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International Programs

MANAGEMENT TRAINING AND ECONOMICS EDUCATION PROJECT
(EUR-0029-G-00-1061-00)

ANNUAL REPORT - July 23, 1991 - July 17, 1992

SUMMARY

Activities for the grant given to the State University of New York under the Management Training and Economics Education Project were carried out from the Center for Private Enterprise Development in Budapest, Hungary. These activities included:

- The delivery of 36 short course seminars in management training, with approximately 630 attendees;
- Three finance for non-financial managers courses held at three different locations;
- Three two-week executive development training courses for upper management taught in cooperation with local universities in three different locations;
- Twelve curriculum development workshops given to faculties at eight different universities and technical colleges throughout Hungary;
- The successful completion of a 15-module video series on basic business accounting and the development of an accompanying workbook;
- The establishment of the SUNY Center as a separate Hungarian entity with a mission to provide training and information for Hungary's developing private sector;
- The identification, support, and training for three partner organizations in the provinces;

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- The completion by a student from our partner university in Pecs of two regular semesters and one summer semester in an MBA program at SUNY Binghamton;

- The design of a training program at SUNY Buffalo in MBA curriculum development for three professors from the University of Miskolc, including the dean of the business school;

- The provision by Center staff of *ad hoc* consulting to Hungarians and visiting Americans on trade and private development issues;

- The organization of specialized training in the U.S. for the first of 15 Center Fellows under a grant from the Pew Charitable Trusts;

- The completion of a USIA-funded citizens' exchange program to promote formation of volunteer business associations in two Hungarian cities.

The State University of New York attained the goals set out in the Project Implementation Plan submitted to AID in October 1991 and refocused some of its programming as dictated by changing conditions in Hungary's business and academic communities.

PROJECT INFLUENCES

Four major factors influenced SUNY program activities in Hungary:

The first and most important factor in SUNY's success this year was the creation of the Center for Private Enterprise Development in Budapest. The Center was registered and now has legal status as a non-profit Hungarian entity. This action has positively affected the performance of all project activities:

- The Center's permanent Hungarian and American staff proved indispensable in the planning and organization of the multi-faceted project's many programs;

- The American presence in Hungary endowed the project with a degree of legitimacy not attainable with *ad hoc* visits by consultants;

- The presence demonstrated to our Hungarian partner organizations that they were collaborators in a long-term activity, which contributed to their willingness to invest their time and money in support of the Center's activities;

- The Center staff's full-time presence and daily contact with Hungary's economic and business communities enabled the project's managers to react quickly to changes in course demand and to modify course formats, topics, and locations accordingly.

The second was the spate of rapid changes in the Hungarian economy and commercial legal system, which affected course demand among our program's target groups. Many of the changes made by the Hungarian government affected the climate for small businesses, but there were few major changes for large government-owned corporations. Much of the demand for our courses came from 1) small business owners or would-be owners, 2) small business employees, and 3) organizations providing support for small businesses, which sent government managers, company and academic trainers and educators, and business association staff and members to the sessions.

The third factor that affected the direction of our program was the increased availability of development aid to Hungary from public and private, European and American sources. As a result, the Center found that it could contribute more by targeting its programs to those groups and organizations which had little or no access to other development aid, either because of location, size, or inability to meet the donor agency's specifications for aid.

The final factor was a lack of Hungarian infrastructure. Many of the organizations and structures that existed under the communist regime have been dismantled with no clear structures to take their place. The government has been slow in rebuilding the legal, education, and information infrastructures necessary for business activity in Hungary. As a result, SUNY and the Center emphasized activities that would help in building institutional infrastructures necessary to sustain the activities begun with this project. One way this was done was to begin creating and working with management development foundations. These foundations are usually organizations comprising representatives from government, academia, and the business community. Their ongoing relationship with the community makes them more reliable assessors of their member's needs and thus more helpful in the selection of Center courses. Another way in which infrastructure is built is by working with partner universities in relation to the business community. Curriculum design and executive development courses were often given simultaneously in order to create dialogues (and in some cases partnerships) between the academic and business communities.

ORGANIZATION

The State University of New York established the Center for Private Enterprise Development to accomplish program goals and objectives as effectively and efficiently as possible. The Center was recognized by Hungarian courts as a Hungarian legal entity in February, 1992, five months after the application was submitted. This lengthy process, caused by a crowded court calendar, did not cause any significant delays in carrying out program activities, but it did cause administrative difficulties and delayed the provision of full benefits to the Center's Hungarian employees.

Albany-based U.S. staff members exercised overall project supervision and designed and coordinated all Hungary programs with the Center staff. The Albany office identified all instructors, planned course outlines, decided on course content, created course materials, and evaluated the effectiveness of the training and other activities.

EVALUATION

SUNY used a number of tools to evaluate the effectiveness of the first year's programs:

- Each Hungarian short course participant filled out a questionnaire at the end of each course, which included general demographic information. These were reviewed in Albany and Budapest after each seminar.
- Center staff maintain good relations with our partner organizations and get feedback during planning and after all program activities. All instructors were given an evaluation to fill out for each of the executive development, finance for non-financial managers, and curriculum development courses/workshops. Finally, a questionnaire was sent to a random sample of program participants at the end of the grant period. It will give us follow-up information on the usefulness of the program for the participants in their occupations (and their new occupations, if different). It will also indicate directions they would like the program to take, as their needs for private sector and business information change.

The Center has used a focus group methodology when evaluating new activities. This consists of round table discussions, usually conducted at the Center, to get feedback on the perceived effectiveness of current programs and on desired future

directions. This was used in the development of the basic accounting video series, in small business development activities, in curriculum development, and in development of the video workbook.

PROGRAM GOALS AND ACCOMPLISHMENTS

Attachment 1 compares program accomplishments with the Program Implementation Plan submitted to AID in October 1991. As the chart indicates, SUNY carried out all the program activities planned for the year. There was a higher level of activity for the short courses during the fourth quarter than originally planned and the locations for all activities were somewhat different. This was in response to the changing needs of our partner organizations and to the identification of additional partner organizations. The same is true of actual courses titles and content; the change in demand and needs for courses gave the Center opportunities to tailor courses specifically for each partner organization. SUNY's instructional resources made it possible for the Center to be flexible in the courses that were offered during the first year.

One of the year's major accomplishments was the creation for the Center of a reputation for accessibility, effective management assistance, business curriculum development and business training.

MANAGEMENT COURSES

Thirty-six seminars were presented at 19 different locations during the funding year. In order to ensure program quality and sustainability, the Center changed and adapted some of its planned program content after discussions with partner organizations to provide courses that were most relevant to their members and region. Several organizations contacted the Center after seeing the original project implementation plan and asked to be included in the Center's activities. Two groups, in Gyongyos and Nyiregyhaza, have the organizational and resource capacity to be effective long-term partners. They each co-sponsored three seminars last year, and their members visited the Budapest Center frequently. The Center continues to work actively with its other partners in Szeged, Pecs, Szekszard, Gyor, Budapest, and in numerous smaller cities.

As Hungary's economy evolves, the need for different courses changes. The original schedule included many courses in accounting and finance for small business, and small business marketing. However, other organizations began offering similar

courses and the need for this type of course consequently diminished as the year went on. Crisis and strategic management, quality control, and agri-business courses along with the basic business plan writing course, have become the most requested seminar topics. Evaluations indicate that many of the concepts taught in these seminars were either unknown or only vaguely understood. The feedback from basic marketing and retail courses were that many of the concepts were already known. There was little general demand for these courses, so unless specifically requested, they will not be offered in the second year of the project.

Over half of the seminar participants came from the business community. A large number of them were small business owners or employees (127). Many did not indicate a profession, which could mean that they were unemployed, students, or farmers. A follow-up questionnaire was sent out in July and the Center has begun processing and analyzing them to evaluate the impact the seminars have had (see Attachment 2).

CURRICULUM DEVELOPMENT/EXECUTIVE DEVELOPMENT

The MBA portion of the curriculum development program was modified in the first weeks of the grant. It was to involve travel MBA study by graduate students from both Pecs and Miskolc, but because of the midsummer timing of the grant award, suitable Miskolc candidates could not be identified in time to enroll in SUNY programs. After discussions, it was decided that short-term faculty training and observation in the U.S. on various aspects of MBA programs would be a more effective program component. Three professors, including the rector of the Miskolc business school, received training which included one-on-one work in New York with a professor from the SUNY Buffalo MBA program and field trips to local businesses. As a follow-on to these activities, Miskolc will begin a three-two program (three years for a university degree in business and an additional two years for an MBA) in October, 1992.

The second university, Janos Pannonius in Pecs, had slightly different needs. An MBA candidate was chosen, and she completed her first year's MBA studies at SUNY Binghamton. This was augmented with her participation in workshops in April. During the program year it was decided, with input from the Pecs faculty and administrators, that SUNY's focus should change from aiding in establishing an MBA program to assistance in business curriculum development and materials design for the business school and the school of arts (human resources program). Several Pecs faculty participated in custom-designed intensive curriculum development programs at SUNY Buffalo. They were especially interested in teaching techniques and in aid in identifying appropriate texts and teaching materials.

There were 21 workshops in curriculum development between November, 1991 and May, 1992 at 9 locations in Hungary (see Attachment 3). SUNY experts worked with Hungarian professors to introduce them to Western concepts and teaching techniques which the Hungarians could incorporate into their curricula. The topics and workshop content depended on the needs of the university. For example, at the Gyor Technical College, workshops in finance and strategic management were followed up with Gyor professors observing SUNY experts teaching local business managers the same content. In Keszthely University of Agriculture, both professors and local business managers attended the executive development courses taught by SUNY faculty.

Feedback from SUNY experts indicates that Hungarian professors are interested in learning American-style business teaching techniques, especially the case study method. While cases can be translated into Hungarian for class use, teaching would be more effective if cases were written to reflect the current Hungarian situation, and this is where many of the professors would like assistance. They also would like more exposure to other teaching materials, such as texts and videos, to see which could serve as models for use in Hungary.

SUNY professors and Hungarian university officials indicated that the seminar/workshop format is most effective, as it allows for an exchange of information between the SUNY professors and their Hungarian counterparts. It also creates linkages between the SUNY system and the Hungarian partner university. Another positive result of the curriculum development program is that university and local business cooperative linkages have been established. It was recommended that the curriculum development and executive development/finance for non-financial managers programs be conducted jointly so that a dialogue could be started between the universities and the local business community. In Gyor and Keszthely, university representatives are now working actively with businesses and business community organizations.

Four two-week executive development programs and three one-week finance for non-financial manager courses were held for top and middle managers. The executive development courses gave training in various areas of business tailored to the needs of the partner. The training usually covered finance, strategic management, marketing, and human resources. The number of participants and the feedback from instructors and partners indicate that this continues to be a highly appreciated program.

TRADE DEVELOPMENT AND SMALL BUSINESS CONSULTING

During the first year, the Center emphasized not only individual trade development and small business consulting but also improving our partners' capacity to provide assistance in this area. The Center provided *ad hoc* consulting to visitors to the Center, including Americans interested in doing business in Hungary, Hungarians interested in establishing trade contacts in the U.S., and Hungarians interested in starting their own business. The most important step taken to improve

the Center and partners' capacity to provide assistance was in promoting networking. The Center director and deputy director took part in numerous conferences and discussion groups on topics such as creation of a micro-loan program, resources available to small businesses, and American-Hungarian joint ventures. The Center has been working with partner organizations to help them determine the training needs of their membership in these areas.

By focusing on improving each partner's capacity to provide consulting and trade development assistance in the country's regional centers, the Center is building program sustainability. It is also creating a multiplier effect, enabling the partners to reach areas that the Center does not have the capacity to reach.

PUBLIC EDUCATION

The 15-module video series in basic accounting was completed the second week in July as scheduled. The video quality control component implemented after the original five-video pilot series (funded by the Mellon Foundation) obviated the need for last-minute changes. The script was a collaborative effort of American and Hungarian accounting and video experts. The project's goal was to ensure that the videos were informative, accurate, culturally and linguistically appropriate, and entertaining. While much of the series was taped in the U.S., a bilingual expert from Hungary was involved in every phase of the production.

Experts representing small business, high schools, and universities, the target audiences for this series, are now working on the accompanying workbook, which will summarize the lessons of each video episode and will have supplemental problem exercises based on the examples in each video.

OTHER ACTIVITIES

Training funded by the Pew Charitable Trusts began for Hungarian experts who will complement or replace U.S.-based consultants. Some AID funds are provided for Center administrative support. Three experts have completed their training as of this report; a total of 15 will receive training by April, 1993. Among those already trained, one studied interactive video, a second studied video distribution and marketing, and the third studied small business and regional development. Other experts have been identified for health care management, computerized management systems for agribusiness, small business management, and other specialized fields of interest to the Center.

The Center also sponsored and supported a series of three management seminars for Hungarian university and college rectors funded totally by the Andrew W. Mellon Foundation. A citizen's exchange program funded by USIA was organized by the Center. The program is helping two Hungarian cities to establish American-style business associations to help with regional economic development. The organizations in Szekszard and Gyor are working with the New York cities of Binghamton and Buffalo, and have already begun to develop direct trade ties as well as their technical assistance relationship. A new Center short course in regional marketing will support these organizations in the 1992-1993 program year.

FINANCIAL ACTIVITY

Financial activity reports for the grant from July 23, 1991-July 17, 1992 are included in this report as Attachment 4. The Albany expenditure was for the Center's director, who is a business professor at the SUNY Albany campus. He works on this project while on a year-long sabbatical. The curriculum development, executive development, and finance for non-finance managers portion of the project was administered by faculty and staff at the SUNY Buffalo campus. Expenditures for those latter activities are listed under Buffalo.

In the original grant budget, translators, consultants, and trainers were placed together on one budget line. They are therefore reported here under one category.

Staff in Budapest had to be paid under service agreements due to the bureaucratic delay in the granting of Hungarian legal status to the Center for Private Enterprise Development. Until the Center was given full status as a Hungarian entity,

it could not legally have employees, so the staff worked under service agreements and no fringe benefits were withheld until June.

Project money was saved on foreign travel by entering into agreements with two American flag airlines, by having Hungarian partner organizations provide lodging for consultants, and by scheduling seminars so that consultants were used for several program activities during the same trip.

The budgeted amount for supplies included costs for printing a workbook (not yet completed) to accompany the video series. This is reflected in the balance of funds.

ATTACHMENTS

Attachment 1 - SUNY Hungary AID Project Analysis

**Attachment 2 - Summary of Short Courses for 1991-1992
Summary of Curriculum Development/Executive
Development Activities for 1991-1992**

Attachment 3 - Follow-up Questionnaire

Attachment 4 - Financial Report

Attachment 1
SUNY Hungary AID Project Analysis

Projected Activity:	Quarter			
	1	2	3	4
Small Bus. Training				
Sm. Bus. Mgt.	2	4	3	3
Sm. Bus. Acct.	1	1	1	2
How To Plan Sm. Bus.		1	2	1
Mgt. & Supervisory Training				
Basics of Mktng			2	2
Basic Accounting		1	1	
Basic Cost Accounting				
Basic HR Mgt.		1	1	1
Basic Quality Assurance				
Product/Inventory Mgt.			1	
Basic Western Mgt.		2	2	1
How to Export (to US)				
Basic Retail Management			1	
Executive Training				
Executive Development (2-wk)		1	1	1
Fin. for Non-fin. Mgrs (1-wk)		1	1	1
Curriculum/Faculty Development				
MBA Assistance Pecs	a,b	c		
Miskolc	a	c		
Consult. Assist.				
TUB	a		d	
C. of Fin. & Acctg.	a		d	
Coll. of For. Tr.	a		d	
Jozef Atilla	a			
Kaposvar U.	a		d	
C. of Tech. Gyor	a			
BUES	a		d	
Trade Assistance	0	4	4	4
Consulting Events	0	4	4	4
Consulting Assistance	0	4	4	4

Actual Activity	Quarter			
	1	2	3	4
Sm. Bus. Mgt.		4		
Sm. Bus. Acct.				
How To Plan Sm. Bus.	1	1	2	3
Basics of Mktng		2		1
Basic Quality Assurance				2
Basic Western Mgt.				9
How to Export (to US)		3		
Basic Retail Management			3	
Agricultural Management			3	2
Executive Development (2-wk)		1	1	2
Fin. for Non-fin. Mgrs (1-wk)		1	1	1
MBA Assistance Pecs	a,b			c,d
Miskolc	a	e	f	
Consult. Assist.				
Godollo U. of Agri.			a	e
C. of Fin. & Acctg.	a			e
Coll. of For. Tr.	a		c	e
Szeged University	a			e
Kaposvar U.	a		e	e
C. of Tech. Gyor	a		e	
Miskolc University		c,e		
College of Catering & Tourism		a	c	
Trade Assistance	2	4	5	4
Consulting Events		2	6	4
Consulting Assistance	?	4	7	10

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Public Education

Project Initiation
 Technical Content Complete
 Scripts Complete
 Rewrite/Translation
 Shooting Complete
 Editing Complete
 Reproduction/Delivery

x			
	x		
		x	
		x	
		x	
			x
			x

Project Initiation
 Technical Content Complete
 Scripts Complete
 Rewrite/Translation
 Shooting Complete
 Editing Complete
 Reproduction/Delivery

x			
	x		
		x	
		x	
		x	
			x
			x

KEY: a = analysis and selection complete

b = MBA student to US

c = Workshops Mktg, Finance, Human Resource, Oper. Mgmt.

d = Management training programs

e = Workshops Strategic Mgmt, MIS, Production Management, Agro-Mkting & Comp. Appl.

f = Faculty Participant training in US

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Attachment 2

Short Course Activities for FY 1991-92

No.	LECTURER	SEMINAR NAME	PLACE	DATE	# PART.
1	W. HOLSTEIN	HOW TO PLAN	GARDONY	NOV 11-12	19
2	W. HOLSTEIN	HOW TO PLAN	JASZBERENY	NOV 8-9	16
3	P. MARKULLIS	SM. BUS. MGMT.	SZEGED	NOV 18-19	21
4	P. MARKULLIS	SM. BUS. MGMT.	SZEKSZARD	NOV 21-22	18
5	S. ROSS	SM. BUS. MGMT.	GYONGYOS	DEC 9-10	8
6	S. ROSS	SM. BUS. MGMT.	GYULA	DEC 12-13	18
7	P. GANDHI	HOW TO EXPORT	BUDAPEST	DEC 12	21
8	P. GANDHI	HOW TO EXPORT	BUDAPEST	DEC 13 AM	24
9	P. GANDHI	HOW TO EXPORT	BUDAPEST	DEC 13 PM	24
10	F. BETHLEN	MARKETING	SZEKSZARD	JAN 13-14	13
11	F. BETHLEN	MARKETING	KAPOSVAR	JAN 16-17	15
12	W. HOLSTEIN	HOW TO PLAN	MENFOCSANAK	JAN 30-FEB 2	22
13	N. VACZEK	AGR. MGMT.	MENFOCSANAK	FEB 14-16	16
14	W. FELDMAN	RETAIL MGMT.	KISUJSZALLAS	FEB17-18	12
15	N. VACZEK	AGR. MGMT	HODMEZOVH.	FEB 18-19	17
16	W. FELDMAN	RETAIL MGMT	MOSONMOVAR	FEB 24-25	13
17	W. FELDMAN	RETAIL MGMT	NYIREGYHAZA	FEB 27-28	11
18	W. HOLSTEIN	HOW TO PLAN	GYOR	MAR 14-15	19
19	N. VACZEK	AGR. MGMT.	MAKO	APR 3-4	14
20	P. MIESING	STR. MGMT.	BUDAPEST	APR 23-24	12
21	P. MIESING	STR. MGMT.	BUDAPEST	APR 27-28	13
22	W. HOLSTEIN	HOW TO PLAN	BUDAPEST	MAY 11-12	12

R

23	D. KIM	MARKETING	SZOMBATHELY	MAY 14-15	17
24	R. CERVENY	STR. MGMT.	NYIREGYHAZA	MAY 14-15	20
25	N. VACZEK	AGR. MGMT.	GYONGYOS	MAY 21-22	18
26	P. MIESING	STR. MGMT.	KAPOSVAR	JUNE 8-9	15
27	P. MIESING	STR. MGMT.	PECS	JUNE 10-11	5
28	P. DUCHESSI	QUALITY	SZEGED	JUNE 15-16	52
29	P. DUCHESSI	QUALITY	BUDAPEST	JUNE 17	42
30	L. DEFOSES	STR. MGMT.	MISKOLC	JUNE 16-17	21
31	L. DEFOSES	STR. MGMT.	BUDAPEST	JUNE 18-19	10
32	N. VACZEK	AGR. MGMT.	SAROSPATAK	JUNE 25-26	9
33	L. DEFOSES	STR. MGMT.	GYOR	JUNE 23-24	16
34	W. HOLSTEIN	HOW TO PLAN	NYIREGYHAZA	JUNE 29-30	23
35	W. HOLSTEIN	HOW TO PLAN	PECS	JULY 1-2	25
36	A. ULLMANN	STR. MGMT.	SZEKSZA	JULY 15-16	15

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FY 91-92 Curriculum/Executive Development Activities

No.	Program	Place	Date	# Part.
1	Executive Development	Kaposvar/Keszthely	Jan. 6-17	29
2	Curriculum Development	Miskolc University	Jan. 9-16	29
3	Curriculum Development	Gyor College of Tech.	Jan 9-10	10
4	Executive Development	Gyor Mgmt Foundation	Jan. 13-17	20
5	Curriculum Development	Gyor College of Tech.	Mar. 9-12	13
6	Executive Development	Gyor Mgmt Foundation	Mar. 9-12	20
7	Curriculum Development	Budapest Col. of Cater.	Mar. 9-13	33
8	Fin. for Non-Fin. Mgrs	Nyiregyhaza Reg. Dev.	Mar. 9-13	15
9	Executive Development	Gyor Mgmt Foundation	May 11-15	19
10	Executive Development	Gyongyos Mgmt Foundation	May 11-23	20
11	Curriculum Development	Janus Pannonius U. Pecs	May 11-26	17
12	Fin. for Non-fin. Mgrs.	Miskolc	May 18-22	14
13	Curriculum Development	Szeged University	May 18-19	18
14	Curriculum Development	Budapest Foreign Trade	May 18-19	
15	Curriculum Development	Keszthely Agri. U.	May 18-22	42
16	Curriculum Development	Godollo U of Agri.	May 18-22	30
17	Curriculum Development	Budapest Col of Fin.	May 21-22	

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Attachment 3

Follow-up Questionnaire

Questionnaire Directions

(i) Select one response for each item and record that response by marking the appropriate box after the question, unless you are directed to do otherwise in the question.

(ii) If there is no box after a question or you tick a box corresponding to the "other" alternative, please give a brief answer in the space provided under the question.

(iii) If you attended more than one seminar please answer the following questions based on your last participation.

1. What was your job when you attended the seminar:

Title _____ Description _____

2. Was the seminar useful for this Job?

Extremely Useful			Useful				Not Useful at All
1	2	3	4	5	6		7

3. Is your current position the same, or has it changed since attending the seminar?

YES

NO

*If No please skip to question 5

4. Did the seminar give you added skills that helped you obtain your new position?

YES

NO

*If Yes, please describe those skills.

5. Have you started your own business since the seminar?

*If yes: In what industry? _____
How many employees? _____



6. Did the seminar give you information which was new to you?

YES

NO

*If yes, please describe what information was new.

7. How did you find the translated material that was given to you at the seminar?

Easy to Read

NOT
Easy to Read

8. Do you use the information received at the seminar as a reference material to assist you with questions and problems that arise during your work?

YES

NO

9. Have you ever given a copy of the seminar materials to anyone else so that it may assist them?

YES

NO

*If Yes,
How many People? _____

10. Would you attend seminars on other subjects?

YES

NO

*If yes, on which subject(s)?

- | | |
|----------------------|-------------------------------|
| 1. Marketing _____ | 5. Human Resource Mgmt. _____ |
| 2. Finance _____ | 6. Retail Management _____ |
| 3. Accounting _____ | 7. Environmental _____ |
| 4. Agriculture _____ | 8. Other _____ |

11. Briefly, describe the two most important things from the seminar that you are currently using for your job?

1. _____
2. _____

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12. Can The Center for Private Enterprise Development assist you in any other ways?

YES

NO

*If Yes, Please describe how

13. After our seminar, have you attended any seminars arranged by other organizations?

YES

NO

*If Yes, which organization(s):

14. How did you first become aware of the existence of the Center for Private Enterprise Development?

15. Do you know how to contact the Center for Information or Consultation in the future?

YES

NO

16. Would you recommend the Center's seminars to others?

YES

NO

17. Overall you felt the seminar was:

Excellent

1

2

3

Average

4

5

6

Poor

7

18. Please use the rest of this last page, and the back (if necessary), to make any additional comments you might have about the seminar(s) you attended:

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Attachment 4

AID HUNGARY 10/05/92 EXPENSES THRU 7/16/92

CATEGORY	BUDGET	OIP EXPENDITURES	BUFFALO EXPENDITURES	ALBANY EXPENDITURES	TOTAL	ENCUMBERED	BALANCE
1001 SALARIES	127,990	47,069.61	0.00	42,780.00	89,849.61		38,140.39
1501 FRINGE BENEFITS	39,156	13,083.11	0.00	11,550.60	24,633.71		14,522.29
2001 CONSULTANT	200,914	72,168.56	51,067.93		155,015.94	3,614.00	42,284.06
6506 TRANS/INTER		17,208.77	14,570.68				
2501 EQUIP/FURNITURE	13,923	7,715.24	0.00		7,715.24		6,207.76
3006 SUPPLIES	20,279	4,761.97	722.56		5,484.53		14,794.47
3502 TRAVEL-FOREIGN	123,774	67,639.51	43,793.90		111,433.41		12,340.59
6501 TUITION	20,355	0.00	20,292.18		20,292.18		62.82
6507 COMMUNICATIONS	4,711	9,900.84	2,304.54		12,205.38		(7,494.38)
6508 SUB-CONTRACT	277,500	208,125.00	0.00		208,125.00	69,375.00	0.00
6510 OTHER/RENTS	80,922	71,163.47	207.03		71,370.50		9,551.50
7001 PARTICIPANT	40,453	2,314.00	12,520.79		14,834.79		25,618.21
SUB-TOTAL	949,977	521,150.08	145,479.61	54,330.60	720,960.29	72,989.00	156,027.71
7501 INDIRECT COSTS	167,440	67,911.05	29,248.82	16,625.16	118,243.66	1,105.88	48,090.45
TOTAL COSTS	1,117,417	589,061.13	174,728.43	70,955.76	839,203.95	74,094.88	204,118.16

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