

Consejo Latinoamericano de Ciencias Sociales (CLACSO)

an Evaluation

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**Department for
Research Co-operation**

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Sida Evaluation 05/23

**Department for
Research Co-operation**

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Executive Summary

Since its establishment in 1967 the Latin American Council of Social Sciences (Consejo Latinoamericano de Ciencias Sociales, CLACSO) has endeavored to stimulate the social sciences in Latin America, and to articulate a self-consciously regional approach to scholarly research and public debates concerning the most pressing issues facing Latin American societies. The Council has long been a vital source of support for research, teaching and the provision of scholarly resources throughout much of the region, though the scale of its activities and the relative importance attached to different areas of its work have varied over time in response to perceived needs and, most importantly, to availability of funds. At this juncture, CLACSO represents an irreplaceable asset: the past five years have witnessed a vertiginous expansion of CLACSO programs, as support from Nordic funding agencies has made possible an increase in both the scale and range of its activities. Rapid expansion has coincided with increasing penetration of CLACSO's influence beyond the major metropolitan areas of the region and into several countries where the social sciences have traditionally been less well developed. The Council is sponsoring more multi-disciplinary working groups, providing more fellowships and training programs, and overseeing an ever broader array of projects involving print and electronic publication, documentation and library resources.

This evaluation locates CLACSO activities in the context of contemporary Latin American social science, describes the Council's structure and program components, and assesses CLACSO's success in meeting its institutional objectives. The analysis draws on an exhaustive review of CLACSO documents and publications, interviews with the Buenos Aires-based staff and affiliated researchers in nearly a dozen countries, and responses to questionnaires designed specifically for this evaluation. After analyzing the overarching rationale for CLACSO and its evolution in recent years, the report addresses each component of the Council's multi-faceted program. The evaluation concludes with a consideration of future directions for the organization, and presents recommendations intended to suggest ways of reinforcing CLACSO's noteworthy successes, while overcoming persistent obstacles to fulfillment of its ambitious aspirations.

The report concludes that CLACSO fulfills an invaluable role for the social sciences in Latin America, and that it is vital for linking the world of scholarship with efforts of civil society organizations to effect progressive social change. It is crucial in our view that CLACSO receive continuing or increased funding. However, we identify several major challenges for the coming years, including the need to diversify sources of support and to manage an impending leadership transition. The report also explores the need to balance efforts to promote participation of less developed countries with a continuing emphasis on quality, and highlights the value of the Council's role as an enabling mechanism for its member institutions rather than as a competitor. Finally, the report stresses the benefits that could be derived from improving integration among the different components of CLACSO programming, increasing the quality of CLACSO publications, enhancing ties to institutions and networks based outside the Global South, and broadening participation of under-represented disciplines.

1. Introduction and Overview

CLACSO: Context and Challenges

Since its establishment in 1967 the Latin American Council of Social Sciences (Consejo Latinoamericano de Ciencias Sociales, CLACSO) has endeavored to stimulate the social sciences in Latin America, and to articulate a self-consciously regional approach to scholarly research and public debates concerning the most pressing issues facing Latin American societies. The Council has long been a vital source of support for research, teaching and the provision of scholarly resources throughout much of the region, though the scale of its activities and the relative importance attached to different areas of its work have varied over time in response to perceived needs and, most importantly, to availability of funds. At this juncture, CLACSO represents an irreplaceable asset: the past five years have witnessed a vertiginous expansion of CLACSO programs, as support from Nordic funding agencies has made possible an increase in both the scale and range of its activities. Rapid expansion has coincided with increasing penetration of CLACSO's influence beyond the major metropolitan areas of the region and into several countries where the social sciences have traditionally been less well developed. At the same time, the Council is sponsoring more multi-disciplinary working groups, providing more fellowships and training programs, and overseeing an ever broader array of projects involving print and electronic publication, documentation and library resources.

At this juncture of its nearly 40-year history, CLACSO is among the more impressive and important institutions involved in Latin American social science. As depicted in Table 1, the number of CLACSO affiliated research centers has grown by 68 per cent over six years, from 100 in 1999 to a total of 168 in mid-2005.¹ The Council provides a variety of public goods and networking functions that no other institution is equally prepared to supply, and it has the potential to remain a leading player for years to come. Many of CLACSO's 23 Working Groups, listed in Appendix 2, are widely recognized as important producers of comparative, multi-disciplinary work on pressing issues of the day; its fellowship programs provide sorely needed support for a substantial number of researchers from throughout Latin America and the Spanish-speaking Caribbean; its virtual campus offers training to a growing number of students; and its documentation programs provide vital resources for teachers and researchers throughout the region and beyond. CLACSO's publications are prolific and, often, of high quality. Just as importantly, these efforts and others described in further detail in subsequent sections of this evaluation are administered in a fashion that is widely recognized as efficient and transparent, following appropriate criteria of scholarly excellence and distributive equity.

Table 1: Number of Clacso Affiliates

	1999	2001	2003	2005
Number of Centers	100	127	152	168

Not surprisingly, however, CLACSO faces important challenges, four of which merit emphasis at the sections should be situated.

First, and perhaps most notably, funding for social science research is very scarce throughout Latin America. Universities operate under persistently severe fiscal pressures and seldom have the resources or inclination to privilege research activities. Meanwhile, though Nordic agencies represent a crucial exception to the prevailing trend, funding from international agencies is focused disproportionately on project support rather than on provision of core resources needed to support complex institutions.

¹ A list of affiliated centers is provided in Appendix 1.

Private foundations have all but withdrawn from the sphere of social science in the region, and governments and inter-governmental organizations have in recent years proven reluctant to provide funds that may not advance – and that indeed may undermine – the immediate agendas of policy-makers. As a result, CLACSO remains highly dependent on support from Swedish and Norwegian agencies that have been the key sources of the institution's expansion over the past several years. Leaving aside substantial in-kind contributions from member centers and friends of the Council, at least four fifths of operating expenses are currently provided by grants awarded by these two Nordic countries.

Secondly, while most observers agree that CLACSO is remarkably open to diverse perspectives, the Secretariat itself is closely identified with a political agenda characterized by steadfast opposition to prevailing patterns of globalization, and to what is sometimes referred to as the neo-liberal project espoused by mainstream development organizations and most governments in the region. CLACSO member centers encompass a wide swath of the ideological spectrum, from the political center to the far left. Yet this pluralism, which is evident across the most important CLACSO-administered programs, is not always recognized by current or potential stakeholders, whose sense of the institution derives from exposure to public positions taken by the Council, or by its relative absence from the networks in which they circulate. As a result, significant currents of thinking in Latin American social science, including some associated with progressive advocacy of social change, remain outside CLACSO's networks, arguably to the detriment of the academic community as a whole and to advocates of social transformation. This is all the more important to the extent that it pertains especially to critically-minded economists, who need networks like those associated with CLACSO to enable them to escape the confines of conventional thinking, and who have an irreplaceable role to play in articulating viable alternatives to the orthodox policies that prevail across much of the region.

Thirdly, both the CLACSO Secretariat and its principal donors are determined to broaden participation by research institutions outside the most developed countries of the region, yet the latter continue to represent the principal sources of social scientific work in Latin America. Although individuals and institutions from priority countries are more active in CLACSO activities than was the case in the past, nearly half of CLACSO's (74 of 168) affiliates are based in Argentina, Brazil or Mexico. This is not a bad thing: in order to continue to engage the best work in the region and to catalyze genuinely regional perspectives on contemporary problems, CLACSO must sustain its disproportionate presence in these countries (and, in the Central American sub-region, in Costa Rica). Moreover, many of the affiliates in these countries are themselves relatively disadvantaged institutions, located outside principal cities and the most privileged academic institutions. Yet, in order to raise the profile and quality of social science elsewhere in the region, CLACSO must continue to devote substantial time and money to promoting research capabilities in the Andean sub-region of South America, the Caribbean and less developed countries of Central America. At times the supply of opportunities for researchers in these countries exceeds local capabilities or demands. Finding the right combination of support for quality, on the one hand, and fruitful remedial efforts, on the other, is a difficult balancing act, and will remain so for the foreseeable future.

Finally, CLACSO faces an imminent leadership transition, as Executive Secretary Atilio Boron plans to turn over the reins to an as yet to be identified successor during the second half of 2006. This is a daunting challenge, for as will be apparent from our account of CLACSO's expansion, Boron's tenure has been enormously successful. The Council is approaching the transition wisely, and is in the fortunate position of being able to offer a stable and impressive array of programs that should appeal to many attractive candidates. If Nordic support can continue at current or increased levels beyond 2006, this will be an appealing job for a distinguished Latin American social scientist with substantial leadership experience. That individual has not yet been identified, however, and the organization must continue to treat this as a priority for the coming year.

The Structure of the Evaluation Report

Between May and July 2005 the authors of this report conducted an exhaustive review of CLACSO documents and publications, interviewed the Buenos Aires-based staff and affiliated researchers in nearly a dozen countries, consulted with leading social scientists based in Latin America and/or whose work analyzes the region, and reviewed responses to questionnaires designed specifically for this evaluation.² Based on findings derived from these instruments, subsequent sections of this report locate CLACSO activities in the context of contemporary Latin American social science, describe the Council's structure and program components, and assess CLACSO's success in meeting its institutional objectives. The second section of this evaluation analyzes the overarching rationale for CLACSO and its evolution in recent years alongside shifts in the intellectual and institutional environments of the region. The third section addresses the administrative and governance structures through which the Council's work is conducted. The document then describes and evaluates the distinct components of current CLACSO activities. Beginning with thematic Working Groups, we then turn to fellowship programs and the CLACSO/CROP program of support for research and training on issues relating to poverty and its alleviation. The seventh and eighth sections consider CLACSO's contributions in the area of scholarly resources and in educational activities, respectively. We then consider in section nine the influence of CLACSO's work, situating it in the broader context of intellectual life and social change in the Hemisphere and beyond. The evaluation concludes with a consideration of future directions for the organization, and presents recommendations intended to suggest ways of reinforcing CLACSO's noteworthy successes, while overcoming persistent obstacles to fulfillment of its ambitious and important aspirations.

2. The Rationale Behind CLACSO and its Evolution

Today as in its founding moment, CLACSO aims to put forth a specifically Latin American perspective on the pressing social issues of the day, and to do so in a manner that will promote the integration of intellectual contributions from throughout the region. If during the 1960s and '70s this vision emerged from the path-breaking works of the Economic Commission on Latin America and the Caribbean, from *dependentista* scholarship and from the *marxisant* currents of thinking that prevailed in the social sciences at the time, today the Council's public presence reflects an overarching preoccupation with the inequalities generated by the prevailing model of globalization and the growing gaps between North and South that have accompanied implementation of neo-liberal social and economic policies throughout most of the region.

The quest for an alternative to contemporary orthodoxy pervades official statements issued by the CLACSO Secretariat. Calling for a "critical perspective" on the pressing challenges of our times, Executive Secretary Boron writes of a conventional social science that is "mortally ill" and "intellectually exhausted," and cites the need for a social science that can rigorously impugn "a type of society that has shown more than sufficient evidence of its inhumanity and of its inherently predatory nature (Informe de Actividades, 2003, p. 11)." Similarly, in introducing CLACSO's summary of activities from December 1999 to October 2001 (p. 12), Boron calls on the Council to be "faithful inheritors of the great theoretical tradition [of Latin American social science during the 1960s] and recover the will to

² Appendix 3 provides a list of Centers visited over the course of the evaluation. Appendix 4 presents four separate questionnaires circulated electronically to CLACSO Center Directors, Coordinators of current and recently operating Working Groups, Fellowship recipients and leading researchers not affiliated with the Council. The questionnaire response rate was only around 15 per cent, which we attribute to "evaluation fatigue": CLACSO itself routinely carries out evaluations, and some respondents expressed frustration at being asked once again to assess their experiences with the Council.

think against the currents of intellectual trends that condemn us to backwardness and decadence.” Concern with subordination in the international economic order is matched by opposition to hegemonic pretensions of the United States in the post-Cold War geo-strategic environment. As articulated by Venezuelan sociologist Edgardo Lander, CLACSO’s representative to the 2003 meeting of the International Political Science Association, there is a need for analysis of “a world system with a sole power that acts in the international system in a radically unilateral fashion, ignoring international law and institutional frameworks (2003, p. 167).”

These positions are well reflected in programmatic activities undertaken by the Council. Reporting the results of the competition for the establishment of Working Groups for the period spanning 2003–2006, CLACSO’s website describes “An effort designed to contribute.... to the renewal of pensamiento crítico in Latin America and the Caribbean following a decade during which the scarcity of material resources and the ideological climate prevailing in the region conspired against development of a critical perspective on social analysis.”

Significantly, the 168 affiliated centers that comprise the CLACSO network vary considerably in their adherence to the anti-neoliberal and anti-imperialist stance articulated by the Secretariat. Yet the latter is unapologetically eloquent in its denunciation of the orthodox development paradigm and its consequences for social welfare in the Hemisphere and beyond. Commitment to such a vision of social change is evident in many of the Council’s calls for fellowship and working group proposals, as well as in its funding proposals submitted to Sida/NORAD. It is important to emphasize, however, that this clear articulation of principles coincides in our view with a commitment to ideological pluralism.

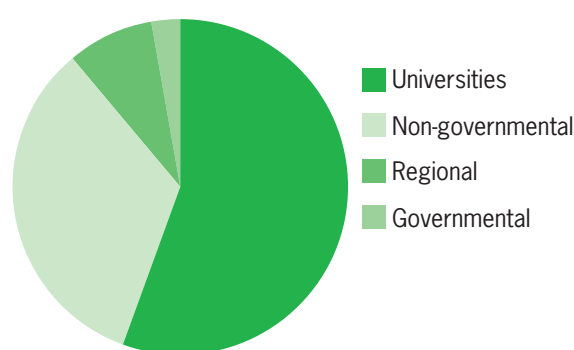
Intellectually, then, the founding spirit of CLACSO is sustained by its current advocacy of a Latin American alternative to neo-liberal thinking and practice. The conviction that alternatives must be sought and articulated across the North-South divide is reflective of views that are widely if not universally held among its member institutions. It is also evident in the Council’s incipient efforts to strengthen ties to regional organizations elsewhere in the Global South, for example CODESRIA and OSSREA in Africa, and APISA in Asia.

Continuities from past to present are evident at the organizational level, as well. CLACSO’s *raison d’être* has always been to serve as a common resource to social science institutions located across Latin America and the Caribbean, and to provide tangible mechanisms for connecting disparate intellectual communities throughout the region. With few exceptions, its history has been that of a facilitating agency, strengthening its member institutions, offering opportunities for their researchers and students, and providing a public presence for Latin American social science, rather than as a producer of knowledge per se.³ Perhaps more than ever before, CLACSO represents a vital mechanism for the sharing of information and research generated by member institutions and their researchers, through conventional and electronic publications and, most recently, through an increasingly ambitious array of web-based dissemination mechanisms. And today as at the outset of its existence, CLACSO appropriately remains committed to incorporating and supporting work undertaken at research centers of various sorts, encompassing non-governmental academic organizations and advocacy groups, as well as more conventional university settings. Figure 1 depicts the distribution of CLACSO affiliates among universities, NGOs and inter-governmental agencies.⁴

³ As noted in a 1990 evaluation of Sida/SAREC support for social sciences in Latin America, it is entirely appropriate and indeed highly desirable for CLACSO to focus on provision of public goods for affiliated centers, rather than on the conduct of projects that in effect compete with the efforts of its member institutions. (See Hobart Spalding, Barbara Stallings and John Weeks, Sida/SAREC’s Latin American Programme, Sida/SAREC Documentation Evaluations, 1990).

⁴ The latter category consists primarily of various centers of the Facultad Latinoamericana de Ciencias Sociales (FLACSO), which despite having a similar acronym to CLACSO is an entirely separate institution with a distinct mandate. Non-governmental organizations, in turn, include both longstanding institutions concerned primarily with social science research and a growing number of entities whose principal *raison d’être* lies in advocacy work.

Figure 1: Categories of Member Centers of CLACSO



However, CLACSO's disciplinary breadth has narrowed in recent years, in keeping with broader if regrettable trends in Latin American social science. Particularly noteworthy is the under-representation of economics and history, two disciplines that were once prominent in CLACSO networks and that contributed vital insights into the human condition in Latin America. The problem we believe is partly one of supply. Historians have become less inclined than they once were to conduct broadly comparative research as trends in the discipline have moved many scholars to explore dynamics of change and continuity at the micro-level.⁵ The field of economics, in turn, has retreated increasingly into highly technical work that is strongly biased against the sort of cross-disciplinary dialogue and collaboration on which the Council rightly insists. Moreover, much of the work being done in economics today tends to serve rather than critique prevailing approaches to economic development and social incorporation.

Yet the problem is also one of demand, reflecting the relatively scarce presence of economists among CLACSO-affiliated researchers and institutions. This distancing comes at a high price for the social sciences and for CLACSO's mission to help effect social change. For the social sciences, there is a continuing need for the sort of disciplinary trespassing that once characterized the best currents of Latin American political economy and that permeated much of the production of CLACSO-affiliated centers. Even more importantly in terms of the Council's current preoccupations, it is difficult to imagine a scenario in which heterodox perspectives can gain traction absent engagement with economic researchers. Although CLACSO has invited economists to take part in several competitions, these have led to meager results: few proposals have been submitted and these have generally been deemed of low quality. This context makes it especially important for CLACSO to identify new strategies for inducing leading Latin American economists to join its efforts on behalf of Latin American social science.

The narrowing of disciplinary range over the past decade or so is especially striking as it coincides with a dramatic and entirely welcome expansion in the number of research centers affiliated with CLACSO. Most noteworthy is the growing representation of research centers based at public universities, which are expanding throughout the region, particularly outside the capital cities where the social sciences have traditionally been concentrated throughout Latin America.⁶ Participation in CLACSO activities is especially important for such centers, since it affords opportunities for faculty and students to undertake research for which there remains little support from public or private agencies.

⁵ There are, of course, important exceptions. It is worth highlighting the importance of historians' contributions to CLACSO's efforts to promote South-South collaboration, particularly through the SEPHIS program, which consistently engages state of the art currents of research in social history and sub-altern studies.

⁶ This is uneven; in comparatively under-developed and/or small countries, such as those of Central America and the Caribbean, the growth of universities outside core metropolitan areas is predictably less frequent than in the larger countries and those in which the university system is comparatively strong. Brazil, Mexico and Argentina, but also Colombia, Venezuela and Chile, are prominent examples.

Advocacy organizations constitute another important source of CLACSO's recent expansion. Today more than in the past, research organizations whose principal mission concerns agendas for social change see CLACSO as central to their efforts to oppose neo-liberalism and to advance "critical perspectives" about Latin America's future. For the most part this is a positive trend, as it connects the work of social scientists to the urgent task of promoting greater social justice in a region that remains the most unequal on the planet, and where the spread of democracy has not been sufficient to overcome centuries-old tendencies toward exclusion and discrimination. Indeed, as with the new university-based centers cropping up in secondary cities across much of the Hemisphere, CLACSO support offers unique opportunities for advocacy organizations to engage in theoretically-informed research and to connect with counterparts throughout Latin America and, on occasion, beyond.

Deepening a regional identity for the social sciences has long been a core mission for CLACSO, and today it is an especially urgent one, for Latin America is rife with pressures toward fragmentation. The depth of the challenge is clear when we consider trends in several of Latin America's most important countries. Virtually all of the researchers we interviewed in Mexico concurred that its growing integration with the United States has sharply reduced the engagement of its social scientists with currents of thinking to the South. Surely this has deleterious consequences for the quality of debates both within Mexico itself and across a Hemisphere increasingly lacking intellectual contributions from one of its major countries. Similarly, once a leading source of innovation in Latin American social science, Chile is arguably becoming removed from regional debates, and few of its research institutions articulate their mission in Hemispheric rather than national terms. Brazilian researchers, in turn, confront the ever-present linguistic divide at the same time that the country's size and complexity fosters the tendency to focus within its borders rather than beyond. In each of these cases, CLACSO is playing and should continue to play an invaluable role by providing mechanisms for counteracting pressures toward isolation. This is all the more important to the extent that one accepts the premise, as we do, that developing countries need to engage their counterparts in the advanced economies in collective as well as bilateral fashion. Finally, although it is arguably underperforming in this regard, CLACSO is uniquely positioned to project a Latin Americanist perspective onto the map of the social sciences in Europe and the United States, just as it does, with somewhat greater success, vis a vis research communities in Africa and Asia.

3. CLACSO Governance and Operations

CLACSO's day to day operations are carried out by a Secretariat based throughout its history in Buenos Aires. Led by the Executive Secretary, the Secretariat responds to a Governing Board – the *Comite Directivo*, comprised of 7 members representing the two largest countries in the region (Brazil and Mexico), and distinct sub-regions of Latin America.⁷ Members of the *Comite* are elected by the CLACSO General Assembly to three year terms, and are eligible to be renewed once. The General Assembly, in turn, is comprised of representatives of all member institutions and meets every two and a half to three years.

The *Comite* typically meets twice per year, remains in close touch with the Secretariat and its staff during the interim, and is responsible for deciding on the portfolio of CLACSO Working Groups as well as for the establishment or abandonment of significant programmatic initiatives. As is frequently the case in such organizations, there have at times been tensions between the *Comite Directivo* and the Secretariat concerning the appropriate divisions of labor, and the degree to which the former engages

⁷ A list of members of the *Comite Directivo* is included as Appendix 2.

the day to day operations and decision-making of the Secretariat. Recent meetings of the Comité have defined its role as one of setting the broad parameters of CLACSO activity, allowing the Secretariat to manage implementation and to take the lead in identifying individuals and institutions to play particular roles.

Yet the Comité is by no means a rubber stamp for decisions made by the Secretariat. It is a diverse group, comprised of individuals from public universities, private research centers and advocacy organizations. Like the Secretariat itself, the Comité exhibits impressive gender balance.⁸ Also, although disproportionately representative of sociology and political science, it encompasses participants with a wide range of perspectives on the social sciences. Interviews with members of the Comité confirm that it plays an integral role in recruitment of new centers, in articulating the themes for fellowship competitions, in reviewing and selecting fellowship applications, and in the peer review process guiding decisions about publications. The Comité also decides the themes and identifies selection committee members for CLACSO prize competitions.

The Secretariat is headed by the Executive Secretary, who serves three year terms, elected by the General Assembly. The incumbent, Atilio Boron, is mid-way through the third and final term of what by all accounts has been an immensely successful eight years at the helm. Indeed, a fundamental challenge for the Council will be to recruit a suitable replacement during the first half of 2006 to assume the duties of the office during the second half of the year. A rigorous search process is being contemplated, and the Executive Secretary has agreed to work closely with the Comité Directivo to identify a list of three candidates to be submitted to the General Assembly for selection, and to facilitate a subsequent transition.

CLACSO is fortunate to draw on the skills of an able and dedicated staff whose members are widely respected by researchers at affiliated institutions across the region. An array of managerial tasks is being handled skillfully by a relatively small number of people. Indeed, to some extent, the biggest constraint facing the organization in terms of potential expansion of its work is that the current staff is fully committed to managing existing commitments. Tasks are completed on time, accounting is thorough, and record keeping is impressively comprehensive. Just as importantly, CLACSO is making maximum use of its space, distributed across three floors of a building in central Buenos Aires. With programmatic expansion of recent years, the size of the staff has roughly tripled to approximately 50 people. Space limitations are a real constraint on the addition of substantially more activity within the Secretariat itself.

The 168 member Centers also play a role in CLACSO governance: they elect members of the Comité Directivo and the Executive Secretary, and vote on crucial matters during the General Assemblies, though of course these events are too massively attended to constitute a deliberative body. Yet, at a very basic level, CLACSO *is* the member centers: the work they undertake, individually and collectively, defines what the Council is about, what it represents, and what it wishes to be. In this sense the growing diversity of member centers, reflecting deepening engagement with public universities and advocacy groups, signals growing diversity of CLACSO itself. At the same time, however, the erosion of participation by economics research centers, and the apparently declining presence of history programs, confirms the diminished role of these disciplines in the life of the Council and, thus, in the discursive fields to which its members contribute.

Finally, although they do not form part of CLACSO's formal governance structure, it is important to note the role of the 23 Working Groups in defining the intellectual agenda of CLACSO. To be sure, the Working Groups are chosen through a process that begins with the definition of program priorities

⁸ Similarly, the gender balance among CLACSO fellows is remarkably equal. However, of 25 coordinators of Working Groups (two of the 23 groups have co-coordinators) as of July 2005, only six are women.

by the Executive Secretary and the Comité Directivo, but it is Latin American social scientists who provide the substance of what is developed in practice. Similarly, faculty giving virtual courses define the pedagogical agenda of the Council, and as noted elsewhere in this report, the range of courses offered reflects an impressive diversity of theoretical and epistemological approaches to social inquiry.

The following sections of the report deal specifically with each of the distinct but intertwined components of CLACSO's portfolio of activities on behalf of Latin American social science. Although in the interest of clarity we review each component of the program separately, in practice the components can interact with one another in ways that strengthen the quality and cohesion of CLACSO's work. We believe strongly that synergies among the different program areas are important and should be deepened where possible.⁹ We begin with the Working Groups, and then turn in separate sections to consider fellowships and the CLACSO-CROP program. Efforts to enhance and disseminate scholarly resources and CLACSO's educational activities are also assigned consecutive sections. The final three sections include an analysis of CLACSO's role and influence, a discussion of future directions, and a series of recommendations for the Council and its prospective funders.

4. The Working Groups

Working Groups have traditionally been the heart of CLACSO's activity. An informant who was a young researcher in the 1970s spoke of their formative role for young researchers such as herself. With time and the erosion of CLACSO's activities over two decades, Working Groups tended to stagnate and to be seen as closed to emerging currents of thinking and to participation by new generations of researchers. With fresh resources, leadership and vigor beginning in the mid-'90s, it became possible to open up and re-vivify the Working Groups.

Today, Working Groups carry out the principal intellectual work of CLACSO. Whereas only a handful of groups were operating effectively when Sida/SAREC first provided support, currently 23 are active, having been chosen by the Comité Directivo based on review of proposals submitted by Center members. To be eligible for consideration, a proposed Working Group must include researchers from at least five countries and a minimum of ten members from several disciplines. They must be built around themes of significance to the region and that lend themselves well to developing a Latin American perspective. Under the new rules, Working Groups are appointed for an initial period of 18 months, renewable once if proper accounting is provided, and then reviewed for further renewal each three years.¹⁰ They receive funds for basic administration and for a regional meeting. CLACSO staff estimate a direct cost of \$22,000 for each 18 month period of support for a working group. Members of CLACSO affiliates are funded to take part in these meetings, and non-CLACSO members can be brought to the workshops with other funds.

In this regard, CLACSO's monetary contribution to Working Groups can be seen as "seed funding." Additional funds are secured to involve participants based outside CLACSO-affiliated institutions, and on occasion Working Groups have raised resources to make possible additional workshops and even primary research. Interestingly, there has been no systematic effort to quantify levels of external support received by Working Groups. As discussed below, securing supplementary funding for the Groups is

⁹ CLACSO's expansion in recent years may justify a greater role for the Comité Directivo and the Working Groups in supporting the Secretariat's efforts to achieve these synergies. We address this issue in the next section of the report.

¹⁰ Because the current system of Working Groups is relatively recent, it is not yet possible to assess their duration. To date, some Working Groups have been renewed beyond three years, while others have not, and still others have continued but under substantially revised terms.

important. Indeed, in the future a core part of the Executive Secretary's mandate might be to lead approaches to other institutions for funding for the specific projects of Working Groups.¹¹

Most researchers we interviewed and respondents to our questionnaire regard the Working Groups as the heart of CLACSO's efforts to provide space for a regional intellectual community and the development of a Latin American perspective with freedom for critical thinking. The questionnaire circulated to Working Group coordinators asked respondents to choose between "*muy importante*," "*bastante importante*" and "*poco importante*" to rate the value of their group for their own work and the significance of the group's output. Of the 12 past and present Working Group coordinators who responded to the questionnaire (an unusually high response rate), most rated both as "*muy importante*," and a small minority considered the output as only "*bastante importante*." Only two observers labeled the groups negatively. The recent efforts at opening up the Working Groups, for example by inviting non-members to meetings and providing some additional funding for this, merited special praise.

The vast majority of groups – four-fifths in 2002, and 15 out of 23 today – are run by coordinators based in Argentina, Brazil or Mexico, the three countries with greatest number of CLACSO affiliates. This is to be expected, given the strength of the social sciences in these countries. Yet meetings are held in a healthy range of countries, including some of the smallest and less developed, and coordinators and researchers in host countries express satisfaction with the way this has contributed to the local intellectual community. Inclusion of local researchers is encouraged, and recently also non-members of CLACSO; the Council has on occasions provided extra funding for this. Somewhat to our disappointment, non-Latin American scholars take part only rarely in Working Group meetings, and this may limit visibility of the important products of Working Groups in North and South alike.

The contributions of Working Groups are described universally as the creation of regional interchange and the stimulus to think regionally and comparatively. Many of the researchers we consulted opined that CLACSO has become a unique catalyst of such thinking, and deemed the Working Groups crucial to the Council's success in this regard. In the words of one informant, it is "very difficult to think of (a truly) Latin American social science without the Working Groups sponsored by CLACSO."

The typical pattern is one meeting in each 18-month period, followed by revision of papers by email and the presentation of a book manuscript for review by CLACSO. The meeting is preceded by "virtual" work to exchange ideas and manuscripts and to begin the shaping of a common agenda.

The current portfolio of Working Groups exhibits considerable dynamism, and important work is being done across a number of social science fields. Particular strengths are evident in sociology, anthropology and political science, and in such emerging fields as communications. However, the presence of historians is minimal, at best, and until the last two years, there was virtually no input from economists, even of heterodox leanings. Recently, the creation of two new groups focusing on economic issues is a healthy signal, though we would still wish to see more incorporation of economic and historical expertise within a wider range of groups. In this regard it is worth noting that the CLACSO/CROP program described below provides a mechanism for incorporating work being done by progressive economists as well as economic sociologists and political economists.

Many of the books being produced by Working Groups are of impressive quality. Overall, however, the quality is uneven, despite the existence of peer review mechanisms administered effectively by CLACSO staff. One recommendation of this evaluation is that the Secretariat consider whether and when it might be appropriate to press reviewers to be more demanding. Tougher reviewing may result in the production of fewer volumes, but in the end greater selectivity will upgrade the standards for Latin American social science publication in general, and add luster to the CLACSO portfolio in

¹¹ Such funds could flow directly to the home institutions of participating researchers, thus providing an additional avenue through which CLACSO membership would benefit affiliated academic centers.

particular. Also, the Secretariat is rightly proud of the speed of publication, which is impressive – but sometimes an extra round of revisions can be worth the delay.¹²

However, in many discussions the underutilized potential of the Working Groups was apparent. This is partly a question of resources. Several coordinators and participants emphasized that the serious development of an “alternative model,” or even elements of such a model, required at least partial finance for research in addition to meetings. Though in principle it is possible for the Working Groups to seek extra funding, as noted above, in practice resources are scarce. One excellent solution was implemented when a Mexican coordinator was awarded a “senior” research fellowship, (at which point he had to resign as coordinator by the CLACSO rules). He used the travel funded by the grant to build contacts and share work and ideas in Argentina and Uruguay, while the new coordinator was funded by her department to travel to Brazil for similar ends. A collective research agenda is now developing. This example leads us to recommend that to the extent that senior and semi-senior grants are continued, priority might be given in the assignment of senior and semi senior grants to projects embedded in Working Groups, with collective work being accepted and indeed encouraged.¹³

Further aspects of unrealized potential build on similar synergies. As we mention below, surprisingly few junior grant holders participate in Working Groups. Of the total of 334 fellowship recipients since 1998 (encompassing both CLACSO/Asdi and CLACSO/CROP grants), only seven are recorded by the Secretariat as having attended Working Group meetings. We believe this to be an under-estimate, and recommend that systematic efforts be made to track the participation of junior researchers across the full array of Council-sponsored activities. Above and beyond this, the allocation of funds to bring junior scholars to such events could increase the dividends to the tutorial program (through personal contact) and to the Working Groups themselves.

Other relevant suggestions included raising the bar on renewals (requiring publications and the development of research proposals, for example, and tightening evaluation criteria), and greater involvement of the *Comite Directivo*. We observe that most communication with Working Groups continues to happen via the Secretariat even though the number of Working Groups has quintupled over the past few years. Looking ahead to the future, increased communication between Working Groups and the *Comite Directivo* could lessen the burden on the Secretariat, freeing it up for other activities in such spheres as network-building with universities or fund-raising. If each of the seven *Comite* members were to follow some three Working Groups each, and also consult those groups on themes for future *convocatorias*, the *Comite Directivo* would have greater sensitivity to grassroots interests and increased effectiveness, while the Working Groups themselves would assume a greater role in defining the Council’s agenda.

The synergy between virtual courses and the Working Groups is another instance which emerged in our discussions. Several Working Group participants had themselves benefited from courses offered through CLACSO’s virtual campus. These observers argued compellingly that a more systematic linking up of participants to appropriate Working Groups would be an effective educational tool and a source of renewal for groups.

However, while the renovation of the Working Groups has been effective and the groups are clearly valued, their impact on social science debates worldwide is limited. If one were to consider the leading currents of work in U.S. and European social science, discipline by discipline, one would be hard pressed to find any link to them within CLACSO. Consider, for example, the new institutionalism or

¹² However, some stakeholders opposed this stance, arguing that it is elitist and that the objective of the Council should be to publish as many Latin American voices as possible. We favor assigning priority to the highest quality work, but acknowledge that there are differing views.

¹³ In the section on fellowships below we discuss the requirement for outputs of grant holders to be individual not collective, which many informants raised with us as an unfortunate restriction.

comparative historical sociology, branches of political science and sociology which even in their most heterodox or “critical” forms are absent from CLACSO’s universe. Contemporary debates around gender and sexuality are also strikingly absent, which is all the more surprising given the degree to which Latin American researchers are playing important roles in forwarding the research agenda on such topics.

Our evaluation has pointed to a number of actions that might significantly increase the value added of these groups, so that in another decade the panorama just outlined might look quite different. These actions entail increased funding, strengthened synergy with other components of CLACSO’s work, and a bold reaching out across disciplines, above all building on the ways in which some Working Groups are beginning to draw in economics and political economy. The value added of Working Groups also could be enhanced by looking for ways to increase their potential to generate fresh research and by tightening the criteria for publication of volumes emerging from Working Group activities. Having said that, the unambiguous conclusion of our evaluation is that the Working Groups perform an invaluable function for the social sciences in Latin America and the Caribbean as well as for CLACSO itself. It is extremely important that they be continued.

5. Fellowships

The various fellowship programs created and administered by CLACSO since the 1970s have played a vital and honorable role in supporting Latin American social science, sometimes through very difficult times of repression and dictatorship. The current CLACSO-Asdi program was initiated with Sida/SAREC funding in 1998, and since that time has funded 289 researchers in its three categories of senior, semi-senior and junior researchers. Juniors must be thirty years of age or less. Semi-seniors are early-career grants, and applicants must be between thirty and forty years of age. To be eligible to apply, candidates must be part of or supported by a member institution. In each year a call for applications is made under two or more themes chosen by the Comité Directivo, and fellows are selected through a peer review process undertaken by leading specialists in the field. The topics chosen for the fellowship competitions are given in Appendix 5.

The number of grants made in each category (junior, semi-senior and senior), and the country of origin of the grant holders are shown below in Tables 2, 3 and 4. Gender balance is one goal of the program, and it is notable how effectively this has been achieved, as both fellowship applicants and recipients are divided roughly equally between men and women.

Table 2: Applicants and Fellows of the CLACSO-Asdi, CLACSO-CROP and other Competitions

Type of fellowship	Total applicants	Total grantees	% accepted
Senior	373	65	17
Semi-senior	134	21	16
Junior	672	248	37
Total	1179	334	28

It will be seen from Table 3 that the largest number of CLACSO/Asdi grant holders come from Argentina, surely reflecting CLACSO’s high level of visibility there. At the same time, there has been impressive success in recruiting fellows from such under-developed settings as Bolivia, Ecuador and Paraguay.

Table 3: CLACO-Asdi Fellows by Nationality

Country	Senior fellows	Semi-senior fellows	Junior fellows	Total Asdi fellows
Argentina	10	6	69	85
Bolivia	2	2	15	19
Brasil	6	0	20	26
Colombia	2	2	15	19
Costa Rica	1	0	6	7
Cuba	1	1	8	10
Chile	2	1	19	22
Ecuador	3	2	9	14
El Salvador	0	0	1	1
Guatemala	1	1	5	7
Honduras	0	0	1	1
Mexico	6	0	12	18
Nicaragua	0	0	1	1
Panama	0	0	2	2
Paraguay	2	1	3	6
Peru	11	1	15	27
Dominican Republic	0	0	1	1
Uruguay	4	2	12	18
Venezuela	1	0	4	5
Total	52	19	218	289

Indeed, it is specifically in the criteria for selection that the panel should attempt an equitable distribution across countries in the region, trying to neutralize the negative impact of “profound inequalities in economic, social and institutional terms.” As indicated in Table 4, important success has also been achieved in this regard through the CLACSO-CROP fellowships for research on poverty.¹⁴ While it is disappointing that some of the poorer countries have achieved no CLACSO-CROP grants, in our view the problem here lies on the supply side. No applications were received from several of the smallest countries, despite the best efforts of the Secretariat, which advertises the program effectively through both print and electronic announcements. Clearly, the effectiveness of affirmative action measures will vary according to the supply of social scientists in particular countries and the degree of initiative taken by member centers. Seen in this light, it is no surprise that researchers and centers in Bolivia, Ecuador, Paraguay, Cuba and Guatemala, were able to take advantage of special provisions to increase their representation. In these countries, the combination of a small yet critical mass of well prepared researchers, on the one hand, and CLACSO centers with committed leadership, on the other, was sufficient to generate a supply of prospective grantees. By contrast, there was virtually no response from countries in which one or both of these attributes were lacking, such as Honduras, Haiti, El Salvador, the Dominican Republic, Panama and Nicaragua.

The research grants given by CLACSO are ranked by all stakeholders as valuable, but it is the junior category that appears as outstanding in what it makes possible. The whole concept of supplying tuition, feedback and integration with the virtual resources supplied by CLACSO is well designed, well received and valued, though there is room for improvement as we suggest later. Grantees were asked to rank the support received from their CLACSO grant as “*muy importante*,” “*bastante importante*,” “*importante*” or “*poco importante*.” Of the 17 juniors responding to our questionnaire 100% rated the impact of their grant as “*muy importante*.” They are typically using the grant for their first experience of research. Several fellows

¹⁴ Countries omitted from Table 4 are those that submitted no applications to the competition.

emphasize that the grant has enabled them to launch into independent research, opening the possibility of other grants. A thread of excited discovery runs through the responses. The tutorial system made possible through the Virtual Campus comes out as central to the experience: their tutors have opened up new fields of literature, theory, other experiences. When there is a complaint, it is that they have not received enough time or attention from their tutors. Most are very satisfied. The virtual campus is clearly an integral part of the positive experience: it has brought them interaction with their tutor, other researchers and virtual courses. The value of the virtual resources integrated with grants was evident also in interviews (notably in Paraguay). Several comments from provincial institutions portray CLACSO as a life line to the outside world, counteracting both isolation and the dominance of the Capital. The positive testimony is the more impressive as it comes as much from the minority who do not like the ideological bias of CLACSO as from those who are in favour of its role in preserving space for criticism of the mainstream. One grantee comments that her project was approved despite not being in the CLACSO line, and she felt “privileged” to have had her grant.

Table 4: CLACSO-CROP Fellows by Country of the Sponsoring Institution

Country	Senior fellows	Junior fellows	Total crop fellows
Argentina		3	3
Bolivia	3	7	10
Brasil		1	1
Colombia		1	1
Costa Rica	2	2	4
Cuba	1	1	2
Chile		1	1
Ecuador	3	4	7
Guatemala		1	1
Mexico		1	1
Nicaragua	1		1
Paraguay	1	2	3
Uruguay		2	2
Total	11	26	37

In interviews, Working Group coordinators and center directors mentioned frequently and with approval that it is the grant system that allows “unfashionable” themes to be pursued seriously. They consider that the grant period gives young researchers confidence, develops their thinking, consolidates skills and knowledge, increases the interchange of ideas, leading to new ideas even for the institution, not just the individual. Of the small number who had participated in assessment and selection panels, all had found the experience satisfactory.

The quality of the research completed by junior fellows appears quite variable, some being very good but other pieces disappointing.¹⁵ This is no criticism of the program – junior fellows are still being trained, after all – but it may indicate a need to reconsider the enthusiasm to publish the results of their research.

As we signaled above, however, our interviews elicited far more mixed views about the value of the grants to seniors. We are inclined to agree with the view from the Secretariat and from CROP, as well as several of those interviewed, that the money going to senior grants might well be re-deployed.

¹⁵ One highly critical informant described the work he was asked to evaluate as “intellectually and methodologically vacuous,” but this was one of only a handful of such harsh comments conveyed by approximately 100 people interviewed over the course of the evaluation.

Senior grantees tend to miss deadlines, resist evaluation and criticism, and do not always produce their best work as a result of the grant. However, while the 11 seniors who responded to our questionnaire certainly included a number who by their own admission had struggled with deadlines, the great majority were appreciative of the freedom to do some serious work which the grant had provided. Only one rated his experience as “*poco importante*.” On balance, the senior academics interviewed tended to confirm that while all research money was precious, it was the money for younger scholars that was particularly precious.

But shifting funds from senior fellowships to increase the number of grants to junior or semi-senior researchers is not the only way in which we felt that the value added of the program might be improved. In addition, first, we consider that the strong discipline bias needs review. Part of the problem concerns the shift of some fields away from interdisciplinary inquiry, but the themes chosen year by year, and the way the call for applications is worded, may also encourage the heavy concentration in political sociology and political science, underlining the point we have made above about the overall bias in CLACSO. Of the 33 questionnaire respondents who had received a grant, only 3 were in areas other than political sociology or political science, and those three were broadly in international political economy. Small wonder that economists and historians feel marginalized.

A further concern of the evaluation team is that while the concept of the tutor or mentor is essential and much valued by CLACSO constituencies, the practice is not always as successful as might be desired. In our review of the CROP program below we report a more radical perspective on the same issue. We suspect that the solutions indicated in the CROP discussion also apply here: more use of Working Groups to bring about a more real integration of mentor/tutor and grantee, combined with constructive use of financial incentives and personal relations to bring about even more commitment on the part of senior faculty. Of our 17 junior grantees, only three had taken part in working groups, and two of these were at an institution – FISYP, in Buenos Aires – where in our view the participation of junior researchers would have been likely independent of the grant. As we reported above, of the fellowship recipients since 1998, only seven are recorded by the Secretariat to have been present at workshops, and while we suspect that this is an under-estimate, it is likely that the majority of these are seniors or semi-seniors.¹⁶

An additional aspect we would like to see funding agencies consider is the focus on individual rather than collective work. Most of the major research institutes we visited have a strong and admirable tradition of training young researchers in a collective fashion. The insistence on individual outputs as the product of a grant, which we were told had been a requirement of the funders, conflicts with this tradition. While we fully understand the complexity of assessment which collective work introduces, we believe teamwork to be of so much value that we feel the issue should be considered as creatively as possible. It might be possible, for example, for some CLACSO member institutions to gain accreditation as able to monitor and vouch for the contribution of an individual grant-holder to a joint research effort. Interviews with directors of Centers confirmed the enthusiasm for the possibility of joint applications, and a willingness to take responsibility for managing the system.

In conclusion, as with the Working Groups, the value of the Fellowships program is enormous. If combined with measures to increase the productivity of the program, it should be encouraged to grow. Indeed, we recommend an increased level of funding with the implementation of the reforms described above. In particular, we would suggest that more synergy between the grant holders and the Working Groups could be achieved by systematic inclusion of juniors in activities sponsored by Working Groups, and by measures to induce senior academics to see mentoring as an important activity. The latter might include financial inducements directed to research expenses or support for travel.

¹⁶ Among respondents to our questionnaire, only seven had taken part in workshops of whom four were seniors or semi-seniors.

7. The CLACSO/CROP Program on Poverty Research

A particular and interesting example of North-South cooperation is the CLASO-CROP program, started in 2001 with support from Norad. The program is run through a collaboration between CROP in Bergen and CLACSO in Buenos Aires. CROP (Comparative Research Programme on Poverty) – which is not the subject of this evaluation – is an exceptionally dynamic organization which we found very impressive. The program with CLACSO provides research grants, organizes workshops (two a year) and the publication of books from those workshops and fellowships. It also contributes to both OSAL and the virtual campus, CLACSO activities described in the next section of this evaluation. The program has funded 37 fellowships, as shown above in Table 4, and the volume of applications in general has remained steady, as depicted below in Table 5:

Table 5: Volume of Applications, CLACSO-CROP Program

	Senior	Junior	Total
2002	21	17	38
2003	16	30	46
2004	14	24	38

Above and beyond its very substantial contribution to knowledge about poverty and strategies for overcoming it, the program has supported CLACSO's efforts to give substance to two of its avowed goals. First, as with the CLACSO/Asdi fellowship program discussed earlier in this report, the CLACSO/CROP partnership supported by Norad has targeted resources to build research capacity in countries where this is weakest: priority has been given to Central America and the Caribbean, Paraguay, Bolivia and Ecuador. Once again, while not all eligible countries have taken advantage of the opportunities presented by CLACSO/CROP, we are satisfied that this is a reflection of the absence of local research capacity and/or of the lack of initiative by local member institutions, rather than any shortcomings of the CLACSO Secretariat, which has publicized the program effectively. In such countries as Ecuador, Paraguay, Guatemala and Costa Rica, the program has engaged highly trained senior researchers who in turn have helped to recruit junior investigators into CLACSO/CROP activities. In Bolivia and Nicaragua it has convened important meetings, which resonated widely in local research and policy communities. Elsewhere, as in Honduras, our conclusion is that there simply is not sufficient research capacity or initiative in the member centers to take meaningful advantage of the opportunities that the program offers. Some center directors we interviewed were unaware of the program, despite the Secretariat's diffusion of both electronic and hard copy announcements. Having said that, our interviews led us to conclude that in some countries (e.g. Guatemala) personal visits from the Executive Secretary and/or the appropriate member of the Comité Directivo could encourage additional research centers to join the CLACSO network. It seems plausible that such centers, including some focusing on economic research, might help increase the pool of potential fellows for the CLACSO/CROP program and for the fellowships more generally. In addition, those we consulted at CROP and at participating institutions in less developed countries share the Secretariat's view that the program gains visibility by holding workshops in priority countries. Several researchers we interviewed highlighted the value of events held in Bolivia, Costa Rica and Nicaragua, and the experience of attending such workshops was cited as enormously enlightening from junior fellows who have taken part in the program.

This leads us to note a second crucial contribution of the CLACSO/CROP program, which is that it has helped the Council to strengthen both South-South and North-South linkages. At a strictly administrative level, the collaboration between Bergen and Buenos Aires appears to go very smoothly, and both partners praised the fluidity and efficiency of the relationship once the Secretariat agreed to work

in English.¹⁷ More importantly, program workshops have already produced some good books, which benefited from a vigorous process of assessment and comment. The workshops and the high quality collected volumes they produce bring Latin American researchers on poverty into dialogue with one another in ways that would otherwise not occur.

Looking beyond the boundaries of Latin America and the Caribbean, African and Asian researchers also have been exposed to the CLACSO/CROP program, and it is one of several channels through which the Council has maintained ties to CODESRIA, its Dakar-based counterpart in Sub-Saharan Africa. Meanwhile, South-North dialogue is promoted through the interaction between CROP in Norway and CLACSO in Buenos Aires. CROP contributes over a decade of extensive experience of poverty research in Africa and Asia and a developed methodology and culture of workshops and research appraisal. It provides CLACSO-affiliated researchers access to a global network of researchers on poverty, while infusing that network with insights derived from theoretical and empirical research on poverty in Latin America and the Caribbean. In short, the CLACSO/CROP collaboration has clearly generated value added for both partners.

However, this sense of great value coincides with an impression of partly unrealised potential. In this regard, our evaluation of the grants program reflects many of the themes of our evaluation of the CLACSO-Asdi program, though some of the problems are seen as naturally more pronounced given that the program focuses on countries where poverty is seen as most severe and the capacity of the local social science community is particularly weak. Thus, although the tutorial system is formally in place as in the CLACSO-Asdi scheme, the view of CROP researchers is that it has a very long way to go in order to be effective.

One answer to this problem lies in a stronger effort to engage senior researchers in mentoring juniors and in evaluating and refining research outputs. The program was designed to operate on the basis of synergy – senior grants and workshops were intended in part to draw established academics into a relationship with juniors which could deliver this high-quality mentoring even at a distance. The concept has not worked partly because funding has not been targeted to incorporate juniors into the workshops. Yet the workshops were intended to be the place where the personal relationship developed. The CROP staff would like to work with CLACSO to develop senior mentoring, and we agree that this is vital to the long term success of the program. The key, as usual, lies in personal relations, in building the commitment of suitable seniors to the challenge of capacity building in countries other than their own (but including their own, too). The workshops have the potential to provide key tools in this. Direct payment of fees to mentors would be another possibility, but if this strategy were adopted our preference and that of CROP would be for a solution such as a modest fund for travel and perhaps some research expenses.

A link to policy is part of the intentions of the program as stated in the CLACSO Activity Report. By contrast, although having impact on policy is of interest to CROP it is not the immediate goal. Rather, the perspective of the program in Norway is that its task is to bring poverty into the mainstream academic agenda. But the two organizations have elaborated a very satisfactory way of dealing with this: a day at the end of each research workshop is designed to foster outreach to stakeholders in the host country. The local team is completely in charge of designing the format for these events and recruiting participants, and the result in a number of instances has been a fruitful dialogue between researchers, advocacy groups and decision-makers.

¹⁷ In Section 9 of the report we return to the issue of language barriers and their potential for limiting the flow of scholarly communication in both South-South and South-North directions. The issue is important, and has very clear implications for CLACSO's ability to project its work to a wide range of constituencies beyond Latin America.

In conclusion, our assessment of the CLACSO/CROP program is that it clearly merits continuation and even expansion, and that during the coming years it could increase its already substantial value-added if mechanisms are developed to better ensure effective mentoring of participating junior researchers. The program already has provided transformative experiences for several such people, and it has played a key role in advancing CLACSO's efforts to channel resources to affiliated researchers and institutions in the less developed countries of the region.¹⁸ Of course, the task of capacity building is very long run in nature, and needs both patience and deliberate actions. One implication is that stable and secure administrative structures are essential, particularly given that this initiative relies on collaboration involving multiple institutions. From this point of view it is all the more important that the core funding needs of both CLACSO and of CROP be assured for the medium to long term.

7. Scholarly Resources

In recent years CLACSO arguably has become the most important source for the production and dissemination of resources for social research in Latin America and the Caribbean. Its rich array of electronic and web-based capabilities along with its prolific publications effectively promote networking and place CLACSO in a position of unparalleled importance for social scientists working in and on the region. The on-line availability of CLACSO publications is especially valuable both for classroom use and for researchers whose work is undertaken without the benefit of access to high quality libraries or who seek exposure to social science production outside their home countries. In this respect it goes without saying that this area of Council programming addresses an especially pressing need in Latin America and the Caribbean: quality libraries are few and far between in the region, books and journals tend not to circulate across national borders, and researchers working outside of capital cities face great difficulties accessing information. More than any other component of CLACSO's expanding programs, it is in the area of scholarly resources, encompassing traditional forms of publications – books and journals – as well as diffusion of research results, bibliography and information, that CLACSO's work can be characterized without hyperbole as indispensable to Latin American social science. Sida and Norad should take pride in their contributions to bringing these initiatives to fruition.

The Council's activity reports convey exhaustive data on CLACSO's efforts to use information technology to promote networking and circulate scholarly materials, and this evaluation does not attempt to describe each and every detail of its operation. Rather, we wish to highlight those features that in our view have been most important for broadening access to information and for consolidating networks of Latin American and Caribbean researchers. To this end, this section of the report begins with CLACSO's virtual campus and library and then turns to an examination of its portfolio of print and electronic publications, including the Latin American Social Observatory (OSAL). The latter is an initiative of the CLACSO Secretariat which aims to provide information on social movements and conflicts throughout Latin America. While individuals we interviewed over the course of our inquiry conveyed mixed views concerning the relative importance of each of these diverse initiatives to enrich scholarly resources in the region, a recurrent theme was that, taken as a whole, they exhibit the enormous dynamism and initiative for which the Secretariat has become known.

¹⁸ That objective is a noble one, and it is perhaps worth underlining here that it is both widely understood and approved by CLACSO members throughout Latin America.

CLACSO's Virtual Campus and Library

CLACSO's Virtual Campus provides a web-based platform for disseminating information and for communication and interaction among participants in the diverse activities taking place under Council auspices. Its virtual library, in turn, opens a window onto scholarship being developed by non-CLACSO affiliated centers and by research communities around the globe. The campus is widely appreciated by member institutions as a highly innovative mode of work, one that links them efficiently and inexpensively to one another and to research materials that would otherwise often remain beyond their reach. The Campus is especially important as a means of accessing bibliographic information and up-to-date documentation. In this respect, CLACSO is "opening windows" onto the world of social science research in a way that no other Latin American institution has been able to achieve. Absent exposure to the bibliography and full text materials made available through this means, an entire generation of researchers in many regions of Latin America would be confined to debates of purely local or national scope. In this sense, the Campus is contributing vitally to a sorely needed process of "de-provincializing" Latin American social science.

As is well known, social science libraries are scarce and incomplete across Latin America, and typically serve only a limited portion of the academic community. The average print run for academic books is about 500 copies, and for journals it is as low as 300, many of which remain stuck in warehouses because of the high cost and poor quality of postal services in the region. Yet a growing segment of the population enjoys high speed connections to the Internet. By offering them access to research results through web portals and search engines, Nordic support to CLACSO's *area de informacion* has revolutionized access to important research materials across a variety of different fields, opening a window onto Latin American social science for researchers, activists and public officials.

The Virtual Library has made a fundamental contribution to broadening the bibliography available to researchers in Latin America and beyond, and this is absolutely essential for fostering comparative research in and on the region. The library has become steadily more user friendly, as evident in its having received a million visits during 2004 alone. The core of the collection consists of more than 3,000 full text items, and these are accessible to the general public, facilitating horizontal communication throughout CLACSO's network and among the broader scholarly community. In this regard, the library is an important source of support for the efforts of Working Groups. It is worth emphasizing as well that this is a way to make research results undertaken by CLACSO networks and member institutions visible in the North and in other regions of the South, as well as to disseminate them widely across Latin America and the Caribbean.

CLACSO staff are making a great effort to maximize use of web-based capabilities. Between 2003 and 2005 the *Biblioteca Virtual* was moved onto a platform that permits decentralized management so that member centers can add materials without having to go through the Secretariat. What this means is that works published by any of the 168 centers throughout Latin America and the Caribbean can be made available to the general public in electronic form through CLACSO's website.

We see this as nothing short of pathbreaking, although three constraints are worth mentioning. First, and unfortunately, concern about intellectual property issues and the potential loss of print sales has led some CLACSO affiliates – including many of those producing the highest quality research – to opt not to make their publications available through this means. Given these concerns, the Secretariat has appropriately left it up to individual centers whether to make their publications available through this medium. This is as it should be, though we would encourage member centers to take advantage of this opportunity. Significantly, CLACSO's experience with its own publications is that hard copy sales of materials posted on the web actually increase.

Secondly, particularly in less developed countries, center directors often seemed unaware of opportunities to make their own publications available through this mechanism. Once again, the Secretariat is not at fault: there has been ample publicity for this opportunity. Our impression is that the very novelty of this arrangement surpasses the imagination of center directors accustomed to traditional ways of circulating research results, and that as over time they become more familiar with new technologies and their capabilities, greater use will be made of this system.

A third constraint is that some CLACSO affiliates, particularly small centers and those based in less developed countries, lack the trained personnel needed to make materials available electronically. Recognizing this problem, the Secretariat has been training staff in the member centers so that they can make full use of the opportunities afforded by the Library. Training sessions are being offered to students of library science, and 70 librarians and editors from member centers have been trained to edit electronic journals. The Council has published a book on Virtual Libraries for Social Sciences (*Bibliotecas Virtuales para las Ciencias Sociales*), and plans are underway to establish a Network of Virtual Libraries in the Social Sciences in Latin America and the Caribbean. In short, this area is one of intense work and enormous utility for making knowledge publically accessible. Although it is arguably the case that the Campus and Library remain underutilized, this should improve with time. The Secretariat is highly proactive in publicizing the availability of these resources. Additional efforts should be made by member centers to augment their use of the vast materials that are available through the campus.

CLACSO Publications

Some data are indicative of the scope of CLACSO's efforts to make scholarly materials available to a broad public in print form and in CD-ROM format: Since 1999 CLACSO has published writings of more than 500 authors, including more than 20 from Europe, another 20 from the US and Canada, five from Africa and two from Asia. In 2004, to cite one typical year, 24 books and magazines were published by CLACSO, with a total print run of 36,000 copies. Several persons we talked to assert quite plausibly that CLACSO has become the main publishing avenue for Latin American social science. CLACSO publications are priced modestly, and are now being disseminated more widely than ever thanks to a new initiative to translate into Portuguese.¹⁹

CLACSO publications are distributed widely in Argentine bookstores and in an unusually large number of other Latin American countries, and circulate at an array of academic and social events in the region. There is also a systematic effort by the Secretariat to donate books to research and advocacy organizations and to documentation centers and libraries. Not only are CLACSO books available on line, they are also being circulated in CD-ROM format. Three CD-ROMs have been prepared to date, one covering 2000/2001 with 20 full text books, another with 20 full text books and 2 videos from 2001/2002, and a third containing 20 full text books and three videos for 2003/2004.²⁰

There is universal admiration for the quantitative aspect of this activity. As is well known, distribution is the Achilles heel of many academic publication programs; CLACSO is in this aspect an outstanding exception: an increasing number of documents are efficiently distributed to an expanding public. The many published texts are sent in a timely manner to affiliated Centers. By most accounts, CLACSO's distribution is broader than that of such traditionally leading publishers as Fondo de Cultura Económica, and it is worth noting that CLACSO's books sell for a considerably more modest price than those issued by commercial presses. Moreover, the Council seeks to cooperate with affiliated Centers by exchanging publications.

¹⁹ This is widely appreciated in Brazil, though a number of researchers there opine that it would be advisable for CLACSO to co-publish these works with local presses, which in turn could seek national funding support. This may be worth exploring.

²⁰ CLACSO videos have in several instances been aired on television.

Qualitatively speaking, opinions of CLACSO publications are diverse. The general opinion expressed by researchers interviewed over the course of the evaluation is that considerable progress has been made toward improving quality, but that the level is still below what is possible. This view was especially pronounced at the leading research institutions, whereas advocacy organizations tended to offer more unqualified endorsement of CLACSO publications. By all accounts, some texts are of the highest quality, and for the most enthusiastic readers the rigour of CLACSO's peer review system provides a benchmark for social sciences in the region. Still, as noted elsewhere in this evaluation, we would argue in favor of a more rigorous process of peer review, resulting in fewer publications of higher quality.

Observatorio Social de América Latina (OSAL)

The Latin American Social Observatory (Observatorio Social de América Latina, OSAL) is another extremely active CLACSO-sponsored program made possible by funding from the Nordic countries. Based at the Secretariat in Buenos Aires and produced by Council staff, since 2000 it has been publishing a substantial volume every four months, including a "chronology of conflicts," featuring case study analyses of social conflict, conceptual debates around questions of social movements and participation, and primary documents generated by the movements themselves. OSAL maintains a data base on social conflicts, which at the end of 2004 included nearly 27,000 entries encompassing 19 countries. Compilation takes place through daily review of sources by a team of committed staff based at the Secretariat. Approximately 20% of the information gathered is published. The OSAL also publishes books and maintains an up-to-date web page. Production of the OSAL is a highly labor- and staff-intensive process due to the amount of information that needs to be handled and also because of the diversity of contributions submitted for publication. The project also engages a large number of researchers and a substantial readership: a total of 45 individuals contributed to the three issues (12–14) that OSAL published in 2004, and the first two of these were sold out soon after publication.

CLACSO staff in charge of the OSAL characterize it as a "post Seattle 1999" project, committed to fostering a critical perspective on globalization, democracy and development, and advancing the objectives of the World Social Forum. They also stress that the deteriorating and biased quality of information provided by the mass media makes the use of alternative news sources all the more important for advocates of social change. Consistent with this perception, our interviews suggest that it is especially valued by researchers associated with advocacy organizations, though some students of social movements based at more conventional academic institutions also expressed keen appreciation for its contribution. Informal consultations with researchers based in the North indicate a surprising absence of knowledge about OSAL and the detailed empirical information that it provides. This is one of a number of areas in which strengthened ties to scholarship in Europe and North America would both increase the visibility of CLACSO-sponsored work and enrich the quality of research undertaken outside the region.

In keeping with its avowed mission to promote alternatives to neo-liberalism, OSAL directly participates in several activities related to social movements. Perhaps because of the high levels of social conflict in recent years, OSAL maintains a special presence in the Andean area. At the same time, it has promoted the organization of a number of national, regional and thematic "observatories."

OSAL has become a key source for many analysts concerned with social conflicts and movements. Particularly but not exclusively in small countries and outside capital cities, OSAL provides information that is inaccessible through other means and that is essential for analysts of social movements in particular locations. The publication also notes important theoretical work on social movements and highlights differences across countries and contexts. Staff indicate that plans for the future include giving greater prominence to theoretical dossiers, for example concerning issues relating to territoriality. However, one constraint mentioned by staff is that of identifying researchers on social movements. It is

possible that a more concerted effort to alert member centers to the need for materials to publish in OSAL would help to minimize this problem, though it may be inevitable to the extent that, in contrast to most CLACSO initiatives, the production of OSAL relies less on materials generated by the member centers and more on the Secretariat itself.

There is broad agreement that OSAL provides useful material and a great deal of data, though some of those we interviewed recommended diversification of authors, of themes and of analytic perspectives. Some of those we interviewed also contended that OSAL would function better if it were based more on work by national or regional observers, drawing on researchers with first hand knowledge of events and sources, with the role of the Secretariat in Buenos Aires being to compile materials provided in decentralized fashion, rather than seeking to directly gather most of the information. Still, these observers share a generally positive impression of OSAL and of the space it provides to publish important information about social processes throughout the region. Our review of perceptions of OSAL, and the material it has produced, leads us to conclude that it is a valuable resource, and one that is worthy of continuation, though two reservations must be noted: the project is highly staff-intensive, and it situates the Secretariat in part in the role of producer of materials rather than as an articulator of work undertaken by researchers based at member centers throughout the region.

8. Educational Activities

The *Campus Virtual* is crucial to CLACSO's teaching efforts, at the same time that it has enabled junior fellowship recipients to remain in touch with their tutors and, perhaps to a lesser degree, with participants in CLACSO Working Groups. With approximately 3700 registered users, since 1998 the Campus has served as the medium for nearly 80 courses, taught by more than 70 teams of instructors encompassing 170 professors. No fewer than 2200 students have completed courses through the Campus, and the multiplier effects are surely substantial given the likelihood that students share reading lists and other course materials with friends and colleagues who are not enrolled in CLACSO courses. In this regard, universities are being strengthened, indirectly but significantly, through CLACSO's offerings.

Students enrolled in courses receive a substantial reading list on CD (more than 4,000 have been distributed to date) and this is crucial given that a significant portion of participants in CLACSO's virtual courses reside outside cities with high quality libraries. Moreover, junior researchers taking advantage of CLACSO course offerings typically work and study in locations where in situ teaching is unavailable in particular fields of interest to them. For students located far away from major academic centers, the possibilities that CLACSO makes available are especially important, and these students were particularly likely to rate the courses as excellent in terms of quality (though like students everywhere, they at times complain that reading lists are too intensive). Not surprisingly, course completion rates are lower than would be the case in non-distance learning, but this does not call into question the quality of CLACSO's offerings or their utility for training students across a variety of fields. An additional benefit of the courses, cited time and again by researchers consulted over the course of our inquiry, is that they provide input for instructors in the design of courses offered elsewhere. The principal difficulties cited included the challenges faced by instructors unaccustomed to a mode of teaching that is generally unfamiliar to them, and the difficulty of attending to the needs of students who request greater diversity of course offerings and continuation of courses over time.

For a good portion of social scientists interviewed as part of this evaluation, particularly those based at major research institutions, distance education is most appropriate as a complement to but not a substitute for in-person instruction. Regardless of the diversity of views they hold concerning the value

of virtual teaching and distance education and its appropriate relationship to in-person instruction, there is widespread agreement among leaders of CLACSO-affiliated centers that the virtual campus is a positive contribution of the Secretariat. A key point to underscore here is that the availability of quality instruction in particular fields varies widely across countries, with the greatest needs being concentrated, not surprisingly, in less developed settings. However, social scientists consulted over the course of this evaluation offered varied assessments of the quality of course offerings. Emphasis was given to the timeliness of topics covered and to the generally up-to-date approaches taken by faculty, through which it is said that students gain access to perspectives that are otherwise difficult to find. Though there were exceptions to the overall favorable assessment, reading lists are widely praised as up to date and encompassing a range of works from across Latin America and the Caribbean.

Opinions were varied as well with regard to the pluralism of approaches and disciplinary diversity within the social sciences. Many questioned both aspects, though our review of course offerings revealed a broad spectrum of conceptual approaches, within which those adopting a Latin American “critical perspective” predominated. Of course, that is an explicit objective of CLACSO, in part because of the perception that perspectives different from those that prevail in the halls of power receive scant support. In this sense, CLACSO’s contribution is intended to reduce asymmetries in the supply of knowledge and training. As for disciplinary breadth, here it seems important to attempt a further diversification of offerings. If students in Latin America and the Caribbean are to be well prepared to study issues of globalization and trade, for example, it is essential that they gain exposure to a broad spectrum of worthwhile approaches being adopted by economists concerned with the region. Absent such exposure their knowledge and capacity for influence will inevitably be limited. Beyond gaps we have already noted, the Executive Secretary considers especially severe the scarce attention being paid to International Relations, whereas others interviewed in the process of preparing this evaluation highlighted the weak presence in particular countries of graduate programs in history and anthropology.

Conceivably, one way to address this and other thematic and disciplinary gaps would be by recruiting faculty through the Catedra Florestan Fernandes. This widely-praised professorship is awarded to established social scientists who propose to teach a course through the virtual campus. Several courses have been offered to date through this mechanism, which we see as a promising vehicle for diversifying the range of perspectives opened up to students in the virtual campus. Indeed, we would recommend that future requests for proposals call explicitly for courses in relatively under-emphasized fields and conceptual approaches.

Looking to the future, CLACSO has announced plans to launch a virtual masters program focusing on theory and methods in the social sciences. There is even an idea of developing over the longer term a virtual university, highly open in character, to help meet the enormous unsatisfied demand for higher and post-graduate education in Latin America and the Caribbean. Conceivably, such a university could be self-financing. How to proceed in this area will be key to determining CLACSO’s place in the future of advanced training in social sciences and its relationship to educational programs supplied by member institutions.

Precisely because so much success has been achieved in virtual teaching, it would seem possible at this juncture to explore options for combining distance education with on-site learning offered through established programs operated by CLACSO affiliates and other institutions.²¹ We believe that such a “*semi-presencial*” approach to learning would be significantly more valuable, from a pedagogical perspective, than a purely virtual training program. Various participants in courses highlighted the need for in-

²¹ Such institutions need not be located in Latin America. Indeed, discussions are underway concerning establishment of joint degree programs with the Universidad Complutense in Madrid, and we would recommend analogous arrangements with other institutions based in the North.

person complements to virtual experiences, suggesting for example that they might be invited to one or another CLACSO event in their places of residence. But of course the core issues at hand are much broader. Clearly, it is unrealistic to suppose that CLACSO alone will have the resources to enable it to establish a Masters program, organized at a regionwide basis, that would be semi-presencial in nature. Moreover, such a degree program and an eventual *Universidad Virtual* could generate tensions with some member centers which offer post-graduate programs of their own. This is particularly relevant to university-based centers engaged in graduate education.

In our view these potential problems can be confronted through various forms of collaboration between the central structure provided by CLACSO and university-based member centers to provide semi-presencial training. To be sure, numerous issues of standards would need to be addressed, encompassing course validation, awarding of degrees and so on. But these issues are already being addressed as institutions consider whether and how to award credit for distance education courses taken through CLACSO and/or other providers. The broader international experiences with “sandwich grants” is rich and suggestive. One could imagine, for example, specific agreements between CLACSO and selected universities to jointly provide Masters-level training for students in those universities, with instructors from those universities contributing as tutors and as teachers of on-site seminars supplementing on-line offerings. Such a strategy could achieve even better use of the CLACSO Virtual Campus, while increasing the integration of member centers and reinforcing their links to the central structure of the Council. It is widely acknowledged that post-graduate education is at its best when it is linked to research. Thus, collaboration at this level among various universities would contribute as well to advance toward diversification of CLACSO courses and its broader work, both in terms of approaches and disciplines.

The tendency toward privatization of education, the widespread emigration of Latin American and Caribbean researchers and the generational gap that is a product, among other factors, of experiences of dictatorship combine to exacerbate the longstanding fragility of Latin American social science. Taken together, these factors seriously undermine educational opportunities throughout the region. In our opinion, support from the Nordic countries has enabled CLACSO to accomplish a great deal to compensate for this fragility. With continued support, CLACSO can consolidate dynamic and enduring ties to universities, strengthening the latter and thus enriching teaching in relevant disciplines. Such collaboration would enhance the development of the social sciences in Latin America and the Caribbean, and would fit nicely with a core objective of CLACSO, as stipulated in its statutes, which is “to promote research and teaching in the social sciences, strengthen cooperation between institutions and researchers within and outside the region, and enrich the quality of debate in the public sphere, creating conditions for the adoption of policies that ensure good governance for our societies.”

9. The Role and Influence of CLACSO

Previous sections of this report have described in detail ways in which CLACSO promotes social science in Latin America and the Caribbean, highlighting the multi-faceted nature of its programmatic efforts. These range from the training of junior researchers to the construction of linkages between the worlds of knowledge and advocacy. They include the promotion of regional Working Groups and the provision of fellowship support that supports research in several academic fields. And they encompass the elaboration and stunningly successful diffusion of an array of scholarly materials, taking advantage of new information and communication technologies. No less important is CLACSO’s role in representing the social sciences of Latin America and the Caribbean and attempting to project them beyond the borders of the region. This section of the report seeks to contextualize those contributions and explore their influence within the region and beyond.

Defining a Latin American Space for Critical Reflection

A comment by a Brazilian researcher summarizes succinctly CLACSO's place in the construction of a regionally conscious social science: *en las Ciencias Sociales de America Latina, CLACSO representa la dimension America Latina.*²² CLACSO has come to symbolize Latin America in the research agenda of social sciences in the region and, to some extent, around the world. For various reasons, Latin America as such – not to mention Latin America and the Caribbean – has largely disappeared from the global agenda. The region has declined in importance on the international scene, and this has been reflected in diminished availability of funding and a relative neglect of Latin American scholarship by research communities based in the North. The Council plays an increasingly important role in insisting on the importance of Latin America and the Caribbean, in maintaining its visibility and indeed promoting its re-emergence as a referent in various countries of the region.²³

This general role takes various concrete forms. In particular, CLACSO promotes comparative research, the importance of which for the social sciences is obvious. Its Working Groups, virtual courses, and publications (including OSAL), the events it sponsors, and the contacts that it makes possible among specialists of different countries and generations, all open opportunities for regional dynamics that, once again, have no equal anywhere in Latin America.

This highlights a less tangible contribution that is equally important if less easy to measure. To promote the social sciences in the region inevitably entails affirmation of a collective identity on the part of those who dedicate themselves to social analysis, that is, it contributes to the emergence of a community of researchers. This involves insertion into a social and cultural geography as well as a tradition. The tradition of social science in Latin America, simultaneously critical of the existing social order and committed to improving the living conditions of the people, was genuinely strong and intellectually creative. The tradition has been weakened over the past quarter century for various reasons, including the devastating consequences of military dictatorships which, in particular, created generational gaps that remain visible to this day. In this context, for many Latin American researchers, of different ages, geographic locations and disciplinary origins, CLACSO symbolizes continuity – or better yet recovery – of a tradition in terms of which they can measure themselves. This point of reference is of course insufficient to move the social sciences forward, and indeed it can become a burden if it brings with it an acritical idealization of the past. But it is also indispensable as a basis upon which to affirm a community – or a web of communities – of researchers with a personality of their own, conscious of their contribution as well as their shortcomings, and confident of their capacity to collaborate with one another and with the international academic world.

That reference to tradition, not so much as paradigm frozen in the past as source of inspiration to approximate the problems of the present and explore renewed ways of thinking about the world, is all the more important when we consider the dramatic social circumstances of Latin America. It is more important than ever to insist that Latin American social sciences can and should contribute to improving the social circumstances of the region. This demands cultivating approaches different from those that have predominated in recent decades, the unsatisfactory results of which are evident to all. As articulated by a member of the Comité Directivo, CLACSO is crucial for getting beyond the stale thinking of much of the conventional wisdom with regard to poverty and public policies. In her words, “CLACSO dares to have a clear institutional posture around other principles... there's a commitment to theoretical advance and to the development of alternative proposals.” The Council has an “intellectual stance”

²² A loose translation would be “In Latin American social sciences, CLACSO represents the Latin American dimension.”

²³ Of course, there are other academic networks that operate on a region-wide basis, most notably the Facultad Latinoamericana de Ciencias Sociales (FLACSO), an inter-governmental organization whose member institutions undertake research and provide training programs in member countries across the region. But aside from FLACSO, whose individual centers are among the most dynamic of CLACSO-affiliated programs, these tend to be either disciplinary or thematic in focus. None approach the scale or scope of CLACSO.

which, along with the quality and quantity of its production, enables it to help “recover the golden age of Latin American social science a time when people like dos Santos and Cardoso and Faletto articulated a specifically regional perspective.” It is in this sense that the role of the Council in the reinvigoration of a specifically Latin American perspective in the social sciences becomes so important, particularly in its call for “critical thinking.”

At the same time, however indispensable, that contribution must also engage in a serious dialogue with other currents of thinking if it is to broaden its impact and encompass the full richness of Latin American social sciences. Perspectives differ as to whether this is being done today. The range of views we encountered among CLACSO affiliates in one country we visited are typical of those expressed throughout the region. Researchers at one active member institution value the Council specifically because it advocates linkages between researchers and the agenda of social transformation symbolized by the World Social Forum. In turn, leaders of another active center described CLACSO as a valuable resource, but one that engages primarily that segment of its faculty and student body who share its political perspective. At the other end of the spectrum, the director of another center expressed concern that the organization is abandoning its traditional commitment to scholarly excellence and open inquiry, exhibiting a growing capture by antiquated currents of leftist thinking. Our own conclusion is that CLACSO is committed to a transformative project for Latin America but that there remains important space in the organization for progressive researchers with differing convictions from those articulated from the Secretariat. Most importantly, and we wish to underscore this, it is our view, shared by virtually all researchers we interviewed, that the institution remains pluralist and supportive of a variety of currents of thinking pursued by its affiliated centers.

CLACSO's Ties to Other Institutions and World Regions

CLACSO's relations with other regional and international organizations based in Latin America, and particularly in the Caribbean, are generally distant. The evaluation team discussed this at length with Executive Secretary Boron, who characterized CLACSO as “a quite solitary institution.” Undoubtedly this is in part a function of the declining salience of Latin America as such for many sectors who once conceived of the world in regional terms. Nonetheless, there have been some joint efforts with the International Labor Organization (ILO) and UNESCO, and an effort is being developed jointly with the New York office of the UNDP. There are also very close ties to regional academic associations such as the Latin American Sociology Association (ALAS), and these have generated rich contributions to such fields as the sociology of work and labor systems. Similarly, CLACSO is increasingly a catalyst for regional ties among advocacy organizations, and this has been facilitated by the Secretariat's engagement with the World Social Forum. In short, CLACSO is perhaps not as solitary as it may appear at first glance.

The situation is less encouraging, however, if one looks to the field of political economy. Differences of perspective have limited opportunities to develop ties to the IDB, and tentative efforts to collaborate with CEPAL – for example to sponsor a joint seminar in Buenos Aires – have not borne fruit. As seen from the Secretariat, CEPAL has little interest in promoting work outside of economics and assigns little importance to the social dimension of contemporary Latin American affairs. This view echoed that of many CLACSO-affiliated researchers who were consulted over the course of our inquiry and who articulated the view that CEPAL no longer exhibits the *capacidad de convocatoria* that it once had in the region. For some this suggested the need for CLACSO to fill the vacuum left by CEPAL. In turn, informal conversations with CEPAL-based researchers reflected an absence of awareness of CLACSO activities, and a diffuse impression that the Council is no longer a significant contributor to debates about economic development in the region.

CLACSO has endeavored to deploy resources supplied by Nordic agencies to foster closer ties between research communities in Latin America and their counterparts in other regions of the South. Such ties offer considerable promise as much can be learned through comparative work around common issues of development, democracy and governability. The study of post-conflict situations also opens avenues for comparative analyses undertaken jointly with African and Asian researchers. At the same time, dialogue with “other Souths” may open fresh avenues for thinking about the heterogeneity of Latin America itself, perhaps bringing greater visibility to the circumstances of peoples of African origin in Latin America itself and opening fresh possibilities for partnerships with researchers in the English speaking Caribbean.

Efforts to develop South-South linkages have focused understandably on building collaborations with Asian institutions, such as Singapore-based APISA, OSSREA in Eastern and Southern Africa and, particularly, with CODESRIA, CLACSO’s Dakar-based counterpart in Sub-Saharan Africa. In addition to sending delegations to attend one another’s Assemblies, CLACSO and its partners have supported attendance of Latin American researchers in workshops held outside the region, and have invited researchers from those regions to attend events in Latin America. Funds have been made available to facilitate travel by Latin American scholars to academic meetings held in Asia and Africa, and support has even been provided for cross-regional comparative doctoral study. There have been several publications bringing together contributions from researchers from across the South who are working on issues of common concern, and OSAL has published material on social conflicts outside the region. To date there does not seem to have been any systematic integration of cross-regional perspectives into the efforts of Working Groups, and this is an area that might be pursued in future. CLACSO’s collaboration with the Dutch-based SEPHIS program, which brings together social historians and other researchers across Asia, Africa and Latin America, has been a fruitful strategy which might provide a model for other fields.

While cross-regional cooperation is of great importance for its potential both to stimulate Southern perspectives on contemporary challenges and to broaden the empirical base upon which analytic frameworks can develop, it is by no means easy to achieve. Above and beyond the costs involved, which are considerable, there is the stubborn obstacle of language barriers, which are likely to limit the scale of inter-regional collaborations for the foreseeable future.

Language also poses an obstacle to heightening CLACSO’s visibility in social scientific networks based in Europe and the United States, which for better or worse set the agenda for much of the social sciences, and which increasingly operate in English. Absent publication in English it is difficult to imagine CLACSO-sponsored work gaining visibility outside Latin America. In this regard, it is disappointing to note the virtually total absence of references to CLACSO’s work in scholarly materials published in the North. Deeper engagement with scholarship undertaken in the U.S. and Europe would both enrich the production of Latin American researchers and challenge currents of thinking that are evolving with too little awareness of intellectual trends in the Global South. At a minimum, it would be appropriate for CLACSO to augment its efforts to gain visibility in such settings as the Latin American Studies Association (LASA), where panels are routinely conducted in Spanish and Portuguese. Though perhaps controversial, we also believe it essential that more work by CLACSO-affiliated researchers be published in English. Indeed, if CLACSO were to launch an English-language journal consisting of the best work prepared in the context of its Working Groups, it would increase its visibility in the North and facilitate dialogue with its counterparts elsewhere in the South.

Strengthening Research Capacity in Low Income Countries

CLACSO has made great strides in meeting the needs of researchers and institutions located outside the major urban centers of the most developed countries in Latin America and the Caribbean.

Research organizations in such locales account for much of the striking expansion in the number of CLACSO-affiliated centers over the past several years. It is precisely in the poorest countries and those with weakest academic infrastructures where one hears affirmations such as one we heard in Paraguay, to the effect that “CLACSO consistently provides information about its programs and activities, and supplies much needed books and electronic resources through the documentation program.”

Not surprisingly, it is in these countries, and in centers located in provincial cities of the more developed countries, where the Virtual Campus is most appreciated. Similarly, the value of holding meetings of Working Groups and of the CLACSO/CROP network in less developed countries is especially high.

Yet if disadvantaged spaces share anything in common it is that they are different, which means that programs to strengthen research capacity need to be tailored to each of their needs. As noted in earlier sections of this report, there are real limits on what can be achieved under existing conditions in many of the less developed countries of Latin America and the Caribbean. Recent efforts to augment representation of the poorer countries of the region have been successful where there exists a combination of local institutional dynamism and a basic critical mass of researchers. Where either of these is lacking, alternative approaches to fostering representation are in order. These may well include providing opportunities for promising students to study in some of the strongest training centers in Latin America, in hopes that they might eventually constitute a generation of researchers capable of stimulating social science innovation in their countries of origin. In this regard, and more generally in the interest of maintaining high standards for Latin American social science as a whole, it would be a grave mistake to diminish support for capable centers in the interest of promoting diversity.

10. Future Directions

As expressed to us by one of Mexico’s leading sociologists, CLACSO was emblematic of Latin American social sciences during the 1970s, but declined during subsequent decades due to funding shortages and the erosion of a particularly Latin American approach to social analysis. Today, once again, CLACSO has emerged as an actor “with no equal.” We share the widespread view among Latin American researchers that, if CLACSO were weakened, the consequences for much of the social sciences and social advocacy in the region would quickly be highly negative.

Two major uncertainties lie ahead in the near term future of CLACSO. The first is an imminent leadership transition, which as noted at the outset of this report is being approached with appropriate care by the Council’s governance bodies. Hopefully this process will result in the appointment of a suitable successor to Atilio Boron, whose stewardship of CLACSO has catalyzed a period of institutional renewal and expansion. The second uncertainty concerns the availability of resources to support the continuation and deepening of CLACSO’s vital work. If this challenge is resolved favorably, it surely will be easier to attract capable leadership for the future. What is at stake is CLACSO’s sustainability as a critical player in Latin American intellectual life.

Limited access to funding is the achilles heel of the centers that constitute CLACSO, and indeed more generally of the social sciences in the region. Fortunately, the Council is not seen today as in competition with its member centers. This is a major achievement of the current leadership, facilitated in large measure by the generosity of Nordic funding agencies. CLACSO’s relationship to its members is and

must remain one of complementarity rather than competition. The Council is not in the business of launching and seeking funding for research programs or for activities developed on a project by project basis. Rather than as a producer of new work, CLACSO is at its most effective when it provides a broad range of common goods that strengthen all of its 168 members, and indeed that extend beyond them, to the benefit of both international social science and of civil society in the region.

But these functions are not revenue raising, and the consequence is that CLACSO will always be dependent on extra-mural funding. Let us review briefly the composition of support for CLACSO activities, summarized in Table 6. Each of the individual affiliated centers is independently funded, and pays a mere \$1,000 per year to CLACSO as a condition of active membership.²⁴ Yet this accounts for only a fraction of CLACSO operating revenues, and increasing the annual fees would simply drain funds from cash-strapped member institutions while hardly making a dent in CLACSO's financial needs.

Table 6: CLACSO Sources of Funding, 2005

	KSEK	%
Membership fees	1.116	6
Sida	15 000	77
Norad	2 500	13
ICA-IDRC Canada	180	0.9
C.S.N. Canada	110	0.6
	17 790	91
Other income		
Sales of books	368	1.9
Sales of publications	74	0.3
	442	2.3
Government contribution	110	0.6
Total revenue for the year	19 458	100

Funds from the sale of books, course registrations and the like generate an additional fraction of institutional revenue, but are also relatively unimportant and will remain so for the foreseeable future. Grants and contracts from specific agencies provide modest one-time infusions of support, but contribute little or nothing toward institutional costs. Similarly, CLACSO assemblies are supported fully through contributions from host country governments, but the funds do not pay for ongoing expenses of the Council. And while we believe that it would be desirable for CLACSO to strengthen its ties to international organizations in the region and beyond, the likelihood that this would generate a flow of resources strikes us as very remote. Indeed, while some support for social science might be secured from multi-lateral institutions, particularly for work in some of the less developed countries in the region, for the most part CLACSO would compete with rather than complement agencies such as CEPAL, UNRISD, UNCTAD, and so on.

It is in this context that the remainder of the annual operating budget – nearly 90% by our calculations – is currently being provided by Nordic cooperation agencies. The Secretariat is attempting to generate support from a wider range of European government agencies and from Canada, but these agencies rarely offer institutional resources as opposed to funding for specific projects. The result is that without the impressive contribution of Nordic donors in recent years, CLACSO would not have expanded as remarkably as it has.

²⁴ Institutions in less developed countries are the exception, as they are offered membership without having to pay annual fees. We question whether membership should be entirely free of charge, for active participation in CLACSO activities affords many tangible benefits, and institutions with no stake in the Council's program may be less inclined to invest the time and energy needed to ensure that their membership bears fruit.

The question, then, is not whether CLACSO will become self-sustaining but rather where the necessary support will come from. Our view coincides with that stated succinctly by a prominent University Rector: the further the source of funds from the particular and narrow interests of governments and donors in the region, the more likely it is that CLACSO will retain its independence.²⁵ This is not to say that efforts could not be made to secure ancillary support, provided in a suitably transparent manner, from national level Ministries of Foreign Affairs, Higher Education or Science and Technology. There may well be instances in which such support would be forthcoming and offered without strings, and it would be appropriate to continue to explore these and other opportunities for receiving public funds.²⁶ Yet these would not be a substitute for the kinds of support offered by international cooperation agencies, and at this juncture it is the Nordic countries that have understood the importance of an articulating institution such as CLACSO. For the sake of Latin American social science, and of the 168 member institutions that rely on CLACSO for many sorts of common resources, we hope that this understanding persists during the coming years.

If we pause now and consider the next decade, it is clear that the need for an organization such as CLACSO will increase rather than diminish. Two considerations strike us as especially important in this regard. First, CLACSO plays an important role as a counterweight both to insularity within Latin America and to the increasing dominance of the United States in intellectual currents across the Hemisphere. We see nothing that will reduce either pressure – indeed the way trade and financial integration is working serves to augment rather than diminish the forces for fragmentation. Mainstream academic thinking is set on a course which increasingly marginalizes endogenous Latin American scholarship. CLACSO can and indeed must play an important role in sustaining regional intellectual space and projecting the ideas of the region's researchers onto the world stage.

Secondly, while there is a pull-back from naïve market-loving policies that so damaged the region during the years following the debt crisis, there as yet has been no success in building genuinely alternative policies. In particular, the knitting together of the economics and the politics of reform, with a deep sensitivity to local specificity embedded in history, has been noteworthy for its absence. Experiments unfolding in countries with newly-elected progressive governments are in some instances promising, but whether their initiatives can translate into politically and economically sustainable solutions to the region's injustices remains frustratingly unclear. Social scientists have a crucial role to play in proposing alternatives, and in informing the work of social forces seeking to create more just and plural societies in the region. It is partly in this sense that what CLACSO does has profound significance for collective actors. For many observers, CLACSO represents the principal academic support for social movements that question with greatest vigor the injustices that stand out in the most unequal region of the planet. Thus, in relation to the fruits of Nordic support for CLACSO we can reiterate with confidence what was written some 15 years ago in an evaluation of SAREC's Latin America Program:

“The SAREC board can look upon the results of its funding and be pleased, having fostered a wide range of intellectual approaches from the center to the left of the political spectrum.” (Spalding et al, p. 1) Moreover: “SAREC's fundamental goal of supporting research centers in order to contribute to the process of mass participation and social justice is well served by institutional funding (Ibid. p. 6).”

All of this says to us that what CLACSO represents – the push to sustain independent critical thinking from within a sense of Latin American history and reality – is gaining importance day by day, while the need for funding from outside the region and from sources able to understand the value of autonomy and freedom to develop an agenda, is also every day more imperative.

²⁵ In this official's pithy formulation, the most desirable outcome would be one in which funds were sent from the North Pole. Clearly, with greater distance comes greater autonomy from particularistic pressures.

²⁶ There may be rare occasions in which European or U.S. private foundations would support specific CLACSO initiatives, though for the most part these institutions have abandoned work in the social sciences and are playing a limited role at best in Latin America.

This on the side of demand. On the side of supply, the constant theme through much of this evaluation has been one of significant value added but with as-yet unrealized potential. Continuing or even increased funding of CLACSO could bring increasing returns if the Council is able to extend its reach beyond constituencies now associated with its work, and if it is able to achieve increased synergy among its various activities. In addition to the re-structuring of the senior fellowship program, a renewed focus on the quality of research outputs, and their diffusion in a way which increases their impact in policy debates, will also enhance returns. While we understand the resistance to publication in Northern journals, some bold effort may be necessary in this regard if the voice of Latin America is to be heard beyond the region. Finally, CLACSO-sponsored activities will be enriched through more determined efforts to generate serious alternatives to the prevailing development paradigm. We remain convinced that for these alternatives to emerge requires an articulation of the interplay of economic strategies giving priority to social justice, with communication strategies and political work aimed at generating a base of support that goes across many sectors of society. Such truly inter-disciplinary work is a key task for the Working Groups which CLACSO has developed.

11. Concluding Recommendations

Numerous specific suggestions for change are sprinkled throughout this report, and particularly at the conclusion of each section devoted to specific components of CLACSO's activities. We hope that more rather than fewer of these recommendations will be of use to the Secretariat as it contemplates strategies for developing its programs in future. Rather than repeat those suggestions in this concluding section of the evaluation report, we focus instead on the big picture, and specifically on five overarching recommendations, which we summarize below.

1. CLACSO merits continued funding at existing or higher levels. The Council uses resources efficiently and transparently, and meets urgent needs that will only expand during the coming years. To the extent possible, we encourage diversification of funding streams, but we would emphasize the advantages of CLACSO's receiving the bulk of its funding from distant and neutral sources. It is important for donors to understand that support for CLACSO is a means to support all of its member institutions, and thus to promote intellectual innovation throughout Latin America and the Caribbean.
2. We favor a continued focus on under-represented countries, but without losing sight of the enduring need to support the strongest segments of the academic community throughout the region in order to ensure high standards toward which researchers and institutions across Latin America and the Caribbean can aspire.
3. There are great benefits to be derived from an ongoing emphasis on building South-South partnerships and dialogue, and important strides can be made in this direction during the coming years.
At the same time, it is at least as important to raise the profile of CLACSO's work in Europe and the United States, and to ensure that state of the art currents as defined in those regions of the world also become part of, though by no means substitutes for, emergent perspectives of Latin America and of the South more generally.
4. We advocate further work to facilitate synergies across program areas, and to highlight CLACSO's function as an enabling mechanism for its member centers across the region. It is important for the Council to retain its status as a partner in initiatives to strengthen both research and educational offerings generated by those institutions, rather than as a competitor to those institutions.

5. Finally, CLACSO can devote specific efforts to articulating its calls for proposals – whether for Working Groups or fellowships – in such a way as to encourage ties with history, economics and progressive researchers with multiple views on what constitutes “critical perspective.” In this fashion, CLACSO will be able to play a catalytic role not only in the critique of prevailing approaches to development, but also in galvanizing support for concrete alternatives that foster social equity and strengthen opportunities for citizenship and participation throughout the region. It is partly through these measures that support for CLACSO can be understood as a highly efficient means of carrying out international cooperation on behalf of social and economic development.

Terms of Reference

Evaluation of the Consejo Latinoamericano de Ciencias Sociales, CLACSO.

1. Background

The Latin American Council of Social Sciences (CLACSO), founded in 1967, is a network of 168 research institutions throughout 21 countries, committed to the promotion of scientific research in all fields of the social sciences and to enhancing scholarly exchange and cooperation within and outside the region.

A main channel for CLACSO's academic activity is the program of regional Working Groups (WG), which started in 1967. The WGs are the places where the core scholarly projects of the network take place. An institutional aim is to link research institutions in public and private universities, as well as independent centers, involving a host of research centers and practitioners from all over the region. Through this, and other programs, CLACSO seeks to contribute to the generation of knowledge capable of furthering a process of development aimed at both the improvement of the general welfare of Latin American societies and the consolidation of their democratic practices and institutions.

SAREC began its support to CLACSO in 1976, with the aim of supporting social science research and regional research networks. The forms have changed, but the aim is basically the same. The current Agreement on Support to Consejo Latinoamericano de Ciencias Sociales was signed in 1 January 2003 and is valid until 31 March 2006. The main objectives of this agreement arenas are: 1) to support a regional research groups program; 2) to support research fellowships programs involving senior and junior researchers in Latin America and the Caribbean; 3) to support a regional academic network and virtual campus; 4) to support a "Social Observatory for Latin America (OSAL); 5) to support a south-south cooperation program of scholarly exchange between Africa and Latin America. Sida's contribution to CLACSO during the calendar years 2003–2005 is Forty Three Million SEK.

Norad's support to CLACSO started in 2001, with the aim to strengthen poverty research in the less developed countries and regions of Latin America and the Caribbean. The programme funds research fellowships in Guatemala, El Salvador, Nicaragua Bolivia, Paraguay and Ecuador and a North- South research networks on poverty in cooperation with the Comparative Research Programme on Poverty (CROP). In addition to the CLACSO/CROP programme Norad supports CLACSO's mainstream activities; 1) the Virtual Campus and the Virtual Library, 2) "Social Observatory for Latin America (OSAL), as well as institutional support to CLACSO and the CLACSO/CROP administration. The Norad support totals 9,6 million NOK and covers the period 2001 to 2005.

2. Evaluation Purpose

Sida and Norad are currently the main donors to CLACSOs and its programmes. Sida and Norad will jointly undertake an evaluation of CLACSO with the general purpose of assessing the impact efficiency, effectiveness and sustainability of CLACSO's activity, both in relation to its own institutional goals and to the particular programs financed by Sida and by Norad. The primary goals of the study are to 1) analyze CLACSO's activity in relation to strengthening and expanding Social science research in Latin America, and its links to North – South poverty research networks, and to regional and international research organizations within social sciences, 2) analyze the quality of CLACSO's academic production, 3) make recommendations regarding CLACSO's activity (scope, content, functioning, funding), 4) give recommendations regarding Sida's and Norad's future involvement.

3. Evaluation Objectives

1. Assess the effectiveness of CLACSO in relation to:

- a) The promotion of social science research in Latin America.
- b) Improvement of research capacity in the national centers. Particularly in low income countries of Central America and in Bolivia, Ecuador and Paraguay.
- c) The promotion of links to regional integration organizations and international or national organizations that promote social science research on Latin American issues.
- d) The value added by the North-South mode of cooperation (the CLACSO /CROP-programme) and its coherence with the overall goals of CLACSO, and its structure.
- e) The capacity of the organization's organs (Executive Secretariat, Directive Committee, Consulting Council, and Academic Working Groups) to fulfill their institutional commitment. Is there a satisfactory division of labor between them?
- f) Education oriented activity, especially in relation to the less developed areas.
- g) The dissemination program of CLACSO.

2. Assess the transparency and thematic amplitude in relation to:

- a) Priority-setting for research topics and compositions of Working Groups, publications of calls and assessment procedures for grants in research fellow programs.
- b) Are the research topics relevant both in the context of the respective countries and in a regional and international perspective? How do CLACSO's members perceive its priorities and procedures?
- b) The distance courses offered through the Virtual Campus.

3. Assess the academic quality of the production made through CLACSO

A special emphasis shall be made on the quality of the academic production (books, papers or other relevant production) stemming from Working Groups and fellowships programs for senior and junior researchers, since 2003.

4. Assess the sustainability of CLACSO, with a particular focus on:

- a) If CLACSO's activity is consistent with the members' priorities and effective demands?
- b) To what extent is CLACSO supported by, individual members, national, regional and international institutions?
- c) The efforts towards attracting sources of financing from national, regional and international institutions/donors.
- d) To what extent can CLACSO maintain its activity without Sida's support?

5. Make recommendations on what can be done to improve CLACSO's effectiveness and efficiency. Give also recommendations in relation to Sida's and to Norad's future support.

4. Stakeholder Involvement

CLACSO's Executive Secretary will be consulted in relation to both the purpose of the evaluation, as well as in relation to the names of the evaluators.

CLACSO will be asked to comment on the inception report presented by the evaluators, where both CLACSO and Sida/Norad shall have the opportunity to comment the guidelines of the evaluation.

CLACSO, through its Executive Secretary, will be invited to participate at a final seminar where the evaluators will present their preliminary conclusions.

Finally, the report shall be available to all members of CLACSO.

5. Methodology

In undertaking the tasks listed above, the consultant shall employ the following methodology, to which he/she is invited to add complementing elements that might be of interest.

The evaluator shall make:

- Site visits to carry out in-depth interviews with, members of the WGs, members of the Directive Committee, directors of the affiliated institutions. If possible, also current and former research fellows and students.
- A questionnaire directed to all CLACSO's members, in relation to the purposes outlined in the chapter "Evaluation Questions".
- Consultations about CLACSO's activities and CLACSO/CROP network to international and regional organizations involved in Latin American social science research, and if possible, also with key Latin American social scientists.

The essential documentation to carry on the evaluation shall be provided to the evaluator by CLACSO and by CROP. Additional information given to the evaluators about CLACSO and Sida/Norad is:

1) the statutes of CLACSO, 2) CLACSO's proposal of a Program to Strengthen Collaborative Social Research in Latin America and the Caribbean, 3) CLACSO/CROP proposal for the extension of the Programme on Poverty Studies in Latin America and the Caribbean 4) information regarding agreements, external audit report and activity reports.

It is imperative that all statements, suggestions, and conclusions be supported with clear factual references. If such references cannot be found, or if data on an issue differ, this should be clearly indicated.

6. Work Plan and Schedule

The time span regarding the 'general purpose' is CLACSO's actual situation. The Evaluation will entail a total of 5 weeks spread over the period April–August 2005, according to a time schedule agreed on between the evaluators, CLACSO and Sida/Norad. The evaluators shall make their own travel arrangements.

If the evaluation is carried on by more than one person, only one member of the evaluation team shall be responsible for contacts with Sida.

7. Reporting

After an initial review of the material, the evaluators are asked to provide Sida/Norad and CLACSO with a written inception report of maximum 15 pages concerning what they see as the main directions of enquiry and data. The questionnaire/s used by the evaluators shall also be presented here.

For the final report, the evaluators are asked to synthesize the findings in a report with a maximum length of 40 pages (excluding appendixes). Format and outline of the report shall follow the guidelines in Sida Evaluation Report – a Standardized Format. The evaluation report must be presented in a way that enables publication without furthering editing.

A draft of the report should be delivered to Sida with a copy to Norad no later than August 10, 2005, for comments. After receiving comments, the evaluators will make the necessary revisions and hand in a final version of the report that should be delivered not later than August 31, 2005. It is the responsibility of the evaluators that the report be written in correct and comprehensible English, which is a condition for its approval.

The evaluation assignment includes the completion of Sida Evaluations Data Work Sheet (including an Evaluation Abstract) as defined and required by DAC. The completed Data Worksheet shall be submitted to Sida along with the final version of the report. Failing a completed Data Worksheet, the report cannot be processed.

After the completion of the report the responsible of the evaluator team should travel to Sweden in order to present the conclusions of the report.

Appendix 1

Complete list of CLACSO Member Centers

Argentina

CEA, Centro de Estudios Avanzados.
Universidad Nacional de Córdoba
Av. Velez Sarsfield 153
Dirección Provisoria: Caseros 862
5000 Córdoba

Dora Celton Directora
Tel. 54-351-433-2086/88
Fax. 54-351-433-2087
centro@cea.unc.edu.ar
<http://www.cea.unc.edu.ar>

CENEP, Centro de Estudios de Población.
Av. Corrientes 2817, 7mo. piso A y B
Casilla de Correo 4397, 1000 Correo Central
C1193AAR
Ciudad Autónoma de Buenos Aires
Georgina Binstock Directora
Tel. 54-11-4961-0309- 54-11-2268
Fax. 54-11-4961-8195
cenep@cenep.org.ar
<http://www.cenep.org.ar>

*EIL-PIETTE, Centro de Estudios de Investigaciones
Laborales.*
PIETTE, Programa de Investigaciones
Económicas sobre Tecnología, Trabajo y Empleo
CONICET, Consejo Nacional de Investigaciones
Científicas y Técnicas.
Saavedra 15, P.B y 4to. piso
1083
Ciudad Autónoma de Buenos Aires
Julio C. Neffa Director
Tel/Fax. (54-11)
4951-7486/4953-7651/4953-9853
postmaster@ceil-piette.gov.ar
<http://www.ceil-piette.gov.ar/>

Centro de Investigaciones Científicas.
FCP/SOC, Facultad de Ciencias Políticas y
Sociales
UNCuyo, Universidad Nacional de Cuyo
Parque Gral. San Martín 5500. Centro
Universitario

Mendoza
Alicia Fernández Directora
Tel. (54-261) 413-5000 Int. 2013
cic@fcp.uncu.edu.ar
<http://fcp.uncu.edu.ar/nuke/index.php>

EPyG, Escuela de Política y Gobierno.
UNSAM, Universidad Nacional de General San
Martín
Paraná 145, 4to. Piso
1017
Partido de General San Martín
Marcelo Cavarozzi Director
Tel/Fax. (54-11)4374-0761/8389
mmunicoy@unsam.edu.ar
dpg@unsam.edu.ar
<http://www.unsam.edu.ar>

FLACSO, Facultad Latinoamericana de Ciencias Sociales.
Programa Argentina
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1026
Ciudad Autónoma de Buenos Aires
Guillermina Tiramonti Directora
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Fax. (54-11) (4375-1373)
flacso@flacso.org.ar
direccion@flacso.org.ar
<http://www.flacso.org.ar/>

ICS, Instituto de Ciencias Sociales.
UVM, Universidad Nacional de Villa María
Ruta Nacional Nro. 9 – Km. 563 – Ciudad
Universitaria
5900
Villa María
Dante La Rocca Director
Tel. (54-353) 453-9120/121/124
Fax. (54-353) 453-9109
investigacion@ics.unvm.edu.ar
<http://www.unvm.edu.ar>

IDEP, Instituto de Estudios sobre Estado y Participación.
Belgrano 2527
1096
Ciudad Autónoma de Buenos Aires
Martin Hourest Director
Tel. (54-11) 4308-5261/65
Fax. (54-11) 4307-3637/3829 int. 61
ate@rcc.com.ar
<http://www.ateargentina.org.ar/idep/index.htm>

ICO, Instituto del Conurbano.
UNGS, Universidad Nacional de General
Sarmiento
Juan Maria Gutierrez 1150
Los Polvorines Malvinas Argentinas, Barrio el
Cortijo
Magdalena Chiara Directora
Tel. (54-11) 4469-7752/53
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mchiara@ungs.edu.ar
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IIFCS, Instituto de Investigaciones Gino Germani.
Facultad de Ciencias Sociales
UBA, Universidad de Buenos Aires
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1114
Ciudad Autónoma de Buenos Aires
Carolina Mera Directora
Tel. (54-11) 4508-3815 4508-3800 int. 181/183
Fax. (54-11) 4508-3822
iigg@mail.fsoc.uba.ar
diriigg@mail.fsoc.uba.ar
<http://www.iigg.fsoc.uba.ar//index.htm>

*PIMSA, Programa de Investigación sobre el Movimiento
de la Sociedad.*
Casilla de Correo 2932
1000 Correo Central
Ciudad Autónoma de Buenos Aires
Maria Celia Cotarelo Directora
Tel/Fax. (54-11) 4837-9377
pimsa@tutopia.com
www.pimsa.secyt.gov.ar

LPP, Laboratorio de Políticas Públicas.
French 2673
Ciudad Autónoma de Buenos Aires
Pablo Antonio Gentili Presidente
Tel. 54-11-4805-5042/9737

Tel/Fax. 54-11-4805-9737
info@lpp-buenosaires.net
<http://www.lpp-buenosaires.net>

*CEHEPYC, Centro de Estudios Historicos de Estado,
Política y Cultura.*
Facultad de Humanidades
Universidad Nacional del Comahue
Av. Argentina 1400
Domicilio provisorio para el envío de corre-
spondencia: Belgrano 877, (8300). Neuquén, (por
conflicto en la Universidad del Comahue)
8300
Neuquen
Orietta Favaro Directora
Tel. 54-299-449-0300 Int. 269
Fax. 54-299-449-0389/448-0479
cehepyc@uncoma.edu.ar
<http://investigadores.uncoma.edu.ar/CEHEP-YC.html>

CEPED, Centro de Población, Empleo y Desarrollo.
Instituto de Investigaciones Económicas
Facultad de Ciencias Económicas
Universidad de Buenos Aires
Cordoba 2122, piso 1
1120
Ciudad Autónoma de Buenos Aires
Javier Lindenboim Director
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Fax. Fax: (54-11) 4374-4448 int. 6488/6492
ceped@econ.uba.ar
<http://www.econ.uba.ar/www/institutos/economia/Ceped/index.htm>

CIJS, Centro de Investigaciones Jurídicas y Sociales.
Facultad de Derecho y Ciencias Sociales
Universidad Nacional de Córdoba
Caseros 311
5000
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Zlata Drnas de Clement Directora
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pscarponetti@arnet.com.ar
cinvest@derecho.unc.edu.ar
<http://www.derecho.unc.edu.ar/cinvest/>

*EIMV, Escuela e Instituto de Formación e Investigación
Pedagógica y Sindical Marina Vilte.*

CTERA, Confederacion de Trabajadores de la
Educacion de la Republica Argentina.
Chile 654
1098
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Fax. (54-11) 4361-3717
emv@ctera.org.ar
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<http://www.ctera.org.ar/emv>

FISYP, Fundacion de Investigaciones Sociales y Politicas.
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1084
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Julio Cesar Gambina Presidente
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IDES, Instituto de Desarrollo Economico y Social.
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ides@ides.org.ar
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IEF, Instituto de Estudios y Formacion.
CTA, Central de Trabajadores Argentinos.
Independencia 766
1099
Ciudad Autonoma de Buenos Aires
Claudio Lozano Director
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<http://www.cta.org.ar/instituto/index.shtml>

IIA, Instituto de Investigaciones Administrativas.
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Facultad de Ciencias Economicas
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CNT, Congreso Nacional de Trabajadores.

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CELARG, Centro de Estudios Latinoamericanos Romulo Gallegos.

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INVESP, Instituto Venezolano de Estudios Sociales y Políticos.

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Appendix 2

CLACSO Working Groups, 2003–2006

Working Group Theme	Coordinator/Country
Cultural Consumption, Practice, Markets and Policies	Ana Rosas Mantecón, Mexico
Science, Technology and Society	Germán Sánchez Daza, Mexico
Rural Development	Bernardo Mançano Fernandes, Brasil
Urban Development	Ana Clara Torres Ribeiro, Brasil
Political Ecology	Héctor Alimonda, Brasil
Education, Politics and Social Movements	Pablo Gentili y Gaudêncio Frigotto, Brasil
State and Politics	Jorge Lanzaro, Uruguay
United States Studies	Marco Gandásegui, Panama
Family and Infancy	David Robichaux, Mexico
Political Philosophy	Guillermo Hoyos Vázquez, Colombia
Globalization, World Economy and National Economies	Jaime Estay, Mexico
Hegemonies and Emancipations	Ana Esther Ceceña, Mexico
Recent History	Gerardo Caetano, Uruguay
Mercosur and Regional Integration	Gerónimo de Sierra, Uruguay
Migration and Culture	Javier Avila Molero, Peru
Economic models, Work and Social Actors	Héctor Palomino, Argentina
Indigenous Movements in Latin America	Pablo Dávalos, Ecuador
Critical Historic Thought in Latin America and the Caribbean	Eduardo Grüner, Argentina
Poverty and Social Politics	Carlos Barba Solano, Mexico
Audiovisual Production and Media in the Latin American Praxis	Susana Sel, Argentina
Dominant Sectors in Latin America	Eduardo Basualdo, Enrique Arceo, Argentina
Religion and Society	Aurelio Alonso Tejada, Cuba
University and Society	Roberto Leher, Brasil

CLACSO Comité Directivo

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Jorge Lanzaro

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Universidad de la República

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*Dora Celton (substitute)**

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Córdoba, Argentina

Brasil

Gaudêncio Frigotto

Facultad de Educación, Universidad Federal Fluminense

Laboratorio de Políticas Públicas, Universidad Estadual de Río de Janeiro

Rio de Janeiro, Brasil

José María Gómez (substitute)

Instituto de Relaciones Internacionales, Pontificia Universidad Católica de Río de Janeiro

Mexico

Alicia Girón González

Instituto de Investigaciones Económicas, Universidad Nacional Autónoma de México

Gustavo Verduzco Igartúa (substitute)

Centro de Estudios Sociológicos, El Colegio de México

Mexico City

Bolivia and Paraguay

Rosario León

Centro de Estudios de la Realidad Económica y Social

Cochabamba, Bolivia

Lourdes Montero Justiniano (substitute)

Centro de Estudios para el Desarrollo Laboral y Agrario

La Paz, Bolivia

Colombia, Ecuador and Venezuela

Ana María Larrea

Instituto de Estudios Ecuatorianos

Quito ECUADOR

Jaime Zuluaga Nieto (substitute)

Instituto de Estudios Políticos y Relaciones Internacionales

Universidad Nacional de Colombia

Bogotá, Colombia

Chile and Perú

Tomás Moulián

Departamento de Investigación Universidad de Arte y Ciencias Sociales-

Santiago Centro, Chile

Mario Sandoval Manríquez (substitute)

Centro de Estudios en Juventud, Universidad Católica

Santiago Centro, Chile

Central America and Caribbean

Adalberto Ronda Varona

Centro de Estudios sobre América (CEA)

La Habana, Cuba

José Lázaro Hernández Gil (substitute)

Centro de Investigaciones Psicológicas y Sociológicas (CIPS)

La Habana, Cuba

* Substitutes are elected to serve in place of committee members in the event that they are unable to attend official functions

Appendix 3

CLACSO Member Centers visited

Argentina

Instituto de Desarrollo Economico y Social (IDES)
Instituto Gino Germani, University of Buenos Aires
Fundacion de Investigaciones Sociales y Politicas (FISYP)

Brazil

Instituto Paulo Freire
University of Sao Paulo
Universidade Federal Fluminense
Universidade Estadual Río de Janeiro

Paraguay

Centro de Documentación y Estudios (CDE)
Centro de Estudios Rurales Interdisciplinarios (CERI)
Centro Paraguayo de Estudios Sociológicos (CPES)
BASE Investigaciones Sociales (BASE-IS)

Uruguay

Universidad de la Republica
Centro de Informaciones y Estudios sobre Uruguay (CIESU)
Instituto Cuesta Duarte

Colombia

Universidad de los Andes
Instituto de Estudios Politicos y Relaciones Internacionales (IEPRI), Universidad Nacional

Ecuador

Universidad Andina Simon Bolivar
Facultad Latinoamericana de Ciencias Sociales (FLACSO)
Centro Andino de Accion Popular (CAAP)
Instituto de Estudios Ecuatorianos (IEE)

Guatemala

Asociacion paa el Avance de las Ciencias Sociales (AVANCSO)
FLACSO

Honduras

Postgrado Latinoamericano en Trabajo Social (PLATS)

Mexico

FLACSO
Colegio de Mexico
Colegio de Tlaxcala
University of Puebla, Department of Economics

Appendix 4

Questionnaires	Sent	Received
Fellows	217	37
Distinguished Social Scientists	33	1
Working Group Coordinators	45	13
Center Directors	162	16

CLACSO Evaluación Cuestionario: Becarios

1. ¿En qué área de investigación, disciplina o tema prioritario trabaja?
2. ¿Ha estado vinculado personalmente a CLACSO en actividades distintas a las de becario? En caso afirmativo, ¿de qué forma y en qué período o períodos?
3. ¿Tiene alguna experiencia con los cursos virtuales de CLACSO? En caso afirmativo, los calificaría como:
☐ poco valiosos
☐ bastante valiosos
☐ muy valiosos
4. ¿Utiliza el área de documentación virtual de CLACSO? En caso afirmativo, ¿para qué le sirve?
5. ¿Utiliza las publicaciones de CLACSO? En caso afirmativo, ¿cuáles le resultan más valiosas?
6. ¿Podría ofrecer una valoración general de la calidad intelectual de dichas publicaciones?
☐ de las mejores que se producen en la región
☐ son en general buenas
☐ regulares
☐ de poca calidad
7. ¿Ha participado en actividades del programa CLACSO/CROP? En caso afirmativo, ¿cómo calificaría la calidad de la investigación producida por esta iniciativa?
☐ de lo mejor que se produce en la región
☐ buena
☐ regular
☐ de poca calidad
8. ¿Ha participado en un Grupo de Trabajo de CLACSO? En caso afirmativo, ¿cómo calificaría la experiencia?
9. ¿CLACSO le parece una entidad abierta a diversas corrientes en las ciencias sociales?
10. En su opinión, ¿CLACSO fomenta los estudios interdisciplinarios?
11. ¿Qué opina sobre el impacto de CLACSO en el pensamiento social de América Latina?
12. ¿Cómo califica la contribución de CLACSO al avance teórico y metodológico de la investigación en ciencias sociales?

13. ¿Cómo califica la contribución de CLACSO al estudio crítico de grandes cuestiones sociales?
 14. ¿Cómo califica la contribución de CLACSO al estudio propositivo de grandes problemas sociales?
 15. ¿Qué opina sobre las vinculaciones de CLACSO con la investigación social que se realiza fuera de América Latina?
 16. Su vinculación con CLACSO:
 - ¿fomenta los contactos con investigadores de otros países?
 - ¿de otras áreas?
 - ¿lo acerca a diferentes enfoques y perspectivas disciplinarias?
 17. Para su propio trabajo de investigación, su vinculación con CLACSO ha resultado en conjunto:
 - ___ poco importante
 - ___ bastante importante
 - ___ muy importante
 18. ¿Qué tipo de beca de CLACSO ha tenido y en qué período?
 19. ¿Considera que la gestión administrativa de la beca fue adecuada?
 20. Durante el período de la beca, ¿recibió adecuado apoyo académico?
 21. ¿Podría justificar la respuesta anterior en unas pocas líneas?
 22. ¿Cómo valora su propio trabajo en relación con la beca?
 23. En suma, haber obtenido una beca de CLACSO resultó para su desarrollo profesional:
 - ___ poco útil
 - ___ bastante útil
 - ___ muy útil
- * ¿Tiene algún comentario adicional para ofrecernos?

¡Gracias por su colaboración!

CLACSO Evaluación Cuestionario: Calificados intelectuales

1. ¿En qué área de investigación, disciplina o tema prioritario trabaja?
 2. ¿Ha estado vinculado personalmente a CLACSO? En caso afirmativo, ¿de qué forma y en qué período o períodos?
 3. ¿Tiene alguna experiencia con los cursos virtuales de CLACSO? En caso afirmativo, los calificaría como:
☐ poco valiosos
☐ bastante valiosos
☐ muy valiosos
 4. ¿Utiliza el área de documentación virtual de CLACSO? En caso afirmativo, ¿para qué le sirve?
 5. ¿Utiliza las publicaciones de CLACSO? En caso afirmativo, ¿cuáles le resultan más valiosas?
 6. ¿Podría ofrecer una valoración general de la calidad intelectual de dichas publicaciones?
☐ de las mejores que se producen en la región
☐ son en general buenas
☐ regulares
☐ de poca calidad
 7. ¿Ha participado en actividades del programa CLACSO/CROP? En caso afirmativo, ¿cómo calificaría la calidad de la investigación producida por esta iniciativa?
☐ de lo mejor que se produce en la región
☐ buena
☐ regular
☐ de poca calidad
 8. ¿Ha participado en un grupo de trabajo de CLACSO? En caso afirmativo, ¿qué opina sobre los grupos de trabajo?
 9. ¿Ha participado en algún jurado de CLACSO? En caso afirmativo, ¿cómo fue el procedimiento?
 10. ¿CLACSO le parece una entidad abierta a diversas corrientes en las ciencias sociales?
 11. En su opinión, ¿CLACSO fomenta los estudios interdisciplinarios?
 12. ¿Qué opina sobre el impacto de CLACSO en el pensamiento social de América Latina?
 13. ¿Cómo califica la contribución de CLACSO al avance teórico y metodológico de la investigación en ciencias sociales?
 14. ¿Cómo califica la contribución de CLACSO al estudio crítico de grandes cuestiones sociales?
 15. ¿Cómo califica la contribución de CLACSO al estudio propositivo de grandes problemas sociales?
 16. ¿Qué opina sobre las vinculaciones de CLACSO con la investigación social que se realiza fuera de América Latina?
- * ¿Tiene algún comentario adicional para ofrecernos?

¡Gracias por su colaboración!

CLACSO Evaluación Cuestionario: Coordinadores de Grupos de Trabajo

1. ¿En qué área de investigación, disciplina o tema prioritario trabaja?
2. ¿Ha estado vinculado personalmente a CLACSO en actividades diferentes a las de coordinador de un grupo de trabajo? En caso afirmativo, ¿de qué forma y en qué período o períodos?
3. ¿Tiene alguna experiencia con los cursos virtuales de CLACSO? En caso afirmativo, los calificaría como:
☐ poco valiosos
☐ bastante valiosos
☐ muy valiosos
4. ¿Utiliza el área de documentación virtual de CLACSO? En caso afirmativo, ¿para qué le sirve?
5. ¿Utiliza las publicaciones de CLACSO? En caso afirmativo, ¿cuáles le resultan más valiosas?
6. ¿Podría ofrecer una valoración general de la calidad intelectual de dichas publicaciones?
☐ de las mejores que se producen en la región
☐ son en general buenas
☐ regulares
☐ de poca calidad
7. ¿Ha participado en actividades del programa CLACSO/CROP? En caso afirmativo, ¿cómo calificaría la calidad de la investigación producida por esta iniciativa?
☐ de lo mejor que se produce en la región
☐ buena
☐ regular
☐ de poca calidad
8. ¿CLACSO le parece una entidad abierta a diversas corrientes en las ciencias sociales?
9. En su opinión, ¿CLACSO fomenta los estudios interdisciplinarios?
10. ¿Qué opina sobre el impacto de CLACSO en el pensamiento social de América Latina?
11. ¿Cómo califica la contribución de CLACSO al avance teórico y metodológico de la investigación en ciencias sociales?
12. ¿Cómo califica la contribución de CLACSO al estudio crítico de grandes cuestiones sociales?
13. ¿Cómo califica la contribución de CLACSO al estudio propositivo de grandes problemas sociales?
14. ¿Qué opina sobre las vinculaciones de CLACSO con la investigación social que se realiza fuera de América Latina?
15. Su vinculación con CLACSO:
¿fomenta los contactos con investigadores de otros países?
¿de otras áreas?
¿lo acerca a diferentes enfoques y perspectivas disciplinarias?

16. Para su propio trabajo de investigación, su vinculación con CLACSO ha resultado en conjunto:
- ☐ poco importante
 - ☐ bastante importante
 - ☐ muy importante
17. ¿Supervisa investigadores jóvenes que han solicitado beca de CLACSO?
En caso afirmativo, ¿alguno fue seleccionado?
¿Cuán importante fue la beca para su desarrollo profesional?
18. ¿Ha participado en algún jurado de CLACSO?
En caso afirmativo, ¿cómo fue el procedimiento?
19. ¿Qué Grupo de Trabajo coordinó y entre qué fechas?
20. Para su propia investigación, su participación resultó:
- ☐ poco importante
 - ☐ bastante importante
 - ☐ muy importante
21. ¿Cómo evaluaría la producción de su Grupo de Trabajo?
- ☐ poco importante
 - ☐ bastante importante
 - ☐ muy importante
22. ¿Podría resumir en unas pocas líneas los aspectos más valiosos de la labor realizada en su Grupo de Trabajo?
- * ¿Tiene algún comentario adicional para ofrecernos?

¡Gracias por su colaboración!

CLACSO Evaluación Cuestionario: Directores de Centros Afiliados a CLACSO

1. ¿En qué área de investigación, disciplina o tema prioritario trabaja?
2. ¿Ha estado vinculado personalmente a CLACSO (en actividades distintas a las de director de un centro afiliado)? En caso afirmativo, ¿de qué forma y en qué período o períodos?
3. ¿Tiene alguna experiencia con los cursos virtuales de CLACSO? En caso afirmativo, los calificaría como:
☐ poco valiosos
☐ bastante valiosos
☐ muy valiosos
4. ¿Utiliza el área de documentación virtual de CLACSO? En caso afirmativo, ¿para qué le sirve?
5. ¿Utiliza las publicaciones de CLACSO? En caso afirmativo, ¿cuáles le resultan más valiosas?
6. ¿Podría ofrecer una valoración general de la calidad intelectual de dichas publicaciones?
☐ de las mejores que se producen en la región
☐ son en general buenas
☐ regulares
☐ de poca calidad
7. ¿Ha participado en actividades del programa CLACSO/CROP? En caso afirmativo, ¿cómo calificaría la calidad de la investigación producida por esta iniciativa?
☐ de lo mejor que se produce en la región
☐ buena
☐ regular
☐ de poca calidad
8. ¿CLACSO le parece una entidad abierta a diversas corrientes en las ciencias sociales?
9. En su opinión, ¿CLACSO fomenta los estudios interdisciplinarios?
10. ¿Qué opina sobre el impacto de CLACSO en el pensamiento social de América Latina?
11. ¿Cómo califica la contribución de CLACSO al avance teórico y metodológico de la investigación en ciencias sociales?
12. ¿Cómo califica la contribución de CLACSO al estudio crítico de grandes cuestiones sociales?
13. ¿Cómo califica la contribución de CLACSO al estudio propositivo de grandes problemas sociales?
14. ¿Qué opina sobre las vinculaciones de CLACSO con la investigación social que se realiza fuera de América Latina?
15. Su vinculación con CLACSO:
¿fomenta los contactos con investigadores de otros países?
¿de otras áreas?
¿lo acerca a diferentes enfoques y perspectivas disciplinarias?

16. Para su propio trabajo de investigación, su vinculación con CLACSO ha resultado en conjunto:
- ☐ poco importante
 - ☐ bastante importante
 - ☐ muy importante
17. ¿Supervisa investigadores jóvenes que han solicitado beca de CLACSO?
- En caso afirmativo, ¿alguno fue seleccionado?
- ¿Cuán importante fue la beca para su desarrollo profesional?
18. ¿Ha participado en algún jurado de CLACSO?
- En caso afirmativo, ¿cómo fue el procedimiento?
19. ¿Cuál es el Centro que dirige y cuáles son las principales áreas de investigación del mismo?
20. ¿Cuántos años hace que su Centro está afiliado a CLACSO?
21. La afiliación de su centro a CLACSO resulta en conjunto a su juicio:
- ☐ poco conveniente
 - ☐ bastante conveniente
 - ☐ muy conveniente
22. ¿Podría justificar en pocas líneas su afirmación precedente?
23. ¿A cuáles Asambleas de CLACSO ha asistido?
24. ¿Qué sugerencias tiene para mejorar el funcionamiento y la gestión de CLACSO?
- * ¿Tiene algún comentario adicional para ofrecernos?

¡Gracias por su colaboración!

Appendix 5

CLACSO Research and Essay Competitions, 1998–2005

Essay Competitions (2)

1. Towards a renewal of economic ideas in Latin America and the Caribbean: an invitation to transcend mainstream thinking (2001)
2. The theoretical legacies of the social sciences in Latin America and the Caribbean (2004)

Research Project Competitions of CLACSO-CROP (3)

1. The role of the state in poverty reduction in Latin America and the Caribbean (2003)
2. Political economy of poverty in Latin America and the Caribbean (2003)
3. International relations of poverty in Latin America and the Caribbean (2004)

Research Project Competitions of CLACSO-Asdi (16)

1. Poverty, inequality and social disintegration in Latin America and the Caribbean (1998)
2. Democracies of the end of the century: promises, results and challenges (1998)
3. Women in Latin America and the Caribbean: between emancipation and social exclusion (1999)
4. Violence, citizenship security and justice in Latin America and the Caribbean (1999)
5. State, politics and social conflicts (1999)
6. Democracy, social rights and equity (1999)
7. Globalization, transformations in rural economy and agrarian social movements (2000)
8. Cultures and identities in Latin America and the Caribbean (2000)
9. Social fragmentation and political and institutional crisis (2001)
10. Ecological politics and geopolitics in Latin America and the Caribbean (2001)
11. Higher education in Latin America and the Caribbean. Redefinition of the borders between public and private (2002)
12. Social movements and new conflicts in Latin America and the Caribbean (2002)
13. The role of the armed forces in Latin America and the Caribbean (2003)
14. Power and new democratic experiences in Latin America and the Caribbean (2003)
15. ALCA, processes of domination and regional integration (2004)
16. Parties and alternative political movements in Latin America and the Caribbean (2004)

Competitions organized in 2005/Open calls (4)

1. Inequality and poverty in Latin American and the Caribbean (CLACSO/CROP 2005)
2. Transformations in the work world: socio-economic and cultural effects on Latin America and the Caribbean (CLACSO-Asdi 2005)
3. Migrations and development models in Latin America and the Caribbean (CLACSO-Asdi 2005)
4. The sociocultural and economic impacts of the introduction of transgenic agriculture in Latin America and the Caribbean (CLACSO 2005)

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Patrick M. Chibbamulilo
Department for Africa
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Bo Tengnäs, Tara N. Bhattarai, Upik R. Wasrin, with contribution by Yu Miao and Han Deng
Department for Natural Resources and the Environment
- 05/14 What difference has it made? Review of the Development Cooperation Programme between the South African Police Service and the Swedish National Police Board**
Finn Hedvall, Busisiwe Mazibuko
Department for Democracy and Social Development
- 05/15 Swedish EPA's Cooperation with Environmental Authorities in North West Russia and Transboundary Water Issues, 1999–2004**
Lars Rylander, Johan Willert
Department for Infrastructure and Economic Cooperation
- 05/16 Partnership Evaluation of Forum Syd 2001–2003**
Åsa Köningson, Lennart Köningson, Bo Andreasson, Jens Larsen, Charlotte Mathiassen, Eva Sennemark, Gertrude Hermansen
Department for Co-operation with Non-Governmental Organisations, Humanitarian Assistance and Conflict Management
- 05/17 Sida Supported ICT Project at Makerere University in Uganda**
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Department for Research Co-operation
- 05/18 Returning Home
An Evaluation of Sida's Integrated Area Programmes in Bosnia-Herzegovina**
Melita Čukur, Kjell Magnusson, Joakim Molander, Hans Skotte
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