

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

STATUS REPORT
SEPTEMBER-NOVEMBER 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 September 1 through November 30, 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.

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- 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 IHR. 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 IHR'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 IHR'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: Follow-up to the Nineteenth Interdisciplinary Course on Human Rights

1.4.1 Research papers submitted by participants wishing to obtain the Academic Certificate of the Nineteenth Interdisciplinary Course

The IIHR regards it as important to foster research on human rights issues that resonate in Latin America, to achieve a better understanding of the specific situation in the region and seek viable solutions to different challenges and problems.

The research papers submitted by course participants become part of the bibliographical collection of the IIHR's Documentation Center, whose data base can be accessed via the Internet. Some papers have also been included in publications that are distributed throughout the hemisphere. As a result, they are consulted by a large number of IIHR users and beneficiaries.

Thirty-four research papers were received this year, all dealing with topics related to human rights and political participation, the theme of the Nineteenth Course. Papers were received from 18 countries, from participants involved in different sectors and areas of work.

The number of research papers received was 140% more than for the Seventeenth Course, and 14% more than for the Eighteenth Course. Several factors could account for this increase: the fact that a specific thematic focus was chosen for the Course, the changes made in the

methodology used, and the greater emphasis placed by the organizers on these research projects.

1.4.2 Incorporation of Course participants into the Institute's projects

Alumni have been involved in the implementation of various projects undertaken by the IIHR's Units and Departments. For example, they have been collaborating actively in the development of the Indicators of Progress in Human Rights for three specific rights (access to justice, political participation and human rights education) in six Latin American countries (Mexico, Guatemala, Nicaragua, Venezuela, Peru and Paraguay). They made a major contribution to the efforts to gather information and helped determine the elements that should be used for the indicators.

Course alumni have also been involved as professors, consultants and participants in human rights education activities targeted at agents from the formal and non-formal education systems, ombudsman's offices, indigenous peoples and justice administration systems.

1.4.3 Measuring the impact of multiplier activities carried out after the Course

In January the participants of the Nineteenth Course will be sent an evaluation form designed to gauge the impact of the activity over the short term, i.e., during the six months that have elapsed since it ended. The form will be used to garner information about the organization and implementation of the national projects drafted by the groups from each country during the Course workshops.

1.5 Results achieved

- 34 research papers produced by participants of the Nineteenth Course, on topics related to human rights and political participation.
- Active participation of Course alumni in different activities organized by the Institute throughout the hemisphere.

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

Between September and November, CAPEL focused its efforts on the elections held in a number of countries, and on training and promotion activities related to the democratic system. The Center played an active role in the electoral processes in Nicaragua, Paraguay and Honduras, providing technical assistance and coordinating horizontal cooperation efforts and observation missions. CAPEL's most important academic activity this year, the Tenth Inter-American Course on Elections and Democracy, was also held during this quarter.

Democracy in the hemisphere was bolstered during the reporting period by the elections that took place in Nicaragua, Paraguay and Honduras. In Nicaragua, serious doubts were raised about the elections due to the politicization of the process and the interference of the main political actors in electoral matters. In fact, the process demonstrated the electorate's growing maturity. The turnout was high and the results accepted as legitimate by the national and international political community. In Paraguay, where the elections went off peacefully, a pilot plan was implemented involving the use of electronic voting machines in some departments (provinces) of the country, aimed at making the voting process and the counting of the ballots

more efficient. Finally, the economic constraints notwithstanding, the elections in Honduras were organized successfully and the will of the Honduran people was respected.

The Tenth Inter-American Course on Elections and Democracy was held October 15-19 in Panama, providing an opportunity to debate democratic issues, such as the nature of the democratic system and the need to strengthen it by involving the different (state and non-state) political stakeholders in a permanent and coordinated educational process. The theme of the Course was *Education for life in democracy*. The participants, who included representatives of political parties, electoral bodies, ministries of education and civil society organizations, discussed the current problems and challenges faced by democracies and proposed strategies designed to bolster the democratic system of the Latin American countries via education. The Course also provided an opportunity to rethink the role played by the different stakeholders in the processes aimed at building and strengthening democratic systems in Latin America.

During this reporting period CAPEL also continued to implement and step up its technical assistance projects related to electoral processes that are of vital importance to the hemisphere. The Center concluded its technical assistance to the National Elections Board of Peru and continues to provide assistance to the Supreme Electoral Council of Nicaragua, following the November 4 elections.

CAPEL involved other electoral bodies in both projects. They provided horizontal cooperation, providing specialists in the different areas in which CAPEL was facilitating technical assistance.

CAPEL is aware of the importance of the technical assistance it provides and wishes to do all it can in as many countries as possible. However, its aim is not only to be a skilled provider of technical assistance; it has also made great efforts to generate and expand doctrine related to electoral and political issues. While recognizing that the international funding available for cooperation in this area is limited, CAPEL is bent on finding alternative, creative ways of conducting research. A case in point is the use of information technologies as a tool for making progress on topics such as electoral justice. The first electronic forum has already been set up and is expected to yield important results in terms of the exchange of experiences and the dissemination of electoral doctrine.

1. STRENGTHENING OF ELECTORAL INSTITUTIONS: SECRETARIATS OF THE ASSOCIATIONS

1.1 General framework

CAPEL continued to work with the associations of electoral bodies of South America, and of Central America and the Caribbean, and with the Inter-American Union of Electoral Bodies. It organized, or helped organize, technical observation missions to the different elections held in the region. When an electoral body responsible for organizing elections invites its counterparts in other countries to observe the voting, CAPEL assists in different ways: it may make all the arrangements for the mission, help organize it, or be invited to send its own representatives, depending on the circumstances.

These missions serve a twofold purpose: they are a mechanism for horizontal cooperation between electoral bodies, and are also used as exploratory missions by CAPEL, for the exchange of information between the electoral bodies and the Executive Secretariat, thereby making it easier to determine the technical assistance that these institutions require. During the period under review, CAPEL took part in three electoral processes, assisting the electoral bodies

that issued the invitations and enhancing its contacts and cooperation with the other electoral bodies on hand to observe the balloting.

In order to make practical use of the results of these exchanges of experiences and horizontal cooperation, CAPEL shares the information acquired through these missions, as well as other experiences in the electoral field, with all the members of UNIORE via the *UNIORE Newsletter*, an extremely useful tool for disseminating up-to-date electoral information.

1.2 Objectives

- To provide opportunities for the exchange of information between CAPEL, in its role as the Executive Secretariat, and the electoral bodies, with a view to determining their cooperation needs and expectations.
- To explore possible areas in which technical assistance could be provided to the electoral bodies.
- To serve as a coordinator, in CAPEL's capacity as the Executive Secretariat of the associations of electoral bodies.

1.3 Performance indicators

- CAPEL's participation in at least three of the main electoral processes held in Latin America during the reporting period.
- Implementation of parallel agendas in each electoral process, to establish links with national social and political stakeholders whose activities are germane to the strengthening of political rights.
- Meetings with the representatives of the electoral bodies taking part in each process.
- Production of three UNIORE newsletters.

1.4 Implementation of the project

1.4.1 Exploratory and cooperation missions

During the reporting period, CAPEL organized exploratory and cooperation missions related to the elections in Nicaragua (November 4), Paraguay (November 18) and Honduras (November 23).

In the case of Paraguay, CAPEL was not only able to observe the elections for local officials but also to discuss the preparations for the Sixth Conference of UNIORE and other projects.

The members of the mission met with officials of the Executive Branch, including the President of Paraguay, Luis Angel González Macchi. They also visited the President of the Supreme Court of Justice, Raúl Sapena Brugada, and the Vice President of Paraguay, Julio César Franco, and had a working breakfast with the candidates for local offices in Asuncion. They also had an opportunity to learn more about the pilot electronic voting project sponsored by the OAS and the Superior Electoral Court of Brazil.

The Executive Secretariat (CAPEL) was particularly interested in the implementation of the pilot electronic voting plan, since it involved horizontal cooperation between two members of the Quito Protocol. Voting electronically speeded up the process, with voters taking an average of approximately 55 seconds to cast their ballots. This means that in future elections more voters could cast their ballot at each polling booth, thus reducing the costs of the election. The project also demonstrated how the mechanisms for horizontal cooperation between electoral bodies can make a positive contribution to the efforts to strengthen electoral systems in the region.

During the mission, CAPEL's representatives also met with Rafael Dendia to discuss cooperation projects between the Superior Court of Electoral Justice (TSJE) and the IIHR. Dendia, a member of the TSJE, expressed interest in a project for training electoral judges in civil and political rights and democratic processes, since the current training provided to electoral officials does not include specialization in topics of this kind.

CAPEL also held talks with the members of the TSJE, to begin the task of coordinating the Sixth Conference of UNIORE, scheduled to be held in Asuncion in the second half of 2002. September 2002 was pencilled in as the provisional date for the activity.

Finally, CAPEL program officer María Lourdes González met with the President of the Superior Electoral Court of Brazil to discuss the status of the project for the translation of the Electoral Dictionary into Portuguese. The translation is expected to be completed in the first quarter of 2002.

In Nicaragua, CAPEL provided technical assistance to the Supreme Electoral Council (CSE) throughout the electoral process, under a specific project. IIHR Executive Director Roberto Cuéllar, CAPEL Director José Thompson and consultant Ricardo Valverde held a series of meetings with Nicaraguan officials in the run up to the elections to obtain input concerning the electoral process and its technical characteristics.

In addition to the meetings held with the CAPEL team that provided technical assistance to the CSE, the mission also contacted senior officials of international cooperation agencies, diplomats stationed in the country, members of international missions of observers, as well as various Nicaraguan analysts and well-known figures, including journalist Carlos Fernando Chamorro and Human Rights Ombudsman Benjamín Pérez.

The mission also met with the Director of USAID/Nicaragua, Marylin Zak, and took part in a meeting of the Election Observation Network (Lima Agreement), composed of some of the principal civil society organizations whose activities are designed to impact political and electoral processes in the region.

On November 4 the mission traveled from Managua to León to observe the voting. It also met with Mariano Fiallos, former President of the Supreme Electoral Council of Nicaragua and a member of the IIHR Board of Directors.

Finally, at the request of the National Elections Court (TNE) of Honduras, CAPEL coordinated the efforts to expand the mission of the Tikal Protocol (which had been organized by the Court) to include representatives of the Quito Protocol, for the purpose of obtaining the impressions and ideas of representatives of other UNIORE member organizations.

A CAPEL mission was organized, led by CAPEL Director José Thompson. He was accompanied by Rodolfo González Risotto, a member of the Electoral Court of Uruguay; Carlos Vela Marquillo,

a member of the National Elections Board of Peru; and CAPEL consultant Ricardo Valverde. It visited Honduras from November 21 to 26.

The mission met with a large number of Honduran academics and politicians, and on November 24 took part in the activities programmed by the TNE for the delegations representing the members of the Tikal Protocol.

The members of the mission met with the following people: Leticia Salomón, an academic and political analyst of CEDOCH; Luz Ernestina Mejía, a member of the National Congress; Leo Valladares, National Human Rights Commissioner; Roberto Argueta, Marco A. Hernández and Marlon Pascua, members of the team responsible for the National Party's campaign; Carlos Roberto Reina, former President of Honduras; and Rafael Pineda Ponce, the Liberal Party's presidential candidate.

On election day (November 25), the mission observed the process of setting up the polling places and then witnessed the voting in three of the country's departments (provinces). They focused on the port of San Lorenzo (Valle), Pespire (Choluteca) and Sabana Grande (Francisco Morazán).

1.4.2 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.

1.5 Results achieved

- A horizontal cooperation and exploratory mission was carried out related to the municipal elections in Paraguay.
- As part of the project of technical assistance to the CSE of Nicaragua, CAPEL took part in the election observation process.
- In its capacity as the Executive Secretariat, and in coordination with the National Elections Court of Honduras, CAPEL took part in the observation mission of the Association of Electoral Bodies of Central America and the Caribbean.
- Three UNIORE monthly newsletters widely disseminated (September, October and November) via Internet.

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: *Election Monitoring Program* (Peru, February 7-August 8, 2001)

In September, CAPEL implemented the last stage of its technical assistance project with the National Elections Board of Peru, related to the general elections held April 8 and the second round of voting in the presidential election, which took place June 3.

The project commenced February 7 and concluded September 30. The final stage of consisted of preparing and holding a one-day meeting to validate the draft final report. A meeting was held in Lima with the consultants in charge of the substantial technical work carried out under the project: Carmen Chacón de Cárcamo (Director of Training of Panama's National Electoral Court); Miguel Serrano López (Director of Informatics of the National Electoral Court of Bolivia); and Noel León (former Director of the Department of Cartography of the Supreme Electoral Council of Nicaragua and an expert in administration and electoral logistics). The mission was coordinated by IIHR consultants Orlando Tapia and Ricardo Valverde.

The Institute was represented at the meeting by Sonia Picado, President of the IIHR, and José Thompson, Director of CAPEL.

The members of the mission held meetings with the Director of USAID/Peru and the Chief of the Office of Democratic Initiatives; officials of the Canadian Embassy in Peru and the Canadian International Development Agency (CIDA); the members of the National Elections Board (JNE); and the National Chiefs and advisors of the National Office of Electoral Processes (ONPE).

The main output of this mission was the *"Final Report of the IIHR/CAPEL Technical Assistance Project with the National Elections Board of Peru. Electoral Supervision Program, Peru: 2001*

General Elections." This was produced in the form of both a printed document and as a CD-ROM. In addition to the main text, included are Peru's Constitution and electoral legislation, a collection of photographs of the electoral process and the observation missions organized by CAPEL, as well as other information related to the technical assistance project.

2.4.2 Technical assistance to the Supreme Electoral Council of Nicaragua (CSE) (Nicaragua, September-November, 2001)

The purpose of this project, which kicked off in late May and is scheduled to conclude in January 2002, is to provide technical assistance to the CSE in the following areas: electoral logistics, electoral training, the transmission of results, planning, and the civil and electoral registry. A team of professionals was set up to implement the project, composed of senior officials and former officials of UNIORE member organizations. Since May, following a detailed plan, the technical advisors have been visiting Managua to meet with the CSE's team of specialists and are now providing advisory assistance and implementing the corresponding actions.

During the reporting period, further technical assistance was provided to the CSE in Nicaragua by a team of consultants specializing in different technical-electoral areas. The team helped prepare the teaching materials used for the programming and technical supervision of the municipal workshops held to train polling station officials. It also provided technical input for the door-to-door voting card delivery plan. With regard to the transmission and recording of results, technical assistance was provided for all the activities included in the national transmission and informatics plan, ranging from the formulation of the operating plan to the distribution, installation and testing of the computer equipment used.

With respect to electoral logistics, the team provided technical support and follow-up in a number of areas, including the packing and distribution of electoral materials, the distribution among the municipalities of the informatics equipment that was to be used to transmit the results, and the updating and purging of the records of births and deaths, and of the data base of the Electoral Registry.

Parallel to these efforts, project staff also carried out a series of activities aimed at achieving the enactment of a new Civil Registry Act, also included in the technical assistance agreement.

2.4.3. Request for Technical Assistance from the Supreme Electoral Court of Ecuador (TSE) in the area of training and civic/electoral education

The President of the Supreme Electoral Court of Ecuador, Carlos Aguinaga, visited IIHR headquarters to formally request technical assistance in the area of training and civic/electoral education in the run up to the general elections scheduled to be held in his country on October 20, 2002, to elect the President and Vice President of the Republic, representatives to the Andean Parliament, deputies to the National Congress and town councilors.

Mr. Aguinaga said that the TSE was interested in entering into a cooperation agreement with the IIHR, with the two institutions working together to obtain funding for the project. Senior Ecuadorian electoral officials regard it as an absolute priority.

2.4.4. Early Warning Missions

CAPEL took advantage of the elections held in the region to carry out exploratory and early warning missions. The results of these missions are described in section 1.4.1. of this report.

2.5 Results achieved

- The technical assistance project with the National Elections Board of Peru was completed.
- Implementation of the technical assistance project with the Supreme Electoral Council of Nicaragua continued and new activities were incorporated. Technical support was provided both prior to, and following, the elections.
- Exploratory talks were held with the President of the TSE of Ecuador, to discuss possible areas of technical cooperation, as civic education and electoral training.

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 was *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 Inter-American Course on Elections and Democracy, one of the most important activities of the IHR and its specialized program CAPEL, was held October 15-19 in Panama City. It was co-sponsored by the Electoral Court of Panama, which also helped organize it.

As a rule this Course involves around 85 participants and 25 professors and special guests, including senior officials of electoral bodies and political parties from all parts of the hemisphere, and representatives of important civil society organizations, the mass media and academia. The Tenth Course was attended by 120 people, drawn from Argentina, Bolivia, Brazil, Canada, Colombia, Costa Rica, Chile, Dominican Republic, Ecuador, El Salvador, Guatemala, Honduras, Jamaica, Mexico, Nicaragua, Panama, Paraguay, Peru, St. Lucia, Uruguay and Venezuela.

Since 1993, one of the main components of this course has been the *Democracy and Freedom* lecture series, which has enjoyed the benefit of the experience of former Presidents of Latin American countries. The guest speaker at the Tenth Course was former Peruvian President Valentín Paniagua, who spoke on *Democracy, Education and Citizen Participation*. The course also benefited from the contributions of social scientists of the stature of Gerardo Caetano, José Enrique Molina, Rodolfo Cerdas, Line Bareiro, Félix Ulloa, Manuel de Jesús Salazar, Ana María Rodino and Stella Cacace.

The methodology used combined lectures and panel discussions with participatory workshops. The organizers focused on topics that are essential for the development and understanding of education for life in democracy, such as approaches to diversity and target populations, the minimum content and methodological guidelines for educational processes of this kind, institutions involved in the implementation of such plans and the role of the political and social stakeholders in constructing and consolidating national education-for-democracy projects.

3.4.1. Academic Program

The academic program kicked off on Monday, October 15 with the inaugural ceremony and Valentín Paniagua's lecture. The ceremony was attended by the Vice President of Panama, Arturo Vallarino, three members of the Electoral Court of Panama, President Erasmo Pinilla and Dennis Allen and Eduardo Valdés, IHR Executive Director Roberto Cuéllar, and the Director of CAPEL, José Thompson. In addition to the Course participants, the activity was attended by members of the diplomatic corps stationed in Panama, and representatives of the country's political and academic sectors.

The afternoon session was given over to an analysis of the status of democracy in Latin America, with emphasis on current problems and challenges. The topic was addressed on a region-by-region basis, by panels of experts. Rodolfo Cerdas conducted the analysis of Central America and Mexico, Eduardo Latorre did the same for the Caribbean region, while José E. Molina and Gerardo Caetano considered the Andean Region and the Southern Cone, respectively.

On Tuesday, October 16, the work focused on the subject of education for life in democracy, considering what the basic content and guidelines for an educational project of this kind should be. There was also a presentation explaining the reasons why the topic of diversity must be included. These analyses were presented by IHR officials Ana María Rodino and Line Bareiro.

On Wednesday, October 17, the topics addressed were the role of public institutions in implementing education-for-democracy plans, and the part that political parties, civil society

organizations and the media should play in the process. The topic of public institutions was presented by Dennis Allen, a member of Panama's Electoral Court; Walter Albán, the Ombudsman of Peru; and Francisco Pacheco, former Minister of Education of Costa Rica. Distinguished social scientists and journalists took part in the analysis of the role of political parties, civil society and the media, including Félix Ulloa, Jorge Lazarte, Darío Rosario, Gustavo Berganza and Percy Medina.

On Thursday, October 18, the discussion focused on the need to foster an inclusive political culture by incorporating into education-for-democracy projects groups that have traditionally been excluded, either because of ethnic and cultural constraints or due to their physical limitations. Guatemalan expert Manuel de Jesús Salazar analyzed this issue from the perspective of cultural differences; UNICEF consultant Emilio García Méndez dealt with approaches directed towards children and young people; and Roberto Leal discussed the construction of the political culture from the perspective of the disabled.

Besides encouraging a discussion on the need to include these sectors in education-for-democracy programs, the speakers presented the teaching mechanisms, approaches and resources available to facilitate an inclusive educational process. This topic was presented by Argentine educator Susana Ruggiero.

Finally, and in order to illustrate the entire academic hypothesis put forward at the Course, examples of successful training-for-democracy projects were presented. The projects in question were implemented by the Electoral Court of Panama, the Federal Electoral Institute of Mexico, and the Paraguayan civil society organization *DECIDAMOS*.

All the teaching activities described above were complemented with participatory workshops. In keeping with the pre-established academic guidelines, seven working groups were organized to consider, from a sectoral perspective,¹ the basic areas that should be included in any education-for-democracy plan, taking into account the problems to be addressed, the actors involved, the target populations, resources and methodologies, etc. These workshops were held on three of the first four days of the Course, culminating with a plenary session on Friday, October 19, during which the different groups presented their proposals.

3.4.2. Academic requirements and outputs

One of the academic requirements for taking part in the Course was that, prior to the activity, each participant submit a research paper on the status of education for democracy in his or her respective country.

Guidelines for the research were sent out to all successful applicants, who were required to conduct a diagnostic study in their country. The organizers used the information generated to produce a document entitled "Status of education for life in democracy in Latin America: *systematization of participants' research papers*." This document, which was required reading for all students, placed them on the same page as far as knowledge of the status of education for democracy in the region was concerned. This input, together with the academic papers presented during the Course and the results of the workshops, was used to produce a summary that will provide the basis for a framework education-for-democracy project in each country, for

¹ The following groups were organized: three groups of electoral bodies, two groups of political parties, one group of civil society organizations and the media, and one group of ministries of education and academic sectors.

implementation by the electoral bodies in a strategic alliance with other stakeholders, such as government agencies and representatives of civil and political society.

3.4.3. Participants

Given the thematic focus of the Course, and bearing in mind the actors and sectors involved in the development and promotion of this topic, the individuals and institutions invited to take part were members of electoral bodies, ministries of public education, civil society organizations working in areas related to the strengthening of democracy, political parties, the media, and formal academic sectors. The premise was that stakeholders such as these are in a position to promote, either individually or together, plans and projects that could have a real impact on education in democratic values.

The organizers also endeavored to ensure that the participants were drawn from the executive levels of their respective institutions, i.e., members of electoral courts, parliaments and policy-making committees of political parties, advisors to ministers of education, leaders of civil society organizations, university professors and journalists. As a result, the academic level of the participants was homogeneous, which facilitated the exchange of ideas and experiences among individuals with a qualitatively similar vision of the deficiencies of our democratic systems. Even more importantly, the participants were people in a position to pass on what they learned during the Course to every level of their respective institutions and organizations.

The teaching staff for the Course was selected on the basis of their professional experience, theoretical and practical knowledge of the subject matter, and ability to transmit what they knew to others. All the professors who took part had a proven academic and professional track record at the national and international levels.

3.5 Results achieved

- A total of 120 people took part in the Tenth Inter-American Course on Elections and Democracy, held in Panama, studying the topic of education for democracy.
- Documents were produced during the workshops that will provide input for future education-for-democracy projects.
- Contacts were established with trainers specializing in education in democracy from all parts of the region.

4. RESEARCH AND DISSEMINATION

4.1. General framework

Based on the decisions taken at the different annual meetings of the Tikal and Quito Protocols and UNIORE, CAPEL undertook to facilitate mechanisms for communication and the exchange of experiences among the electoral bodies.

It was proposed that electronic forums be created to address various issues related to the region's electoral/political systems. These forums will be established periodically, or at the request of a specific electoral body interested in discussing either a general or specific topic.

The thematic focus of the first forum is electoral justice in the Americas. The forum was inaugurated in October 2001 and will operate through December 15. It was set up in collaboration with the Electoral Court of the Judicial Branch of the Federation of Mexico, pursuant to Resolution 11 of the Fifth Conference of UNIORE and Resolution 10 of the Ninth Conference of the Quito Protocol.

4.2. Objective

- To make the forum a means of accessing and exchanging relevant electoral jurisdictional information, and for analysis and communication among the members of UNIORE, so as to share and expand specialized knowledge related to the resolution of electoral disputes.

4.3 Performance indicators

- At least three cases analyzed, representative of the subject of electoral justice.

4.4. Implementation of the project

The first forum, whose thematic focus was electoral justice in the Americas, operated from October through December 2001. The first relevant jurisdictional materials provided by the Electoral Court of the Judicial Branch of the Federation of Mexico were made available to the other electoral bodies: *Nulidad de Elecciones: el caso Tabasco*; *Tutela judicial efectiva, el caso Yucatán*; and *Eligibilidad, el caso Jerez-Zacatecas*.

4.5. Results achieved

Input, comments and information on important cases were received from a number of countries, to foster and enhance the comparative knowledge of electoral jurisdictional information in the region.

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 and support all its ongoing projects and activities.

1.2 Objectives

- To improve the professional training provided to the staff so that it, in turn, provides 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 Visit to IIHR headquarters by 70 members of B'nai B'rith (San José, Costa Rica, November 23, 2001)

The IIHR also used institutional funds to make its work known to Israeli experts who are members of B'nai B'rith. A group of 70 members drawn from all parties of the hemisphere visited the IIHR on November 23 during the organization's annual meeting IIHR staff gave a presentation of the Institute's work and a round table was held to discuss human rights in the current world situation. Both Costa Rican and Israeli experts took part. At the end of the visit, representatives of B'nai B'rith presented the President of the IIHR with a recognition due to the institution's commitment to the cause of human rights.

1.4.2 On-line information systems

1.4.2.1 Design of the Strategic Information Plan (SIP)

As part of the process of designing the Strategic Information Plan (SIP), during the period under review the Institute completed the inventory of institutional services, in order to ascertain which information is required by all the IIHR's programs. Following internal consultations with project officials, the services that would be provided were then defined.

At the time of writing, the Information Unit already has a basic design of the information plan.

1.4.2.2 Web page

Between September and November, the IIHR's web site received 20,275 hits, or a monthly average of 6758. The Digital Library and the section on the IIHR continue to receive most hits.

A breakdown of the number of visitors by section is given below:

November 1-30, 2001: Total number of hits: 6,848

Section visited	Spanish	English	Total	%
Digital Library	1735	33	1768	26.49
About the IIHR	1003	105	1108	16.60
Publications	793	58	851	12.75
Current News	788	49	837	12.54
Site Map	547	50	597	8.95
Calendar of Activities	403	19	422	6.32
Links	330	18	348	5.22
Virtual Communities	267	20	287	4.30
Discussion Lists	222	14	236	3.54
Freedom of Expression	103	6	109	1.63
Messages from Educa-DH	56	0	56	0.84
Logo	54	0	54	0.81

October 1-31, 2001: Total number of hits: 7,413

Section visited	Spanish	English	Total	%
Digital Library	1688	22	1710	26.96
About the IIHR	930	47	977	15.40
Publications	773	36	809	12.75
Current News	728	32	760	11.98
Site Map	596	37	633	9.98
Calendar of Activities	408	15	423	6.67
Links	304	25	329	5.19
Virtual Communities	265	7	272	4.29
Discussion Lists	178	6	184	2.90
Logo	150	0	150	2.36
Freedom of Expression	48	2	50	0.79
Messages from Educa-DH	46	0	46	0.73

September 1-30, 2001: Total number of hits: 6,014

Section visited	Spanish	English	Total	%
Digital Library	1598	25	1623	28.52
About the IIHR	849	56	905	15.90
Publications	717	35	752	13.21
Current News	638	34	672	11.81
Site Map	586	32	618	10.86
Calendar of Activities	333	10	343	6.03
Links	241	21	262	4.60
Virtual Communities	226	10	236	4.15

Discussion Lists	118	16	134	2.35
Logo	83	1	84	1.48
Messages from Educa-DH	41	0	41	0.72
Freedom of Expression	15	6	21	0.37

1.4.2.3 Virtual communities

The IIHR now has the prototype for the virtual communities, which is intended to provide standardized communication services to all the target populations for which information has been developed, namely: the Ibero-American Integrated Information System (topics related to electoral processes and democracy); Ethnic Diversities; Women's Rights; Freedom of Expression; Teaching Tools; and the OmbudsNet.

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

- A basic design of the information plan defined.
- 20,275 visits to the IIHR's web site between September 1 and November 30, 2001.
- A prototype for the virtual communities concluded.

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 gathering of information 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

Between September and November the system of indicators on access to justice, political participation and human rights education was applied for the first time in the six pilot countries (Guatemala, Mexico, Nicaragua, Paraguay, Peru and Venezuela). The exercise was carried out by IIHR alumni, coordinated and supported by human rights NGOs in their respective countries. The process was supervised directly by officials of the Applied Research Unit.

The information needed for a series of general human rights indicators for the six countries was also commissioned and received. This information includes the status of ratification of conventions and of the presentation of reports to the specialized committees of the United Nations; the constitutional status of human rights; the establishment of the office of the ombudsman and the creation of other public institutions; and international and national reports published in recent years. The results of the searches and documentation processes carried out over the course of the year were also incorporated into this system of general indicators.

The results were processed and used to produce six *maps of progress in human rights*. The first (draft) version was produced in Microsoft Word. This was revised and the material then produced in a PDF format for dissemination. It is now being integrated into a data base designed especially to make the information available, and to manage it interactively, on the IIHR's web page.

The results will begin to be presented and discussed in each of the six countries concerned in the third week of January 2002. The final adjustments to the results will then be made.

The IIHR plans to produce general maps for six other countries during the first half of 2002.

2.5 Results achieved

- A limited edition of six maps of progress in human rights was published to elicit comments (in Microsoft Word), posted on the IIHR's Intranet for internal use (in PDF format) and converted into a data base accessible via the IIHR's web site.
- Teams of IIHR alumni in the pilot countries are involved in applying and supervising the results, while IIHR officials are engaged in follow-up and analysis.