



The Dawn of Business Education in Ukraine

A Mid-Term Evaluation of the Ukraine Business Management Strengthening Activity

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List of Acronyms

BSP	business service providers
CEUME	Consortium for the Enhancement of Ukrainian Management Education
DL	Distance Learning
ERP	Enterprise Restructuring Program
IAS	International Accounting Standards
IBTCI	International Business and Technical Consultants, Inc.
IESC	International Executive Service Corps
IMI	International Management Institute
LIM	Lviv Institute of Management
MBA	Masters of Business Administration
MTEEP	Management Training in Economics Education Program
MEPP	Management Education Partnership Program
METP	Management Education and Training Program
MOES	Ministry of Education and Science
NGO	Non-Governmental Organization
PBDP	Publications and Book Distribution Program
PDS	Post Diploma Studies (Programs)
PVC	Peace Corps Volunteer
SI	Summer Institute
SME	small and medium enterprise
UDL	Ukraine Distance Learning System
WI	Winter Institute
WW	Weekend Workshops
USAID	United States Agency for International Development

Executive Summary

A. INTRODUCTION

With the breakup of the former Soviet Union, Ukraine was faced with and continues to confront the challenges of integrating into the global economy, while simultaneously restructuring itself. The complex demands on management education programs mirror the demands on business enterprises and institutions, and the people who manage them.

USAID provided assistance in the early 90's to establish MBA programs such as the International Management Institute (IMI), and numerous training programs in business skills. Needs assessments of the sector reported that more assistance was needed to create a larger number of people with the management skills necessary to manage the new economy. Although efforts were underway to retrain current managers, one of the best opportunities for creating lasting change lay in the next generation of business leaders—those now or soon to be studying in university management education programs. Assistance to overhaul the curriculum of the undergraduate business school programs would achieve this goal and thus the *Ukraine Business Management Strengthening* Activity for undergraduate business education was launched.

B. Scope of Work for the Evaluation of the Ukraine Business Management Strengthening Activity

This report presents the findings of a mid-point evaluation of the USAID-funded *Ukraine Business Management Strengthening* Activity, known by the name adopted by the implementers: Consortium for the Enhancement of Ukrainian Management Education (CEUME). USAID/Kiev commissioned the evaluation.

The specific objectives were to:

- Determine the current status of the CEUME activity, both its successes and weaknesses;
- Identify unexpected constraints and obstacles encountered during the first two years of the activity; and
- Provide recommendations for improvements and/or adjustments for the remaining year of this activity.

Secondarily, the evaluation team was asked to “assist USAID/Kiev to formulate ideas regarding the future support of business management education in Ukraine, to provide “a better understanding of the current environment for business education in Ukraine, the sustainability of current efforts, and provide recommendations for a follow-on activity to CEUME.” (Appendix A provides the Scope of Work for the evaluation.)

Evaluation Methodology

The evaluation team included Janet Kerley (Team Leader), Demir Yener, Tatiana Rastrigina, and Olexander Sydorenko (assisting in the field work). Fieldwork was completed in January and February 2001. The team used a participatory methodology in that the USAID Project Officer and the Deputy Director of the CEUME program took part in the fieldwork. Two teams were formed (Kerley/Sydorenko and Yener/Rastrigina), each visiting two cities (Dnepropetrovsk, Kharkiev, Lviv, and Odessa). Ms Rastrigina was involved in data analysis and is a co-author of this report.

Qualitative data collection methods were used, including focus groups, key informant interviews, and observation. Secondary data sources (studies conducted by CEUME and the CEUME Monitoring and Evaluation Report) provided quantitative data.

The teams conducted focus groups with approximately 277 people: university rectors, deans, faculty members, and Consortium and Advisory Council members. The team interviewed CEUME Regional Directors, visited university undergraduate and Post Diploma Studies classes, met with USAID staff in Kiev and Washington, DC, and with U.S. and Polish Partners. (Appendix B: contains a full discussion of the evaluation methodology.)

B. Overview of the CEUME Program

Goals and Objectives

The main goal of the CEUME project is to “enhance and empower Ukrainian undergraduate business and management education programs ...to produce a new generation of business persons capable of working through economic transition ...eventually leading to a more sustainable business environment.”¹

The project has two objectives:

1. To work with “about 30 Ukrainian business schools, universities, and polytechnics to develop their capacity to offer non- degree and degree programs; and
2. To create standards and institutionalize these programs in Ukrainian business school programs while developing sustainable institutions for management education, training, and research.”²

Program Activities:

The program has three major components:

1. The first component, the *Management Education Partnership Program (MEPT)*, targets university administrators, as agents of change, to transform the way business schools operate, such as introducing new academic programs and courses, seeking greater outreach to the business community, and providing better services to students. Administrators participate in study tours to the U.S. and Poland and engage in ongoing dialogue and study upon their return.
2. The second component, the *Management Education Training Program (METP)*, retrains Ukrainian faculty in curricula development and new teaching techniques. Faculty attend Summer Institutes and recurring weekend workshops in which new course content and teaching methods in ten core business school courses are presented
3. The third component, the *Publication and Book Distribution Program (PBDP)*, supports the development of new teaching materials for faculty in business management courses.

Program Implementation Mechanism

The program is implemented by a two-country partnership between the University of Minnesota and St. Thomas Graduate School of Business in the U.S, and the Warsaw School of Economics and Olsztyn University in Poland that provides the academic direction for the activity. The Project Director is from the University of Minnesota. Technical assistance and training in business management courses are provided by U.S. and Polish faculty, though increasingly Ukrainian professors are also teaching courses.

¹ CEUME. First Quarter Report, January 1–March 31, 1999, p. 1.

² *ibid*

An in-country director and six staff in Kiev manage the project operations. They are supported by regional directors in five regional offices (Donestk, Dnepropetrovsk, Kharkiv, Lviv, and Odessa). Management oversight is provided by the Consortium Council, composed of representatives from the partner universities. A National Advisory Council in Ukraine offers insights from a variety of stakeholders in Ukraine.

Support for USAID’s Strategic Framework

The CEUME activity supports the Mission’s Strategic Objective 1.3c “Expanded role of small and medium sized enterprises (SMEs) in national economy,” and IR 1.3c.1 “Improved access to market business skills and information.”

C. MAJOR FINDINGS AND CONCLUSIONS

1. Overall Program Findings, Conclusions, and Recommendations

Findings

The *Ukraine Business Management Strengthening* Activity is the first large-scale educational reform project funded by a donor organization in Ukraine and has achieved a breadth of reach that is unique in educational reform programs in Ukraine and in the region. Earlier donor efforts were directed at strengthening individual educational institutions.

There is little confidence on part of business community in the ability of business education programs to provide useful training.

Conclusions

CEUME is *providing a new perspective* on the purpose of business education in a market economy and every effort must be made to ensure that the investment made in the faculty and administrators is not lost.

Many professors report a major change in their thinking about teaching business management. One person commented: “I have completely changed my philosophy of teaching. The professor is not the most important person in the classroom; the student is.”

The *breadth of the program’s reach* is substantial. CEUME has engaged a diverse group of people committed to introducing new teaching methods, modern teaching materials, and current knowledge about creating a globally relevant business education. The importance of these new networks and their strength must not be underestimated, given the history of isolation and centralized control from which the academic institutions are now emerging.

CEUME has built *a wide network of people* who are committed to student-centered learning and who see national educational reform as necessary.

CEUME activities have begun a movement in Ukraine that supports the principles of modern business management education. More time is needed to ensure that a deep understanding of the concepts is engrained in the business education philosophy.

One of the biggest challenges facing business education programs is increasing the trust between the business community, which needs managers with new skills, and the educational institutions, which need to be able to graduate students with the skills.

Recommendations

1. The evaluation team strongly recommends that the undergraduate business activity be extended.
2. The activity should continue with the current partners, with the University of Minnesota as the lead institution, to build on the progress made to date.
3. The evaluation team strongly recommends that the new activity focus primarily on undergraduate business management education and limit its involvement in MBA activities.
4. The new activity should require that the University of Minnesota and/or its partners provide substantially more substantive direction to the new activity, however. The reason for this recommendation is that the challenges of institutionalizing the reforms that have begun requires substantial follow up with the faculty and administrators who have received initial training.
5. In a new activity, professional staff in Ukraine should include an expert in business education and pedagogy. This expert would provide on-the-ground expertise in business school education to design the follow up needed in order to ensure that faculty and administrators can apply the new skills. This person could also conduct in-depth training of trainers for outstanding Ukrainian professors, thus creating a cadre of professors who themselves could serve as coaches.
6. The growing demands to create close linkages between business education and the business community require additional efforts to forge these linkages.
 - CEUME could help universities form Business Advisory Groups to help universities link education programs to the business community.
 - CEUME could conduct consultancy-certification programs to enhance faculty consultancy skills. This would increase the confidence of the Ukrainian business community in the credentials and qualifications of qualified faculty.
 - CEUME could increase activities to support internship programs for business school for corporate clients under the supervision of qualified faculty members.

2. Management Education Partnership Program (MEPP) – Findings, Conclusions, and Recommendations

Findings

University administrators are making major changes in university administration, including writing new vision statements, preparing strategic plans, establishing new departments, and actively lobbying for new standards for business schools.

By the end of the second year, CEUME exceeded the target set for the full three years.

- Over 47 higher educational institutions have become partners with CEUME, exceeding the initial target of 30 institutions.

- CEUME established broad regional coverage through a network of partner institutions that spans the country. It did not restrict services to business education schools in the capital (Figures 4.1 and 4.2).

MEPP is the smallest part of the CEUME program, receiving about 23 percent of the budget (Figure 3.1), yet strategically it may be the most important because it offers the potential for institutionalizing solid and sustainable educational reform in one arena of the Ukrainian educational system.

- Administrators have changed their thinking about who their ultimate beneficiaries are—i.e., the client is the businesses who will employ their graduates.
- CEUME has helped administrators understand the difference between business education and a traditional economics education.
- University administrators report that they learned new ideas for reforming educational policies for undergraduate business education, including curriculum reform, new departments and courses, teaching methods, student services, and fundraising.
- The study tours showed the administrators U.S. and Polish models of high performing business schools, and provided opportunities to discuss the specific elements that go into creating these types of institutions.

Challenges

One of MEPP's goals is to create standards for business schools would outline the duties and responsibilities of the major elements in a well-designed business education program and institutionalize them.

- The evaluation team did not see evidence that METP has introduced a set of indicators for institutional self-assessment that **administrators are using** to measure their institution's progress in reforming the business education programs.
- Universities may be introducing administrative changes without considering what changes are the most important and which should have the highest priority.
- The study tours appear not to be reaching all partner institutions. Nearly 40 percent of the schools have not sent a representative on any study tour at the time of the evaluation.

Recommendations

1. The CEUME program for university administrators needs to focus on providing university administrators with a systematic approach to assessing institutional change (a benchmarking systems for business schools' self-assessment).
2. In the remaining year of the CEUME activity, staff should focus on meeting the primary objective of the Cooperative Agreement, strengthening the undergraduate business schools in Ukraine. Less attention should be paid to training NGO representatives.

3. Management Education Training Program (METP)

Findings

By December 2000, METP had exceeded its three-year targets for retraining faculty in new teaching methods, modern teaching materials, and current knowledge about what is needed to create a globally relevant business education program

- A total of 2,970 participants participated in Summer Institutes, weekend workshops, and short courses, compared with a projected 2,350 (Table 5-2).
- In addition to the planned four annual summer institutes (7 days each), CEUME added a Winter Institute in FY 2001.
- A total of 88 weekend workshops were held, 23 more than planned.
- In the second year of the program, CEUME included trainees from the business community, the NGO community, and trainers from other business programs.
- The demand from university faculty for the CEUME workshops and courses is strong.
- The main thrust of the new teaching approach focuses on the case study method and to a lesser degree other methods of interactive teaching.
- Students have accepted the interactive teaching methods wholeheartedly. Said one professor. "There is no problem with the students. Only my colleagues, not the students, have negative attitudes towards active methods in teaching management courses."

Challenges

- Most institutions have not sent the majority of their faculty for training, suggesting that a critical mass of trained faculty has not yet been achieved.
- Faculty reported in all focus groups that they do not yet have sufficient **depth of knowledge** in the new subject matter and teaching methods. In other words, they enthusiastically accept the new approach, but have not had enough training/practice to confidently use the new methods.
- Faculty reported that to become truly proficient in the discipline, they need much more education themselves and considerably more exposure to the private sector, free-market oriented businesses, either through research, short internships with companies, or other opportunities to work in the private sector.
- The teaching methodology may have overemphasized case study methodology and not provided enough training in other participatory methods.
- The outreach by business faculty to the business community continues to be weak.

Conclusions

Faculty are changing what they teach and how they teach it, by introducing new courses, restructuring course content of current courses, and trying new teaching methods. The case study method teaches students to solve real business problems, in an interactive mode. The end result is that students' ability to think independently, learn problem-solving skills, search for creative solutions, and make decisions is improved. These are all qualities needed by business managers in the 21st century and not taught with the traditional approach to learning used in Ukraine.

The areas of information and skill development should not be overemphasized, however, because what is happening with the introduction of western management is a change in values and outlook. The program is teaching a new culture, not just methods and techniques.

Recommendations

1. In addition to training new professors, the project must provide follow-up for professors who received initial training in the first two years. Advanced levels of training must be provided in a new program to solidify the gains already made. Faculty teaching skills should be continuously enhanced through weekend workshops and the longer Institutes.
2. Post-program assistance to faculty who may require consultations to implement the newly acquired skills could be provided through a "*faculty help desk*." The help desks would be collegial forums of exchange and could be established in the regions and staffed by volunteering

fellow faculty, supported by a national web based forum that may be established for continued dialog on the internet.

3. Distance Learning (DL) methodology could be used more widely to provide greater outreach to faculty and businessmen and women. The DL platform could also be combined with short high intensity training similar to that provided at the Summer Institutes.
4. Case study is an important tool to impart knowledge in a participatory learning platform. However, it is only one of the available approaches to effective teaching. Case study methodology should not be “idealized.”
5. Greater faculty outreach to the business community is needed. Research and consulting capacities of faculty must be increased.
6. Since SMEs are considered to be the engine of economic growth, management education should specifically expand into the area of entrepreneurship. This topical area can be institutionalized by establishing courses/programs/departments in entrepreneurship.

4. Publication and Book Distribution Program (PBDP)

Findings

CEUME is filling an important gap in undergraduate business education by preparing and distributing state of the art, current, timely academic materials. The program maximizes the impact of the faculty retraining by providing up-to-date, market-oriented teaching materials.

In all focus groups, faculty spoke about the urgent need for additional kinds of materials and access to high quality journals because university libraries are deficient.

- The CEUME course materials have been very highly rated by the educators.
- In addition to educational institutions, many business centers and NGOs providing are requesting copies of CEUME course materials and case studies for their training.
- Participants of CEUME events are creating their own materials based on the materials they received during CEUME seminars. At some instances they send these newly created materials (not always world-class materials) to other business management institutions that are not partnering with CEUME

Challenges

- The demand for new teaching materials exceeds CEUME’s ability to supply the requests.
- The full potential of the website to distribute CEUME produced materials is not being used. Not all the teaching materials being developed by CEUME are available on line.
- Participants reported that sponsors are needed in posting materials to the site.

Conclusions

The original goal of the materials distribution program was to improve the quality of textbook and other teaching materials for undergraduate business education by bringing in and translating Western textbooks into Ukrainian. Demand, as measured in two surveys, was for Ukrainian based course materials. Therefore the objective was successfully modified to concentrate on Ukrainian produced materials.

Recommendations

1. In order to satisfy the growing demand for the CEUME materials, CEUME should continue its Publication and Book Distribution Program (PBDP).
2. New approaches need to be found to increase the creation and distribution of materials in a cost effective manner. Some measures are:
 - Books and course materials could be published and distributed in a greater volume to partner institutions and Ukrainian NGOs that deliver training services.
 - CEUME can support publication of new world-class books created jointly by Ukrainian and American authors.
 - CEUME can provide training and guidance to faculty interested in developing texts and supplemental materials such as teaching guides, study guides and classroom support tools.
 - CEUME could start a “Summer Research Grant” competition to assist faculty interested in publishable research obtain funding to support them while doing research. This is not the same as the ongoing internship program.
 - CEUME can conduct training and distribute necessary information that enhances the capacity of faculty to write “world-class” articles.
 - CEUME could include activities to expand libraries at partner institutions and ensure that CEUME materials and texts are easily accessible to professors and students.
 - CEUME must maximize the usage of the website while displaying and distributing course materials for the interested faculty. These on-line materials can serve as a basis for creating electronic textbooks by local faculty.
3. Business management training and education programs should not only provide a rigorous study of fundamental principles of theory and practices from the international environment, but should also provide relevant Ukraine based experiences. One way to ensure this is done is to continue the successful “Case Writing Contests” conducted by CEUME.

5. Organizational Sustainability of the CEUME Activity

USAID/Ukraine and CEUME have begun to find ways to ensure the long-term sustainability of the reforms of undergraduate education in Ukraine begun through CEUME activities.

- Costs of the program are gradually being shifted to participants.
- Two organizations that would live beyond the USAID activity are being considered: an NGO to continue the training courses for faculty and administrators and an Association of Ukrainian Business Schools to continue advocating for national reform.

Challenges

- Universities may not have the ability and/or the willingness to pay the full price for the training courses now being offered by CEUME through donor assistance.
- The emerging business education academic community may not be able to support two organizations, an NGO that provides training and an association of business management institutions.

Conclusions

Sustainability is being addressed by the program, but many issues remain unanswered. The project director is using lessons learned from the MBA program at the Warsaw School of Economics, which received USAID support and has achieved financial sustainability. Two key factors that contributed to

success in Warsaw are not present in CEUME. First, the Polish program is an MBA program. Second, Polish businesses are supporting their employees to attend the program. In Ukraine, the undergraduate programs are so new they have not produced graduates who are able to demonstrate the value of the new programs to businesses. More importantly, it may be more difficult to find business willing to sponsor undergraduate students.

Recommendations

1. A new program must include a requirement for CEUME to undertake a feasibility study for both the NGO and the Association.
2. The extension should require target dates for developing the NGO as well as a target date for developing a business plan to achieve sustainability. The plan should indicate how it would support an Association of Business Schools in Ukraine, were such an association created.

Chapter 1: Introduction

1.1. Purpose of the Evaluation

This report presents the findings of a three-week evaluation of the USAID-funded Consortium for the Enhancement of Ukrainian Management Education (CEUME) program in Ukraine.

The main purpose of the evaluation was to undertake a mid-point review of the CEUME business management program. The specific objectives of the review were to:

- Determine the current status of the CEUME activity, both its successes and weaknesses;
- Identify unexpected constraints and obstacles encountered during the first two years of the activity; and
- Provide recommendations for improvements and/or adjustments for the remaining year of this activity.

Secondarily, the evaluation team was asked to “assist USAID/Kiev to formulate ideas regarding the future support of business management education in Ukraine.” Thus, the evaluation was to provide “a better understanding of the current environment for business education in Ukraine, the sustainability of current efforts, and provide recommendations for a follow-on activity to CEUME.”³ A copy of the Scope of Work for the evaluation team is found in Appendix A.

1.2. CEUME’s Mandate

In December 1998, USAID/Kiev signed a three-year Cooperative Agreement for \$4,990,142 with the University of Minnesota and three subcontractors: St. Thomas Graduate School of Business in Minnesota, and two Polish universities—the Warsaw School of Economics, and Olsztyn University. The group is called the

Consortium for the Enhancement of Ukrainian Management Education (CEUME).

This *Ukraine Business Management Strengthening Activity*⁴ aims to improve the quality of undergraduate business management education programs in Ukraine at two levels:

- Within the participating institutions, and
- At the national policy level.

The activity supports the Mission’s Strategic Objective (SO) 1.3c—“Expanded role of small and medium sized enterprises (SMEs) in national economy,” and the Intermediate Result (IR) 1.3.c.1 “Role of small and medium businesses (SMEs) in national economy is expanded.” Participation in this activity provides Ukrainian business school faculty and professors with knowledge of market economy concepts and western methodologies of teaching. The market economy concepts are being transferred to students, who will apply them in their work in businesses, the ultimate beneficiaries of the CEUME project.

1.3. Evaluation Methodology

From January 28 to February 21, 2001, a three-person team, Janet Kerley (Team Leader and Monitoring and Evaluation Specialist, E&E/PCS), Demir Yener (Senior Financial Advisor, E&E/OM) and Tatiana Rastrigina, (Business Development Specialist, Private Sector Development Office, USAID/Ukraine), conducted a program evaluation of the CEUME activity. Oleksander Sydorenko, Deputy Director of the CEUME activity, joined the team during the fieldwork in Kharkiv and Dnipropetrovsk.

During the week of February 5th, Dr. Yener and Ms. Rastrigina conducted interviews in Lviv and Odessa; Ms Kerley and Mr. Sydorenko worked in Kharkiv and Dnipropetrovsk. The teams visited

³ Scope of Work: Mid-Term Evaluation of the Ukraine Business Management Strengthening Activity. February 2001. p. 3.

⁴ *Ukraine Business Management Strengthening Activity*. Award No. 121-A-00-99-00701-00.

CEUME participating institutions of higher learning, observed classes, interviewed key personnel at the institutions, and conducted focus groups with administrators and with faculty members.

The principal sources of information for the evaluation were the individuals who had participated in the CEUME-sponsored activities—rectors, deans, administrators, faculty members, and students from business management education programs throughout Ukraine.

In total, 277 people participated in 31 focus group discussions in five cities in Ukraine: Dnipropetrovsk, Kharkiv, Kiev, Lviv, and Odessa. The focus groups, ranging in size from 6 to 20 people and facilitated in Ukrainian, created an active forum for discussion and a free exchange of ideas and comments about the CEUME activities and the impact of these activities on the individuals' work. The total number of focus groups held in each city and the number attending each group are found in Appendix B, Evaluation Methodology.

The sessions were guided by a set of questions prepared prior to the meetings. The focus group guides are found in Appendix C.

The team observed classes in four cities, and conducted key informant interviews with business representatives, members of regional advisory councils, and university administrators and faculty members. Interview guides for key informants are found in Appendix C.

The team also interviewed the Directors of five of the six CEUME Regional Offices, as well as

key CEUME headquarters staff. Staff from the four partner institutions in the U.S. and Poland were interviewed in Lviv where Polish and U.S. partners were meeting. Finally, the team interviewed USAID officials responsible for the program, and representatives of the Ukrainian Ministry of Education. A complete list of the individuals interviewed is found in Appendix D.

1.4. Structure of this Report

Following the Executive Summary and this Introductory Chapter, Chapter Two reviews the business education environment in Ukraine at the time the project began and describes the business management strengthening activity. Chapter Three analyzes the management of the project, based on findings from the evaluation. Chapters Four, Five, and Six examine the three principal approaches used by CEUME to improve undergraduate business education in Ukraine. Chapter Seven addresses systemic issues in the Ukrainian higher education system that may affect CEUME's ability to reform aspects of business education in Ukraine.

In addition to the appendices cited above, Appendix E contains the list of Ukrainian universities currently affiliated with CEUME; Appendix F lists Non-governmental Organizations (NGO) participating in CEUME workshops; and Appendix G provides a Self Assessment Tool for universities.

CEUME staff comments on the report are found in Appendix I.

Chapter 2: Project Background and Overview

2.1. Preamble for Supporting Business Education Programs in Ukraine

With the breakup of the former Soviet Union, Ukraine was faced with and continues to confront the challenges of integrating into the global economy, while simultaneously restructuring itself economically, socially, and politically. In doing so, the complex demands on management and accounting education programs mirror the demands on business enterprises and institutions and the people who manage them. These challenges come from:

- “Strong and growing global economic forces;
- Conflicting values between a command economy and a free-market economy;
- Rapidly changing technology in products and processes;
- Increasing diversity among employees and customers due to changing demographics; and
- Increasing diversity among employees and customers due to changing demographics.”⁵

In this environment, businesses need people who are equipped with the new knowledge and skills needed in a market economy. Management education schools must prepare students who can contribute to their own organizations as well as the larger society, and who are prepared to grow personally and professionally throughout their careers. The objective of management education in Ukraine must, then, address these important considerations by constantly upgrading the skills of its faculty and changing its national

⁵ American Association for Collegiate Schools of Business (AACSB Accreditation Guidelines), *Achieving Quality and Continuous Improvement through Self-Evaluation and Peer Review*. January 1999. p. 1.

educational policies regarding business education for a free market economy.

The *Ukraine Business Management Strengthening Activity* was launched at a time when the paradigm shift from command economics to free market economics had been underway for some years. Assistance to the emerging private sector had been offered in many areas to meet these challenges, not least of which was addressing the business sector’s need for well prepared employees and managers. In the early to mid 90s, USAID provided assistance to establish an MBA program, the International Management Institute (IMI),⁶ and numerous programs provided training in business skills.

However, it was obvious that only the surface had been scratched through these programs. Much more needed to be done to create depth and breadth in management skills to achieve sustainability of the institutions which were in the process of being built. Until assistance was provided to overhaul the curriculum of the undergraduate business school programs, it would be difficult to produce the number of trained managers needed by the new economy.

Needs assessments of the business school environment revealed that undergraduate business management education in Ukraine was not “connecting” with business. Courses provided theoretical knowledge but very little practical experience. Indeed, many of the courses were “holdovers” from the command economy

⁶ USAID/KIEV provided additional support for the MBA in Finance program through the former USAID/Barents’ activity that sent MBA students to the U.S. for internships. The current program prepares banking executives by strengthening IMI’s capacity in the banking sector (conducting “training-of-trainers” workshops, providing resources for equipment, a library, placement center, and alumni association for Finance MBA graduates). In 1997 USAID began to support an MBA in Energy that augments the IMI curriculum with specialized energy courses and a study tour to the U.S. Approximately 90 energy professionals have received the IMI/MBA.

and business school professors had little personal experience with private business.

In addition, universities had no money to purchase computers and new books, provide faculty access to the Internet, and support research. Students graduating from this system were certainly not prepared for the challenge of managing enterprises and companies during the transition.

Although numerous efforts were underway to retrain current managers, one of the best opportunities for creating lasting change lay in the next generation of business leaders—those now or soon to be studying in university management education programs. Further, just as managers were facing rising expectations from the market for better performance of their enterprises and from their shareholders for greater accountability in the way they conducted their business responsibilities, faculties of management education also were facing rising expectations from both their students and the business community.

Additional information, including findings from a USAID-funded assessment of Ukrainian business management institutions conducted in August 1997,⁷ supported USAID’s belief that a substantial effort was needed to reform management education. The study found that relatively high quality graduate level business management education was available in Ukraine. However, the study concluded, it was through undergraduate schools of business education that the greatest number of students could be exposed to business principles. “This is the sector where widest impact can be achieved and where apparent needs are greatest.”⁸

The study cited four priority areas in which assistance was needed:

- Access to computers and the Internet to stimulate global networks of scholars and students;
- Skills in library management, including computerization of holdings, access to and use of integrated databases, acquisition of CD-rom based materials, and expertise in on-line information access;
- Curriculum developed in all fields, but especially in marketing, finance and cost accounting; and
- Translation of texts and instructional materials into Ukrainian, and research and development of indigenous materials.

Additionally, the research conducted prior to beginning the project also identified a critical need for faculty development in two areas: enhancement of core knowledge and improved teaching methodology.

2.2. Goal and Objectives of the CEUME Activity

The main goal of the CEUME project is to “enhance and empower Ukrainian undergraduate business and management education programs ...to produce a new generation of business persons capable of working through economic transition ...eventually leading to a more sustainable business environment.”⁹

The activity set two primary objectives under this goal:

- To work with about 30 Ukrainian business schools, universities, and polytechnics to develop their capacity to offer non-degree and degree programs; and
- To create standards and institutionalize these programs in Ukrainian business school programs while developing sustainable institutions for management education, training, and research.¹⁰

⁷ McConnell, Dennis and William Pendergast. May 15, 1997. *An Assessment of Business Education in Ukraine*. Submitted to USAID/Ukraine.

⁸ McConnell, Dennis and William Pendergast. May 15, 1997. *An Assessment of Business Education in Ukraine*.

⁹ CEUME. First Quarter Report, January 1–March 31, 1999, p. 1.

¹⁰ *ibid.* p. 1

A third objective related to the business community was included in the Cooperative Agreement. This objective obligates CEUME to train 4,000 business people.

Thus, two of the four priority areas identified in the needs assessment were incorporated into the CEUME objectives. The CEUME activity does not provide direct assistance in library management skills. The project also does not provide computers and Internet connectivity, but does indirectly work on faculty's computer and internet skills by using them in the CEUME training.

2.3. Program Components

These objectives are to be achieved through four sets of activities:

1. Creating and institutionalizing a series of management education and training workshops for faculty retraining and curriculum development;
2. Convening a series of national conferences on empowering Ukrainian business schools and implementing the recommendations of those conferences;
3. Setting up exchanges, study tours and seminars abroad for both academic administrators and faculty to identify the best practices in the U.S. and Poland that can be adapted to Ukrainian conditions; and
4. Setting up a book distribution, translation and adaptation program.¹¹

In order to meet the complex goals and requirements of the program, CEUME organized the activities into three main program areas: the *Management Education Partnership Program* (MEPP), the *Management Education Training Program* (METP), and the *Publication and Book Distribution Program* (PBDP).

The three programs are necessarily interdependent. Enlightened administrators will create the educational environment within which

faculty can teach new courses with innovative methods. Current books for students and access to research and professional publications are critical to maintain an up-to-date academic program. For the purposes of the report, however, each program will be discussed as an independent unit.

The following section describes each of the three components.

1. The *Management Education Partnership Program* (MEPP) is directed at university administrators. It aims to:
 - Improve administrators' understanding of management education and its role in the development of the market economy;
 - Increase the understanding of the relationships that western universities maintain between their students, faculty, alumni associations, and the business community; and
 - Expose the administrators to practices and systems for delivering quality management education in the U.S. and Poland, and assist the Ukrainian administrators to adapt and apply the new knowledge and techniques.

This program provides university administrators with the opportunity to participate in study tours, exchanges and internships between Ukraine and/or Poland and the U.S. and to engage with their peers through national conferences, and regional roundtables at which the administrators meet and discuss common problems and solutions.

2. The *Management Education and Training Program* (METP) program is the core activity that provides ongoing retraining of Ukrainian faculty in course content, program development and/or restructuring, and teaching techniques (pedagogy). This goal is being accomplished through Summer Institutes and recurring weekend workshops at which visiting U.S. and Polish faculty, as well as leading Ukrainian faculty, team teach

¹¹ *ibid.* p. 1–2

new content and methods in ten core business school courses.¹²

3. *The Publication and Book Distribution Program* (PBDP) collects, creates, and distributes books and publications to the faculty for use in their business courses. This program intends to maximize the impact of the faculty retraining activities by providing them with up-to-date, market-oriented teaching materials.

2.4. Expected Results and Sustainability Measures

The impact and sustainability of the program are being measured by a combination of three elements:¹³

1. *Programmatic Sustainability*: The implicit assumption in the activity design is that as a result of the core training courses offered to undergraduate business school faculty, CEUME will create a critical mass of academic faculty who are fully trained in free market-economy business skills and knowledge. It is also expected that the faculty will apply their newly acquired knowledge to their own university courses and courses in other business centers, and disseminate the information to their colleagues. Program impact and sustainability are also to be measured by the number of faculty who develop new instructional materials for their new or revised courses; the number who apply new teaching methodologies in their classrooms, including case study and other interactive and participatory approaches; and

¹² CEUME offers the following courses: Strategic Management, Marketing, Operations Management and Logistics, Management Information Systems, Financial Management, Investment Management, Project Appraisal, Securities, Merchandising, Organizational Development, Human Resources Management, Starting and Developing a Small Business, International Accounting Standards, Managerial Accounting, and International Business. *CEUME Monitoring and Evaluation Report*. January 2001. no page number.

¹³ Summary of the indicators found in the Ukraine Business Management Strengthening Activity Monitoring and Evaluation Plan. CEUME. No date.

the degree to which faculty have been able to improve their access to current business information and materials related to the courses they taught.

2. *Institutional Sustainability*: Institutional sustainability is achieved through changes in the way universities operate. These changes begin with new academic programs that range from developing new courses, restructuring of departments and centers, to the creation of entirely new departments. Establishing new administrative procedures to support management training and education is further evidence of institutionalization of the new approach to business education programs. Another measure of institutional sustainability is establishing or enhancing existing ties with the business community, who ultimately will decide if the university graduates are appropriately prepared for the business world.

In order to achieve institutionalization of these activities, CEUME works with administrators, deans, rectors, pro-rectors and university and faculty senates to gain their support to change their programs and to upgrade their skills in order to undertake the changes.

3. *Financial Sustainability*: Achieving financial sustainability involves establishing fee-based programs and procedures for collecting those fees, as well as institutionalizing the procedures. This process requires that the educational institutions make both administrative and legal changes in the way they do business. The CEUME program attempts to share existing global best practice knowledge in such administrative measures and policies for sustainable program development. Leaders of educational institutions are also learning about various fundraising methods, such as scholarships, endowments, and student loan programs.

2.5. Implementation Mechanisms

The program is implemented through a partnership between two U.S. universities - the University of Minnesota and St. Thomas

Graduate School of Business, and two Polish universities - the Warsaw School of Economics and Olsztyn University. Faculty from the four partner universities provide academic direction and are the master teachers during the Summer Institutes and Weekend Workshops.

CEUME project operations in Ukraine are managed through an office in Kiev, which serves as a hub for five regional offices throughout Ukraine (Donestk, Dnipropetrovsk, Kharkiv, Lviv, and Odessa). The six-person-staff in Kiev¹⁴ administers the programs and the five regional office directors serve as liaisons between CEUME and the universities/educational institutions in the regions.

The CEUME staff in Ukraine is overseen by the Project Director, who is located at the University of Minnesota. The Consortium Council is comprised representatives of the four consortium partners, the Project Director and the In-country Director and Deputy Director. The Consortium Council plays a critical role in developing strategy, allocating resources, creating the annual Work plan, and overseeing and evaluating the program. The expertise and experience of the Council, as well as other faculty from the U.S. and Poland contribute to supporting the in-country team.

An Advisory Council in Ukraine, comprised of stakeholder groups (business leaders, educators, government, NGOs and international development agencies) provides feedback on past activities and shares ideas for future programs. This Council meets annually in November, but has no managerial responsibilities or authority.

In short, The Consortium Council meets regularly to provide key input and make program decisions, while the National Advisory Council contributes suggestions, ideas and recommendations to consider, on an annual basis.

¹⁴ The Kiev staff who administer the CEUME activity are Mickey Mullay, Project Director; Sasha Sydorenko, Project Deputy Director; Olga Karpova (MEPP); Bogdana Scherbak (METP); Andrei Verlan (PBDP); Anna Samorodova (Kiev regional representative); and support staff.

Chapter 3: CEUME Project Management

This chapter will address three specific aspects of the management of the CEUME activity: the U.S.–Polish partnership responsible for CEUME implementation, the CEUME Offices and staff in Ukraine, and the potential for creating an NGO from the CEUME activity staff.

CEUME senior management has expressed concern that project management was not an express purpose of the mid-term evaluation. An implicit assumption of the mid-term evaluation, in the opinion of the evaluation team, however, is examining project management is part of a mid-term evaluation. Project goals are met or not, in large part, because of implementation processes.

3.1. The CEUME Partnership: U.S.–Poland and Ukraine

The CEUME activities are implemented through the partnership of four universities—University of Minnesota (lead institution); St. Thomas Graduate School of Business; the Warsaw School of Economics, in Warsaw, Poland; and Warmia-Mazuria University in Olsztyn, Poland. The University of Minnesota brings several years of experience with a previous USAID-centrally funded business management project, the Management and Economics Education Training Program (MEETP). MEETP provided technical assistance to universities in several Eastern European countries, and both Polish Universities involved with CEUME received assistance from the MEETP project.

The University of Minnesota and the Warsaw School of Economics each have provided about 30 percent of the technical assistance—with the University of St. Thomas and University of Warmia and Mazuria each contributing around 20 percent. Contributions by each university to the various programs (METP, MEPP, PBDP) vary depending upon the courses planned for the year. At the Consortium Council meetings, convened formally from three to four times a year, Council members develop the work plan, which specifies the courses that will be offered

and the expertise needed for each Summer Institute, Winter Workshops, and the national conference. The partners confer on which institution has the resources for the tasks, and contracts are prepared for each partner.¹⁵

Although each training program receives technical assistance from the U.S. and Polish faculty, CEUME also utilizes a great deal of Ukrainian expertise in implementation of its training courses and other activities that adds a rich and positive element to the partnership.

3.2. CEUME and Advisory Boards

CEUME established the National Advisory Council to assist project management in Ukraine with feedback and program suggestions for the future. The four universities are Advisory Council members, as are USAID staff, and prominent members of the Ukrainian business and academic community. CEUME reports indicate that the Advisory Council meets on an annual basis to review the program.

It appears, however, that the National Advisory Council is not actively engaged on a regular basis in discussions with the principals of the partnership or with the CEUME local staff, thus making it difficult for the Advisory Council to offer substantive input to the program.

The Consortium Council, which *is* a decision making body, meets in January to review the draft work plan that is an outcome of a staff retreat conducted at the end of the preceding year. The Council also meets throughout the year.

According to CEUME, the Council focuses on resources required to effectively implement the proposed activities and discusses the availability of the resources at the partner institutions. A review of the Quarterly Reports reveals that the Council members offer suggestions, make

¹⁵ Information received from CEUME Director, Mick Mullay, March 2001.

recommendations, and from time to time, make policy decisions that appear to change the course charted by CEUME in the original agreement.

For example, in December 2000, it appeared that the Council approved of CEUME moving increasingly towards working with MBA programs and training businessmen and women directly (the target audience of the now closed BARENTS project). This will move CEUME away from its primary audience, the undergraduate business schools, which are still in great need of support in order to solidify the gains made to date.¹⁶ This idea was shared by the National Advisory Council, which suggested that CEUME consider this in future planning.

3.3. CEUME Management in Ukraine

Staffing

CEUME's main office was established in Kiev during the first year of the activity and the staff of six now serves as the center of a network of CEUME regional offices established in Dnipropetrovsk, Donetsk, Kharkiv, Lviv, and Odessa. The Director of CEUME in Ukraine is an American, with an earned MBA degree and substantial experience in managing business development programs and NGO activities in the region. In addition, the CEUME activity cooperates with the International Development Centre (IDC), whose Executive Director serves as the Deputy Director of the CEUME project.

IDC is a Ukrainian NGO with demonstrated expertise in producing high quality written and video materials for a wide audience of NGOs, educational institutions, and the private sector. The Executive Director was trained by SOROS in the Case Study Method used in business school education and brings this training to the CEUME project. He has taught the method in the CEUME Summer Institutes. Independently of CEUME, IDC runs training programs in the case study method.

IDC manages the annual case study competition for CEUME and has assumed responsibility for the Case Study Methodology Dissemination

Program. Institutions can request copies of the case studies and accompanying instructional materials at a very low cost, though not free.

IDC also produces the quarterly CEUME newsletter and business education magazine, *Synergy*, the first edition of which was published in January 2001.

Regional Office Functions

The Regional Offices coordinate CEUME activities in the major regions of the country and serve as the liaison between educational institutions and CEUME in Kiev. The regional office directors have three distinct responsibilities, requiring different skills.

- First, they are responsible for arranging logistics for the training programs that CEUME conducts in their region. In a given quarter, this may mean screening candidates for the annual Summer Institutes and Weekend Workshops and organizing as many as 15–19 such workshops in a three-month period. They also collect the data required for the monitoring and evaluation system through interviews with and or questionnaires sent to faculty and administrators who have participated in events.
- Secondly, they are responsible for maintaining and nurturing the increasingly active network of university professionals - university administrators as well as faculty. They identify training and publication needs, and provide resources, references, and other technical information through regional libraries for current partners. They also reach out to non-partner institutions in their regions to encourage broader institutional participation in the program.
- Finally, they are responsible for reaching out to the business community and other programs working in business education.

The regional offices use a variety of strategies to decrease costs and increase CEUME's visibility. Two offices use space provided by education institutions (The Kharkiv Office is located in a

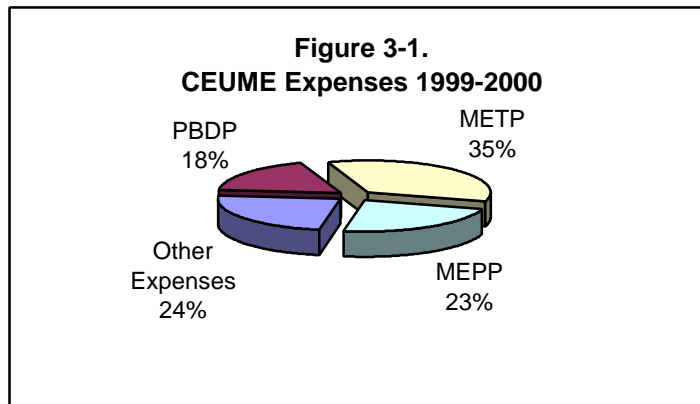
¹⁶ CEUME Fourth Quarterly Report. December 2000.

public institution; the Lviv Office is located in a private Institution). Two are co-located with educational NGOs (Odessa and Dnipropetrovsk); one is housed within a regional development agency working with educational institutions, municipal representatives, and area businesses (Donestk). The Kiev Regional Office Director is located at CEUME headquarters. Expenses are low, with rent sometimes waived or as low as \$100 per month. Computer equipment is sometimes donated by institutions or leveraged from other activities. Salaries of representatives vary depending upon experience and region.

The experience of the regional directors in western business education methods and content varies widely. Two directors are seasoned professors, while two have backgrounds in Ngo work. In Kharkiv the Regional Director is a professor of economics and Dean of the Post Diploma Studies (PDS) program at Kharkiv National University. The Director in Lviv is a professor in the business school. In Odessa and Dniprepetrovsk the Regional Directors' worked previously with NGOs. The position of office director is vacant in Donestk

Financial Aspects of the Program

The evaluation team was not tasked to conduct a financial audit of the CEUME program. Nevertheless, the team asked for financial information to determine the percent of funds being spent on the three main components (Figure 3-1).



About 35 percent of the funding has been devoted to the implementation of the

Management Education Training Program (METP), while the Management Education Partnership Program (MEPP) consumes about 23 percent of the budget. The Publications and Book Distribution Program (PBDP) uses about 18 percent of the budget on its broad spectrum of publications, research, and information distribution activities in support of both MEPP and METP.¹⁷

The budgeting process is a reflection of the work plan - not vice versa. The CEUME Consortium Council meets in January to review the draft Work plan, which is an outcome of a Staff retreat conducted toward the end of the previous year. The Council focuses on resources required to effectively implement the envisaged activities—and then discusses availability of resources at the Partner institutions. CEUME trainings, conferences, internships, study tours, and research and publication support all are considerations.

Reports and Monitoring and Evaluation System

CEUME is tasked, in the obligating document, to “regularly conduct informal assessments and evaluations of activities being performed under the Agreement.”¹⁸ From the beginning of the activity, CEUME staff have conducted needs assessment of partner universities, evaluated the participant’s reactions to the Summer Institutes and Winter Workshops, and analyzed the status of business school education in Ukraine from the points of view of faculty, students, and the business community.

Further, at the end of the second year, CEUME’s completed the Monitoring and Evaluation plan with performance indicators. The Kharkiev Regional Office Director contributed substantially to the design of the indicators and reporting system and her format has been used to direct data collection for the other regional offices. Dr. Luba Fifer also

¹⁷ Reported in an email by Mick Mullay. February 2001.

¹⁸ Award letter for Award No. 121-A-00-99-00701-00, 13 December 1998. page 2.

provided technical assistance on the Plan, which was finalized by the CEUME staff in Kiev.

Information for the monitoring system is sent to Kiev and compiled into one document, which is submitted to USAID on a quarterly basis. The information is also used by the staff in the Kiev office to make adjustments to the program. For instance, based on the reaction to the weekend workshops, new course topics are added or popular courses are repeated.

Usefulness to USAID reporting system: The January 2001 report that was generated from the data collection system provides USAID with complete information about the inputs, outputs, and emerging impacts of the two main components of the project—the workshops and institutes to retrain faculty (METP) and the activities for university administrators (MEPP).

3.4. Organizational Sustainability of the CEUME Activity

USAID and CEUME have begun to look for ways to ensure that the reforms of the higher educational system begun by CEUME are sustained. As a first step, CEUME is registered as a Ukrainian NGO. The goal of the new Ukrainian organization is to carry on the activities begun through CEUME, principally organizing training activities and other events for the educational community.

It is envisioned that the staff would be the current CEUME staff. Ukrainian faculty, who teach many CEUME courses, would continue to teach at their universities but also teach courses offered by CEUME. In this regard, the NGO would continue to organize training activities and other activities for the educational community, as CEUME does now. The NGO would leverage talented professors throughout the region, but not retain them as staff.

The second step is to charge participants a fee for the training programs and other services. CEUME is gradually shifting some costs to participants and their institutions. Recently, local businesses paid to send their employees to the Winter Workshop (February 2001). IDC charges a small fee for the case studies that sent to faculty

and others. However, in both cases, the amount charged does not cover the full cost of the services. For instance, the fee for the Winter Workshop represented only one-half of the actual cost of the workshop. CEUME has not yet addressed the questions, “Will businesses pay the full cost? How much more must be charged to cover administrative costs of the CEUME staff and regional offices?” Currently Regional Offices do not charge for the services provided to regional universities.

Gradually CEUME is shifting activity costs towards the participants and/or their institutions. Businesses and educational institutions have demonstrated their willingness to pay a percentage of the costs and CEUME’s strategy is to gradually shift all costs to the participants.

CEUME and USAID suggest that the situation in Ukraine will benefit from the experience in Poland in which the University of Minnesota, under the USAID/MTEEP program, assisted the Warsaw School of Economics to establish an MBA program. **The situations are not comparable, however**, although lessons learned from the Polish experience are being applied in Ukraine.

In Poland, the Warsaw School of Economics MBA program has achieved financial sustainability. Three factors were key. First, the program is a very high quality MBA program. Second, Polish businesses are supporting their employees to attend the program. Third, the new program was placed within an existing and well-respected institution. While the MBA program has to support itself, it did not have to incur the expense of duplicating already existing university services.

In Ukraine, CEUME is focusing on undergraduate programs. Second, the programs are too new to have produced graduates and thus businesses have not yet seen a demonstrated value of the new program. Finally, it may be more difficult to find businesses willing to sponsor undergraduate students. CEUME continues to work with existing Ukrainian institutions.

A third step is CEUME's support for the creation of an Association of Ukrainian Business Schools similar to the higher education associations in Europe and the United States. These associations typically provide a range of services to members, from annual conferences, training and research opportunities, and peer networking. Some associations establish standards for institutions that join.

The CEUME November 2000 study tour to the United States for university administrators emphasized the role of associations to higher education institutions. The Ukrainians also attended the annual conference of one higher education association and returned to Ukraine with enthusiasm for creating such an association in Ukraine. A grass roots ground swell is emerging from university faculty, as reported in the focus groups, in favor of such an association.

The evaluation team also noticed a friendly rivalry among universities as to which should be the host institution for such an association. This rivalry, combined with power politics, the reluctance to share information (held over from the communist era), and institutional hierarchies create a challenging environment within which to build consensus on an association for higher educational institutions.

One strength of the CEUME program is its ability to work with a large number of higher education institutions, as well as with the Ministry of Education, and to create an educational community within which the issues, such as which institutions should take the lead on specific initiatives, can be discussed.

3.5. Outreach to Other Donor Programs

How has CEUME Coordinated with Other Business Education Programs in Ukraine?

Barents Group

During February and March 2000, CEUME staff members and key professors participated in the corporate restructuring training program conducted by Barents Group and the Academy for Educational Development. The Enterprise

Restructuring Program (ERP) consisted of four weeks of classroom training, followed by 4 weeks of practical experience at selected enterprises during April and May 2000. The Lviv Regional CEUME representative Lidiya Kushpler of Lviv Institute of Management and CEUME staff instructors Pavlo Sheremeta and Olena Mal'ceva, Kyiv Mohyla Academy participated in the training. Cooperation between the USAID projects significantly enhances the impact of both activities. Faculty participation in the enterprise restructuring activities allowed them to experience practical applications of theory. Participation in the ERP was an excellent opportunity for Ukrainian faculty to improve their knowledge and practical skills in areas such as strategic management, sales and marketing, organizational change and financial management. Additionally, the program allowed better networking among businesses and educators. CEUME instructors currently deliver Enterprise Restructuring Seminars in weekend workshops in Lviv and Odessa.

BIZPRO

BIZPRO is a business development project, designed to assist Belarus, Moldova and Ukraine achieve economic growth through the development of micro, small and medium enterprise (SME). The objective of the program is to improve business management skills, competitiveness, and productivity; to enhance the SME policy environment; and to increase access to financial services for SMEs. The program consists of four components:

1. Business Management Skills, Competitiveness, and Productivity (assist business service providers, transfer international business standards, implement business incubator best practices);
2. SME Policy Environment (support to policy reformers; strengthen business associations, conduct surveys and updates and implement monitoring system);
3. Financial services to SMEs (expand micro finance options through non-governmental finance organizations); and

4. Crosscutting issues and buy-ins (gender considerations, website communications, Moldova and Belarus program buy-ins, other buy-ins).

CEUME and BIZPRO plan to collaborate on the first component, improving business management skills, by providing support to business service providers (BSP). For the next step, joint criteria for BSPs and consultants can be determined in the design of training programs for selected BSPs. Additionally, BIZPRO is going to provide assistance to some selected business associations operating in Ukraine. CEUME may also work together with BIZPRO in this area, as facilitating new business management associations is part of CEUME's future plans.

International Business and Technical Consultants, Inc and the International Executive Service Corps

CEUME, the International Business and Technical Consultants, Inc (IBTCI)¹⁹, and the International Executive Service Corps (IESC) collaborated in organizing two intensive two-week training seminars on International Accounting Standards. IBTCI, which is under USAID contract for IAS, led the effort. The International Accounting Standards training program was conducted by IESC consultant Earl Monical. Overall, one hundred Ukrainian professors participated in workshops. Materials used in the course were published by CEUME and CEUME professors from Kyiv National Economic University participated in the training. These professors adapted the IAS training materials to a three-day workshop that they are now conducting throughout Ukraine, under CEUME auspices.

Loyola University's Ukraine Distance Learning System

Under a USIS grant, Loyola University in Baltimore, Maryland, taught a one-month train-the-trainers course in July 2000 for Ukrainian

lecturers. Upon returning home, the lecturers were to teach their respective courses in electronic form through the Ukraine Distance Learning System (UDL), which was created as a result of the project. CEUME helped organize the individuals who participated in the program and encouraged their participation in designing the e-courses for UDL. CEUME also promoted cooperation with UDL during the Second CEUME National Conference and taught a one-week training course for professors on how to design distance-learning courses.

Peace Corps

A Peace Corps volunteer participated in the Summer Institutes in Dnipropetrovsk and Uzhgorod in 2000. Following her return to her institute in Zhytomir, she used the information gained from CEUME's Institute in her own lectures.

Public Affairs Section, U.S. Embassy

CEUME is developing a cooperative arrangement with the Public Affairs Section of the U.S. Embassy to share information about its book distribution program.

TACIS

A series of seminars on organizational development and or strategic management were conducted in Dnipropetrovsk, Zaporizhzhya, Cherkassy, and in the Crimea region in cooperation with TACIS. Some 300 people participated. Participants were a combination of accountants, financial managers, and professors.

3.6. Conclusions and Recommendations

Conclusions

➤ Partnership Approach to Business Education Reform

The University of Minnesota is the linchpin that connects St. Thomas Graduate School of Business and the Polish Universities to the Ukrainian universities. The majority, but not all, of the high quality content and pedagogy comes

¹⁹ IESC is under contract with USAID to assist enterprises, banks and businesses to implement the international accounting standards.

from the University of Minnesota and its partner institution, St. Thomas. The faculty members joining the team from Poland also bring substantial depth to the educational program, as do the several of the Ukrainian professors.

The unique features of the three-way partnership of American-Polish-Ukrainian partnership have contributed significantly to achieving successful results—the beginning of the reform of effective business management education programs in Ukraine.

- First, the partnership with the Consortium's U.S. partners provides a link for Ukrainian business schools to western business management practices and quality management education programs.
- Secondly, the partnership with the Consortium's Polish partners is even of higher importance for Ukrainian business schools since it helps Ukrainian business school representatives understand how the U.S. business management programs and practices have been adapted and successfully implemented in a country going through the transition to a market-economy.
- Finally, relations with U.S. and Polish Consortium partners are very important for Ukrainian educational establishments in terms of being able to establish official partnership relations with particular universities on a mutually beneficial basis or finding other U.S. and Polish universities who might be interested to cooperate in the future.

The partnership with Ukrainian business schools has been useful for the U.S. and Polish Universities as well. It serves as a constant source of information for developing materials and textbooks that are later used at CEUME weekend workshops. The partnership also improved their understanding of the problems and specific issues existing in Ukrainian business management education and broadened their vision on how future assistance efforts should be directed.

The partnership has not been without some administrative challenges, given the physical separation of the principal partner universities. This has led to some decentralizing of the work, which is not altogether negative, as the Polish partners have assumed responsibility for study tours and internships, and the Polish professors work directly with the Ukrainian lecturers in a positive way.

The Polish Partners were satisfied with the existing nature of the cooperation with CEUME. They reported that they have been able to make a substantial contribution to the development of business education in Ukraine by sharing their recent experiences with their Ukrainian counterparts. They indicated their continued interest in cooperating with CEUME in Ukraine.

➤ **Advisory Council**

The experience of the Advisory Council members, comprised of professionals in Ukraine, is extensive, but their advice and contributions are limited by the fact that they meet once a year. The Advisory Council, which is closer to the educational community in Ukraine, could be of greater assistance to CEUME if the members were convened on at least a quarterly basis.

The Consortium Council, comprised primarily of faculty in Poland and the United States, meet more frequently to plan the educational program, but are not as close to the Ukrainian reality. The program would profit from regular meetings of both councils.

CEUME Management in Ukraine

Responsiveness to Emerging Needs: Changes in Program Activities

The CEUME Program Management is commended for taking a pro-active and responsive approach to address the emerging needs expressed by the university community. Following on the first Summer Institutes (SI), CEUME organized and delivered Weekend Workshops that provided in-depth training on the

SI topics.²⁰ New subjects were also added. The regional roundtables and national conferences are developed in a cooperative manner with the partner institutions, in order to address the ongoing status of business education as it evolves and changes.

At the same time, CEUME appears to have expanded considerably beyond its original scope—strengthening undergraduate business education. The goals of the Cooperative Agreement remained constant throughout the first and second year. During the second year, however, CEUME expanded the types of activities being offered by moving into NGO training, direct training for business men and women, and extensive coordination and cooperation with other business development projects.

The result is that CEUME staff may not be totally focused on the primary goals of the activity and exhibited some confusion when asked to clearly describe the expected results from the program. Further, precious resources are being used to support other USAID-funded programs, as opposed to simply linking with these activities.

USAID is partially responsible for CEUME's move to extend activity outreach to other business development activities. USAID/Ukraine encourages coordination and collaboration among contractors, cooperators, and grantees to avoid duplication. At the same time, implementers reported that the pressure by USAID to "coordinate and collaborate" causes them to spend a lot of time talking with each other, when that time would be better spent on doing their work. In CEUME's case, collaboration has been interpreted to mean include NGOs in the training, coordinate with every business program, produce a newsletter that is an inventory of business programs in Ukraine, and report other programs' activities. CEUME senior management, on the other hand, that the newsletter is an effective tool for providing information about other projects that

could be of interest to their partners, the educators.

Administrative Functions

The CEUME project runs well. Both organizational and administrative details are handled very smoothly. All of the staff, including regional office directors, are efficient and have excellent administrative and interpersonal skills. The staff are maintaining excellent relationships with university personnel in their regions and are successful in outreach on behalf of CEUME.

The CEUME Country Director holds an MBA degree and is supported by the resources of the Consortium US and Polish faculty members who teach the weekend workshops and Summer and Winter Institutes. The headquarters staff does not have a specialist in business education, academic/institutional reform, curriculum development, or interactive teaching methods. Further, the CEUME headquarters office does not have a full-time staff person who has expertise in student-centered, participatory education, and none has worked in a university setting.

The regional staff is predominantly process-oriented and does this task very well. However, they are not strong in the substantive content of the program they are running and therefore lack the substantive depth to provide guidance, mentoring, and advice to university professors who are trying to implement the new skills and knowledge after they have taken the CEUME training. While the Regional Directors in Kharkiev and in Lviv bring a strong academic background to the project, they too are still learning the new methods and content of business education being introduced by CEUME. While the directors in Odessa and Dnipropetrovsk do not have an academic background, they have are experienced in NGO management.

Since the performance of the regional directors is outstanding in every other way, (management and organizational skills), the observation is not intended as a criticism. Rather it is intended to point a direction for the future as an area in which staff knowledge and skills should be augmented.

²⁰ These topics included Strategic Management, Finance, Management Information Systems, Operations Management, and marketing.

It is particularly important in light of the information obtained from faculty during the focus group discussions. Throughout the country, faculty members described the frustration they felt as they tried to introduce the new teaching techniques and new course content they had been exposed to in the Summer Institutes and Winter Workshops. They requested additional help after the initial courses and suggested such techniques as reinforcement training, mentors or coaches, regional centers with trainers who could provide them with on-the-spot help, or even a hot-line/email listserv that faculty could access to discuss the challenges they faced in introducing the changed curricula and methods.

Monitoring and Evaluation Systems

The CEUME Project Management is commended for the strong monitoring system that is now in place. The evaluation team found the system to be one of the most comprehensive monitoring systems for reporting on activity performance, especially within the Cooperative Agreement category.

CEUME is not fully using the information developed by its monitoring system, however. A monitoring system as extensive as the one created by CEUME produces information that can and should guide project management, both in Kiev and in the regional offices. In the regional offices, some directors, such as the Regional director in Kharkiv, have stronger analytical skills than others. She uses the information from the monitoring indicators to routinely adjust the regional programs. Other office directors simply collect the information for the indicators and send the data directly to Kiev.

In Kiev, the information is not being fully analyzed and used to supervise project activities. First, some staff considered that the primary audience for the information was USAID, and placed an emphasis on providing USAID with success stories. In fact, a monitoring system is first and foremost a management tool that allows for on-going supervision of the performance of the activity. A negative performance on an indicator, rather than leading to punitive action by a donor, instead points to a program area that

needs attention and permits timely adjustments to be made.

Further, the configuration of the database does not allow CEUME management to easily obtain answers to performance questions. For instance, the evaluators found that some people have participated in several weekend workshops; one individual reported that he attended eleven workshops. Since the team also had learned that the weekend workshops were in great demand and that many people who wanted to attend had not been able to go, the evaluators were concerned that training spaces were not being allocated as equitably as possible. However, when the evaluation team asked CEUME to provide an analysis of the number of people who had attended more than one weekend workshop, the system was unable to produce the answer.

➤ Coordination with Other Business Education Programs

Conclusions

1. CEUME has coordinated with most USAID and other donor business education programs. It appears that CEUME has undertaken on a major coordinating role with other business programs, providing publicity in the CEUME Newsletter, offering exhibition space at the National Conferences, and coordinating courses with other programs. CEUME may be providing more services to these programs than necessary.
2. In order to leverage the impact of the CEUME program on the reform of the undergraduate education system in Ukraine, project managers should consider coordinating with the Ukraine Mega project sponsored by the Soros foundation. While this program focuses on social sciences and humanities, the impact of collaboration on higher education reform would be significant, since the main objective of both of the programs is to achieve reform in education philosophy in Ukraine.

➤ **Sustainability of the CEUME Activity**

USAID/Ukraine and CEUME are commended for addressing the long-term sustainability of the CEUME activities early in the programming cycle. The results achieved to date are outstanding and every effort must be made to ensure that the investment made in the faculty and administrators is not lost.

Currently, CEUME appears to be supporting two potentially contradictory approaches to organizational sustainability. The first approach is to create an NGO from USAID project staff and faculty that would continue to offer training and other services now provided by CEUME. The second approach is to support the creation of an Association of Ukrainian Business Schools, organized and managed by interested Ukrainian academics.

The evaluation team considers that creating an NGO to provide the training services and simultaneously supporting the creation of an Association of Ukrainian Business Schools may unwittingly pit two organizations against each other.

Associations typically charge their members a fee in return for services provided to the members. One of these services is high quality training, often a way to raise funds to cover other services, such as advocacy. Can the Ukrainian market sustain two organizations - an association and an NGO - that are both trying to serve the same membership base?

Before committing to sponsoring either or both organizations, CEUME and USAID must ask three critical questions:

1. Does local demand for the proposed services exist?
2. Can local clients—whomever they may be businesses or universities—pay for and are they *willing* to pay enough for the services to replace the donor contribution?
3. Which type of organization can best serve the interests of the business schools and the business community?

The Lessons Learned from the recent evaluation of the Slovak Local Government Activity²¹ sound a warning note for establishing local NGOs to carry on a program that has been supported with substantial donor monies.

“Long term results are often best achieved through the development and nurturing of local organizations and associations that are interested in the subject matter not because there is a donor present, but because they have their own genuine interest in the profession... It is essential to find those organizations and to figure out *with them* how to best support their long-term development. Supporting the establishment of new organizations is never easy but should be carefully assessed, as it may or may not be the correct course.

Associations need to provide services to their members that the members themselves most need at that moment, rather than the services that the funding organizations believe are needed. In most transitional countries, lobbying for policy changes—the structure of local government and the relations between central and local governments is often the most important institutional objective, rather than undertaking training programs for members to help them improve their job skills.

Assistance to associations should be a mixture of training, technical assistance, study tours, issues workshops, and other forms. The assistance should be designed in consultation with the organization with the view toward building a viable organization in the long-term.

Assisting associations to become sustainable is a long-term process and raising funds is often very difficult. It does not necessarily mean that the association is not valued by its members but rather may reflect the financial realities in a transition economy. Accordingly, innovative financing means must be sought from the beginning, such as those worked out by the AFO with cooperating cities. This may mean a longer

²¹Lippe, Michael, Janet Kerley and Bonnie Walters. *Final Evaluation: Slovakia Local Government Program. USAID/E&E/PCS*. October 2000.

dependence on grants from donors than one might wish.”

Further, creating an Association of Ukrainian Business Schools can start only after a sufficient number of business school programs have been created and the faculty in these programs become pro-active to form an association to serve their needs. The association could serve as the accreditation body for business schools. Once a program is accredited by a recognized institution, schools might see an increase in the number of students attracted to a program.

Finally, as in Poland, much work needs to be done to achieve an awareness on the part of the business community of the importance and value of business management education.

Recommendations

➤ Short-Term Recommendations for the Remaining Year of the CEUME Activity

1. In the remaining year of the CEUME activity, staff should focus on meeting the primary objective of the Cooperative Agreement, strengthening the undergraduate business schools in Ukraine. Further details on areas needing attention are addressed in Chapters Four and Five.
2. The University of Minnesota, as the lead partner institution, should engage the partners in a dialogue about the substantive needs of the program, both to strengthen the university partners in Ukraine, and to ensure that the faculty receive the in-depth training and follow up required to sustain the excellent achievements. This should happen both with USAID officials and CEUME local staff, as well as with the Consortium Council.
3. CEUME program staff must rely on the U.S. and Polish partners, and the Ukrainian faculty working with them to direct the design of the substantive content for the Summer and Winter Institutes and weekend workshops. This requires that the U.S. and Polish partners participate in the analysis of the performance monitoring data in order to

better understand the changing needs of the faculty and the institutions. This will improve the analysis of the current data, as well as the design of the most appropriate type and level of training programs.

4. CEUME should commence market research to test the assumptions about the market for services that would be provided by an NGO. The study must address both the ability and the willingness of organizations to pay for training and other services that such an NGO would offer. The CEUME partner institutions should design and assist with the design, implementation, and analysis of the data from such a feasibility study. A definition of the services that the NGO would provide should be part of the design.

➤ Long-Term Recommendations for the Continuation of CEUME

5. The evaluation team strongly recommends that the CEUME activity be extended. The program has achieved a breadth of reach that is unique in educational reform programs in Ukraine and in the region.
6. The activity should continue with the current partners, including the University of Minnesota as the lead institution.
7. The new activity should require that the University of Minnesota and/or its partners provide substantially more substantive direction to the new activity, however. The reason for this recommendation is that the goals of CEUME extend significantly beyond the goals of the program in Poland. CEUME seeks to reform 30-50 universities in all regions of the country. Poland focused on establishing an MBA program in two universities. The challenges facing institutional reform in a large number of universities and at the undergraduate level require more involvement from the partners.
8. In a new activity, professional staff in Ukraine should include an expert in business education and pedagogy. This expert would provide on-the-ground expertise in business school education to design the follow up

needed in order to ensure that faculty and administrators can apply the new skills. This person could also conduct in-depth training of trainers for outstanding Ukrainian professors, thus creating a cadre of professors who themselves could serve as coaches.

9. No fixed curricula and specific set of faculty credentials, faculty performance or approach to instruction will suffice over time. Accordingly, an extension of the program must focus not only on the present circumstances, but also must continue to

prepare Ukrainian faculty to adapt and change their programs as the market changes.

10. The contract for an extension of CEUME should include target dates for developing the NGO. CEUME must set a target date for developing a business plan to achieve sustainability and show how it would support an Association of Business Schools in Ukraine, were such an association created.

Chapter 4: Management Education Partnership Program

4.1. Organization of the Chapter

This Chapter will discuss the changes that have occurred at the institutional level within the universities that are a part of the CEUME network. Specifically, the chapter

- Defines the objectives and expected results of this part of the program;
- Describes the activities undertaken to achieve the results;
- Discusses whether the activities were sufficient and effective to achieve the desired results; and
- Provides conclusions and recommendations on institutional change achieved by the program.

4.2. Goal and Objectives of the Management Education Partnership Program (MEPP)

The MEPP component focuses on transferring skills and information to business school administrators to improve the way in which they manage their institutions. CEUME aims to improve university administrators' understanding of the importance of high quality business management education programs in a free-market economy; increase their understanding of the importance of maintaining open relationships with the business community as well as with their students, faculty, and alumni associations; and expose the administrators to U.S. and Polish practices and systems for delivering quality management education and assist them in adapting the new knowledge and techniques in Ukraine.

CEUME activities that support national level educational reform - to allow universities more freedom to teach what is needed by the market place - are also included in this component.

4.3. Selection of CEUME Partner Universities

According to the Ministry of Education and Science (MOES),²² Ukraine has 981 higher education establishments, with a total enrollment of 1,285,000 (compared to 888,000 students in 1999). Of the total, 102,000 students are studying at private schools. The MOES has not released the exact number of business schools operating in Ukraine. However, experts consider that nearly 313 universities or institutes²³ have at least one business program.

In order to implement the program, CEUME set a target of working with 30 of these institutions, or approximately ten percent of the universities with business schools. A formal relationship would be established with each institution through a Memorandum of Understanding (MOU) between CEUME and the institution.

In 1999, due to very high interest on the part of Ukrainian partners to participate in the CEUME program, MOUs were signed with 40 Ukrainian business schools. The number grew to 47 by the end of the first two years (December 2000).

The institutions represent a wide range of educational institutions: public and private, large and small, from all major regions of Ukraine (Figures 4-1 and 4-2). The largest number is located in Kiev (13), representing 28 percent of the total. The majority of the institutions are located outside the capital.

Currently 26 schools, of the 40 that signed MOUs, are designated contributing partners. Contributing partners are actively engaged with CEUME,

²² Reported by a Ministry of Education and Science Representative at the 2nd National Conference organized by CEUME.

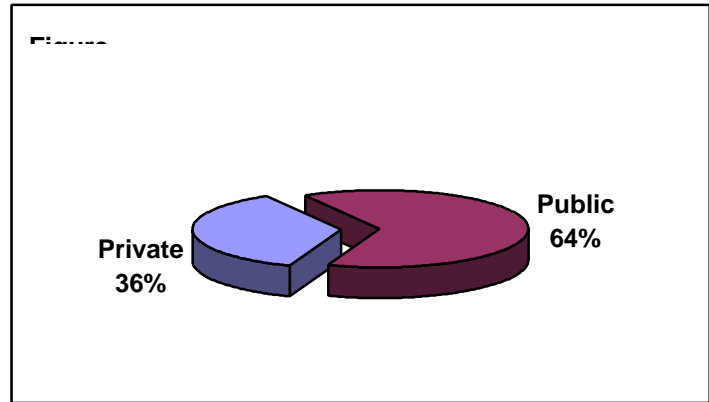
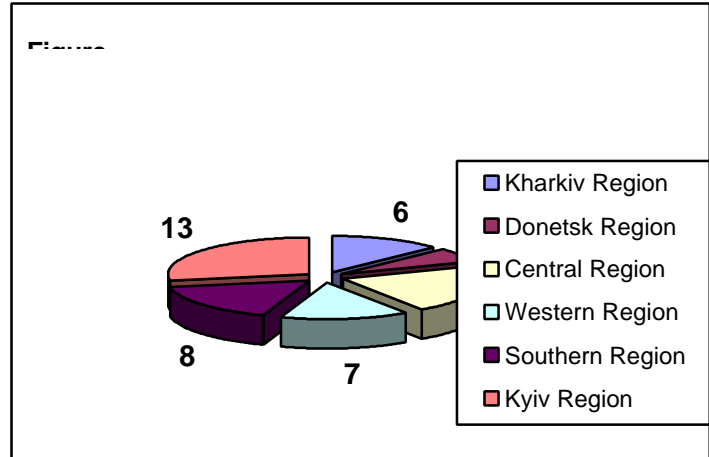
²³ Some 313 educational establishments are accredited at the third and fourth levels, the level at which economics and business management is taught. Of these, 220 are state schools; 93 are private schools.

providing faculty who conduct training or implement other activities, classroom space, materials, and access to computers. These schools cover travel costs for their professors to attend different activities and host CEUME events. The remaining partners are called “participating” partners.

The evaluation team asked CEUME to define the criteria for becoming a partner institution. CEUME staff replied that at the start of the program, they were concerned that it would be difficult to motivate universities to become part of the CEUME network. Thus many institutions were accepted as partners because of their interest and motivation, but without meeting a formal set of criteria.

As the success of the CEUME training activities spread, increasing numbers of universities sought to become partners and CEUME become more selective. Although, a full list of criteria for selecting partner institutions and a clear definition of the benefits and responsibilities of signing an MOU were not available, to the team, CEUME senior management added the following after reading the draft evaluation report.

“Institutions became aware of the project’s goals and activities through an Inaugural Conference in April 1999 (at which time) the expectations and benefits of “partnership” –as well as the duties and responsibilities were explained and promoted...: (These include) stating support for shared goals, having the capacity to make a contribution and impact size, resources, openness to change, and willingness to allocate resources and encourage professors to participate in training and use the new information and skills in their classrooms.”²⁴



4.4. Activities to Support Institutional Change

The MEPP activities are divided into those intended to improve the management skills of the individual administrators and those designed to engage the larger business education community in a dialogue about what constitutes a high quality, free market oriented business education program in order to effect changes in national policy.

University Administrators

One of the most important activities for the administrators, according to CEUME, has been the opportunity to see first hand how colleagues in Poland and the U.S. manage large educational institutions. Thus, CEUME organized four study tours to the United States and Poland²⁵.

²⁴ Comments offered by CEUME Project Director after reading the draft evaluation report.

²⁵ November 1999, Poland; October 2000, Poland; November 2000, U.S.; December 2000, Poland.

Forty-seven administrators participated in the study tours (Table 4-1) as follows:

15 – U.S. and Poland, Fall 1999

14 – Poland, Fall 2000

6 – U.S., Fall 2000

12 – Poland, Winter 2000

An analysis of the participants and their institutional affiliation indicates, however, that not all 47 institutions were represented on a study tour. In fact, 15 institutions sent representatives on one study tour; twelve (12) institutions sent representatives on two of the four study tours. One institution was represented on three study tours. Two individuals went on two study tours (see Appendix E, Institutions signing MOUs in which the number of people per study tour is also indicated). Therefore nineteen (over 40 percent) institutions have not participated in this key activity.

It may be that they have not participated because of lack of interest, or because they recently signed MOUs. However, without participating in the activity designed to introduce new management tools, it is difficult to expect changes to occur.

The study tours focused on U.S. university management practices, such as revenue generation, the value of alumni associations, and the benefits of belonging to various associations of higher education. During the most recent study tour, the group participated in the Annual Conference of State Universities and Land Grant colleges, where they experienced first hand the benefits of networking with their peers.

The December 2000 study tour to Poland concentrated on the important issue of creating financial sustainability for a university by establishing a Post-Diploma Studies Program

(PDS). Poland has successfully implemented such programs that have become important revenue sources for the schools.

Upon returning to Ukraine, study tour participants are invited to join round table discussions with their colleagues to review their individual action plans designed while abroad, discuss constraints encountered in implementing changes at their institutions, and find solutions to common problems. It was unclear to the evaluation team if CEUME is teaching a standard set of guidelines for management of higher education institutions and how CEUME staff works individually with the administrators of an institution to institutionalize changes within that school.

The eleven (11) impact indicators set out in the Monitoring and Evaluation Report appear to be a first step in establishing management guidelines for university administrators.

Individual administrators are also invited to participate in the ongoing Summer Institutes and Weekend Workshops along with their faculty. CEUME has trained 53 administrators in the intensive Summer Institutes and 264 administrators in the Weekend Workshops (Table 5-2). A breakdown of administrators by their university affiliation was not available.

In early 2001, CEUME began an internship activity in Poland for ten administrations. Working with the Polish Know-How Foundation and other funding agencies, administrators (and some faculty) are selected through a competitive process to work with partner institutions in Poland. Each person presents a proposal on the purpose of the internship and how he or she will apply the information upon returning to Ukraine. Some topics being explored are how to increase professors' compensation, how to motivate the faculty, how to create other incentives for faculty when money for salaries is limited.

Table 4-2
Management Education Partnership Program, 1999–2000

Activity	Number of Events Targeted	Number of Events Implemented	Participants				Total Level of Participation Expected	Total Level of Participation Achieved
			Educational Institutions	International Development Sector	Business Community	Government		
Study Tour**	3	3	35	0	0	0	35	35
National Conference	3	3	401	145	41	13	500	600
Seminar	2	2	49	12	14	8	60	83
International Conference	0	1	20	4	–	–	20	24
Roundtable Discussions	16	19	282	42	83	11	240	418
Internship	10	–*	0	–	–	–	10	–*
Total	25	28	797	203	138	32	865	1,170

Source: CEUME *Monitoring and Evaluation Report*. 2001.

*Selected and being implemented during first quarter 2001. ** The fourth study tour to Poland for 12 participants is not included in this table. The number was provided in an oral presentation on February 2, 2001

Distribution of participants by men and women: men, 636 (55%); women, 534 (45%).

National Dialogue

What has the CEUME Activity Done to Support National Level Reform?

Substantial effort has been spent by CEUME on this aspect of the activity. From the beginning, CEUME considered it important to work with all the stakeholders involved in business education. Changing one institution would not achieve the impact on business development that reforming the business education educational system would have. Therefore, CEUME began organizing regional and national level conferences with the express purpose of building a community of support for reform in business education programs across Ukraine. Two national conferences have been held as well as nearly 20 regional roundtables. At the second national conference, over one 100 educational institutions were represented, as well as officials of the MOS, businessmen and women, and representatives from NGOs working in small and medium enterprise development.

These fora are critical in Ukraine to overcome constraints in the system. The centralized system under the former Communist regime stressed

communication from the Ministry of Education to each university, but did not foster communication among the universities themselves. Consequently university administrators were isolated from each other, Moscow and more recently Kiev were left in control, and individual institutional creativity and growth was stifled. As a result of participating in the CEUME activities, university administrators have a forum to break the isolation and communicate among their peers. Many have established strong inter-institutional contacts and are seeking ways to cooperate to achieve common goals.

During the second year of the project, a core group of people began working on creating national standards for quality business management education. They represent CEUME partner institutions, as well as other stakeholders.

At the end of CEUME's Second National Conference, *A Blue Print for National Action* was prepared. The *BluePrint* is a compilation of articles that resulted from a yearlong series of round tables held around the country. Representatives of the various stakeholder groups in business education contributed.

The editing of the *BluePrint* is in the final phase. The *Blueprint for Ukraine* follows closely the successful blueprint experience in Poland (85% implemented), the Czech and Slovak Republics, and Hungary and Bulgaria (60–65% implemented) in the language used to address the issues, as well as in the format. The University of Minnesota Project Manager expressed the hope that “it will work for Ukraine as well,” meaning that serious reform of the business education sector will result, both in the quality of business education and the management of the institutions responsible for delivering the educational programs.

Institutional Reform: The Impact of CEUME on Ukrainian Educational Institutions

During the focus groups and interviews with administrators, it was clear that many administrators have changed their thinking about who their ultimate beneficiaries are, i.e., they are the businesses that will employ their graduates. All of the interviewed administrators responded quickly that CEUME program have given them many new ideas for their school—for managing their institutions and developing their curriculum.

A critical change has occurred in the goal of business education programs. There has been a great degree of misperception among Ukrainian educators that business education should follow the same system as traditional economics education. CEUME has helped the participants to see the difference between the two disciplines.

Some have changed their mission statements. Other schools have developed catalogues to disseminate programs and course descriptions. According to the self-reported information collected by CEUME from the study tour participants²⁶, the largest number of changes is in the “creation of inter-university working groups” (73), “introduction of one or more effective uses of internet technologies” (52), and “establishing or modifying

administrative procedures in support of newly developed or revised programs and activities” (48). The report provides numerous examples that illustrate the specific changes.

The report also noted that participation in CEUME has provided institutions access to and linkages with international educational institutions (40). The report indicates that other indicators are not being implemented as rapidly (establishing student placement offices (20), alumni associations (27), and student counseling services (29)).

The Report does not indicate the number of changes taking place *by institution*, so the evaluation team was unable to ascertain the depth of the changes occurring at each institution, or the number of institutions that are changing.

One of MEPP goal is to create standards and institutionalize them. An objective set of standards would outline the major elements in a university system. Achieving optimum performance in all the elements would create a **high performing institution** of business education—in effect this would change the way in which business education

What is Changing?

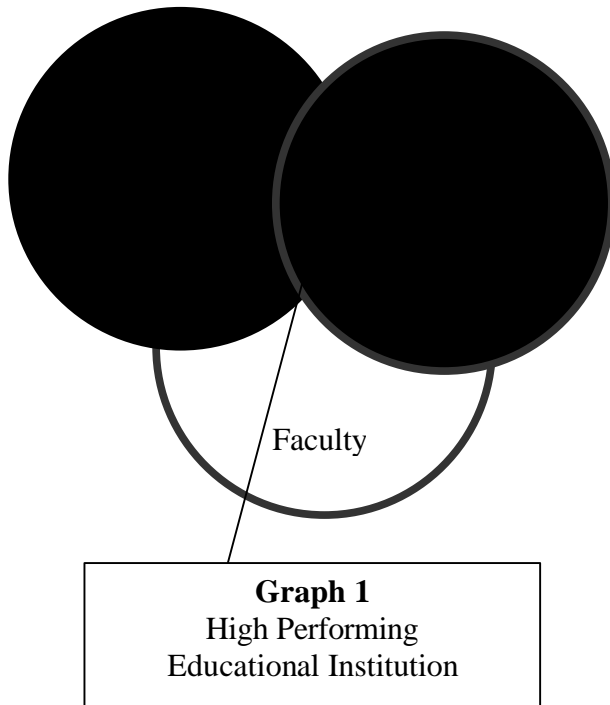
“First, it is the attitude of the teachers to the teaching process. During the Weekend Workshops, we try to consider a course as a commercial product aimed at satisfying a customer needs. Then we have to look at our clients and think of added value. Then, if we take the process of creating a course or program as a project, we have to deal with investment (time, money, etc), the role of the customer, teacher and university, or business school. We have to estimate our return on investment, risk and success factors, to plan our product, packaging, promotion, sales and so on. With this approach, a teacher does not think of financial problems, as we can often hear, but about the way of creating competitive product. And it is critically important.

Second, people from different schools are communicating, sharing ideas and experience and that is a very significant output. They have a lot to say and enrich others with their own know-how. Many of them are quite open.

Third, the participants start to think of cooperation, because like in any activity a team can do the product better and faster than a single expert. The people start to think of the ways of cooperation, on individual or institutional level. I hope that in near future we will hear of the results of this collaboration.” (Quote from a Professor at LIM)

²⁶ CEUME *Monitoring and Evaluation Report*, January 2001. No page number given.

programs are designed and delivered. The key elements are the academic administration, the faculty, the students, and the business community. The intersection of the three, as they work together to teach the next generation of business leaders, is the point at which one achieves a high performing institution (Graph 1).



It was possible to determine, however, that all the institutions are not at the same level of reform and change. Many schools are moving quickly to establish western style business education, often fueled by the enthusiasm and creativity of one or a few dedicated administrators and faculty. Others are moving more slowly in the change process. The market will correct this, if a large enough number of well-qualified teachers and administrators are involved in creating quality educational facilities.

Many faculty and administrators who met with the evaluation team shared that since Ukraine received independence, many have been thinking about changing their approaches to teaching regarding the content and methodologies, because the old approaches no longer worked. However, these schools did not have enough resources to turn their thoughts into reality. CEUME is providing many of the needed ideas for change.

Impact on National Level Policy

What are the major issues?

The Ministry of Education & Science (MOES) performs a controlling function rather than a coordinating function for Ukrainian higher education, both state and private universities. The system of accreditation and licensing of educational establishments is very complicated, burdensome, and bureaucratic, and the standardization process assigned by the MOES and introduced by National Committees of Standards is very rigorous.

The number, type, and content of courses that a business school can offer are dictated by the MOES, instead of designed by schools in response to the market's needs. Currently, the Ministry dictates 60 percent of the business education curriculum that each university must follow. The remaining 40 percent are elective courses that universities can determine. Within the courses dictated by the Ministry are many obsolete courses remaining from the communist era, which could be easily eliminated.

Existing private programs, which are looking for their niche in the market, strongly disagree with the government setting the standards for higher education in business. They are trying to find ways to ignore the standards of the Ministry, since they fully understand the constantly changing market. These small business schools apply the slogan: "Differentiate or die."

The private schools, and some professors within the State schools, believe that market forces should dictate the curriculum. Allowing market demand to guide business education would:

1. Help differentiate the programs according to the markets' needs;
2. Direct the program efforts towards the ultimate client—the business community;
3. Allow change to happen more rapidly due to ever-changing knowledge;
4. Require more capable faculty to deliver the knowledge to the students; and

5. Require targeting for the right student/clientele.

4.5. Conclusions and Recommendations

Conclusions

➤ Achievement of Activity Targets

CEUME has exceeded its initial target set for the third year of the program (establishing MOUs with 30 higher educational institutions). By the end of the second year, CEUME had signed MOUs with 47 higher educational institutions.

CEUME is commended for establishing broad regional coverage through a network of partner institutions that spans the country and is not dominated by business education schools in the capital.

The study tours showed the administrators models in the U.S. and Poland of high performing business schools, and provided opportunities to discuss the specific elements that go into creating these types of institutions. The staff provided an excellent follow with the program of round tables and national conferences that allowed study tour participants to continue discussions started in the U.S. and Poland.

The study tours appear not to be reaching all partner institutions, however, as 13 schools have sent representatives on two or three (one school). Nearly 40 percent of the schools have not sent a representative on any study tour. At the beginning of the program, CEUME did not have a defined list of criteria for selecting partner institutions. As the program continues to increase in popularity, it will become increasingly important to set up a set of criteria that explains the requirements as well as the responsibilities of the partners.

➤ Institutional Reform: Creating High Performing Institutions of Business Education

CEUME is opening new horizons and providing a new prospective on the purpose of business education in a market economy. Deans and department heads, who are responsible for

introducing new educational policies at their schools, are changing their institutions' policies and approving curriculum changes proposed by faculty.

The changes are not yet systematic within the individual institutions or consistent among the universities in the program, however. Part of the lack of systemic change is due to the fact that MEPP has concentrated its activities on key individuals responsible for creating and directing the changes within these institutions

During the review of the draft evaluation report, CEUME senior management described the selection of the key individuals as a process of identifying “an agent of change.” They further described their approach to institutional change as one that “needs a critical mass of at least 33 percent of business management faculty within an institution (a minimum of ten professors) and one influential administrator (dean or above) as an agent of change for a sustainable force to be present. CEME hopes to influence at least 25 percent of the 150 Ukrainian institutions of higher education delivering management education.”²⁷

Achieving the goal of reforming 25 percent of the institutions with undergraduate business education programs will require a doubling in the number of institutions assisted by CEUME, if the current figure of 313 is accepted as the number of business education institutions (see page 21).

The activities do not appear to focus on the business education schools as social systems, on the way in which **all** the elements of the institution interact and thus on the need to set a priority order in which the elements should be addressed. It appears that the program lacks a system of self-assessment that can be taught to the administrators and used by them to measure their own progress against a set of objective standards.

➤ Reform of the Ukrainian Educational System

CEUME is the first large-scale educational reform project funded by a donor organization in Ukraine.

²⁷Comments from CEUME senior management to the draft evaluation report.

Earlier donor efforts were directed at strengthening individual educational institutions.

MEPP is the smallest part of the CEUME program, based on dollars spent and numbers of people trained, yet strategically it may well be the most important aspect of the activity. MEPP offers enormous potential for institutionalizing the changes being achieved through faculty retraining and ultimately for achieving solid and sustainable educational reform in one arena of the Ukrainian educational system.

MEPP activities for university administrators are providing opportunities for the Ukrainian academic community across the country to engage in ongoing dialogue and information exchange. This has created a network among the universities that had not existed previously, and allows administrators to openly discuss problems in business education and jointly find solutions to these problems, especially related to influencing the Ministry of Education and Science's policies on standards and accreditation. This dialogue appears to be strong enough that it will likely continue when the CEUME stops its operations in Ukraine.

The current standardized system of control by the Ministry is not flexible to meet business needs. However, for true curriculum reform to occur and for academic freedom to flourish, reform has to occur at the national level, ultimately including the Ministry of Education and Science.

The strategy that USAID is supporting with the CEUME activity is the same strategy that has resulted in successful systematic change in other countries in the region. By concentrating on building local capacity (retrained faculty with a new approach to business education in a significant number of universities), a grassroots advocacy movement for change is emerging. At the same time, CEMUE is now extending opportunities to national level stakeholders to enter into the dialogue. For example, a member of the Ministry of Education has participated in each National Conference. Similarly, Ministry staff are invited to participate in the Summer Institutes, Roundtables, and Study Tours.

Thus, the value of the community of educators that CEUME is creating extends beyond the implicit good of academic exchange. The community is a force for educational reform. *Since CEUME has successfully involved institutions from all the regions in Ukraine, the ground swell will ultimately reach such dimensions that the Ministry will be forced to come along.*

➤ **Creating a National Association of Ukrainian Business Schools**

It is important to start building a more formal infrastructure for business management education in Ukraine. Thus, it is important to continue to support a national organization or association of business school educators. This association will be able to promote and coordinate all the efforts in the sphere of business management education, as well as lobby the interests of academic community in the Parliament. This association can also assume the responsibility for accreditation of Ukrainian business schools as was done in Poland.

One of the U.S. associations is ready to become an organizer of the Ukrainian Business Management Education Association. Lviv Institute of Management (LIM) has a proposal on how this process can be done, as do other institutions in Ukraine.

At the same time, the team is sensitive to the fact that the responsibility for accreditation of Ukrainian business schools rests with the Ministry of Education and Science. At this time, there is no strong indication that the Ministry is willing to allow another organization to assume this function.

Recommendations

Short-term recommendations for the third year of the CEUME Activity

1. If the study tours are the principal method to expose administrators to best practices for university management, CEUME is encouraged to revisit the selection process for the study tours. It would be useful to establish a set of guidelines that governs the selection, such as attaining certain milestones in the program (such as being a contributing partner, participating in Summer Institutes and Winter Workshops).

The CEUME program for university administrators needs now to focus on providing university administrators with a systematic approach to assessing institutional change, to create a benchmarking systems that business schools can use for independent assessment (self-assessment).

2. In order to measure the institutional sustainability of this program, we propose that CEUME introduce a self-assessment tool to administrators. This assessment would allow CEUME to identify universities that are moving toward becoming high performing institutions. The assessment would generally cover the following areas.

- Faculty Composition and Development
- Curriculum Content and Evaluation
- Instructional Resources and Responsibilities
- Students: Selection and retention criteria
- Intellectual Contributions: Faculty publications, other research and related activities

3. In Appendix G, the team provides one such self-assessment tool derived from the accreditation review process used in the United States. This could serve as a model for the Ukrainian assessment system.

4. CEUME could begin the process of identifying the high performing institutions by preparing a profile of a select group of universities. This analysis could be based on the information already available in the Monitoring and Evaluation Plan, in the reports from the Study Tours (individuals' reported changes), and from the focus group discussions conducted by this evaluation team. This analysis would permit CEUME to identify the critical gaps for these institutions and prepare appropriate programs to address these gaps, in an effort to solidify their changes. The exercise should be conducted as a participatory exercise with the university administrators.

5. CEUME is encouraged to invite university administrators to participate in the Summer Institute by organizing a separate track at the Summer Institute for this group of people. The

content of the track should be based on the standards for accreditation for a business school program like that found in above referenced Self Assessment Guide. Having deans and department heads at the Summer Institutes will help to expedite the process of change within business management education curricula.

Long Term Recommendations for an Extension of the CEUME Activity

1. CEUME should continue to play an instrumental role with the Ukrainian universities to create standards of quality business management education that correspond to European or American standards of quality management education. Collaboration with the Ministry of Education is recommended, but not essential for institutions to continue a self-assessment process using the standards.
2. It is recommended that CEUME work with their core Ukrainian partners, as well as U.S. associations of higher education, to support the development of a strategy for organizing a Ukrainian Business Management Education Association.
3. The CEUME activity should continue to work primarily at the local and regional level to create a large number of high performing business schools.
4. At the same time, the extension should provide CEUME the latitude to include national level officials in the reform movement. The contracting agreement should allow CEUME the flexibility to change the specific methods and techniques to achieve national level reform in order to respond to windows of opportunity that may arise in the future.
5. It has become clear that institutions of higher learning in business in Ukraine have already reached a turning point in their programs, and are now prepared to introduce formal MBA and executive level training programs, with or without the support of CEUME. This important paradigm shift is clearly understood by CEUME as well as all the academic administrators. There may be additional

benefits from the introduction of MBA and post degree programs such as executive training. MBA programs are likely to address the demand for more practical experience into the business curriculum. The establishment of successful MBA programs will eventually have backward and forward linkages with the already ongoing undergraduate and graduate degree programs in business and management. These linkages would increase the quality of teaching at the undergraduate level, as well as

lead to the demand for doctoral qualified business school instructors. This way, MBA programs will create the demand for Ph.D. programs in business, that is the ultimate qualification required for business school faculty.

6. CEUME should consider working with MBA programs outside the capital, since the majority of the strong programs are located in Kiev. The program may wish to consider establishing one MBA program per region.

Chapter 5: Management Education and Training Program

Purpose of the Chapter

In this chapter, the overall impact of the Management Education and Training Program (METP) program will be discussed, noting both strengths and weaknesses of the activities to date. The Chapter also presents an assessment of the challenges ahead in the areas of retraining of faculty, upgrading teaching capacity, and fostering faculty research and consulting activities.

Objectives of the METP Component

The objective of METP is to re-train business education professors who will disseminate the newly acquired knowledge to students in their university classes, to their colleagues who have not attended CEUME training, and to the business community, as professors increase their interaction with the business community.

The following indicators measure the impacts of this program:

- Creating a critical mass of academic faculty who are fully trained in free market-economy business skills and knowledge;
- Applying new teaching methodologies in the classroom, including case study and other participatory approaches;
- Developing instructional materials to supplement the materials provided during CEUME training;
- Developing new courses or substantially revising traditional courses;
- Expanding consulting, research, and community outreach;
- Disseminating new information to colleagues; and
- Having improved access to information and materials by business faculty.

Principal Findings

Has the METP Activity met its targets?

By December 2000 (year two of the CEUME activity), the METP program had exceeded its three-year targets for numbers of courses offered for retraining undergraduate faculty members. In the initial work plan, CEUME proposed offering four annual summer institutes (of 7 days each) and 65 weekend workshops. The Summer Institutes were held as planned; 23 additional weekend workshops were held for a total of 88 (Table 5-1). A Winter Institute was added in February 2001.

The total number of participants in CEUME METP training in Summer Institutes, weekend workshops, and short courses is 2,970 (Table 5-2). However, the total number of people trained is less, as many individuals have participated in several courses, including one professor in Odessa who had been to 11 weekend workshops.

Of the METP trainees, 2,407 (80%) were university faculty members (Table 5-2), exceeding the initial CEUME estimate of 2,350 faculty. This includes many individuals who attended more than one seminar.²⁸

An additional 329 university administrators received training, as did 234 business people (Table 5-2). Finally, 74 representatives from NGOs participated in the CEUME courses.²⁹ The NGO trainees were not included by CEUME in Table 5-2.

²⁸ The E&E Evaluation Specialist asked CEUME to report the number of individuals who had attended multiple workshops or summer institutes. The current CEUME database does not permit a cross-tabulation by name and number of training seminars attended (see Chapter Three, CEUME Project Management).

²⁹ Mick Mullay reported this information in an email dated March 12, 2001.

Program	Activity Type	Number of Actual Activities	Total Number of Participants	Female Participants (% of Total*)
METP	Weekend Workshop	88	2387	58%
	Short Courses	1	18	61%
	Summer Institute	4	571	56%
	Post-Diploma Studies	1	12	42%
	Total METP	94	2,988	57%
MEPP	Study Tour	3	35	3%
	Round Table	19	418	37%
	Conferences	5	683	60%
	Total MEPP	27	1,136	46%

Source: *CEUME Monitoring and Evaluation Report*. January 2001. Kyiv.

Activity	Number of Events Targeted	Number of Events Implemented	Participants			Total Level of Participation Expected	Total Level of Participation Achieved
			Faculty	Administrators	Business People		
Weekend Workshop	65	88	1,923	264	200	1,950	2,387
Summer Institute	4	4	484	53	34	400	571
Study Tour (Post-Diploma Study Tour)		1		12			12
Total	69	93	2,407	329	234	2,350	2,970

Source: *CEUME Monitoring and Evaluation Report*. January 2001. Kyiv

*Distribution by men and women: men, 1,222 (41%); women, 1,748 (59%).

Number of Men and Women Trained

During the year 2000, the combined program activity of the METP and MEPP reached a total of 4,124 participants. Approximately 54 percent of the participants in the combined CEUME programs were female. In the METP program, 59 percent (of 2,970 people) were women. In the MEPP, 46 percent of the 1,136 were women (Table 5.2).

These numbers reflect a distribution of training opportunities between men and women that favors women in the METP program and men in the MEPP program. These trends appear to repeat the differences reported to the evaluation team among the disparity in the numbers of men and women who serve as faculty members and as university administrators. In most universities, the team was told, women outnumber men as faculty members, while men outnumber women

as university administrators (deans, rectors, and presidents).³⁰ Men are more likely to be promoted into university administration, so the large number of women in the faculty may reveal the bias against promoting women into the higher levels of power in the university hierarchy.

However, CEUME staff suggested that women faculty and administrators are more willing to attend training programs and this may ultimately be in their favor, because as the women upgrade their skills, they will be more competitive and more exposed to international business practices than the men.

Training to Business People and NGOs

Over the last year, CEUME reached out beyond the university community to select trainees from the business community and the NGO community, who may attend on a space available basis.

One objective of the METP program is to strengthen the ties between the business community and the academic community. Faculty are being trained to deliver Post-Diploma Studies (PDS) programs to the business community and currently CEUME is supporting the effort of at least 10 universities who are in the process of developing PDS programs.

CEUME has experimented with the format of presenting a PDS program for businessmen and women, taught by CEUME Master Faculty. The PDS courses are taught by both Ukrainians and, in the case of the Winter Institute, by visiting faculty from Poland. The courses are excellent, well delivered, and highly rated by the business participants. In addition, CEUME has organized a series of weekend workshops in May on the topic of PDS programs.

Ukrainian faculty who are interested in offering PDS courses at their universities are enrolled as students in these courses to learn how to teach business professionals

³⁰ The exact numbers of faculty members and administrators, divided by male and female, per CEUME partner institutions were not available.

When business professionals participate in a course with business school faculty, they are a rich source of practical information about the problems businesses are confronting in Ukraine. This interaction among businessmen and women and university faculty increases the faculty's understanding of the needs of the business community and exposes the business community to the value of business school education courses.

In recent months, several courses, including the Winter Institute in February 2001, were devoted exclusively to the business community, with few faculty in attendance. A review of the course rosters in Odessa indicated that some courses were filled exclusively from the business community (see the *Fourth Quarterly Report, 2000* for the composition of the courses in Odessa). Further, in focus groups with university faculty, many noted that they are not included in these PDS programs, either as faculty or students and would like the opportunity to participate.

The evaluation team is concerned that CEUME is actually offering the Post-Diploma Studies training and that with only a few faculty included in each PDS course, CEUME activity resources are not directed to the principal audience, university faculty and administrators who should be learning how to provide these services to the business community. CEUME senior management argues, however, that the most appropriate mix is 20 business men/women to five faculty. He concedes that this can limit the space for the many faculty who wish to be included.

Training of NGOs

CEUME also reached out to the NGO community of business centers providing training for micro and small enterprises. This group of organizations was not included as part of the target audience in the original Grant Agreement. One informant noted that many educators have formed NGOs that are among those included in the CEUME training.³¹ Some concerns about

³¹ Educational NGOS provide a mechanism in Ukraine for educational institutions to establish an independent entity that falls outside the strict controls of the Ministry and, in some cases, outside the university leadership.

expanding to this group were expressed to the evaluation team during the fieldwork. The director of a large NGO that provides training to micro and small business owners, said that the type of financial and business information required by this group is substantially different from the kind of information being taught at the university level. Consequently, the CEUME training was not appropriate for her trainers. Other NGO representatives reported the training as effective and useful.

Further, an analysis of the NGOs included in the CEUME training revealed that not all of the NGOs that sent representatives to training are involved in business development or entrepreneurial programs (see the list of NGOs in Appendix F). In these cases, it would seem that the staff of the NGOs are acquiring new skills, a laudatory effort, but an inappropriate use of CEUME training resources.

The total number of NGO representatives is small (74 NGO participants compared with 2,734 faculty) and in the typical CEUME workshop only 2-3 representatives from NGOs (a maximum of 5) are present. Many courses had no NGO representatives at all.

Has the CEUME Activity created a critical mass of academic faculty who are fully trained in free-market economy business skills and knowledge?

An implicit assumption made by the CEUME and USAID program staff is that there is a greater possibility of sustaining the changes in undergraduate business education resulting from CEUME training if a substantial number of faculty (critical mass) have been trained and support the changes.³²

Has CEUME created this critical mass of professors? In terms of the number of faculty members trained, the **breadth of the program's reach** is substantial. The program has reached a

³² Fully trained faculty would be those who have satisfactorily achieved the depth and the breadth of knowledge in the disciplines included in the Western oriented business education curricula.

very large number of faculty from a cross-section of universities throughout the country. As reported in Chapter Four, the number of universities participating surpasses the initial target of 30 partners, and faculty from universities across the country are asking to participate.

CEUME activities have also created a critical mass of faculty, administrators, and business professionals who support the national educational reform agenda, which seeks to revise the standards, requirements, and extreme regulation imposed on business education programs by the centralized Ministry of Education.

CEUME has engaged a diverse group of people committed to a new approach to business education. Nearly 3,000 people have received training from CEUME in new teaching methods, modern teaching materials, and current knowledge about what is needed to create a globally relevant business education program.

The support has come not only through the training programs, but also from the dialogue fostered in the regional roundtables and national conferences. CEUME events have encouraged the creation of networks among fellow faculty from peer institutions across the country. In the focus groups, faculty spoke enthusiastically about being able to exchange viewpoints with faculty from other institutions, and with the Polish and U.S. partners. The importance of these new networks and their strength must not be underestimated, given the years of isolation and centralized control from which the academic institutions are now emerging.

The targeted critical mass has not yet been reached, principally because the CEUME program has only been active for two years. Some question remains about the existence of a critical mass of trained professors within each partner institution. It appears that most institutions have not yet sent the majority of their faculty for training.

The CEUME Monitoring and Evaluation team recently compiled information on the number of professors trained in each university. While this

is an essential first step in analyzing the degree to which a critical mass exists, the table did not show the total number of business education professors per university, making it difficult to know if the number represents a minority or majority of an institution's faculty. Only by analyzing the ratio of trained faculty to total faculty can one know if a critical mass of faculty has been trained at any single institution.

At the beginning there was a certain cynicism about the importance of the CEUME training, and therefore university administrators often sent the junior faculty. Their enthusiasm upon returning generated interest among senior faculty to participate so that they too could become more competitive.

Perhaps most importantly for the future sustainability of the changes introduced to date, is the fact the faculty have not yet acquired an adequate **depth of knowledge and understanding of the** thematic areas in the business education curriculum.

Faculty members acknowledged in the focus groups that during the CEUME weekend workshops and Summer Institutes they were introduced to new knowledge in areas with which, not only they, but the entire country, has less than ten years of practical experience.

However, the professors were equally quick to express their embarrassment at the lack of depth of their own knowledge; they are struggling to fully understand the principles of modern management theory and practice. They recognize that in order to become truly proficient in their disciplines, they need much more education themselves and considerably more exposure to the private sector, free-market oriented businesses, either through research, short internships with companies, or other opportunities to work in the private sector.

Observations related to the impact of CEUME training on specific areas of faculty development follow.

How has the CEUME training contributed to faculty development?

An essential part of achieving quality in business education programs is faculty development, which universities typically divide into three important areas.

1. Teaching skills development;
2. Intellectual contributions through research productivity; and
3. Consulting with businesses and community outreach.

CEUME established a set of ten standards and indicators by which to assess the impact of training on faculty performance and impact, which we have grouped under these areas.³³

The CEUME monitoring and evaluation report, January 2001, reports both statistics and individual examples of change, as evidence of the impact of CEUME training. The following discussion of the impact of CEUME training on teaching skills, research and publications, and consulting and community outreach activities uses information from this report, as well as information obtained during the field work. The M&E Report contains excellent examples of the changes individual professors are making in the classroom and curricula and are not repeated in this report.

- Is new teaching methodology being utilized in the classroom (cases, interactive methods)?

During the Summer Institutes and Weekend Workshops, faculty are introduced to new instructional methods and approaches that emphasize case teaching and conducting classes with participatory teaching and other interactive methods. The main thrust of the new teaching approach focuses on the case study method; other interactive teaching methodologies taught included interactive lecturing techniques, computer simulation games, group work and assignments, and team work.

³³ The CEUME Monitoring and Evaluation Report lists the indicators on page 7.

Overall, it was ascertained that the participants were very impressed by the quality of the new methods used in the Summer Institutes and Weekend Workshops and by the new approaches and perspectives gained as a result of their participation in the CEUME activities.

Major changes in faculty teaching are observed almost immediately, as reported by deans and rectors, from faculty self evaluations sent to CEUME,³⁴ and from classroom visits by the evaluation team.

In the self-evaluation questionnaires, the introduction of the new methods in the classrooms was the most frequently cited change. Some 551 individuals reported introducing new methods (20% of the 2,736 faculty and administrators trained).³⁵

The case study method, used in the major business schools in the U.S. and Europe, allows students to analyze real business problems, in an interactive mode. The end result is that the student's ability to think independently, learn problem-solving skills, search for creative solutions, and make decisions is improved. These are all qualities needed by business managers in the 21st century and not taught with the traditional approach to learning used in Ukraine.

The evaluators would argue strongly, however, that while teaching the case study methodology is very useful in retraining the Ukrainian faculty, this approach should not be "idealized." Faculty should not rely purely on case teaching methodology, especially with undergraduates who have not yet learned the fundamental principles in a given subject. The expanded problem approach is more appropriate for first and second year students.

Secondly, using the case method requires faculty to have mastered a number of skills,

³⁴ CEUME Regional Directors administer a follow up questionnaire to everyone who participates in a training course. These self-evaluations provide CEUME with information on the types of changes trainees are introducing. CEUME reports the findings to USAID in the Quarterly Reports and in the annual Monitoring and Evaluation Report.

³⁵ CEUME M&E Report, page 7.

"CEUME has greatly affected me as a professor. It has inspired me to implement my boldest ideas and innovations. I have never been a fan of the 'lecture method' and have always tried to find better methods of sparking interest in my students. I hope to transform students from passive observers to active participants by getting them involved in the learning process."
Faculty member from Lviv Institute of Management.

"Time passes, people change, as do students. Past teaching methods that once may have been ideal no longer are applicable. Modern students are increasingly ambitious and career oriented. They want more freedom, they want to feel important, and are ready to be held responsible for their actions. They respond with enthusiasm to most everything new and interesting and have a good grasp of what will be useful to them."

including facilitation skills, how to work with small groups, and listening skills. Further, these faculty members must acquire adequate depth and breadth of knowledge in a number of thematic areas in order to teach via the case method. Case teaching requires that the instructor have excellent in depth knowledge in the chosen subject area, in addition to being good in other peripheral subject areas.

This is necessary so that the case can be discussed effectively in as many required functional areas as necessary. Furthermore, the instructor needs to be thoroughly familiar with the case material. Case teaching is a very demanding endeavor, thus it requires that the instructor be well prepared in a number of areas to be able to perform his/her teaching responsibilities satisfactorily.

Interactive teaching and learning provides active social interaction among the students and creates a community of interest within the classroom, which ought to make the students think of themselves as being in charge of their own learning process, and as enabling each other's learning. This is successfully achieved by increasing the classroom skills of instructors in the techniques of effective questioning, listening, and responding.

While the majority of the professors involved in the program are enthusiastic about the new methods, especially the case teaching, the majority of the faculty in the focus groups also reported that they have not yet mastered the skills (enumerated above) that are required to effectively use this method in the classroom

The case study method is an important tool to impart knowledge in a participatory learning platform. However, it is only one of the available approaches to effective teaching. Effective case teaching requires considerable preparation on the part of the instructors, who must be well versed not only in their own subjects but also in complementary and peripheral areas. Not all of the faculty have adequate preparation for this type of undertaking as yet.

This aspect of teaching methodology must be clarified. Especially in introductory courses, attention must be paid to the capacity of students to absorb new techniques and methods of problem solving, as well as understanding the problem presented by the case, and to consider possible recommendations for the solution of the case. Teaching cases also requires skills unique to that teaching methodology and faculty skills must be upgraded significantly to achieve that target.

CEUME programs must ensure that participating Ukrainian faculty members gain new perspectives in their chosen respective fields, and become adept at studying, developing, writing, and in-class delivery of Ukraine based as well as cases on international issues.

Before achieving the satisfactory level of competence in their chosen field, teaching effectiveness can also be achieved through the use of more structured case based or interactive lectures and it may prove to be more effective.

Accumulation of knowledge in a new subject area can be time consuming, and it is a daunting task to develop the capacity to teach effectively with the proper tools and teaching aides

Is new course curriculum developed and adapted to local needs? Is existing course curriculum being adapted to new methods?

Faculty who attended the CEUME training programs have been developing new curricula using their newly acquired teaching and course development skills. The subjects taught in the CEUME Summer Institutes and weekend workshop programs were very focused and narrowly defined in order to instill specialization in a specific area of learning. This was very useful, because for the first time the participants indicated they were able to see the exact connections between subjects under different disciplines of business curriculum.

Some 440 participants reported revising existing course curriculum and 252 faculty introduced new course curriculum, a significantly more challenging task given the strict control by the Ministry of Education on curriculum development.

Research and publications

- Have local case studies been developed?

Some 253 faculty reported preparing case studies for their classes.

The two case writing competitions sponsored by CEUME motivated many faculty to expand their horizons in their subject areas, by conducting research on Ukrainian businesses and preparing a case study that could be used in the classroom. The authors said that they gained a good perspective on how the new techniques they have

Faculty Comments About CEUME Training

“I have completely changed my philosophy of teaching. The professor is not the most important person in the classroom; the student is.”

“I have decided to learn English so that I could follow the lectures of CEUME program instructors in English, without the assistance of an interpreter.”

“Students have accepted the interactive teaching methods wholeheartedly. There is no problem with the students. Only my colleagues, not the students, have negative attitudes towards active methods in teaching management courses.”

learned in their respective areas can be applied into the Ukraine business environment.

The winning case studies are available to all business schools in Ukraine for a modest sum, and are distributed efficiently by CEUME's partner NGO, the International Development Centre (IDC). Some cases include videos; others have audiotapes to enhance their use in the classroom. IDC is rapidly becoming a resource center for business related case studies as many professors who have developed their own case study materials (independently of the case study competition) are sending them to IDC for distribution to their colleagues.

The Director of IDC acknowledged that one weakness in the process is the lack of quality control over the cases being submitted to his organization. Some professors still have an insufficient depth of understanding of the material and the process for preparing a case study. However, his organization lacks the mandate, as well as the resources, to serve as the quality control check.

Faculty React Positively to the New Teaching Methods

"Case Studies make students think, analyze, make decision—all those things that they will need in real life as managers."

Case studies break the stereotype that "There is only one way and one truth."

- Have faculty developed joint research projects with US and Polish colleagues?

Some faculty indicated that participation in the CEUME activities helped them significantly increase their capacity to conduct research.

The exchanges with U.S. and Polish colleagues have led to joint research projects, as reported by 92 faculty members. Given that the program is only two years old, this attests to the positive impact of the partnership.

- Are local publications emerging?

The Case Study Method Stimulates Creativity

Alla Georgiadi uses the case-study method in her undergraduate course, "Marketing" and "Policy of Products" at Lviv Institute of Management. After analyzing the case of the Smak Company that produces a popular Ukrainian juice (SMAK means "taste" in Ukrainian), her students were inspired to create a new package. According to the students, the current package is not attractive and doesn't convey "juicy" to the customers. So, the students decided to create a really "juicy" package to motivate the customer to buy the product immediately! Three separate groups demonstrated their newly designed packages to some of the evaluation team. One said, "I must admit, the students' products were excellent!" The students put "copyright reserved" on the packages and proposed them for review by the SMAK management. Hopefully, at least one of these packages will be accepted for production.

The questionnaires distributed by CEUME yielded 311 cases of trainees reporting that they had published locally or in international journals. Some of these articles were published in the CEUME journal *Synergy*, devoted solely to practical information on business education.

- Are faculty making presentations at local and international conferences?

The CEUME M&E Report reported that 208 people said they have made presentations at local and international conferences. CEUME's National Conferences and Regional Roundtables have also provided opportunities for faculty to make presentations.

Consulting and Community Outreach

- Business consulting activities

Faculty of business school programs were able to establish increased linkages with the business community, and a few are now actively getting involved in consulting activities.

The CEUME M&E Report shows that faculty over 250 faculty are consulting with businesses and that they have trained 358 businesses.

In the focus group discussions, however, the faculty appeared to be expecting their

university's administration to bring them opportunities, whereas the faculty need to understand that the competitiveness must begin with the faculty members. Few are involved because of the misperception regarding business and faculty.

- Business training activities

How is CEUME reaching out to the business community?

After two years of project activity, it is too early to expect to see measurable differences in business performance due to the employment of students who have graduated from the business schools participating in CEUME's activities. Faculty began introducing changes into their programs a year and a half ago, following the first Summer Institutes (1999). Students benefiting from this new approach will be graduating, at the earliest, beginning in 2001.

However, the project has made interaction with the business community a high priority. The objective of business education is to train effective and competitive managers who are able to successfully manage a company in the global market. One of CEUME's contributions is facilitating the process of linking business management education programs in Ukraine with the current business environment so that university faculty better understand and meet business needs.

During CEUME's Weekend Workshops and Summer Institutes, the U.S.-Polish teams emphasize the importance of working jointly with business to prepare effective managers for Ukrainian enterprises. As a result, faculty are reassessing the answer to the question: "Who is the *ultimate beneficiary* of management education?" Most have come to understand that the business hiring the university's graduates is in fact the primary beneficiary.

CEUME has bridged the gap between universities and the business community by involving business people in the national dialogue about business education. Business people participated in the national round table

discussions and in the national conferences (Table 5.1).

CEUME staff has actively sought to understand the business community's perspective and to this end, conducted a study, *Business Education: View of Business: The Report on the In-depth Interviews Conducted with the Top-Level Managers of Ukrainian Businesses and Companies with Foreign Investment Operating in Ukraine*. The findings were disseminated at various CEUME events, including at roundtables, training events, conferences, and on the internet. Much of the information was also included in the Blueprint.

CEUME is encouraging business education schools to develop Post Diploma Studies that reach out to business professionals. Some 12 university administrators participated in a study tour to Poland to learn how Polish institutions are successfully providing short term programs for professionals and how these courses increase the institution's revenues.

Business people are participating in CEUME's training:

- The Regional Directors in Lviv and Odessa organized seminars on "Enterprise Restructuring" taught by two professors from a CEUME partner institute, Kyiv Mohyla Academy. The Barents Group trained the two professors in February and March 2000 in the 8-week Enterprise Restructuring Program. They designed a weekend workshop from these materials. The program was very highly received by local businesses, which, after participating in the seminars called the two regional offices asking CEUME to organize the same for the employees of their companies who did not participate. Some businesses also requested courses tailored especially for their companies (Director of Odessa plant of construction and decoration materials). It is unclear if the participating institutions organized the courses for local business as part of their Post-Diploma Studies program.
- Some of the business owners who took part in the Enterprise Restructuring seminars

organized by CEUME were willing to pay for their participation. Indeed, they were surprised that they were not charged a registration fee nor asked to pay for materials and food.

On the one hand, providing training directly to the business community promotes the importance of business management education in Ukraine among businesses and assists business representatives to understand the benefits of training to increase the success of their companies.

On the other hand, the evaluation team poses the question, “Why is CEUME now in the business of training businessmen and women?” The explanation offered by CEUME staff is twofold: a. The cooperative agreement mandates that 4,000 business people be trained and b. Faculty, by observing how training for business people is conducted, will understand the differences between short-term courses for professionals and undergraduate business students. Faculty who attend seminars with business people are more likely to start an ongoing dialogue with a business representative and transfer business needs into teaching objectives. Such joint faculty-business community seminars could play a role in linking business management education programs in Ukraine to the current expectations and requirements of Ukrainian businesses.

The expectation is that these professors will return to their departments and organize PDS programs. This has happened in one reported case. However, no more than 5 professors are in a course (compared with 20 business people), and in Odessa, one course for the business community had no professors involved. It is unclear how the target audience (university professors and administrators) is the principal beneficiary of this approach.

Further, the selection criteria for the participation of the businessmen and women were not clearly explained. In Odessa, people from one company participated in nearly every training provided during the fourth quarter in 2000. Further, some of the business people pay for CEUME courses (Winter Institute); some don't (Odessa). Even charging \$195.00 per person for the Winter

Institute does not cover the full cost, so CEUME is subsidizing the training of businesses.

CEUME is gradually shifting the costs of programs to participants. Two contributing factors affecting the ability to charge participants, according to CEUME senior management are the demand for the training and the region in which it is offered.

Positive Consequences of Cooperation Between Business and Education

Two CEUME partners, Lviv Institute of Management (LIM) and Kyiv-Mohyla Business School created a case study “Smak” which was later videotaped. Name recognition of Smak has risen considerably. Galka, a Lviv-based coffee-production company, heard about the “Smak” case and its use in business schools across the country and expressed strong interest in creating a case-study about its own operations. Galka has contracted with LIM to undertake a marketing survey for the company, which will precede preparing the case study.

The impact of CEUME on business performance is obvious here: first of all, local companies trust LIM (CEUME partner) to provide consultancy services (marketing survey); second, case-study method is becoming popular among local companies (not only academic community) as a way of promoting their company, and, third, collaboration of LIM and Galka may bring fruitful results to the overall company's performance and operations.

Conclusions and Recommendations

➤ Achieving the Targets: Regional and Gender Equity

Conclusions

1. CEUME has surpassed the original targets set for training of undergraduate faculty. The program has moved beyond the undergraduate faculty to include members of the business and NGO communities.

2. There is concern within the evaluation team as to the appropriateness of including these groups in training designed for university level programs. Given the very high demand for the courses from the partner universities and the inability of CEUME to provide training for all faculty members who are seeking admission, nearly all the spaces should be held open for university faculty and administrators. The evaluation team recognizes, on the other hand, that the CEUME program's growing reputation is attracting interest from many institutions, both NGO and non-partner universities.

Recommendations

1. Given the limited resources, the activity should focus nearly all of its resources on retraining faculty members as the number priority group. The CEUME trained faculty should be providing the training to the business community, either through Post-Diploma Studies or custom tailored courses for individual business or groups. CEUME should act in an advisory capacity to the faculty who are in the process of designing and developing courses for this purpose.
2. The NGO community is receiving a large number of donor sponsored training programs. NGO training should be left to those trainers who have been trained under other USAID projects such as democracy and anti corruption, thus leaving CEUME training slots for university faculty.
3. Should CEUME continue training NGO representatives, the criteria for selection should be tightened and publicized widely. What type should be supported? What do they do with the training?

➤ **Reaching a Critical Mass of Trained Business Professors**

Conclusions

1. CEUME has engaged a diverse group of people committed to a new approach to business education. Over 2,000 people have received training from CEUME in new

teaching methods, modern teaching materials, and current knowledge about what is needed to create a globally relevant business education program.

This has occurred not only through the training programs, but also through the dialogue fostered in the regional roundtables and national conferences.

2. Nevertheless, some question remains about the existence of a critical mass of trained professors within each partner institution. First, it appears that most institutions have not sent the majority of their faculty for training.
3. Perhaps more important for the future of the program, is the fact the program has not yet provided sufficient **depth of knowledge** to the faculty in the subject matter and teaching methods. In other words, CEUME has not yet succeeded in creating **fully trained** professors of business education.
4. The clear message is that there are forces working to undermine and or slow down the reform. The demand for change needs to come from the base. One strategy to force change within the administration of these hierarchical institutions is to force accountability from the base. Therefore, a critical mass in terms of both the number of professors trained and the quality and depth of their training, will force administrations to be responsive to the desire for change. With a larger number of people in each institution who understand and want the new curricula, the administration will have a harder time slowing the reform process.

Recommendations

1. First, conduct a complete analysis of the critical mass of professors trained in each of the partner institutions. This will involve comparing the total number of professors trained with those who could be trained (the universe of faculty), determining the number who have participated in more than one Summer Institute and Week end Workshop,

and assessing the degree to which professors are using the information in their classrooms.

2. The second factor to examine is the degree to which the changes in faculty teaching practices are being supported by the institution's administration to ensure sustainability. This analysis of critical mass supported by the administration must then be combined with the analysis of the other institutional changes, recommended in Chapter Four, to determine the number of universities that are functioning as "high performance institutions," following a set of guidelines similar to those used for accreditation of U.S. business schools (Appendix D).
3. To complete the gender analysis of CEUME training, CEUME should collect base line numbers on the current makeup of business and management schools' faculty and administrators, by male and female, in order to compare the numbers of trainees to the total number of men and women in each group. Only in this way, is it possible to determine if the percentage of women attending CEUME events is consistent with the percentage of women faculty overall.

➤ **CEUME's Contribution to Faculty Development: Achieving a Critical Mass of fully trained business Professors**

Conclusions

1. CEUME programs have touched a core group of faculty at the grass roots level and have left an irreversible impression on the participants. The program has helped the faculty to upgrade their skills in their chosen field, gain new perspectives and increased their career prospects by opening new venues towards the ultimate goal of achieving excellence in their teaching and other academic qualifications.
2. As a result of attending the CEUME activities, many participants have experienced major changes in their way of thinking about the profession they are in.

CEUME appears to have changed a significant number of faculty's understanding of the field and the role that is played by each participant in the learning process.

3. The areas of information and skill development should not be overemphasized, however, because *what is happening with the introduction of western management is a change in values and outlook. The program is teaching a new culture, not just methods and techniques.*

CEUME has contributed most significantly to faculty development by introducing new teaching methods and course content leading to revised and new course curricula.

The second area for improvement is in faculty's increased research capacity. Fewer faculty report that they are consulting with businesses.

Teaching is the core responsibility of a faculty member at an academic institution of higher learning. This important function is enhanced by the faculty's continuing research activity that deepens the faculty's knowledge and understanding in a chosen field. Teaching skills are further strengthened through the practical experience gained from consulting in a field. All three must be considered important and fostered within the body of faculty in order to achieve sustainability of the business education program.

Recommendations

1. This "three-legged-stool" approach should be established as the basic benchmark for the evaluation of faculty development. Faculty effectiveness and continuing development has implications on the institutionalization of the CEUME activities within the recipient institutions.
2. The program should continue to upgrade faculty skills in all three areas: teaching, research and consultancy activities. CEUME should consider dividing weekend workshops and summer and winter programs into "tracks" for faculty who have never attended the training and those needing more advanced skills and information. Those

faculty members who have received some training must be given the opportunity to attend either more advanced courses in their subject matters, or new courses in consulting skills, and management skills.

3. Teaching methods applied with this type of specifically targeted audience should be rigorous and based on interactive methods of teaching with an emphasis on case methodology.
4. Post-training assistance should be offered to faculty who may require consultations to implement the newly acquired skills. This follow-up, in the form of mentoring or coaching could be provided through a “*faculty help desk*.” The help desks would be collegial forums of exchange, can be established in the regions, and staffed by volunteering fellow faculty and supported by a national web based forum that may be established for continued dialog on the internet. The CEUME web site may be used for this forum.
5. **Research and consulting** capacities of faculty must be increased. Faculty skills should be enhanced on gaining access to global resources, and be assisted to make contacts with their international counterparts so that they can produce internationally publishable research.
6. Faculty research effectiveness can further be increased through providing capacity upgrade in faculty writing skills. Formation of Ukraine an academic/professional organization in would provide a forum for faculty to share their research. Any efforts by CEUME to support this type of an organization should be subject to the same analysis recommended for supporting an NGO or an Association of Business Schools in Ukraine (see the recommendations in Chapter Three, page 19).
7. CEUME could start a “Summer Research Grant” competition to assist faculty interested in publishable research obtain funding to support them while doing research. This program could assist the

faculty in making international linkages, and with the cooperation of the faculty at U.S. schools, possibilities for joint research opportunities can be sought. This is not the same as the ongoing internship program.

➤ The Case Study Method

Conclusions

1. The introduction by CEUME of the Case Study Method has been an important catalyst in changing the way in which business professors teach their courses. The method has enabled the faculty to see the linkages between subjects better, as well as to understand and help students apply the theory of business management to the practical problems faced by a business.

Participating in case writing contests also has allowed the participating faculty to connect with the business community, and gain a greater acceptance for their skills as business consultants.

CEUME programs helped faculty to place greater value on teamwork in teaching case courses: In some colleges, a team of instructors teaches complex cases.

2. However, there has been a tendency within the CEUME staff to overemphasize the case study method—indeed, over-idealizing the approach—relative to other participatory methods of imparting knowledge such as study groups, and interactive class discussions. Case study is just one of the methods of teaching and is most effective at advanced levels. It is not necessarily as effective a tool for introductory level courses. The quality of students and the intellectual study environment influence the learning that can be achieved as a result of case study method and faculty must understand the importance of these factors when deciding to use case studies.

Recommendations

1. CEUME should continue to teach the case study methodology. At the same time, the skills required to use the case study method

must be taught and reinforced during follow-up courses. Further, U.S. and Polish faculty should emphasize the advantages and disadvantages of using the case method for beginning and advanced students. The method should not be “idealized” by CEUME as the primary method. Business school programs must review their programs in accordance with a number of quality benchmarks before adopting case study method as the only or even principal approach.

2. CEUME should continue the use of the successful “Case Writing Contests” in order to ensure that relevant Ukraine based experiences are available. This will ensure that business management training and education programs provide not only a rigorous study of fundamental principles of theory and practices from the international environment, but practical application locally.
3. A “Case Clearing House” can be established with adequate seed funding so that the already successful case writing program will become sustainable. CEUME should consider expanding the resources for IDC to serve as the Case Clearing House.
4. Distance Learning (DL) methodology can be used more widely to provide a greater outreach to the final clientele for business education. DL can be used as an effective means of delivery of MBA programs in partnership with reputable business school in the US. It would also provide easier access to international resource persons and knowledge possessed by international experts, so that a knowledge network can be established between Ukrainian business schools and the US and elsewhere. The program may be conducted in its entirety in Ukraine, subject to internationally accredited standards, with the final 4-6 weeks of comprehensive course training to be conducted in the US. The MBA degree conferred could be either a joint degree, or outright a US degree, as most of the administrators would prefer. DL facilities have already been installed in Ukraine; one such school is the Ukraine

Academy of Public Administration in Kiev, begun with World Bank assistance. DL based MBA programs may be designed to have an immediate impact on business practices. The DL platform could also be combined with short high intensity training similar to the one provided at the CEUME Summer Institute. This training is important for business school students in the subjects of human resource and organization development.

➤ **Coordination with the Business Community**

Conclusions

1. One of the most important objectives of the program was to create a greater coherence and connectivity between the business courses taught at the colleges and actual business practice needs thus overcoming the mistrust between the academic and business community. The program’s activities have greatly increased the communication between the two groups. Successful marketing campaigns for individual companies designed by academic institutions, such as the Smak juice company, are slowly but surely changing the opinions of the business community about the value of business education. The most successful methods have been the workshops and roundtables, which combine both academics and businessmen and women
2. A wide gap continues to exist between the two groups. Businessmen and women continue to express skepticism in the ability of business education programs to provide useful training.

Recommendations

1. Increased interaction with the business audience is not only needed by the academic community but also increasingly welcomed by the business audience. CEUME has played and can continue to play a pro-active role in identifying business needs and communicating these needs to its partner institutions.
2. Nevertheless, one of the biggest challenges facing the CEUME activity right now is

finding ways to overcome the mutual distrust between the business community and business education schools.

3. There is a huge potential for Ukrainian faculty to provide business-consulting services, which would allow them to earn more money and increase their professional level. However, there is a lack of demand for consulting services from local businesses, since they do not understand the importance/benefit of consulting for their operations. Ukrainian consultants need to upgrade their skills to provide quality services.
4. CEUME can take a lead in promoting consulting services for Ukrainian businesses. CEUME should conduct programs to enhance faculty consultancy skills further for added credibility with the business community. This can be achieved through the collaboration between business schools and corporations to provide joint faculty workshops and round tables regarding issues faced by the business community, and potential solutions, and what the academic community could deliver. Additionally, student internship programs, and market research and consultancy projects conducted for the corporate clients conducted under the supervision of qualified faculty members may provide the needed linkages. Another outcome of this for the participating faculty would be to develop “clinical” cases.
5. Now and in the follow on program, CEUME needs to continue to address the challenging questions: “What are the business needs that have to be addressed to make management education relevant to the market place?” and “What are the best ways to identify the business needs?”
 - One way to increase this interaction is to continue to provide support for universities that wish to establish Post Diploma Studies Programs, such as the highly successful Enterprise Restructuring seminar in different regions of Ukraine.

- CEUME itself and its regional offices should not put themselves in competition with the PDS programs they are trying to start in universities by offering training directly to the business community.
- USAID management must sit down with the University of Minnesota and CEUME Kiev staff and think carefully about the most effective use of program monies to train university faculty to provide services to the business community. This is especially relevant since there is such HIGH DEMAND from partner and non-partner universities for the CEUME training.
- CEUME should charge businesses the full cost for participation in the different types of CEUME training, instead of partial costs. This money can be used later to pay for additional groups of faculty training.

3. Long-Term Recommendations

1. CEUME should continue to target the business audience by supporting PDS and executive programs as well as by supporting partner institutions’ organizing short-term courses for current managers of different levels for Ukrainian companies.
2. CEUME could help universities to form Business Advisory Groups, consisting of members from the Ukrainian, U.S. and Polish business communities to assist the participating institutions of higher learning in linking their educational programs with those of the business community, and in tune with the globally emerging standards of business education.
3. The faculty and administrators observed that specific entrepreneurship programs must be introduced in Ukraine. Since the SMEs are seen as the engine of economic growth in the future of Ukraine, entrepreneurship skills must also be developed, as a part of the business education curricula.

4. Post Diploma Studies (PDS) programs are a very important market niche for business education, and schools should pursue them to address the needs to this group of people in upgrading business and management skills.

Chapter 6: Publication and Book Distribution Program

- needed materials that are adapted to the Ukrainian business environment.

Thus, the focus of PBDP program was changed. PBDP now focuses on satisfying Ukrainian faculty's needs for information, support materials, and textbooks in Ukrainian and case study materials that are based on the experiences of Ukrainian companies.

The objectives of the current PBDP program, then, are as follows:

- To deliver to Ukrainian partner institutions core instruction materials and texts for the development and design of management and business courses;
- To provide access for instructors and faculty to research, pedagogy, and support materials that allows them to improve their skills, update, and create teaching materials; and
- To increase the number of classrooms utilizing texts, supplemental materials, Internet resources, and other teaching tools in the classroom.

The Publications and Book Distribution Program (PBDP) component of the CEUME activity is intended to maximize the impact of the CEUME training programs through providing information on course content and teaching methodologies.

Originally this program was designed to bring a critical mass of western and other language textbooks to Ukraine and distribute them among the CEUME partners. However, the PBDP program was modified based on information gathered early in the program through an initial needs assessment of surveys and interviews with faculty and administrators conducted during the first Summer Institute.

The advice from these Ukrainian educational leaders was that mass distribution of English textbooks should be very limited, since the impact of English language textbooks is minimal. According to the CEUME survey, less than 13 percent of the surveyed educational institutions currently use English language textbooks in the classroom. Instead, the survey reported, faculty

Distribution Strategies and Their Effectiveness

A number of different strategies are being used within the PBDP program to provide access to the needed materials for Ukrainian professors and instructors.

First, CEUME develops and distributes information into the hands of professors participating in training, both for the Weekend Workshops and the Summer and Winter Institutes. This method of distribution is considered to be very effective, since each participant is given a copy of the textbooks and other materials they used themselves during the training. In addition, a full set of the materials is sent to each participating university.

U.S., Polish, and Ukrainian professors through a coordinated effort, develop these materials. Course content provides new information and guidance, tools and examples of new methodologies. These joint U.S.-Polish and Ukrainian materials have become the most highly demanded materials among Ukrainian faculty, since they meet the growing requirement of Ukrainian faculty for new knowledge and information and the format is very attractive.

Second, CEUME purchases textbooks and other books locally and imports some from U.S., in response to the surveys' results. Individual requirements and recommendations of Ukrainian partner institutions are taken into consideration when purchases are being made. Regional Offices' Representatives coordinate with Ukrainian partner institutions in each of the six regions (Kiev, Lviv, Odesa, Kharkiv, Donetsk, and Dnipropetrovsk) to facilitate the process of books and materials acquisition and delivery to the partner institutions.

Third, Innovation and Development Center (IDC), the NGO Ukrainian partner, maintains a library of case study materials developed through the Annual Case Study Competitions organized within the CEUME activity. IDC is serving as a repository and distributor of these materials. A set of the 35 cases developed by Ukrainian faculty is also available at Regional Libraries. The 35 cases, as well as other case studies developed by faculty, are being widely used by Ukrainian faculty participating in the CEUME project and disseminated among other interested faculty and students. Additionally, faculty prepare case studies for use in their own classes.

Finally, the course materials, supporting textbooks, instruction materials, research information and periodicals are also available through CEUME Regional Libraries and resource centers of partner institutions. If needed, partner institutions can receive guidance and assistance in acquiring textbooks for their students.

It is worth noting that as of December 31, 2000, CEUME distributed the following types of materials:

- 355 sets of materials for Weekend Workshops;
- 120 sets of materials to support NGO activities in Ukraine;
- 1,255 published teaching materials for Summer Institutes on seven topics;
- 3,100 case studies and case study catalogs; and
- 5,800 books to CEUME regional libraries.

By comparison, faculty who participated in TACIS funded project noted that the TACIS project did not distribute course materials similar to the CEUME ones. Under the TACIS project only access to libraries was provided for Ukrainian faculty.

Other Materials Distributed and Published by CEUME

CEUME also responds to specific requests to access textbooks, materials and periodicals. Recently, the Lviv Regional Office received a request from a western regional partner to purchase a subscription for one very popular local publication for faculty. Since this partner institution does not have money in their budget to organize such a subscription, CEUME was able to provide assistance. It is also important to mention that Regional Offices try to accommodate various universities needs regarding access to books and information within the current CEUME budget framework.

Additionally, the PBDP has successfully responded to the growing demand for ancillary materials such as case studies, instructor manuals, pedagogy tools, simulations, videos, CD-ROMs, sample course syllabi, and curricula.

CEUME regularly issues a Newsletter in which recent activities are described and schedules for future activities are brought to the attention of Ukrainian faculty. The Newsletter also publishes the recent achievements of individual partner institutions related to their successes in delivery of business management education programs in different regions in Ukraine. The newsletter also

describes the activities of related business development projects sponsored by USAID and other donor agencies.

At the second National Conference in Lviv, November 2000, a new magazine *Synergy* was presented. It was a cooperative work of IDC and CEUME to promote advanced interactive learning methods in Ukraine and share management knowledge through an open exchange and discussion of ideas. Many interviewed during the field trips to Lviv, Odesa, Dnipropetrovsk, Kharkiv mentioned that finally they have a professional publication, which can serve as a source of innovative ideas and new concepts in the sphere of business management education, as well as a respected journal to which they can submit their own research findings for publication.

CEUME developed a website to provide information about the CEUME project and its activities for participating Ukrainian business schools as well as for all interested parties.

Content on the site

The CEUME website provides considerable information about the CEUME activities. It can be accessed in both English and Ukrainian and is a useful vehicle for communicating about the activities.

During the focus groups, however, faculty suggested many creative ways to extend the usefulness of the web site, including such ideas as creating a chat room for professors who want to consult with colleagues about their experiences in applying the new training methods and materials, distributing case studies, placing links to business education resources available to the public, and purchasing access to library collections, or subscriptions to selected business and economic journals.

Use of the Web Site

The evaluation team requested statistics on the use of the CEUME web site. The data were not provided to the team.

Conclusions and Recommendations

- **Conclusions**

CEUME is filling an important gap in Ukrainian undergraduate business education by preparing and distributing state of the art, current, and timely academic materials. It is clear that CEUME's Publications and Book Distribution Program is meeting an urgent need of Ukrainian partner institutions in providing them with quality educational materials.

However, the demand for CEUME materials continues to grow and the demand significantly exceeds CEUME's ability to supply all the requests. In all focus groups, faculty spoke about the urgent need for additional kinds of materials and on-going access to high quality journals.

4. Need for PBDP

Western textbooks and journals are in high demand. However, faculty and administrators reported that for many institutions, CEUME's PBDP is the only source supplying new books to their institutes. The current financial problems facing most Ukrainian universities means that most university libraries do not have sufficient financing to acquire new books. While CEUME Regional Directors work with university professors in an attempt to satisfy their requirements for a steady source of the newly

published books and journals, the demand for more materials is very high.

Students also described the lack of current books at their institutes' libraries, and commented on the need to have high quality materials, such as those provided by CEUME.

The materials have become so popular that in addition to requests from educational institutions, many business centers and NGOs providing business training are also requesting copies of CEUME course materials and case studies for their training.

5. Quality of the Publications and Books

The CEUME course materials developed for weekend workshops have been very highly rated by the educators. The course materials being produced through a joint effort of American, Polish and Ukrainian instructors and distributed at CEUME weekend workshops and Summer Institutes are the most popular teaching materials among Ukrainian academic community. They meet their immediate needs to access new course-related information and provide current information that is directly related to the courses the faculty are teaching.

During numerous interviews with faculty in Lviv, Odesa, Kharkiv and Dnipropetrovsk, the evaluation team learned that these "state of art materials" are used by faculty in many ways: to prepare their classes, as readings for students, to design new courses, as background and reference material in writing new books, and for faculty working on advanced degrees, in preparing theses.

In the majority of cases, they are used at the undergraduate level of study. However, the faculty teaching at graduate and Post Diploma Studies (PDS) programs tend to use the same materials, generally because there are no other sources of up-to-date, business education materials.

Case-study materials, as well as cases produced by Ukrainian faculty for the CEUME annual competitions, also proved to be a very useful element of PBDP. The purpose of these

competitions was to create for the first time in Ukraine a national database of cases developed about Ukrainian enterprises.

According to those interviewed, this component of the CEUME program is considered to be of vital importance today when universities and institutes do not have enough funding in their budgets to acquire new books. It was noted by Dr. Natalia Apatova from Tavria National University that if for some reason CEUME discontinues its operations in Ukraine she would "beg to at least continue PBDP."

6. Number of Students Reached by the PBDP Program

The materials provided by the PBDP program are well received and being widely used. If one assumes that each of the approximately 2,500 faculty trained by CEUME reached at least 100 undergraduate and graduate students, the total number of students reached through PBDP would exceed 250,000.

7. Local Competition and Constraints

CEUME course materials and textbooks are so popular among Ukrainian faculty and professors that the publications of local authors at universities and local publishers cannot compete in terms of quality and relevance to modern business education. There is no need for the Ministry of Education and Science's approval of these materials, since they are used mostly for faculty retraining. They are not intended to be used in the classrooms by students. Thus, there are no local constraints for implementing PBDP.

8. Web Site Use

While no statistics were available on the number of people using the web site, it is clear that the full potential of the website is not being used. Participants reported that sponsors are needed to post materials to the site, and that not all the information, i.e. teaching materials and materials being developed throughout the CEUME network, are available on line.

9. University Library Capacity to Support Faculty and Student Demand for Literature

The very weak library capacity of Ukrainian universities was noted in the original assessment study but solving this problem was not included as an objective for the current CEUME activity. CEUME has indirectly contributed to improving university libraries as a result of presenting a set of all materials used in the Summer Institutes to the institution, as well as to each individual participant.

The evaluators consider that CEUME has addressed the need for updated educational materials in the most appropriate manner, by placing the current materials directly into the hands of newly trained faculty who are motivated to use them immediately. This has resulted in new concepts being introduced immediately into the classrooms and has had the secondary effect of motivating faculty to write their own materials.

Nevertheless, the insufficiency of the university libraries continues to be a very weak aspect of the university system.

10. Sustainability of PBDP

The PBDP is important because it is beginning to satisfy faculty's need to access timely research, pedagogy, and support materials, which allows them to improve their teaching skills. As a result of the change in teaching methods, university professors are producing their own teaching materials. A number of faculty reported that they use CEUME materials as a guide to produce their own books and manuals. In addition to that, many Ukrainian faculty are involved in independent research. Thus, new books and supplemental materials are being written with increasing frequency. These new books are not always high-quality books, but they are a good sign of local market development.

It is too early to speak about the sustainability of local efforts in producing course materials, books and textbooks. These efforts need support in the subsequent years through CEUME activities that

will increase the faculty's ability to analyze and conduct research on business needs in Ukraine.

Recommendations

11. Short-Term Recommendations for the Third Year of the CEUME Activity

1. CEUME should encourage partner institutions to expand the library capacity at their institutions. However, since the money needed to upgrade the libraries in just the CEUME partner institutions exceeds the available funding, other resources must be leveraged. CEUME can support this approach. Most importantly, CEUME can continue to stress in its work with university administrators, the importance of free and open access to information by making libraries more accessible to student use, the critical need for students to have access to a variety of points of view, and the responsibility of the university to search for ways to expand their library facilities.
2. In order to maintain the high quality of the case studies, CEUME should institute a process by which the case studies submitted by faculty to IDC for distribution are reviewed. CEUME should provide a set of guidelines for reviewing the cases and include this task as an essential part of the Clearinghouse function that IDC is now performing on an informal basis.
3. CEUME should analyze the use of their websites.
4. CEUME should maximize the use of the website by expanding the types of information available on the site. The ideas contributed by the faculty in the focus groups are a starting point. Offering more materials on-line is one way to overcome the weakness of university libraries.

12. Long-Term Recommendations for a Continuation of CEUME

1. In order to satisfy the growing demand for modern, timely, and high quality education materials, CEUME should continue its

Publication and Book Distribution Program (PBDDP).

2. While the evaluators strongly agree that continued PBDDP support is needed, the way in which the program should be continued is a serious matter to be discussed in any new strategy.
3. One course of action is to continue to finance the publication and distribution of books and course materials in larger volumes to more partner institutions. The disadvantage of this approach is that a larger share of the project budget will be spent on expendable materials that are out-of-date within two years. (U.S. universities consider a textbook to be out of date in two years.)
4. A second and more developmentally oriented approach would be to support continued development of local capacity to produce high-quality textbooks and other educational materials. Several concrete suggestions that would further this goal—to leave in place a local capacity to produce education materials, emerged from the evaluation. Other approaches should also be considered.
5. The current national resource of cases consists of 35 cases available at CEUME regional offices. The number of high quality, well-written cases based on Ukrainian companies should be enlarged, including new cases currently being developed at different universities and institutes.
6. CEUME should provide increased training and guidance to faculty interested in and who have shown aptitude for developing texts and supplemental materials. The training must enhance the capacity of faculty to write “world-class” materials and research articles. CEUME can also facilitate the process of promoting these faculty on the international arena.
7. To increase the availability of “world-class” educational materials, CEUME could support publication of new textbooks, created jointly by Ukrainian and American authors. The evaluators note that this is a very expensive endeavor, reaching as high as \$300,000 a textbook and should be examined with care.

Chapter 7: Challenges Facing Business Education Reform in Ukraine

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The evaluation team was tasked in their Scope of Work to identify unexpected constraints and obstacles encountered during the first two years of the CEUME activity. Several constraints in the higher educational system in Ukraine were identified by the team and are discussed in this chapter. In many cases, the problems are beyond the ability of the CEUME program to change, but they must necessarily be recognized as potential constraints to realizing the national level reform objective of the CEUME activity.

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confident than students trained abroad. Their education is considered inferior their training and education in Ukrainian schools does not help them develop analytical skills and problem solving capacity. However, Ukrainian educated students are more adaptable, flexible and have the ability to perform different types of work effectively under the peculiarities of Ukrainian conditions. Students with western type business educational background are considered to be more organized, have more specialization in an area, and have superior communications skills. The challenge for Ukraine educational institutions is to offer educational programs, which will develop within the students the leadership skills needed to operate Ukrainian business enterprises in the near future.

Perceptions About Faculty

The Ukrainian business community, in general, considers business education in Ukraine as being very weak, business school faculty in general as being unqualified to provide a relevant education to business students, too academic, and ill equipped to understand and relate to the real business circumstances. The business community feels that faculty do not have the vision to affect changes in the peculiarities of business practices. Furthermore, it is believed that practical application of international business concepts and knowledge into Ukraine environment is weak. Additionally, there is a great degree of misperception among Ukrainian educational institutions that business education follows the same system as traditional economics education.

Recommendation: As a result of participating in the CEUME activities, faculty should be encouraged to interact more closely with the business community, demonstrate their upgraded academic capacity and remedy this important problem.

Perceptions About Business School Students

The business community feels skeptical about the quality of students in search of jobs in the private sector who are graduating from the higher educational institutions. Graduates of Ukrainian business schools are seen as having less self-

Recommendation: CEUME needs to examine the courses offered to faculty to ensure that the skills needed by business are being taught to the faculty. CEUME should consider including leadership skill development in the design and delivery of its future programs.

Hollowing Out Problem

Ukrainian university faculty at state universities are grossly underpaid. This negatively affects faculty effectiveness because they often teach at two or more institutions. As faculty seek additional sources of income by teaching in different schools, their energies are spent on survival and their teaching effectiveness is lowered. In some cases, low salaries have lead to corrupt practices, such as bribes being paid to professors for favors. Educational institutions are well aware of this problem, but it is a systemic problem. The development of new programs will provide better opportunities for qualified faculty to earn salaries that are more agreeable. Private institutions can pay higher but demand quality in teaching and other faculty services. Additionally, better-prepared faculty may choose to take higher paying jobs as consultants or altogether quit the teaching career, thereby creating a “hollowing effect” on the Universities.

Recommendation: This problem may not be one that CEUME can address. However, it will be a major issue for the country in recruiting new and capable faculty to the ranks.

Educational Policy and Intervention of the State on Higher Education

State universities dominate the educational programs, not just the business education programs. All institutions of higher learning are required by law to follow the Ministry of Education (MED) guidelines.

In terms of certification of an educational program, the Ministry of Education (MED) has final authority on the entire university curricula. In general, 60 percent of the curricula consists of required foundation courses that need to be fulfilled by the student before he/she can move on to the elective level courses in the area of specialization taken during the 4th and 5th years. Electives form 40 percent of the total. The elective course curriculum must also be approved by the MED. While this does not seem flexible, all universities have found ways to go around this requirement, and have been able to introduce new courses or teach old courses structured around what the professor/instructor actually designs it to be.

As a result of outdated curricula, the business education programs are currently not “client” oriented. Because clients determine the actual market need, curricula ought to be linked to the very pressing needs of the market, with business as the ultimate customer.

Recommendation: CEUME can continue to the debate by continuing to provide opportunities for dialogue between the government and the stakeholders in business education. One position that should be advocated is for the government to allow private educational institutions to develop in Ukraine. In turn, the private schools are most likely to deliver the niche programs to management educational clients.

Masters of Business Education Programs in Ukraine

In Ukraine, there are three degree programs: the 4-year baccalaureate, the 5-year specialist, and the 6-year magister programs. The Masters of Business Education (MBA) is not recognized by the degree in Ukraine.

Nevertheless, many schools that the teams visited have already embarked upon ambitious graduate business degree programs.

In launching an MBA degree, however, all administrators, and faculty, have indicated that it should not matter as long as they find a U.S. educational institution willing to confer its own MBA degrees to graduating students. This requires a significant degree of skills upgrade for Ukrainian faculty. Private colleges and universities need to obtain MED certification to conduct degree programs, but they are more flexible and tend to offer more specific, niche educational programs such as MBA and Executive programs. In addition, the MED officials indicated they were in support of such business programs.

Recommendation: It is possible that further development of degree-oriented business education programs (Bachelor of Science in Business Administration, MBA, and PhD) will lead to the eventual official recognition of this program as part of the higher education programs in Ukraine. CEUME programs could help prepare the faculty with the skills necessary to conduct graduate level teaching. Already the current preparation provided for undergraduate business education can be leveraged to include graduate management education skills.

Appendix A: Scope of Work

Mid-Term Evaluation

Ukraine Business Management Strengthening Activity

I. Background

Business management education in Ukraine is still in a nascent state. The concept of business management education did not exist under the soviet economy. The system of preparing managers to manage enterprises under market conditions was not relevant to centrally planned economies.

The development of business management education programs is of great importance for Ukraine to successfully make the transition from a soviet-planned to a market economy. It is also important now when Ukraine is making an effort to integrate into European community. This integration effort requires availability of well-prepared and well-educated business leaders and managers of enterprises who are capable to producing competitive products and marketing them abroad. The integration and transition efforts also require the availability of more advanced technologies to produce competitive products. To understand and master these technologies in order to produce competitive products, future business leaders need to be equipped with market-driven business skills and knowledge.

Currently Ukraine is experiencing a great transformation to a market-driven economy. This process requires the availability of personnel able to run the economy under the transition period and beyond. However, directors and managers trained under the Soviet system remain in control of many enterprises in the post-privatization period. While some of these individuals have made efforts to reorient their enterprises to the new conditions, they often lack fundamental market-based management skills. Weak or non-existent corporate governance practices, and a shortage of strategic investors prevent the influx of new experienced management professionals essential to rescue many enterprises. Although, numerous efforts are underway by donors to re-train current management, including direct exposure to business practices in the west, one of the best opportunities for change lies in the next generation of business leaders—those now studying at secondary and university school levels.

II. USAID support to promote the development of business management education in Ukraine

In December 1998, USAID/Kiev signed a three-year Cooperative Agreement for \$4,990,142 with the University of Minnesota. Subcontractors include St Thomas Graduate School of Business in Minnesota, USA, Warsaw School of Economics and Olsztyn University in Poland. Together, this group has called themselves the Consortium for the Enhancement of Ukrainian Management Education (CEUME). This new activity is focused on improving the quality of undergraduate business management education programs in Ukraine, both in the participating institutions and at the national policy level. This project was designed based on findings of a USAID-funded assessment of Ukrainian business management institutions, conducted in August 1997. The study found that, while relatively high quality graduate level business management education is available in Ukraine, a significant gap exists at the undergraduate level.

Currently CEUME is working with 50 Ukrainian institutes, business schools and universities to assist them to develop their capacity to offer degree (undergraduate level) and non-degree programs (Post-Diploma Studies). It is expected that these programs will be institutionalized at the participating business

schools and a national agenda for business management curriculum reform will be developed as a key result of this project.

CEUME assistance is being provided in the following main areas:

- *Management Education Partnership Program.* Three national conferences on building business management education and three exchange study tours to Poland and US for university administrators and faculty have been organized within this component of the program. Recommendations of those conferences on how to develop business management education in Ukraine in the future are to be implemented throughout the country. At the most recent conference, a draft of a National Plan of Action on strengthening management education in Ukraine was prepared. Groups of academic leaders who have visited U.S. and Polish business schools are adapting lessons learned from those study tours to Ukrainian conditions.
- *Management Education and Training Program.* Summer Institutes and weekend workshops for faculty retraining and curriculum development have been organized in different regions of Ukraine to improve courses in Accounting, Information Technology Management, Marketing, Human Resource Management, Finance, Managing a Small Business, Organizational Development, International Business, etc. More than 2000 Ukrainian faculty and business clients have been trained under this component.
- *Publication and Book Distribution Program.* Western textbooks on different subject matters have been translated and adapted to local business conditions in Ukraine and distributed throughout the region. In addition to that, local materials have been produced by CEUME and distributed to partner institutions during weekend workshops and Summer Institutes. The emphasis is now being made at publication of local materials as compared to the original plan of mass distribution of western textbooks. Three national case study competitions have been conducted to create a national database of cases to be used by interested faculty in Ukraine.

In addition to the activities described above, the CEUME activity has accomplished the following:

- 1) Six regional CEUME offices have been established in six cities of Ukraine: Kiev, Lviv, Odessa, Donetsk, Dnipropetrovsk, and Kharkiv. They serve as liaison between the academic community and Management Education and Training Center in Kiev and are responsible for a broad range of activities required to ensure that information is collected that will be used in designing further project activities. They also facilitate distribution of books and materials and assist the development of relations between business and education in their regions;
- 2) A CEUME website was created; and
- 3) A monitoring and evaluation plan has been prepared and is being implemented in the regions to permit regional representatives to track the progress and impact of the CEUME activity.

III. Purpose of the evaluation

The principal focus of the evaluation shall be the CEUME's performance in accomplishing the terms and objectives of the Cooperative Agreement and assisting in achieving the Mission's Strategic Objective 1.3c "Expanded role of small and medium sized enterprises (SMEs) in national economy," IR 1.3c.1 "Improved access to market business skills and information." The evaluators shall determine the status of the current activity, its successes and weaknesses, and provide recommendations for USAID regarding possible improvements and adjustments that might enhance the future performance of the CEUME under the current Cooperative Agreement. The evaluators should also identify any unforeseen constraints and obstacles that may have affected the CEUME's performance.

A secondary focus is to assist USAID/Kiev to formulate ideas regarding the future support of business management education in Ukraine. In this regard, the evaluators should provide the Mission with a better understanding of the current overall environment for the development of business management education in Ukraine, the sustainability of current efforts, and provide recommendations for a follow-on activity to CEUME.

IV. Questions to be answered by the evaluation

The following questions are illustrative. The evaluation team should use these questions as a guide in formulating their list of questions to be answered by the evaluation. The final list of questions should be agreed upon between USAID/Kiev and the evaluators.

A. Evaluation of CEUME components

- *Management Education Partnership Program (study tours and conferences):*
 1. Does the program meet the targeted numbers of participants?
 2. Does the program reflect equitable regional distribution of participants?
 3. Have the participants acquired new skills and knowledge in the subject matter?
 4. Is there a high demand for this program?
 5. Have the participants utilized new knowledge and skills at their institutions and implemented positive changes?
 6. Are new administrative procedures being established, (or old ones modified), in support of newly developed or revised programs?
 7. Are student counseling services or placement offices being established?
 8. Are new Departments including PDS and Executive Programs for managers being established?
 9. Have the implementation plans been prepared for improved business education at the host institutions? If yes, are any being implemented?
 10. Has any dialogue between academic and business communities in Ukraine been established?
 11. Has collaboration/exchange been established between Polish and Ukrainian management training professionals?
- *Management Education and Training Program (Summer Institutes and weekend workshops)*
 1. Does the program meet the targeted number of participants and reflect equitable regional distribution?
 2. Is the program responsive to participant needs?
 3. Is there a high demand for the program?
 4. Have the participants utilized new knowledge and skills at their institutions? How?

5. Have participants developed or increased consulting activities utilizing the training received?
6. Have new courses been designed (new methodologies introduced)?
7. How is new technology is being utilized?
8. Have they developed grant proposals for individual or research projects?
9. Have participants implemented revised or newly developed course curriculum?
10. Is the contribution to the development or developing of a strategy for improvement of business management education being made at the host institution?
11. Is the program reaching clients of SME sector?

▪ *Publication and Book Distribution Program*

1. Is the activity distributing training materials that satisfy needs of the academic community? How are they being distributed?
2. Have participants utilized information from received training materials in preparing classroom activities?
3. Have they developed their own materials? (e.g., case-studies)
4. What is the number of students impacted as of October 30, 2000 through professors' use of materials provided by CEUME?
5. Have the libraries to increase professor's access to information been enhanced or established in regions/host institutions?

B. Sustainability of business management programs

1. How are degree and non-degree, business management education programs being enhanced through CEUME?
2. What is being done to institutionalize business management education programs in Ukraine and achieve the sustainability of these programs? (E.g., improving the fund-raising structure, establishing administrative and financial mechanisms to promote efficient and sustainable operation of revenue generating programs, establishing alumni associations, etc.)
3. Can the CEUME program be sustained?

C. Gender issues

1. Have the gender issues been integrated into the CEUME activities/programs? (MEPP, METP, Book publication and distribution program)
2. How many women and men have been reached by CEUME activities within the faculty and administrator staff at Ukrainian business schools?
3. Do men and women have different problems in business education sector?

D. Other issues

1. How is the CEUME activity contributing to the Mission’s SO 1.3c.1 “Expanded role of small and medium sized enterprises (SMEs) in national economy,” IR 1.3c.1 “Improved access to market business skills and information?”
2. Is CEUME developing linkages with other similar programs funded by USAID and other donors? If yes, how are these linkages being made?

E. Future strategy and recommendations

1. How can the U.S. Government’s technical assistance be leveraged in the future to support business management education in Ukraine? What should be the main sectors/target groups to support?
2. Is there a need to continue supporting baccalaureate degree programs at business schools to enhance their curriculum as well as economic education at high schools in Ukraine?
3. How could CEUME collaborate better with other current USAID projects?
4. What is the current situation regarding the need for access to textbooks on business and management education for high schools, universities and business leaders? Should more resources be provided to distribute textbooks, locally produced materials and CD-ROM’s?

V. Team composition

The evaluation team will consist of three people—two from USAID/Washington and one from USAID/Kiev.

The team members should have the following qualifications:

Team Leader/Business Management Education Specialist

The team leader should have a professional background in development work in the NIS region and in the implementation of technical assistance in the sector of higher education. He/She should have experience managing teams in the field and should have excellent writing and presentation skills. Russian or Ukrainian language proficiency would be a plus.

Higher Education Institutional Specialist

This team member should have a background and experience in implementing technical assistance in higher education sector, particularly in assessing the needs of institutions of higher education. Knowledge of education programs in the NIS region would be preferred and Russian or Ukrainian language proficiency would be a plus. Good writing and presentation skills are required.

Ukrainian Business Management Education Specialist

This team member should have at least 2 years of experience in the implementation of Business Management Education projects in Ukraine. He/She will provide an understanding of the workings of the Ukrainian educational system and the system of incentives/disincentives for adopting business management education curriculums into local institutions. He/She should speak fluent Ukrainian and Russian. This team member shall not be responsible for producing any written materials or reports.

VI. Methodology

Prior to their departure for Kiev, the team members should review the following background materials: USAID/Kiev will provide these upon the selection of the team.

- August 1997 Assessment of Business Management Institutions in Ukraine
- Cooperative Agreement between USAID/Kiev and the University of Minnesota
- CEUME work plans (year 1999 and year 2000)
- CEUME quarterly reports
- CEUME Monitoring and Evaluation Interim Review

Other documents may be provided as needed upon the arrival of the team members from the U.S.

USAID shall provide the team with names and contact information for key individuals to be interviewed in Kiev and other cities of Ukraine. The team should conduct interviews with the following people:

- USAID/Kiev staff
- CEUME staff in Kiev (Mick Mullay, Alexander Sidorenko, Olga Karpova)
- Polish partners - Prof. Piotr Ploszajski, Warsaw School of Economics, Dr. Szczepan Figiel or Merik Kowalewski, Warmia and Mazuria University in Olsztyn
- Regional representatives in Lviv, Odesa, Kharkiv
- Host country partners to gain their perspective re: CEUME activity from the standpoint of program progress/impact and develop insights concerning future development of business education in Ukraine. The host country partners include university faculty, rectors, pro-rectors and deans of public and private business schools in Kiev, Odesa, Lviv and Kharkiv and representatives of the Ministry of Education.

The U.S.-based team members should also contact Dr. Zbigniew Bochniarz, Project Director, at the University of Minnesota by telephone (612)- 625-2275 to interview him regarding the CEUME activity prior to their departure from the U.S.

The team shall develop a work plan for the evaluation by the close of the second day in Kiev, in consultations with USAID/Kiev. The team will spend a total of three weeks in Ukraine conducting the evaluation.

The team will travel to Lviv, Kharkiv and Odessa to view programs in those cities as well as the program in Kiev. Detailed schedules for all site visits and interviews should be developed by the U.S.-based team members, together with the Kiev-based team member, prior to the commencement of the evaluation in Ukraine. Logistical issues to be resolved in advance include the number of sites to be visited, host partner institutions to be interviewed, timing of visits to each regional office, and means of local travel and accommodations.

VII. Reports and briefings

The team shall conduct weekly briefings to relevant USAID officials in order to keep them current on the progress of the evaluation and to resolve any issues that may arise.

The team shall submit a draft outline for the evaluation report by COB of their fifth workday in Ukraine. USAID/Kiev and the team shall agree on the report outline within three workdays after submission.

The team shall present their draft findings to USAID/Kiev during a debriefing for all interested USAID/Kiev staff at the end of the third week in Ukraine. These draft findings will be presented both verbally and in a written document.

A draft evaluation report, incorporating both comments from the debriefing and from written comments received from USAID/Kiev staff within five workdays after the debriefing, shall be completed by the team leader and submitted to USAID/Kiev within ten workdays after receipt of the written comments from USAID/Kiev.

A final report shall be submitted to USAID/Kiev within ten workdays following the receipt of comments from USAID/Kiev staff on the draft report.

VIII. Cognizant Technical Officer

The cognizant technical officer for the evaluation team shall be Steve Silcox, Head of the Business Development Division, the Office of Private Sector Development of USAID/Kiev.

IX. Workweek and local costs

The team is authorized to work six days a week for this evaluation while in Ukraine. Local costs, such as transportation, interpreter services, per diem and other administrative costs will be covered by USAID/Kiev. A budget for these costs is attached.

Appendix B: Evaluation Methodology

I. Introduction

From January 28 to February 21, 2001, a three-person team, Janet Kerley (Team Leader and Monitoring and Evaluation Specialist, E&E/PCS), Demir Yener (Senior Financial Advisor, E&E/OM), and Tatiana Rastrigina (USAID/Kiev), conducted a program evaluation of the CEUME activity. Oleksander Sydorenko, Deputy Director of the CEUME activity, joined the team during the fieldwork in Kharkiv and Dnipropetrovsk.

Regional Visits

Given that the project had introduced training across the country within over 45 universities, the team first scheduled visits in all but one of the major cities³⁶ in which the project was operating: Kiev, Lviv, Odessa, Kharkiv, and Dnipropetrovsk.

The team used primarily qualitative methods to gather data for the evaluation, following the same format in each city. First, the team scheduled a series of focus group that convened separately, university administrators, university faculty, members of the Advisory Council, and students. The teams also visited CEUME participating institutions of higher learning, observed classes, visited library and classroom facilities, and interviewed key personnel at the institutions.

During the week of February 5th, Dr. Yener and Ms. Rastrigina conducted interviews in Lviv and Odessa; Ms. Kerley and Mr. Sydorenko visited Kharkiv and Dnipropetrovsk.

Staff from the four partner institutions in the U.S. and Poland were interviewed in Lviv where Polish and U.S. partners were meeting.

Interviews and Meetings in Kiev

In Kiev, the team conducted a full set of focus groups, as described above. In addition, however, the team interviewed representatives of the Ukrainian Ministry of Education, and USAID officials responsible for the program. Finally, team members interviewed all the CEUME headquarters staff responsible for the separate components of the program, as well as the Director and Deputy Director to gain a fuller understanding of the vision of and mission of the CEUME program. A complete list of the individuals interviewed is found in Appendix C.

II. Focus Groups and Class Room Observations

The principal sources of information for the evaluation were the individuals who had participated in the CEUME-sponsored activities—rectors, deans, administrators, faculty members, and students from business management education programs throughout Ukraine.

In total, 277 people participated in 31 focus group discussions in five cities in Ukraine: Dnipropetrovsk, Kharkiv, Kiev, Lviv, and Odessa. The team observed classes in four cities, met with business representatives, members of regional advisory councils, and university administrators and faculty

³⁶ The team did not visit Donetsk as the CEUME Regional Director had recently resigned and the office was unable to prepare the focus groups and visits for the evaluation team.

members. The total number of focus groups held in each city and the number attending each group are listed in Table B-1. The number of classroom observations, by city, is found in Table B-2.

Table B-1		
Number of Focus Groups by City		
City	Number of Focus Groups	Number of People
Dnipropetrovsk	Advisory Council meeting	4
	University Administrators	8
	Faculty—4 meetings	31
		43
Kharkiv	Advisory Council meeting	6
	University Administrators	13
	Faculty—5 meetings	66
		85
Kiev	Business Representatives	9
	University Administrators	5
	University Faculty—3 meetings	38
		52
Lviv	University Administrators	13
	Faculty—5 meetings	45
		58
Odessa	Advisory Council meeting	5
	University Administrators and Faculty combined—5 meetings	29
	Business Representatives	5
		39
	Total	277

Table B-2		
Number of Classroom/Student Observations		
City	Academic Institution	Number of Students
Dnipropetrovsk	Academy of Management, Business and Law	35 Second year Students 25 Post Diploma Studies Students
Kharkiev	0	0
Kiev	Kiev National Trade and Economics University	25 Post Diploma Studies Students
Lviv	Lvivska Polytechnica (Lviv Polytechnical University)	65 students
Odessa		0
	Total	150

The focus groups ranged in size from 6–20 people and were conducted in Ukrainian, by Ms. Rastrigina and Mr. Sydorenko. Simultaneous translation was provided for Dr. Yemer and Ms. Kerley and transcripts of each focus group were provided. The focus groups were lively, with a free exchange of ideas and comments about the CEUME activities and the impact of these activities on the individuals' teaching. The focus groups and key person interviews were guided by a set of questions prepared prior to the meetings. These are found in Appendix D.

Literature Review

In addition to collecting data directly from the beneficiaries, the team reviewed all project documents, beginning with the original Cooperative Agreement that outlined the goals and objectives of the activity, and continuing through all the Quarterly and Annual Reports. The team also reviewed the many analyses that had been done by CEUME staff about the participating universities, the state of business education in Ukraine, and the Blueprint for Action that evolved from the last National Conference. In addition, the team reviewed the Monitoring and Evaluation Report, which was released in January 2001.

Appendix C: Interview Guides

Interview Guide for the Ceume Regional Directors

1. What are your major responsibilities? (consistency of regional offices)
2. How do you support the faculty as they implement the new knowledge and skills learned in CEUME courses?
3. How do you support the rectors/deans/administrators to change business education administration? (budgets, financial, faculty recruitment, student selection, publications support, research support)
4. How do you monitor the CEUME activities? What do you do with the information?
5. What do you do with information that indicates the program is not working the way you anticipated?
6. How do you work with the partners to improve the situation/conditions?
7. Tell me about the book distribution program?
 - What is the process you use to distribute books?
 - How do the case materials get developed?
8. What are the important characteristics of your region that have an influence on the business education programs?
 - How are they different from the other regions in the country?

Interview Guides for Partners

(University of Minnesota, St. Thomas, Warsaw School of Economics and Olsztyn University and 40 Ukrainian universities)

1. What are the benefits to each partner?
 - What did you expect to “get” from the partnership? Have you “gotten” this?
2. How did you develop the strategy for implementing CEUME?
 - Who played what role?
 - How is strategy modified to respond to the changing environment in Ukraine, to modifications requested by Ukrainian partners?
3. How are the budget decisions made among the partners?
4. What has worked well with this partnership?
5. What could be improved in the partnership arrangement?
6. Where should we go next?
 - Is the undergraduate level still the right level to working on?
 - Should CEUME move to the MBA level?
 - Are other programs offering assistance for the MBA programs?

Focus Group Questions for Meetings with Faculty

Hand Out Sign Up Sheet

Good morning (afternoon, evening). Thank you for joining us for this discussion group.

LIMIT #'S 1 & 2 to **five minutes**

1. **INTRODUCE YOURSELF AND THE TEAM (BRIEFLY!)**
2. **EXPLAIN THE PURPOSE OF THE MEETING**

We have been asked by USAID to work with the CEUME staff to reflect on the activities of the program with some of the key people who have been involved with the activities to:

- Learn how you have used information and skills from CEUME activities;
 - Find out what might be added or changed to make the program more responsive to what your students need; and
 - For what the business community needs from your graduates.
3. **ASK PARTICIPANTS TO INTRODUCE THEMSELVES, GIVE THEIR NAME, the UNIVERSITY'S NAME, AND POSITION THEY HOLD.**
 - Ask how many participated in the summer institute (s)?
 - Ask how many participated in weekend workshops? How many? One, two, three? (raise hands). Note number
 - And how many went to one of the national conferences? Note the number.
 - How many have an MA? MBA? Or Ph.D.?

GENERAL QUESTION

4. How many courses do you teach and at how many universities?
5. What courses do you teach? Ask each person to name what course (s) they are teaching.
6. How have the CEUME courses helped you improve your academic qualifications to teach these courses? (PROBE: acquired practical skills; motivated me to get another degree (MBA, Ph.D.;

LET'S TALK SPECIFICALLY ABOUT **TEACHING METHODS**. How do you implement the new techniques you learned?

PROBES

- What new methods are you using, if any?
- How are your students responding to the new methods? (probe on the specific methods mentioned by the participants)

- What other methods would you like to learn?
 - How are you using information technology in your teaching?
7. What about **curriculum content**
- What new courses have you introduced?
 - How have you changed your current courses? (Probe on whether they have introduced global issues, ethics in business, role of technology in business, communication skills)
 - How do you select teaching materials, such as textbooks, cases, and readings?
8. How have you **shared the information** you have gained from the CEUME courses? (participants in summer institute and weekend workshops are “required” to make a presentation when they return to their institution)
- What activities have you participated in to develop professional development associations?
9. What have you done in writing, research in the field?
- How have the CEUME activities helped with writing case studies, research reports, etc?
10. How do you reach out to the **business community**?
- Executive training for business people
 - Consulting of your own?
 - Other?
11. What are the benefits you have seen from the **national conferences** sponsored by CEUME?
12. What is the greatest challenge is that you as a professor of business education are facing?

AND IN CONCLUSION

13. What suggestions for changes or additions to the CEUME program do you have?
14. Are there any other comments you would like to make?

THANK YOU VERY MUCH FOR YOUR VERY INTERESTING COMMENTS.

Focus Group Questions for Meetings with Deans/Rectors/Administrators of Universities

Hand Out Sign Up Sheet

Good morning (afternoon, evening). Thank you for joining us for this discussion group.

1. **INTRODUCE YOURSELF AND THE TEAM (BRIEFLY!)**
2. **EXPLAIN THE PURPOSE OF THE MEETING**

We have been asked by USAID to work with the CEUME staff to reflect on the activities of the program with some of the key people who have been involved with the activities to:

- Learn how you and your faculty have used information and skills from CEUME activities;
- Learn what has been most useful from the CEUME activities for the business education programs you have at your institution;
- To find out what might be added or changed to make the program more responsive to what your students need; and
- For what the business community needs from your graduates.

3. **ASK PARTICIPANTS TO INTRODUCE THEMSELVES, GIVE THEIR NAME, the UNIVERSITY'S NAME, AND POSITION THEY HOLD**

(Ask them to limit themselves to 1 minute each.)

- Ask how many participated in a study tour to the US (raise hands). Note number
- Ask how many participated in a study tour to Poland (raise hands). Note number
- Ask how many participated in a summer institute or winter weekend (raise hands). Note number
- And how many went to one of the national conferences? Note the number.

3 minutes for the questions

YOU NOW HAVE USED UP 15 MINUTES TO SET THE STAGE FOR THE DISCUSSION

GENERAL QUESTION

4. What is different now in your business education programs than before you began working with the CEUME program? **(GO FOR ABOUT 10 - 15 MINUTES)**
5. First, let's start with the **study tours**. How have you used information from the study tours in your work as administrators of institutions with business institutions?

PROBE ON THESE AREAS. THEY WERE COVERED IN THE STUDY TOUR

6. How has the size or composition of your faculty changed?

7. What development activities have you introduced?
8. What do you expect from the faculty in each of these areas?
 - Teaching, research and service in the community
 - Curriculum planning
 - Are there any other areas you have changed as a result of the study tour?

Some of you and your faculty have attended **training courses** provided through the CEUME program. I would like you to think about these courses and talk about some of the ways the training has affected the business education program at your institution.

9. Let's turn to teaching methods:
 - How have faculty changed their teaching methods? Probe for details? Did they learn this in CEUME?
 - How have the students reacted to different teaching methods?

If not mentioned by any of the participants, ask how they are using technology as an instructional resource.

10. And now, about the curriculum of your business education and management program:
 - How have faculty changed their courses?
 - How have the students reacted to different the different curricula?
 - How has the business community that is going to employ your students reacting to the changes?
11. And in terms of **course materials, books, research and articles**?
 - What changes have occurred?
12. What are the benefits you have seen from the national conferences sponsored by CEUME?
13. What is the greatest challenge that your universities are facing, specifically in terms of offering business education courses to your students?

AND IN CONCLUSION

14. What suggestions for changes or additions to the CEUME program do you have?
15. Are there any other comments you would like to make?

THANK YOU VERY MUCH FOR YOUR VERY INTERESTING COMMENTS.

Appendix D:

List of Individuals Interviewed

A. CEUME Consortium

1. Zbigniew Bochniarz, Director of the Center for Nations in Transition at the University of Minnesota, Twin Cities Campus, the HHH Institute of Public Affairs in Minneapolis
2. Mickey Mullay, CEUME Country Director
3. Olexander Sydorenko, CEUME Deputy Director and Executive Director, Innovation and Development Centre
4. Olga Karpova, Coordinator, MEPP, Kiev Office
5. Bogdana Scherbak, Coordinator, METP, Kiev Office
6. Andrei Verlan, Coordinator, PBDP, Kiev Office
7. Piotr Ploszajski, Academic Director of CEMS Program
8. Bogdan Radomski, Dean of School of Business, Warsaw School of Economics
9. Szczepan Figiel, Director of International Center for Business and Public Management at the University of Warmia and Mazury in Oltzyn, Poland
10. Anna Samorodova, Kiev Regional Representative
11. Larisa Krupskya, Kharkiv Regional Representative
12. Lidiya Kushpler, Lviv Regional Representative
13. Tatyana Reytarova, Odessa Regional Representative
14. Vsevolod Rozanov, CEUME Odessa Team
15. Victoria Yakovleva, Dnipropetrovsk Regional Representative

B. Ministry of Education

1. Mykhailo Stepko, Deputy Minister, Ministry of Education and Science
2. Katerina Lupines, Chief of the Department of International Relations
3. Viacheslav Yamkovoy, Chief of the Department of High Education Analysis and Forecast

C. USAID/Ukraine

1. Evgenia Malikova (PSD)
2. Victoria Marchenko (PSD)

3. Steve Silcox, Division Chief, PSD
4. Andrei Snegirev (PSD)
5. Jim Watson, Director, Private Sector Development Office
6. Boris von Hoffmann

D. University Administrators

1. Valeriy Bebik, Rector, Interregional Academy of Personnel Management
2. Taras Finikov, Vice Rector, Kyiv, Institute of Economics, Management, and Law
3. Gennadiy Kanishchenko, Dean, International MBA Program, Kyiv Business School
4. Nikolay Kovalenko, Vice Rector, Odessa National University
5. Yuriy Nitkin, Dean, Kiev Institute for Business and Technologies
6. Tatiana Obolenska, Vice Rector, National Economics University
7. Olena Romanenko, Vice President, Kiev Institute for Business and Technologies
8. Pavlo Sheremeta, Director, MBA Program
9. Alexander Sydorenko, Executive Director, IDC
10. Nina Ushakova, Vice Rector, Kiev National Trade and Economics University
11. Volodymyr Zabolotny, Executive Vice president of the International Institute of Business, International Center of Privatization, Investment and Management

E. NGO Representatives

1. Andriy Tarelin, Regional Representative, IREX (International Research and Exchanges Board)
2. Grace Kennan-Warnecke, Chief of Party, Winrock International
3. Director, Junior Achievement
4. Enterprise Fund

Appendix E: List of Ukrainian Universities

Signed the Memorandum of Understanding and Cooperation

#	Name of institution	Postal address	Focal administrator	Date of distribution	M & U signed and date of getting back
EASTERN REGION					
Kharkiv					
1.	Kharkiv State Polytechnic University	21, Frunze str., Kharkiv, 61002	D-r Valerii Kravetz, Prorector	June 7, 1999	June 21, 1999
2.	Kharkiv State Economic University	9-a Lenina pr., Kharkiv, 61001	D-r Nazarova Galina, Prorector	June 7, 1999	June 22, 1999
3.	Kharkiv State Municipal Academy	17, Bajanova str., Kharkiv, 61002,	D-r Leonid Shutenko, Rector	June 7, 1999	June 23, 1999
4.	Kharkiv Institute of Business and Management	8, Artema str., Kharkiv 2, 61002	D-r Mykhailo Bondarenko, Rector	June 7, 1999	June 30, 1999
5.	Kharkiv National University	1, Svobody sq., Kharkiv, 61077	Prof. Bakirov Vil, Rector	June 7, 1999	June 29, 1999
6.	Kharkiv Humanitarian Institute "People's Ukrainian Academy"	27, Lermontovska str., Kharkiv, 61000	Prof. Valentina Astakhova, Rector	August 3, 2000	September 15, 2000
Donetsk					
7.	Donetsk State Academy of Management	163-A, Cheluskintsev str., Donetsk, 340015	Prof. Stanislav Povajni, Rector	June 7, 1999	June 25, 1999
8.	Donetsk State Technical University	58, Artema str., Donetsk, 340000	D-r Olexander Minaev, Rector	June 7, 1999	June 16, 1999
9.	High Business School (Alchevsk, Lugansk)	57, Chapaeva str, Alchevsk, Luganska obl., 349104	Acad. Anatolii Mykhailovskii, Rector	June 7, 1999	June 15, 1999
CENTRAL REGION					
10.	Pridneprovsk State Academy for Civil Engineering and Architecture	24-A, Chernyshevskogo str., Dniepropetrovk, 320600	Prof. Volodymyr Bolshakov, Rector	June 7, 1999	June 30, 1999
11.	Dniepropetrovsk Academy of Management, Business and Law	18, Lenina Naberejnaya, Dniepropetrovsk, 320070	D-r Helena Kholod, President	June 7, 1999	June 17, 1999
12.	Cherkassy Institute for Business and Management	16, Nechyi-Levitsky str., Cherkassy, 257026	Prof. Abylazov Rauf, President	June 7, 1999	June 24, 1999

#	Name of institution	Postal address	Focal administrator	Date of distribution	M & U signed and date of getting back
13.	Nikopol Institute for Management, Business and Law	188, K. Libkhnet str., Nikopol, 322907	Dr.Olexander Radkevich, Rector	June 7, 1999	June 16, 1999
14.	Kirovograd Institute for Commerce	1, Shevchenko str., Kirovograd, 316050	Dr.Natalia Vasilenko, Rector	June 7, 1999	July 8, 1999
15.	Poltava State Agricultural Institute	1/3 Skovorody str., Poltava, 314003	Prof. Viktor Pysarenko, Rector	June 7, 1999	June 16, 1999
16.	Institute for Entrepreneurship "Strategy"	39, Gagarina str., Zhovti Vody, 52201	Dr. Mykhail Krikunov, Rector	June 27, 2000	July 10, 2000
17.	Zaporizhzhya State Technical University	64, Zhykovskogo str., Zaporizhya, 330603	D-r Serhii Belikov, Rector	June 7, 1999	July 6, 1999
18.	Azov Regional Institute of Management	3, Uritskogo str., Berdyansk, 332440, Zaporozskaya oblast	Dr.Mark Kotlyarevskii, Rector	June 7, 1999	June 28, 1999
19.	National Mining Academy of Ukraine	19,Karl Marx prsp. Dnepropetrovsk	Acad Gennady Pivniak, Rector	January 15, 2001	January 25, 2001
WESTERN REGION					
20.	Lviv Institute of Management	57, 700-ritcha Lvova Str., Lviv, 290601,	Dr. Sergii Gvozdiov, Program Director	June 7, 1999	June 16,1999
21.	Lviv Academy of Commerce	10,Tugai-Baranovskogo str., Lviv, 290601	Prof. Anatoly Goncharuk, Rector	June 7, 1999	July 1, 1999
22.	Lviv State Agrarian University	LSAI Lviv-Dubliany, 292040, Ukraine	D-r Volodymyr Snitunsky, Rector	June 7, 1999	July 27, 1999
23.	Ternopil Academy of National Economy, Institute for International Business and Management	June7,1999, Lvivska St. 282004 Ternopil	Dr. Anatolii Tubin, Director, Institute for IB&M	June 7, 1999	June 22,1999
24.	Academy for Public Administration-Lviv Branch	16, Brukhovichi, Sukhomlynskogo str., Lviv, 290901	Dr. Anatolii Chemerys, Director of Ins-t	June 7, 1999	June 30, 1999
25.	Ternopil State Technical University	56, Ruska str., Ternopil, 282001	Prof. Olexander Shablil, Rector	June 7, 1999	July 9, 1999
26.	"Lvivska Polytechnica" State University	12 Stepana Bandery str., Lviv, 290646	Prof.Yurii Rudavskii, Rector	June 7, 1999	August 5, 1999
SOUTHERN REGION					
27.	Kherson State Technical University	P/Box 59, P/O 39, Kherson, 325039	Prof. Yurii Bardachov, Rector	June 7, 1999	June 30, 1999

#	Name of institution	Postal address	Focal administrator	Date of distribution	M & U signed and date of getting back
28.	Tavriiskiy National University	4 Yaltinska str., Simpheropol, 95007	Prof. Mykola Bagrov, Rector	June 7, 1999	June 29, 1999
29.	Odessa State Polytechnic University	1, Shevchenko prsp., 65044, Odessa	Prof. Valerii Malakhov, Rector	June 7, 1999	July 12, 1999
30.	Institute for Post-Graduate Education	42, Kanatnaya str., Odessa, 65014	Dr. Ivan Pupenko, Rector	June 7, 1999	June 18, 1999
31.	Academy for Public Administration- Odessa Branch	22, Genueskaya str., Odessa, 65009	Dr. Alexei Yakubovskii, Director	June 7, 1999	July 19, 1999
32.	Odessa Mechnikov State University	2, Dvorjanskaya Str., Odessa, 65100	Dr. Valentin Smyntyna, Rector	June 7, 1999	October 1999
33.	Odessa State Academy of Food and Technology	112, Kanatnaya str., Odessa, 65039,	Prof. Zakharov Nikolai, Rector	June 11, 1999	October 1999
34.	Odessa State Economic University	8, Preobrajenskaya str., Odessa, 65100	Dr. Mikhail Zveryakov, Rector	July 31, 2000	July 31, 2000
KIEV REGION					
35.	Kiev National Economic University	54/1, Peremogy Prosp., Kyiv, 03057	D-r Anatolii Pavlenko, Rector	June 7, 1999	June 23, 1999
36.	Kiev International Management Institute	19, Panasa Myrnogo Str., Kiev	Dr. Budzan Bogdan, Director General	June 7, 1999	July 27, 1999
37.	Kiev State University for Trade and Economics	19, Kioto str., Kyiv, 05156	D-r Anatolii Mazaraki, Rector	June 7, 1999	June 18, 1999
38.	Kiev Institute for Economics, Management and Law	30-32, Lagerna str., Kyiv	Prof. Serhii Laptev, Rector	June 7, 1999	June 23, 1999
39.	International Center for Privatization, Investment and Management	51, Dekhtyarevskaya str., 03113, Kiev	D-r Zabolotny Volodymyr, Vice President	June 7, 1999	June 15, 1999
40.	National Polytechnical University- Kiev Polytechnics	37, Peremogy prs. Kyiv, 03056	Prof. Mykhailo Zgurovsky, Rector	June 7, 1999	July 26, 1999
41.	Kiev Investment Management Institute	54/1, 8Floor, Shevchenko Blvd., Kyiv, 03032	Prof. Yaroslav Golovko, Rector	June 7, 1999	June 22, 1999
42.	Ukrainian Institute for Entrepreneurship	102, Peremogy Prs., Kyiv,	Dr. Olexander Orlenko, Director General	June 7, 1999	June 17, 1999
43.	International Cristian University	54/1, Peremogy Prosp., Kyiv,	Dr. Anatolii Voichak, Rector	June 7, 1999	November 12, 1999
44.	Kiev Institute for Business and Technology	4, Shevchenko Blv., 3 rd floor, room 310, Kyiv 4,02004	Romanenko Olena, Vice-President	June 7, 1999	June 21, 1999

#	Name of institution	Postal address	Focal administrator	Date of distribution	M & U signed and date of getting back
45.	Kyiv Mohyla Academy National University	2, Scovorody str., Kyiv, 04070	Viacheslav Bryukhovetsky, Rector	June 27, 2000	July 25, 2000
46.	Interregional Academy for Personnel Management	2, Frometievskya str., Kyiv, 03039	Valeriy Bebyk, Rector	October 27, 2000	October 27, 2000
47.	Kyiv Business School	54/1, 8 Floor, Shevchenko Blvd., Kyiv, 03032	Helena Belofastova, Director	January 23, 2001	January 24, 2001

Appendix F: NGO Participation in CEUME Workshops*

#	NGO Name	Workshop	Participants [male/female]
1.	Public Health Care Council, Odessa	Strategic Management, Odessa 15–17 October 1999	1 [1/0]
		Marketing, Odessa, February 11–3, 2000	1 [1/0]
		Marketing, Odessa October 6–8, 2000	3 [1/2]
2.	Ukrainian Financial Studio	International Accounting Standards, Kyiv, December 10–12, 1999	2 [0/2]
		Marketing, Kyiv November 5–7, 1999	3 [1/2]
3.	Winrock International	International Accounting Standards, Kyiv, December 10–12, 1999	1 [0/1]
4.	Innovation and Development Center, Kyiv	International Accounting Standards, Kyiv, December 10–12, 1999	1 [0/1]
5.	Educational Center “Mozaika” conducts business training & entrepreneurial skills training for women	Marketing, Kyiv November 5–7, 1999	3 [1/2]
6.	SABIT Internship Program	Marketing, Kyiv November 5–7, 1999	1 [0/1]
7.	Green Light focuses on developing agri-business and ecological based projects	Case Study, Dnipropetrovsk, October 22, 1999	1 [1/0]
		Operations Management, Dnipropetrovsk, March 3–5, 2000	2 [1/1]
		International Accounting Standards, Dnipropetrovsk, 19–21 May, 2000	3 [1/2]
8.	Humanitarian Technology Agency	Identifying Funding Sources and Writing Proposals, Kyiv, September 22–24, 2000	1 [1/0]
		Organizational Development, Odessa, October 25–26, 2000	2 [2/0]
9.	International Society of Human Rights	Identifying Funding Sources and Writing Proposals, Kyiv, September 22–24, 2000	2 [1/1]
10.	Market Analysis and Research Fund	Identifying Funding Sources and Writing Proposals, Kyiv, September 22–24, 2000	1 [1/0]
11.	WBSC Business Women’s League	Identifying Funding Sources and Writing Proposals, Kyiv, September 22–24, 2000	2 [0/2]
12.	Kharkiv Center for Economic Education	Information Technology Management, Kharkiv, October 2–4, 2000	1 [1/0]
		Strategic Management, Kharkiv, November 22–24, 1999	1 [0/1]
		Case Study, Kharkiv, November 24, 1999	1 [0/1]
		International Business, Kharkiv, November 3–5, 2000	2 [1/1]
		Managing a Small Business, Kharkiv, November 24–26, 2000	2 [1/1]
13.	Kharkiv Center of Support of the Private Initiative	Operations Management, Kharkiv, March 31–April 2, 2000	1 [1/0]
14.	Young People for Democracy	Information Technology Management, Kharkiv, October 2–4, 2000	1 [0/1]
		International Business, Kharkiv, November 3–5, 2000	2 [1/1]

#	NGO Name	Workshop	Participants [male/female]
15.	Ukrainian Consulting Network	Marketing, Kyiv, October 9–11, 2000	5 [3/2]
16.	Regional Development Institute	Financial Management, Odessa, October 13–15, 2000	1 [0/1]
		Organizational Development, Odessa, October 25–26, 2000	2 [0/2]
17.	“Diya” is a training center from the Women’s Fund that regularly conducts business training for women	Human Resources Management, Kharkiv, October 27–29, 2000	2 [1/1]
18.	Kharkiv Women’s Fund	Human Resources Management, Kharkiv, October 27–29, 2000	3 [0/3]
19.	Interregional Center of Military Retraining	International Business, Kyiv, October 27–29, 2000	2 [1/1]
20.	Odessa Consulting Center	Organizational Development, Odessa, October 25–26, 2000	2 [2/0]
21.	Enterprise Support Center	Transformation and restructuring of Enterprises, Donetsk, October 27–29, 2000	1 [1/0]
		Identifying Funding Sources and Writing Proposals, Kharkiv, September 15–17, 2000	3 [2/1]
22.	“Alternatyva” offers training in organizational skills for communication and debate clubs dealing with rights protection	Marketing, Dnipropetrovsk, October 15–17, 1999	1 [1/0]
23.	AISEC involves youth in the economic development of the country through business skill trainings and opportunities	Financial Management, Dnipropetrovsk, March 10–12, 2000	2 [0/2]
24.	Educational Initiative provides educational services and training important in developing economy. Also assists social sector by means or consultations, support for projects' realization	Marketing, Dnipropetrovsk, October 15–17, 1999	1 [1/0]
		Organizational Development, Dnipropetrovsk, November 24–26, 2000	2 [1/1]
25.	Spadkoyemtsi does social work oriented towards youth, and organizes seminars, trainings, camps	Project Appraisal, Dnipropetrovsk, November 10–12, 2000	2 [2/0]
26.	Center for Policy Studies	Marketing, Kharkiv, April 14–16, 2000	1 [0/1]
		Case Study, Kharkiv, April 16, 2000	1 [0/1]
27.	“Osvita” organizes internship for the students abroad, and provides international exchange program	Identifying Funding Sources and Writing Proposals, Kharkiv, September 15–17, 2000	1 [0/1]
28.	“Perspektyva” is a women’s re-training center (business courses)	Identifying Funding Sources and Writing Proposals, Kharkiv, September 15–17, 2000	1 [1/0]
		Total	74 [33/41]

Source: CEUME Headquarters, Kiev. March 2001.

*The descriptions of selected NGOs were requested by the evaluation team from CEUME when the intent of the organization was not clear from the name.

Appendix G: Self-Assessment Tool

For Undergraduate Schools of Business Education

This self-assessment tool is a very close adaptation of the American Association of Collegiate Schools of Business (AACSB) Accreditation Guidelines reprinted (January 1999) in *Achieving Quality and Continuous Improvement Through Self-Evaluation and Peer Review*, a publication that includes the standards for business and accounting accreditation.

Background

1. Name
2. Institution
3. Location
4. E-mail; Web site
5. Telephone

Benchmarks

6. Eligibility for assessment
 - Do they have the government authorization/accreditation?
 - Is the school program a part of an institution recognized by the government?
 - Do the degree program they have an administrative unit supported by a continuing budget, and to which their faculty are assigned?
 - What kind of demographic diversity (if any) do they have among faculty, students and staff?
 - Is the educational environment free of external interference or diversion of effort that would prevent achieving the objectives of these standards?
7. The programs within the scope of review
 - What are the degree programs they have?
 - What percentage of their total programs are business/management oriented? Do they have executive type programs that are delivered on a case-by-case basis?
 - Do they have business programs in multiple locations?
8. Readiness
 - How long have they been providing the business programs (quality considerations)?

- Do they have a methodology by which they try to maintain the quality of the programs by adhering to the standards?

9. Accounting program (if any)

Mission and Objectives

Does the school have a clearly stated mission, as a guide to its future, its planned evolution as a leading business school and its infrastructure of resources?

Each business school is faced with choices as a result of a wide range of opportunities and resource limitations. The development of a mission requires decisions regarding alternatives faced by the school and the mission embodies these choices. It would be important to document the decisions reached across a number of dimensions in identifying the mission and objectives of the program.

10. What is the school's mission?
11. Is the mission appropriate for the degree oriented business education program and directly linked with the mission of the institution of which it is a part?
12. What are the educational objectives of the degree program, characteristics of the students and other stakeholders that are served by the degree programs?
13. What are the relative emphases of the school: Teaching, research and intellectual contributions and community service?
14. Are the activities of the school consistent with the mission?

Faculty Composition and Development

Faculty Planning

15. Faculty size, composition, qualifications and development activities: The role of teaching, research and service

Faculty Recruitment, Selection, and Orientation

16. Recruitment and selection practices: are they consistent with the mission?
17. What are the appropriate practices to orient new faculty to the school?
18. Are there continuous efforts to achieve diversity in the programs?

Faculty Development, Promotion, Retention, and Renewal

19. Are there appropriate teaching assignments, and service workloads, guiding and mentoring the faculty and adequate support provided for activities that implement the schools mission?
20. Does a formal periodic review process exist for reappointment, promotion and tenure decisions and is it in line with the mission?
21. Is attention given to course development, effective teaching, and instructional innovations within the total criteria used for evaluation?

22. Does the school support continuing faculty intellectual development and renewal? How?
23. Does the school support faculty participation in academic and professional organizations?
24. Are there clearly defined outside faculty activities, paid or unpaid, that are consistent with the mission and other institutional policies?

Faculty Size, Composition, and Assignment

25. How big is the full-time faculty and is it sufficient to provide stability and continuous quality improvements?
26. What is the criterion for assignment of appropriately qualified faculty to various courses and are they deployed in line with the mission of the school?

Faculty Qualifications

27. Does the faculty in aggregate have the sufficient academic and professional qualifications to accomplish the school's mission?
 - Academic qualification: Preparation, subsequent activities to maintain, improve (i.e., participation in CEUMI activities)—doctoral qualification
 - Professional qualification—such as having the academic preparation and relevant professional experience in the field in which he teaches.

Curriculum Content and Evaluation

Curriculum Content

28. Both undergraduate and graduate curricula should provide an understanding of perspectives that form the context for the business. Does the program have coverage in:
 - Ethical and global issues?
 - The influence of political social and legal and regulatory and technological issues?
 - The impact of demographic diversity on organizations?

Undergraduate Programs

29. Is there a proportionate general education component in the student's four yearlong educational programs?
30. Does the curriculum include the core foundation (core body of knowledge-CBK) for business education such as:
 - Accounting
 - Behavioral science
 - Economics

- Mathematics and statistics

31. Does the business curriculum include written and oral communications skill development?

32. Does the school offer the complete program consistent with its mission?

MBA and Other General Management Master's Programs

33. This curriculum should include instruction in:

- Financial reporting, analysis and markets
- Domestic and global economic environments of organizations
- Creation and distribution of goods and services
- Behavioral sciences

34. What is the length of time spent on this part of the program?

35. Does the student have to spend additional time learning/taking courses outside the area of specialization?

36. Is any time spent on improving basic communications skills both written and oral?

37. How consistent is the curriculum planning process with the school's mission?

38. What is the length of time spent on the area of specialization in the program?

Curriculum Planning

39. Is there a procedure which is applied, consistent with the mission statement, in curriculum planning—if any?

Instructional Resources

40. Does the school provide and manage resources to meet the instructional responsibilities created by the programs offered?

Measuring the Collective Faculty Instructional Responsibilities

41. The responsibilities of faculty are:

- Effective creation and delivery of instruction
- Evaluation of instructional effectiveness
- Continued improvement of instructional programs
- Innovation in instructional process

Individual Faculty Instructional Responsibilities

42. Individual members of the faculty are responsible for
- Keeping current in their instructional fields
 - Delivery of effective instruction
 - Accessibility to students consistent with the school's expectations

Students

Selection Process

43. Does the school select students according to its mission?
44. What is the general background of the students?
45. Are there clear admission policies for undergraduates?
46. What qualifications are sought for graduate applicants?

Career Planning and Placement

47. Any assistance given to the students in making their career decisions following completion of their studies?

Intellectual Contributions: Research and Book Writing

48. Are the faculty members making continuing intellectual contributions appropriate with the school's mission? The various components of intellectual contributions include:
- Instructional development: enhancement of the educational value of instructional value of teaching efforts of the institution or the discipline
 - Applied scholarship: The application transfer and interpretation of knowledge to improve management practice and education.
 - Basic Scholarship. The creation of new knowledge.

Appendix H: Bibliography

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Appendix I: CEUME Response to the Evaluation Report

Consortium for Enhancement of Ukrainian Management Education (CEUME)

Led by the University of Minnesota
Ukraine Business Management Strengthening Activity

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Kyiv October 27, 2001

To: Tatiana Rastrigina, CTO
US Agency for International Development

From: Zbigniew Bochniarz, Project Director, CEUME
Mickey Mullay, Country Director, CEUME

On behalf of the Consortium for Enhancement of Ukrainian Management Education (CEUME) we would like to respond to -- *The Dawn of Business Education in Ukraine: A Mid-Term Evaluation of the Ukraine Business Management Strengthening Activity*, submitted to USAID/Ukraine in September 2001. The main goal of the evaluation was to evaluate...

"CEUME's performance in accomplishing the terms and objectives of the Cooperative Agreement and assisting in achieving the Mission's Strategic Objective 1.3c "Expanded role of small and medium sized enterprises (SMEs) in national economy," IR 1.3c.1 "Improved access to market business skills and information." The evaluators shall determine the status of the current activity, its successes and weaknesses, and provide recommendations for USAID regarding possible improvements and adjustments that might enhance the future performance of the CEUME under the current Cooperative Agreement..."

(*The Dawn of Business Education in Ukraine*, Apdx A: Scope of Work., p.58.)

We are very pleased with the positive evaluating conclusions and recommendations and would like to thank the USAID Evaluation Team for their hard work and valuable insights.

However, in order for the Evaluation to be more useful as a tool for planning, it is critical that several issues are addressed. Some errors and disagreements are minor, as described in the accompanying document, but a few major conclusions and key recommendations are made without important information or are based on misinterpretation of data.

First, where research on management education is concerned, the Evaluation Team (ET) widely utilized the USAID funded *Research Report* by a team led by Dennis McConnell. Although quite valuable, this 4-year old report is only a "snapshot" of the environment based on visits to 21 educational institutions in 1997. Some of this previous reports findings are not consistent with today's reality or are supported by recent research conducted by CEUME partner institutions. A major discrepancy is "the high quality MBAs" present in Ukraine. Limited in number, each Ukrainian program, in their own assessment, still needs major assistance in improving design

and quality of their programs. During the recent evaluation, the ET consistently heard from university leadership and management professors that they need specific assistance in developing effective programs that answer the needs of working professionals: short-term trainings for business, executive courses, post-diploma studies, and MBA programs. The current Evaluation indicates that many institutions are "prepared" to deliver trainings to business and offer MBA programs. We only agree if "prepared" is defined as recognizing the needs of business and wanting to obtain skills and information required in order to deliver these demanding programs.

Second, the ET appears to value CEUME's impact on institutional reform, but fails to appreciate that this is a consequence of efforts to create effective institutional support for the development and effective delivery of management education.

CEUME is opening new horizons and providing a new prospective on the purpose of business education in a market economy. Deans and department heads, who are responsible for introducing new educational policies at their schools, are changing their institutions' policies and approving curriculum changes proposed by faculty. The changes are not yet systematic within the individual institutions or consistent among the universities in the program, however. Part of the lack of systemic change is due to the fact that MEPP has concentrated its activities on key individuals responsible for creating and directing the changes within these institutions."(op.cit.) ...

This Project is not aiming to change Ukrainian universities as a "social system" but enhance only management education in order to support development of the business sector. The goal the Evaluation suggests we pursue would require 1000 times higher budget and would include somehow influencing a significant raise of the salary of Ukrainian faculty and academic leaders. We are aware that CEUME activities contribute to the change of the academic "social system," but limited resources dictate that we focus on the key agents of change. Without the "key individuals" representing at each of our partners as an agent of change, the "critical mass" of newly trained faculty will not receive the needed administrative support within their institutions.

Third, the report demonstrates a misunderstanding in regards to Project Management structure, resources, and processes. The ET was not tasked to evaluate the management of the project. Rather it was to evaluate the quantity, quality and effectiveness of the project's activities - Most importantly, the sustainable impacts of those activities. The report is lacking significant information in regards to the background, experience and competencies of the Project Director and Country Director. It lacks a description of how the project leadership accesses and leverages human resources available through the Consortium Council and over 15 cooperating universities in the USA and Poland. Consequently, the Review's commentary and subsequent recommendations in regards to personnel, strategy and processes are based on misunderstandings, misinterpretation, and without the basic information required to validate commentary.

When adjusting for these and other limited inaccuracies, CEUME feels that the evaluation provides valuable insights and recommendations. We hope that our responses to major issues presented above and the detailed comments attached to the original text of the Evaluation will serve as a solid foundation for continuing partnership relationship between our Consortium and USAID. The University of Minnesota has over 10 years tradition of a fruitful collaboration with your institution in CEEC and we hope that we will continue capitalizing on joint accomplishments.