

**INTER-AMERICAN INSTITUTE OF HUMAN RIGHTS**  
**UNITED STATES AGENCY FOR INTERNATIONAL DEVELOPMENT**  
**COOPERATIVE AGREEMENT No. EDG-A-00-0A-00005-00**

**STATUS REPORT**  
**JUNE-AUGUST 2001**

**I. INTRODUCTION**

In accordance with the regulations of the Cooperative Agreement No. EDG-A-00-0A-00005-00 between the United States Agency for International Development (USAID) and the Inter-American Institute of Human Rights (IIHR or the Institute), the IIHR submits its status report on the activities that took place from June 1 through August 31, 2001 that were in whole or in part funded by USAID. The overall period of the Grant is from March 1, 2001 to February 28, 2002.

**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 deal with 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 human rights, which have attained a political consensus and which allow for different perspectives and are a source of strong internal tensions.

### III. CURRENT STRUCTURE

The Board of Directors, the Institute's highest governing body, is responsible for setting policies and the general parameters for the work of the IIHR. It is made up of 27 renowned human rights experts from all parts of the hemisphere. The Board meets once a year but has created a Permanent Commission to assist and advise the Executive Director throughout the year.

The Executive Director, Roberto Cuéllar, from El Salvador, is responsible for carrying out the IIHR's mission as set out in its Statute, and for implementing institutional policy. He is also in charge of efforts to secure financial resources, overseeing the use of the funds and rendering accounts. The Executive Director, the Directors of the three Operating Departments and the Administrative-Financial Coordinator make up the team of the General Directorate.

The Institutional Development Office assists the Executive Director in implementing Institute policy related to the cooperation agencies, the special programs for Cuba and Colombia, and the Inter-American System.

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.

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.

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

**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 places 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 proposes 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**

##### **1. NINETEENTH INTERDISCIPLINARY COURSE ON HUMAN RIGHTS**

###### **1.1 General framework**

The Interdisciplinary Course on Human Rights is the IIHR's emblematic activity, not only on account of its outstanding academic caliber, long tradition and the high regard in which it is held by the human rights movement in the hemisphere, but also because it epitomizes the entire work of the Institute: it serves as a forum for members of the human rights movement in the region; it focuses on human rights research, promotion and education; and it provides a unique opportunity for the different sectors represented to discuss issues, negotiate new initiatives and create human rights networks.

Over the years the Course organizers have had the wisdom to adapt the event to the changing situation in Latin America. As a result, it has become a groundbreaking forum for human rights training.

As explained in the last report, the Institute established the thematic focus of the three courses scheduled for 2000, 2001 and 2002. As a result, although the Course remains an interdisciplinary

and multisectoral activity, the Institute now implements academic programs that are thematically more coherent and integrated, and uses a methodology that makes the event a true learning process.

That the activity continues to be relevant is evident from the large number of applications received each year, as well as specific requests from many organizations asking the IIHR to disseminate information about the content, conclusions and methodology of the Course.

## **1.2 Objectives**

- To hold an interdisciplinary and intersectoral course for the study of human rights doctrine and jurisprudence in the Americas, with special emphasis on the rights related to political participation.
- To provide an opportunity for analysis and the exchange of experiences, and to generate local and regional initiatives designed to increase the political participation of all sectors.
- To establish linkages and networks that will bolster other efforts aimed at the promotion and defense of human rights.

## **1.3 Performance indicators**

- 120 multiplier agents trained, drawn from every sector from a wide variety of areas of work and from more than 18 countries in the western hemisphere.
- Proposals implemented by the participants, with the support of their organizations, as a direct result of the Course.
- National cooperation networks created or strengthened.

## **1.4 Implementation of the project**

### **1.4.1 Receipt and processing of research papers prior to the Course**

The research papers that participants are required to submit prior to the event are much more than merely a condition of acceptance. They are in fact used as the basic input for the discussions that take place during the Course workshops. To ensure that the results of the research meet the expectations of the organizers and the needs of the activity, the IIHR sent all the successful applicants detailed instructions on how to conduct the research.

The topic was to be a problem related to political participation at the local, national or regional level. Each potential participant was asked to identify the topic clearly and specify the main issues that would be analyzed, the geographical area involved, the context, the population and rights affected, the importance and implications of the problem, the causes identified, and (real and possible) ways of resolving it. They were also asked to document a successful experience in overcoming the problem (if one existed) and the factors that contributed to the success of the experience concerned. The paper was to be between seven and ten pages long; other information could be included in the form of an annex.

The deadline for submitting the research papers was between the last week of May and the first week of June, depending on the date on which the successful applicants were notified. All the papers were received in an electronic format, making them easier to process.

The organizers had very little time in which to analyze and process the documents. Each participant was therefore asked to prepare a table summarizing the most important data, based on a format designed in advance with the same structure as the one used by the IIHR to collate the information contained in all the papers.

Each paper was checked and evaluated to determine whether the author had followed the IIHR's instructions. Four authors were asked to correct certain errors of style or address their subjects in greater depth.

A well-known Colombian expert in human rights and political participation helped the Course organizers process and analyze the research papers. He prepared a document that was subsequently published and distributed among the Course participants.

#### **1.4.2 Requirements for acceptance and final selection of participants**

Besides presenting research papers, the prospective participants were required to meet a number of other conditions, such as:

- Presentation of national legislation (Political Constitution, laws governing electoral matters, habeas corpus, *amparo*, unconstitutionality, and regulations concerning the political-administrative distribution of the national territory, etc.). The aim was to expand and update the collection of domestic legislation from the hemisphere kept by the Documentation Center.
- Presentation of other legislation and/or informational and didactic materials related to the work of each participant (law under which the institution of the ombudsman was created, material on women's rights, children's rights, and migrant, displaced, indigenous and Afro-descendent populations, etc.).
- Registration fee. Participants were required to pay a fee of US \$200 to cover part of the cost of the teaching materials.
- Respect for the Regulations and Administrative Provisions of the Interdisciplinary Course, particularly regarding compulsory attendance of academic activities and basic rules of coexistence, based on tolerance and respect for the opinions of others in a democratic environment.

Once these conditions were met, the organizers confirmed which applicants would be attending the Course and made the corresponding arrangements: air tickets were issued, hotel reservations made, internal transportation coordinated, personalized materials prepared, etc.

### 1.4.3 Formation of the team of professors

For this year's course the organizers selected over 20 experts specializing in topics such as the protection of human rights at the international and national levels, electoral processes, electoral observation, electoral justice, forms of political representation, freedom of expression, discrimination and social exclusion, human rights education, and ways in which society can exercise control over the political system.

All the experts who accepted the invitation to take part in the Course were sent a letter detailing the subject matter and the methodology that would be employed. Specific suggestions were made regarding how they should approach their respective topic and any related issues, in order to avoid duplication and ensure that all the necessary points were covered. The aim was also to reinforce the concept of the Course as a process.

### 1.4.4 Production and selection of materials

Each participant was given a **briefcase** containing materials produced specifically for the Course:

**Participants' Guide.** Includes a description of the IIHR, an introduction to the Course, a detailed explanation of the methodology and the structure of the study program (lectures, panel discussions, workshops and case studies), the curricula of the professors, general information, etc.

**Background Material.** This is an anthology containing basic, introductory readings on the main topics that will be addressed during the Course.

**Interdisciplinary Bibliography.** Prepared by the Documentation Center (CEDOC), it contains over 1300 bibliographical references to documents/publications contained in the collection of the CEDOC and the Joint Library of the IIHR and the Inter-American Court. For the first time, some of the references are also incorporated as links. Thus, if the user is online, he or she can access the record or complete document via the Internet. Including the material in an electronic format made it easier to use and resulted in a substantial saving in resources.

**List of alumni.** Like the Interdisciplinary Bibliography, this material is provided in an electronic format. It contains a list of former participants of all the Interdisciplinary Courses. The aim is for the participants to make contact with, or strengthen links among, people and institutions working in different sectors and areas of work, all related to human rights.

**Comparative analysis of situations and solutions related to political participation.** This document summarizes the results of the research conducted by the participants prior to the Course, which was used as the basic input for the workshops.

**Other publications.** Several IIHR publications were distributed to the participants, including: *Elecciones y Democracia en América Latina*; *La Financiación de la Política en Iberoamérica*; *Partidos y Clase Política en América Latina*; *Derechos Humanos de las Mujeres*; *Manual de Educación en Derechos Humanos*; *Utilización del Convenio N°169 de la OIT para proteger los Derechos de los Pueblos Indígenas*; *Revista IIDH Nos. 25-29*; *Revista Iudicium et Vita N° 7*; and *Serie Cuadernos de CAPEL*.

The Course staff also processed a number of individual requests for didactic material from the participants and their organizations. In addition, several international organizations (ICRC, UNHCR, IAHRCourt, etc.) and some of the participants themselves distributed academic and promotional material related to the topics addressed at the activity.

#### **1.4.5 Implementation of the Course**

The Course took place from June 18 to 29. The inaugural ceremony was attended by the President of Costa Rica, Miguel Angel Rodríguez. During the ceremony, the outgoing President of the IHR Board of Directors, Pedro Nikken, handed over the presidency to Sonia Picado, who hitherto had been the Vice-president.

The teaching staff was made up of 29 experts from Mexico, Guatemala, El Salvador, Nicaragua, Costa Rica, Panama, Colombia, Venezuela, Ecuador, Peru, Brazil, Bolivia, Paraguay, Uruguay, Argentina and Switzerland. The group comprised nine women and 24 men; some were representatives of indigenous and Afro-descendent populations. There were also four facilitators and external consultants: two women and two men (from Costa Rica, Peru, Argentina and Venezuela), and two ICRC officials who led a round table on International Humanitarian Law.

The participants also had the benefit of the academic contributions made by the IHR's Executive Director, the directors of the different departments and the unit coordinators throughout the lectures, panel discussions and participatory activities.

In line with the principles of equity observed at the Course, every effort was made to ensure that the teaching staff was composed of similar numbers of men and women. Under the original program, there were to be roughly the same number of both sexes. However, subsequent developments made it impossible to achieve this objective: thirteen women declined the invitation due to prior commitments.

With respect to the participants, there were 103 students and eight observers. The group can be broken down as follows:

- By gender: 62 women and 49 men.
- By country of origin: Argentina (seven), Bahamas (one), Bolivia (two), Brazil (seven), Chile (five), Colombia (seven), Costa Rica (thirteen), Congo (one), Cuba (four), Dominican Republic (two), Ecuador (three), El Salvador (four), USA (three), Great Britain (one), Guatemala (eight), Honduras (three), Italy (one), Mexico (nine), Nicaragua (four), Panama (three), Paraguay (five), Peru (six), Sweden (one), Uruguay (two) and Venezuela (nine). All the participants are involved in human rights work in Latin American countries.
- By sector: 46 from public institutions, 48 from civil society organizations, seventeen from international organizations.
- By institution or organization: thirteen from Executive Branches, nine from Judicial Branches, three from Legislative Branches, thirteen from Electoral Tribunals, eight from Ombudsman's Offices, one from a local government, 30 from NGOs, eleven from universities, three from churches, two from political parties, one from the press and seventeen from international organizations.

- By area of work: education, promotion and research (27); presentation of complaints, defense and protection (24); electoral rights and citizen participation (nineteen); women's rights and gender (twelve); rights of indigenous peoples (nine); rights of the Afro-descendent population (seven); children's rights (six); humanitarian law (four); freedom of expression (three); and migrant and displaced populations (three).<sup>1</sup>

#### 1.4.5.1 Methodology

The Course consisted of a combination of theoretical and theoretical-practical activities: lectures; panel discussions; sessions to recapitulate on the subject matter already covered, led by the academic team (in order to link the different topics, expand upon any points not explained in full during the talks, and establish a theoretical-practical connection with the situation in Latin America); workshops that followed a sequence, so as to arrive at an end product (proposals for action in each country)<sup>2</sup>; and case studies illustrative of facets of the human rights situation in the region. A number of other activities were also organized, including: an interview with the President of the Legislative Assembly of Costa Rica; a presentation on the Audit on the Quality of Democracy, given by representatives of the UNDP's State of the Nation Project and Costa Rica's four public universities; a seminar on international humanitarian law, organized by the ICRC; and an exhibition of materials relating to international humanitarian law mounted by the ICRC.

The academic design of the Course successfully achieved two specific objectives: firstly, it made it a real learning process centered around the thematic focus of political participation; and, secondly, it incorporated the crosscutting perspectives of gender equity and ethnic diversity, which underpinned all the activities.

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<sup>1</sup> The first three classifications include people who work with different issues and populations, including the others described. In the breakdown, a distinction is made between them and those whose work focuses exclusively on those areas of work.

<sup>2</sup> The workshops are designed to promote several specific teaching-learning processes, involving both intellectual activity and action:

- *The participants go from individual efforts* (individual research on problem situations that the participants presented prior to the Course as a condition for acceptance) *to collective efforts* (the diagnosis at which they arrive as a result of sharing with other participants from their own and different countries);
- *The participants go from diagnosing and analyzing existing problems to putting forward proposals for solving them;*
- *The participants go from not knowing what others are doing and working only within the confines of their own sectors and institutions* (what they normally do in their countries) *to being more aware of one another's efforts and moving toward intersectoral and inter-institutional coordination* (which they are expected to promote in their countries on their return).

In short, *the participants go from accumulating and storing information on an individual basis* (the "banking" method of education) *to group learning and a more proactive* (participatory) *approach.*

The countries established as a priority in the institutional strategy worked as a group during the workshops to evaluate and provide input for the products generated throughout the process that is being implemented by the Applied Research Unit. This validation/evaluation effort resulted in a series of points and perspectives being incorporated into the strategy. The members of the group also pledged to support the work in the months ahead in their respective countries.

#### **1.4.5.2 Papers for the academic certificate**

Participants interested in obtaining the academic certificate were asked to fill out a form indicating the subject matter, the objectives, the rationale and the main subtopics they would be addressing. The number of applications increased substantially: from 72 in 2000 to 96 this year.

The Academic Directorate of the Course studies each application, approves or rejects it, and makes comments and suggestions.

The deadline for submitting papers to the IIHR is October 30. They will then be studied and graded. The examiners may recommend that any of a sufficiently high standard be published.

#### **1.4.5.3 Logistical organization**

One key element that ensures that the academic activities programmed for the Course are implemented smoothly is the quality of the logistical organization. This work includes contracting the hotel and coordinating with its staff, flight reservations, internal transportation, the equipping of the conference rooms, the distribution of materials, registration processes, and various other activities.

During the Course assistance was provided to all the participants and professors. This assistance included secretarial services, help with air tickets and accommodation, the distribution of didactic material, photocopies, travel insurance, internal transportation, processing of complaints, changes in services, etc.

In view of the widespread use of the Internet and the need for computers for the individual and group activities that the participants were required to undertake, six computers with Internet access were installed in a room that could be used from 08:00 to 23:00 every day (except when academic activities were taking place). The participants were thus able to communicate on a daily basis with their offices and families, access different sources of information on the Web and prepare their documents.

In coordination with the Editorial Unit, a library/bookstore was set up. The students thus had access to the IIHR's publications and the facilities needed to consult and read the materials available.

#### **1.4.5.4 Evaluation and follow-up**

A series of instruments and methods are used to evaluate the Course. The results enable the organizers to build on the positive areas and improve those that were not entirely successful.

On the first day of the Course the participants took a pre-test, to determine how much they knew about certain key issues that would be addressed during the event. During the last session they were asked to take a post-test, similar to the first, in order to compare the results and gauge how much they had learned during the activity.

Each lecture and panel discussion was evaluated on the day it took place: the students were asked to rate both the content and the teaching skills of the professor(s). The participatory activities, on the other hand, were evaluated in a single instrument, because they were designed as a unit.

Parallel to the efforts of the organizers, the external evaluator conducted a focus group with a random sample of participants, to discuss various organizational aspects of the activity.

Finally, on the last day, the participants were asked to undertake a general, written evaluation of the Course.

These instruments have already been processed and keyed into a data base. In the coming weeks they will be analyzed in order to prepare the evaluation report on the Course.

#### **1.4 Results achieved**

At the time of writing, the following results have been achieved:

- A total of 111 multiplier agents were trained in human rights issues, with special emphasis on the subject of political participation.
- Teaching materials were distributed among the participants, for them and their organizations to consult on a daily basis.
- An academic program, designed in the form of a learning process, was implemented, providing an integrated approach to human rights, with emphasis on the subject of political participation.
- National proposals for action were drawn up in 20 Latin American countries.
- A logistical strategy was implemented that met the expectations of the organizers of the Course.

#### **B. PROMOTION OF DEMOCRACY AND TECHNICAL ASSISTANCE RELATED TO ELECTORAL MATTERS**

CAPEL's work in this period needs to be viewed against the backdrop of the many political developments in the western hemisphere during the period under review. The fate of democracy in the region, what democracy means, what it encompasses and all aspects of electoral processes - all these issues have made the headlines in recent months. The members of the Association of Electoral Bodies and its Secretariat were involved in all these processes in some way or another, or had a direct or indirect impact on them.

The consolidation of democracy in the hemisphere took a step forward with the reestablishment of democratic rule in Peru. Within a short space of time, the Peruvian people decided not only to change radically the direction in which their country was heading, but also demanded that new elections be held within a matter of weeks. At the same time, most of the teams working on the electoral processes were replaced by officials of the electoral bodies. In a campaign overshadowed by revelations concerning the extent of the corruption perpetrated by the previous regime, the Peruvian people turned out to vote twice, on April 8 and June 3, and elected Alejandro Toledo as Constitutional President. The way in which the process was handled was exemplary, despite the fact that the officials in charge were replaced and the elections were organized in a little over three months.

The General Assembly of the Organization of American States (OAS), held in San Jose, Costa Rica, at the beginning of June, devoted its time and energies to the question of the desirability of establishing an Inter-American Democratic Charter. By declaring representative democracy to be *the* political system of the countries of the hemisphere, the Charter would make the rule of law a precondition for countries to play an active role in the organs of the OAS.

This idea, linked to the "democracy clause" debated last April in Quebec, Canada, at the Summit of the Americas, would make the maintenance of democratic order a requirement for membership of the Organization and, as a result, for participating in the political and economic integration processes under way in the hemisphere.

The debate on these matters has raised conceptual and political issues concerning the conditions for the legitimate and full exercise of democracy, making this a key moment for considering the nature of democracy in the region and whether the Charter should be linked to the integration initiatives. The points described briefly in the preceding paragraphs give some idea of how democracy and elections have been very much in the headlines in recent months, and of the relevance of CAPEL and its activities at this time.

The IHR declared 2001 the year of political participation. As a result of this decision, CAPEL was required to lend major support to the organization of the Interdisciplinary Course on Human Rights, since the right to political participation was the thematic focus of the activity.

During the reporting period two technical assistance projects got under way via which CAPEL is collaborating in electoral processes that are extremely important for the hemisphere:

- In **Peru**, where, pursuant to the decision taken at the UNIORE Conference in Antigua, Guatemala, CAPEL supported the new electoral authorities in the process that culminated with the election of Alejandro Toledo.
- In **Nicaragua**, where CAPEL is providing technical assistance to the different units of the Supreme Electoral Tribunal.

Finally, CAPEL intends to implement activities related to education for life in democracy, making this one of the thematic focuses of its work.

## **1. STRENGTHENING OF ELECTORAL INSTITUTIONS: SECRETARIATS OF THE ASSOCIATIONS**

### **1.1 General framework**

In its capacity as the Executive Secretariat of both the Association of Electoral Bodies of Central America and the Caribbean, and that of South America, CAPEL is responsible for organizing their respective annual conferences.

This year the Conference of the Association of Electoral Bodies of Central America and the Caribbean was held in the Dominican Republic. The electoral bodies of South America held their Conference in Quito, Ecuador in August.

## 1.2 Objectives

- To generate a specialized forum for the promotion of democracy and the organization of transparent and free electoral processes through the discussion of the priority issues and problems faced by electoral bodies in the Americas, by celebrating the Ninth Conference of the Association of South American Electoral Bodies and the Fifteenth Conference of the Association of Electoral Bodies of Central America and the Caribbean.
- To expand interactive communication and foster productive communication and reciprocal learning among electoral bodies in the hemisphere, as a means of determining the strategies to be followed in electoral matters in the Americas.
- To identify potential initiatives for the improvement of the organizational and administrative capabilities of the electoral bodies: electoral legislation, electoral administration, electoral systems, technology applied to electoral matters and institutional development.

## 1.3 Performance indicators

- At least three horizontal cooperation projects being implemented as a result of initiatives proposed at the Conferences, involving the use of these mechanisms.
- Survey of the electoral bodies carried out, to pinpoint major changes in their organization and management capabilities.
- Talks, seminars and debates organized for the staff of the electoral bodies, on issues discussed during the Conferences.

## 1.4 Implementation of the project

### 1.4.1 XV Conference of the Association of Electoral Bodies of Central America and the Caribbean -Tikal Protocol- (Dominican Republic, July 28-29, 2001)

The Fifteenth Conference of the Association of Electoral Bodies of Central America and the Caribbean (*Tikal Protocol*) was held July 28-29. The conference was organized by CAPEL, in its capacity as the Executive Secretariat, and the Central Electoral Board of the Dominican Republic, which hosted the event, pursuant to Resolution No. 18 adopted at the Fourteenth Conference of the Tikal Protocol.

The activity was attended by representatives of the electoral bodies of Costa Rica, Dominican Republic, Guatemala, El Salvador, Honduras, Jamaica, Nicaragua, Panama and St. Lucia.

The inaugural lecture was given by Venezuelan constitutional lawyer Allan Brewer Carías, a member of the IIHR Board of Directors, who spoke on the subject of *Political Rights and Electoral Participation*.

The methodology of the conference centered around academic presentations on three core topics: *initiatives to strengthen democracy in the Americas, arrangements for voting abroad and electoral districts and preferential voting*. These presentations were followed by workshops in which the participants discussed opinions and experiences regarding each topic, thereby

facilitating a comparative analysis. At the end of each workshop there was a plenary session, during which the rapporteurs of the groups presented the main conclusions.

Peruvian attorney Alberto Borea Odría presented an analysis of the concept of democracy which was then discussed in light of the *Initiatives to Strengthen Democracy in the Americas*, specifically with reference to the draft Inter-American Democratic Charter of the Organization of American States.

Mexican political scientist Carlos Navarro introduced the subject of *Arrangements for voting abroad*, while Ramiro de Valdivia Cano, a lawyer and a member of the National Elections Board of Peru, addressed the question of *electoral districts and preferential voting*.

Annex No. 1 contains a summary of the principal decisions taken at the Conference.

#### **1.4.2 Ninth Conference of the Quito Protocol (Quito, Ecuador, August 30-31, 2001)**

In order to fine-tune the arrangements for the Ninth Conference of the Quito Protocol, programmed to be held August 30-31 in Quito, Ecuador, CAPEL officials Sofia Vincenzi and Ricardo Valverde met with the members of the Supreme Electoral Tribunal of Ecuador (TSE) and the officials directly responsible for the event.

To ensure the success of the activity, the CAPEL officials in coordination with the TSE arranged the logistical, administrative and academic aspects of the conference.

From 29 to 31 August 2001, the city of Quito, Ecuador, was the setting for the Ninth Conference of the Association of Electoral Bodies of South America (Quito Protocol). Representatives of the electoral bodies of Argentina, Brazil, Colombia, Chile, Ecuador, Paraguay, Peru, Uruguay and Venezuela took part in the meeting.

The Conference was organized by the Supreme Electoral Tribunal of Ecuador, host of the activities as stipulated in Agreement XVI of the Eighth Conference of the Quito Protocol. It was also organized by CAPEL, the Executive Secretariat of the organization.

The general outline of the Conference's program was agreed upon at the Extraordinary Meeting of the Quito Protocol, which was held in Antigua, Guatemala.

The sessions began with a panel on *New Perspectives for the Institutional Strengthening of Electoral Bodies*. The panel was presided by the head of Chile's Electoral Service, Juan Ignacio García, and the Executive Director of the IIHR, Roberto Cuéllar. Orlando Solano, magistrate of Colombia's National Electoral Council, discussed the question of *impeachment*. Carlos Amado, an economist from Uruguay, made a presentation on *Technological Advances and the Improvement of Voter Registration Rolls*.

*Districts and Electoral Mapping* was the subject of another panel; Fernando Tuesta, head of Peru's National Bureau of Electoral Processes (ONPE), and Rolando Costa, former magistrate of Bolivia's Electoral Court, headed the panel. *Voting Abroad* was the subject of a presentation by Manuel Carrillo, coordinator of International Affairs of Mexico's Federal Electoral Institute.

As part of the Conference, Ecuador's Supreme Electoral Tribunal organized a special event on the *Electoral System of the United States of America*.

The main agreements of the Conference are presented in Annex 2 of this Report.

### **1.4.3 UNIORE Newsletter**

As part of its work with the Associations, CAPEL developed and now publishes the UNIORE newsletter for the member organizations. Distributed electronically, this monthly publication includes information on electoral processes and the projects and activities of the different bodies, the Executive Secretariat and other topics such as political rights and electoral law.

### **1.4.4. Campaign of solidarity with El Salvador**

El Salvador is struggling to deal with the national disaster caused by the earthquakes that struck the country at the start of the year. In its capacity as the Executive Secretariat and to support the efforts of the Supreme Electoral Tribunal to implement an emergency plan, CAPEL asked the members of the Tikal Protocol, the Quito Protocol and UNIORE to do whatever they could to help mitigate the suffering of their Salvadoran colleagues by sending aid to the many electoral officials and their families who were affected by the tragic events.

The Executive Secretariat received many messages of solidarity and passed them on to the Supreme Electoral Tribunal, along with the sum of US\$6,700, which was handed over during the Conference of the Tikal Protocol to the members of the Salvadoran electoral body who attended the event.

### **1.5 Results achieved**

- Fifteenth Conference of the Tikal Protocol and Ninth Conference of the Quito Protocol were held.
- Three UNIORE monthly newsletters were widely disseminated (June, July, August), via the Internet.
- The sum of \$6,700 was collected for the staff of the Supreme Electoral Tribunal of El Salvador who were affected by the earthquakes.

## **2. TECHNICAL ASSISTANCE, HORIZONTAL COOPERATION AND EARLY WARNING MISSIONS**

### **2.1 General framework**

In its capacity as the Executive Secretariat of the Associations of Electoral Bodies, CAPEL is especially attentive to the technical assistance needs of the member organizations and facilitates horizontal cooperation among them. The exploratory and early warning missions are very important, inasmuch as they allow CAPEL to identify the technical needs of the electoral bodies and provide solutions, either through cooperation projects or horizontal cooperation.

## 2.2 Objectives

- To foster the exchange of experiences and knowledge among the electoral bodies, in order to help improve the region's electoral systems.
- To contribute to the design and implementation of electoral technical assistance projects in order to enhance institutional capacity of electoral institutions in the region.
- To gather and analyze information *in situ* on situations that are potentially controversial or could pose a threat or danger to the democratic stability of a given country, in order to make recommendations aimed at containing or addressing the threats or the risk factor in question.

## 2.3 Performance indicators

- Letters requesting technical or advisory assistance received by the IIHR to support the work of the electoral bodies.
- Financial assistance secured from the international community.
- At least two technical assistance projects implemented effectively.

## 2.4 Implementation of the project

### 2.4.1 Technical assistance to the National Elections Board of Peru (JNE): *Election Monitoring Program (Peru, February 7-August 8, 2001)*

Following the decision taken at the Fifth Conference of UNIORE, and at the request of the JNE, last February the IIHR signed a cooperation agreement with the electoral body. The aim was for CAPEL to implement a technical assistance project to support the General Election Monitoring Plan for the April 8 elections. The agreement ran from February 7 through August 8 and was implemented with funds from USAID/Peru.

The basic objectives were to assist the members of the JNE's governing body and the Office for the Monitoring of Electoral Affairs. Therefore, CAPEL provided technical support to ensure that the activities called for in the plan would be implemented pursuant to current electoral legislation, and that the Board could identify any flaws and/or irregularities during the electoral process.

CAPEL organized a team of experts to assist the JNE, composed of six advisors, a project leader and a coordinator. Three of the advisors were in charge of monitoring the technical activities implemented by the Special Electoral Boards (JEE) and the Decentralized Offices for Electoral Processes (ODPE). To accomplish this, they made regular visits to the provincial capitals and other parts of the country. The other three advisors monitored a series of activities (related to logistics, electoral administration, training and informatics) implemented by the ONPE in Lima and the ODPEs in Lima and Callao.

By means of written reports and frequent meetings with the members of the JNE, CAPEL kept the Board abreast of the latest developments. Copies of these reports were passed on to ONPE, so as to provide it with up-to-date information on the situation in its offices in the interior of the

country. CAPEL continued providing technical assistance to the JNE through the second round of voting.

With funds provided by the members of UNIORE, two missions were also organized to observe the elections on April 8 and on June 3. Composed of representatives of the electoral bodies of Mexico, the Dominican Republic, Venezuela, Bolivia, Argentina, Guatemala and Paraguay, the delegations met with the presidential candidates of the major parties, academics and representatives of the media, Peru's electoral bodies and organized civil society.

#### **2.4.2 Technical assistance to the Supreme Electoral Council of Nicaragua (Nicaragua, June-August, 2001)**

Implementation of the project of technical assistance to the Supreme Electoral Council of Nicaragua (CSE) got under way at the end of May; it will conclude in January 2002. CAPEL is providing technical assistance to the CSE in the following areas: electoral logistics, electoral training, transmission of results, planning, and civil and electoral registries. A team of professionals was set up to implement the project, composed of current and former senior officials of UNIORE member organizations. In May, as planned, the technical advisors traveled to Managua, where they met with the technical staff of the CSE. The corresponding assistance is now being provided and activities implemented.

#### **2.5 Results achieved**

- Technical flaws were identified and corrected during the first and second rounds of the Peruvian electoral process.
- Formal start-up of the technical assistance project to the Supreme Electoral Council of Nicaragua.

### **3. TENTH INTER-AMERICAN COURSE ON ELECTIONS AND DEMOCRACY**

#### **3.1 General framework**

The Inter-American Course on Elections and Democracy is an academic activity targeted at roughly 85-100 people, primarily representatives of electoral bodies, political parties and civil society organizations working in the area of political rights. These are individuals who play an active role in the social and political life of their countries. As such, they can have a positive impact on the electorate and thus help strengthen the democratic system. The teaching staff for the Course is made up of leading academics and specialists, who contribute both their knowledge and practical experience to the methodology of the event.

The thematic focus of this year's course is *Education for life in democracy*. This subject was chosen because empowering the citizenry and inculcating democratic values and practices is essential if democracy is to be strengthened. Education is a key means of achieving this objective.

### **3.2 Objectives**

- To provide an opportunity for a high-level group of representatives of electoral bodies, political leaders, academics and members of NGOs to address issues related to education for life in democracy, political participation and democratization, with a cross-cutting perspective (gender, ethnic diversity and the participation of civil society).
- To maintain the Course as a forum for the exchange of visions, interpretations and projections of what the situation of democracy in the hemisphere (particularly in Latin America and the Caribbean) is and could be, identifying possible tendencies and potential threats.

### **3.3 Performance indicators**

- National projects on education for life in democracy generated in at least five of the countries represented at the Course.
- Work related to education for life in democracy incorporated into the work program of the training units of the electoral bodies.

### **3.4 Implementation of the project**

The preparations for the Inter-American Course on Elections continued. The work program was designed and invitations were issued to the electoral bodies, civil society organizations, Ministries of Education and political parties. The Course will be held October 15-19 in Panama City. The Electoral Tribunal of Panama is helping to organize this academic event.

### **3.5 Results achieved**

- Course program designed and approved.
- Dates and site of the Course defined.
- Process of issuing invitations to the participants under way.

## **4. RESEARCH ON THE RIGHTS OF DISABLED PEOPLE**

### **4.1. General framework**

*How can disabled people be assisted to fully exercise their civil and political rights?* This question is at the heart of the research being carried out by CAPEL, which will put forth recommendations and suggestions aimed at improving the situation of disabled people vis-à-vis these rights. There are many reasons why this segment of the population have few real possibilities of exercising their civil and political rights, including the absence of legislation, the impreciseness of the norms that do exist or the failure to implement them, and the existence of cultural patterns that result in exclusion and discrimination.

### **4.2. Objective**

- To produce an up-to-date diagnostic study of what disabled people need to be able to exercise their political rights.

#### **4.3 Performance indicators**

- Number of countries with legislation in force dealing with disabled people's right to political participation.
- Percentage of disabled people who hold elected office.
- Changes in the infrastructure to permit disabled people access to polling stations.
- Number of electoral bodies in the region that promote the full exercise of civil and political rights by disabled people by means of educational campaigns.

#### **4.4. Implementation of the project**

CAPEL has contacted electoral bodies and ombudsman's offices in each country to gather information on the subject. This will be used to conduct a comparative study and provide examples of successful legislation and practical experiences or mechanisms that could be adapted to the situation in different countries.

This research forms part of a line of action that is a priority for CAPEL: efforts to generate and expand material and doctrine on electoral and political issues as part of a permanent process of looking at ways of making democratic practices and harmonious social relations a reality in the hemisphere.

#### **4.5. Results achieved**

- Information received from the ombudsman's offices and electoral bodies related to legislation on the disabled.

### **5. CONTACT WITH OTHER INSTITUTIONS**

#### **5.1. General framework**

CAPEL seeks closer relations with other institutions in order to establish strategic alliances for the implementation of joint projects in areas such as training and research. In other words, it promotes and strengthens links with other institutions that will contribute to the success of the projects implemented in the region.

#### **5.2. Objective**

- To establish strategic alliances for the implementation of joint work plans in the area of political rights.

#### **5.3 Performance indicators**

- Number of agreements signed between CAPEL and other institutions in the region, for the implementation of projects related to political rights.

#### **5.4. Implementation of the project**

A mission from the PARLATINO visited CAPEL Headquarters in San Jose and agreement was reached on a joint research project on issues related to education for life in democracy. Also discussed was the signing of a possible agreement to promote other initiatives of this kind in the region.

A CAPEL representative also took part in the International Specialized Conference *Money and Politics*, held in Mexico in June, to establish contact with representatives of academic institutions specializing in this subject, contribute ideas based on comparative experiences in Latin America and establish closer institutional ties and exchange information with representatives of electoral bodies from other parts of the world (Africa, Eastern Europe, Australia). The latter were keen to learn more about the Tikal Protocol's pioneering experience in organizing and operating an association of electoral bodies.

#### **5.5. Results achieved**

- Institutional links were established with the PARLATINO.
- CAPEL expanded its contacts with electoral bodies on other continents.

During the period under review CAPEL used its expertise to play an important role in the promotion of democracy and good electoral practice in the western hemisphere:

- It was an agent for specialized technical assistance.
- It endeavored to promote educational plans and research to shed light on the key issues of democracy in the Americas.
- It facilitated dialogue and debate on democracy, e.g., at the activities held to discuss the draft Inter-American Democratic Charter.
- It took part in elections that were of transcendental importance to the process of consolidating democracy in the region.
- It made doctrine more accessible via electronic media.

### **C. INSTITUTIONAL SUPPORT AND DEVELOPMENT AND STRATEGY DEVELOPMENT**

#### **1. INSTITUTIONAL SUPPORT AND DEVELOPMENT**

##### **1.1 General framework**

During the period under review, the Institute used the funds earmarked for institutional support and development to run and coordinate the work of its different departments and units, support all its ongoing projects and activities, and operate independently from other cooperation agencies, counterpart organizations and governments.

##### **1.2 Objectives**

- To improve the professional training provided to the staff so that they, in turn, provide services of the highest quality.

- To ensure the sustained economic growth of the IIHR, by diversifying its sources of funding.
- To strengthen the Institute's capabilities in the specialized area of information, with a view to maximizing the results of the projects.
- To create new ways, electronic and printed, to disseminate the results and reach new audiences.

### **1.3 Performance indicators**

- The IIHR will have operated its headquarters and maintained its managerial and administrative staff for a period of twelve months.
- The IIHR positioned as the leading academic institution in the hemisphere dedicated to the promotion of human rights and the provision of assistance and training in this field.
- New technologies and/or methodologies applied in at least three projects, as a result of the training processes implemented for IIHR staff.
- Agreements with the traditional cooperation agencies renewed and at least one new donor secured for the IIHR.
- Planning, strategies and integration with donors improved.
- IIHR web site identified as a key source of information on human rights and democracy.

### **1.4 Implementation of the project**

#### **1.4.1 Training**

##### **1.4.1.1 External strategic evaluation of the IIHR (Central America, Colombia, Peru, Paraguay and Venezuela, June 18-August 24, 2001)**

In order to establish priority lines of action for future assistance, the Danish Central American Human Rights Programme (PRODECA) and USAID decided to undertake a qualitative, generative and formative evaluation of the Institute's work. The analysis focused on two areas:

- The value and impact of the IIHR's activities and structure, within the framework of the three thematic areas to which priority is being given under the institutional strategy, namely: political participation, access to justice and human rights education; and
- The IIHR's comparative advantages in relation to the programs it implements.

Two experienced consultants, American Cynthia Mellon and Venezuelan Jorge Alvarado Pisani, were hired to conduct the evaluation. From June 18-29, both attended the Nineteenth Interdisciplinary Course, the Institute's emblematic activity, in an observer capacity. Besides evaluating the different components of the Course, the consultants took advantage of part of the time set aside for participatory activities -in which only the students were involved- to meet with the staff of the IIHR's different operating departments and support units, and with some of the Course participants. In view of their innovative nature, the evaluators did attend the workshops in

which the students focused on the design of potential national proposals for work on political participation.

In order to ascertain the views of the IIHR's counterparts and beneficiaries regarding the scope, relevance and quality of its projects in the different subregions of the hemisphere, in July and August the consultants visited a number of countries in Central America, the Andean Region and the Southern Cone. In each one they met with judges and officials of the Supreme Court of Justice, the Ombudsman's Office and the Electoral Tribunal.

The first meeting of the evaluators with representatives of PRODECA, USAID and the IIHR, to discuss the initial findings of the evaluation, took place in Managua on August 20. The final report will be presented in September.

#### **1.4.1.2 Participation of Ricardo Valverde in the panel-forum *Content of the Draft Inter-American Democratic Charter* (Guatemala, August 1, 2001)**

On August 1st, 2001, the Panel-Forum on "Content of the Draft Inter-American Democratic Charter" was held in Guatemala City, Guatemala. It was convened by a network of alumni of the Inter-American Institute of Human Rights (IIHR) in that country. This activity was carried out with cooperation and support from Indira Mejía and the Office of the Integrated Project for Guatemala (OPEG).

This event was part of the IIHR strategy to disseminate and promote a broad, hemispheric discussion on that Project, arising from the XXXI regular session of the General Assembly of the OAS, held in San Jose, Costa Rica, in July of that year. Alumni of several IIHR Courses, in agreement with that strategy, sought through this activity to highlight the institutional designation of this year as the *year of political participation in the Americas*.

Ricardo Valverde, program officer of CAPEL, participated in this event as representative of the Executive Director, and explained the key aspects of the Institute's position on this issue. He also shared with the participants some conclusions from the consultation workshop which the Costa Rican Ministry of Foreign Affairs had held a few days earlier with representatives of Costa Rican civil society.

Other members of Guatemalan public institutions and civil society who spoke at this event were: Arturo Duarte, Director General of Multi-laterals at the Ministry of Foreign Affairs; Otto Marroquín, 3d Justice at Large of the Supreme Court of Justice; Vilma María Gálvez, of the Institute of Constitutional Law; Oswaldo Enríquez, member of the Presidential Committee on Human Rights; Rubén Calderón, legal counsel to the Office of the Ombudsperson for Human Rights; and Dr. Félix Palma, OAS representative in Guatemala. The panel moderator was Alfonso Novales Aguirre, IIHR alumni.

More than 40 persons from the academic, social, and institutional world attended this forum (despite the fact that it coincided with a National Strike summoned by various economic and pressure groups). The text of the draft Inter-American Democratic Charter was distributed at this activity, together with several important resolutions of the inter-American system on issues pertaining to democracy, as well as material published by the IIHR in which the XXXI regular session of the OAS General Assembly was assessed.

### **1.4.1.3 Seminar on information technologies (IIHR Headquarters, August 7, 2001)**

The Information and Electronic Communication Unit organized an internal training seminar on information technologies (IT).

The two-hour activity was attended by 16 Institute officials. The main topics addressed were computer systems and telematic networks (the Internet, Extranet and Intranet).

### **1.4.2 On-line information systems**

#### **1.4.2.1 Design of the Strategic Information Plan (SIP)**

The purpose of the Strategic Information Plan (SIP) is to contribute to the attainment of the Institute's objectives by disseminating information in a web format.

To provide further input for this process, the staff decided to incorporate a questionnaire into the analysis of the current situation that is to be carried out via the Intranet, to determine the level of technological expertise of the personnel of the IIHR. The information obtained will be used in drawing up the SIP.

The staff concerned are now studying alternative formulation and implementation techniques, and comparing the time and costs involved.

#### **1.4.2.2 Web page**

As of June 8 the IIHR's web site was restructured. It now consists of the following sections: the Digital Library, IIHR publications, the latest developments in the field of human rights, specialized discussion lists and virtual communities. There are also direct links to counterpart organizations and others whose work complements the activities of the IIHR.

The number of hits received by each section was as follows:

**June 8-30, 2001.**

<b>Section Accessed</b>	<b>Spanish</b>	<b>English</b>	<b>Total</b>
Digital Library	1052	44	1096
About the IIHR	743	140	883
Publications	739	68	807
Current News	581	53	634
Site Map	493	56	549
Calendar of Activities	422	47	469
Links to Other Sites	271	26	297
Virtual Communities	208	18	226
Discussion Lists	136	15	151
2001 Interdisciplinary Course	1	0	1

July 1-31, 2001.

Section Accessed	Spanish	English	Total	%
Digital Library	1002	21	1023	22.39
About the IIHR	613	67	680	14.88
Publications	635	24	659	14.42
Current News	524	47	571	12.50
Site Map	491	43	534	11.69
Calendar of Activities	388	37	425	9.30
Other Sites	247	19	266	5.82
Virtual Communities	176	15	191	4.18
Discussion Lists	134	12	146	3.20
IIHR	67	7	74	1.62

August 1-17, 2001.

Section Accessed	Spanish	English	Total	%
Digital Library	533	15	548	22.89
Publications	318	23	341	14.24
About the IIHR	290	32	322	13.45
Current News	236	24	260	10.86
Site Map	231	28	259	10.82
Calendar of Activities	219	21	240	10.03
Other Sites	127	12	139	5.81
Virtual Communities	101	8	109	4.55
IIHR	84	7	91	3.80
Discussion Lists	76	9	85	3.55

#### 1.4.2.3 Virtual communities

The staff are currently updating the content of, and the services offered by, the four virtual communities that are in operation: the Ibero-American Integrated Information System (SIII), the Regional Information System on Gender-focused Productions (SIRPEG), Freedom of Expression and the Central American Council of Human Rights Defenders (CCPDH).

Two more are in the process of being set up:

- The Virtual EXPODH, which bears the name *Center for Pedagogical Tools for Human Rights Education*.
- The OmbudsNet, for the staff of ombudsman's offices in Ibero-America.

### **1.4.3 Infrastructure and administrative support**

These are indirect costs incurred in implementing projects (security services for the IIHR's premises, janitorial services and the cost of utilities such as water, electricity and communications, and office and other supplies needed for day-to-day operations).

### **1.5 Results achieved**

- Sixteen IIHR officials trained in the use of computer systems.
- 485 people visited the virtual communities between June 8 and August 17, 2001.
- A bidding process was organized for the design and implementation of the prototype of the Virtual EXPODH.
- A methodological proposal was prepared for the Informatics Diagnostic of the Information Requirements and Technological Capabilities of the 23 ombudsman's offices supported by the IIHR's Technical Secretariat (*OmbudsNet*).
- The Institute's activities during the period were programmed to coincide in the same places, thus enhancing the IIHR's presence in the countries and improving coordination among the different departments.
- The teams and individuals responsible for implementing the projects were appointed.
- Price quotations were requested for the preparation a three-module plan on informatics and networking.
- Price quotations were received from firms specializing in the auditing of informatics systems.
- The web site was redesigned (<http://www.iidh.ed.cr>)
- Communication forums and new data bases were activated as part of the SIII.
  - An inventory was carried out of educational resources available in an electronic format, which will form part of the EXPODH-virtual.
  - The first version of the operating plan of the *OmbudsNet* was drawn up.

## **2. STRATEGY DEVELOPMENT**

### **2.1 General framework**

The institutional strategy sets out three areas of rights as priorities: access to justice, political participation and education in human rights, cross-cut by three focuses: gender, ethnic diversity and the participation of civil society.

The first stage in this process is the generation of knowledge to achieve the necessary precision for operational definitions regarding the scope and potential of the areas of rights and the cross-cut perspectives.

Secondly, the process will design tools to effectively apply the strategy, including systems of indicators of impact (for the projects) and progress (to be applied to selected countries). These indicators are expected to improve the design of the project interventions.

By providing special training to staff members regarding the implementation of the framework, methodology and the application of the system of indicators, a comprehensive evaluation of all projects underway and in preparation is expected, in order to analyze their relevance and pertinence in terms of the new strategy.

## **2.2 Objectives**

- To develop theoretical definitions and a methodology of the three priority areas with the cross-cutting perspectives, for the design and validation of a system of indicators.
- To conduct studies on the progress of human rights from the perspective of gender, ethnic diversity and civil society, in the six selected countries, through the application of the system of indicators.
- To strengthen the institutional capacity of the IIHR in order to work on the three priority areas, keeping in mind the perspectives of gender, ethnic diversity and participation of civil society.

## **2.3 Performance indicators**

- Document containing the system of indicators, including: conceptual and operating definitions, methodological instructions, the setting of goals, and the design of indicators and indices.
- IIHR professional staff trained in the use of the system of indicators.
- At least eighteen country reports on the subject of political participation, viewed from the three cross-cutting perspectives, using the system of indicators of progress in human rights.
- By the end of 2002, at least 30% of the IIHR's projects will be designed taking into account the results obtained from the application of the system of indicators.

## **2.4 Implementation of the project**

The following activities were carried out during the reporting period:

- Workshops for consultations on, and the validation of, the proposed indicators for the thematic focuses and crosscutting perspectives in the six countries selected for the pilot experience:

Country	Date	Counterpart	Participants
Paraguay	June 5	International Center for Judicial Studies	15
Peru	June 8	Andean Commission of Jurists	11
Venezuela	June 8	COFAVIC (Committee of Relatives of Victims)	13
Guatemala	June 12	IIHR Permanent Liaison Office	23
Nicaragua	June 12	Center for Constitutional Rights	10
Mexico	June 14	Commission for Defense and Promotion	18

- Four workshops with the 44 students from the six priority countries who attended the Nineteenth Interdisciplinary Course, to assess the progress made in designing indicators in the thematic field of political participation (San Jose, June 18-28, 2001).
- A technical seminar involving the consultants in charge of preparing conceptual studies and documenting experiences vis-à-vis political participation, IIHR personnel and experts in systems of indicators, to discuss the progress being made and outline the final system of indicators (San Jose, July 2-3, 2001).
- Processing of the forms filled out during the workshops in the countries and at the Interdisciplinary Course, and of the results of the discussions that took place during the seminar (July and August).
- Design of an instrument for implementing the system, which will be tested under a pilot project in each of the six countries where the strategy is being implemented (in preparation).
- Internal training: during the period under review the training activities were suspended due to the Interdisciplinary Course.
- A course for the Institute's academic personnel, on project administration and management, given by consultant Julie Lennox.
- A report on the status of the implementation of the institutional strategy was prepared and is now being discussed, in order to pinpoint the implications, progress made and challenges that need to be tackled in the short term.

Progress was made with the strategy in the following areas:

- The studies describing the conceptual and operational framework of the system of indicators was discussed by external specialists and IIHR officials. This includes the initial operating definitions of the three thematic focuses and three crosscutting perspectives, the general methodology of the process and some of its stages, the validation exercises and the establishment of goals. At the time of writing, 80% of the work has been completed.
- Discussion of the results of the pilot projects on political participation. The exercise confirmed the relevance of the conceptual and methodological approach of the strategy, and the final adjustments were made to the instruments. Some 50% of the work has already been completed.

## 2.5 Results achieved

- Summary of the Reports on Human Development (2000) of the six countries where the strategy is being implemented.
- First version of the conceptual study on human rights education, by Duarte y Asociados (Costa Rica).
- Studies on experiences related to:
  - Civil society in Mexico, by Marisol López (Universidad Iberoamericana, Mexico)
  - Indigenous women in Guatemala. MINUGUA official Patricia Wohlers is assisting the IIHR with this study.

## **ANNEXES**

## ANNEX No. 1

### **Fifteenth Conference of the Tikal Protocol DECLARATION OF LA ROMANA - Summary of the contents of the document -**

The members urged the countries of the region to bolster the independence and autonomy of electoral bodies, in order to guarantee the impartiality, legitimacy and efficacy of the electoral and political processes of the countries represented within the Association.

They also acknowledged the Executive Secretariat's efforts to publish the monthly newsletter and stressed the importance of using this instrument as a means of disseminating information about the activities of the member organizations and supporting the modernization processes that the Executive Secretariat is implementing to streamline the Ibero-American Integrated Information System (SIII) and make it more dynamic.

Furthermore, the members of the Association pledged to foster wide-ranging consultations on the content of the draft Inter-American Democratic Charter and forward the results of the consultations, via the Executive Secretariat, to the OAS Secretary General. These consultations should focus primarily on topics directly related to the key electoral issues, including the real financial and operating autonomy of electoral bodies, the tenure of electoral officials and civic education in democratic values.

They also decided to evaluate the efforts of the electoral bodies of countries where voting abroad is an important issue, in the context of the recent political and institutional reform processes.

Finally, they noted the efforts of electoral bodies in the region to incorporate into political or institutional reforms issues related to multiple electoral districts and the preferential vote, and urged that such initiatives include conditions and guarantees to ensure the universal recognition of the right to vote and increase the participation of the citizenry in the main political decisions.

#### **The State Elections Commission of Puerto Rico becomes a member of the Tikal Protocol**

In accordance with Article 16 of the Charter of the Tikal Protocol, on July 3 this year the State Elections Commission of Puerto Rico applied to become a member of the Association of Electoral Bodies of Central America and the Caribbean.

As required, the Executive Secretariat consulted each member of the organization and, during the Fifteenth Conference, the Commission became a full member of the Tikal Protocol (Decision No. 16).

#### **Training in the use of the Ibero-American Integrated Information System (SIII)**

On July 9, during the Fifteenth Conference of the Tikal Protocol, there was a presentation on the web site of the Ibero-American Integrated Information System (SIII).

The participants were introduced to the different sections: Calendar of Activities, CAPEL Publications, Summaries of Elections, News, UNIORE Newsletters and Directories. The participants were able to conduct searches and familiarized themselves with the specialized bibliography on civil and political rights that has been incorporated into the web site.

They were also introduced to the electronic forums and conducted a simulation of virtual participation in a forum on the Democratic Charter. After registering, the participants in the training exercise exchanged views on this subject. They were also very enthusiastic about the chat rooms.

## Annex No. 2

### **Ninth Conference of the Association of Electoral Bodies of South America DECLARATION OF QUITO - Summary of the contents of the document -**

Participants underscored the key role played by the Association in the strengthening and development of democracy and electoral law in member countries. They also applauded the bilateral or multilateral processes of horizontal cooperation made possible by the Association, such as the Letter of Intention signed during the Conference by the electoral bodies of Brazil and Venezuela.

Participants also stressed the importance of making sure that voter rolls are based on a solid citizen registration structure that can produce reliable identification documents and voter lists. Efforts in this direction, they said, should be one of the chief goals of any strategy for the institutional strengthening of electoral bodies in the region.

Along the same lines, participants agreed to push for the adoption of promotion and dissemination mechanisms to increase citizen participation in electoral processes to the fullest extent allowed by national legislation.

They also agreed to adopt, as the official symbol of the Association of Electoral Bodies of South America, the logo proposed by Ecuador's Supreme Electoral Tribunal.

#### **Peru's National Bureau of Electoral Processes Joins the Quito Protocol**

During its Ninth Conference, the Association of Electoral Bodies of South America agreed to a request for admission by Peru's National Bureau of Electoral Processes (ONPE).

According to Article 9 of the Constitutional Charter of the Quito Protocol, aspiring members must be approved by all current members of the Association. ONPE had presented its request to the Executive Secretariat of the Protocol.

Peru's electoral body is now a full member of the Protocol, as noted in Agreement 14 of the Conference.

The Executive Secretariat joined the other members of the Quito Protocol in welcoming the new member and stated that the enlarged body will strengthen the links of horizontal cooperation and fraternity among Association members.

#### **Quito Protocol Officials Receive Training in the Use of the Integrated Ibero-American Information System (SIII)**

As part of the training session that began during the Fifteenth Conference of the Tikal Protocol, the representatives of the Association of Electoral Bodies of South America who attended the Ninth Conference of the Quito Protocol were presented with the projected Calendar of Events, the UNIORE Newsletters, the Directories of Electoral Bodies and other CAPEL publications.

Participants also practiced carrying out searches by keyword in the electronic version of CAPEL's Electoral Dictionary.

Similarly, participants benefited from a tutorial on how to register in the SIII's electronic forums and participate in one of the electronic mailing lists, Strengthening Electoral Bodies. The trainees then discussed their experiences and had their questions answered. The first electronic forum on electoral justice, organized by CAPEL and the Electoral Tribunal of the Judiciary of the Mexican Federation, is to begin on 15 September and remain active until 15 December, and the goal is to make officials feel comfortable with the medium. Detailed information about the Forum on Electoral Justice will soon be provided to all members.

The Executive Secretariat would like to express its satisfaction at the interest and support shown by South America's electoral bodies regarding the SIII. They have agreed to use this tool as a medium for disseminating information on their activities, and have expressed their support for the Executive Secretariat's efforts to make the SIII more dynamic and user-friendly. The location of the SIII on the Web is: <http://www.iidh.ed.cr/siii>