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Evaluation Report

Report on Evaluator Site Visits
Summary of Third Quarterly Reports
Quantitative and Qualitative Analysis
Program Recommendations

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

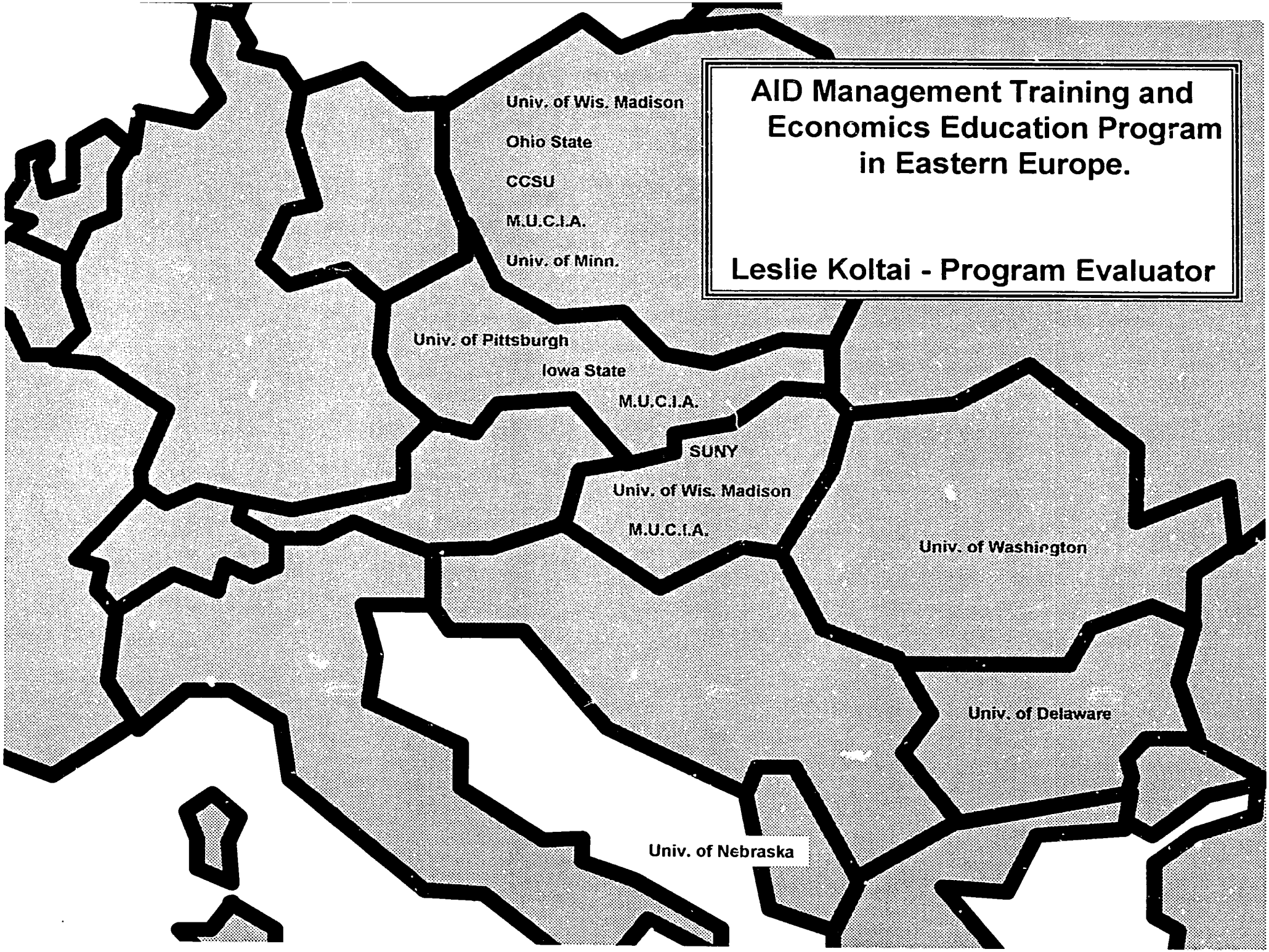
Leslie Koltai, Principal Evaluator

Contract No. EUR-0029-S-00-2008-00

September 2, 1992

AID Management Training and Economics Education Program in Eastern Europe.

Leslie Koltai - Program Evaluator



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Thanks to all AID personnel: Anne Chermak and Gerald Zarr (Bulgaria); Lee Roussel, John Rogers, and James Bednar (Czechoslovakia); Patricia Lerner (Slovakia); David Cowles and Ferenc Melykuti (Hungary); Nina Majer and William Joslin (Poland); Richard Hough and Nicolae Ivan (Romania); Ross Anthony, Stephen French, Diane Miller, Margaret Kidd, Elaine Smialek, and Esme Alegorado (Washington, D.C.)

We also express our appreciation to all grantee personnel for their cooperation.

This report is the result of an enthusiastic, tireless team of evaluators and support staff. It is my pleasure to work with such an outstanding group of people. I am grateful for their support and dedication: Claudine Wolas - Project Coordinator, and members of the staff: Michael Wilding, Jeffrey Kovacs and Robert Rich.

Dr. Leslie Koltai
Principal Evaluator

Notes of Clarification

1. Due to the changing face of Czechoslovakia, the Evaluation team faces a semantics issue in writing this report. Therefore, for the purposes of this report the Czech and Slovak Republics will be cited as Czechoslovakia. As of August 27, the two regions decided to separate with formal agreements planned for next year.

Therefore the Evaluation team will continue to refer to the country as Czechoslovakia until the separation is finalized. Where appropriate the report may refer to the different regions as the Czechlands and Slovakia only if comments pertain specifically to that area. This decision in no way indicates the perference of the Evaluators but is used to simplify procedures.

2. The Evaluation team would like to remind all readers that quantification results are not final. Pending cooperation from all eleven universities, a complete analysis of data will be made in the Evaluator's Annual Report.

3. Project Flowcharts include Third Quarterly reports. The Evaluator's Annual Report will include an update of these flowcharts with information retrieved from Fourth Quarter reports and Annual reports if received and applicable.

4. Country maps detailing individual university projects may not include all activity locations. They do, however, highlight the principal hubs of activities.

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PART I

Agency for International Development

Management Training and Economics Education Program in Eastern Europe

The fall of the "iron curtain" has afforded the United States a unique opportunity to aid Eastern European countries in the transition process from a "planned economy" to a "market economy" based on democratic principles.

The present policy of the United States is to encourage the transformation of the Eastern European countries and facilitate their integration into the world economy.

The United States Agency for International Development is at the forefront of United States involvement in this international effort. The Agency for International Development (AID), endowed with a budget of $17,893,480, initiated the Management Training and Economics Education for Central and Eastern Europe Program (MTEECEE). The purpose of this effort was to develop the region's economic and technical capabilities in business applications for competitive markets. Under the auspices of AID, the Management Training and Economics Education Program plays a significant role in assisting and supporting Central and Eastern European countries in their reconstruction efforts.

The success of the AID MTEECEE program is outlined in this report. The report will begin by providing an overview of the political, economic, and social conditions in Central and Eastern Europe, under which the various programs are being implemented. Pertinent data, accompanied by a series of detailed charts and tables, have been included.

It is critical to understand the current conditions under which American universities operate in Eastern and Central Europe. Though there are a number of common issues and problems associated with the economic and political reforms of the region, each country represents a unique set of challenges that reflect national and political ambitions and complexities. These "complexities" include:

1. in Czechoslovakia, the transition from Communism to Democracy has been further complicated by nationalistic pressure to divide the country itself;

2. in Poland, an effort at artificial price stabilization has been followed by severe inflation;

3. in Hungary, past redundancies and inefficiencies have been followed by the continued waste of resources and labor;

4. in Bulgaria, the noncompetitive industry, the basis of its economy, has languished with the loss of its previous major trading partner (the Soviet Union).

5. in Romania, there remains a lack of legislation which will allow a secure, stable environment for foreign investments;

6. in Albania, a series of historic political and social reforms continue to lack in basic communication and personal item services.

7. finally in Yugoslavia, as the world so painfully watches, the tremendously destructive conflict continues. This struggle, turning what was perhaps the most promising and developed country in the region into a virtual wasteland, has greatly hindered Yugoslavia's efforts to re-join the rest of the developed world.

The most demanding aspect of transition for all these countries is determining how to effect a successful

The most demanding aspect of transition for all these countries is determining how to effect a successful restructuring and transformation without accompanying "social dislocations." The people of these countries must confront several crippling legacies of their totalitarian, autocratic past. Some of these debilitating legacies include: a "learned helplessness" --the expectation and acceptance of failure; the recognition and acceptance of what the free market means to the individual including personal responsibility and liability; an unreasonably high expectation of democracy; a lack of familiarity with the outside world; and a history of suffering due to the distortion of virtually every economic and social relationship.

In response to these issues, the Agency for International Development has reacted by providing the necessary knowledge, managerial skills, and psychological support necessary to influence change.

After more than forty years of socialism, central planning, and lack of individual ownership, Eastern European countries are ready to receive the assistance of U.S. universities. This new cooperation will lead to a healthier academic community and a more knowledgeable work force.

The high degree of overall satisfaction with the program suggests that the AID Management Training and Economics Education Program is a success, and that support from the United States is clearly a catalyst to market reform in the region.

Method of Evaluation:

During the first year of operation it became clear that the evaluation of this project should include both the quantitative and qualitative aspects of grantee performance. Quantitative evaluation was conducted through comprehensive Participant Inquiry and Student Contact Hour forms, both reported by project staffs. Two other components of the overall evaluation were reviews of financial and budget reports and trend analyses that show the flow of project activities in chart form.

Finally, qualitative evaluations consist of interviews with program administrators and participants conducted during site visits. These, along with preliminary quantitative results, are presented for each institution in Part II.

Evaluation Tools

Student Contact Hours:
The wide variety of programming offered by the grantees, ranging from workshops to consultation, required that a method be established that would provide the evaluators and project personnel a measure of the impact of the AID Management Training and Economics Education Program in Eastern Europe. The "Student Contact Hours" scale was introduced and is defined as every hour a project staff member has contact with a project constituent. For example, if an instructor teaches a course for 10 hours with 10 students, 100 student contact hours would be recorded. Similarly, if a staff member consults 5 government officials for 5 hours, 25 student contact hours would be recorded. This measure insures that all variations of contact with local residents are recorded.

Student Contact Hours were gathered via self-reported forms distributed to each grantee during the third quarter. Prior to the distribution of these forms, each grantee was given the opportunity to comment upon the reporting procedures and the utility of collecting data on "contact hours" rather than students enrolled, average daily attendance, or other more conventional accounting methods.

Participant Inquiry Forms:

The second evaluative tool employed during the first year of operations was a survey of project participants. The Participant Inquiry Form was administered in traditional classroom environments, rather than following consultation. The questionnaire presented in the appendices, was divided into three sections. The first section requested demographic information such as age, gender, occupation, and how the respondent learned about the course. The second section asked the respondent to evaluate the specific course in which he/she was enrolled. The final section asked the respondent to evaluate a group of courses or program of study that they had completed.

Quantitative Evaluation Results and Interpretation

The following figures summarize the data analysis. It is important to note that nine of the eleven grantees were able to complete and return the Student Contact Hours and Participant Inquiry Forms by the close of the evaluator's reporting period. Though data from two grantees is not yet available, the data collected from the nine grantees to date can be considered representative of all grantees and

provides an informative quantitative analysis of program effectiveness.

Figure 1 presents "Student Contact Hours by Grantee." There were a total of 385,013 student contact hours reported from the nine responding institutions. Once the data are received from the two remaining institutions, the total "contact hour" figure is expected to exceed 400,000.

Figure 2 displays student evaluation responses. There were 953 useable Participant Inquiry Forms returned at the time of this report. Please note that the University of Delaware returned the highest number of evaluation forms and also had the greatest number of contact hours. Similarly, the University of Pittsburgh/CERGE ranked high in both categories.

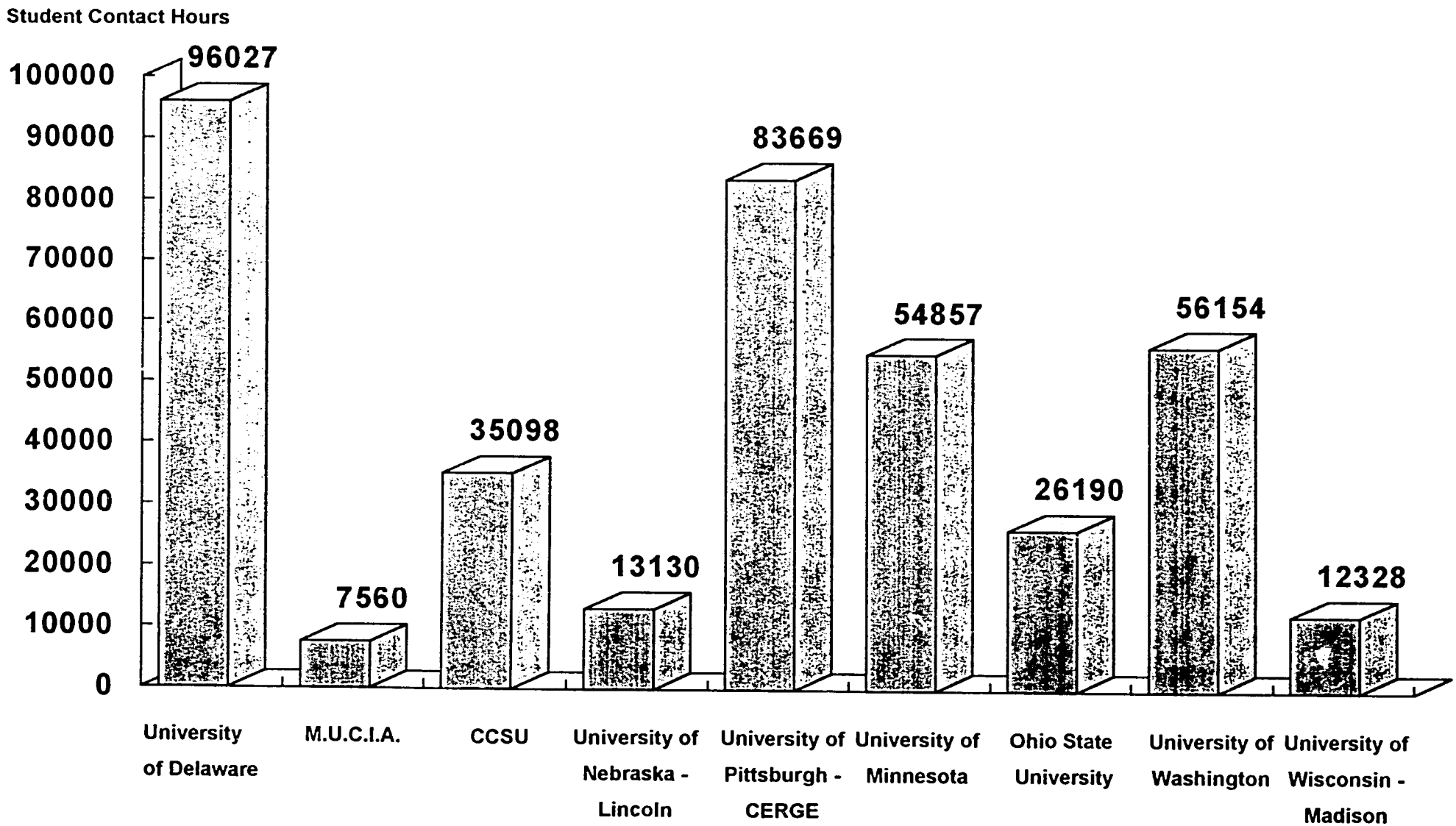
Figure 3 indicates that the average age of the respondents ranges from 33-44 throughout the program. The participants are a mature set of students as compared to a more traditionally aged student population. The higher average age can be interpreted as a positive indicator of the program impact on Eastern European society. The majority of these individuals, in their late 30's and early 40's, are already in positions within society where they can apply the program's teachings to alter present policy, improve businesses and product quality, and provide knowledge to their younger colleagues.

In light of this analysis, the inference can be made that if the grantees were to target traditional collegiate age populations, the grantees have the potential to impact individuals at the beginning of their careers. Project

Figure 1.

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

1991/92 Student Contact Hours by Grantee



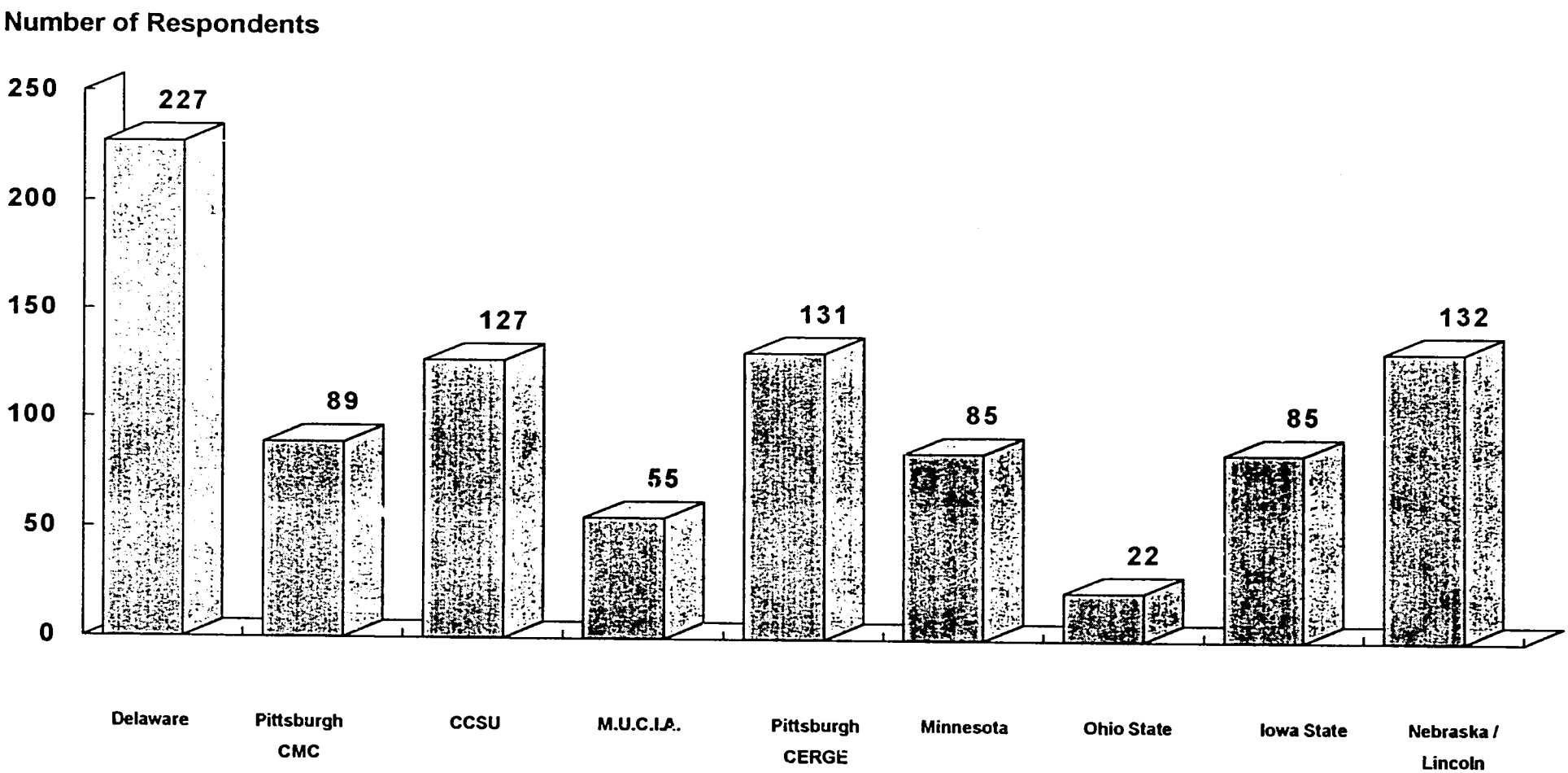
Note: Data from Pittsburgh/CMC, SUNY and Iowa State has not been received.

Source: Leslie Koltai- AID Program Evaluator

Figure 2.

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

1991/92 Participant Evaluation Forms - Number of Responses by Grantee



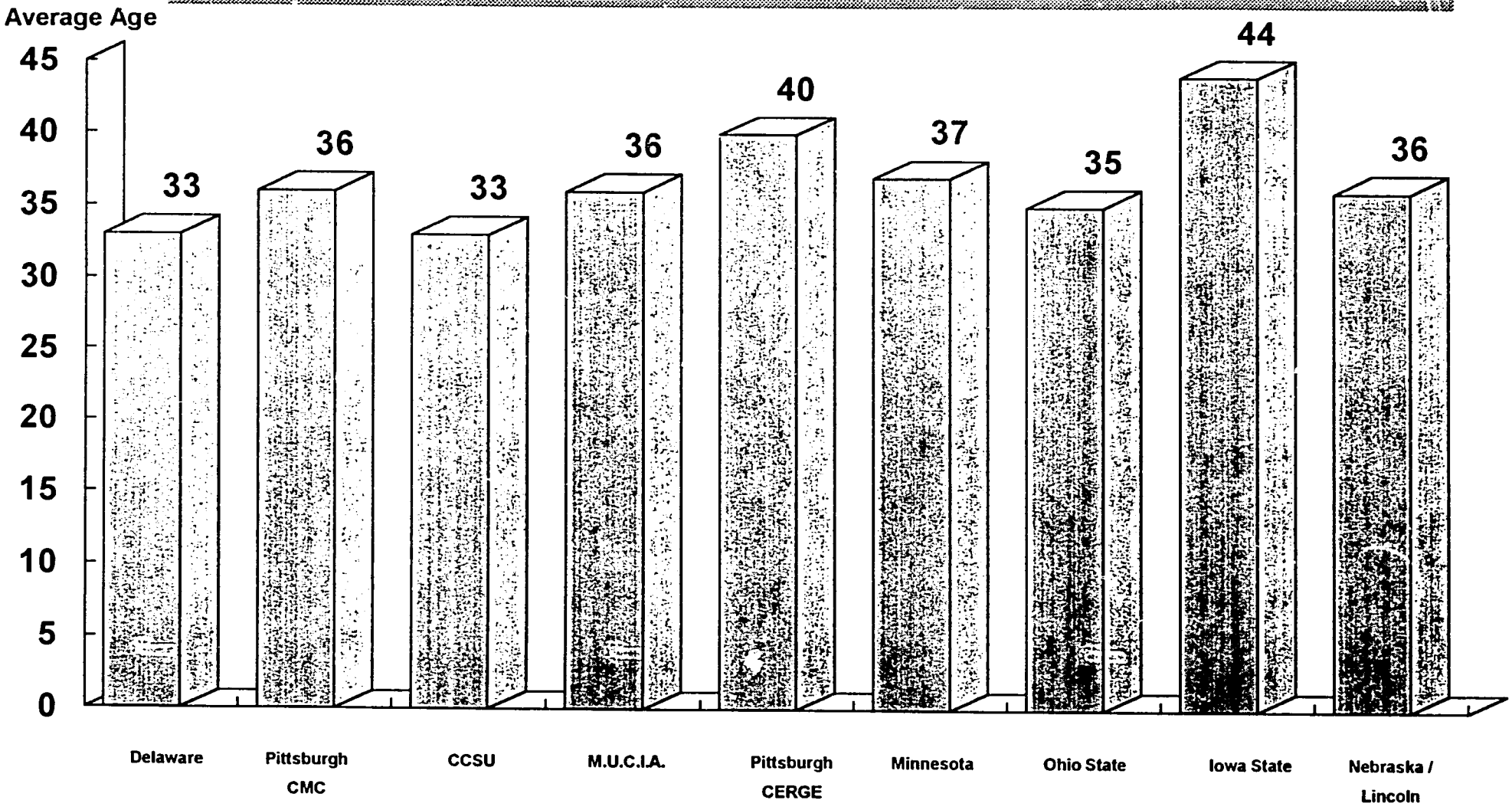
Note: Data from University of Washington, Wisconsin/Madison, and SUNY has not been received.

Source: Leslie Koltai- AID Program Evaluator

Figure 3.

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

1991/92 Average Age of Respondents by Grantee



Note: Data from University of Washington, Wisconsin/Madison, and SUNY has not been received.

Source: Leslie Koltai- AID Program Evaluator

sustainability would be enhanced for future generations of leaders.

Figure 4 displays the gender distribution by grantee. More men than women are represented in this chart; the breakdowns adhere to traditional gender divisions in business and politics. Some of the grantees are doing a better job of attracting women than others. It is unclear if this is due to cultural factors, marketing errors, or the design of the project. Programs that focus on retraining professors and teachers show a higher percentage of women participants. This, again, may be due to the fact that these are areas which have been traditionally open to women as well as men.

The proportion of men and women participating in the program will continue to be monitored in order to note any significant changes during second year activities. In addition, a country by country analysis of the proportion of men and women participants will be compiled at the completion of the program.

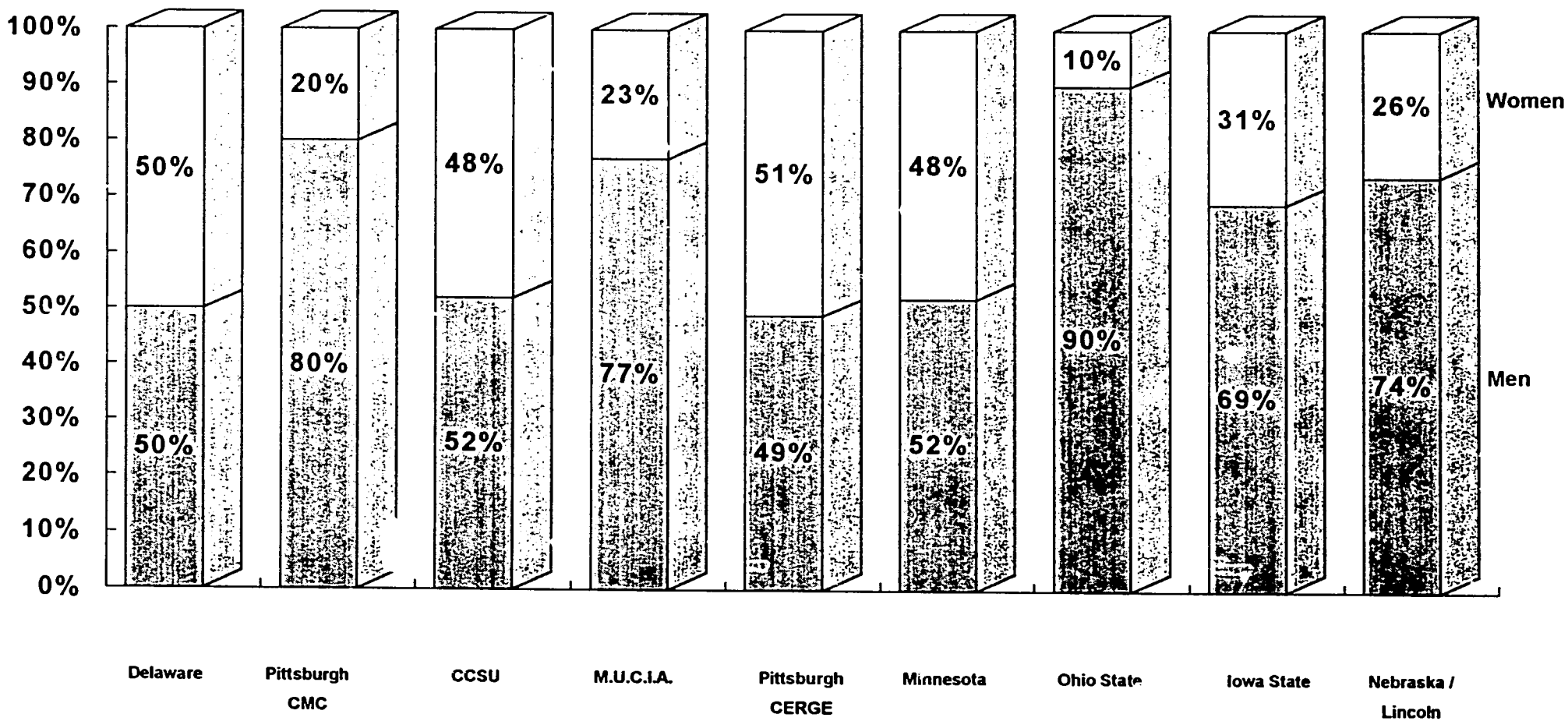
Figures 5 and 6 directly reflect the impact and sustainability of the program. The percentage of teachers participating in the program is, on average, approximately 50%. In a few cases the percentage of teachers was as high as 86%.

Several of the projects indicated that their efforts will have wide ranging impact through the teachers they are retraining. They believe that teachers, trained by the AID sponsored program, will pass on many of the concepts learned in the program to their students. Furthermore, it is hoped that these students' exposure to new topics -- such as

Figure 4.

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

1991/92 Respondents Gender by Grantee



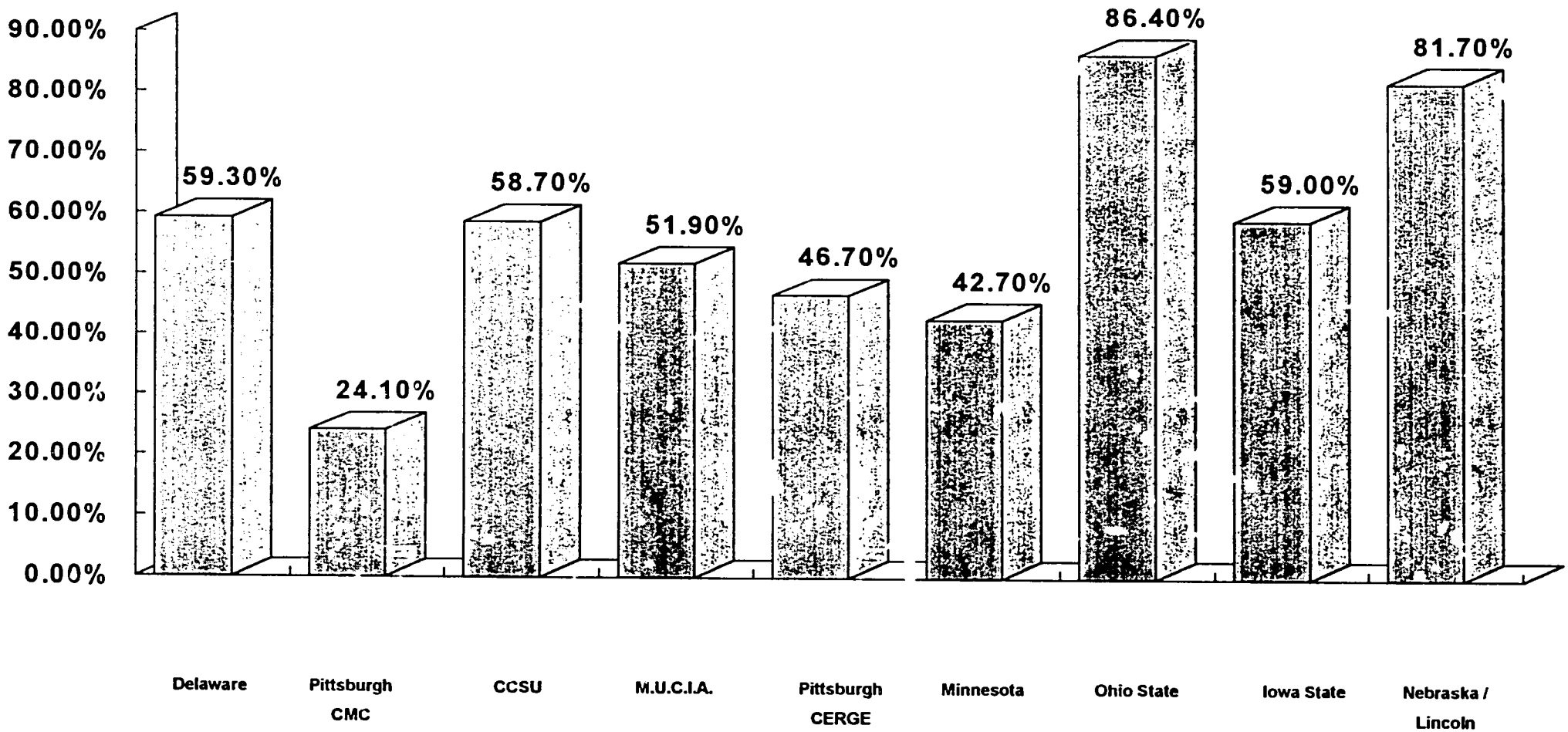
Note: Data from University of Washington, Wisconsin/Madison, and SUNY has not been received.

Source: Leslie Koltai- AID Program Evaluator

Figure 5.

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

1991/92 Respondents Whose Job Involves Teaching by Grantee

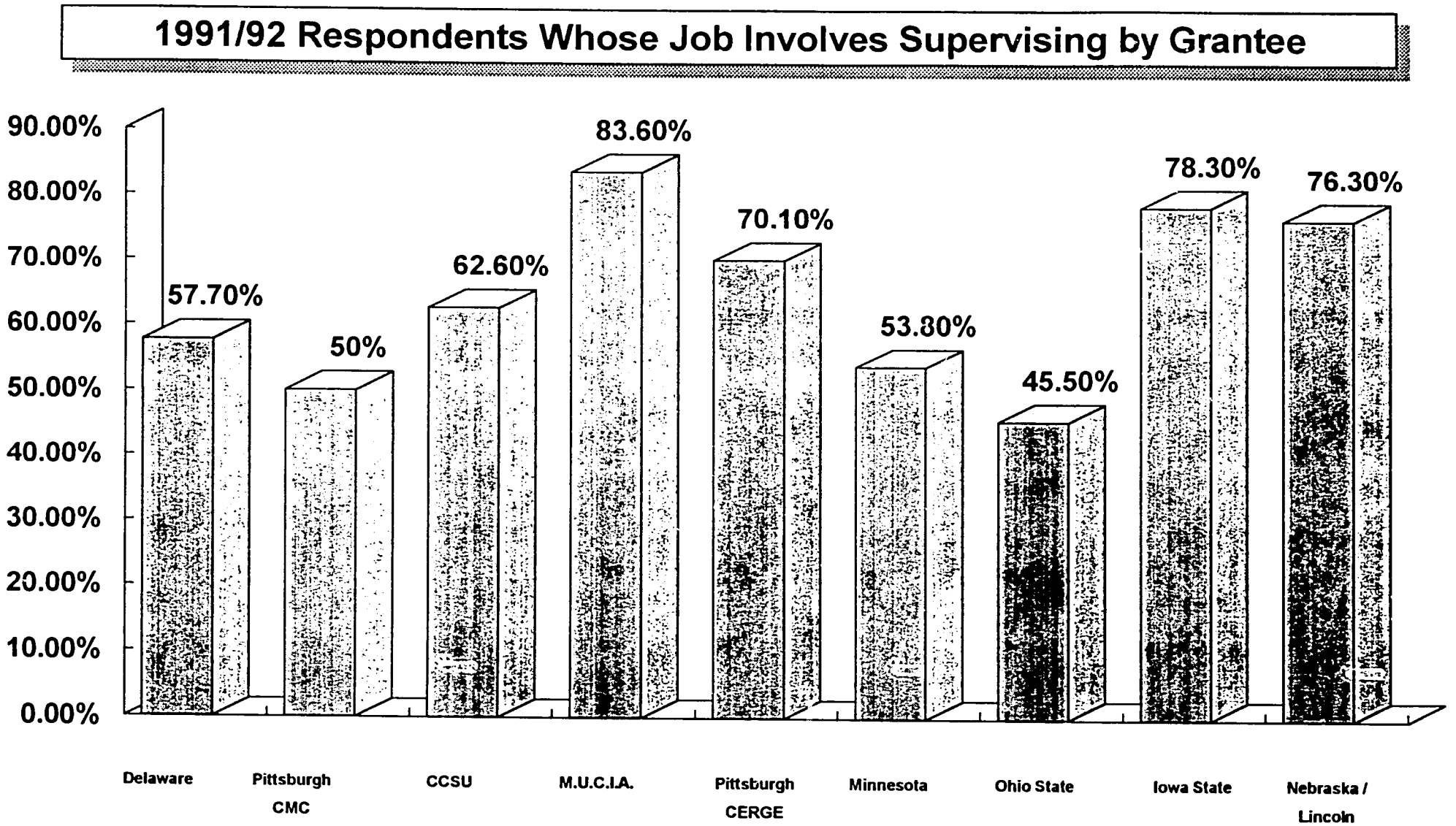


Note: Data from University of Washington, Wisconsin/Madison, and SUNY has not been received.

Source: Leslie Koltai- AID Program Evaluator

Figure 6.

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



Note: Data from University of Washington, Wisconsin/Madison, and SUNY has not been received.

Source: Leslie Koltai- AID Program Evaluator

Marketing and Finance, may lead to advanced studies in these fields.

The percentage of participants who are in supervisory roles is well above 50% for most of the grantee institutions. The high proportion of supervisors enrolled in AID sponsored programs is expected to have effects similar to those resulting from teacher participants. For example, a supervisor (Figure 6) who has participated in the program and has become familiar with the new management methods, will likely employ them in his/her workplace. Moreover, this same supervisor is likely to send other employees from the workplace for further training.

Figure 7 indicates that the majority of the respondents throughout Eastern Europe felt that the quality of instruction provided by the AID grantees was excellent. As U.S. methods of higher education instruction are substantially more detailed and innovative than traditional Eastern European methods, this result is not surprising. Eastern Europeans are not used to American-style educators. They are not accustomed to a class that incorporates critical thinking, interactive and team-teaching methods, or presentation-style lectures. Participants were intrigued and captivated by the interactive, cooperative instructional style.

Figure 8 indicates that while the courses were generally relevant, some respondents commented that the courses lacked in applied relevance.

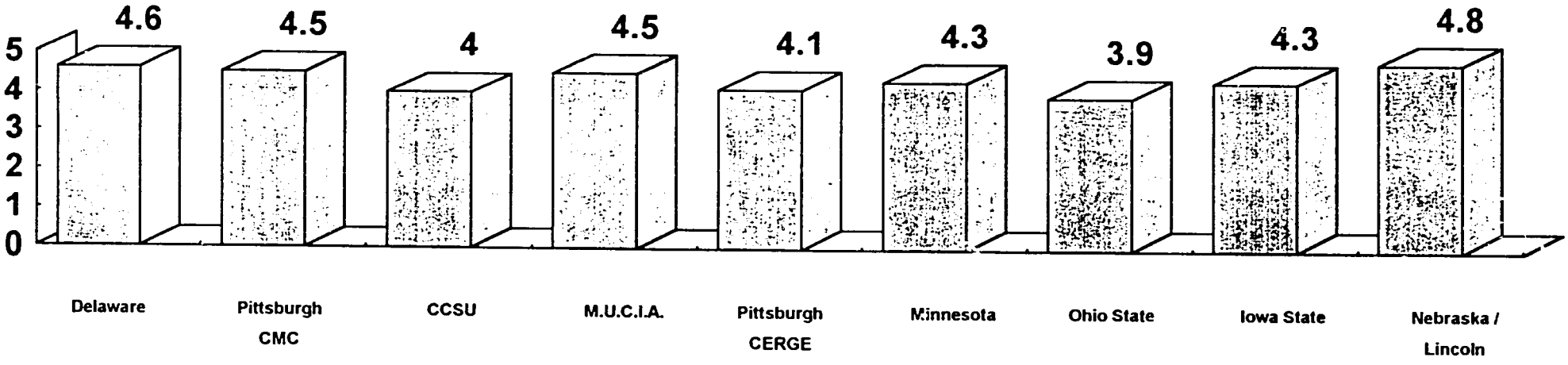
There was a great deal of discussion in the first quarterly reports regarding the grantees ability to respond to the audiences needs. An earlier analysis showed that several programs were in disarray. There was a general lack of

Figure 7.

U.S. AID Program for Management and Economics Education in Eastern Europe 1991/92

Average Responses To Key Questions by Grantee

The quality of instruction was excellent.



Each of the items on the survey instrument were scored on a scale from 1 to 5. A participant would mark a 1 if he or she "Strongly Disagreed" with the statement; 2 corresponded to "Disagree;" 3 indicated that the respondent had "No Opinion;" 4 indicated that the respondent "Agreed" with the statement. A participant would mark a 5 if he or she "Strongly Agreed" with the statement. An average score of 5 would indicate that every participant in the course/program "Strongly Agreed" with that particular item. A more likely score of 4.5 indicates general agreement - with some differing opinions. A score of 2.0 or below indicates that most of the respondents did not agree with the statement.

Note: Data from University of Washington, Wisconsin/Madison, and SUNY has not been received.

Source: Leslie Koltai- AID Program Evaluator

equipment, inadequate teaching facilities and materials, and the proposed course content was often not relevant to their ever-changing needs. In response, the grantee universities have successfully overcome these difficult conditions. All the universities have been able to adapt by retaining a great deal of flexibility. After a full year of program evolution, the U.S. universities are attending to participant needs. Curriculum is appropriately up-dated and adapted on an on-going basis in order to improve program quality and effectiveness. Descriptions of these modifications are made in quarterly reports and are in line with the Evaluator's observations.

Figure 9 indicates that, in general, participants were hesitant to completely agree that the course topics related to their country. This suggests that faculty should become more familiar with prevailing conditions in the respective countries. This point is further substantiated in participant comments regarding the desire for case studies that deal with local conditions. It is expected that as professors become more familiar with conditions, they will be able to draw examples from the country and tailor American examples more closely to the needs of their students.

Figure 10 strongly indicates that most of the respondents would recommend this course to other interested parties. Such high responses reveal that the program has developed a positive reputation. Thus, the Management Training and Economics Education program should prove sustainable even after AID funding has been withdrawn.

In virtue of the number of foreign aid projects coming into the region, it is critical that this program has developed

Figure 8.

U.S. AID Program for Management and Economics Education in Eastern Europe 1991/92

Average Responses To Key Questions by Grantee

The content of this course is relevant to my needs.

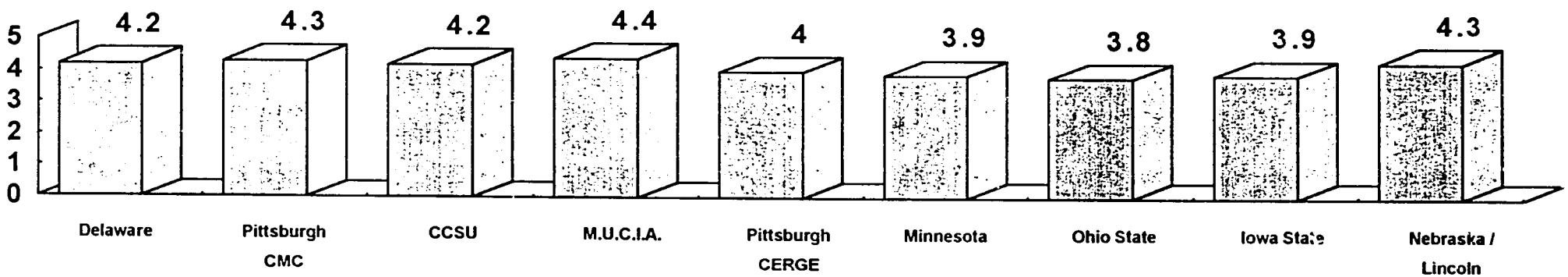
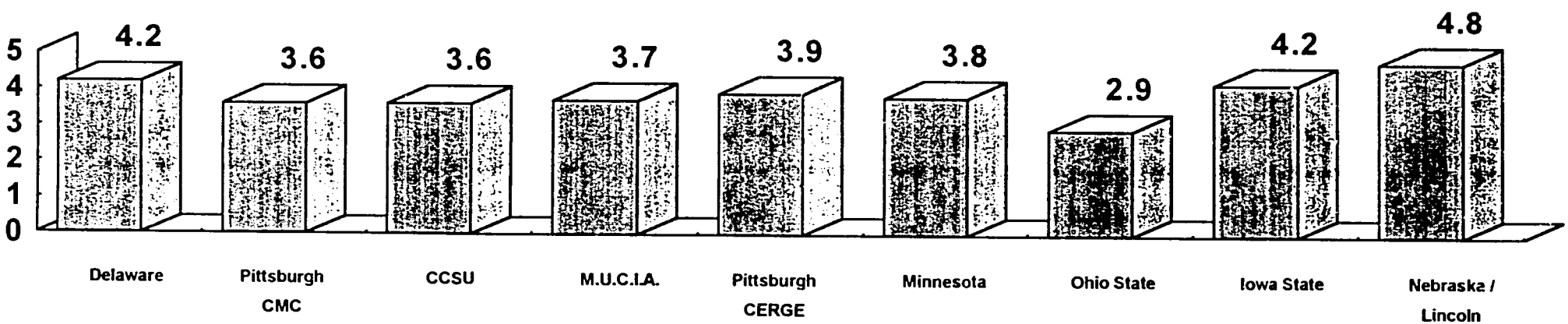


Figure 9.

The topic relates to my country.



Note: Data from University of Washington, Wisconsin/Madison, and SUNY has not been received.

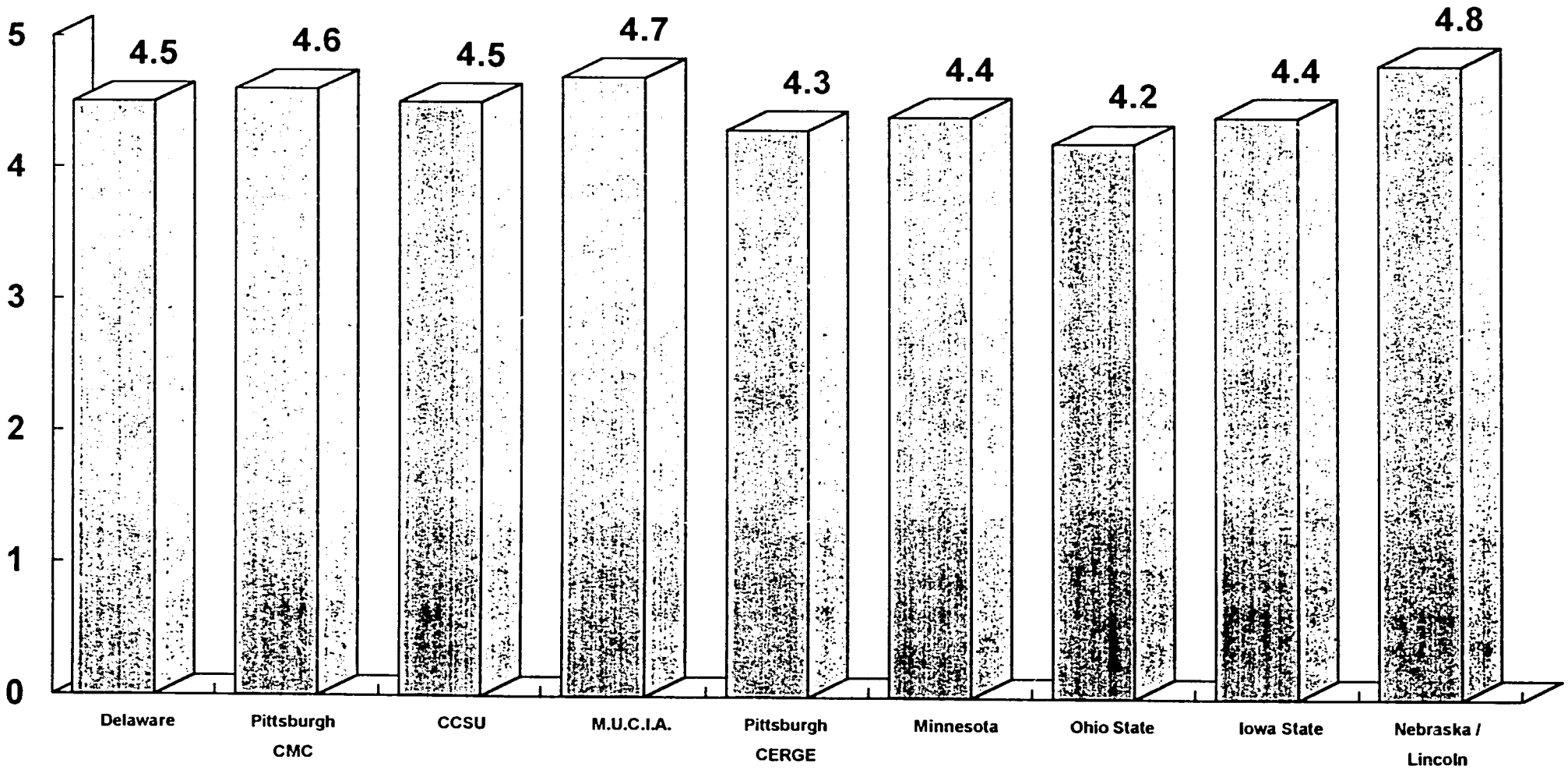
Source: Leslie Koltai- AID Program Evaluator

Figure 16.

U.S. AID Program for Management and Economics Education in Eastern Europe 1991/92

Average Responses To Key Questions by Grantee

I would recommend this course to other interested parties.



Note: Data from University of Washington, Wisconsin/Madison, and SUNY has not been received.

Source: Leslie Koltai- AID Program Evaluator

such widespread support. It is anticipated that program offerings for year three and on into the future will continue to augment this success. The old adage that the best form of advertising is word of mouth is especially true in Eastern Europe.

Within the framework of existing data the results are very positive. Overall, the AID grantees conducted a successful program fulfilling the objectives of the US government in Eastern and Central Europe. Student Contact Hours and Participant Inquiry Forms are, and will continue to be, important tools in measuring AID's program impact throughout the region.

Two additional methods have been employed by the evaluation team: financial review and trend analysis.

Financial Review

The success and sustainability of these projects relies heavily upon careful management of financial resources. Therefore, the Evaluation team has begun a rigorous financial review of each project. It is essential for each participating university to provide detailed information on projected and actual expenditures of funds, as well as comments on any variations.

The Evaluation team developed financial data sheets which would enable us to analyze the regional program. These forms were distributed to each institution. The information collected provides financial data which is analyzed each quarter. This analysis examines how expenditures relate to the financial obligations of project activities, provides an overview of project administration, and indicates progress in program development.

Most of the universities participating in this program included financial information in their quarterly reports. Those schools included Central Connecticut State University, Iowa State University, University of Pittsburgh - CMC and CERGE, Ohio State University, the University of Washington and Washington State University, and the University of Wisconsin-Madison.

In reviewing their budgetary expenditures, Central Connecticut State University (CCSU) submitted a good example of financial data analysis. CCSU furnished a detailed budget status of its projects. The CCSU staff reports "budget projections have proven to be consistent with the basic actual financial costs of conducting the program." Documents supporting actual cost share, actual expenditures, and accounting for actual and encumbered funds were submitted along with commentary to clarify some specific line items.

Central Connecticut State University's careful attention to the administration of grant proceeds and solicitation of matching funds and services has resulted in administrative savings (i.e. salary, fringe benefits and travel budget). The savings allowed additional funds to be dedicated to program development, including expanding a translation facility and additional part time staff.

The Evaluation team expected to collect financial information via the Financial Data Forms provided to each university program. However, the Universities chose to report the data <u>they</u> believed to be relevant and in the format that conformed to their own accounting methods. Although more universities are now providing better accounting of grant funds, future reports should include each university's own quarterly accounting summaries along with a completed Quantitative Data Form.

Management Training and Economic Education for Central & Eastern Europe

IMPLEMENTATION: Project 180-0029

U.S. Institutions-Lead	YR1 Amount Obligated	YR2 Amount Obligated
Central Connecticut State University	$ 928,011	$ 696,008
Iowa State University	$1,495,859	$1,132,259
Midwestern University Consortium for International Activities MUCIA	$ 828,908	$ 264,019
Ohio State University	$1,299,933	$ 977,198
State University of New York Research Foundation (SUNY)	$1,117,417	$1,168,238
University of Delaware	$1,497,009	$1,122,757
University of Minnesota	$1,494,462	$1,654,400
University of Nebraska-Lincoln	$ 700,000	---------
University of Pittsburgh	$1,816,764	$1,362,575
University of Washington & Washington State University	$1,176,137	$ 882,103
University of Wisconsin-Madison	$1,238,980	$ 200,000

** *All figures were provided by AID-Washington worksheets*

It is expected that the fourth quarter reports will conform to the format guidelines. Each university program administrator will have experienced one full year of operations, and will be better able to understand the relevance of the Evaluation team's requests as they relate to recommendations for future funding.

Trend Analysis

In conducting a cross-project assessment, the Evaluation team has developed a trend analysis mechanism. Trend analyses are used to measure the relationship between the projected scope of work and actual completion of programs.

In doing so, the following information is used to derive program progress: proposed courses, their dates of completion, numbers of participants and modifications to the program as reported from the beginning of the grant period. Comprehensive flowcharts are the final product of this endeavor. The graphs incorporate data collected through the Third Quarter from Central Connecticut State University, Iowa State University, MUCIA, the University of Delaware, the University of Minnesota, the University of Pittsburgh, and the University of Nebraska-Lincoln. (All eleven universities will be included in the Annual Report.)

Figures 11 and 12 provide a comprehensive flow-chart analysis of seven of the eleven grantees. Each indicates the percentage of courses and participants in the major topic areas: Market Economics, Management Training, Marketing, Agriculture, English, and Train-the-Trainers elements.

Seven thousand and ninety-six people participated in 233 courses. Of those, Market Economics is the most frequently taught and attended subject.

38.60% of the market economic courses offered focus on aspects of free market economics, including micro and macroeconomics, banking, imports/exports and finance (Figure 11). In addition, over 2300 or 32.50% of the program's students participated in these types of courses (Figure 12).

Management Training was the second most frequented course topic. Over 1800 students, or 26.1% of the total number of participants, took part in the management training aspect. 30.60% of these courses dealt in some way with managerial functions (Figure 11), including accounting and strategic planning.

The fewest number of courses in any one topic area was in Marketing. Only 4.3% of the courses offered training in marketing skills with 9.5% of the students participating.

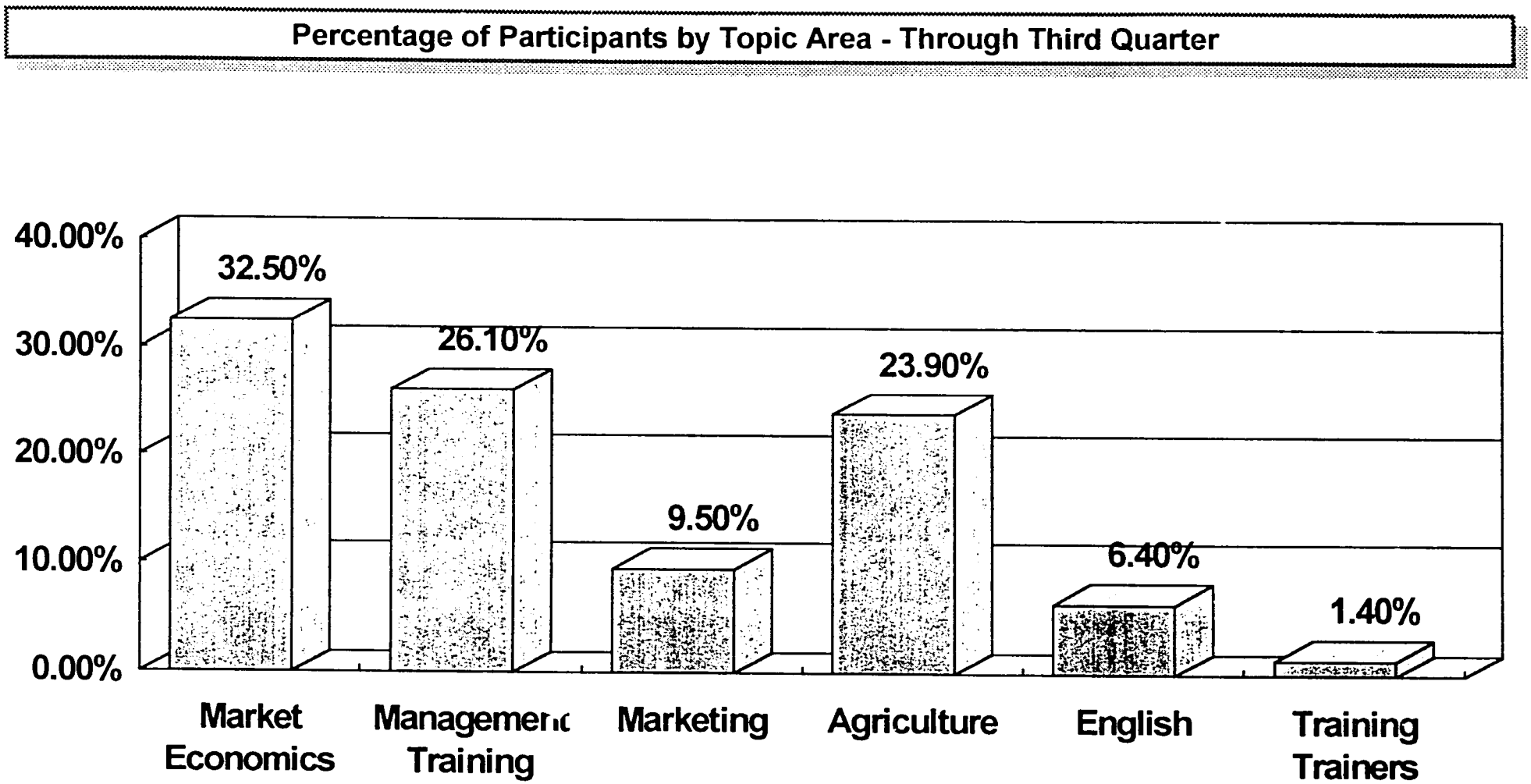
The Agency for International Development was clearly aware of this trend when it called for a greater emphasis on marketing courses for the second year of the program: "Since the existing eleven grants work with different target groups of trainees in different countries, a wide range of responses will be necessary to place more emphasis on marketing in the individual program context." (FY 1992 Program Guidance Memo, 12/9/91). Comments made to the Evaluation team support AID's foresight.

A disproportionate percentage of students participated in agriculture related courses compared to the number of courses offered. Almost 1700 (23.90%) participants learned such topics as agricultural economics, food distribution systems, and farm management (Figure 12). While only 11.20%

Figure 11.

U.S. AID Program for Management and Economics Education in Eastern Europe 1991/92

Trend Analysis



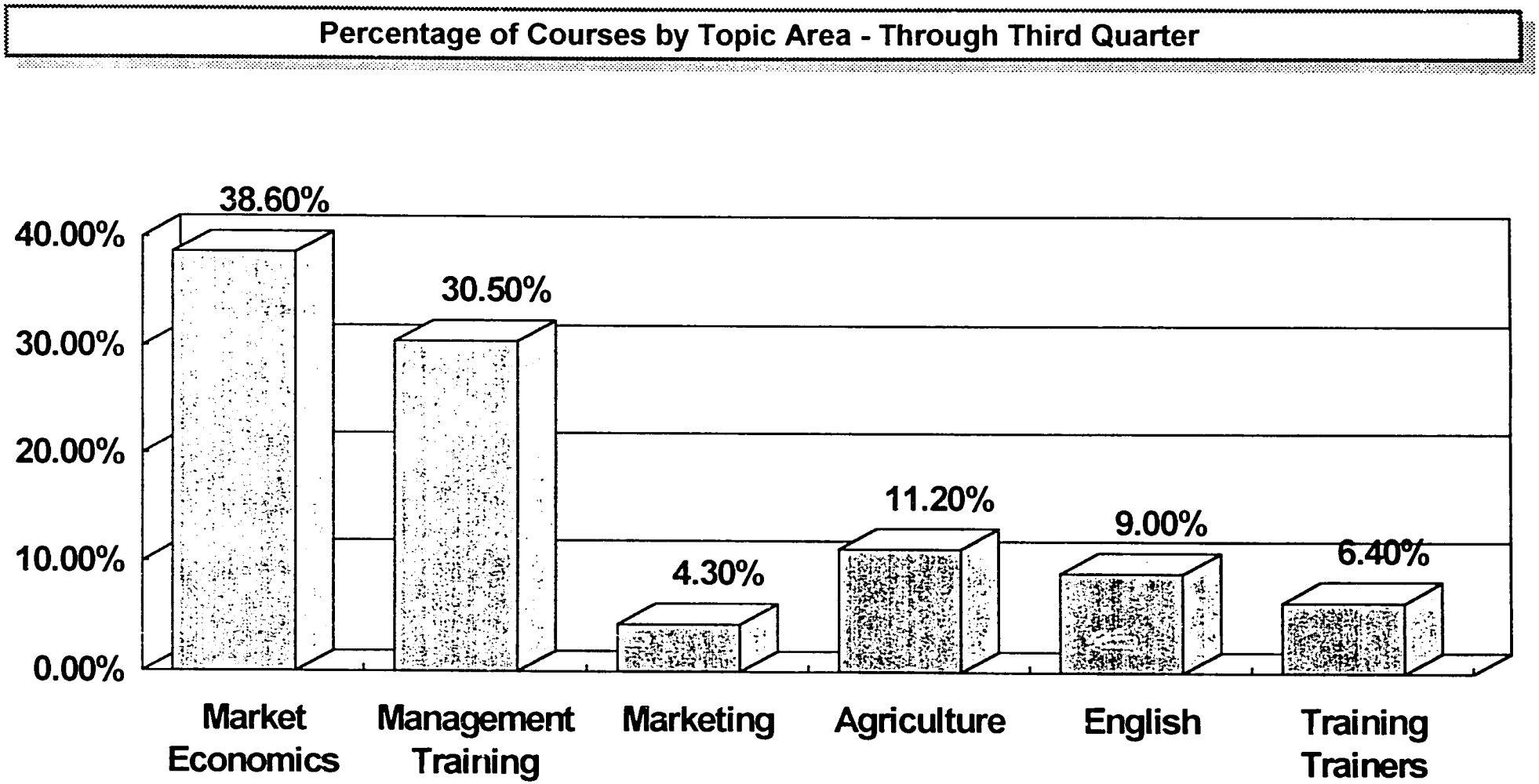
Note: Data from University of Washington, Wisconsin/Madison, Ohio State, and SUNY has not been received.

Source: Leslie Koltai- AID Program Evaluator

Figure 12

U.S. AID Program for Management and Economics Education in Eastern Europe 1991/92

Trend Analysis



Note: Data from University of Washington, Wisconsin/Madison, Ohio State, and SUNY has not been received.

Source: Leslie Koltai- AID Program Evaluator

of all courses were related to agriculture. This means that the average number of students per class in this topic area was sixty-five.

In summary, the first year experience would suggest a stronger curriculum selection across Eastern Europe. Because the target countries are agricultural economies, the great success in agriculture related programs should lead to the scheduling of needed courses.

Greater emphasis should be placed on Marketing and various Finance topics.

Concerns and Recommendations

The Evaluation team visited program locations in Eastern Europe during December, January, May and June. (A list of site visits can be found in the Appendices.)

These trips provided an opportunity for the Evaluation team to note problems and difficulties in the "Management Training and Economics Education Program for Central and Eastern Europe" as a whole. In doing so, the Evaluation team would like to offer some comments and suggestions for possible solutions to these concerns.

Need for Change in Curricular Objectives

Some participants complain of being inundated with generalization and basic principles at a time when there is desire for greater specificity and concentration.

In some countries there is an insatiable desire for more, more, more information. As one student of MUCIA's program explained, "It is very difficult and different for us to listen full time, full days to new ideas in a super concentrated form in English. They packed so much into 2 1/2 days. After this course I want to select one subject and go more in depth -- let's say for 2 or 3 weeks." This sentiment was reiterated by participants in every project.

> **Recommendation:** Grantees should begin developing subject specific course offerings with more time devoted to each topic, and offer increasing depth to returning participants.

Offering Courses for Fees

Across Eastern Europe the Evaluation team has encountered the same mentality, "If you want people to take your course seriously then make them pay for it." After three site visits and eight months of programming, the comments are the same: Paying fees builds incentive for people to commit to attending classes, and work hard while enrolled.

There is uncertainty as to whether fees are permissible under AID regulations. For example, Central Connecticut State University instituted a truancy program in lieu of fees. If participants missed more than 3 classes they were dropped from the class. Ohio State University, however, notes in its third quarterly report the varying course costs of a marketing program which was offered at each of the Enterprise Institutes.

Charging fees, however, may limit the type of people who participate in programs or may inhibit a person's participation in the program. If the fee is too high more often than not it is only the former communist upper-class, or a small group of elite businesspeople who can afford the courses.

Despite this note of caution, the team believes that establishing fee structures for self-sustaining institutions is an important element for continuation. Charging fees requires proper financial monitoring by the grant's project director and a clear understanding as to purpose and method for in-country partners. It would be important to work with local partners to develop a feasible and realistic fee structure, one that sets aside a percentage of profits to be reinvested in new education centers or in providing financial aid to those qualified but economically disadvantaged.

Recommendation: Currently, fees, if charged, should not be prohibitive nor be designed to cover total lecture costs while funded by AID, but rather generate some funds. A nominal fee could provide incentive without exclusion. Such revenue could go towards the purchase of additional textbooks, journals, office and computer equipment etc., freeing up funds to be reallocated to further program development. Year Two should include assistance in developing appropriate fee structures, marketing and advertising plans for future program offerings.

Case Studies are in Demand

The most commonly heard request is for more case studies, particularly those relevant to local conditions and situations. The use of case studies is a new experience in Eastern Europe. Professors and students, government officials and business people are very interested in using them.

In a society that diffused the role of personal responsibility, case studies are important for their psychological impact. The act of working through a case study requires participants to discuss options, express their own opinions and collectively come to a conclusion. This decision-making process, by an individual or as a team effort, is a new phenomenon for many people. As one participant explained, "Case studies are a unique method of forcing individuals to look for solutions." The positive response is overwhelming.

Although many of the grantee universities are already doing this, the Evaluation team would like to reinforce the importance of teaching local faculty how to develop and

utilize case studies as a pedagogical tool. Given the resounding enthusiasm expressed by all, it seems that case studies will become an integral part of lectures.

> **Recommendation:** Case Studies methodology be taught to faculty of train-the-trainer programs.

Desire for More Books

No matter where the team visited participants were clamoring for the same thing: "MORE BOOKS! Please give us more books." This need is favored highly by the Evaluation team given the tremendous multiplier effect books have on the learning process.

It is important for American educators working in Eastern Europe to understand the types of technological resource development partner institutions are seeking to attain. Educationally, these countries are presently "low technology" countries. Video programming, interactive media and satellite hook-ups, although impressive and technologically advanced, are expensive to purchase and use. The Evaluation team has found in many discussions with participants and university administrators that they prefer access to books and computer software.

Acting on these requests, many AID grantees have already established formal agreements with textbook publishers and computer software companies for the purchase or donation of reference materials. Others have created budget line-items dedicated to newspaper, magazine, and journal subscriptions. It is also understood that USIA is directing a massive effort specifically for this purpose.

> **Recommendation:** Every grant, particularly newly funded proposals, should have an element in its budget

allocating resources to the purchase and delivery of computer software programs, books and other reading and reference materials.

Location of Fund Expenditures

The Evaluation team finds repeatedly that the amount of AID grant funds expended in-country could be substantially increased. The grant universities could if they were so inclined expend more money in the target country.

Logistical Issues

Equipment

Durable equipment purchased outside the target country will be subject to an import tax. Although it is possible to receive exemptions for educational purposes, proper documentation is needed. Grantees who are not aware of the process may delay delivery of important items and therefore may impact the quality of program offerings.

Translators

As the number of foreign assistance programs operating in Eastern Europe grew so did the cost of hiring qualified translators. Furthermore, translators with familiarity of business terms are in great demand. Many universities did not budget adequately or at all for translation expenses.

The Evaluation team has found, however, that the quality of translated materials and translators have a significant impact on the success or failure of a program. Problems in translations or with translators may impede the effectiveness of training.

Given the infusion of new terminology into the region, people must understand that these countries are in the midst

of adapting and incorporating new terms into their vocabulary. In many instances English words are localized in spelling and pronunciation but retain their basic root.

There have also been some misunderstandings due to language differences. For example, all six countries have farm cooperatives, but the meaning in Eastern Europe is dramatically different than what we in the U.S. consider to be a cooperative.

For these reasons it is important to retain high caliber translators, preferably ones with business language backgrounds. Given the high demand for translation services, programs will have to pay for expertise. In many cases AID project jobs are important training grounds for the emerging troop of international translators.

> **Recommendation:** University grantee budgets should all maintain line items dedicated to the cost of hiring translators and having materials translated as needed.

U.S. Faculty Visits Should Change

The Evaluation team was disturbed to learn that on average, one three day session could command the attention (and subsequently the cost) of five superior U.S. professors.

The Evaluation team feels that it is better to have one professor stay for a longer period of time than have multiple professors for short stints. This recommendation is supported by one professor's observations in which he writes, "You should try to get people to go for two weeks rather than one to maximize effectiveness. Just when I was beginning to learn who was who and what was what, it was time for me to go home."

This is a very difficult teaching assignment. Nonetheless, it is important that professors are hired to teach only their area of expertise. Far too often, the Universities enlist big name, top notch professors only to ask them to teach basic courses. It is not only a waste of valued resources but also of time and money.

> **Recommendation:** The grantee project staff should determine how best to select the American faculty and for what length of time they should stay on location to maximize impact and effectiveness.

U.S. Faculty Should be Better Prepared for Eastern Europe

It is essential that detailed briefings and familiarization of local issues be prepared for each and every faculty member preparing to teach in Eastern Europe. Without this preparation, professors are seen as having little interest in the needs of the local community. Participants have limited interest in how the U.S. "does it" and rightly expect course content relevant to their experiences.

There are many sources of information faculty could use to prepare themselves: experiences and notes from faculty who have already taught in country or a briefing book that Project Administrators should compile with the information and understanding they have developed. Usually needs assessment studies are also a good source of facts and current conditions. These should be made available for perusal. In addition, it would be to the benefit of each professor going oversees to have a graduate student conduct a literature search (articles, books) on the area to which they will be travelling.

This effort will not only make teachers' jobs easier, it will attune them to the national situation, provide them

with background history and give them greater appreciation for the students they are teaching.

> **Recommendation:** The Project staff should develop a briefing book of articles, reading lists, reports from faculty who have already worked in the area; needs assessment studies; and general information they have gathered from personal experience. Efforts should also be made to put faculty in touch with local residents who are involved in that subject area prior to teaching courses (for example, the Ministry of Agriculture for Agribusiness and Distribution courses, Mayoral and other government offices for courses on public policy courses).

Increase U.S. Partner Presence in Target Countries

It is important to remember that train-the-trainer programs act as a catalyst in spreading knowledge. There is, however, an additional task: to develop the confidence of local teachers. This, in turn, will build confidence in the local population that these teachers have credibility and competence in their subject matter.

Rebuilding a community's confidence in its educators is a gradual process and requires assistance. Local faculty with topics and issues appropriate to their situation could greatly benefit from a counselor-like figure to help with pedagogical, methodological and curricular issues. For example, Polish coordinators have asked for American "mentors" to be present to "lend authority, help with instruction and otherwise support the Polish instructors; give them confidence."

> **Recommendation:** To ensure sustainability U.S. coordinators in Eastern Europe should maintain two

roles: handling logistics of the program and acting as a mentor/advisor for new trainees. Such a dynamic already exists with some grantees but should be instituted by all.

U.S. Based Programs for Eastern European Participants

Having U.S. based programs is an important part of the learning process for a number of reasons. Nationals have an opportunity to see the U.S. at work; they observe market economics working on an economic micro-level; they take experiences back with them to their local community; and, their immersion in a different environment may cast new insight on their everyday problems and headaches. Immersion programs also maximize the amount of learning someone is able to do in a limited amount of time.

Recommendation: The Evaluation team supports projects that incorporate at least one program that is based in the U.S. Participants who attend these programs should be carefully selected for their ability to be leaders and to transmit new knowledge.

Sustainability- The Watchword of AID Projects

Over the past few decades management terms have become watchwords for the period. These terms are used as the essential benchmarks by which program success is determined.

In the 1970's, it was "Accountability"; in the 1980's, "Management by Objective." For the 1990's, the term "Sustainability" has become the new watchword.

Section 102, Basic Objectives of Economic Assistance Programs and United States Development Cooperation Policy, of the Congressional Record (H.R. 4546) states two of the

four basic objectives as "(2) Sustainable Economic Growth" and "(3) Sustainable Resource Management."

As quoted, "broad based *sustainable economic growth* (italics added) is in the interest of the United States because it permits countries to progress towards economic self-reliance, to improve the living standards of their citizens, and to increase opportunities for international trade and investment. Market-oriented economic growth establishes the basis for sustainable development and reinforces democratic ideals and practices. Successful long-term development cannot occur without broad based, sustainable economic growth, that enables the poor to increase their incomes and access to productive resources and services so that they can satisfy their basic needs and lead lives of decency, dignity, and hope."

As objectives are elaborated, sustainable development is defined as "development that meets the needs of the present without compromising the ability of the future generations to meet their own needs." This issue becomes even more important for Year Two due to the possibility of program discontinuation.

> **Recommendation:** Year Two implementation plans should include specific objectives for achieving sustainability.

Participant Profile Gathering Should be Improved

Securing information about participants prior to course offerings serves many purposes: 1) it provides the grantee with a record of the participants, a means to contact them for follow up evaluation in the future and a database of recruiting and business resources; 2) it assists the project coordinators and directors in determining the relevance of

participants' goals with course and seminar topics, helping to create a more homogeneous class; 3) it may help monitor the effectiveness in attracting a project's target audience. This information, collected with the intention of providing professors with a student profile, proved very useful to one of the grantee teaching teams (Land O'Lakes, a University of Minnesota subcontractor) and should become a common practice for all grantees.

> **Recommendation:** All projects should have their participants complete informational questionnaires prior to course offerings. Questionnaires should solicit information regarding educational and employee backgrounds. Results should be passed on to U.S. teachers coming in-country to teach.

Planning Courses to Fit Local Conditions

Certain former-Communist traditions have not been abandoned, specifically workweek and weekend habits. People leave early on Fridays to beat the traffic to weekend houses; women leave work promptly at 4 p.m. to be home when the children return; Mondays are known to be as unproductive as possible; and, finally July and/or August is devoted to summer vacation.

The idea of attending weekend or evening courses has not taken hold yet. (It should be noted, however, that some of the Eastern European countries are becoming more accepting of the idea.) These and other reasons have limited each grantee's options in scheduling courses and seminars.

> **Recommendation:** Week-long courses, especially when targeted at the business community, should provide a free workday where business people can take care of pressing matters at their offices. In addition, project

staff must stay attuned to regional and local work cycles. More effort should be made in structuring programs so as not to conflict with harvest schedules, elections, holidays, exam periods etc.

Suggestions for the AID Administration

Providing Grant Guidelines to Eastern European Partners

The Agency for International Development should provide a copy of grant guidelines to foreign country partners so that they, too, understand how these programs work. This would eliminate much quarreling and heated tension arising from delay of payments to delay of equipment purchases and certain bureaucratic obligations.

Establishing Policy on Receiving Salaries

The policy on paying faculty, staff and participants should be clarified. USAID must set policy as to whether local partners are paid for their work and efforts in these grants. Some grant institutions pay salaries, and some do not. AID may soon face a situation where more than one AID grantee is working with the same partner institution. If each grantee maintains a different policy there is the chance for hostility among faculty. Given the economic problems, faculty will commit where compensation for their efforts is offered.

According to the Evaluation team's meeting at the AID office in Warsaw, in-country staff cannot receive a salary supplement; however, they may receive additional salary for additional work.

Recommendation: It is the opinion of the Evaluator that 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, the salaries must coincide with local salary rates. All salaries should be paid in the local currency or in dollar amounts equal to the local currency amount.

Copyright Issues Require Clarification

A number of universities are producing special focus materials: course materials, notebooks, glossaries of market economic terms, dubbed videotapes, workbooks, etc. These universities also have a variety of materials and information at their disposal, many of which would greatly benefit organizations, universities and businesses in Eastern Europe. Distribution, however, is restricted by copyright laws or selling prices.

A second and greater problem is the pirating of these materials. Ohio State University included in their third quarterly report an article from the *Warsaw Voice* called "Pirates Play Poland." It states that "Poland was recently cited by the U.S. Intellectual Property Alliance as one of the 22 countries where the protection of intellectual property is inadequate." Poland is, by no means, alone but has become a target for the Intellectual Property Alliance (IIPA) who would like to apply economic sanctions. According to the article, "Facing the Blacklist," a copyright treaty signed between the U.S. and Poland in 1990 has not yet been adopted into Polish law.

Given this information and the extent to which U.S. - and

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program-generated materials are being distributed, it is important to establish proper guidelines to ensure that grantees adhere to copyright laws.

Furthermore, the Evaluation team would like to reiterate to all university project staff that the Agency for International Development under the Standard Provisions, Publications section requests that (b) "the grantee shall provide the A.I.D. project officer with one copy of all published works developed under this grant and with lists of other written work produced under the grant. [and] (c) Except as otherwise provided in the terms and conditions of the grant, the author or the recipient is free to copyright any books, publications, or other copyrightable materials developed in the course of or under this grant, but A.I.D. reserves a royalty-free nonexclusive and irrevocable right to reproduce, publish, or otherwise use, and to authorize others to use the work for Government purposes."

In summary, as AID projects penetrate contemporary Eastern European societies, a more significant correctional phase should be developed to increase the impact U.S. investments have in restructuring these former communist countries. Due to its international experience, The Agency for International Development is the right organization to undertake this significant task.

PART II

Project Analysis

For the newly emerging democracies of Eastern Europe, the past three years have been a period of monumental and historic change. Following the euphoria of the revolutions of 1989 and 1990, these countries suddenly found themselves faced with the realities of having to compete and survive in a world for which they were poorly prepared. In response, the United States Agency for International Development has been directed to spearhead a program which is intended to transfer management and economics expertise throughout the region as rapidly as possible.

In accordance with this directive, the Agency for International Development has designated 11 American Universities to participate in the Management Training and Economics Education Program for Central and Eastern Europe. These Universities, having designed and implemented individual programs, have been instructed to provide quarterly reports to AID updating project activities and financial data.

In this part, a detailed look at each of the eleven university performances is offered. The assessment is comprised of three parts explained below.

Project Analyses:

In an effort to ensure project applicability, appropriateness, and relevance, the Evaluation team has been instructed to conduct site visits, create and interpret evaluation tools, and analyze the quarterly reports.

The first component of this section is an analysis of these elements. In each case, the Evaluation team employed a combination of all available materials, site impressions, and faculty and participant responses in the genesis of this analysis.

Trend Analyses:

The second component is a university specific trend analysis. It is designed to review the relationship between a university's projected scope of activities and completion of those activities, as it is reported by the grantees.

The evaluation team has configured a flow chart that tracks project activities for each university program. The trend analysis chart is broken down into 5 columns. The first column, "Project Components", is comprised of information from the original project proposal and project implementation plan. The "Modifications" column explains changes made to the original program. Changes are followed by the particular report in which the modifications are outlined, in boldfaced parentheses. For example, some programs have combined their Project Implementation Plan with their first Quarterly Report, which is represented as **(PIP/1Q)**. 2nd, 3rd, & 4th Quarters are represented as 2Q, 3Q, 4Q.

1st, 2nd, 3rd and 4th quarter columns list activities that took place in the corresponding quarter. A completed activity is represented in the appropriate column with a check mark, followed by the dates of the specific activity and the number of participants (when available).

Five institutional trend analyses are included in this report: Central Connecticut State University (Poland), Iowa State University (Czechoslovakia), MUCIA (Czechoslovakia, Hungary, and Poland), the University of Delaware (Bulgaria), and the University of Minnesota (Poland). The Evaluator's Annual Report will contain a trend analysis for all eleven university projects.

Student Evaluations:

Lastly, the reader will note several displays generated from Participant Inquiry Forms (Form AID-EVAL-8). The evaluation forms were translated as needed by project personnel and distributed throughout the field with assistance of the grantee staff. An additional source of data was generated from the Quantitative Data Sheets (Form AID-EVAL.1 and 2) distributed in the third quarter of operation and completed by grantee administrative staff. These evaluative tools will be implemented as routine reporting tools provided to the evaluators every quarter throughout year two.

Analyses of these forms provide demographic highlights and responses to key questions, including gender and job functions.

Once again, these results are based on the materials received as of late August. Additional material received from the field may generate different results in the Annual Report.

Central Connecticut State University (CCSU)

Project Sites:

● Wroclaw

Map Source: The Software Toolworks World Atlas

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CENTRAL CONNECTICUT STATE UNIVERSITY

Central Connecticut State University (CCSU) continues its activities in close association with Wroclaw Technical University (WUTr). Activities, comprised of 6 projects, focus attention on the Lower Silesian region of Poland.

Third Quarterly Review

Dr. Henry Enck succeeded Professor William R. Brown as Project Director in continued close association with Professor Kremens of WUTr.

The official opening of the microcomputer laboratory was held on June 3. Budget adjustments have allowed for further renovations to develop a simultaneous translation facility.

Institute for Business Studies (IBS)

A ceremony for the graduates of the first cycle of IBS was held on February 16. Of the original 20 students, 16 are working as co-teachers in the second year IBS classes; 3 are working as co-trainers with ZIVEX in subproject 2. With a refusal to acceptance ratio of 4:1, 30 new members began the second year class.

Two sessions, "Introduction to Western Business" and "Managerial Accounting and Free Market Economics," were held. These sessions made extensive use of examples closely related to the Polish experience. WUTr professors participated in lectures and led both discussions and problem solving sessions.

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In-House Executive Training at KGHM
Sub-contracted to ZIVEX

Three levels of training and consultancy took place. Twenty-five to thirty senior KGHM managers were trained with the assistance of IBS graduate teachers and were WUTr faculty. The case study methodology was eagerly accepted. Consultation with top KGHM management continued with seminar-like discussions.

Banking Fundamentals

A major change has occurred in the design of this subproject. As a result of the severe economic downturn, concerns have shifted from providing a variety of banking services to simple survival.

Present training sessions more closely meet the needs of Lower Silesian banks. Subjects include the role of the financial system in the economy; financial market process; bank lending processes; costs and uses of bank funds; and bank profitability. All sessions are audiotaped, transcribed and translated, and shared with all interested bank employees. The main difficulty CCSU is having in this area is in finding competent translators and providing correct translations.

Following a discussion with the European Community advisor to Poland's Banking industry, it was learned that the E.C. is not interested in continuing bank training in Lower Silesia. This obviously raises the question of sustainability for the program following the end of this grant. As a result, Bank Zachodni has assigned more people from different divisions to attend each session. Other banks in the region have not matched this effort. As a result, steps have been taken to ensure that participants from additional banks will take part in upcoming classes.

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Entrepreneurial Training

Thirty-three business people of whom nearly half were women, from the Lower Silesian Economic Society and the Wroclaw Chamber of Commerce attended. Due to overwhelming demand, a second section of this offering was opened to 41 students (17 women). Training covered the topic of "How to Develop a Business Plan" with "training and consultancy" sessions held in April. The approach for the April sessions made materials available so that participants could study in advance of the sessions.

Proposal Writing and Grantsmanship
Subcontracted to Dr. Charles Lyons and Dr. David Bauer

Training and outside consultations were offered throughout this component. The February session attracted mainly academics; the April session, with emphasis on European grant sources, was to attract participants from government ministries, regional societies, and local academic, cultural, scientific and artistic organizations.

Economic Education for Solidarity

In support of this program, CCSU purchased a limited license to use, dub and translate the series "Economics USA". One segment from "Free to Choose" was also translated and dubbed. Seven copies of these videotapes are already being used by WUTr. Training sessions continue.

In addition, CCSU prepared a glossary of 140 economic terms with translations of 80 additional for trainees which has proven invaluable.

Planning for the amendment of this program is designed to provide teachers with an introduction to Market Economics and to examine

strategies and materials appropriate for teaching at the high school level.

Of interest is the problem the program is having with an Economics education video being produced by U.S.I.A. Due to delays in receiving the video, CCSU was unable to utilize it in a July course offering.

Evaluation Team's Observations

The evaluation team travelled to Wroclaw in May, 1992. The visit afforded the opportunity to meet with participant groups from each subproject, CCSU and WUTr grant administrators, U.S. subproject coordinators and/or their local counterparts, leading members of Solidarity for the Lower Silesian region, and top executives of KGHM.

Central Connecticut State University (CCSU), has developed an exemplary, model partnership with their Polish counterparts, Wroclaw Technical University (WUTr). This partnership is supported by their in-country organizational structure and efficient logistical handling of program delivery. E-Mail, in particular, facilitates the efficient administration of the grant.

The inherent compatibility of these two universities, their concentration on the Lower Silesian region and their continuous efforts to maintain clear understanding of their responsibilities and program goals have added to their success.

CCSU is helping WUTr to restructure and position themselves to manage the growing responsibility in retraining the population. Based upon the activities with Solidarity and KGHM, WUTr may be in an advantageous position to carry on training programs as the need arises. In particular, WUTr could become an important

educational resource for KGHM which is currently undergoing a critical restructuring.

Overall, the attitudinal changes in participants as a result of this program is the most notable impact of CCSU's involvement. One American professor compared the current attitudinal changes in Eastern Europe to those in the U.S. during the 1930's.

Repeatedly, participants from each project area commented on their personal transformations: They are more energetic; they are trying to mimic what they explain to be the "American style" - to be more dynamic and open. Most fascinating are their comments that their colleagues are adapting a different style expressed through their clothing fashion.

Participants also report beginning to feel differently about their work. Executives from KGHM have realized that their attitudes must change, that there is no one right answer and that problems can be worked through.

CCSU has brought to the fore the important issue of copyright regulations and restrictions, in particular the lack of a clear policy regarding distribution. Copyright laws certainly restrict the effort to mass distribute educational materials. With the goal of placing as many books on market economics into as many hands as possible, this, of course, obstructs the process. They have received limited license to videotapes (purchased and dubbed by USIA) and parts of the Economics-USA series produced by the Annenberg Foundation.

The Grantsmanship and Proposal Writing program illustrated clearly that success or failure of a project is largely contingent on attracting the proper audience.

CCSU has created one part of their program, the Institute for Business Studies, which has come to serve as the training ground

for their other efforts laying a foundation for sustainability in its first year, train-the-trainers program. Participants who have completed this course go on to become trainers for ZIVEX; and, one participant established a for-credit market economics course to be taught at WUTr. Furthermore, the new president of KGHM is a graduate of the Institute.

Recommendations and Summary

With few textbooks and even fewer reference books available, the glossary of economic terms developed in Economic Education for Solidarity is invaluable. Although terminology may not be specifically tailored to each area, it should be made available to students of other subprojects.

Central Connecticut State University has established a model partnership with Wroclaw Technical University and is helping WUTr to develop a strong sustainable base for trained experts in the region.

TREND ANALYSIS

Central Connecticut State University (CCSU)- Poland

1. Certificate in Business Studies:

• Six of eight proposed courses in the first session and all five of the proposed courses in the second session were completed. The courses, Human Relations and Interpersonal Skills, Business Policy and Practice, and the added course Business Strategy and Planning, should have been completed according to the Project Proposal and 2nd Quarterly Report, but were not reported as having been completed.

2. In-House Executive Training:

• The Project Implementation Plan/1st Quarterly Report proposed that 40 managers will receive 4 units of instruction by July 1992, and 30 were trained by April. Only one of the three short-courses, Decision Making, was completed, but because no dates were proposed for these courses, it is still possible that they will be completed by the end of the fourth quarter.

3. Banking Fundamentals:

• This project does not appear to have accomplished any of its originally stated goals. The training sessions which were to offer courses on Personnel Assessment, Marketing of Banking Services, and Business Plan Preparation, were not completed at the time of this report. The grantee notes in its 3rd Quarterly Report regarding Banking Services, an aspect of banking still foreign to Poland, that the significant downturn of the Polish economy has forced a major change in the project's focus. Banks are considering the "fundamentals" of banking to be a much higher priority than banking services, an aspect of banking taken for granted in the West.

4. Entrepreneurial Training:

• The centerpiece of this subproject was the proposed establishment of an "Entrepreneurial Support Center." This program was cancelled after consultations with the European Community revealed that the same program had begun under the auspices of the EC. To avoid duplication, CCSU changed its program and refocused its efforts towards the teaching of business plan preparation. This situation underscores the benefit and need for International Aid Organizations to coordinate their activities to avoid the wasteful duplication of assistance projects.

• The proposed attitudinal survey of young entrepreneurs has not been mentioned since the Project Proposal. Given the changes already encountered by the project, it would appear that this survey could provide an ideal form of "needs assessment", as CCSU attempts to redefine the goals of this subproject.

6. Economic Education for Solidarity Through Video:

• The seven chosen Solidarity representatives completed their training in January and March. Responsibilities included presenting the educational videos and leading discussion groups. The presentation of the videos to the 1400 Solidarity Worker's Councils has not been reported as of the 3rd Quarter.

• The amendment to the project, which proposes training secondary school teachers and administrators, does not seem to belong under the auspices of this subproject. It is unclear whether videos will be used to train them as well.

Topic Area	Courses	Participants
Market Economics	9	30
Management	6	73
Marketing	1	8
Agriculture		
English		
Train-The-Trainers	11	31
Total Through 3rd Quarter:	27	142

Central Connecticut State University - Poland

Project Components	Modifications	1st Quarter	2nd Quarter	3rd Quarter	4th Quarter
Project Proposal:					
Inputs: • 30 Polish and 19 American trainers.					
Output Goal: • 60 people trained in Basic Business practices. • 75 people with Basic Banking Education. • 60 Development officers trained in Grantsmanship. • 1400 workers trained in Economics Education.					
Subprojects:					
1 CERTIFICATE IN BUSINESS STUDIES	Institute For Business Studies				
Phase 1:					
• Train-the-Trainers	2/27-12/1 1991 **(PIP/1Q)**				
• 30 WTU Faculty	20 WTU Faculty and 10 Entrepreneur/Managers **(PIP/1Q)**	>>>>>>>>>>>>>>>>	√ 2/91 21 WTU Faculty receive 32 hours of intensive instruction each month over 4 day periods.		
Phase 2:					
• 8 4-day intensive courses • 60 Participants	2/26-12/1 1992 **(PIP/1Q)**				

Project Components	Modifications	1st Quarter	2nd Quarter	3rd Quarter	4th Quarter
Courses:					
1. Introduction to Western Business Theory and Practice	>>>>>>>>>>>>>>>>>>>>>>	>>>>>>>>>>>>>>>>>	√		
2. Managerial Economics	>>>>>>>>>>>>>>>>>>>>>>	>>>>>>>>>>>>>>>>>	√		
3. Basics of Management	>>>>>>>>>>>>>>>>>>>>>>	>>>>>>>>>>>>>>>>>	√		
4. Human Relations and Interpersonal Skills	>>>>>>>>>>>>>>>>>>>>>>	>>>>>>>>>>>>>>>>>	>>>>>>>>>>>>>>>>>	>>>>>>>>>>>>>>>>>	
5. Managerial Finance	Renamed "Financial Concepts for Managers" (2Q)	>>>>>>>>>>>>>>>>>	√		
6. Basics of Marketing	>>>>>>>>>>>>>>>>>>>>>>	>>>>>>>>>>>>>>>>>	√		
7. Decision Support Systems	>>>>>>>>>>>>>>>>>>>>>>	>>>>>>>>>>>>>>>>>	√		
8. Business Policy and Practice (Seminar)	>>>>>>>>>>>>>>>>>>>>>>	>>>>>>>>>>>>>>>>>	>>>>>>>>>>>>>>>>>	>>>>>>>>>>>>>>>>>	
	New Course: "Business Strategy and Planning"(2Q)	>>>>>>>>>>>>>>>>>	>>>>>>>>>>>>>>>>>	>>>>>>>>>>>>>>>>>	
Second Session:					
3/23-3/29 1992 31 Students					
Courses:					
1. Market Economics: Demand, Supply, Competition	>>>>>>>>>>>>>>>>>>>>>>	>>>>>>>>>>>>>>>>>	>>>>>>>>>>>>>>>>>	√ 3/26-3/29 1992	

Project Components	Modifications	1st Quarter	2nd Quarter	3rd Quarter	4th Quarter
2. Market Economics: Imperfections in Markets and Economic Growth	>>>>>>>>>>>>>>>>>>>>>>	>>>>>>>>>>>>>>>>>	>>>>>>>>>>>>>>>>>	√ 3/26-3/29	
3. Introduction to Accounting and Financial Statements	>>>>>>>>>>>>>>>>>>>>>>	>>>>>>>>>>>>>>>>>	>>>>>>>>>>>>>>>>>	√ 3/26-3/29	
4. Completion of the Accounting Cycle	>>>>>>>>>>>>>>>>>>>>>>	>>>>>>>>>>>>>>>>>	>>>>>>>>>>>>>>>>>	√ 3/26-3/29	
5. Discussion: Unions, Pollution as a market failure, numerical exercises	>>>>>>>>>>>>>>>>>>>>>>	>>>>>>>>>>>>>>>>>	>>>>>>>>>>>>>>>>>	√ 3/26-3/29	
2. IN-HOUSE EXECUTIVE TRAINING	Subproject subcontracted to Zivex (Polish Company) **(3Q)**	>>>>>>>>>>>>>>>>>	√ December 1991 Introduction to Business Planning 20 Participants		
• Target group includes managers at KGHM headquarters (The Copper Mining and Smelting Group in Lubin)					
• 60 Participants					
• Four two-week training sessions	WTU Faculty associates will be taught to prepare business cases. **(PIP/1Q)**	>>>>>>>>>>>>>>>>>	√ December 1991 Instruction in the techniques of using case materials.		

Project Components	Modifications	1st Quarter	2nd Quarter	3rd Quarter	4th Quarter
• Executive Management Development Center will deliver intensive short-courses over 3-5 day period:	By July 1992, 40 managers will have received four units of instruction **(PIP/1Q)**	>>>>>>>>>>>>>>>>>	>>>>>>>>>>>>>>>>>	√ 2/17-2/22 1992 Training at WTU and KGHM in Lubin: a. Training WTU Faculty b. Consulting top KGHM management with seminars on: 1. Joint-Venture Partners 2. De-centralization 3. Privatization 4. Human Resource Talent Assessment 5. Cash Management c. Training 25-30 KGHM managers. √ Marketing Seminar For senior and middle level managers of Wroclaw enterprises. √ Bank Lending and Credit Seminar - for 30 senior officials of Wroclaw area banks.	
Short-courses:	Proposed changes **(PIP/1Q)**:				
a. Basic Business Leadership	a. Business Plan Preparation	>>>>>>>>>>>>>>>>>	>>>>>>>>>>>>>>>>>	>>>>>>>>>>>>>>>>>	
b. Decision Making	b. Decision Making	√			
c. Interpersonal Communications	c. Strategic Corporate Planning	>>>>>>>>>>>>>>>>>	>>>>>>>>>>>>>>>>>	>>>>>>>>>>>>>>>>>	

Project Components	Modifications	1st Quarter	2nd Quarter	3rd Quarter	4th Quarter
3. BANKING FUNDAMENTALS					
• Participants limited to 60 section heads of the 15 state banks in Lower Silesia.	Consultation with participating banks will result in curriculum development by November 1, 1991. **(PIP/1Q)**				
• 8 hours of weekly instruction for two groups of trainees. Training in three segments:	Two training sessions will be held by July 1992. **(PIP/1Q)**				
a. Identification of terms, concepts, and definitions.	a. Personnel Assessment **(PIP/1Q)**	>>>>>>>>>>>>>>>>	>>>>>>>>>>>>>>>>	>>>>>>>>>>>>>>>>	
b. Interlocution between instructor and trainees of comparisons between Polish and U.S. banking regulations	b. Marketing of Banking Services **(PIP/1Q)** * Program changes due to downturn in Polish economy. Banks are more concerned about their own survival and do not consider customer services a priority. **(3Q)**				
c. Development of simplified manual incorporating fundamentals of banking applicable to Poland but consistent with market practices.	c. Business plan preparation.	>>>>>>>>>>>>>>>>	>>>>>>>>>>>>>>>>	>>>>>>>>>>>>>>>>	

Project Components	Modifications	1st Quarter	2nd Quarter	3rd Quarter	4th Quarter
Instruction Activities:	Two sessions on these concepts will be completed by July 1992: **(PIP/1Q)**	>>>>>>>>>>>>>>>>	>>>>>>>>>>>>>>>>	√ 1/21-1/26 43 Participants Sessions focused on:	
Conclusion of transactions. Opening a bank account. Organizing ledgers. Inter-branch transfers. Opening letters of credit. Distinguishing types of credit.	a. Investment and Risk. b. Types of Securities c. Financial Analysis for Investment			a. Role of financial system in the economy. b. Financial market processes. c. Bank lending processes. d. Use and costs of bank funds. e. Bank profitability.	
4. <u>ENTREPRENEURIAL TRAINING</u> • 80 Participants	Also named <u>Export Marketing Seminars</u> **(2Q)**				
Phase I: • Training-the-Trainers	2 Polish-American entrepreneurs will take part during practicum sessions. **(PIP/1Q)**				
• 10 Participants	Will begin 2/17 1992 **(2Q)**				
• Two-week period of intensive instruction to establish entrepreneurial support center	Program cancelled because of EC commitment to same. New focus will be on teaching the preparation of business plans, plus two other topics T.B.A.	>>>>>>>>>>>>>>>>	Business Plan preparation continues as project focus.	>>>>>>>>>>>>>>>>	

Project Components	Modifications	1st Quarter	2nd Quarter	3rd Quarter	4th Quarter
	(PIP/1Q)				
	Second class of 40 student/trainees added.	>>>>>>>>>>>>>>>>	>>>>>>>>>>>>>>>>	√ 2/17-2/26 1992 33 students are from original training class	
Phase II:					
• Seven Polish-American entrepreneurs from New Britain will instruct 80 trainees.	Young Entrepreneur Seminar Participants will be recent WTU graduates. (2Q)	>>>>>>>>>>>>>>>>	>>>>>>>>>>>>>>>>	>>>>>>>>>>>>>>>>	
• Program will conduct attitudinal survey of young entrepreneurs.	>>>>>>>>>>>>>>>>>>>>>>	>>>>>>>>>>>>>>>>	>>>>>>>>>>>>>>>>	>>>>>>>>>>>>>>>>	
5. PROPOSAL WRITING AND GRANTSMANSHIP					
Project will identify and train development officers from universities, non-profits, and private agencies in proposal writing and grant applications. It will also provide printed and computerized information on grant sources and foundations from Europe, the U.S., and Japan.	>>>>>>>>>>>>>>>>>>>>>>	>>>>>>>>>>>>>>>>	√ December 1991 Lectures to academicians at Wroclaw University, WTU, and representatives of non-profit organizations.		

Project Components	Modifications	1st Quarter	2nd Quarter	3rd Quarter	4th Quarter
Activities:					
• Training	>>>>>>>>>>>>>>>>>>>>>>	>>>>>>>>>>>>>>>>	√ 2/14-2/22 1992 25 Participants		
• 2 workshops of two four-hour sessions per week for 25 participants over a two week period.	Two sessions scheduled February 16-22 >>>>>>>>	>>>>>>>>>>>>>>>>	√ 2/14-2/22 1992		
	April 5-11 >>>>>>>>	>>>>>>>>>>>>>>>>	>>>>>>>>>>>>>>>>	>>>>>>>>>>>>>>>>	
6. ECONOMIC EDUCATION FOR SOLIDARITY THROUGH VIDEO					
• Market economics training for heads of 1400 Solidarity workers' councils	23 page glossary of economic terms and concepts will be translated and widely distributed to video audience.				
• Instruction to be given in "non-threatening" manner to workers via 10 video tapes.	6 hours worth of tape will be dubbed at CCSU into Polish by January 1992 **(PIP/1Q)**	√ Dubbed in Mid-December			
• Six solidarity representatives will tour Lower Silesia with videos and will lead discussion groups.	These six will be trained by April 1992. **(PIP/1Q)**	>>>>>>>>>>>>>>>>	√ 1/9-1/25 1992	√ 3/20-3/25 1992 7 Participants	
	Amendment to Subproject: Training in free market economics education to Lower Silesian high school teachers and administrators				
	7/4-7/23 1992	>>>>>>>>>>>>>>>>	>>>>>>>>>>>>>>>>	>>>>>>>>>>>>>>>>	

Grantee Specific Tables
Central Connecticut State University

1991/92 Student Contact Hours by Program Component:

Program Components, referred to by CCSU as subprojects, create a natural manner in which this program is divided. Note that the majority of emphasis is expended in the Economics Education Project. Other efforts receive attention but not nearly to the same degree. The greater number of student contact hours may indicate an increased number of participants involved in this component rather than an increase in contact hours per student.

Demographic Highlights

This display indicates that roughly half of the respondents were men, that about half were teachers, and about half had jobs in which they supervised others. Together these figures indicate that CCSU is attracting a wide variety of participants from various backgrounds. Interestingly, 43% of the respondents heard about the program from either an advertisement or through a friend and attended of their own volition. The other 43% who heard about the program through work suggests that these programs have been made a part of staff training.

Average Responses to Key Questions section

Six statements are listed with their average scores. A score of 5 would indicate that every respondent "Strongly Agreed" with the statement. An average score of 1 would indicate that every respondent "Strongly Disagreed" with the statement.

One would expect that no statement would garner complete agreement, and since most statements received a score in the 3.5 to 4.5 range these expectations were proven to be true. In interpreting these numbers recall that slight differences in

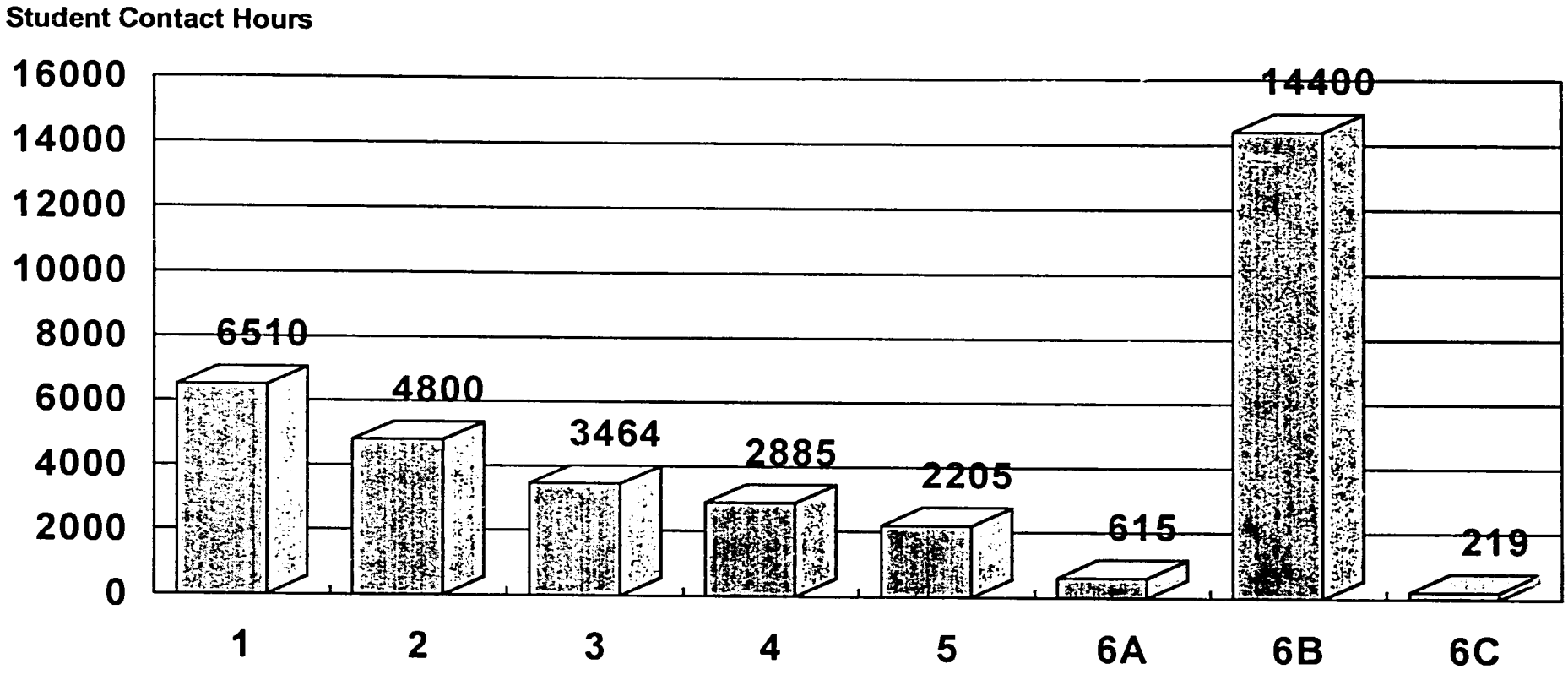
average scores can sometimes be indicative of wide differences in attitudes about the program. Scores should be looked at as relative to one another. Thus, for example, the relatively low 3.6 on *The topic relates to my country* probably indicates that program designers should pay more attention to this aspect of curricular design. Nevertheless, most respondents would recommend the course.

Average Responses to Key Questions - Respondents Who Have Completed One or More Courses.

These statements are distinguished from others in that they were to have been answered by participants who were in a position to judge a wider variety of program offerings. Note the general agreement, albeit with lower scores, than statements responded to by individuals who have had only one course.

Central Connecticut State University - (Poland)

1991/92 Student Contact Hours by Program Component



Project Components

1. Institute for Business Studies
2. In-House Executive Training at KGHM
3. Banking Fundamentals
4. Entrepreneurial Training
5. Proposal Writing and Grantsmanship

6A. Economics Education Phase 1
6B. Economics Education Phase 2
6C. Economics Education Phase 3

Source: Leslie Koltai - AID Program Evaluator

Central Connecticut State University - (Poland)

Demographic Highlights

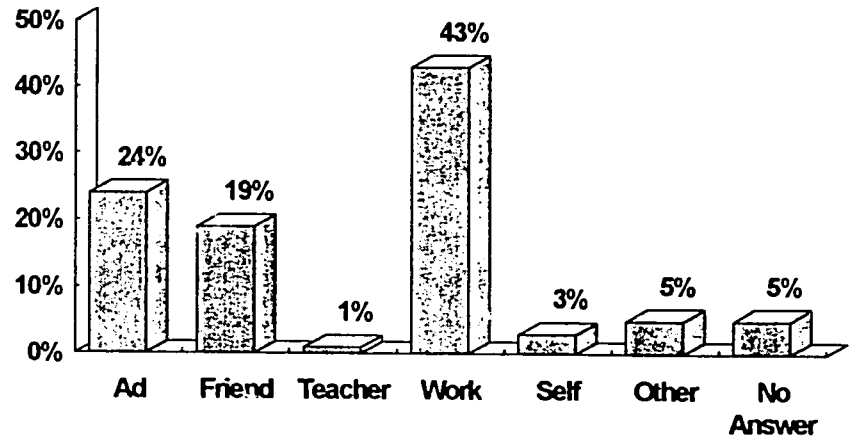
The average age of the respondents was 33.

49% of the respondents were male.

58% indicated that their jobs involve teaching.

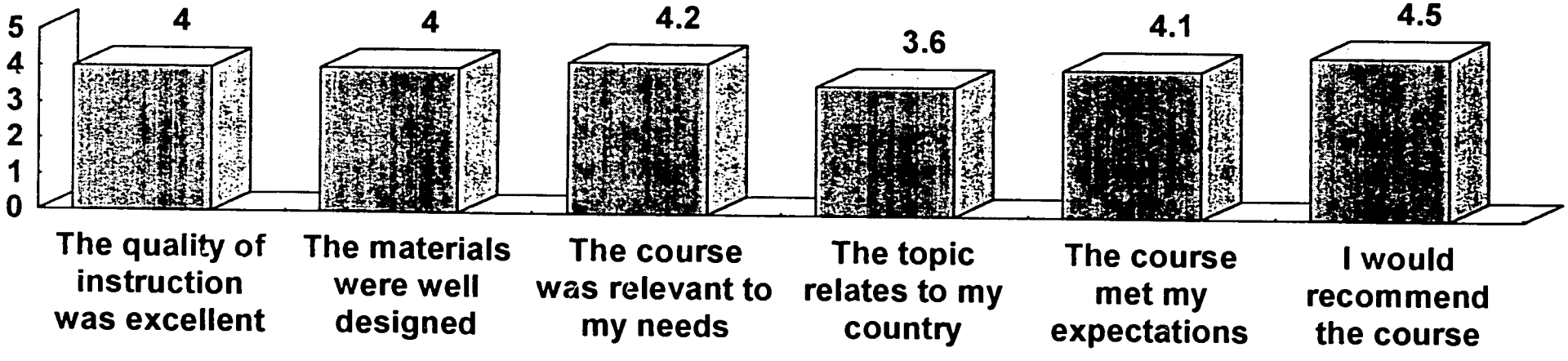
61% indicated that their jobs involve supervising.

How respondents heard about the course.



Average Responses to Key Questions

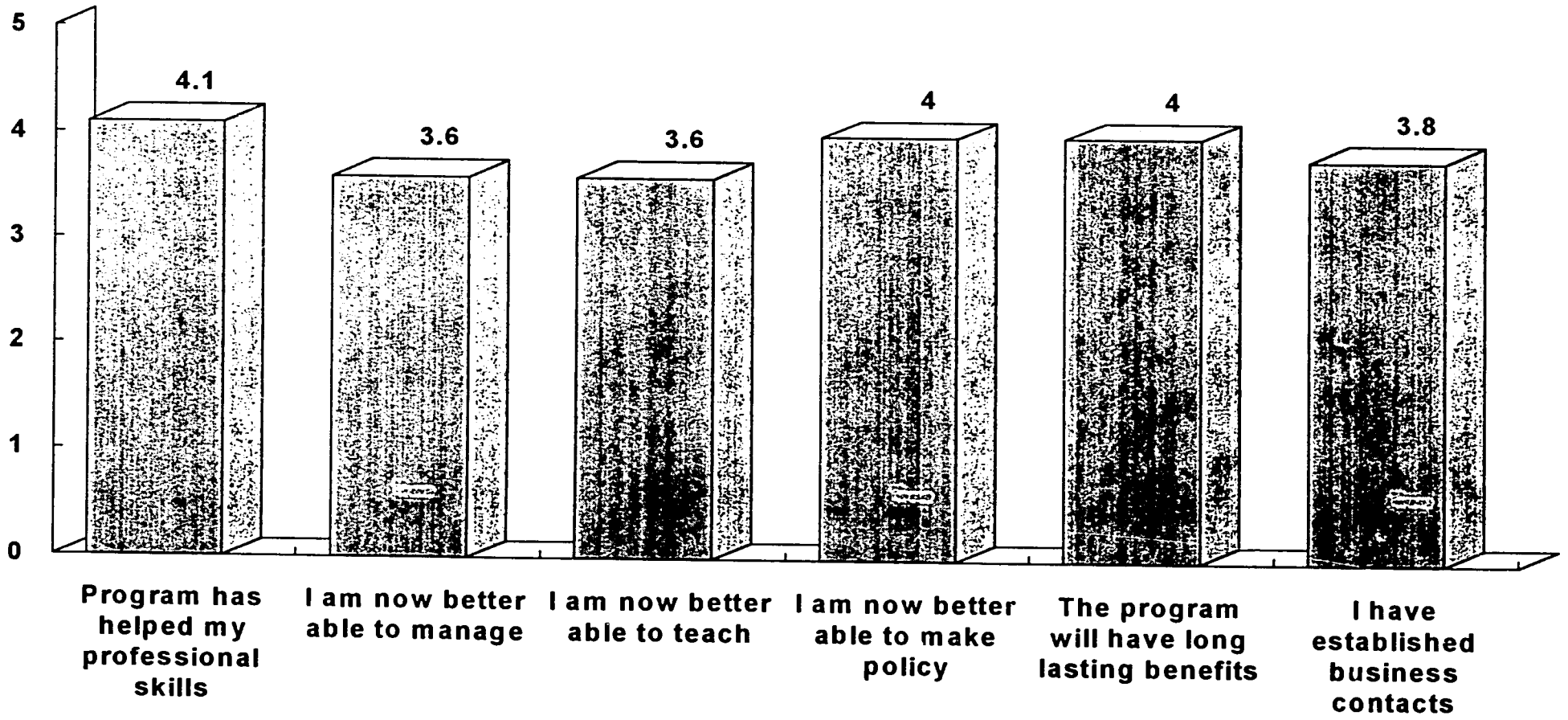
5 = "Strongly Agree," 1 = "Strongly Disagree"



Source: Leslie Koltai - AID Program Evaluator

Central Connecticut State University - (Poland)

Average Responses to Key Questions - Respondents Who Have Completed One or More Courses



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Source: Leslie Koltai - AID Program Evaluator

Iowa State University

Project Sites:

- Prague
- Brno
- Nitra

Map Source: The Software Toolworks World Atlas

IOWA STATE UNIVERSITY

Iowa State, following a fairly comprehensive needs assessment mission, has selected a "scope of operation" which addresses critical elements of the Czech and Slovak Republics. The Iowa State effort is comprised of three discrete components: the In-country Workshops, an original video series, and the Executive Workshops all with a primary focus on agriculture.

Third Quarterly Review

The Workshops:

During the third quarter, the first three In-country Workshops (Farm Management in a Farm Economy, Agricultural Marketing, and Financing Agriculture in a Market Economy) were conducted and completed in Nitra, Brno, and Prague. In addition, the fourth Workshop (Managing Agricultural Supply and Processing Business in a Market Economy) was initiated just prior to the end of this quarter.

The attendance for the workshops was excellent at all three sites. Significantly, each session was able to attract substantial numbers of women.

A highlight of the In-country workshop series is the willingness demonstrated by Iowa State's faculty to adapt their courses to the needs and interests of the participants.

Also of interest was the increasing difficulty in recruitment of workshop participants. Some of the explanations offered include both seasonal pressures and the continually expanding number of similar international programs being offered throughout the region. In response, measures were taken to combat these difficulties.

The Executive Workshops:

Preparations for the Executive Workshops, to be held at Iowa State from June 21 to July 11, were initiated during the reporting period.

In addition, candidate criteria was finalized in consultation with Czechoslovak partner institutions. Of note was the selection criteria's sensitivity to geographic, institutional, age, and gender representation.

Television Component:

The development of the twelve, half-hour video tapes, begun in August and September, continues. Input from returning Workshop faculty, in-country partner institutes, and participants has influenced production and will be used to ensure the appropriateness of the programs' content.

A twelve minute pilot segment was aired in November and received positive feedback.

The series will be divided into two parts; the first six videos will be a public awareness series, while the second six videos will have a greater educational emphasis. The second series will be used in conjunction with the public awareness videos. Plans are being made to coordinate special seminars with the airing of the videos.

This program, which was to air during the first year, has been delayed until the second year. It is intended that these videos will allow Czechoslovakians to become more familiar with U.S. methods of farm management, life, and the realities of the free market economy. From the information gathered during the Evaluation team's recent visit, these videos are precisely what

the participants believe they need; they noted that it is critical for them to "see" what their future might look like.

Contacts were made with television stations in Prague, Brno, and Bratislava in an effort to secure broadcasting commitments. Though there has been a great deal of interest expressed in these series from both republics, no commitments have been reached. It is essential that these negotiations be finalized as rapidly as possible.

Details of the video series' use within the Executive Workshop program were also reported.

In addition to the video series, an hour long interactive program, transmitted via WorldNet, had been planned for January Ninth. However, as a result of the continuing restructuring within Czech television, this program was postponed. Alternate dates have been tentatively planned. Some contact was made with USIS to further strengthen this program element.

Administrative Activities:

This part of the report detailed the week long administrative visit made to all three agricultural universities in February. At each university, the administrative team met with the administrators and coordinators. Reportedly, this visit allowed for the important lessons of year one to be shared and for detailed discussions centered on implementation of the Year two, demand driven, activities to occur.

An important note was the dependence of workshop success on good translation.

It was also reported that the administrators were anxious to have more guidance regarding preparation of Year Two proposals.

The administrative team also met with officials of the Ministry of Agriculture and Slovak Television in Bratislava. Additionally, they continued negotiations with Czech Television and participated in discussions with USAID officials in Prague.

Finally, a member of the administrative team remained in-country to visit Southern Bohemian University at Ceske to explore future involvement possibilities.

Evaluation Team's Observations:

The Evaluation Team had the opportunity to visit each of Iowa State's program locations.

An important element of the Iowa program is the attention paid to the "evolution" of Czechoslovakian agricultural co-operatives. This is especially important for two reasons: first, prior to the "revolution" this was one of the few areas of the Czechoslovak economy that was (in a relative sense) working; second, unlike similar organizations in the West, the roles of each individual Co-operative in its community is much more substantial.

The vital importance of these co-operatives is derived from their responsibility for the provision and maintenance of such traditionally "public works" projects as roads, bridges, street lights, etc. As a result, the continued survival of these organizations is essential.

Further, the Evaluation team noted with satisfaction the visibility of the institutional commitment Iowa State University has made to Czechoslovakia.

The benefits of this programmatic "commitment" to the AID program are clearly evident in the strength and cooperation between Iowa

State University and its partner institutes in Czechoslovakia (the University of Agriculture, Prague; Nitra; and Brno).

Another important element of the Iowa State program, and one that has developed into a program-wide concern, is the "stationing" of a U.S. in-country coordinator. In an attempt to counteract a legacy of the past -- the "learned helplessness" endemic in Eastern Europe -- Iowa State employed an American who not only spoke Czech and Slovak, but had lived in-country for some time. This "experience" proved as valuable as her language skills because of her sensitivity to social and cultural nuances.

It was clear to the Evaluation team that the workload and expectations placed on the in-country coordinator indicate the need for at least one additional in-country representative. However, this essential member of the Iowa team has decided to leave the project. Her departure could become an extremely critical factor in the development of this project. Finding a replacement(s) for this position should be among the highest priorities in Iowa State's preparations for the upcoming year.

An area of the project that may require more significant review is the Executive Workshop. While this project appears both well designed and administered, one important element, the selection of participants, appears to be less well organized. Although in their description of the Workshop, Iowa State notes that because of the expected "multiplier effect of workshop alumni, selection of those participants is critical," it does not appear that the selection criteria for those participants has been refined to the necessary degree. Presently, the only real selection criteria are the impressions and observations of the in-country University representatives and the relative English language skills of the participants attending the workshops (the pool from which the participants will be drawn.)

While many highly qualified participants may be selected, the lack of a more formal process (especially one that takes into account the future plans of the selectee) leaves the process more hap-hazard, and less efficient, than one might hope.

Following the Evaluation team's visit and request, Iowa State University made available two segments of their video series. The first segment provided, "Market Economics: A Doorway To Opportunity - Acquiring and Allocating Resources," is the second program in the series. This segment, which is 28 minutes long, is complete and ready for broadcast. The program follows the resource allocation decisions of two Iowa farm families. The program details the management decisions independent business people must make in a free market economy. The segment, itself, consists of a short in-studio introduction, the body of the program, and an interview with one of the highlighted families. The overall impression is one of a professionally, if simply, produced program. Though several important ideas are addressed, those familiar with agriculture issues will not find it overly involved.

The second segment, "Market Economics: A Doorway to Opportunity From Field to Plate," is intended to be the fourth program in the series. The version provided is only 14 minutes long, comprised of only the body of the video. This component details the effects on production of consumer needs, marketing, and distribution. In addition, it describes the role government can play in the economy. By highlighting an "average" family, and examining the various factors that go into their purchasing decisions, the program attempts to illustrate some of the issues that affect the management decisions of all producers.

Recommendations and Summary

Iowa State University's project has proven to be well planned, organized, and implemented. Outside of the clarifications and

modifications noted above, they should only continue to improve the familiarity of their faculty with the Czech and Slovak conditions prior to their arrivals in-country to ensure the continued success of their project.

The Evaluation team suggests that the issue of greatest importance with regard to the sustainability of the project is the lack of any provision to make this program operable following the expiration of the grant. Iowa State's program has made no attempt to create an infrastructure around which their partner institutes may build an ongoing program. Though not explicitly defined as a program goal, any "real" assistance to Eastern Europe should include empowering the local population to continue following the departure of the American program.

The Iowa State project is unique in that it operates programs in key regions of the Czech and Slovak republics. The program is well managed because of the high quality of the in-country representative. Replacement of that representative will require great attention and care. The video program, consisting of 12 half-hour video tapes is ambitious at best, and questionable at worst, particularly with respect to the grantee's inability to secure their broadcast on public television. The institutional use of video is much more realistic and cost effective.

The Iowa State University program requires more time, good in-country representation, and support from local institutions. The second year AID funding will line up the necessary financial support to make the difference.

TREND ANALYSIS

Iowa State University - Czechoslovakia

• While only 3 of ISU's 8 In-Country Workshops (§ I.) were completed at the time of this report, 1002 participants have already been instructed. ISU had anticipated 900 participants for all eight workshops! This aspect of ISU's program appears to be on schedule. This can also be said of ISU's Pilot Workshops (§ II.) and Executive Training Workshops (§ III.) in Iowa.

• The video program section (§ IV.) of ISU's program does not appear to be going as well as expected. While close to a hundred participants of the Pilot Workshops were shown a twelve minute segment of the videos, the anticipated 75,000 person national television audience has not materialized. Negotiations continue between ISU and local television stations over the broadcasting of the videos.

Topic Area	Courses	Participants
Market Economics		
Management		
Marketing	*	*
Agriculture	12	1114
English		
Train-The Trainers		
Total Through 3rd Quarter:	12	1114

** Iowa completed 3 marketing courses for 343 participants. Because these are Agricultural Marketing courses, they are included in the Agriculture topic area.

Iowa State University - Czechoslovakia

Project Components	Modifications	1st Quarter	2nd Quarter	3rd Quarter	4th Quarter
Project Implementation Plan:					
I. In-Country Workshops (8) • Each offered for one week at three sites with 900 anticipated participants. • 8 workshops X 3 sites = 24 workshops					
1. Farm Management in a Market Economy	>>>>>>>>>>>>>>>>>>>>>>>	>>>>>>>>>>>>>>>>>	>>>>>>>>>>>>>>>>>	√ Nitra 1/11-1/16 89 Participants √ Brno 1/17-1/23 120 Participants √ Prague 1/24-1/31 220 Participants	
2. Agricultural Marketing	>>>>>>>>>>>>>>>>>>>>>>>	>>>>>>>>>>>>>>>>>	>>>>>>>>>>>>>>>>>	√ Nitra 2/1-2/6 80 Participants √ Brno 2/7-2/13 102 Participants √ Prague 2/14-2/21 160 Participants	
3. Financing Agriculture in a Market Economy	>>>>>>>>>>>>>>>>>>>>>>>	>>>>>>>>>>>>>>>>>	>>>>>>>>>>>>>>>>>	√ Nitra 2/22-2/27 60 Participants √ Brno 2/28-3/5 100 Participants √ Prague 3/6-3/13 80 Participants	

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Project Components	Modifications	1st Quarter	2nd Quarter	3rd Quarter	4th Quarter
4. Managing Agricultural Supply and Processing Businesses in a Market Economy	>>>>>>>>>>>>>>>>>>>>>>>	>>>>>>>>>>>>>>>>>	>>>>>>>>>>>>>>>>>	>>>>>>>>>>>>>>>>>	
5. Managing Cooperatives in a Market Economy	>>>>>>>>>>>>>>>>>>>>>>>	>>>>>>>>>>>>>>>>>	>>>>>>>>>>>>>>>>>	>>>>>>>>>>>>>>>>>	
6. Government Activities in a Free Market Economy in Agriculture	>>>>>>>>>>>>>>>>>>>>>>>	>>>>>>>>>>>>>>>>>	>>>>>>>>>>>>>>>>>	>>>>>>>>>>>>>>>>>	
7. Developing Teaching, Research, and Extension Programs in Economics and Business for Agriculture	>>>>>>>>>>>>>>>>>>>>>>>	>>>>>>>>>>>>>>>>>	>>>>>>>>>>>>>>>>>	>>>>>>>>>>>>>>>>>	
8. Agricultural and Rural Policy Development in a Market Economy	>>>>>>>>>>>>>>>>>>>>>>>	>>>>>>>>>>>>>>>>>	>>>>>>>>>>>>>>>>>	>>>>>>>>>>>>>>>>>	

Project Components	Modifications	1st Quarter	2nd Quarter	3rd Quarter	4th Quarter
II. Pilot Workshops					
• One day workshops at University of Agriculture. Topics: a. Farm Management b. Business Plans c. Marketing in a Market Economy	>>>>>>>>>>>>>>>>>>>>>>>	>>>>>>>>>>>>>>>>>	√ Nitra - 11/18 22-29 Participants √ Brno - 11/20 17-41 Participants √ Prague - 11/22 33-41 Participants		
Project Proposal:					
III. Executive Training Workshop at ISU					
• One three-week session • 20 Czechoslovakian participants.	>>> 6/21-7/11 1992 >>> 25 Czechoslovakian participants. **(3Q)**	>>>>>>>>>>>>>>>>>	>>>>>>>>>>>>>>>>>	>>>>>>>>>>>>>>>>>	
IV. Satellite TV Programs					
• Six one hour video programs developed for potential audience of 75,000 viewers.	• 12 one-half hour videos featuring various aspects of U.S. market oriented economy **(PIP/1Q)**	>>>>>>>>>>>>>>>>>	Screening of 12 minute segment at Pilot Workshops: Nitra - Nov. 18 Brno - Nov. 20 Prague - Nov. 22	>>>>>>>>>>>>>>>>>	

Project Components	Modifications	1st Quarter	2nd Quarter	3rd Quarter	4th Quarter
Video topics: 1. Food Production Systems 2. The Agriculture Input System 3. Credit/Financial Industry 4. Public Law, Regulation and Policy 5. Food Processing, Transportation/Distribution and Wholesale/Retail Systems 6. Information Systems	Program Titles (2Q) a. "Free To Choose" b. "Acquiring and Allocating Resources" c. "To Market To Market" d. "From Field To Plate" e. "For The Common Good" f. "A Voice"	>>>>>>>>>>>>>>>>>	>>>>>>>>>>>>>>>>>	In production: Public Awareness Series. "The Market Economy: Doorway to Opportunity". Negotiations took place with TV stations this quarter for broadcasting of ISU Educational Series.	

Grantee Specific Tables
Iowa State University

Selected Summary of Student Evaluations

The program directed by Iowa State University is notable for its unusually high average age of 44. In addition, men outnumbered women 2 to 1. Page 2 and 3 of the display provides a look at several of the survey items. Note the general agreement with the survey statements. A few of the more interesting exceptions are the items measuring attendance, course expectations, and the *I am better able to* ... items. While it seems they appreciate the courses, the impact is not as great as project designers might hope for.

The selected summary tables demonstrates the measured quantitative and qualitative factors adequately.

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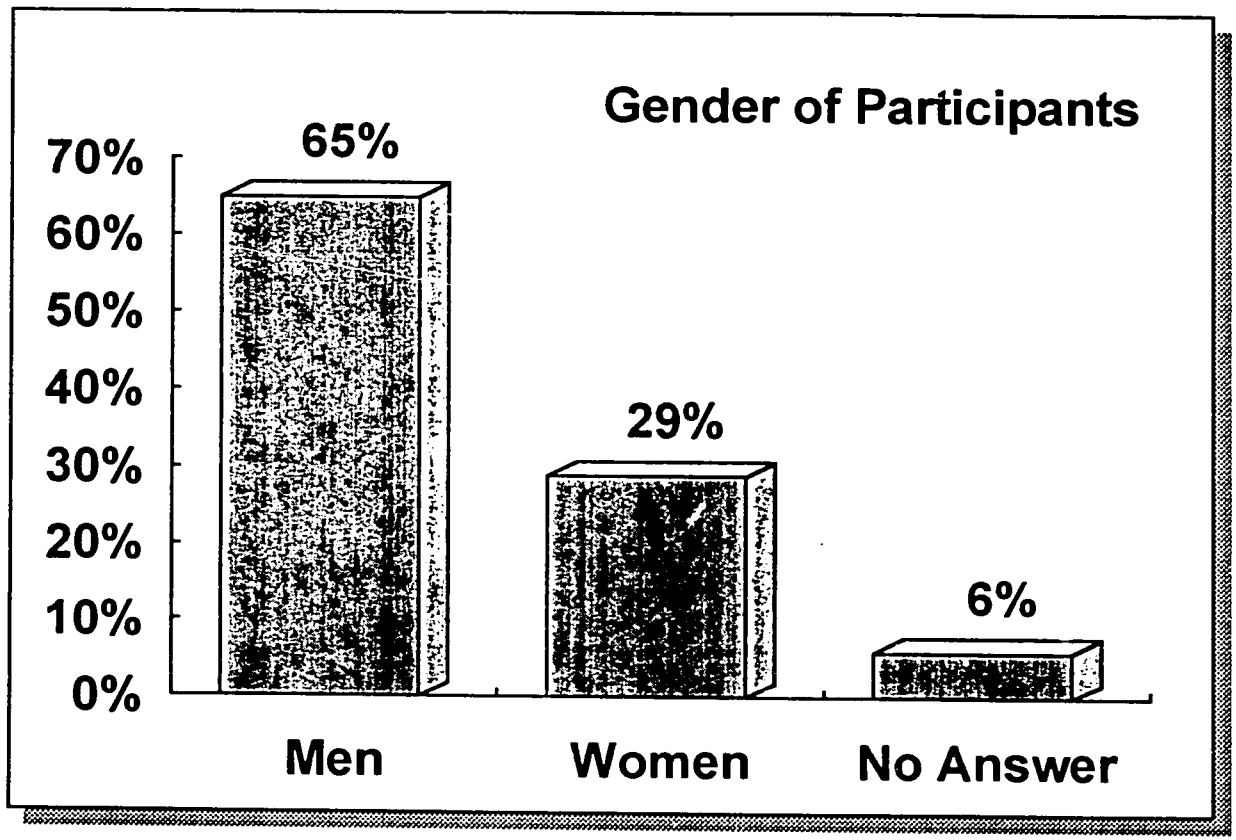
Iowa State University (Czech and Slovak Republics)
Selected Summary of Student Evaluations
1991/1992

Demographic Information

The average age of the participants was 44.

Most of the respondents were men.

77% indicated that their job involved supervising others.



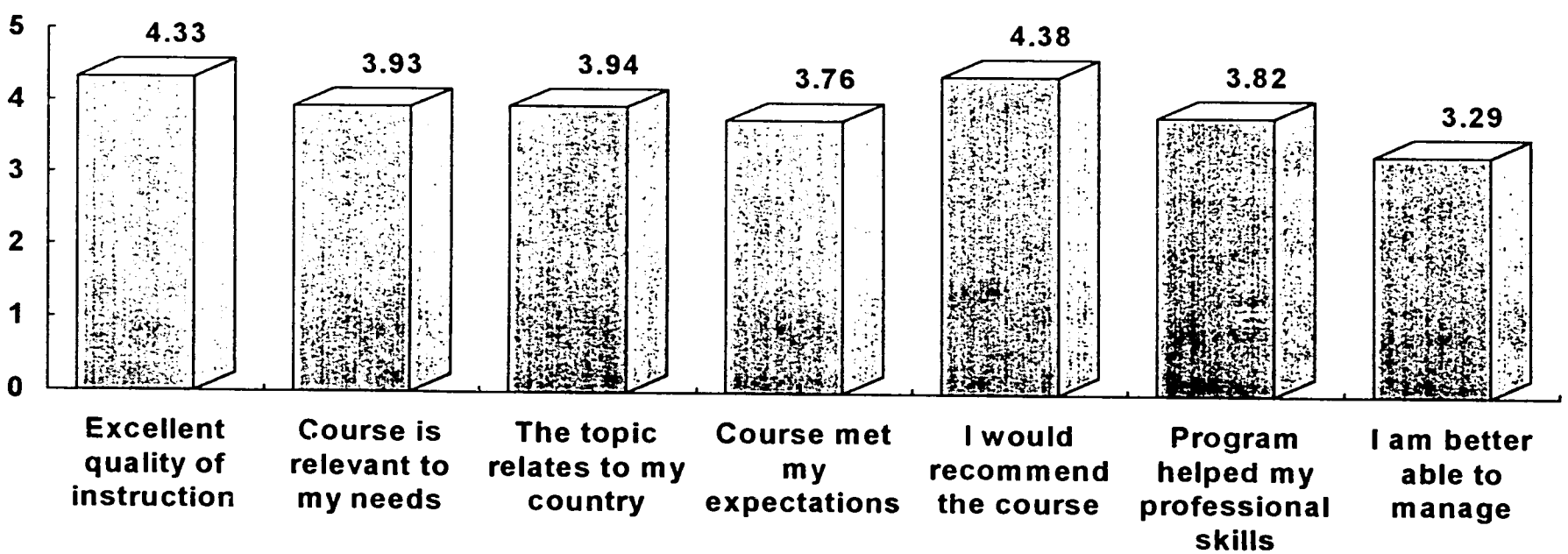
Participants from Prague rated the suitability of the facility lower than those from Brno and Nitra.

Source: Leslie Koltai - AID Program Evaluator

Iowa State University (Czech and Slovak Republics)
Selected Summary of Student Evaluations
1991/1992

Each of the items on the survey instrument were scored on a scale from 1 to 5. A participant would mark a 1 if he or she "Strongly Disagreed" with the statement; 2 corresponded to "Disagree;" 3 indicated that the respondent had "No Opinion;" 4 indicated that the respondent "Agreed" with the statement. A participant would mark a 5 if he or she "Strongly Agreed" with the statement. An average score of 5 would indicate that every participant in the course/program Strongly Agreed with that particular item. A more likely score of 4.5 indicates general agreement - with some differing opinions. A score of 2.0 or below indicates that most of the respondents did not agree with the statement.

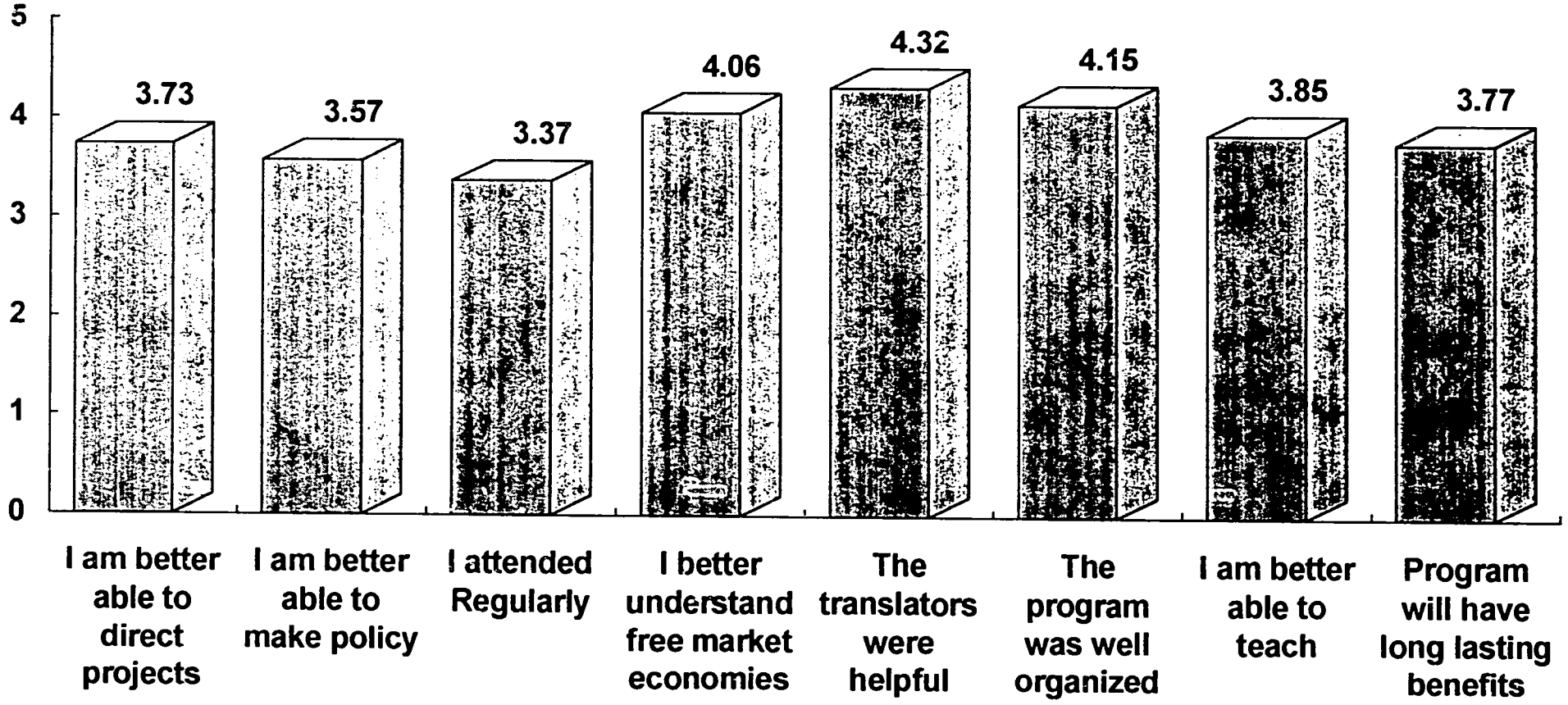
Average Participant Scores on Selected Items



Source: Leslie Koltai - AID Program Evaluator

Iowa State University (Czech and Slovak Republics)
Selected Summary of Student Evaluations
1991/1992

Average Participant Scores on Selected Items



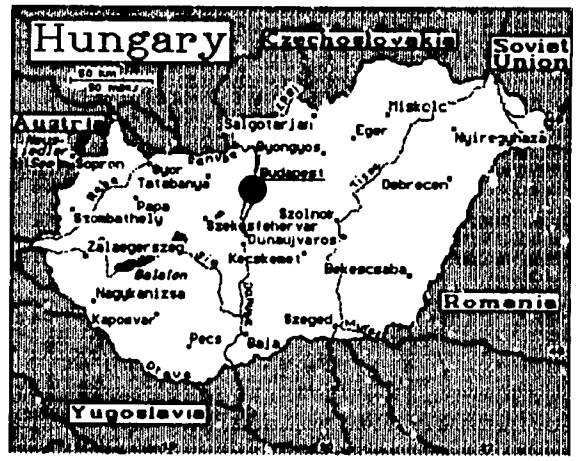
Source: Leslie Koltai - AID Program Evaluator

Midwest Universities Consortium For International Activities (MUCIA)

Primary Subcontractor: Indiana University

● Prague

● Warsaw



● Budapest

Map Source: The Software Toolworks World Atlas

MIDWEST UNIVERSITIES CONSORTIUM FOR INTERNATIONAL ACTIVITIES

MUCIA with subcontractor Indiana State University continued offering its eight module program in Czechoslovakia, Hungary and Poland. The selected group of participants, comprised mostly of business people, have been meeting for one week each month (February through May). Local faculty participate in module development and delivery to provide sustainability.

Third Quarterly Review

Continued module development took place during this period with faculty participating in intense planning meetings between U.S. and local faculty.

The "Professional Managers Program Notebook" was completed and disseminated with other materials including textbooks, test taking guides, and computer software. The program initiation and corresponding course materials were well received by program participants in all three locations.

The report includes self evaluation tools from the first two modules. There is neither an analysis nor discussion of the results of the evaluation. It seems that the report is unclear in stating if the evaluations are being used to further improve module development.

Recruitment of Participants

There was some difficulty recruiting participants in Poland and Hungary. Intervention by Indiana University personnel, which included contacting other U.S. operations based in-country, increased enrollment. A reduction in course fees also helped to bolster recruitment in Hungary to 29 students. Poland attracted a total of 24 students.

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Courses in Czechoslovakia did not incur these difficulties. In fact there were more applicants than available seats. (Of the 80 students, 30 were selected.)

Recruitment should improve in the future given the transfer of liaison responsibilities to other members of the faculty at Warsaw University.

Instruction

Instructional modules, particularly Marketing, were well received in Poland, Hungary and Czechoslovakia despite a number of annoyances at each location. Poland's difficulties may have impacted the quality of the program.

Quarterly Report's Conclusion

The project staff has conferred with and debriefed AID personnel. MUCIA's oversees efforts have improved U.S. faculty development and availed speaking engagements. Sustainability is discussed in the report noting significant indicators of success.

Evaluation Team's Observations

The Evaluation team visited program activities in Czechoslovakia, Hungary and Poland. Our visits included talks with local project coordinators, program participants, U.S. module coordinators, U.S. faculty and the project's Directors.

MUCIA's multi-country modular program is an ambitious effort. This is, however, at the cost of potentially ignoring program variations designed to meet individual country needs. Some changes are needed to accommodate country differences.

MUCIA, however, is one of a few programs working in multiple locations. It would benefit from further developing inter-

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regional contacts among its local partners to help foster mutual understanding and cooperation.

Eastern European Universities are restructuring in hopes of coping with the political transition. To bridge the financial gap, faculty members are desperately searching for oversees and private sector opportunities to supplement incomes and improve personal marketability. Therefore, local faculty time and energy is a commodity for sale. MUCIA felt these effects when they discovered that only about half of their local module coordinators originally chosen for the program stayed.

This situation was aggravated by a lack of project coordination. The project's multi-country coordination relates only to logistics of travel and accommodations and lacks in training objectives.

MUCIA should consider in-country field representatives rather than ask local faculty to take on administrative responsibilities. Handling such a program with little input or presence by the MUCIA partners has exacted a high toll. In all instances local institutions have been forced to assume too much of an administrative burden while second-guessing what their U.S. partners expect. An in-country field representative would increase communication and coordination of program efforts considerably.

Revising the organizational structure would also allow more time for module design and curricular development. Originally, MUCIA planned to link each module with a partner institution's faculty member. Local faculty would assist in planning, implementing and evaluating the program as they developed a sense of ownership of new topics and confidence in teaching these topics themselves. This approach has not been as easy to administer as originally thought. In some cases local faculty were not included in the effort; in other cases faculty took advantage of opportunities to

travel and learn abroad. Thus, it has been difficult to tailor the modules to local needs, and instructional time has been required to adjust module preparations.

To improve the pedagogical coherence and guarantee cumulative knowledge, it is recommended that MUCIA field representatives be able to assist local faculty in module development and be the U.S. contact available for feedback and assistance to the students between sessions.

As many participants expressed, the fundamental problem in this program is the lack of step two in the learning process. One student found the course to be an opportunity for him to determine which topics he would like to explore with more depth only to realize there was no type of specialized offerings.

Special Meeting with MUCIA Project Leaders

The Evaluation team had the opportunity to meet with Drs. Mary Joy Pigozzi and John Boquist. The meeting allowed for a critical look into the structural and substantive difficulties the program is having.

Interestingly enough, the MUCIA Board and Consortium Project Review Committee concurred with the Evaluation team's observations that much more emphasis should be placed on the management and quality control of the existing project.

Since AID-Washington released the last 20% of first year funding, MUCIA will be in position to offer additional modules. Much stronger input will come from counterpart institutions.

The Evaluation team's continuous criticism regarding the absence of appropriate country coordinators should lead to the establishment of field representatives. MUCIA has already reported its desire to act on this item.

The other aspect of this issue is the sustainability of the program as it relates to the local faculty. Previous lack of consultations led to severe criticism by local faculty. One way to assist is to shift administrative responsibilities from the faculty to these so called "field representatives."

Some other administrative aspects of the program were also discussed. The Evaluation team suggested that payments for services rendered in the target country should be handled as expeditiously as possible. Also, the Evaluation team expressed concern over MUCIA's contractual evaluation responsibilities and requests immediate follow-up and completion of a project-wide evaluation by September, 1992.

MUCIA faces difficulties in implementing their project in three countries simultaneously. It is a tremendous logistical and pedagogical challenge under any circumstances. It seems that at best Hungary and Czechoslovakia offer good support for the continuation of the program. Provisions must still be secured for on-site support and appropriate educational objectives in those countries. Poland should not be neglected; however, at the same time, project efforts in strengthening the organizations and services in the two other countries should be the priority.

On the basis of consultation with the Evaluation team, MUCIA recommends a short outline for the extension of first year activities and continuation of second year activities. If AID-Washington approves the plans the following modifications would be made:

> revise and improve the eight modules in Czechoslovakia and Hungary; in consultation with counterpart faculty, develop a new one-week course module for delivery; help to strengthen local institutions in their abilities to design and market executive education programs to the appropriate target audiences; increase the dollar amount and manpower going to

local institutions to ensure local instruction and foster sustainability; purchase additional computer equipment; and, continue evaluative activities.

If these plans are implemented, particularly under the supervision of AID-Washington and the Evaluation team, there is hope for a successful and reasonable program in two Eastern European countries.

Summary

The third quarterly report and analysis is presented in the framework of formative evaluation. One of its objectives is the improvement of grantee services within AID regulations.

The proposed changes suggest permitting MUCIA to operate until December 31, 1992. Further second year funding would be considered after careful evaluation of new commitments and implementation of a program approved by AID-Washington.

TREND ANALYSIS

M.U.C.I.A. - Poland, Hungary, Czechoslovakia

- M.U.C.I.A.'s Professional Managers Program (§ I.) has so far completed only 3 of 24 proposed courses, yet they are still on schedule. With the exception of the March course on Market Economics, the program is primarily slated for operation during the fourth quarter. The Project Proposal indicates that 40 participants will attend each module, but only 28, 30, and 31 participants attended Market Economics in Warsaw, Budapest, and Prague, respectively. This may in part be the result of M.U.C.I.A.'s community marketing efforts.

- The Case Methodology Workshops (§ II.) were fully completed with 2 fewer participants than projected in each of the Prague and Warsaw modules.

- The Executive Education Training Program (§ III.) does not appear to be complete. 5 of the 15 proposed participants completed their training at Ohio State University, while the training programs proposed for Indiana University and Purdue University have not been mentioned since the Project Implementation Plan.

- The Module Planning Sessions (§ IV.) were all completed as planned.

Topic Area	Courses	Participants
Market Economics	3	89
Management		
Marketing		
Agriculture		
English		
Train-The-Trainers	3	46
Total Through 3rd Quarter:	6	135

MUCIA - Czechoslovakia, Hungary, Poland

Project Components	Modifications	1st Quarter	2nd Quarter	3rd Quarter	4th Quarter
Project Proposal:					
I. Executive Education Modules.	Designated The Professional Managers Program (2Q)				
• Eight 2 1/2 day sessions in Czechoslovakia, Hungary, Poland = 24 Courses. • 40 Participants per Module.					
Module Topics:	(2Q)				
1. Market Economics	Warsaw 3/9-3/11 1992	>>>>>>>>>>>>>	>>>>>>>>>>>>>>>>>	>>>>>>>>>>>>>>>>>	√ 28 Participants
	Budapest 3/12-3/14 1992	>>>>>>>>>>>>>	>>>>>>>>>>>>>>>>>	>>>>>>>>>>>>>>>>>	√ 30 Participants
	Prague 3/16-3/18 1992	>>>>>>>>>>>>>	>>>>>>>>>>>>>>>>>	>>>>>>>>>>>>>>>>>	√ 31 Participants
2. Management Accounting	Budapest 5/4-5/6 1992	>>>>>>>>>>>>>>>	>>>>>>>>>>>>>>>>>	>>>>>>>>>>>>>>>>>	>>>>>>>>>>>>>>>>>
	Warsaw 5/7-5/9 1992	>>>>>>>>>>>>>>>	>>>>>>>>>>>>>>>>>	>>>>>>>>>>>>>>>>>	>>>>>>>>>>>>>>>>>
	Prague 5/11-5/13 1992	>>>>>>>>>>>>>>>	>>>>>>>>>>>>>>>>>	>>>>>>>>>>>>>>>>>	>>>>>>>>>>>>>>>>>
3. Marketing Production	Budapest 4/21-4/23 1992	>>>>>>>>>>>>>>	>>>>>>>>>>>>>>>>>	>>>>>>>>>>>>>>>>>	>>>>>>>>>>>>>>>>>
	Warsaw 4/24-4/27 1992	>>>>>>>>>>>>>>	>>>>>>>>>>>>>>>>>	>>>>>>>>>>>>>>>>>	>>>>>>>>>>>>>>>>>
	Prague 4/28-4/30 1992	>>>>>>>>>>>>>>	>>>>>>>>>>>>>>>>>	>>>>>>>>>>>>>>>>>	>>>>>>>>>>>>>>>>>

Project Components	Modifications	1st Quarter	2nd Quarter	3rd Quarter	4th Quarter
4. Manufacturing/Operations Management	Budapest >>>>>>>>>>>>	>>>>>>>>>>>>>>>>	>>>>>>>>>>>>>>>>	>>>>>>>>>>>>>>>>	
	4/23-4/25 1992				
	Warsaw >>>>>>>>>>>>>	>>>>>>>>>>>>>>>>	>>>>>>>>>>>>>>>>	>>>>>>>>>>>>>>>>	
	4/27-4/29 1992				
	Prague >>>>>>>>>>>>>	>>>>>>>>>>>>>>>>	>>>>>>>>>>>>>>>>	>>>>>>>>>>>>>>>>	
	4/30-5/2 1992				
5. Logistics/Distribution	Prague >>>>>>>>>>>>>>	>>>>>>>>>>>>>>>>	>>>>>>>>>>>>>>>>	>>>>>>>>>>>>>>>>	
	6/10-6/12 1992				
	Warsaw >>>>>>>>>>>>>>	>>>>>>>>>>>>>>>>	>>>>>>>>>>>>>>>>	>>>>>>>>>>>>>>>>	
	6/13-6/16 1992				
	Budapest >>>>>>>>>>>>>>	>>>>>>>>>>>>>>>>	>>>>>>>>>>>>>>>>	>>>>>>>>>>>>>>>>	
	6/17-6/19 1992				
6. Human Resource Management	Budapest >>>>>>>>>>>>>>	>>>>>>>>>>>>>>>>	>>>>>>>>>>>>>>>>	>>>>>>>>>>>>>>>>	
	5/6-5/8 1992				
	Warsaw >>>>>>>>>>>>>>	>>>>>>>>>>>>>>>>	>>>>>>>>>>>>>>>>	>>>>>>>>>>>>>>>>	
	5/11-5/13 1992				
	Prague >>>>>>>>>>>>>>	>>>>>>>>>>>>>>>>	>>>>>>>>>>>>>>>>	>>>>>>>>>>>>>>>>	
	5/14-5/16 1992				
7. Financial Analysis/ Management Information	Prague >>>>>>>>>>>>>>	>>>>>>>>>>>>>>>>	>>>>>>>>>>>>>>>>	>>>>>>>>>>>>>>>>	
	6/8-6/10 1992				
	Warsaw >>>>>>>>>>>>>>	>>>>>>>>>>>>>>>>	>>>>>>>>>>>>>>>>	>>>>>>>>>>>>>>>>	
	6/11-6/13 1992				
	Budapest >>>>>>>>>>>>>>	>>>>>>>>>>>>>>>>	>>>>>>>>>>>>>>>>	>>>>>>>>>>>>>>>>	
	6/15-6/17 1992				

MUCIA

Project Components	Modifications	1st Quarter	2nd Quarter	3rd Quarter	4th Quarter
8. Strategic Management/ Entrepreneurship	Prague >>>>>>>>>>>>>>> 6/8-6/10 1992	>>>>>>>>>>>>>>>>>	>>>>>>>>>>>>>>>>>	>>>>>>>>>>>>>>>>>	
	Warsaw >>>>>>>>>>>>>>> 6/11-6/13 1992	>>>>>>>>>>>>>>>>>	>>>>>>>>>>>>>>>>>	>>>>>>>>>>>>>>>>>	
	Budapest >>>>>>>>>>>>>>> 6/15-6/17 1992	>>>>>>>>>>>>>>>>>	>>>>>>>>>>>>>>>>>	>>>>>>>>>>>>>>>>>	
II. Case Methodology Workshops					
• CHP/MUCIA Faculty to coordinate executive education modules.					
1. Workshop for 10 Hungarian teacher trainers in Columbus, Ohio - April 1991	8/24-8/26 1991 >>>>>> (PIP)	√ 8/20-8/23 1991			
2. Workshop in Prague for 16 Czech teacher trainers from Prague School of Economics - May 1991	10/3-10/5 1991 >>>>>> 20 Czech faculty. (PIP)	>>>>>>>>>>>>>>>>>	√ 18 Czech participants.		
3. Workshop in Warsaw for 16 Polish teacher trainers from International Postgraduate Management Center of Warsaw University - May 1991	10/7-10/9 1991 >>>>>> 20 Polish faculty. (PIP)	>>>>>>>>>>>>>>>>>	√ 18 Polish participants.		

Project Components	Modifications	1st Quarter	2nd Quarter	3rd Quarter	4th Quarter
Project Implementation Plan:					
III. Executive Education Training	>>>>>>>>>>>>>>>>>>>>>>>	√ 7/20-7/31 1991 15 East Central European total faculty participants			
Sites:					
a. Indiana University	>>>>>>>>>>>>>>>>>>>>>>>	>>>>>>>>>>>>>>>>>	>>>>>>>>>>>>>>>>>	>>>>>>>>>>>>>>>>>	
b. Purdue University	>>>>>>>>>>>>>>>>>>>>>>>	>>>>>>>>>>>>>>>>>	>>>>>>>>>>>>>>>>>	>>>>>>>>>>>>>>>>>	
c. Ohio State University	>>>>>>>>>>>>>>>>>>>>>>>	√ 7/28-8/10 1991 5 East Central European faculty participants			
1st Quarterly Report:					
IV. Module Planning Sessions					
a. Bloomington, IN	>>>>>>>>>>>>>>>>>>>>>>>	√ 7/24-7/26 1991 15 East Europeans 14 U.S. faculty & staff.			
b. Columbus, OH	>>>>>>>>>>>>>>>>>>>>>>>	√ August 1991			

MUCIA

Grantee Specific Table

Midwest Universities Consortium for International Activities

Student Contact Hours

Two topics were reported as "Management and Economics Education" and "Executive Education." Note, however, that "Executive Education" was presented in a minimal amount, and to one constituent group. The business community received the most attention from the MUCIA program indicating an immediate impact of educational efforts.

Selected Summary of Student Evaluations - 1991/92
Professional Managers Program (Executive Education Module)

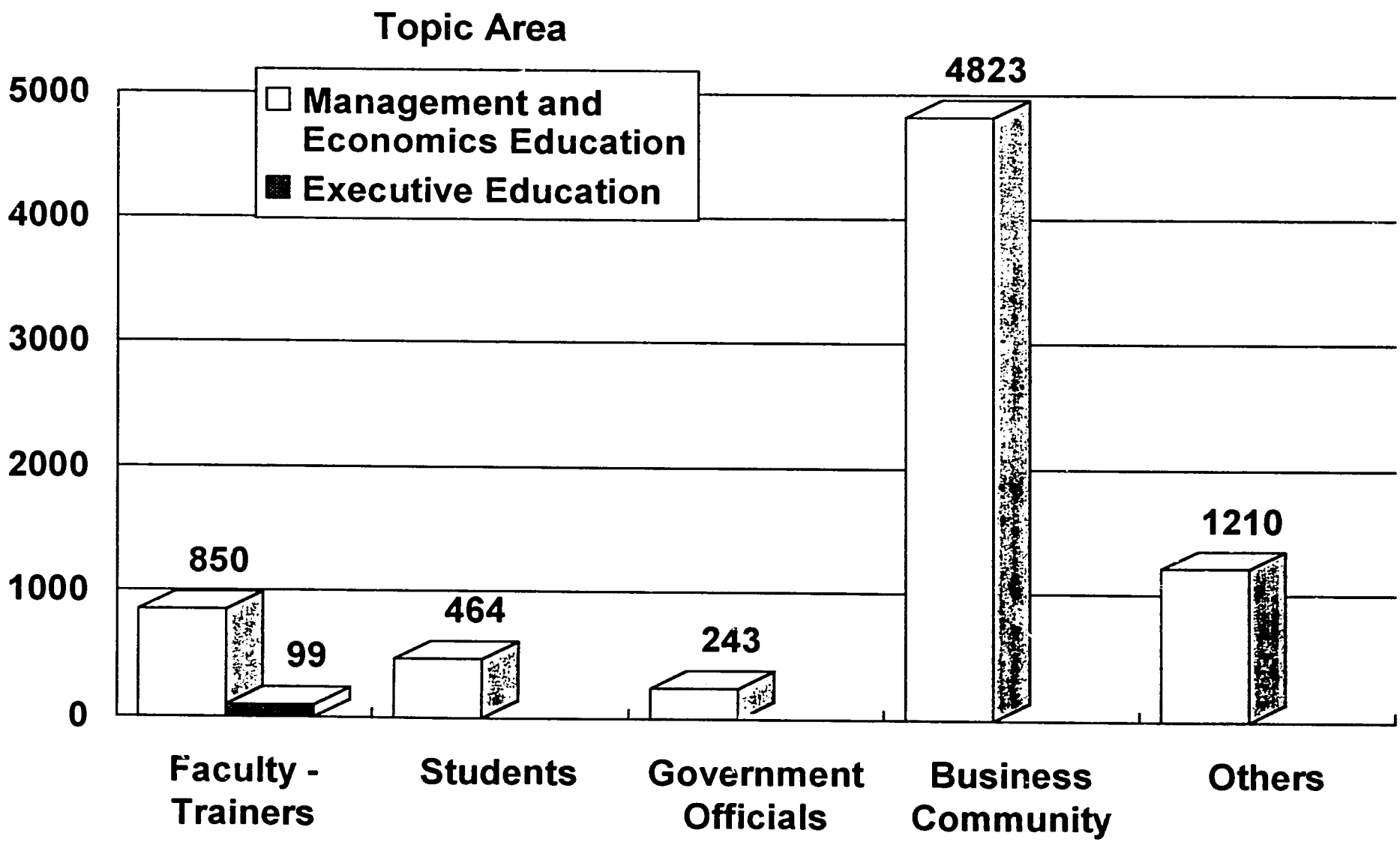
Two displays indicate that program activities were well received by the respondents. The box titled Evaluation Highlights shows that all of the respondents felt that the instructional quality was excellent. Other statements received wide approval as well. Of note in the Demographic Details section is the fact that so many of the respondents were in supervisory positions. This fact fits with the reported emphasis upon the business community.

Demonstrating again that respondents were reading (and understanding) the survey instruments, the chart *The course was NOT relevant to my business* shows the expected disagreement with the negative statement. Finally, notice that the percentage of respondents from each location was not evenly distributed.

The MUCIA data indicates that respondents held differing viewpoints of the program dependent upon where they were from. Note that the respondents from Czechoslovakia were more critical of the program than those from Hungary and Poland. This, in part,

may be due to the fact that participants in Czechoslovakia were on average older than the groups from Hungary and Poland. The age difference can have the effect of changing specific needs of that group.

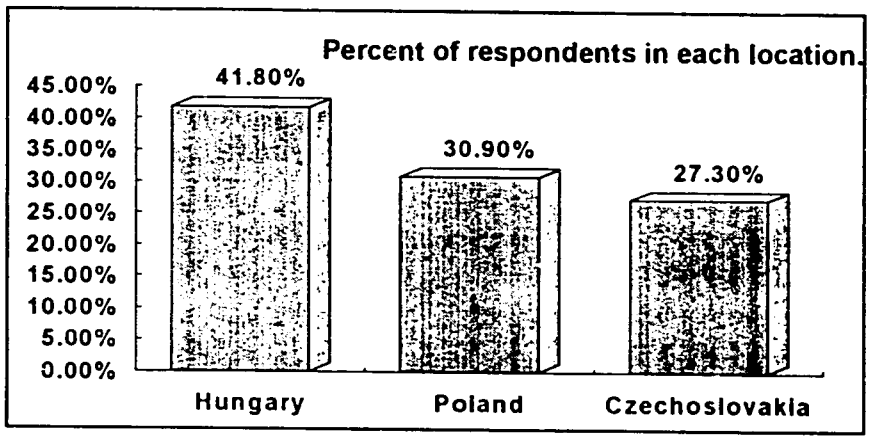
M.U.C.I.A. (Czechoslovakia, Hungary, Poland)
Student Contact Hours 1991/92



Source: Leslie Koltai- AID Program Evaluator

M.U.C.I.A.
Selected Summary of Student Evaluations - 1991/92
Professional Managers Program (Executive Education Module)

M.U.C.I.A. operated in three locations throughout Eastern Europe.
Programming was identical in each location.

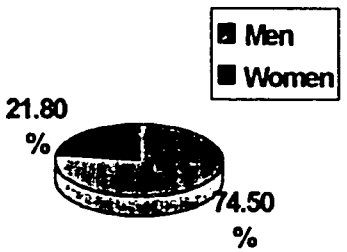


Demographic Details

The reported average age of the participants was 36.

84% of the participants indicated that their jobs involved supervising others.

40% of the participants heard about the program through an advertisement.



Evaluation Highlights

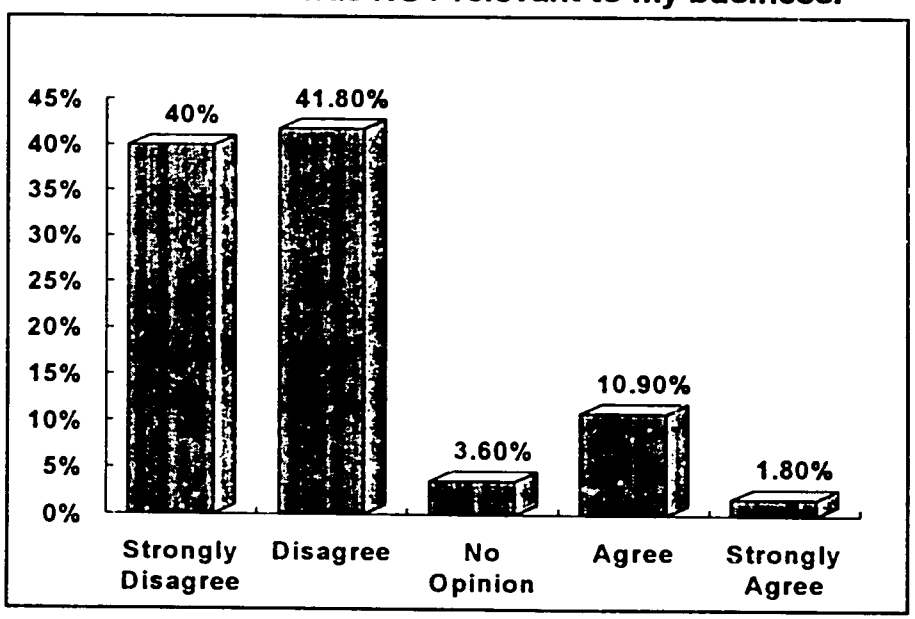
100% of the participants agreed or strongly agreed that the quality of instruction was excellent.

96% of the participants agreed or strongly agreed that the course was relevant to their needs.

100% of the participants would recommend the course to other people.

93% of the participants agreed or strongly agreed that the program will have long lasting benefits.

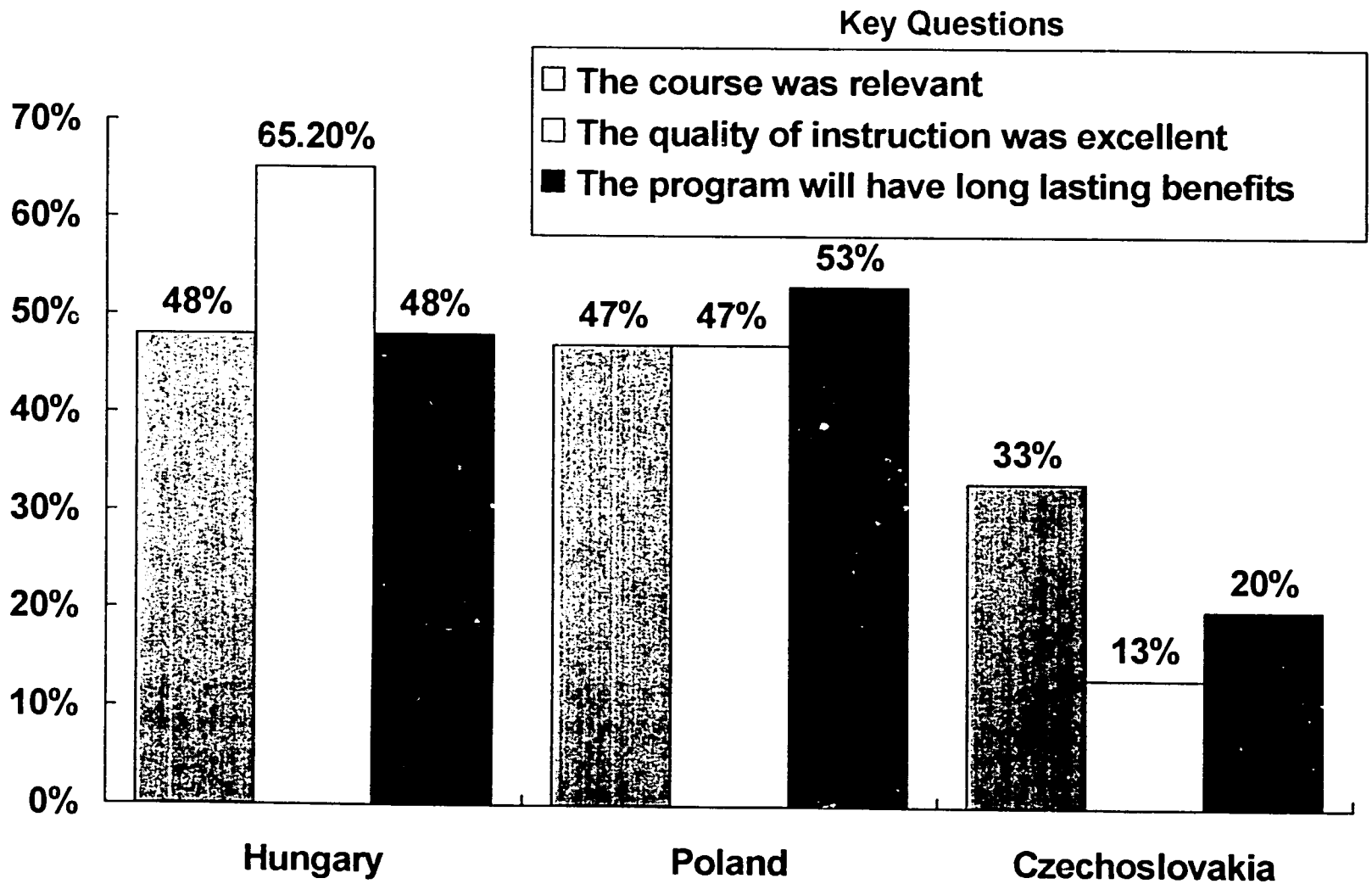
The Course was NOT relevant to my business.



Source: Leslie Koltai - AID Program Evaluator

M.U.C.I.A.
Selected Summary of Student Evaluations - 1991/92
Professional Managers Program (Executive Education Module)

Participants in Czechoslovakia demonstrated a lower level of satisfaction with the M.U.C.I.A. program than participants in other locations. The graph below illustrates the percentage of participants who strongly agreed with three key questions.



Source: Leslie Koltai - AID Program Evaluator

The Ohio State University

Project Sites:

- Gdansk
- Poznan
- Rzeszow
- Bialystok

Map Source: The Software Toolworks World Atlas

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Ohio State University

Ohio State University initiated its "Entrepreneurship Institutes in Poland" program. With help from the local participating universities and the Solidarity Foundation, Institutes have been established in three cities: Poznan, Rzeszow and Bialystok. This project places emphasis on entrepreneurship and assistance to small businesses by making it possible for a "large group of (Polish) faculty in three universities to teach new entrepreneurs... and upgrade the competencies of these business owners to compete in a market economy." (Third quarter report)

Although program and travel schedules made an on-site evaluation impossible during this quarter, the Evaluation team has made use of all available materials in order to develop this provisional report. As preparations are made for the upcoming quarter, an on-site evaluation of Ohio State University's program is among the Evaluation team's highest priorities.

Third Quarterly Review

The selection of a new prime minister affected significant changes within Poland's political structure. The political transition resulted in personnel changes within several ministries with whom Ohio State had established important relationships, thus making necessary the establishment and development of new political relationships. Despite these complications, the project has reportedly been functioning as intended. All of the project's elements continue on schedule, with the exception of the development of case studies and the Video program. Both are scheduled to be completed in the fourth quarter.

This period saw the Grand Opening of the Enterprise Institutes and commencement of courses for business people. Preparations for the Grand Openings were made with close collaboration between

Ohio State University, the Solidarity Economic Foundation in Gdansk and the Poznan, Rzeszow and Bialystok centers.

Classes at the Institutes began in Rzeszow and Bialystok in early March, and in mid-March in Poznan. Though the institutes in Rzeszow and Bialystok have received tremendously positive feedback, there was serious disappointment in the leadership and program coordination in Poznan.

After consultation, the University decided to transfer and reorganize the administration of the Poznan Enterprise Institute to the regional Solidarity office, and most importantly, to create new leadership for this center. Despite this inconvenience, the program is continuing as planned.

In addition to the Grand Openings of the Enterprise Institutes, each site conducted a one-day seminar on Business Plans for local bankers. "The purpose of the seminars was to help bankers know what is being taught to the business owners so they can better understand how to work with them." (3rd Quarterly)

The final element of the program was the organization and hosting of the first Polish National Entrepreneurship Forum. Held in Gdynia, March 10-12, 1992, this forum was in large part the responsibility of the Solidarity Economic Foundation.

Evaluation and Analysis of Quarterly Report

It should be noted that the project's University-based Management Centers offers three types of training. The first trains the Maragement Center's faculty (45 total), preparing them to teach their local business community. This was completed in the Fall and Winter. The Management Center then offered Entrepreneurship Institute Courses for business people and offered seminars on business plans to special groups (i.e. bankers). According to the

"Baseline Management Plan," Entrepreneurship courses were to be held in February and March; Business plan seminars for special groups were to be held in March, April and May. Further elaboration of these activities should be found in Ohio's next quarterly report.

The Evaluation team looks forward to a more thorough discussion and self-evaluation of these entrepreneurial courses (Entrepreneurship, Finance, Marketing, Management, and Strategic Planning) in the fourth quarterly report. Evaluations included in the third quarterly report refer to the Institute Grand Openings and to the one-day Business Plan seminars for bankers held at each location.

It should be noted for its distinctiveness that courses offered by the Poznan Institutes will be held on the weekend. The Strategic Planning Module begins on Friday afternoon and concludes Sunday morning. It is unclear whether weekend courses will also be held in Rzeszow and Bialystok. If so, this is one of the few programs in which weekend courses are not an instant deterrent (for recruitment) to participants.

Given the comments by U.S. consultants, it seems that a follow-up training session between U.S. faculty and Center trainers would significantly improve the delivery of education at the centers. It is of interest to program development to note changes that are being made at each center according to specific needs and requests.

With a great deal of emphasis placed on public relations it is recommended that Ohio State University focuses some attention on better marketing of the Entrepreneurial Institute courses. It is important to develop strategic planning capabilities within the centers.

Comments taken from banking seminar participants reiterate the needs, interests and topic areas that could be offered if bank seminars are continued. Bringing the entrepreneurial and banking communities together has the potential for significant impact on business growth. In view of the banking system's instability, it is important to show them the role they may play in strengthening the local and national economy. It also may help to begin a dialogue on restructuring current loan requirements. In Poland, as elsewhere in the region, loan requirements are prohibitive and hostile to small business development.

Summary

In the period following the Evaluation team's visit in December, the Ohio State University program has organized and conducted the major activities it had planned. With the exception of the two project elements noted (case studies and video program), all activities were carried out on time and within budget.

The program successfully weathered some disruptive personnel changes and operational challenges. Their quick response to program demands enables them to keep activities on course. The program appears to be both well administered and executed.

Though the Evaluation team believes that this program is progressing as intended, an on-site evaluation will nonetheless remain among the dominant priorities in the scheduling of the next series of visits.

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Grantee Specific Tables
Ohio State University

Student Contact Hours

By far the business community represented the greatest emphasis for this program. Moreover, the effort was almost entirely in the area of Management Education. It was, however, unclear from the provided data what distinction was made between the categories "small business" and "business community." In addition, the staff resources directed at consultation hours were unexplained. It is unclear whether this was one-on-one or group consultation.

Selected Summary of Student Evaluation - 1991/92

The marked difference between the item *Program Helped my professional skills* and the other items in the survey may be due to a misinterpretation of the survey instruments. The project staff from Ohio State University altered the survey instrument rendering much of the analysis futile. Moreover, only 22 survey instruments were returned. Not surprising, however, is the item *The topic related to my country* (second page); note that the lower score is similar to that of many of the other projects.

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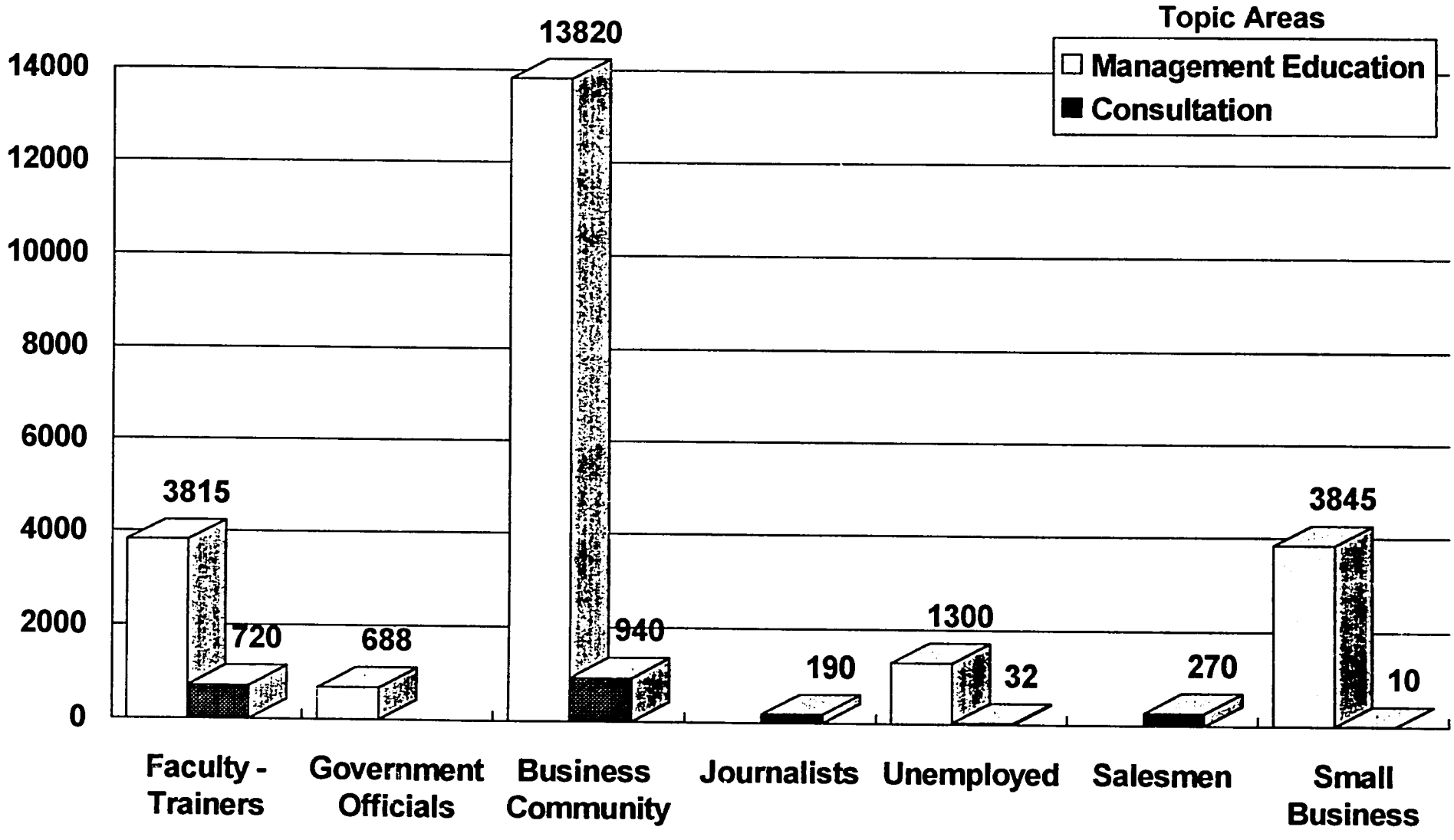
Ohio State University - (Poland)
Student Contact Hours 1991/92

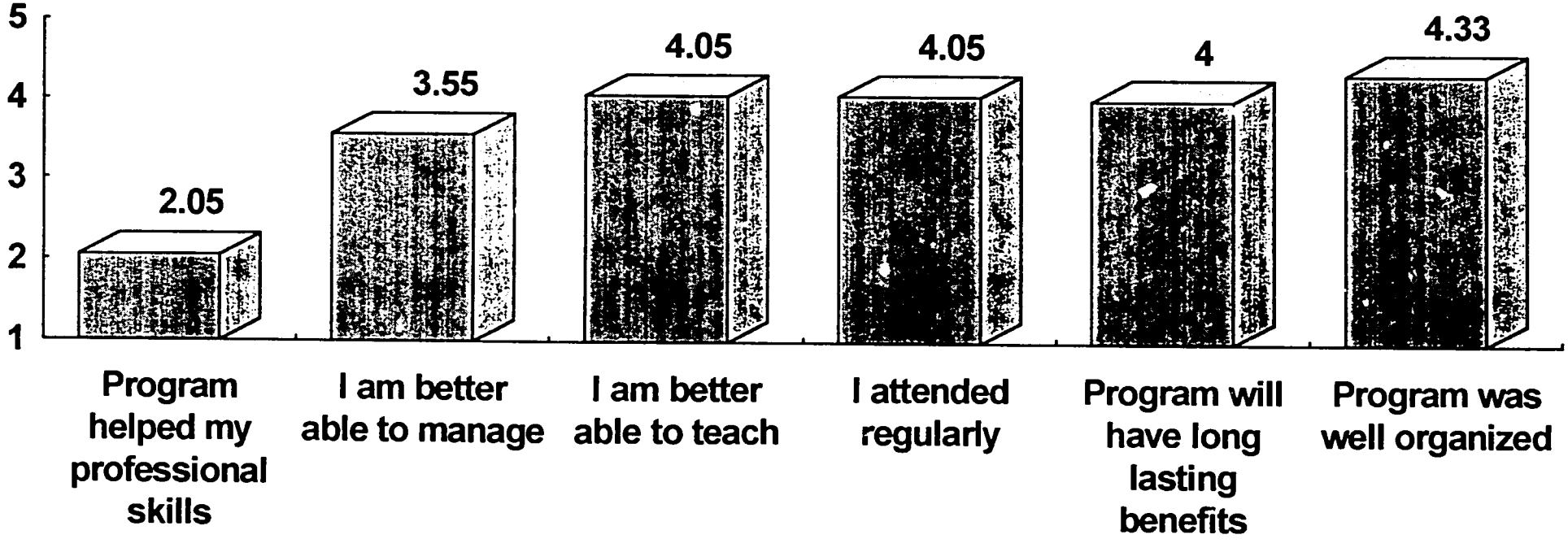


Source: Leslie Koltai- AID Program Evaluator

Ohio State University (Poland)
Selected Summary of Student Evaluations
1991/92

Each of the items on the survey instrument were scored on a scale from 1 to 5. A participant would mark a 1 if he or she "Strongly Disagreed" with the statement; 2 corresponded to "Disagree;" 3 indicated that the respondent had "No Opinion;" 4 indicated that the respondent "Agreed" with the statement. A participant would mark a 5 if he or she "Strongly Agreed" with the statement. An average score of 5 would indicate that every participant in the course/program Strongly Agreed with that particular item. A more likely score of 4.5 indicates general agreement - with some differing opinions. A score of 2.0 or below indicates that most of the respondents did not agree with the statement.

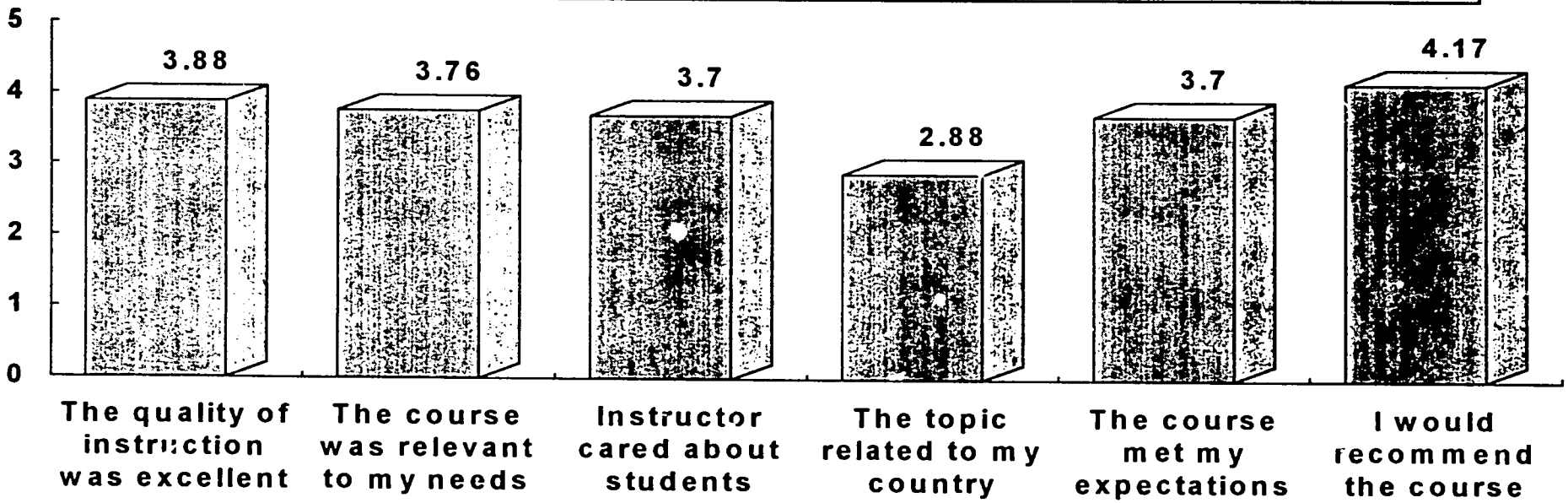
Average Participant Scores on Selected Items



Source: Leslie Koltai- AID Program Evaluator

Ohio State University (Poland)
Selected Summary of Student Evaluations
1991/92

Average Participant Scores on Selected Items



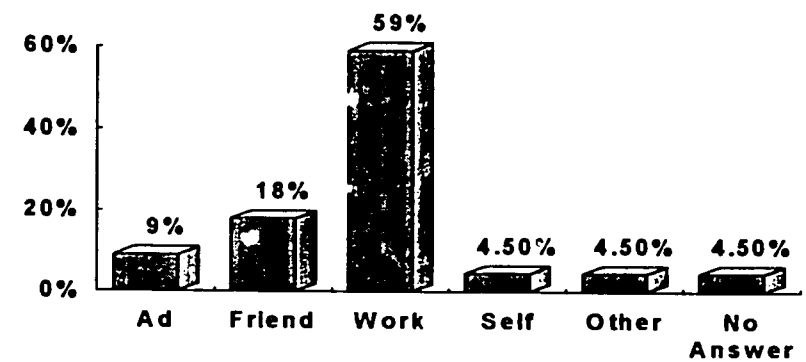
Demographic Highlights

The participants average age was 35.

Men accounted for 82% of the participants.

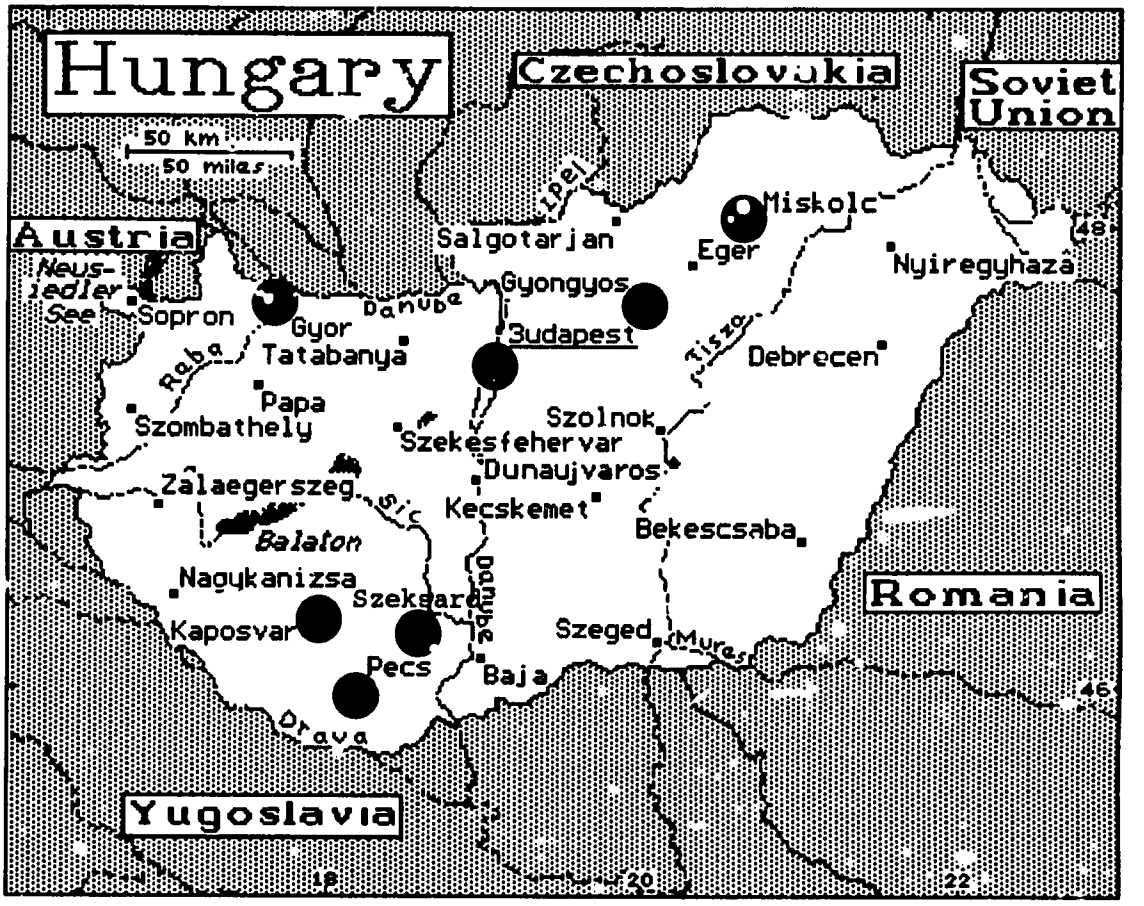
86% indicated that their jobs involve teaching.

How participants heard about the Program



Source: Leslie Koltai- AID Program Evaluator

State University of New York (SUNY)



Project Sites:

- Budapest
- Gyor
- Szeksard
- Gyongyos
- Miskolc
- Pecs
- Kaposvar

Map Source: The Software Toolworks World Atlas

STATE UNIVERSITY OF NEW YORK (SUNY)

The SUNY Foundation is operating the Center for Private Enterprise Development located in downtown Budapest. This independent enterprise acts as a center for all of SUNY's regional activities and continues to provide basic information to the area.

Third Quarter Review

The Center for Private Enterprise continues to offer a variety of activities. Twenty-two seminars have been offered with a progressive shift to more pragmatic topics. The largest participant groups are small business owners and high school and/or vocational school teachers.

These successful efforts have not gone unnoticed; during the quarter, the Center received full legal status from the Hungarian government and is now classified as a non-profit foundation.

The Center is trying to react to specific needs of the business community as they arise, however, more attention will be paid to partner organizations.

Gyor Technical University, Kaposvar's Pannon University of Agriculture Sciences, the College of Catering and Tourism, and the College of Foreign Trade have participated with SUNY in curriculum development workshops.

Other SUNY activities include the establishment of two management education foundations in Gyongyos and Nyiregyhaza and a three week training course for Hungarian nationals at SUNY stateside. These U.S. based activities included visits to local businesses, courses and individual assistance on research projects with SUNY faculty.

It was decided that one supplemental workbook would be developed in association with the 15-module accounting video project being produced under this grant. Both final editing and the companion workbook were scheduled for completion in June.

SUNY decided that these videotapes were not appropriate for general disbursement. It is requested that SUNY provide clarification as to what modifications have been made relating to the distribution efforts planned for YR2 given this change in attitude.

Evaluation Team's Observations

The Evaluation team met with the operations team of the SUNY Center for Private Enterprise as well as with groups of former project participants and coordinators. The people we spoke with represented a regional cross-section of the program.

The SUNY Center has made great strides in strengthening their efforts of sustainability. For example, as of January, 1993, the position of Center Director, originally held by an American, will be transferred to a Hungarian national. Also, the Center's newly acquired non-profit status has inspired the employees which, in turn, has improved the efficiency of the program operations. These developments have led to an emerging sense of ownership and responsibility for the success and continuation of the program.

Another aspect of SUNY's program has been an energetic effort to spread program activities to a number of regional locations (Gyor, Szeged, Gyongyos, Pecs, Miskolc). This gave them an opportunity to find target audiences and receptive institutions. Though this approach is beneficial in reaching a wider audience, some of the seminars that were conducted were primarily in the form of consultation visits. Even so, short course offerings were successful -- especially in the area of quality control. The participants, however, did express an interest in more in-depth

presentations on specific subjects rather than general observations. These discussions suggest that it is important for SUNY to keep in mind the need to reassess content development at chosen locations before extending activities.

The program has a large concentration of management courses in Gyor, a large industrial center in Western Hungary. Participants indicated several benefits, one of which was the development of a strategic plan for the establishment of an MBA program at the University of Miskolc. Initially, Pecs was not as enthusiastic about the management courses due to some resistance from the local dean. These circumstances appear to be changing for the better and program acceptance and success in Pecs is expected in the future.

Upon request, the evaluators received clarification of the SUNY AID budget and contributions from other foundations. A careful review suggests the responsible distribution of funds. SUNY's budget is programmatic which enables project activities to be evaluated for their cost effectiveness.

Non-AID contributions supplement the program via cost sharing of salaries and expenses. In addition, funds are designed to assist the Center in its post-AID phase. They will provide trained lecturers to replace Americans when funding ceases. An example of this interaction is a medical doctor who was sent to the United States to learn how private medical practices operate. When the Center schedules a seminar on this topic the doctor is the speaker.

Recommendations and Summary

The proposed change in Center leadership requires thorough training in the United States and Hungary for Dr. Arpad Kezdi. He should have a better understanding of AID objectives than he currently has.

The American director of the project, whose total cost is now in the AID budget, should continue to lead and assist in the stateside logistics and supervision.

Finally, the Center should pay more attention to its own evaluation. With a proper analysis of the first year's experience, consideration should be given to how many sites SUNY can operate successfully.

SUNY's program is sound and effective. The Center for Private Enterprise Development is succeeding in its mission. The continuation of second year operations may bring success and recognition to AID.

University of Delaware

Project Sites:

- Sofia
- Plovdiv
- Varna
- Gabrovo
- Burgas

Map Source: The Software Toolworks World Atlas

UNIVERSITY OF DELAWARE

The University of Delaware is successfully expanding its management, economics and English language programs at a number of locations in Bulgaria. Presently, the University operates programs in Plovdiv, Gabrovo, and Varna. The University also runs the Sofia Resource Center which serves as the communication and coordination center for all the University of Delaware offerings.

Third Quarter Review

Sofia Resource Center

The Sofia Resource Center is currently run by a former student of the English Language Training Program, Alex Markow. One of the Resource Center's major contributions to the area is its library unit. The library unit continues to grow and is becoming very popular. Other resource libraries in the area are located at the British Council, Sofia University and at the American Embassy. However, the hours and collections at these libraries are limited. The Resource Center library has a well stocked collection which continues to expand as more books and materials continue to arrive from the United States. The library also has an added advantage of a good location in the center of town close to the Sofia Municipal Library. Bulgarian universities are aware of the presence of the University of Delaware Sofia Resource Center from advertising and promotional material prepared by the "Friends of Delaware Society." Consequently, the library unit draws high quality readers from the universities as well as the institutes, many of whom return to take advantage of the library's holdings.

The Resource Center has already developed a solid reputation throughout the area. Due to a recent agreement with the Sofia English School, the Center's popularity has increased to the extent that about 100 boys and girls from the English schools use the resource center on a regular basis to read and study. In

addition, there are plans to establish a second reading room at the National Library in Sofia, a national resource for researchers.

The Resource Center also houses a video library which loans both commercially as well as independently prepared tapes. It seems that the preparation of special tapes for Bulgarian use is too costly and requires too much time. A better approach would be to concentrate on purchasing tapes available on the commercial market. A casual review of the loan records suggest that people usually check out commercially prepared tapes.

There are, however, some problems regarding the library holdings. One of the problems is that the books received are a random assortment rather than a planned acquisition of needed books. In particular, there is a lack of reference books. Perhaps, the second year funds could be used to acquire needed reference books and materials in order to fill some of the gaps in the library's holdings. In addition, the availability of an American Library Specialist would be highly beneficial in assisting the present librarian who is an employee of the Sofia Municipal Library housed in the same building.

A second problem is a visible tension between the Sofia Municipal Library and the Resource Center. The Municipal library wants to exercise control over the Center and seems resistant to any assistance in improving its current system. The sustainability of this program greatly depends on cooperation between the two institutions.

It may be in the interest of the University of Delaware to rent a larger, renovated facility. For example, the University of Delaware should look into possible collaboration with the Peace Corp. The Peace Corps had planned to open a resource center but decided against it because of University of Delaware's evident

efforts and success in the area. Even so, they could be a useful resource or lend assistance in any expansion efforts.

English Language Instruction

Another component of the management training program is English language instruction. This is, clearly, the most focused and effective effort with well defined goals and objectives. The English training effort evidences immediate impact, yet the program is recognized less often than the management and economics component. Some of the University of Delaware faculty members do not see the importance of the English language training and some are not willing to modify their views concerning the inclusion of English as an entrepreneurial skill. It should be emphasized here that English language instruction is the backbone and support for the management and economics programs.

Proposed budget cuts threatened the future of the ESL program, however, consultation with University representatives on location led to their reinstatement. The Director of the program also indicated that he is planning to establish salary conditions which would recognize teaching and administrative responsibilities.

Economics Curriculum

Another area of the curriculum is Economics. It is a well organized program and it seems that the participants are acquiring a wealth of knowledge and experience. Students receive a textbook and other take-home materials, and are tested and graded at the end of the course.

Management Training

The majority of the course offerings for this program were in Plovdiv. Students in these course were, for the most part, either managers from the area or members of the Technical University. As part of the management consulting section of the

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program, the University of Delaware provided consulting services to a number of corporations in the Bulgarian hotel, restaurant, and institutional management sectors. Significant attention was given to the Bulgarian Chamber of Tourism, and a special relationship was established with the Banking Industry for training bank officials for the development of a western style banking system. Many of the requests came directly from AID in Bulgaria.

Evaluation Team's Observations

The visiting team had the opportunity to meet with AID Bulgaria representatives, Gerald Zarr and Anne Chermak. Later, the team met with the American University of Delaware faculty and staff, two groups of participating students and the Vice Rector of the University of Varna (VINS). The team also visited the Educational Resource Center in Sofia and had the opportunity to exchange views with the head librarian of the Sofia Public Library.

The University of Delaware program is well conceptualized and implemented. It is successful and will lead to long term results. The administrative leadership is good and creative. However, pending changes may require new personnel or existing staff to carry out new responsibilities. A casual review of the YR2 budget proposal suggests that University of Delaware has adequate funds for operating in 1992-93.

The Resource Center can serve as a national model for other universities and other Eastern European countries. Resource centers such as Sofia's should be more closely tied to educational programs and should exist at locations which make them more available to target populations.

From a pedagogical point of view the three aspects of this grant (Economics, Management and English as a second language) are tied together. More coordination would assist in emphasizing

priorities. The American faculty is well received due to the presence of an American director in the country. The availability of an American representative on location who is knowledgeable about local conditions and equally aware of the strengths and weaknesses of the University of Delaware is highly beneficial.

As a result of serious consultations by the evaluation team with the University of Delaware leadership, there is a commitment to continue with the same emphasis on on-site management, English as a second language, and more activities in Sofia.

During the visit the evaluation team made the following recommendations which were received favorably by the University of Delaware.

1. University of Delaware is the only American university operating in Bulgaria under MTEECEE, therefore, it should consider its services from the perspective of achieving national impact. Sofia, as the nation's capital, requires special attention since it is the seat of government and important commercial and industrial organizations. However, AID in Sofia requested stronger University of Delaware participation in other cities. In addition, geographical dispersement of programs requires careful consideration by AID if it is not recommended by grantee institutions in their implementation plan.

2. Developing a stronger partnership with universities and local institutions is recommended (for example, the Resource Center is located in a public library because of the lack of cooperation between University of Delaware and Sofia University.) University of Delaware should reemphasize its activities in high government areas, particularly in light of the slowdown in privatization and other aspects of change.

3. The third quarterly report discussed consultation projects. During the evaluation team's visit it was clarified that University of Delaware is actually involved in advising and consulting public entities and second year plans will emphasize teaching/advising more than consulting.

4. University of Delaware expressed its desire to place more emphasis on high quality program offerings which lead to greater sustainability. The details of this effort will become clear when the University of Delaware faculty reviews its own plans for YR2. University of Delaware "being the only show in the country" spreads its services too thinly. Specialization in YR2 seems to be the priority of the participants.

5. A Bulgarian native, an important member of the University of Delaware in country staff, raised the following question, "What is the AID policy in permitting active Communists to participate in the program?" It would be interesting to find out AID's position on such a matter.

In summary, University of Delaware is performing properly with a commitment to the country. Some of the issues listed above are signs of organizational transitions and activities which show that corrections are always for the benefit of the recipient.

In the future, other U.S. universities should receive the opportunity to participate in assisting Bulgaria.

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Trend Analysis

University of Delaware - Bulgaria

The University of Delaware was constantly revising its program, indicated by the reporting of new project components in the 2nd and 3rd Quarterly reports . This is both an indication of program flexibility as well as an attempt to address the extensive needs of the Bulgarian economy.

- Management Training Program (§ I.): Approximately 1100 have participated in this program through the third quarter. 5 of the 10 courses offered have not yet been completed: Financial Management, Production Management, Small Business Management, Management and Organizational Behavior, and International Trade. 17 sessions were, however, completed in Sofia and Plovdiv.

  - The proposed Integrated Courses on Accounting (§ I.12) were apparently not accomplished by the time of this report.

  - Most of the proposed courses on Management Techniques for Small and Medium Business Managers (§ I.11), New Venture Development (§ I.13), and Financial Management (§ I.16) were completed.

  - Out of 3 proposed Mini-Seminars (§ I.17-19), only one, Total Quality Management, was completed.

  - Only 3 of 8 proposed Public Seminars (§ I.20-25) were held during this period: The UD Conference on Monetary Policy and Currency Convertibility in July, "Doing Business in the United States" for 25 participants, and "Starting a Business with the United States" for 150 participants.

- Economics Education Program (§ II.): At least 1000 participants have been trained under the Economics Education Program in Sofia and Varna. 10 out of 11 courses were completed through the third quarter. Introductory Economics courses required at least two sections totaling 230 students, while Intermediate Economics courses were smaller, with approximately 30-35 students per section.

  - Over 300 students participated in Agribusiness (§ II.b) courses and Agricultural Economics at the Agrarian University in Plovdiv.

  - The Summer Intensive Economics (§ II.c) courses in Varna were all completed, but from Delaware's reports, the number of participants from these courses remains unclear.

• English Language Program (§ III.a-c): The University of Delaware has so far trained over 500 people in English language skills. This program not only has a strong, positive impact on Delaware's Economics and Management Programs, but also provides language support to a wide variety of participants. The Sofia program, for example, offers English courses for the needs of managers, economists, journalists, and other interested professionals in the community. Most courses have varying levels of training, which positively impact upon teaching effectiveness and learning efficiency. 19 courses have been taught through the third quarter in Sofia, Varna, Plovdiv, and Burgas.

• Management Enhancement Team Training-METs (§ IV.): Since the four METs were announced in the Project Implementation Plan, no other information has been given by Delaware regarding their progress.

• Management Training Assistance to Balkancar (§ VI.): According to the Project Proposal, the four-day corporate reorganization seminar was to be announced later in the program, but there is no indication, as of yet, that the seminar is proceeding. 25 Balkancar training professionals were trained in January. The results of the planned September 1991 curriculum development review in Gabrovo have not yet been reported.

Topic Area	Courses	Participants
Market Economics	28	698
Management	27	1094
Marketing		
Agriculture	8	364
English	18	454
Train-The-Trainers	1	25
Total Through 3rd Quarter:	82	2635

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University of Delaware - Bulgaria

Project Components	Modifications	1st Quarter	2nd Quarter	3rd Quarter	4th Quarter
Project Proposal:					
I. MANAGEMENT TRAINING PROGRAM (MTP) • 2000 plus participants. • Market economics faculty, policy makers, and business managers. • 20 hours direct instruction 5 hours informal contact.					
Courses:			Sofia	Plovdiv	
1. Management Accounting	Renamed: Fundamentals of Managerial Finance (2Q)	>>>>>>>>>>>>>>>>	√ 11/11-12/9 80 students	√ 2/3-2/14 1992 32 students	
			√ 11/12-12/10 40 students	√ 2/3-2/14 1992 32 students	
2. Financial Management	>>>>>>>>>>>>>>>>>>>>>>	>>>>>>>>>>>>>>>>>	>>>>>>>>>>>>>>>>>	>>>>>>>>>>>>>>>>>	
3. Marketing Management	>>>>>>>>>>>>>>>>>>>>>>	>>>>>>>>>>>>>>>>>	√ 11/25-12/9 45 students	√ 3/10-3/19 1992 5 students	
			√ 11/26-12/10 80 students		
4. Production Management	>>>>>>>>>>>>>>>>>>>>>>	>>>>>>>>>>>>>>>>>	>>>>>>>>>>>>>>>>>	>>>>>>>>>>>>>>>>>	
5. New Venture Planning	>>>>>>>>>>>>>>>>>>>>>>	>>>>>>>>>>>>>>>>>	>>>>>>>>>>>>>>>>>	√ 2/17-3/4 1992 45 students	

Project Components	Modifications	1st Quarter	2nd Quarter	3rd Quarter	4th Quarter
5. New Venture Planning (Con't)	>>>>>>>>>>>>>>>>>>>>>>	>>>>>>>>>>>>>>>>>	>>>>>>>>>>>>>>>>>	√ 2/18-3/5 1992 45 students √ 3/9-3/25 1992 50 students (SOFIA) √ 3/10-3/26 1992 50 students (SOFIA)	
6. Small Business Management	>>>>>>>>>>>>>>>>>>>>>>	>>>>>>>>>>>>>>>>>	>>>>>>>>>>>>>>>>>	>>>>>>>>>>>>>>>>>	
7. Human Resource Management	>>>>>>>>>>>>>>>>>>>>>>	>>>>>>>>>>>>>>>>>	√ 12/1-12/12 35 students	√ 2/24-3/14 1992 50 students √ 3/20 one day intensive course 20 students	
8. Management and Organizational Behavior	>>>>>>>>>>>>>>>>>>>>>>	>>>>>>>>>>>>>>>>>	>>>>>>>>>>>>>>>>>	>>>>>>>>>>>>>>>>>	
9. International Business Management	>>>>>>>>>>>>>>>>>>>>>>	>>>>>>>>>>>>>>>>>	√ 11/11-11/20 35 students √ 11/12-11/21 40 students	√ 3/9-3/18 45 students	
10. International Trade Finance	>>>>>>>>>>>>>>>>>>>>>>	>>>>>>>>>>>>>>>>>	>>>>>>>>>>>>>>>>>	>>>>>>>>>>>>>>>>>	

Project Implementation Plan:

Courses:

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Project Components	Modifications	1st Quarter	2nd Quarter	3rd Quarter	4th Quarter
1. Management Techniques for Small and Medium Business Managers • 60-hour course for 2 weeks • Six sessions in Sofia, Plovdiv, Varna	>>>>>>>>>>>>>>>>>>>>>>>	>>>>>>>>>>>>>>>>>	√ 9/23-10/10 80 students √ 10/15-10/26 35 students		
2. Integrated Courses (also with METs): • 10 sessions in Sofia, Varna, and Plovdiv					
a. Principles of Accounting	>>>>>>>>>>>>>>>>>>>>>>>	>>>>>>>>>>>>>>>>>	>>>>>>>>>>>>>>>>>	>>>>>>>>>>>>>>>>>	
b. Development of Accounting Standards	>>>>>>>>>>>>>>>>>>>>>>>	>>>>>>>>>>>>>>>>>	>>>>>>>>>>>>>>>>>	>>>>>>>>>>>>>>>>>	
c. Cost Accounting for Industry	>>>>>>>>>>>>>>>>>>>>>>>	>>>>>>>>>>>>>>>>>	>>>>>>>>>>>>>>>>>	>>>>>>>>>>>>>>>>>	
3. New Venture Development for New Business Managers and Entrepreneurs • 60-hour course for 2 weeks. • Six sessions in Sofia, Plovdiv, Varna	>>>>>>>>>>>>>>>>>>>>>>>	>>>>>>>>>>>>>>>>>	√√ 10/22-11/26 √√ 11/11-12/10 10 students √√ 11/19-12/10 40 students		
4. Accounting Curriculum Development for Bulgarian Accounting Faculty • One 2-week session in Varna • May 1992	>>>>>>>>>>>>>>>>>>>>>>>	>>>>>>>>>>>>>>>>>	>>>>>>>>>>>>>>>>>	>>>>>>>>>>>>>>>>>	

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Project Components	Modifications	1st Quarter	2nd Quarter	3rd Quarter	4th Quarter
5. Production, Inventory, and Manufacturing Management • One 2-week course in Sofia • February 1992	>>>>>>>>>>>>>>>>>>>>>>	>>>>>>>>>>>>>>>>>	>>>>>>>>>>>>>>>>>	>>>>>>>>>>>>>>>>>	
6. Finance and Financial Management • 60-hour course for 2-weeks • 2 sessions in Sofia	>>>>>>>>>>>>>>>>>>>>>>	>>>>>>>>>>>>>>>>>	√ November 1991 No student data	√ January 1992 No student data	
Mini-Seminars:					
1. Trade Regulations	>>>>>>>>>>>>>>>>>>>>>>	>>>>>>>>>>>>>>>>>	>>>>>>>>>>>>>>>>>	>>>>>>>>>>>>>>>>>	
2. Total Quality Management (TQM)	>>>>>>>>>>>>>>>>>>>>>>	>>>>>>>>>>>>>>>>>	>>>>>>>>>>>>>>>>>	√ 1/7-1/11 25 students (SOFIA)	
3. Banking Theory	>>>>>>>>>>>>>>>>>>>>>>	>>>>>>>>>>>>>>>>>	>>>>>>>>>>>>>>>>>	>>>>>>>>>>>>>>>>>	
Public Seminars:					
1. Accounting and Standards Organization Seminar • One session in Sofia • March 1992	>>>>>>>>>>>>>>>>>>>>>>	>>>>>>>>>>>>>>>>>	>>>>>>>>>>>>>>>>>	>>>>>>>>>>>>>>>>>	
2. UD Conference on Monetary Policy and Currency Convertibility • 2 day lecture and discussion conference in Sofia	>>>>>>>>>>>>>>>>>>>>>>	√ 7/25-7/26 1991			
3. Service Quality and Management in Tourism and Service Sectors	>>>>>>>>>>>>>>>>>>>>>>	>>>>>>>>>>>>>>>>>	>>>>>>>>>>>>>>>>>	>>>>>>>>>>>>>>>>>	

Project Components	Modifications	1st Quarter	2nd Quarter	3rd Quarter	4th Quarter
• In conjunction with METs, seminars and workshops held in Varna and Sofia • Number of sessions and dates to be announced					
4. Small and Medium Business Management Seminars and "Business Incubators" • Six sessions in Sofia	>>>>>>>>>>>>>>>>>>>>>>	>>>>>>>>>>>>>>>>>	>>>>>>>>>>>>>>>>>	>>>>>>>>>>>>>>>>>	
5. International Business and International Marketing Seminars • 3 sessions in Sofia	>>>>>>>>>>>>>>>>>>>>>>	>>>>>>>>>>>>>>>>>	>>>>>>>>>>>>>>>>>	>>>>>>>>>>>>>>>>>	
6. Seminars on Development of Bulgarian Accounting Profession • Three sessions in Sofia, Varna, Plovdiv	>>>>>>>>>>>>>>>>>>>>>>	>>>>>>>>>>>>>>>>>	>>>>>>>>>>>>>>>>>	>>>>>>>>>>>>>>>>>	
	7. Doing Business in the U.S. (1Q)	√ August 21, 1991 25 attended			
	8. Starting a Business with the U.S.	√ August 26, 1991 150 attended			
Intensive Courses:					
1. Farm Management	Farm Cooperative Management Training • Four proposed sessions • November 1991 • Jan-Mar 1992	>>>>>>>>>>>>>>>>>	>>>>>>>>>>>>>>>>>	See Agribusiness and Agricultural Economics Education under EEP section	

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Project Components	Modifications	1st Quarter	2nd Quarter	3rd Quarter	4th Quarter
2. Local Public Management • For Government officials	>>>>>>>>>>>>>>>>>>>>>>	>>>>>>>>>>>>>>>>	>>>>>>>>>>>>>>>>	>>>>>>>>>>>>>>>>	
Ia. Sofia Business Management Training Program • Pilot core Business Management video course modules • International Business Management Courses • International Trade Finance Course • Advanced Specialized Seminars • Public Mini-Seminars	>>>>>>>>>>>>>>>>>>>>>>	>>>>>>>>>>>>>>>>	>>>>>>>>>>>>>>>>	>>>>>>>>>>>>>>>>	
Ib. Varna Management Training Program • Similar to Sofia program with addition of Training-the-Trainers (Jan-May '92) • METs (Jan-Dec. '92) • 160 hours of one monthly intensive residential instruction	>>>>>>>>>>>>>>>>>>>>>>	>>>>>>>>>>>>>>>>	>>>>>>>>>>>>>>>>	>>>>>>>>>>>>>>>>	

Project Proposal:

II. ECONOMICS EDUCATION PROGRAM (EEP)

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Project Components	Modifications	1st Quarter	2nd Quarter	3rd Quarter	4th Quarter
IIa. Sofia Economics Education Program					
• Twelve 20-hour economics courses for four months					
Courses:					
1. Principles of Economics	>>>>>>>>>>>>>>>>>>>>>>	>>>>>>>>>>>>>>>>	>>>>>>>>>>>>>>>>	>>>>>>>>>>>>>>>>	
2. International Economics	>>>>>>>>>>>>>>>>>>>>>>	>>>>>>>>>>>>>>>>	>>>>>>>>>>>>>>>>	√ 1/6-1/31 35 students √ 1/6-1/31 15 students	
3. Money, Credit, and Banking	Renamed: Economics of the Monetary and Financial System	>>>>>>>>>>>>>>>>	√ 11/7-12/12 70 students √ 11/7-12/12 70 students	√ 3/9-4/15 1992 45 students	
Project Implementation Plan (EEP):					
Sofia EEP					
1. Principles of Microeconomics (in English)	>>>>>>>>>>>>>>>>>>>>>>	>>>>>>>>>>>>>>>>	√ 9/23-11/4 60 students √ 11/11-12/18 40 students		

Project Components	Modifications	1st Quarter	2nd Quarter	3rd Quarter	4th Quarter
2. Principles of Macroeconomics	>>>>>>>>>>>>>>>>>>>>>>	>>>>>>>>>>>>>>>>>	√ 9/23-11/4 60 students √ 11/7-12/12 70 students		
3. Public Finance • For economists with some exposure to market economics	>>>>>>>>>>>>>>>>>>>>>>	>>>>>>>>>>>>>>>>>	√ 9/23-11/4 30-35 students		
4. Intermediate Microeconomics II	>>>>>>>>>>>>>>>>>>>>>>	>>>>>>>>>>>>>>>>>	√ 9/23-11/4 30-35 students		
5. International Trade	>>>>>>>>>>>>>>>>>>>>>>	>>>>>>>>>>>>>>>>>	>>>>>>>>>>>>>>>>>	>>>>>>>>>>>>>>>>>	
6. Intermediate Macroeconomics	>>>>>>>>>>>>>>>>>>>>>>	>>>>>>>>>>>>>>>>>	√ 11/11-12/18 40 students	√ 3/9-4/15 1992 40 students √ 3/9-4/15 1992 15 students	
2nd Quarterly Report (EEP):					
7. Intermediate Microeconomics and Economics of Private Property and Privatization	>>>>>>>>>>>>>>>>>>>>>>	>>>>>>>>>>>>>>>>>	√ 11/11-12/18 18 students		
8. Principles of Microeconomics Applied to Agriculture	>>>>>>>>>>>>>>>>>>>>>>	>>>>>>>>>>>>>>>>>	√ 11/11-12/18 50 students		

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Project Components	Modifications	1st Quarter	2nd Quarter	3rd Quarter	4th Quarter
3rd Quarterly Report (EEP):					
IIb. Agribusiness and Agricultural Economics Education Program					
• Agrarian University, Plovdiv					
Courses:					
1. Agricultural Economics	>>>>>>>>>>>>>>>>>>>>>>	>>>>>>>>>>>>>>>>	>>>>>>>>>>>>>>>>	√ 2/5-2/17 1992 50 students	
2. Farm Management	>>>>>>>>>>>>>>>>>>>>>>	>>>>>>>>>>>>>>>>	>>>>>>>>>>>>>>>>	√ 2/5-2/17 1992 50 students	
3. Agricultural Marketing	>>>>>>>>>>>>>>>>>>>>>>	>>>>>>>>>>>>>>>>	>>>>>>>>>>>>>>>>	√ 2/18-2/28 1992 50 students	
4. Farm Finance	>>>>>>>>>>>>>>>>>>>>>>	>>>>>>>>>>>>>>>>	>>>>>>>>>>>>>>>>	√ 2/18-2/28 1992 50 students	
5. International Agricultural Marketing	>>>>>>>>>>>>>>>>>>>>>>	>>>>>>>>>>>>>>>>	>>>>>>>>>>>>>>>>	√ 3/5-3/16 1992 40 students	
6. Farm Finance and Marketing II	>>>>>>>>>>>>>>>>>>>>>>	>>>>>>>>>>>>>>>>	>>>>>>>>>>>>>>>>	√ 3/5-3/13 1992 40 students	
7. International Agricultural Economics II	>>>>>>>>>>>>>>>>>>>>>>	>>>>>>>>>>>>>>>>	>>>>>>>>>>>>>>>>	√ 3/17-3/26 34 students	
IIc. Varna Economics Education Program • 2 week residential courses at Economics University in Varna. • 3 month period instructing economists.					

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Project Components	Modifications	1st Quarter	2nd Quarter	3rd Quarter	4th Quarter
Project Implementation Plan (Varna EEP):					
Summer intensive economics courses - Varna					
• Four 2-week sessions					
1a. Microeconomics I	>>>>>>>>>>>>>>>>>>>>>>>	√ 7/3-7/16 1991			
1b. Macroeconomics I	>>>>>>>>>>>>>>>>>>>>>>>	√ 7/3-7/16 1991			
1c. English Language Enhancement	>>>>>>>>>>>>>>>>>>>>>>>	>>>>>>>>>>>>>>>>>			
1d. Informal Sessions	>>>>>>>>>>>>>>>>>>>>>>>	√ 7/3-7/16 1991			
2a. Microeconomics I	>>>>>>>>>>>>>>>>>>>>>>>	√ 7/17-7/30 1991			
2b. Macroeconomics I	>>>>>>>>>>>>>>>>>>>>>>>	√ 7/17-7/30 1991			
2c. English Language Enhancement	>>>>>>>>>>>>>>>>>>>>>>>	√ 7/17-7/30 1991			
2d. Informal Sessions	>>>>>>>>>>>>>>>>>>>>>>>	√ 7/17-7/30 1991			
3a. Microeconomics II	>>>>>>>>>>>>>>>>>>>>>>>	√ 7/31-8/13 1991			
3b. Macroeconomics II	>>>>>>>>>>>>>>>>>>>>>>>	√ 7/31-8/13 1991			

Project Components	Modifications	1st Quarter	2nd Quarter	3rd Quarter	4th Quarter
4a. Economics of Private Property	>>>>>>>>>>>>>>>>>>>>>>	√ 8/14-8/27 1991			
4b. Privatization and the Legal System	>>>>>>>>>>>>>>>>>>>>>>	√ 8/14-8/27 1991			
4c. Economics of Money and the Financial System	>>>>>>>>>>>>>>>>>>>>>>	√ 8/14-8/27 1991			
3rd Quarterly Report: IId. One Time Seminars & Presentations					
1. "Support for Scientific Research in the United States." (Institute)	>>>>>>>>>>>>>>>>>>>>>>	>>>>>>>>>>>>>>>>>	>>>>>>>>>>>>>>>>>	√	
2. Tautness, the Ratchet and Managerial Behavior in a Soviet-Type Economy." (Academy of Sciences)	>>>>>>>>>>>>>>>>>>>>>>	>>>>>>>>>>>>>>>>>	>>>>>>>>>>>>>>>>>	√	
3. "Financial Institutions, Risk and Resource Allocation in Bulgaria." (Public)	>>>>>>>>>>>>>>>>>>>>>>	>>>>>>>>>>>>>>>>>	>>>>>>>>>>>>>>>>>	√	
4. "Banking as an Economic Development Policy Tool." (Inst.)	>>>>>>>>>>>>>>>>>>>>>>	>>>>>>>>>>>>>>>>>	>>>>>>>>>>>>>>>>>	√	
5. "Determinants of Municipal Bond Yields." (Inst.)	>>>>>>>>>>>>>>>>>>>>>>	>>>>>>>>>>>>>>>>>	>>>>>>>>>>>>>>>>>	√	

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Project Components	Modifications	1st Quarter	2nd Quarter	3rd Quarter	4th Quarter
IIe. Weekly Seminars					
• Econometrics • Debt, Monetary Policy, and Inflation 15 Participants • Economic Seminars 8-10 per meeting					
III. BUSINESS AND ECONOMICS RESOURCE CENTER	>>>>>>>>>>>>>>>>>>>>>>>	>>>>>>>>>>>>>>>>>	√ Resource Center Opens		
• Thousands of participants, including students, managers, and scholars. • Access to center's business, economics, and language library. • Summer training in the U.S. involves either intensive (20 hrs./wk) or semi-intensive (6-10 hrs../wk) language courses for up to 150 participants at a time.					
IIIa. Sofia English Language Program	**Proposed Dates (PIP):**				
1. English Language Training • For Managers, Economists, and Journalists	• September 4-June 4 1991	>>>>>>>>>>>>>>>>>	>>>>>>>>>>>>>>>>>	>>>>>>>>>>>>>>>>>	

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Project Components	Modifications	1st Quarter	2nd Quarter	3rd Quarter	4th Quarter
2. English Language Enhancement for Economists • 6.25 hrs./wk. • 80 students total	• September 16-November 1	>>>>>>>>>>>>>>>>	√ 9/23-11/1		
	• November 4-December 13	>>>>>>>>>>>>>>>>	√ 11/4-12/13		
	• January 6-January 31 '92	>>>>>>>>>>>>>>>>	>>>>>>>>>>>>>>>>	√ Jan-Feb 3 levels	
	• March 2-April 24 '92	>>>>>>>>>>>>>>>>	>>>>>>>>>>>>>>>>	√ March 2 levels	
3. Business English for Managers • 6 hours per week • 80 students total	• September 16-November 1	>>>>>>>>>>>>>>>>	√ 9/23-11/1		
	• November 4-December 13	>>>>>>>>>>>>>>>>	√ 11/4-12/13		
	• January 6-January 31 '92	>>>>>>>>>>>>>>>>	>>>>>>>>>>>>>>>>	√ Jan-Feb 4 levels	
	• March 2-April 24 1992	>>>>>>>>>>>>>>>>	>>>>>>>>>>>>>>>>	√ March 3 levels	
4. English for Business and Economic Journalists • 4 hours per week • 45 students total	• November 4-December 13	>>>>>>>>>>>>>>>>	√ 10/14-12/13		
5. Community Outreach General English and Culture Course • 4.5 hours per week • 45 students	• October 14-December 13	>>>>>>>>>>>>>>>>	√ 10/14-12/13		
	• March 2-May 24 1992	>>>>>>>>>>>>>>>>	>>>>>>>>>>>>>>>>	√ March One level	
IIIb. ELP Summer Intensive English in Varna • 20 hours per week • 84 participants					

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Project Components	Modifications	1st Quarter	2nd Quarter	3rd Quarter	4th Quarter
Courses:					
1. Fluency	>>>>>>>>>>>>>>>>>>>>>>	>>>>>>>>>>>>>>>>	>>>>>>>>>>>>>>>>	>>>>>>>>>>>>>>>>	
2. Culture	>>>>>>>>>>>>>>>>>>>>>>	>>>>>>>>>>>>>>>>	>>>>>>>>>>>>>>>>	>>>>>>>>>>>>>>>>	
3. Business EFL	>>>>>>>>>>>>>>>>>>>>>>	>>>>>>>>>>>>>>>>	√		
4. Integrated Skills	>>>>>>>>>>>>>>>>>>>>>>	>>>>>>>>>>>>>>>>	>>>>>>>>>>>>>>>>	>>>>>>>>>>>>>>>>	
5. Small Group Tutorials	>>>>>>>>>>>>>>>>>>>>>>	>>>>>>>>>>>>>>>>	>>>>>>>>>>>>>>>>	>>>>>>>>>>>>>>>>	
6. Teacher Training Workshops	>>>>>>>>>>>>>>>>>>>>>>	>>>>>>>>>>>>>>>>	√		

IIIc. ELP for Managers, Economists, and Journalists at Plovdiv

Project Implementation Plan:

Courses:	**Proposed Dates (PIP)**				
1. English Language Enhancement for Economists • 60 students	• 2/3-2/9 1992	>>>>>>>>>>>>>>>>	>>>>>>>>>>>>>>>>	√	
	• 5/4-5/30 1992	>>>>>>>>>>>>>>>>	>>>>>>>>>>>>>>>>	>>>>>>>>>>>>>>>>	
2. Business English for Managers • 60 students	• 2/3-2/9 1992	>>>>>>>>>>>>>>>>	>>>>>>>>>>>>>>>>	√	
	• 5/4-5/30 1992	>>>>>>>>>>>>>>>>	>>>>>>>>>>>>>>>>	>>>>>>>>>>>>>>>>	
3. Teacher Training Workshops in Plovdiv	>>>>>>>>>>>>>>>>>>>>>>	>>>>>>>>>>>>>>>>	>>>>>>>>>>>>>>>>	√ February 8 1992 √ February 15 1992 √ February 22 1992	

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Project Components	Modifications	1st Quarter	2nd Quarter	3rd Quarter	4th Quarter
4. Teacher Training in Burgas • English Methods Conference for Language teachers • Attendance estimated at 100-150 teachers	>>>>>>>>>>>>>>>>>>>>>>	>>>>>>>>>>>>>>>>>	>>>>>>>>>>>>>>>>>	>>>>>>>>>>>>>>>>>	√ May 22-24 1992
Project Proposal:					
IV. Management Enhancement Team Training (METs)					
• Teams will design projects for improving operations and creating new initiatives.					
• Intensive 2 week formal instruction on fundamentals of business management.	1. MET projects in maintenance service of public and tourist organizations. **(PIP)** • Six sessions in Sofia, Varna, and other cities. • Beginning November 1991	>>>>>>>>>>>>>>>>>	>>>>>>>>>>>>>>>>>	>>>>>>>>>>>>>>>>>	
	2. Industry Development METs. **(PIP)** • Three sessions in sites as appropriate. • Beginning November 1991	>>>>>>>>>>>>>>>>>	>>>>>>>>>>>>>>>>>	>>>>>>>>>>>>>>>>>	
	3. Poultry Exports METs Program • Sites T.B.A.	>>>>>>>>>>>>>>>>>	>>>>>>>>>>>>>>>>>	>>>>>>>>>>>>>>>>>	

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Project Components	Modifications	1st Quarter	2nd Quarter	3rd Quarter	4th Quarter
	4. Agribusiness Export Development METs. • Three proposed sessions at sites T.B.A.	>>>>>>>>>>>>>>>>>	>>>>>>>>>>>>>>>>>	>>>>>>>>>>>>>>>>>	
V. Summer International Business Institute (SIBI) • At Delaware • Training	SIBI renamed Spring International Business Institute >>>>>>>>>>>>>>>>>>>>>>>	√ 7/6-8/15 1991		√ 1/6-2/28 1992	
	• English preparation for SIBI participants: 6 hrs./wk. • 15 Bulgarian Managers	>>>>>>>>>>>>>>>>>	>>>>>>>>>>>>>>>>>		
1. U.S. Business Seminars and Workshops: • International Marketing • American Business Concepts and Practices • Creating Joint Ventures • Organizational Structures • Management Information Systems	>>>>>>>>>>>>>>>>>>>>>>>>	>>>>>>>>>>>>>>>>>	>>>>>>>>>>>>>>>>>	>>>>>>>>>>>>>>>>>	
2. Business Internships • at nearby Delaware companies.	>>>>>>>>>>>>>>>>>>>>>>>>	√ 8/17-8/28 1991			

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Project Components	Modifications	1st Quarter	2nd Quarter	3rd Quarter	4th Quarter
VI. Management Training Assistance to Balkancar Corporation					
• Four day corporate reorganization seminar in Sofia and Varna. Dates T.B.A. • Balkancar top management to participate	>>>>>>>>>>>>>>>>>>>>>>>	>>>>>>>>>>>>>>>>>	>>>>>>>>>>>>>>>>>	>>>>>>>>>>>>>>>>>	
1. Training-the-Trainers Program • For Balkancar training professionals and managers	>>>>>>>>>>>>>>>>>>>>>>>	>>>>>>>>>>>>>>>>>	>>>>>>>>>>>>>>>>>	√ 1/7-1/11 1992 25 students	
• One session in Sofia, January 1992					
2. Curriculum Development Review at Technical Institute in Gabrovo. September 1991					

Grantee Specific Tables
University of Delaware

Student Contact Hours by Topic and Student Type

Three observations come to mind when viewing this data:

1. The program should have excellent sustainability due in large measure to the wide participation of trainers, students, and public employees.

2. The program should have immediate impact due to the participation of the business community.

3. There is a consistent (complimentary) offering of the three major course topics.

The table indicates that the program staff is very active in developing and presenting educational programs. This chart is supported by the Evaluation team's observations early in 1992.

Student Contact Hours by Location

Note that in Varna 1991, the program had not yet established a management education function. However, by 1992 this function of this program had been established. The diagrams indicate a well rounded program in Sofia for the 1991 and 1992 semesters. One interesting trend to observe is the growth in the English program between 1991 and 1992. One would expect that the opposite trend would be true. This fact may need clarification given the apparent decline in the 1992 offering of Management and Economic education.

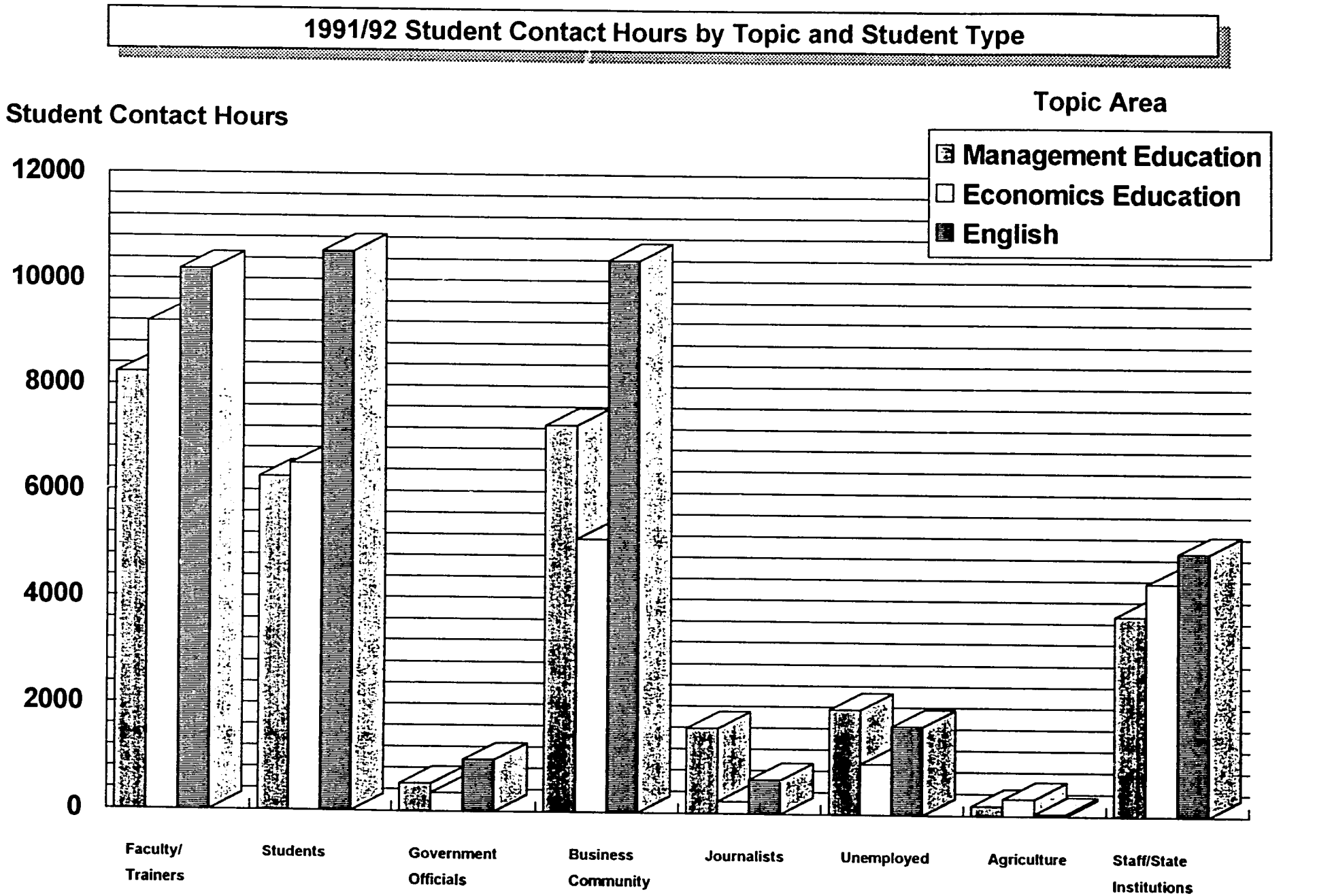
Selected Summary of Student Evaluations 1991/92

The selected summary of this display indicates widespread approval of the University of Delaware program. Note that the percentages of respondents who approve of the programming is quite high reflecting the common sentiments from all program participants.

The variety with which respondents heard about the program is also quite interesting. The fact that 22% heard about the program via word of mouth further indicates widespread approval and the establishment of a good reputation.

The second summary highlights four key questions on the student evaluation survey. Nearly all of the respondents "Agreed" or "Strongly Agreed" with the statements about the relevance of the program. Note, however, the difference in scaling for the item *The course was NOT relevant to my business*. Here a participant is asked to respond to a negative statement. Surveys frequently insert these items to confirm that respondents are reading (and understanding) each item. As is indicated by the response, Delaware participants did indeed read the survey and do disagree with the statement.

University of Delaware (Bulgaria)

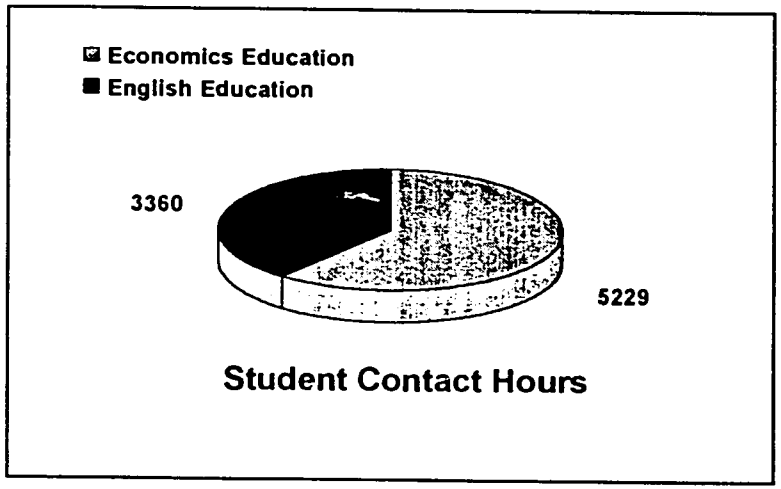


Source: Leslie Koltai - AID Program Evaluator

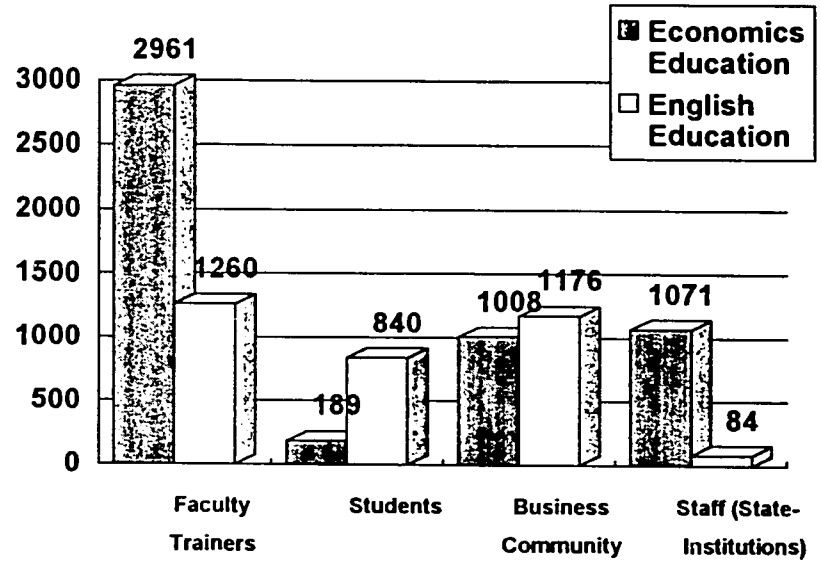
University of Delaware (Bulgaria)

Student Contact Hours - By Location

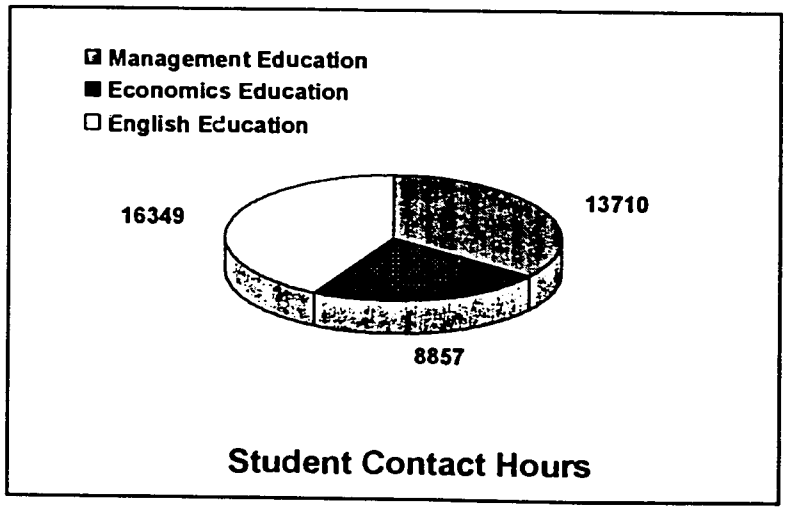
Varna 1991



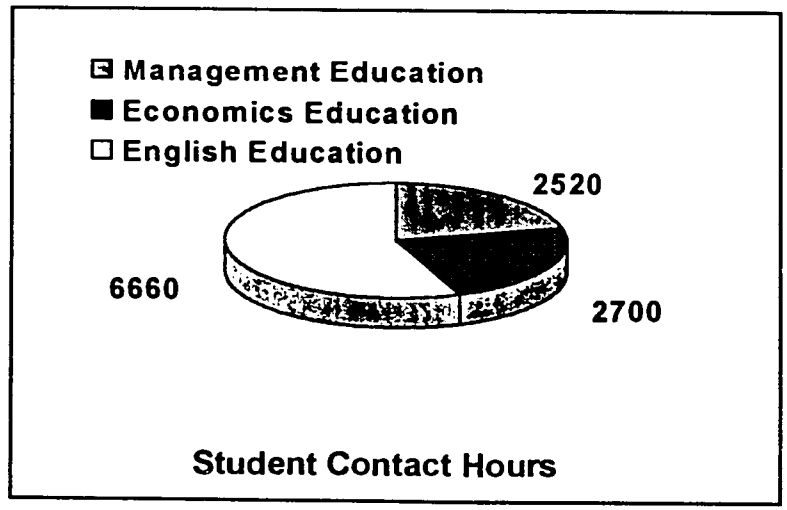
Topic Area



Student Contact Hours - Sofia 1991



Student Contact Hours - Sofia 1992

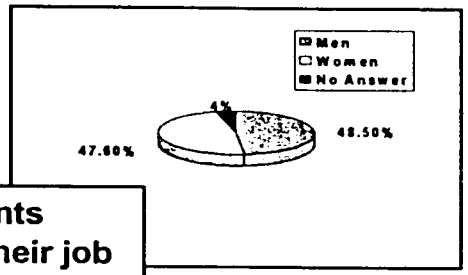


Source: Leslie Koltai - AID Program Evaluator

University of Delaware (Bulgaria)
Selected Summary of Student Evaluations 1991/92

The average age of the participants was 33.

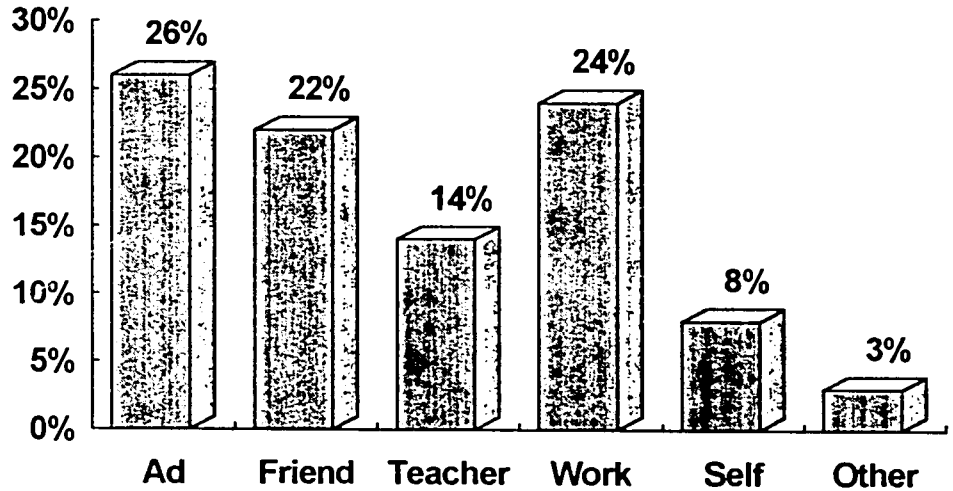
Men and Women participated at the same rate.



57% of the participants indicated that their job involves teaching.

55% indicated that they are supervisors.

Participants heard about the U.D. program in a variety of ways.



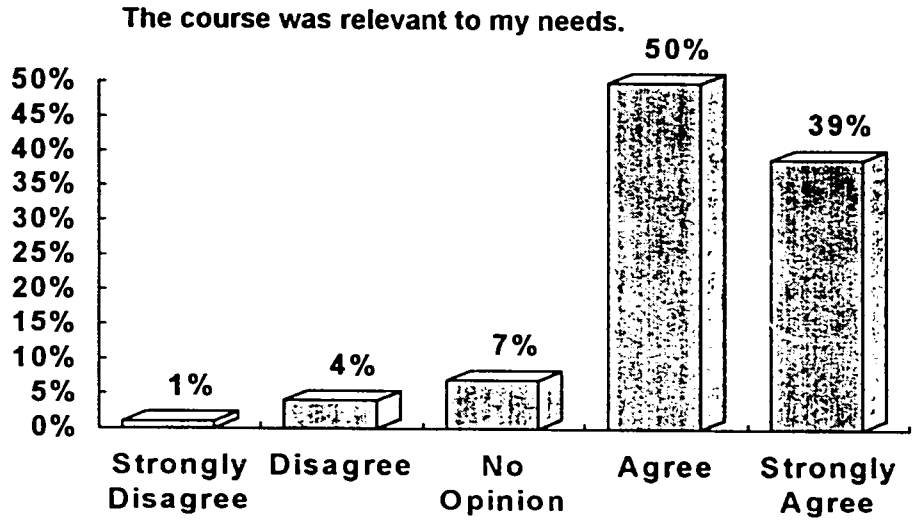
99% of the participants agreed or strongly agreed that the quality of instruction was excellent.

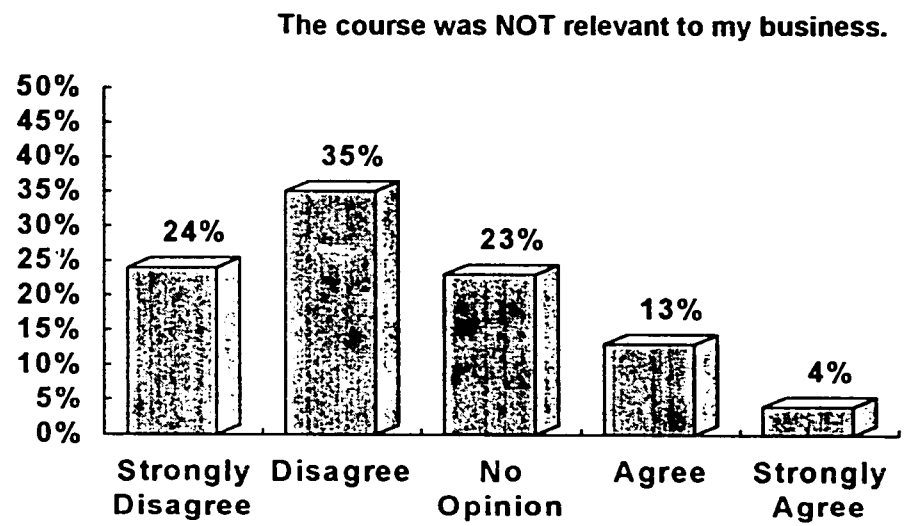
87% felt that the instructor was concerned about the students.

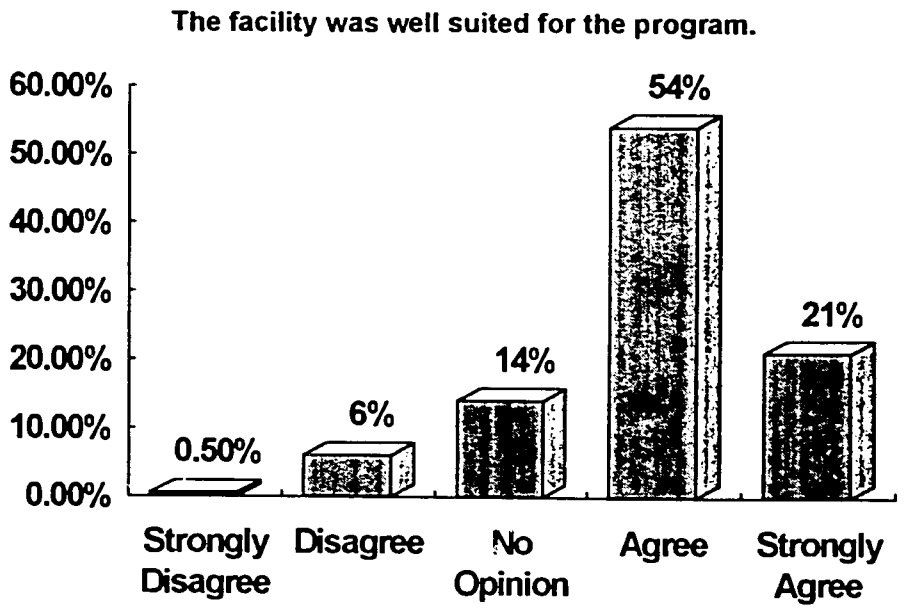
90% indicated that the course met their expectations.

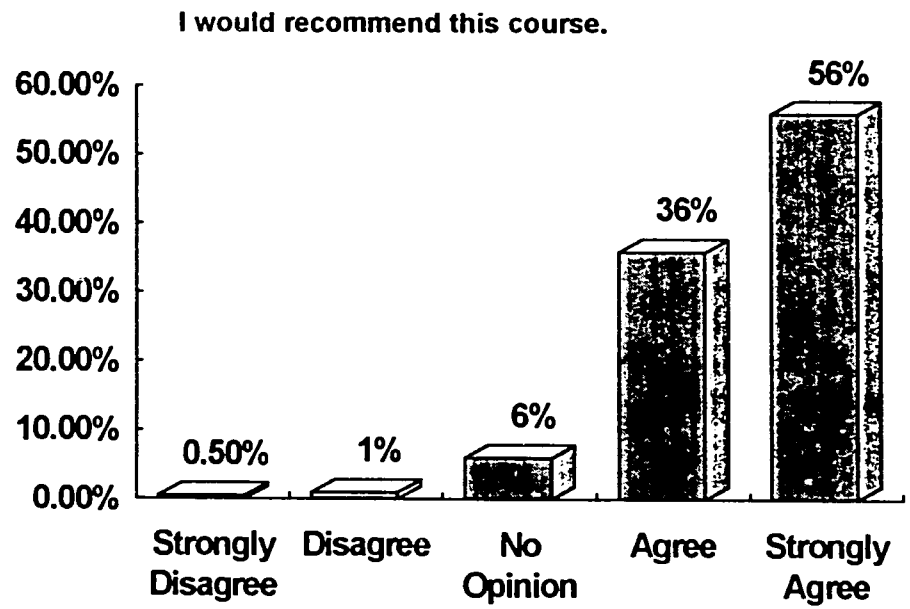
Source: Leslie Koltai - AID Program Evaluator

University of Delaware (Bulgaria)
Selected Summary of Student Evaluations 1991/92









Source: Leslie Koltai - AID Program Evaluator

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University of Minnesota

Project Sites:

- Warsaw
- Bialystok
- Lublin
- Olsztyn

Map Source: The Software Toolworks World Atlas

UNIVERSITY OF MINNESOTA

The Partners in Economics and Management (PEM) is comprised of the University of Minnesota with subcontracts with Land O'Lakes (LOL), Sparks Companies and the American Trust for Agriculture (ATAP/FDPA) in Poland.

The revised implementation plan includes the delivery of three training programs: the teaching of market economics, the teaching of basic and applied management, and the development of two management centers of excellence to act as the delivery system for course offerings.

Third Quarterly Review

Third quarter activities are concentrated at the Warsaw School of Economics (WSE) in Warsaw and Olsztyn.

Redefined Objectives

PEM submitted revisions to their program objectives originally stated in the project implementation plan. Modifications include a reduction in the number of people trained in each of the three areas: Economics Education, Basic Management and Applied Management. The actual number of course offerings has slightly increased with a clearer picture as to the number of courses each area is responsible for delivering. As the report notes, the project's progress measures favorably against these new objectives.

University Level Training Program

Eleven university-level economics and management courses and an equal number of applied management seminars were completed at each respective location. The report notes a significant increase in WSE faculty participation.

The Polish general elections hampered the delivery of executive sessions for managers and government policy makers. Minnesota is hoping to renegotiate with new officials.

Marketing, with an emphasis on developing a marketing plan, was favorably received.

Market economic topics included U.S. and European economic policy, microeconomic approaches to political behavior, finance and expenditures by subnational governments, regional economics, labor economics, applied mathematical programming and econometrics. Many of these topics will be introduced into the WSE curriculum this fall.

Efforts were made to improve the communication and general understanding of local conditions and the availability of course materials.

Quarterly Report Evaluation

Of interest is a discussion of low WSE faculty participation and two suggested contributing factors: heavy workloads and little support from department heads, and an unwillingness to be cast in the role as student. Changing the course name improved faculty interest and participation.

Applied Management Training

Land O'Lakes conducted ten two-day courses at the University of Agriculture of Technology in Olsztyn. Sparks Companies conducted two three-day seminars on Cost and Risk Management in Agribusiness. ATAP/FDPA continues logistical project support and offered 6 courses covering small business management, and sales and marketing.

During the third quarter, textbooks, equipment and related materials were delivered to the Warsaw School of Economics.

Evaluation Team Observations

The evaluation team participated in a project meeting with the Minnesota grant staff and representative from Land O'Lakes FDPA. Also present were faculty from the Warsaw School of Economics and from partner institutions in Bialystok and Lublin. The evaluation team also travelled to Olsztyn to observe a course taught by Land O'Lakes, and met with participating faculty from the University of Olsztyn.

Minnesota and its subcontractors have established a pre-evaluation mechanism worthy of comment. Participants complete profile sheets which are passed on to the instructors prior to the course. They are therefore able to develop an idea of the dynamics of the class. Such information also helps instructors adjust presentations to suit the target audience.

Land O'Lakes instructors, with whom the evaluation team met, added a field trip element not previously incorporated into the session. They felt strongly that specific topics require hands-on exposure. Such knowledge and modifications improve the quality of a program.

In December, the evaluation team met the Lublin and Bialystok University representatives. Having remained on the periphery of project activities, it appears that they are gaining more confidence in the relationship. The dean of the Bialystok Polytechnic Institute initially saw limited participation from his institution; with the second round, participation grew with each presentation. The third quarter report notes that faculty participation outside of Warsaw grew from 16% to 20%.

In addition, new activities at local institutions are beginning to emerge. The representative from Maria Curie Sklobowska University helped to include 25 faculty members. They selected courses related to their particular interest, research and pedagogical areas. The true test of comprehension came when these faculty members began to incorporate these new topics into their course lectures.

Three faculty members at the Polytechnic of Bialystok are preparing to present three new courses, never before offered, based on handbooks provided by the University of Minnesota.

The Evaluation team was also pleased to see a warming from the Warsaw School of Economics faculty. Participation has improved dramatically at the homebase of this project. As cited in the Third Quarter Report, WSE faculty participation increased from 27% to 45% -- a marked improvement given the attitude of this past December.

As the certainty and feeling of permanent transition grows, so does the local faculty's enthusiasm and thirst for knowledge along with the community's increasing demand for vocational retraining. The centers of excellence, proposed in Minnesota's grant, could act as an important base for retraining efforts and outreach to the community.

The University of Minnesota may greatly benefit from its association with, and development of, its unique consortium. Both FDPA and Land O'Lakes (LOL) have central offices in Warsaw and therefore are developing a permanent presence; both are working on other projects throughout the country, some of which are funded by AID.

The Evaluation team also suggests the improvement of field coordination. Presently, it is below expectation. In order to effectively tap into and collaborate with this broad resource

pool, the University of Minnesota should improve the administrative structure of the grant.

The University of Olsztyn hosted seminars taught by Land O'Lakes staff. It was a wonderful demonstration of the benefits of involving the University of Olsztyn. The Evaluation team supports the recommendation of future involvement.

Given the typography and business of the area, the demand for market economic and agribusiness training could expand. Olsztyn University, in a letter presented to FDPA, expressed interest in establishing an agribusiness school. They have advertised the opening of a special department but have made few substantive moves. Perhaps Olsztyn would benefit from a sister-school program with the University of Minnesota.

Recommendations and Summary

The University of Minnesota must establish an executive committee to coordinate the various project efforts.

Grant activities should pay more attention to Olsztyn. Although the project has been active on the campus it is not achieving the goal of sustainability and curricular development with subcontractor activities. Attention should be placed on attracting student and faculty participation in addition to the business community.

From a curricular point of view, the University of Minnesota should plan intermediate and advanced programs in the second year of operations. This provides participants with a strategic plan for retraining themselves and a path of upward mobility; and, it could assist the University's ability to fulfill the community's needs. Furthermore, Minnesota could improve the link between corporate and university training, particularly in Olsztyn.

The University of Minnesota should improve the administrative structure of the grant, particularly since working with multiple subcontractors has intensified the need for good program management. To date, the flow of project information between the main contractor and subcontracts is not sufficiently direct. This can impact on project quality. Perhaps the Project Director's increasing involvement in the program will facilitate needed changes.

Greater attention should be placed on the Management Centers of Excellence as a base of continued and new operations. This should include more emphasis on retraining courses.

Self-evaluation tools should be further developed to move beyond public opinion surveys. It is recommended that Minnesota develop a grant-wide self-evaluation and reporting mechanism that ties each subcontractor to the program.

The University of Minnesota Consortium, PEM, hopes to focus on upgrading its economic curriculum, and lay the foundation for a new management curriculum. This goal is possible, particularly if they work to attract and increase faculty representation in courses offered by consortium members.

Trend Analysis

University of Minnesota - Poland

The University of Minnesota has some problems in relating the actual program to the list of accomplishments. It is recommended that the grantee more clearly identify courses planned and offered in Year 2 activities.

- In the area of Economics Education (**§ I.**) there is a discrepancy between the ten courses they were planning to offer and the actual program. As it turns out, the Program Administrator offered clarification over the telephone by indicating to the Evaluation team that the original proposal was just "theoretical."

- The Third Quarterly Report announces 6 of 9 courses having been completed with 119 participants in the Basic Management Training Program. The Program Administrator offered clarification, indicating that three of the six courses were Accounting and Information Systems (**Mod. 1.b**), Principles of Managerial Finance (**Mod. 1.c**), and Finance - Capital Markets and Capital Budgeting (**Mod. 1.d**). These three courses were reported in the Second Quarterly Report. The remaining three completed courses are as follows: Marketing Management (Mod. 2a), Operations and Production (**Mod. 2.b**), Distribution, Logistics, and Transportation (**Mod. 3.a**). The latter course was supposed to have been held in the fourth quarter, but the modification to the program was never reported. In addition, the course Human Resource Management (**Mod. 2.c**) was supposed to have been completed in the third quarter, and according to the Program Administrator, will be conducted in the fourth quarter.

- Minnesota's Applied Management Training Program, which is subcontracted to Land O' Lakes, Sparks Companies, and the American Trust for Agriculture in Poland (ATAP), appears to have been the most accomplished segment of the project to date:

- All 9 of ATAP's proposed workshops were completed, although only 228 out of 900 proposed students actually participated.

- 2 of 5 courses in Land O' Lakes' project, General Business Management and Management of Small and Medium Sized Businesses, have not yet been completed, although they might be slated for the fourth quarter. Land O' Lakes has trained 95 participants to date.

- Sparks Companies' program has completed 4 seminars with 165 participants. The subcontractor originally proposed 6 seminars with 300 participants, but it has not specified when the other 2 seminars will be held.

Topic Area	Courses	Participants
Market Economics	8	296
Management	19	442
Marketing	4	165
Agriculture	6	221
English		
Train-The-Trainers		
Total Through 3rd Quarter:	37	1124

University of Minnesota - Poland

Project Components	Modifications	1st Quarter	2nd Quarter	3rd Quarter	4th Quarter
Project Proposal:					
• 40 Courses for 1000 educators, policy makers, and emerging business leaders.					
• 19 workshops for 1050 salespersons	15 Workshops **(PIP)**				
• 6 Seminars for 300 Participants in Markets, Privatization, and Commodity Markets.					
I. MARKET ECONOMICS FOR EDUCATORS	ECONOMICS EDUCATION **(PIP)**	>>>>>>>>>>>>>>>>	>>>>>>>>>>>>>>>>	8 of 11 courses completed for 296 Participants.	
Courses:	**Rubrics:**			**NO OTHER SPECIFIC INFORMATION WAS PROVIDED**	
1. Principles of Market Economics	1. General Economics 2. The World Economy 3. Banking and Finance 4. Economics of the Public Sector 5. Econometrics and Statistics. **(PIP)**				
2. Consumer's Role in Market Economy					
3. Managing Risk					
4. How Market Place Works					
5. International Trade and Comparative Advantage					
6. Growth Stimulating Economic Policies					

Project Components	Modifications	1st Quarter	2nd Quarter	3rd Quarter	4th Quarter
7. Decentralized Economic Planning Process					
8. Political Economy of Development Policy					
9. Technical and Institutional Change in the use of Foreign Aid					
10. Environmental Management and Protection in Market Economy					
II. BUSINESS MANAGEMENT FOR ENTREPRENEURS	BASIC MANAGEMENT TRAINING	>>>>>>>>>>>>>>>>	>>>>>>>>>>>>>>>>	6 of 9 courses completed for 119 Participants	
Courses:	**Courses Offered:** 2/17-5/30 1992 **(PIP)**			**NO OTHER SPECIFIC INFORMATION WAS PROVIDED**	
1. Human Resource Development	**Unannounced Changes:**				
2. Comparative Distribution Systems	Implementation Stage				
3. Strategic Planning	1. Introduction to Management in a Market-Based Economy 12/91-1/92				
4. Business Finance					
5. Basics of Financial Management	**Courses:** a. Introduction to Business	>>>>>>>>>>>>>>>>	>>>>>>>>>>>>>>>>	>>>>>>>>>>>>>>>>	
6. Marketing Management	b. Accounting and Information Systems	√ 12/9-12/20 1991 Approx. 17 Participants			
7. Production and Operations					

Project Components	Modifications	1st Quarter	2nd Quarter	3rd Quarter	4th Quarter
Management					
8. Financial and Managerial Accounting Systems	c. Principles of Managerial Finance	>>>>>>>>>>>>>>>>	√ 12/9-12/20 1991 Approx. 17 Participants		
9. Financial Institution Management	d. Finance - Capital Markets and Capital Budgeting	>>>>>>>>>>>>>>>>	√ 12/9-12/20 1991 Approx. 17 Participants		
10. Prudential Supervision of Financial Institutions	2. The Management of Marketing and Human Resources				
11. Investment Analysis	Feb. 1992 or March 1992				
	Courses:				
	a. Marketing Management	>>>>>>>>>>>>>>>>	>>>>>>>>>>>>>>>>	>>>>>>>>>>>>>>>>	
	b. Operations and Production	>>>>>>>>>>>>>>>>	>>>>>>>>>>>>>>>>	>>>>>>>>>>>>>>>>	
	c. Human Resource Management	>>>>>>>>>>>>>>>>	>>>>>>>>>>>>>>>>	>>>>>>>>>>>>>>>>	
	3. Distribution Management and Risk Management. Also, General Management and Strategic Management April 1992 or May 1992				
	a. Distribution, Logistics, and Transportation	>>>>>>>>>>>>>>>>	>>>>>>>>>>>>>>>>	>>>>>>>>>>>>>>>>	
	b. Risk Management and Insurance	>>>>>>>>>>>>>>>>	>>>>>>>>>>>>>>>>	>>>>>>>>>>>>>>>>	
	c. General Management and Strategy	>>>>>>>>>>>>>>>>	>>>>>>>>>>>>>>>>	>>>>>>>>>>>>>>>>	

Project Components	Modifications	1st Quarter	2nd Quarter	3rd Quarter	4th Quarter
III. TRAIN-THE-TRAINERS	>>>>>>>>>>>>>>>>>>>>>>>	>>>>>>>>>>>>>>>>>	>>>>>>>>>>>>>>>>>	>>>>>>>>>>>>>>>>>	
• For women in small and micro-enterprises. • 100 expected participants **Courses:**					
1. Start-Up and Operations					
2. Retailing					
3. Finances					
4. Bookkeeping					
5. Business Planning					
Management Workshops:	>>>>>>>>>>>>>>>>>>>>>>>	>>>>>>>>>>>>>>>>>	>>>>>>>>>>>>>>>>>	>>>>>>>>>>>>>>>>>	
1. Principles of Procurement and Assembly					
2. Financial and Management Systems					
3. Organization and Operations					
4. Quality Control					
5. Marketing Perishables					
6. Retailing and Sales					

Project Components	Modifications	1st Quarter	2nd Quarter	3rd Quarter	4th Quarter
7. Warehousing Transportation and Logistics					
IV. Subcontract: AMERICAN TRUST FOR AGRICULTURE IN POLAND (ATAP)	Sections IV-VI is APPLIED MANAGEMENT **(PIP)**				
A. Applied Management Training Workshops with 600 Participants					
B. 9 Workshops of 3-4 days for 900 participants: • 6 Workshops for Sales Managers and Salespersons. • 2 Workshops for Small Business Managers. • 1 Workshop for Extensionists.	November 1991-March 1992 **(PIP)**	>>>>>>>>>>>>>>>>	√ Small Business Management for Women Entrepreneurs 11/20-11/22 1991 Approx. 30 Participants √ 11/25-11/27 Approx. 30 Participants √ 12/16-12/18 Approx 30 Participants	√ Small Business Management for Small Manufacturers 2/3-2/5 1992 Approx. 27 Participants √ 2/10-2/12 1992 Approx. 27 Participants √ 2/18-2/20 1992 Approx. 27 Participants √ 2/25-2/27 1992 Approx. 27 Participants √ Small Business Management for Prospective Small Manufacturers 3/3-3/5 1992 15 Participants	

Project Components	Modifications	1st Quarter	2nd Quarter	3rd Quarter	4th Quarter
				√ 3/10-3/12 1992 15 Participants	
V. Subcontract: LAND O' LAKES					
• Six 2-week workshops for 25 manager/trainers each.	October 1991-May 1992 **(PIP)**				
1. General Business Management - for new business, privatized state enterprises, and private cooperatives.	>>>>>>>>>>>>>>>>>>>>>>	>>>>>>>>>>>>>>>>>	>>>>>>>>>>>>>>>>>	>>>>>>>>>>>>>>>>>	
2. Management of Small and Medium Size Businesses - in food systems operations.	>>>>>>>>>>>>>>>>>>>>>>	>>>>>>>>>>>>>>>>>	>>>>>>>>>>>>>>>>>	>>>>>>>>>>>>>>>>>	
3. Training-the-Trainers: • At Agricultural Technical Academy in Olsztyn for the establishment of a center of Management excellence.	>>>>>>>>>>>>>>>>>>>>>>	>>>>>>>>>>>>>>>>>	>>>>>>>>>>>>>>>>>	√ 3/2-3/13 1992 24 Participants	
	Courses (1Q):				
4. Training in Video Management.	"The use and creation of business video programs"	>>>>>>>>>>>>>>>>>	√ 12/2-12/11 1991 15 Participants		
5. Rural Development Courses	"Introduction to Private Agri-business Management" November-December 1991	>>>>>>>>>>>>>>>>>	√ 11/26-12/5 1991 29 Participants	√ 2/4-2/14 1992 27 Participants	

Project Components	Modifications	1st Quarter	2nd Quarter	3rd Quarter	4th Quarter
VI. Subcontract: SPARKS COMMODOTIES, INC.					
• 6 seminars of 3 days each for 300 participants.	November 1991-March 1992 **(PIP)**				
• Each seminar focuses on: Marketing and Marketing Information Systems, Privatization, Commodity Markets (Introduction, Development, Operation)	**Seminar**				
	1. Understanding Agricultural Marketing. **(2Q)**	>>>>>>>>>>>>>>>>	√12/13-12/15 '91 45 Participants		
	2. Understanding Agricultural Marketing **(2Q)**	>>>>>>>>>>>>>>>>	√12/16-12/19 '91 45 Participants		
	3. Cost and Risk Manag□ement in Agri-business	>>>>>>>>>>>>>>>>	√ 3/10-3/12 1992 33 Participants		
	4. Cost and Risk Management in Agri-business	>>>>>>>>>>>>>>>>	√ 3/13-3/15 1992 42 Participants		

Grantee Specific Tables
University of Minnesota

Student Contact Hours

Note on the emphasis upon "Applied Management Training." These efforts are consistent with objectives as stated in the Implementation Plan, and the responsibilities of Minnesota's three subcontractors. The emphasis on students is indicative of a project with good potential for sustainability given their enthusiasm and thirst for knowledge. Interestingly, however, the average age of the respondents was thirty-seven.

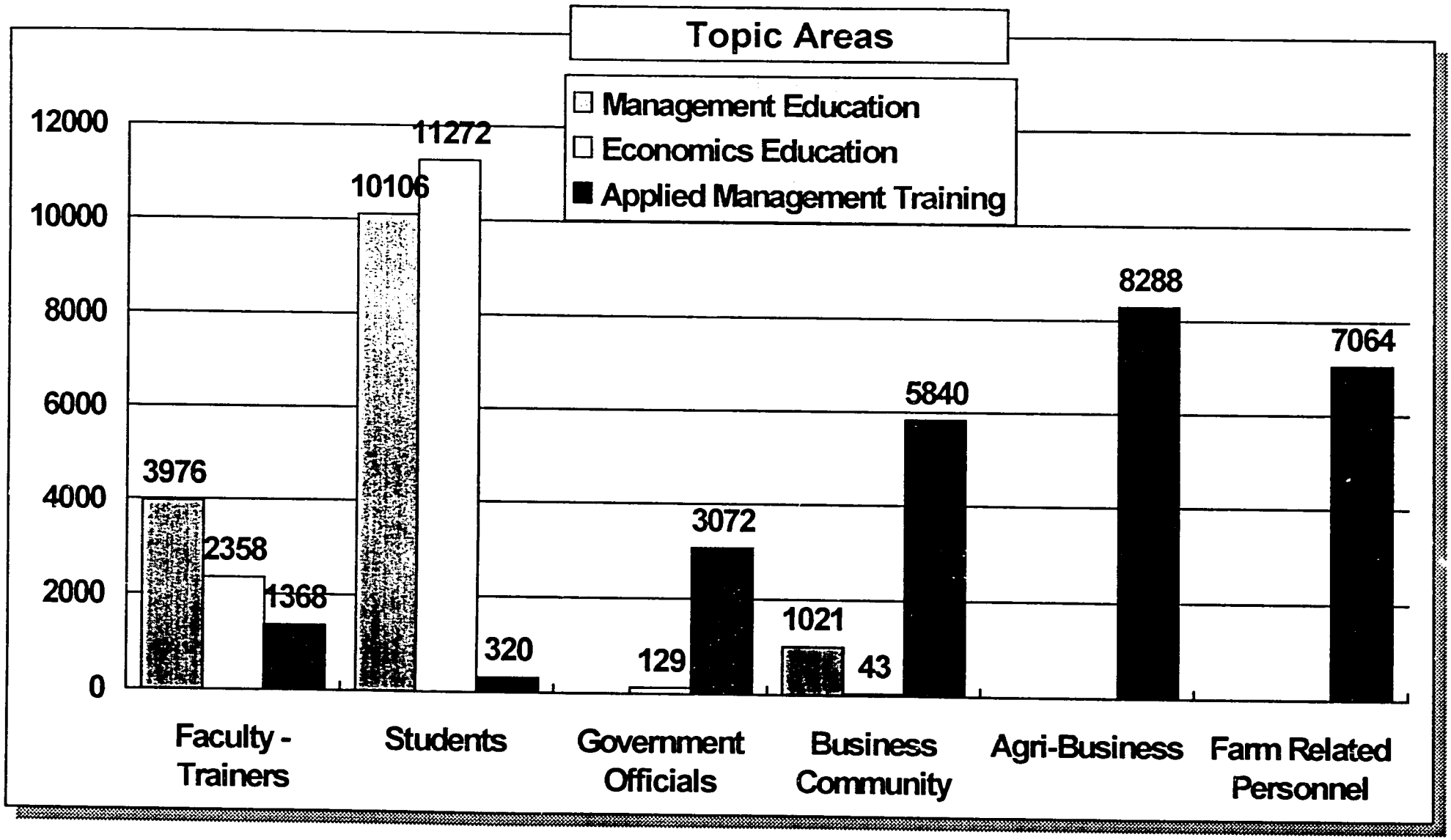
Demographic Highlights

With only 2% of the respondents indicating that they developed an interest in the program via an advertisement one would wonder what percentage of resources are being expended in this area.

Minnesota like many other grantees scored lower on the items that evaluate the relevance of the topic as shown in the comment columns *The course was relevant to my needs and The topic relates to my country.*

University of Minnesota - Poland

Student Contact Hours 1991/92



Source: Leslie Koltai - AID Program Evaluator

University of Minnesota - Poland

Demographic Highlights

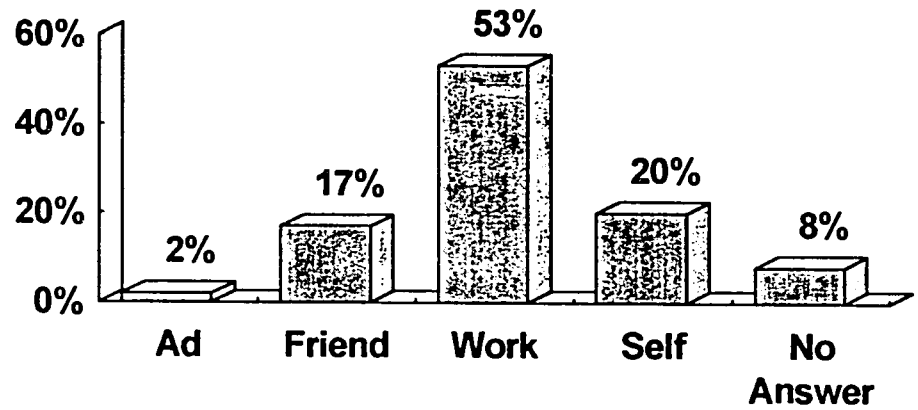
The average age of the respondents was 37.

41% indicated that their jobs involve teaching.

50% indicated that their jobs involve supervising.

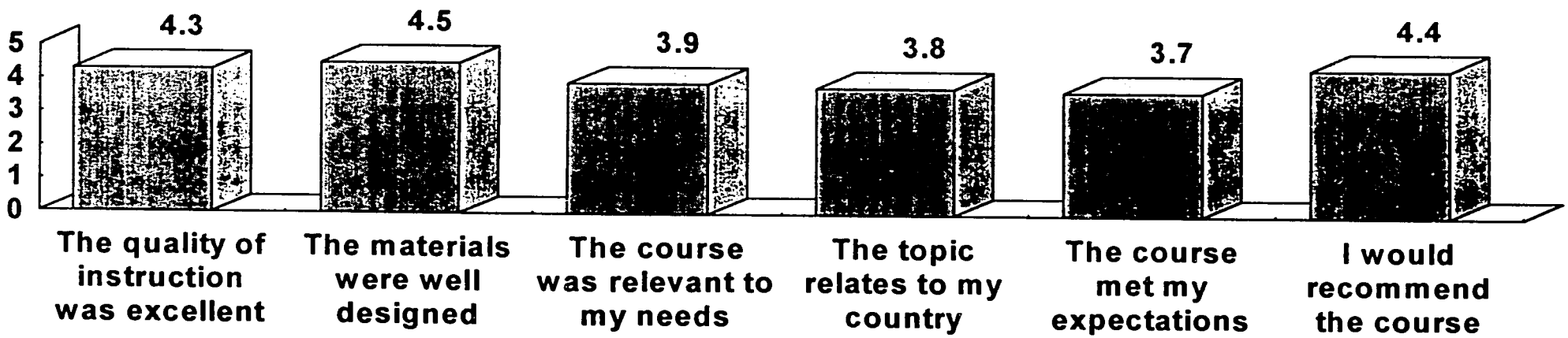
48% of the respondents were men.

How respondents heard about the program.



Average Responses to Key Questions

5 = "Strongly Agree," 4 = "Agree," 3 = "No Opinion," 2 = "Disagree," 1 = "Strongly Disagree."



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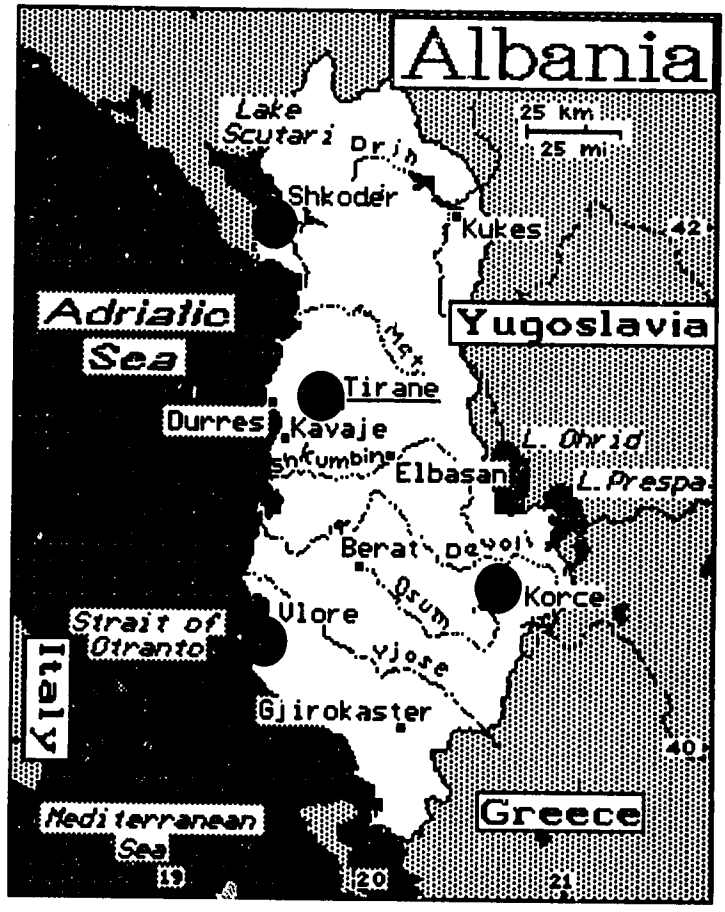
Source: Leslie Koltai - AID Program Evaluator

University of Nebraska-Lincoln



Project Sites:

- Tirana
- Shkoder
- Korce
- Vlore

Map Source: The Software Toolworks World Atlas

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UNIVERSITY OF NEBRASKA-LINCOLN

The original grant awarded to the University of Nebraska-Lincoln provided funds to organize and implement the Management Training and Economics Education Program in Yugoslavia. Due to the political and social problems in Yugoslavia, the University has, with AID approval, moved the focus of their program to Albania.

Originally, because of the prevailing political situation, Albania had been the only former-Communist country in Eastern Europe for which no Management Training and Economics Education grant had been made. However, as conditions in Yugoslavia worsened, and the commitment to fundamental change became more established in Albania, it was possible to add this "odd-man out of Europe" to the group of Eastern European countries receiving assistance in their transition to a free market system.

The decision to provide Management Training and Economics Education in Albania, the poorest and least developed country in all of Europe, may prove critical in the continued development of market economics and democracy in this once isolated country.

Activities in Yugoslavia

The current situation in Yugoslavia, as noted, remains explosive. As a result, the program's activities have been limited to a simple maintenance of important contacts which the University of Nebraska-Lincoln hopes to use when the political situation allows.

The materials, topics, videos, and other teaching elements developed in 1991 and early 1992 will be maintained and modified to fit the new realities of each site in "old" Yugoslavia.

These modifications continue to be made in the hope that at some point in the near future the political situation in that troubled

country will allow the originally designed program to be implemented.

Relocation to Albania

Following verbal approval from AID on January 1, 1992, the University of Nebraska-Lincoln concentrated their efforts on Albania. Formal approval of this project was granted April 1, 1992.

Currently, the project is headquartered in the Management Department and the Center for Technology Management and Decision Sciences at the University of Nebraska - Lincoln. The Center is a research institute with advanced computer systems, and personnel who are experts on Information Technology.

Due to obstacles arising from the decision to shift project focus, and conflicting program and travel schedules, an on-site evaluation has thus far proven impossible.

In response, the Evaluation team has made use of all available materials provided by the program in order to develop this provisional report. As preparations are made for the upcoming quarter, an on-site evaluation of the University of Nebraska-Lincoln's program is among the Evaluation team's highest priorities.

Third Quarterly Review

Activities proposed for the third quarter focus on the delivery of two conference sessions to be held in Tirana and Korce, Albania.

The first conference, held at the Congress Palace in Tirana May 9-23, 1992, was reportedly a great success. During the 5 day conference, over 365 people (including government officials,

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University faculty, public enterprise mangers, Agricultural cooperative managers, and entrepreneurs) attended. This conference, which enjoyed daily media coverage, was also visited by several important government officials including the new Albanian President, Sali Berisba.

The second conference, held for three days (May 25-27, 1992) in Korce, hosted 195 participants. This conference, which was featured daily on national radio, was also described as a success.

During the planning stages for these conferences, many organizational difficulties were experienced; from arranging sites and simultaneous and consecutive translation, to equipment and books purchases.

These problems, compounded by working in a country whose transportation system and basic infrastructure (heating, lighting, etc.) have not changed for over 40 years, undoubtedly made the task of teaching a completely new system even more challenging.

As of this report, two additional training conferences are planned in Shkoder and Vlore for the Fall, 1992, or Spring, 1993. The report provides a list of Consortium members involved with the projects. In addition, a list of individuals who have been working with the University on the projects in both Yugoslavia and Albania is provided.

Concurrent Activities

In addition to the training conferences noted, the following activities were also undertaken:

* Creation of the Center for Albanian Studies: This is the first university-based Albanian Study Center outside of Albania itself;

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* Gallup Organization Survey: The Gallup Organization, working as a primary subcontractor, has been preparing their proposed survey work in Albania as originally described in the project plan. The initial surveys were conducted in May, 1992, when the two training conferences were held. Follow up surveys will be done during the fourth quarter;

* Development of the Management Development Center: Another important part of the project in Albania is to help the University of Tirana establish its first Management center. Teaching materials, a computer, a large number of books, and many entrepreneurial development aids will be donated;

* Commencement of the Management Development Program in the United States: Of special interest is the plan to invite 15 Albanians to Lincoln, Nebraska for a four week development program. Participants will attend formal training seminars, study tours, and internships at U.S. corporations. This program is planned for the fall;

* And finally, the Exchange Program: The University of Nebraska-Lincoln is in the process of developing an exchange program with the University of Tirana.

Recommendations and Summary

The University of Nebraska-Lincoln's Management Training and Economics Education program has come at a crucial time in the history and continued development of Albania. This country, so long isolated and apart, has committed itself to again become part of a larger world. This transition, which may prove the most challenging in all of Eastern Europe, will be impossible without substantial aid from the West.

The AID supported project is among the first to impact the country. The University of Nebraska provided a substantial amount of information regarding the content, conditions, and responses to their initial conference offerings. While it is clear that the participants were both receptive and extremely pleased by the program, the Evaluation team's only concern focuses upon the lack of extended in-country contact.

As the University of Nebraska-Lincoln's program evolves, it should consider expanding its in-country presence in order to offer more tangible assistance.

This program, while still in its nascent stages, appears to be well administered, and to benefit from a committed faculty and staff. The ability of Albania to make this transition may well depend upon the effects of this and other programs of this kind.

Grantee Specific Tables
University of Nebraska-Lincoln

Student Contact Hours

Of note when reviewing this table is the fact that these contact hours are the result of one three day event in Tirana. This conference included three main topics, although Entrepreneurship received less attention than other course offerings. Of further interest is the limited representation by students. The additional display regarding the University of Nebraska-Lincoln program were also generated by data gathered at this conference. It would be interesting to know how the University defined "Other groups" considering this group received the majority of Entrepreneurship training.

Selected Summary of Student Evaluations
Demographic Highlights

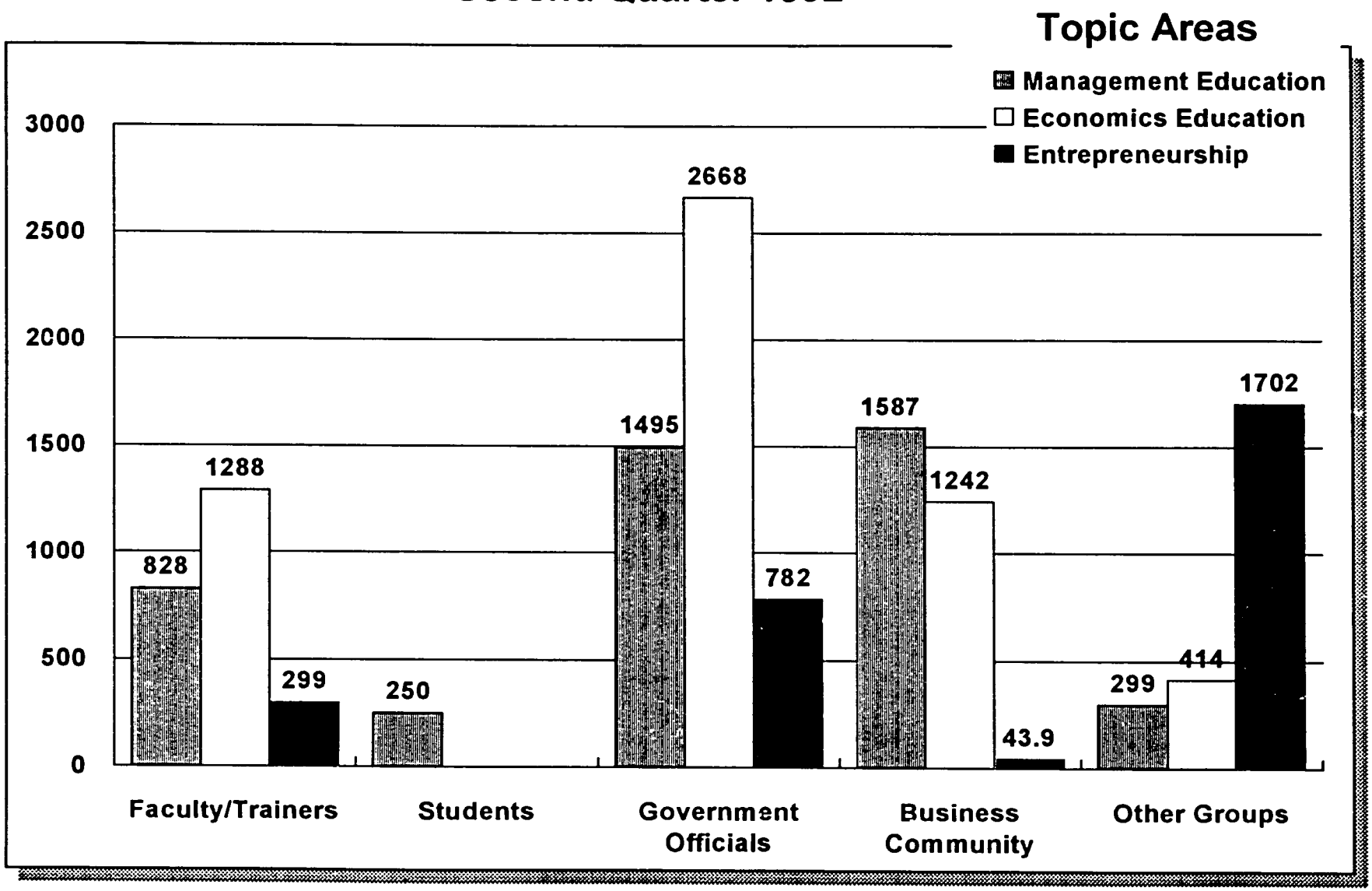
As with many of the programs, men are present in greater numbers than women. The Nebraska program, however, has a large number of respondents who indicate that their jobs involve teaching. A similar percentage indicates that they were supervisors. This confirms the Student Contact Hour data that shows that a majority of the participants were government officials. This confirms that these government officials are in supervisory positions, hence adding to program impact.

The bottom section of this display demonstrates average scores to several key survey items. As with many of the Eastern European programs, the University of Nebraska scores lowest in trying to relate the topic to local conditions.

Average Participant Scores on Selected Items

The fact that each of these items averaged in the four range shows that participants viewed the program quite favorably.

University of Nebraska - Albania
Student Contact Hours *
Second Quarter 1992 **



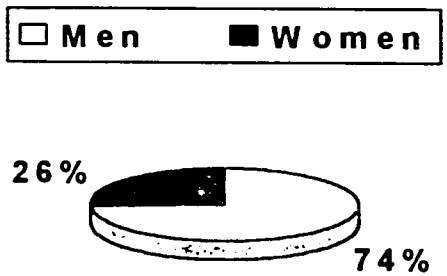
* Contact Hours occurred during a 3 day conference.

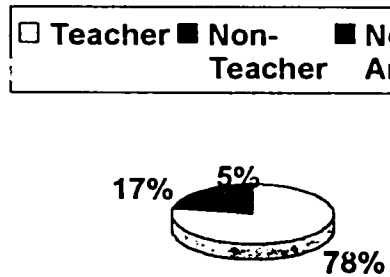
** Program started late in the funding period.

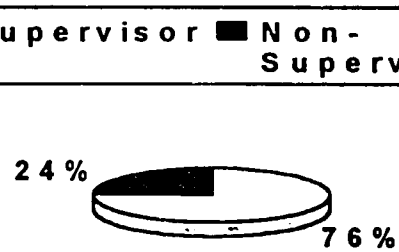
Source: Leslie Koltai - AID Program Evaluator

University of Nebraska - Lincoln (Albania)
Selected Summary of Student Evaluations
1991/92

Demographic Highlights

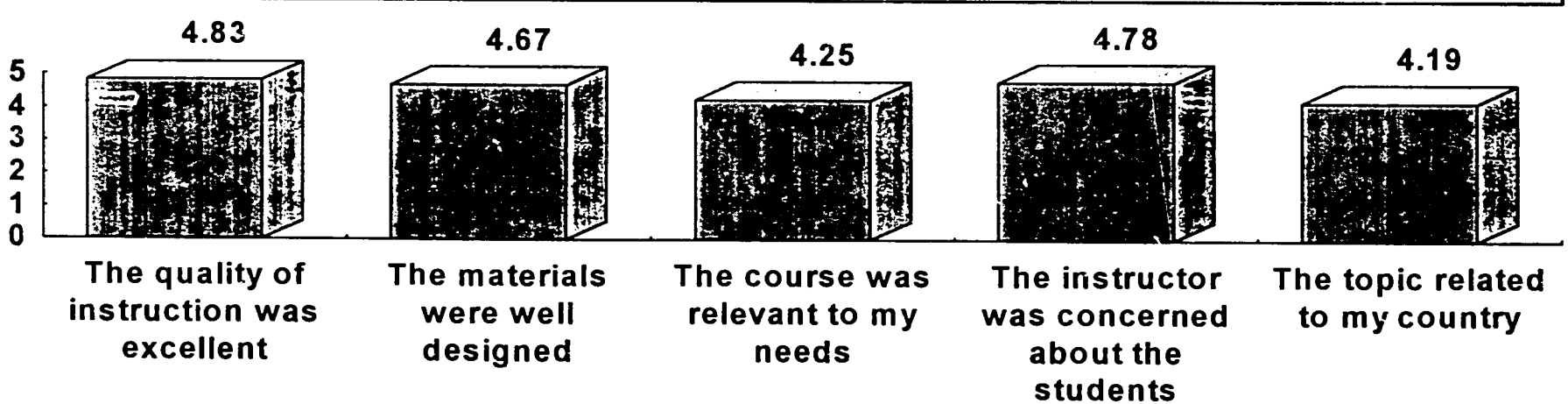






Each of the items on the survey instrument were scored on a scale from 1 to 5. A participant would mark a 1 if he or she "Strongly Disagreed" with the statement; 2 corresponded to "Disagree;" 3 indicated that the respondent had "No Opinion;" 4 indicated that the respondent "Agreed" with the statement. A participant would mark a 5 if he or she "Strongly Agreed" with the statement. An average score of 5 would indicate that every participant in the course/program Strongly Agreed with that particular item. A more likely score of 4.5 indicates general agreement - with some differing opinions. A score of 2.0 or below indicates that most of the respondents did not agree with the statement.

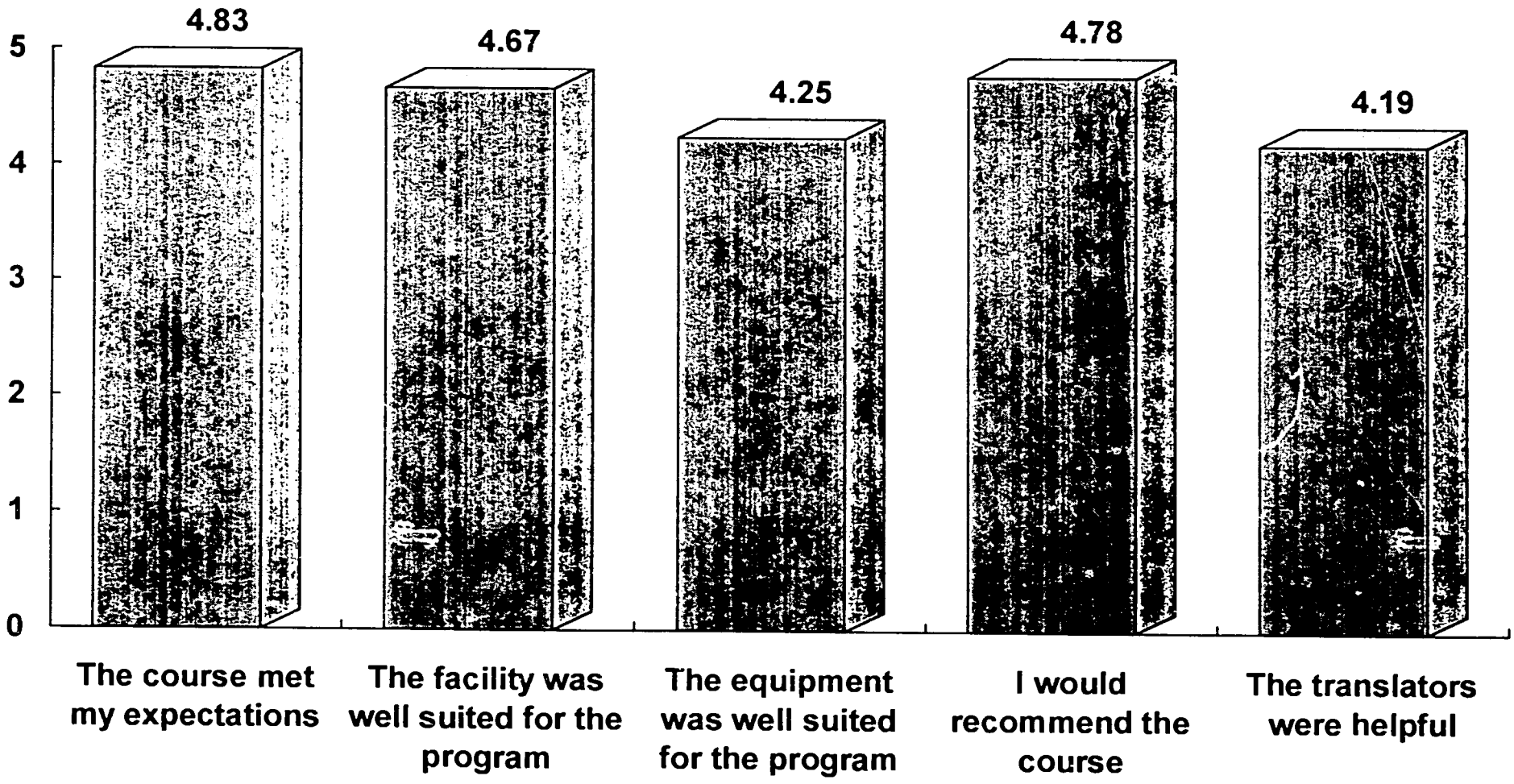
Average Participant Scores on Selected Items



Source: Leslie Koltai - AID Program Evaluator

University of Nebraska - Lincoln (Albania)
Selected Summary of Student Evaluations
1991/92

Average Participant Scores on Selected Items



Source: Leslie Koltai - AID Program Evaluator

University of Pittsburgh

Project Sites:	
CERGE	**CMC**
● Prague	● Celakovice
● Bratislava	
● Pardubice	

Map Source: The Software Toolworks World Atlas

University of Pittsburgh

The University of Pittsburgh has established two separate and largely autonomous programs in Czechoslovakia; the Czechoslovak Management Center (CMC) and the Center for Economic Research and Graduate Education (CERGE).

Third Quarterly Review

Due to the significant dissimilarity between the two programs, the University of Pittsburgh has allowed the two programs to develop individual quarterly reports.

The following information is a synopsis of the third quarter activities of both programs.

Center for Economic and Research Graduate Education (CERGE)

During the third quarter, the Center for Economic Research and Graduate Education project continued to develop successfully. The programs, it was reported, also continue to be well received by both participants and the co-sponsoring ministries.

In nine months of operation, CERGE has offered: 3 economics courses, intended to prepare candidates to enter the Ph.D. program; six Ph.D. level economics courses; twenty-five intensive undergraduate and masters level economics courses; and over twenty-five economic seminars on such topics as privatization, transition to a market economy, and banking.

Intensive Economic Short Courses

The CERGE outreach programs have continued, and to date, there have been ten presentations of the short course intended to introduce the principals of market economics. The courses were a

mix of one and two week presentations, attended by 435 participants.

During this period, planning for additional outreach courses occurred, and seven additional courses will be offered in the fourth quarter.

The Graduate Program

The third quarter coincided with the primary portion of the second regular semester of the Ph.D. program.

Improvements that have been made include the purchase of higher capacity personal computers, assessment of software for purchase for the program, and funds for the purchase of books for the CERGE library (most notably from the Austrian Government - $250,000, and Westinghouse's Education Fund - $15,000).

These improvements will allow CERGE to offer modern methods of computer analysis, correspondence, and analytical capabilities on a par with those available at the University of Pittsburgh.

Undergraduate and Masters Level Instruction

Graduate students at CERGE continue to assist in the instruction presentation of undergraduate programs.

Faculty Retraining Seminars

CERGE continued its two faculty retraining seminar series: Public Choice Theory and Applications, and Transition from a Centrally Planned to Market Economy.

The Public Choice seminars were also presented in Bratislava. This was done to both ensure the widest dissemination possible,

and in order to be sensitive to regional political considerations.

Czechoslovak Management Center (CMC)

The third quarterly report detailed the major activities completed and planned between January 21, through April 15, 1992.

The Czechoslovak Management Center reported that all of its activities are either on or ahead of schedule.

Program Activities:

The primary activities of the Czechoslovak Management Center can be divided into four distinct parts. The first of these elements is the development of Case studies.

Case Studies:

The development of Case studies continues with nearly half completed and the remainder to be by June, 1992. These will then be edited and translated into Czech. The case studies are also intended to be published in book form in English; publishing arrangements are nearly complete.

Faculty Training

The second element of CMC's program is Faculty Training. Two Czechoslovak faculty members visited the U.S. from January through April, 1992, in order to become better acquainted with the formats of U.S. business education programs and to complete course syllabi and research project design.

Workshops:

Another key element of the CMC program are the Workshops. Five two week workshops were scheduled for this period covering the following topics:

1. Methods for Achieving Ownership
2. Business Planning
3. Strategic Planning
4. Organizational Development and Change
5. Technology Transfer

Changes have been made to the workshops given the market conditions and the need to more closely address the desires of Czechoslovak managers.

Executive Training

The final major element of the program is the Executive Training program.

All Executive training sessions have been scheduled, and by the end of the reporting period a few delivered. These sessions, each one week long, include courses covering: Introduction to Capital Markets; Introduction to a Market Economy; Financing a Business; and Marketing Principles.

Some programs still lack a Czech or Slovak partner, thus efforts continue to make contact with qualified people and institutes.

CMC was also able to offer several special workshops using AID funds. These workshops were developed in response to feedback from managers, journalists, and government officials.

Program Elements

Two other aspects of the program were the Evaluation program, and the Media Center.

Program Evaluations

In the matching evaluation effort, each Executive training and workshop session is evaluated by participants and faculty. These evaluations, although completed on average by only 50%, were summarized and used to reach several important conclusions:

1. The audio visual materials need further development.
2. Class sizes were too large.
3. The level of material may have been slightly above the capabilities of the participants.

In response to these findings, CMC has limited all classes to fewer than 50, and will begin classes at a slightly more elementary level.

The evaluations also indicated that the participants felt that the "content was helpful, well organized, presented well, and contained up-to-date and appropriate information."

Media Center

Most of the books, journals, and economic data have been ordered for CMC's library. Additionally, 30 boxes of donated books were sent. Several video tapes and computer software purchases were made.

CMC also detailed several of the steps they have made to publicize the AID project and CMC.

Evaluation Team's Observations

Though the two programs conducted by the University of Pittsburgh (CERGE and CMC) are largely independent of one another, they do share several important characteristics.

First, each places emphasis on in-country representation; semi-permanent project directors stay for as long as a year in Czechoslovakia. The extended presence in-country has provided both projects with a strong leadership presence that maintains appropriate direction and focus, and is in tune with the country's conditions and needs.

Second, both programs play an increasingly important role in their immediate community. Each has established its own fully functional library, and both libraries have become important resource centers for not only their intended participants, but also for local individuals wishing information on a myriad of topics. This ability to serve others is important to the long term presence of these projects in Czechoslovakia.

However, the relationship between the two projects is weak. Both programs are effective and have great potential; a closer association in specific areas discussed with the Project Directors would be beneficial.

An example of the benefits of this collaboration is perhaps most appreciable in the "Professional Out-reach Program." Designed to provide basic economic and management training for secondary school teachers, this program had enormous impact while it was offered. Unfortunately, it has been discontinued by both programs due to budget constraints. If the two program pooled their financial and intellectual resources, the program could continue to provide a vital service to the community.

Another area where increased cooperation may yield substantial benefits is in the creation and development of case studies.

Furthermore, both institutes have made considerable efforts to impact their immediate communities. In Celakovice, for example, the CMC faculty has helped one of the local restaurants to begin to provide the level of service one might expect in the West.

Center for Economic Research and Graduate Education (CERGE)

Perhaps the most distinctive characteristic of the program is its very presence.

As of the spring of 1992, there was only *one* other doctorate level program in all of Eastern Europe. This shortcoming is especially important to resolve.

CERGE has positioned itself as a graduate school of economics *fully* within Charles University. Consequently, all of CERGE's students are recognized as full time students of Charles University. This means that like all University students, they are supported by the Czech-Slovak government, a status which entitles them to certain resources and benefits which alone make it possible for them to pursue this higher degree.

Another aspect of the CERGE program is the role that CERGE has begun to play within Czechoslovakia. The CERGE faculty have increasingly become a resource for not only the government (in terms of economic policy matters), but also for private industry, the press, and the general public. This role has given CERGE a relatively high profile in a remarkably short time. This role has allowed both faculty and students to participate in the growing dialogue concerning the economic evolution of the country (e.g., Jan Svejnar, CERGE project director, has written several influential articles).

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The only real problem that has surfaced has been the lack of recognition for CERGE as an educational program, but rather as an economic "think tank."

Czechoslovak Management Center (CMC)

One of the highlights of the Czechoslovak Management Center (CMC) is its Masters of Business Administration program. This program, which enjoys the benefits of attracting both capable participants and faculty, has been described as the "flagship" of the University of Pittsburgh program.

This program element is expensive, however (just over $20,000 U.S.), and is consequently an area of concern for CMC. The program director, Dr. William Pendergast, informed the Evaluation team that the current number of participants enrolled in the program is 25, significantly less than expected. The consequences of low enrollment is that the MBA program is currently unable to support itself. This may become a source of difficulty for the sustainability of CMC's other efforts.

Another problem of the Czechoslovak Management Center is under-representation of participants from the Slovak regions. While the Slovaks represent 30% of the total population of Czechoslovakia, only 15% of the participants are Slovak.

Recommendations and Summary

It is clear that the two programs administered by the University of Pittsburgh, the Czechoslovak Management Center and the Center for Economic Research and Education, are extremely well organized and administered. Both programs benefit from the high quality and close attention provided by both in-country and state-side faculty. They both address areas of education critical to the ongoing evolution of the Czechoslovakian economy. It is

recommended that CERGE, in particular, place more emphasis on AID as their source of funding.

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Grantee Specific Tables
University of Pittsburgh

Czechoslovak Management Center (CMC)

Selected Summary of Participant Evaluations -1991/92

The Demographic Highlights section indicates that the average age of the respondents was 36. In addition, most of the respondents were men. Few were teachers, however, and only half were supervisors (perhaps indicating later problems with impact and sustainability).

The Czechoslovak Management Center (CMC) scores slightly lower in their efforts to create relevant coursework than on other indicators of program items (i.e quality of instruction and course materials).

An important point is the frequency with which participants are attending AID sponsored programs -- 90%.

Center for Economic Research and Graduate Education - CERGE

Student Contact Hours

It is important to note that the CERGE program is primarily a graduate school emphasizing economics education. Therefore, the greatest effort is placed upon students. Perhaps the University of Pittsburgh should reevaluate the distribution of resources with sustainability as a primary goal. One way to accomplish this is to bring more faculty into the program to ensure the continuation of graduate studies following AID's funding period.

Student Evaluation - Course Title: Introduction to Labor Economics for Policy Analysis

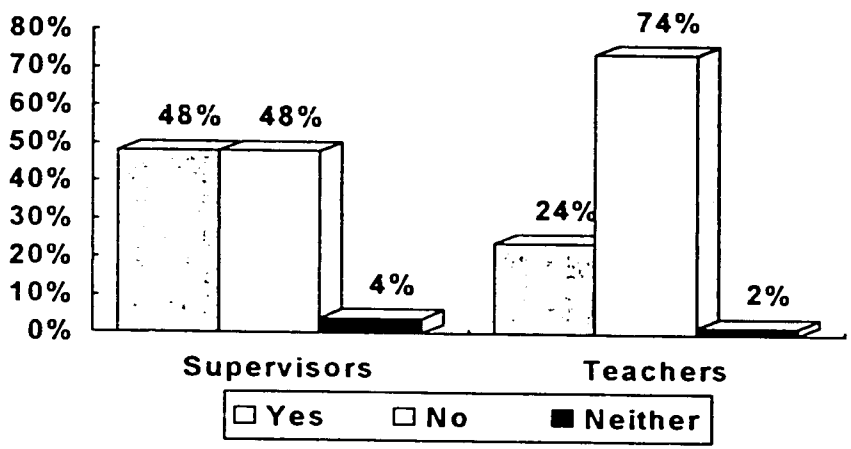
While the average age of the respondents was thirty-nine, the *Participant/Course Information* table indicates that 67% fell between the ages of 30 and 49. On the one hand, older participants are likely to have a more immediate influence upon local economic policy. On the other hand, younger participants are likely to have a greater long term impact.

The collection of data also suggests that women are less inclined to "Strongly Agree" with the statement *I would recommend this course* than are men. It is unclear whether this difference is cultural or due to some programmatic differences.

It is unusual that the item *I am now better able to make policy* did not score higher in the "Strongly Agree" category given that the respondents to this question were enrolled in the course titled "Introduction to Labor Economics for Policy Analysis." Perhaps this is an indication that a second and more in-depth course may be required.

University of Pittsburgh - Czechoslovak Management Center (CMC)
Selected Summary of Participant Evaluations -1991/92

Percentage of participants whose job involved teaching or supervising.



Demographic Highlights

Few participants indicated that their job involves teaching.

Men represented 80% of the participants.

The average age of the participants was 36.

Evaluation Highlights

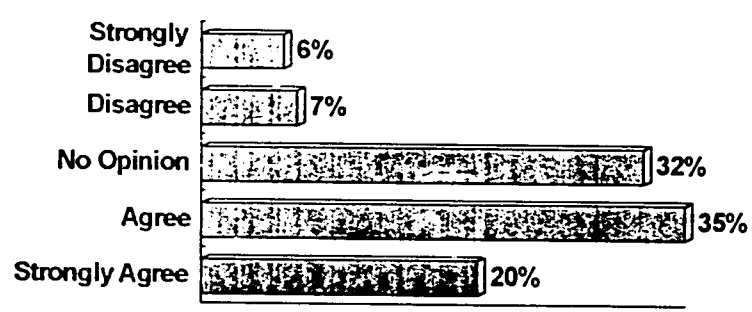
93% of the participants felt the quality of instruction was excellent.

88% would recommend the course to another person.

73% felt that the facilities were well suited for the program.

82% thought that the program will have long lasting benefits.

The course topic relates to my country.



Course Topics:

Financing a Business

Technology Transfer and the Environment

Finance and Accounting for the Non-Financial Manager

Technology Transfer and Industrial Development

Source: Leslie Koltai - AID Program Evaluator

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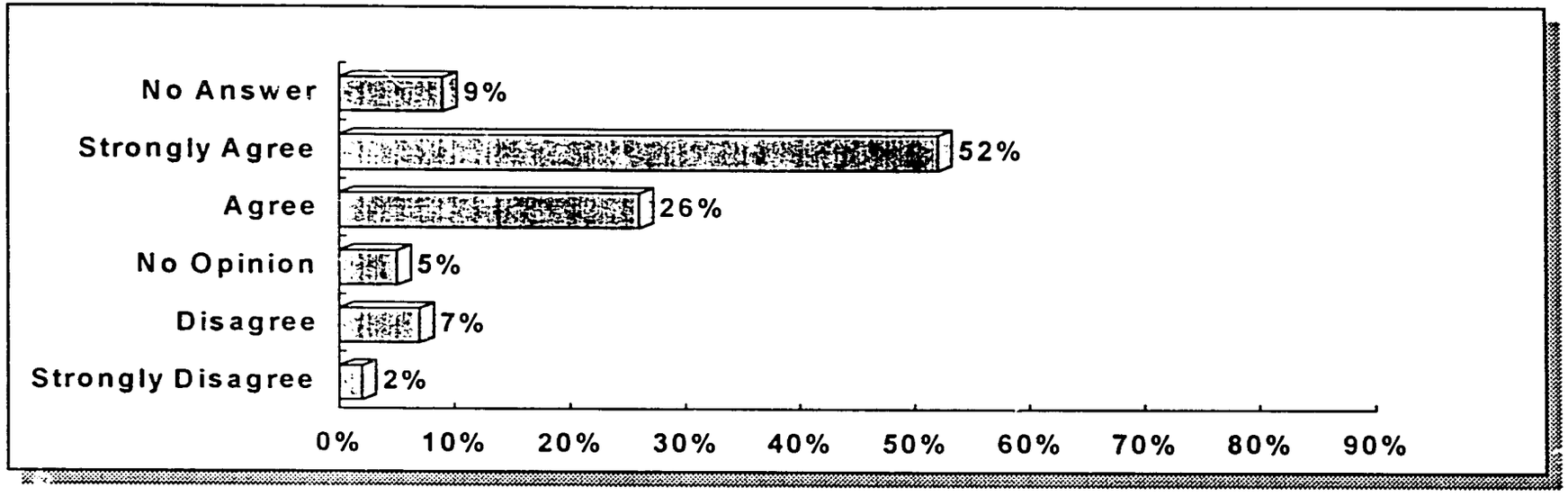
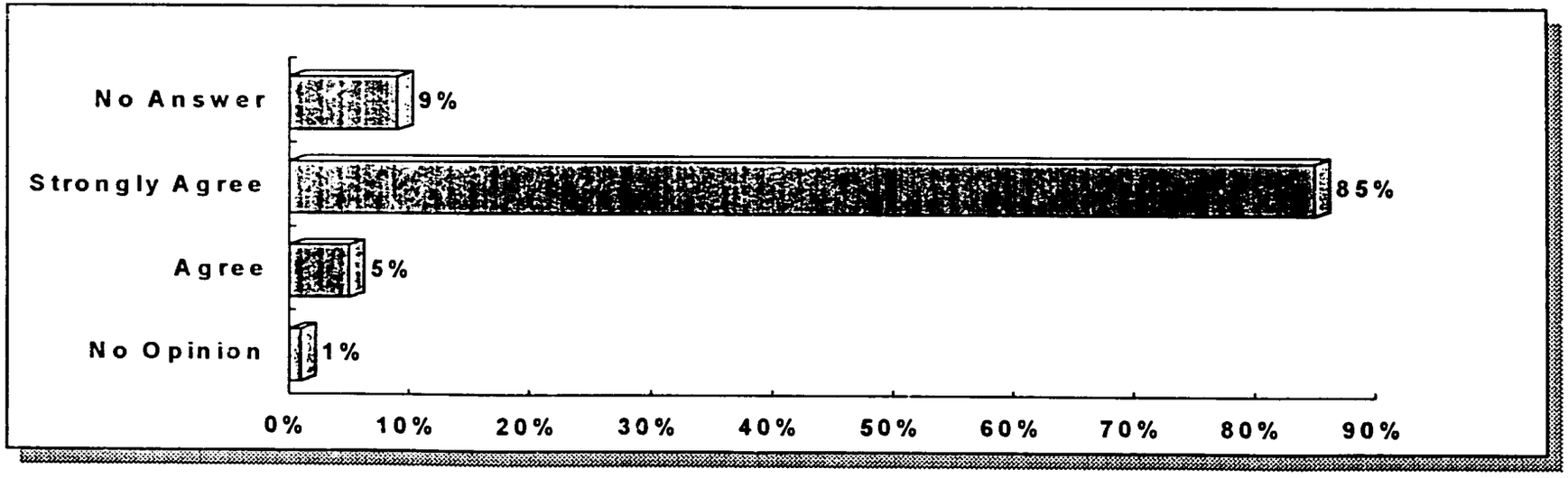
University of Pittsburgh - Czechoslovak Management Center (CMC)
Selected Summary of Participant Evaluations -1991/92

As a result of this program I better understand the Free Market Economy



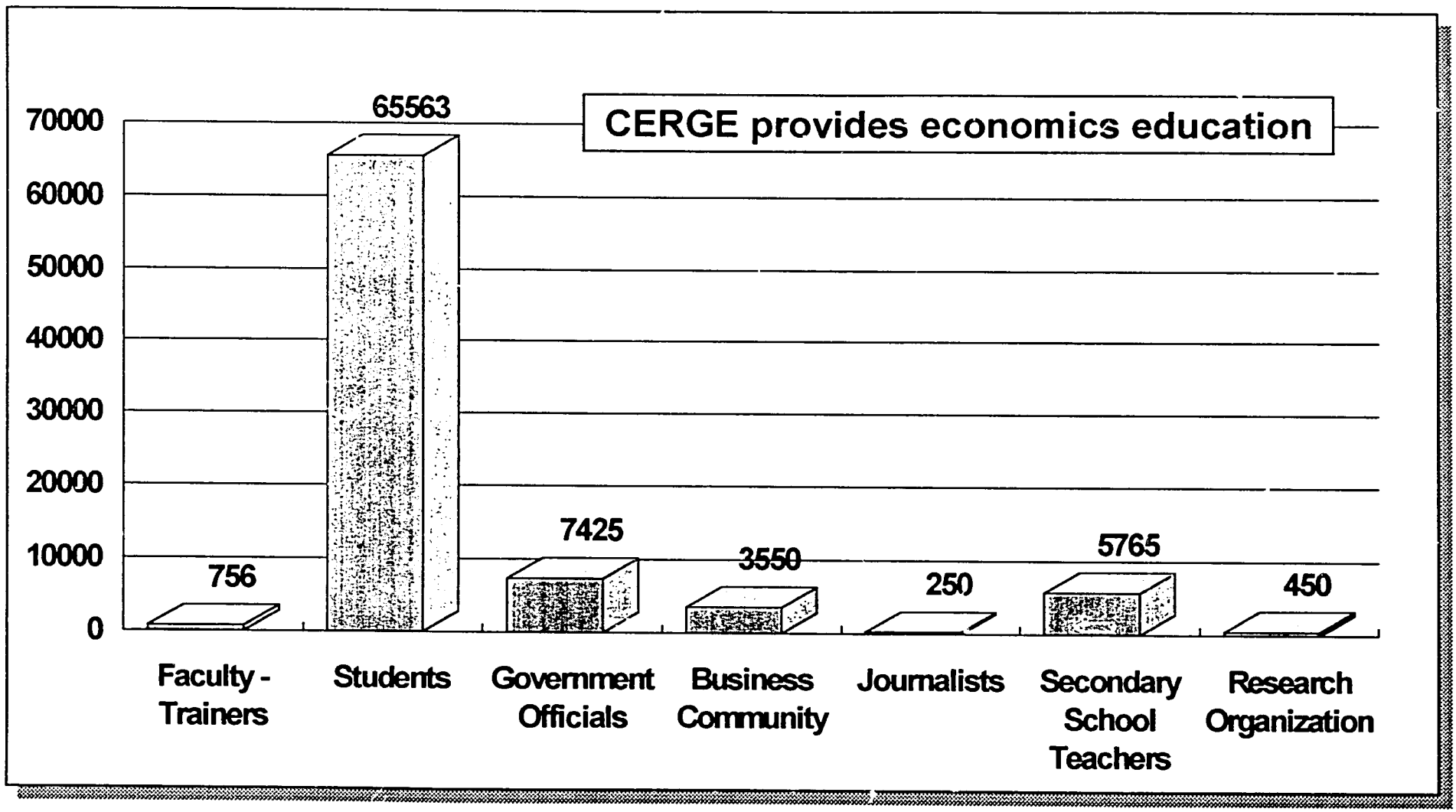
I attended the program regularly



Source: Leslie Koltai - AID Program Evaluator

University of Pittsburgh (Czech and Slovak Republics)
Center for Economics Research and Graduate Education (CERGE)

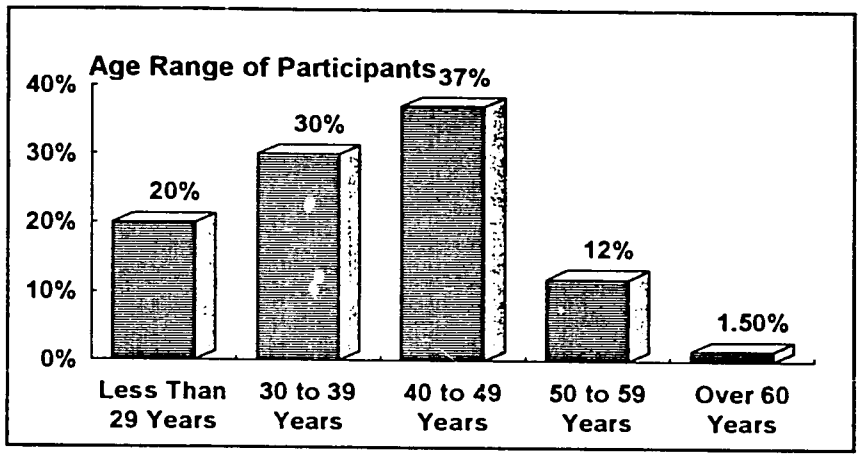
Student Contact Hours 1991/92



Source: Leslie Koltai - AID Program Evaluator

University of Pittsburgh (Czech and Slovak Republics)
Center for Economics Research and Graduate Education (CERGE)
Student Evaluation - Course Title: Introduction to Labor Economics for Policy Analysis

Participant/Course Information:



Demographic Highlights

The average age of the participants is 39.

46% of the participants were male.

48% of the participants were female.

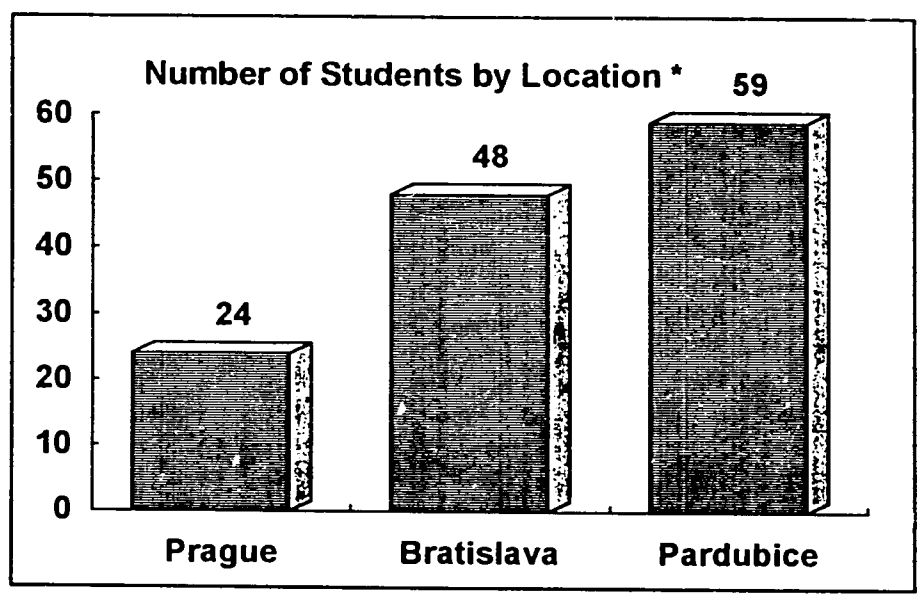
43% of the participants indicated that their job involves teaching.

68% of the participants indicated that their job involves supervising others.

Evaluation Highlights

90% of the participants agreed or strongly agreed that the quality of instruction was excellent.

90% of the participants indicated that the instructional materials were well designed.

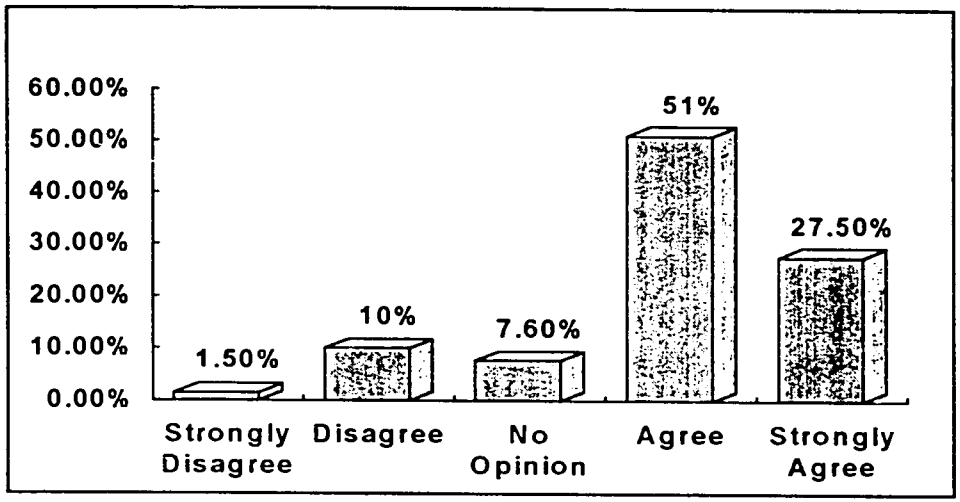


* Students in Prague were enrolled in a Ph. D. program.

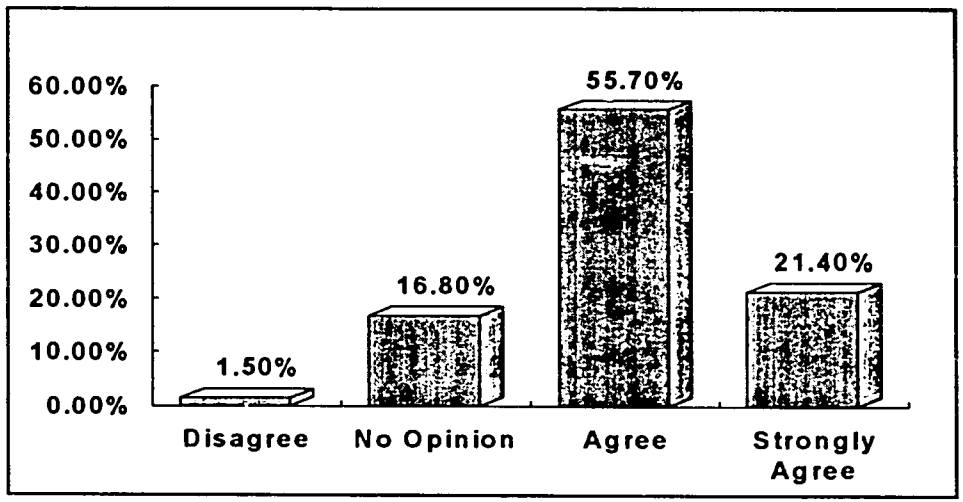
Source: Leslie Koltai - AID Program Evaluator

University of Pittsburgh (Czech and Slovak Republics)
Center for Economics Research and Graduate Education (CERGE)
Student Evaluation - Course Title: Introduction to Labor Economics for Policy Analysis

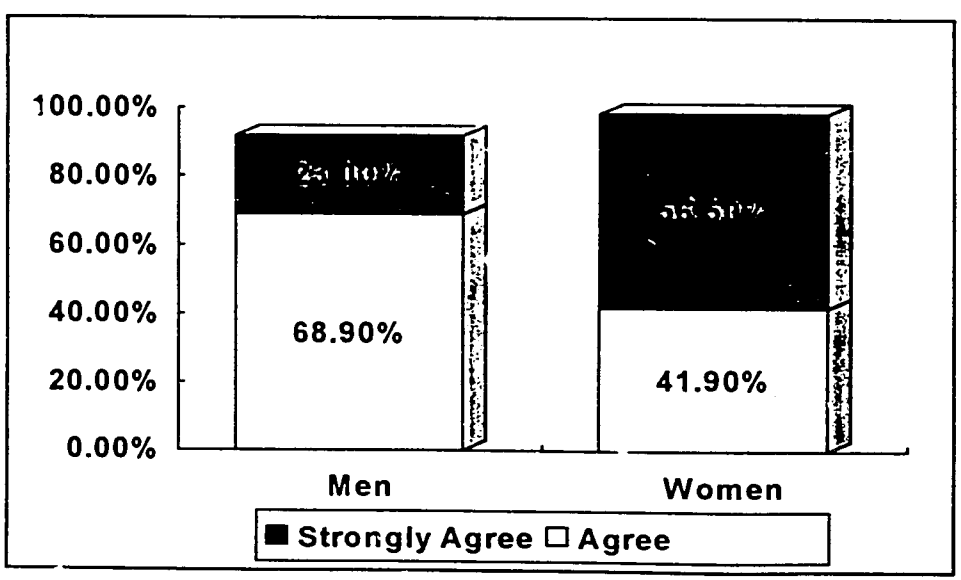
I would take this course again.



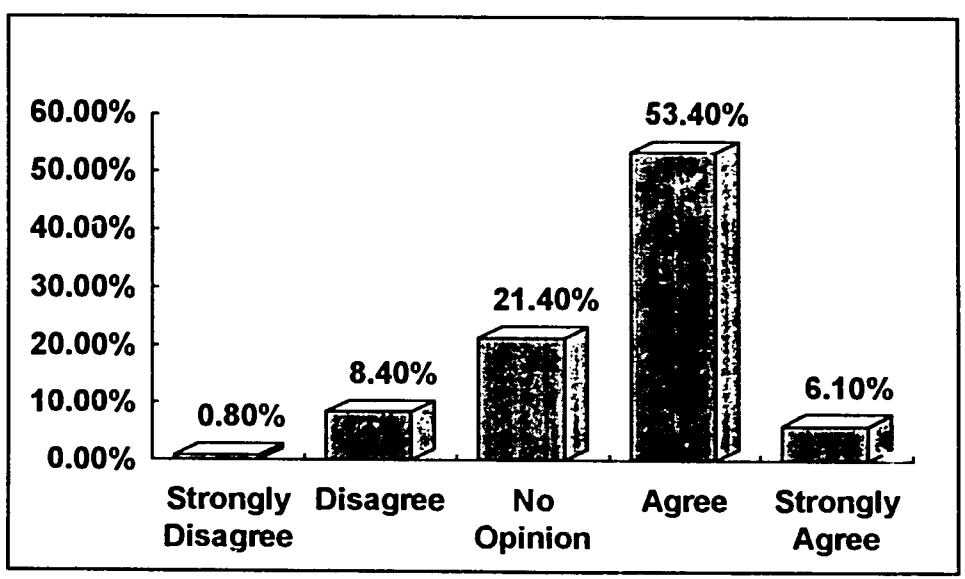
The program will have long lasting benefits.



I would recommend this course.

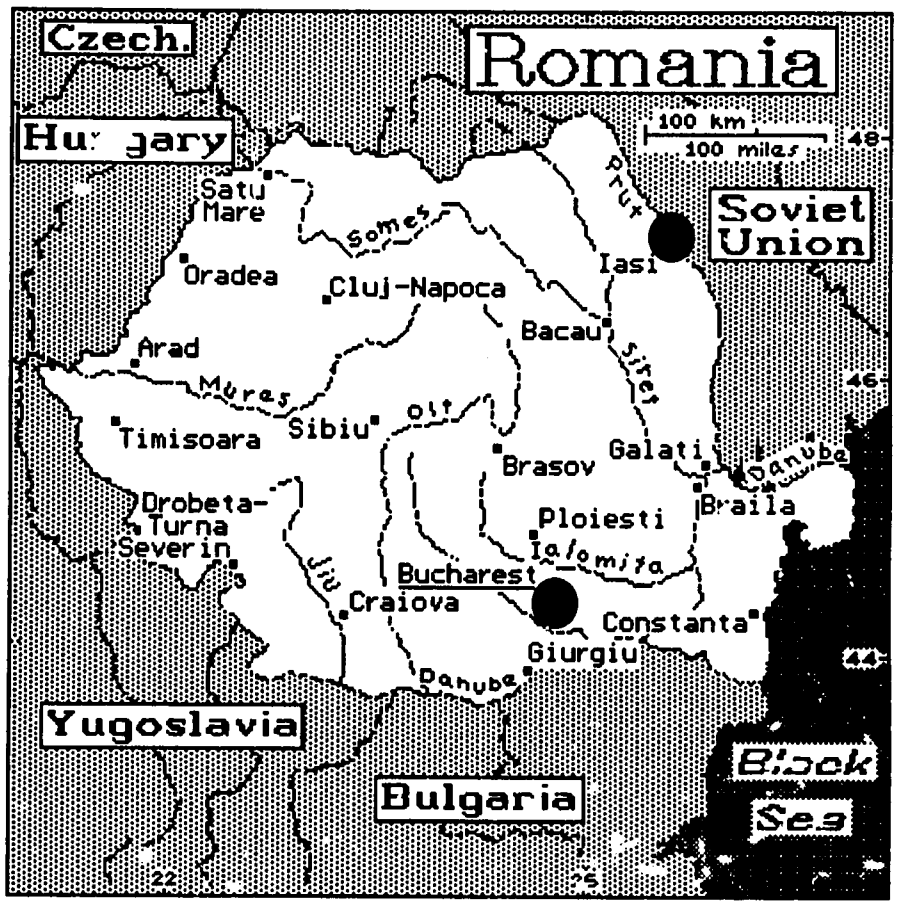


I am now better able to make policy



Source: Leslie Koltai - AID Program Evaluator

University of Washington
Washington State University



Project Sites:

- Buchares
- Iasi

Map Source: The Software Toolworks World Atlas

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UNIVERSITY OF WASHINGTON

The University of Washington together with Washington State University continue their program in Romania. The focus of their efforts are twofold: a series of lectures on Economics Education intended to provide curricular development, and the establishment and operation of two Small Business Development Centers (SBDCs) to be managed and employed by local consultants.

Although program and travel schedules made an on-site evaluation impossible during this quarter, the Evaluation team has made use of all available materials in developing this provisional report. As preparations are made for the upcoming quarter, an on-site evaluation of the University of Washington/Washington State University program is among the Evaluation team's highest priorities.

Third Quarterly Review

The Economics Education Seminar Series was presented to the Academy of Economic Studies (ASE), and the Polytechnic Institute of Bucharest (IPB). Four seminars were presented covering the following topics: Marketing (2 sessions), Management and Organization, and Economics.

Faculty at the Polytechnic are much more receptive and participatory than those at ASE. Lectures at the Academy of Economic Studies are packed with students but few faculty participate. There seems to be a general feeling of resistance from the ASE faculty. As the demand for economics education grows so do enrollments at ASE. Nevertheless, ASE faculty see little need to transform.

ASE and IPB Small Business Development Centers are operating; and, equipment has been delivered. Business plans for continued operations are being drawn up for both centers. These plans

include drafting legal status, budgets, conflict of interest forms, mission statements, job descriptions, business plan questionnaires and other necessary elements.

The National Agency for Privatization (NAP) has remained a strong partner in this project with emphasis placed on technology transfer. Two representatives visited Washington State to observe the conditions for small business development in the U.S. NAP, if it agrees, will be responsible for the development and maintenance of a client reporting system and a database of small businesses in Romania. (For a country with no public phone books such information would be invaluable.) Both efforts are guided by help from Washington State University.

A steering committee has been established with the intended purpose of strengthening networks, communications and small business development collaboration.

This period is noted for the Iasi Small Business Conference held in March. Topics included discussions on Romanian laws and regulation for start-up business enterprises, how to create a business plan, what service and technical assistance programs are available in-country, and lectures on marketing and management activities during the transition.

The grantee has involved the IMPACT Center (International Marketing Program for Agricultural Commodities and Trade) based at Washington State University. WSU felt the Center could assist Romanian agriculture and agribusiness sectors in its transition. A needs assessment was completed and a list of recommendations provided in the report's appendices.

Evaluation and Analysis

The University of Washington faces problems similar to the University of Delaware's. Being the only American AID grantee in

the area, the demand for advice and assistance is very high and their time is limited. Over the past year, the grantee and its subcontractor's involvement in the community and government has been extensive. Such entries have yielded them important information that has improved the efficiency of program offerings. However, the University of Washington must come to a decision regarding the efforts on which they will focus.

The University of Washington needs to spend some time filling in the gaps in their program offerings. Such lapses include the lack of self-evaluation of public and university seminars, and an unfocused effort to develop curriculum development plans. Such frustrations are indicated in appendices.

An appropriate explanation to the target audience, that evaluation forms are used to improve the program and understand current needs, may eliminate any barriers. It is important to realize that the act of completing evaluation forms have ulterior benefits. By soliciting participants for their comments we are teaching them to become more at ease in expressing their own opinions without dire consequences. These comments will also be of great benefit for project planning.

Furthermore, the analysis of this program suggests the need to teach the use of case studies as a pedagogical tool to local faculty. This will increase the benefit, reception and sustainability of these new efforts.

The candor of Ms. Howarth's report is appreciated (as is that of the professors who taught Economics Education at both institutions). Comments provide important and helpful recommendations that can improve the delivery and participatory level of local faculty. In view of a program-wide evaluation, Ms. Howarth reiterates that "the lecture series would have benefitted from having someone in Bucharest at the beginning of the program (October, 1991.)" (Third Quarter Report)

Continued planning for the Symposium (held in June) was taken on by Tom Wincek. Mr. Wincek, Business Development Specialist with the Catholic Relief Agency, has been hired as the conference coordinator.

The University of Washington should understand that its dual-part project demands closer attention and assistance in the area of economics education than previously offered. This issue was raised in December. Given the hurdles the program faces because of Romanian conditions, it is even more important to have U.S. support staff. A six week stint may not be enough to improve the structure and vision of the program.

Small Business Development Centers have a U.S. counterpart devoted to the successful and smooth handling of logistics, not to mention troubleshooting.

The Evaluation team would like to recognize that two co-project directors are responsible for the delivery of this project. They should devote their attention as it is needed.

It seems that the Economics education lecture series has not had the impact originally expected. Part of this disappointment is due to ASE's reluctance to participate. It will be important for the University of Washington to reassess its program in order to determine whether changes in its mission will improve the target audience's receptivity.

IPB appears to be the stronger establishment both for economics education and in progress on the Small Business Development Center. It has developed programs with the National Agency for Privatization (NAP) and has the dedication and enthusiasm of its university behind it. In addition, IPB faculty are now counseling clients with the U.S. staff assisting on the periphery.

The body of the third quarterly report lacks in-depth discussion about the development of business libraries for which library consultants had conducted needs assessments. Year One called for providing resource materials for general libraries, the creation of a new check-out policy and the delivery of specific materials to the SBDCs.

As of December, the grant staff was assessing the appropriateness of developing a video on small business development for the public. A feasibility study was conducted in which the response was favorable. The content would be success stories of local Romanians and the difficulties they overcame. The idea has merit particularly for the psychological impact it could have on the local population. Issues relating to production costs and budget, however, were not addressed.

The IMPACT program, based at WSU, is working in conjunction with WSU to improve the agricultural output of a fertile country. The desperate need for institution-building programs for Romanian agriculture is of particular interest in this report.

The report notes that if Romania does not receive U.S. assistance they most probably will turn to Western European countries. The funding source would then determine which techniques, information, and inputs will become standard.

The need to complete evaluation forms is an obligation for every grantee. The Evaluation team is aware of time constraints. It is, however, expected that calls for information will be carried through in a timely fashion. Questions are encouraged.

Recommendations and Summary

Due to the resistance from the local faculty and administration at ASE, it may be more practical for the University of Washington

to direct its efforts towards the business community and to place less emphasis on faculty development.

The University of Washington may also want to consider how much attention should be paid to each university. The University should determine whether a lack of positive response from ASE is due to a misunderstanding of its needs on the part of the United States, or its own apathy.

Having completed the first year in Romania, it would be significant for the team to reassess its objectives and refocus its program.

The University of Washington (UW) grant is having great success with the development and operation of the Small Business Development Centers. Coordination and responsibility of this effort is by the subcontractor, Washington State University. UW faces a challenge in its Economics Education and curricular development efforts. Reassessing project objectives and efforts may place the University of Washington into a new and better situation.

It is advisable to have multiple American universities involved in serving the extensive needs of Romania.

Grantee Specific Tables
University of Washington

Student Contact Hours

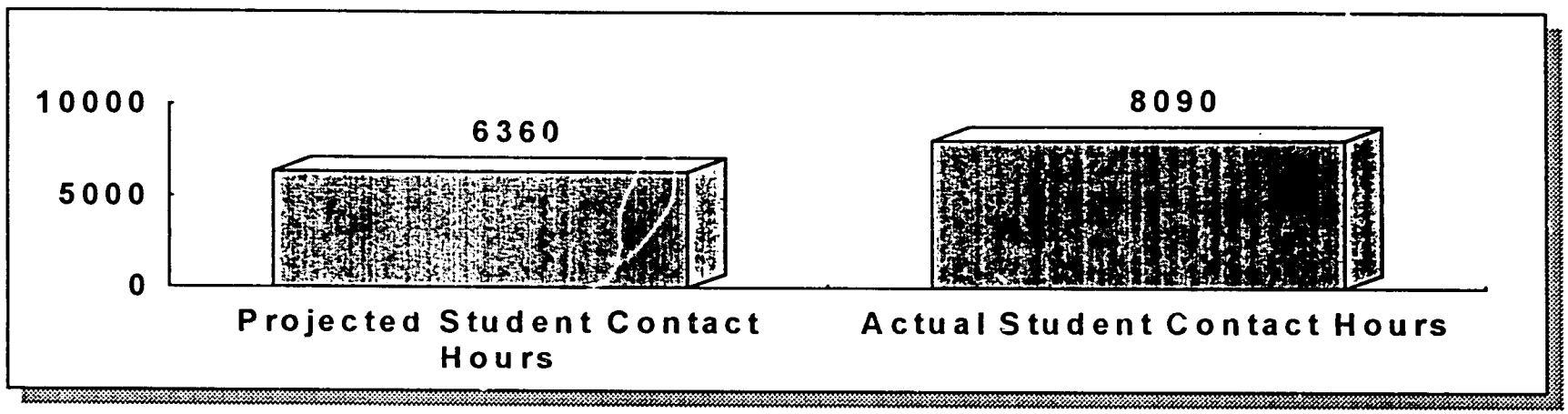
In addition to the University of Washington, Washington State University is a major contributor to program efforts. The program is divided by topic. In both, however, the project experienced substantially more contact hours than projected, particularly for the Small Business Development Centers/Consultation aspect of the project.

These figures also indicate that the grantee is having a bigger impact than expected. Given the fact that they held a large conference in June, undoubtedly some of the contact hours came from this event. Nevertheless, it seems the SBDCs are having a big impact.

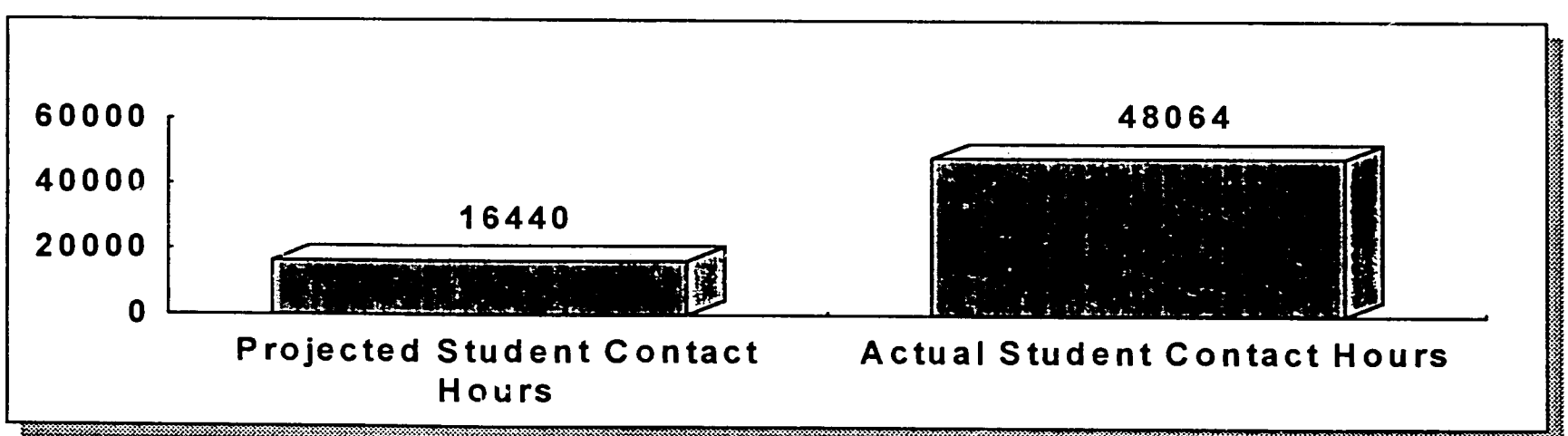
Although this table shows the two universities as separate entities, they are in fact working together to provide an entire program. In doing so, each university is involved in its area of specialization with overlapping responsibilities in program coordination and logistical planning.

University of Washington - Washington State University (Romania)
Student Contact Hours 1991/92

University of Washington - Economics Education



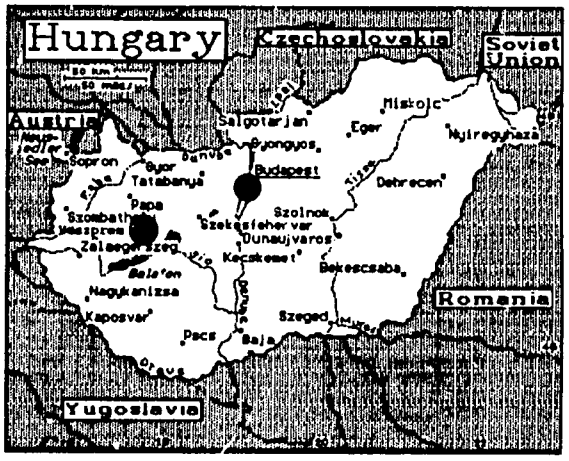
Washington State University - Small Business Development Centers



Source: Leslie Koltai- AID Program Evaluator

University of Wisconsin-Madison

Warsaw



Budapest

Veszprem

Map Source: The Software Toolworks World Atlas

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UNIVERSITY OF WISCONSIN-MADISON

The University of Wisconsin-Madison is operating in Poland and Hungary. Presently, the University is cooperating with New York University (Subcontractor), the Polish International Business School, the Polish Institute of Management and the University of Veszprem in offering courses in strategic simulation and management topics.

Third Quarterly Review

The third quarter report from the University of Wisconsin-Madison (U-WM) states the offering of the following seminars and workshops.

- January 6-10, "Building and Manufacturing Organization for Competitive Markets", Professors Matthew and Wemmerlov
- January 11-13, "Strategic Simulation", Professors Uretsky and Naumienko
- March 9-13, "Managing a Market Driven Business", Professors Gorchels, Joseph and Schrieber.

This quarter was intended as a planning time for distance education activities that would take place in the fourth quarter. During this quarter Wisconsin identified several specific videotaped courses to be tested in Poland and Hungary. They also initiated a survey of major video-based educational providers (about 40 leading universities and 10 private organizations). The survey was designed to assess how receptive Polish and Hungarian universities and organizations would be to the use of this type of educational material in their respective countries.

The report also cites some problems with the implementation of the program. The following quote from John Klus in his letter dated April 20 summarizes the existing situation.

"We have restructured our operational agreement with New York University (NYU). Based on comments from the USAID evaluation and the USAID office in Poland it became clear that USAID wanted more autonomy for Mike Uretsky which we agree is the right thing to do. Therefore, we will operate pretty much independently for our portion of the contract and New York University will do the same. New York University will be the main contact with the University of Warsaw. The University of Wisconsin and NYU are able to work on parallel tracks: the University of Wisconsin with the Polish International Business School and the University of Veszprem; and NYU with the University of Warsaw. It may be that having the two universities offering programs quite independently will produce positive results allowing for greater efficiency. We will continue to cooperate to insure a strong program on both sides."

The quarterly report also demonstrated the existing fund disbursement conditions. Below is the report's financial outline with the proviso that matching funds are not included (the grant letter lists the amount of $145,000 designated as matching funds).

FINANCIAL SUMMARY TABLE

Financial	*Payment to Date*	*Encumbered and Paid*
12-31-91	$184,634	$707,762
3-31-92	$306,273	$796,697
3rd Quarter Expenditures	$121,639	NA
Projected 6-30-92	$815,273	$905,000
4th Quarter Expenditure Projections	$509,000	NA

Evaluation Team's Observations

The visiting Evaluation team had the opportunity to meet with faculty, program participants, and other individuals familiar

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with the University of Wisconsin-Madison MANTREE Program in Warsaw, Poland and Veszprem, Hungary.

U-WM is connected with the following institutions: 1) Polish International Business School (PIBS) located in Warsaw, Poland, 2) Polish Institute of Management (PIM) also located in Warsaw, Poland, 3) University of Veszprem located in Veszprem, Hungary; and, 4) Marketing Centrum located in Budapest, Hungary.

The delivery of the grantee's program is carried out in the form of continuing education -- an "outreach program" managed at Wisconsin-Madison in the United States.

Polish International Business School (PIBS)

The relatively young PIBS recently experienced a change in management after terminating the previous project coordinator, Mr. Turniak. Piotr Ploszajski has been designated the new director of the school. Mr. Ploszajski is a scholar and has written numerous books. He is committed to the management program and would like to continue to train trainers as well as develop more specialized training areas.

Since the termination of the previous project coordinator, the interaction between PIBS and Wisconsin is limited to handling fund transfers. The program itself continues to function while Wisconsin professors visit no more than five days at a time in order to deliver the lectures. The success of the program is more highly dependent upon professor preparation than on the

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coordination of the entire curriculum. Mr. Ploszajski also indicated the need for better cooperation with U-WM in curriculum planning, project financing, and program coordination.

Polish Institute of Management

The Polish Institute of Management (PIM) is a private organization (enterprise) located on the University of Warsaw (UW) campus, the designated host institution in Poland. From the start it was assumed that Wisconsin would cooperate with UW. Due to a lack of mutual cooperation and some misunderstandings, PIM went ahead and set up operations on its own and, thus, became the cooperating organization with Wisconsin. The role of NYU in this less than perfect "relationship" requires more clarification. The PIM program is not an academic program. It is a for-profit organization presently involved in the retraining of the former Soviet Army.

During the third quarter, in cooperation with Wisconsin-Madison, PIM ran various programs in Warsaw and in the Polish countryside. One seminar was conducted in the city of Plock. The seminar was designed to train leaders of industry and business interested in international connections and business relations with the United States.

The Evaluation team received input from Andrei Celinski, the mayor of Plock City. The mayor reported that the city would like more help in training the region's managers and municipal

leaders. Overall, he expressed his satisfaction with the outcomes of the program in his city.

In essence, the Wisconsin-Madison supported courses in conjunction with the PIM private courses are part of a five month effort to provide management education in Poland. The audio-visual materials received from the United States are an integral part of the program.

As far as the management of PIM is concerned, Dr. Naumienko indicated that no contract yet existed with Wisconsin-Madison. In April she submitted three invoices for $36,125 and had not yet received reimbursement at the time of the visit in June. She also informed the Evaluation team that she had received a major contract from the Social Security Administration for retraining employees.

University of Veszprem (Veszprem)

Mr. Kovacs reported that the program at the University of Veszprem is running well. However, since it is not located in Budapest it is suffering from poor public relations and recruitment opportunities. Outreach is proving to be more difficult than expected.

Zoltan Kovacs has been in charge of planning and organizing the seminars. He is also responsible for finding cooperative partners for Wisconsin who are willing to operate management training centers.

Veszprem requested marketing assistance from Wisconsin-Madison in order to improve their recruiting efforts. With the aid of Wisconsin-Madison in designing the brochure and providing helpful marketing techniques, Veszprem has been able to improve its advertising image. The first seminar at the University of Veszprem was a success. The course on building a manufacturing organization for competitive markets was transformed into a consultation session due to low enrollment and lack of funds to translate course materials.

The University of Veszprem offered a course in Budapest which was planned and organized by the Marketing Centrum. The Marketing Centrum had been hired by Wisconsin-Madison specifically for the purpose of managing and coordinating the program in Budapest. This partnership was arranged with Gabor Vegh by Zoltan Kovacs (Veszprem) and Robert Bock (U-WM/MANTREE). The terms of the agreement with the Marketing Centrum state that fees received from participants above and beyond the expenses billed to Wisconsin-Madison are considered profit for the Marketing Centrum. As a result, the classroom location, materials, and equipment used for the courses were less than adequate.

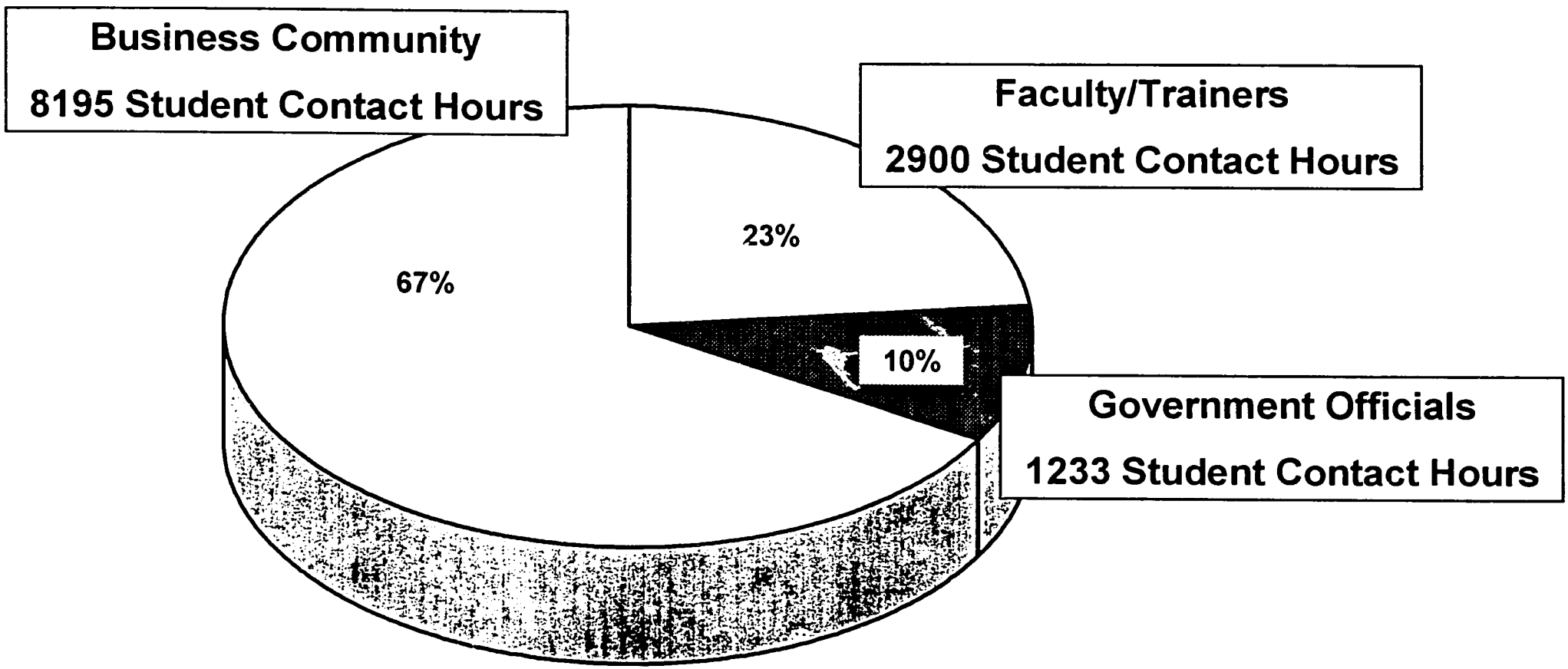
At the time of the evaluator's visit to the University of Veszprem, equipment was delivered and funds received from Wisconsin-Madison.

Recommendations and Summary

It is clear from WISMAD's performance that the difficulties of conducting a continuing education program, in other words an outreach effort, from WISCONSIN-MADISON without local resident representation has hindered program efforts. A casual review of the budget suggests a surplus of $600,000 which can be, and should be, spent on the proposed program targets as previously approved by AID Washington. Perceived personality conflicts and the communication problems which have arisen because of the long distance administration of the program suggest that it is vitally important to establish local supervision and management at target locations in both Poland and Hungary. Of the three locations (Warsaw, Veszprem, Budapest), the University of Veszprem seems to have the most vitality and enthusiasm for the implementation of the designated programs. In Warsaw, PIBS needs to reorganize itself so that a larger number of participants will benefit from the program. PIM should refocus its priorities and cooperate with Wisconsin-Madison on a formal (contractual) basis.

It is recommended that the University of Wisconsin-Madison MANTREE Project be permitted to continue until December 31, 1992 pending approval from AID Washington. The Evaluation team feels that approval of new funds for a second year of operation is premature at this time.

University of Wisconsin - Madison (Poland/Hungary)
Total Student Contact Hours 1991/92



The University of Wisconsin - Madison Program focused upon Management Education.

Source: Leslie Koltai- AID Program Evaluator

Appendix

- Site Visit Itinerary
- Participant Commentary
- Sample Participant Inquiry Form
- Sample AID Evaluation Data
- Sample Quantitative Data Worksheets
- Map Reference

Year One Evaluation Team Site Visits

December - 1991

Czechoslovakia	Prague	Iowa State University MUCIA University of Pittsburgh Embassy/AID
Hungary	Budapest	SUNY University Wisconsin-Madison Embassy/AID
Poland	Warsaw	Central Connecticut State U. MUCIA Ohio State University University of Minnesota University Wisconsin-Madison Embassy/AID

January - 1992

Romania	Bucharest	University of Washington Embassy/AID
Bulgaria	Sofia	University of Delaware Embassy/AID

May/June - 1992

Bulgaria	Sofia	University of Delaware Embassy/AID
	Varna	University of Delaware
Czechoslovakia	Bratislava	University of Pittsburgh-CERGE Embassy/AID
	Brno	Iowa State University
	Celakovice	University of Pittsburgh-CMC
	Nitra	Iowa State University
	Prague	Iowa State University MUCIA University of Pittsburgh-CERGE Embassy/AID
Hungary	Budapest	MUCIA SUNY Embassy/AID
	Veszprem	University Wisconsin-Madison
Poland	Lubin	Central Connecticut State U.
	Olsztyn	University of Minnesota
	Serock	MUCIA
	Warsaw	University Minnesota University Wisconsin-Madison
	Wroclaw	Central Connecticut State U.

Participant Commentary

One of the most important elements of the Evaluation team's site visits, was a series of face to face interviews with as broad a representative sample of the programs participants as possible. Critical to the utility of these interviews, however, was the ability to extract useable information. Though every effort was made to put the participants at ease, the Evaluation team faced considerable challenges.

The most significant of these challenges was to assure the participants that the evaluation was utterly non-threatening. This was especially important in our attempt to gain candid and truthful information. Coming as they did from systems of institutionalized corruption, many of the participants were at times clearly reluctant to be completely forthcoming with "government Evaluators" (a title which was often an obstacle in itself). This problem, which was experienced to varying degrees, was often only resolved by time. As the interview went on, and the participants came to understand the purpose of the evaluation, the Evaluation team often found itself unable to maintain control of the flow of the discussion.

The following selection of comments highlight some of the most important or repeated comments that the Evaluation team distilled during our recent series of site visits. In each case where translation was required, a non-faculty member was used wherever possible.

In addition to the participant interviews, two other forms of participant responses have been provided. These samples have been divided into three discrete groups; the first is the series of comments noted above. The second element is a composite of Case study profiles. As the Evaluation team return to these program sites, these profiles will form the foundation for more detailed Case studies/Success stories. And finally, there are a collection of remarks taken from the Participant Inquiry forms distributed by the Evaluators during the past quarter.

Participant Interviews:

Czechoslovakia:

Iowa State University: Nitra

Q: "What are your overall impressions of the Workshops?"

A: Having attended "all of the workshops, believe that they were very well organized. It was a good experience. From the beginning, it was clear that the faculty and materials were of high quality."

"Feel that the video would be very useful."

A: This was "a new experience with regards to education. This is especially true in the case of the student to teacher relationship. Felt that this was very positive and helpful."

For him "the best workshops were those that began..." elsewhere "and ended in Nitra; this allowed U.S. faculty a chance to learn about the problems in Czechoslovakia."

Q: "What would *you* do if you could direct matters?"

A: It is important for "us (co-operatives) to have strong marketing and economics departments within our co-operatives. This lack is detrimental. Another serious lack is the absence of long term planning."

Q: "What effects has your participation in the Workshops had on you in your company or at work?"

A: "Had many ideas before the workshops, but the courses have given me confidence and helped to refine them. There are some new ideas, but they no-longer feel so foreign."

"This self-growth is critical, because these changes must penetrate."

" It would be important to increase number of agricultural marketing courses - Production is not a problem, selling is."

** General Comments **

"Best course I have taken; everything was well prepared."

"Deepened his convictions that they must continue to change."

"Very eager to pursue other courses, and will tell peers that they should attend."

"Though 'native' courses of this kind have begun to be offered... they are not very good."

"Participated in a seminar offered by Germany. The overall standard was not as high as that offered by Iowa State."

"Evaluations were new, and very much appreciated - makes me feel as if I am helping to create the course."

"It was good that the faculty did not try to give one answer."

"Though through the Communist era I, and we all, knew something was wrong, now we can see what really does work."

Iowa State University: Prague

Q: "Can you make effective use of this information?"

A: "Yes. Have received many such invitations, but the topics of this workshop were most interesting. Hope these courses will help smooth path of change - using proven methods gives me, and my co-workers, confidence."

Q: "What is your overall impression of the Workshops?"

A: "Well pleased with both the materials and the teaching."

"More active presentation, using slides and video's, would be helpful"

** General Comments **

"I live 150-160 km. from Prague, whish for closer location."

"Prefer outside, impartial opinion to that of Czech or Slovak instructors."

University of Pittsburgh:

Center for Economic Research and Graduate Education:

Q: "Why did you take course?"

A: "The final effect is (positive or negative) dependent on the background preparation. I think that this course has been well targeted, because it is aimed at the people who will design and implement new programs. The formulas and theoretical aspects serve to support their ideas when we are asked to support their ideas by our superiors. Have yet to apply in the field. I think that economic - political atmosphere hinders implementation of laws that practice suggests. Theoretical information gives them 'weapons' to approach those in power."

Q: "What improvements would you make?"

A: "Believe there should be a follow up course. At the moment, they are still waiting for new problems."

** General Comments **

"Would like to have follow up which would be more interactive (subject, content, and topics). Would like to bring "real" world problems to class."

"Perhaps, based on this information, the relationship between the 'real' world and the academics will become better and more useful."

Czechoslovak Management Center:

Q: "Have you found that your co-workers are receptive to your new ideas/knowledge?"

A: "They have been very open"

"Some peers are open, others are not so. A great deal depends on their age; senior peers are less so."

** General Comments **

- Of those participating in the interview, reaction was split as to content: some would have preferred more specific, reality based examples. The length of the course was felt to be optimal. *None* believed they

could attend a longer course.

- Additionally, their was a distinct preference, and much higher level of trust, when the courses were taught by Westerners.

Midwest University Consortium for International Activities:

Q: "What were your overall impressions of the course?"

A: "This is the first time I have been able to understand the 'big picture' in financial terms."

** General Comments **

The participants voiced the desire to have increased topic specification, more case studies, the ability to keep the case study materials, and that the course become a part of a larger series with a certificate of completion offered.

Hungary:

** General Comments **

"It is very difficult for us to listen full time, full days to new ideas in a super-concentrated form in English. They packed so much information into 2 1/2 days. After this course I want to select one subject and go into more depth, lets say for two or three weeks."

One women participant was upset that the valuable information was being limited to English speakers.
" You should introduce Hungarian top managers who are now in these positions this information. I think this information is exactly what these top managers need."

"I went to Japan for a six week course and because of this I can compare the two. I am now studying at the Budapest University of Economic Sciences (BUES). I liked four weeks in four months better than 6 weeks solid. With MUCIA, this was (for) the students course. Two guys came here several months ago before the program began asking what we wanted. The Japanese maintained a strict structure."

Poland:

Midwest University Consortium for International Activities:

** General Comments **

"I couldn't learn accounting in three days, but I learned how important it is."

"These courses are just a pill. I want to attend courses that focus on topics."

"This course has given me the chance to see what courses I would like to explore in more depth."

The following sequence of comments were acquired during a course of follow-up meetings with selected subjects of our participant interviews.

Case Study Profiles:

University of Minnesota

Dr. Jerzy Blilinski from the Agricultural Academy in Warsaw spoke on behalf of faculty who attended. He noticed good enthusiasm from faculty and students. Faculty were not able to attend all courses because of other responsibilities. They were not exempt from their normal duties to attend the lectures. Many colleagues have never seen these topics and have old school training. The course was great in learning about technical equipment for agriculture and pedagogy.

Dr. Bazyli Poskrobko, from the Polytechnic of Bialystok, noticed that interest and participation from his faculty grew with each course offering. The general consensus was that U.S. faculty achieved a high scholarly level in their teaching. All the faculty who attended are now reconstructing the subjects they are teaching, incorporating the new information. Western definitions and new terminology poses the greatest challenge to comprehension; particularly because some terms are the same in both countries but the definition is different.

University of Wisconsin-Madison

Katarzyna Czerwinski - graduated from the University of Warsaw with a degree in American literature. She began her career as an interpreter when she and her husband were living in Bagdad assisting in commercial negotiations and contracts. She decided to give herself a theoretical background in business which is why she joined the program.

"Simulation was a new form of teaching for me. I realize that you can learn more with real life practice. It evokes a process of change that never would happen reading a book. It changes the attitude." She wants people to be aware of the Western and American way of business.

Marek Dziduszko - received his degree in Economics and Organized Planning from the Central School of Planning in 1978. In 1982, he became a journalist for a media-medical magazine in which he wrote about the management and organization of the public health care field. Today, he is a full-time journalist for a professional monthly targeted to managers and trainers. Articles from the magazine generate many requests from the readers for more information. His participation in the program was of great help to him. He now understand the parts of a company and the link between companies and the market. He also learned the value of cooperating in a team situation, how to manage the team and make a decision with a team. He explains, "there is a big gap between knowledge and attitudes. Even brief contact with a different style of work or exposure to different objectives of a company will change someone's perspective. People don't realize they could do something in a different way. Communication with other cultures and managers helps this."

State University of New York

Laszlo Csia - is a life insurance salesman for a Dutch owned company. He participated in a two week course on financial management, marketing and human resources. He was pleased with the program but for the limited amount of printed material. In the future he would like materials that move beyond the related lecture topic and would certainly participate in a program which focused on one topic for a 2-4 week period.

Csaba Bodrogi - began a program with Professor Thomas (SUNY) in Gyor and would like to offer additional programs.

Gyula Flop - a specialist and teacher of strategic management and marketing, participating in SUNY's curriculum development and course offerings. It was very beneficial to his institution which is currently in the process of establishing an MBA program. The design is modeled after SUNY's in Budapest.

Arpad Lipcsei - told us about the barriers in starting a new business. "It is impossible to get loans. There are 500,000 private enterprises in Hungary with virtually no bank loans available. If you want one you must guarantee and put up

200%. And, taxes are high. So private enterprise is at a disadvantage."

Zsilavi Fabinne - began a community association on the outskirts of Gyor. After reading an article about her, SUNY sought her out to offer help. Her training taught her how to write grant applications which she sees as her ticket for success. There is no central source for grant information, so she relies on word of mouth to learn about RFPs.

Central Connecticut State University

The Rector of Wroclaw Technical University explained "The infancy stage of this program is over. All activities are now in full swing."

Meeting with Institute of Business Studies Students

Zofia Wilimowska - teaches Product Engineering Management (technical cybernetics) and had no business experience. Now she has started to incorporate new business ideas into her lectures. She and a few of her colleagues have also begun a consulting team called "MANAGER." It will be a consulting team offering training courses to the public with manufacturers as their target audience. Case studies were instrumental in helping them to practice and work as a team.

Cezary Baranowski - is a student studying computer programming. He has decided to open his own company using his computer skills but would like to gain experience working initially with a corporation. He especially liked the course on "Organizational Structure and Human Resource Management" for its influence in changing his attitude and understanding on the workings of a company.

Barbara Figiel - is a graduate of the Economics Academy and now works in the food industry running a company called ASSAI with her husband. As a foreign trade company, it has grown tremendously in the past two years. They are more successful with importing than exporting at the moment and are developing new products to compete against Western items. A long time ago she had an idea for a new food product and now with the knowledge she has gained is starting to develop it. Additionally, she has been able to solve some problems at the company with information she receive from the course.

Grazyna A. Gwizdala - is an English teacher at the Department of Foreign Language. Taking such a course has dramatically improved her understanding of business terminology and therefore has made her more marketable. She interprets and translates for legal, accounting and marketing firms and is learning how to communicate effectively in the business world.

Piotr Malec - is a manager of an electronics department and part owner of a small company called ADAREX, a local computer dealer. IBS gave him comprehensive knowledge and strategy giving him a larger view of his firm. Having learned about the business cycle he now understands how firms end up with lots of money at the end of the fiscal year. Piotr explains that he has begun to notice a change in attitude. "People are more energetic, dynamic and open - the American style. I don't know when they changed their thinking. Maybe a result of training. I myself have changed my style, and sure my colleagues notice. When friends hear about my involvement they see me as a very informed person. Now I work as a consultant for my friends. I prepare business plans for firms and see a lot of plans. Now I notice a lot of mistakes that consulting firms are making. I can point them out."

Andrzej Czemplik - would like to help Wroclaw Technical University in starting a separate school of Business complete with its own budget and administration. He would like to utilize American expertise to design it properly. He also recommends that the course be taught in the native tongue. "It is easier to understand in our own language and discussions are better when we are able to use it."

Participant Inquiry Comments:

The subsequent list incorporates a selection of comments taken from the Participant Inquiry form distributed by the Evaluation team during the quarter.

Note: Comments from Iowa State University and University of Pittsburgh (CMC) were written in Czech and translated by the respective programs. The others (Delaware, MUCIA, Nebraska, and CCSU) were written by the participants in English and transcribed verbatim. Spelling errors were corrected, but grammar was not. It is hoped that this will retain the original flavor of the response, as well as illuminate the participant's level of proficiency with the English language.

I. IOWA STATE UNIVERSITY

(Translated)

1. Very useful team which gave overall picture about functioning, importance, and financing of the research at ISU.

2. Perfect.
3. Huge endeavor of lecturers to know present situation at our school.

4. Quality of workshop was very good; it gave me an opportunity to obtain knowledge about American university education.

5. It helped me to improve my general understanding of local administration and its management, because I didn't have enough information up to now.

6. To think about time length of workshop for future, topics should be more particular.

7. The program has proper organization, an excellent level, but I have feelings that wide public doesn't have enough information. This is a reason for low number of participants.

8. I am satisfied. The program met my expectations. I would recommend to raise the activity of participants.

9. The program was very up to date.

10. Program of course was prepared carefully and was up to date for our present situation.

11. Very good quality of the workshop. I liked very much joining of the theory base with practical experience.

12. Workshop program is important from the point of view of future of agriculture in CSFR. Good level of workshop.

13. It was the best educational program which I ever took part in.

14. The workshop was very well prepared; it improved my knowledge.

15. Too general. The most interesting were particular examples. We got only general point of view in our conditions, only interesting.

16. Overall impression - positive. Not enough participants, maybe better advertisement would help.

17. The organization itself plus content are improving but there's still a question about repeating advertisement plus appropriate sequencing for a longer term course.

18. I had the opportunity to participate only in this course, not the previous ones. The participation was useful for me; it broadened my perspective, although I cannot use

it directly in my work. I would appreciate a similar workshop focused on Sunday schools. Were enough people from universities invited?

II. UNIVERSITY OF DELAWARE:

1. Too good for Bulgarian conditions.

2. Extraordinarily good (excellent), but a bit too intensive.

3. It was very good but some more time was clearly needed to cover all the important issues.

III.a. MUCIA-HUNGARY:

1. The overall quality was high. I have enjoyed the program very much. Thank you and all the lecturers/facilitators.

2. This course gave me the first economical and business knowledge in my life. And it was up to date from excellent teachers. Not much people can teach free market economy in Hungary yet (no Hungarians).

3. It was well organized, effective, efficient.

III.b. MUCIA-POLAND:

4. It was very interesting and useful to obtain general knowledge of the economy of free market. These courses showed me the way of my future studies.

5. The quality of the program was prepared very good. I think it will be helpful for the future.

6. I would like to train more on local (Polish) cases. In spite of this I am very glad to participate in this course.

7. The program was organized very well; the lectures were able and helpful in our learning. High professional skills of the faculty made us very enthusiastic. I do hope the program is going to be continued!

8. Marketing program could be done better.

9. It was interesting and useful to my job.

III.c. MUCIA-CZECHOSLOVAKIA:

10. It was very good. I'd like to continue in more specific and detailed ways in some subjects.

11. The quality of the program was good and I would recommend it to my friends in case it will repeat again.

IV. UNIVERSITY OF PITTSBURGH/CMC-CZECHOSLOVAKIA:

(Translated)

1. Lecturers chosen by their experience are the best teachers for getting acquainted with the problems. The written materials are interesting and useful. The video took too much time.

2. The program was of high quality, thanks to the lecturers' practical experience.

3. The quality of the program was good and useful for me.

4. It would be better to have students from the same or similar fields.

5. Very good. I got a lot of information which I didn't have access to before, or I couldn't get.

6. I didn't attend the whole course, it was divided between my colleagues and I.

7. It fulfilled my expectations.

V. UNIVERSITY OF NEBRASKA-LINCOLN -- ALBANIA

1. The period of conference is too short.

2. First of all I would like to thank all the professors from the University of Nebraska. I am delighted from their lectures.

3. I think that this is a very good course. Thank you for your help! And if you can, please come again in our country, we always need your help.

4. I had no question, but I want to thank you and all of your friends coming here to teach and to help us for the transition to the market economy. Thank you very much. Full of respect. Monika Morcka.

5. I'm an officer in the State Bank of Albania, Korce branch. I'm interested especially in bank accounts. I

understand that bank system is one of the most important part of our economic reforms. I need further instructions in this area and I hope to take part in other special conferences especially for banking accounts. Maybe the best way to learn...is to take part in one American bank exam for a short time. I really need it, and hope to have in Nebraska, Lincoln. Yours truly, Miko Muke.(Mickey Mouse)

6. Long live the American people. The conference was splendid. We are very delighted. We have been always eagerly to learn from the experience of the fine people of U.S.A. It has been a bad fate for our people to be isolated for 80 years, but fortunately we have now such marvellous friends like U.S. people. Thank you very much. With great respect. Vaske Papaolhemi.

7. For me, the lessons of Dr. Robin Anderson and Larry Cox, were wonderful. It was so good combinated: the practice spirit of entrepreneurs with high theoretical level. I will be happy to meet them again in other conferences in Albania or to continue getting more knowledge in the U.S.A. Thank you very much.

8. First of all I thank our professors Robin Anderson and Larry Cox and the translator Fillokh Piro for the perfect lectures they gave us. 1. For the future I think to be another conference for more than two weeks. 2. We need more books and materials. 3. It's better to see in practice in U.S.A. too.

9. The best wishes for all of you! U.S.A. must help Albania as a special case. We have a great hope to America.

10. I would like to thank all the professors that helped us a great deal for steppings is this new way of free trade economy. I would like to thank Professor Luthans, Professor Lee and Professor Diggman. I hope in the future for further information and lessons that will help us a great deal.

11. I enjoy very much this conference. It is just for our needs. The team of Professor Lee is too much sympathetic for me. I like very much Professor Fred Luthans and Professor Anderson. Sincerely. Alida Hyso.

12. I enjoy very much this conference. It is concepted just for our needs. I like very much. Sincerely. Niko Mitre.

13. I thank you for the high level of this conference that you run in Korce. Your group is sympathetic, in all fields of directions. I wish you success. Piro Simaku.

14. - Dear professor! Please tell your people that Albanians are not a lazy people. We have to suffer our bad luck now. Thank you very much indeed!

15. First of all, 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. I have a very special impression from Professor Lee and Digman. Thank you.

16. I appreciate it very much, and like to thank all the professors for their lessons they gave us. Very interesting for me was that part of lessons about management and leadership given from Fred Luthans as well as those given from Professor Lee and Professor Digman. You are welcomed again in our town in Korce.

17. ...I believe really now that U.S.A. and American people is thinking how to help Albanian people passing the transition period. Especially Mr. Luthans was marvellous in interpretation of his lectures. Now I think that only Market Economy can bring us prosperity. And I thank all the American professors about that. Thank you U.S.A.! Aleks Jani.

VI. CENTRAL CONNECTICUT STATE UNIVERSITY-POLAND

1. Good, interesting, I would be lucky to take part next year.

2. The quality of this course was good. The instructional materials were interesting, but I'm not sure they're useful in this country. The instructors presented materials in a very helpful way.

3. I consider the program as interesting... it covered my field of interest. The materials presented were of great value and helped me to understand the main problems discussed. However, in general the program is rather for students not professionals.

4. Well organized; good opportunity to learn how to stay in business, make progress and manage people.

5. The program was well prepared so as everybody could understand the problems. It was clear and effective.

6. I really enjoyed participating in this course. It was in a very good way. (The respondent drew a smiley face after her comment.)

7. I would like to take part in the program which is more focused on specific subjects (for example) marketing only.
8. It was very good that such courses appeared in Poland. Everything during this course was very good but the amount of material the course included was too much. I think that a course like that should be focused on one thing to show it better.

9. This seminar helped me to realize that I still have much to learn.

10. I found the overall quality satisfactory. The broad spectrum of topics covered helped me gain insight into various aspects of doing business in the free market economy. However, I'd like the participants' progress achievement to be more closely monitored.

11. We were provided high quality seminar. Lectures were well organized, dynamic and comprehensible; instructors professional and friendly.

12. I took the course twice.

13. a) The course participants should stay in touch after the course and share their experience. b) The course organizers should continue supervising its participants achievements.

PARTICIPANT INQUIRY FORM

DEMOGRAPHIC INFORMATION:

Date of Inquiry: _____

Age: _____ Sex: ☐ M ☐ F

Title/Topic of this course _____

Location: _____

Your Current Occupation: _____

Your Occupational Goals: _____

Does your current job involve teaching others? ☐ Yes ☐ No

Does your current job involve supervising others? ☐ Yes ☐ No

Highest Level of Education: _____

Field of Study _____

How did you hear of this program?

- ☐ Advertisement
- ☐ Friend
- ☐ Teacher/Professor
- ☐ Work
- ☐ Found out on my own
- ☐ Other _____

INSTRUCTIONS:

Your response to these questions will be used to improve future programs. Your opinion is important to us.

Please score each statement by either circling a 5 (strongly agree with the remark) or a 1 (strongly disagree with the remark). You may also mark between these numbers (2, 3, or 4) if this seems a more appropriate response. There are no "correct" answers to these questions.

Thank you.

			Strongly Agree	Agree	No Opinion	Disagree	Strongly Disagree
1.	The quality of instruction was excellent.	1.	5	4	3	2	1
2.	The instructional materials are well designed.	2.	5	4	3	2	1
3.	The content of this course is relevant to my needs.	3.	5	4	3	2	1
4.	The instructor covered material that was beyond my understanding.	4.	5	4	3	2	1
5.	The instructor seem to be concerned about the participants progress.	5.	5	4	3	2	1
6.	The instructors seemed to be well versed in the topic as it relates to my country.	6.	5	4	3	2	1
7.	The course met my expectations.	7.	5	4	3	2	1
8.	The course was not relevant to the business situation I am currently experiencing.	8.	5	4	3	2	1
9.	The instructional materials are difficult to understand.	9.	5	4	3	2	1
10.	The facility was well suited for this program.	10.	5	4	3	2	1
11.	The classroom equipment used is well suited for this program.	11.	5	4	3	2	1

Continued on back of page

Continued from front page.

12.	I would take this course again.	12.	5	4	3	2	1
13.	I would recommend this course to other interested parties.	13.	5	4	3	2	1
14.	The Video Presentations were well suited to the course.	14.	5	4	3	2	1
15.	The Video portion of the course was of high quality.	15.	5	4	3	2	1
16.	Translators/Interpretors were very helpful in helping me to understand the material.	16.	5	4	3	2	1

THE FOLLOWING SECTION IS FOR PARTICIPANTS WHO HAVE COMPLETED A PROGRAM OR HAVE COMPLETED AT LEAST ONE COURSE OF STUDY.

Comment here on the overall quality of the program:

			Strongly Agree	Agree	No Opinion	Disagree	Strongly Disagree
	As a result of my participation in this program I have achieved:						
1.	Professional Advancement	1.	1	2	3	4	5
2.	Greater Professional Skills	2.	1	2	3	4	5
3.	Exposure to Professional and/or Personal Contacts	3.	1	2	3	4	5
4.	Diploma or Certificate of Completion	4.	1	2	3	4	5
5.	Salary Increase	5.	1	2	3	4	5
	As a result of my participation/training in this program I am now:						
6.	Better Able to Manage People	6.	1	2	3	4	5
7.	Better Able to Complete Research	7.	1	2	3	4	5
8.	Better Able to Direct Projects	8.	1	2	3	4	5
9.	Better Able to Teach Others	9.	1	2	3	4	5
10.	Better Able to Make Policy	10.	1	2	3	4	5
11.	Better Able to Lead Company	11.	1	2	3	4	5
12.	I attended the program regularly	12.	1	2	3	4	5
13.	The project staff is very helpful	13.	1	2	3	4	5
14.	The overall program will increase my understanding of the free market economy	14.	1	2	3	4	5
15.	The overall program will have long lasting benefits	15.	1	2	3	4	5
16.	The overall program seems to be well organized	16.	1	2	3	4	5
17.	Access to instructors and project staff is quite good	17.	1	2	3	4	5
18.	I have been able to establish valuable business contacts	18.	1	2	3	4	5

Thank you for your time and cooperation.

This form should be returned to Dr. Koltai 16200 Ventura Blvd. #224 Encino, CA 91436 USA

Summaries of QUALINST EXCELLENT QUALITY OF INSTRUCTION
By levels of GRANTEE

Variable	Value	Label	Mean	Std Dev	Cases
For Entire Population			4.4036	.6911	939
GRANTEE	1	PITTSBURGH CERGE	4.0775	.7028	129
GRANTEE	2	PITTSBURGH CMC	4.4659	.7573	88
GRANTEE	3	DELAWARE	4.6150	.5478	226
GRANTEE	4	CCSU	4.0240	.8469	125
GRANTEE	5	MUCIA	4.4545	.5025	55
GRANTEE	7	NEBRASKA	4.8321	.3752	131
GRANTEE	9	IOWA	4.3333	.5452	84
GRANTEE	10	OHIO	3.8824	.9926	17
GRANTEE	11	MINN	4.3095	.6396	84

Total Cases = 953
Missing Cases = 14 OR 1.5 PCT.

Summaries of INSTMATE INSTRUCTIONAL MATERIALS WELL DESIGNED
By levels of GRANTEE

Variable	Value	Label	Mean	Std Dev	Cases
For Entire Population			4.3390	.7086	944
GRANTEE	1	PITTSBURGH CERGE	4.0763	.6750	131
GRANTEE	2	PITTSBURGH CMC	4.2809	.8392	89
GRANTEE	3	DELAWARE	4.4469	.6105	226
GRANTEE	4	CCSU	3.9683	.7893	126
GRANTEE	5	MUCIA	4.3273	.5791	55
GRANTEE	7	NEBRASKA	4.6742	.6711	132
GRANTEE	9	IOWA	4.4217	.6073	83
GRANTEE	10	OHIO	4.3529	.6063	17
GRANTEE	11	MINN	4.4706	.6092	85

Total Cases = 953
Missing Cases = 9 OR .9 PCT.

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Summaries of RELEVANT COURSE RELEVANT TO NEEDS
By levels of GRANTEE

Variable	Value	Label	Mean	Std Dev	Cases
For Entire Population			4.1403	.8678	934
GRANTEE	1	PITTSBURGH CERGE	4.0078	.8524	129
GRANTEE	2	PITTSBURGH CMC	4.2841	.8834	88
GRANTEE	3	DELAWARE	4.2212	.8081	226
GRANTEE	4	CCSU	4.1694	.7182	124
GRANTEE	5	MUCIA	4.4000	.5644	55
GRANTEE	7	NEBRASKA	4.2519	1.0695	131
GRANTEE	9	IOWA	3.9375	.8619	80
GRANTEE	10	OHIO	3.7647	.5623	17
GRANTEE	11	MINN	3.8571	.9712	84

Total Cases = 953
Missing Cases = 19 OR 2.0 PCT.

Summaries of UNDERSTA COURSE MATERIAL BEYOND UNDERSTANDING
By levels of GRANTEE

Variable	Value	Label	Mean	Std Dev	Cases
For Entire Population			2.2101	1.2502	933
GRANTEE	1	PITTSBURGH CERGE	2.1102	1.0483	127
GRANTEE	2	PITTSBURGH CMC	1.6023	1.1197	88
GRANTEE	3	DELAWARE	2.2545	1.2785	224
GRANTEE	4	CCSU	2.3651	1.3423	126
GRANTEE	5	MUCIA	2.3333	1.3459	54
GRANTEE	7	NEBRASKA	2.5581	1.3801	129
GRANTEE	9	IOWA	1.9524	.9557	84
GRANTEE	10	OHIO	1.4118	.6183	17
GRANTEE	11	MINN	2.4524	1.2164	84

Total Cases = 953
Missing Cases = 20 OR 2.1 PCT.

Summaries of INSTCONC INSTRUCTOR CONCERNED ABOUT STUDENTS
By levels of GRANTEE

Variable	Value	Label	Mean	Std Dev	Cases
For Entire Population			4.2973	.8418	878
GRANTEE	1	PITTSBURGH CERGE	3.8779	.8773	131
GRANTEE	2	PITTSBURGH CMC	4.0682	1.0699	88
GRANTEE	3	DELAWARE	4.3348	.7573	224
GRANTEE	4	CCSU	4.3780	.7007	127
GRANTEE	5	MUCIA	4.2222	.8165	54
GRANTEE	7	NEBRASKA	4.7879	.6883	132
GRANTEE	9	IOWA	4.2892	.7891	83
GRANTEE	10	OHIO	3.7059	.7717	17
GRANTEE	11	MINN	4.5909	.5032	22

Total Cases = 953
Missing Cases = 75 OR 7.9 PCT.

Summaries of INRELCNT TOPIC RELATES TO COUNTRY
By levels of GRANTEE

Variable	Value	Label	Mean	Std Dev	Cases
For Entire Population			3.9213	.9625	877
GRANTEE	1	PITTSBURGH CERGE	3.9389	.8205	131
GRANTEE	2	PITTSBURGH CMC	3.5795	1.0691	88
GRANTEE	3	DELAWARE	4.2018	.7767	223
GRANTEE	4	CCSU	3.6063	1.0325	127
GRANTEE	5	MUCIA	3.7091	.8090	55
GRANTEE	7	NEBRASKA	4.1985	1.0984	131
GRANTEE	9	IOWA	3.9398	.7216	83
GRANTEE	10	OHIO	2.8824	1.1114	17
GRANTEE	11	MINN	3.7727	1.1925	22

Total Cases = 953
Missing Cases = 76 OR 8.0 PCT.

Summaries of METEXPEC COURSE MET EXPECTATIONS
By levels of GRANTEE

Variable	Value	Label	Mean	Std Dev	Cases
For Entire Population			4.0511	.9111	940
GRANTEE	1	PITTSBURGH CERGE	3.8846	.8503	130
GRANTEE	2	PITTSBURGH CMC	4.2247	.9139	89
GRANTEE	3	DELAWARE	4.2622	.7604	225
GRANTEE	4	CCSU	4.0794	.8060	126
GRANTEE	5	MUCIA	4.4727	.5039	55
GRANTEE	7	NEBRASKA	4.0000	1.1635	131
GRANTEE	9	IOWA	3.7619	.9647	84
GRANTEE	10	OHIO	3.7059	.6860	17
GRANTEE	11	MINN	3.6747	.9891	83

Total Cases = 953
Missing Cases = 13 OR 1.4 PCT.

Summaries of NOTRELEV COURSE NOT RELEVANT TO MY BUSINESS
By levels of GRANTEE

Variable	Value	Label	Mean	Std Dev	Cases
For Entire Population			2.4081	1.2278	919
GRANTEE	1	PITTSBURGH CERGE	2.2813	1.1079	128
GRANTEE	2	PITTSBURGH CMC	2.0833	1.3815	84
GRANTEE	3	DELAWARE	2.3778	1.1078	225
GRANTEE	4	CCSU	2.3333	1.0431	126
GRANTEE	5	MUCIA	1.9074	1.0328	54
GRANTEE	7	NEBRASKA	2.7920	1.6622	125
GRANTEE	9	IOWA	2.4634	1.0564	82
GRANTEE	10	OHIO	2.8824	.6002	17
GRANTEE	11	MINN	2.7436	1.1781	78

Total Cases = 953
Missing Cases = 34 OR 3.6 PCT.

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Summaries of DIFFMATE COURSE MATERIALS ARE DIFFICULT
By levels of GRANTEE

Variable	Value	Label	Mean	Std Dev	Cases
For Entire Population			1.8622	1.0034	929
GRANTEE	1	PITTSBURGH CERGE	1.7442	.7529	129
GRANTEE	2	PITTSBURGH CMC	1.4405	.8265	84
GRANTEE	3	DELAWARE	1.8805	.9973	226
GRANTEE	4	CCSU	1.9921	.9553	127
GRANTEE	5	MUCIA	1.6909	.5400	55
GRANTEE	7	NEBRASKA	2.1181	1.3779	127
GRANTEE	9	IOWA	1.6790	.7216	81
GRANTEE	10	OHIO	2.0588	1.1974	17
GRANTEE	11	MINN	2.0843	1.1604	83

Total Cases = 953
Missing Cases = 24 OR 2.5 PCT.

Summaries of FACILITY FACILITY WELL SUITED FOR PROGRAM
By levels of GRANTEE

Variable	Value	Label	Mean	Std Dev	Cases
For Entire Population			4.0787	.9672	928
GRANTEE	1	PITTSBURGH CERGE	3.7710	1.1202	131
GRANTEE	2	PITTSBURGH CMC	4.1905	1.2561	84
GRANTEE	3	DELAWARE	3.9398	.8076	216
GRANTEE	4	CCSU	3.9048	.9246	126
GRANTEE	5	MUCIA	3.9091	.8876	55
GRANTEE	7	NEBRASKA	4.4427	1.0089	131
GRANTEE	9	IOWA	4.3614	.6731	83
GRANTEE	10	OHIO	4.0000	.5000	17
GRANTEE	11	MINN	4.3412	.8245	85

Total Cases = 953
Missing Cases = 25 OR 2.6 PCT.

Summaries of EQUPMENT EQUIPMENT WELL SUITED FOR PROGRAM
By levels of GRANTEE

Variable	Value	Label	Mean	Std Dev	Cases
For Entire Population			4.0932	.9408	933
GRANTEE	1	PITTSBURGH CERGE	3.7176	1.0761	131
GRANTEE	2	PITTSBURGH CMC	4.3810	.9430	84
GRANTEE	3	DELAWARE	3.8643	.8840	221
GRANTEE	4	CCSU	3.7874	1.0129	127
GRANTEE	5	MUCIA	3.7273	.8914	55
GRANTEE	7	NEBRASKA	4.7462	.6264	130
GRANTEE	9	IOWA	4.2976	.6904	84
GRANTEE	10	OHIO	4.0588	.5557	17
GRANTEE	11	MINN	4.4881	.6304	84

Total Cases = 953
Missing Cases = 20 OR 2.1 PCT.

Summaries of TAKAGAIN I WOULD TAKE COURSE AGAIN
By levels of GRANTEE

Variable	Value	Label	Mean	Std Dev	Cases
For Entire Population			4.1479	1.0663	933
GRANTEE	1	PITTSBURGH CERGE	3.9380	.9662	129
GRANTEE	2	PITTSBURGH CMC	4.2892	1.1533	83
GRANTEE	3	DELAWARE	3.8784	1.2028	222
GRANTEE	4	CCSU	4.1667	1.0257	126
GRANTEE	5	MUCIA	4.2182	1.0486	55
GRANTEE	7	NEBRASKA	4.8864	.3838	132
GRANTEE	9	IOWA	4.0000	.8502	84
GRANTEE	10	OHIO	3.3529	.9315	17
GRANTEE	11	MINN	4.1176	1.1894	85

Total Cases = 953
Missing Cases = 20 OR 2.1 PCT.

Summaries of RECOMMEN I WOULD RECOMMEND COURSE
By levels of GRANTEE

Variable	Value	Label	Mean	Std Dev	Cases
For Entire Population			4.5070	.6892	935
GRANTEE	1	PITTSBURGH CERGE	4.3077	.7136	130
GRANTEE	2	PITTSBURGH CMC	4.5783	.7670	83
GRANTEE	3	DELAWARE	4.4732	.6889	224
GRANTEE	4	CCSU	4.5317	.6411	126
GRANTEE	5	MUCIA	4.6909	.4664	55
GRANTEE	7	NEBRASKA	4.7846	.5566	130
GRANTEE	9	IOWA	4.3882	.6743	85
GRANTEE	10	OHIO	4.1765	.6359	17
GRANTEE	11	MINN	4.4353	.8084	85

Total Cases = 953
Missing Cases = 18 OR 1.9 PCT.

Summaries of VIDEO VIDEO PRESENTATIONS WELL SUITED TO COURS
By levels of GRANTEE

Variable	Value	Label	Mean	Std Dev	Cases
For Entire Population			3.2868	1.2106	523
GRANTEE	1	PITTSBURGH CERGE	2.4416	.8659	77
GRANTEE	2	PITTSBURGH CMC	3.5441	1.3976	68
GRANTEE	3	DELAWARE	3.3360	1.1355	125
GRANTEE	4	CCSU	2.9126	1.2296	103
GRANTEE	5	MUCIA	3.7778	1.1601	54
GRANTEE	9	IOWA	3.5789	.9248	57
GRANTEE	10	OHIO	3.8235	.6359	17
GRANTEE	11	MINN	4.5455	.5096	22

Total Cases = 953
Missing Cases = 430 OR 45.1 PCT.

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Summaries of QUALVIDE VIDEO PORTION WAS OF QUALITY
By levels of GRANTEE

Variable	Value	Label	Mean	Std Dev	Cases
For Entire Population			3.1293	1.1639	518
GRANTEE	1	PITTSBURGH CERGE	2.4795	.8516	73
GRANTEE	2	PITTSBURGH CMC	2.9375	1.2199	64
GRANTEE	3	DELAWARE	3.2500	1.1294	128
GRANTEE	4	CCSU	2.7670	1.2224	103
GRANTEE	5	MUCIA	3.5741	1.1591	54
GRANTEE	9	IOWA	3.4386	.9262	57
GRANTEE	10	OHIO	3.9412	.6587	17
GRANTEE	11	MINN	4.3182	.5679	22

Total Cases = 953
Missing Cases = 435 OR 45.6 PCT.

Summaries of TRANSLAT TRANSLATORS WERE HELPFUL
By levels of GRANTEE

Variable	Value	Label	Mean	Std Dev	Cases
For Entire Population			4.1908	1.0490	849
GRANTEE	1	PITTSBURGH CERGE	4.1615	.8334	130
GRANTEE	2	PITTSBURGH CMC	4.2195	1.2475	82
GRANTEE	3	DELAWARE	3.7427	1.1749	171
GRANTEE	4	CCSU	4.0348	1.1617	115
GRANTEE	5	MUCIA	3.1765	1.1670	34
GRANTEE	7	NEBRASKA	4.7803	.6093	132
GRANTEE	9	IOWA	4.3214	.8238	84
GRANTEE	10	OHIO	4.0625	.9979	16
GRANTEE	11	MINN	4.7059	.5076	85

Total Cases = 953
Missing Cases = 104 OR 10.9 PCT.

MEANS /TABLES AGE CASE BY GRANTEE /OPTIONS.

Summaries of AGE
By levels of GRANTEE

Variable	Value	Label	Mean	Std Dev	Cases
For Entire Population			36.2739	9.3319	869
GRANTEE	1	PITTSBURGH CERGE	39.5344	9.8115	131
GRANTEE	2	PITTSBURGH CMC	35.8409	8.8719	88
GRANTEE	3	DELAWARE	32.8821	9.0092	212
GRANTEE	4	CCSU	33.1429	7.2506	77
GRANTEE	5	MUCIA	36.0566	8.8479	53
GRANTEE	7	NEBRASKA	36.0233	7.2397	129
GRANTEE	9	IOWA	43.5375	11.1627	80
GRANTEE	10	OHIO	34.9500	6.9923	20
GRANTEE	11	MINN	37.0330	7.7102	79

Total Cases = 953
Missing Cases = 84 OR 8.8 PCT.

Summaries of CASE
By levels of GRANTEE

Variable	Value	Label	Mean	Std Dev	Cases
For Entire Population			67.7209	51.1928	953
GRANTEE	1	PITTSBURGH CERGE	66.0000	37.9605	131
GRANTEE	2	PITTSBURGH CMC	45.0000	25.8360	89
GRANTEE	3	DELAWARE	114.0000	65.6734	227
GRANTEE	4	CCSU	64.0000	36.8058	127
GRANTEE	5	MUCIA	28.0000	16.0208	55
GRANTEE	7	NEBRASKA	66.5000	38.2492	132
GRANTEE	9	IOWA	43.0000	24.6813	85
GRANTEE	10	OHIO	11.5000	6.4936	22
GRANTEE	11	MINN	43.0000	24.6813	85

Total Cases = 953

Worksheet for Quantitative Data - AID Projects: Central and Eastern Europe

Institution: _____

Quarter: _____

Contact Person Regarding this Report _____

Project Component _____

TOTAL PROJECTED STUDENT CONTACT HOURS THIS QUARTER: [ ]

STUDENT CONTACT HOURS	MANAGEMENT EDUCATION	ECONOMICS EDUCATION	CONSULTATION	OTHER _____ _____	EDUCATION VIA MEDIA SOURCES	LOCATION
	Actual	Actual	Actual	Actual	Actual	
Project Sustainability (Training Faculty/Trainers)						
Students (Traditional)						
Government Officials						
Business Community/ Business Managers						
Journalists - Media						
Other Groups/Individuals _____						
Other Groups/Individuals _____						
Other Groups/Individuals _____						

COMMENTS:

Worksheet for Quantitative Data - AID Projects: Central and Eastern Europe (Financial Data, page 1)

Institution: _____ Quarter: _____ Contact Person Regarding this Report: _____

Project Component: _____

PROJECT EXPENDITURES	AID FUNDS		GRANTEE (COST SHARE)		OTHER SOURCES _____		OTHER SOURCES _____		ACCRUED	AID FUNDS REMAINING	PROJECTED NEXT QUARTER
	Actual	Projected	Actual	Projected	Actual	Projected	Actual	Projected	Actual	Actual	Projected
Staff Salaries U.S. (Instruc.)											
Staff Salaries U.S. (Staff)											
Fringe Benefits											
Salaries Local											
Consultants											
Travel - Per Diem											
Nonexpendable Equipment											
Expendable Supplies											
Indirect Costs											
Participant Costs											

AID Evaluation Form: Eval-2.

Worksheet for Quantitative Data - AID Projects: Central and Eastern Europe (Financial Data- Page 2)

PROJECT EXPENDITURES	AID FUNDS		GRANTEE		OTHER SOURCES _____		OTHER SOURCES _____		ACCRUED	AID FUNDS REMAINING	PROJECTED NEXT QUARTER
	Actual	Projected	Actual	Projected	Actual	Projected	Actual	Projected	Actual	Actual	Projected
Workshops, Seminars, Conf.											
Video/T.V. Production											
Subcontractors _____											
Subcontractors _____											
Subcontractors _____											
Translation											
Scholarships											
Curriculum Development											
Other Direct Costs											
Other _____											
TOTAL PAGE 1 & 2											

MAP REFERENCE

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