

University of Nebraska - Lincoln

DigitalCommons@University of Nebraska - Lincoln

Faculty Publications: Agricultural Leadership,
Education & Communication Department

Agricultural Leadership, Education &
Communication Department

10-2006

Outcomes from State Department Grants to Build a Stable Economy in Tajikistan

S. Kay Rockwell

University of Nebraska - Lincoln, krockwell1@unl.edu

Lee V. Rockwell

University of Nebraska - Lincoln

Julie Albrecht

University of Nebraska - Lincoln, jalbrecht1@unl.edu

Follow this and additional works at: <https://digitalcommons.unl.edu/aglecfacpub>



Part of the [Other Public Affairs, Public Policy and Public Administration Commons](#)

Rockwell, S. Kay; Rockwell, Lee V.; and Albrecht, Julie, "Outcomes from State Department Grants to Build a Stable Economy in Tajikistan" (2006). *Faculty Publications: Agricultural Leadership, Education & Communication Department*. 50.

<https://digitalcommons.unl.edu/aglecfacpub/50>

This Article is brought to you for free and open access by the Agricultural Leadership, Education & Communication Department at DigitalCommons@University of Nebraska - Lincoln. It has been accepted for inclusion in Faculty Publications: Agricultural Leadership, Education & Communication Department by an authorized administrator of DigitalCommons@University of Nebraska - Lincoln.

Outcomes from State Department Grants to Build a Stable Economy in Tajikistan

Entrepreneurial Center Development for Food and Textile Small-Scale Business in Tajikistan

and

Enhancing Economic Development Educational Programs for the Small-Scale Entrepreneurial Food and Textile Industries of Tajikistan



**S. Kay Rockwell
Professor Emerita**

**Lee V. Rockwell
Professor Emeritus**

**University of Nebraska-Lincoln
October 2006**

Contents

Program Goal and Objectives

Outcome Assessment at KbtTUT

Target Audience

Data Collection Methods

Date Collection Process

Data Analysis

Findings

Background on Tajikistan

The People

Project Outcomes at KbtTUT: Faculty and Students

Textiles

Food Science

Entrepreneur Center and Community Outreach

Teaching Methods

Impact on Themselves as a Person

Project Outcomes at KbtTUT: Administrators

Registration Office and the Credit System

Books as Resources

Related Issues That Could Be Addressed through a Cooperative Grant

Governmental Leaders and KbtTUT Administrators

New or Related Issues to Address

Additional Support to Move Grant Project toward Sustainability

KbtTUT Faculty and Students

Conclusions and Challenges

Conclusions

Continuing Challenges

Outcomes at Khujand Branch of the Technological University of Tajikistan

Our relationship with UNL has had a great effect on our college; it has accomplished much more beyond the goals of the grant. It has gone beyond the things related to the project and helped us with some broader educational activities.

KbTUT's Director

Over a 10-year period, State Department grants were awarded to the University of Nebraska-Lincoln (UNL) to help build a stable economy in Tajikistan. The 2003-06 grants provided the Khujand Branch of the Technological University (KbTUT) faculty and students the opportunity to develop expertise in safe food production and viable textile/apparel production for international markets. Specific grant activities were to (a) develop an entrepreneur center at KbTUT to provide outreach programs for community members on small-scale business development, (b) develop a textile museum for University courses, and (c) train KbTUT faculty/upper level students/administrators at UNL to enhance their skills in food sciences, textiles, and outreach programs.

Grant funds dedicated to the UNL/KbTUT partnership represented an important effort to help build a stable economy in Tajikistan. In October 2006, a two-person evaluation team conducted a site visit to KbTUT to (a) document project outcomes and identify additional support needed and (b) explore other related issues a cooperative grant could address.

Outcome Assessment at KbTUT

The grant funds dedicated to the UNL/KbTUT partnership represented an important effort to help build a stable economy in Tajikistan. The goal of the site visit to KbTUT was to (a) document project outcomes at KbTUT and identify additional support needed and (b) explore other related issues a cooperative grant could address. Based on these findings, conclusions were made about the effectiveness of the processes used and needs for additional grants were identified.

Target Audience

The target audience was 15 KbTUT administrators/faculty/graduate students who received training at UNL from 2003-2006; 12 (80%) were interviewed and described how they integrated and applied information they learned at UNL.

Others with whom meetings were held included the Mayor of Khujand, President of Sister City Society, former Rector of KbTUT and later Director of the Research Institute of Labour and Social Protection, National Secretary of IAESTE Tajikistan, Dean of Agro-Technology, Chief of a

Department in Faculty of Agro-Technology, Chief of the Department of Foreign Languages in KbtTUT & five English teachers, English Department Chair at the Government University for Khujand, Students in two classes, and High school/University students and an English “volunteer teacher” from Florida at the American Center in Khujand’s public library.

Data Collection Methods

Based upon the goals for the site visit to KbtTUT, open ended questions were identified for personal interviews with (a) faculty and administrators who received training at UNL and (b) Deans and Department Chairs who did not receive training at UNL. During the “formal” interview sessions, responses were keyed into a computer file. Hand written notes were taken during tours and other “non-formal” activities. Digital photographs were taken at the time of the interviews as well as throughout all the activities which were part of the site visit. IRB approval was obtained prior to the site visit.

The Grant’s Principle Investigator worked with contacts at KbtTUT to arrange an interview itinerary. The primary host, a faculty member from the Faculty of Economy and Business, facilitated all the logistics for the meetings including arranging for interpreters.

Data Collection Process

Everyone interviewed was very cooperative and seemed to accept the fact that it was necessary to find out what happened because of the UNL/KbtTUT grant. Everyone signed the *Informed Consent* form without hesitation. Interviewees had been briefed that the purpose was to see how they applied concepts they learned while studying at UNL. They were prepared to show how they carried through on the grant objectives and illustrate changes they made as a result of studying at UNL.

Although the pre-determined interview questions were used, they were modified or significantly reduced in number due to time constraints and logistical problems. Photographs became one of the more important data collection processes because they illustrated how the concepts faculty learned at UNL were being adapted and applied at KbtTUT.

Collecting data was a challenge because:

- Interviews were schedule for one hour, not two. However, many of those interviewed were assigned to host lunch or dinner. Lunches and dinners were a good time to chat. However, trying to focus on specific interview questions was difficult and note taking was limited.
- Interview time would be cut, sometimes from one hour to as little as 20 minutes.
- An interview may have been scheduled with one person and an entire group arrived. Therefore, an in-depth interview, as planned, was not appropriate.

- The interviewers were taken off-task several times because someone who was not on the interview schedule wanted attention.
- Some interviewees were not available due to personal issues such as illness.
- Having a reliable interpreter was sporadic.
- Some logistical problems decreased the efficiency of the interview process.

Data Analysis

The evaluation goals and study questions provided guidelines for sorting and summarizing data. First, photographs were sorted and appropriate ones were grouped according to topic. Each individual interview was treated as a mini case study and interviewee comments were integrated with appropriate photographs. Common topics addressed across interviews were then grouped and summarized. Data summarizations were then checked by the co-evaluator for accuracy and interpretation. The initial draft summarizing the data was submitted to the project director to identify supportive information that would help understand pertinent background.

Findings

Background on Tajikistan

Area: 55,800 sq. miles (roughly the size of Wisconsin)

Population: 6.1 million

Government type: Republic

Capital: Dushanbe (pop. 536,100)

President: Imomali Rakhmonov

Tajikistan is a small republic in Central Asia, bordering Uzbekistan, Kirghizstan, China and Afghanistan. The 1,200 km (740 mile) border with Afghanistan is demarked by the river Panj and the Amu Daryo, better known as the Oxus.

Most of Tajikistan's land area is mountainous, ranging from the Fann Mountains in the west to the rocky heights of the Pamirs in the eastern region of Badakhshan. The highest mountain is Peak Somoni (Samanid) at 7,495 m (23,400 ft). Until recently known as Peak Communism, this giant of the Pamirs was renamed in 1999 as part of the celebrations for the 1100th anniversary of the Samanid State.

The populated valleys have a rich history. In former times, Tajikistan was at the crossroads of Asia and four major Silk Road routes passed through the Pamir and Fann mountains. There is evidence of the Sogdian (Zoroastrian) civilization, as well as Buddhist, Hindu and Christian remains. More recently, the country's Islamic history has produced some fine examples of Central Asian Islamic art and architecture. And of course the Soviet period of the 20th century has left its mark in architecture, art such as the huge statue of Lenin overlooking the city of Khujand, and engineering achievements like Nurek Hydroelectric Dam (the tallest artificial dam in the world).

<http://www.traveltajikistan.com/>

The People

The Tajik people were rich in traditions and proud of their heritage. They were very friendly and welcomed visitors from the United States. Communal family living was the norm; with arranged marriages, the daughter-in-law moved into her husband's family where she and other unmarried daughters were responsible for cooking the family meals. After being with our hosts for several days, we seemed to be "adopted" as part of their family.

It appeared that most of the people we met were Muslim. Ramadan was being observed while we were there and some fasted from sunrise to sunset the entire month while others did not fast or had exceptions to fasting for the day we were with them.

The women we met worked outside the home. Women were in leadership roles at the University with about 60-70% of the Department Heads at KbtUT being female.

The Soviet period was apparent. Arbob Palace, built 50 years ago, was styled like palaces in St. Petersburg. Teaching methods appeared to reflect the faculty lecture and student note taking format traditional in the Russian educational system.

There was a great deal of gratitude expressed for the assistance Tajikistan receives from the United States. They see that learning English is a very important step in connecting with the United States and are aware that they need to pass the TOFEL to get into classes in U.S. institutions. Many of the younger people are interested in coming to the United States. Some seem to feel that getting to the United States will solve their problems.

Project Outcomes at KbtUT: Faculty and Students

Textiles

The Deputy-Director of KbtUT University developed a vision to create a *Textiles Museum* at KbtUT which they hope to open to the public.

Textiles Instructor

A faculty member with more than ten years of experience working at KbtUT University learned how to teach design methods at KbtUT. She also went to St. Petersburg for training to help her organize the museum. Now she is working on developing the textiles academic area for KbtUT.

Textiles Museum. One classroom has been dedicated as the *Textiles Museum* and is used in teaching classes. At the present time, the display is limited to the items shown in the pictures below. There were no display cases and items were touched as illustrated in several of the photographs. It was unclear if there is any humidity control in the room. There is potential for expanding the museum and opening it to the general public, but it that will require additional funding and support.





New curriculums. Several new classes are being developed in textiles. Techniques such as *Shiromori* have been incorporated into teaching about fabric design.



National Ornaments is another new class that has been developed after the instructor studied the history of ornaments at UNL. As part of the class work, students are presented with a hat which they draw and describe what the designs mean. This becomes part of their sketch book, a class requirement on which they receive a grade.



A new book on *Design* is used with students in the classroom and also helps the instructor identify other methods to include in the curriculum. When the instructor showed students examples of *Shiobori* in the textbook, they agreed to learn how to do the process. They are now making t-shirts, pants and fabrics for other home furnishings. Pictures below illustrate students work from a practical exam where students created their own design and dyed a garment to test their skill in applying *Shiobori* they were taught during the semester.



The instructor's next project is to incorporate *Bomaki* (texture with silk shown in the pictures below) into her class, or to create a new class on *Bomaki*. She also was in a UNL class on weaving and would like to set up a class on this topic. However, she is lacking supplies as she moves ahead in setting up these new classes.



Although she now knows more about textiles and setting up the museum, she would like more advanced information so she could create more courses in the curriculum. She needs to work on ways to obtain equipment and supplies to support her classroom needs.

Teacher in Technical Sewing and Construction

Another faculty member showed posters made while attending UNL and seemed very pleased that these posters were available for student reference. She stated that the classes taken at UNL were very helpful; she specifically mentioned (a) coloring and printing fabrics and (b) differences in using technology—doing (it) by hand and learning to work on the computer. At UNL she learned to use PhotoShop and is now using it in Tajikistan.



She spent fall semester 2005 at UNL and she feels she needs time now to integrate what she learned into her classes at KbtUT. So far she has translated information she learned at UNL, including selected handouts she received, into Russian for her students. She wants to keep working on, and improving, her courses. She would like to set up a new textiles course on using the computer to create designs for fabrics, print them off and transfer them to the fabric.

Faculty Member Currently Working on an Advanced Degree in Dushanbe

One faculty member, who was at UNL spring semester 2004, was working on an advanced degree in Social Policy and Economics in Dushanbe. When she went to Dushanbe, she taught 5th to 10th graders “Market Economy”. Now it seems that she is an “administrative assistant”. When asked if she plans to go back to KbtUT, her response was, “Yes, of course. Why wouldn’t I? Khujand is where I’m from, I love it there.”

Aspirations she has in her country include:

- In fashion design, she is dealing with the traditional Tajik fashion. In the United States, she came up with the idea to mix the Tajik with the western designs to which she was exposed.
- She indicated that they don’t have a specialist in textile design; she wants to teach and share the knowledge she gained at UNL.
- She would like to create web pages in both Tajik and Russian which could substitute for a textbook.
- Her long-term dream is to open her own *Fashion House* so people have a place to shop for “nice” fashions. She said that the education she is now getting in social policy and economics will eventually help with this.

Future grant topics that could assist her include:

- Have professors come to Tajikistan to observe teaching styles and then make recommendations. In other words, she would like professors from the United States lead a “practicum” experience for Tajikistan teachers after they’ve returned and are teaching in the classroom.
- Have the United States professors learn more about the Tajik culture.
- Locate and obtain practical textbooks, ones that she described as being new and modern. However, she would also like to get these ideas onto the web in both the Tajik and Russian languages so students in Tajikistan could access the material.
- Receive more training on using computers for designing in the textiles area.

Food Science

Department Chair and Instructor in Chemistry

The meeting with the Department Chair and Chemistry Instructor was held in his office where his walls were covered with a number of posters designed and printed at UNL. They were in English. He indicated that he bought, or was given, many supplies for his classes and they were helpful in explaining various concepts. He also purchased (or was given) reference books and videos (see pictures below and on the next page).





“My knowledge about my field is now better” (from the classes taken at UNL). Specifically, he learned how to prepare food, how factories manage production, and how to organize a conference. The microbiology classes at UNL helped him see how to work with equipment. He also said, “I saw much good equipment and procedures in microbiology...so many new things on how students learn...quality food production.”

Examples of ways he applied things he learned from his UNL experiences

include:

- The many photos taken are used to teach students
- The video recording he either made or obtained while at UNL is shown in microbiology classes
- He participated in a conference on how to bake Tajik bread
- The equipment is used in his classes

The UNL experience created a vision about small businesses. He said, “(I) visited a candy factory and saw how it can be done in a small building. I want to tell our people how it was organized and developed, and help us do something like this to improve our economy. My idea is to start a candy business.”

He says he wants more knowledge and technology for food microorganisms and food technology; he wants to know more about new methods to use and he needs up-to-date information.

Faculty Member for Food Safety and Preparation

On faculty member who was at UNL 200304 was on leave of absence from KbtTUT to get a market up and running. Next semester he will teach a course on bread, pasta and confectioners; he also supervises several students who prepare foods.

It was quite an experience for him to learn English and then realize that he was expected to open a market/store/center and teach students about entrepreneurship. He stated, “We’ll bring students to the store to see this (i.e., entrepreneurship) in the store. We’ve taken students to larger stores and bread factories that make more than 1,000K of bread each day. Students just see the factory, not an operation such as I will now do.”

New Market compared with Panjshanbe Market. So, within the past six months, a *New Market* was opened in the central part of Khujand. It is inside an air conditioned building with tile floors and refrigeration for meats, milk, juices, etc. Fresh fish are sold directly from two tanks. The store serves as an example of safer food sales techniques.





Bread – New Market compared with Panjshanbe Market

In the New Market bakery, bread is baked in modern ovens and cooled on a rack before being bagged in plastic. People raved about the quality of his breads (see pictures below).



In Panjshanbe Market, bread was brought in by a number of vendors. While the market appeared clean and free of insects, I observed vendors rubbing oil onto the bread with their bare hands and buyers fingering breads which they did not purchase (see pictures below).



Meats – New Market compared with Panjshanbe Market

In the New Market, chicken was in plastic bags and refrigerated; in Panjshanbe Market, chicken was also in plastic bags but lying on a table without refrigeration (see pictures below).



Panjshanbe Market



New Market

In Panjshanbe Market, the areas where fresh meat was sold appeared to be clean and free of insects. The fresh meat hung from hooks; it was not refrigerated and cutting tables were in the aisles among the people. Some sausage was refrigerated. At the New Market, meat was pre-cut on plates in a refrigerated case and was covered with plastic wrap; all sausage was refrigerated (see pictures below).



----- Panjshanbe Market -----



----- New Market -----

Deli – New Market compared with Panjshanbe Market

The area in which the deli items were sold in Panjshanbe Market was clean and free of insects. The items were colorful and looked fresh. In the New Market the deli items were on styrofoam plates, covered with plastic wrap and refrigerated (see pictures below).



Panjshanbe Market



New Market

Fresh Produce – Rustam’s Market Compared with Panjshanbe Market

At both Markets, the fresh produce had good color and looked fresh. Both places were clean and neat. In the New Market, dairy products were refrigerated; I did not observe dairy products in Panjshanbe Market (see pictures below).



----- Panjshanbe Market -----



-----New Market -----

Future plans for the New Market. The faculty member would like to conduct research on how to make sambusa safer. He feels it needs to be cooled and then reheated at the time one



wishes to eat the product. To the right is sambusa for sale in Panjshanbe Market.

He will now teach at KbtUT University and will use the store as a model to show better food safety and sales techniques.

Panjshanbe Market

Now, he would like sandwich bread recipes and the technology (i.e., the process to make the bread) to produce it. At present, he is not very concerned about marketing. He has no competition for about 85% of his product. For example, he is the only one who can produce French bread right now. When competition emerges, he will bring out more ideas to stay ahead of the competition; he wants to be the first one out with the new ideas.

He also wants to use the store as a site for teaching the general public about making jams and jellies. First, he needs to find a source (probably China) to purchase jars which he will sell in the store. Printing labels is not a problem. Hopefully, within six months, he will be ready to stock these supplies in the store.

A future vision is to have the store become a "chain": "New entrepreneurs will come and observe. I'll help these people develop similar stores in several different cities but I need someone to help me do this in Dushanbe."

Applying New Knowledge from His UNL Experience into the Classroom. Seeing teaching methods in the United States was very valuable. He sees how he can make a 50 minute lecture more interactive, develop teaching materials, and prepare handouts for each lecture; he makes assignments for homework as follow up to class work. In food safety classes, he learned about setting up laboratories to analyze food and wants to do this at KbtUT. He is using the computer to prepare recipes. He received some computer programs which are easy for students to use and has put samples of them in KbtUT's library.

In summary, Rustam said, "I would not be operating this store today if I had not been to the United States!"

Faculty Member in Food Science and Laboratory Assistant (a fifth year student)



Three women from the Agro-Technology Department at KbtUT who came to UNL fall 2005 through spring 2006 are working together to change food preservation methods and teaching others about them. They are pictured in front of the Department: one is Deputy Dean and Teacher; another is a Chemistry Teacher in her first year of teaching; and the third one is a fifth year student and Laboratory Assistant.

Although the Deputy Dean's experience at UNL was targeted toward helping KbtUT, it has also (a) helped her family because she has given a workshop for them at home and (b) inspired her children because she brought them English books.

Through the grant, the laboratory has been equipped with supplies for working with testing new ways to process fruits and vegetables, and preserve meat (see pictures below). However, the dream of the Deputy Dean of the department is to expand and improve the laboratory to be like those she saw at UNL. But to do this, she will need more supplies and equipment.



Equipment purchased in the United States for making jams and jellies



Preferred autoclave



Older, more bulky autoclave



Examples of products



Refractometer



Thermometer

Beef Preservation

To preserve beef, people have salted and dried it or preserved it in a casing. Now the department wants to teach people canning processes for meat (see pictures below). They would also like to develop and teach canning processes for fruits and vegetables. *NOTE from Julie: These processes, if done incorrectly can result in serious, even fatal illness. Higher quality dried meat and sausage could be achieved with additional training.*

Current practices:



Salted and dried

Preserved in a casing

Desired practices:



Proper labeling for canned meat



New Products

While they have started to can mushrooms, they would like to improve on the canning method. *NOTE from the UNL Specialist: These processes, if done incorrectly can result in serious, even fatal illness.* They have also started trying to make what we call fruit roll-ups (see pictures below).



Canned mushrooms



Fruit Roll-ups

NOTE: When KbtUT faculty were at UNL, they worked in the laboratory making jams and jellies and visited Annes Jams, a small-scale entrepreneurial business in Nebraska. Later, Albrecht and Prochaska-Cue went to Tajikistan two times under Winrock International; they role modeled two workshops which KbtUT faculty helped teach: "Jams/Jelly" and "Business Plan".

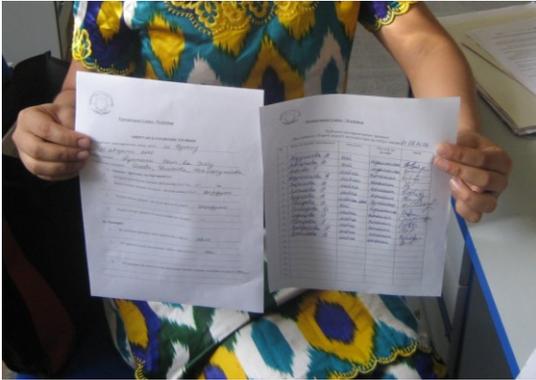
Making jams and jellies was mentioned by most of those who were interviewed. In the laboratory, KbtUT faculty are experimenting with making a variety of jams and jellies. They envision teaching jam and jelly making to the community and developing a market to export their products.

Previous product Jam as a new product



Previous product Jelly as a new product





Jams/Jellies workshop. The three-person team prepared and presented a workshop through the Entrepreneurial Center to a neighbor group. They had a registration sheet and a one-page evaluation form which asked what people learned and what else they would like to know about; 13 people participated.

New Course Development

Using the ServSafe book that Nebraska Cooperative Extension uses in the United States, along with some other books she took home from UNL, the fifth year student is developing a new class in Food Safety. She plans to stay at KBTUT when she graduates and use the ServSafe book for a course.



She also indicated that from her experience at UNL, she would like to use the computer to respond to students via e-mail. However, this causes some conflict between faculty and students due to reasons I failed to explore.

Impact on Selling Products

One faculty member studied the growth of microorganisms in sambusa and illustrated it in a poster. The fifth year student carried out the testing phase. Her recommendations are that sambusa should not be stored on a table following baking. Instead it should be cooled and reheated at the time the product is eaten. To the right is sambusa for sale in Panjshanbe Market; implementing change will take time.



As they are trying new and different methods to preserve food, they are also working on new packaging methods for products such as dried apricots.

Entrepreneur Center and Community Outreach

A room at KbtTUT University in the Faculty of Informatics and Technology is dedicated for the Entrepreneur Center. At the present time, several faculty members have an initial vision for developing the Center to address educational needs in the community through community outreach workshops. One person said, “Now, we need to grow a small business rather than study about large factories. We need to improve small businesses. (We need to) change from how we focused under the Soviet system to smaller businesses, helping people grow their own business, make money and help the economy of the country.”



The poster designed at UNL identifies all the present KbtTUT and UNL faculty working together in an attempt to make the Entrepreneur Center a functioning unit. One KbtTUT faculty member said, “(We need to) organize workshops through the Center for women, different jobs for women. Some husbands don’t want women to work, but we want to teach women how to make money. (They) need more training, but we don’t have the financial resources to do this although we have the knowledge to do this.”

Recently a three-person team held their first community workshop on *Jams and Jellies*. The attendance form was signed by 13 of their family, friends, and neighbors who attended the workshop. On the left is one of two pages of the evaluation form they used to assess pre-knowledge and then find out what the participants learned and what they, as teachers, could improve upon. Another person said, “I want to improve the workshop we did through the Entrepreneur Center.”



If the New Market and KbtUT develop a partnership through the Entrepreneur Center, it will enhance opportunities for KbtUT to reach out to the community and it can set an example for other Business/University partnerships. In University courses, it demonstrates new ways of doing business; it sets higher standards for current businesses to follow his lead.



Teaching Methods

All faculty who came to UNL mentioned how they are changing their teaching methods.

“We had classic approach before (going to) UNL, then we changed methods after our U.S. experience.”

“(I) used the Russian system of education, now I’m doing things differently.”

“The 50 minute lecture is now more interactive.”

“I’ve shared information on teaching methods I learned. There is both a negative and positive side to American teaching; we are selecting the best for us.”

Examples of teaching strategies they are using included:

1. Overhead transparencies
2. Power point projector
3. One-minute feedback
4. Games (economics)
5. Small group discussion
6. Guest lecturer
7. Internet

Faculty talked about what they had learned:

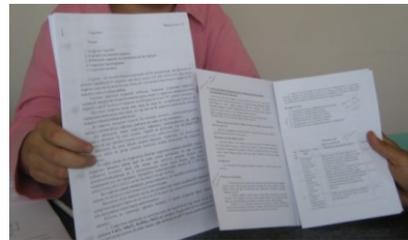
“I learned so much!”

“We had a special class with Julie and Kathy to develop a teaching plan for a class.”

Examples of what they learned included:

1. Developing a syllabus with goals & objectives
2. Making handouts
3. Testing throughout the semester and using quizzes
4. Evaluation processes
5. Making posters
6. Using computers
7. Laboratories for figuring out solutions to problems
8. Using photographs
9. Using credit cards – Entrepreneur Center
10. 3-phases (Go learn, Come back and implement, Practice)

The syllabus—Using a syllabus was a new concept for the teachers at KbTUT, and they have developed syllabi for 36 courses (see an example in Appendix D). Pictured to the right is a syllabus that students were using.



“We are teaching other faculty how to develop syllabuses. There are 36 classes taught each semester, everyone now has a new syllabus following the approach we learned. We have 12 (teachers) in the department and others on an adjunct basis. (We are) also teaching other departments about syllabus development. We have 10 departments in the university with 120 faculty.”

“I’m sharing my experience (in America) with other teachers in the department. They are learning from me. I’m showing them my syllabus and other teachers are applying it in their class.”

Handouts and transparencies. I was told that all faculty have access to photocopying. Everyone talked about using handouts and how the students like them.

“I’ve translated materials I received in Nebraska into Russian for my students. And, I’ve created handouts to explain (concepts) to them.”

“I use reprints and give assignments to do at home as follow up to class work.”

“I use a handout for all my lecture materials.”



Students using handouts/worksheets

In the process of using handouts, students are more involved in classroom activities. While faculty make greater use of the chalkboard, the picture to the right shows a student writing his answer to a question from a handout; the teacher then confirmed the correct answer or helped the student revise the answer so the rest of the class could check their work against that which was illustrated on the chalkboard.



Faculty members using chalkboard with handouts



Student at chalkboard

One overhead transparency I observed was a copy of the handout which described the lecture content for the class; it appeared the font was probably 12 point. Two overhead projectors were in the classroom but neither one worked when the instructor tried to use them the day I was in the classroom.



Testing and using quizzes. In the past, there was one test given at the end of the semester. Now they are changing and giving quizzes and tests throughout the semester, and redesigning the tests they give.

“(I) changed process of teaching—(I) learned how to explain to use pre and post tests.”

“For the final exam (in textiles), I provided requirements and students were given the design and then required to transfer it to a fabric. This is a one semester class, but is taught twice a year. This is a different kind of test than had been given previously.”

“I’m designing tests differently; I used to have all multiple choice, now I use essay and fill in the blank.”

Evaluation processes. Faculty talked about asking students (a) to discuss their expectations, (b) for an evaluation of the teaching methods and (c) to complete a 1-minute feedback at the end of class about what they learned that day. For a community workshop, pre and post instruments were developed to gather information about what their audience knew when they came to the workshop and what they learned as a result of the instruction.

Posters. While at UNL, a number of faculty made posters and took them back to KbtUT. The posters are displayed for students and faculty to see. One student conducted a research project on the “Growth of Microorganisms in Sambusa” and put her findings into a poster. Although she uses the poster to explain her laboratory results, she also said, “I want to improve lab classes and do what I saw done in America, but I need supplies and equipment to do it.”



Using computers. There were a number of comments about using computers.

“All faculty have access to computers...Now we are giving everyone email addresses, internet in every department and can communicate easily within the department, and to classes and others in the university.”

“(I’m) working on a workbook and a textbook which I’ll finish next semester. The University will print it and then I can use it in my classes. After the book is done, will think about using the web.”

“I’m using a computer to prepare recipes. Julie gave me some programs to use; they are easy program for students to read and I’ve put a sample of this in the University library.”



Laboratories for figuring out solutions to problems. Several people talked about their laboratory experiences.

“I liked laboratories to analyze food; I learned about these in food safety and how to do it.”

“I want to improve lab classes and do what I saw done in America, but I need supplies and equipment to do it.”

“Microbiology classes helped see how to work with equipment.”

Using photographs. “I took many pictures to share with my classes in microbiology classes. I have many vcr’s to show students.”

Credit cards. In addition, someone mentioned they learned about using credit cards and connected this with opportunities for the Entrepreneur Center.

In summary, faculty found out about three phases for learning: First you go and learn, second you come back and implement what you’ve learned, and third you must practice what you’ve learned.

Impact on Themselves as a Person

Faculty were asked: How has the United States experience affected you as a person?

The women, primarily the younger women, responded to the question and talked about the impact the American experience had on their lives. Responses included:

“After (seeing America) I changed. I know about rights, personal rights. I’ve felt better about myself. I can do and must do. Now I do what I want. I have my own money and do what I want to do and buy what I want. Now my husband agrees with me. My mind has changed about people’s lives, but it’s difficult within Muslim religion.”

“When I went to the United States, I was so nervous, but all in the United States smiled and were happy, people do their jobs. I need to get myself organized so I don’t run all the time. I still stay till 9:00 at night if needed. I’ve learned to set limits on what I do, not doing everything all the time for other people. I had a shadowing experience with an administrator....first he checked his email, then listed his activities for the day. I need to do the same. I have started, but still have many people to do things for every day. I am now equal with my husband. Sometimes I need help and sometime I need to help him. Goals I want to accomplish: organize myself to get outside of Khujand to other villages, but it’s hard because of full day scheduled here.”

“I think differently now that I’ve been in the United States. I’m more open and see more rights for women. In family life, before United States, I would do whatever my husband told me to do. Now, I share my own opinion. In classes, I’m not just lecturing. I’ve learned how to get information from internet in America and have added different approaches beyond lecturing.”

“In family life, at the beginning, it was very different for my husband. Then, he started to compliment me when I made my own statements. Now he supports me and encourages our children to learn English.”

“I know my rights now and try to use those rights. I was afraid to respond in some instances before going to United States. Now I’m willing to offer my opinion at work to supervisors, as well as at home.”

“I saw work done at home by students in United States. Now, I encourage my students to bring this work and set up exhibitions of their works.”

“Before I was not sure I could do something. Now, I know I can do things that I want to do. I have more self-confidence.”

“At first I increased my knowledge and learned about American culture. I saw some change in myself, but I was wondering what to do in the future. Now I know what I want to do. I want to participate in more laboratory classes to how they are operating so I can bring the ideas back here. I want to participate in more classes. I want to get a Masters degree, and possibly get a PhD. I want to continue my study.”

“I’m changed. I like to dress differently, wear more modern clothes – I always wore our national dress before (picture to right). I want to go to United States again and study there. I’m more confident when I talk with chief, etc. I want to do research. I want to be a teacher here.”

“I found myself, I was so shy. I’m still shy, but I’m better at saying things now. I’ve developed ways of expressing self. I became more independent.



Project Outcomes at KbTUT: Administrators

When KbTUT administrators spent time at UNL, **visions** came into place for ways they operate at their University, as well as how their community can look in the 21st century. While it takes time to improve economic and social conditions within the country, this has not stopped them from setting high expectations and goals. Consequently, side-effects of the grant included, but are not limited to:

- Setting up a Registration Office and switching to a credit system (see sub-heading below).
- Obtaining much newer books (in English) for their libraries (see sub-heading below).
- Finding job positions for graduates – they have either established, or are trying to establish a Career Center at the University to work with businesses.
- Figuring out how to make people more interested in staying at the University; they have had some success at raising faculty salaries. However, there was no mention of adding benefits such as child care for women, etc.
- Working on ways teachers can be involved in other projects outside of the University.
- Studying the grading system and implementing new teaching methods – students are learning that they need to be responsible for their own grade:
 - They had 17 weeks of studying and then one exam in the educational methods they were using; they are learning that it is better to evaluate students throughout the semester.
 - Their first grading system was 3 to 5; now it is 3 to 10; in the future they want to move to A, B, C, & D.
- Implementing concepts taught in a leadership course:
 - Has learned to look for donor organizations such as the Open Society Institute & Soros Foundations Network. The leadership courses helped him know how to deal with these organizations. And, he is trying to connect with other sources for support.
 - Helped him to develop a strategic plan for the Textiles Museum and the Entrepreneur Center, and he is currently working on the strategic plan for KbTUT. This illustrates how he is transferring concepts learned at UNL to a larger entity, KbTUT! (NOTE: KbTUT's Director said he developed a strategic plan at the UNL class and his instructors told him his plan was unrealistic. *However, I think that was an American looking at the plan with American eyes! Tajikistan is a country that was part of the USSR and ravaged by a Civil War; as they emerge in this environment, world-wide communication technologies are also impacting them in this environment as they emerge into their own independent country. In America we fail to totally understand their culture at the present time and the opportunities effective leaders may have on the way institutions, NGOs, and other leaders in the country might effect change.*)

Registration Office and the Credit System

“Seeing the credit system in operation was very useful (they had a cohort model before). Trips to the United States have helped them **find** this idea! They have started to implement B.S. programs and offer elective courses. They organized a registration office and have developed computer programs for this purpose. Right now they are signing an agreement for KbTUT to accept credits from..... They would like to transfer credits on an international system.”

Director of KbTUT

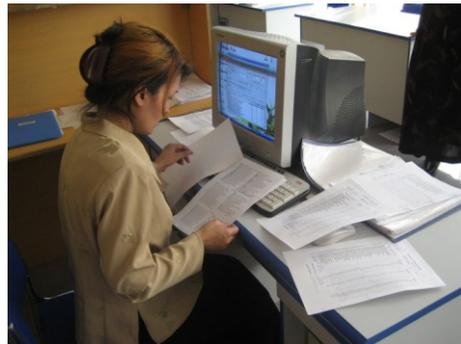
Hanifa set up a conference on using the credit system and they had resource people from Sweden and Germany; KbTUT hosted the conference the first week in October 2006. KbTUT is

helping the other universities in Khujand also change and use the credit system; three of the following five Universities in Khujand participated in this conference.

1. KbTUT (relatively new)
2. Government University for Khujand
3. Tajikistan Government University
4. Technical University (Engineers, Textile processes, etc.)
5. Commercial University
6. Russian Government University – it closed
7. There was another University that closed

Three of these universities appear to be working together to switch onto the credit system so students have some options for courses rather than having to take just the courses prescribed for the major.

KbTUT's Registration Office – Previously each Faculty had a “registrar” who took care of student records. They moved offices together from the Faculty of Economy and Business, Information and Technology and Agro-technology, and they added another person who is in charge of the office. It was unclear how much is computerized. They showed me the paper copy of the student records – I don't know if this was a back-up for the computerized records or if it was the only way they kept the summary of the student courses.



Books as Resources

Because of the economic situation, students cannot afford to purchase books. It is also too expensive for them to develop books in Tajikistan at this time. Therefore, American books seemed to be a very important item to possess and to have in their libraries.

Although one faculty member's English was limited, it did not impede her from using the English books she acquired while at UNL to help her learn about newer methods for dying fabric and incorporating the techniques into her classroom (see picture below).



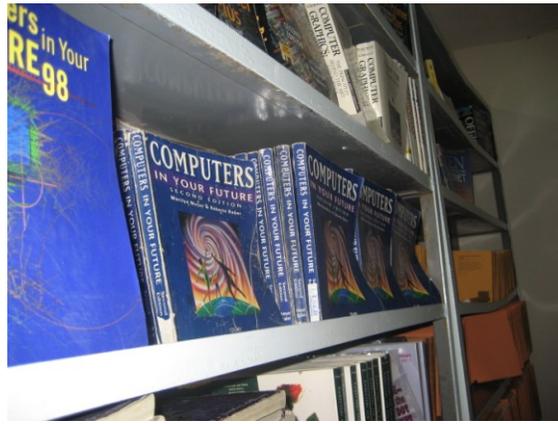
The fifth year student holds the ServSafe book Nebraska Extension uses in the United States. She plans to use this for a textbook for a class she is developing. This resource also helped her and two other faculty members prepare and present a food safety workshop in the community.



Books Donated by the Nebraska Book Company

In 2003, The Nebraska Book Company donated 13,000 books on Computer Science and other subjects. In Tajikistan they presented a proposal to Eurasia Foundation to cover the cost of shipping the books. It was funded. Many students understand English, or they are motivated to learn English because of the quality of these text books.

In English classes, students are being assigned x number of pages to translate into Tajik or Russian for other students to use. One student said, "I need to learn English because it is much better if I can read the English text rather than materials someone else has translated. You lose things in the translation."



Students in the library at the Faculty of Informatics and Technology were using some of these books, especially the foods, mathematics, and computer texts.



Books were stored near the ceiling in the library in the Faculty of Economy and Business. It was unclear whether or not these books are actually used for classes. When asked about the use of the books, the reply was, "Of course we use them!" It was explained that students are

assigned pages in given books to translate into the Tajik language so the information can be used by a wide variety of students.



I was told that KbtUT has a general library (pictured above) for all faculty, and each faculty department is developing their own smaller library. There are three departments with 10 areas of emphasis.

Through the grant, books were purchased at UNL for classes. Some of these books are incorporated into faculty libraries such as those seen in the office at the right. It is unclear whether or not the book with the "Used" label from the Nebraska Bookstore was purchased or obtained from the 13,000 books shipped in 2003. Regardless of where the books came from, faculty continued to emphasize that they need books that contain current and up-to-date technologies.



Related Issues That Could Be Addressed Through a Cooperative Grant

Governmental Leaders and KbtTUT Administrators

Governmental leaders and KbtTUT administrators talked about new and related issues they would like to see addressed, and ways that projects initiated in this grant could be supported, improved, expanded and moved toward sustainability.

New or Related Issues to Address

Recycling. Khujand's Mayor said, "We need help with recycling."

The Project Director's comment: The broader concern is Environmental Issues:

- *Handling/removal of garbage*
- *Health related problems such as 'insects that carry disease and breed in garbage*
- *Lack of infrastructure to deal with the needs*
- *No one has been entrepreneurial in dealing with environmental issues (i.e., garbage pick-up as a business)*

Or, this could possibly be addressed through a Health Grant in cooperation with NGOs that focus on health issues such as Mercy Corps.

Additional Support to Move Grant Project toward Sustainability

KbtTUT administrators identified a number of ways that additional support would help move the projects started in the 2003-06 grant into a more sustainable situation, or help the University improve and expand problems on which they've started working. In general, they feel they need administrative training and equipment so they can develop new courses. The administrators may be quoted directly below with additional comments from the 2003-06 grant director or evaluators (in italics).

Entrepreneur Center.

- We have finalized many issues, but have more questions that need to be addressed. When our faculty study in the United States and visit the Entrepreneur Center, they are full of ideas to implement here. We have difficulty financing the development of the center and faculty have small salaries. KbtTUT has the responsibility for development. There are some courses for people starting small business, but people in Tajikistan are not ready to take the courses. But economical environment in Tajikistan is good, there are many job positions; but, it is difficult for people to understand that such a center can be good and that people need to pay for the courses. The economy is developing and more people are interested in starting businesses. Therefore, it is the right time to build the center.
- We'd like to find some funding to improve the offerings of the center, such as a laboratory for the center. Now we are using the University laboratory and there needs to be more effort to improve laboratory. What we saw in United States was a dream and we have nothing like that. It's good to have the basic research that was started in United States, but we need to keep it going here. For example, improved security—we can identify visual parameters for the program such as checking conditions for food storage. But, we have a lot of product(s) and we cannot analyze all these products for quality.

Developing partnerships.

- It is a good time for business people now. They have some money and some equipment, but our equipment is older. We need to start working with businesses now and maybe in another three years they will be able to help the university. Example: We have a company that produces ice cream. We are using their facilities to show students how to produce ice cream. We have a little assistance in purchasing paper, etc. for printing, etc. We need to increase this type of help in the future.
- In general, the University capacity has increased. The economic condition in the country has improved. We have good opportunities in the future.

Visiting professors and teacher training.

- It would be great if American professors could visit for a longer period of time than just one week. For example, we are currently hosting an American professor from Oregon who is volunteering at University. We see that having an American professor here as a good process. There are many things our teachers learn in the United States, but they learn them from the position of a student. It would be nice to have a person show our teachers how to use and implement these ideas.
- We need professors to come here and teach for 1-2 months in subjects that are not offered here (no examples were given).
- When our faculty return from the U.S., I talk with them about good and new ideas for the University. They say they have gotten lots of good ideas but they need...help to apply them.
- We need teacher training.

Laboratories and equipment.

- Need equipment for various laboratories; students have a good theoretical knowledge but lack lab experiences; faculty often don't know proper equipment.
- When (KbTUT) faculty return from the U.S., I talk with them about good and new ideas for the University. They say they have gotten lots of good ideas but they need equipment...to apply them.
- Our laboratories have been for research purposes; they have not been directed toward the practical need of how to apply the research.

Author's comment: It appears they feel the practical, applied approach of moving the research into the community is something good and they need to work on implementing such a process.

Faculty and student training

- One of the problems we face is keeping our faculty. One person who came back with good knowledge and skills left the University and went to another job. They have a small salary at the University and usually people will go some other place (such as an international organization). The prestige is also higher at these other positions.
Author's comment: If future grants are developed to help faculty obtain training, a commitment to the University may need to be built into the grant requirements; training recipients will have a commitment to stay and build University programs.
- We need to have talented students train at UNL.

Feedback on how the 2003-06 grant operated.

- The UNL project leaders controlled the grant. We would like people in Tajikistan to control grant dollars too. For example, on some projects or grants with European systems, those who managed the grant in Tajikistan got 500 Euros which paid for specific jobs to realize the goals of the grant. It would be ideal if we could operate grants from the United States the same as we operated grants from the European Union.

The project Director's comment: We put salary into the grant (specifically for those who worked at the Museum and Entrepreneur Center), but I'm not sure how the money was actually used.

- We would like the UNL project leaders to work with our faculty before they go to the United States to identify which courses they will take; each of our faculty need to take different courses, not the same courses.

Student exchange

- For our (curriculum) plans, we are looking at both the American and European styles and are taking the best of each to put together into a Tajik style. We are developing a (curriculum) plan for a Masters program which will be a good base for an international exchange.
- As a result of (the 2003-06) project, we want to propose two new different programs for accreditation (*The author failed to record what these programs are.*)
- We would like to have direct exchange of students. Tajik students to the United States and Americans students to Tajikistan (we could provide free living).
- Perhaps could have some U.S. students here for internships (exchange program)
 - Textile manufacturing
 - Food technology
 - Research
 - Tajik culture

Current and up-to-date books. Although they were able to obtain 13,000 books from the Nebraska Book Company, they still need books that help them with newer technologies addressed in their three departments with 10 areas of emphasis. They know of resources they can apply for to cover the postage to have books mailed.

Connect with Other Companies. Just as they were able to connect with the Nebraska Book Company, they would like to find other companies they could connect with to help them with issues they are trying to address (*no examples were given*).

KbTUT's Director closed with the following statement which addresses U. S. State Department issues:

"Students from Afghanistan come to Tajikistan to study. We need peace in Afghanistan because the political climate in Afghanistan affects the peace in Tajikistan – Do what you can to affect Peace in Afghanistan!"

KbTUT Faculty and Students

A number of the faculty talked about additional help they feel is needed to move the projects initiated in the 2003-06 grant further toward sustainability, and provide them with more knowledge and experience to deal with food safety, entrepreneurial processes, and University outreach into the community.

Faculty and/or students who have been to UNL, mentioned the following topics when talking about what they would like another grant to accomplish.

Faculty education in current technologies and processes, and in subject matter areas.

- Knowledge and technology for food organisms, food technology, new methods, up to date information.
- Preserving foods for winter-time—we don't know how to do this
- New products that could be grown in Tajikistan
- Learn new agricultural technology
- Improve our agriculture and enter world markets – add wealth; export products
- Mushrooms – learn better methods to can mushrooms
- New teaching methods
- Learn how to do workshops and conferences
- See laboratory classes such as microbiology

We need computers for word processing.

UNL faculty help at KbTUT.

A practicum type of experience would be helpful, That is, bring UNL faculty to KbTUT to teach students, and help organize courses and lessons. Essentially they'd like follow-up help to implement what they learned.

Train students for faculty positions

Some exchange programs for students would be helpful to set up laboratories and work in them. Some faculty are old and need younger people to bring back new methods and concepts to help them teach. Getting some of these younger people on the faculty will help. We need to get the best students into these programs. We need to help students get a view of what it is like other places.

Community outreach system.

We need help organizing a system to getting information out into villages beyond Khujand. We need to develop work teams that are assigned specific responsibilities. We need to help each other. We want to organize workshops for farmers.

English as a second language

English teachers need help with conversational English; it requires a lot of practice. They mentioned wanting help with setting up a laboratory for teaching, but I'm unclear if they meant that they need a laboratory for practicing conversational English.

Out of six English teachers in KbtUT's Department of Foreign Languages, it seemed that only three understood me as I talked with them in English. Therefore, I assumed they know textbook English and are teaching it to the best of their ability; it appears that conversational English is needed for them to upgrade their English skills.



The American Center in Khujand's public library. A woman from Texas was in Khujand for several months and meets with anyone who wants to work on conversational English. Most of the students in the group were pre-college and many were off picking cotton so she didn't know how many she would be working with over the next couple of months.



We met with the Head of the English Department at Government University for Khujand. Some interesting possibilities might exist for a cooperative arrangement between them and KbtUT's Department for Foreign Languages for teaching English.



Conclusions and Challenges

Conclusions

As independent evaluators with no involvement with the grant, this document reaffirms and verifies the findings described in the following Principle Investigator's annual reports:

Report 1: Year 1 Executive Summary – Fall 2004

25-6336-00260-001 / 002 S-ECAAS-03-GR-172 (DD)

Report 2: Year 2 Report – Executive Summary, Fall 2004

25-6336-0020-001 S-ECAAS-02-GR-248

Report 3: Year 2 Executive Summary – Fall 2005

25-6336-00260-001 / 002 S-ECAAS-03-GR-172 (DD)

Report 4: Report of Visit to Khujand Branch of the Technological University of Tajikistan

Year 2: 25-6336-00260-001 / 002 S-ECAAS-03-GR-172 (DD)

Year 3: 25-6336-0020-001 S-ECAAS-02-GR-248

Report 5: Report of visit to the Khujand Branch of the Technological University of Tajikistan

Year 3: 25-6336-00260-001 / 002 S-ECAAS-03-GR-172 (DD)

Bringing faculty and students to the United States illustrated a democratic society, a way of life that has emerged from (a) perseverance by immigrants since our country was settled, (b) a representative democracy, (c) basic and applied research, and (d) a free enterprise system. KBTUT administrators and faculty can see the “end vision” but they are challenged to figure out the paths to get to their end vision given the situation they are now facing in Tajikistan. The 10 years that the Project Director implemented the grants listed above were steps which have helped KBTUT administrators and faculty figure out ways to start helping themselves.

KBTUT's Director summed up grant outcomes when he said:

Our relationship with UNL has had a great effect on our college; it has accomplished much more beyond the goals of the grant. It has gone beyond the things related to the project and helped us with some broader educational activities.

KBTUT's former Rector (position equivalent to the President in the University of Nebraska system) who is now Director of the Research Institute of Labour and Social Protection, National Secretary of IAESTE Tajikistan elaborated more on grant outcomes when he said:

Everything was bad after the civil war, everything was bombed and resources were destroyed.

Comparing this grant to other grants, this one was very successful. In comparing grants from the World Bank, UNICEF, UN, the one with UNL has been the most successful. The goal was realistic and it was very clear what and how to accomplish it; people stayed on task. There were two hard working teams, the UNL team and the KBTUT team and both teams had good support from their administrative officials.

It was a good choice to train students and staff in the United States to study and develop courses not now offered. Teachers learned new subjects and changed the curriculum for Textiles and Foods. They have included new

subjects, such as food safety in foods and color & composition in textiles. Students who went to UNL are now attending other schools working on graduate degrees. This all started by working with UNL.

The collaborative arrangement between UNL/KbTUT gave KbTUT administrators, faculty, and students a vision of what 'can be'; coming to UNL in the United States helped them create visions for their own country. Now they want to continue to build leaders for tomorrow; they want to continue to expand these visions of what "can be".

Involvement with the UNL/KbTUT grant is providing "leverage" and "opening doors" for other learning opportunities.

- The Dean of Agro-technology was selected (out of a group of approximately 86 applicants) to participate in a special project in California fall, 2006. Although he was not one of the faculty who visited UNL, he still credited being selected for this special project to his work with the UNL/KbTUT grant.
- Faculty and students who came to UNL are being accepted at, and going to Universities in other countries to get advanced degrees.
- University/Business partnerships are being explored.
- Three Universities in Khujand are working together on changing to a credit based system which might allow them to transfer courses between the schools.
- KbTUT libraries have a supply of much more up-to-date books in some subjects.

The Textiles Museum has become a reality in one of the classrooms and is being used in textiles classes. It will be important to continue to gather artifacts and preserve them. Finding additional financial sources will be required for the Museum to eventually move into a permanent location with temperature and humidity control, and be open to the public. This would be a great historical contribution in Tajikistan.

A classroom at KbTUT has been dedicated to The Entrepreneur Center and there are visions for what it can become. However, it appears that more time and effort is needed before it becomes a functioning and operating resource that will effectively meet both University and community needs.

While faculty who spent time at UNL improved their knowledge and skill, the experience was more valuable for creating visions of what 'can be'. Examples of what faculty and students are doing include:

- Developing new resources and creating new courses
- Working on advanced degrees in other institutions
- Setting up a business venture which will be used to illustrate safer food practices
- Experimenting with new products such as jams, jellies, fruit roll-ups

In addition, a 3-person team developed and taught a community workshop and even used evaluation instruments with it. All in all, they are integrating projects into their University which they learned about in the United States. They are also adapting these projects to their culture.

Faculty developed syllabi for their courses and also taught others how to construct a syllabus. They are using handouts in teaching and are trying to use more interactive teaching methods. Visuals appear to be difficult to use at the present time because they lack reliable projection equipment.

Particularly the younger women who spent time at UNL seemed to develop a lot more self-confidence. It seemed to give them a different perspective on women's rights.

Continuing Challenges

As Tajikistan develops as a separate country and rebuilds after their civil war, they have a number of challenges. Some of the challenges that KbtTUT administrators and faculty want to address follow-up to the grants provided over the past 10 years from the United States; others are related issues.

Proficiency with conversational English is a fundamental need that affects many issues KbtTUT wants to address. The English teachers at KbtTUT need assistance to identify a vision whereby they can help people gain the proficiency needed.

Continuing to build on the projects started under these grants could help make them more sustainable. Areas in which they'd like more theory and practice include:

- Food safety issues, maybe in relation to environmental issues that include recycling
- Teamwork
- Leadership theory and strategies
- Networking, partnerships, collaborations, particularly between (a) Khujand universities, (b) KbtTUT and businesses, and (c) KbtTUT and NGOs
- Theory of education with "practice teaching" assignments, particularly focusing on experiential learning processes
- Audio-visual design and utilization for the classroom
- University Extension or Community Outreach, including adult learning behaviors
- Building small businesses, marketing, etc.
- Faculty retention issues

Continue to give faculty and students University experiences that expand upon the issues they have started to address. Concepts to consider include:

- Build the educational capacity in younger faculty and students who want to teach at the University
- Provide home hosting for KbtTUT staff when they are on assignment in the United States (it will help with their English)
- Establish a contract that identifies educational goals, course expectations, laboratory work, etc. before KbtTUT faculty and students go to the United States
- At UNL, set up a specific curriculum on applied research to help with the research processes as well as setting up and operating a laboratory.

Establish a "practicum" experience for visiting faculty whereby United States faculty spend an extended period of time in Tajikistan helping KbtTUT faculty and students applying what they learned while in the United States.

Work with granters to identify ways to build resources into a grant for more books, computers, laboratory equipment, audio-visual projection equipment; or help KbtTUT administrators find sources for obtaining these resources.

Interview Questions

Appendix A

For Faculty Who came to UNL

1. Please share with me your background, what you do at KBTUT (Khujand Branch of the Technical University of Tajikistan) and how you were selected to participate in this exchange program.
2. What information was provided to you before you came to the United States about the program?
3. What challenges did you encounter because you were selected to participate in this program? (where did the money come from to pay for travel to Moscow when you came to the US? What about the money needed for getting your passport and travel to Almaty?)
4. What activities, classes, etc. did you participate in while you were at the University of Nebraska (please share specifics)?
5. What did you learn from these activities? (please provide specifics)?
6. What was the most beneficial activity or class that you participated in during your training at UNL?
7. How did you apply what you learned at UNL to your job in Tajikistan (short term accomplishments)? (please share specifics)?
8. Please provide documentation of what you changed at KBTUT – examples – syllabus (will be in Russian which is ok)
9. Please share additional things that you would like to do or change because of your program at UNL.
10. Please share what additional training or help that you need to make these long term goals possible. (get beyond money – they believe that money will solve all their problems).
11. Please share how this experience changed you personally or for your family (needs to be worded differently for them).
12. Based on your training at UNL, please tell me what you feel should be additional training that you or another faculty member should receive.
13. Please have the faculty provide you with a tour of their classrooms, textile museum, entrepreneur center, etc.
14. For Faculty/Upper level students who are no longer employed at KBTUT, ask what they are currently doing and how the training at UNL helped them in their current job.

For Administrators

1. Please share with me your background, what you do at KBTUT.
2. The initial grant was written with Dr. Pulatov (Pa-la-tof) when he was at KBTUT. He provided the objectives that he wanted to develop at KBTUT. How these objectives have been achieved?
Program Goal: We expect to achieve our overall goal of helping to build a stable economy in Tajikistan by pursuing the following program objectives:
KBTUT Program Objectives:
 - a. Develop an entrepreneurial center at KBTUT to provide outreach programs for community members on small-scale business development.
 - b. Arrange for nine KBTUT faculty/upper level students/administrators to visit UNL to enhance subject matter expertise and experiential training in food science and textiles.
 - c. Enhance curriculum in food science and textiles at KBTUT by incorporating successful techniques utilized in Nebraska small-scale entrepreneurial programs.
 - d. Train KBTUT faculty to provide outreach educational programs through the entrepreneur center.**UNL Program Objectives:**
 - a. Enrich faculty and student research, perspectives, and development through extended departmental and personal interaction with a diverse group of visiting faculty and students from Tajikistan.
 - b. Utilize opportunities for team-teaching to expand and promote existing courses in UNL's College of Human Resources and Family Science (changed to the College of Education and Human Sciences in 2003).
 - c. Develop outreach opportunities to promote diversity in the community.
3. Since the grant was accepted with these objectives, we needed to continue to carry out these objectives. (Julie was adamant about sticking to the objectives) How will you continue to develop the textile museum and entrepreneur center now that the grant is done?
4. If you had the opportunity to work on another grant with UNL, what would you want the focus to be? (What he responds may not be possible).
5. What benefits has KBTUT obtained because your faculty have received training at UNL.
6. What barriers do you see in implementing changes that these faculty want to make at KBTUT?

(money will be a major concern – In the grant, we provided \$3600 plus various books, video tapes and supplies (I will make a list). Please share how these resources were used?

7. What activities, classes, etc. did you participate in while you were at the University of Nebraska-Lincoln (please share specifics)?
8. What did you learn from these activities? (please provide specifics)?
9. How did you apply what you learned at UNL to your job in Tajikistan? (please share specifics)?
10. Please share additional things that you would like to do or change because of your program at UNL.
11. Please share what additional training or help that you need to make these long term goals possible. (get beyond money – they believe that money will solve all their problems).
12. Please share how this experience changed you personally or for your family (needs to be worded differently for them).
13. One barrier for Tajik faculty coming to UNL from the UNL perspective (and the U.S. State Department's perspective) is the lack of English skills. If you or any of your faculty had the opportunity to participate in a similar grant, How would you or the faculty improve English skills?
Would you or the faculty be willing to take a TOEFL test and classes?
Would KBTUT be willing to pay for English Training?
14. What resources would KBTUT be willing to provide for a future grant? (examples, salary of faculty member while faculty member is on leave, travel expenses to Almaty or Moscow, expenses associated with obtaining passport and visa)
15. Explain what the written commitment for the visiting faculty would include.

For Deans and Department Chairs who did not come to UNL

1. Please share with me information about your department or administrative unit.
2. Please share with me which faculty (or upper level students) came to UNL
3. What information, etc. did they shared with you and your faculties?
4. Please explain what changes they made when (name of person) returned to KBTUT from UNL. Ask for specifics.
5. If there was an opportunity for another grant, what should be the focus of it?