió a los participantes sugerir propuestas para mejorar futuros eventos similares. Se debe aclarar que no todos los participantes incluyeron recomendaciones, las cuales se agrupan de la siguiente forma:

- Incluir la participación no sólo de personas relacionadas con el tema, sino también a aquellos que tienen en sus manos las decisiones políticas, tales como parlamentario y funcionarios públicos en general.
- Incluir la presencia de directivos del IIDH durante todo el curso.
- Continuar incluyendo expositores que sean expertos en el campo de los derechos humanos.
- Incorporar el análisis de casos.
- Profundizar más en los temas a tratar. Para ello, se sugiere la inclusión de menos conferencias pero con más tiempo para su desarrollo. Ello también permitiría que las jornadas fueran menos agotadoras.
- Propiciar más el diálogo y la participación entre los participantes.
- Permitir que cada participante presente un documento sobre la situación de la niñez (o del tema central del curso) en su país. Ello permitiría un mayor intercambio de información y experiencias.
- Utilizar videos que motiven la participación.
- Clasificar de una forma más metódica los temas diarios a tratar durante el curso, por ejemplo de los más generales a los más específicos.
- Incluir la realización de más talleres dentro del curso.
- Mejorar el diseño del Taller de Cursos Nacionales.
- Combinar las conferencias y exposiciones con otras actividades más interactivas.
- Implementar alguna forma de seguimiento con los participantes del curso, de manera que multipliquen esta experiencia.
- Hacer una llamado a la reflexión con respecto al lugar sede del evento. No tiene que ser un hotel de lujo, sino que podría ser un lugar más austero.
- Coordinar mejor asuntos relacionados con el arribo de los participantes, incluyendo el transporte desde el aeropuerto.

2.2. Evaluación diaria

Como complemento a la evaluación general, se distribuyeron entre los participantes evaluaciones diarias a lo largo del curso. El siguiente es un análisis de las mismas, aclarando que, de manera análoga a la evaluación general, los porcentajes se calcularon partiendo del número de encuestas recibidas diariamente -cifra que varía de un día a otro-, y no del número total de participantes.

2.2.1 Primer día del Curso: 30 de agosto de 1999

El número de encuestas recibidas durante el primer día fue de 48, lo que representa el 69,56 % de la muestra total (69 participantes).

2.2.1.1. Tema: Eficacia y Obligatoriedad de los Derechos Humanos (Cecilia Medina)

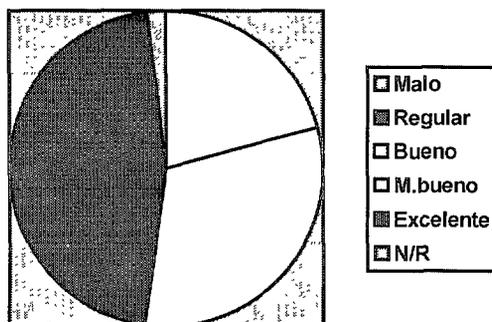
a) Opinión sobre el conocimiento de la conferencista

| Respuesta | Malo | Regular | Bueno | Muy bueno | Excelente | N/R |
|------------|------|---------|--------|-----------|-----------|-------|
| Total | 0 | 0 | 10 | 15 | 22 | 1 |
| Porcentaje | - | - | 20,83% | 31,25% | 45,83% | 2,08% |

En términos porcentuales, la opinión de los participantes se representa en el siguiente gráfico:

Gráfico No. 6

Tema 1, día 1: opinión sobre el conocimiento de la expositora



b) Recomendaciones para la expositora

Es necesario aclarar que algunos participantes, particularmente aquellos que calificaron de excelente la exposición, no realizaron sugerencias aunque sí hicieron comentarios sobre aspectos positivos tanto de la conferencia como de la expositora. Por otro lado, algunas sugerencias fueron reiterativas y, por tanto, las recomendaciones se agruparon de la siguiente forma³:

- El tiempo de la exposición no permitió que profundizara más en el tema.
- Podría utilizar material audiovisual de apoyo, o esquemas u otros medios para ordenar u organizar mejor la conferencia.
- Podría incluir más ejemplos para ilustrar la exposición y hacer la diferencia entre eficacia y obligatoriedad.
- Podría profundizar en algunos temas incluidos, y no hacer la conferencia tan genérica.
- Podría incluir aspectos más prácticos y operativos sobre los mecanismos de defensa de los derechos humanos.
- Al ser una exposición introductoria, podría incluirse una dinámica de presentación de los participantes.

2.2.1.2. Tema: Introducción a la Convención Internacional de los Derechos del Niño (Daniel O' Donell)

a) Opinión sobre el conocimiento del conferencista

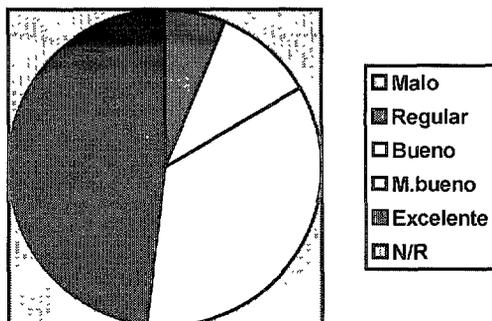
| Respuesta | Malo | Regular | Bueno | Muy bueno | Excelente | N/R |
|------------|------|---------|--------|-----------|-----------|-----|
| Total | 0 | 3 | 5 | 17 | 23 | 0 |
| Porcentaje | - | 6,25% | 10,41% | 35,41% | 47,91% | - |

Las opiniones se representan gráficamente de la siguiente forma:

³ Esta aclaración es válida y aplicable a todos los temas de exposición.

Gráfico No. 7

Tema 2, día 1: opinión sobre el conocimiento del expositor



b) **Recomendaciones para el expositor:**

- El tiempo de la exposición no permitió que se profundizara en el tema.
- Podría conceptualizar de forma más clara el interés superior del niño, para evitar posibles interpretaciones erradas.
- Podría incluir ejemplos concretos de trabajos que ha realizado el Comité, para tener conocimiento de sus logros y deficiencias.
- Podría ser más concreto sobre el tema en sí y restar importancia a otros aspectos como todo el articulado de la Convención. Uno de los temas más importantes a tratar debería ser todo lo relacionado al Comité.
- Podría incluir avances de informes de los procesos por país.
- Podría proporcionar el material impreso de su conferencia, con el objeto de poner más atención y no tener que tomar nota de sus diapositivas que, por cierto, son muy ilustrativas.
- Sus conocimientos son muy buenos, pero hubo problemas al transmitirlos debido al idioma, ya que no habla español con fluidez. En caso de expositores extranjeros con problemas de idioma, se debería utilizar métodos como traducción simultánea para enriquecer a los participantes con su conocimiento.
- Debería revisar la ortografía de las filminas utilizadas.

2.2.1.3. Tema: El Sistema de Naciones Unidas y Derechos del Niño (Marta Maurás)

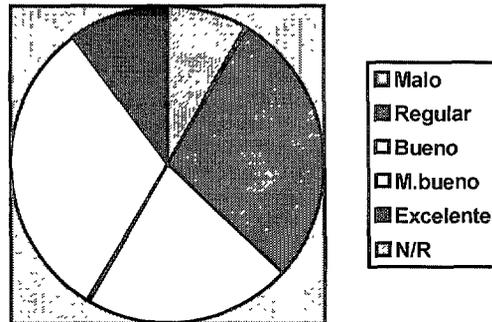
a) Opinión sobre el conocimiento de la conferencista

| Respuesta | Malo | Regular | Bueno | Muy bueno | Excelente | N/R |
|------------|-------|---------|--------|-----------|-----------|-----|
| Total | 4 | 14 | 10 | 15 | 5 | 0 |
| Porcentaje | 8,33% | 29,16% | 20,83% | 31,25% | 10,41% | - |

Este resultado se refleja en el siguiente gráfico:

Gráfico No. 8

Tema 3, día 1: opinión sobre el conocimiento de la expositora



b) Recomendaciones para la expositora:

- El tiempo de la exposición no permitió que se profundizara en el tema.
- En un tema como el del Sistema de Naciones Unidas, debe ser más crítica.
- La exposición no debe ser tan amplia, es decir, debe limitar los temas a incluir.
- Podría referirse al Sistema de la ONU no solamente en teoría sino a través de casos prácticos y ejemplos.
- Podría responder más directamente las interrogantes que se hacen con respecto al Sistema.

- Podría profundizar en el tema de los derechos de los niños dentro del Sistema de la ONU.
- Podría incluir la relación entre la ONU y la Convención sobre Derechos del Niño.
- Podría utilizar gráficos, filminas u otro tipo de material audiovisual, tal como el esquema del Sistema de la ONU.
- Debe ser más analítica, concreta y ordenada.
- Debe ser menos reiterativa y más sistemática y clara en el desarrollo de sus ideas.
- Debe ser más dinámica.
- La secuencia de la exposición debe ser más lógica.

2.2.1.4. Tema: El Sistema Interamericano de Derechos Humanos (Juan Méndez)

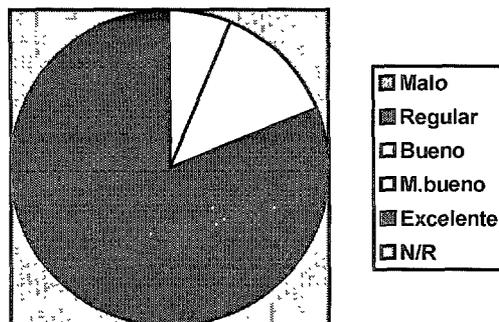
a) Opinión sobre el conocimiento del conferencista

| Respuesta | Malo | Regular | Bueno | Muy bueno | Excelente | N/R |
|------------|------|---------|-------|-----------|-----------|-----|
| Total | 0 | 0 | 3 | 6 | 39 | 0 |
| Porcentaje | - | - | 6,25% | 12,50% | 81,25% | - |

Las opiniones se representan gráficamente de la siguiente forma:

Gráfico No. 9

Tema 4, día 1: opinión sobre el conocimiento del expositor



b) Recomendaciones para el expositor:

- El tiempo de la exposición no permitió que se profundizara en el tema.
- Podría entregar material impreso a los participantes, debido a que es mucha la información incluida. Ello podría incluir, por ejemplo, esquemas de cada instrumento con sus características principales.
- Podría utilizar más casos específicos y sobre jurisprudencia.
- Podría utilizar material visual de apoyo, tales como filminas, gráficos y esquemas, para comprender mejor la jerarquía y la organización en sí.
- Debe enriquecer más la exposición con su vasta experiencia profesional dentro del Sistema.
- Debe respetar el tiempo de exposición.
- No debe hablar/exponer tan rápido.

2.2.2 Segundo día del Curso: 31 de agosto de 1999

El número de encuestas recibidas durante el segundo día fue de 42, lo que representa el 60,89 % de la muestra total (69 participantes).

2.2.2.1. Tema: Pedagogía y Derechos en la Era de los Derechos Humanos (Antonio Carlos Gómez Da Costa)

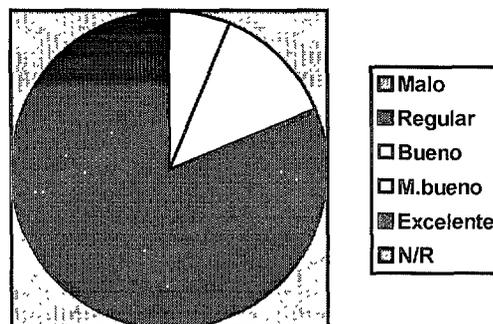
a) Opinión sobre el conocimiento del conferencista

| Respuesta | Malo | Regular | Bueno | Muy bueno | Excelente | N/R |
|------------|------|---------|-------|-----------|-----------|-----|
| Total | 0 | 0 | 2 | 9 | 31 | 0 |
| Porcentaje | - | - | 6,25% | 12,50% | 81,25% | - |

Los porcentajes de estas opiniones se representan de la siguiente forma:

Gráfico No. 10

Tema 5, día 2: opinión sobre el conocimiento del expositor



b) Recomendaciones para el expositor:

- El tiempo de la exposición no permitió que se profundizara en el tema.
- Podría ejemplificar y concretar sus respuestas ante las preguntas de los participantes.
- Podría ahondar en ciertos conceptos claves para el tema desarrollado.
- Podría vincular más su discurso con ejemplos prácticos.
- Se debe distribuir previamente material impreso de la exposición para evitar que los participantes la desatiendan por tomar notas.
- Debe utilizar un tono de voz más alto.
- Sus conocimientos son muy buenos, pero hubo problemas al transmitirlos debido al idioma, ya que no habla español con más fluidez. En caso de expositores extranjeros con problemas de idioma, se debería utilizar métodos como traducción simultánea para enriquecer a los participantes con su conocimiento.
- Se debe dar brindar más tiempo para el espacio de preguntas y respuestas, especialmente en exposiciones de interés general como ésta.

2.2.2.2. Tema: ONGs Internacionales y Derechos de los Niños (Mike Bochenek)

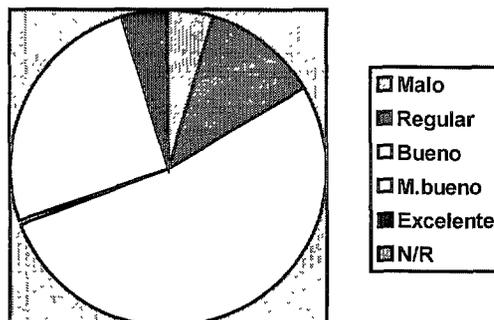
a) Opinión sobre el conocimiento del conferencista

| Respuesta | Malo | Regular | Bueno | Muy bueno | Excelente | N/R |
|------------|-------|---------|--------|-----------|-----------|-----|
| Total | 2 | 5 | 22 | 11 | 2 | 0 |
| Porcentaje | 4,76% | 11,90% | 52,38% | 26,19% | 4,76% | - |

En términos porcentuales, las opiniones son las siguientes:

Gráfico No. 11

Tema 6, día 2: opinión sobre el conocimiento del expositor



b) Recomendaciones para el expositor:

- Debería incluir más análisis y críticas personales, en vez de solamente referirse a una posición institucional.
- Se deberían tratar más aspectos relacionados con los niños y menos elementos descriptivos de su organización.
- Podría incluir el apoyo que las organizaciones internacionales deben/pueden brindar a las organizaciones locales.
- Podría incluir propuestas y acciones específicas de Human Rights Watch.
- Debería incluir fuentes de financiamiento de su organización.
- Debería ser más concreto en su exposición.
- Debería contestar las respuestas más claramente.
- Podría ser más metódico y concreto en sus exposiciones.
- Sus conocimientos son muy buenos, pero hubo problemas al transmitirlos debido al idioma, ya que no habla español con más fluidez. En caso de expositores extranjeros con problemas de idioma, se debería utilizar métodos como traducción simultánea para enriquecer a los participantes con su conocimiento.
- El título de la exposición no debió haber sido ONG Internacionales, porque el expositor solamente se refirió a su organización.

2.2.2.3. Tema: Derechos Humanos y Garantías Jurídicas (Perfecto A. Ibañez)

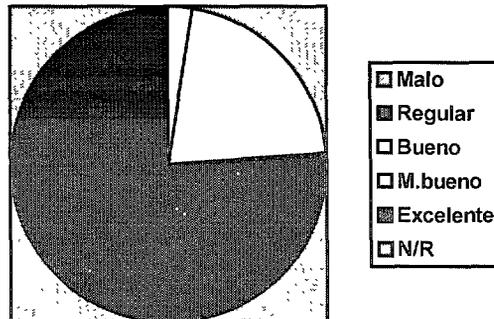
a) Opinión sobre el conocimiento del conferencista

| Respuesta | Malo | Regular | Bueno | Muy bueno | Excelente | N/R |
|------------|------|---------|-------|-----------|-----------|-----|
| Total | 0 | 0 | 1 | 9 | 32 | 0 |
| Porcentaje | - | - | 2,38% | 21,42% | 76,19% | - |

Los porcentajes de estas opiniones se representan de la siguiente forma:

Gráfico No. 12

Tema 7, día 2: opinión sobre el conocimiento del expositor



b) Recomendaciones para el expositor:

- El tiempo de exposición no permitió que se profundizara más en el tema.
- También debería de brindarse más tiempo para interacción con los participantes.
- Debería ser menos doctrinario y presentar más casos prácticos.
- Debería utilizar material audiovisual complementario.
- Se podría distribuir previamente el documento de su conferencia para un mayor análisis por parte de los participantes.
- Debería acercarse más al micrófono para escucharlo mejor.
- Debería interpretar mejor las preguntas de los participantes.
- Debería hablar/exponer más despacio.

2.2.2.4. Tema: Jurisprudencia de la Corte Interamericana de Derechos Humanos (Renzo Pomi)

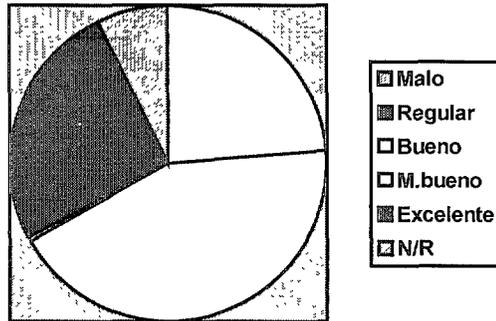
a) Opinión sobre el conocimiento del conferencista

| Respuesta | Malo | Regular | Bueno | Muy bueno | Excelente | N/R |
|------------|------|---------|--------|-----------|-----------|-------|
| Total | 0 | 0 | 10 | 18 | 11 | 3 |
| Porcentaje | - | - | 23,80% | 42,85% | 26,19% | 7,14% |

Los porcentajes de estas opiniones se representan de la siguiente forma:

Gráfico No. 13

Tema 8, día 2: opinión sobre el conocimiento del expositor



b) **Recomendaciones para el expositor:**

- Se podrían entregar ejemplos comentados de sentencias o jurisprudencia de la Corte.
- Se debe profundizar en las fases o etapas del proceso para llevar un caso a la Corte.
- Se podría distribuir previamente el documento de su conferencia para un mayor análisis por parte de los participantes.
- Debe utilizar medios audiovisuales en su exposición.
- Aunque el tiempo es apremiante para abarcar todos los temas, debe hablar/exponer más despacio.
- Debe organizar su exposición con relación a las áreas temáticas centrales; de lo contrario, la exposición resulta un poco tediosa.
- Podría ser más dinámico en su exposición.

2.2.3 Tercer día del Curso: 1° de setiembre de 1999

El número de encuestas recibidas durante el tercer día fue de 24, lo que representa el 34,78 % de la muestra total (69 participantes).

2.2.3.1. Tema: Sistema Interamericano y Convención Internacional de Derechos del Niño (Ariel Dulitzky)

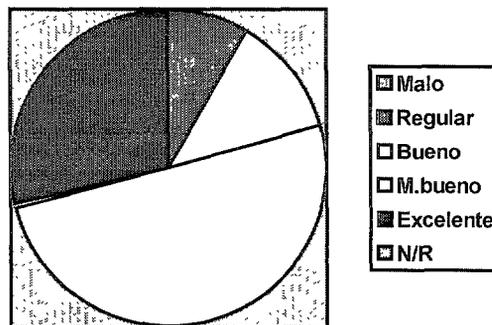
a) Opinión sobre el conocimiento del conferencista

| Respuesta | Malo | Regular | Bueno | Muy bueno | Excelente | N/R |
|------------|------|---------|--------|-----------|-----------|-----|
| Total | 0 | 2 | 3 | 12 | 7 | 0 |
| Porcentaje | - | 8,33% | 12,51% | 50,0% | 29,16% | - |

Estas opiniones se reflejan en el gráfico siguiente:

Gráfico No. 14

Tema 9, día 3: opinión sobre el conocimiento del expositor



b) Recomendaciones para el expositor:

- Podría utilizar más ejemplos específicos para ilustrar la exposición de una mejor forma.
- Debería incluir dentro de la conferencia una sección dedicada a explicar las repercusiones y/o consecuencias para los países demandados.
- Debería ser más concreto en cuanto a las aplicaciones prácticas, es decir, debería incluir una relación más práctica entre el sistema y la defensa de los derechos de la infancia.
- Podría ser más organizado con la conferencia para poder aprovechar mejor el tiempo de exposición.

- Se podría distribuir previamente el documento de su conferencia para un mayor análisis por parte de los participantes.

2.2.3.2. Tema: Presentación de la Segunda Edición de "Infancia, Ley y Democracia en América Latina" (Juan Méndez)

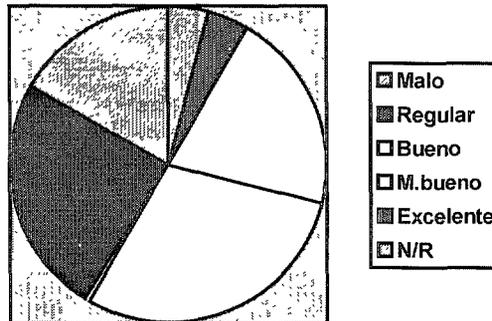
a) Opinión sobre el conocimiento del conferencista

| Respuesta | Malo | Regular | Bueno | Muy bueno | Excelente | N/R |
|------------|-------|---------|--------|-----------|-----------|--------|
| Total | 1 | 1 | 5 | 7 | 6 | 4 |
| Porcentaje | 4,16% | 4,16% | 20,83% | 29,16% | 25,0% | 16,66% |

El gráfico siguiente expresa la opinión expresada en términos porcentuales:

Gráfico No. 15

Tema 10, día 3: opinión sobre el conocimiento del expositor



b) Recomendaciones para el expositor:

- El Sr. Méndez es muy buen conferencista, y este tema en evaluación no representaba un tema en sí. Era simplemente la presentación de un libro. Por tanto no se debió evaluar.
- La presentación tuvo que haberla hecho una persona que ya había leído el libro. El Sr. Méndez demostró tener un amplio conocimiento sobre el autor pero no de la obra.
- Se debió haber elegido otra oportunidad para presentar el libro.

2.2.3.3. Tema: Infancia y Derechos Humanos en América Latina (Emilio García)

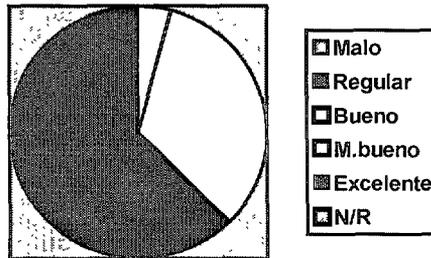
a) Opinión sobre el conocimiento del conferencista

| Respuesta | Malo | Regular | Bueno | Muy bueno | Excelente | N/R |
|------------|------|---------|-------|-----------|-----------|-----|
| Total | 0 | 0 | 1 | 8 | 15 | 0 |
| Porcentaje | - | - | 4,16% | 33,33% | 62,50% | - |

El siguiente gráfico representa porcentualmente la opinión de los participantes con respecto al conocimiento del expositor:

Gráfico No. 16

Tema 11, día 3: opinión sobre el conocimiento del expositor



b) Recomendaciones para el expositor:

- Debería incluir una síntesis final en su conferencia.
- Debería hablar más despacio.
- Podría ser más concreto en sus respuestas a las interrogantes de los participantes.
- Se debería entregar el material de esta conferencia por escrito.

2.2.3.4. Tema: Taller Presentación de Materiales (Rita Maxera)

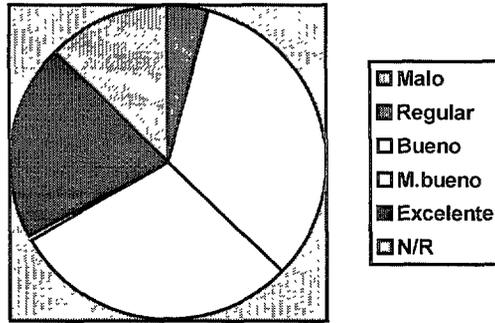
a) Opinión sobre el conocimiento de la conferencista

| Respuesta | Malo | Regular | Bueno | Muy bueno | Excelente | N/R |
|------------|------|---------|--------|-----------|-----------|--------|
| Total | 0 | 1 | 8 | 7 | 5 | 3 |
| Porcentaje | - | 4,16% | 33,33% | 29,16% | 20,83% | 12,50% |

En el gráfico siguiente se expresa porcentualmente el resultado de esta pregunta:

Gráfico No. 17

Tema 12, día 3: opinión sobre el conocimiento de la expositora



b) Recomendaciones para la expositora:

- Debería tener más conocimiento sobre el origen de los materiales presentados.
- No debería extenderse tanto en su presentación.
- No quedó muy claro el objetivo de este espacio.
- Se debió escoger otra oportunidad para presentar los materiales.

2.2.3.5. Tema: Taller Presentación de Materiales (Alberto Quiñonez)

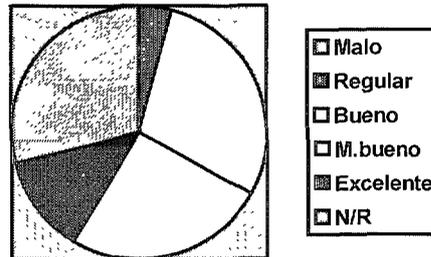
a) Opinión sobre el conocimiento del conferencista

| Respuesta | Malo | Regular | Bueno | Muy bueno | Excelente | N/R |
|------------|------|---------|--------|-----------|-----------|--------|
| Total | 0 | 1 | 7 | 6 | 3 | 7 |
| Porcentaje | - | 4,16% | 29,16% | 25,00% | 12,50% | 29,16% |

Esta opinión se expresa porcentualmente de la siguiente forma:

Gráfico No. 18

Tema 13, día 3: opinión sobre el conocimiento del expositor



b) **Recomendaciones para el expositor:**

- Podría destacar aún más la importancia de este taller y los objetivos que el mismo persigue.
- No debería de extenderse tanto en la presentación de los materiales.
- La dinámica de presentación podría ser menos monótona.
- Podría ser más claro en cuanto al valor y el uso de los materiales presentados.

2.2.4 **Cuarto día del Curso: 2 de setiembre de 1999**

El número de encuestas recibidas durante el cuarto día fue de 27, lo que representa el 39,13 % de la muestra total (69 participantes).

2.2.4.1. **Tema: Derechos Humanos y Sistema de Responsabilidad Juvenil (Mary Belof)**

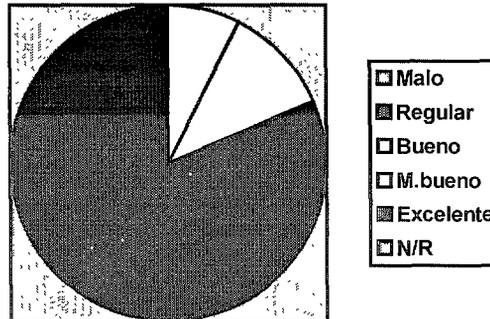
a) **Opinión sobre el conocimiento de la conferencista**

| Respuesta | Malo | Regular | Bueno | Muy bueno | Excelente | N/R |
|------------|------|---------|-------|-----------|-----------|-----|
| Total | 0 | 0 | 2 | 3 | 22 | 0 |
| Porcentaje | - | - | 7,40% | 11,11% | 81,48% | - |

Estas opiniones se reflejan en el gráfico siguiente:

Gráfico No. 19

Tema 14, día 4: opinión sobre el conocimiento de la expositora



b) Recomendaciones para la expositora:

- Podría utilizar un lenguaje menos técnico y/o especializado para dirigirse a los participantes, pues no todos son juristas.
- Podría hablar más despacio.
- No debería dar por sentado que algunas instituciones ya eran conocidas, y debió ampliarlas.
- Se debería dar más tiempo a los participantes para formular preguntas.

2.2.4.2. Tema: Interés Superior del Niño (Miguel Cillero)

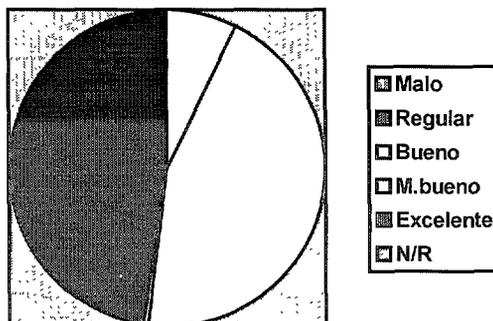
a) Opinión sobre el conocimiento del conferencista

| Respuesta | Malo | Regular | Bueno | Muy bueno | Excelente | N/R |
|------------|------|---------|-------|-----------|-----------|-----|
| Total | 0 | 0 | 2 | 12 | 13 | 0 |
| Porcentaje | - | - | 7,40% | 44,44% | 48,14% | - |

El siguiente gráfico representa porcentualmente la opinión de los participantes:

Gráfico No. 20

Tema 15, día 4: opinión sobre el conocimiento del expositor



b) Recomendaciones para el expositor:

- Debería hablar más despacio.
- Podría modular mejor la voz para lograr una mejor comprensión
- Podría hacer uso de material audiovisual de apoyo.
- Debería concretarse en sus respuestas a las interrogantes de los participantes.

2.2.4.3. Tema: Taller Sistema Interamericano y Derechos de la Niñez (Viviana Krsticevic)

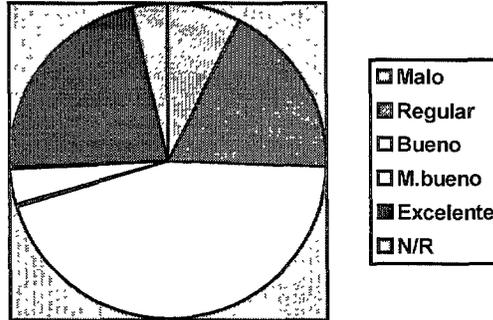
a) Opinión sobre el conocimiento de la conferencista

| Respuesta | Malo | Regular | Bueno | Muy bueno | Excelente | N/R |
|------------|-------|---------|--------|-----------|-----------|-------|
| Total | 2 | 5 | 12 | 1 | 6 | 1 |
| Porcentaje | 7,40% | 18,51% | 44,44% | 3,70% | 22,22% | 3,70% |

Este resultado se muestra en el siguiente gráfico:

Gráfico No. 21

Tema 16, día 4: opinión sobre el conocimiento de la expositora



b) **Recomendaciones para la expositora:**

- Podría exponer de forma más estructurada y organizada.
- Podría ser menos reiterativa.
- Podría exponer de tal forma que la conferencia no sea tan lenta y monótona.
- La exposición podría ser más provechosa/productiva si se basara en su experiencia en litigación sobre casos de niños.
- Podría incluir una descripción más breve de su organización.
- Podría establecer objetivos más claros de su conferencia.
- Podría incluir más ejemplos.

2.2.4.4. Tema: Trabajo con Niños en Situación de Riesgo (Bruce Harris)

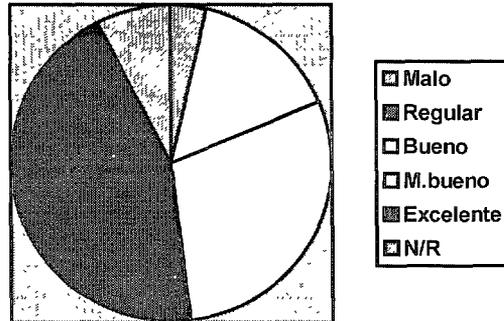
a) **Opinión sobre el conocimiento del conferencista**

| Respuesta | Malo | Regular | Bueno | Muy bueno | Excelente | N/R |
|------------|-------|---------|--------|-----------|-----------|-------|
| Total | 1 | 0 | 4 | 8 | 12 | 2 |
| Porcentaje | 3,70% | - | 14,81% | 29,62% | 44,44% | 7,40% |

El siguiente gráfico representa porcentualmente la opinión de los participantes:

Gráfico No. 22

Tema 17, día 4: opinión sobre el conocimiento del expositor



b) **Recomendaciones para el expositor:**

- Podría ser menos emocional al momento de exponer.
- Debería ser más concreto en su ponencia.
- Podría leer menos.
- Podría también referirse a formas prácticas de establecer un seguimiento jurídico a las violaciones de los derechos de los niños.

2.2.5 Quinto día del Curso: 3 de setiembre de 1999

El número de encuestas recibidas durante el quinto día fue de 30, lo que representa el 43,47 % de la muestra total (69 participantes).

2.2.5.1. Tema: Atribuciones y Trabajo de la Relatoría de la Niñez de la CIDH
(Helio Bicudo)

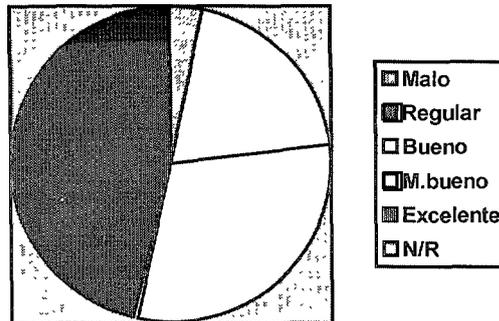
a) **Opinión sobre el conocimiento del conferencista**

| Respuesta | Malo | Regular | Bueno | Muy bueno | Excelente | N/R |
|------------|-------|---------|-------|-----------|-----------|-----|
| Total | 1 | 0 | 6 | 9 | 14 | 0 |
| Porcentaje | 3,33% | - | 20,0% | 30,0% | 46,66% | - |

Estas opiniones se reflejan en el gráfico siguiente:

Gráfico No. 23

Tema 18, día 5: opinión sobre el conocimiento del expositor



b) **Recomendaciones para el expositor:**

- Podría ser más crítico y menos descriptivo al momento de exponer.
- Debería incluir más ejemplos dentro de su ponencia.
- Podría realizar más contribuciones y aportes si incluyera su experiencia personal como relator.
- Debería informarse más sobre la doctrina de la protección integral.
- Debería remitirse al tema y abandonar un poco su pasión sobre el tema de los niños de la calle.

2.2.5.2. Tema: Derechos Humanos y Relativismo Cultural (Ernesto Garzón Valdéz)

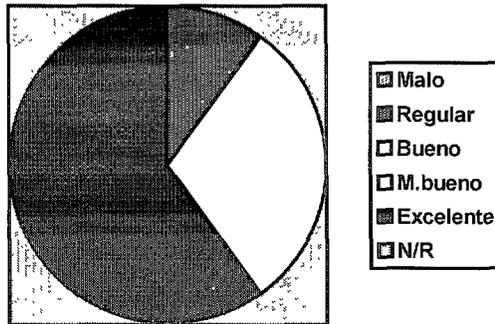
a) **Opinión sobre el conocimiento del conferencista**

| Respuesta | Malo | Regular | Bueno | Muy bueno | Excelente | N/R |
|------------|------|---------|-------|-----------|-----------|-----|
| Total | 0 | 3 | 0 | 9 | 18 | 0 |
| Porcentaje | - | 10,0% | - | 30,0% | 60,0% | - |

El siguiente gráfico muestra en términos porcentuales la opinión emitida:

Gráfico No. 24

Tema 19, día 5: opinión sobre el conocimiento del expositor



b) **Recomendaciones para el expositor:**

- Podría ser más concreto con su conferencia.
- Debería incluir el respeto hacia las tradiciones de todos los pueblos.
- No debería hacer referencia a tantas citas bibliográficas.
- Debería vincular el tema de su conferencia con los derechos de los niños.
- Podría plantear con más apertura el tema de los derechos étnicos.

2.2.5.3. Tema: Taller Diseño de Cursos Nacionales (Emilio García M.)

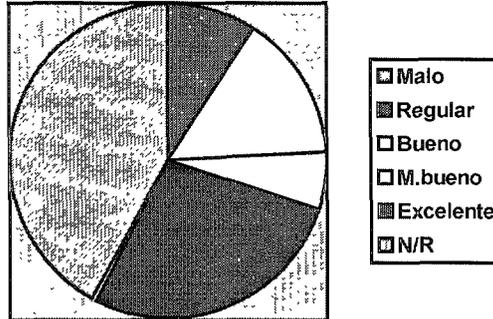
a) **Opinión sobre el conocimiento del conferencista**

| Respuesta | Malo | Regular | Bueno | Muy bueno | Excelente | N/R |
|------------|------|---------|--------|-----------|-----------|--------|
| Total | 0 | 0 | 5 | 2 | 9 | 14 |
| Porcentaje | - | - | 16,66% | 6,66% | 30,0% | 46,66% |

Se puede observar que la mayoría de los participantes no respondió (N/R), debido a que se consideró que este tema no debió haberse evaluado porque se desarrolló con la modalidad de taller. Por tanto, no hubo expositor como tal sino moderadores. El resto de las opiniones se representa porcentualmente de la siguiente manera:

Gráfico No. 25

Tema 20, día 5: opinión sobre el conocimiento del expositor



b) Recomendaciones para el expositor:

- El objetivo del taller no fue lo suficientemente claro.
- En este tipo de actividad se debería implementar una dinámica más participativa.