

CLASSIFICATION  
PROJECT EVALUATION SUMMARY (PES) - PART I

Report Control  
Symbol U-11

1. PROJECT TITLE  Industrial Management Program (subactivity)	2. PROJECT NUMBER 263-0101	3. MISSION/AID/W OFFICE USAID/Cairo
	4. EVALUATION NUMBER (Enter the number maintained by the reporting unit e.g., Country or AID/W Administrative Code, Fiscal Year, Serial No. beginning with No. 1 each FY) <u>85-16</u> <input type="checkbox"/> REGULAR EVALUATION <input checked="" type="checkbox"/> SPECIAL EVALUATION	

5. KEY PROJECT IMPLEMENTATION DATES			6. ESTIMATED PROJECT FUNDING A. Total \$ <u>1,650,000</u> B. U.S. \$ _____	7. PERIOD COVERED BY EVALUATION	
A. First PIO/AG or Equivalent FY _____	B. Final Obligation Expected FY _____	C. Final Input Delivery FY _____		From (month/yr.) <u>9/82</u>	To (month/yr.) <u>6/85</u>

B. ACTION DECISIONS APPROVED BY MISSION OR AID/W OFFICE DIRECTOR

A. List decisions and/or unresolved issues; cite those items needing further study. (NOTE: Mission decisions which anticipate AID/W or regional office action should specify type of document, e.g., program, SPAR, PIO, which will present detailed request.)	B. NAME OF OFFICER RESPONSIBLE FOR ACTION	C. DATE ACTION TO BE COMPLETED
1. USAID has decided not to approve the GOE's request for a project extension for an additional 150 trainees.	IS/IR	July 1985 (completed)
2. Lessons learned from this project should be incorporated into future activities in the sector. These lessons include: a. For management training to have a significant impact, it is important to develop a critical mass in the management cadre. b. Training impact is enhanced by focusing on specific sectors and issues. c. Based on this project's experience, public sector managers respond favorably to training opportunities. d. Coordination of related projects would be of mutual benefit.	IS/IR DPPE	NA

Dc.# 2137A:DPPE/PO:MShafik/ys

9. INVENTORY OF DOCUMENTS TO BE REVISED PER ABOVE DECISIONS			10. ALTERNATIVE DECISIONS ON FUTURE OF PROJECT	
<input type="checkbox"/> Project Paper	<input type="checkbox"/> Implementation Plan & C/P Network	<input type="checkbox"/> Other (Specify) _____	A. <input type="checkbox"/> Continue Project Without Change	
<input type="checkbox"/> Financial Plan	<input type="checkbox"/> PIO/T		B. <input type="checkbox"/> Change Project Design and/or	
<input type="checkbox"/> Logical Framework	<input type="checkbox"/> PIO/C	<input type="checkbox"/> Other (Specify) _____	<input type="checkbox"/> Change Implementation Plan	
<input type="checkbox"/> Project Agreement	<input type="checkbox"/> PIO/P		C. <input type="checkbox"/> Discontinue Project	

11. PROJECT OFFICER AND HOST COUNTRY OR OTHER BANKING PARTICIPANTS AS APPROPRIATE (Names and Titles)		12. Mission/AID/W Office Director Approval	
Asohb, IS/IR <i>AS</i>	J. Conly, DPPE <i>JC</i>	Signature <i>Frank B. Kimball</i>	
RMitchell, IS/IR <i>RM</i>	A. M. Handly, DPPE <i>AMH</i>	Typed Name Frank B. Kimball, Director	
RRousseau, IS/IR <i>RR</i>		Date 7/30/85	
DPressley, AD/IS <i>DP</i>			

NEAR EAST EVALUATION ABSTRACT

PROJECT TITLE(S) AND NUMBER(S)		MISSION/AID/FA-OFFICE	
Industrial Management Program (263-0101-subactivity)		USAID/Cairo	
PROJECT DESCRIPTION			
The project is a component of the Industrial Production Project and is assigned to provide in-country training for public sector employees of companies under the jurisdiction of the Ministry of Industry.			
AUTHORIZATION DATE AND U.S. LCP FUNDING AMOUNT	PES NUMBER	PES DATE	PES TYPE
9/82 \$ 1,650,000	85-16	July 1985	<input checked="" type="checkbox"/> Regular <input type="checkbox"/> Other (Specify)
ABSTRACT PREPARED BY, DATE	ABSTRACT CLEARED BY, DATE		
NShafik, DPPE <i>MS</i> July 1985	ASobh, IS/IR <i>AS</i> July 1985		
			<input type="checkbox"/> Special <input type="checkbox"/> Terminal

This evaluation was part of a broader assessment of projects in industrial productivity improvement that included Management Development for Productivity (263-0090.1), Vocational Training (263-0090.2), and the Industrial Technology Application Program (263-0090.3). Because the Industrial Management Program (MP) was designed separately as part of another project, the evaluation focused on project achievements defined by the project's own goals and objectives.

The team concluded that the program achieved relative success in providing opportunities for training to a large number of public sector employees from public companies and institutions under the jurisdiction of the Ministry of Industry. A total of 458 trainees participated in the tailored training courses in economics and business management, industrial project implementation, industrial project operation, and environmental protection. The companies that sent their employees to the tailored program represent approximately 75 percent of those that were eligible and cover almost all industrial sectors. Course evaluations and self-assessments by the trainees reflect a high degree of satisfaction with the MP. Each trainee's development was also evaluated by faculty members through proficiency scores based on tests, assignments, and class participation.

In addition, to the tailored program, AUC identified eighteen standard courses in its curriculum that would be responsive to training needs identified by a survey of industrial firms. After a slow start, enrollment in the standard courses increased to a cumulative total of 400.

The team concluded that the program was successful in increasing the skills of individual participant trainees. However, in order to insure positive impact at the company level, a critical mass within the firm's management cadre would have to be developed. This has partly been constrained by GOFI's desire to maximize the number of companies participating in the Project. It is also not yet possible to evaluate the impact of the training on individuals on the job and the willingness of senior management to allow trainees to use their new skills.

The team recommends that the project be extended with certain modifications. The program should provide training opportunities to employees from the private sector. Closer coordination should be instituted with other projects, particularly Management Development for Productivity, Vocational Training, Industrial Technology Application Program, and the International Executive Service Corps. The selection of participant companies should have a sectoral focus. Senior managers should be familiarized with the range of available assistance to industry. Existing reporting systems should be maintained and expanded to include follow-up assessments.

USAID has decided not to finance an extension of this program in an effort to focus assistance to industry on the private sector.

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THE INDUSTRIAL MANAGEMENT PROGRAM

Coopers & Lybrand

June 1985

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THE INDUSTRIAL MANAGEMENT PROGRAM

This report contains the results of our evaluation of the Industrial Management Program (IMP) and of the American University of Cairo's performance as the contractor responsible for the project.

The report comprises four sections: purpose of the evaluation, description of the project, accomplishments to date, and finally, conclusions and recommendations.

A. PURPOSE OF THE EVALUATION

According to the overall scope of work for the industrial productivity improvement evaluation, which mainly focuses on the MDP and ITAP project, our team was required to carry out an evaluation of three other projects, one of which is the IMP. These projects were to be considered as "control" populations, and their individual evaluations were expected to provide information on the effectiveness of the different approaches followed to improve productivity of individual firms.

Because the IMP was separately designed as part of another project (Industrial Production Project), its evaluation focused on project effectiveness vis-a-vis its own goals and objectives, rather than in the context of a comparison with other USAID projects.

The methodology adopted for this evaluation was based mainly on the review of secondary information contained in USAID project files, the six-month follow-up project reports, the course session evaluation reports and other project related information, and on a limited number of interviews with the AUC project staff, and GOFI and USAID personnel. Because of time limitations, no interviews with trainees or company chairmen were carried out. Extensive and detailed interviews of these personnel were carried out by GOFI and the pertinent documentation provided adequate data.

B. DESCRIPTION OF THE PROJECT

The Industrial Management Project is a component of the Industrial Production Project (IPP) and was designed as an in-country classroom training program for public sector employees of companies under the jurisdiction of the Ministry of Industry. The overall objective of the IMP was twofold; first, to expand the ability of public sector agencies such as GOFI to enable them to plan rehabilitation and modernization projects financed by USAID through IPP, second to provide mid-level professional employees in companies to be serviced by IPP with skills needed for industrial and/or environmental project implementation, and operation.

The IMP, as designed, was to include three stages: needs assessment and course design, course presentation, and an individual follow-up program. The latter two stages were to take place almost simultaneously.

The IMP was to provide training to 825 individuals who could enroll in one of two types of residential programs. The first type would consist of a specially tailored training program which would offer courses to 425 trainees in economics and business management, industrial project implementation, industrial project operation and environmental protection. The length of these tailored courses would average six weeks. Two-thirds of the training would be carried out in Cairo and the remaining one-third in Alexandria. The second type of program would be offered to 400 participants who were to enroll in selected short term courses chosen from the regular program presented by the AUC.

C. ACCOMPLISHMENTS TO DATE

At the time of this evaluation, the Industrial Management Program had completed its first and second stages, and is due to complete its third phase within the scheduled period. The project was initiated in September 1982, three and one-half years after the CBD notice was published and after three years of protracted negotiations between GOFI and AUC.

Once the project became effective, AUC immediately initiated the planning of the training and needs assessment phase. The objectives of this phase were to generate interest in the training project within GOFI and eligible companies, and to assess the companies' training needs. This was to be helpful in the design of the tailored programs and related training materials, as well as in the development of trainee selection criteria and course evaluation methodologies.

During the needs assessment phase several discrete actions took place. In October 1983, three top level management workshops were carried out with the purpose of acquainting chairmen and top management of companies under the jurisdiction of the Ministry of Industry with the IMP, its objectives, implementation plan and schedule. These occasions were also used to discuss training needs, the development of a selection criteria and other issues related to the project.

Another major activity of this phase was a survey of training needs carried out by AUC with a sample of 30 companies from 7 industrial sectors. The survey allowed AUC to determine specific training needs later reflected in the subject contents of each one of the four tailored programs; to determine the training needs of those management areas which could be met by the regular courses offered by AUC's Management Development Program; and to develop selection criteria for trainees and procedures for nomination and acceptance of potential trainees. The results of this survey allowed AUC to define and outline course content, the appropriateness of existing training materials, the number of sessions for each course and the number of trainees that will participate in each one of the tailored courses. Thus, the training program in terms of targets, was defined as follows:

<u>Course No.</u>	<u>Course Title</u>	<u>No. Sessions</u>	<u>No. Trainees</u>
Course I	Economic & Business Management	7	147
Course II	Industrial Project Implementation	5	100
Course III	Industrial Project Operation	7	153
Course IV	Environmental Protection	1	25

The course presentation phase started in April 1983 and has been carried out according to schedule. At the time of this evaluation, AUC had completed seven sessions for Course I, five sessions for Course II, six sessions for Course III and two sessions for course IV, and is in the process of offering the seventh and last session programmed for Course III. In addition, it should be pointed out that Course IV (Environmental Protection) was reduced in time from six to three weeks but was offered in two sessions, allowing the participation of more than double the number of trainees originally estimated. The last session of Course III currently being offered is due to finish in April, at which point the course presentation phase will be concluded.

The follow-up phase of IMP was initiated according to schedule in October 1983, four months after the conclusion of the first session offered for Course I. The follow-up sessions were based on a one-week residential program for Courses I, II and III, where each of the trainees would return to participate and present the results of a project assignment given to him at the end of the course. To date, most of the follow-up sessions had been carried out or were being carried out according to schedule. Only one follow-up for session 7 of Course I, two for sessions 4 and 5 of Course II and one for session 7 of course III was yet to be completed. These remaining follow-up activities have been scheduled to take place during the March-August 1985 period, upon which AUC, in effect, will complete both this phase of the IMP and the overall project itself. We foresee no problems that will affect the schedule as it was planned.

In reference to the standard AUC course program, the most recent data available reveals that this part of the IMP had a very slow start. However, by February 1985, approximately 97 percent of the 400 slots reserved for this type of training had been filled. Trainees had enrolled in 18 regular courses and their participation ranged between 1 and 99 trainees per course. At that time, AUC anticipated that the remainder of the slots would be filled without problem during the remaining life of the program. To date, this may have already been accomplished.

The activities related to development of training materials started in January 1985 and was completed prior to the initiation of each one of the tailored courses. The responsibility for the preparation of the needed materials was assigned to a materials development unit with IMP. The unit's staff, in close coordination with the faculty members responsible for teaching the courses, developed trainee handbooks, instructor's guidebooks, glossaries and case studies for a sizeable number of subjects included in each one of the four tailored courses. In addition, a substantial part of these training materials is available in Arabic.

Finally, it should be pointed out that AUC has complied in full with all the reporting obligations under the contract. To date, the AUC/IMP staff has submitted four 6-month reports and a report for each course session that was completed within the required period of time

#### D. FINDINGS AND CONCLUSIONS

This section is based primarily on a review of information contained in the periodic reports submitted bi-annually to GOFI and on reports concerning the individual course sessions. One drawback in reviewing this information was that their contents do not follow a uniform format, even among those submitted for each one of the several sessions of each tailored course. In this way, issues are addressed in some of the reports, while in others they are not. Nevertheless, we believe that there is sufficient

information that can be used as the base for making the following inferences with respect to the Industrial Management Program.

1. Tailored Courses

The first issue that we sought to examine was to verify whether or not the IMP was effective in providing training opportunities to its intended target companies.

According to the information available, we have determined that the program achieved relative success in terms of providing opportunities for training to a large number of public sector employees from a wide spectrum of public companies under the jurisdiction of the Ministry of Industry. At the time of this evaluation, when all sessions for the four tailored courses had been completed, a total of 458 trainees had participated in the different courses representing 89 companies and 3 public sector institutions, namely: the General Organization for Industrialization, the General Authority for Food Industries and the Vocational Training and Productivity Department of the Ministry of Industry. The companies that sent their employees to this program represent approximately seventy-five percent of all those which were eligible, and cover practically all industrial sectors. The following was the distribution of trainees per course:

Table 1

Course	Trainees		
	Target	Actual	% of Total
I	152	154	33
II	100	93	20
III	154	152	34
IV	25	59	13
Total	425	458	100

Table 1 shows that, at the end of the course presentation phase, the program had been successful in surpassing the targets set for two of the courses and was short of reaching its target in another two, one of them by 7 and the other by 2 trainees. In all, the program trained 33 more employees or approximately 8 percent than the number originally anticipated. It appears that this was due mainly to the decision taken by AUC to increase Course IV--Environmental Protection from one two sessions, thus making slots available for 50 trainees. Due to the companies' interest in the subject, eventually 59 employees were trained.

Each one of the courses had participant trainees coming from either the 89 companies or the three other government institutions according to the following breakdown shown on Table 2.

Table 2

Course	I	II	III	IV
Number of companies that had employees in the course	58	47	61	41
Percent of total number of companies or institutions	63%	51%	66%	44%

The preceding table illustrates the relative success that the program had in providing training in each one of the four courses to a significant number of companies. In other words, it can be seen that the companies showed significant interest in taking advantage of training opportunities in all four courses offered by the program although there were apparent preferences relative to the course subject. Specifically, it would appear that the interest of the companies was more focused on issues related to industrial project operation, followed by economic and business management. However, this table may not represent a reliable

indication of the companies' interest, preference or need for having employees undergoing training in one or another course. Rather it appears that, to some extent, these results reflect or were more influenced by the number of sessions that were offered for each course. Had the IMP made available the same number of training slots for each course, then conclusions about companies' interests of preferences would have had more validity.

Two more aspects are relevant to assess the effectiveness of the program. The first is related to the number of companies involved in the program and the second to the number of trainees that participated in it. The first aspect can be better understood by looking at the number of companies that had employees undergoing training in each one of the courses offered by the program. This is shown in Table 3.

Table 3

Number of courses in which a company had employees participating	1	2	3	4	Total
Number of companies	31	22	24	15	92
Percent of total number of companies	34%	24%	26%	16%	100%

The above table shows that, out of the 92 organizations participating in the project, 31 companies (34% of the total number of companies) had enrolled employees in only one of the four courses offered. Twenty-two of the companies had employees participating in 2 of the courses, while 24 had employees enrolled in 3 courses. Finally, 15 companies (16% of the total number of companies) had employees participating in all four courses. From this observation, it can be seen that a relatively small percentage of the participant companies had access to and took full advantage of the training opportunities offered by the program.

However, in this case, caution should again be exercised in interpreting these figures since the maximum number of companies that could have participated in all four courses is influenced primarily by the course with the least training positions available. Further, if the main objective of IMP is to benefit a greater number of companies, then this percentage should be interpreted as an indicator of the need and potential demand for these courses versus their availability.

An argument can also be made in favor of those companies that had employees participating in three of the courses. Since the topics addressed in the four courses were related to each other, then it would appear that the 24 companies, representing 26% of the total, with employees participating in three of the courses had been somewhat successful in obtaining benefits from the IMP by having their employees acquiring skills in a wide spectrum of subjects. The implication of this observation is that the potential benefit for companies declines as the number of courses in which a company's employees participated also declines. However, this conclusion should be treated carefully, since, in some instances, the company's decision to participate in one or more of the courses might have been based more on its own assessment of training needs that fitted its particular deficiencies at the time, rather than having employees undergoing training in all four courses just because the opportunity was there.

The second aspect mentioned above that is useful to address in the assessment of program effectiveness is related to the number of employees that each company had undergoing training in any of the four courses offered. This aspect is shown on Table 4.

Table 4


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No. of Trainees per co.	1	2	3	4	5	6	7	8	9	10	14	15	18	20	42
No. of cos.	13	18	14	14	9	4	2	9	1	1	3	1	1	1	1
% of the total no. of cos. in IMP	14	20	15	15	10	4	2	10	1	1	3	1	1	1	1

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One of the implicit objectives of the IMP was to provide training opportunities so that individual companies could form a critical mass of middle management employees capable of solving problems in a wide spectrum of related topics. It follows then, that the creation of that critical mass depends, to a great extent, on the number of middle level managers that acquire the necessary skills. This aspect is illustrated in Table 4. This table shows that there was significant variation in terms of the number of company employees participating in the IMP. On one hand, there were 13 companies, or 14 percent of all participating companies, that had only one employee undergoing training. On the other hand, there were 7 companies, or approximately 7 percent of all companies, with 10 to 20 employees participating in the IMP. Since no information was made available on the size of the managerial staff of these companies, it is very difficult to ascertain what number of trainees would have constituted a critical mass. If 5 trainees are set arbitrarily as the minimum number required to constitute such critical mass, then 64 percent of the participant companies could be considered as not having been successful in creating a critical mass.

The entity that had 42 employees undergoing training should be considered a special case because it refers to GOFI employees. In any case, it would appear that GOFI was successful in providing training opportunities to a large number of its employees.

The preceding analysis was based only on the number of companies and trainees participating in the IMP, vis-a-vis the contracted targets defined in the contract between AUC and GOFI. However, it did not address the effectiveness of the training program per se. The remainder of this section addresses a number of topics that we consider important in arriving at an overall conclusion.

o IMP promotion and effect on trainee participation.

As designed, part of the success of the project was to depend on the measure of support that IMP could gain from chairmen of public sector companies to ensure their employees' participation in the training program. With this objective, the AUC/IMP organized a series of activities that culminated in 3 top management workshops designed to provide information on the nature of the overall project, in the specific aspects related to each one of the courses, and the processes of nomination and selection of trainee candidates. The attendance at these workshops seemed to assure that enough candidate nominations would be received for at least the initial sessions of each course.

After these promotion activities took place, it appears that AUC/IMP per se did not engage in any systematic promotion campaign for the project. Instead it seems that the responsibility for promoting the program and inducing companies to nominate candidates was deferred to GOFI, thus making the program dependent on the actions taken by the latter. In such role, GOFI pursued a policy which allowed it to maximize the number of companies participating in the project by limiting the number of employees that a company could have in a single session. While this appears to be the main reason for the participation of 89 companies in the program, it also appears to be one of the

reasons why many companies had a very low number of employees participating in the project.

o Nomination and selection procedures.

The nomination procedure established by the IMP was relatively simple. Companies were to submit to AUC, through GOFI, a list of candidates double the number required for each session. Subsequently, the AUC/IMP staff would select the candidates based on whether or not the employee nominated met the selection criteria.

The selection criteria was slightly different for each one of the tailored courses in terms of academic background required and the organizational unit under which they carry out their functions. The common criteria was related to years of experience which was around 10 years, age of candidate (averaging 35 years), and his managerial responsibility in the company.

o Course instruction.

Course instruction was structured for a duration of 30 days covering a period of 6 weeks. Each day was divided into three class periods of about 105 minutes in duration. Both the first and second class periods were cognitive in nature and the third class was application oriented. To complement these, each course had scheduled a number of guest speakers who would address issues related to the subjects being taught, and field visits to local companies.

o Evaluation.

Two major types of evaluations were carried out by AUC/IMP to document the effectiveness of the program. One of those was the course evaluations regarding course materials, subject taught, teaching materials and the instructors ability. The other evaluation was focused on the trainee's development as indicated by his increased knowledge and understanding of the subject themes at the end of the course. Several measuring instruments which consisting of questionnaire forms were developed for these purposes.

The course evaluation consisted of two parts. First, a daily class evaluation by module which addressed the subject taught relative to its importance, relevance, content and relatedness; teaching materials relative to their clarity, comprehensiveness, relevance and teaching aids; and finally, the instructor relative to his preparation, explaining ability and discussion. The second part of the course evaluation consisted of an end of the course evaluation made by the trainee consisting of a series of 24 aspects related to course materials, teaching, aids, teaching faculty and different aspects of course scheduling.

In both cases the evaluation was impressionistic in nature requiring the evaluator, in this case the trainee, to subjectively assign a score that ranged from 1 to 5, where 1 was poor and 5 excellent.

The results obtained following this evaluation methodology, have generated, with very few and not unfavorable exceptions, a large amount of data which seems to indicate a high degree of success for the IMP. Although there is no aggregate information by course, the results seem to indicate much similarity among different sessions in each course and among courses, with the great majority of the scores clustered around 4.

Although these evaluations measure the effectiveness of the contractor in carrying out the training program as a whole, we believe that the impressionistic methodology is not entirely effective or accurate in evaluating objectively this capacity for conducting training programs. This conclusion is strengthened by the fact that the trainees were required to write their names and sign the questionnaire sheets, as it was observed in the forms shown in the reports. However, regardless of the methodology, it appears that the training courses were conducted with all the professionalism required and that the contractor made all the needed efforts to carry out the program successfully.

The second type of evaluation designed to measure the trainees development or increase in knowledge of the subject consisted of two evaluation elements. The first was the trainee's

self-assessment and the second consisted of proficiency scores during the training period.

The self-assessment consisted in asking the trainee to indicate his/her level of knowledge in reference to a detailed list of topics included in the course, both prior to and after completion of the course. The trainee would thus rate himself on an eleven point scale from zero to 10. Comparison between the pre- and post-scores would be considered an indicator of the increase in knowledge. In this case, again the nature of the evaluation was strictly impressionistic and subjective and although the results clearly demonstrate a perceived increase in knowledge of the subject matter, the method is not accurate and appropriate to indicate the real improvement of each trainee.

The evaluation of a trainee's development based on proficiency scores consisted in the grading by the faculty members of homework assignments, mid-period and end of period tests, and class participation. These scores were used to calculate an overall course score for each trainee which was essentially the average of these four scores.

These evaluation methodologies generated much information supporting the conclusion that the training courses were effective in increasing the skills of the participants. However, a quantitative measure of the improvement in subject knowledge on an individual basis could not be ascertained.

## 2. Standard Courses

As a result of the training and needs assessment survey and other related activities, the AUC/IMP recommended a number of standard courses chosen from the regular program presented by AUC under the sponsorship of the Center of Middle East Management Studies. The AUC/IMP identified 10 interrelated courses designed to develop the managerial skills of 400 participants.

At the beginning of the project, the enrollment on the standard courses was extremely low. One year after the initiation of

the project, only 7 trainees had enrolled in the standard courses. By March 1984, 63 additional participants had completed the standard courses. This low enrollment prompted the AUC and GOFI to implement several actions that sought to increase the interest of company chairmen to nominate candidates for these courses. As a result of these new measures, the enrollment rates increased substantially. By March 1985, there had been 388 participants that completed the standard courses, leaving only 12 slots to be filled by the end of the IMP. In all certainty, it appears that the 400 trainees target will be reached before the program formally ends.

So far, trainees have participated in 18 standard courses. Enrollment by course varied substantially, ranging from 1 to 99 trainees per course. Approximately 77 percent of the trainees enrolled in 6 courses. The most popular course was "Modern Management for Modern Managers" with 99 trainees or 25 percent of the total to date. The other courses with the most enrollment were "Automated Information Systems," "Management of Industrial Operations," "Management of Maintenance Operations," and "Feasibility Study" in stages I and II. For these courses, there were 60, 54, 32, 25, and 33 trainees respectively.

Most of the standard courses were on topics either related or complementary to the tailored courses. Assuming that the trainees were from the same companies which had other personnel enrolled in the tailored courses, then it would appear that this part of the program was effective in increasing the skills and capabilities of the companies management. However, the lack of data does not allow to reach valid conclusions.

### 3. Overall Effectiveness of the IMP

As it was mentioned earlier in this report, the IMP had two objectives. This first is related to the impact of the IMP at the company level and the second relates to impact at the trainee level.

Because the training program was successful for the most part in increasing the skills of the participant trainees, we believe that companies have at least the potential for benefiting from the participation of their employees on the program. However, the information available does not provide conclusive evidence of the positive impact that IMP may have had at the company level. We believe there are 3 conditions that would have to exist in order to ascertain any conclusion of this nature. First, is the creation of a critical mass within the management cadre of the company. However, based on the number of trainees per company, it appears that the IMP was able to create a critical mass only in a very small number of companies. Second, is the effectiveness of the training program on the trainees' development. Based on the evaluation results obtained by AUC, we can suggest that the training program was effective in expanding the knowledge of the trainees, however the real improvement as it applies to the job is difficult to measure. The third and last aspect is the ability and willingness of chairmen and top management to allow the trainees to put into practice the skills they have learned. With respect to this, there is no clearly documented evidence that this indeed happens with the exception of several feasibility studies. While we believe that this may be the case with some companies, it is not known how widespread this practice is.

In view of the above, it would appear that the IMP was effective only with a limited number of companies. However, it is possible that the number of companies benefiting from this program will increase as there is still a number of them which have to complete the last phase of the training and those who have already completed the program begin to make more efficient use of their newly trained personnel.

In reference to the impact of IMP at the trainee level, we conclude that the trainees were satisfied with the program, the way in which it was conducted and with their own perception of improvements achieved in a particular subject. Knowledge was transferred as evidenced by testing. As a consequence, it can be said that the IMP was successful at the individual level.

E. RECOMMENDATIONS

We understand that GOFI is asking for an extension of the contract to train some 80-100 additional personnel in some of the courses offered under the present contract and to institute a top management training component. The latter is to have three parts:

- o management information systems, the use of computers and organizational diagnostic instruments;
- o strategic planning; and
- o organization development.

The subjects to be included in this component of the training program are similar to those included in the MDP project where the contractor is also responsible for developing top management seminars and for providing advanced level training for middle managers. Therefore, it is possible to obtain a more efficient use of resources if both the IMP/AUC and MDP projects coordinate efforts seeking to avoid unnecessary duplication of efforts.

Based on our findings arising from our evaluation of the current IMP/AUC project and also on those obtained in the review of other programs, we recommend that the IMP/AUC program be extended for at least one year introducing the necessary modifications that will allow the program to meet the following requirements:

- o The program should provide training opportunities to employees from the private sector as well as from the public sector and the responsibility for selection of companies and candidates should be shared by GOFI (public) and AUC (private) following an uniform criteria for trainee eligibility.
- o The top management seminars should be closely linked to MDP by using MDP staff to work with AUC in designing curriculum, as well as using MDP diagnostic tools as part of the learning process. The program could also capitalize on the MDP experience in using computers in operational circumstances.

- o The selection of participant companies should have a sectorial focus and be based in some economic rationale that justify the companies' existence. Trainees should be selected from 20 to 30 public sector companies at most, while private sector chairmen/managers should come from companies closely linked to those in the public sector that are selected for participation in the program. Additionally, the top management training program should include the top management of those companies who have sent a large number of participants to the first AUC program and those companies which have participated in MDP project.
- o The training program for top managers should include a presentation which describes all the assistance available to a chairman from donor agencies focusing primarily on USAID projects but also including World Bank, and other international lending and technical assistance organizations.
- o The AUC should consider reducing the length of time for the top management courses since top managers might be unable to dedicate as much time to the program as it is now envisaged. It may be excessive as now structured.
- o The middle management program should seek to reduce the course length as six weeks appear to be excessive. The program should also select participants from action groups with which MDP has worked and have the follow-up phase of the AUC program focus on MDP problems already identified but where no action has been taken. In addition, the training should use case studies from the MDP program.
- o Both programs should use VTP, MDP, ITAP and IESC staff as guest lecturers in this and other AUC programs.
- o The program should maintain the reporting systems now in place but do more in terms of follow-up assessments as to implementation.
- o The program should structure the overall program so that it deals with organization as well as with individual development. At present, it is primarily the later. However, this restructuring need not be drastic if the program is coordinated with MDP.
- o The AUC/IMP leaders should meet with other project leaders as soon as possible to begin coordination efforts.