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EVALUATION REPORT
ON
AFGHAN PARTICIPANT TRAINING PROGRAMS

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Evaluation Report on Afghan Participant Training Programs

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This evaluation covers two participant training programs, one at the University of Connecticut and one at the University of Nebraska. The training being provided to the participants at the Development Administrators Training Program (DATP) at the University of Connecticut is fulfilling the purposes of the Afghan Government and AID in sending them there. They are learning new management skills, developing plans for organizational change in Afghanistan and increasing their confidence in their ability to make these changes. DATP has developed a creative and comprehensive approach to the training effort which has experienced practical difficulties in implementation. The participants at the University of Nebraska are having a generally positive experience. They are working hard and are happy with their training program. They are acquiring new management skills and are confident that these will result in organizational change in their ministries. The evaluators made 25 recommendations about the programs. The primary ones are: (1) that DATP should modify its training design; and (2) that the University of Nebraska should prepare for AID review a new training design which relates the participant training more directly to the management development needs of the Afghan ministries.

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INTRODUCTION

The following report is based on an evaluation of two training institutions: the Development Administrators Training Program (DATP) of the University of Connecticut and at the University of Nebraska at Omaha (UNO). Both institutions are providing management training to Afghan participants as part of the Government of Afghanistan's National Development Training Program.

Appendix A provides a detailed description of the evaluator's approach. It was based primarily on lengthy interviews with training institution staff, AID officers and the participants themselves.

The report is divided into three sections. Sections A and B deal with the DATP and UNO training programs, respectively. Section C provides conclusions, recommendations and a special set of questions to be resolved at the level of the AID Mission.

Both Section A and Section B are divided into two parts.

The first part deals with several issues raised by the evaluator and presents his opinions and conclusions.

The second part relates the responses of the participants to the questions asked in the interview sheet.

AFGHAN PARTICIPANT PROGRAM
AT THE
DEVELOPMENT ADMINISTRATORS TRAINING PROGRAM (DATP)
UNIVERSITY OF CONNECTICUT

PART A

SECTION I: ISSUES

Issue: Training Design

DATP has presented to the AID Mission Kabul a creative management training design. It is essential to understand this design before attempting a judgement of its effectiveness or of any of the problems which might have arisen during the course of the training program conducted at DATP.

The DATP approach is based on several interesting training techniques.

First of all, an attempt is made to link actual organizational development or management improvements in the ministries to the training program. DATP staff meets with Deputy Ministers to develop work projects which would signify real improvements in the ministries when the participants return home. The participant is supposed to work on this project in Afghanistan prior to leaving and during the first segment of his training in the U.S.

Another unique (and eventually very controversial) aspect

of this original training design was the proposal that each Afghan manager/participant return to Afghanistan after the first four months of his training for a 4-6 week on-the-job training program in Afghanistan. After this period they were to return to the U.S. for further academic and on-the-job training.

The DATP staff intended to continue to work with the Afghan participants once they had returned to Afghanistan in implementing their management projects and action plans.

Another innovative aspect of the DATP program was that it was to be based on a team approach; that is, three or four representatives from each ministry would receive training at the same time. The DATP leadership at one point advised against having any program if it were not based on the team approach.

The ministries in the Afghan Government were expected to play a major part in selecting the participants and identifying the management problems which they were to have studied.

A chart indicating the complete training design of the University of Connecticut and DATP is enclosed as Appendix C.

The evaluator feels that DATP deserves recognition and credit for having taken an innovative, comprehensive, and well thought-out approach to the training objectives of the Afghan Government and the Mission. Unfortunately, the training design has encountered difficulties in implementation. Also, the design was not completely communicated to all parties involved in it.

The participants are not committed to the value of the management projects. The on-the-job training in Afghanistan at mid-semester has been rejected by all the participants, and did not occur. There is not a "team approach" to individual ministry management problems at the present time. (This is due to the selection process and is no fault of DATP.) Finally, there is a question with regard to the real degree of interest which the present government ministries have in the management projects and in further technical training which DATP intends to provide.

DATP regards the individual ministries as well as AID Kabul as its client. One needs to ask whether there is a written basis for this.

Another important question, which can only be answered by the Mission, is whether AID has approved and accepted the DATP technical proposal of a training design.

The evaluator is of the opinion that the DATP design for training Afghan managers is a good approach to the problem. Practical and political considerations will require modifications. It is not sufficient to simply send participants to a training institution. The approach of the institution to the training should be understood and accepted by the Mission, the participants, AID/Washington, and the institution itself.

A clear agreement should exist between the Mission, DATP, and AID/Washington about what the modified design is, and DATP should be given the resources to carry out the program. At present, a training design exists but cannot be put into full operation because it is not understood or accepted by all involved. One can question who, besides DATP, is

committed to the design.

Issue: Course Work -- Degree or Non-Degree Program

The participants are taking the normal fare of the DATP courses with the exception of an Afghan workshop which is given once a week. (See Appendix B: List of Courses Available to Afghan Participants at the DATP.) The total number of class hours per semester taken by each participant is approximately 250-300 hours. The participants are in class from 9:30 in the morning until 4:30 in the afternoon with an hour off for lunch. This means they have a total class load of six hours a day. In the evening there are additional sessions called enrichment seminars which can deal with such diverse subjects as environmental impact studies in the U.S., program evaluations, financing of economic development projects, etc.

The evaluator did not have the opportunity to observe DATP classes to any great degree. He did attend a general DATP workshop for all its participants. Only one Afghan

was enrolled in this workshop since it is a program usually given at the beginning of a trainee's career. The other six Afghan participants had already gone through the workshop -- a simulation exercise which required the participants to assume the role of ministers in a mythical country called DATAPLAND. This was the only training session being given at the time the evaluator visited the training site.

In general, the participants were pleased with their courses. The workshop simulation which the evaluator observed seemed to hold the interest of all those participating. Future evaluations may want to take a greater in-depth look at course content and methodology. However, the list of courses and instructors seems quite suited to the needs of the Afghans.

A more important issue had been raised by the participants themselves, by OIT representatives in Washington, and by the AID Mission, which merited serious investigation and lengthy discussion with all those involved. Should the program be degree or non-degree?

The previous group of Afghan participants, and to a lesser degree this group, had questioned whether time spent in the U.S. should not be for a master's degree in public administration rather than a one-year special training program. The participants all desired a formal academic diploma as an indicator of what they accomplished while in the U.S. This certainly is of a greater benefit to them personally when they return to Afghanistan.

The evaluator asked each participant whether he had expected to receive an MA degree when he came to the U.S. In each case, the participant clearly understood that the program was not a degree program. Often they complained that the number of course hours they were taking at the DATP in toto was actually more than the course hours required to attain a master's degree. However, this is an unfair comparison since the ratio of outside work to classes is much higher in an M.A. program.

The original purpose of the AID Mission and the government of Afghanistan was to develop managers who will be able to make necessary management changes in their ministries. A master's degree is not necessary for this purpose.

There are many advantages to a non-degree program. One of the reasons why so many class hours and so many courses are given at DATP is that they do not have to demand the amount of outside reading and work that a normal masters course would require. Also, they can dedicate themselves to the courses which would most benefit a development administrator. In a master's program there are many departmental requirements which need to be satisfied, but which may not assist an Afghan functionary to improve his management skills.

The evaluator recommends that the program remain a non-degree program. However, it should be possible to present the participants with something more than a certificate. A degree of some kind, such as an Associate Degree in International Development Administration might satisfy the participants and assist them more in their careers. The University of Connecticut should seriously consider making this possible.

Issue : Integration of DATP with the University of
Connecticut

Several participants questioned the extent to which DATP is integrated with the University of Connecticut. DATP courses are not given credit by the University. DATP is totally self-supporting financially. One wonders if the DATP benefits from its association with the University to the degree that it could. The participants seem to have little contact with the University other than their contact with the DATP staff, who do not have full status as professors or instructors at the University. The major contribution of the University seems to be the provision of a building free of charge, and the permission to use its name.

DATP is too much of a small self-enclosed instructional unit at the present time. DATP would benefit enormously by being more fully integrated into the University and the University's administration.

DATP has brought the University of Connecticut's name

into all corners of the developing world. The University should be expected to contribute more to assure the quality of that reputation. Among the contributions of the University could be the following: (1) DATP could have the right to give full University of Connecticut credit to persons taking DATP courses. The impression the present arrangement might give is that participants from developing countries somehow aren't up to taking full-fledged university courses for university credit. The UNO experience proves that this is not the case. (See below.) Academic credit could be given to the participants whether or not they are studying for a degree program.

At the present time there is some talk of obtaining academic credit from other schools, such as the business school, for work done in the DATP program. However, the evaluator feels that DATP itself should be able to provide academic credit to participants. This might offset some participant disappointment in not pursuing a degree program.

(2) The professors teaching the participants could have

full university rank and status. They could be part of the regular faculty of the University. Participants are taught by some regular faculty now. But DATP core staff does not have such status.

(3) The University of Connecticut could stand behind the DATP program to a greater degree financially -- to give the program greater security and stability. It should spend some of its own money to shore up and improve the program.

(4) The University could participate more in the administration of the DATP. At present, the DATP is part of the Institute of Public Service. None of the participants mentioned ever having met the Director of the Institute.

(5) The University might also provide better bus transportation for the participants.

In general, the evaluator feels that greater support could come from the University of Connecticut to DATP. This is related to a very crucial problem which has

existed on some occasions between AID and DATP.

DATP has been very aggressive in traveling to AID Missions and developing countries to develop interest in its programs. This is, as the evaluator understands it, contrary to AID guidelines. However, the financial situation in which DATP now stands virtually requires them to do this. At present they are required to be totally self-financing by the University. If they received a greater degree of financial support and security from the University, there would be fewer problems of this nature.

Issue: Social and Cultural Life of the Afghans.

As will be documented in the second section of this report, the Afghans feel virtually to the man that they could use more extensive contact with American citizens. In general, the social opportunities which they have are very limited. This is due partly to the fact that DATP is located in Hartford. The social life and cultural life available to them is just not extensive.

Another reason for the social isolation of the participants is that the building in which DATP is housed is isolated in itself. Observing a large group of international students arrive every day at the DATP building where they will mingle with only other international students does not give a good impression. The evaluator does not consider this to be a healthy situation, nor a good exposure to the real life of the U.S. The Afghans have tended to be somewhat cliquish as a group. They do not mix as much as they might with the other international students, even though they have made a number of friends and acquaintances among them.

The Afghans deserve a better social life than the one they are now enjoying. One participant mentioned that he originally tried to make friends with people on the streets or at bus stops. However, people seemed to be afraid of him since he was a foreigner. Another flatly stated that he would have gone crazy in Hartford without the assistance given him by his host family.

DATP is aware of the problem and is taking considerable steps to do something about it. The Community Relations and Training Coordinator has done a fine job of arranging host families for the participants and counselling them

on all their personal problems. DATP has considered several alternative solutions to the present social isolation of all the participants at DATP. DATP has begun forming an international center at the DATP building or a building nearby. It is estimated that there are 1,500 foreign visitors living at the present time in the Hartford area. The University of Hartford has 250 approximately. Consequently, the basis exists for establishing a center which could become an attraction to all international students in the area and, hopefully, to American students and families interested in international work.

DATP is presently negotiating with the University of Connecticut for a building which could well house the international center.

Another possibility for improving the social life of the participants is to bring them in closer touch with the graduate students at the Greater Hartford Campus of the University of Connecticut. This could be done by providing better transportation.

The University has recently constructed a special campus which houses several graduate facilities in Hartford. The Greater Hartford Campus of the University of Connecticut includes the Graduate School of Social Work, the Law School, a night school and the Hartford undergraduate program. If better transportation alone were established between the DATP building and the Greater Hartford Campus, some improvement would be made. This would enable participants to travel to the Greater Hartford Campus libraries and to attend whatever cultural events were scheduled there. Such a transportation system would not be difficult to effect. It would require the simple provision of a bus linking the new campus to many of the other buildings of the University and to downtown Hartford. This could be accomplished by a simple bus route along Asylum Avenue.

Some of the participants raised the issue of whether the DATP might not be better located at the STORRS Central Campus of the University of Connecticut. Many of the participants felt that they would prefer to live on a university campus and intermingle with the other undergraduates and professors of the campus.

However, a foreign student of 35 years or so can be just as lonely and isolated on a campus among the undergraduates as he might be in Hartford.

At one point, the DATP program was at Storrs where there is a 17,000 member student body. The disadvantages cited by DATP Social Coordinator of the Storrs Campus location was that it is more difficult to travel from Storrs to points of interest such as Boston and New York than it is from Hartford. Also, Hartford is the center of the state government of the State of Connecticut, which provides rich opportunities for the participants to observe governmental operations and perform work. It would seem that the solution lies in trying to improve the social opportunities for the participants in the area where they are already located.

DATP is attempting to develop an increased number of programs for government employees from the State of Connecticut. These students could have a similar background -- in terms of age and professional experience -- to the participants and could well provide better opportunities for making friends than a university campus could.

Issue: On-the-Job Training in Afghanistan

This is the issue which has assumed the greatest importance in the training program in Hartford. The original DATP training design called for a program of on-the-job training for participants in Afghanistan. This "on-the-job training" was to take place in the middle of the training program, that is, after the first five months. At that point, the participants were to have returned to Afghanistan and to have continued working on their management projects in their ministries under the supervision and direction of DATP staff. As has been previously pointed out, the DATP specifically spelled out this program in its original training design.

The proposal to continue to work with the participants in Afghanistan was an interesting and creative way of linking the training program at DATP to management development in Afghanistan. However, serious problems arose and raise doubts as to whether such a training exercise is practical.

The participants objected strongly to the idea. All

seven of the participants rejected the idea of returning to Afghanistan at mid-semester. One endorsed the idea, but at a later date. All the others felt that such a training program would jeopardize their own careers within their ministries.

Some of the comments made about the proposed OJT in Afghanistan were the following:

"It is not possible politically."

"At the time of a coup d'etat, nationalist feeling is strong. We cannot be supervised by a foreigner in our own country."

"If we are here for only one year, why should we spend two months of that time in Afghanistan?"

"It will hurt me professionally. I cannot be directed on my job by a U.S. group. When the program comes to an end, my relationship with DATP comes to an end."

"They will think I am a member of the CIA."

"If I want OJT in Afghanistan, why come to a training institution in the United States?"

There is no way in which the proposed OJT in Afghanistan will be accepted by this group. During the interview, the evaluator suggested that OJT might be a misnomer,

that the training design really called for a period of time in which the participant implemented his management project under the guidance of DATP. None of these suggested alternatives were acceptable to the Afghans. They flatly refused to accept the notion that they would return to their ministries and begin working there with Americans.

The reaction of this group of participants to the OJT raises questions whether such an activity will ever be possible. The Mission should make a determination whether such an activity is possible or advisable in the light of present attitudes in Afghanistan.

DATP and the participants became at loggerheads over this issue. DATP's staff attempted to persuade the participants to return to Afghanistan. Long, unharmonious sessions were held discussing the issue. A serious loss of good will occurred. Valuable time was taken from the Afghan workshop. Some of the participants questioned the motives of DATP in insisting on the OJT. They questioned whether the real purpose of the DATP's desire to return to Afghanistan was not

to recruit more participants for future programs, or develop other business. However, in the opinion of the evaluator, the lack of harmony over this issue seriously detracted from a good learning environment. DATP feels that conflict situations such as the aforementioned can contribute to the learning process. The evaluator does not agree that conflicts such as the above have any useful role in an international training program of this nature.

However, this issue also illustrates the importance of having a training design agreed upon and understood by all parties in the training process. The discussion of whether or not to have OJT should have occurred prior to the participants' formally entering the program. The time for questioning an element in a training program is before the program begins.

Issue: Communications

The most serious problem facing the DATP/AID/Afghan Government Training Program is communications. Misunderstandings or lack of clear understandings have developed which damaged the program. Some examples of unclear understanding or a lack of understanding follow.

There is not a clear understanding between DATP and the Mission at the present time. Apparently a commitment was made to send twenty participants a year for five years to DATP. This commitment was never placed in a written contract. The evaluator is unsure whether the Mission feels it must still honor this "commitment."

The DATP regards the ministries from which the participants come as DATP clients. In actuality, it is AID that is paying for the participants studying in the U.S., and it is AID who is really the client of DATP. It is unclear if AID accepts the DATP/Ministry client relationship or if the Afghan Government regards itself as DATP's "client."

DATP feels that Washington does not fully understand the training design, that Washington does not understand their uniqueness as a training resource, and that Washington values their programs less highly because they are non-degree.

DATP is convinced that many of the participants refused to return to Afghanistan for OJT because of a reluctance to return to their country in a time of strife when their positions and careers might be in jeopardy. The evaluator was unable to find any indication of this whatsoever from any of the participants.

Several of the participants claim they knew nothing of the proposed OJT in Afghanistan until after they had been in the U.S. DATP insists that all were made aware of the proposed OJT before they left Afghanistan.

Communications have broken down between DATP and two key members of the Afghan group. Both of these men have a role to play in the selection of participants under the NDTP program. Unless misunderstandings are

worked out, it could become difficult for DATP to get additional participants in the future.

A last but very serious indication of a lapse in communications is an incident which occurred in December. DATP forwarded to Afghan ministries reports which the participants had hand written in English on their management projects, without telling the participants. When the participants learned that these handwritten, English reports, lacking any correction or input from the professors, had been forwarded to their supervisors in Afghanistan, several of them were quite upset. In one case, this class exercise was forwarded to the Prime Minister himself. DATP maintains that the participants were informed on several occasions that their reports on management projects would be sent to their supervisors. However, many participants were not aware that this particular written exercise was to be sent back home. They should have been made aware. Again, a communications problem.

Communications is a two way street. DATP cannot be held responsible for every problem of communications

related to the program. There are some for which they are definitely not responsible. Nonetheless, there is a definite pattern here. It is clear that DATP must work, must insist on clearer understandings and agreements from all parties involved in the training program.

It must work harder on explaining its objectives and methods to Washington. It must refuse to move ahead on assumptions which may be questioned and which have not yet been accepted by its clients.

DATP would do well to examine the above communications pattern and to decide the remedies for it. Remedies are certainly available. For example, a staff person could be delegated the responsibility of working closely with OIT and other AID officers in Washington. Whatever these remedies are, it is important that DATP adopt them and implement them. If communications problems become serious enough, they can jeopardize a good program.

SECTION II: QUANTITATIVE RESPONSES
TO THE INTERVIEW QUESTIONNAIRE

1. RELATIONSHIP TO DATP

The participants were asked if they were aware of the objectives of their government's National Development Training Program. All seven participants answered affirmatively and could specify the objectives of the program accurately in their own language. One participant was unsure whether the present government in Afghanistan is as aware of these objectives as the previous one was, and questioned whether the present government endorsed the program.

The participants were asked whether their experience at DATP had actually helped them to become better managers. All seven participants felt that this was the case. However, two expressed some reservations. One claimed that it had not helped him to the degree that he had expected. Another cited "personality difficulties" and personal problems with DATP as hindering his ability to derive benefit from the program. A third participant mentioned that the DATI program was superior in his opinion to others he had attended in the past.

When asked how the program might contribute more to their development as a manager, four participants

replied that they were quite satisfied and could suggest no improvement. The other three answered as follows:

One suggested that the program be a master's degree program and be situated in a more academic environment.

Another, while satisfied, had expected more. Finally,

one said that he would have benefitted more from the

program had it not been for the personal problems

which the participants had with DATP.

Three participants said that all the courses contributed equally to their managerial development. Others cited:

Project Analysis, Personnel Management, Planning, Local

Development, Management by Objectives as the subjects from

which they derived the most benefit. Each of the above

courses was cited once. Finally, one participant felt

that all of his courses were a waste of time.

The participants were asked which courses contributed least to the improvement of their managerial skills.

Three would not mention any courses negatively. The

courses mentioned by the others were: Records Manage-

ment, Project Analysis, and Accounting. Each was men-

tioned as being least beneficial one time.

When asked if they felt part of a team approach to resolve management problems in their ministry (as was intended in the original training design), four of the participants answered in the negative. Three said that they did feel part of a team approach. However, one of the three did not ascribe much importance to this.

All seven of the participants felt the persons selected for the program represented critical ministries in their country. However, several expressed their opinion that all the ministries in their government or in the government of any developing country were critical. One felt that the representative of the Ministry of Information should not have been selected for the program.

All seven of the Afghan participants had new ideas on how they might improve operations in their ministry. One qualified this with "only to a limited extent." Another said he had a great many new ideas on improving things back home.

Five of the participants were confident they would be able to make these improvements. One said it depended on the local political situation. Another

was unsure.

When asked why improvements in their ministries might be difficult, two participants cited the recent change in government; one cited the continuous shift in government personnel. Another mentioned the traditional ways of thinking as an obstacle to progress. Only one participant claimed that it would not be difficult to make improvements in his ministry.

Five participants felt that their course of studies had made them aware of certain management skills which they possessed already. Another said that it had, but only to a limited degree. A final participant said that it had not made him aware of any skills he had possessed previously.

Participants were asked to list the most important new management skills they developed during the course. All seven said they had learned new skills. One replied that he felt he had gained new skills, but would need time to think about which they were. The other six could name skills which they felt they had received at DATP. The following is a list of the new skills developed by the participants, and the

number of times each was cited:

Human Relations	one time
Communications	two times
Understanding the Psychological Environment of Institutions	one time
Problem Solving	two times
Understanding Management	one time
Information Systems	one time
Personnel Techniques	one time
Project Analysis	one time
Supervisory Skills	two times
Organizing a Meeting	one time
Scientific Management	one time

2. MANAGEMENT PROJECTS

The training design of DATP calls for each participant to decide on a management project prior to his departure from Afghanistan. This project was then to receive special attention while at DATP, and to be his major "outside" work. These projects were extremely important to this program for two reasons. First, they are an important training technique. They help relate the training program in Connecticut to actual changes in government management in Afghanistan.

Secondly, the management projects were the real basis for the proposed "on-the-job training" in Afghanistan. This "on-the-job training" was seen as an attempt to implement the findings and recommendations of the management project. As we have pointed out in the first section of this report, the participants did not view the management project with the same importance as the training institution did.

Only three participants could state their projects clearly and succinctly. A fourth refused to admit that he had any project approved by his government. A fifth simply avoided discussing the issue. A sixth

pointed out that he just did not understand the emphasis given by DATP to the management projects. A final participant had recently changed his management project and was still unsure of what the new one would be.

Only two participants felt their management projects were important to their ministries in Afghanistan. Four said they were not. A seventh claimed that the project was useful to him as a training exercise but would not be particularly important to his ministry.

Three participants felt their projects were assigned them by their deputy ministers. Two felt the projects had been assigned them by DATP and two felt they had themselves chosen their management projects.

When asked if the officials in their ministry really expected them to help solve the problem they were studying, only two participants replied in the affirmative, five replied they did not feel they were expected to solve the problem for their ministries.

Three felt it was possible for them to work on these management problems in Hartford, four claimed that it was not possible to do anything significant on the

problem in Hartford.

When asked if they would have the opportunity to implement their projects on their return, two said yes; one claimed that it might help him in a personal sense; four said no.

3. ON-THE-JOB TRAINING

The participants have not yet had any on-the-job training experience in the United States. There have been some trips to institutions and businesses. Also there has been what DATP refers to as OJT "practicum." This is a group session in which participants discuss their experiences, whether they be for an afternoon or a weekend, in some on-the-job training exercise. The reaction to the on-the-job training practicums was very positive. In general, the participants were looking forward to their on-the-job training in the United States. They were specific about what their projects should be, and confident that DATP would organize a good program for them.

The problems arose with regard to DATP's suggestion that there be short on-the-job training assignments in Afghanistan. This has been covered more completely in the first section of this report. In this section we will simply give the responses of the participants to the questions on on-the-job training during the interviews.

Six participants were completely opposed to the idea of on-the-job training in Afghanistan. A seventh participant felt that such training might be useful, but he also was opposed to receiving this training in the middle of his training program and felt it would be more useful at the end.

When asked whether the on-the-job training program related to their projects, six of seven felt that there was no relationship. One felt that such a training program might help his management project.

The evaluator attempted to determine if the problem with returning to Afghanistan was the use of the term "on-the-job training." During the interviews, it was suggested to the participants that they might view this activity as a joint technical assistance program between themselves and DATP, and that perhaps DATP and the participants might be able to make management improvements in the ministries. Would they accept such a role for themselves -- working together with DATP? Six of the seven participants rejected this suggestion. One had no comment.

They were asked if they would be accepted in their ministries in the capacity of technical advisor, working together with DATP staff. The participants continued to reject any suggestion of such an arrangement. One had no comment to the question. A second said he would under no circumstances propose to his ministry that he be accepted in this capacity. The others simply dismissed the question of the evaluator.

4. COURSES

On the average, the participants selected 250 to 400 hours total per semester of course work. As was indicated in the first section of this report, participants were in class from 9:30 in the morning until 4:30 in the afternoon.

The participants indicated a highly favorable reaction to their course work. Three said that all of the courses were useful to them. One said that 90% were useful. Two claimed that approximately 2/3 of all the courses were useful, and the most pessimistic member of the group felt that only half of the courses he was taking were useful to him.

With regard to the relevancy of the courses being taught at DATP to Afghanistan, three participants felt the concepts and techniques being taught were totally relevant; four felt that they were relevant to some extent.

The participants were asked to characterize the level of course work as being either too theoretical,

practical, advanced, or elementary. The courses were described as too theoretical by three participants. They were described as too practical by five of the participants. Only one felt that any of his courses were too advanced, and two felt that they were too elementary.

Six felt the course plan was well suited to their needs. One of these participants said that he expected on-the-job training in the United States to be especially suited to his needs. Only one participant felt that the courses were not especially suited to him.

Six of the participants said they participated in the selection of their courses. The seventh made the point that the range of courses available to him was too narrowly restricted.

When asked whether DATP had adjusted the program to meet his personal needs, four answered in the negative and three answered affirmatively.

The question of the duration of the course and its

length was raised by the interviewer in all of the interviews. We have discussed this issue more fully in the first section of this report. Here it will suffice to register participant reaction in terms of their answers to the questions of the interviewer. Three participants felt that one year for the training they were receiving at DATP was about right. Two specifically requested a longer, eighteen month, training program. Two participants felt that six months would be sufficient at DATP. However, one of those who requested a six month program maintained that the program itself should be for a full year, with the remainder of the time spent in on-the-job training and other activities.

5. INSTRUCTORS

The participants characterized the instructors at DATP in a highly positive manner. Four of the participants described their instructors as highly competent. One felt that a more academic environment and professors with better academic credentials would enhance the training program. One felt that the quality of instruction needed improvement. One felt that the quality of the instructors was not good overall.

They were less positive regarding their instructors' understanding of the management problems of developing countries. Only three participants felt that their instructors exhibited such an understanding. A fourth felt they were speaking strictly from a U.S. background. A fifth participant felt that, in general, their understanding of management problems in developing countries could be improved. Two participants felt that the instructors did not understand the management problems of developing countries.

The same held true for the instructor's understanding of Afghanistan's problems. Three felt that the

professors did understand the problems of Afghanistan. Another three felt that they did not. The seventh indicated there was a need for improvement in this area.

There was a tendency among the participants to identify the problems of Afghanistan with those of any other developing country. This was probably due to the fact that they were taking courses with students from developing countries around the world. The evaluator was surprised at this reaction, and at this general lack of insistence that the instructors exhibit a special understanding of the culture and economy of Afghanistan.

6. PREDEPARTURE

Predeparture activities for the Afghan group seemed to have been extensive and can be summed up quite briefly here in this section. All seven of the participants felt that they had been given a proper briefing by the AID Mission prior to their departure. Six of the seven claimed that they were contacted by their training institution or DATP prior to their departure. However, they were not so unanimous with regard to the value of this contact. One participant felt that this contact in Afghanistan between participants and DATP had actually created problems. Another participant felt that DATP had oversold the program in Afghanistan. A third felt that the contact was useful at the time but had since changed his thinking. Three participants felt that contact with DATP in Afghanistan was very helpful. The last participant had no comment.

With regard to the interest their ministry showed to their training program, five participants felt that there was a real interest on the part of the ministries in what they were doing. Two had no comment - probably due to the fact that they were still unsure

of what their ministries' attitudes and policies were since the coup d'etat in Afghanistan.

Five felt that there was no interest on the part of their ministry in the management projects assigned to them in the training program. Two felt that there was.

With regard to this ministries' interest in the on-the-job training in Afghanistan, the participants were even more negative. One refused to answer the question; a second refused to admit that such a project was ever discussed with his ministry; two others claim that they knew nothing of their management projects or of their ministries' interest in the projects prior to their departure. The final two flatly denied that their ministries had an interest in any OJT assignment for them when they returned.

7. FACILITIES

As was indicated in the first section of this report, the location of the DATP facilities raises serious questions.

Only two of the participants felt that DATP was conveniently located. One felt it was adequate but that an improvement should be made.

Four felt that DATP was located poorly.

Very few participants had a problem with food. Most lived in their own apartments and did their own cooking. One participant did complain that there was no cafeteria of any kind on the DATP grounds or anywhere nearby. Only one participant complained of the budget that he had for living expenses in Hartford.

DATP has only recently instituted a small library on the third floor of the training facility. The structure of the course and the heavy emphasis on actual class exercises makes the lack of a library somewhat less than a problem. However, three of the participants complained that the library facilities, even as they now stand, are simply not ample. The others tended to

mention ameliorating circumstances in regard to the library. One pointed out that DATP participants have the right to go to any one of the several libraries in the vicinity. Another mentioned the fact that DATP provides a great amount of material to the participants and that since so much of their time is spent in class the material they are given is plenty for their reading hours. Two other participants mentioned the fact that DATP gladly orders books from local libraries.

In general, then, it seems that although library facilities are meager at DATP, this does not seem to be a serious problem to a majority of the Afghans studying there.

Transportation is a serious problem. DATP, as we have pointed out in the first section of this report, is located at a great distance from Central Hartford. The public transportation services in Hartford are insufficient. Five of the Afghans had problems getting to and from the DATP. One did not comment on transportation, and the final participant said that getting to and from the DATP was no problem due to the fact that his living quarters were next door.

With regard to housing, all seven of the participants felt that their housing was comfortable and adequate. One participant had been treated shabbily by his landlord, but this was in no way the fault of DATP; in fact, DATP was consulting with him with regard to solving his landlord problem.

8. SOCIAL AND CULTURAL LIFE

The isolation of the institute is related to the social and recreational difficulties which the participants have encountered in Hartford. These difficulties have also been discussed in Section I of this report.

All the participants had been assigned host American families. Two had lost contact. One of these had deliberately requested that his host family be assigned to someone else, primarily because he was busy socially in other ways. The other spent his social hours with friends he had met in Connecticut on a previous visit.

Participants varied in the amount of time spent with the host family. Three saw their host family every other week. Two saw their host family once or twice a week.

The participants painted a rather poor social picture for themselves. Two said that they practically speaking had no social life on a regular basis. One

mentioned the Friday night parties sponsored by DATP. Two said their only regular social life was attending movies and another two had no comment at all on their social life.

The same is true, even to a greater extent, with regard to the cultural events which the participants are enjoying. Of the seven participants, six said that they had not attended any recent cultural events. The seventh said that his cultural enrichment came from watching television.

With regard to contacts with U.S. citizens in general and not just with host families, the participants were also experiencing difficulty. Six of the seven felt they could use more social contact.

With regard to friendships with other international students, the situation was somewhat more encouraging. Three said that they had developed satisfying relationships with other international students at DATP. Three claimed they had some friendships among the international students. A seventh had no comment.

9. PERSONAL OBJECTIVES

The participants were asked whether the training program had assisted them in defining their own personal goals. All participants were government employees. This being the case, most had somewhat easily definable personal goals, namely promotion within their ministries, or becoming minister or deputy minister. Nonetheless, four of the seven felt that their experience at the DATP had assisted them to define more accurately what their personal objectives were.

Six of the seven felt that the training program would help them achieve these goals. The seventh answered that he was not really certain at this time.

The participants defined their expectations of the program in terms of acquiring desired management skills. In most cases, namely four, they felt that these expectations had been fulfilled. Two did not answer this question, and one specified that he was not satisfied with the degree to which he had improved his managerial skills.

When asked what their biggest disappointment in the training program was, two participants said that they had no disappointments. One maintained that the isolation from a more academic environment had disappointed him. Another mentioned the personal problems developed with DATP staff. A final participant mentioned his social isolation as a disappointment and two had no comment.

10. SPECIAL PROBLEMS

Throughout the hour-long interview with each participant, the evaluator encouraged them to speak on any subject that came to their mind at any time. Often when asked at the end of the interview what their special problems had been, the participants felt they had already been discussed. Nonetheless, we will point out here the different problems mentioned by the participants at this point in the interview, and the number of times each was mentioned.

- * "On-the-job training" in Afghanistan - four times
- * Social isolation - once
- * No chance to improve English or be with U.S. students - once
- * Personal relationships - twice
- * Learning environment - once

AFGHAN PARTICIPANT PROGRAM
AT THE
UNIVERSITY OF NEBRASKA AT OMAHA

PART B

SECTION I: ISSUES

Issue: Training Design

Attachment D gives the design of the University of Nebraska at Omaha for training Afghan Administrators. As will be seen in the second section of this report, the participants are generally happy with their course work. However, the evaluator would like to raise in this report several questions with regard to the training design.

First of all, the design relies heavily on standard course offerings for a graduate program in either public or business administration in the United States. The courses taken by the participants were not designed especially for their needs. In the case of DATP, the curriculum was designed for developing administrators. The University of Nebraska at Omaha does not have a Professor of Development Administration on its staff at the present time, and it does not consider hiring one a priority.

The result is a program which gives the participants general concepts and techniques in management in a

U.S. context and requires them to apply them to Afghanistan. UNO professors themselves pointed out that what the participants needed was more basic, nuts-and-bolts information on how to run an office and other practical items of this nature.

Another problem of the UNO training design is that it does not relate to what the participants do before or after the program. UNO has not developed management projects for the participants. It has not had the contact with the ministries from which the participants come that DATP has had. It has not explained fully in its training design any follow-up procedures for assisting the participants after they return to Afghanistan.

At the present time, the staff of UNO is developing recommendations for future training programs. AID should review this design carefully. It will be contained in the trip report of the Nebraska contingent, which recently returned from Afghanistan.

This report contains the seeds of a very good training design. UNO staff have discussed them with the evaluator. Their approach is to develop a multiplier

effect for the training program and to stress in the participants' curriculum the methods of communicating to superiors and subordinates the management techniques learned during their studies.

UNO has already taken some steps to make the courses they offer to the participants more relevant to the Afghan context. At the suggestion of Dr. Jung, a special 2 1/2 hour problem-solving seminar has been established especially for the Afghans. The reaction of the participants to their work in the seminar is highly positive.

Another aspect of the program which makes the training somewhat more relevant is the fact that they are in continuous contact with United States students of similar age and professional background. Enrolled at the UNO are many mid-career federal employees working in the Social Security Administration and other federal, state, and local agencies. The participants studying in the School of Education are making relevant contacts with school superintendents and supervisors from the school system of Omaha who are also in classes to acquire additional training at mid-career. This is an impor-

tant dimension of the UNO program which should be emphasized and expanded. Social contacts and seminars with civil servants and educators like themselves might well be arranged.

In general, AID should encourage the kind of course changes which UNO is developing to make the program more relevant to the needs of Afghanistan. At the present, the courses offered in administration and management are so submerged in a U.S. context that one participant mentioned he was afraid to ask a question in a course because his fellow students might laugh at him.

Issue: Leadership

One reason AID was attracted to UNO as a training center was that UNO is developing a special program called the Afghanistan Studies and Research Program.* This program was the brainchild of Dr. Christian L. Jung, a dedicated, 33 year old professor of geography who spent considerable time in Afghanistan when his father was stationed there. Unfortunately, to the great sorrow of the UNO staff and the participants themselves, Dr. Jung passed away prematurely last October. The untimely death of Dr. Jung has left an obvious gap in the leadership of the program.

For the time being, the responsibilities for the program are shared by many different persons. Mr. Ron Bifaro is in daily contact with the participants and counsels them on personal matters. He also is responsible, along with some professors in the Schools of Public Administration and Business, for preparing their on-the-job assignments. Dr. Richard Lane has assumed responsibility for the continued development of the Afghan Studies and Research Program. Dr. Brad Chapman has assumed responsibility for

*See Appendix E

improving the training design. Dr. David Scott and Dr. Stanley Powers have assumed responsibility for advising the participants with regard to course selection. The result of this is a splintered leadership of the training program, which, although functioning effectively at the present time, is held together primarily by dedication to the memory of Dr. Jung. All of the above men, with the exception of Ron Bifaro, have other demanding responsibilities. There is an immediate need to hire a full-time professor to take responsibility for the Afghan program. UNO is moving on this front at the present time. It is negotiating with the representative of the Fulbright Program in Afghanistan, and has asked him to assume full-time responsibility for the center and the training program, starting in August. AID should follow developments in this area closely.

Issue: University Commitment

The untimely death of Dr. Jung raises the question not only of the leadership of the center, but also of the continued commitment of the University to a program that was basically his creation. The evaluator can report that an obviously strong commitment to the program is still very evident at UNO. Professors have taken a personal interest in their Afghan students to a surprising degree. One of the female participants who was attending a course at night was actually driven home by the professor teaching the course. At least five professors have taken on an extra course load in order to meet the needs of the Afghan program. The present Chancellor of the University is very interested in the program and has received a full briefing from the team which visited Afghanistan in February. There seems to be no question that UNO remains committed to the Afghan Studies and Research Program and to the training program now being conducted as part of the NDTP.

UNO is presently bidding on a large AID contract to provide technical assistance to the University of Kabul.

Should They compete successfully, their capability with regard to conducting training programs for Afghanistan will be greatly enhanced.

The UNO has on-going activities with the Government of Afghanistan as well as the University of Kabul at the present time. A visiting professor whose salary is completely paid by the University is presently at UNO teaching Dari and Persian. UNO has maintained good relationships with the Afghanistan Embassy in the United States. It is spending approximately seven thousand dollars on a program to develop an atlas for Afghanistan, a long overdue need. One of the UNO professors is in Afghanistan at the present time working on this project. It is continuing with its plans to develop a small faculty experienced in Afghan studies and to carry on a program of research, exchange of information, short courses and visiting lecturers on Afghanistan. All of these activities enhance the NDTP training program. If for no other reason than it increases the number of students, professors, and community people who will take an interest in the visiting participants because they come from a country with which their university has a special relationship.

Issue: Degree or Non-Degree Program

The evaluator spent considerable time discussing whether the participants should be earning a masters degree at UNO or not. As will be seen in the second section of this report, their attitude on this matter was quite mixed. However, even the two participants who definitely want to continue studying in a masters program were aware that the program was originally intended as a training program and not a degree program. One participant, however, did express disappointment about learning this only after he had enrolled in the program. He originally thought he was enrolled in a full eighteen month masters program.

The problem of a non-degree program at UNO is that the students are taking the same courses and studying just as hard as other students who are getting a masters. It would take two rather than one year for the participants to qualify for a masters. UNO officials are of the opinion that the participants are qualified to do the masters program. However, they are not convinced that this would be necessary or even advisable. The kind of training required for the participants can be

given in a year or less. If they were to enroll in the M.A. program there would be many additional requirements and courses they would have to satisfy that would have no relationship to their training objectives. It would seem, as in the case of DATP, that the solution to this problem would be to award the participants some kind of degree. It should be possible to develop or create a degree especially for students in this training project. UNO suggested the possibility that it might create an associate degree in International Development Administration.

The participants at Nebraska are at least receiving fully recognized academic credit for their work even though the total credit hours is not sufficient for a masters. If, in addition to obtaining academic credit, they were to obtain some degree, call it what you like, the problem might be solved.

Issue: On-The-Job Training

The University of Nebraska had a much less clear idea than DATP had of the on-the-job training to be scheduled for the participants. UNO has not had extensive experience in setting up on-the-job assignments for participants from developing countries. There are many pitfalls to an OJT assignment. The participants may find that they are not performing any relevant work or learning anything about the operations of their institutions. Communications problems can develop between supervisors and trainees. Many steps must be taken to follow-up on the participant after he has been assigned to his on-the-job training post.

AID should examine carefully the proposed OJT program for the Afghans at UNO. It may be useful for someone from UNO, preferably Ron Bifaro, to visit the Hartford center and learn the OJT practices of the DATP. DATP had a fine reputation for OJT. A sharing of experiences between the two institutions with regard to placement, follow-up, and other practices should enhance the OJT experience of participants at both institutions.

Issue: Social Situation of the Afghans

As will be seen in the second section of this report, several of the Afghans, like foreign students in any country, are isolated socially and are lonely. The evaluator feels that many things could be done to improve this situation. Omaha does not have many foreign students. This can be both an advantage and a disadvantage. It can be an advantage in the sense that whatever interest there is in Omaha in international relations can be placed at the benefit of the Afghans. A stronger effort should be made to identify these groups and the ways in which they might provide more opportunities for the Afghans to meet U.S. citizens. Omaha has a reputation for friendliness and openness. With a little work on the part of UNO, more of this friendliness could be directed toward the Afghan participants.

Another opportunity for improving the social contact of the participants lies in the fact that many of the graduate students at UNO are mid-career civil servants of the same age and professional background as the Afghans. Some innovative social events based

on inviting these persons to the Afghan seminar or incorporating more Afghans into seminars or social events held for these students should be done.

As will be seen in the second section, the host family program, while a positive dimension in the lives of all the Afghans at UNO, is not providing the degree of support which the participants need and deserve. Should UNO representatives visit the DATP they might also develop more information on how the host family program at DATP is organized.

SECTION II: QUANTITATIVE RESPONSES
TO THE INTERVIEW QUESTIONNAIRE

1. Relationship to NDTP

The participants at the University of Nebraska in Omaha were less able to speak articulately of the objectives of the National Development Training Program than those at DATP. All were aware of the fact that the program was intended to train managers in the Civil Service of Afghanistan. However, two participants learned nothing of the NDTP's objectives until after they had arrived in the United States. Another said he was only generally aware of the objectives of the program. A third said he had been made aware of the program only by AID and only two weeks before he left his country. The fifth participant questioned whether the present government was as dedicated to the program as the previous one had been.

The participants felt that their experiences at UNO had enabled them to become better managers; however they tended to be less specific about this than those trained at DATP. One said that management was

an entirely new field to him, and its importance and interest had become apparent to him only at UNO. Another felt that the experience could have helped him more had it been more practically oriented and modified for the specific problems of his country. A third participant said that he had been trained as a better manager to a limited extent. Another felt that he had grown as a manager, but only in terms of being able to manage his own life and pursue his personal goals. The fifth said that in general the courses had been very profitable to him.

Many suggestions were made for improving the course. One recommended the "team approach"-- that more individuals from his ministry take advantage of the course at the same time. Another said that the courses should be more practical with more attention given to the "how" of management. Another recommended that the courses be based on the academic level of the participant and his experience, and not be geared to the needs and experiences of graduate students in public administration in the United States. Several participants stressed the importance of making the course more practical, more ideally suited to their

needs, and involving more practical work experience.

When asked which of the courses were most useful, four participants said that all of them were. Others mentioned especially the courses in the Department of Public Administration and Education. The participants also noted that they derived a great deal of benefit from the special discussion seminars run especially for them.

When asked to mention courses which contributed least to their development, three participants refused to do so. One mentioned the Introduction to Public Administration course which apparently was a problem in the first semester. The fifth participant felt that the serious problem he faced was poor course planning in the first semester when he was taking a beginning and an advanced course in the same subject at the same time.

The participants did not have a feeling of being a "team" approaching the management problems of their government. One stated that he felt that in a way all the participants formed part of a team. The

other four did not feel this way.

When asked about what they felt about the selection of participants for the program, and whether they came from the appropriate ministries in their government, four of the participants answered very positively. One mentioned that he would like to see included in the program a representative of the Ministry of Public Works in Afghanistan. A fifth questioned the management level of his associates in the program. He felt that they came from too junior a level in the ministries which they represented.

The participants were asked whether they had any new ideas on improving operations in their ministries. Two replied in general that they had, but did not specify. A third participant felt he had learned a great deal about improving channels of communication within his ministry. A fourth cited occupational education and career training in the United States as a source of ideas. A fifth felt that he had learned a great deal about leadership training and improving the approach he takes with his subordinates.

The participants expressed a surprising degree of confidence that they would be able to make changes when they returned. One said that he hoped he could make changes. Another said he intended to try and would make proposals and recommendations. However, the other three were much more positive than this, saying, "I'm sure I can." "There is not question about it." "Yes, I will be able to make a lot of changes when I return."

They were asked what difficulties they might encounter in introducing changes in the ministries. Again there was a sense of confidence and determination. One said there would be fewer difficulties than one would expect. The other cited money problems and the reluctance of any organization to accept change. A third mentioned a need to adapt what he was learning in the United States before he could introduce changes in his ministry. The other said that there would simply not be difficulties in making operational changes.

There was equal optimism with regard to the degree to which the course was making them aware that they

had possessed certain management skills all along. All five said that they became aware during their studies at UNO that they had been practicing some good management practices already. One said that during the course of his classes he began to realize that many of the management techniques he had been exposed to were common sense for him. Another learned he had been taking good management approaches to budgeting. A final participant said he had been vindicated at UNO in the attitudes he had taken with his subordinates.

The following skills were listed by one participant or another as new ones they learned in Nebraska:

1. Saving time and doing work more efficiently.
2. Thinking of their job more objectively.
3. Better planning practices.
4. New approaches to management and administration in general.
5. Leadership abilities.
6. Concern for people.
7. Behavior patterns in an organization.
8. Increased knowledge of school administration techniques
9. Techniques of state, local, and county government.

2. Courses

Nine questions were asked with regard to the courses being given at UNO. The course content at Nebraska and its limitations were discussed in the first section of this report. There will not be a detailed discussion of them here. At this point we will confine ourselves to describing participant reaction to these courses.

In general, participant reaction was highly favorable. Three participants felt that all courses were useful to them. One felt that 90% were useful and the final participant felt that 80% were useful.

They were less positive with regard to the relevancy of the courses to Afghanistan. One felt the courses were indeed relevant. Another mentioned that although they were not entirely relevant, the professors attempted to apply them to the problems of their country. The other three felt the courses were relevant, but only to a limited extent.

The participants were asked to state whether their courses were too theoretical, too practical, too

advanced, or too elementary. One felt that they were too advanced. Another felt they were too theoretical. Two felt they were both too theoretical and too advanced. The fifth participant declined to describe any of them in this way.

All the participants felt that UNO had done a fine job in planning their course work. Many were personally indebted to the late Dr. Jung for the personal attention he took in this matter. One participant arrived late at the training center, after registration had been completed. His course plan had been drawn up for him by Dr. Jung. The participant said he couldn't have done better if he had done it himself. Three participants felt they had a close relationship with their advisor in working out their course plan. A fourth felt this had been the case in the second but not the first semester. A fifth participant said he had not had any input in his selection of courses.

The participants pointed out that the University of Nebraska had made few adjustments in its regular course offerings to meet their needs. However, they noted that

special seminars had been arranged for them on different management subjects of interest and importance, and they were appreciative of this.

Participant attitude on the length of the training course was mixed. Two were very satisfied with the one year program. One of the above pointed out that he was happy to be out of the competition involved in working toward a masters degree. Two participants definitely preferred an eighteen month program. A fifth said he preferred a longer program, but was satisfied with the year program.

3. Instructors

All five participants expressed high esteem for the professors teaching them at UNO. Three commented on the friendliness and kindness the professors showed to them as Afghans. This was an extra dimension to their experience at UNO which had important results.

There apparently was one problem with a course instructor in the Introduction to Public Administration, a course taken by all the participants. This was unfortunate in that it was one of the courses most relevant to the objectives of the participants in their training period. UNO is aware of the difficulty and has assured the evaluator that the particular professor in question would not be teaching this course to the Afghans in the future.

The participants could not say that their instructors understood the management problems of developing countries. One participant felt that at least one-half of his instructors understood them to a certain extent. Three felt that they did not understand these problems, and one participant felt they did have

sufficient awareness of these problems.

Nor were they able to say that their instructors demonstrated an awareness of the special problems in Afghanistan. Three replied that they did not demonstrate such an awareness. One participant added that his professors were attempting to learn more about Afghanistan. A fourth said only some of his professors demonstrated an understanding of his country's problems.

The participants felt their instructors were open and available to them should they need them. Not all had requested special attention from their instructors, but all were of the opinion that they could get it if they needed it.

4. Predeparture

The participants were asked whether the AID Mission in Kabul provided them with a proper briefing and explanation of their program prior to their departure. Three answered in the affirmative. One explained that he had learned about the details of the program only one day before he left Afghanistan. A fifth pointed out he was not even aware that he was going to Nebraska until the day he left.

Dr. Jung had been in Afghanistan at the time the participants left for the United States. Nonetheless, it seems that more could have been done to orient the participants properly. Three participants pointed out that they talked to Dr. Jung for only a brief time the day before they left for the program. A fourth participant felt that although his time discussing his future program was short, it had been sufficient. The fifth had received no contact with the training institution prior to leaving for the U.S.

When asked how useful this contact was, four of the participants felt that it had not been particularly useful to them. One felt it was very useful.

The Afghans in Nebraska felt their ministries showed a definite, strong interest in their training program. All five felt their training effort was important to the ministries where they worked back home. One pointed out that he had discussed his training program with the Prime Minister himself, and had explained the program to him in detail. He claims that the new Prime Minister indicated great interest in his training effort.

The participants also felt that their ministries had high expectations of the value they would derive from their OJT in the United States. This was in spite the fact that the particular nature of their OJT assignments was unclear to them or their ministries when they left Afghanistan and even at the time of the interviews.

5. Facilities

Omaha, like Hartford, does not have very adequate public transportation. Cabs are expensive. It is virtually impossible to move around the city freely without owning a personal automobile. Even then, there are parking problems for those who do have cars. However, it was somewhat more convenient for the participants to get to and from the training institution than it was in Hartford.

Three participants mentioned difficulties getting back and forth to the University. One had to walk twenty blocks every day without advantage of public transportation. Only one lived close enough to get there with relative ease.

When asked if the training institution was located conveniently, two participants answered affirmatively. One had no comment. A third felt that the school's location was alright even though he had problems getting there. A fifth felt that it was definitely inconvenient.

None of the participants expressed any problems with

food. There is a cafeteria on the campus at UNO. Three participants ate most of their meals in this cafeteria. Another two did their own cooking.

None of the participants complained of having any difficulties about money.

With regard to the library, four of the five participants felt the library was very adequate; one felt the material available in subjects of interest to him was insufficient.

Housing has been a problem at UNO. Two participants characterized their housing as perfectly fine. One of these had, however, to change his quarters at least once. The other three complained that they did not have a dorm to live in on the campus.

6. Social and Recreational

The participants are living with American families. However, in most cases, they are living as roomers and not involved in the life of the home in which they live. Adjacent to the campus is an old section of town where many of the residents take on roomers. Only two participants mentioned developing a good relationship with the families with whom they are rooming. One said he was definitely a part of their family. The other mentioned going on trips with the family and meeting the relatives.

All five of the participants had been assigned host families. One had a professor at the University as his host. However, the host family program at Omaha was not so effective as the one in Hartford. One participant had seen his host family only once. Two others saw their host families approximately once; one had seen his only three times. A final participant spent one evening a week with his host family.

Like all foreign students in the U.S., including those at DATP, the participants found their social life leaves much to be desired. One said he did attend occasional

parties for foreign students. Another two said they had few social contacts and were lonely. Two participants seemed to have done very well in developing friends on their own.

The participants entered the cultural life of the U.S. only occasionally. All had been to one event or another, such as basketball or concerts, football or hockey games. However, none of them did this on a regular basis. One participant said his only regular cultural activity was watching television, especially presidential news conferences and movies.

With regard to increased social contact with U.S. citizens, four participants felt they needed additional opportunities to meet Americans. One felt he had more than enough contact with Americans.

All five had the opportunity to make friends from other developing countries. However, three pointed out that there are really very few foreign students at Omaha. Those who had made friendships had done so at the Foreign Students' Association at the University or at the Omaha Peace Association.

7. Personal Objectives

The management training program is having a strong influence on the personal objectives of the participants. Only one said that his life goals had been defined already and that the program would have little impact on them. One pointed out that he had received a great deal of motivation at UNO and had an increased desire to gain power and influence in his ministry. Another participant noted that she had been influenced to change the direction of his career substantially because of his training.

Four of the participants felt that the training program would help them achieve these new personal objectives. A fifth was unsure.

The participants were asked to state their expectations of the program prior to coming. The expectations mentioned were:

- to learn the theory of management
- to spend more time in another country
- to become a better civil servant
- to see the United States
- to learn administration in the U.S.

to learn U.S. problem-solving techniques

All five of the participants felt that their expectations had been fulfilled.

Few disappointments were mentioned. One cited need for more practical experience in office work. Another was disappointed that he had to work just as hard as the other students in the University who were receiving masters degrees, but was not obtaining one himself.

8. Special Problems

The participants were encouraged to discuss any problems that had arisen in the training program. Three had none. One wanted to continue academic courses while in OJT. This will be possible if he is stationed in Omaha. A woman participant mentioned the problem of taking night courses and having to walk home alone, but this was solved by the professor of the course offering to drive her home after each class.

No other special problems were mentioned.

PART C
GENERAL CONCLUSIONS

The purpose of this section will be to sum up the rather lengthy discussion of the two training sites for Afghan participants. In this section, we will attempt to be as brief and as to-the-point as possible.

DATP

The training being provided to the participants at DATP is fulfilling the purposes of the Afghan Government and AID in sending them there. They are learning new management skills; are developing plans for organizational change in Afghanistan and are increasing their confidence in their ability to make these changes.

DATP has developed a creative and comprehensive approach to the training effort which has experienced practical difficulties in implementation. Some of these difficulties might have been averted had there been clearer written commitments made by AID not only to DATP, but also to the training design itself. DATP may well have contributed to these difficulties by moving ahead with the training

design before it was completely understood and "sold."

DATP courses and instructors have been favorably received by the participants. The course design seems especially well-suited to the needs of development administrators. Instructors receive generally good ratings with regard to their knowledge of the subject matter and their ability to apply it to Afghanistan. Course content and experience of staff and instructors make DATP an important training resource for AID.

One major aspect of the training design - on-the-job training in Afghanistan - has received such negative reaction from this group of participants that it raises the question of whether such an activity will ever be possible. The evaluator has been convinced by the participants that, due to political sensitivities, this will not be possible. The Mission should make the final determination on this.

Another aspect of the training design - management projects - has received little support from the participants. DATP's and the participant's views of

how importantly the Ministries view these projects varies considerably. The management project is an important training exercise which should not be dropped lightly.

The University of Connecticut could provide much more support to the DATP program. Financially, administratively, physically and academically.

Isolation - physical and social - is a problem facing nearly all the Afghans at DATP.

DATP and the AID Mission are operating on the basis of unclear verbal agreements and commitments which should be specified and put into writing. Some of the activities proposed by DATP in its training design might be more properly defined as technical assistance rather than training. However defined, any commitments to DATP should find their way into the proper documentation.

Serious communications gaps have developed in the DATP/ Afghan program. These warrant a close self-review by DATP and an increased effort to work more harmoniously with all parties involved in the training process. If this is not done, A.I.D. should consider suspending the use of DATP

Recommendations:

1. DATP should modify its training design in discussions with technical personnel in the Mission. This design should be reviewed and approved by the Mission, OIT, and the appropriate persons in the Afghan Government.
2. No attempt to develop OJT training projects in Afghanistan should be made without Mission concurrence at the highest level.
3. A closer review of DATP courses and instructors should be made by AID - preferably by Mr. Joseph Ahern or some public administration technician whom he designates.
4. The length of the management training program (12 months) should remain the same.
5. DATP should look into the possibility of conferring a degree (beyond a B.A. and short of an M.A.) upon the participants. It might be called an "Associate Degree in International Development Administration."

6. AID should encourage a more complete integration of DATP with the University of Connecticut.

7. Any agreements between DATP and the Mission - involving either training or other assistance - should be clearly stated in writing and supported by the proper documentation.

8. DATP should be encouraged to continue to develop an international center in Hartford.

9. DATP should encourage the creation of a bus route linking DATP, Hartford and the Greater Hartford Campus of the University of Connecticut.

10. DATP should be encouraged to provide better transportation facilities for the participants. This may be more possible as the gas shortage decreases.

11. DATP should attempt to create more opportunities for participants to mix with a greater number and variety of United States Citizens.

12. DATP should appoint a staff person to work more closely with OIT in Washington. This person could remain in almost daily touch with regard to participant development, correspondence, training design, OJT, etc.

13. DATP should continue to improve present library facilities.

UNIVERSITY OF NEBRASKA

The participants at UNO are having a generally positive experience. They are working hard and are happy with their training program. While less able to articulate the goals of the NDTP and the management development they are undergoing, they are nonetheless acquiring new management skills and are confident that these will result in organizational change in their ministries.

UNO has not yet developed a training design which is based on a close analysis of the needs of the Government of Afghanistan.

UNO course offerings consist primarily of standard courses offered U.S. students in business and public administration. Participants are required to apply these to Afghanistan. Special seminars for the Afghans have helped. However, more must be done to increase the program's relevancy and practicability for the Afghans.

The untimely death of Dr. Christian L. Jung has left a gap in the leadership of the program. Responsibility for the program is now distributed among several

different persons and departments.

UNO has maintained a strong moral, financial and academic commitment to the Afghan program despite the loss of its founder. A genuine attitude of kindness and concern for the participants has greatly enhanced the program.

The question of degree or non-degree is more difficult at Nebraska since participants are taking standard graduate school courses and are obtaining academic credit. It would be helpful if they gained some academic recognition for this work - such as an Associate Degree.

Participants are not so involved culturally or socially with U.S. life as they should be. Host families have had good but infrequent contact. Most of the participants feel lonely and isolated.

The location of proper housing near enough to the UNO campus has presented difficulties.

Recommendations:

1. UNO should prepare for AID review a new training

design which relates the participant training more directly to the management development needs of the Afghan ministries. UNO staff should have greater opportunities to visit Afghanistan and get to know Ministry needs.

2. UNO should take additional steps to relate course content to the needs of Afghans. One method for this was suggested by Dr. Stanley Powers of UNO. A one-to-two week workshop could be held prior to the start of classes. Professors and Afghan participants could have frank discussions of the needs, limitations, interests of both the Afghans and the professors. The evaluator understands that this workshop method will be employed for the next group of participants.

3. Attempts should be made to develop special sessions for the Afghans which are less academic and more practical - courses dealing with very fundamental and specific management techniques, the "nuts-and-bolts" of office management, etc.

4. UNO should continue and increase the contacts being made between mid-career U.S. students and the Afghans.

This should be done in both academic and social settings.

5. UNO should follow-through as soon as possible on its intent to have a full-time Director of the Afghan Studies and Research Program.

6. UNO should conduct a search for and hire a professor with academic credentials, background and experience in the development problems of Afghanistan. It is difficult to see how any special program for Afghanistan can be complete without staff acquainted with the country's attempts to modernize.

7. UNO should consider granting a degree of some kind (Associate Degree) to the Afghans for the good academic work they are performing.

8. UNO should consult with DATP with regard to OJT assignments. Ron Bifaro should arrange a visit to DATP for this purpose.

9. OJT should receive the highest priority when the time comes for it in the training program. The desire by the students to continue their formal studies should

not determine the location of OJT assignments.

10. UNO should take several additional steps to improve the social and cultural experience of the Afghans in Omaha:

- a. Contact the local Kiwanis Club which is a national member of COSERV.
- b. Contact Mutual of Omaha, which has a history of interest in humanitarian programs in Asia.
- c. Contact local high schools whose students might want to invite the Afghans as guests or speakers.

11. UNO should provide the AID/Mission with additional information on its program so that AID can properly brief future participants.

12. UNO should consider providing housing in apartments (rather than rooms) located closer to the campus.

SPECIAL SECTION FOR AID MISSION IN KABUL

Several items of concern raised by this report can be dealt with most effectively at the Mission Level, rather than at the level of the training institution. Consequently, the evaluator would like to bring certain questions to the attention of the Mission Director.

Basically, the participant training program related to the NDTP is working. Both DATP and UNO are developing better managers. The participants are having a positive, constructive experience. This experience can be even more effective in the future if the following questions are answered:

1. The Mission must become involved with the training design of both UNO and DATP. It should have a greater technical input on both the training side and the public administration side. The decision to place NDTP participants involves a commitment to a particular method of training in public administration. There were elements in the DATP training design, for example,

which turned out to be inadvisable. Apparently the participants objected to the OJT in Afghanistan before they left the country. Why did the Mission not deal with the problem at that time - or even before? Why did the Mission not see the political sensitivity of this proposal?

2. The Mission should determine more clearly what DATP's relationship is to the ministries. DATP refers to the ministries as its clients even though AID/Kabul is paying for the program. AID should determine independently what relationship AID wants DATP to have to the ministries. How does the present government view its relationship to DATP? What do the ministries feel about management projects? How do they feel about OJT training in Afghanistan? Are any of the proposed DATP activities more technical assistance than training?

3. There have been verbal commitments made - apparently both to UNO and DATP - which have not been kept. Both institutions expected ten participants per semester. If the full number were sent, it would be much easier for each institution to mount special programs for the

Afghans. What have been the problems influencing the fewer-than-expected number of trainees?

4. The evaluator is unclear with regard to the nature of the commitment which the Mission has to either training institution. If the Mission intends to send participants to these institutions over a five year period, would it not be advisable for the Mission or OIT to draw up an agreement with each institution establishing guidelines, agreeing on course content and methodology, and providing the institution with a firm basis for the Afghans and the NDTP? This contract or contracts should equalize financial compensation being given UNO and DATP. UNO now receives \$2,000 per student per year. DATP receives \$5,000.

5. Another question which should be examined at the Mission level is the criteria for deciding whether a participant should enroll at DATP or Nebraska. If the participant is allowed to choose, sufficient briefing material on both programs should be on hand at the Mission.

As was stated in the evaluator's original memorandum on this project (See Appendix A), the most important question to be asked of this training project is whether it is serving the needs of the NDTP. We have concluded that it is. However, we have raised many other questions and made many other observations as well - in the hopes of making even more successful an important national government and AID initiative.

BENCHMARKS, INC.

513 16TH STREET, N. W., WASHINGTON, D. C. 20036 (202) 653-2410

Memorandum

To: Judy Shampain, Project Appraisal Staff, O/IT

From: Tom Scanlon

Date: February 9, 1974

Re: Evaluation of Afghan Programs at DATP and
Nebraska

Here are my thoughts at present on how I will proceed with the evaluation of the Afghan Training Program at both Nebraska and University of Connecticut (DATP).

General

The crucial point in reviewing the work of either training institution is to relate its efforts to the Mission's objectives in its National Development Training Program. A great deal of time has been spent by both Nebraska and Connecticut representatives discussing with Mission personnel the need to improve the quality of management in the Afghan government. The training design calls for study projects which are related to real management development needs in the ministries of Afghanistan. It also calls for visits by training center staff and by the participants themselves to Afghanistan to provide technical consultation on management problems. In speaking to the participants, I will attempt to determine how well this overall design is functioning. The key questions have to do with how both of these training programs serve the purposes of the National Development Training Program.

These purposes are stated in different ways at different times; however, they are essentially:

1. To assist Afghan managers to improve their problem solving skills,

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2. To help them increase their adaptive capacity in new problems and situations; and
3. To facilitate improvements within critical Afghan ministries that will facilitate national development through organizational and personal development.

Content of the Evaluation

My report will consist of two sections. The first section will deal with general issues of importance to each training site. I am more aware of what these issues might be in the case of DATP than of Nebraska at the present time since I have made an initial visit there. The second section will be based on interviews of all the participants. The first section will be qualitative and will contain my own interpretation of the project and the problems it is encountering. The second will be qualitative also, but will contain quantifiable data on participant reaction to the program.

As an example, the following issues are ones to which I will address myself in the first section of the report:

1. Should the program be degree or non-degree?
2. How good are communications between the training institutions and AID/Washington?
3. How good are communications between the training institutions and AID/Mission?
4. What is the best length for the training course?
5. What special problems have arisen with regard to OJT?
6. What communication problems exist between participants and training institutions?
7. What contractual obligations or commitments exist, should exist, or should not exist between AID/Mission and the training institutions?

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9. Others?

The second section of the report will be based on the results of interviews in which all the participants will be asked the questions contained in the attached interview sheets. I am sending a copy of these sheets to both training institutions. Their additions and other recommendations will be encouraged. Yours are also. *See memo and*

Timing

I have agreed with the University of Connecticut personnel to conduct the interviews during the week of February 18th. During that same week I will make arrangements with the University of Nebraska to be in Omaha the following week. This means that during the first week of March we can tabulate and write up the results of the evaluation for review of AID staff in Washington.

INTERVIEW SHEET FOR PARTICIPANTS

Relationship to NDTP

1. In what way has your experience here helped you to become a better manager?
2. Are you aware of the objectives of your government's National Training Development Program?
3. Do you feel your training program contributes to the objectives of the NDTP?
4. In what way could the program contribute more to your development as a manager?
5. Which activities/courses most contribute to improvement of your managerial skills?
6. Which activities/courses least contribute to the improvement of your managerial skills?
7. Do you feel a part of "a team approach" to resolve management problems in your ministry?

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8. Do you feel that the persons selected for this training program represent critical ministries in your country?
9. do you have new ideas on how you can improve operations in your ministry?
10. Will you be able to make these improvements?
11. Why would introducing changes be difficult in your ministry?
12. Has the course made you aware of certain management skills which you already possessed?
13. What are the most important new management skills you have developed in this course?

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Management Projects

1. Do you feel that your management project is important to improving management operations of your ministry in Afghanistan?
2. How was it selected?
3. Do you feel that officials in your Ministry really expect you to help them solve the problem you are studying?
4. How can you work on this problem in Hartford ? at the University of Nebraska?
5. Will you have the opportunity to implement your project when you return?

On the Job Training

1. Although you have not yet begun your on the job training in the U.S., what are your expectations for it?

2. What do you think of the idea of short OJT assignments in Afghanistan?

3. How would such OJT relate to your management project?

4. Is OJT the correct term for this activity? Are they not really joint participant/training institution technical assistance visits?

5. Will you be accepted in this capacity at your Ministry?

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Courses

1. What courses are you presently taking at DATP? (Nebraska)
2. How many of these do you find useful? (In terms of percentage)
3. How many do you not feel useful? (percentage)
4. Are the concepts and techniques being taught you relevant to Afghanistan?
5. Are the courses too theoretical?
too practical?
too advanced?
too elementary?
6. Is the course plan well suited to your needs?
7. Did you help plan your course plan?
8. Did DATP make adjustments in its program to meet your specific needs?
9. Is the amount of time allowed for your studies too short?
too long?

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Instructors

1. How would you characterize the quality of the instructors at DATP? (U of Neb?)
2. Do these instructors understand the management problems of developing countries?
3. Do they show an understanding of the special problems of Afghanistan?
4. Do the instructors spend time with you outside of the classroom situation?

Pre-Departure

1. Did the AID Mission give you a proper briefing prior to your departure?

2. Did your training institution contact you prior to your departure?

3. How useful was this contact?

4. Did your Ministry show a real interest in your training program?

5. Did your Ministry show a real interest in your management project?

6. Did your Ministry show a real interest in your OJT assignment?

Facilities

1. Is your training institution conveniently located?
Why not?
2. Have arrangements been made for you to obtain good food - within your budget?
3. Are the library facilities ample?
4. Do you have any transportation problems?
5. How would you characterize your housing?

Social and Recreational

1. Do you have an American family acting as your host?
2. How often do you see them?
3. What social activities do you enjoy on a regular basis?
4. What cultural events have you attended recently?
5. Do you feel you could use more social contact with U.S. citizens?
6. Have you made friendships with other international students?

Personal Objectives

1. Has this training program assisted you to define your own personal goals? (HOW?)
2. Will the training program help you achieve your own personal goals?
3. What did you expect to gain from this program?
4. In what way were these expectations fulfilled?
5. In what way were they disappointed?

Special Problems

1. What special problems have arisen which have prevented you from deriving the most benefit from your training course?

COURSES OFFERED AT DATP

Societal Concerns - A Workshop with Cross
Cultural Implications

Fundamental Accounting

Budgeting Concepts

Management Skills and Organization Development

Planning for Regional Development

Management Processes and Techniques for Local
Development

Planning for Community Development

Targets of Opportunity

Project Consultants

Analysis of Market Opportunity

Project Analysis - Agriculture Workshop

Project Analysis - Industry Workshop

Financial Techniques (Discounting)

Analysis of Projects: International Viewpoints

Analysis of Projects: National Points of View

Methodology for Project Preparation

Analysis of Projects: Financial and Organizational
Strategies for Better Project Design

Social Benefit/Cost Analysis

Project Management System, Organization, and Design

Project Scheduling

Financing Projects

Post Implementation Evaluation

Project Environment Impact

Technical Report Writing

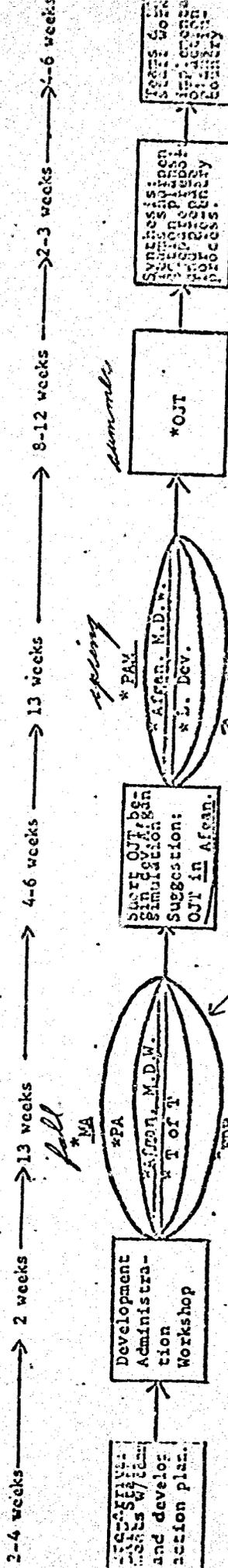
CHAPTER 1: SUGGESTED FLOW OF UPPER-MIDDLE MANAGERS NDTP PROGRAM

DATE TRAINING DESIGN

MAX. TIME SUB-TOTALS

In-Country 16 weeks
 In-USA 43 weeks
 MAX. GRAND TOTAL 59 weeks

TIME FOR EACH UNIT INDICATED BELOW:



Develop top level support/commitment plans: need/problem identification meetings w/top managers minister to resident level and their selection participants begin action plan/research process.

PARTICIPANTS SELECT COURSES WITHIN FALL/WINTER PROGRAMS THAT RELATE TO PROGRAM AREAS IDENTIFIED IN AFGHANISTAN.

DURING AFGHAN. MNGT. DEV. WORKSHOP, THE MINISTERIAL TEAMS WILL ATTEMPT TO APPLY COURSE LEARNINGS TO THE PROBLEM AREAS IDENTIFIED IN THEIR MINISTRIES WITH TOP MNGT. THE LEARNING INPUTS ARE DETERMINED BY THE PROBLEMS SELECTED, AND ADDITIONAL COURSES WILL BE DEVELOPED TO MEET SPECIALIZED AFGHAN. OR MINISTRY NEEDS, IF THE TEAMS ARE SUFFICIENTLY LARGE TO JUSTIFY SUCH A PROGRAM (USUALLY 4-6 ARE NEEDED).

EACH PARTICIPANT WILL HAVE TO DEVELOP A LEARNING AND CAREER OBJECTIVES PLAN THAT RELATES TO HIS MINISTRY'S NEEDS AND TO HIS PERSONAL DEVELOPMENT AS A MANAGER.

Follow-up:

* EXPLANATION OF TERMS
MA - Management Analysis
PM - Personnel Management
Afghan M.D.W. - Afghan Management Development Workshop
T of T - Training of Trainers
EDP/SA - Electronic Data Processing/Systems Analysis
OJT - On-the-job Training
PAM - Project Analysis and Management
L. Dev. - Local Development
FM - Financial Management
NSD - National Development Training Program
SEE IKS/DATP 1973/74 CATALOG FOR DETAIL OF COURSE



UNO TRAINING DESIGN
UNIVERSITY OF NEBRASKA AT OMAHA

P.O. Box 689 Omaha, Nebraska 68101
Telephone 402-553-4700

University of Omaha 1908-31
Municipal University of Omaha 1931-68

College of Arts & Sciences
Afghanistan Studies and Research Program

National Development Training Project (306-123-1)

Participant Training

Outline of a special training project proposed by the Afghanistan Studies and Research Program of the University of Nebraska at Omaha.

The following is recommended for the ^{five}~~six~~ participants in training under the above project (Aziz, Ashraf, Musheer, Arefi, Amiri, and ~~Absary~~)

I. Academic Training

A. Core courses (15 hours of graduate credit) - it is proposed that all participants take the following in the Public Administration department:

- 1. 317 Introduction to Public Administration 3 hours
A study of governmental administration and its involvement in social and economic problems. It includes but is not limited to the organizational, financial, personnel, and planning problems and administrative relations with legislatures, political parties, chief executives and the courts.
- 2. 440 (840M) Public Budgeting 3 hours
A study of the processes and procedures involved in making budgets for governmental institutions.
- 3. 443 (841M) Public Personnel Management 3 hours
A study of the personnel process in governmental administration. The processes and problems of recruiting, structuring, and operating public bureaucracies are examined as well as problems in personnel leadership, neutrality, accountability and performance.

4. 840V Seminar in Public Administration 3 hours
 An in-depth study of the relationships existing between the art and science of public administration, on the one hand, and the processes of government on the other. The emphasis is principally on broad categories of political and administrative issues as they condition each other.

5. 844V Seminar in Public Organization and Management 3 hours
 A study of the principal managerial problems encountered in larger public or governmental bureaucracies.

B. Based upon the needs of each participant and the specific job requirements to be encountered by each, it is proposed that each participant and his or her advisor will select 9 hours of elective graduate courses from the following departments: Public Administration, Management, and Economics.

Management

1. 811L Survey of Accounting 3 hours
 The uses of accounting for purposes of control and decisions by managers, share-owners, creditors and others. This course is for the graduate student who has not taken accounting principles at the undergraduate level.

2. 814L Survey of Management 3 hours
 A comprehensive study of the management process with particular emphasis given to the production, human, and organizational problems of industrial operations.

3. 830V The Environment of Management 3 hours
 A classical and behavioral study of the organizational environment in which decision-making occurs to accomplish the economic and efficient operation of organized endeavor.

4. 831V Human Behavior in Organization 3 hours
 An inter-disciplinary study concerned with the problems of combining and utilizing human resources to satisfy the objectives of management and workers.

5. 837V Seminar in Management 3 hours
A student participation course emphasizing current issues and problems in the areas of management theory and operation.
6. 850V Financial Management 3 hours
Examines the problems of managing the financial operations of an enterprise with emphasis on analysis and solution of long and short-term problems pertaining to policy decisions.

Public Administration

1. 443 (843M) Municipal Administration 3 hours
The administrative structure and administration practices of cities covering such areas as finance, personnel, public works, public safety, health, utilities, and planning.
2. 846V Seminar in Public Personnel Administration 3 hours
This course focuses on the principal consideration affecting the selection and utilization of personnel by government agencies. The emphasis is less in terms of description of processes than in terms of identifying and exploring solutions to problems.
3. 848V Seminar in Public Financial Administration 3 hours
Financial organization, intergovernmental financial relations, and the administrative and political aspects of budgetary planning and control.
4. 881V Urban Seminar in Metropolitan Planning and Development 3 hours
An overview of the present status of planning in metropolitan areas with special emphasis on structure of planning departments, comprehensive plans, and problems of annexation.

Economics

1. 456 (856M) State and Local Finance 3 hours
An inquiry into the facts, techniques, principles, theories, rules, and policies shaping, directing, influencing, and governing the spending, taxing, debt, and utilization of scarce resources for state and local governments.

2. 887V-899V Seminar in Regional Economics 3 hours each
 An examination of the current developments and issues involving regional economic development and planning. These courses provide the theoretical basis for understanding and analyzing economic problems of a regional nature. In addition, policy alternatives, decision making, and measurement techniques are examined.

II. Practical Work

- A. Each participant will be required to enroll for 6 hours^{1/2} Public Administration's Internship 803U and 804U.

Each participant will be placed in an agency or organization that is germane (compatible) to their own work situation at home. To this end, the participant may be placed in municipalities, state agencies, regional planning agencies, economic development agencies, and/or federal regional agencies.

III. Special Programs

It is proposed that there be five (5) special workshops for the participants during their training program at the University of Nebraska at Omaha.

- A. Fall semester, 1973. Six (6) regularly scheduled seminars during the semester during which time the participants and resident faculty will have an open dialogue and begin the transitions of what the participants are learning related to their own administrative and managerial problems in Afghanistan.
- B. January, 1974. (Interim period between semesters) A two (2) week (10 day) workshop in Public Administration and Management in Afghanistan I.

The focus of this workshop will be the application of the ongoing academic training at the University with their own RGA organizations or agencies. To this end, participants will identify, in conjunction with the resident faculty, specific problems in their own home management situations. They will prepare a plan for resolving this problem and test their plan on fellow participants and resident staff. In essence, the participants in this special workshop will be running through simulation exercises.

- C. Spring semester, 1974. A continuation of the same type of the regularly scheduled special seminar proposed in the fall semester. (see above)
- D. May, 1974. (Interim period between spring semester and summer session). Workshop in Public Administration and Management in Afghanistan II. (See above Public Administration and Management in Afghanistan I.)
- E. August, 1974. A one (1) week (5 day) seminar at the conclusion of their Internship program (803U and 804U) to evaluate and relate the on-the-job experience to their own Afghan administrative situations. This seminar will be conducted by the resident faculty.



University of Omaha 1908-31
Municipal University of Omaha 1931-68

UNIVERSITY OF NEBRASKA AT OMAHA

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College of Arts & Sciences
Afghanistan Studies and Research Program

Afghanistan Studies and Research Program

The University of Nebraska has long recognized the need for international studies and involvement in order to further understanding between the diverse peoples of the world. Involvement with and commitment to such diverse countries as Colombia and Turkey are a part of the history of the University. Now, on its Omaha campus, the University of Nebraska has focused its attention on the Asian country of Afghanistan.

The Afghanistan Studies and Research Program at the University of Nebraska at Omaha was initiated because of a great interest in the country by a number of its faculty and staff. During the past year the requisite parts, including personnel and materials necessary for the substantial ongoing commitment by this university to the country of Afghanistan, were assembled. This was done almost wholly with University funds as a reflection of the University's desire to establish a program which could be self-sufficient and lasting, and which would reflect its own outreach interests.

The Afghanistan Studies and Research Program was conceived in a spirit of concern for the developing nation of Afghanistan and for providing the University with a new dimension of international participation and meaningful involvement. The program

was designed to serve catalytically as the focal point for the generation of ideas, initiatives, and reinforcement between individuals interacting in diverse fields---both scholarly and technical---related to professional work in Afghanistan.

The University of Nebraska at Omaha (UNO) presently serves as the only institutional center in the United States specifically and exclusively concerned with Afghan affairs. The program hopefully will become a new model of international action---an individualized construct relating effectively to a specific national purpose.

The program has gathered together Afghan specialists and materials of the highest order. Nine acknowledged international scholars from various United States universities hold research associate status in the Afghanistan Studies and Research Program. At the same time, the UNO library is moving rapidly toward acquiring the finest collection of Afghan primary and secondary materials in the Western world. Individual collections have been given to the library; other substantive and qualitative additions are envisaged. This multi-lingual collection serves as a nucleus around which interested Afghans and non-Afghans can work concerning specialized Afghan research topics.

The program provides language training in Kabuli Dari. Interested parties may take one year's work (two semesters - 3 hours of credit per semester) or, if they so choose, a concentrated two-week short course in Dari. Instruction is to be presented by Afghan faculty members.

The Afghanistan Studies and Research Program of the University of Nebraska at Omaha is thus intended to provide a diversity of service to the community of national and international technicians and scholars on Afghan affairs.

The Afghanistan Studies and Research Program has a number of ongoing projects. The program sponsors a publication series consisting of bibliographic and research materials as they become available from various authors. Present manuscripts committed to publication include: Ms. Lorraine Sakata, Music of Hazarajat, (University of Washington - Seattle); Ibrahim V. Pourhadi, Afghanistan's Press and Its Literary Influence 1897-1959, (Area Specialist Iran, Afghanistan and Central Asia, Near East Section, Orientalia Division of the Library of Congress - Washington, D.C.); and Ms. May Schinasi, Bibliographie Persane D'Afghanistan 1335-1344/1956-1965, (Milan, Italy). The program is also sponsoring a glacier survey of Afghanistan to aid in UNESCO's inventory of the world's glaciers. Thirdly, the Afghanistan Studies and Research Program, in collaboration with the Institute of Geography of Kabul University, is producing a national atlas of Afghanistan to be published by Akademische Druck-u. Verlagsanstalt (Graz, Austria). The atlas is viewed as an invaluable aid to future developmental action in Afghanistan.

An exchange program involving faculty members from Kabul University and the University of Nebraska at Omaha will be initiated in August, 1973, under the joint auspices of the Fulbright Commission in Afghanistan, Kabul University, and the

University of Nebraska at Omaha. Likewise, a graduate student exchange program has already begun and will continue this fall. A member of Kabul University's geography staff in the Faculty of Letters and Humanities has been awarded a graduate assistantship to enable him to pursue the Master's degree at the University of Nebraska at Omaha. The Afghan-American Commission of Kabul is providing travel.

The Office of International Training (O.I.T.) of the Agency for International Development (A.I.D.) has requested that the University of Nebraska at Omaha, through its Public Administration and Management Departments, provide specialized training for Afghan participants under the National Development Training Project (306-123-1) commencing in August, 1973. Five participants will pursue traditional academic courses, internships (on-the-job-training), and special Afghan workshops provided by the Afghanistan Studies and Research Program. During the forthcoming academic year, four additional participants will also begin work at the University in two year Master of Public Administration (M.P.A.) programs under the same project.