

Challenges for Executive Education in Latin America

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The Educational Scene in Latin America

Product life cycles in many technology fields are down to a matter of months. How can developing countries keep up? Executive education may be one of the answers. The demands for executive education in Latin America can perhaps best be understood within the overall context of the debate in the region on how to improve education in general. Some of the issues of that debate are outlined here. Then, a case study on Brazil adds a country-specific example of the issues and problems. Finally, we provide a survey of the state-of-the-art of executive education in the region as offered by the top business schools.

The region has fallen behind much of Asia in the most basic measures of educational performance. Many worry that this has been a major contributor to less success in economic development as well. Asian success certainly contributed greatly to the economic policy reform movement in Latin America during the 1990s known as applying the “Washington Consensus.” That model involved—among several thrusts—trade liberalization, tying funding to performance, downsizing, and privatizing. The latter two raise the question: How can you spend less and still improve education? Also, if you do not improve education in ways that provide appropriate performance measures, will not the efforts to reform the political economy of Latin American countries fall short in terms of long-term economic performance?

Proposals to improve education involve a series of trade-offs. Primary/secondary education versus tertiary education is the most basic issue. Within the field of post-secondary education there are additional trade-offs between general higher education and technical training, teaching and scholarship, liberal and professional education, graduate professional versus

academic programs, degree programs and non-degree offerings, and public versus private institutions. A broad view of the educational challenges in the region can be found in *El gran eslabón*, a study for the UN Economic Commission for Latin America and the Caribbean (Hopenhayn & Ottone). Based on this background, and looking for a guide to determining the importance of executive education for business competitiveness, this paper examines each of these sets of trade-offs as they may affect the choice of offering more extensive and appropriate executive education.

Educational Reform and Innovation in the Context of Globalization and Neo-Liberalism in Public Policy

In Latin America education must be considered in the context of several challenges. One is in terms of covering the basics. How do students perform on some standardized measures in reading, math, etc.? As crucial as this is, we must also ask about timeliness and relevance. In these areas, the universal impact of globalization comes into play. On top of the general effects of globalization, Latin American countries have been reforming their economies based on the neo-liberal model. This approach, which opens economies more to the world, accelerates and intensifies the impact of globalization on countries that were economically protected in the past. Are students been prepared to address the consequences?

Thomas Friedman characterizes globalization as the democratization of finance, technology, and information (Friedman). In terms of business, this has come to mean an increase in global markets and global production. Democratization means at a minimum significant complications in the formation and implementation of public policy. These processes result in tremendous pressures on societies to open more to the world, great cost in obsolescence if one does not, and extreme internal tension if one does.

In Latin America, major reforms were made in the 1990s under what has become known as the Washington Consensus. This was a response to expert analysis about sound economic policy for any era, lessons learned from Asia's growth in the 1970s and 1980s, and consensus on how best to address the realities of globalization. The conclusion was to focus on what works to generate macroeconomic stability through the control of public sector deficits, reduce the role of the state in the productive process through major privatizations and deregulation programs, and emphasize the importance of opening the external sector to foreign competition.

The need to address these questions can be seen in country comparisons. World Bank research tried to determine why some developing countries enjoy the highest growth rates in the world while others struggle.

The World Bank set out to answer this question by comparing four developing nations - China, India, Pakistan, and Bangladesh - that have grown at strikingly different rates. Though these countries were equally under-developed at the beginning of the 1990s, China's economy has since soared, while India and Bangladesh have grown moderately, and Pakistan not at all. As David Dollar, Director of Development Policy at the World Bank, explains, the World Bank's survey suggests that trade liberalization must be complemented by a sound investment climate if developing countries are to achieve high growth rates. Institutions, policies, and regulations play integral roles in encouraging foreign investment. However, Dollar says, highly bureaucratic and corrupt governments or unreliable financial services will prevent firms from receiving the services they need. Such conditions make it difficult to persuade entrepreneurs to invest in potential export opportunities since their returns will be low and uncertain (Dollar, 1).

In the case of Latin America, the reforms of the 1990s aimed at applying the lessons learned in Asia. Achievement was very uneven across countries and across time.

By the measures of sustained economic growth, greater equity and employment, the record has been discouraging. Unfortunately, there is little consensus about the reasons why. Some reforms have been incompletely or inefficiently implemented. Often, corruption has clouded the picture; the fruits of privatization, for example, went into private bank accounts rather than facilitating the transition of the workforce to new private-sector jobs. (Bruce, 2003a, 6).

The idea of "incompletely or inefficiently implemented" has been classified as the need for second-generation reforms. These include maintaining prudent macroeconomic policy,

effectively managing capital flows, reducing poverty and inequality, increasing domestic savings rates, and strengthening institutional foundations. The institutional need has been great as regulatory agencies (as well as legislatures, courts, nongovernmental watchdog groups, and universities) were often not prepared to deal with the newly privatized industries and other new demands of more open economies.

Looking back on the Asian case, one could say that limited, quality government intervention has been the most successful strategy (see World Bank, 1993). Specifically in reference to education, William Ratliff adds that "One critical factor in Asia's success has been its universal, increasingly high-quality education systems, particularly at the primary and secondary levels, that have enabled most people to promote their own well-being and contribute to national development. (Ratliff, iii). This then returns us to the dilemma of how to improve education to deal with globalization when the emphasis has also been on downsizing government and reducing deficit spending. In other words, government generally and education in particular have had to focus on defining what should be considered "the basics" and thus most deserving of public support.

Chile has had some success in educational reform. Its approach to expanding coverage and increasing quality has including "improving teaching, enforcing standards, reducing bureaucracy, and decentralizing administrative control." (Ratliff, 11) On the other hand, despite significant progress, even Chile has not approached Asian achievements in the basics of mathematics and reading.

Just as the amount of support for public education is under great strain, new questions must be asked about not only about what are the most crucial areas of education but also what should be the content in those areas. The Asian success linked basic education at the elementary school level with the needs of industrialization and the export of manufactured goods. Is this the right formula

now for Latin America in a period of globalization, neo-liberal public policy, and the information/service era?

Trade-off between Primary and Tertiary Education

Regularly there are campaigns to refocus educational spending. For example, President Lula in Brazil has emphasized the importance of the primary school level. Critics have suggested that Brazil spends too much of its education budget on higher education. This issue has come up throughout the region as it is argued that "...biases in per student spending towards the tertiary level have weakened the potential of education to offset socioeconomic and geographic inequalities (Castro/Verdisco, 5). The concern involves both equity and effectiveness. In many countries public universities are free of tuition indicating a commitment to access for all social levels of society. Yet, given limited teaching resources, admissions may be based on test scores as is the case in Brazil. Consequently, middle and upper class children have disproportionately gained access in part because many are prepared for the tests by private elementary and secondary schools.

General Higher Education and Technical Training

In some Latin American countries there have been conflicting pressures regarding post-secondary educational options. Universities can make the case that job creation will flow from the training of potential business leaders, managers, and entrepreneurs. Technical training at vocational schools can provide the prepared workforce if jobs are created (see Castro & Garcia). In the era of import substitution industrialization and state-directed growth, jobs were generated either by industries protected from foreign competition or by government investment. If economies open and the state is downsized, what will be the source of job creation? Either the

traditional family owned firms, foreign investors, or new entrepreneurs must step up to the plate. The former lack the motivation and the latter lack the skills. Thus, to not be too dependent on foreign investors, these countries need to increase entrepreneurial activity. Yet, business schools have not been strong in this area.

Teaching and Scholarship

The question of teaching versus research is a contentious issue in Latin America as it is in other parts of the world. On average, it may be fair to say that historically, the majority of Latin American universities primarily have been undergraduate teaching institutions. Furthermore, in many cases, the majority of the professors have taught part-time.

In a number of countries this has change substantially and research has been given a greater emphasis. Many academics now publish in both local and international scholarly journals. A growing number have been trained in North American or European institutions. In addition, some—especially in the case of business schools—have begun to gain accreditation in the United States and Europe (see Castro & Levy, 39-42). Often meeting accreditation criteria includes the need for both research and graduate programs. The latter provide both research manpower and the training of future scholars/teachers.

Liberal versus professional education

Traditionally Latin American universities were a collection of professional schools. European traditions and perhaps the key role of part-time instructors have contributed to this thrust. In many fields (e.g., law and medicine) students enter the professional schools directly from high school. There has not been a strong tradition similar to the idea of a liberal arts degree so common in the United States. This approach was viable for training elites given that the

limited number of university students came to the university from high quality private high schools.

Several downside conditions now affect this educational model. As university enrollment expanded, more students entered the universities without a strong “liberal education” from high school. Also, students must select a career at an early age. Once in a professional school (yet undergraduate program), switching fields often requires starting over at the freshman year. In disciplines where job opportunities have been limited, the graduates have to use a transferable-skills approach to finding a job. On this basis, Castro and Levy characterize the “de-professionalization” of certain fields and he indicates that some professional schools are in essence offering what perhaps should be a more general higher education degree that would better prepare students for new, currently undefined opportunities (Castro & Levy, 58).

Graduate Professional versus Graduate Academic

As explained above, many undergraduate programs in Latin American universities are professional programs. With the addition of distinct graduate degrees, perhaps new distinctions have emerged. This can be seen especially in business. In some countries the flagship or terminal degree is the Masters. Like MAs and MSs in the United States, these may involve a thesis. On the other hand, for example in the Brazilian case, MBAs are specialist programs (e.g., MBA-Finance, MBA-Retailing). In the Brazilian situation with an MBA too specialized and a Masters too academic, the missing element may be a professional, general management degree characterized by the MBA in the United States. The case of a Professional Masters as offered by the Federal University of Bahia may be moving toward the US emphasis (Fischer & Andrade). This would also apply to the growing number of Executive MBA programs. Appendix 4 lists the Executive MBA programs offered by the top business schools in Latin America.

Degree Programs versus Non-degree Offerings

There has been a tendency in the United States to view extension courses as a bit like auto mechanics: not that high level or of rigorous academic quality. Even though “life-long learning” has become a popular slogan, many academics may still think of extension activities as not too serious. Somehow a lecture to 300 freshmen represents teaching and a two-day seminar for business people just involves “training.” Professional fields such as law, medicine, engineering, and business have led the way in upgrading the offerings and meeting the needs of mid-career professionals.

Nowadays, career advisors tell young people that they may have several careers over their lifetime. Transferable skills will be increasingly important along with an ability to adjust to new demands of new professions. Non-degree, executive programs are a key viable alternative to costly and time-consuming returns to campus of additional degrees. In Latin American, this may be central to moving quickly in response to globalization, neo-liberalism, and the information age.

Delivery may take one of several forms. Programs open to a variety of participants can take place on-campus or in community locations. This applies as well for company-specific programs that can also be offered on-site. Alternatively, a number of companies have developed their own in-house training programs (see Da Costa).

Public versus Private Institutions

In the late 19th Century the anti-clerical movement was linked to the campaign for universal public education. The Church had been the key institution in the field of education. In some cases such as Argentina, private universities were closed and did not operate again until the 1960s. (see Rock, 155) Within this context we can clearly say that the debate about public versus private education has been a most serious business in Latin America.

Today, private institutions are a major component in higher education. Furthermore, in some cases, the concept of free university studies has come under challenge. The private-school advantage for admissions was mentioned above (also see Fischman). Some countries have tried to address funding problems—and perhaps competition from private institutions—by turning to tuition and fees. In Chile, for example, “the higher education system draws so heavily on tuition, sales, and contracts that it depends on the government for only one-third of its income.” (Castro & Levy, 73, also see Viola & Castro)

Beyond student access and equity issues, public funding also must be considered in terms of public support for the externalities of research. Private schools often are so dependent on tuition income that more expensive endeavors such as research may not get much attention. In light of this, tuition funding for public universities may be crucial as a way to free up resources to support research.

In the Asia case, funding has made a major contribution to educational success. Compared to Latin American countries, many Asian countries have applied flatter funding across levels. Beyond the resulting resources for primary and secondary schools, the Asian success also has involved effective centralization, discipline, and differences in pedagogy (time on task) along with high stakes and aspirations for students and parents. For continuity, education was taken off the political agenda. Given that these latter characteristics do not depend on spending, we are reminded that funding, although very important, is only one element in successful educational programs.

Brazilian Educational Issues: A Case Study

The Funding Trade-Off

There has been a significant debate in Brazil regarding the focus and effectiveness of educational spending. Central to the debate is whether a greater proportion should go to primary or tertiary level. Table 1 below shows that “Superior Education” receives over half of education spending. Such greater investments at the higher level of education has been successful in moving federal universities to a high standard of quality and moreover a benchmark for academic research and faculty development (Table 2 in Appendix 1 shows the spending categories within higher education.) It is important to reflect on the reasons for this educational policy and its effect over time. The issue has been what is the most efficient approach for an emerging country given the unique constraints on mobilizing financial resources.

Table 1: Brazilian Educational Spending

Maintaining Expenses and Education Development	Thousand RS		
	Actual Provisions	Expenses Executed	%
	(C)	(D)	(D/C)
Planning and Budgeting	4,800	4,275	89.06%
General Administration	53,509	52,795	98.67%
Information Technology	52,305	49,943	95.48%
Human Resources Development	71,857	46,597	64.85%
Recipes Administration	1,950	1,430	73.33%
Community Assistance	87	76	87.36%
Hospital and On site Assistance	140,889	54,010	38.34%
Elementary Education	1,721,839	1,262,170	73.30%
Secondary Education	617,254	600,777	97.33%
Profesional Education	938,140	858,233	91.48%
Superior Education	6,562,345	6,297,026	95.96%
Child Education	35,633	6,823	19.15%
Education for Youngs and Adults	453,566	432,544	95.37%
Special Education	48,914	35,695	72.98%
Culture Dissemination	458	94	20.52%
Poor Indigenous Assistance	300	61	20.33%
Cientific Development	24,197	11,394	47.09%
Dissemination of Cientific Knowledge and Technology	206	191	92.72%
Tranferences	474,816	474,816	100.00%
Total Expenses	11,203,065	10,188,950	90.95%

Source: www.tcu.gov.br

The reasons for an existing disparity between primary and tertiary education may flow from a strategic positioning philosophy of the Federal Government. The concept has been that an emerging nation will thrive in part due to its intellectual capacity and in fact proportionally to its knowledge equity. The justification is the conclusion that a nation has to promote its intellectual capital rather than just focusing on natural resources and agricultural products. A major concern though develops when the government's educational budget cannot adequately support both primary and tertiary education. This is a common reality for most of emerging countries. Societal strains intensify in the short-run as the gap between the lower and higher social classes tends to increase, especially given that education is closely correlated with income levels. In Brazil, to have access to best universities most of the students have to study their entire lives in private schools that offer the best educational preparation. Some of the best universities are the public ones that offer free tuition. Yet, those who can take advantage of this probably could afford to finance their own education. The system thus makes it even more difficult for the lower class to have access to better quality education at any level.

These reasons and effects have been at the center of innumerable debates and have led to some level of consensus in Brazilian society on the necessity to give a higher priority to primary education. The unfortunate trade-off is that with tight budgets, funds for the federal universities must be reduced. On the other hand, proposals of this variety unleash resistance from vested interests among the academic community.

Evaluation and Supervision

The more investments are made to improve education in South American countries, the more evaluation and supervision is required to assure efficiency as well as correction of deficiencies. In Brazil, the Ministry of Education has a foundation (CAPES – Fundação de Coordenação de Aperfeiçoamento de Pessoal de Nível Superior) that is in charge of evaluating

and supervising post-graduate programs. The criteria used to evaluate are based on a multidimensional analysis involving seven characteristics. Each characteristic varies in terms of the intrinsic issues concerning every aspect of the discipline. For example, for business schools the criteria are shown in Table 3. This indicates the weight given to the key criteria (Faculty 20%, Research 10%, Graduate Teaching Activity 10%, Alumni Relations 10%, Masters Theses and Doctoral Dissertations 20%, and Intellectual Production 30%). Appendix 2 shows the emphases within each category.

Table 3: Main Criteria for Evaluation of Post-Graduate Programs in Brazil

Quesitos	Pesos
I Proposta do Programa (Program Proposal)	xxx
II Corpo Docente (Faculty)	20.00
III Atividade de Pesquisa (Research)	10.00
IV Atividade de Formação (Graduation Teaching Activity)	10.00
V Corpo Discente (Alumni)	10.00
VI Teses e Dissertações (Thesis and dissertations)	20.00
VII Produção Intelectual (Intellectual Production)	30.00
Soma dos Pesos	
	100

Most academic research in Brazil takes place at the federal universities. Partnerships with foreign universities have become a crucial aspect for researcher in all fields of knowledge and an important aspect of the post-graduate faculty strategies. In particular, the Federal Government has been using scholarships and other resources to encourage faculty to go abroad. However, due to the political pressure for higher levels of investments in primary level education, resources have been suffering drastic cuts lately. For example, for doctoral degrees the scholarships are available for only specific areas where graduate training is not available in Brazil. On the other hand, according to the specific criteria of business schools faculty evaluation, each program can get a better evaluation for diversity of faculty preparation. This means that the faculty members are motivated to add foreign degrees to their credentials.

Another major issue is the time span, which currently includes a triennial period for the evaluation and supervision process. There are some discussions about whether or not this period should be extended mainly because there is a substantial gap between the intellectual production

and publication as well as consideration of the problem of the time required to complete masters and doctoral programs. Furthermore, time is increased because taking both masters and doctorates from the same institution is discouraged.

Rankings do matter. Moving up on evaluations of post-graduate programs can substantially increase the chances of more resources for a department from the Ministry of Education. In fact, most of the programs struggle for better evaluations and some of them act strategically under each of the evaluation criteria in order to improve and as a result have better conditions for both research and teaching. This means that each of the criteria utilized by CAPES (see Appendix 2) is carefully and strategically considered by the deans and by faculty boards of directors.

Alternative Models for Business Education: University Extension and Corporate Education

Brazilian business schools have been quite entrepreneurial. As the MBA “brand” became popular worldwide, many new Brazilian products came on the market. The traditional more academic masters remained the flagship for many universities. Yet, at the same time new programs were offered including Executive MBA, Professional Masters, and specialist MBAs. The offerings from private institutions particularly expanded business education. Motivations certainly included meeting the needs of the business community. At the same time, other motivations also came into play. For example, since the public universities cannot charge tuition for degrees, the non-degree programs provide desperately needed extra revenue for faculty and departments as well. Innovation in these areas has been possible since they fall outside of the traditional evaluation and accreditation systems. On the other hand, quality control issues are significant.

A gap of availability or relevance may be indicated by the growth of education offered in-house by corporations. Yet, much growth could still take place in this area. For Dianne

Miester, a corporative education consultant and author of *Corporative Education*, corporations can serve as the gateway within a company through which all education takes place. This means the company itself becomes the organization’s strategic hub for educating employees, customers, and suppliers as corporate universities link an organization’s strategies to the learning goals of its audiences.

To break traditional concepts and implement new ideas—as well as filling some deficient gaps in the traditional educational system—corporate universities have been developed and strengthened. Companies such as ACCOR, Oracle, Xerox, Motorola and McDonald’s (Costa, 2001) are leading the implementation of corporate universities in Brazil (see Table 4). Some were identified as the best companies to work for and this gives them a competitive advantage in terms of being experts in knowledge management.

Table 4: Brazilian Experience with Corporate Universities

Corporate University	Practical Experience
Academia ACCOR	Promote organizational culture, improvement of the internal and external communications
Universidade MOTOROLA	Training philosophy, helped to build a culture of pursuing quality, build strong academic partnership throughout the world
Universidade Souza Cruz	Helped the employees to access high educational levels working with flexibility and focusing on better career positioning
Universidade Unimed (health insurance cooperative)	Created for training and updating for human resources, also offers a graduate program
Instituto de Formacao CARREFOUR	Training and updating human resources with the exchange of experience and training processes
CYSCO Systems	Strong use of Computer Mediated Environment allowing cost reducing and efficiency in training, also has a traditional education environment
Universidade Petrobras	Concept of change of training positioning through corporate university is strictly related to the strategic issues of the organization

Demerval Franco

On the other hand, big corporations are not the norm. Small and medium sized businesses make up 97.8% the GDP. These smaller firms usually lack the resources to develop their own in-house universities (Franco). These companies do not have a history of strong investment in training their human resources or any interest in establishing corporate university programs. In reality, corporate universities in the Brazil involve no more than 40 companies of which 80% are from foreign countries. According to Martius Vicente Rodriguez y Rodriguez, manager of University of Petrobras, the corporate university should help organizations move to the new knowledge society; however, this will not be a simple or fast process. In Petrobras, the biggest Brazilian oil company with total revenues around US\$33 billion for the year 2002, using training by its corporate university is strictly related to the overall strategic vision of the organization.

Executive Education Options for Latin America

Executive education does not get much attention in the broader debate about educational challenges and reform in Latin America. Nevertheless, it plays a crucial role in the overall education scenario. Particularly in business, leaders must constantly address timely, relevant issues. The evolution of MBA programs and other business degrees indicates that academic institutions are sensitive to the changing needs of the business community. Is the current portfolio of executive programs in business up to the task? Do the movements toward globalization and free trade keep moving the goal posts further away?

We sought ways to get a snapshot of the current state-of-the-art. As a starting point, we decided to examine the programs of the top ranked business schools in the region. For this purpose we used the rankings from *América Económica* (2003). This, of course, leaves out many programs offered by the much larger pool of business schools in the region. It also does not cover programs offered in the region without local university involvement by institutions

from other parts of the world. Nevertheless, looking at the portfolio from the major business schools does help in appreciating the priorities that top schools and their clients have emphasized.

From the websites of the top schools, we identified their executive programs. Table 6 shows the schools and their ranking. Appendix 5 has the list of executive programs. A wide range of short courses was identified covering many topics. Six hundred programs were identified. Table 5 shows the general classification of topics and the percentage of courses in each category. Around 60 percent fall under the categories of human resources, finance and accounting, strategy and negotiations, and marketing.

Table 5: Executive Topics

Courses for Executives Programs

Clasificacion	Total	Percentage
Recursos Humanos	122	20.33%
Finanzas y Contabilidad	101	16.83%
Estrategia y Negociacion	74	12.33%
Marketing	62	10.33%
Gerencia Empresarial	58	9.67%
Tecnologia	41	6.83%
Logistica y Operaciones	39	6.50%
Gerencia de Productos	19	3.17%
Economia	18	3.00%
Gestion de Control	13	2.17%
Entrepreneurship	11	1.83%
Gerencia Publica	10	1.67%
Gerencia de Proyectos	9	1.50%
Negocios Internacionales	9	1.50%
Derecho Empresarial	6	1.00%
Suficiencia de Ingles	4	0.67%
Gerencia de Servicios	4	0.67%
Total	600	100.00%

Table 6: Top Business School Rankings

Source: America Economia, Agosto 2003			
Ranking			
2002	2003		
1	2	INCAE	Costa Rica
2	1	Tec de Monterrey, Campus de Monterrey	Mexico
3	2	Pontificia Universidad Catolica de Chile	Chile
3	4	Universidad Adolfo Ibanez	Chile
4	0	Fundacao Getulio Vargas - EAESP Sao Paulo	Brazil
5	3	ITAM (Instituto Tecnologico Autonomo de Mexico)	Mexico
6	7	Universidad de Chile (Eng. Industrial)	Chile
7	5	Universidad de Chile - Tulane (Administracion)	Chile
8	8	IAE (Escuela de Direccion de Negocios, Universidad Austral)	Argentina
9	6	Universidade de Sao Paulo (USP)	Brazil
10	10	Coppead - UFRJ	Brazil
11	9	IPADE	Mexico
12	11	Tec de Monterrey, Campus Ciudad de Mexico y Austin-Texas	Mexico
13	13	Universidad de los Andes - Administracion	Colombia
14	14	Universidad Torcuato di Tella	Argentina
15	15	ESAN	Peru
16	12	IESA	Venezuela
17	16	IBEMEC	Brazil
18	17	Fundacao Don Cabral	Brazil
19	21	Universidad del Desarrollo	Chile
20	23	PUC-RJ (Pontificia Universidad Catolica)	Brazil
21	26	Centrum	Peru
22	18	Tec de Monterrey Campus Toluca	Mexico
23	22	Universidad Alberto Hurtado	Chile
24	20	Business School Sao Paulo	Brazil
25	19	Universidad Anahuac Poniente	Mexico
26	25	Universidad Tecnica Federico Santa Maria	Chile
27	24	Universidad ORT	Uruguay
28	0	Universidad del Cema	Argentina
29	29	Universidad del Pacifico	Peru
30	28	Universidad Belgrano	Argentina
31	31	Universidad San Ignacio de Loyola	Peru
32	27	IEDE	Chile
33	33	Universidad Santiago Made	Chile
34	32	Pad, Escuela de Direccion de la Universidad de Piura	Peru
35	34	Universidad Americana	Paraguay

Clearly, none of the executive programs specified globalization, trade-liberalization, or free trade as the primary topic. However, these topics may well be address within the framework of the specific disciplines of the courses. Faculty presenters may also greatly utilize international cases and address international challenges within the programs.

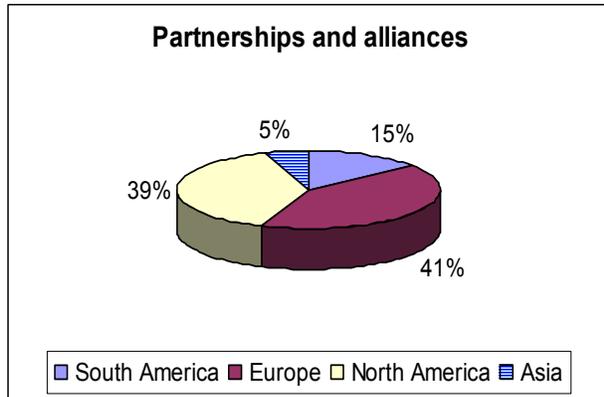
In terms of experience, many faculty members of the top schools obtained their professional training in European and United States universities. Major U.S. schools have a much larger percentage of professors from a variety of countries. On the other hand, whether American born or not, U.S. professors did their academic training at U.S. universities.

Another way to evaluate potential for international relevance in curricula would be to consider the international linkages of the institutions. For the top business schools in Latin America, Table 7 indicates the major international partners for exchanges and joint programs. Clearly, the strengths are with U.S. and European universities. Latin American institutions are particularly weak in terms of ties to Asia and especially to Africa. (also see Appendix 3)

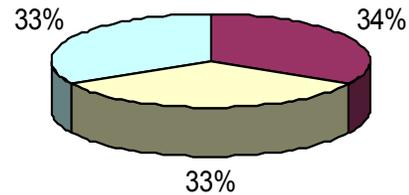
Table 7: Strategic Alliances of Latin American Business Schools

PARTNERSHIPS ALLIANCES and EXCHANGE ANALYSIS

UNIVERSITY	South America	Europe	North America	Asia	# countries
IESA	6	13	10	0	13
Tecnologico de Monterrey	2	0	8	1	5
Universidad Tecnologica de Monterrey	1	1	1	1	4
Universidad Adolfo Ibanez	0	7	8	2	10
Universidad de Santiago	0	6	3	0	4
Universidad del Cema	2	5	9	0	10
Universidad del Desarrollo	4	19	9	0	10
Universidad Torcuato di Tella	2	7	7	1	12
Business School of Sao Paulo	0	0	1	0	1
Coppead	0	1	1	1	3
Fundacao Dom Cabral	0	0	2	0	2
Fundacao Getulio Vargas FGV	0	1	1	0	2
Universidad Anahuac Poniente	11	20	15	4	15
Total	28	80	75	10	



Brazilian partnership, alliances and exchange



Are executive programs getting attention by the academic and administrative leadership of the Latin American universities? For a quick view, we looked at the latest meeting of CLADEA (Latin American Council of Business Schools). Out of 125 research sessions and plenary meetings, if one were to stretch the definition of “executive education concerns” to include entrepreneurial and corporate linkage, there were a maximum of 10 sessions in the executive domain. A similar ratio applies looking at the programs of BALAS, the Business Association of Latin American Studies. On the other hand, paging through Latin American newspapers these days one will certainly see a good number of executive programs being advertised.

Conclusions

Economic development models in Latin America are discussed by cab drivers and as part of dinner table conversation. This perennial state of affairs is currently in a period of increased intensity. Given the crucial role of education, it is also getting intense scrutiny. The issues run the gamut from spending on primary schools to the application of research measures in the promotion of professors. Executive education can fall within this large area of public policy concerns. Yet, it does not fit cleanly into the education or the economic development agendas.

Executive education will be receiving more attention as a source of revenue for both private and public institutions. At the same time, criteria for evaluation remain illusive. How can learning be measured when executives catch a quick course and head back to their day jobs? What criteria of relevance should be applied?

At a minimum we can say that executive training holds the potential for more easily being on the cutting edge, be it in delivery (e.g., distance learning) or in terms of topics. Collaboration with academic institutions in other parts of the world will probably increase. Activities related to Africa and especially Asia would certainly add relevance if the concern is business opportunities and competitive threats.

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Appendix 1: Brazilian Education Budget

Table 2: Brazilian Spending on Higher Education: 2002

Faculty

Unidade da Federação / Categoria Administrativa	Funções Docentes (Em Exercício e Afastados)															
	Total Geral				Universidades				Centros Universitários				Faculdades Integradas			
	Total	Tempo Integral	Tempo Parcial	Horista	Total	Tempo Integral	Tempo Parcial	Horista	Total	Tempo Integral	Tempo Parcial	Horista	Total	Tempo Integral	Tempo Parcial	Horista
Brasil	242,475	94,464	59,009	89,002	153,003	80,353	34,999	37,651	23,925	4,230	6,810	12,885	11,255	1,102	3,110	7,043
Pública	92,215	70,004	17,090	5,121	82,927	65,808	14,822	2,297	611	191	10	410	445	-	-	445
Federal	51,020	42,889	7,435	696	48,056	40,555	6,920	581	134	101	10	23	-	-	-	-
Estadual	35,354	26,060	7,760	1,534	32,447	24,599	6,843	1,005	-	-	-	-	-	-	-	-
Municipal	5,841	1,055	1,895	2,891	2,424	654	1,059	711	477	90	-	387	445	-	-	445
Privada	150,260	24,460	41,919	83,881	70,076	14,545	20,177	35,354	23,314	4,039	6,800	12,475	10,810	1,102	3,110	6,598
Particular	79,497	11,645	22,737	45,115	21,031	4,412	7,532	9,087	15,042	2,729	4,244	8,069	7,942	819	2,156	4,967
Comun/Confes/Filant	70,763	12,815	19,182	38,766	49,045	10,133	12,645	26,267	8,272	1,310	2,556	4,406	2,868	283	954	1,631

Administrative

Unidade da Federação / Categoria Administrativa	Instituições											
	Total Geral			Universidades			Centros Universitários			Faculdades Integradas		
	Total	Capital	Interior	Total	Capital	Interior	Total	Capital	Interior	Total	Capital	Interior
Brasil	1,637	592	1,045	162	76	86	77	32	45	105	30	75
Pública	195	72	123	78	41	37	3	-	3	3	-	3
Federal	73	48	25	43	28	15	1	-	1	-	-	-
Estadual	65	24	41	31	13	18	-	-	-	-	-	-
Municipal	57	-	57	4	-	4	2	-	2	3	-	3
Privada	1,442	520	922	84	35	49	74	32	42	102	30	72
Particular	1,125	413	712	28	13	15	47	21	26	85	25	60
Comun/Confes/Filant	317	107	210	56	22	34	27	11	16	17	5	12

Appendix 2: Brazilian Criteria for Post-Graduate Business Programs

II - Corpo Docente

Itens	Pesos
1 Composição e atuação do corpo docente; vínculo institucional e dedicação.	20,00
2 Dimensão do NRD6 relativamente ao corpo docente. Atuação do NRD6 no Programa.	30,00
3 Abrangência, especialização do NRD6 relativamente às Áreas de Concentração e Linhas de Pesquisa. Qualificação do NRD6.	30,00
4 Intercâmbio ou renovação do corpo docente. Participação de outros docentes.	10,00
5 Exogenia do NRD6	10,00
Soma dos Pesos	100

III - Atividade de Pesquisa

Itens	Pesos
1 Adequação e abrangência dos Projetos e Linhas de Pesquisa em relação às Áreas de Concentração.	25,00
2 Vínculo entre Linhas e Projetos de Pesquisa.	25,00
3 Adequação da quantidade de Linhas e Projetos de Pesquisa em andamento em relação à dimensão e à qualificação do NRD6.	25,00
4 Participação do corpo docente nos Projetos de Pesquisa.	25,00
Soma dos Pesos	100

IV - Atividade de Formação

Itens	Pesos
1 Adequação e abrangência da Estrutura Curricular relativamente à Proposta do Programa e às suas Áreas de Concentração. Adequação e abrangência das disciplinas ministradas em relação às Linhas e Projetos de Pesquisa.	30,00
2 Distribuição da carga letiva e carga horária média. Participação de outros docentes.	25,00
3 Quantidade de orientadores do NRD6 relativamente à dimensão do corpo docente. Distribuição da orientação entre os docentes e número médio de orientandos por docente.	30,00
4 Atividades letivas e de orientação nos cursos de graduação.	15,00
Soma dos Pesos	100

V - Corpo Discente

Itens	Pesos
1 Dimensão do corpo discente em relação à dimensão do NRD6.	20,00
2 Número de orientandos em relação à dimensão do corpo discente.	5,00
3 Número de titulados e proporção de desistências e abandonos em relação à dimensão do corpo discente.	40,00
4 Número de discentes-autores da pós-graduação em relação à dimensão do corpo discente (e participação de discentes-autores da graduação).	35,00
Soma dos Pesos	100

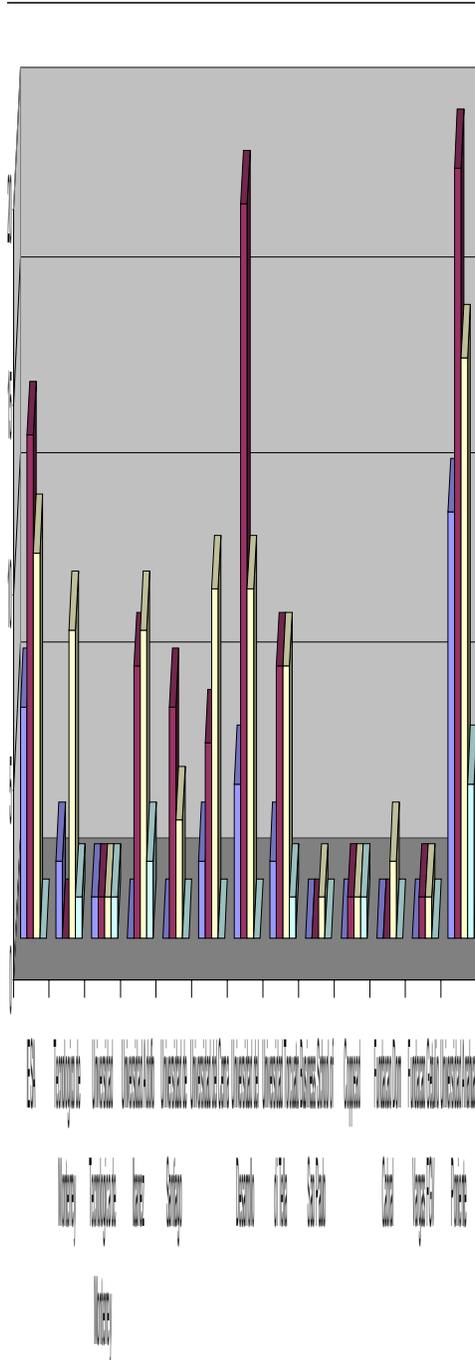
VI - Teses e Dissertações

Itens	Pesos
1 Vínculo das teses e dissertações com Áreas de Concentração e com Linhas e Projetos de Pesquisa; adequação ao nível dos cursos.	15,00
2 Tempo médio de titulação de bolsistas; tempo médio de bolsa. Relação entre os tempos médios de titulação de bolsistas e de não bolsistas.	35,00
3 Número de titulados em relação à dimensão do NRD6. Participação de outros docentes.	25,00
4 Qualificação das Bancas Examinadoras. Participação de membros externos.	25,00
Soma dos Pesos	100

VII - Produção Intelectual

Itens	Pesos
1 Adequação dos tipos de produção à Proposta do Programa e vínculo com as Áreas de Concentração, Linhas e Projetos de Pesquisa ou Teses e Dissertações.	10,00
2 Qualidade dos veículos ou meios de divulgação.	35,00
3 Quantidade e regularidade em relação à dimensão do NRD6; distribuição da autoria entre os docentes.	35,00
4 Autoria ou co-autoria de discentes.	5,00
5 Produção técnica	15,00
Soma dos Pesos	100

Appendix 3: International Linkages of Latin American Business Schools



University		Executive MBA				Education in International Business	
Name	Country	Name	Time Duration	# of Hours or # of Credits	Exchange Agreements	Master of International Business	Duration
Business School Sao Paulo	Brazil	Executive MBA	14 months	450 hours	Rotman School of Management, University of Toronto	no	n/a
Coppead	Brazil	Executive MBA	n/a	50 Credits	Global Partner MBA Program	Master of International Business / Programa Acelerado	33 Hours
Fundacao Don Cabral	Brazil	MBA Executivo	4 semanas e 12 fines de semana	14 Modulos	Sauder School of Business, The University of British Columbia, Kellogg School of Management	Programa Avancado em Negocios Internacionais	8 Months / 360 horas
Fundacao Getulio Vargas	Brazil	Curso de Especializacao em Administracao para Graduados	Semester	18 Courses, two credit each	University of Texas at Austin, HEC School of Management em Jouy-en-Josas, Franca	no	n/a
IAE (Escuela de Direccion y Negocios, Universidad Austral)	Argentina	Executive MBA	6 trimestres	32 Courses	Global Immersion Program: Anderson Graduate School of Management (UCLA) - Harvard Business School (HBS), Wharton (Philadelphia) y Darden	no	n/a
IBMEC	Brazil	MBA Executivo	534 h, 22 meses	n/a	U. de Chicago, U. Carlos III de Madrid, U. Tel Aviv, City U. Business School, U. de Illinois at Urbana, U. da California, U. do novo Mexico, U. de Paris, Escola de Administracao de le Havre, U. de San Andres, U. de Washington	no	n/a
IEDE (Institute for Executive Development)	Chile	Only Regular MBA	2 years	n/a	None	no	n/a
IESA (Instituto de Estudios Superiores de Administracion)	Venezuela	Programa Avanzado de Gerencia	11 Meses	n/a	See the additional sheet	no	n/a
IPADE (Instituto Panamericano de Alta Especializacion de Empresas)	Mexico	Executive MBA	24 meses	n/a	Richard Ivey School of Business	Programas Especiales Internacionales	n/a
ITAM (Instituto Tecnologico Autonomo de Mexico)	Mexico	Executive MBA	36 horas cada curso	Un curso se imparte en un periodo de dos fines de semanas	W. P. Carrey, Arizona State University	Direccion Internacional	De 8 trimestres a dos años
Pontificia Universidad Catolica de Chile	Chile	Executive MBA	2 años	n/a	Program in International Management	Executive MBA Internacional	17 meses
PUC-RJ (Pontificia Universidad Catolica)	Brazil	Mestrado em Administração de Empresas Opção Profissional	n/a	36 Credits	None	no	n/a
Tec de Monterrey, Campus Monterrey	Mexico	One-MBA	21 Months	n/a	See the additional sheet	no	n/a
Tec de Monterrey, Campus Toluca	Mexico	Regular MBA	n/a	n/a	See the additional sheet	Comercio Internacional	n/a
Tec Monterrey, Campus Ciudad de Mexico e Austin-Texas	Mexico	Executive MBA Program in Mexico city	2 años	n/a	University of Texas at Austin	Global MBA for Latin Managers	n/a
Universidad Adolfo Ibanez	Chile	Executive MBA para profesionales universitarios, para Ingenieros comerciales, civiles e Industriales, residencial	Fines de semana, 110 hrs por modulo aprox.	7 modulos	See the additional sheet	MBA International Programme	n/a
Universidad Alberto Hurtado	Chile	Only Regular MBA	n/a	n/a	University of Notre Dame, Georgetown University, Loyola University Chicago, Santa Clara University y Loyola College in Maryland.	Not in Business	n/a
Universidad de Belgrano	Argentina	Only Regular MBA	n/a	n/a	See the additional sheet	Master in International Business	2 años
Universidad de Chile - Tulane (Administracao)	Chile	MBA for the Americas	2 años	n/a	Freeman School of Business, Tulane University	no	n/a
Universidad de Chile (Eng. Industrial)	Chile	Only Regular MBA	2 años	n/a	Tiene otra casa de estudios en Barcelona	no	n/a
Universidad de Santiago - MADE	Chile	Only Regular MBA	2 años	n/a	See the additional sheet	no	n/a
Universidad de Sao Paulo (USP)	Brazil	Only Regular MBA	2 años y meio	11 disciplinas	None	no	n/a
Universidad del CEMA	Argentina	Only Regular MBA	2 años	12 Asignaturas	See the additional sheet	no	n/a
Universidad del Desarrollo	Chile	MBA Executive and MBA Weekend	14 Meses	Cuatro Modulos y Siete Cursos	See the additional sheet	no	n/a
Universidad Tecnica Federico Santa Maria	Chile	Only Regular MBA	2 años	12 Asignaturas	None	no	n/a
Universidad Torcuato di Tella	Argentina	Executive MBA	15 Meses	5 Fases	See the additional sheet	Maestria en Estudios Internacionales	6 Trimestres
Universidade Anahuac Poniente	Mexico	Alta Direccion - Joint MBA Program	2 años	8 trimestres	See the additional sheet	Comercio y Negocios Internacionales	4 Trimestres

University			Executive Programs					
Name	Ranking	Country	Name	Programs	Duration	Seminars & Conferences	"In Company" Program	Distance Education
Business School Sao Paulo	21	Brazil	Executive Development Programs	18 Courses (see anexo)	18 to 24 hours each	No	Yes	no
Coppead	10	Brazil	None	N/A	N/A	no	no	no
Fundacao Don Cabral	16	Brazil	Educacao Executiva	13 Programas para Alta Administracao	From 1 day to one month	no	Yes	yes
Fundacao Getulio Vargas	4	Brazil	Educacao Continua	Programa Gestao Executiva, Programa Direcao Estrategica, and Programa Gestao en Saude	1 Semestre	Yes	Yes	yes
IAE (Escuella de Direccion y Negocios, Universidad Austral)	8	Argentina	Programas Ejecutivos	Direccion y Negocios, Programas Ejecutivos Focalizados, y Especialidades	4 Months	no	Yes	no
IBMEC	15	Brazil	Programas Ejecutivos	Certificate in Business Administration (CBA), Programa de Desenvolvimento Gerencial (PDG)	360 hours	no	Trenamiento in Company	Modulos de Ensino a Distancia
IEDE (Institute for Executive Development)	26	Chile	None	N/A	N/A	no	no	no
IESA (Instituto de Estudios Superiores de Administracion)	14	Venezuela	Programas Ejecutivos	Cursos, Programas y Actividades "In Company"	6 a 24 horas	yes	yes	no
IPADE (Instituto Panamericano de Alta Especializacion de Empresas)	11	Mexico	Programas de Perfeccionamiento	Programas de Direccion y de Alta Direccion. Programas Especiales Nacionales	30 semanas o 9 meses	no	no	no
ITAM (Instituto Tecnologico Autonomo de Mexico)	5	Mexico	Programas Ejecutivos	Programas de Extension Universitaria, Cursos de actualizacion, Sistemas Tutoriales y Seminarios	Programas de 6 a 9 meses. Cursos de 16 a 32 horas.	Yes	Yes	no
Pontificia Universidad Catolica de Chile	2	Chile	Diplomados para Ejecutivos	Cursos, Diplomas, Postitulo en Administracion de Empresas, Programas para la Empresa	Cursos: de 24 a 34 horas academicas. Diplomas: Un ano	No	Yes, Programas para Empresas	no
PUC-RJ (Pontificia Universidad Catolica)	18	Brazil	Especializacão	Cursos de Pos-graduacao	10 Meses or 360 horas	No	no	yes
Tec de Monterrey, Campus Monterrey	1	Mexico	Educacion Continua y Especialidades	Certificacion, Congreso, Cursos, Diplomado, Programas Especiales, Seminarios y Talleres	20 a 185 horas (Educacion Continua). 6 Cursos (Especialidades)	Yes	no	no
Tec de Monterrey, Campus Toluca	19	Mexico	Diplomados y Seminarios	Diplomados y Seminarios	20 a 180 horas	Yes	no	Universidad Virtual
Tec Monterrey, Campus Ciudad de Mexico e Austin-Texas	12	Mexico	Diplomados y Programas de Actualizacion Profesional	Diplomas, Cursos, Talleres y Seminarios	20 a 180 horas	Yes	no	Universidad Virtual
Universidad Adolfo Ibanez	3	Chile	Educacion Ejecutiva y Centro de Informacion Gerencial	Diplomas, Cursos, Talleres y Seminarios	Programas: 40 Hrs Academicas	Yes	yes, Programas Cerrados para Empresas	no
Universidad Alberto Hurtado	20	Chile	Diplomados	Diplomas	De 140 a 360 Horas Academicas	No	no	no
Universidad de Belgrano	25	Argentina	Programas de Executive Education y Educacion Continua	Cursos de Actualizacion Profesional	Cursos:15 Horas Programas: de 6 a 8 meses	Yes	no	Clases Satelitales
Universidad de Chile - Tulane (Administracao)	7	Chile	Escuela de Negocios para Ejecutivos	Cursos y Diplomas de Especializacion y de Perfeccionamiento, Seminarios y Programas Exclusivos para Empresas	Diplomas: tres trimestres; Cursos: 60 Horas; Seminarios: 15 Horas	Yes	Yes, Programas Exclusivos de Empresas	no
Universidad de Chile (Eng. Industrial)	6	Chile	Division de Extension Academica	Diplomas, Programa de Habilidades Directivas, Taller de Ingenieria de Sistemas, Seminarios, Cursos Cortos (Minicursos) y Casos	Diplomas: de 24 a 73 Sesiones de 3 hrs cada una. Taller: 4 dias. Minicursos: 4 hrs	Yes	Yes, Cursos Cerrados para Empresas	no
Universidad de Santiago - MADE	27	Chile	Diplomados y Postítulos, Seminarios y Cursos	Diplomados y Postítulos, Seminarios y Cursos	Seminarios: 100 horas	Yes	no	no
Universidad de Sao Paulo (USP)	9	Brazil	Ensino Superior	Cursos de Especializacão	500 horas	No	no	yes, FenixWeb
Universidad del CEMA	24	Argentina	Programas Ejecutivos y de Actualizacion	Programas Ejecutivos, Cursos de Actualizacion, Programas de Especializacion Ejecutiva (PostMBA)	De 10 a 20 Reuniones	Yes	no	no
Universidad del Desarrollo	17	Chile	Diplomas, Cursos y Seminarios	Diplomas en Administracion Estrategica, en Administracion y Gestion Publica, Gestion y Direccion de Empresas.	200 horas academicas	Yes	no	Yes, Cursos en la Web
Universidad Tecnica Federico Santa Maria	23	Chile	Formacion Empresarial	Laboratorio Intel, Formacion de Empresas, y Capacitacion Profesional	Seminarios: 4 dias	Yes	no	no
Universidad Torcuato di Tella	13	Argentina	Programas Ejecutivos	Programas Ejecutivos en Finanzas	Modulos de tres horas dictados en tres dias	Yes	no	no
Universidade Anahuac Poniente	22	Mexico	Programas de Extension	Diplomados, Workshops, Simulaciones, y Cursos	Cursos: de 3 a 6 dias. Diplomados:	Yes	no	no