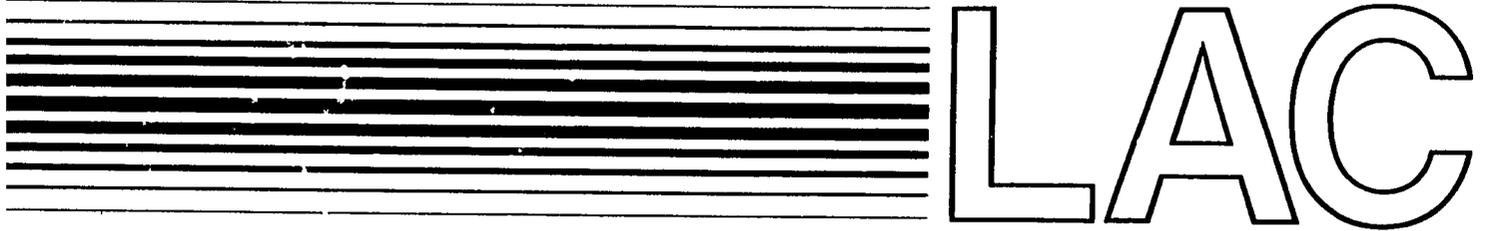


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LATIN AMERICA AND THE CARIBBEAN

EDUCATION AND HUMAN RESOURCES
TECHNICAL SERVICES PROJECT

**ADVANCED TRAINING IN ECONOMICS
PROJECT EVALUATION**

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**ADVANCED TRAINING IN ECONOMICS (ATIE)
PROJECT EVALUATION**

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AID/LAC/DR/EHR**

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**ADVANCED TRAINING IN ECONOMICS (ATIE)
PROJECT EVALUATION
(Cooperative Agreement No. LAC-0042-A-00-9003-00)**

A. Background and Summary

The Advanced Training in Economics (ATIE) Cooperative Agreement was signed on January 26, 1989 between A.I.D.'s Latin America and Caribbean (LAC) Bureau and the Foundation Francisco Marroquin (FFM). The estimated cost of this five year agreement is \$5,728,479 with a completion date of December 31, 1993. The Cooperative Agreement provides for an up to two year extension, with commensurate estimated cost increases of up to a total increment of \$1,271,521 for a total of \$7,000,000. During this time, 80 individuals are to be placed in training at the pre-Ph.D. level at four Latin American universities and 28 Ph.D. economists are to be placed in training at graduate schools of economics in the United States. Candidates for training at the Ph.D. level generally will be selected from students who have completed their programs at the participating Latin American institutions. A small number of exceptional candidates will enter the Ph.D. programs in the U.S. without first receiving training at the participating institutions. This evaluation of the Project was a requirement of the Cooperative Agreement and was to take place during the first quarter of FY 1990.

The Project goal is to improve the quality of economic policy analysis and implementation skills in Latin American countries that are beneficiaries of A.I.D. development programs. The purpose of the Project is to provide for a longer-term participant training program in the region and in the U.S. for the purpose of producing a significant number of professionally-trained economists who can have a substantial impact on the quality of economic analysis and policy implementation in the region. The Project consists of two separate components--training of Latin American students at four Centers of Excellence in Latin America, and training at the Ph.D. level in a small number of U.S. universities that have high quality Ph.D. programs and that give special emphasis to the training of policy-makers.

Project outputs are to consist of eighty (80) individuals placed in training at the pre-Ph.D. level at the four participating Latin American institutions:

- Autonomous Technological Institute of Mexico (ITAM); Mexico City, Mexico
- Argentine Center for Macroeconomic Studies (CEMA); Buenos Aires, Argentina
- Pontifical Catholic University of Chile (PUCC); Santiago, Chile
- University of Tucuman; Tucuman, Argentina

Twenty-eight (28) Ph.D. economists will be placed in training at ten selected U.S. universities. A selection committee will be formed by three eminent economists to select the ten most appropriate U.S. universities to include under the program. Furthermore, it is expected that substantial numbers of well-qualified applicants from the countries in the LAC region will reach the participating universities with financing sources other than the ATIE Project. Moreover, USAID programs involving economic policy analysis will be enhanced and strengthened by a significant increase in the country's level of economic skills as the pool of participants grows. This evaluation will analyze the Project's performance in attaining the timely delivery of the aforementioned outputs.

In the Project evaluator's judgement, the Project design is appropriate to meet the Project goal. Outstanding students in the field of economics from the LAC A.I.D. recipient countries are selected for pre-Ph.D. training at four Latin American Centers of Excellence. A review of student records demonstrates that, for the most part, the Project participants are among the best in their respective universities. However, as they begin their studies at the four participating institutions, they frequently mention that their universities in their home countries were not as academically rigorous as the four Centers of Excellence. This suggests they would have had far more difficulties trying to complete high quality U.S. Ph.D. level programs in economics were it not for having attended the four Latin American participating institutions (LAPIs). This confirms the Project design which calls for the participating institutions both to give the students the rigorous academic backgrounds as well as provide a screening mechanism to prepare and identify qualified candidates to attend U.S. graduate programs. The one small weakness in the Project design is the absence of a Center of Excellence which can address the needs of the English and French speaking countries of the region.

Furthermore, in the evaluator's judgement, the Project is proceeding in a timely manner to deliver the Project outputs. The major requirement at this time is to amend the Project to assure that sufficient time and resources are in place to permit the Project's successful completion. An efficient administrative base has been developed to ensure the continued timely implementation of the Project. Adequate data on Project costs have been gathered so that reasonable cost projections can be made for the remainder of the Project's duration. A chronograph has been prepared to trace the delivery of the Project's outputs and a projected budget has been prepared (see Section C; Attainment and Timing of Outputs). It is suggested that the contractor--FFM-- and LAC/DR/EHR meet to negotiate a reasonable basis for a Project amendment.

The participation of the Project's Academic Director, Dr. Arnold C. Harberger, has been critical to the success of the Project. It is Dr. Harberger's network of professional contacts throughout the region which has facilitated the recruitment process and his association with the participating academic institutions, both in Latin America and the U.S., which ensure the academic excellence of the Project. In the evaluator's judgement, however, the details of monitoring the academic aspects of the program need to be better documented. This includes documentation on such Project activities as final approval for Project participants,

student's academic progress and site visits to participating institutions (see Section B; Quality of Participants).

Furthermore, in the evaluator's judgement, more effort should be given to recruiting from a broader number of countries in the region. Almost all of the current participants come from only four countries; Costa Rica, Ecuador, Bolivia, and Peru. Experience in recruiting candidates for the Project has shown that there are fewer applicants who have the qualifications to enter the program than was originally anticipated. It is, therefore, not unreasonable to expect that most acceptable candidates come from those countries with the highest academic credentials. A review of the files demonstrates, however, that recruiting efforts were greatest in the four countries with the largest number of candidates. The recruitment system for PUCC is reportedly more broadly based but has not been documented in the files (see Section B; Quality of Participants). Panama and Nicaragua should be added to the list of countries eligible to participate in the program.

Finally, it appears that the publicity given by the FFM with respect to A.I.D.'s participation in the Project may be far less than considered adequate by A.I.D. Only two limited references to A.I.D. participation in the Project were found in the FFM's Annual Report and one indirect reference in the materials provided to the participants. The FFM, however, is unclear as to what target audience that A.I.D. wants to reach with this publicity. It is, therefore, suggested that this be discussed between FFM and LAC/DR/EHR to arrive at a solution to this problem (see Section D; Implementation/Documentation).

B. Quality of Participants

Attainment of the Project goal--improving the quality of economic policy analysis and implementation skills--is largely a function of the quality of the candidates selected for the Project as well as the quality of the instructional programs which they attend, both in Latin America and in the U.S. Responsibility for ensuring high quality participants and programs rests with the Academic Director, Dr. Harberger, and the key staff of the four Latin American participating institutions (LAPIs). Dr. Harberger, using his wide network of professional contacts throughout the region, has identified institutions and individuals in the A.I.D. recipient countries who can locate the best candidates for the program. Recruitment teams from the LAPIs or their designated representatives visit the countries to further identify, interview and test the candidates to select those students adequately prepared to enter the program. USAID missions are also invited to suggest candidates for the selection process. It was originally anticipated that the number of highly qualified candidates would far exceed the opportunities offered by the Project and that many of them might obtain funding from outside sources to attend the LAPIs. Experience has demonstrated a paucity of qualified candidates reflecting the generally weak programs of economics training in these countries. The role of Dr. Harberger and the LAPIs has, therefore, been to seek out a sufficient number of qualified candidates rather than screen out only the best from an ample supply.

Given the limited number of good candidates and the pressure in the beginning of any program to identify and select an adequate number of students in the first year, Project management recognizes that some of the initial students were not as good as they should have been. Of the first approximately forty students selected for the Project, three terminated their studies due to poor grades while four of them left for personal reasons (two of them have paid or are paying back all costs of their programs while the other two have requested permission to return for training). Improvements have been made in the recruitment and initial orientation process to reduce the number of dropouts due to academic causes. A review of student university transcripts and the reports of the recruiting teams indicate that the Project is currently making appropriate efforts to seek out qualified students for the program.

Dr. Harberger is also responsible for monitoring the quality of the LAPI programs. Memoranda of Understanding with each LAPI designate a program coordinator. Dr. Harberger, working with the Deans of the respective schools and the program coordinators, periodically reviews each program to assure that it continues to meet high academic standards. Under the conditions of the Cooperative Agreement, Dr. Harberger is required to make annual site visits to all four LAPIs. Monitoring the students' academic progress while in training is another responsibility of Dr. Harberger and the LAPIs. Academic Enrollment and Term Reports (AETRs) are prepared by students at the end of each term, reviewed by the LAPI program coordinators and sent to Dr. Harberger for review. Also, the Manual of Procedures developed by FFM to guide Project implementation requires "...a report from each LAPI on all of its ATIE students at the conclusion of each academic year." These reports will also be reviewed by Dr. Harberger.

While it is clear that Dr. Harberger is contributing heavily to the successful implementation of the Project by using his contacts in the region and by monitoring the quality of the LAPI programs, there is little evidence in the files that all of the details of the Project related to academic performance are being adequately monitored. Since this may only be a problem in documenting the actions that are in fact taking place, it is suggested that the FFM establish a control procedure to assure these actions are accurately recorded. The actions to be documented are the following:

1. Annual site visits to LAPIs: The files do contain memoranda related to site visits prepared by Dr. Harberger. They were not filed in such a way as to determine if all sites were being visited annually nor did they directly refer to the adequacy of the academic programs or problems related to student performance. Minor improvements could greatly enhance the value of these memos in documenting adequate Project implementation.

2. Approval of individual participants: Candidates for the LAPI programs are identified and selected by representatives of the four participating institutions. Candidates for the U.S. Ph.D. programs are either graduates of the LAPI programs or recommended through Dr. Harberger's network of contacts throughout the region. Final approval (and accountability) rests with Dr. Harberger who reviews the candidates' qualifications and

makes the final decision as to their eligibility for the program. This is an extremely important responsibility which is usually assigned to a selection committee rather to one individual. The files, however, do not show that Dr. Harberger has, in fact, reviewed and passed judgement on the candidates who have been selected. A review of the previous academic records of two (Boada, Cortez) of the three participants who were dropped from the program for academic reasons suggest that an analysis of their records may have demonstrated their academic weaknesses prior to their selection. It is recommended, therefore, that Dr. Harberger's review and approval of each ATIE participant be documented and a copy placed in each candidate's file.

3. Review of the AETRs: At the end of each term each participant is required to complete an AETR, obtain his LAPI program coordinator's comments and send them to FFM. Ms. Gutierrez acknowledges receipt of the AETRs, forwards copies to Dr. Harberger and places the original in the student's file. A review of the files indicates that the procedure is apparently being carried out adequately. However, there is no control mechanism to show clearly that all AETRs are being received as required and are being forwarded to Dr. Harberger. A simple format could be designed to record receipt of the AETRs and provide a summary of grades to facilitate the academic monitoring of student progress.

4. Annual reports on student progress from each LAPI: Since only a few students have been in the program for one year, not all of the annual reports have been sent forward. One of the important functions of the annual reports is to identify those LAPI students who are qualified to enter U.S. Ph.D. programs. This must be done with sufficient lead time to provide for English language training for those who require it. It is important, therefore, that the submission date of the annual report coincide with the time requirements to successfully complete English language training. This must include time as well for Dr. Harberger to review the annual report and provide his approval to FFM so that language classes can begin on a timely basis.

Student quality has been a significant factor in determining the countries from which ATIE participants are selected. Weaknesses in the academic character of economics programs in Honduras, El Salvador, and Guatemala make it harder to identify qualified candidates from these countries. This will apply as well to Panama and Nicaragua. Because of the paucity of highly qualified students in these countries, those possessing the requisite skills may receive a number of more attractive scholarship offers. Consequently, almost all ATIE participants come from only four countries: Bolivia, Peru, Ecuador, and Costa Rica. It should be remembered, however, that including the four LAPIs in the Project was in fact a measure to address the already anticipated weaknesses of undergraduate programs of economics in the region.

Trip reports on recruitment efforts located in the files indicate that major emphasis until now has been placed on the four countries which have sent the most students. These reports do not reflect the recruitment efforts of PUCC which reaches students through

country representatives rather than country recruitment teams. It is recommended that FFM direct the LAPIs to increase their future recruitment efforts in the Central American countries which have the fewest participants. The current distribution of A.I.D. resources, especially ESF Funds, indicates that these countries are considered to be of greatest importance for regional development. These recruitment efforts should be carefully documented to demonstrate that extra attention is being given to these countries. In case an adequate number of qualified candidates cannot be located, the files will demonstrate that an appropriate level of effort was expended.

The English speaking Caribbean countries are at a disadvantage with respect to Project participation because the four LAPIs can only take Spanish speakers. Dr. Harberger is currently aggressively seeking qualified English speaking candidates who are able to enter U.S. Ph.D. level programs in economics. It is important that these efforts be carefully documented so that any future evaluations of the Project indicate the importance that has been placed on enabling the English speaking countries to participate in the program.

A final weakness has been noted with respect to the selection of the U.S. Ph.D. programs of economics. The Cooperative Agreement designates a committee of three eminent economists to select approximately 10 of the most appropriate U.S. universities to provide Ph.D. level training in economics. The committee members include Dr. Harberger, UCLA; Dr. Anne Krueger, Duke University; and Dr. Ronald McKinnon, Stanford University. University programs will be selected on the basis of: (1) the academic level of the student; (2) field of interest of the student, (3) preference of the student, and (4) consultation between Dr. Harberger and the students' professors during the pre-Ph.D. phase. Adherence to Handbook 10 guidance would also suggest that cost factors should be considered when selecting between programs of comparable academic quality. A review of the files of the students who were placed at UCLA do not indicate that the committee applied the above selection criteria. The FFM should develop a procedure to ensure that every placement in a U.S. university adequately documents the deliberations of the committee in making their final decision. This should result in a diverse number of U.S. universities being selected as suggested in the Cooperative Agreement.

C. Attainment and Timing of Outputs

The Cooperative Agreement was signed in January, 1989. Many activities needed to take place before students could actually be placed in training. These included:

1. Memoranda of Understanding had to be developed, negotiated and signed with each of the participating LAPIs.
2. Recruiting teams had to visit countries to identify and select candidates. A.I.D. requirements to obtain country clearance for these teams delayed this process.

3. FFM had to learn about A.I.D. procedures for administering scholarship programs. Once it had gained this knowledge, it had to prepare a Manual of Procedures to provide administrative guidance to the LAPIs.
4. Medical certifications, security clearances, PIO/Ps, TIPs and other documents had to be prepared on each student. Mission and OIT time requirements to obtain or approve these documents made this a time consuming process.

Only four participants were placed in training by August, 1989. By the next starting date-- March, 1990--approximately 20 more students had been placed. Currently, nearly 40 students are enrolled in the LAPI programs and two are in Ph.D. training in the U.S. Projections at this time indicate that all LAPI students should be enrolled by August, 1991 and have completed their studies by March, 1994. The last Ph.D. placements are estimated to be completed by September, 1994 with Ph.D. level training terminating in March, 1998 (see Exhibit I; Students in the ATIE Program).

There are some preliminary assumptions that were used in making the projections leading to the Project's completion. First, it is assumed that one qualified Ph.D. candidate will result from every four students placed in the LAPI programs. This means that 80 LAPI placements should result in 20 qualified Ph.D. candidates. Also, it is assumed that eight qualified Ph.D. candidates can be found outside the LAPI programs, especially from the English speaking Caribbean. It is too early in this Project's implementation to know if these assumptions are realistic. Once sufficient experience has been acquired, it may be necessary to revise Project output targets altering the mix between the 80 placements in LAPI programs and the 28 in U.S. Ph.D. programs. A revised, no-cost-increase budget would accompany this request for amending Project outputs.

Sufficient information is available from the Project's implementation to prepare some cost projections based on actual costs. The current average actual annual costs of the students in the LAPI programs are reported in the following table:

CURRENT AVERAGE ACTUAL COSTS LAPI PROGRAMS	
ITEM	COST
Tuition	\$3,800
Maintenance	8,900
Books	600
Typing	200
Insurance	300
Recruitment	200
ELTI	200
Travel	500
	\$14,700 (\$1,200/month)

The Maintenance Allowances for the LAPI students were determined as follows. An A.I.D. approved student maintenance allowance had been calculated and reported for Mexico City. This was compared to the A.I.D. established per diem rate, and a ratio between the two was established. This same ratio was then applied to the per diem rates for Buenos Aires, Tucuman and Santiago. The program coordinators for the four institutions were consulted to assure that the rate was a reasonable one based on their observations of student living costs. The initial rates that were established are:

ITAM, Mexico City	\$480/month
PUCC, Santiago	\$432/month
CEMA, Buenos Aires	\$480/month
UNT, Tucuman	\$340/month

On March 1, 1990, the student maintenance allowance for Mexico City was increased by nearly 40%. At that time, FFM followed with a similar increase for all ATIE students based on the newly established ratio and on new per diem rates for the four sites:

ITAM, Mexico City	\$660/month
PUCC, Santiago	\$693/month
CEMA, Buenos Aires	\$667/month
UNT, Tucuman	\$600/month

Current efforts by the Government of Argentina to artificially support its currency has significantly reduced the purchasing power of the U.S. dollar. The FFM is currently reviewing the situation of the students in Argentina--especially those in Tucuman--to determine if they require a higher maintenance allowance. It should be noted that the annual cost of student maintenance allowances used to determine the average monthly cost of the LAPI students (\$8,900) was based on the highest maintenance and settling-in allowances to reflect possible increases in the maintenance allowances for Argentine students.

Average annual costs for the students enrolled in the U.S. Ph.D. program are:

CURRENT AVERAGE ACTUAL COSTS U.S. Ph.D. PROGRAMS	
ITEM	COST
Tuition	\$7,500
Maintenance	10,600
Books	900
Typing	200
Insurance (HAC)	400
ELTI	1,000
Travel	300
U.S. Income Tax	1,000
FFM Seminar	500
	\$22,400 (\$1,900/month)

Using these costs per person month estimates, it is possible to project the direct training costs necessary to complete the Project as estimated in Exhibit I. An inflation factor of 5% has been used for these projections. In Exhibit II, direct training costs are projected until the completion of the Project.

In addition to direct training costs, the costs of administration must also be included. The FFM has projected its estimated administrative costs as follows:

PROJECTED FFM ADMINISTRATIVE COSTS					
YEAR	SALARIES/ BENEFITS	TRAVEL	CONSULTANT FEES	INDIRECT COSTS	TOTAL
1989	\$63,300	\$7,000	\$8,215	\$31,650	\$110,165
1990	88,200	7,350	0	44,100	139,650
1991	101,930	7,718	0	50,965	160,613
1992	107,002	8,103	0	53,501	168,605
1993	107,490	7,500	0	53,745	168,734
1994	107,759	4,500	0	53,880	166,139
1995	113,147	4,000	0	56,573	173,720
1996	113,175	3,500	0	56,588	173,263
1997	66,490	3,000	0	33,245	102,736
1998	23,634	2,500	0	11,817	37,951
TOTAL	\$892,127	\$55,171	\$8,125	\$446,063	\$1,401,576

Increases in the salaries/benefits amount in 1991 reflect additional hours (part-time to full-time) for the Administrative Assistant as additional ATIE participants enter the program. By 1993, the volume of participants begins to level off as is reflected in the total of salaries/benefits. Actual reductions begin in 1995 as the LAPI programs are phased out. An annual inflation factor of 5% has been applied beginning in 1991. The annual estimates of Project (training and administration) costs are:

ANNUAL ESTIMATES OF PROJECT COSTS				
YEAR	LAPI STUDENTS	U.S. Ph.D. STUDENTS	ADMIN. COSTS	TOTAL
1989	\$24,000	--	\$110,165	\$134,165
1990	381,600	\$19,000	139,650	540,250
1991	1,010,520	69,825	160,613	1,240,958
1992	1,008,583	180,230	168,605	1,357,418
1993	478,022	433,439	168,734	1,080,195
1994	21,888	683,878	166,139	871,905
1995	--	764,285	173,720	938,005
1996	--	642,071	173,263	815,334
1997	--	375,328	102,736	478,064
1998	--	47,914	37,951	85,865
TOTAL	\$2,924,613	\$3,215,970	\$1,401,576	\$7,542,159

Experience with training programs has demonstrated that not all students initiating a training program will stay with it until completion. No matter how much care is put into the selection process, there will be students who leave the program due to academic failure, inability to adapt to the training environment or personal problems which require their return home. Estimates of total training costs can safely be adjusted downward to reflect a reduction in the total person months due to academic failure and desertion. A 5% loss rate will be applied to the LAPI program while a 10% loss rate will be used for the U.S. Ph.D. program.

	LAPI PROGRAM	U.S. PROGRAM	ADMIN. COSTS	TOTAL
Total Estimated Costs	\$2,924,613	\$3,215,970	\$1,401,576	\$7,542,159
Less Loss Rate	146,231	321,597	0	467,828
Adjusted Total	\$2,778,382	\$2,894,373	\$1,401,576	\$7,074,331

It is clear the projected total Project costs are very close to the original estimate of \$7,000,000. Because the loss rates for drop-outs and desertions are relatively modest, it is reasonable to anticipate that the \$7,000,000 original estimate should be adequate to ensure attainment of the Project outputs. It is suggested that the FFM and LAC/DR/EHR review the chronogram in Exhibit I and the resulting cost projections. Once agreement is reached on the timing of Project outputs and their appropriate costs, a new Project budget should

be prepared and a new grant completion date should be established. With this information, the Cooperative Agreement can be amended providing the required time and distribution of resources to permit the Project outputs to be attained.

D. Implementation/Documentation

All administrative documents required by the Cooperative Agreement and Handbook 10 have been carefully prepared on a timely basis and all appropriately placed in each participant's personal file. The Manual of Procedures prepared by the FFM provides adequate guidance to the LAPIs on the time requirements for carrying out Project activities and the information necessary to prepare all required documents. The Memoranda of Understanding with the LAPIs clearly define responsibilities for carrying out and monitoring Project activities. A review of the FFM files indicates that all actions outlined in the Manual of Procedures and the Memoranda of Understanding are being carried out on a timely basis by the LAPIs. The only weakness was that discussed in the previous section: the lack of formal control over the documentation related to the academic progress of the ATIE students (see Section B; Quality of Participants). Students are receiving their allowances and the level of the allowances are under constant scrutiny by the FFM and the LAPI program coordinators. As mentioned earlier, the maintenance allowances for the students in Argentina are currently being reviewed due to the decreasing purchasing power of the U.S. dollar in that country.

The FFM has an adequate and qualified staff to implement the Project. The president of the FFM, Mr. Weston, has carefully established an administrative capability to efficiently and economically monitor Project activities. All administrative problems are addressed quickly; there was no indication that any required actions are left unaddressed for any period of time. Another administrative strength has been the attention to future deadlines. The files are full of communications reminding the LAPIs and the ATIE participants of future actions they must anticipate. These include reminders of the time requirements for making recruiting trip arrangements (including admonitions to visit a more diverse number of countries) and of the need to select U.S. Ph.D. candidates at an early enough time to address English language requirements. In fact, Mr. Weston has developed an FFM policy guiding the selection for and implementation of English language training to assure its efficient application and uniformity for all students.

The important contribution of the Academic Director, Dr. Harberger, has already been discussed. The only suggestion is a better documentation of the details related to monitoring the academic credentials and progress of the participants.

The Administrative Assistant, Ms. Rosa Gutierrez, has the clerical, computer, and accounting skills to efficiently manage the administrative details of the Project. In addition, she has the interpersonal skills to work effectively with A.I.D./W counterparts, USAID Mission staff, LAPI program coordinators and the ATIE participants. She currently works only part-time but will advance to full-time status as the number of ATIE participants increases. Since Mr.

Weston and Ms. Gutierrez have the requisite computer skills, it has not been necessary to add a secretary to the administrative staff.

Neither Mr. Weston nor Ms. Gutierrez have visited the training sites. This decision has been basically a cost-saving one; there has been little evidence that such a trip is justified given the smooth implementation of the Project up to this time. There are a number of indications, however, that a trip by an FFM staff member should take place at this time:

1. It is important to observe first hand the living conditions of the students to insure adequate and equitable treatment.
2. It is time to assess the English language training requirements of students, the capabilities of the selected English language training facilities (are they the best available), and the time students have available to both study economics and English at the same time.
3. Students at the LAPIs will be apprehensive about the selection mechanisms and the administrative requirements/benefits for attending U.S. Ph.D. programs. Now is a good time to discuss these factors to avoid later confusion (e.g.: do all students want U.S. Ph.D. programs, can they take their families, etc.).
4. Conversations with Mission training officers suggest that LAPI students have some dissatisfactions (although not significant ones) with the program (e.g.: some receive salaries from their employers, one has a wife who works enabling a higher family income). While some dissatisfaction is to be expected, the periodic opportunity to discuss perceived grievances is often a sufficient remedy to put them to rest.
5. LAPI program coordinators should better understand their role in identifying those qualified candidates for attending U.S. Ph.D. programs. English language training, entrance applications and other processing requirements suggest that an explicit time schedule must be established.
6. Finally some students will not qualify for U.S. training or may not want to do so. It is important to find out what their needs are for making a successful return to their home countries. This information can provide a basis for developing an FFM policy for assisting students to go back to their countries.

Publicity related to A.I.D.'s participation in the Project has been limited. The FFM has referred to A.I.D.'s participation in the ATIE Project in its two annual reports since the initiation of the program. ATIE participants are informed of A.I.D.'s participation indirectly through orientation materials on the terms and conditions of the Project (see Annex I). The FFM is not clear on exactly what kind of recognition that A.I.D. desires. Also, it has some concerns about how publicity might influence Project implementation (e.g., publicity in developing countries may attract the wrong candidates; domestic publicity may affect FFM

fund raising efforts). It is clear that FFM and LAC/DR/EHR should discuss exactly what kind of recognition meets A.I.D.'s objectives. Certainly, a clearer understanding by ATIE participants of A.I.D.'s involvement is required.

E. USAID's Participation

The Cooperative Agreement explicitly guides the FFM not to make heavy requirements on the USAID Missions in the region. The FFM has been very careful to comply with this guidance. Missions are asked to obtain security and medical clearances as well as visas for participants and to grant country clearances for the recruiting teams. Missions were initially informed about the Project and have been invited to suggest candidates for consideration. When missions were asked to comment on Project implementation, their responses varied from great satisfaction (Costa Rica) to a view that the program would be better managed at the mission level. The Belize mission suggested that the University of the West Indies be added as a fifth Center of Excellence to give more opportunities for the participation of English speakers.

Telephone calls to missions having participated most frequently in the processing of participants (Bolivia, Peru, Ecuador, Dominican Republic) indicated a desire to have a greater involvement in the selection and monitoring of candidates. Recruitment teams frequently do not meet with training officers while making their visits. Such visits would permit an early identification of potential candidates so that later processing could proceed more efficiently. Training offices are not given an opportunity to review the list of candidates before they are selected. Such an opportunity would permit the FFM to be made aware of candidates who may have some past history or some attributes which may make them undesirable scholarship recipients (e.g., extremely affluent or well connected parents, questionable political beliefs, participation in anti-American demonstrations). Training offices would like to be made aware of changes in participants' status (e.g., terminations or interruptions in fellowships; permission to return to the program). Frequently, actions taken with respect to ATIE participants are viewed as a precedent for other A.I.D. participants. The FFM might consider keeping the respective missions informed of actions taking place in each country without necessarily providing for shared decision making. Also, a representative of the FFM might be invited to any regional meetings of mission training officers so an exchange of ideas could take place.

Information from Mission cable responses and telephone calls indicate Missions would generally appreciate more information on the Project and on its implementation to date. While Missions were initially informed about the Project at its beginning, there have been many personnel changes since that time and, in many cases, copies of the Cooperative Agreement have been lost or misplaced. Missions indicate that it would be useful for them to receive a new copy of the Cooperative Agreement with the proposed amendment attached. Also, information on the Project's implementation would be of interest to Mission training officers and economists. Possibly, a copy of all or part of the Project Evaluation could be provided to them as a summary of the Project activities that have occurred to date.

It was interesting to learn from the contact made with various missions that a number of bilateral programs exist which complement the ATIE Project. Bolivia has its Training for Development Project providing U.S. training in economics at the Masters degree level. USAID/Honduras' Policy Analysis and Implementation Project seeks to train 35 Hondurans in graduate level economics programs. USAID/Costa Rica is planning to initiate an economics training program at the graduate level. It would be useful for the FFM to identify these activities within the region and to obtain the Project Papers and the names of the mission officers responsible for their implementation. This could permit an improved coordination of similar activities (see Annex II for Mission cables).

F. Equity Concerns

There is no evidence that the ATIE Project has intentionally or inadvertently favored any individual or group of individuals over others in awarding scholarships. There were five women selected for the program. Given the male/female composition of Latin American schools of economics, this appears to be a reasonable proportion. Only one readily identifiable minority group representative could be located among those selected for the programs--a Quechua/Aymara speaker from Bolivia (Cortez). A review of his academic records by the Project evaluator, however, raised a question whether he should have even been selected in the first place given his very low grades at the university level. This incident may be indicative of why it is hard to include a larger group of minority representatives given the high academic requirements of the program. Telephone calls to missions responsible for the greatest number of participants indicated that there were no obvious candidates from "elite" or very affluent families who could have paid or otherwise provided for their own training (Bolivia, Peru, Ecuador, Costa Rica, Dominican Republic).

The selection procedure for this Project, unlike most other A.I.D. financed activities, has no one from A.I.D. in the selection process nor is information gathered on the economic circumstances of the candidates. Selection for the program is initiated by representatives from the LAPIs or by a member of Dr. Harberger's network of contacts in the region. Dr. Harberger alone is accountable for the final selection of the ATIE participants. Given this selection mechanism, it is possible that candidates could be inadvertently selected for the Project who can pay for their own studies or who might otherwise not be appropriate choices from an A.I.D. point of view. It is suggested that LAC/DR/EHR explore this potentially vulnerable point with FFM.

G. Return to Home Country

The Project goal is to improve the quality of economic policy analysis and implementation skills in A.I.D. recipient Latin American countries by increasing the number of professionally-trained economists in these countries. Obviously, for this goal to be met, not only must economists be trained but they must return to their countries and attain positions having a substantial impact on the quality of economic analysis and policy formulation/implementation. Many countries in the region are experiencing severe economic

recessions greatly limiting salary levels. Economists with outstanding skills may search for jobs with international organizations or multinational corporations rather than face the depressed labor markets in their home countries.

It will be some time before the U.S.-trained Ph.D. graduates will be returning to their home countries. However, beginning in September, 1991, students will be completing their LAPI academic programs and many of them will be ready to return to their home countries. It is time, therefore, that a plan of action be developed to encourage and assist these students to successfully reintegrate into their home country labor markets. FFM recognizes this responsibility and will soon develop such an action plan or policy statement. The Cooperative Agreement suggests some actions that will assist returning students.

It is important to note that most of the candidates entering the ATIE program were employed at the time of their selection. Of the approximately 40 currently receiving scholarships, 28 were working at the time of selection; some in high level positions. Some of them obtained leaves of absences--often with pay--guaranteeing them reemployment upon termination of their studies. A second feature of the ATIE participants is their age. Approximately 75% are 25 years of age or over indicating more mature individuals at age levels where they can be considered for responsible positions upon the completion of training.

H. Recommendations

The Project evaluator finds that the ATIE Project has been appropriately designed to meet the Project's goal. Its use of Latin American Centers of Excellence to prepare students to enter U.S. Ph.D. programs is a unique feature of the program which might serve as a model for other regional or bilateral programs. The implementation of the Project is proceeding satisfactorily. Some minor alterations are recommended, however, to improve the documentation and geographic coverage of the program. These recommendations include:

1. It is time to amend the Cooperative Agreement to make certain that sufficient resources and time are provided to assure the Project outputs are attained. The experience that has been gained from the Project's implementation to date provides the information necessary to make adequate projections (see Section C; Attainment and Timing of Outputs). Allowing for a modest number of student person-months of training to be lost due to drop-outs and desertion which are bound to occur in any long-term scholarship program, it has been demonstrated that the Project can be successfully completed at the originally estimated cost of \$7,000,000. A chronograph indicates that all training should be completed by September, 1998. Representatives from the FFM and LAC/DR/EHR should meet to review these projections and to agree on a revised budget and timeframe to be incorporated into the Project amendment. Delaying the amendment of the Cooperative Agreement will soon imply that training commitments will be made to Project participants which go beyond the termination date of the existing agreement.

2. Project implementation and monitoring could be improved by more carefully documenting those actions related to the academic quality and progress of the ATIE participants (see Section B; Quality of Participants). The actions requiring improved documentation are:

- a. Annual site visits to the Latin American participating institutions (LAPIs);
- b. Approval of individual participants entering the program;
- c. Review of the Academic Enrollment and Term Reports (AETRs);
- d. Annual reports on student progress from each LAPI;
- e. Trip reports by the LAPI recruitment teams; and
- f. Placement of Ph.D. candidates in up to 10 U.S. institutions by the committee of three eminent economists.

3. The Project would benefit from a wider geographic distribution of the participants. Including more participants from Central America (including Nicaragua and Panama) and the Eastern Caribbean should be a goal for the remaining period of implementation. It must be recognized, however, that it is difficult to locate adequately prepared candidates in all countries. Hence, it is necessary to carefully document recruitment efforts to demonstrate that aggressive attempts are being made to diversify geographic coverage of the program (see Section B; Quality of Participants).

4. In the evaluator's judgement, Project implementation would benefit by a visit by a representative of the FFM to the four LAPIs (see Section D; Implementation/Documentation). Firsthand observation and discussions could perhaps eliminate some potential future problems (e.g., U.S. selection and placement; return to home countries) and could address minor grievances that occur during any scholarship program.

5. The recognition by the FFM of A.I.D.'s contribution to the program clearly falls short of A.I.D.'s expectations. The FFM, however, clearly does not understand what A.I.D.'s expectations are (see Section D; Implementation/Documentation). Since FFM has some concerns about certain kinds of program publicity, it is recommended that the FFM and LAC/DR/EHR meet to decide upon an appropriate form and level of recognition.

6. USAID missions expressed an interest in being better informed on Project implementation activities related to actions and individuals from their countries (e.g., recruiting efforts, students who return to their countries even on vacation, decisions on participant's future activities, etc.). While not a requirement of the Cooperative Agreement, the FFM as a courtesy might keep missions better informed on certain program actions (see Section E; USAID's Participation). Also, it is suggested that a copy of the Project

Cooperative Agreement together with the amendment be sent to Missions. All or a portion of the Project evaluation could be included as a summary of Project implementation to date.

7. The ATIE Project does not require selection approval by any representative of A.I.D. or the U.S. Embassy for entry in the program. The only approval required is that of Dr. Harberger. This may raise some vulnerability questions (e.g., students who can pay for their own education, students who may have dropped out of other U.S. financed scholarship programs). A careful review of those participants currently in the program, however, did not reveal anyone who would not have received mission approval (see Section F; Equity Concerns). LAC/DR/EHR may wish to more fully review this practice to be certain that vulnerability issues are not involved.

8. The FFM should be encouraged to continue with the development of its action plan to assist and encourage LAPI and U.S. Ph.D. graduates to return to their home countries (see Section G; Return to Home Country).

9. It is finally recommended that a second normative evaluation of the Project be done in addition to the final evaluation. The Project design, as mentioned previously, is particularly relevant to the current level of education in the field of economics in the region and to the need for highly trained economists by the LAC countries. Since there may well be interest in replicating or otherwise borrowing from the Project's experience, a second evaluation when LAPI graduates have returned to their home countries or have entered U.S. Ph.D. programs would be useful. By March, 1993, nearly 50 students will have completed the LAPI programs and approximately a dozen participants will be enrolled in U.S. Ph.D. programs. This would be a useful point to undertake a second evaluation.

ANNEX I
A.I.D. RECOGNITION

Foundation
Francisco
Marroquin

(b)(1)(vi) and 509(a)(1) charity corporation devoted to encouraging education in the economics of the market system and the politics of reform in Latin America. The Foundation is exempt under section 501(c)(3) of the IRS code.

Foundation Francisco Marroquin

8th Annual Report
Year Ended
March 31, 1989

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(407) 288-0670

In México, professors crowd a free-market seminar

When the Centro de Investigaciones sobre La Libre Empresa sought funding for a three-day seminar this summer in Cuernavaca, México, the idea was to introduce high school and college professors to free-market principles. CISLE thought perhaps it needed enough money to meet the expense of forty people.

But more than 200 sent in the \$25 equivalent registration fee, and the funder of the event agreed with CISLE's suggestion of a cap of 80 participants.

In the end, 82 teachers attended lectures by Luis Pazos, a member of Foundation Francisco Marroquin's advisory board, and senior CISLE associates Roberto Salinas, Edgard Mason, and Salvador Absacal Carranza. Most regions of México were represented.

Dr. Salinas, CISLE's academic director, reports that reaction to the lectures and the open discussion on the final day was overwhelmingly enthusiastic.

Within four months, CISLE was scheduled to host another anxiously-awaited event — a three-day series of lectures by a group of four from the U.S. Foundation for Economic Education, led by Robert Anderson. University lectures and media events as well as a CISLE-sponsored seminar are scheduled.

In between, CISLE's general director, Luis Pazos, spent August as a research

fellow at the Heritage Foundation in Washington, continuing work on a proposal for a North American common market. Next it will be Dr. Salinas's turn at Heritage where he'll be working on a research paper on the movement toward privatization in México.

CISLE expects publication early next year of its book on México's educational system and needed reforms. Meanwhile, it is at work on studies of the coffee and sugar sectors of the Mexican economy. □

In brief: Improved policy analysis

Foundation Francisco Marroquin launched its Advanced Training in Economics (ATIE) program in April 1989.

The late Alan Woods, who sought as administrator of the Agency for International Development to map better directions for U.S. foreign economic assistance, chose FFM to design and administer this pathbreaking effort to improve policy analysis and implementation in a dozen of the poorest Latin American/Caribbean countries. The ATIE Program is distinguished for its strong private-sector focus, absence of foreign government participation, and minimal U.S. A.I.D. Mission involvement.

Six students were accepted into the program in August. Two are enrolled at the Instituto Tecnológico Autónomo de México in Mexico City, and four at the Catholic University of Chile in Santiago. More will be enrolled in March at these schools and at the National University of Tucumán and the Centro de Estudios Macroeconómicos, both in Argentina. Over a five-to-seven-year period, FFM expects to provide training in Latin America for 80 students and in the U.S. for 28. Arnold C. Harberger is ATIE academic director. □

Argentine business school loans NYU an economics professor

Furnishing a visiting professor for Israel Kirzner's program at New York University is like experiencing the joy of giving until it hurts if you're a small private school.

But Argentina's Escuela Superior de Economía y Administración de Empresas (ESEADE) is proud that NYU wanted its faculty member, Esteban Thomsen. And it is as proud of Professor Thomsen as it is jealous of its academic independence, which is saying something in a region where schools at every level are typically required to turn for decisions to a state Minister of Education.

Such is ESEADE's reputation that it attracts world renowned scholars as participants in its academic program. Antonio Martino of the University of Rome, current president of the Mont Pelerin Society, was this year's star lecturer at ESEADE. He followed 1988 lecturer Herbert Giersch, president of Germany's Kiel University, who followed Nobel laureate James Buchanan of the Center for Study of Public Choice at George Mason University in Alexandria, Virginia.

ESEADE turned age ten in 1988. Its main enterprise is a two-year Masters program in business administration that incorporates a heavy schedule of work in economics. Some 240 students have

242 have benefited from studies ESEADE even though they failed all of the requirements for a degree.

ESEADE publishes a biannual journal, and it supports a research to train graduates in social sciences. ESEADE professors act as tutor members of the theses examiners for Ph.D. programs in economic history granted by the National College of the United States. ESEADE also offers an undergraduate social science program, and it has videotapes of outstanding lectures for use throughout Argentina.

Alberto Benegas Lynch, Jr., ESEADE executive director, gained early experience at Guatemala's Universidad Francisco Marroquin. □

México's newest institute began as a freedom p

Professor Carolina Bolívar's contest on individual freedom launched and nurtured under the Centro de Investigaciones sobre La Libre Empresa, A.C., grew into an annual event with regional scope. Along with that, the range of the "Premio Internacional Ludwig von Mises" expanded.

Now, Professor Bolívar, together with her husband and their associate established the Instituto Cultural Ludwig von Mises, A.C. as a non-profit organization under Mexican law.

**FOUNDATION
FRANCISCO
MARROQUIN**

**501(c)(3) and 509(a)(1) charitable
foundation devoted to encouraging
free-market thinking in the economics of the
Western Hemisphere and the politics of
Latin America. The foundation is exempt under section
501(c)(3) of the IRS Code.**

Foundation Francisco Marroquin

**9th Annual Report
Year Ended
March 31, 1990**

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ATIE: Laying the foundation for better policy

A dozen Latin American/Caribbean countries will be better equipped to anticipate the outcome of policy choices as a consequence of the Advanced Training in Economics (ATIE) Program launched by Foundation Francisco Marroquin in April 1989.

And they will know better how to implement policies that promise to contribute most to economic development and improved living standards.

As of September 1990, FFM had 39 ATIE participants enrolled in pre-Ph.D. training in Latin American universities, and two in Ph.D. studies in the U.S.

The target of the program is training for 80 individuals at the pre-Ph.D. level in Latin America and Ph.D. training for 28 in the U.S. Citizens of 12 Latin American/Caribbean countries are eligible.

FFM was chosen to develop and administer this \$5.7 to \$7 million effort to improve policy analysis and implementation on the part of some of the neediest of the U.S.'s neighbors by the late A.I.D. director Alan Woods as part of his effort to reorient U.S. foreign economic assistance.

The program is distinguished among conventional A.I.D. educational efforts by its strong private-sector focus, absence of foreign government participation, and minimal A.I.D. foreign mission involvement.

director for economics of FFM's Advanced Studies Division, is academic director of the ATIE Program. Many of the Latin American professors involved in the pre-Ph.D. phase of the program are his former students at the University of Chicago. Others he has trained include the architects of the policies that gave Chile the one healthy economy in all of Latin America.

Latins discover "Free to Choose"

Many Latin Americans will get their first introduction to free-market ideas from a master communicator: Professor Milton Friedman.

Speaking flawless Spanish or, in Brazil, Portuguese, he explains and illustrates the principles in the award-winning, ten-part "Free to Choose" video series that still sells in the U.S., in English, for \$179.95 per set of VHS cassettes.

Foundation Francisco Marroquin acquired exclusive Latin American rights to the series last year, and the Foundation began giving the rights, plus one set of master tapes of the type required by telecasters, to institutions it has been working to help.

All of the assignees agree to aggressively promote distribution of the series via telecast, through the use of segments in educational programs and at seminars and conferences, and through the sale or rental of VHS cassettes. Income from licensing telecasts and selling or renting cassettes will be theirs to use for other purposes.

To date, eight reassignments of rights

Close-Up: CEDICE's grounds for optimism

In 1982, returning to Venezuela following university studies in California, Jesús Eduardo Rodríguez found his fellow-countrymen poorer than when he left. A later study would show that the average monthly real income of Venezuelan families fell 73 per cent between 1976 and 1985.

In contrast, the Venezuelan government was considerably bigger. It grew from 300,000 employees to 1.3 million between 1973 and 1984. New laws and regulations were being announced with increased regularity. Bribery was more an everyday fact of life.

Government officials were blaming capital flight for the country's condition. And few Venezuelans were inclined to contest the government's claim that only it could provide better lives for the people.

Jesús Eduardo, who credits the late Sir Antony Fisher for his inspiration, gathered some college friends together to consider what they might do to change things. They attracted others, and eventually a group of 170, mostly young businessmen, sponsored a document diagnosing Venezuela's economic problems and proposing solutions.

They distributed their document to the country's leadership. They might as well have saved their breath.

After the new government took office early in 1984 and it was clear that nothing had changed, Jesús Eduardo and his friends decided on another course of action. They organized and formally registered a think

book, *A Proposal to the Nation*. To his surprise, it hit the non-fiction bestseller list and stayed there for three years.

Instituto Roraima continued the publication of books and papers, sponsoring "proposal seminars" and disseminating its solutions to current problems. But its sponsors felt that something more was needed.

In November 1984, some of the founding members of a new non-partisan educational association named it Centro de Divulgación y Conocimiento Económico (CEDICE). Eduardo translates that as "Center for Promotion of Economic Education."

In its methodical approach to identifying problems or planning solutions, CEDICE bears Jesús Eduardo's entrepreneurial training in engineering and business administration. CEDICE's Management by Short Term Objectives

“Few Venezuelans were prepared to contest the government's claim that only it could provide better lives for the people.”

its strategy is to gain understanding of the principles and ethics of the market among individuals in all walks of life: students, academics, business journalists, political and union individuals who are just plain citizens.

Surveying the situation for program planning, CEDICE developed an actual measure that only 235 out of 100,000 in all of Venezuela's newspapers of February 1985 could be considered containing information helpful to understanding of problems in need of correct economic analysis.

The general quality of media coverage of economic trends and issues improved early focus by CEDICE on economics for journalism students.

Argentina (Continued from page 11)

Escuela Superior de Economía y
Administración de Empresas
Fundación del Orden de la Libertad
Fundación Tucumán
Instituto de Estudios Contemporáneos
Instituto de la Economía Social de Mercado
Bolivia
Fundación Boliviana para la Capacitación
Democrática y la Investigación

Chile
Centro de Estudios Públicos
Fundación Economía y Administración U.C.
Fundación Miguel Kast Rist

Colombia
Instituto de Ciencia Política

Costa Rica
Asociación Nacional de Fomento
Económico

El Salvador
Instituto Salvadoreño de Estudios Políticos,
Económicos y Sociales

Guatemala
Centro de Estudios Económicos-Sociales
Universidad Francisco Marroquín

Honduras
Instituto de Estudios de Gobierno y
Libertad

Mexico
Centro de Investigaciones Sobre La Libre
Empresa

Peru
Instituto Cultural Ludwig von Mises

Venezuela
Centro de Divulgación del Conocimiento
Económico

Audited financial statements are available
to contributors.

ATIE Program draws quality participants

FFM's Advanced Training in Economics Program, aimed at improving policy analysis and implementation in a dozen Latin American/Caribbean countries, is attracting a high percentage of mature individuals who had completed school and were working, typically in professional positions, at the time they applied for ATIE scholarships.

Although undergraduate work in Latin America typically fails to provide as much depth in mathematics as students in advanced economics programs find they need, in other respects the caliber of candidates seeking consideration for the ATIE program augurs well for its success.

Three of the current 41 ATIE participants were university professors and a fourth was a university teaching assistant upon entry into the program. A fifth was director of the student aid department of a private university.

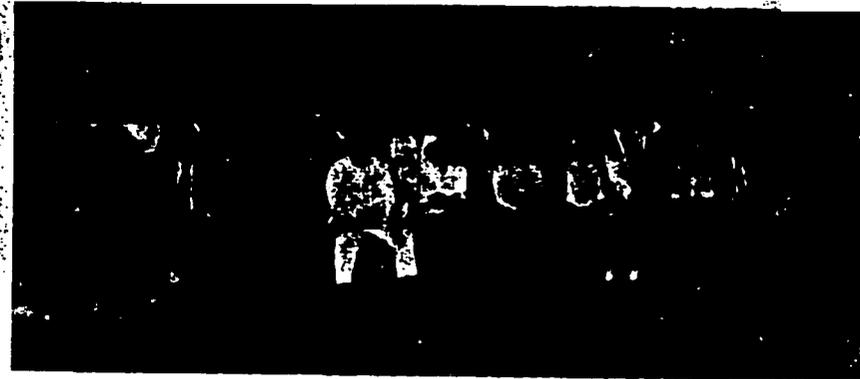
Seven were working in professional capacities at central banks, and one was a teller at a private foreign bank.

Four held managerial or professional positions in government agencies.

One was director of the economics department of a stock exchange; another assistant to the president of a national industrial association; and another manager of membership and finance of a national chamber of commerce.

The balance of those who resigned or took leave from jobs to enter the program were employed by private business firms in a variety of fields from legal and economic consulting to pharmaceuticals.

GLIMPSES OF FOUNDATION-SUPPORTED EVENTS



Above. In Mexico City, the annual "Premio von Mises" award ceremonies in the contest of the Instituto Cultural Mises, A.C.



Left. In Guatemala City, former Attorney General Edwin Meese is honored as an honorary Doctor of Laws during graduation ceremonies at the Universidad Francisco Marroquín.



Below. In Santa Ana, El Salvador, business persons (empresas) attend a seminar on free-market principles sponsored by the Instituto de Estudios Políticos y Sociales.

To supporters and friends

“Although you may think \$1,000 is not much,” wrote the recipient of one of our grants last year, “we believe it is a very significant sum of money, being *the single largest donation to our institute.*”

In countries suffering the effects of years of centralized economic planning and control, talented individuals devoting their energies to free-market education can accomplish wonders with small amounts of money. Our grant to the Instituto de Estudios de Gobierno y Libertad de Honduras supported a study it describes as “the only serious scientific work on inflation in our country.”

The Institute, which now has a permanent staff of three, is one of the newer Latin American organizations where educational and informational efforts are devoted to gaining understanding of the politics of freedom and the economics of free enterprise and the market system. We have sought increasingly to focus our efforts on helping the newer, less well-financed among these organizations.

Altogether, we were able last year to make general support grants to 21 schools, centers and institutes located in 11 Latin American countries. For more on grants, see page 11.

In addition to making general support grants, FFM continued its restricted support of the Foro Latinoamericano, the network-building effort we initiated six years ago. Recently the Foro organized the first attempt at rebuilding private-sector confidence and

intellectual support for market principles in Nicaragua that we know of. More about that event appears on page 4.

Promoting video programs that explore free-market ideas is not something we deliberately planned, but when exclusive Latin American rights to Professor Milton Friedman’s “Free to Choose” series were offered to FFM at almost no cost, thanks to the good professor, we asked the institutions we have been helping if they would like to have the rights reassigned to them. The answer was an enthusiastic yes. Thus far we have made eight reassignments of rights to as many institutions, giving them the opportunity to make money while doing good. A report on this activity appears on page 6.

In addition to these elements of FFM’s program, all of which were carried out because of the generosity of individuals,

“In countries suffering the effects of years of centralized economic planning and control, talented individuals devoting their energies to free-market education can accomplish wonders with small amounts of money.”

foundations and corporations, we were increasingly engaged the past year with two important activities which are funded through the U.S. Agency for International Development.

One is the construction of the permanent campus of the Universidad Francisco Marroquin in Guatemala City. Work on its new Von Mises Library was completed this fall, and construction was started on a student center. Next comes expansion of the Dental School’s quarters. The university is among the institutions on which we report later. (See page 9.)

The second federally-funded program is a substantial effort to improve policy analysis

(Continued on page 2)

“We were pleased to welcome to the Board of Trustees the Hon. Elliott Abrams, whose extensive knowledge of Latin America and its problems led to his appointment as Assistant Secretary of State for Inter-American Affairs in the Reagan administration, and Professor Arnold C. Harberger, a distinguished teacher of economics who has devoted a large part of his life to the training of Latin Americans, and, in recent years, to advising Latin American governments.”



Harberger



Abrams

and implementation in a dozen Latin American/Caribbean countries by significantly increasing the supply of well-trained economists. FFM was chosen to plan and administer the Advanced Training in Economics (ATIE) program by the late A.I.D. director Alan Woods whose ambition

“Work on the UFM’s Von Mises Library was completed this fall, and construction was started on a student center.”

was to make U.S. foreign economic assistance more effective. The program is distinctive for its private-sector focus and absence of foreign government involvement. More about ATIE appears on page 6.

With respect to FFM’s governance, we were pleased to welcome to the Board of Trustees the Hon. Elliott Abrams, whose extensive knowledge of Latin America and its problems led to his appointment as Assistant Secretary of State for Inter-American Affairs in the Reagan administration, and Professor Arnold C. Harberger, a distinguished teacher of economics who has devoted a large part of his life to the training of Latin Americans, and, in recent years, to advising Latin American governments.

With respect to finances, our fund-raising efforts produced results that were somewhat improved compared with the previous year.

With additional private-sector support, we could accomplish a great deal more. We discuss the year’s financial results on page 11.

Here, we wish to thank those who helped us with the task we cut out for ourselves. We know that the many Latin Americans whose efforts benefited from the generosity of FFM’s supporters are equally grateful, and we thank you on their behalf as well.

Thomas Anderson Roe,
Chairman

William W. Weston,
President

August 31, 1990

Normas y Reglamentos

1. Le agradecemos nos informe su nueva dirección y número telefónico en Ciudad de México. Así como también de cualquier cambio que pueda ocurrir en el futuro. Puede recurrir a la Prof. Delia Reyes, para que dicha información sea transmitida a nuestra oficina por medio del facsimile.

2. Así mismo si durante la época de vacaciones vuelve a su país de origen por más de un mes, deberá notificarnos por lo menos con 15 días de anticipación, para remitirle toda correspondencia a su país.

3. Aproximadamente un mes antes del final del semestre se le enviará el formulario AID 1380-69 "Academic Enrollment and Term Report", para que sea llenado debidamente.

La Prof. Delia Reyes es la encargada de remitirnos dicho reporte.

4. El objetivo final de este programa es que después de obtener la Maestría, su beca podría ser extendida para continuar el Doctorado en Economía en una universidad de los Estados Unidos.

Los requisitos son:

1. Ser recomendado por la institución docente a la que está asistiendo.
2. Pasar los exámenes de admisión requeridos por la universidad estadounidense.

De todos los becados en Latinoamérica aproximadamente un 3% podrá ser seleccionado para continuar el Doctorado en los Estados Unidos.

5. Los cargos mensuales incurridos por el manejo de su cuenta bancaria, son efectuados de la siguiente manera: primero son deducidos de su cuenta y luego acreditados a la misma por la Fundación. Por lo tanto cuando reciba copia del estado de cuenta notará la deducción, y en la siguiente observará que el depósito ha sido efectuado.

Es indispensable que mantenga un balance exacto de su cuenta, puesto que el cargo estipulado por el banco al sobregirarse lo paga usted.

6. El aspecto económico de la beca incluye:

- * Matrícula
- * Seguros médicos
- * Cada semestre US\$290.00 para gastos de libros y papelería
- * Cada semestre US\$100.00 para gastos de mecanografía
- * Por una sola vez la cantidad de US\$360.00 para gastos iniciales de establecimiento
- * Mensualidad de US\$660.00 por el término de sus estudios y vacaciones.

7. La fijación de pasajes solo incluye viaje inicial y regreso al final de sus estudios.

8. Si por algún motivo usted decide no continuar sus estudios bajo este programa, deberá devolver todo el monto que AID le ha suministrado a través de nuestra entidad a la fecha de su resolución.

ANNEX II
MISSION CABLES

UNCLASSIFIED
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OUTGOING TELEGRAM

PAGE 01 STATE 345409 8644 017864 A106738 STATE 345409 8644 017864 A106738

ORIGIN AID-00

INCOME OR HIGHLY PLACED FAMILIES WHO MIGHT OTHERWISE BE ABLE TO FINANCE THIS GRADUATE LEVEL TRAINING?

ORIGIN OFFICE LADR-03
INFO LACE-01 LASA-03 LACA-03 AALA-01 SAST-01 ES-01 STPO-01
AGEE-01 /015 AD 12/06072

4. FOR THOSE MISSIONS HAVING EXPERIENCE WITH THE ATIE PROJECT, ARE YOU SATISFIED WITH THE ACCESS OF PARTICIPATION YOU HAVE IN PROJECT IMPLEMENTATION? DO YOU HAVE SUGGESTIONS ON HOW TO IMPROVE MISSION PARTICIPATION IN THE IMPLEMENTATION OF THIS PROJECT?

INFO LOG-00 CIAE-00 EB-00 DODE-00 ARA-00 TRSE-00 /003 R

5. FOR MISSIONS NOT HAVING EXPERIENCE WITH THE PROJECT, ARE YOU INTERESTED IN OBTAINING MORE INFORMATION OR HAVE YOU COMMENTS ON THE IMPLEMENTATION OF THE PROJECT?

DRAFTED BY: AID/LAC/DR/EHR:MARNOLD:CG:0056R
APPROVED BY: AID/LAC/DR/EHR:JCARMEN
LAC/CEN (INFO): LAC/SAM (INFO):
LAC/CAP (INFO): LAC/DR/EHR:LGARZA
-----363222 1206032 /38

6. FOR ALL MISSIONS, HAVE YOU CURRENT PROJECTS WHICH MIGHT COMPLEMENT OR OTHERWISE SUPPORT THE ATIE PROJECT? WHAT ARE THE PROJECTS AND HOW COULD THE ATIE PROJECT BE USEFUL IN CARRYING OUT THESE PROGRAMS.

P 170557Z OCT 90
FM SECSTATE WASHDC
TO AMEMBASSY LA PAZ PRIORITY *rec'd*
AMEMBASSY SAN JOSE PRIORITY *rec'd SJ 12308*
AMEMBASSY QUITO PRIORITY
AMEMBASSY SAN SALVADOR PRIORITY
AMEMBASSY GUATEMALA PRIORITY
AMEMBASSY BELIZE PRIORITY *rec'd*
AMEMBASSY TEGUCIGALPA PRIORITY *rec'd*
AMEMBASSY PORT AU PRINCE PRIORITY *rec'd*
AMEMBASSY KINGSTON PRIORITY *rec'd*
AMEMBASSY BRIDGETOWN PRIORITY *rec'd*
AMEMBASSY SANTO DOMINGO PRIORITY
AMEMBASSY LIMA PRIORITY

7. PLEASE RESPOND TO THE CABLE BY NOVEMBER 1 SO THAT YOUR COMMENTS MAY BE INCLUDED IN THE PROJECT EVALUATION. PLEASE SEND COMMENTS TO LAC/DR/EHR, ATTN: MARILYN ARNOLD. BAKER

UNCLAS STATE 345409

AIDAC

E.O. 12356: N.A.

TAGS:
SUBJECT: ADVANCED TRAINING IN ECONOMIC ATIE PROJECT EVALUATION

1. SUMMARY: THE ATIE IS A REGIONALLY FUNDED SCHOLARSHIP PROJECT FOR TRAINING ECONOMISTS TO FILL KEY ANALYSIS AND POLICY POSITIONS. THE PROJECT PROVIDES FOR 80 PRE-PH.D LEVEL SCHOLARSHIPS IN THE FIELD OF ECONOMICS IN FOUR "CENTERS OF EXCELLENCE" IN LATIN AMERICA -- AUTONOMOUS TECHNOLOGICAL INSTITUTE OF MEXICO; ARGENTINE CENTER FOR MACROECONOMIC STUDIES; PONTIFICAL CATHOLIC UNIVERSITY OF CHILE; AND THE UNIVERSITY OF TUDUMAN IN ARGENTINA. FOR SOME OF THE GRADUATES OF THESE PROGRAMS OR FOR OTHER OUTSTANDING SCHOLARS, THE PROJECT OFFERS OPPORTUNITIES FOR 26 PH.D. LEVEL PROGRAMS IN ECONOMICS IN SELECTED U.S. UNIVERSITIES. PARTICIPANTS IN THE PROJECT MAY BE SELECTED FROM ALL OF THE COUNTRIES IN THE REGION WHICH RECEIVE A.I.D. ASSISTANCE. CANDIDATE SELECTION IS DONE BY RECRUITMENT TEAMS REPRESENTING THE FOUR LATIN AMERICAN PARTICIPATING INSTITUTIONS. THE PROJECT, WHICH WAS INITIATED IN JANUARY, 1989, IS CURRENTLY IN THE PROCESS OF BEING EVALUATED. THE

PURPOSE OF THIS CABLE IS TO OBTAIN MISSION COMMENTS TO BE USED IN THE EVALUATION. END SUMMARY.

2. IS YOUR MISSION FAMILIAR WITH THE ATIE PROJECT AND HAVE RECRUITMENT TEAMS VISITED THE MISSION?

3. IF ATIE RECRUITMENT HAS TAKEN PLACE IN YOUR COUNTRY, WHAT HAS BEEN YOUR EXPERIENCE WITH THE PROCESS? WAS THE MISSION ASKED TO SUGGEST POSSIBLE CANDIDATES? WERE THE MOST LIKELY SOURCES OF LOCATING THE BEST CANDIDATES USED IN THE RECRUITMENT PROCESS? DID RECRUITMENT APPEAR TO BE FREE FROM FAVORITISM AND WERE WOMEN AND MINORITY GROUPS GIVEN EQUAL OPPORTUNITY TO BE SELECTED? ARE YOU AWARE OF ANY PARTICIPANTS BEING SELECTED FROM UNDER

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PAGE 01 BELIZE 05250 01 OF 02 2423322 5263 025596 A10B167
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BELIZE 05250 01 OF 02 2423322 5263 025596 A10B167
CANDIDATES IN GUATEMALA. WE HAD NOT BEEN AWARE OF THE INTERVIEW PROCESS, VENUE, SCHEDULE AND NUMBER OF CANDIDATES. WE UNDERSTAND FROM MR. ZABANEH THAT MOST CENTRAL AMERICAN COUNTRIES HAD MORE THAN ONE CANDIDATE INTERVIEWED.

ACTION OFFICE LADR-02
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/011 A2 LS 30/16042

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R 232258Z OCT 90
FM AMEMBASSY BELIZE
TO SECSTATE WASHDC 3260

UNCLAS SECTION 01 OF 02 BELIZE 05250

AIDAC

FOR LAC/DR/EHR, ATTN MARILYN ARNOLD

E.O. 12356: N/A
SUBJECT: ADVANCED TRAINING IN ECONOMICS (ATIE)
PROJECT EVALUATION

REF: STATE 345429

1. USAID'S RESPONSE TO QUESTIONS IN REFTEL ON SUBJECT PROJECT ARE PROVIDED BELOW.

2. USAID IS FAMILIAR WITH ATIE PROJECT. NO RECRUITMENT TEAM HAD VISITED BELIZE.

3. USAID ASSISTED WITH RECRUITMENT OF POSSIBLE BELIZEAN CANDIDATES BY FORMALLY ADVISING THE GOVERNMENT OF BELIZE (GOB) OF THIS SCHOLARSHIP PROGRAM AND REQUESTING NOMINEES. HOWEVER, THE GOB DID NOT

NOMINATE ANYONE.

4. LIKEWISE, USAID STAFF DISCUSSED THE PROJECT WITH SEVERAL OFFICIALS OF THE BELIZE CHAMBER OF COMMERCE AND INDUSTRY AND WITH SELECTED INDIVIDUALS WITH ECONOMICS BACKGROUND FROM BOTH PRIVATE AND PUBLIC SECTORS, INCLUDING RECENT CENTRAL AMERICA PEACE SCHOLARSHIP (CAPS) PROGRAM RETURNEES, BUT MAINLY ON AN INFORMAL BASIS. THE ONLY BELIZEAN PARTICIPANT IN THE ATIE PROJECT (WHO IS ALSO A FORMER CAPS SCHOLAR) LEARNED ABOUT THE PROGRAM THROUGH THIS PROCESS, WHICH WE BELIEVE IS NOT THE BEST SYSTEM FOR RECRUITING CANDIDATES AS IT IS RESTRICTED GENERALLY TO PERSONS WHO ARE FAMILIAR WITH THE USAID PROGRAM. WHILE THE BELIZEAN PARTICIPANT ACCEPTED BY THE PROGRAM IS HIGHLY QUALIFIED, WE BELIEVE THERE ARE OTHER POTENTIAL CANDIDATES WHICH WE HAVE BEEN UNABLE TO REACH.

5. SINCE THE SELECTION PROCESS WAS NOT DONE IN BELIZE AND WE DO NOT KNOW ANY OF THE ATIE SCHOLARS, EXCEPT FOR THE BELIZEAN PARTICIPANT, WE CANNOT PROVIDE AN OBJECTIVE RESPONSE ON THE QUESTIONS ON FAVORITISM, EQUAL OPPORTUNITY AND UPPER INCOME PARTICIPANTS.

6. WE ARE NOT SATISFIED WITH THE MANNER OF OUR INVOLVEMENT IN THE PROJECT. THE PROJECT HAS BEEN INTRODUCED TO US MAINLY THROUGH THE PROJECT PAPER PROVIDED BY THE LAC BUREAU AND A LETTER FROM THE FRANCISCO MARROQUIN FOUNDATION INVITING NOMINEES FOR THE SCHOLARSHIP PROGRAM. AFTER WE NOMINATED MR. LOUIS ZABANEH, THE BELIZEAN WHO RECEIVED THE SCHOLARSHIP, WE

WERE NOT INFORMED OF THE STATUS AND SELECTION PROCESS UNTIL MR. ZABANEH ADVISED US THAT HE HAD BEEN SELECTED BY THE RECRUITMENT PANEL WHICH INTERVIEWED OVER 15

7. SUGGESTIONS FOR IMPROVING USAID'S AND BELIZE'S PARTICIPATION IN PROJECT IMPLEMENTATION:

(A) TO ATTRACT MORE PARTICIPANTS FROM ENGLISH-SPEAKING CARIBBEAN COUNTRIES, WE STRONGLY RECOMMEND THAT THE PROJECT CONSIDER THE UNIVERSITY OF THE WEST INDIES (UWI) IN JAMAICA AS ANOTHER PARTICIPATING INSTITUTION FOR THE PRE-Ph.D. LEVEL SCHOLARSHIPS. CURRENTLY, THE NUMBER OF CANDIDATES WHICH BELIZE AND OTHER ENGLISH-SPEAKING CARIBBEAN COUNTRIES COULD NOMINATE FOR THE SCHOLARSHIP PROGRAM IS RESTRICTED SINCE THE INSTITUTIONS INVOLVED IN THE MASTER'S PROGRAM REQUIRE FLUENCY IN SPANISH. IN FACT, THIS IS PARTLY THE REASON THAT THE GOVERNMENT OF BELIZE DID NOT NOMINATE ANYBODY FOR THE PROGRAM. WE UNDERSTAND THE PROJECT WILL ALLOW CANDIDATES FROM ENGLISH-SPEAKING CARIBBEAN COUNTRIES TO TAKE THE MASTER'S PROGRAM IN SELECTED U.S. UNIVERSITIES BUT ONLY IN EXCEPTIONAL CASES SINCE COSTS ARE QUITE HIGH. WE BELIEVE THE COST AND QUALITY OF A MASTER'S DEGREE IN THE UWI ECONOMICS PROGRAM ARE COMPARABLE TO THOSE IN THE FOUR LATIN AMERICAN UNIVERSITIES. MOREOVER,

BASED ON USAID/BELIZE'S EXPERIENCE, A MASTER'S DEGREE PROGRAM IN UWI COSTS ABOUT 50 PERCENT LESS THAN IN

nic

*Yes!
UWI is in
the institutions
list*

*They have
not read
the project
description
carefully*

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PAGE 01 BELIZE 05250 02 OF 02 242332Z 5643 025599 AID8222
ACTION AID-00

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INFO LACA-03 AALA-01 SAST-01 ES-01 STPO-01 RELO-01
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FM AMEMBASSY BELIZE
TO SECSTATE WASHDC 3261

UNCLAS SECTION 02 OF 02 BELIZE 05250

AIDAC

MOST STATE-RUN UNIVERSITIES IN THE U. S.

(B) FOR FUTURE RECRUITMENT EFFORTS, WE ENCOURAGE THE PROJECT TO ADVERTISE OR PROVIDE THE MISSION WITH FUNDS TO ADVERTISE. IN THE LATTER CASE, WE WOULD NEED MORE INFORMATION TO EFFECTIVELY PROMOTE THE SCHOLARSHIP PROGRAM IN THE LOCAL MEDIA. THIS WOULD ENABLE THE PROJECT TO REACH MORE BELIZEANS WHO ARE QUALIFIED AND INTERESTED IN PARTICIPATING IN THE PROGRAM. THE INFORMAL MANNER IN WHICH WE ARE PROMOTING THE PROGRAM IN BELIZE IS INADEQUATE AND UNFAIR AS ONLY A LIMITED NUMBER OF PEOPLE ARE REACHED, ESPECIALLY SINCE MOST OF THE BELIZEANS FLUENT IN SPANISH LIVE OUTSIDE BELIZE CITY. HOWEVER, WITHOUT APPROPRIATE SUPPORT FROM THE PROJECT IMPLEMENTORS, WE ARE UNABLE TO PROMOTE THE SCHOLARSHIPS MORE FULLY. WE HAVE BEEN UNABLE TO ISSUE OFFICIAL PRESS RELEASES ON THE PROGRAM DUE TO LIMITED INFORMATION AVAILABLE TO MISSION (E. G., WHETHER THE

PROJECT WILL REALLY FINANCE A MASTER'S DEGREE IN A U. S. UNIVERSITY).

*Not appropriate since the
is a mission*

(C) TO ENABLE THE MISSION TO ADEQUATELY COORDINATE AND BE AWARE OF DEVELOPMENTS REGARDING BELIZEAN PARTICIPANTS IN THE PROGRAM, WE ENCOURAGE THE PROJECT IMPLEMENTORS TO PROVIDE THE USAID TRAINING OFFICER ALL COPIES OF CORRESPONDENCE BETWEEN THEM AND ALL BELIZEAN CANDIDATES AND PARTICIPANTS.

8. USAID'S CAPS PROJECT AND USIA'S CAMPUS PROGRAM, PROVIDE SCHOLARSHIPS LEADING TO A BACHELOR'S DEGREE IN SELECTED FIELDS, INCLUDING ECONOMICS. THESE ARE THE ONLY ACTIVITIES WE PRESENTLY HAVE WHICH CAN COMPLEMENT AND SUPPORT THE ATIE PROJECT. THE CAPS PROJECT DOES NOT PROVIDE SCHOLARSHIPS FOR GRADUATE STUDIES, WHILE THE CAMPUS IS AN UNDERGRADUATE COMPONENT OF THE FULLBRIGHT PROGRAM WHICH OFFERS FINANCIAL ASSISTANCE FOR GRADUATE STUDIES.

9. WE ARE CURRENTLY DESIGNING A NEW DEVELOPMENT TRAINING SCHOLARSHIP PROJECT, PROPOSED TO START IN FY 91, WHICH WILL FUND BOTH LONG- AND SHORT-TERM ACADEMIC AND TECHNICAL TRAINING PROGRAMS FOR THE PUBLIC AND PRIVATE SECTORS IN BELIZE. IT IS POSSIBLE THAT THIS NEW PROJECT WILL FUND SCHOLARSHIPS FOR UNDERGRADUATE AND GRADUATE STUDIES IN ECONOMICS. WE ARE OPEN TO THE IDEA OF USING SOME OF THE INSTITUTIONS PARTICIPATING IN THE ATIE PROJECT FOR THIS NEW PROJECT. HAYES

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FM AMEMBASSY SAN JOSE
TO SECSTATE WASHDC

UNCLAS SAN JOSE 12300

AIDAC

FOR MARILYN ARNOLD, LAC/DR/EHR

E.O. 12356: N/A
SUBJECT: ADVANCED TRAINING IN ECONOMICS PROJECT

REF: STATE 345409

1. WE ARE VERY FAMILIAR WITH THE SUBJECT PROJECT. IN THE UNIVERSITY OF COSTA RICA, WHICH HAS THE LARGEST FACULTY OF ECONOMICS, AND WHERE THE MISSION HAS CLOSE CONTACTS WITH THE FACULTY AND STUDENTS, THE PROGRAM IS WELL KNOWN AND STUDENTS ASPIRE TO BEING CONSIDERED FOR IT.

2. FOUR RECRUITMENT TRIPS TO COSTA RICA HAVE TAKEN PLACE, AND ONE IS PLANNED FOR EARLY NOVEMBER.

3. WE THINK THAT THE RECRUITMENT PROCESS HAS

RECEIVED ADEQUATE PUBLICITY AND THAT THE RECRUITERS HAVE VISITED THE MOST IMPORTANT HIGHER EDUCATION INSTITUTIONS, SPECIFICALLY THE UNIVERSITY OF COSTA RICA, THE UNIVERSIDAD AUTONOMA DE CENTROAMERICA AND THE UNIVERSIDAD NACIONAL IN HEREDIA. STUDENTS HAVE BEEN RECRUITED ALSO FROM THE PRIVATE SECTOR (FOR EXAMPLE, THE FORMER CHIEF ECONOMIST OF THE STOCK EXCHANGE IS NOW STUDYING IN CHILE WITH AN ATIE SCHOLARSHIP). RECRUITERS ALSO HAVE INTERVIEWED CANDIDATES FROM THE CENTRAL BANK, BUT NONE HAS BEEN CHOSEN.

4. WE HAVE SUGGESTED CANDIDATES TO THE RECRUITERS, AND THEY HAVE BEEN INTERVIEWED.

5. WE ARE NOT AWARE OF ANY FAVORITISM, AND HAVE NO REASONS TO BELIEVE THAT THERE HAS BEEN DISCRIMINATION ALONG GENDER OR RACIAL LINES.

6. WE DO NOT KNOW WITH CERTAINTY WHETHER CANDIDATES FROM HIGHER INCOME GROUPS HAVE BEEN SELECTED. OF THE STUDENTS SELECTED, WE KNOW THE SOCIOECONOMIC STATUS OF FIVE, AND ONLY ONE MAY HAVE BEEN ABLE TO BE SUPPORTED BY HIS FAMILY. THE FATHER OF THIS CANDIDATE IS A LAWYER, BUT NOT CONSIDERED A WEALTHY INDIVIDUAL.

7. WE BELIEVE THAT THE A.T.I.E. PROJECT WILL HAVE A HIGHLY BENEFICIAL EFFECT ON COSTA RICA AS IT IS HELPING TO TRAIN THE NEXT GENERATION OF POLICY-MAKERS. USAID/COSTA RICA IS PLANNING TO

INITIATE AN ECONOMIC TRAINING PROGRAM AT THE GRADUATE LEVEL. IF WE DO SO, WE WOULD CONSIDER USING A MECHANISM SIMILAR TO A.T.I.E.

NDPWE

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/011 A0 18/0952Z

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FM AMEMBASSY TEGUCIGALPA
TO SECSTATE WASHDC 5508

UNCLAS TEGUCIGALPA 17935

AIDAC

AID FOR LACDR EHR, MARILYN ARNOLD

E.O. 12356, N.A.
SUBJECT: ADVANCED TRAINING IN ECONOMICS (ATIE) PROJECT
EVALUATION

REF. STATE 345409

1. IN RESPONSE TO REFTEL, USAID/HONDURAS IS FAMILIAR WITH THE ATIE PROJECT. WE HAVE BEEN BRIEFED ON THE PROJECT BY ARNOLD HARBERGER AND MARILYN ARNOLD. OTHER THAN INFORMAL RECRUITING CONDUCTED BY PROFESSOR HARBERGER, WE ARE AWARE OF ONLY ONE OTHER RECRUITER WHO VISITED HONDURAS, RICARDO SAMANIEGO OF ITAM IN JUNE 1989. HOWEVER TWO ARE SCHEDULED TO ARRIVE IN NOVEMBER, 1990 (UNIVERSIDAD CATOLICA DE CHILE AND TUCUMAN).

2. WE HAVE NOT, TO DATE, HAD MUCH EXPERIENCE WITH THE PROJECT AND WOULD MOST APPRECIATE BEING KEPT INFORMED CONCERNING ITS PROGRESS.

3. THE MISSION'S POLICY ANALYSIS AND IMPLEMENTATION PROJECT COMPLEMENTS THE ATIE SINCE THE FORMER SEEKS TO TRAIN 25 HONDURANS IN GRADUATE ECONOMICS (10 AT THE PH.D. LEVEL AND 25 AT THE MASTERS LEVEL). APCOS

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PAGE 01 BRIDGE 07963 012016Z 0737 029346 AID5984
ACTION AID-00

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/011 A0 06/0754Z

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FM AMEMBASSY BRIDGETOWN
TO SECSTATE WASHDC 2053

UNCLAS BRIDGETOWN 07963

AIDAC

PASS TO MARILYN ARNOLD, LAC/DR/EHR

E.O. 12356: N/A

TAGS: NONE

SUBJECT: ADVANCED TRAINING IN ECONOMICS (ATIE)
PROJECT EVALUATION

REF: STATE 345409

1. ALTHOUGH RDO/C HAS NOT HAD EXPERIENCE WITH
SUBJECT PROJECT, WE WOULD BE INTERESTED IN RECEIVING
A COPY OF THE PROJECT EVALUATION. THE MISSION'S
ECONOMIST HAD IDENTIFIED TWO POTENTIAL CANDIDATES.
HOWEVER, BOTH OF THESE INDIVIDUALS INDICATED THEIR
PREFERENCE TO ATTEND THE UNIVERSITY OF THE WEST
INDIES INSTEAD OF U.S. INSTITUTIONS.

2. MISSION REGRETS THAT ITS PRESENT PROJECT

PORTFOLIO DOES NOT COMPLEMENT OR OTHERWISE SUPPORT
THE ATIE PROJECT. OWENS

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PAGE 01 KINGST 12715 052024Z 7462 028607
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FM AMEMBASSY KINGSTON
TO SECSTATE WASHDC PRIORITY 3695

UNCLAS KINGSTON 12715

AIDAC

FOR: LAC/DR/EHR, MARILYN ARNOLD

E. O. 12356: N/A
SUBJ: ADVANCED TRAINING IN ECONOMICS (ATIE)
PROJECT EVALUATION

REF: STATE 345409

1. MISSION PROVIDES RESPONSE TO REFTEL AS FOLLOWS.
2. USAID/JAMAICA HAS NOT BEEN INVOLVED IN THE ADVANCED TRAINING IN ECONOMICS PROJECT (ATIE).
3. MISSION NOW REQUESTS MORE INFORMATION ON THIS PROGRAM; SPECIFICALLY, (A) THE LEVELS OF FUNDING PER MISSION; (B) THE CRITERIA FOR OBTAINING SUCH SCHOLARSHIPS; AND (C) RECRUITMENT PROCEDURES.
4. COPY OF THIS CABLE HAS BEEN SENT TO THE UNIVERSITY OF THE WEST INDIES (UWI) MANAGEMENT TRAINING PROJECT COORDINATOR FOR COMMENTS. UWI MAY HAVE BETWEEN 3-5 POTENTIAL CANDIDATES OVER THE NEXT THREE YEARS (1991-1993).

HOLDEN

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ACTION AID-00

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TO SECSTATE WASHDC IMMEDIATE 7142

UNCLAS LA PAZ 15836

AIDAC

FOR LAC/DR/EHR MARILYN ARNOLD - ALLAN BROEHL

E. O. 12356: N/A
SUBJECT: ADVANCED TRAINING IN ECONOMICS (ATIE)
PROJECT EVALUATION

1. PER REFTEL PARAGRAPH 2 MISSION IS SOMEWHAT FAMILIAR WITH ATIE. RECRUITMENT TEAMS HAVE NOT VISITED MISSION.

2. PER REFTEL PARAGRAPH 3, OUR INVOLVEMENT WITH ATIE PARTICIPANTS HAS BEEN LIMITED TO ASSISTING SELECTED INDIVIDUALS IN ATTAINING SECURITY AND MEDICAL CLEARANCES TO LEAVE THE COUNTRY. SOME CLEARANCES WERE REQUESTED AFTER PARTICIPANTS HAD ALREADY LEFT THE COUNTRY. WE HAVE HAD NO INFORMATION WHATSOEVER AS TO HOW PARTICIPANTS ARE SELECTED. LATELY WE HAVE BEEN RECEIVING GRADE

REPORTS ON ATIE PARTICIPANTS IN TRAINING. OVERALL, THERE HAS BEEN LITTLE COORDINATION BETWEEN ATIE AND MISSION.

3. PER REFTEL PARAGRAPH 4, MISSION WOULD LIKE TO PARTICIPATE EARLY IN THE PROCESS ASSISTING WITH CANDIDATE NOMINATIONS AND SUGGESTING INSTITUTIONS WHERE CANDIDATES CAN BE RECRUITED FROM, BEFORE RECRUITMENT TEAMS ARRIVE. MISSION IS CONSTANTLY FLOODED BY REQUESTS FOR TRAINING AND MAINTAINS ACTIVE CONTACT WITH SEVERAL INSTITUTIONS WHERE ATIE PARTICIPANTS COULD BE SELECTED FROM. MISSION WOULD ALSO LIKE TO BE ADVISED WHEN PARTICIPANT SELECTION IS COMPLETED TO BE ABLE TO BETTER ASSIST WITH VISA AND CLEARANCE PROCEDURES.

4. MISSION HAS INCURRED EXPENSES IN CONTACTING WASHINGTON REGARDING ATIE PARTICIPANTS AND CHARGED THESE COSTS TO OTHER PROJECTS. PLEASE ADVISE HOW YOU INTEND TO FUND THESE COSTS IF MISSION IS TO CONTINUE ASSISTING WITH THE PROJECT.

5. PER REFTEL PARAGRAPH 6, MISSION SENDS INDIVIDUALS FOR TRAINING AT THE MASTER'S LEVEL IN ECONOMICS IN THE U. S. AND THIRD COUNTRIES BUT WE HAVE NO DOCTORAL SCHOLARSHIPS. SOME OF OUR MASTER'S PARTICIPANTS COULD BENEFIT FROM ATIE DOCTORAL SCHOLARSHIPS. GELBARD

*11/15/90
Cecile will call
John Davidson*

12
LAC/DR/EHR
M. Arnold

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TO SECSTATE WASHDC 4936

UNCLAS GUATEMALA 13539

AIDAC

FOR LAC/DR/EHR, MARILYN ARNOLD

E. O. 12356: N/A
SUBJECT: ADVANCED TRAINING IN ECONOMICS (ATIE) PROJECT
EVALUATION

REF: STATE 345409

1. IN RESPONSE TO REFTEL MISSION PLEASED TO ANSWER QUESTIONS AS FOLLOWS
2. IS YOUR MISSION FAMILIAR WITH THE ATIE PROJECT AND HAVE RECRUITMENT TEAMS VISITED THE MISSION? YES
3. IF ATIE RECRUITMENT HAS TAKEN PLACE IN YOUR COUNTRY, WHAT HAS BEEN YOUR EXPERIENCE WITH THE PROCESS? MISSION HAS NOT NOMINATED POSSIBLE CANDIDATES. WAS THE MISSION ASKED TO SUGGEST POSSIBLE CANDIDATES? NO.
4. FOR THOSE MISSIONS HAVING EXPERIENCE WITH THE ATIE PROJECT, ARE YOU SATISFIED WITH THE ACCESS OF PARTICIPATION YOU HAVE IN PROJECT IMPLEMENTATION? DO YOU HAVE SUGGESTIONS ON HOW TO IMPROVE MISSION PARTICIPATION IN THE IMPLEMENTATION OF THIS PROJECT? N/A.
5. FOR MISSIONS NOT HAVING EXPERIENCE WITH THE PROJECT, ARE YOU INTERESTED IN OBTAINING MORE INFORMATION OR HAVE YOUR COMMENTS ON THE IMPLEMENTATION OF THE PROJECT? MISSION INTERESTED IN MORE INFORMATION.
6. FOR ALL MISSIONS, HAVE YOU CURRENT PROJECTS WHICH MIGHT COMPLEMENT OR OTHERWISE SUPPORT THE ATIE PROJECT? WHAT ARE THE PROJECTS AND HOW COULD THE ATIE PROJECT BE USEFUL IN CARRYING OUT THESE PROGRAMS? NO. STROCK

*Pretty much
of a non-response!*

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PAGE 01 PORT A 08279 072114Z 6060 032465 AID0511
ACTION AID-00

ACTION OFFICE LADR-03
INFO LACA-03 AALA-01 SAST-01 ES-01 STFO-01 AMAD-01
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R 072120Z NOV 90
FM AMEMBASSY PORT AU PRINCE
TO SECSTATE WASHDC 8799

UNCLAS PORT AU PRINCE 08279

ADM AID

FOR LAC DR HR. MARILYN ARNOLD

E. O. 12356: N A

SUBJECT: ADVANCED TRAINING IN ECONOMICS (ATIE) PROJECT
EVALUATION

REF. STATE 345409

1. THE MISSION BECAME AWARE OF ATIE PROJECT IN JUNE 1989 AT THE TIME OF MARILYN ARNOLD'S VISIT TO HAITI. INITIAL PLAN MADE BY THE MISSION ECONOMIST, THE TRAINING OFFICER AND MS. ARNOLD, FOR A RECRUITMENT TEAM TO VISIT HAITI DID NOT MATERIALIZE.

2. THE MISSION WOULD LIKE TO RECEIVE UPDATED INFORMATION ABOUT THE ATIE PROJECT AND THE CURRENT IMPLEMENTATION SCHEDULE INCLUDING SPECIFIC DATES FOR IN-COUNTRY VISITS BY THE RECRUITMENT TEAM, FOR THE NEXT CYCLE OF SCHOLARSHIPS.

3. PRESENTLY, THERE ARE NO MISSION PROJECTS THAT EITHER COMPLEMENT OR SUPPORT THE ATIE PROJECT.

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TELEGRAM**

**AGENCY FOR INT'L DEV.
TELECOMMUNICATIONS CENTER**

PAGE 01 LIMA 17011 01 OF 02 001624Z 0030 039722 AID2307
ACTION AID-00

ACTION OFFICE LADR-03
INFO LADP-03 LASA-03 PPCE-01 IT-06 RELO-01 DO-01
/018 A6 TR24 24/1355Z

INFO LOG-00 ARA-00 CIAE-00 DODE-00 EB-00 /0034
-----1A2756 001624Z /40-M 3

R 001623Z NOV 90
FM AMEMBASSY LIMA
TO SECSTATE WASHDC 2057

UNCLAS SECTION 01 OF 02 LIMA 17011

AIDAC

FOR LAC/DR EHR ARNOLD

E.O. 12356: N/A

SUBJECT: ATIE PROJECT EVALUATION: USAID PERU RESPONSE

REF: STATE 345409

1. USAID PERU APPRECIATES THE OPPORTUNITY TO COMMENT ON THE ATIE PROJECT, AND TO PARTICIPATE IN THE EVALUATION. OUR RESPONSES ARE KEYED TO THE QUESTIONS POSED IN REFTEL:

2. ANSWER NO. 2: THE MISSION IS FAMILIAR WITH THE ADVANCED TRAINING IN ECONOMICS PROJECT (ATIE), AND HAS MADE EFFORTS TO DISSEMINATE INFORMATION ABOUT IT TO POTENTIAL TRAINING CANDIDATES.

3. ANSWER NO. 3: THE MISSION'S EXPERIENCE WITH THE RECRUITMENT PROCESS HAS BEEN MIXED. SINCE THE PROJECT

STARTED, ONLY THREE SCHOOLS HAVE SENT RECRUITERS TO PERU (CEMA, THE CATHOLIC UNIVERSITY OF CHILE, AND THE UNIVERSITY OF TUCUMAN). OF THESE, ONLY TWO SCHOOLS (CEMA AND TUCUMAN) CONTACTED THE MISSION; THE RECRUITER FROM THE UNIVERSITY OF CHILE CONTACTED THE MISSION THROUGH A THIRD PARTY. IN THE CASE OF CEMA AND TUCUMAN, BOTH RECRUITERS ASKED THE MISSION TO SUGGEST POSSIBLE CANDIDATES, AND PROCEEDED TO INTERVIEW SOME OF THEM. THE UNIVERSITY OF CHILE DID NOT ASK THE MISSION FOR POTENTIAL CANDIDATES. FROM THE MISSION'S PERSPECTIVE, THE UNIVERSITY OF TUCUMAN AND CEMA MADE EFFORTS TO GIVE DISADVANTAGED GROUPS EQUAL OPPORTUNITY; WE CANNOT COMMENT ON THE UNIVERSITY OF CHILE'S EFFORTS. THE MISSION IS NOT AWARE OF THE SELECTION OF PARTICIPANTS FROM UPPER INCOME FAMILIES WHO WOULD HAVE BEEN ABLE TO FINANCE THE TRAINING ON THEIR OWN.

(4) ANSWER NO. 4: THE ACCESS OF THE MISSION TRAINING DIVISION TO THE ATIE PROJECT W/S LIMITED TO PROVIDING SUPPORT FOR PROCESSING SECURITY CLEARANCES AND MEDICAL EXAMINATIONS FOR POTENTIAL CANDIDATES, AS REQUIRED BY THIS PROJECT. IN ADDITION, MISSION HAD TO PERSIST IN REQUESTING CONTRACTOR FOR THE PROMPT SUBMISSION OF THE PIO/P'S COPIES. UNFORTUNATELY, THESE PIO/PS ARRIVED AFTER THE PARTICIPANT'S DEPARTURE. THIS LIMITED PARTICIPATION DID CREATE SOME EXPECTATIONS ON THE PARTICIPANTS AND THEIR FAMILIES WHO WOULD OFTEN CALL US TO REQUEST FOLLOW-ON INFORMATION ABOUT DECISIONS ON FINAL SELECTION, TRAINING PROGRAMS, FINANCIAL ASPECTS ETC. IN THIS CONTEXT, MISSION EXPERIENCED SOME DISSATISFACTION SINCE THE INFORMATION WAS NOT AVAILABLE, NOR THE CONTRACTOR KEPT US INFORMED IN A TIMELY MANNER.

MISSION DID RECEIVE THE FIRST PAGE OF EACH APPROVED PIO/P, BUT THE SECOND PAGE THAT PROVIDES SUMMARIZED INFORMATION OF THE TRAINING PROGRAM OBJECTIVES DURATION,

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ETC. WAS NOT FILED OUT ACCORDINGLY FOR ANY OF THE FUNDACION MARROQUIN PARTICIPANTS. IN SUMMARY, THE INFORMATION PROVIDED THROUGH THE PIO/PS WAS NOT COMPLETE AND NOR IN ACCORDANCE WITH HB 10 REGULATIONS ON PARTICIPANT TRAINING.

5. AS A FINAL COMMENT, SOME OF THE TRAINING PROGRAMS SPONSORED THROUGH THE ATIE PROJECT DO EXCEED THE THREE YEAR LIMIT SET BY HB 10 AND DO NOT PROVIDE INFORMATION ABOUT THE COMPLEMENTARY TRAINING PROGRAM IN THE U.S.

6. CENTRALLY FUNDED OR REGIONALLY FUNDED PROGRAMS WITH ACTIVE TRAINING COMPONENTS SUCH AS THE ATIE PROJECT, SHOULD FORESEE MORE PARTICIPATION OF FIELD MISSIONS NOT ONLY TO IMPROVE COORDINATIONS BUT FOR PROVISION OF MORE EFFECTIVE SUPPORT FOR ALL PARTIES INVOLVED IN THIS PROCESS.

7. QUESTION NO. 5: NOT APPLICABLE.

8. QUESTION NO. 6: THE MISSION HAS TWO PROJECTS WHICH ARE COMPLEMENTARY TO ATIE'S ACTIVITIES. ONE PROJECT IS THE PRIVATE SECTOR POLICY PLANNING AND INSTITUTIONAL DEVELOPMENT PROJECT (527-0298) WHICH PROVIDES SHORT AND LONG TERM TRAINING IN PUBLIC ADMINISTRATION AND ECONOMICS TO PUBLIC SECTOR INSTITUTIONS (THE CENTRAL RESERVE BANK, THE NATIONAL PLANNING INSTITUTE, AND THE

MINISTRY OF FINANCE-) THIS PROJECT IS SCHEDULED TO END IN MARCH, 1992. THE SECOND PROJECT IS THE POLICY ANALYSIS, PLANNING AND IMPLEMENTATION PROJECT (527-0343), WHICH WILL PROVIDE THE GOP AND THE PRIVATE SECTOR WITH TECHNICAL ASSISTANCE, STUDIES, AND TRAINING IN THE DESIGN AND IMPLEMENTATION OF ECONOMIC POLICIES, PROGRAMS AND PROJECTS. THE ATIE PROJECT COULD BE USEFUL BY TAKING INTO CONSIDERATION SOME OF THE CANDIDATES FROM

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PAGE 01 LIMA 17011 02 OF 02 081624Z 5775 039718 AID0875
ACTION AID-00 (SECTION MESSAGE DELAYED FROM DEPT OF STATE)

ACTION OFFICE LADR-03
INFO LADP-03 LASA-03 PPCE-01 IT-06 RELO-01 DO-01
/018 A6 TR24 24/1351Z

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-----205B5F 081624Z /50 49

R 081623Z NOV 90
FM AMEMBASSY LIMA
TO SECSTATE WASHDC 2858

UNCLAS SECTION 02 OF 02 LIMA 17011

AIDAC

FOR LAC/DR EHR ARNOLD

E. O. 12356: N/A

SUBJECT: ATIE PROJECT EVALUATION: USAID PERU RESPONSE

THESE PROJECTS, IF THEY HAVE BEEN CHOSEN TO RECEIVE LONG
TERM TRAINING IN ECONOMIOM QUANTON

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**ANNEX III
LIST OF PEOPLE INTERVIEWED**

A. Foundation Francisco Marroquin (FFM)

Mr. William Weston, Project Administrative Director
Dr. Arnold Harberger, Project Academic Director
Ms. Rosa Gutierrez, Project Administrative Assistant

B. LAC/DR/EHR

Dr. Joseph Carney, Chief
Ms. Marilyn Arnold, Project Manager

C. USAID Missions (Telephone)

Costa Rica	Dr. Juan Belt
Bolivia	Ms. Beatriz O'Brien, Ms. Elizabeth Rowles
Peru	Ms. Veronica Ferrero
Ecuador	Ms. Catolina de Leon
Dominican Republic	Ms. Amelia Romero

D. Office of International Training

Ms. Joyce Kaiser
Mr. Tom Donnelly

E. FM/CMP/LC

Mr. James DuBois