

MFM Project

FPF COURSE FINAL REPORT GROUP 2

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Financial Planning Framework Course

FINAL REPORT

November 17, 1994

Group 2

September 19-30, 1994

Submitted to Azin Farzami, NIT ET Program Specialist
Prepared by Dan Goetz, Research Triangle Institute
and Brad Moore, Georgia State University

Final Report
Financial Planning Framework Course
Group 2: 19-30 September

Submitted to Azin Farzami, NIT ET Program Specialist
November 11, 1994

Prepared by Daniel L. Goetz, RTI
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1.0 Summary

Twenty-two Russian officials from the city of Nizhny Novgorod participated in the two-week Financial Planning Framework course designed and carried out by the Research Triangle Institute and Georgia State University. The coursework took place from 19 to 30 September 1994. Training activities included technical classroom and related field trips during the weekdays and social and cultural excursions in the evenings and on the weekends. Staff and faculty of RTI's Center for International Development (CID) and Georgia State University's Policy Research Center (PRC) served as instructors for the course.

The evaluation results from AED-developed questionnaires administered to participants at the end of the course of instruction showed the following:

- 16 of 21 respondents rated objectives as having been met to a great (12) or medium (4) extent.
- 20 of 21 respondents answered that the training program was conducted very much (4) or to a moderate amount (16) at their level of expertise.
- 16 of 21 respondents wrote that the training program was directly related very much (4) or (12) to a moderate amount to their work.
- 19 of 21 respondents answered that the knowledge and skills learned in the course will be very much (7) or moderately (12) useful when they return to their work.

Respondents rated all 14 aspects of the course, from the *training ability of the instructors* to the *explanation of and support for developing follow-on needs* positively with **good** or **very good** marks. When asked how relevant are training programs such as this to supporting the further development in your country, all respondents answered positively that such a course was relevant to supporting a free market economy and a democratic system of government.

While participants of Group 1 under this contract reported negatively about the short notice given of their departure, 17 of Group 2 were satisfied with the amount of time for notice of departure and, more generally, with the application and planning process of their training. RTI notes that the travel arrangements made by AED for Group 2, while receiving higher ratings by participants than those for Group 1, still failed to fully support the training schedule that RTI and Georgia State had communicated to AED. We also note delays and lack of clear communication on the part of AED in the subcontracting process that jeopardized the success of this training course for both Group 1 and Group 2.

2.0 Summary of Training Activities

2.1. Classroom and Field Trip Activities

In this section of the report, each training activity in the course schedule is described.

RTI

1. Course Mobilization

The course was opened on the morning of Day 1 with: introduction of participants and staff, logistics, course overview, and survey of participants' expectations. The course overview explained how the modules of the course taught by RTI and Georgia State treated the components of the Financial Planning Framework for reform of local government financing and service delivery in the post-communist era in Russia.

2. Introduction to U.S. Intergovernmental System

The afternoon of Day 1 was dedicated to an introduction to the U.S. intergovernmental system, with special emphasis on how units of general purpose local government are organized and carry out service responsibilities and how these units manage the financing of these services. This introduction laid the groundwork for important concepts of local government administration treated in the course and for the participants' interaction with their U.S. practitioner counterparts on field visits.

3. Expenditure Analysis

Day 2 and the morning of Day 3 treated expenditure analysis.

Training instructors presented the principles, terms, and concepts of fund accounting through a case study of the current and capital budgeting and accounting practiced in the City of Durham, North Carolina and the County of Durham, North Carolina. The case study provided an example of the expenditure structure of U.S. municipal governments and techniques of expenditure analysis, including composition breakdown and trend analysis.

The introduction to enterprise accounting used a case study of a U.S. water and sewer authority to introduce enterprise budgeting, accounting, and management, including cost accounting and rate setting.

That afternoon's field trip to the water and sewer department of the City of Durham provided participants the opportunity to share financial management experiences in the this important local government enterprise. Several of the participants had expressed their wishes to the RTI Long-term Advisor in Nizhny Novgorod prior to arrival that they visit a locally-operated utility. At the new sewage treatment facility in North Durham the Director of the Department of Water Resources, the City Finance

Director, and the Budget Analyst responsible for enterprise fund budgeting provided charts and financial statements to show the revenue, bond issuance, and expenditure breakdown of the enterprise fund and answered participants' questions about how the \$1 billion in water and sewer assets are organized, managed, and financed.

The morning of Day 3 treated how to control costs of municipal service through performance monitoring. The instructor introduced methods for establishing unit cost measures and performance targets for various local government services. Cost performance monitoring in the education sector instructed participants about how, using examples from countries from different regions of the world, to apply and adapt measures of effectiveness and efficiency to their own contexts and about the value of incorporating qualitative indicators, process indicators, and long-term monitoring considerations into performance monitoring systems.

4. Analyzing Potential Revenue Sources

Participants learned about analyzing potential revenue sources during the second half of Day 3 and the whole of Day 4.

A field visit to the Durham County courthouse allowed participants to meet and discuss financial management with the County's Tax Assessor, Finance Director, Director of Information Resources, and Tax Collector. They also toured the County office and met the County Manager and his Assistant Director. The trip afforded participants the opportunity to hear and see first-hand the steps in the administration of the property tax at the local level: discovery, valuation, appeals processing, and billing. The county Tax Collector presented the issues and practices of local tax collection. The Finance Director answered questions about financial management and reporting, auditing and control.

Day 4 provided participants with lectures, discussions, and an exercise concerning service pricing and user fee design. The introduction to user charges and tariff design was followed by a small-group expertise on applying the principles learned for selecting which municipal services should carry user fees and the types of fee structures. A computer presentation that challenged participants to interactively design of a model tariff for a water and sewer authority followed in the afternoon.

5. Impact Analysis of Taxes and User Charges on Households and Businesses

Day 5 treated the principles of impact analysis and estimating the burden of taxes and user charges on households and businesses.

The morning lectures and discussions treated the key concepts of household impact analysis, including a presentation of how taxes and charges affect household income and defining issues of equity and incidence and a presentation of how taxes and charges affect business viability, decisions to expand, employment policies, and investment decisions. A group exercise to identify the most likely effects of current municipal taxation policies followed.

The afternoon's coursework presented methodology for constructing computer models to estimate tax and user charge burdens on different income classes. The trainees then participated in a group exercise with a computerized household impact model and presented, in a session attended by several course instructors, the consensus of the small groups on how best to structure revenues to meet expenditure targets.

Georgia State

6. Introduction to Intergovernmental Fiscal Relations and the Income Tax

The first day of instruction at Georgia State University for Group 2 was initiated by Dr. Roy Bahl, who provided an introduction to intergovernmental fiscal relations, with a focus on federal, state, and local tax practices, grant transfers, and the fiscal/administrative framework that many governments share in common worldwide. This segment was followed in the afternoon by a comparative overview of the Income Tax in the European Community and the United States, presented by Dr. Sally Wallace. Finally, participants were introduced to the Computer Laboratory, where they would receive ten hours of instruction in microsimulation modeling, with an emphasis on revenue estimating and forecasting using sales and property tax data from local governments in the United States.

7. Corporate Income Tax & Forecasting and Modeling

The Corporate Income Tax was covered in greater detail by Professor Martin Grace; the focus of the lecture was on Corporate Income Tax in VAT regimes.

The afternoon session included a demonstration and lecture of computer forecasting and modeling techniques, and concluded with a two hour laboratory exercise utilizing spreadsheet applications and baseline data to simulate tax analysis.

8. The Property Tax and Sales/VAT Taxes; Commercial Bank Policy in the United States

Day eight included a series of lectures covering the theory and practice of the sales tax and VAT and the property tax. Professor Jorge Martinez presented the sales tax and VAT lecture, covering the present practices in the European Community and in developing countries. Dr. David Sjoquist presented the property tax lecture, using a case study of the Atlanta region.

Four officers of the Nizhny-Novgorod Commercial Credit Bank, who attended the program, took part in a morning discussion with finance faculty from the College of Business, including Dr. Dileep Mehta, an internationally renowned banking expert, and an authority on the policy implications of the current financial sector reform in Russia. The morning program was followed by an afternoon meeting with senior officials from the Atlanta headquarters of Wachovia Bank, where the bank's international practice, government relations, and electronic funds transfer operations

are housed. The four bank officers received seminars on electronic funds transfers, the municipal bond practice of the bank, currency exchange operations, and government relations, including services offered by commercial banks in the United States to state and municipal governments.

For those participants not attending the bank field trip, the afternoon of day eight was concluded with the third computer lab in microsimulation instruction.

9. Tax Administration and Auditing

Day nine included in depth discussions on tax administration and auditing. These subjects, although not originally planned for the course, were requested by the group, many of whom were trained in the area of financial accounting. A morning session on tax administration was conducted by members of the College of Business faculty. The afternoon session was conducted by Mr. Clark Ramirez, the Director of Sales Tax Auditing for the State of Georgia Department of Revenue.

In addition to lectures by college faculty and outside practitioners, eight members of the group attended two separate field trips that were arranged with local counterparts in the areas of public housing and transportation. Both field trips took place in the afternoon, and included four hour sessions at the City of Atlanta Department of Housing and the Atlanta Regional Commission.

Those participants who elected not to attend the field trips took part in the fourth computer microsimulation exercise.

10. Final Computer Microsimulation Project; The Impact of Economic Treaties on Local Government: Case Study GATT and NAFTA; Roundtable Discussion

The final day of group two's training course included the final computer workshop project and a lecture that presented a case study of the impact of GATT and NAFTA on the State of Georgia economy. This lecture was presented by Dr. Peter Terrebone, who recently completed a study for the State of Georgia on the topic. The final computer project was a repeat of the project that group one completed. Finally, a roundtable discussion was held in which participants were able to clarify some questions they had about local government fiscal practices in the United States.

2.2 Cultural and Social Activities

RTI

Cultural and social activities were arranged to expose participants to various aspects of life in the United States. While training at RTI, these activities included a van tour of Duke University and of the downtowns in Durham, Hillsborough, and Chapel Hill. Shopping was a popular activity in evenings when many of the group elected to accompany the social Russian interpreter provided by RTI to purchase items at the

malls and discount stores in the Triangle area. The evening of their arrival, a staff member hosted a dinner at his house for the participants. At the end of the course at RTI, staff hosted a dinner for all participants at a traditional steak house restaurant in Durham with the traditional Russian-style toasts and speeches, an event that participants and staff enjoyed on the eve before the group left the Triangle area for Atlanta and the second half of the course on the following day.

Georgia State

The Policy Research Center arranged a number of field trips for the group. Participants were taken to Amicolola Falls State Park, as was the first group, and were treated to a southern buffet dinner. As with the first group, the second group of participants also requested transportation for shopping during the evenings. Local sight seeing in the downtown Atlanta area was available during the lunch breaks. Everyone visited the State Capitol Building, Underground Atlanta, and other historic sites during these free periods. Other sight seeing included an evening at Stone Mountain Park, a visit to the Martin Luther King, Jr. National Historic Site, a tour of Atlanta's historic neighborhoods, and a visit to the Atlanta Regional Farmers Market.

Finally, Roy Bahl, the director of the Policy Research Center, held a cook out for the Russians at his home, and a graduation dinner was held in the College's Atlanta Room, with faculty and members of the business community in attendance.

The respondents to the exit questionnaire ranked various occasions to interact with Americans and indicated the number of times the course structured such interactions. Results show that the top three activities in order of importance to participants were:

- (1) meeting with representatives from their sector;
- (2) meeting with local government officials or community leaders;
- (3) visit an American family

In all the above priority categories, the majority of participants (from 16 to 21) responded that they experienced such activities 2 or more times.

2.3 Networking Activities

RTI

Networking in North Carolina meant establishing links between participants and the instructors in the course and between participants and their U.S. counterparts, primarily local government practitioners and consultants. City and county finance officers, budget officers, department heads in the sites visited reacted warmly to their Russian counterparts. The RTI's faculty all have international project assignments in the NIS or Eastern Europe. Faculty colleagues and contacts shared with participants provided them with rich opportunities for networking.

Georgia State

In addition to meetings with visiting professionals from the public sector, a number of participants were invited to meet with members of the local business community. The purpose of the meetings was to discuss ways in which infrastructure investment might take place by American business entities in Nizhny-Novgorod. Several sectors were represented, including telecommunications, industrial (industrial batteries for transportation use), and an export management partnership. The latter works with Georgia Institute of Technology on defense conversion related programs in the FSU:

3.0 Participant Profiles

3.1 Participant Profiles

All participants in this group were from Nizhny Novgorod, occupying financial management positions at either the city or the district level or at local banking institutions. All were at mid or senior career levels. The majority of the participants knew one another and many had previously or now worked together on local finance policy and management. The participants were chosen by the City of Nizhny Novgorod in collaboration with RTI's Long-term Advisor on the Municipal Finance and Management (MFM) project so that key personnel would be introduced to alternatives methods and tools for improving financial management in the city. Instructors witnessed a group that worked together on course exercises naturally and easily and required minimal effort by instructors to participate in discussions.

3.2 Participant's Perceptions

The participants' perceptions of the United States were measured in the exit questionnaires provided by AED for the course. The results indicate that a majority of participants left with their attitudes having changed about the U.S. economic system (13 yes, 7 no, 1 n/a). The majority of participants indicated that their attitude toward the U.S. political system did not change (9 yes, 12 no). An equal number of participants felt that their attitude toward Americans did or did not change (11 yes, 10 no). A strong majority of respondents indicated that their understanding of life in the U.S. changed *little* or *very little* as a result of their experience during the course.

Please refer to Appendix C.2 for an English translation of AED's exit questionnaires and a summary of responses and synopses of written responses to questions.

3.3 Participants--Interpreter Interaction

RTI

RTI employed two types of interpreters throughout the course period, technical and social interpreters. The technical interpreters performed during classroom and field trip activities. Social interpreters accompanied the participants on the social and cultural activities. RTI faculty and logistics personnel's observation, confirmed by the questionnaire responses, was that the participants' and the interpreters' interactions were appropriate both professionally and socially. RTI's chief technical interpreter is Russian-born and educated and has worked as an interpreter and translator during the development and then for the delivery of this specific course during two previous cycles, affording a high degree of technical accuracy in presenting complex concepts in local government finance that are largely foreign to the Russian participants.

Georgia State

Week two for the second group went more smoothly as the interpreters were more accustomed to the delivery used by faculty, and had the opportunity to practice many of the terms. Participants indicated no problems with interpreting or translation. One interpreter, Felix Kerner, was praised by the group for the attention that he paid to each individual, and for his efforts to help several participants with specific requests after hours.

The exit questionnaire results show that the majority (from 10 to 16) of participants never experienced difficulties with the interpretations/translations in the ten areas evaluated, from classroom lectures and site visits to logistics and other personal and professional activities. One participant disagreed with the majority, answering that such difficulties were frequent in lecture, reading assignments and site visit situations.

3.4 Participants' Expectations in Relation to Program Objectives

RTI

RTI staff in the field office in Nizhny Novgorod oriented the participants about the goals and objectives of the Financial Planning Framework course. The Long-term advisor worked with City financial policy makers, the Director of Finance, and her Deputy to select the appropriate personnel for this course. It is not surprising then that when the course objectives, methods, and methodology were presented to the group in the morning of Day 1 in the exercise designed to explore participant expectations, there were questions pertaining to details of the program schedule and the methods employed, but no comments that indicated a discrepancy between participants' and trainers' objectives. Instead, comments indicated that the group had been prepared for the objectives and content of the course and heartily approved.

The course objectives, which were discussed in the opening session of the course, were:

- Learning the linkages between expenditures decisions and revenue generation;
- Learning how local governments become more financially self-sufficient using such techniques as cost recovery from service users; and
- Learning analytical techniques that help local municipal officials control their own financial situations.

Georgia State

Following a re-tooling of the program for the second group, which was requested by the delegation head, and confirmed by the group, the Policy Research Center rearranged much of the week's schedule. This included field trips and course lectures. Still, original objectives were largely met, and all participants indicated that they achieved their intent in the Atlanta portion of the course.

The course objectives for the Atlanta based portion of the program, were as follows:

- Learning how intergovernmental fiscal relations impact on local governments;
- Becoming familiar with local government fiscal practices;
- Identifying and comparing tax policies used by local governments worldwide;
- Learning to use spreadsheet software to analyze tax policy and to simulate; and forecasting and estimating through the use of the Tax Calculator

The exit questionnaire results show that 12 participants found that the objectives of the training program were met *to a great extent*, 4 to a *medium extent*, and 4 *only to a slight extent*. Strong majorities of respondents evaluated the training program positively overall: 15 *Good*; and 5 *Fair (1 blank)*. This overall rating was reflected in positive ratings by the majority in terms of applicability to participants' work, trainers' understanding of the transition to participants' conditions in Russia, and knowledge and skills that will be useful when participants return home.

4.0 Professional Contacts and Linkages

RTI

Whereas in many other courses the exposure of participants to professional colleagues in anticipation of networks forming is a primary objective, RTI's objectives of this short period were more strategic--getting the key managers and decision makers in Nizhny Novgorod to work together from a common base of concepts to improve financial management in that city. The most important linkages, then, were those formed among the participants, those who will carry out the financial reforms in the City. Also important were the contacts and linkages between Russians and their American project counterparts from RTI and Georgia State University, those who will work together for financial management improvement, thereby meeting the joint American-Russian goals in Nizhny Novgorod.

Georgia State

As mentioned in Section 2.3 "Networking Activities", the participants had many opportunities to establish ties to Atlanta-based public and private sector professionals. Just as with group one, faculty from the Policy Research Center were able to expand their network of professional contacts in Nizhny-Novgorod. Additionally, participants were able to meet with American professionals who will play a major role in the reform process in Nizhny-Novgorod and elsewhere in Russia.

Business contacts played a greater role for the second group than for the first, largely because of the participant backgrounds in commercial banking, transportation, and communication. Representatives of one business in Atlanta are planning a trip to Nizhny-Novgorod in November to meet with officials there regarding the possible set up of a satellite communications center for telephone service.

Exit questionnaire results show that approximately half of participants have made arrangements *to a moderate extent* to stay in contact with American professionals counterparts and other participants of the course.

5.0 Selection, Evaluation, and Monitoring Tools

Formal evaluation questionnaires consisted of two forms required by AED: *NIS Exchanges and Training Project Arrival Questionnaire* (5 pp.) and *NIS Exchanges and Training Project Exit Questionnaire* (8 pp.). [See Appendixes C.1 and C.2.] RTI administered the Russian-language *Arrival Questionnaire* on the evening of the second day, tallied responses, and forwarded the originals to AED as instructed. Georgia State University administered the Russian-language *Exit Questionnaire* on the final day of the course. Georgia State translated comments and RTI tallied exit responses and wrote up the results. RTI forwarded the originals to AED as instructed. It should be noted that Felix Kerner, who was hired by the Policy Research Center for interpreting/ translation services, and is a State Department qualified interpreter, indicated that the pre-formatted responses on the exit questionnaire are, in many cases, not translated literally. AED is advised to review the questionnaire translation for consistency of meaning between English and Russian.

Upon RTI's review of the content and process areas covered and the amount of time required to complete the AED instruments noted above, RTI judged that no further written participant reaction-level evaluation of the course was needed or advisable during the intensive two-week period. Given the short time PRC had with the group, PRC agreed that it would not expend valuable program time conducting other assessment tests or surveys. PRC did, however, conduct an evaluation exercise during the final computer laboratory project.

Prior to sending participants to the course RTI administered a Russian-language pre-trip questionnaire [See Appendix C.3] of participants in Nizhny Novgorod at the orientation by the Long-term Advisor and his staff, MFM Project. RTI training staff reviewed the results to determine the match between expectations and personal objectives of participants and course content: the match was very close. The most common response to the question asking participants' objectives in attending the course was: "learn about U.S. budget preparation and budget management". The most common response to the question about which skills participants would like to acquire was: "management and computer skills". One month after returning to their work in Nizhny Novgorod, the RTI MFM Project staff there will administer an impact-level questionnaire to all Nizhny Novgorod participants to evaluate if and how they are using skills learned during the course in their work.

At RTI, regular course monitoring took place in daily morning sessions that took place at 8:45-9:00 before coursework started. These were attended by the Training Manager, Training Coordinator, and Translator. The purpose was to air and discuss problems daily that might have been observed by the training management staff and to make training and logistical adjustments to respond to participants' needs. The principal participant concern the staff had to deal with was their insistence that the itinerary be changed so that they would not return via Warsaw. The monitoring process indicated to staff and instructors that no major change to course technical content or logistical support was indicated to be necessary or advisable.

6.0 Description of Logistics

6.1 Hotel and meals

RTI

While in the Research Triangle Park, a local hotel with suites was the lodging site for the participants. Each apartment-sized suite included a private bedroom and bathroom for each participant. There were two people per suite. A kitchenette with a small refrigerator, stove, microwave and dishwasher was included in each unit. The hotel provided a complimentary hot breakfast each morning.

Thirty-five restaurants and two major grocery stores and pharmacies are located all within walking distance -- less than 1/2 mile -- of the hotel. Course staff did not plan for participant dinners--these were taken either in the suites or at nearby restaurants or while on evening excursions into the three neighboring towns of Chapel Hill, Durham, and Raleigh. Lunch meals were taken at the training facility dining room or at RTI's corporate cafeteria. Payment for meals was the responsibility of the participants within their allotted MI&E portion of per diem.

Georgia State

Hotels

Participants were lodged in a Marriot Courtyard Hotel, located adjacent to the Georgia Tech campus. The PRC provided round trip chartered bus service each day between the hotel and the campus.

Meals

The hotel room charge included a full breakfast buffet. Lunches were purchased in the College of Business cafeteria, or at the Underground Atlanta commercial complex, across the street from the College. The PRC also hosted several lunches and dinners for the participants.

The responses to the logistics section of the exit questionnaire were overwhelmingly positive: all respondents were satisfied or very satisfied with *housing, meals, transportation, allowances, medical care, medical insurance, help with program matters, and response to emergencies.*

6.2 Transportation

RTI

Local transportation was provided by the hotel and a local transportation service. The hotel provided service to and from the airport free of charge. Transportation to and from the training site, field trips, and cultural activities was provided throughout the course by two 14-passenger vans.

Georgia State

Due to the location of the hotel, a bus for shuttle service was chartered during the length of the program. This included airport transfers.

6.3 International transportation

Georgia State

As with group one, participants expressed their dissatisfaction concerning international travel arrangements to staff of the PRC. Fortunately, in light of the hard work by RTI staff, the in-country arrival at 12:30 AM was the only downside to the travel arrangements made by AED. RTI was able to rearrange the transit flight to Atlanta from North Carolina to the more reasonable time of 6:30 PM on Saturday, avoiding the unnecessary and impractical scheduled flight at mid-day. In addition, RTI was able to reschedule the departure flight to Russia from Atlanta - originally planned for Saturday - to Monday afternoon. This allowed the group some free time in the United States to see and experience more of the culture, and allowed the PRC to conduct a productive training program during the week.

6.4 Meeting facilities

RTI

While in North Carolina the participants attended courses at a meeting room at a University of North Carolina conference center in Chapel Hill. All classroom activities took place in a fully equipped, modern lab/classroom. Breaks were provided twice a day consisting of a variety of snacks and beverages.

Georgia State

Training for Group 2 took place in conference rooms at Georgia State University's College of Business.

AED-provided questionnaires did not address meeting facilities directly: AED may wish to add this to their evaluations in the future.

6.5 Course materials

RTI

All course materials were prepared in Russian and provided to each participant in a large three-ring binder notebook. The course materials included copies of the overheads used for each session. Participants were able to insert into the notebooks their own notes and additional materials received during the presentations, exercises, and field trips. Copies of the English and Russian course notebooks are included with this report in Appendix D. Throughout the training course, instructors provided numerous documents as handouts to supplement the basic course materials. Copies of the results of group exercises were also distributed to each participant.

Georgia State

All course materials were interpreted, including reading assignments on intergovernmental fiscal relations, Value Added Tax, income taxes, and a fiscal policy/economic development primer. The introductory material, outlines, and computer laboratory exercises were bound in a single text; each participant received the text as a hand out. Copies of the translated articles were sent back with participants, and are available upon request.

Exit evaluation results show participants rating written materials as follows: 10 good, and 10 *very good*. Translations ratings were correspondingly high.

6.6 Unscheduled Activities and Meetings

Georgia State

Upon arrival, participants from group two elected to cancel previously scheduled field trips to local tax agencies, and elected to request area specific field trips for sub-groups who were interested in non-financial management issues. The PRC accommodated this request, and scheduled several field trips and guest speakers to meet the group's requirements.

In addition, members of the group met with several local business executives interested in investing in the Nizhny-Novgorod region, as outlined in section 2.3.

7.0 Lessons Learned

Contracting: Timely Contracting Requirements

RTI submitted Proposal No. P314-060, The Financial Planning and Framework Courses for the New Independent States to AED on August 16, 1994. The proposal was submitted on a fixed price per participant basis with the courses scheduled to take place September 12 - 30. Arrangements were made for the first group of participants to arrive in the Research Triangle Park on September 10. RTI's Office of Research Contracts (ORC) followed up several times with AED to determine the status of the proposal as AED and RTI were preparing for the course without a signed contract. AED's Contracts Office's explanation for the delay was that they were unable to obtain the proper background information from their technical staff to authorize the contract. RTI contacted AED's technical staff several times to speed up the process with their Contracts Office but AED insisted that their Contracts Office had everything they needed.

On September 2, AED's Contracts Office contacted RTI in need of a detailed budget. RTI explained to AED that this was a package course with a standard fixed price per participant and provided a brochure and registration form instead of a detailed budget. On September 7, ORC came to an agreement with AED that the contract would be cost reimbursement, but based on a fixed price per participant rate. The draft agreement was signed by Earl Yates of AED and faxed to RTI on September 8, the same day the participants left Nizhny Novgorod for the United States. RTI revised and returned the agreement on September 13. On September 19, AED's Contracts Office contacted RTI's ORC with a refusal to sign the revised contract. They insisted that the contract should not be fixed price per participant. RTI was halfway finished with the courses and a fixed price subcontract with Georgia State was already in place. On September 20, AED still refused to sign the contract and even suggested RTI issue a stop work with Georgia State. This would mean flying over 40 Russian participants back to Nizhny Novgorod in the middle of a training course. RTI asked for written instruction to stop work, but AED declined. Nothing further was discussed and RTI began invoicing on October 14.

Timely contracting is essential to prevent jeopardizing such courses in the future.

8.0 Participant Follow-on Needs

Participants were selected for their prospective roles as change agents to improve financial management systems and practices in the City of Nizhny Novgorod and its constituent districts governments. Exit evaluation results indicate that participants plan to apply what they have learned during the FPF course in the following priority areas:

- (1) managing a project, office, or division;
- (2) training others;
- (3) initiating new projects or services.

The priority additional training that participants requested was *Budgeting*. The second topic suggested was *How to Manage Change in the Workplace*. Both training topics are consistent with MFM project objectives. MFM Project staff in Nizhny Novgorod, along with consultants from the MFM project team of firms, will take on the role of providing for participant follow-on needs over the life of project-funded activities.

Georgia State's assessment concluded that virtually every participant in group 2 exhibited a need to have quantitative skills and policy analysis training. Few had a good understanding of market economies and how public services are provided in such systems. Follow-on training should include attention to these areas and be made available to a wider audience of participants.

APPENDIX A

PARTICIPANT LIST

FPF Participant List

GROUP TWO

Vladimir Lakassev (Team Leader)
Chief of the non-industrial sector

Vladimir Morozov
Chief of Moskovsky raion finance

Viktor Samartsev
Municipal bank

Sergei Muralev
Municipal bank

Oleg Bogdanov
Municipal bank

Sergei Malyshev
Chief of the sector oblast tax inspectorate

Aleksandr Burenkov
Chief of oblast tax inspectorate

Sergei Dyachenko
Chief of transportation department

Valentina Sokolova
Chief accountant deputy

Nadezhda Emelina
Chief accountant, Avtiazavodsky raion

Svetlana Borisova
Chief of Kanavinsky raion finance deputy

Vera Zolotnitskaya
Chief of the Housing Authority

Aleksandra Guryanova
Tax inspectorate

Participant List

Group Two

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Irene Frolova

Chief of the planning sector, transportation department

Svetlana Ofrova

Chief of Sovetsky raion finance deputy

Tatiana Volkova

Chief accountant, Sovetsky raion

Natalya Tsirankova

Municipal bank

Ekaterina Usenkova

Chief accountant, heating authority

Faina Romantseva

Chief accountant, water and sewer authority

Svetlana Filatova

Chief economist of forecasting sector

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APPENDIX C

PARTICIPANT QUESTIONNAIRES

C.1 ARRIVAL QUESTIONNAIRE AND SUMMARY

**NIS EXCHANGES AND TRAINING PROJECT
ARRIVAL QUESTIONNAIRE
US AGENCY FOR INTERNATIONAL DEVELOPMENT**

**GROUP 2
RESULTS**

**Results are based on answers from 19 participants

RECRUITMENT PLANNING

- 7) How were you selected for this USAID training opportunity?
- | | |
|-----------------------------------------------|---|
| a. US Embassy official | 0 |
| b. USAID official | 0 |
| c. A representative from AED | 6 |
| d. An official from your government | 2 |
| e. Your employer | 9 |
| f. Another professional contact | 0 |
| g. Other | 1 |
| No Answer | 1 |
- 8) Were you involved in planning your training program? (If you were involved in developing an objective, selecting a training institution, or identifying potential partners, you should say yes.)
- | | |
|---------|---------|
| YES - 1 | NO - 18 |
|---------|---------|
- 9) Was the program initiated, promoted or supported by your supervisor or employer?
- | | |
|----------|--------|
| YES - 16 | NO - 3 |
|----------|--------|
- 10) Was your supervisor or employer involved in planning any aspect of your program?
- | | |
|---------|---------|
| YES - 8 | NO - 11 |
|---------|---------|
- 11) How much notice were you given regarding your departure date from your home country?
- | | |
|--------------------------------|----|
| a. Less than 1 week | 3 |
| b. 1 to 2 weeks | 4 |
| c. 2 to 4 weeks | 2 |
| d. More than 1 month | 10 |

12) Was this length of time sufficient?

YES - 19

NO - 0

13) How satisfied were you with the application and planning process?

- a. Very Dissatisfied 1
- b. Dissatisfied 0
- c. Satisfied 17
- d. Very Satisfied 1

ORIENTATION

14) Did you receive an orientation prior to arriving in the United States?

YES - 18

NO - 1

If yes, how long was the session?

- a. less than 1 hour 0
- b. 2 - 4 hours 10
- c. 5 - 8 hours 1
- d. more than 8 hours 7
- No answer 1

If yes, what did you think about the amount of information that was provided to you on the following topics: **3 participants did not answer this part of the question

TOPIC	TOPIC NOT INCLUDED	NOT ENOUGH INFORMATION	ADEQUATE INFORMATION	MORE THAN ENOUGH INFORMATION
e. USAID program objectives		1	15	
f. The roles of USAID and AED		1	15	
g. USAID policies and regulations		1	15	
h. Training objectives and content		1	15	
i. Introduction to the training organization		2	14	
j. Information on travel, schedule, etc.		2	14	
k. Passport and visa requirements		2	14	
l. Amounts of allowances and procedures for payment		2	14	
m. Medical insurance		2	14	
n. Housing and transportation		2	14	
o. Cultural and personal adjustments		2	14	
p. Information on US culture		2	11	

- 15) When you left your country, how well had AED prepared you for your trip and training activities?
- a. Not very well 1
 - b. Well 17
 - c. Very Well 1

16) Did you receive an orientation upon arriving in the united States?

YES - 16 NO - 2 NO ANSWER - 1

If yes, how long was the session?

- a. less than 1 hour 3
- b. 2-4 hours 15
- c. 5-8 hours 0
- d. more than 8 hours 0
- No Answer 1

If yes, what did you think about the amount of information that was provided to you on the following topics:

** 3 participants did not answer this part of the question

TOPIC	TOPIC NOT INCLUDED	NOT ENOUGH INFORMATION	ADEQUATE INFORMATION	MORE THAN ENOUGH INFORMATION
e. Training objectives and content			16	
f. Introduction to the training organization			15	1
g. Amounts of allowances and procedures for payment		1	15	
h. Housing and transportation			16	
i. US political/economic institutions		1	15	
j. Cultural and personal adjustments			16	
k. Information on US culture		1	10	

OBJECTIVES AND EXPECTATIONS

17) What do you understand to be the objectives of your training program?

- To learn about a different culture and social system
- To have training in methods of planning and revenue collection
- Municipal finance
- To learn about finance and tax policy in the US. Planning of budget by using performance measures
- To learn how municipal enterprises are financed (6 people)
- Relationship between a bank and entities financed from the budget
- Planning and execution of national budget
- To learn about some approaches to solving problems encountered on the job
- Applying the US experience in the field of municipal finance in Nizhny Novgorod, Russia
- To learn about methods of planning and financing municipal enterprises
- Financing and managing municipal enterprises
- To learn about municipal finance and management

18) What are the greatest benefits you expect to receive from this training program? (Please check the top three.)

- a. Enhanced professional capabilities 17
- b. Career advancement/better job opportunities 2
- c. Exposure to another culture and social system 14
- d. Professional contacts 11
- e. Obtaining a certificate 1
- f. Other 0

19) Please assess the following statements by circling the most appropriate answer on the scale of 1 to 4:

- 1. NOT AT ALL
- 2. VERY LITTLE
- 3. A MODERATE AMOUNT
- 4. VERY MUCH

A. Your supervisor expects you to return with new ideas for your workplace.

1 - 0 2 - 2 3 - 7 4 - 10

B. Your co-workers discussed your training with you.

1 - 0 2 - 6 3 - 8 4 - 5

C. Your co-workers seem interested in new ideas you will gain from training.

1 - 0 2 - 3 3 - 6 4 - 10

D. Your organization expects your training to have an impact on operations when you return.

1 - 0 2 - 2 3 - 11 4 - 6

20) How are you planning to apply what you will learn from your training? (Please number in rank order. Rank all that apply.)

**Most participants did not rank, number shows cumulative number of participants that chose the particular statement.

a. Manage a project, office, division or company	10
b. Initiate new projects or services	7
c. Improve operational procedures, programs or services	12
d. Influence or make policy	5
e. Train others (workshops, on-the-job training, etc.)	11
f. Participate in research activities	6
g. Not returning to a specific organization/job	0
h. Other	1

21) Who do you believe should be responsible for initiating changes in the political and economic systems and institutions in your country? (Please number rank the top three.)

a. International organizations	4
b. Government of your country	12
c. Local governments	16
d. Non-governmental organizations	3
e. Individual citizens	4
f. Other	2

NIS EXCHANGES AND TRAINING PROJECT
ARRIVAL QUESTIONNAIRE
U.S. AGENCY FOR INTERNATIONAL DEVELOPMENT

Dear Trainee:

As the administrators for training programs sponsored by the U.S. Agency for International Development (USAID), we are constantly trying to improve the quality of the programs for the trainees. Your feedback will help us understand the strengths and weaknesses of the program. We will use your assessments to improve future programs and to monitor our progress toward the objectives of the NIS Exchanges and Training Project.

Upon completion of your program, we will request that you complete another questionnaire. We will ask that you complete a final questionnaire approximately three to six months after returning to your home country.

Your responses will be kept confidential. Only aggregate statistical data will be reported. Your candid response will be most helpful.

— Academy for Educational Development (AED)

Today's Date: ___/___/___
 day month year

1. Home Country: _____
2. Sex: ___ male ___ female
3. What is your year of birth?
 19 ___
4. By whom are you currently employed? (Check one.)
 ___ a. Government agency
 ___ b. Parastatal organization
 ___ c. Private business
 ___ d. Non-governmental organization
 ___ e. Private voluntary organization
 ___ f. self
 ___ g. other (specify): _____
5. What is your job title or position? _____
6. Does your current job involve supervising others?
 ___ Yes ___ No

 If yes, how many people do you supervise? _____

RECRUITMENT PLANNING

7. How were you selected for this USAID training opportunity? (Check only one.)
- a. U.S. Embassy official
 - b. USAID official
 - c. A representative from AED
 - d. An official from your government
 - e. Your employer
 - f. Another professional contact
 - g. Other (explain): _____
8. Were you involved in planning your training program? (If you were involved in developing an objective, selecting a training institution, or identifying potential partners, you should say yes.)
- Yes No
9. Was the program initiated, promoted or supported by your supervisor or employer?
- Yes No
10. Was your supervisor or employer involved in planning any aspect of your program?
- Yes No
11. How much notice were you given regarding your departure date from your home country?
- a. Less than 1 week
 - b. 1 to 2 weeks
 - c. 2 to 4 weeks
 - d. More than 1 month
12. Was this length of time sufficient notice?
- Yes No
13. How satisfied were you with the application and planning process?
- a. Very Dissatisfied
 - b. Dissatisfied
 - c. Satisfied
 - d. Very Satisfied

ORIENTATION

14. Did you receive an orientation prior to arriving in the United States?
- Yes No

If yes, how long was the session?

- a. less than 1 hour
- b. 2 - 4 hours
- c. 5 - 8 hours
- d. more than 8 hours

If yes, what did you think about the amount of information that was provided to you on the following topics:

TOPIC	Topic Not Included	Not Enough Information	Adequate Information	More Than Enough Information
e. USAID program objectives				
f. The roles of USAID and AED				
g. USAID policies and regulations				
h. Training objectives and content				
i. Introduction to the training organization				
j. Information on travel, schedule, etc.				
k. Passport and visa requirements				
l. Amounts of allowances and procedures for payment				
m. Medical insurance				
n. Housing and transportation				
o. Cultural and personal adjustments				
p. Information on U.S. culture				

15. When you left your country, how well had AED prepared you for your trip and training activities?
 ___ a. Not very well ___ b. Well ___ c. Very well

16. Did you receive an orientation upon arriving in the United States?
 ___ Yes ___ No

If yes, how long was the session?
 ___ a. less than 1 hour
 ___ b. 2 - 4 hours
 ___ c. 5 - 8 hours
 ___ d. more than 8 hours

If yes, what did you think about the amount of information that was provided to you on the following topics:

TOPIC	Topic Not Included	Not Enough Information	Adequate Information	More Than Enough Information
e. Training objectives and content				
f. Introduction to the training organization				
g. Amounts of allowances and procedures for payment				
h. Housing and transportation				
i. U.S. political/economic institutions				
j. Cultural and personal adjustments				
k. Information on U.S. culture				

OBJECTIVES AND EXPECTATIONS

17. What do you understand to be the objectives of your training program?

18. What are the greatest benefits you expect to receive from this training program? (Please check the top three.)

- a. Enhanced professional capabilities
- b. Career advancement/better job opportunities
- c. Exposure to another culture and social system
- d. Professional contacts
- e. Obtaining a certificate
- f. Other (specify): _____

19. Please assess the following statements by circling the most appropriate answer on the scale of 1 to 4:

- 1. NOT AT ALL
- 2. VERY LITTLE
- 3. A MODERATE AMOUNT
- 4. VERY MUCH

A. Your supervisor expects you to return with new ideas for your workplace.

1 2 3 4

B. Your co-workers discussed your training with you.

1 2 3 4

C. Your co-workers seem interested in new ideas you will gain from training.

1 2 3 4

D. Your organization expects your training to have an impact on operations when you return.

1 2 3 4

20. How are you planning to apply what you will learn from your training? (Please number in rank order. Rank all that apply.)

- a. Manage a project, office, division or company
- b. Initiate new projects or services
- c. Improve operational procedures, programs or services
- d. Influence or make policy
- e. Train others (workshops, on-the-job training, etc.)
- f. Participate in research activities
- g. Not returning to a specific organization/job
- h. Other (specify): _____

21. Who do you believe should be responsible for initiating changes in the political and economic systems and institutions in your country? (Please number rank the top three)
- a. International organizations
 - b. Government of your country
 - c. Local governments
 - d. Non-governmental organizations
 - e. Individual citizens
 - f. Other (specify): _____

THANK YOU FOR YOUR COOPERATION

C.2 EXIT QUESTIONNAIRE AND SUMMARY

NIS EXCHANGES AND TRAINING PROJECT
EXIT QUESTIONNAIRE
U.S AGENCY FOR INTERNATIONAL DEVELOPMENT

GROUP 2
RESULTS

** Results are based on answers from 21 participants

6. How well did your orientation sessions prepare you for your U.S. training experience?

<u>0</u>	a. Not well
<u>1</u>	b. Somewhat well
<u>13</u>	c. Well
<u>2</u>	d. Very well
<u>5</u>	Blank

7. How well did the orientation prepare you for the social or cultural differences of the U.S.?

<u>0</u>	a. Not well
<u>1</u>	b. Somewhat well
<u>14</u>	c. Well
<u>1</u>	d. Very well
<u>5</u>	Blank

LOGISTICS

8. How satisfied were you with the following aspects of your experience in the U.S.?

		Satisfied	Very Satisfied
a.	Housing.....	19	2
b.	Meals.....	20	1
c.	Transportation.....	14	7
d.	Allowances.....	20	21
e.	Medical care.....	19	2 blank
f.	Medical insurance.....	19	2 blank
g.	Help with program matters.....	16	5
h.	Response to emergencies.....	17	4

9. How often were there difficulties with the interpretations/ translations in the following areas?

		Never	Occasionally	Frequently
a.	Classroom lectures...10	10	9	1
b.	Classroom discussion.13	13	7	1
c.	Reading assignments..12	12	7	1
d.	Writing, evaluations.11	11	9	1
e.	Site visits.....13	13	5	2

- f. Internship.....15.....4.....1
- g. Social, cultural,
religious, or
sporting events, or
touring.....16.....3.....1
- h. Logistics (hotel,
banks, taxis, buses).16.....4.....
- i. Other personal or
professional
activities.....15.....4.....
- j. Other (specify).....

10. Please check how frequently you experienced each of the following. Then numerically rank the activities in order of importance to you

- a. Visit an American family
Never 2; 1 time 3; 2 times 16; 3 or more times 0
Order of Importance: 1-1; 2-1; 3-6; 4-4; 5-1; 6-0;
7-0; 8-1; 9-0; 10-0; 11-0
- b. Meet with local government officials of community leaders
Never 0; 1 time 5; 2 times 10; 3 or more times 6
Order of Importance: 1-4; 2-7; 3-2; 4-1; 5-0; 6-0;
7-0; 8-0; 9-0; 10-0; 11-0
- c. Meet with private sector business people
Never 15; 1 time 2; 2 times 2; 3 or more times 0; blank 2
Order of Importance: 1-0; 2-1; 3-1; 4-0; 5-1; 6-0;
7-1; 8-0; 9-1; 10-0; 11-0
- d. Meet with other representatives from your sector
Never 0; 1 time 15; 2 times 4; 3 or more times 1; blank 1
Order of Importance: 1-7; 2-2; 3-1; 4-0; 5-0; 6-0;
7-0; 8-0; 9-0; 10-10; 11-0
- e. Observe or participant in volunteer organizations
Never 16; 1 time 3; 2 times 0; 3 or more times 0; blank 2
Order of Importance: 1-1; 2-0; 3-0; 4-1; 5-0; 6-0;
7-0; 8-1; 9-0; 10-0; 11-0
- f. Observe civic activities (city council meetings, elections,
civic ceremonies
Never 19; 1 time 0; 2 times 0; 3 or more times 0; blank 2
Order of Importance: 1-0; 2-0; 3-2; 4-0; 5-0; 6-0;
7-0; 8-0; 9-1; 10-0; 11-0
- g. Attend cultural events (concerts, museums)
Never 7; 1 time 8; 2 times 3; 3 or more times 1; blank 2
Order of Importance: 1-0; 2-0; 3-1; 4-; 5-3; 6-0;
7-0; 8-0; 9-0; 10-0; 11-0
- h. Attend church or religious services
Never 18; 1 time 1; 2 times 0; 3 or more times 0; blank 2
Order of Importance: 1-0; 2-1; 3-0; 4-0; 5-0; 6-1;
7-0; 8-0; 9-0; 10-0; 11-0
- i. Observe or participate in sporting events
Never 19; 1 time 0; 2 times 0; 3 or more times 0; blank 2
Order of Importance: 1-0; 2-0; 3-0; 4-0; 5-1; 6-0;
7-0; 8-0; 9-0; 10-1; 11-0
- j. Participate in recreational activities (picnic, parties,
dances)

- Never 6; 1 time 4; 2 times 6; 3 or more times 4; blank 1
 Order of Importance: 1-1; 2-0; 3-1; 4-1; 5-2; 6-2;
 7-0; 8-0; 9-0; 10-0; 11-0
- k. Visit historical sites
 Never 7; 1 time 10; 2 times 2; 3 or more times 1; blank 1
 Order of Importance: 1-0; 2-0; 3-0; 4-4; 5-2; 6-1;
 7-1; 8-0; 9-0; 10-0; 11-0
- l. Shopping
 Never 0; 1 time 0; 2 times 2; 3 or more times 19
 Order of Importance: 1-1; 2-1; 3-1; 4-0; 5-2; 6-1;
 7-2; 8-1; 9-0; 10-0; 11-1
- m. Other (specify):
 Never 0; 1 time 0; 2 times 0; 3 or more times 0; blank 21

Note: Six did not rank at all; several ranked only 1-3, others 1-5, etc.

11. How important to your total experience in the U.S. were these activities?

<u>0</u>	a. Not at all important
<u>1</u>	b. Somewhat important
<u>13</u>	c. Important
<u>4</u>	d. Very important
<u>3</u>	Blank

12. What has been your most memorable experience in the U.S.?

ATTITUDES

13. How much has your understanding of life in the United States changed as a result of your U.S. experience? (Check one box for each category).

		Not at All	Very Little	Little	Very Much	Much
a.	The U.S. family	3	3	9	6	0
b.	The role of women in the family and society	2	4	9	5	1
c.	Ethnic/racial diversity	5	4	7	5	1
d.	Democratic systems and institutions	3	5	6	7	1
e.	Free market system	3	5	9	4	0
f.	Volunteerism	7	5	7	0	0
g.	Leadership styles	2	3	7	5	0

We would like to know how your perceptions of Americans, the U.S. political system, and the U.S. economic system may be changed based on your U.S. experience.

14. Has your attitude toward Americans changed?

11 Yes
10 No

If YES, how?

0 a. I have been disappointed by what I found
0 b. I feel only slightly more comfortable
with Americans
10 c. We are not as different as I expected and
now I feel fairly comfortable with
Americans
1 d. Now I feel very comfortable with Americans
0 e. I don't have enough information to make
a judgement

15. Has your attitude toward the U.S. political system changed?

9 Yes
12 No

If YES, how?

0 a. I have been disappointed by what I found
2 b. The system has some aspects which are effective,
but very little if any of it should be adopted by my
country.
6 c. The system is fairly effective and there are several
aspects which could be adopted in my country.
0 d. The U.S. system has many aspects which could and
should be adapted by my country.
1 e. I don't have enough information to make a judgement

16. Has your attitude toward the U.S. economic system changed?

13 Yes
7 No
1 Blank

If YES, how?

0 a. I have been disappointed by what I found
3 b. The system has some aspects which are effective,
but very little if any of it should be adopted by my
country.
9 c. The system is fairly effective and there are several
aspects which could be adopted in my country.
1 d. The U.S. system has many aspects which could and
should be adapted by my country.
0 e. I don't have enough information to make a judgement
0 Blank

17. If, when you return home, people ask whether your opinions about U.S. society in general have changed, how will you answer them?
18. Who do you believe should be responsible for initiating changes in the political and economic systems and institutions in your country? (Please number rank the top three).
- a. International organizations
First choice 3; second choice 2; third choice 1
 - b. Government of your country
First choice 16; second choice 2; third choice 1
 - c. Local governments
First choice 2; second choice 8; third choice 2
 - d. Non-governmental organizations
First choice 0; second choice 1; third choice 3
 - e. Individual citizens
First choice 0; second choice 0; third choice 3
 - f. Other (specify): _____

Note: Many only ranked first choice

OBJECTIVES

19. To what extent were the objectives of your training program met?
- | | | |
|-----------|----|-------------------------|
| <u>0</u> | a. | Not at all |
| <u>4</u> | b. | Only to a slight extent |
| <u>4</u> | c. | To a medium extent |
| <u>12</u> | d. | To a great extent |
| <u>1</u> | | Blank |

Please explain:

TRAINING PROGRAM

20. Please assess the following statements by circling the most appropriate answer on the scale of 1 to 4:
- 1. Not at all
 - 2. Very little
 - 3. A moderate amount
 - 4. Very much
- A. The training program was conducted at your level of expertise.
- | | |
|-------------------|----|
| Not at all | 0 |
| Very little | 1 |
| A moderate amount | 16 |
| Very much | 4 |
- B. Most of your training program was directly related to your work.

- | | | |
|--|-------------------|----|
| | Not at all | 0 |
| | Very little | 5 |
| | A moderate amount | 12 |
| | Very much | 4 |
- C. You were trained by experts who understand the transition you will have to make from U.S. training to conditions in your country.
- | | | |
|--|-------------------|----|
| | Not at all | 0 |
| | Very little | 3 |
| | A moderate amount | 12 |
| | Very much | 6 |
- D. The knowledge and skills you learned in the U.S. will be useful when you return home.
- | | | |
|--|-------------------|----|
| | Not at all | 0 |
| | Very little | 2 |
| | A moderate amount | 12 |
| | Very much | 7 |

21. How would you rate the following aspects of your training?

	Poor	Undecided	Good	Very Good
a. Training ability of instructors	0	3	14	4
b. Technical expertise of instructors	0	3	13	5
c. Program content	0	3	15	3
d. Instructional methods and delivery	0	3	15	3
e. Balance between theory and practice	0	5	16	1
f. Consultations with instructors	0	1	16	4
g. Group discussions	0	1	18	1
h. Pace of instruction	1	0	18	1
i. Written materials	0	2	10	10
j. Site visits, field trips	1	1	13	4
k. Internships	1	3	13	1
l. Opportunities to develop professional linkages	1	9	8	1
m. Identifying ways to apply training	0	7	10	0
n. Explanation of and support for developing follow-on needs	0	10	8	0

22. How relevant are training programs such as this to supporting the further development in your country?

	Not at all Relevant	Only slightly Relevant	Moderately Relevant	Very Relevant
a. A free market economy?	0	2	15	3
b. A democratic system of government?	0	3	10	5
c. Other (specify):				

Please comment:

23. To what extent have you made arrangements to stay in contact with the American professional counterparts who were part of your experience in the U.S.?
- | | |
|-------------------------|----|
| Not at all | 3 |
| To a very slight extent | 5 |
| To a moderate extent | 10 |
| To a great extent | 2 |
| Blank | 1 |
24. To what extent have you made arrangements to stay in contact with other participants who were part of your experience in the U.S.?
- | | |
|-------------------------|----|
| Not at all | 3 |
| To a very slight extent | 3 |
| To a moderate extent | 10 |
| To a great extent | 3 |
| Blank | 2 |
25. In what areas are you planning to apply what you have learned when you return to your organization/job? (Please number in rank order. Rank all that apply.)
- Manage a project, office, division or company
First choice 10; second choice 0; third choice 0; fourth choice 1; fifth choice 0; and sixth choice 0
 - Initiate new projects or services
First choice 3; second choice 2; third choice 0 fourth choice 2; fifth choice 0; and sixth choice 1
 - Improve operational procedures, programs, or services
First choice 0; second choice 1; third choice 3 fourth choice 0; fifth choice 0; and sixth choice 0
 - Influence or make policy
First choice 1; second choice 1; third choice 1. fourth choice 1; fifth choice 0; and sixth choice 0
 - Train others (workshops, on-the-job training)
First choice 4; second choice 2; third choice 4 fourth choice 2; fifth choice 0; and sixth choice 0
 - Participate in research activities
First choice 0; second choice 1; third choice 0 fourth choice 1; fifth choice 1; and sixth choice 0
 - Not returning to a specific organizations
First choice 0; second choice 0; third choice 0 fourth choice 1; fifth choice 0; and sixth choice 0
 - Other (specify): _____
First choice 0; second choice 0; third choice 0 fourth choice 1; fifth choice 0; and sixth choice 0

Note: Many did not rank rather just checked items

26. If provided with additional training approximately three to six months after your U.S. program, what topic(s) would you like to see addressed? (Choose three).

- a. How to manage change in the workplace
First choice 4; second choice 6; third choice 0
- b. How to organize a Cooperative
First choice 0; second choice 1; third choice 0
- c. How to create successful Joint Ventures
First choice 0; second choice 4; third choice 0
- d. Fundraising
First choice 0; second choice 6; third choice 1
- e. Proposal writing
First choice 1; second choice 4; third choice 0
- f. Time management
First choice 0; second choice 4; third choice 0
- g. Budgeting
First choice 6; second choice 6; third choice 0
- h. Lobbying
First choice 0; second choice 2; third choice 0
- i. How to create special documents
First choice 1; second choice 4; third choice 2
- j. Other (specify): _____
Blank 1

Note: Many only selected one and others did not rank, rather just checked

GENERAL

27. Overall, how would you assess your U.S. training experience?

- a. Excellent 0
- b. Good 15
- c. Fair 5
- d. Poor 0
- e. Very poor 0
- Blank 1

28. What did you like most about your U.S. experience?

29. What did you like least about your U.S. experience?

30. Are there any other comments you would like to make about any aspect of your U.S. training experience?

Group 2

Question	Response
12	Visit to the American family, kindness of Americans
	Kindness, hospitality of Americans
	Kindness, hospitality, sincerity, visit to the American family
	Meetings with colleagues in NC and Atlanta
	Hospitality and kindness made an impression
	Meetings with colleagues
	Lack of people and dust on the streets
	Hospitality of American people
	Very good infrastructure
	Conditions of training, introduction to the mode of living of American family, historical landmarks, infrastructure
	Very good accommodations
	Hospitality of people, standard of living
	Visit to the American family
	Participation in the national festival??
	Visit to the waterfall Aulakoma??; laser show, training of students, visit to the American family
	Visit to the American family
	Meeting with administration and employees of Wachovia Bank
	Meetings with employees of Wachovia Bank
	Clearly defined courses on the U.S. Territory
	17
Yes, changed - this is normal, dedicated society with highly visible patriotism	
Opinion did not change	

Group 2

Question	Response
17	My impression of American society was almost the same before
	Opinion changed for the best
	Not everything was as wonderful as it was painted to us
	Did not change
	Yes, changed .
	Changed alot. free people living in a free country
	Changed for the better
	Did not change
	Yes
	Changed for the better
	Did not change overall
	American society is hardworking and lose.
	Changed insignificantly, but for the better
	Did not change
	No
19	In addition to the well presented lectures, other issues were addressed to the full extent
	It's necessary to allocate more time for meetings with practitioners - finance and tax people, also meetings with bankers.
	Meetings with specialists in my field of activity were very interesting. I will draw some conclusions and apply them in my work.
	It is necessary to have meetings with people from financial and tax departments.
	I would like to be able to work with American tax auditors.
	Lectures were highly specialized, therefore some of them were interesting and some were not.

Group 2.

Question	Response
28	Meetings with colleagues
	I've enjoyed everything
	Attention given to us by Americans
	Visit to the Wachovia Bank, cleanliness on the streets, hospitality of Americans
	Accommodations
	Kindness
	Variety of Cultural influences
29	Hot weather
	Overall I had a very good impression. I had some difficulties because I did not speak the language.
	Not knowing English
	Not knowing English
	That Americans did not speak Russian
	Unable to answer
30	No
	It is desirable to have more professional meetings wit people related to my work.
	No
	Very busy schedule
	No

NIS EXCHANGES AND TRAINING PROJECT
EXIT QUESTIONNAIRE
U.S. AGENCY FOR INTERNATIONAL DEVELOPMENT

Dear Trainee:

We would once again like to solicit your opinion on the USAID training program. Your feedback will help us understand the strengths and weaknesses of the program. We will use your assessment to improve future programs and to monitor our progress toward the objectives of the NIS Exchanges and Training Project.

Your responses will be kept confidential. Only aggregate statistical data will be reported. Your candid responses will be most helpful.

- Academy for Educational Development (AED)

Today's Date: / /
day month year

1. Home Country: _____
2. Sex: ___ male ___ female
3. What is your year of birth? 19___
4. Name of training program or field of study in the United States:

5. Where did you receive training in the United States? List all training providers, the cities and states, and approximate length of attendance.

TRAINING PROVIDER	CITY AND STATE	LENGTH OF ATTENDANCE
a.		
b.		
c.		
d.		

6. How well did your orientation sessions prepare you for your U.S. training experience?
 ___ a. Not well ___ b. Somewhat well ___ c. Well ___ d. Very well
7. How well did the orientations prepare you for the social or cultural differences of the U.S.?
 ___ a. Not well ___ b. Somewhat well ___ c. Well ___ d. Very well

LOGISTICS

8. How satisfied were you with the following aspects of your experience in the U.S.?

SUPPORT	Not Applicable	Very Dissatisfied	Dissatisfied	Satisfied	Very Satisfied
a. Housing					
b. Meals					
c. Transportation					
d. Allowances					
e. Medical care					
f. Medical insurance					
g. Help with program matters					
h. Response to emergencies					

9. How often were there difficulties with the interpretations/translations in the following areas?

ACTIVITY	Not Applicable	Never	Occasionally	Frequently	Very Frequently
a. Classroom lectures					
b. Classroom discussions					
c. Reading assignments					
d. Writing, evaluations					
e. Site visits					
f. Internship					
g. Social, cultural, religious, or sporting events or touring					
h. Logistics (hotel, banks, taxis, buses)					
i. Other personal or professional activities					
j. Other (specify):					

APPLIED CULTURAL AND NETWORKING ACTIVITIES

10. Please check how frequently you experienced each of the following.

Then numerically rank the activities in order of importance to you.

ACTIVITY	Never	1 time	2 times	3 or more times	Order of Importance
a. Visit an American family					
b. Meet with local government officials or community leaders					
c. Meet with private sector business people					
d. Meet with other representatives from your sector					
e. Observe or participate in volunteer organizations					
f. Observe civic activities (city council meetings, elections, civic ceremonies)					
g. Attend cultural events (concerts, museums)					
h. Attend church or religious services					
i. Observe or participate in sporting events					
j. Participate in recreational activities (picnic, parties, dances)					
k. Visit historical sites					
l. Shopping					
m. Other (specify):					

11. How important to your total experience in the U.S. were these activities?

- a. Not at all important
- b. Somewhat important
- c. Important
- d. Very important

12. What has been your most memorable experience in the U.S.?

ATTITUDES

13 How much has your understanding of life in the United States changed as a result of your U.S. experience? (Check one box for each category.)

	Not at all	Very Little	Little	Much	Very Much
a The U.S. family					
b The role of women in the family and society					
c Ethnic racial diversity					
d Democratic systems and institutions					
e Free market system					
f Volunteerism					
g Leadership styles					

We would like to know how your perceptions of Americans, the U.S. political system, and the U.S. economic system may have changed based on your U.S. experience.

14. Has your attitude towards Americans changed?

Yes No

If Yes, how?

- a. I have been disappointed by what I found
- b. I feel only slightly more comfortable with Americans
- c. We are not as different as I expected and now I feel fairly comfortable with Americans
- d. Now I feel very comfortable with Americans
- e. I don't have enough information to make a judgement

15. Has your attitude toward the U.S. political system changed?

Yes No

If Yes, how?

- a. I have been disappointed by what I found
- b. The system has some aspects which are effective, but very little if any of it should be adopted by my country
- c. The system is fairly effective and there are several aspects which could be adopted in my country.
- d. The U.S. system has many aspects which could and should be adapted by my country
- e. I don't have enough information to make a judgement

16. Has your attitude toward the U.S. economic system changed?
___ Yes ___ No

If Yes, how?

- ___ a. I have been disappointed by what I found
 - ___ b. The system has some aspects which are effective, but very little if any of it should be adopted by my country
 - ___ c. The system is fairly effective and there are several aspects which could be adopted in my country.
 - ___ d. The U.S. system has many aspects which could and should be adapted by my country
 - ___ e. I don't have enough information to make a judgement
17. If, when you return home, people ask whether your opinions about U.S. society in general have changed, how will you answer them?

18. Who do you believe should be responsible for initiating changes in the political and economic systems and institutions in your country? (Please number rank the top three.)
- ___ a. International organizations
 - ___ b. Government of your country
 - ___ c. Local governments
 - ___ d. Non-governmental organizations
 - ___ e. Individual citizens
 - ___ f. Other (specify): _____

OBJECTIVES

19. To what extent were the objectives of your training program met?
- ___ a. Not at all
 - ___ b. Only to a slight extent
 - ___ c. To a medium extent
 - ___ d. To a great extent

Please explain:

20 Please assess the following statements by circling the most appropriate answer on the scale of 1 to 4

- 1. NOT AT ALL
- 2. VERY LITTLE
- 3. A MODERATE AMOUNT
- 4. VERY MUCH

A. The training program was conducted at your level of expertise.

1 2 3 4

B. Most of your training program was directly related to your work.

1 2 3 4

C. You were trained by experts who understand the transition you will have to make from U.S. training to conditions in your country.

1 2 3 4

D. The knowledge and skills you learned in the U.S. will be useful when you return home.

1 2 3 4

21. How would you rate the following aspects of your training?

	Not Applicable	Very Poor	Poor	Undecided	Good	Very Good
a. Training ability of instructors						
b. Technical expertise of instructors						
c. Program content						
d. Instructional methods and delivery						
e. Balance between theory and practice						
f. Consultations with instructors						
g. Group discussions						
h. Pace of instruction						
i. Written materials						
j. Site visits, field trips						
k. Internship						
l. Opportunities to develop professional linkages						
m. Identifying ways to apply training						
n. Explanation of and support for developing follow-on needs						

APPLICATION OF TRAINING

22. How relevant are training programs such as this to supporting the further development in your country of:

	Not at all relevant	Only slightly relevant	Moderately relevant	Very relevant
a. A free market economy ¹				
b. A democratic system of government ²				
c. Other (specify)				

Please comment:

23. To what extent have you made arrangements to stay in contact with the American professional counterparts who were part of your experience in the U.S.?

- a. Not at all
- b. To a very slight extent
- c. To a moderate extent
- d. To a great extent

24. To what extent have you made arrangements to stay in contact with other participants who were part of your experience in the U.S.?

- a. Not at all
- b. To a very slight extent
- c. To a moderate extent
- d. To a great extent

25. In what areas are you planning to apply what you have learned when you return to your organization/job? (Please number in rank order. Rank all that apply.)

- a. Manage a project, office, division or company
- b. Initiate new projects or services
- c. Improve operational procedures, programs or services
- d. Influence or make policy
- e. Train others (workshops, on-the-job training)
- f. Participate in research activities
- g. Not returning to a specific organization/job
- h. Other (specify): _____

26. If provided with additional training approximately three to six months after your U.S. program, what topic(s) would you like to see addressed? Choose three!
- a. How to manage change in the workplace
 - b. How to organize a Cooperative
 - c. How to create successful Joint Ventures
 - d. Fundraising
 - e. Proposal writing
 - f. Time management
 - g. Budgeting
 - h. Lobbying
 - i. How to create special documents
 - j. Other (specify): _____

GENERAL

27. Overall, how would you assess your U.S. training experience?

- a. Excellent
- b. Good
- c. Fair
- d. Poor
- e. Very Poor

28. What did you like most about your U.S. experience?

29. What did you like least about your U.S. experience?

30. Are there any other comments you would like to make about any aspect of your U.S. training experience?

THANK YOU FOR YOUR COOPERATION

C.3 PRE-TRIP QUESTIONNAIRE

11. Образование: [REDACTED]

Наименование ВУЗа	Специализация	Язык обучения	С/По (годы)	Звание, степень диплом, удостов.	год выдачи
[REDACTED]	[REDACTED]	[REDACTED]	[REDACTED]	[REDACTED]	[REDACTED]
[REDACTED]	[REDACTED]	[REDACTED]	[REDACTED]	[REDACTED]	[REDACTED]
[REDACTED]	[REDACTED]	[REDACTED]	[REDACTED]	[REDACTED]	[REDACTED]

12. Место работы в настоящее время: [REDACTED]

А. Кратко, звание и должность: [REDACTED]

Б. Даты: с [REDACTED] по [REDACTED] В. Всего лет [REDACTED]

Г. Название (без сокращений) *Администрация г. Н. Новгорода*

Адрес:

страна: [REDACTED]
почтовый индекс: [REDACTED]
область: [REDACTED]
город/др. населенный пункт: [REDACTED]
улица: [REDACTED]
дом: [REDACTED]
комната: [REDACTED]

Д. Размер предп./organiz. (приблиз. кол-во сотрудников): [REDACTED]

Е. Кратко опишите свою работу: гос. ; част. ;
совместн. ;

и свои служебные обязанности: [REDACTED]

Ж. Являетесь ли Вы руководителем согласно своим служебным обязанностям?

Если да, то сколько Вы имеете подчиненных?

13. Предыдущее место работы: [REDACTED]

А. Кратко, звание, должность: [REDACTED]

Б. Даты: с [REDACTED] по [REDACTED] В. Всего лет [REDACTED]

Г. Название организации (без сокращений) _____

Д. Размер предп./организ. (приблизит. кол-во сотрудников): _____

Е. Кратко опишите свою работу: гос. _____, част. _____;

совместн. _____; учас. _____

и служебные обязанности: _____

Ж. Являлись ли Вы руководителем: _____ Если да, то сколько подчиненных Вы имели: _____

З. Причины увольнения: _____

14. Знание языков (укажите, в какой степени Вы ими владеете):

Языки

Говорю

Читаю

Пишу

отл. хор. удовл.

отл. хор. удовл.

отл. хор. удовл.

неиспользуем

15. Дайте краткое общее описание характера деятельности вашего министерства/ведомства либо предприятия/организации, а также укажите Вашу конкретную деятельность: _____

16. Укажите коротко, каковы основные цели, которые Вам хотелось бы достичь в процессе обучения: _____

17. Намерены ли Вы получить какие-либо конкретные навыки: в процессе обучения, т.е. навыки в управлении, работе с компьютером, аналитические, математические и т.п.? Если программа выбранного Вами курса обучения недостаточно конкретна, уточните интересующую Вас специальность.

18. Как Вы намерены использовать навыки и знания, полученные в процессе обучения Вашей работе?

19. Как Вы планируете делиться знаниями и навыками, полученными в процессе обучения в США, со своими коллегами?

ПОДПИСЬ

ДАТА