



**Evaluation of the
Latin American and Caribbean Environmental Economics Program
(LACEEP)
June 1, 2005 to June 30, 2010**

Prepared by

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Table of Contents

| | | |
|-------|---|-----|
| | List of acronyms | ii |
| | Executive Summary | iii |
| 1 | Introduction | 1 |
| 2 | Achievement of objectives, and risk identification and management | 7 |
| 2.1 | Progress toward reaching objectives | 9 |
| 2.2 | Program's role and status in this field of activity | 12 |
| 2.3 | Evolution of program objectives or their interpretation, and adaptations to changing contexts, opportunities, and constraints | 14 |
| 2.4 | Risk identification and mitigation | 16 |
| 2.5 | Localizing capacity building, and devoting more resources to developing capacity in Central American and Andean countries | 17 |
| 2.5.1 | Localizing capacity building | 17 |
| 2.5.2 | Devoting more resources to Central American and Andean countries | 18 |
| 2.5.3 | Grant holders' locational choices for study and work | 22 |
| 3 | Results and influence | 24 |
| 3.1 | Outputs and their quality | 24 |
| 3.1.1 | Quantitative information on LACEEP publications | 24 |
| 3.1.2 | Quantitative information on external publications | 25 |
| 3.1.3 | Qualitative information | 26 |
| 3.2 | Influence and sustainability | 29 |
| 3.2.1 | Dissemination of research findings | 29 |
| 3.2.2 | Building or strengthening capacities of researchers and research users | 30 |
| 3.2.3 | Contributions to influencing policy | 36 |
| 3.2.4 | Technology development, adoption, or adaptation | 38 |
| 3.2.5 | Changes in relationships | 38 |
| 3.2.6 | Inclusion of gendered perspectives | 40 |
| 3.2.7 | Overall quality and contribution of the research findings | 41 |
| 4 | Recommendations | 43 |

Appendices are in a separate document.

List of Acronyms

| | |
|---------------|---|
| ALEAR | <i>Asociación Latinoamericana y del Caribe de Economistas Ambientales y de Recursos Naturales</i> - Latin American and Caribbean Association of Environmental and Natural Resource Economists |
| CATIE | <i>Centro Agronómico Tropical de Investigación y Enseñanza</i> - Tropical Agricultural Research and Higher Education Center (Turrialba, Costa Rica) |
| CEEPA | Centre for Environmental Economics and Policy in Africa |
| CEPAL | <i>La Comisión Económica para América Latina</i> (same as <i>ECLAC</i> below) |
| CIDA | Canadian International Development Agency |
| CIES | <i>Consortio de Investigación Económica y Social</i> - Economic and Social Research Consortium |
| ECLAC | Economic Commission for Latin America and the Caribbean |
| EEPSEA | Economy and Environment Program for Southeast Asia |
| IDRC | International Development Research Centre, Canada |
| LAC countries | Latin American and Caribbean countries |
| LACEA | Latin American and Caribbean Economic Association |
| LACEEP | Latin American and Caribbean Environmental Economics Program |
| NGO | Non-governmental organization |
| RePEc | Research Papers in Economics, a decentralized database of economics working papers, journal articles and software components at http://repec.org/ |
| SANDEE | South Asian Network for Development and Environmental Economics |
| SIDA | Swedish International Development Cooperation Agency |

Executive Summary

This report provides an independent and external evaluation of the activities of the Latin American and Caribbean Environmental Economics Program (LACEEP) from its inception in June 2005 to June 2010. LACEEP is a multi-faceted program funded by research grants from the International Development Research Centre in Canada and from the Swedish International Development Cooperation Agency. Current funding commitments extend until the end of 2011.

This evaluation report was commissioned by the LACEEP Secretariat. This report is expected to inform current and prospective donor agencies about the effectiveness of the program during this initial five-year period, and about prospects for the program to have a valuable impact in the future. This evaluation is also intended for the use of LACEEP's Advisory Committee and Secretariat staff, assisting them in the design and operation of program activities.

From a standing start, LACEEP has made good progress in designing and delivering a range of activities to build research capacity in the field of environmental economics among junior researchers from the Latin American and Caribbean (LAC) countries. Some of the important activities that are provided or coordinated by LACEEP include: awarding research grants through a competitive process, providing research mentorship and supervision, delivering graduate-level academic training courses and biannual workshops, offering study grants, editing and publishing research results, and building and coordinating an informal research network.

It is abundantly clear that LACEEP has already made an important contribution to capacity building in the field of environmental and resource economics in the Latin American and Caribbean region. In its first five years it has received more than 350 preliminary proposals for research grants from individuals in more than 25 countries and territories in the region. It has held nine biannual workshops, offered eight short courses and three training courses, awarding 50 research grants in the process. Including participants who attended more than one event, the program has hosted about 150 research applicants and funded researchers at biannual research workshops, and more than 70 at ten-day training courses.

The funded research projects are rigorous, evidence-based examinations of important environmental policy issues from countries across the region. For the more than 25 of these projects that are now complete, the results of most of them have been presented to peers at biannual workshops and at professional and policy conferences in their subject countries. The results of this research now appear in the LACEEP series of policy briefs and working papers and some have been published in peer-reviewed journals.

There have been a number of key achievements in these first five years of program activity:

- The program has recruited a Secretariat staff and leadership team who are very well regarded by program participants and more broadly within the region.
- Through its Scientific and Advisory Committee members, the program is providing researchers with exposure to a highly motivated and highly effective group of subject experts who, with others, act as mentors and advisors for the funded research projects. Their collective ability to provide credible, insightful and constructive suggestions and feedback

plays a key role in identifying which projects to pursue and in advancing the structure and progress of those research projects. These advisors' contributions in working with and motivating individual researchers allow LACEEP to achieve far more than what could be done through the provision of research grants and short courses alone.

- LACEEP has created a growing network of researchers who are able to share information and resources among themselves, to motivate and encourage each other's work, and to advocate for the role of rigorous, evidence-based, policy research in the region.

The greatest apparent risks to continued program success are (i) a lack of assurance of continuity of adequate financial support from public and private donors, and (ii) the program's continuing reliance on a small number of key individuals in staff and advisory roles. The issue of donor funding has been discussed by staff and committees continually since the program's inception, and is the target of ongoing activities. The undue reliance on specific staff members was a motivation for the creation of a group of Deputy Program Directors, and the recent implementation of a plan to rotate the Director's role among them periodically.

A review of completed research projects selected randomly for individual study as part of this evaluation exercise identifies a number of common traits. These features are also observed with most or all of the other research projects canvassed less thoroughly, and include the following.

1. Each of these projects analyzes an environmental issue or problem empirically with recent statistical data, in most cases collected directly by the researchers (and their enumerators trained during the project).
2. In each case, the research is motivated by the illustration of an environmental problem that is, or should be, of interest to citizens and policy makers.
3. The data are analyzed rigorously using current econometric and statistical techniques, with careful reference to prior applications of these techniques elsewhere in the economics literature. Many of these techniques and approaches are themselves quite new. These studies not only address the underlying resource management problem but illustrate applications of these numerical methods that can benefit other practitioners.
4. The value of these results for policy reform is highlighted for the reader.
5. These studies provide opportunities for extension and follow-on research that could explore secondary research hypotheses or change the geographical scope of the initial work.
6. The documentation of the research through the project reports and working papers demonstrates a level of scholarship and attention to detail that would be expected by reviewers of the work for international academic journals. Some of these results have already been published in peer-reviewed journals.

This report makes a series of recommendations to address some of the main concerns and opportunities identified in the course of this evaluation. These include the need to provide greater clarity about specific program objectives, especially for the period from 2012 onwards, and to contribute to a process that identifies key environmental policy issues that might be a priority for regional research. There are specific suggestions to review the selection criteria for program participants, and an encouragement to be more strategic in the choice of training course

topics, locations and participants. Some recommendations encourage greater efforts to communicate about program results and findings with diverse audiences, including policy makers. One important audience is the growing network of researchers who have already participated in LACEEP training or research and who appear eager to continue collaborations and professional information sharing with other researchers beyond their home countries. The issue of program sustainability depends highly upon securing future donor funding from either public or private agencies, and funding issues must take a high priority now.

1. Introduction

The Latin American and Caribbean Environmental Economics Program (LACEEP) started in June of 2005. This report provides an independent and external evaluation of the program's activities from then until June 2010. LACEEP is a multi-faceted program that seeks to build research capacity in the field of environmental economics among junior researchers from the Latin American and Caribbean (LAC) countries. Some of the important activities that are provided or coordinated by LACEEP include: awarding research grants through a competitive process, providing research mentorship and supervision, delivering graduate-level academic training courses and biannual workshops, offering study grants, editing and publishing research results, and building and coordinating an informal research network.

This introduction to the evaluation report provides an overview of the Latin American and Caribbean Environmental Economics Program and its activities to date. It describes the evaluation methodology that is employed and outlines the structure of the report that follows.

LACEEP is funded by research grants from the International Development Research Centre (IDRC) in Canada and from the Swedish International Development Cooperation Agency (SIDA). Current funding commitments from both donors extend until the end of 2011. The program is coordinated and administered by staff of the Tropical Agricultural Research and Higher Education Center (CATIE) based in Turrialba, Costa Rica.¹ In its program delivery efforts, the program is assisted by an Advisory Committee composed of four experts from the LAC region. A Scientific Committee is composed of senior LACEEP staff, assisted by four environmental economists who are residents of Canada, Sweden and the USA. Representatives of the two financial donor agencies also participate through the program's Donor Committee. The specific membership of each of these three committees, including current and former members during the first five years of the program's activities, is shown in Appendix 13. The program also makes extensive use of international experts (within and outside of the LAC countries) to review research proposals and reports, to instruct training courses and short courses, and in some cases, to serve as mentors or resource persons to funded researchers working on topics in the experts' field.

Although LACEEP has made a number of innovations in its specific structure and approach, LACEEP is quite similar to, and builds upon the model of two other regional environmental economics programs that were in operation prior to LACEEP's inauguration. These are: EEPSEA, the Economy and Environment Program for Southeast Asia, and SANDEE, the South Asian Network for Development and Environmental Economics. More recently, CEEPA, the Centre for Environmental Economics and Policy in Africa has also received donor funding to operate a similar network. A recent book by David Glover provides a description of all of these programs, and will provide interested readers with valuable context and illustrative examples to complement this evaluation report.²

¹ Centro Agronómico Tropical de Investigación y Enseñanza <http://www.catie.ac.cr>

² David Glover, 2010, *Valuing the Environment: Economics for a Sustainable Future*, Ottawa: International Development Research Centre. <http://www.idrc.ca/openbooks/479-6/>

At the center of the LACEEP program are the biannual research workshops that bring together grant applicants and grant holders to present their research questions and ideas in the form of research proposals and progress reports. These proposals and reports are presented and vetted with research advisors and with all of the participating researchers from across the region. For a participating researcher from the LAC region, the project cycle might start by attending a LACEEP-run training course, or by submitting a brief research prospectus aimed at securing a research grant. About 60 per cent of these applicants have been encouraged to develop their initial two-page research prospectus into a more comprehensive research proposal, complete with specific objectives, a research plan, proposed budget and bibliography. Usually some revision is required until this proposal is sufficiently complete to be sent to an external expert for review, and to be invited for presentation at a biannual workshop.

Research proposals are presented at the workshop in sessions that allow time for questions and group discussion by all participants. Presenters also receive individual feedback in a closed session with selected expert members of the Scientific Committee and the LACEEP program staff. By the close of the workshop, presenters are either awarded a research grant or are provided with direction about the changes that would be needed to qualify for such funding.

During the following twelve to eighteen months of research activity, each funded researcher will twice more participate in these biannual workshops. Each time they will present their research progress and findings and receive feedback on research challenges and next steps. Workshop participation is also designed to expose all participants to the proposals and results of a wider range of researchers. Participants attend plenary lectures, and are encouraged to participate in specialized training programs (“short courses”) that precede or follow the workshop itself.

As participants’ projects move through this project cycle, each successive workshop introduces them to new participants (applicants) who make up about one-third of the group (replacing those whose projects have been completed.) Thus, participation in a series of three consecutive workshops with 24-30 participating researchers will allow each participant to meet and to start to build professional connections with as many as 39-49 other environmental economists who are doing research on issues of environmental policy in the LAC region. [This number is in addition to the LACEEP program staff and members of the Advisory and Scientific Committees.] If participants do not all attend *consecutive* workshops, then the set of co-participants they meet will be even larger. Although the program guidelines would allow for an applicant to receive a second research grant for a new research proposal and to participate in a second series of three workshops, no applicant has yet been awarded more than one LACEEP research grant.

The LACEEP program budget provides research grants that are typically in the range of (US) \$10,000 to 15,000 per project. Sometimes these grants are much smaller, such as to launch exploratory work or to demonstrate the feasibility of research methods or data acquisition activities. LACEEP also funds the travel, accommodation, meals and other participation costs of all of the 25-30 participants invited to each workshop. In the case of stand-alone training courses, the program covers the cost of travel, accommodation, meals, tuition and some or all of the assigned reading materials. Workshops, short courses and training course have been held in a number of countries in the region (Appendix 3). Workshop locations are diversified to provide the participants with exposure to a range of host countries and to some of the intra-regional

similarities and differences in the practice of environmental economics research and policy. To date, every second biannual workshop and short-course and all of the training courses have been held in Costa Rica. This locational choice is based on cost and other considerations, such as proximity to the LACEEP Secretariat and the available facilities of the CATIE campus.

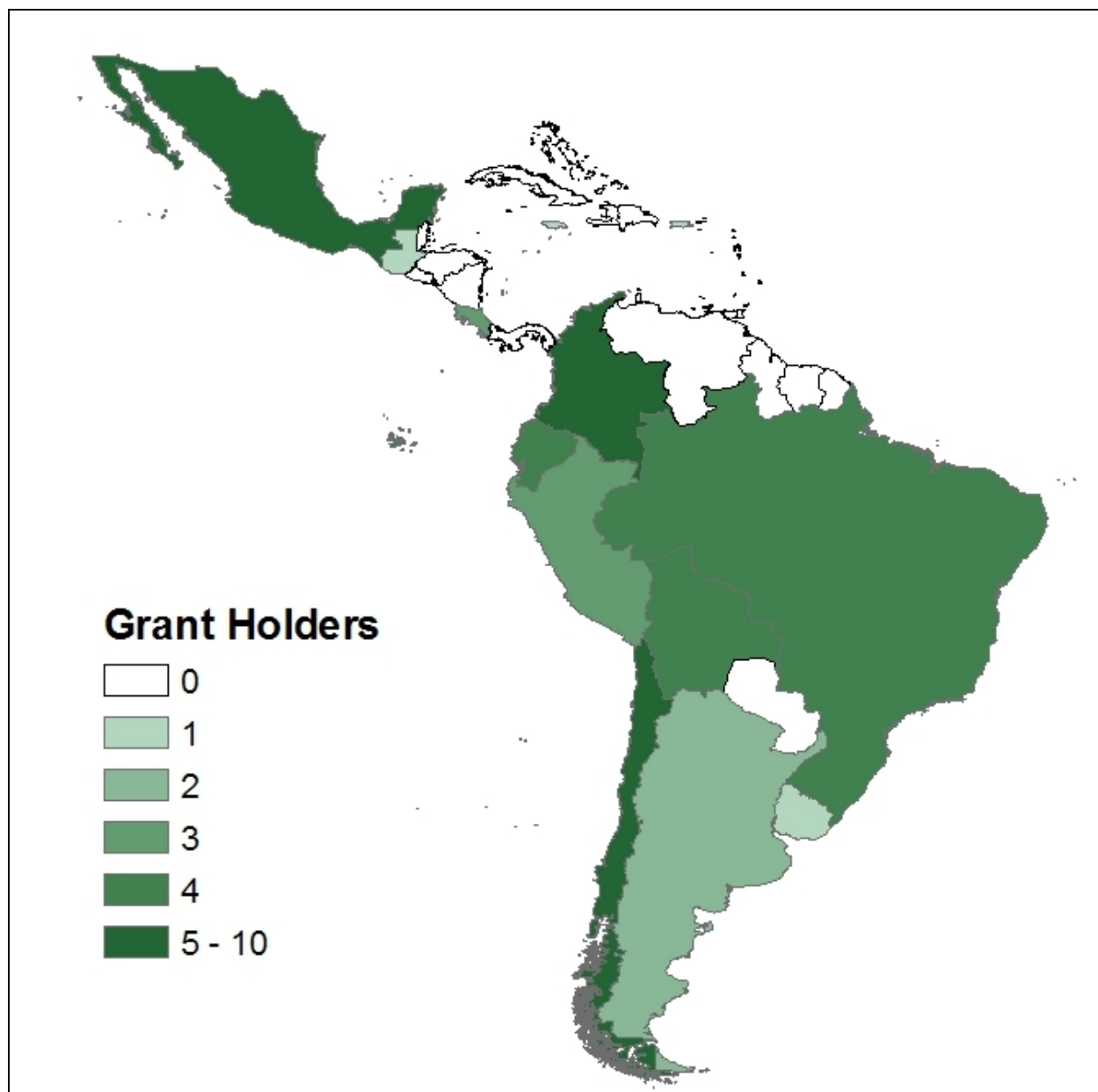
Although LACEEP's research workshops may form the center of program activity, capacity building is also promoted through a range of other activities such as mentorship and advice to those whose projects are not funded and to participants in training programs. LACEEP publishes and popularizes the results of these research efforts, and serves as a network and clearing house for information about environmental economics research and policy. LACEEP has provided funding for some selected researchers to travel to and participate in short courses and specialized training activities in other countries, where the training was expected to add significant value to the research program under way. In some cases, LACEEP researchers are enrolled in research-based masters or doctoral degree programs (such as in LAC countries, the USA or Europe). These researchers' participation in the LACEEP project cycle and the receipt of associated funding allow these researchers to undertake field-based degree research in their home countries. In some cases, this choice of a local, policy-related, thesis research topic would not otherwise be feasible due to costs of home-country data collection and travel, for example.

The program has been operated with a small staff that has grown over the course of the first five years. Initially the program was administered by a Program Director and Program Officer, working on a fractional or part-time basis, with other limited administrative or in-kind support from the host institution, CATIE. With the full support of donor agencies, this staff has increased as the program workload has grown, now to include two Deputy Program Directors, also working on a fractional or part-time basis. All of these staff are nationals of the LAC region.

Under a recent reorganization of the Program Secretariat, the founding Program Director, Francisco Alpízar has become a Deputy Program Director, along with newly appointed Deputy Program Director, Jorge Higinio Maldonado. The former Deputy Program Director, Juan Robalino, has been appointed Program Director. Since all of these staff work on a fractional or part-time basis, a system of rotational appointments among these three, or potentially involving a fourth researcher, has been proposed to provide continuity in program leadership without unduly burdening any single member of the team.

As shown in Appendix 11, each of the two main donors has committed funds in two separate funding phases. In total, the donors have committed approximately US\$ 3.3 million to the LACEEP program for the 6.5 year period from June 1, 2005 through December 31, 2011. In practice, donor commitments are made in each donor's national currency, and the realized value of these contributions will vary with current exchange rates over the time interval when funds are advanced and spent. In 2010, the annual level of program spending is about US\$ 600,000 per year. Advanced funds are held in segregated accounts for which an annual financial report is made to each donor. The program's finances and procedures were the subject of an internal audit by CATIE in 2007, and are open to external audit by the donor agencies under the terms of their contribution agreements.

Figure 1: Distribution of LACEEP projects by country origin of grant holder, 2005 to June 2010



In the first five years of operation, the LACEEP program has held nine biannual workshops, offered eight short courses and three training courses, awarding 50 research grants in the process. Figure 1 shows the geographical dispersion of research grants awarded according to the nationality of the researcher. Countries with relatively more of the researchers include Mexico, Chile, Colombia, Brazil, Bolivia and Ecuador. Many Central American and Caribbean countries do not have any funded researchers participating in the first nine rounds of research awards.

In a few cases, researchers have undertaken research on environmental problems in the LAC region that focus on countries other than their own country of origin. In other cases, they have proposed research on an environmental issue based on its prevalence in more than one country, as reported in Table 1.

Table 1: Distribution of LACEEP projects by country and sector studied, June 2005 to June 2010

| <i>Distribution of project topics by country</i> | | | <i>Distribution of project topics by sector^a</i> | | |
|--|---------------|----------------------------|---|---------------|----------------------------|
| <i>Country</i> | <i>Number</i> | <i>Percentage of total</i> | <i>Sector</i> | <i>Number</i> | <i>Percentage of total</i> |
| Argentina | 1 | 2 | Green | 12 | 24 |
| Bolivia | 4 | 8 | Blue | 18 | 36 |
| Brazil | 4 | 8 | Brown | 9 | 18 |
| Chile | 7 | 14 | Land | 6 | 12 |
| Colombia | 8.5 | 17 | Other | 5 | 10 |
| Costa Rica | 3 | 6 | | | |
| Ecuador | 5.5 | 11 | | | |
| Guatemala | 2 | 4 | | | |
| Jamaica | 1 | 2 | | | |
| Mexico | 8 | 16 | | | |
| Peru | 4 | 8 | | | |
| Puerto Rico | 1 | 2 | | | |
| Uruguay | 1 | 2 | | | |
| | | | | | |
| Total | 50 | 100 | | 50 | 100 |

^a “Green” = forests and biodiversity, “Blue” = marine and freshwater issues, “Brown” = pollution

Source: Compiled from data provided by the LACEEP Secretariat

Table 1 provides descriptive data about the location of the environmental policy questions being examined in these 50 projects. Colombia, Mexico, Chile and Ecuador are each the subjects of more than 10% of the approved projects so far, whereas numerous countries are the subject of zero or one research project. This relative weighting reflects the existing strength of interest in environmental economics in these four countries, and the relative numbers of junior researchers who have received academic training in this topic. Table 1 also classifies funded projects according to the nature of the issues under study, showing, for example, that research into (i) marine and freshwater issues makes up the largest topic area, followed by (ii) forestry, ecosystem and biodiversity topics, then (iii) pollution issues and other topics. Appendix 4 lists information about these 50 grant holders and their research topics.

This evaluation report was commissioned by the LACEEP Secretariat. This report is expected to inform current and prospective donor agencies about the effectiveness of the program during this initial five-year period, and about prospects for the program to have a valuable impact in the future. This evaluation is also intended for the use of LACEEP’s Advisory Committee and its Secretariat staff, assisting them in their ongoing work with the design and operation of program activities.

The Terms of Reference for this evaluation appear as Appendix 1. These Terms of Reference provide a structure and scope for the evaluation exercise and propose the methodology. The following sections of this evaluation report follow the specific sequence of evaluation issues enumerated on the second and third pages of these Terms of Reference. The prescribed evaluation methodology relies principally on a review of key documents, interviews with

program leaders and participants, and participation as observer at a biannual workshop.³ Appendix 6 provides a listing of some of the more important documents that were examined during the course of this exercise and Appendix 7 lists those projects that were selected for an in-depth review. Appendix 8 lists the names of those who participated in one-on-one interviews, conducted either face-to-face or, in a few cases, by telephone. Appendix 9 outlines the general content of those interview sessions.

The next section of this report, Section 2 examines the program's progress in meeting its objectives. Section 3 reviews the results and influence the program has had in the LAC region. Section 4 provides recommendations.

³ The evaluator attended the IX biannual workshop, held in April 2010 in Heredia, Costa Rica, as well as attending part of the short course held immediately afterwards at CATIE in Turrialba. The five-year period of activities under review is from June 2005 until June 2010. All references to the research process and program activities described in this report are intended to reflect their status as at June 30, 2010.

2. Achievement of objectives, and risk identification and management

The program's objectives are articulated rather succinctly in the original program funding proposal and appear in a recent version of a LACEEP promotional brochure, to read as follows.

The main objective of the program is to create research capacity in environmental economics (and related fields) among Latin American and Caribbean research and policy-making institutions (universities, nongovernmental organizations, government agencies, etc.).

LACEEP's ultimate goal is to improve the management of natural resources at all levels (government, nongovernmental and private organizations) as well as to contribute to a better understanding of the causes and effects of environmental degradation.

A central element of this statement is research capacity building, and there is an expression of intent to improve resource management and policy making, and to contribute to knowledge formation about environmental problems.

More formally, there are separate and distinct statements of objectives in the successive grant agreements with program donors. Specifically, there are program objectives given in the Memorandum of Grant Conditions (2005) developed by IDRC for the first phase of its program funding, and these objectives were amended in 2007 by the addition of specific new objectives. A new Memorandum of Grant Conditions (2009, covering the second phase of funding) presents objectives that closely resemble those first expressed in 2005. The two Agreements on Research Cooperation between SIDA and CATIE (2005, 2008) describe the program objectives in slightly different terms than those provided by IDRC. For example, there is a specific reference to placing a “... particular emphasis on the poorer countries in the region.”

When a program has multiple external donors, it is understandable that program documents executed with each donor will reflect or respond to the program mandates and targets of each donor, both at the inception of the program and as these mandates may be revised at various renewal stages. The challenge is to draft such program documents in a manner that the central elements of the program remain clear and at the forefront. For instance, it is common in the design, management and evaluation of programs like LACEEP to formalize one logical framework. Following the process of Results-Based Management, such a “log-frame” would express the intended causal linkages running from each of the program activities to the outputs that each is expected to produce; leading on to more general program outcomes—usually to be expressed as measurable changes in specific target variables—that contribute ultimately to stated program impacts on some target group or population. Such a log-frame can operationalize and give life to a textual statement of objectives by providing specific dimensions and inter-connections among program components.

The Terms of Reference for this evaluation make reference to assessing objectives as laid out in such a log-frame. In the case of LACEEP, there are (at least) two contrasting versions of these logical frameworks that have been used as part of results reporting to the donor agencies. The contrasting lists of intended program outcomes and impacts provide additional information about the objectives and ambitions of those charged with managing the program. However, as with the multiple statements of program objectives, it is not clear that either of these logical frameworks

should be treated as definitive, or that either should take precedence over the diverse objectives as expressed in donor agreements. (Appendix 2 provides additional detail about the donors' evolving expressions of program objectives and about these logical frameworks).

It is beyond the scope of this evaluation exercise to reconcile the diverse statements about program objectives that have been circulated. For the purposes of assessing program effectiveness, let us work from the more succinct statement of program objectives (that appears in the brochure and at the top of the previous page), as follows:

Primary program objective:

to create research capacity in environmental economics (and related fields) among Latin American and Caribbean research and policy-making institutions (universities, nongovernmental organizations, government agencies, etc.).

Secondary program objectives (as compiled and collated from the other program documents listed in this section and Appendix 2):

- i) to increase capacity of researchers in Latin America and the Caribbean to generate new knowledge on environmental and natural resource problems with particular emphasis on the poorer countries in the region
- ii) to increase capacity of researchers in Latin America and the Caribbean to analyze environmental problems with particular emphasis on the poorer countries in the region
- iii) to strengthen the capacity of teachers and policy makers to undertake the economic analysis of environmental problems and to suggest solutions to them
- iv) to improve resource management and environmental policy making
- v) to contribute to knowledge formation about the causes and effects of environmental problems and about better ways to address them.
- vi) to improve teaching of environmental economics at universities and research institutions
- vii) to facilitate and increase cooperation, collaboration and exchange of ideas among economists, other social and natural science researchers within the region, and between the region and the rest of the world
- viii) to increase the Latin-American presence and participation in international dialogue on relevant environmental economic research
- ix) to increase involvement of women and local resource persons in LACEEP activities
- x) to increase involvement of under-represented countries, such as through the targeted offering of a short course
- xi) to institutionalize LACEEP as an organization
- xii) to create a learning community on environmental economics, leveraged in key knowledge management institutions and decision-making training centers in Latin America and the Caribbean

- xiii) to increase the quality of rigorous (methodological and conceptual) research proposals, with a special focus on gender and geographical representation.
- xiv) to improve research practices and to provide more intensive mentoring
- xv) to disseminate knowledge, research findings and policy recommendations to researchers, decision makers and intermediaries, including distribution of a newsletter and the provision of web-based, user-friendly knowledge tools

However well intentioned, this list of fifteen secondary objectives is too long and insufficiently focused to provide guidance to program manager and advisors, especially in a resource constrained operating environment. Although these secondary objectives are not necessarily inconsistent with each other, and may provide a stable description of the challenges the program should address, this list may not provide sufficient assistance when it comes to setting specific priorities. Some of the multiple objectives suggest a focus on working with research institutions whereas others focus on individuals. Some of the objectives encourage building capacity among policy makers and teachers, whereas others focus on individual researchers. Some focus on the generation of new knowledge, whereas others encourage researchers to analyze existing problems. An emphasis on helping researchers in the poorer countries may be inconsistent with pursuing the very best current opportunities to undertake research that will create new knowledge and understanding.

2.1 Progress toward reaching objectives

It is abundantly clear that the LACEEP program has already made an important contribution to capacity building in the field of environmental and resource economics in the Latin American and Caribbean region. In its first five years of operations it has received more than 350 preliminary proposals for research grants. Although as many as 50 of these proposals are still in various stages of review, the program has awarded 50 research grants. By June 30, 2010, the program had conducted 9 biannual research and training workshops (with 8 associated short courses) as well as 3 training courses. Including participants who attended more than one event, the program has hosted about 150 registrants (as applicants and funded researchers, not including observers and committee members) at biannual research workshops and more than 70 at ten-day training courses.

The funded research projects are rigorous, evidence-based examinations of important environmental policy issues from countries across the region. For the more than 25 of these projects that are now complete, the results of most of them have been presented to peers at biannual workshops and at professional and policy conferences in their subject countries. The results of this research now appear in the LACEEP series of policy briefs. These briefs describe the research and its policy implications in non-technical language that is well suited to policy makers and to non-specialist audiences such as the general public. Many of these briefs are presented in two languages, English plus the main language of the subject country. After a technical editing process, completed research results also appear in the LACEEP series of working papers. These working papers present a complete technical description of the research problem, methods, data and findings, in a format suitable for peer review by other experts, including academic and government researchers. Some of these works have been accepted for

publication in peer-reviewed journals. See Appendix 5 for a list of policy briefs and working papers.

LACEEP has provided capacity building in some measure to all of those who have participated in its training activities and selection processes. That is, the benefits and effects of LACEEP participation extend beyond those participants who have been awarded research grants through this competitive process and beyond those who have attended training courses. Some of the less obvious dimensions of this capacity building process include:

- motivation and personal encouragement to pursue rigorous, evidence-based research in environmental economics;
- advice, feedback and mentoring about the applicant's current research proposal and suggestions about new, unexplored topics. These topics include those that are being studied in other countries and which have application in the applicant's home country;
- introductions to and professional interaction with other researchers from the region and with international experts (course instructors, Scientific Committee members, assigned mentors or tutors, and so on); and
- participation in an informal research network, with multi-directional information sharing and access to research resources among current and past participants. Through these researchers, this information can also travel to their professional colleagues and students at their home institutions.

There have been a number of key achievements in these first five years of program activity:

- The program has recruited a Secretariat staff and leadership team who are very well regarded by program participants and more broadly within the region. This group works well together and presents a very positive image of the program to collaborators and stakeholders. The program delivery model appears to be stable and sustainable provided that future financial support from donors can be secured.
- Although there has been some turnover of the membership of the Scientific and Advisory Committees through the first nine workshops, this group of subject experts has shown themselves to be effective mentors, tutors and advisors of the funded research projects. A number of them have also served as instructors for training courses and short courses. Their collective ability to provide credible, insightful and constructive suggestions and feedback plays a key role in identifying which projects to pursue and in advancing the structure and progress of those research projects. These advisors' contributions in working with and motivating individual researchers allow LACEEP to achieve far more than what could be done through the provision of research grants and short courses alone.
- LACEEP has created a growing network of researchers who are able to share information and resources among themselves, to motivate and encourage each other's work, and to advocate for the role of rigorous, evidence-based, policy research in the region. These network effects are not only internal to the group, but connect LACEEP participants with allied researchers and research opportunities in European and North American universities.

Assessment of the program's progress in reaching some of its objectives depends upon the relative emphasis expressed in a number of these objective statements that have been listed. For example, have efforts to create research capacity been effective at the level of research and policy-making *institutions*, as expressed in the objective, or alternatively, at the level of *individual researchers*? Where training is provided to students temporarily enrolled in regional universities, will the capacity that is created continue to benefit those institutions once the students have moved on to establish their careers? The answer is almost certainly, yes, if those are to be academic careers in the same set of universities and colleges, but not necessarily so if the students pursue other career paths, such as in independent research and consulting.

To expand upon this point further, it may be very effective for reaching some goals to emphasize work with the most promising researchers directly, rather than to work with research and policy-making institutions. However, if it is LACEEP's specific intent to develop capacity at the institutional level, then other program models exist that could be applied here. For example, the Open Society Institute offers an International Higher Education Support Program to support and guide higher education reform in South Eastern Europe and parts of Asia. Under their approach, individuals receive grants for training and research, and participate in regional workshops. Some funds are targeted at supporting the return of national scholars to the region if they are working abroad, and at supporting improved teaching effectiveness. However, eligibility is limited to those individual applicants whose institutions (academic departments) have first been selected for inclusion at the institutional level, based on approval of a departmental development plan that expresses how the participating institution will support these capacity building investments (<http://www.soros.org/initiatives/hesp/focus/afp>).

Some of the secondary objectives address the goal of working with teachers, researchers and policy makers, yet most of the program participants are promising early-career researchers. Some of them teach or may teach in future and others are currently involved in policy formation. If it is intended that the program will also work directly with teachers or policy makers who are not also promising researchers, then this objective has not yet been met to any significant degree.

With respect to the secondary and additional program objectives, at least one of these has not been met at all. The second amendment (dated August 6, 2007) to the IDRC Memorandum of Grant Conditions establishes as a new and additional objective: "(g) *To increase dissemination through distribution of the September 2007 newsletter.*" As of June 30, 2010, the program has not prepared any newsletter, whether for 2007 or any other year, but has renewed commitments to do so under its revised organizational structure of the program Secretariat. Through its work on communication and outreach strategies in 2008, the program staff has identified a number of distinct target audiences for program information. These include:

- Researchers in economics in LAC countries
- Students of economics in LAC countries
- Deans and professors of economics in LAC countries

(For all of the above, the target groups are likely to be found in economy-and-environment-related colleges, universities and graduate research institutes, including all of those individuals who would potentially engage with LACEEP and those who are former applicants or participants)

- Mass media and specialized international news agencies
- Students and professionals working in environmental economics who are resident outside the region, including nationals of LAC countries who might return to the region
- Donor agencies
- Governments of LAC countries
- Social organizations and non-governmental organizations, and
- The general public.

LACEEP must now decide how to use to greater effect, not only newsletters (hard copy or electronic), but all of the other available communication channels (the existing Internet website, <http://www.laceep.org>, plus email, social networking sites, webinars, web conferencing and so on) to reach these audiences.

2.2 Program's role and status in this field of activity

The LACEEP regional emphasis on capacity building in environmental economics makes the program unique in this field of activity. In its first five years of operation, the program has become increasingly well known, as evidenced by the receipt of more than 350 research proposals from individuals in more than 25 countries and territories in the region.

Other regional programs and institutions that perform roles that are similar or related to those of LACEEP include ALEAR, LACEA and ECLAC.

- ALEAR, is the Latin American and Caribbean Association of Environmental and Natural Resource Economists.

This is a professional association of environmental economists that has been very successful in hosting a number of regional congresses. The most recent of these was their 4th Congress held in March 2009 in Heredia, Costa Rica, in conjunction with LACEEP's 7th Biannual Workshop. So far, ALEAR does not have a permanent secretariat, staff or even a permanent, well-established Internet presence. Its ability to operate other than through the organization of conferences every two years has been very limited.

- LACEA, is the Latin American and Caribbean Economic Association.

This is a well-established professional association of economists that holds annual meetings in different regions of Latin America and which, since 2000, has published its own policy-focused journal, *Economía*. Currently, LACEA sponsors five capacity-building networks in various fields of economics that do not include environmental economics. These networks cover: (i) Inequality and Poverty, (ii) Political Economy, (iii) Trade, Integration and Growth in Latin America, (iv) Impact Evaluation, and (v) International Economics and Finance. Although research papers and presentations on environmental policy topics are welcomed at LACEA conferences and by their journal, environmental economics does not appear to have received much attention within LACEA. So far, LACEA has not provided a forum or network through which economists specializing in environmental research can interact with each other professionally. LACEEP staff have initiated discussions with LACEA to identify and pursue common interests and activities.

- ECLAC (CEPAL in Spanish), is the United Nations Economic Commission for Latin America and the Caribbean.

Headquartered in Santiago, Chile, it is one of the five regional commissions of the United Nations. It was founded with the purpose of contributing to the economic development of Latin America, coordinating associated actions and reinforcing economic ties among countries and with other nations of the world. The promotion of the region's social development was later included among its primary objectives. ECLAC offers some training activities in economic analysis and policy formation related to the environment, but these are more focused at participants from national governments in the region, and not necessarily to the larger research community.

These three regional organizations seem to offer opportunities for collaboration and cooperation with LACEEP, as already evidenced by LACEEP's involvement with a number of ALEAR conferences. None of these organizations seems to be in direct competition with LACEEP, nor does any seem to be in a position to perform LACEEP's role if that were to become necessary in future. The possibility that LACEA might be able to attract funding for a sixth capacity building network in the area of environmental economics cannot be ruled out, but if this were to occur, those activities would be starting from scratch, and might take some time to develop.

Other than these three regional programs, there are other programs and activities such as those run by the World Bank, the Inter-American Development Bank (e.g., the Regional Policy Dialogue), the Organization of American States and agencies of the United Nations that might contribute to policy-making or capacity building in environmental economics. Historically they have not been prominent in leading and supporting such research efforts in the region. A group called the Economic and Social Research Consortium (*Consortio de Investigación Económica y Social*, or CIES) is an umbrella organization of over 30 institutional members among Peruvian academic, research and governmental institutions and NGOs. CIES offers intensive short courses for professionals in the social sciences in Bolivia, Ecuador and Peru. The Conservation Strategy Fund, with offices in Brazil and Bolivia, offers a range of training programs using methods of environmental economics. The courses are offered with international market pricing, which in many cases is covered by the participants' employers or institutions.

Discussions with LACEEP workshop participants indicate that, in some countries, there are active national associations of economists or political economists that provide a basis for information and resource sharing in economics. In some countries there are non-governmental organizations and universities that help play this role. Individual researchers from other countries describe a sense of professional isolation from others pursuing similar research. Almost universally, participants in LACEEP events describe a sense of amazement, appreciation and gratitude at the resources, opportunities and professional affirmation they receive from participating. For some, the encouragement, endorsement and externally-recognized credibility they gain from, say, having their results published by LACEEP, opens doors for them in their home country and allows them to take the next steps in their research careers more easily.

2.3 Evolution of program objectives or their interpretation, and adaptations to changing contexts, opportunities and constraints

One of the instances where the interpretation of program objectives is important is in its influence on which applicants get selected to participate in LACEEP activities. The LACEEP program has, to date, focused its research grants on promising junior researchers, based largely on their individual ability or potential to carry out their proposed research. From the perspective of research creation, this is a “supply driven” approach that relies directly upon the number and quality of research proposals received in each biannual competition. Under this approach, there may be only a limited ability, such as through targeting the delivery of training activities, to influence the choice of countries being assisted by these grants.

This section highlights four instances where applicant selection is closely linked to expression and interpretation of program objectives. These aspects include the applicants’ background preparation, their language skills, their use of specific economic methodologies, and their emphasis on policy issues. Each is discussed in turn.

As part of this selection process, there may be a tension between (i) LACEEP’s efforts to increase research capacity—such as by working with researchers who have basic training and high research potential—and (ii) LACEEP’s efforts to achieve significant research outcomes and to influence policy—such as by working with researchers who already have high levels of training, including former LACEEP grant holders. It would appear that, so far, some balance has been struck between the two extremes. Within the same workshop or training sessions, some participants have undergraduate training from a local university and are proposing field research at a national or regional university toward their master’s degree. Their co-participants may have already earned a masters degree at a European or US university where they are completing a PhD. It is not clear, under the current program objectives, to what extent either type of applicant should be favored. It is also not clear whether the mix of candidates taken so far reflects a conscious and considered decision on the part of the Advisory and Scientific Committees and the Secretariat staff about how much relative emphasis to place on these competing program objectives to serve the program best.

Another dimension of this issue has to do with the English language skills of workshop applicants who are seeking grants. Under existing practice, researchers must write their detailed research proposal in English and present it (and respond to oral questions) in English as part of a workshop session. Countries served by the LACEEP program use Spanish, Portuguese, French, Dutch and numerous other languages in addition to English, although Spanish is by far the most widely used. This English language requirement may be having an important influence on who participates in the program, and on whether the program objectives are being met.

The use of English as the common language of LACEEP proceedings provides convenience to non-Spanish speakers, including participants and Scientific Committee members. English is argued to be an important language for communication of research findings to international audiences in the field of environmental economics. All the same, there are translation and editorial services by which the final written research results of any project could be communicated to an international audience, in English, when appropriate. Survey data

summarized in Appendix 10 show that, on average, workshop participants agree or strongly agree that presenting their work in English was not a significant obstacle to them. Within these data are numerous respondents who felt language was a significant obstacle. More importantly, these data exclude those who were not invited to the workshop, such as those who were discouraged from applying or who were unable to present their written proposals with sufficient clarity in English.

Verbal proficiency in English among residents of LAC countries may be influenced by educational policies, national cultures, income levels, social strata and numerous other influences that are unrelated to individual researcher training and preparation in environmental economics. The decision to use English as the sole language of workshops and of the majority of short courses and training courses is one that deserves reconsideration in the context of program objectives.

A third area where the program objectives bear on applicant selection is in the interplay of environmental economics and ecological economics. Whereas environmental economics figures prominently in the program's objectives, ecological economics is a distinct sub-discipline that incorporates more diverse methodologies and perspectives. For those researchers who seek a grant to pursue research in the field of ecological economics, there may be a dissonance or disconnect with their proposed approach and the approaches, methods and expertise historically offered by LACEEP. This might be characterized as an issue of program scope, where the questions to be answered are: (i) whether research in ecological economics is within the intended scope of the LACEEP program, and if so, (ii) whether sufficient resources and advisory capacities can be added to support the use of ecological economics in training events and workshops.

The fourth instance where the interpretation of program objectives bears on applicant selection has to do with the relative emphasis to be placed on the expected policy influence of LACEEP research. While all LACEEP research projects are expected to have a connection to environmental policy, the relative emphasis placed on this criterion can vary widely across projects. For many researchers who undertake rigorous, evidence-based research of environmental issues, an important audience will be peer reviewed outlets, such as journals and conference presentations. The scrutiny provided by these outlets gives their results credibility and status in the field, and may be a pre-requisite to having influence on policy.

Across countries in the LAC region, there is a wide range of relations between empirical researchers and policy makers. In some countries, policy makers are not receptive to policy proposals that are supported by highly analytical research with which they are not familiar. In some cases, this apparent divide can be closed through better communication, more effective writing, and through activities designed to train policy makers themselves to understand and to appraise the research results. In other cases, the prevailing political or social environment might make such steps very difficult.

If policy influence is to receive greater emphasis within the LACEEP program, this could imply greater attention to activities beyond research alone that could help policy uptake. See, for example, the training programs for policy makers that have been offered by the EEPSEA

program in Southeast Asia. At the same time, increased influence on policy uptake might suggest some forms of targeting research to those issues and countries where there is an expressed need (by policy makers) for policy research, and away from those issues or countries who are expected to remain intransigent toward certain types of policy reforms. Since such a system of “top down” research prioritization would represent a substantial change in practice for LACEEP, one might ask whether it is supported and intended by the current or evolving program objectives.

These four issues (applicants’ background preparation, their language skills, their use of specific economic methodologies, and their emphasis on policy issues) illustrate the importance of clear program objectives to the day-to-day direction and prioritization of program activities. The current expressions of program objectives may not be providing enough clarity to guide decision making *ex ante*, or to evaluate specific achievements *ex post*.

Similarly, the two versions of a program logical framework that are described in Appendix 2 are not fully consistent with each other or with the written program objectives. For example the logical framework presented in Appendix 2 (Table 3) does not address in any specific way such issues as improving the teaching of economics or the selective targeting or poorer countries.

2.4 Risk identification and mitigation

The program Secretariat has had a process for identifying program risks, and some of these are apparent in its interactions with the Advisory, Scientific and Donor Committees. The program of risk identification and mitigation does not seem to be as formalized as it would be if there were a regular reporting of results using Results Based Management and a logical framework. Each version of a logical framework (provided in a results-based report) is intended to be accompanied by an identification of risks in the program’s operating environment and by a discussion of strategies to mitigate them. For instance, the funding proposal (December 2007, revised July 2008) to SIDA seeking support for the second phase of program activities features a discussion of risks and risk mitigation in the context of that proposal’s logical framework analysis.

Various staffing and budgetary amendments, such as adding a Deputy Program Director, have been motivated by a desire to reduce risks. For example, this new position would support the retention or encouragement of a greater percentage of those applications that showed research promise but which were not acceptable on the basis of the first submission. This could reduce the risk of not being able to serve some countries or of having too few acceptable applications.

The greatest current risks that have been identified in discussions with program staff are the continuity of adequate financial support from public and private donors, and the program’s continuing reliance on a small number of key individuals in staff and advisory roles. The issue of donor funding has been discussed by staff and committees continually since the program’s inception, and is the target of ongoing activities. The risk of undue reliance on specific staff members was a motivation for the creation of a group of Deputy Program Directors with a plan to rotate the Program Director’s role among them periodically.

2.5 Localizing capacity building, and devoting more resources to developing capacity in Central American and Andean countries

An important question in relation to any program that is largely funded by foreign donors is whether program is run by those foreign donors or whether it is run and directed using local expertise. For a regional program, related questions concern the spatial pattern of program participation within the region, and whether the program is influencing the locational choices of program participants. These issues are explored next.

2.5.1 Localizing capacity building

From the preparation of its first funding application, LACEEP has been created and led by Latin Americans who are aware of and motivated by the challenges and opportunities the region presents. Although the program design and operation have been highly influenced by similar programs in Asia and Africa, the program uses local expertise to oversee and guide its diverse activities.

The program staff and current membership of the Advisory Committee are all nationals of countries in the region, as are many of the tutors, mentors and some of the instructors used to teach training activities. In some cases, former grant recipients have been asked to serve as formal or informal mentors for junior researchers initiating new projects. The program relies on written external reviews of finalized project proposals from subject-matter experts, and a considerable number of these are nationals of the region, in some cases currently employed at US or European academic institutions.

The program, to a considerable degree, continues to use foreign experts to serve as members of the Scientific Committee and to instruct various training courses. By all accounts, the program has been very well served by both the regional and international advisors it has appointed to these roles, and these individuals are highly regarded by program participants. The evidence from evaluations prepared by workshop and training course participants (Appendix 10) rates these individuals as “good,” “very good” or “excellent,” and open-ended written responses offer additional praise.

For many participants, one of the strengths of a program like LACEEP is the opportunity it provides them to interact professionally with foreign experts, including those who have played important roles in developing the literature and methodologies being used here. These interactions, including receiving positive affirmation of the researchers’ ideas, approaches and results, and facilitating further introductions to the international research community, have been very beneficial to junior researchers accustomed to working only within their national context.

For these reasons, it may not be beneficial to localize entirely these advisor roles. Some turnover of the Scientific Committee is to be expected and encouraged, and it can be challenging to find new nominees who are willing to pre-commit the time and energy required over several project cycles. Among the criteria for selecting among replacements who have the subject-matter expertise will be some degree of engagement with the international research community. Almost certainly, some individuals with these credentials are located in the LAC countries, but anecdotal

evidence suggests that it is very difficult to recruit them to these roles and to secure their prior commitment to participate over a series of years. The regional pool of such candidates is relatively small and one should expect also to look abroad to fill such positions.

This evaluation will recommend that the program advisors reconsider the practice of holding all workshop session in English. Specifically, to enable the participation of excluded applicants, the prospect of offering some sessions or (workshop program) tracks entirely in Spanish should be considered. If this recommendation is adopted then this will necessitate either the adoption of simultaneous translation or the appointment of some Spanish-speaking advisors. These advisors should be chosen on the basis of merit, and might come from within the region or be drawn from European, US or international universities, provided they also have these language skills.

2.5.2 Devoting more resources to Central American and Andean countries

An expressed intention of one of the program donors, IDRC, is to devote more resources to developing capacity in Central American and Andean countries, the poorest member countries of LACEEP. Consider each of these sub-regions in turn.

Figure 2 provides information on the nationality of applicants for research grants, including all of the applicants for first nine workshops and some (but not all) of those applications that were received for Workshop X held in September 2010. Excluding Mexico from the definition of “Central America” for this targeting of resources, there were 34 applications received, broken down by country of origin as follows:

| | | | |
|-------------|----|---------------|-----------|
| Belize | 1 | Honduras | 6 |
| Costa Rica | 13 | Nicaragua | 4 |
| El Salvador | 1 | <u>Panama</u> | <u>1</u> |
| Guatemala | 8 | <i>Total</i> | <i>34</i> |

Of the 34 applications received, only 28 had been adjudicated by the end of Workshop IX. As indicated in Table 1 earlier, Guatemala and Costa Rica are the only Central American countries (excluding Mexico from this definition) whose environment is the subject of a LACEEP research grant. In the case of Guatemala, there are two research grants, and one of these studies is undertaken by a national of Chile. In the case Costa Rica, there are three research grants. In addition, a Costa Rican researcher has been awarded a grant to undertake research based in Colombia and Ecuador. Whether measured by nationality of the researcher or by the county of study, this gives five research grants, so far, to Central American countries in the first nine rounds of grant competitions. [This number could increase if some of the remaining 23 applications were to be revised and reconsidered in a future round.] As an overall acceptance rate, 18% (5/28) of the Central American applications have been funded, compared to a rate of 15% (50/325) overall.

There have been three training courses (see Appendix 3) that provide another opportunity for residents of Central America to participate with LACEEP. As shown in Table 2, applicants from Central America make up about 7% of the applicants for such opportunities and 8% of the actual participants. The overall success rate (attendees/applicants) of all attendees for the three training courses was 36%, whereas the rate for these countries was (6/14) 43%. Without having assessed

Figure 2: Numbers of applicants in each round by country, with emphasis on Central America and five Andean countries (Bolivia, Columbia, Ecuador, Peru and Venezuela)

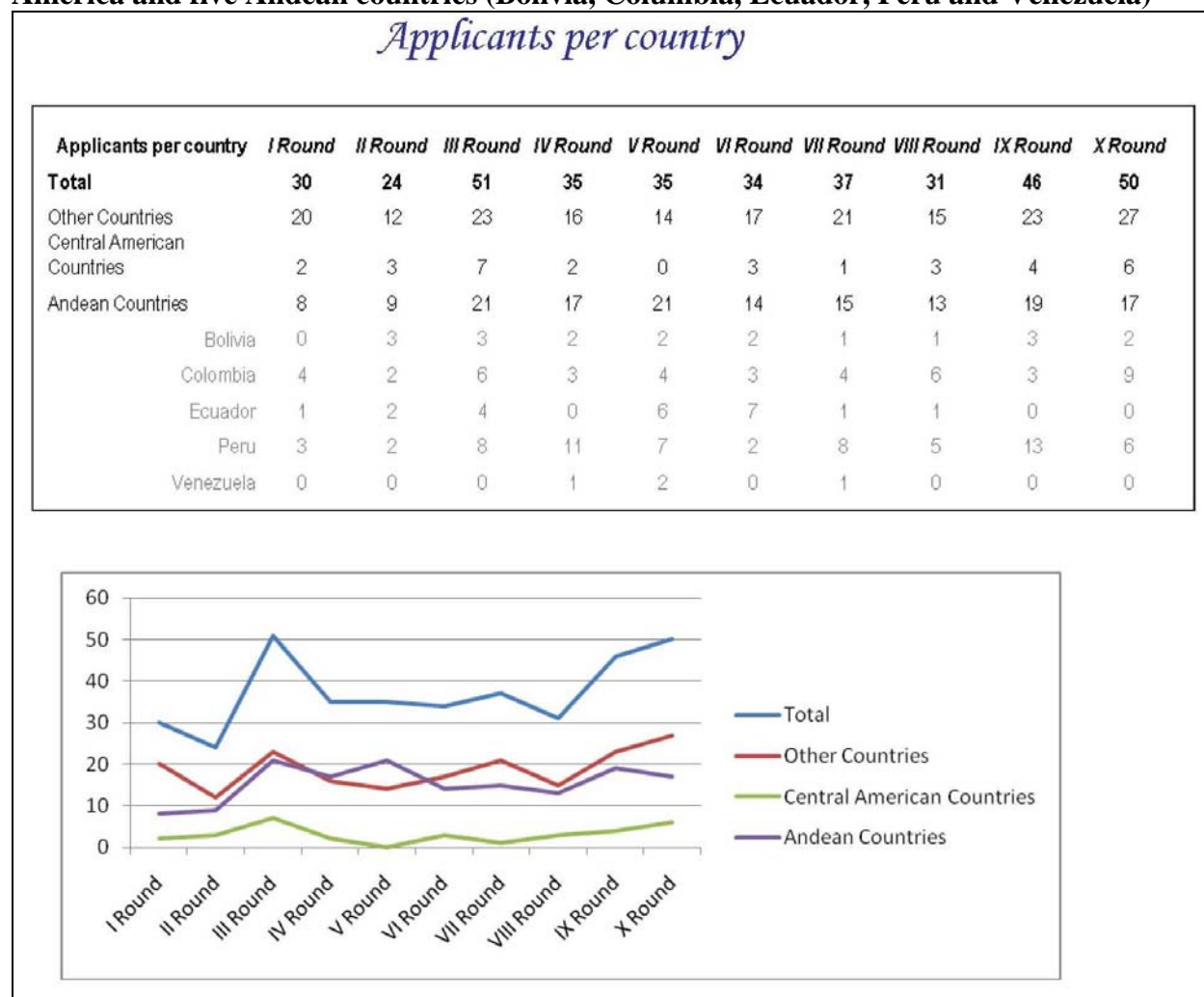


Table 2: Central American applications and attendance at LACEEP training courses

| Training Course | Jan. 2008 | July 2008 | July 2009 | Total |
|--|-----------|-----------|-----------|------------|
| Number of Central American applicants ^a | 6 | 5 | 3 | 14 |
| Total number of applicants | 57 | 78 | 61 | 196 |
| Percentage | 11% | 6% | 5% | 7% |
| | | | | |
| Number of Central Americans invited | 3 | 3 | 1 | 7 |
| Total number invited to attend | 25 | 26 | 25 | 76 |
| Percentage | 12% | 12% | 4% | 9% |
| | | | | |
| Number of Central American attending | 2 | 3 | 1 | 6 |
| Total number attending | 22 | 26 | 23 | 71 |
| Percentage | 9% | 12% | 4% | 8% |

^a Central America is defined here and in Figure 2 to exclude Mexico.

Table 3: Andean country applications and research awards in first nine rounds

| Andean Country ^a | Number of research awards | Percentage of all awards offered | Number of award applications | Percentage of successful applications |
|-----------------------------|---------------------------|----------------------------------|------------------------------|---------------------------------------|
| Bolivia | 4 | 8% | 17 | 24% |
| Colombia | 8.5 | 17% | 35 | 24% |
| Ecuador | 5.5 | 11% | 22 | 25% |
| Peru | 4 | 8% | 59 | 7% |
| Venezuela | 0 | 0 | 4 | 0 |
| | | | | |
| Five Andean Countries | 22 | 44% | 137 | 16% |
| | | | | |
| All LACEEP countries | 50 | 100% | 325 | 15% |

^a Andean countries are defined here to include Bolivia, Colombia, Ecuador, Peru and Venezuela.

the quality of Central American applications, and without other specific evidence of extra encouragement for Central Americans to apply to attend these training opportunities, it is not clear from the record how effective has been any targeting and special attempts to favor Central Americans in providing access to the training courses. The 2008 Annual Report to donors does address a low application rate from Central America and expresses the need to increase the program's presence there. Following the Workshop IX in April 2010, an initiative was launched by the LACEEP Secretariat to offer a training course at a Central American location other than Costa Rica (site of the first three), which would preferentially be aimed at Central American candidates. The results of that initiative—a proposed 2011 course in Guatemala—fall outside the time period for the current evaluation.

Another look at Figure 2 reveals information about the nationality of applicants for research grants who come from the Andean countries. Various definitions of the “Andean sub-region” include as few as four countries (Bolivia, Colombia, Ecuador and Peru) to as many as seven countries (add Argentina, Chile, and Venezuela). For the purposes of Table 2 and the present discussion, five Andean countries are included: Bolivia, Colombia, Ecuador, Peru and Venezuela). From this set of five countries, 137 grant applications were received in time to be considered for the first nine workshops, and a further 17 were received in time for the tenth workshop. The country-by-country breakdown is shown in Figure 2.

Of the first 137 applications received, Table 1 provides some information about success in receiving research awards, subject to the limitation that Table 1 assigns research awards to countries on the basis of the subject of the research and the application data added here are based on the nationality of the researcher. As shown in Table 3, these five Andean countries made about 42% (137/325) of the award applications in the first nine rounds and received about 44% of the research grants. These countries overall success rate was about 15%, not much different as group, from the LACEEP average of 15%. Within the group, some countries such as Bolivia, Colombia and Ecuador did relatively well, less so for the other countries. No awards have been

Table 4: Andean Country applications and attendance at LACEEP training courses

| Training Course | Jan. 2008 | July 2008 | July 2009 | Total |
|--|------------------|------------------|------------------|--------------|
| Number of Andean country applicants ^a | 32 | 40 | 29 | 101 |
| Total number of applicants | 57 | 78 | 61 | 196 |
| Percentage | 56% | 51% | 48% | 52% |
| Number of Andean country invitees | 16 | 14 | 10 | 40 |
| Total number invited to attend | 25 | 26 | 25 | 76 |
| Percentage | 64% | 54% | 40% | 53% |
| Number of Andean country attendees | 15 | 14 | 10 | 39 |
| Total number attending | 22 | 26 | 23 | 71 |
| Percentage | 68% | 54% | 43% | 55% |

^a As used here, Andean countries include Bolivia, Colombia, Ecuador, Peru and Venezuela.

given for research involving Venezuela. These rates of success could increase if some of the remaining applications were to be revised and reconsidered in a future round.

Residents of Andean countries were able to apply to participate in the three LACEEP training courses (see Appendix 3). As shown in Table 4, applicants from five Andean countries make up about 52% of the applicants for such opportunities and 55% of the actual participants. The overall success rate (attendees/applicants) of all attendees for the three training courses was 36%, whereas the rate for these five Andean countries was (39/101) 39%.

These data suggest that the five Andean countries have received about 44% of the research grants and occupied 55% of the seats in the three training courses, with success rates for participating that are similar to and slightly above those for the program overall. Venezuela stands out as a regional country (under an expanded definition of the Andean Region) for which no applicant has been successful in gaining a research grant.

With respect to Central America (excluding Mexico), these countries have received about 10% of the research grants and occupied only about 8% of seats in the three training courses. Success rates for participants from these countries are somewhat higher than average for research grants (18% versus 15%), and considerably higher than average (43% versus 33%) to participate in the training courses. Applicants from a number of Central American countries (Belize, El Salvador, Honduras, Nicaragua and Panama) have not received any research grants.⁴

The decision to award grants to researchers from these countries is highly conditioned on the receipt of promising research proposals which, with the addition of careful coaching and research mentoring, are likely to produce valid and relevant research results. Among the strategies used by the EEPSEA program is to offer a form of smaller, starter grants to researchers in under-

⁴ As indicated in Table 1, Jamaica is the only Caribbean country to be the subject of an approved research grant.

represented countries from which there has been low success in generating strong research proposals. This strategy is tied to offering training courses that are targeted at residents of those countries, and that provide support for proposal writing. By offering an opportunity to undertake a research project that may be shorter, less ambitious in scope and less risky in methodology, it may be possible for LACEEP to develop fundable proposals from researchers in under-served countries.

2.5.3 Grant holders' locational choices for study and work

One of the questions that has been asked of the LACEEP program is whether it has had an effect on LACEEP grant holders, specifically on whether the program has had an effect on their locational choices and whether or not the program has encouraged them to return to the region.

Appendix 4 presents an array of data about the 50 research grants awarded prior to Workshop X. It shows each researcher's name, nationality, research topic, and the status of the research project at June 30, 2010. This table also shows in which country the researcher studied or is studying, and where the researcher currently lives. Since no specific attempt was made to confirm or update the current residence details for each researcher in 2010, this information is drawn from program files as of early 2010, and may have changed since then. All the same, it illustrates some broad patterns about grantees' locational choices.

Of the 50 researchers funded, thirteen are actively studying in a country other than their native country, 30 reside in their native countries,⁵ and seven have changed country of residence away from their native countries (at least for now—including those doing post-doctoral research and teaching).

Of the thirteen grantees currently studying in a country other than their country of origin, these countries are the USA (seven grantees), the United Kingdom and Germany (two each) and the Netherlands and Spain (one each). In some cases, these studies are supported by the LACEEP research grant, and in other cases, these studies are subsequent to completion of the funded research.

Of the 30 grantees who now reside in their native countries, 20 of them studied towards one or more graduate degrees in another country before returning. These countries are the USA (twelve grantees), Chile (four), Spain (two) and France, the Netherlands, and the UK (one each).⁶

Of the seven grantees who have changed country of residence, three have moved within the LAC region, in each case remaining in the country where they studied most recently. In two cases, this country is Chile, Mexico in the other case. Of the four grantees who no longer reside in the LAC region, two continue to reside in Spain and one in the USA, in each case this being the country where they studied most recently. The fourth grantee studied in Sweden and now resides in Germany.

⁵ These 31 grantees include one grantee who has since passed away in his native country.

⁶ Since one of the 20 returnees studied in two other countries, 21 countries are listed.

No causality has been established here between LACEEP participation and these patterns of residency and migration. It is not clear what the rates of regional emigration might have been without these grantees' participation in the program, and whether, on balance, participation may have created more opportunities to stay or to leave. Overall, four of the 50 grantees are no longer resident in the LAC region, although they might return in future. At least one of these four has an active research project in the LAC region.

3. Results and influence

3.1 Outputs and their quality

The scholarly output of researchers who have been funded by LACEEP will sometimes be presented orally to researchers and policy makers attending conferences and workshops, although it will most often be manifest in written reports and publications. Some of these written works may take the form of working papers or policy briefs intended for wide circulation, often via the Internet. Other publications will appear as peer-reviewed journal articles, both in general economics journals and in those that specifically focus on fields such environmental, resource and fisheries economics. The following sections describe some of the research works from LACEEP grant holders.

3.1.1 Quantitative information on LACEEP publications

All of the LACEEP grant holders are expected to present, in detail, their final research results to LACEEP in a written project report suitable for wide dissemination. After the first five years of program activity, 25 of the 50 funded projects have finished their active research stage. (See Appendix 4 for details.) As shown in Appendix 5, and as accessible from the LACEEP website (www.laceep.org), there are nine completed working papers, and a further twelve under active editing and review. Since only two of these 19 have been written in Spanish, with the rest in English, the majority are not written in the author's first language. These papers benefit from technical editing, arranged by the LACEEP Secretariat, prior to public release.

In addition to technical reports or working papers, there is a series of LACEEP policy briefs, each of which describes and highlights the policy-related findings of a funded research project. This information is presented in a non-technical manner, intended to make it accessible to a wide audience of policy makers and the public at large. As shown in Appendix 5, seventeen such policy briefs had been released by June 2010, with all of them appearing in the English language.

As part of this evaluation, no specific study was conducted of the completion times, completion rates, or estimated readership for publications in these two publication series. It was evident from conversations and interviews that there is considerable emphasis placed on circulating these written research works widely once published. It is not clear whether additional resources and efforts would be needed to speed up this publication process and to ensure that new research results continue to be conveyed to a wide audience in a timely fashion.

In addition to working papers and policy briefs, the other publications from LACEEP are not intended for the public at large, but fulfill communication needs internally and with donors. For example, there is a detailed procedure manual. It guides Secretariat staff at each stage of the twice-annual cycle of grant applications and workshops. There are some internal reports describing communications needs and strategies. There is a series of annual technical and financial reports provided to external donors, which highlight annual activities and accomplishments.

The program has not yet published any compilation or synthesis reports that bring together work conducted by more than one funded project, nor do these reports figure highly in current work plans. The opportunity to disseminate such higher-level program outputs will increase as the program matures and develops a larger base of project results upon which to draw. For example, Table 1 categorizes the set of funded projects into such research areas as: forests and biodiversity, marine and freshwater issues, pollution, and so on. Alternatively, one might group funded projects and their findings geographically, or according to their use of specific empirical techniques or methodologies. Summaries and syntheses of LACEEP research might be especially informative for other researchers and for policy makers in situations where these research methods may not have been widely applied historically, or where they show promise for further application to policy issues.

3.1.2 Quantitative information on external publications

For many researchers, the next step in their research process is to offer their research for publication in a peer-reviewed journal, either within the LAC region or internationally. This will typically involve re-writing the work so that the language and technical level of the exposition best suit the intended journal audience. Relative to a project report or working paper, authors will have to shorten considerably the length of this written work. These preparatory steps plus the lengthy delays associated with one or more review cycles by a given journal, imply that the publication of research results in these journals will occur with considerable expected delay from when the research work itself is first completed.

For many junior researchers, these steps and stages of the research dissemination process will represent new and uncharted territory. This is an area where the advice offered by the Scientific and Advisory Committee members can be especially valuable, not only in terms of generating encouragement to submit one's work for peer review, but in recommending possible journals and in providing advice on how to address the initial feedback received from editors and referees. Such topics can be covered as part of the short-courses and training courses, as was done in the short course held in March, 2007. For those who attended later workshops, consideration should be given by the Secretariat to creating an Internet archive of related resource materials and presentations.

The acceptance of these works for publication in these outlets does give a relatively clear positive signal about the discipline's evaluation and acceptance of the funded research, and about the contributions this research may be making to established knowledge in the field. With the passage of time, the importance and impact of work published in many international journals can readily be assessed or compared through the use of impact factors, and through the pattern of subsequent citations of these works. Whereas these publications are increasingly important for the career advancement of academic researchers in most countries of the LAC region, there are still some countries and/or some academic institutions, where it appears that these publications are not (yet) a necessarily expected or highly valued step in a researcher's career progress. Given the time and expense involved (many journals charge fees at the review or publication stage), it is expected that not all regional researchers will see sufficient value to pursue external publication of their project results. One of the contributions that a program like LACEEP is

making in the region is to encourage the practice and experience of publishing these research results formally.

Appendix 12 contains an alphabetical listing by author of external publications by funded grant holders after the completion of their funded research. The works on this list involve considerably more co-authors and research groups than are observed with the initial working papers themselves. The list may also represent publication of subsequent research work that may not be directly related to the funded research. In some cases, the follow-on work may benefit from the use of similar (new) techniques and methodologies or benefit from other logical or causal connections from the LACEEP grants. These direct and indirect connections in each researcher's work have not been explored as part of this evaluation. Despite the continuous efforts of the LACEEP Secretariat to acknowledge and document the research successes of its participants, the list in Appendix 12 is almost certainly not complete, missing some researchers' works.

With the passage of time, it is likely that the program will be in a better position to collect and to report on other quantitative dimensions of the research being published by researchers it has funded. For example, there may be information on the number of times various papers and brief have been downloaded from the program's website or requested in hard copy. There may be information on the impact factors of various journals in which works are appearing, and there may be details on the number and types of citations of LACEEP-funded work in the published work of other researchers. While some of these data are already starting to appear, it is too early in the research and publication cycle of these 25 projects for any meaningful bibliometric summaries or analyses to be prepared now.

3.1.3 Qualitative information

Table 5 provides brief summaries of five completed research projects funded by LACEEP and selected randomly for individual review as part of this evaluation exercise. There are a number of features common to these five projects, which are also observed with most or all of the other researchers and research projects canvassed less thoroughly. As evident from Table 5, these features include the following.

1. Each of these projects analyzes an environmental issue or problem empirically with recent statistical data, in most cases collected directly by the researchers (and their enumerators trained during the project).
2. In each case, the research is motivated by the illustration of an environmental problem that is, or should be, of interest to citizens and policy makers.
3. The data are analyzed rigorously using current econometric and statistical techniques, with careful reference to prior applications of these techniques elsewhere in the economics literature. Many of these techniques and approaches are themselves quite new. These studies not only address the underlying resource management problem but illustrate applications of these numerical methods that can benefit other practitioners.
4. The value of these results for policy reform is highlighted for the reader.

Table 5: Selected examples of LACEEP-funded research

Valuation of Large Dam Developments for Hydropower Generation in the Chilean Patagonia (Claudia Aravena Novielli; Working Paper #16, Policy Brief #14)

This research addresses the issue of the relative emphasis Chile should place on the use of non-conventional renewable energy sources such as wind power, solar power, tidal energy, biomass and geothermal. The conventional alternatives in a country with growing energy consumption would likely be new, large-scale hydroelectric generation and various forms of thermal generation based on fossil-fuel sources. To address this issue, the author designed and conducted a survey, yielding over 650 responses. Stated preference methods were employed to estimate individual's willingness to pay for electricity generated by one of these non-conventional sources compared to either large-scale hydro or fossil fuels. The results show that Chileans are prepared to pay a premium for electricity generated from these new sources, especially if such sources forestall the development of new hydro dams in environmentally sensitive regions. Since Chile has not had much experience with the promotion and use of these alternative energy sources, these results can inform debates about energy policy and electric system planning.

Environmental Policy, Fuel Prices and the Switch to Natural Gas in Santiago, Chile (Jessica Coria; Working Paper #1, Policy Brief #1)

This project explores the history of urban air quality improvements in Santiago during the interval 1995 through 2005. The author analyzes data from installations operating over 5,000 industrial boilers and ovens that contributed to airborne emissions of particulate matter. There were dramatic improvements in urban air quality but, prior to this project, it was unclear how to attribute these among a number of motivating forces and factors. During this period, there was a new supply of lower-cost natural gas fuel in the city, the introduction of a tradable emissions permit system for emitters, and an innovative program to curtail some emitters during episodes of poor air quality. Statistical analysis based on a hazard model was used to show the relative role of each of these forces in causing firms to switch fuels, thereby lowering airborne emissions. The results indicate that the lower fuel price had the principal effect, and that the regulatory programs were not influential. Even though other countries have had considerable success with tradable permit systems, here they seem to have suffered from implementation problems, such as a lack of resources for monitoring and enforcement and issuing too many emission permits. These empirical results show how well these firms responded to price signals as incentives, and provide important guidance for other cities in the region who are tackling urban air quality issues.

The Role of Economic Instruments for Environmental Management: Water Charges in the Paraíba do Sul River Basin, Brazil (José Gustavo Féres; Working Paper #2, Policy Brief #2)

Water managers in this region of Brazil implemented volumetric water use charges in 2003. This research explores some of the water-use adjustments to this policy within the industrial and agricultural sectors. The author used a survey of about 450 industrial water users to examine

.../continues

Table 5: Selected examples of LACEEP-funded research (continued)

firms' decisions to invest in systems for water re-use and recycling, and further, to examine how those systems affected the firms' water quantity adjustments to the level of water fees. This analysis employed a switching regression model of the firms' decision to install new equipment, then to estimate the water demands. The results quantify the relative importance of the water use charges and the firm's cost of capital in influencing new conservation investments. Each of these prices could be a target of policies to encourage greater conservation. With respect to agriculture, the research findings, based on data from 129 municipalities that grow rice, establish the importance of the relative security of water supplies to irrigators (i.e., reduced supply variability). Both parts of the analysis provide important evidence for those charged with implementing the water charges elsewhere in the country or region.

Estimating the Marginal Contribution of Sport Fishing Sites to the Tourism Industry in the Chilean Patagonia (Daisy Núñez Parrado; Working Paper #12, Policy Brief #10)

This examination of regional sport fishing behaviors and practices was designed to learn more about the values placed on specific attributes of this fishing experience by national and international recreationalists. Working from nearly 450 survey responses that the author collected, econometric analysis was undertaken on revealed preference data that allowed comparison of attributes of the fishing experience, importantly including characteristics of the fish population biology as expressed in fishers' catches. Results show specific differences in the types of fishing sites preferred by national versus international participants, and in these fishers' expenditure patterns on services and lodging. Estimates of willingness to pay for diverse fishing experiences can be used to shape resource management and policy, including site protection and development.

Valuation of Attributes of Tourism in the Galapagos Islands, Ecuador: A Discrete Choice Experiment (César Viteri Mejía; Working Paper and Policy Brief in preparation)

Tourism in the Galapagos Islands has grown and is presenting threats to this environment from expanding tourism pressure, growing pressure for ancillary development and population growth, and increased risk of introducing invasive species. Policy makers may be interested in schemes to control the number of tourists, the duration of their visits and other aspects of the manner in which tourism is conducted. Tourists to the Galapagos Islands were surveyed using a contingent choice format. The survey generated about 250 observations describing relative preferences over the duration of a tourist trip, the type of trip, the efforts taken to reduce threats to the environment (invasive species) and trip cost. Econometric methods for stated choice analysis were used to estimate willingness to pay by tourists for these aspects of tourist opportunities in the islands. The results show that there is considerable latitude to provide tourists with an economic incentive to participate in forms of tourism that potentially have smaller environmental impact. These methods and results may have relevance for other regional tourist sites facing growing environmental pressures from destination-based tourist development.

5. These studies provide opportunities for extension and follow-on research that could explore secondary research hypotheses or change the geographical scope of the initial work.
6. The documentation of the research through the project reports and working papers demonstrates a level of scholarship and attention to detail that would be expected by reviewers of the work for international academic journals. As shown in Appendix 12, some of these results have already been published in peer-reviewed journals.

3.2 Influence and sustainability of outcomes

3.2.1 Dissemination of research findings

The primary vehicles for communicating the results of LACEEP-funded research are the Working Papers and Policy Briefs described above. Secondary methods include peer-reviewed publications (in journals), conference presentations, books (or book chapters), monographs and other forms of project reports (especially common among public agencies and non-governmental organizations). The distribution of any of these can be promoted and facilitated using the Internet and other electronic communications.

Steps to improve the effectiveness of the program at promoting the dissemination, communication, and utilization of research findings could include any or all of the following:

- Allocating greater resources or efforts to accelerating the process of editing and preparing Working Papers and Policy Briefs, in one or more languages, following the presentation of a final project report by the researcher.
- Pursuing more aggressively the program's communication plans and strategies, developed in 2008, with a commensurate allocation of resources, so that the diverse users of information about LACEEP activities and results (described on page 11) can receive timely information from the program.
- Using to greater effect such communications as regular newsletters (hard copy or electronic), along with other available electronic communication channels. These electronic communications start with the effective use of the existing Internet website, www.laceep.org, perhaps enhanced with RSS feeds to alert regular users to new updates. Other ways to target the release of new information and results could include email lists, social networking sites, webinars, web conferencing and so on, ideally directed to identifiable and measurable audiences.

Especially at the working paper and journal article stage, the economics profession has created a small number of large and increasingly well known Internet archives of research publications. See, for instance, *IDEAS* [<http://ideas.repec.org/>] and *EconPapers*, which seem to have merged recently [<http://econpapers.repec.org/>]. Although LACEEP already appears as a research institution linked to *IDEAS* [see <http://edirc.repec.org/data/laceecr.html>], this linkage could be used to greater effect through *RePEc*.

The following information is taken from the *RePEc* website.

Research Papers in Economics is a collaborative effort of hundreds of volunteers in 72 countries to enhance the dissemination of research in economics. The heart of the project is a decentralized database of working papers, journal articles and software components. All *RePEc* material is freely available. You may add your own materials to *RePEc* through a department or institutional archive -- all institutions are welcome to join and to contribute their materials by establishing and maintaining their own *RePEc* archive. [Instructions are given at: <http://ideas.repec.org/stepbystep.html>.] With such an archive, your institution's publications will be listed on *RePEc* and its various services, like the web-based bibliographic databases, alerting email lists, citation analysis, and services for authors.

Of course, some of LACEEP's researchers are already linked (as individuals) to the *RePEc* archive, but not necessarily in an organized fashion that links any of their work to LACEEP. If LACEEP wished to promote itself as having a network of linked researchers, then one strategy (in addition to entering the LACEEP working Papers and Policy Briefs in the *RePEc* archive) is for LACEEP to encourage all of its (currently and formerly) funded individual researchers to register with *RePEc*. When registering, these researchers should list LACEEP as one of their personal research affiliations. Individuals can nominate LACEEP as a research affiliate much in the same way they might list their current employer or the university in which they are enrolled. Each researcher can have multiple affiliations. Apparently LACEEP cannot do this linkage for the individuals, each must do it individually. The intended effect is that all such affiliated LACEEP researchers and much of their current and subsequent research then becomes linked and visible to any user of the *IDEAS* website who searches for LACEEP as an institution.⁷ At a glance, users can see not only the initial Working Paper and Policy Brief prepared for LACEEP, but could also see other citations, such as when a version of this work is published in a book or journal.

Whereas the Internet may be making it easier to disseminate new research findings to the global economics research community, there remains a considerable challenge in disseminating results effectively to policy makers, to civil society groups and to the public at large. In most cases, this will require communication of messages that are easily understood by non-specialist audiences. Some forms of email, newsletters and other bulletins might be used to target these audiences. In some instances, the local, national and regional press or media outlets might be an appropriate vehicle to share new policy-related findings about environmental issues.

3.2.2 Building or strengthening capacities of researchers and research users

In addition to generating new research findings, an important influence of the program is to build or strengthen the capacities of researchers and to a lesser extent the capacities of those

⁷ Such an exercise was recently started with EEPSEA, but few individual researchers have affiliated so far. See: <http://ideas.repec.org/d/eepeesg.html>. CEEPA has listed some of its earlier working papers at the *IDEAS* website, but does not have links to affiliated researchers. SANDEE lists neither its working papers nor its affiliates at *IDEAS*.

researchers' organizations, of other research users, and of institutions. These aspects of program achievement are reviewed next.

3.2.2.1 Capacity building for researchers: the project cycle

In the relatively short period of time since its inception, the LACEEP program has presented a consistent program of biannual research workshops (see pages 1 and 2 above). These are accompanied by considerable behind-the-scenes activity by the Program Secretariat and its network of selected reviewers, mentors and advisors. Thus, even while one set of researchers is in final preparations to travel to one of the two annual workshops, the preliminary proposals for the subsequent round have already been solicited and are under active review.

Research grants are targeted to those researchers who demonstrate that they have a clear research plan to address a substantive environmental policy problem. A key approval criterion is that, by the time of the workshop presentation, the proponent is ready and able to undertake the proposed work. As shown in Figure 3, the overall acceptance rate has been about 15% of those who submit preliminary proposals, and a much higher percentage (50%) of those who are selected to present those proposals at a given workshop. Accordingly, the full set of researchers who participate in the research application process, including the receipt of feedback, suggestions and encouragement on their applications is considerably larger than the final number of grantees. When considering capacity building for researchers, there is a much larger community of participants than only those who are awarded grants. As well, some of those who do not receive grants at a specific workshop are successful in later rounds, and thus may have multiple interactions with research reviews and with workshop participation.

Appendix 10 provides summaries of the evaluation scores that were assigned by all workshop participants at each of Workshops II through IX. All participants at these workshops were invited to respond to a series of written evaluation questions, confidentially, at the close of each workshop. According to the instructions on the questionnaire, a score of 3 reflects "Good" and a score of 5 reflects "Excellent."

The mean scores for all questions for all workshops fall between 4.0 and 5.0. For Workshops II through IV, there was a rating of interactions between researchers and named, individual advisors, where some mean scores for specific advisors were as low as 3.0 (Good). For later workshops, the data were collected in a fashion that did not identify the specific advisor, and mean scores across all advisors were above 4.0, reaching 5.0 for a number of questions.

Participants' mean scores (4.75) for overall satisfaction with the biannual research workshops range from 4.50 to 4.92 across the eight workshops evaluated. This indicates a very positive reaction by the participants to the combination of plenary sessions, small group presentations and one-on-one activities that make up each workshop. An even higher score is consistently awarded (4.95 average) for the helpfulness and efficiency of program staff, and this is borne out by numerous individual interviews. The researchers are reliant on staff for logistical support, financial arrangements, for assistance in preparing and participating effectively, and so on, and their nearly universal view is that these roles were performed tremendously well.

Other notable high scores were recorded for the closed session with the Scientific Committee members (4.77)—an innovation introduced at Workshop VIII—and for the comments received from the assigned resource persons (4.60). For Workshops II through V, there was a practice of having plenary talks by invited economics researchers, including many from outside LACEEP and on average these were not as well regarded (4.10) as other aspects of the workshop sessions. Since Workshop V, plenary talks have been given by those grantees who are presenting the final results of their funded projects. These presentations are not individually evaluated in the revised questionnaire.

Some of the informal comments expressed by participants in Workshop IX included a sense that their time on site was not used as well as it could be. There seemed to be considerable “down time,” while other presenters were having one-on-one follow-up meetings with members of the Scientific Committee. Similarly, time set aside for one-on-one meetings with Secretariat staff delayed the start of the short course that was offered after the workshop. Some suggestions here include altering the schedule so that all researchers see four presentations in a morning, for example. After the first presentation, the presenter and some Scientific Committee members can leave for a one-on-one follow-up meeting, and the second presentation could begin immediately. One cost of not using the workshop time effectively is that it increases the total time that participants are expected to be away from home for the combination of travel, workshop and short course. For some individuals, the short course has to be missed, since this time is too long.

One of the potential values of workshop presentations like these, at least for some junior researchers, is the experience of giving and receiving academic criticisms and questions. Casual observation revealed low rates of participation and engagement during small-group sessions among the set of non-presenters, with considerably more focus and intensity among the presenter and the Scientific Committee members. There appears to be a role for each session chair to play in creating an environment that encourages greater engagement and participation by all present. One suggestion is to create additional roles for other participants to be the session chair, the rapporteur, or to provide a short oral critique—practices followed with varying degrees of success at other networks such as SANDEE and EEPSEA.

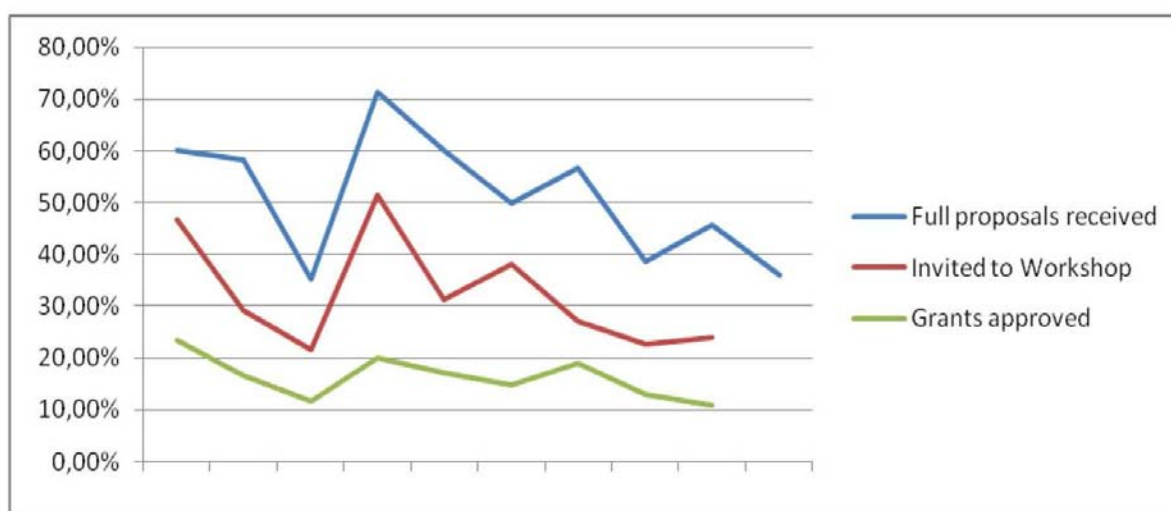
Another suggestion is to create a line of workshop activity parallel to the research presentations, such as in the area of report writing, grant preparation or writing for the media. Following an initial plenary session on this topic, individuals would be given a personal written assignment to be prepared during the workshop based on the content of specific group sessions they will attend, putting into practice the skills and ideas covered in the initial session. An instructor, likely from among the LACEEP Secretariat, could coordinate the session and provide brief written feedback.

Another observation from the IX Workshop was that some researchers did not feel certain about what the next steps should or would be following their chance to meet with members of the Scientific Committee. The researchers knew they would have one more time to meet individually with the LACEEP staff. However, these researchers were not sure whether or not they were meant to be making specific preparations or revisions prior to that meeting, or what might be expected of them when they met.

Figure 3: Numbers of applicants in each round, and as a percentage of preliminary proposals, shown at each stage of the project selection process: Preliminary proposals, Invitation to send a full proposal, Receipt of full proposal, Invitation to attend biannual research workshop and Approval of research grants.

Selection process

| Selection process | I Round | II Round | III Round | IV Round | V Round | VI Round | VII Round | VIII Round | IX Round | X Round |
|-------------------------------|---------|----------|-----------|----------|---------|----------|-----------|------------|----------|-----------------------------|
| Preliminary proposals | 30 | 24 | 51 | 35 | 35 | 34 | 37 | 31 | 46 | 50 |
| Invited to send full proposal | 18 | 19 | 28 | 24 | 27 | 20 | 22 | 17 | 27 | 23 |
| Full proposals received | 18 | 14 | 18 | 25 | 21 | 17 | 21 | 12 | 21 | 18 |
| Invited to Workshop | 14 | 7 | 11 | 18 | 11 | 13 | 10 | 7 | 11 | To be defined Ecuador 09/10 |
| Grants approved | 7 | 4 | 6 | 7 | 6 | 5 | 7 | 4 | 5 | |



Source: LACEEP Secretariat

Evaluation questionnaires completed at the close of the workshops provide an opportunity to give open-ended written comments. Some indications of the participants' positive reactions to the workshop experience include these.

- Muy muy importante programa. Glad to participate, have been given much to consider.
- The workshop enhanced my possibilities of meeting with other researchers doing similar work. This meant a breakthrough in how to build on my thesis. I am completely satisfied and I am completely optimistic about the results.
- I am very proud to be part of the LACEEP family. Thanks for all to you, Francisco, Juan and Lizette. I really hope to continue in the future

- Overall, I think the format was excellent, and especially the last session with the assigned Scientific Committee member. I really didn't expect it to be so useful, but we actually discussed in detail the next steps, and how to amend the proposal. Additionally the organization was really good and the support of LACEEP members: nice family!
- This workshop provides the opportunity to interact and receive comments from a group of professional, successful and friendly research persons. Additionally, the interaction with fellow Latin American and Caribbean researchers was also very interesting.
- Congratulations, you have been the greatest academic influence in the past two years for good.
- This is extremely important work. Our region truly needs support like this.

3.2.2.2 Capacity building for researchers: training courses

There are two main types of training courses that have been offered by LACEEP: short courses that are offered in conjunction with the biannual research workshops, and training courses that are convened separately. The participants in the short courses are typically that subset of workshop researchers who are able and willing to stay the additional days. The participants in the training courses are selected through an application process. Their selection appears to be based on suitability of the applicant for the proposed training, the likelihood of the applicant developing a research proposal, and other regional or national training targets for the program. For example, donor funding was offered in one instance to allow LACEEP to offer a training course targeted at residents of under-represented countries. The topics, dates and other attributes of these training courses are detailed in Appendix 3.

The general approach to the training courses appears to involve recruiting one or more dynamic environmental economists who have expressed an interest in applying this work in developing countries. These economists are invited to prepare a syllabus that connects their own skills and research interests with those of the participants. Topics have ranged from those that are fairly mainstream or classical in economics, such as aspects of welfare economics, to more recent and specialized work, such as in computational or experimental economics. In a few instances, the courses have taught specific research skills related to writing or to policy analysis and communication. Courses typically allow time for hands-on exercises by individuals or groups.

A pedagogical challenge in presenting these courses is the wide range in background preparation and English-language skills of participants, and the wide variation in their personal research interests. Instructors are challenged to make the content of their courses accessible for those with relatively little preparation in this topic, then to move toward the research frontiers for the benefit of those who might already be specializing in this area.

Not surprisingly, given these challenges, the participants' overall evaluation of the short courses is lower (4.51 out of 5) than for the research workshops to which they are attached (4.75 out of 5). The range of scores for individual lectures during the short courses is from about 3.7 to 4.8, (good to very good) with an overall mean of 4.21. (See Appendix 10 for details.) In general, the

participants rated various attributes of the instructors to be above 4.6 out of 5, rating the instructors more highly than the subject matter, in most cases.

The evaluation scores for the longer training courses are slightly higher, averaging 4.68 out of 5 for overall satisfaction with the courses. Lectures were rated at 4.41 out of 5, with a range from 3.9 to 4.9, and most participants agreed the training was useful to them (4.02 out of 5).

Here is a selection of comments written by participants from both types of courses.

- The course was theoretical. I guess I would prefer to learn methodologies. It had a game component that was interesting, but methodologies would have been better.
- First of all thank you for supplying such tools which were in most cases unknown to us. I consider the policy issue deserves more attention, since it is the issue that most do not know. A specialized course in environmental policy design would be great for the development of projects.
- I am very, very satisfied with the course. The quality of the professor was incredible. I feel very motivated to keep in research, but now I am more aware of the level of difficulty and the bunch of things that we have to take into account.
- Thank you a lot!! And congratulations, this was the best short course that I ever have had, I am very pleased to meet LACEEP's work team, all of them are very, very nice persons. I wish LACEEP keeps this quality level.
- I appreciate the opportunity to participate in such excellent training. I congratulate you on your organization and coordination. All very successful.

By June of 2010, LACEEP had delivered eight short courses and three training courses—with more held since then. The courses have attracted a diverse range of instructors and facilitators, with little repetition of instructors or topics. The courses are generally well received and well regarded by the participants, and do contribute to capacity building in the field of environmental economics. Even so, it is not clear if there might be a core curriculum or syllabus around which the program should be designed to have the largest effect. Similarly, might there be a core constituency of types of researchers for whom these training opportunities would have highest value? Has it become evident that typical applicants would benefit from better preparation with specific empirical techniques or methodologies, for example, and if so, could this course offering be repeated from time to time? If many researchers participate in multiple short courses but not multiple training courses, then perhaps the planned repetition of topics in training courses would be advantageous if key concepts are their focus.

The program's Advisory Committee and senior staff should consider how LACEEP's use of short courses and training courses could be used to greater strategic advantage. This might involve selecting topics, course locations and participants who are most likely to advance the overall program objectives, including greater targeting of poorer countries.

Return for a moment to the issue of LACEEP's principal objectives. If improving the teaching of economics in LAC countries also continues to be an important program objective, then this goal could be advanced by the strategic use of new forms of training activities. These might be

designed for, or targeted at groups other than the funded researchers, such as university-level teachers of the subject. EEPSEA has had some success in preparing and delivering a syllabus in instructional methods for university teachers of environmental economics in Vietnam, for example.

3.2.2.3 Capacity building for research users

There is a range of experiences across the LAC region of policy researchers communicating with, cooperating with, and collaborating with policy makers and policy users. In some countries, these groups have been working closely together, whereas in other countries, there is mistrust combined with a poor history of working together. Across this spectrum of experiences, the increasing sophistication of analytical methods in environmental economics increases the challenge of communicating effectively about research results and about research opportunities. Policy users do not need to be able to replicate research results themselves, but they need to have a clear sense of the strengths, weaknesses and limitations of any new research that addresses environmental policy reform. In many cases, these policy makers and policy users will find it very difficult to be rational and critical consumers of new or proposed research efforts without some additional capacity building.

Part of this communication gap might be closed by offering specific kinds of training to members of the research community, such as specific training in policy analysis and in communication about policy options. The rest of the apparent gap might only be closed by working with policy users directly. For example, EEPSEA has provided a training module for judges in Thailand whose caseload includes environmental valuations. These jurists' decisions are increasingly reliant on non-market valuation studies entered as evidence by the aggrieved parties. A greater capacity on the part of the courts to use this new information effectively can affect not only those specific cases, but can increase the willingness of governments and policy makers to insist that their own analyses be prepared using such approaches.

Other than the current LACEEP practice of preparing Policy Briefs, or summaries of the policy-relevant aspects of each completed research project, LACEEP has not focused on this form of capacity building. Options to do so might include the design of specific training efforts for policy users, and finding ways to invite some of them to participate in special sessions or customized portions of the workshops and training courses that are offered on an ongoing basis. This is an area where there might be a need for the preparation of specialized training materials for this non-specialist audience, with some delivery through on-line or web-based methods.

3.2.3 Contributions to influencing policy

The concept of policy influence through research has a number of dimensions. Quoting Carden,⁸ these include:

⁸ Fred Carden, 2009, *Knowledge to Policy: Making the Most of Development Research*, Ottawa: International Development Research Centre. <http://www.idrc.ca/openbooks/417-8/>

Expanding policy capacities: Research can support the development of innovative ideas and the skills to communicate them, and develop new talent for doing issues-based research and analysis. In other words, research can improve the institutional framework surrounding policymaking.

Broadening policy horizons: Research can introduce new ideas to the policy agenda, ensure that knowledge is provided to decision makers in a form they can use, and nourish dialogues among researchers and decision makers. To put it another way, research can improve the intellectual framework surrounding policymaking.

Affecting policy regimes: Finally, research can sometimes influence public policy in a direct way: findings can modify the development of laws, regulations, programmes, or structures. In actual fact, such a process is rare and normally circuitous, and only in a few instances can change be attributed, visibly and directly, to the inspiration of research alone.

In relation to broadening policy capacities, and the emphasis on building ideas, skills and talents, this is where LACEEP's training efforts and funded research come into play. It is clear from the qualitative discussion of LACEEP's research outputs (Section 3.1.3) that a key feature of the funded research projects is a clearly identified policy issue to which the research is directed. One effect of LACEEP's work with funded researchers is to encourage them to find ways to address these policy issues with a direct reference to data and evidence, using the most appropriate empirical methods for this task. Training in communication methods and research report writing (as in Short Course III) also contributes directly to this effort.

In relation to broadening policy horizons, this is an area where the LACEEP training activities have also contributed. Through their participation in training courses and short courses, researchers travel back to their home countries and institutions with new information about such topics as payments for environmental services and the economics of adaptation to climate change, including exposure to examples of how these topics have been addressed by researchers and policy makers in other jurisdictions.

Having an effect on policy regimes is an area where it is likely to take some time for examples of specific influence to be presented and documented. There is a wide range in the capacity of governments and policy regimes across LAC countries to receive and to use effectively various forms of policy advice. Policy research can inform public debate and environmental management even in countries where it might not be appreciated by one specific set of elected decision makers. There is evidence that, as individuals, some LACEEP grantees are now in positions to advise policy makers on important environmental issues. For example, one of the researchers from Ecuador had to shorten the planned duration of his participation at the Workshop IX, since he was involved in advising a cabinet minister in his country on an approach to secure international financing for a protected area where valuable hydrocarbon deposits are located. It is hard to establish directly whether and how this researcher's funded project on land use in Ecuador, and his participation in specific workshops and training courses will influence his capacity to provide this advice. It seems highly likely that these investments in the researcher's human capital would have some role in the way this policy issue is considered or resolved in his country.

The annual reports to donors prepared by the LACEEP Secretariat are illustrated with stories and vignettes that attempt to show how participation in LACEEP has influenced specific researchers, and in turn, how they are influencing their home countries. Many have undertaken the funded research as part of their master's degree or doctoral studies, and now are moving on to academic and policy related position in the region. For example, one researcher's first professional position is with the World Wildlife Fund in Mexico, where he assumed responsibility for that agency's public policy design for Mexico's Marine Program.

3.2.4 Technology development, adoption, or adaptation

One of the tasks proposed for this evaluation is to assess the influence of LACEEP on technology development, adoption or adaptation. If LACEEP were a research program in the physical sciences, then one measure of research impact might be a record of new patents, trademarks and commercialized inventions that follow from the program's efforts. While it should be clear that technology development is not a directly funded activity within the LACEEP research portfolio, the state of technology and the choice of technologies is an active topic of study in a number of funded research projects. For example, LACEEP researchers have examined the choice of fuels and its effect on urban air quality, and the choice of electricity generation alternatives and its effect on the environment. Topics ranging from biofuels to organic agriculture and the use of water recycling equipment, all address the decisions made by firms and individuals over which technologies to develop, adopt or adapt, and the alternative ways that policy makers might influence those choices.

Since so much of the LACEEP research addresses issues at the intersection of alternative technologies, policy and the environment, the results of this research will inform debates and decision making in these areas. This will be so whether or not these results are specifically and identifiably incorporated in any one government's policies.

3.2.5 Changes in relationships

Much of what LACEEP has been able to achieve in its first five years is due to the ability of its staff and Advisory Committee members to construct and sustain productive and supportive relationships with researchers, with scientific experts, reviewers and mentors (including previous and current members of the Scientific Committee), with donors, with the host institution, CATIE, and with numerous other parties. This section examines the current and future state of some of these key relationships and their effect on LACEEP's continued success.

Among the views expressed by participants interviewed for this evaluation (see Appendix 8), was that the creation of a regional network of researchers active in environmental and resource economics was one of LACEEP's largest achievements to date. Although network creation does not stand at the top of LACEEP's list of program goals and objectives, this accomplishment is highly valued in the region. This is so because there have not previously been well established connections among researchers and research institutions working in this field. Although other groups such as ALEAR and LACEA have helped to create connections and flows of information

among these researchers, LACEEP seems to have greater reach and a greater ability to engage with researchers and to provide a means for them to engage with each other.

There has been some turnover in the membership of the Scientific and Advisory Committees, and among the set of persons serving as reviewers and mentors. This turnover is to be expected given the time demands associated with these roles. It should also be encouraged when there is an opportunity to include new views, expertise and insights, provided that there is sufficient continuity in the overall research advice and “institutional memory.” Persons who have formerly served on these committees may be willing to continue to play a reduced role as a reviewer, mentor or instructor of a short course or training course. A number of current committee members have spoken positively about their own involvement with the program and interactions with the research participants and secretariat staff. It is not clear which formal or informal methods might be used by the program to collect feedback that could ensure that these relationships remain positive and continue to meet the personal and professional objectives of these participants.

A key issue in the program’s relationship with donors is the decision by the Swedish International Development Cooperation Agency to change its regional program funding priorities away from some programs based in the LAC region (including LACEEP), with effect from 2012 after the current contribution period is over. The multiyear lead time on this change might allow some opportunities for the program to develop new sources of funds and to cultivate new donors. It might allow for an orderly, non-disruptive transition if those funds are, in fact, forthcoming.

It is worth noting that LACEEP enjoys a special relationship with CATIE, the host institution for the program, as described in the opening sections of this report. No doubt, much of LACEEP’s current success derives from the support and flexibility that CATIE staff has shown in trying respond to the evolving needs of the new and growing LACEEP program. CATIE is also home to the Environment for Development Centre for Central America and the CATIE graduate program on Governance and Socio-economics of Environmental Goods and Services. These programs and activities keep CATIE and its staff in contact with researchers in the LAC region and around the world, with numerous spillover benefits to the operation of LACEEP itself.

There may be opportunities to strengthen existing relationships and the work of this network of funded researchers, such as by establishing a presence in other economics research events and fora in the region. For example, at other professional meetings of economists, LACEEP might help coordinate or organize special sessions or themes on environmental economics, or might encourage individual research presentations by current and former grant holders. In this way, a critical mass of environmental economics work can be added to an otherwise non-specialist event, encouraging more specialists and non-specialists alike to participate than might otherwise do so. While this has already happened to some degree with two congresses hosted by ALEAR, other similar opportunities should be sought out.

There may be opportunities to develop new types of research relationships in future, such as by encouraging more research in teams, such as work on a theme or project that has applications in more than one country. EEPSEA has had some success with projects that bring together groups of researchers from a number of participating countries to contribute to parallel studies that

explore a common issue with some common methodologies. There may even be an opportunity to propose such work with researchers from other regions, such as by collaborating with CEEPA, EEPSEA, SANDEE or others.

3.2.6 Inclusion of gendered perspectives

In his 2008 external evaluation of the EEPSEA program, Professor Jeffrey Vincent documents the view that economics has historically been a male-dominated profession around the world.⁹ He cites the 2007 Annual Report of the American Economics Association's Committee on the Status of Women in Economics to show that in 2007, women accounted for just 33% of the students in economics PhD programs at United States' universities. In that year, women accounted for 19% of the faculty members in US economics departments. Moving forward two years, the corresponding figures for 2009 are that 16.9% of the tenured or tenure track faculty members in economics in the USA are women, whereas women make up 36.1% of non-tenure track positions in economics. Overall, this represents a female participation of 24.2% in all US economics faculty positions. According to this 2009 report, in the US, women make up 33.5% of doctoral-level economics students, up from 32.7% in 2007.¹⁰ There are no readily available and comparable data for the participation rates of women as doctoral students or as faculty members across the LAC countries.

Vincent (2008) also cites a 2007 study by Bhattacharjee *et al.* that focuses on the sub-discipline of environmental economics, and shows that women's role in environmental economics teaching positions was about the same as for economics overall.¹¹ This 2007 study looked at the publication profiles of women in this sub-discipline's main journal, the *Journal of Environmental Economics and Management*. The authors report that women publish fewer articles on average than their male counterparts, and their papers receive fewer citations per article.

Turning to the LACEEP experience, 21 of the first 50 (42%) grant holders are women. For the training courses, about 48% of the participants have been female, and for the short courses about 41%. There is currently one woman serving on each of the Scientific and Advisory Committees. At the program Secretariat, the Program Director and Deputy Directors are male, but the Program Officer is female.

In terms of the research topics that have been funded, many topics, such as a study of industrial firms' responses to pollution control incentives do not directly reveal gender-specific methodologies or perspectives. On the other hand, consider the survey-based study of family-based, small scale commercial fishers' responses to alternative forms of regulation. This study directly engaged female members of the fishing households, and sought out their views on

⁹ Jeffrey R Vincent, 2008, "Evaluation of Economy and Environment Program for Southeast Asia (EEPSEA), January 1, 2005 to June 30, 2008," Unpublished report, Durham, North Carolina: Duke University, page 25.

¹⁰ American Economics Association, Committee on the Status of Women in Economics, 2009, "2009 Report of the Committee on the Status of Women in the Economics Profession," Nashville, TN: AEA. Annual reports from 38 consecutive years are available at www.cswep.org.

¹¹ Subhra Bhattacharjee, Joseph A. Herriges and Catherine L. Kling, 2007, "The Status of Women in Environmental Economics," *Review of Environmental Economics and Policy*, 1(2):212-227, doi: 10.1093/reep/rem017

individual and household behavior under uncertainty about the effectiveness of monitoring and enforcement efforts. As noted by Vincent (2008), the costs of environmental degradation are often not distributed equally within households, affecting women and children relatively more. Carefully designed studies, especially those that collect household level data, will, of necessity, examine the influence that gender plays in influencing individual and family behavior.

There is no evidence of gender bias either toward or away from women, women's roles and women's perspectives in LACEEP. On the contrary, there seems to be considerable attention focused on exploring and understanding all aspects of human and family behavior in the program's research and teaching efforts.

3.2.7 Overall quality and contribution of the research findings

It is abundantly clear that LACEEP has already made an important contribution to capacity building in the field of environmental and resource economics in the Latin American and Caribbean region. In its first five years it has received more than 350 preliminary proposals for research grants from individuals in more than 25 countries and territories in the LAC region. It has held nine biannual workshops, offered eight short courses and three training courses, awarding 50 research grants in the process. Including participants who attended more than one event, the program has hosted about 150 research applicants and funded researchers at biannual research workshops, and more than 70 at ten-day training courses.

The funded research projects are rigorous, evidence-based examinations of important environmental policy issues from countries across the region. For the more than 25 of these projects that are now complete, the results of most of them have been presented to peers at biannual workshops and at professional and policy conferences in their subject countries. The results of this research now appear in the LACEEP series of policy briefs and working papers and some have been published in peer-reviewed journals.

The review of completed research projects selected randomly for individual study as part of this evaluation exercise identifies a number of common traits. These features are also observed with most or all of the other research projects canvassed less thoroughly, and include the following.

1. Each of these projects analyzes an environmental issue or problem empirically with recent statistical data, in most cases collected directly by the researchers (and their enumerators trained during the project).
2. In each case, the research is motivated by the illustration of an environmental problem that is, or should be, of interest to citizens and policy makers.
3. The data are analyzed rigorously using current econometric and statistical techniques, with careful reference to prior applications of these techniques elsewhere in the economics literature. Many of these techniques and approaches are themselves quite new. These studies not only address the underlying resource management problem but illustrate applications of these numerical methods that can benefit other practitioners.
4. The value of these results for policy reform is highlighted for the reader.

An important measure of the contribution of LACEEP research findings is their contributions to policy influence through broadening policy capacities, broadening policy horizons and having an effect on policy regimes. LACEEP's training efforts and funded research emphasize building ideas, skills and talents, and feature a clear focus on clearly identified policy issue to which the research is directed. Funded researchers are encouraged to address these policy issues with a direct reference to data and evidence, using the most appropriate empirical methods for this task. Training has been provided in communication methods and research report writing. In these ways, LACEEP's efforts contribute to policy broadening.

Through their participation in training courses and short courses, researchers travel back to their home countries and institutions with new information about such topics as payments for environmental services and the economics of adaptation to climate change, including exposure to examples of how these topics have been addressed by researchers and policy makers in other jurisdictions. In relation to broadening policy horizons, this is an area where the LACEEP training activities have also contributed.

Having an effect on policy regimes is an area where it is likely to take some time for more examples of specific influence to be presented and documented. There is a wide range in the capacity of governments and policy regimes across LAC countries to receive and to use effectively various forms of policy advice. Policy research can inform public debate and environmental management even in countries where it might not be appreciated by one specific set of elected decision makers. There is evidence that, as individuals, some LACEEP grantees advise policy makers on important environmental issues. Participation in LACEEP has influenced specific researchers, and they, in turn, have an opportunity to influence their home countries.

4. Recommendations

The following recommendations are offered to address some of the main concerns and opportunities identified in the course of this evaluation.

1. The program's objectives and logical framework should be narrowed, refined and revised, especially for activities to be undertaken after the 2011 termination of the current donor funding agreements.
2. Regional policy research needs and priorities should be articulated, based on the identified needs of countries in the region. This is to be done for the benefit of future applicants and as a means of increasing the policy relevance and policy impact of funded research activities. Articulation of such a set of research needs does not necessarily imply abandonment of a "supply-driven" or "bottom up" approach to research applications. Among other possibilities is the encouragement or sponsorship of thematic research, perhaps to include cross-country or cross-regional programs of research on identified questions. The current process does not encourage individual researchers to propose such research efforts.
3. Guided by the revised program objectives, a number of aspects of the current selection process should be reviewed by the program's Advisory Committee, specifically to include ongoing examination of the relative emphasis to be placed on:
 - Selecting highly trained researchers who are well positioned to advance policy research versus selecting more junior researchers who show high potential for future success;
 - Selecting only applicants who are proficient in English versus those who might benefit by being allowed to write and present their proposals in Spanish. As a minimum, this might require the adoption of simultaneous translation in some workshop sessions, or the recruitment of Spanish-speaking members of the Scientific Committee;
 - Selecting only applicants who are prepared to work within the methodological frameworks of environmental economics, versus those who will work within the alternative methodologies of ecological economics. This latter alternative might require greater use of subject matter experts and Scientific Committee members active in ecological economics research;
 - Selecting preferentially those applicants who research topics coincide with the identified policy research needs versus selecting applicants on the basis of those most likely to execute successfully a research plan on a topic of their own choosing.
4. The program's use of training resources in the form of short courses and training courses should be used to greater strategic purpose by selecting topics, course locations and participants who are most likely to advance the overall program objectives, including targeting of poorer countries. If improving (i) the teaching of economics or (ii) the

capacity of policy makers continues to be an important program objective, then these goals should be advanced by the strategic use of new forms of training activities, potentially targeted at groups other than the funded researchers.

5. The importance of the program's work in building and creating regional networks of researchers should be explicitly supported by activities that support and sustain this growing network. Examples include the hosting of thematic sessions at other regional economics meetings or workshops, greater use of participatory Internet tools such as blogs and webinars, and information sharing through websites and newsletters.
6. The program's communication plans and strategies, developed in 2008, should be pursued more aggressively with a commensurate allocation of resources, so that the diverse users of information about LACEEP activities and results can receive timely information from the program.
7. Research administration and program oversight should embrace opportunities to use new Internet-based tools and supports. For example, one-on-one web conferencing some weeks before a workshop might help decide whom to invite and might ensure researchers' participation in the workshop is more successful. Where warranted to save repetitive tasks and to ensure better oversight, various forms of workflow tracking and web-enabled reporting documents, such as those used by journal editors and reviewers, may be beneficial. Researchers' continuing needs for information about proposal writing, grantsmanship, survey design, and so on, might well be served by the provision of access to downloadable or web-based lecture presentations, and links to other electronic resource materials, potentially in multiple languages.
8. The timing, procedures and format of workshop sessions should be revised to engage all of the invited participants to a greater degree and to reduce "down time" while they are on site. For example, as proposed by previous participants, during the thirty minutes of individual meeting time between an applicant and Scientific Committee members, the audience could be hearing another researcher's presentation in front of other Scientific Committee members, in the same room or elsewhere. Through revised scheduling, the number of research presentations (ideas and topics) to which each workshop participant is exposed could easily be doubled compared to recent (Workshop IX) practice. Alternatively, necessary "down time," such as when most of the staff and advisors are in conference, could be allocated to short training modules or exercises led by one other instructor. Where time is allocated for one-on-one follow-up meetings, much clarity is needed so that participants are fully aware of how to prepare to make best use of such sessions.
9. Issues of program sustainability depend highly upon the important issue of future donor funding from either public or private agencies, and funding issues must take a high priority now. Other issues such as long-term succession planning for staff and fall-back plans in the case of funding cuts should be addressed openly and should form part of the program's business plan.

* * *

APPENDICES

Evaluation of Latin American and Caribbean Environmental Economics Program (LACEEP)

January 1, 2005 to June 30, 2010

There are thirteen appendices that provide additional supporting information to the evaluation report.

| Appendix | | Page |
|----------|--|------|
| 1 | Terms of reference for LACEEP external evaluation | 2 |
| 2 | Objectives and logical framework for LACEEP | 6 |
| 3 | Chronology of major LACEEP events, June 2005 – June 2010 | 13 |
| 4 | LACEEP research grants awarded by topic and country | 16 |
| 5 | LACEEP working papers and policy briefs | 21 |
| 6 | Documents consulted during the evaluation | 24 |
| 7 | Projects selected for in-depth examination | 26 |
| 8 | Interviews conducted for the evaluation | 27 |
| 9 | Template for interviews of LACEEP workshop participants, and for Secretariat staff and committee members | 29 |
| 10 | Participant evaluations of workshops and courses | 30 |
| 11 | Donor commitments of funding to LACEEP, 2005-2011, and reported expenditures of donor funds, 2005-2009 | 34 |
| 12 | Publications and presentations by LACEEP grant holders | 35 |
| 13 | Membership of LACEEP committees, June 2005 through June 2010 | 40 |

Theodore M. Horbulyk, evaluator
November 15, 2010

Appendix 1: Terms of reference for LACEEP external evaluation

Background

LACEEP is the Latin American and Caribbean Environmental Economics Program. Supported by the Canadian International Development Research Centre (IDRC, or the Centre) and the Swedish International Development Agency (SIDA), LACEEP is a capacity-building effort that provides research grants to Latin American and Caribbean (LAC) researchers. It provides not only financial support but also close advice and follow-up by specifically appointed scientists, meetings, access to literature, publication outlets and opportunities for comparative research. In addition, LACEEP offers a variety of courses ranging from the basics of environmental economics to more advanced methodologies and approaches.

LACEEP's research program emphasizes applied policy research for the LAC region. The focus is environmental and natural resources economics, but proposals in development, health and agricultural economics are also welcome particularly if they relate to the environmental problems of the region.

LACEEP is a well-established program with more than 45 grants in different stages of completion. It is known for its highly competitive and constructive selection processes, supportive environment and high quality research.

The main objective of the program is to create research capacity in environmental economics (and related fields) among Latin American and Caribbean research and policy-making institutions (universities, nongovernmental organizations, government agencies, etc.).

LACEEP's ultimate goal is to improve the management of natural resources at all levels (government, nongovernmental and private organizations) as well as to contribute to a better understanding of the causes and effects of environmental degradation.

The program uses carefully selected and internationally recognized researchers and professors to strengthen the skills of existing researchers, teachers and policymakers in the region through a series of capacity-building courses and in-depth supervision of research projects.

LACEEP's structure includes a small program secretariat, an advisory committee and a scientific committee. The secretariat is currently hosted by CATIE (Tropical Agricultural Research and Higher Education Center) in Costa Rica.

After 5 years of activities and experiences, a thorough external review of the Program should provide important information for making the program better for the region and more attractive to our donors.

We can envision two uses of this evaluation report. First, the report will be used for accountability purposes. In this sense, both IDRC and SIDA will be the primary users of this report, particularly regarding future use of funding under the current contract and possible extensions. Second, the report will be used as guidance for future management decisions, i.e. the report will then be used as a learning tool. Two additional users will benefit from this learning process. On the one hand, the LACEEP Secretariat will use it as a roadmap for improvements. On the other hand, LACEEP's Advisory Committee will see in this Report a key tool for future recommendations.

Activities

The external evaluator should:

- a) Assess the extent to which the program is meeting its objectives and aims, assess how risks to the achievement of the program objectives were identified and managed, as set out in its prospectus/strategy, and identify any evolution in objectives.
 - i) Describe and assess the progress of the program towards reaching its objectives as laid out in program documents and log-frame;
 - ii) Comment on whether, and in what ways, the program occupies a niche in the field(s) in which it operates; and
 - iii) Identify any evolution in program objectives and/or in interpretation of program objectives, and any adaptations that the program is making to changing contexts, opportunities and constraints. Identify in what ways, if any, the program's logical framework should be modified,
 - iv) Assess the appropriateness of the risk identification process and the effectiveness of the risk mitigation strategies put in place to support the achievement of program objectives; and
 - v) In relation to IDRC's priorities for its contributions to LACEEP, assess to what extent the program is meeting its objective of localizing its capacity building processes. In addition, the evaluation should consider to what extent the program has devoted more resources to developing capacity in Central American and Andean countries, the poorest member countries of LACEEP, and what results this has had. In addition, an analysis of past grant holders should provide inputs towards a better understanding of the effect of LACEEP on grant holders and how the program has encouraged them or not to return to the region.
- b) Document the results of the program (i.e., outputs, reach, outcomes, and main research findings) and analyze their influence.
 - i) Review the program's outputs to date, and comment on their quality as perceived by the appropriate sectoral/regional experts, intended audiences, users and/or stakeholders;
 - ii) Describe and analyze the influence of the program through its outcomes and the sustainability of those outcomes; the program's reach; the strategies which contributed to the outcomes; and any constraining or facilitating factors or risks (internal/external to the program, internal/external to the Centre). This should take into account, but need not be limited, to the following:
 - The effectiveness of the program at promoting the dissemination, communication, and utilization of research findings;
 - The contributions of the program to building or strengthening capacities of researchers, organizations, research users, and institutions;
 - The contributions of the program to influencing policies;
 - The influence on technology development, adoption or adaptation;

- Any changes in relationships, actions or behaviors of project partners and other project stakeholders (individual, organizations, groups, etc.), including any relationships that the program effected which contributed to development results (e.g., formation of networks, involvement of stakeholders, collaboration among researchers, etc.);
- Any contributions of the program to a greater understanding and consideration of inclusion of gendered perspectives in research and research processes (amongst program partners and within the field of research);
- Assess the overall quality of the research findings, and their contribution to international, policy, and academic debates, discourse, and/or understanding of the topic(s) under study; and
- Any other outcomes.

The evaluation should provide key recommendations relating to the support of research for development and issues for the Centre to consider for this program.

Methodology

A common review framework and methodology is used for all of the Centre's programs, in order to facilitate the use and management of the reviews.

These are program reviews. They will look beyond individual projects, focusing on how the program as a whole, is performing. The review will draw from both program and project level data sources, and seek to triangulate the data from multiple sources. These will include:

- a) Review of documentation from program area, program and projects;
- b) Interviews with program team members and senior managers, including the participation of the Evaluator in LACEEP's IX biannual workshop in Costa Rica. This workshop will provide also the background for meetings with SIDA's Program Officer, Dr Veronica Melander;
- c) Interviews with a sample of project leaders/survey of project leaders;
- d) Interviews with other program stakeholders, funding partners, and knowledgeable people;
- e) In-depth review of a sample of projects (can include projects and/or research support projects (RSPs). This will entail:
 - Review of key project documents (including Project Approval Document (PAD), progress and final reports, publications and other outputs, trip reports, evaluations, etc.);
 - Interviews with the relevant program staff and others who can speak to the context;
 - Interviews or focus groups with project researchers and other participants, and those said to, or expected to, have been influenced by the project; and
 - Field visits to some of the projects sampled.

- f) Bibliometric review of publications; and
- g) Other methods as determined appropriate by the review team.

The sampling strategy used to select projects for in-depth review will often be purposeful, although it could be random if appropriate. The specific strategy may be determined in consultation with the program leader and manager, the Centre's Evaluation Unit and the external reviewers. For example, it could be a typical case sampling (to illustrate what is considered normal) from within each of the programs' main areas of work, or maximum variation sampling (purposefully selecting a wide range of cases in order to examine variations within different contexts and to identify important common patterns across cases). The sampling could be stratified in order to cover the range of facets of each programs' work.

Timeline and responsibilities

The evaluation process should start in April 2010, and is expected to take about 20-30 working days. A final report is expected no later than May 30th.

As part of the evaluation, the evaluating person will have the full support of the Program Secretariat, facilitating, among other things:

- Access to background documents (contracts, technical and financial reports, procedures manual)
- Outputs from grants: working papers, policy briefs, files (including contracts, technical and financial reports)
- Short course and training courses agendas, evaluations
- Workshop agendas and evaluations
- Access to Advisory Committee Members, Scientific Committee Members, past and current grant holders
- List of contacts
- Time with Program Director, Deputy Director, Program Officer.

* * *

Appendix 2: Objectives and logical framework for LACEEP

A clear and recent statement of the LACEEP program objectives appears in the current program brochure and promotional materials.

The main objective of the program is to create research capacity in environmental economics (and related fields) among Latin American and Caribbean research and policy-making institutions (universities, nongovernmental organizations, government agencies, etc.).

LACEEP's ultimate goal is to improve the management of natural resources at all levels (government, nongovernmental and private organizations) as well as to contribute to a better understanding of the causes and effects of environmental degradation.

A Memorandum of Grant Conditions, dated May 27, 2005, describes the basis on which IDRC is to contribute funding to LACEEP activities for the period June 1, 2005 through June 1, 2008. (This termination date was subsequently amended to December 31, 2008). This Memorandum presents the program objectives as follows:

The overall objective of the Research project is to strengthen the capacity of researchers, teachers and policy makers to undertake the economic analysis of environmental problems and policies and to suggest solutions to environmental problems in Latin America.

The specific objectives of the project are as follows:

- a) *To promote better analysis of the causes and consequences of environmental degradation and better ways to address them.*
- b) *To improve the teaching of environmental economics.*
- c) *To facilitate cooperation and exchange of ideas within the region, and between the region and the rest of the world.*
- d) *To disseminate the results of LACEEP-supported research to researchers, decision makers and intermediaries.*

These objectives are then amended by Amendment Number 2, dated August 6, 2007, to the Memorandum of Grant Conditions.

New Objectives are hereby added onto Section 1 of the original Memorandum:

New Objectives

- e) *To improve LACEEP's geographical representation by offering a short course aimed at researchers from under represented countries.*
- f) *To provide more intensive mentoring to researchers by hiring a part-time Deputy Director.*
- g) *To increase dissemination through distribution of the September 2007 newsletter.*

A subsequent Memorandum of Grant Conditions, dated January 8, 2009, describes the basis on which IDRC is to contribute funding to Phase II of LACEEP activities over the interval January 1, 2009 through March 31, 2012. This Memorandum presents the program objectives in a manner that is substantially the same as initially laid out in May 2005.

The overall objective of the Project is to strengthen the capacity of researchers, teachers and policy makers to undertake the economic analysis of environmental problems and policies and to suggest solutions to environmental problems in Latin America.

The specific objectives of the Project are as follows:

- 1.1. to promote better analysis of the causes and consequences of environmental degradation and ways to address them;*
- 1.2. to improve the teaching of environmental economics;*
- 1.3. to facilitate cooperation and exchange of ideas within the region, and between the region and the rest of the world; and*
- 1.4. to disseminate the results of Project-supported research to researchers, decision makers and intermediaries.*

An Agreement on Research Cooperation between SIDA and CATIE, is dated September 22, 2005, and it describes the basis on which SIDA is to contribute funding to LACEEP activities for the interval January 1, 2005 through December 31, 2007. (This termination date was subsequently amended to May 31, 2008). This Agreement presents the objectives as follows:

The Contribution shall be used in accordance with the application dated September 2004. The objective of the programme is to create research capacity in the field of environmental economics among Latin American and Caribbean research and policy making institutions, with particular emphasis on the poorer countries in the region.

Similarly, the Agreement on Research Cooperation between SIDA and CATIE, dated September 23, 2008, describes the basis on which SIDA is to contribute funding to LACEEP activities over the period January 1, 2008 through December 31, 2011. This Agreement presents the objectives as follows:

The Contribution shall be used for activities within the Latin America and Caribbean Environmental Economics Program in accordance with the July 2008 revised version of the application dated December 2007.

The objective of the Latin America and Caribbean Environmental Economics Program, hereafter referred to as LACEEP, is to create research capacity in the field of environmental economics among Latin American and Caribbean research and policy making institutions, with particular emphasis on the poorer countries in the region.

The July 2008 revised version of LACEEP's "Application to SIDA/SAREC to support the implementation of our 2nd phase of activities," referenced in the Agreement on Research Cooperation, provides additional information about the program goals, mission and vision.

Section 2, page 7, presents:

LACEEP's Development Goal

LACEEP's development goal is to introduce coming generations to a new paradigm; one that acknowledges that resources are limited, one that recognizes the need to use those resources in the most efficient way to be able to use them long into the future, one that acknowledges the importance of providing and protecting public environmental goods, and finally, one that realizes that there is a pervasive link between natural resource degradation and increased poverty - intensifying the use of natural resources might not increase the well-being of the poor, not even in the short run. Dealing with these issues is precisely the task of an environmental economist, which is also why the creation of competence and the consolidation of a permanent discussion forum in this important field are of utmost importance.

LACEEP's Mission

LACEEP's mission is a capacity building program that leverages environmental economics as a field of relevant and rigorous scientific research in Latin America, by linking internationally recognized researchers with Latin American and Caribbean young innovators.

LACEEP's Vision

LACEEP's vision is of an active and dynamic community that supports capacity building of environmental economics researchers, with global standards of excellence; creating alliances regionally and internationally, contributing to state of the art and relevant policy dialogue from the perspective of Latin America and the Caribbean.

Section 3, page 11, presents:

To create capacity in environmental economics, LACEEP carries-out two main tasks: (i) custom designs and implements short courses on environmental economics in different regions of Latin America; and (ii) provides, facilitates, advises, and publishes rigorous and innovative research across the region through competitive grants for Latin-American researchers. This second task is key to our goal of creating knowledge on environmental economics in the region.

Four main goals are supported through these tasks: (i) basic knowledge on environmental economics and related research practices increased in Latin America and the Caribbean; (ii) knowledge created by state of the art research on environmental economics, conducted by Latin American researchers; (iii) a learning community on environmental economics leveraged in key knowledge management institutions and decision-making training centers in Latin America and the Caribbean; and (iv) Latin-American presence and participation in international dialogue on relevant environmental economic research. All of the above facilitated by an effective scientific backstopping and program management, which, for the purpose of this proposal, we have considered a fifth goal.

The detailed outcomes, outputs and activities that contribute to each of the above-described goals are presented in Table 3: Results Based Framework.

Table 3: Result Based Framework

| Vision of Success: An active and dynamic community of environmental economics researchers, with global standards of excellence, empowered as legitimate thinkers, comfortably creating alliances regionally or internationally, effectively contributing to state of the art and relevant policy dialogue from the perspective of Latin American and The Caribbean | | | | |
|---|---|--|---|--|
| Impact | Outcome | Outputs | Activities | Inputs |
| Knowledge about environmental economics and related research practices increased in LAC | Strengthened rigorous (methodological and conceptual) of research proposals – special focus on gender and geographical representation. Improved research practices | # of participants trained in intermediate courses (about 25 of them from grant requests with potential for improvement), plus open to public | Announce course Request applications Review of applications Selection of participants Selection of Themes Selection of lecturers Joint development of curriculum Logistics | Guidelines, keep database, ensure dissemination of invitation. Director & Deputy Time Secretariats Time Cost of travel Cost of workshop Cost of materials |
| | | Short course on state of the art environmental economics and related fields (usually back-to-back with Scientific Workshops). | Selection of Themes Selection of lecturers Joint development of curriculum Logistics | Directors Time Cost of lecturer (as it is back-to-back with Scientific Workshop, travel cost is accounted for in previous activity). |

| Vision of Success: An active and dynamic community of environmental economics researchers, with global standards of excellence, empowered as legitimate thinkers, comfortably creating alliances regionally or internationally, effectively contributing to state of the art and relevant policy dialogue from the perspective of Latin American and The Caribbean | | | | |
|---|---|------------------------------------|---|---|
| Impact | Outcome | Outputs | Activities | Inputs |
| Knowledge created by high quality research on environmental economics conducted by Latin American researchers | # of rigorous publishable articles from LACEEP recipients | # of grants received and reviewed. | Call for Proposals Internal Review External Review – issue contracts. Advice and Follow Up | Guidelines, keep database, ensure dissemination of invitation. Director & Deputy Time Secretariats Time Compensation for Reviewers Director & Deputy Time |
| | | # of grants awarded | Once grants are awarded: Tutors assigned – issue contracts Access to databases is granted | Cost of Tutor Director & Deputy Time Time of Secretariat |
| A learning community on environmental economics leveraged in key knowledge management institutions and decision-maker training centers in Latin America and the Caribbean | Activities amongst peers increased. | Bi-annual Scientific Workshops. | Workshop preparation Time of Secretariat | Cost of travel of grantees and Scientific, advisory committees Materials |

| Vision of Success: An active and dynamic community of environmental economics researchers, with global standards of excellence, empowered as legitimate thinkers, comfortably creating alliances regionally or internationally, effectively contributing to state of the art and relevant policy dialogue from the perspective of Latin American and The Caribbean | | | | |
|---|---|---|---|--|
| Impact | Outcome | Outputs | Activities | Inputs |
| International and national dialogue on relevant environmental economic research strengthen with local Latin-American participation | User friendly knowledge tools available | Annual Newsletter (digital and printed) | Material Selection Diagramming Print Dada Base of postal address for Distribution | Directors Time Secretariat Time Postal Distribution |
| | | Working Paper Series | Contract issuing Language Review Peer Review Diagramming | Secretariat Time Directors Time Peers and editors time Diagramming & Design Distribution |
| | | Updated and dynamic environmental economics portal. | User Friendly Page Design Dynamic e-library E-Discussions | Webmaster Time Secretariat Time |
| Effective program management | | Biannual advisory and Donor Committee meeting for strategic advice and monitoring | Meeting and contract preparation (usually coincides with Scientific Workshop) | Secretariat time Cost of travel Advisors time |

An alternative version of a Logical Framework for the LACEEP program was prepared in 2008 and used as part of the program's progress reporting. This version describes one expected impact and twelve expected outcomes. That framework, not presented in full detail here, shows indicators of progress toward these outcomes. The expected program impact and expected outcomes presented are as follows.

Impact:

Research and analytical capacity is used to improve management of environmental resources and pollution problems for the benefit of the poor people

Outcomes:

- 1) Increased capacity of researchers in Latin America and the Caribbean to generate new knowledge on environmental and natural resource problems
- 2) Increased capacity of researchers in Latin America and the Caribbean to analyze environmental problems
- 3) Improved teaching at universities and research institutions
- 4) Collaborations among economists, other social and natural science researchers
- 5) Increased involvement of women and local resource persons in LACEEP activities
- 6) Increased involvement of under-represented countries
- 7) Institutionalization of the organization
- 8) Increased quality of research proposals
- 9) Competitive research grants to researchers
- 10) Training through short courses on state of the art environmental economics and related fields
- 11) Training through biannual scientific workshops
- 12) Dissemination of knowledge

Appendix 3: Chronology of major LACEEP events, June 2005-June 2010

WORKSHOPS

| | Date | Venue | LACEEP Staff | Scientific Committee | Advisory Committee | Grantees & applicants | Others (Donors, Professor) | Total Participants |
|------|--------------------------------|--|--------------|----------------------|--------------------|-----------------------|----------------------------|--------------------|
| I | February 20-3, 2006 | Ramada Plaza Herradura Hotel. San José, Costa Rica | 2 | 3 | 2 | 12 | 4 | 23 |
| II | October 16-19, 2006 | Real Plaza Hotel. Antigua, Guatemala | 3 | 4 | 4 | 14 | 2 | 27 |
| III | March 19-25, 2007 | Hotel Montaña de Fuego. La Fortuna, Costa Rica | 2 | 4 | 4 | 15 | 1 | 26 |
| IV | October 1 - 4, 2007 | Termas de Quinamávida. Talca, Chile | 3 | 4 | 4 | 29 | 4 | 44 |
| V | April 1 -5, 2008 | Hotel Bougainvillea. Heredia, Costa Rica | 4 | 4 | 4 | 17 | 1 | 30 |
| VI | September 23 – October 2, 2008 | Hotel Four Points by Sheraton. Medellin, Colombia | 2 | 4 | 4 | 21 | 1 | 32 |
| VII | March 23 - 27, 2009 | Hotel Bougainvillea. Heredia, Costa Rica | 3 | 4 | 5 | 21 | 1 | 34 |
| VIII | September 27 – October 1, 2009 | La Casa de Fray Bartolomé. Cusco, Peru | 3 | 4 | 4 | 17 | 1 | 29 |
| IX | April 12 - 16, 2010 | Hotel Bougainvillea. Heredia, Costa Rica | 3 | 4 | 3 | 19 | 3 | 32 |

SHORT COURSES

| | Date | Title | Professor | Venue | Partici- pants |
|------------|---|---|--|-------------------------------|---------------------------|
| I | February 23 - 28, 2006 | Environmental economics and policy | David Zilberman, Department of Agricultural and Resource Economics, University of California, Berkeley | CATIE - Turrialba, Costa Rica | 13 |
| II | October 19 - 22, 2006 | Welfare economics / Public economics | Jason Shogren, University of Wyoming | Antigua, Guatemala | 20 |
| III | March 27 - 30, 2007 | “Practical skills for researchers: writing proposals and reports” and “Practicalities of environmental policy making” | David Glover, IDRC and Thomas Sterner, University of Gothenburg, Sweden | CATIE - Turrialba, Costa Rica | 17 |
| IV | September 29 - 30, 2007 | The economics of ecosystem services | Karl-Göran Mäler, Beijer Institute and Stockholm School of Economics | Quinamávida, Chile | 39 |
| V | April 7-10, 2008 | Ten critical concepts in environmental economics | Richard Woodward, Texas A&M University | CATIE - Turrialba, Costa Rica | 17 |
| VI | September 29 - October 1, 2008 | Natural resource economics: Applications of computational economics to solve dynamic problems | Jorge Maldonado, Department of Economics - CEDE - Universidad de los Andes, Colombia | Medellín, Colombia | 25 |
| VII | No short course was organized along with the VII biannual workshop because it took place immediately after the Latin American Association of Environmental and Resource Economists (ALEAR) IV Congress in March 2009. LACEEP's Program Secretariat was in close interaction with the congress organizers from the National University, attempting to exploit the synergies between the two events. LACEEP's Program Director was in charge of the special guests and keynote speakers: Prof. Eric Maskin, School of Social Science, Institute for Advanced Study, Economics Nobel Laureate 2007; Prof. Karl-Göran Mäler, Former Director of the Beijer Institute; Sir Partha Dasgupta, Frank Ramsey Professor of Economics and Fellow of St John's College, University of Cambridge; Prof. David Zilberman, Department of Agricultural and Resource Economics, University of California, Berkeley. | | | | 18 |

Out of the 18 participants (LACEEP applicants and grantees) at the workshop, all of them attended the ALEAR conference and 12 presented research projects funded by LACEEP. LACEEP covered all their expenses.

| | | | | | |
|-------------|-------------------------|--|---|-------------------------------|-----------|
| VIII | September 23 - 26, 2009 | Behavioral and experimental economics with environmental applications" | Peter Martinsson, Department of Economics, University of Gothenburg, Sweden | Valle Sagrado, Cusco, Peru | 19 |
| IX | April 18 - 20, 2010 | Key topics in environment and development economics | Randy Bluffstone, Department of Economics, Portland State University | CATIE - Turrialba, Costa Rica | 11 |

TRAINING COURSES

Course location: CATIE - Turrialba, Costa Rica

| | Date | Title | Professors | Participants |
|------------|--------------------------|--|--|---------------------|
| I | January 4 - 12, 2008 | Environmental policy and resource economics | Nancy Olewiler, Simon Fraser University; Alex Pfaff, Duke University; Allen Blackman, Resources for the Future; Dale Whittington, University of North Carolina, Chapel Hill | 28 |
| II | July 28 - August 8, 2008 | Valuation and household surveys | Fredrik Carlsson, University of Gothenburg; Dale Whittington, UNC, Chapel Hill. Assistant: Clara Villegas, PhD Student, Univ. of Gothenburg | 29 |
| III | July 29 - August 7, 2009 | Environmental economics with emphasis on the role of businesses on the environment and climate change issues | Jorge Rivera, School of Business, The George Washington University; Wolfram Schlenker, Economics Department and SIPA, Columbia University. Assistant: Reed Walker, PhD Student, Columbia University. | 28 |

Source: LACEEP Secretariat

Appendix 4: LACEEP research grants awarded by topic and country

LACEEP Grant Holders 2005 - 2010

| Round | No. | First Name | Last Name | National of | Title of Research Project | Current status | University education* in: | Currently Resident in: |
|-------|-----|-----------------|-------------------|---------------------|---|--------------------------------------|---------------------------------|------------------------|
| I | 1 | Hugo | Cardona Castillo | Guatemala | Decentralization and environmentally sound decision making: policy implications | Presented finals during IV Workshop | Guatemala (BSc), USA (MSc, PhD) | Guatemala |
| I | 2 | Jessica | Coria | Chile | Environmental policy and the timing of technological adoption | Presented finals during III Workshop | Chile (BSc, MA, PhD) | Chile |
| I | 3 | José Gustavo | Féres | Brazil | The role of economic instruments for environmental management: water charges in the Paraíba do Sul River Basin | Presented finals during III Workshop | Brazil (BSc), France (MA, PhD) | Brazil |
| I | 4 | Ricardo Esteban | González Jiménez | Chile | Explaining afforestation: an econometric model of land use change in southern Chile | Presented finals during IV Workshop | Chile (BSc, MA, PhD) | Chile |
| I | 5 | Carlos | Orihuela Romero | Peru | Contribution of the mining sector to the national wealth: The case of Peru during 1992-2004 | Presented finals during V Workshop | Peru (BA), Chile (MSc) | Peru |
| I | 6 | Carlos Adrián | Saldarriaga Isaza | Colombia | Evaluation of the fuel conversion program in vehicles in the Aburrá Valley (Colombia) | Presented finals during V Workshop | Colombia (BSc), Chile (MSc) | Chile |
| I | 7 | Enrique | Sanjurjo Rivera | Mexico | Estimation of the sustainable income generated by a multiple-use ecosystem: the case of a coastal ecosystem located in the northern coast of Nayarit, Mexico | Presented finals during IV Workshop | Mexico (BA), Spain (PhD) | Mexico |
| II | 8 | Peter | Edwards | Jamaica | Measuring the recreational value of coral reefs in Jamaica: Implications for resource management and sustainable development in a small island developing state | Presented finals during V Workshop | Jamaica (BSc, MSc), USA (PhD) | USA |
| II | 9 | Daisy Valeria | Núñez Parrado | Chile | Estimating the marginal contribution of sport fishing sites to the tourism industry in the Chilean Patagonia | Presented finals during VI Workshop | Chile (BSc, MA, PhD) | Chile |
| II | 10 | Catalina | Trujillo | Colombia | Markets, consumption and sustainability at the indigenous riverside communities of Colombian Amazon | Presented finals during VI Workshop | Colombia (BSc, MSc) | Colombia |
| III | 11 | Claudia | Aravena Novielli | Chile and Venezuela | Economic valuation of environmental and social impacts of building dams for generation of hydropower in Chilean Patagonia | Presented finals during VI Workshop | Chile (BSc, MA), UK (PhD) | Chile, studying in UK |

* BA/BSc signify bachelor's degree(s); MA/ MSc signify study or degree(s) at the master's level, PhD signifies doctoral-level study in progress or complete.

LACEEP Grant Holders 2005 - 2010

| Round | No. | First Name | Last Name | National of | Title of Research Project | Current status | University education* in: | Currently Resident in: |
|-------|-----|-----------------|------------|-------------|---|---|-----------------------------------|-----------------------------------|
| III | 12 | Rodrigo | Arriagada | Chile | Econometric evaluation of Costa Rica's payments for environmental services: Scaling up analysis to a national level and learning from policy implementation | Presented finals during VI Workshop | Chile (BSc), USA (MSc, PhD) | Chile |
| III | 13 | Sylvia | González | Puerto Rico | The tragedy of the commons in light: The case of the bioluminescent bay in Vieques, Puerto Rico | Finished | Puerto Rico (BA, MA) | Puerto Rico |
| III | 14 | Rocío | Moreno | Colombia | Co-management: A viable strategy for the national natural park Corales del Rosario and San Bernardo? | Presented finals during VI Workshop | Colombia (BSc, MSc), USA (MSc) | Colombia |
| III | 15 | Juan | Robalino | Costa Rica | Evaluating spillover effects of land conservation policies in Costa Rica | Recruited to LACEEP Secretariat; research funding stopped | Costa Rica (BSc), USA (MA, PhD) | Costa Rica |
| III | 16 | María Alejandra | Velez | Colombia | Impact of collective titling on institutional building for the management of natural resources | Presented finals during VI Workshop | Colombia (BA), USA (MSc, PhD) | Colombia |
| IV | 17 | Ismael | Aguilar | Mexico | Enforcement of water services payment for Mexican water utilities at the U.S. – Mexico Border | Presented finals during VII Workshop | Mexico (BSc, MA), USA (PhD) | Mexico |
| IV | 18 | Simone | Bauch | Brazil | Networks in markets for non-timber forest products: The role of information in trade | Presented finals during VII Workshop | Brazil (BSc), USA (MSc, PhD) | Brazil |
| IV | 19 | Marcela | Ibañez | Colombia | Adoption of certified organic technologies: The case of coffee farming in Colombia | Presented finals during VIII Workshop | Colombia (BA, MA), Sweden (PhD) | Germany |
| IV | 20 | Rosa | Morales | Peru | Water for irrigation in Peru | In progress | Peru (BA), Spain (MA) | Peru |
| IV | 21 | Pilar | Trujillo | Colombia | Cross-border socioeconomic interactions and timber trade in the Colombian Amazon | Finished | Colombia (BA), Netherlands (PhD) | Colombia, studying in Netherlands |
| IV | 22 | Sebastián | Villasante | Argentina | Exploring cooperative or non-cooperative fisheries management for the Argentine shortfin squid in the Patagonian Large Marine Ecosystem | Finished | Argentina (BSc), Spain (MSc, PhD) | Spain |

* BA/BSc signify bachelor's degree(s); MA/ MSc signify study or degree(s) at the master's level, PhD signifies doctoral-level study in progress or complete.

LACEEP Grant Holders 2005 - 2010

| Round | No. | First Name | Last Name | National of | Title of Research Project | Current status | University education* in: | Currently Resident in: |
|-------|-----|---------------|-------------|--------------------|---|---|---|---------------------------|
| IV | 23 | Stephan | von Borries | Bolivia | Economic analysis of the potential for entrance fee implementation in Amboró National Park, Bolivia | In progress | Bolivia (BA, MA) | Bolivia |
| V | 24 | Sara | Ávila | Mexico | Auctions for conservation: the case of gillnets buyout in the Upper Gulf of California | In progress | USA (MA), Mexico (PhD) | Mexico |
| V | 25 | Jaqueline | García Yi | Peru | Highly profitable coca: Why do some farmers grow it and others do not? The effects of social capital in a coffee co-operative in Peru (Coffee, certification, and the future of Bahuaja Sonene National Park) | Presented finals during IX Workshop | Peru (BSc), USA (MSc), Germany (PhD) | Peru, studying in Germany |
| V | 26 | María Claudia | López | Colombia | Creation, adaptation and evolution of rules and norms for the management of natural resources: Evidence from experimental economics in the field | In progress | Colombia (BSc, MSc), USA (PhD) | Colombia |
| V | 27 | Alfonso | Malky | Bolivia | Economic feasibility of sugarcane cultivation for biofuels in the Bolivian Amazon (Ixiamas and San Buenaventura Municipalities) | Presented finals during VII Workshop | Bolivia (BA), Chile (MSc) | Bolivia |
| V | 28 | José Carlos | Meléndez | Costa Rica | Cost-effectiveness of the inspection and maintenance (vehicle emissions control) program in Costa Rica | Passed away prior to project completion | Costa Rica (BA), Chile (MSc), Netherlands (MA, PhD) | Deceased |
| V | 29 | Juliana | Speranza | Brazil | Evaluating the economic impacts of climate change on Brazilian agriculture | Presented finals during XIII Workshop | Brazil (BA, MA) | Brazil |
| V | 30 | Oscar | Zapata | Ecuador and Canada | Understanding consumption and residential uses of water at the household level in Quito – Ecuador | Presented finals during IX Workshop | Ecuador (BA), USA (MA) | Ecuador |
| VI | 31 | Sophia | Espinoza | Bolivia | Distribution of rents from efficiency improvements in Brazil nut production in the Manuripi National Wildlife Reserve | In progress | Bolivia (BA, MA) | Bolivia |
| VI | 32 | Carlos | Medina | Ecuador | Economic valuation of the biodiversity conservation in the Galapagos Islands | In progress | Ecuador (BSc), Chile (MA) | Chile |
| VI | 33 | Marcelo | Olivera | Mexico | Economic effects of intense rainfall in the state of Guerrero, Mexico: Global warming impacts on agriculture | Presented finals during IX Workshop | Bolivia (BA), Chile (MA), Mexico (PhD) | Mexico |

* BA/BSc signify bachelor's degree(s); MA/ MSc signify study or degree(s) at the master's level, PhD signifies doctoral-level study in progress or complete.

LACEEP Grant Holders 2005 - 2010

| Round | No. | First Name | Last Name | National of | Title of Research Project | Current status | University education* in: | Currently Resident in: |
|-------|-----|------------|------------|------------------|---|-------------------------------------|---|----------------------------|
| VI | 34 | César | Viteri | Ecuador | Valuation of attributes of Galapagos Islands tourism: A discrete choice experiment | Presented finals during IX Workshop | Ecuador (BA), Chile (MA), USA (PhD) | Ecuador, studying in USA |
| VII | 35 | Laura | Alayón | Colombia | Regulatory compliance in small-scale fisheries in San Andres and Old Providence Islands (Colombia) | In progress | Colombia (BSc), USA (MSc) | Colombia, studying in USA |
| VII | 36 | Cristobal | De la Maza | Chile | Willingness to pay for attributes of electricity technologies | In progress | Chile (BSc) | Chile |
| VII | 37 | Ninel | Escobar | Mexico and Chile | Enforcement and compliance: Evidence from industrial air emission regulation in Mexico City | In progress | Mexico (BSc), Chile (MSc) | Mexico |
| VII | 38 | Gonzalo | Gamboa | Chile | Assessing the metabolism of peasant economies across scales: A study of present and future socio-environmental dynamics in the Polochic Valley, Alta Verapaz, Guatemala | In progress | Chile (BSc), Spain (PhD) | Spain |
| VII | 39 | Carlos | Huenchuleo | Chile | Willingness to pay for river water quality improvements in Central Chile | In progress | Chile (BSc), Germany (MSc, PhD) | Chile, studying in Germany |
| VII | 40 | Daniel | Ortega | Ecuador | Land use modeling in Ecuador – developing a tool to evaluate alternative climate change mitigation policies | In progress | Costa Rica (BSc), USA (MSc, PhD) | Ecuador |
| VII | 41 | Marina | Ruiz | Mexico | Complexities and uncertainties of the co-evolution of leatherback turtles: A cross-scale economical and institutional analysis of long-line fisheries. | In progress | Mexico (BA), USA (MA), Spain (MSc, PhD) | Mexico, studying in Spain |
| VIII | 42 | Fernando | Borraz | Uruguay | Privatization and nationalization of water services in Uruguay | In progress | Uruguay (BSc), USA (MSc, PhD) | Uruguay |
| VIII | 43 | Macarena | Bustamante | Ecuador | Co-management in marine protected areas: the case of the Galapagos Marine Reserve | In progress | Ecuador (BSc), UK (MA) | Ecuador, studying in UK |
| VIII | 44 | Sergio | Castillo | Mexico | Technical efficiency and self governance in the fisheries: Evidence from Mexico | In progress | Mexico (BSc), USA (PhD) | Mexico, studying in USA |

* BA/BSc signify bachelor's degree(s); MA/ MSc signify study or degree(s) at the master's level, PhD signifies doctoral-level study in progress or complete.

LACEEP Grant Holders 2005 - 2010

| Round | No. | First Name | Last Name | National of | Title of Research Project | Current status | University education* in: | Currently Resident in: |
|-------|-----|------------|----------------------|-------------|--|----------------|---------------------------------------|-----------------------------|
| VIII | 45 | Santiago | Guerrero | Mexico | Exposing violators in the news: Evidence from the Mexican gasoline market | In progress | Mexico (BSc), USA (MSc, PhD) | Mexico, studying in USA |
| IX | 46 | Hernán | Bejarano | Argentina | A field experiment on traffic congestion, routing decisions and pollution on residential areas in Lima, Peru | In progress | Argentina (BA, MA) USA (PhD) | Argentina, studying in USA |
| IX | 47 | Gustavo | Canavire - Bacarreza | Bolivia | Examining the impact of protected areas on poverty in Bolivia | In progress | Bolivia (BSc), USA (MA, PhD) | Bolivia, studying in USA |
| IX | 48 | Marcelo | Moreira | Brazil | Economic and environmental impacts of PPCerrado policy using the Brazilian land use model | In progress | Brazil (BA, MSc) | Brazil |
| IX | 49 | Andrea | Prado | Costa Rica | The market for sustainable certifications: competition among standards and its consequences. | In progress | Costa Rica (BSc), UK (MSc), PhD (USA) | Costa Rica, studying in USA |
| IX | 50 | Ignacio | Schiappacasse | Chile | Adding time-constraints in contingent valuation method: An application to Latin America's dryland forests | In progress | Chile (BSc, MSc) | Chile |

* BA/BSc signify bachelor's degree(s); MA/ MSc signify study or degree(s) at the master's level, PhD signifies doctoral-level study in progress or complete.

Appendix 5: LACEEP working papers and policy briefs, June 2005-June 2010

WORKING PAPERS

| # | Date | Author | Title |
|--------------|----------------|--|--|
| WP-1 | June, 2007 | Jessica Coria | Environmental policy, fuel prices and the switching to natural gas in Santiago, Chile |
| WP-2 | June, 2007 | José Féres, Arnaud Reynaud and Alban Thomas | Water reuse in Brazilian manufacturing firms |
| WP-3 | December, 2007 | Hugo Cardona Castillo | Decentralization and environmentally sound decision making: Policy implications |
| WP-4 | June, 2008 | Peter E.T. Edwards | Sustainable financing for ocean and coastal management in Jamaica: The potential for revenues from tourist user fees |
| WP-5 | June, 2008 | Rocío del Pilar Moreno-Sánchez and Jorge Higinio Maldonado | Can co-management improve governance of a common-pool resource? Lessons from a framed field experiment in a marine protected area in the Colombian Caribbean |
| WP-6 | July, 2008 | Carlos A. Saldarriaga and Carlos A. Vergara | Who switches to gas? A study of a fuel conversion program in Colombia |
| WP-10 | December, 2008 | María Alejandra Vélez | Collective titling and the process of institution building: Common property regime in the Colombian Pacific |
| WP-11 | February, 2009 | Carlos Enrique Orihuela Romero | El índice de costo minero Peruano base 2005, durante el período 1992-2007 |
| WP-12 | March, 2009 | Daisy Núñez Parrado y Mario Niklitschek Huaquín | Caracterización de la pesca recreativa en la Patagonia Chilena: una encuesta a turistas de larga distancia en la región de Aysén |

WORKING PAPERS (currently being edited)

| # | Date | Author | Title |
|-------------|------|---|---|
| WP-7 | | Rodrigo Arriagada, E.O. Sills and S.K. Pattanayak | Payments for environmental services and their impact on forest transition in Costa Rica |
| WP-8 | | Enrique Sanjurjo Rivera | An evaluation of management strategies for recreational use of a mangrove forest in Mexico |
| WP-9 | | Catalina Trujillo Osorio | The effects of markets on the use of forest for the livelihood of indigenous households in the Colombian Amazon |

| | | |
|--------------|--|---|
| WP-13 | Alfonso Farjan Malky Harb and Juan Carlos Ledezma Columba | Financial and economic feasibility of sugar cane production in northern La Paz |
| WP-14 | Sebastián Villasante and Rashid Sumaila | Estimating the economics benefits of cooperative and non-cooperative management of the <i>Illex argentinus</i> fishery in South America |
| WP-15 | Sebastián Villasante and Rashid Sumaila | Fisheries management of straddling fish stocks in the Patagonian marine ecosystem |
| WP-16 | Claudia D. Aravena Novielli, George Hutchinson and Alberto Longo | Environmental pricing for energy generation sources: Evidence from a contingent valuation study in Chile |
| WP-17 | Ismael Aguilar Benitez and Jean Daniel Saphores | Enforcement of water services payment for Mexican water utilities at the Mexico-U.S. border |
| WP-18 | Simone C. Bauch | Microenterprises after the funding ends: Two steps forward and one step back |
| WP-19 | Juliana Speranza and José Feres | Evaluating the long-term effects of global climate change on the Brazilian agriculture according to farm size |

POLICY BRIEFS

| # | Date | Author | Title |
|-------------|--------------|---|--|
| PB-1 | October 2007 | Jessica Coria | Environmental policy, fuel prices and the switching to natural gas in Santiago, Chile |
| PB-2 | October 2007 | José Gustavo Féres | The role of economic instruments for environmental management: Water charges in the Paraíba do Sul River Basin, Brazil |
| PB-3 | April, 2008 | Hugo Cardona Castillo | Decentralization and environmentally sound decision making: Policy implications |
| PB-4 | April, 2008 | Enrique Sanjurjo Rivera | An evaluation of management strategies of recreational use of mangrove forest in Mexico |
| PB-5 | April, 2008 | Carlos A. Saldarriaga and Carlos A. Vergara | Evaluation of the fuel conversion program in vehicles in the Aburrá Valley (Colombia) |
| PB-6 | April, 2008 | Carlos Enrique Orihuela R. | Estimating genuine investment for the Peruvian mining sector during 1992-2005 |

| | | | |
|--------------|-----------------|--|---|
| PB-7 | July, 2008 | Peter E.T. Edwards | Sustainable financing for ocean and coastal management in Jamaica: The potential for revenues from tourist user fees: |
| PB-8 | September, 2008 | Rodrigo Arriagada | Private provision of public goods: applying matching methods to evaluate payments for ecosystem services in Costa Rica. |
| PB-9 | September, 2008 | María Alejandra Vélez | Collective titling and the process of institution building: Common property regime in the Colombian Pacific. |
| PB-10 | September, 2008 | Daisy Núñez Parrado | The value of attributes for sport fishing in the Chilean Patagonia: Implications for the resource management. |
| PB-11 | November, 2008 | Rocío del Pilar Moreno-Sánchez and Jorge Higinio Maldonado | Can co-management strategies improve governance in marine protected areas? Lessons from experimental economic games in the Colombian Caribbean |
| PB-12 | August, 2009 | Alfonso Malky H. and Juan Carlos Ledezma C. | Financial and economic feasibility of sugar cane production in northern La Paz |
| PB-13 | November, 2009 | Ismael Aguilar Benitez and Jean-Daniel Saphores | Enforcement of water services payment for Mexican water utilities at the Mexico-U.S. border |
| PB-14 | November, 2009 | Claudia Aravena Novielli | Should Chile use renewables, fossil fuel or hydropower for future electricity supply? Evidence from a contingent valuation study |
| PB-15 | January, 2010 | Juliana Speranza and José Feres | Evaluating the long-term effects of global climate change on the Brazilian agriculture according to farm size |
| PB-16 | February, 2010 | Maria del Pilar Trujillo Cabrera | Flujos de madera en la frontera amazónica de Colombia, Brasil y Perú: Comprendiendo la magnitud, causas y efectos de la extracción no controlada en la economía local |
| PB-17 | May, 2010 | Sebastián Villasante and Rashid Sumaila | Exploring cooperative or non-cooperative fisheries management for the Argentine shortfin squid in the Patagonian Large Marine Ecosystem |

Source: LACEEP Secretariat

Appendix 6: Documents consulted during the evaluation

Grant Applications:

Application for Financial Support, September 2004

Application to SIDA/SAREC to support the implementation of our 2nd phase of activities (July 2008)

Donor Contracts:

IDRC

Memorandum of Grant Conditions, May 2005 and four subsequent amendments

Memorandum of Grant Conditions, January 2009

SIDA

Agreement on Research Cooperation, September 2005, and one subsequent amendment

Agreement on Research Cooperation, September 2008

Technical Reports: (prepared for IDRC and SIDA)

Annual Technical Report, June 1, 2005 – May 30, 2006

Annual Technical Report, June 1, 2006 – May 31, 2007

Annual Technical Report, January 1, 2007 – December 31, 2007

Annual Technical Report, January 1, 2008 – December 31, 2008

Logical Framework Analysis (LFA)/ Results Matrix LACEEP 2008

Annual Technical Report, January 1, 2009 – December 31, 2009

Financial Reports:

IDRC

Annual Financial Report, June 1, 2005 – May 30, 2006

Annual Financial Report, June 1, 2006 – May 31, 2007

Project Financial Report, June 1, 2007 – December 31, 2008

Annual Financial Report, January 1, 2009 – December 31, 2009

SIDA

Annual Financial Report, June 1, 2005 – May 30, 2006

Annual Financial Report, June 1, 2006 – May 31, 2007

Annual Financial Report, June 1, 2007 – May 31, 2008

Annual Financial Report, January 1, 2008 – December 31, 2008

Annual Financial Report, January 1, 2009 – December 31, 2009

Program information documents

LACEEP Procedures Manual, 2010

LACEEP Program Brochure, 2010

LACEEP Communication Strategy, 2008

LACEEP Outreach Strategies for Target Audiences, 2008

Curricula vitae for Program Directors and Deputy Directors: Francisco Alpízar, Jorge Higinio Maldonado and Juan Robalino

As evaluator, I was also provided with an electronic archive of documents and correspondence that I was able to consult as needed. This archive included the following.

Information about each of 9 Workshops, 8 Short Courses and 3 Training Courses:

Agenda

Reading list

Participant list

Copies of proposals, progress reports or final reports presented at each workshop

Prepared summaries of the participant evaluations, including distributions of numerical responses and transcriptions of open-ended comments (not provided for the first workshop and short course held in February 2006)

Meeting minutes from meetings of the Advisory Committee (Workshops II – IX), Scientific Committee (Workshops I – IX) and Donor Committee (Workshops I, II, IV, V, VII, VIII)

Information about Funded Research Projects:

I undertook a detailed review for only a sample of the completed projects (see Appendix 7). During my visit to the offices of the LACEEP Secretariat during April 2010, I was shown and given access to the supporting hard copy files for all of the program grant applications, including solicited external reviews, reports and other correspondence. For each applicant, I was provided with an electronic document archive that generally contains the following series of documents (depending upon how advanced was the research process as of April 2010), and associated correspondence and email from the Secretariat to the researcher:

- Applicant's preliminary (2-page) research proposal, complete with reviewers' comments
- Applicant's full proposal including work plan, budget, curriculum vitae and references, complete with reviewers' comments (In a number of instances, there are one or more revisions of this full proposal)
- Funding agreement and contract with approved researchers
- Applicant's progress report(s) and financial reports
- Technical Report describing the completed research
- Working Paper based upon the research
- Policy Brief

Appendix 7: Projects selected for in-depth examination

As provided for in this Evaluation's Terms of Reference, the decision to sample five projects for in-depth analysis was taken in consultation with the LACEEP Program Director and Deputy Director. There was a population of twenty-five completed projects as at April 2010, and a random number generator was used to draw five projects sequentially from a numbered list, without replacement and without stratification by workshop cohort, by country or by region.

- 1) Aravena Novielli, Claudia (Chile) "Economic valuation of environmental and social impacts of building dams for generation of hydropower in Chilean Patagonia"
- 2) Coria, Jessica (Chile) "Environmental policy and the timing of technological adoption"
- 3) Féres, José Gustavo (Brazil) "The role of economic instruments for environmental management: water charges in the Paraíba do Sul River Basin"
- 4) Núñez Parrado, Daisy Valeria (Chile) "Estimating the marginal contribution of sport fishing sites to the tourism industry in the Chilean Patagonia"
- 5) Viteri, César (Ecuador) "Valuation of attributes of Galapagos Islands tourism: A discrete choice experiment"

Appendix 8: Interviews conducted for the evaluation

| <i>Category/Person(s)</i> | <i>Resident of:</i> | <i>Relationship to LACEEP</i> |
|---|---------------------|-------------------------------|
| 1. Program senior staff | | |
| Francisco Alpízar | Costa Rica | Program Director* |
| Juan Robalino | Costa Rica | Deputy Program Director* |
| Jorge Higinio Maldonado | Colombia | Deputy Program Director* |
| Lizette Delgado | Costa Rica | Program Officer |
| <p>* Until April 2010, Francisco Alpízar served as Program Director and Juan Robalino served as Deputy Program Director. Since then, Juan Robalino has been Program Director and Francisco Alpízar and Jorge Higinio Maldonado are Deputy Program Directors. Jorge Higinio Maldonado had previously served LACEEP as Instructor of Short Course VI (September 2008) and Juan Robalino had earlier been a workshop and short-course participant and funded researcher.</p> | | |
| 2. Project leaders and research proposal applicants (status as at start of Workshop IX, April 2010) | | |
| Laura Alayón | Colombia | Grant Holder |
| Sara Ávila | Mexico | Grant Holder |
| Hernán Bejarano | Argentina | New Applicant |
| Gustavo Canavire-Bacarreza | Bolivia | New Applicant |
| Ninel Escobar | Mexico | Grant Holder |
| Gonzalo Gamboa | Spain | Grant Holder |
| Jacqueline García-Yi | Peru | Grant Holder |
| Juan González | Puerto Rico | New Applicant |
| Maurice Mason | Jamaica | New Applicant |
| Marcelo Moreira | Brazil | New Applicant |
| Marcelo Olivera | Mexico | Grant Holder |
| José Orihuela | Peru | New Applicant |
| Daniel Ortega | Ecuador | Grant Holder |
| Andrea Prado | Costa Rica | New Applicant |
| Oscar Sarcinelli | Brazil | New Applicant |
| Ignacio Schiappacasse | Chile | New Applicant |
| César Viteri | Ecuador | Grant Holder |
| Iván Zambrana | Bolivia | New Applicant |
| Oscar Zapata | Ecuador | Grant Holder |
| 3. Donor Committee | <i>Resident of:</i> | <i>Affiliation</i> |
| David Glover | Canada | IDRC |
| Veronica Melander | Sweden | SIDA |

| | | |
|-------------------------|------------------------------------|---|
| | | |
| 4. Advisory Committee | <i>Resident of: / National of:</i> | <i>Affiliation</i> |
| | | |
| Jean Acquatella | Chile / Venezuela | Economic Commission for Latin America and the Caribbean |
| Mauricio Alviar | Colombia | Universidad de Antioquia |
| Roxana Barrantes | Peru | Instituto de Estudios Peruanos and Pontificia Universidad Católica del Perú |
| Jorge Rivera | USA / Guatemala | George Washington University |
| | | |
| 5. Scientific Committee | <i>Resident of:</i> | <i>Affiliation</i> |
| | | |
| Allen Blackman | USA | Resources for the Future |
| Fredrik Carlsson | Sweden | University of Gothenburg |
| Nancy Olewiler | Canada | Simon Fraser University |
| Dale Whittington | USA | University of North Carolina |
| | | |

Appendix 9: Template for interviews of LACEEP workshop participants, and for Secretariat staff and committee members

Each interview was conducted according to the general set of questions or topics given below. In practice, there were other follow-up questions specific to the interview subjects. Given time constraints, not every participant answered every question listed here.

Interviews with researchers and new applicants

Introductions, explain purpose of interview

Overview of questions

- Individual's academic and professional career history
- Individual's history of involvement with LACEEP, including events attended
- Origin and genesis of their research project
- How did they learn about LACEEP?
- What were their motivations and incentives to participate, how do they expect it to help their career?
- Characterize the nature and quality of training, feedback and advice received so far
- In which research networks and professional organizations do they participate?
- Describe the demand/receptiveness/process for environmental policy advising in their country
- What suggestions for change would they offer for LACEEP processes and events to improve effectiveness for future participants?

For those whose research project was nearing completion:

- What has been the effect of participation on their career so far?
- What are their expectations for publication of research results?
- What are their expectations for influencing policy reform in this area?

Interviews with Secretariat Staff and Committee Members

Introductions, explain purpose of interview

Overview of questions

- What do they feel are the strengths and weaknesses of LACEEP, and what examples or evidence would they offer to support these views?
- What opportunities does LACEEP face moving forward?
- What threats or risks are affecting LACEEP's progress?
- Are there any major decisions or choices that LACEEP should be making as it moves forward?
- How does the concept of sustainability apply to LACEEP as a program? How would they envision LACEEP in 10 or 15 years' time?
- There may be a tension between (i) LACEEP's efforts to increase research capacity—such as by working with researchers who have basic training and high research potential—and (ii) LACEEP's efforts to achieve research outcomes and to influence policy—such as by working with researchers who already have high levels of training, including prior LACEEP grant holders. What are their views about this apparent trade-off and about whether emphasis should be shifted toward either goal in future?

Appendix 10: Participant evaluations of workshops and courses

The following tables show mean ratings, on a scale of 1-5. A response of 1 indicates strong disagreement or a poor rating, depending on the phrasing of question. A response of 3 indicates “agree” or a “good” rating while a response of 5 indicates strong agreement or an excellent rating. For question (#2) about course duration: 1 = too short, 2 = too long, and 3 = about right.

Source: For all evaluations, response scores were calculated from tabulated data provided by the LACEEP Secretariat.

Participant evaluation of workshops

| Evaluation question | Date of workshop | | | | | | | | | Mean |
|--|------------------|----------------|----------------|----------------|----------------|-------------|------------|-------------|------------|-------------|
| | Feb '06 | Oct '06 | Mar '07 | Oct '07 | Apr '08 | Sept '08 | Mar '09 | Sept '09 | Apr '10 | |
| <i>Number of responses</i> | | 10 | 14 | 19 | 14 | 20 | 16 | 12 | 18 | 15.4 |
| I found the preparatory sessions to be useful | | 3.80 | 4.86 | 3.67 | 4.43 | 3.90 | 4.19 | 4.58 | 4.28 | 4.21 |
| Duration of the preparatory session | | 2.80 | 3.00 | 3.00 | 2.71 | 2.74 | 2.63 | 3.00 | 2.78 | 2.83 |
| Rate the plenary talks (if any) | | | | | | | | | | 4.10 |
| <i>(session scores listed in ascending order by score, not chronologically as in the agenda)</i> | | 3.27 | 4.21 | 3.37 | 4.00 | | | | | |
| | | 3.60 | 4.64 | 4.00 | 4.00 | | | | | |
| | | 4.36 | 4.79 | 4.00 | 4.21 | | | | | |
| | | | | | 4.79 | | | | | |
| Time assigned to your presentation was sufficient | | 4.00 | 4.67 | 4.33 | 4.71 | 4.55 | 4.19 | 4.84 | 4.61 | 4.49 |
| Presenting in English was not a significant obstacle | | 3.91 | 4.67 | 3.78 | 4.21 | 3.70 | 4.33 | 4.00 | 4.22 | 4.10 |
| Other participants provided good comments | | 3.27 | 4.00 | 4.28 | 4.21 | 4.30 | 4.19 | 4.08 | 4.50 | 4.10 |
| Resource persons provided good comments | | 4.50 | 4.50 | 4.44 | 4.43 | 4.55 | 4.69 | 4.91 | 4.78 | 4.60 |
| Closed session with Scientific Committee - useful | | | | | | | | 4.83 | 4.71 | 4.77 |
| One-on-one advice was logical and consistent <i>(mean score or range of means for all advisors)</i> | | 4.00 - 4.67 | 4.00 - 5.00 | 3.00 - 5.00 | 4.40 - 5.00 | 4.63 | 4.77 | 4.83 | 5.00 | 4.70 |
| One-on-one advisor was familiar with my work <i>(mean score or range of means for all advisors)</i> | | 4.00 - 4.75 | 4.00 - 4.33 | 3.00 - 5.00 | 4.20 - 5.00 | 4.37 | 4.23 | 4.67 | 4.83 | 4.41 |
| One-on-one advice was understandable <i>(mean score or range of means for all advisors)</i> | | 4.67 - 5.00 | 4.33 - 5.00 | 4.00 - 5.00 | 4.40 - 5.00 | 4.32 | 4.69 | 5.00 | 4.83 | 4.66 |
| One-on-one advice was constructive <i>(mean score or range of means for all advisors)</i> | | 4.00 - 4.75 | 4.00 - 5.00 | 3.00 - 5.00 | 4.00 - 5.00 | 4.63 | 4.62 | 4.67 | 5.00 | 4.60 |
| Usefulness of the Working Group sessions | | 4.25 | 4.79 | 4.50 | 4.43 | 4.35 | 4.53 | 4.67 | 4.69 | 4.53 |
| Helpfulness and efficiency of LACEEP's staff | | 4.75 | 5.00 | 5.00 | 4.93 | 4.95 | 4.94 | 5.00 | 5.00 | 4.95 |
| Overall satisfaction with the workshop | | 4.50 | 4.79 | 4.68 | 4.86 | 4.70 | 4.81 | 4.92 | 4.78 | 4.75 |

Note: No data were available for the workshop held in February 2006.

Participant evaluation of short courses

| Evaluation question | Date of short course | | | | | | | | | Mean |
|---|----------------------|------------|-------------|-------------|------------|------------|-------------|-------------|------------|-------------|
| | Feb '06 | Oct '06 | Mar '07A | Mar '07B | Oct '07 | Apr '08 | Sept '08 | Sept '09 | Apr '10 | |
| <i>Number of responses</i> | | 15 | 15 | 9 | 24 | 14 | 18 | 11 | 11 | 14.6 |
| I found the course to be very useful | | 4.60 | 4.53 | 3.44 | 4.17 | 4.21 | 3.61 | 4.27 | 3.55 | 4.05 |
| Duration of the short course | | 3.00 | 2.93 | 2.44 | 2.58 | 2.14 | 2.00 | 2.73 | 2.20 | 2.50 |
| Rate the lectures: | | | | | | | | | | 4.21 |
| Lecture 1 | | 4.53 | 4.07 | 3.67 | 4.21 | 4.57 | 4.06 | 4.55 | 3.82 | |
| Lecture 2 | | 4.20 | 4.33 | 3.78 | 4.29 | 4.79 | 4.17 | 4.36 | 3.73 | |
| Lecture 3 | | 4.60 | 4.29 | 3.78 | 4.08 | 4.36 | 4.13 | 4.37 | 4.36 | |
| Lecture 4 | | 4.40 | 4.13 | 4.11 | 4.13 | 4.29 | | 4.73 | | |
| Lecture 5 | | 4.60 | | 3.78 | 4.00 | | | | | |
| Lecture 6 | | | | | 4.00 | | | | | |
| Lectures: innovative & aid my prof. development | | | 4.57 | 3.78 | | | | | | 4.18 |
| Receiving the papers in advance was very useful | | 4.07 | 4.69 | 4.44 | 4.29 | 4.29 | | | | 4.36 |
| Other discussants' comments were very useful | | 4.27 | 4.00 | 4.11 | 3.45 | 4.43 | | | | 4.05 |
| Instructor was logical and consistent | | 4.87 | 4.67 | 4.11 | 4.75 | 4.78 | 4.44 | 4.73 | 4.45 | 4.60 |
| Instructor demonstrated good familiarity with topic | | 4.87 | 4.87 | 4.78 | 4.96 | 4.83 | 4.72 | 4.91 | 4.45 | 4.80 |
| Instructor was understandable | | 4.93 | 4.73 | 4.33 | 4.63 | 4.57 | 4.44 | 4.82 | 4.60 | 4.63 |
| Instructor was constructive | | 4.87 | 4.80 | 4.22 | 4.82 | 4.50 | 4.44 | 4.64 | 4.45 | 4.59 |
| Usefulness of the readings and group work | | 4.07 | 4.33 | 4.22 | 3.95 | 4.14 | 3.82 | 4.73 | 4.36 | 4.20 |
| Helpfulness and efficiency of LACEEP's staff | | 4.67 | 4.93 | 4.89 | 4.92 | 4.93 | 4.94 | 5.00 | 4.73 | 4.88 |
| Overall satisfaction with the short course | | 4.80 | 4.73 | 3.89 | 4.54 | 4.71 | 4.28 | 4.91 | 4.18 | 4.51 |

Note: The short course held in March 2007 was offered in two segments with each evaluated separately. The course on "Practical skills for researchers: writing proposals and reports" is labeled "A" above, and the course on "Practicalities of environmental policy making," is labeled "B." There was no short course in March 2009, and no data were available for the short course in February 2006.

Participant evaluation of training courses

| Evaluation question | Date of training course | | | | | | Mean |
|--|-------------------------|----|-----------|----|-----------|----|-------------|
| | January '08 | | July 2008 | | July 2009 | | |
| <i>Number of responses follows score for each item</i> | | 21 | | 26 | | 22 | 23 |
| 1. I found the course to be very useful | 4.25 | 20 | 4.04 | 25 | 3.77 | 22 | 4.02 |
| 2. The course duration was | 2.95 | 21 | 2.62 | 26 | 2.18 | 22 | 2.58 |
| Rate the lectures on: | | | | | | | 4.41 |
| 3. Public policy analysis: environmental economics | 4.86 | 21 | | | | | |
| 4. Deforestation, conservation policies & auditing-I | 3.90 | 21 | | | | | |
| 5. Deforestation, conservation policies & auditing-II | 4.29 | 21 | | | | | |
| 6. Surveys | 4.50 | 20 | | | | | |
| 7. Tips on proposal writing | 4.50 | 20 | | | | | |
| 8. Economics of water and health economics | 4.86 | 21 | | | | | |
| 3. Contingent valuation method | | | 4.65 | 26 | | | |
| 4. Household surveys – ethical & logical issues | | | 4.73 | 26 | | | |
| 5. Travel cost method | | | 4.46 | 26 | | | |
| 6. Contingent valuation survey design contest | | | 4.58 | 26 | | | |
| 7. Contingent valuation method econometrics | | | 4.35 | 26 | | | |
| 8. Designing choice experiments | | | 4.35 | 26 | | | |
| 9. Choice experiments econometrics | | | 4.46 | 26 | | | |
| 10. Field experiments | | | 4.35 | 26 | | | |
| 3. Global environmental trends: Overview | | | | | 3.91 | 22 | |
| 4. Business environmental protection strategies | | | | | 3.95 | 22 | |
| 5. Stakeholder management & social responsibility | | | | | 4.00 | 22 | |
| 6. Voluntary certification programs | | | | | 4.09 | 22 | |
| 7. When do markets work and when not? | | | | | 4.50 | 22 | |
| 8. Instruments: command and control/taxes/permits | | | | | 4.55 | 22 | |
| 9. How to estimate benefits / damages | | | | | 4.41 | 22 | |
| 10. Case study: climate change | | | | | 4.68 | 22 | |
| <i>#11 – 14: Instructor details not tabulated here</i> | | | | | | | |
| 15. Usefulness of the readings and group work | 4.48 | 21 | 4.42 | 26 | 4.45 | 22 | 4.45 |
| 16. Helpfulness and efficiency of LACEEP’s staff | 5.00 | 21 | 4.96 | 26 | 4.95 | 22 | 4.97 |
| 17. Overall satisfaction with the course | 4.76 | 21 | 4.69 | 26 | 4.59 | 22 | 4.68 |

Appendix 11: Donor commitments of funding to LACEEP, 2005-2011, and reported expenditures of donor funds, 2005-2009

| LACEEP Reported Expenditures of Donor Funds, by donor¹ | IDRC | | SIDA | | Total | | |
|--|---------------------------|---|---------------------------|---|---------------------------------|-----------------------------------|---------------------------|
| | <i>current US dollars</i> | <i>Canadian dollars (approx.)²</i> | <i>current US dollars</i> | <i>Swedish Kronor (approx.)³</i> | <i>Swedish Kronor (approx.)</i> | <i>Canadian dollars (approx.)</i> | <i>current US dollars</i> |
| Reported expenditures – Phase I: | | | | | | | |
| June 1, 2005 – May 31, 2006 | \$85,251 | 103,870 | \$67,489 | 540,992 | 1,224,364 | 186,098 | \$152,740 |
| June 1, 2006 – May 31, 2007 | 154,272 | 176,287 | 117,070 | 939,627 | 2,177,845 | 310,063 | 271,342 |
| June 1, 2007 – May 31, 2008 -SIDA | | | 375,784 | 2,682,534 | 2,682,534 | 378,895 | 375,784 |
| June 1, 2007 – Dec 31, 2008 -IDRC | 486,647 | 490,675 | | | 3,473,930 | 490,675 | 486,647 |
| | | | | | | | |
| Phase I Sub-total | \$726,170 | 770,832 | \$560,344 | 4,163,153 | 9,558,673 | 1,365,731 | \$1,286,513 |
| <i>Phase I Donor Commitment⁴</i> | <i>753,648</i> | <i>800,000</i> | <i>529,590</i> | <i>4,000,000</i> | <i>9,692,311</i> | <i>1,208,887</i> | <i>1,283,238</i> |
| | | | | | | | |
| Reported expenditures – Phase II: | | | | | | | |
| Jan 1, 2008 – Dec 31, 2008 -SIDA ⁵ | | | \$122,348 | 873,381 | 873,381 | 123,361 | \$122,348 |
| January 1, 2009 – Dec 31, 2009 | \$274,424 | 333,565 | 259,312 | 2,047,683 | 4,214,700 | 648,761 | 533,736 |
| | | | | | | | |
| Phase II Sub-total (to Dec 31, 2009) | \$274,424 | 333,565 | \$381,660 | 2,921,064 | 5,088,081 | 772,122 | \$656,084 |
| <i>Phase II Donor Commitment (to December 31, 2011)⁴</i> | <i>987,420</i> | <i>1,200,000</i> | <i>1,013,094</i> | <i>8,000,000</i> | <i>15,797,259</i> | <i>2,431,645</i> | <i>2,000,514</i> |
| | | | | | | | |
| <i>Expenditure totals from June 1, 2005 to Dec 31, 2009</i> | <i>\$1,000,594</i> | <i>1,104,397</i> | <i>\$942,004</i> | <i>7,084,217</i> | <i>14,646,754</i> | <i>2,137,853</i> | <i>\$1,942,598</i> |

¹ Based on financial reports to donors. Accounts are kept in US dollars, other currency values for expenditure amounts are approximate. Columns may not add due to rounding.

² Exchange rates based upon LACEEP financial reports to donors, \$US/\$CAD: 2006, 0.82075; 2007, 0.87512; 2008, 0.99179; 2009, 0.82270

³ Exchange rates based upon LACEEP financial reports to donors, SEK/\$US: 2006, 8.0160; 2007, 8.0262; 2008, 7.1385; 2009, 7.8966

⁴ Donor commitments are in national currencies of each donor. US dollar amounts for donor commitments are approximations based on average exchange rates. Funds available and actual expenditures may exceed or be less than financial commitments due to exchange rate movements after funds are advanced.

⁵ During January – May, 2008, SIDA funds were spent from both the first (Phase I) and second (Phase II) Agreements on Research Cooperation.

Appendix 12: Publications and presentations by LACEEP grant holders

Refereed Journal Articles (funded researchers' names are **bold**)

del Pilar Moreno-Sánchez, Rocío, and Jorge Higinio Maldonado. "Evaluating the role of co-management in improving governance of marine protected areas: An experimental approach in the Colombian Caribbean," *Ecological Economics*, 69(12): 2557-2567, October 2010. doi:10.1016/j.ecolecon.2010.07.032

Edwards, Peter E.T., "Sustainable financing for ocean and coastal management in Jamaica: The potential for revenues from tourist user fees," *Marine Policy*, 33(2): 376-385, March 2009. doi:10.1016/j.marpol.2008.08.005

Féres, José. "Reúso de Água na Bacia do Rio Paraíba do Sul," *Meio Ambiente Industrial*, (68):90-93, July/August 2007.

Féres, José, Arnaud Reynaud, Alban Thomas and Ronaldo Seroa da Motta, "Competitiveness and Effectiveness Concerns in Water Charge Implementation: A Case Study of the Paraíba do Sul River Basin, Brazil," *Water Policy*, 10(6): 595–612, 2008. doi:10.2166/wp.2008.103

Figueroa B., Eugenio, **Carlos Orihuela R.,** and Enrique Calfucura T., "Green accounting and sustainability of the Peruvian metal mining sector," *Resources Policy* 35(3):156-167, September 2010. doi:10.1016/j.resourpol.2010.02.001

García-Negro, M.C., **Villasante, Sebastián,** Carballo Penela, A., and Rodríguez Rodríguez, G. "Estimating the economic impact of the Prestige on the Death Coast (NW Spain) fisheries," *Marine Policy*, 33(1): 8-23, 2009. doi:10.1016/j.marpol.2008.03.011.

Núñez Parrado, Daisy and Mario Niklitschek Huaquín. "Caracterización de la pesca recreativa en la Patagonia Chilena: una encuesta a turistas de larga distancia en la región de Aysén." *Estudios y Perspectivas en Turismo*, 19(1):83-104. January 2010.
<http://www.estudiosenturismo.com.ar/>

Rodríguez Rodríguez, Gonzalo, **Villasante, Sebastián,** and García-Negro, María do Carme, "Are red tides affecting economically the commercialization of the Galician (NW Spain) mussel farming?" *Marine Policy*, (in press). doi:10.1016/j.marpol.2010.08.008

Saldarriaga-Isaza, C. Adrián and Carlos Vergara. "Who switches to hybrids? A study of a fuel conversion program in Colombia," *Transportation Research Part A: Policy and Practice*, 43(5): 572-579. June 2009.

Villasante, Sebastián, González-Laxe, F., and García-Negro, M.C. "Overfishing and the Common Fisheries Policy: (un)successful results from TAC regulation?" *Fish and Fisheries*, (in press)
<http://onlinelibrary.wiley.com/doi/10.1111/j.1467-2979.2010.00373.x/abstract>

Villasante, Sebastián, and Sumaila, R. “Estimación de los efectos de la eficiencia tecnológica sobre la flota pesquera de la Unión Europea,” *Boletín Económico Información Comercial Española*, 2982: 49-57, 2010.
<http://europa.sim.ucm.es/compludoc/AA?articuloId=731120&donde=castellano&zfr=0>

Villasante, Sebastián, and Sumaila, R. “Estimating the effects of technological efficiency on the European Union fishing fleet,” *Marine Policy*, 34: 720-722, 2010.
[doi:10.1016/j.marpol.2009.11.008](https://doi.org/10.1016/j.marpol.2009.11.008).

Villasante, Sebastián (2010) “Global assessment of the European Union fishing fleet,” *Marine Policy*, 34: 623-670, 2010. [doi:10.1016/j.marpol.2009.12.007](https://doi.org/10.1016/j.marpol.2009.12.007)

Books, Monographs and Reports

Domenech, J.L., Sanz Larruga, J., **Villasante, Sebastián**, and Carballo Penela, A. *Guía para la implementación de un sistema de gestión integrada de zonas costeras*, Madrid: AENOR, 455 pages, 2010.
www.sostenibilidad-es.org/es/prensa/guia-para-la-implementacion-de-un-sistema-de-gestion-integrada-de-zonas-costeras

Villasante, Sebastián, (2010) *Medición de la sostenibilidad de las pesquerías artesanales en Galicia*. A Coruña, Spain: Netbiblio Ediciones, 208 pages, 2010.

Malky Harb, Alfonso Farjan and Juan Carlos Ledezma Columba, *Factibilidad económica y financiera de la producción de caña de azúcar y derivados en el norte del departamento de La Paz*, Serie Técnica No. 18, La Paz, Bolivia: Conservation Strategy Fund, September 2009.
http://conservation-strategy.org/sites/default/files/field-file/18_Malky_Sugar_Cane_sp.pdf

Book Chapters

Carballo Penela, A., **Villasante, Sebastián**, and García Negro, M.C. (2009) “La ordenación pesquera y la gestión sostenible del litoral en Galicia,” In González Laxe, F. (ed.) *Estudios sobre la ordenación, planificación y gestión del litoral: hacia un modelo integrado y sostenible*, A Coruña, Spain: Fundación Pedro Barrié de La Maza, 389-406.
<http://dialnet.unirioja.es/servlet/articulo?codigo=3217320>.

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Conference Presentations

Arriagada, Rodrigo, “Payments for environmental services and their impact on forest transition in Costa Rica,” Oral presentation, Economics and Environment Network Symposium, Australian National University, Canberra, November 2010

Bauch, Simone C., Sills, E.O., and Pattanayak, S.K., “Microenterprises after the funding ends: Two Steps Forward and One Step Back,” Oral Presentation at Allied Social Science Associations, January 2010. Atlanta, USA.

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Féres, José, Juliana Simões Speranza and Eustáquio Reis, “Mudanças climáticas globais e seus impactos sobre os padrões de uso do solo no Brasil,” Presented to VIII Congresso Latinoamericano de Sociologia Rural América Latina: realineamientos políticos y proyectos en disputa, Porto de Galinhas, Brasil, November 2010.

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Medina, Carlos. “Economic Valuation of Biodiversity Conservation in The Galapagos,” Congreso Nacional de Biología, Guayaquil, Ecuador. November 2009, Oral presentation.

Speranza, Juliana Simões, José Féres and Eustáquio Reis, “Analisando os efeitos de longo prazo do aquecimento global sobre a atividade agrícola dos pequenos agricultores Brasileiros,” Presented to VIII Congreso Latinoamericano de Sociología Rural América Latina: realineamientos políticos y proyectos en disputa, Porto de Galinhas, Brasil, November 2010.

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Villasante, Sebastián, Garcia-Negro, M.C., Rodriguez Rodriguez, G., Sumaila, R., Christensen, and V. Villanueva, M.C. “A preliminary trophic model of coastal fisheries resources of the Patagonian marine ecosystem,” Ecopath 25 Years Conference Proceedings: Extended Abstracts: 151-152, 2009. Oral presentation. <http://www.ecopath.org/node/390>

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Villasante, Sebastián, and Sumaila, R. “Cooperative and non cooperative fisheries management of *Illex argentinus* fishery in the Patagonian marine ecosystem,” Fourth Congress of ALEAR 2009, Costa Rica, March 2009, Oral presentation.

Villasante, Sebastián, and Sumaila, R., “Economics of fisheries management of straddling fish stocks in the Patagonian Marine Ecosystem,” Fifth World Fisheries Congress, Yokohama, Japan, October 2009, Oral presentation.

Viteri Mejia, Cesar and Sylvia Brandt, “Setting incentives to control tourism in the Galapagos islands: a choice experiment approach,” Oral Presentation, Fourth World Congress of Environmental and Resource Economists, Montreal, Canada, June 2010.

Other presentations reported without complete bibliographic citations:

Rodrigo Arriagada presented his research at European Association of Environmental and Resource Economists Annual meeting in Sweden

Jessica Coria, presented her research at the Latin American and Caribbean Economist Association and at the Latin American Association of Environmental and Resource Economists (ALEAR).

Peter Edwards presented his research in a seminar at the University of West Indies, Jamaica, where policy makers were present.

Jose Gustavo Féres presented his paper titled “Water Reuse in Brazilian Manufacturing Industries” at four different conferences. It was short-listed for the UNESCO prize for best young researcher article. It received the 1st Prize for best article at the Conference on Water Resources Studies in Brazil, May 2008

Rocío Moreno also presented her research at European Association of Environmental and Resource Economists Annual meeting in Sweden 2008, and received the first prize on the project category at the Annual Global Development Network Awards and Medals competition under the “The governance and political economy of Natural Resource Management” theme in 2009.

Carlos Saldarriaga presented his research at the European Association of Environmental and Resource Economists Annual meeting in Sweden and at the Latin American Association of Environmental and Resource Economists (ALEAR) in Chile.

Catalina Trujillo received the first prize on the research in development category at the Annual Global Development Network Awards and Medals competition 2009 under the “Societies and Natural Resource management” theme.

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Appendix 13: Membership of LACEEP committees, June 2005 through June 2010

| | | |
|--------------------------------|---|----------------------|
| 1. Donor Committee | | |
| | | |
| <i>Category/Person(s)</i> | <i>Affiliation</i> | <i>Member since:</i> |
| | | |
| David Glover | International Development Research Centre, Canada | 2005 |
| Veronica Melander | Swedish International Development Cooperation Agency, Sweden | 2009 |
| | | |
| <u>Former members:</u> | | |
| AnnaMaria Oltorp | Swedish International Development Cooperation Agency, Sweden | 2005 - 2009 |
| | | |
| 2. Advisory Committee | | |
| | | |
| Jean Acquatella | Economic Commission for Latin America and the Caribbean, Chile | 2006 |
| Mauricio Alviar | Universidad de Antioquia, Colombia | 2009 |
| Roxana Barrantes | Instituto de Estudios Peruanos and Pontificia Universidad Católica del Perú, Peru | 2006 |
| Jorge Rivera | George Washington University, USA | 2009 |
| | | |
| <u>Former members:</u> | | |
| Sara Aniyar | Universidad de Zulia, Venezuela and The Beijer Institute, Sweden | 2005 - 2009 |
| Raúl O’Ryan | Universidad de Chile, Chile | 2005 - 2006 |
| Sonja Teelucksingh | University of West Indies, Trinidad and Tobago | 2005 - 2006 |
| Leiner Vargas | Universidad Nacional, Costa Rica | 2005 - 2009 |
| | | |
| 3. Scientific Committee | | |
| | | |
| Francisco Alpízar | Deputy Program Director, CATIE, Costa Rica | 2005 |
| Allen Blackman | Resources for the Future, USA | 2005 |
| Fredrik Carlsson | University of Gothenburg, Sweden | 2005 |
| Jorge Higinio Maldonado | Deputy Program Director, Universidad de los Andes, Colombia | 2010 |
| Nancy Olewiler | Simon Fraser University, Canada | 2008 |
| Juan Robalino | Program Director, CATIE, Costa Rica | 2007 |
| Dale Whittington | University of North Carolina, USA | 2006 |
| | | |
| <u>Former member:</u> | | |
| Raúl O’Ryan | Universidad de Chile, Chile | 2006 - 2008 |
| | | |