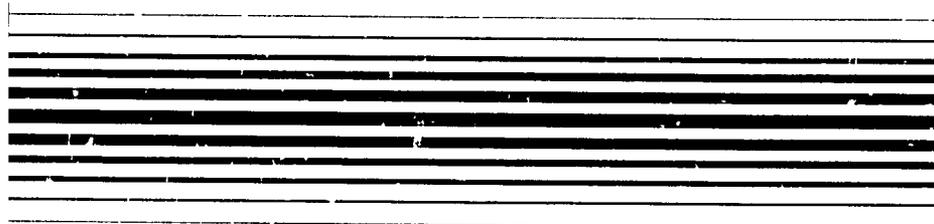


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LAC

LATIN AMERICA AND THE CARIBBEAN

EDUCATION AND HUMAN RESOURCES
TECHNICAL SERVICES PROJECT

ADVANCED TRAINING IN ECONOMICS (ATIE) PROGRAM

AN EVALUATION

February 1994

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Prepared by

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February 1994

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Executive Summary

The most important conclusion to be reached on the basis of this evaluation is that the ATIE Program represents a sound expenditure of USAID funds, with a high potential return for the investments made. Similar previous investments in Mexico, Argentina and Chile have yielded high returns in terms of impact on economic policy. USAID should seriously consider making additional training investments - both centrally and Mission funded - at LAPIs and at select U.S. universities to promote economic policy change in Latin America.

Purpose of Evaluation

The Cooperative Agreement with the Francisco Marroquin Foundation to administer the ATIE Program has been in effect for five years. The last evaluation was performed in November, 1990. It focused primarily upon how effectively and efficiently the project was being administered, both by the Agency for International Development and the Grantee. This mid-term evaluation will focus on evaluation of the program operation overall, evaluating the training provided by the Latin American Participating Institutions (LAPIs) and U.S. institutions, and looking at how returned ATIE participants will have used their degrees. In Chile and Mexico the Evaluator will also meet with people who have graduated from similar economic degree programs and report on how they have been able to intervene in important policy decisions, in what manner and with what outcomes, to provide validity to the types of training provided by the ATIE program."

Methodology

The procedure followed in conducting this study conforms to that outlined in the original Scope of Work for this assignment. It consisted of sequenced interviews with program managers, participants - both faculty and students - in the LAPI and U.S. university programs, former students in Costa Rica, Ecuador and other countries, other former Harberger students, and USAID Mission personnel in countries from which the participants originated. Data were gathered through personal interviews, use of structured questionnaires, telephone interviews and personal observations by the consultant. Copies of the questionnaires used are found in the appendix to this document, as are names of persons interviewed.

Procedure

Orientation to Program. The first phase of the evaluation was designed to provide the evaluator with an orientation to the program, including an overview of its objectives, structure and operation. Orientation was provided by USAID personnel in El Salvador and Washington, D.C., and by program administrators including Prof. Harberger and Mr. William Weston.

Review of LAPI Programs. Subsequently, visits were made to the four LAPI programs: (a) the Economics Department of the National University of Tucuman, in San Miguel de Tucuman, Argentina; (b) the Center for the Study of Applied Macro-Economics (CEMA), in Buenos Aires, Argentina; (c) the Economics Institute of the Pontific Catholic University (PUCC) in Santiago, Chile; and (d) the Economics Program of the Mexican Institute for Applied Technology (ITAM). Former Harberger students in Chile and Mexico were also interviewed to assess their current impact on economic policy in their countries. Visits permitted (a) assessment of LAPI programs quality; (b) assessment of student quality and their participation in the programs; (c) identification of problems with the program; and assessment of overall impact on economic policy of former Harberger students in Chile and Mexico.

Visits to U.S. Universities with ATIE Students. Visits were made to most U.S. universities at which ATIE-funded students are pursuing graduate degrees, including Berkeley, Clemson, Duke, Ohio State, Stanford, and UCLA. The visits permitted assessment of (a) program academic quality; (b) faculty and student quality; (c) program policy ambience; and (d) program problems. Faculty and students participants were interviewed, instructional programs reviewed, and the orientation of these programs towards economic policy assessed.

Contacts with Graduates of the Program. Returned participants and USAID Mission personnel in Costa Rica and Ecuador were interviewed. Actual and potential future impact of the program on economic policy was assessed in these countries; program problems were identified; and additional program activities to maximize program training on economic policy were identified. Important potential follow-on activities were discussed with USAID mission personnel.

Data Gathering Techniques

Data were gathered through telephone interviews, personal interviews, personal observations, and mailed questionnaires.

Telephone Interviews. Telephone interviews were conducted with USAID and FFM program managers, and with current and former student participants. Several interviews were repeated.

Personal Interviews. Personal interviews were conducted with USAID and FFM program managers, and with faculty, administrators and students enrolled at the LAPIs and at Duke, Clemson, Berkeley, Ohio State, Stanford and UCLA. Visits to Latin American countries permitted interviews with former LAPI and other Harberger students. Overall impact on economic policy in their respective countries was assessed through these interviews. Interviews with USAID field personnel permitted assessment of Mission commitment to the program.

Questionnaires. Questionnaires were elaborated to gather data from former student participants, and participants in the U.S. They were mailed to former students in countries not visited by the evaluator.

Major Findings

Major findings are organized according to major components of the evaluation. These are program management, training modality, LAPI program quality, and overall program quality.

Program Management

Central program management has been excellent. The Francisco Marroquin Foundation has done a superior job of attending to personal student needs as well as their logistical needs. They have been responsive, responsible, and efficient. Professor Arnold C. Harberger and his colleagues have provided quality monitoring of the academic program, including student recruitment, placement and academic progress.

The quality of initial LAPI program management was uneven. Students at some LAPIs encountered problems with housing arrangement, monthly stipends, visas, and study initiation. These problems were specific to ATIE students in the programs. Most other students were nationals, and many were graduates of other LAPI programs. Changes in local coordinators and addition of administrative staff helped to resolve these problems. Ph.D. students in the U.S. indicated that local management was adequate. M.S. students in the U.S. complained about lack of personal faculty attention to their needs.

Cuts in central funding resulted in major changes in degree programming. The number of expected degrees was reduced substantially, particularly at the Ph.D. level. FFM indicated that all students currently undertaking training should be able to complete their degrees without the program exceeding authorized funding levels. They expect this to occur before reaching the project PACD.

All recommendations from the previous program evaluation have been addressed. These include recommendations regarding reporting of activities, placement of Ph.D. students, geographic distribution of participants, recognition of USAID contributions by FFM, keeping country USAID Missions informed, and FFM encouragement to students to return to their home countries.

Training Modality

Program cost effectiveness is impossible to assess at this juncture, given the program objective to impact on economic policy. Policy impact will occur during the careers of trained participants, and will increase over time. The central role of Prof. Harberger in the project suggests that it may be more cost effective than other programs. His presence and role increases access by participants to other Latin American economists who impact on policy.

This network includes over 400 students trained by Prof. Harberger who, over the years, have occupied key policy positions in Latin American countries, from President to Director of Central Banks, to key Planning and Finance Ministries. Many continue to occupy these key positions. Many are faculty of key graduate degree programs through which they train future generations of economists. These former students have and continue to exercise major impacts on the transformations of the Chilean, Argentinean and Mexican economies. Students being trained at LAPI institutions will become part of this network.

Pre-Ph.D. degree training at LAPI institutions is an important cost and program effective innovation. First, the quality of LAPI pre-Ph.D. economics training rivals that provided at the best U.S. institutions. LAPI professional degrees emphasize economics courses. Second, the cost of these degrees is less than that of comparable degrees at U.S. institutions. They do not require English language training; tuition costs are lower; and they require less overhead. Third, the opportunities for students to focus on economic policy issues and analysis are greater than for students in U.S. programs.

LAPI Program Quality

LAPI programs are of uniform high quality. LAPI students were recruited from various Latin American countries by recruiters who visited these countries and personally interviewed the students. Standard ability and achievement tests were administered to them. High standards have been maintained for ATIE participants, as reflected by the level of difficulty experienced by them in pursuing their degrees. ATIE student quality has varied by the rigor of undergraduate economics programs to which they previously had access in their native countries.

ATIE students in U.S. Ph.D. programs were classified as among the best in the Ph.D. programs by faculty and administrators. They are all highly qualified to pursue these degrees. Consistent with the program plan, only the best LAPI undergraduates have been selected for Ph.D. programs.

LAPI program faculty are well trained, committed, and on the whole up-to-date in their areas of expertise. Most have been trained at the best U.S. economics programs in the U.S. These programs benefit from visits by other faculty from these same U.S. university programs.

Research productivity at the LAPI's is lower than that found at comparable U.S. institutions. However, they give considerable attention to economic policy issues in their respective countries. Faculty members regularly consult with key national and international policy making institutions.

Academic programs emphasize rigorous training in micro- and macro-economics, in addition to mathematics, statistics and policy analysis. Course content is comparable in rigor and content to that of the best U.S. programs. LAPI programs place relatively greater emphasis on policy analysis than US. Masters degree programs. Faculty consulting and contract research

experiences with national and international development institutions are incorporated academic and research programs, thereby allowing students to benefit from them. Many of the faculty intermittently occupy key policy making positions in these organizations.

Analysis of post graduation activities of ATIE participants indicates that the program has had an impact on their occupational and income status. In select cases, the impact of these former participants on economic policy has been considerable. However, most graduates have not had sufficient time to apply their learning to these issues.

Gender biases are difficult to assess. Opinion data from the participants and LAPI faculty indicate that they are minimal, if indeed real. Those citing biases attribute them to "machismo" in Latin American society. Others cited women who have assumed positions in which they impact on policy. Most students failed to identify gender discrimination instances in the programs.

The ATIE program has had notable positive impacts on the LAPIs. These impacts have varied somewhat by LAPI. All have benefitted from the policy relevant experiences they have brought to the LAPI programs. All have also benefitted from the tuition and fees paid for ATIE students. These benefits have been relatively less for ITAM and CEMA.

ATIE Program Quality

Overall, students rated the ATIE program as excellent. This coincides with the evaluation of specific program aspects. All students in U.S. Ph.D. programs indicate that they were prepared to enter these programs. Many believe that they are better prepared than their U.S. colleagues. This is consistent with evaluations provided by program faculty and administrators. Students performance has also been consistent with this assessment.

Most students indicated that their programs were of excellent quality. All believe that the administration of the program was excellent in relation to attention to logistical and personal problems. M.S. students enrolled in U.S. programs complained about lack of policy relevance, as did several students at LAPI institutions. CEMA students tended to be more critical of this dimension than students at other LAPIs.

Student assessment of preparation for entry into LAPI programs varied, primarily by country. This is directly correlated with the quality of undergraduate training available in each country.

Lessons Learned

Several valuable lessons were learned from the evaluation of the ATIE program. Hopefully, they will be incorporated into future programs designed to achieve objectives that are similar to the ATIE program.

Student Recruitment.

Proper student selection is key to program success. Only the best students should be invited to participate, given the high requirements for excellence. This requires effective selection processes.

There are lessons associated with several dimensions of the selection process which merit further discussion.

- 1) *Selection Criteria.* Criteria used should ensure that candidates have appropriate academic preparation, are properly motivated, and are able to adapt well to other societies and the stress associated with rigorous academic programs.
- 2) *Key References.* Key references are probably the most effective determinants of future success in rigorous economic programs. These individuals should be known and have the confidence of representatives of the economics programs for which the candidates are applying.
- 3) *Deficiencies.* Many of countries from which participants were selected do not have good undergraduate economics programs. Remedial courses in countries in which students are being recruited could help overcome these deficiencies and serve to evaluate the knowledge base and learning ability of the candidates.

Critical Mass

A critical mass of economists must be trained in each country targeted by the program in order for this program to be effective. Graduates should represent a "school of thought" upon return to their countries. Their networking will be mutually reinforcing and strengthen key policy positions that are advocated by them.

- 1) *Leadership.* Only a very select group of economists should be expected to be trained and to advocate the policy positions which emanate from research, analysis and dialogue of key economic issues. Economists, who receive Ph.D. training by the best economics programs in the U.S., will be expected to provide this leadership.
- 2) *Country Focus.* Given limitations of resources and the need for a critical mass, training programs of this type should focus on several select countries. These

countries should be identified as potentially willing to change economic policies to favor open market economic activities.

- 3) *Institutional Base.* In order for a school of thought to take hold in a country, it needs to have an institutional base. This implies support for research, analysis and advocacy of policies associated with it, independent of the tenure of specific political parties in national governments. Ideally, they would be associated with the private sector.
- 4) *Inter-Program Coordination.* Programs such as ATIE should be coordinated with other similar training programs, such as PIMA. This may increase the impact of training investments while minimizing costs. Other programs should be identified early, and ways sought to build on their investments. One example of building on them would be to send their very best students to the U.S. for Ph.D. degrees after they graduate from LAPI programs.

Policy Reform vs. Human Resource Development

The program objective is to impact on the economic policy environment of Latin American economies. The focus is on policy change rather than filling gaps in national human resource profiles. This has important implications for program design, and inputs to increase training impact.

- 1) *Enabling Environments.* Impact from training will be increased substantially if attention is given to creating environments which enable this to occur. Fora should exist to encourage regular interaction and community identification among returned participants. Networks should be fostered, either through centers or programs within the respective countries. These mechanisms should facilitate regular interaction among returned participants within countries, and graduates from other countries, including mentors from Ph.D. programs in the U.S. and from LAPI programs in Latin America.
- 2) *Institution Building.* Program impact will depend on the ability of schools of thought to sustain themselves. This will depend in part on finding an environment which nurtures independent thought and rigorous analysis. In part it will depend on an environment which facilitates transmission of findings, through formal education and outreach activities.
- 3) *Policy Advocacy.* Policy impact depends on the ability of schools of thought to affect public decisions on relevant issues. This implies that these schools must openly advocate what they consider to be appropriate policy options on given issues. Opportunities must be found to facilitate interaction of proponents of these schools with public sector decision makers.

Recommendations

Recommendations are divided into those related to: (a) the current program; (b) follow-on activities related to the current program, and (c) advantageous new program initiatives.

Current Programs

These recommendations tend to reinforce observations and statements of preferences which have been made by administrators associated with the program.

- That existing commitments to current students be met.
- That the program should be extended in the event that all students not be able to complete their programs by the PACD.
- That FFM continue to monitor closely the performance and logistical conditions of student participants.
- That no more students be enrolled at CEMA until it resolves visa and other logistical difficulties experienced by previous participants.
- That students placed in U.S. degree programs be provided an opportunity to meet with each other to discuss the ATIE program concept and how they can work together in the future to further its objectives.
- That, when possible, Ph.D. students be provided opportunities to conduct dissertation research in their countries of origin.
- That Prof. Harberger visit students located at other U.S. institutions to discuss their programs with faculty and administrators at these institutions.
- That students be encouraged to undertake internships with the World Bank, the International Monetary Fund and other similar organizations while pursuing U.S. Ph.D. programs.

Program Follow-On

- That a minimum investment be made by the LAC Bureau to maintain the network of graduates of this program, perhaps through the creation of an association of program graduates that sponsors periodic meetings, a newsletter, etc.
- That the professional activities of graduates be monitored on an annual basis, and that impact assessments be conducted five and ten years after program termination to assess directly the impact of training on policy analysis in Latin America.

- That FFM continue to provide administrative and management inputs for these activities.

New Program Concepts

- That twenty graduates of the ATIE program be provided opportunities to pursue Ph.D. degrees through a new program, or through an amendment to the present program.
- That USAID Missions in countries, which have received substantial training under the program, develop programs to create institutional support bases for the students trained under ATIE.
- That opportunities for rigorous training of bright aspiring economists be provided to Latin American nations that wish to strengthen open market economies, but have weak university economics programs.
- That FFM continue to provide administrative and management inputs for these new programs.

Introduction

Purpose of Evaluation

The Cooperative Agreement with the Francisco Marroquin Foundation to administer the ATIE Program has been in effect for five years. The last evaluation was performed in November, 1990. It focused primarily upon how effectively and efficiently the project was being administered, both by the Agency for International Development and the Grantee. This mid-term evaluation will focus on evaluation of the program operation overall, evaluating the training provided by the Latin American Participating Institutions (LAPIs) and U.S. institutions, and looking at how returned ATIE participants will have used their degrees. In Chile and Mexico the Evaluator will also meet with people who have graduated from similar economic degree programs and report on how they have been able to intervene in important policy decisions, in what manner and with what outcomes, to provide validity to the types of training provided by the ATIE program."

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Contacts with Graduates of the Program. Returned participants and USAID Mission personnel in Costa Rica and Ecuador were interviewed. Actual and potential future impact of the program on economic policy was assessed in these countries; program problems were identified; and additional program activities to maximize program training on economic policy were identified. Important potential follow-on activities were discussed with USAID mission personnel.

Data Gathering Techniques

Data were gathered through telephone interviews, personal interviews, personal observations, and mailed questionnaires.

Telephone Interviews. Telephone interviews were conducted with USAID and FFM program managers, and with current and former student participants. Several interviews were repeated.

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Questionnaires. Questionnaires were elaborated to gather data from former student participants, and participants in the U.S. They were mailed to former students in countries not visited by the evaluator.

Program Management—Findings

Budget

The original budget for the program, as detailed in the Advanced Training in Economics (ATIE) Cooperative Agreement that was signed in January, 1989, was \$5,728,479. The Agreement provided for an up to two year extension, with commensurate estimated cost increases of up to a total increment of \$1,271,521, or a total of \$7,000,000. These funds were to be used to train 80 individuals at the Pre-Ph.D. level at the four LAPI institutions and to train 28 Ph.D. students at graduate schools in economics in the United States. Subsequently, regional funding for the program was reduced to below \$5,000,000.

There have been two buy-ins to the program, one by the Costa Rica Mission and one by the El Salvador Mission. According to FH/FM/CMP/LC, the Costa Rica buy-in has been authorized at \$1,847,300 and the El Salvador buy-in has been authorized at \$689,284.

Effect of Regional Funding Cut on Budget

The response to this cut in regional funding reflected a determination to maximize the use of available funds. The number of Ph.D. students was reduced as was the number of M.S. students trained at LAPI institutions. The reduction in numbers of Ph.D. degree training fellowships was not well received by program participants. Many fully expected to compete for these positions; and some indicated that they would have applied directly for them had they known that they would not be available upon their completion of LAPI programs.

As a response to the Broehl evaluation, preliminary plans were made to establish an English based Sir Arthur Lewis M.S. training program for the Caribbean. FFM was in touch with the English-speaking Caribbean missions, prepared posters and informational booklets, arranged for Prof. Lindsey, Clemson University, to visit Jamaica and Barbados, examined candidates, and selected and placed several participants at Clemson. FFM proposed the Sir Arthur Lewis Program to accommodate, at the pre-Ph.D. level, English-speaking students for whom enrollment at a LAPI would not have been appropriate. It was understood that training under the Sir Arthur Lewis program at Clemson would be funded from the budget of the core program. Had the candidates been fluent in Spanish, they would have been handled the same way as Spanish-speaking candidates. When core program funding was cut, the Sir Arthur Lewis Program was curtailed along with other program elements.

Several additional M.S. candidates from the Jamaican Ministry of Finance have been encouraged to take the GRE and to apply to Clemson University. FFM calculates that the core program budget can accommodate two years of Sir Arthur Lewis scholarship support for them.

Greater emphasis was also placed on Mission buy-ins. Two of them were effected: Costa Rica for \$2,780,000 and El Salvador for \$689,284. These buy-ins have significantly increased the number of students participating in the program from these two countries. It is anticipated that the attention given to participants upon return to their countries by these Missions will be greater than given by other Missions, given the greater numbers of returned participants, and their commitment to the program. Support of post-training activities will increase overall impact of training investments.

Adequacy of Funding

FFM administrators indicate that funding will be adequate to cover all training currently projected under the program. The training portfolio varies considerably from that found in the original Cooperative Agreement, and includes that programmed under the Costa Rica and El Salvador Mission buy-ins. The number of U.S. university trained Ph.D. students has been substantially reduced.

Implementation Schedule

The implementation schedule is consistent with plans associated with ATIE, as reflected in modified plans resulting from program budget cuts. The PACD remains September 30, 1998. It is anticipated that all students, either supported by regional funds or Mission buy-ins, will have completed their programs by this date. The number of students being supported by regional funds is smaller because of the budget cuts. A summary of training to be provided is found in Table 1.

Standards for the Ph.D. programs are extremely high, and it has been difficult to find excellent candidates for them. In part, this helps to explain the decision to initiate an M.S. training program for the English speaking Caribbean. Excellent candidates will become available as increasing numbers of students graduate from the LAPI programs.

Table 1
Countries of Origin of Participants

Country of Origin	Ph.D.		Post B.S.		Total	
	#	%	#	%	#	%
I. ORIGINAL GRANT						
El Salvador	--	--	9	10	9	9
Ecuador (25)	3	43	25	27	28	27
Bolivia	--	--	17	18	17	17
Honduras	--	--	4	4	4	4
Peru	1	14	14	15	15	15
Costa Rica	3	43	12	13	15	15
Dominican Republic	--	--	6	6	6	6
Belize	--	--	2	2	2	2
Guatemala	--	--	3	3	3	3
Nicaragua	--	--	1	1	1	1
Grenada	--	--	1	1	1	1
TOTAL.....	7	100	94	100	101	100
II. EL SALVADOR BUY IN						
El Salvador	--	--	2	100	2	67
Chile	1	100	--	--	1	33
TOTAL.....	1	100	2	100	3	100
III. COSTA RICA BUY IN						
Costa Rica	4	--	24	100	28	100
TOTAL.....	4	100	24	100	28	100
GRAND TOTAL.....	12	100	128	100	132	100

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Recommendations of Previous Evaluation

Several sets of recommendations were proposed by Broehl (1991) in his initial evaluation of the Program. These recommendations and program responses to them are discussed below:

- 1) Project implementation and monitoring could be improved by more carefully documenting those actions related to academic quality and progress of the ATIE participants. Listed immediately below are several specific recommendations related to this topic and responses to them by the program.

Recommendation: Program administrators make annual LAPI site visits.

Response: Site visits have been made during the past two years by FFM administrators, including Prof. Harberger.

Recommendation: Formal approval for admission of all candidates to the program be given.

Response: a) All Ph.D. students are approved by Prof. Harberger and his colleagues;

b) All LAPI students are approved by LAPI administration with some participation by Prof. Harberger¹.

Recommendation: Academic Enrollment and Term Reports (AETRs) be regularly reviewed.

Response: AETRs have been prepared for each study term for all LAPI participants. They are reviewed by FFM and by Prof. Harberger, who provides comments on each. These are shared with USAID Missions in student origin countries in addition to being kept on file at the FFM Office.

Recommendation: Annual reports on student progress be provided by each LAPI.

Response: These reports are being provided by the local coordinators for each LAPI, less CEMA. There are currently no students at CEMA, nor are there more programmed to attend its M.S. program in economics.

¹ Prof. Harberger reviews data on age, sex, degree programs, grades, employment, TOEFL, GMAT and GRE scores, and other scholarship opportunities in addition to reference letters, in making his recommendations

Recommendation: Trip reports be prepared and shared by recruitment teams.

Response: Reports were provided by LAPI recruitment teams after the evaluation; FFM will continue to require them of any future teams that may be sent from the LAPIs. This aspect of the program could have been more systematically handled.

Recommendation: Ph.D. candidates be placed in up to 10 U.S. institutions by a committee of three eminent economists (Krueger, Harberger and McKinnon).

Response: The number of Ph.D. students to be funded by ATIE was reduced substantially in response to cutbacks in funding. Prof. Harberger closely coordinates admission of students with other committee members. Students are currently placed at seven universities (Berkeley, Chicago, Clemson, Duke, Ohio State, Stanford and UCLA). Records were kept of meetings of the selection committee. Students were placed, based on personal interests and specific programs found at these institutions. Placement was accomplished by students making formal applications to programs and through professional networks and by Harberger and associates' affiliation with various with U.S. graduate programs.

- 2) There be a wider geographic distribution of participants, with greater focus on Panama, Nicaragua and the Eastern Caribbean.

FFM attempted to respond to this recommendation. Attempts were made to recruit students from these countries through USAID Mission Education Officers. FFM also explored the possibility of initiating a Sir Arthur Lewis program for the Caribbean. Unfortunately, it was never implemented because of the budget cuts. The Department of Economics at Clemson University expressed a desire to provide leadership for this program. Several students were recruited, but they all had received undergraduate training at U.S. institutions. To date eligible candidates, who received undergraduate training in their home countries, have not been selected.

- 3) That FFM provide greater recognition of the contributions of U.S. Agency for International Development to this Program.

This issue was apparently discussed by USAID/LAC and FFM, and was resolved to everyone's satisfaction. The USAID logo appears in all recent FFM publications, and other attempts are made to systematically recognize contributions by USAID.

- 4) That FFM keep USAID Missions better informed about ATIE activities.

FFM strives to keep USAID Missions informed about program activities, particularly those that relate to students from their respective countries. It shares student grades and other reports with the home country personnel. Communication could be improved somewhat with regard to potential program follow-on activities in home countries. FFM should strive to communicate directly with Mission Economists in addition to Mission Training Officers.

- 5) That FFM be encouraged to continue with development of its action plan to assist and encourage graduates to return to their home countries.

FFM has established procedures, such as preparing letters of recommendation, to facilitate reentry of program graduates upon termination of studies. Many participants were asked to sign letters of commitment to return to their countries for a stipulated period of time upon completion of their training.

Adequacy of Administration and Management

Administration and management of this program have been excellent. The Program Officer in the Latin American/Caribbean Bureau has been a strong advocate. Along with others she has provided bureaucratic support which has enabled the program to persist in this era of declining funds. The LAC Bureau does not get involved in day-to-day management. However, it provides effective oversight of management provided by FFM. It has maintained a good working relationship with FFM.

Responsibility for the day-to-day administration and management of ATIE rests with the Foundation Francisco Marroquin. FFM was not familiar with all management facets of USAID-sponsored training programs. However, it quickly mastered all aspects of this management, including Handbook 10. Initial misunderstandings about the use of Handbook 10 rules in the administration of the program were resolved. It has provided timely reports to the LAC Bureau and has met all program reporting requirements.

Some of the best indicators of the program administration and management adequacy are the observations of students and faculty at the training institutions. They were effectively probed for responses during the data collection stage. A summary of the responses provided by current and former students is found in the following table. It indicates that all were pleased with the inputs provided by FFM.

Faculty and students indicated that they were unable to comment on inputs provided by the LAC Bureau because they had little or no formal contact with USAID/Washington. Aside from the visit by the Project Officer to Argentina and Chile in 1991, they had no contact with

USAID personnel. Thus, responses in Table 2 related to USAID administration and management probably reflect a lack of negative interactions rather than positive interaction.

Former students were asked about specific logistical aspects of their programs. Response summaries to these questions are found in Table 3. FFM was very positively evaluated with regard to its attentiveness to student needs, monitoring individual student programs, and provision of allowances and other financial benefits. These aspects of the program improved over time as FFM acquired experience with the program. Initial problems with the amount of funding allocated to students at the various LAPIs were resolved to everyone's satisfaction. Several participants also indicated that they encountered problems finding adequate housing and, for some students studying in Argentina, securing visas. Visa problems were never completely resolved. However, no students are currently at CEMA, where most students with this problem were located, and the program does not contemplate placing more students at that institution. Housing problems were eventually resolved for the initial wave of students. Students who followed depended on those already in place to help them secure housing upon arrival, thus minimizing the disruptions caused by unstable living conditions.

Most students reported that they are in regular contact with FFM. Ms. Rosa Gutierrez regularly communicates with them about various aspects of the program. Students report that she anticipates problems before they occur. For many she has been a surrogate mother, confessor and/or encourager. FFM has polled current and former students about various aspects of the program, and about their future employment and educational intentions.

Table 2
Adequacy of Program Administration and Management

	<u>Yes</u>		<u>No</u>		<u>Total</u>	
	<u>#</u>	<u>%</u>	<u>#</u>	<u>%</u>	<u>#</u>	<u>%</u>
<u>FFM Evaluation</u>						
LAPI Graduates	18	95	1	5	19	100
Students in U.S.	15	100	--	100	15	100
<u>USAID Evaluation</u>						
LAPI Graduates*						
Students in U.S.	13	87	2	13	15	100

* Students were not asked because of limited contact with USAID.

Table 3
Administration by FFM

<u>Aspect of Administration</u>	<u>Yes</u>		<u>No</u>		<u>Total</u>	
	<u>#</u>	<u>%</u>	<u>#</u>	<u>%</u>	<u>#</u>	<u>%</u>
Attentive to Needs?	34	100	--	--	34	100
Allowance Regularity?	33	97	1	3	34	100
Monitoring Adequate?	31	91	3	9	34	100

Efficiency can also be assessed through student retention. According to this criterion, the program is efficient because fewer students have dropped out of this program than other comparable programs. ATIE students have finished their study programs as rapidly as their counterparts. Furthermore, ATIE students have not required inordinate amounts of supervision.

Reviews of local coordination of the programs at individual LAPIs have been more mixed. Coordinators were identified and appointed in conformance with Memoranda of Agreement that were signed between FFM and each LAPI institution. Individuals assigned to the Local Coordinator roles were fully occupied as professors in the programs in addition to assuming these responsibilities. In some local coordinators did not have sufficient time to attend to particular student needs and some believed that ATIE-funded students should be able to handle their problems by themselves as did other students in the program. Still others worked tirelessly to assist new students in the settling-in process, serving as encouragers and as guarantors.

In sum, FFM has provided quality program administration and management. Over 70% of current and former students interviewed rated FFM administration and management as excellent. The others rated it either as superior or good. Total administrative overhead is low in comparison with other comparable programs. This is due in part to the reduced size of the FFM office. FFM should be considered for possible additional programming for participants in this program as well as for future programs in light of its superior performance in this program.

Training Modality—Findings

Two training modality factors were mentioned in the scope of work for this report. The first is the relative cost effectiveness of training through ATIE in comparison with that provided through other programs. The second is the relative cost of the program compared to similar programs.

Cost Effectiveness

It is difficult to assess cost effectiveness, at least through comparisons with other training programs, because this program is unique. Prof. Arnold C. Harberger and the network of U.S. and Latin American economists with which he is affiliated are central to its impact. Training received by ATIE students is comparable to that received by other students at these institutions. What is different is the special networking which they experience. This is highly significant in reference to the objective of this program to impact on economic policy in select Latin American countries. Networking facilitates future impact through interaction with other economists who have already made major policy impacts in their countries. Partial lists of Latin American economists in Chile, Argentina and Mexico, trained by the University of Chicago or otherwise affiliated with Prof. Harberger, are found in the appendix to this report. They illustrate the networks to which students in the program have access.

A novel aspect of this program is training of pre-Ph.D. students at quality Latin American institutions. These institutions are staffed by faculty members who influence economic policy in their respective countries. Thus, students are exposed to the application of economic theory to issues in Latin American countries, that are comparable to those of student home countries, to a greater extent than they would if they received training in the U.S.

Three additional factors indicate that this training is more cost effective than comparable training in the U.S. First, U.S. Masters degree training is broader based; that is, it typically requires a minimum number of credits in economics, along with credits in other disciplines. In Latin America, undergraduate and graduate programs are professional degree programs that almost emphasize economics training. Second, comparable training in the U.S. is more expensive. For many students, English language train-in adds considerably to the total cost. Third, the program has less administrative overhead than comparable programs in the U.S.

Total Cost

As was indicated above, training at Latin American institutions is less expensive than comparable training at U.S. institutions. However, other programs have trained larger numbers of persons for lower cost. An example is the Peace Scholarship program which emerged from the Kissinger Commission report of the early eighties. This program has trained more students at a lower student cost ratio. However, most Peace Scholars received non-formal training, and

none were placed at the very best U.S. institutions. Furthermore, costs of graduate level training in the U.S. were higher than LAPI training. In an effort to reduce costs, and in order to provide them with grass roots America experiences, most were placed in junior colleges and other community based institutions.

Several Latin American USAID Missions provide fellowships to students to pursue undergraduate degree programs at regional training centers in Latin America. The "Escuela Agricola Panamericana (ZAMORANO) in Honduras has trained many students who received scholarships from USAID Missions. USAID Missions could directly provide fellowships for students attending the LAPIs which would reduce costs. However, the impact of the training would be reduced because there would be reduced networking resulting from it.

Provision of fee and tuition waivers for some ATIE participants in the U.S. makes the program less expensive than many others for which students have not obtained these waivers. Most ATIE Ph.D. students were placed in public universities which are less expensive than their counterpart private universities.

LAPI Program Quality—Findings

Several aspects of LAPI program quality are reviewed in this section. They include student quality, curriculum, including policy analysis focus, post-graduation employment, influence on policy and gender discrimination. Impact of the ATIE program on LAPI universities is also assessed.

Selection of LAPI ATIE Students

In regard to the selection process, LAPIs sent faculty members to recruit students in eligible countries. Preliminary program announcements used flyers, some of which were made by FFM; in most case they were diffused by USAID Mission training officers and/or contacts of LAPI coordinators with Central Bank officials, university professors, etc. Applicants were screened by these recruiters while in their respective countries. Screening was based in part on standardized tests given by each institution. LAPIs did not use the same standardized tests to assess training potential. ITAM and PUCC used the GRE test. Prof. Harberger also reviewed materials and sometimes interviewed students. He helped determine who was selected and who was not.

Some have questioned whether the visiting LAPI faculty took sufficient time to identify the most qualified candidates. They relied primarily on the test scores. Given the relatively affluent student tuition fellowships for each student, some may have been more interested in filling quotas than in recruiting the very best students.

Consistent with USAID policy for regionally funded programs, ATIE administrators were encouraged to identify participants from various Latin American countries. The evaluation by Broehl (1991) recommended that more attention be given to countries which had received the least attention up to that time. They included Eastern Caribbean nations, and Panama and Nicaragua. These countries lack programs that provide rigorous undergraduate economics training. However, students were recruited from them, despite deficiencies in training, in response to pressures for greater spread of fellowships throughout the region. As might have been predicted, they have done less well in the LAPI programs.

Data on the academic status of participant trainees as of January, 1993 are presented in Table 4. They indicate that overall student performance has been very good. Only six students have been dismissed because of poor academic performance; and only five withdrew from their programs. Furthermore, only four Masters students opted not to complete theses. These non-completion ratios are comparable to those of similar programs in the U.S.

Table 4
Academic Status of Participant Trainees

<u>Country</u>	Numbers of Students						Total
	Dis- missed	With- drew	Thesis Pending	Non- thesis	In Course	Gra- duated	
Bolivia	4	--	2	2	4	5	17
Honduras	1	2	--	--	--	1	4
Costa Rica	1	--	--	--	39	3	43
Dom. Rep.	--	2	--	1	2	1	6
Salvador	--	1	--	1	11	1	14
Ecuador	--	2	--	--	14	10	26
Peru	--	--	--	--	14	1	15
Nicaragua	--	--	--	--	--	1	1
Belize*	--	--	--	--	2	--	2
Guatemala	--	--	--	--	2	--	2
Grenada*	--	--	--	--	1	--	1
Chile	--	--	--	--	1	--	1
Total	6	7	2	4	90	23	132

* Students from Belize and Grenada are completing their Master's degree programs at Clemson University.

The distribution of student failures by country shows important variations. There have been four participants from Honduras. Two of them withdrew and another failed to complete his program because of academic deficiencies. There have been six participants from the Dominican Republic. Two of them withdrew and another opted for a non-thesis degree. Of the other three, only one had graduated by the time these data were assembled. Bolivia has furnished a large number of students in the program. About one fourth of them were dismissed due to performance problems. Two others opted for non-thesis degrees, and only five had graduated by January, 1993.

While not definitive, these data confirm the tendency of students from countries with less rigorous economics programs to compete less well in the LAPI programs. Interviews with current students tend to support this conclusion. Students with under-graduate training in Central American countries, less Costa Rica, have had more problems adjusting to the programs. Typically, they reported that they had been taught a different form of economics, one that did not include rigorous training in mathematics or micro and macro economic theory. Many of them defined their training as "structural economics." Some acknowledged that they were unaware that the rigorous training they were getting at the LAPIs existed prior to entering the programs.

In contrast, students from Ecuador, Peru and Costa Rica have fared better in the LAPI programs. In part, this can be attributed to the generally higher quality of the undergraduate economics programs in those countries. Although characterized by some as uneven in quality, the Catholic Universities in Quito and Guayaquil, Ecuador, the Pacific University in Lima, Peru, and the University of Costa Rica have good programs, whose staff include Ph.D.'s trained at quality U.S. universities.

Qualifications of Students for U.S. Ph.D. Programs

Interviews with ATIE-funded students enrolled in Ph.D. programs indicate that all are doing well. Students aver that they might have benefitted from more mathematics training in the LAPI programs. However, they also indicate that they have been able to handle their academic programs with relative ease. They indicated that they compete well with U.S. and other international students.

Interviews with program coordinators and academic advisors also suggest that LAPI graduates were well prepared to enter their Ph.D. programs. They have been classified as some of the better, if not the best students, in their respective class cohorts. Administrators at all U.S. universities visited during this evaluation requested that the program consider placing more LAPI students at their institutions. They indicated that LAPI students were making important positive contributions to their respective graduate programs.

Quality of LAPI Programs

The quality of LAPI programs is best assessed by evaluating the qualifications of faculty and students, and by assessing program research productivity, policy impact, and academic quality. There is considerable variation in the size of programs and in their funding bases. However, all rank high on these criteria. Each program has had an impact on the economy of its host country.

Faculty

Many LAPI program faculty have been trained at the University of Chicago and at other quality institutions. These faculty help to maintain a high level of academic rigor in the programs. Most maintain contact with colleagues in the U.S. Lists of faculty at each institution are found in the appendix.

All LAPI's maintain visiting lecturer programs, which help faculty and students to keep abreast of current issues. Profs. Harberger and Krueger have participated in these seminar programs, as have other notable economists, such as Jeffrey Sachs and Kevin Murphy. The Catholic University in Chile maintains strong ties with international development organizations, such as the Interamerican Development Bank, the World Bank and the International Monetary Fund. Other LAPIs maintain less consistent contact with these institutions.

Students

Most students enrolled in the graduate economics programs at ITAM and PUCC received rigorous undergraduate training at these same institutions. The program at the University of Tucuman is an undergraduate "Licenciatura" program. Tucuman does not offer an M.S. program in economics. However, their undergraduate students are well prepared and compete well for other graduate programs in Latin America as well as in the U.S. CEMA does not have an undergraduate program. However, its Argentine students are well trained as are most of its international students. These students represent an excellent competitive environment for ATIE students.

Research Productivity

Faculty at the LAPI's maintain active research programs. Those with Ph.D.'s tend to have more active research programs. Their programs typically are oriented to problems in Latin America. Most are tied to contract research with governments and with international organizations such as the IMF and the World Bank. Students are encouraged to pursue research topics within this framework. Thus, they are provided with opportunities to conduct policy oriented research as part of their programs. Data on active research programs at the LAPI's are in the appendix to this report.

Economic Policy Impact

All LAPI's have supported decisions by the governments of Argentina, Chile and Mexico to reorient their economies to open markets during the past decade. They have provided intellectual leadership to these changes. LAPI faculty members have been active participants in this process. Some have assumed major positions in their respective governments, either as advisors to, or leaders of key ministries and other government organizations. They have also trained key policy analysts in these entities.

Academic Programs

The quality of academic programs offered by LAPIs is very high. At the undergraduate level, students are expected to pursue professional degree programs; that is, programs with a heavy emphasis on economics and relatively less margin for other disciplines. These programs differ from the general liberal arts programs pursued by most students in U.S. undergraduate programs. LAPI programs emphasize micro and macro economics theory and econometric analysis. Their graduate level programs are similarly structured. Students receive formal training in economic theory and mathematics and statistics during their first year. During the second year they apply these tools to analyses of economic problems. The curriculum for each of these courses is found in the appendix to this report.

LAPI Program Emphasis on Economic Policy Analysis

LAPI programs can be characterized as economics programs first. They emphasize macro- and micro-economics first, with some emphasis on data analysis. However, as has been implied in previous sections, the programs also provide students with opportunities to conduct economic policy analysis. ATIE students in these programs indicate several opportunities for policy analysis. The first year of the program typically focuses on learning fundamental analytical tools. However, during the second year, these tools are applied to policy related areas. All LAPIs offer courses on international trade, taxation policy, economic development and project evaluation. Faculty members frequently illustrate how to apply models through reference to significant economic problems on which they consult with their governments and with international organizations.

In sum, most programs are oriented to theory, research and policy analysis. In the U.S. all students are expected to take courses related to policy, such as taxation, finance, trade and human resources. The LAPIs practice a Chicago "fix it" brand of economics, which lends itself to the conduct of policy analysis and the preparation of economic policy options.

Students have opportunities to work with faculty in the application of these tools through problem analyses. The rigor found in undergraduate and graduate theses varies somewhat from LAPI to LAPI, between undergraduate and graduate programs, and by type of program. However, they all provide students with opportunities to apply theory and quantitative analysis

techniques. Some students are given opportunities to undertake internships with government institutions dealing with policy issues.

All programs benefit from seminars by visiting economists. Typically, these presentations are of very high quality and focus on economic policy issues. Most have addressed problems that are related to the economies of Latin American countries.

Employment of Graduates

Data on employment of graduates are necessarily preliminary because the program has only been in effect for four years, and only a few participants have actually graduated. Those who have completed their programs are in the process of entering career tracks back in their countries. All LAPI graduates have excellent employment opportunities upon completing their programs. Some will eventually take jobs with international organizations, such as the Interamerican Development Bank. Some have assumed important policy relevant positions upon graduation, such as advisor to the president. Most do not enter these positions until 5 to 10 years after graduation, a stage at which they apply theory and analytical tools to problems in their countries.

LAPI graduates have served as directors of central banks and heads of other key government ministries. Others have assumed important positions in the private sector. Many graduates undertake Ph.D. programs in the U.S. Six of ten graduates of PUCC's M.S. program in economics enter Ph.D. programs, most of them in the U.S.

Some graduates have returned to their previous jobs. Others take jobs which represent promotions, both in title and salary. A survey of all ATIE graduates of LAPI programs was completed as part of this evaluation process to assess the degree to which this is true for them. Graduates were asked about the effect of training on their careers, including employment opportunities and income.

Data about the impact of training on employment are found in the preceding Table 5. They indicate the sectors in which graduates were employed prior to entering the program and the sectors in which they have their current primary and, if applicable, secondary occupation. The data show that most students were employed by their governments prior to entering training, and continued to work for their governments upon return. Many are employed by the same organizations. Many participants were committed to returning to their former employers upon return. Some expressed frustration in not having received significant advances in rank upon return. They discussed the need for personal connections and other non-achievement attributes in order to be promoted. It will be important to survey these same graduates in five years to assess their ability to advance in their professions, particularly those working for their governments because of the potential for economic policy impact.

About a third of the students worked for universities prior to entering the program. Only two indicated that they are currently employed by universities. This probably reflects inadequate remuneration received by university professors. Four indicated that they are teaching part time as a second job. They indicated that this was an important income supplement for them, as well as a contribution to changing the character of economics taught at their universities.

Only two of the respondents worked for the private sector prior to entering the program. None worked for NGO/PVOs prior to entering the program; but two now have their primary jobs in the private sector, and two with NGO/PVOs. One works for another PVO as his second job. The data further indicate that none of the respondents were or are currently employed by para stats.

Data in Table 6 reflect the impact on their personal incomes which returned trainees attribute to LAPI training. Data are limited to graduates who are not currently pursuing other degrees. All former students, except one who is currently unemployed, indicated that their incomes had increased. However, several believe that the increase may not have been due to the training which they received. They were employed in government positions, and attributed the increases to bureaucratic rules, rather than to the training. It remains to be seen whether eventual promotions will result in increased incomes for them.

Table 5
Returned Participants: Sectors in Which Employed

<u>Sector</u>	<u>Before Program</u>		<u>First Job</u>		<u>Second Job</u>	
	<u>#</u>	<u>%</u>	<u>#</u>	<u>%</u>	<u>#</u>	<u>%</u>
Government	10	56	13	67	--	--
Para Statal	--	--	--	--	--	--
University	5	28	2	11	7	88
Private Sector	3	16	2	11	1	11
NGO/PVO	--	--	2	11	1	11
Total	18	100	19	100	9	100

Table 6
Impact of Program on Income

<u>Type of Impact</u>	<u>Yes</u>		<u>No</u>		<u>Total</u>	
	<u>#</u>	<u>%</u>	<u>#</u>	<u>%</u>	<u>#</u>	<u>%</u>
Income Increased	19	100	--	--	19	100
Due to Training	15	79	4	21	19	100

ATIE Student Influence on Policy

Program impact on policy can only be partially assessed at this stage. Typically, policy impact occurs during the middle and later stages of careers, although some graduates have returned to positions from which they have immediately impacted on economic policy in their countries. Most participants first need to establish themselves in their careers. There are several indicators of potential impact which can be assessed at this time. The first is student expectations. The second is the impact which graduates of similar programs have had on economic policy in their countries.

Data in Table 7 indicate student assessments of their past and probably future influence on economic policy. About half reported that their past influence has been minimal, but that they expect to impact on policy decisions in the future. When asked how they expected to influence policy, they indicated several alternative channels. Among them were eventual assumption of key policy making roles in their national governments. They cited intentions to contribute to central banks, ministries of economy and finance, and other major national entities. Others indicated that they expected to influence policy through formal training of future generations of economists. They expected to achieve this through teaching positions at major educational institutions. Still others expected to work as consultants, and to impact on policy through research and advisory services to policy makers.

Perhaps the best indicator of probable future policy impact is the career tracks of students who undertook similar training in the past. A partial listing of former Harberger and Chicago Economics Department students in Argentina, Chile and Mexico is found in the appendix. While difficult to summarize in tabular form, these lists clearly indicate the policy impact which this training has had on these countries. Over the years, Prof. Harberger has trained over 400 students in Latin America. Many of them have and continue to occupy key policy positions. Several of have been presidents of Panama and El Salvador. Twelve have been directors of central banks; twenty have been key government ministers; and others are faculty at eminent training and research institutions in these countries, including the LAPIs.

These former students form a science and policy based network which facilitates interaction and mutual support. ATIE graduates of the LAPIs and Ph.D. programs in the U.S. will enter this network and benefit from the mentoring and other support which is implied by it. This increases the expected overall impact of this training on future economic policy in Latin America.

Table 7
Ability to Influence Economic Policy

	Yes		No		Total	
	#	%	#	%	#	%
Past/Present Influence	17	57	13	43	30	100
Future Influence	27	90	3	10	30	100

Examples of Student Impact on National Policy

Case study illustrations of impacts which former participants are making on national policy issues in their home countries are presented. One illustration is presented for each country which provided several scholars for the program.

LUIS MEMBREÑO

Country of Citizenship: El Salvador
 LAPI Program: Economics Institute, PUCC
 Graduation: December, 1992

Mr. Membreño returned to El Salvador in December, 1992. During the following nine months, he worked as part of a three member advisory team to President Alfredo Cristiani. Their job was to provide President Cristiani with political, social and economic policy recommendations on current issues faced by his administration.

Mr. Membreño currently works as an independent consultant. In this capacity he advises the Ministry of Planning. His major inputs concern the elaboration of a public investment plan for El Salvador for 1994-1999. Mr. Membreño also is an economic communications advisor to the Central Bank.

In addition to his consulting activity, Mr. Membreño impacts on economic policy in El Salvador through the mass media. He provides economic commentary on a local television channel. He has a three minute slot on the 8:00 p.m. news. This commentary reaches a large percentage of the population in the capitol, San Salvador, as well as other urban centers in the country.

ARTURO MENDEZ

Country of Citizenship: Dominican Republic
LAPI Program: Center for Macroeconomic Studies (CEMA)
Graduation: December, 1991

Mr. Mendez returned to the Dominican Republic upon completion of his program in Argentina. He returned to work for his previous employer in the private sector, and was promoted to an import manager position. In this position, Mr. Mendez has contributed to economic development in his country. He has prepared reports on the national economy and its relationship to commercial activities of his firm, and he has prepared projects to be developed under the Lomé IV Convention.

In addition to this responsibility, Mr. Mendez has several part-time professional activities through which he impacts on policy in the Dominican Republic. He has taught and expects to continue teaching several macro-economics courses at the Madre y Maestra Catholic University [International Economics, Dynamic Macroeconomics]. He has incorporated materials learned at CEMA into these courses.

He works as a consultant for the Center for Research and Study of Industrial Law (CEDEMPRESA). In this capacity, he has contributed to a quarterly report of this Center, which is financed by the Russin, Vecchi & Heredia Bonetti law firm. The report is distributed internationally.

Mr. Mendez has also worked as an economic advisor to a USAID/Dominican Republic-funded Trade and Investment Project. This project analyzed obstacles to international trade and foreign investments in the Dominican Republic and proposed policy changes to reduce them.

Recently, Mr. Mendez has been offered a part-time position as economic advisor to the Central Bank and to the Ministry of Finance. In this position he will collaborate with a team of economists in analyzing and offering policy recommendations on national economic issues.

EMMANUEL HESS

Country of Citizenship: Costa Rica
Program: California, Los Angeles (UCLA)
Graduation: August, 1992

Mr. Hess completed an excellent M.S. program at the University of California, Los Angeles, after which he returned to Costa Rica. He decided to interrupt his graduate studies because of personal problems, but has not discarded the option of eventually returning to

complete a Ph.D. program. He currently works for the Ministry of Foreign Trade, as an advisor on international trade negotiations. His input is sought by top trade negotiators, particularly those dealing with U.S. and European markets.

Although not currently giving classes at the university, Mr. Hess expects to teach part-time in the future. He worked for the University of Costa Rica prior to embarking on his graduate study program at UCLA.

FERNANDO DAVID HINOJOSA

Country of Citizenship: Bolivia
LAPI Program: Center for Macroeconomic Studies (CEMA)
Graduation: August, 1993

Mr. Hinojosa is representative of several Bolivian ATIE scholars who have returned to their native country to take jobs with government policy organizations that support the open market program of President Gonzalo Sanchez de Lozada. Mr. Hinojosa works as a Macroeconomic Analyst for the Economic Policy Analysis Unit (UDAPE) of the Ministry of Planning. This unit conducts major policy analyses and makes policy recommendations to top government officials.

In addition, Mr. Hinojosa teaches macroeconomics at the Catholic University of Bolivia, which has the strongest economics degree program in Bolivia. He has introduced materials obtained at CEMA into these courses.

Other former participants have returned to similar jobs with the Social Policy Analysis Unit (UDAPSO) and the Emergency Program of the World Bank-funded government control system (SAFCO-ILACO) where they also conduct policy analyses in addition to teaching at the Catholic University of Bolivia.

EDUARDO MORON

Country of Citizenship: Peru
LAPI Program: Center for Macroeconomic Studies
Graduation: December, 1992

Mr. Morón recently initiated a Ph.D. program at UCLA having received a scholarship from the Interamerican Development Bank. He had an impact on economic policy in Peru during

the interim between completing an excellent program at CEMA in Buenos Aires and initiation of this program. He returned to Lima to the Ministry of Finance, where he worked as an economic advisor to the Minister. His worked as a member of a select advisory committee, focusing on the macroeconomic impacts of economic policy alternatives.

In addition, Mr. Morón had an appointment at the Research Center of the University of the Pacific in Lima. In this capacity, he applied what he learned at CEMA in his graduate program in the conduct of applied macroeconomic research and teaching in the economics program.

JOSE PATRICIO MORENO

Country of Citizenship:	Ecuador
LAPI Program:	University of Tucumán (Argentina)
Graduation:	December, 1991

Mr. Moreno participated in the first group to undertake M.S. training at the University of Tucumán, Argentina. He completed his program in less than two years. Upon return to Ecuador, he returned to the Central Bank where he works as an economic analyst. In this position, he advises bank policy makers on major economic issues. His expectations are to be promoted into a major policy position in the Bank.

In addition to this major responsibility, Mr. Moreno teaches economics courses at the Catholic University and at the San Francisco University in Quito. He has incorporated materials learned at the University of Tucumán into his teaching program.

Possible Gender Differences

Current and former students, and faculty of programs with which they are affiliated, were asked about gender discrimination. These questions were related to their academic programs and to their future activity as practicing professional economists. Most indicated that they had not experienced discrimination in the LAPI programs and that they did not anticipate differential treatment of women economists when entering the job market. Each LAPI program has at least one female role model on the faculty. There are relatively few female economists in Latin America, reflecting the fact that economics has been primarily a male dominated profession.

Deviation from this norm was evident for only one of the LAPI programs. Several female students indicated that professors in their programs gave preferential treatment to male students. They indicated that these professors were more understanding of the male students and that they were less accessible to female students. They attributed this differential treatment to

"machismo." Both students appeared to be doing less well than their counterparts in their academic programs.

Students evaluated the potential for achievement of women as economists the same way. They indicated that they fully expected women to compete with men in this profession. Both female and male students cited examples of women economists who are in major policy positions in their countries.

Several male students indicated that female economists may be disadvantaged in the private sector of their societies. The disadvantage was attributed to the child bearing role of women. They indicated that companies may be less inclined to hire women because of the likelihood that they would miss work, either due to child bearing or because of child rearing. They defined this disadvantage in terms of the additional cost which companies have to bear as a consequence. They also indicated that public sector institutions would probably not take this into consideration in hiring and maintaining female economists on the payroll.

Impact of ATIE Program on LAPIs

The ATIE program has had three major impacts on LAPI programs. All are related to curriculum and funding.

The ATIE program pays full tuition for each student it places. Impact of this funding has been smaller at institutions which have received fewer LAPI students, such as CEMA and ITAM. It has been greatest at Pucc which has enrolled large numbers of students. Fees contribute to the financial viability of the programs. The National University of Tucuman has not received a large number of students. However, it is a public institution, which is dependent almost completely on government funding. As true for other public institutions in Latin America, this funding is insufficient. ATIE program and other administrators indicate that the program has helped sustain Tucuman's economics program.

These same administrators also indicate that students from other Latin American countries contribute substantially to the intellectual vitality of their programs. This is particularly true for Tucuman which is a regional university. ATIE students bring different sets of experiences and problems to the classroom which help to enrich the academic environment. Administrators view this as a major positive aspect of the program.

Faculty of the Pucc economic program indicated that they modified their curriculum during the past two years. In part, this may have been in response to specific needs of the ATIE students. Pucc established several programs of differing levels of rigor [Economics, Applied Economics and Social Project Evaluation]. They also combined undergraduate and Masters programs for gifted students. ATIE students have been placed according to their ability and interests, and most have been able to complete their degree programs. All LAPIs, less Tucuman, offer several Masters degree programs, and have more flexibility built into them.

Overall Program Quality—Findings

Preparation of Students for U.S. Ph.D. Programs

Summary data about student preparation from the survey of program participants in the U.S. are presented in Table 8. All students, including those pursuing Ph.D. programs, felt that they were adequately prepared for them. In part, this reflects proper selection of students by the screening committee. Of the eleven students currently undertaking Ph.D. degree training, seven undertook LAPI training prior to entering these programs. All believe that they were well prepared for their programs. Most rank LAPI students as better prepared than their U.S. counterparts. Several indicated that they had initial difficulty with the mathematical orientation of their programs, and that they would have preferred more rigorous training in mathematics. However, all have been able to handle the courses they took.

English language training was provided to ATIE students at LAPIs who are in Ph.D. programs in the U.S. This language training was important to them. The training was also provided to other LAPI participants because of LAPI requirements that they be able to read fluently texts and other materials in English.

Faculty members ranked ATIE students as among the best in their programs. They all indicated that they would like to receive more students from the program. They indicated that ATIE students were well prepared and that they are making important contributions to graduate study programs at their institutions. One student has received an assistantship from the institution she is attending. Another student has funding from the Interamerican Development Bank. Others are on program scholarships.

Performance is best reflected by student grades. All are doing well as reflected by the transcripts of UCLA students with one year or more in the program (See the appendix).

Major Weaknesses in ATIE Masters Programs

Data reflecting student evaluations of ATIE Masters programs (LAPI and U.S.) are found in Table 9. They indicate that students believe the programs to be of high quality.

Students were somewhat mixed in their assessment of the importance given to policy analysis by programs. Typically, they note that programs fail to emphasize policy analysis during the first year. This year is dedicated to teaching analytical tools, including theory and statistics (See appendix for courses offered in programs). Students who were least satisfied with this aspect of the program were pursuing Masters degrees in the U.S.

Table 8
Preparation for Training Programs

Items	Yes		No	
	#	%	#	%
Selection for Program Appropriate	26	100	--	100
Effectively Prepared for U.S. Ph.D. Program	25	96	1	4

Table 9
Evaluation of Aspects of LAPI Programs

Evaluation Items	Yes		No		Total	
	#	%	#	%	#	%
Program of High Quality	26	96	1	4	27	100
Economic Policy Emphasis	17	63	10	37	27	100
Adequate Backstopping	25	93	2	7	27	100
Help with Logistic Problems	25	93	2	7	27	100
Help Solve Program Problems	24	89	3	11	27	100

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Opportunities to apply these tools to the analysis of policy problems have been available to all students in their second year and beyond. Courses during this period are more problem focused. Typically, students have been able to apply knowledge in their theses and through other activities which facilitate their interaction with faculty members.

Students at LAPIs reported that the overall backstopping which they have received is adequate. Problems encountered appear to be more related to USAID policies, such as stipend levels at the different institutions. Local coordinators were unable to change these policies. As noted earlier, some students studying in Argentina had problems obtaining student visas because of bureaucratic problems. Local coordinators resolved this problem by sending students to neighboring countries to renew tourist visas. In the case of students at CEMA, CEMA paid for this travel. Some complained about lack of support in securing housing upon arrival at the LAPIs. Assistance from local coordinators in solving these problems was mixed. Eventually, all programs solved backstopping problems, either by adding additional backstopping personnel, or by changing the local coordinators, or both.

Adequacy of attention to academic problems was more mixed. The program at the Catholic University of Chile is the largest and offers the most options. It has been able to adjust student programs to address variations in academic deficiencies to a greater degree than others. ITAM offers courses to make up deficiencies prior to initiating graduate studies.

However, all programs maintain minimum performance standards which must be met by students. The failure of several students to successfully complete their programs reflects these standards.

Student Assessment of Preparation for Program

As discussed earlier, student assessment of the adequacy of their academic preparation for LAPI programs varied considerably. Variation was highly correlated with national origin and quality of undergraduate training. On balance, students from Costa Rica, Peru and Ecuador felt better prepared for their programs. Students from Bolivia, the Dominican Republic, El Salvador and other smaller countries indicated that they were handicapped by the quality of training they had received prior to entering the program. Many indicated that the LAPI training represented an entirely different form of economics than that to which they had been exposed in their home countries.

This student assessment is consistent with that provided by program managers. They were concerned about problems created by student recruitment in countries that do not have good undergraduate programs in economics.

Particular Problems Faced by Students

Reference has already been made to the major problems faced by LAPI program participants. They were both logistical and academic. The program adjusted to the logistical problems over time. They are summarized below.

Housing. Some of the early participants of LAPI programs encountered major problems in finding adequate housing. This impacted negatively on their performance during the initial terms of their programs. Typically, they had to find individuals who were willing and able to guarantee housing payments. Local coordinators of several programs provided these guarantees. As the program developed, on-going students have facilitated housing for those entering the program.

Visas. Some students attending programs in Argentina failed to secure student visas. At CEMA, this was because of an accreditation dispute between the program and the Ministry of Education. They entered Argentina with tourist visas and were required to renew these visas periodically during the duration of their programs. This was highly disruptive to their academic programs. CEMA paid for expenses associated with renewal for their students. FFM paid for expenses for UNT students with similar problems.

Stipends. Stipends depend on assessments of level of living costs by the U.S. State Department. The initial class at PUCC had their stipends reduced during the course of their programs. Many found this to be disruptive for their programs. Others found that their stipends were inadequate. FFM was very helpful in assisting students to handle monetary problems. When requested, they advanced funding to students for housing deposits and to handle other unusual funding needs.

Health Insurance. Several students indicated that they had to make large health service payments which created major financial problems for them. These payments were in addition to those provided by HAC Insurance.

Assistantships. Several Ph.D. students indicated that they had been offered opportunities to take teaching and research assistantships. These provide excellent practical training. However, they also indicated that they cannot be paid for these activities under the terms of this program. This reduces their interest. Yet others have indicated that they would like to take advantage of internships with host organizations, such as the World Bank, but that they are concerned that stipends will be reduced by the amount funding associated with the internships. In some cases, these internships pay more than their stipends.

Academic Problems. As indicated above, some students had a hard time adapting to the LAPI programs. The biggest problems were related to deficiencies in their previous programs, particularly in mathematics and statistics. Some reported major deficiencies in theory as well.

A related problem was study habits. Many students reported difficulty in handling the highly competitive nature of the programs. They indicated that they were accustomed to less rigorous programs which demanded less study, and which emphasized joint student preparation. Some found it more difficult to form study teams to prepare for course examinations, and to review course materials.

Primary Orientation of Ph.D. Programs

Students indicate that their Ph.D. programs are primarily oriented to theory, and secondarily to research. This probably reflects the heavy emphasis on theory and quantitative research tools during the initial years of the program. Typically, students indicate that programs become more policy oriented as they begin to take field courses.

They voiced concern that many of their colleagues in these programs have different career goals. They aspire to teaching positions in the U.S., which require less attention to economic policy issues. All ATIE participants indicated that they would prefer to see a greater emphasis on policy analysis in their programs.

Students who are preparing dissertations indicate that they are focusing on policy related problems. Program supervisors expect students to be apply theory and quantitative skills to policy problems in their home countries within five years after completing their degrees.

Lessons Learned

Several important lessons learned from the ATIE program became evident during the course of this evaluation. They may be useful in the formulation and conduct of future training programs, and ATIE follow-on activities.

Student Recruitment

Proper student selection is key to program success. Only the very best students should be invited to participate, given the high requirements for excellence. The selection process should receive proper attention.

Selection Criteria

Criteria used to select students can be improved. Most student selection for the ATIE program was based on standardized scores of tests administered by LAPI representatives. These tests did not necessarily identify the best students. Furthermore, the ability of students to adapt to living in other societies and to the highly competitive LAPI environments were not considered.

Key References

Greater attempts should be made to identify and use key references in each country in which students are recruited. These references typically are professors who teach the students and know their academic abilities, personalities, and the objectives of the program. These should also have the confidence of key participants in the program, including leaders in the U.S. and at the LAPI institutions.

Deficiencies

Many students in the program recognized that they had major academic deficiencies which represented major challenges in their programs of study. One way to link deficiency reduction with selection would be through offering remedial courses in the countries in which recruiting occurs. This would improve the level of economics in these countries, reduce the deficiency levels of eventual participants, and allow staff from the LAPI's to assess learning ability and other desirable traits of potential students, prior to making final selection for the program.

Critical Mass

There are several lessons learned which relate to critical mass. They suggest that appropriate program configuration may be as important as program size.

Critical masses of economists should be trained in each country targeted by this program in order for it to be effective. Returned participants should collectively represent "schools of

thought." Networking will reinforce key policy positions that emerge from their intellectual focus and advocacy.

Leadership

Only a very select group of economists should be expected to be trained and to advocate the policy positions which emanate from research, analysis and dialogue of key economic issues. Economists, who receive Ph.D. training by the best economics programs in the U.S., will be expected to provide this leadership.

Country Focus

Given limitations of resources and the need for a critical mass, it may be advisable to focus training programs of this type on select countries. These countries should be identified as willing to change economic policies to favor open market economic activities.

Institutional Base

In order for a "school of thought" to take hold in a country, it needs to have an institutional base. This implies support for research, analysis and advocacy of policies emanating from them, independent of the tenure of specific political parties in national governments. Normally, these institutional bases would be found in the private sector. Many public sector institutions are highly politicized and are, therefore, more subject to the influence of political parties and their respective ideological orientations.

Inter-Program Coordination

ATIE should be coordinated with other similar training programs, such as PIMA (Integrated Macro Economic Analysis Program). This may increase the impact of training investments while minimizing costs. Other programs should be identified early, and ways sought to build on their investments. One example of building on them would be to send their very best students to the U.S. for Ph.D. degrees after receiving training at LAPI programs.

Policy Reform vs. Human Resource Development

The general objective of this program is to have an impact on economic policy in Latin American countries through training policy analysts and future policy decision makers. This provides the overall rationale for the program. The program was not designed to fill critical gaps in the human resource profiles of these nations and should not be judged according to this criterion. The focus on economic policy suggests that attention be given to several factors in addition to training itself.

Enabling Environments

Impact from training will be increased substantially if attention is given to creating environments which enable this to occur. Fora should be created which encourage regular interaction and community identification among returned participants. Ideally, this would be in the form of a university center, or some similar entity that would facilitate research, analysis, and transmission of findings related to current issues. At a minimum, networks should be fostered, either through centers or programs within the respective countries. These mechanisms should facilitate continued interaction among returned participants within a country, and graduates of similar programs from other countries, including mentors from Ph.D. programs in the U.S. and from LAPI programs in Latin America.

Institution Building

Ultimate impact will depend on the ability of "schools of thought" to sustain themselves. This will depend in part on finding an environment which nurtures independent thought and rigorous analysis. In part it will depend on an environment which facilitates transmission of findings, through formal education and outreach activities. Ideally, this institutional setting would be in the private sector, because it would be more insulated from compromise with political exigencies common to the public sector.

Policy Advocacy

Policy impact depends on the ability of schools of thought to affect public decisions on relevant issues. This implies that these schools must openly advocate what they consider to be appropriate policy options on given issues. Opportunities must be found to facilitate interaction of proponents of these schools with public sector decision makers.

A program of this nature should focus on several select countries (other mechanisms can be used to provide training to other countries). Networking and future professional support systems are keys to the success of this program. Mission buy-ins may be another key, because of the commitment which they represent to the objectives of the program. Future programs may be most effective if they include a matching component, whereby USAID/Washington would offer to match Country Mission buy-ins.

Recommendations

Recommendations are divided into those related to: (a) the current program; (b) follow-on activities related to the current program, and (c) advantageous new program initiatives. They are based on observations, interviews and other data gathering techniques during the course of this evaluation, in addition to suggestions received from individuals associated with the program.

Current Programs

These recommendations tend to refer to the entire program. Several reinforce observations and statements of preferences which have been made by administrators associated with the program.

- *That the program meet all existing commitments to students in the program.* This includes commitments to students currently in the program, and students who have been promised graduate training in the U.S.
- *That a no cost extension be granted to the program should all students not be able to complete their programs by the PACD.* According to FFM administrators, this extension would not require funds exceeding total program funding obligations.
- *That FFM continue to monitor closely the performance and logistical conditions of student participants.* Students who were surveyed indicated that this oversight is important to them. They appreciate the interaction with FFM, and rely heavily on FFM to help solve their problems.
- *That no more students be enrolled at CEMA because of visa and other logistical difficulties experienced by previous participants.* There are no students currently at CEMA. And there are no new student placements foreseen at the LAPIs.
- *That students involved in program in the U.S. be provided an opportunity to meet with each other to discuss the ATIE program concept and how they can work together in the future to further its objectives.* The annual American Economics Association meetings may be such a forum. Other appropriate fora are the International Food Policy Research Institute and the Interamerican Development Bank in Washington, D.C.
- *That, when possible, Ph.D. students be provided opportunities to conduct dissertation research on issues in their countries of origin.* This will increase the probability of their training having greater impact on economic policy issues in their home countries. Faculty advisors should be encouraged by FFM to seek these opportunities for the students.

- *That Prof. Harberger visit students located at other U.S. institutions to discuss their programs with faculty and administrators at these institutions.* This would help solidify participation by these students in the network of Latin American liberal economists led by Prof. Harberger. Prof. Harberger should be encouraged to call the students and their advisors should these personal visits not be possible.
- *That students should be encouraged to undertake internships with the World Bank, the International Monetary Fund and other similar organizations while pursuing Ph.D. programs in the U.S.* These internships will provide them with invaluable work experiences and personal contacts which can be used later in their careers. Policy in Latin America is also heavily influenced by decisions taken by these institutions that impact on their countries.

Follow-On

- *That a minimum investment be made by the LAC Bureau to maintain the network of graduates of this program.* Impact of training investments will accrue over the careers of those who were trained. This impact is likely to be much greater if participation in the network of liberal economists to which they will belong is facilitated.
- *That the professional activities of graduates be monitored on an annual basis, and that impact assessments be conducted five and ten years after program termination to assess the impact of training on policy analysis in Latin America.* This will permit accurate assessment of the impact of training on economic policy. Several former participants are currently in positions which permit them to heavily impact on economic policy. However, most will need time to reach positions which permit them to have substantial impacts on economic policies.
- *That FFM continue to provide administrative and management inputs for these activities.* Feedback on the inputs of FFM indicates that its performance on this contract has been superior. It will be important to capitalize on the experience which has been gained by FFM in future programs of this genre.

New Program Concepts

- *That twenty graduates of the ATIE program be provided opportunities to pursue Ph.D. degrees through a new program, or through an amendment to the present program.* Initially, it was planned that 28 students from the LAPI programs be sent for Ph.D. training in the U.S. ATIE budget cutbacks will make this impossible. The greatest impact on economic policy will come from Ph.D. training. Continuing to invest in the very brightest of the LAPI graduates would

yield high returns, in terms of eventual impact on economic policy in Latin America.

- *That USAID Missions which have received substantial training under the program develop programs to create institutional support bases for the students trained under ATIE. Impact will be increased if interaction among participants in ATIE and similar programs is facilitated upon their return. Ideally, support bases would be created in the private sector to facilitate independent research, training, and policy analysis. Public sector institutions are often subject to pressures from political forces.*
- *That opportunities to provide rigorous training to its brightest aspiring economists be provided to Latin American nations that wish to strengthen open market economies and that have weak economics programs. This may be accomplished by contracting quality economics professors for institutions in these countries and/or by sending the students to strong economics programs in other countries.*
- *That FFM continue to provide administrative and management inputs for these new programs. The experience gained by FFM with the ATIE and their quality performance should be used to the advantage of other USAID-funded programs.*

**Appendix A:
Instruments Used in the Evaluation**

TRAINEE QUESTIONNAIRE

Trainee Name: _____

Address: _____

Phone: _____

Status of training: Completed ____ In Progress ____

Where training received: _____

I. Program Administration

1. Has administration and management of the project by **FFM** been adequate? Yes ____ No ____

2. Has administration and management of the project by **FFM** been effective? Yes ____ No ____

3. What aspects of **FFM's** project administration and management have you liked most? _____

4. What aspects of **FFM's** project administration and management have you liked least? _____

5. Has administration and management of the project by **AID** been adequate? Yes ____ No ____

6. Has administration and management of the project by **AID** been effective? Yes ____ No ____

7. What aspects of **AID's** project administration and management have you liked most (assuming that you interact with AID)?

8. What aspects of AID's project administration and management have you liked least (assuming that you interact with AID)?

9. Are (Did) you regularly receiving (receive) your allowance?
Yes ___ No ___

10. Is (was) student monitoring adequate to identify and resolve problems in a timely fashion?
Yes ___ No ___

11. What are (were) principal problems encountered by you in your program?

12. Who, if anyone, is helping (helped) you solve these problems?

II. M.A. Program Quality

13. Are M.S. economics programs offered by Latin American institutions of high quality? Yes ___ No ___

14. Are M.S. economic programs appropriately structured to emphasize economic policy analysis? Yes ___ No ___

15. What jobs have you had (do you expect to have) after graduation from your present program?

16. Where do graduates of your program typically find employment.

17. At what level in their employer organizations do recent graduates typically work? _____

18. In what sector do they typically work? Public
Private

19. Do you believe that:

(a) you have impacted on governmental policy decisions in your country in the past? Yes No

(b) you will impact on these decisions in the next five years? Yes No

20. Are women graduates of ATIE as likely to get the same types of jobs as men graduates?

Yes No

21. Are women graduates of ATIE as likely to have the same impact as male graduates on governmental policy decisions? Yes
No

22. What are the most important impediments faced by women participants in the program and in gaining good jobs?

23. Has the ATIE program changed in any way to respond to trainee needs? Yes No

If yes, give some examples _____

24. LAPI programs been effective in preparing students for Ph.D. programs in the U.S.?

Yes No

36. Please explain your answer _____

37. Do you anticipate that you will have increasing impact on important national economic policies and programs in the future as you progress in your career? Yes ___ No ___

38. Please explain your answer _____

39. What has been the most beneficial aspect of your training program?

40. What has been the least beneficial aspect of your training program?

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**ATIE Evaluation
Former Participant Questionnaire**

Name: _____

Address: _____

Phone: _____

Fax: _____

1. ABOUT YOUR PRESENT OCCUPATIONAL ACTIVITY:

(a) What is your present primary job? _____

(b) What do you do in this job? _____

(c) Is this job with the: Government? _____
 Para Statal? _____
 University? _____
 Private Sector? _____
 NGO/PVO? _____

(d) What is the name of the organization for which you work?

(e) Do you have a second job? Yes _____ No _____

(f) What is this second job? _____

(g) What do you do in the second job? _____

(h) Is this job with the: Government? _____
 Para Statal? _____
 University? _____
 Private Sector? _____
 NGO/PVO? _____

(i) What is the name of the organization for which you work?

(j) What job did you have before undertaking ATIE sponsored training? _____

(k) What did you do in this job? _____

(l) Was this job with the: Government? _____
 Para Statal? _____
 University? _____
 Private Sector? _____
 NGO/PVO? _____

(m) What was the name of the organization for which you worked?

(n) What was your monthly income before undertaking ATIE sponsored training? _____

(o) What is your current monthly income? _____

(p) Do you believe that training received under the ATIE program helped to increase your earning power? Yes ____ No ____

2. ABOUT YOUR ABILITY TO INFLUENCE ECONOMIC POLICY:

(a) Do you believe that you influence economic policy decisions in your country from these positions? Yes ____ No ____

(b) If yes, in what ways? _____

(c) Do you believe that you will be able to influence economic policy decisions in your country from these positions in the near future?

Yes ____ No ____

(d) If yes, in what ways? _____

(e) Do you believe that it will be more difficult for female ATIE graduates to exercise this influence over economic policy than for male ATIE graduates to do so?

Yes ____ No ____

(f) If yes, why? _____

3. ABOUT FFM ADMINISTRATION AND MANAGEMENT OF PROGRAM:

(a) Was administration and management of program by FFM adequate?
Yes _____ No _____

(b) Was FFM administration attentive to your needs when you were undertaking your study programs? Yes _____ No _____

(c) Please rate the adequacy of logistical support provided by FFM to you when you were undertaking your study program.

Excellent ___ Superior ___ Good ___ Fair ___ Poor ___

(d) Did you regularly receive your allowance when you were undertaking your program of study? Yes _____ No _____

(e) Was FFM monitoring adequate to identify and resolve problems you faced in a timely fashion? Yes _____ No _____

(f) Please explain your answer _____

4. ABOUT THE PROGRAM: QUALITY, STRUCTURE AND ADMINISTRATION:

(a) Please indicate in which ATIE program you studied:

- _____ CEMA
- _____ UNT
- _____ PUCC
- _____ ITAM
- _____ Other (Specify) _____

(b) Do you believe that the program in which you studied was of good quality? Yes _____ No _____

(c) Please explain your answer _____

(d) Did organization of the programs' courses and extracurricular activities appropriately emphasize economic policy analysis?
Yes _____ No _____

(e) Please explain your answer _____

(f) Did you receive adequate backstopping from the local coordinator and other faculty of the program? Yes _____ No _____

(g) What types of problems did you encounter with regard to the settling in process at the onset of your program? _____

(h) Were the local coordinator and other faculty helpful in the resolution of these problems? _____

(i) What types of problems did you encounter with the training program at its onset? _____

(j) Were the local coordinator and other faculty helpful in the resolution of these problems? _____

5. ABOUT YOUR PREPARATION FOR THE TRAINING PROGRAM:

(a) Do you believe that you were appropriately selected for training under the ATIE program? Yes _____ No _____

(b) Do you believe that the ATIE training effectively prepared you to enter a Ph.D. program in the U.S.? Yes _____ No _____

**Appendix B:
Lists of Faculty Members at LAPIs**

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CENTRO DE ESTUDIOS MACROECONOMICOS DE ARGENTINA

CONSEJO DIRECTIVO

Martin Lagos (*Presidente*)
Carlos Alfredo Rodríguez (*Director General*)
Roque Benjamín Fernández
Orlando Ferreres
Pedro Pou
Manuel Sacardote
Fernando de Santibañas

CUERPO DE PROFESORES

(año académico 1993)

Aquiles A. Almansí Ph.D. University of Chicago	Luisa Montuschi Doctora en Ciencias Económicas Universidad de Buenos Aires
Jorge Avila Ph.D. University of Chicago	Carlos Olivieri Doctor en Ciencias Económicas Universidad Nacional de Rosario
Carlos Barbosa Licenciado en Administración de Empresas Universidad Católica Argentina	Oscar Osorio Contador Público Nacional, UBA.
Miguel Angel Broda Ph.D. Candidate University of Chicago	Eugenio Pondás Master en Dirección de Empresas IESE Universidad de Navarra
Omar O. Chisari Doctor en Ciencias Económicas Universidad de Buenos Aires	Carola Pessino Ph.D. University of Chicago
Alejandra Falco Ingeniera Naval Instituto Tecnológico Buenos Aires	Carlos A. Rodríguez Ph.D. University of Chicago
Roque B. Fernández Ph.D. University of Chicago	José Sanchez Master in Business Administration University of Chicago
Pablo Guidotti Ph.D. University of Chicago	Ricardo Schefer Licenciado en Economía Universidad del Salvador
Alberto Karlen Master of Arts en Estadística - CIENES	Roberto D. Werner Master in Business Administration - INSEAD
Gerardo A. León Master in Business Administration University of Chicago	Enrique Yacuzzi MBA, Massachusetts Institute of Technology
Rolf Mantel Ph.D. Yale University	Edgardo Zablotsky Ph.D. University of Chicago
Diana Mondino Master en Dirección de Empresas IESE-Universidad de Navarra	

**APENDICE 5
NOMINA DE DOCENTES DEL PROGRAMA DE MAGISTER
EN ECONOMIA**

- Docentes de Planta de Jornada Completa
- Docentes de Planta de Jornada Parcial

- **Aninat Ureta, Eduardo**
Ingeniero Comercial, U.C.
Ph.D. en Economía, U. de Harvard, EE.UU.
(especialidad Finanzas Públicas)

- **Bacigalupo Vicuña, Félix**
Ingeniero Comercial, U.C.
MA en Economía, U. de Chicago, EE.UU.
(especialidad Microeconomía)

- **Barros Montero, César**
Ingeniero Agrónomo, U.C.
Ph.D. en Economía, U. de Stanford, EE.UU.
(especialidad Macroeconomía)

- **Cabrera Venegas, Angel**
Ingeniero Comercial U.C.
MA en Economía, U. de Harvard, EE.UU.
(especialidad Economía Internacional)

- **Carril Muñoz, Valentín**
Ingeniero Comercial, U.C.
MA y Doctor (Candidato en Economía, U. de Minnesota, EE.UU.
(especialidad Econometría)

- **Coeymans Avaria, Juan Eduardo**
Ingeniero Comercial, U.C.
M. of Letters y Ph.D. en Economía U. de Oxford, Inglaterra.
(especialidad Econometría)

- **Coloma Correa, Fernando**
Ingeniero Comercial, U.C.
MA en Economía, U. de Chicago, EE.UU.
(especialidad Microeconomía)

- **Corbo Lioi, Vittorio**
Ingeniero Comercial, Universidad de Chile
Ph.D. en Economía, M.I.T., EE.UU.
(especialidad Macroeconomía)

- **De la Cuadra Fabres, Sergio**
Ingeniero Comercial, U.C.
MA en Economía, U. de Chicago, EE.UU.
(especialidad Macroeconomía)
- **Desormeaux Jiménez, Jorge**
Ingeniero Comercial, U.C.
Ph.D. (candidato) en Economía, M.I.T., EE.UU.
(especialidad Macroeconomía)
- **Díaz Vergara, Carlos Antonio**
Ingeniero Comercial, U.C.
MA en Economía, Universidad de California, UCLA, EE.UU.
(especialidad Organización Industrial)
Actualmente Director del Programa de Posgrado en Economía
y Director de Programas Docentes del Instituto de Economía
- **Donoso Barros, Alvaro**
Ingeniero Comercial, U.C.
MA en Economía, U. de Chicago, EE.UU.
(especialidad Microeconomía y Finanzas Públicas)
Actualmente Director del PIMA
- **Edwards Guzmán, Gonzalo**
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MA Food Research, Ph.D. Engineering-Economic System, Universidad de
Stanford, EE.UU.
(especialidad Econometría)
- **Fontaine Ferreira-Nobriga, Ernesto**
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Ph.D. Economía, U. de Chicago, EE.UU.
(especialidad Microeconomía y Evaluación Social de Proyectos)
Actualmente Director del CIAPEP
- **Fontaine Talavera, Juan Andrés**
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MA en Economía, U. de Chicago, EE.UU.
(especialidad Macroeconomía)
- **Galetovic Potsch, Alex**
Ingeniero Comercial, U.C.
MA en Economía, U. de Princeton, EE.UU.
Actualmente en el programa de doctorado
(especialidad Organización Industrial)
- **Hachette de la Fresnaye, Dominique**
Ingeniero Comercial, Universidad de Chile
Ph.D. Economía, U. de Chicago, EE.UU.
(especialidad Economía Internacional)

- **Rozas Rodríguez, María del Pilar**
Ingeniero Comercial, U.C.
MA Economía, U. de Boston, EE.UU.
(especialidad Microeconomía)
- **Sánchez Callejas, José Miguel**
Ingeniero Comercial, U.C.
MA y Ph.D. (candidato) en Economía, Universidad de Minnesota, EE.UU.
(especialidad Microeconomía)
- **Torche Lazo, Aristides**
Ingeniero Comercial, Universidad de Chile
Master en Matemáticas, Universidad Técnica del Estado
Diploma de Estadístico, Ecole Nationale de la Statistique et de l'Administration
Economique, Francia
MA en Economía, U. de Chicago, EE.UU.
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- **Valdés Eguiguren, Alberto**
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MA en Economía, Universidad de Chicago, EE.UU.
Ph.D. en Economía, London School of Economics, Inglaterra
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- **Valdés Prieto, Salvador**
Ingeniero Civil Industrial, U.C.
Ph.D. Economía, MIT, EE.UU.
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- **Varas Castellón, Juan Ignacio**
Ingeniero Agrónomo, U.C.
MA Economía, U. de Chicago, EE.UU.
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- **Vergara Montes, Rodrigo**
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MA y Ph.D. en Economía, U. de Harvard, EE.UU.
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- **Vial Gaete, Alvaro**
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Master en Economía, Universidad de Chicago, EE.UU.
(especialidad Microeconomía)
- **Wagner Handwerck, Gert**
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- **Larraín Bascuñán, Felipe**
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(especialidad Macroeconomía)
- **Larroulet Vignau, Cristián**
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(especialidad Organización Industrial)
- **Lüders Schwarzenberg, Rolf**
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- **Morandé Lavín, Felipe**
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MA y Ph.D. en Economía, U. de Minesota, EE.UU.
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- **Mujica Ateaga, Rodrigo**
Ingeniero Agrónomo, U.C.
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- **Ossa Scaglia, Fernando**
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MBA y Ph.D. en Economía, U. de Cornell, EE.UU.
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- **Piñera Echeñique, Sebastián**
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MA y Ph.D. en Economía, U. de Harvard, EE.UU.
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- **Rojas Ramos, Patricio**
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- **Rosende Ramírez, Francisco**
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MA en Economía, Universidad de Chicago, EE.UU.
(especialidad Macroeconomía)

- **Williamson Benaprés, Carlos**
Ingeniero Comercial y Magister en Economía, U.C. .
MA Economía, U. de Chicago, EE.UU.
(especialidad Microeconomía)
Actualmente Director del Instituto de Economía

Instituto Tecnológico Autónomo de México
Department of Economics
Faculty

SILVANO ESPINDOLA FLORES

Dean of the Division of Economics, Law and Social Sciences

Licenciado en Economía. ITAM.

MA in Agricultural Economics. Universidad de Chapingo. México

MA in Economics. Boston University. USA

Ph.D. Candidate in Economics. Boston University. USA

ISAAC MARIO KATZ BURSTIN

Chairman of the Department of Economics

Licenciado en Economía. ITAM.

MA in Economics. University of Chicago. USA

Ph.D. Candidate in Economics. University of Chicago. USA

ANTONIO BASSOLS ZALETÁ

Program Director. Licenciatura de Economía

Licenciado en Economía. ITAM.

MBA. Instituto Tecnológico de Estudios Superiores de Monterrey. México.

MAGDALENA SOFÍA BARBA FERNÁNDEZ.

Licenciado en Economía. ITAM.

MA in Economics. ITAM.

LUIS BARRÓN

Licenciado en Economía. ITAM.

JUAN CARLOS BELAUSTEGUIGOITIA RIUS (On leave)

Licenciado en Economía. ITAM.

Maestro en Economía. University of Essex. Great Britain

Ph.D. in Economics. University of Essex. Great Britain

BARBARA CARRILLO FLORES

Computing Engineer. ITAM.

Licenciado en Economía. ITAM.

MA in Economics. ITAM.

BENJAMÍN CONTRERAS ASTIAZARÁN.

Licenciado en Economía. ITAM.

MA in Economics. Texas A & M. USA

Ph.D in Economics Texas A & M USA

PABLO COTLER

Licenciado en Economía. Universidad de Lima. Peru
MA in Economics. Boston University. USA
Ph.D. in Economics. Boston University. USA

ENRIQUE DAVILA CAPALLEJA

Licenciado en Economía. Universidad Nacional Autónoma de México.

RODOLFO DE LA TORRE GARCIA

Licenciado en Economía. ITAM.
MA in Economics. Oxford University. Great Britain
Ph.D. Candidate in Economics. Oxford University. Great Britain.

EDMUNDO FLORES

Licenciado en Economía. Universidad Nacional Autónoma de México.
Ph.D. in Agricultural Economics. University of Wisconsin. USA.

DANIEL GALINDO MILHE

Licenciado en Economía. ITAM
MBA. ITAM.

SOCORRO GOMEZ

Licenciado en Economía. Universidad Autónoma de Nuevo León.
MA in Economics. University of Cincinnati
Ph.D. In Economics. University of Cincinnati

GONZALO HERNANDEZ LICONA

Licenciado en Economía. ITAM
MA in Economics. University of Essex. Great Britain

SILVIA HERNANDEZ

Licenciado en Economía. ITAM
MA in International Management. ITAM
MA in Political Economy. University of London

GERARDO JACOBS

Licenciado en Economía. ITAM
MA in Economics. University of Minnesota. USA
Ph.D. in Economics. University of Minnesota. USA

GEORGINA KESSEL MARTINEZ

Licenciado en Economía. ITAM.
MA in Economics. Columbia University. USA
Ph.D. in Economics. Columbia University. USA

CHONG SUP KIM.

Licenciado en Economía. University of Seoul. South Korea
MA in Economics. University of Chicago. USA
Ph.D. in Economics. University of Chicago. USA

POLA STRAUSS

Licenciado en Economía. ITAM
MA in Economics. ITAM
MA in International Relations. Fletcher University. USA

IGNACIO TRIGUEROS LEGARRETA

Licenciado en Economía. ITAM.
MA in Economics. University of Chicago. USA
Ph.D. in Economics. University of Chicago. USA

FELIX VELEZ FERNANDEZ VARELA

Licenciado en Economía. ITAM.
MA in Public Policy. Princeton University. USA

HUGO MENA

Licenciado en Economía, Universidad Católica de Chile
M.A. in Economics, University of Rochester
Ph.D. in Economics, University of Rochester

CATHERINE MANSELL

B.A. in Economics, University of Chicago
M.A. in Economics, University of Chicago

PEOPLE FROM THE DEPARTMENT OF ECONOMICS OF THE UNIVERSITY OF TUCUMAN,
AND IMPORTANT POSITIONS THAT THEY HELD.

NAME	University	Period 1961-1992	
		Degree	Important Positions
1. Adolfo C. Diz	Chicago	Ph.D.	Full Professor, University of Tucumán. Director of the International Monetary Fund. Financial Representative for Argentine in Europe. Director of CEHLA, Mexico. President Central Bank of Argentina.
2. Víctor J. Elías*	Chicago	Ph.D.	Full Professor, University of Tucumán. Visiting Professor, Harvard University, Stanford University, and International Food Policy Research Institute. President Argentine Economic Association. President Latin American Standing Committee of the Econometric Society. Director of the Magister in Economic.
3. Hector F. Avila	Chicago	M.A.	Full Professor, University of Tucumán. Section Chief. International Monetary Fund. IMF Representative at Costa Rica.
4. Haniel L. Cordomf*	Chicago	Ph.D.	Full Professor, University of Tucumán. Undersecretary of State, Tucumán.
5. Raúl P. Hentz*	Stanford	Ph.D.	Full Professor, University of Tucumán. Dean of the Department of Economics, University of Tucumán. Vice-president of the International Statistical Institute. Vice-president of the Inter-American Institute of Statistics. Director of the Institute of Statistics, University of Tucumán.
6. Valeriano F. Garcia	Chicago	Ph.D.	Full Professor, University of Tucumán. President of the Fundación del Tucumán. Economic Adviser to the Governor of Tucumán. Senior Economist, The World Bank.
7. Carlos A. Pucci*	Chicago	M.A.	Full Professor, University of Tucumán. Resident Expert to UAS in Chile and Ecuador. IOB Consultant in Costa Rica. Director of Planning Office, Tucumán. Adviser in Project Evaluation to the Ministry of Economics, Argentina.

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UNIVERSITY OF TUCUMAN

IIAHE	University	Degree	Important Positions
8. Jose A. Cerro	Minnesota	Ph.D. candidate	Full Professor, University of Tucumán. Executive Secretary, GEPLACEA, Mexico. Professor IIAH, Mexico.
9. Ricardo H. Arriazu	Minnesota	Ph.D. candidate	Deputy Director of the International Monetary Fund. Special Adviser to the Central Bank Presidency Argentina. Financial Adviser to the Banking Sector in Buenos Aires. Consultant, United Nations. Professor University of Belgrano, Buenos Aires.
10. Alberto R. Musalem	Chicago	Ph.D.	Visiting Full Professor University of Bahia, Brazil. Economic Adviser to the Central Bank of Colombia. Visiting Professor at CEMA, Buenos Aires, and the University of Tucumán. Senior Economist, The World Bank.
11. Antonio Aguirre	Berkeley	Ph.D.	Economic Adviser to IITA, Argentina. Professor at the University of Belo Horizonte, Brazil. Adviser to Fundacion Pinheira, Minas Gerais.
12. Raúl E. Soria*	Chicago	M.A.	Full Professor, University of Tucumán. Vice-president of State Bank of Tucumán. Economic Adviser to the Private Sector in Tucumán.
13. Eusebio C. del Rey	Chicago	M.A.	Full Professor University of Tucumán. Full Professor University of Salta. Director of the Institute of Economic Research at the University of Salta. Economic Adviser to the State Bank of Salta.
14. Rubén D. Almonacid	Chicago	Ph.D.	Professor at Vanderbilt University. Full Professor at the University of Sao Paulo, Brazil. President of the Saving and Loan Association of the State of Sao Paulo.
15. Roberto A. Recalde	Chicago	M.A.	Senior Economist of the Organization of American States (OAS). Professor at the University of the Andes, Bogotá, Colombia.

NAME	University	Degree	Important Positions
Eduardo S. Garvich*	Tucumán	Licenciado	Assistant professor of the University of Tucumán. Director of Economic Studies at the Government of Tucumán.
Juan C. Kolisnyk*	Tucumán	Licenciado	Senior Economist of the Government of Tucumán. Professor of Economics at UNSTA.
Eduardo Brunet*	Tucumán	Licenciado	Senior Economist of the Government of Tucumán. Entrepreneur.
Juan M. Jorrat*	Ohio	M.A.	Full Professor of the University of Tucumán. Academic Secretary of the Department of Economics of the University of Tucumán.
Santiago A. Miraglia*	Ohio	M.A.	Full Professor University of Tucumán. Financial Chief of the Bank of the City of Tucumán
Jorge Marquez Ruarte	Chicago	Ph.D.	Visiting Research University of Minnesota. Deputy Chief Division, International Monetary Fund. Professor of CEMA, Buenos Aires.
Juan C. Abril*	London School	Ph.D.	Full Professor of the University of Tucumán. Researcher of the CONICET, Argentina. Member of the Council of the Department of Economics of the University of Tucumán.
1. José S. Lizondo	Chicago	Ph.D.	Professor at ITAM, México. Economist at the Research Department of the IMF. Full professor of the University of Tucumán.
1. Juan Pablo Nicolini	Chicago	Ph.D.	Professor at ITAM, México, Visiting Professor of the Pompeu Fabra University, Barcelona, España. Visiting Professor of the University of Tucumán.
1. Osvaldo Meloni	Los Angeles	M.A.	Full professor of the University of Tucumán. Director of Research in the "Fundación del Tucumán". Argentina. Adviser to the Ministry of Economics of Argentina.
1. Severo G. Caceres Cano *	Tucumán	Licenciado	Professor of the University of Tucumán. National Director of Regional Economics.
1. Rita Lavin Figueroa	Chicago	M.A.	Financial Economist, New York.

NAME	University	Degree	Important Positions
Victor Kater	St. Louis	M.A.	Economist, St. Louis.
Hugo V. Juan Ramón	Chicago	Ph.D.	Professor at Denison, Ohio. Economist at the IMF, Washington D.C.
Fernando Claudio Gayer(*)	Columbia	M.A.	Professor at the University of Tucumán. Chief of the "Suqufa Bank", Tucumán.
Adela J. Cosentini	Tucumán	Licenciado	Professor of the University of Jujuy, Argentina.
Eduardo J. Kohn*	Tucumán	Licenciado	Entrepreneur.
Liliana A. Macián de Barbieri*	Tucumán	Licenciado	Full professor of the University of Tucumán.
Victor M. Feijóo	Tucumán	Licenciado	Dean of the School of Economics at the Catholic University of Santiago del Estero, Argentina.
Franco E. Nanni*	Tucumán	Licenciado	Professor of the University of Tucumán. Adviser in Project Evaluation to the Legislatura de Tucumán.
Leonardo Goldman*	Tucumán	Licenciado	Assistant Professor of the University of Tucumán. Chief Economist in the "Noar Bank" of Tucumán.
Sonia Mejail*	St. Louis	M.A.	Professor at UNSTA. Entrepreneur.
Luis Grinblat*	American University	M.A.	Assistant Professor of the University of Tucumán. Credit Officer at Caja Popular de Ahorro de Tucumán.
Hugo Ferullo*	Lyon	Ph.D.	Director of the Regional Growth Center and Professor of the University of Tucumán.
Daniel Yañez*	Tucumán	Licenciado	Professor of the University of Tucumán.
Carlos Elbirt	Tucumán	Licenciado	Economist of the World Bank.
Carlos G. Rivas	CEMA and KIEL	M.A.	Professor of Economics at University of San Andrés, Buenos Aires. Economist in the Central Bank of Argentina. Director of an Economy. Adviser Center in Buenos Aires.
Héctor Neme	Tucumán	Licenciado	Main Minister of Economics, Santiago del Estero, Argentina.
César A. Banacina	Tucumán	Licenciado	Economist in the Secretary of Public Works of Argentina. Chief of the French Bank of Santiago del Estero, Argentina.

NAME	University	Degree	Important Positions
Lidia C. Mirabella de Sant*	Tucumán	Licenciado	Full Professor of the University of Tucumán.
Rigardo Gorban*	Tucumán	Licenciado	Professor of the University of Tucumán. Entrepreneur.
Lucia R. Elías de Dip	CEMA	M.A.	Professor of the University of Salta.
José R. Mansilla*	Tucumán	Licenciado	Entrepreneur. Adviser at the Secretary of Public Affairs, Argentina.
Patricia R. Rossi	Tucumán	Licenciado	Assistant professor of the University of Santiago del Estero, Argentina.
José Marcos Bulacio*	CEMA	M.A.	Professor of the University of Tucumán.
Ana M. Cerro de Omodeo*	Tucumán	Licenciado	Professor of the University of Tucumán.
Lucia H.J. Avellanada*	Tucumán	Licenciado	Entrepreneur.
Alejandra J. Hayman de Yocca*	Tucumán	Licenciado	Economist in "Scanla of Argentina". Assistant professor of the University of Tucumán.
Adriana M. Gonzalez Lelong*	Tucumán	Licenciado	Economist in the "Estación Experimental Agro-Industrial Tucumán". Assistant professor of the University of Tucumán.
Alcira Romano de García (*)	Tucumán	Licenciado	
Jacobo H. Chalón*	Tucumán	Licenciado	Entrepreneur.
Juan C. Diosque*	Tucumán	Licenciado	Economist in the Ministry of Economics of Tucumán
Susana Marrades*	Tucumán	Licenciado	Credit Officer at State Bank of Tucumán.
Javier R. Herrera Bueno	Tucumán	Licenciado	Economist Adviser in Perú.
Liliana B. Elías*	Tucumán	Licenciado	Research Officer of the Bureau of Census of Tucumán.
Enrique I. Gutierrez*	Tucumán	Licenciado	Professor of the University of Tucumán.
Juan C. Encina*	Tucumán	Licenciado	Research Officer of the Bureau of Census of Tucumán. Professor of the University of Tucumán.
Raúl E. Ríos*	Navarra, Spain	M.A.	Professor of the University of Tucumán, Entrepreneur Adviser.
Antonio R. García*	Italy	M.A.	Professor of the University of Tucumán. Adviser to the National Program on State Reforms (NPSR) of Tucumán.

NAME	University	Degree	Important Positions
65. Jaime J. Nougues*	Tucumán	Licenciado	Economist in the Bank Roberts of Buenos Aires. Argentina.
66. Lorenzo R. Carrizo	CEMA	M.A.	
67. Sonia P. Ross de Gepner*	Tucumán	Licenciado	Assistant Professor of the University of Tucumán.
68. María C. Leguizamon de Rollán*	Tucumán	Licenciado	Assistant Professor of the University of Tucumán.
69. Heraldo J. Iriondo*	Tucumán	Licenciado	Adviser to the NPSR of Tucumán.
70. Juan L. Carlino Gudel*	Tucumán	Licenciado	Economist in the "Bank Río" of Tucumán.
71. José P. Moreno Looz	Tucumán	Licenciado (ATIE Program)	Economist in the Central Bank of Ecuador.
72. Roberto A. Ayala Salcedo	Tucumán	Licenciado (ATIE Program)	Ph.D. Program in Duke University. USA.
73. Gustavo F. Walberg*	Tucumán	Licenciado	Assistant professor of the University of Tucumán. Adviser to the NPSR of Tucumán.
74. Claudia Katz	Geneva	Licenciado	Graduate Program of Geneva Institute of International Studies, Switzerland.
75. Martín G. Boquete	Tucumán	Licenciado	Economist in "Pecom-Mec", Buenos Aires, Argentina.
76. Jaime M. Delajara	Pompeu Fabra, Spain		Ph.D. Program in Pompeu Fabra, Barcelona. Spain.
77. José Luis Flaja	Tucumán	Licenciado	
78. María del C. Quiñonez Chasseloup	Clemson	Licenciado	Ph.S. Program in Clemson University. USA.
79. Pablo F. Druck*	Tucumán	(ATIE Program) Licenciado	Adviser at the Ministry of Economics, Buenos Aires.
80. Roxana C. Giraldez	Torcuato Di Tella	(ATIE Program)	M.A. program in "Di Tella Institute" Buenos Aires.
81. A. Sergio Navajas	Tucumán	Licenciado (ATIE Program)	Economist in the Central Bank of Bolivia.
82. María C. Lopez Videnka	Tucumán	Licenciado	
83. Severo G. Cáceres Cano (Jr.)*	CEMA	M.A.	Adviser to the NPSR of Tucumán.
84. María Elena Elías de Encina*	Tucumán	Licenciado	Researcher Officer of the Bureau of Census of Tucumán.

(*) People actually at Tucumán.

(*) Deceased.

**Appendix C:
Formal Course Offerings at LAPIs**

Table 10
Courses Taught in M.A. Program; CEMA

<u>Year 1</u>	<u>Year 2</u>
First Quarter	First Quarter
Price Theory I Studies	Political Economy Case
Macroeconomic Analysis I	Mathematical Economics
Second Quarter	Second Quarter
Price Theory II	Econometrics
Macroeconomic Analysis II	Finance/Capital Markets
Third Quarter	Third Quarter
International Economics	Human Resource Economics
State Economic Theory	General Economic Theory

Table 11
Courses Taught in M.S. Program - ITAM

Year 1	Year 2
First Semester	Third Semester
Microeconomic Theory I	Econometrics II
Macroeconomic Theory I	International Finance
Mathematical Economics	Elective
Statistics	Elective
Second Semester	Fourth Semester
Microeconomic Theory II	Social Project Evaluation
Macroeconomic Theory II	Thesis Seminar
Econometrics I	Elective
International Trade Theory	Elective

• All students are required to pass comprehensive examinations and complete a thesis in addition to passing the above courses.

Programs Offered at Pucc

I. Economics M.S. Program

Required Courses:

Microeconomic Theory I	12 Credits
Macroeconomic Theory I	12 Credits
Mathematics for Economists	12 Credits
Microeconomic Theory II	12 Credits
Macroeconomic Theory II	12 Credits
Econometrics	12 Credits
Thesis Seminar	12 Credits

Subtotal..... 84 Credits

Optional Courses:

Various 48 Credits

Subtotal..... 48 Credits

TOTAL..... 132 Credits

II. Macroeconomics M.A. Program

Option 1: Applied Economics

Required:

Microeconomic Theory I	12 Credits
Macroeconomic Theory I	12 Credits
Econometrics	12 Credits
Macroeconomic Theory of the International Economy	12 Credits
Public Finances	12 Credits
Seminar - Financial Programming	12 Credits

Subtotal..... 84 Credits

Optional:

Various	84 Credits
<hr/>	
Subtotal.....	84 Credits
TOTAL.....	168 Credits

Option 2: Socioeconomic Project Evaluation

Required:

Microeconomic Theory I	12 Credits
Macroeconomic Theory I	12 Credits
Econometrics	12 Credits
Social Evaluation of Projects	12 Credits
Social Price Methodology	12 Credits
Seminar - Project Evaluation	12 Credits
<hr/>	
Subtotal.....	84 Credits

Optional:

Various	84 Credits
<hr/>	
Subtotal.....	84 Credits
Total.....	168 Credits

Program Offered at Tucuman

The Economics Department at the University of Tucuman does not offer a Master's Degree program in Economics. All students attending this institution were enrolled in their undergraduate (Licentiate) program. The course offerings in this major are comparable to those taken by students in the other graduate programs.

**Appendix D:
Former Harberger Students in Select
Latin American Countries**

Harberger Students in Mexico Public Sector

Non Federal Government Positions:

Socrates Rizzo, Governor, State of Nuevo Leon

Manuel Cavazos-Lerma, Senator, State of Tamaulipas

Undersecretary Positions in Federal Government:

Francisco Gil-Diaz, Undersecretary of Finance

Fernando Sanchez-Ugarte, Undersecretary of Trade

Herminio Blanco, Chief Negotiator of Free Trade Agreement

Director Generals:

Carlos Hurtado-Lopez, Economic and Social Policy, Ministry of
Planning and Budget

Manuel Fernandez-Perez, Industry, Ministry of Trade

Hector Orozco, Ministry of Planning and Budget

Raul Solis, Privatizations (including Telefonos Mexicanos;
Mexicana de Aviacion; CONASUPO)

Chief Advisors:

Alfredo Genel, Chief Advisor to the Undersecretary for Investment
and Industrial Policy

Ricardo Samaniego, Chief Advisor to the Minister of Finance of
Federal District of Mexico

Enrique Barraza, Chief Advisor to the Free Trade Treaty
Negotiator

**Pablo Reyes, Chief Advisor to the Director General of CONASUPO
(Compania Nacional de Subsistencias Populares)**

Banco de Mexico:

Agustin Carstens, Treasurer

Manuel Zepeda, Director of Housing Trust

Aurelio Monte Mayor

Moises Schwartz, Advisor to the Treasurer

Jesus Cervantes, Director

Carlos Isoard

Alejandro Perez-Lopez

University Presidents:

Arturo Fernandez-Perez, Rector of ITAM

Manuel Silos, Rector of University of Nuevo Leon

Other Key Policy Positions:

J. Manuel Suarez-Mier, Mexican Embassy, Washington, D.C.

Humberto Molina, Banco Nacional de Comercio Exterior

Donaciano Quintero, Advisor to Minister of Trade

**Maria Teresa Gomez, Advisor to Jose Cordoba, Principal Advisor to
President Salinas de Gotari**

Armando Perez-Gea, Advisor to Minister of Finance

**Juan Ignacio Marti, Director for Automobile Sector, Ministry of
Trade**

Jose Alberro, Advisor to PEMEX

Julio Aguilar, Advisor on Internal Revenue

Manuel Sanchez, Head of Center for Economic Analysis & Research

**ARGENTINE ECONOMICS GRADUATES OF
THE UNIVERSITY OF CHICAGO**

1. Aquiles A. ALMANZI, Ph.D.
was Assistant Professor at University of Michigan
is Professor at CEMA.
2. Rubén D. ALMONACID, Ph.D.
was Assistant Professor at Vanderbilt University (serving
mainly in Sao Paulo at Universidade de Sao Paulo)
became Titular Professor at Universidade de Sao Paulo
after leaving Vanderbilt. Is now a successful businessman
in Sao Paulo.
3. Leonardo AUERNHEIMER, Ph.D.
is Professor of Economics at Texas A&M
Frequent visiting Professor at CEMA
4. Jorge AVILA, Ph.D.
is Professor at CEMA.
5. Raúl BEGUIRISTAIN, MA
died of cancer at a very young age. I believe he had
returned to and was teaching at the University of Cuyo at
the time.
6. Héctor BENEGAS, MA
was Professor Universidad of Cuyo
is Professor Universidad Nacional de Rio Cuarto (Córdoba).
7. Tomás BALIÑO, Ph.D.
Division Chief, Central Banking Division, International
Monetary Fund
was Economist, Banco Central de Argentina.
8. Mario BLEJER, Ph.D.
now Division Chief, International Monetary Fund
was Chief Economist, Research Dept. The World Bank.
9. Angel BOCCIA, MA
now Economist, Organization of American States
was Professor, Universidad de Cuyo.
10. Miguel Angel BRODA, MA
Chairman of MAM Broda & Associates
Editor of Carta Económica.
11. Enrique BLASCO GARMA, MA
Economic Consultant and sometime columnist.
11. Graciela CAIROLI, MA
was Professor at CEMA
now a business economist.

12. Oscar CARRERAS, MA
was Economist Secretaría de Hacienda
now Senior Manager, Bunge & Born.
13. Ana María CLARAMUNT, MA
Professor, Universidad de Cuyo.
14. Manuel Luis CORDOMI, Ph.D.
Professor Universidad de Tucumán.
15. Marcelo DABOS, Ph.D.
Economic Consultant
16. Aldo DADONE, Ph.D.
is now President of the Banco de la Nación (largest bank
in Argentina - a public sector entity)
was Professor, Universidad de Córdoba.
17. Gerardo della PAOLERA, Ph.D.
Rector of the Universidad Torcuato di Tella.
18. Edgardo De CARLI, MA
Economist, International Monetary Fund.
19. Eusebio Del REY, MA
Professor, Universidad Nacional de Salta
was Professor, Universidad Nacional de Tucumán.
20. Adolfo C. DIZ, Ph.D.
was President Central Bank of Argentina
was Executive Director International Monetary Fund
was Representative of Argentina for Economic Affairs in
Europe (rank was Minister, based in Geneva).
21. Victor J. ELIAS, Ph.D.
Professor, Universidad Nacional de Tucumán
has been visiting scholar at Harvard University and
The Hoover Institution.
22. José FAJGENBAUM, MA
Economist, International Monetary Fund.
23. Roque B. FERNANDEZ, Ph.D.
now President, Central Bank of Argentina
founding member and Professor, CEMA
was visiting Professor, University of Southern
California.
24. Coloma FERRA, MA
Professor, Universidad Nacional de Cuyo
was Professor Catholic University of Chile.

25. Valeriano GARCIA, Ph.D.
was Professor, Universidad Nacional de Tucumán
was Economist CEMLA (Centro de Estudios Monetarios Latinoamericanos)
is Senior Economist, The World Bank.
26. Angel GINESTAR, MA
was Professor, Universidad Nacional de Cuyo
is Economist Organization of American States.
27. Alieto GUADAGNI, Postdoctoral Fellow
is Ambassador of Argentina in Brazil
was Secretary of International Economic Relations,
Argentine Ministry of Foreign Affairs
was Minister of Economics, Province of Buenos Aires.
28. Pablo GUIDOTTI, Ph.D.
is Advisor to Central Bank of Argentina
was Economist, International Monetary Fund
was Professor, University of Colorado.
29. Adrian GUISSARRI, MA
now Senior Adviser, Banco del Sud
was Economist, Organization of American States.
30. Alberto HERROU, Ph.D.
Economist, The World Bank.
31. Victor Hugo JUAN-RAMON, Ph.D.
Economist, International Monetary Fund.
32. Rita LAVIN, MA
Economist, CITIBANK.
33. Leonardo LEIDERMAN, Ph.D.
is Professor Tel Aviv University
was visiting Professor University of Chicago.
34. José Saúl LIZONDO, Ph.D.
is Economist International Monetary Fund
was Professor ITAM (México)
was Professor Universidad Nacional de Tucumán.
35. Ricardo LOPEZ-MURPHY, MA
is Senior Economist, FIEL (Fundación para la Investigación Económica Latinoamericana),
Buenos Aires
is Professor Universidad Nacional de La Plata
was Economist, Secretaría de Hacienda
was Economic Adviser, Ministry of Finance of Uruguay.

36. Alberto Roque MUSALEM, Ph.D.
 is Economist, The World Bank
 was Professor Universidad del Valle (Cali, Colombia)
 was Professor CENDEC, Ministry of Planning of Brazil
 was Professor Universidad de Recife (Brazil)
 was Professor Universidad de Bahía (Brazil)
37. Claudio LOSER, Ph.D.
 is Division Chief, Latin American Dept.
International Monetary Fund
 was Professor Universidad Nacional de Cuyo.
38. Jorge MEDINA, Ph.D.
 was Professor Universidad Nacional de Cuyo
 is Senior Economist, National Institute of Agricultural
 Technology (Argentina).
39. Enrique MARIN, MA
 is Professor Universidad Nacional de Cuyo.
40. Jorge MARQUEZ-RUARTE
 is Division Chief International Monetary Fund
 was Assistant Professor University of Minnesota
 was Assistant Professor University of Rochester
 was Professor CEMA.
41. Miguel MARTINEZ, Ph.D.
 is Chief Economist, Africa Department, The World Bank
 was Professor, Universidad Nacional de Cuyo.
42. Juan Pablo NICOLINI, Ph.D.
 now Professor, Pompeu Fabra University (Spain)
 was Professor, ITAM (México)
 also visiting Professor, Universidad Nacional de Tucumán.
43. Carola PESSINO, Ph.D.
 now Professor, CEMA
 was Assistant Professor, Duke University
 was Postdoctoral Fellow, Yale University.
44. Amalio Humberto PETREI, Ph.D.
 now Representative for Argentina
Inter-American Development Bank
 was Economist, Organization of American States
 was Professor, Universidad de Córdoba.
45. Pedro POU, Ph.D.
 now Director (on Board) Central Bank of Argentina
 was Ministro de Economía, Province of Buenos Aires
 was Professor and Founding Member, CEMA.

46. Carlos PUCCI, MA
 now Adviser to the Minister of Economics
 also Professor, Universidad Nacional de Tucumán
 was Economist, Organization of American States (Chile)
 was Economist, Inter-American Development Bank (Ecuador)
47. Lucio RECA, Ph.D.
 is Director of Project Evaluation,
Inter-American Development Bank
 was Secretario de Agricultura (Argentina).
48. Alfredo RECALDE, MA
 is Economist Organization of American States.
49. Carlos Alfredo RODRIGUEZ, Ph.D.
 is Professor, Chairman and Founding Member of CEMA
 is member of Argentine Academy of Economic Sciences
 was Professor, Columbia University.
50. Fernando de SANTIBANES, MA
 now President and CEO, Banco de Crédito Argentino
 also member of the Board of Directors of CEMA.
51. Osvaldo SCHENONE, Ph.D.
 now Professor, Universidad de San Andrés
 was Professor and Founding member, CEMA
 was Professor, Economic Development Institute,
The World Bank
 was Professor, Universidad Católica de Chile
 was visiting Professor, UCLA.
52. Miguel SIDRAUSKI, Ph.D.
 died of cancer at around 30 years of age, but made a
 great name for himself before then. The Econometric
 Society has a Sidrauski Memorial Lecture, given at each
 Latin American Regional Meeting. Sidrauski was Professor
 at MIT before he died.
53. Raúl SORIA, MA
 is Professor, Universidad Nacional de Tucumán
 is Economic Advisor, Banco ASFIN
 was Director, Banco de la Provincia de Tucumán.
54. Mario TEIJEIRO, MA
 is General Manager, Banco de Crédito Argentino
 was Alternate Executive Director,
International Monetary Fund
 was Economist, Secretaría de Hacienda de Argentina.
55. Maurice TEUBAL, Ph.D.
 Professor, Tel Aviv University (Israel).

56. Mariano TOMMASI, Ph.D.
Assistant Professor, UCLA.
57. Sergio VERNIER (Non-degree)
Professor, Universidad Nacional de Cuyo
was Dean of the Faculty of Economic Sciences.
58. Juan VERSTRAETE, Ph.D.
is Professor, Universidad Nacional de Cuyo
was Economist Université de Louvain (Belgium).
59. Edgardo ZABLITSKY, Ph.D.
is Professor at CEMA
was Professor, Universidad de Catamarca.
60. Juan Antonio ZAPATA, Ph.D.
is Secretario para Asuntos Provinciales
Interior Ministry (Argentina)
was Ambassador at large for Economic Affairs,
Argentine Ministry of Foreign Affairs
was Professor, Universidad Nacional de Cuyo
was Dean, Universidad Nacional de Cuyo
was Professor, Universidad Católica de Chile
was visiting Professor, UCLA.
61. Roberto ZORGNO, MA
is Professor at CEMA
also Financial Manager, Banco Finansur.

**Appendix E:
Scope of Work**

(ATIESOW93)

SCOPE OF WORK

A. Activity to be Evaluated

The project to be evaluated is titled Advanced Training in Economics (ATIE), Project #598-0774 that is being implemented under a Cooperative Agreement with the Foundation Francisco Marroquin (FFM) based in Stuart, Florida. The project is authorized for \$13,400,000 for a nine year period from FY 1989 to 9/30/98. The Project Assistance Completion Date (PACD) was amended to 9/30/98 to allow missions to continue to participate in the ATIE program with mission funding.

B. Purpose of Evaluation

The Cooperative Agreement has been in effect for five years, the last evaluation performed was in November 1990 and focused primarily upon how effectively and efficiently the project was being administered both by the Agency for International Development and the Grantee. This mid-term evaluation will focus on evaluation of the program operation overall, evaluating the training provided by the Latin America Participating Institutions (LAPIs) and U.S. institutions, and looking at how returned ATIE participants will have used their degree. In Chile and Mexico the Evaluator will also meet with people who have graduated from similar economic degree programs and report on how they have been able to intervene in important policy decisions, in what manner, and with what outcomes, to provide validity to the type of training provided by the ATIE program.

C. Background

The purpose of the ATIE project is to provide for long-term participant training in the Latin America and Caribbean region and in the U.S. in order to produce 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 currently consists of two separate components -- training of Latin American students at the Licenciatura and MA levels at four centers of excellence in Latin America, and one in the U.S. for English-speaking participants from the Caribbean; and, training of MBA or Ph.D. economists in a small number of U.S. universities that have high quality MBA/Ph.D. programs and that give special emphasis to the training of policy makers.

Broad-based economic growth in the Latin American countries will depend on the ability of those countries to define and implement

coherent economic policies, and will require increased numbers of economists who understand the international market economy and who are capable of using modern techniques of analysis. Increasing rapidly the number of economists from countries where A.I.D. has bilateral programs would not be possible because students from those countries are typically ill-prepared academically for graduate study in economics in the United States. However, these students are excellent candidates for undergraduate training in economics at qualified institutions in Latin America.

A project evaluation completed in November 1990 concluded that the ATIE project is meeting the project's goals, and that it is responsive to a critical need in the region for larger numbers of highly-qualified economists. The project's use of the Latin America centers of excellence to prepare students to enter the U.S. Ph.D. program is a unique feature of the program which might serve as a model for other regional or bilateral programs. The evaluation also states that the project design 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.

Objectives

1. Project Goal: To improve the quality of economic policy analysis and implementation skills in Latin American countries that are beneficiaries of A.I.D. development programs.

2. Project Purpose: to provide a long-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.

D. Evaluation Questions:

1. Program Management:

a. Is the implementation schedule and budget still basically consistent with the plans? Are there any reasons to doubt that the project can be completed by the PACD and within the current budget? What effect overall did the unexpected cut in ATIE regional funding have on the project, and what has been done in light of the cut to protect the integrity of the project?

b. Is the administration and management by PFM and LAC/DR/EHR adequate and effective? Have the recommendations of the previous evaluation been implemented?

c. Are the students in the U.S. and LAPI schools regularly receiving their allowances? Is the monitoring adequate to identify and resolve problems in a timely fashion?

d. Are any modifications suggested for the project in response to the changeover from core regional funding to mission funded buy-ins, and does the purpose of the project need to be changed?

2. Training Modality:

a. How cost-effective is the ATIE program relative to other participant training programs used by missions such as CLASP, Training for Development, and training provided through a discrete economic project? Could the training provided by ATIE be done through an existing USAID mechanism at lower cost?

3. Program Quality - LAPI Schools:

a. Are the participants well selected for the LAPI/MA programs? Are they qualified to meet the rigorous academic standards of the LAPIs and U.S. universities?

b. Are the LAPI economics programs good quality? Are the programs appropriately configured to emphasize economic policy analysis?

c. What do the graduates of the LAPI/MA programs do after graduation? Where do they usually work, and at what level? Are they primarily employed in the public or private sectors? From the initial employment found, is it likely that these graduates will be able to influence economic policy decisions in the immediate future? Are there any significant gender differences in any of the foregoing? Are female graduates equally likely to move into positions of influence? If not, what are the most important impediments they face?

d. Has the ATIE program had any impact on the LAPI universities themselves - has the program changed in any way in response to the needs of these students?

4. Ph.D. Programs - Program Quality:

a. Have the LAPI programs been effective in preparing students for the Ph.D. programs in U.S. universities? How do these students compare with their peers in the doctoral programs? Are there any particular areas of weakness?

b. Do the students feel well prepared for the program? Are they having any particular problems?

c. Are the Ph.D. programs primarily oriented toward research, theory, or applied policy analysis? Have the universities made any adjustments to the normal course offerings to highlight the practical policy analysis issues?

E. Methods and Procedures:

1. Two days in AID/W will be devoted to meeting with the Project Manager, the LAC Bureau's Chief Economist, and the Contracting Officer, FA/OP/LAC and in reviewing the following documents:

- (a) The Cooperative Agreement with the grantee
- (b) Project Authorization and all amendments.
- (c) Quarterly financial reports.
- (d) All correspondence between the grantor and grantee.
- (e) All PIU/Ts submitted to date.

2. Two days at the grantee's office in Stuart, Florida to interview Foundation President William W. Weston and Administrative Assistant Rosa Gutierrez; phone interview with Dr. Arnold C. Harberger, Academic Director for the ATIE program. To be followed by accompanying the FFM Project Team's site visit to Argentina and Chile; then travel (2 days each country) by the evaluator only to Ecuador, Costa Rica and Mexico. Six days of travel in the U.S. to UCLA, Duke and Clemson.

3. Ten days will be devoted to preparing the evaluation report. No access to classified material is required.

F. Evaluation Team Composition: This evaluation requires one evaluator. He/She should have a knowledge of A.I.D. training programs and of H.B. 10. Fluency in Spanish is necessary.

G. Reporting Requirements: At the conclusion of the evaluation, the Contractor shall submit a draft report to be reviewed by LAC/DR/EHR that will include the following:

- Project Evaluation Sheet (PES)
- Executive Summary
 - purpose of evaluation
 - methods used
 - findings
 - lessons learned
 - recommendations

- Body of the Report

The body of the report will address each of the objectives of the evaluation and among others, answer the question posed in this Statement of Work.

- Major Findings

- Lessons learned and recommendations
- Bibliography of documents

- Copies of all instruments used in the evaluation.

- Appendices

- Scope of work for the evaluation
- Methodology of the evaluation

The Contractor will submit five copies of the final report incorporating any comments of changes made by LAC/DR/EHR.

H. Relationships and Responsibilities:

The Contractor will work directly with the A.I.D. Project Manager, LAC/DR/EHR, and the LAC Evaluation Division to implement the evaluation. During the first two day period, the Contractor will meet with designated representatives of LAC/DR/EHR, LAC/DPP and PA/OP/LAC to discuss the terms and scope of this evaluation, and to review materials listed under section E. After these meetings the Contractor will present a detailed implementation plan, complete with instruments to be reviewed and approved by A.I.D./W.

**Appendix F:
Evaluation Methodology**

10

The procedure followed in conducting this study follows closely that outlined in the original Scope of Work for this assignment. It consisted of sequenced interviews with program managers, participants - both faculty and students - in the LAPI and U.S. university programs, former students in Costa Rica, Ecuador, Bolivia and other countries, and USAID Mission personnel in countries from which the participants originated. Data was gathered through personal interviews, use of structured questionnaires, telephone interviews and personal observations on the part of the consultant. Copies of the questionnaires used are found in the appendix to this document, as are names of personnel interviewed.

Procedure

Orientation to Program

(a) The first phase of the evaluation was designed to provide the evaluator with an orientation to program. This orientation provided an overview of the program's objectives, its structure and operation. Orientation was provided by USAID personnel in El Salvador and Washington, D.C., and by program administrators including Prof. Harberger and Mr. William Weston.

The evaluator conducted interviews of key administrators in the Latin American/Caribbean Bureau in Washington, D.C. He also interviewed Prof. Harberger, FFM administrators, and Mr. Juan Belt, USAID Mission/El Salvador by telephone.

(b) Further orientation was obtained through a visit to the FFM Office in Stuart, Florida. This permitted the evaluator to review project records and to discuss the program further in person with FFM program administrators.

Review of LAPI Programs

Subsequently, visits were made to the four LAPI programs. These are the Economics Department of the National University of Tucuman, in Tucuman, Argentina; the Center for the Study of Applied Macro-Economics (CEMA), in Buenos Aires, Argentina; the Economics Institute of the Pontifical Catholic University (PUCC) in Santiago, Chile; and the Economics Program of the Mexican Institute for Applied Technology (ITAM).

These visits permitted (a) assessment of LAPI programs quality; (b) assessment of student quality and participation in the programs; and (c) identification of program problems. Meetings were conducted with administrators, faculty and students participating in these programs. Materials used in the instructional programs were also; and the ambience for applied economic policy analysis was also assessed.

Visits to U.S. Universities with ATIE Students

Visits were made to U.S. universities at which ATIE-funded students are pursuing graduate degrees. These universities include Berkeley, Clemson, Duke, Ohio State, Stanford, and UCLA. As was true for the LAPIs, these visits permitted first hand assessment of the (a) academic quality of these programs; (b) quality of the program faculty and students; (c) policy ambience of these programs; and (d) problems with the programs.

The evaluator met with faculty and students participating in the programs, reviewed materials used in the instructional programs, and assessed the orientation of these programs towards economic policy.

Contacts with Graduates of the Program

Visits were made to Costa Rica, Ecuador and Bolivia, three Latin American countries from which the largest number of participants were recruited. These visits permitted (a) a preliminary assessment of actual and potential future impact of the program on economic policy in these countries; (b) identification of problems with the program; and (c) identification of desirable additional program activities to maximize program training on economic policy.

While in these countries, the evaluator met with USAID Mission Directors, Economists and Training Officers. Much of the discussion which occurred during these meetings was related to possible Mission follow-on programs. He also met with former participants of the program. Many of the interviews of former participants were conducted in their work settings, which permitted an assessment of the context for potential influence on economic policy. In several cases, the evaluator was also able to meet with employers of the graduates.

Data Gathering Techniques

As previously indicated, data were gathered through telephone interviews, personal interviews, participant observation, and interview schedules.

Telephone Interviews

Telephone interviews were conducted with program managers in USAID and at FFM, and with current and former student participants. In several cases, repeat interviews were conducted.

Personal Interviews

Personal interviews were conducted with the program managers in USAID and at

FFM. During the visits to the LAPIs, it was possible to interview student participants. All ATIE students were individually interviewed at UNT and ITAM. The large number of students at PUCC precluded this possibility. About half of the students at PUCC were individually interviewed. All of the students currently enrolled in programs at Duke, Clemson, Berkeley, Ohio State, Stanford and UCLA were also interviewed. Faculty administrative and academic advisors were also sought out at these institutions.

Visits to Latin American countries permitted interviews with former students who had returned to their countries, as well as several who failed to return. Several former students of Prof. Harberger in Argentina, Mexico and Chile were also interviewed. Their impact on economic policy in their respective countries was assessed through these interviews.

While visiting Costa Rica, Ecuador and Bolivia, interviews were conducted with USAID Mission personnel, including Education Officers, Economists and Mission Directors. These interviews permitted assessment of Mission commitment to the program.

Questionnaires

Two questionnaires were elaborated; one for former student participants, and one for current students in the U.S. They were mailed to former students in countries that were not visited by the evaluator. Copies of these questionnaires are found in another section of this report.

Appendix G: References

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----- Advanced Training in Economics: Project Status Report (October 1, 1991 - March 31, 1992). Washington, D.C.: LAC/DR/EHR, 1992.

----- Advanced Training in Economics: Project Status Report (April 1, 1991 - September 30, 1991). Washington, D.C.: LAC/DR/EHR, 1991.

----- Advanced Training in Economics: Project Status Report (October 1, 1990 - March 31, 1991). Washington, D.C.: LAC/DR/EHR, 1991.

**Appendix H:
Transcripts of ATIE Students at UCLA**

G 200 808 010
(Career)(Student Number)

VILLAFUERTE, MAURICIO J
(Name)

GRADUATE DIVISION
(College)

ECONOMICS
(Major)

07/10/93
(Transcript Date)

08/17/56

613-48-5509
(Soc.Sec.No.)

NON-RESIDENT
(Res.Status)

09/23/91
(Admit Date)

965
(Degree Expected Term)

PHD
(Degree Expected)

M

- PREVIOUS DEGREES -

2 00 ADMITTED ON BASIS OF DEGREE FROM
2 01 PONTIFICAL CATHOLIC UNIVERSITY
2 02 ECUADOR JULY 1990

----- FALL 1991 -----
COLLEGE: GD MAJOR: ECONOMICS
580011200 THRY CONSUMPTN&EXCH ECON 201A 4.0 B 12.0
580018200 MACROSTATICS ECON 202A 4.0 A- 14.8
580021200 PRB&STAT-ECONMTRCS ECON 203A 4.0 B 12.0

T ATT	T PSD	G ATT	G PSD	G P	BAL	GPA
TRM 12.0	12.0	12.0	12.0	38.8	2.8	3.233
CUM 12.0	12.0	12.0	12.0	38.8	2.8	3.233

----- WINTER 1992 -----
580012200 THRY-PROB&DISTRIBTN ECON 201B 4.0 A- 14.8
580019200 MACRODYNAMICS ECON 202B 4.0 B+ 13.2
580022200 SINGLE EQUATN MODLS ECON 203B 4.0 B+ 13.2

T ATT	T PSD	G ATT	G PSD	G P	BAL	GPA
TRM 12.0	12.0	12.0	12.0	41.2	5.2	3.433
CUM 24.0	24.0	24.0	24.0	80.0	8.0	3.333

----- SPRING 1992 -----
580020200 DSEQUILBRM APROACHS ECON 202C 4.0 A 16.0
580023200 SYSTEMS MODELS ECON 203C 4.0 A 16.0

T ATT	T PSD	G ATT	G PSD	G P	BAL	GPA
TRM 8.0	8.0	8.0	8.0	32.0	8.0	4.000
CUM 32.0	32.0	32.0	32.0	112.0	16.0	3.500

----- SUMMER 1 1992 -----
660169112 THEORY OF FINANCE MGMT 230 4.0 S SU
660206112 INTNTL FINNL MRKTS MGMT 234A 4.0 S SU

T ATT	T PSD	G ATT	G PSD	G P	BAL	GPA
TRM 8.0	8.0	0.0	0.0	0.0		0.000
CUM 40.0	40.0	32.0	32.0	112.0	16.0	3.500

DESCRIPTIVE TITLE DEPT.CRSE NO. UNITS GRADE GR.PTS GRD TYP

----- FALL 1992 -----
580125200 MONETARY ECON I ECON 221A 4.0 A 16.0 N1
04/22/93 GRADE CHANGED
580332200 PUBLIC PRJCTS&PRGRMS ECON 251B 4.0 A 16.0
580427200 IND ORG&PRC PLC® ECON 271A 4.0 A- 14.8

T ATT	T PSD	G ATT	G PSD	G P	BAL	GPA
TRM 12.0	12.0	12.0	12.0	48.8	10.8	3.900
CUM 52.0	52.0	44.0	44.0	158.8	26.8	3.609

----- WINTER 1993 -----
580125200 MONETARY ECON I ECON 221A 4.0 A 16.0
580331200 THEORY&POLCY-TAXATN ECON 251A 4.0 A 16.0
580428200 IND ORG&PRC PLC® ECON 271B 4.0 B 12.0
580600200 TCHNG APRNTC PRCTCM ECON 375 4.0 S SU

T ATT	T PSD	G ATT	G PSD	G P	BAL	GPA
TRM 18.0	16.0	12.0	12.0	44.0	8.0	3.667
CUM 68.0	68.0	56.0	56.0	202.8	34.8	3.621

----- SPRING 1993 -----
580254200 ECON HIST OF THE US ECON 242 4.0 A 16.0
580343200 TPCS-PUBLIC FINANCE ECON 253A 4.0 A- 14.8
580352200 WRKSHOP-PUBLIC ECON ECON 254A 4.0 S SU
580600200 TCHNG APRNTC PRCTCM ECON 375 4.0 S SU

T ATT	T PSD	G ATT	G PSD	G P	BAL	GPA
TRM 16.0	16.0	8.0	8.0	30.8	6.8	3.850
CUM 84.0	84.0	64.0	64.0	233.6	41.8	3.650

----- FALL 1993 <<< IN PROGRESS >>>
*** NOT REGISTERED THIS TERM ***

DESCRIPTIVE TITLE DEPT.CRSE NO. UNITS GRADE GR.PTS GRD TYP

H-3

G 200 808 010
(Career)(Student Number)

VILLAFUERTE, MAURICIO J
(Name)

GRADUATE DIVISION

(College)

ECONOMICS

(Major)

96S

(Degree Expected Term)

07/10/93
(Transcript Date)

08/17/66

613-48-5509
(Soc.Sec.No.)

NON-RESIDENT
(Res.Status)

09/23/91
(Admit Date)

PHD
(Degree Expected)

M

TOTAL SATISF/UNSATISF ATTM 20.0 PASSED 20.0
 TOTAL UNITS 84.0
 ----- MEMORANDA -----
 ***** NO ENTRIES BELOW THIS LINE *****

H-4

DESCRIPTIVE TITLE

DEPT CASE NO

UNITS GRDE

GR PTS

GRD

DESCRIPTIVE TITLE

DEPT CASE NO

UNITS GRDE

GR PTS

GRD
TYP

G 900 894 543
(Career)(Student Number)

ROBLES, EDGAR
(Name)

GRADUATE DIVISION

(College)

ECONOMICS

(Major)

975

(Degree Expected Term)

07/10/93
(Transcript Date)

07/17/69

249-89-7801
(Soc.Sec.No.)

NON-RESIDENT
(Res.Status)

09/21/92
(Admit Date)

PHD
(Degree Expected)

M

- PREVIOUS DEGREES -

DEPT	CRSE NO.	UNITS	GRADE	GR.PTS	GRD TYP
974120102	BACHILLER COSTA RICA				
		NOVEMBER	1991		
----- FALL 1992 -----					
COLLEGE: GD MAJOR: ECONOMICS					
580011200	THRY CONSUMPTN&EXCH	ECON	201A	4.0 B+	13.2
580018200	MACROSTATICS	ECON	202A	4.0 A-	14.8
580021200	PROB&STAT-ECONMTRCS	ECON	203A	4.0 B	12.0
T ATT	T PSD	G ATT	G PSD	G P	BAL
TRM 12.0	12.0	12.0	12.0	40.0	4.0
CUM 12.0	12.0	12.0	12.0	40.0	4.0
					GPA
					3.333
					3.333
----- WINTER 1993 -----					
580012200	THRY-PROB&DISTRIBTN	ECON	201B	4.0 A	16.0
580019200	MACRODYNAMICS	ECON	202B	4.0 B+	13.2
580022200	SINGLE EQUATN MODLS	ECON	203B	4.0 A	16.0
T ATT	T PSD	G ATT	G PSD	G P	BAL
TRM 12.0	12.0	12.0	12.0	45.2	9.2
CUM 24.0	24.0	24.0	24.0	85.2	13.2
					GPA
					3.767
					3.550
----- SPRING 1993 -----					
580013200	THRY-INTEREST&CAPTL	ECON	201C	4.0 B	12.0
580020200	DSEUILBRM APROACHS	ECON	202C	4.0 A+	15.0
580023200	SYSTEMS MODELS	ECON	203C	4.0 B+	13.2
T ATT	T PSD	G ATT	G PSD	G P	BAL
TRM 12.0	12.0	12.0	12.0	41.2	5.2
CUM 36.0	36.0	36.0	36.0	126.4	18.4
					GPA
					3.433
					3.511
----- FALL 1993 <<< IN PROGRESS >>>					
*** NOT REGISTERED THIS TERM ***					
TOTAL UNITS 36.0					
----- MEMORANDA -----					
***** NO ENTRIES BELOW THIS LINE *****					

S-H

DESCRIPTIVE TITLE DEPT.CRSE NO. UNITS GRADE GR.PTS GRD TYP

G 800 785 885
(Career/Student Number)

SEGURA-VALVERDE, BORIS
(Name)

GRADUATE DIVISION

(College)
ECONOMICS

(Major)
955

(Degree Expected Term)

07/10/93
(Transcript Date)

07/31/68

613-38-2448
(Soc.Sec.No.)

NON-RESIDENT
(Res.Status)

09/24/90
(Admit Date)

PHD
(Degree Expected)

M

- PREVIOUS DEGREES -							- DEGREE CONFERRED -							
74120102	BACHILLER	APRIL	1989				960320411	MA ECON	DECEMBER 13, 1991					
UNIV OF COSTA RICA							- MASTERS DEGREE -							
							3 02 12-12-91 ADVANCED TO CANDIDACY							
							3 06 09-30-91 PLAN II-COMPREHENSIVE EXAMINATION OF							
							3 08 ECONOMICS PASSED							
----- FALL 1990 -----							----- FALL 1991 -----							
COLLEGE: GD MAJOR: ECONOMICS							580045200 HIST-ECONMC THOUGHT ECON 207 4.0 A 16.0							
580011200	THRY CDNSUMPTN&EXCH	ECON	201A	4.0 B+	13.2		580488200	INTERNATNL FINANCE	ECON	281B	4.0 A	16.0		
580018200	MACROSTATICS	ECON	202A	4.0 A	16.0		580510200	WRKSHP-INTRNTL ECON	ECON	285A	4.0 S			SU
580021200	PROB&STAT-ECONMTRCS	ECON	203A	4.0 B+	13.2									
T ATT	T PSD	G ATT	G PSD	G P	BAL	GPA	T ATT	T PSD	G ATT	G PSD	G P	BAL	GPA	
TRM 12.0	12.0	12.0	12.0	42.4	6.4	3.533	TRM 12.0	12.0	8.0	8.0	32.0	8.0	4.000	
CUM 12.0	12.0	12.0	12.0	42.4	6.4	3.533	CUM 48.0	48.0	44.0	44.0	160.8	28.8	3.655	
----- WINTER 1991 -----							----- WINTER 1992 -----							
580012200	THRY-PROD&DISTRIBTN	ECON	201B	4.0 B+	13.2		580125200	MONETARY ECON I	ECON	221A	4.0 A	16.0		
580019200	MACRODYNAMICS	ECON	202B	4.0 B+	13.2	N1	580332200	PUBLIC PRJCTS&PRGRMS	ECON	251B	4.0 A-	14.8		
	05/03/91 GRADE CHANGED						580487200	INTERNTL TRADE THRY	ECON	281A	4.0 A-	14.8		
580022200	SINGLE EQUATN MODLS	ECON	203B	4.0 A	16.0		580511200	WRKSHP-INTRNTL ECON	ECON	295B	4.0 S			SU
T ATT	T PSD	G ATT	G PSD	G P	BAL	GPA	T ATT	T PSD	G ATT	G PSD	G P	BAL	GPA	
TRM 12.0	12.0	12.0	12.0	42.4	6.4	3.533	TRM 16.0	16.0	12.0	12.0	45.6	9.6	3.600	
CUM 24.0	24.0	24.0	24.0	84.8	12.8	3.533	CUM 64.0	64.0	56.0	56.0	206.4	38.4	3.686	
----- SPRING 1991 -----							----- SPRING 1992 -----							
580013200	THRY-INTEREST&CAPTL	ECON	201C	4.0 B+	13.2		580039200	APPLIC OF ECON THRY	ECON	204H	4.0 A-	14.8		
580020200	DSEQUILBRM APROACHS	ECON	202C	4.0 A-	14.8	N1	580126200	MONETARY ECON II	ECON	221B	4.0 I			
	07/12/91 GRADE CHANGED						580512200	WRKSHP-INTRNTL ECON	ECON	285C	4.0 S			SU
580023200	SYSTEMS MODELS	ECON	203C	4.0 A	16.0									
T ATT	T PSD	G ATT	G PSD	G P	BAL	GPA	T ATT	T PSD	G ATT	G PSD	G P	BAL	GPA	
TRM 12.0	12.0	12.0	12.0	44.0	8.0	3.667	TRM 8.0	8.0	4.0	4.0	14.8	2.8	3.700	
CUM 36.0	36.0	36.0	36.0	128.8	20.8	3.578	CUM 72.0	72.0	60.0	60.0	221.2	41.2	3.687	
----- FALL 1992 -----							----- FALL 1992 -----							
							580126999	MONETARY ECON II	ECON	221B	4.0 A-	14.8		J1
								09/15/92 GRADE I REMOVED						
							580510200	WRKSHP-INTRNTL ECON	ECON	285A	4.0 S			SU
							580600200	TCHNG APRNTC PRCTCM	ECON	375	4.0 S			SU
T ATT	T PSD	G ATT	G PSD	G P	BAL	GPA	T ATT	T PSD	G ATT	G PSD	G P	BAL	GPA	
TRM 8.0	8.0	0.0	0.0	0.0	0.0	0.000	TRM 8.0	8.0	0.0	0.0	0.0	0.0	0.000	
CUM 84.0	84.0	64.0	64.0	236.0	44.0	3.688	CUM 84.0	84.0	64.0	64.0	236.0	44.0	3.688	
DESCRIPTIVE TITLE	DEPT CRSE NO	UNITS	GRADE	GR PTS	GRD TYP		DESCRIPTIVE TITLE	DEPT CRSE NO	UNITS	GRADE	GR PTS	GRD TYP		GRD TYP

9-H

G 800 785 885
(Career/Student Number)

SEGURA-VALVERDE, BORIS
(Name)

GRADUATE DIVISION

(College)

ECONOMICS

(Major)

955

(Degree Expected Term)

07/10/93
(Transcript Date)

07/31/68

613-38-2448
(Soc.Sec.No.)

NON-RESIDENT
(Res.Status)

09/24/90
(Admit Date)

PHD
(Degree Expected)

M

----- WINTER 1993 -----									
580035200	APPLIC DF ECON THRY	ECON	204E	4.0	S				SU
580511200	WRKSHP-INTRNTL ECON	ECON	285B	4.0	S				SU
T ATT	T PSD	G ATT	G PSD	G P	BAL	GPA			
TRM 8.0	8.0	0.0	0.0	0.0		0.000			
CUM 92.0	92.0	64.0	64.0	236.0	14.0	3.688			
----- SPRING 1993 -----									
580600200	TCHNG APRNTC PRCTCM	ECON	375	4.0	S				SU
580950217	INDIVIDUAL STUDY	ECON	596	8.0	S				SU
T ATT	T PSD	G ATT	G PSD	G P	BAL	GPA			
TRM 12.0	12.0	0.0	0.0	0.0		0.000			
CUM 104.0	104.0	64.0	64.0	236.0	44.0	3.688			
----- FALL 1993 <<< IN PROGRESS >>>									
*** NOT REGISTERED THIS TERM ***									
TOTAL SATISF/UNSATISF		ATTM	40.0	PASSED	40.0				
TOTAL UNITS			104.0						
----- MEMORANDA -----									
7	00	04	21-92 DIPLOMA/ISSUED MA						
***** NO ENTRIES BELOW THIS LINE *****									

H-7

GRD

GRD

**Appendix I:
Persons Interviewed During Data Gathering Phase**

U.S. Agency for International Development

- James Michel
- Marilyn Arnold
- James Fox
- Norman Rifkin
- Juan Belt

ATIE Administration

- William Weston
- Rosa Gutierrez
- Arnold Harberger

ATIE Faculty, Universidad Nacional de Tucuman

- Victor Elias
- Oswaldo Meloni
- Carlos Alberto Pucci
- Juan Mario Jorrat
- Jose Marcos Bulacio
- Maria Cristina Mirabella
- Manuel L. Cordomi
- Severo Gregorio Caceres Cano
- Paulo Nicolini
- Raul Corcio

ATIE Students, Universidad Nacional de Tucuman

- Astrid Martinez, Guatemala
- Alejandro Rojas, Dominican Republic
- Marcos Vaquero, Ecuador
- Maria Dolores Almeda, Ecuador
- Sara Wong, Ecuador
- Patricia Monge, Ecuador
- Miguel Acosta, Ecuador
- Roxana Giraldez, Peru

ATIE Faculty, CEMA

- Aquiles A. Almansi, Ph.D., Chicago
- Jorge Avila, Ph.D., Chicago
- Luisa Montuschi, Doctorate, Buenos Aires
- Carola Pessino, Ph.D., Chicago
- Carlos A. Rodriguez, Ph.D., Chicago
- Edgardo Zablotsky, Ph.D., Chicago

ATIE Students, CEMA

- Eduardo Ibarra, Costa Rica

ATIE Faculty, PUCC

- Juan Ignacio Varas, Dean
- Carlos Williamson, Director

- Carlos Antonio Diaz, Director PREL and M.A. Program
- Gonzalo Edwards Guzman
- Dominique Hachette de la Fesnaye
- Rodrigo Mujica
- Salvador Prieto Valdez
- Rolf Luders
- Gert Wagner
- Vittorio Corbo
- Eugenia Mushnik
- Juan Eduardo Coeymans
- Julio Galvez, Business
- Aristides Torche
- Jorge Desormeaux
- Pilar Rozas
- Guillermo Tagle, Business
- Robert Cordon, Business
- Ernesto Fontaine
- Eduardo Venezian, Dean, Faculty of Agronomy
- Alvaro Donoso
- Emilio Martinez, Director, Dept. of Agricultural Economics

ATIE Students, PUCC

- Joanna Davidovich, Peru (Un. del Pacifico)

- Juan Cristobal Guier, Costa Rica (Un. Costa Rica)
- Diego Lopez, Costa Rica (Un. Costa Rica)
- Laura Alfaro, Costa Rica (Un. Costa Rica)
- Jorge Montesinos, Peru (Un. del Pacifico)
- Sarah Feliz, Dominican Republic (INTEC)
- Carmen Alvarado, Costa Rica (Un. Costa Rica)
- Evelyn Chavez, El Salvador (Un. Nac. El Salvador)
- Jose Eduardo Guterrez, Bolivia (San Andres)
- Juan Pablo Molina, Ecuador (PUC - Quito)
- Norman Orozco, Costa Rica (Un. Costa Rica)
- Marlon Jerez, El Salvador (Un. Nac. El Salvador)
- Marcos Espinal, Dominican Republic (UCMM)
- Jose Miguel Pereira, Costa Rica (Un. Costa Rica)
- Rafael Barraza, El Salvador (Rice University)
- Luis Granados, Costa Rica (Un. Costa Rica)
- Juan Jose Neyra, Peru (Un. del Pacifico)
- Jorge Barreda, Peru (Un. del Pacifico)
- Mario Rojas, Costa Rica (Un. Costa Rica)
- Carlos Celaya, Bolivia (San Andres)
- Jenny Alfaro, Costa Rica (Un. Costa Rica)
- Jordi Prat, Costa Rica (Un. Costa Rica)

ATIE Faculty, ITAM

- Arturo Fernandez, Rector
- Iaac Katz, Local Coordinator
- Ignaci Trigueros
- Hugo Mena
- Jose Luis Farrah
- Ricardo Samaniego Breach

ATIE Students, ITAM

- Byron Villagomez, Ecuador (Universidad Central)
- Eliana Santamaria, Ecuador (PUC)
- Lucretia Jimenez, Costa Rica (Un. Nacional de Costa Rica)
- Pablo Proano, Ecuador (PUC)
- Francisco Bedoya, Ecuador (PUC)
- Juan Carlo Rivas, El Salvador (Private University)
- Hugo Maul, Guatemala (Francisco Marroquin)
- Edwin Rivera, Costa Rica (Un. Costa Rica)
- Marcos Adamson, Costa Rica (Un. Costa Rica)
- Eduardo Chavez Gutierrez (Mexico, ITAM)
- Claudio Berber (Mexico, ITAM)

USAID Mission, Costa Rica

- Ronald Venezia, Mission Director
- Alan Batchelder, Chief Economist

Returned Participants, Costa Rica

- Leiner Vargas, ITAM
- Olman Alfaro, PUCC
- Rodrigo Matarrita, PUCC
- Emmanuel Hess, UCLA
- Mario Pacheco, Tulane

USAID Mission, Ecuador

- John Sanbrailo, Mission Director
- Michael Jordan, Deputy Mission Director
- Guillermo Juaregui, Chief Economist
- Ellen Leddy, Acting General Development Officer
- Catalina de Leon, Chief, Human Resource Development

Returned Participants, Ecuador

- Miguel Acosta, UNT
- Marcela Cifuentes, CEMA
- Roberto Daqui, CEMA
- Javier Game, PUCC
- Ruben Landazuri, CEMA
- Patricio Moreno, UNT
- Dario Rodriguez, CEMA
- Emilio Uquillas, ITAM

- Ivan Velastegui, ITAM
- Katiuvshka Yanes, CEMA

Faculty, Clemson

- Jerry Tripnell, Dean
- Matthew Lindsey, Economist
- Jerry Dwyer, Economist
- Michael T. Malone, Economist
- Robert E. McCormick, Economist

Returned Participants, Bolivia

- Patricia Rosaro Alborta, CEMA
- Jaime Osvaldo Coronado, CEMA
- Maria del Carmen Crespo, PUCC
- Gonzalo Espejo
- Fernando Hinojosa, CEMA
- Ana Angela Meneses, UNT
- Adalid Sergio Navajas, UNT
- Alvaro Rodrigo Villareal, PUCC

Students, Clemson

- Diego Burneo, Ecuador
- David Lord, Granada
- Louis Zabaneh, Belize

- Francis Arana, Belize
- Maria del Carmen Quinones, Peru

Faculty Members, Duke

- Kent Kenbrough, Graduate Committee Chairman

Students, Duke

- Roberto Ayala, Ecuador
- Monica Rubio, Peru

Staff, Berkeley

- Helga Northrup

Students, Berkeley

- Viviana Fernandez-Maturana

Faculty Members, Stanford

- Ronald McKinnon
- Anne O. Krueger

Students, Stanford

- Miguel Cantillo

Students, UCLA

- Eduardo Morron
- Edgar Robles

- **Mauricio Villafuerte**
- **Max Alier**
- **Boris Segura**
- **Kathleen Nanne**
- **Javier Gerardo Ulloa**

Faculty Members, UCLA

- **Arnold Harberger**
- **Axel Leijonhufvud**
- **Harold Demsetz**
- **David Butz**
- **Andrew Dick**
- **Mariano Tommasi**
- **Federico Sterzenegger**

Former Arnold Harberger Ph.D. Students [Argentina]

- **Daniel Artana, Director, FIEL**
- **Pablo Sanguinetti, Instituto Torcuato Di Tella**
- **Javier Ortiz, Ministerio de Economia**
- **Gerardo della Paolera, Instituto Torcuato Di Tella**

**Appendix J:
Ongoing Research at Select LAPIs**

*Centro
de Estudios
Macroeconómicos
de Argentina*

BEST AVAILABLE COPY



1978-1993

DOCUMENTOS DE TRABAJO

Todos los Documentos de Trabajo son el resultado de investigaciones conducidas en el CEMA, ya sea por los investigadores permanentes o por los numerosos investigadores visitantes que han pasado períodos extendidos de tiempo en la institución. Los Documentos de Trabajo están a la venta en C.E.M.A. Cualquier información al respecto dirigirse al Director de Publicaciones a los teléfonos 552-3291/9313/7771, o al fax 552-7484.

1. "Hacia una Reforma del Sistema Argentino de Previsión Social," Roque B. Fernández, Abril 1979.
2. "El Atraso Cambiario en Argentina: Mito o Realidad?," Carlos Alfredo Rodríguez y Larry A. Sjaastad, Junio 1979.
3. "Sobre la Regresividad de Impuestos al Consumo y la Conveniencia de un IVA Generalizado para Argentina," Daniel L. Wisecarver, Julio 1979.
4. "Algunas Consideraciones Teóricas sobre la Estabilidad de Reglas Alternativas de Política Cambiaria," Carlos Alfredo Rodríguez, Julio 1979.
5. "El Plan Argentino de Estabilización del 20 de Diciembre," Carlos Alfredo Rodríguez, Julio 1979.
6. "Previsión Social y Crecimiento Económico," Roque B. Fernández, Agosto 1979.
7. "Dinero y Precios: Su Interrelación en el Corto Plazo," Roque B. Fernández, Noviembre 1979.
8. "Determinantes Económicos de la Migración de Países Limítrofes: Chilenos y Paraguayos en el Mercado de Trabajo de Argentina," Carlos E. Sánchez, Octubre 1979.
9. "Regresión Robusta," Víctor J. Yohai, Diciembre 1979.
10. "Interacción entre Flujos de Comercio y Tipo de Cambio Bajo Expectativas Racionales," Carlos Alfredo Rodríguez, Mayo 1980.
11. "Asignaciones Aleatorias Vs. Asignaciones por Precio: El Caso de ENTEL," Roque B. Fernández y Carlos Alfredo Rodríguez, Mayo 1980.
12. "Un Análisis de las Propiedades Dinámicas del Tipo de Cambio Flexible," Jacob A. Frenkel y Carlos Alfredo Rodríguez, Mayo 1980.
13. "Devaluación: Niveles Vs. Tasas," Guillermo A. Calvo, Mayo 1980.
14. "Sobre los Beneficios Sociales de la Variabilidad de los Términos de Intercambio," Carlos Alfredo Rodríguez, Junio 1980.
15. "Evaluación del Plan de Apertura de la Economía Argentina 1979-1984," Juan Jorge Medina, Junio 1980.
16. "Análisis Causal entre Dinero y Precios: Un Enfoque Robusto," Roque B. Fernández y Víctor J. Yohai, Agosto 1980.
17. "Capitalización de las Reservas y Tipo Real de Cambio," Guillermo A. Calvo, Agosto 1980.
18. "Gasto Público, Déficit y Tipo Real de Cambio: Un Análisis de sus Interrelaciones de Largo Plazo," Carlos Alfredo Rodríguez, Octubre 1980.

19. "Expectativas Frustradas y Régimen de Garantía de Depósitos en un Modelo Macroeconómico," Roque B. Fernández, Noviembre 1980.
20. "Notas Sobre la Aplicación del Impuesto al Valor Agregado en Argentina," Osvaldo H. Schenone, Noviembre 1980.
21. "Apertura Financiera, Paridad Móvil y Tipo de Cambio Real," Guillermo A. Calvo, Noviembre 1980.
22. "Tipo de Cambio y Términos de Intercambio en la República Argentina 1913-1976," Carlos Díaz Alejandro, Marzo 1981.
23. "Un Modelo para Analizar el Impuesto al Valor Agregado en Argentina," Osvaldo H. Schenone, Marzo 1981.
24. "Política Comercial y Salarios Reales," Carlos Alfredo Rodríguez, Marzo 1981.
25. "El Fenómeno del Dólar," Larry A. Sjaastad, Junio 1981.
26. "Inflación y Balanza de Pagos en la Economía Argentina 1966-1979: Un Enfoque Monetario," Alberto Herrou-Aragón, Julio 1981.
27. "La Reforma Arancelaria en Argentina Implicancias y Consecuencias," Larry A. Sjaastad, Agosto 1981.
28. "Estimación de Indicadores Económicos de Corto Plazo, Mensualización del Producto Bruto Industrial Argentino," Roque B. Fernández, Setiembre 1981.
29. "Reflexiones Teóricas sobre el Problema de Estabilización en Argentina," Guillermo A. Calvo, Octubre 1981.
30. "Asignación de Recursos y Perfil Industrial," Roque B. Fernández y Juan Jorge Medina, Diciembre 1981.
31. "Asignación Intertemporal de Recursos y Evasión Impositiva," Osvaldo H. Schenone, Diciembre 1981.
32. "La Estrategia de Estabilización con Tipo de Cambio Flexible y Política Monetaria Activa," Carlos Alfredo Rodríguez, Diciembre 1981.
33. "Déficit, Gasto Público y el Impuesto Inflacionario: Dos Modelos de Dinero Pasivos," Leonardo Auerheimer, Junio 1982.
34. "Equilibrio General y Tributación Óptima," Rolf R. Mantel, Agosto 1982.
35. "La Crisis Financiera Argentina: 1980-1982," Roque B. Fernández, Octubre 1982.
36. "Un Sistema Previsional Alternativo para el Sector Público de la Provincia de Buenos Aires," Osvaldo H. Schenone, Ruth T. de García Gorostidi y Eduardo M. Katzman, Octubre 1982.
37. "Selección de Temas de Evaluación Social de Proyectos," Osvaldo H. Schenone, Abril 1983.
38. "Programas de Reducción Arancelaria para el Mejoramiento del Bienestar," Rolf R. Mantel, Mayo 1983.

39. "Implicancias Dinámicas de la Propuesta de Simons para Reforma del Sistema Financiero," Roque B. Fernández, Noviembre 1983.
40. "Estabilización en la Economía Abierta: Un Modelo de Simulación con Políticas Cambiarias Alternativas," Rolf R. Mantel y Carlos Alfredo Rodríguez, Diciembre 1983.
41. "Inflación, Salario Real y Tipo Real de Cambio," Carlos Alfredo Rodríguez, Enero 1984.
42. "Complementariedad, Exenciones y Tributación Óptima," Osvaldo H. Schenone, Carlos Alfredo Rodríguez y Rolf R. Mantel, Julio 1984.
43. "Inflación y Economía del Estado," Roque B. Fernández, Julio 1984.
44. "Determinantes del Comportamiento de la Balanza Comercial de Argentina," Alberto R. Musalem, Agosto 1984.
45. "Políticas Cambiarias y Reservas Internacionales," Carlos Alfredo Rodríguez, Setiembre 1984.
46. "La Regla Gravar en Función Inversa a la Elasticidad y la Tributación Óptima," Osvaldo H. Schenone, Octubre 1984.
47. "Un Panorama de la Política Comercial Argentina," Roque B. Fernández, Francisco Mondolfo y Carlos Alfredo Rodríguez, Enero 1985.
48. "La Cuenta Corriente, el Tipo de Cambio Real y el Sector Público: La Experiencia de Argentina," Alberto R. Musalem, Enero 1985.
49. "Inflación Déficit Fiscal," Carlos Alfredo Rodríguez, Mayo 1985.
50. "El Papel de la Matemática en la Economía Contemporánea," Rolf R. Mantel, Mayo 1985.
51. "Aranceles Óptimos, Represalias y la Existencia de Equilibrios de Política Comercial," Rolf Mantel, Oct. 1985.
52. "Un Análisis Estilizado de la Reforma Financiera de Julio 1982," Carlos Alfredo Rodríguez, Julio 1986.
53. "Tenencia de una Segunda Moneda Durante Períodos de Inflación," George T. McCandless (Jr.), Agosto 1986.
54. "La Deuda Externa Argentina," Carlos Alfredo Rodríguez, Diciembre 1986.
55. "Tributación Óptima en una Democracia," Rolf R. Mantel, Marzo 1987.
56. "Comercio Internacional y Aprovechamiento de Posibilidades de Desarrollo Económico. Argentina desde 1930," Osvaldo H. Schenone, Mayo 1987.
57. "Negociación y Capitalización de la Deuda Externa," Roque B. Fernández, Junio 1987.
58. "El Tipo Real de Cambio del Dólar Vs. El Yen: Un Modelo de Predicción Racional con Información Limitada," Carlos Alfredo Rodríguez, Julio 1987.
59. "La Política Cambiaria y el Impacto Fiscal del Servicio de la Deuda Pública," Roque B. Fernández, Agosto 1987.

60. "El Comportamiento del Sector Público en Argentina: 1970-1985," Osvaldo H. Schenone, Octubre 1987.
61. "Estabilización y Monedas Múltiples en Bolivia, Argentina y Uruguay," Roque B. Fernández y Juan Carlos Protasi, Enero 1988.
62. "Estabilización Vs. Cambio Estructural: La Experiencia Argentina," Carlos Alfredo Rodríguez, Marzo 1988.
63. "Un Análisis Teórico sobre la Recompra de la Deuda Externa en Mercados Secundarios," Carlos Alfredo Rodríguez, Marzo 1988.
64. "El Cuentapropismo la Legislación Laboral y la Acumulación de Capital," Osvaldo H. Schenone, Julio 1988.
65. "Hiperinflación, Repudio y Confiscación: Los Límites del Financiamiento Inflacionario," Roque B. Fernández, Marzo 1989.
66. "Políticas Macroeconómicas para el Ajuste Estructural," Carlos Alfredo Rodríguez, Junio 1989.
67. "Reforma Monetaria y Financiera en Hiperinflación," Aquiles A. Almansi y Carlos Alfredo Rodríguez, Enero 1990.
68. "Managing Argentina's External Debt: The Contribution of Debt Swaps," Carlos Alfredo Rodríguez, Enero 1990.
69. "Real Interest Rate and the Dynamics of Hyperinflation. The Case of Argentina," Roque B. Fernández, Marzo 1990.
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