

Evaluator's Annual Report

United States Agency For International Development
Management Training and Economics Education Program
For Central and Eastern Europe

Year One

Leslie Koltai, Principal Evaluator

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1991-1992 Evaluation Team

Dr. Leslie Koltai, Principal Evaluator

Claudine Wolas, Program Coordinator

Michael Wilding, Computer Analyst

Elaine Fox, Financial Analyst

Jeffrey Kovacs, Program Associate

Robert Rich, Assistant Program Coordinator

**16200 Ventura Blvd. #227
Encino, California 91436**

**phone 818•986•7208
fax 818•986•7231**

Acknowledgment

The United States of America has long demonstrated a moral imperative to help those in need. The present policy of the United States is to assist in the transformation of Central and Eastern Europe from a command and control economic system to that of a market economy based upon democratic principles.

The Year One Annual Report is an overview and analysis of the MTEECE.

We wish to express our appreciation to the project directors, coordinators, faculty, and staff of all grantee institutions for their enthusiastic efforts.

We are also grateful to the AID Washington D.C. office professional staff for their assistance and support.

I am personally indebted to my staff for their countless hours of work and time in the United States and in Central and Eastern Europe.

May the second year of activities bring more hope and opportunity for a better life to the people of the countries we assist.

Dr. Leslie Koltai
Principal Evaluator

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Executive Summary

United States Agency for International Development Management Training and Economics Education Program for Central and Eastern Europe

Year One Annual Report

Dr. Leslie Koltai, Principal Evaluator

The United States Agency for International Development successfully completed its first year of activities in the Management Training and Economics Education Program for Central and Eastern Europe (MTEECE). The \$14.8 million program was administered by eleven American universities, offering training and counseling in six Eastern European nations: Albania, Bulgaria, Czechoslovakia, Hungary, Poland, and Romania. These emerging democracies have chosen to abandon their centrally controlled economic systems in favor of the market oriented approach. The fundamental purpose of this program is to transfer the knowledge and skills necessary for Eastern Europeans to successfully complete this unprecedented transition.

The Evaluation Team has worked closely with AID and project administrators throughout the year. In order to ensure high instructional quality and proper project management, a series of methodological approaches were devised for this Annual Report. These include, but are not limited to, analysis of courses, participants, student contact hours (SCH), and financial data.

The program is characterized by broad-based institutional success and enthusiastic participant support. A total of 572 project activities were delivered, ranging from traditional courses, lectures and seminars, to workshops and conferences. The most frequently offered activities, market economics courses and Train-the-Trainers Programs, provided immediate educational impact throughout the region. Each grantee tailored its market economics courses to meet the specific and present needs of the local populations. Thus Albanians enjoyed the most basic micro and macroeconomics courses, while graduate level econometrics and statistical methods courses were offered to the more advanced Czechs and Slovaks.

The emphasis on Train-the-Trainers Programs indicates a commitment to program sustainability; that is, the ability of Eastern European partner institutions to continue offering training after the completion of the AID grant. Trainers were the largest participant group (31%) reached in the program. In each project where Train-the-Trainers played an important programmatic role, plans were made for them to teach courses during Year Two. This will enable the AID Program to reach many more participants in a cost effective manner, while simultaneously providing American faculty with the flexibility to teach more advanced courses on a wider range of subjects. Consequently, it will provide local faculty the opportunity to offer basic courses, while building confidence in their abilities to teach new concepts.

The least frequently offered courses were in the fields of privatization, banking, and environmental management. Every indication suggests that these topics are crucial to the reform efforts currently in effect. Widespread mistrust of the fairness and pace of privatization schemes has already forced the resignation of the Bulgarian parliament, and continues to threaten political stability throughout the region. In addition, Eastern European financial institutions have become increasingly reluctant to offer loans to small businesses for lack of adequate regulatory legislation. As a result, it has become a source of immense interest for talented entrepreneurs to learn about business management techniques from AID funded faculty, and about the process of obtaining start-up loans.

Consultation with government officials in charge of these efforts accounted for only 9 percent of program participants. The Evaluation Team has recommended that the MTEECCE Program place more emphasis on consultation and training of government officials in the areas of privatization and legislation related to business and banking regulation. In addition, real gains can be made if the individual projects advise financial institutions in those regions where potential small business managers are being trained. Eastern European financial authorities should be made aware of such issues as risk assessment, credit procedures, and interest as an incentive for the disbursement of loans.

It is not the direct objective of this program to deal with the distressed state of the Eastern European environment, but an inextricable link certainly exists between industrial practices in the region and environmental degradation. Economic growth is no longer a panacea for the adverse health and environmental consequences of industrial development. In order to ensure the progress of sustainable economic

development in Central and Eastern Europe, pollution abatement and waste disposal management should be given a higher priority in the program curriculum.

The MTEECE Program reached a total of 15,485 participants. While the majority of participants were traditional students, teachers, and business people, the grantees also instructed journalists in Bulgaria and the Czech Republic, Solidarity workers in Poland, farmers in the Slovak Republic, and government officials in Albania. In this way, the AID Program has managed to instruct those who wield great influence in each country.

In every qualitative assessment of the Program, participants noted that the quality of instruction was excellent. The new and dynamic instructional methods employed by American faculty members intrigued and captivated the participants. The interactive instructional style created an atmosphere of cooperation and intense interest, which helped increase the effectiveness of the overall program. For example, Dr. Bazyli Poskrobko of the Polytechnic Institute of Bialystok, Poland commented that the interest and participation from his faculty grew with each course offering.

One Albanian student decried, "You impel us to think about ourselves. Up to now, we were not able to think so deeply. Especially Professor Fred Luthans I think increased our thoughts, giving to them human dimensions. Thank you very much indeed!" The tremendous impression the program has made on the participants has also instilled a deep desire to learn more practical, focused, and advanced economics and management topics. If the response of the participants to the Evaluation Team's questionnaire is any indication, the program is having an impact of truly human dimensions.

Helped by the new technical and basic management skills gained during the first year of the MTEECE Program, many of the participants have achieved important successes. Barbara Figiel, for example, a graduate of the Polish Academy of Economics and participant in the Central Connecticut State University Institute for Business Studies, has found the training to greatly enhance her decision-making and problem solving skills. As a manager of a produce import-export company, she is currently developing new products to compete.

Student Contact Hour measurements enabled the Evaluation Team to establish a common denominator in determining the productivity of the

educational program relative to its investment. The SCH scale provides an account of the actual time project participants spent with American trainers. The greatest number of student contact hours occurred in Czechoslovakia (250,994 SCH), indicating a higher level of instructional productivity than in Hungary (26,901 SCH), the country with the lowest productivity in the program.

When student contact hours are analyzed against project expenditures, a general assessment can be made about the cost effectiveness of the program. The cost of a SCH ranged from \$8.60 to \$85.87. Where projects have an in-country presence, as with the University of Pittsburgh in Czechoslovakia, the University of Washington in Romania, and the University of Delaware in Bulgaria, the cost of a student contact hour is significantly reduced.

The Agency for International Development appropriated \$14,845,785 to the MTEECCE Program. Actual expenditures during year one were reported at \$11,515,691. The discrepancy can be attributed to late project start-up, and the necessity of grantees to modify their projects to local conditions. AID's contribution accounted for 78% of the total program allocation, including cost sharing.

The Agency for International Development could not have chosen a more appropriate moment to begin this program than in the volatile and sometimes harrowing months of 1991-1992. Operating in the region has indeed become a difficult task for the grantees. The program has demonstrated a remarkable capacity for flexibility in light of the magnitude of changes now taking place. In the final analysis, the United States has provided a unique opportunity to positively affect the lives of millions of people. The available data reported herein is an account of a successful AID program, containing the necessary learning experiences for an improved second year of operations.

PART I

Agency for International Development

Management Training and
Economics Education Program in
Eastern Europe

It is a privilege for us to submit the Annual Evaluation Report of the Agency for International Development's Management Training and Economics Education Program for Central and Eastern Europe. Eleven American universities participated in the AID program in six countries at more than 30 locations.

A significant achievement of the assessment effort was the realization that a congruency exists among all participating institutions in the management of mission implementation. It was a genuine challenge to develop a database that would encompass the divergence of each grantee proposal, and maintain U.S. university autonomy in data collection and interpretation.

In navigating these complexities, the Evaluation Team has engineered a methodology that incorporates six data collection mechanisms. These mechanisms facilitate the accurate assessment and timely dissemination of programmatic and grantee-specific recommendations. Utilizing the objectives-oriented evaluation method has allowed for modifications to be made on both the project and program levels. The results show a significant impact on target area environments. The goal-free evaluation method is used specifically for case study development. To this end, the Evaluation Team has received extensive correspondence from the field and has spent more than 100 days overseas.

Throughout the first year, recommendations were made which contributed to the program's success in executing the directives of Congress and the President.

Summative Methodology

Having reached the end of the first year, our responsibilities in this report have subtly but nonetheless significantly changed. Our focus has shifted to a comprehensive and summative assessment of the overall program. Evaluation tools, including the analysis of fourth quarter and annual reports, qualitative and quantitative data surveys, and an assessment of relevant information, constitute the bulk of the data available to the Evaluation Team.

Since this is the first Annual Evaluation Report on the Management Training and Economics Education Program activities in the area, it is appropriate to explain the methodology used in the program and project assessment.

Trend Analysis

The trend analysis was designed to review the relationship between the projected scope of activities and their completion. In an effort to better illustrate the manifold impacts of this program in quantifiable terms, the Evaluation Team has developed a set of tables derived from information reported by the grantees in their quarterly reports. To track this information, tables are provided indicating the total number and type of courses offered by the program in its first year.

Course Analysis

Each session of a course offering is counted individually, the data having been compiled from grantee quarterly reports. The results of this analysis are presented in the form of tables indicating the frequency of the courses offered on a programmatic basis.

Program Participant Review

In order to determine grantee compliance, the Evaluation Team utilizes distinct methods of inquiry. The AID mission statement requires the rapid transfer of "the practical know-how to implement market economies to as many individuals in Central and Eastern Europe as possible." In determining compliance with this mission, the evaluation began in the formative stages by distributing participant questionnaires.

Participants evaluated specific courses they had attended and provided demographic information.

The number of people reached by this program is presented in such a way as to provide information about the types of courses attended by participants, the number of participants taught in each country and by each grantee, and the total number of participants receiving training. The results of these varying analyses are presented in the form of tables, graphs, and charts. These are found in parts I and II.

Project Completion Analysis

In recognizing the need for on-going modifications to the program, this analysis employs two measurements to determine the rate of project completion. First, the number of components outlined in the Project Proposal and Implementation Plan was compared to the number of project components actually completed during year one. Second, components introduced after the Implementation Plan were measured against their completion by the end of the grant period.

The distinction between original and newly-introduced project components is essential for an analysis of program flexibility -- that is, each project's ability to respond constructively to the rapid pace of change in the region and to varying needs as they arise. In this analysis, a component was considered to be a course, workshop, resource center, media presentation, conference, or any other significant project activity.

The results of this analysis can be found on a program-wide basis in part I, and for each grantee in part II.

Student Contact Hours (SCH)

SCH measurements are a way to determine how much of a program's time is spent focusing on the transfer of information to the target audience. Contact hours are noted in the classroom, in seminars, and in consultation. The SCH scale can be defined as every hour a project staff member has contact with a project participant. For example, if an instructor teaches a course for 10 hours to 10 students, 100 student contact hours are recorded. Similarly, if a staff member consults 5 government officials for 5 hours, 25 SCH would be recorded.

Furthermore, the student contact hours are distinguished by vocational areas. Such identification allows us to track the effectiveness of recruitment methods. This insures that all variations of contact with local participants are recorded. SCH were gathered via self-reported forms distributed to each grantee.

Financial Data Analysis

The annual project expenditure sheets submitted to our office provided financial data that gave the Evaluation Team another means of analysis for the first year of operations.

As suggested earlier, this was the most challenging assignment for the Evaluation Team. The existing variation in financial reporting required a serious and analytical time commitment for this task. For example, only five grantees completed the financial worksheets as requested. All the others had to be guided through the process of accurate financial reporting. Our office is constantly reviews this problem to allow our next report to include all aspects. Whereas accrued information may be beneficial to the AID project office in estimating future expenditures, most accounting systems cannot provide the data requested. We expect to have clear direction from the program office before we proceed further.

Case Study Methodology

During the latter half of year one, the Evaluation Team conducted an experimental program on case studies. In utilizing the goal-free evaluation method (GFE), the Evaluation Team met with a variety of grantee participants: faculty, administrators, business people, bankers, government officials, students, farmers, and others.

The GFE looks at interim and ultimate consequences regardless of whether they were intended. In doing so, the Evaluation Team is able to study side-effects and the unintended outcomes of program offerings.

Goal-free evaluations were developed in the early part of the program, but did not take full form until subsequent follow-up evaluations. During these follow-up visits, a criterion is established by which typical and atypical examples can be distinguished. The case studies are anecdotal -- usually in the form of conversations, interviews, program observations, and classroom interaction -- and therefore require secondary and tertiary verification.

Case study implementation for the Management Training and Economics Education Program in Central and Eastern Europe (MTEECE) requires local AID approval. It requires accepting responsibilities for information uncovered and models developed in the process. In principal, case studies should maintain the integrity of their findings over time.

During the first year of the MTEECE Program, an amendment was made to the mission of the Evaluation Team. The original responsibility of determining the validity, dependability, and success of the program was expanded to include the development of case studies. The case studies are intended to highlight individuals who have benefited from their participation in the programs by taking advantage of the new economic opportunities and free market atmosphere developing in the region.

As noted above, the Evaluation Team visited 10 different projects, at multiple project-site locations, in five different countries. The Evaluation Team met with a wide variety of participants, several of whom were selected for more exclusive and comprehensive interviews. This group will in all likelihood constitute the core sample for further follow-up.

Gathering these case studies, in the form of the GFE, necessitated a more exhaustive method of investigation. This inquiry led to several important distinctions. First was the understanding that the impact of the training program on an individual would vary according to the characteristics of that participant. Impact is also affected by their post-program work environment.

For example, a forward-thinking economics professor may be committed to integrating the knowledge and skills learned in the course of a program. And yet, without the institutional support of department heads and the partner university's rector, the types of changes possible are extremely limited. This is equally true in a business environment.

The single exception to these types of limitations is the new group of entrepreneurs. Running their own enterprises, business people are in a better position to implement the new concepts learned in the AID sponsored program. Nonetheless, even these entrepreneurs suffer the burden of significant limitations. Though they may make changes for themselves, they must still operate in a social, political, and legal environment that remains largely hostile to business. Until the legal

situation is remedied, the degree of impact of the program will be discernible only at the peripheries.

Methodology Summary

The Evaluation Team is planning to refocus its case study methods during the upcoming site visits. The outcome of this undertaking must be experimental in nature and carefully evaluated in substance.

Program Review

During its first year, the AID Management Training and Economics Education Program in Central and Eastern Europe delivered a total of 572 courses, seminars, workshops, lectures, and conferences. Figure 1 indicates the number of courses offered by subject area and arranged in order of their frequency.

Most Offered Courses: Teaching the Transition

The five most frequently offered types of courses were in the areas of market economics education (17 percent), training-the-trainers (12 percent), English language instruction (11.5 percent), agribusiness (9.4 percent), and strategic planning (8.4 percent). These results are significant both in terms of the achievement of stated AID goals, and the immediate impact these courses are having on the regional economy.

The grantees have designed courses that engender a better understanding of market concepts among journalists in Czechoslovakia and Bulgaria, Solidarity workers in Poland, and government officials in Albania. In this way, the AID program has managed to instruct those who wield great influence within each country.

More than 3500 people (or 23 percent of the total number of participants in the AID program) were instructed on the methods and concepts of a market-oriented economy (Fig. 2).

Training-the-Trainers

Of particular importance in Fig. 1 is the second most frequently offered subject area -- Train-the-Trainers. Almost 12 percent of the courses offered were designed to teach economics and management skills to those dedicated to passing on what they have learned for the future

benefit of the region. With 1151 individuals participating in these types of courses (Fig. 2), or 7.4 percent of the total number of participants, the grantees are responsibly establishing a system of sustainable management and economics education.

While it is too soon to evaluate the cumulative impact of the Train-the-Trainers aspect of the program, an important first step was accomplished in the first year of program operations. In each project where Train-the-Trainer courses played an important programmatic role, plans were made for the trainees to teach courses during the second year of operations. This should enable the AID program to reach many more participants in a cost-effective manner. It will also free American faculty to offer more advanced courses on a wider range of subjects.

Speaking the International Business Language

An effort was made to teach English language skills among the program participants. Of the courses delivered, 11.5 percent were aimed at teaching business communication skills (Fig. 1). The shortcomings of this aspect of the program, however, are apparent in Figs. 2 and 3. Only 537 or 3.5 percent of the program participants were taught English (Fig. 2), and as Fig. 3 indicates, only the University of Delaware in Bulgaria and the University of Pittsburgh in Czechoslovakia delivered English language courses.

Restructuring Agriculture

Agribusiness courses also weighed prominently among those offered by the program. Almost 10 percent of the courses delivered were related to the transition of centrally controlled agricultural systems toward supply and demand systems (Fig. 1). Agribusiness courses were the second most frequented by program participants, with 2600 or 17 percent of the total number of participants taking agribusiness courses. Iowa State University in Czechoslovakia accounted for more than 1700 participants attending agribusiness courses.

Least Offered Courses

The least frequently offered courses were in the areas of privatization (1.22 percent), import-export (0.87 percent), banking (0.7 percent), and environmental management (0.17 percent). One of the most pressing issues facing Eastern Europe, and one that requires a great deal of flexibility and ingenuity, is in the area of privatization. The quick

pace of privatization has caused a myriad of problems in the region, such as the recent ouster of the Bulgarian parliament -- the first democratically elected Eastern European government to suffer the backlash of hurried economic reforms.

Experts from the United States have absolutely no prior basis for advising Central and Eastern governments as to the best pace for privatization schemes. It is nonetheless essential that an effort be made to provide government officials with enough background to make informed decisions during the reform process. The political stability of the region may very well depend upon this issue.

The lack of import-export courses is troublesome for a region that is strapped for hard-currency. Central and Eastern European countries are increasingly relying on Western technology for infrastructure development, but can only afford Western products with the hard-currency earned from exports. As a result, it has become important for businesses to understand the procedures and dynamics of international trade. It should be noted, however, that aside from intra-regional trade, the countries targeted in this program will look primarily to Western Europe as their main trading partners. While it is in the interest of the United States to see these countries grow economically, we should not expect to find an immediate trading partner as a result of teaching these countries import/export skills.

Only one course with 21 participants (Figs. 1 and 2) was offered on the subject of environmental management. It is not the direct objective of this program to deal with the distressed state of the Eastern European environment, but an inextricable link certainly exists between industrial practices in the region and environmental degradation. Economic growth is no longer a panacea for the adverse health and environmental effects of industrial development. In order to ensure the progress of sustainable economic development in Central and Eastern Europe, pollution abatement and waste disposal management should be given a higher priority in the program curriculum.

Finally, as Fig. 2 indicates, the AID Management Training and Economics Education Program reached a total of 15,485 Central and Eastern European participants in the first year.

Summary of Courses and Participants

- Fig. 3 is a summary of all courses taught by each grantee according to subject area.
- Fig. 4 indicates the number of participants in each subject area by grantee.
- Fig. 5 indicates both the types of courses and the number of participants reached in each country.

In ranking order, the percentages of the total number of program courses delivered and the total number of program participants within each country are as follows (Fig. 5):

	<u>Courses</u>	<u>Participants</u>
Czechoslovakia	29.7%	29.9%
Bulgaria	26.9%	28.8%
Poland	23.8%	23.6%
Hungary	12.4%	9.9%
Romania	5.8%	4.3%
Albania	1.4%	3.6%

- Czechoslovakia has three highly functional universities operating in-country, while Albania has received a truncated version of the University of Nebraska-Lincoln's project proposal. This is due to the unstable situation in Yugoslavia, where Nebraska-Lincoln had originally intended to operate.
- Market economics and agribusiness were the only courses offered in each country targeted by the Program.
- Management courses, which include basic management, human resource management, international management, operations and productions management, and total quality management, were offered 81 times in the first year and attended by 2560 participants. (This does not include small business management, discussed independently below.)
- The largest concentration of basic management courses was in Poland. In that country, 709 students attended 22 sessions on the subject.

- Small business management was a key course in Bulgaria, Romania, Hungary, and Poland. More than 660 small business managers attended 37 courses in those countries.
- Most of the strategic planning courses were delivered in Hungary, where many of the 474 participants had earlier exposure to market concepts.
- In each country except Albania, 1050 people attended 29 finance and banking courses.
- Marketing courses were attended by more people in Bulgaria, Czechoslovakia, and Poland. There were only three marketing courses offered in Hungary and none in Romania and Albania.
- Four of the six countries -- Bulgaria, Czechoslovakia, Hungary, and Poland -- sent 94 participants to the United States for training.

Program Completion

The AID Program completed 77.87 percent of all project components in Year One (Figs. 6 and 7). Seventy-six percent of the project components originally proposed by the grantees were ultimately completed, and 88 percent of all new project components were completed by the end of Year One. Since these new components account for 18 percent of the overall program, it is evident that the grantees were generally able to accommodate the need for flexibility in planning and executing project activities. In addition, the total completion rate of 77.87 percent indicates that the program has been successful in completing both its planned and modified (ad-hoc) goals.

- Seven out of 11 grantees successfully completed more than 80 percent of their project components. Of those, two completed more than 94 percent, and two completed 100 percent of their project components (MUCIA and SUNY).
- The University of Delaware completed only 53 percent of its original components, but accomplished 100 percent of those components added to the project after the Implementation Plan.

- The University of Wisconsin-Madison had the lowest completion rate among the grantees (42 percent). This was due in large part to its failure to institute 10 management centers that were originally proposed.

Program Cost and Load Analysis

A total of 570,956 student contact hours (SCH) were delivered in Year One. The University of Pittsburgh Czechoslovak Management Center reported the fewest hours at 10,920 (Fig. 8). Individual project objectives differ and may affect the total number of SCH recorded.

The bulk of the SCH were delivered in Czechoslovakia and Poland, a result of multiple grantees operating in one country (Fig. 9). Bulgaria and Romania, however, received impressive coverage with the University of Delaware and the University of Washington, respectively, being the sole grantees in those countries.

Of the total student contact hours, 43 percent were in the area of management education and 32 percent in economics education (Fig. 10). The remaining 25 percent in interdisciplinary education includes consulting hours, discussion groups, and project-specific focal areas.

Consulting Hours

Consulting hours were tallied at 57,459 of the total SCH offered, according to grantee self-reporting. This number is particularly significant for projects establishing local consulting offices. Such centers have been described in quarterly reports as management centers, small business development centers, enterprise institutes, and other permanent facilities.

During the first year, local faculty underwent training in advising local businesses and walk-in clients on business issues ranging from marketing to privatization methods. Student contact hours devoted to consulting represents 10.1 percent of the total time delivered in the program. Consulting hours, therefore, were two-fifths of the total interdisciplinary hours.

The greatest amount of contact time was with trainers at 31 percent of the total SCH. The business community followed close behind with 29 percent, or 168,355 hours (Figs. 11 and 11a). Traditional students, as

defined in American higher education, were a predominant block with 22 percent (Fig. 11). This number may be higher than reported due to the informal participation of students in attending courses offered to university faculty.

Only 9 percent of the SCH were spent with government officials, even though this audience was specifically targeted in the Request for Proposals. The importance in reaching these people, who are in a position to affect national commerce policy, cannot be stressed enough. They will facilitate the development of business opportunities that are currently hindered by a lack of favorable legislation.

Agriculturists in Bulgaria, Hungary, and Poland spent 16,127 student contact hours, while 6,785 people designated "unemployed" attended classes in Bulgaria and Poland.

Student Contact Hour Cost Analysis

When measuring the cost of one student contact hour, it is important to recognize that the price alone does not determine success. Nonetheless, the cost per SCH is listed as follows:

MUCIA	\$85.87	Nebraska	\$32.85
Wisconsin	\$79.42	Minnesota	\$26.67
Iowa	\$61.49	Central Connecticut	\$25.24
Ohio	\$58.63	Washington	\$19.37
SUNY	\$51.88	Delaware	\$17.42
		Pittsburgh	\$ 8.60

Some grantees have used a combination of junior faculty and full professors to teach various audiences at the appropriate course levels. These human resources are therefore used properly. Some projects are designed to keep people in-country for longer durations, thereby reducing the cost of repetitive airline tickets. Project faculty and staff who reside in-country for a longer period have made living arrangements either with partner universities or with local hotels and boarding houses. Satellite bases for grant administration and course offerings cost money to maintain but are integral to project sustainability.

For example, the three universities with the lowest cost per hour--Pittsburgh, Delaware, and Washington -- are the only grantees for which the SCH percentage exceeded expenditures (Fig. 12). The cost effectiveness of these three programs can be directly attributed to their

presence in the region. Pittsburgh, Washington, and Delaware all have administration teams on the ground for extended periods of time and have permanent living arrangements.

The opportunity to assimilate into a culture and listen to its needs is intrinsic to the success of a project. Furthermore, the benefits of having an active local hub are vast. Many university grantees have expressed an improvement in their departments' camaraderie and personal relations. Interaction has also generated many joint-research projects and has opened the door to more permanent institutional ties, such as developing sister school linkages.

Czechoslovakia, Romania, and Bulgaria received more student contact hours for the dollars spent (Fig. 13). (The University of Pittsburgh program is centered in Prague, the University of Washington/Washington State University in Bucharest, and the University of Delaware in Sofia.)

Poland, meanwhile, has the greatest number of grantees stationed throughout the country, with five institutions in operation. These do not seem to be having as much impact for the dollars spent, however. Mitigating circumstances affecting this impact include the nature of the relationships with partner universities and the amount of competition from outside agencies. Additionally, the five projects have been subject to start-up expenses. Each of these contribute to Poland's expenditures being 12 percent higher than any other country.

Financial Analysis

A total of \$21,358,783 was made available to the Management Training and Economics Education Program for Central and Eastern Europe. Of the \$21 million, AID contributed \$14, 845,785 -- approximately 70 percent of the total allocation (Fig. 15).

Actual expenditures over this year were reported at \$13,619,162 (Fig. 14)¹, of which \$11,515,691 came from AID (Fig. 15). Late initiation of the program delayed many universities from beginning activities. More importantly, many project adjustments were made once personnel had spent time in-country. Within the first two months of the program, needs

¹ These figures include cost sharing. Other funding source contributions are not included.

assessment visits were especially useful, which made planning periods longer.

The University of Pittsburgh, the University of Minnesota, and the University of Delaware (in that order) were in the top three in receiving funding from AID. They were also the top three spenders with Minnesota and Delaware changing places (Fig. 15). The reader is reminded that two of these three universities also have administrative bases in-country.

The University of Nebraska-Lincoln had the most dollars remaining at the close of the first year. This is attributed, as described earlier in the report, to its change in venue from Yugoslavia to Albania. MUCIA and SUNY also had substantial funds remaining. It is estimated that approximately 40-50 percent of their original allocation was not spent (Fig. 15).

AID's contributions were supplemented by university cost-share contributions totaling \$2,103,446 or 16 percent of the total program expenditure (Fig. 16).

Of the 11 grantee institutions, the University of Washington and the University of Wisconsin-Madison did not report cost sharing figures (Figs. 16 & 16a). The University of Nebraska-Lincoln and MUCIA had the highest percentage of cost sharing in relation to their total expenditures. Both exceeded 40 percent. The Ohio State University had the lowest with \$78,000 or 6 percent of the project's total costs.

Analysis of Program Budget

A spreadsheet of program costs is provided in Fig. 17. A number of salient points are made below:

Translation

Few universities reported "translation costs" on the evaluator's quantitative financial sheets. Skilled translation, however, is an essential criterion for success in delivering information.

The universities were unprepared for the high translation costs and stressed this to the Evaluation Team. These costs were not taken into consideration when budgets were being designed, despite the absolute necessity of communicating in the local language with grant partners and

participants. In addition, 92-95 percent of the course materials used in the program needed to be translated.

As the projects grew to appreciate the value of competent translators, particularly those with exposure to Western business terminology, the translators began to realize their own worth and raised their prices considerably. Today, a seasoned translator may earn \$300 a day.²

Indirect Costs

Indirect costs comprised 22 percent of the total program costs during Year One.

Subcontractor Portion

Of the 11 university grantees, several have contracted out portions of their projects. Actual expenses of subcontracts were tallied at \$1,342,243 -- 11 percent of total program costs.

Non-Expendable Supplies

In the first year, \$41,320 was spent on non-expendable supplies. Many universities received equipment with education discounts, while some received donations from IBM and Hewlett-Packard.

Expendable supplies were more than double that price, totaling \$91,640 of reported expenditures.

Summative Recommendations

Over the course of the first year, the Evaluation Team has been very active in providing formative recommendations to the grantees. These recommendations assisted the projects in solving problems and redirected project elements to obtain the most effective and successful program.

The Evaluation Team also had several opportunities to consult with AID-Washington and the AID field offices. These meetings provided significant opportunities to discuss the program-wide impact of the MTEECCE Program, and to raise important issues that AID should address.

² By contrast, the average monthly salary in Poland is \$200 per month, and \$100-150 in Romania.

In reviewing the past year of activities, the Evaluation Team would like to highlight eight of the most important recommendations that continue to be salient provisions for the overall success of this program.

1. One of the greatest threats to stability in the region is the preponderance of ethnic divisiveness and an increasingly militant nationalism (e.g. ethnic Hungarians in Transylvania, ethnic Albanians in Kosovo, ethnic Russians in the Trans-Dneiper region of Romania/Moldova). These tensions are heightened and in large part fueled by the gravity of the economic situation, including plummeting industrial production, high unemployment, and chronic food and fuel shortages.

American faculty working in this environment need to be especially cognizant of these tensions. In many instances, professors have been asked to offer advice to participants.

Recommendation: It is imperative that American faculty be thoroughly briefed on local conditions. They should recognize that the classroom is an opportune environment to discuss the symbiotic relationship between market processes and democratic practices in guaranteeing human rights and social tolerance.

2. Developing marketing skills is an essential aspect of economic success. As one participant from Iowa State University in Nitra commented, "production is not a problem, selling is."

Only 4 percent of the courses delivered in the entire program were on marketing. AID was clearly aware of this trend when it called for a greater emphasis on marketing courses for the second year of the program: "Since the existing eleven grants work with different target groups of trainees in different countries, a wide range of responses will be necessary to place more emphasis on marketing in the individual program context."³

Recommendation: Marketing courses, which focus upon product introduction and analysis of demographic trends,

³ FY 1992 Program Guidance Memo, December 9, 1991.

should immediately be implemented as a major component of the MTEECEE Program. Project participants have indicated to the Evaluation Team that marketing is desperately needed and immediately applicable to local needs and conditions. Given its high level of practicality, marketing courses have been found to boost the confidence of participants.

3. Throughout the first year, program participants complained of the general hostility toward the business community in seeking small business loans. It has become a source of immense frustration for talented entrepreneurs to learn business management techniques from AID funded faculty, to learn about the process for obtaining start-up loans, and to ultimately realize that no structure or incentive exists for local banks to offer such assistance.

This problem is exacerbated by the lack of adequate legislation directing lending operations, the absence of regional accounting and financial standards, and the reluctance of local banks to consider offering customer services. The MTEECEE Projects have also been affected by the inadequacy of the banking systems.

Recommendation: In order to achieve real gains from this program, an effort must be made to advise financial institutions in those regions where potential small business managers are being trained. Eastern European bankers should be made aware of such issues as risk assessment, credit procedures, and interest as an incentive for the disbursement of loans.

Since many of these issues can be resolved through the legislative process, the projects should focus their consultation and training efforts with government officials on issues relating to the establishment of helpful legislation and regulation.

4. The Evaluation Team has been requested to speak on several occasions with local and national government officials. Such interaction has been mutually beneficial and has enabled the Evaluator to assess the overall program in the context of the evolution of their reforms. Perhaps the most important lesson learned is the need for flexibility to respond effectively to abrupt changes in the reform process.

Recommendation: The Governments of Central and Eastern Europe are in a very tenuous position vis-a-vis their ability to govern in an unpredictable and hostile environment. It is therefore recommended that the MTEECCE Program Evaluator maintain a constant dialogue with those officials responsible for making the most crucial decisions relating to the program. The Evaluator's observations should be distributed to AID as a formative evaluation of the conditions surrounding the program.

5. Project staff should determine how best to select their American faculty for participation in this grant. This includes calculating what length of time they should remain on location and whether or not an individual can serve more than one purpose. Such planning will no doubt maximize efficiency.

Recommendation: U.S. coordinators stationed in Central and Eastern Europe should maintain two roles: handling the logistics of a program and acting as an adviser to new trainees. Such a dynamic already exists with some grantees but should be instituted by all.

6. **Recommendation:** Grantees must begin to offer more advanced seminars. Such an offering will allow returning participants to increase their depth of understanding and will open the program to those individuals whose needs have surpassed basic concepts. Many participants commented on the need for more specialization.

7. A number of projects have been providing counseling to local companies during the economic transition. These companies, for the most part, are highly unstable and must react to immediate conditions or developments. This situation makes it difficult in planning and scheduling grantee activities.

Recommendation: Efforts to help businesses in transition should be redirected to the government level. In all cases, these existing businesses are waiting for the various government ministries to pass legislation dealing with privatization guidelines and commerce regulations.

8. As the MTEECE Program moves into the second year, more responsibility in program delivery is being transferred to partner faculty participants. During Year Two, many Central and Eastern Europeans will be teaching courses and/or offering business services at established centers (with the assistance of American faculty and staff). However, there is no precedent for budgeting these new jobs.

Recommendation: There is a need to clarify the program's policy on compensating local staff. AID should allow grantees to pay in-country representatives a salary commensurate with the type of work and amount of time dedicated to the project. Most importantly, salaries should coincide with local rates and be paid in the local currency or in dollar amounts equal to the local currency amount. Establishing a salary scale will promote the sustainability of these programs.

In summary, the MTEECE 1991-1992 Program described in this chapter and in the following charts indicate a high level of success. In order to make the most effective impact, program continuation should lead to a long-range strategy in Central and Eastern Europe.

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**U.S.A.I.D. Management Training and Economics Education Program in
Central and Eastern Europe**

Year 1 Courses by Subject Area

Subject Area	Total Courses	% of Courses
Market Economics	96	16.78%
Train-the-Trainers	68	11.89%
English	66	11.54%
Agribusiness	54	9.44%
Strategic Planning	48	8.39%
Small Business Management	37	6.47%
Basic Management	32	5.59%
Training in the U.S.	29	5.07%
Finance	25	4.37%
Marketing	24	4.20%
Human Resource Management	16	2.80%
Operations & Productions Management	16	2.80%
Accounting	12	2.10%
International Management	11	1.92%
Entrepreneurship	10	1.75%
Privatization	7	1.22%
Total Quality Management	6	1.05%
Import-Export	5	0.87%
Technology Transfer	5	0.87%
Banking	4	0.70%
Environmental Management	1	0.17%
Total:	572 Courses	

**U.S.A.I.D. Management Training and Economics Education Program in
Central and Eastern Europe**

Year 1 Participants by Subject Area

Subject Area	Total Participants	% of Participants
Market Economics	3575	23.09%
Agribusiness	2672	17.26%
Train-the-Trainers	1151	7.43%
Strategic Planning	1061	6.85%
Basic Management	1000	6.46%
Finance	957	6.18%
Marketing	819	5.29%
Small Business Management	669	4.32%
English	537	3.47%
Entrepreneurship	514	3.32%
International Management	505	3.26%
Human Resource Management	476	3.07%
Operations & Productions Management	400	2.58%
Accounting	284	1.83%
Technology Transfer	270	1.74%
Total Quality Management	179	1.16%
Import-Export	121	0.78%
Training in the U.S.	94	0.61%
Banking	93	0.60%
Privatization	87	0.56%
Environmental Management	21	0.14%

Total: 15,485 Participants

Table

U.S.A.I.D. Management Training and Economics Education Program in Central and Eastern Europe

Year 1 Courses by Subject and Grantee

Subject Area	CCSU	IOWA	MUCIA	OHIO	SUNY	UD	MINN.	NEBR-ASKA	PITT. * CERGE	PITT. * CMC	WASH.	WIS.-MAD.	TOTAL
Accounting	2		3		2	1	1			2	1		12
Agribusiness		26			6	8	10	2			2		54
Banking	1			3									4
Basic Management	7			4	4		7	2		1		7	32
English						43			3	20			66
Entrepreneurship	2			5				2		1			10
Environmental Management							1						1
Finance	5		3	2		6	5			2	2		25
Human Resource Management	2		3			5	2			1	3		16
Import-Export					3							2	5
International Management						7					4		11
Market Economics	4		3			35	10	2	32	7	3		96

Source: Dr. Leslie Koltal - AID Program Evaluator

Subject Area	CCSU	IOWA	MUCIA	OHIO	SUNY	UD	MINN.	NEBR-ASKA	PITT. * CERGE	PITT. * CMC	WASH.	WIS.-MAD.	TOTAL
Marketing	2			2	3	6	3			8			24
Operations/Prod. Management			9			2	2			1		2	16
Privatization									5	2			7
Small Business Management					8	4	10				15		37
Strategic Planning	2		3	2	19	10				6	1	5	48
Technology Transfer										4	1		5
Total Quality Management					2	3					1		6
Train-the-Trainers	10		2	8	3	7	2		35	1			68
Training in the U.S.		1	5	1	1	17				1		3	29
Total Courses:	37	27	31	27	51	154	53	8	75	57	33	19	572

** Due to its program design, the University of Pittsburgh's grant allocation is comprised of two distinct projects, CMC and CERGE. The Evaluation team considers it necessary to review each project independently.

Table

U.S.A.I.D. Management Training and Economics Education Program in Central and Eastern Europe

Year 1 Participants by Subject and Grant

Subject Area	CCSU	IOWA	MUCIA	OHIO	SUNY	UD	MINN.	NEBR-ASKA	PITT. * CERGE	PITT. * CMC	WASH.	WIS.-MAD.	TOTAL
Accounting	62		84		61	✓	17			60	✓		284
Agribusiness		1717			88	364	425	78			✓		2672
Banking	30			63									93
Basic Management	198			102	54		326	155		✓		165	1000
English						469			68	✓			537
Entrepreneurship	95			304				115		✓			514
Environmental Management							21						21
Finance	135		84	22		184	332			150	50		957
Human Resource Management	59		84			220	75			30	8		476
Import-Export					81							40	121
International Management						375					130		505
Market Economics	153		84			918	583	202	1209	196	230		3575
Marketing	90			22	45	240	202			220			819
Operations/Prod. Management			252			30	75			✓		43	41

Subject Area	CCSU	IOWA	MUCIA	OHIO	SUNY	UD	MINN.	NEBR-ASKA	PITT.* CERGE	PITT.* CMC	WASH.	WIS.-MAD.	TOTAL
Privatization									√	87			87
Small Business Management					119	205	254				91		669
Strategic Planning	20		84	22	317	240				120	√	258	1061
Technology Transfer										120	150		270
Total Quality Management					94	85					√		179
Train-the-Trainers	246		53	144	160	309	39		200	√			1151
Training in the U.S.		25	29	10	1	15				11		3	94
Total Participants	1088	1742	754	689	1020	3654	2349	550	1477	994	659	509	15,485

√ indicates that an unknown number of students participated in course.

** Due to its program design, the University of Pittsburgh's grant allocation is comprised of two distinct projects, CMC and CERGE. The Evaluation team considers it necessary to review each project independently.

Table

U.S.A.I.D. Management Training and Economics Education Program in Central and Eastern Europe

Courses and Participants by Country

Subject Area	Albania		Bulgaria		Czechoslovakia		Hungary		Poland		Romania		Total Courses	Total Students
	Courses	Students	Courses	Students	Courses	Students	Courses	Students	Courses	Students	Courses	Students		
Accounting			1	√	3	88	3	89	4	107	1	√	12	284
Agribusiness	2	78	8	364	26	1717	6	88	10	425	2	√	54	2672
Banking									4	93			4	93
Basic Management	2	155			1	√	7	136	22	709			32	1000
English			43	469	23	68							66	537
Entrepreneurship	2	115			1	√			7	399			10	514
Environmental Management									1	21			1	21
Finance			6	184	3	178	1	28	13	517	2	50	25	957
Human Resource Management			5	220	2	58	1	28	5	162	3	8	16	476
Import-Export							4	101	1	20			5	121
International Management			7	375							4	130	11	505
Market Economics	2	202	35	918	40	1433	1	28	15	764	3	230	96	3575
Marketing			6	240	8	220	3	45	7	314			24	819

Source: Dr. Leslie Koltai - AID Program Evaluator

√ indicates that an unknown number of students participated in course.

Subject Area	Romania		Poland		Hungary		Czechoslovakia		Bulgaria		Albania		Courses Students															
	Total Courses	Total Students	Courses Students																									
Operations/Prod. Management	16	400	√	√	√	√	√	√	√	√	√	√	√	2	30	4	84	4	84	4	105	6	181	√	√			
Privatization	7	87	√	√	√	√	√	√	√	√	√	√	√	7	87	7	87	7	87	7	87	7	87	√	√			
Small Business Management	37	669	√	√	√	√	√	√	√	√	√	√	√	4	205	8	119	8	119	8	119	10	254	15	91	√	√	
Strategic Planning	48	1061	√	√	√	√	√	√	√	√	√	√	√	10	240	23	474	23	474	7	148	7	199	1	150	√	√	
Technology Transfer	5	270	√	√	√	√	√	√	√	√	√	√	√	1	150	√	√	√	√	√	√	√	√	√	√	√	√	
Total Quality Management	6	179	√	√	√	√	√	√	√	√	√	√	√	3	85	2	94	2	94	2	94	2	94	1	150	√	√	
Train-the-Trainers	68	1151	√	√	√	√	√	√	√	√	√	√	√	7	309	4	178	4	217	4	37	4	20	447	√	√		
Training in the	29	94	√	√	√	√	√	√	√	√	√	√	√	17	15	4	46	4	46	4	4	4	4	12	21	√	√	
Totals:	572	15,485	33	659	136	4633	71	1525	4464	170	3654	154	550	8	3654	170	4464	71	1525	4464	170	3654	154	550	8	3654	154	550

U.S.A.I.D. Management Training and Economics Education Program in Central and Eastern Europe

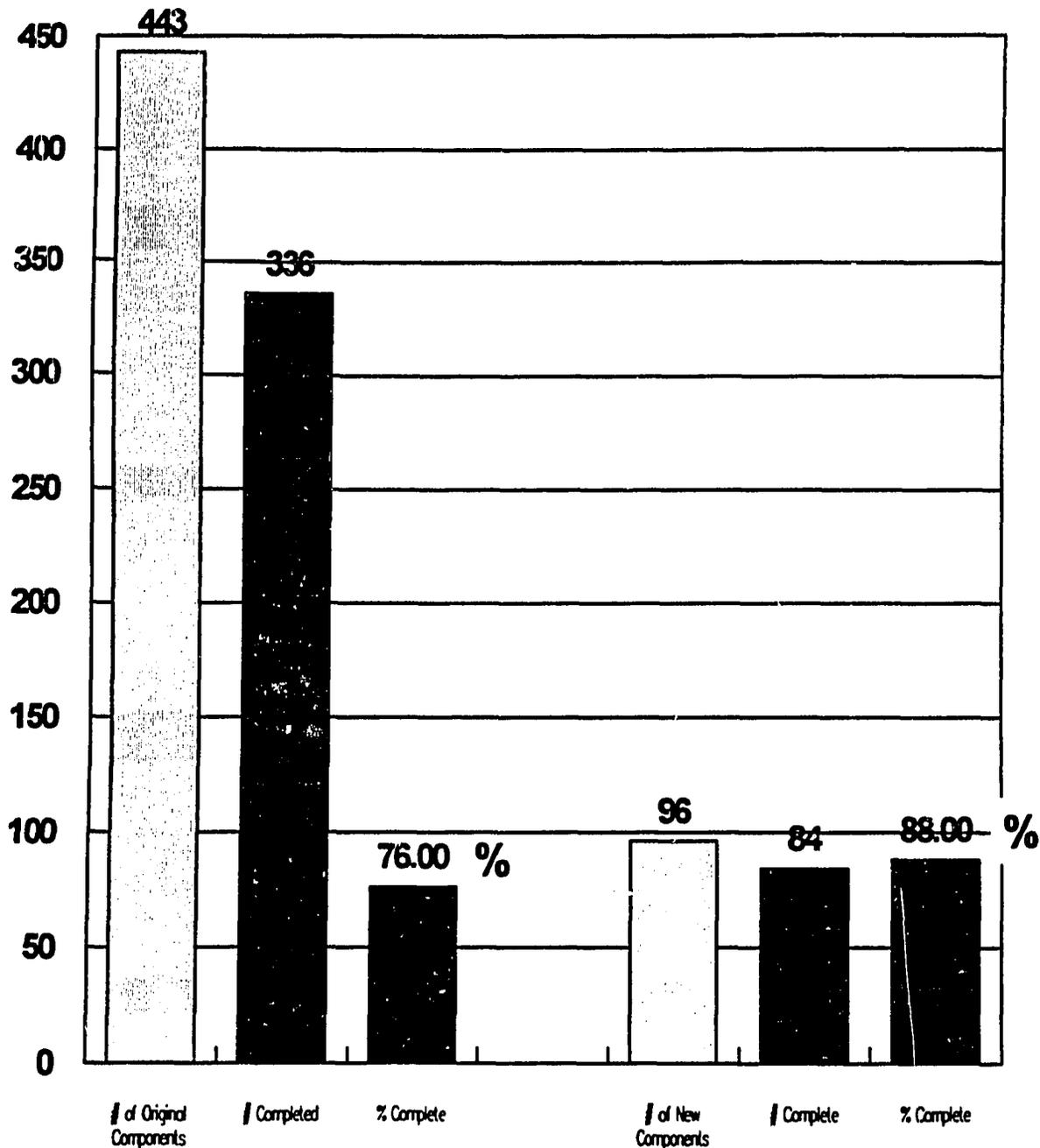
Year 1 Percentage of Program Completion

<u>Project</u>	<u># of Original Components</u>	<u># Completed</u>	<u>% Completed</u>	<u># of New Components</u>	<u>New Components Completed</u>	<u>Ratio of New Components to Total Project</u>	<u>Total Project Completion</u>
CCSU	45	39	86.67%	5	4	10.00%	86.00%
Iowa State	29	27.5	94.83%	0	0	N/A	94.83%
MUCIA	30	30	100%	2	2	6.25%	100%
Ohio State	21	10.2	48.57%	2	2	8.70%	53.04%
SUNY	48	48	100%	23	23	32.39%	100%
Delaware	104	55	52.88%	22	22	17.46%	61.11%
Minnesota	61	44	72.31%	0	0	N/A	72.31%
Nebraska	14	13	92.86%	1	0	6.67%	86.67%
Pittsburgh-CMC	17	14	82.35%	16	11	48.48%	75.76%
Pitt-CERGE	16	16	100%	12	11	42.86%	96.43%
Washington	44	36	81.82%	1	1	2.22%	82.22%
Wisconsin-Mad.	14	3	21.43%	12	8	46.15%	42.31%
Totals:	443	335.70	75.78%	96	84	17.81%	77.87%

77.87% of all project components were completed in Year 1

Project Components (Original and New) Proposed and Complete

Central and Eastern Europe



Throughout the year the grantees in the AID Management Training and Economics Education Program proposed a total of 539 individual project components. 77.87% of these components were completed in year one.

U.S. AID Program for Management and Economics Education
Central and Eastern Europe

1991/92 Student Contact Hours by Grantee

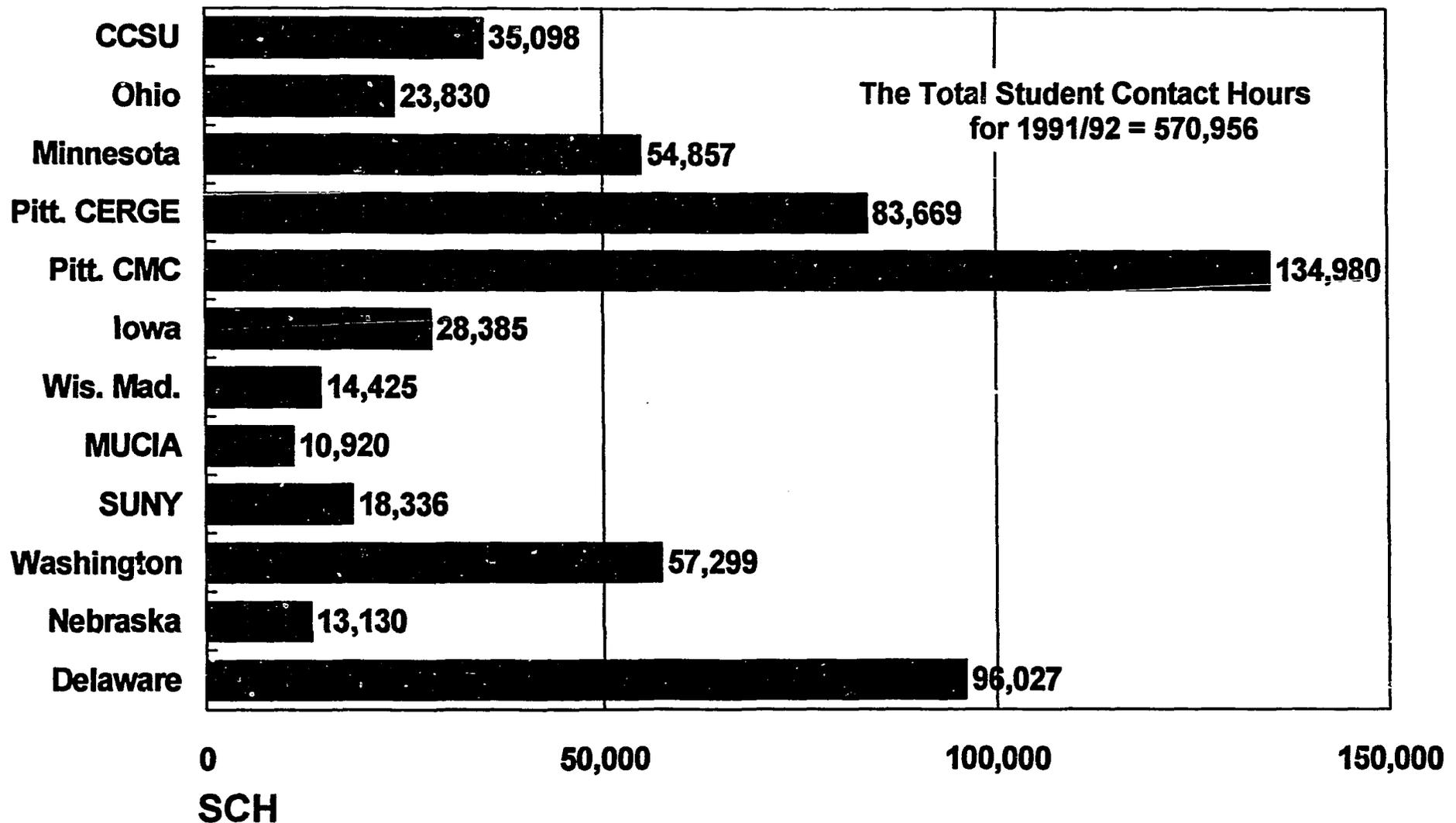


Figure 9.

U.S. /

ication

1

country

SCH

300,000

250,000

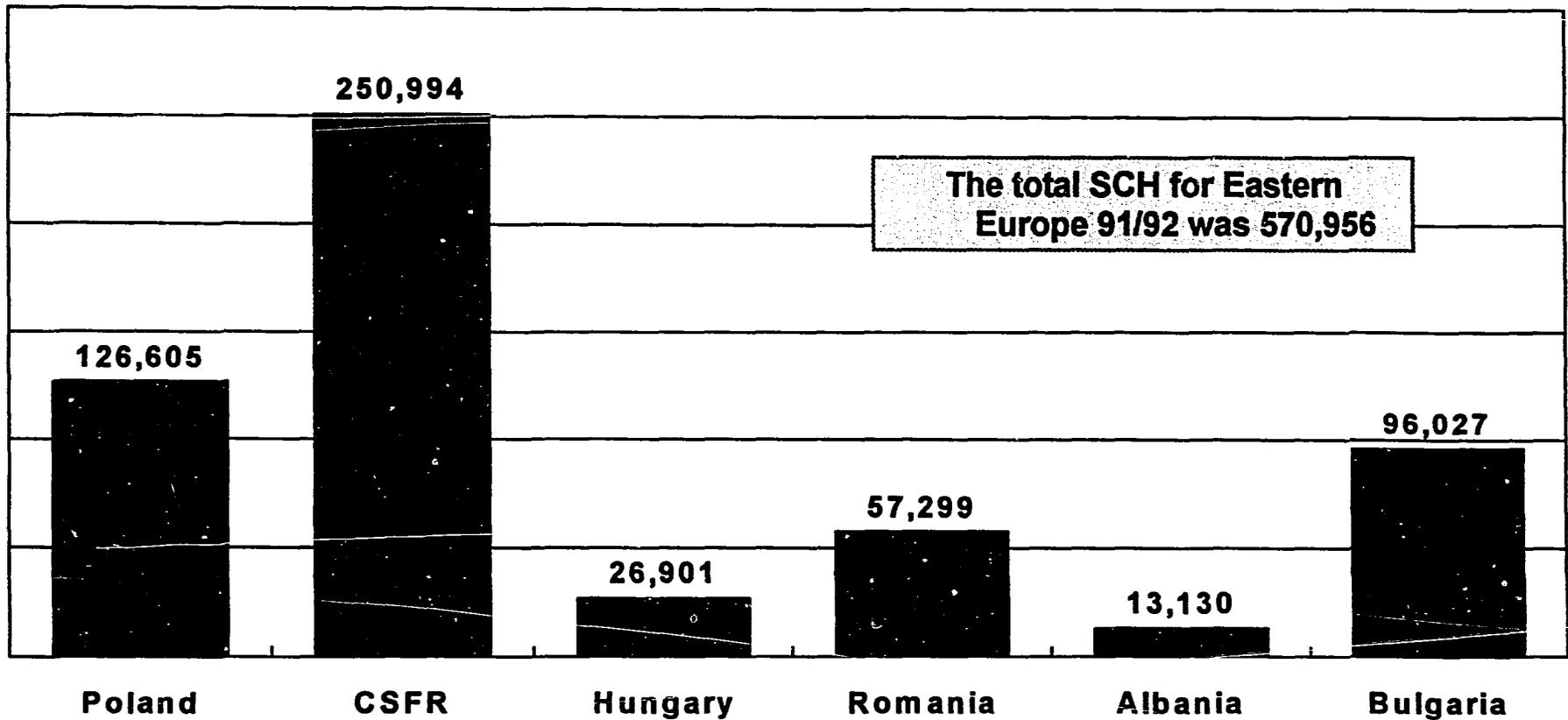
200,000

150,000

100,000

50,000

0

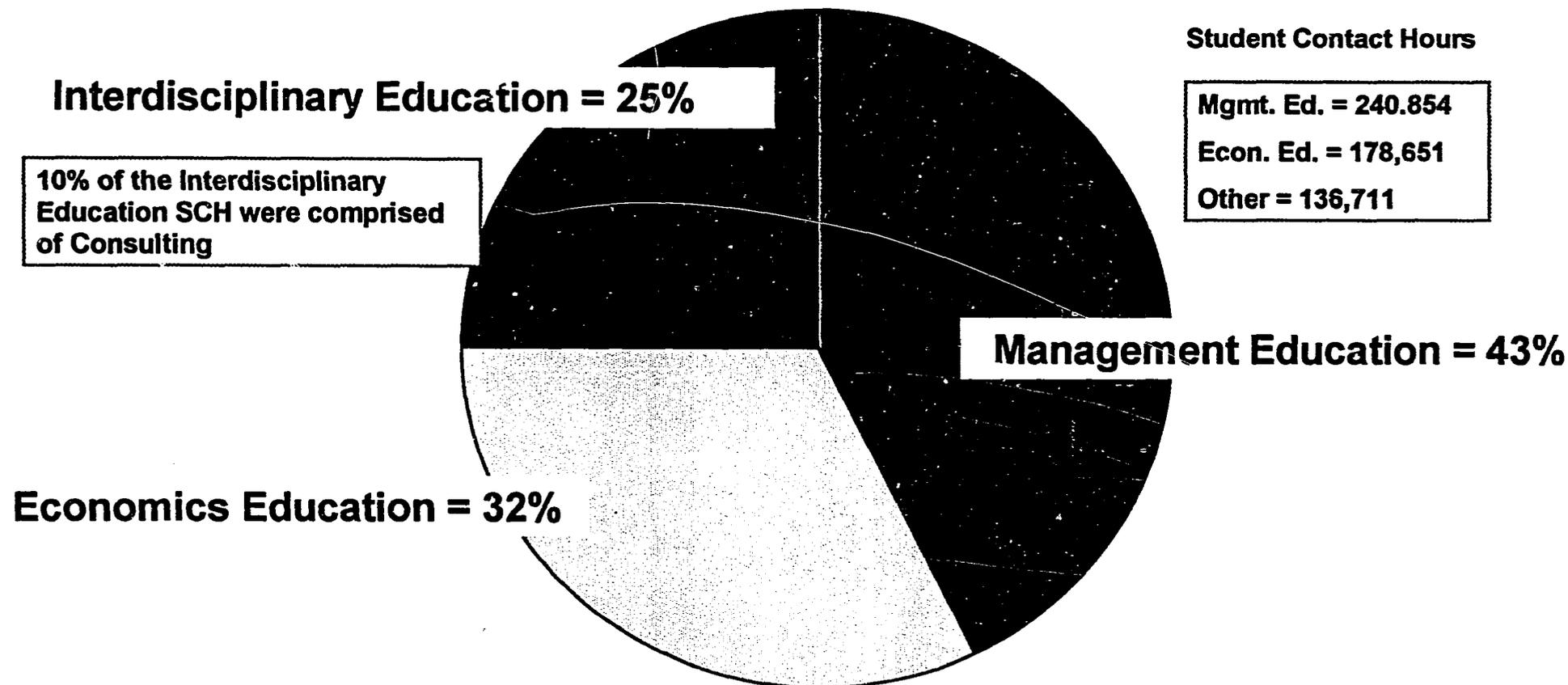


11 grantees are operating in Eastern Europe. Several are operating in multiple countries: there are 5 programs in Poland, 3 in the CSFR, 3 in Hungary, and 1 each in Romania, Bulgaria, and Albania. The large number of SCH delivered in the CSFR is due to Pittsburgh's report contact hours.

Figure 10.

**U.S. AID Program for Management and Economics Education
Central and Eastern Europe**

1991/92 Overview of Curriculum Distribution



Discussion: Interviews with participants reveal that Management Training (for example, marketing a sma business) is the most sought after training in Eastern Europe. The above figure indicates that the programs are responding well to local needs. Other activities include grant preparation, consulting applied training, executive education, media activities, and discussion groups.

1991/92 Percent of Student Contact Hours by Participant Type

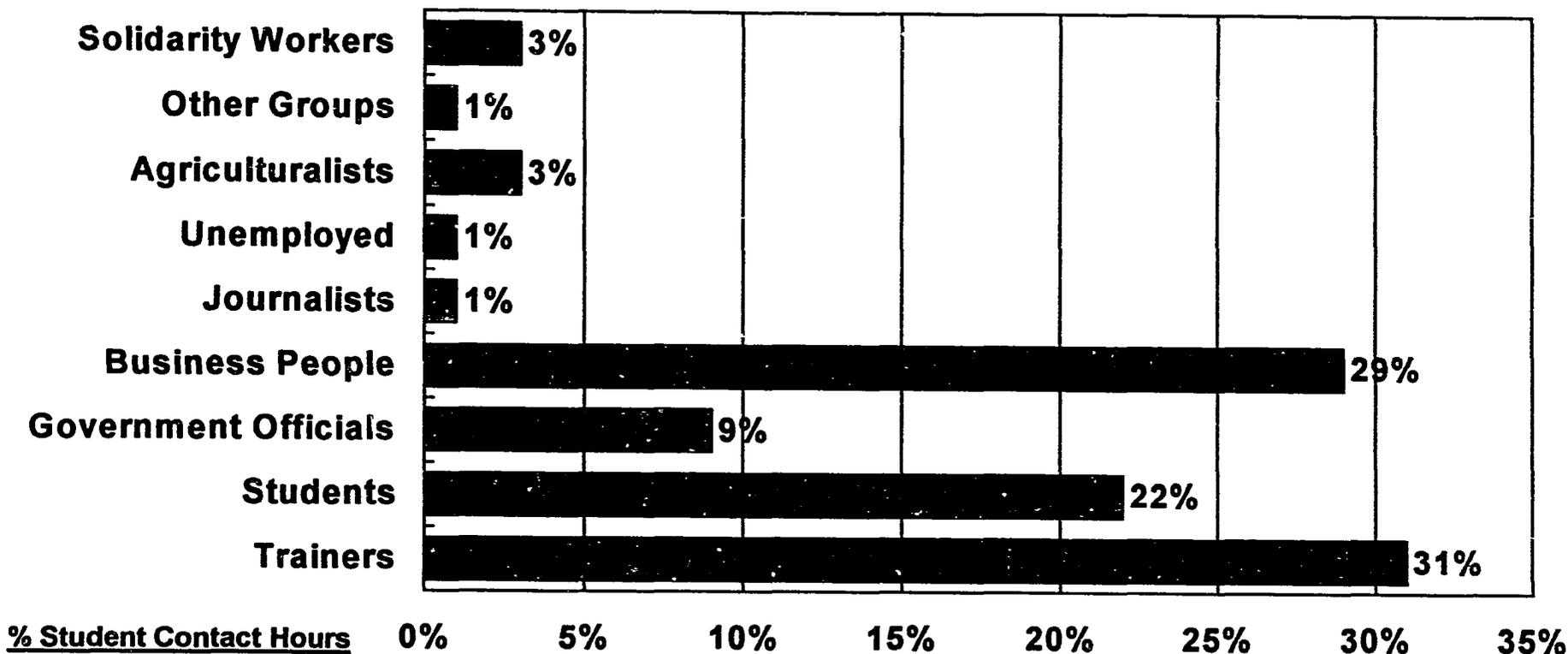


Figure 11. demonstrates that a high percentage of participants with the potential to pass on AID sponsored training to other individuals were reached. Trainers received 32% of the SCH (the greatest percentage). This illustrates the importance being placed upon program sustainability.

Figure 11A.

**U.S. AID Program for Management and Economics Education
Central and Eastern Europe**

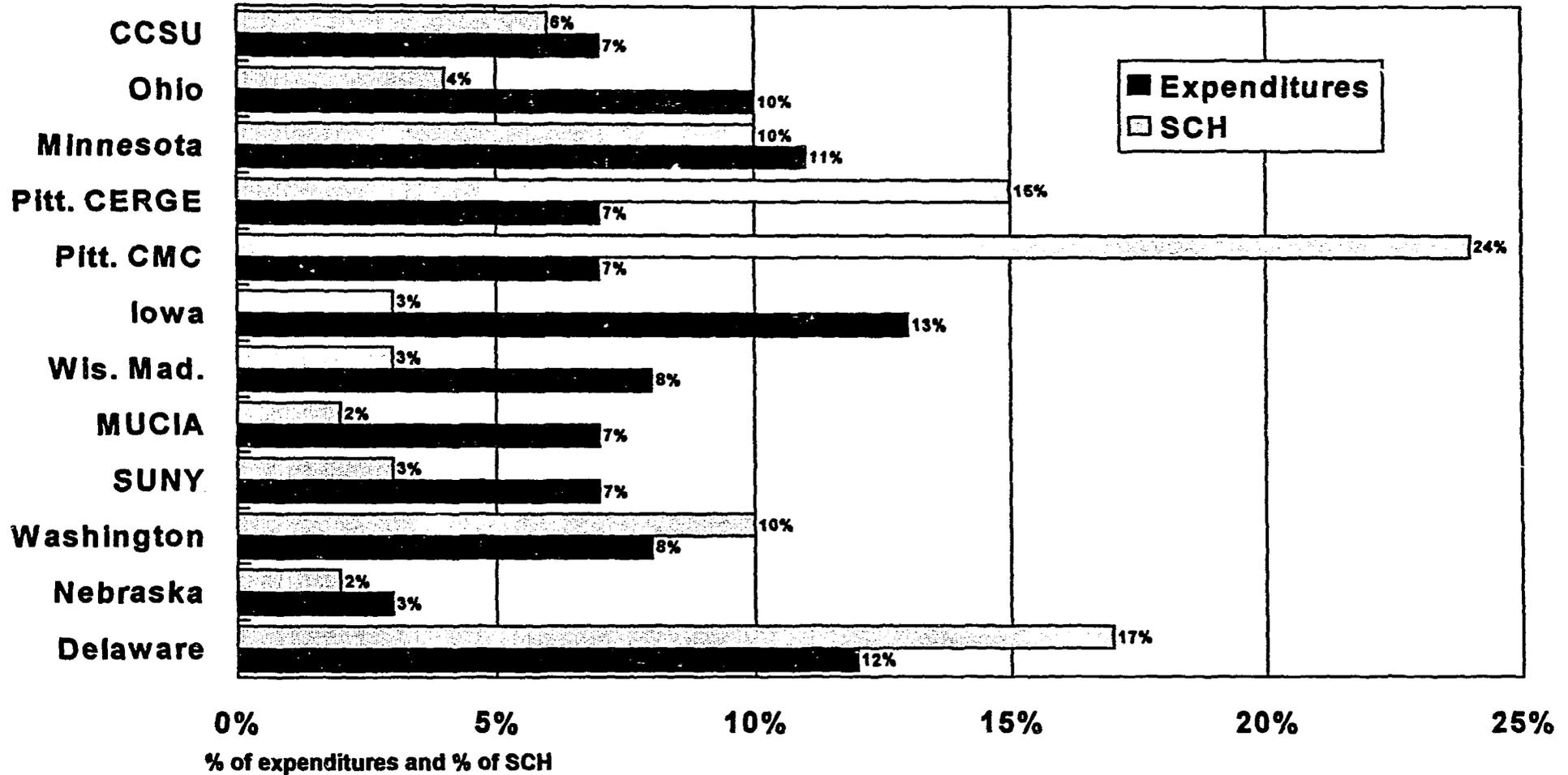
1991/92 Student Contact Hours by Student Characteristics

Participant Categories	Total % E. Europ	Total E. Europe
Training Trainers	0.31	176535
Students	0.22	125411
Government Officials	0.09	52911
Business Community	0.29	168335
Journalists	0.01	4773
Unemployed	0.01	5875
Agriculture	0.03	16127
Other Groups	0.01	6589
Solidarity Workers	0.03	14400
Total SCH	1.00	570956
Percent of Total		1.00

54

**U.S. AID Program for Management and Economics Education
Central and Eastern Europe**

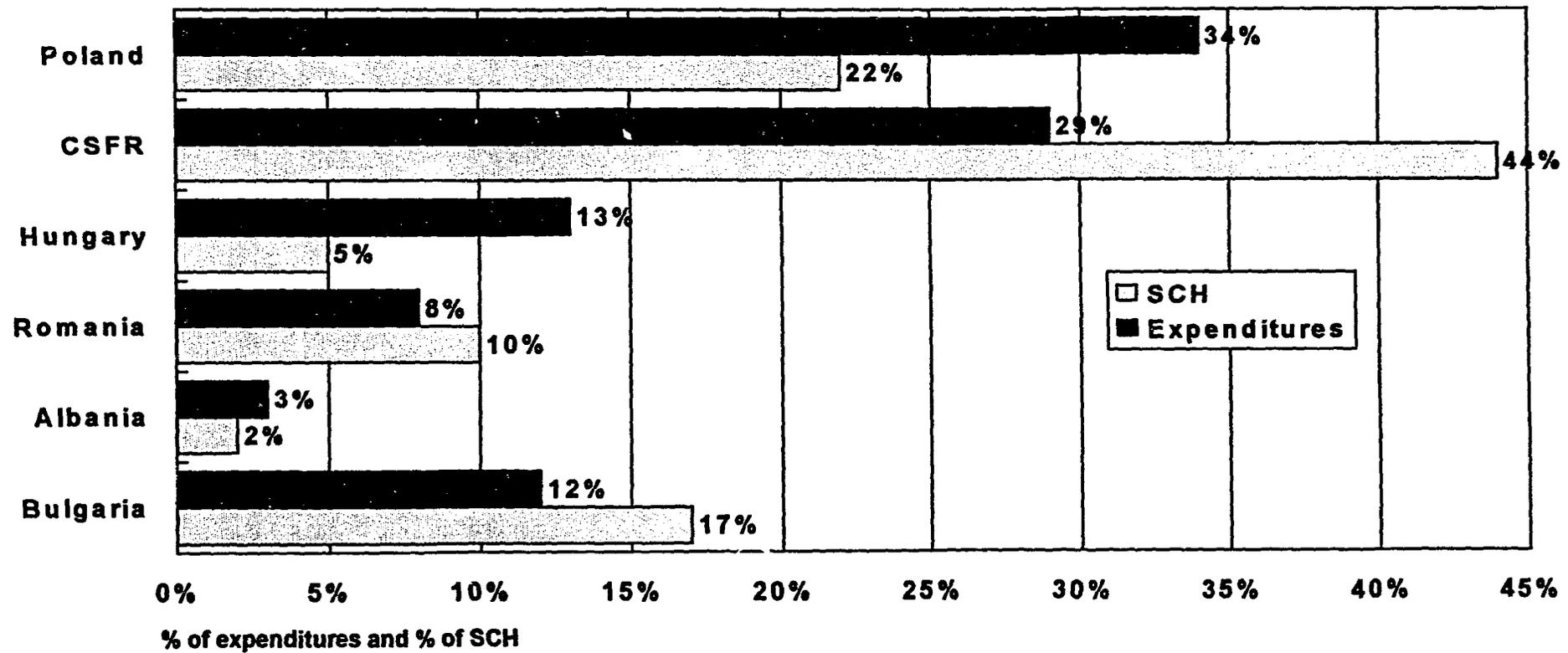
1991/92 Percent of Student Contact Hours and Percent of Expenditures by Grantee



Note that Pittsburgh, Washington, and Delaware are the only grantees for which the percentage of the total student contact hours exceeded the percentage of the total expenditures.

**U.S. AID Program for Management and Economics Education
Central and Eastern Europe**

**1991/92 Percent of Student Contact Hours and Percent of Expenditures
by Country**



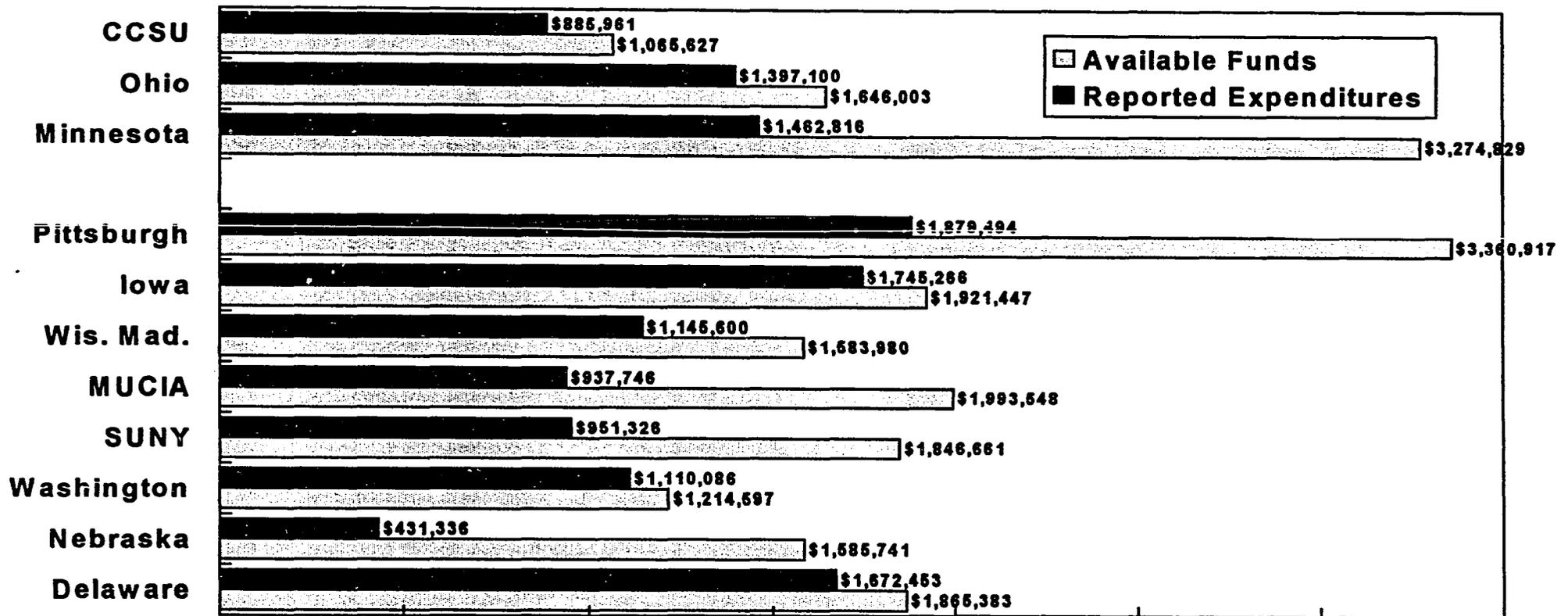
Bulgaria, Romania, and the CSFR received more contact hours per dollar than the other countries. Hungary received the fewest student contact hours per dollars spent. Note that Poland has more grantees (5) operating than any other country.

Source: Leslie Kofnai- AID Program Evaluator

**U.S. AID Program for Management and Economics Education
Central and Eastern Europe**

1991/92 Expenditures of Available Funds by Grantee

Expenditures are calculated from grantee self reports. Available funds are calculated from grantee contracts.



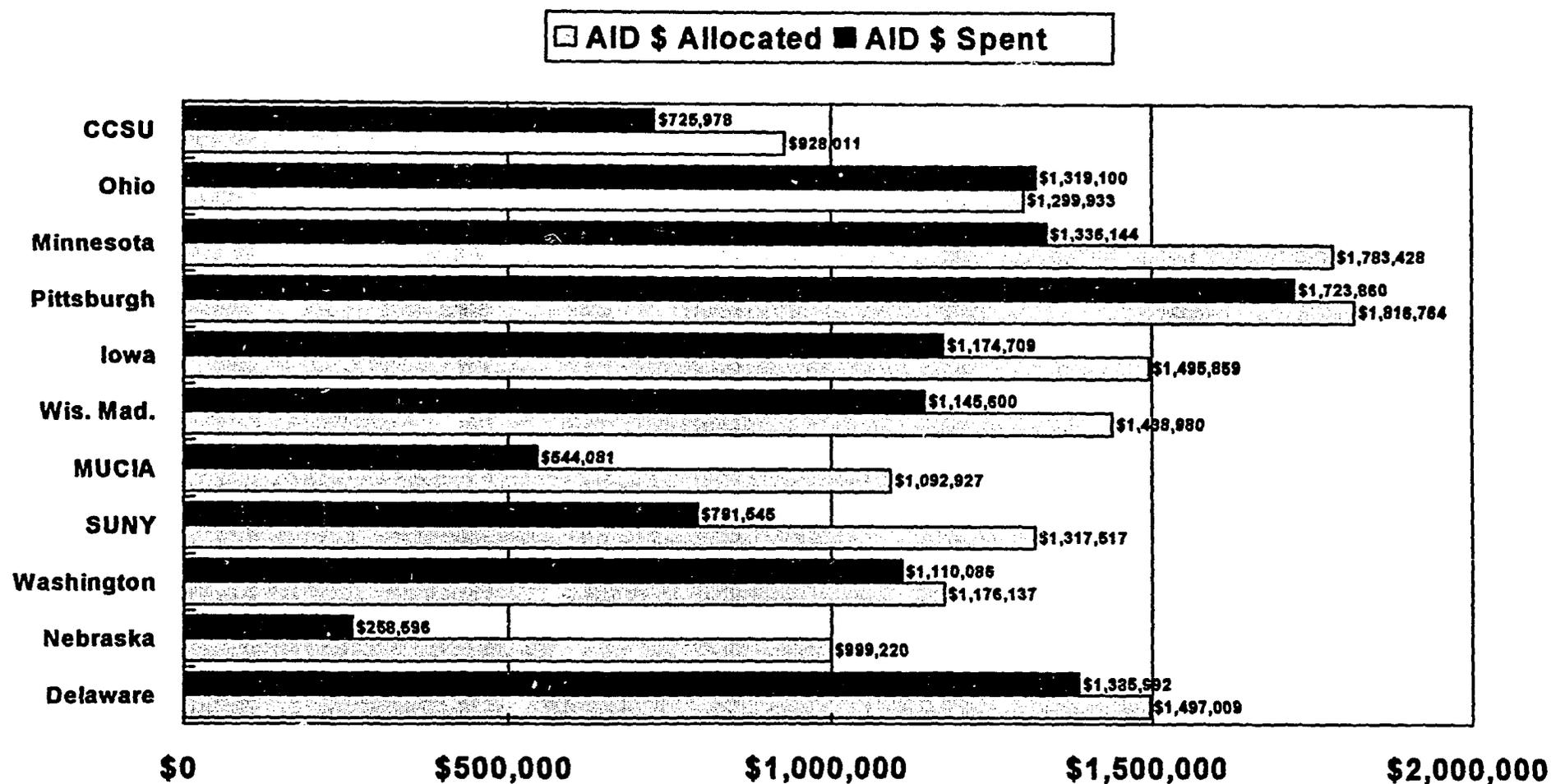
The total expenditure for Eastern Europe was \$13,619,162. The total allocation, including cost sharing, for Eastern Europe was \$21,358,783. Allocations include Grantee Cost Sharing. Expenditures from sources other than AID and the Grantee are not included in the above figures.

Figure 15.

**U.S. AID Program for Management and Economics Education
Central and Eastern Europe**

1991/92 AID Allocations and Expenditures by Grantee

The total allocation of AID funds equaled \$14,845,785. Grantees spent a total of \$11,515,691, or 78% of the allocated AID funds. The chart below displays each grantees AID expenditures vs. their AID allocation.

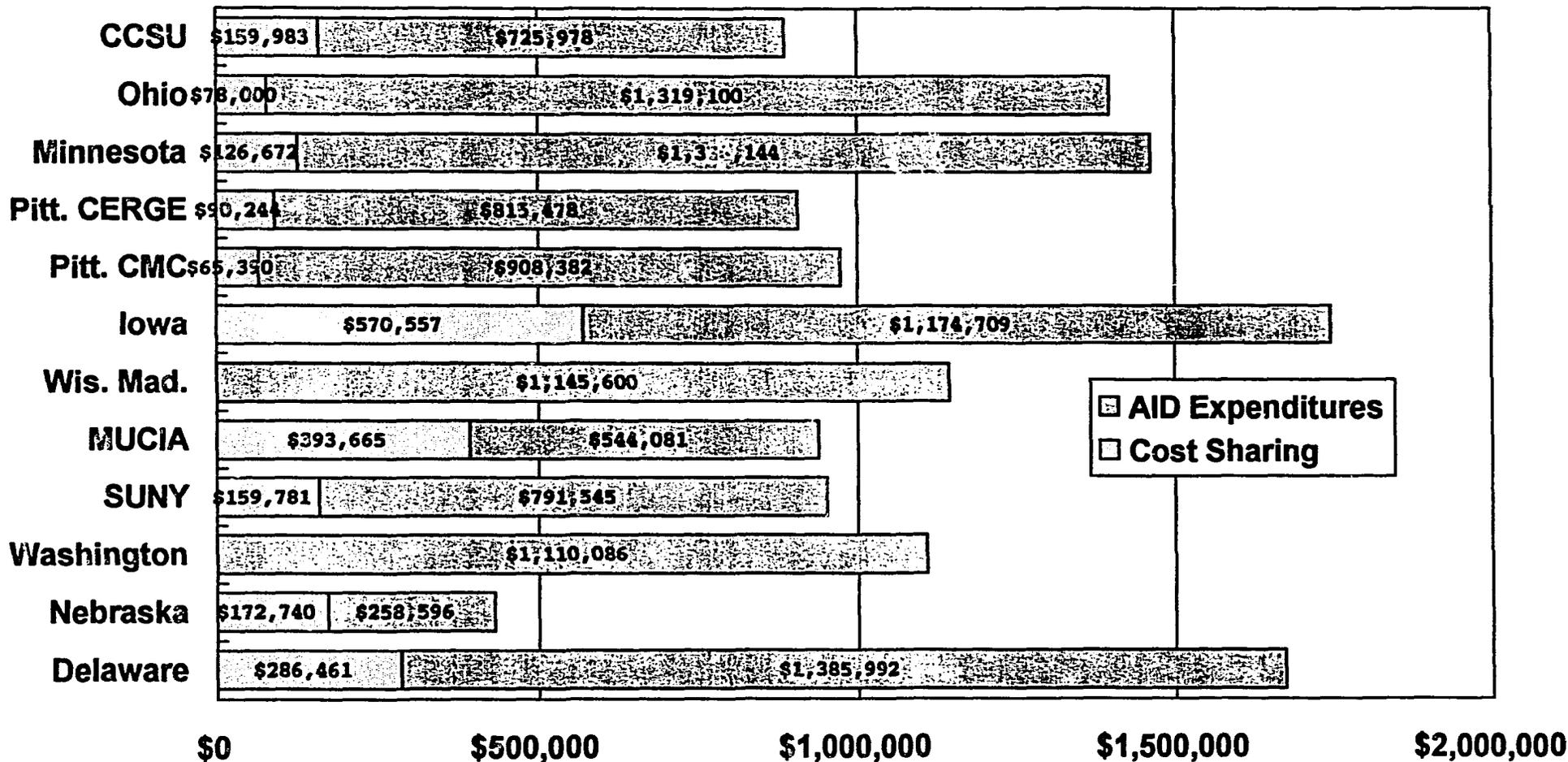


Source: Leslie Kottai- AID Program Evaluator

Figure 16.

U.S. AID Program for Management and Economics Education
Central and Eastern Europe

1991/92 Actual Cost Sharing as a Proportion of Expenditures by Grantee

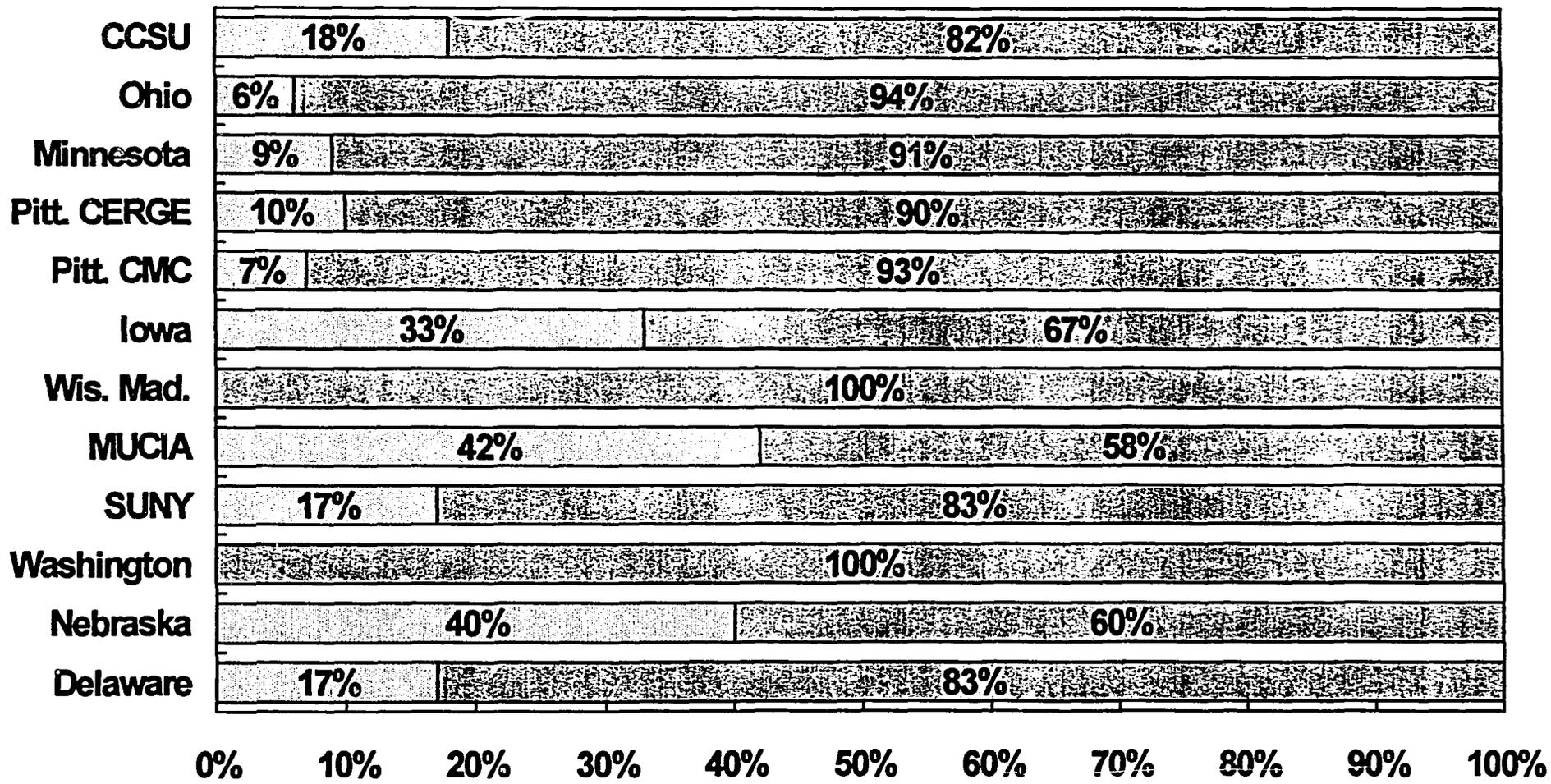


Washington and Wisconsin - Madison did not report cost sharing figures. The total Grantee cost sharing for 1991/1992 was \$2,103,446 or 16% of the AID/Grantee expenditures. Figures are calculated from grantee self-reports.

**U.S. AID Program for Management and Economics Education
Central and Eastern Europe**

1991/92 AID Cost Sharing as a Proportion of Expenditures by Grantee

AID Cost Share



Source: Leslie Koltai - AID Program Evaluator

U.S. AID Program for Management and Economics Education - Central and Eastern Europe

FIGURE 17.

1919/92 AID Expenditures by Country and Budget Categories

	Total Bulgaria	Total Albania	Total Romania	Total Hungary	Total CSFR	Total Poland	Total E. Eur.
Staff Salaries U.S. (Instruct.	505,203	87,641	77,258	59,378	654,609	340,350	1,724,439
Staff Salaries U.S. (Staff)	12,800	28,693	40,032	149,501	210,294	415,235	856,555
Fringe Benefits	138,836	13,083	24,602	59,721	232,616	234,701	703,558
Salaries Local	29,650	3,330	0	45,839	75,214	253,865	407,898
Consultants	0	28,713	20,706	108,999	93,689	201,676	453,782
Travel - Per Diem	123,143	31,758	110,846	171,490	480,741	454,659	1,372,638
Nonexpendable Equipment	19,379	503	13,231	30,472	123,494	159,367	346,447
Expendable Supplies	124,240	1,230	18,693	53,327	124,596	113,655	435,741
Indirect Costs	338,951	19,089	199,457	192,229	663,667	500,759	1,914,151
Participant Costs	6,850	11,830	0	29,573	0	0	48,253
Workshops, Seminars, Conf	81,914	2,567	0	317,699	110,311	337,911	850,401
Video/TV Production	5,026	0	0	208,125	106,344	24,200	343,695
Subcontractors	0	0	595,272	0	39,834	242,789	877,895
Subcontractors	0	0	5,250	0	0	208,875	214,125
Subcontractors	0	0	2,750	0	0	271,472	274,222
Translation	0	4,167	0	22,615	45,734	33,747	106,263
Scholarships	0	0	0	8,582	59,400	0	67,982
Curriculum Development	0	16,254	0	14,950	14,950	232,750	278,904
Other Direct Costs	0	9,738	1,989	73,206	41,665	89,172	215,770
Other Reimbursement	0	0	0	0	2,772	20,200	22,972
TOTAL	1,385,992	258,596	1,110,086	1,545,705	3,079,929	4,135,382	11,515,691
% of AID Expenditures	12%	2%	10%	13%	27%	36%	100%

PART II

Project Analysis

PART II
Project Analyses Including
Grantee Recommendations and Notes:

Each university section is comprised of three elements: first year project results, graphs and tables, and an analysis of fourth quarterly reports.

The Evaluation Team's annual assessment focuses on issues and recommendations that the Team considers critical to the continued success of each project. Though many issues may substantially affect the individual projects, the Evaluation Team has confined itself to those that impact directly on each grantee's ability to deliver its project in accordance with the Management Training and Economics Education program's mission.

It should be noted that comments are derived from multiple sources.

Central Connecticut State University (CCSU)



Project Sites:

● Wroclaw

Central Connecticut State University
Annual Assessment

Issues and Recommendations:

Central Connecticut State University's project appears to be well planned and managed. The thorough and detailed organizational structure created for each subproject has allowed for both the straightforward and logical administration of the project, and for clear and detailed progress reports. Perhaps the most pressing task confronting Central Connecticut State University (CCSU) is the need to secure a stable foundation for the subprojects -- such as the Institute for Business Studies and Economics Education Through Video with Solidarity -- which are intended to continue after the grant.

As the social and political tensions escalate, it is crucial that CCSU continue to respond in a flexible manner. This flexibility, as evidenced by the program's response to the changing needs of the Polish banking community, will help to ensure that this project remains relevant.

Courses and Participants:

- * Central Connecticut State University offered 37 courses, reaching a total of 1,088 participants.
- * The train-the-trainers element, which included 10 courses, had the highest number of participants of the project at 246, while the twice offered strategic planning course, with a total of 20 participants, was the lowest.
- * The Institute for Business Studies completed five sessions during the first year, while the In-House Executive Training program advised 100 Lower Silesian managers and enterprise directors.
- * The Banking Fundamentals subproject did not accomplish its originally stated goals to offer Personal Assessment of Banking Services, and Business Plan Preparation courses. As the grantee noted, in its third quarterly report, the significant downturn of the Polish economy forced a major change in the project's focus. Banks, concerned with surviving the transition, are considering the fundamentals of banking to be a much higher priority than banking services, an aspect taken for granted in the West.
- * The Entrepreneurial Subproject proposed the establishment of an Entrepreneurial Support Center. This program was cancelled after it became clear that the European Community had plans to create a similar program. To avoid

duplication, CCSU changed its program and refocused its efforts toward the teaching of business plan preparation, some of which was offered *pro bono*. This situation underscores the benefit and need for international organizations to coordinate their activities to avoid the wasteful duplication of assistance projects.

* Seven Solidarity representatives were trained to lead large discussion groups of Solidarity workers' councils on aspects of market economics. The results of these sessions have not yet been reported by the grantee.

Completion:

* CCSU's project had an above average completion rate of 86 percent.

Student Contact Hours:

* An important contribution of this project is the attention it paid to tailoring courses for members of the Solidarity trade union. Forty-one percent of the total student contact hours offered were delivered to Solidarity workers. This shows that subproject #6, Economics Education for Solidarity, is developing the capacity to disseminate information to its large audience with the assistance of its trainers.

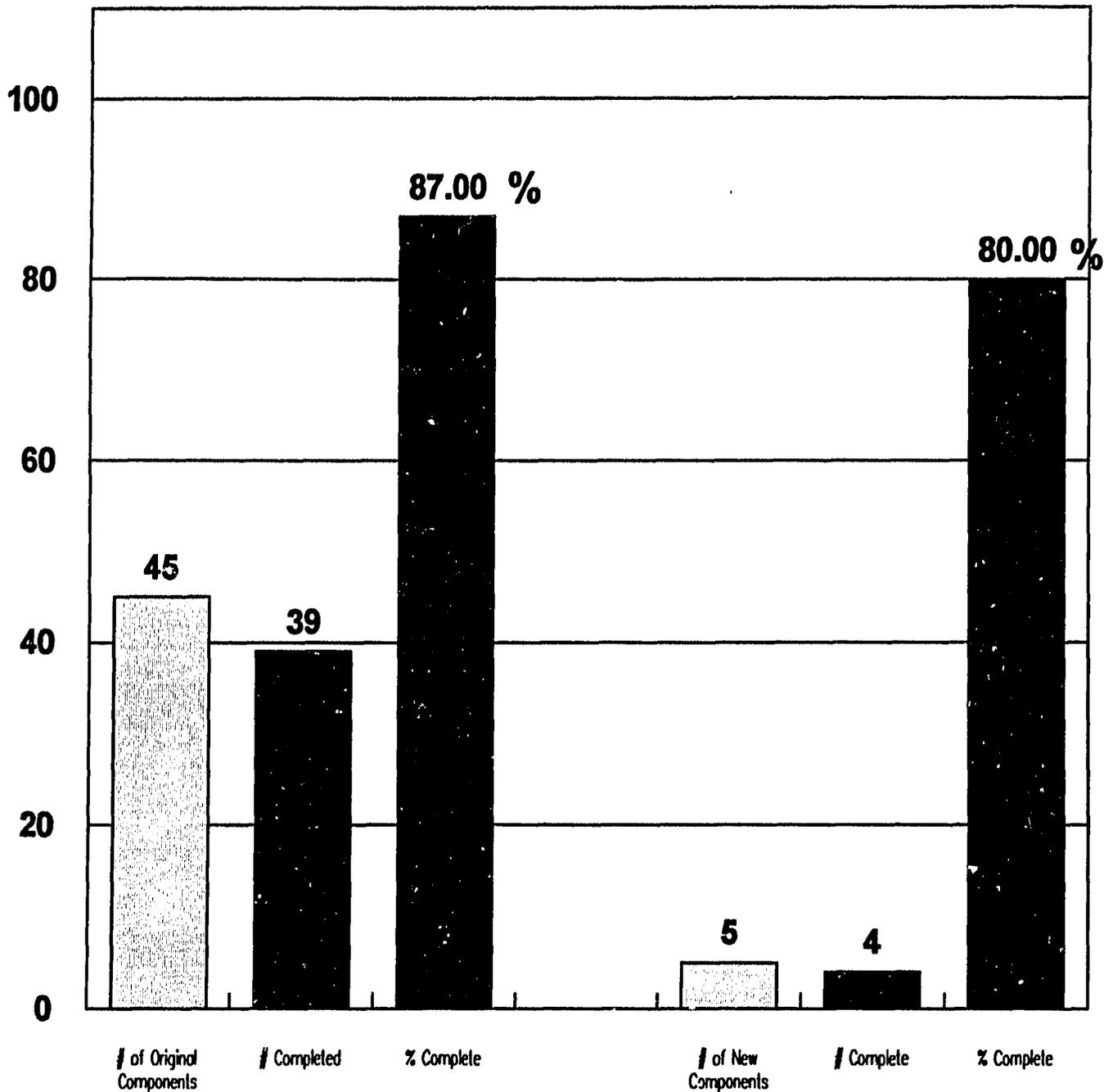
Financial Spreadsheet:

* CCSU spent \$885,961, comprising 7 percent of the total program expenditures.

Year 1 -- Courses and Participants by Subject Area

Subject Area	Total Courses	Total Participants
Accounting	2	62
Agribusiness		
Banking	1	30
Basic Management	7	198
English		
Entrepreneurship	2	95
Environmental Management		
Finance	5	135
Human Resource Management	2	59
Import-Export		
International Management		
Market Economics	4	153
Marketing	2	90
Operations & Productions Management		
Privatization		
Small Business Management		
Strategic Planning	2	20
Technology Transfer		
Total Quality Management		
Train-the-Trainers	10	246
Training in the U.S.		
TOTALS:	37	1088

Central Connecticut State University

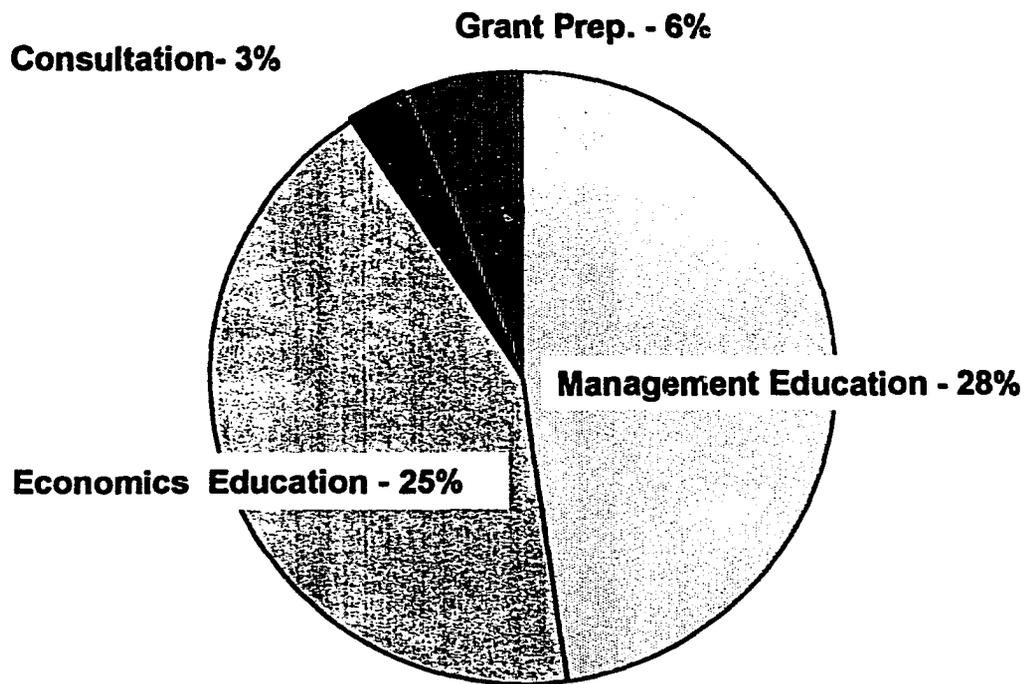


Throughout the year CCSU proposed a total of 50 project components. 86% of these components were completed in year one.

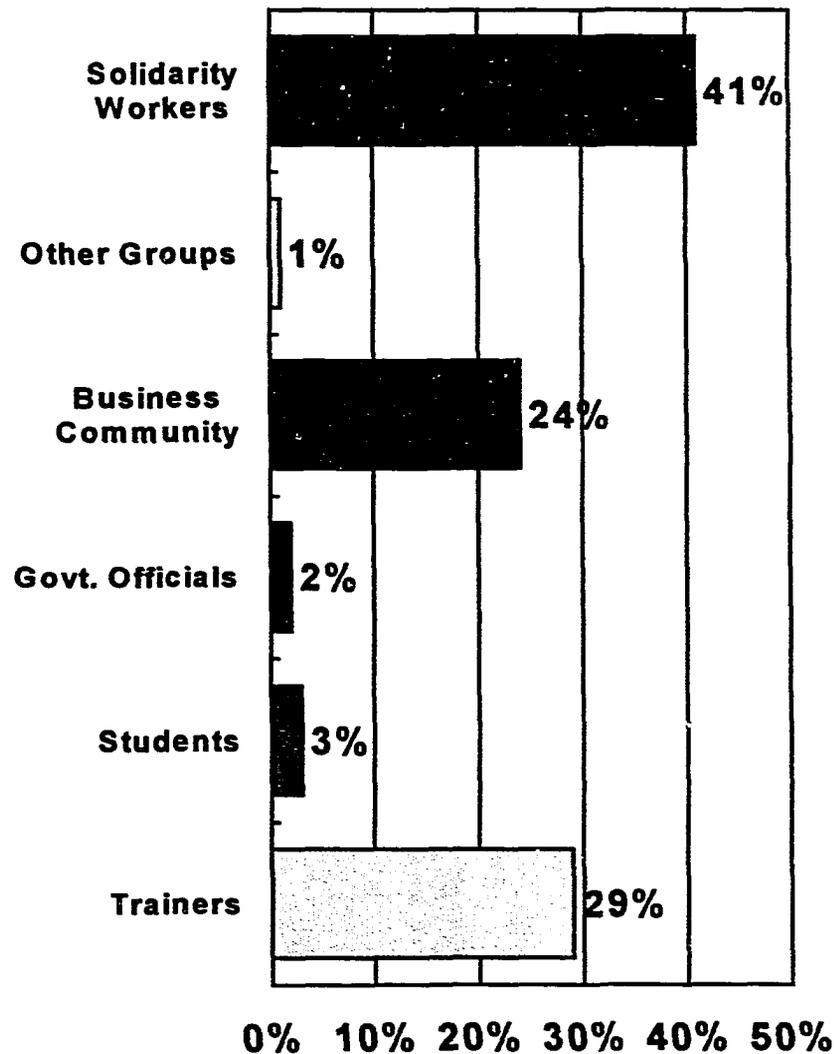
Central Connecticut State University

1991/92 % of Student Contact Hours by Topic and Student Type

% of Student Contact Hours by Topic Area



% SCH by Participant Type



Source: Leslie Kofal - AID Program Evaluator

AID-Grantee Expenditures - Management Training and Economics Education in Eastern Europe 1991/92

	CCSU		Cost Share		
	AID Expenses		Cost Share		
	ACTUAL	PROJECTED	ACTUAL	PROJECTED	Total CCSU
Staff Salaries U.S. (Instruct.	40,104	62,227	15,500	20,000	55,604
Staff Salaries U.S. (Staff)	150,885	189,000	44,580	24,612	195,465
Fringe Benefits	43,735	78,705	19,163	13,927	62,898
Salaries Local	57,700	65,500	0	0	57,700
Consultants	74,036	31,305	35,831	40,250	109,867
Travel - Per Diem	71,194	130,383	18,170	11,883	89,364
Nonexpendable Equipment	73,744	71,110	1,599	4,500	75,343
Expendable Supplies	18,089	38,970	25,140	8,925	43,229
Indirect Costs	74,014	121,920	0	21,650	74,014
Participant Costs	0	0	0	0	0
Workshops, Seminars, Conf	0	0	0	0	0
Video/TV Production	3,300	0	0	0	3,300
Subcontractors	54,845	64,724	0	0	54,845
Subcontractors	22,000	22,000	0	0	22,000
Subcontractors	37,560	35,217	0	0	37,560
Translation	4,000	8,000	0	0	4,000
Scholarships	0	0	0	0	0
Curriculum Development	0	0	0	0	0
Other Direct Costs	772	8,950	0	0	772
Other Reimbursement	0	0	0	0	0
TOTAL	725,978	928,011	159,983	145,747	885,961
Percentage of Total Expenditures					7%

Central Connecticut State University:
Analysis of the Annual Report

The annual report begins with an assessment of the project's strengths over the first year. Central Connecticut State University (CCSU) has established a firm working relationship with a competent partner, the Technical University of Wroclaw (TUWr); it has established extensive support networks with the Lower Silesian government, businesses, industries, and trade unions; it has developed a corps of talented and committed Polish and American faculty, business people, and consultants; and, it has gained one full year of experience in dealing with the shifting socioeconomic and political sands of contemporary Poland.

However, the report also notes several important factors that negatively impact the continued success of the project. Because of the continuing unpredictability of the socio-political climate, the Project Implementation Plan will have to be continually assessed and amended if it is to be responsive to the changes occurring in the country. This socio-political climate is further aggravated by an increasing number of disturbing incidents of ethnic and religious prejudice. Finally, the continued rise in expectations has created a "back pressure" for immediate results. This may produce less effective training projects in the future.

Fourth Quarterly Review

Administrative Activities

Since January 21, each subproject has had a coordinator from CCSU responsible for academic and administrative matters.

It is reported that the grant remains within budget projections, and that budget savings have allowed for additional activities. Central Connecticut State University transferred funds to the Technical University of Wroclaw to renovate a classroom and a microcomputer laboratory. Furthermore, it hopes to complete the renovation of a simultaneous translation facility soon and provide further improvements to the renovated classroom noted above. Not only will these improvements significantly enhance Central Connecticut State's ability to offer training, but they will also leave the Technical University of Wroclaw better equipped when the project ends.

Institute for Business Studies (IBS)

The Institute for Business Studies (IBS) began in February of 1991 with AID funds supplementing these efforts as of July 1. During the first year of AID grant funds, 29 of 30 students

received certificates of completion. Of that number, 10 are women, and 20 are TUWr faculty members. Sixteen of the original 29 participants are now co-teachers in the Institute while three are working as co-trainers with ZIVEX on subproject #2. It is hoped that the 16 co-teachers will continue to offer these courses after the second year of the project.

IBS graduates are putting their training to practical effect by teaching several already existing courses, or by giving seminars on Western business principals. The graduates have also formed a consulting firm conducting feasibility studies and other work for Wroclaw-area firms. The current group of participants attending IBS is a mixture of faculty, business people, public officials, bankers, etc. from Wroclaw, Swidnica, Legnica, and Krakow. These people will have an opportunity to make immediate impact on their communities with their new knowledge.

The following IBS sessions were offered during the year: Introduction to Western Business, Managerial Accounting, Accounting and Free Market Economics, Human Resource Management, Basics of Managing Free Enterprise Systems, and Financial Concepts for Managers.

In November, IBS will offer courses in The Basics of Marketing, Export Marketing, and Business Strategy and Decision Support Systems. At the request of the Technical University of Wroclaw, the remainder of the year will concentrate on Seminars in Business Studies.

In-House Executive Training, KGHM

KGHM, a copper mining and smelting "Industrial Group," is now in the middle of the political and economic conflict resulting from the continuing struggle for political and economic stability and prosperity. Faced with both internal pressure to privatize and external (foreign) pressure to sell, KGHM may divest profitable or critical elements at a serious disadvantage. Without a sound analysis and careful strategic plan, the firm has no clear picture of what it is worth, or what type of company it wishes to become. Imprudent responses could sound the death knell for this tremendously important conglomerate, the reaction to which could be regional economic disaster.

Thus far, it has been noted that the ZIVEX consulting organization has provided invaluable assistance by focusing its activities on practical options for strategic planning, business strategies, information systems, budgeting and cost accounting, privatization, and other issues.

CCSU had originally planned in the Project Implementation Plan to train 40 KGHM managers. Thirty-four top- and middle-management personnel participated in the program.

During the second year, ZIVEX will continue its' subcontracting activities. Again, KGHM will select the participants for the sessions.

It is important to note (as did CCSU in its report) that this is a difficult project to evaluate. The proof of its effectiveness will be seen only in the degree to which KGHM takes advantage of the advice and counsel provided.

Banking Fundamentals

This project has undergone intensive modification during the year. Members of the Polish banking community told the initial CCSU planning team that their greatest needs were in the area of consumer-oriented banking services. However, in the following months, the Polish economy suffered a significant downturn. This decline shifted the Polish banking community's worries from consumer services to basic survival. The CCSU program responded by making dramatic curriculum changes.

Specifically, emphasis was redirected to enterprise banking, risk management, credit risk assessment, lending practices, market processes, and other aspects of basic Western banking.

During the first year, CCSU believes it has established a strong relationship with Bank Zachodni. This bank has demonstrated a commitment to employee retraining that has not been matched by other banks in the region.

It is noteworthy that an additional training session was offered, augmenting participant numbers from 75 to 107.

Export Marketing

Originally, this subproject had been intended as a Small Business Development Center (SBDC) in Wroclaw. This was changed following the discovery that the European Community Cooperation Fund was planning to develop a much larger and comprehensive SBDC. Rather than duplicate programs, CCSU decided to focus its entrepreneurial training on business planning. (As it turned out, the European Community plans never bore fruit.)

The new subproject was designed for a single class of 30 business people working with the Lower Silesian Economic Society and the Wroclaw Chamber of Commerce. In response to tremendous participant response, another session was added for 40 people. This subproject was completed, and 64 of the original 71 participants received certificates of completion. Of these participants, it was noted that roughly 25 percent were women, and all had strong English language skills.

For year two, this subproject will shift its focus from entrepreneurial training to export marketing. Three six-hour

seminars will be held on international marketing and export management and will emphasize practical applications. Several IBS graduates will be asked to participate in these seminars.

Proposal Writing and Grantsmanship

This subproject was sub-contracted to Dr. David Bauer. During year one, one planning and two training sessions were conducted.

Though originally described in the PIP as two three-day workshops, the first workshop was five days in length (with 22 participants). The second, a three day workshop (with 30 participants), included an additional meeting with future grant officers from TUWr, the University of Wroclaw, and other interested groups. The purpose of this additional meeting was to review proposals these future grant officers had drafted, and provide guidance on effective strategies.

The completion of this project has seen the Technical University of Wroclaw and the University of Wroclaw agree to pool their resources to jointly sponsor a single grants office.

Economic Education for Solidarity

This subproject, which CCSU describes as perhaps its most successful, is intended to help better define the role of the trade union Solidarity as it continues to grow and evolve.

Though promises of a quick solution were made early in the transition, the reality of the situation has disheartened many. It is clear that the Polish people do not understand the economic changes taking place. If a negative reaction to the unraveling of the Polish economy is to be avoided, it is critical that the lay population gain a better understanding of the challenges facing them during this transitional period.

To this end, CCSU trained six Facilitators in free market economics during the first year. Since the third quarter, these Facilitators have been training Solidarity workers' council leaders in the basics of a market economy. It is hoped that as these leaders learn, they will transfer that knowledge to their council members. This continuing knowledge transfer will, it is hoped, slowly enable the average workers to gain an understanding of the new economic situation.

To further enhance this transfer, five segments of the educational programs from the "Economics USA" video tape series and one segment of "Free to Choose" were translated and dubbed into Polish (six VCRs were purchased in connection with this program element). Furthermore, CCSU prepared a glossary of 140 economic terms and translations of an additional 80 terms for the facilitators.

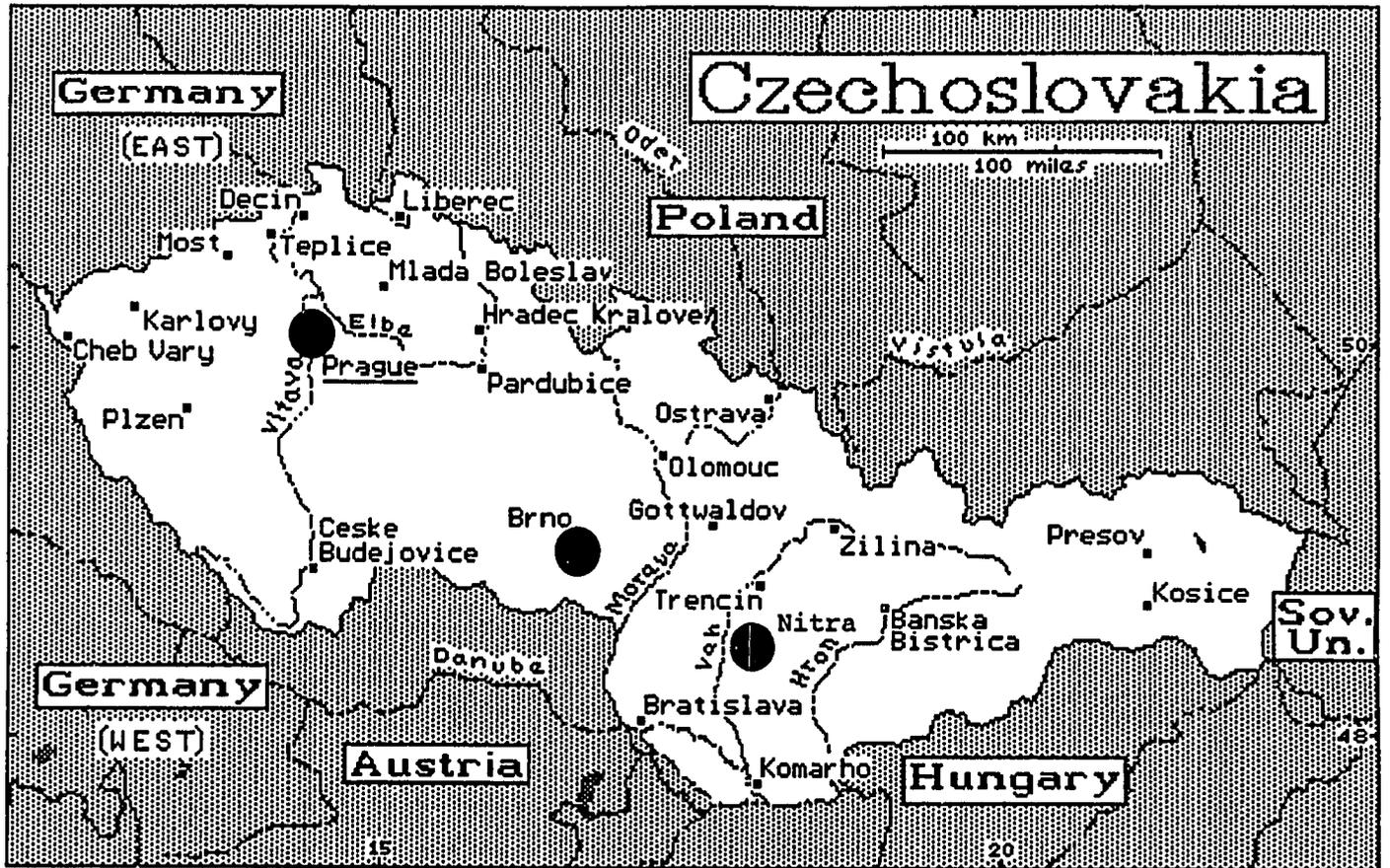
Planning for year two continues. One important criterion CCSU has established for Year Two is the requirement that all districts of Lower Silesia be represented in the training class.

Evaluation Report:

In addition to the information detailed above, Central Connecticut State University conducted an extensive evaluation. Evaluation results are presented in the "Evaluation of the Project to Provide Management Training and Economic Education in Eastern and Central Europe."

This detailed self-assessment includes both a project-wide evaluation and a subproject-by-subproject analysis. This attention to evaluation can only prove of benefit to the grantee and its partners.

Iowa State University



Project Sites:

- Prague
- Brno
- Nitra

Iowa State University
Annual Assessment

Issues and Recommendations:

Iowa State University (ISU) has overcome several challenges in the first year and offered several successful workshops. Though the project succeeded in offering multiple workshops at each of the three locations (Prague, Brno and Nitra, in Czechoslovakia), several important issues need to be addressed.

The first of these issues revolves around project administration. From the outset, the Iowa State project has been labor intensive. The project benefited from the presence of a skilled in-country coordinator who assisted three coordinators with the project. This challenge involved establishing a level of expectation for the three local coordinators and guidance. The Evaluation Team believes that the demands of the position are too great for a single person.

This issue is amplified by the year two project design. The "demand-driven" structure of year two activities requires even greater access to project personnel in guiding the participating universities in their selected proposal. Project benchmarks should be established to guarantee a timely implementation.

The final area of concern centers on the cost and effectiveness of Iowa State University's video project. As proposed, the video program was to be finished during the first year of the project. However, delays in both the pre-production and production schedules have postponed its introduction. Though the proposed series nears completion, its incorporation into the Iowa State project during the second year will be of special interest as the Evaluation Team assesses the value of this costly element.

Courses and Participants:

* Iowa State's project focused exclusively on subjects intended to aid the conversion of Czechoslovakia's agricultural sector toward a market-oriented system. To this end, the university offered 27 courses, 26 of which were in agribusiness in the cities of Prague, Nitra, and Brno.

* ISU anticipated 900 participants in its proposal, but eventually reached more than 1700.

Completion:

Iowa State University completed 94.83 percent of its originally scheduled project components and did not significantly modify its project.

Student Contact Hours:

* Iowa State University's project offered two primary project elements -- the majority of which are related to the agribusiness element-- and had over 1700 participants.

* Perhaps the ISU project's most important factor concerns the types of participants it recruited. Though participants from the general business community made up the largest single group (43 percent), when the total number of student contact hours are examined, the combined time spent with students and trainers constitutes a larger element at 46 percent. This appears to coincide with the overall program goals and demonstrated active participation of local partner institutions.

Financial Spreadsheet:

* ISU spent \$1,745,266, comprising 13 percent of total program expenditures.

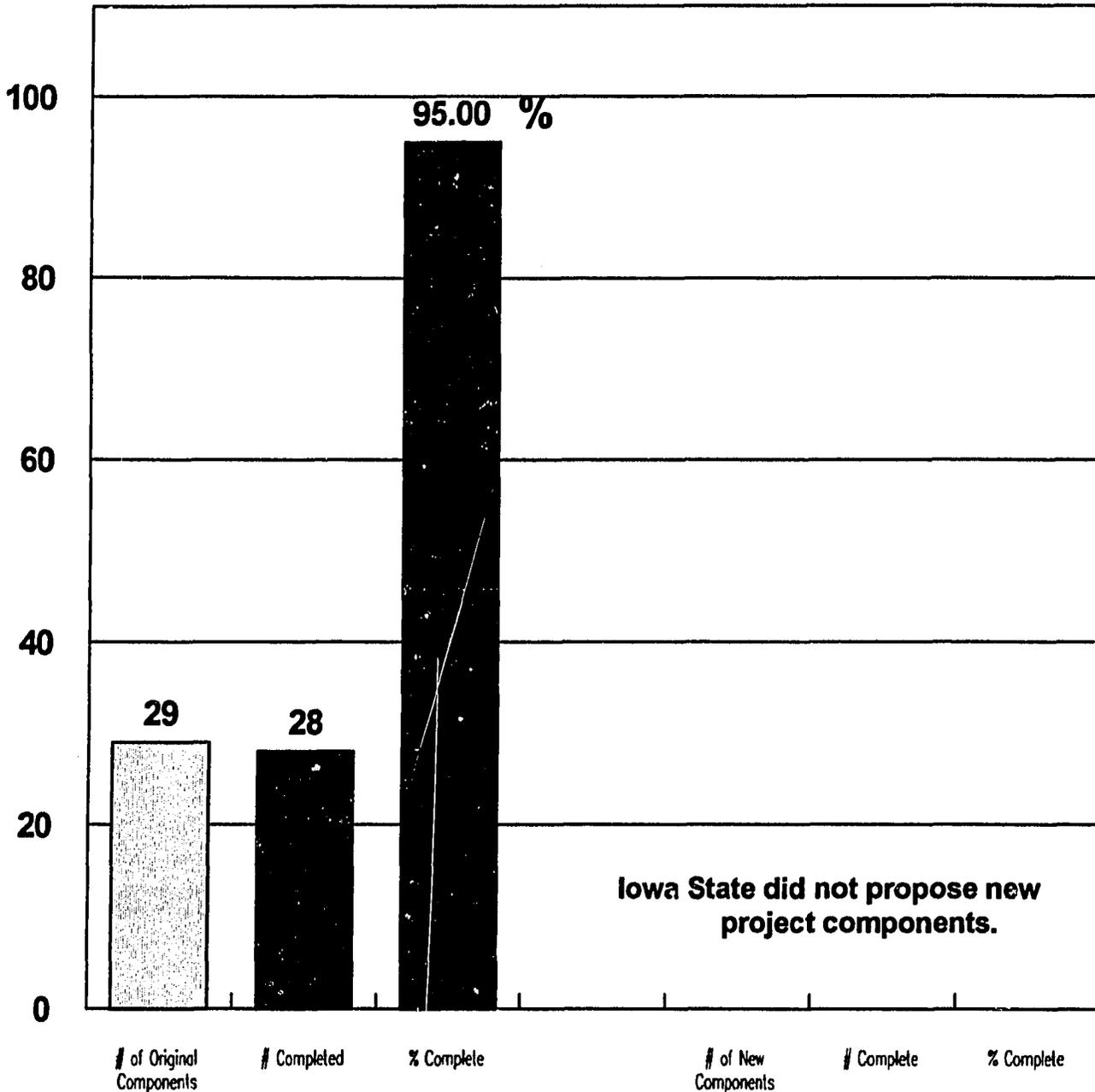
Iowa State University -- Czechoslovakia

Year 1 -- Courses and Participants by Subject Area

Subject Area	Total Courses	Total Participants
Accounting		
Agribusiness	26	1717
Banking		
Basic Management		
English		
Entrepreneurship		
Environmental Management		
Finance		
Human Resource Management		
Import-Export		
International Management		
Market Economics		
Marketing		
Operations & Productions Management		
Privatization		
Small Business Management		
Strategic Planning		
Technology Transfer		
Total Quality Management		
Train-the-Trainers		
Training in the U.S.	1	25
TOTALS:	27	1742

Project Component Completion Chart

Iowa State University

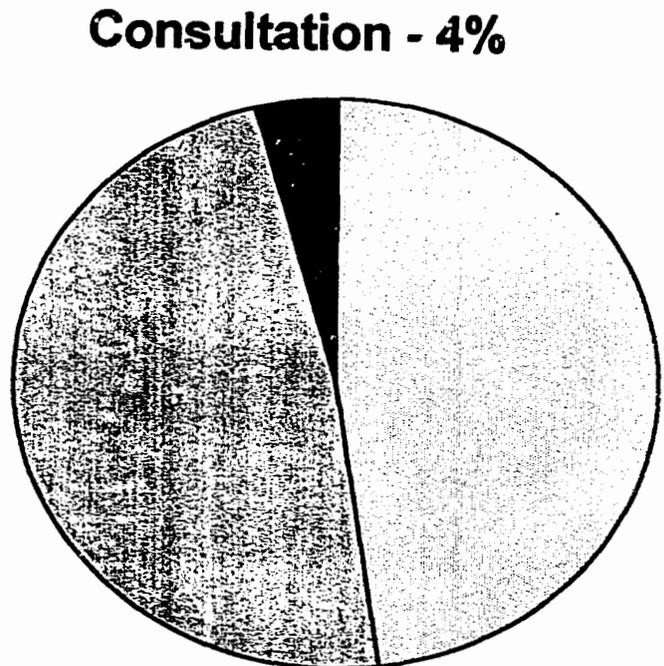


Throughout the year Iowa proposed a total of 29 project components. 95% of these components were completed in year one.

Iowa State University

1991/92 % of Student Contact Hours by Topic and Student Type

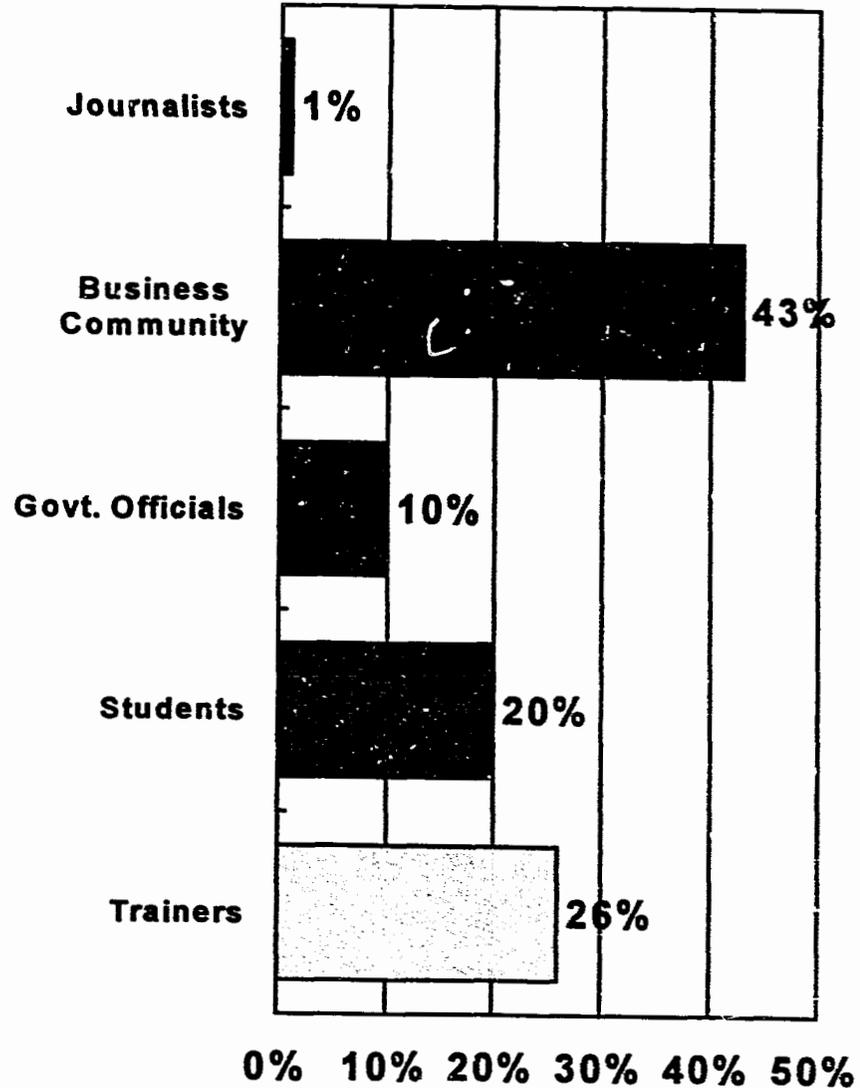
% of Student Contact Hours by Topic Area



Management Education - 48%

Economics Education - 48%

% SCH by Participant Type



Source: Leslie Kottai - AID Program Evaluator

AID-Grantee Expenditures - Management Training and Economics Education in Eastern Europe 1991/92

	IOWA STATE		Cost Share		
	AID Expenses		Cost Share		
	ACTUAL	PROJECTED	ACTUAL	PROJECTED	Total Iowa
Staff Salaries U.S. (Instruct.	349,872	401,960	403,255		753,127
Staff Salaries U.S. (Staff)					0
Fringe Benefits	104,507	120,066			104,507
Salaries Local	42,300	42,300			42,300
Consultants					0
Travel - Per Diem	210,057	299,022			210,057
Nonexpendable Equipment	59,083	58,400	6,000		65,083
Expendable Supplies	13,000	35,200			13,000
Indirect Costs	186,900	255,006	161,302		348,202
Participant Costs					0
Workshops, Seminars, Conf	105,500	115,000			105,500
Video/TV Production	103,490	163,020			103,490
Subcontractors					0
Subcontractors					0
Subcontractors					0
Translation					0
Scholarships					0
Curriculum Development					0
Other Direct Costs					0
Other Reimbursement					0
TOTAL	1,174,709	1,489,974	570,557	0	1,745,266
Percentage of Total Expenditures					13%

(1)

Iowa State University
Fourth Quarterly Report Synopsis:
April 1 - June 30, 1992

This Quarterly Report details the ongoing evolution of the project, and describes plans for the upcoming year.

Fourth Quarterly Review:

The Workshops

Iowa State University's Economics and Management Workshops, #4 through #8, were completed at each of the three partner institutions: The University of Agriculture, Brno; The University of Agriculture, Nitra; and The University of Agriculture, Prague.

- * Workshop #4: Managing Agricultural Supply and Processing Business in a Market Economy
- * Workshop #5: Managing Cooperatives in a Market Economy
- * Workshop #6: Government Activities in a Free Market Economy
- * Workshop #7: Developing Teaching, Research, and Extension Programs in Economics and Business for Agriculture
- * Workshop #8: Agricultural Rural Policy Development

It appears that the program encountered increasing recruitment difficulties. Iowa State suggests that this situation can be attributed to:

- * The ever-growing number of Western-sponsored seminars and programs. It has been reported that collective farm and plant managers receive several similar invitations daily.
- * A lack of "organizational networks and associations." This shortcoming inhibits the natural channel for recruiting.
- * Increasing competition for time and attention due to continuing economic, political, and social transformation.

To improve their participant numbers, Iowa State has attempted to improve its advertising, place greater emphasis on personal contacts, and expand its overall recruitment efforts.

Television Component

The Television component, originally intended to be completed during the first year, has, as a result of a series of production delays, been pushed back to the second year. The series, comprised of six one-half hour public awareness video tapes and six one-half hour formal educational segments, did reach several important milestones by years end.

Four of the six public awareness segments were completed. The fifth has passed the pre-production stage, and the initial taping for the sixth and final segment has begun.

Production of the six educational films began in April. By May, taping of three of the programs began. Production of the final three programs is scheduled to begin in July and August.

Throughout the production of both video series, opportunities were taken to re-assess the quality and relevance of each segment. The review teams, comprised of people with direct interest in the project (Czechoslovakian students, workshop team members, project administrators, and media and communications specialists), were involved in monitoring each video segment.

Feedback was also sought from viewers. As a result, an important element of the negotiations with Czech and Slovak T.V. will be to arrange for the collection of data from viewers on how the television program increased their awareness of how a market economy works.

Negotiations for program broadcast continued with both Czech and Slovak television stations.

Video Series Analysis: Segments #3, #7, #8 and #9

Earlier this year, Iowa State University provided the Evaluation Team with two general education videos: segment #2: "Acquiring and Allocating Resources;" and segment #4: "From Field to Plate."

Following a request to further evaluate the video series, the Evaluation Team received four additional tapes in the "Market Economy: A Doorway to Opportunity" series:

- Segment #3: "Marketing"
- Segment #7: "Basic Operation of a Market Economy"
- Segment #8: "Farm Management in a Market Economy"
- Segment #9: "Basic Agricultural Marketing"

While segment #3 is part of the general education series (segments #1 through #6), segments #7, #8, and #9 are part of the educational series (segments #7 through #12). As a result, this is the first opportunity for the Evaluation Team to view elements in the educational component of the series.

General Education Component

Segment #3: "Marketing," is 28 minutes long, and is complete and ready for broadcast.

This segment follows and describes the basic marketing issues and decisions facing farmers in the American Midwest by highlighting three Iowa family farms. The conditions of each farm vary considerably, but the video attempts to illustrate that regardless of these differences, the basic theories of supply and demand apply to all. The program also notes the important elements that go into the decision-making process for any independent business person.

The Educational Series

"Basic Operation of a Market Economy" (segment #7) is the first in this series. This program, like all those in the educational component, is more formal in tone and subject matter. The video is, for the most part, a lecture delivered by Dr. Dennis Starleaf of Iowa State University in which Dr. Starleaf addresses the fundamentals of market economics.

"Farm Management In a Market Economy" (segment #8), presented by Dr. Robert Jolly attempts to describe and define the role and responsibilities of a manager in a Market Economy within the context of the transition from a command to market economy. Among the important questions Dr. Jolly addresses during the program are: what to produce, how and when to distribute, and how to market and finance.

"Agricultural Marketing" (segment #9), delivered by Dr. John Lawrence, describes the three basic questions of marketing: what, where, and when. Dr. Lawrence also provides examples of how marketing decisions are made in a market economy.

Critique

As with the two programs originally provided to the Evaluation Team, the greatest issue of concern focuses upon the appropriateness of the series content. While this is an issue for both components, it is especially critical with regards to the second, educational, series.

While several important themes are addressed, the content swings rather ponderously from very basic issues to more sophisticated ones. This inconsistency may render them too advanced for some viewers while too elementary for others.

There is also a lack of consistency among the videos. Iowa State uses the metric standard in many of its examples to serve European viewers. However, in some programs, such as segment #9,

the terms have not been converted. While this does not represent a fatal flaw, it does reduce the effectiveness and value of that segment and points to a degree of carelessness in the overall production.

The final and most critical issue of concern regards the very production of the videos. Throughout our site visits, the Evaluation Team noted that American professors are universally applauded for their interactive and dynamic teaching styles. This element is lost in the video presentation. While the benefits of having a permanent library of lectures for distribution are evident, the limitations of these videos may bring into question the expense of the production.

Conclusion

The video series was originally intended for use in conjunction with the project workshops. Due to production delays this did not occur. They were also intended for national broadcast. However, it seems the Czech and Slovak television stations are wary of establishing contractual commitments before all the videos are completed and ready for broadcast. Given the discontinuation of workshops and a shift to demand-driven project components, the Evaluation Team hopes to see these videos incorporated and utilized more fully, and requests that a plan for showing and using these tapes be provided.

All in all, the video series being produced by Iowa State University should enrich participants' vision as they make the transition to a free market economy.

Executive Workshop in the United States

During the fourth quarter, all final preparations were completed for the U.S. based program. The three-week workshop at Iowa State University began June 21 and ran through July 11, 1992. The 25 participants were initially chosen by local coordinators with final approval from the grantee. Criteria for final selection included professional, educational, geographic, institutional, age, and gender representation. While in Iowa, the participants' activities included home stays with Iowan families, intensive academic courses and seminars, and a three-day visit to Washington, D.C. A selection of participant responses indicated that they were extremely pleased with the program.

Preparation for Year Two

Planning and work on the demand-driven project continues throughout the quarter. It is hoped that by allowing the partner institutions to participate more fully in the development of future program activities, Iowa State will both be able to better

target local needs and more well equipped to pursue funding opportunities following the end of this project.

Financial Report

The final element of the fourth quarterly report is a detailed financial report covering the year. This information has been incorporated into the Evaluation Team's Annual Report.

In addition to the information described above, this report also includes extensive appendices. Of special interest are Appendix D (Audience Analyses from Workshops One through Seven and Evaluation Reports from Workshops through Seven) and Appendix G (Television Production Schedule and Summary of Film Segment Review.) These two entries are important examples of the self-evaluation process Iowa State has employed in the continuing development of their program.

Midwest Universities Consortium For International Activities (MUCIA)

Primary Subcontractor:
Indiana University



● Prague



● Warsaw



● Budapest

**Midwestern Universities Consortium for International
Activities
Annual Assessment**

Issues and Recommendations:

Of the several issues confronting the MUCIA project, the most significant is the very ability of the project to effectively operate in multiple locations. The Evaluation Team believes that the delivery of each component has been adequate, but the overall performance of the project administration has been lacking. This has placed undue pressure on the partner institutions and their faculty.

As with virtually every example in the program, a permanent in-country presence is synonymous with the resolution of problems that have existed throughout the first year of this project. As the MUCIA project begins its second year more attention should be paid to the assumption of a larger share of the administrative responsibilities.

Courses and Participants:

* MUCIA's Professional Managers Program offered course in Czechoslovakia, Hungary, and Poland on the following subjects: accounting, finance, human resource management, market economics, operations/production management, and strategic planning.

* The total number of project participants indicates that more than 750 people were reached by the MUCIA program. However, these numbers can be misleading. The participants were, in effect, counted eight times. A small number of participants attended all eight program modules; 29 in Czechoslovakia, 30 in Hungary, and 25 in Poland. As a result, the actual total number of participants is 84. Based on these figures, MUCIA reached substantially fewer people than any other grantee in the program, but provided a very high degree of training penetration.

* The operations and production management courses were offered most often and had the highest attendance -- more than 250 participants. This information suggests the need for this topic area is great and, therefore, more of these courses should be offered.

Completion:

* MUCIA completed 100 percent of its proposed project.

Student Contact Hours:

* MUCIA was successful in attracting its target audience. The business community accounted for more than 60 percent of participants.

Financial Spreadsheet:

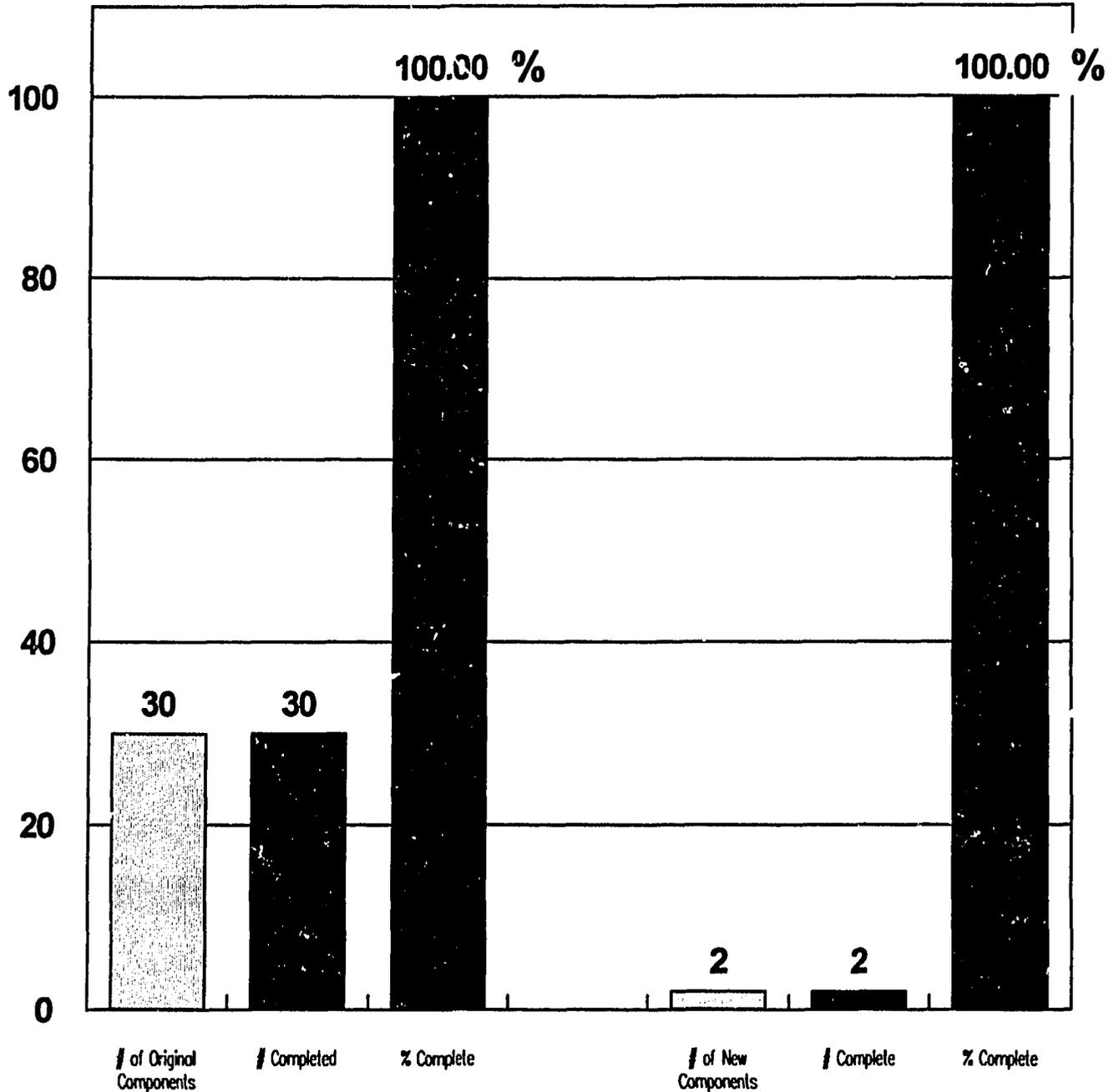
* MUCIA spent \$937,746, comprising 7 percent of total program expenditures.

MUCIA -- Poland, Hungary, Czechoslovakia**Year 1 -- Courses and Participants by Subject Area**

Subject Area	Total Courses	Total Participants
Accounting	3	84
Agribusiness		
Banking		
Basic Management		
English		
Entrepreneurship		
Environmental Management		
Finance	3	84
Human Resource Management	3	84
Import-Export		
International Management		
Market Economics	3	84
Marketing		
Operations & Productions Management	9	252
Privatization		
Small Business Management		
Strategic Planning	3	84
Technology Transfer		
Total Quality Management		
Train-the-Trainers	2	53
Training in the U.S.	5	29
TOTALS:	31	754

Project Component Completion Chart

MUCIA



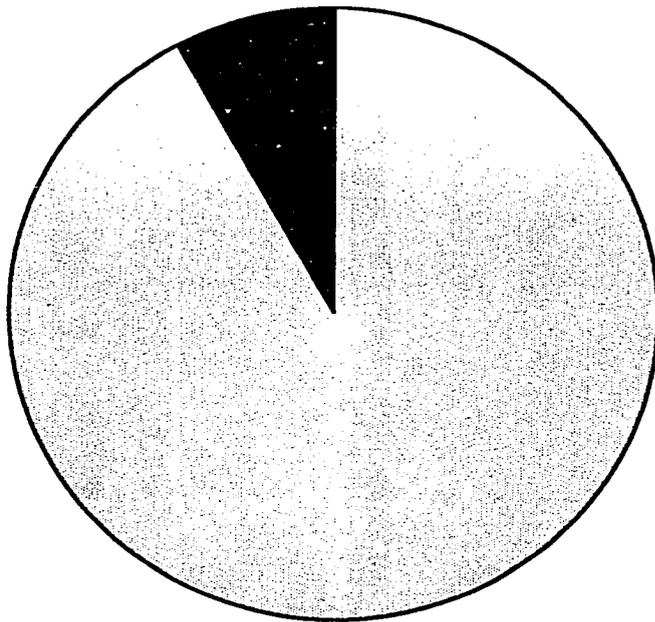
Throughout the year MUCIA proposed a total of 32 project components. 100% of these components were completed in year one.

MUCIA

1991/92 % of Student Contact Hours by Topic and Student Type

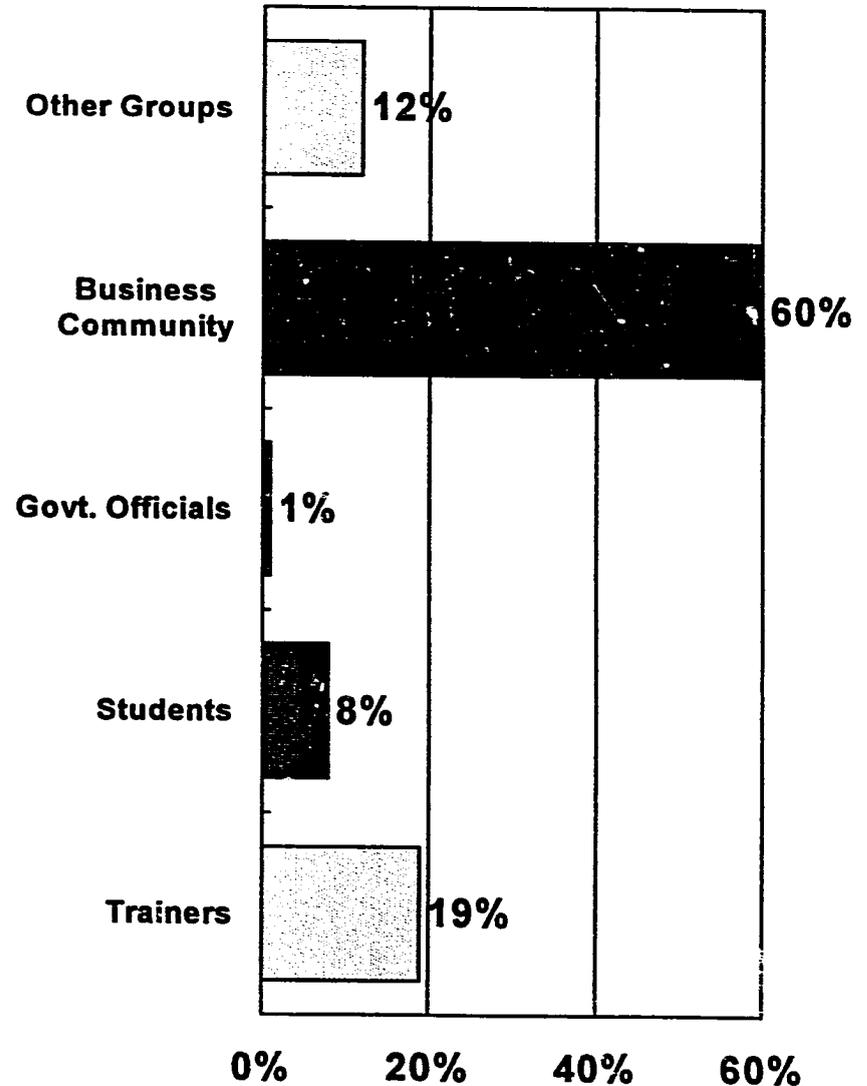
% of Student Contact Hours by Topic Area

Executive Education - 8%



Management Education - 92%

% SCH by Participant Type



AID-Grantee Expenditures - Management Training and Economics Education in Eastern Europe 1991/92

	MUCIA		Cost Share		
	AID Expenses		Cost Share		
	ACTUAL	PROJECTED	ACTUAL	PROJECTED	Total MUCIA
Staff Salaries U.S. (Instruct.	69,644	165,925	0	0	69,644
Staff Salaries U.S. (Staff)	55,727	117,000	7,553	10,000	63,280
Fringe Benefits	33,624	93,054	20,391	54,390	54,015
Salaries Local	6,300	7,200	0	0	6,300
Consultants	0	0	0	0	0
Travel - Per Diem	130,918	241,328	0	0	130,918
Nonexpendable Equipment	35,521	60,000	0	0	35,521
Expendable Supplies	17,382	28,200	33,824	0	51,206
Indirect Costs	135,683	291,195	125,866	278,059	261,549
Participant Costs	0	0	0	0	0
Workshops, Seminars, Conf	14,432	15,000	42,026	144,000	56,458
Video/TV Production	0	0	33,000	220,000	33,000
Subcontractors	0	0	0	0	0
Subcontractors	0	0	0	0	0
Subcontractors	0	0	0	0	0
Translation	0	0	0	0	0
Scholarships	0	0	0	0	0
Curriculum Development	44,850	73,825	131,005	194,172	175,855
Other Direct Costs	0	0	0	0	0
Other Reimbursement	0	0	0	0	0
TOTAL	544,081	1,092,727	393,665	900,621	937,746
Percentage of Total Expenditures					7%

Midwestern Universities Consortium for International Activities:
Fourth Quarterly Report

This report, which details the activities of the Management Training and Economics Education project run by the Midwestern Universities Consortium for International Activities (MUCIA) in Czechoslovakia, Hungary, and Poland, covers the period from April 1 through June 30, 1992.

Most significantly, MUCIA reports that according to its original work plan, all project components have been successfully completed. It is important to note that the report, though concise, is not very thorough in its explanation or description of each module, or of the project itself.

MUCIA intended to submit an extensive evaluation report in September further detailing Year One progress. A meeting to discuss evaluation efforts was held at Michigan State University, August 9 through 11.

Fourth Quarterly Review

Much of MUCIA's project was offered during the fourth quarter, namely six of the eight scheduled modules: Production and Logistics, Accounting and Finance, Strategy/Entrepreneurship, and Human Resource Management.

At the completion of each project offering, a closing ceremonies was held for the graduates was held. The total enrollment for the project in the three countries was seventy-four: 29 in Czechoslovakia, 30 in Hungary, and 25 in Poland. Of these participants, business managers made up the largest contingent, followed by a non-specified "other" category.

Project Activities

Although faculty members did not always participate in the modules, they did assist with individual module planning. Faculty members made up 9 percent of the enrollments in Czechoslovakia and 27 percent in Poland. According to MUCIA, none attended from Hungary. They were, however, involved in the Case Workshops and Executive Education program held in the United States, and in the Faculty-to-faculty sessions held throughout the first year.

Little attention, it would seem, was paid to the curriculum development element of the project. In addition to the list of activities provided to faculty, it was noted that 12 case studies will be published in book form. Neither the development nor the

extent of collaboration involved in the creation of these case studies was discussed. It is reported that these case study materials are being used in business courses throughout the MUCIA schools.

Lastly, the 55 accounting video tapes developed during the year have been distributed to each university. This should prove a powerful tool in the transfer of this important skill.

Project Modification

An important modification was made in the MUCIA project during the latter part of the first year. As reported in earlier reports, the initial fees charged by the MUCIA programs were too high, hindering recruitment. A decrease in fees has resolved that problem.

Additional Benefits

In addition to the more obvious benefits derived from MUCIA's project noted above, perhaps the most significant impact of MUCIA's participation in this program is the establishment of important relationships between the business and university communities. Because many of the MUCIA faculty act as consultants to U.S. companies, they have also helped to develop linkages between the universities and American, Czechoslovak, Hungarian, and Polish businesses. This is an important step toward helping these corporations become more competitive in the world market.

MUCIA also noted that a new department or school, "The Czechoslovakian-English Language International Business School," is opening at the University of Economics in Prague. Although the relationship between MUCIA and this new institution was not detailed, an additional center for economic education and training can only serve to benefit the local participants.

Year Two:

As MUCIA continues preparation for the second year, the consortium has considered the experiences of its first year, and made a commitment to benefit from that experience. The following list outlines some of the most important lessons learned by the MUCIA project during the course of its first year.

1. Problems arose from different interpretations or understandings of project goals and objectives.
2. It is important to recruit the right participants -- those who can devote more than a few days to their program.

3. MUCIA should have assigned administrative and substantive responsibilities to different individuals in-country.
4. Curriculum development is expensive. MUCIA notes that it developed a curriculum tailored to transition in Central Europe. The group believes that it is a better use of AID resources to spread the development costs over several sites.
5. Preparing module coordinators is essential. MUCIA notes that this preparation fully justifies its expense.

MUCIA provided a revised version of the two modified work plans for the MUCIA activities covering the continuation of first year activities, through December 31, 1992, and an outline of modified activities for the second year.

Evaluation Results

Questionnaires from each module were gathered from each country, along with several responses to key questions. Final results of evaluation forms have not been provided yet.

Financial Report

A detailed financial breakdown of expenditures incurred during the fourth quarter was included.

The Ohio State University



Project Sites:

● Gdansk	● Poznan
● Rzeszow	● Bialystok

The Ohio State University
Annual Assessment

Issues and Recommendations:

The most significant issue facing The Ohio State University (OSU) project relates to its enterprise institute in Poznan. The continuing hostility and lack of communication between the project administrators and the Poznan partners seems to have adversely affected the site's outputs in the first year. Without a thorough explanation provided by the project director, Poznan was criticized for non-compliance.

The project opened three enterprise institutes in Poznan, Rzeszow, and Bialystok. From the outset of the project, the Poznan site has repeatedly been unable to meet the standards or demands placed upon it. Though it is clear that many of these demands were challenging, OSU's more successful sites (in Bialystok and Rzeszow) were able to meet them.

The other major concern focuses on Ohio State's ability to complete only 53 percent of its project components. Well below the overall program average, this inability to fulfill the terms of its project implementation plan indicates an administrative problem that must be addressed during the second year.

The Evaluation Team recommends that The Ohio State University provide more substantive quarterly reports. Individual information sheets completed by participants should not be directly added to the reports. Rather, a summary and condensed version of this information should be submitted.

Courses and Participants:

* During the first year, 27 courses were taught reaching 689 participants. Entrepreneurship offerings were the most highly attended. Train-the-trainers courses were offered most frequently and constituted the training of the enterprise institute staffs.

* The grantee sponsored a national conference on entrepreneurship and market economics with 230 participants in attendance.

Completion:

* Ohio State University completed only 53 percent of its project components, well below the program average.

Student Contact Hours:

* Consultations were 7 percent of the total student contact hours, an indication that services are beginning to be offered at the enterprise institutes.

* Of the courses that The Ohio State University project offered during the first year, the entrepreneurship course, with more than 300 participants, was in highest demand. This is especially noteworthy in light of the fact that 78 percent of participants in the OSU project were from the business community. This interest indicates that participants feel comfortable with some of the more basic elements of market economics and wish to address more advanced and practical issues.

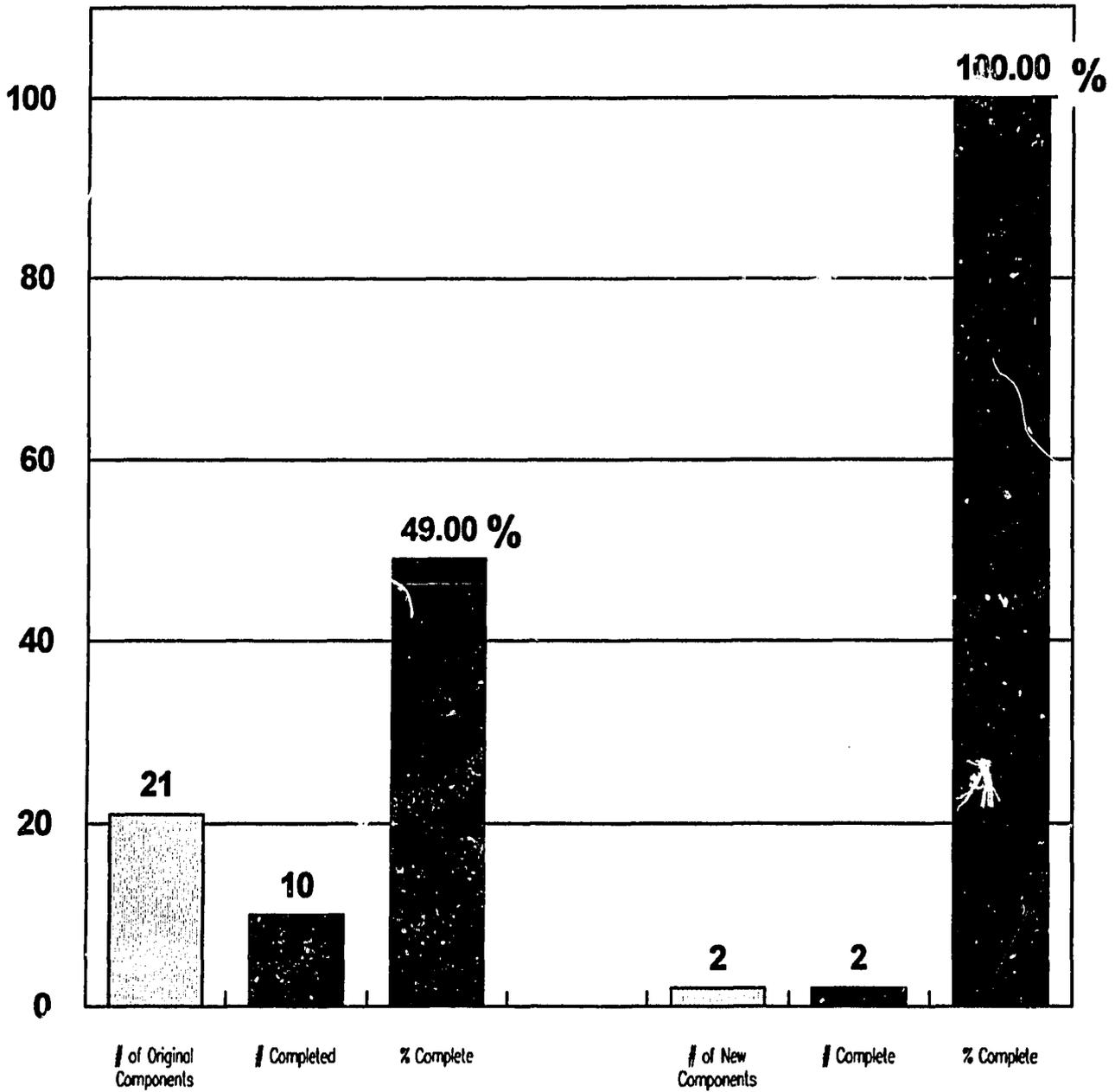
Financial Spreadsheet:

* OSU spent \$1,397,100, comprising 10 percent of total program expenditures.

Year 1 -- Courses and Participants by Subject Area

Subject Area	Total Courses	Total Participants
Accounting		
Agribusiness		
Banking	3	63
Basic Management	4	102
English		
Entrepreneurship	5	304
Environmental Management		
Finance	2	22
Human Resource Management		
Import-Export		
International Management		
Market Economics		
Marketing	2	22
Operations & Productions Management		
Privatization		
Small Business Management		
Strategic Planning	2	22
Technology Transfer		
Total Quality Management		
Train-the-Trainers	8	144
Training in the U.S.	1	10
TOTALS:	27	689

The Ohio State University



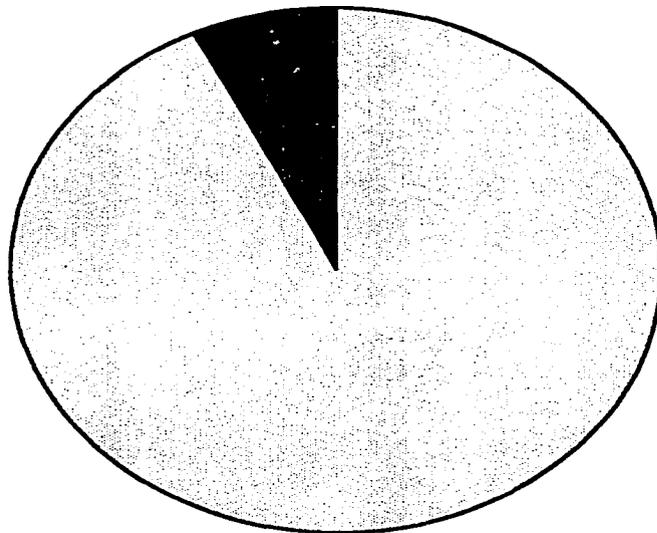
Throughout the year Ohio State proposed a total of 23 project components. 52% of these components were completed in year one.

The Ohio State University

1991/92 % of Student Contact Hours by Topic and Student Type

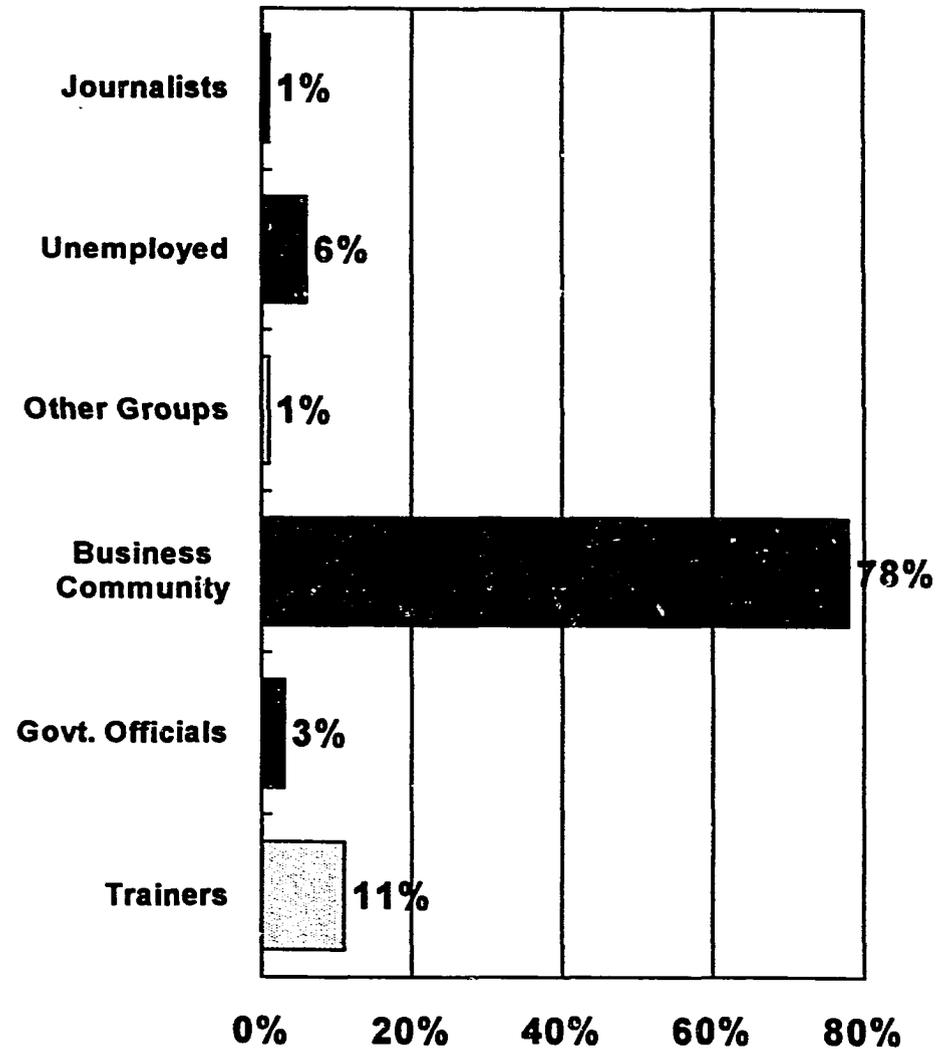
% of Student Contact Hours by Topic Area

Consultation - 7%



Management Education - 93%

% SCH by Participant Type



AID-Grantee Expenditures - Management Training and Economics Education in Eastern Europe 1991/92

	Ohio State		Cost Share		
	AID Expenses		Cost Share		
	ACTUAL	PROJECTED	ACTUAL	PROJECTED	Total Ohio
Staff Salaries U.S. (Instruct.	75,000	75,000			75,000
Staff Salaries U.S. (Staff)	82,700	82,600	30,000		112,700
Fringe Benefits	69,900	52,100			69,900
Salaries Local	135,000		34,500		169,500
Consultants	70,000	106,400	5,000		75,000
Travel - Per Diem	168,300	167,400			168,300
Nonexpendable Equipment	32,800	20,800			32,800
Expendable Supplies	30,100	73,800			30,100
Indirect Costs	217,700	208,600			217,700
Participant Costs	0	0			0
Workshops, Seminars, Conf	46,700				46,700
Video/TV Production	20,900		2,000		22,900
Subcontractors	0	0			0
Subcontractors	0	0			0
Subcontractors	24,000	24,000	5,000		29,000
Translation	19,600	10,000	1,500		21,100
Scholarships	0	0			0
Curriculum Development	217,800	125,000			217,800
Other Direct Costs	88,400	28,200			88,400
Other Reimbursement	20,200				20,200
TOTAL	1,319,100	973,900	78,000		1,397,100
Percentage of Total Expenditures					10%

The Ohio State University:
4th Quarterly Report

This fourth Quarterly Report, provided by The Ohio State University (OSU), documents the activities of its Management Training and Economics Education project in Poland from April 1 through June 30, 1992.

In addition to the information detailing this period, however, the report provides some information regarding the first full year of this AID-sponsored program.

Project Background

As noted, this report provides substantial information recounting the turbulent social and political climate that forms the context for the progress of this project.

Perhaps the most critical issue for the project was the continuing upheaval, at the very highest levels, on the Polish political stage. During the course of Ohio State's project a new Prime Minister was elected. The changes brought about by this dislocation necessitated the establishment of new relationships throughout the Polish political structure to ensure the continued smooth operation of the AID sponsored project.

An article on advertisements provided interesting insight into some of the difficulties Polish business people will face as they move to a market economy: "In a recent public-opinion survey, 37% of the respondents agreed with the statement: 'Any product that is advertised is surely poor.'"

In the area of education, the Warsaw Voice spoke highly of the Warsaw School of Economics and schools in Krakow and Poznan for their efforts at program and structural reforms. The Ohio State University believes that these and other business schools must offer degree granting programs of study. Moreover, it is clear that they are in great need of materials and resources. The Polish Ministry of Education is helping in this effort by supporting the translation of 22 foreign texts for publication.

Lastly, and with specific regard to this project, it was noted that businessmen increasingly believe that short courses with specific foci and concentrated formats appeal to the newly emerging business community. Few business people have formal business economic training. Many have just moved into business as the opportunity arose.

Fourth Quarterly Review

Though the specific activities of each individual enterprise institute are outlined below, overall, the fourth quarter was comprised of two primary activities: the completion of enterprise institute courses, and a National Conference.

Activities at the Enterprise Institutes

* A listing, highlighting the activities completed at each enterprise institute, is provided below.

Bialystok

At the Bialystok project site, the activities undertaken included the organization of a special course on tax systems, consultation to private firms, preparation of articles for newspapers, preparation of materials for the national conference, and hosting of a reception at the completion of the first program.

The courses offered included:

1. Entrepreneurship
2. Finance
3. Management
4. Marketing
5. Strategic Planning

Four teachers per day were available and offered consultations for class participants and people from the community. Consulting most often covered law, taxes, and accounting.

Additionally, three start-up business courses were offered for 60 participants.

Poznan

The activities at the Poznan project site included addition of some (though unspecified) courses, arrangements to expand cooperation and coordination with the Academy of Economics for Year 2, consultation for entrepreneurs, completion of Year 1 programming, and finally, training for a state-owned bank.

Ohio State had few details to report from the Poznan project site. It appears that the problems continued between the university's staff and Mr. Fonfara. According to the quarterly report, he failed to distribute the evaluation questionnaires requested by OSU, and had little information

to provide regarding the program. The University intends to conduct a follow-up evaluation to more thoroughly evaluate how well the program was prepared, taught, and to what degree it "had any relation to the program [OSU] had designed." (4Q)

From the perspective of grantee responsibility, it may be questioned whether the OSU staff has been sufficiently involved with their project in Poznan.

The report notes that business owners prefer weekend courses and feel the fee is appropriate. Poznan offered the course at a significantly lower rate than OSU had established as sufficient for sustainability.

Finally, in a rather cryptic conclusion, OSU states that "[It hopes] there has not been too much damage done in allowing the program to be tested in this strange way."

Rzeszow

The activities at the Rzeszow project site included repeated meetings with community groups and development of a local entrepreneurs club, production of articles, relocation of the seminar facility to a more city-central location, development of a special certificate for course completion, and participation in a USIA conference in Warsaw.

Rzeszow attracted huge turnout, forcing the project to conduct three sets of courses for a total of 68 participants. Participants were divided by level of experience, including one seminar for those wanting to start a business. Cost of the program was \$150 for each group. Only one of the three groups was evaluated.

It was reported that participants requested that more information and examples be provided on small businesses, and that more audiovisual tools be employed.

In addition to the activities at each institute described above, the following activities also took place during the fourth quarter:

Throughout June, new course materials were translated, and case study development continued. At the same time, production of videotaped success stories progressed, as did the planning for the conference.

Throughout May, preparation of materials for the national conference continued, the production of the videotapes was completed, detailed discussions regarding year two were held, a meeting with the national task force was scheduled,

and the Ohio State University project played host to the national conference.

Finally, in June, extensive planning for Year 2 was undertaken with Solidarity, and the completed Polish program was presented at the ICSB conference. Additionally, the collection of program evaluations from the centers, further Year 2 planning, and the continued pursuit of copyright release permission were conducted.

An important factor that will affect year two project offerings is that some of the faculty at each institute will have to be replaced. Though pleased with the abilities of its in-country staff, Ohio State must deal with the reality that some of the people they have trained have moved to other jobs (benefitting from that training), while others were simply unsuited to the jobs. Finding suitable replacements will be an important element in the success of the second year of the Ohio State project.

Case Study Development

An important component in the continued development of The University of Ohio's project was the creation of several case studies. During the fourth quarter, 10 entrepreneurs finally agreed to be used as case studies for the course. These case studies are being written as a study guide and are to be available in August.

The case studies will be accompanied by 10 videos telling the entrepreneurs' stories. These videos were reportedly finished and edited during this quarter and exhibited at the national conference in May.

The fourth quarter report provides drafts of two success stories/case studies of two individuals (Jerzy Wilczewski and Igor Gielniak / Mariusz Makowski).

It was also noted in the Appendix titled: "Arranged TV/Radio Shows" that OSU has provided profiles of 10 Polish entrepreneurs.

The National Conference

National Entrepreneurship Forum in Poland

From May 10 through 12, the First National Entrepreneurship Forum was held in Gdynia, Poland, with over 230 participants. The conference included special, guest speakers, and an interactive satellite conference between Poland and the U.S.

A list of responses was provided as the evaluation form for the forum. Participants seemed uncertain about the purpose or objective of the conference but were impressed with the grandeur. Interestingly, though a few individuals questioned the cost of such an effort, the conference was reportedly very well received.

Selected Comments from Conference Coordinators:

The following comments, taken from the conference, provide several important observations and suggestions for future modifications;

- Most sessions were too short to allow group discussions.
- Consecutive translation took too much time, and too much was lost in translation.
- Faculty members should be responsible for activities in breakout discussion rooms, and the discussion topics should be prepared in advance.
- People left early.
- Participants considered the MC ungracious.
- Speaker's time allowances should be more strictly monitored.

A draft of the conference program was provided and included the following presentations: Entrepreneurship via the Solidarity Economic Foundation; Entrepreneurship Management Training and the Training Process; Management; The Future of Small and Medium Firms in the Gdansk Region; Marketing; Finance and Small Business Incubators; Working for Yourself; A Program for Vocational Schools; Strategic Planning; Franchising Opportunities; Task Force on Entrepreneurship; Business Advising; and Problems and Opportunities.

Of special interest, and the first significant example of cooperation between grantees of this program, is the fact that two presentations were made by other AID grantees. The University of Minnesota presented: "PEM: A Model of Integrated Economics and Management Training" and Washington State University presented "The Environment for Business in Romania."

Evaluations

Though it was an important part of the original project design, there is no indication that the same evaluation forms or procedures were carried out by each of the enterprise institutes.

Report Summary

The Ohio State University project faculty and staff believe that they have made a good start building a knowledge base with six coordinators (of the enterprise institutes), 45 faculty (15 at each location), who underwent faculty training, and 52 business owners involved with the program in Year 1.

Year Two Activities

Task Force

The Task Force will meet next in October. It appears that its membership will be affected by the political leadership changes. Seminars on business planning show that a market exists for courses for bankers. Plans are being made to hold these in year 2.

Financial Reports

Various configurations of financial reports were provided including the Evaluator's quantitative forms.

Evaluators Comments

The report lacks details on many of the important issues while providing details on unnecessary topics.

The reporting on both the evaluation of courses and the participant profile of the courses could be greatly improved. Participants' profiles should be condensed with the important statistics combined on one sheet.

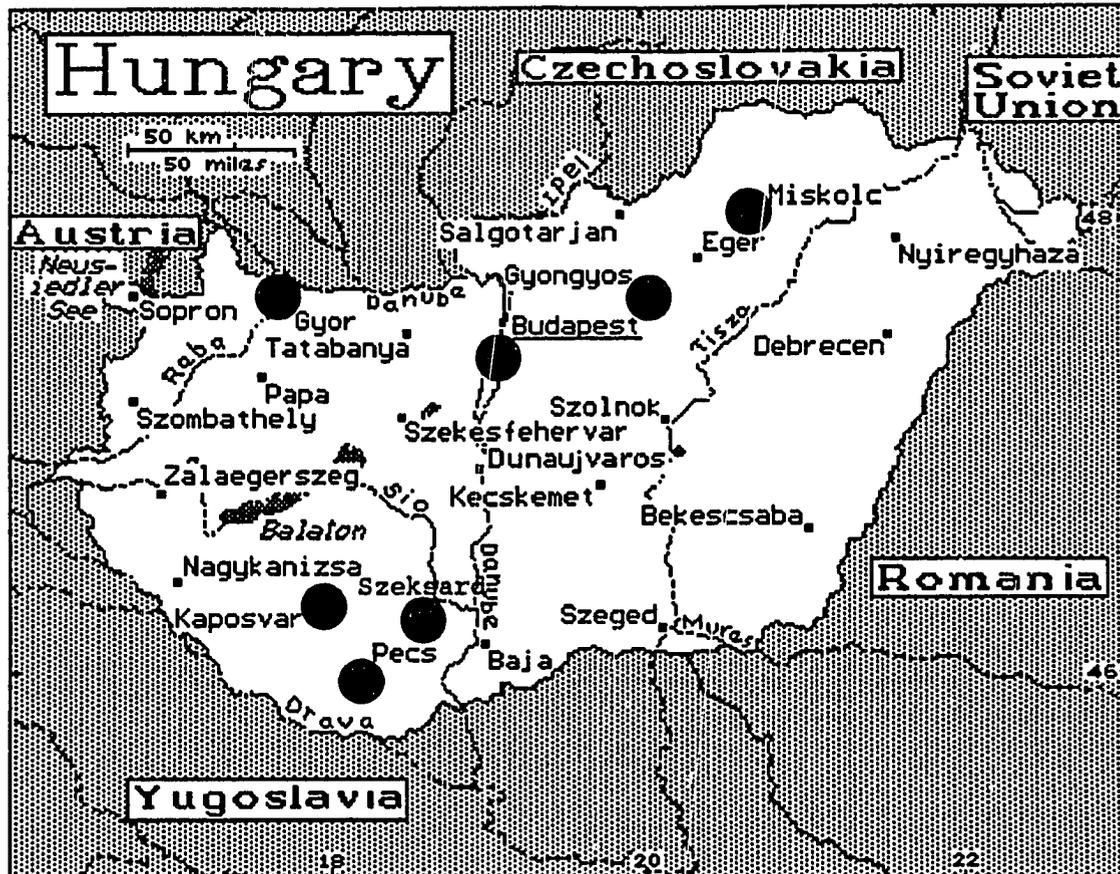
In this report, no in-depth student profile is provided, nor is there a synopsis of evaluation responses. To provide proper and thorough reporting of activities and results, the OSU project team should spend more time in drafting a substantive report that gathers concise and specific information .

According to OSU's project proposal, annual report was to provide the following information: "...a substantive review of planned activities, the number of people training or involved, and the qualitative evaluation of participants. ...The report will include an executive summary describing successes and failures, a review of all grant activities, significance of these activities, comments and

recommendations, and a fiscal report describing use of grant funds. " (from PP, page 28)

It is recommended that OSU develop the appropriate database to synthesize and condense the information that fills its reports. More care should be taken to write a well organized, well presented, and substantive report.

State University of New York (SUNY)



Project Sites:

- Budapest
- Győr
- Gyongyos
- Pecs
- Szekesfehervar
- Miskolc
- Kaposvar

State University of New York
Annual Assessment

Issues and Recommendations:

During the course of the first year, the State University of New York's staff worked to refine the focus of its project. With the establishment of the SUNY Center for Private Enterprise, the grantee's primary project component has been opened and is operating as intended.

In addition to serving its immediate community, however, the center was intended to serve as the hub for management training and education at sites around the country. Thus, as the SUNY project continues through the second year, its administrators must commit themselves to ensuring that the courses they offer at the various sites have real, lasting impact. This means they must not only organize several visits to the same location to offer a wide variety of courses, but must also conduct post-course evaluations to track the project's actual impact.

Course and Participant:

- * The SUNY Center was operational during most of the year, facilitating the delivery of 51 courses attended by more than 1,000 students in 19 cities throughout Hungary.
- * SUNY offered courses on a wide range of subjects, including: strategic planning (the most frequently offered), small business management, agribusiness, and marketing.
- * The three best-attended courses offered by the SUNY project were strategic planning (317), train-the-trainers (160), and small business management (119). The disparity between the number of participants in the strategic planning component and other courses reflects the fact that it was offered more than twice as often as any other single course.

Completion:

- * SUNY successfully completed 100 percent of its program components and 100 percent of new elements established throughout the year. This attests to the benefits of having a long-term presence and a full-time committed staff on site.

Student Contact Hours:

- * With SUNY's focus on practical knowledge, it succeeded in attracting 63 percent of its participants from the business community.

Financial Spreadsheet:

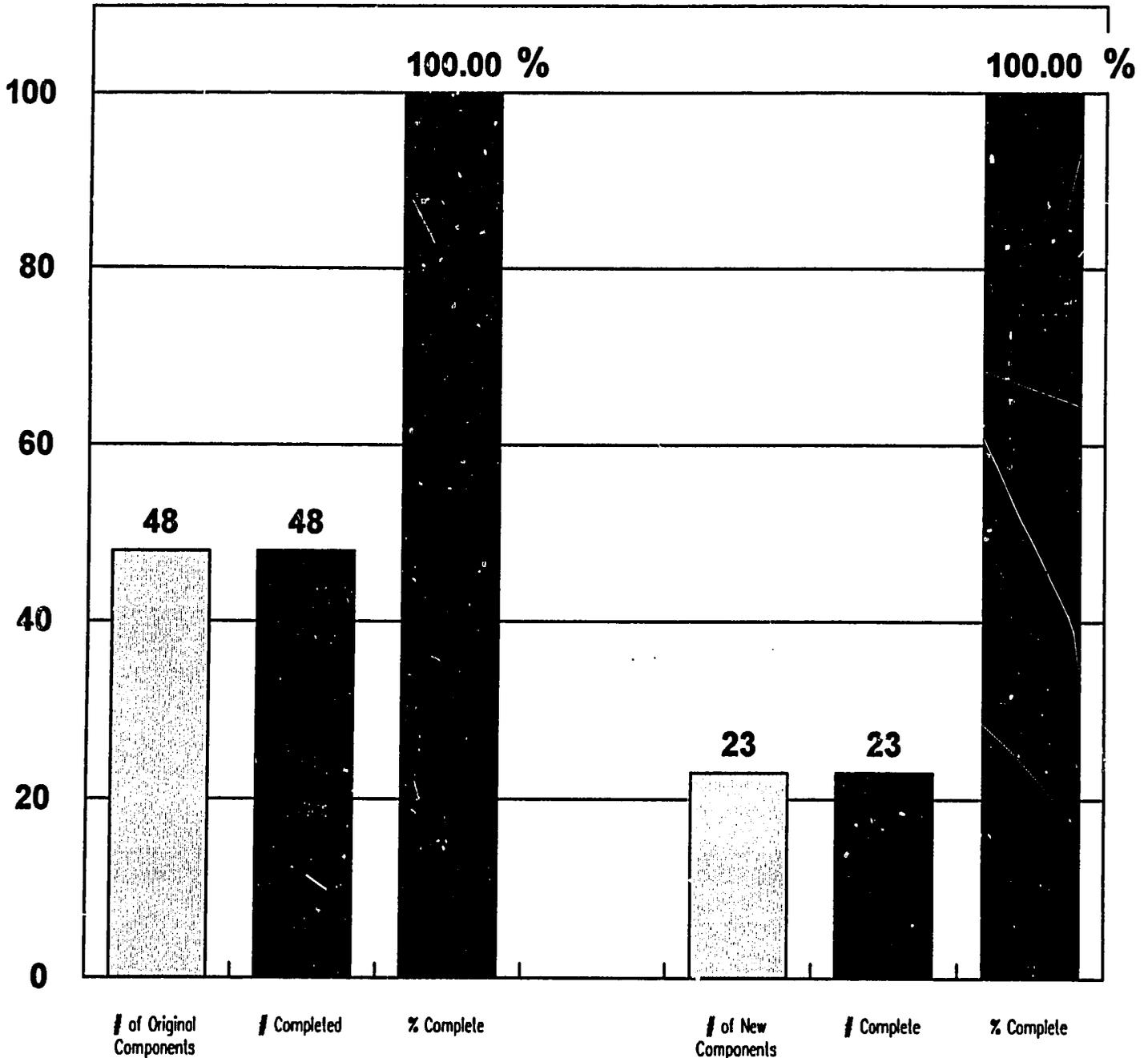
- * SUNY spent \$951,326, comprising 7 percent of total program expenditures.

Year 1 -- Courses and Participants by Subject Area

Subject Area	Total Courses	Total Participants
Accounting	2	61
Agribusiness	6	88
Banking		
Basic Management	4	54
English		
Entrepreneurship		
Environmental Management		
Finance		
Human Resource Management		
Import-Export	3	81
International Management		
Market Economics		
Marketing	3	45
Operations & Productions Management		
Privatization		
Small Business Management	8	119
Strategic Planning	19	317
Technology Transfer		
Total Quality Management	2	94
Train-the-Trainers	3	160
Training in the U.S.	1	1
TOTALS:	51	1020

Completion Chart

SUNY



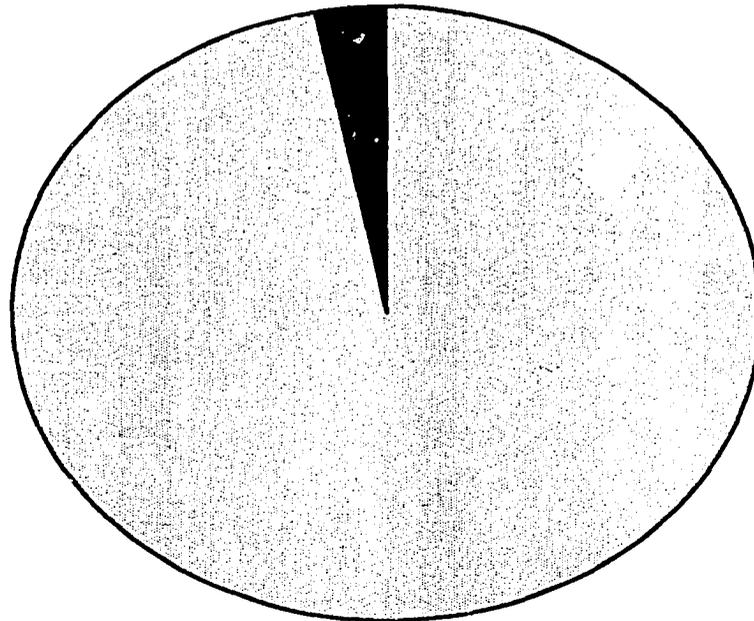
Throughout the year SUNY proposed a total of 71 project components. 100% of these components were completed in year one.

SUNY

1991/92 % of Student Contact Hours by Topic and Student Type

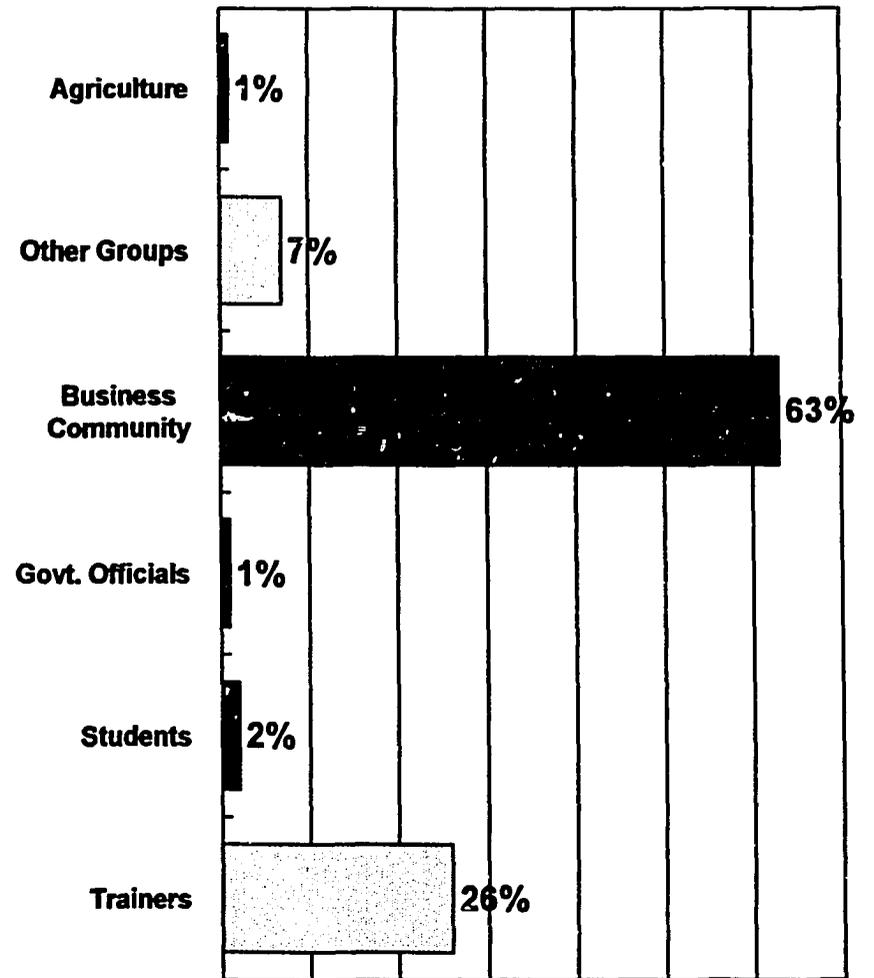
% of Student Contact Hours by Topic Area

Consultation/Round Table Discussions - 3%



Management Ed. - 97%

% SCH by Participant Type



0% 10% 20% 30% 40% 50% 60% 70%

AID-Grantee Expenditures - Management, Training and Economics Education in Eastern Europe 1991/92

	SUNY		Cost Share		
	AID Expenses		Cost Share		
	ACTUAL	PROJECTED	ACTUAL	PROJECTED	Total SUNY
Staff Salaries U.S. (Instruct.)			35,022	0	35,022
Staff Salaries U.S. (Staff)	87,462	79,838	54,733	34,752	142,195
Fringe Benefits	23,930	39,156	22,614	17,818	46,544
Salaries Local	43,739	48,152	0	26,775	43,739
Consultants	51,359	200,914	0	7,500	51,359
Travel - Per Diem	103,843	123,774	10,134	5,400	113,977
Nonexpendable Equipment	7,715	13,923	0	0	7,715
Expendable Supplies	4,557	20,279	1,700	5,250	6,257
Indirect Costs	100,351	167,440	0	29,834	100,351
Participant Costs	29,573	40,452	1,100	0	30,673
Workshops, Seminars, Conf	26,488	19,345	18,752	0	45,240
Video/TV Production	208,125	277,500	0	0	208,125
Subcontractors	0	0	0	0	0
Subcontractors	0	0	0	0	0
Subcontractors	0	0	0	0	0
Translation	22,615	0	1,000	0	23,615
Scholarships	8,582	20,355	0	0	8,582
Curriculum Development	0	0	0	0	0
Other Direct Costs	73,206	66,289	7,000	0	80,206
Other Reimbursement	0	0	7,726	7,000	7,726
TOTAL	791,545	1,117,417	159,781	134,329	951,326
Percentage of Total Expenditures					7%

State University of New York:
Annual and Fourth Quarterly Report

State University of New York Annual Report: 1992

The SUNY Annual Report provides a complete account of the activities of the first year of the Management Training and Economics Education program in Hungary during the first year. It further details the prevailing conditions influencing the overall status and development of the project.

Project Activities

The activities of this grant were coordinated and staged from the Center for Private Enterprise Development in Budapest, Hungary. These activities include a total of:

1. Thirty-six short management training seminars, with 630 participants;
2. Three courses on finance for non-financial managers offered in three locations;
3. Three two-week executive development training courses delivered at three locations;
4. Twelve curriculum development workshops given to faculty members of eight different universities and technical colleges throughout the country;
5. Completion of a 15-module video series on basic accounting and the development of companion workbook;
6. Establishment of the SUNY Center as a separate Hungarian entity intended to train and inform Hungary's private sector;
7. Identification, support, and training for faculty of three partner organizations;
8. Completion of one full year of the MBA program at SUNY Binghamton by a student from Pecs University;
9. Design of a training program at SUNY Buffalo in MBA curriculum development for three professors from the University of Miskolc;
10. Informal consulting offered by center staff to Hungarians and visiting Americans.

SUNY noted that all elements proposed in the Project Implementation Plan were completed, along with the "refocused" programming added as necessary by the changing political and economic conditions.

Conditions

The report notes that due to the continually evolving political and economic situation the demands on the project also changed.

The ongoing presence of the American faculty and staff contributed to the project's success. This presence not only lent a degree of credibility to the center, but also assured the Hungarians that they were involved in a long-term activity. This sense of permanence and security contributed to the Hungarians' willingness to invest time and money in support of the Center. Additionally, the SUNY staff's presence allowed the program to be much more sensitive and responsive to the changing needs of the participants.

Of these changing demands, perhaps the most striking example became obvious early in the year. Originally, the schedule had included many courses in accounting, finance, and marketing for small business. However, as time passed, it was clear that the demand for these courses was declining. Crisis and strategic management, quality control, agribusiness and basic business planning courses have become the most requested seminar topics. As a result, these courses have, and will continue to be, the focus of the project.

In addition, the increasing availability of developmental aid programs from both public and private sources helped to shape the SUNY program. In an attempt to avoid duplicating the efforts of other programs, the SUNY project decided to focus their efforts on those groups and organizations that had little or no access to other developmental aid programs.

Evaluation

In an effort to ensure the continued effectiveness and relevance of the project, the State University of New York developed several evaluation tools for analysis. An especially important element of this evaluation is the follow-up questionnaire. It is hoped that by tracking the participants after they leave the project, the actual value of the courses can be assessed. This "real world" experience can then be incorporated into future course designs. This attention to self-evaluation is an important factor in the future success of this program.

Management Courses

Thirty-six seminars were presented at 19 different locations during the first year. As these courses became widely known, several organizations contacted the Center and asked to be included in its activities. Two of these groups, Gyongyos and Nyiregyhaza, have the organizational and structural strength to act as long-term partners. Subsequently, they each co-sponsored three conferences during the year, and their members were frequent visitors of the Center.

Curriculum Development - Executive Development

The MBA component of the curriculum development element was modified during the earliest stages of the grant. As originally designed, students were to be selected from Pecs and Miskolc University to participate in the US-based training programs.

Because of the midsummer timing, however, the original plan for candidate selection at Miskolc was abandoned. In its place, it was decided that short-term faculty retraining would be more effective. As a result, three professors received training in the United States.

The solution in Pecs was slightly different. Rather than retrain several faculty members, a candidate was chosen to enter the SUNY Binghamton MBA program. Further, several faculty and administrators were assisted in their continuing redevelopment of the business curriculum throughout the year.

In addition to the programs mentioned above, there were 21 workshops in curriculum development at nine different locations throughout Hungary. The topics were tailored to the specific needs of each university.

A significant outgrowth in the development and redevelopment of the business curriculum at each of these universities has been the establishment of extensive university and local business linkages. Though quite common in the West, these types of linkages were largely unknown in Hungary prior to the involvement of the SUNY project.

These linkages may not only help the universities provide their students a better education, but may also provide the business community with a wealth of information and expertise in the coming years.

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Finally, three two-week executive development programs, and three one-week finance for non-financial managers programs were held for top and middle managers.

Trade Development and Small Business Consulting

During the first year, the Center stressed not only individual trade development and small business consulting, but also improving its partners' capacity to provide assistance.

By focusing on improving each partner's capacity to provide consulting and trade development assistance in the country's regional centers, the SUNY Center is assuring program sustainability. At the same time, it is also fostering a "multiplier effect," that will enable their partners to reach areas the Center cannot.

Public Education

This component of the project, a 15-module video series, was completed in July. A workbook to accompany the series is in the final stages of development.

Fourth Quarterly Review

This report, covering the period from April 17 through July 17, 1992, details the activities of the State University of New York's Management Training and Economics Education Program in Central and Eastern Europe.

Project Activities

Most activities took place in May and June. During this period, the following activities occurred at the Budapest Center:

1. Two, two-week executive development courses;
2. One, one-week finance for non-financial managers course;
3. Ten, two-day curriculum development courses (at five different locations);
4. Completion of a 15-part video series on basic accounting;
5. Completion of the Hungarian Workbook;
6. Contractual agreement reached with the Economic Literacy Project to produce additional video series;
7. Seventeen, two day courses given in 11 locations in Hungary.

8. Preliminary planning for year two begun.
9. The MBA student sponsored by the program continued her studies.

In addition, the Center was approached by a number of non-profit development programs interested in the coordination of activities in the future.

Administration

The overall administration of the project appears to be progressing, with all new staff members selected (except the new training coordinator).

All planning for the second year has been completed.

Project Elements

The project's elements can be divided into four major categories;

- a. Management Courses
- b. Curriculum Development/Executive Development
- c. Trade Development/Small Business Consulting
- d. Public Education

A. Management Courses

Fourteen short courses were presented in 11 locations throughout Hungary in the fourth quarter. This brings the total number of seminars offered in Hungary to 36, with a total of 622 participants for the year. During this quarter, four topics were covered: agribusiness, strategic management, quality management, and business plan writing.

It was noted that nearly 27 percent of the participants were women, and many of the general participants were middle-management level. Additionally, a small but significant number of professional teachers participated.

B. Curriculum Development/Executive Development

The last of the curriculum development/MBA workshops, executive development courses, and finance for non-financial managers courses were offered in May. By carefully scheduling the activities of each instructor, seminars and courses could be offered within the time frame of one visit. This time maximization allowed for substantial savings.

At the request of Pecs University, workshop participants also included faculty from the School of the Arts, who are currently developing a human resource program.

C. Trade Development/Small Business Consulting

Trade development and small business consulting activities continued as in the previous quarter. While the Center continues to offer ad hoc consulting, the focus of its efforts remains in developing the capacity of its partners, exchanging information, and collaborating with existing organizations in Hungary.

The Center is creating a handbook of Hungarian and American trade, export, and import regulations (in Hungarian) for Hungarians interested in exporting to the United States.

D. Public Education

The 15-module basic accounting video series was completed in July, and the tapes are being converted to the European PAL standard for distribution.

Of further interest was the contractual agreement reached with the private American company, Economic Literacy Project (ELP). This agreement will enhance the Center's video capabilities at no extra cost.

Other Activities

The Mellon Foundation sponsored rectors conference was held in May. This conference allowed the Center to develop associations with a broad range of institutes of higher education.

Attachments

In addition to the narrative summary of the quarter noted above, the report included several attachments to the report: Attachment A: Seminars - Summary, Activities and Participant Statistics/Evaluations; Attachment B: Rectors Training Conference; Attachment C: Financial Reports -- Summaries of total Program Expenditures (May-July) and Center Director Salary Expenditures; Activities for the quarter in Curriculum Development, Executive Development, and Finance For Non-Financial Managers; Letters from Pecs; and Instructors' Evaluations.

Recommendations

While the State University of New York project continues to progress, the university should further refine the focus of its project. Additionally, it would be desirable if the analysis (along with the raw data) of SUNY's own evaluation were made available. This would allow the Evaluator to more accurately assess the progress of the overall project.

University of Delaware



Project Sites:

- Sofia
- Plovdiv
- Varna
- Gabrovo
- Burgas

University of Delaware
Annual Assessment

Issues and Recommendation:

As the University of Delaware project progressed over the year, two important issues have arisen. The first revolves around Delaware's low project completion rate. Though the number of participants reached by this project was well above average, the same can not be said of the project's completion rate. This is a result of two factors: 1) that the University of Delaware is the only grantee in the MTEECCE Program operating in Bulgaria, and 2) that it has been asked to fulfill a vast array of requests, spreading its resources too thin.

In this case, failure is a result of the flexibility the University of Delaware has exhibited toward requests made by various people, in addition to responding to the changing needs of its participants. This continual evolution is hurt by the resulting tendency to lose the project's continuity and focal point. Delaware, aware of this situation, has opted to concentrate activities in Sofia and devote time to securing a more stable arrangement for the project.

Second is the university's relationship to the Balkancar Corp. Originally, this relationship was intended to help strengthen this important Bulgarian corporation and give the University of Delaware's faculty an opportunity to become intimately familiar with Bulgarian business. Unfortunately, as the pressures on this company intensified, the relationship suffered. This growing instability led to Delaware's increasing disengagement from a potentially dangerous alignment.

The University of Delaware was one of several projects that established training arrangements with major industrial corporations. Though it is clear that these corporations could benefit from the advice and expertise offered by the American faculty, it is possible that, at this time, it is not appropriate for U.S. schools to so closely associate themselves with these companies. The future of these companies is determined more directly by government actions today than university training.

The English Language Program (ELP) had a strong, positive impact on Delaware's Economics and Management components by providing language support to a wide variety of participants.

Courses and Participants:

* The University of Delaware offered an extensive program in Bulgaria, administering 154 courses and teaching 3,654 students. These Bulgarian participants comprise 24 percent of all Eastern Europeans reached by the MTEECEE program.

* More than 900 students participated in 35 market economics courses.

* Delaware trained 469 people in English language skills. Given that English is the business language of the world, this element is viewed favorably. Sofia-based activities offer English courses for managers, economists, journalists, and other interested professionals. Most courses offer a variety of training levels, which positively impact upon teaching effectiveness and learning efficiency. During the first year, 43 English courses were taught in Sofia, Varna, Plovdiv, and Burgas.

* An additional 1,300 participants were reached in various management, marketing, and strategic planning courses.

* More participants were trained in Delaware's train-the-trainers program (309) than in any other single AID component.

Completion:

* Delaware completed only 52 percent of its originally proposed project components but made significant modifications to the project. One hundred percent of Delaware's new project components were completed. Its total completion rate is 61 percent. It is anticipated that a refinement of project goals will improve this completion rate.

Student Contact Hours:

* English received the greatest amount of contact time. It accounted for 41 percent of the total.

* Delaware was able to train four different types of participants: members of the business community, government officials, students, and future trainers.

* Trainers were the largest participant group, representing 29 percent of contact hours. This is particularly important for the program given that Delaware is the sole operator in Bulgaria.

Financial Spreadsheet:

* Delaware spent \$1,672,453, comprising 12 percent of total program expenditures.

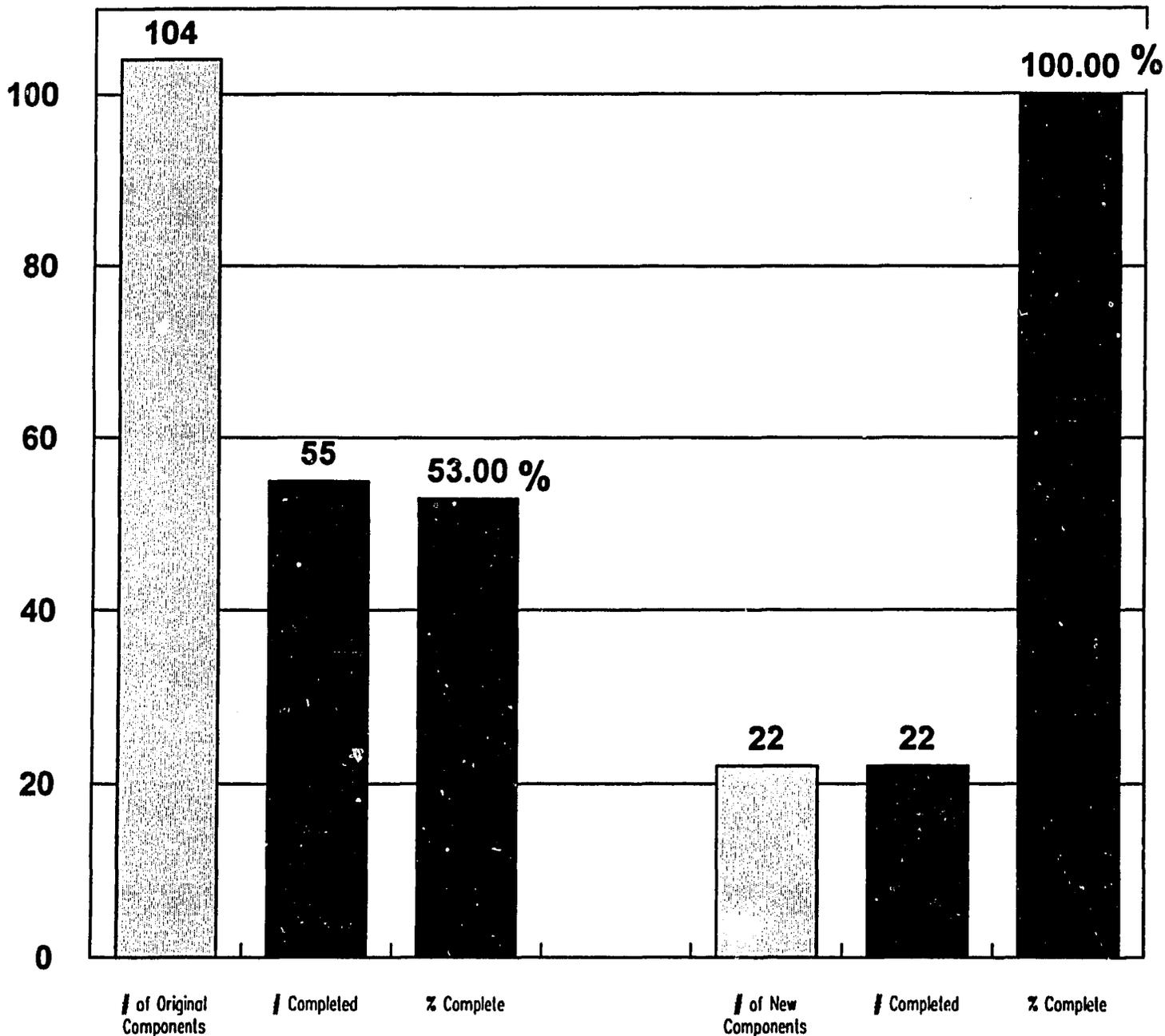
University of Delaware -- Bulgaria

Year 1 -- Courses and Participants by Subject Area

Subject Area	Total Courses	Total Participants
Accounting	1	n/a
Agribusiness	8	364
Banking		
Basic Management		
English	43	469
Entrepreneurship		
Environmental Management		
Finance	6	184
Human Resource Management	5	220
Import-Export		
International Management	7	375
Market Economics	35	918
Marketing	6	240
Operations & Productions Management	2	30
Privatization		
Small Business Management	4	205
Strategic Planning	10	240
Technology Transfer		
Total Quality Management	3	85
Train-the-Trainers	7	309
Training in the U.S.	17	15
TOTALS:	154	3654

Project Component Completion Chart

University of Delaware



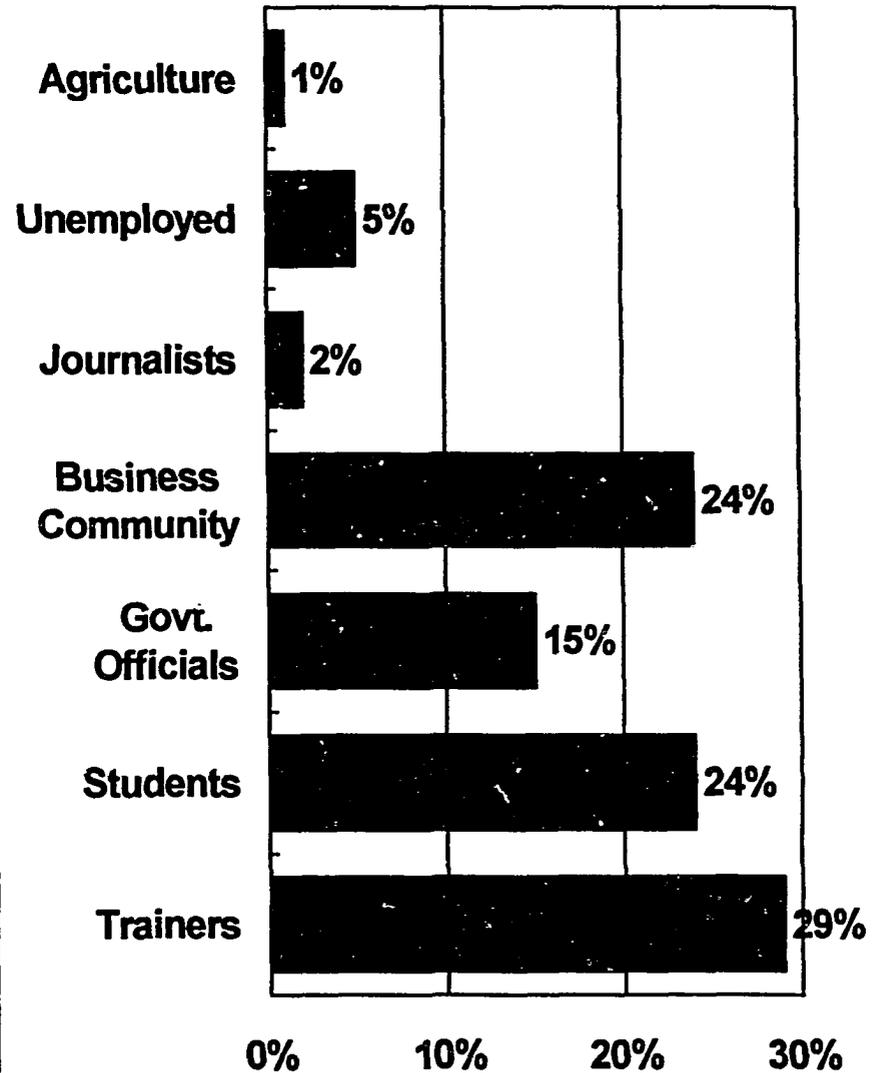
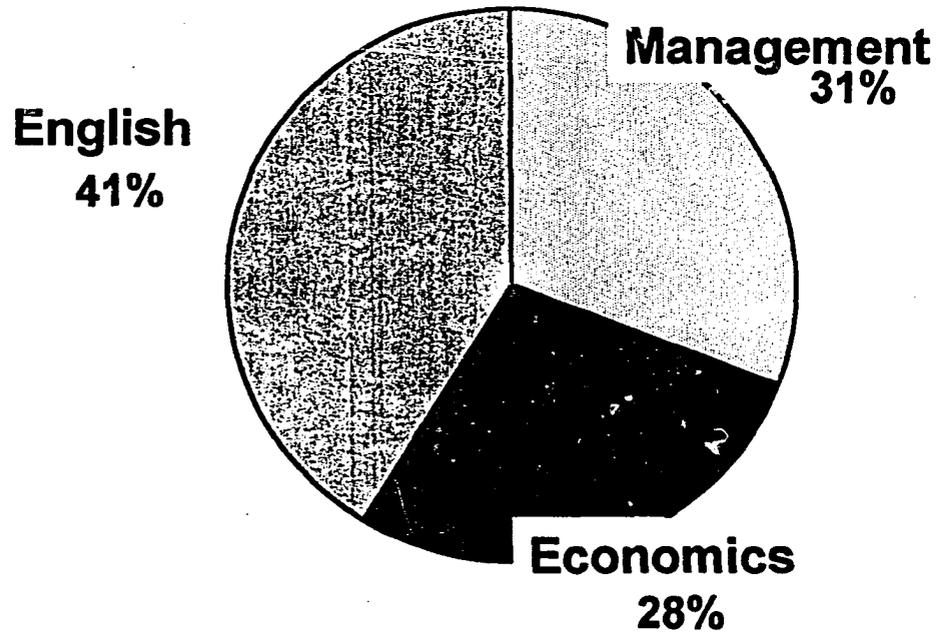
Throughout the year Delaware proposed a total of 126 project components. 61% of these components were completed in year one.

1991/92 % Student Contact Ho

nd Student Type

% of Student Contact Hours by Topic Area

% SCH by Participant Type



The University of Delaware emphasized English Education in their program offerings. Much of the curriculum, however, dealt with English as used in the business environment. Note that Trainers and Students received the greatest amount of programming, leading one to assume that the program is likely to have long lasting impact.

AID-Grantee Expenditures - Management Training and Economics Education in Eastern Europe 1991/92

	University of Delaware				Total Delaware
	AID Expenses		Cost Share		
	ACTUAL	PROJECTED	ACTUAL	PROJECTED	
Staff Salaries U.S. (Instruct.	505,203	420,424	103,712	129,085	608,915
Staff Salaries U.S. (Staff)	12,800	23,310	20,102	8,000	32,902
Fringe Benefits	138,836	135,684	35,434	42,006	174,270
Salaries Local	29,650	20,300	0	0	29,650
Consultants	0	36,000	0	0	0
Travel - Per Diem	123,143	133,216	4,322	0	127,465
Nonexpendable Equipment	19,379	60,699	4,516	0	23,895
Expendable Supplies	124,240	32,600	126	0	124,366
Indirect Costs	338,951	356,378	58,214	66,426	397,165
Participant Costs	6,850	153,922	0	0	6,850
Workshops, Seminars, Conf	81,914	87,490	0	0	81,914
Video/TV Production	5,026	36,986	10,431	22,200	15,457
Subcontractors	0	0	0	0	0
Subcontractors	0	0	0	0	0
Subcontractors	0	0	0	0	0
Translation	0	0	0	0	0
Scholarships	0	0	49,092	35,582	49,092
Curriculum Development	0	0	0	0	0
Other Direct Costs	0	0	512	0	512
Other Reimbursement	0	0	0	0	0
TOTAL	1,385,992	1,497,009	286,461	303,299	1,672,453
Percentage of Total Expenditures					12%

University of Delaware:
Annual and Fourth Quarterly Report

This report includes an analysis of both the quarterly and Annual reports.

Annual Results: extracted from Attachment 1. Report on the Results of the Summer Program in Varna, 1991.

Within this report, several important issues are raised concerning the impact of this project in Bulgaria.

The first impact involved structural change; the old two-department structure at the Varna University of Economics has been transformed into five departments: Management and Marketing, Accounting, Trade, Information Systems, and International Economics. Furthermore, classical courses in political economy have been set aside, and Western-style economics courses have been introduced into the program. The University of Delaware (UD) has aided the Varna University in these structural and curricular changes.

Perhaps the most significant impact of the AID sponsored program is the support it provides to important members of the Bulgarian academic community during this period of transition. It was noted that the atmosphere in the Bulgarian universities did not support radical change. Dominant forces within the universities are still generally older and more influential professors who are not eager to make reforms. The presence of the American faculty, the availability of American literature, and the support of younger faculty members have become critical to the success of the University of Delaware program and have helped open the door to reform.

Fourth Quarterly Review

The University of Delaware reported that the fourth quarter of its project in Bulgaria was a success. During this period, the program elements -- management, economics, and the English language program -- moved to Varna. In addition, a smaller management team went to Gabrovo to teach courses in support of the Gabrovo Technical University's new Industrial Management Program.

A new, year-long series of advanced courses were initiated in the economics program. It is hoped that these courses will allow the university to intensively prepare a select audience of trainers. At the same time, lower level economics courses will continue to be offered.

Planning for Year Two continues.

I. Management Training Program

At the end of May, the management team completed its course offerings in Sofia and moved to Varna and Gabrovo for the summer.

The move to Varna was designed to offer instruction to regional managers and faculty, while the project offerings in Gabrovo are intended to instruct the future trainers and faculty from the Gabrovo Technical University and regional companies. During this period, the following management courses were offered;

1. Production and Operations Management (new course)
2. Management Techniques and Management (new course)
3. International Business Management
4. Fundamentals of Marketing
5. Management Techniques for Small and Medium Businesses
6. Total Quality Management
7. Human Resource Management

The report emphasized the results of the AID course evaluation. The evaluation shows that, for the most part, participants were pleased with the quality of the courses offered.

Planning for Year Two continued throughout the quarter, and several important agreements were reached regarding project sites and housing.

Coordination efforts between the University of Delaware and the Peace Corps are under consideration. Several meetings were held between the staffs of both organizations, and several areas for potential support and cooperation were noted.

Extracurricular activities

The management team continues to develop contacts with business people, academics, government officials, and others. In addition, faculty members participated in extracurricular activities ranging from submitting articles for publication to holding informal advising sessions.

The Bulgarian-American Society of Business Educators (BASBE) held a conference in May. Several UD faculty members participated with hopes of promoting the management program in the Varna business community.

II. Economics Education Program

The Economics Education program also moved to Varna during this quarter. During this period, the new two-track program was initiated in which select students will receive intensive training through a series of advanced courses, while others will continue as before.

Advanced Economics Curriculum

An advanced curriculum comparable to a first year U.S. graduate economics program was developed. The new program gives each participant at least as many economics courses as a Western undergraduate program.

The advanced course is expected to continue for 12 months with four courses in Varna offered during the summer, and 10 more offered in Sofia during the rest of the year. All students will be expected to complete at least 10 courses in order to receive a certificate of completion. All the courses observe the same standards as similar courses in the masters program at the University of Delaware.

The program drew more than 65 applications from which 22 students were selected. Nearly all are economists, roughly 25 percent are university faculty, while another 25 percent work for various government ministries, the President's Council of Economic Advisors, or the Institute of Economics. Most non-professional students admitted to the advanced section had attended courses at UD's summer program. Although those students rejected from the advanced program were admitted to the intermediate level, few accepted. This procedure, however, allowed new recruits from the Varna University of Economics to participate in the program.

Economics Program Offerings

During this period, the following economic topics were covered:

1. Intermediate Macroeconomics
2. Economics of the Monetary and Financial System
3. Principles of Microeconomics
4. Intermediate Macroeconomics
5. Economics of Law
6. Advanced and Intermediate Microeconomics
7. Advanced and Intermediate International Trade and Finance

Sofia:

Specifically offered in Sofia, these courses began in Sofia in the third quarter and were completed in this period:

1. Intermediate Macroeconomics
2. Intermediate Macroeconomics
3. Economics of the Monetary and Financial System
4. Intermediate Macroeconomics
5. Intermediate Macroeconomics
6. Intermediate Macroeconomics
7. Introduction to Microeconomics
8. Economics of Law
9. Introduction to Microeconomics

Varna:

The following courses were offered in Varna;

1. Advanced Microeconomics
2. Intermediate Microeconomics
3. Advanced International Trade
4. Intermediate International Trade

Course Evaluation Results

The University of Delaware reports that its analysis of post-training questionnaires showed a generally strong satisfaction with the courses. This was confirmed by Professor O'Neil's evaluation of the 1991 Varna Economic Program.

III. English Language Program

During the fourth quarter, the English language program (ELP) was active in Sofia, Plovdiv, Varna, and Delaware. It was reported that, as in previous quarters, the ELP met or exceeded all its objectives. The ELP continues to provide logistical and communications support that has proven critical.

IV. The Resource Center

The Resource Center continued to provide basic services to the academic community and the general public.

The media room and the reading room continued operations despite the summer slowdown. Despite reduced patronage at both facilities, the media room reported more than 420 visitors, and the reading room more than 945 visitors.

V. The Spring International Business Institute

The Spring International Business Institute (SIBI) began during the third quarter and concluded in early May of the fourth quarter.

Fifteen Bulgarian entrepreneurs went to the United States to gain training and practical work experience in American businesses. The institute's theme was "Small Business Development," which consisted of 16 business seminars. Training was intended to take participants through the process of starting, managing, marketing, and developing a small- or medium- sized business.

VI. Appendices

The final element of this report is a detailed group of Appendices, which includes;

- A. Management Courses Offered in Sofia, Varna and Gabrovo
- B. Economics Courses Offered in Sofia and Varna
- C. English Language Courses Offered in Sofia and Varna
- D. English Language Program Qualitative Evaluation -- for Sofia and Varna.

University of Minnesota



- Project Sites:
- Warsaw
 - Lublin
 - Bialystok
 - Olsztyn

University of Minnesota
Annual Assessment

Issues and Recommendations:

The University of Minnesota's project is characterized by the grantee's economic and agribusiness-related activities and by the substantial contributions of the university's primary subcontractors. The subcontracted elements of Minnesota's Applied Management Training Program administered 45 percent of Minnesota's project, and facilitated training of 30 percent of its project participants.

Therefore, the Evaluation Team reiterates the importance of the University of Minnesota maintaining careful and thorough organization, maintenance, and communication throughout its project.

The University of Minnesota has a strong agricultural focus as do its three subcontractors: Land O'Lakes, Sparks Companies, and the Foundation for the Development of Polish Agriculture. With such an abundance of agricultural expertise, it would seem that this grantee has the opportunity to have major impact on a population desperately in need of guidance and attention.

Courses and Participants:

* Minnesota offered a total of 53 courses, attended by 2,349 participants.

* The market economics subject area attracted the largest number of participants with more than 580 participants.

* The areas of agribusiness, market economics and small business management were the most widely offered courses and in most cases had the greatest attendance.

* The train-the-trainers program, which proposed training 100 women in small and micro-enterprises, was never reported as attempted or accomplished.

Completion:

* Minnesota completed 72 percent of its originally proposed project components. This is slightly below the overall program average. No new project components were added.

Student Contact Hours:

* Unlike the other grantees, Minnesota spent its greatest number of contact hours with students -- 40 percent. This

is, in part, due to a number of courses offered to students at the Warsaw School of Economics as a supplement to their advanced economics education.

* Agriculturalists were the second largest participant group making up 27 percent of the SCH.

Financial Spreadsheet:

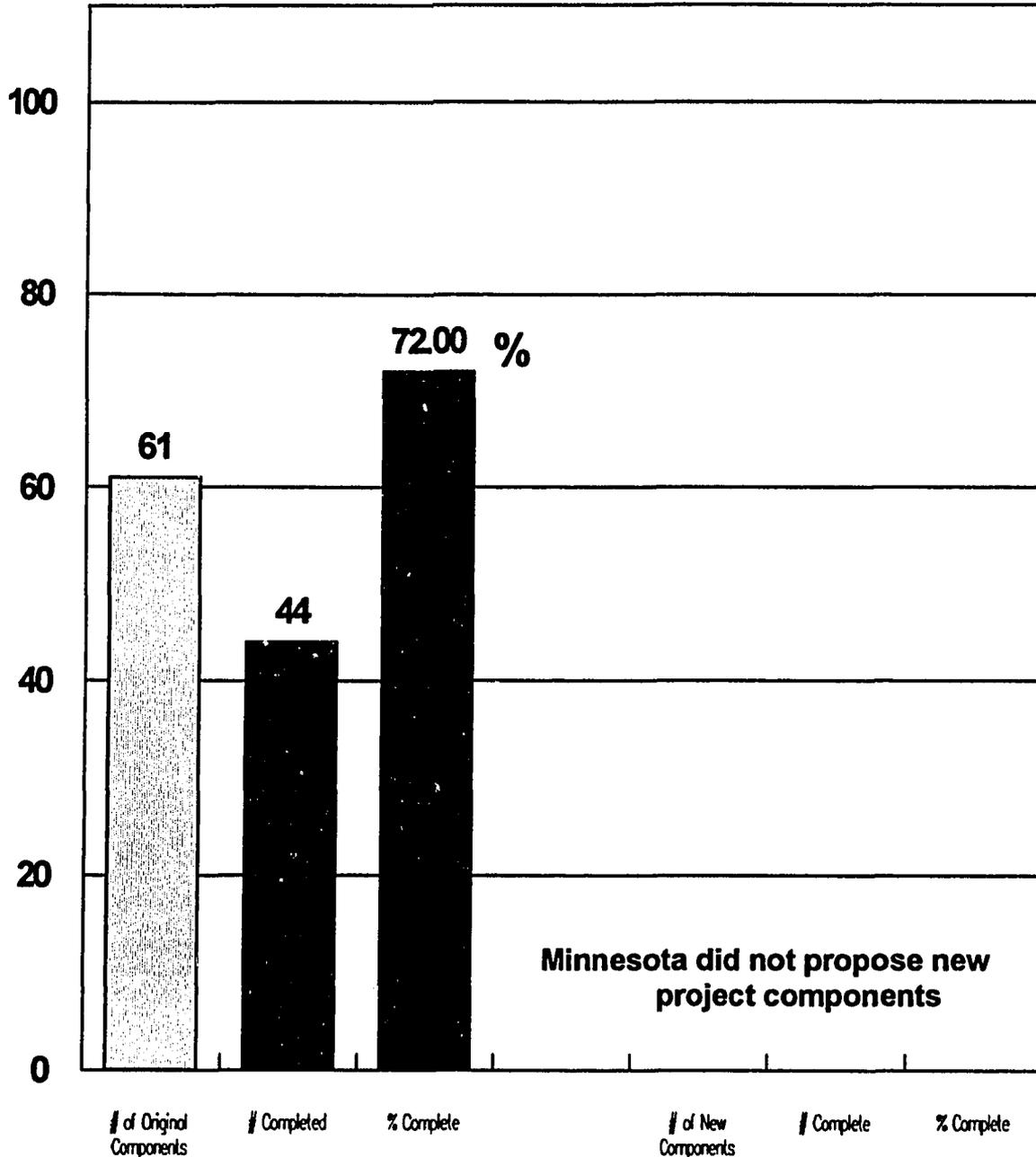
* Minnesota spent \$1,462,816, comprising 11 percent of total program expenditures.

Year 1 -- Courses and Participants by Subject Area

Subject Area	Total Courses	Total Participants
Accounting	1	17
Agribusiness	10	425
Banking		
Basic Management	7	326
English		
Entrepreneurship		
Environmental Management	1	21
Finance	5	332
Human Resource Management	2	75
Import-Export		
International Management		
Market Economics	10	583
Marketing	3	202
Operations & Productions Management	2	75
Privatization		
Small Business Management	10	254
Strategic Planning		
Technology Transfer		
Total Quality Management		
Train-the-Trainers	2	39
Training in the U.S.		
TOTALS:	53	2349

Project Component Completion Chart

University of Minnesota

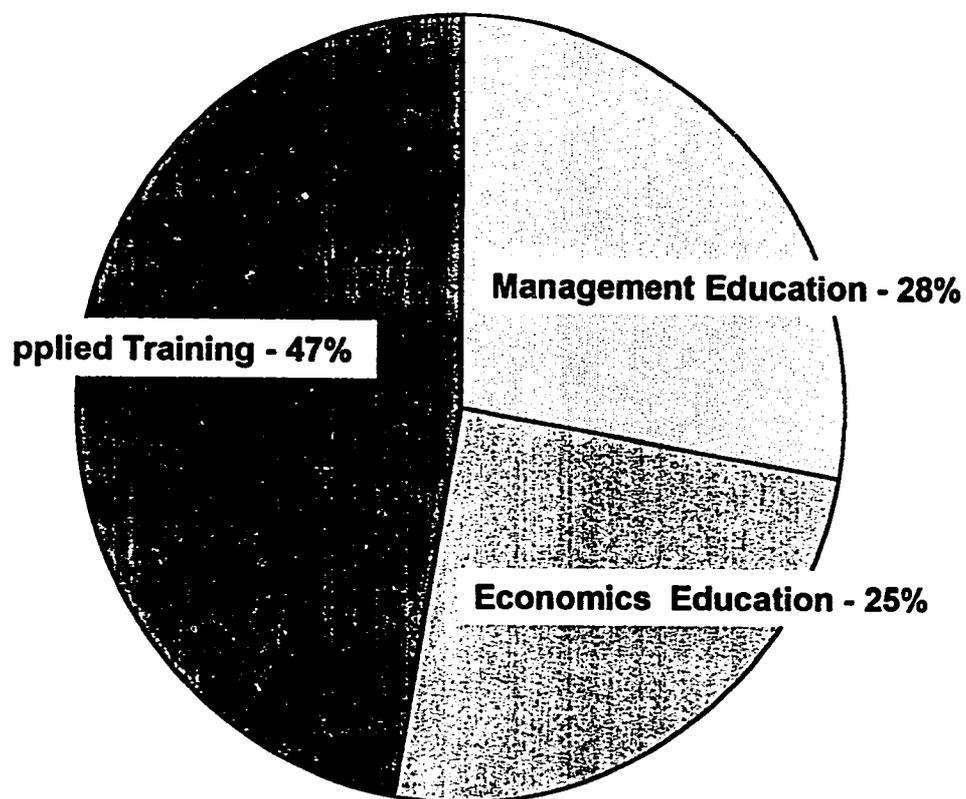


Throughout the year the University of Minnesota proposed a total of 61 project components. 72% of these components were completed in year one.

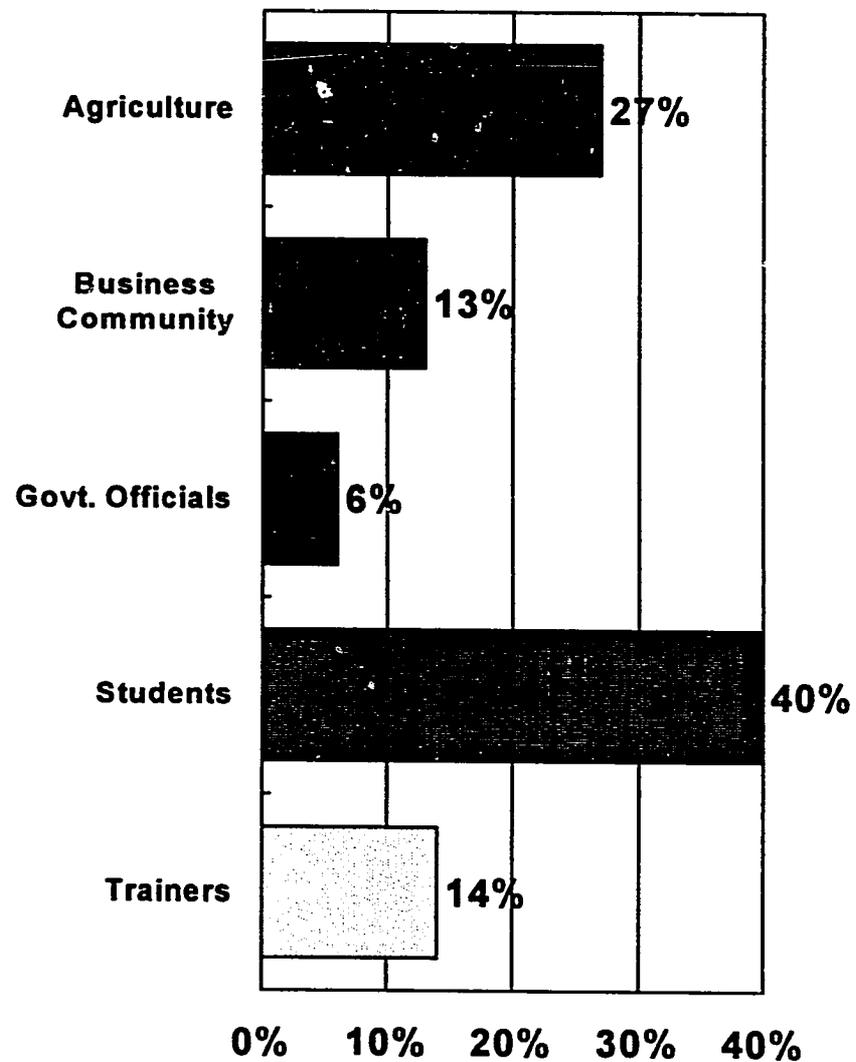
University of Minnesota

1991/92 % of Student Contact Hours by Topic and Student Type

% of Student Contact Hours by Topic Area



% SCH by Participant Type



Source: Leslie Kofal - AID Program Evaluator

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AID-Grantee Expenditures - Management Training and Economics Education in Eastern Europe 1991/92

	University of Minnesota		Cost Share		Total Minnesota
	AID Expenses		Cost Share		
	ACTUAL	PROJECTED	ACTUAL	PROJECTED	
Staff Salaries U.S. (Instruct.	165,868	162,208	67,540	41,300	233,408
Staff Salaries U.S. (Staff)	119,611	127,667	17,450	16,167	137,061
Fringe Benefits	85,275	86,963	24,648	17,243	109,923
Salaries Local	59,065	181,750	0	0	59,065
Consultants	0	0	0	0	0
Travel - Per Diem	147,518	170,725	0	0	147,518
Nonexpendable Equipment	30,066	30,500	6,000	6,000	36,066
Expendable Supplies	16,696	24,000	0	0	16,696
Indirect Costs	117,167	256,491	0	26,960	117,167
Participant Costs	0	0			0
Workshops, Seminars, Conf	0	0			0
Video/TV Production	0	0			0
Subcontractors	187,944	300,000		50,976	187,944
Subcontractors	186,875	200,000		20,000	186,875
Subcontractors	209,912	230,000		1,312,746	209,912
Translation	10,147	13,125			10,147
Scholarships	0	0			0
Curriculum Development	0	0			0
Other Direct Costs	0	0	11,034		11,034
Other Reimbursement	0	0			0
TOTAL	1,336,144	1,783,429	126,672	1,491,392	1,462,816
Percentage of Total Expenditures					11%

The University of Minnesota:
Fourth Quarterly Report

This fourth Quarterly Report, which covers the period from April 1 through June 30, 1992, details the activities and progress of the Management Training and Economics Education project, as administered by the University of Minnesota (UM).

While the report provides a breakdown of participant locations, background, and the courses offered, it provides no record as to whether each participant took one or a series of courses. It is not clear how many participants counted multiple times in these figures, or how many only participated once. Lastly, course and instructor Evaluations were performed.

Annual Results

Together with the details of its project during the fourth quarter, the University of Minnesota also included information about activities and impact during the first year.

In the first year of this project, the University of Minnesota conducted nine management and economics courses and 14 applied management and technical training seminars based at Olsztyn University.

Over the course of the first year, the University of Minnesota has established relationships with eight universities. Furthermore, two filial branches participated in this project.

The institutions noted are listed below:

- Warsaw School of Economics (WSE)
- University of Maria Curie-Sklodowska of Lublin
- The Bialystok Polytechnic
- The Filial University of Warsaw, Bialystok
- The Filial University of Maria Curie-Sklodowska of Lublin
- The University of Warsaw - UW
- The Warsaw Agriculture Academy
- The Academy of Economics of Katowice
- The Warsaw Polytechnic
- The Agro-technical Academy in Olsztyn

Most of the managers who participated were recruited with the assistance of the AID sponsored by the Polish government.

Self-Evaluation

Though self-evaluation was an important aspect of University of Minnesota program, only the responses to specific questions from self-evaluations were included in the report. No sample evaluative tools accompanied this report.

The Management Course

Evaluation results were provided in three categories assessing the lecturer's competence, the lecturer's pedagogical skills, and the course's attractiveness for the participants. Specific questions directed at the business community measured the percentage of executives who will apply delivered knowledge.

Applied Economics Courses

In general, the self-evaluation responses were categorized by participant type. The following four questions posed to students were included in this report:

- a) importance of this course to their graduate program;
- b) degree of knowledge of the course;
- c) pedagogical skills of the professor;
- d) degree of satisfaction obtained from the course.

Faculty members answered three questions:

- a) degree of knowledge of the course;
- b) degree of interest in the course;
- c) pedagogical skills of the professor.

Total Project

The university reports that 377 participants attended the project in 1991-92. Of those participants, 88 were faculty members, 246 students, and 43 managers.

Impact on Academic Environment

A final and perhaps most significant impact of the project is the effect it is having on the participating Polish instructors. Though somewhat reluctant at first, they are now adopting U.S. methodology. It was reported that many Polish students stopped attending courses taught by their Polish instructors, and opted to attend those offered by the American faculty.

As the Polish faculty members become more comfortable with the new, dynamic style of their western counterparts, they will not only be able to attract these "truant" students, but will significantly enhance their own abilities.

Fourth Quarterly Review

The University of Minnesota offered nine courses in economics and management for 722 participants during the fourth Quarter. Many of these courses will be introduced in the Warsaw School of Economics curriculum in fall, 1992.

The report provided evaluation results from each course, measured the number of teaching hours, listed participants grades, and enumerated the other activities of the American faculty.

Special note is made of the training center in Olsztyn and of the establishment of the Kortowo School of Agribusiness.

General Comments

Courses were offered in English and in Polish. Those participants fluent in English were invited to help prepare courses to be taught by American professors during the second year.

Site Activities

Lublin

Every participant of the project had the option of taking courses for credit. All of the courses were in English, and students who attended six of nine Management and/or eight of fourteen applied economics courses were eligible to receive a special certificate of completion.

Managers were recruited either from among project participants or the Agency of Industrial Development which recruited 23.

In the participants noted that the professors should use case study examples more specifically tailored to the Polish situation.

Managerial Training Program

The Managerial Training Program was offered to faculty members who were able to assist in curriculum development, with two sections offered; graduate students, who needed the

opportunity to study market economics prior to graduation; and managers who wanted to improve their professional skills in management.

This component of the project offered six courses, with a total of 688 participants (214 faculty, 447 students, and 27 managers).

Courses offered included: Marketing;
Management and Strategic Planning;
Distribution Logistics and
Transportation;
Operations and Production
Management;
Risk Management and Insurance;
General Management and Strategy;
Human Resources Management.

The group of managers taking part in this project participated in only one of the offerings -- Risk Management and Insurance.

The Marketing, Management, and Strategy, course had the highest number of faculty and student participation of all those offered. This element was considered the most practical in its ability to translate knowledge learned to skills applied.

Each student wrote a marketing plan while Polish faculty wrote, conducted, and evaluated case studies on marketing. In conclusion, eight of 40 Polish faculty members agreed to work on case studies to be published in year two.

Distribution Logistics and Transportation

The report mentions that this course will be team taught by an American and a Polish faculty member in year two. Of particular interest were the three failing marks that were given. The evaluation team would like to know the criteria by which grades were assigned, and what constitutes a failure.

The evaluation responses provided seem to indicate a general apathy to these courses. The participants, "recognizing the course as not much interesting. [sic]." The report suggest that this trend stems from the fact that these topics are new to the country. As a result, the report implies it was not easy to evaluate such courses.

An especially interesting issue was the reported finding that fewer hours were spent with WSE faculty and other faculty than with students. Students received a total of 120

hours to WSE faculty's 48 hours. Faculty outside of WSE received 50 hours with an additional 39 hours devoted to meetings and consultations, which could have been with students, faculty, or other people.

Applied Economics Program

Fourteen courses were offered under this subject heading. A total of 899 people were trained (305 faculty, 594 students). In addition, a total of 520 teaching hours were spent, with 172 of those hours devoted to "other meetings."

The courses offered included:

1. The U.S. and European Economic Policy
2. Applied Econometrics Methods of Economic Data Analysis
3. Applied Mathematical Programming
4. Markets and Prices
5. Microeconomic Approaches to Political Behavior
6. Labor Economics
7. Finance and Expenditures by Subnational Governments
8. Regional Economics
9. Benefit-Cost Analysis
10. Financial Markets and Banking
11. Economic Growth and Business Fluctuations
12. Environmental Economics
13. Public Finance and Expenditures
14. Economic Development and Trade

Financial Markets and Banking was by far the most popular offering for students, with 183 participants, 160 of whom were students. The U.S. and European Economic Policy seminar was second, with 105 participants. Labor Economics drew the highest number of faculty. In most cases, the student to faculty participant ratio was 2:1.

Of these courses, Environmental Economics received the highest number of teaching hours (24 hours) for faculty members. Interestingly, no faculty members from Warsaw attended this offering.

WSE faculty members participated in consultation meetings and seminars on curriculum development conducted by American professors. Many of the Polish students decided to take these courses for credit.

The report notes that a number of graduate students did not find the courses very relevant. Dr. Radomski explains that such a response is a result of the students' continuing to study "a program of studies based on command-rationed economics and, due to this, it is not necessary to be

knowledgeable in those problems which have been taught by American professors."

However, it was also noted that an increasing number of freshman and sophomore students attended the courses. Growing interest was also evidenced among the WSE faculty. Dr Radomski believes that the hesitation by WSE faculty to participate at the outset was the result of the fear of competition from American professors.

In addition to the courses noted above, a number of seminars were held for faculty from various universities and government institutes.

Year Two

It has been anticipated that 30 hours of team-teaching courses will be offered by American and Polish faculty in year two. It has not yet been determined whether the courses will be compulsory or optional for Polish students. American professors will assist their Polish counterparts in course design, case preparations, and software selection.

Proposed courses for YEAR 2 are: Management; Labor Economics; Strategic Management; Mathematics; Marketing; Transportation, Operations and Production Management; Econometrics; Accounting; and Economics.

Center for Excellence

Now called The Polish-American Center for Management and Economics, the Center's opening was postponed until October 1992. The location is a cost-share contribution by WSE, and will be renovated by them. Eleven computers and one fileserver were purchased and a selection of textbooks provided.

SUMMER SCHOOL

A summer school session is being held in Suprasl in September, taught by four American faculty members. The course is intended to help increase the knowledge of the faculty members in intermediary economics.

Land O'Lakes Subcontract Activities (LOL)

The following activities were organized and conducted by one of the University of Minnesota's primary subcontractors.

Land O'Lakes offered two five-day seminars, and one seven-day seminar:

April 26 - May 3: five-day course called Food Plant Operations. The 26 participants were asked to write legislative, regulatory, and operational activities to improve the viability of Polish dairy cooperatives in hopes of making the course more relevant.

June 8-16: Cooperatives: Principles and Practices. This course was added in response to demand by previous participants in the private agribusiness management courses and was attended by 23 participants.

June 13-17: Introduction to Advanced Marketing and Logistics Principles.

Sparks Companies Subcontract Activities

The Sparks Companies, another of the subcontractors working under the auspices of the University of Minnesota, held four three-day seminars for middle-level managers, government officials, and others at the Kurtowo School of Agribusiness in Olsztyn Agricultural Academy.

May 18-20 and May 21-22: on Agribusiness Management and Privatization.

June 29-1 and July 2-4: on Marketing and Agribusiness Management

Of special interest was the participants' strong reaction to the inadequate facilities and the importance that translators/interpreters made in participants, understanding of the materials.

Eight seminars were presented from December through July. These seminars were designed to target managers/owners, government officials, personnel looking into private businesses, agricultural bankers, teachers, and others in the agricultural community.

ATAP/FDPA Subcontract Activities

The American Trust for Agriculture (ATAP/FDPA) organization is the last of the subcontractors working in association with the University of Minnesota. These two organizations sponsored seven courses on their own.

In its fourth quarter report, FDPA explains that the Kortowo School of Agribusiness was created to serve as a center for applied management training courses.

FDPA organized and handled the logistics for the Land O'Lakes and Sparks courses, and ran three of its own courses (Agribusiness Management, Video in Business, and Train the Trainers). Ninety-five people attended the FDPA courses.

In January, FDPA concluded that recruitment should be targeted directly at appropriate companies and organizations, with less reliance upon the Polish Ministry of Agriculture.

The activities of these subcontractors include:

1. Four small business management courses, emphasizing sales and marketing for small manufacturers. These courses, February 3-5 and 10-12, trained 55 people. The second series, February 18-20 and 25-27, aimed at prospective small manufacturers, trained 54 people.
2. Sales and marketing courses, - March 3-5 and 10-12, trained 31 people.
3. FDPA noted that Sparks gave two seminars, March 10-12 and 13-15, for 74 people on agribusiness management (this differs slightly from Sparks own report)

FDPA offered seminars on sales and marketing and small business Management for small manufacturers April 7-9, for 23 participants, and April 14-16, for 19 participants.

FDPA offered marketing and sales force management courses April 21-23 and 28-30. 51 managers attended.

In May, FDPA collaborated with the International Professional Women of Poland (IPWP) to offer a three-day marketing and management seminar for women managers. Company Assistance held the seminar on May 8-10 at FDPA headquarters twenty-three women attended.

May 25-27 and 28-30, FDPA hosted two seminars on sales marketing and planning for managers. 50 people attended.

FDPA Forum on Marketing extension services split into a two-day sessions May 25-26 and June 9-10. Twenty-six people attended the first, and 22 returned for the second.

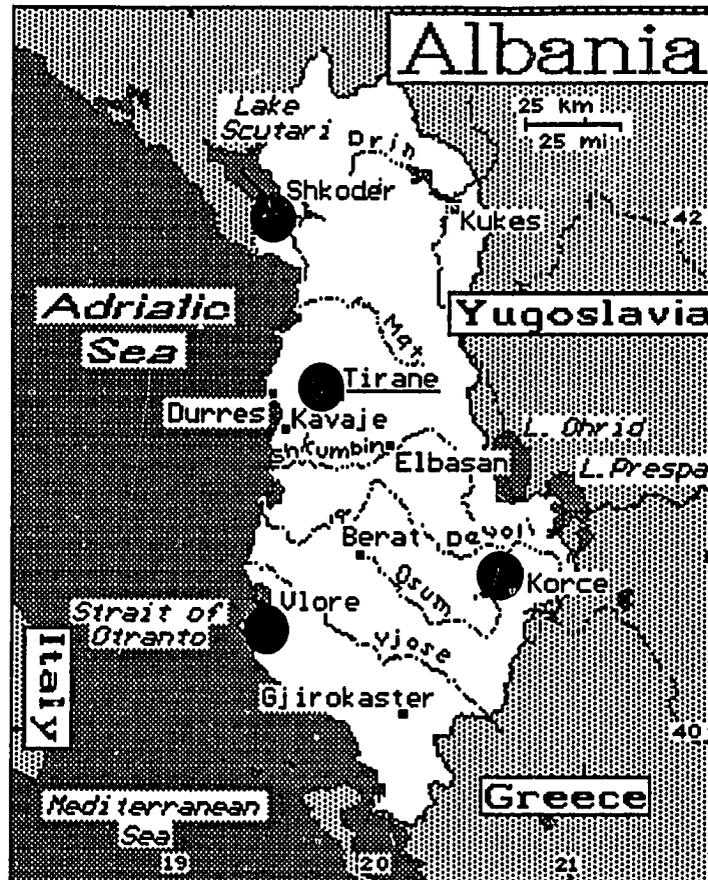
According to the FDPA report, the three subcontractors trained 842 people in the first year.

The reports provided by each subcontractor were generally noted for their detail, Land O'Lakes provided budgetary

information. None of the other subcontractors provided financial information.

At the same time, while Sparks companies included results from the Koltai evaluation form, there is no indication that self-evaluation was conducted. There are no evaluation results provided with FDPA's reports.

University of Nebraska-Lincoln



Project Sites:

- | | |
|----------|-----------|
| ● Tirana | ● Shkoder |
| ● Korce | ● Vlore |

The University of Nebraska-Lincoln
Annual Assessment

Issues and Recommendations:

The University of Nebraska-Lincoln's project, having made the successful transition to Albania, faces two significant challenges. The first is whether the design, offering conferences in major Albanian cities to large audiences, can secure a sustained impact.

The second issue facing the University of Nebraska-Lincoln project hinges on the new directive to conduct a needs assessment trip to Macedonia. An effort in these two extremely demanding regions is sure to prove formidable. More important, however, are the rising tensions developing in the Kosovo region. The grantee may face the same situation it did a year ago in Yugoslavia. Advance work to establish contacts and determine needs will be rendered useless. Of all the countries, this area is currently the most volatile and must be handled with extreme care.

Course and Participants:

* Though each component in the University of Nebraska project was offered twice, the number of participants ranged from 78 in the agribusiness course, to more than 200 in the market economics course.

This suggests that to a greater degree than in any of the other projects, the Albanian participants feel a need for basic market economic education. This should be an important factor in Nebraska's future project design.

* The University of Nebraska-Lincoln conducted two conferences in Albania's two main cities: Tirana and Korce.

* A total of 550 participants attended the conferences, which focused mainly on market economics, agribusiness, entrepreneurship, and management training.

* The conferences were attended by government officials, educators, managers, and agricultural producers.

* The board of directors of the University of Nebraska-Lincoln approved the establishment of the first Center for Albanian Studies in the United States (or anywhere outside Albania) sponsored by AID.

Completion:

* Though the University of Nebraska-Lincoln did not offer many project components, it completed 87 percent of its project in the first year.

Student Contact Hours:

* University of Nebraska-Lincoln was the most successful of all the grantees in attracting the largest number of government officials to its program. Government officials accounted for 38 percent of participant types. This shows a willingness on the part of the Albanian government to adapt to a market economic mechanism.

Financial Spreadsheet:

* Nebraska-Lincoln spent \$431,336, comprising 3 percent of total program expenditures.

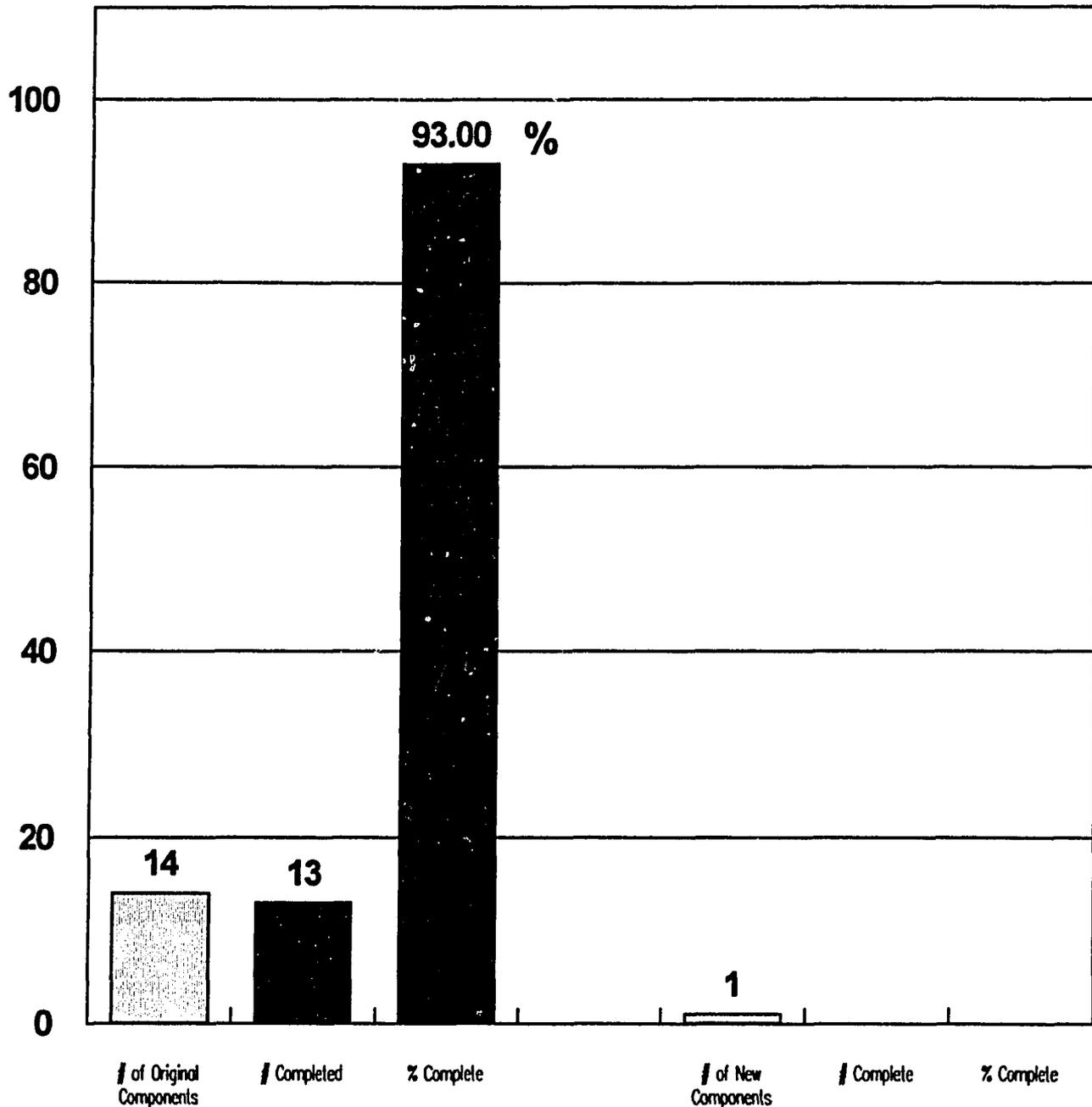
University of Nebraska-Lincoln -- Albania

Year 1 -- Courses and Participants by Subject Area

Subject Area	Total Courses	Total Participants
Accounting		
Agribusiness	2	78
Banking		
Basic Management	2	155
English		
Entrepreneurship	2	115
Environmental Management		
Finance		
Human Resource Management		
Import-Export		
International Management		
Market Economics	2	202
Marketing		
Operations & Productions Management		
Privatization		
Small Business Management		
Strategic Planning		
Technology Transfer		
Total Quality Management		
Train-the-Trainers		
Training in the U.S.		
TOTALS:	8	550

Project Component Completion Chart

University of Nebraska - Lincoln

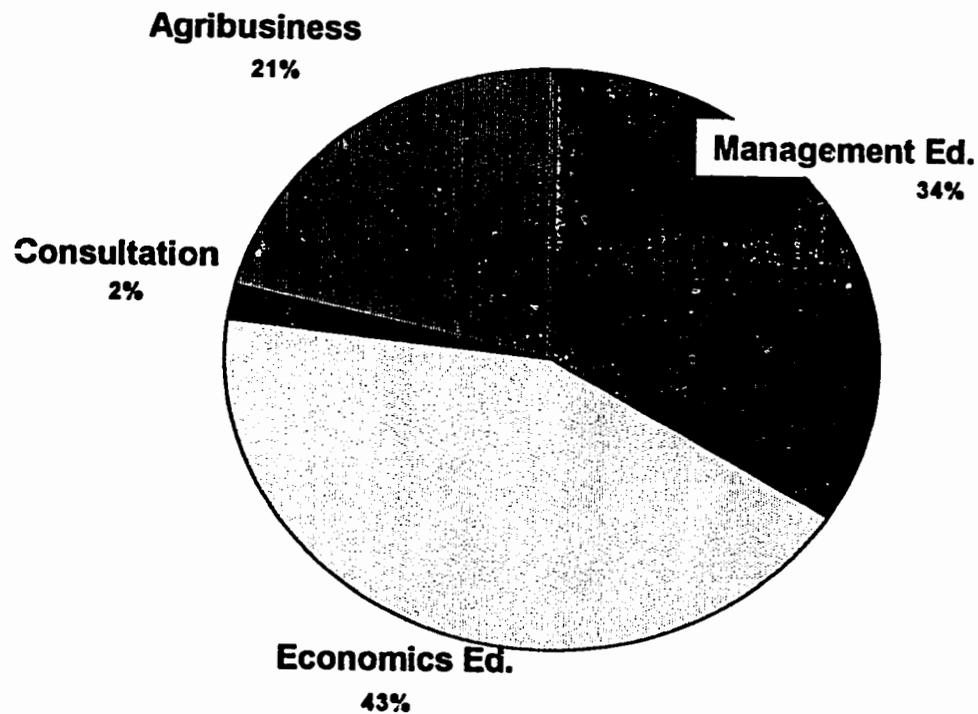


Throughout the year the University of Nebraska proposed a total of 15 project components. 86% of these components were completed in year one.

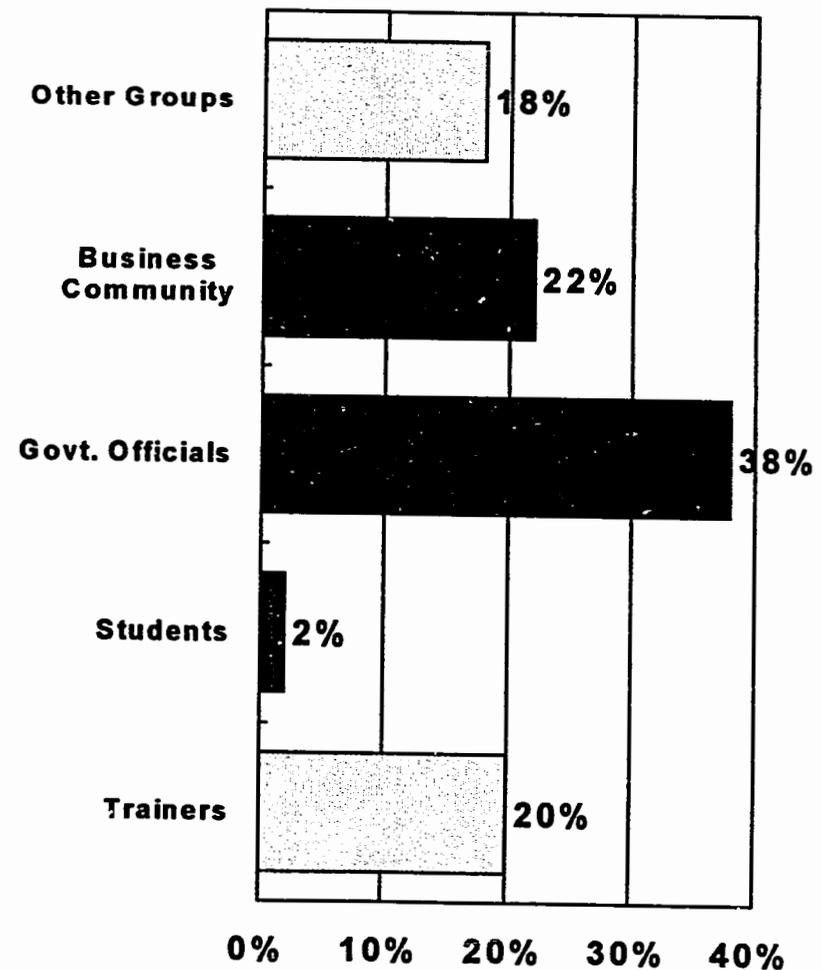
University of Nebraska - Lincoln

1991/92 % of Student Contact Hours by Topic and Student Type

% of Student Contact Hours by Topic Area



% SCH by Participant Type



AID-Grantee Expenditures - Management Training and Economics Education in Eastern Europe 1991/92

	University of Nebraska				
			Cost Share		
	AID Expenses		ACTUAL	PROJECTED	Total Nebraska
	ACTUAL	PROJECTED	ACTUAL	PROJECTED	
Staff Salaries U.S. (Instruct.	87,641		101,877		189,518
Staff Salaries U.S. (Staff)	28,693		16,776		45,469
Fringe Benefits	13,083		17,946		31,029
Salaries Local	3,330				3,330
Consultants	28,713				28,713
Travel - Per Diem	31,758				31,758
Nonexpendable Equipment	503				503
Expendable Supplies	1,230		1,252		2,482
Indirect Costs	19,089				19,089
Participant Costs	11,830				11,830
Workshops, Seminars, Conf	2,567		31,575		34,142
Video/TV Production	0				0
Subcontractors	0				0
Subcontractors	0				0
Subcontractors	0				0
Translation	4,167				4,167
Scholarships	0				0
Curriculum Development	16,254		897		17,151
Other Direct Costs	9,738		2,417		12,155
Other Reimbursement					0
TOTAL	258,596		172,740		431,336
Percentage of Total Expenditures					3%

University of Nebraska-Lincoln:
Fourth Quarterly Report

Fourth Quarterly Review

Having successfully completed two conferences in Albania during the third quarter, the University of Nebraska-Lincoln continued planning for upcoming activities in the fourth quarter.

The report provides follow-up information, including letters of support for the project received in the fall, discussion of the ongoing development of the Center for Albanian Studies, and a comprehensive financial report.

Macedonia Project Development:

Under a directive from AID, the University of Nebraska-Lincoln will conduct a needs-assessment visit to Macedonia. The visit, to establish contacts and assess the type of assistance required in the area, will determine if and when Nebraska-Lincoln will begin project operations.

University of Pittsburgh



<u>Project Sites:</u>	
<u>CERGE</u>	<u>CMC</u>
● Prague	
● Bratislava	● Celakovice
● Pardubice	

University of Pittsburgh
Center for Economic Research and Graduate Education (CERGE)
Annual Assessment**

CERGE - Issues and Recommendations:

The University of Pittsburgh's CERGE project has developed into an extremely capable program. The only issue that has not received enough attention is AID's role in funding this effort. During the second year, the CERGE project should more closely associate itself with AID.

Courses and Participants:

- * Most of CERGE's activities focused on advanced market economics. Thirty-two economics courses were offered with more than 1,200 students in attendance.
- * Of special note are the 10 economics courses taught by the graduate students for undergraduates. More than 360 undergraduates received training.
- * CERGE also taught privatization and English, and trained 200 people in its train-the-trainers program.
- * Forty faculty retraining seminars and lectures were held throughout Czechoslovakia on such topics as public choice theory, Economics of transition, constitutional political economy, and privatization.

Completion:

- * CERGE completed 100 percent of its originally proposed project components, and 91 percent of components announced after the project implementation plan. CERGE's 96 percent completion rate is among the best in the program.

Student Contact Hours:

- * CERGE had the highest percentage of contact hours with students in its project and in the overall program accounting for 78 percent its hours. This was anticipated given the fact that this project offered graduate economics courses to doctoral students.

** Due to its program design, the University of Pittsburgh's grant allocation is comprised of two distinct projects, CERGE and CMC. The Evaluation Team reviews each project independently.

Financial Spreadsheet:

* University of Pittsburgh's CERGE spent \$905,722, comprising 7 percent of total program expenditures.

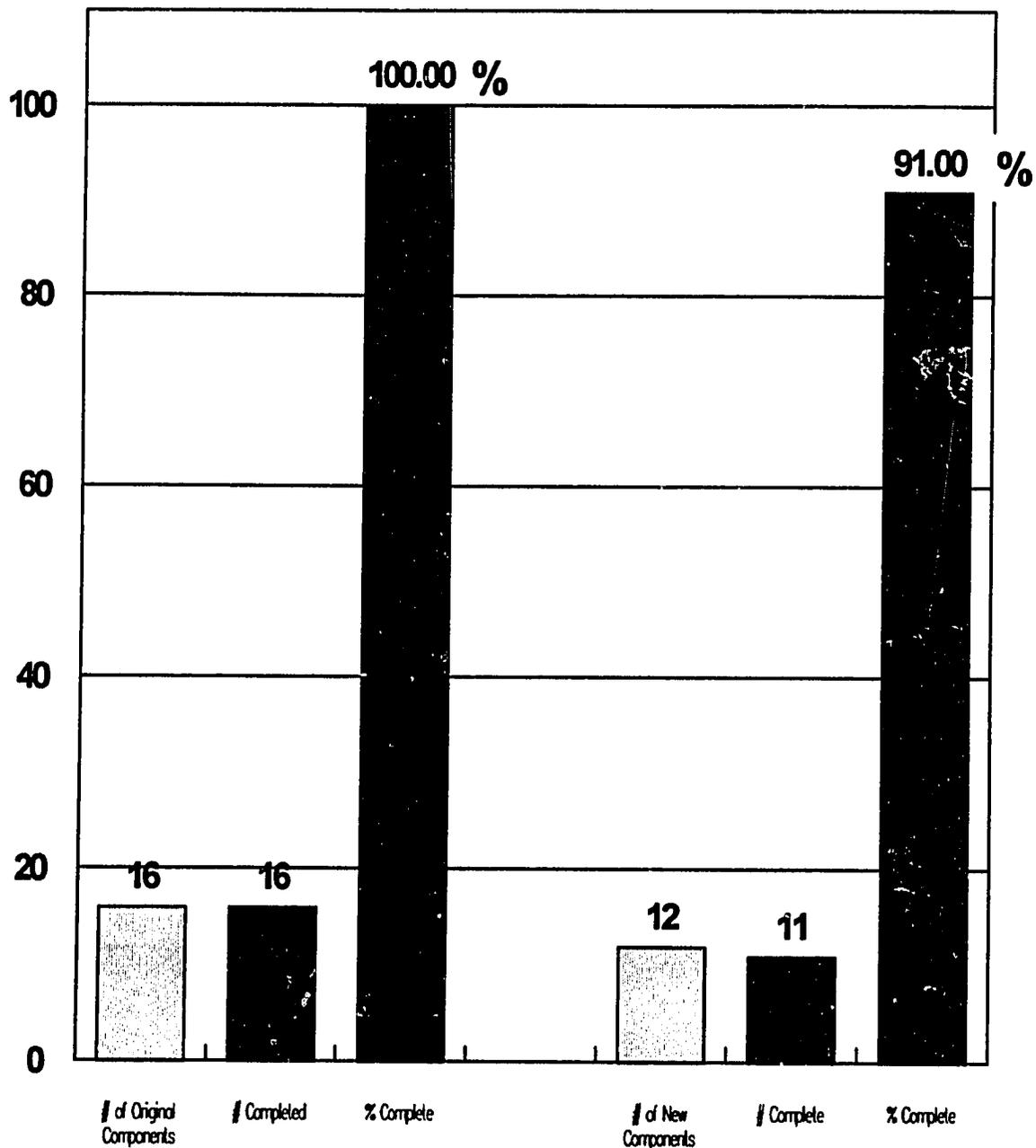
Year 1 -- Courses and Participants by Subject Area

Subject Area	Total Courses	Total Participants
Accounting		
Agribusiness		
Banking		
Basic Management		
English	3	68
Entrepreneurship		
Environmental Management		
Finance		
Human Resource Management		
Import-Export		
International Management		
Market Economics	32	1209
Marketing		
Operations & Productions Management		
Privatization	5	n/a
Small Business Management		
Strategic Planning		
Technology Transfer		
Total Quality Management		
Train-the-Trainers	35	200
Training in the U.S.		
TOTALS:	75	1477

11

Project Component Completion Chart

University of Pittsburgh - CERGE

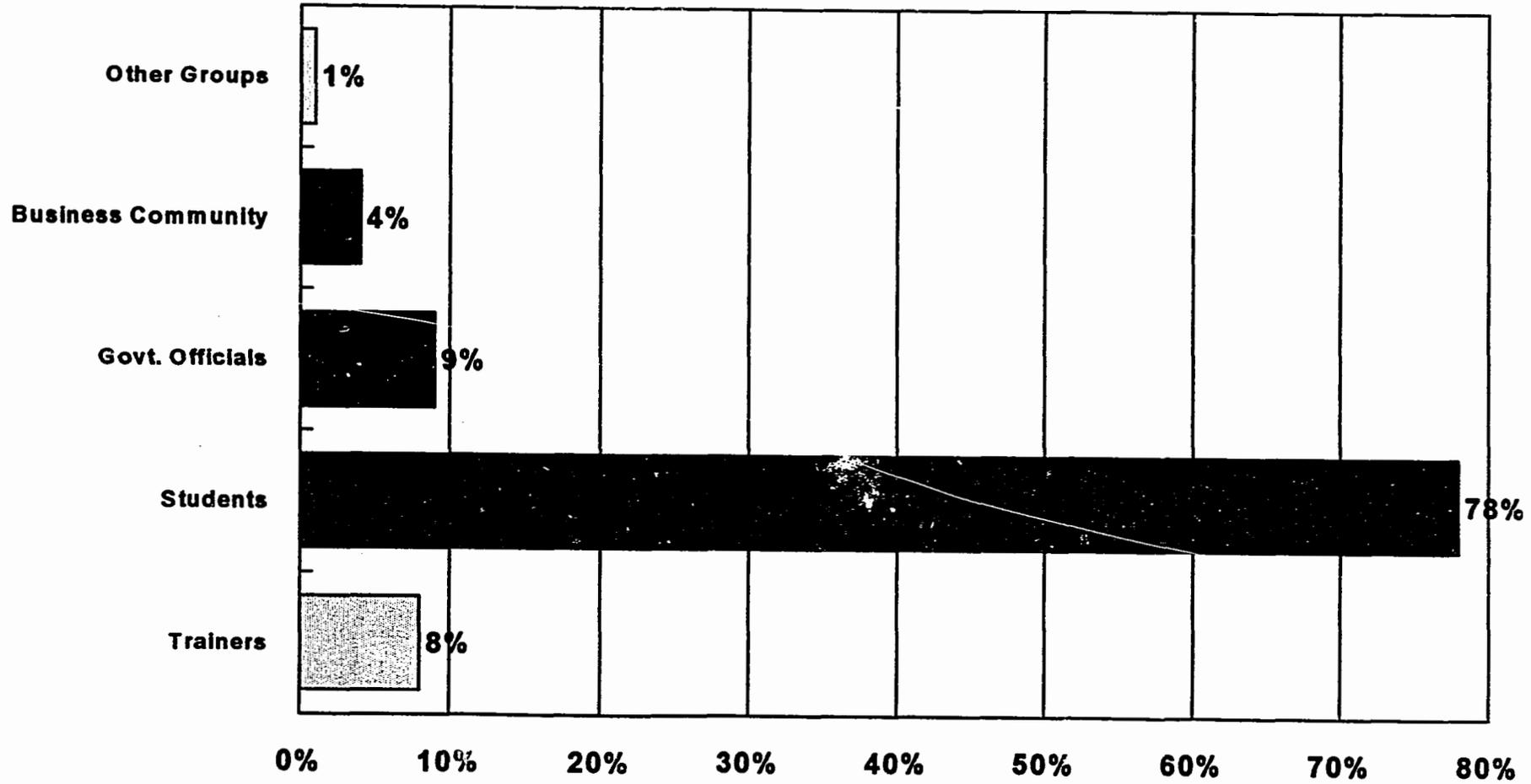


Throughout the year the University of Pittsburgh - CERGE proposed a total of 28 project components. 96% of these components were completed in year one.

University of Pittsburgh - CERGE

1991/92 % of Student Contact Hours by Topic and Student Type

% SCH by Participant Type



Pittsburgh - CERGE's program is 100% Economics Education.

Source: Leslie Kolta - AID Program Evaluator

AID-Grantee Expenditures - Management Training and Economics Education in Eastern Europe 1991/92

	University of Pittsburgh - CERGE				
	AID Expenses		Cost Share		
	ACTUAL	PROJECTED	ACTUAL	PROJECTED	Total Pitt. CERGE
Staff Salaries U.S. (Instruct.	141,383		11,756		153,139
Staff Salaries U.S. (Staff)	159,710		56,611		216,321
Fringe Benefits	89,859		21,877		111,736
Salaries Local	0		0		0
Consultants	6,615		0		6,615
Travel - Per Diem	70,201		0		70,201
Nonexpendable Equipment	52,571		0		52,571
Expendable Supplies	53,081		0		53,081
Indirect Costs	218,658		0		218,658
Participant Costs	0		0		0
Workshops, Seminars, Conf	0		0		0
Video/TV Production	0		0		0
Subcontractors	0		0		0
Subcontractors	0		0		0
Subcontractors	0		0		0
Translation	0		0		0
Scholarships	23,400		0		23,400
Curriculum Development	0		0		0
Other Direct Costs	0		0		0
Other Reimbursement	0		0		0
TOTAL	815,478		90,244		905,722
Percentage of Total Expenditures					7%

University of Pittsburgh
Center for Economic Research and Graduate Education
Fourth Quarterly and Annual Report Analysis

The University of Pittsburgh has developed two largely autonomous and distinctly separate projects under the Management Training and Economics Education Program for Central and Eastern Europe grant. As a result, reports are submitted separately as is the Evaluation Team's reports.

Center for Economic Research and Graduate Education (CERGE)

The CERGE program, initiated on May 1, 1991, offered the following courses and services during its first full year of operation:

1. Fifteen intensive professional outreach courses
2. Two preparatory graduate economic courses
3. One preparatory graduate statistics and econometrics course
4. Three English language courses
5. Six Ph.D. level economics courses
6. Assistance in 15 undergraduate and master's degree-level economic courses at several Czechoslovakian Universities.
7. Twenty-four faculty retraining seminars on public choice and its applications.
8. Twelve seminars on the economics of the transition.
9. Five seminars on the practical aspects of privatization
10. One six-week professional education and training seminar for Central and Eastern European central banks with the support of the World Bank, UNDP, IMF, and the Soros Foundation.
11. Host and participated in the fall meeting of the International Economic Policy Panel.
12. Organize a nationally televised news conference (featuring Ambassador Shirley Temple Black) and announcing USAID's assistance in the Economics Education and Management Training for Central and Eastern Europe program.

Administrative Elements

CERGE works closely with various ministries of the federal and republic governments. Although close coordination continues, the separation of the two republics raises questions regarding the long-term cooperation of the Slovak ministries.

CERGE is also closely managed by several able and committed project directors, coordinators, faculty, and staff. The project

benefits from the day-to-day in-country presence of its faculty, enabling the center to provide constant attention to grant administration, management, and evaluation. The presence of an on-the-ground staff is, in the Evaluation Team's opinion, one of the most important elements for the success of these kinds of programs.

Economics Education Services

CERGE provided economics education to university faculty, government officials responsible for developing and/or implementing policy, enterprise managers, future business leaders, graduate students who will become the first cadre of professional post-communist economists, and undergraduates with the potential to become the next generation of Czechoslovak leaders thanks to their early exposure to market economic concepts.

Non-AID Financial Support

The University of Pittsburgh reported that receiving the AID grant was integral to their success in attracting other sources of funding and support. These sources, with the exception of Charles University and the Czechoslovak government, are detailed in the report.

Intensive Professional Outreach Courses

The CERGE project has continued its outreach services and now made 15 presentations introducing the basics of market economics to government officials, managers, journalists, bankers, academics, and high school teachers (651 participants in all).

The Graduate Program

During the fourth quarter, 18 CERGE students at Charles University completed nine courses of professional and educational training.

Faculty Retraining Seminars

Two faculty retraining seminars were offered on the topics of Public Choice Theory and Applications (22 presentations in Prague and Bratislava.) This series of seminars was presented by a number of highly distinguished scholars, including Nobel Laureate, James Buchanan.

The second seminar series, Transition from a Centrally Planned Socialist Economy to a Decentralized Market Economy, included 12 seminars sponsored by, and cost-shared with, the Economics Program of the Central European University.

Institutional Linkages

The quality and success of the CERGE project has attracted the attention and interest of other institutions. As noted in CERGE's fourth quarterly report, the Austrian government has assisted in providing a library development grant. The Institution for Advanced Studies (Vienna) has also lent its support for several activities.

CERGE has received commitments from the International Finance Section and the Department of Economics at Princeton University with funding from the Ford Foundation. For the 1992-1993 academic year, two of the Czechoslovak faculty at CERGE will spend a semester at the Department of Economics at Princeton. During this period, Princeton faculty will also visit CERGE to present faculty services and assist in CERGE efforts. This institutional linkage bodes well for the continued growth and sustainability of the project.

Economic Research

CERGE faculty and staff continued to develop and carry out several research projects, some of which have already resulted in working papers and publications.

Summary:

The CERGE program has established a strong base enabling it to develop more activities. It has also succeeded in gaining international recognition. CERGE, sighting the limitations placed on second year activities due to budget reductions, reports that its single greatest concern is the status of continued and consistent funding.

University of Pittsburgh
Czechoslovak Management Center (CMC)
Annual Assessment**

Czechoslovakian Management Center (CMC):

Issues and Recommendations:

The single issue of importance, and one that can be shared by CERGE, is the continued minimal degree of cooperation between the two elements of the University of Pittsburgh's project. It is hoped that during the program's second year, steps will be taken to maximize the strengths of the two projects.

Courses and Participants:

* The CMC component of the University of Pittsburgh grant delivered 57 courses reaching at least 1,000 participants. CMC did not indicate the number of students participating in 24 of its courses.

* The project encompassed almost every subject category discussed by the Evaluation Team.

* One of only two grantees to teach the important subject of technology transfer, CMC also greatly contributed to the marketing aspect of the AID program. Two-hundred and twenty students learned marketing techniques in 8 courses offered.

* Though the CMC project reached a large number of participants and achieved a very high number of contact hours, it did not provide participant numbers for several courses.

Completion:

* While CMC completed 82 percent of its originally designed project components, 69 percent of the announced modifications to the project were essentially completed. CMC's total completion rate of 75.76 percent is average for the overall program.

** Due to its program design, the University of Pittsburgh's grant allocation is comprised of two distinct projects, CERGE and CMC. The Evaluation Team reviews each project independently.

Student Contact Hours:

* The 1 percent devoted to media was directed to establishing a media center. This center houses books, journals, economic data, videotapes, and computer software.

Financial Spreadsheet:

* University of Pittsburgh's CMC spent \$ 973,772, comprising 7 percent of total program expenditures.

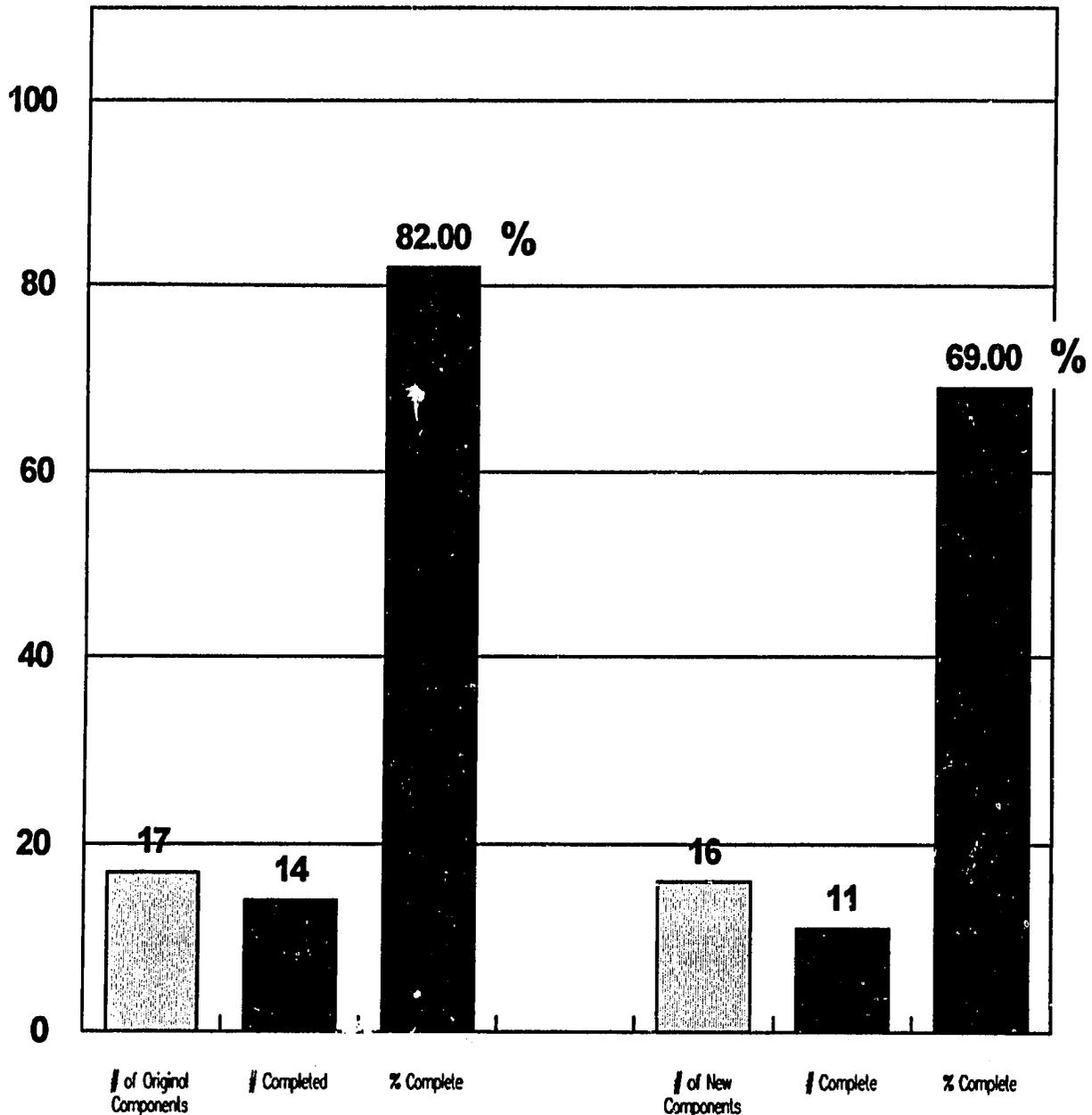
University of Pittsburgh-CMC -- Czechoslovakia

Year 1 -- Courses and Participants by Subject Area

Subject Area	Total Courses	Total Participants
Accounting	2	60
Agribusiness		
Banking		
Basic Management	1	n/a
English	20	n/a
Entrepreneurship	1	n/a
Environmental Management		
Finance	2	150
Human Resource Management	1	30
Import-Export		
International Management		
Market Economics	7	196
Marketing	8	220
Operations & Productions Management	1	n/a
Privatization	2	87
Small Business Management		
Strategic Planning	6	120
Technology Transfer	4	120
Total Quality Management		
Train-the-Trainers	1	n/a
Training in the U.S.	1	11
TOTALS:	57	994

Project Component Completion Chart

University of Pittsburgh - CMC

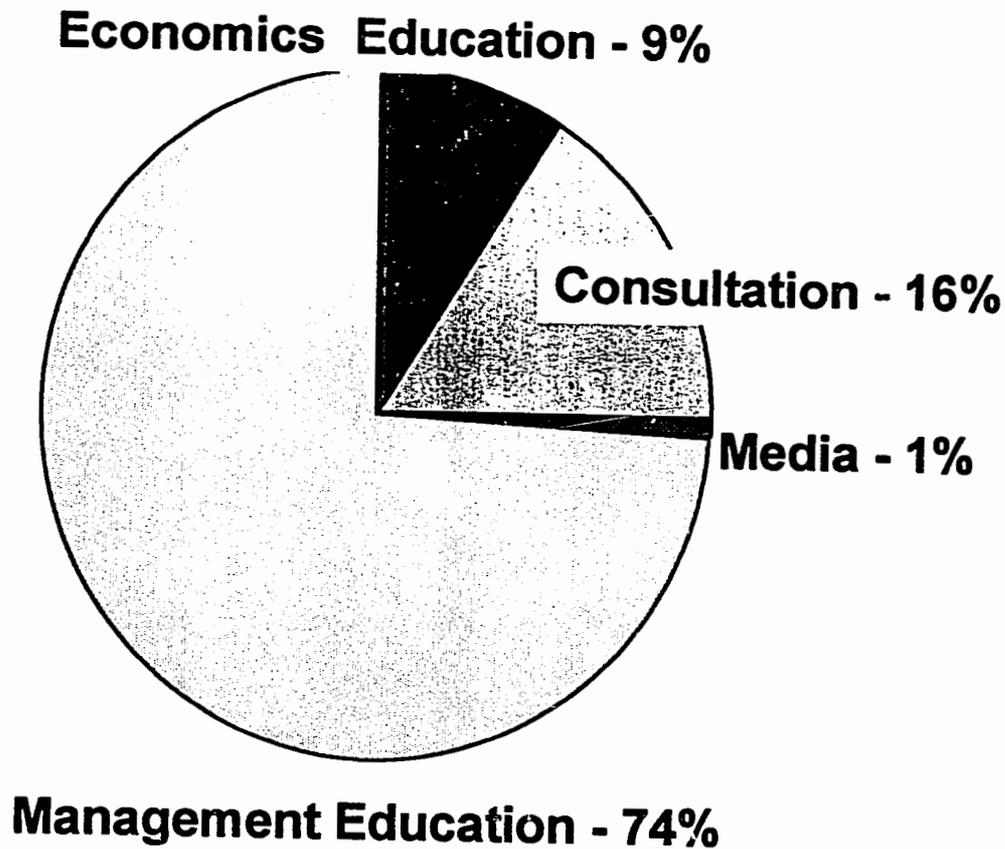


Throughout the year the University of Pittsburgh - CMC proposed a total of 33 project components. 76% of these components were completed in year one.

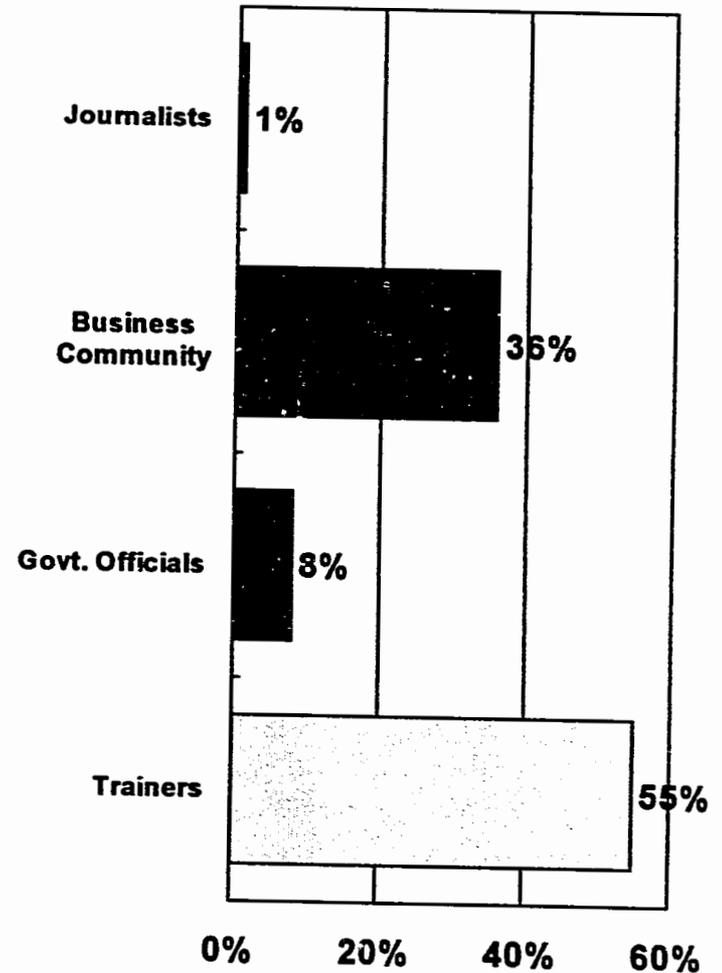
University of Pittsburgh - CMC

1991/92 % of Student Contact Hours by Topic and Student Type

% of Student Contact Hours by Topic Area



% SCH by Participant Type



AID-Grantee Expenditures - Management Training and Economics Education in Eastern Europe 1991/92

	University of Pittsburgh - CMC				
	AID Expenses		Cost Share		
	ACTUAL	PROJECTED	ACTUAL	PROJECTED	Total Pitt. CMC
Staff Salaries U.S. (Instruct.)	140,139		15,000		155,139
Staff Salaries U.S. (Staff)	32,008		4,000		36,008
Fringe Benefits	27,042		5,890		32,932
Salaries Local	30,814		7,500		38,314
Consultants	87,074				87,074
Travel - Per Diem	156,844				156,844
Nonexpendable Equipment	0				0
Expendable Supplies	52,721				52,721
Indirect Costs	212,881				212,881
Participant Costs	0				0
Workshops, Seminars, Conf	0				0
Video/TV Production	2,854				2,854
Subcontractors	39,834				39,834
Subcontractors	0				0
Subcontractors	0				0
Translation	45,734				45,734
Scholarships	36,000		33,000		69,000
Curriculum Development	0				0
Other Direct Costs	41,665				41,665
Other Reimbursement	2,772				2,772
TOTAL	908,392		65,390		973,772
Percentage of Total Expenditures					7%

University of Pittsburgh
Czechoslovakian Management Center:
Fourth Quarterly and Annual Report Analysis

This report covers the activities of the Czechoslovak Management Center (CMC), during its first year under AID funding (June 1, 1991 through June 1, 1992.) The report summarizes the major activities of the year and details the evaluation of those activities.

Project Activities

The activities of CMC can be listed under the following headings:

1. Executive Sessions and Workshops
2. Faculty and Executive Development Exchange
3. Case Development
4. Infrastructure Development
5. Student Internships

Executive Sessions and Workshops

During the first year, CMC offered 19 courses covering the following topics:

Privatization

Introduction to Capital Markets (two sessions)
Introduction to Market Economy (two sessions)
Marketing Principles
Business Planning for Managers
Marketing and Sales Methods-I
Business Planning for Entrepreneurs-I
Market Economics for Economics Journalists
Organizational Development and Change
Finance & Accounting for Non-Financial Managers (two sessions)
Financing a Business
Technology Transfer and the Environment
Technology Transfer and Industrial Development
Economics for Teachers of Vocational Schools
Strategic Planning (two sessions)

CMC requested that each participant answer several questions in an attempt to assess the level of participant comprehension and overall program value. Furthermore, CMC instituted three evaluation boards to review the project. As a result of these efforts, the CMC project has made several modifications to improve the project. This attention to detail should ensure program effectiveness and relevance.

Faculty and Executive Development Exchange

CMC employed AID funds to sponsor part of the program allowing 18 Czech and Slovak faculty to study in the United States.

Case Study Development

During the year, 13 new case studies were developed. When final editing is complete, a book of these case studies will be published and made available throughout the region.

Further, the CMC faculty advised and assisted Czechoslovak faculty in the development of 15 additional case studies.

Infrastructure Development

Funds were allocated for infrastructure development at CMC and the Prague School of Economics. Development involved training the administrative staff, purchasing equipment, and establishing the CMC library. The library is now able to offer CMC students and members of the surrounding business community access to more than 50 journals, 1500 books, and a selection of related software. The development of the library will continue.

Internships

Throughout the first year interns from the University of Pittsburgh played a key role. They worked to set up the library, create a modern library system, purchase books and materials, and establish relationships with publishing companies in the United States and Europe. In addition, six American students from the University of Pittsburgh and other American universities participated in short-term internships at CMC.

CMC was also able to place 40 Czech and Slovak interns in companies in America and Western Europe.

Attachments

The report provided course evaluation questionnaires and a book outline entitled "Managing in Emerging Market Economies: Cases for Czechoslovakia."

Recommendations

Although both the CERGE and CMC program continue to develop and experience success, neither has sufficiently addressed the issue of closer cooperation more closely between the two projects. As

previously stated, the Evaluation Team believes that both projects would benefit from a closer association. It is important that both CERGE and CMC continue to study ways to expand and maximize cooperation in the coming year.

University of Washington
Washington State University



Project Sites:

- Bucharest
- Iasi

University of Washington/Washington State University
Annual Assessment

Issues and Recommendations:

The University of Washington has faced many challenges in trying to institute its economic education and curriculum restructuring focus. Having learned the difference between its two audiences, the university must take the initiative in finding a new approach to this effort. This may include focusing efforts at the Polytechnic Institute of Bucharest and repackaging its curricular efforts for the Academy of Economic Sciences.

The centerpiece of the project is the establishment and operation of small business development centers (SBDCs). Responsibility for these activities lay with Washington State University, the grantee's subcontractor. Two centers, managed by local Romanian faculty, have been opened and are running smoothly. However, the centers face two important issues. First, Romanians have an inherent distrust of one another. This is evidenced by the resistance of locals to look to trained Romanian business development specialists for advice.

Second, various factions of the Romanian government, including the National Agency for Privatization (NAP), are vying for control of the Small Enterprise Development Fund, a \$10 million investment by the European Community. Washington State University, in establishing the SBDCs, has worked closely with NAP and recognizes the need to stay neutral to ensure that the SBDCs are not shut-out from potential future funding.

The grantee faces an even greater challenge - handling all the requests for assistance that are received. This is compounded by a number of factors: University of Washington is the only MTEECEEE grantee operating in Romania, it has established a permanent presence with an American team stationed in-country, and it has been successful in developing relationships with government agencies. More importantly it has been able to develop communication among the Romanian ministries themselves. The project, however, must stay focused and directed to avoid jeopardizing impact and sustainability.

Courses and Participants:

* The University of Washington delivered a total of 33 courses, reaching 659 participants in Romania.

* The project delivered courses on international and human resource management, finance, agribusiness, and small business management.

* The majority of project participants (230) enrolled in courses on market economics; international management attracted 130 participants; technology transfer drew 150 participants; and small business management had 91 participants.

* Because the University of Washington did not disclose participant information for its courses on accounting, agribusiness, strategic management, and total quality management, the project reached more participants than the totals suggest.

* A single course in technology transfer attracted 150 participants.

Completion:

* The University of Washington completed 82 percent of its proposed project: a good showing given the resistance to curriculum restructuring. This is mainly a result of the successful opening of two small business development centers.

Student Contact Hours:

* Consultations comprised 57 percent of the total student contact hours and the largest portion of the University of Washington project. This is a result of the two SBDCs. Consultations were primarily devoted to training SBDC advisers with time devoted to servicing local clients later in the year. Hence, 51 percent of the SCH were spent with trainers.

* The symposium, 17 percent of SCH, was attended by 450 participants and received national television and radio coverage.

Financial Spreadsheet:

* The University of Washington spent \$1,110,086, comprising 8 percent of total program expenditures.

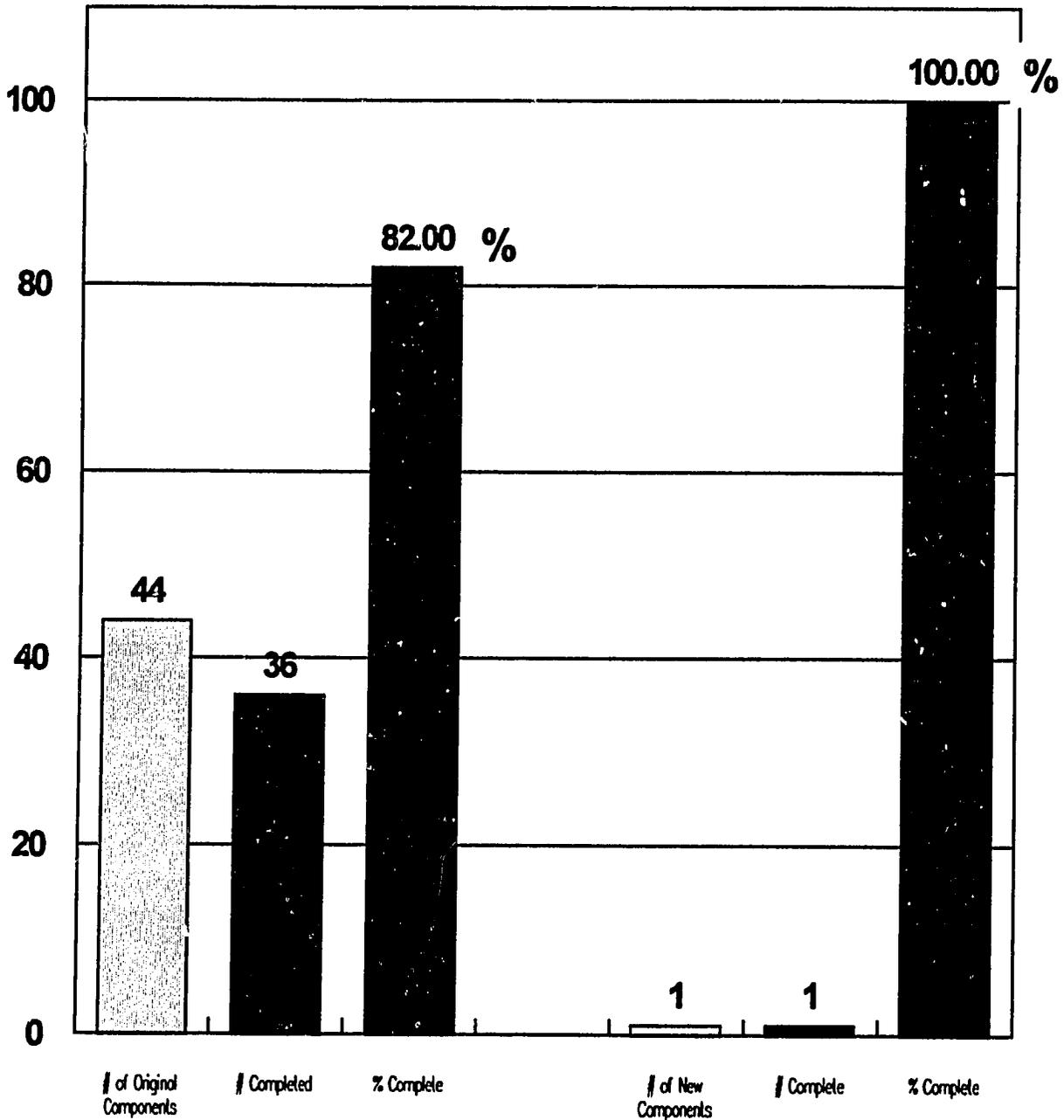
University of Washington -- Romania

Year 1 -- Courses and Participants by Subject Area

Subject Area	Total Courses	Total Participants
Accounting	1	n/a
Agribusiness	2	n/a
Banking		
Basic Management		
English		
Entrepreneurship		
Environmental Management		
Finance	2	50
Human Resource Management	3	8
Import-Export		
International Management	4	130
Market Economics	3	230
Marketing		
Operations & Productions Management		
Privatization		
Small Business Management	15	91
Strategic Planning	1	n/a
Technology Transfer	1	150
Total Quality Management	1	n/a
Train-the-Trainers		
Training in the U.S.		
TOTALS:	33	659

Project Component Completion Chart

University of Washington

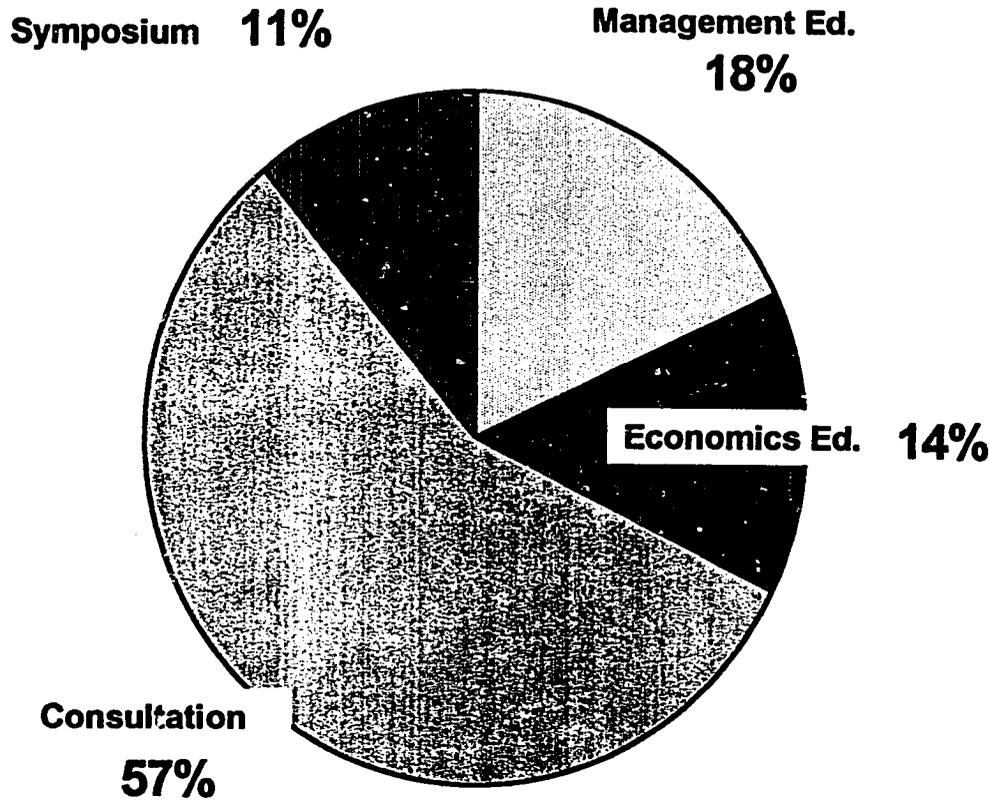


Throughout the year the University of Washington proposed a total of 45 project components. 82% of these components were completed in year one.

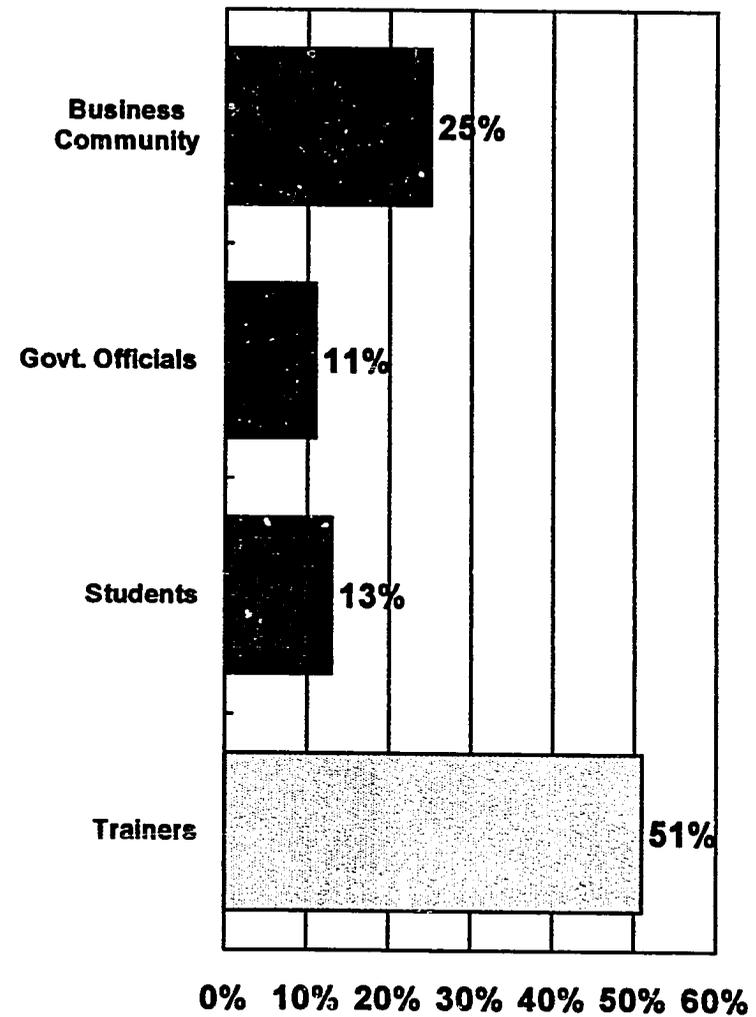
University of Washington

1991/92 % of Student Contact Hours by Topic and Student Type

% of Student Contact Hours by Topic Area



% SCH by Participant Type



Source: Leslie Koltai - AID Program Evaluator

AID-Grantee Expenditures - Management Training and Economics Education in Eastern Europe 1991/92

	University of Washington				
	Aid Expenses		Cost Share		
	Actual	Projected	Actual	Projected	Total Washington
Staff Salaries U.S. (Instruct.	77,258	85,468			77,258
Staff Salaries U.S. (Staff)	40,032	40,032			40,032
Fringe Benefits	24,602	27,798			24,602
Salaries Local	0	0			0
Consultants	20,706	31,100			20,706
Travel - Per Diem	110,846	132,332			110,846
Nonexpendable Equipment	13,231	17,600			13,231
Expendable Supplies	18,693	24,597			18,693
Indirect Costs	199,457	223,738			199,457
Participant Costs	0	0			0
Workshops, Seminars, Conf	0	0			0
Video/TV Production	0	0			0
Subcontractors	595,272	595,272			595,272
Subcontractors	5,250	5,650			5,250
Subcontractors	2,750	1,928			2,750
Translation	0	0			0
Scholarships	0	0			0
Curriculum Development	0	0			0
Other Direct Costs	1,989	5,700			1,989
Other Reimbursement	0	0			0
TOTAL	1,110,086	1,191,215			1,110,086
Percentage of Total Expenditures					8%

University of Washington:
Fourth Quarterly Report

This report, covering the period from April 1 through June 30, 1992, details the project activities of the University of Washington (UW) and its primary sub-contractor, Washington State University (WSU). In addition to the report chronicling the progress of the project during the past quarter, the University of Washington also submitted an Evaluation Report.

First Year Evaluation Summary:
Taken from the Grantee's Evaluation Report

This report of the self-evaluation conducted by the University of Washington includes analysis of all available written materials and interviews with the project co-directors, faculty, and staff. This evaluation makes several penetrating observations and constructive recommendations regarding the project.

The Evaluation Team believes that this kind of analysis is essential to the continued success of such a project. Further, the findings of this self-evaluation correspond closely with those of the Evaluation Team.

Observations

This project has two primary goals: to transfer the Small Business Development Center (SBDC) model to Romania and to support curriculum development for business education in a transition economy.

The Romanian partners, the Academy of Economic Studies (ASE) and the Polytechnic Institute of Bucharest (IPB), face different obstacles in achieving their programs' goals. ASE has the better reputation and location, but faculty not motivated to change. In contrast, IPB has been able to demonstrate a greater institutional commitment and a more motivated faculty and staff. After nine months, both institutions appear to be taking steps toward institutional goals that converge with program goals.

Reportedly, there was some confusion among the Romanians about the overall project (e.g., the faculty were from the University of Washington, while the team was from Washington State University). Two recommendations were made; 1) clarify the objectives and leadership responsibilities of each program, and 2) focus second year activities on more showing and less telling.

A. Management Training:

The experiences of the first quarter have provided the following recommended alterations for future activities:

1. Devote more attention to the staffing at the Small Business Development Centers (SBDC), and more closely examine the suitability of private consultants for special skills to handle client loads.
2. Use WSU/UW faculty to assist in future SBDC staffing and training efforts.
3. Offer periodic business feasibility workshops.
4. Use Business Development Specialists only for activities directly related to one of the two SBDCs.
5. Clarify the role of the WSU Business Development Specialists to emphasize training rather than counseling or managing.
6. Consider classifying clients by size, experience, and type of industry.
7. Consider implementing an intern program to help train counselors for the new SBDCs.
8. Develop an appropriate management information system during year two.

B. Economics Education

The economics education component, designed to aid curriculum development, appears to have fallen short of its goal. Unfortunately, the Romanian partners were unable to identify a rationale for the visits or a strategy for using the visitors to affect curricular change. The reasons suggested for this shortcoming include the failure to recognize scheduling conflicts, a failure to effectively prepare ASE and IPB administrators and faculty for visiting faculty, and a subject matter that was often too abstract. In response, the University of Washington evaluation team made the following recommendations:

1. Continue and, if possible, expand the recently instituted Friday Faculty Colloquia.
2. Identify and pursue curriculum development options that can be utilized by both ASE and IPB faculty and the SBDC's Business Development Specialists.

3. Identify, recruit, and train one or two change agents among ASE and IPB faculty.
4. Use UW/WSU graduate students (MBAs and/or ABDs) as technical advisors to the newly-created SBDCs and to small management enterprises targeted for privatization.

Strategy for Year Two

The strategies developed depend on the creation of a long-range strategic plan, which includes action plans and accountability for the Management Training and Economic Education components. In addition, the grantee will assess the policy-making and resource development capabilities of the newly-established Romanian Center for Business Development and the role(s) the University of Washington and Washington State University can and should play.

Evaluation Team's Observations

Of special interest to the ongoing success of this project is the fact that Romanians do not trust Romanians in the area of management and economics training. This raises serious questions about long-term project strategy which include Romanians counseling their own population.

Also noted were the comments of several Romanians who said "UW/WSU need to make a decision. *Is this a program to train university faculty or is it a program to run the SBDCs ?* Participants expressed a belief that sooner or later the program will need to hire "real" consultants. Their argument is that the ASE/IPB faculty are not in touch with business activities or issues, and that the SBDCs could (or should) operate independently under an ASE/IPB umbrella.

Fourth Quarterly Review

Management Training

Washington State University has responsibility for the management training aspects of this program through the development of Small Business Development Centers (SBDCs) at the Academy of Economic Studies (ASE) and the Polytechnic Institute of Bucharest (IPB). Each of the SBDC counselors in Bucharest are from one of these institutions. They provide training for the staff of their respective institutions in the skills necessary to support developing small business in Romania.

The final quarter of the first year saw a significant degree of administrative and personnel changes. However, it appears that each new player is prepared for his or her new role.

Of special interest are the demands that participation in this project places on the Romanian faculty. Most of them hold more than one job in addition to their positions with the ASE or IPB. As a result, the Romanian trainers are not always available. It has been suggested that the centers need a full-time director prepared to accept full responsibility for the operation of the center.

Economics Education

The University of Washington has responsibility for the economics education element of the program. The program, a series of 10 one-week seminars, covers five areas:

1. Accounting
2. Economics
3. Finance
4. Management and Organization
5. Marketing.

As noted in previous reports, the University of Washington faculty had to prepare seminars for two very different university audiences. All of them "expressed a preference for work at IPB", citing the "consistent and predictable faculty and their strong interest."

Many of the U.S. faculty members expressed concern with the lack of opportunity to work extensively with key faculty at both in-country institutions.

Program Administration

During the quarter, a decision was made to hire a part-time coordinator to help administer all University of Washington activities in Bucharest. Tom Wincek was named to direct the national symposium, coordinate in-coming University of Washington faculty visits, aid in the development of the video project, coordinate all activities between Washington State University and Romanian partners, and develop second year activities.

Video Project

Having received permission to proceed, the video project (intended to produce eight, five-minute videos for the general public) took several important steps. In addition to selecting a Romanian producer, a guarantee to air the program was issued by SOTTI, the first private television

station in Romania. It is hoped that production will be completed by the end of the first quarter of the second year.

United States Visits

During this quarter, Dr. Constantin Barbulescu (Rector, ASE), Dr. Gheorghe Zgura (Rector, IPB), and Irina Munteanu (Director, Soros Foundation for an Open Society - Romania) visited the United States. These visits were intended to provide an opportunity to visit both small businesses at work and their supporting agencies, such as the Small Business Development Centers, incubators, and research centers.

National Symposium

June 2 through 5, the University of Washington and Washington State University organized the Management Training and Economics Education Romanian-American Society of Business Educators Meeting Small Business Seminar in Bucharest, Romania. This national symposium, with an attendance in excess of 450 participants, was reportedly a great success and received national television (SOTI) and radio coverage. All symposium participants were asked to fill out an evaluation form. The results of this evaluation, while in large part very positive, did indicate areas where improvements in both design and organization could be made.

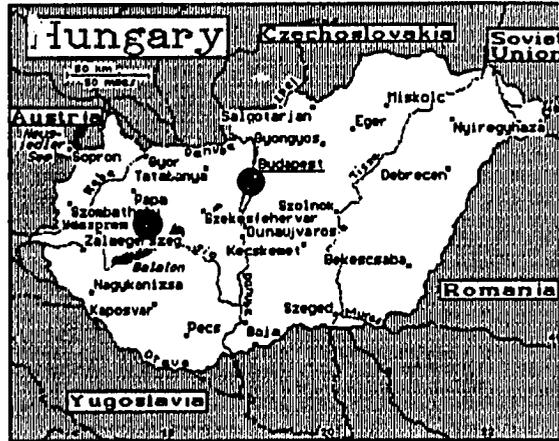
Appendices

The report includes a detailed Appendices which include: Washington State University Management Training Reports, University of Washington Economics Education Reports, Video Project Report, National Symposium Evaluation and Program, and self evaluations and faculty assessments.

University of Wisconsin- Madison



● Warsaw



● Budapest

● Veszprem

University of Wisconsin-Madison
Annual Assessment

Issues and Recommendations:

The difficulties encountered by the University of Wisconsin-Madison -- including mismanagement, inadequate communication, and irreconcilable differences with its subcontractor (New York University)-- has led to the complete termination of this project.

Though it is clear that the components administered by Wisconsin-Madison fell far short of expectations, it is equally clear that the true cause for the termination of this project was an across-the-board reluctance to work together. Perhaps the root of this conflict can be found in the fundamental differences between the two groups' vision of the project. An important lesson can be drawn from this example.

As with all working relationships, it is essential that some basic decisions be made prior to the initiation of activities. The goals of the project must be both clearly defined and shared (or at least accepted) by the partners. There can be only one leader. Though this seems academic, it is clear that there was both an institutional and personal conflict at the root of this failure.

All problems were compounded by the lack of sufficient in-country presence by the grantee, which left a vacuum of leadership.

Courses and Participants:

* University of Wisconsin-Madison offered 19 courses and reached 509 participants in Poland and Hungary. Basic management courses were offered most frequently with a total attendance of 165 participants.

* Strategic planning courses drew the greatest audience, 258 participants. The subcontractor, New York University, was responsible for the simulation components of these modules, which was completed in full.

Completion:

* University of Wisconsin-Madison had the lowest completion rate among the grantees. While most of the proposed courses were, in fact, completed, the grantee also proposed the establishment of 10 management centers. In keeping with the methodology designed for this analysis, these centers accounted for 10 project components, none of which have been established. As a result, only 21 percent of University of

Wisconsin-Madison's original project components were completed, while 67 percent of its modified program was completed. The total completion rate for the project was 42 percent, a low figure given the small number of components actually proposed.

Student Contact Hours:

* The grantee's target audience originally comprised two principal groups: trainers and the business community. Trainers received 15 percent and business people 84 percent of the SCH. This is illustrative of the simulation-based program that targeted the business community.

Financial Spreadsheet:

* The University of Wisconsin-Madison spent \$1,145,600, comprising 8 percent of total program expenditures.

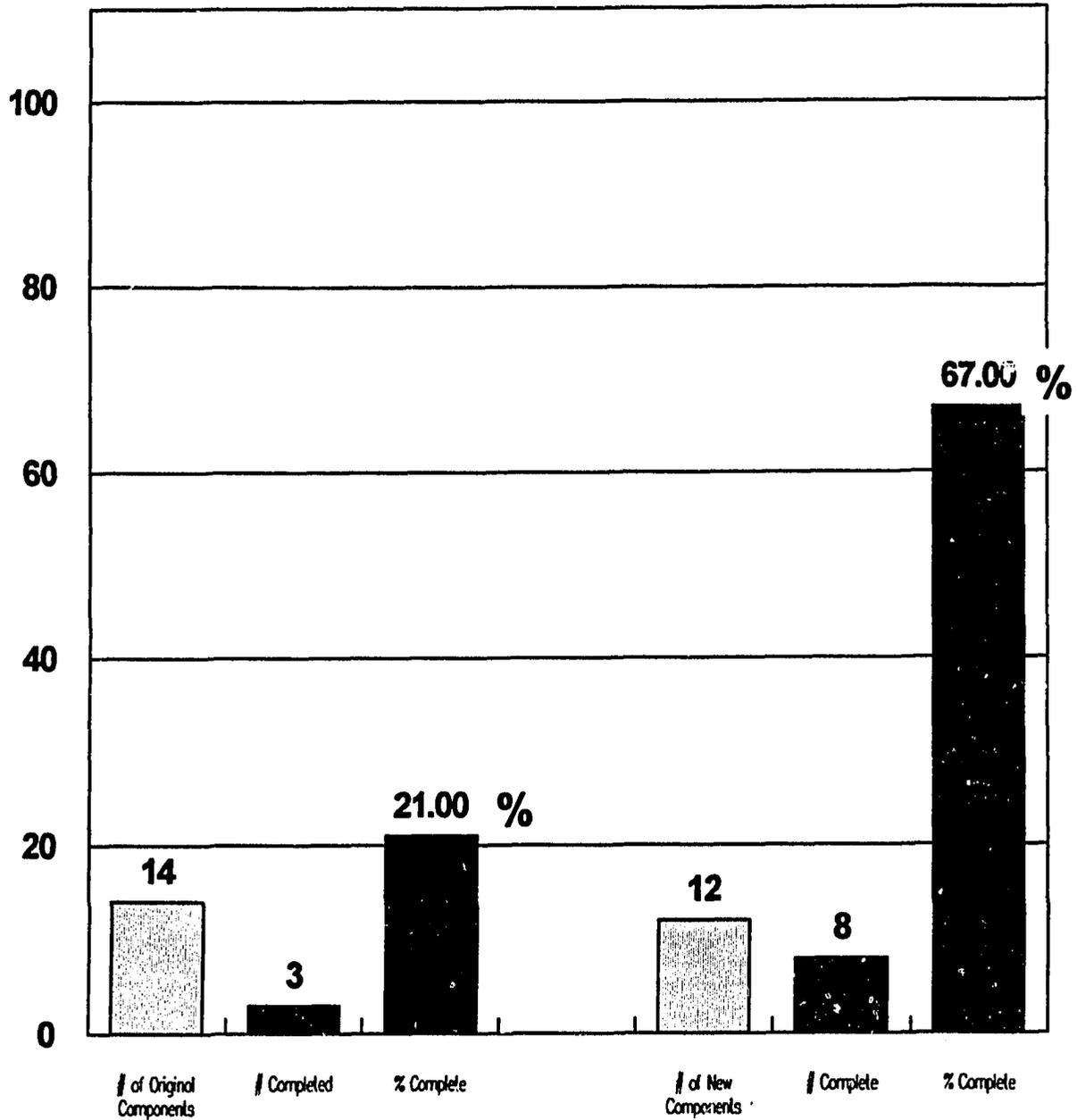
University of Wisconsin-Madison -- Poland, Hungary

Year 1 -- Courses and Participants by Subject Area

Subject Area	Total Courses	Total Participants
Accounting		
Agribusiness		
Banking		
Basic Management	7	165
English		
Entrepreneurship		
Environmental Management		
Finance		
Human Resource Management		
Import-Export	2	40
International Management		
Market Economics		
Marketing		
Operations & Productions Management	2	43
Privatization		
Small Business Management		
Strategic Planning	5	258
Technology Transfer		
Total Quality Management		
Train-the-Trainers		
Training in the U.S.	3	3
TOTALS:	19	509

Completion Chart

University of Wisconsin - Madison



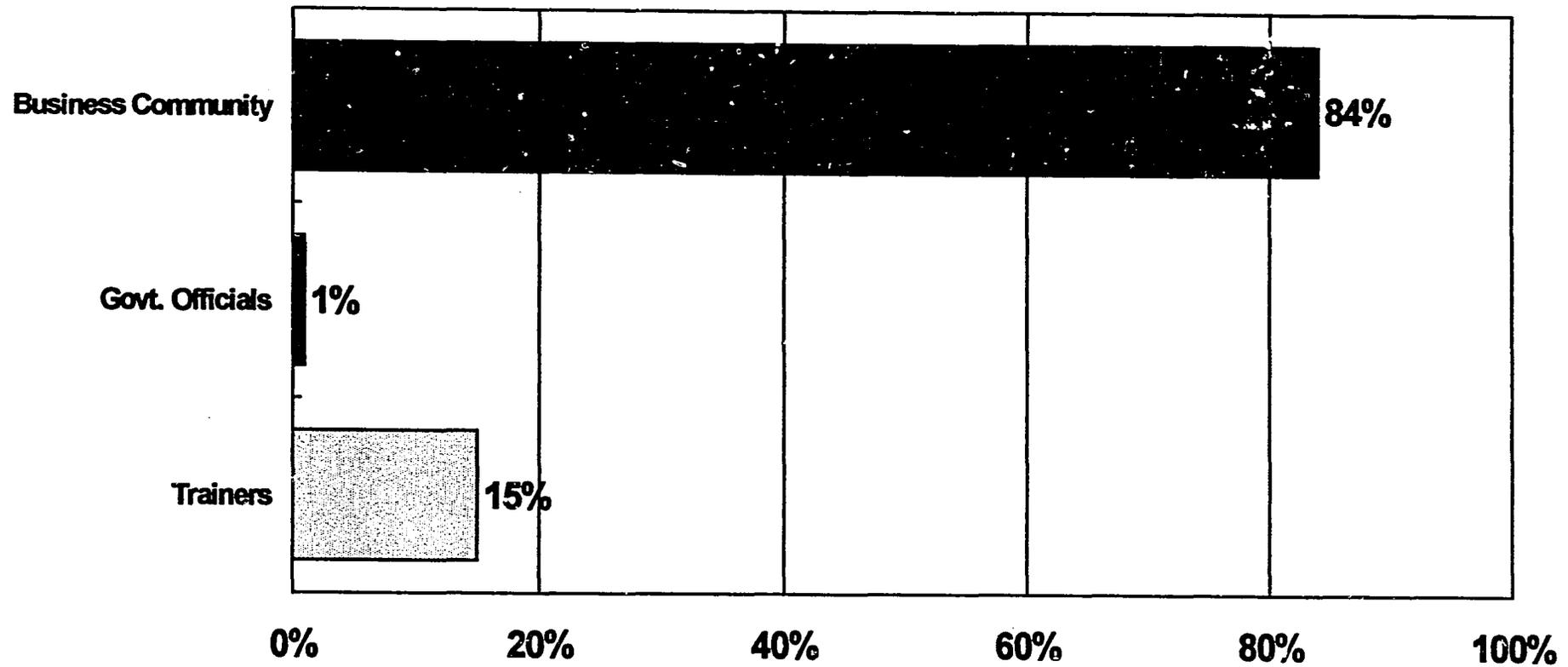
Throughout the year the University of Wisconsin - Madison proposed a total of 26 project components. 42% of these components were completed in year one.

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University of Wisconsin - Madison

1991/92 % of Student Contact Hours by Topic and Student Type

% SCH by Participant Type



The University of Wisconsin - Madison's program is 100% Management Education

Source: Leslie Koltai - AID Program Evaluator

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AID-Grantee Expenditures - Management Training and Economics Education in Eastern Europe 1991/92

	University of Wisconsin - Madison				
	AID Expenses		Cost Share		
	ACTUAL	PROJECTED	ACTUAL	PROJECTED	Total Wisconsin/Mad
Staff Salaries U.S. (Instruct.	72,327				72,327
Staff Salaries U.S. (Staff)	86,927				86,927
Fringe Benefits	49,165				49,165
Salaries Local	0				0
Consultants	115,279				115,279
Travel - Per Diem	48,016				48,016
Nonexpendable Equipment	21,834				21,834
Expendable Supplies	85,952				85,952
Indirect Costs	93,300				93,300
Participant Costs	0				0
Workshops, Seminars, Conf	572,800				572,800
Video/TV Production	0				0
Subcontractors	0				0
Subcontractors	0				0
Subcontractors	0				0
Translation	0				0
Scholarships	0				0
Curriculum Development	0				0
Other Direct Costs	0				0
Other Reimbursement	0				0
TOTAL	1,145,600				1,145,600
Percentage of Total Expenditures					8%

University of Wisconsin-Madison:
Fourth Quarterly Report

This report, submitted by the University of Wisconsin-Madison, details the progress of its Management Training and Economic Education project offered in Poland and Hungary. This report covers the period from April 1 through June 30, 1992.

Fourth Quarterly Review

Project Activities

During the first year of this project, the University of Wisconsin-Madison noted that sixteen in-country and three U.S. based courses, funded directly by AID, have been completed. In addition, 12 courses were delivered with matching funds.

Evaluation

Though an important element of the MTEECEE Program as described in the original AID proposal, the University of Wisconsin-Madison has made little effort to create or administer any form of self-evaluation. Though the Evaluation Team was pleased to share the results of its independent evaluation, it was made clear that this was not to substitute for extensive self-evaluation. The lack of this type of detailed self-assessment has made it extremely difficult for the faculty and staff of this project to respond to the changing needs of their target audience.

The University of Wisconsin-Madison expected that U.S. firms, with facilities in the target countries, would provide more support -- specifically in the marketing and evaluation of project MANTREE courses. Although it is clear how U.S. firms could assist with marketing and publicity, it is unclear how they could have assisted with evaluation.

Lastly, the report makes clear that the evaluation method designed by the University of Wisconsin-Madison, hiring consultants to go into industry to evaluate the utilization level of the project's course content, was never implemented.

Infrastructure Development

An important component of the original design of the MTEECEE program detailed in the project proposal was the support and development of the in-country partner organizations. In

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this respect, the University of Wisconsin-Madison appears to have enjoyed some success.

The University of Veszprem and the Polish International Business School (PIBS) were both able to offer a number of important economic and basic management courses as a direct result of their relationship with their U.S. partner.

This new ability indicates a significant degree of sustainability. Institutional development suggests that in-country partners will be able to continue to offer these new courses even after the termination of the grant.

Institutional Outreach

The grantee also noted that it was able to finalize its relationship with two new institutions: the Marketing Centrum in Budapest and the Center for Privatization. These new partners have already organized and coordinated course offerings, further indicating project sustainability / viability following the termination of the grant.

Localization

The University of Wisconsin-Madison points to this element of its project as an important area of success. The university defines its localization of courses as being the translation of lecture notes into the target language. "The localization objective was achieved by translating all training materials into the local language in the second round of programs, April-June 1992." (4Q) This effort will, it is believed, provide usable outlines for further course offerings following termination of the grant.

Fourth Quarter Courses

During the fourth quarter, the University of Wisconsin-Madison presented six courses;

1. Marketing to the United States:
April 6-8, 13 participants at PIBS
April 21-23, 27 participants at Veszprem
2. Managing a Market-Driven Business:
May 25-29, 21 participants at PIBS
May 25-29, 25 participants at Veszprem
3. Cost Control and Management:
June 1-2, 27 participants at Veszprem
June 4-5, 16 participants at PIBS

4. Building a Manufacturing Organization for Competitive Markets:
June 8-12, 10 participants at PIBS
Veszprem Program: CANCELLED
5. Strategic Marketing and Total Quality Management:
June 15-19, 45 participants at Center for Privatization, Warsaw
June 15-19, 20 people at Marketing Centrum, Budapest
6. Export Marketing - Scheduled for April

This component of the report raised several important issues: first, the cancellation of the Building a Manufacturing Organization for Competitive Markets course, intended to be held in Veszprem; and second, the inadequate enrollment in the Export Marketing course. Though an explanation is suggested, the critical flaw that these two courses share is extremely poor planning.

With the experience of organizing their project throughout the year, project administrators should have a better understanding of the factors affecting their target audience. Their inability to recruit enough students for a course, planned far in advance, indicates a lack of organization and preparation potentially fatal to the entire program.

Further, the low turnout for the course on export marketing, added "in response to local priorities" in April, only serves to reinforce this impression.

Finally, the university helped to organize two special events: 1. May 31-June 2, 1992 : HUT (Helsinki University of Technology) site manager's course for mediated delivery of courses; and 2. June 3-5, 1992: MANTREE partners attended the Fifth World Conference for Continuing Engineering Education.

Additional Courses by Grantee In-country Partners

In addition to the courses detailed above, the Polish International Business School, (PIBS) in Poland, and the University of Veszprem, in Hungary, offered 12 programs. These courses enjoyed an enrollment of 837 participants, and provided a total of 37,932 student contact hours.

Veszprem course offerings:

Simulation-based training;
Management Simulation;

Marketing Conference - 250 participants;
Maintenance Conference - 330 participants.

PIBS course offerings: Accounting for Business Analysis - 17 participants; Business Accounting - 16 participants; Marketing - 19 participants; Marketing for Banking - 50 participants; Basic Entrepreneurship - 14 participants; Entrepreneurship Management - 50 participants; Advanced Course in Management - 50 participants; Management in Market Economy - 21 participants.

Year Two Activities

The Evaluation Team notes this report contains in-depth discussion of second year activities. Details regarding planning for Year Two activities are included.

In-country project partners all express the desire for videotaped courses. Two such courses have been selected for purchase and translation: strategic management and quality control. The programs will be initially offered by an experienced instructor. Stand alone and experimental use will be devised later. The University of Wisconsin-Madison conducted a survey of U.S. universities that provide video-based education to decide what materials would be appropriate for its partners. One videotape on marketing was shipped to Szeged in mid-July. A final assessment is to be made in September.

Three centers -- Veszprem, Szeged, and PIBS, will participate in a course on creativity (from the University of Wisconsin-Madison) delivered via audiographic teleconferencing.

The Polish Institute of Management (PIM) hopes to work with Polish television to produce business programs for distribution in the country.

PIBS is working on a World Bank program incorporating out-reach education.

The University of Keszthely wants to use distance education to train agricultural extension workers.

Financial Data

A detailed record of the financial expenditures made over the first year are included.

Of special interest is the amount of saving derived from careful budget management, reduced salaries for University

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of Wisconsin-Madison faculty and staff, and relatively little expenditure on self-evaluation. These savings, it is reported, were transferred to other areas of the project in order to enhance course offerings.

Summary

This report allotted little attention to completed activities while providing a great deal of theoretical information detailing the future of the program. Future reports should more strictly report the activities of the preceding quarter.

Subcontractor's Report Contribution (New York University):

Although the relationship between New York University and the University of Wisconsin-Madison officially terminated during the first year, several important features of their original relationship continue to bear fruit.

The following list highlights the most important components as related to New York University's participation in the original project design.

Project Developments:

During the first year, the Marketing Centrum was tested and proven to be able to deliver project components. A further indication of the commitment of the Marketing Centrum to this project was the creation of full-time position to act as liaison to the MANTREE project.

Simulation-based programs were designed for use in Veszprem in the fall. These and other simulation materials were acquired by the new library of simulation programs at the University of Veszprem.

A local MANTREE board of Advisors was identified and discussion started.

Hewlett-Packard Corporation delivered \$40,000 worth of equipment. In addition, they agreed to provide equipment, software, training, participant recruits, and assist with marketing and public relations.

The formal opening of the Polish Institute of Management office is planned for October. Equipment and software for the center was obtained from Hewlett-Packard. In addition, PIM has expanded the number of trainers assigned to MANTREE activities with commitments from the City Council in Plock,

Polish Television, and the Polish Social Security Organization.

Professor Myron Uretsky, Director of the New York University subproject, comments that the new director of the Polish International Business School does not appear knowledgeable about or committed to the MANTREE project. He takes issue with PIBS' viability in continuing with the project.

Much discussion has been made regarding expense reimbursement procedures. Unfortunately, the fact that proper procedures were never clearly defined by the grantee at the beginning of the project continues to cause problems and has become a major issue. The lack of proper reimbursement hindered program delivery and partner relations. This was further exacerbated by "institutions [being] told categorically that the grant had no funds for them" (NYU report).

Finally, the subcontractor reports that adequate funds were not available for proper course marketing. If the program is to improve, it requires 1) localizing program offerings; and 2) increasing training for on-site staff to improve their abilities to provide consulting services.

Evaluator's Summary

The University of Wisconsin-Madison's projects in Poland and Hungary face several significant challenges. The obvious lack of coordination, planning, and most disturbing of all, commitment, have allowed the project to fall far short of both its own proposed goals and the achievements of the other grantees in the program.

As a result, it is critical that the University of Wisconsin-Madison focus directly on its remaining project components and attempt to closely coordinate its activities with its in-country faculty and institutional partners.

The people of Poland and Hungary deserve no less than a 100 percent commitment by the University of Wisconsin-Madison in the closing period of this important project.

MAP REFERENCE

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The evaluation team wishes to express its thanks to Electromap, Inc. for authorizing the use of its product.

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- **Student Contact Hours Spreadsheet**
 - **Project Flow Charts**
 - **Map Reference**

**Course List of the Management Training and Economics
Education for Central and Eastern Europe Program:**

The following list identifies all course offered during the first year of the grant as described in the Quarterly Reports. Only such variables as; basic, intermediate, advanced have been omitted when irrelevant (but these courses are counted when assessing total project numbers).

A. Accounting:

1. Introduction to Accounting and Financial Statements (CCSU)
2. Completion of Accounting Cycle (CCSU)
3. Management Accounting (MUCIA)
4. Finance and Accounting for non-Financial Managers (CMC)
5. Finance and Accounting for non-Financial Executives (SUNY)
6. Accounting Curriculum Development (Univ. of Del.)
7. Accounting and Information Systems (Univ. of Minn.)
8. Accounting (Univ. of Wash.)

B. Agriculture and Agribusiness:

9. Farm Management in a Market Economy (ISU)
10. Agricultural Marketing (ISU)
11. Financing Agriculture in a Market Economy (ISU)
12. Managing Agricultural Supply and Processing Businesses in a Market Economy (ISU)
13. Managing Cooperatives in a Market Economy (ISU)
14. Government Activities in a Free Market Economy in Agriculture (ISU)
15. Developing Teaching, Research, and Extensive Programs in Economics and Business for Agriculture (ISU)
16. Agriculture and Rural Policy Development in a Market Economy (ISU)
17. Farm Management, Business Planning, and Marketing in a Market Economy (ISU)
18. Agricultural Development (SUNY)
19. Principles of Micro-Economics Applied to Agriculture (Univ. of Del.)
20. Agribusiness - Economics (Univ. of Del.)
21. Farm Management (Univ. of Del.)
22. Agri-Marketing (Univ. of Del.)
23. Farm Finance (Univ. of Del.)
24. International Agri-Marketing (Univ. of Del.)
25. Farm Finance and Marketing (Univ. of Del.)
26. International Agriculture Economy (Univ. of Del.)

27. *Introduction to Private Agribusiness Management* (Univ. of Minn.)
28. *Marketing and Agribusiness Management* (Univ. of Minn.)
29. *Cost and Risk Management in Agribusiness* (Univ. of Minn.)
30. *The Strategy of a Firm: Agribusiness Management and Privatization* (Univ. of Minn.)
31. *Potato Production and Marketing* (Univ. of Wash.)
32. *Beef Production and Marketing* (Univ. of Wash.)

C. Banking:

33. *Bank Lending Credit Seminar* (CCSU)
34. *Banking Seminar* (OSU)

D. Basic Management:

35. *Basics of Management* (CCSU)
36. *Decisions Support Systems* (CCSU)
37. *Basics of Managing Free Enterprise Systems* (CCSU)
38. *Decision Making* (CCSU)
39. *Management Consulting* (CCSU)
40. *Executive Management Training* (CCSU)
41. *Management* (OSU)
42. *Basic Management* (OSU)
43. *Management* (OSU)
44. *Management Leadership* (CMC)
45. *Executive Development* (SUNY)
46. *Basic Retail Management* (SUNY)
47. *Distribution, Logistics, and Transportation* (Univ. of Minn.)
48. *Risk Management and Insurance* (Univ. of Minn.)
49. *General Management and Strategy* (Univ. of Minn.)
50. *Cooperatives: Principals and Practices* (Univ. of Minn.)
51. *Basic Management* (Univ. of NEB. LIN..)
52. *Building a Manufacturing Organization for Competitive Markets* (Univ. of Wis. Mad.)
53. *Managing a Market Driven Business* (Univ. of Wis. Mad.)

E. English:

54. *English* (CERGE)
55. *English* (CMC)
56. *Business English* (CMC)
57. *English Language Enhancement* (Univ. of Del.)
58. *Business English For Management* (Univ. of Del.)
59. *English for Business and Economic Journalists* (Univ. of Del.)
60. *General English and Culture* (Univ. of Del.)
61. *Customer Service* (Univ. of Del.)

F. Entrepreneurship:

62. *Introduction to Western Business Theory and Practice* (CCSU)
63. *Young Entrepreneur Seminar* (CCSU)
64. *Entrepreneurship* (OSU)
65. *Starting Up Businesses* (OSU)
66. *National Conference on Entrepreneurship and Market Economics* (OSU)
67. *Entrepreneurship* (CMC)
68. *Entrepreneurship* (Univ. of NEB. LIN..)

G. Environmental Management:

69. *Environmental Management* (Univ. of Minn.)

H. Finance:

70. *Financial Concepts for Managers* (CCSU)
71. *Investment and Risk Assessment* (CCSU)
72. *Financial Analysis for Investment* (CCSU)
73. *Financial Analysis/Managing Information* (MUCIA)
74. *Finance* (OSU)
75. *Financing a Business* (CMC)
76. *Managerial Finance* (Univ. of Del.)
77. *Financial and Expenditure by Sub-National Government* (Univ. of Minn)
78. *Financial Markets and Banking* (Univ. of Minn.)
79. *Principals of Managerial Finance* (Univ. of Minn.)
80. *Capital Markets and Capital Budgeting* (Univ. of Minn.)
81. *Finance* (Univ. of Wash.)
82. *Cost Analysis* (Univ. of Wis. Mad.)

I. Human Resource Management:

83. *Human Resource Management* (CCSU)
84. *Middle Level Management Training* (CCSU)
85. *Human Resource Management* (MUCIA)
86. *Organizational Development and Change* (CMC)
87. *Human Resource Management* (Univ. of Del.)
88. *Human Resource Management* (Univ. of Minn.)
89. *Inter-Cultural Communication* (Univ. of Wash.)
90. *Management and Organization* (Univ. of Wash.)

J. Import/Export:

91. *How to Export* (SUNY)
92. *Marketing to the U.S.* (Univ. of Wis. Mad.)

K. International Management:

- 93. *International Management* (Univ. of Del.)
- 94. *Doing Business in the U.S.* (Univ. of Del.)
- 95. *International Management* (Univ. of Wash.)

L. Market Economics:

- 96. *Managerial Economics* (CCSU)
- 97. *Demand, Supply, and Competition* (CCSU)
- 98. *Imperfections in Markets and Economic Growth* (CCSU)
- 99. *Pollution as a Market Failure* (CCSU)
- 100. *Market Economics* (MUCIA)
- 101. *How the Market Economy Works* (CERGE)
- 102. *Macro Economics, Money and Banking* (CERGE)
- 103. *Labor Economics and Labor Market Analysis* (CERGE)
- 104. *Statistics and Econometrics* (CERGE)
- 105. *Micro-Economics* (CERGE, Graduate Program)
- 106. *Macro-Economics* (CERGE, Graduate Program)
- 107. *General Economics* (CERGE)
- 108. *Micro Economics* (CERGE)
- 109. *Macro Economics* (CERGE)
- 110. *Mathematical Economics* (CERGE)
- 111. *Econometrics* (CERGE)
- 112. *Introduction to Market Economy* (CMC)
- 113. *Market Economics: Introduction to Capital Markets* (CMC)
- 114. *Market Economics for Journalists* (CMC)
- 115. *International Economics* (Univ. of Del.)
- 116. *Economics of Monetary and Financial Systems* (Univ. of Del.)
- 117. *Micro Economics* (Univ. of Del.)
- 118. *Macro Economics* (Univ. of Del.)
- 119. *Public Finance* (Univ. of Del.)
- 120. *Economics of Law* (Univ. of Del.)
- 121. *Economics of Private Property* (Univ. of Del.)
- 122. *Intermediate International Trade and Finance* (Univ. of Del.)
- 123. *Markets and Prices* (Univ. of Minn.)
- 124. *Micro Economic Approaches to Political Behavior* (Univ. Minn.)
- 125. *Labor Economics* (Univ. of Minn.)
- 126. *U.S. European Economic Policy* (Univ. of Minn.)
- 127. *Applied Econometrics* (Univ. of Minn.)
- 128. *Applied Mathematical Programming* (Univ. of Minn.)
- 129. *Regional Economics* (Univ. of Minn.)
- 130. *Cost-Benefit Analysis* (Univ. of Minn.)
- 131. *Economic Growth and Business Fluctuation* (Univ. of Minn.)
- 132. *Economic Development and Trade* (Univ. of Minn.)
- 133. *Market Economics Education* (Univ. of Neb.- Lin.)
- 134. *Economics* (Univ. of Wash.)
- 135. *Market Economic Symposium* (Univ. of Wash.)

M. Marketing:

- 136. *Basics of Marketing* (CCSU)
- 137. *Marketing Seminar* (CCSU)
- 138. *Marketing* (OSU)
- 139. *Marketing and Sales Methods* (CMC)
- 140. *Marketing Principals* (CMC)
- 141. *Introduction to Marketing* (CMC)
- 142. *Marketing* (SUNY)
- 143. *Marketing Management* (Univ. of Del.)
- 144. *Fundamentals of Marketing* (Univ. of Del.)
- 145. *Marketing Management* (Univ. of Minn.)
- 146. *Introduction to Advanced Marketing and Logistics Principals* (Univ. of Minn.)

N. Operation and Production Management:

- 147. *Production Logistics* (MUCIA)
- 148. *Production* (MUCIA)
- 149. *Logistics / Distribution* (MUCIA)
- 150. *Operations and Production Management* (Univ. of Del.)
- 151. *Operations and Production Management* (Univ. of Minn.)
- 152. *Cost Management and Control* (Univ. of Wis. Mad.)

O. Privatization:

- 153. *Practical Aspects of Privatization* (CERGE)
- 154. *Privatization* (CMC)

P. Small Business Management:

- 155. *How to Run a Small Business* (SUNY)
- 156. *Management Techniques and Methods for Small and Medium Business Managers* (Univ. of Del.)
- 157. *Small Business Management for Women Entrepreneurs* (Univ. Minn.)
- 158. *Small Business Development for Small Manufacturers* (Univ. of Minn.)
- 159. *Small Business Management for Prospective Small Manufacturers* (Univ. of Minn.)
- 160. *Food Plant Operations* (Univ. of Minn.)
- 161. *Introduction to Small Business Development Centers* (Univ. of Wash.)
- 162. *Consulting Small Business* (Univ. of Wash.)
- 163. *Business Planning* (Univ. of Wash.)
- 164. *Romanian Business Law, Licenses, and Taxes* (univ. of Wash.)
- 165. *Marketing (Small Business)* (Univ. of Wash.)
- 166. *Finance (Small Business)* (Univ. of Wash.)

Q. Strategic Planning:

167. *Introduction to Business Planning* (CCSU)
168. *Strategic Management* (MUCIA)
169. *Strategic Planning* (OSU)
170. *Strategic Planning* (CMC)
171. *Business Planning* (CMC)
172. *Planning for Managers* (CMC)
173. *Market Analysis* (SUNY)
174. *Market Analysis and Business Planning* (SUNY)
175. *Strategic Management* (SUNY)
176. *New Venture Development* (Univ. of Del.)
177. *Strategic Planning* (Univ. of Wash.)
178. *Strategic Market Planning and Total Quality Control*
(Univ. of Wis. Mad.)
179. *Strategic Planning Short Course* (Univ. of Wis. Mad.)
180. *Strategic Simulation* (Univ. of Wis. Mad.)

R. Technology Transfer:

181. *Technology Transfer and the Environment* (CMC)
182. *Technology Transfer and Industrial Development* (CMC)
183. *Technology Transfer* (Univ. of Wash.)

S. Total Quality Management:

184. *Total Quality Management* (SUNY)
185. *Total Quality Management* (Univ. of Del.)
186. *Total Quality Management* (Univ. of Wash.)

T. Train the Trainers:

187. *Train the Trainers: Institute for Business Studies*
(CCSU)
188. *Entrepreneurial Support* (CCSU)
189. *Proposal Writing and Grantsmanship* (CCSU)
190. *Solidarity Teacher Training* (CCSU)
191. *Train the Trainers* (MUCIA)
192. *Management* (OSU)
193. *Entrepreneurship* (OSU)
194. *Marketing* (OSU)
195. *Finance* (OSU)
196. *Strategic Planning* (OSU)
197. *Business Advising* (OSU)
198. *Public Choice Theory and its Applications: Faculty*
Retraining Seminar (CERGE)
199. *Economics of the Transition: Faculty Retraining Seminar*
(CERGE)
200. *Constitutional Political Economy* (CERGE)
201. *Promoting Institutional Effectiveness in Universities*

(SUNY)

202. *Financial Management in Universities* (SUNY)
203. *Addressing Management Concerns in Colleges* (SUNY)
204. *Economics for Teachers of Vocational Schools* (CMC)
205. *Designing Materials for Interactive Group Work in the Business English Classroom* (Univ. of Del.)
206. *Teacher Training Workshops* (Univ. of Del.)
207. *Training English Teachers* (Univ. of Del.)
208. *Training Balkancar Managers* (Univ. of Del.)
209. *Agricultural Training* (Univ. of Minn.)
210. *Use and Creation of Business Video Programs* (Univ. of Minn.)

U. Training In The U.S.:

211. *Executive Training Workshop* (ISU)
212. *Training in U.S.* (OSU)
213. *Training in the U.S.: Management Program For Business Executives* (CMC)
214. *M.B.A. Level Training in the U.S.* (SUNY)
215. *Training in the U.S.* (Univ. of Del.)
216. *Training in the U.S. "Madison Orientation Program"* (Univ. of Wis. Mad.)

Student Contact Hours - AID Management Training and Economics Education / Eastern Europe

BULGARIA					
Participant Categories	University of Delaware				
	Mgmt. Ed.	Econ Ed.	English	% of Total	Total Bulgaria
Training Trainers	8222	9188	10202	0.29	27612
Students	6258	6500	10541	0.24	23299
Government Officials	4255	4691	5885	0.15	14831
Business Community	7259	5113	10396	0.24	22768
Journalists	1584	222	633	0.03	2439
Unemployed	1953	942	1648	0.05	4543
Agriculture	180	315	40	0.01	535
Other Groups					0
Solidarity Workers					0
Total SCH	29711	26971	39345		96027
% Total Grantee	0.31	0.28	0.41		
Percent of Total E. Europe					0.17

Student Contact Hours - AID Management Training and Economics Education / Eastern Europe

ALBANIA						
Participant Categories	University of Nebraska					
	Mgmt. Ed.	Econ Ed.	Consul.	Agri. Bus.	% Total	Total Albania
Training Trainers	828	1288	276	299	0.20	2691
Students	250				0.02	250
Government Officials	1495	2668		782	0.38	4945
Business Community	1587	1242			0.22	2829
Journalists						0
Unemployed						0
Agriculture						0
Other Groups	299	414		1702	0.18	2415
Solidarity Workers						0
Total SCH	4459	5612	276	2783		13130
% Total Grantee	0.34	0.43	0.02	0.21		
Percent of Total						0.02

Student Contact Hours - AID Management Training and Economics Education / Eastern Europe

ROMANIA						
Participant Categories	University of Washington					
	Mgmt. Ed.	Econ Ed.	Consul.	Sympos.	% Total	Total Romania
Training Trainers	1755	1056	25410	980	0.51	29181
Students	875	5940	88	360	0.13	7263
Government Officials	1140	744	3620	720	0.11	6224
Business Community	6751	475	2929	4200	0.25	14355
Journalists	42	20	22	192	0.00	276
Unemployed						
Agriculture						
Other Groups						
Solidarity Workers						
Total SCH	10563	8235	32069	6432		57299
% Total Grantee	0.18	0.14	0.56	0.11		
Percent of Total						0.10

Student Contact Hours - AID Management Training and Economics Education / Eastern Europe

HUNGARY					
Participant Categories	SUNY				
	Mgmt. Ed.	Consul.	R. T. Disc.	% Total	T. SUNY
Training Trainers	4410		410	0.26	4820
Students	36			0.00	36
Government Officials	192			0.01	192
Business Community	11478	94		0.63	11572
Journalists					
Unemployed					
Agriculture	240			0.01	240
Other Groups	1476			0.08	1476
Solidarity Workers					
Total SCH	17832	94	410		18336
% Total Grantee	0.97	0.01	0.02		
Percent of Total					0.03

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Student Contact Hours - AID Management Training and Economics Education / Eastern Europe

Participant Categories	MUCIA/Hungary				Wis. Mad./Hungary			Total Hungary
	Mgmt. Ed.	Exec. Ed.	% Total	T. MUCIA	Mgmt. Ed.	% Total	T. Wis.	
Training Trainers		180	0.05	180	718	0.15	718	5718
Students	348		0.10	348				384
Government Officials				0				192
Business Community	2436		0.67	2436	4187	0.85	4187	18195
Journalists								0
Unemployed								0
Agriculture								240
Other Groups	696		0.19	696				2172
Solidarity Workers								0
Total SCH	3480	180		3660	4905		4905	26901
% Total Grantee	0.95	0.05			1.00			
Percent of Total				0.01			0.01	0.05
	Total SCH	10920		Total % SCH MUCIA = .02				
	Total SCH	14425		Total % SCH Wis. Mad. = .03				

Student Contact Hours - AID Management Training and Economics Education / Eastern Europe

CSFR									
Participant Categories	MUCIA/CSFR				Iowa State				
	Mgmt. Ed.	Exec. Ed.	% Total	T. MUCIA	Mgmt. Ed.	Econ. Ed.	Consul.	% Total	T. Iowa
Training Trainers	324	360	0.17	684	3386	3386	530	0.26	7302
Students				0	2765	2765	67	0.20	5597
Government Officials	324		0.08	324	1367	1367	192	0.10	2926
Business Community	2304		0.58	2304	5999	5999	324	0.43	12322
Journalists					119	119		0.01	238
Unemployed									
Agriculture									
Other Groups	648		0.16	648					
Solidarity Workers									
Total SCH	3600	360		3960	13636	13636	1113		28385
% Total Grantee	0.91	0.09			0.48	0.48	0.04		
Percent of Total				0.01					0.05

Participant Categories	University of Pittsburgh CMC/CERGE				% T. CMC	T. CMC	(CERGE) Econ. Ed.	% T. CER	T. Pitts.	Total CSFR
	Mgmt. Ed.	Econ. Ed.	Consul.	Media						
Training Trainers	48200	7800	16500	1500	0.55	74000	6431	0.08	80431	88417
Students						0	65563	0.78	65563	71160
Government Officials	6600		4500		0.08	11100	7425	0.09	18525	21775
Business Community	44700	3800			0.36	48500	3550	0.04	52050	66676
Journalists	1380				0.01	1380	250	0.00	1630	1868
Unemployed						0			0	0
Agriculture						0			0	0
Other Groups						0	450	0.01	450	1098
Solidarity Workers						0			0	0
						T. CMC	T. CERGE			
Total SCH	100880	11600	21000	1500		134980	83669		218649	250994
% Total Grantee	0.75	0.09	0.16	0.01			1.00			
Percent of Total				0.24			0.15			0.44

Student Contact Hours - AID Management Training and Economics Education / Eastern Europe

POLAND									
Participant Categories	MUCIA/Poland				University of Minnesota				
	Mgmt. Ed.	Exec. Ed.	% Total	T. MUCIA	Mgmt. Ed.	Econ. Ed.	Appl. Trn.	% Total	T. Minn.
Training Trainers	810	300	0.34	1110	3976	2358	1368	0.14	7702
Students	270		0.08	270	10106	11272	320	0.40	21698
Government Officials				0		129	3072	0.06	3201
Business Community	1650		0.50	1650	1021	43	5840	0.13	6904
Journalists									
Unemployed									
Agriculture							15352	0.28	15352
Other Groups	270		0.08	270					
Solidarity Workers									
Total SCH	3000	300		3300	15103	13802	25952		54857
% Total Grantee	0.91	0.09			0.28	0.25	0.47		
Percent of Total				0.01					0.10

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Student Contact Hours - AID Management Training and Economics Education / Eastern Europe

Participant Categories	Wis. Mad./Poland			Ohio State			
	Mgmt. Ed.	% Total	T. Wis.	Mgmt. Ed.	Consul.	% Total	T. Ohio
Training Trainers	1322	0.14	1322	2495	240	0.11	2735
Students							0
Government Officials	435	0.05	435	688		0.03	688
Business Community	7763	0.82	7763	17665	950	0.78	18615
Journalists					190	0.01	190
Unemployed				1300	32	0.06	1332
Agriculture							
Other Groups					270	0.01	270
Solidarity Workers							
Total SCH	9520		9520	22148	1662		23830
% Total Grantee	1.00			0.93	0.07		
Percent of Total			0.02				0.02

Student Contact Hours - AID Management Training and Economics Education / Eastern Europe

Participant Categories	CCSU					T. CCSU	Total Poland
	Mgmt. Ed.	Econ. Ed.	Consul.	Gmt. Prep.	% Total		
Training Trainers	8077	471	449	1050	0.29	10047	22916
Students	972	75	40		0.03	1087	23055
Government Officials			144	476	0.02	620	4944
Business Community	7708		592	280	0.24	8580	43512
Journalists							190
Unemployed							1332
Agriculture							15352
Other Groups				364	0.01	364	904
Solidarity Workers		14400			0.41	14400	14400
Total SCH	16757	14946	1225	2170		35098	126605
% Total Grantee	0.48	0.43	0.03	0.06			
Percent of Total						0.06	0.22

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Student Contact Hours - AID Management Training and Economics Education / Eastern Europe

Participant Categories	Total % E. Europ	Total E. Europe
Training Trainers	0.31	176535
Students	0.22	125411
Government Officials	0.09	52911
Business Community	0.29	168335
Journalists	0.01	4773
Unemployed	0.01	5875
Agriculture	0.03	16127
Other Groups	0.01	6589
Solidarity Workers	0.03	14400
Total SCH	1.00	570956
Percent of Total		1.00

University of Pittsburgh - Czechoslovakia
Center for Economic Research and Graduate Education (CERGE)

<u>Project Components</u>	<u>Modifications</u>	<u>1st Quarter</u>	<u>2nd Quarter</u>	<u>3rd Quarter</u>	<u>4th Quarter</u>
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Project Proposal:

Charles University - Prague

Advanced economics
instruction for students,
senior officials,
business managers,
doctors, and secondary
school teachers

6000 participants

Activities:

Intensive 1-week short
course

- Due to its program design, the University of Pittsburgh's grant allocation is comprised of two distinct projects, CMC and CERGE. The Evaluation team considers it necessary to review each project independently.

University of Pittsburgh - Czechoslovakia
Czechoslovak Management Center (CMC)

<u>Project Components</u>	<u>Modifications</u>	<u>1st Quarter</u>	<u>2nd Quarter</u>	<u>3rd Quarter</u>	<u>4th Quarter</u>
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Project Proposal:

Outputs:

- 2000 enterprise managers
(in first year)

- 30 graduates will
participate in Train-the-
Trainers: May-July 1991

2400 undergraduate
participants (in first year)

3600 Government
officials, Legislators,
Managers, and Journalists as
participants in short courses

Due to its program design, the University of Pittsburgh's grant allocation is comprised of two distinct projects, GE and EGE. The Evaluation team considers it necessary to review each project independently.

University of Wisconsin-Madison -- Hungary, Poland

Project Components Modifications 1st Quarter 2nd Quarter 3rd Quarter 4th Quarter

Project Proposal:

Management and General Administration of Grant at University of Wisconsin-Madison

- Technical Support and Simulation Management provided by New York University

UW will work independently of NYU. (3Q)

Project in Poland and Hungary works in conjunction with Helsinki University Technology, the National Association of Engineering, the University of Veszprem, and the University of Veszprem.

Polish partner changed to Polish International Business School. (PIP)

Outputs:

- Train 70 trainers in each country with 20 days of intensive instruction.

Total of 4 sessions; 20 days in length for 35 trainers and managers per session (PIP)

Establish 10 Management Training Institutes and Secondary Centers in each country.

MAP REFERENCE

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The evaluation team wishes to express its thanks to Electromap, Inc. for authorizing the use of its product.

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