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PROJECT APPRAISAL REPORT (PAR)

1. PROJECT NO. 664-55-770-228	2. PAR FOR PERIOD: 12/31/74 TO 1/31/76	3. COUNTRY Tunisia	4. PAR SERIAL NO.
5. PROJECT TITLE			

Management Education and Executive Development

7P.

6. PROJECT DURATION: Began FY 66 Ends FY 77	7. DATE LATEST PROP June, 1974	8. DATE LATEST PIP 1/26/70	9. DATE PRIOR PAR February 11, 1975
10. U.S. FUNDING	a. Cumulative Obligation Thru Prior FY: \$ 1,436,000	b. Current FY Estimated Budget: \$ 108,000	c. Estimated Budget to completion After Current FY: \$ 130,000

11. KEY ACTION AGENTS (Contractor, Participating Agency or Voluntary Agency)

a. NAME	b. CONTRACT, PASA OR VOL. AG. NO.
University of Illinois	Contract AID/afr. 550

I. NEW ACTIONS PROPOSED AND REQUESTED AS A RESULT OF THIS EVALUATION

A. ACTION (X)			B. LIST OF ACTIONS	C. PROPOSED ACTION COMPLETION DATE
USAID	AID/W	HCST		
&x (contr.) (contr.)		x	1. Monitoring participants' progress.	Continuous
			2. Contractor will submit work plan.	March, 1976
(contr.)			3. Contractor will order library books and other teaching aids.	Continuous
(contr.)			4. Contractor to recruit TDY consultants.	Continuous
(contr.)			5. Contractor to visit Tunisia for consultation with University and USAID.	October, 1976
&x (contr.) (contr.)		x	6. Follow developments of faculty research capability.	Continuous
			7. Contractor, in his forth-coming semi-annual report, will evaluate rate of progress being made relative to a series of outputs based on U.S. accreditation criteria.	April, 1976

D. REPLANNING REQUIRES						E. DATE OF MISSION REVIEW	
REVISED OR NEW:	<input type="checkbox"/> PROP	<input type="checkbox"/> PIP	<input checked="" type="checkbox"/> PRO AG	<input type="checkbox"/> PIO/T	<input type="checkbox"/> PIO/C	<input type="checkbox"/> PIO/P	March 23, 1976
PROJECT MANAGER: TYPED NAME, SIGNED INITIALS AND DATE Laila Mogannam				MISSION DIRECTOR: TYPED NAME, SIGNED INITIALS AND DATE Villemont L. James			
PROG:RDCarlson		PROG:CRSadler		CONT:ADHullung			

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II. PERFORMANCE OF KEY INPUTS AND ACTION AGENTS

A. INPUT OR ACTION AGENT CONTRACTOR, PARTICIPATING AGENCY OR VOLUNTARY AGENCY	B. PERFORMANCE AGAINST PLAN							C. IMPORTANCE FOR ACHIEVING PROJECT PURPOSE (X)				
	UNSATISFACTORY		SATISFACTORY			OUTSTANDING		LOW		MEDIUM		HIGH
	1	2	3	4	5	6	7	1	2	3	4	5
1. University of Illinois						X						X
2.												
3.												

Comment on key factors determining rating
Project activities were carried out by the University of Illinois most efficiently.
(1) Recruitment: Two excellent short-term US consultants were recruited--Dr. Kendrith Rowland, Professor of Business Administration, University of Illinois, and Dr. Ross Trump, Professor of Business and Public Administration, Washington University. Dr. Trump reviewed the ISG program and advised on administrative and organizational matters. Dr. Rowland consulted with the ISG in the area of behavioral sciences and gave seminars to students and faculty members.

(2) Participants: The University of Illinois continued to do an effective job in monitoring the seven Ph.D participants presently enrolled at U.S. universities. (See continuation sheet).

4. PARTICIPANT TRAINING						X							X
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Comment on key factors determining rating
Out of the 17 professors at ISG, 13 are former US-trained participants (11 Ph.D's and 2 M.B.'s). Eight have been financed under this project. This is a very positive aspect. In addition, 7 additional Ph.D candidates are presently studying in the U.S. These participants should complete their training and return to Tunisia in 1978, at the latest.

5. COMMODITIES						X							X
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Comment on key factors determining rating
The ISG library functions well with a qualified librarian in charge; he was trained under USAID sponsorship. The contractor has provided 1,000 books and periodicals (27 vol. were purchased during this reporting period). However, one important deficiency is the lack of space.

6. COOPERATING COUNTRY	a. PERSONNEL					X							X
	b. OTHER												

Comment on key factors determining rating
The ISG continues to be an established and recognized institution within the University of Tunis. The current enrollment is as follows: 24 students in the preparatory year; 24 students in the first year; and 19 students in the graduating class. There has not been a significant increase in enrollment during the last two years. Dean Khemakhem and the faculty explained this by the fact that young Tunisians with undergraduate degrees in economics and business administration find many good employment opportunities and in many cases are not willing to invest an additional two years in graduate training.

The ISG is also responsible for a two-year undergraduate program at CEFAG, where a third year has recently been added for those who want to specialize in public accounting. Enrollment at CEFAG presently is approximately at 180 students. (See continuation sheet).

7. OTHER DONORS						X					X		
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SUBMISSION

(Number)

DATE

 ORIGINAL REVISION

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CONTINUATION SHEET: PAR Page 2b (Continued from page 2a)

A. Input or Action Agent
CONTRACTORParticipants (cont.)

Because these students were the first graduates of ISG to be enrolled in US universities, the task of having them accepted was a difficult and time-consuming process. An average of ten universities were contacted

(3) for each of these participants before they were accepted.
Library books: 317 books were selected, purchased, and sent to ISG during the rated period. These books arrived on time.

(4) Visit of Chief of Party, Dr. Peter Holzer: During his visit in January, 1976, and throughout the year, Dr. Holzer has continued to advise the ISG on preparation of teaching materials, redefining of curricula, and has assisted in developing faculty research.

The appointment of Dr. Holzer as Chief of Party for this project has been a wise choice, since Dr. Holzer worked in Tunisia with ISG for 3 years, is respected by both the faculty and the students, and has a full understanding of ISG's potentials and problems.

6. COOPERATING COUNTRY (Cont. from Page 2 PAR)

Twenty-two students were graduated in June of 1975. They had no problems in finding satisfactory employment.

Curriculum development is continuous, with Tunisian faculty developing Tunisian case studies. However, only one seminar was organized by ISG during the rated period.

There was a minor reorganization within the Institute's faculty structure. The post of Director of Research and Director of Continuing Education were merged. For the first time there were elections held for the remaining three existing directorships. Dr. Ali El Mir was elected Director of Graduate Studies; Dr. Abdelssattar Grissa was elected Director of Research and Continuing Education; and Dr. Youssef Alouane was elected as Director of Undergraduate Studies.

There are no major problems confronting the Institute. Inadequate facilities continue to be bothersome. Unfortunately, it will be several years before better facilities become available.

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II. 7. Continued: Comment on key factors determining rating of Other Donors

During the rated period, two teachers were provided by the French "Cooperation Technique." The Ford Foundation has also provided financial assistance totalling around \$20,000, mostly for short-term professional visits to the US and Europe.

III. KEY OUTPUT INDICATORS AND TARGETS

A. QUANTITATIVE INDICATORS FOR MAJOR OUTPUTS		TARGETS (Percentage/Rate/Amount)					END OF PROJECT
		CUMU- LATIVE PRIOR FY	CURRENT FY <u>76</u>		FY <u>77</u>	FY <u>78</u>	
			TO DATE	TO END			
1. Ph.D's in Business Management Teaching at the ISG exclusive of number trained outside of present contract.	PLANNED	1	0	1	1	11	12 - 14
	ACTUAL PERFORMANCE	5	0				
	REPLANNED			1	0	7	13
2. MBA teaching at ISG	PLANNED	3	0	0	0	0	3
	ACTUAL PERFORMANCE	2	0				
	REPLANNED						
3. MA teaching English as a foreign language.	PLANNED	1	0	0	0	0	1
	ACTUAL PERFORMANCE	1	0				
	REPLANNED						
4. Executive seminars	PLANNED	34	3	6	6	6	52
	ACTUAL PERFORMANCE	32	1				
	REPLANNED			2	4	4	42
B. QUALITATIVE INDICATORS FOR MAJOR OUTPUTS	COMMENT: A modern curriculum is established using "case study" methods of instruction; with case studies based on Tunisian, French, and US experience. Several additional case studies were developed during the rated period by Tunisian faculty in finance, business policy, and marketing.						
1. A modern curriculum in Business Management at MBA level adapted to Tunisia's needs.							
2. Operative library	COMMENT: The library contains around 8000 volumes. It is staffed by a qualified US-trained librarian. At present, space is a constraint.						
3. Admissions, student counseling, and placement services.	COMMENT: a) Since the first graduating year, 1971, all graduates have found suitable employment or are continuing their education. b) Enrollment could be increased if ISG had better publicity. c) Admission procedures are effective.						

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II. 7. Continued: Comment on key factors determining rating of Other Donors

III. KEY OUTPUT INDICATORS AND TARGETS

A. QUANTITATIVE INDICATORS FOR MAJOR OUTPUTS		TARGETS (Percentage/Rate/Amount)					END OF PROJECT
		CUMU- LATIVE PRIOR FY	CURRENT FY <u>76</u>		FY <u>77</u>	FY <u>78</u>	
			TO DATE	TO END			
Continued from P. 3a 5. Meetings, seminars, con- ferences, workshop de- signed for faculty devel- opment (minimum 2/year)	PLANNED	6	3	3	2	2	2/year
	ACTUAL PERFORM- ANCE	7	0				
	REPLANNED			2	2	2	2/year
	PLANNED						
	ACTUAL PERFORM- ANCE						
	REPLANNED						
	PLANNED						
	ACTUAL PERFORM- ANCE						
	REPLANNED						
	PLANNED						
	ACTUAL PERFORM- ANCE						
	REPLANNED						
B. QUALITATIVE INDICATORS FOR MAJOR OUTPUTS		COMMENT:					
1.							
2.							
3.							

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IV. PROJECT PURPOSE

A. 1. Statement of purpose as currently envisaged.

2. Same as in PROP? YES NO

To establish and develop by June, 1978, a Graduate School of Business Management, with special emphasis on the MBA program, as a fully operational and effective school within the University of Tunis system.

B. 1. Conditions which will exist when above purpose is achieved.

2. Evidence to date of progress toward these conditions.

- | | |
|--|--|
| <ol style="list-style-type: none"> 1. Modern Curriculum in Business Management at MBA level adapted to Tunisia's needs. 2. Institute graduates employed at eventual rate of 35-40 per annum by 1978. 3. Contract-trained Tunisian teachers combined with non-contract Tunisian staff capable of teaching expanding program in minimum of seven fields. 4. Above staff capable of conducting from 4-6 executive seminars per annum in the above 7 fields. | <ol style="list-style-type: none"> 1. Suitable curriculum established at MBA level. The majority of case studies now used are Tunisian-oriented. New case studies being developed by Tunisian faculty. 2. An average of 20 students have graduated each year. Total enrollment this year is 67. (See Section on "Cooperating Government"). 3. Eight contract-trained participants (6 Ph.D's and 2 MBA's), in addition to 5 other US-trained participants, teach at ISG in the following areas: Management Controls, Finance, Quantitative Methods, Accounting, Marketing, Production, Managerial Economics. 4. Due to ISG reorganization and lack of sufficient compensation for seminars given at ISG, only one seminar was given during rated period: In June, 1975, a colloquium took place in Tunis with faculty members, ISG Alumni, ISG students, and private industry. Discussions were focused on the role of ISG in relation to Tunisia's economic development. |
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V. PROGRAMMING GOAL

A. Statement of Programming Goal

To increase the overall efficiency of enterprises in both the private and public sectors of Tunisia's economy.

B. Will the achievement of the project purpose make a significant contribution to the programming goal, given the magnitude of the national problem? Cite evidence.

Yes, the achievement of the project purpose will make a significant contribution to the broad programming goal. A serious constraint in many Tunisian businesses is the lack of managerial skills among leaders and administrators. In order to attack the problem, the GOT created a management training facility within the University of Tunis. U.S. technical services conceptualized a program which seeks to remedy the constraint, in part, through:

- a. the training of MBA level managers as new entrants into the field;
- b. providing in-service training to practising executives;
- c. influencing managerial and business policy decision making through faculty research and publication of its results. This is a long-term solution to the problem and consequently its value can only be judged with time.

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IV. PROJECT PURPOSE

A. 1. Statement of purpose as currently envisaged.

2. Same as in PROP? YES NO

B. 1. Conditions which will exist when above purpose is achieved.

2. Evidence to date of progress toward these conditions.

Continued from 4a

5. Research Bureau functions and responding to needs of the Tunisian business community.

6. An effective administrative office including student services and library are in operation.

7. An adequate school budget to meet the full requirements of the Graduate Faculty.

4. Research bureau is not yet established. Present plans are for stimulating faculty research and publications rather than actual establishment of a bureau. During rated period 20 research papers were reviewed and 10 published.

5. Administrative and student services exist and are effective, although a student "counselor" position does not exist. Library functions well but present physical facilities are inadequate.

6. An adequate GOT budget exists, of which 7,700 Tunisian Dinars are earmarked for the GOT Trust Fund.

V. PROGRAMMING GOAL

A. Statement of Programming Goal

B. Will the achievement of the project purpose make a significant contribution to the programming goal, given the magnitude of the national problem? Cite evidence.