

November 21, 1966

TECHNICAL ASSISTANCE PROJECT EVALUATION REPORT	1. Cooperating Country TURKEY	2. Data Current as of: September 30, 1966
3. Project Title Academies of Economics and Commerce		4. Project Number 277-11-770-357
5. Date original Project Director's 5 24 1962 Obligating Mo. Day yr. Document	6. Estimated Date of U. S. Physical Completion 6/30/68	7. Estimated Date of U. S. Financial Completion 6/30/69

8. IMPORTANCE RANKING BY MISSION DIRECTOR

In terms of overall importance to the achievement of U. S. objectives in this country, this project falls in the:

- a. Lowest Quartile b. 3rd Quartile c. 2nd Quartile d. Top Quartile

of all AID dollar TA projects in all activity fields in this country (exclude Technical Support). One fourth of the number of projects must be ranked in each quartile.

9. CONTRIBUTION - The actual contribution of the project to the following U. S. objectives during the last six months is:

a. U. S. Objectives	b. Rating					
	1. Not Relevant	2. Negative	3. None	4. Modest	5. Good	6. Outstanding
1. Directly Increase Production	X					
2. Improve Infrastructure	X					
3. Improve Economic Institutions						X
4. Directly Improve Personal Welfare	X					
5. Improve Social-Political Institutions	X					
6. Security	X					
7. U. S. Relations						X
8. U. S. Commercial Interest					X	

10. ACHIEVEMENT OF ACTIVITY TARGETS

a. How well are the activity targets of the project being achieved?

1. Unsatisfactory 2. Marginal 3. Adequate 4. Good 5. Outstanding

b. In general, project execution in relation to schedule is:

1. Seriously behind 2. Slightly behind 3. On time 4. Ahead

11. MISSION DIRECTOR RECOMMENDATION: (Check one)

- a. This project should be discontinued earlier than originally planned. If checked, when? _____
- b. This project should be evaluated in depth as a basis for determining its effectiveness, future scope and direction.
- c. This project should be continued as currently planned.

12. PROJECT COORDINATOR Hoyt Turner Deputy Chief Education Advisor Title and Grade	Signature 11/21/66 Date	13. APPROVED BY MISSION DIRECTOR Signature Date
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 I. ACCOMPLISHMENTS Academies of Economics and Commerce, 357

- A. List all significant accomplishments attributable to this project during the six months covered by this report. Be succinct, explicit and, where possible quantitative. For each accomplishment indicate whether it is substantially the same as, more than, or less than planned.
- B. List in comparable realistic terms expected accomplishments during the next six months.

- A. 1. A 10-day seminar was conducted in September in Alanya by the MSU group for 28 Turks associated with the Academies. Its purpose was to accomplish the project's basic goal of familiarizing Turkish faculty members with the objectives, philosophy, methods, curricula, and subject matter of American education for economic leadership. Education of this kind in Turkey is based, to a large extent, on European and Turkish tradition rather than an analysis of present and future needs of the economic system. The MSU group believes that only by knowing what is being done in the US (which leads in the field of education for economic leadership) and how and why it is being done, can the Turks possibly be discriminating in deciding what part will work in Turkey and how other parts might be adapted to Turkish needs.

Using the theme of "Education for Business Leadership in the US", the ideas and discussions generated such enthusiastic response that part of the prepared program was scrapped in favor of a rather extensive program of problem analysis requested by the Turks. A near-perfect attendance record was set at the seminar, much to the surprise of the MSU staff. The Chief of Party considers that this seminar may well have been the most significant accomplishment of the project during the two and one half years it has been in existence. The Turks have planned another one (See B below).

2. The short-term consultation of Dr. Dickerson, who is both the professor of business law and associate dean for graduate study at the Graduate School of Business Administration, MSU, was significant.

Law requirements make up as much as 25% of the curricula at some Academies, making it quite difficult to add courses in new areas without reducing those in law. At the seminar mentioned above, Dr. Dickerson held a major session on the place of business law in the American curriculum and explained why only two courses are required at MSU. Following the seminar, he visited each academy and met with the faculties of the law departments. It is safe to say that these groups, which are very influential in academy boards of professors' are now much more sympathetic to the needs for change than they were before. As an example, one non-essential law course already has been dropped from the Ankara Academy's curriculum.

3. Monthly meetings of the 4 Academy presidents and MSU staff continue. This is significant because, as mentioned in the previous TAPER, a precedent was set when even these meetings were scheduled on a regular basis. It was not known initially whether or not they would be successful, let alone continue. Not only are problems aired, but the Turks for the first time

(SEE Attachment)

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Attachment

I. ACCOMPLISHMENTS

- A. 3. (continued) now have begun to prepare their own agenda for the meetings, with the American Advisors acting only as consultants. The seed for these conferences was planted in the early stages of the project when the four presidents attended a full month's session at MSU, before the American team arrived in Ankara.
4. The Academies further were strengthened by the arrival of a fifth MSU professor, Richard Henshaw. Assigned primarily to the Istanbul academy, he also will serve as consultant to the academy at Eskisehir. Arriving only in July, Prof. Henshaw managed to translate into Turkish a part of his book on business "games" for use as an instructional device for the September seminar.
- B. 1. Because of the success of the seminar mentioned above, the Turkish participants have taken the initiative of planning a second one dealing with Turkish higher Education. This would "cash in" on the impetus generated by the Alanya meetings and provide a basis for evaluating business education in Turkey and recommending change.

The second seminar will be planned and executed by the Turks, hopefully in early 1967, with the Americans taking very little part in the formal program. As the proposed seminar title "The Education of Turkey's Business Leaders, Current and Future" indicates, the Turks themselves have emphasized they want the seminar to deal with the present and future. The previous one dealt with the past and the present. It also is planned that the future conference will have a wider base of attendance with participants coming from other higher educational institutions, government and private and public economic institutions.

2. One participant presently in MSU, studying Marketing and another in Business Finance will complete their MBA degrees and return to Turkey to assume duties as instructors. One of these will assume the duties of vice-president of the Eskisehir Academy and apparently is slated to become president within the next few months.

3. Professor Henshaw will strengthen the program at Eskisehir in the area of application of quantitative methods to the solution of management problems. This is especially important since there has not been a resident Advisor at this institution. He will, of course, continue to be based in Istanbul and also work with the Academy there.

4. Professor Leonard Rall, the Economic Professor based in Izmir, is expected to complete a book he is writing on "Managerial Economics" for use by the Academies.

II. TECHNICIANS - U. S. and Third Country

 None

A. ON BOARD AND RATING

Enter the number of technicians in each category.

1. Type of Technician	2. Total on Board		3. Rating of Performance					
	a. Scheduled	b. Actual	a. Unsatisfactory	b. Marginal	c. Adequate	d. Good	e. Outstanding	f. Not Rated
a. U. S. Contract	6	5						
b. U. S. PASA								
c. U. S. Direct Hire								
d. Third Country								

B. CONTRACTORS

1. Contract Number	2. Name of Contractor	3. Type of Contractor
a. ATC/NASA-85	Michigan State University	Non-profit
b. 297-357-3-00007		
c.		
d.		
e.		

C. PARTICIPATING AGENCIES

1. PASA Number	2. Name of Participating Agency	3. Organizational Entity
a.		
b.		
c.		

D. Indicate the number of each type of technician with any of the following problems which have had a significant adverse effect on the project during the past six months.

1. Type of Technician				2. Problem
a. Contract	b. PASA	c. Direct Hire	d. Third Ctry.	
				a. Inadequate technical knowledge
				b. Inadequate knowledge of country and culture
				c. Language barrier or translation difficulties
				d. Health problems resulting in evacuation or excessive absenteeism
				e. Family or emotional problems
				f. Negative attitude toward project
				g. Poor personal relations with U. S. technicians
				h. Poor personal relations with Third Country technicians
				i. Poor personal relations with counterpart technicians
				j. Poor personal relations with local citizenry
				k. Inadequate communication between project technicians and Mission
				l. Lack of occupational adaptability (ability to apply technical knowledge to country situation)
				m. Other (Specify in Narrative Section)

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III. PARTICIPANTS

None

A. Give the number of participants falling in each of the following categories by the location of training.

1. Location of Training		2. Participant Program Status
a. U.S.	b. Third Country	
15		a. Participants have received training and returned to country from start of project to the beginning of this reporting period.
3		b. Participants have returned to country during this six month reporting period
10		c. Participants are being trained
4		d. Participants are being processed for training
5		e. Participants have yet to be selected
37		f. Participants will have been trained when project terminates (Item f. is the sum of a. through e.)

B. In general, the participant training component of this project in relation to schedule is:

1. Seriously behind 2. Slightly behind 3. On time 4. Ahead

C. Of the returned participants, indicate the number whose performance in their job is rated as follows:

1. ___ Unsatisfactory 2. ___ Marginal 3. 2 Adequate 4. 10 Good
 5. ___ Outstanding 6. 6 Not Rated

D. Indicate the number of returned participants who fall into each of the following categories:

1. ___ Have undesirable character traits
2. ___ Are hostile to the United States
3. ___ Received inadequate training in the United States
4. ___ Received inadequate training in a Third Country
5. ___ Are assigned to positions below their level of competence
6. ___ Are assigned to positions above their level of competence
7. ___ Are unable to get their ideas accepted by their supervisors
8. 13 Are using their training almost as planned
9. 2 Are employed in higher rank positions than planned
10. ___ Are not being utilized to take good advantage of their training
11. ___ Have been lost to the project but are using their training
12. 3 Are no longer in contact with the Mission

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IV. AID DOLLAR FINANCED COMMODITIES

 NoneA. Quality of commodities delivered for use in this project in general is: (Check)

- 1.
-
- Unsatisfactory 2.
-
- Marginal 3.
-
- Adequate 4.
-
- Good 5.
-
- Outstanding

B. Use being made of commodities in this project in general is: (Check)

- 1.
-
- Unsatisfactory 2.
-
- Marginal 3.
-
- Adequate 4.
-
- Good 5.
-
- Outstanding

C. U. S. Government Excess Property

1. Has any such property been delivered to date for use on this project? Yes No

2. Original acquisition cost of such property: \$ _____

3. Has the quality of the excess property satisfied the needs of the project?

 Yes No

If no, briefly describe problem in the Narrative Section.

D. Are there any commodity problems which have had a significant adverse effect on the project during the past six months? (Check)

1. Late delivery of commodities to port of entry
2. Difficulty or serious delays in transporting commodities from port of entry to project site(s)
3. Lack of adequate storage facilities
4. Severe damage in shipment
5. Commodities have arrived but are not being used
6. Significant portion lost or stolen
7. Commodities received did not meet PIO specifications
8. Related facilities not ready to receive commodities
9. Unsited to climate/environmental conditions
10. Unnecessarily sophisticated for use by country nationals
11. Lack of satisfactory maintenance facilities and sufficient spare parts
12. Other (Specify in Narrative Section)

E. OVERDUE COMMODITY DELIVERIES

If any deliveries on any PIO/C are overdue 120 days or longer, check the responsible authorized procurement agent and describe the situation in the Narrative Section.

- 1.
-
- Cooperating Country 2.
-
- Mission 3.
-
- GSA 4.
-
- Other: _____

F. List the PIO/Cs issued for this project and the dollar value of commodities authorized, ordered and delivered. Check Column 2 for PIO/Cs on which deliveries are 120 days or more overdue.

1. PIO/C Number	2. Deliveries 120 Days Overdue	Dollar Value (000)		
		3. Authorized	4. Ordered	5. Delivered
a. Total Number Completed PIO/Cs:	/ / / / / / / /			
b. None				
c.				
d.				
e.				
f.				
g.				
h.				
i.				
j.				

V. COOPERATING COUNTRY

A. In general, the country government's participation in this project is:

1. Unsatisfactory 2. Marginal 3. Adequate 4. Good 5. Outstanding

B. Check country problems of a serious nature having a significant adverse affect on this project's progress in the last six months:

1. ___ Disagreement between government ministries
2. ___ Disagreement between government officials within a single ministry
3. ___ Change in executive leadership
4. ___ Sufficient cooperating country funds have not been provided
5. ___ Necessary enabling legislation is not being developed/passed
6. ___ An organization has not been established or staffed as agreed
7. ___ Excessive red tape, bureaucratic delays, or important deadlines missed
8. ___ Delays in the clearance of U. S. Technicians
9. ___ Qualified counterpart technicians have not been assigned
10. ___ Qualified counterpart technicians have not been assigned on time
11. ___ Qualified participant trainees are not available
12. ___ Qualified participant trainees have not been nominated
13. ___ Qualified participant trainees have not been nominated on time
14. ___ Maintenance of facilities and equipment is sub-standard
15. ___ Local political differences
16. ___ Tribal, class, or caste conflicts
17. Cultural resistances to changes
18. ___ Cooperating country personnel not receptive to U. S. technician major recommendations
19. Other (Specify in Narrative Section)

C. Mission estimate of attitude toward the project. If there are significant differences between government entities, check Mixed and explain in Narrative Section.

1. Cooperating Country	2. Rating Categories				
	a. Negative	b. Mixed	c. Passive	d. Favorable	e. Enthusiastic
a. Government in General				X	
b. Citizens Being Reached				X	

D. Take-over and Continuation Plans of the Cooperating Country

1. Does the Cooperating Country have take-over and continuation plans?

- a. Yes b. No c. Inapplicable

2. Cooperating Country attitude with respect to take-over and continuation of the project:

- a. Uncertain b. Intends to take over c. Anxious to take over

3. If take-over stage is in progress, are Cooperating Country's activities proceeding satisfactorily?

- a. Yes b. No c. Inapplicable

E. Counterpart Technicians *Academy presidents*

1. Indicate the number in each of the following categories:

- a. 4 On Board b. ___ Unsatisfactory c. ___ Marginal d. ___ Adequate
 e. 4 Good f. ___ Outstanding g. ___ Not Rated

2. Indicate the number of counterpart technicians in each of the following areas which have had a significant adverse effect on the project during the past six months:

- a. ___ Inadequate technical education
 b. ___ Inadequate technical experience
 c. ___ Inadequate leadership and supervision skills
 d. ___ Working only part time, whereas full time is required
 e. ___ Technicians have been assigned and then transferred
 f. ___ Unwillingness to work or travel in rural or provincial areas
 g. ___ Pay and allowances are too low
 h. ___ Maturity and age
 i. ___ Motivation
 j. ___ Morale
 k. ___ Other (Specify in Narrative Section)

F. Total Cooperating Country Financial Contribution Directly to Project

1. Type of Contribution	In Dollar Equivalents (000)		
	2. Total Planned for Life of Project	3. Actually Committed to Date	4. Disbursements to Date
a. Cash	451	278	282
b. In Kind			
c. TOTAL	451	278	282

G. Were the contributions of the cooperating country over the past six months reasonably in accordance with agreements?

Yes No If no, discuss problem in Narrative Section

VI. PROJECT SUPPORT

A. Rate the backstopping for this project as shown below:

1. Type of Backstopping	2. Rating Categories				
	a. Unsatisfactory	b. Marginal	c. Adequate	d. Good	e. Outstanding
a. Timeliness	i. AID/W				
	ii. PASA				
	iii. Contractor			X	
b. Quality	i. AID/W				
	ii. PASA				
	iii. Contractor			X	

B. Check any backstopping deficiencies which have had a significant adverse effect on the project's progress in the last six months:

1. Backstop			2. Deficiency
a. AID/W	b. PASA	c. Contractor	
			None
			a. Technicians have not been recruited on schedule
			b. PASA/Contract negotiations have not been concluded on schedule
			c. Participant call forward dates have been delayed
			d. Commodities have not arrived on schedule
			e. Approvals and guidance required have been significantly delayed
			f. Information and technical support have been inadequate
			g. Actions currently pending are impeding project progress
			h. Other (Specify in Narrative Section)

VII. GENERAL (If answer is Yes to any of the following, describe in Narrative Section)

Yes	No	
	X	A. Are there any significant problems or causes of delay in this project not already covered in this report?
X		B. Has this project revealed the need for technical aids, e.g., pamphlets, materials or equipment, which are not currently available from back-stopping sources?
	X	C. Has this project revealed any requirement for research to be financed by AID/W?
	X	D. 1. Does the project involve participation of organizations or countries other than AID and the cooperating country?
		2. If the answer to D.1. is Yes, are there any significant personal, logistic, technical, or financial problems resulting from this arrangement?
X		E. 1. Does the project have significant characteristics transferrable to other countries?
X		2. Are there important lessons (positive or negative) to be learned from this project?
X		3. Has the project employed any unusual techniques, devices, or tools from which others may profit?
	X	F. Do any aspects of the project lend themselves to publicity (newspaper, magazine, television, or films) in the United States?

G. Indicate the number of times in the reporting period the project site(s) was visited by each of the following:

- | | |
|--|--------------------------------|
| 1. <u>1</u> Project Coordinator | 3. <u> </u> AID/W Personnel |
| 2. <u> </u> Local Mission U. S. Personnel | 4. <u> </u> U. S. VIPs |

VIII. NARRATIVE SECTION

Organize this section to correspond with the order of the structured portion of the TAPER. Identify each narrative statement by the appropriate section and item number.

Item 6, page 1

The current contract ends 6/30/68. Its termination was discussed at the Alanya seminar. The Turks were urged to use the coming year to ask themselves and their colleagues whether a continuation really would be worthwhile, and, if so, what changes in approach or methods should take place to make the project more valuable. We understand that the Turks are to make a formal request shortly for continued assistance to the project.

Item V.B. No. 19 INERTIA

Most of the key professors in the academies are in their 50's and 60's and their education was obtained 25 to 40 years ago from either Turkish or European schools. Change in the academies has been made difficult because a high proportion of professors were drawn from existing faculties of Turkish universities.

The curricula of the academies tend to be modeled after that of the Ankara Academy which was established as a commercial lycee more than 80 years ago. As an example, the Ankara Academy, for the first few years of its life held all its classes in the building of the Law Faculty of the University of Ankara. It is not surprising then, in this atmosphere, that 27% of the 4-year curriculum of the Ankara Academy is made up of miscellaneous law courses.

(See Attachment)

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VIII. NARRATIVE SECTION

It follows that these long-time professors have nothing to gain, and everything to lose, by the kinds of changes the MSU staff and some younger Turks are trying to bring about in the academies. To benefit personally from major curriculum changes, the older professors would have to re-qualify themselves to teach the new courses. This, they are not about to do. However, for the changes which have been inaugurated by this project, there has been no overt opposition. In fact, no case of active opposition has come to the attention of the MSU group or USAID on the part of even a single individual. This is a tribute to the courtesy, both professional and personal, of the Turkish professors and perhaps to the tact of the Americans.

Item VII B.

The greatest single need in developing the areas of business administration and economics is for dozens of modern textbooks either written in Turkish or translated into that language. To give an example, the monolingual Turkish student cannot read Marshall or Keynes, much less the works of major authors in such fields as marketing and management.

The Chief of Party of the MSU Group proposed approximately a year ago, that AID establish a massive three or four year program for the translation and publication of a hundred or more books needed in these fields of higher education which seem to contribute most directly to economic development. These fields probably would include engineering and agriculture as well as the fields covered by these academies.

Despite the fact that trying to teach in these areas without having adequate materials is like trying to dig a hole with only bare hands, translation and publication is still on an ad hoc basis and does not begin to satisfy needs.

The MSU Group has made some contribution to these needs by publishing one book each in marketing and business finance. In addition, a book in managerial accounting is to come off the press in November, 1966, and the manuscript for economics is nearing completion. All of these are in Turkish and are written to fit current Turkish needs. In addition, the complete book on business games mentioned earlier will be translated and published in Turkish during this academic year.

Item VII E.1

Curriculum revisions, and innovations which have taken place in the academies lend themselves to adaptation in other countries where similar institutions exist. Also, the books written by the MSU professors are designed for developing countries and should have a wide application in those areas if published in English.

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Item VII E.2 and 3.

Answers are combined on these two points. The project employed the technique of sending the four academy presidents to the US, before the American Advisors arrived in Turkey. The important positive lesson learned was that there had to be an intellectual challenge offered to these men, otherwise their month would have been just a travelog. That this was accomplished through 8 intensive hours of work each day for one month was reflected in the attitudes of the returned Turks. They were known to comment that they had never worked so hard in their entire lives, and that they now had a thorough understanding of the work that lay ahead as far as the project was concerned. The technique of the September seminar is not in itself, unique. But again, the emphasis was placed on the quality of work offered to the participants.

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