



OAS | School of
GOVERNANCE

REPORT

OAS School of Governance

2015-2020

Department for Effective Public Management
Secretariat for Hemispheric Affairs

REPORT
OAS
School of
Governance
2015-2020

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INTRODUCTION

One of the main tasks of the Organization of American States is promoting and strengthening democracy in the region, as stated in the OAS Charter. One of the greatest challenges for democracy today is furthering legitimacy in its exercise, in having a State that works – a “democracy that delivers” – capable of responding to and transparently, efficiently, and effectively meeting demands of the public. This is essential, moreover, to furthering the legitimacy of democratically elected governments – whatever their political and ideological leanings or national strategic objectives.

The relationship between public institutions and citizens has evolved. Citizens not only want to know what their governments are doing, they want to voice their opinions and be involved in the design, development, and implementation of public policies that affect their quality of life. Moreover, thanks to the Internet and social networks, communication between citizens and governments is much easier. Information and communication technologies have facilitated citizens’ ability to participate in the public policy cycle and decision-making processes.

Nonetheless, government and the public at large still face daunting challenges to ensuring that this citizen engagement not only takes place but is both effective and inclusive. Many government officials are not convinced of the benefits of citizen engagement, and many public institutions still lack mechanisms for that engagement. Furthermore, a high proportion of citizens do not participate in the existing processes because they are unfamiliar with them, are unaware of their existence, or lack the tools and knowledge to participate.

In light of this, the School of Government initiative is designed to provide practical knowledge, tools, strategies, and methodologies to help public institutions in the OAS member states become more transparent and effective and develop mechanisms for citizen engagement.

The purpose of this report is to describe the activities related to the School of Governance since its creation in 2015 to the present, report on the opportunities offered by this initiative, take stock of its progress, explore the existing challenges, and forge a path forward for the coming years.

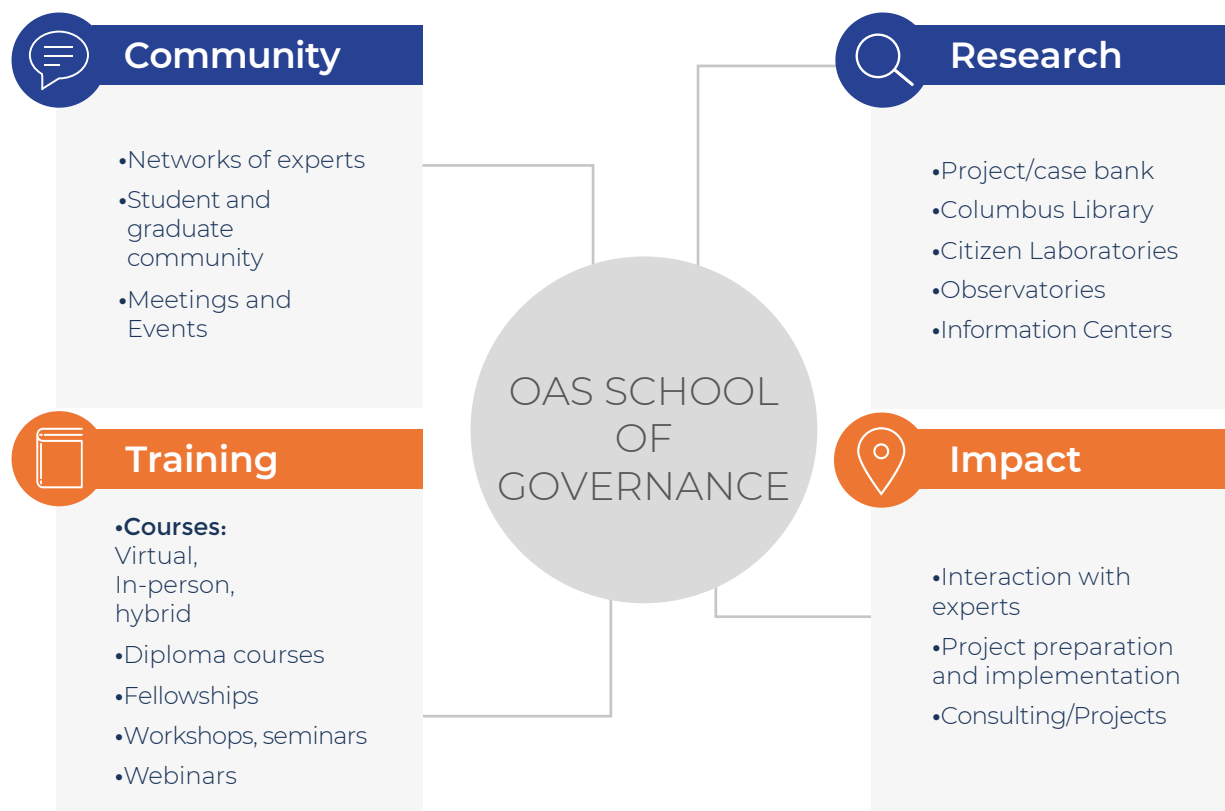
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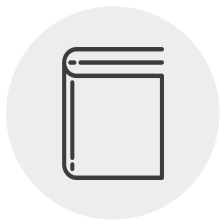
1 What is the OAS School of Governance?

The School of Governance (SoG) is one of the main initiatives of Secretary General Luis Almagro's first term. Its purpose is to offer training opportunities to improve democratic governance, institutional transparency practices, citizen engagement, and public accountability. Training opportunities are geared to strengthening the management and leadership knowledge and skills of public servants and political, social, and community leaders who work with government and civil society.

The School of Governance offers a portfolio of virtual, in-person, and hybrid training, as well as leadership development programs on issues related to democracy, human rights, multidimensional security, and integral development. Its objective is to empower the citizens of the region, giving them the tools, methodologies, and strategies necessary for participating in public policy development and implementation and exercising their political, economic, and social rights.

The School of Governance's work covers four (4) basic areas: training, research, community, and impact.





Training

We offer an extensive portfolio of virtual and in-person training courses in democracy, human rights, multidimensional security, and integral development through OAS specialized units. We also offer leadership and soft skills strengthening programs aimed at empowering citizens to participate in the public policy cycle.



Research

We promote research initiatives that produce reports, manuals, and technical notes to increase understanding of the inter-American agenda and analyze the challenges for effective public management. This involves the use of observatories, a case bank, laboratories, and information centers, including the Columbus Library.



Impact

Through our training initiatives, we have an impact on the education of public servants, teaching them to apply the principles of transparency, accountability, and collaboration in public institutions and encouraging citizen engagement in the public policy cycle. Application of these principles helps strengthen democratic governance.



Community

The School of Governance offers learners the opportunity to connect with a community of experts in key areas of public management.

Vision

Enrich and expand the training opportunities offered by the OAS General Secretariat (GS/OAS), based on the four pillars – democracy, integral development, multidimensional security, and human rights – to continue improving the learning, training, and leadership of public servants, political leaders, and social actors in the region.

A photograph of a grand, ornate hall, likely a ceremonial space. Numerous flags of various countries are suspended from the ceiling by thin poles, creating a colorful canopy. The ceiling is high and features intricate architectural details and several large, ornate chandeliers that are illuminated. The walls are made of light-colored stone or marble, and there are busts of figures on pedestals along the sides. The overall atmosphere is formal and majestic.

2 Background 2015

During his inauguration on May 26, 2015, Secretary General Luis Almagro Lemes took the opportunity in his inaugural address to announce the forthcoming creation of the School of Governance as one of the key initiatives of his administration. Conceived as a tool for public servants and members of civil society in the Hemisphere, it was aimed at strengthening the practices of institutional transparency, consensus building to undertake public reform, and public accountability.

The Office of the Secretary General assigned the Department for Effective Public Management (DEPM), under the Secretariat for Hemispheric Affairs (SHA), the task of creating and managing this initiative.

As the starting point for the creation of the School of Governance, the Department for Effective Public Management (DEPM) conducted an inventory of current training in the GS/OAS that was closely aligned with the pillars of the Organization, and using this input, issued the report that follows.

The Secretary for Hemispheric Affairs and the DEPM Director held meetings with the permanent representatives of the various regional groups (LAIA, SICA, and CARICOM) to inform them about this initiative.

TOWARD AN OAS FOR THE 21ST CENTURY

Inaugural address of the Secretary General of the Organization of American States (OAS),
Luis Almagro Lemes

26 May 2015

One region of and for all Americans







“Democratic governance is about more than just elections. One of the key initiatives that my administration will seek to implement will be a school of governance for public servants and civil society in the Hemisphere, as a tool for strengthening the practices of institutional transparency, consensus building to undertake public reform, and public accountability”.

Luis Almagro Lemes



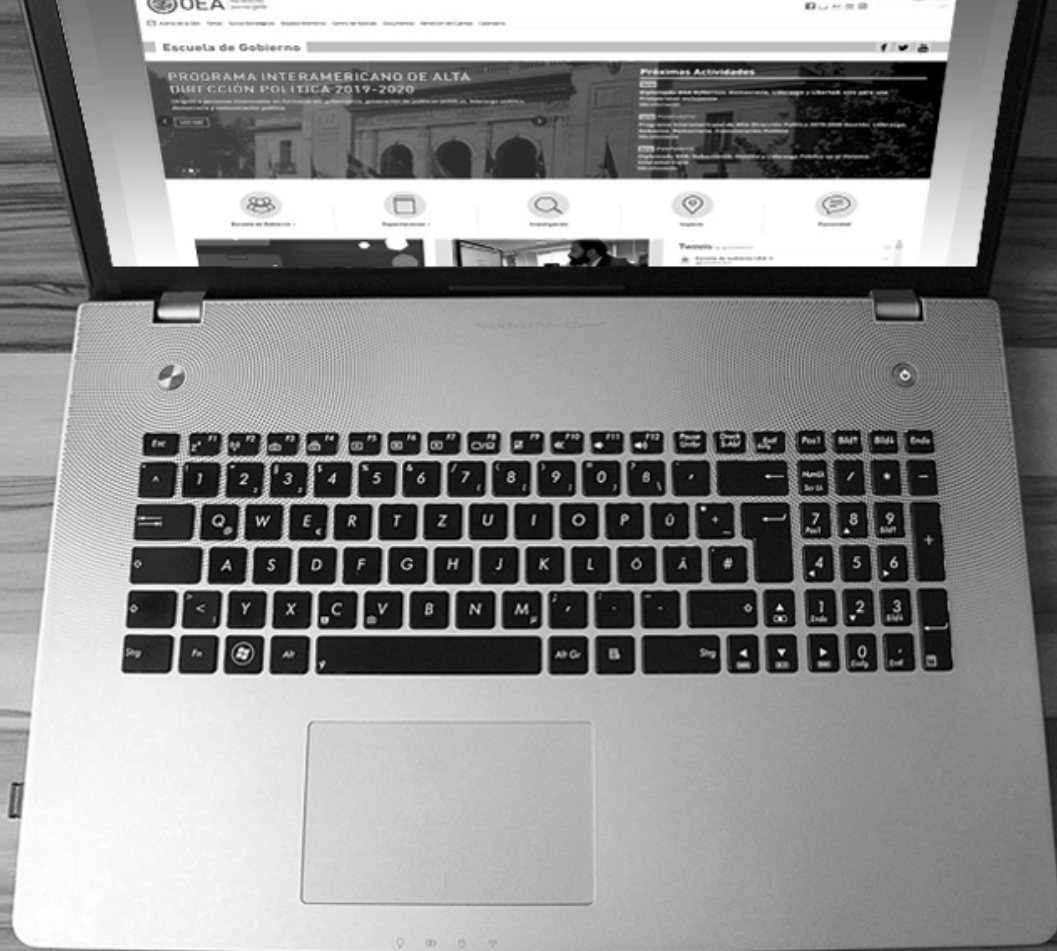
3 Training assessment

Creation of the School of Governance began with an inventory and analysis to identify current training opportunities in the General Secretariat. This involved the following activities:

-  A study financed by Open Society of the multiple public training opportunities already offered in the Hemisphere by schools of public administration or multilateral institutions.
-  A questionnaire, sent to all SG/OAS secretariats and departments to learn about training opportunities;
-  Meetings with all the units that offered training to obtain more information about their achievements and challenges;
-  Verification and organization of the information received to identify updated and current opportunities;
-  Preparation of the report and its submission to GS/OAS authorities;
-  Preparation of an executive order, taking the recommendations of the report into account.

The findings report showed that:

- 1** 90% of GS/OAS training is financed through specific funds. In several cases, it was found that the training is offered temporarily, since it cannot be guaranteed for the long term due to budget constraints.
- 2** Some training activities are financed by donors and offered through cooperation projects. They are taught directly by the areas and/or in collaboration with different partners (universities, ministries, national agencies, consultants, etc.).
- 3** The report found a group of self-financed training activities – that is, training that entails a fee that generates income to cover teaching and administration costs; these training opportunities are available through the Educational Portal of the Americas (SEDI) and the Virtual Campus (SHA).
- 4** Different types of training were identified (diploma and other courses, workshops, seminars, etc.). However, the GS/OAS does not have a standard criterion for operational aspects such as centralized registration, the awarding of certificates (participation or passing), or classification, modality, and number of hours.
- 5** There is no methodology or tool for monitoring and evaluating training activities. Consequently, there are no progress and/or results



indicators, particularly in the case of initiatives that are not under GS projects. There appears to be no follow-up of the activities of people who took the courses offered by the organization or a network of graduates to build community, except for the Inter-American Teacher Education Network (ITEN), serving a community of course teachers and graduates, which it constantly encourages.

6 Several GS/OAS courses require approval of a final project. However, there is no tool for archiving, selecting, and consulting this material.

7 There are few offerings where the OAS plays an active educational role, developing content, preparing a curriculum plan, or teaching a training course guided by organization experts, since in several cases the courses are taught by consultants or outside institutions, or the content is not necessarily the intellectual property of the Organization.

8 The GS/OAS has no e-learning platforms or distance-education tools for persons with disabilities.

9 Some areas have offered training that could not be completed for lack of financing. Training available in only one language (mostly Spanish) was also observed – this, due to translation costs.

Conclusions and recommendations of the findings:

- 1** Take advantage of current training opportunities, so that, where applicable, they can be included in projects or new initiatives.
- 2** Promote joint efforts between areas as a work methodology for the creation of training roadmaps, so that training results in a combination of existing opportunities in the GS with common topics, objectives, or publics. For example, several short courses taught by different areas could be combined to create a comprehensive roadmap for one public policy area.
- 3** The School of Governance will focus on creating and deploying a product that will serve as a pilot initiative to promote:
 - a.** Collaboration among all specialized units around a joint training supply and shared responsibility, coordinated by the SoG.
 - b.** Awareness about the OAS and School of Governance in the region.
 - c.** The identification and mobilization of OAS experts interested in serving as instructors.
 - d.** Experimentation with educational innovations.
 - e.** Exploration of the SoG-OAS's potential market in the region.
 - f.** Production of a successful case that can attract the attention of new donors. The development of a lengthy diploma program covering the four thematic pillars of the OAS is recommended.
- 4** Create a training database that will permit the quantification, monitoring, and evaluation of GS/OAS training activities. This would include a single database for entering participants, certificates awarded, instructors, mentors, collaborators, former scholarship holders, etc. Working with DOITS in this effort is recommended.
- 5** Develop policy guidelines for training activities conducted through the GS/OAS. This includes a general definition of the criteria for selecting academic partners, type of courses, methodology, etc.
- 6** Work with DOITS to identify the different areas' technology needs (e.g., webinar platforms, teleconferencing services, etc.). Likewise, maximize the areas' current investments and search for synergies.
- 7** Work with the Department of Social Inclusion to identify virtual and in-person tools or methodologies accessible to persons with disabilities.
- 8** Disseminate good practices within the OAS for structuring and delivering training (Brown Bag Lunch, newsletter, OAS Connect).

4 Initial work proposal 2016

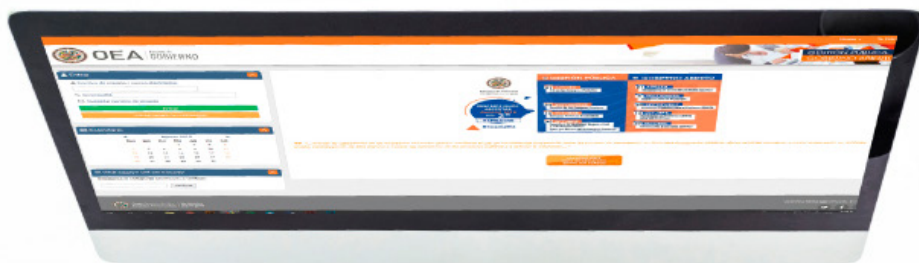
The GS/OAS issued Executive Order No. 16-02 Rev.1 “Strategic Initiatives of the General Secretariat,” which identifies the School of Governance as one of its cross-cutting initiatives and gives the Department for Effective Public Management of the Secretariat for Hemispheric Affairs (SHA) the responsibility for its implementation.

The Executive Order is available in English and Spanish at the following link:
<http://www.oas.org/legal/english/gensec/EXOR1602REV1.doc>

In this regard, the DEPM coordinated informational meetings for GS/OAS personnel (February 2016) and ALADI and SICA regional groups (September 13 and 20, respectively) to present the concept of the School of Governance, explain its objective and activities, and obtain input from the delegations. In each presentation, informational material was distributed that included the findings and recommendations report, and questions were answered. A formal presentation was subsequently given to the member states during a session of the Permanent Council in October 2016.



Initial work proposal 2017



Based on the findings in the report and the recommendations received during the informational sessions, on January 30, 2017, the General Secretariat approved and issued Executive Order No. 17-01, “School of Governance.” The Executive Order instructed the DEPM to continue offering training aligned with the four pillars and develop new products in coordination with other SG/OAS areas to incentivize technology use, public innovation, and intersectoral collaboration and identify potential opportunities for collaboration with academic institutions and new partners.

The Executive Order likewise instructed the departments of the General Secretariat to publish their training activities on an electronic platform administered by the DEPM that would serve as a single database.



The Executive Order is available in English and Spanish at the following link:

<http://www.oas.org/legal/english/gensec/EXOR1701.doc>



School of Governance website

One of the School of Governance’s first objectives was to identify and organize the General Secretariat’s current training opportunities, putting them under the same umbrella or a single portal so that the citizens of the region could access all training offered by the SoG. To meet this objective, the School of Governance website was designed in English and Spanish as a tool for developing closer relations with the public of the Americas interested in increasing its knowledge. The links to the website are as follows:



www.oas.org/escuelagob
www.oas.org/schoolgov

Migration of the Virtual Campus to the School of Governance

Another step taken was the migration of the Virtual Campus to the School of Governance. The Campus ceased to be an independent training entity and is now a component of the School. This migration implied a new image, communication with Campus participants, adjustments in social networks, and the inclusion of the School of Governance logo in notices and all Virtual Campus publicity materials.

Image manual

The image manual was produced as a reference for the design of communication and marketing graphics, images, and announcements. The manual covers the fonts, colors, use of the logo, and type of photographs to be included, following the instructions of the OAS institutional image manual. It is very useful, especially when the School of Governance partners with another institution or develops a new product, since the parties are governed by the manual when producing graphics and developing promotion campaigns.

School of Governance social networks

Understanding the importance of social networks today as a promotional and communication tool, the School of Governance has Facebook, Twitter, and Instagram accounts that it uses to share information about its courses, events, webinars, and programs.

As of December 2020, its followers on these social networks numbered:



Facebook |

@EscuelaGobiernoOEA|
35.334 followers



Twitter |

@EscuelaOEA |
14.867 followers



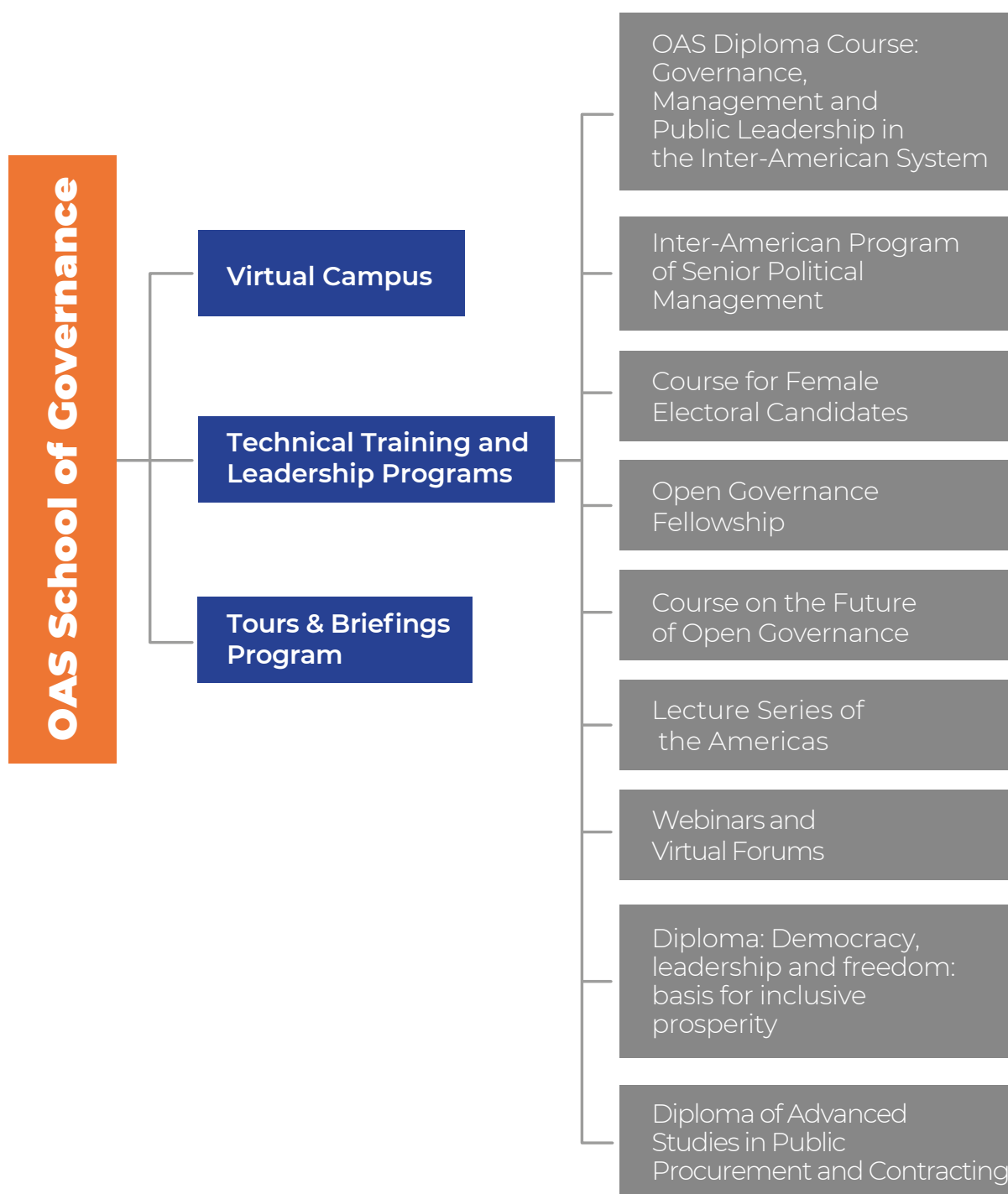
Instagram |

@EscuelaOEA|
2.873 followers



5 Products and results

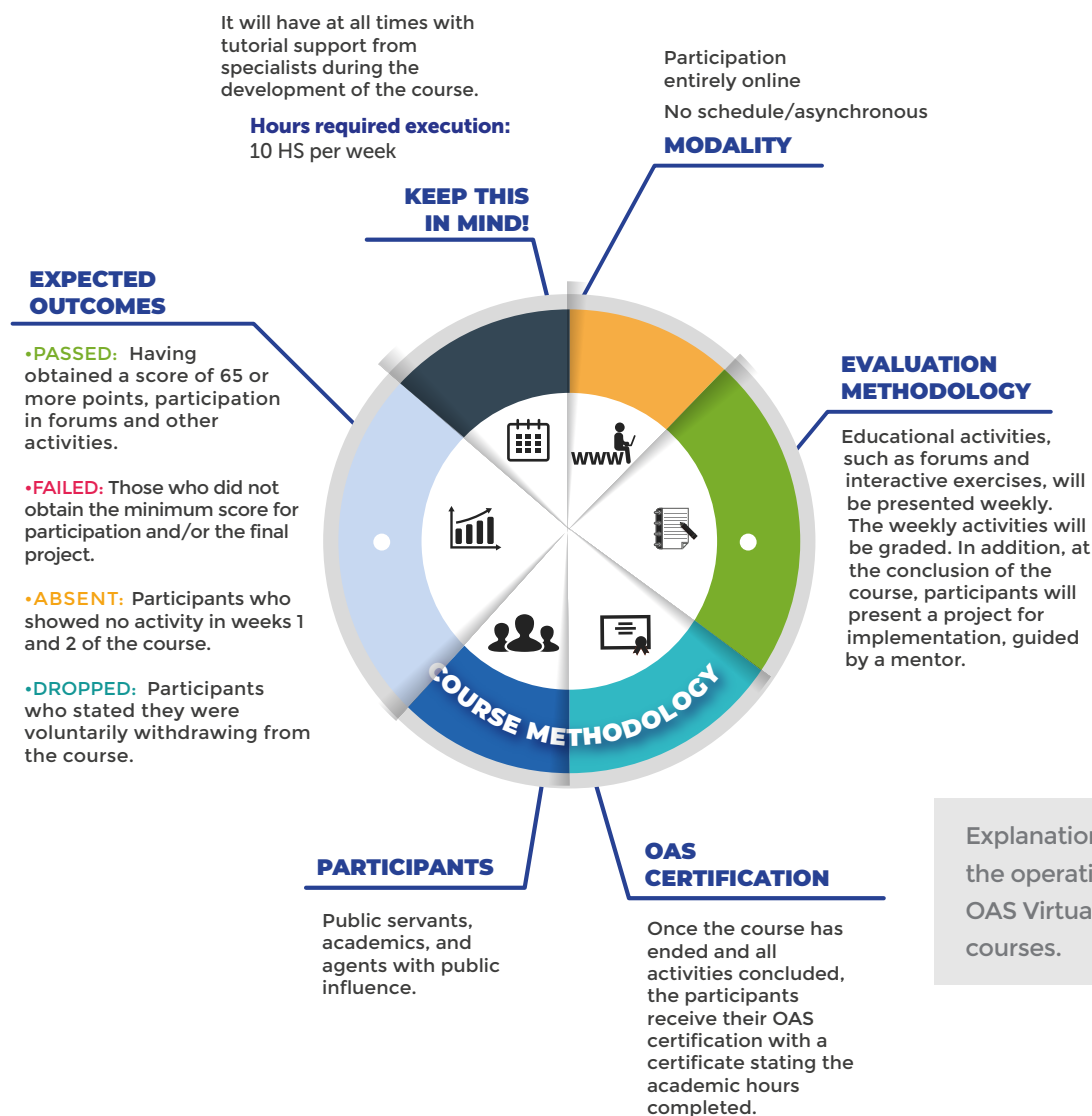
The School's products and results over these past five years are described below.



5.1 Virtual Campus:

The Virtual Campus is the SoG's online education platform. It has a specialized methodology for training public servants that consists of courses on different aspects of public administration taught by experts using a programmatic approach and includes the preparation of a final project germane to the participant's institution. The platform is open to different types of publics with an interest in these topics and is designed to create an atmosphere conducive to interaction among course participants, recognizing the value of the experience that each student brings to the table and the importance of networking.

The Campus produces quality content in coordination with the OAS's thematic areas and experts, which it interactively puts at the students' service. It currently has 12 six- to eight-week courses on topics related to democracy, open government, and public management. Generally offered twice a year, these courses are divided into reading modules, discussion forums, activities, and the preparation of final projects. The courses have two modalities: one open to the public and the other geared to specific audiences and conducted through institutional arrangements.



Every learning and content planning process is supported by a mentoring team from the region, made up of distinguished academics with a proven track record and vocation. Nonetheless, the student's commitment is at the heart of learning.

Between 2015 and 2020, the School of Governance Campus has offered.



We Offer

- A renovated platform
- An implementation project with continuous feedback from the mentor
- Excellent academic mentoring
- Interaction with colleagues from the region, sharing knowledge and experiences
- Up to five fellowships per institution



We Require

- Genuine interest in the course content
- Commitment and dedication
- Active participation in interactive forums
- Available time to complete assignments with real dedication
- Perseverance and a desire to better oneself



Unnecessary

- Prior experience with virtual learning
- Advanced computer proficiency
- Prior knowledge of the subject matter



5.2 OAS Diploma Course

The OAS Diploma Course: “Governance, Management, and Public Leadership in the Inter-American System,” is an initiative coordinated by the OAS School of Governance in collaboration with the technical areas of the General Secretariat. Its main purpose is to strengthen public leadership skills and innovation in public management, employing a regional vision and cross-cutting perspective. To accomplish this, the Diploma Course covers challenges in democracy, human rights, multidimensional security, and integral development. The Diploma Course trains motivated public servants and citizens with leadership potential who are influential in their institutions and/or communities. The Diploma Course combines virtual and in person

courses with presentations and in-person workshops. To receive the diploma, participants must take three courses from the Virtual Campus and attend a week-long in person session. The virtual courses are available throughout the year. To date, the in-person phase has been held once – in March 2019 at Organization headquarters in Washington D.C. It was conducted in Spanish and English and provided an opportunity for direct interaction with OAS departmental specialists, who served as course instructors.

During the in-person phase, the GS/OAS specialists discuss their areas of technical expertise and the



GS/OAS's operations, structure, programs, and projects implemented in the region. One salient aspect of the in-person phase of the Diploma Course is the opportunity to hear political figures, such as former President of Costa Rica Laura Chinchilla, who was a special guest of the first offering of the Diploma Course and stressed the importance of the OAS Electoral Observation Missions and women's participation in politics.

This first edition of the Diploma Course was self-financed with a registration fee of \$1,200 USD per person and had 27 participants from 11 countries: Argentina, Bolivia, Colombia, Dominican Republic, Ecuador, Honduras, Mexico, Paraguay, Peru, Saint Lucia, Trinidad and Tobago. Of these, 100% passed the classroom phase and, so far, 10 people have completed the virtual courses, completing the Diploma in its entirety.



Laura Chinchilla, former president of Costa Rica, and special guest at the Diploma in Washington D.C. (March, 2019).
Photo: Juan Manuel Herrera/OAS



Participants in the first in-person week of the OAS Diploma Course: "Governance, Management, and Public Leadership in the Inter-American System," at the certificate awards event (March 2019). **Photo:** Juan Manuel Herrera/OAS

5.3 Course for Female Electoral Candidates

The Course for Female Electoral Candidates is an initiative developed by the **OAS School of Governance** and the **Inter-American Commission of Women (CIM)**. Launched in Mexico in March 2018, the course is for women who have decided to run for public office at the national and local level. Hence, the main objective of this course is to improve participants' ability to effectively and confidently run an election campaign, thus contributing to the promotion of equality in electoral processes.

The course is offered with the support of election officials and counterpart institutions in the member states. A 3-week hybrid course, its virtual phase (two weeks) covers the following topics: organization of an election campaign, political communication with a gender approach, women's rights, and gender equality.

Its in-person phase (one week) is held in the counterpart country or at OAS headquarters in Washington D.C. The topics covered in this phase include political leadership, digital security, campaign financing, political negotiation, electoral debates, and gender bias. The course also includes discussions and dialogues in which women leaders and special guests share experiences with the participants.

It should be noted that to achieve diversity in the groups of candidates, the School of Governance and CIM admission selection processes rely on criteria such as the inclusion of women from groups traditionally excluded from political life, balanced representation of political parties and organizations registered with the electoral authority, and balanced geographic distribution of participants.

To date, the course had been offered in nine (9) countries: Mexico, Peru, the Dominican Republic, Panama, Bolivia, Colombia, Costa Rica, Ecuador, and Honduras. Five (5) of these courses have been

hybrids, two (2) in-person (Bolivia and Costa Rica), and two (2) virtual: (Ecuador and Honduras).

In all, 425 female candidates running for the following public offices have been trained: president, senator, deputy, mayor, vice-mayor, departmental governor, indigenous governors, councilwomen, etc.



OAS COURSE FOR FEMALE ELECTORAL CANDIDATES

Iteration	Country	Participants	Office sought	Counterpart Institution(s)
Elvia Carrillo (2018-I)	Mexico	25	Candidates for regional and municipal office	<ul style="list-style-type: none"> •Mexican Agency for International Development Cooperation (AMEXCID) •National Electoral Institute (INE) International Institute for Democracy and •Electoral Assistance (IDEA International)
María Jesús Alvarado (2018-II)	Peru	40	Candidates for regional and municipal office	<ul style="list-style-type: none"> •National Board of Elections (JNE) •Institute for Democracy and Electoral Assistance (IDEA Perú) •Ministry of Women and Vulnerable Populations (MIMP)
Hermanas Mirabal (2018-III)	Dominican Republic	40	Deputies and mayors	<ul style="list-style-type: none"> •National Board of Elections (JCE) •Institute of Women •International Institute for Democracy and Electoral Assistance (IDEA International)
Thelma King (2019-I)	Panama	40	Deputies, mayors, and chairpersons	<ul style="list-style-type: none"> •Electoral Tribunal (TE)
Remedios Loza (2019-II)	Bolivia	50	Senators and deputies	<ul style="list-style-type: none"> •Ministry of Foreign Affairs of Bolivia •Plurinational Electoral Authority (OEP) •Plurinational Service for Women and the Elimination of Patriarchy
Policarpa Salvarrieta (2019-III)	Colombia	50	Departmental governors, indigenous governors, deputies, mayors, councilwomen, and edilesas	<ul style="list-style-type: none"> •Mission to Support the Peace Process in Colombia (MAPP/OAS) •Office of the Vice President of Colombia •Presidential Advisory Board for Women's Equity •Office of the High Commissioner for Peace •Embassy of Norway
Bernarda Vásquez Méndez (2019-IV)	Costa Rica	80	Mayors, deputy mayors, intendentas, regidoras, and síndicas	<ul style="list-style-type: none"> •Supreme Electoral Tribunal (TSE)
Tránsito Amaguaña (2020-I)	Ecuador	50	Mayors and deputies running for the first time	<ul style="list-style-type: none"> •National Board of Elections of Ecuador (CNE)
Alba Alonso de Quesada (2020-II)	Honduras	50	Main electoral candidates running in the General Election 2021	<ul style="list-style-type: none"> •National Institute of Women of Honduras (INAM)

Mexico



Course for Female Electoral Candidates



Electoral candidates participating in Iteration #1: "Elvia Carrillo," in Mexico (April 2018).

Peru



Electoral candidates participating in Iteration #2: "María Jesús Alvarado," in Peru (April 2018).

Dominican Republic



Course for Female Electoral Candidates



Electoral candidates participating in Iteration #3: "Hermanas Mirabal," in the Dominican Republic (November 2018).

Panama



Electoral candidates participating in Iteration #4: "Thelma King," in Panama (February 2019).



Bolivia



Course for Female Electoral Candidates



Electoral candidates participating in Iteration #5: "Remedios Loza," in Bolivia (August 2019).

Colombia



Electoral candidates participating in Iteration #6: "Policarpa Salavarrieta," in Colombia (August, 2019).

Costa Rica



Course for Female Electoral Candidates



Virtual Editions

Ecuador



Group of electoral candidates participating in Virtual Ed. # 8: "Tránsito Amaguaña", from Ecuador (December, 2020).

Honduras



Group of electoral candidates participating in Ed. # 9: "Alba Alonso de Quesada", from Honduras (December, 2020).

5.4 OAS Open Government Fellowship

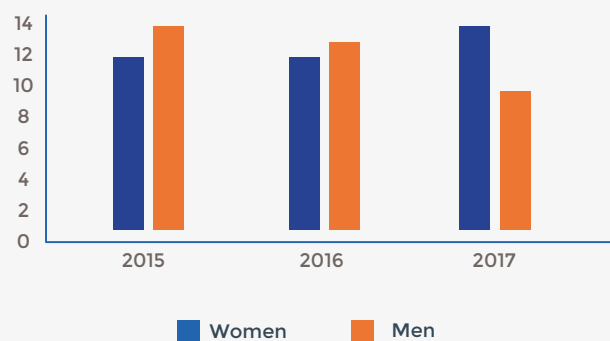
The OAS Open Government Fellowship is a hemispheric program developed by the Department for Effective Public Management to strengthen open government practices in public administration in the region, particularly in the areas of transparency, civic engagement, and collaboration. The Fellowship is also aimed at creating a network of agents of change that brings together young leaders from the public sector, civil society, and the private sector.

This 5 to 9-month hybrid program consists of a virtual course on open government strategies in Latin America; an initial in-person seminar with presentations and discussions of open government issues, in which negotiating skills

and teamwork is strengthened; next, a virtual phase on project development; and finally, a second in person seminar for presentation of the participants' projects. Training topics include the promotion of transparency, open data, the use of new technologies to prevent corruption, citizen engagement with outside experts, leadership training, and the sharing of good practices between participants and international guests.

The Open Government Fellowship program was first offered in 2015 and twice more in 2016 and 2017. A total of 69 people from 20 countries participated. In 2019, for the first time, a national iteration of the program was offered in Honduras, with 25 participants.

Participants in the First Iterations of the Open Government Fellowship



Honduras



In 2019, a special iteration of the Fellowship program was offered exclusively for Honduras. This initiative was undertaken in collaboration with the Mission to Support the Fight against Corruption and Impunity in Honduras (MACCIH).

The program currently boasts a network of 94 fellows from all iterations of the program!

See report of previous editions:

www.oas.org/es/sap/dgpe/OpenGovFellowship/informe.pdf



Fellowship program participants in Honduras (2019).

5.5 The Future of Open Government

“The Future of Open Government: Governance, Innovation, and Public Leadership in the 21st Century” program is the product of a joint effort by the OAS School of Governance and the Konrad Adenauer Foundation (KAS). Its objective is to study current challenges and future trends in governance in uncertain, fragile, and fragmented contexts (all characteristics of public governance in the Americas), in addition to strengthening leadership capacity in such contexts and teaching participants about innovative concepts and tools.

The program is for public leaders in the region, including public servants; political authorities; leaders of movements, organizations, and social groups; academics; and the press – in addition to leaders in the private sector whose professional practice influences the public agenda and decision-making.

During the program, participants are invited to engage in exercises, group dynamics, games, and simulations to strengthen soft skills such as negotiation, design thinking, scenario construction, decision-making, strategic communication, open innovation, and crisis and change management.

The program has been offered a total of six times between 2017 and 2019, in:

- Uruguay
- Bolivia
- Panama
- Perú (2)
- Costa Rica.

Each iteration has trained some 40 to 50 participants, or an estimated 300 people.



Participants in “The Future of Open Government,” in Uruguay (2018).



Participants in the “The Future of Open Government,” in Peru (2019).



5.6 Inter-American Program of Senior Political Management: “Management, Leadership, Governance, Democracy, and Political Communication 2019-2020”

The Inter-American Program of Senior Political Management: “Management, Leadership, Democracy, and Political Communication 2019-2020” is an initiative developed by the Organization of American States

School of Government through an agreement with the Inter-American Center for Political Management, located in Miami. Its purpose is to provide effective innovative tools and methodologies for the positioning of a government and/or senior management in government communication. It has therefore been offered to political leaders, government officials, cabinet members and administration officials, political party members, and professionals interested in institutional policy and campaign communication.



This program consists of three (3) modules; two (2) have been offered in Miami and one will be offered at OAS headquarters in Washington, D.C. Each module lasts one week. The first was offered in December 2019 at the Inter American Center for Political Management in Miami; the second was offered in February 2020, also in Miami; and the third, which was postponed due to the pandemic, will be offered at OAS headquarters in Washington, D.C. Center experts, OAS authorities and specialists, as well as international instructors will participate, giving expert presentations and practical workshops on the development of socially responsible public policies, political leadership, human rights, public management, political communication, and democracy.



MODULES

Inter-American Program of Senior Political Management 2019 - 2020

1.

Political Communication and Democracy:
December 2-6, 2019 Miami, FL

2.

Political Communication and Human Rights:
February 17-21, 2020 Miami, FL

3.

Public Policies and Development:
Washington, D.C

In the initial phases of the program, 16 people from the following eight countries were trained: Colombia, the Dominican Republic, Ecuador, Guatemala, Mexico, Panama, Paraguay, and Venezuela.

5.7 Lecture Series of the Americas

The Lecture Series of the Americas is the product of a joint effort by the Organization of American States and Universidad San Martín de Porres (USMP) in Peru. The program consists of lectures by internationally renowned personalities and intellectuals, who enrich the discussion in key areas of the inter-American agenda, such as democratic governance, human rights, hemispheric security, and social development. The lectures are designed to promote democratic principles, values, and practices in the Hemisphere.

Funding for the Lecture Series of the Americas comes from the USMP, which is the main sponsor, and from other academic institutions and OAS permanent observers. More than 60 lectures have

been given since the program's creation in 2004. Presenters have included Jimmy Carter, former President of the United States; Oscar Arias, former President of Costa Rica and Nobel Prize Winner; Benita Ferrero-Waldner, President of the European Union - Latin America and Caribbean Foundation (EU-LAC Foundation); Ambassador Irina Bokova, Director-General of the United Nations Educational, Scientific, and Cultural Organization (UNESCO); Ambassador William Lacy Swing, Director General of the International Organization for Migration (IOM); and Jim Yong Kim, President of the World Bank.

Through the School of Governance, the last three lectures of the series were held between 2017 and 2018; the main topics being open government, democratic governance, the fight against corruption, and OAS diplomacy.



Lecture Series of the Americas, Lecture #63: "OAS Perspectives on Diplomacy" (March 2018). Photo: Juan Manuel Herrera/OAS.

Lecture Series of the Americas - Lecture #62: "Democratic Governance and the Fight against Corruption." During this event, USMP awarded an honorary doctorate to OAS Secretary General Luis Almagro, (November 2017).



Lecture Series of the Americas - Lecture #61: "Open Government: A New Paradigm for Public Management." Photo: Participants from the OAS Fellowship Program 2017 attending the lecture (April 2017). Photo: Juan Manuelerrera/OAS.

Lecture Series of the Americas - Lecture #61: "Open Government: A New Paradigm for Public Management." Photo: OAS expert Jean Michel Arrighi; special Lecture Series guest and former presidential candidate of Colombia, Sergio Fajardo; and Ambassador James Lambert, of the OAS Secretariat for Hemispheric Affairs (April, 2017). Photo: Juan Manuel Herrera/OAS.



5.8 OAS-IE Initiative for the Americas

The OAS-IE Initiative for the Americas is a strategic partnership between the Organization of American States (OAS) and the IE School for Global and Public Affairs (IE-SGPA), located in Madrid, Spain. The purpose of this partnership is to develop a wide range of training and research activities on issues of democratic governance in the Americas.

The program includes workshops and seminars in Washington, D.C. and Madrid, exchanges of IE and OAS instructors and experts, joint implementation of capstone projects, research projects focused on Latin America, joint technical support to the countries of the region for the creation of public laboratories for innovation and digital transformation, fellowships for IE students at OAS headquarters in Washington, D.C., etc.

In 2019, a negotiation and mediation workshop for IE students and instructors was held in Madrid that produced a technical report on government transparency and effectiveness indicators in the Americas and a technical note on the impact of artificial intelligence on democracy in the region.



Signing of the OAS-IE SGPA Cooperation Agreement, Washington, D.C. (February, 2019).

Presentation of the OAS-IE initiative to IE students and instructors, Madrid, Spain (November 2019).



Negotiation and Mediation Workshop for OAS-IE Fellows in Madrid, Spain (February 2020).



5.9 OAS-UCA Virtual Dialogues

The OAS-UCA Virtual Dialogues were a joint initiative of the **OAS School of Governance** and **Universidad Centroamericana José Simeón Cañas (UCA)** of El Salvador.

The program included a series of monthly virtual dialogues between OAS experts and Salvadoran and Central American leaders, with the participation of

UCA graduate professors and students, Salvadoran government authorities, and GS/OAS experts.

Five (5) virtual dialogues were held on issues concerning the challenges to public administration in the 21st century, among them open government, efficient and sustainable public procurement, digital government transformation, civil identity, and the development of new public leadership capacities.

The poster is for a series of virtual dialogues titled "Diálogos virtuales" with the subtitle "Gestión Pública en la crisis del Covid19". It features logos for the OEA (Escuela de GOBIERNO) and the Universidad Centroamericana José Simeón Cañas. The text states that the program is supported by the Maestría en Administración Pública and the Centro de Formación Continua de la UCA. The dialogues are scheduled for May, June, July, August, and September 2020. The topics are: "Gobierno Abierto: transparencia, participación, colaboración en tiempos de Covid-19" (May), "Gobierno Digital en tiempos de Covid-19" (June), "Compras y Contrataciones Públicas en Covid-19" (July), "Políticas Públicas, Identidad y Registro Civil: herramientas para la focalización de la respuesta pública al Covid-19" (August), and "Gestión y Función Pública en el post-Covid19: una mirada acerca del 'nuevo normal'" (September). The poster also includes a registration link: centro.formacioncontinua@uca.edu.sv and a note that registration is free.

OEA Escuela de GOBIERNO **Universidad Centroamericana José Simeón Cañas**

Con el apoyo de la Maestría en Administración Pública y el Centro de Formación Continua de la UCA, invitan a:

Diálogos virtuales

Gestión Pública en la crisis del Covid19

Gobierno Abierto: transparencia, participación, colaboración en tiempos de Covid-19. **Mayo 2020**

Gobierno Digital en tiempos de Covid-19. **Junio 2020**

Compras y Contrataciones Públicas en Covid-19. **Julio 2020**

Políticas Públicas, Identidad y Registro Civil: herramientas para la focalización de la respuesta pública al Covid-19. **Agosto 2020**

Gestión y Función Pública en el post-Covid19: una mirada acerca del "nuevo normal" **Septiembre 2020**

¡Registro gratuito!
Más información: centro.formacioncontinua@uca.edu.sv

5.10 Tours & Briefings Program

Another School of Governance initiative is the Tours & Briefings Program, the purpose of which is to publicize the work of the OAS General Secretariat. This program was introduced in the School of Governance in 2017.

The program offers guided tours of the historic OAS building to groups of diplomats, government officials, military personnel, university professors,

policy analysts, students, and the general public. The purpose of the guided tours is to inform visitors about the OAS mission, structure, and work areas. Moreover, the briefings are tailored to the specific interests of each group and are conducted by senior organization specialists.

The program welcomes an average of 1,780 visitors annually. These tours have been distributed as follows over the past three years:

Year	Number of Tours	Number of Briefings	Total Visitors
2017	58	19	1,746
2018	56	17	1,646
2019	68	15	1,967
TOTAL	182	51	5,359



Group from the Leadership for Global Competitiveness Program of Georgetown University on a Tour through the OAS: Hall of the Americas (2018).



Visit from the Georgetown Law Center to the historic OAS building: Hall of the Americas (2017).

Students from Occoquan Elementary School with OAS Secretary General Luis Almagro in the historic building. Gallery of Heroes (2017).



Visitors from the University of Pittsburgh in the Main Building of the OAS: Simón Bolívar Room (2019).

Group from Washington Center on a tour through the historic building of the OAS. Main entrance (2020).



5.11 Diploma Course: “Democracy, leadership, and freedom: basis for inclusive prosperity”

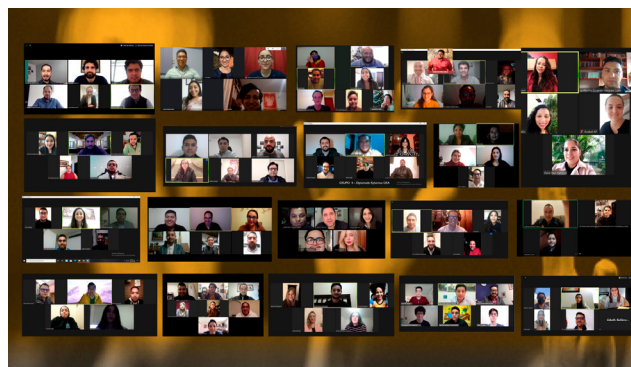
This Diploma Course is a joint initiative of the OAS School of Governance and the Kybernus Association of the Salinas Group. Its purpose is to promote leadership among Mexican youth (members of the Kybernus networks), publicize the work of the OAS and the basic elements of a culture of dialogue, peace, and democracy that includes women and men on an equal footing, and promote better knowledge of the inter-American system.

The Diploma Course has the support of the OAS Secretariat for Strengthening Democracy. Lectures were given by OAS secretaries, directors, and specialists with a solid professional track record and extensive experience in the subject matter. The

participants also had an opportunity to interact with and share in working groups through the School of Governance virtual platform.

This initiative was offered virtually and included elements of theory and practice in sessions held between October and December 2020. The participants consisted of 200 mostly Mexican young people between the ages of 18 and 25 with preuniversity or university studies.

At the closing ceremony, the OAS School of Governance awarded eight (8) full scholarships to the most outstanding participants to continue strengthening their academic and professional training through the virtual courses we offer.



Present at the inaugural event for the Diploma Course were Luis Almagro, OAS Secretary General; Ricardo Salinas, President of the Salinas Group, and Maria Fernanda Trigo, Director of the Department for Effective Public Management (DEPM).

5.12 Diploma Course: Advanced Studies in Public Procurement and Contracting

The OAS School of Governance and the School of Politics and Government (EPyG) of Universidad Nacional San Martín (UNSAM) of Argentina signed a memorandum of understanding for executing the Diploma Course “Advanced Studies in Public Procurement and Contracting,” designed to strengthen the capacities of public servants and members of civil society through the promotion of knowledge and participation to improve public policy- and decision-making for effective public procurement and contracting management.

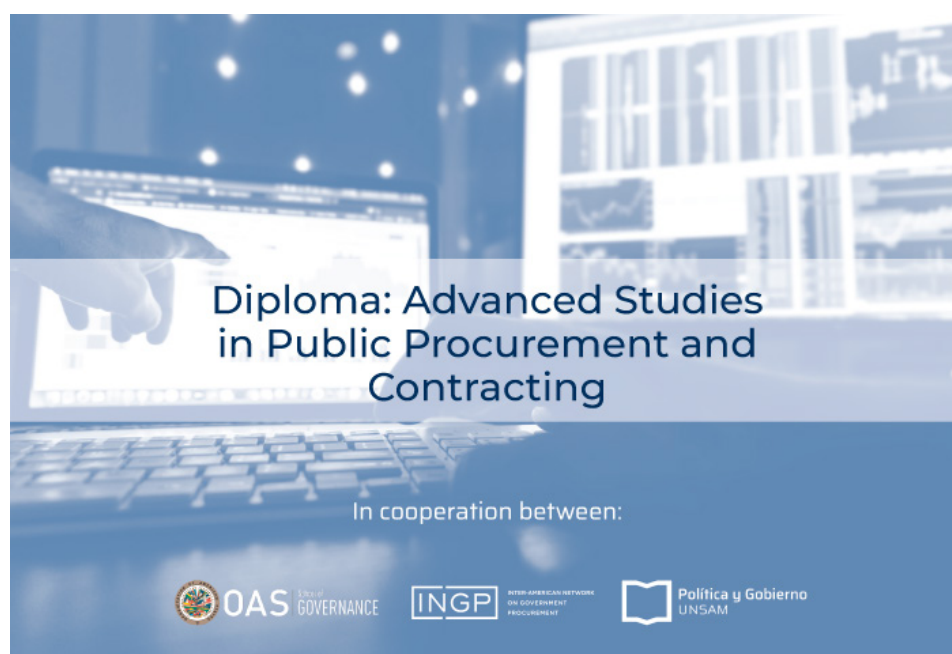
The Diploma Course is mainly for public servants and members of civil society interested in improving their knowledge of public procurement and contracting and is offered virtually through the respective educational platforms: SoG-OAS Virtual Campus and UNSAM Digital.

The diploma requirements are taking and passing at least four (4) virtual courses (three [3] from the School of Governance and one [1] from UNSAM). SoG-OAS

courses in public procurement passed since January 2016 will be considered for the diploma. Students can choose electives, based on their interest in the field they wish to explore and the availability of the course when they enroll.

Participants who obtain OAS certification can learn the basics of public procurement or update their knowledge; improve competencies for better decision-making and management of procurement processes; effectively apply public contracting standards and instruments; familiarize themselves with new perspectives, instruments, and tools to better serve the public; and help public institutions further improve State procurement processes and increase their efficacy. Courses taken by students who have obtained the Diploma and wish to pursue a Master's degree in Public Procurement from the EPyG/UNSAM will be credited towards their degree, as long as they meet the other UNSAM admission requirements.

This initiative will be launched in 2021 with the backing of the Inter-American Government Procurement Network (RICG).



6 Our Community:

Partners and participants



“The Electoral Tribunal supports training initiatives. Through a cooperation agreement with the OAS, we financed the Thelma King course for female electoral candidates, since there is a manifest need to promote representative parity in political parties and electoral process, and even as a constitutional principle. An integral strategic approach is needed that links the increased participation of women in decision-making in public and private life with policies to foster reconciliation and social equality between men and women – this, to promote women’s economic independence, access to resources and opportunities to advance themselves and the protection and guarantee of women’s freedom to live a violence free life.”

Yara Ivette Campo
Institutional Executive Director
Electoral Tribunal
Republic of Panama

Ms. Ayarza Pérez is an indigenous Panamanian political leader and entrepreneur. In Panama’s 2019 general election, she became the first Guna woman to run for a deputy’s seat and be elected to the country’s National Assembly.

Petita Ayarza Pérez
Participant in the Course for Female Electoral Candidates
PRD Party, National Assembly of the Republic of Panama





“The Diploma program in Governance, Management, and Public Leadership in the Inter-American System, offered by the Organization of American States (OAS), was an experience that I recall with pleasure and gratitude. I had the opportunity to make the acquaintance of real experts in the inter-American system with a wide range of knowledge and competencies in the OAS, as well as international figures, former presidents, ambassadors to the Permanent Council, and the OAS Secretary General himself. There is no doubt that the OAS Diploma program has been a tremendous support, and I therefore recommend it. I am certain that those who are able to pursue it will be as happy as I am when I remember.”

Gustavo Chiriboga
Attorney | Participant in the first OAS Diploma Course
Quito - Ecuador

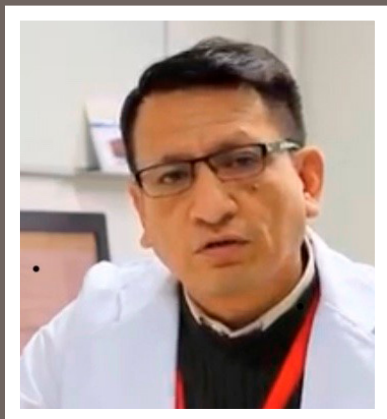
“The experience in both the in-person and virtual phase has been very rewarding. It has enabled me to improve my leadership skills, helped me develop new capacities for innovation in public management, and envision new strategies to enable civil society to influence improvements in the design, implementation, and evaluation of public policies and state services as part of an open government strategy. The in person phase provides an important opportunity to interact with a wide range of professionals interested in increasing appreciation of the public sector as a strategy for strengthening democracy and social participation in our countries. Therefore, this is an experience I recommend, not only for professional growth but for sharing ideas that will allow for continued strengthening of the inter-American system.”

Verónica Legarda
Economist | Participant in the 1st OAS Diploma Course
Quito - Ecuador



Our Community:

Partners and participants



"The experience in the OAS, both in person and in the development and support of the virtual courses, has been very rewarding. I am a family physician born and trained in Peru and living in Chile. I work in primary health care. As an organizational structure, we are under a local government, which is interested in implementing this Diploma course, since participation, transparency, and inclusion are basic aspects of our work. One principle of family medicine is that its activities be centered on users, their families, and their territories. Interacting with the OAS has enabled me to strengthen tools for user empowerment and engagement, much more so in these pandemic times."

Luis Alberto Deza
Physician | Participant in the 1st OAS Diploma Course
Director of the Los Castaños Family Health Center
Peru

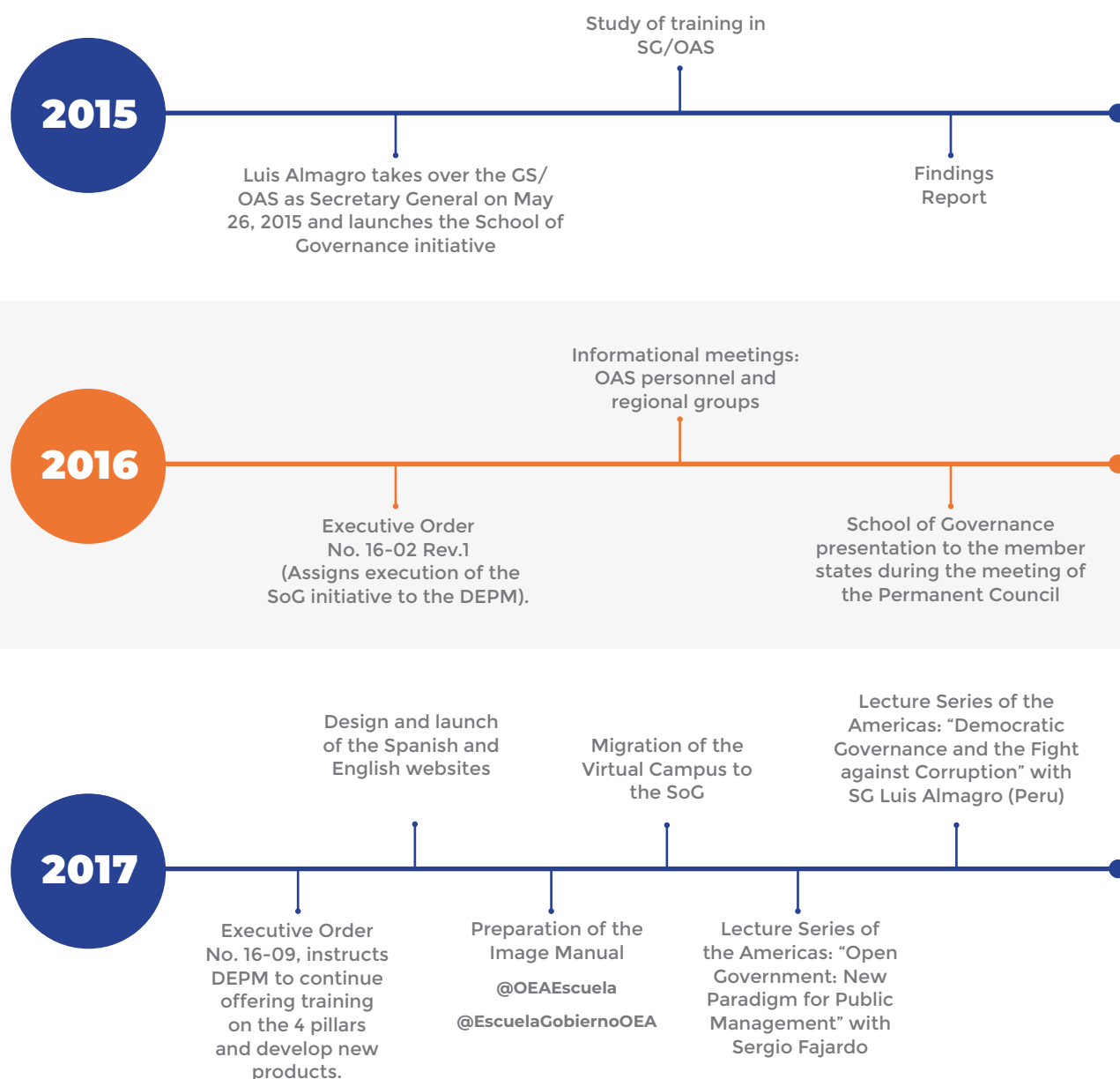


"2020 was a unique year that left much to reflect on. Since 2014, I have served as a mentor for the OAS School of Governance Virtual Campus. Training this year could therefore have been a regular occurrence, since virtual learning is our specialty. However, we did not escape the effects of the global situation. The consequences of the pandemic were felt throughout the courses I mentored this year in open municipal government and open data. In this context, and with the support of the mentoring coordination office, mentoring skills were put to the test. Empathy, so necessary at this time, together with solidarity and humanity, were more present than ever. Training progressed according to the School of Governance plan, and my contribution as a mentor was to assist learning in a context not of hostility but hypersensitivity. Some

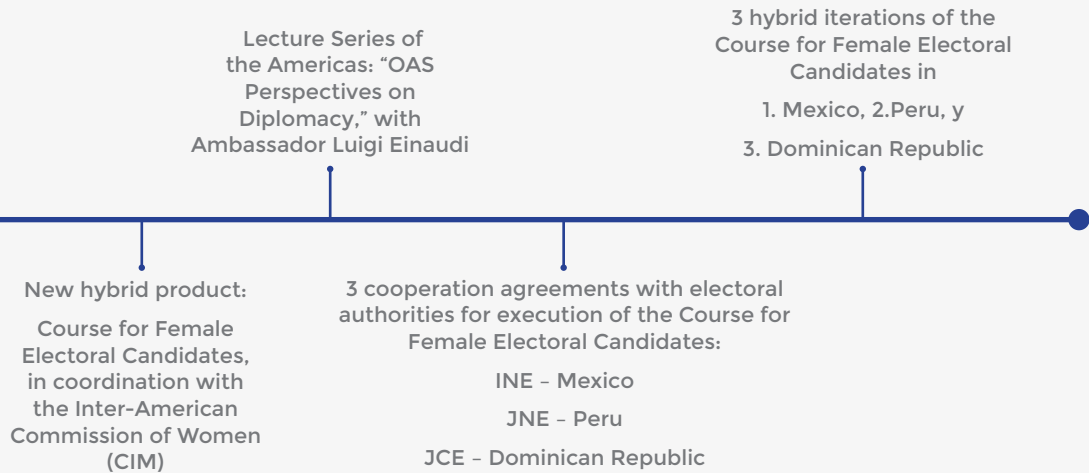
of the student participants and/or mentors had been significantly affected by the virus; some had lost relatives or suffered from its effects. In spite of this, with all the problems we had, together and with a great deal of effort, we managed to meet our training objectives. As added value, the situation enabled us to critically assess government management of the crisis. In this case, the Open Government and Open Data courses have proven essential for ensuring transparency and providing the community with reliable information. I anxiously wish and hope that 2021 will be a year for reconstruction and strengthening the bonds that will ultimately make us better.

Marta Valeria Pau
Mentor | School of Governance Virtual Campus, OAS Specialist in
Public Management, Public Administration of Buenos Aires Province,
Argentina

7 Summary and Progress of the OAS School of Governance



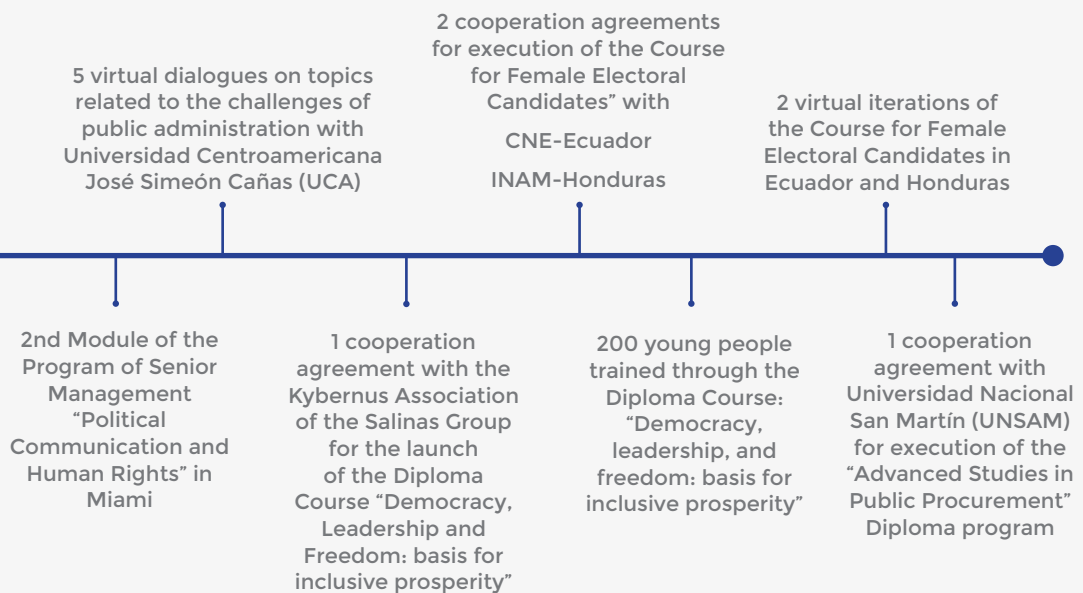
2018



2019



2020



**REPORT
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8 Challenges and next steps

The School of Governance has had a number of achievements and successes in its first five (5) years. However, the following challenges have been identified:

1. Limited financial resources for maintaining the School and developing new initiatives and products.
2. The need for an electronic tool or platform for recording all training offered by the GS/OAS.
3. The need for better coordination with GS/OAS areas so that they inform the School of Government about training opportunities and fellowships for participation in these courses and better coordinate with it.

Therefore, in addition to internal collaboration, it will focus on external cooperation and identify strategic partners and educational institutions to ensure a supply of useful tools for training public servants, social leaders, and civil society.

It will also continue viewing its efforts through the lens of equality, promoting initiatives and opportunities for the inclusion of vulnerable groups (women, indigenous people, Afrodescendants, persons with disabilities, LGBT persons, etc.) to guarantee **“More rights for more people”**.

4. The need for agreement on certain criteria in the GS/OAS for course selection and implementation, partners, and participant monitoring methodologies.

Going forward, the School of Governance will continue to promote collaborative interdepartmental work with the different departments of the General Secretariat in order to develop and offer training courses responsive to the needs, social problems, and new challenges facing our region, especially the COVID-19 pandemic, which has created enormous challenges for Latin America and the Caribbean.

9 Our Partners



Financing and Acknowledgments

Through this report, the OAS School of Governance wishes to extend a special thanks to its main donors, **The People's Republic of China** and the **Mexican Agency for International Development Cooperation (AMEXID)**, for their financial contributions, which have made possible the development and execution of these initiatives.

It would also like to extend its thanks to the member states, the SG/OAS areas, colleagues, institutions, and strategic partners that in one way or another have supported the activities and products that the School has implemented over these past five years, and it invites them to continue working together toward a greater impact for the benefit of our region.

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