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QUARTERLY REPORT FOR THE FOURTH 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: April 1 - June 30, 1993

July 30, 1993

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

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I. Executive Overview

A. In the fourth quarter of the second year of the project, the University of Delaware (UD) management, economics, and English language teams continued their efforts to assist Bulgaria in its transition to a free-market economy. In this quarter, we signed an agreement with the Director of the Sofia Central Library to continue our cooperative education and training program for the third year. We also signed an agreement with the Institute of Economics, Bulgarian Academy of Sciences, to provide training in Western-style economics to the 1993 PhD candidates recruited through the Institute. Irreconcilable differences with the administrators of the Ministry of Trade's Center for Training Foreign Economic Personnel (CTFEP), however, led to a decision in June to relocate the advanced economics and management training programs, as well as the English language teacher-training program, to the New Bulgarian University (NBU) at the invitation of the Dean of the NBU Management Faculty, Professor Radoslav Tsonchev. An agreement for educational cooperation was established with the New Bulgarian University. (See Paragraph VIII below for a full discussion of this development.)

B. The following is the final data (numbers and percentages of the total) showing student types for all courses in the second year, final quarter program:

<u>STUDENT TYPE</u>	<u>SOFIA</u>
Faculty	31 / 8.4%
Students	30 / 8.1%
Government Officials	126 / 34.1%
Business Community	42 / 11.4%
Unemployed	41 / 11.1%
CTFEP Staff/Faculty	35 / 9.5%
Other (Including Agriculture)	<u>64 / 17.3%</u>
Totals:	369 / 99.9%

II. National Focus Initiatives

A. The University of Delaware continues to offer technical assistance to institutions and agencies capable of having immediate national impact. The national focus initiatives projects include joint programs with: the Ministry of Labor and Social Welfare for training in Business English 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 English language. These projects will continue throughout Year Three.

B. Coordination with other US Government-funded agencies:

1. USAID Europe and RCG/Hagler, Bailly, Inc: The University of Delaware offered three full-day seminars in response to a request to train energy consultants in a program to provide technical assistance to Bulgaria in industrial energy efficiency. Professor Marin Marinov led two seminars on Marketing Management and Production and Operations Management, and Dr John Kmetz offered a seminar in Human Resources Management.

2. US Foreign Commercial Service (USFCS) of the Department of Commerce: Project Director Stanley Shumway, In-Country Coordinator Sandra McCollum, and John Fogarasi continued planning for the publication of a personnel and project information directory to guide US investors in locating information about the Bulgarian market. Shumway set up the data entry fields for Fogarasi's assistant to begin entering the data collected. Letters were sent by the UD staff to persons and institutions in the US to obtain additional data. We expect the publication deadline of July 1993 to be met.

3. United States Information Service (USIS): The UD English language program and USIS agreed to share the expenses of bringing from the US an American teacher trainer and professor of linguistics to train Bulgarian English teachers during June and July 1993. UD faculty also provided materials to the United States Information Agency (USIA) teaching fellow Paul Landesman in Varna.

4. Open Society: UD Economics Education Program Director Dr David Black and McCollum met with Open Society editors to begin planning a cooperative effort to translate and publish a series of core economics textbooks.

5. US Department of the Treasury: Kmetz, McCollum, former UD Economics Education Program Director Dr Jeffrey Miller, and other UD faculty met with the US resident tax advisor, James Wooster, to assist him in developing training programs for Bulgarian tax administrators.

6. US Peace Corps: McCollum and Associate In-Country Coordinator Ruslan (Ross) Abadzhiev met with Christine Donnolo in the Plovdiv Peace Corps office to continue work on publishing a bilingual guide to writing a business plan. A follow-up meeting was held in the Sofia Resource Center.

7. KPMG International Banking Institute: McCollum and Shumway met with KPMG In-Country Director Michael Hall to assist him in planning management training programs for bankers.

III. Management Training Program

A. Overview: This quarter saw a continuation of the development of the Certificate in Advanced Management Training Program, as well as a change in location for the management and all other University of Delaware programs. Classes were offered in marketing and management during the quarter and selection was begun for formal admission of candidates to the Certificate program. There were a number of meetings for advisement and consultation, as well as contact meetings with people from the Bulgarian business, academic, government, and professional communities.

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

1. **Goal #1 - Offer courses in marketing and management as part of the Advanced Management Program in conjunction with CTFEP.** Three courses were offered, two in marketing and one in management. See Paragraph IIID below.

2. **Goal #2 - Offer at least one seminar in Pazardzhik.** One seminar in management was offered. See Paragraph IIIE below.

3. **Goal #3 - Recruit and select students for the Advanced Management Program.** Thirty-one students have been accepted to the program and have begun their course work.

4. **Goal #4 - Continue to work on developing courses for the "Industrial Energy Efficiency Project."** Three separate seminars were offered. See Paragraph IIIF below.

5. **Goal #5 - Continue to develop plans for the third year.** A full program for the Certificate in Advanced Management has been developed, along with other courses and seminars. See Paragraph IIIC2 below.

C. Program Planning and Preparation

1. Preparation for the First Quarter of the Third Year:

a. As is also noted elsewhere in this report, the locus of our activities was moved during this quarter to the New Bulgarian University. The Management Training Program, however, has remained intact with respect to curriculum and plans.

b. Three courses are planned for the first quarter of the third year. They are:

Fundamentals of Finance and Accounting (July, Michael Ruccolo)

Fundamentals of Market Economics (July, Valentin Vulov)
Managerial Economics (September, Anastasia Miteva)

2. Preparation for the Remainder of the Third Year:

a. Details of the Certificate in Advanced Management Training Program were presented in the previous report. Reduced funding levels, however, will preclude our offering the four advanced courses as originally proposed. The revised program, as currently scheduled for Year Three, is summarized below.

(1) The program will consist of ten courses (discussed in more detail in Appendix B), which are organized into two groups:

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

Fundamentals of Market Economics
Fundamentals of Finance and Accounting
Fundamentals of Managerial Processes
Fundamentals of Market Behavior and Processes

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

Managerial Economics
Financial Management
Operations Management
Administrative and Organizational Theory
Business Strategy
Marketing Communications and Advertising

(2) All of the courses will be completed by the middle of the third quarter, around February 1994.

b. Discussions are underway with representatives of the New Bulgarian University to jointly offer a seminar series, which could lead to a Certificate in Small Business Management. This new program will be patterned after the Advanced Program, but directed toward students who are or who plan to be managers of small business enterprises. Both the number of contact hours and the number of courses are reduced. The courses are designed to provide only the essentials of the subject matter necessary to develop appropriate plans and procedures and are oriented to the practicing small business manager.

(1) The suggested courses in the program are:

Economics for the Small Business
Marketing Small Business Products and Services
Managing the Small Business Enterprise
Finance and Accounting for the Small Business
Developing the Small Business Plan

(2) Descriptions for these courses are given in Appendix C. Unlike the Advanced Certificate Program, there are no prerequisites for the above courses. Students may enroll in individual courses and will receive a certificate for each course. Those who complete all five courses will receive an additional certificate. Preference for enrollment in the courses may be given to those who have already taken some of the courses.

(3) Presently, it is planned to offer the five-course sequence twice during the 1993/1994 year, beginning in October.

(4) Each course consists of 15 contact hours and is designed to be offered in the evening. Typically, the classes will be for 2½ hours each, and will be offered either three evenings a week for two weeks or two evenings a week for three weeks. An alternative schedule is for full-day presentations over two consecutive Saturdays.

c. Additional Seminar Offerings. Further discussions are also underway to offer jointly a series of single-day open seminars of about six contact hours on a variety of topics, taking advantage of faculty availability. Such seminars might include the following titles:

- Small Business Management
- Total Quality Management
- Marketing in a Market Economy
- Basics of Business Finance
- Human Resources Management
- Strategic Planning

D. Management Course and Seminar Offerings

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

2. All three courses were in the form of intensive, hands-on business seminars for practitioners and professionals, and reached a total of 116 registrants. Each of the courses required participants to make immediate and direct applications 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. All courses were offered in the evening in order to make them more accessible for those working during the day. Most of the students were from local businesses, governmental organizations, and academic institutions, and brought a broad range of experiences and backgrounds to the classes.

4. The instructors were Drs John Kmetz and James Krum, both from the University of Delaware, and Marin Marinov, a Bulgarian who had worked with Krum in Plovdiv during the fall of 1992.

5. See Paragraphs III E and III F below for discussions of the seminar/workshops conducted during this quarter.

6. Course and Seminar/Workshop Evaluations

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

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

STRONGLY AGREE	AGREE	NO OPINION	DISAGREE	STRONGLY DISAGREE
62%	25%	4%	5%	4%

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

STRONGLY AGREE	AGREE	NO OPINION	DISAGREE	STRONGLY DISAGREE
62%	36%	1%	0%	1%

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

STRONGLY AGREE	AGREE	NO OPINION	DISAGREE	STRONGLY DISAGREE
43%	41%	8%	7%	1%

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

STRONGLY AGREE	AGREE	NO OPINION	DISAGREE	STRONGLY DISAGREE
62%	25%	7%	2%	4%

b. The seminar/workshop participants also expressed widespread satisfaction with the workshop offerings, as the following selected key responses indicate:

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

STRONGLY AGREE	AGREE	NO OPINION	DISAGREE	STRONGLY DISAGREE
32%	48%	20%	0%	0%

(2) #3 - The content of the workshop is relevant to my needs.

STRONGLY AGREE	AGREE	NO OPINION	DISAGREE	STRONGLY DISAGREE
20%	60%	12%	8%	0%

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

STRONGLY AGREE	AGREE	NO OPINION	DISAGREE	STRONGLY DISAGREE
48%	32%	8%	12%	0%

(4) #7 - The workshop met my expectations.

STRONGLY AGREE	AGREE	NO OPINION	DISAGREE	STRONGLY DISAGREE
62%	25%	7%	2%	4%

E. **Pazardzhik Outreach and Seminar:** One seminar was offered as part of this continuing program. It was a one-day seminar, presented by Kmetz, on Human Resources Management (HRM) to the industry/government managerial interest group which meets periodically in Pazardzhik. Nine managers attended the session on Saturday, 16 May. The seminar was an overview of major HRM functions in US and Western European firms, and provided assistance in application of fundamental methods of selection and appraisal.

F. **Assistance to the "Industrial Energy Efficiency Project"**

1. Three one-day seminars were offered as part of this continuing program of assistance to the RCG/Hagler, Bailly Consulting Group. All took place at the National Palace of Culture in Sofia.

2. The first was a seminar by Marin Marinov on 7 May on the topic of Marketing Management. There were 18 participants.

3. The second was on Production and Operations Management, also given by Marinov, on 8 May. There were 16 participants.

4. The third, offered by Kmetz, was on Management Techniques for Small and Medium Firms on 27 May. There were 14 participants.

G. Activities Outside the Classroom: The management faculty members continued to consult with their students and meet with a growing variety of Bulgarians concerning problems and issues facing their country's transition to a free-market economic system.

H. Management Program Goals for the First Quarter of the Third Year

1. Offer two courses in economics as part of the Advanced Management Certificate Program.

2. Implement plans to initiate the Small Business Certificate program.

3. Coordinate further activity in Pazardzhik.

4. Recruit and select additional students for the Advanced Management Certificate Program.

5. Continue to work on developing and offering courses for the "Industrial Energy Efficiency Project."

6. Continue to develop plans for the third year.

IV. Economics Education Program

A. Overview

1. The economics program began the fourth quarter by completing the first year of the Advanced Economics Program, and ended the quarter by admitting a new group of students to start the second year of the program. As a result of signing an agreement with the Institute of Economics of the Bulgarian Academy of Sciences, this program is now being integrated with the Institute's PhD program. The quarter saw the completion of two advanced courses: Econometrics II and Economics of Transition. This was followed by a conference sponsored by the Varna Economics University for the program participants. The conference included the students in the program and the faculty at the Varna Economics University and the Technical University in Varna. A volume with the conference papers will be published through the efforts of the Varna Economics University. Now that the program is complete, we expect that 12-14 students will receive a certificate. This certificate testifies to the fact that these students have been

through a program which closely parallels an economics Master's degree program taught in the United States. During the course of the year, around 50 additional students will have taken courses in the program. Several who started late will finish the program requirements at a later date.

2. During this quarter, the five courses taught by the Bulgarian program participants were also completed. These courses were visited and evaluated by Dr Jeffrey Miller and Dr James O'Neill, Director of the Center for Economic Education at the University of Delaware. The participants distinguished themselves in the classroom, as testified to by the student evaluations.

3. To prepare students for the Master's program, a special course was added to it in the spring. This course was designed for incoming Bulgarian Academy of Sciences PhD students and was taught by Kamen Antanasov, another participant in the program. This brought to six the number of participants that have already taught courses in the program.

4. The enthusiasm for the program was again expressed by the participants. When given the opportunity to apply for the new PhD program offered by the Institute of Economics, 11 of the 14 full-time participants expressed their desire to go on for further study, including one person who already had a PhD in economics from the Bulgarian Academy of Sciences.

5. Near the end of the quarter, directorship of the Economics Education Program was transferred from Dr Jeffrey Miller, who was completing his one-year stay in Bulgaria, to Dr David Black, also a professor of economics in the University of Delaware's Department of Economics.

B. Advanced Program in Economics, 1992-93: Because the advanced economics program is a year-long program, which began in June 1992, it is useful to look back over the year to see what has been accomplished.

1. In the spring of 1992, a program was designed which would select a group of students to go through a set of courses which paralleled the Master of Arts degree program taught successfully for 30 years at the University of Delaware. The purpose of this program was to provide sufficient economics training to a small group of people so that they could go out themselves and teach.

2. While we recognized that it was not feasible to actually duplicate the Delaware program, we tried to come as close to it as possible. In some ways, the program was actually better than having the students attend the University of Delaware, since we could adapt the material so that it was more applicable to the Bulgarian environment. By teaching the program in Bulgaria, the

faculty learned more about the local situation and were able to adjust their courses. In addition, we reached a much broader audience than the core group, as many additional people attended individual courses. Some of these people may complete the program at a later date.

3. Consistent with the Delaware program, each participant was required to take 10 full-semester advanced courses. The core courses in the program were Advanced Microeconomics, Advanced Macroeconomics, and Econometrics. While there are many subject areas in economics, the basic theoretical principles are found in the microeconomics and macroeconomics courses. These principles are then applied to special problems that arise in fields such as labor economics, public finance, banking, industrial organization, and international trade. The econometrics course is essential, since this is the basic tool used in doing applied economic research in both microeconomics and macroeconomics. The other courses, which can vary from year to year, demonstrate how economic problems can be solved by using the basic principles. Experience has shown that it is only by demonstrating how these basic principles can be applied that students obtain the intuition needed to apply these principles to new problems. In selecting the additional seven courses, we made an attempt to choose courses that were particularly relevant to the economic experience in Bulgaria. Over the course of the year, we actually offered 11 courses, and most of the full-time participants took all 11, even though only 10 were required.

4. During the year, many courses were taught in intensive six-week intervals. Normally, a full-time student would take four semester-long courses. When courses were taught in six-week intervals, only two courses were offered at one time. The schedule of courses was:

1 Jun-10 Jul 92 (6-week courses)	Advanced Microeconomics International Trade
20 Jul-28 Aug 92 (6-week courses)	Advanced Macroeconomics Industrial Organization
21 Sep-18 Dec 92 (12-week course)	Econometrics I Information and Firm Structure Labor Economics
21 Sep-26 Oct 92	Money and Banking (half course)
1 Nov-18 Dec 92	Development Economics (half course)
7 Jan-23 Jan 93	Public Finance (very intensive course)

18 Jan-26 Feb 93 Seminar: Economics of Transition (Course met for six weeks, followed by writing of a research paper.)

2 Feb-19 May 93 Econometrics II
(12-week course)

5. The major concession that the Delaware program had to make was a substitution of a seminar for the major research paper that is part of the requirements for a degree at Delaware. All courses were taught at a level where we tried to duplicate master's-level instruction.

6. The program began in Varna in June 1992, with about 20 students enrolled full-time. Because of the shift to Sofia in September and some people returning to work at the end of the summer, we lost 6 people, but we gained some additional people when we started teaching courses in Sofia. The new students, who started in September, have only had the opportunity to take seven courses thus far, so some of them should finish sometime in the near future. Of these 14 people who continued, 12 or 13 should get the special certificate that we are granting to people who finish all the requirements. (All participants have taken at least ten courses, but grades for some might not be high enough or course papers might not yet be finished.) In all, 60 people took two or more courses in the program since the program was begun.

7. During the course of the year, two nice additional features were added to the program.

a. At the end of the summer, Varna Economics University offered to conduct a conference where participants could present their seminar papers. The conference was held on 20-21 May 1993. Nine participant papers were presented. These papers will be part of a conference volume to be published at a later date.

b. In the fall, it was decided that participants who were near completion of the program should teach courses in the spring. By the end of this quarter, six different participants had taught courses in introductory economics and intermediate theory. In several instances, the participants taught courses in preparation for courses they plan to teach when they return to their universities. A mathematician who teaches at the University of National and World Economy taught a course on Mathematics and Statistics Applied to Business and Economics. All the participants received high marks from their students. Professors Miller and O'Neill visited each class and suggested ways in which teaching might be improved. We hope to utilize several of the participants as teachers in our program next year.

8. In the spring, an agreement was signed with the Institute of Economics to integrate this program into their PhD

program. The participants who completed this year's program will enter as second-year students in the PhD program at the Institute. Of the original 14 students, 11 applied to continue their studies.

9. At the end of the first round of the program, the students included the following in a note: "At the end of the program we all feel sorry that it is over. An intense but wholesome period of our life has come to an end. Our group has made a big family and now we must part, resuming our former activities."

C. Economics Instructional Program

1. **Course Offerings:** See Appendix D 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
61%	37%	2%	0%	0%

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

STRONGLY AGREE	AGREE	NO OPINION	DISAGREE	STRONGLY DISAGREE
35%	54%	11%	0%	0%

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

STRONGLY AGREE	AGREE	NO OPINION	DISAGREE	STRONGLY DISAGREE
61%	33%	6%	0%	0%

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

STRONGLY AGREE	AGREE	NO OPINION	DISAGREE	STRONGLY DISAGREE
59%	41%	0%	0%	0%

D. Activities Outside the Classroom

1. Special Seminars

a. Professor Jeffrey Miller presented a paper, entitled "The Producer Price Index in Bulgaria," at the Conference on Logistics at the National Palace of Culture in Sofia on 13 May; at the Varna Free University on 20 May; and at the Institute of Economics on 25 May.

b. The Varna Free University and the University of Delaware-Bulgarian Coalition jointly sponsored a conference on "Economics of Transition" from 20-21 May. Nine papers were presented by the following program participants: Stefan Dinev, Nedelka Petkova, Kamen Antanasov, Valentin Vulov, Plamen Yossifov, Jordan V. Jordanov, Jordan N. Jordanov, Hristo Mavrov, and Dimitar Kanev.

c. The jointly sponsored Seminar Series at the Institute of Economics continued with seminars on privatization and agriculture.

d. Professor O'Neill gave two, three-hour workshops on how to instruct economics on 16 April at the Center for Training Foreign Personnel (45 participants) and at the Institute of Economics on 22 April (13 participants).

e. A special mathematics in economics seminar, which studied the "Principle Agent Problem," was conducted under the joint sponsorship of the Coalition and the Institute of Mineralogy and Geology.

(1) Professor Miller gave the first lecture, and Professor Tsvetomir Tsachev, an Assistant Professor of Mathematics at the Institute, the next two lectures.

(2) Frank Page, a Professor of Finance at the University of Alabama, who has written extensively on this problem, was invited to come from the United States for a two-day visit and lecture on 1-2 June. In addition to giving his lecture, he also held various personal meetings with members of the seminar. He was very impressed with the seminar participants and expects to correspond and eventually do research with them. He was quite surprised at the lack of access to recent research literature, and is preparing copies of articles to be sent to Bulgaria. He also offered to send finance books for the library.

2. Consultations

a. Professor Jeffrey Miller:

(1) With James O'Neill, made visits to each of the five classes taught by the program participants to evaluate their teaching skills. Sessions were held with each participant on how their teaching could be improved.

(2) Had extensive meetings with Tania Hubenova, Garabed Minassian, Rosca Petkova, 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 cooperative agreement was signed on 30 April.

(3) Consulted with students in the seminar about their papers on the Bulgarian economy.

(4) Met with Rumens Avramov, Vice-Dean of the Economics Faculty of Sofia University, on issues related to Avramov's faculty.

(5) Met with Professor Kovachev of the Varna Economics University and discussed the upcoming conference in May and the jointly sponsored Master's degree in economics.

(6) With In-Country Coordinator McCollum, met with William Bate of USIA and arranged for the translation of a series of economics texts.

b. Professor David Black:

(1) Met with Tatiana Angelova of the Open Society and Ogniana Evanova of USIS regarding textbook translations.

(2) Met with James Wooster, US Treasury Resident Tax Policy Advisor, Bulgaria, about providing basic economics education to Bulgarian tax administrators he is training.

(3) With McCollum, met with USIA's Walter Theurer about the prospects for securing USIA funding for a program to establish a self-sustaining US-style PhD program at the Institute of Economics.

(4) Met with Lubomir Christov, Chief Economist of the Central Bank of Bulgaria, regarding his participation in the advanced economics program. As a result, in July, Christov will offer several lectures in Economics of the Financial Sector. Details will be worked out with Professor Burt Abrams, the UD instructor for the course.

c. There were three meetings with the Institute of Economics regarding two matters: 1) how to support in 1993-94 the further economics education of the students who have just completed

the advanced economics program, and 2) whether or not there is interest in assistance from the UD to establish a self-sustaining US-style PhD program at the Institute. Members of the Institute participating in the meetings were Tatiana Hubenova, Rosca Petkova, Garabed Minasian, and Alexi Danchev. Black and Miller attended two meetings and Black and McCollum the third.

d. Miller, Black, Project Director Stanley Shumway, and McCollum met with Christo Dalkalachev of the University of National and World Economy (UNWE) and discussed the possibility of offering economics and management courses designed for the faculty of UNWE. The need for classroom and office space was also discussed.

3. Papers

a. The student project in money and banking was completed. This project is an integration of student papers to create a description of the Bulgarian banking system so that there will be a "textbook" description of the system.

b. Valentin Vulov completed a publishable copy of his lecture notes from the course which he taught in the spring. These notes are in Bulgarian and are well-organized and -presented. They should be of great assistance to future students taking micro principles courses.

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

1. In the Advanced Economics Program, two courses (Microeconomics B and Economics of the Financial Sector) will be completed, and Econometrics I will begin in September.

2. Two economics courses (Fundamentals of Market Economics in July and Managerial Economics in September) will be offered in the Advanced Management Program.

3. Undergraduate courses offered at the New Bulgarian University may begin in September. (The exact starting dates for these courses has not yet been established.)

4. Efforts will be made to reach an agreement with the Institute of Economics regarding the further education of those advanced students who have recently completed the Advanced Economics Program. (What is possible in this regard depends on the level of funding which will be available for the project.)

5. The program will continue to pursue opportunities to offer economics courses, tailored to meet particular needs, to any group which shows interest in such training.

V. English Language Program

A. Overview: During the fourth quarter of the second year, the English Language Program (ELP) successfully concluded its second session of Business English classes taught on-site at several ministries and government organizations. The Center for Training Foreign Economic Personnel (CTFEP) provided classroom space for two English language courses offered to support applicants to the Advanced Management and Advanced Economics Programs. Teacher development workshops and collaborative planning with the English faculty at CTFEP was continued, and June marked the beginning of the Intensive Teacher Development Seminar Series. The ELP continued management support classes, as well as its intensive seminar series, on-site at the New Bulgarian University (NBU), the University of Delaware's new primary partner organization, following dissolution of its relationship with the CTFEP. The ELP also continued its outreach program of workshops, consultations, and cooperation with other US and international organizations located in Sofia. Due to a drastic reduction of Year Three funding, the ELP researched and located other potential funding sources in order to meet program goals as fully as possible. These alternative funding sources, notably USIA, are discussed below. Plans for a series of Business English lessons on Bulgarian National Radio are still pending. Taking budget constraints into account, the ELP met all of the goals set for the fourth quarter, as detailed below.

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

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

a. During the fourth quarter, the ELP continued its commitment to helping Bulgarian government ministries and agencies by offering 12 sections of on-site Business English courses for personnel from the Ministry of Trade, Ministry of Labor, Ministry of Agriculture, and Agency for Privatization. This program was described in the previous quarterly report. See Appendix E for a complete schedule and descriptions of the English language courses taught in Sofia during this quarter.

b. The Ministry Business English Program will continue once again in the fall of 1993. In June, ELP Director Jeanette Miller met with Ministry of Labor representatives Vladimirov, Dobroslavska, and Andreev. They expressed their great satisfaction with the Business English Program, and, together, the group finalized plans for fall testing and courses. The Ministry of Labor has agreed to provide logistical support and classrooms in its convenient central Sofia location.

c. **Student evaluations:** Results from the Koltai Group evaluation instrument again showed high levels of satisfaction with the English Language Program, as the responses below from selected questions indicate:

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

STRONGLY AGREE	AGREE	NO OPINION	DISAGREE	STRONGLY DISAGREE
75%	24%	0%	1%	0%

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

STRONGLY AGREE	AGREE	NO OPINION	DISAGREE	STRONGLY DISAGREE
47%	43%	5%	5%	0%

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

STRONGLY AGREE	AGREE	NO OPINION	DISAGREE	STRONGLY DISAGREE
65%	27%	6%	2%	0%

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

STRONGLY AGREE	AGREE	NO OPINION	DISAGREE	STRONGLY DISAGREE
59%	41%	0%	0%	0%

d. **ELP Qualitative Evaluation Instrument:** On its own in-house evaluation instrument, the ELP again received strong feedback on the quality of its instruction and the outstanding effort of its faculty. See Appendix F for the complete results of this evaluation instrument.

(1) Selected responses from the ELP Qualitative Evaluation are shown below:

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

98% Yes 0% No 2% Don't know

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

80% My speaking
9% My reading
8% My writing
59% My understanding of spoken English
13% My vocabulary
19% My grammar

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

82% My speaking
36% My reading
24% My writing
76% My understanding of spoken English
50% My vocabulary
36% My grammar

NOTE: The responses to Questions 2 and 3 indicate a strong correlation between student goals and their perceived achievement of those goals. (The student goals were ascertained from a survey given at the beginning of the classes which the teachers used to better tailor their instruction accordingly.) For example, 87% of students who listed improved speaking ability as a goal believed that their speaking ability did improve as a result of the class. Here is the complete list of correlations:

Improved speaking	87%
Improved reading	100%
Improved writing	57%
Improved understanding	89%
Improved vocabulary	90%
Improved grammar	88%

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

"I liked the quality of the handouts and the way of presenting them."

"I liked the quizzes and exercises and also the long discussions on topical issues."

"I liked the atmosphere and the efforts of the teacher to involve everybody."

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

"I didn't like the classroom."

"I didn't like the early hour of the classes."

"I didn't like the short duration of the course."

e. **Participant profiles:** Again, in the fourth quarter, student profile data, based on professional category, reflected the focus on work with ministry personnel, with fully 77% of all ELP participants at work in the category "Government." The data is detailed below:

<u>Student Type</u>	<u>Percentage/Number</u>
Government	77% / 145
Business	5% / 10
Student	2% / 3
Unemployed	2% / 4
Faculty	6% / 12
State-owned staff	1% / 2
Journalist	0% / 0
Agriculture	0% / 0
Not available	7% / 13
Total:	100% / 189

f. Planning for a new English language training program, with the Ministry of Finance, began in May. US Treasury Department Tax Advisor James Wooster, currently working within the Ministry of Finance, organized a group of tax administrators and Ministry officials interested in both Internal Revenue Service (IRS) training opportunities and English language training. Participants were tested, and an initial 40-hour English language course was scheduled to begin in July. The English language training will enhance the upcoming fall IRS Tax Administration training in the US, planned for an initial group of six Bulgarian participants.

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

a. The afternoon workshop series, with writing specialist Dr Roberta Adams, continued during this quarter. Dr Adams, a Fulbright Professor at Sofia University, presented techniques used by professional writers for teaching and stimulating creative writing in foreign language students. Due to the participants' overwhelmingly positive response, Adams agreed to also present a future workshop on academic and business writing.

b. The planned summer seminar series began with a one-week intensive course on Teaching English through Business Case Study, presented by Mary Wright-Singer of Harvard University. Wright-Singer, using the case analysis method developed at Harvard, guided the faculty participants through the steps of analysis with a hands-on, workshop approach. Case problem negotiations were

videotaped, and participants received both peer and instructor feedback. Participants also worked in groups to develop and present a "ten-point marketing plan" introduced by Wright-Singer. Participant evaluations of the seminar were enthusiastic, with many participants specifically requesting more workshops of this nature.

c. Additional course offerings in June included a one-week business writing workshop and an afternoon seminar in the Strategic Interaction method of teaching English as a foreign language.

3. Goal #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.

a. Support for Advanced Economics Program students engaged in research was provided in individual consultations with ELP's Miller, Baerbel Schumacher, and Vanya Theodorova, and In-Country Coordinator Sandra McCollum. The completed research projects were presented in May 1993 at the Varna Economics University Conference.

b. The ELP offered two sections of English for Management and Economics at the intermediate and low advanced level. Classes were designed to provide English language support to participants enrolled in prerequisite courses for the Advanced Economics and Management Programs. Two continuing sections of support English for Management were begun in June.

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. In April, Miller, Schumacher, and McCollum participated in the Bulgarian-American Teachers of English (BATE) annual spring conference held in Varna. Miller and Schumacher offered materials and techniques to foster a cooperative classroom environment, while McCollum addressed the teaching of English as a foreign language through a content-based approach.

b. The ELP continued its commitment to Bulgarian teachers by providing individual consultations to teachers from Lozen Middle School, CTFEP faculty, and the Balkan-Danish College. Consultations included advice on developing lesson plans for Business English, help in selecting appropriate materials from the ELP resource library, and discussions on a variety of teaching methods and techniques to create a communicative classroom. In addition, the ELP received requests for on-site teacher training in Business English from the Free University of Burgas, Russe High School, Department of the Treasury Advisor James Wooster, and Ministry of Education Training Coordinator Rositza Miliankova.

c. In cooperation with the Open Society's Foreign Language Coordinator, Lydia Dachkova, Schumacher tried to salvage the proposed intensive seminar, which involved bringing in experts in the field of teaching Business English. Although Dachkova was extremely supportive of the idea of inviting Leo Jones, she was unable to raise sufficient funds on such short notice. Schumacher and Dachkova agreed to continue pursuing the idea of an intensive seminar to possibly take place in January 1994. Furthermore, the idea of publishing Leo Jones's highly successful textbook, "International Business English," through the Open Society, was discussed. The Open Society and the ELP have cultivated a strong relationship based on their mutual interests and goals, which warrant successful collaboration on this project in the future.

d. USIS/USIA provided valuable support to the ELP by funding ESL teacher trainer Angela LaBarca, a visiting faculty member originally scheduled to join the ELP, prior to the funding being reduced. LaBarca, currently from the Georgia Institute of Technology, was formerly in the University of Delaware's Department of Linguistics. Her teaching stay in Bulgaria was doubly effective, as she was able to teach in both the UD teacher training seminars and the USIS Teacher Retraining project in Bankia, Bulgaria. ELP's Miller, USIS EFL-Fellow Coordinator Peter Carney, and USIS Officer Kathy Schalow arranged the LaBarca collaboration.

e. In April, Schumacher represented the University of Delaware-Bulgaria Coalition at Bulgaria's first annual college fair sponsored by the American University in Bulgaria at Blagoevgrad. About 25 institutions from throughout Bulgaria were present to offer and exchange information. UDBC received a request from the Free University in Burgas for on-site training of their English language faculty.

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

a. During this quarter, the ELP administered three Michigan English Language Placement tests. Test participants included key personnel from the Finance Ministry interested in Business English classes, as well as applicants for the Advanced Economics and Management Programs. A test in April served as a placement tool for participants in the prerequisite courses for the Advanced Economics and Management Programs. Students were placed into two levels of proficiency. The May test served as a selection tool for candidates applying to the Advanced Economics and Management Programs. Since English language skills are vital for successful participation in the Advanced Economics and Management Programs, Program Directors Jeffrey Miller and Michael Pohlen used the English test results to select applicants for their year-long programs. Eligible candidates for the Advanced Management Program were placed into two appropriate English language support courses

during the quarter. Participants in the Advanced Economics Program will begin their support English classes in the fall.

b. Candidates from the Finance Ministry were also given an oral interview as part of the testing procedure, which confirmed two distinct skill levels: beginner and high intermediate. Courses will begin during the first quarter of Year Three.

c. ELP's Miller continued to provide testing support to USAID as administrator of the ALIGU test of English proficiency. This test is used in screening candidates for USAID's Participant Training, International Visitor, and Entrepreneurs International programs. Two ALIGU tests were administered in the fourth quarter.

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

a. During the previous quarter, Bulgarian National Radio (BNR) had requested a collaborative project in Business English, which was described in that quarter's report.

b. Due to the reduction of funds for Year Three, the ELP is not able to assist BNR directly in defraying its production costs. Program Director Vassilsky projected that costs to BNR for engineering, staff salaries, and supplies would amount to \$4,000, for which he is currently seeking other funding sources. Given a positive outcome of this search, the ELP will proceed as proposed.

c. A possible alternative venue for Business English broadcasts was explored by Miller and Schumacher in a meeting with Julian Popov, Executive Director of New Bulgarian University (NBU). NBU has its own broadcasting time slot on Bulgarian National Radio, and has had tentative plans to include a Business English series within their programming. Under this alternative, ELP faculty would serve as writers and consultants for the program. NBU, which has used a radio format for nationwide correspondence courses, would provide the organizational and administrative infrastructure.

C. English Language Program Goals for the First Quarter of the Third Year:

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

2. Cooperate with the New Bulgarian University in supporting their current Business English curriculum and assisting their teacher development project.

3. Provide English language support for participants in the Advanced Management and Economics 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.

VI. Sofia Resource Center: The Sofia Resource Center (RC) continued to play an important role in Sofia as a source of up-to-date information and teaching/learning materials in the fields of management, economics, and English language learning and teaching. Alex Markov, RC Coordinator, and secretaries Ekaterina Nikolova and Bogolina Dzhambova staffed the center. In-Country Coordinator Sandra McCollum and Economics Program Director Jeffrey Miller held extended office hours in the faculty consultation room or RC main office daily.

A. Media Room

1. During this period, Markov and Dzhambova worked on the promotion of Media Room resources to the public. Markov carried out the printing of new promotional materials, giving essential information about the activities of the Resource Center and the opportunities it offers. Dzhambova contacted teachers in English and management from three business schools in Sofia, two of them private, and some of their regular classes were held in the Media Room, thus further increasing use of the audio and video equipment. The result was an increase in the number of visitors from a daily average of 7.85 for the January-March period to an average of 9.9 during the April-June period.

Total visitors	603
Days open	61
Daily average	9.9
Regular visitors	19
Males	285
Females	318
Students	286
Business managers	43
Researchers	37
Teachers	36
University professors	31
Journalists	7
Academic administrators	11
Others	152

2. During this quarter, the EFL audio materials were again widely used, especially the TOEFL tapes and books, and the "PERSON TO PERSON" materials.

3. The IBM computer in the Media Room was widely used by the graduate students from the Economics Program for the preparation of their final papers. McCollum and Vanya Theodorova assisted the students in editing the papers.

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

Total Visitors	991
New readers registered for this period	95
Copies of materials used	2,145
Borrowed books	294
Males	639
Females	352
Students	714
Researchers	150
Teachers	42
Others	85

C. American Film Series: The American Film Series has continued its very popular Friday afternoon showings in the Media Room. Thirteen movies, with an accent on legal rights in the US, were shown during this period. The Festival continues to have its regular visitors.

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. The means of communication with the US were greatly improved:

a. In April, a dedicated, dial-free E-Mail line to the central computer in Varna was installed. Rented from Bulpak Co, the contracted service enables the direct transmission of narrative and data information, thus freeing the only outside administrative telephone line in the RC from having to transmit the E-mail messages.

b. In May, an agreement was reached with the owner of the central residence in Knyazhevo to use part of the monthly rent for the purchase of a wireless telephone with answering machine.

c. In June, an E-Mail software program and a modem were installed on McCollum's computer, thus ensuring a back-up E-Mail connection.

d. On 1 June, the telex line previously used as a secondary means of communication was cancelled.

3. On 21 June, a new Agreement for Mutual Cooperation with the Sofia City Library was signed. The Agreement ensures the precious central Sofia location of the RC for the lifetime of the project.

4. The lease for the Knyazhevo residence was extended, with the rent unchanged in spite of the high inflation rate and the stagnation of the dollar-leva exchange rate. Two additional apartments were rented for Professors Krum and Black.

5. During this period, it was necessary to completely renovate the RC copy machine and repair the computer.

6. From April to June, five shipments (totaling over 100 boxes) containing books and materials from UD and donated books from universities in Chicago and Miami, were received.

7. Following negotiations with representatives of the Cyril and Methodius Foundation in Sofia, 192 volumes of American economics literature were donated to the UDBC.

8. The UDBC started a subscription to "Business Central Europe" this quarter.

9. **Business Periodical Library:** The ProQuest Series 3000 workstation has been an important addition to the Media Room, and visitors have been spending a great deal of time using that capability to search for the data they need. During this period, the updates for December, January, February, and March were received. They have not been installed yet, however, because of the lack of a software product recently introduced by the NCR Corporation. The program needed has been ordered and is expected to arrive soon.

a. CD-ROM ProQuest user statistics and demographics are shown below.

Total Search Requests	98
Regular Visitors	13
Students	25
Researchers	14
University Professors	10
*Government Officials	4
Business managers	27
Journalists	5

*Includes one member of Parliament

b. The purposes of the users' search requests are listed in order of frequency:

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

c. Users requested searches in the following general subject areas:

1. Bank management
2. Marketing
3. International business
4. Home business
5. Finance and taxes
6. Aviation management
7. Science financing
8. Environmental issues
9. Bank security

VII. Other Logistical Support

A. Associate In-Country Coordinator Abadzhiev and Vanya Theodorova provided the administrative and logistical support at the CTFEP for the successful completion by a select group of students of four management and five introductory and intermediate prerequisite economics courses.

B. The UDBC office assisted the Management and Economics Program Directors in the processing of applications, promotion, selection, and placement for their advanced programs. A test in management and economics and a Michigan placement test were offered on 29 May to additional applicants in lieu of completed prerequisite courses.

C. In-Country Coordinator McCollum and Abadzhiev worked in conjunction with CTFEP management on the curricula, schedules, and course fee procedures for the Advanced Management and Economics Programs.

D. McCollum and Abadzhiev, on the initiative and active involvement of Economics Program Director Miller, assisted in the negotiation of an additional agreement with the Institute of Economics at the Bulgarian Academy of Sciences for integrating the UDBC Advanced Economics Program with the Institute's regular PhD program.

E. As discussed in detail in Paragraph VIII below, this quarter saw the dissolution of the UDBC-CTFEP relationship and the subsequent new relationship with the New Bulgarian University, resulting in considerable new logistical support being required.

1. The UDBC team moved the advanced programs' offices, equipment, and materials to the New Bulgarian University in a very organized fashion, which allowed for the programs to continue with no interruption of classes and with the least inconvenience for the students.

2. Abadzhiev worked with NBU Administrative Director Julian Popov on the setting up and deployment of UDBC programs at NBU. An NBU-UDBC agreement for cooperation, comprising academic programs and logistical sections, was negotiated, finalized, and ready for signature as this quarter ended.

3. UDBC office staff at NBU, Abadzhiev and Theodorova, worked on securing and setting up an administrative office, equipped with telephone, and scheduling sufficient classroom space. A room was dedicated for the UDBC/NBU library and reading room. A private furniture firm has been contracted and is currently constructing the bookshelves for this library. The first two book shipments had already arrived at NBU and were waiting to be placed in the library.

4. Abadzhiev and Theodorova prepared an advertisement of UDBC undergraduate-level courses in Small Business Management, Introductory Economics, and English Language, to be included in the NBU catalog for the 1993-94 academic year. These courses will be integrated into the NBU bachelor degree business curriculum and "Free Faculty" training in the form of electives for credit.

5. UDBC office staff at NBU also facilitated the establishing of initial contacts between UDBC and NBU faculties. Professor Tsonchev, Head of the NBU Business Department, met with Professor Krum to discuss curriculum development. UDBC Economics and English Language Programs will also coordinate their activities respectively with NBU economics professors and the Head of the NBU Department for Applied Linguistics.

F. UDBC office staff coordinated interpretation for the prerequisite and advanced courses taught by American faculty, and translated course materials. One excellent outside interpreter, who has worked with UDBC for quite some time, Vera Georgieva, was used. Abadzhiev also interpreted, with relief interpretation assistance from Vanya Ivanova and Theodorova.

G. **Pazardzhik Seminar:** The outreach management seminar offerings started in Pazardzhik in the fall of 1992, under the patronage of Pazardzhik Municipal Council President Christev, continued with a seminar on Human Resources Management (HRM)

presented by Professor John Kmetz in Pazardzhik on 15 May. Conversations with participants and their evaluations showed that HRM is a relatively undeveloped management area in Bulgaria and that personnel managers need a greater awareness of the subject. There were far fewer participants at this seminar in comparison with previously held ones. Translation of seminar materials translation and other coordination were provided by Abadzhiev and Theodorova, with Abadzhiev interpreting on-site.

H. Abadzhiev attended the monthly sessions of the USAID Business Section held at the Citizens Democracy Corps (CDC) office and presided over by CDC's John Gardella. The meetings were instrumental in ensuring coordination among the various in-country assistance programs, and served as a vehicle for updating the other programs' coordinators on current UDBC activity and progress. Reports on these meetings were circulated among the UDBC administrators and program directors.

I. McCollum attended the monthly USAID meetings at the AID office complex in Sofia.

J. McCollum, Theodorova, and several students planned the graduation ceremony for the first class to complete the year-long Advanced Economics Program, which was held on 12 June.

VIII. Termination of the Agreement with the Center for Training Foreign Economic Personnel (CTFEP)

A. In December of 1992, after nearly a month of negotiating, UD Project Director Stan Shumway and CTFEP Director Neviana Krusteva signed the "Operating Principles" for the agreement between the CTFEP and the UDBC. The signing ceremony was held at the Ministry of Trade and was attended by the Minister of Trade, Alexander Pramatarski, US Ambassador H. Kenneth Hill, USAID-Bulgaria's Gerald Zarr, and many CTFEP and UD staff members. Later in December, Krusteva and Shumway signed the Technical Support Agreement. Krusteva later stated that she signed this agreement under pressure from the Ministry of Trade.

B. After the signing, Dono Toshev, Head of the Information Department at the Ministry of Trade, proposed restructuring CTFEP and replacing Krusteva. Late in December, a ministerial decree was signed firing Krusteva. Unfortunately, the Bulgarian government, led by the Union of Democratic Forces, was replaced almost immediately afterwards by a coalition of the Socialist and Turkish parties. Pramatarski was replaced by Valentin Karabashev, and Krusteva was reinstated.

C. Krusteva was opposed to the cooperative agreement with the UDBC, apparently from the beginning. She began to pass on complaints about the UDBC to the new minister, including a false charge that the CTFEP was losing revenue because of the space being

used for UDBC-CTFEP classes. (In fact, the CTFEP collected 73,800 leva in tuition charges from these classes, while the UDBC incurred over \$12,000 in expenses). She became uncooperative with the UDBC administration, stonewalling requests that the CTFEP, as previously agreed, acquire business and economics faculty. She also delayed attempts by UDBC staff to move into the designated office space at the CTFEP. Finally, in the local newspaper "CASH," she charged that the University of Delaware was attempting to take control of the CTFEP.

D. In June, after the situation had deteriorated significantly, and given the promising situation with the New Bulgarian University (see below), Project Director Shumway presented an offer to terminate the agreement and vacate the CTFEP if Karabashev so desired, as long as one week's notice were given. On 14 June, a letter from the Chief Secretary was received, relaying Karabashev's decree that the agreement be terminated. On 19 June, the UDBC vacated the CTFEP premises.

E. The problems encountered with the CTFEP are part of an overall, tumultuous, political situation presently playing itself out in Bulgaria. The future of the government is in doubt, as a coalition of the Bulgarian Socialist Party and the Turkish Party try to remain in power. The Union of Democratic Forces, which relinquished power late last year, has been consistently trying to force the coalition out of power. In recent months, there have been several no-confidence votes, all unsuccessful, taken in the Parliament. Because the ministers, university heads, and government officials are unsure as to the future leadership, many are unwilling to commit to linkages with Western organizations. Given this situation, it was determined that the New Bulgarian University, with no ties to the government, would be a much more stable and dependable relationship.

F. The problem at the CTFEP has also been experienced in other Bulgarian universities, such as Sofia and Varna Economics Universities. Schools of higher learning throughout Bulgaria tend to be permeated with older professors from the Communist years. These professors have been trained in Marxist-style economics and political science, and have been teaching these views for years. They are generally not anxious to embrace Western ideas, as reeducation would put them on the same level within their universities as younger professors. Faculty in positions of authority are generally not willing to risk that authority by implementing revised curricula with which they are not familiar. Furthermore, because of their positions, they are able to block efforts at reform. The younger faculty, who tend to want to learn Western-style business and economics, are thereby often denied the chance to work with the University of Delaware. Again, it is believed that linkage with the New Bulgarian University will act to mitigate these problems.

APPENDIX A

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

SCHEDULE

- 1. Fundamentals of Marketing Behavior and Processes (Marin Marinov); 12 April-5 May; 5:30-9:00, Monday and Wednesday; Center for Training Foreign Economic Personnel (CTFEP); in Bulgarian only; 38 students**
- 2. Fundamentals of Managerial Processes (John Kmetz); 6-27 May; 5:30-8:30, Tuesday and Thursday; CTFEP; in English, with consecutive interpretation into Bulgarian; 38 students**
- 3. Marketing Communications and Advertising (James Krum); 7-30 June; 6:00-8:30, Monday through Thursday; CTFEP and New Bulgarian University; in English, with consecutive interpretation into Bulgarian; 40 students**

MANAGEMENT COURSE DESCRIPTIONS

- 1. Fundamentals of Marketing Behavior and Processes (Marinov) - This course covers effective marketing practices and the decisions of marketing managers. Topics include methods for making product, price, promotion, and physical distribution decisions.**
- 2. Fundamentals of Managerial Processes (Kmetz) - This is a basic course in managerial processes as they apply to a goal-seeking organization. It covers concepts of management and administration at the individual, group, and organizational levels.**
- 3. Marketing Communications and Advertising (Krum) - Techniques for gathering and making use of marketing information in advertising and promotion decisions are discussed. The course also covers developing promotional objectives and implementing promotion and advertising campaigns.**

APPENDIX B

CERTIFICATE IN ADVANCED MANAGEMENT COURSE DESCRIPTIONS

1. **Fundamentals of Market Economics** - This course develops an understanding of the forces that determine the behavior of a market economy and the impact of that behavior on individuals and institutions. Topics include the role of the banking sector, impact on spending and income, monetary and fiscal policy, trade relationships, and the world economy.
2. **Fundamentals of Finance and Accounting** - This is a fundamental course which covers how business transactions are recorded in an accounting system and how such data is used in financial statements to describe the performance of a business and its present and potential conditions.
3. **Fundamentals of Managerial Processes** - This is a basic course in managerial processes as they apply to a goal-seeking organization. It covers concepts of management and administration at the individual, group, and organizational levels.
4. **Fundamentals of Marketing Behavior and Processes** - This course covers effective marketing practices and the decisions of marketing managers. Topics include methods for making product, price, promotion, and physical distribution decisions.
5. **Managerial Economics** - This is a course in applied microeconomic theory. The emphasis is on concepts and methods of economic analysis useful for business decision-making, especially under conditions of constraint, uncertainty, and market imperfections.
6. **Financial Management** - This course is an introduction to financial planning and control, emphasizing methods and procedures for managing the financial structure and performance of the firm. Topics include funds allocation, cost of capital, dividends, and financial institutions.
7. **Operations Management** - This course analyzes the major problems faced by those who manage the operations of an enterprise. Topics include process and facilities design and decisions for controlling production, inventories, and quality.
8. **Administrative and Organizational Theory** - The emphasis of this course is on the organizational level of analysis. The focus is on the design of work and work flow, the principles for developing an organizational structure, and the role of information systems in managing an enterprise.
9. **Business Strategy** - This course covers the concepts in the determination of top-level company policy and the solution of

problems that cross major functional lines. Emphasis is on the procedures necessary for developing an effective company strategy.

10. Marketing Communications and Advertising - Techniques for gathering and making use of marketing information in advertising and promotion decisions are discussed. The course also covers developing promotional objectives and implementing promotion and advertising campaigns.

APPENDIX C

SMALL BUSINESS COURSE DESCRIPTIONS

1. **Economics for the Small Business** - This course covers important economic forces and institutions which relate to the small business, especially the economic cycle, inflation, and the role of the banking sector.
2. **Marketing Small Business Products and Services** - This course discusses how small businesses compete effectively in a market economy and the important marketing decisions that must be made, including product or service design, pricing, promotion, and distribution.
3. **Managing the Small Business Enterprise** - This course develops typical organization structures for a small business and explains effective human resources management practices.
4. **Finance and Accounting for the Small Business** - This is a course which covers how business transactions are recorded in an accounting system and how such information is used to describe the performance of a small business and to make planning decisions.
5. **Developing the Small Business Plan** - This course, which integrates the material in the other courses, is designed to be a workshop, in which participants develop and present a plan for their own small business, which might be used to seek financial assistance from banks or other institutions or agencies.

APPENDIX D

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

SCHEDULE

1. **Introduction to Microeconomics (Jordan Jordanov);** 1 Apr-12 May (continued from the previous quarter); 2:15-3:30, Tuesday and Thursday; Center for Training Foreign Economic Personnel (CTFEP); in Bulgarian only; 10 students
2. **Introduction to Macroeconomics (Valentin Vulov);** 5 Apr-11 May (continued from the previous quarter); 2:15-3:30, Monday and Wednesday; CTFEP; in Bulgarian only; 17 students
3. **Managerial Economics (Anastasia Miteva);** 1 Apr-12 May (continued from the previous quarter); 4:45-6:15, Tuesday and Thursday; CTFEP; in Bulgarian only; 7 students
4. **Intermediate Macroeconomics (Hristo Mavrov);** 5 Apr-11 May (continued from the previous quarter); 4:45-6:15, Monday and Wednesday; CTFEP; in Bulgarian only; 7 students
5. **Mathematics and Statistics for Business and Economics (Lambrin Shpatov [erroneously identified as Lambrin Supator in the previous report]);** 5 Apr-11 May (continued from the previous quarter); 3:30-4:45, Monday and Wednesday; CTFEP; in Bulgarian only; 4 students
6. **Econometrics II (Stefan Petranov);** 1-30 Apr (continued from the previous quarter); 6:15-7:45, Tuesday and Thursday; CTFEP; in Bulgarian only; 25 students
7. **Intermediate Microeconomics (Kamen Antanasov);** 10-28 May; 5:00-6:30, 10 varied days; CTFEP; in Bulgarian only; 14 students
8. **Advanced Microeconomics A (David Black);** 9-30 Jun (with continuation into the next quarter); 5:00-6:30, Monday through Thursday; New Bulgarian University (NBU); in English, with consecutive translation into Bulgarian; 22 students
9. **International Trade (Evangelos Falaris);** 9-30 Jun (with continuation into the next quarter); 7:00-8:30, Monday through Thursday; New Bulgarian University (NBU); in English, with consecutive translation into Bulgarian; 22 students
10. **Seminar: Economics of Transitions (Miller) -** 12 April- 21 May; varied hours and days; CTFEP; in English only; two sections with 10 students each

ECONOMICS COURSE DESCRIPTIONS

1. **Introduction to Microeconomics (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.
2. **Introduction to Macroeconomics (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.
3. **Managerial Economics (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.
4. **Intermediate Macroeconomics (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.
5. **Mathematics and Statistics for Business and Economics (Shpatov)** - This course covers material needed for preparation for the Advanced Economics Program. Topics include Lagrangian multipliers and statistical concepts needed for econometrics.
6. **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.
7. **Intermediate Microeconomics (Antanasov)** - This is a condensed Intermediate Microeconomics course, used as a preparatory course for the new advanced students.
8. **Advanced Microeconomics A (Black)** - Topics include a review of basic market concepts, supply and demand, choice and demand, market demand and elasticity, general equilibrium and efficiency of markets, production and supply, pricing and output under perfect competition, and pricing and output decisions under monopoly.
9. **International Trade (Falaris)** - This course covers international trade issues following the standard equilibrium approach. Major topics covered are theory of international trade, factor mobility, commercial trade policy, the foreign exchange market, and open economy macroeconomics.

10. **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 ten 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.

APPENDIX E

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

1. **Business English - Beginner (Valentina Alexandrova);** 5 Apr-20 May; 8:00-9:00, Monday through Friday; Ministry of Trade; 10 students
2. **Business English - Beginner (Valentina Alexandrova);** 19 Apr-30 Jun; 9:00-10:30, Monday through Wednesday, Ministry of Labor; 20 students
3. **Business English - Beginner (Keith Boulton);** 5 Apr-20 May; 8:00-9:15, Monday through Thursday; Ministry of Labor; 12 students
4. **Business English - Beginner (Andrei Andreev);** 5 Apr-20 May; 8:00-9:15, Monday through Thursday; Ministry of Trade; 15 students
5. **Business English - Low Intermediate (Valentina Alexandrova);** 5 Apr-20 May; 9:15-10:30, Monday through Thursday; Ministry of Labor; 15 students
6. **Business English - High Beginner (Keneward Hill);** 5 Apr-20 May; 10:20-11:40 on Monday, and 8:20-9:40 on Tuesday and Thursday; Ministry of Agriculture; 10 students
7. **Business English - High Beginner (Tsonka Vasileva);** 5 Apr-20 May; 8:00-9:15, Monday through Thursday; Ministry of Labor; 15 students
8. **Business English - Low Intermediate (Vanya Theodorova);** 5 Apr-20 May; 8:30-9:45, Tuesday through Thursday; Center for Training Foreign Economic Personnel; 15 students
9. **Business English - Intermediate (Tsonka Vasileva);** 5 Apr-20 May; 9:15-10:30, Monday through Thursday; Ministry of Labor; 15 students
10. **Business English - High Intermediate (Baerbel Schumacher);** 5 Apr-20 May; 9:15-10:30, Monday through Thursday; Ministry of Labor; 15 students
11. **Business English - Low Advanced (Keneward Hill);** 5 Apr-20 May; 8:30-10:00 on Monday, and 10:00-11:30 on Tuesday and Thursday; Agency for Privatization; 15 students
12. **Business English - Advanced (Jeanette Miller);** 5 Apr-20 May; 8:30-9:45, Monday through Thursday; Center for Training Foreign Economic Personnel (CTFEP); 15 students

13. **English for Management & Economics - Intermediate (Ruslan Abadzhiev)**; 26 Apr-27 May; 9:00-10:15, Monday through Wednesday; CTFEP; 12 students

14. **English for Management & Economics - High Intermediate (Miller/Schumacher)**; 26 Apr-27 May; 4:00-5:15, Monday through Thursday; CTFEP; 6 students

ENGLISH LANGUAGE COURSE DESCRIPTIONS

1. **Business English (Beginners/High Beginners)** - Students are exposed to 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 classwork, 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 selected short newspaper/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 in 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, which 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, to be evaluated by both peers and instructor. By the end of this level, students are comfortable with memos, letters, and oral and written discussion of simplified business cases, selected newspaper and magazine articles, and video and audio material.

3. **Business English (Low Advanced/Advanced)** - Students in this level expand on skills acquired in the intermediate level, by using more-sophisticated "texts" in English (including video and audio material), and by working with a series of interrelated texts, discussing and comparing points of view presented in each. Students in the advanced levels work 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 material, and by relating it to class readings, case studies, and their work experience. In addition, students prepare a final project, which is presented in both written and oral forms at the end of the course. Finally, students also polish problematic grammar in the areas of prepositions, gerund/infinitive constructions, and conditional verbs.

4. English for Management & Economics (Low Intermediate/High Intermediate) - This course provides English language support to students enrolled in the Advanced Management and Economics Programs. Through case studies and a variety of authentic readings pertinent to their field of study, students have the opportunity to improve their reading and discussion skills, such as agreeing and disagreeing, supporting an opinion, clarifying, and interrupting. Related audio and video materials are used to assist students in improving their listening comprehension. In conjunction with the content material, students review and solidify specific grammar points; i.e., present/past perfect, conditionals, and gerund/infinitive constructions.

APPENDIX F

ENGLISH LANGUAGE PROGRAM QUALITATIVE EVALUATION FORM
RESULTS FOR THE FOURTH 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.

98% YES 0% NO 2% DON'TKNOW

2. WHEN I BEGAN THIS CLASS, I MOST WANTED TO IMPROVE:

CHOOSE ONE, or TWO MAXIMUM!

- 80% A. My speaking
- 9% B. My reading
- 8% C. My writing
- 59% D. My understanding of spoken English
- 3% E. My vocabulary
- 19% F. My grammar

3. I THINK THIS CLASS HAS HELPED ME TO IMPROVE:

(CHOOSE ALL THAT HAVE IMPROVED)

- 82% A. My speaking
- 36% B. My reading
- 24% C. My writing
- 76% D. My understanding of spoken English
- 50% E. My vocabulary
- 36% F. My grammar
- 3% G. Other - Please write here:

4. I THINK THAT MOST PEOPLE IN THIS CLASS

- 14% A. Know more English than I do
- 6% B. Know less English than I do
- 79% 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% 27% 13% 8% 5% 2% 2% 0% 0% 0%

6. I PARTICIPATED: 0% A. More than others
80% B. As much as others
16% 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... _____

