

EDUCATING
IN HUMAN RIGHTS
AND PROMOTING
THEIR ENFORCEMENT

STRATEGIC FRAMEWORK

2015 - 2020

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INTRODUCTION OF THE EXECUTIVE DIRECTOR

Conceiving, preparing and drafting a Strategic Framework presents an institution with the opportunity to undergo a very relevant and significant process. It is an exercise that could be the result of scattered consultations conducted by some group of consultants with certain key informants from the institution that is then put into a more or less comprehensive report of goals and guidelines for the future. Or, in contrast, it could be an inclusive process that involves a broad spectrum of staff and consultants - one that is conducted over time with a meticulous methodology for collecting and systematizing information in order to ensure more rigor and comprehensiveness, as well as a better identification of the paths and challenges ahead that the institution confronts in a specific period, but always looking toward the future.

The IIHR has chosen the second path. Thus, members of its General Assembly, collaborators and contacts in the international community and some of the principal and most veteran consultants joined efforts with those of the permanent and temporary staff in reflecting on and systematizing the information collected. They have done so enthusiastically, by topic, by challenges and by priorities, and they have attempted to harmonize the different specializations, areas of work and years of service to the institutional cause into a rich, broad and variegated spectrum of experience. As we have learned from our errors, so have we learned to confront and overcome them; we have used the lessons learned in order to adapt better to the changing realities of the past 35 years of institutional life; we have had discussions in plenary sessions, in separate thematic groups and through a commission that for

weeks had the complex but satisfying task of systematizing the information obtained. This document is the product of such an exercise, the strategic goal of which was always to begin with the greatest possible open-mindedness and to take advantage of the contributions of those who know and appreciate the work of human rights education and promotion that form the foundation of IIHR's history.

This Strategic Framework seeks to respond to the main questions regarding where and how one would like to visualize the IIHR during the 2015-2020 period. What to do? What are the priorities? With whom? When? What does the IIHR hope to achieve? What are the principal challenges and limitations? What are the institutional opportunities and strengths? These are only some of the questions that were necessary to pose to have an ordered and fruitful reflection.

The document that summarizes this exercise in strategic orientation aspires to be a simple and clear formulation of the temporal and thematic settings in which the IIHR wishes to focus its efforts, resources and priorities during the 2015-2020 period.

*José Thompson J.
Executive Director*

I. MANDATE AND TRAJECTORY OF THE IIHR

ORIGIN

IIHR
CREATED
1980

INTERNATIONAL
ACADEMIC
INSTITUTION

WHAT IT DOES

EDUCATES

CONDUCTS RESEARCH

P R O M O T E S

HUMAN RIGHTS

WITH WHOM?

OTHER
INSTITUTIONS

INTER-AMERICAN
COMISION

INTER-AMERICAN
COURT

WHAT IT DOESN'T DO

NO DENOUNCE
CONDEMN
PUNISH

INSTITUTIONAL STRENGTHS



LEADERSHIP



EXPERTISE



RESEARCH



NETWORK DEVELOPER



AUXILIARY OF
THE INTER-AMERICAN
HUMAN RIGHTS SYSTEM

I. MANDATE AND TRAJECTORY OF THE IIHR

I.1 MANDATE

The IIHR was created in 1980 under an agreement between the Inter-American Court of Human Rights and the Republic of Costa Rica, as an international and autonomous academic institution for the teaching, research and promotion of human rights and all related disciplines.

The IIHR links its activities to the work of the Inter-American Court of Human Rights and the Inter-American Commission on Human Rights since, given its origin and mandate, it is obligated to disseminate the doctrine that has been created as the result of the existence and functioning of the inter-American system for the protection of the human rights of individuals and collectivities. The IIHR also collaborates with institutions and organizations of different kinds that share its objective to promote human rights with a multidisciplinary focus and taking into account the regional reality of the Americas.

The Institute cannot hear cases of human rights violations and, therefore, does not make or endorse formal complaints against any state. Likewise, it cannot give its opinion on the degree of compliance of the international human rights obligations of any state. This self-imposed limitation, deriving from its Statute and in place since its creation, is an effective tool because it allows the Institute to be a facilitator of dialogue between the different actors in the human rights movement and state officials.

Therefore the IIHR is academic in nature, unlike other international bodies having the mandate to protect human rights. It is a

specialized autonomous entity that educates in human rights, which contributes to creating conditions for human rights to be a part of daily life and to prevent their violation.

I.2 TRAJECTORY

Since its founding 35 years ago, the IIHR has adapted its work to the changing regional reality, characterized by diverse and complex challenges. The Institute was created at a time when the greater part of the hemisphere was dominated by authoritarian regimes that systematically and massively violated human rights. On the other hand, the inter-American system for the protection of human rights was just beginning since the Organization of American States had recently created the Commission in 1959¹ and the Court was inaugurated in 1979 but did not hear its first cases until 1986. Thus, regional human rights standards and jurisprudence were just emerging and were still far from being incorporated into the domestic law of states.

Therefore, during its first years, the IIHR directed its efforts in the field of education towards promoting the importance and the practices of free and periodic elections as an essential element of democracy, in juxtaposition to coups d'état and electoral fraud. It was a pioneer in proposing that the close relationship between democracy and human rights should be translated into specific support for political rights and the relevant mechanisms to make them a reality. For this reason, in 1983 the Institute created the Center for Electoral Promotion and Assistance

1 The Commission became an organ of the OAS in 1967, after an intense and progressive evolution.

(CAPEL), which initiated its functions in 1985 to provide electoral technical assistance and to promote democracy with a multidisciplinary focus. CAPEL has carried out this work with electoral bodies, legislatures, organizations of civil society and political parties in all of the countries of the region.

The work of the IHR, through CAPEL, was instrumental in the recuperation of democracy in Latin America, due to the need to build or rebuild electoral regimes that would establish and guarantee free and fair elections. This was achieved through technical assistance projects, civic education campaigns and a strong effort to educate and to generate electoral doctrine. Understanding fully the strategic importance of the autonomy of electoral bodies in the region, CAPEL formed the first association of electoral bodies in the world: the Protocol of Tikal (Association of Electoral Bodies of Central America and the Caribbean, 1985) for which CAPEL serves as Executive Secretary; it carries out the same role in both the Association of Electoral Bodies of South America (Protocol of Quito, 1989) and the Inter-American Union of Electoral Bodies (UNIORE, 1991).

The IHR has also contributed to strengthening civil society so as to legitimize its work concerning protection, investigation and complaint procedures, fostering an understanding of human rights as an international obligation of the state regardless of any political ideology. This was done in a context in which the region confronted the consequences of grave violations inherited from authoritarian regimes – consequences to which the states had to respond with efforts directed to establish the truth, do justice and repair the damages caused.

In this context, in 1983 the IHR created the Interdisciplinary Course on Human Rights, an indispensable and permanent intersectorial and multidisciplinary space for training and exchanging experiences among the diverse actors representing civil society organizations, public institutions and international bodies that work to guarantee

the protection of human rights and the creation and strengthening of democratic institutionality and well-being. The Institute thus initiated its emblematic activity for academic specialization that is recognized as a point of convergence for numerous actors, in addition to constituting an instrument that fosters dialogue and the renewal of the human rights agenda both among countries and among the most important sectors of the human rights movement in the hemisphere.

The Institute has also published pioneering research in human rights, especially with regard to penal systems and indigenous peoples.

Subsequently, the IHR carried out its activities during a period characterized by “insufficient democracies,” in which the majority of governments were elected in free and fair elections and had almost completely halted the massive and systematic violations of human rights, such as massacres, summary executions and forced disappearances. Most of the armed conflicts had also given way to peace processes and there was a greater recognition of international law. Many of the governments, however, exhibited authoritarian tendencies in the face of public criticism, abandoning any restraint by using the mandate obtained by an election to legitimize their actions, imposing strong-arm (*mano dura*) policies to deal with insecurity where there were endemic human rights problems such as police violence, torture, lack of due process, serious deterioration of jail conditions, violence against women, and a failure to respond to demands to respect economic, social and cultural rights, discrimination suffered by indigenous peoples and migrants, to mention the most relevant.

In this context, the IHR faced the challenges presented by the transition to democracy, such as creating and sustaining truly democratic state institutions. It undertook efforts to investigate the status of transitional justice and the demands for truth and justice in national reconciliation and peace processes. It also initiated programs to strengthen state

institutions and to improve their capacity to respond to the demands of society.

At that stage of democratic consolidation, the IIHR broadened and sharpened its academic focus. It developed the first regional specialized activities and training for refugees, displaced and repatriated persons (1988), indigenous peoples (1990), women's rights (1992), security forces, including the police and the military (1992) and the Ombudsman (1993), among others. It also established the First Inter-American Course on Elections and Democracy (1987) and the First Inter-American Course of Civil Society and Human Rights (1988), which have now been conducted sixteen and seven times, respectively.

Among the particularly successful experiences of that period was the training of Nicaraguan police as part of the "Citizen Security in Central America" project (1998-2000). In conjunction with the National Police of Nicaragua, an impressive infrastructure was built and more than 100 courses and seminars were organized in conjunction with the Police Academy of that country.

More recently, there have been significant changes in the context due to the existence of a fully developed inter-American system for the protection of human rights, the existence of diverse universal instruments and mechanisms, the actions of civil society organizations and the prevalence of duly constituted democracies. However, human rights violations and impunity were not eradicated; violence and insecurity grew; discrimination, poverty and inequality persisted and there was a growing lack of satisfaction with the performance of democratically elected governments.

Based on this reading of the Latin American context, during the first decade of this century the IIHR directed its efforts towards promoting inclusive and transparent political systems, fostering good governance and public participation to support them, and combating discrimination, social exclusion

and poverty. These areas were chosen based on the promotion of four groups of rights – justice and security, political participation, education in human rights and the effective enforcement of economic, social and cultural rights - plus three cross-cutting themes – gender equality, recognition of ethnic diversity and the interaction between civil society and the state.

Given that focus, among the notable IIHR contributions during that decade are the training of operators of justice, research on citizen insecurity, training of the military, police and other security bodies; technical assistance to electoral bodies; the development of methodological and curricular content for education in human rights; applied research on the state of human rights education and other relevant topics based on a systematic monitoring of progress indicators; increased activities with indigenous peoples, Afro-descendant communities and women; and research to identify and overcome the difficulties in the justiciability of economic, social and cultural rights.

During this period, the IIHR consolidated its position as an auxiliary academic body of the inter-American system by means of a plan, formulated in 2000 at the request of the Organization of American States, to promote human rights by strengthening and developing them. Among other matters, the plan focused on the work of those who have the obligation to protect human rights by creating the first regional training for state agents in 2005: the Specialized Course for Public Officials on the Use of the Inter-American System for the Protection of Human Rights, which as of 2014 has been held seven times.

Concurrently, in 2000 the IIHR also began to design and implement a system of human rights progress indicators in order to establish, with a reasonable degree of objectivity, the gap between the standard or goal desired and the current reality and, from this point of verification, evaluate whether the distance is diminishing.

As a result of applying a focus on progress in applied research on human rights, eleven Inter-American Reports on Education in Human Rights have been published that have identified the tendencies that might be seen to represent progress in recognizing and guaranteeing education in human rights as a human right. At the same time, the research identified weaknesses that should be remedied by states (2002-2013). In addition, a Curricular and Methodological Proposal was formulated to incorporate the teaching of human rights into the school curricula of children between the ages of 10 and 14 (2006).

Since 2007, the IHR has concentrated its efforts on exclusion and poverty as causes and effects of human rights violations, taking into account the capabilities of civil society organizations, the doctrine and activities of the inter-American system and the role of the state in devising inclusive public policies and development strategies. It focused on creating strategies, consensus and criteria to introduce the issue of poverty from the perspective of human rights, the promotion of interdisciplinary dialogues and the training of lawyers, NGOs and other institutions with a view to achieving the justiciability of human rights violations caused by poverty. In addition, it continued to develop diverse initiatives that promote education in human rights for children between the ages of 10 and 14 who belong to populations excluded from the formal educational system in order to develop their civic capacities so that they might live a life with dignity.

Along the same lines, particularly noteworthy is the series of Inter-American Meetings of Ministers of Education (2007-2013) that made possible a high-level political exchange in order to win their approval for the implementation of education in human rights in educational curricula. As a result, the OAS General Assembly endorsed the Inter-American Covenant on Education in Human Rights, another IHR initiative in this

field, through Resolution AG/RES. 2604 (XL-0/10). The Covenant is an instrument for juridical, political and pedagogical advocacy to strengthen the effective application of the right to education and education in human rights through three components: i) the legal recognition of the right to education in human rights; ii) the development of public policies in education; and iii) the strengthening of the pedagogical conditions and resources of the educational system for education in human rights.

Recently, two branches of the IHR have been created: the Regional Office for South America (2008) and the Office for Colombia (2009), each with the purpose of expanding and strengthening the regional work of the Institute. The most important antecedent for this was the Liaison Office for Guatemala (1998), which was created to coordinate the “Integral Plan for Guatemala” and to provide local support to supplementary activities.

Latin America continues to be one of the regions in the world with the highest inequality despite a relatively small decrease in the poverty rate (from 33,1% to 27.9% of the population in 2013, according to ECLAC)². In addition, there has been an increase in criminal activity and violence, phenomena that have converted the region into one of the most dangerous for the press, for migrants and for human rights defenders. Acts have occurred that constitute a lack of respect for freedom of expression and there has been growing concern regarding electoral fairness. Finally, environmental problems and climate change have sharpened the humanitarian crisis.

As a response, the IHR drafted a strategy entitled “Education as the key to a democratic future” that covered the years 2011 to 2014, in which education in human rights is positioned as a fundamental part of the right to education and as an indispensable tool to achieve a life with dignity.

2 The number of Latin Americans in situations of poverty in 2013 climbed to some 164 million (27.9% of the population), of whom 68 million were in extreme poverty (11.5% of the inhabitants of the region), according to projections furnished on December 15, 2013 by the Economic Commission for Latin America and the Caribbean ECLAC.

The activities of the IIHR were therefore focused on promoting the legal recognition of the right to education in human rights; training human rights promoters, educators, public officials and decision makers; strengthening access to the inter-American justice system, especially with regard to vulnerable groups; consolidating electoral processes by assessing and strengthening the capabilities of electoral bodies; and monitoring and tracking progress indicators with respect to state compliance with economic, social and cultural rights in the inter-American system.

In 2013, as part of the Inter-American Consultation on the Status of Education in Human Rights, progress reports were made at the national, sub-regional and regional levels on state compliance with the rights to education and education in human rights, as well as projections for the next decade regarding key pending issues and challenges in the public sphere.

The IIHR also developed a new facet in its relationship with states in the region by signing an agreement with the Government of Colombia's Unit for the Integral Attention and Reparation for Victims (2013-2014), the purpose of which is to join technical, human and financial efforts to create and implement strategies for the effective participation of victims of the armed conflict in the reparation for the damages suffered, which implies training and empowering the victims as part of the peace process.

Another achievement to highlight is the regionalization of the emblematic Inter-disciplinary Course on Human Rights in its three editions in Brazil (2012, 2013 and 2014) and Colombia (2013).

In general, the IIHR is noted for the following: its capacity to respond to human rights exigencies in their phases of evolution and growth, particularly in the complex political contexts observed since the beginning of the democratization process in Latin America to the present, where the periodicity of elections

and a broader spectrum of civic participation are now the norm; the consolidation of education in human rights as a central axis of its mandate and guide to its activity; the legitimacy of its presence in the processes of transition and the trust that diverse actors have bestowed on the Institute's capacity to generate spaces for dialogue; a broad and vast specialized production of doctrine that has been the basis for training the principal actors in the *ius humanista* cause within the state, civil society and the academy; its accurate reading of the regional reality and the identification of challenges for the effective protection of human rights as well as its investment in the development of methodologies, research and training and technical assistance for the promotion and protection of human rights.

With this trajectory in mind, the IIHR proposes to make the most of its experience and achievements to respond to the human rights challenges in the current regional context with an innovative institutional strategy.

1.3 INSTITUTIONAL STRENGTHS

- **A specialized institution with recognized leadership**, widely known for the quality of its work and for promoting human rights on both an inter-American and universal level.
- **Ability to adapt** to regional realities in every phase of achieving rights and human dignity.
- **Experience and good practices** accumulated over more than thirty years, reflected in its current activities and projects as well as in the design of those for the future.
- **Auxiliary body of the Inter-American System of Human Rights** in the areas of education in and promotion of human rights, disseminating the doctrine of the

Commission and the Court, leading to an increase in awareness and a multi-sectorial debate.

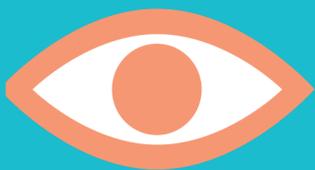
- **Recognized facilitator of dialogue** among human rights activists, state institutions and human rights organizations, creating ties of confidence and collaboration (relationship civil society – state).
- **Leader in human rights research**, as the largest source of human rights publications in the region.
- **Manager of networks**, the broadest in the hemisphere linking human rights promoters, defenders and organizations.

II. INSTITUTIONAL POSITIONING



MISSION

To educate in human rights and promote their respect in order to contribute to the consolidation of democracy and justice in the Americas, in coordination with the organs of the inter-American system, civil society, academia and the state.



VISION

To be the inter-American reference point with respect to education, promotion and specialized training in human rights, as well as the regional center for reflection, action and research in human rights so as to have an impact on their effective enforcement.



VALUES

Academic quality; innovation; complementarity and synergy; interdisciplinarity; transparency; equality and non-discrimination.

II. INSTITUTIONAL POSITIONING

II.1. MISSION

To educate in human rights and promote their respect in order to contribute to the consolidation of democracy and justice in the Americas, in coordination with the organs of the inter-American system, civil society, academia and the state.

II.2. VISION

To be the inter-American reference point with respect to education, promotion and specialized training in human rights, as well as the regional center for reflection, action and research in human rights so as to have an impact on their effective enforcement.

II.3. VALUES

In carrying out its mandate, the IIHR is guided by the following internal and external values:

Academic quality: Excellence and rigor through discipline, planning, commitment, professionalism and a pro-active attitude.

Innovation: Identifies and implements better and diverse means of promoting human rights (through pioneering doctrine, methodologies, processes, tools, technologies or resources), utilizing its institutional experience.

Complementarity and synergy: Recognizes and takes advantage of the diversity of its staff, areas of interest and external actors in order to fulfill its mission through teamwork in a cooperative, coordinated, dynamic and effective manner.

Interdisciplinarity: Multiplies the impact of its actions by making the most of the potential of persons with different backgrounds, visions and experiences.

Transparency: Creates confidence and security in the honesty, open-mindedness, probity, objectivity and legality of institutional procedures and practices, as well as their oversight mechanisms.

Equality and non-discrimination: Promotes equality, justice, peace, freedom and the dignity of every person and group without any form of discrimination.

III. STRATEGIC PROJECTION 2015-2020



- Achieve the effective protection of human rights.



- **Civil society-state interaction:** IHR as a pro-active interlocutor that generates dialogue
- **Gender equality:** enjoyment of human rights and fundamental freedoms of women under equal conditions
- **Non-discrimination:** generate conditions of equality for all people



- Foster functional and inclusive democracies
- Promote institutional and participatory transparency
- Foster accessible and effective justice systems
- Foster security doctrines and practices that are effective and respectful of human rights
- Recognize and value diversity



- Research
 - Education and training
 - Technical assistance
 - Networks
 - Information and communication
- The goal of each line of action is **ADVOCACY**



- Educate in human rights and promote their effective enforcement
- **Education + promotion = juridical, social and political conditions for the enjoyment of human rights**



- **Human rights-based approach:** strengthen the capacities of the holders of rights and the bearers of obligations.
- **Results-based management approach:** implement an appropriate system of planning and identify indicators of compliance.
- **Focus on the interdependence of human rights:** advance in the justiciability of human rights in the understanding that they are universal, indivisible, interdependent and interrelated.

III. STRATEGIC PROJECTION 2015-2020

III.1. STRATEGIC OBJECTIVE

To achieve the effective protection and enjoyment of human rights by fostering functional and inclusive democracies, transparent and participatory institutional actions, accessible and effective systems of justice, security doctrines and practices that are effective and respectful of human rights and recognized and valued diversities.

III.2. STRATEGY OF INTERVENTION

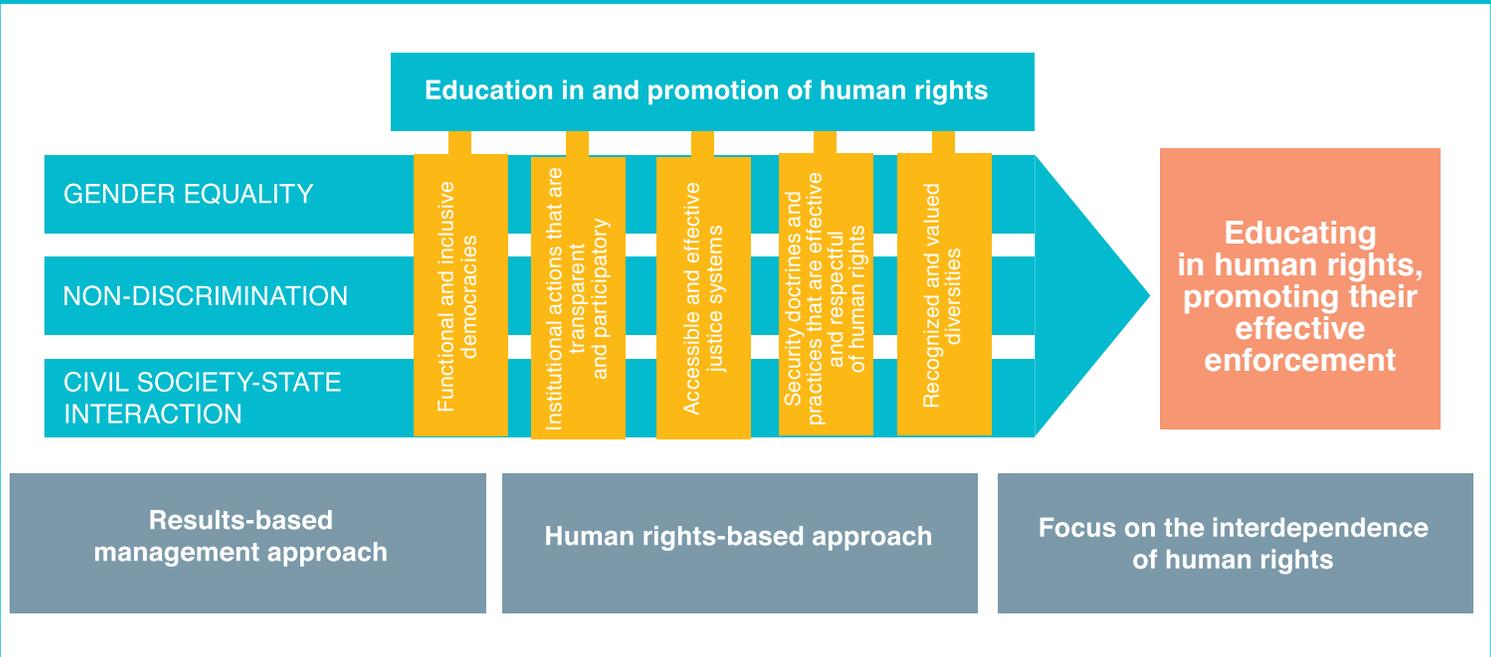
Given its trajectory and the current context, the IIHR institutional strategy for 2015-2020 is based on the motto *Educating in human rights and promoting their effective enforcement*, understood as the focal point and underlying foundation of its strategic priorities. Education in and promotion of human rights is, therefore, not an autonomous and independent priority, but rather a cornerstone that provides the basis and orientation for each strategic priority.

The IIHR perceives education in human rights and their promotion as the educational focus and the instruments crucial to developing the citizens' capacity to acquire the necessary knowledge, skills and values to learn, comprehend, assume, affirm and claim their rights, fostering a preventive form of protection that strengthens the democratic system and the effective enjoyment of human rights.

The education and promotion duality means that actions to disseminate the concepts and principles of human rights, or just teaching

them, whether in formal or informal education, are not sufficient in and of themselves. It means that, in general, rights are promoted in a practical process of creating the juridical, social and political conditions that favor their full protection.

The IIHR believes that recognition of and respect for human rights are essential elements for the integral and sustainable development of all people. In this sense, the focus on human rights is connected to the doctrine of human security, which holds that the human being should be conceived as the center and parameter of state action so that he or she might live in dignity, free from fear and with his or her daily needs met, by putting into practice a multi-sectorial approach to security (in the economic, nutritional, health, environmental, personal, community and political spheres).



III.3. STRATEGIC PRIORITIES

FUNCTIONAL AND INCLUSIVE DEMOCRACIES

The IIHR recognizes that the exercise of rights in the context of functional and inclusive democracies requires not only that there be periodic elections but that they result in democratic governments that are legitimate both in origin and in practice. This implies respect for sectors and populations that have traditionally been excluded; the primacy of the rule of law; the effective separation of the branches of government with checks and balances, and the existence and smooth functioning of the mechanisms and entities for oversight of governmental action.

From this perspective, political participation in functional and inclusive democracies is “any activity of the members of a community, either individually or collectively, derived from their right to decide on their system of government; elect political representatives; be elected and exercise offices of representation; participate in the definition and elaboration of public norms, practices and policies; monitor the exercise of the functions entrusted to their representatives and intervene in matters of interest.”³

A first element of participation is electoral integrity, which includes not only formal mechanisms (periodic and regularly scheduled elections; creation of electoral bodies; effective electoral logistics; and civic education, among others), but also broadening the dimension of participation to emphasize its qualitative character (for example: fair campaigns; larger and better observations of national elections; strengthening the internal democracy of political parties; ethics, both in economic terms and in the truthfulness and sincerity of discourse; access to information and the conditions for its dissemination; the impact of techniques to gauge public opinion,

such as polls; and the holding of debates that are fair or involve inclusive participation of specific sectors).

Nevertheless, political participation is not limited to participating in elections. It implies, among other things, the possibility of speaking out on issues of public interest and initiating actions at the community, local, regional and national levels.

Therefore, in order for democracy to be inclusive (and effective as a means of overcoming exclusion), it must be founded on a broad concept of citizenship, with the greatest possible degree of universality; with favorable and appropriate rules and procedures that recognize the rights of vulnerable persons and groups; with an exercise of power that facilitates, incorporates and feeds back into demonstrations of public opinion with full respect for the freedom of expression; that promotes the active participation of the citizenry; and wherein the acts of authorities – both those that hold elected office as well as others - are in conformity with the fundamental principles of a democratic regime and the rule of law in a framework of full respect for human rights, non-discrimination and equality.

The IIHR aspires to foster an active and demanding citizenry that is aware of its rights in order to assure that democracy is much more than simply the rules of the game to gain power legitimately.

Regional challenges

- With the aid of CAPEL, as Executive Secretariat and a leading force of the associations of the regional electoral bodies, to emphasize and promote the study of the problems arising from the new political reality of Latin America, especially those involving the lack of fairness in elections.

3 Revista IIDH (*IIHR Magazine*), pp. 34-35 (2002).

- In spite of advances in democratic legitimacy of origin of the governments of the region, there are clear contradictions between that legitimacy and the exercise of power due to the persistence of governmental practices that are contrary to democracy.
- Lack of initiatives and activities that put into practice strategies to strengthen and democratize political parties.
- Insufficient strategies of inclusion and participation that would define policies and the exercise of oversight mechanisms on matters of civic interest.
- Decline in the impact of civil society organizations that promote political participation.
- Absence of promotion and implementation of new forms of civic consultation and participation (such as lobbying and specific consultations, as in the case of the rights of indigenous peoples or decisions on local environmental issues), where there is often a lack of sufficient opportunities, information and resources for participation.
- Persistence of policies that restrict freedom of expression, including legal or *de facto* limitations and the lack of the physical security of communicators.
- Need to encourage advancements of different kinds so that civil registries (or data bases with similar purposes) have only a minimal margin of error and are linked effectively with electoral registries.
- Lack of transparent and effective mechanisms of consultation for public and civic opinion.
- Exclusion and underrepresentation of groups that are discriminated against and a lack of initiatives or opportunities for their participation in matters that affect them.

Strategic priorities

Bearers of obligations:

- Promote participation, inclusion and transparency in democratic institutionality and electoral processes.
- Provide technical assistance to strengthen electoral capabilities and civic participation with respect to inclusion and equality in elections.
- Together with electoral bodies, make the executive and legislative branches of the countries of the region aware of the importance of opening spaces for participation and civic consultation.
- Provide technical assistance to strengthen the capabilities of national institutions that observe elections and foster civic participation.
- Foster dialogues for the creation of proposals that would advance recognition of the legitimacy of the exercise of democracy and the rule of law.
- Train and provide technical assistance on the implementation of the free, prior and informed consultation of indigenous peoples, as set out in ILO Convention 169.

Holders of rights:

- Sensitize and train civil society organizations that promote political participation so that they include among their priorities inclusive and fair elections and the involvement of more citizens.
- Provide technical assistance to strengthen the capabilities of civil society organizations that observe national and local elections and foster participation.
- Disseminate strategies for reflection and training of political parties of the region to strengthen their internal democracy.

- Provide forums for reflection with strategic organizations of civil society on alternative forms of participation (informed and inclusive) with an emphasis on populations that are vulnerable, insufficiently or inadequately represented.
- Develop research and training directed at the strengthening and democratization of the citizenry, with emphasis on quality, inclusion and integrity of participation, as well as on the principles of transparency and fairness in elections.
- Open dialogues with organizations of civil society and political parties that result in actions that strengthen their role in demanding that governmental acts be in accord with the principles of the Inter-American Democratic Charter.
- Provide support and technical assistance regarding the free, prior and informed consultation of indigenous peoples and communities, as set out in ILO Convention 169.

TRANSPARENT AND PARTICIPATORY INSTITUTIONAL ACTS

Transparent and participatory institutional acts are those that are based on a culture of respect for legality by public authorities in managing resources and making decisions, by exercising transparency and accountability and guaranteeing options for the active participation of the citizenry.

Transparency in public administration is required in order to ensure clarity and probity in the handling and use of public funds, and in decision-making. Therefore, access to information should be ensured through policies, mechanisms and strategies established in the systems of public administration. In this sense, accountability is comprised of the audit and oversight mechanisms over the use of power and responsibility in public administration, based on a legal mandate, whether or not the citizenry demands it.

Transparency and accountability are also elements of the democratic oversight that society has through public opinion. Therefore it is essential that the citizenry have access to information and diverse opinions in order to form its own judgments. This translates into full respect for the right to access information and for freedom of expression, especially with respect to its social dimension.

The right to access public information enables citizens to obtain government information, which can only be denied on the basis of strict exceptions based on a law that does not restrict rights. Access to information recognizes, on the one hand, the right of a citizen to have knowledge of it and, on the other, the obligation of the state to allow access to it. This right is complemented by the social dimension of freedom of expression, as it includes the right to receive and disseminate a diversity of opinions and messages. This duality permits persons and groups to contribute to public debate, to develop a sufficiently informed opinion and – closely related to political participation – to have influence on public issues.

From a human rights perspective, transparency and accountability are also found in the information and clarity provided to the citizenry on actions undertaken, and the results achieved, in complying with human rights obligations and responsibilities. However, in order for accountability to be effective, it is often necessary that citizens demand it. Therefore, the capacities of the holders of rights, especially those who live in conditions of poverty and exclusion, must be adequately strengthened.

Regional challenges

- Lack of a conceptualization and understanding of the relationship between lack of transparency and the violation of human rights, especially with respect to corruption.
- Weak civic culture and lack of participation to demand transparency and accountability.
- Insufficient procedures and practices by public officials regarding the administration of transparency and accountability with respect to the citizenry and institutions.
- Persistence of norms and practices that restrict access to public information and the exercise of freedom of expression.

Strategic priorities

Bearer of obligations:

- Provide technical assistance to include the values of transparency and accountability in basic school curricula and other educational areas.
- Compile, systematize and disseminate best practices in accountability regarding state obligations in human rights and in combating corruption.

- Provide technical assistance to implement laws and practices that guarantee access to information and freedom of expression, as well as transparency and accountability.
- Train and sensitize state security forces so that they respond appropriately to protests and demands for transparency and accountability in adherence with the principles of human rights, and consequent state obligations.
- Reinforce the capacities of national human rights institutions to apply a focus on progress in attaining human rights, with an emphasis on economic, social and cultural rights.
- Train the staff person responsible for drafting national reports on the fulfillment of international human rights treaties for the oversight bodies of the universal and inter-American systems.

Holder of rights:

- Promote the creation of tools of social auditing, accountability, complaints of practices of corruption, evaluation of public policies and monitoring compliance with the state's international human rights obligations, as well as achieving the maximum possible dissemination.
- Develop research on the attainment of human rights through the application of a focus on progress, and achieve the maximum dissemination possible.
- Train the holders of rights so that they better understand transparency and accountability from a rights-based perspective in order to promote their enforcement.

SYSTEMS OF ACCESSIBLE AND EFFECTIVE JUSTICE

The exercise of rights in the area of systems of justice that are accessible, affordable and effective requires that the necessary and appropriate resources be made available so that every person can claim his or her rights before institutions previously created for this purpose. Thus, every person, without discrimination, must have a real possibility of resolving any conflict of interest (individual or group) before the different systems of justice (traditional, local, national and international) to obtain a just and prompt resolution under the principles of autonomy, impartiality and independence.

In addition, systems of justice must provide the institutional and juridical conditions necessary to consolidate and broaden justiciability and the enjoyment of civil, political and especially economic, social and cultural rights for all persons in order to build more democratic and just societies.

Access to, and the administration of, justice are not limited to the ability to access established courts, processes and procedures. The operators of justice must also know and take into account international human rights standards and include them in their resolutions and decisions by applying the law or norm that best protects human rights.

Justice must also include reparations so that the resolution of conflicts, especially cases dealing with human rights violations, result in full reparations that satisfy the victim and guarantee that the violations will not be repeated.

In addition, justice must take into account differences with respect to victims who are especially vulnerable in order to achieve greater fairness in the construction of a just and democratic social order.

Finally, access to and the administration of justice is not limited to the national sphere, but

must also be used to strengthen international human rights bodies: it is particularly important to speed up the timeframes for the admission of petitions and their resolution; to increase recognition of their competency (universality); to improve the execution of judgments by states; to disseminate doctrine, jurisprudence and standards of protection, and to create spaces for reflection on how to strengthen them in order to provide victims with the greatest protection possible.

Regional challenges

- Insufficient knowledge about human rights norms and the resulting lack of enforcement.
- Institutional weakness and lack of *de jure* and *de facto* independence in the administration of justice.
- Difficulties in access to national and international justice by persons and peoples that are discriminated against or inadequately represented.

Strategic priorities

Bearers of obligations:

- Provide technical assistance to design strategies that focus on human rights and that differentiate between the conditions of victims, in order to remove structural obstacles to accessing justice.
- Provide technical assistance to promote the design of indicators on strengthening justice.
- Systematize and disseminate the approach to transitional justice on the basis of lessons learned and best practices.
- Develop promotional activities and training to harmonize the Inter-American System

of Human Rights with national systems for imparting justice.

- Develop promotional activities and training to harmonize national systems of justice and traditional systems based on indigenous law.

Holders of rights:

- Develop research to identify structural obstacles that affect access to justice in the region and their disparate impact on specific populations or sectors.
- Provide training on international and regional human rights standards, using accessible and appropriate tools according to the specificities of the populations to which they are directed.
- Strengthen the capacities of civil society in the strategic litigation of human rights at the national and international levels.
- Generate spaces for dialogue and academic reflection in order to strengthen the international systems of human rights, with emphasis on the inter-American system.

SECURITY DOCTRINES AND PRACTICES THAT ARE EFFECTIVE AND THAT RESPECT HUMAN RIGHTS

In order for security doctrines and practices to be effective and respect human rights, they must focus on transcending the traditional concept of citizen security, and must have the elements and the methodology of the doctrine and principles of human security. For the IIHR, security is a political and social situation in which all persons have the full, legal and effective enjoyment of their rights and freedoms, which are guaranteed by efficient institutional mechanisms and procedures to prevent and control dangers and risks that might damage those rights.

Thus, the right to security under democratic rule of law consists of a set of assurances that must be afforded to each inhabitant for the free exercise of his or her rights, taking into consideration a differentiated approach for persons and groups in situations of greater social risk. Thus, the design of a public policy of security must not depend on immediate political contingencies, and must have clear and verifiable short-, medium- and long-term objectives.

Proposals for intercultural intervention must be formulated from the point of view of prevention, toward the attainment of all human rights through public policies. Methodologically, the guarantee of citizen security must include the shared responsibility of the state with all of the actors interested in achieving a more secure life for everyone through the attainment of human rights, collectively and individually, with an emphasis on the protection of the rights of those belonging to vulnerable populations or groups.

The IIHR believes that each state should design and implement a national security policy that clearly establishes the responsibilities of all of the involved actors, including the public sector and the national authorities as well as security bodies, civil society, citizens and the private sector with a broadened commitment to social responsibility with a human rights focus by the business sector.

On the other hand, the vision and the policies in this realm must confront the resurgence of hard-line short-term measures that do not offer integral strategic solutions and, in some cases, violate human rights. This requires much political will and commitment, not only on the part of public authorities but also non-governmental forces, civil society and the media.

One of the favorable conditions in the region is that the highest levels of government recognize the importance of designing and formulating public policies that fully respond to problems related to the great increase in

structural criminality – often related to new forms of social violence and the model of development – and to the demands of the population to protect its right to security through immediate, effective, decisive and coordinated actions by state institutions.

Regional challenges

- The lack of strategic measures to confront criminality and social violence, associated both with inequality, social exclusion and the progressive limitation of opportunities as well as institutional insufficiencies in addressing new challenges in this area.
- Shortage of public policies in security with a focus on, and perspective of, human rights.
- Shortage of adequate, integral designs of security public policy that contribute to the reduction of the levels of violence and criminality, formulated from the perspective of human security.

Strategic priorities

Bearer of obligations:

- Formulate and disseminate a plan to create a comprehensive training program in the schools and academies for police and penitentiary personnel, with a focus on human rights that especially takes into account vulnerable populations.
- Train state institutions to formulate integral public policies on security, crime prevention and re-adaptation and reintegration of incarcerated persons with the involvement of the family, local authorities and the business community.
- Make spaces available for dialogue and the exchange of best practices among security agencies to promote their adoption.

- Provide technical assistance to strengthen a preventative approach to combating torture and other cruel, inhumane or degrading treatment wherever people are held in the custody of the state.
- Promote the adoption of corporate social responsibility practices by private enterprise with a focus on human rights.

Holders of rights:

- Develop academic research and reflection on the consequences for the rule of law and human rights of transnational crime linked to corruption and money laundering from drug activity and the trafficking of persons and arms, in the context of societies that suffer social violence, organized crime and forced migration.
- Promote spaces of trust and credibility for dialogue, making agreements and coordinating actions between police agencies and communities in order to develop strategies for oversight and crime prevention that respect human rights.
- Develop the organizational capacities of civil society to generate proposals for security, to evaluate existing proposals or to demand proposals if they do not already exist.

RECOGNIZING AND VALUING DIVERSITIES

Diversity is a permanent fact of life in society, characterized by the coexistence of different visions and forms of perceiving the world, life and human existence, including how one sees one's own identity and sense of belonging, ways of being, feeling, thinking and relating to others. With this perspective, the IIHR identifies the following diversities: national and regional, ethnic and cultural, ideological, political, social, economic and of gender, sex, age, religion, and ability, among others.

The IIHR believes that in order for these diversities to be recognized and valued, it is not enough simply to speak of them; they must enjoy legal and social recognition as subjects of rights, as well as real opportunities to exercise those rights. Furthermore, in the event that their rights are denied or made invisible, there must be mechanisms, resources and practices established that allow people to demand the respect and protection of their rights without discrimination and with a differentiated approach to their particularities.

In addition, the special situation of vulnerability in which these people find themselves must be recognized, and efforts made to provide opportunities to address their needs – implementing affirmative action, among other measures. It is therefore necessary to take these groups into account and make their inclusion effective through consultations on the formulation and development of public policies and legislative measures that affect them. In addition, public policies must be differentiated for each group and population by taking into account that each form of diversity implies specific priorities and needs that must be identified and analyzed.

The recognition and valuation of diversities also implies a change in both social and institutional perception that would recognize, incorporate and prioritize the principles of equality and non-discrimination in a process that would result in specific actions both to eliminate stigmatizing prejudices and stereotypes, and to eradicate discrimination and the criminalization of differences. This would mean not only a change in perception by third persons but also a change in the manner in which those who have been historically marginalized, excluded and discriminated against perceive themselves, so that they become subjects of rights rather than objects of charity.

Indeed, recognizing and valuing diverse groups implies formally recognizing their rights, ensuring that these rights are

enforceable and fostering an institutional culture and practice of non-discrimination that guarantees their enforcement.

Regional challenges

- The invisibilization of diversities and stigmatization of their differences.
- Exclusion of people belonging to diverse groups from opportunities for well-being, development and access to justice.
- Absence of appropriate and binding procedures to consult diverse peoples on public policies and the decisions that concern and affect them.
- Insufficient knowledge of human rights norms and their consequent lack of enforcement.

Strategic priorities

Bearers of obligations:

- Open dialogues that contribute to the revitalization of links between the state and organizations of civil society in order to coordinate joint actions and promote true equality of opportunities for diverse persons.
- Provide technical assistance in the drafting of legislation and public policies directed to strengthening the human rights of diverse groups.
- Promote mechanisms for identifying, punishing and eradicating hate crimes.
- Provide technical assistance for devising and implementing affirmative action in favor of diverse persons.

Holders of rights:

- Investigate, analyze and identify the priority groups of diversities that live in a disadvantageous situation with regard to their enjoyment of human rights in the region, as well as the factors of discrimination that contribute to it.
- Formulate a strategy of human rights promotion for those most excluded or discriminated against in the region.
- Strengthen the capacities of the diverse groups to demand respect for and protection of their rights.
- Promote campaigns to sensitize key actors in society in order to visibilize the human rights violations committed against diverse groups so as to contribute to the eradication of stigmas and prejudices and to promote a culture of respect and the eradication of all forms of discrimination.
- Promote education in human rights in school curricula to contribute to the elimination of prejudices and discriminatory stereotypes.

III.4. CROSS-CUTTING THEMES

Cross-cutting themes are areas that the IIHR has prioritized in developing the totality of its actions within the Strategic Framework. They are:

CIVIL SOCIETY-STATE INTERACTION

In the interaction between organizations of civil society and public institutions, as a specific and unique phenomenon of the social and political development of each country in the hemisphere, there are tensions and rapprochements between both parties that affect –positively or negatively– the attainment, protection and promotion of human rights. Within this context, the IIHR, with its more than thirty years of experience, acts as a recognized interlocutor between state bodies and civil society by providing spaces for pro-active dialogue that are recognized at the regional political level and are considered legitimate by both sides.

GENDER EQUALITY

Gender equality between men and women presupposes the elimination of every form of discrimination against women, understood as “any distinction, exclusion or restriction made on the basis of sex [...] in the political, economic, social, cultural, civil or any other sphere.”⁴ The IIHR therefore strives that all of its activities contribute to ensuring the full development and advancement of women through guarantees to the exercise and enjoyment of their human rights and fundamental freedoms on equal footing with men.

NON-DISCRIMINATION

Eradicating discrimination implies creating conditions of equality for each person, without differences of any kind, recognizing and guaranteeing the same rights and opportunities to all. This requires, among many other actions, undertaking affirmative action measures for excluded persons and collectives that foster political, legal, educational, economic and other actions that aim to eliminate discriminatory patterns and practices. The IIHR believes that the principles of equality and non-discrimination imply not only respect for differences, but also that diverse groups be recognized and accepted as such in democratic systems.

III.5. FOCUS OF WORK

A FOCUS ON THE INTERDEPENDENCE OF HUMAN RIGHTS (FIHR)

The IIHR endorses the doctrine of the universality, interrelatedness and interdependence of human rights as set out in the Vienna Declaration and Action Programme, adopted by the World Conference on Human Rights (1993). According to the declaration, democracy, development and respect for human rights and fundamental freedoms are interdependent concepts that are mutually reinforcing. In addition, “all human rights are universal, indivisible and interdependent and interrelated”⁵ in a way that economic, social and cultural rights and civil and political rights are mutually reinforcing. In addition, “the international community must treat human rights globally in a fair and equal manner, on the same footing and with the same emphasis,” and commit to protecting them “regardless of their political, economic and cultural systems.” The IIHR understands that, in practice, much more progress is needed in order to ensure justiciability and the universality of human rights and adopts this focus as a guide to its action in the period covered by this Strategic Framework.

4 Article 1 of the Convention to Eliminate All Forms of Discrimination Against Women.

5 This and the following two quotations are taken from the Vienna Declaration and Action Programme (Part I, para. 5).

A HUMAN RIGHTS BASED APPROACH (HRBA)

A human rights based approach (HRBA) is the IIHR's starting point in implementing the Strategic Framework for 2015-2020.

The HRBA is a conceptual framework that takes as its basic premise human rights norms, principles and practices, including the jurisprudence of the inter-American system of human rights as well as that of the United Nations system.

On an operational level, the Institute strives for its plans, programs, policies and, in general, all of its work to be directly related to respect for, and the guarantee and enjoyment of, human rights in the hemisphere. The Institute, therefore, follows the following basic guidelines in its work:

- i. To contribute to the full attainment of human rights in the countries of the hemisphere;
- ii. To identify the holders of rights and their specific rights, as well as the bearers of obligations and their obligations;
- iii. To strengthen the capacities of the holders of rights and of the bearers of obligations, so that the former can demand fulfillment of their rights and so that the latter can fulfill their obligations; and
- iv. To incorporate into laws, public policies and national jurisprudence, the general guidelines of international human rights treaties and their jurisprudence.

The HRBA is the central thread connecting the strategies and actions to be implemented under this Strategic Framework, as well as of the programs, projects and actions derived from it.

The main purpose of the HRBA is to strengthen the capacities of the holders of rights to reclaim the exercise and fulfillment of their rights; and of the bearers of obligations, understood as

state institutions and their representatives, to fulfill their obligations.

The IIHR also accepts the four human rights principles that underlie the HRBA: non-discrimination; participation and inclusion; transparency and accountability; and the rule of law. These principles serve as a catalyst for the fulfillment of the institutional mandate.

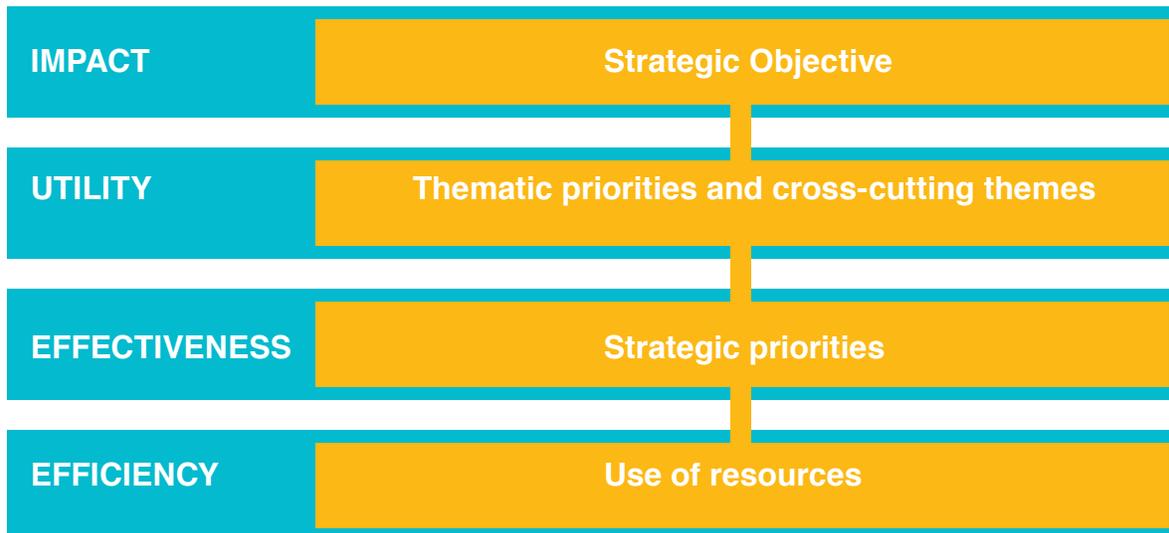
RESULTS-BASED MANAGEMENT APPROACH (RBM)

The IIHR perceives results-based management (RBM) as an approach that ensures that each of the institution's processes, products, actions and even its organizational model contributes to achieving defined results. This methodology offers a coherent framework for strategic planning and management as it permits improving aspects related to learning and responsibility.

The IIHR adopts the RBM approach by concentrating on obtaining concrete results, starting from the design of the Strategic Framework, continuing through the institutional management model, to the making of dynamic connections and alliances with key state bodies and civil society organizations. The RBM approach implies implementing an adequate system of planning that successfully translates the assumptions and content of this Strategic Framework into pluri-annual strategic planning and in specific annual operational plans that identify effects, products, goals and compliance indicators.

Monitoring and evaluating the implementation of the integral strategic planning process, which is based on the Strategic Framework, will also follow the logic of results-based management by monitoring progress on the four different levels of results attained:

RESULTS-BASED MANAGEMENT APPROACH



III.6. LINES OF ACTION

The lines of action are the work paths through which the IIHR implements and executes its strategic initiatives and priorities.

The IIHR has the following five lines of action:

1. Research.
2. Education and training.
3. Technical assistance.
4. Networks.
5. Information and communication.

Each has a strategic focus based on advocacy. The IIHR perceives advocacy as the influence generated by people and institutions of every stripe in promoting changes in policies, laws and practices in favor of human rights enforcement.

Advocacy is therefore not seen as an independent line of action, but as the ultimate objective to which each new initiative developed aspires within the framework of the five institutional lines of action.



RESEARCH

The process by which challenges in the areas of human rights and democracy are identified, analyzed and understood in order to contribute to possible solutions.

IIHR research:

- Is subject to a technical, scientific and methodological rigor, depending on the type of research.
- Employs accessible and inclusive language to communicate findings.
- Generates knowledge and critical thought on human rights issues.
- Uses human rights standards as starting point.
- Has a multiplier effect in that the results give rise to reflection on, and the promotion of, human rights.
- Contributes criteria to identify new dimensions of human rights, new research and possible areas of training.

EDUCATION AND TRAINING

Develop skills, capacities and knowledge, mainly for members of civil society and state officials in the areas of human rights and democracy, through the application of different methodologies and the use of various resources.

The education and training offered by the IIHR:

- Seeks a multiplier effect on the part of the bearers of obligations and the holders of rights.
- Uses the principles, standards and practices of human rights to develop its content and methodology.

- Fosters and promotes necessary harmonization between domestic law, international human rights law and other spheres in the international protection of the person.
- Recurs to the diversity of forms, methods, means (virtual and otherwise) and resources that are pertinent and susceptible to be tailored to the population and circumstances of the activities.
- Develops methodological and dissemination tools that meet the criteria of being pertinent, topical and of high quality in their format and content.

TECHNICAL ASSISTANCE

The transfer of specialized knowledge, experience and best practices in the areas of human rights and democracy in order to strengthen the capacities of holders of rights and bearers of obligations.

Technical assistance in the IIHR:

- Is inserted into a process of strengthening the capacities of the actors involved.
- Is pertinent from the time of the exploration and identification of needs, topics and countries of interest.
- Is systematized and conducive to the strengthening of institutional capacities.
- Promotes horizontal cooperation.

NETWORKS

The IIHR promotes and facilitates cooperation, knowledge sharing and the exchange of

experiences and information in the human rights community through technological platforms in order to contribute to improving the enforcement and enjoyment of rights and democracy.

The IIHR's work in networks:

- Promotes collaboration to achieve common goals.
- Disseminates knowledge on a human rights topic or action.
- Reduces the duplication of efforts, multiplies impacts and broadens the reach of different actions, optimizes resources, creates alliances and brings together joint efforts to protect and promote human rights.
- Promotes the exchange of ideas, visions, experiences, skills, resources and contacts.

INFORMATION AND COMMUNICATION

Information and communication are components in the promotion of human rights in their broadest sense, by means of which: i) institutional projects and activities are disseminated and promoted; ii) access to institutional bibliographical materials is provided and iii) the two-way relationship between users in the human rights community and the IIHR is fostered.

The IIHR develops these components by means of the following products, services and means

Publications

Joint Court-IIHR Library

Documentation Center

Digital library

Web page

Social networks

Platforms of jurisprudence: electoral and economic, social and cultural rights

Newsletter *IIHR in the Americas*

Thematic email lists

The IIHR's information and communication:

- Uses new and attractive forms of information and communication technology.
- Promotes the dissemination of knowledge.
- Responds to an integral strategy of external and internal communication.
- Strengthens its methods and services for collecting, systematizing, processing, disseminating and exchanging information and knowledge regarding human rights.

IV. INSTITUTIONAL MANAGEMENT



MONITORING AND EVALUATION

allows for visualizing and correcting risks



SUSTAINABILITY

acquire resources, guarantee operational efficiency and functional austerity

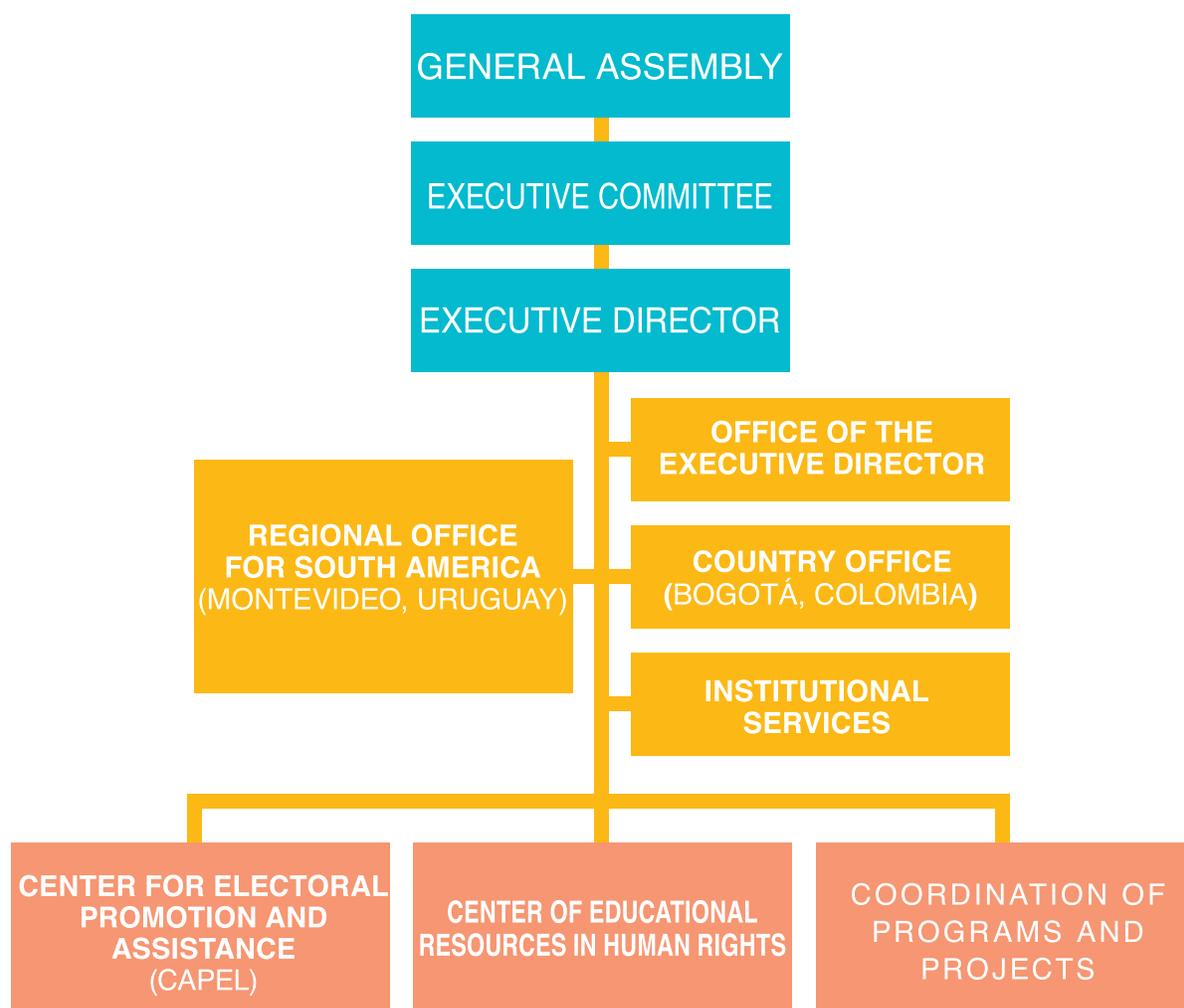


REGIONALIZATION

make possible the execution of projects in every country and locality

IV. INSTITUTIONAL MANAGEMENT

IV.1 ORGANIZATIONAL CHART



IV.2 MONITORING AND EVALUATION

The IIHR perceives monitoring and evaluation not only as a mechanism of accountability for external actors, but also as an essential tool of management that allows it to foresee risks and to make timely corrections and interventions, as well as to follow up on initiatives that arise as a result of the results obtained.

In order for management to be effective and efficient, the IIHR identifies and practices the following guidelines for monitoring and evaluating its programs and projects:

- Measures the impact of the institution's work with respect to its vision, mission, mandate and objectives, as established in the Strategic Framework and its Action Plan.
- Anticipates the creation of indicators for results as of the initial design stage of its programs and projects.
- Includes an action plan that defines impact, results, indicators, time and responsibilities.
- Has a specialized team to monitor and evaluate substantive advances and budget execution, as well as to provide technical assistance to the specialists and personnel of the institution.
- Forms part of an institutional culture of accountability, sustainability and self-evaluation.

IV.3 SUSTAINABILITY

The IIHR defines sustainability as the institutional capacity to employ mechanisms that ensure the fulfillment of its mandate and strategic objectives within its sphere of action, while guaranteeing its continued functioning and future development in a framework of autonomy and self-sufficiency. Sustainability is therefore not only training and the gathering

of resources but also operational efficiency and functional austerity.

To this end, the IIHR implements a strategy that includes the following components:

- Structure and internal functioning: The institutional organizational structure, the designation of functions by area and the manner in which the areas relate to each other.
- Administrative and financial management: The mechanisms and procedures utilized for the planning, use and monitoring of the IIHR's resources, especially financial.
- Strategic alliances: The IIHR's relationship with other institutions for accomplishing its institutional mission.
- Mobilization of resources: The process of collecting, obtaining and generating financial resources to be used in fulfilling its institutional mission.
- Alternative sources of resources: The exploration and diversification of financing sources beyond international cooperation.

The IIHR implements these components through its Fundraising and Project Management Unit. This unit, based on its reading of current challenges (regional and global) in the area of international financing and cooperation, acts to obtain necessary resources in accordance with its strategy of institutional sustainability.

IV.4 REGIONALIZATION

Notwithstanding the fact that the IIHR could have a presence in other geographical areas,

its mandate is concentrated on the Americas. Throughout its existence, the Institute has had regional, sub-regional and local offices that have permitted it to recognize that regionalization has important advantages in that it opens a range of opportunities, strengthens its presence in the hemisphere and increases the impact and reach of its activities. A regional focus facilitates an exchange of experiences, horizontal cooperation and comparative studies.

Thus, as in the case of sustainability, regionalization means more efficiency and efficacy by enabling the execution of projects in countries and localities far from the San José, Costa Rica headquarters because of the reduced operational and logistical costs.

In order to organize the sub-regional offices with a vision of political, institutional and financial sustainability above circumstantial aspects, the following guidelines are observed:

- Opening and maintaining an office depends on its strategic relevance; a national political context favorable to the implementation of the Strategic Framework; a favorable environment for political impact and the promotion of human rights; the support of the government for establishing the IIHR in the country; the existence of relevant strategic allies; the existence of networks of former course participants who express their support and manifest their interest in having IIHR representation; the added value for the IIHR politically, strategically, financially and administratively to fulfill its mission and be self-supporting.
- Officially represent the IIHR institutionally, academically and administratively.
- Identify opportunities, design interventions and draw up proposals for projects and activities in close coordination with the main headquarters and whose negotiation, presentation and formalization must have

the express authorization of the IIHR Executive Director.

- Carry out a contextual and political analysis of the human rights situation in the country or region where they are located.
- Initiate and maintain relations with governmental institutions and non-governmental organizations, agencies of cooperation and any institution that promotes human rights.
- Coordinate with headquarters on strategic, administrative and operational matters that are necessary for the operation of the office.

V. CONCLUSIONS

The IIHR is a reference point in areas related to its institutional mandate to promote and educate in human rights in the region.

Its prestige and accomplishments have allowed it to proudly demonstrate its convening power, which is unequalled in the region, both among high officials and representatives of the inter-American system of human rights and among state officials and civil society actors. Although these actors are occasionally on opposite sides when it comes to contexts and situations in their countries, the Institute is able to bring them all to the table for dialogue and negotiations.

Over the years, the work of the Institute has been well-known for its accurate and pertinent assessments of the current regional situation as well as for the development of methodological innovations and its approach to working with actors that serve as multiplier agents.

Recognizing these and other strengths as well as the human rights challenges present in the region, the IIHR has drafted this Strategic Framework for the period 2015-2020 entitled “Educating in human rights, promoting their effective enforcement,” which is its new road map that is mainly characterized by a reformulation of its intervention strategy in the hemisphere. On the one hand, it perceives education in human rights not as an isolated right but as the cornerstone upon which each strategic priority is based and guided. On the other hand, the Institute perceives the idea of advocacy not as an independent action but rather as the ultimate goal of each institutional initiative.

In addition, the strategic priorities are not the result of choosing certain rights over others, but rather the identification of specific situations and contexts in which the IIHR should intervene in order to contribute to the effective enforcement of human rights, taking into account their universality, interdependence and interrelatedness.

In general, the Strategic Framework renews the commitment of the IIHR to continue to contribute with relevant and pertinent proposals and actions based on an accurate reading and interpretation of reality in the Americas, focusing on human rights and democracy with the purpose of having an impact on the construction of conditions that will ensure the effective enforcement of human rights as a result of its work in promotion, research and education.

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