

AID 1020-25 (7-68)		SECURITY CLASSIFICATION		001 PROJECT NUMBER	
PROJECT APPRAISAL REPORT (PAR)		<i>Unclassified</i>		664-51-770-228	
(U-446) See M.O. 1026.1					
002 PAR	MO.	DAY	YR.	003 U.S. OBLIGATION SPAN	004 PROJECT TITLE
AS OF:	9	4	70	FY 66 Thru FY 74	Management Education and Executive Development
005 COOPERATING COUNTRY - REGION - AID/W OFFICE					
TUNISIA					

006 FUNDING TABLE

AID DOLLAR FINANCING-OBLIGATIONS (\$000)	TOTAL	CONTRACT (NON-ADD)	PERSONNEL SERVICES			PARTICIPANTS		COMMODITIES		OTHER COSTS	
			AID	PASA	CONTRACT	DIR. PASA	CONTRACT	DIR. PASA	CONTRACT	DIR. PASA	CONTRACT
CUMULATIVE NET THRU ACTUAL YEAR (FY 19 70)	555	489			325	66	134			21	9
PROPOSED OPERATIONAL YEAR (FY 19 70)	92	75			43	17	31			1	

CCC VALUE OF P.L. 480 COMMODITIES (\$000) → Thru Actual Year : Operational Year Program :

007 IMPLEMENTING AGENCY TABLE

If contractors or participating agencies are employed, enter the name and contract or PASA number of each in appropriate spaces below; in the case of voluntary agencies, enter name and registration number from M.O. 1551.1, Attachment A. Enter the appropriate descriptive code in columns b and c, using the coding guide provided below.

TYPE CODE b	TYPE CODE c	a. IMPLEMENTING AGENCY	TYPE CODE		d. CONTRACT/PASA/VOLAG NO.	e. LEAVE BLANK FOR AID/W USE
			b.	c.		
1. U.S. CONTRACTOR 2. LOCAL CONTRACTOR 3. THIRD COUNTRY CONTRACTOR 4. PARTICIPATING AGENCY 5. VOLUNTARY AGENCY 6. OTHER:	0. PARTICIPATING AGENCY 1. UNIVERSITY 2. NON-PROFIT INSTITUTION 3. ARCHITECTURAL & ENGINEERING 4. CONSTRUCTION 5. OTHER COMMERCIAL 6. INDIVIDUAL 7. OTHER:	1. University of Illinois	1	1	AID/Afr-550	
		2.				
		3.				

PART I - PROJECT IMPACT

I-A. GENERAL NARRATIVE STATEMENT ON PROJECT EFFECTIVENESS, SIGNIFICANCE & EFFICIENCY.

This summary narrative should begin with a brief (one or two paragraph) statement of the principal events in the history of the project since the last PAR. Following this should come a concise narrative statement which evaluates the overall efficiency, effectiveness and significance of the project from the standpoint of:

- (1) overall performance and effectiveness of project implementation in achieving stated project targets;
- (2) the contribution to achievement of sector and goal plans;
- (3) anticipated results compared to costs, i.e., efficiency in resource utilization;
- (4) the continued relevance, importance and significance of the project to country development and/or the furtherance of U.S. objectives.

Include in the above outline, as necessary and appropriate, significant remedial actions undertaken or planned. The narrative can best be done after the rest of PART I is completed. It should integrate the partial analyses in I-B and I-C into an overall balanced appraisal of the project's impact. The narrative can refer to other sections of the PAR which are pertinent. If the evaluation in the previous PAR has not significantly changed, or if the project is too new to have achieved significant results, this Part should so state.

008 NARRATIVE FOR PART I-A (Continue on form AID 1020-25 I as necessary):

HUR  
PRM  
MEO  
The target of this activity is to increase productivity and profits in both public and private enterprises. This is to be accomplished by developing staff and programs to provide an institutional capacity for training of new entrants to the management field, for conducting executive development programs, and for providing consultative services to enterprises. (cont')

MISSION DIRECTOR APPROVAL →	SIGNATURE Stuart T. Baron, Director, USAID/Tunis	DATE June 29, 1970
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## PAR CONTINUATION SHEET

This sheet is to be used for any Narrative Sections for which sufficient space has not been provided on the form. Identify each narrative by its Part and Section Designation.

## 008 NARRATIVE FOR PART 1-A (cont.)

Since the writing of the last PAR, the statute creating the University of Tunis' Superior Institute of Management (ISG) was issued, a Director was appointed, and in the fall of 1969 the ISG began the first year of its two-year MBA program with 30 students selected from among 100 high quality college graduates who applied for this program.

During this year the University of Illinois contract (1) provided the services of two technicians to advise and to teach in the MBA program and to assist with executive development seminars and (2) supervised the U.S. training programs of 15 Tunisian participants.

Some problems developed with regard to contractor performance and availability of Tunisian staff. These problem areas are being resolved and affect neither the long range purposes nor the timetable of the project.

Plans have already been made for first year ISG students to move into their second year of the MBA program this fall and for a new group to begin their first year. Also, three new Illinois contract technicians have been recruited (two of whom will replace the present contract field staff) and will begin their assignments prior to the beginning of the 1970-71 school year.

The Tunisian Government has continued to maintain strong interest and support for this project. Project goals remain significant and the implementation of activities to achieve these goals remains on schedule.

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## PART I-B - PROJECT EFFECTIVENESS

009

## I-B-1 - OUTPUT REPORT AND FORECAST - (See detailed instructions)

1. CODE NO. AID/W USE ONLY	2.  This section is designed to record progress toward the achievement of each project output target which was scheduled in the PIP, Part II. Where progress toward a target is significantly greater or less than scheduled, describe reason(s) beneath the target.	ACTUAL AND PLANNED OUTPUTS (ALL DATA CUMULATIVE)				6. PROJECTED TOTAL FOR PROJECT LIFE
		3 ACTUAL CUM. TO DATE	4. AS OF PRIOR JUNE 30		5 PLANNED BY NEXT JUNE 30 (1970)	
			a. PLANNED	b. ACTUAL		
	<p>1. Attendance at two-year local MBA degree program. Thirty enrolled in September and 22 will complete their first year of the program this June.</p> <p>2. Full Tunisian staffing for ISG estimated at 21 individuals with graduate degrees. Only two Tunisians available to the program instead of the five estimated in the PIP. One person did not return from France as expected; a second left the country and is teaching in Canada (but there is some reason to believe he will return within another year); and the third has taken longer to complete his U.S. doctoral program than was anticipated.</p> <p>3. Publication of research monographs on Tunisian business problems. None written although PIP indicated 2 in FY 70. This mainly due to fewer Tunisians available to the program than planned (See 2 above). However, a Tunisian Director of Research has been appointed beginning with the 1970-71 school year and the first ISG monographs will, hopefully, be published in FY 71.</p> <p>4. Initiation of publication of a management journal.</p> <p>5. Attendance at seminars and short courses for managers. It is too early to tell, but the projected total for project life may be too high since attendance has been averaging 16 people per seminar and the number of seminars per year will probably stabilize at around 10.</p> <p>6. Creation of a library of 100 volumes in multiple copies for student checkout, plus 750 titles of basic reference books, plus periodical subscriptions. Initial target of 500 volumes in multiple copies changed in this PAR to 100 to more realistically conform to estimated requirements.</p>	22	-	-	22	300
		2	3	2	2	21
		-	-	-	-	20
		-	-	-	-	100%
		267	85	85	267	1,500
		50%	50%	50%	50%	100%

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## PART I-B - Continued

010

## B.2 - OVERALL ACHIEVEMENT OF PROJECT TARGETS

Place an "X" within the bracket on the following seven-point scale that represents your judgment of the overall progress towards project targets:



## PART I-C - PROJECT SIGNIFICANCE

011

## C.1 - RELATION TO SECTOR AND PROGRAM GOALS (See detailed instructions M.O. 1026.1)

This section is designed to indicate the potential and actual impact of the project on relevant sector and program goals. List the goals in col. b and rate potential and actual project impact in cols. c and d.

a. CODE NO. (AID/W USE ONLY)	SCALE FOR COLUMN c: 3= Very Important; 2= Important; 1= Secondary Importance SCALE FOR COLUMN d: 3= Superior/Outstanding; 2= Adequate/Satisfactory/Good; 1= Unsatisfactory/Marginal	c. POTENTIAL IMPACT ON EACH GOAL IF PROJECT ACHIEVES TARGETS	d. ACTUAL IMPACT ON GOAL TO DATE RELATIVE TO PROGRESS EXPECTED AT THIS STAGE
	b. SECTOR AND PROGRAM GOALS (LIST ONLY THOSE ON WHICH THE PROJECT HAS A SIGNIFICANT EFFECT)		
(1)	To improve and expand management capacity in Tunisian enterprises through:		
(2)	a) Providing advanced training and professional backstopping for executives in both public and private enterprises.	2	2
(3)	b) Improving the quality of instruction at the University of Tunis.	3	2
(4)			

For goals where column c. is rated 3 or 2 and column d. is rated 1, explain in the space for narrative. The narrative should also indicate the extent to which the potential impacts rated 3 or 2 in column c. are dependent on factors external to the achievement of the project targets, i.e., is there a substantial risk of the anticipated impact being forestalled by factors not involved in the achievement of project targets. If possible and relevant, it also would be useful to mention in the narrative your reading of any current indicators that longer-term purposes, beyond scheduled project targets, are likely or unlikely to be achieved. Each explanatory note must be identified by the number of the entry (col. b) to which it pertains.

012 NARRATIVE FOR PART I-C.1 (Continue on form AID 1020-25 I):

1. In FY 70 a decision was made that the ISG (instead of the INP-- National Productivity Institute) would maintain responsibility for providing consulting services to the Tunisian enterprise community and for conducting executive development seminars. This insures a direct link between the school and the business world. In FY 70 eleven seminars for a total of 182 executives were held. (See Appendix A)

2. The question of degree recognition has still not been resolved. If this issue cannot be satisfactorily settled, this could result in failure to achieve project objectives.

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## PART I-C - Continued

## C.2 - GENERAL QUESTIONS

These questions concern developments since the prior PAR. For each question place "Y" for Yes, "N" for No, or "NA" for Not Applicable in the right hand column. For each question where "Y" is entered, explain briefly in the space below the table.	MARK IN THIS COL.
013 Have there been any significant, unusual or unanticipated results not covered so far in this PAR?	N
014 Have means, conditions or activities other than project measures had a substantial effect on project output or accomplishments?	N
015 Have any problems arisen as the result of advice or action or major contributions to the project by another donor?	N
016 If the answer to 014 or 015 is yes, or for any other reason, is the project now less necessary, unnecessary or subject to modification or earlier termination?	N
017 Have any important lessons, positive or negative, emerged which might have broad applicability?	N
018 Has this project revealed any requirement for research or new technical aids on which AID/W should take the initiative?	N
019 Do any aspects of the project lend themselves to publicity in newspapers, magazines, television or films in the United States?	N
020 Has there been a lack of effective cooperating country media coverage? (Make sure AID/W has copies of existing coverage.)	N
021 <u>NARRATIVE FOR PART I-C.2</u> Identify each explanatory note by the number of the entry to which it pertains. (Continue on form AID 1020-25 I as necessary):	

With regard to item 020, the local newspapers have contained frequent articles on management problems and the need for management education and executive development. Many of these articles have been written by the Director of the ISG with his name, position and photo prominently displayed.

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## PART II - IMPLEMENTATION REPORT

## II-A - STATUS OF SCHEDULE

022 A-1 - INDIVIDUAL ACTIONS (See detailed instructions M.O. 1026.1). This is a listing of major actions or steps which were scheduled for physical start or continuing implementation in the reporting period as reflected in the Project implementation Plan, Part I.

PIP ITEM NO.	MAJOR ACTIONS OR STEPS; CAUSES AND RESULTS OF DELAYS; REMEDIAL STEPS	(b) STATUS - PLACE AN "X" IN, ONE COLUMN		
		(1) BEHIND SCHEDULE	(2) ON SCHEDULE	(3) AHEAD OF SCHEDULE
1.	Services of U.S. teaching assistant.		X	
2.	Coordinate with INP in offering seminars during life of the project. (See item 1, page 3 & Appendix A)		X	
3.	Thirty students attend initial MBA course. (Thirty started and 22 remain)		X	
4.	Services of Illinois professor for MBA program		X	
5.	Training of 10 participants (PH.D. candidates) from first MBA graduating class.		X	
6.	Training of 10 participants (Ph.D. candidates) from second MBA graduating class.		X	
7.	Arrival of library books and publications and other commodities; e.g., project vehicle. This item falls into the categories of CY 1969 and CY 1970 procurement. Some of the CY 1969 commodities were late in arrival but have now all arrived. CY 1970 equipment orders are on schedule. All items have been purchased and shipped, although none has yet arrived.		X	
8.	Begin plans for permanent housing of ISG. The ISG is located in temporary quarters in the Faculty of Economics. The Director intends to remain in these facilities in FY 71 while preparing plans for permanent housing for FY 72.	X		
9.	Replacement of Senior Contract Representative.		X	
10.	Replacement of U.S. teaching Assistant.		X	

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PART II - Continued

023

II-A.2 - OVERALL TIMELINESS

In general, project implementation is (place an "X" in one block):

(a) On schedule	X
(b) Ahead of schedule	
(c) Behind schedule	
(1) AID/W Program Approval	
(2) Implementing Agency (Contractor/Participating Agency/Voluntary Agency)	
(3) Technicians	
(4) Participants	
(5) Commodities (non-FFF)	
(6) Cooperating Country	
(7) Commodities (FFF)	
(8) Other (specify):	

**BLOCK (c):** If marked, place an "X" in any of the blocks one thru eight that apply. This is limited to key aspects of implementation, e.g., timely delivery of commodities, return of participants to assume their project responsibilities, cooperating country funding, arrival of technicians.

II-B - RESOURCE INPUTS

This section appraises the effectiveness of U.S. resource inputs. There follow illustrative lists of factors, grouped under Implementing Agency, Participant Training and Commodities, that might influence the effectiveness of each of these types of project resources. In the blocks after only those factors which significantly affect project accomplishments, write the letter P if effect is positive or satisfactory, or the letter N if effect is negative or less than satisfactory.

1. FACTORS-IMPLEMENTING AGENCY (Contract/Participating Agency/Voluntary Agency)

024 IF NO IMPLEMENTING AGENCY IN THIS PROJECT. PLACE AN "X" IN THIS BLOCK:		032 Quality, comprehensiveness and candor of required reports	P
		033 Promptness of required reports	N
025 Adequacy of technical knowledge	P	034 Adherence to work schedule	P
026 Understanding of project purposes	P	035 Working relations with Americans	P
027 Project planning and management	P	036 Working relations with cooperating country nationals	P
028 Ability to adapt technical knowledge to local situation	P	037 Adaptation to local working and living environment	P
029 Effective use of participant training element	P	038 Home office backstopping and substantive interest	P
030 Ability to train and utilize local staff		039 Timely recruiting of qualified technicians	P
031 Adherence to AID administrative and other requirements		040 Other (describe):	

2. FACTORS-PARTICIPANT TRAINING

041 IF NO PARTICIPANT ELEMENT IN PROJECT. PLACE AN "X" IN THIS BLOCK:		TRAINING UTILIZATION AND FOLLOW UP	
		052 Appropriateness of original selection	
PREDEPARTURE			
042 English language ability	P	053 Relevance of training for present project purposes	
043 Availability of host country funding	P	054 Appropriateness of post-training placement	
044 Host country operational considerations (e.g., selection procedures)	P	055 Utility of training regardless of changes in project	
045 Technical/professional qualifications	P	056 Ability to get meritorious ideas accepted by supervisors	
046 Quality of technical orientation		057 Adequacy of performance	
047 Quality of general orientation	P	058 Continuance on project	
048 Participants' collaboration in planning content of program		059 Availability of necessary facilities and equipment	
049 Collaboration by participants' supervisors in planning training	P	060 Mission or contractor follow-up activity	
050 Participants' availability for training	P	061 Other (describe):	
051 Other (describe):			

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## PART II-B - Continued

## 3. FACTORS-COMMODITIES

PLACE AN "X" IN APPROPRIATE BLOCK:	062 FFF	063 NON-FFF	X	064 NO COMMODITY ELEMENT	072 Control measures against damage and deterioration in shipment.
065 Timeliness of AID/W program approval (i.e., PIO/C, Transfer Authorization).					073 Control measures against deterioration in storage.
066 Quality of commodities, adherence to specifications, marking.					074 Readiness and availability of facilities.
067 Timeliness in procurement or reconditioning.					075 Appropriateness of use of commodities.
068 Timeliness of shipment to port of entry.					076 Maintenance and spares support.
069 Adequacy of port and inland storage facilities.					077 Adequacy of property records, accounting and controls.
070 Timeliness of shipment from port to site.					078 Other (Describe):
071 Control measures against loss and theft.					

Indicate in a concise narrative statement (under the heading a. Overall Implementation Performance, below) your summary appraisal of the status of project implementation, covering both significant achievements and problem areas. This should include any comments about the adequacy of provision of direct hire technicians as well as an overall appraisal of the comments provided under the three headings (b, c & d) which follow. For projects which include a dollar input for generation of local currency to meet local cost requirements, indicate the status of that input (see Detailed Instructions).

Discuss separately (under separate headings b, c & d) the status of Implementing Agency Actions, Participants and Commodities. Where above listed factors are causing significant problems (marked N), describe briefly in the appropriate narrative section: (1) the cause and source of the problem, (2) the consequences of not correcting it, and (3) what corrective action has been taken, called for, or planned by the Mission. Identify each factor discussed by its number.

079 NARRATIVE FOR PART II-B: (After narrative section a. Overall Implementation Performance, below, follow, on form AID 1020-25 I as needed, with the following narrative section headings: b. Implementing Agency, c. Participants, d. Commodities. List all narrative section headings in order. For any headings which are not applicable, mark them as such and follow immediately below with the next narrative section heading.)

a. Overall Implementation Performance.

All implementation aspects of this project requiring contractor inputs are on schedule. To date only one participant funded under this project has completed his training program and returned to Tunisia. Participants currently in training in the U.S. are all making satisfactory progress. There have been no substantial commodities procured and what has been ordered has either already arrived or is being shipped. Problems concerning contract operations in the field and campus backstopping have been resolved. Although USAID does not believe that contract field personnel have performed as strong a role of providing assistance in a broader institution building framework as was expected, nevertheless they have met the specific requirements of their positions. With a completely new but senior field staff coming on board this summer plus the experience gained this year, it is anticipated that the effectiveness of the contractor will be substantially increased.

b. Implementing Agency

The contract's campus representative, Professor V.K. Zimmerman, came to Tunisia last November in order to discuss a number of problems concerning contractor operations and performance mentioned in last year's PAR and updated and covered in more detail in TOAID A-148. Because these problems were for the most part resolved during his visit and contract operations have been running smoothly since then, the items in blocks 025 through 039 have been marked satisfactory. The one exception is the item on promptness of reports. The second six-month report for the period February through

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## PAR CONTINUATION SHEET

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July 1969, was not received until February 1970 and the report for August 1969 through January 1970 was not received until mid March. However, feedback on participants, commodities and financial status is coming through in one form or another.

The Teaching Assistant position under the contract was filled by Mr. Donald Patton who arrived in Tunisia in time for the beginning of the 1969-70 school year. Added to his lack of teaching experience and not quite sufficient command of French, were delays in the arrival of textbooks he needed for his courses and difficulties in arranging for the reproduction of cases, articles and lecture notes. Nevertheless, his one-year assignment has turned out all right, primarily due to a "co-teaching" relationship developed between him and two French professors from the Faculty of Economics, whereby they assist each other in the preparation of course materials and in the teaching of each other's courses.

During Professor Zimmerman's visit to Tunisia it was agreed that, in addition to the Chief of Party and Senior Professor positions, the Teaching Assistant position should also be maintained for at least the 1970-71 school year. The students now in the first year of the program will be entering their second year next fall and a new and larger group (requiring two sections) will be entering the first year of the program. At the same time there will not be as large a Tunisian teaching staff as was originally anticipated would be available by the fall of 1970 (See Sect 009 N°2). Given this year's experience with the Teaching Assistant position and the staffing needs for next year, it was additionally agreed that the contractor should have the flexibility to consider the recruitment of a more senior person for this position. Firm appointments have now been offered and accepted as follows: Dr. Peter Holzer from the University of Illinois will replace Dr. Edward Elliott as Chief of Party; Dr. Alfred Kahl, Jr. of the University of Georgia will assume the Senior Professor position; and Dr. Robert Zimmer from the University of Minnesota will fill the third technician's slot currently held by Mr. Patton on a one-year contract subject to review and possible renewal at the end of the year, depending on ISG staffing needs, USAID personnel ceilings, availability of funds, etc.

Both Dr. Elliott and Mr. Patton will complete their assignments this summer and the three new professors will all arrive prior to the beginning of the 1970-71 school year. According to Professor Zimmerman, both Dr. Holzer and Dr. Kahl already have the requisite knowledge of the French language. Dr. Zimmer enrolled in an intensive French language course at Berlitz during the spring semester and plans to enter a total immersion type French study program in the summer.

A number of management seminars for high level executives were conducted by Illinois contract personnel during this PAR reporting period (see Appendix A for a complete list of these seminars).

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In addition to presenting a number of seminars, the contract Chief of Party, has taught one course each semester of this school year and has generally advised and assisted the Director of the ISG.

c. Participants

According to latest grade reports, the 1968-69 participants, who were the first group of Tunisians sent to the United States under the Illinois contract, will all successfully complete their MBA programs and receive their degrees this summer. Of the seven remaining participants (the eighth returned to Tunisia in August 1969 after one year of unsuccessful work at Indiana University) it is expected that at least three will be accepted by accredited schools of business to pursue doctoral studies. Those eventually earning Ph.D.s will return to Tunisia as senior staff for the ISG with the threefold responsibility of teaching courses and conducting research in their field of specialization, serving as consultants to the Tunisian enterprise community, and providing executive development seminars to top level management. Participants returning to Tunisia with the MBA may be called upon to serve in a teaching assistant position at the ISG. This primarily consists of gathering data for case writing and some teaching under the supervision of senior staff. More likely, they will find jobs in enterprises at the level of "Chef de Service" which is equivalent, for example, to the head of an accounting department.

The 1969-70 group of contract participants now has seven still in active study for the Master's degree. The eighth participant in this group dropped her program and returned to Tunisia due to illness in her family. The seven remaining participants are progressing satisfactorily in their programs, but it is too early to judge whether all will complete their degree programs and how many will be able to continue for the Ph.D.

One pre-contract participant who had completed his coursework at Wisconsin and then returned to Tunisia for his dissertation research, returned to Wisconsin in October under the contract to put the finishing touches on his dissertation and take his final doctoral exams. He successfully completed these requirements and is now back in Tunisia and on the ISG staff.

There are three other pre-contract participants who went to the States in FY 1967 and who are now either entering or already engaged in doctoral studies. Additionally, there are five others who went to the States in earlier programs. One, who already holds the Ph.D. left Tunisia last year, but is expected to return within a year or two. One has almost completed his dissertation and may be available to the ISG sometime next year. Three others were financed through the Master's degree by USAID but stopped their training for a while and are now continuing their studies with financing from non-U.S. sources.

The final determination as to how many of the twenty Tunisians listed in items 5 and 6 on page 5 of this PAR will be sent to the U.S. for degree training will depend not only on how many of the 14 contract participants complete their Ph.D.s, but also on how many of the eight pre-contract participants mentioned in the preceding paragraph complete their degrees, return to Tunisia and become available for assignments at ISG.

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Blocks 052 through 061 were not checked, since only one participant has completed his training program and has just returned to Tunisia and, therefore, utilization of training cannot be rated.

d. Commodities

Everything ordered in FY 1969, including books for the ISG library ordered under Development Loan 664-H-015, arrived. During this PAR reporting period, the ISG Director and Illinois Chief of Party developed a list of equipment required for both the instructional program and for the ISG administration. These included such items as typewriters, a photocopy and a mimeograph machine, and calculators. A determination was then made as to which items could be procured locally with dinars and which should be procured in the U.S. with contract dollar funds. Local procurement has already been completed. The items under dollar procurement have all been purchased and are due to arrive shortly.

Commodity factors on page 7 have not been marked since, other than the interpretation equipment which arrived late but in good condition and which was already mentioned in last year's PAR, other commodity orders are on schedule but have not yet arrived.

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## PART III - ROLE OF THE COOPERATING COUNTRY

The following list of illustrative items are to be considered by the evaluator. In the block after only those items which significantly affect project effectiveness, write the letter P if the effect of the item is positive or satisfactory, or the letter N if the effect of the item is negative or less than satisfactory.

SPECIFIC OPERATIONAL FACTORS:	
080 Coordination and cooperation within and between ministries.	P
081 Coordination and cooperation of LDC gov't. with public and private institutions and private enterprise.	P
082 Availability of reliable data for project planning, control and evaluation.	N
083 Competence and/or continuity in executive leadership of project.	P
084 Host country project funding.	P
085 Legislative changes relevant to project purposes.	
086 Existence and adequacy of a project-related LDC organization.	P
087 Resolution of procedural and bureaucratic problems.	N
088 Availability of LDC physical resource inputs and/or supporting services and facilities.	P
089 Maintenance of facilities and equipment.	
090 Resolution of tribal, class or caste problems.	
091 Receptivity to change and innovation.	P
092 Political conditions specific to project.	
093 Capacity to transform ideas into actions, i.e., ability to implement project plans.	P
094 Intent and/or capacity to sustain and expand the impact of the project after U.S. inputs are terminated.	P
095 Extent of LDC efforts to widen the dissemination of project benefits and services.	
096 Utilization of trained manpower (e.g., participants, counterpart technicians) in project operations.	P
097 Enforcement of relevant procedures (e.g., newly established tax collection and audit system).	
098 Other:	
HOST COUNTRY COUNTERPART TECHNICIAN FACTORS:	
099 Level of technical education and/or technical experience.	P
100 Planning and management skills.	P
101 Amount of technician man years available.	N
102 Continuity of staff.	P
103 Willingness to work in rural areas.	
104 Pay and allowances.	
105 Other:	

In the space below for narrative provide a succinct discussion and overall appraisal of the quality of country performance related to this project, particularly over the past year. Consider important trends and prospects. See Detailed Instructions for an illustrative list of considerations to be covered.

For only those items marked N include brief statements covering the nature of the problem, its impact on the achievement of project targets (i.e., its importance) and the nature and cost of corrective action taken or planned. Identify each explanatory note.

106 NARRATIVE FOR PART III (Continue on form AID 1020-25 I):

The Superior Institute of Management (ISG) opened its doors for the first time in the fall of 1969 with the first year of studies of its two-year MBA program. Initially, 100 candidates applied for admission. After a selection procedure involving both written examinations and personal interviews, 30 students were finally admitted to the program. Twenty-two students will complete their first year this June.

Dr. Abdellatif Khemakhem, the U.S. -educated Director of the ISG, was also appointed as Director of the National Institute of Productivity (INP) during this PAR reporting period. This has resulted in closer coordination between the consulting activities and executive development programs of the INP and the principal concern of this Project -- the development of an academic program of management education at the ISG to prepare new entrants for top positions in the enterprise community. For example, short seminars for top management have been held at the ISG under the direction of the ISG teaching staff while longer, more "how-to-do-it" type seminars for lower

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echelon management personnel have remained a function of the INP.

On the other hand, the appointment of Dr. Khemakhem as Director of INP, besides lessening the amount of time he can devote to the administration of the ISG, may also mean that he will have to give up his teaching responsibilities. This would be a loss to the program of a well-qualified, experienced teacher. The project expected the services of a minimum of three Tunisian teachers, and there is now only one Tunisian who can be counted on for certain to teach next fall. There are a number of other Tunisians qualified to teach at the ISG but who are not expected to be available (See Sect.009 N°2 & 079 c).

Cooperation between the Faculty of Economics and the ISG has been excellent this year. Besides providing the physical facilities for the temporary housing of the ISG, a French professor of undergraduate business courses at the Faculty assisted the contract Teaching Assistant with the course he taught at the ISG.

During the PAR reporting period, some seminars have had to be cancelled because of a lack of participants. It is believed that attendance at the seminars which have been held so far was too limited. In order to obtain maximum benefits, a minimum of 20 participants should be present. The contract Chief of Party has suggested to the ISG Director that fewer seminars with wider publicity and better scheduling could lead to a more successful program. Even so, it is fair to state that the seminars that have been held have attracted publicity and have been attended by a number of top-level Tunisian executives.

Finally, it should be noted that this has been a difficult year for all Tunisian Government plans and programs due to major shifts in policies, programs and personnel that took place during the year. Nevertheless, both in private conversations and in public pronouncements, GOT officials continue to recognize the need for better management in all sectors of the economy and in this connection continue to underscore the importance of the ISG. The frequent articles on management in the Tunisian press (see part 1-C.2 of PAR) are but one expression of the Government's positive attitude toward the ISG.

082 - While the need in Tunisia for management education is evident, no hard manpower projections are yet available to quantify this need. Until this is done the annual demand for numbers of new entrants to the management field and, correspondingly, the proper student enrollment levels for the ISG, will have to be estimated on the conservative side to avoid creating surplus manpower in this field.

087 - See comments on degree equivalency under 012.

101 - See comments in items 106 and 079b.

UNCLASSIFIED

SECURITY CLASSIFICATION

8a

Page No.

**PART IV - PROGRAMMING IMPLICATIONS**

**IV-A - EFFECT ON PURPOSE AND DESIGN**

Indicate in a brief narrative whether the Mission experience to date with this project and/or changing country circumstances call for some adjustment in project purposes or design, and why, and the approximate cost implications. Cover any of the following considerations or others that may be relevant. (See Detailed Instructions for additional illustrative considerations.) Relevant experience or country situations that were described earlier can simply be referenced. The spelling out of specific changes should be left to the appropriate programming documents, but a brief indication of the type of change contemplated should be given here to clarify the need for change.

For example, changes might be indicated if they would:

1. better achieve program/project purposes;
2. address more critical or higher priority purposes within a goal plan;
3. produce desired results at less cost;
4. give more assurance of lasting institutional development upon U.S. withdrawal.

107 NARRATIVE FOR PART IV-A (Continue on form AID 1020-25 I):

No changes in project purposes or design are envisaged at this time.

**IV-B - PROPOSED ACTION**

108 This project should be (Place an "X" in appropriate block(s)):

1. Continued as presently scheduled in PIP.	<b>X</b>
2. Continued with minor changes in the PIP, made at Mission level (not requiring submission of an amended PIP to AID/W).	
3. Continued with significant changes in the PIP (but not sufficient to require a revised PROP). A formally revised PIP will follow.	
4. Extended beyond its present schedule to (Date): Mo. ___ Day ___ Yr. ___. Explain in narrative, PROP will follow.	
5. Substantively revised. PROP will follow.	
6. Evaluated in depth to determine its effectiveness, future scope, and duration.	
7. Discontinued earlier than presently scheduled. Date recommended for termination: Mo. ___ Day ___ Yr. ___	
8. Other. Explain in narrative.	

109 NARRATIVE FOR PART IV-B:

## PAR CONTINUATION SHEET

This sheet is to be used for any Narrative Sections for which sufficient space has not been provided on the form. Identify each narrative by its Part and Section Designation.

## APPENDIX A

Management Seminars 1969-70

<u>Category</u>	<u>Dates</u>	<u>Topic</u>	<u>Professor</u>	<u>Number Attending</u>
A	9/1-9/5	Production	Rago	20
B	9/29-10/3	Finance Management	Elliott	15
C	11/10-11/14	Marketing	Lendrevie	15
B	12/5-12/9	Management Control	Khemakhem/Elliott	18
B	1/5-1/9	Short Term Financing	Elliott	17
B	1/19-1/23	Management Control	Khemakhem/Elliott	14
C	2/9-2/13	International Marketing	Triki	12
C	3/23-3/27	Marketing	Ben Amar/British Management Institute	13
B	4/20-4/24	Management Controls	Khemakhem/Elliott	18
B	5/11-5/15	Finance Management Long Term	Elliott	18
A	6/3-6/6	Business Policy	Trump	22
				182

Category A = Contract dollar financed.

B = Contract personnel involved but not contract financed.

C = Non-contract