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CLASSIFICATION

PROJECT EVALUATION SUMMARY (PES) - PART I

Report Symbol U-447

1. PROJECT TITLE  Ain Shams English Language Training	2. PROJECT NUMBER 263-XXXX	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) 80-7	
<input type="checkbox"/> REGULAR EVALUATION <input checked="" type="checkbox"/> SPECIAL EVALUATION		

5. KEY PROJECT IMPLEMENTATION DATES			6. ESTIMATED PROJECT FUNDING		7. PERIOD COVERED BY EVALUATION	
A. First PRO-AG or Equivalent FY <u>77</u>	B. Final Obligation Expected FY <u>83</u>	C. Final Input Delivery FY <u>83</u>	A. Total	\$ <u>5.0 M</u>	From (month/yr.)	<u>Dec. 1975</u>
			B. U.S.	\$ <u>2.725 M*</u>	To (month/yr.)	<u>Feb. 1980</u>
					Date of Evaluation Review	<u>Jan. 1980</u>

8. 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., airgram, SPAR, PIO, which will present detailed request.)	B. NAME OF OFFICER RESPONSIBLE FOR ACTION	C. DATE ACTION TO BE COMPLETED
<p>Implementation Plan for balance of LOP</p> <p>*\$0.750 total USAID/Cairo contribution consisting of \$0.5 million in local currency contract support cost and \$0.250 for participants. Amount represents AID contribution to combined USAID/ICA/UK British Council project activity.</p>	Jon Stewart	ASAP

9. INVENTORY OF DOCUMENTS TO BE REVISED PER ABOVE DECISIONS

<input type="checkbox"/> Project Paper	<input checked="" type="checkbox"/> Implementation Plan e.g., CPI Network	<input type="checkbox"/> Other (Specify)
<input type="checkbox"/> Financial Plan	<input type="checkbox"/> PIO/T	_____
<input type="checkbox"/> Logical Framework	<input type="checkbox"/> PIO/C	<input type="checkbox"/> Other (Specify)
<input type="checkbox"/> Project Agreement	<input type="checkbox"/> PIO/P	_____

10. ALTERNATIVE DECISIONS ON FUTURE OF PROJECT

A.	<input checked="" type="checkbox"/>	Continue Project Without Change
B.	<input type="checkbox"/>	Change Project Design and/or
	<input type="checkbox"/>	Change Implementation Plan
C.	<input type="checkbox"/>	Discontinue Project

11. PROJECT OFFICER AND HOST COUNTRY OR OTHER RANKING PARTICIPANTS AS APPROPRIATE (Names and Titles)

Dr. Abdel Salaam Chaffar, Dir. of Centre, Dean Fac. of Education, Ain Shams Univ.

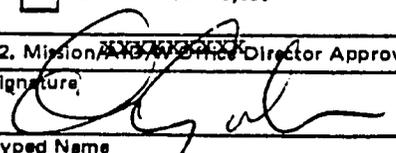
Mr. James Melia, Team Leader, British Team

Dr. Richard Schreck, Chief of Party, UCLA Team

Mr. James Hardman, Chief, British Council (Cairo)

Mr. John Hafenrichter, Edu. Advisor, USAID/Cairo/ED

12. Mission/AID/W Office Director Approval

Signature: 

Typed Name: Owen Cylke

Date: \_\_\_\_\_

## memorandum

DATE: August 14, 1980 <sup>WCS</sup>

REPLY TO  
ATTN OF: PRG: William Steckel, Program Evaluation Officer

SUBJECT: Special Evaluation, FY 80-7  
Ain Shams University English Language Training

Through: C. F. Weden, PRG

TO: Owen Cylke  
Acting Director

1. Attached for your approval is a copy of the special evaluation for the local currency funded project: Ain Shams University English Language Training. The evaluation was made by a team of linguists recruited by the U.S. International Communications Agency and the British Council who, with AID, are co-sponsors of the subject activity. The team's report is thorough and constructive. Recommendations touch on both the administrative and substantive side of the English language training program being carried out by Ain Shams University. And the points raised in this study merit serious consideration by all parties concerned with implementing future project activity.
2. The special evaluation team recommended that the project be continued. In making this recommendation the team urged that there be extensive revisions in the several activities found within the project and that the original schedule for the completion of the project be substantially revised.
3. In making the above recommendations the team in no way belittled the earlier work done by UCLA, British Council representatives and Egyptian university personnel. Much of their substantive work was found to be valuable. And a viable language training center has been created by their efforts. However, the team found many of the original project's interim goals, given the time restrictions of the staff, to be unrealistic. Moreover, rapid turnover of personnel and loose administration was judged to have resulted in the program's suffering weaknesses arising from a sustained lack of focus.
4. A series of steps is being taken to incorporate recommendations of the evaluation report into the 1980/1981 program at Ain Shams University:
  - a) UCLA will field a senior expert to serve as chief-of-party. This individual is expected to remain for a two-year tour. He will coordinate all technical assistance inputs both of Americans and British.
  - b) UCLA will field six months of senior expertise in curriculum materials production at the outset of 1980/1981. Past problems in the development of materials is thus expected to be resolved. A heavy schedule of preparation of manuscripts and their testing and production has been projected.



Buy U.S. Savings Bonds Regularly on the Payroll Savings Plan

c) The Dean of the Faculty of Education, Ain Shams University, has agreed to name a permanent head of the Centre for Developing English Language Teaching with the opening of academic year 1980/1981. This will provide a full-time leadership focus for the effort where previously none has existed.

d) USAID is proposing to support the production of instructional materials, financed by local currency, developed under the supervision of UCLA experts during the coming academic year.

5. A total of 49 recommendations designed to strengthen the program were made. Those recommendations directly involving the USG donors and the British/UCLA implementation agents call for:

a) British and American Team Leader regularly attending the Language Centre's Executive Committee meeting with "voice but without vote";

b) The responsibilities of the two Team Leaders being made specific; and, that they, with the Egyptian Centre Director, form a Steering Group to coordinate the day-to-day running of the Centre;

c) Establishing clear procedures for the management of the program's several activities;

d) The recruitment of American and British advisors be undertaken in the light of program requirements; and,

e) That all nominees have the approval of the Centre's Director before coming aboard. Moves are underway by the Faculty of Education to have these recommendations incorporated in the new organization of the English Language Training Centre.

6. The special evaluation team further recommends that the present commitment by the American and British authorities be extended to summer 1983. The team of linguists made no further recommendations for specific actions that the external (US/UK) donors might take for a recommended organizational chart wherein their role is indicated. With becoming modesty and restraint the team observed:

"The intricacies of the British and American academic and aid organizations differ, and these are two jungles into which we frankly prefer not to stray."

7. While the special team's report is both thorough in its analysis and constructive in its recommendations, it must be noted that the report cannot be said to possess all of the aspects which ideally are found in an Agency evaluation. For the most part, the study is an analysis of Ain Shams University's Centre for Developing English Language Teaching. Analyzed are: activities conducted by the Centre, the Centre's organization and structure, and a consideration of steps that might be taken to enhance future Centre operations.

The points made are valuable. The stated strengths and weaknesses of the total operation can assist "top management" in deciding whether to approve continuing project activity. However, the document gives little or no feel for the "impact" of the program to date. Problems in institution building are cited, but what is missing is any comment on the quality or number of the graduates who have gone through the Centre's various programs for the past three years. Further, "top management" is given no indication as to the extent or in what capacity Centre graduates are employed in applying their advanced English proficiency. Of equal concern is the fact that no data were presented indicating that the pedagogical approach employed at the Centre is the most cost-effective one for the donors to support financially. Taken together, the above omissions make it difficult to gather what has been the "impact" of the project after three years' operation.

In large part the causes of these shortfalls in the programmatic and operational utility in the study are to be found outside the activities of the evaluation team. Project purpose, by AID standards, was not clearly articulated at the commencement of the activity, nor was USAID's entering the picture on the funding side followed with the development of a LOGICAL framework. Under these circumstances, it would be difficult for any team of experts to objectively determine progress or possibility of achieving the project objective. Had an ex-AID experienced senior officer been a member of the Special Evaluation perhaps the Mission's broader programmatic concerns would have been brought into sharper focus.

8. This evaluation report has been thoroughly discussed and analyzed by representatives of the British Council, ICA, USAID/ED, UCLA, and Ain Shams University, Faculty of Education. Given the narrow but vital character of the project and the absence of any substantive "problem areas," bringing this study before the Mission's Executive Committee is not recommended.

  
8/17/80

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NEAR EAST EVALUATION ABSTRACT

PROJECT TITLE(S) AND NUMBER(S) Ain Shams English Language Training (263-xxxx)			MISSION/AID/W OFFICE USAID/Egypt
PROJECT DESCRIPTION			
AUTHORIZATION DATE AND U.S. LOP FUNDING AMOUNT 175 \$2.725 million	PES NUMBER 80-7	PES DATE 1/80	PES TYPE <input type="checkbox"/> Regular <input type="checkbox"/> Other (Specify) <input checked="" type="checkbox"/> Special <input type="checkbox"/> Terminal
ABSTRACT PREPARED BY, DATE Emily Baldwin, NE/DP/PAE 10/20/80		ABSTRACT CLEARED BY, DATE	

An evaluation team of linguists performed this project review and wrote the report. A number of useful comments and criticisms of the project are included in the report, as well as several recommended changes to improve future implementation. In general, the team found that a viable language training center has been established and is performing a service that deserves continued funding. There were some problems found with the training center, most notably (1) unrealistic expectations of goal achievement in a limited amount of time, and (2) lack of focus due to rapid personnel turnover and lax administration. Suggested improvements developed by the team are now being incorporated into the Ain Shams project.

The utility of this evaluation report to AID is limited, however, by the lack of team attention to project impact; that is, the team apparently concentrated its efforts on the training center and its internal operations, but not on such things as the numbers of graduates, their ability to speak English as a result of their training, and the use made of their language instruction after completing training. In terms of evaluating the project's impact on development, then, the report has relatively little value to AID. The USAID/Cairo evaluation officer, however, notes that the project purpose and other elements of AID project design were poorly articulated in the initial stages of the project and that, as a consequence, evaluation of the impact and benefits derived would have been difficult for any evaluation team.

Lessons Learned:

Given the relatively narrow focus of the evaluation on the operations of the training center rather than on the broader impact the training may have provided, few lessons can be derived from this report (although not necessarily from the project itself).

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