

ment difficulties. Lerman argues that employers avoid hiring out-of-school youth, not because of a lack of occupational skills, but because of a perception that out-of-school youth have a poor work ethic, bad attitudes, and a lack of dependability. Leigh examines programs that aid displaced workers. Often, job search assistance is all displaced workers need, but earnings average only 40 percent of pre-layoff earnings.

Mangum, who was involved in the design of the JPTA and other training programs, provides an interesting “insiders” overview. This chapter might particularly interest public policy undergraduate classes. Barnow and King recommend seven strategies for training programs, and a research agenda that may interest graduate students seeking dissertation topics.

Overall, the book provides an excellent summary of the literature on job training programs, and offers suggestions for current and future programs. Some readers will agree with these suggestions, while others will disagree and the volume should encourage further discussion on the difficult tasks of creating and evaluating job training programs.

J. Robst,

*Centers for Medicare & Medicaid Services, Baltimore,
MD, USA*

E-mail address: jrobust@cms.hhs.gov

PII: S0272-7757(01)00064-4

Cost-effectiveness analysis, 2nd Edition

Henry M. Levin and Patrick J. McEwan. Thousand Oaks, CA: Sage Publications, Inc., 2001. xx + 308 pp. Price: \$32.95 (hardback)

Like love, cost-effective is a term that is often said, but little understood. Indeed, the message that emerges from the preface to *Cost-Effectiveness Analysis* is one that laments decision making in the absence of thoughtful cost-analysis. Levin and McEwan are particularly critical; noting that since publication of the first edition nearly two decades ago, cost-effectiveness analysis has become standard practice in other fields, but remains largely ignored by educational policymakers and researchers. The result is a never-ending pattern of program implementation and discontinuance, with little or no effort to balance the costs and effects of these interventions. What is needed, the authors believe, is a book that “provides school personnel, evaluators, and students with a clear introduction to the methods and rationale of cost analysis.” They have written such a book.

Levin and McEwan are correct that this book fills a void. Conventional educational evaluation texts offer little, if any, insight into the benefits and uses of cost-analysis. While texts dedicated to the conceptual foundations and methods of cost-analysis (typically cost-benefit analysis) are often written at a level of sophistication that is suited for advanced graduate courses in economics, public finance, and policy analysis.

Cost-Effectiveness Analysis assumes no requisite knowledge of these disciplines, nor does one need such understanding to appreciate fully the analytical framework presented.

A sterile litany of chapters and their content will not do justice to this text. It is instead more instructive to highlight the authors’ goals:

- to provide an understanding of what is meant by cost-effectiveness analysis and its variants;
- to provide an understanding of the basic problems in constructing and implementing a cost-analysis in education;
- to provide an understanding of the identification and measurement of costs;
- to provide an understanding of the identification and measurement of effects, benefits, and utility;
- to provide an understanding of how to usefully combine and interpret information on costs, effects, benefits, and utility; and
- to provide an understanding of how to use the results of cost-effectiveness in studies in decision making.

Put simply, the authors have accomplished their goals and more. The result is a well-written primer on cost analysis. Illustrative tables and figures are numerous and very helpful to the reader. Another instructive feature is the use of “real-life” examples to demonstrate the application of concepts and procedures. In addition, each chapter offers exercises (and solutions) to help readers gauge their understanding of the material presented. From an academic perspective, the comprehensive documentation and references throughout the text make it doubly beneficial. Not only do Levin and McEwan provide an excellent guide to cost-analysis, but they offer an extensive review of the literature as well.

As with the first edition, the primary strength of *Cost-Effectiveness Analysis* is its analytical framework, “the ingredients method,” which provides a systematic and understandable approach to identifying, estimating, and allocating costs. However, unlike its predecessor, this edition is particularly sensitive to the measurement of outcomes. In the first edition, discussion of effectiveness, benefits, and utility was limited to a single, wanting chapter. This edition expands greatly the discussion of outcomes, devoting a chapter each to the measurement of effectiveness, benefits, and utility.

* Tel.: +1 716 275 3930; fax: +1 716 473 7598.

Yet, in view of the title, readers may come away feeling better able to measure an intervention's costs than its effects. However, this is a short text, and it cannot legitimately be criticized for not saying everything there is to say about measuring program outcomes. The authors note that they intend only to provide an overview of evaluation techniques and do so clearly and thoughtfully. Moreover, the authors properly refer those interested in learning more about evaluation issues to several definitive works in the field.

An accurate assessment of a policy or program's cost and effects should be of interest to federal and state policymakers, district and school administrators, voters, researchers, and any other individuals or groups concerned with sound fiscal management. *Cost-Effectiveness Analysis* presents a clear and concise framework for undertaking such analyses. This is a carefully written and much-needed follow-up to the first edition, suitable for self-study or as a supplementary text in an education evaluation, policy analysis, economics, or finance class. I have and will continue to use this book as a required, supplementary text in three of my courses: managing school resources, administrative decision making in higher education, and advanced program evaluation. Given the dearth of cost-analyses in our field, I recommend that others do the same.

Brian O. Brent,

Warner Graduate School of Education, University of
Rochester, Dewey Hall 1-335, Rochester, NY 14627,
USA

E-mail address: bnbt@troi.cc.rochester.edu

PII: S0272-7757(02)00012-2

The migration of knowledge workers: second-generation effects of India's brain drain

Binod Khadria. New Delhi: Sage Publications, 1999. pp. 240. Price: £27.50 (cloth).

This book deals with the migration of knowledge workers, defined as "highly qualified, skilled, and experienced professionals," from India to other parts of the world, especially the US. The author approaches what is commonly known as the brain drain from an unusual perspective, namely, the extent to which out-migrants, from their countries of destination, can and do participate in specific nation-building activities in the fields of education and health of their country of origin. Viewing the outflow of human resources as an inevitable occurrence,

he sets out to explore how India can make the best of the situation.

Early in the book, Professor Khadria observes wisely that out-migration results in brain drain only when the exit of workers cannot be compensated by monetary remittances and the "return" of international externalities; obviously if, in the long run, remittances and externalities were to exceed the domestic cost of imbuing workers with skills and experience, the process would be seen as a gain, not a drain. (The meaning of the term "return," as used by Professor Khadria, transcends a mere physical comeback of migrants or even a faceless dispatch of funds to family and friends; it envisions, somehow naively, the contribution by Indians residing abroad to raising the long-term domestic productivity of Indians who have not migrated.) In addition to financial resource flows in the form of nonresidents-to-residents private transfer payments and portfolio investments, the author suggests that such contributions may accrue from technological resource flows, mainly high-tech equipment and know-how through direct foreign investments in collaborative and joint ventures, and from human resource flows resulting from skill transfers through exchange visits, home visits, and homecoming of Indians residing abroad.

After toying with the concept of globalization of human resources and surveying the presence and condition of Indian knowledge workers in the US, Professor Khadria concludes that although Indian out-migrants have been successful in world labor markets, there is no evidence of a significant trickle-down, first-generation effect on the Indian economy that resembles a gain. So he turns his attention toward the second-generation effect, which is supposed to be the highlight, yet is the weakest portion, of the book. His analysis of human capital formation and its effect on poverty is superficial, his expectations of human resource potential and its impact on growth are unrealistic, and the preconditions which he sets for the essence of human capital to return to India are inconsequential.

In an effort to add a touch of rigor to his arguments, Professor Khadria uses a vast array of data from numerous sources and personal interviews with selected Indian out-migrants and returnees who have experienced various aspects of the talent exodus directly. He painstakingly identifies and discusses ten arguments (labeled by him 'folklores') which, he claims, have developed contradictory stereotypes in the brain-drain debate. When all is said and done, however, one cannot help but feel a sense of emptiness, for the fundamental issues are never addressed.

Nowhere does Professor Khadria acknowledge that in an open, global setting, the international migration of knowledge workers is a purposeful way in which populations respond to their perception of changing socio-economic opportunities, within the constraints imposed on them by market rigidities and institutional glitches. Indi-

* Tel.: +1 305 3348 3290; fax: +1 305 348 1524.