

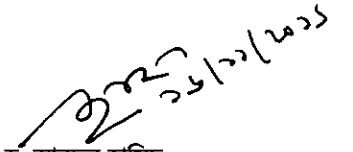
বিজ্ঞপ্তি

যুক্তরাষ্ট্রের উইলিয়ামস কলেজে অনুষ্ঠেয় MA in Policy Economics Programme-এ অংশগ্রহণের জন্য বাংলাদেশের সরকারি কর্মকর্তাদের জন্য সুযোগ রয়েছে। উক্ত কোর্সে অংশগ্রহণে আগ্রহী যোগ্য সরকারি কর্মকর্তাগণকে নিম্নোক্ত শর্ত সাপেক্ষে তাঁদের নিয়ন্ত্রণকারী কর্তৃপক্ষকে অবহিত রেখে ০১/১২/২০১৬ তারিখের মধ্যে সরাসরি উইলিয়ামস কলেজের নির্ধারিত পদ্ধতিতে অনলাইনে আবেদন প্রেরণ করতে অনুরোধ করা হলো:

শর্তসমূহ:

১. আবেদনকারী বাংলাদেশের নাগরিক ও সরকারি চাকুরিজীবী হতে হবে;
 ২. আবেদনকারীর চাকুরি স্থায়ী হতে হবে;
 ৩. আবেদনকারীকে স্ব স্ব নিয়ন্ত্রণকারী কর্মকর্তার অনুমতিক্রমে আবেদন করতে হবে;
 ৪. আবেদন সম্পর্কিত বিস্তারিত তথ্য <http://cde.williams.edu/> ওয়েবসাইট থেকে জানা যাবে। এ বিষয়ে উক্ত ওয়েবসাইটের নির্দেশনাবলী অনুসরণ করত হবে;
 ৫. প্রার্থীত আবেদনের বিষয়ে উইলিয়ামস কলেজের সিদ্ধান্ত চূড়ান্ত;
 ৬. জনপ্রশাসন মন্ত্রণালয়ের প্রজ্ঞাপন নং-০৫.০০.০০০০.২১১.২২.১০৬.২০০৮-৩৩৯, তারিখ: ০৬/১২/২০১৫ মোতাবেক চাকুরিতে প্রবেশের পর প্রেষণ/শিক্ষাছুটিতে একটি মাস্টার্স ডিগ্রী সম্পন্ন করেছেন এমন কর্মকর্তার এ কোর্সের জন্য আবেদন করার প্রয়োজন নেই;
 ৭. জনপ্রশাসন মন্ত্রণালয়ের ২৯/৮/৯২খ্রিঃ তারিখের স্মারক নং-সম (বিঃপ্রঃ)-৮০/৯২-৫১৮(৫০০) নং আদেশ এবং ১২ মে ২০০৩ তারিখে প্রকাশিত গেজেটে (জনপ্রশাসন মন্ত্রণালয়ের বিদেশ প্রশিক্ষণ গবেষণা শাখা) জনপ্রশাসন প্রশিক্ষণ নীতিমালা ও বিদেশ প্রশিক্ষণে কর্মকর্তা মনোনয়ন বিষয়ে প্রধানমন্ত্রীর কার্যালয়ের ১৯ জুন, ২০১১ খ্রি. তারিখের ০৩.০৬৯.০২৫.০৬. ০০.০০৩.২০১১-১৪৪ (৫০০) সংখ্যক পত্রের মর্মানুসারে প্রয়োজনীয় কার্যক্রম গ্রহণ করা হবে;
 ৮. আবেদন সম্পর্কিত সংশ্লিষ্ট তথ্যাদি এ সাথে সংযুক্ত করা হলো।
- ২। যথাযথ কর্তৃপক্ষের অনুমোদনক্রমে এ বিজ্ঞপ্তি প্রকাশ করা হলো।

সংযুক্তি: বর্ণনামতে।


ড. আবদুল হামিদ
উপসচিব
ফোন: ৯৫৭৪৪২৬
sasft.mopa@gmail.com

বিতরণ- সদয় জ্ঞাতার্থে ও কার্যার্থে:

- ১। সিনিয়র সচিব, অর্থনৈতিক সম্পর্ক বিভাগ, শেরেবাংলানগর, ঢাকা
- ২। বিভাগীয় কমিশনার (সকল)।
- ৩। জেলা প্রশাসক (সকল)।
- ৪। সিনিয়র সিস্টেমস এনালিস্ট, পিএসিসি, জনপ্রশাসন মন্ত্রণালয় (জরুরি ভিত্তিতে ওয়েব সাইটে প্রদর্শনের অনুরোধসহ)।
- ৫। সিনিয়র সচিবের একান্ত সচিব, জনপ্রশাসন মন্ত্রণালয়।

ORIENTATION: Mid-August through early September

The orientation course includes a review of economic principles, math skills, probability and statistics with two or more lectures daily, assignments, and tests.

FIRST SEMESTER: September through December. Four courses required.

DEVELOPMENT ECONOMICS I (required course)

This course examines concepts, tools, and models in contemporary economic theory that are relevant to development problems and their application in economic policymaking. Topics include growth processes and structural change; investment and sources of saving; capital, labor, and technological progress; policies for public, private, and foreign enterprises; policymaking and negotiation in governments; and policies for reducing poverty and inequality. (Prof. Ashraf)

ECONOMETRICS (required course – two sections)

These courses focus on methods of bringing economic theory and data together to provide empirical guidance for policy formulation, including the use of computers in econometric analysis. There will be two sections of the course to accommodate participants with different amounts of prior training in this field. (Profs. Swamy & Shore-Sheppard)

PUBLIC ECONOMICS (required course)

This course considers the efficiency of market economies and rationales for government intervention in the market, such as public goods, externalities, information-based market failures, and equity. Applications to developing country situations will include environmental policy, education, health care, aid to the poor, and social security, as well as questions of how to make government work better. (Prof. Bakija)

DEVELOPING COUNTRY MACROECONOMICS I (required course—two sections)

These courses examine the relationship between macro-economic policies and economic growth in developing countries.

One section focuses on a model suitable for analyzing macroeconomic issues, including the requirements of fiscal solvency and the contribution that fiscal policy can make to macroeconomic stability. It also analyzes central banking, focusing on central bank independence, time consistency of monetary policy, and the design of monetary policy rules in small open economies. (Prof. Montiel) The second section covers the basic principles of macro-economics, with an emphasis on the issues facing developing, transition, and emerging market economies. An overview of core macro concepts and definitions is followed by a look at sectors and institutions that play major roles in the economy: households, businesses, the external sector, the fiscal authority, and the central bank. (Prof. Kuttner)

JANUARY TERM: One course required

MICRO-SIMULATION FOR EX ANTE POLICY ANALYSIS

Micro-simulation modeling provides one of the most powerful tools for ex ante evidence-based analysis of economic and social policy interventions. Students will use a micro-simulation model to analyze public policies and interpret the findings. The course examines measurement issues, analytical tools, and their application to household survey data for a range of developing countries. The course also links the outcomes of analysis with the challenges of policy implementation. (Prof. Samson)

FINANCIAL CRISES

This course will expose students to analytical models of currency, banking, and sovereign debt crises, as well as to the interactions among them. Students will read background papers on the determinants, impacts, and resolution of crises of all three types, and will examine a series of case studies, spanning crises from Chile (early 1980s), Mexico (1994), East Asia (1997), and Brazil. Although the focus is on emerging markets, we will also cover the crisis of 2007-08, which was concentrated in the U.S. and selected European countries, in addition to the current Euro crisis. (Prof. Hanson)

GROWTH DIAGNOSTICS

This course will serve as a primer on "growth diagnostics," an empirically-driven analytical framework for identifying the most binding constraints to growth in a given country at a specific point in time, thereby allowing policymakers to develop well-targeted reforms for relaxing these constraints while being cognizant of the country's prevailing economic, political, and social context. The course will employ a range of country-specific case studies to not only elucidate how the framework can be operationalized for policymaking but also demonstrate its scope and limitations. (Prof. Ashraf)

INDEPENDENT RESEARCH

For those pursuing a second semester independent research project, it is required to begin that work during Winter Study (see 2nd semester for complete description)

SECOND SEMESTER: February through May

Each student must complete one writing-intensive course and three elective courses.

Tutorial format: Pairs of tutorial participants meet weekly with a faculty member. Each week, one student prepares a policy paper, presents an argument, evidence, and conclusions. The other student provides a detailed written critique of the paper. The professor leads the discussion with questions that highlight critical points.

Tutorial 1: ROLE OF SOCIAL SAFETY NETS

This tutorial will offer students the opportunity to explore the role of social safety nets in promoting inclusive economic growth, drawing on case studies from Africa, Asia, Latin America and Eastern Europe. Social safety nets provide a pro-poor policy instrument that can balance trade and labor market reform, fiscal adjustments (such as reduced general subsidies), and other economic policies aimed at enabling better market performance. (Prof. Samson)

Tutorial 2: LONG TERM FISCAL CHALLENGES

This course addresses conceptual and theoretical issues that are likely to emerge over the coming years with important budgetary implications. Students will be exposed to long-term challenges that have important budgetary implications and the ways in which they are addressed by different industrial and emerging market countries. Topics include aging populations, health care, climate change, energy and infrastructure, and water. (Prof. Heller)

05-
A

OPTIONAL 3: INTERNATIONAL FINANCIAL INSTITUTIONS

This course explores the role of international financial institutions in the global economic and financial system, their relations with members, and proposals for how they might be reformed. The focus will be on the International Monetary Fund and the World Bank. (Prof. Birdsall)

INDEPENDENT RESEARCH

(Continuation of January Independent Research)

Project topic requires consent of an instructor and of the MA program Chair. This course will involve the individual preparation and presentation of a major research paper.

COURSES

FINANCIAL DEVELOPMENT AND REGULATION

This course focuses on the financial system and its role in economic development. We explore the functions of finance, how it contributes to growth, and review different models of financial sector development and their influence on how governments viewed the sector. We will examine experiences with financial sector repression and subsequent liberalization, and investigate the causes and impact of financial crises. Then we will study how to make finance effective and how to prevent or minimize crises, analyzing government's role as regulator, supervisor, standard setter, contract enforcer, and owner. We will also address the role of institutions (laws, norms, culture) and incentives in financial sector development. (Prof. Caprio)

TAX POLICY IN EMERGING MARKETS

This class provides an in-depth exploration of tax policy, with an emphasis on the challenges and issues most relevant in emerging markets. Topics addressed include how economic principles can be applied to help think about the efficiency and equity consequences of tax policies; how personal income taxes, corporate income taxes, and value-added taxes are designed and administered and how they influence the economy; implications of global capital flows and corporate tax avoidance for the design of tax policy; tax holidays and other special tax incentives for investment; case studies of efforts to reform tax administration and reduce tax evasion and corruption; the "unofficial" economy and its implications for tax policy; and tax policy towards natural resources. (Prof. Bakija)

INTERNATIONAL TRADE AND DEVELOPMENT

This course will examine the causes and consequences of international trade and its implications for less developed countries. We will discuss various models of international trade and the empirical relevance of these theories. The course will provide analytical tools that will be useful in answering important questions such as: Why do countries trade? Who benefits from trade? How does trade affect economic growth and development? (Prof. Ohney)

ECONOMICS OF CLIMATE CHANGE

This course introduces the economic view of climate change, including theory and empirical evidence. We will look at impacts on agriculture, health, income, and migration in both wealthy and poor countries. We will study adaptation and insurance. We will examine sources of climate change and think about optimal policies. We will employ not only theoretical predictions, but also the evidence from attempts to regulate GHGs. We will pay particular attention to the political economy of regulation and ways in which results have departed from theoretical predictions. Finally, we will discuss the limits of the economic approach to climate change. (Prof. Gibson)

DEVELOPING COUNTRY MACRO-ECONOMICS II

This course examines the types of macroeconomic institutions and policy regimes that can help developing countries withstand shocks and sustain economic growth. We will examine central bank independence, the design of monetary and exchange rate regimes, capital account regimes, and various types of fiscal policy institutions and policy regimes, including fiscal rules. (Prof. Montiel)

PROGRAM EVALUATION FOR INTERNATIONAL DEVELOPMENT

Development organizations face strict competition for scarce resources. Both public and private organizations are under increasing pressure to use rigorous program evaluation in order to justify funding for their programs and to design more effective programs. This course is an introduction to evaluation methodology and the tools available to development practitioners, drawing on examples from developing countries. It will cover a wide range of evaluation techniques and discuss the advantages and disadvantages of each. The course is a mix of applied econometrics and practical applications covering implementation, analysis, and interpretation. You will learn to be a critical reader of evaluations, and to develop your own plan to evaluate an existing program of your choice. (Prof. Godlonton)

INCENTIVES AND DEVELOPMENT POLICY

The course studies how limited enforcement and asymmetric information constrain development, and about innovative development designs that attempt to overcome these constraints. The course readings will be a mix of field studies, empirical evidence and theoretical tools from game theory. Incentive and corruption problems in health, education, the regulation of banks and natural monopolies, privatization, budgeting, debt forgiveness, foreign aid, microfinance, climate treaties and ethnic violence will be studied using a unified framework. (Prof. Rai)

GLOBAL HEALTH POLICY CHALLENGE

Poor health is both a cause and a consequence of poverty. It can trap individuals in poverty and reduce aggregate economic growth. This course will be structured around major global health challenges, including maternal health, HIV/AIDS, tuberculosis, malaria, diarrheal disease, nutritional deficiencies and obesity. For each topic, we will first examine the prevalence of the problem. Then, we will turn to the evidence about the costs, benefits, and effectiveness of existing policy solutions. Finally, we will use this information to debate policy alternatives and develop policy recommendations that take into account budgetary, political, and social constraints. (Prof. Godlonton)

The Center for Development Economics,

Williams College

<http://ede.williams.edu>

E-mail: ede@admissions.williams.edu

Admission

Admission to the MA program of the CDE is highly selective. Each year, there are several hundred applicants from fifty or more countries competing for approximately thirty places in an entering class. Participants in recent years have been from Asia, Africa, the Americas, former socialist countries, and the Middle East. While the backgrounds of CDE fellows vary, most successful applicants have the following minimum qualifications:

- an undergraduate degree with superior academic performance (many candidates already hold master's degrees from their home countries);
- at least several years of experience working on economic development issues in the public sector;
- an effective command of spoken and written English (TOEFL scores of most admitted candidates are above 600PBT/250CBT/100iBT);
- demonstrated quantitative skills and a working knowledge of computers (GRE quantitative scores of admitted candidates are usually above 700); and
- clear demonstration of the ability and motivation to make a lasting contribution in one's country.

The deadline for applications is December 1 (with GRE and TOEFL scores accepted until December 15) for enrollment the following August. Electronic submission of materials is preferred: the application can be completed on the website, or downloaded and emailed. The materials can also be submitted by fax or post. cde.williams.edu/admission-and-funding

Financial Arrangements

We encourage all candidates to apply regardless of personal resources. There are a number of international scholarships for which candidates can compete. Also, many countries have training budgets that can provide full or partial financial support. Finally, Williams College has various scholarships for outstanding individuals. Since the CDE works closely on potential funding arrangements with those applicants who have been granted admission, it is important to begin the CDE application process early. For more detailed information about funding, please visit: cde.williams.edu/admission-and-funding/funding

Rev Oct 16



Williams College

Master of Arts
in
Policy Economics

<http://cde.williams.edu>

The Center for
Development Economics,
Williams College

41065 Main Street
Williamstown, MA 01267 USA
E-mail: cdeadmissions@williams.edu
(415) 597-4616 or (415) 597-2148 (phone)
(415) 597-4076 (fax)

The Academic Program

The master's degree program in policy economics of the Center for Development Economics (CDE) at Williams College is one of the oldest of its kind in the United States. Since 1960, Williams has offered an intensive, one academic year master's degree for economists from developing and emerging market countries. Most participants come to the CDE with years of meaningful work experience in the public sector.

The CDE curriculum reflects two perspectives: that a thorough understanding of economic concepts and analysis is essential to the formulation of good economic policy; and that one gains a working knowledge of these concepts only by using them on real-life situations. The curriculum emphasizes not only the analytical techniques of modern economics but also their application to the process of development and growth. Although the curriculum changes slightly each year, the core requirement consists of nine courses for the year. The following reflects what is generally offered:

- **1st Semester (4 courses)** – Development Economics; Econometrics; Public Economics; and Developing Country Macroeconomics I
- **January (1 course)** – recent offerings include: Growth Diagnostics; Micro-Simulation for Ex Ante Policy Analysis; Practical Quantitative Tools for Development; Financial Crises; Fiscal and Monetary Policy in Developing Countries; and Independent Research
- **2nd Semester (4 courses)** - 1 writing-intensive course: Policy Tutorial (three options: one macro-focused, one on fiscal issues, and one more) or Independent Research; and 3 elective courses: Options in 2017 include Financial Development and Regulation;; International Trade and Development; Tax Policy in Emerging Markets; Incentives and Development Policy; Developing Country Macroeconomics II; Economics of Climate Change; Global Health Policy Challenges; and Program Evaluation for International Development.

cde.williams.edu/academics/curriculum

Faculty and Staff

The CDE faculty is comprised of full-time professors in the Economics Department of Williams College and prominent visitors. Professors at Williams have extensive experience in the classroom and in working individually with students. The result is a team of talented mentors who can guide CDE fellows to extend their knowledge considerably.

Members of the Williams Economics Department are actively involved in research and frequently consult and collaborate with international organizations. A responsive administrative staff is also on hand to address student concerns at the CDE.

Residential Learning

The CDE offers a serious, yet relaxed, atmosphere that is conducive to intellectual pursuits and intercultural exchange. The program occupies a large, architecturally distinguished building on the Williams College campus. The building contains its own classroom, computer lab, meeting rooms, dining areas, dormitory, and common living rooms as well as administrative offices. In addition, the CDE building is convenient to the extensive facilities of Williams College.

CDE fellows live in the CDE building or in nearby campus houses. Weekday breakfasts and lunches are provided at the CDE, while other meals are eaten in campus dining rooms with students from other programs. Faculty members often join CDE fellows for meals and other activities. The residential experience at the CDE facilitates learning outside of class in study groups or informal gatherings. This important component of the program maximizes the educational opportunities offered by an internationally diverse student body. As evidenced by the CDE's active alumni network, friendships and professional contacts made at the CDE last long after the time spent here.

Williams College

Established in 1793, Williams College is one of the oldest colleges in the United States. It is located in the small village of Williamstown amid the Berkshire Mountains. Williams College has a total enrollment of approximately 2,100 students and is one of the most distinguished and selective liberal arts colleges in the US.

Alumni

More than 1,300 CDE graduates from 110 countries take active roles in the development of their countries. Approximately 90% of CDE alumni are living and working in their home countries, with almost 80% employed in the public sector. Individual alumni have risen to positions of responsibility in their nations, including prime minister, central bank governor, ambassador, and minister.

Center for Development Economics - Class of 2016-2017

(alphabetical order by first name)



Art

Arturo Sanchez Trinidad, II
Philippines
Bureau of Treasury



Biko

Abubaker Ali Baabbad
Yemen
Central Bank of Yemea



Catherine

Catherine Ninsiima
Uganda
Parliament of Uganda



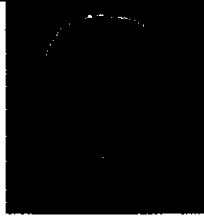
Chanzi

Othman Seif Chanzi
Tanzania
Ministry of Foreign Affairs and
East African Cooperation



Chiku

Chikumbutso Tony Gareta
Malawi
Reserve Bank of Malawi



Chuka

Chuluunbaatar Shinebaatar
Mongolia
Parliament of Mongolia



Francine

Francine Inarukundo
Burundi
Senate of Burundi



Joachim

Joachim Loua
Guinea
Central Bank of Guinea



José

Jose Domingos Madeira Cardoso
Mozambique
Ministry of Economy and Finance



Libère

Libère Nduwimana
Burundi
Bank of the Republic of Burundi



Lily

Halimatou Lily Gambo Daoura
Niger
The World Bank



Lucy

Lucy Hannah Brewah
Sierra Leone
Ministry of Finance and Economic
Development



Mariana

Mariana Chifundo Jumbe
Malawi
Ministry of Finance, Economic
Planning, and Development



Marina

Marina Mavungu Ngoma
DR Congo
Office of the Prime Minister



Matiop

Matiop John Deng Malual
South Sudan
Bank of South Sudan



Nina

Nikolina Krsic
Bosnia and Herzegovina
Republic of Srpska Securities
Commission

- 06 -

Center for Development Economics - Class of 2016-2017

(alphabetical order by first name)



Nobert

Nobert Machinjike
Zimbabwe
Ministry of Finance and Economic
Development



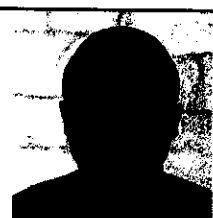
Osmar

Osmar Jasan Bolivar Rosales
Bolivia
Ministry of Economy and Public
Finance



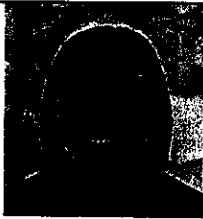
Oumou

Oumou Toure
Mali
Central Bank For West African
Countries (BCEAD)



Pascal

Pascal Matthew Owor
Uganda
Bank of Uganda



Phanin

Phanin Chhim
Cambodia
National Bank of Cambodia



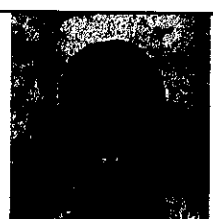
Rakib

Md. Rakibul Hasan
Bangladesh
Ministry of Finance



Samir

Samir Ashraf
Bangladesh
Bangladesh Bank



Seruwaia

Seruwaia Leilani Momoci Cagilaba
Fiji
Reserve Bank of Fiji



Shahanaj

Shahanaj Pervin
Bangladesh
Bangladesh Bank



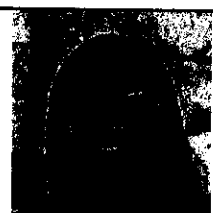
Shemshat

Shemshat Amanova
Turkmenistan
Cabinet of Ministers of Turkmenistan



Thu Zar

Thu Zar Phyo
Myanmar
Ministry of Planning and Finance



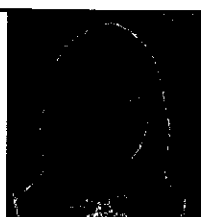
Veronica

Nirintsaa Veronica Rasolofomanana
Madagascar
Central Bank Of Madagascar



Vola

Mamonjirisoa Volatantely Randrianjanaka
Madagascar
Directorate General of the Treasury



Zaya

Enkhzaya Demid
Mongolia
Bank of Mongolia

America's Top Colleges

The List

Spreadsheet

Reprints

Logo Use



Filter list by:











Rank

Name

All states ▼

Search by name



Rank	Name	State	Cost	Total Student Population
	#1 Stanford University	California	\$64,477	16,963
	#2 Williams College	Massachusetts	\$66,240	2,126
	#3 Princeton University	New Jersey	\$61,160	8,088
	#4 Harvard University	Massachusetts	\$64,400	28,791
	#5 Massachusetts Institute of Technology	Massachusetts	\$63,250	11,319
	#6 Yale University	Connecticut	\$66,445	12,336
	#7 Pomona College	California	\$64,870	1,650
	#8 Brown University	Rhode Island	\$65,380	9,181
	#9 Wesleyan University	Connecticut	\$65,443	3,224
	#10 Swarthmore College	Pennsylvania	\$64,363	1,542

-02-

America's Top Colleges










The List

Spreadsheet Reprints Logo Use



Filter list by: **Rank** Name All states ▼

Search by name

	Rank	Name	State	Cost	Total Student Population
	#1	Pomona College	California	\$62,632	1,610
	#2	Williams College	Massachusetts	\$64,020	2,150
	#3	Stanford University	California	\$62,801	18,346
	#4	Princeton University	New Jersey	\$58,965	8,014
	#5	Yale University	Connecticut	\$63,970	12,109
	#6	Harvard University	Massachusetts	\$62,250	28,297
	#7	Swarthmore College	Pennsylvania	\$62,450	1,534
	#8	Brown University	Rhode Island	\$62,694	8,943
	#9	Amherst College	Massachusetts	\$64,006	1,785
	#10	Massachusetts Institute of Technology	Massachusetts	\$61,030	11,301