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FOURTH QUARTERLY REPORT

**UNIVERSITY OF DELAWARE - BULGARIA
MANAGEMENT TRAINING AND ECONOMICS EDUCATION PROGRAM
GRANT NO. EUR-0029-G-00-1044-00**

Period of Coverage: April 1 to June 30, 1992

July 31, 1992

**Fourth Quarterly Report
University of Delaware - Bulgaria Management Training and Economics
Education Program
Grant No. EUR-0029-G-00-1044-00**

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I. Executive Overview: The fourth quarter of the project saw the University of Delaware management, economics, and English language teams conclude Year One by temporarily moving the focus of the program for the summer from Sofia to the Black Sea resort city of Varna, where the project began last summer. In addition, a smaller management team went to Gabrovo, in the heart of Bulgaria, where they taught courses in support of the Gabrovo Technical University's new industrial management program. A major change to the direction of the program occurred in the economics segment, where a new, year-long, set of advanced courses, aimed at a highly select audience, was initiated, with the goal being to intensively "train the trainers." At the same time, lower level economics courses will continue to be offered to a broader population. The Spring International Business Institute (SIBI) finished its program in early May, having given 15 Bulgarian entrepreneurs an outstanding overview of American business practices, including hands-on experience with local companies. Considerable efforts were expended in planning Year Two of the program after it was confirmed that the project would be continued. The quarter ended with the second AID evaluation of the project, with the results again being positive.

II. Management Training Program

A. Overview: The management team concluded its course offerings in Sofia at the end of May and moved its program to Varna and Gabrovo for the summer. Two new courses, "Production and Operations Management" and "Management Techniques and Methods," were taught in Varna and Gabrovo respectively during June, in addition to a number of established courses. Intensive planning was also underway during this quarter for implementing Year Two of the grant. Finally, efforts were made to better coordinate University of Delaware and Peace Corps activities.

B. Program Planning and Preparation

1. Extending the Program to Varna and Gabrovo: Much time and attention were focused during April and May on preparation for the summer programs in Varna and Gabrovo. The Varna program is designed to provide management instruction to regional managers and to faculty at Varna University of Economics. The Gabrovo program is intended primarily for training of trainers and faculty from the Gabrovo Technical University and regional companies.

2. Preparation for Year Two of the Grant: An added focus of management activity was preparation for the second year of

the grant. In this connection, Professor John Kmetz negotiated an agreement for support from the Technical University at Plovdiv, in which Rector Ganev, in an agreement signed in June, committed two classrooms and two offices for program use. In addition, Kmetz met with the Mayor of Plovdiv to request housing support for the team. This resulted in an offer of housing owned by the Municipality of Plovdiv for possible use by the management team at very favorable rates.

3. Coordination with Peace Corps Activities: Kmetz and Stan Shumway, the In-Country Coordinator for the project, both met with Peace Corps personnel on several occasions to coordinate activities between programs. Since the Peace Corps is highly interested in the development of small businesses in Bulgaria, there are numerous opportunities for such cooperation. Kmetz therefore attended the swearing-in ceremony for the new group of volunteers assigned to Bulgaria on June 10, and subsequently met with other volunteers from Varna, Gabrovo, and Plovdiv. Several areas for potential support and interaction were identified in these meetings, including the following:

a. Coordination of courses and training. Since both programs are focusing part of their efforts on the same target audience of small-business people, we will be able to coordinate some course offerings with needs of new companies identified by the Peace Corps. This instruction may extend to provision of specialized assistance and advisement to tenants of the business incubator now being planned for the Plovdiv area.

b. Provision of materials to Peace Corps centers. The Bulgarian-American Centers being established by the Peace Corps will serve as libraries and resource outlets for the local population. The University of Delaware, with the assistance of Gabrovo Technical University, is hoping to provide Bulgarian translations of at least three texts for these centers. In addition, videotapes of five management courses are available and may be reproduced for self-instructional use.

C. Management Course Offerings

1. During the third quarter, the bulk of courses was taught in Varna and Gabrovo during the final month, with some faculty commuting between the two cities to satisfy the demand for their courses. In addition, Carla Stone also taught two courses, International Business Management and Fundamentals of Marketing, in Sofia. (See Appendices A, B, and C for the schedules and descriptions of management courses offered in Sofia, Varna, and Gabrovo respectively.)

2. Instruction at the Varna University of Economics included courses in Management Techniques for Small and Medium Businesses (Kmetz), Total Quality Management (Professor Michael

Pohlen), and Human Resources Management (Kmetz), as well as a new offering, Production and Operations Management (Professor William Gehrlein). The participants consisted mostly of local businesspersons, industrial trainers, and University graduate students and faculty.

3. In addition to Total Quality Management (Pohlen), a new course, Management Techniques and Methods (Kmetz), was offered at the Gabrovo Technical University, with both courses continuing into July. The participants were mostly local industrial trainers, University faculty, and local businesspersons. Plans were also finalized to teach an additional two courses, Production and Operations Management (Gehrlein) and the new Export Marketing for New Businesses (Thomas Brown), in Gabrovo during July.

4. Course Evaluations: The results of the USAID post-training questionnaire survey continued to reveal generally strong satisfaction with management courses offered this quarter. A summary of the responses to some of the key questions follows:

a. Sofia

(1) #2 - Did the training fulfill its designated objective?

<u>Yes</u> 89%	<u>No</u> 10%
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(2) #7a - Program content and delivery

<u>Very Satisfied</u> 34%	33%	<u>Moderately Satisfied</u> 26%	4%	<u>Not Satisfied</u> 0%
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(3) #8 - How satisfied with overall training?

<u>Very Satisfied</u> 52%	21%	<u>Moderately Satisfied</u> 19%	4%	<u>Not Satisfied</u> 1%
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b. Varna

(1) #2 - Did the training fulfill its designated objective?

<u>Yes</u> 81%	<u>No</u> 16%
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(2) #7a - Program content and delivery

<u>Very Satisfied</u> 44%	33%	<u>Moderately Satisfied</u> 17%	0%	<u>Not Satisfied</u> 0%
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(3) #8 - How satisfied with overall training?

<u>Very Satisfied</u>		<u>Moderately Satisfied</u>		<u>Not Satisfied</u>
32%	37%	29%	0%	0%

c. Gabrovo

(1) #2 - Did the training fulfill its designated objective?

<u>Yes</u>	<u>No</u>
86%	13%

(2) #7a - Program content and delivery

<u>Very Satisfied</u>		<u>Moderately Satisfied</u>		<u>Not Satisfied</u>
47%	34%	17%	0%	0%

(3) #8 - How satisfied with overall training?

<u>Very Satisfied</u>		<u>Moderately Satisfied</u>		<u>Not Satisfied</u>
52%	30%	17%	0%	0%

D. **Activities Outside the Classroom:** The management team made numerous contacts with businesspersons, academicians, government officials, and others during this quarter. Included among these contacts were:

1. Professor William Markell, Chairman of the Department of Accounting at the University of Delaware, visited Bulgaria to meet with faculty and administrative counterparts and provide assistance and advice on the development of accounting curricula and programs. While in Bulgaria, he met with faculty at the Technical University at Svishtov and the Varna University of Economics, and with officials in the Department of Labor.

2. Pohlen made a brief presentation on "quality management" at the Balkan Electric Hoist Company in Gabrovo.

3. A contact was initiated between a specialty travel agency in the US and a travel agent in Varna.

4. Stone, with collaboration by other faculty members, presented a number of workshops to diverse audiences ranging from 15 to over 70 individuals. Among the topics were "Trade Show Marketing," "International Marketing," "Business Planning," and "International Trade and Finance Terms." She also participated in weekly "Small Business Roundtables" with interested businesspersons

who shared their ideas and problems and used the gathering to "network."

5. Stone submitted an article entitled "International Marketing Research" to the Bulgarian "Business Week" newspaper. The article introduced the method of environmental screening that companies use to assess changes in the world which may affect the market for their goods and services.

6. In addition, all teaching faculty held numerous out-of-class advisement sessions with their students in both Sofia and Varna.

E. Bulgarian-American Society of Business Educators (BASBE) Conference.

1. BASBE is an organization of business educators from academic and industrial organizations, and its objectives are to disseminate information on US and Western management and training to Bulgarian institutions. University of Delaware's Paul Olchvary is one of the charter founders of BASBE.

2. On May 18 and 19, Kmetz and Carla Stone participated in the first annual BASBE conference, which was convened at the Institute of Marketing in Sofia. The subjects covered at the conference were the development of business plans on the first day, and methods for improvement of business and academic institutional cooperation on the second day. The primary benefits of attendance at this conference were to increase the scope of our network in Bulgaria, to publicize the summer management program in Varna, to solicit participation from members of both types of organizations in our future courses, to recruit prospective Delaware MBA students from Bulgaria, and, of course, to lend our Western management perspectives and expertise to the technical discussions.

F. Management Goals for the Fifth Quarter

1. Continue management training and advisement in Varna and Gabrovo.

2. Develop cooperative activities with Peace Corps Centers in Varna, Gabrovo, and Plovdiv to enhance sustainability.

3. Work with Gabrovo Technical University administrators and faculty in curriculum development.

4. Finalize planning for continuing the management program in Plovdiv and Sofia in the sixth quarter.

5. Pursue programs of a national focus in conjunction with the economics team.

III. Economics Education Program

A. **Overview:** During this quarter, the economics team continued operating the spring program in Sofia from April 1 to May 31, and then shifted to the summer program in Varna, which began on June 2 and continued to the end of the month. This summer program marked the initiation of the new two-track concept in the economics program, whereby selected individuals will undergo intensive training in a set of advanced courses, while other participants will take courses taught at a lower level.

B. Economics Instructional Program

1. The following economics courses were taught during this quarter by University of Delaware Professors David Black, Evangelos Falaris, Bertram Levin, and Jeffrey Miller, and Claudia Stachel, a PhD candidate at the University of Pennsylvania (see also Appendices D and E):

a. Intermediate Macroeconomics (Miller and Stachel)

- This was a traditional intermediate macroeconomics course that used Gordon's Macroeconomics, 5th Edition, as the text. The course covered basic national income accounting and then covered the process of building a sophisticated macroeconomic model.

b. **Economics of the Monetary and Financial System (Miller)** - This course described different elements of the monetary and financial system, including commercial and central bank activities. Also analyzed were the problems of designing a financial system which takes the savings of individuals and passes this money to business firms for investment purposes. The text was Mishkin's The Economics of Money and Banking.

c. **Principles of Microeconomics (Levin)** - This was a traditional microeconomics course that covered the standard topics, using Lipsey-Steiner as the main text (copies of the text were given to officially enrolled students).

d. **Intermediate Microeconomics (Stachel)** - This was a standard intermediate microeconomics course, with a relatively theoretical cast. We now believe that the approach was too theoretical for the Bulgarian audience, as the course reflected the approach used by young assistant professors at advanced programs in the US. The text was Varian's Intermediate Microeconomics. Topics covered included: review of basic economic concepts, supply and demand, choice and demand, market demand and elasticity, general equilibrium and efficiency of markets, production and supply, pricing and output under perfect competition, and pricing and output decisions under monopoly.

e. **Economics of Law (Levin)** - This course covered the effect of legal rules on resource allocation both in and

between the public and private sectors. It considered common law, regulation, and constitutional rules. The source material for the course consisted of two germane articles: Ronald Koss' "The Problem of Social Cost" and Armen Alchian and Harold Demsetz's "Production Information Costs and Economic Organization."

f. Advanced and Intermediate Microeconomics (Black)

- These courses covered the same topics noted above for Stachel's course, using the Nicholson advanced and intermediate microeconomics textbooks respectively.

g. Advanced and Intermediate International Trade and Finance (Falaris) - These courses emphasized international trade issues, following the standard equilibrium approach. The textbook was Lindert's International Economics, 9th edition, 1991. The major topics covered were theory of international trade, factor mobility, commercial trade policy, the foreign exchange market, and open economy macroeconomics.

2. Economics Instructional Program - Sofia

a. There were two cycles of classes taught in Sofia during the spring. The first cycle started in the previous quarter and carried on into the fourth. The courses were taught by Miller and consisted of:

(1) **Intermediate Macroeconomics (Miller);**
April 1-15; 11:00-12:15, Monday and Wednesday; Sofia University's Central Building; in English only; 35 students

(2) **Intermediate Macroeconomics (Miller);**
April 1-15; 5:30-6:45, Monday and Wednesday; University of National and World Economics; in English only; 15 students

(3) **Economics of the Monetary and Financial System (Miller);** April 1-15; 9:30-10:45, Monday and Wednesday; Sofia University's Central Building; in English only; 46 students

b. In the second cycle of classes in Sofia, Stachel and Levin taught the following courses:

(1) **Intermediate Macroeconomics (Stachel);**
April 29-May 29; 11:00-12:30, Monday and Wednesday; Sofia University's Central Building; in English only; 35 students (Note: This was a continuation of Miller's Intermediate Macroeconomics course.)

(2) **Intermediate Microeconomics (Stachel);** May 4-27; 9:30-10:55, Monday and Wednesday; Sofia University's Central Building; in English only; 13 students

(3) **Intermediate Macroeconomics (Stachel)**; May 4-27; 5:30-7:00, Monday and Wednesday; University of National and World Economics; in English only; 9 students (Note: This was a continuation of Miller's Intermediate Macroeconomics course.)

(4) **Introduction to Microeconomics (Levin)**; April 28-May 22; 10:00-11:30, Tuesday and Thursday; Sofia University's Central Building; in English, with consecutive interpretation into Bulgarian; 27 students

(5) **Economics of Law (Levin)**; April 28-May 22; 11:30-1:00, Tuesday and Thursday; Sofia University's Central Building; in English, with consecutive interpretation into Bulgarian; 35 students

(6) **Introduction to Microeconomics (Levin)**; May 5-21; 5:30-7:00, Tuesday, Thursday, and Friday; University of National and World Economics; in English only; 5 students

(Note that the courses at the University of National and World Economics were delayed one week when the University, with very little prior notice, declared a holiday for the first week of May and closed its buildings.)

3. Advanced Economics Curriculum

a. The economics team, led by Miller and Professor Kenneth Koford, developed an advanced curriculum comparable to the first year of a graduate program in economics for the second year of the grant. The first year's experience showed the need to provide really intensive and advanced economics instruction to those who will be the leading economists in Bulgaria in the near future. Therefore, a new, one-year course was developed, which includes a content comparable to a master's program in the US. There was a second goal in mind as well. Typically, an undergraduate in economics in the US will take at least 10 courses in economics. Bulgarian economists have not received a significant amount of Western economics instruction yet--two or three courses, added to their three years or more of Marxist economics, are not enough to give them a clear view of Western economics. The new University of Delaware program, however, gives at least as many economics courses as a Western undergraduate program, which should provide an adequate understanding of Western economics.

b. An initial announcement for the new program was made in March, and public announcements were published and distributed widely in April. Sixty-five applications were received. An examination similar to the economics Graduate Record Examination (GRE) was given in Sofia on May 8. After reviewing the applications, which included a curriculum vitae and a statement of why they wished to take the program, and considering the results of the examinations, as well as our experience with many applicants

who had taken our previous University of Delaware courses, 22 advanced students were selected and advised. An additional 30 individuals were advised that they could take less-advanced courses in our program.

c. Overall, the advanced students fit the target population quite well; i.e., virtually all are "economists" by Bulgarian definition. Around a quarter of them are assistant professors at various universities. An equal number work as economists for various ministries, the President's Council of Economic Advisors, or the Institute of Economics. Several other highly capable students of 23 years of age or so were included--those who would typically be taking such advanced courses in the US.

d. This advanced program is planned to continue for a full 12 months, with four courses in Varna over the summer and ten more offered in Sofia during the remainder of the year. Students will be required to take and pass at least 10 courses to receive a certificate stating that they completed the full program satisfactorily.

e. The first advanced courses were taught in Varna in June and were to continue into the following quarter. These courses are being taught to the same standards as related courses in the formal University of Delaware Masters Program.

f. Almost all of the advanced students who had been admitted to the program came to Varna, and several additional students from the Varna University of Economics were admitted. These latter were mostly economics faculty we had known previously. However, very few of those invited to participate at the intermediate level actually did so, despite their earlier assurances that they would. Therefore, the intermediate-level classes were disappointingly small. For the next couple of classes, a large number of capable students have been recruited, mostly faculty, managers, and engineers. Results of this effort will be covered in the next quarterly report.

4. Economics Instructional Program - Varna

a. **Advanced Microeconomics (Black);** June 2-30; 10:45-12:15, Monday, Tuesday, Wednesday, and Thursday; Varna University of Economics; in English only; 23 students (Note: This is the equivalent of a beginning graduate microeconomics course.)

b. **Intermediate Microeconomics (Black);** June 2-30; 9:00-10:30, Monday, Tuesday, Wednesday, and Thursday; Varna University of Economics; in English only; 5 students

c. **Advanced International Trade (Falaris);** June 2-30; 9:00-10:30, Monday, Tuesday, Wednesday, and Thursday; Varna University of Economics; in English only; 23 students

d. **Intermediate International Trade (Falaris);** June 2-30; 10:45-12:15, Monday, Tuesday, Wednesday, and Thursday; Varna University of Economics; in English only; 5 students

5. **Course Evaluations:** The USAID after-training questionnaire survey results showed generally strong satisfaction among the students taking the various economics courses. A summary of responses to some of the key questions follows:

a. Sofia (April-May)

(1) #2 - Did the training fulfill its designated objective?

<u>Yes</u>	<u>No</u>
100%	0%

(2) #7a - Program content and delivery

<u>Very Satisfied</u>		<u>Moderately Satisfied</u>		<u>Not Satisfied</u>
25%	66%	1%	0%	0%

(3) #8 - How satisfied with overall training?

<u>Very Satisfied</u>		<u>Moderately Satisfied</u>		<u>Not Satisfied</u>
16%	70%	1%	0%	0%

b. Varna (June)

(1) #2 - Did the training fulfill its designated objective?

<u>Yes</u>	<u>No</u>
86%	13%

(2) #7a - Program content and delivery

<u>Very Satisfied</u>		<u>Moderately Satisfied</u>		<u>Not Satisfied</u>
40%	43%	15%	0%	0%

(3) #8 - How satisfied with overall training?

<u>Very Satisfied</u>		<u>Moderately Satisfied</u>		<u>Not Satisfied</u>
44%	29%	23%	0%	0%

C. Activities Outside the Classroom:

1. Another member of the team, Dr. William ("Curt") Hunter, a Vice President at the Atlanta Federal Reserve Bank, joined our faculty in April and came prepared to teach in the area of banking. However, it became quickly apparent that there was a higher demand for his services in advising the Bulgarian National Bank and the Bank Consolidation Company (BCC). While working with the National Bank, he advised on several topics, including monetary policy, bank regulation, bank monitoring, and bank compliance. While working with the BCC, he played a substantial role in the first commercial bank consolidation in Bulgaria.

2. Miller participated in many outside activities, including the following:

a. Visited Burgas Free University in Burgas, where he reviewed their curriculum, discussed their staffing arrangements, discussed the problems of obtaining Western materials with the librarian, and gave a lecture (April 2).

b. Participated in a discussion on the Bulgarian Television show "Plus/Minus" (April 3).

c. Presented a lecture, entitled "Ratchet Effects in Soviet-type Economies," on mathematical economics at the Institute of Mathematics of the Bulgarian Academy of Sciences (April 7).

d. Presented a paper, entitled "Financial Institutions, Risk, and Resource Allocation in Bulgaria," at a University of Delaware-Bulgaria Coalition economics seminar at the Institute of Economics, and subsequently submitted it for publication in the Bulgarian National Bank Review (April 9).

e. Participated in a discussion of the privatization law at the Institute of Economics during a Coalition economics seminar, led by Dr. Dimitar Stefanov, Vice-Chairman of the Agency for Privatization (April 14).

f. Submitted a paper, entitled "Privatization Alternatives," for translation and publication in "EKONOMIKA," a leading Bulgarian economics/business monthly (May).

g. Conducted a series of meetings with Alexei Danchev of the Institute of Economics about the future of the Institute as a graduate teaching institution and a review of the University of Delaware graduate courses in order to explain the format of American graduate education.

h. Conducted several meetings with Professor George Chobanov, Chairman of the Economics Department at Sofia University, on the advanced economics program we are developing, as well as the

relationship between the University of Delaware program and Sofia University.

3. Levin had a lengthy discussion on the effect of legislation on economics with the Honorable Vladimir Abadzhiev, a member of the Bulgarian Parliament.

D. Evaluation of the 1991 Varna Summer Program in Economics

1. Professor James O'Neill, Director of the University of Delaware Center for Economic Education, conducted an evaluation of the 1991 Varna economics program in late March and presented a report of his findings during this quarter (see Attachment 1 for a full copy of the report).

a. Two traditional methods of evaluation, written questionnaires and interviews, were used. The questionnaires were distributed among 73 people, including 16 faculty, 5 business managers, and 52 students. The questionnaires were designed in accordance with the objectives of the program and were different for each group.

b. The following summarizes the findings of the evaluation:

(1) The program has facilitated the process of transition of the economic education in Bulgaria towards the needs of a market economy.

(2) The program has created among the participants a sense of respect for and confidence and trust in the American economic education system.

(3) The contacts established during the program are viewed by the Bulgarian participants as long-term relationships between institutions and professionals that will aid them personally, as well as their country.

(4) Although considered successful by all participants, the program proved most effective in reaching its goals with the group of university faculty.

E. Economics Goals for the Fifth Quarter: The economics program's goals for the fifth quarter are:

1. Conclude the summer program in Varna and continue the advanced economics instruction program in Sofia.

2. Pursue programs of a national focus in conjunction with the management team.

IV. English Language Program (ELP)

A. Overview: During the fourth quarter, The English language program (ELP) was active in Sofia, Plovdiv, and Varna, as well as in Newark, Delaware. As in all previous quarters, the ELP met or exceeded all of its objectives. The ELP continues to provide the logistical and communication support that has proven instrumental in the overall success of the University of Delaware program to date. Screening, placing, and scheduling of participants in all courses; interpreting for seminars and meetings; logistical coordination with the in-country director for all program and conference activities; operation of the widely used Sofia Resource Center; and instruction in Business English and Economics English--all fall under the ELP's domain of responsibility. In recognition of her fine performance throughout the year, Sandra McCollum was promoted to in-country coordinator for the 1992-93 year. Jeanette Miller was promoted to director of the ELP; Ross Abadzhiev to assistant in-country coordinator; Alexander Markov to Resource Center coordinator; and Vania Ivanova to assistant director of the ELP.

B. Goals for the Fourth Quarter of the Project. There were six essential goals of the English Language Program for the fourth quarter of the grant project, as outlined below:

1. Maintain the ongoing logistical support for the University of Delaware program in Sofia, Plovdiv, and Varna.
2. Maintain English for Economists and Business English courses in Sofia.
3. Work with other agencies to implement the first national conference for English language teachers in Bulgaria.
4. Complete implementation of the Spring International Business Institute (SIBI) at the University of Delaware.
5. Initiate planning and logistical coordination, as well as English classes, for the summer program in Varna.
6. Maintain and expand the Sofia Resource Center.

C. Implementation of the ELP Goals

1. Goal #1 - Maintain the ongoing logistical support for the University of Delaware program in Sofia, Plovdiv, and Varna.

a. One of the most important areas of logistical support has been data collection and analysis. This has been an ongoing, vital role performed by ELP's Ivanova, Momchilova, McCollum, and Miller, under Shumway's supervision, in support of the project.

(1) The data base program **dBase III Plus** has been used for handling application and course participation data, and has been found very useful for the following purposes:

- (a) keeping records of applicants;
- (b) placement screening of applicants;
- (c) generating current class rosters;
- (d) enhancing applicant communication;
- (e) creating certificate lists;
- (f) generating demographic profiles;
- (g) processing course evaluations;
- (h) assessing demand for courses; and
- (i) generating statistics for reports.

b. An application form was designed to collect input data (see Attachment 2). Each application is entered into a dBase file, permitting the ELP team to track trainees accurately.

c. In addition to implementing dBase III Plus files to track trainees, the ELP team has also used a **Scantron 888p+** automatic scoring machine to not only score placement and individual course tests, but also to tally AID post-training questionnaires and other surveys. Using the Scantron has permitted the ELP to administer placement tests more often by greatly reducing the time previously spent scoring tests by hand.

d. Using the categories suggested by the Koltai evaluators, the ELP team studied the applicants who entered the Sofia, Plovdiv, and Varna programs (including management, oltai economics, and English courses) from December 1991-June 1992.

(1) The following shows the results of the Sofia (December 1991-May 1992) study:

<u>STUDENT TYPE</u>	<u>NUMBER OF STUDENTS</u>	<u>PERCENTAGE</u>
Faculty	105	14%
Students	218	30%
Government officials	22	3%
Business community	153	21%
Journalists/media	15	2%
Unemployed	47	6%
Staff	109	15%
No data available	<u>57</u>	<u>7%</u>
Totals	726	98%

(a) Analysis of the type of applicants in the Sofia program reveals that 38% of the applicants can be described as trainers. These applicants are teachers, business managers, and government officials. The ELP team added to the Koltai list the categories of unemployed and staff, which includes researchers and employees of state-owned businesses, when it was discovered that some 200 of the applicants could not be captured in the other categories.

(b) The low number of government officials who attended the University of Delaware courses is understandable, given the tremendous changes taking place within the various ministries and the heavy workloads described by those officials who did take courses. In Year Two, the Coalition hopes to offer more courses on site at these ministries, so that more officials will be able to attend.

(2) Student types for the February-March 1992 Plovdiv program and the first six weeks of the 1992 Varna program are compared below:

<u>STUDENT TYPE</u>	<u>PLOVDIV</u>	<u>VARNA</u>
Faculty	110/48%	79/27%
Students	11/ 4%	62/21%
Government Officials	8/ 3%	7/ 2.4%
Business Community	51/22%	97/32%
Journalists/Media	1/ 0.4%	2/ 0.7%
Unemployed	10/ 4%	17/ 5.9%
Agricultural Sector	10/ 4%	0/ 0%
Staff	21/ 9%	19/ 6.6%
No data available	<u>3/ 1.3%</u>	<u>1/ 0.3%</u>
Totals	226/95.7%	284/95.9%

(a) A comparison of the Plovdiv and Varna student types confirmed what teachers of the University of Delaware-Bulgaria Coalition (UDBC) courses already knew: the Plovdiv program was particularly successful in reaching the grant target group of trainers--people who will be instrumental in training others and helping Bulgaria's transition to a market economy. A remarkable 70% of the participants in the Plovdiv program were teachers, professors, or members of the business community. As reported in the third quarter, the Plovdiv program differed from all other UDBC programs in that most of the trainees were faculty of the three educational institutions that helped to promote, organize, and support the program. Moreover, Spas Videv and Georgi Georgiev, former students of UDBC courses, had personally invited members of the business community to join in the courses, thereby further enhancing the recruitment effort.

(b) What is also notable is the target trainee participation rate in Varna, where, at the time this report was written, the UDBC was in the middle of its 12-week summer

program at Varna University of Economics. Of the 284 trainees in the first six weeks of courses, 59% meet our target audience criteria. The larger percentage of students in Varna can be explained by the season; students have summer vacations and are thus able to participate in courses. The Varna program was also particularly successful in recruiting professionals from the business community.

(3) The data that has been gathered on student type at these three locations supports plans to offer more courses in Plovdiv in the fall of 1992. The willingness of such a large percentage of the professors from the University of Plovdiv, Plovdiv Technical University, the Agricultural Academy, and the Food and Flavors Institute, as well as leading members of the business community, to take time from their jobs to participate in UDBC courses provide sound support for an early return to Plovdiv.

e. Another interesting outcome of the ELP study was obtained when the reasons for taking courses were analyzed for 1,108 applicants from Sofia, Varna, and Plovdiv.

(1) The results, taken from responses to the last question on the application form, follow:

What is the reason for your attending this course?:

be retrained in a new specialty	16%
improve your general knowledge	26%
receive a certificate	3%
improve your professional skills	35%
advance in your academic studies	12%
get a promotion	0.6%
improve your English language skills	4%

(2) The data above demonstrates that UDBC courses are seen by 61% of the 1,108 participants tracked as providing valued skills and knowledge. It is important to explain the low response to #7: improve your English language skills. Participants fill out applications for management and economics courses only; English courses are assigned to those applicants whose English test scores are too low for untranslated classes and who answer "yes" to the following question: "Will you be able to take the supporting English course?" Because the demand for English language training is so high, a method was needed to screen out applicants whose only goal was to improve their English, in order to reserve class seats for students who meet the student type criteria established for this project. Therefore, applying to English courses has been restricted to applicants who first apply for management and/or economics.

f. Data on the overall demand of applicants (based on a total of 2,147 applications) for the three content areas offered is reported below:

ECONOMICS	MANAGEMENT	ENGLISH
18.3%	38.4%	42.5%

(1) These percentages indicate the high demand for courses in English, which appeal to a wide range of people in many walks of life. The management courses also have a quite wide appeal to those beginning their businesses and to actual and prospective managers. The economics courses generally appeal mostly to faculty in economics and management at universities and in policy-making positions, and to students specializing in economics, although many managers have also taken the more-applied economics courses. Thus, the economics program, much as the management program, concentrates its efforts on the program's goal of training the trainers.

(2) Since the English course choices include Business English, Economics English, and Customer Service English, they are seen by many trainees as having immediate practical use in improving their professional skills. In most parts of Bulgaria, with the exception of the Black Sea resorts, English is the language of international business and tourism. In the Black Sea resorts, English is now vying with German for the position of most-widely-used language in the tourist facilities. As Bulgaria develops new markets for tourism, English language proficiency will become increasingly important for service sector employees in these areas.

g. In completing its first year in Bulgaria, the University of Delaware trained participants from virtually every major city and town in Bulgaria. The following shows the cities and towns from which the participants in the four programs came:

<u>Sofia</u>	<u>Plovdiv</u>	<u>Varna</u>	<u>Gabrovo</u>
Bankya	Assenovgrad	Aksakovo	Gabrovo
Blagoevgrad	Hissar	Balchik	Plovdiv
Burgas	Plovdiv	Burgas	Popovo
Dobrich	Russe	Dimitrovgrad	Vratza
Dupnitsa	Septemvri	Dobrich	
Etropole	Sliven	Hissar	
Ihtiman	Sofia	Pernik	
Kyustendil	Sopot	Provadia	
Plovdiv	Troyan	Russe	
Sofia	Varna	Shumen	
Stara Zagora	Vidin	Sofia	
Varna	Tsalapitsa	Targovishte	
Veliko Turnovo		Varna	
Vratza			

2. Goal #2 - Maintain English for Economists and Business English courses in Sofia.

a. With the Plovdiv program having been concluded by the end of the third quarter, the entire ELP faculty was reunited in Sofia during April and May. As a result, a number of new courses were offered. Abadzhiev piloted a completely new Business English course, which integrated case study and organizational behavior analysis as a means of enhancing English skills within the business context. This new course was very well received by the participants in the class. Miller ran a series of short-term modules on "how to apply to an American university" for a number of student groups. This offering covered TOEFL preparation, the application process, selection of universities, and strategies for obtaining funding. There was very high interest in this topic. McCollum continued the University of Delaware's commitment to Sofia University economics students by offering an Advanced English for Academic Purposes class, emphasizing advance writing and elements of research and critical thinking.

b. The English language courses offered during the fourth quarter in Sofia are shown in Appendix F.

c. The ELP courses continued to receive high marks in Sofia during April and May, as evidenced by the following responses to key items on the AID after-training questionnaire:

(1) #2 - Did the training fulfill its designated objective?

<u>Yes</u>	<u>No</u>
84%	10%

(2) #7a - Program content and delivery

<u>Very Satisfied</u>		<u>Moderately Satisfied</u>		<u>Not Satisfied</u>
48%	41%	7%	0%	0%

(3) #8 - How satisfied with overall training?

<u>Very Satisfied</u>		<u>Moderately Satisfied</u>		<u>Not Satisfied</u>
53%	33%	10%	2%	0%

3. Goal #3 - Work with other agencies to implement the first national conference for English language teachers in Bulgaria.

a. On May 1-3, at the National Palace of Culture in Sofia, the Bulgarian Branch of the International Association of Teachers of English as a Foreign Language (IATEFL), in association

with the British Council in Sofia, held the first international conference for English teachers in Bulgaria. Well-known authors, researchers, and teachers from many countries presented papers, held workshops, and gave demonstrations.

b. English Language Program Associate Coordinator Jeanette Miller worked closely with Phil Dexter of the British Council to provide support for Bulgarian teachers attending from throughout the country. First, the University of Delaware program provided a \$1,000 co-sponsorship contribution to the conference. A half-page description of the USAID/UDBC program was included in the conference agenda. ELP's Scott Stevens arranged for a second \$1,000 contribution to be made by the Pennsylvania Area Teachers of English to Speakers of Other Languages (PennTESOL--a regional branch of international TESOL) to reimburse conference-related expenses incurred by members of the BATE (Bulgarian and American Teachers of English) organization. This made it possible for all BATE members throughout the country to attend the IATEFL conference. Although this second contribution was not a program expenditure, the "sister" affiliation between PennTESOL and BATE is an example of positive collaboration between USAID/UDBC faculty and their Bulgarian counterparts.

c. At the conference, BATE members held its spring meeting on May 2, 1992, at which they elected officers, formed committees, and voted on an annual membership fee. Additional information on Teachers of English as a Second Language (TESOL) was requested by BATE members and will be provided in the fall BATE Newsletter, which will be sent out to all members of BATE and PennTESOL.

d. Another important contribution to the IATEFL conference was made by ELP team members McCollum, Miller, Ivanova, and Abadzhiev, who conducted a workshop entitled "Designing Materials for Interactive Group Work in the Business English Classroom." The workshop was designed to guide teachers in using Voice of America or BBC radio broadcasts to develop their own classroom materials. Nearly 50 teachers attended the workshop, many of whom approached the ELP faculty for more advice afterwards.

e. As a result of contacts made with Bulgarian colleagues at the first national IATEFL conference, ELP faculty members Miller and McCollum conducted day-long consultations with secondary school EFL teachers Krassimir Hristov from Kyustendil and Snezhanka Minovska from Veliko Turnovo. The Bulgarian faculty received urgently needed English texts and discussed techniques for teaching business English in regions with limited English language resources.

f. A second product of the national conference is a collaborative effort among British and American English faculty in Bulgaria, who have proposed a paper to be presented at the

International TESOL conference in March 1993, in Atlanta, Georgia. The group will present issues dealing with the current status in Bulgaria of English language teaching, teacher training, and curriculum design.

g. Other related contacts were also made this quarter.

(1) McCollum and Miller had lengthy planning meetings with Paul Landesman, USIS Teaching Fellow at Varna University of Economics. In these sessions, they discussed working with the Varna Naval Academy to revise its English for Special Purposes (ESP) curriculum in the fall of 1992. Landesman will organize a curriculum conference, and McCollum and Miller will attend and make presentations in their areas of expertise.

(2) McCollum also met with Dr. Richard Murphy, Chief of the English Programs Division of USIA, who was visiting the five English teaching fellows assigned to Bulgaria. Dr. Murphy informed her that there will be six teaching fellows in the 1992-93 program, and McCollum was briefed on ideas for collaboration on teacher training programs.

(3) In addition, English language teachers from the Peace Corps were given information about courses offered by the UDBC and will be working with ELP faculty in the next quarter in offering teacher training workshops and in sharing materials.

4. **Goal #4 - Complete implementation of the Spring International Business Institute (SIBI) at the University of Delaware.** See paragraph V.A. below.

5. **Goal #5. Initiate planning and logistical coordination, as well as English classes, for the summer program in Varna.**

a. ELP's Abadzhiev, Ivanova, Miller, and McCollum assisted in-country director Shumway in setting up the Varna 1992 program in Business, Economics, and English. Since this was the University of Delaware's second year in Varna, its team was able to build upon the network of support established in the summer of 1991. The Varna University of Economics was again forthcoming in providing classroom and office space, communications support, staff support, and assistance in promoting the program and identifying candidates for training. Housing accommodations were secured in the Grand Hotel of Varna, with lunches for economics trainees and all University of Delaware faculty provided by the Orbiter Restaurant, near Varna University of Economics.

b. The ELP provided three tracks of courses at Varna during its first summer module, which concluded the fourth

quarter of Year One. A complete list of the English language courses offered during the fourth quarter in Varna are shown in Appendix G.

(1) For the first track, five sections of Business English courses were offered in support of participants of business courses taught by Delaware management faculty and for other interested business professionals. These courses followed a proven curriculum that had been developed and refined throughout the year. Abadzhiev again offered his organizational behavior English course, which had proven so successful in its piloting in Sofia.

(2) For the second track, the ELP launched English courses to provide developmental language support to participants in the economics advanced course program. A new course, entitled "Advanced English for Economic Studies," introduced the students to reading, writing, and research in the field of economics. Students read journal, textbook, and magazine articles to determine the thesis, organizational structure, development of ideas, and author's purpose. They also responded to the readings by writing informative and evaluative summaries to develop their ability to use secondary sources in academic research. Finally, the students were guided in developing a mini-research paper relating to their specific area of interest in economics.

(3) For the third track, McCollum and Miller offered greatly modified versions of a Customer Service English course, which had been piloted in Plovdiv. Targeting employees in the tourism and retail sector, the instructors taught participants strategic use of English--to make a sale, soothe an angry customer, impress a client, and provide better service through better communication skills. Cultural aspects of effective customer service were given as much emphasis as were linguistic elements. Using a method (Strategic Interaction) developed at the University of Delaware by the late Robert DiPietro, McCollum and Miller used open-ended scenarios, followed by careful language and cultural debriefing sessions, to help the participants discover for themselves the benefit of the "customer-is-always-right" approach to doing business and to master the language necessary to achieve this result.

(4) The English courses in Varna were very well received. Nearly 90% of the participants felt that the training had achieved its objective. Roughly 70% were quite satisfied with the program content and delivery, and at least 95% were at least moderately satisfied. Evaluation summaries are provided below for key questions from the AID after-training questionnaire:

designated objective? (a) #2 - Did the training fulfill its

<u>Yes</u>	<u>No</u>
89%	10%

(b) #7a - Program content and delivery

<u>Very Satisfied</u>		<u>Moderately Satisfied</u>		<u>Not Satisfied</u>
31%	42%	26%	0%	0%

training? (c) #8 - How satisfied with overall

<u>Very Satisfied</u>		<u>Moderately Satisfied</u>		<u>Not Satisfied</u>
29%	56%	14%	0%	0%

6. Goal #6. Maintain and expand the Sofia Resource Center.

a. Resource Center (RC) Coordinator Ross Abadzhiev and Associate Coordinator Ivan Ivanov continued to expertly manage the facility that has become invaluable to the operation of the entire University of Delaware program in Bulgaria. The RC has also become well-known by businesspersons and economists throughout the greater Sofia area, with use of the Center's materials increasing each quarter. In June, Alexander Markov was appointed Acting Coordinator of the RC, while Abadzhiev assisted with the Varna program setup. Ivanov resigned to accept another position.

b. Media Room

(1) Despite having to lend equipment and materials (one video station, two laptop computers, and videotapes) to the Varna program, the Media Room maintained and even improved its services to the public.

(a) During the fourth quarter, the audio EFL materials were widely used, especially the TOEFL test tapes and books.

(b) Also in great demand were the IBM PC language games, WordPerfect 5.1 tutorial, DPrint, Microsoft Word (which enables materials to be printed in the Cyrillic Alphabet), and accounting and other application programs.

(c) The most popular business videotapes were the newly received "Economic Series USA," while "Business Plan 1 and 2," "Financial Plan," and "Marketing" continue to be popular.

(d) Despite safety precautions taken by using the anti-virus program installed on the IBM PC, two viruses (Flip and Friday the 13th) infected the computer and had to be removed.

(2) Although the start of the summer has somewhat reduced Media Room patronage, significant numbers of Bulgarians nevertheless used this facility during the fourth quarter, as shown by the following demographic statistics:

Total visitors	421
Days open	62
Daily average	6.8
Regular visitors	8
Males	224
Females	197
Students	269
Business managers	19
Researchers	12
University professors	11
Teachers	8
Journalists	8
Academic administrators	4
Others	90

c. Reading Room

(1) A major milestone was reached during this quarter with the completion of the computer-based cataloging of all Reading Room holdings. Installing the catalog on the Media Room IBM PC, with easy-access menus, has proven very useful to researchers and academicians.

(2) The Reading Room continued to be a popular reference center for many Bulgarians, as the following figures for the fourth quarter show:

Total visitors	947
New readers registered for this period	209
Copies of materials used	1,560
Regular visitors	738
Males	588
Females	359
Students	685
Business managers	68
Researchers	73
University professors	26
Teachers	16
Journalists	0
Academic Administrators	0
Others	79

d. American Film Series

(1) The American Films Series continued in the Media Room and ELP participants and Friends of Delaware Society (FDS) members were invited through the distribution of special tickets to the Friday afternoon showings.

(2) The following movies were shown to an average audience of 17 people during this quarter: "Home Alone," "Misery," "Betrayal," "Dancing with a Stranger," and "The Mission." The RC staff is grateful to FDS President Katya Ignatova, who has helped to enhance the American Film Series by procuring additional videotapes from The British Council.

e. Resource Center Services to the Public and Faculty and Logistics Support

(1) The RC had many requests for announcements of all UDBC courses and seminars, and the office staff was busy selecting and registering participants for courses and seminars.

(2) The office staff also dedicated a lot of time and effort to preparing and distributing over 300 certificates for participants in fourth quarter courses.

(3) The RC coordinators procured telex boards and software from ZitCom Co. at reduced prices to improve communications with the US. Obtaining a telex line number had been delayed because of problems at the Sofia Telex Exchange. After much effort, new Coordinator Markov obtained the telex line and, after the RC staff received training, a connection with the University of Delaware was achieved through MCI-USA. As a result, the Sofia RC was also able to function as an efficient means of communication between Delaware and Varna. Unfortunately, the telex line has been temporarily disconnected due to unexpected local telecommunication problems.

(4) After considering three offers, the RC coordinators signed a contract for a private software firm, "2 Plus," to install a DPrint program on the Media Room IBM PC for 860 leva (about \$40). As a result, the PC can now be used for preparing and printing documents in Cyrillic. The same software product is also available in the Varna program.

(5) The RC secretaries have enhanced their skills both as interpreters and PC users.

(6) Alex Markov, the Acting RC Coordinator during the summer of 1992, has shown great flexibility in handling all kinds of problems concerning the release of seven shipments, containing a total of over 70 boxes of materials from the University of Delaware. All difficulties regarding their

forwarding to Varna through the DHL express shipping company were successfully overcome.

(7) The RC staff was active in establishing the Friends of Delaware Society (FDS), which was recently legally registered in court as a nonprofit organization engaged in: popularization of the activities of UDBC in Bulgaria; coordination in the exchange of specialists between the US and Bulgaria in the fields of management training and economics and English language education; supervision over the RC through close cooperation with the Sofia Central Library staff; and development of additional branches of FDS throughout Bulgaria. The Society's President holds office hours twice a week at the RC.

(8) The Friends of Delaware Society, together with the RC staff, have been very active in the popularization of the activities of UDBC in the mass media. Interviews were given for "Podkrepa" and "Democracia" newspapers. Markov also gave an interview for "Az Buki" newspaper, in which he gave a full rundown on the services provided by the Resource Center. In addition, Markov and FDS President Katya Ignatova gave interviews for a Bulgarian National Radio broadcast. Dr. William Hunter, a Vice President at the Federal Reserve Bank in Atlanta, was also invited as a special guest on "Plus-Minus," a TV economics program.

(9) The RC staff have been active in maintaining contact with academic institutions all over the country, receiving requests for cooperation, sending correspondence, and scheduling appointments for In-Country Coordinator Stan Shumway to assist in his Year Two preparation efforts.

(10) Markov met with directors of numerous Sofia high schools and acquainted them with the activities of the RC. As a result, many students and teachers now come to visit the RC and use the materials available in the Media and Reading Rooms.

(11) Markov held a meeting with the Sofia Central Library Director to discuss the future relationship between the Library and the RC.

(12) Markov also participated in the founding meeting of the French-Bulgarian nonprofit organization "AirBalkanintellect," a regional European center for management training, consultation, and exchange of information in the field of air transport. The status of UDBC in this organization is that of an associate member without any financial obligations.

(13) Thanks to the efforts of the RC staff, and especially those of Markov, a suitable apartment has been found for Professor Jeffrey Miller and his family at a very reasonable price. Miller will remain in Sofia throughout Year Two, teaching

economics courses. Markov also held numerous talks with high-ranking representatives from the Ministry of Education regarding Miller's son's acceptance into the French Language School in Sofia. Unfortunately, there is no positive result on that matter so far.

(14) The RC staff received the following important guests during the fourth quarter:

(a) Dr. Leslie Koltai, Principal Evaluator for USAID for the Central and East Europe projects, and Ms. Claudine Wolas, his assistant, were given a tour of Resource Center by the RC staff and the FDS President.

(b) The US Cultural Attache to Bulgaria visited the RC to discuss possible opportunities for collaboration between the American Embassy and the RC.

V. Other Significant Activities

A. Spring International Business Institute (SIBI)

1. Background: The Spring International Business Institute (SIBI), designed to give 15 Bulgarian new entrepreneurs training and practical work experience in American businesses, began during the third quarter and concluded by early May of the fourth quarter. Aspects of participant orientation in Sofia and at the University of Delaware, early seminars, corporate visitations, and cultural activities were described in the third quarter report. This report covers the last half of this eight-week program.

2. Program Administration: June Quigley was academic coordinator for SIBI, working with management's Michael Pohlen and ELP Director Scott Stevens in designing the program. David Kiefer served as Orientation Coordinator. In addition, a community volunteer, Tammy Parubchenko, helped secure host families for each of the participants.

3. Cultural Programming: The participants enjoyed a wide range of experiences to enable them to understand the cultural milieu in which US business thrives. This cultural component of the program was essential in demonstrating the historical backdrop of American business and in showing how the community and business work together to address issues, meet needs, and promote values. Equally important, many of these activities offered new opportunities for participants to establish contacts with representatives of various American firms and to initiate discussions on trade opportunities. To provide a clearer picture of the entire cultural program, the complete calendar of events, including activities mentioned in the third quarter report, follows:

a. a welcome reception in honor of the SIBI participants, hosted by University President David Roselle, and attended by area business leaders, State officials, University administrators, and SIBI host families;

b. several host family visitations;

c. square dancing at a local folk festival;

d. attending a concert of the Philadelphia Philharmonic Orchestra;

e. a day-long cultural tour of New York City, including Wall Street;

f. a day trip to Longwood Gardens and Hagley Museum, the latter a "living museum" that chronicles the development of industry in the Northeast;

g. an all-day historical tour of Philadelphia;

h. a day trip to Dover, Delaware's capital city, to tour the Delaware Development Office and meet with State legislators (the Delaware Senate made an official proclamation honoring the Bulgarian visitors);

i. a day tour of Baltimore's Inner Harbor and Aquarium;

j. a two-day trip to Washington, DC, to tour museums and historical sites and to meet officials at the International Monetary Fund;

k. an evening community reception hosted by the Delaware chapter of People to People International;

l. a graduation dinner and ceremony at the University of Delaware Student Center; and

m. a two-week stay with homestay families during the participants' internship period.

4. Business Training Seminars

a. The theme of SIBI was "small business development," and the business seminars were designed to take participants step-by-step through the process of starting, managing, marketing, and developing a small-to-medium-sized business enterprise. Faculty from the College of Business and Economics, all of them possessing previous experience working with Eastern European businesspersons in other SIBI programs, conducted each of the seminars. Below is the entire list of seminars,

including those listed in the last report, to provide a clearer picture of the program:

<u>Date</u>	<u>Title</u>	<u>Faculty Presenter</u>
March 10	"The Strategic Planning Process"	Dr. Richard Hoffman
March 11	"Western Business Styles"	Dr. Michael Pohlen
March 12	"The Strategic Planning Process--Part 2"	Dr. Richard Hoffman
March 16	"Marketing Planning"	Dr. Carter Broach
March 18	"Negotiating Skills"	Dr. Arthur Sloane
March 23	"Marketing Planning--Part 2"	Dr. Carter Broach
March 24	"Accounting for Planning"	Dr. Fred Stiner
March 25	"Export and Import"	Mr. John Pastor (Delaware Development Office)
March 26	"Accounting for Planning --Part 2"	Dr. Fred Stiner
March 30	"Information Planning"	Dr. Christine Kyd
April 6	"Financial Planning I"	Dr. Rudolph D'Souza
April 8	"Financial Planning II"	Dr. Rudolph D'Souza
April 9	"Human Relations"	Dr. John Kmetz
April 14	"Planning for Quality and Productivity I"	Dr. Michael Pohlen
April 15	"The Entrepreneur and International Banking"	Dr. Michael Rice
April 16	"Planning for Quality and Productivity II"	Dr. Michael Pohlen

b. In addition to working in these 16 seminars tailor-made to their needs in Bulgaria, the participants also attended the University's annual Student Business Executive

Conference to learn of current business issues and meet many of the undergraduate business and MBA candidates from the College of Business and Economics. The Bulgarians also were active participants in a day-long workshop, entitled "Trade and Investment Opportunities between Bulgaria and the Delaware Valley," sponsored by the New Castle County Chamber of Commerce, the Delaware Development Office, the Governor's International Trade Council, and the World Trade Center Institute.

5. Business Communications Class: June Quigley taught the Business Communications class, which developed the English skills of the Bulgarians within the business context. Yet, the class had other vital roles that helped tie together the entire SIBI program for the participants. Each business seminar was previewed and reviewed in the Communications class, permitting participants the opportunity to prepare questions and learn important vocabulary prior to each seminar--a process that increased comprehension of the material they heard. After the seminars, Quigley's review helped clear up misconceptions or make mental applications of the concepts to their situations in Bulgaria. In particular, the class focused on oral presentations, in preparation for talks the Bulgarians would need to make at various corporations and business associations. The class met four days a week for two hours a day.

6. Business Visitations: Giving the Bulgarians an opportunity to network with their American counterparts, and to see firsthand how companies run and are organized, was an important goal of SIBI. These were detailed visits, involving meetings with senior executive officers, working luncheons, presentations of products and services by company officials, and scrutiny of the firm's organizational approach (for example, Gore's lattice structure was a new concept for the participants). Visitations included:

- a. meeting with bank officers at the Wilmington Trust Bank;
- b. meeting with officials of the Chrysler automobile plant in Newark, DE, and touring the plant;
- c. corporate visitation at the Excel Logistics firm; and
- d. tour of Gore Associates (makers of Goretex).

7. Visit of the Bulgarian Ambassador: On April 27, the Honorable Ognyan Pishev, Bulgarian Ambassador to the United States, visited the University of Delaware and the SIBI students. In addition to giving words of encouragement to the students, he also gave high praise to the University of Delaware's SIBI program and its initiatives in Bulgaria.

8. **Entrepreneurship in Action:** A number of the SIBI participants made good use of their training by entering into business deals with American businesspersons. Some arrangements were made to establish import-export links between the two countries. One participant was actively negotiating with a local automobile dealer and McDonald's Corporation to establish outlets in Bulgaria.

B. **USAID Evaluation:** Dr. Leslie Koltai and Ms. Claudine Wolas arrived in Sofia on June 25 to conduct the second evaluation of the University of Delaware project. They visited the Resource Center and met with the director of the Sofia Central Library. On Friday, June 26, they began their evaluation of the Varna program. On Sunday, June 28, after two days of intensive meetings and discussions, they briefed Dr. Lawrence Donnelley, the Project Director, on their findings. The evaluation was generally quite positive and contained excellent recommendations for enhancement of the program.

C. English Language Program Goals for the Fifth Quarter

1. Maintain the ongoing logistical support for the University of Delaware programs in Varna, Sofia, and Plovdiv.
2. Complete the second cycle of Business English, English for Economists, and Customer Service English courses in Varna.
3. Offer support courses to the graduate level economics students in Sofia in the fall.
4. Offer several sections of Business English to carefully selected students in Sofia in the fall.
5. Set-up a larger English language program in Plovdiv, recruiting students carefully from the education and business communities.
6. Develop an English for Banking Curriculum and pilot it in Plovdiv.
7. Work with the teacher trainers and teachers from the Peace Corps and U.S.I.S. to train teachers, to distribute materials, and to develop curricula.
8. Maintain and expand the Sofia Resource Center.

APPENDIX A

MANAGEMENT COURSES OFFERED IN SOFIA DURING THE FOURTH QUARTER

SCHEDULE

1. **International Business Management** (Stone); April 13-May 6; 5:30-8:30, Monday and Wednesday; University of National and World Economics; in English only; about 40 students
2. **International Business Management** (Stone); April 14-May 7; 5:30-8:30, Tuesday and Thursday; University of National and World Economics; in English, with consecutive interpretation into Bulgarian; about 40 students
3. **Fundamentals of Marketing** (Stone); March 30-April 10; 5:30-8:30, Monday and Wednesday; University of National and World Economics; in English, with consecutive interpretation into Bulgarian; about 45 students
4. **Fundamentals of Marketing** (Stone); May 11-20; 5:30-8:30, Monday and Wednesday; University of National and World Economics; in English only; about 30 students
5. **Fundamentals of Marketing** (Stone); May 12-21; 5:30-8:30, Tuesday and Thursday; University of National and World Economics; in English, with consecutive interpretation into Bulgarian; about 35 students
6. **Human Resources Management** (Kmetz); May 19-28; 3:00-7:00, Tuesday, Wednesday, and Thursday; Sofia Central Library; in English only; about 45 students

MANAGEMENT COURSE DESCRIPTIONS

1. **International Business Management** - This course is a survey of international business techniques and requirements. It is intended for any businessperson either engaged or planning to engage in international business. Among other topics, this course covers the nature of the changing international environment, international trade and terms of trade, international business and logistics, and the role of government and international assistance organizations.
2. **Fundamentals of Marketing** - This course is an overview of Western marketing methods and practices. It covers the preparation of marketing plans, the marketing mix, product and pricing strategies, marketing communications, and the importance of product quality. Market demand and segmentation are covered in the context of the evolving Bulgarian free-market economy.

4. Human Resources Management (HRM) - This course is a survey of US and other Western methods for managing human resources in organizations. The course is intended for practicing Bulgarian managers or advanced students of management, personnel administrators, and administrators from labor organizations. The primary objective of the course is to give participants the information needed to evaluate their own HRM practices, and assist them in changing and modifying these practices as desired.

APPENDIX B

MANAGEMENT COURSES OFFERED IN VARNA DURING THE FOURTH QUARTER

SCHEDULE

- 1. Management Techniques for Small and Medium Businesses** (Kmetz); June 8, 9, 11, 15, 16, 17; 5:00-8:30; Varna University of Economics; in English, with consecutive interpretation into Bulgarian; about 65 students
- 2. Total Quality Management** (Pohlen); June 10, 11, 12, 17, 18, 19; 5:30-8:30; Varna University of Economics; in English, with consecutive interpretation into Bulgarian; about 35 students
- 3. Production and Operations Management** (Gehrlein); June 22, 24, 29, July 1, 6, 8; 1:00-4:00; Varna University of Economics; in English, with consecutive interpretation into Bulgarian; about 30 students
- 4. Human Resources Management** (Kmetz); June 25, 26, July 2, 3, 9, 10; 5:30-8:30; Varna University of Economics; in English, with consecutive interpretation into Bulgarian; about 70 students

MANAGEMENT COURSE DESCRIPTIONS

- 1. Management Techniques for Small and Medium Businesses** - This course is a general course in Western management techniques, with additional attention being given to the needs of managers in small and medium businesses. The most important topics covered in the course are: planning, organizing, directing and controlling, staffing, and budgeting.
- 2. Total Quality Management** - This course covers the basic concepts of total quality management (TQM), an overview of manufacturing strategy, fundamentals of statistical quality control, designing for quality, implementing a total quality program, and the role of management enhancement teams.
- 3. Production and Operations Management** - This is a course on fundamentals of production for manufacturing and service organizations. The course covers basic questions of forecasting, scheduling, process design, and inventory management.
- 4. Human Resources Management (HRM)** - This course is a survey of US and other Western methods for managing human resources in organizations. The course is intended for practicing Bulgarian managers or advanced students of management, personnel administrators, and administrators from labor organizations. The primary objective of the course is to give participants the

information needed to evaluate their own HRM practices, and assist them in changing and modifying these practices as desired.

APPENDIX C

MANAGEMENT COURSES OFFERED IN GABROVO DURING THE FOURTH QUARTER

SCHEDULE

- 1. Management Techniques and Methods (Kmetz);** June 22, 23, 24, 29, 30, July 1, 6, 7, 8; 1:00-4:00; Gabrovo Technical University; in English, with consecutive interpretation into Bulgarian; about 25 students
- 2. Total Quality Management (Pohlen);** June 22-26, 29-July 2; 4:30-6:15; Gabrovo Technical University; in English, with consecutive interpretation into Bulgarian; about 25 students

MANAGEMENT COURSE DESCRIPTIONS

- 1. Management Techniques and Methods -** This is a training-of-trainers course teaching basic management techniques and processes, including planning, organizing, controlling, budgeting, and other related topics. The course also covers instruction in the use of simulation methods, based on a paper-and-pencil simulation text, so that trainers and faculty may use the same method in their organizations.
- 2. Total Quality Management -** This course covers the basic concepts of total quality management (TQM), an overview of manufacturing strategy, fundamentals of statistical quality control, designing for quality, implementing a total quality program, and the role of management enhancement teams.

APPENDIX D

ECONOMICS COURSES OFFERED IN SOFIA DURING THE FOURTH QUARTER

SCHEDULE

1. **Intermediate Macroeconomics (Miller)**; April 1-15; 11:00-12:15, Monday and Wednesday; Sofia University's Central Building; in English only; 35 students
2. **Intermediate Macroeconomics (Miller)**; April 1-15; 5:30-6:45, Monday and Wednesday; University of National and World Economics; in English only; 15 students
3. **Economics of the Monetary and Financial System (Miller)**; April 1-15; 9:30-10:45, Monday and Wednesday; Sofia University's Central Building; in English only; 46 students
4. **Intermediate Macroeconomics (Stachel)**; April 29-May 29; 11:00-12:30, Monday and Wednesday; Sofia University's Central Building; in English only; 35 students (Note: This was a continuation of Miller's Intermediate Macroeconomics course.)
5. **Intermediate Microeconomics (Stachel)**; May 4-27; 9:30-10:55, Monday and Wednesday; Sofia University's Central Building; in English only; 13 students
6. **Intermediate Macroeconomics (Stachel)**; May 4-27; 5:30-7:00, Monday and Wednesday; University of National and World Economics; in English only; 9 students (Note: This was a continuation of Miller's Intermediate Macroeconomics course.)
7. **Introduction to Microeconomics (Levin)**; April 28-May 22; 10:00-11:30, Tuesday and Thursday; Sofia University's Central Building; in English, with consecutive interpretation into Bulgarian; 27 students
8. **Economics of Law (Levin)**; April 28-May 22; 11:30-1:00, Tuesday and Thursday; Sofia University's Central Building; in English, with consecutive interpretation into Bulgarian; 35 students
9. **Introduction to Microeconomics (Levin)**; May 5-21; 5:30-7:00, Tuesday, Thursday, and Friday; University of National and World Economics; in English only; 5 students

ECONOMICS COURSE DESCRIPTIONS

1. **Intermediate Macroeconomics (Miller and Stachel)** - This was a traditional intermediate macroeconomics course that used Gordon's Macroeconomics, 5th Edition, as the text. The course covered

basic national income accounting and then covered the process of building a sophisticated macroeconomic model.

2. Economics of the Monetary and Financial System (Miller) -

This course described different elements of the monetary and financial system, including commercial and central bank activities. Also analyzed were the problems of designing a financial system which takes the savings of individuals and passes this money to business firms for investment purposes. The text was Mishkin's The Economics of Money and Banking.

3. Principles of Microeconomics (Levin) - This was a traditional microeconomics course that covered the standard topics, using Lipsey-Steiner as the main text (copies of the text were given to officially enrolled students).

4. Intermediate Microeconomics (Stachel) - This was a standard intermediate microeconomics course, with a relatively theoretical cast. We now believe that the approach was too theoretical for the Bulgarian audience, and the course reflected the approach used by young assistant professors at advanced programs in the US. The text was Varian's Intermediate Microeconomics. Topics covered included: review of basic economic concepts, supply and demand, choice and demand, market demand and elasticity, general equilibrium and efficiency of markets, production and supply, pricing and output under perfect competition, and pricing and output decisions under monopoly.

5. Economics of Law (Levin) - This course covered the effect of legal rules on resource allocation both in and between the public and private sectors. It considered common law, regulation, and constitutional rules. The source material for the course consisted of two germane articles: Ronald Koss' "The Problem of Social Cost" and Armen Alchian and Harold Demsetz's "Production Information Costs and Economic Organization."

APPENDIX E

ECONOMICS COURSES OFFERED IN VARNA DURING THE FOURTH QUARTER SCHEDULE

1. **Advanced Microeconomics (Black)**; June 2-July 12; 10:45-12:15, Monday, Tuesday, Wednesday, and Thursday; Varna University of Economics; in English only; 25 students (Note: This is the equivalent of a master's degree-level microeconomics course in the US.)
2. **Intermediate Microeconomics (Black)**; June 2-July 12; 9:00-10:30, Monday, Tuesday, Wednesday, and Thursday; Varna University of Economics; in English only; 9 students (Note: This is the equivalent of an undergraduate intermediate microeconomics course in the US.)
3. **Advanced International Trade and Finance (Falaris)**; June 2-July 12; 9:00-10:30, Monday, Tuesday, Wednesday, and Thursday; Varna University of Economics; in English only; 25 students
4. **Intermediate International Trade and Finance (Falaris)**; June 2-July 12; 10:45-12:15, Monday, Tuesday, Wednesday, and Thursday; Varna University of Economics; in English only; 9 students

ECONOMICS COURSE DESCRIPTIONS

1. **Advanced and Intermediate Microeconomics (Black)** - These courses covered numerous topics, including: review of basic economic concepts, supply and demand, choice and demand, market demand and elasticity, general equilibrium and efficiency of markets, production and supply, pricing and output under perfect competition, and pricing and output decisions under monopoly. Nicholson's advanced and intermediate microeconomics textbooks were used respectively.
2. **Advanced and Intermediate International Trade and Finance (Falaris)** - These courses emphasized international trade issues, following the standard equilibrium approach. The major topics covered were theory of international trade, factor mobility, commercial trade policy, the foreign exchange market, and open economy macroeconomics. The textbook was Lindert's International Economics, 9th edition, 1991.

APPENDIX F

**ENGLISH LANGUAGE COURSES OFFERED IN SOFIA
DURING THE FOURTH QUARTER**

April-May, 1992

Course: ECONOMICS ENGLISH

LEVEL

Advanced
High Intermediate
English for Economics Majors

INSTRUCTOR

Vanya Ivanova
Ivan Ivanov
Sandra McCollum

Course: BUSINESS ENGLISH

LEVEL

Organizational Behavior English
High Intermediate
High Intermediate
Intermediate
Low Intermediate

INSTRUCTOR

Ross Abadzhiev
Jeanette Miller
Sandra McCollum
Valentina Natzeva
Spaska Tcherveniyashka

Course: GENERAL COMMUNITY ENGLISH

LEVEL

Intermediate
Low Intermediate
High Beginner

INSTRUCTOR

Valentina Natzeva
Spaska Tcherveniyashka
Ken Hill

APPENDIX G

**ENGLISH LANGUAGE COURSES OFFERED IN VARNA
DURING THE FOURTH QUARTER**

June, 1992

Course: ECONOMICS ENGLISH

LEVEL

Advanced
Advanced English for Academic Studies

INSTRUCTOR

Vanya Ivanova
Sandra McCollum

Course: BUSINESS ENGLISH

LEVEL

Organizational Behavior English
Intermediate
Low Intermediate
High Beginner
Beginner

INSTRUCTOR

Ross Abadzhiev
Spaska Tcherveniyashka
Spaska Tcherveniyashka
Iskra Georgieva
Iskra Georgieva

Course: CUSTOMER SERVICE ENGLISH

LEVEL

High Intermediate
Intermediate

INSTRUCTOR

Jeanette Miller
Sandra McCollum

APPENDIX H

ELP QUALITATIVE EVALUATION INSTRUMENT RESULTS (4TH QUARTER)

UNIVERSITY OF DELAWARE ENGLISH LANGUAGE TRAINING PROGRAM: SOFIA

1. Do you believe that the English Language Program helped you improve:

your listening skills?	YES 90%	NO 3%	DON'T KNOW 4%
your speaking skills?	YES 75%	NO 7%	DON'T KNOW 14%
your reading skills?	YES 69%	NO 11%	DON'T KNOW 15%
your writing skills?	YES 62%	NO 11%	DON'T KNOW 21%

2. Do you believe that your English class helped you:

improve your communications skills?	YES 78%	NO 4%	DON'T KNOW 5%
improve your reading skills?	YES 68%	NO 11%	DON'T KNOW 8%
increase your vocabulary?	YES 74%	NO 6%	DON'T KNOW 8%
improve your discussion skills?	YES 73%	NO 3%	DON'T KNOW 12%

3. Do you believe that your business English class helped you improve your:

knowledge of business culture?	YES 61%	NO 2%	DON'T KNOW 7%
grammar and writing?	YES 44%	NO 20%	DON'T KNOW 5%
reading and vocabulary?	YES 64%	NO 1%	DON'T KNOW 3%
discussion skills?	YES 63%	NO 1%	DON'T KNOW 4%

4. Do you believe that your economics English class helped you improve your:

grammar and writing?	YES 20%	NO 2%	DON'T KNOW 4%
reading and vocabulary?	YES 21%	NO 2%	DON'T KNOW 2%
discussion skills ?	YES 25%	NO 0%	DON'T KNOW 1%
knowledge of economics?	YES 21%	NO 1%	DON'T KNOW 5%

5. Do you feel that the English language program and teachers increased your confidence in using English:

in the language classroom?	YES 90%	NO 0%	DON'T KNOW 5%
in business or professional situations?	YES 81%	NO 6%	DON'T KNOW 10%
while travelling abroad?	YES 66%	NO 7%	DON'T KNOW 24%
talking to Americans?	YES 70%	NO 6%	DON'T KNOW 20%

6. Are you satisfied with the quality and effort of your English teachers in the program?

	YES 93%	NO 0%	DON'T KNOW 4%
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7. Would you recommend this course to a friend who wants to improve his/her ability to communicate in English?

	YES 94%	NO 2%	DON'T KNOW 2%
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APPENDIX I

ELP QUALITATIVE EVALUATION INSTRUMENT RESULTS (4TH QUARTER)

UNIVERSITY OF DELAWARE ENGLISH LANGUAGE TRAINING PROGRAM: VARNA

1. Do you believe that the English Language Program helped you improve:

your listening skills?	YES 92%	NO 2%	DON'T KNOW 0%	
your speaking skills?	YES 88%	NO 3%	DON'T KNOW 2%	
your reading skills?	YES 59%	NO 25%	DON'T KNOW 9%	
your writing skills?	YES 44%	NO 26%	DON'T KNOW 19%	

2. Do you believe that your English class helped you:

improve your communications skills?	YES 88%	NO 3%	DON'T KNOW 1%	
improve your reading skills?	YES 51%	NO 17%	DON'T KNOW 21%	
increase your vocabulary?	YES 78%	NO 7%	DON'T KNOW 5%	
improve your discussion skills?	YES 82%	NO 3%	DON'T KNOW 5%	

3. Do you believe that your business English class helped you improve your:

knowledge of business culture?	YES 57%	NO 5%	DON'T KNOW 2%	
grammar and writing?	YES 30%	NO 15%	DON'T KNOW 11%	
reading and vocabulary?	YES 63%	NO 2%	DON'T KNOW 0%	
discussion skills?	YES 59%	NO 5%	DON'T KNOW 3%	

4. Do you believe that your economics English class helped you improve your:

grammar and writing?	YES 88%	NO 3%	DON'T KNOW 5%	
reading and vocabulary?	YES 78%	NO 9%	DON'T KNOW 3%	
discussion skills ?	YES 57%	NO 9%	DON'T KNOW 21%	
knowledge of economics?	YES 80%	NO 5%	DON'T KNOW 9%	

5. Do you feel that the English language program and teachers increased your confidence in using English:

in the language classroom?	YES 88%	NO 3%	DON'T KNOW 0%	
in business or professional situations?	YES 78%	NO 9%	DON'T KNOW 13%	
while travelling abroad?	YES 57%	NO 9%	DON'T KNOW 17%	
talking to Americans?	YES 80%	NO 5%	DON'T KNOW 7%	

6. Are you satisfied with the quality and effort of your English teachers in the program?

	YES 98%	NO 2%	DON'T KNOW 0%	
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7. Would you recommend this course to a friend who wants to improve his/her ability to communicate in English?

	YES 84%	NO 3%	DON'T KNOW 0%	
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1992-3 Summer College Advisory Committee

Lin Alessi, Academic Advancement

Timothy Brooks, Dean of Students

Robert Brown, Honors Program

Margaret Dee, DPI Supervisor, Gifted & Talented

Kathleen Duke, Honors Program

Helen Foss, Education Advisor to the Governor

Robert L. Hampel, Educational Studies

Rebecca Scarborough, DPI Supervisor, Foreign Languages

Steven D. Skopik, Life & Health Sciences

James R. Soles, Political Science

**REPORT ON THE RESULTS OF
THE SUMMER PROGRAM
IN VARNA, 1991**

Submitted by

James B. O'Neill, Professor
Economics Department
University of Delaware

- 40 -

The survey studying the results of the Varna Program in Economics was conducted in March 1992, six months after the end of the course instruction. Two traditional methods of evaluation: written questionnaires and interviews, were used. The questionnaires were distributed among 73 people including 16 faculty, 5 business managers, and 52 students. The questionnaires were designed in accordance with the objectives of the program and were different for the three groups. A sample of each questionnaire is included in the Appendix.

I. Bulgarian Faculty

The Bulgarian faculty members, who represented the primary focus of the program, were asked to answer three groups of questions concerning the following:

How were their personal careers affected by the participation in the program?

How did the University change after the summer program?

What recommendations they would have for future development of the program for training business managers and university faculty?

A. Personal Careers

1. All respondents found that participation in the program was beneficial for their present and future professional goals. They pointed out that the program helped them in the following areas:
 - a. to gain a better understanding of the principles of market economy in a relatively short period of time
 - b. to acquire skills and knowledge about the methodology of teaching economics from experienced American professors
 - c. to clarify some ideas about the philosophy of teaching economics in the period of transition in Bulgaria

2. The participants, as a whole, felt more confident in their professional qualifications in the fields covered by the summer program. When asked about their understanding of economic disciplines:
 - a. 94% of them had a better understanding of Introductory Micro and Macroeconomics
 - b. 88% and 81% respectively had a better understanding of Intermediate Micro and Macroeconomics

However, in the fields not covered only:

- c. 50% had a better understanding of Money and Banking
 - d. 44% had a better understanding of the Principles of Property Rights
3. The participants in the program considered the course work a necessity. Furthermore, they stated that they believed it would be impossible for someone who had not attended such a comprehensive program to introduce real changes in the teaching of economics.
4. The majority of the surveyed faculty have found a direct application of the knowledge obtained during the program. They said that they used the conceptual framework, the methodology, the textbooks, the studying materials, the diagrams, and the test forms provided by the program in their work with students.

B. University Changes

1. Structural Changes

The rigid 2-department structure (Accounting and Trade) which had existed for decades was transformed into a 5-department structure (Management and Marketing, Accounting, Trade, Information Systems, and International Economics). Although a lot of people consider these changes in the form rather than in the content of the education, they could be viewed as the first symptoms of the creation of a developing and adaptive system which is much more acceptable to extensive principal reform in education in the future.

2. Curriculum Changes

The "classical" fundamental courses in political economy (course) were finally relinquished and a set of courses taught in American universities in economics were introduced which included:

- a. Microeconomics
- b. Macroeconomics
- c. Entrepreneurship
- d. Sociology of Economics

Although some or many of them do not meet the American quality standards, their introduction is a significant step toward reforms in the economic education in Bulgaria.

3. Support for Change

As expected, the atmosphere in the Bulgarian universities does not support radical change. Some of the older but still influential professors are quite reluctant to make reforms. Thus, the presence of American faculty, the availability of American literature, and the support for the younger and prospective Bulgarian faculty appear to be even more important and critical for the ultimate success of the program. However, the more conservative element of the academic climate must be considered as universities make the transition.

C. Recommendations

All Bulgarian faculty, participating in the survey, strongly support the idea of similar programs in the future. Their recommendations comprise:

1. Courses should include: advanced Micro and Macroeconomics, Money and Banking, Finance, Property Rights, Business Administration, and Environmental Economics.
2. Programs should be extended for M.A. and Ph.D degrees for some of the participating faculty.
3. Bulgarian professors should be included as lecturers in the program.

4. Participants should be selected with a similar level of knowledge in economics (possibly organizing two levels of courses - intro and intermediate).
5. More seminars and informal meetings should be held with the American faculty to discuss the problems of the Bulgarian economy.

II. Students

The students from the University of Economics in Varna, represented a secondary target audience of the program. They were asked a number of questions about their perception of reform in economic education. As a whole, their answers confirm the opinions and comments of the faculty given above. The students noticed the changes in the structure and the curriculum, the efforts of the faculty to introduce the new concepts in economic courses taught, and the availability of American textbooks. (There is a source library of about 200 textbooks in Economics and Management donated by the professors from the University of Delaware). As can be expected, they are very concerned about the inability of some of the conservative professors to change. In some of the questionnaires they even named a full professor in Political Economy who they felt would be unwilling to change. The most important result from the initial steps of the reform in economic education is that students' indifference toward their field of study has changed. Most of those surveyed believed that the economic courses taken at the University will help them better understand the role of business in Bulgaria and will help them in their professional career.

III. Business Managers

The business managers who participated in the summer program were asked questions about its practical usefulness, about the specific benefits of their involvement in the program, and about their recommendations for future models. The survey group was comprised of five people who answered written questionnaires in Bulgaria and six more who were interviewed during their stay at the Spring International Business Institute in the University of Delaware in April-May 1992.

A. Practical Usefulness

1. All surveyed gave a positive overall evaluation of the program. They stated that the most beneficial part of the program was the acquisition of an economic approach to business decisions. Some

other particular benefits:

- a. a broader and deeper economic thinking which helps them better understand the practical problems of "real life"
- b. a more in depth conceptual and cultural framework for establishing and maintaining professional contacts with business partners
- c. a fundamental theoretical background which has proven helpful in everyday business activities, for example in pricing, marketing, exports, etc.

B. Recommendations

1. Courses in Business Administration should be included.
2. The courses should have a practical orientation to reflect the economic conditions in Bulgaria.
3. Courses should include active educational teaching strategies, e.g. projects, games, case studies, etc.
4. Courses should have a more flexible work schedule (intensive half-day or evening classes) which would make it possible for more people to attend the program.

IV. Conclusion

- A. The program has facilitated the process of transition of the economic education in Bulgaria towards the needs of a market economy.
- B. The program has created among the participants a sense of respect, confidence, and trust in the American economic education program.
- C. The contacts established during the program are viewed by the Bulgarian participants as a long-term relationship between institutions and professionals.
- D. Although considered successful by all participants, the program proved most effective in reaching its goals with the group of university faculty.

APPENDIX - QUESTIONNAIRES

I. Bulgarian Faculty

- A. Are there any new courses being offered? If yes, what are they?
- B. How has the material presented last summer been integrated in the curriculum?
- C. Examples of how you have used the concepts in your teaching? For example, concepts used in class about the market system.
- D. Are there any examples of reorganizations of departments?
- E. How do you feel about your level of understanding in the following:
(Please answer with: understand very well, understand, or need help, examples)
1. intro microeconomics
 2. intro macroeconomics
 3. intermediate microeconomics
 4. intermediate macroeconomics
 5. money and banking
 6. property rights
- F. Do you think that your participation in the summer program was beneficial for your academic career?
- G. Would you attend similar future programs? If yes, what courses would you like to take?
- H. What recommendations do you have for the American faculty and the organizers of the program?

II. Students

- A. Have you noted any significant changes in how course are being presented since September, 1991?**
- B. How has the course work assisted you with your personal life?**
 - 1. understanding changes in the Bulgarian economy**
 - 2. assistance with entry into the workplace**
- C. Subject areas in the present that could be improved - areas that could be expanded by faculty**
- D. New courses you desire to be offered**

III. Business Managers

- A. How has course work assisted you with management/business decisions?**
- B. What are some of the immediate benefits you can identify?**
- C. What recommendations do you have for future course work?**
- D. General assesment of the program**
 - 1. What was most helpful?**
 - 2. What changes do you recommend?**

C. What courses are you applying for? (List all)

1.
2.
3.
4.
5.
6.

D. Will be able to take the supporting English course (2 hours a day 3 days a week in the day time)?

1. yes 2. no

E. What is your major field of educational qualification?

1. Engineering 5. Economics
 2. Math/Computers 6. Tourism
 3. Natural Sciences 7. Civil Engineering
 4. Medicine 8. Humanities

F. What is the highest educational level you have achieved?

1. Secondary School
 2. University
 3. Higher Academic Degree:

G. Are you a

- | | |
|--|--|
| <input type="checkbox"/> 1. student | <input type="checkbox"/> 10. office staff |
| <input type="checkbox"/> 2. teacher | <input type="checkbox"/> 11. medical staff |
| <input type="checkbox"/> 3. professor | <input type="checkbox"/> 12. hotel manager |
| <input type="checkbox"/> 4. researcher | <input type="checkbox"/> 13. rest. manager |
| <input type="checkbox"/> 5. business manager | <input type="checkbox"/> 14. resort staff |
| <input type="checkbox"/> 6. production manager | <input type="checkbox"/> 15. tour operator |
| <input type="checkbox"/> 7. engineer | <input type="checkbox"/> 16. other |
| <input type="checkbox"/> 8. accountant | |
| <input type="checkbox"/> 9. banker | (please specify) |

H. Where do you work?

- | | |
|---|---|
| <input type="checkbox"/> 1. private company | <input type="checkbox"/> 5. joint venture |
| <input type="checkbox"/> 2. state-owned company | <input type="checkbox"/> 6. government agency |
| <input type="checkbox"/> 3. your own firm | <input type="checkbox"/> 7. student |
| <input type="checkbox"/> 4. in education | <input type="checkbox"/> 8. unemployed |

I. Which is the main reason for your attending this course:

1. be retrained in a new specialty
 2. improve your general knowledge
 3. receive a certificate
 4. improve your professional skills
 5. advancement in your academic studies
 6. get a promotion
 7. improve your English language skills