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**EVALUATION OF THE GRADUATE
LEGAL STUDIES PROGRAM AT THE
UNIVERSITY OF COSTA RICA
LAW FACULTY**

Presented to

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EXECUTIVE SUMMARY

The University of Costa Rica (UCR) program of postgraduate specialization in law was begun in 1982-83 under the leadership of then Dean Sonia Picado. The specialization corresponded to a need felt among Costa Rican law professors and other legal professionals for a more detailed and comprehensive knowledge of the increasingly complex body of law now found in specialized fields. This knowledge can not be acquired during the general course of studies leading to the first degree in law, the Licenciatura en Derecho.

About the same time, in early 1983, the Interagency Working Group on Judicial Administration was seeking and promoting proposals for regional projects that would contribute to improving the administration of justice in Central America. In response to USAID encouragement, the University of Costa Rica Law Faculty requested A.I.D. support for a scholarship program that would allow the UCR to open its graduate program to students from other Central American countries.

A grant agreement was concluded with the UCR providing \$59,996 to support a one-year pilot scholarship program during the 1984-85 academic year (March-February). A second agreement with the UCR provided an additional \$103,920 for scholarships during 1985-86. Beginning in 1986-87, the scholarship program was funded through the Regional Administration of Justice Project, with ILANUD disbursing funds in Costa Rica and the Regional Administration of Justice Office (RAJO) in the USAID Mission in San José administering the program. From 1986-87 through 1991-92, an additional \$654,832 was authorized to finance the program.

Total A.I.D. support for the scholarship program under the grants referred to above amounts to \$798,748. Of this sum, an estimated \$750,000 has been or will be used to fund approximately 60 scholarships for students, at an average cost of \$12,500 per student for the one-year course of study. The program has supported students principally in three areas of specialization: criminal law, agrarian law, and public law. Two Panamanians received scholarships, while individuals from Costa Rica (19), El Salvador (6), Honduras (11), Guatemala (5), and the Dominican Republic (11) received the 51 scholarships between 1984-85 and 1990-91. Of the latter 51 students, 29 recipients studied criminal law, 19 agrarian law, and 3 public law.

This evaluation report is based on the work of a two-person evaluation team which visited Costa Rica, El Salvador, Honduras, Guatemala, and the Dominican Republic between November 18 and December 22, 1990. The methodology employed included interviews with A.I.D. officials in RAJO, the Missions in the other countries visited, and LAC/DI in Washington; with UCR Law Faculty and graduate program officials and faculty; with current scholarship recipients and graduates of or other former participants in the program in each of the five countries; and with employers and other legal officials in these countries. Anonymous questionnaires were administered to

students and graduates during the interviews in each country. The responses are summarized in Charts 1-15 at the end of the report, and reproduced in full in Appendix A, which is separately bound.

The present report evaluates both the UCR graduate legal studies program in the areas of criminal, agrarian and public law, and the USAID scholarship program which provides essential support for foreign students from Central America and the Dominican Republic, as well as some Costa Ricans. The strength of the program is widely recognized in Costa Rica, where public institutions such as the Supreme Court provide financial support for a few of their employees to attend the program each year.

The UCR graduate legal studies program, or postgraduate specialization in law, has achieved its goal of providing high-quality specialized and practical training for lawyers working in the areas of criminal law, agrarian law, and public law. With an outstanding faculty, the program is largely successful in achieving its twin objectives of teaching students how to think critically about law and legal institutions, on the one hand, and providing up-to-date training in each respective field of specialization, on the other.

Of the three specializations reviewed, only public law appears to have serious deficiencies. Hopefully these can be overcome, because the public law specialization is potentially of great importance for USAID scholarship students from outside of Costa Rica. If the problems in this area can be resolved and the program generally strengthened with more of a comparative focus, A.I.D. should fund scholarships for foreign students in the public law area. At present, it funds only Costa Ricans in this field.

Given the success of the one-year program of postgraduate specialization and the increasing number of applications for the maximum of 20 available slots in each area, this evaluation recommends that consideration be given to adding additional sections in areas where demand and expected benefits are great, such as in criminal law. It also suggests that a small Master's degree program be added to the existing program of specialization, for a few of the best graduates of the latter who are following or intend to pursue a career in university law teaching.

As mentioned, the quality of the graduate faculty, most of whom hold doctorates from leading European universities, is excellent. However, there is a need to incorporate new and younger members of the regular faculty into the graduate program faculty.

The curriculum in each of the areas under review is very good. However, it might be improved by introducing a course on legal medicine in the criminal law area, a seminar on research methods, and possibly a new course on legal modernization in Latin America.

There is a strong need to increase the emphasis in graduate courses on the laws and institutions of other countries in the region, and for professors to encourage foreign students to bring to bear or acquire knowledge of their own legal systems in the classroom and in doing written exercises. Not only they but also Costa Rican students would benefit from such a broadened focus. Introduction of a course on Legal Modernization in Latin America would contribute to this end.

The teaching methodology employed is active and participatory, and is both appropriate and effective in achieving the objectives of the graduate program.

Law Faculty support for the graduate legal studies program is generally good. Nonetheless, it is recommended that the faculty reconsider its decision to reduce the financial support provided to graduate faculty with a view toward restoring it to its former level of paying a half-time salary to professors teaching one course per semester in the graduate program. Such action would demonstrate continuing commitment to the program and should be favorably viewed by A.I.D. as it considers expanding scholarship and other support for the graduate legal studies program.

There is considerable evidence from interviews with students, graduates, and employers, as well as questionnaire responses from these individuals, of the very positive impact of the program and the very real need for legal specialization in the countries of the region to which it responds. Most obvious in Costa Rica, such impact is also evident in El Salvador, Honduras, Guatemala and, to a lesser degree, the Dominican Republic.

Regarding A.I.D. administration and implementation of the scholarship program, the overall effort has been good. On the whole, RAJO has done a good job in working with UCR officials, contributing to the growth of the graduate program, and in administering the scholarship program. This is particularly true when one takes into account the many other responsibilities shouldered over the last five years by the head of the Regional Administration of Justice Office.

Nonetheless, there is room for improvement, both at RAJO and in the USAID Missions in the countries of the region.

A.I.D. should improve its efforts to disseminate broadly precise and detailed information about the UCR program and the availability of USAID scholarships to support such study. This should be done on a year-round basis, and not simply in response to the RAJO informational cable that goes out in August or September of each year, only months before the UCR application deadline of November 15. An annual promotional tour of the participating countries in the region by one or two UCR graduate program officials would also be useful, and is recommended.

The selection process is in need of sharp improvement in El Salvador, Honduras, the Dominican Republic, and probably other countries of the region not visited by the evaluation team. The Guatemalan effort in this regard may be considered as a model, though even it might be improved. Above all, it is critically important that a large pool

of qualified applicants be developed, and that selection of scholarship recipients be done strictly on a merit basis through an objective and competitive review of each candidate's qualifications.

To achieve this objective AOJ officials in each Mission must accord high priority to their responsibilities for coordinating the program. It is recommended that implementation of the scholarship program be included in the job descriptions of the AOJ officials in each Mission in charge of coordinating scholarship program activities, and that the performance of each in this regard be given considerable weight in their respective job performance evaluations.

In order to make foreign students feel welcome and to facilitate a smooth adaptation to life in Costa Rica, arrangements should be made to welcome arriving students by picking them up at the airport, arranging for temporary accommodations, and helping them secure satisfactory housing before or by the commencement of classes in early March.

RAJO and UCR officials need to make greater efforts to assure the successful integration of foreign students into the graduate student body. Social occasions, perhaps in conjunction with lectures on topics of interest, should be provided where all foreign students (and interested Costa Ricans), from all of the areas of specialization, might come together.

It is important, at the same time, for both UCR graduate faculty and RAJO officials to do what they can to avoid a division between foreign students, on the one hand, and Costa Rican students, on the other. Such divisions have occurred in some years, but not in others. When such divisions did occur, they had disastrous effects on the cohesion and academic experience of foreign and Costa Rican students alike.

RAJO should prepare an annual report on the results obtained during the previous academic year, with an explanation of how each student performed and why. Exit interviews, using perhaps the questionnaire developed for this evaluation (see Appendix, Questionnaire Two), should form a part of this process.

Future arrangements for administration of the scholarship program on the part of A.I.D. need to be carefully considered by LAC/DI, RAJO, and perhaps other A.I.D. officials. This is a complicated matter, depending on contingent developments whose precise nature is not yet known (e.g., reduction in RAJO staff or withdrawal of USAID from Costa Rica). Assuring an effective mechanism for administration and implementation is critically important to the success of the scholarship program, particularly now that RAJO's experienced legal expert, the Regional Administration of Justice Officer, has departed for another assignment. Even if the contingencies referred to are viewed as unlikely, changes needed to improve RAJO's procedures and performance in administering the scholarship program should be carefully considered at an early date in the light of this evaluation.

It is recommended that a joint workshop be held in San José, where UCR officials, A.I.D. officials from RAJO and LAC/DI, and the members of the present evaluation team might discuss the findings of this evaluation, including the views of students reproduced in the Appendix, with a view toward taking those measures deemed appropriate to implement the suggestions and recommendations set forth here, and to consider other suggestions expressed at the workshop for improving the UCR graduate program. In conjunction with the joint workshop with UCR officials, non-UCR participants in the workshop might usefully spend a day, either in San José, Miami, or Washington, discussing the recommendations for A.I.D. action set forth in this report.

Overall Conclusion

The UCR Graduate Legal Studies Program is one of high quality, which could serve as a model for the establishment of other regional programs in the hemisphere or other parts of the world.

Currently only five scholarships--one per country--are funded by the Regional Administration of Justice Project, together with scholarships funded through bilateral programs.

The program is so successful it should be expanded as rapidly as possible, taking care, however, to avoid any deterioration in the quality of instruction. It is recommended that USAID should fund the UCR scholarship program at a minimum of twice its current level (i.e., 10 scholarships per year in the future) at the earliest possible date. At the same time, it should explore ways in which it might assist the University of Costa Rica Law Faculty in expanding its capacity for foreign students over the next five years. A target figure of 15-25 scholarships per year should be used as a starting point.

In short, in terms of benefit for funds spent, the USAID/UCR scholarship program represents a very cost-efficient way to have a very significant impact on the development of law and legal institutions in the region in the future. It is important in countries other than Costa Rica that the numbers of graduates begin to reach a critical mass, so that they can begin to exercise their influence in continuing efforts to consolidate democratic governments governed by the rule of law.

The success story of the UCR graduate legal studies program and USAID's program of scholarship support is highly significant for several reasons. First, it contradicts many of the conclusions and much of the accepted wisdom among legal academics in the United States who were involved in U.S. foreign legal assistance efforts from the mid-1950's to the mid-1970's, when such programs came to a halt.

A second reason the success of this program is important is that the earlier Cost Rican experience (which involved USAID grant support that greatly contributed to the development of the law faculty in general and the graduate program faculty in particular, and unilateral termination of the program by the UCR in 1974), together with the reaction to Law and Development assistance in Latin America and other developi

regions of the world in general, left an institutional memory in A.I.D. that held that U.S. foreign assistance to Law Faculties in Latin America was a risky enterprise in terms of political exposure, and also one whose theoretical underpinnings were severely questioned by leading U.S. scholars.

However understandable, the unfortunate result of these two factors has been that USAID Administration of Justice (AOJ) programs have largely ignored law faculties in Latin America in terms of the program components of bilateral programs and, except for the USAID/UCR scholarship program which is the subject of this report, in regional programs as well.

In addition to the short- to mid-term impact of the programs here under review, The evaluation team was able to observe the long-term impact at the University of Costa Rica itself of earlier A.I.D. assistance provided in the 1960's and early 1970's, which included scholarships for doctoral studies in Europe. Because the impact of foreign legal assistance is necessarily mid- to long-term in nature, it is recommended that A.I.D. develop new and additional evaluation criteria and procedures that capture and accurately reflect such impacts, which may take 10-20 years to be fully felt.

A principal conclusion of this evaluation is that lack of support of law faculties constitutes a serious shortcoming in the overall Administration of Justice and Democratic Initiatives strategy of A.I.D. in Latin America. In the countries visited, political sensitivity did not seem to represent a particularly significant problem at this point in time. It is recommended that USAID carefully reexamine the priority currently attached to providing assistance to law faculties in the region. Given the central role of legal education in the legal modernization process, ways of providing non-intrusive assistance to the leading law faculties in countries in the region should be explored, found and implemented.

The present project demonstrates how useful such assistance can be. The USAID scholarship program and the UCR graduate legal studies program it has helped to support represent one of the most significant achievements to date in USAID's program of support of Administration of Justice (AOJ) activities in Latin America. Moreover, it is an achievement obtained at very low cost compared to the outputs and expected long-term benefits achieved.

I. BACKGROUND AND METHODOLOGY OF THE EVALUATION

A. THE PROGRAMS

The Law Faculty of the University of Costa Rica (UCR) established a program of postgraduate specialization in the fields of criminal law, agrarian law, public (or administrative) law, and international law in the early 1980's. In the United States, beginning at the time of preparation of the Kissinger Report, an Inter-Agency Working Group on the Administration of Justice made a number of recommendations regarding programs and activities in the area of Administration of Justice which it thought should be supported by U.S. Foreign Assistance funds. Among the specific needs identified by the Working Group was support for legal education activities as well as the continuing professional development of legal and judicial personnel.

The USAID/UCR scholarship program was one such activity, initially launched in 1984 with a grant of \$59,996. The program finances scholarships for students from Central America and the Dominican Republic to pursue a one-year course of specialized study in criminal law, agrarian law, or public law. A 1985 Grant Agreement with the University of Costa Rica provided an additional \$103,920 of support for scholarships during the 1985-86 academic year, and was also used to purchase books for the law library in the areas of specialization supported by the program.

Following the establishment of the Regional Administration of Justice Office (RAJO) in San José, Costa Rica, this office assumed responsibility for administering the program, which beginning in 1986-87 was funded under the regional project. Figures made available to the evaluation team by RAJO indicate that a total of U.S. \$ 654,832 has been spent or authorized (for 1991-92) on scholarships financed under the Regional Administration of Justice Program, of which the scholarship program is a part. In addition, some A.I.D. Missions in Central and South America have funded scholarships (at least three in recent years) for students from the respective country who have participated in the graduate legal studies program at the University of Costa Rica.

Under the terms of the preceding grants, A.I.D. has also furnished the Law School with \$30,349 in legal texts for their library, and also provided the graduate program with manual typewriters, a personal computer, and a computer training course for the 1988-89 students in the graduate program, which goods and services were valued at \$5,155.

Since the original 1984 grant agreement with the UCR, USAID has provided the graduate program with authorized assistance of \$798,748, including support for the 1991-92 academic year. While a precise count of recipients has been difficult to establish due to the different entities involved in managing the program, the fact that some students have dropped out, and the lack of exact information for 1984-85 when the program was administered by another office in USAID/Costa Rica, over 60 students will have benefitted from the program by the end of the 1991-92 academic year. Assuming expenditures excluding book acquisitions amount to approximately \$750,000 over a period of seven years (including 1991-92), and that 60 students have been funded

through the regional program (i.e., excluding those funded through bilateral projects), the average cost per student for the one-year program has been approximately \$12,500. Given the impact of the program, described further below, this figure suggests that A.I.D. support of the UCR scholarship program has been cost-effective when compared to alternative methods of providing equivalent training.

B. PURPOSE AND NATURE OF THE EVALUATION

While examining a number of specific issues related to the quality and appropriateness of the UCR graduate program in law, its impact on the careers of recipients and the legal communities and institutions in different countries of the region in which they work, and the effectiveness of the scholarship program's administration by A.I.D., this evaluation also considers broader questions related to whether the USAID scholarship program merits continued financial support in view of the gains achieved and problems encountered over the last five years.

The more specific questions are described in the following section on the Scope of Work. In conducting interviews, however, the evaluation team has borne in mind the larger questions alluded to above. Does the graduate legal studies program at the University of Costa Rica make sense in terms of USAID's broader strategy of supporting Administration of Justice (AOJ) activities in the region? How significant is the program's contribution in terms of this broader strategy? The UCR program is the only regional program of graduate legal studies in Central America. Are its benefits to non Costa Rican participants sufficient to merit the continued funding of scholarships for those from outside Costa Rica?

The evaluation seeks to identify not only the achievements of the UCR graduate legal studies program and the USAID/UCR scholarship program, but also the problems which have arisen, and questions which arise regarding the relative emphasis given to different types of students eligible for the scholarships, the comparative and regional focus in the curriculum, and the successful adaptation of students from different national and educational backgrounds to living in Costa Rica and obtaining the maximum benefit from their one-year course of specialization at the UCR.

The evaluation team administered questionnaires to and/or interviewed a large number of individuals in Costa Rica, El Salvador, Honduras, Guatemala, and the Dominican Republic, as described below. While it is not feasible to fully reproduce all of the views and information collected within the compass of this report, the full range of views held by 1990-1991 students and a majority of graduates from 1985-1990 may be found by the interested reader in the Appendix containing the English translation of the responses to the questionnaires administered to these students and graduates.

What the evaluation does attempt to do is to identify what appear to be the key issues and conclusions which emerged throughout the course of the many interviews conducted. Given the number of days available for writing this report (10 days), it has not been feasible to fully support every assertion or conclusion with precise quotes from

specific individuals. Indeed, such an approach could easily distort the overall impressions gathered through many interviews.

What is presented here are the distilled impressions and conclusions of the evaluation team, following extensive discussion among its members, on a broad range of issues, including identification of the most important problems that have arisen in both the UCR graduate legal studies program and in the USAID program of scholarship support to participants in it, together with recommendations the evaluation team think may help to overcome such problems.

A word should be said regarding the unavoidably dual nature of this evaluation. The evaluation of the scholarship program necessarily entails an evaluation of the UCR graduate legal studies program from the point of view of A.I.D.'s own strategy in the area of AOJ activities in the region. Addressing both programs in a single evaluation presents certain difficulties related both to the organization of the report, and to the nature of the recommendations and suggestions offered. In the interest of minimizing repetition and maintaining coherence, various sections of the report contain information relevant to both programs.

Though obvious, it should be stressed that only the Law Faculty of the University of Costa Rica has the authority to introduce changes in its own graduate legal studies program. Wherever possible, therefore, the ideas of the evaluation team regarding such changes have been labeled as "suggestions" for consideration by the UCR Law Faculty and graduate legal studies program officials. Ideas regarding changes to be made by USAID, on the other hand, have been labeled "recommendations." In the interest of economy, in some instances such "recommendations" to USAID may imply "suggestions" addressed to the UCR Law Faculty and graduate program officials. The reader should bear these distinctions in mind, and fill in any gaps in expression that might be found.

While it is certainly appropriate for USAID to discuss with the Law Faculty and graduate legal program officials the types of changes it might like to see in order to continue or increase funding of its scholarship program, it is ultimately the prerogative of the Law Faculty to adopt or reject any such suggested changes. Similarly, UCR officials may wish to discuss changes in USAID's administration of the scholarship program (e.g., improvements in the process of selecting scholarship recipients to maintain the highest possible standards), though obviously such changes remain the prerogative of A.I.D.

While it is important to understand these distinctions in view of the dual nature of this evaluation, in point of fact the evaluation team found that A.I.D. officials responsible for administering the scholarship program share a strong common interest with UCR officials in strengthening and improving both the scholarship program and course of graduate legal specialization at the University of Costa Rica which it helps support. The evaluation team hopes that its observations, suggestions, and recommendations will be useful to all concerned.

C. METHODOLOGY OF THE EVALUATION

1. Scope of Work

The scope of work for this evaluation called for an evaluation by a two-person team of legal experts with knowledge of legal education in Latin America, including one member from South America familiar with legal education programs of established recognition such as those in Argentina and Chilean universities. Team members were to hold a J.D. degree, have extensive experience in legal education, and be fully bilingual.

The evaluation was to be carried out through a series of on-site interviews with past and present scholarship students, University of Costa Rica (UCR) staff, and employers of program graduates, and was to include the design of questionnaires for participants, UCR staff and employers.

Concerning the content of the questionnaires and interviews, the scope of work continues as follows:

The participants' questionnaire should focus on their expectations regarding the program and whether or not the program lived up to these expectations, and, in more practical terms, whether the study program improved their ability to carry out their jobs in a more efficient and effective manner. For the non-Costa Rican scholarship students, particular emphasis should be placed on their opinions of the comparative law content of the program, whether there was excessive emphasis on Costa Rican law, and the practical applicability of the material to their respective countries.

UCR staff interviews should provide insight into the non-Costa Rican students' adaptation to the study program, both as to program content and methodology used. Do students from other countries have a more difficult time adjusting to the UCR program and performing at the standards expected of them? The objective of these interviews is to establish the pros and cons regarding regional study programs of this type.

Employers should be questioned on whether they see the individuals' participation in the study program as significant, as evidenced by the incidence of promotions or increases in job responsibilities after completing the program, or significant new professional contributions to the agency's legal work.

2. Composition and Activities of the Evaluation Team

The evaluation team was constituted by Mr. James P. Rowles, the Team Leader and Chief of Party, and Lic. Ana María García Barzelatto, from Cambridge, Massachusetts and Santiago Chile, respectively. Mr. Rowles has participated

as a student in graduate legal programs at Stanford Law School and Harvard Law School, and has also been a member of the teaching faculty at Harvard Law School. She has been a law teacher since 1979, specializing in international and comparative law with a particular emphasis on Latin America. Lic. García is Professor of Law at the University of Chile, where she is Coordinator of the Graduate Program at the Faculty of Law. Her specialties are Constitutional Law and the Law of Politics.

The evaluation team arrived in Costa Rica on November 18, 1990. Following meetings with Mr. Carl Cira, the director of the Regional Administration of Justice Office in San José (RAJO) and Ms. Linda Gutiérrez, the individual in that office charged with primary responsibility for administering the USAID scholarship program, the evaluation team proceeded to carry out five different activities in Costa Rica: 1) design of the relevant questionnaires; 2) meeting with UCR staff, including professors and University officials; 3) meeting with and administering questionnaires to current scholarship students (and some other students); 4) meeting with and administering questionnaires to Costa Rican scholarship recipients who were graduates of the UCR Graduate Legal Studies Program (or had participated without graduating); and 5) meeting with a sample of employers of graduates of the program.

Part of the fourth activity was completed during the return trip to Costa Rica described below. In addition to the preceding interviews, the team also met with Lic. Carlos José Gutiérrez, a former dean of the Law Faculty who is currently the Director of Programs at ILANUD, Lic. Sonia Picado, a former Dean of the UCR Law Faculty instrumental in the creation of the graduate legal studies program in the early 1980's, who is currently the Director of the Inter-American Institute of Human Rights and a Justice of the Inter-American Court of Human Rights; and other leading Costa Rican legal figures.

On November 29-30, the team proceeded to San Salvador, El Salvador, where they were briefed by the USAID Democratic Initiatives officer, met with graduates of the program, and conducted interviews with some employers of these graduates.

At the close of the day on November 30, the evaluation team proceeded to Tegucigalpa, Honduras, where they met with the present and immediate past Democratic Initiatives officers responsible for coordinating the program on the part of USAID. Despite repeated efforts and the team's appearance at a scheduled meeting, it was not possible to meet with the A.I.D. Liaison official, Lic. Roberto Bográn, who plays a central role in the selection of scholarship candidates.

The team traveled to Guatemala City, Guatemala on the evening of December 10 where they met with USAID officials, and UCR graduates who had received scholarships. Despite various attempts, it was not possible to meet with the few employers of graduates in Guatemala due to their unavailability.

On December 11, the evaluation team traveled to Santo Domingo, Dominican Republic where on December 12-14 they met with the A.I.D. official responsible for Democratic Initiatives activities, scholarship recipients, and employers. On December

15, the team returned to Costa Rica, reviewed notes and performed preliminary analysis of the data collected.

On December 17-19, the team debriefed RAJO officials, interviewed additional employers and others in Costa Rica, and completed its review of RAJO files relating to the scholarship program. Mr. Rowles traveled to Washington on December 20, where on December 21 he debriefed LAC/DI officials regarding the evaluation, returning to Boston in the evening. Lic. Garcia returned directly from Costa Rica to Santiago.

At the University of Costa Rica, the evaluation team interviewed the Dean of the Law School, the Dean of Post-Graduate Studies of the University of Costa Rica, the Directors of the three areas of specialization being evaluated (Agrarian Law, Criminal Law, and Public Law), and the professors teaching courses in each of the three areas.

3. Design and Administration of Questionnaires

After arrival in San José and initial briefing by RAJO officials, the evaluation team worked intensely in efforts to design and draft a questionnaire for students and graduates that would elicit the candid information needed for the purposes of the evaluation. The team proceeded to revise and refine a draft questionnaire provided by Mr. Rowles, arriving at the instrument used and reproduced in the Appendix. They also designed a questionnaire for employers of graduates. As the relevant UCR staff largely fell within the category of employers of graduates, a separate questionnaire was not prepared for this group.

The first issue in the design of the questionnaires was that of whether or not they should be anonymous. Having reviewed the results of earlier questionnaires administered during evaluations of Administration of Justice (AOJ) activities, some of which did not produce many critical comments, the evaluation team determined that the questionnaire to be administered to students and graduates of the UCR program should be anonymous, and that it should be administered in a fashion designed to generate confidence in the assurance of anonymity.

The second task was to design a questionnaire which would elicit the desired information, in full candor. Several drafts of the questionnaire were prepared. One was reviewed by Prof. Mitchell Seligson, Director of the Center of Latin American Studies at the University of Pittsburgh and a survey expert with extensive experience in Central America. The team also benefitted from the advice of Dr. David J. Losk, Chief of the Training Division at the USAID Mission in Costa Rica. The questionnaire was pre-tested on an individual with relevant educational experience. Finally, the text of the questionnaire administered to current students receiving scholarships was slightly revised before administering it to the graduates of the program. This accounts for the slight discrepancy in the number of the open-ended questions for each group. Notwithstanding these small variations, The first 16 questions, calling for a scaled response from (from one to five) are identical for both groups, thus assuring comparability of the quantitative data gathered through administration of the questionnaires.

Third, the procedure used in administering the questionnaires involved a short, "set piece" explanation of the nature and purpose of the program evaluation being carried out, at least 30 minutes for the students or graduates to fill out the questionnaire (more time was allowed if needed), and the remaining hour to hour and 15 minutes were spent in direct discussion with the student or graduates, with whom the evaluation team met in groups of 3-5, and occasionally including more. To the extent possible, the groups were segregated by area of specialization.

Fourth, with respect to the questionnaire given to the employers, a less formal procedure was employed. The instrument was not pre-tested, since this seemed to be unnecessary, as indeed proved to be the case. At some point during the interview (which generally ran one to one and 1/2 hours), the employer was asked to fill out the questionnaire. Where time or reluctance seemed to impose constraints, the interviewee was given the option of filling in the questionnaire later and returning it to the offices of A.I.D.

4. Interviews with Graduates and Students

Interviews with current students were conducted in two different settings. First, all students (including non-scholarship recipients) in the area of Agrarian Law met with the evaluation team in the presence of the Director of the Agrarian Law Area of Specialization. During the administration of the questionnaire, the team and the director withdrew and discussed the program in another room. Following the questionnaires, the director went home and the evaluation team interviewed the students for approximately an additional hour. The discussion was candid, as indeed it appeared to be in all of the interviews with both students and graduates. Having filled out the questionnaire, the respondents were eager to express their opinions.

Second, in the area of Criminal Law, current scholarship students met with the evaluation team, following the general format which was subsequently used in interviews with graduates of the program, as described above and in the following paragraph.

Meetings with graduates were held generally in groups of 3-5 persons, to the extent feasible from the same area. Following a set introduction, the questionnaire was administered, and this was followed by an hour or more of candid and usually quite animated discussion. Meetings usually lasted one and 1/2 to two hours.

In these interviews, students also filled out separate data sheets containing their name, address, telephone, current employment, and the names, etc. of their supervisors or other employers. These sheets, obviously, were not anonymous; however, they seemed to help assure the respondents of the confidentiality of their questionnaire responses.

5. Data Analysis and Preparation of the Evaluation Report

The questionnaires yielded a surprisingly rich amount of data concerning the program. Consequently, it was decided to reproduce the questionnaires for students and graduates and the responses to the questions they contained, following their translation into English. These are contained in the attached Appendix. In order to enable the reader to get an idea of how each individual responded to his or her experience at the UCR, each questionnaire is reproduced in its entirety. Thus it is possible, in each individual case, to see both the scaled responses to the first 16 questions and the qualitative answers to the similar but more open-ended questions which are among those that follow.

In referring to the questionnaire results, reproduced in English translation in Appendix A, the reader may ascertain the country of the respondent by referring to the data analysis code following Question 39 (CR, S, H, G and DR), the area of specialization by checking the code following Question 40 (P for penal or criminal, A for agrarian, and U for public law), and whether the respondent is a student (1990-91) or a graduate by looking at the data analysis code following Question 41 (E for student and G for graduate, respectively).

The results of the first 15 questions on the questionnaires are represented in the bar graph charts at the end of this report. Because Question 16 is almost identical to Question 14, both in phrasing and in responses, no chart is presented for the responses to this question. The intent was to separate student from graduate responses, but this nuance was not reflected in the answers to the questions.

To facilitate comparison, the left-hand column of each chart gives the mean for all responses to the corresponding question. The next two columns reflect the means of the responses grouped by nationality, representing Costa Rica on the one hand, and El Salvador, Honduras, Guatemala, and the Dominican Republic, on the other. One can thus compare how Costa Ricans responded to the question as opposed to the non-Costa Ricans from the countries mentioned who answered the question. Finally, the last four columns represent the responses of graduates from El Salvador, Hondurans, Guatemala, and the Dominican Republic, respectively. Consequently, the reader can compare the means of responses from individuals from each of these four countries and Costa Rica. While the small numbers involved make statistical comparison somewhat uncertain, given the large number of individuals in the respective universes interviewed some inferences can be drawn by comparing the responses of those from one country to those of graduates from another.

The original scope of work and number of days allocated for writing up the report did not fully anticipate the extent and value of the information actually collected through the administration of the questionnaires. Given the richness of the data collected, further analysis beyond that contained in the present report would be warranted.

Final presentation of this report has taken longer than originally anticipated as a result of several factors. These include the fact that RAJO files were undergoing reorganization during the evaluation team's visits, making it difficult to find needed information; delays in translation of respondents' questionnaires, due in part to budget limitations; an unavoidable delay in obtaining a copy of a UCR internal evaluation of the criminal law program (which was received together with other information from RAJO in late March, 1991); a low estimate of the time required to put the appendix together and write the final report; time expended in preparing an interim report for a conference in May, 1991; and the conflicting commitments of the author of this written evaluation, which made it difficult to find the additional, unbudgeted days necessary to write the final report.

Much of the delay is due to the decision to go beyond the original scope of work and to prepare the Appendix containing an English translation of the responses to questionnaires administered to students and graduates of the program. Given the richness of this information and its potential usefulness to those who may suggest changes in the UCR graduate legal studies program, propose modifications in the current A.I.D. scholarship program, and possibly develop other regional graduate legal studies programs, it was decided to amend the scope of work to include preparation of the Appendix. This was done in January, 1991.

The information thus collected and presented in the Appendix, and reflected in the report, should be highly useful to those at the UCR and USAID interested in fully understanding the "Lessons Learned" from the experience of the UCR graduate program and the USAID scholarship program, and drawing on this experience in developing or expanding future graduate legal studies programs at the UCR, elsewhere in the hemisphere, and perhaps in other regions of the world.

Both the UCR graduate legal studies program and USAID's program of scholarship support, as discussed below, represent very significant successes in the general context of AOJ activities in Latin America. It is important that their overall success, as well as their limitations and shortcomings, be broadly understood.

II. THE GRADUATE LEGAL STUDIES PROGRAM AT THE UNIVERSITY OF COSTA RICA

A. NATURE AND GOALS OF THE PROGRAM

1. History

The UCR program of postgraduate specialization in law was begun in 1982-83 under the leadership of then Dean Sonia Picado. The specialization corresponded to a need felt among Costa Rican law professors and other legal professionals for a more detailed and comprehensive knowledge of the increasingly complex body of law now found in specialized fields. This knowledge could not be acquired during the general course of studies leading to the licenciatura en derecho degree.

Beginning in 1984-85, USAID started funding scholarships for students both from Costa Rica and from other countries of the region who were participating in the program, as described below.

2. Nature and Content of the Program

The graduate program in legal studies is a program of specialization aimed at providing public sector lawyers and other practitioners, including law teachers, with specialized knowledge, skills and analytical abilities above and beyond those acquired during the first course in law. The latter five-year course normally ends in the awarding of the degree of Licenciado en Derecho, which can then automatically be converted into the right to practice law. In this sense, the UCR program is roughly comparable to graduate legal studies programs in the U.S. and European countries. It provides more specialized education and training than ordinary lawyers acquire in the usual course of their studies.

The school year begins in March, with coursework and exams ending in December. Students take five four-unit courses during each of two 18-week semesters. In February, final comprehensive written and oral exams are given. These must be passed in order to acquire the title of Specialist in one of the fields of postgraduate specialization. Agrarian Law, Criminal Law, Public Law, Commercial Law, and International Law are the possible areas of specialization. Commercial Law is new, while International Law has not been offered for the last year or two although plans exist for its reintroduction. USAID/UCR scholarships currently support only Agrarian Law and Criminal Law, and a few scholarships for Costa Ricans only in the area of Public Law. This evaluation examines these three areas only.

The graduate program of specialization is one of a number of postgraduate courses of study offered by the University of Costa Rica, and it must meet the requirements established by the University System of Postgraduate Studies.

The postgraduate specialization is a full-time program in which students are expected to dedicate all of their time to their studies. Students attend 20 hours of classes a week, and are expected to spend a minimum of an additional 20 hours preparing for class and doing written exercises. In practice, most students seem to work at least 50 or 60 hours a week. The great majority complain of the excessive workload. However, they also seem to recognize that they have benefitted greatly by being pushed to their limits. One graduate observed that, upon returning to her job, she felt like "Superman", in the sense that she had acquired an enormous capacity for diligent, concentrated and sustained work. Many other graduates expressed similar sentiments.

Students in the graduate program are generally lawyers with at least several years of experience working in the area in which they wish to specialize. Costa Rican students benefit considerably from the reputation the program has acquired in the country. For example, the Supreme Court and some other public institutions may provide a paid leave of absence for students in the program, together with a commitment to continue their employment upon their graduation. Costa Rican graduates are able to improve their career prospects in such institutions to a very considerable degree.

Foreign students receiving USAID scholarships are also lawyers who generally have experience in the area they are specializing in. However, the impact on their career prospects does not yet appear to be as marked as is the case in Costa Rica, although the situation varies from country to country and also according to area of specialization. In any event, lawyers enrolled in the graduate program come from a very practical, practice-oriented background, and are eager to learn material that they will be able to bring to bear in their work following graduation.

There is a strong tension in the program between two sets of competing goals. The first includes objectives more narrowly focused on the everyday practical necessities students are likely to encounter in their work. The second, felt more strongly by the faculty, which have all or almost all obtained doctorates in Europe, is a desire for a more academic orientation. With the stated objective of providing practical, specialized training to lawyers who are working or plan to work in a specialized field, and the overarching need to simultaneously increase the ability of students to think critically and in broader terms, such a tension is perhaps inevitable.

Some professors complain that students are excessively focused on immediate practical aspects of work in the areas of specialization involved. Foreign students may also be heard to complain that there is an excessive emphasis on Costa Rican law, which may make what they learn less immediately applicable in their own legal systems. E. Francisco Castillo, Director of the Criminal Law area of specialization, rejoins rather persuasively that what the program seeks to achieve is to teach the students to think and analyze critically, and that consequently the existing emphasis on Costa Rican law, as well as the law of leading European legal systems, is appropriate in terms of pursuing

this objective. Nonetheless, as discussed below, there is room for a greater emphasis on the comparative study of the law and legal institutions of different countries in the region.

3. Possible Establishment of a Master's Program

There has been considerable discussion over the past five years regarding the desirability of establishing a master's degree program or converting the existing program into a Master's Program. Dr. Castillo, expressed the view that it would be difficult to establish a Master's program while maintaining the quality he expects of the program. Significantly, he and most of the professors in the program believe the program should meet, or strive insofar as possible to meet, the standards of European universities for postgraduate studies in law.

A considerable number of graduates of the program expressed a strong desire to have an opportunity to continue their studies in order to obtain a Master's degree in law. From their point of view, the title would carry more weight in improving their career prospects. A number also seemed genuinely interested in pursuing their studies in a way which would enable them to do a major research project and write up the results in a thesis. The current program includes a number of research assignments and written exercises, but does provide an opportunity for such sustained investigative work.

On the other hand, there are obstacles to the establishment of a master's degree program. First, the requirements established by the System of Postgraduate Studies of the University of Costa Rica are rigorous; Dr. Ricardo Zeledón, Director of the UCR graduate legal studies program, indicated that meeting these requirements would not be easy. Second, the view was heard from graduate faculty members, including Dr. Castillo, that the graduate program as presently structured does not have the resources, either human or bibliographical, to support a master's program. Third, Dr. Castillo expressed the view that it was more economical to send the best students to Europe to pursue further specialization and a doctorate or the equivalent of a master's degree. Finally, the considerable benefits of the practical specialization of the current program might be lost if it were replaced by a master's program; many students would not be qualified or in a position to pursue a course of study lasting two or more years. It should be said, at the same time, that some professors support the idea of developing a master's degree program.

In view of these considerations, the evaluation team considers that substitution of the present program by a master's degree program would not make sense in terms of the economic and other practical realities which limit the time lawyers can take off from their work. The program as currently organized has been very successful, a fact indicated by a very steady rise in the number of applications received which far exceeds the number of places available in the program.

At the same time, the possibility of creating an opportunity for the most successful students in the current program of specialization to pursue their studies for an additional year or year and a half, whether immediately upon graduation or in a later

year, does seem to merit careful consideration. With the existing graduate faculty and perhaps a few additions, and further support in building up the library in one or more areas of specialization (criminal law would be a leading candidate), it might well be possible for two or three students in each area to pursue a master's degree during an additional year of study.

The additional year might include a core research seminar, one or more additional seminars during the year, and a major focus on research and writing a thesis on an original subject. For foreign students engaged in law school teaching, such a program would represent a particularly useful opportunity. One might, for example, write a thesis on particular aspects of modernization of the legal system (or criminal justice system) in one's home country. The accumulation of such works would in time provide graduate program faculty with materials to draw upon in providing or strengthening the regional and comparative law focus in their courses.

SUGGESTION: The UCR Law Faculty and graduate program officials should consider the possibility of creating a small Master's degree program in addition to the existing program of postgraduate specialization in law. In doing so, discussions should be held with RAJO and perhaps other A.I.D. officials regarding possible additional scholarship funding for this purpose, together with possible support in strengthening the Law Faculty's library holdings in the area of areas of specialization in which such a degree might be offered. Particular attention should be given to such a program in the area of criminal law. To maximize the benefit of such further study, admission to the program should be open only to the very best of the students who have completed the one-year specialization, and who are currently or have solid prospects for pursuing a career in law teaching.

RECOMMENDATION: If following discussions with the UCR the latter should establish a master's degree program, USAID should fund a limited number of scholarships (two or three per area, and initially a maximum of five-six) for a second year of study leading to the award of a Master's degree in law, and engage in supportive discussions with the Law Faculty, graduate legal program officials, and the Dean of the System of Postgraduate Studies at the UCR regarding the requirements for the establishment of such a program.

Interestingly, both the possibility of A.I.D. support of a two-year Master's program and the possibility of publishing and distributing investigations about the law and institutions of the region were anticipated in the original 1984 and 1985 grant agreements with the UCR to provide scholarships for the graduate program. See Section III(A)(1), below.

4. Possible Expansion of the Current Program

There are an increasing number of applications for admission to the program of graduate specialization in law at the University of Costa Rica. As discussed below, given the success of the program, a strong case can be made that from USAID's point of view, there is a need for more than one scholarship from each of the countries

of Central America and the Dominican Republic. Even if A.I.D. were to fund such scholarships, however, there would not be room in the existing group in the criminal law area for additional foreign students.

At the same time, there appears to be a need to incorporate new and younger members of the law faculty into the cadre of graduate program professors. At present, there is very little opportunity for new professors to join the graduate faculty.

In view of these factors, careful consideration should be given to possible expansion of the graduate program to include two sections where the demand and the qualified faculty exist. This could be done in one area on a pilot basis, for example, in the area of criminal law.

One suggestion that was heard was that two groups should be formed, one consisting of Costa Rican students and the other consisting of foreign students. The evaluation team, however, considers that such a change would aggravate the already serious problems existing in terms of relations between Costa Rican and foreign students on the one hand, and would deprive foreign students of the opportunity of working together with the best of the Costa Rican students, on the other. This alternative should be rejected.

SUGGESTION: The UCR should give careful consideration to the possibility of adding a second section to one or more areas of specialization, including in particular criminal law. As part of this examination, discussions should be held with USAID officials to determine the level of additional support for scholarships that might be expected, together with other forms of possible support that might be required during an initial period to make introduction of the additional groups financially feasible.

RECOMMENDATION: USAID should enter into discussions with the University of Costa Rica Law Faculty and graduate program officials regarding possibilities for expanding the program, including consideration of the number of additional scholarships that might be provided to foreign students from Central America, the Dominican Republic, and possibly other Latin American countries.

5. Significance of Critical Approach of UCR Officials, Students, and Graduates in Interviews and Questionnaire Responses

In discussing the graduate legal studies program, UCR officials and graduate program faculty spoke candidly about what they considered to be the weaknesses of the existing program. Similarly, students and graduates of the program were encouraged to express their views frankly. This they did, both in interviews with the evaluation team and in the responses they provided to the questionnaires which were administered to them. In forming its impressions about the program and preparing this report, the evaluation team benefitted greatly from such free expression of critical views. This candid expression of criticisms represents, in the view of the evaluation team, strong evidence of the success of the graduate legal studies program in encouraging a

critical approach to the graduate study of law by graduate program faculty and in inculcating in students an ability to critically examine laws and institutions which is essential for the success of legal modernization efforts currently underway in Latin America.

6. USAID Support of the UCR Law Faculty

a. Support of the Graduate Legal Studies Program

As described briefly above and in more detail below in Section III, A.I.D. has provided the UCR graduate legal studies program with \$798,748 in financial assistance since inception of the scholarship program in the 1984-85 academic year. This assistance has most directly benefitted the scholarship recipients themselves, while also strengthening library resources and providing other limited assistance such as the provision of typewriters and a computer. Yet it should be stressed that this same assistance has also enabled the graduate legal studies program to grow and prosper to the point where it now receives far more applications for admission than it has available spaces. In short, while difficult to measure or define in precise terms, the evaluation team considers that the USAID scholarship program has also achieved an important objective in strengthening a program which is both the only regional program of graduate legal studies in Central America, and a program which is very highly regarded by legal professionals in Costa Rica and other countries in the region. It represents a successful case of institutional development which might well serve as a model for the development of other regional programs in Latin America or other regions of the world.

That is not to say that the need for supporting the program has disappeared. UCR officials stated that the support of A.I.D. has been a critical factor in the success of the UCR program of graduate legal studies, and that the cessation of such support would have a very detrimental impact on the program.

Given the success of the program and the contributions graduates are likely to make over the mid- to long-term in the process of modernization of the legal systems of their respective countries, matters which are detailed below, the evaluation team considers it essential to maintain at least the current level of scholarship support for the UCR graduate legal studies program, and highly desirable to expand both the number of scholarships awarded to students from Central American countries and the Dominican Republic and support for law library acquisitions in the areas of specialization supported by the scholarship program.

RECOMMENDATION: USAID should maintain at least its present level of scholarship support for the UCR program of graduate legal studies, and should seriously consider expanding the number of scholarships as well as its support of law library acquisitions in the areas of specialization supported by the A.I.D. scholarship program.

b. Previous USAID Support of the UCR Law Faculty

The University of Costa Rica Law Faculty was a major beneficiary of USAID foreign legal assistance during the late 1960's and early 1970's, when such aid was known as "Law and Development" assistance. This help included sustained support of research activities at the Law Faculty's Agrarian Law Project, later known as the Institute of Legal Research. Using a highly innovative approach, USAID also financed scholarships for recent UCR Law School graduates who had joined the Faculty or who it was anticipated would do so upon completion of their studies. These scholarships supported doctoral studies at leading law faculties in Europe, and as originally conceived were to include an additional year in the United States. The extra year was intended to complement the doctrinal or normative approach more common in European legal education with the more practical and problem-solving approach that, it was felt, was characteristic of U.S. legal education.

Significantly, U.S. foreign assistance for scholarships was supplemented by scholarships from the governments of France and Italy in particular, and also Germany and Spain. U.S. support of such activities probably helped to encourage other governments to provide such aid. In any event, Costa Rican leaders in the field of legal education pursued their own plan for reforming legal education at the UCR (at the time the only Law Faculty in the country) by drawing on all available foreign sources of support.

The current Dean of the Law Faculty actually completed the extra period of study in the U.S., although this was done under the terms of a Fulbright fellowship and not the original scholarship. Others, however, lost this opportunity due to the fact that the UCR Law Faculty unilaterally terminated the grant assistance it was receiving from A.I.D. in 1974 (approximately \$100,000/year).

Close examination of the quality and methodology of law teaching used in the UCR graduate program, and interviews with students and graduates about their training at the same Law Faculty, reveal the long-term impact U.S. foreign legal assistance to the University of Costa Rica has had, together with that of assistance from some European countries in the form of scholarships, and in the case of Italy also exchange professors in the area of international law.

Teaching methods, at least at the graduate level, have been transformed from classes employing the classical magisterial lecture, at not too sophisticated a level, to the use of highly interactive methods based on discussion of assigned readings, sophisticated discussion of cases and their relation to the leading doctrine in the area, and very active class participation. The change is one from night to day. In 1972, when the team leader was a visiting research professor at the University of Costa Rica, lectures were on the whole purely didactic, with students copying down in their notes what the professor said. Previous reading of the material was not essential. In 1990, the level and sophistication of many of the graduate-level classes, at least in the areas of criminal law and agrarian law, were comparable to what one might expect to find at a good U.S. law school. One member of the evaluation team visited a class taught by the

Attorney General (Procurador General) which was as good or better than most classes taught at leading law schools in the U.S. This change is in large part due to the foreign legal assistance provided by USAID and others in the earlier period, which enabled the best law graduates and young faculty members to be exposed to and benefit from some of the best teaching in Europe. This group of young professors reached critical mass. As a result, law teaching at the University of Costa Rica, at least at the graduate level has been totally transformed.

A similar change has occurred in the area of scholarship, as reflected by the writing and publication of an impressive number of legal books and articles by faculty members, including in particular those who received doctorates in Europe. This development is all the more impressive because the Law Faculty supports only a handful of professors on a full-time basis, and even they have outside law practices.

In some ways, the revolution in legal education that has occurred in Costa Rica which was greatly facilitated by USAID assistance in the 1960's and early 1970's, shows how this process of change can occur over time in other countries of the region. The evaluation team, whose leader has extensive experience in other Central American countries, believes this to be the case, even taking the favorable particularities of Costa Rican history and political and economic development into account.

One of not the most important conclusions reached by the evaluation team, is that the impact of foreign legal assistance programs cannot be measured within the normal time frames used for monitoring and evaluation of USAID programs. The impact may take 10 to 20 years to fully manifest itself. The Costa Rican case shows, however, that such impacts do occur. Consequently, such assistance makes great sense in terms of building and consolidating democracies in the region. What is needed is steady, sustained support, and the development of special evaluation procedures by USAID that will capture the very significant change that is occurring over the longer time period required for such impacts to be felt in the area of foreign legal assistance.

RECOMMENDATION: USAID should develop and implement the use of new and additional evaluation criteria and procedures for AOJ programs and activities that will capture and accurately reflect the long-term impact of foreign legal assistance, which by its very nature may take 10-20 years to be fully felt.

B. FACULTY

1. Qualifications

The faculty of the graduate program are extremely well qualified experts in their respective areas, and often hold leading legal positions in Costa Rica. For example, a prominent member of the Constitutional Chamber of the Supreme Court teaches in the criminal law area of the program, as does the Attorney General. The Director of the overall Graduate Program and until recently the Coordinator of the Agrarian Law area, Dr. Ricardo Zeledón, is the member of the Supreme Court responsible for hearing agrarian law issues. Costa Rica has, largely due to his efforts

established a special jurisdiction for agrarian law cases, including lower-level agrarian law judges. Many of the latter are graduates of the program.

With few exceptions, the faculty hold doctorates from leading European universities as explained above. The Coordinator of the Criminal Law area, Dr. Francisco Castillo, for example, holds doctorates in criminal law from the University of Bordeaux (France) and the University of Friburg (Germany), and in the past has served as Secretary of the German Association of Criminal Law. Dr. Zeledón has completed postdoctoral work at the University of Pisa, a specialization in Agrarian Law in Florence and a doctorate at the Complutense University of Madrid. He is also President of several international associations of agrarian law. Dr. José Enrique Rojas, Coordinator of the Public Law area, holds a doctorate in public law from the University of Bordeaux, and a specialization in Administrative Law at the University of Rome. Dr. Rodrigo Barahona, the new Coordinator of the Agrarian Law area, holds a doctorate in Agrarian Law from the University of Florence. Other professors in the program include Dr. José María Tijerino, who holds a doctorate in criminal procedural law from the University of Valencia, Spain, and is currently the Head of the Public Prosecutor's Office (Fiscal General de la Nación); and Dr. Rafael González Vallar, who holds advanced degrees including a doctorate from the University of Bordeaux.

Earlier USAID assistance to the UCR Law Faculty in the 1960's and early 1970's, discussed above, contributed greatly to the development of this cadre of highly-trained law professors. Dr. Castillo, for example, worked for several years at the Institute of Legal Research funded by A.I.D., with a stipend from the Agency. Others benefitted from USAID scholarships to study in Europe.

The graduate faculty is dedicated to scholarship, and each year produces an impressive number of books and articles, a large number of which involve original research. Costa Rica has an impressive legal literature, and in this regard probably ranks only behind Mexico, Argentina, and possibly Chile in Latin America.

In addition to holding doctoral and specialist degrees from leading European universities, professors in the graduate program are specialists with broad experience in government and the private sector in the areas of specialization which they teach. They thus bring not only excellent academic preparation, but also a broad background of practical experience to the graduate program, and in that sense are extremely well qualified to address the specific issues of a practical nature that may arise in the class discussions and practical written exercises that are an essential part of the practical specialization in a particular area of law.

Of particular importance is the comment made by Dr. Castillo to the effect that professors are chosen to teach in the graduate program because of their qualifications to teach a particular course. He stated the principle as one of choosing the professor to teach the course, and not the course to satisfy the desires of the professor.

2. Courses and Professors

As noted above, according to Dr. Castillo, in general a strong effort is made to find professors to teach the courses in each area who have both advanced, specialized training and broad practical experience in the area.

The courses and the names of the corresponding professors are reproduced in Section II(D)(1), below. Significantly, a very high percentage of instructors hold doctorates, except in the agrarian law area. Of the 10 courses taught during the two-semester course of studies, all were taught by instructors holding doctorates in Public Law, while the corresponding number was nine in the Criminal Law area, and five in Agrarian Law area.

3. Overall Quality and Performance

Students and graduates ranked the quality of their instructors high with a mean response to Question 11 of 4.12 for all respondents, and no significant difference between the rankings of Costa Rican and non-Costa Rican students and graduates as a group (4.06 and 4.17 respectively). Those from the Dominican Republic did rank instructors somewhat lower (3.67), a fact reflecting perhaps some of the difficulties some of these respondents had in Costa Rica. See Chart 11, below.

Complaints were heard, however. One professor in the criminal law area was and had been the subject of numerous critical comments. He was eventually replaced suggesting a responsiveness to student input that seems appropriate. Foreign students viewed the emphasis on Costa Rican law and institutions to be excessive in many cases particularly in the Public Law area, and also reported certain difficulties in their relations with some professors. These points are discussed in Section III, below. A number of students, moreover, complained that some professors had a tendency to miss classes. The evaluation team considers the missing of classes by a professor to be a very serious matter, and suggests that if there is indeed a problem in this area it be corrected quickly.

SUGGESTION: The UCR should consider the advisability of introducing a system for keeping track of classes missed by instructors in the graduate program and in the case of repeated deficiencies should take appropriate action.

C. STUDENTS

Students until recently were required to have achieved an overall grade point average of 8.0 on a scale of 10 to be admitted to the program. Recently, this requirement has been relaxed to consider applications on an individual basis, in large part due to the discrimination which resulted against Guatemalan students whose law faculties award significantly lower grades. This has corrected a serious problem in the

selection process, and in part explains the relatively low number of Guatemalans who have benefitted from the scholarship program. Currently, students are admitted on the basis of an overall competitive review of their application files.

Students must be admitted by the University of Costa Rica to be eligible for USAID scholarships. RAJO and the Missions of individual countries coordinate the submission of required documentation to apply for admission. If more have been admitted than there are scholarships, RAJO in consultation with the corresponding A.I.D. Mission, and perhaps national officials, makes the final selection.

The quality of students has been high for Costa Rica and Guatemala, relatively good in the case of El Salvador, and more mixed in the cases of Honduras and the Dominican Republic. Poorly-selected students have in the past given some of the faculty and the Costa Rican students the impression that legal education in countries such as Honduras and the Dominican Republic (which has the worst reputation) is vastly inferior, and that students from these countries should not be accepted into the program.

The evaluation team considers, however, that the problem is not that there are no highly intelligent and qualified law graduates from these countries. Rather, the problem resides in the imperfect manner in which candidates are recruited and selected. See Section III(C), below.

For the number and distribution of USAID scholarship recipients by country, area of specialization, and year of attendance, see Section III(B)(3) and Annex II, below.

D. CURRICULUM CONTENT

1. Courses

According to information supplied by the graduate legal studies program, the following courses were offered by the professors indicated below during the 1990-91 academic year:

CRIMINAL LAW SPECIALIZATION

FIRST SEMESTER

Course

Professor

General Criminology

Dr. Enrique Castillo B.

Practical Legal Exercises

Dr. Luis Paulino Mora M.

Penitentiary Law

Lic. José Manuel Arroyo

Fraud and Related Crimes

Dr. Francisco Castillo G.

SECOND SEMESTER

Criminal Psychology	Dr. Mario Vargas J.
Indirect Criminal Responsibility	Dr. Francisco Castillo G.
Criminal Sociology	Dr. Enrique Castillo B.
Practical Legal Exercises II	Dr. Luis Paulino Mora M.

AGRARIAN LAW SPECIALIZATION

FIRST SEMESTER

Agrarian Property	Dr. Rodrigo Barahona I.
Practical Legal Exercises	Lic. Alvaro Meza L.
Agrarian Reform and Political Power	Lic. Julio Jurado F.
General Theory of Agrarian Law	Dr. Ricardo Zeledón Z.
Agrarian Labor Law	Lic. Anayancy Valverde

SECOND SEMESTER

Agrarian Constitutional Law	Lic. Julio Jurado F.
Agrarian Contracts	Dr. Rodrigo Barahona I.
Practical Legal Exercises II	Dr. Ricardo Zeledón Z.
General Theory of the Agrarian Enterprise	Lic. Alvaro Meza L.
Environmental Law	Dr. Rafael González B.

PUBLIC LAW SPECIALIZATION

FIRST SEMESTER

Parliamentary Law	Dr. Hugo A. Muñoz Q.
Practical Legal Exercises	Dr. Rubén Hernández
Specialized Administrative Law	Dr. Rafael González
Administrative and Contentious- Administrative Procedure	Dr. Enrique Rojas F.
Financial and Tax Law	Dr. Virgilio Calvo

SECOND SEMESTER

Practical Legal Exercises II	Dr. Hugo A. Muñoz
Specialized Administrative Law II	Dr. Enrique Rojas
Electoral Law	Dr. Rubén Hernández
Administrative (Government) Contracts	Dr. Jorge E. Romero
Public Economic Law	Dr. Jorge E. Romero

The Spanish titles of the courses in each area of specialization are listed in Annex I.

These courses do not repeat material covered in the course of study for the Licenciatura degree, for the most part. Student and graduate questionnaire respondents ranked the new content in the graduate courses (as opposed to those at the licenciatura level) quite high, with a mean response of 4.22. See Chart 7, below. There were no significant variations between Costa Ricans (4.31) and foreign students as a group (4.17)

On the whole, the curriculum seems well-designed to achieve the purposes of the one-year program of specialization. Nonetheless, UCR graduate program officials might consider the advisability of making some changes in the following areas.

First, there is strong and widespread student demand for a course in legal or forensic medicine in the criminal law specialization. The desire for such a course was repeatedly heard by the evaluation team, and has also been recommended by an evaluation of the criminal law program carried out by the Higher Education Office of

the National Council of Rectors. See Consejo Nacional de Rectores (CONARE), Oficina Nacional de Planificación de la Educación Superior, "Evaluación del Programa de Especialidad en Ciencias Penales de la Universidad de Costa Rica," p. 39 (October 1990).

SUGGESTION: The UCR should consider the advisability of offering a course in legal or forensic medicine as part of the graduate specialization in criminal law, in response to the felt needs of students and graduates.

Students in Agrarian Law take a special course in Italian, so that they can gain access to the writings of Italian scholars who are among the leaders in this field. The course seems to provide them with the reading ability they require. A similar course in German for those specializing in criminal law is being considered, and it seems to be a good idea. However, it may be desirable to inform all potential applicants to the program of the desirability of gaining a working knowledge of German, so that they begin the study of this language, which is not as accessible to Spanish speakers as is Italian, at an earlier date.

No common courses are offered across the lines of the different specializations. Consequently, graduate program students from one area have no official contact with those from another. There would appear to be room for such a common course or seminar on research methods, which might be introduced on a pilot basis as an additional seminar meeting perhaps for two hours once every two weeks. Foreign students as well as Costa Rican students would benefit from a general introduction to research methods and library resources.

SUGGESTION: UCR graduate program officials should consider the possibility of introducing a seminar on Research Methods and Library Resources to be offered, perhaps on a biweekly basis, during the first semester.

A second subject in which a common course or seminar might be developed and taught to students from different areas is that of Modernization of the Legal Systems of Latin America. USAID scholarship recipients as well as other students in the graduate program are likely to become actively involved in modernization efforts in their respective countries. Currently, however, there is no forum where they can learn about and discuss reform efforts currently underway and desirable directions of change in the future.

SUGGESTION: The UCR graduate program should consider the introduction of a common course on Legal Modernization in Latin America. In developing such a course, if it so desires, the UCR might seek and receive the active assistance and collaboration of RAJO, LAC/DI, and perhaps other A.I.D. officials in developing the syllabus and materials for the course.

2. Emphasis on Comparative Law and Institutions

Foreign students and graduates in the program complain of a lack of sufficient emphasis on comparative law and institutions, in particular those in the countries from which they come. Moreover, they frequently comment that not only is there insufficient or no attention given to the legal and institutional realities of the countries from which they come, but that their professors are not interested in the subject.

Interestingly, Costa Rica students also expressed the view that the comparative law content of their courses was not very high. When asked about the adequacy of the comparative law/institutions focus, the mean response for all students was 3.23, that for Costa Ricans 3.13, and the combined mean for non-Costa Ricans 3.29. Thus, there seems to be ample room for increasing the comparative law and institutions emphasis given in different courses, and it appears that Costa Rican as well as foreign students would welcome this change.

SUGGESTION: The UCR graduate law faculty should explore ways of increasing the emphasis given to the study of the laws and institutions of the countries of the region, and try to find ways to help foreign students bring their own experience (or desire to learn about their own system) to bear in their studies.

E. TEACHING METHODOLOGY AND EFFECTIVENESS

The teaching methodology employed in graduate program courses is active and participatory. The novelty of this approach compared to that students are accustomed to at the Licenciatura level is a possible explanation for the answer to questions 12, 13 and 14 on the questionnaire. The explanation for the response of the Costa Rican students is not entirely clear. It could suggest that the active teaching method is not widely used, even at the UCR Law Faculty, at the Licenciatura level. As the evaluation team did not evaluate teaching at this level, this must be stated as a hypothesis. Supporting this hypothesis may be the fact that of the many teachers at the Law Faculty, still a minority have benefited from the experience of advanced study enjoyed by the faculty of the graduate program.

The quality of instruction is ranked, with only one or two exceptions, extremely high. See Charts 11, 12, and 13, at the end of this report.

As noted above, the overall quality of instructors was ranked high by both Costa Ricans (4.06) and non Costa Ricans (4.17). See Chart 11, below. When asked to what degree instructors developed a methodology that encouraged active participation by students and the discussion of cases, respondents indicated that this was indeed the case, with a mean response of 3.93 and no significant difference between Costa Ricans and non Costa Ricans. See Chart 12, below, and Appendix, answers to questions 17, 18 and 21.

The methodology employed in the graduate program includes a great deal of discussion of cases and assigned readings, in addition to lecturing. The dramatic change that has occurred in teaching at the UCR, at least at the graduate level, is discussed above in Section II(A)(6)(b).

On the whole, the methodology used seems to be quite appropriate to the goal of teaching students to think critically about laws and institutions in their area of specialization.

Nonetheless, there are two specific points that may be mentioned. First, some classes may extend for more than two hours without a break. It is suggested that classes of two hours or more in length include a break, so that students can maintain concentration and achieve the maximum benefit of the class.

Second, under the current system students must not only pass their courses with an overall GPA of 8.0 (a 7.0 is required to pass a particular course), but they must also pass a graduation exam in February. This exam consists of a one-day written exam covering a number of subjects presented in the form of analyzing a particular case; a week later students take a comprehensive oral exam before an examination committee of 4-5 professors, including the Coordinator of the specialization area in which they are enrolled.

The evaluation team learned of instances where students had passed all of their courses but failed the graduation exam. The CONARE evaluation of the criminal law program, quoted above, recommended that the Faculty

(c)onsider the possibility of revising the system of evaluating students, trying to achieve a system whereby all of the written work, practical exercises, and exams carried out during the year of studies be given weight in the final grade received by the student.

CONARE Evaluation, above, p. 39. The evaluation team thinks this is a sound recommendation, which would go far to meet complaints heard about the perceived unfairness of the final graduation exam. While students may repeat the exam once, this is currently very difficult for foreign students receiving USAID scholarships.

SUGGESTION: The UCR Law Faculty and graduate program officials should consider the advisability of implementing in all areas of specialization the recommendation in the CONARE evaluation of the criminal law program, to the effect that all work performed during the year should be reflected in the final grade received by the student.

F. LIBRARY RESOURCES

As noted in elsewhere in Section I and III, USAID has provided money in the past to support the Law Library's holdings in the graduate program areas of the specialization. Nonetheless, the holdings appear to need constant updating and improvement.

Questionnaire respondents reported that law library holdings were only satisfactory. See Chart 5, below, which shows a mean of all responses of 3.35. There are significant differences between Costa Ricans and non Costa Ricans, however, probably reflecting the relative strength of the UCR law library as compared to those in the home countries of foreign students. Costa Ricans rated the library holdings as less than satisfactory (2.88), whereas non Costa Rican ranked it significantly higher (3.66). See Chart 5.

Question 6 asked to what extent students were able to obtain bibliographical materials by other means when they were not available in the library. The mean response of 3.85 appears to reflect the fact that some professors in the graduate program are quite helpful in lending their own books to students. See Chart 6, below. In the criminal law area, students mentioned that the library holdings and in particular the computerized data base at ILANUD, which is also in San Jose, were quite helpful.

RECOMMENDATION: A.I.D. should examine the possibility of providing additional financial support to the Law Faculty Library in the areas of specialization for which USAID/UCR scholarships are given. Support of continuing acquisitions at the level of \$5,000-10,000 per year, in each of the three areas backed by the USAID scholarship program, would be likely to have a very significant positive impact.

Another matter of importance is the fact that students report that they spend a great deal of time simply trying to locate copies of the works they must read to prepare for class and do written assignments. This matter deserves serious attention from UCR graduate program officials. It seems that an ideal solution, which would avoid some of the copyright concerns in relation to the idea of photocopying and distributing copies expressed by Dr. Luis Camacho, Dean of the System of Postgraduate Studies, would be to establish a system of library reserve, similar to that used at many U.S. universities. Under such a system, one or two copies of all assigned reading would be held on reserve at the law library; students could check the material out for one-two hours; and if they wished they could make their own photocopies of the material assigned.

SUGGESTION: The UCR should consider the establishment of a system of library reserve holdings for use by students in the graduate program. Under such a system, all assigned readings would be held on reserve, with one or two copies, and students could check the readings out for a period of one-two hours, making their own copies if they wished.

An element of the original 1984 and the subsequent 1985 grant agreements with the UCR included the authorization of funds to provide training for a librarian, either abroad or by bringing in outside consultants. At this juncture, it would be useful for an outside expert to assess the strengths and weaknesses of the holdings in the areas of the three specializations supported by the A.I.D. scholarship program.

G. UCR ADMINISTRATION AND COORDINATION OF THE PROGRAM

1. Law School Support

The Law Faculty and its Dean appear to be supportive of the Graduate program. However, it should be noted that to a considerable extent the faculty of the graduate program, and indeed the program itself, are considered as separate from the main business of the law school--educating lawyers through the basic course of study leading to the Licenciatura en Derecho. This is not a phenomenon unique to Costa Rica, and indeed at leading U.S. law schools graduate (i.e., post-J.D.) legal studies programs are frequently viewed as somewhat marginal to the principal mission of the law school--educating lawyers in the J.D. program.

Nonetheless, there are important differences between graduate programs in U.S. law schools and that at the University of Costa Rica. In each area of specialization at the latter, all of the courses are taught by professors specifically chosen to teach in the graduate program; graduate students take courses that are open only to those specializing in a particular area; and graduate courses may include no more than 20 students each (See Regulations for Graduate Program).

The evaluation team learned that there has been a reduction in the release time accorded professors teaching in the graduate program from half-time to quarter-time salary. This represents a very considerable reduction in support of the graduate program by the University of Costa Rica and the Law Faculty itself. To maintain the quality of the graduate faculty, this decision merits reexamination at an early date to see if some way might be found, despite the harsh budgetary climate in the University, to provide salary support to professors teaching in the program at the previous level. Regrettably, such a reduction in salary is likely to decrease the time spent by graduate faculty on research and writing, and keeping up on with the latest scholarship in their respective fields.

SUGGESTION: It is suggested that the Law Faculty, its Dean, and other UCR officials give renewed consideration to the question of whether means might be found to return the level of salary support to graduate faculty to that of a full-time professor (one course per semester).

2. Relation to Other UCR Graduate Programs

As described above the graduate legal studies program is governed by the general norms applicable to graduate-level programs at the University of Costa Rica. Of particular importance is the fact that the establishment of a Master's program would require the approval of the UCR's System of Postgraduate Studies (SEP).

The Dean of this body, Dr. Luis Camacho, expressed strong support for the existing program of practical specialization in law.

3. Coordination

There appears to be considerable room for improvement in the degree of coordination between the Dean, the Director of the Graduate Program, and the Directors of the different Areas of Specialization. They meet infrequently, even those who participate as graduate faculty in the graduate legal studies program. Moreover, there are no common courses, and no formal contact among students of the different areas. Student and graduate views of the adequacy of coordination are found in Chart 8, below.

SUGGESTION: The Dean, Director of the Graduate Program, Directors of areas of specialization, and members of the graduate faculty should consider the advisability of meeting more frequently both to coordinate course content and to develop one or more common courses, such as a course in research methods and techniques for entering students (foreigners are at a considerable disadvantage). In considering this suggestion, they might also review the desirability and applicability of the norms governing such meetings contained in the University's Regulations on the Postgraduate Program of Specialization in Law.

4. Administrative Support

The Law Faculty pays the salary of a half-time administrative assistant, who is in charge of assisting the director in coordination of the graduate program as a whole. The administrative assistant, Cristina Prestinary, is highly spoken of by students, and appears to play a key role in the administration of the program.

The UCR Law Faculty also provides a special study area or conference room for each of the areas of specialization, as well as the facilities used for classroom instruction.

H. PLACEMENT AND CAREER TRAJECTORIES OF GRADUATES

As discussed in the Introduction (Section I), Costa Rican graduates enjoy very favorable prospects for career advancement upon graduation from the graduate legal studies program. The extent to which this is true in other countries is more problematical. Wider dissemination of information about the nature and benefits of the course of study, a much improved selection process in Honduras, the Dominican Republic, and perhaps El Salvador, and the establishment of a growing number of

alumni in various positions should, over time, contribute to an increase in the opportunities of graduates from countries other than Costa Rica to utilize their newly acquired knowledge and skills while enjoying enhanced prospects for promotion and career advancement.

The current evaluation reveals short- and medium-term impacts of U.S. foreign assistance to law faculties and scholarship recipients in the region that are highly significant. These impacts are clearly evident from the interview and questionnaire results collected during the evaluation. Graduates of the UCR program have assumed very significant positions within the legal sector of their respective countries, although there are significant variations from country to country. In Costa Rica itself, a number of graduates hold extremely important jobs, as suggested by the fact that one woman graduate is a special assistant to the Constitutional Chamber (Sala Cuarta) of the Supreme Court, where her responsibilities include the preparation of studies for major reforms of the judicial sector, including in particular the judicial police. Another woman graduate is the single judge in Costa Rica responsible for overseeing completion of sentences, parole, etc.

As noted, there are significant variations in terms of job advancement from country to country. These, the evaluation team believes, are the result of less than optimal recruitment and selection of scholarship candidates in some countries, as well as the fact that the administration of justice is fairly or highly politicized in these same countries (in Honduras and the Dominican Republic, in particular, and also, though possibly to a lesser extent, in El Salvador). In short, in countries where merit selection and promotion are greatly subordinated to political considerations, the selection process may suffer from similar deficiencies, while graduates may not find opportunities to fully utilize their newly acquired skills and knowledge upon completion of their studies in Costa Rica. Even this difference, however, is one of degree. In all countries visited, some if not all graduates of the UCR graduate legal studies program were performing important legal tasks; most were interested in participating in the process of reforming their own legal systems and the administration of justice in their respective countries, and expressed an interest in participating in efforts planned or underway to do so.

The conclusion of the evaluation team is not that scholarships should not be given to candidates from such countries. On the contrary, it recommends that more such scholarships should be made available to the very best and brightest of the law graduates in these countries, through a sharply improved recruitment and selection process; that ways of providing non-intrusive assistance to the leading law faculties in countries in the region be explored, found and implemented; and that bilateral AOJ programs make a special effort to utilize the talents of UCR graduates and to provide follow-up activities and further training opportunities, in order to maintain an esprit de corps among graduates as a critical mass of such reformers comes into existence.

III. THE USAID SCHOLARSHIP PROGRAM

A. BACKGROUND

1. The Original 1984 Project Agreement

In early 1983 the Inter-Agency Working Group on Judicial Administration was seeking and promoting proposals for regional projects that would contribute to improving the administration of justice in Central America. In response to USAID encouragement, the University of Costa Rica Law Faculty requested A.I.D. support for a scholarship program that would allow the UCR to open its graduate programs to students from other Central American countries. In June, 1983, the Interagency Working Group approved the scholarship program in principle. Negotiations with the help of the USAID/Costa Rica Mission led to agreement to grant funds for a one-year pilot program to be funded out of the LAC Regional Human Rights Project.

In a June, 1983 cable to the Costa Rican, Salvadoran and Honduran Missions, the State Department reported the decisions of the Inter-Agency Working Group indicating a willingness to support two or three participants each from El Salvador and Honduras, and a willingness to consider additional scholarships from these and other countries after an initial experimental period. Interestingly, the IAG expressed a willingness to consider the possibility of supporting in the future two-year scholarships in the event the UCR established a master's degree program. The UCR Law Faculty was to administer the program. While expressing an intent not to try to influence the curriculum content, although it was assumed regional participation would work its own influence on the program, the cable also indicated a willingness to assist the Law Faculty in bringing a visiting professor from the U.S., El Salvador, or Honduras to the Law Faculty should such an interest develop. (See Unclassified State 152686.)

Key participants in the development of the program included K.S. Gudgeon (L/ARA), Roma Knee (LAC/DP) and Dean Sonia Picado of the UCR Law Faculty. In January 1984, the grant to the UCR was authorized in the amount of \$59,996 for an initial period of 16 months, to cover the 1984-85 academic year. The grant agreement with the UCR was signed on March 1, 1984, for an initial period of approximately 13 months. (Grant No. LAC-0591-G-SS-4021-00, hereinafter cited as "the 1984 Grant Agreement.") The Program, described in detail in Attachment 2 to the 1984 Grant Agreement, is outlined in the following sections.

a. Purpose and Objective

The purpose of the grant was "to provide support for a pilot scholarship program for one year to help increase the number of opportunities available for advanced training and continuing professional development of lawyers in the Central American countries." Scholarships for specialized graduate studies in agrarian, criminal

or administrative law to two students from each of three countries--Costa Rica, El Salvador and Honduras-- were to be provided.

The Objective of the two-semester program was

to provide specialist training in the fields of criminal, agrarian and administrative law, through a combination of practical exercises and academic training....With the enhanced professional competence gained through this program, it is expected that these students will constitute a human resource prepared to contribute to professional improvement within their respective fields in their own countries.

If determined to be successful in achieving its objectives, consideration was to be given to continuing support for additional scholarships and to expanding eligibility to other Latin American and Caribbean countries.

b. Criteria for Selection of Candidates

Under the Program, scholarship recipients were to be graduates in law or the social sciences (with the licenciatura degree), and to have an overall grade point average (GPA) of at least 8 on a scale of 1-10.

Candidates were to be "employed in government or private sector positions which afford them opportunities to contribute to their country's development and to improvements in their specialized fields." Preference was to be given to "those who indicated a desire or willingness to become advisers or trainers of others upon their return" to their own countries.

Other qualifications being equal, preference was to be given to individuals unable to support their own study program. In addition, the awarding of scholarships was to be influenced "by the degree of certainty that the scholar will be effectively employed following completion of the program." Moreover, it was provided that, "All trainees must be willing to return to their own countries after training, and will be required to sign a formal commitment to make their skills available in their home country."

c. Selection

Under the original grant agreement, candidates were to be selected by procedures established by the UCR for the graduate studies program, including review and screening by a committee of law professors and final selection by the UCR Graduate Admissions Committee.

d. Library Resources

The original grant provided for \$8,685 to train a permanent member of the faculty in law library management, or to provide the services of a consultant to provide on-site training.

e. Implementation

The original grant agreement provided for administration of the program by the UCR Law Faculty under the supervision of the Dean and the Director of the Specialized Graduate Studies Program. The details of the agreement in this regard are no longer relevant, since responsibility for implementation was shifted to USAID/COSTA RICA/RAJO and ILANUD in 1986.

Nonetheless, two aspects of the agreement relating to implementation are worth noting. First, the UCR was to conduct exit interviews with each student on completion of the course,

to obtain his or her views on course content, presentation, and administration; its value to the students' personal and professional development; the practical applicability of the knowledge and skills acquired through the training; and how the student plans to share these skills with colleagues in his or her home institution. In addition, ninety (90) days after returning home the student will be required to send a follow-up report to the Grantee (i.e., UCR) updating this information and adding further observations, as appropriate. (Attachment 2)

Second, the UCR (Grantee) was to provide a final report four months after completion of the first year's program assessing the degree to which program objectives were met. Issues to be addressed included:

(Whether the full training course was completed by each student; where and how skills will be applied in the home country and how this is likely to contribute to improvements in each specialized field, the expected impact, if any, on political and social development; cost effectiveness of this type of program in terms of its objectives; lessons learned during operation of the pilot program and recommendations on continuation and expansion of the scholarship program on a long-term basis. The information should reflect not only the observations of the Grantee's administrators and instructors, but also those of the students as obtained through exit interviews, written evaluations and follow-up questionnaires. (Attachment 1.)

f. Nature and Extent of Scholarship Assistance

Under the terms of the original grant, the UCR was "to assure that the host country sponsoring institution, where appropriate, will continue to pay partial salaries or family allowances." (Attachment 2)

According to a cable of March 8, 1984 (Unclassified State 068746), the grant support to students was to include travel and transportation costs and a housing/subsistence allowance equivalent to U.S. \$500/month. In addition, Salvadoran and Honduran scholarship recipients whose families remained at home and whose employers were unwilling to continue paying their salaries during their absence were to receive up to \$700/month in family support allowances. Finally, students were to receive cash advances of \$400 to cover their food and lodging expenses during their initial 7-10 days in Costa Rica pending their settlement in permanent quarters.

Currently, scholarship recipients receive a monthly stipend of \$600/month. The other amounts remain the same.

2. The 1985 Project Agreement and Amendments

In December, 1984, A.I.D. Missions in Costa Rica, El Salvador, Honduras, Guatemala, Panama, and the Dominican Republic were advised that the scholarship program would be continued for the 1985-86 academic year beginning in March, 1985, and urged to proceed with the selection of candidates (Unclassified Cab 375729). In 1984-85, the cable reported, two Costa Ricans and one student each from El Salvador and Honduras had received USAID scholarships and participated in the program. Under the Administration of Program, A.I.D. was prepared to fund up to 1 scholarship for the 1985-86 academic year, in the specialties of criminal, agrarian, or administrative (i.e., public) law.

The course objectives were the same as in the previous year. However, the cable indicated new and additional selection preferences beyond those originally stated in the 1984 agreement. The first preference was stated as follows: "AID's preferred candidates would be career track public lawyers (e.g., judges, prosecutors, public defenders or staff members of fiscalía (i.e., criminal prosecution department), public ministry, courts, etc.) whose skills and career potential would be enhanced by this year of specialized study." Other requirements remained the same.

On March 8, 1985, a grant agreement was signed with the University of Costa Rica to continue the scholarship program (AID Grant Agreement 596-0000), providing U.S. \$103,920 in assistance for this purpose. The terms of the grant were nearly identical to those of the original 1984 grant agreement with the UCR. Significantly, the preference for career track public lawyers referred to in the December, 1984 cable referred to above were not explicitly inserted into the 1985 agreement. Nonetheless, USAID has given considerable weight to this preference over the years.

Project Implementation Letter No. 1 of October 31, 1985 extended the Project Assistance Completion Date through April 30, 1986.

Project Implementation Letter No 2, dated April 29, 1986, extended the PACD to April 30, 1987, providing for the expenditure of an uncommitted balance of \$50,000 from the original \$103,920 in the March, 1985 grant agreement. Up to \$4,000 of the remaining balance was authorized to finance

an August, 1986 regional promotional effort for the AID/UCR Post Graduate Law Scholarship Program for 1987-88 and related expenses. This effort would include visits to each of the five participant countries besides Costa Rica, meetings with all law faculties, appropriate government agencies and USAIDs, returned graduates of the program and a presentation on the UCR program for interested students. This promotional effort would be made by the Director of the UCR Graduate Law Program and another member of the Postgraduate Law Program Faculty.

Dr, Ricardo Zeledón, Director of the graduate legal studies program, informed the evaluation team that such a promotional trip was indeed carried out.

In addition, PIL No. 2 authorized up to \$5,000 of funds remaining after completion of the promotional effort "to be utilized for seminars, orientation lectures and related activities for the 1986-1987 AID/UCR scholarship students, and will allow sufficient time to program other activities consistent with the purposes of the Grant.

A third PIL, signed on April 30, 1987, extended the PACD to September 30, 1987, and authorized expenditure of the remaining balance of \$46,325. An estimated \$25,000 was to be spent to acquire the ILANUD Criminal Law collection developed under the AID/ILANUD Regional Administration of Justice Project, and an additional \$16,170 was authorized to acquire books for the other graduate legal program specialty areas. The balance remaining after the purchase of the books was to be used to purchase several manual typewriters and a personal computer.

According to information supplied by RAJO, A.I.D. provided \$30,349 in legal texts for the UCR law library, and \$5,155 to procure eight manual typewriters, a personal computer, and a computer course for the 1988-89 graduate legal program students.

3. Funding of Scholarship Program under the Regional Administration of Justice Project.

Beginning in the 1986-87 academic year, the UCR Scholarship Program costs were funded under the Regional Administration of Justice Project, of which the scholarship program became a part. Information supplied by RAJO states the costs of supporting the program by year as follows:

1986-1987:	\$ 82,744
1987-1988:	118,829
1988-1989:	146,577
1989-1990:	138,183
1990-1991:	66,123
1991-1992:	102,376
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TOTAL:	\$ 654,832

In addition to the foregoing, RAJO informed the evaluation team that other USAID Missions have funded a small number (3) of scholarships in recent years. However, RAJO's records regarding the costs of these scholarships were not complete.

In sum, the total expenditure involved in supporting the AID/UCR Scholarship Program, including the \$59,996 in the 1984 grant agreement with the UCR, the \$103,920 in the 1985 UCR grant agreement, and the \$654,832 provided under the Regional Administration of Justice Project, amounts to \$798,748.

The preceding figure does not include the cost of the time of the Regional Administration of Justice Officer, Carl Cira, or that of the Administrative Assistant, Linda Gutierrez, who spends approximately one-half of her time overseeing the administration of the program.

4. Relation to USAID Strategy

As stated in the 1984 and 1985 grant agreements with the UCR and the cables quoted in the preceding sections, the program of scholarships corresponds to a need identified by the Inter-Agency Working Group on Judicial Administration, in 1983, to support the training and specialization of legal professionals who might in the course of time contribute to AOJ reform efforts in different countries of the region.

The scholarship program provides intense, specialized training in criminal, agrarian or public law which is supported by the same general rationale as that supporting the training activities of ILANUD under the Regional Administration of Justice Project and training programs under bilateral AOJ projects in the region.

The USAID program of providing scholarships to students specializing in key areas of law related to strengthening the application of the rule of law, as in the case of criminal law, agrarian law, or public law, falls squarely within the focus of LAC/DI's broader objectives. See Agency for International Development, Bureau for Latin America and the Caribbean, "Strengthening Democracy in Latin America and the

Caribbean: U.S.A.I.D.'s Experience to Date and Plans for the Future" November, 1990 (Presentation to the Development Assistance Committee of the Organization for Economic Cooperation and Development).

B. OVERVIEW OF PROJECT IMPLEMENTATION

Before examining in detail specific aspects of USAID's role in managing the scholarship program, it will be useful to outline briefly the overall process of project implementation.

1. Recruitment and Selection of Scholarship Recipients

One of the most critical dimensions of A.I.D.'s management of the scholarship program is the recruitment and selection of candidates for admission to the UCR graduate legal studies program and the recipients of USAID scholarships. If successful, the process should lead to the selection of individuals who are among the most capable and qualified individuals working in a given area of legal specialization in the country involved. If they are among the most qualified young lawyers in the country, in theory such scholarship recipients should do well in the graduate program at the University of Costa Rica. Conversely, if information about the scholarship program is not broadly disseminated and the availability of such opportunities is not widely known, one might expect a more limited pool of applicants who learned of the program through personal contacts or were specifically chosen by important public officials.

The process involves directly both RAJO in San José and the A.I.D. Mission in each of the participating countries. To work effectively, both must perform their respective roles effectively and in a timely fashion.

While in principle there is no reason why promotion and dissemination of information about the program should not be done on a continuing, year-round basis, this is not done in practice. Instead, RAJO sends out an information cable to the Missions in late August or early September, according to Linda Gutierrez, the principal RAJO official in charge of overseeing the program.

This initial cable contains a rather brief description of the program, and requests the Mission to assist in identifying candidates and in submitting their application materials to the University of Costa Rica graduate program by the annual deadline of November 15. For the text of the September 17, 1990 cable, see Annex V, below.

Upon receipt of the cable, the local A.I.D. official with responsibility for coordinating activities related to the UCR graduate legal studies program generally writes letters to the heads of public institutions soliciting assistance in identifying potential candidates. Beyond this, the quality of the promotional and recruitment effort in each of the countries visited by the evaluation team varies considerably, as described below.

The local A.I.D. official in each country coordinates and tracks the submission applications to the UCR admissions committee, helping to ensure that applications are properly filled out and that the accompanying documentation is in order.

Once the UCR has determined which candidates are admitted to the program A.I.D. plays a further role in the selection of the final scholarship recipients in those cases where more applicants are admitted to the UCR program than there are scholarships available for each country. In these cases, RAJO generally makes the final determination of who will receive the scholarship, following consultation with the A.I.D. officials and perhaps other officials in the country involved.

The UCR admissions decisions are generally taken by mid-December or early January. RAJO and the local Missions then proceed to identify the winning candidates and to notify them, in principle by January. In a number of cases, however, this notification has come late--even in late February or in a few cases after the beginning classes during first week of March.

2. Administrative Support of Scholarship Recipients

The local Mission plays an important role in providing information about the program in Costa Rica and assistance with local officials with respect to those who are selected as scholarship recipients. Ideally, those who win scholarships would continue to receive their salary or a portion of it to maintain their families in their home country while they are away for a year in Costa Rica. Also, their respective institutions (e.g., the Supreme Court) is supposed to guarantee them continued employment upon their return, and they themselves are to undertake to continue working at that institution or in a comparable position.

When their employer institution refuses or is not able to continue paying their salaries or a family allowance, USAID provides up to \$700/month of such support. The local A.I.D. Mission plays at least a potentially important role in securing commitments from such host institutions to continue salaries or family support; determining the level of support to be supplied by A.I.D. if the host institution does not provide sufficient support for the scholarship grantee; and paying the monthly support payment to the spouse or designated individual in the country during the time the student is in Costa Rica.

Potentially, the local Mission might also play an important role in facilitating re-entry of scholarship recipients upon graduation as a Specialist from the UCR, tracking whether or not the specialized knowledge and skills acquired during the year of graduate studies is being put to good use, verifying compliance with the student's undertaking to continue employment in a public sector or similar institution, doing what it can to facilitate additional AOJ in-country training opportunities for returning graduates, and encouraging those involved in USAID-funded AOJ activities in the home country to utilize the talents of returning graduates in the various activities in which they are engaged.

At the same time, RAJO plays or might play an important role in coordinating and facilitating the activities of foreign scholarship recipients during their stay in Costa Rica. Of particular importance is helping the new student to find adequate housing, and generally to get settled in as soon as possible so that he or she can direct his or her attention to the very full-time course of study that begins almost as soon as the student arrives.

During the year, the current monthly stipend of \$600/month for living expenses and \$100/month for books, plus some additional expenses is paid by ILANUD under the terms of the Regional Administration of Justice Project, of which the USAID scholarship program is formally a part. ILANUD's role is limited to the disbursement of funds, which it appears to do efficiently provided it has the funds. In several years, however, there have been serious delays in the disbursement of student living stipends because USAID funds for ILANUD have been held up or delayed for one reason or another not having to do with the scholarship program.

Finally, RAJO might usefully track the progress of scholarship recipients, try to assist students in a helpful manner when they encounter cultural, personal, or academic problems, and keep track of the career progress of former scholarship recipients in their home countries.

3. Number and Distribution by Country of Scholarship Recipients

This evaluation focuses on the experience and views of USAID scholarship recipients from Costa Rica, El Salvador, Honduras, Guatemala, and the Dominican Republic, which are the countries that have received scholarships under the UCR grant agreements and the Regional Administration of Justice Project. There was also a student in the Public Law area from Panama in the 1985-86 academic year; however, the student withdrew on April 15, 1986, stating that the excessive focus on Costa Rican law made the program of no use to him.

According to information provided to the evaluation team by RAJO, a total of 57 individuals received USAID scholarships from 1985-86 through 1990-91. To these must be added the four students who received scholarships under the original 1984 UCR grant, including two from Costa Rica and one each from El Salvador and Honduras.

Although the information provided by RAJO does not include the scholarship recipients during the 1984-85 academic year, the information does give an overview of the number of students per country, the areas of their specialization, and the year in which each studied at the UCR graduate program. See Annex II, below.

During the period 1985-91, i.e., the six academic years of 1985-86 through 1990-91, the information provided by RAJO states that 57 students received scholarships, including not only the countries visited by the evaluation team (Costa Rica, El Salvador,

Honduras, Guatemala, and the Dominican Republic), but also Panama (2 students), Colombia (1 student), Peru (2 students), and Bolivia (1 student). This information did not make clear whether the four students from Colombia, Peru, and Bolivia were funded out of the Regional Administration of Justice Project Budget or not. Nonetheless, for present purposes, it is assumed that their scholarships were funded out of bilateral or other funds.

This leaves 53 scholarship recipients, two of which were from Panama. 51 recipients were from the five countries considered in the present evaluation, divided as follows:

Costa Rica: 19 scholarship recipients, including:

- 10 in criminal law (1 current student)
- 6 in agrarian law
- 3 in public law

El Salvador: 6 scholarship recipients, including:

- 4 in criminal law
- 2 in agrarian law (1 current student)

Honduras: 11 scholarship recipients, including:

- 6 in criminal law (1 current student)
- 5 in agrarian law (1 current student)

Guatemala: 5 scholarship recipients, including:

- 3 in criminal law (1 current student)
- 2 in agrarian law

Dominican Republic: 11 scholarship recipients, including:

- 6 in criminal law (1 current student)
- 5 in agrarian law

Thus, of the 51 scholarship recipients who remain after excluding the South American and the Panamanians, 29 studied criminal law, 19 studied agrarian law, and 3 studied public law.

4. Current Terms of Scholarship

The current terms of the scholarship reflect the basic provisions contained in the 1984 and 1985 grant agreements with the UCR, plus the special preference for public sector lawyers first expressed in the cable of December, 1984 quoted above (see Section III(A)(2), above).

In 1990-91, the scholarship included the following expenses:

- 1) Tuition for both semesters (approximately \$400);
- 2) Round-trip airfare to San José, Costa Rica;
- 3) Up to 100 pounds of excess baggage;
- 4) Medical and accident insurance for the period of the scholarship;
- 5) Monthly allowance for books and materials of \$100;
- 6) Tuition and books for a course in Legal Italian at the Dante Alighieri institute (Casa Italia), which is obligatory in the agrarian law specialization; and
- 7) Monthly stipend of \$600 for food, lodging and personal expenses (paid in Costa Rican colones).

Applicants are requested to submit, among other documentation, a letter from the institution where they work supporting their candidacy and, if they have a family, containing an undertaking to continue paying the applicant's salary or a sum sufficient to maintain his or her family, as well as a commitment to continue the employment of the applicant upon the latter's return. (See, e.g., letter sent by Guatemalan Mission to President of the Guatemalan Bar Association, September 27, 1990.) See also Annex V, where the terms of the scholarship program are spelled out in detail in the informational cable that is sent by RAJO to the various Missions each year.

5. Questions Regarding Future Administration

The evaluation team considered several questions relating to the future administration of the scholarship program under different possible scenarios. One is the elimination of RAJO or a significant reduction in its staffing. Another is the withdrawal from Costa Rica of USAID.

The evaluation team considers this to be a most difficult question, deserving of further study. During 1984-86, the UCR administered the scholarship funds. This arrangement appears to not have worked out well, and it does not seem that the UCR is in a position to administer the program. Swedish and German scholarship programs in

other academic areas, according to the Dean of the System of Graduate Studies, have individual on their payroll who administers their programs.

One possibility would be to fund a Personal Services Contractor to administer program, which would require at least a half-time person. Other possibilities, which deserve serious consideration, are beyond the scope of the present report.

C. RECRUITMENT AND SELECTION OF SCHOLARSHIP RECIPIENT

1. Promotion and Recruitment

The evaluation team found that the extent and effectiveness of USAID activities aimed at promoting and disseminating information about the program varied widely from country to country. The best efforts were made in Guatemala, where the AOJ official directly responsible for overseeing the program, herself a Guatemalan lawyer, wrote the bar association, the deans of the law faculties, the heads of AOJ-involved public institutions, and others soliciting their assistance in making the program known and generating applications from qualified candidates. The Guatemalan Mission also published announcements in the newspapers.

Other Missions came considerably short of this level of effort. The key factors seemed to be whether or not the A.I.D. official involved regarded oversight of the program as an important part of his or her job. In El Salvador, responsibility for coordinating the program was delegated to a part-time employee. In Honduras and the Dominican Republic, local AOJ liaison officers seemed to have played a key role themselves in the selection of candidates, although the situation has now changed in the Dominican Republic, where the corresponding A.I.D. official is not currently involved in AOJ work (there is no bilateral in the Dominican Republic), and has numerous other responsibilities.

Recruitment and selection in Costa Rica is handled by the UCR law faculty at RAJO, and seems to work very well. This is not surprising given the fact that the program is itself at the University of Costa Rica Law Faculty, and the fact that the staff of RAJO has very considerable expertise in the AOJ area.

The evaluation team has several recommendations to make which it considers will improve the recruitment of qualified applicants for admission to the program:

RECOMMENDATION: RAJO and USAID/LAC/DI should develop a sophisticated set of promotional materials to be reproduced in quantity and distributed widely in each country to all leading legal institutions. It should also develop a uniform set of guidelines regarding the steps to be taken during recruitment and establishing selection processes at the national level that are free from the influence of political and/or personal factors. In developing these guidelines, the exemplary procedures employed by the Guatemalan Mission should be closely studied and adapted as is appropriate.

RECOMMENDATION: USAID should provide each Mission with adequate funds to cover such promotional activities, including publication of announcements in legal journals and the press.

RECOMMENDATION: RAJO should be provided with funds to finance an annual promotional tour by the a member of the teaching faculty of the graduate program. Ideally, a professor from each of two areas would make separate tours, taking advantage of the opportunity to meet with his or her counterpart and the dean of the law faculties of each country, enlisting their support in identifying the most highly qualified candidates.

2. Selection

a. Formal Selection Criteria

The criteria for selection as a successful scholarship recipient are discussed in general in the preceding sections dealing with the 1984 and 1985 UCR grant agreements. The focus on public sector lawyers, contained in the cable cited above, has come to play a very important role in who receives the scholarships.

In RAJO's informational cable to the various Missions of September 17, 1990 (reproduced in Annex V, below), the selection criteria are stated as follows:

SELECTION CRITERIA: AID's preferred candidates are career-track public sector lawyers involved in the administration of justice (e.g., judges of instruction or first-instance, public defenders or public ministry staff members, fiscales of lower courts, etc.) whose skills and career potential could be enhanced by this year of specialized study. It is advisable to avoid selection of candidates who are at the top of the professional ladders but rather choose from among working level persons. Preference may also be given to those who indicate a commitment to become advisors and trainers of others upon return home (e.g., university law professors)....

Other preferences relating to financial need, etc. are also stated.

The evaluation team considers that these selection criteria need to be carefully reexamined in view of the limited number of scholarships available per country.

RECOMMENDATION: USAID should carefully reconsider the selection criteria for recipients of scholarships for the UCR graduate legal studies program, and consider the advisability of broadening the pool of applicants and, in particular, the desirability of according more weight in the selection process to the fact that a candidate is or plans to engage in university law teaching following completion of the UCR specialization.

b. Selection of Scholarship Recipients

The evaluation team found considerable evidence that the selection of successful candidates was influenced by factors other than pure merit in various of the countries visited. In part this is due to the way the selection criteria, quoted above, are framed. This leads in countries such as Honduras and the Dominican Republic and perhaps El Salvador to either the heads of key institutions (such as the Supreme Court or the Public Ministry) nominating winners on bases which do not involve a formal competition, or to the intervention of personal factors in the selection process.

Not infrequently this has led to the selection of less-than-ideal candidates, with the result that they have made a poor impression on professors and students at the UCR. While 1989 was a particularly bad year, it should be noted that of the scholarship recipients selected, only 2 of the 6 non Costa Ricans completed all requirements and graduated. See Annex IV, below.

In administering the program, RAJO may wish to consider several changes that might facilitate the selection of the best candidates, their having a successful and personally rewarding experience in Costa Rica, and keeping track of the progress they achieve in their careers.

RECOMMENDATION: USAID should carefully review the selection process in each of the countries of the region, reexamine current selection criteria, and take firm steps to ensure that selection at the national level is based purely on merit and, as far as may be possible, is not affected by personal or non-merit factors. The goal should be to select the most qualified younger lawyers in the country.

3. Timing and Coordination

a. Receipt by Mission of Information Regarding Program

As described above, the promotional and recruitment efforts of the USAID Mission in each country, as well as RAJO's involved, occurs on a seasonal basis, beginning with the sending of the informational cable in September of each year. The evaluation team considers that the process can be improved by, among other measures, making it a year-round concern of the local A.I.D. official concerned.

RECOMMENDATION: The recruitment process should be carried out at the Mission level on a continuing basis, and not postponed until the deadline for submission of applications (November 15) approaches. RAJO should provide early and timely assistance and information to facilitate these local recruitment activities.

b. Notification of Selection to Successful Applicants

It is important that the Missions receive informational cables and other information at the earliest possible time in the year. In some years this process has been rushed toward the end of the period leading up to the deadline for receipt of applications by the University of Costa Rica. In several or more cases, candidates were notified of their acceptance into the program less than a week before classes began, or even after they had begun.

While these delays are not necessarily the fault of RAJO, the administrative officer in charge of the scholarship program may be able to help avoid them in the future.

RECOMMENDATION: RAJO should initiate the process of recruitment and nomination of candidates for scholarships as early as possible in the year. Moreover, it should track the progress of each application and act to help move it along as quickly as possible. The goal should be to present applications at the beginning of the period the UCR is willing to accept applications, and not at the end. Finally, RAJO and USAID/LAC/DI should consider establishing and funding a mechanism for the sending of documentation by courier or other means which avoid the delays frequently encountered in the delivery of mail in the area. Candidates should be notified of acceptance no later than February 1 of each year.

Complaints about the quality of legal education in countries such as Honduras and the Dominican Republic, while they may have some validity, do not constitute a full explanation for the poor performance of some of the students from these countries, which students and professors point out have also sent excellent students.

The conclusion of the evaluation team is not that scholarships should not be given to candidates from such countries. On the contrary, it recommends that more such scholarships should be made available to the very best and brightest of the law graduates in these countries, through a sharply improved recruitment and selection process; that ways of providing non-intrusive assistance to the leading law faculties in countries in the region be explored, found and implemented; and that bilateral AOJ programs make a special effort to utilize the talents of UCR graduates and to provide follow-up activities and further training opportunities, in order to maintain an esprit de corps among graduates as a critical mass of such reformers comes into existence.

RECOMMENDATION: The USAID official in each Mission responsible for administering the national recruitment and selection process should have included in his or her job description and performance evaluation criteria his or her performance in carrying out recruitment, selection and support activities related to the USAID/UCR scholarship program.

D. ARRIVAL AND ADAPTATION TO LIFE IN COSTA RICA OF FOREIGN STUDENTS

Students arrive in San José totally on their own, frequently passing from one hotel to another, and one lodging situation to another before settling down. The RAJO Administrative officer has done an admirable job in trying to facilitate to the students a list of housing used in the past by students in the program. However, given the degree of culture shock and disorientation reported by non Costa Rican students, several additional measures should be taken.

RECOMMENDATION: While A.I.D. Regulations apparently prohibit the use of official vehicles to pick up arriving students at the airport, RAJO and possibly the UCR should find some mechanism to perform this act of hospitality. Students should arrive on the same day. One possibility would be to arrange for Costa Rican students in the graduate program to pick up foreign students in the area of specialization.

RECOMMENDATION: RAJO should make arrangements for arriving students to have temporary housing, preferably in one place, while they seek permanent accommodations. It would be highly useful to enlist the cooperation of Costa Rican students in the graduate program to assist in this process, and consideration should be given to allocating a small amount of funds to assist in this effort.

RECOMMENDATION AND SUGGESTION: RAJO officials and UCR professors and officials should establish formal activities to facilitate the settling in of students, their getting to know one another, and their establishing personal relations with their Costa Rican counterparts. Any formal activities, such as a lecture and discussion on problems of settling in, finding housing, and adapting life in Costa Rica (including, e.g., the simple matter of finding directions) should be accompanied by some kind of social activity to facilitate contacts among students from different programs and different countries.

E. SPECIAL PROBLEMS FACED BY FOREIGN STUDENTS DURING THE YEAR OF GRADUATE LEGAL STUDIES

1. Lack of Familiarity with Costa Rican Law and Institutions

Foreign students are not familiar with the precise constellation of Costa Rican legal institutions, or the laws of Costa Rica. However, graduate faculty, according to foreign graduates, frequently assume a knowledge of Costa Rican law and institutions. Moreover, faculty complain of the time lost when they have to stop and explain this kind of background information to foreign students.

RECOMMENDATION: An orientation course should be held for arriving foreign students during the week preceding the opening of classes. THE UCR Law Faculty and/or RAJO should contract the services of qualified professors to provide a series of introductory lectures for this purpose. If necessary, RAJO should assist in funding this activity.

2. Relative Lack of Regional and Comparative Emphasis

There is a relative lack of emphasis on regional law and institutions in the curriculum, as noted above. Professors explain that in some countries of the region the normative body of law is not sufficiently developed to provide useful instruction to students. The preferred models, in any event, are to be found in Europe according to those who hold these and similar views.

At the same time, there tends to exist in the legal culture of civil law countries and in their legal education an emphasis on norms and normative solutions as opposed to an emphasis on concrete physical institutions and the factors which cause them to function well or not (which factors are not always related to normative defects). At the same time, one of the great merits of the UCR graduate legal studies program is that its faculty employ an active teaching method and often inquire into how a given normative solution might work out in practice. A member of the evaluation team witnessed such a discussion in a class that he attended.

SUGGESTION: The UCR Law Faculty and graduate program officials should carefully consider whether there are ways they might increase the emphasis given to the laws and legal institutions of the countries of the region, and their operation in practice. It is suggested that particular consideration be given to doing the foregoing in a manner that might bring students up to date on the various AOJ reform efforts underway in the region.

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III.

F. IMPACT AND USEFULNESS OF THE SCHOLARSHIP PROGRAM

The one-year postgraduate specialization in law at the UCR was considered useful by a very large majority of graduates and other participants interviewed by the evaluation team. Interviewees represented approximately 80% of scholarship recipients from the countries visited.

When asked to what extent the postgraduate coursework had helped graduates and students improve their professional performance, the mean response was 3.94 for all respondents, 4.25 for Costa Ricans, and 3.73 for non-Costa Ricans. See Chart 3 below. The breakdown for the latter group included mean responses of 4.00 for El Salvador, 4.55 for Honduras, 2.30 for Guatemala, and 3.50 for the Dominican Republic.

The low figures for Guatemala and the Dominican Republic are probably due in part to the fact that 1 of the 4 Guatemalan former participants withdrew from the program early in the first semester, while one of the 6 Dominicans interviewed withdrew later in the first semester. Another Dominican respondent failed to graduate; however, in the interview this individual spoke highly of the program.

A second factor that may explain these differences is the fact that only 1 of the 3 Guatemalan graduates is currently working in their respective field of specialization, a phenomenon also found in the Dominican Republic, though probably for different reasons. Significantly, the relatively high mean response for Honduras (4.55) suggests that a critical mass of graduates may be emerging, which may have led Honduran respondents to view their experience favorably even if they were not working in their area of specialization. It should be noted that Honduran responses for many questions seemed to run high.

Responses to Section III of the questionnaire administered to graduates and other former participants in the program (Questionnaires 11 to 44) reveal respondents' views of the usefulness and impact of the UCR specialization. See Appendix A, answers to Questions 23 to 30.

Both the questionnaire responses and personal interviews with these individuals revealed that graduates viewed the program as highly beneficial to them in their professional work, although there appeared to be considerable frustration on the part of graduates who were not working in their area of specialization, particularly on the part of those from outside of Costa Rica.

The principal contributions of the one-year course of specialization to the professional skills and capacity of graduates include the following:

- 1) acquisition of a sharply enhanced ability to think critically about the laws and legal institutions of the graduate's home country;
- 2) acquisition of substantive expertise in the area of specialization, including knowledge of the latest trends in scholarship (doctrine), familiarity with authoritative articles and books, and acquisition by the graduate of leading texts and other bibliography in the respective field of specialization;
- 3) an increased capacity for concentrated and sustained legal work, as a result of having become accustomed to the rigorous demands of the graduate program; and
- 4) a sharpened desire to do "serious" professional legal work, including the writing of articles and books, and sharing knowledge with others within their respective field of specialization.

Outside of Costa Rica, graduates not employed in their area of specialization had a strong desire to secure such work, while those who were working in their specialized area reported that their training had been extremely useful to them in their jobs.

A few responses to the questionnaires illustrate the above points. Respondent 16 (CR) stated, for example, in the response to Question 30 (relating to changes in the respondent's opinion of the role he or she might play in reforming the administration of justice in his or her home country), the following:

Yes, the critical view acquired contributes to questioning the operation of the system of administration of justice, as well as the need to study and analyze it with the purpose of improvement. Individually, it enables me to carry out my functions more efficiently, which contributes to improvement in the administration of justice.

In response to Question 26 (inquiring as to whether the specialization met a true need in the legal field), Respondent 24 (S) wrote:

Yes, first of all because of the low legal professional conscience that local universities give; secondly, because of the new modern legal knowledge that it makes it possible to keep up-to-date; and thirdly, they make up a critical consciousness for the legal institutions.

Non-Costa Rican graduates of the program reported in interviews that they had benefitted greatly from the program. For example, one graduate works in the Legal Division of the National Police in El Salvador. Both he and his employer reported that the professional quality of his work had greatly improved as a result of the specialization, that he had become an authority with whom colleagues consulted on difficult questions, and that he had shared his knowledge by giving lectures and participating in workshops.

In Honduras, graduates from the agrarian law area of specialization have formed a committee of the bar association on agrarian law, and are currently engaged in efforts to secure reform of legislation in this area. One of the leading criminal law judges in the country is a relatively young graduate of the program.

In Guatemala, a professor of agrarian law described to the evaluation team the impressive ways in which she has changed her courses in an effort to transmit the new knowledge and critical approach she acquired during her year of postgraduate specialization.

In the Dominican Republic, an agrarian law judge described to the evaluation team how she directly applies what she learned in Costa Rica in her decisions.

In Costa Rica itself, in addition to the examples cited in Section II(H) above, two graduates of the program are currently pursuing doctoral studies in criminal law at the University of Friburg, Germany, one of the leading centers of criminal law studies in the world.

The views of employers regarding the usefulness of the program were extremely high in Costa Rica. The head of the Department of Criminal Prosecution (*Procurador General de la Republica*), who himself teaches in the program, told the evaluation team that the program produces the very best people in criminal law in the country. The support of the Supreme Court and other public institutions in Costa Rica, referred to above, is highly significant in that it reveals the extent to which the program's benefits are appreciated in Costa Rica.

In other countries, the views of employers were more difficult to ascertain. Nonetheless, in Honduras, the Executive Secretary of the National Judicial Reform Commission spoke highly of the program, and of the individuals he knew who had participated in it. In El Salvador, the employer of a graduate in the National Police Legal Department spoke highly of the program. In the Dominican Republic, the Supreme Court official who had played an important role in selecting candidates spoke approvingly of the program, although the evaluation team had the impression that the expertise of Dominican graduates was not fully appreciated by the Court and other institutions in hiring and assignment of employees.

Because of the small number of graduates in El Salvador and Guatemala, the value of the program is not yet widely appreciated by employers in these countries. In Honduras, it seems to be appreciated by some and not by others. The Dean of the La Faculty expressed a high regard for the program while the President of the Supreme Court seemed to have little knowledge of it. In the Dominican Republic, as mentioned the expertise of graduates is recognized by some but they have difficulty finding jobs in which they can bring their expertise to bear.

Despite the lagging reputation of the program outside of Costa Rica, non-Costa Rican participants appear to gain the same benefits from the program as do Costa Ricans, except in the area of Public Law. As a critical mass of graduates comes into existence in El Salvador, Honduras, Guatemala, and perhaps the Dominican Republic, and as other AOJ reform efforts proceed in these countries, the very real benefits of the program and potential contributions of graduates are likely to become more widely appreciated. Selection of the very best candidates for USAID scholarships will contribute significantly to this end.

Finally, one might ask why such a program should not be established at the national level, for example, in El Salvador. The short answer is that the collective expertise and experience of the UCR Law Faculty's graduate program has been the product of an evolutionary process extending over more than 20 years. Other countries may not at present be in a position to offer graduate courses requiring full-time (exclusive) study, with graduate faculty trained at leading universities in Europe. Nonetheless, as recommended in Section IV of this report, USAID should seek to provide greater assistance to the law faculties of the region. Such assistance may, in time, permit the introduction of graduate legal programs in some countries. In the meantime, however, the evaluation team considers that the first priority should be to provide more scholarships and additional support to the graduate program at the UCR Law Faculty.

IV. CONCLUSIONS

A. THE GRADUATE LEGAL STUDIES PROGRAM AT THE UNIVERSITY OF COSTA RICA

The UCR graduate legal studies program, or postgraduate specialization in law, has achieved its goal of providing high-quality specialized and practical training for lawyers working in the areas of criminal law, agrarian law, and public law.

This evaluation did not examine the programs in the areas of international law, now suspended due to the lack of career opportunities for its graduates, or the new program in commercial law.

The graduate program is one of high quality, which to a large degree achieves its twin objectives of teaching students how to think critically about laws and legal institutions, on the one hand, and providing up-to-date training in each respective field of specialization, on the other.

Of the three specializations reviewed, only public law appears to have serious deficiencies, as reflected in the National Council of Rectors (CONARE) evaluation of that program and the additional fact that the Contrólaria General de la República has ended its earlier program of providing scholarships to a few of its employees each year for study in this area.

At the same time, the public law specialization is potentially of great importance for USAID scholarship students from outside of Costa Rica. Consequently, it would be highly desirable, if the problems in this area can be resolved and the program generally strengthened with more of a comparative focus, for A.I.D. to fund scholarships for foreign students in the area of public law.

It makes sense to establish a small Master's degree program for a few of the best graduates of the program of specialization in each of the three areas examined in this evaluation. Also, given the increasing number of applications to the graduate program, particularly in the criminal law area, it would make sense to expand the graduate legal studies program to include two sections in areas such as criminal law where the demand is high, and where the provision of USAID scholarships to non Costa Ricans can be expected to have very significant mid- to long-term impacts in the countries of the region.

USAID support for both a Master's program and an expansion of the existing program of postgraduate specialization would be desirable, as would increased financial support of the Law Library's holdings in the areas supported by the scholarship program.

The quality of the graduate faculty is very high. However, consideration needs to be given to incorporating new and younger members of the law faculty into the graduate program faculty. Ideal candidates should be young professors who have obtained doctorates in law at leading universities in Europe. In this manner, the successes

resulting from earlier USAID support of the UCR Law Faculty might be consolidated, continued, and permanently institutionalized. Expansion of the existing postgraduate specialization program with additional sections would greatly facilitate such action.

The curriculum in the graduate program's areas of specialization under review is very good. However, the need for revision and coordination (e.g., by introducing a course on legal medicine and perhaps a course on legal modernization in Latin America) is a continuing one, and greater efforts to improve the coordination within and among different areas of specialization should be encouraged. A seminar on research methods might be introduced; it would be very useful for foreign students, who have difficulty learning exactly where and how to conduct research and to find readings related to their classes.

There is a strong need to increase the emphasis in graduate courses on the laws and institutions of the region, and for professors to encourage foreign students to bring to bear or acquire knowledge of their own legal systems in the classroom and in doing written exercises. Not only they but also Costa Rican students would benefit from such a broadened focus. Introduction of a course on Legal Modernization in Latin America would contribute to this end.

The teaching methodology employed is active and participatory in most of the courses, and is both appropriate and effective in achieving the objectives of the graduate program. All professors should be encouraged to adopt such an approach if they have not yet done so. It would be useful for them to discuss with their colleagues on a regular basis, whether in formal or informal settings, different teaching methods employed and the results obtained in the various courses. They might even sit in on each other's classes once in a while, for example, to observe the best of the professors in action.

The Law Faculty might usefully reexamine its reduction in the salaries paid to graduate program faculty, with a view toward restoring salaries to the previous level of that of a half-time professor (for teaching one course per semester in the graduate program). Such a renewed commitment to the graduate program on the part of the Law Faculty should be favorably viewed by A.I.D. in considering the advisability of providing additional scholarships and other support for the program in the future.

There is considerable evidence from interviews with students, graduates, and employers, as well as questionnaire responses from these individuals, of the very positive impact of the program and the very real need for legal specialization in the countries of the region to which it responds. Most obvious in Costa Rica, such impact is also evident in El Salvador, Honduras, Guatemala and, to a lesser degree, the Dominican Republic.

The impact outside of Costa Rica would be enhanced by a sharply improved recruitment and selection process on the part of A.I.D. for foreign scholarship recipients, and continuing involvement by officials in the local USAID Mission, as well as RAJO, in tracking the career progress of graduates, and facilitating where possible the utilization

of their training in appropriate positions, additional AOJ training, and their remunerated participation in bilateral AOJ activities.

B. THE USAID SCHOLARSHIP PROGRAM

Since 1984, under the two grant agreements with the UCR and the Regional Administration of Justice Project, USAID has funded (or will by the end of the 1991-92 academic year), approximately 60 scholarships for students in the UCR graduate legal studies program. At a cost of approximately \$12,500 per student for the one-year program, this is a highly cost-effective program in terms of the very significant mid- and long-term impact such students have had or will have in their respective countries. As a critical mass of such individuals comes into existence in various countries, as has already occurred in Costa Rica, the career prospects of graduates from outside of Costa Rica can be expected to improve significantly. As they achieve greater prominence and higher positions in their home countries, they will themselves contribute directly to the process of developing a highly-trained legal profession dedicated to the rule of law. In a word, these graduates represent a critically important element in the legal modernization movement currently underway in the countries of the region.

On the whole, RAJO has done a good job in working with UCR officials, contributing to the growth of the graduate program, and in administering the scholarship program. This is particularly true when one takes into account the many other responsibilities shouldered by Carl Cira, the head of the Regional Administration of Justice Office, over the last five years. Linda Gutiérrez, the official with direct responsibility for day-to-day coordination of the program, has also done a good job, and has been quite helpful to foreign students during their stay in Costa Rica. Nonetheless, there is room for improvement, both at RAJO and in the USAID Missions in the countries of the region.

A.I.D. should improve its efforts to disseminate broadly precise and detailed information about the UCR program and the availability of USAID scholarships to support such study. This should be done on a year-round basis, and not simply in response to the RAJO informational cable that goes out in August or September of each year.

The preparation and distribution on a much larger scale of promotional literature (e.g., pamphlets of considerably greater depth and length than that reproduced in Annex III, below) should be given a high priority. It would be highly useful, in addition, for 1-2 graduate faculty members from the UCR to undertake a yearly promotional tour of the countries of the region. Such a tour was actually carried out once, in 1986. A.I.D. should help fund the promotional trip, and also ensure that ample funds are available in each Mission for the promotional and recruitment activities referred to above.

The selection process is in need of sharp improvement in El Salvador, Honduras, the Dominican Republic, and probably other countries of the region not visited by the evaluation team. The Guatemalan effort in this regard may be considered as a model,

though even it might be improved by some of the measures suggested above. It is recommended that implementation of the scholarship program be included in the job descriptions of the AOJ officials in each Mission in charge of coordinating scholarship program activities, and that the performance of each in this regard be given considerable weight in their respective job performance evaluations.

Above all, it is critically important that a large pool of qualified applicants be developed, and that selection of scholarship recipients be done strictly on a merit basis through an objective and competitive review of each candidate's qualifications.

RAJO and the Mission in each country need to pay close attention to the deadlines for application to the UCR graduate program, and should make every effort to get all application materials in to the UCR admissions committee by October 1 of each year. Notification of award of the scholarship should be given to successful applicants as early as possible, and in no event later than February 1 of the year they are to enroll. Students need earlier notification in order to arrange their affairs, and to make a smooth transition to being students in San José. In various cases, the rushed and last-minute nature of this process has had detrimental effects on the academic progress of the student concerned.

In order to make foreign students feel welcome and to facilitate a smooth adaptation to life in Costa Rica, arrangements should be made to welcome arriving students by picking them up at the airport, putting them up in a single hotel for 7-10 days, and helping them secure satisfactory housing before or by the commencement of classes in early March.

Students should arrive in San José 1-2 weeks before classes begin. While they are settling in, an orientation course or courses should be offered covering both the personal and cultural adjustments necessary for a successful academic experience during their year in Costa Rica, and a basic introduction to the laws and legal institutions of Costa Rica. These orientation sessions should begin at least one week before the commencement of classes. The orientation course on the laws and legal institutions of Costa Rica, moreover, might usefully continue on a weekly or biweekly basis throughout the first few months of the first semester. (A similar course is offered for foreign graduate students at Harvard Law School, with great success.)

RAJO and UCR officials need to make greater efforts to assure the successful integration of foreign students into the graduate student body. Social occasions, perhaps in conjunction with lectures on topics of interest, should be provided where all foreign students (and interested Costa Ricans), from all of the areas of specialization, might come together.

It is important, at the same time, for both UCR graduate faculty and RAJO officials to do what they can to avoid a division between foreign students, on the one hand, and Costa Rican students, on the other. Such divisions have occurred in some years, but not in others. When such divisions did occur, they had disastrous effects on the cohesion and academic experience of foreign and Costa Rican students alike.

Improvement in the recruitment and selection of foreign students should also reduce the risk of such divisions in the future.

RAJO should prepare an annual report on the results obtained during the previous academic year, with an explanation of how each student performed and why. Exit interviews, using perhaps the questionnaire developed for this evaluation (see Appendix, Questionnaire Two), should form a part of this process.

Future arrangements for administration of the scholarship program on the part of A.I.D. need to be carefully considered by LAC/DI, RAJO, and perhaps other A.I.D. officials. This is a complicated matter, depending on contingent developments whose precise nature is not yet known. Successful development of a proper mechanism for coordination and implementation of the scholarship program by USAID, in the event one of these contingencies occurs, is critically important to the success of the program, particularly now that RAJO's experienced legal expert, Carl Cira, has departed for an assignment in Chile. Given his knowledge and experience with the program, he should be invited to participate in any such discussions. Examination of these issues should begin now, before the various contingencies referred to occur. Even if these contingencies become or are viewed as unlikely, changes needed to improve RAJO's procedures and performance in administering the scholarship program should be carefully considered at an early date in the light of this evaluation, and in view of the departure of Carl Cira from RAJO.

C. FUTURE WORKSHOP

It is recommended that a joint workshop be held in San José, where UCR officials, A.I.D. officials from RAJO and LAC/DI, and the members of the present evaluation team might discuss the findings of this evaluation, including the views of students reproduced in the Appendix, with a view toward taking those measures deemed appropriate to implement the suggestions and recommendations set forth here, and to consider other suggestions expressed at the workshop for improving the UCR graduate program of legal studies.

In conjunction with the joint workshop with UCR officials, non-UCR participants in the workshop might usefully spend a day, either in San José, Miami, or Washington, discussing the recommendations for A.I.D. action set forth in this report.

RECOMMENDATION: A.I.D. and the UCR Law Faculty should consider holding a two-day joint workshop to discuss the results of this evaluation and measures that might be adopted to meet the concerns addressed in the present report, together with others felt by UCR faculty and officials. The workshop, which might include as participants the UCR Law Faculty Dean, graduate program faculty, USAID officials from RAJO and LAC/DI, Fay Armstrong from the State Department, Carl Cira, and the members of the present evaluation team, would explore ways to improve the UCR graduate program, while exchanging views on the experience of foreign students receiving USAID scholarships and how that experience might be improved.

RECOMMENDATION: In preparing for the workshop, the present report should be translated into Spanish, and a Spanish version of the Appendix (most of which has been transcribed in Spanish and is on disk) should be reproduced. In addition, further analysis and incorporation into the report of the non-quantitative responses of students and the views of employers, including a transcription of the responses of the latter in Spanish and in English translation, would be highly useful and is recommended.

RECOMMENDATION: In a separate session or sessions, non-UCR participants in the joint workshop should consider and discuss the recommendations for A.I.D. action contained in this report, together with other important matters such as alternative mechanisms for future administration and implementation of the scholarship program. One day should be allocated for these sessions, which could take place in San José, Miami, or Washington. Ideally, this meeting would take place immediately or shortly after the joint workshop at the UCR.

D. OVERALL CONCLUSION

The UCR Graduate Legal Studies Program is one of high quality, which could serve as a model for the establishment of other regional programs in the hemisphere or other parts of the world.

Currently only five scholarships--one per country--are funded by the Regional Administration of Justice Project, together with scholarships funded through bilateral programs.

The program is so successful it should be expanded as rapidly as possible, taking care, however, to avoid any deterioration in the quality of instruction.

RECOMMENDATION: USAID should fund the UCR scholarship program at a minimum of twice its current level (i.e., 10 scholarships per year) at the earliest possible date. At the same time, it should explore ways in which it might assist the University of Costa Rica Law Faculty in expanding its capacity for foreign students over the next five years. A target figure of 15-25 scholarships per year should be used as a starting point.

In short, in terms of benefit for funds spent, the USAID/UCR scholarship program represents a very cost-efficient way to have a very significant impact on the development of law and legal institutions in the region in the future. It is important in countries other than Costa Rica that the numbers of graduates begin to reach a critical mass, so that they can begin to exercise their influence in continuing efforts to consolidate democratic governments governed by the rule of law.

The success story of the UCR graduate legal studies program and USAID's program of scholarship support is highly significant for several reasons. First, it contradicts many of the conclusions and much of the accepted wisdom among legal academics in the United States who were involved in U.S. foreign legal assistance efforts from the mid-1950's to the mid-1970's, when such programs came to a halt. See, e.g., James A. Gardner, Legal Imperialism: American Lawyers and Foreign Aid in Latin America (University of Wisconsin Press, 1980), for an assessment that, while perhaps no so dire as the title suggests, does on the whole reach negative conclusions regarding the advisability of such foreign legal assistance efforts, known during this earlier period as "Law and Development" assistance. The advent of a harsh dictatorship in Chile, continued and accentuated repression in Brazil, and military government in Peru adversely affected perceptions of U.S. academics and Congress regarding the advisability of continuing such assistance during the period following Watergate, when interest in foreign assistance on the part of the country and Congress seemed to wane as the nation focused on internal problems.

Accepted wisdom, however, remains accepted wisdom until--or at least until--it is replaced by more persuasive scholarly analysis. Unfortunately, due in part to the very small number of people who are both academically oriented authors and actively involved in recent AOJ activities in Latin America, this reinterpretation of "old wisdom" has not yet occurred in the academic literature, despite the appearance of a few articles.

A second reason the success of this program is important is that the earlier Costa Rican experience (which included unilateral termination of the program by the UCR in 1974), together with the reaction to Law and Development assistance in Latin America and other developing regions of the world in general, left an institutional memory in A.I.D. that held that U.S. foreign assistance to Law Faculties in Latin America was a highly risky enterprise in terms of political exposure, and also one whose theoretical underpinnings were severely questioned by leading U.S. scholars. However understandable, the unfortunate result of these two factors has been that USAID Administration of Justice (AOJ) programs have largely ignored law faculties in terms of the program components of bilateral programs since 1987. With the exception of the USAID/UCR scholarship program which is the subject of this report, the Regional Administration of Justice Program, begun in 1985 and channeled through ILANUD, has in similar fashion provided very little assistance to the law faculties of the region.

A principal conclusion of this evaluation is that this lack of support of law faculties constitutes a serious shortcoming in the overall Administration of Justice and Democratic Initiatives strategy of A.I.D. In the countries visited, political sensitivity did not seem to represent a significant problem at this point in time, at least when the activities and programs are designed to be minimally intrusive and are administered with political sensitivity, as has been the case with RAJO's administration of the UCR scholarship program.

RECOMMENDATION: USAID should carefully reexamine the priority currently attached to providing assistance to law faculties in the region. Given the central role of legal education in the legal modernization process, ways of providing non-intrusive assistance to the leading law faculties in countries in the region should be explored, found and implemented.

The present project demonstrates how useful such assistance can be. The USAID scholarship program and the UCR graduate legal studies program it has helped to support represent one of the most significant achievements to date in the USAID's program of support of Administration of Justice (AOJ) activities in Latin America. Moreover, it is an achievement obtained at very low cost compared to the outputs and expected long-term benefits achieved.

V. RECOMMENDATIONS AND SUGGESTIONS

(II) THE GRADUATE LEGAL STUDIES PROGRAM AT THE UNIVERSITY OF COSTA RICA [Section II]

A. NATURE AND GOALS OF THE PROGRAM [Section II(A)]

Section II(A)(3): Possible Establishment of a Master's Program

SUGGESTION: The UCR Law Faculty and graduate program officials should consider the possibility of creating a small Master's degree program in addition to the existing program of postgraduate specialization in law. In doing so, discussions should be held with RAJO and perhaps other A.I.D. officials regarding possible additional scholarship funding for this purpose, together with possible support in strengthening the Law Faculty's library holdings in the area or areas of specialization in which such a degree might be offered. Particular attention should be given to such a program in the area of criminal law. To maximize the benefit of such further study, admission to the program should be open only to the very best of the students who have completed the one-year specialization, and who are currently or have solid prospects for pursuing a career in law teaching.

RECOMMENDATION: If following discussions with the UCR the latter should establish a master's degree program, USAID should fund a limited number of scholarships (two or three per area, and initially a maximum of five-six) for a second year of study leading to the award of a Master's degree in law, and engage in supportive discussions with the Law Faculty, graduate legal program officials, and the Dean of the System of Postgraduate Studies at the UCR regarding the requirements for the establishment of such a program.

Section II(A)(4): Possible Expansion of the Current Program

SUGGESTION: The UCR should give careful consideration to the possibility of adding a second section to one or more areas of specialization, including in particular criminal law. As part of this examination, discussions should be held with USAID officials to determine the level of additional support for scholarships that might be expected, together with other forms of possible support that might be required during an initial period to make introduction of the additional groups financially feasible.

RECOMMENDATION: USAID should enter into discussions with the University of Costa Rica Law Faculty and graduate program officials regarding possibilities for expanding the program, including consideration of the number of additional scholarships that might be provided to foreign students from Central America, the Dominican Republic, and possibly other Latin American countries.

Section II(A)(6): USAID Support of the UCR Law Faculty

(1) Support of the Graduate Legal Studies Program

RECOMMENDATION: USAID should maintain at least its present level of scholarship support for the UCR program of graduate legal studies, and should seriously consider expanding the number of scholarships as well as its support of law library acquisitions in the areas of specialization supported by the A.I.D. scholarship program.

(2) Previous USAID Support of the UCR Law Faculty

RECOMMENDATION: USAID should develop and implement the use of new and additional evaluation criteria and procedures for AOJ programs and activities that will capture and accurately reflect the long-term impact of foreign legal assistance, which by its very nature may take 10-20 years to be fully felt.

B. FACULTY [Section II(B)]

Section II(A)(3): Overall Quality and Performance

SUGGESTION: The UCR should consider the advisability of introducing a system for keeping track of classes missed by instructors in the graduate program and in the case of repeated deficiencies should take appropriate action.

D. CURRICULUM CONTENT [Section II(D)]

Section II(D)(1): Courses

SUGGESTION: The UCR should consider the advisability of offering a course in legal or forensic medicine as part of the graduate specialization in criminal law, in response to the felt needs of students and graduates.

SUGGESTION: UCR graduate program officials should consider the possible introduction of a seminar on Research Methods and Library Resources to be offered, perhaps on a biweekly basis, during the first semester.

SUGGESTION: The UCR graduate program should consider the introduction of a common course on Legal Modernization in Latin America. In developing such a course, if it so desires, the UCR might seek and receive the active assistance and collaboration of RAJO, LAC/DI, and perhaps other A.I.D. officials in developing the syllabus and materials for the course.

Section II(D)(2): Emphasis on Comparative Law and Institutions

SUGGESTION: The UCR graduate law faculty should explore ways of increasing the emphasis given to the study of the laws and institutions of the countries of the region, and try to find ways to help foreign students bring their own experience (or desire to learn about their own system) to bear in their studies.

E. TEACHING METHODOLOGY AND EFFECTIVENESS [Section II(E)]

SUGGESTION: The UCR Law Faculty and graduate program officials should consider the advisability of implementing in all areas of specialization the recommendation in the CONARE evaluation of the criminal law program, to the effect that all work performed during the year should be reflected in the final grade received by the student.

F. LIBRARY RESOURCES [Section II(F)]

RECOMMENDATION: A.I.D. should examine the possibility of providing additional financial support to the Law Faculty Library in the areas of specialization for which USAID/UCR scholarships are given. Support of continuing acquisitions at the level of \$5,000-10,000 per year, in each of the three areas backed by the USAID scholarship program, would be likely to have a very significant positive impact.

SUGGESTION: The UCR should consider the establishment of a system of library reserve holdings for use by students in the graduate program. Under such a system, all assigned readings would be held on reserve, with one or two copies, and students could check the readings out for a period of one-two hours, making their own copies if they wished.

G. UCR ADMINISTRATION AND COORDINATION OF THE PROGRAM [Section II(G)]

Section II(G)(1): Law School Support

SUGGESTION: It is suggested that the Law Faculty, its Dean, and other UCR officials give renewed consideration to the question of whether means might be found to return the level of salary support to graduate faculty to that of a half-time professor (one course per semester).

Section II(G)(3): Coordination

SUGGESTION: The Dean, Director of the Graduate Program, Directors of areas of specialization, and members of the graduate faculty should consider the advisability of meeting more frequently both to coordinate course content and to develop one or more common courses, such as a course in research methods and techniques for entering students (foreigners are at a considerable disadvantage). In considering this suggestion, they might also review the desirability and applicability of the norms governing such meetings contained in the University Regulations on the Postgraduate Program of Specialization in Law.

(III) THE USAID SCHOLARSHIP PROGRAM [Section III]

**RECRUITMENT AND SELECTION OF SCHOLARSHIP RECIPIENTS
[Section III(C)]**

Section III(C)(1)(a): Promotion and Dissemination of Information About the A.I.D. Scholarship Program

RECOMMENDATION: RAJO and USAID/LAC/DI should develop a sophisticated set of promotional materials to be reproduced in quantity and distributed widely in each country to all leading legal institutions. It should also develop a uniform set of guidelines regarding the steps to be taken during recruitment and establishing selection processes at the national level that are free from the influence of political and/or personal factors. In developing these guidelines, the exemplary procedures employed by the Guatemalan Mission should be closely studied and adapted as is appropriate.

RECOMMENDATION: USAID should provide each Mission with adequate funds to cover such promotional activities, including publication of announcements in legal journals and the press.

RECOMMENDATION: RAJO should be provided with funds to finance an annual promotional tour by the a member of the teaching faculty of the graduate program. Ideally, a professor from each of two areas would make separate tours, taking advantage of the opportunity to meet with his or her counterpart and the dean of the law faculties of each country, enlisting their support in identifying the most highly qualified candidates.

Section III(C)(2)(a): Selection: Formal Selection Criteria

RECOMMENDATION: USAID should carefully reconsider the selection criteria for recipients of scholarships for the UCR graduate legal studies program and consider the advisability of broadening the pool of applicants and, in

particular, and the desirability according more weight in the selection process to the fact that a candidate is or plans to engage in university law teaching following completion of the UCR specialization.

Section III(C)(2)(b): Selection: Selection of Scholarship Recipients

RECOMMENDATION: USAID should carefully review the selection process in each of the countries of the region, reexamine current selection criteria, and take firm steps to ensure that selection at the national level is based purely on merit and, as far as may be possible, is not affected by personal or non-merit factors. The goal should be to select the most qualified younger lawyers in the country.

Section III(C)(3)(a): Timing and Coordination: Receipt by Mission of Information Regarding Program

RECOMMENDATION: The recruitment process should be carried out at the Mission level on a continuing basis, and not postponed until the deadline for submission of applications (November 15) approaches. RAJO should provide early and timely assistance and information to facilitate these local recruitment activities.

Section III(C)(3)(b): Timing and Coordination: Notification of Selection to Successful Applicants

RECOMMENDATION: RAJO should initiate the process of recruitment and nomination of candidates for scholarships as early as possible in the year. Moreover, it should track the progress of each application and act to help move it along as quickly as possible. The goal should be to present applications at the beginning of the period the UCR is willing to accept applications, and not at the end. Finally, RAJO and USAID/LAC/DI should consider establishing and funding a mechanism for the sending of documentation by courier or other means which avoid the delays frequently encountered in the delivery of mail in the area. Candidates should be notified of acceptance no later than February 1 of each year.

RECOMMENDATION: The USAID official in each Mission responsible for administering the national recruitment and selection process should have included in his or her job description and performance evaluation criteria his or her performance in carrying out recruitment, selection and support activities related to the USAID/UCR scholarship program.

D. ARRIVAL AND ADAPTATION TO LIFE IN COSTA RICA OF FOREIGN STUDENTS (Section III(D))

RECOMMENDATION: While A.I.D. Regulations apparently prohibit the use of official vehicles to pick up arriving students at the airport, RAJO and possibly the UCR should find some mechanism to perform this act of hospitality. Students should arrive on the same day. One possibility would be to arrange for Costa Rican students in the graduate program to pick up foreign students in the area of specialization.

RECOMMENDATION: RAJO should make arrangements for arriving students to have temporary housing, preferably in one place, while they seek permanent accommodations. It would be highly useful to enlist the cooperation of Costa Rican students in the graduate program to assist in this process, and consideration should be given to allocating a small amount of funds to assist in this effort.

RECOMMENDATION AND SUGGESTION: RAJO officials and UCR professors and officials should establish formal activities to facilitate the settling in of students, their getting to know one another, and their establishing personal relations with their Costa Rican counterparts. Any formal activities, such as a lecture and discussion on problems of settling in, finding housing, and adapting life in Costa Rica (including, e.g., the simple matter of finding directions) should be accompanied by some kind of social activity to facilitate contacts among students from different programs and different countries.

E. SPECIAL PROBLEMS FACED BY FOREIGN STUDENTS DURING THE YEAR OF GRADUATE LEGAL STUDIES [Section III(E)]

Section III(E)(1): Lack of Familiarity with Costa Rican Law and Institutions

RECOMMENDATION: An orientation course should be held for arriving foreign students during the week preceding the opening of classes. THE UCR Law Faculty and/or RAJO should contract the services of qualified professors to provide a series of introductory lectures for this purpose. If necessary, RAJO should assist in funding this activity.

Section III(E)(2): Relative Lack of Regional and Comparative Emphasis

SUGGESTION: The UCR Law Faculty and graduate program officials should carefully consider whether there are ways they might increase the emphasis given to the laws and legal institutions of the countries of the region, and their operation in practice. It is suggested that particular consideration be given to doing the foregoing in a manner that might bring students up to date on the various AOJ reform efforts underway in the region.

(IV) CONCLUSIONS [Section IV]

Section IV(C): Future Workshop

RECOMMENDATION: A.I.D. and the UCR Law Faculty should consider holding a two-day joint workshop to discuss the results of this evaluation and measures that might be adopted to address the concerns addressed in the present report, together with those others felt by UCR faculty and officials. The workshop, which might include as participants the UCR Law Faculty Dean, graduate program faculty, USAID officials from RAJO and LAC/DI, Fay Armstrong from State, Carl Cira, and the members of the present evaluation team, would explore ways to improve the UCR graduate program, while exchanging views on the experience of foreign students receiving USAID scholarships and how that experience might be improved.

RECOMMENDATION: In preparing for the workshop, the present report should be translated into Spanish, and a Spanish version of the Appendix (most of which has been transcribed and is on disk) should be reproduced. In addition, further analysis and incorporation into the report of the non-quantitative responses of students and the views of employers, including a transcription of the responses of the latter in Spanish and in English translation, would be highly useful and is recommended.

RECOMMENDATION: In a separate session or sessions, non-UCR participants in the joint workshop should consider and discuss the recommendations for A.I.D. action contained in this report, together with other important matters such as alternative mechanisms for future administration and implementation of the scholarship program. One day should be allocated for these sessions, which could take place in San José, Miami, or Washington. Ideally, this meeting would take place immediately or shortly after the joint workshop at the UCR.

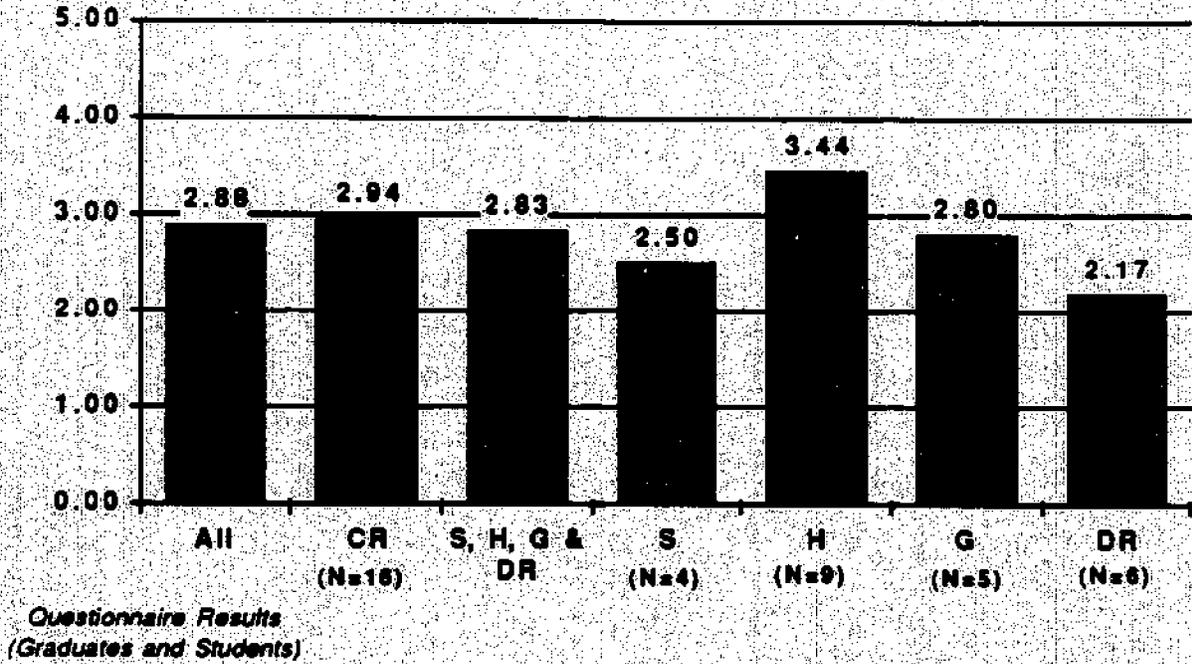
Section IV(D): Overall Conclusion

RECOMMENDATION: USAID should fund the UCR scholarship program at a minimum of twice its current level (i.e., 10 scholarships) at the earliest possible date. At the same time, it should explore ways in which it might assist the University of Costa Rica Law Faculty in expanding its capacity for foreign students over the next five years. A target figure of 15-25 scholarships per year should be used as a starting point.

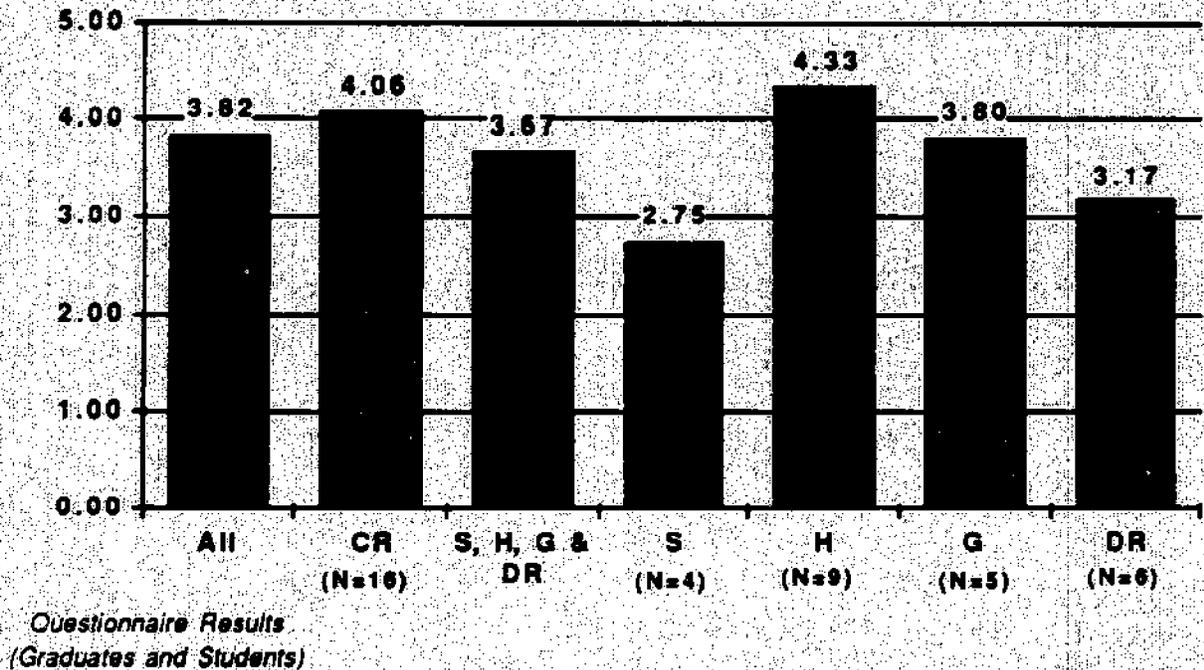
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CHARTS 1-15

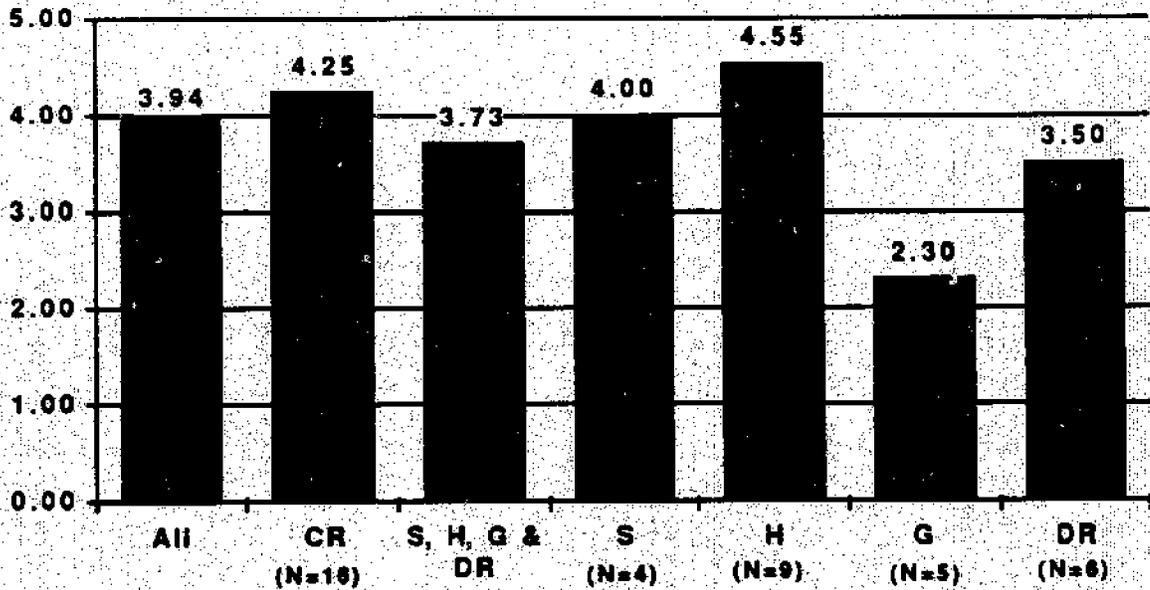
1. Explanation of Objectives



2. Program Content and Expectations

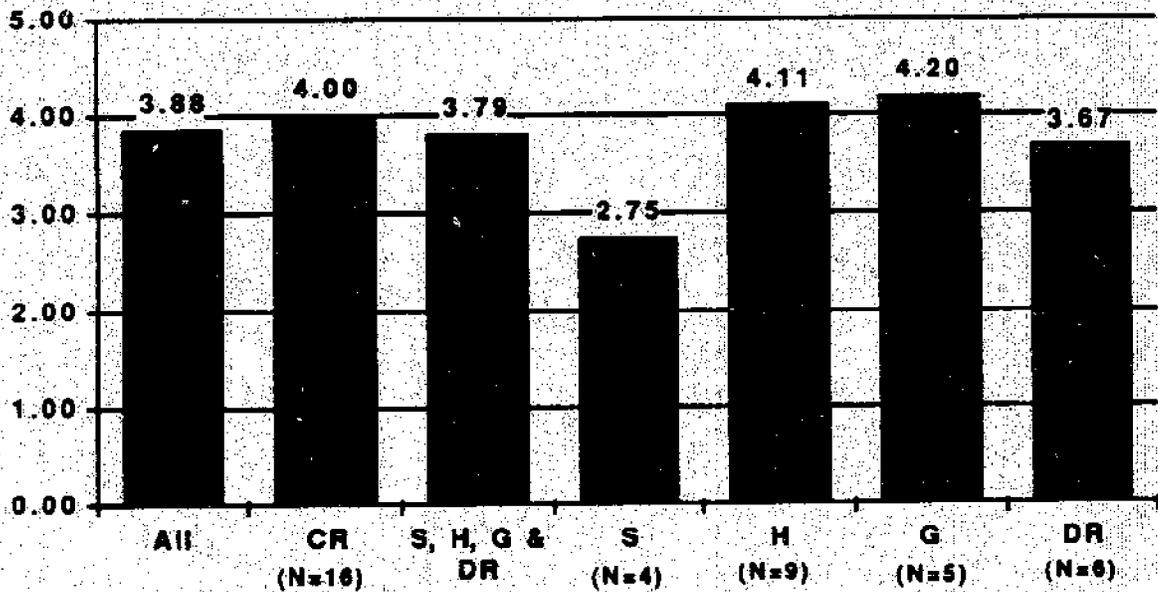


3. Contribution to Professional Work



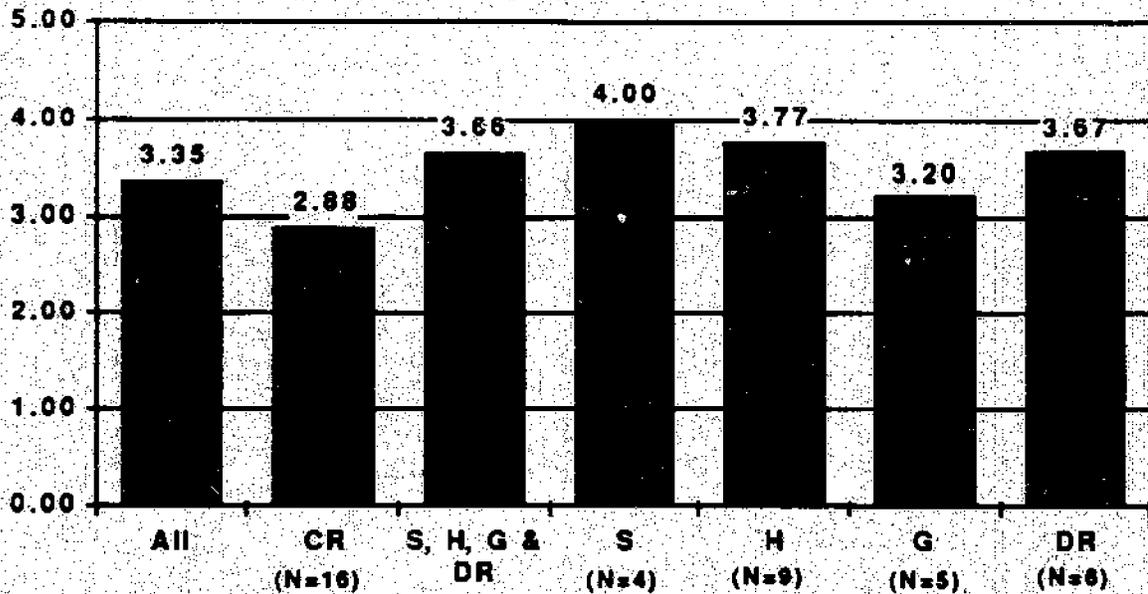
Questionnaire Results
(Graduates and Students)

4. Adequacy of Course Materials



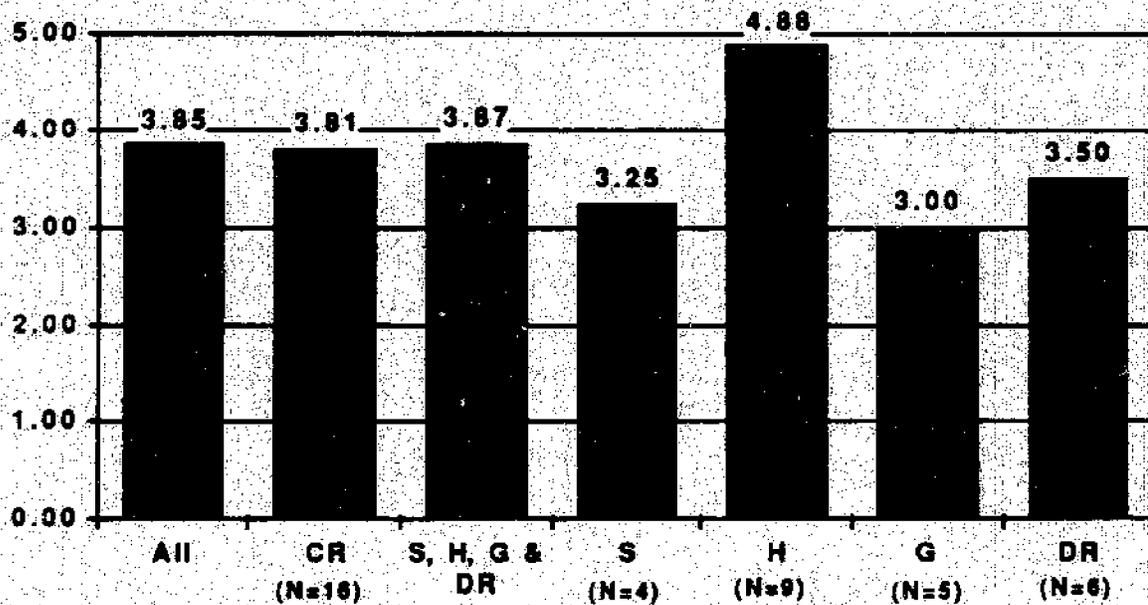
Questionnaire Results
(Graduates and Students)

5. Adequacy of Law Library Holdings



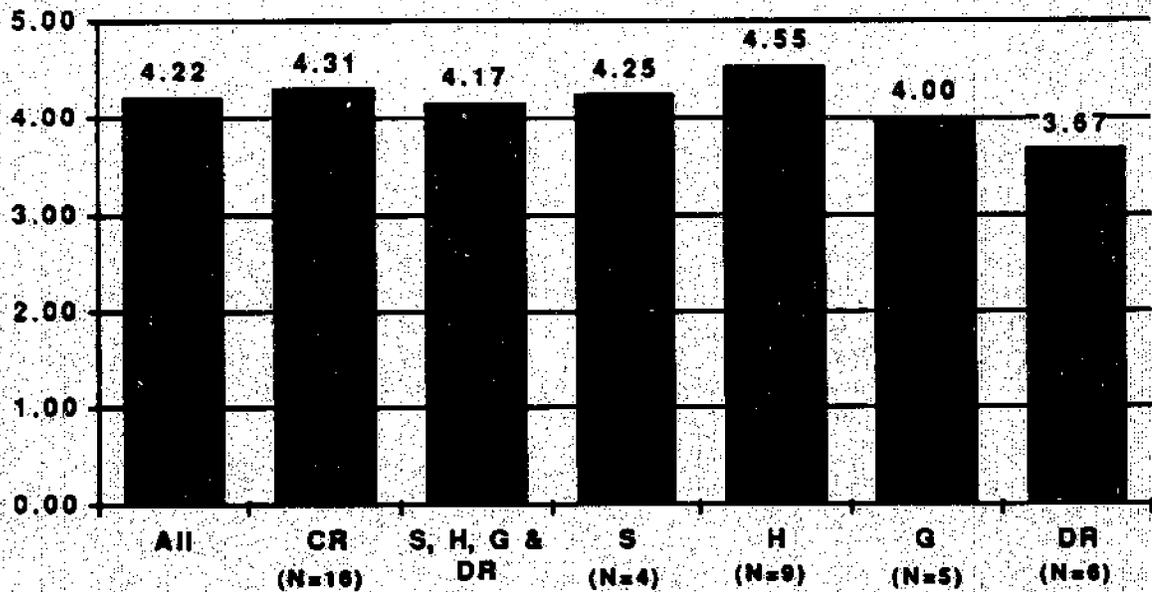
Questionnaire Results
(Graduates and Students)

6. Other Access to Research Materials



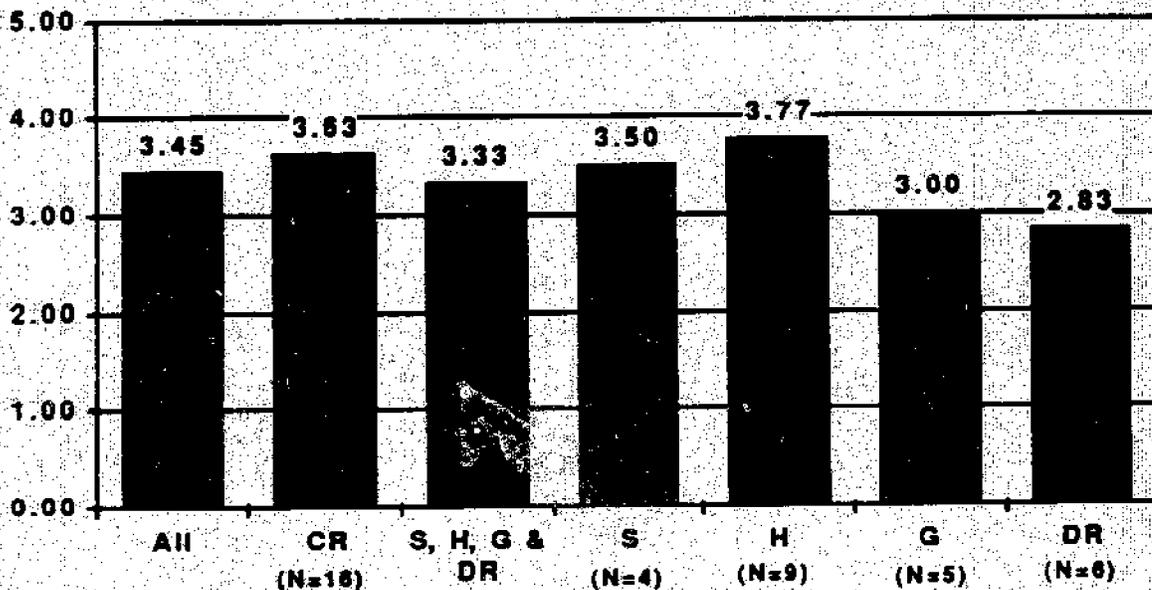
Questionnaire Results
(Graduates and Students)

7. New Material in Courses



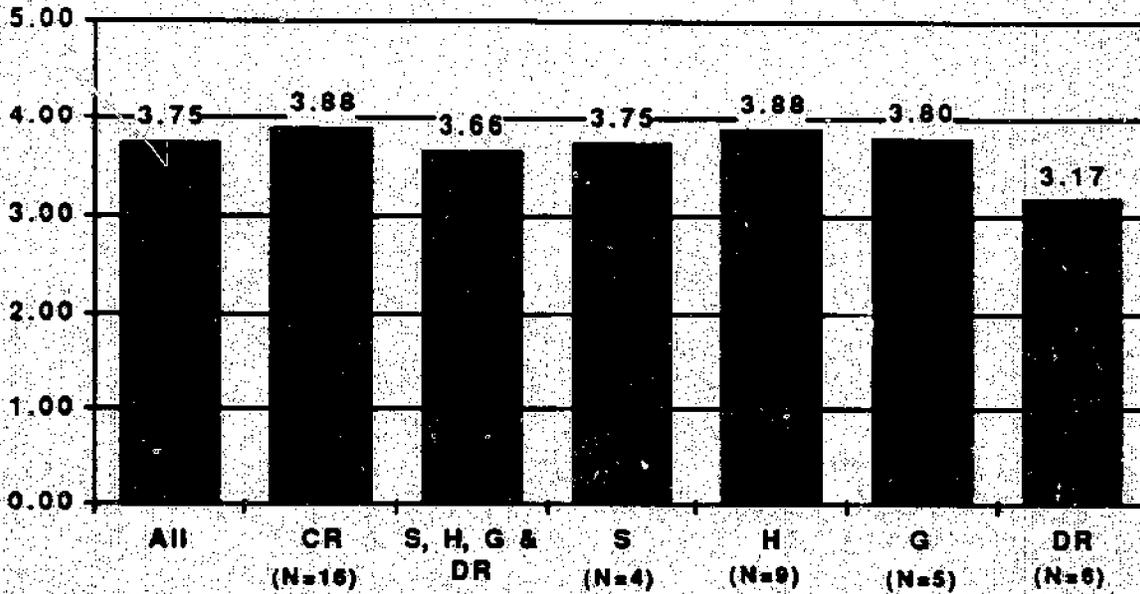
Questionnaire Results
(Graduates and Students)

8. Adequacy of Academic Coordination



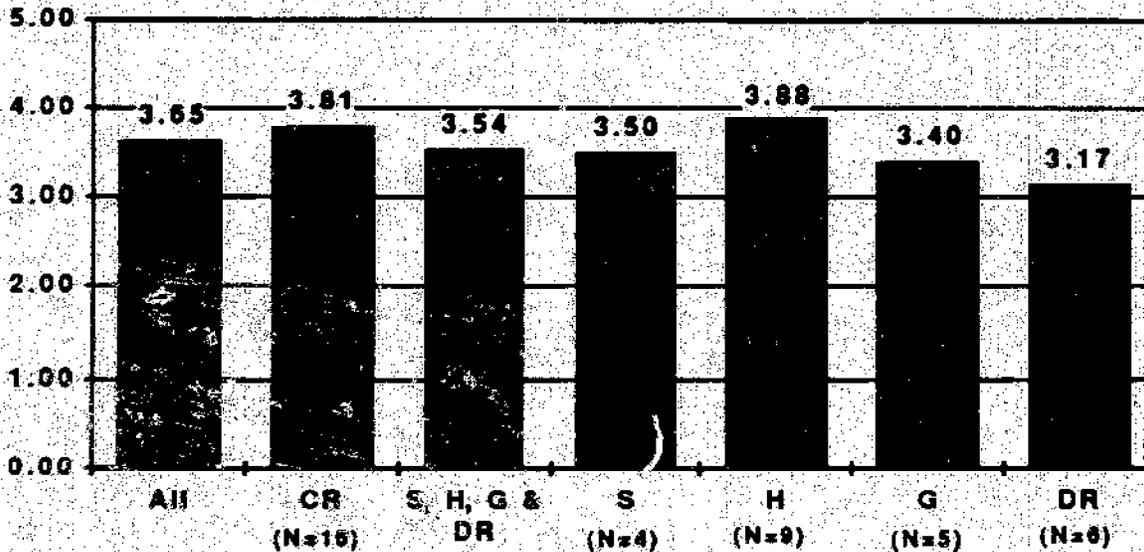
Questionnaire Results
(Graduates and Students)

9. Degree Planned Course Subjects Covered



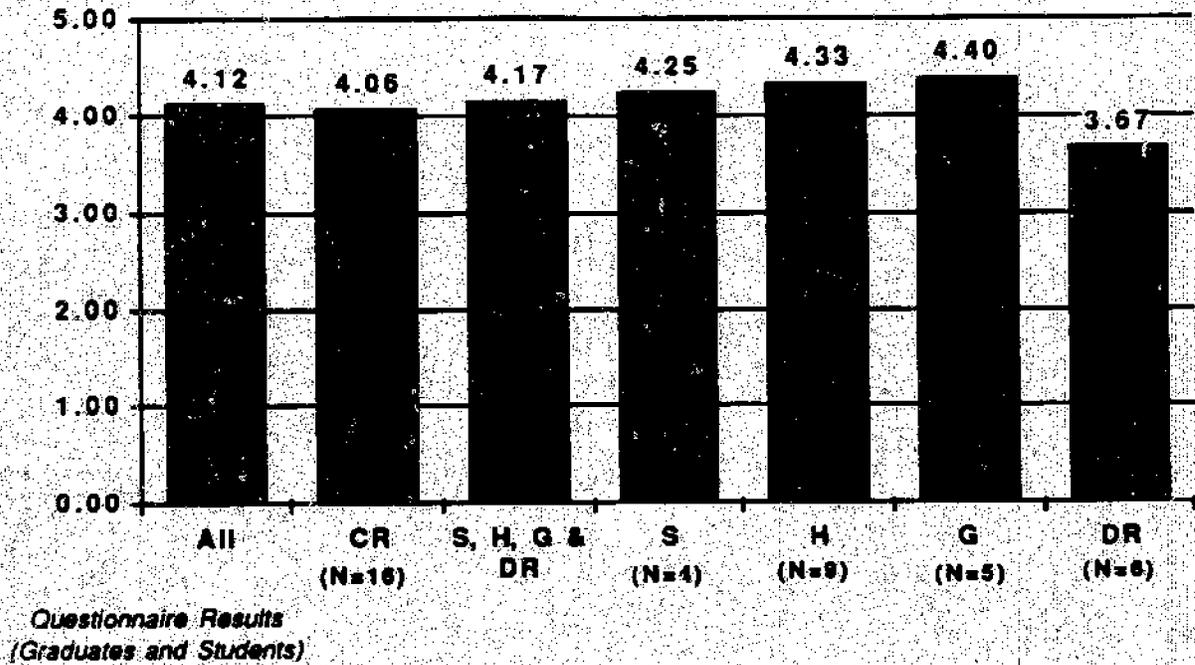
Questionnaire Results
(Graduates and Students)

10. Degree Specific Program Objectives Achieved

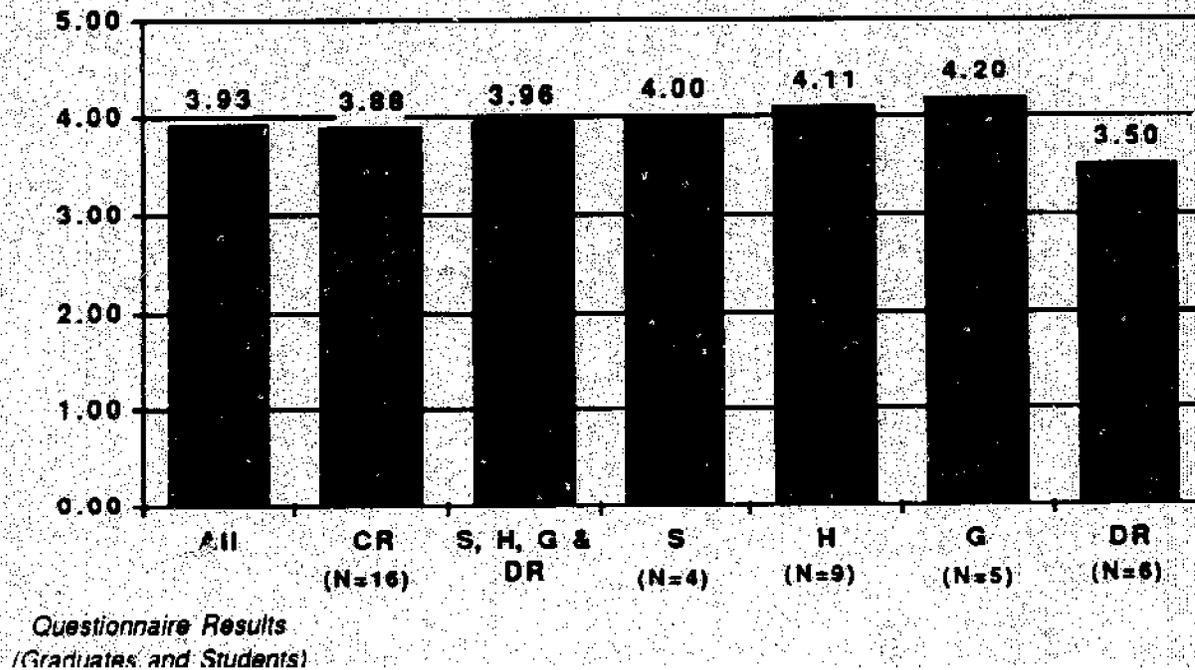


Questionnaire Results
(Graduates and Students)

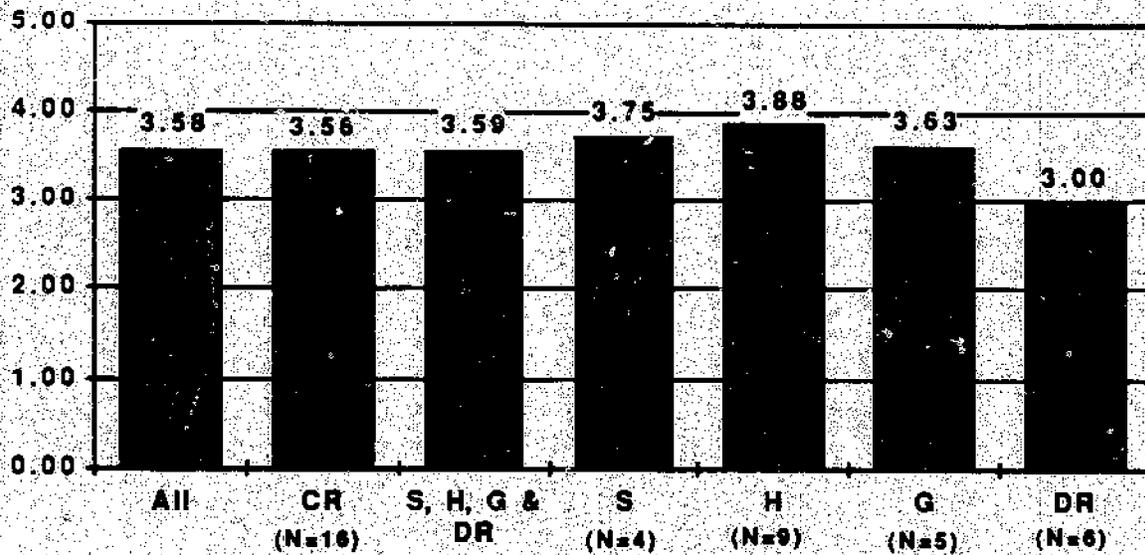
11. Quality of Instructors



12. Teaching Methods/Active Participation

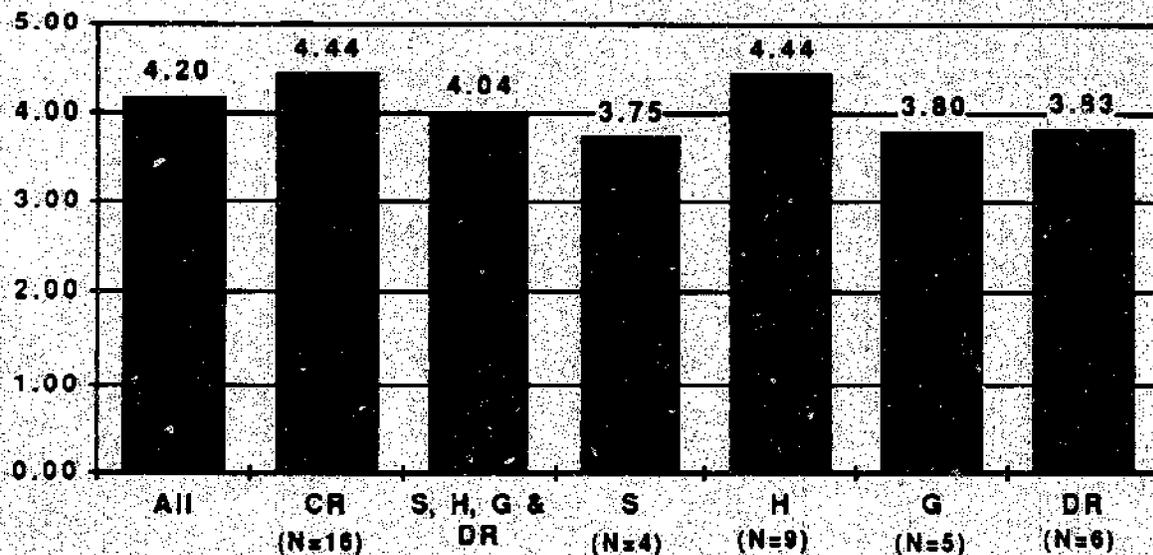


13. Usefulness of Teaching Methods Employed



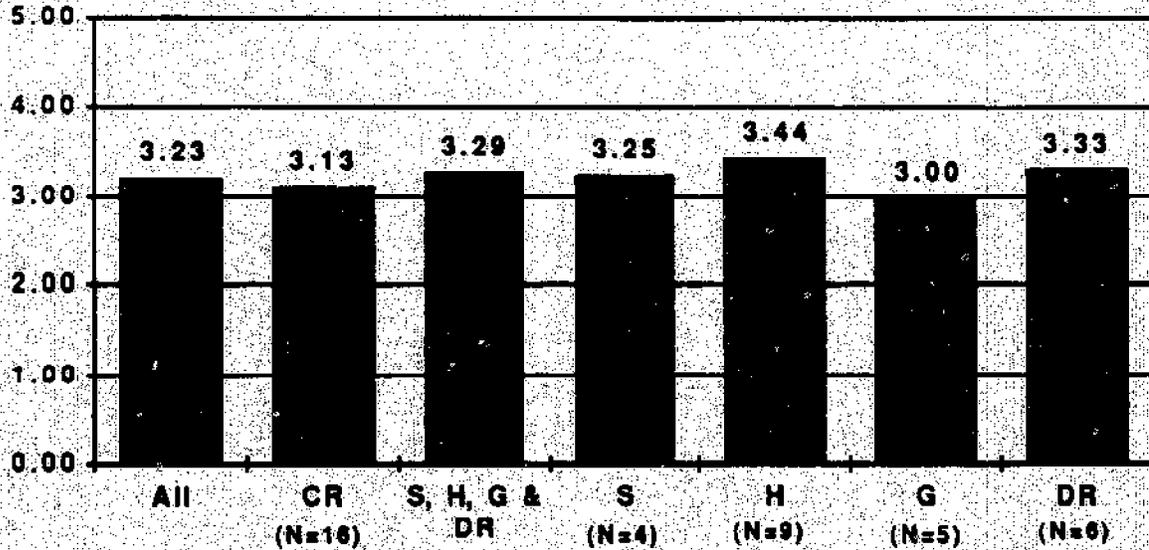
Questionnaire Results
(Graduates and Students)

14. Quality of Teaching Compared to Licenciatura Level



Questionnaire Results
(Graduates and Students)

15. Adequacy of Comparative Law/Institutions Focus



*Questionnaire Results
(Graduates and Students)*

ANNEX 1

LIST OF COURSES IN EACH SPECIALITY (IN SPANISH)



UNIVERSIDAD DE COSTA RICA

Costa Rica - América Central
Telex: UNICORI 2544 Código Postal 2060
Facs. (506) 34 2723

ESTUDIOS DE POSGRADO EN DERECHO

UNIVERSIDAD DE COSTA RICA

ESPECIALIDAD EN DERECHO PUBLICO

I CICLO

DERECHO PARLAMENTARIO	Dr. Hugo A. Muñoz G.
EJERCICIOS JURIDICOS	Dr. Rubén Hernández
DERECHO ADMINISTRATIVO ESPECIAL I	Dr. Rafael González
PROCESAL ADMINISTRATIVO Y	
CONTENCIOSO ADMINISTRATIVO	Dr. Enrique Rojas F.
DERECHO FINANCIERO Y TRIBUTARIO	Dr. Virgilio Calvo

II CICLO

EJERCICIOS JURIDICOS	Dr. Hugo A. Muñoz
ADMINISTRATIVO ESPECIAL II	Dr. Enrique Rojas
DERECHO ELECTORAL	Dr. Rubén Hernández
CONTRATACION ADMINISTRATIVA	Dr. Jorge E. Romero
DERECHO PUBLICO DE LA ECONOMIA	Dr. Jorge E. Romero



UNIVERSIDAD DE COSTA RICA

Costa Rica - América Central
Telex: UNICORI 2544 Código Postal 2060
Facs: (506) 34 2723

ESTUDIOS DE POSGRADO EN DERECHO

UNIVERSIDAD DE COSTA RICA

ESPECIALIDAD EN DERECHO AGRARIO

I CICLO

PROPIEDAD AGRARIA	Dr. Rodrigo Barahona I.
EJERCICIOS JURIDICOS	Lic. Alvaro Meza L.
REFORMA AGRARIA Y PODER POLITICO	Lic. Julio Jurado F.
TEORIA GENERAL DEL DERECHO AGRARIO	Dr. Ricardo Zeledón Z.
DERECHO LABORAL AGRARIO	Lic. Anayancy Valverde

II CICLO

CONSTITUCIONAL AGRARIO	Lic. Julio Jurado F.
CONTRATACION AGRARIA	Dr. Rodrigo Barahona I.
EJERCICIOS JURIDICOS	Dr. Ricardo Zeledón Z.
TEORIA GENERAL EMPRESA AGRARIA	Lic. Alvaro Meza L.
DERECHO AMBIENTAL	Dr. Rafael González S.



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ESTUDIOS DE POSGRADO EN DERECHO

UNIVERSIDAD DE COSTA RICA

ESPECIALIDAD EN DERECHO PENAL

I CICLO

CRIMINOLOGIA GENERAL

Dr. Enrique Castillo B.

EJERCICIOS JURIDICOS I

Dr. Luis Paulino Mora M.

DERECHO PENITENCIARIO

Lic. José Manuel Arceyo

LOS SUJETOS EN EL PROCESO PENAL

Dr. Fernando Cruz C.

ESTAFA Y OTROS FRAUDES

Dr. Francisco Castillo G.

II CICLO

SICOLOGIA CRIMINAL

Dr. Mario Viquez J.

LA AUTORIA MEDIATA

Dr. Francisco Castillo G.

SOCIOLOGIA CRIMINAL

Dr. Enrique Castillo B.

LAS PRUEBAS EN EL PROCESO PENAL

Dr. José María Tijerino

EJERCICIOS JURIDICOS II

Dr. Luis Paulino Mora M.

ANNEX II

**LIST OF SCHOLARSHIP RECIPIENTS
BY YEAR, COUNTRY, AND AREA OF SPECIALIZATION**

LIST OF SCHOLARSHIP RECIPIENTS
BY YEAR, COUNTRY, AND AREA OF SPECIALIZATION

COSTA RICA

Name	Year	Criminal	Agrarian	Public
Javier Llobet	85-86	x		
Eva Camacho	85-86		x	
Grace Gamboa H.	86-87	x		
Yanina Saborío V.	86-87	x		
Carlos Balaños C.	86-87		x	
Alfredo Farrier B.	86-87		x	
Doris Arias M.	87-88	x		
Katia Fernández G.	87-88	x		
Julio Jurado F.	87-88		x	
Marta Solano A.	87-88		x	
Silvia Chanto C.	87-88			x
Linda Casas Z.	88-89	x		
Rosibel López M.	88-89	x		
Alvaro Burgos M.	88-89	x		
Ronald Hidalgo C.	88-89			x
Liliana García V.	89-90	x		
Sigurd Vargas Y.	89-90		x	
Kathya Araya Z.	89-90			x
Orfa Mora D.	90-91	x		

EL SALVADOR

Name	Year	Criminal	Agrarian	Public
Roberto Soriano G.	85-86	x		
José Ortiz Q.	86-87		x	
Jorge Gómez	87-88	x		
Miguel Trejo E.	87-88	x		
Salvador Magaña M.	89-90	x		
Pedro Hernández P.	90-91		x	

HONDURAS

Name	Year	Criminal	Agrarian	Public
Jesús Martínez S.	85-86	x		
Carlos Bueso P.	85-86	x		
Gonzalo Alvarado R.	87-88		x	
Jorge Mejía P.	88-89	x		
Mario Blanco P.	88-89	x		
María Paulino Pérez N.	88-89		x	
Luz Elena Andino C.	89-90	x		
Reyna Solórzano J.	89-90		x	
Jorge Burgos C.	90-91	x		
Porfirio Orellana M.	90-91		x	

GUATEMALA

Name	Year	Criminal	Agrarian	Public
Rafael Mendizabal de la Riva	88-89	x		
Carlos Gálvez B.	88-89	x		
Maryflor Vásquez C.	88-89		x	
Carmelina Javier S.	89-90		x	
Brenda Quiñones D.	90-91	x		

DOMINICAN REPUBLIC

Name	Year	Criminal	Agrarian	Public
Alexis Ortiz R.	85-86	x		
Socrates Andujar C.	85-86		x	
Ysabel Castillo	86-87	x		
Juana Jorge	86-87		x	
Eli Checo	87-88		x	
Maritza Hernández V.	87-88		x	
Plácida Marte M.	88-89	x		
Miguelina de Peña	88-89		x	
Carolina Florencio F.	89-90	x		

Vamessa Herrera C.	89-90	x
Mayra Guzmán D.	90-91	x

PANAMA

Name	Year	Criminal	Agrarian	Public
Edwin Alvarez	87-88	x		
Luis Carrasco M.	87-88	x		

COLOMBIA

Name	Year	Criminal	Agrarian	Public
Gloria Figueroa M.	88-89	x		

BOLIVIA

Name	Year	Criminal	Agrarian	Public
Mario Caballero T.	87-88		x	
Rodolfo Illanes A.	90-91	x		

PERU

Name	Year	Criminal	Agrarian	Public
Carlos Tucto R.	90-91	x		

ANNEX III

**SISTEMA DE ESTUDIOS DE POSGRADO (SEP)
Y FACULTAD DE DERECHO, UNIVERSIDAD DE COSTA RICA,
"ESTUDIOS DE POSGRADO EN DERECHO"**

La Universidad de Costa Rica ofrece a los profesionales en Derecho, con grado mínimo de Licenciatura, la posibilidad de seguir programas de Especialización en Derecho de un altísimo nivel de calidad académica, con un cuerpo docente de excelente preparación.

Los programas, anuales, cubren las siguientes áreas:

**CIENCIAS PENALES
DERECHO AGRARIO
DERECHO INTERNACIONAL
DERECHO PUBLICO**

Decano del Sistema de Estudios de Posgrado: **Dr. Luis Estradas Navas.**
*Luis Camacho
Marangó*

Director General de los estudios de Posgrado en Derecho: **Dr. Ricardo Zeledón Zeledón.**

Decano de la Facultad de Derecho, sede de los cursos: **Dr. Bernardo Landero Echeverría.**

*Dr. Jorge Enrique Romero
Pérez*

Dirección: Facultad de Derecho
Ciudad Universitaria:
"Rodrigo Facio"
San José, Costa Rica.

Tels: 24-80-25
25-36-92

Telex:
2544 UNICORI

ESPECIALIDAD EN CIENCIAS PENALES

I CICLO

Criminología General
Delitos contra el Honor
Derecho Penitenciario
Los Sujetos en el Proceso Penal
Ejercicios Jurídicos

II CICLO

Autoría Mediata
Sociología Criminal
Las Pruebas en el Proceso Penal
Psicología Criminal
Ejercicios Jurídicos II

ESPECIALIDAD EN DERECHO AGRARIO

I CICLO

Teoría General del Derecho Agrario
Derecho Laboral Agrario
Reforma Agraria y Poder Político
Ejercicios Jurídicos I
Propiedad Agraria

II CICLO

Contratación Agraria
Teoría General de la Empresa Agraria
Derecho Constitucional Agrario
Derecho Ambiental
Ejercicios Jurídicos Sustantivos

ESPECIALIDAD EN DERECHO INTERNACIONAL

I CICLO

Derecho Económico Internacional I
Contratación Privada Internacional I
Derecho Internacional Público
Protección Internacional de los Derechos Humanos I
Derecho Penal Internacional I

II CICLO

Derecho Económico Internacional II
Contratación Privada Internacional II
Protección Internacional de los Derechos Humanos II
Derecho Penal Internacional II
Derecho Internacional Público con énfasis en Derecho Del Mar

ESPECIALIDAD EN DERECHO PUBLICO

I CICLO

Derecho Administrativo Especial I
Procesal Administrativo y Contencioso Administrativo
Derecho Financiero y Tributario
Derecho Parlamentario
Ejercicios Jurídicos I

II CICLO

Derecho Administrativo Especial II
Contratación Administrativa
Derecho Público de la Economía
Justicia Constitucional
Ejercicios Jurídicos II

La Agencia para el Desarrollo Internacional (A.I.D.) a través del Proyecto Regional para la Administración de Justicia convenido con el Instituto Latinoamericano para la Prevención del Delito y Tratamiento del Delincuente (ILANUD) asigna anualmente doce becas a los Programas de Especialidad en Derecho Penal y Derecho Agrario y sólo para costarricenses en Derecho Público. Pueden beneficiarse estudiantes de Costa Rica, Honduras, Panamá, Guatemala, República Dominicana y El Salvador.

El proceso de selección de los becarios se hace entre funcionarios del A.I.D. y representantes del Programa de Especialidad de la Facultad de Derecho de la Universidad de Costa Rica.

Los candidatos preferidos serán los siguientes:

- Licenciados en Derecho
- con promedio académico no inferior a ocho
- con necesidad económica
- abogados involucrados en la Administración de Justicia
- abogados miembros de la Facultad de Derecho
- quienes reciban una licencia de sus patrones indicando que se comprometen a reintegrarlos en sus cargos al obtener el grado de Especialista.

Las becas incluyen gastos de matrícula, una mensualidad para libros y material didáctico, seguros de gastos médicos y accidentes y, en el caso de los estudiantes extranjeros, una suma adicional para gastos personales y pasajes aéreos.

becas, comunicarse al teléfono: 33-73-50, A.I.D., San José, Costa Rica. 2011-95
En Costa Rica, la Corte Suprema de Justicia otorga becas a Jueces y funcionarios judiciales; el Colegio de Abogados colabora con el Posgrado, destinando un aporte mensual para Abogados interesados en realizar este tipo de estudios, así como Instituciones Públicas y Privadas otorgan permisos con goce de salario.

Para ser beneficiario de los programas de becas los estudiantes deben haber sido aceptados previamente por la Oficina del Posgrado, para lo cual deben presentar todos sus atestados directamente al Director de los Estudios de Posgrado de la Facultad de Derecho de la Universidad de Costa Rica, entre el primero y el treinta de octubre de cada año.

Con la solicitud de beca el postulante deberá adjuntar toda la información necesaria (currículum vitae, publicaciones, títulos, etc.) que justifiquen su conocimiento, interés o vinculación con la materia, y que permita a la Comisión examinadora evaluar adecuadamente su nivel.

Todas las solicitudes de beca deberán presentarse dentro del mismo plazo de la admisión al Posgrado; las del Programa de Administración de Justicia se presentan en cada país en las oficinas del A.I.D., las del Colegio de Abogados en la Dirección del Posgrado, y las demás en las Instituciones respectivas.

**SISTEMA DE ESTUDIOS
POSGRADO (SEP)
Y
FACULTAD DE DERECHO**

**ESTUDIOS DE POSGRADO
EN DERECHO**

ANNEX IV

**UNIVERSITY OF COSTA RICA FACULTY OF LAW,
LIST OF GRADUATES AND STUDENTS WHO FAILED TO GRADUATE
IN THE PROGRAM OF POSTGRADUATE SPECIALIZATION, 1983-1989**



1983

1. DERECHO INTERNACIONAL

GRADUADOS

Zúñegas Villegas Egenbery
Cadio Benito Marta Eugenia

Costarricense
Costarricense

SEPARADOS DEL PROGRAMA POR HABER PERDIDO 2 O MAS MATERIAS DURANTE EL I CICLO

Wroa Furuschh Steven Craig
Nolina Quesada José Luis

2. Ciencias Físicas

GRADUADOS

Castro Fernández Juan Diego
Garro Canesa Jaime
Segura Salazar Freddy

Costarricense
Costarricense
Costarricense

SEPARADO DEL PROGRAMA POR HABER PERDIDO 2 O MAS MATERIAS DURANTE EL I CICLO

Martín Rodríguez Guillermo

Costarricense

3. Derecho Agrario

GRADUADOS

Barahona Vargas José Joaquín
Blanco Meléndez Carmen
Reza Lizarrus Alvaro
Morera Cembrero Lilliana
Villanueva Monge Zarels

Costarricense
Costarricense
Costarricense
Costarricense
Costarricense

SEPARADA DEL PROGRAMA POR HABER PERDIDO 2 O MAS CURSOS EN EL PRIMER CICLO

Barrantes Delgado Sonia

Costarricense



1984

1. DERECHO AGRARIO

GRADUADOS

Barrantes Ramírez María Marta	Costarricense
Chinchilla Carmiol Mariene	Costarricense
Mesón Madrigal Ligia	Costarricense
Rubi Enriquez Héctor	Hondureño
Valverde Chaves Anayancy	Costarricense

ESTUDIANTE MATRICULADO QUE SE RETIRO

Dixon Lindo Verónica	Costarricense
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2. CIENCIAS FISICAS

GRADUADOS

Granados Moreno Jorge	Costarricense
Londoño Rodríguez Marielce	Costarricense
Pereira Villalobos Magda	Costarricense

3. DERECHO INTERNACIONAL

GRADUADOS

Claramunt Garro Carmen	Costarricense
Parker Soto Rodolfo Antonio	Salvadoreño
Thompson Jimenez José	Costarricense

ESTUDIANTE QUE COMPLETO PARCIALMENTE EL CURRÍCULO

Chaves González Candy	Peruana
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1985

1. DERECHO INTERNACIONAL

<u>GRADUADOS</u>	Borioz Soto Miriam	Costarricense
	Chinchilla Mata Abel Nicolás	
	Mata Tocar Victor	
	Méndez Madrigal Luis Gmo.	Costarricense
	Tacasn Cion Joaquín	C. R.

ESTUDIANTES QUE APROBARON ÚNICAMENTE TRES MATERIAS EN EL PRIMER SEMESTRE SOLO SEAN MATRICULARON.

Jiménez Esquivel Sandra
Trejce Quirós Marta Elena

2. DERECHO AGRARIO

<u>GRADUADAS</u>	Andújar Carbonell Sócrates	Dominicano
	Bravo Alvarez Roger	
	Canacho Vargas Eva María	Costarricense
	De Assis Carballo Teresa	Brasiliana
	Picado Brenes Ana María	C. R.

ESTUDIANTE MATRICULADO QUE NO ASISTIÓ AL CURSO

Batalla Esquivel Tomás Arturo

3. CIENCIAS PENALES

<u>GRADUADOS</u>	Alfaro Rodríguez Walter
	Arroyo Gutiérrez José Manuel
	Dall'Anese Ruiz Francisco
	Llobet Rodríguez Javier
	Martínez Suazo Jesús M.
	Mora Salazar Rodrigo
	Obando Durán Hannelberta
	Ortiz Reed Alexis
	Solórzano Viquez Luis
	Soriano Guardado Roberto

ESTUDIANTE MATRICULADO QUE APROBO EL PRIMER CICLO EN EL SEGUNDO NO SE

Mora Espinoza Eslen

ESTUDIANTES MATRICULADOS QUE NO ASISTIERON AL CURSO

Calvo Flores Virgilio
Zeit Shaw María Esther



1. DERECHO PUBLICO

GRADUADOS

Arrieta Quesada Lilliana	Costarricense
Caivo Gutiérrez Hilda	Costarricense
Castro Mora Carlos J.	Costarricense
Cervantes Canboa Rosa Iris	Costarricense
Pisera Hernández Humberto	Costarricense

ESTRANJERO MATRICULADO QUE SOLO ASISTIO PARTE DEL PRIMER CICLO

Palacios Tejada Ramón	Panameno
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SEPARADO DEL PROGRAMA POR HABER PERDIDO DOS O MAS CURSOS EN EL I CICLO

Avila Abrahams Juan	Costarricense
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2. DERECHO AGRARIO

GRADUADOS

Bolaños Céspedes Carlos	Costarricense
Balgarelli Céspedes Víctor	Costarricense
Farrier Brals Alfredo	Costarricense
Jorge Dueno Juana Razona	Dominicana
Ortiz Quinteros José A.	Salvadoreño
Rojas Sáenz Orlando	Costarricense
Ulate Rodríguez Carmen Edith	Costarricense

CURSARON Y APROBARON UNICAMENTE EL PRIMER CICLO

Alvarez Espada Rosemarie	Costarricense
Roblero Rodríguez René	Costarricense

3. DERECHO INTERNACIONAL

GRADUADOS

Alvarado Valverde Carlos	Costarricense
Beracova Riera Rodolfo	Costarricense
Díaz Díaz Ilse Mary	Costarricense
Fernández Quesada José R.	Costarricense
Flores Villa Francisco	Panameno
González López Mayra	Nicaraguense
Jiroux Bolaños Jorge	Costarricense
De Lara Franco Benso	Dominicano
Sánchez Castillo Jeanette	Costarricense
Soto Guzmán Griel	Nicaraguense
Ugalde Rojas Patricia	Costarricense

ESTRANJERO QUE EXPRUBO EL EXAMEN ORAL DE GRADUACION

Díazte Hernández José Obdulio	Salvadoreño
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1986

ESTUDIANTE EXTRANJERA MATRICULADA QUE NO ASISTIO AL CURSO

Pentake Parrales Norma Asunción

Nicaragua

COSTARRICENSES MATRICULADOS QUE SE RETIRARON DEL CURSO

Arguedas Malouf Ivita
Fosca Solórzano Susana
San Martín Juan José
Férez Johnston Alexandra

Costarrice

4. CERCIAS PERALES

GRATUADOS

Bueso Pineda Carlos E.
Castillo Isabel
Fernández Vindas María del Rosario
Gambos Escherle Grace M.
Maxera Herrera Rita
Munilla Alvarado Mariette
Páez Fernández Fernando
Rivero Sánchez Juan Marcos
Saborro Valverde Jeanina
Valverde Rojas Alvaro

Hondureño
Dominicana
Costarrice
Costarrice
Argentina
Costarrice
Costarrice
Costarrice
Costarrice
Costarrice

EXTRANJERA MATRICULADA QUE ASISTIO ÚNICAMENTE UN MES

Zontesano Aude Tania

Dominicana

ESTUDIANTES MATRICULADOS QUE SE RETIRARON DEL CURSO

Nasis Olivas Sergio
Tioli Díaz Luis Ricardo

Costarrice
Costarrice



1987

1. SECTOR AGRARIO

GRADUADOS

Alvarez Zepeda Rosemarie	Costarricense
Alvarado Reina Gonzalo	Hondureño
Caballero Trujillo Mario	Boliviano
Cerdas Soto Ma. del Rocío	Costarricense
Casco Eli Josefina	Dominicana
Escoto Fernández Carmen Ma.	Costarricense
Hernández Volquez Maritza	Dominicana
Jurado Fernández Julio	Costarricense
López Aquino Cristina M.	Venezolana
Solano Arias Marta E.	Costarricense

EXTRANJEROS MATRICULADOS QUE NO ASISTIERON AL CURSO

Anarda González Bessy	
Nasica Azogue Ana María	Boliviana
Riva Celso Raúl Alberto	Argentino

COSTARRICENSES MATRICULADAS QUE NO ASISTIERON AL CURSO

Washington Cummings Trilby

2. SECTOR INDUSTRIAL

GRADUADOS

Aparicio Alba Raúl	Panamense
Cruz Pinental Matilde	Dominicana
Durán Pérez Mayra	Costarricense
Guisado Bonilla Edith	Panamense
Sanera Lazzarini Gerardo	Hondureño
Jaspers Salas Ellen	Costarricense
Jiménez Sandoval Rodrigo	Costarricense
Hadrigal Cordero Patricia	Costarricense
Méndez Limón Ana María	Costarricense
Rodríguez Acosta Hilda	Costarricense
Saborío Arguello Julio César	Nicaraguense
Solano Portes Julián José	Costarricense
Valverde ...	Costarricense
Vega Castro Gladys	Colombiana

EXTRANJEROS MATRICULADOS QUE NO ASISTIERON AL CURSO

Alvarado Moreno Ana A.	Hondureña
Mercado Hernández Alberto	

COSTARRICENSES MATRICULADAS QUE NO ASISTIERON AL CURSO

TATTENBACH CAPRA LARON



ESTUDIANTES QUE ASISTIERON LOS DOS SEMESTRES PERO NO HICIERON LOS EXAMENES DE GRADUACION

Campos Vargas Ana Victoria	Costarricense
Ortega Elizondo María del Rocío	Costarricense

3. CIENCIAS FÍSICAS

GRADUADOS

Alvarez Canaño Edwin	Panamense
Arias Madrigal Doris	Costarricense
Carrasco Mandeville Luis Mario	Panamense
Carvajal Mora Lucrecia	Costarricense
Chaverria Alvarado Nuria	Costarricense
Cordero Yanesella Alvaro	Costarricense
Fernández González Katia	Costarricense
Gómez Cortés María Elena	Costarricense
Gómez Jorge Alberto	Salvadoreño
Quesada Gattjens Ivo Enrique	Costarricense
Trojo Escobar Miguel Alberto	Salvadoreño
Zúñiga Morales Ulises	Costarricense
Zúñiga Arana Javier	Nicaraguense

EXTRANJEROS MATRICULADOS QUE NO ASISTIERON AL CURSO

Burgos Córdova Jorge Alberto	Hondureño
Robinson Oro Melina	Panamense
Tuñón George Georgina	Panamense

COSTARRICENSES QUE SE RETIRARON DEL CURSO

Acón Shan Mariamela	Costarricense
Charpentier Jiménez Francia	Costarricense

4. DERECHO PÚBLICO

GRADUADOS

Arce Gómez Celín	Costarricense
Calderón Terrey Ma. Angeles	Costarricense
Cerdas Quesada María del Rocío	Costarricense
Chanto Castro Silvea	Costarricense
Donato Monge Claudio	Costarricense
Fallas Vega Ma. Elena	Costarricense
Gambra Chaverri Roberto	Costarricense
Granados Calderón Ricardo	Costarricense
Jiménez Bolaños Frenie	Costarricense
Quesada Hernández Carlos	Costarricense



1987

- 3 -

Salas Vargas Ana Isabel	Costarricense
Solano Navarro Zaira	Costarricense
Solis María Blanca S.	Costarricense
Vanoli Alvarado Patricia	Costarricense
Villalobos Soto José J.	Costarricense
Vinocour Fornieri Marta Ma.	Costarricense

EXTRANJERO MATRICULADO QUE NO ASISTIÓ AL CURSO

Hernández Pérez Noris	Panamense
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EXTRANJERO GRADUADO DE LA ESPECIALIDAD EN DERECHO INTERNACIONAL EN 1973 QUE SE MATRICULO ÚNICAMENTE EN DOS MATERIAS

Oriel Soto Cuadra	Nicaraguense
-------------------	--------------

COSTARRICENSES QUE REPROBÓ EL EXAMEN DE GRADUACION

Martina Bernádez Talba	Costarricense
------------------------	---------------

COSTARRICENSES MATRICULADOS QUE NO ASISTIERON AL CURSO

Arias Sánchez Milton
Ramos Corea Jimmy

COSTARRICENSES QUE APRUBÓ EL PRIMER SEMESTRE Y NO SE MATRICULO EN EL SIGUIENTE SEMESTRE

González Avila Vera Violeta



UNIVERSIDAD DE COSTA RICA

Costa Rica - América Central

TELEX: UNICORI 2544

1988

SE RETIRARON POR RAZONES ECONOMICAS

Jiménez González Ricardo	costarricense
Marín López Paola	costarricense
Rojas Navarro Rolando	costarricense

II. MATRICULADO Y APROBADO ÚNICAMENTE EL PRIMER SEMESTRE, PORQUE NO LE RENOVARON SU PERMISO EN COLOMBIA

Ortiz Ricaurte Edgar Henry	colombiano
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3. DERECHO INTERNACIONAL

GRADUADOS

Alfari Carazo Karen E.	costarricense
PeraltaCordero Lidia	costarricense
Rodríguez Rescia Víctor	costarricense
Solano Monge María Auxiliadora	costarricense

APROBO LOS DOS SEMESTRES, LE FALTA ÚNICAMENTE EL EXAMEN DE GRADUACION (beca a España)

Flores Acuña Tathiana	costarricense
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EXCLUIDOS DEL PROGRAMA POR BAJO RENDIMIENTO ACADEMICO

Castro Ramírez Eduardo	costarricense
Vargas Vásquez Noelly	costarricense

SE RETIRO POR RAZONES ECONOMICAS

Castro Lobo Mamiel R.	costarricense
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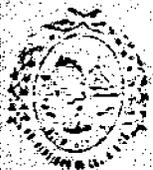
4. DERECHO PUBLICO

GRADUADOS

Arias Vizcayno Ana Cecilia	costarricense
Barragán Uribe Carlos	panameño
Briceno Castillo Orfilia	costarricense
Hernández González Maribel	costarricense
Hidalgo Cuadra Ronald	costarricense
Jiménez Segura Allan	costarricense
Marín Jiménez Reyna	costarricense
Obando Durán Helberth	costarricense
Paniagua Hidalgo Víctor Hugo	costarricense
Rodríguez Muñoz Loretta	costarricense
Selva Herrera Albertina	costarricense

SE RETIRO DEL PROGRAMA POR RAZONES ECONOMICAS

Gutiérrez Schwannhauser Rodrigo	costarricense
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UNIVERSIDAD DE COSTA RICA

Costa Rica - América Central

TELEX: UNICORI 2544

1983

1. DERECHO AGRARIO

GRADUADOS

Aguilar González Bernardo
De Peña Lizardo Miguelina
Leiva Vega Mario Alberto
Molina Torres Mireya
Pérez Núñez María Paulina
Vásquez Casasola MaryFlor

costarricense
dominicana
costarricense
nicaraguense
hondureña
guatemalteca

MATRICULADO ÚNICAMENTE EN EL PRIMER SEMESTRE, PORQUE NO LE RENOVARON SU PERMISO EN COLOMBIA (aprobó cuatro materias, falta una)

Ardila Rey Rose Mary

colombiana

APROBO ÚNICAMENTE EL PRIMER SEMESTRE

Argüello Pérez Norma

costarricense

APROBO LOS DOS SEMESTRES , LE FALTA ÚNICAMENTE EL EXAMEN DE GRADUACION

Torrealba Navas Adrián

costarricense

SE RETIRARON POR RAZONES ECONÓMICAS

Brenes Ortiz John Alexander
Fallas Aguilar Ana Isabel
Sánchez Hernández Mario Alb.

costarricense
costarricense
costarricense

2. CIENCIAS REALES

GRADUADOS

Burgos Mata Alvaro
Casas Zamora Linda
Figueroa Merceda Gloria
Galvez Barrios Carlos Estuardo
López Madrigal Rosibel
Marte Mora Plácida
Mejía Portillo Jorge Misael
Merdisabal de la Riva R. Fernando
Muñoz Eliscendo Francisco
Soja Picado Guillermo
Wager Vainer Natan

costarricense
costarricense
colombiana
guatemalteco
costarricense
dominicana
hondureño
guatemalteco
costarricense
costarricense
costarricense

REPROBARON EL EXAMEN DE GRADUACION

Blanco Paniagua Mario
Pal Hegedus Jorge

hondureño
costarricense

1989

DERECHO AGRARIO

GRADUADOS

Barquero Bolaños Wilberth	costarricense
Picado Herrera Juan José	costarricense
Rojas Fernandez José Francisco	costarricense
Vargas Vázquez Damaris	costarricense
Vargas Yong Sigurd	costarricense
Cortés Tellez Gloria	nicaraguense
Javier Sagstume Ma. Carmelina	guatemalteca
Solórzano Juárez Reina	hondureña

APROBO UNICAMENTE EL PRIMER SEMESTRE PORQUE SE FUE CON UNA BECA A EUROPA

Gordienko López Abril	costarricense
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SE RETIRO ANTES DE FINALIZAR EL PRIMER SEMESTRE

Estévez Rivera Ana Gloria	Dominicana
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RETIRADO DEL PROGRAMA POR BAJO RENDIMIENTO ACADEMICO

Sánchez Arguello Héctor	Nicaraguense
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DERECHO PUBLICO

GRADUADOS

Arguedas Makiouf Evita	costarricense
Araya Zúñiga Kathya María	costarricense
Bejarano Hernández Julieta	costarricense
Castro Lobo Manuel Rafael	costarricense
Castro Loria Juan Carlos	costarricense
Cordero Bogantes Hazel	costarricense
Cordero Fonseca Verny	costarricense
Córdoba Ortega Jorge Antonio	costarricense
Ramírez Altamirano Marina	costarricense
Segura Solís Juan Carlos	costarricense

APROBARON LOS DOS SEMESTRES PERO NO SE PRESENTARON A SUS EXAMENES DE GRADUACION:

Campos Fallas Adan Roberto	costarricense
Alvarez Arguello Gabriel	nicaraguense

SE RETIRO POR FALTA DE TIEMPO PARA DEDICARLE AL POSGRADO PUES SIGUIO TRABAJANDO:

Castro Caivo Ricardo	costarricense
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SE RETIRO POR RAZONES MEDICAS:

Gómez Altamirano Ana Teresa	costarricense
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DERECHO PENAL

GRADUADOS

Armijo Sánchez Gilberth	costarricense
Calderón Cerdas Magaly	costarricense
Castillo Mesén Jeannette	costarricense
Chinchilla Sandi Carlos A.	costarricense
García Vargas Lilliana	costarricense
Madrigal Córdoba Silvia Ma.	costarricense
Piedra Montalbán Mario	costarricense
Soto Pérez Damaris	costarricense
Villalta Vargas Ma. Angeles	costarricense
Mora Casasola Johnny A.	costarricense
Herrera Carbuccia Vanessa	dominicana

NO APROBARON EL EXAMEN DE GRADUACION:

Magaña Morales Salvador M.	salvadoreño
Florencio Félix G. Carolina	dominicana

DEBE REPETIR UN CURSO DEL SEGUNDO SEMESTRE:

Rojas Navarro Rolando A.	costarricense
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RETIRADA DEL PROGRAMA POR BAJO RENDIMIENTO ACADEMICO:**Andino Cardona Luz Elena****hondureña****SE RETIRO ANTES DE FINALIZAR EL I SEMESTRE POR RAZONES TRABAJO:****Dobles Ovares Víctor Alfonso****costarricense****SE RETIRO AL PRINCIPIO DEL PRIMER SEMESTRE POR PROBLEMAS FAMILIARES:****Ortiz Bojorquez Edgar****guatemalteco**

ANNEX V

**RAJO INFORMATIONAL CABLE
REGARDING SCHOLARSHIP PROGRAM
OF SEPTEMBER 17, 1990**

VZCZCGT0952
OO RUEHGT
OF RUEHSJ #2867/01 2602337
ZNR UUUUU ZZH
O 172337Z SEP 90

17-SEP-90 TOR: 23:59
CM: 22200
CHRG: AII
DIST: AID
ADD:

M AMEMBASSY SAN JOSE
O RUEHRO/AMEMBASSY BOGOTA IMMEDIATE 6528
UEHCV/AMEMBASSY CARACAS IMMEDIATE 7152
UEHGT/AMEMBASSY GUATEMALA IMMEDIATE 8960
UEHLP/AMEMBASSY LA PAZ IMMEDIATE 1024
UEHPE/AMEMBASSY LIMA IMMEDIATE 1859
UEHMK/AMEMBASSY MONTEVIDEO IMMEDIATE 0754
UEHMU/AMEMBASSY MANAGUA IMMEDIATE 6547
UEHZP/AMEMBASSY PANAMA IMMEDIATE 0633
UEHQT/AMEMBASSY QUITO IMMEDIATE 1799
UEHSN/AMEMBASSY SAN SALVADOR IMMEDIATE 6642
UEHEG/AMEMBASSY SANTO DOMINGO IMMEDIATE 2350
UEHTG/AMEMBASSY TEGUCIGALPA IMMEDIATE 7088
NFO RUEHC/SECSTATE WASHDC 1040

T
NCLAS SECTION 01 OF 04 SAN JOSE 10867

IDAC

BOGOTA FOR J. SMITH, USAID
CARACAS FOR I. ERINAK, POL AND T. MOORE, USIS
GUATEMALA FOR R. MARTIN AND C. AGUILERA, USAID
LA PAZ FOR E. KADUNC AND W. GUEVARA, USAID
LIMA FOR M. VISNICK, USAID
MONTEVIDEO FOR P. ORR, USAID
MANAGUA FOR M. BROOKS, USAID
PANAMA FOR D. MCFARLAND, USAID
QUITO FOR D. SINGER, USAID
SAN SALVADOR FOR G. LECCE, USAID
SANTO DOMINGO FOR P. STRUHARIK, USAID
TEGUCIGALPA FOR E. LEONARD AND R. BOGPAN, USAID
WASHDC FOR W. SCHOUX, M. MAMLOUK AND K. OTTO,
AC/DI PASS TO F. ARMSTRONG, ARA/PPC

NO. 12356: N/A

SUBJECT: REGIONAL ADMINISTRATION OF JUSTICE -
1991-1992 UNIVERSITY OF COSTA RICA (UCR)
GRADUATE LAW SCHOLARSHIP PROGRAM - URGENT
ATTENTION

ACTION: MISSIONS ARE ASKED TO IDENTIFY
SCHOLARSHIP CANDIDATES FOR THE 1991-1992 UCR
GRADUATE LAW SCHOLARSHIP PROGRAM. RAJO WILL
AWARD ONLY ONE, REPEAT, ONE SCHOLARSHIP FOR EACH
PARTICIPATING CENTRAL AMERICAN COUNTRY AND
DOMINICAN REPUBLIC, IN EITHER CRIMINAL OR
HUMANITARIAN GRADUATE LEGAL STUDIES. HOWEVER,
MISSIONS ARE ENCOURAGED TO FINANCE OTHER
SCHOLARSHIPS WITH BILATERAL OR TRAINING FUNDS.
UCR APPLICATIONS DEADLINE FOR GRADUATE PROGRAM
IS OCTOBER 31, 1990. MISSIONS ARE REQUESTED TO

CARMEN

8566

ACTION	
USAID	REC'D
HRD	
INFO	
POSO	
DUE DATE	
9/20/90	
ACTION TAKEN	
(See init's)	
<i>Action being taken at request</i>	

CA - 9/19/90

USAID/AMEMB/...

SEP 19 9 53

RECEIVED

SEND QUALIFIED CANDIDATES' APPLICATIONS BY COURIER DIRECTLY TO RAJO SO THAT RAJO RECEIVES THEM BY NLT OCTOBER 29, 1990. RAJO WILL HAND-CARRY APPLICATIONS TO UCR TO ENSURE THEY ARRIVE BY THE OCTOBER 31 DEADLINE.

2. SPECIAL NOTE FOR PANAMA AND NICARAGUA: WE PLAN TO INCLUDE YOUR COUNTRIES IN THE SCHOLARSHIP PROGRAM FOR THE 1991-1992 ACADEMIC YEAR. RAJO AND LAC/DI ARE TAKING THE NECESSARY STEPS TO ACCOMPLISH THIS.

3. SOUTH AMERICA MISSIONS: YOU ARE ENCOURAGED TO LOOK INTO SPONSORING SCHOLARSHIPS TO SUBJECT PROGRAM OUT OF BILATERAL OR TRAINING FUNDS. TOTAL COST PER PARTICIPANT LESS ROUNDTRIP AIRFARE, SHIPMENT OF EXCESS BAGGAGE, AND FAMILY MAINTENANCE ALLOWANCE (IF PROVIDED) IS APPROXIMATELY DOLLARS 11,000 FOR THE TWELVE MONTH DURATION OF THE PROGRAM. PLEASE ADVISE RAJO IF YOU INTEND TO SPONSOR ANY PARTICIPANTS SO WE CAN SEND YOU NEW UCR APPLICATION FORMS.

4. THE UCR APPLICATION FORM MUST BE ACCOMPANIED BY THREE LETTERS OF RECOMMENDATION, CERTIFIED REPEAT CERTIFIED COPIES OF THE CANDIDATES' "TITULO DE ABGADO" AND UNIVERSITY TRANSCRIPT. NEW UCR APPLICATION FORMS, WHICH INCLUDE FORMS FOR THE LETTERS OF RECOMMENDATION, HAVE BEEN SENT BY DHL TO CA MISSIONS AND USAID/DR. IN ADDITION, NEW UCR POLICY REQUIRES THAT THIS YEAR CANDIDATES ALSO SUBMIT AS MUCH OF THE FOLLOWING SUPPORTING DOCUMENTATION AS POSSIBLE: CURRICULUM VITAE, PERTINENT RESEARCH PAPERS, PUBLICATIONS, THESIS OR APPROPRIATE JUSTIFICATION IF NOT SUBMITTED, CERTIFICATIONS REGARDING PROFICIENCY IN OTHER LANGUAGES, ACADEMIC OR PROFESSIONAL DISTINCTIONS, CERTIFIED COPIES OF OTHER DEGREES OBTAINED OR OTHER COURSES TAKEN, AND ANY OTHER DOCUMENTATION WHICH SUPPORTS THE CANDIDATES' ACADEMIC OR PROFESSIONAL QUALIFICATIONS.

PLEASE NOTE THAT ALL CANDIDATES FOR ALL SCHOLARSHIPS MUST BE SELECTED FOR ADMISSION BY UCR GRADUATE STUDIES ADMISSIONS COMMITTEE BEFORE ANY CONSIDERATION FOR A SCHOLARSHIP WILL BE MADE BY RAJO AND UCR. UCR WILL ADVISE RAJO CANDIDATES' ADMISSION IN NOVEMBER. INDIVIDUAL MISSION SCHOLARSHIP NOMINATIONS SHOULD BE CABLED TO RAJO NOT LATER THAN OCTOBER 31, 1990.

MISSIONS SHOULD INTERVIEW CANDIDATES AND OBTAIN THE FOLLOWING INFORMATION WHEN NOMINATING: NAME; ADDRESS; AGE; MARITAL STATUS; NUMBER OF DEPENDENTS; ACADEMIC RECORD INCLUDING PLACE, YEAR, TYPE OF DEGREE AND GRADE POINT AVERAGE; PLACE AND NATURE OF EMPLOYMENT; A BRIEF RESUME OF PROFESSIONAL EXPERIENCE SINCE GRADUATION; INDICATION OF FIRM COMMITMENT TO PURSUE A DEGREE OF GRADUATE LAW STUDY UNDER THIS PROGRAM; AND AN INDICATION OF AVAILABILITY FOR MARCH 1991-FEBRUARY 1992 TERM AND OF CONTINUED EMPLOYMENT IN PRESENT OR EQUIVALENT POSITION UPON COMPLETION OF TRAINING.

COURSE OBJECTIVES: THE PROGRAM RESPONDS TO THE COMMON NEED AMONG LATIN AMERICAN COUNTRIES FOR CONTINUING PROFESSIONAL DEVELOPMENT OF LEGAL AND JUDICIAL PERSONNEL. THE OBJECTIVE OF THE TWO-SEMESTER PROGRAM IS TO PROVIDE CAREER ENHANCING TRAINING THROUGH A COMBINATION OF ACADEMIC STUDY AND PRACTICAL EXERCISES. THIS IS NOT A MASTERS DEGREE PROGRAM BUT RATHER SPECIALIZATION STUDIES. THE PROGRAM IN CRIMINAL LAW UPDATES THE PROFESSIONAL EXPERTISE OF ATTORNEYS, FISCALS AND OTHER LEGAL PROFESSIONALS, EXPOSES STUDENTS TO MODERN PENAL AND ADMINISTRATIVE LAW DEVELOPMENTS, AND THROUGH PRACTICAL APPLICATION, PRESENTS NEW TECHNIQUES FOR IMPROVING JUDICIAL PROCEEDINGS. SIMILAR BENEFITS ARE PROVIDED TO AGRARIAN REFORM ADMINISTRATORS AND LAND COURT JUDGES.

PROGRAM PARTICIPANTS HAVE PRAISED THE HIGH QUALITY OF THE INSTRUCTION AND THE OPPORTUNITIES FOR PRACTICAL EXERCISES AND WORKSHOPS IN THE PROGRESSIVE COSTA RICAN COURT SYSTEM. THE PROGRAM IS EXCELLENT SUBSTANTIVELY AND IS HELPING THE CONSCIOUSNESS RAISING OBJECTIVES SET FOR, ESPECIALLY IN ITS EXPOSURE OF NON-COSTA RICANS TO THE BENEFITS FOR DEMOCRACY OF A STRONG AND INDEPENDENT JUDICIARY. CANDIDATES SHOULD BE MADE AWARE OF THE INTENSITY OF THIS STUDY PROGRAM AND THE EXTRA EFFORT WHICH WILL BE REQUIRED OF THEM AS FOREIGN STUDENTS PARTICIPATING IN A STUDY PROGRAM BASED IN LARGE MEASURE ON THE COSTA RICAN LEGAL SYSTEM AND EXPERIENCE.

9. SELECTION CRITERIA: AID'S PREFERRED CANDIDATES ARE CAREER TRACK PUBLIC SECTOR LAWYERS INVOLVED IN THE ADMINISTRATION OF JUSTICE (E.G. JUDGES OF INSTRUCTION OR FIPST INSTANCE, PUBLIC DEFENDERS OR PUBLIC MINISTRY STAFF MEMBERS, FISCALES OF LOWER COURTS, ETC.) WHOSE SKILLS AND CAREER POTENTIAL COULD BE ENHANCED BY THIS YEAR OF SPECIALIZED STUDY. IT IS ADVISABLE TO AVOID SELECTION OF CANDIDATES WHO ARE AT THE TOP OF THE PROFESSIONAL LADDERS BUT RATHER CHOOSE FROM AMONG WORKING LEVEL PERSONS. PREFERENCE ALSO MAY BE GIVEN TO THOSE WHO INDICATE A COMMITMENT TO BECOME ADVISORS AND TRAINERS OF OTHERS UPON RETURN HOME (E.G. UNIVERSITY LAW PROFESSORS). PREFERENCE IS ALSO GIVEN TO CANDIDATES WHO ARE FINANCIALLY UNABLE TO SUPPORT THEIR OWN STUDY PROGRAM. CANDIDATES MUST BE 1) GRADUATES (LICENCIADOS) IN LAW AND HAVE A SUCCESSFUL ACADEMIC RECORD, AND 2) EMPLOYED IN PUBLIC SECTOR POSITIONS THAT AFFORD THEM OPPORTUNITY TO CONTRIBUTE TO THEIR COUNTRY'S LEGAL INSTITUTIONAL DEVELOPMENT THROUGH IMPROVEMENTS IN THE ADMINISTRATION OF JUSTICE IN THEIR SPECIALIZED FIELDS. THIS YEAR UCR WILL BE MORE FLEXIBLE REGARDING THE 8.0 GRADE POINT AVERAGE REQUIREMENT. THEY WILL NOT ONLY BE LOOKING AT THE CANDIDATES' ACADEMIC RECORD BUT WILL ALSO EVALUATE THE CANDIDATES BASED ON DOCUMENTATION SUBMITTED IN SUPPORT OF THEIR QUALIFICATIONS AS PER PARA 4.

10. PARTICIPANT (WITH MISSION ASSISTANCE AS NEEDED) SHOULD OBTAIN A WRITTEN COMMITMENT FROM EMPLOYER FOR STUDY LEAVE WITH CONTINUATION OF FULL SALARY, OR A REASONABLE PERCENTAGE THEREOF, DURING THE ENTIRE TRAINING PERIOD (3/91-2/92) AND TO CONTINUE PARTICIPANTS' EMPLOYMENT AFTER COMPLETION OF STUDIES. WHERE THE PARTICIPANT RECEIVES A LEAVE OF ABSENCE WITHOUT PAY, RAJO MAY BE ABLE TO PROVIDE FAMILY MAINTENANCE ALLOWANCE IF JUSTIFIED. PARTICIPANT WOULD HAVE TO PRESENT PROOF OF MONTHLY SALARY. MAINTENANCE ALLOWANCE WOULD BE SET BASED ON THAT, BUT WOULD NOT EXCEED THE DOLLARS 700 PER MONTH MAXIMUM ESTABLISHED FOR THAT ALLOWANCE. GIVEN THE INTENSITY OF THE STUDY PROGRAM, CANDIDATES SHOULD BE STRONGLY DISCOURAGED FROM TAKING THEIR FAMILIES WITH THEM TO COSTA RICA AND MISSION SHOULD MAKE SURE THE CANDIDATES UNDERSTAND THE SACRIFICE WHICH THIS INVOLVES.

11. THE SCHOLARSHIPS CONSIST OF THE FOLLOWING:

- ROUNDTRIP AIRFARE
- SHIPMENT OF 100 LBS. EXCESS BAGGAGE (EACH WAY)
- HEALTH AND ACCIDENT INSURANCE (WHILE IN STUDENT STATUS IN COSTA RICA)
- PERSONAL MONTHLY MAINTENANCE ALLOWANCE



UNCLASSIFIED

SANJOSE

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PAYMENT OF BOTH SEMESTERS TUITION FEE

UNCLASSIFIED

SANJOSE

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- MONTHLY BOOK AND MATERIALS ALLOWANCE (DOLLARS 100)
- TUITION AND BOOKS FOR JURIDICAL ITALIAN COURSE AT THE ITALIAN-COSTA RICAN CULTURAL CENTER (OBLIGATORY FOR AGRARIAN LAW PROGRAM)
- PARTICIPATION IN OTHER TRAINING ACTIVITIES OF INTEREST HELD IN COSTA RICA

12. ANY SCHOLARSHIPS NOT USED BY PARTICIPATING CENTRAL AMERICAN COUNTRIES AND THE DOMINICAN REPUBLIC DUE TO LACK OF QUALIFIED APPLICANTS, WILL BE SHARED FAIRLY AMONG THE OTHER PARTICIPATING CA COUNTRIES AND THE DR BASED ON THE BEST ELIGIBLE CANDIDATES. RAJO WILL MAKE THE FINAL SELECTION BY DECEMBER 1, 1990. SELECTION WILL BE BASED ON ACCEPTANCE BY UCR GRADUATE ADMISSIONS COMMITTEE AND CONSULTATION WITH MISSIONS. HOMME

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