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SAN JOSÉ, COSTA RICA

INSTITUTO INTERAMERICANO DE DERECHOS HUMANOS  
INSTITUT INTER-AMÉRICAIN DES DROITS DE L'HOMME  
INSTITUTO INTERAMERICANO DE DIREITOS HUMANOS  
INTER-AMERICAN INSTITUTE OF HUMAN RIGHTS

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May 16, 2002  
DE-072-05-02

**SUBJECT: COOPERATIVE AGREEMENT No. EDG-A-00-01-00005-00  
HUMAN RIGHTS EDUCATION**

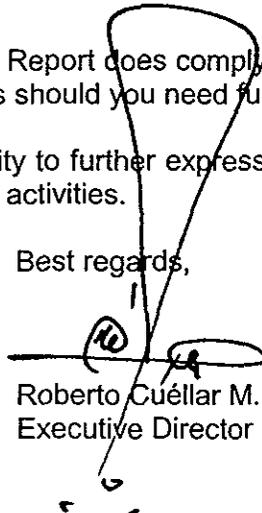
Dear Ms. Krasik,

Pursuant to the terms of the above referenced agreement, we are pleased to enclose original and one copy of the Final Report covering the period March 1, 2001-February 28, 2002.

We trust the enclosed Final Report does comply with the Grant's requirements, but please do not hesitate to contact us should you need further information.

I wish to take this opportunity to further express our gratitude for your continuous support and cooperation to the IHR activities.

Best regards,



Roberto Cuéllar M.  
Executive Director

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

**FINAL REPORT**  
**MARCH 1, 2001-FEBRUARY 28, 2002**

## **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 final report on the activities that took place from March 1, 2001 through February 28, 2002 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 IHR. It is made up of 26 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 one of the IIHR's emblematic activities, 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.

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 the Course content, conclusions and methodology.

Different thematic focuses were established for the courses scheduled to be held in 2000, 2001 and 2002, in line with the priorities of the institutional strategy. 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.

## **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**

- Training of 120 multiplier agents, drawn from a wide variety of sectors and occupations and from a scope of 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 Development of the theoretical framework and design of the academic program**

Between January and May 2001, the Course organizers completed the theoretical framework for the activity, based on the thematic focus. This task was carried out by a working group composed of representatives of the IIHR's different Departments and Units.

The thematic focus chosen for Nineteenth Interdisciplinary Course was political participation, defined as being "all the activities carried out by the members of a given community based on their right to choose their system of government, elect political representatives, be elected to and hold public office, have a say in the discussion and drafting of legislation and public policies, and hold their representatives accountable."

Based on this definition and bearing in mind the objectives of the Course, the working group proposed a number of core topics that it felt needed to be covered during the lectures, panel discussions and participative activities.

Having determined the thematic focus, the organizers were able to establish a participants' profile based on the professional and academic link with political participation, from all sectors, areas of work and disciplines.

## **1.4.2 Publicizing of the Course**

Since the Eighteenth Interdisciplinary Course, organizers decided to take advantage of new technologies and have made changes in the way that the activity has been publicized. In the past, two posters were sent out, one five months in advance. The first of these posters has been eliminated and information on the Course is disseminated via the Institute's web page and email.<sup>1</sup> These changes yielded good results and were therefore retained this year.

A single poster was produced and over 2500 copies were sent out to recipients in all parts of the hemisphere. The organizers also compiled a list of the email addresses of civil society and governmental organizations, institutions and agencies whose work is related to the thematic focus of the Course, to ensure that information about the activity reached people whom the IHR was particularly interested in having apply.

A section on the Course was designed especially for the web site. In addition to academic and logistical information, this included an on-line registration form, to make it easier for candidates to apply and for the staff to process the data. This effort proved so successful that 80% of all the applications received were submitted via the Internet.

## **1.4.3 Selection of the teaching staff**

The excellent academic caliber of the Interdisciplinary Course is largely due to the care that is taken in selecting the teaching staff. The lecturers are internationally renowned specialists in their particular fields.

For the Nineteenth Course the organizers selected 29 experts who specialize 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 monitor the political system.

All the experts who accepted the invitation to take part in the Course were provided with details of the subject matter and the methodology that would be employed. Specific suggestions were also 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 are covered. The aim was also to reinforce the concept of the Course as a process.

Most lecturers sent in their papers prior to the Course or handed them in during the event. The other lectures were transcribed and the texts later corrected by the speaker.

## **1.4.4 Receipt and processing of applications**

As already mentioned, a clearly defined profile was established for the participants. This made the selection process easier. Indeed, some would-be applicants even ruled themselves out. Despite being interested in the Course, they informed the IHR that they would not be applying because their field of work was not related to the thematic focus.

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<sup>1</sup> The second poster is still distributed to ensure that people who do not have access to e-mail or the Internet are made aware of the Course.

Despite this apparent restriction, some 500 applications were received from all sectors, areas of work and professions, from 28 countries in the Americas, Europe and Africa.

As has already been noted, the process of studying and processing the applications was made easier by the fact that the registration form was available on the Institute's web site. Only the data that the IIHR required was included.<sup>2</sup>

The data base that is used was designed specially for this process. The personal information that is keyed in includes each applicant's full name, sex, profession, area of work, sector, addresses, type of work, reasons for applying, the target population that would benefit from their participation, references and the type of scholarship requested. All these elements are taken into consideration to ensure that a balanced group of students is chosen.

Once the closing date for applications had passed and all the information had been keyed into the data base, a detailed list of the candidates was printed out and distributed among the members of the Selection Committee.

#### **1.4.5 Preselection of participants**

In order to ensure that a balance was struck among the types of participants chosen, the Selection Committee included representatives of all the IIHR's departments and programs.

After holding several meetings to study each application carefully, the Committee finally chose a group of 111 people from 26 countries. It included officials from electoral bodies, government agencies, judicial and legislative branches, international organizations, churches, NGOs, universities, etc. Also selected were individuals whose work is related to gender, indigenous and Afro-descendent peoples, the gay population, migrants and refugees, human rights education, etc.

In the informational materials about the Course, the organizers explained that only a few scholarships were available and that if various applicants met all the requirements, preference would be given to those who were in a position to cover part or all of the cost of attending the Course. Nonetheless, since many human rights organizations in the region are strapped for funds to cover the cost of attending activities of this kind, the IIHR did earmark some resources for scholarships.

Letters were sent to all the successful applicants informing them of the Committee's decision, the type of scholarship they had been awarded and the conditions they would have to fulfill in order to attend the Course. They were required to fill out and return a form by a specific date. They also had to agree to observe the rules of the Course and present a research paper. Instructions regarded the research project were enclosed with the letter.

Each preselected participant was asked to research a problem related to political participation in his/her area, province or country. This work involved conducting a brief diagnostic study, explaining the causes and effects of the problem, and suggesting possible solutions.

Failure to submit this research paper by the date stipulated would be interpreted as meaning that the person in question had decided not to attend the Interdisciplinary Course.

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<sup>2</sup> In the past, a lot of lengthy documents were received and the staff had to spend many hours processing the information.

#### 1.4.6 Receipt and processing of research papers

The research papers were processed and synthesized in a single document, using quantitative and qualitative criteria. The document produced is a diagnosis of the current status of political participation in the region. It was used as input for the discussions that took place during the Course workshops. These activities focused on the problems in the region and the construction of concrete proposals for action that the participants would implement on their return home.

#### 1.4.7 Final selection of participants

After reviewing the research papers, the organizers confirmed who would be attending the Course and made the necessary arrangements (air tickets were issued, hotel reservations made, internal transportation coordinated, personalized materials prepared, etc.)

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 in 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.

#### 1.4.8 Production, selection and compilation of materials

Each participant was given a **packet of 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, IACHR Court, etc.) and some of the participants themselves distributed academic and promotional material related to the topics addressed at the activity.

#### **1.4.9 Implementation of the Course**

The Course took place from June 18 to 29. The inaugural ceremony was addressed by the President of Costa Rica, Miguel Angel Rodríguez. During the ceremony, the outgoing President of the IIHR 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 five 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 IIHR'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 equality 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 each sex. 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 (19); women's rights and gender (12); rights of indigenous peoples (9); rights of the Afro-descendent population (7); children's rights (6); humanitarian law (4); freedom of expression (3); and migrant and displaced populations (3).<sup>3</sup>

#### 1.4.10 Methodology

The Course consisted of a combination of theoretical and theoretical-practical activities: lectures; panel discussions; sessions to recapitulate 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>4</sup>; and case studies illustrative of facets of the human rights situation in the

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<sup>3</sup> The first three classifications include those 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>4</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).

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.

## **1.5 Follow-up to the Nineteenth Interdisciplinary Course on Human Rights**

### **1.5.1 Research papers submitted by participants wishing to obtain the Academic Certificate of the Nineteenth Interdisciplinary Course**

The IIHR regards it 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-six 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 participants from 18 countries, who are 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.

### **1.5.2 Technical assistance for the implementation of national projects**

Several specific technical assistance activities were carried out to support local initiatives implemented as a result of the Nineteenth Interdisciplinary Course on Human Rights. A seminar on human rights and political participation was held in Guayaquil, Ecuador. An initiative of the Institute's Ecuadorian alumni, the activity was organized and financed by local counterparts, including the Ombudsman's Office. IIHR Executive Director Roberto Cuéllar and CAPEL Director

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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.

José Thompson formed part of the teaching staff for the event. The other members of the faculty were alumni of the Nineteenth Course from several countries.

A technical assistance mission was carried out February 1, related to the human rights Masters' degree program of Rafael Landívar University, in Guatemala. The mission involved curriculum reform (the incorporation of crosscutting perspectives, including access to justice and political participation). The teaching staff of the Masters' degree program, created with advisory assistance from the IIHR, includes Course alumni who have used it to implement follow-up strategies in the training field.

The Institute also provided technical support for an activity targeted at 65 educators from the province of Chiriquí, Panama, to multiply knowledge and share experiences. Held February 4-8 in the city of David, the activity focused on issues related to political participation, such as social inclusion, women' rights, and solidarity and participation. Local counterparts ran the activity, assisted by an IIHR consultant. A variety of didactic materials was distributed among the participants.

Another meeting of Course alumni was held February 18-19 in Caracas, Venezuela. The Institute assisted in the design of a strategy for establishing a specialized, university-level study program on political participation. Representatives of universities in Uruguay, Colombia, Guatemala, Mexico and Venezuela took part in the meeting.

An agreement was also signed with the José Simeón Cañas Central American University, of El Salvador, for the joint production of teaching materials. The aim of this project is to convert the theoretical information on political participation covered during the Nineteenth Interdisciplinary Course into didactic materials for training a wider, non-specialized audience. Three books will be produced - on conflict resolution, civic values in literature, and women's rights.

Finally, USAID contributed to the production of material on education for life in democracy. The result of a lengthy process of research and consultation with national counterparts and the target population, this included the outputs of the Nineteenth Interdisciplinary Course. NORAD has been financing this project. The conceptual and methodological content of the material is currently being revised and will be validated with the target population over the next few months, prior to the production of the final version. This project was implemented in response to requests from a number of organizations and institutions, such as electoral courts, ministries of education, ombudsman's offices, and NGOs working in the field of education and political participation.

The evaluation of the impact of the Course will reveal how much progress has been made in developing and implementing the national plans of action.

### **1.5.3 Incorporation of Course participants into the Institute's projects**

The IIHR has continued to incorporate Course alumni into its different activities, as consultants, professors and students. In the case of research, 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.

Others have taken part in training and technical assistance activities.

The Institute's alumni are natural counterparts for its projects and provide guidance for the IIHR's work in the Americas.

#### **1.5.4 Production of the proceedings of the last two courses (on access to justice and political participation)**

The thematic outputs of the Eighteenth and Nineteenth Interdisciplinary Courses were published in two documents, making a substantial contribution to human rights doctrine in the fields of access to justice and political participation.

Specialized reviews will also be published including the best research papers presented by the students who opted for the academic diploma. Some of the papers presented by the experts who took part as professors in the two activities will also be included.

These publications will be distributed among NGOs, international organizations, universities, research institutes and other organizations and institutions working in the human rights field in the hemisphere.

The IIHR's web page will shortly include a section where papers and research of this kind will be posted, to disseminate them more widely.

#### **1.5.5 Measuring the impact of multiplier activities carried out after the Course**

Copies of the short-term evaluation form were sent to all the alumni of the Nineteenth Interdisciplinary Course. The deadline for returning them is March 30. This evaluation instrument is used to gauge the immediate impact of the Course on the work the participants, and on the target population with which they work, in areas such as education, promotion, research, the presentation of complaints, draft legislation, the design of strategies, project preparation and publications.

This process provides important input for the design of academic activities for future courses, particularly as regards methodologies for enhancing the level of impact and multiplication of knowledge.

### **1.6 Preparation of the Twentieth Interdisciplinary Course on Human Rights**

Thanks to financial assistance from USAID, the organizers were also able to begin preparing the Twentieth Interdisciplinary Course on Human Rights, scheduled to be held July 22-August 2, 2002, in San José, Costa Rica.

The theoretical framework was designed, a poster announcing the Course was produced and sent out over to 3000 addressees, and information was posted on the IIHR's web page. An online registration system was also created, whereby applicants can submit their information electronically and it is fed into a database automatically. This saves IIHR staff a lot of time, as they no longer have to analyze documents, key in the information or file applications manually. Applicants are also saved the bother of having to mail or fax their documents.

## **1.7 Results achieved**

- A theoretical framework was established for the development of the thematic and methodological content of this activity.
- 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.
- A specific methodological proposal was drawn up for research, training and the drafting of national proposals, involving lectures, panel discussions and participative activities.
- Research was carried out by the 110 people preselected to take part in the Course, making it possible to conduct a regional diagnostic study on political participation.
- A group of 111 participants from 26 countries was selected. They work for electoral bodies, government agencies, the judicial and legislative branches, international organizations, churches, NGOs, universities, etc.
- A team of 35 professors was put together; each is a specialist in his/her field.
- Teaching materials were distributed among the participants, for them and their organizations to consult on a daily basis.
- 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.
- 36 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.
- Progress with the preparatory activities for the Twentieth Interdisciplinary Course on Human Rights.

## **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.

Another step forward in the consolidation of democracy is the fact that a growing number of Latin American nations have ratified international human rights instruments and recognize the competence of protection bodies. Twenty-five countries have now ratified the American Convention on Human Rights; the Inter-American Court of Human rights exercises jurisdiction over twenty-two countries in the hemisphere; and the Inter-American Commission now monitors the behavior of the States and situations where the democratic system could be at risk throughout the Americas. The trend toward adherence to international instruments was underscored recently by the adoption of the Inter-American Democratic charter. This makes the existence of representative democracy a condition for membership of the Organization of American States and hemispheric integration bodies such as the planned Free Trade Area of the Americas.

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.

These issues were also addressed by the associations of electoral bodies at the conferences of the Tikal and Quito Protocols, held in the Dominican Republic and Ecuador, respectively. These conferences are regarded as useful not only for the work of the associations themselves, but also as a forum for discussing the key issues on the democratization agenda in the western hemisphere.

The work with the electoral bodies is not the only example of effective networking. Acting in different capacities, CAPEL now forms part of two efforts to facilitate communication among non-governmental organizations active in the promotion of democracy: the Inter-American Democracy Network (RID) and *Hagamos Democracia*, known originally as the *Acuerdo de Lima*. Although the work with the NGOs has not been really systematic, CAPEL maintains communication with an important group of them through these networks and thanks to its participation in activities in which many of them are also involved.

New channels for communication with the electoral bodies and the non-governmental organizations have also been found, such as the monthly electronic bulletin that is a flexible, attractive and concise tool; and an innovative service, promoted by the Electoral Tribunal of Panama, that locates and distributes news related to political and electoral matters. Known as the International Electoral News System (SINE), it has been endorsed by the members of UNIORE. CAPEL has tried to energize the SIII by activating electronic forums for academic discussions. The response has not been very great, however.

A distinctive feature of CAPEL's action, which has become the cornerstone of its philosophy of work, is the promotion of south-south cooperation on electoral matters, tapping the expertise of

senior management and staff of electoral bodies in this area, especially know-how acquired over the last two decades.

Horizontal cooperation underpins the technical assistance projects. For this purpose, CAPEL operates and coordinates a network of specialists in the different fields that projects in this area call for (voter lists, schedules, administration, logistics, informatics, communication systems, types of voting, the transmission of results, promotion of participation, etc.). This modus operandi was continued during the reporting period, in CAPEL's technical assistance projects in Peru and Nicaragua.

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 provided technical assistance to the different units of the Supreme Electoral Council.

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 Peru, Nicaragua, Paraguay, Honduras, and Costa Rica providing technical assistance and coordinating horizontal cooperation efforts and observation missions. CAPEL's most important academic activity, the Tenth Inter-American Course on Elections and Democracy, was also held during this period.

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.

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

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

During this period, 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. Preparations for the UNIORE VI Conference, and the Tikal and Quito Protocol 2002 meetings were also in progress.

Moreover, CAPEL 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 five 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 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.
- 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**

- 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.

- 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.

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

##### **1.4.1 First meeting of training units of members of the Association of Electoral Bodies of Central America and the Caribbean (Panama, May 10-12, 2001)**

The *first meeting of training units of members of the Tikal Protocol* was held May 10-12 in Panama City, following a decision taken at the association's fourteenth conference, held in Guatemala last November. During that meeting, the delegates of the electoral bodies expressed interest in continuing to train their technical personnel and step up horizontal cooperation among the electoral bodies. The academic event in Panama, which consisted of participative workshops, was attended by representatives of the electoral bodies of Costa Rica, Nicaragua, Guatemala, Panama, Dominican Republic and Honduras. Other UNIORE members were also invited to take part in the meeting and Mexico, Peru, Paraguay and Bolivia all sent representatives.

##### **1.4.2 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.

Preliminary meetings took place in Lima, Peru on May 31st where the Director of CAPEL José Thompson and CAPEL officials Ileana Aguilar and Ricardo Valverde met with the President of the Central Electoral Board of the Dominican Republic, Manuel Morel and Board member Luis Arias to agree on the work program and thematic focus of the Conference.

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 IHR 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 Odria 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.

#### **1.4.3 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, CAPEL officials Sofia Vincenzi and Ricardo Valverde met in July with the members of the Supreme Electoral Tribunal of Ecuador (TSE) and the officials directly responsible for the event to coordinate 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*.

#### **1.4.4 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.

#### **1.4.5 Campaign of solidarity with El Salvador**

El Salvador struggled to deal with the national disaster caused by the earthquakes that struck the country at the start of the year 2001. 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.

#### **1.4.6 Exploratory and cooperation missions**

During the reporting period, CAPEL organized exploratory and cooperation missions related to the elections in Peru (April and June 2001, November 2002), Nicaragua (November 4, 2001), Paraguay (November 18, 2001), Honduras (November 25, 2001), Chile (December 16, 2001), and Costa Rica (February 3, 2002).

With funds provided by the members of UNIORE, two missions were organized to observe the Peruvian 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.

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 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.

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, Marilyn 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 April 23 and 24, CAPEL officials José Thompson and Ricardo Valverde held in Tegucigalpa, Honduras a series of meetings with members of the National Elections Tribunal of Honduras (TNE), the head of USAID/Honduras, Timothy Mahone, and SIDA representative Ian Roberts, to discuss possible areas of technical cooperation in the run up to the Honduran elections. These exploratory talks led to the formal request from the TNE to expand the observation 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 for the November 25 elections, 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.

At the invitation of Chile's Electoral Service and Elections Monitoring Tribunal, a mission composed of observers from the electoral bodies of Argentina, Brazil, Dominican Republic, Ecuador, Mexico, Panama and Peru traveled to Santiago to witness the "*first parliamentary elections of the century*," as the *El Mercurio* daily newspaper described the elections held December 16, 2001.

Mission members met with representatives of Chile's main political parties, i.e., the Christian Democrat Party (PDC), the Party for Democracy (PPD), the Socialist Party (PS), the Independent Democratic Union Party (UDI), the National Renovation Party (RN) and the Communist Party (PC), as well as academics from the Institute of Political Sciences of the Catholic University of Chile. They also visited the prestigious daily newspaper *El Mercurio*.

In its report, the mission rated the electoral process as very well organized and transparent, as has long been the norm in Chile.

UNIORE also observed the general elections held in Costa Rica on Sunday, February 3, 2002, dispatching a mission composed of representatives of electoral bodies from Mexico, Central America, the Caribbean, Ecuador and Peru. The observers' work was spread over three days and the IIHR/CAPEL collaborated with activities at the beginning and end of their visit. At the request of the Supreme Elections Tribunal (TSE) of Costa Rica, the IIHR/CAPEL then evaluated the mission and submitted its conclusions to the TSE.

The Directorate of the IIHR/CAPEL asked consultant Ricardo Valverde represent it at a series of meetings held February 12-13, 2002, with the President of the National Elections Board of Peru (JNE) and the Head of the National Office of Electoral Processes (ONPE).

They conferred about the coordination of the preparatory meeting for the next conference of the Quito Protocol. Mr. Valverde also took advantage of the opportunity to discuss possible CAPEL technical assistance to these electoral bodies in the future.

The head of the ONPE said he would be asking CAPEL to consider a number of topics and actions (in particular, academic activities and efforts to promote political rights) that could form part of future collaborative efforts.

In the case of the JNE, the talks laid the groundwork for efforts aimed at meeting its needs in the area of institution building. The Peruvian officials reiterated their interest in receiving assistance from IIHR/CAPEL officials and experts.

The local office of the Canadian International Development Agency (CIDA) expressed interest in providing financial assistance for this project. Ricardo Valverde therefore met with Douglas Challborn, First Secretary of the Canadian Embassy, and CIDA officials. He explained the JNE's interest in the project and was briefed about the formalities involved in formulating such a project.

Two other CAPEL consultants were also in the country February 12-16 to gather information needed to formulate the technical assistance project directly from the JNE directorates and units.

José Thompson and Ricardo Valverde, CAPEL Director and consultant, respectively, were in Quito February 13-15 for a meeting with the President of the Supreme Electoral Tribunal (TSE) of Ecuador, Carlos Aguinaga, and other officials of the electoral body responsible for international relations. The purpose of the meeting was to discuss matters related to the elections that will be taking place October 20, 2002.

The TSE had earlier requested technical assistance from the IIHR/CAPEL in the following areas: training for polling officers; civic education campaigns; support for the electoral process by members of UNIORE; and coordination of the international observation missions.

In a subsequent note from TSE member Cabascango, it was suggested that the assistance be expanded to include areas such as electoral cartography and electoral districts.

Mr. Aguinaga and the members of the Commission for International Affairs reiterated the formal request for assistance and expressed interest in the IIHR/CAPEL supporting the TSE in the electoral process. The first round of voting is scheduled to be held in October 2002.

The IIHR/CAPEL mission then visited the offices of various donor agencies in Ecuador. At the USAID office, the officials were received by the Head of Democratic Initiatives, Peter Natiello. At the Canadian Embassy they met with Ambassador Otch von Finckenstein and Second Secretary Richard Dubuc. In both cases they discussed the possibility of providing cooperation and assistance for the electoral process in Ecuador. Mr. Natiello said he would look into the possibility of allocating resources to the IIHR/CAPEL to finance the assistance requested by the TSE/Ecuador.

The President of the National Elections Board of Peru (JNE), Manuel Sánchez Palacios-Paiva, and the Head of the National Office of Electoral Processes (ONPE), Fernando Tuesta Soldevilla, visited IIHR headquarters from February 18 to 19.

They discussed with CAPEL officials possible areas of horizontal cooperation and technical assistance with their respective institutions, especially as regards the preparatory activities for

the Tenth Conference of the Association of Electoral Bodies of South America (*Quito Protocol*), due to be held in Peru. This activity is provisionally scheduled for the first week of December; the other members of the Quito Protocol are currently being consulted about the date.

The heads of Peru's electoral bodies also visited the offices of the Supreme Elections Tribunal (TSE) of Costa Rica, where they observed the functioning of the different departments, particularly the civil and electoral registries, and the preparations being made for the second round of voting in Costa Rica.

#### **1.4.7 Results achieved**

- Fifteenth Conference of the Tikal Protocol and Ninth Conference of the Quito Protocol were held.
- Twelve UNIORE monthly newsletters were widely disseminated 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.
- Training on specific topics was provided to the technical staff of the electoral bodies of Costa Rica, Nicaragua, Guatemala, Panama, Dominican Republic, Honduras, Mexico, Peru, Paraguay and Bolivia.
- A horizontal cooperation and exploratory mission was carried out related to the municipal elections in Paraguay.
- A horizontal cooperation and exploratory mission was carried out related to the general elections in Ecuador
- A horizontal cooperation and exploratory mission was carried out related to the municipal elections in Peru.
- Exploratory talks were held with the National Elections Tribunal of Honduras to discuss possible areas of technical cooperation.
- Preliminary meeting took place with the heads of the *Jurado Nacional de Elecciones* of Peru and the *Oficina Nacional de Procesos Electorales*, ONPE for the organization of the Tenth Conference of the Quito Protocol.
- 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 electoral bodies of each country, CAPEL took part in the observation mission of the Association of Electoral Bodies of Central America and the Caribbean, the Association of Electoral Bodies of South America, and the Inter-American Union of Electoral Bodies, UNIORE (Costa Rica, Chile, Honduras, Peru).

## **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)**

Following the decision taken at the Fifth Conference of UNIORE, and at the request of the JNE, in February this year 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 runs 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 ODPE 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.

#### **2.4.2 Technical assistance to the Supreme Electoral Council of Nicaragua**

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.

The project was directed by Carlos Claramount, a former member of the Electoral Tribunal of El Salvador, and experts in the fields of registration, logistics, administration, and technology have been consulted.

IHR Director Roberto Cuéllar and CAPEL Director José Thompson were in Nicaragua during the November 4 election to witness the project's impact firsthand. The general election was notable for its massive turnout, with some Nicaraguans waiting in long lines and some polling places extending their hours to accommodate unexpectedly large numbers of voters.

In a presidential election characterized by its orderliness, the victory of the Liberal Constitutional Party candidate Enrique Bolaños was acknowledged by the opposing candidate from the Convergence Party, Daniel Ortega. The election's smooth resolution demonstrated the importance of electoral norms and technical coordination-factors that will play an important role in the success of future elections.

#### **2.5 Results achieved**

- Provision of horizontal cooperation in both projects, providing specialists in the different areas in which CAPEL was facilitating technical assistance.
- Technical flaws were identified and corrected during the first and second rounds of the Peruvian electoral process.
- 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.
- Technical support to the Supreme Electoral Council (CSE) OF Nicaragua, through the exchange of experiences with a team of electoral administration experts, to pinpoint, address and correct weaknesses that occurred on previous electoral processes.

- Technical support to the CSE of Nicaragua in conducting simulations of the systems for tabulating and transmitting the results, and with regard to other technical functions.

### **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 impairments.

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<sup>5</sup>, 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 implementation by the electoral bodies in a strategic alliance with other stakeholders, such as government agencies and representatives of civil and political society.

#### **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.

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<sup>5</sup> 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.

- Contacts were established with trainers specializing in education in democracy from all parts of the region.

## **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. RESEARCH AND DISSEMINATION**

### **5.1. 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 June 30. 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.

### **5.2. 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.

### **5.3 Performance indicators**

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

### **5.4. 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.

### **5.5. 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.

## **6. CONTACT WITH OTHER INSTITUTIONS**

### **6.1. 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.

## 6.2 Objective

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

## 6.3 Performance indicators

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

## 6.4. Implementation of the project

A mission from the PARLATINO visited CAPEL Headquarters in San José 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.

## 6.5. 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**

An essential part of the cooperation that USAID provides to the Institute are the funds assigned to institutional support and development. This enables the IIHR to maintain its infrastructure; to provide administrative and informatics support to all its projects and activities; to train its staff in fields related to their work; to do fundraising; and to retain its autonomy *vis-à-vis* other donors, such as international agencies of cooperation, counterparts and governments.

#### **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 Board of Directors and Permanent Commission**

The Executive Director of the Institute, Roberto Cuéllar, presented his first report of activities to the Board of Directors during its annual meeting, held March 15-16, 2001 in San Jose, Costa Rica.

In his presentation he described the main lines of action implemented by the IIHR between October 1999 and December 2000, under the 50 projects executed during that period.

He said that the reorganization process had improved coordination and communication among the operating departments and support units. This would have a positive impact both on project implementation and institutional synergy. The process had preserved the Institute's comparative advantages, i.e., the inter-American scope of its work, its wide range of educational activities, its transparent financial and administrative management, the interdependence of its actions between public institutions and civil human rights organizations, and its role as the technical secretariats of regional and subregional associations and federations, such as UNIORE, the FIO and the Central American Council of Human Rights Ombudsmen.

Mr. Cuéllar also highlighted the necessity of upgrading the IIHR's informatics resources, in order to modernize both its intra and extranet communications.

## **1.4.2 Training**

### **1.4.2.1 Diagnostic Study by *HG Consultores***

The IIHR has made further efforts in the areas of institutional development and project evaluation, mindful of the need to enhance the quality of its services and thus strengthen its position as a leading organization in the region.

The firm *HG Consultores* was hired during the first quarter of 2001 to prepare a report that permitted the Institute to update its internal procedures and improve the technical quality of its services.

### **1.4.2.2 Staff training**

The IIHR regards training for its staff as extremely important. Members of the staff are encouraged to take training or updating courses that will enable them to perform their duties even better. During the period under review, three members of the staff (one from the finance unit and two secretaries) completed training courses in their respective areas.

### **1.4.2.3 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 was presented on February 6, 2002. A copy of the evaluation is enclosed as an appendix.

#### **1.4.2.4 Participation 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 Institute 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 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, consultant 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 Ombudsman for Human Rights; and 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 called 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 session of the OAS General Assembly was assessed.

#### **1.4.2.5 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).

#### **1.4.2.6 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 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. 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.

#### **1.4.2.7 Mission to negotiate the renewal of the cooperation agreement with USAID (Washington D.C., December 4-8, 2001)**

CAPEL Director José Thompson, whom the Executive Directorate designated to head up the process of negotiating the renewal of the cooperation agreement with USAID, traveled to Washington D.C. for meetings with USAID officials Margaret Sarles and Erin Krasik.

The discussions focused on the lines of work that will be given priority over the next three years. USAID also asked the IIHR to submit a plan detailing the work that would be carried out during the first 90 days of the agreement. The IIHR presented this information to USAID during the second half of January 2002.

### **1.4.3 On-line information systems**

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

The IIHR provides valuable and useful information services and products that need to reach a larger audience. With fewer resources available, this must be achieved by harnessing new technologies. To accomplish this, the IIHR needs a Strategic Information Plan (SIP). An initial version of the Institute's SIP was developed and is currently being validated by the general Directorate. The SIP establishes four key goals, arranged as a continuum, with the Institute's technological platform at one end, and the many ways in which the information that the IIHR produces and coordinates is disseminated at the other. It should be noted that the SIP is not a plan for developing the Institute's technological platform, but simply one of the elements of which it is composed.

The four goals of the SIP are to:

- Promote efficient and effective use of the Institute's information resources and support systems.

- Provide a flexible system of accurate and reliable information to underpin the Institute's mission and strategic plan.
- Maintain a communications infrastructure to promote the efficient and effective exchange of information among IHR officials, and between them and the Institute's beneficiaries throughout the Americas.
- Underpin the work of specialized training, research, education, political mediation and technical assistance, by planning, integrating and maintaining a web site with thematic content and for academic exchanges, to facilitate the human rights work of international organizations, civil society organizations and public institutions in the Americas.

#### 1.4.3.2 Web page

As stated in the status report for the period December 2001-February 2002, the web site is currently being re-evaluated. Although all tools of this kind need to be evaluated regularly, the restructuring of the IHR makes it doubly necessary. The latter has mainly affected the way in which the information is managed at the institution, improving its consistency and the way it is handled. The Information and Electronic Communication Unit and the Editorial Unit were merged as of January 7, 2002. The resulting Information Unit is also responsible for press relations.

Prior to the change, the Information and Electronic Communication Unit had several projects in hand and these continued during January and February 2002. The web site received regular maintenance and the Current News, Calendar of Activities and Press Releases sections were updated through December 2001.

Between June 8, 2001 and February 28, 2002, the number of hits per section was as follows:

Page Accessed	Spanish	English	Total
Digital Library	12167	257	12424
About the IHR	7111	717	7828
Publications	6252	358	6610
Current News	5714	373	6087
Site Map	4881	427	5308
Calendar of Activities	3860	242	4102
Links	2366	208	2574
Virtual Communities	1977	142	2119
Discussion Lists	1416	124	1540
Marquesina	1419	13	1432
Freedom of Expression	432	31	463
Educa-dh messages	413	0	413
Press Releases	142	25	167

The figures for some sections are for fewer months, hence the smaller numbers. The Marquesina section went online in July; Educa-dh, in August; Freedom of Expression, in September; and Press Releases, in December.

To date, the programming and scope of the Digital Library has been reformulated. The Inter-American Court of Human Rights has improved the services offered on its web site considerably and will soon be launching the catalogue of the Joint Library. The IHR will therefore be providing

a direct link to the Joint Library but temporarily suspending its efforts to incorporate it, via programming, into the IIHR's Digital Library. The Digital Library will be offering only the Documentation Center's Catalogue, as part of a strategy designed to manage the information better, substantially improve programming, and make it easier for users to search for specific topics and access specialized libraries via the different virtual communities. Programming needs were determined by the end of February, with the Documentation Center actively involved to ensure functionality, ease of maintenance and permanent updating.

#### **1.4.3.3 Virtual communities**

Work continued on the various virtual communities, which are at different stages of development. The *Diversities* community was inaugurated during the first week of February, with human rights information on indigenous and Afro-descendent peoples and racism. The Women's Rights Community will be inaugurated over the next few weeks, with human rights information on gender-related issues

Two more communities are in the process of being designed and programmed: the specialized community on educational tools and another for the region's Ombudsmen, to enable them to keep in touch with each other, coordinate and foster joint efforts, and maintain up-to-date information that meets their needs in this field. At the time of writing, the programming of the first community has been completed and data is being keyed in. The first stage will conclude in June; the second is at the design stage. Future users are also being consulted and trained.

#### **1.4.3.4 Internet and Intranet**

Testing of a new Intranet system was completed in January. The objective is to tap the Internet technology to facilitate intra-institutional communication and access to information that is useful for the work of staff engaged in implementing projects, and of the personnel in general. It was made available to users in the last week of February. The amount of information is limited, as the idea is for them to familiarize themselves with the system. During this stage of the implementation of the system, specific people have been trained to administer the Intranet, and all the users have learned how to navigate and use it.

The IIHR's Intranet provides a series of services for the entire Institute, as well as services for specific departments or units. The institution-wide services are:

- Glossary: terms related to human rights and related fields, and Internet technologies.
- Project Management: an online program for managing the IIHR's agreements and projects, generating reports, schedules and final reports. It will also serve as a database on cooperation agencies. This management tool is currently being designed.
- Internal Directory: contains the contact information of in-house personnel.
- Digital Library: a link to the catalogue of records of the Documentation Center.
- Web Directory: list of organizations that work in areas related the the IIHR's field of specialization, with links to their web sites.
- Calendars: the calendar of institutional activities has been designed to allow users to select the information they need.

- Reading material: documents of general interest.
- Messenger: this service will be activated to facilitate intra-institutional communications and avoid unnecessary use of the telephone and e-mail.

Last but not least, staff members have continued to receive direct training in the use of Internet.

#### **1.4.3.5 New web server**

Early in 2001 it became clear that a new server was needed, with the capacity to support the new informatics elements and a redesigned web site, to permit maintenance of, and access to, the online databases. The new server should also be able to protect the information better, so one with two identical discs was required, as well as a tape back-up for performing online back-ups.

A new server was purchased in July, with the following characteristics: Compaq Proliant MML 350, with a 1 GHz Pentium III processor, 512 MB of RAM memory, one 30 gigabyte hard disk for Internet and email, one mirror 30 gigabyte hard disk to protect the Internet information, and a 12/24 GB internal tape backup for the information. The bandwidth was also expanded in October 2001 (512 Kbps).

#### **1.4.3.6 Electronic publications**

During 2001 an effort was made to retrieve the electronic versions from the publications archive. The IIHR now has an electronic archive that includes virtually all its publications produced since 1999. This is important as the Institute seeks new ways of disseminating its publications more widely in the future, such as through the use of CD-ROMs, which make it much easier to obtain the publications for many individuals and institutions, for example.

Institutional information was, in fact, disseminated in new ways last year. For example, the Annual Report and a number of working documents were printed in house, and electronic versions were distributed on CD-ROMs, via email and, in some cases, via the web site.

Finally, during 2001 the Institute standardized the format of its stationery and publications. This year the effort will be continued on the web site and the Intranet.

### **1.4.4 Infrastructure and administrative support**

In addition to covering part of the costs of using and maintaining the Institute's physical facilities – which include public utilities such as water, electricity and communications, security, building maintenance, transportation, cleaning and bank insurance charges- a portion of the administrative and informatics support needed for the execution of all Institute projects was also financed.

#### **1.4.4 Project development**

##### **1.4.4.1 Participation in the USAID Performance Management Program (Washington D.C., April 23-27, 2001)**

At the invitation of USAID, Ana María Rodino and José Thompson, Coordinator of the Educational Unit and Director of CAPEL, respectively, took part in a training activity for USAID personnel on

the formulation of indicators for monitoring and evaluating development projects. This technique is being used increasingly, because it makes the management of project activities more efficient.

The workshop was particularly useful on account of its practical approach: once the participants had studied the methodologies used to monitor and evaluate projects, they looked at specific cases and discussed real situations, in order to familiarize themselves with the use of indicators. The delegates from the IHR were able to make a useful contribution to the discussions. As beneficiaries of the resources provided by USAID, they were able to cite their work on the ground.

On their return to San José, the IHR officials gave a presentation to a group of colleagues on the most important aspects of the training. The Institute decided to organize a training activity to share the methodology of this instrument with the academic personnel.

#### **1.4.4.2 Fundraising**

During the reporting period, two general cooperation agreements were negotiated and concluded with the Ford Foundation and PRODECA (Denmark). Agreements were also signed for eight special projects: with the European Union (Diploma in human rights for army officers from Guatemala, El Salvador, Honduras and Nicaragua), the Canadian International Development Agency (Fund for democratization in Peru), the Canadian International Development Agency (Training for the Armed Forces of Paraguay), the Royal Embassy of the Netherlands (Human rights training for the staff of ombudsman's offices), the Royal Embassy of the Netherlands (Inter-American System for the Protection of Human Rights), the Open Society Institute (Participation of five Latin Americans in the joint Oxford University-George Washington University Summer Course on International Law), PRODECA (Criminal Public Defenders in Guatemala) and USAID (Technical assistance to the Supreme Electoral Council of Nicaragua).

At the time of writing, three proposals were under negotiation:

- A general proposal presented to the Spanish International Cooperation Agency to expand the Ibero-American Integrated Information System (virtual community specializing in issues related to electoral processes and democracy) and to sponsor part of the IHR's three major courses: the Interdisciplinary Course, the Inter-American Course on Civil Society and Human Rights, and the Course on Elections and Democracy;
- A proposal presented to the Open Society Institute for the construction of the Inter-American Classroom for Human Rights;
- A general proposal presented to USAID, involving work in the following areas: promotion of a culture of inclusion, conflict prevention and democratization of political processes.

#### **1.5 Results achieved**

- Two key staff members of the Institute trained by USAID in the formulation of indicators for monitoring and evaluating development projects.
- Ten cooperation agreements signed, for the implementation of projects of various different kinds.

## **2. STRATEGY DEVELOPMENT**

### **2.1 General framework**

From April 2000 through February 2002, the program aimed at introducing and developing the institutional strategy was implemented with resources from the United States Agency for International Development (USAID), the Ford Foundation and the Swedish International Development Agency (SIDA). Some expenses incurred under the program were financed in part with resources from other funding sources.

The program is composed of three programmatic components:

- Thematic and geopolitical prioritization of the Institute's work;
- Work with networks, taking advantage of contacts with Institute alumni; and,
- Repositioning of the Interdisciplinary Course on Human Rights and the Center for Electoral Promotion and Assistance (CAPEL).

The work on thematic prioritization focused on three fields: access to justice, political participation and human rights education. It also sought to incorporate the crosscutting perspectives of gender equity, ethnic diversity and interaction between civil society and the State into all the Institute's activities; and to implement projects with an integrated geopolitical approach, based on the aggregation and concentration of efforts at the country level.<sup>6</sup>

The Applied Research Unit was set up to develop the theoretical and practical tools needed to promote the strategy and monitor its application. Some of the unit's tasks were to:

- Implement a program aimed at establishing and implementing a system of indicators of progress in human rights, related to the strategic topics and from the strategic perspectives, in the six countries selected for the pilot effort;
- assist the Executive Directorate in implementing the strategy throughout the Institute; and,
- involve the networks of IIHR alumni in the research process and in the implementation of actions designed to advance human rights in the six pilot countries.

As the linchpin of the process of introducing and developing the institutional strategy, the overall objective of the research program is to develop and apply a system of indicators of progress in regards to political participation, access to justice and human rights education, and validate it in six countries, to encourage more active promotion of human rights.

### **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.

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<sup>6</sup> The countries selected for the pilot effort were Mexico, Guatemala, Nicaragua, Peru, Paraguay and Venezuela.

- 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**

- A theoretical-methodological framework for the new approach to human rights promotion, developed and in use throughout the Institute.
- IIHR personnel conversant with, and trained in, the management of the new approach to human rights promotion.
- IIHR activities reviewed and adapted to the new approach to human rights promotion.
- System of indicators of progress in human rights designed, developed and validated.
- Progress reports produced on the rights to political participation, access to justice and human rights education, from the perspectives of gender, ethnic diversity and civil society participation (six pilot countries).
- Guidelines for a human rights monitoring system developed; and
- A network of collaborators in the six pilot countries, with a core group of IIHR alumni, identified and promoted.

### **2.4 Implementation of the project**

#### **2.4.1 The theoretical and methodological design of the system of indicators**

Before the research program could be implemented, it was necessary to prepare and discuss the different aspects of the theoretical-methodological framework needed for the new approach to human rights promotion adopted by the Institute.

The Executive Director has overseen this process personally, involving the Board of Directors and the entire Institute, and drawing on the experiences of the programs and projects.

The involvement of the Institute's Departments and Units has been extremely important. The Department of Public Institutions collaborated in the work on access to justice; CAPEL assisted with the topic of political participation; the Teaching Unit helped with human rights education; and the Department of Civil Society lent a hand with the crosscutting perspectives.

The three core topics were made the themes of the Eighteenth, Nineteenth and Twentieth Interdisciplinary Courses (2000, 2001 and 2002). As a result, the work of defining the theoretical and methodological framework benefited from the discussions surrounding the preparation of the three courses, the lectures given by specialists and the exercises carried out with the students in the workshops and case studies of the courses held in 2000 and 2001. In preparing and

implementing these courses, special attention was paid to the incorporation of the crosscutting perspectives. This shed much light on how they should be integrated with the core topics.

The institutional strategy was introduced and used over a period of one and a half years. The objectives, scope and impact originally proposed for the strategy were adjusted during this process. The strategy was improved, fine-tuned and modified as required, and drawing on the practical lessons learned by the staff as they assimilated it and it was incorporated into the programs and projects.<sup>7</sup> These improvements were also incorporated into the research program during the course of its implementation.

#### 2.4.2 The review of other systems of indicators

Before designing the methodological framework that would be used to establish the system of indicators of progress, the staff studied the systems used by several other institutions. These included the indicators on both human development and poverty used by the United Nations Development Programme (UNDP); some national systems of socioeconomic and demographic indicators (Mexico, Ecuador, Bolivia); several proposed ways of measuring the quality of democracy (Guatemala, Nicaragua and Costa Rica); some exercises with indicators on different aspects of justice administration (Venezuela and Peru); and indices of compliance with international obligations related to gender (Chile, Paraguay).<sup>8</sup>

This review shed light on several aspects of the IIHR's system:

- It is innovative because it places emphasis on the identification of progress, complementing the approach used traditionally in the field of human rights that focuses on the identification of human rights problems and violations;
- Measuring progress means that there are standards against which advances can be gauged. These standards are of two kinds: those established in international conventions as the States' minimum obligations and those to which the people aspire;
- Establishing standards (i.e., deciding which ones to measure and how to set about the task) calls for processes to legitimate them with the actors concerned;
- The methodological design should follow the model of an audit, since the aim is to evaluate changes in the situation at (at least) two different points: at the beginning and end of a given timeframe. It combines different types of sources and exercises (such as consultations, surveys, studies of representative cases, etc.) and takes into account the opinions of all the actors, including those responsible for the actions audited;
- If the exercise is to provide a means of periodically monitoring progress in human rights, existing and regularly updated information resources must be identified and used. These include the annual reports of human rights organizations and government agencies, the

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<sup>7</sup> An overview of this process is given in the internal document prepared by the IIHR's Executive Directorate entitled *Avances en la implantación de la estrategia institucional* (September 2001).

<sup>8</sup> The most recent of these are: the *Human Development Report 2000* (UNDP), which focused on human rights; *Auditoría ciudadana sobre la calidad de la Democracia (Costa Rica)*, prepared by the State of the Nation team (San Jose, UNDP, 2001); the *Índice de Compromisos Cumplidos in Equidad de Género (Paraguay)*, prepared using a methodology developed by FLACSO and ECLAC (Asuncion, 2001); and *El Sistema de Indicadores Sociales del Ecuador (SISE)*, Ministry of Human Development (2000).

statistics published regularly by national and international governmental agencies, and the studies and publications of professionals and experts; and,

- A clear distinction must be made between a system of indicators as a descriptive tool, and an index as a mechanism for appraising and comparing the situation in different countries,<sup>9</sup> or academic research aimed at explaining the causes of the phenomena. The IIHR's program falls into the first category.

### 2.4.3 Design of the system of indicators of progress

- *Adoption of operating definitions:*<sup>10</sup> the staff adopted the thematic definitions developed by the IIHR based on its experience, and those that were or are being used for the design of the Interdisciplinary Course and for the programs and projects. These definitions were adopted after discussions within the institution and consultations with several members of the Board of Directors and experts taking part in the interdisciplinary courses and other events.

For the crosscutting perspectives, advantage was taken of the conceptual framework developed in recent years for the work from a gender perspective.<sup>11</sup> This was then adapted for the other two perspectives proposed, drawing on the IIHR's wealth of experience in working with indigenous peoples and non-governmental organizations. The Institute held numerous consultations with the sectors directly concerned to obtain further input.

- *Selection of domains within each field:*<sup>12</sup> The domains that might shed most light on the human rights situation were identified logically, based on the operating definitions. However, in order to develop them further experts were hired to conduct technical studies on the issues of political participation and human rights education, and the crosscutting perspectives of gender and ethnic diversity. In the case of access to justice, the project drew on the research carried out a few years ago by the IIHR in seven countries in the region.<sup>13</sup> For the perspective of interaction between civil society and the State, specific studies were conducted on the recent experience in Peru and Mexico, to garner ideas as to how approach the subject.

The domains selected based on the operating definitions and studies mentioned were discussed with groups of women, indigenous people and IIHR alumni. These exercises (which are described in detail below) was used to fine-tune the choice of domains and, most importantly, to ascertain the relative importance attached to each by the human rights workers involved.

- *Variables that can be measured systematically:* To establish variables that demonstrate progress and whether the main obstacles hindering or preventing the exercise of the rights in each domain have been overcome, a wide range of people (98 in all) were consulted in the

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<sup>9</sup> The second option could be interpreted as a judgment call on the policies of the States. This is beyond the Institute's mandate.

<sup>10</sup> The operating definitions of the thematic fields and crosscutting perspectives that are being used are described in the Results section.

<sup>11</sup> Cf. **Marco de Referencia y Estrategia para la integración de la perspectiva de género en el IIDH** (Campillo and Guzman, consultants), IIHR, November 2000.

<sup>12</sup> The domains, variables and indicators selected for the first application of the system are shown below in a table.

<sup>13</sup> The findings of these research projects were published in the book **Access to Justice and Equity** (José Thompson, Coordinator), published by the IIHR and the Inter-American Development Bank (San Jose 2000).

six pilot countries, including Institute alumni, specialists, members of non-governmental organizations and officials of government agencies.

In the respective meetings, the participants were asked to select five domains within each thematic field, listing for each of them goals and aspirations that could be realized within five years, such as legal reforms, institutional changes and processes that could be speeded up or promoted in each case. The participants were also asked to point up some specific aspects in each field, from the perspectives of gender, ethnic diversity and the participation of civil society.<sup>14</sup>

The results for the thematic field of political participation were validated with the 44 participants from the pilot countries who attended the Nineteenth Interdisciplinary Course. Their opinions were used to aggregate the results in terms of the variables most frequently mentioned and the indicators that could be most pertinent.

The variables for the first measurement exercise were chosen taking into account how useful they would be for identifying the current status and likely evolution of the regulatory and institutional framework of each thematic field; and based on whether the behavior of the variables could be examined, in a rapid exercise, using whatever secondary information was available.

- *Selection of indicators:* As mentioned in the previous section, as a result of the work with the alumni of the Nineteenth Interdisciplinary Course, a series of indicators were identified that would show the behavior of the variables selected for the field of political participation. Although these exercises were carried out by way of demonstration and at the country level (and therefore did not encompass the program's entire spectrum of fields, domains and variables), they did reveal: the type of comparisons that human rights activists draw most frequently between legally established standards and institutional and social practices; the sources of information to which they regularly have access; the limitations they could face in answering the questions implicit in the use of indicators; and some ideas about how much time might be needed before progress in the different situations could be observed.
- *Procedures of verification:* In keeping with the institutional strategy of fostering work with networks, and drawing on the lessons learned from other exercises related to the application of indicators and the construction of indices, the project staff opted for an interactive mechanism whereby each step in the process of designing and applying the system involved contrasting and comparing points of view. The first points of view to be considered were those of the IHR itself, based on its experience over the last twenty years, as reflected in the institutional strategy and in the operating definitions already mentioned. The next opinions to be factored in were those of independent specialists, specialized international and national organizations, and governments. These opinions were culled from studies and reports published in recent years, and from texts requested *ex professo*. Human rights activists, whose views were obtained systematically through opinion groups created in the six pilot countries, provided another perspective. These included alumni of IHR courses,<sup>15</sup> members of human rights NGOs, officials of government agencies concerned with the priority topics

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<sup>14</sup> In addition to facilitating the selection of the system of variables and indicators, the copious results of these consultations could be used for other analytical and comparative purposes.

<sup>15</sup> Without excluding others, most of the members of these groups were alumni of the Seventeenth, Eighteenth and Nineteenth Interdisciplinary Courses on Human Rights, and the Inter-American Courses on Civil Society.

and specialists in studies on gender and ethnic diversity. Last but not least, the staff obtained the points of view of representatives of women's, indigenous and Afro-descendent groups at events organized especially for the purpose or other events of interest.<sup>16</sup>

Following a recommendation made by a citizen audit of democracy,<sup>17</sup> the staff decided to use the procedure described above as a means of legitimating the exercise and validating the methodological options that were adopted gradually. They also elected to combine different types of mechanisms for obtaining the information required, without attaching special weight to the few statistics available in the fields of interest. Finally, they decided to take two systems of standards into account: a basic one, consisting of the international (mainly inter-American) norms ratified by the States establishing minimum obligations; and a higher one, reflecting the aspirations of the people in each thematic field.

The resulting instruments are being applied for the first time by human rights organizations and/or IIHR alumni in the countries with support from the organizations in question. The initial results will be discussed in meetings similar to the consultations carried out during the design phase. The final results will be incorporated into a report or "map" of the country and presented to the same groups.

- *Guidelines for a monitoring mechanism:* The creation of mechanisms for systematically monitoring the progress of human rights in the countries of the region was proposed as an institutional aspiration, to which the research program seeks to contribute.

The progress and results obtained so far suggest that it is a reasonable aspiration, one that is understood and shared by a considerable number of people and institutions in the pilot countries. Similar efforts have already been undertaken in some of these countries, mainly related to oversight of the exercise of democracy, some rights in the field of justice and gender issues.<sup>18</sup>

Full implementation of this initiative requires certain conditions that still do not exist: a tried and proven, shared methodology, including flexible instruments that can be applied easily and systematically; the construction of stable networks of individuals and organizations to undertake the task as part of their regular work; and the creation of a medium- and long-term program or fund to finance work of this kind in the countries (i.e., established programs rather than one-time projects).

The value of the IIHR program, particularly the system of indicators of progress and the working methodologies tested so far, should be considered in terms of its ability to contribute to the attainment of these objectives.

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<sup>16</sup> The sectoral and regional preparatory meetings for the **Third World Conference against Racism, Discrimination and Related Forms of Intolerance** provided a valuable opportunity to garner opinions regarding the problems and needs of these actors vis-à-vis different thematic fields and the global human rights scenario. The IIHR sponsored some of these meetings, supported the participation of representatives of civil society in others, and systematically followed up on the preparatory efforts and the Conference in Durban.

<sup>17</sup> Refers to the exercise carried out by the State of the Nation Program (UNDP-Costa Rica) mentioned in note 2.

<sup>18</sup> *Transparencia* in Peru and *Alianza Cívica* in Mexico, in the electoral field; and the Andean Commission of Jurists in Peru and PROVEA in Venezuela in justice administration and prison conditions. The monitoring of gender issues is highly developed in some countries. Unlike the organizations cited, the IIHR's Statute prohibits it from presenting complaints concerning human rights violations. As a result, the Institute's role is bound to differ in some respects from the work of the other organizations.

#### **2.4.4 The consultations with alumni and experts**

As has already been stated, the system was designed and validated in an interactive process that called for numerous activities in the pilot countries. These activities were mostly managed by the staff of the Applied Research Unit (UIA), assisted by other IIHR officials and counterparts from projects in the countries. In some cases, they involved events related indirectly to the program's subject matter in which UIA staff participated in order to present and discuss the effort and establish contacts for the work. The activities included individual and working meetings, and participation in seminars or workshops. The aim was to present the proposed research program, establish links with individuals and organizations, discuss the terms of their collaboration, or apply instruments to ascertain their opinions concerning the methodological aspects of the program. In some cases, several objectives were achieved with a single activity.

A summary of the main consultative activities carried out during the implementation of the program (April 2000-February 2002) can be found in Annex No. 1 attached to this report.

Broadly speaking, the response from the alumni to the IIHR's strategic proposals was positive. Alumni of more recent courses (within the last three years) were more responsive to invitations to take part in consultation meetings, as were alumni of earlier courses who continue to be IIHR counterparts for projects or as short-term consultants.

If the Institute is to sustain a personal relationship with these alumni over the medium and long term, they will have to be involved, sooner rather than later, in the implementation of IIHR projects in their respective countries, hired as short-term consultants or assisted in securing external finance and provided with technical assistance for their own initiatives. Their availability for work on a voluntary basis is limited to consultation events such as the ones already carried out.

The work with public institutions was highly satisfactory in the case of the Inter-American Union of Electoral Bodies (UNIORE) and the Ibero-American Federation of Ombudsmen (FIO), as well as their respective subregional associations. In these cases, the institutions taking part are peers. The IIHR performs a well-defined function as the Technical Secretariat; the parties have an agenda that is established through negotiation; and there are certain joint projects that keep these networks active, with officials who are IIHR alumni playing a leading role. The program has received all the necessary collaboration from these institutions in the six countries.

The linkages with civil human rights organizations are a little more complex. There are national umbrella organizations of human rights NGOs in at least four of the six pilot countries. These umbrella groups and the largest organizations view the IIHR as their peer and, to some extent, as competing for the same resources. The Institute should cultivate a closer relationship with them and define –as part of a strategy that places emphasis on a geopolitical approach– ways of working together that are both permanent and very transparent. The IIHR could share the results of the program and the methodology, and support national efforts to apply the system of indicators, retaining a role as a regional liaison and disseminator of the results, but not always as a direct executor.

In some cases, NGOs were asked to conduct studies, organize consultation events and apply the system for the first time. The results were highly satisfactory.

### 2.4.5 The preparation of technical studies

The IIHR commissioned six kinds of technical studies, with the following characteristics:

- Analytical studies on the definition of each of the thematic fields and crosscutting perspectives. The objective was to identify their main theoretical characteristics and propose methodological options for establishing domains and variables that, from the theoretical standpoint, ought to be taken into consideration.

Specialists in each of the topics were commissioned to conduct these studies. Most were university academics and some had done work for the IIHR on previous occasions. At least three specialists were asked to present proposals for the work on each topic.

- Studies on specific experiences related to the political participation of women, members of indigenous communities and civil society organizations. The main objective of these studies was to identify, for at least one of the priority topics, examples of the kind of actors that become involved in democratic participation, the areas in which they operate and the interests and aspirations they represent.

This topic was chosen on account of the theme of the Nineteenth Interdisciplinary Course. Due to time and financial constraints, these studies were not carried out for the three topics and the six countries. Specialists of research centers linked to the sectors concerned were hired to conduct the studies. They also agreed to hold consultation events to garner the opinions of other specialists and sectoral leaders. At least three specialists were asked to submit proposals for the work.

- Annotated bibliographies of the human rights materials produced during the previous three years in each of the pilot countries, to provide an overview of the type and volume of information available, and identify the people and organizations producing it.

IIHR alumni were commissioned to prepare these bibliographies. In Guatemala they were hired directly; in the other countries, via non-governmental organizations or universities. They were chosen following consultations held at the first information and liaison meetings.

- Gathering, systematization and synthesis of basic information on human rights for the six countries, as reference material for the elaboration of the “map” of each country, containing the results of the application of the system of indicators of progress.

Young researchers involved in in-service training at the IIHR performed this work. The Documentation Center supported and supervised them.

- Design of outputs for presenting the program’s results. These included: a matrix for presenting the results in the form of a map of indicators and as a system of electronic links; information gathered for each of the six countries and then incorporated into the matrix; a publishing project, to present the map and the annexes containing the results of the measurements, both in printed form and on CD-ROM; a platform for making the same output available through the IIHR’s information system (Intranet and Internet). The first two outputs were commissioned from a group of young specialists in Latin American studies, while the others were handled by the IIHR’s Editorial and Information Units, with help from local technical services.

- Processing of the opinions obtained via the consultation activities in the six countries, both as input for the design of the system of indicators and to assemble a critical mass of data that will be used for other analytical exercises. A short-term consultant with experience in processing surveys was hired to perform this task.

#### 2.4.6 The first application of the system

The first application of the system was used to establish the status of the three thematic fields. This was done by comparing the state of affairs in 1990 with the situation in 2000. For the comparison, the project staff took into account indications of change (progress) as reflected in legislation, institutional development and the exercise of some rights by the sectors involved in the crosscutting perspectives.

The matrix used for the exercise identifies, for the three thematic fields, nine domains, 27 variables and 72 indicators, as described below.

Researchers, who were assigned one thematic field each, applied the matrix in each country. For the purposes of verification, they discussed the progress they were making with groups of Institute alumni.

The terms of reference and the matrixes were sent to all the alumni and other experts who had taken part in the consultation activities. Applications were received from individuals interested in performing the work. Two main criteria were applied in selecting the researchers: whether they could complete the work within the required timeframe and whether they were willing to accept the fee offered.

In October 2001, the following institutions and individuals were commissioned to carry out the 18 applications (three fields x six countries):

Country	Coordination, Institutional support	Access to Justice	Political Participation	Human rights education
Guatemala	Raquel Zelaya ASIES	Ángel Alfredo Figueroa	Carmen Ortiz	René Linares
Mexico	UNESCO Chair	Alfredo Orellana	Alan García Campos	Gloria Ramírez
Nicaragua		Adda Sylva	Sebastián Castillo	Mario Quintana
Peru	IPEDEHP, Transparencia	Beatriz Mejía	Rafael Roncagliolo	Rosa María Mujica
Paraguay	C. Soto, Centro de Documentación y Estudios	Hugo Valiente	Patricio Dobreé	Aristides Escobar
Venezuela		Adriana Lander	Andrés Coba	María Isabel Bertone

In Guatemala, Mexico and Paraguay, the applications for the three thematic fields were carried out by a coordinator, assisted by a human rights organization. In Nicaragua, Venezuela and Peru, the work was handled by individual researchers, with support from their respective organizations.

#### **2.4.7 Receipt and processing of the results**

The results of 17 applications were received in mid-November. The results on access to justice in Peru were not turned in on time; the exercise will therefore have to be repeated in the first quarter of 2002.

The results of the applications were processed as follows:

- they were collated in tables;
- they were studied by specialized teams of IIHR officials, including the Directorate team;
- they were systematized by indicators and by country, missing information and differences between countries were identified, and consultations were held with the consultants;
- a draft version was prepared, with the information summarized at the common basic level of all the countries;
- the draft of the first version was revised;
- the final draft of the first version was prepared;
- a printed version (100 copies) of the first version was produced;
- a version was produced in Adobe-Acrobat (PDF file) for distribution via email;
- the document was sent to consultants and alumni for comments; and,
- the replies were incorporated into an electronic database through a series of trials.

#### **2.5 Main obstacles encountered**

The interactive procedure adopted for the different phases of the Research Program impacted the schedule of implementation, causing an overrun of one month and three days (the results were received on November 4, 2001, instead of September 30). Consequently, they were also published one month late.

This overrun also caused certain problems in the critical route of the procedure. Some steps had to be speeded up, others carried out simultaneously and yet others improvised in the course of implementation.

The decision to actively involve Institute alumni and, in general, to promote the participation of local counterparts, meant that efforts had to be undertaken to reestablish relations, identify counterparts and adapt procedures during the course of implementation. This work had not been envisaged initially.

Certain situations in the countries, particularly related to electoral processes, created special problems for the IIHR as it set about trying to attain its objectives.

Several consultants failed to meet their deadlines and one contract had to be terminated due to non-fulfillment.

The IIHR's heavy workload also meant that some officials were not as involved in the Program as we would have liked.

## 2.6 Results achieved

### 2.6.1 Progress in implementing the institutional strategy<sup>19</sup>

The institutional strategy has proven to be a useful tool for keeping the IIHR abreast of the latest developments in the human rights scenario in the new millennium.

While satisfactory progress has been made so far, the implementation effort must be continued, both within the Institute and as regards relations with the counterparts in the countries and the organizations that provide financial support for the Institute's work and projects.

Two years have elapsed since this program was formulated and the IIHR is now in a position to present the results of its application, which will demonstrate its relevance. A new process of analysis and evaluation is now under way, to update and further develop the programmatic options and organizational measures, in light of recent experience.<sup>20</sup>

The Executive Directorate has prepared a report not only on the progress achieved in implementing the strategy, but also on its internal impact and the challenges it poses for the Institute.<sup>21</sup> Some of the areas in which progress has been achieved are as follows:

- The thematic priorities and the crosscutting perspectives are gradually being incorporated into the design and implementation of the projects. The extent to which they have been incorporated varies, depending on whether the respective project got under way in 1999 or 2000, or was formulated in the first half of 2001. The general strategic orientation was incorporated into the Institute's planning exercises for 2001, the preparation of new projects and new funding requests.
- The work with traditional counterparts and groups of alumni in the countries has been stepped up. The actions have included consultations, studies related to the strategic topics and perspectives, and the gathering of a large amount of bibliographical and documentary information, for the six pilot countries.
- Several important activities implemented during the reporting period were linked to the strategic topics and perspectives. The reaction of the IIHR's counterparts and donor agencies was very positive.

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<sup>19</sup> The Research Program is participating in the effort to implement the strategy but the process is led by the Executive Directorate and involves all the Institute's operating departments and service units.

<sup>20</sup> This recent analysis is set out in a new institutional document entitled "**Promoviendo acceso a la justicia, la participación política y la educación en derechos humanos, para los pueblos de las Américas**" (May 2001).

<sup>21</sup> See the document: "**Avances en la implantación de la estrategia institucional**" (IIHR, September 2001)."

- Training activities have been carried out for the personnel, to enable them to systematically incorporate impact and performance indicators into the design of new projects.
- The priority topics were used as themes for the Eighteenth and Nineteenth Interdisciplinary Courses, while gender and ethnic diversity were incorporated into the general design and content, and applied in choosing lecturers and students.
- CAPEL is once again providing technical assistance and institutional support to the networks of electoral bodies. New ways of providing services are being incorporated, using innovative electronic resources.
- The structure of the three operating departments has been consolidated and every effort is made to coordinate their activities. The support units provide technical services to both the operating departments and counterparts.
- With regard to technological modernization, significant progress has been made at the internal level (Intranet). Equipment has been updated and several electronic tools have been designed and implemented for institutional management (calendar, databases, directories). A project administration system is also being prepared. As for the online service for specific communities (Extranet), the Institute updated the Integrated Ibero-American Information System (SIII) to make it a tool for delivering CAPEL's outputs and as a news service for the Central American Council of Ombudsmen (CCPDH). The Diversities community was inaugurated recently; and the OmbudsNet systems and a database of pedagogical resources related to human rights (Center for Pedagogical Tools for Human Rights Education) are under construction. A number of other activities were carried out on-line, including the follow-up and evaluation work for the Eighteenth Interdisciplinary Course. Last year the Nineteenth Course was publicized and the participants selected using on-line resources, and the process is being repeated this year. The web site was also redesigned. In addition to institutional information, it provides access to the digital library, electronic links to related and complementary sites, and the IIHR's publications. A discussion list on human rights education has just been inaugurated (Spanish and Portuguese), as well as a forum on electoral matters.

## **2.6.2 Strategic definitions**

### **2.6.2.1 Thematic fields**

The operating definitions for the thematic fields are as follows:

- **Access to justice:** means that all persons, regardless of gender, national or ethnic origin, or economic, social or cultural status, have a real possibility of bringing any (individual or collective) conflict of interests before a justice system and having it resolved fairly. For the IIHR, the term "justice system" refers to any means of resolving conflicts that is recognized and backed by the State.
- **Political participation:** means that all persons, regardless of gender, national or ethnic origin, or economic, social or cultural status, have a real possibility of performing, individually or collectively, all the activities derived from their right to determine the system of government, elect political representatives, be elected and act as political representatives, take part in the definition of public norms and policies, and exert control over the public functions assigned to political representatives.

- Human rights education: means that all persons, regardless of gender, national or ethnic origin, or economic, social or cultural status, have a real possibility of receiving a systematic, broad and good-quality education that will allow them to: understand their human rights and the corresponding duties; respect and protect the human rights of other people; comprehend the relationship between human rights, the rule of law and democratic government; and employ, in their day-to-day interaction with others, values, attitudes and behavior consistent with human rights and democratic principles. The IIHR views the right to human rights education as part of the right to education in general, and as a prerequisite for the effective exercise of all human rights.

### 2.6.2.2 Crosscutting perspectives

The IIHR regards gender as a concept that defines the functions, activities, social relations, behavior, values, fears, expectations and norms that societies construct based on the sex of individuals. The concept helps us to understand social relations and the social position of women and men, and to change the relationship of subordination and domination that prevails in patriarchal societies, which places greater value on the functions and tasks, responsibilities and characteristics regarded as pertaining to the domain of men.

The IIHR considers ethnic identity to be an attribute of peoples and communities that share and conserve -in whole or in part- distinctive cultural traits (such as language), social institutions (such as territory and kinship) and political structures (such as the community) in the nation states in which they live. This definition makes it possible to understand the relations among peoples and states, and points up the historical and structural discrimination suffered by indigenous peoples and individuals. Such discrimination is reflected in legislation, public policies and institutional practices.

The IIHR regards the relationship between civil society and the State as a fundamental element of the human rights scenario, inasmuch as civil society organizations complement, and provide an alternative to, institutional mechanisms for defending citizens' rights and channeling their demands, proposing principles and values, and influencing political decisions and the control of the exercise of authority.

### 2.6.3 The system of indicators of progress

Thematic Fields	Domains	Variables	Number of indicators
Access to Justice	I: Formal justice administration bodies	Changes in the size, distribution and specialty of the formal justice administration system	3
		Changes in the budget of the justice administration system	2
		Career structure for judicial employees	2
		Concerns related to gender addressed	2
		Concerns related to indigenous people addressed	1

	<b>II: Non-judicial mechanisms for dealing with conflicts</b>	Existence of mechanisms other than courts and other jurisdictional units that are used to resolve conflicts of interest	3
		Legal recognition of other ways of administering justice and/or resolving conflicts	2
	<b>III: Legal assistance services</b>	Legal assistance available for resolving conflicts of interest	3
<b>Political Participation</b>	<b>I: Right to suffrage (active and passive)</b>	Changes in the conditions for exercising active suffrage (right to elect)	5
		Changes in the exercise of active suffrage (elect)	4
		Changes in the structure of the electoral body	3
	<b>II: Citizen oversight of electoral processes</b>	Electoral observation	3
		Electoral jurisdiction	2
		Citizen participation in the electoral body	3
	<b>III: Political parties</b>	Changes in the legal setup of political parties	3
		Activity of political parties	3
		Inclusion of diversity in political parties	5
	<b>IV: Direct citizen participation</b>	Changes in the legal framework to recognize the citizens' right to take part in decision making	4
Institutional changes related to citizen participation		2	
<b>Human rights education</b>	<b>I: In the formal/public education system</b>	Adoption of rules governing human rights education	2
		Curriculum change	2
		Changes in the content of government educational materials	3
	<b>II: In the non-formal / non-governmental system</b>	Civil society organizations working in the field of human rights education	3
		Social movements organize human rights education activities	4
		The role of churches in human rights education activities	3

The following documents were produced as a result of the application of the system:

<b>Title of document</b>	<b>Author</b>	<b>Institution</b>
Participación Política y Derechos Humanos	Molina, José Enrique and Pérez Baralt, Carmen	University of Maracaibo (Venezuela)
Indicadores para medir Progreso en Derechos Humanos – Educación	Duarte, Shirley and Valverde, Ricardo	Duarte Consultores (San Jose, CR)
Indicadores para medir el Progreso en Derechos Humanos – Género	Guzmán, Laura	University of Costa Rica
La perspectiva de la Diversidad Étnica en Derechos Humanos: algunos aportes para una discusión urgente	Calla, Ricardo	Universidad de la Cordillera (La Paz, Bolivia)
Participación Política de los Indígenas en México	Lartigue, Francois	Centro de Investigaciones Superiores en Antropología Social (CIESAS – Mexico)
Participación Política y Diversidad	Chuecas, Adda	Centro Amazónica de

Étnica en el Perú		Antropología y Acción Aplicada (CAAAP – Peru)
Participación Política de las Mujeres: la Experiencia de México	Barrera Bassols, Dalia and Aguirre, Irma Guadalupe	Grupo Interdisciplinario sobre Mujer, Trabajo y Pobreza (GIMTRAP)
Estudio sobre Indicadores de Libertad de Expresión	Heredia de Salvatierra, Isolda	Director, Desarrollo, Igualdad, Paz A-C (DIP A-C, Venezuela)
Sociedad Civil y Participación Política en México	López Menéndez, Marisol	Centro de Derechos Humanos, Universidad Iberoamericana (Mexico)
Bibliografía anotada de derechos humanos de México, 1998-2000	López Menéndez, Marisol	Centro de Derechos Humanos, Universidad Iberoamericana (Mexico)
Bibliografía anotada de derechos humanos de Guatemala, 1998-2000	Vásquez Ayala, Vanesa	Rafael Landívar University, Guatemala
Bibliografía anotada de derechos humanos de Nicaragua, 1998-2000	Urey Fuentes, Claudia	Bufete Popular Universidad Centroamericana, Managua
Bibliografía anotada de derechos humanos de Venezuela, 1998-2000	Riveros, Maureen and Morillo Gil, Vicmar	Programa Venezolano de Educación Acción en Derechos Humanos. PROVEA (Venezuela)
Bibliografía anotada de derechos humanos de Perú, 1998-2000	Narváez, María del Rosario	Coordinadora Nacional de Derechos Humanos (CND - Peru)
Bibliografía anotada de derechos humanos de Paraguay, 1998-2000	Soto, Clyde	Centro de Documentación y Estudios (CDE - Paraguay)
Tabla del estado de ratificación de instrumentos internacionales de derechos humanos – México	Murphy, David	IIHR and National University of Ireland
Estado de ratificación de instrumentos internacionales de derechos humanos: México, Guatemala, Nicaragua, Venezuela, Perú y Paraguay	Murphy, David	IIHR and National University of Ireland
Resumen de los informes de la Comisión Interamericana de Derechos Humanos, publicados entre 1990 y 2000, sobre México, Guatemala, Nicaragua, Venezuela, Perú y Paraguay.	Serrano, Tatiana	Independent Consultant
Repertorio de los informes del Departamento de Estado de los Estados Unidos de América, Amnistía Internacional y Human Rights Watch, sobre México, Guatemala, Nicaragua, Venezuela, Perú y Paraguay.	Murphy, David	IIHR and National University of Ireland
Examen de las normas de derecho electoral de México, Guatemala, Nicaragua, Venezuela, Perú y Paraguay; con énfasis en las perspectivas de género, diversidad	Díaz Cuéllar, Carmen	IIHR and Toro University (Venezuela)

étnica y participación de la sociedad civil y propuestas para monitorear su cumplimiento		
Sinopsis de los informes presentados por los gobiernos de México, Guatemala, Nicaragua, Venezuela, Perú y Paraguay al Comité para la prevención de la discriminación (NN.UU.).	Murphy, David	IHR and National University of Ireland
Sinopsis de los informes del PNUD sobre Desarrollo Humano-2000, en cuatro países	Serrano, Tatiana	Independent Consultant
Tablas analíticas de las respuestas a los formularios de consultas realizadas en seis países	Barillas, Byron	Independent Consultant
Información general sobre los países, sistema de indicadores generales de Derechos Humanos, sistema de enlaces electrónicos de interés	García, Francisco and Iturralde, Gabriela	University of Barcelona
Mapas de progreso en Derechos Humanos de Guatemala, México, Nicaragua, Paraguay, Perú y Venezuela (1° versión)	Iturralde Diego, Jenkins Margarita, Jiménez, Katia, Barillas, Byron and Soto, Rodrigo	Inter-American Institute of Human Rights

## 2.6.5 The maps of human rights

The results are set out in six short publications with the following basic content:

<b>Introduction</b>	
Results of measurements of progress using the system of indicators (accumulative)	(Accumulated) results of the measurement of access to justice
	(Accumulated) results of the measurement of political participation
	(Accumulated) results of the measurement of human rights education
General human rights indicators (basic data and electronic links with information sources, with public institutions and civil society organizations)	General Human Rights Indicators
	Status of reports to U.N. Committees
	Status of ratification of international instruments
	Inclusion of human rights in the Constitution
	Institutional status of the Ombudsman's Office
	Public institutions involved in human rights and democracy
	Civil society organizations involved in human rights and democracy
	Summary of Inter-American Commission and Inter-American Court reports on the country
	Summary of three external reports on the situation and fulfillment of human rights commitments
	Internal governmental and non-governmental reports on the situation and fulfillment of human rights commitments
System of links with documents of interest (accumulative)	IIHR extranet resources: web page, SIISE, Ombudsnet, Educa-DH, discussion lists, etc.
	Links with the IIHR/Inter-American Court of Human Rights virtual library and the Documentation Center's data base
	Links with other libraries, documentation centers and electronic human rights bulletins
	Selection of useful web sites on the country.

## 2.7 The results and their limits

The numerous consultation and validation actions carried out during the design phase of the instrument confirmed that the three thematic fields and three crosscutting perspectives selected by the Institute were well chosen, inasmuch as they encompass a large part of the human rights scenario and the most important current issues in the six countries.

The idea of measuring progress was also well received, once it was made clear that the exercise was intended to complement, not supplant, human rights advocacy work and the presentation of complaints about human rights violations.

The system was constructed by gradually expanding and selecting the fields, variables and indicators, with the aim of arriving at a set of elements that would point up instances of important changes in each thematic field. The selection for the first exercise gave priority to indicators related to legal and institutional aspects for which secondary sources of information were available. Future applications should consider the use of other direct research mechanisms to gather information about the general public's opinions and expectations.

Although the progress made with the conceptual development of the crosscutting perspectives was satisfactory, it was not sufficient to make it possible to incorporate them into the system of indicators. The results do not, therefore, reflect this aspect well, even though it is a key component of the institutional strategy.

One main difficulty was encountered in applying the system: the core information was scattered and uneven, particularly the historical data. Only 70% of the indicators were faithfully documented. No information was found –at least not in the short time permitted for the exercise– for 15%, while another 15% were largely irrelevant due to weaknesses in the design or imprecise data.

Finally, the results point up the main changes that have occurred over the last ten years. They do not necessarily indicate progress in the enjoyment of human rights. They do show, however, that the scenario has grown and become institutionalized, that the actors have become specialized, and that the incipient dialogue presents opportunities that could be tapped.

**ANNEXES**

**ANNEX No. 1**

**Main consultative activities carried out during the period of implementation of the Research Program (April 2000-February 2002)**

<b>Place and date</b>	<b>Activity</b>	<b>Participants</b>
Washington D.C., May 2000	Meeting to present the institutional strategy and the proposed program.	Representatives of several agencies (FORD, USAID, PRODECA, SIDA, NORAD, AECI), senior IIHR officials.
Mexico City, June 2000	Meetings to present the proposed program, establish links.	National Human Rights Commission, nongovernmental organizations and universities.
San José, July 2000	Eighteenth Interdisciplinary Course: proposal presented, opinions received.	Alumni from the six pilot countries, members of the IIHR Board of Directors, Course faculty members.
Guatemala, September - December 2000	Meeting with indigenous representatives, and to present the proposed program.	Indigenous organizations, NGOs, government agencies, alumni of the Eighteenth Course.
Nicaragua, July and November 2000	Meetings to present the proposed program and establish links.	Office of the Ombudsman, Supreme Court of Justice, NGOs, alumni of the Eighteenth Course.
Peru, September 2000	Meetings to present the proposed program and establish links.	Coordinadora Nacional de Derechos Humanos, Ombudsman, Andean Commission of Jurists, UNICEF, alumni of the Eighteenth Course.
Caracas, October 2000	Meetings to present the proposed program and establish links.	Ministry of Foreign Affairs, Supreme Court of Justice, Office of the Ombudsman, NGOs, Catholic University.
Asunción, September and October 2000	Meetings to present the proposed program and establish links.	Supreme Court of Justice, Ministry of Foreign Affairs, NGOs, alumni.
Mexico City, November 2000	Meeting to discuss domains and variables of interest in issues related to the rights of indigenous peoples.	18 indigenous representatives from Latin America and the Caribbean (with support from the R. Menchu Foundation and the Inter-American Indian Institute).
Guatemala, September 2000	Meeting to discuss domains and indicators related to indigenous rights.	Representatives of 20 indigenous organizations in Guatemala.
Nicaragua, October 2000	Meeting to discuss domains and indicators related to indigenous rights.	Representatives of 15 indigenous organizations based in the Autonomous Southern Atlantic Region.
Mexico City, November 2000	Presentation of the institutional strategy and the proposed program to the Congress of the Ibero-American Federation of Ombudsmen.	Ombudsmen from Latin America, the Caribbean, Spain and Portugal.

Santiago, Chile, October and December 2000	Presentation of proposals on the use of indicators to evaluate public policies on discrimination and economic, social and cultural rights.	Participants in the technical seminar and the Regional Preparatory Conference of the Third World Conference against Racism.
Quetzaltenango, December 2000	Presentation and consultations to ascertain opinions regarding priority domains.	Course on human rights and rights of indigenous peoples, 40 participants.
Cuzco, April 2001	Observations on electoral behavior of indigenous peoples.	First round of national elections, with the observation mission of CAPEL.
Chile, May-June 2001	Presentation of the program, discussion of indicators of gender discrimination.	Meeting on Women and Racial Discrimination, sponsored by ECLAC.
Nicaragua, November 2000	Presentation and consultations to ascertain opinions regarding priority domains.	Course on indigenous rights, Northern Atlantic Region, 35 participants.
Mexico, June 2001	Proposed program presented and links established.	Latin American meeting of ombudsmen.
Asunción June 2001,	Technical workshop: application of an instrument to identify domains and goals, with support from the Centro Internacional de Estudios Jurídicos (Supreme Court of Justice).	12 participants: IIHR alumni, 13 academics, officials of the Supreme Court of Justice and Ministry of Foreign Affairs, senior NGO officials.
Lima, June 2001	Technical workshop: application of an instrument to identify domains and goals, with support from the Andean Commission of Jurists.	11 participants: IIHR alumni, academics, officials of the Ombudsman's Office, senior NGO officials.
Caracas, June 2001	Technical workshop: application of an instrument to identify domains and goals, with support from COFAVIC.	14 participants: IIHR alumni, academics, officials of the Ombudsman's Office, senior NGO officials.
Managua, June 2001	Technical workshop: application of an instrument to identify domains and goals, with support from the Centro de Derechos Constitucionales.	10 participants: IIHR alumni, academics, officials of the Ombudsman's Office, senior NGO officials.
Guatemala, June 2001	Technical workshop: application of an instrument to identify domains and goals, with support from the IIHR's Permanent Liaison Office in Guatemala.	23 participants: IIHR alumni, academics, officials of the Ombudsman's Office, senior NGO officials and indigenous representatives.
Mexico City, June 2001	Technical workshop: application of an instrument to identify domains and goals, with support from the Comisión Mexicana de Promoción de los Derechos Humanos.	18 participants: IIHR alumni, academics, officials of the national and state human rights commissions, senior NGO officials.
San José,	Technical workshops to validate	44 participants in the Nineteenth

June 2001	the progress made with the indicators on political participation.	Interdisciplinary Course from the six pilot countries and 10 IIHR officials.
San José, July 2001	Technical seminar to present progress with the technical studies commissioned by the program.	Consultants in charge of the studies, specialists in indicators (12) and IIHR personnel (11).
Mexico City, October 31, 2001	Working meeting to discuss the progress made in applying the system of indicators.	Consultants in charge of the application, IIHR alumni, Program assistants
Guatemala, October 25, 2001	Working meeting to discuss the progress made in applying the system of indicators.	Consultants in charge of the application, IIHR alumni, Program assistants
Managua, October 26, 2001	Working meeting to discuss the progress made in applying the system of indicators.	Consultants in charge of the application, IIHR alumni, Program assistants
Lima, October 23, 2001	Working meeting to discuss the progress made in applying the system of indicators.	Consultants in charge of the application, IIHR alumni, Program assistants
Asunción, October 30, 2001	Working meeting to discuss the progress made in applying the system of indicators.	Consultants in charge of the application, IIHR alumni, Program assistants
Caracas, October 25, 2001	Working meeting to discuss the progress made in applying the system of indicators.	
San José, December 2001	Public presentation of the first version of the results.	Diplomatic corps, cooperation agencies, IIHR officials
Guatemala, February 2002	Meetings to validate the results of the first application of the system.	IIHR alumni, students of Landívar and San Carlos universities, senior officials of institutions.