

PD-ABG-061

QUARTERLY REPORT FOR THE THIRD QUARTER OF THE SECOND YEAR

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

Period of Coverage: January 1 - March 31, 1993

April 30, 1993

**Quarterly Report for the Third Quarter of the Second Year
University of Delaware - Bulgaria Management Training and Economics
Education Program
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I. Executive Overview: In the third quarter of the second year of the project, the University of Delaware management, economics, and English language teams consolidated their efforts to assist Bulgaria in its transition to a free-market economy. In January 1993, the University of Delaware (UD) began implementing a cooperative training venture with the International Business School of the Center for Training Foreign Economic Personnel (CTFEP), which is under the Ministry of Trade. The CTFEP is the foremost business, economics, and language training center for government staff in Sofia. In addition to retraining staff from the ministries, institutes, and agencies in Sofia, the CTFEP also offers post-graduate programs in business and economics to the general public. Administrators from the CTFEP and the University of Delaware have negotiated a long-term agreement to restructure the Center's post-graduate programs in business, economics, and business English language training. In this quarter, prerequisite courses and seminars were offered to prepare participants to enter a 16-course certificate program in advanced management training, a second advanced training program for economists, or a Business English Teacher Training Program. For the first time, economists trained by the University of Delaware taught four undergraduate economics courses. University of Delaware faculty and administrators moved to new offices at CTFEP, and all management and economics courses were offered there. Faculty from CTFEP and the University of Delaware held regular meetings to discuss how to ensure that the curricula in these joint programs are tailored to incorporate and keep pace with the rapid changes in the local business environment.

II. National Focus Initiatives

A. The University of Delaware has continued to strengthen links with institutions and agencies capable of having immediate national impact. Fortunately, the collapse of the Bulgarian Government and the subsequent changes in the Cabinet at the end of 1992 did not damage any of the cooperative projects we had already started. The national focus initiatives projects include joint programs with: the Ministry of Labor and Social Welfare--for training in business English, labor economics, and management; the Ministry of Trade--for training in all of our programs; the Ministry of Agriculture--for English language and management training; the Institute of Economics, Bulgarian Academy of Sciences--for post-graduate economics training; the Ministry of Industry--for training in management; and the Agency for Privatization--for training in management and the English language. These projects will continue throughout Year Two.

B. In response to a request from the Bulgarian-American Enterprise Fund (BAEF), Project Director Stanley Shumway and In-Country Coordinator Sandra McCollum joined staff from BAEF on a national lecture tour from 17-24 February to promote an "Excellence in Entrepreneurship Award." The team lectured in Plovdiv, Vidin, Ruse, Blagoevgrad, Burgas, Varna, and Sofia. Shumway lectured on "How to Write a Successful Business Plan" and McCollum followed up with "How to Write a Western-style Résumé." The audience consisted of enterprising members of the community interested in securing investors for their businesses. One of the obstacles to American investment in Bulgarian enterprises is the Bulgarian managers' inability to prepare a Western-style business plan. The BAEF, with \$54 million to invest in Bulgaria, has funded only approximately 1% of the projects it has reviewed, in part due to the Bulgarian managers' lack of experience in financial planning or marketing. The BAEF award, with prizes totaling \$14,000, targets young (18-29 years old) Bulgarians who might otherwise be unable to secure loans for their businesses. Plans were also made for the University of Delaware team to publish a guide to writing business plans that would be available to the public through the UD Resource Center and the BAEF office in Sofia.

C. Other meetings and initiatives are summarized below:

1. Ministry of Industry: McCollum, Management Program Director Michael Pohlen, and Associate In-Country Coordinator Ruslan (Ross) Abadzhiev met with Director Ventzeslav Todorov and Expert Anton Koshtrov at Bulgarkontrola on 25 January. Incorporated one year ago by government decree, Bulgarkontrola was the division of the Ministry of Industry responsible for certifying national quality standards in manufacturing processes. It has 14 regional offices employing more than 500 people nationwide. The Director requested that UD assist Bulgarkontrola in its goal to be able to offer training and certification in ISO-9000 quality standards. At this time, there is no local organization authorized to issue this certificate. Western businesses negotiating joint ventures with Bulgarian industries are often bogged down by the lack of quality standards in Bulgarian manufacturing or industrial production, which is yet another reason for Bulgaria's poor record in attracting foreign investment. Pohlen will contact the American Society for Quality Control (ASQC) or the National Association for Purchasing Management (NAPM), and the University of Delaware will determine if some of its scarce resources can be allocated to this important project.

2. Ministry of the Interior: Shumway and McCollum met with Director Boichev of the Special Purpose Engineering Research Institute and the Director of Anti-Fire Brigades on 15 February. These two institutes design, manufacture, and disseminate safety products for the Bulgarian Ministry of the Interior, the police department, the fire brigades, and the military. Specific products discussed were anti-theft devices, fire detectors and alarms,

locks, and closed-circuit television systems. These products are also sold privately for no profit through these institutes. The Directors requested UD management training for their staff members, who lack motivation, skills, and experience in business. They were particularly interested in on-site seminars in human resources management and total quality management. They were given spring management course schedules, and an effort will be made to conduct an on-site seminar in May 1993.

3. Institute of Economics of the Bulgarian Academy of Sciences: Shumway, McCollum, and Economics Program Director Jeffrey Miller met with the Director and other staff of the Institute of Economics to discuss a proposal for educational reform in training Bulgarian PhD candidates. Details of this important agreement, which would implement sweeping changes in the higher education of economists in Bulgaria, are provided below in the discussion of the Economics Program in Paragraph IVB2 below.

4. Coordination with other US Government-funded agencies:

a. USAID Europe and RCG/Hagler, Bailly, Inc: The University of Delaware has responded to a request to train energy consultants in a program to provide assistance to Bulgaria in improving industrial energy efficiency. Similar AID-funded programs in Hungary, Yugoslavia, Latvia, and Estonia have revealed that the prospective energy consultants' lack of business sense and management skills hinders their ability to make sound recommendations to the industries that request their services. RCG/Hagler, Bailly has been contracted by AID to provide technical retraining programs, but is not prepared to offer management training to the engineers in its programs. Shumway has coordinated with RCG/Hagler, Bailly in the US. In the meantime, McCollum attended the first orientation session in Bulgaria for engineers selected by David A. Keith, Vice President of RCG/Hagler, Bailly, Inc., to assess management training needs of students selected for the retraining project. The UD has proposed a seminar series to be offered in the next quarter.

b. MBA Enterprise Corps: McCollum met with MBA Enterprise Corps Executive Director Lynne Gerber on 25 March to coordinate support for the three MBA Enterprise Corps volunteers to be assigned to Bulgaria in 1993-94. McCollum offered to give the volunteers access to the University of Delaware libraries and resources. In return, Gerber offered to donate a large quantity of business and economics texts collected by the MBA Enterprise Corps, if Delaware pays to ship them over.

c. US Foreign Commercial Service (USFCS) - Department of Commerce: McCollum and John Fogarasi met to continue planning for the publication of a personnel and project information directory to guide US investors in locating information about the

Bulgarian market. McCollum agreed to design a survey to be sent to all US assistance programs in order to collect information for the publication, which has a deadline of July 1993.

d. United States Information Service (USIS): In February 1993, the UD Resource Center received a ProQuest Series 3000 workstation from the United States Information Service section of the US Embassy in Sofia. See Paragraph VID11 below in the section on the Resource Center for further details on this initiative, which has resulted in creating the largest business periodical library in Bulgaria.

e. Sabre Foundation and Open Society: McCollum and Jeff Miller met with representatives from these organizations to coordinate the distribution of the next shipment of donated books to Bulgaria. The Sabre Foundation spokesperson also plans to investigate whether UD can be assisted in receiving publisher's discounts on subscriptions to costly economics journals.

f. Peace Corps: Pohlen met with Christine Donnolo to suggest better methods of communication. Ms Donnolo will send UD the Peace Corps Newsletter and other information of interest. She emphasized the continued need for small business and marketing courses.

D. The following are the final figures (numbers and percentages of the total) showing student types for all courses during this quarter:

<u>STUDENT TYPE</u>	<u>SOPIA</u>
Faculty	73 / 15.8%
Students	42 / 9.1%
Government officials	178 / 38.6%
Business community	47 / 10.2%
Unemployed	51 / 11.1%
Staff (State institution)	66 / 14.3%
Other (including agriculture)	4 / 0.9%
Totals	461 / 100.0%

III. Management Training Program

A. Overview: This quarter saw the return of all management training program activities to Sofia and an increase in the level of activities related to planning for the third year. Management Program Director Michael Pohlen was in Sofia in January and participated in a number of meetings with the Director and other personnel of the Center for Training Foreign Economic Personnel (CTFEP). These meetings not only led to agreement on some of the details of future program offerings, but also to strengthened relationships between CTFEP and the University of Delaware management faculty. Six seminars were offered to over 210 students in Introduction to Marketing, Production and Operations Management,

Financial Analysis, and Total Quality Management. Plans for additional seminars in Pazardzhik were set. Finally, there was again a high level of advisement, consultation, and contact meetings with people from the Bulgarian business, academic, government, and professional communities.

B. Implementation of the Management Program Goals for the Third Quarter of the Second Year

1. **Goal #1 - Reestablish the management program in Sofia.** All administrative activities for the program and most of the teaching moved to Sofia. See Paragraphs IIIC and D below.

2. **Goal #2 - Conduct scheduled course offerings in financial analysis, total quality management, marketing, finance and accounting, and operations management.** These were successfully offered, and discussed in Paragraph IIID below.

3. **Goal #3 - Continue the business seminar series in Pazardzhik.** No seminars were offered in this quarter, but one was planned for the following quarter. See Paragraph IIIE below.

4. **Goal #4 - Plan and begin conducting a series of seminars on marketing, operations and technology, organizational structure, and management techniques for the USAID-sponsored "Industrial Energy Efficiency Project."** Planning has continued with offerings scheduled for the following quarter and the third year. See Paragraph IIIF below.

5. **Goal #5 - Continue to develop the details on the structure and required support for the proposed graduate-level certificate program in management with the Center for Training Foreign Economic Personnel (CTFEP).** See Paragraph IIIC below.

6. **Goal #6 - Finalize planning for the following two quarters.** See Paragraph IIIC below.

C. Program Planning and Preparation

1. Preparation for Remainder of the Second Year:

a. As was discussed in the report for the previous quarter, the lack of dependable logistical support from the Technical University of Plovdiv, combined with the increased emphasis on cooperation with CTFEP, led to the decision to bring all management program administrative activities back to Sofia. The intent is to offer most of our seminars in Sofia in the facilities made available by CTFEP, and to coordinate the overall program from offices there.

b. The plan continues to be to focus seminar and course offerings on practical subjects designed for practicing

managers and professionals, with the general emphasis remaining on courses in the basic core subjects, such as finance, management, marketing, and operations management. The offering of many of these courses, in conjunction with CTFEP, will be designed to facilitate the transition to a new focus on an integrated Advanced Management Program leading to a certificate.

2. **Preparation for Year Three:** Details of the management portion of the proposal submitted to USAID for Year Three were finalized and curriculum planning continued.

a. The Certificate in Advanced Management Training Program, conducted jointly with CTFEP, is an integrated series of graduate-level courses in management, marketing, finance, and related topics, which closely models Master's in Business Administration (MBA) programs in the United States. It is designed for experienced business practitioners and management professionals who seek a course of study that will provide the skills needed to assume higher level decision-making roles in any organization. All courses will be offered either in an evening or weekend format, so as to make the program available to those who have full-time jobs. The entire course of study can be completed in 12 months or less.

b. The program will consist of 16 courses organized into three groups:

(1) Prerequisite Courses (24 contact hours per course)

- (a) Fundamentals of Market Economics
- (b) Fundamentals of Finance and Accounting
- (c) Fundamentals of Managerial Processes
- (d) Fundamentals of Market Behavior and Processes

(2) Core Courses (36 contact hours per course)

- (a) Managerial Economics
- (b) Financial Management
- (c) Operations Management
- (d) Administrative and Organizational Theory
- (e) Business Strategy

(f) Marketing Communications and Advertising

(3) Advanced Courses (36 contact hours per course)

(a) Economics and Law of International Trade

(b) Advanced Financial Management for the Firm

(c) Financial Institutions Management

(NOTE: Students choose one of the above two courses.)

(d) Total Quality Management

(e) Advanced Operations Planning and Control

(f) Human Resources Administration

(g) International Marketing

c. For regular admission to the program, applications must show evidence of the following qualifications:

(1) a baccalaureate degree,

(2) three years of relevant professional experience,

(3) computer literacy, and

(4) English language skills to the level of reading English language texts and nontechnical conversation.

d. Tests will be developed and administered for items (3) and (4) above, and skill-building seminars will be available for those who fail to qualify.

D. Management Course Offerings

1. See Appendix A for the complete schedules and descriptions of the management courses offered in Sofia during this quarter.

2. All six sections of the four courses were in the form of intensive hands-on business seminars for practitioners and professionals and reached a total of over 210 registrants. Each of the courses required participants to make immediate and direct

application of the principles to their own work or business, which resulted in considerable one-on-one and small-group discussions and advisement between faculty and students beyond the actual classroom hours.

3. The courses were scheduled in the evening so that students could take advantage of all offerings and many did just that. Most of the students were from local businesses, government organizations, and academic institutions, and brought a broad range of experience and backgrounds to the classes.

4. The instructors were Michael Pohlen, Michael Rucollo, and Stan Shumway, all from the University of Delaware, and Marin Marinov, a Bulgarian who had worked with James Krum during the fall of 1992.

5. **Course Evaluations:** The course participants again gave high grades to both the course contents and the instruction, as shown by the following responses to some key questions on the post-training questionnaires:

a. #1 - The quality of instruction was excellent.

STRONGLY AGREE	AGREE	NO OPINION	DISAGREE	STRONGLY DISAGREE
50%	33%	15%	1%	1%

b. #3 - The content of this course is relevant to my needs.

STRONGLY AGREE	AGREE	NO OPINION	DISAGREE	STRONGLY DISAGREE
49%	36%	8%	6%	1%

c. #6 - The instructors seem to be well-versed in the topic as it relates to the country.

STRONGLY AGREE	AGREE	NO OPINION	DISAGREE	STRONGLY DISAGREE
42%	35%	16%	7%	0%

d. #13 - I would recommend this course to other interested parties.

STRONGLY AGREE	AGREE	NO OPINION	DISAGREE	STRONGLY DISAGREE
100%	0%	0%	0%	0%

E. Pazardzhik Outreach and Seminar: Pohlen and Abadzhiev traveled to Pazardzhik to discuss further seminars as part of the series initiated in the fall of 1992. They met with Municipal Council President Christev and the Municipal Management Training Projects Administrator to discuss further seminars and joint activities. It was agreed that we would offer a management seminar in the spring, with the date to be determined later. We also offered to conduct additional marketing seminars as these courses are scheduled. There was also discussion about the possibility of using data on economic activity in the region for projects for the advanced economics students in Sofia.

F. Assistance to the "Industrial Energy Efficiency Project": Discussions have been held regarding our willingness to provide seminars to managers and professionals in Bulgarian energy companies in conjunction with this USAID-sponsored project. Some of the details regarding specific topics and specific dates have been slow to develop. It was agreed that we would make our management faculty available to participate when they are in Bulgaria on regular course teaching assignments. The first will be John Kmetz, scheduled to be in Bulgaria in May 1993 to teach a course on management organization and structure.

G. Activities Outside the Classroom

1. Management faculty continued to meet with a growing variety of Bulgarians concerning problems and issues they face in moving to a market-oriented economy and business environment.

2. Michael Pohlen:

a. Met with Mr Rumen Galabinov of the State Insurance Institute to discuss how our educational program might assist him and his organization. He will be kept informed of our course offerings in financial areas.

b. Made a presentation to the CTFEP faculty about executive education in the US and how that model can be used to develop the certificate program at CTFEP.

c. Met privately with a student in his class about how organizations structure themselves for quality improvements and how the US model differs from that of the Germans and Japanese.

d. Met with Ms Christine Donnolo of the Peace Corps to discuss possible cooperation and sharing of information and resources.

e. Met privately with a student in the economics program about management and finance training specifically for the telecommunications industry.

f. Met, along with Vanya Ivanova, with Vassil Vassilev and Svetoslav Spasov from Balkancar Company to discuss continued cooperation and how Balkancar employees might become students in the certificate program. We also offered advice on their intermediate-level program in business conducted through the School of Trade, Export, and Marketing (STEM).

g. Met, along with Abadzhiev and McCollum, with executives of Bulgarkontrola to discuss quality standards, such as the ISO-9000 series and how Bulgarkontrola might certify as ISO examiners. There is also the possibility that Bulgarkontrola could assist in developing Bulgarian affiliates of US professional societies, such as the American Society for Quality Control (ASQC) or the National Association for Purchasing Management (NAPM).

3. Shumway met with P. Yurokova (Sofia office of Ernst and Young, London) to discuss differences between Bulgarian and Western financial and accounting systems and practices.

H. Management Program Goals for the Fourth Quarter of the Second Year

1. Offer courses in marketing and management as part of the Advanced Management Program in conjunction with CTFEP.

2. Offer at least one seminar in Pazardzhik.

3. Recruit and select students for the Advanced Management Program.

4. Continue to work on developing courses for the "Industrial Energy Efficiency Project."

5. Continue to develop plans for the third year.

IV. ECONOMICS EDUCATION PROGRAM

A. Overview

1. All of the original students in the Advanced Economics Program completed their required course work for certification during this quarter. To ensure sustainability of the program, five of those students have begun to teach courses in the program under the supervision of University of Delaware faculty. Recruitment for new students for the Advanced Program was also conducted.

2. An agreement, constituting a large portion of the Year Three Center for Excellence proposal, was negotiated during this quarter with the Institute of Economics of the Bulgarian Academy of Sciences. This agreement represents a continuation of two years of cooperation between the University of Delaware-

Bulgaria Coalition (UDBC) and the Institute. Signed after submission of our Year Three proposal, the agreement is crucial to our attempt to reform post-graduate economics education in Bulgaria. Until now, economics PhD candidates at the Institute of Economics have received no formal classroom training beyond the course work completed during undergraduate studies. PhD training at the Institute consisted of only advisement during the dissertation-writing process. Under the agreement with the UDBC, the Institute's PhD candidates will be expected to complete the UDBC Master's-level Advanced Economics Program before beginning the dissertation process. The University of Delaware will be injecting course requirements into the Bulgarian PhD-granting process, making it resemble more closely an American curriculum.

B. Implementation of the Economics Program Goals for the Third Quarter of the Second Year

1. **Goal #1 - Ensure that the original Advanced Program students complete all requirements for the program, except the final research papers.** The economics program began the third quarter with a new set of courses for the Advanced Program: Public Finance, Econometrics II, and Economics of Transition. With any two of these courses, a participant in the Advanced Program, who began the program in June of 1992, could complete the 10 courses needed to obtain the Advanced Program Certificate. From the original group, only one student, who had teaching obligations in Varna in the spring semester, failed to take all three courses. In other words, all students completed the required 10 courses for the Advanced Program Certificate, and all but one took courses beyond those required for graduation. In addition, the business program offered a short course in finance which 19 of the students took.

2. **Goal #2 - Plan the program for the third year, which begins in June 1993.**

a. During the latter part of the second quarter and most of the third quarter, the faculty from the Economics Program and the Institute of Economics worked together to plan the cooperative program between the UDBC and the Institute. See Appendix F for a letter of support for this effort from the Acting Director of the Institute of Economics, Professor Dr Garabed Minassian. (Although it was not signed until the following quarter, the agreement itself is also included as Appendix G because of its significance and the fact that most of the work on it was done during this quarter.) This program will constitute a large portion of the third year Economics Program.

b. A strong advantage of signing this agreement with the Institute of Economics is the solidification of our long and fruitful relationship with them. The UDBC's ties to the Institute stretch back to the inception of the program in Bulgaria. Alexander Dimitrov, Scientific Secretary of the Institute of

Economics, was one of the signatories of the original grant proposal, representing a cooperative institution. Throughout the 1991-92 academic year, several seminars were held by the UDBC at the Institute in addition to joint presentations and publications involving faculty from both the Institute and the UDBC.

c. Given all these joint activities, why did the University of Delaware hesitate in joining into a more-formal relationship with the Institute earlier?

(1) Until December 1992, like many other Bulgarian institutions, the Institute was in political turmoil. As leaders of the premier training ground for Marxist economists, the Institute administrators were all suspect. If the University of Delaware had committed itself to a close relationship, there could have been extensive damage done to the reputation of the overall program.

(2) Since 1991, we have closely monitored the internal political battles of the Institute. In January 1993, Minassian was appointed as the new Acting Director when the previous Communist Director was relieved of his duties. Minassian's appointment was a pleasant surprise, because he was an outspoken critic of the former leaders of the Institute, and a leader of the opposition to the old regime. The agreement that has been reached with the Institute could not have been implemented without this change in power from the old to the new.

d. The purpose of the agreement is to increase understanding of market business and economics in Bulgaria. The method to reach this goal will be to add upon the current Advanced Economics Program begun in June 1992 and the PhD program supported by the Institute. The University of Delaware will assist the Institute of Economics in the training process for PhD candidates and, at the same time, reform that process.

e. New and current PhD students from the Institute will be incorporated into the Advanced Economics Program. This will introduce course requirements into the already established research curriculum of the Institute, making it closer in style to a US PhD program. Previously, PhD candidates at the Institute received no formal training beyond their undergraduate course work. They were assigned a mentor at the Institute who advised them in completing their dissertation, and then went before a board charged with granting doctoral degrees.

f. After taking the series of courses sponsored by the UDBC, candidates will either continue training under the direction of the Institute, or a select number can attend the University of Delaware for the completion of the PhD requirements. The UDBC will be reforming the Institute's PhD process by injecting course requirements into the Institute's curriculum and will be

assisting in the training of the candidates by initially providing these courses.

g. To further assist in candidate training, and ensure the reform process, the UDBC will aid in the identification and selection of new PhD candidates. In addition, the dissertation committee for all PhD candidates will consist partially of members from the faculty at the University of Delaware.

h. To enhance long-term sustainability of the reforms brought about by the agreement with the Institute, Bulgarian nationals will gradually assume the teaching responsibilities. In order to ensure continued quality of instruction as this transfer of responsibilities occurs, all instructors will require approval of the Chairperson of the University of Delaware's Department of Economics. The longer term goal will be to establish mutually acceptable criteria by which to judge potential instructors.

i. An important component of educational reform at the Institute will be the acquisition of recent Western business and economics literature. The collection at the Institute is already quite comprehensive, particularly in the field of macroeconomics. Their periodical collection includes about 90 of the most significant economics journals. However, due to recent budgetary problems, the Institute is having trouble finding the money to maintain a current collection. At the current exchange rate, even interlibrary loans are prohibitively expensive. Under the agreement, the UDBC will assist the Institute in maintaining the quality of its library, possibly through donations from the University of Delaware. The Institute will also be provided with copies of all textbooks used in UDBC courses. In exchange, the Institute will provide access to its library for all participants in UDBC programs.

j. In addition, the UDBC and the Institute of Economics will begin a joint project to translate a series of business and economics literature into Bulgarian. The UDBC will obtain all necessary copyright permission and provide financial support. The Institute will identify and recruit translators for the project. The first book in the series, David Colander's Principles of Economics, is near completion and is hoped to be ready for use in the courses offered during the fall of 1993.

k. The Institute of Economics is an ideal location to implement a joint PhD program. The Institute is over 40 years old, so the association will therefore be with an institution that does not need to be constructed from "scratch." The UDBC has had dealings with the Institute since the inception of the grant in 1991. The Institute is the most prestigious institution in Bulgaria from which to receive a PhD in Economics. Therefore, the University of Delaware would be linking to an already well-

established and well-known school. Although, in the past, teaching was not a part of the PhD program, educational reforms occurring in the country have made the faculty eager to add classroom instruction to the requirements for the doctoral degree. This gives the University of Delaware the opportunity to reform the economics PhD program in Bulgaria by adding course requirements to the existing curriculum.

l. The University of Delaware's goal to assist in the training of PhD candidates and to aid in the reformation of the training process can be significantly enhanced by the proposed agreement with the Institute of Economics. Joining with the Institute allows the UDBC to become closely involved in the PhD process. The agreement, which aims at making the Institute's PhD program similar to that at the University of Delaware, will reform the Institute's doctoral-granting process, as courses previously were not part of the required curriculum there. Participation of UDBC faculty in meetings of the Institute's Board of Directors is being discussed and is a distinct possibility. Board members have already been shown a description of the University of Delaware's PhD program.

m. The agreement with the Institute will provide for the greatest possible dissemination of UDBC influence in reform. The Institute itself is prestigious enough that its reform measures will likely be examined and imitated by other institutions. A joint program with Veliko Turnovo University to establish a business and economics teaching faculty (see Paragraph IVB20 below) is an early indication of this. In addition, members of the Institute serve on the national board for determining criteria for the PhD degree in economics throughout Bulgaria. Through an agreement with the Institute, the UDBC could restructure the entire economics PhD process in Bulgaria.

n. This important agreement is most crucial for the process of educational reform at the post-graduate level. This year, for the first time in its history, the Institute is recruiting doctoral candidates who will be expected to complete the UDBC Advanced Economics Program before beginning the dissertation process. The UDBC will therefore have a hand in training the future business leaders, economic policymakers, and educators in Bulgaria.

o. The Economics Program has also been working closely with the Institute of Economics in creating a joint program with Veliko Turnovo University. This program, which began in the fall of 1992, has faculty from the Institute teaching courses at Veliko Turnovo. Also, faculty from the two schools are participating in joint faculty meetings. During the third quarter, Professors Jeff Miller and Eleanor Craig participated in a day-long meeting between faculty from the Institute and Veliko Turnovo.

p. Professor Miller had extensive meetings this quarter with Tania Hubenova and other members of the Institute of Economics about future joint projects. These projects include seminars (which began on 30 March) and joint activities to promote doctoral education in Bulgaria. A joint document outlining this cooperative effort has now been approved by both sides and is awaiting signatures.

3. **Goal #3 - Plan the integration of the Advanced Program students into a supervised teaching experience during the fourth quarter of the second year.** Having nearly completed the Advanced Program, five students began teaching undergraduate-level courses. These courses included introductory microeconomics, introductory macroeconomics, intermediate macroeconomics and managerial economics. We found during the first year of the Advanced Program that several participants lacked sufficient mathematics background. Therefore, as a fifth course, we offered a mathematics preparatory course taught by a mathematician from the Economics University who has been a participant in the program. Stephan Petranov, a faculty member at the Institute of Economics and a PhD from the Academy of Sciences of the former Soviet Union, spent the 1991-92 academic year studying at the University of Delaware, and is close to completing his master's thesis. So far, he has taught two econometrics courses in the Advanced Economics Program during the 1992-93 academic year. By employing former UDBC students to teach courses, sustainability of our two-year training program is being ensured.

4. **Goal #4 - Complete the translation of the macroeconomics section of the Colander introductory textbook, so that it can be used during the following quarter.** In the introductory-level classes, draft copies of the translated introductory book by David Colander, Principles of Economics, are being used as the reading assignments. This translation was started in January 1992 under the direction of the project. With careful editing, we hope that the book will become widely used after its prospective publication in the late summer.

5. **Goal #5 - Complete the report on the Bulgarian banking system.** During the third quarter, Professor Miller visited the United Bulgarian Bank to discuss the present situation with the Bulgarian banking system. Work is not yet complete on the banking paper, with further effort towards finishing this paper planned to be made during the fourth quarter. A first draft, however, is near completion, and should be ready for circulation by the middle of May.

6. **Goal #6 - Recruit new students for the second year of the Advanced Program.** Announcements were sent out to recruit students for the Advanced Economics Program and testing was conducted on 27 February. Professor Miller conducted interviews

with the prospective students and, beginning 15 March, they were placed in appropriate courses.

C. Economics Instructional Program

1. **Course Offerings:** See Appendix B for full schedules and descriptions of the economics courses offered in Sofia during this quarter.

2. **Course Evaluations:** A summary of responses to some of the key questions of the post-training survey results in Sofia follows:

a. #1 - The quality of instruction was excellent.

STRONGLY AGREE	AGREE	NO OPINION	DISAGREE	STRONGLY DISAGREE
72%	24%	3%	0%	1%

b. #3 - The content of this course is relevant to my needs.

STRONGLY AGREE	AGREE	NO OPINION	DISAGREE	STRONGLY DISAGREE
42%	48%	7%	3%	0%

c. #6 - The instructors seem to be well-versed in the topic as it relates to the country.

STRONGLY AGREE	AGREE	NO OPINION	DISAGREE	STRONGLY DISAGREE
39%	51%	7%	3%	0%

d. #13 - I would recommend this course to other interested parties.

STRONGLY AGREE	AGREE	NO OPINION	DISAGREE	STRONGLY DISAGREE
33%	34%	1%	4%	1%

(NOTE: Only 73% expressed their opinion on the last statement.)

3. **Advanced Economics Program Participant Inquiry Form:** See Appendix C for results of this survey form of the graduate-level students from the inception of the Advanced Program in June 1992 through the end of this quarter. The form documents the students' perceptions on the conduct of the program and the ways they have been affected by their participation in it.

D. Activities Outside the Classroom

1. Professor Eleanor Craig gave a special seminar at the Institute of Economics, where she related her experiences of being on the corporate boards of the Bank of Delaware and Swarthmore College.

2. Professor Jeffrey Miller:

a. Met a number of times with Tiamir Tashev, who is a mathematician teaching on the economics faculty of Sofia University. Miller helped him during the autumn to prepare a course for the economics students at Sofia University. This relationship has continued as Tashev is now developing an interest in economics research and has proposed bringing other mathematicians (including Jordan Jordanov, Vice-Dean of Sofia University and member of the economics faculty) into research efforts. Several meetings have been held to promote this activity.

b. Consulted with his students in the Economics of Transitions seminar about their papers on the Bulgarian economy.

c. Met with Rumén Avramov, the Vice-Dean of the Economics Faculty at Sofia University, to discuss issues related to the latter's economics faculty.

d. Met with George Manliev of the Technical University to discuss problems facing the Technical University and to review an introductory economics book Manliev is writing.

e. Met with Bistra Bouneva, head of the International Business Department and advisor to the New Bulgarian University, on the problems of these two institutions.

f. Held two faculty meetings with the five new Bulgarian teachers in the University of Delaware economics program.

g. Met with Peter Zhotev, World Bank Resident Mission, about the possibility of jointly sponsored educational efforts.

h. Met with H. Vladov, Rector of Varna Free University, to discuss the University's problems and to plan a visit to the University in May.

i. Met with Professor Kovachev, Varna University, to discuss the upcoming conference in May and a jointly sponsored master's degree in economics.

j. Met with students from the Sofia University economics program to discuss the problems with that program and suggestions for improvement.

k. Had an extended discussion on recent Bulgarian economic data with Valentin Tchardarov, Agency for Economic Coordination and Development. They also discussed several aspects of Tchardarov's work.

E. Economics Program Goals for the Third Quarter of the Second Year

1. Complete the six courses that were started in the third quarter.

2. Complete the first year of the Advanced Economics Program, with graduation of the first group occurring in mid-June.

3. Begin the second year of the Advanced Economics Program in June.

4. Hold a conference in Varna, jointly sponsored with Varna University of Economics, where students from the Advanced Economics Program will present papers.

5. Complete the student project in money and banking, which integrates student papers to create a description of the Bulgarian banking system, so that there exists a "textbook" description of that system.

V. English Language Program

A. **Overview:** Several significant events marked the third quarter of Year Two for the English Language Program (ELP) team. January 1993 saw the reconsolidation of ELP staff and resources once again in Sofia, as the second ELP Program, in Plovdiv, was concluded in December 1992. The ELP moved into one of the five spacious offices provided by the Center for Training Foreign Economic Personnel (CTFEP), and began teacher development workshops and collaborative planning with the English faculty there. Also, the on-site Business English Program for Ministry Personnel began at multiple sites throughout the city. Plans were laid for a series of Business English lessons on Bulgarian National Radio, and the ELP continued its support of the Advanced Economics Program and its outreach program of workshops, consultations, and cooperation with other Sofia-based US and international organizations. The ELP met all of the goals set for the third quarter as detailed below.

B. Implementation of the English Language Program Goals for the Third Quarter of the Second Year

1. Goal #1 - Provide Business English instruction to participants from Bulgarian government ministries and agencies.

a. During the third quarter, the ELP kicked off its Business English Program for Ministry Personnel by conducting 10 sections of on-site Business English courses for personnel from the Ministries of Trade, Labor, and Agriculture, and the Agency for Privatization. (See Appendix D for schedules and descriptions of the ELP courses offered during this quarter.) The courses first focused on language needed in professional interactions, such as telephone protocols, writing Western-style résumés, or giving videotaped presentations in English. The second area of focus was on field-specific readings of interest in each ministry. Thus, the Labor Ministry groups read articles on unemployment issues, worker motivation strategies, discrimination cases, etc; Trade Ministry personnel readings dealt with European Community news, graphs and charts, updates on the progress of other Central and Eastern European countries, etc; and Privatization Agency personnel concentrated on privatization issues from throughout Europe. A particularly interesting project undertaken by the Privatization English class involved their submitting for publication an update on the status of privatization of state-owned firms.

(1) The groundwork for this very successful program was laid by In-Country Coordinator Sandra McCollum and Program Assistant Spaska Tcherveniyashka during numerous meetings at the ministries in the fall of 1992. Thanks to this planning, the ministries' training departments made arrangements for classroom space, recruitment of participants, assistance with testing, and coordination of ministry office schedules to permit staff time off for classes.

(2) The Business English Program for Ministry Personnel will continue next quarter, and the ministry training departments have expressed interest in continuing the program once again in the fall of 1993.

b. **Student evaluations:** Results from the Koltai Group evaluation survey forms again showed high levels of satisfaction with the English Language Program, as these responses from selected questions indicate:

(1) Item #1 - The quality of instruction was excellent.

STRONGLY AGREE	AGREE	NO OPINION	DISAGREE	STRONGLY DISAGREE
79%	20%	1%	0%	0%

(2) Item #3 - The content of this course is relevant to my needs.

STRONGLY AGREE	AGREE	NO OPINION	DISAGREE	STRONGLY DISAGREE
46%	49%	4%	0%	0%

(3) Item #6 - The instructors seem to be well-versed in the topic as it relates to the country.

STRONGLY AGREE	AGREE	NO OPINION	DISAGREE	STRONGLY DISAGREE
49%	37%	6%	7%	1%

(4) Item #13 - I would recommend this course to other interested parties.

STRONGLY AGREE	AGREE	NO OPINION	DISAGREE	STRONGLY DISAGREE
76%	23%	0%	0%	1%

c. **New ELP Qualitative Evaluation Instrument:** The ELP is piloting a newly designed qualitative evaluation for participants to complete at the conclusion of a course. The new form is designed to capture data from participants that can be stored in the D-Base automated system, and then analyzed for correlations between items.

(1) The form includes new questions which will be useful in improving the quality of the English program. One question concerns which aspect of English language improvement participants hope for, while another asks what their perceived areas of improvement are at the end of the course. Other questions address areas such as: do participants think that they were accurately placed?; how do participants' own assessments of their participation in class correspond to their perceived progress, and to their overall level of satisfaction?; are participants willing to write in constructive criticisms?; and how can these suggestions be incorporated into program design?

(2) The ELP received strong feedback on the quality of its instruction. The new evaluation form and a full tabulation of results is included in Appendix E. Selected responses are shown below:

(a) Question 1: I am satisfied with the quality and effort of the English teacher(s) in this program.

100% Yes 0% No 0% Don't know

(b) Question 2: When I began class, I most wanted to improve:

61% My speaking
3% My reading
9% My writing
65% My understanding of spoken English
19% My vocabulary
12% My grammar

(c) Question 3: I think this class has helped me to improve:

90% My speaking
44% My reading
33% My writing
88% My understanding of spoken English
81% My vocabulary
59% My grammar

NOTE: Questions 2 and 3 indicate a strong correlation between student goals and perceived achievement of those goals. Students had been surveyed initially at the beginning of their class so that teachers could tailor their instruction accordingly.

(d) Question 7 (selected responses):
What I liked most about this class was:

i) "The teacher Ms Vassileva was a high specialist on the field of this language. My knowledge became brighter and deeper."

ii) "The quality of instruction was excellent. The content of this course is relevant to my needs. The instructor found very interesting and useful themes for conversation."

iii) "I liked the program."

iv) "What I liked most about this class was that I could improve my knowledge in understanding of spoken English and in speaking. Also there were very interesting materials from newspapers and books and also video presentations were well suited to the course. The instructor led the course very well."

(e) Question 8 (selected responses):
What I didn't like about this class was:

i) "It was too short, we want to be longer."

ii) "I would like to have my own textbook."

d. **Participant profiles:** English program student profile data, based on professional category, reflect the focus on work with ministry personnel, with over three-fourths of all ELP participants at work in the category "Government." The data is detailed below:

<u>Student Type</u>	<u>Percentage/Number</u>
Government	75.6% / 93
Business	5.7% / 7
Student	5.7% / 7
Unemployed	3.3% / 4
Faculty	0.8% / 1
State-owned staff	0.8% / 1
Journalist	0.0% / 0
Agriculture	0.0% / 0
Not available	8.1% / 10
Total:	100.0% / 123

2. Goal #2 - Cooperate with the Center for Training Foreign Economic Personnel (CTFEP) in developing Business English curricula and teacher development projects.

a. In a series of planning sessions in the third quarter with the Center's Director Krusteva, Foreign Language Program Director Morchev, English Language Director Yaneva, and English faculty, the ELP has proposed to set up an in-house Teacher Development Program at CTFEP, through a series of short workshops, intensive seminars, materials development and curriculum design projects, and co-teaching activities.

(1) The Center teaches intensive and semi-intensive English courses, ranging in length from one month to nine months, usually with a "general English" syllabus, stressing grammar, reading, translation, and discussion. The Center has made some initial forays into Business English teaching, including a very successful course in English for Secretaries, but, as one English faculty member put it: "We don't feel confident in teaching Business English really, because we need more understanding of business ourselves."

(2) General English courses at the Center are well-subscribed. The Center employs some 25 English language faculty, and has trained approximately 1,000 people during the past year. Fifteen members of this faculty have been at the Center for more than 10 years, an indicator of stability within the group. Thus, the Center is an appropriate location for the Teacher Development Program because of the solidarity and dedication of this group.

(3) A second incentive for the Center to upgrade English faculty skills is the fact that tuition from English courses provides a crucial source of revenue. (Before

1989, the Ministry of Trade fully subsidized the operation of the school. This financial support is gradually diminishing. At this time, the Center must generate some 30% of its operating costs by itself, through tuition or other sources. In the 1993-94 academic year, this will increase to 50%.) The Center finds itself increasingly in a competitive educational marketplace.

(4) By training the CTFEP faculty to teach Business English, several sustainability goals may be accomplished at once. First, as a Center of Excellence in business and economics education, the CTFEP must offer superior English language instruction. English is crucial both as a medium of instruction in course work and in the application of what is learned, outside, in the business world. Secondly, quality Business English instruction at CTFEP will be a marketable commodity for the school, especially important at a time when responsibility for recruiting students and collecting tuition fees is shifting to CTFEP itself.

b. Teacher Development Program: Seminar and Workshop Schedule

(1) The purely "instructional" component of the teacher training project is organized into two formats: monthly afternoon workshops conducted by in-country teacher trainers; and one-to-two-week intensive seminars, conducted by UD ELP faculty and specialists invited from the US and the United Kingdom (UK). This two-pronged format is a convenient one, as there are topics easily absorbed in an afternoon, as well as other more-complex material, which requires more time for intensive reading, practice, and opportunity to reflect, write, and ask questions.

(2) During the third quarter, the ELP began the afternoon workshops, starting with Professor Krassimira Sharkova, a former ELP faculty member from Plovdiv University, followed in March by ELP Director Jeanette Miller and Baerbel Schumacher. Center faculty participated enthusiastically in both workshops.

(3) The following schedules were developed:

(a) Intensive Seminar Schedule

Date	Topic and Instructor
31 May - 5 June	English through Business Case Study Mary Wright-Singer, Harvard University
14 - 18 June	Business Writing workshop UDBC Faculty
21 - 25 June	International Business English

Lec Jones, Cambridge University Press

28 June - 7 July

Foreign Language Testing
Syllabus Design
Angela Labarca, Georgia Institute of
Technology

(b) Afternoon Workshop Schedule

Date

Topic and Instructor

25 February

Autobiography of a Teacher
Krassimira Sharkova, Plovdiv University

25 March

Cooperative Learning in EFL
Baerbel Schumacher, Jeanette Miller,
University of Delaware

22 April

Guided Writing Techniques
Roberta Adams, Fulbright Teaching Fellow,
Sofia University

20 May

Lesson Design: A Whole-Language Schema
Ross Abadzhiev, University of Delaware

24 June

Listening Techniques in Business English
Leo Jones, Cambridge University Press

23 September

Five Never-Fail Discussion Starters
Peter Carney, USIS, Sofia

21 October

Banking English
Vanya Ivanova, University of Delaware

24 November

Designing Communicative Language Tests
Angela Labarca, Georgia Institute of
Technology

20 January

Using Video for Teacher Development
Center for Teaching Effectiveness Staff,
University of Delaware

17 February

Initiative Games for Confidence Building
Baerbel Schumacher, University of Delaware

24 March

Psycholinguistics and You
Martin Lamb, Sofia University

21 April

English through Film
Michael Karras, USIS, Plovdiv

19 May

Effective Resume Writing

Sandra McCollum, University of Delaware

c. Business English Curriculum Design at CTFEP:

(1) The English faculty at CTFEP has requested a joint project to design a Business English curriculum for the Center. A working group from CTFEP and UD's Miller and Schumacher have planned to begin work in September on a Business English curriculum, which would involve the following:

(a) Determine current needs for Business English in the Sofia area, and establish a student "profile."

(b) Review currently available, commercially produced Business English teaching materials, available through UD and other sources, to assess suitability in the Bulgarian context. Compile reference material for the faculty.

(c) Establish the approach to teaching and the areas to be emphasized.

(d) Establish objectives and performance criteria at different levels.

(e) Select or design testing and evaluation instruments to be used, including placement tests, criterion-referenced achievement "tests," and student/teacher evaluations.

(f) Select and purchase appropriate teaching materials, and ensure free access to them by the English faculty.

(g) Work jointly on developing materials suitable for teaching Business English to beginning students.

(2) A seminar and workshop series will provide "food for thought" and help clarify goals for designing a Business English curriculum.

d. Business English and Teacher Training Materials Library at CTFEP: The ELP and the CTFEP English faculty have collaborated on the selection of appropriate classroom texts and teacher reference materials to be housed in the new library of the joint UD/Center project.

e. Audio-Visual Teaching and Training Equipment for CTFEP

(1) The ELP has proposed equipping the CTFEP English Department with the following equipment: video camera,

tripod, tri-standard color monitor, audiotape players, closed-caption decoder, and audio- and videotapes.

(2) The use of audio-visual equipment in the classroom, as well as in teacher development, serves various purposes. In the classroom, audio-visual materials provide an opportunity for students to become acquainted with a variety of dialects of spoken English, and video materials further add the dimension of visual cues for students to observe. Video equipment has long proven to be an invaluable tool for feedback, both for the language learner and the language teacher. Students and teachers alike are given the opportunity to gain insights, impossible to achieve otherwise, into their own performances.

f. CTFEP Affiliation with TESOL International and Sponsorship of Selected CTFEP Faculty for TESOL '94 Conference Participation in Baltimore

(1) The ELP has planned for an institutional membership to TESOL (Teachers of English to Speakers of Other Languages). As a member of TESOL, the CTFEP library will receive TESOL publications, including the TESOL Quarterly, TESOL Matters, and four selected newsletters published by special-interest sections within this international organization.

(2) The TESOL organization will hold its annual conference in Baltimore, Maryland, from 8-12 March 1994. Baltimore is a mere 50 miles from the University of Delaware, and this proximity presents a unique opportunity to involve Bulgarian faculty in both this very important professional conference, as well as to meet counterpart faculty at the University of Delaware's English Language Institute (ELI). The ELP proposes to sponsor up to three CTFEP faculty for the week of the conference in Baltimore, and to arrange for part of their stay to be in the homes of members of the University of Delaware community, so that they can observe ELI Business English classes, and do research at the University of Delaware library.

(3) Attendance at a TESOL conference inspires teachers. With more than 200 juried presentations to choose from, Bulgarian faculty will be able to select from a wide range of relevant topics, from Business English to program administration to Eastern European issues. They can browse the publishers' booths and exhibitions, and network with other professionals from around the world. CTFEP faculty will also be encouraged to submit proposals to present at the conference.

3. Goal #3 - Provide English language support for participants in the UDBC Advanced Economics Program - As the initial participant group in the Advanced Economics Program neared completion of their courses, they began a final research project on a topic approved by Dr Jeffrey Miller, Economics Program Director.

Language support and assistance with writing and editing were provided in individual consultations with ELP's Miller and Schumacher and In-Country Coordinator McCollum. The completed research projects are scheduled to be presented in May 1993 at the Varna Economics University Conference.

4. Goal #4 - Work with Bulgarian teachers, teacher trainers, and representatives from the Peace Corps and USIS to distribute materials, train teachers, and develop curricula.

a. ELP's Miller and Schumacher participated in a day-long meeting of English language program administrators and instructors from the international assistance community on 12 February. The meeting served as an information-sharing and networking opportunity. Participants included USAID's Fujimoto; USIS's Dillon, Shallow, and Carney; Fulbright Teaching Fellows and Teacher Trainers; Peace Corps volunteers from throughout Bulgaria; Bulgarian representatives of IATEFL; British Council representatives; and Bulgarian Ministry of Education representatives. It became clear from this meeting that the University of Delaware initiative is the only US-funded program that includes Business English for the professional person and teacher training in Business English. Thus, there is very little overlap in US-funded English language and teacher training efforts.

b. The ELP continued its commitment to Bulgarian teachers by providing individual consultations to teachers from Lozen Elementary School, Lozen Middle School, and Veliko Turnovo University. Consultations included advice on developing lesson plans for Business English, help in selecting appropriate materials from the ELP resource library, and discussing a variety of teaching methods and techniques to create a communicative classroom.

c. ELP's Miller and Schumacher met with Ana Hubanova, Director of the Balkan-Danish College, to discuss goals for further cooperation. The ELP was able to satisfy specific needs regarding information on classroom management, making available University of Delaware Resource Center Reading Room materials, and reserving the Resource Center audio-visual facilities for College use on a regular basis. In addition, the ELP was instrumental in organizing a seminar by Economics Program Professor Eleanor Craig, who fielded questions from Balkan faculty regarding lesson-planning and classroom management, as well as the topic "Value Added Tax." The ELP agreed to organize lectures on a regular basis in the areas of marketing, management, economics, and teaching methodology. Finally, the ELP arranged for a generous donation of economics texts made by Professor Jeffrey Miller.

d. In cooperation with Open Society's Nadejda Stancioff, Schumacher offered three information sessions on the application process used by US universities. The well-publicized event was met with overwhelming response from Sofia, Plovdiv, and

as far away as Varna, so that, in addition to the originally planned session, two additional sessions had to be scheduled to accommodate the demand. Information included an overview of the US educational system; required tests for undergraduate, graduate, and postgraduate students; test locations in Bulgaria; possibilities and cautions about funding sources; and possible alternatives already existing in-country. A tour of the Open Society resource library, as well as individual consultations, concluded each session.

e. Open Society's Lydia Dachkova invited Schumacher to serve on an interview committee for a high school student scholarship award program to the United States. The program, sponsored by the Soros Foundation and a consortium of American high schools represented by ASSIST, offers 5-week, 6-month, and 1-year scholarships. The committee included both New York and Sofia representatives from Open Society, ASSIST, and the Center for Eastern European Legal Initiatives.

f. **Pazardzhik Workshop:** On 13 March 1993, the ELP's Tsonka Vassileva, Vanya Theodorova, Keneward Hill, Miller, and Schumacher conducted a one-day seminar for English teachers at the Municipal Council building in Pazardzhik. Preceding the workshop, the 22 participating teachers had responded to a questionnaire polling them for topics of interest. Participants included elementary, middle school, and high school teachers, as well as teachers from the English Language School. The workshop used a hands-on approach to present the following topics: The Interactive Classroom, Using Games to Teach Grammar, Using Authentic Listening Materials, and Using Roleplay and Simulation. The overwhelmingly positive response included a request for continued teacher development training, especially in the area of teaching Business English to young people. The request for continued training was reiterated by Municipal Council Training Coordinator Stoyanova. Miller and Schumacher agreed to investigate the possibility of using "training the trainer" as a more sustainable approach to teacher development in Pazardzhik. Selected faculty would come to Sofia and participate in the ELP/CTFEP joint training project.

5. **Goal #5 - Maintain and expand programs at the Sofia Resource Center:** The growing program at the Sofia Resource Center is described below in Paragraph VI. The RC continues to be a valuable support facility for the ELP, consultation work, student and faculty research, and audio-visual resources.

6. **Goal #6 - Provide database management and testing and placement for all program participants:** During the third quarter, the ELP administered four Michigan English Language Placement tests. Test participants included ministry personnel interested in Business English classes, as well as applicants for the Advanced Economics and Management Programs. Two tests in

January served as a placement tool for ministry personnel, which resulted in conducting 12 sections of Business English at seven different skill levels. Since English language skills are vital for successful participation in the Advanced Economics and Management Programs, the ELP ran two English tests in February and March to assess potential candidates for the program. Economics and Management Program Directors Jeffrey Miller and Michael Pohlen will use the English test results to select applicants for their year-long programs, and eligible candidates will be placed into appropriate English language support courses during the third quarter of the second year.

C. Other Significant Activity: Business English on Bulgarian National Radio

1. Bulgarian National Radio has requested a collaborative project in Business English, the first-ever project in American English in a nationwide radio format. BNR has years of experience in educational radio through its "Radio University" projects in various academic subjects. Thus, the format is familiar to the Bulgarian audience. Previous radio programs on related topics include a BBC series in conversational Business English for beginners, and a general business topics program, broadcast in Bulgarian.

2. The following proposal was submitted to Bulgarian National Radio: BNR will provide technical assistance in producing the prerecorded programs and in advertising the program to the public. The University of Delaware will select topics from marketing, economics, and business and management, write scripts, and provide American English speakers for the programs. Course design will tap into many resources available in the University of Delaware program, with content advisement from the economics and management faculties. The Business English program will be conducted as a radio course, with an accompanying booklet, produced by Delaware, and a final examination, administered at several locations in Bulgaria. Course fees, paid by mail, will help to defray publishing expenses, and provide revenue to BNR. The 12-week program is tentatively scheduled for broadcast beginning in January 1994.

3. The program would be formatted in 24, 15-minute programs, aired three times a week, for a total of 18 broadcast hours. Pending market research on audience numbers, BNR has estimated that 1,000 participants will register for the course. Taking a more conservative estimate of 300-500 participants, the radio Business English program may involve 1,800-3,000 contact hours, not including probably a fairly large number of casual listeners.

4. Thanks to the nationwide scope of BNR, this University of Delaware course will also be accessible to Bulgarians

outside the three major metropolitan areas of Sofia, Plovdiv, and Varna.

D. English Language Program Goals for the Fourth Quarter of the Second Year

1. Provide Business English instruction to participants from Bulgarian government ministries and agencies.

2. Cooperate with the Center for Training Foreign Economic Personnel (CTFEP) in developing a Business English curriculum and teacher development project.

3. Provide English language support for participants in the current Advanced Economics Program, and for participants in the prerequisite program for the Year Three Advanced Economics and Management Programs.

4. Work with Bulgarian teachers, teacher trainers, and representatives from the Peace Corps and USIS to distribute materials, train teachers, and develop curricula.

5. Provide database management and testing and placement for all program participants.

6. Continue collaboration with Bulgarian National Radio on the Business English project, pending Year Three funding.

VI. Sofia Resource Center: The Resource Center (RC) continued to play an important role in Sofia as a source of up-to-date information and teaching and learning materials in the fields of management, economics, and English language learning and teaching. RC Coordinator Alex Markov, Vanya Theodorova, Ekaterina Nikolova, and Bogolina Dzhambova staffed the Center. In-Country Coordinator McCollum and Economics Program Director Dr Jeffrey Miller held extended office hours in the faculty consultation room or the RC main office daily. In early March, Theodorova was promoted to administrative assistant and transferred to the reception office at CTFEP.

A. Media Room

1. The Media Room remained a busy place as the following demographic statistics for this quarter show:

Total visitors	432
Days open	55
Daily average	7.85
Regular visitors	12
Males	221
Females	211
Students	286

Business managers	38
Researchers	23
Teachers	20
University professors	19
Journalists	8
Academic administrators	3
Others	24

2. During this quarter, the EFL audio materials were again widely used, especially the TOEFL test tapes and books, as well as "The Business Is Banking" materials.

3. The computer-based catalog of Reading Room holdings was updated by Librarian Katya Zhekova, and all new titles were entered into the computer in the Media Room. The catalog was frequently used by students, researchers, and academic writers.

4. A new TSP program for statistical data-processing was installed on the IBM computer in the Media Room to assist the Advanced Economics Program students in their classes.

B. Reading Room

1. The Reading Room continued to be a very valuable resource for a wide variety of users as shown below:

Total Visitors	1,087
New readers registered for this period	137
Copies of materials used	2,610
Males	548
Females	539
Students	805
Researchers	213
Teachers	37
Others	32

2. Readers now make use of the Media Room's computer-based holdings catalog, which is updated monthly to reflect all newly arrived books and catalogs. The Reading Room now also offers the leading Bulgarian business and economics newspapers in English translation.

3. The Reading Room holdings will soon be increased due to a donation of American books from the International Foundation of Cyril and Methodius.

C. **American Film Series:** The American Film Series has continued its very popular Friday afternoon showings in the Media Room. Twelve movies were shown within this period with an accent on minorities in the US. A group of 8-10 regular fans of the program has formed.

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

1. The main activities of the RC staff during this quarter were to keep the public informed about the project, to monitor the Media and Reading Rooms, and to support resident faculty.

2. Markov submitted bimonthly financial reports on disbursements to support the RC and other project components to McCollum, who then entered them in the computerized financial management database program designed by Shumway.

3. In February, an e-mail software program was installed on the main RC computer. It was purchased from Tzifrovi Sistemi (Digital Systems) Company in Varna. The contracted service provides a direct e-mail line to the University of Delaware campus, as well as to other e-mail subscribers all over the world. RC Coordinator Markov is currently working on signing an additional contract with BULPAK Company for using direct, dedicated, dial-free access to the central computer in Varna, which will enable the information to be transmitted within seconds. As a result, the sole outside telephone line in the RC will be less burdened by e-mail interruptions.

4. During this period, it was necessary to conduct the following activities connected with the maintenance of the RC and renovation of RC equipment: negotiating a new maintenance contract for the RC copier, repairing the Laser and DeskJet printers, replacing the AC adapters for the Media Room tape recorders, contracting a professional rug-cleaning service, and repairing the supply cabinets.

5. Two new leases were negotiated for apartments for Jeanette Miller and Ross Abadzhiev. The lease for the house in Knyazhevo occupied by Miller and Abadzhiev in January and February was canceled.

6. The Zenith monitor used with the RC IBM computer went out of order. When it was learned that the spare part (a high-voltage power supply) would cost two-thirds of the price of a new monitor, it was decided to purchase a new monitor instead, at the reasonable price of \$275.

7. Markov investigated the proposals of all Bulgarian companies selling copy machines. A new copier, Xerox Model 5026, was purchased at the lowest possible price of \$5,643 and installed in one of the new offices at the CTFEP. The purchase of this copier was essential to support the academic courses to be conducted there.

8. Markov began negotiations with Sofia Central Library authorities for a new contract of cooperation, which is to ensure the continued use of the invaluable central Sofia RC location for the lifetime of the project. The current contract expires in June 1993.

9. The UDBC continued or started subscriptions to the following newspapers and magazines this quarter: "The American Banker," "The Bulgarian Economic Review," "168 Hours BBN (Bulgarian Business News)," and "SBD (Seven Business Days)."

10. From January to March, four shipments, containing a total of 42 boxes of books and materials from UD, were received in the RC. During the visit to Bulgaria of the Project Assistant for Bulgaria, Tony Stitt, two successful meetings were conducted between Stitt and Markov and local DHL (express carrier) authorities to work out a safer and faster delivery of UD shipments to the RC.

11. Business Periodical Library

a. In early February, the UD Resource Center received a ProQuest Series 3000 workstation from the United States Information Service section of the US Embassy in Sofia. The workstation was introduced to the public at a press conference on 17 February 1993. The full system includes a personal computer (PC); a large, high-resolution monitor; three CD-ROM drives; a laser printer; a dot-matrix printer; and revolving storage racks housing more than 200 CDs. The ProQuest search and retrieval software includes ABI/Inform, a powerful on-disc business and management database that can access abstracts from more than 800 business and management periodicals. Most importantly, the station includes the Business Periodical on-disc database--a CD-ROM database of approximately 300 high-use, high-demand titles in ABI/Inform, with full-text coverage from 1987 onward. Other subject areas include: accounting, data-processing, human resources, international trade, information management, law, sales, advertising, financial management, banking, health care management, and taxation.

b. The addition of this workstation and database to the Media Room of the UD Resource Center has resulted in the creation of the largest business periodical library in Bulgaria, and is an invaluable addition to the business information resources in that nation. The database will be updated monthly and maintained by the USIA for three years. The system has met with great success, with more than 60 people using it since its initial availability to the public on 27 February. Users are assisted by the Media Room attendant, Bogolina Dzhambova.

c. Initial user demographics are supplied below:

(1) CD-ROM ProQuest user statistics and demographics are shown below:

Total search requests	65
Days in use	29
Regular visitors	10
Students	17
Researchers	14
University professors	15
*Government officials	5
Business managers	6
Journalists	3

*Includes one Member of Parliament

(2) Search requests were made for the following purposes, listed in order of frequency:

- 1 - Theses, papers
- 2 - Reports
- 3 - Handouts
- 4 - Research & investigation
- 5 - Consultancy
- 6 - Preparation for lectures
- 7 - Periodical bulletin
- 8 - Study for Parliamentary Committee
- 9 - Search for business contacts

(3) Searches were made in the following general subject areas, listed in order of frequency:

- 1 - Bank management
- 2 - Marketing
- 3 - International business
- 4 - Small business
- 5 - Finance and taxes
- 6 - Econometrics
- 7 - Geodetic information systems
- 8 - Environmental issues
- 9 - Expatriate culture shock

VII. Other Logistical Support

A. During this quarter, logistical support for the Sofia programs was coordinated by McCollum and Abadzhiev. Markov coordinated the Resource Center with the support of the RC staff. In previous quarters, management, economics, and English faculty shared the small consultation room at the RC. In this quarter, the acquisition of five new offices at CTFEP provided additional locations for consultation and gave faculty members the luxury of a place to work, thus alleviating the over-crowded conditions at the RC.

B. In January, Abadzhiev contracted with a local company to paint and renovate the five offices at CTFEP, allowing for moving into the new offices in early February. The offices were designated as follows: Room 405-Administrative Office; Room 404-Reception, Communications, and Copier Room; Room 403-English Language Program Office; Room 402-Economics Program Office; and Room 401-Management Program Office.

1. All offices were equipped to properly serve their respective functions. A direct phone was installed in the Reception Room, while all other offices were equipped with extension phones. CTFEP contributed office furniture per the agreement, with the University of Delaware purchasing accessories. Delaware also purchased and installed a Xerox Model 5026 copy machine to be used to support the joint programs, when it became clear that CTFEP lacked the resources to contribute to such a major purchase. The reception room was stocked with office supplies.

2. Suppliers and maintenance firms used at the Resource Center were contacted to also provide services to the new CTFEP office complex.

C. The University of Delaware relied on advertising in "24 Hours," a popular business newspaper, to attract qualified applicants to the Advanced Economics and Management Programs. Courses were also announced at government, educational, and business institutions by fax and letters. More than 300 printed announcements were distributed by McCollum on the Bulgarian-American Enterprise Fund (BAEF) national tour.

D. A cycle of four prerequisite management courses were scheduled for the third and fourth quarters, and prospective candidates for the Advanced Management Program were encouraged to register for these courses. Two prerequisite courses (Fundamentals of Finance and Accounting and Fundamentals of Market Behavior and Processes), one core course (Operations Management), and one advanced course (Total Quality Management) were offered this quarter. (The core and advanced courses were offered due to availability of faculty.) For the first time, small tuition fees were charged for courses and given to CTFEP, to assist our new partner in replacing revenue lost by the allocation of classrooms to the joint project. Attendance in all three courses exceeded the maximum class size of 35 students per class, due to a misunderstanding in the CTFEP registration office. University of Delaware faculty decided to accept all registered students in their classes to avoid upsetting the students. As a result of the misunderstanding, however, registration for all joint courses was transferred from CTFEP to Delaware personnel.

E. Abadzhiev coordinated room assignments for courses and tests; translated management course materials, glossaries, and tests; and interpreted for Shumway's Finance class. He also

supervised renovation of the new offices and met regularly with CTFEP administrators to work out logistical problems.

F. Newly appointed Administrative Assistant Vanya Theodorova assumed responsibility for registering students for courses, collecting fees, entering applicants into the database, printing course lists, and providing information to interested callers or visitors. In addition, she was responsible for preparing class materials for faculty and supervising testing and evaluation.

G. Three English and one economics placement tests were administered by Delaware staff at CTFEP. The third English test attracted 120 applicants and had to be administered in three large classrooms.

H. Abadzhiev assisted John Viste, Regional Coordinator for Partners in International Education and Training (PIET), in securing a test site at CTFEP for testing candidates for the AID-sponsored Participant Training Project Europe (PTPE). As a result, we agreed to administer and score future tests to assist AID and PIET, which had been unable to locate a suitable organization to run the tests in Sofia. Brad Fujimoto, USAID Sofia Project Manager, will coordinate testing with Jeanette Miller, the University of Delaware's English Language Program Director.

I. A cycle of five undergraduate-level economics courses, taught by UD-trained Bulgarian economists, was begun in March. Theodorova and Abadzhiev handled registration and support for these pioneer courses from the new offices at CTFEP. Thanks to the dedicated effort of all Delaware staff members, who spent considerable time promoting the courses, each of the courses started with an average of 15 tuition-paying students.

J. Shumway, McCollum, and Abadzhiev attended several meetings with the Ministry of Trade's Head of Information Department Toshev and Chief Secretary Vuzev, who have been assigned by the Minister of Trade to ensure the smooth operations of the joint University of Delaware and Center for Training Foreign Economic Personnel project. A Member of Parliament held a meeting with the Minister of Trade, Valentin Karabashev, to ensure that the new Minister supported the agreement that had been approved under the auspices of the previous Minister of Trade. Karabashev sent word through his Chief Secretary and by letter that he fully supports the project.

K. McCollum and Abadzhiev held regular meetings with CTFEP administrators to discuss the implementation plan of the joint project, align logistical support schedules, and iron out details of the core courses of the Advanced Management and Economics Programs, scheduled to begin in June 1993.

1. Agreement was reached in a March meeting concerning the match the CTFEP will provide for the joint project. According to the agreement, the University of Delaware will furnish the library and reading room, while CTFEP will:

a. appoint and pay the salary of a librarian for the new library,

b. paint and renovate the library and reading room,

c. provide two extra rooms designated as computer labs, and

d. provide office furniture for the library reception room and additional furniture for the other offices.

2. CTFEP has also supported the joint project by permitting UD economics faculty member Stephan Petranov to use its computer lab in support of his Econometrics II course. Although the six computers are outdated, Petranov was nevertheless able to install the TSP software students use in this applied economics class. Economics program students were also given access to Delaware laptops to assist them in writing their research papers.

3. Abadzhiev visited auctions and exhibitions and sent letters to furniture supply companies, requesting bids for furnishing the CTFEP library and reading room at competitive prices.

APPENDIX A

MANAGEMENT COURSES OFFERED IN SOFIA DURING THE THIRD QUARTER OF THE SECOND YEAR

SCHEDULE

1. **Total Quality Management (Pohlen);** 15-17 January; 5:00-9:00 on Friday, 9:00-5:00 on Saturday, and 9:00-1:00 on Sunday; Center for Training Foreign Economic Personnel (CTFEP); in English, with consecutive interpretation into Bulgarian; 44 students
2. **Fundamentals of Finance and Accounting (Roccolo);** 25 January-18 February; 6:00-8:30, Monday, Wednesday, and Thursday; CTFEP; in English only; 17 students
3. **Fundamentals of Finance and Accounting (Roccolo);** 25 January-18 February; 11:00-1:30, Monday and Wednesday; CTFEP; in English, with consecutive interpretation into Bulgarian; 40 students
4. **Fundamentals of Finance and Accounting (Shumway);** 12-14 and 26-28 February; 6:00-9:00 pm on Friday, 9:00-5:00 on Saturday, and 9:30-1:00 on Sunday; CTFEP; in English, with consecutive interpretation into Bulgarian; 37 students
5. **Fundamentals of Market Behavior and Processes (Marinov);** 1-24 February; 5:30-8:30, Monday and Wednesday; CTFEP; in Bulgarian only; 38 students
6. **Operations Management (Marinov);** 10-31 March; 5:30-8:30, Monday and Wednesday; CTFEP; in Bulgarian only; 37 students

MANAGEMENT COURSE DESCRIPTIONS

1. **Total Quality Management (Pohlen) -** This course describes the basic techniques for total quality management, including statistical process control, process improvement studies, and quality function deployment, as well as the concept of total quality and how it applies to any organization.
2. **Fundamentals of Finance and Accounting (Roccolo and Shumway) -** This is a fundamental course which covers how business transactions are recorded in an accounting system and how much data is used in financial analyses.
3. **Fundamentals of Market Behavior and Processes (Marinov) -** This course covers the decisions of marketing managers and effective marketing practices for making product, price, promotion, and physical distribution decisions.

4. **Operations Management (Marinov)** - This is a course on the fundamentals of production for manufacturing and service organizations. The course covers basic questions of forecasting, scheduling, process design, and inventory management.

APPENDIX B

ECONOMICS COURSES OFFERED IN SOFIA DURING THE THIRD QUARTER OF THE SECOND YEAR

SCHEDULE

1. **Public Finance (Craig)** - 7-26 January; 2:30-4:30, Monday through Friday; Center for Training Foreign Economic Personnel (CTFEP); in English only; 25 students
2. **Money and Banking (Miller)** - 18 January-24 February; 2:00-3:30, Monday and Wednesday; CTFEP; in English, with consecutive interpretation into Bulgarian; 25 students
3. **Econometrics II (Petranov)** - 2 February-31 March (with continuation into the fourth quarter); 6:15-7:45, Tuesday and Thursday; CTFEP; in Bulgarian only; 25 students
4. **Seminar: Economics of Transitions (Miller)** - 18 January-1 March; 4:30-6:00, twice a week (varied); CTFEP; in English only; two sections with 10 students each
5. **Introduction to Microeconomics (Jordan Jordanov)** - 16-31 March (with continuation into the fourth quarter); 2:15-3:30, Tuesday and Thursday; CTFEP; in Bulgarian only; 10 students
6. **Introduction to Macroeconomics (Valentin Vulov)** - 15-31 March (with continuation into the fourth quarter); 2:15-3:30, Monday and Wednesday; CTFEP; in Bulgarian only; 17 students
7. **Intermediate Macroeconomics (Hristo Mavrov)** - 15-31 March (with continuation into the fourth quarter); 4:45-6:15, Monday and Wednesday; CTFEP; in Bulgarian only; 7 students
8. **Managerial Economics (Anastasia Miteva)** - 16-31 March (with continuation into the fourth quarter); 4:45-6:15, Tuesday and Thursday; CTFEP; in Bulgarian only; 7 students
9. **Mathematics and Statistics for Business and Economics (Lambrin Supator)** - March 15-31 (with continuation into the fourth quarter); 3:30-4:45, Monday and Wednesday; CTFEP; in Bulgarian only; 4 students

ECONOMICS COURSE DESCRIPTIONS

1. **Public Finance (Craig)** - The role of government in the market economy is examined. Special attention is paid to the role of taxation and expenditure decisions. Based on discussions with tax experts, Professor Craig modified her course material so that it

pertained to tax issues presently being discussed by the Bulgarian Parliament.

2. **Money and Banking (Miller)** - This course covers the role of money and the banking system in the Bulgarian economy. Special emphasis is given to the problems of allocating credit through appropriate channels to assist in the development of the private economy.

3. **Econometrics II (Petranov)** - This course is a continuation of Econometrics I with special attention given to applications. Some lectures were given in the computer room at the Center for Training Foreign Economic Personnel.

4. **Seminar: Economics of Transitions (Miller)** - This seminar is designed to be the capstone course of the Advanced Program. After studying many aspects of economics over the previous seven months, students in this seminar learn how these concepts can be directly applied to the problems facing Bulgaria. A series of readings which discuss the problems of the transition are identified. During each class period, a different student is assigned the task of presenting the reading to be discussed that day. After each formal meeting of the seminar, individual sessions are held with the students to go over the paper assignment. The students are asked to write a paper on some aspect of the Bulgarian economy. These papers are written after the conclusion of the seminar. In many instances, the paper topics are questions raised during the seminar.

5. **Introduction to Microeconomics (Jordan Jordanov)** - This is the standard principles of microeconomics course, covering supply and demand, consumer choice, production cost, the decisions of the competitive firm, and monopoly.

6. **Introduction to Macroeconomics (Valentin Vulov)** - This is the standard principles of macroeconomics course, covering the operation of the aggregate economy and government macroeconomic policy. Topics covered include national income accounting, equilibrium level of output, the consumption function, fiscal and monetary policy, quantity theory of money, and inflation.

7. **Intermediate Macroeconomics (Hristo Mavrov)** - This is a standard intermediate macroeconomics course, covering equilibrium level of output according to the IS-LM model, government fiscal and monetary policy, monetary theory, reasons for unemployment, and inflation.

8. **Managerial Economics (Anastasia Miteva)** - This is an applied microeconomic theory course for managers. It provides moderately rigorous development and analysis of consumer and firm behavior, especially under conditions of constraint, uncertainty, and market imperfection. Emphasis is placed on the concepts and methods of

economics having significance for decision-making in the business community.

9. **Mathematics and Statistics for Business and Economics (Lambrin Supator)** - This course covers material needed for preparation for the Advanced Economics Program. Topics include Lagrangian multipliers and statistical concepts needed for econometrics.

APPENDIX C

ADVANCED ECONOMICS PROGRAM PARTICIPANT INQUIRY FORM

JUNE 1992 - MARCH 1993

LEGEND: STRONGLY AGREE (SA)
 AGREE (A)
 NO OPINION (NP)
 DISAGREE (D)
 STRONGLY DISAGREE (SD)

	<u>SA</u>	<u>A</u>	<u>NP</u>	<u>D</u>	<u>SD</u>
1. AS A RESULT OF MY PARTICIPATION IN THIS PROGRAM, I HAVE ACHIEVED:					
PROFESSIONAL ADVANCEMENT	26.1	34.8	4.3	6.7	4.3
GREATER PROFESSIONAL SKILLS	17.4	30.4	4.3	4.3	0.0
EXPOSURE TO CONTACTS	8.7	39.1	4.3	4.3	0.0
DIPLOMA/CERTIFICATE	13.0	21.7	4.3	8.7	4.3
SALARY INCREASE	0.0	4.3	21.7	17.4	8.7
2. AS A RESULT OF MY PARTICIPATION/ TRAINING IN THIS PROGRAM, I AM NOW BETTER ABLE TO:					
MANAGE PEOPLE	8.7	17.4	21.4	4.3	0.0
COMPLETE RESEARCH	21.7	39.1	4.3	4.3	0.0
DIRECT PROJECTS	17.4	26.1	8.7	8.7	0.0
TEACH OTHERS	25.0	16.7	8.3	4.2	0.0
MAKE POLICY	13.0	17.4	8.7	8.7	0.0
LEAD COMPANY	13.0	17.4	17.4	8.7	0.0
3. I ATTENDED THE PROGRAM ON A REGULAR BASIS	39.1	34.8	4.3	4.3	8.7
4. THE PROJECT STAFF IS HELPFUL	30.4	30.4	8.7	4.3	7.4
5. THE OVERALL PROGRAM WILL INCREASE MY UNDERSTANDING OF THE FREE MARKET ECONOMY	39.1	30.4	4.3	8.7	3.0
6. THE OVERALL PROGRAM WILL HAVE LONG-LASTING BENEFITS	30.4	30.4	4.3	21.7	0.0
7. THE OVERALL PROGRAM SEEMS TO BE WELL ORGANIZED	43.5	6.1	4.3	21.7	0.0
8. ACCESS TO INSTRUCTORS AND PROJECT STAFF IS QUITE GOOD	8.7	21.7	26.1	26.1	8.7
9. I HAVE BEEN ABLE TO ESTABLISH VALUABLE BUSINESS CONTACTS	30.4	39.1	4.3	8.7	13.0

APPENDIX D

ENGLISH LANGUAGE COURSES OFFERED IN SOFIA DURING THE THIRD QUARTER OF THE SECOND YEAR

SCHEDULE

1. **Business English - Beginner (Valentina Alexandrova);** 8 February-23 March; 8:00-9:00, Monday through Friday; Ministry of Trade; 10 students.
2. **Business English - Beginner (Valentina Alexandrova);** 25 January-23 March; 9:15-10:30, Monday, Tuesday, Wednesday, and Thursday; Ministry of Labor; 15 students
3. **Business English - High Beginner (Keneward Hill);** 25 January-23 March; 10:20-11:40 on Monday, and 8:20-9:40 on Tuesday and Thursday; Ministry of Agriculture; 10 students
4. **Business English - High Beginner (Tsonka Vasileva);** 25 January-23 March; 8:00-9:15, Monday, Tuesday, Wednesday, and Thursday; Ministry of Labor; 15 students
5. **Business English - Low Intermediate (Vanya Theodorova);** 25 January-23 March; 8:30-9:45, Tuesday, Wednesday, and Thursday; Center for Training Foreign Economic Personnel; 15 students
6. **Business English - Intermediate (Tsonka Vasileva);** 25 January-23 March; 9:15-10:30, Monday, Tuesday, Wednesday, and Thursday; Ministry of Labor; 15 students
7. **Business English - High Intermediate (Baerbel Schumacher);** 25 January-23 March; 9:15-10:30, Monday, Tuesday, Wednesday, and Thursday; Ministry of Labor; 15 students
8. **Business English -Low Advanced (Keneward Hill);** 25 January-23 March; 8:30-10:00 on Monday, and 10:00-11:30 on Tuesday and Thursday; Agency for Privatization; 15 students
9. **Business English - Low Advanced (Jeanette Miller);** 25 January-23 March; 8:30-9:45, Monday, Tuesday, Wednesday, and Thursday; Center for Training Foreign Economic Personnel; 15 students
10. **Business English - Advanced (Baerbel Schumacher);** 25 January-23 March; 10:45-12:00, Monday, Tuesday, Wednesday, and Thursday; Labor Ministry; 15 students

ENGLISH LANGUAGE COURSE DESCRIPTIONS

1. **Business English Beginners/High Beginners -** Students master the basics of conversational English needed in greetings, leave-

taking, introductions, apologies, simple explanations, and comparisons. They learn the basics of English syntax with question/answer forms, and verbs in the simple past present and future are stressed. Students become comfortable with numbers in English from the beginning, and use graphs, charts, and telephone numbers in their class work, which is organized in pairs, small groups, and the large group, to prepare students for the business case study work they will pursue in the intermediate and advanced levels. Entering the intermediate level, students are able to produce simple memos and letters, read and orally summarize short selected newspaper and magazine articles, introduce themselves and others, and carry on simple conversations about the office and current news.

2. Business English Low Intermediate/Intermediate/High Intermediate - Students at this level build on their understanding of conversational English by learning more-sophisticated language needed in agreeing and disagreeing in discussions, expressing and supporting opinions, and in describing a sequence of events over time, using perfect verb forms (i.e., present perfect and past perfect tenses). Business case studies, written for English learners, are used in class and require students to produce written memos, letters, and analyses on the case problems. Listening skills and note-taking are also stressed, using audio- and videotapes on business topics. Students give at least one oral presentation, which is evaluated by both peers and the instructor. By the end of this level, students are comfortable with memos, letters, and oral and written discussions of simplified business cases, selected newspaper and magazine articles, and video and audio materials.

3. Business English Low Advanced/Advanced - Students at this level expand on skills acquired in the intermediate level, by using more-sophisticated "texts" in English (including video and audio materials), and by working with a series of interrelated texts, discussing and comparing points of view presented in each. Students in the advanced levels participate in problem-solving groups, working entirely in English, and regularly present informal and formal oral results of this group work. Formal presentations are evaluated both by peers and the instructor. Advanced level students hone their listening skills by listening to audio and video materials, and by relating it to class readings, case studies, and their work experiences. In addition, students prepare a final project which is presented in written form, and as an oral presentation, at the end of the course. Finally, students also polish problematic grammar in the areas of prepositions, gerund and infinitive constructions, and conditional verbs.

APPENDIX E

ENGLISH LANGUAGE PROGRAM QUALITATIVE EVALUATION FORM

RESULTS FOR THE THIRD QUARTER OF THE SECOND YEAR

INSTRUCTOR: _____
CLASS: _____ DATE: _____

FOR EACH QUESTION, PLEASE CHOOSE THE ANSWER THAT IS TRUE FOR YOU. THIS INFORMATION IS IMPORTANT TO US, AND WILL HELP US TO IMPROVE THE PROGRAM

1. I AM SATISFIED WITH THE QUALITY AND EFFORT OF THE ENGLISH TEACHER(S) IN THIS PROGRAM.

100% YES 0% NO 0% DON'T KNOW

2. WHEN I BEGAN THIS CLASS, I MOST WANTED TO IMPROVE:
(CHOOSE ONE, or TWO MAXIMUM!)

- 61% A. My speaking
- 3% B. My reading
- 9% C. My writing
- 65% D. My understanding of spoken English
- 19% E. My vocabulary
- 12% F. My grammar

3. I THINK THIS CLASS HAS HELPED ME TO IMPROVE:
(CHOOSE ALL THAT HAVE IMPROVED)

- 90% A. My speaking
- 44% B. My reading
- 33% C. My writing
- 88% D. My understanding of spoken English
- 81% E. My vocabulary
- 59% F. My grammar
- ___ E. Other - Please write here:

4. I THINK THAT MOST PEOPLE IN THIS CLASS

- 23% A. Know more English than I do
- 7% B. Know less English than I do
- 68% C. Know English about the same as I do

5. I ATTENDED CLASSES (circle one):

100% 90% 80% 70% 60% 50% 40% 30% 20% 10%
36% 37% 16% 4% 1% 3% 1% 1% 0% 0%

6. I PARTICIPATED: 29% A. More than others
59% B. As much as others
11% C. Less than others

7. Please write your answer, in English:

What I liked most about this class was... _____

8. Please write your answer, in English:

What I didn't like about this class was... _____

APPENDIX F

BULGARIAN ACADEMY OF SCIENCES, INSTITUTE OF ECONOMICS
3 Aksakov Street, 1040 Sofia, BULGARIA, Tel: (359-2) 875 879, Fax: (359-2) 882 108

Sofia, 12 March 1993

Professor Larry Donnelley
Director
of the University of Delaware-
Bulgarian Coalition

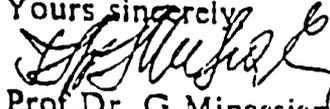
Dear Professor L. Donnelley,

On behalf of the Institute of Economics I would like to express our interest in co-operating with the University of Delaware in carrying out the proposed Program Agreement between the University of Delaware-Bulgarian Coalition and the Institute of Economics, Bulgarian Academy of Science.

We appreciate the co-operation with the University of Delaware and we are especially interested in the Economics Program Center for Excellence Components.

We fully support the proposed Program Agreement and herewith we express our readiness and willingness to implement this Program with our American partners.

In expectation of future successful development of our co-operation, I remain

Yours sincerely

Prof. Dr. G. Minassian
Acting Director

AGREEMENT

BETWEEN

THE INSTITUTE OF ECONOMICS,
BULGARIAN ACADEMY OF SCIENCES

AND

THE UNIVERSITY OF DELAWARE - BULGARIAN COALITION

30 April 1993
Sofia - BULGARIA

I. Purpose of the Agreement

The purpose of this agreement is to utilize the combined resources of the University of Delaware-Bulgarian Coalition (UDBC) and the Institute of Economics, Bulgarian Academy of Sciences (IEBAS) to improve the knowledge and understanding of market economics in Bulgaria. The focus of this effort is to improve post-graduate education by ameliorating the Advanced Level Post-Graduate Economics program started by the UDBC in 1992 and the Ph.D. program supported by the IEBAS. Other efforts may include, but are not limited to, jointly sponsored seminars and the production of translations of textbooks into Bulgarian.

It is anticipated that this cooperative effort will continue for the period that funding is provided by the United States Agency for International Development and that the execution of some elements of the agreement may be contingent upon the level of funding.

II. Post-Graduate Educational Programs

New Ph.D. students from IEBAS will be incorporated into the Advanced Level Post-Graduate Economics Program. (Ph.D. students who have already started their doctoral work would also be welcome.) These courses take from eight months to a year to complete.

After this two options would be available to these Ph.D. candidates.

a) They could continue their training in Bulgaria under the direction of member of IEBAS.

b) They could continue their studies towards the Ph.D. at the University of Delaware.

Candidates attending the University of Delaware should be able to complete the additional courses for a Ph.D. at the University of Delaware within a year to a year and one-half. After returning to Bulgaria, they can continue working on their dissertation. Upon completion of the dissertation, they will have completed the requirements for a Ph.D. from the University of Delaware.

Participation of members of IEBAS in the courses offered by the UDBC will also be encouraged. While the program is designed for full-time students, it is recognized that members of IEBAS may wish to attend the courses on a part-time basis.

In all cases the dissertation committee for Ph.D. candidates would be joint committees drawn from members of the IEBAS and the Department of Economics, University of Delaware. The chairman of the committee will be from the IEBAS if the candidate does not attend the University of Delaware. The chairman will be a faculty member from the University of Delaware if the candidate attends the University.

II.1. Contributions of the UDBC to the Education Program

UDBC will arrange for financial support (equivalent to the amount normally provided to Ph.D. students by the IEBAS) to the IEBAS for all Bulgarian Ph.D. candidates who are attending the Advanced Level Economics Program on a full-time basis.

UDBC will support a one-year fellowship to a Ph.D. candidate who has completed the Advanced Level Economics Program to attend the University of Delaware Ph.D. program if this person is the best candidate for this fellowship in the Advanced Level Program that year. [This is contingent on adequate funding from USAID in future years.]

UDBC will assist IEBAS in identification of new Ph.D. candidates.

UDBC will provide a faculty person help supervise the dissertation of candidates at the IEBAS.

11.2. Contributions of the Institute of Economics to the Education Program

The IEBAS will assist the UDBC in finding candidates for the Advanced Level Economics Program.

When requested, the Institute of Economics will make an effort to provide classroom facilities for the instruction of economics classes sponsored by the UDBC. (Presently, it is anticipated that most classes will not be taught at the IEBAS so these requests should not be large. Not all economics classes are part of the Advanced Program.)

The IEBAS will provide a faculty person to serve on Ph.D. dissertation committees of candidates sponsored by the UDBC.

III. General Economics Education

The long term sustainability of the UDBC project depends upon the integration of Bulgarian instructors in its teaching program. It is anticipated that over time more and more of the classroom instruction, both at the undergraduate and graduate level, will be taught by Bulgarians. The quality of the program is also important. For this reason all instructors in the UDBC program must be approved by the Chairman, Department of Economics, University of Delaware. It is the intent of this agreement that further discussions take place between UDBC and IEBAS on this issue. The goal will be to establish criteria, satisfactory to both sides, which will maintain the quality of instruction and include members of IEBAS as classroom teachers.

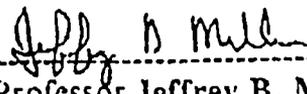
To support this goal UDBC will reimburse IEBAS for the salary of any member of IEBAS who participates full-time in the UDBC courses.

IV. Other Activities

- i.* The UDBC and IEBAS will organize joint seminars which will include representatives from both IEBAS and UDBC as well as other interested economists. IEBAS will provide the rooms for the seminars.
- ii.* The UDBC and IEBAS will begin a joint project to translate a series of economics textbooks into Bulgarian. UDBC will attempt to obtain copyright permissions and provide financial support for this project. IEBAS will help identify and provide translators and editors.
- iii.* IEBAS library has suffered recently from budgetary problems. The UDBC will assist IEBAS in maintaining the quality of its library. The IEBAS library will also be provided with copies of textbooks used in UDBC courses. In return IEBAS will provide access to the library for any participant in UDBC programs.
- iv.* UDBC will help financially support the development of a computer laboratory at IEBAS for the needs of successful functioning of the agreement.



Professor Doctor Garabed MINASSIAN
Acting Director, Institute of Economics,
Bulgarian Academy of Sciences



Professor Jeffrey B. MILLER
Department of Economics
University of Delaware
Director, Economics Program
University of Delaware-
Bulgarian Coalition

30 April, 1993, Sofia, BULGARIA