6640228001001

AID 1020-25 (7-68)

PROJECT APPRAISAL REPORT (PAR)
(U-446) See M.O. 1026.1

SECURITY CLASSIFICATION: UNCLASSIFIED

001 PROJECT NUMBER: 664-51-770-228

002 PAR AS OF: MO. 6 DAY 16 YR. 69

003 U.S. OBLIGATION SPAN: FY 66 Thru FY 74

004 PROJECT TITLE: Management Education and Executive Development

PD-AAC-037-F1

005 COOPERATING COUNTRY - REGION - AID/W OFFICE: ~~Tunisia~~

006 FUNDING TABLE

AID DOLLAR FINANCING-OBLIGATIONS ($000)	TOTAL	CON-TRACT (NON-ADD)	PERSONNEL SERVICES			PARTICIPANTS		COMMODITIES		OTHER COSTS	
			AID	PASA	CON-TRACT	DIR. PASA	CON-TRACT	DIR. PASA	CON-TRACT	DIR. PASA	CON-TRACT
CUMULATIVE NET THRU ACTUAL YEAR (FY 19 69)	454	411			233	43	105		27		46
PROPOSED OPERATIONAL YEAR (FY 19 70)	113	95			35	18	50		-		10

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
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:

a. IMPLEMENTING AGENCY	TYPE CODE b.	TYPE CODE c.	d. CONTRACT/ PASA/ VOLAG NO.	e. LEAVE BLANK FOR AID/W USE
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):

The target of this activity is to increase productivity and profits in both public and private enterprises. This is to be accomplished primarily by developing staff and facilities to provide an institutional capacity for training of new entrants to the management field. In addition, progress towards this goal is to be made by assisting, through this institutional framework, other GOT entities, and particularly the INPGE, to carry out their responsibilities

MISSION DIRECTOR APPROVAL → SIGNATURE: Stuart T. Baron [signature] DATE: July 18, 1969

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008 NARRATIVE FOR PART 1-A (Cont)

for conducting executive development programs and providing consultative services to enterprises.

Prior to 1966, USAID's efforts in management education consisted of a series of both short and long term participant training programs in various aspects of business administration. GOT efforts concentrated on the establishment of the Superior School of Commerce (HEC), the National School of Public Administration (ENA), the Faculty of Law and Economics, and the National Institute of Productivity (later remamed the National Institute of Productivity and Enterprise Management or INPGE).

In 1966, a survey team from the Harvard Business School studied the existing programs of business administration at the above-mentioned institutions. For a variety of reasons, the team concluded that none of these programs were meeting the management education needs of Tunisia and that the institutions offering these programs were at that time neither designed nor prepared to carry out the functions essential to produce graduates with the modern managerial talent and techniques that must be brought to bear on Tunisia's new and changing economic problems and opportunities.

Accordingly, the Harvard Survey Team recommended that a new and autonomous post-licence (i.e. graduate) institution should be established as a center for research and teaching in business administration directly related to the problems of the management of the public and private enterprises of Tunisia. This recommendation resulted in a Project Agreement which was entered into in June, 1966, between the GOT and the United States to provide assistance to management training programs of existing Tunisian institutions and to establish a Center for Advanced Management Studies and Education for Graduate level training, research, seminars and consulting services (CAMSED). One aspect of this Agreement included a contract which was developed between the GOT and the Management Education Associates (MEA) a group of professors from the Harvard Business School. The major activity implemented under this contract (which was limited to the 15-month period of June, 1966 to October, 1967) was a three-week management seminar held in August, 1967, for 51 Tunisian executives. For this activity MEA provided two research associates to gather Tunisian material and write cases which were then used by five Harvard professors provided by MEA to conduct the seminar.

Particularly with a view towards the executive development aspects of the Project (seminars and consulting services), in 1967 the GOT decided to administer management education and productivity activities through one entity. The proposed autonomous Center thus became one of the two major Divisions of the National Institute for Productivity and Management of Enterprises (INPGE), which replaced the former National Institute of Productivity (INP), the functions of which were assumed by a second Division of the INPGE. In line with this move, the FY 1968 Project Agreement further refined the objectives of the Project by concentrating all U.S. assistance in management education at the INPGE.

While the above actions seemed to be logical developments at the time they were put into effect, experience over the last two years has borne out one of the original conclusions of the Harvard Survey Team -- that the INPGE is <u>not</u> the place to implement the primary objective of this Project, the development of an academic entity capable of research and teaching programs at the post-licence level. Given the recent reforms in education, including a new Minister of Education who is determined to relate

008 NARRATIVE FOR PART 1-A (Cont)

educational development to Tunisia's economic development and manpower requirements, and changes in the University of Tunis structure and orientation, the objectives of this Project have been revised to emphasize the development of an adademic program capable of preparing graduates for management positions in the enterprise community, as opposed to training people already on-the-job.

Accordingly a Project Agreement was signed in December, 1968, which included the following provisions:

1. A Superior Institute of Management (ISG) would be created as a part of the University of Tunis with its own director, budget, and governing council. It would be responsible for carrying out research in the field of business administration and for donducting a two-year program of post-licence studies in business administration. It would grant an MBA or equivalent diploma.

2. A Section of Business Administration would be created in the Faculty of Law and Economics at the second cycle level. This Section would include all programs of business administration previously taught at this level at the Faculty, the National Cooperatives School, and the Superior School of Commerce.

3. To maximize staff utilization, the personnel of the Superior Institute of Management would teach in the business administration section of the Faculty. Also, to the extent feasible, common courses between the ISG and the National School of Public Administration would be arranged.

4. Responsibility for conducting executive development programs and providing consultative services to enterprises would be vested in the INPGE, it being understood that this institution could and should call upon the staff and other resources of the Superior Institute of Management in carrying out its responsibilities.

The overall plan of action to achieve these revised activity targets, via the vehicle of a U.S. financed technical assistance contract with the University of Illinois, calls for (1) U.S. graduate training for a sufficient number of Tunisian participants to insure full Tunisian staffing for the Superior Institute of Management by FY 1974, (2) a minimum of two full-time U.S. contract technicians from the University of Illinois present in Tunisia by the fall of 1969 to advise and to teach in the MBA program and to help develop the second cycle program of business administration in the Faculty of Law and Economics, and (3) continuing assistance from U.S. and Tunisian staff of the ISG to the INPGE programs of executive development seminars and consulting services.

As of this writing, the statute creating the ISG is about to be issued, a GOT commission has developed and approved an MBA curriculum, a qualified Tunisian Director has been selected and will shortly be appointed, and there is full agreement to the ISG initiating its first year of studies in October, 1969.

AID 1020-25 A (7-68)

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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)				
		3. ACTUAL CUM. TO DATE	4. AS OF PRIOR JUNE 30		5. PLANNED BY NEXT JUNE 30	6. PROJECTED TOTAL FOR PROJECT LIFE
			a. PLANNED	b. ACTUAL		
	1. Attendance at two-year local MBA degree program. The latest enrollment estimates are somewhat higher than indicated in the PIP.	---	---	---	---	300
	2. Full Tunisian staffing for GOT Management Institute (Superior Institute of Management), estimated at 21 individuals with graduate degrees.	3	---	---	3	21
	3. Publication of research monographs on Tunisian business problems. Due to staff changes resulting from the administrative reorganization of the project, discussed in detail in Item 106 of this PAR, the two monographs planned were not written.	---	---	---	---	20
	4. Initiation of publication of a management journal.	---	---	---	---	100%
	5. Attendance at seminars and short courses for managers. Although fewer managers attended seminars in FY 69 than previously estimated (135 shown in the PIP), the projected total for the project life is not expected to differ substantially from the PIP estimate. It should be noted, however, that responsibility for conducting executive development programs and providing consultative services to enterprises will be vested in the INPGE, it being understood that this institution can and should call upon the staff and other resources of the Superior Institute of Management in carrying out its responsibilities.	85	45	45	85	1,500
	6. Creation of consultative association composed of businessmen and other leaders. At the present time it is not anticipated that a consultative association will be created. In the statute creating the ISG, the GOT decided not to take this step.	---	---	---	---	---

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SECURITY CLASSIFICATION	PROJECT NUMBER
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PART I-B – PROJECT EFFECTIVENESS

009

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		3. ACTUAL CUM. TO DATE	4. AS OF PRIOR JUNE 30		5. PLANNED BY NEXT JUNE 30	6. PROJECTED TOTAL FOR PROJECT LIFE
			a. PLANNED	b. ACTUAL		
	7. Attendance at night management extension courses for middle management personnel. No night courses were held in FY 69. Such courses, if held, would no longer fall under the responsibility of this project except in the sense that ISG staff might be called upon by the INPGE to teach such courses.	---	---	---	---	---
	8. Attendance at 4 regional centers for small business management training. This training was not held in FY 69. Such courses, if held, would no longer fall under the responsibility of this project except in the sense that ISG staff might be called upon by INPGE to teach such courses.	---	---	---	---	---
	9. Number of firms to which consulting services provided on a fee basis -- Due to changes in the project described elsewhere, no consultant services were performed in FY 69.	---	---	---	---	---
	10. Creation of a library of 500 volumes in multiple copies for student checkout plus 750 titles of basic reference books, plus periodical subscriptions. 420 basic reference books are currently on order. The number of additional books to be ordered has not yet been determined.	50%	5%	5%	59%	100%

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:

					X	

Unsatisfactory ← Satisfactory → Outstanding

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.

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

a. CODE NO. (AID/W USE ONLY)	b. SECTOR AND PROGRAM GOALS (LIST ONLY THOSE ON WHICH THE PROJECT HAS A SIGNIFICANT EFFECT)	c. POTENTIAL IMPACT ON EACH GOAL IF PROJECT ACHIEVES TARGETS	d. ACTUAL IMPACT ON GOAL TO DATE RELATIVE TO PROGRESS EXPECTED AT THIS STAGE
	(1) IV. Sub-Goal 2 of FY 70 P.M. Provide advanced training and professional backstopping for executives in both public and private enterprises.	2	2
	(2) IV. Sub-Goal 4 of FY 70 P.M. Improve the quality of instruction at the University of Tunis, particularly, but not exclusively, in the Faculty of Law and Economics.	3	2
	(3)		
	(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. Tunisia's facilities for management education are now being designed to (1) permit maximum rationalization of the program of business education at the undergraduate level, (2) provide proper coordination between the undergraduate and graduate levels, and (3) maintain close links with the enterprise community through assistance by the staff of the ISG to the INPGE in carrying out its programs of executive development seminars and consultative services. It is too early to judge how quickly, and the extent to which, institutional arrangements and personnel capabilities (including cooperation among administrators of the above programs) will enable this design for management education to be translated into action (Program Goal IV, Sub-Goal 2).

2. The question of degree equivalendes has not yet been fully resolved. It is presently anticipated that the faculty rank accorded to a returned U.S. participant who has earned a PhD will be determined by the caliber of institution(s) attended, grades received, quality of doctoral dissertation, and any other academic background information available on the participant, with the rank of Maitre de Conference

012 NARRATIVE FOR PART =1-C.1 (Cont)

(the rank now given to holders of the French Doctorat d'Etat) a possibility. This new procedure will, in essence, tend to equate the PhD with the highest degree available to participants in France or elsewhere and, accordingly, should assist this project in attracting and holding outstanding Tunisians for study in the U.S. in preparation for assignments at the University of Tunis' Superior Institute of Management (Program Goal IV, Sub-Goal 4).

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 NARRATIVE FOR PART I-C.2 Identify each explanatory note by the number of the entry to which it pertains. (Continue on form AID 1020-25 I as necessary):

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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.

(a) 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. Arrival of senior contract representative.		X	
	2. Departure of 9 participants for U.S.		X	
	3. Conduct 6 one-week seminars in FY 1969. A one-week seminar in the field of marketing was held in October, 1968, for 40 first and second echelon managers from the Tunisian enterprise community. Under the terms of the FY 1969 Project Agreement, five other seminars were programmed to be held between January and September. However, the scheduling of these seminars has been delayed due to internal changes in INPGE personnel and the need to acquaint the newly involved personnel with the purposes of this project. It now appears likely that a seminar in Finance will be held sometime in late summer and two other seminars in Production and Accounting Control will be held in the fall.	X		
	4. Enroll 15 students in 1968-69 pre-formation training program. Note: Although there were many applicants, only 8 persons were considered qualified and were enrolled in the program.		X	
	5. Departure of 10 participants for U.S. from 1968-69 pre-formation group. Note: All eight students (see Item 4 above) are expected to go.		X	
	6. Conduct 8 seminars for a total of 12 weeks in FY 1970. Since the MBA program is separating this year from the INPGE executive development programs, the number of management seminars conducted by ISG staff for the INPGE will depend on availability and qualifications of the ISG staff as well as upon the degree of coordination and cooperation that is established between the two institutions.	—	—	—
	7. Organize program of studies and course content for two-year MBA program.		X	
	8. Arrival of U.S. teaching assistant. The contractor was unable to secure the services as scheduled. A person has now been selected and will arrive in Tunisia in late summer, 1969.	X		

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.

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
	9. Authorize INPGE to grant diploma. As stated previously, the MBA program has been transferred from INPGE to the newly-created ISG under the University of Tunis. The Statute legally creating this Institute and authorizing it to grant the equivalent of an MBA diploma is in draft form and is expected to be issued officially within a week or two.		X	
	10. Enroll 30 students in initial MBA course.		X	
	11. Arrival of Illinois professor for MBA program.		X	
	12. Departure of 10 participants (PhD candidates) from first MBA graduating class.		X	
	13. Departure of 10 participants (PhD candidates) from second MBA graduating class. Note: Now estimate six participants to depart from second class.		X	
	14. Arrival of 11 French instructors for small business management training program. This program did not develop. In any case, this action is no longer within the scope of this project.	—	—	—
	15. Trip to U.S. by Director, INPGE, Management Division. This trip cancelled. At a future date a trip to the U.S. may be programmed for the Director of the ISG and/or other pertinent staff of the Institute. The appointment of the Director is expected by July, 1969. The most likely candidate is a Tunisian with a PhD in business administration from Ohio State University and with U.S. university teaching experience who is presently a professor of business administration at the HEC in Paris.	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	
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.	(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):	

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	N
		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	
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	N
030 Ability to train and utilize local staff		039 Timely recruiting of qualified technicians	N
031 Adherence to AID administrative and other requirements		040 Other (describe): Initiative of contractor representative.	N

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):			

X

(See Narrative 079d below) P

As indicated in Section II A, with the exception of the recruitment of a teaching assistant, all major implementation aspects of this project are on schedule. To date, no participants funded under this project have completed their training programs and no substantial commodities have been ordered under this project. There have been some problems with the implementing agency which are described in some detail in Section b. However, given the nature of the operational requirements of the project at this point in the life of the project, these problems have not impeded overall project implementation and, as indicated in Section b, it is anticipated that they will be resolved within the next few months.

b. Implementing Agency

1. With the one important exception of supervision of participants in training in the U.S., campus backstopping of this contract has been less than satisfactory to date on a whole series of actions including (1) slowness in reporting to the field on such matters as status of expenditures, commodity procurement, and programs and activities of participants currently in training; (2) delay in submitting the required six-monthly contractor report; and (3) lack of a concerted effort to recruit a qualified teaching assistant on a timely basis for service in Tunisia. In the case of the latter, the contractor was requested to secure this technician by January, 1969. However, the person finally selected will not be available until September, 1969, and to date it is not clear to the Mission if he meets the minimum qualifications for the assignment, i.e. ability to teach business courses and in the French language.

079 NARRATIVE FOR PART II-B (Cont)

2. The first semi-annual contractor report of project activities, which was due the end of January, 1969, was finally received by the Mission in June. The report displayed an impatience with most of the Tunisian officials concerned with this project. It was quick to point out examples of disinterest or inertia on the part of the GOT, but made no effort to put this lack of activity or delay in decision-making within the context of the overall Tunisian reforms in education and concurrently with the changes in personnel and organizational arrangements at the INPGE. (See Parts I and III for amplification of the role of the cooperating country).

3. While the present contractor representative has fulfilled all basic and minimum requirements of the job to date, he has not taken any initiative with respect to (1) overcoming obstacles hindering the development of a program of seminars and consulting services, (2) following up in a determined manner with his campus on recruitment of technicians and other backstopping matters, and (3) becoming closely acquainted with, and gaining the respect and confidence of, the Tunisian academic community in the field of management education.

The Mission maintains daily contact with the contract representative and is in frequent communication with the campus concerning the problems outlined above. It is believed that as the campus gains more experience in the project and upon the arrival in Tunisia (sometime around January, 1970) of the resident professor, who should be a senior person with considerable experience in the field of business education at the graduate level, these problems will be considerably reduced.

c. Participants

There are currently 14 Tunisians in the U.S. working towards their PhD, all of whom appear to be doing well in their programs. Six are at an advanced stage in their program. It should be noted that three of the six were sent for graduate study in business administration before the initiation of this project and the other three were sent and funded under this project but their programs were initiated prior to the signing of the Illinois contract and, consequently, their studies are not funded under the contract.

Blocks 052 through 061 were not checked, since no project participants have yet completed their training programs and, therefore, utilization of training cannot be rated.

d. Commodities

Commodities ordered to date consist of (1) a vehicle and certain household items for the use of the contract representative, (2) portable interpretation equipment and (3) library books. As a result of the changes in the project described elsewhere in this report, the contract representative was asked in October, 1968 to advise the campus to hold up on procurement. In December he was given the green light to reactivate procurement. This he did and the vehicle has now arrived. No status report on the procurement of the interpretation equipment has been received even though the contract representative has written to the campus for this information. The Mission is pressing the contract representative to follow up on this item.

079 NARRATIVE FOR PART II-B (Cont)

With regard to the procurement of library books, it was decided to finance this year's needs from DLF funds specifically set aside for book purchases under University of Tunis Loan 664-H-015. To date 420 books have been ordered under the Loan.

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.	P
086 Existence and adequacy of a project-related LDC organization.	P
087 Resolution of procedural and bureaucratic problems.	P
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.	P
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.	P
096 Utilization of trained manpower (e.g., participants, counterpart technicians) in project operations.	
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.	P
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):

Tunisian leaders are well aware that industrial and management technology are now the keys to the achievement of the country's objectives. This awareness has been and continues to be reflected almost daily in speeches, interviews, radio and television coverage, and newspaper articles. Perhaps a more important indicator is the emphasis placed throughout the GOT's planning documents (and, particularly, the recently published Four-Year Plan for 1969-1972) on the need for modern efficient management across all sectors of the economy -- agricultural, industrial and commercial -- and covering both public and private enterprises.

Part I of this PAR describes the actions the GOT has taken to date to develop and improve programs and facilities in the field of management education and executive development, including the creation in 1969 of the Superior Institute of Management for teaching and research at the post-licence level with its own director, budget, degree granting authority, and governing council.

106 NARRATIVE FOR PART III (cont)

As mentioned in the narrative section for Part II-B (079b.2), postponements in seminars and delays in developing consulting arrangements are primarily attributable to internal changes in INPGE administrative arrangements. In late October, 1968, the Tunisian director of the INPGE Management Division, who served as counterpart to the contract representative and who had worked with AID Mission personnel for close to two years, was suddenly and unexpectedly discharged from his position. Simultaneously, the Management Division was more closely integrated into the total INPGE framework and a different group of Tunisian personnel became involved with the project. After these changes a period of time was required for the Tunisians who were not previously concerned with the project to become familiar with it and give it their support. Another reason for the postponements and delays was due to the uncertainty on the part of the INPGE staff with regard to their future involvement in the project. This has now been resolved as a result of the decisions incorporated into the FY 1969 Project Agreement placing responsibility for post-licence academic training in the Superior Institute of Management, while responsibility for seminars and consulting services remains with the INPGE.

The Governing Council of the ISG includes representatives from the Ministry of Plan and Finance, the INPGE, the Faculty of Law and Economics, and other schools currently conducting undergraduate business programs.

All signs thus far indicate that there will be coordination and cooperation within and between ministries, training institutions and the enterprise community.

082-While the need in Tunisia for management education and executive development is evident and present estimates are that the currently planned enrollment will be fully absorbed, to date no hard manpower projections have been gathered. Until this is done it will not be possible to estimate the annual demand for numbers of new entrants to the Management field and, consequently, to determine the proper student enrollment levels for the ISG.

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):

As indicated elsewhere in the PAR, a number of organizational and administrative changes have occurred in this project since its inception. Nevertheless, the long range purpose of this project has not changed and basic steps towards the achievement of this purpose are on schedule. The changes have been incorporated into the FY 1969 project agreement and the subsequent submission of the PROP and no further revisions in project design are anticipated.

IV-B – PROPOSED ACTION

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

1. Continued as presently scheduled in PIP.	
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.	X
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: