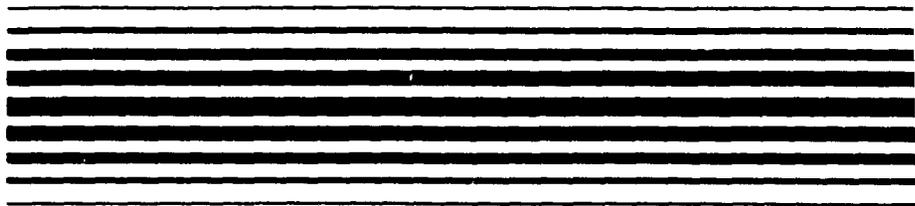
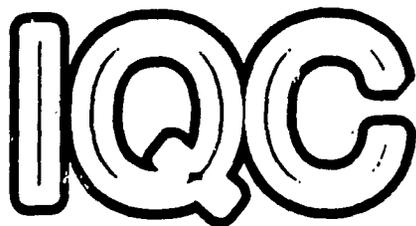


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**Evaluation and Development
Information Methods IQC**

Evaluation of Non-Project Training

November, 1992

For:

The United States Agency for International Development

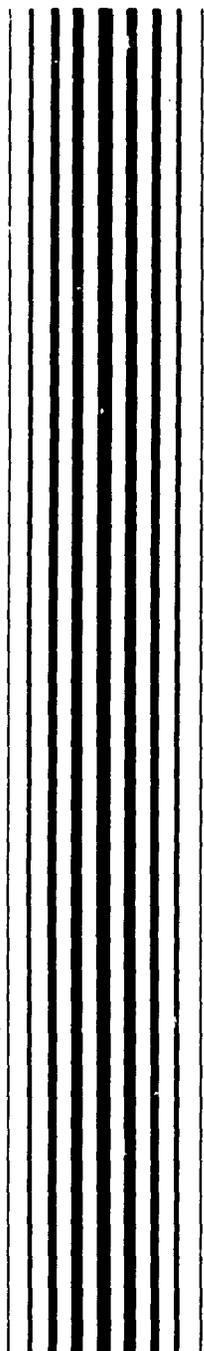
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Evaluation of Non-Project Training
for
USAID/Cairo

by

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November, 1992

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In Egypt, the staff of NPT could not have been more helpful and facilitative. We are especially thankful to General Mohamed Hussein who made his staff and facilities available to us throughout the duration of our stay. Mr. Saad El Leithy, Mr. Adel Hussein, Ms. Maissa Galal and Ms. Douaa El Wakil gently guided us through the complexity of the project and patiently addressed our questions and clarified our misunderstandings. Ms. Amany Ahmed provided invaluable assistance in contacting former participants and in setting up meetings with a remarkable number of extremely busy and important people. All of the NPT staff provided substantive as well as logistical assistance.

At USAID/Cairo, Ms. Diane Leach provided guidance and critique throughout the development of the draft report. Her good humor and in-depth knowledge of both the U.S.-based institutions and processes and those in Egypt provided a valuable check on our facts and interpretations. On a day-to-day basis, Ms. Adele Abadir provided immensely valuable and personal attention to our efforts. She more than anyone is responsible for ensuring that we had access to critical project documents and that our information gathering process was thorough and objective. Her assistance was essential to the success of this activity.

Finally, and perhaps most important, we are deeply indebted to the many Egyptians professionals identified in Annex A of this report for their willingness to take time from extremely busy schedules to meet with us. Some former participants traveled as long as four hours to join us for a 1 1/2 hour group interview. Without exception, we found former and current participants to be insightful, concerned, and candid in their statements. The obvious professional capabilities of these individuals and their exceptional inter-personal skills are the best evidence of the efficacy of the selection process.

To the extent that we have captured the primary characteristics of the Non-Project Training project and have been able to offer practical recommendations, credit is due to the many individuals noted above. The authors alone, however, bear responsibility for errors of omission and commission.

Melanie Sanders-Smith

Gary L. Theisen

November 7, 1992

Glossary of Terms

AED	Academy for Educational Development
ATA	Academic Training Advisor
AUC	American University of Cairo
CDSS	Country Development Strategy Statement
CID	Consortium for International Development
ELT	English Language Training
FY	Fiscal Year
GNP	Gross National Product
GOE	Government of Egypt
HBCU	Historically Black College and University
HRDC/ET	Human Resources and Development Cooperation/Office of Education and Training
LOP	Life of Project
MCAAD	Ministry for Cabinet Affairs and Administrative Development
MDCI	Management Development Center for Industry
MIC	Meridian International Center
NPT	Non-project Training
OIT	Office of International Training, AID/Washington
PIET	Partners for International Education and Training
PIL	Project Implementation Letter
PIO/P	Project Implementaton Order/Participant Training
PTIS	Participant Training Information System
SOW	Scope of Work
TOEFL	Testing of English as a Foreign Language
USAID	United States Agency for International Development

EXECUTIVE SUMMARY

Overall, the project is highly successful, both in terms of its management and achievements. The beneficiaries of the project--the participants--voiced unanimous praise for NPT. They gave countless examples of improvements in their professional responsibilities, citing technical, managerial, cross-cultural, language, and attitudinal changes. Managers agreed that participants work and think much differently after their U.S. training, resulting in improved relationships among colleagues and with clients, higher standards, greater efficiency, and increased productivity.

The project has trained nearly 650 individuals from Egypt's government, public and private sectors. The project participants are highly qualified people who have the technical backgrounds, English language skills, motivation, and dedication that allow them to maximize the benefits of training, and in turn contribute to their organizations and their country's development. The quality of the participants reflects well on MDCI's ability to recruit and select superior participants.

NPT has been relatively successful in recruitment of private sector employees and women, and placing participants in HBCUs. About 17 percent of participants trained under NPT have come from the private sector. This is not a minor accomplishment given Egypt's strong history of public sector ownership of industries and service organizations. Approximately 18 percent of project participants are women, which is a significant accomplishment in light of program designs and recruitment efforts.

The distribution of NPT placements among subsectors closely mirrors the GOE's Five Year Plan, especially the trend toward privatization. NPT has been successful in recruiting individuals to study management, marketing, and other business-related topics.

However, to further refine the management of the project and to increase the effectiveness of the training, we have identified ten general problem areas. These issues were raised in interviews by individuals who have either benefited from or contributed to the success of NPT.

1. Recruitment

Analysis of recruitment patterns thus far under NPT revealed three issues: private sector participation, nomination of females, and sector/ministry focus. Underlying all three of these is the role of the MDCI as a proactive agent in strategic planning and expanding training options. It appears, however, that MDCI's role has been largely confined to that of a purveyor of information and a mediator of slot allocations.

The constraints to recruiting more women and private sector employees fall into four categories: prioritization of sectors and levels of training, regulations about participation, outreach to target groups, and responsiveness of training designs.

Recommendations:

- a) MDCI should strengthen its capacity to identify training opportunities with the highest potential payoff to the development of Egypt and which can be translated into expeditious placement.**
- b) By looking beyond the current recruitment pool, MDCI should be able to identify more candidates who are fully qualified, including language, or are very close to it. This process would include widening the pool of candidates who are women and who come from the private sector.**
- c) USAID should re-examine its private sector inclusion rules and MDCI should explore ways to expand project involvement with more, responsible, private sector firms.**
- d) MDCI should work with PIET to identify shorter, more practical programs that are of immediate interest to the private sector.**
- e) At the same time, MDCI should identify strategies for informing more public and private sector entities about training opportunities and should initiate procedures for aggressive recruitment and recruitment follow-up.**
- f) MDCI/USAID should review planned training programs to identify possibilities for the creation of a "sandwich" training program in which a 1-month tailored program in the United States (in the summer) is sandwiched between month long training periods in Egypt.**
- g) MDCI should develop a special outreach effort, possibly to include media advertisements to make women and their employers more aware of training opportunities. An aggressive program of recruitment follow-up with special target firms should be initiated as soon as possible.**

2. Placement

There are problems at several stages of the placement process: (1) the number of placements compared to available training slots is low, (2) training designs often do not fit participants' needs well, and (3) there are some irregularities in the competitive bidding process.

- a) USAID should meet with MDCI to clarify ELT policies and procedures, and the importance of selecting participants early enough to allow time for ELT. USAID should also consider expanding the options for ELT.**
- b) MDCI should coordinate with USAID to maximize the resources available to MDCI, and explore options for purchasing additional materials. MDCI should give USAID a copy of participants' CVs and applications. PIET should receive these and send to providers.**

- c) **USAID and MDCI should hold a joint review of competitive bidding procedures and clarify strategic and logistical conditions affecting the selection of providers.**

3. Orientation

NPT lacks completeness and precision in orientation at all stages (pre-departure, arrival and cross-cultural), which causes needless frustration for participants.

Recommendations:

- a) **USAID and MDCI should work with returned participants, PIET and MIC to design a 1-day pre-departure orientation until USAID is able to fund a centralized orientation for all USAID training.**
- b) **USAID should insist that participants stay in Washington, DC for one week for a PIET administrative orientation and cross-cultural orientation offered by MIC.**

4. Monitoring

Participants feel that they are not properly or respectfully served by their Academic Training Advisors from PIET/AMIDEAST. PIET staff have extremely heavy case loads and their contract limits, in some ways, their ability to meet participants' high expectations.

Recommendations:

- a) **USAID, MDCI, and PIET should agree on a standardized content for orientation that includes written instructions especially for NPT participants.**
- b) **USAID and MDCI should provide PIET with guidelines on the needs and expectations of Egyptian participants, and the family, social, cultural, and professional contexts of participants from Egypt.**
- c) **If there is a Phase III of NPT, USAID should explore the possibility of (1) buy-in options for additional services from PIET, or (2) contracting directly with a firm to manage all phases of the project to increase control over the quality and magnitude of services, and allow for more attention to the professional and personal needs of participants.**

5. Participant Follow-up Activities

Most participants expressed a strong desire for opportunities to build on their U.S. training experiences. The project does not provide for follow on activities except in the form of a short evaluation of returnees's experiences that is administered by MDCI.

Recommendation:

MDCI and USAID should immediately develop a plan for conducting training follow-on activities. MDCI and USAID should plan to increase follow-up activities through a buy-in to the centralized Mission Orientation, Follow-up and Evaluation (OFE) Program. The plan should be completed in the next three months and should give attention to implementation of a variety of strategies including:

- **Establishing networks of returnees for which biannual seminars would be held;**
- **Creating a collection of training materials received by participants from their courses; and**
- **Arranging to have experts in special skill areas deliver occasional lectures and workshops in Cairo.**

6. Information Flow

We found a number of examples of inconsistent, unreliable and in some cases, unavailable information about participants, funding, and project achievements. This implies that it is also difficult for project staff to monitor and evaluate their efforts and to improve upon them.

Recommendations:

- a) **USAID should identify critical factors that indicate progress toward project targets. The indicators should be uniformly defined and consistent with the way PIET and USAID are equipped to track data such as: person months of training, participant months in HBCUs, fields of study, and sectors represented.**
- b) **USAID and MDCI should expand data bases to include announcements sent, applications received, and ELT by sector and gender.**
- c) **USAID should determine their information needs and then require reporting accordingly. All evaluation reports should be distributed among appropriate staff.**

7. Timing

All projects have internal deadlines and reporting requirements. Two are of special concern in NPT: (1) finalization of the Annual Training Plan; and (2) notification of PIET to begin the process of placing participants in suitable programs. These elements have negatively affected the annual placement rate and the quality and suitability of training programs.

Recommendations:

- a) **MDCI should submit its Annual Training Plan to USAID for review and discussion no later than July 31 for the subsequent fiscal year and USAID should ensure that finalization of the plan be completed by August 31 of that same year.**
- b) **The range of anticipated training providers should be forwarded to PIET no later than September 15. PIET should be required to provide a list of potential vendors within 30 days.**
- c) **Hold a meeting with USAID, MDCI, and PIET/AMIDEAST to (a) review procedures used by PIET to solicit proposals, and (b) to establish minimal guidelines concerning length of time and information requirements necessary to compete most effectively for the delivery of training services.**
- d) **Requests for training should be communicated to PIET at least four months prior to the start of training and should be accompanied by full candidate biographical data and training objectives.**

8. Pipeline

In some training projects, a large fiscal and candidate pipeline is an asset. This is especially true when placements are running at 100 percent of training opportunities. This is not the case with NPT. The biggest problem facing NPT is that placements are not being made with nearly the efficiency that should characterize the project.

Recommendations:

- a) **Raise the TOEFL requirement for candidacy to a level that would require only one ELT course at AUC;**
- b) **Broaden the catchment pool of potential candidates (especially among women and the private sector) to increase the likelihood of English-ready candidates; and**

- c) **Assign up to 20 percent of unfilled annual slots to fully qualified candidates who apply to MDCI as unsolicited individuals.**

9. Project Management

Project management appears to be characterized by quality, informed leadership, a thorough understanding of and commitment to project objectives, and a willingness to attempt new measures to strengthen the overall effectiveness and efficiency of the project. Three possibilities for building on these strengths arose during the course of the evaluation: 1) readjusting responsibilities within MDCI; 2) reducing USAID/OIT delays; and 3) examining the ideal contracting format for the follow-on project, should there be one.

Recommendations:

- a) **Assign an existing or new staff member the responsibility for designing and overseeing a more aggressive recruitment outreach program. The targets of this new initiative would be, in priority order:**
 - ★ **Fully-qualified candidates (technical and language) in key Five Year Plan sectors;**
 - ★ **English-ready candidates from the private sector and female population;**
 - ★ **Women who might qualify for regular or "sandwich" programs.**
- b) **USAID, PIET/AMIDEAST, and MDCI convene a meeting to discuss the logistics of PIO/P processing and make whatever timing adjustments are required to ensure that PIET receives training requests at least four months prior to the start of scheduled training.**
- c) **Among the issues to be explored for a possible follow-on project, USAID should examine several alternative contracting mechanisms. This activity should take place within the next 18 months.**

I. PROJECT BACKGROUND

Non-project Training (NPT) is component two of USAID/Cairo's Development Training Project (263-0125). The project and its various components were initiated in September 1985 as successors to the activities conducted under the Technology Transfer Project (1977-1988). The purpose of the non-project component is to provide a flexible mechanism for the development of skills of middle and senior-level employees of government, private and public sector firms in priority economic sectors. Training opportunities are developed in accordance with skill needs at the managerial, professional and technical levels as prioritized in Egypt's Five Year Plan and as they are congruent with USAID's Country Development Strategy Statement (CDSS). The project has a Life of Project (LOP) expected allocation of \$18.2 million for 3,400 person months of training.

The primary placement and monitoring contractor for the project is Partners for International Education and Training (PIET). PIET's role and that of other participating institutions are briefly outlined in Table 1 and are discussed further in Section V.

Table 1: Project Institutions and Roles

Institution	Implementing/Contractual Role	Responsibilities
Non-project Training Unit (MDCI)	Egyptian Counterpart Institution to HRDC/ET	Recruitment, Selection, Evaluation
HRDC/ET	Funding Organization	Project Management, Pre-departure Orientation, Followup
Partners for International Education and Training (PIET), Central Office	Prime Contractor through OIT	Placement, Fiscal Management
PIET/AMIDEAST	Regional Office of Prime Contractor	Monitoring, Evaluation of Individual Programs, Reporting
Creative Associates	Sub-Contractor to PIET	Evaluation of Groups
Consortium for International Development (CID)	Contractor for Agriculture-related Programs through OIT	Placement, Monitoring, Evaluation, Reporting

The project emphasizes short-term, non-degree training (< 9 months) at U.S. institutions- both private training programs and degree-granting colleges and universities as well as those offering specifically tailored programs that meet identified training needs. The objectives of training top and mid-level managers are to:

- strengthen their capabilities to identify better national and institutional goals, to prioritize them, and to implement plans to achieve them;
- apply their technical training to their current positions;
- design specific efficiency and productivity goals within their organization and develop action plans for realizing them;

- manage systems and resources with greater efficiency and effectiveness.

These training objectives are designed to promote the realization of the three National Development Policy Objectives (efficiency, productivity and sustainability) in the National Development Strategy areas of :

- Conservation
- Production & Manufacturing
- Private Sector Development, Maintenance, & Operations
- Distribution and Delivery
- Research

II. PURPOSE AND OBJECTIVES OF THE EVALUATION

Under an Indefinite Quantity Contract for Evaluation (Work Order No. 17) USAID/Cairo contracted the Academy for Educational Development (AED) to conduct this project mid-term evaluation. Field work began on October 5, 1992 in Washinton D.C., transferred to Cairo on October 18 and was completed on November 7, 1992. The purpose of the evaluation as described in the Scope of Work (SOW) was to:

- determine the benefits, impact, relevance and effectiveness of the project activities in relationship to Egypt's development needs;
- assess the cost effectiveness of the project;
- determine the participation of women and private sector professionals and suggest strategies for increasing their numbers; and
- identify lessons learned, strengths, weaknesses and problem areas related to training and project design and administration.

The evaluation will be used to identify improvements for the remaining years of the project and will inform the design of a potential follow-on project.

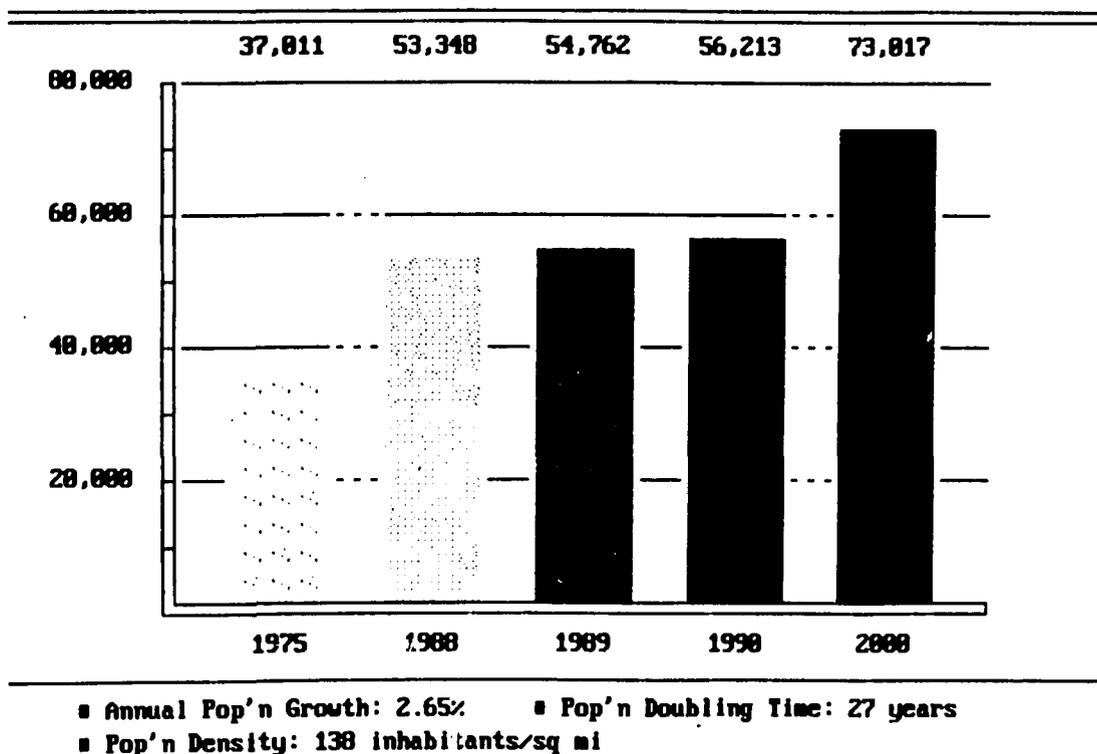
Deliverables under the contract include this report and an earlier report that was submitted to USAID midway through the study. The evaluation was conducted by Gary Theisen, Director of International Research and Planning at AED, and Melanie Sanders-Smith, a consultant to the Academy.

III. ECONOMIC AND SOCIAL CONTEXT OF THE PROJECT

Egypt is currently in the midst of a major economic transformation that has its roots in government policy shifts in the late 1980s. In an attempt to increase efficiency and productivity in all sectors, the GOE has embarked on a whole-scale transition from public sector management and fiscal support of most industrial infrastructure and social sector services to privatization of those same institutions. USAID's Development Training Project, especially the Non-Project Training component, supports this transition through targeted support of training in critical skill areas as defined by the Government's current Five Year Plan (1987-1992). USAID's emphasis on these emerging development needs was not specifically identified in the Project Paper, but has governed NPT activities in the past few years.

Egypt's shift to private sector growth is influenced greatly by the realization that its population of approximately 55 million will double in the next 27 years if the present population growth rate of 2.65 percent is maintained (see Figure 1). With 30 percent of its population located in only three major cities (Cairo: 11 million; Alexandria: 3 million; and Giza: 1.65 million) and with the rest of the population located along the narrow confines of the Nile river running the length of the country, the key to economic growth rests on strengthening the industrial sector. Strengthening the human resource base of the country is essential to this revitalization and transition to private sector management.

FIGURE 1
EGYPT
Population (in thousands)



GNP per capita in Egypt (approx. \$750) is restricted by two human resource characteristics: 1) the literacy rate remains relatively low at about 50 percent; and 2) mid- to senior-level management is poorly trained and inexperienced in the methods and skills required to oversee effective and efficiently run private sector industrial and social service organizations, and the process of transition from public sector entities. With an annual GNP increase of about 3 percent over the past five years, the economy is growing but not at a rate sufficient to spread economic and social benefits to a full spectrum of the population.

Human resource development is closely linked to the development priorities as identified in the Five Year Plan, which focuses on strengthening the major industries of Egypt:

- Food Processing
- Petrochemicals
- Light Manufacturing
- Aluminum
- Textiles
- Construction
- Iron & Steel
- Cement

In addition to industrial production, tourism accounts for a significant amount of foreign currency. One and one-half million tourists annually contribute \$500 million in revenue. Privatization of hotels and tourist services will demand new sets of skills and, as result, require new and additional training opportunities.

IV. EVALUATION METHODOLOGY

The evaluation was conducted in three phases:

- 1) Preparation for the evaluation including review of background documents;
- 2) Field work in Washington, D.C.; and
- 3) Field work in Cairo, Egypt.

Phase I began in early August following formal contract signing. Phase II was conducted between October 5 and 16 in Washington, DC. After travelling to Egypt, the team began Phase III which continued through November 7. See Annex D for detailed Schedule.

A. Phase I - Preparation

In August 1992, USAID/Cairo provided the team with several project documents including the evaluation scope of work, Grant Agreement, 1987 Training Plan, and three PILs (see Annex B). In addition, Gary Theisen met with Adele Abadir (USAID) and Maissa Galal (Agouza Center) while they were in the United States on other project business. A preliminary work schedule was developed by the team and provided to USAID by the AED team in early September.

B. Phase II - Washington, D.C.

The second phase of the study began on October 5 with a conference call between AED and USAID/Cairo to discuss protocol issues and to clarify the meaning of several activities described in the SOW. This was followed by a team strategy and planning meeting. The team next identified information needs, arranged initial interviews, and designed and field-tested interview guides for each of the target audiences: managing institutions, training providers, and participants. (These guides are attached as Annex C.) The guides helped to ensure that all aspects of the SOW were covered in interviews and that the information collected was gathered in a uniform fashion from all respondents within each category.

The team conducted interviews with representatives from PIET/AMIDEAST, AID/Washington's Office of International Training (OIT), and the Consortium for International Development (CID), which is responsible for the agriculture-related training conducted under Component 2 of the project. We also interviewed the project manager at Creative Associates, which, through a sub-contract, conducts all of the group evaluations for PIET.

All current training providers were contacted as well as several that had trained a significant number of Egyptians in the past under the project. In addition, an attempt was made to contact **each** Egyptian associate currently studying in the United States. We were successful in reaching 60 percent of this group, including all of the current tourism group with whom we conducted a focus group session. (See Annex A for a complete list of individuals interviewed.)

Prior to departing for Cairo, a report based on initial interviews was prepared for USAID/Cairo.

C. Phase III - Cairo, Egypt

While in Cairo, the team met with all project staff from USAID and the Management Development Center for Industry (MDCI) in group meetings and individually. Throughout the evaluation, the team also held informal discussions with USAID and MDCI to clarify issues, gather information, and to present and discuss preliminary findings. In addition, 10 group discussions were conducted with returned participants from the government, public sector, and private sector. A variety of individual returnees were interviewed, as well as their supervisors. Site visits were also made to several institutions that employ a number of former trainees. A draft of the report was submitted on November 1 and was discussed with USAID and MDCI on November 3. A final wrap-up session was held on November 5 and the revised draft submitted on 7 November.

IV. FINDINGS

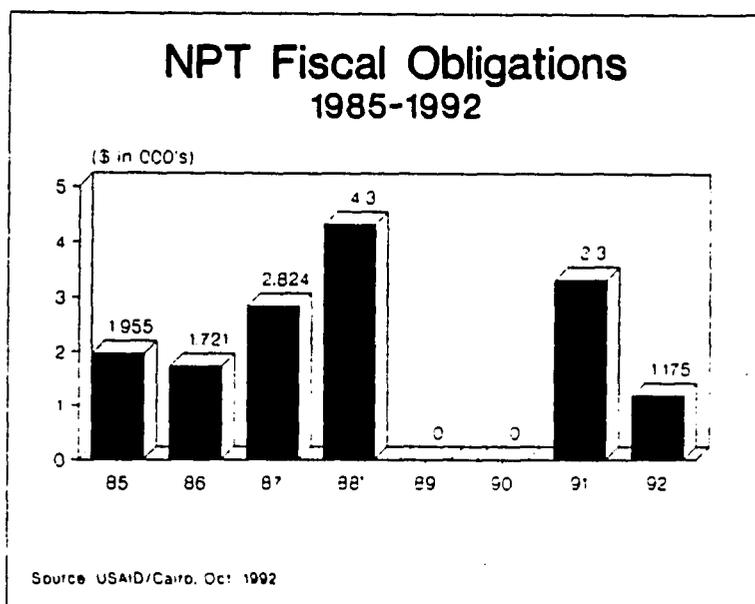
A. Descriptive Characteristics of Project

Since the project began in 1985, nearly 650 individuals have been trained in the United States. The participants have studied in a variety of fields and represent government, public and private sector as well as a diversity of technical areas.¹ In this section of the evaluation, an overview of participant characteristics is presented in order to clarify the nature of training investments made under the project. For sake of simplicity, we have used U.S. government cycles instead of calendar years on the tables and graphs. Fiscal Years (FY) are presented only as the year which contains the majority of that cycle. For example FY 88 began on October 1, 1987 and ended on September 30, 1988. It is presented as "88".

1. Resource Commitments.

Precise, up-to-date obligation figures are difficult to obtain because of the complexity of AID/Washington's Master Disbursing Account System. For purposes of describing general funding patterns however, PIO/P authorizations provide a reasonable, and consistent base for analysis. Annualized obligations are depicted in Figure 2. In FY 89 and FY 90, no new obligations were made in order to draw down on funds already in the fiscal pipeline.

Figure 2
Fiscal Obligations by Year

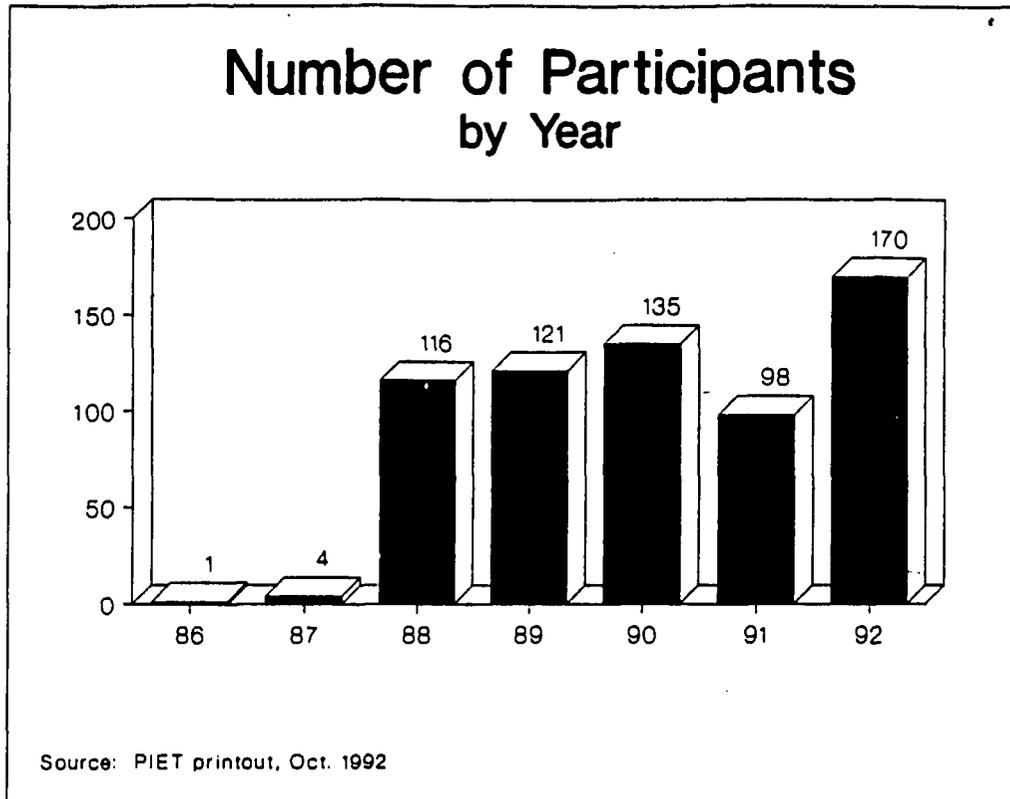


¹ In Egypt government refers to the civil service sector as commonly defined. Public describes government-held, for profit companies that are frequently staffed at the senior level by private sector employees, but sometimes government employees. Private refers to all non-government institutions and employees.

2. Numbers of Participants.

The total number of participants funded over the life of the project to date is depicted in Figure 3.

Figure 3



As the graph indicates there has been a fairly consistent number of participants each year since FY 88, with an average of 132 going to the United States per year over the past five years. The drop in participants in '91 was due to a clogged pipeline of candidates in English language training. A.I.D. Handbook 10 requires that all participants in technical training have a minimum score of 450 on the TOEFL exam. The upsurge of participants in '92 was due in part to an increase in the number of training candidates meeting this requirement and to USAID's decision to permit groups of language-deficient participants enroll in Arabic-based programs in the United States. Also, in several instances, USAID used training funds to have a translator accompany groups for the duration of their training. More will be said about the cost-effectiveness of these strategies in Section V.C.

3. Sub-Sector Distribution.

Approximately 650 Egyptians have participated in individual or group training. It is difficult to classify with precision each group according to common training objectives. However, with a bit of license granted to the categorization process, training themes can be organized into 13 categories as presented in Table 2.

Table 2
Number of Associates by Area of Study²
1985-1992

Sector ³	86	87	88	89	90	91	92	Total
Business			22	43	50	17	105	237
Engineering			8	5	13	23	1	50
Technology			10	8	3	2		23
Medicine			36	27	19	7	8	97
Planning & Development			3	2	5		1	11
Energy			16	15	7		3	41
Agriculture					2	8	6	16
Tourism			5	7	4	28	14	58
Skills			1	5	7	3	1	17
Journalism					11		20	31
Textiles			10		5	4	1	20
Administration	1		7	8	14	1	6	37
Miscellaneous			1		2	4	3	10
TOTAL	1	--	119	120	142	97	169	648

² Source: PIET and CID database, Oct. 1992

³ Examples of major categories include:

Business- accounting, advertising, banking, finance

Medicine- hospital admin., microbiology, nursing

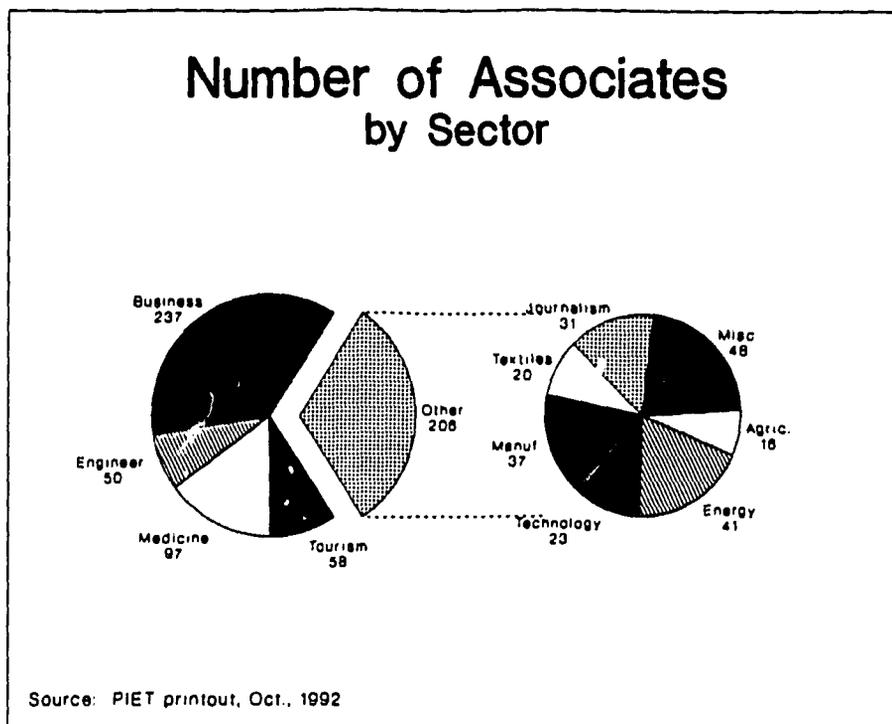
Tourism-

Engineering- aeronautical, electrical, industrial

"Skills" include a variety of areas such as industrial training, printing, welding

Four sub-sectors attracted more than 50 participants each: business (237), medicine (97), tourism (58), and engineering (50). Viewing the graph in Figure 4, the predominance of training slots devoted to business becomes clear. Thirty-seven percent of training placements have focused on business-related training, 15 percent on medical-related training and about 9 percent each on tourism and engineering.

Figure 4



Project design documents state that training should be functionally linked to priorities in the GOE's Five Year Development Plan. The distribution noted above supports those priorities, especially the growing emphasis on business-related training in the past two years. Egypt's shift to privatization of public sector firms demands mid- to senior-level managers who are skilled in new management techniques, marketing skills and accounting procedures. The project appears to be making a contribution towards meeting those needs. Since no quotas were set for allocation of participants to particular sub-sectors, it is not possible to state whether the distribution of participants is meeting more finely-tuned USAID and GOE objectives.

4. Gender Analysis.

In the first Training Plan for the project (FY 87), no explicit mention is made of gender quotas for training positions, either on an annual basis or over the LOP. A 1989 review of training priorities⁴, indicated that a 30 percent female participation rate had been established for the DTP project as a whole. Analysis of project trends regarding female participation indicated that the original target should be realistically adjusted to 18 percent. Subsequently a target of 20 percent was established. The data in Table 3 indicate that female participation has been relatively constant over the past 5 years, averaging 24 individuals per year and, in fact, representing 18 percent of total participants for the project to date.

Table 3
Characteristics of Participants and their Programs
1985-1992⁵

Participants by Type	86	87	88	89	90	91	92	Total
Male	1	3	109	94	116	77	145	545
Female		1	17	27	29	21	25	120
Placement at HBCU ⁶							60	60
Government & Public sector	1	4	90	97	126	69	166	553
Private sector			36	24	19	29	4	112
Degree Training	1	4	2					7
< 3 week training			8	8	9	8	9	42
3-6 week training			17	24	20	24	67	153
> 6 week training, but not degree program			99	89	116	66	94	464

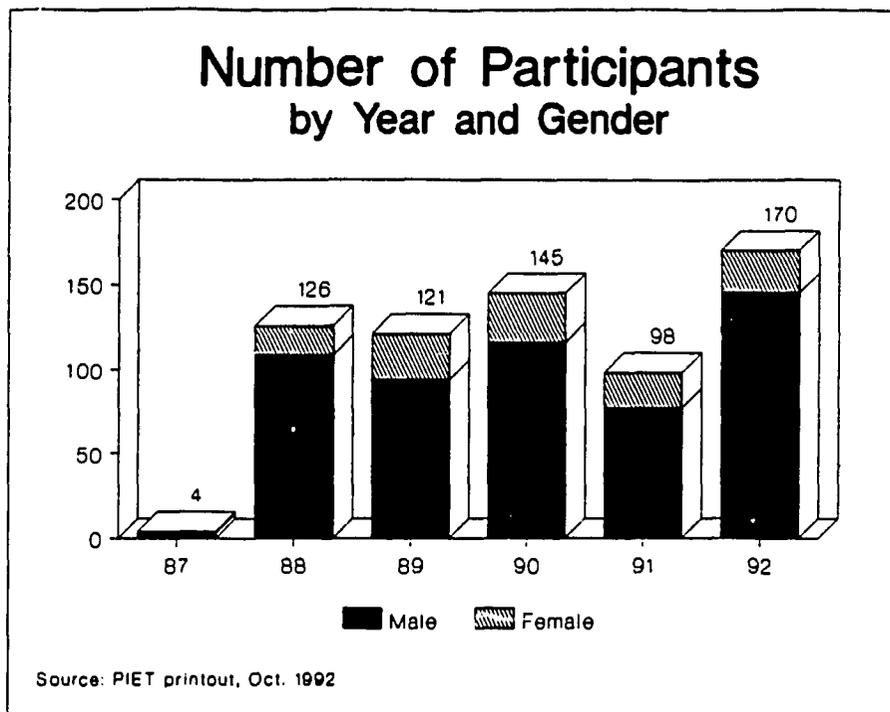
⁴ Cynthia Schartzter, "Analysis and Summary of an Implementing Strategy". August, 1989.

⁵ Source: PIET/AMIDEAST and CID printouts, Oct. 1992

⁶ Although not officially monitored prior to 1992, there were no placements at HBCUs.

The ratio (approximately 4:1) of female to male participants by year is graphically shown in Figure 5.

Figure 5
Ratio of Male to Female Participants



There are several factors that may keep female participation rates at less than 20 percent:

- 1) There are relatively fewer women than men in mid- to senior-level positions in the targeted sub-sectors. Hence, there is a smaller recruitment pool from which to select candidates.
- 2) Many women who hold sufficiently high positions in the occupational hierarchy to be eligible to participate in the project, are also most likely to be wives and mothers with home responsibilities. Training lasting more than one month occasions major disruptions to non-professional roles.
- 3) In a male dominant society, it is not certain that women will be recruited by undersecretaries or general managers with the same zeal exerted for males. It may be necessary to create special marketing efforts to increase female awareness of training opportunities and to persuade superiors of the potential returns to investing in both males and females.

At present there does not appear to be a special plan, other than one for the training of nurses, under consideration for increasing female participation.

5. Private Sector Participation.

The extent of private sector participation in project training is shown in Table 3 above. Seventeen percent of participants have come from the private sector. This does not appear to be an unusually low rate given the preponderance of public sector firms and organizations in Egypt, but it is lower than the Peace Fellowship Program (component 1 of the DTP) target of 25 percent. A number of participants who underwent training, and were employed by public sector firms, are now in the private sector as a result of the transformation of their firms from public to private entities.

Although there would appear to be an extrinsic motivation for employers to want to avail their employees of these subsidized training opportunities, several factors were reported to inhibit greater participation:

- 1) Employers are reluctant to pay employee salaries during training because of lost productivity and/or the need to pay replacement employees.
- 2) There is fear that employees will use their newly acquired skills to secure employment elsewhere upon returning from training, consequently leaving the original employer to absorb the opportunity costs.
- 3) Employees desire a higher living allowance than A.I.D. permits or that the employer will subsidize.
- 4) Although the duration of ideal training programs is tied to the objectives of the specific programs, participants indicate that training programs require, on average, 2-3 months to be efficient and effective.

As the data in Table 3 above indicate, employer's concern over the length of training may be a legitimate issue since 70 percent of training programs to date have been more than six weeks in length. Twenty percent of training programs are from 3 to 6 weeks in length. Although 7 participants have been involved in long-term degree training programs, these opportunities are no longer sanctioned under component two of the project except for degree programs at HBCUs.

B. External Efficiency of Training

The chief benefits to be derived from the Non-Project Training project were described in general terms in the FY 87 Training Plan:

- 1) Immediate solutions to technical and managerial problems arising from the provision of commodity inputs and technical assistance through USAID or from other programs.
- 2) To identify areas for follow-on assistance not provided for in components of existing development programs as well as to improve the design and implementation of future GOE projects.
- 3) Exposure to U.S. concepts and methods through consultants, training and observational travel opportunities.
- 4) Acceleration of implementation of development assistance.

In Section V.C, of this report, the degree to which the number of participants have matched the expectations for placement, as defined in the annual training plans will be examined. In this section, the contribution of component two to meeting GOE and USAID development priorities is examined. The external efficiency of the project, defined as the contribution of training to increasing performance and productivity, will be assessed in so far as data permit.

1. Relationship to GOE Five Year Plan

All evidence available to the evaluation team indicates that the process of targeting training areas is closely linked to GOE development priorities. The construction of each annual training plan involves a process designed to:

- maximize the likelihood of an equitable distribution of participants across key sectors;
- reflect marginal shifts in GOE priorities and short-term skill deficits; and
- enable USAID and MDCI to respond rapidly to emerging priorities (e.g., earthquake/disaster relief) through a 20 percent provision for ad hoc placements.

It is clear that NPT is concerned with the priorities in the Five Year Plan and the pattern of training distribution. Five year priorities circumscribe the recruitment and selection process. Since the training needs are so great and the number of training opportunities funded by USAID are small in number relative to those needs, it probably matters little to overall development what the pattern of placement is among ministries.

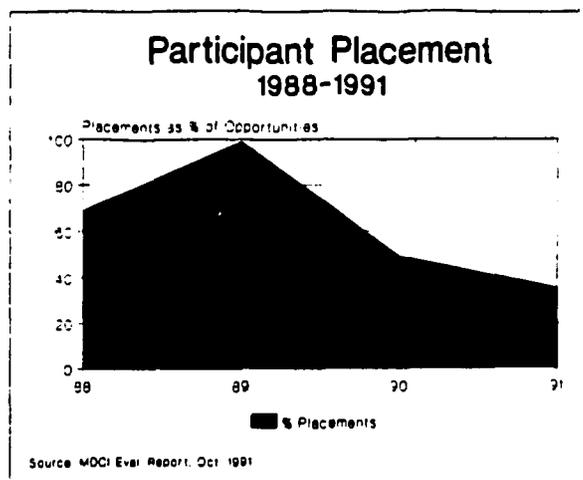
Several strategic questions that might be raised however, and which to our knowledge have not been actively considered, are the following:

- Is the long-term impact of training greater when a sufficient number of individuals from a given institution are recipients of the same experience? In other words, is a critical mass of trained individuals required to maximize the efficiency and effectiveness of change?
- Is the impact of training enhanced by training individuals from the same level of an organizational hierarchy in new ideas and practices or from different levels?

The answer to each of these questions has implications for the current structure of participant selection. We have found little evidence that these issues have figured prominently in debates about the distribution of opportunities. If the primary agenda for NPT is to maximize return on training as measured by changes in productivity in key sectors, then these questions, and perhaps others, should be given immediate attention. However, the evaluation team recognizes that the NPT project has multiple objectives, some of which have to do with the generation of good will, cross-national exchange, etc. Given these potentially competing priorities, the questions above may be moot. In either event, a clarification of those priorities should be made to illuminate the subsequent distribution of training opportunities by ministry, sector and organization.

Of perhaps more significance is the disappointing performance of the project in meeting annual training targets. As shown in Figure 6, on average, only 57 percent of the annual training slots have been filled. When FY 89, which had nearly 100 percent placement, is removed from the analysis, the annual yearly placement rate falls to only 33 percent. Annual plans do not appear to address this problem nor to propose solutions to adapting to pipeline problems created by past placement inefficiencies. Complicating matters is the fact that certain sectors have far worse performance records than do others. If however, person months of training are used as principal indicator of project performance, a different picture emerges. The project target was 3,400 person months of training over the LOP. To date, NPT has funded 2,500 person months of training and would appear to be well within reach of the LOP goal. If the number of participants trained is used as the key indicator, then the low placement rate, more than any other factor, dramatically restricts the external efficiency of the project. More will be said about this issue in section V.C. of this report.

Figure 6



2. Selection Criteria and Process:

Steps taken to ensure a linkage of participants selected and areas of study supported under the project to Five Year priorities are reflected in the process used to develop annual plans and may be summarized simply in 5 steps as follows.

Step 1: The Director of the Non-Project Training component, General Mohamed Hussein, sends a letter announcing the total number of training positions available for the coming fiscal year to each ministry under-secretary for the development areas specified in the Five Year Plan. Each is asked to specify the number of training positions they desire and the areas of study which will be emphasized.

Step 2: Upon receipt of training requests, the MDCI coordinates meetings of all requesting officials to negotiate the number of positions that will be accorded to each ministry or institution. The process is governed by 4 factors:

- available number of positions, budget, and length of training requested for each position;
- previous allocations to each requesting entity;
- consensus on immediate skill development needs;
- relevance to Five Year Plan and USAID development agenda.

Step 3: After reaching agreement on the distribution of participants and key training areas, an annual Plan is submitted to USAID for approval.

Step 4: Nominating institutions discuss training needs related to their development needs and identify individual candidates for training. Almost by definition the process ensures that individual training aspirations are congruent with institutional, project and GOE priorities. Ministries and institutions solicit candidate nominations from within their respective constituencies. Nominations of individuals are made to NPT and subjected to screening and selection procedures as described in section V. D below.

A similar process is undertaken with leading public and private sector membership organizations such as the Chamber of Tourism, Investment Authority, the Egypt Business Association, etc. These organizations are asked to distribute the announcement of training opportunities to their member institutions such as hotels, tourist agencies, etc. If there is no response from these organizations no follow up is made by NPT.

Step 5: Upon appointment to a particular training group, participants develop a list of combined training objectives which are then theoretically forwarded to training providers through USAID and PIET before the candidates depart for the United States.

A total of 20 percent (10% for NPT and 10% for USAID) of the number of training positions available per year are reserved for ad hoc appointments outside of the approved annual plan. Nominations are made to the NPT director or USAID and joint approval by NPT and USAID results in the development of new training programs. To date 68 ad hoc positions have been allocated within the project; 60 have been filled.¹ The distribution of those positions and number of individuals trained are arrayed by nominating agency below.

<u>YEAR</u>	<u>USAID</u>	<u>NPT</u>
FY 91	6 alloc/6 filled	6 alloc/6 filled
FY 92	28 alloc/20 filled	28 alloc/28 filled

The efficacy of the selection process is best demonstrated by the fact that five years into the project only one or two candidates have been rejected because their skill areas or training needs were inappropriate to project objectives and further supported by the strong performance of participants during training.

One aspect of NPT's administration of the prioritization and selection process is of some concern. The project has been characterized by a very low average placement:training slot ratio (1:2). Part of this low efficiency rate is due to the bulge in the training pipeline created by the English language requirement and the inability to nominate sufficient numbers of language-ready candidates.

Another contributing factor to low annual placements may be delays in the submission of the annual training plan. Each plan corresponds to USAID's FY funding cycle which begins in October of each calendar year. It appears however that annual plans are usually submitted after the start of the FY (sometime between November and January). By the time the approval process has been completed and formal nominations of individual candidates have been made, as much as one quarter of the plan year may have passed. This delay virtually guarantees a short-fall in meeting annual training projections and places great pressure on USAID and providers to process a large number of participants in the last half of the funding cycle. Of greatest importance is the resulting constraint placed upon PIET and providers to adjust training programs to the needs specified by candidates. Although participants can be carried over from one year to the next because they are not tied to funding for a particular year, the repeated shortfalls make accurate planning and scheduling unnecessarily difficult.

¹ In addition to these ad hoc slots, an average of 46 additional "set-aside" slots are reserved for USAID contingencies.

3. Mesh with Personal and Employer's Skill Needs.

Although most returned participants stressed their pleasure with the degree of fit between their training programs and their training needs, a number also indicated a mismatch between the level of training provided and their own qualifications. The disjunctures can be grouped into three types of problems.

- In most instances, training was pegged at a level lower than the participants' prior training and experience.
- In several of the programs involving multiple providers, one of the training institutions (and as a result the training agenda) was changed at the last minute resulting in the substitution of programs that were inappropriate to the training objectives and needs of the group. In several instances this led to an earlier termination of the training program than originally projected.
- A third type of problem resulted from an inappropriate balance between class-based instruction and field-based practical experience. There is no standard formula for the proper mix of instruction and practicum; the balance must be adjusted for each set of training objectives. Interviews with corporate leaders and participants indicated that, in general, private sector participants seek and profit more from field-based experiences than from classroom-based training.

In general, the participants and employers felt that the skills acquired were directly relevant to the needs of the firm/institution and that the training was extremely fulfilling on a personal level. This point should not be lost in the evaluation: **participants and their employers were unanimous in their praise for the program and for the functional utility of the training, citing technical, motivational, and cross-cultural benefits that accrued to the participants.**

4. Measures of Training Impact.

Neither the USAID training office nor the NPT project has an evaluation system in place to evaluate training impact. In addition, **objective** (criteria-based) evaluation of NPT training outcomes is difficult for several reasons:

- a) No verifiable training outcomes (aside from target numbers and sectors) have been defined for the project as a whole or for individual training programs in particular. Consequently, there are no technical benchmarks of progress against which to measure enhanced performance of individuals or their firms/institutions.
- b) Pre- and post-training skills tests have not been administered to participants by the training providers. As a result, it is not possible to measure knowledge or skill acquisition even against specific training program curricula.

- c) The relationship between a single, short-term training experience and job performance is mediated by a host of other variables including psychological predisposition to success, other training opportunities, support from the firm, and ability to apply new skills on the job, among others. Therefore, making causal attributions linking enhanced performance directly to short-term training is a tenuous process at best.

Subjectively however, there are numerous indications that NPT training has had a significant impact on both the individual participant and the employing institution. These indicators are of five types.

a. **Psychological.** Most participants indicated an unexpected benefit from the U.S. experience. Not only did they improve their technical skills and understanding, most also reported a profound social-psychological impact from the experience. Examples of change that were cited by the participants include:

- more proactive
- better use of time
- greater predisposition to change
- works more independently
- more self-confident
- more optimistic, less fatalistic
- less hierarchical and role bound
- higher performance standards

It is no accident that these characteristics have been defined in many conceptual treatises on organizational behavior and change as necessary requisites for institutional transformation; a transformation that is necessary to accommodate new types of technical skills and the behaviors necessary to successfully implement them.

b. **Technical/Management.** Without exception all participants reported a higher level of technical competency as a result of the training. Perhaps the most telling statement made during the interviews about the impact of training came from a participant who said that he had "developed new standards and new measures in old fields of work." Many participants cited specific examples of generalizable skills acquired during training including:

- applications of science
- management concepts
- efficiency and effectiveness
- shared decision-making
- application of technology
- marketing strategies
- problem-solving skills
- how not to think traditionally
- techniques for improving quality
- client orientation
- use of written as well as verbal communication

Employers also spoke about the improved performance that resulted from their employees' training. In addition to the different psychological approaches to problems and organizational behavior as noted above, employers also used the following terms in describing improvements in the technical capability of the participants:

- higher productivity
- higher quality work ("more polished")
- exchange of staff with U.S. counterpart firms
- greater leadership
- smoother working relations among subordinates
- customers more satisfied

As an example of the last point, one employer noted that in the two years since his staff participated in a management training program, the firm has had a zero rejection rate on their products from the European companies they supply. In responding to and complying with the high performance requirements of European firms, this company also contributes to improved quality of products in Egypt as well since the same goods are sold domestically that are exported.

Several employers also stated they were sure that the training experience had been translated directly into increased revenue and production for the firm and were confident that an analysis of production figures before and after the training would demonstrate the impact of application of the training experience to the job.

c. **Linkages.** A number of participants stated that one of the greatest benefits from the training experience was not only exposure to different ways of thinking in the United States, but also the opportunity to make personal contacts, both business and professional, with American citizens. A few individuals have maintained these contacts and thus continue to benefit from the initial exchange.

Others are eager to build on their U.S. experiences and would like to maintain currency in their field of training through occasional lectures, seminars, literature, etc. that advance their training. Some would like U.S. experts to visit their institutions as consultants. Almost all are frustrated by the dearth of opportunities to do this. Both employers and participants indicated a strong willingness to use personal and corporate time and resources to take advantage of additional in-country training opportunities should they be orchestrated under the NPT project.

d. **Multiplier role.** Employers indicated that they had or were about to institute a formal mechanism for transferring the participants' experience to other relevant members of the firm/institution. Information exchange takes a variety of forms with most institutions employing one or more of the following strategies:

- seminars and structured presentations;
- summarizing and translating written materials into Arabic for distribution;
- formation of small work/discussion groups with more senior and more junior employees;

- development of strategic plans and options based on ideas gained in training;
- hiring foreign consultants to elaborate on ideas conveyed to senior management from the participants' training experience.

In most instances, it seems clear that the impact of training is not confined to only the participant, nor does the effect of training end with the completion of the study tour in the United States.

e. **Direct financial.** An interesting by-product of the training experience was the opportunity created for Egyptian participants to form business linkages with U.S. firms and individuals. Several participants indicated that their travels and contacts in the U.S. presented them with opportunities to sign letters of cooperation with, and in several instances, to close contracts and trade agreements with U.S. counterparts.

Participants who deal with foreign firms and individuals reported gaining a much better understanding of contractual processes and of norms and standards for the quality of goods and services. This awareness, they feel, will strengthen their ability to compete both domestically and internationally.

5. Private Sector Involvement.

Through 1991, approximately 17 percent of all participants came from the private sector. This is a very respectable accomplishment given the predominance of public sector entities in Egypt. However, in light of the GOE's efforts to privatize many public sector businesses, the question must be asked if this ratio is sufficient to mirror future development needs?

There is an abundance of "common sense" logic which dictates that private sector entrepreneurs should be reluctant to allow their employees to take advantage of NPT-financed training opportunities. Among the arguments included in this rationale are:

- employers will not/can not pay salaries for services lost during training;
- employees will leave the firm upon return thereby making the employer absorb the opportunity costs of training;
- employers are too traditional and do not want change;
- employees fear that they will be passed over for promotion during their absence.

Although each of these common understandings may have some basis in fact, they are not sufficiently compelling to resist pursuing private sector involvement in NPT opportunities. Interviews with employers from large companies indicated that private firms are willing to pay salaries to their employees during training. In fact, a number said that they use their own

resources to send employees to European countries for extended visits and study tours. Other employers remarked that a strong organization is not dependent upon the services of a single individual. If the organizational climate is progressive and the contributions of individual employees are obviously valued, the rewards of staying with a firm will outweigh the benefits of leaving it. Employers in progressive firms that are likely to be at the cutting edge of economic development are also the most likely to be receptive to new ideas offered by their employees. Finally, past participants, without exception, indicated that they returned to their institutions with greater prestige and influence than before their training.

In short, the reluctance of private sector firms to take advantage of NPT opportunities appears to be exaggerated. Confirmation of this is also provided by the fact that each year, private sector firms that have not directly received notification of training opportunities, send applications to the NPT office. This leads to the conclusion that more aggressive recruitment of private sector candidates would likely lead to more, better qualified candidates.

6. Gender

To date, about 18 percent of total participants have been women (see Table 3). During the period 1987-1991, approximately 63 percent of the women trained came from four sectors, as shown in Table 4 below.

Table 4
Sectors Sending Women for Training²
1987-1991

Sector	No. of Women Trained	Women as Percent of Total Trained in Sector
Medical Doctors	20	28%
Private Sector	17	22%
Tourism	12	55%
Electricity	10	34%

²Source: NPT, "Evaluation of Training Program and Its Effects on the Trainees in Non-Project Training Until the End of October 1991."

Women are recruited through the same process as men, but with significantly fewer responses. Among the possible explanations for why there are not more women trained under NPT are:

- **Women hesitate to leave their families for extended periods**
- **Women prefer not to leave their children during school months**
- **Husbands will not grant permission or support the wife's desire to travel or be trained**
- **There are not sufficient slots available in fields which have significant numbers of female employees**
- **The focus on mid- to senior level managers discriminates against women**
- **Women are not recruited with the same vigor as men**

People interviewed said that the primary reason for low female participation is a social one: responsibilities for children decreases willingness to be away from home for long periods of time and in times other than summer. Female participants without young children said that a 2 to 3-month training period is ideal, but those with young children would have preferred 1-month programs during the summer months.

MDCI is attempting to increase the number of women trained by focusing on a field traditionally dominated by women: nursing. MDCI has expanded the number of slots for nurses to 24 in the 1991/92 training plan and 21 nurses have been nominated for training. However, two sectors that have drawn a significant number of female nominees in the past (medical doctors and electricity) were given relatively fewer slots in the 1991/92 training plan.

Low participation of women can, in part, be attributed to the project's focus on mid- to senior-level management training. We do not have data on the number of Egyptian women in high management positions, but we assume it is small. The number of qualified women in the targeted group is, therefore, relatively low. This does not mean that there are not well-qualified women in other target groups (i.e., medicine and tourism) who could benefit from U.S. training.

C. Internal Efficiency of Training

In this section, we look at factors within the project that affect performance of participants relative to the cost of training: program length, completion rates, administrative and program costs, and the quality of training providers and participants.

1. Length of Training

The original NPT training plan in 1987 called for both long-term and short-term training, with about one-third of program costs (\$6 million) allocated for long-term training and two-thirds (\$12.275 million) for short-term training. Between 1986 and 1988, seven participants went to the United States for long-term training, but none since 1988 because of the emphasis on non-academic programs. Training of more than six weeks now comprises approximately 70 percent of all project training, and programs three to six weeks constitute 23 percent (see Table 5).

Table 5
Length of Training Programs¹
1985-1992

Length	86	87	88	89	90	91	92	Total
< 3 weeks			8	8	9	8	9	42
3 - 6 weeks			17	24	20	24	67	153
> 6 weeks			99	89	116	66	94	464
degree programs	1	4	2					7

a. **Intensity:** Participants generally agree that the ideal length of training is two to three months. This allows adequate time to realize training objectives and does not drastically interfere with responsibilities to participants' firms or ministries. But even with three full months, many participants think that the training is too intense and that they do not have time to absorb all the information, or to enjoy social or cultural opportunities. This view, however, may be more related to ambitiousness of training objectives or the demands of training providers, rather than the length of a particular program. It appears that participants have insufficient time to reflect on and absorb course material as it is presented.

¹Source: PIET and CID databases, October 1992. CID was not involved in the project before June 1990.

b. Women and Private Sector Participants: Returned participants suggested that shorter programs (three to six weeks) would attract more women and candidates from the private sector. To achieve comparable training objectives with reduced time in the United States, participants would have to take preparatory courses at MDCI or other local training institutions before departure, and use the time in the United States for the practical side of the training, e.g., internships and site visits. The other alternative is to develop restricted objectives that can be attained in a 1-month training period.

c. Classroom vs. Practical Training: Without extending the total length of their programs, a vast majority of participants thought it would have been better to spend less time in the classroom and more time on practical experiences, e.g., observational tours, site visits, shadowing experiences, or internships. (See section V.D.2 for further discussion of this issue.)

2. Completion Rate

Table 6 highlights the factors that affect final completion rates:

- number of individuals who apply vs. the number of available training slots;
- number of qualified and English-ready vs. those who must upgrade their English skills;
- number who are placed vs. those who cancel their programs at the last minute; and
- number who go to the United States, complete their training and return to Egypt.

a. Applications vs. Slots: NPT staff estimate that approximately five applications are received for each available training slot. This means that in FY 91, for example, MDCI received over 600 applications to fill 124 slots. They had to spend their time either reviewing all 600 applications or requesting that the ministers prioritize them. MDCI has asked the ministers to nominate only one candidate and one alternate for each slot, and has provided them with a set of guidelines for nominating candidates. However, this has not yet resulted in a reduced number of applications.

b. Qualified Candidates: To be fully qualified, applicants must verify that they have adequate English skills. (They must take the Test of English as a Foreign Language and submit the score to MDCI.) Between 1988 and 1992, 45 percent of applicants screened for English language capability scored at least 450 on the TOEFL, 50 percent scored between 350 and 449, and 5

percent scored less than 350.² These data support our argument that there is a large number of potential candidates who have adequate English language skills, and widening the catchment pool (especially in the private sector and among women) is likely to increase the number of English-ready candidates.

c. **Cancellations:** About 5 percent of qualified NPT participants have cancelled their programs at the last minute, which according to PIET is higher than cancellation rates of similar USAID-funded projects (see Table 6). A cancellation is defined as an individual who has been formally nominated to USAID and has been accepted in training programs in the United States, but who drops out of the program before the training begins. Significant administrative costs have been lost for recruiting, selecting, processing administrative and training documents, and placing in training institutions and language training. Furthermore, training institutions have consumed time in designing programs and making logistical arrangements for individuals who they will not have the opportunity to train.

Table 6
Completion Rates³
1988-1992

	88	89	90	91	92	Total
Slots Available	173	220	254	124	344	1115
Cancellations of Nominated Candidates ⁴	5%	3%	5%	19%	3%	5%
Started Training	120	218	124	43	113	618
Slots Filled	69%	99%	49%	35%	33%	55%

²Source: Compiled from computer printouts from American University of Cairo, 1 November 1992.

³Sources: Slots Available and Started Training from NPT, "Evaluation of Training Programs and its Effects on the Trainees, Until the end of October 1991," which only covers 1988-1991. ELT data from USAID.

⁴The number of individuals who are fully qualified and have been nominated by NPT and placed, but who cancel their travel plans at the last minute. Source: PIET, "Participant Trainee Roster," 14 October 1992.

d. **Returnees:** Once participants depart for training, virtually all of them complete their training and return to Egypt. Those who have returned to Egypt before completion of their programs have done so for emergencies, and USAID is only aware of one individual who remained in the United States after training.

3. Cost of Training

It is somewhat difficult to address the cost issue because program costs available to USAID are budgeted costs and not actual costs. Our observations, therefore, are based on limited data.

a. **Administrative Costs:** In Cairo, five individuals at MDCI and one at USAID work full-time on NPT. The NPT Director at MDCI is part-time on the project, and three individuals from USAID work on NPT part-time (training officer, training assistant, and secretary). Rather than analyzing their salaries or the overhead consumed at MDCI or at USAID, we can look at staff:participant ratios; if the average number of participants per year (133) is divided by the number of MDCI staff (5) the "case load" ratio is 27:1. Although this is not completely accurate given the variety of responsibilities among the staff at MDCI, it does give some idea of MDCI administrative costs per participant.

In Washington, DC, PIET and CID have a fixed administrative rate of \$310 per participant month of training. So, for example, if a participant is enrolled in a 3-month program, PIET receives \$930 for placement and monitoring. This is a reasonable and extremely competitive rate for similar contracting services. This fee pays for a typical case load at PIET/AMIDEAST of about 100 participants per year, which is a high caseload by comparable standards.

b. **Group vs. Individual Training:** Administratively, it is slightly less costly to process a group of 10 participants, for example, than to process ten participants going for training as individuals. (For the purpose of this report, we equate group training to tailored training, despite the fact that individual programs are often tailored.) For a group, MDCI must still review individual applications, enroll individuals in ELT, and write individual biographical summaries, but they need write only one PIO/P with one set of training objectives. There is some difficulty in getting an entire group qualified in English and gathering them so they can agree on training objectives. For PIET, however, considerably less effort is required to place and monitor a group of ten individuals than ten individuals studying alone.

In a tailored program, cost becomes an issue as the size of the group becomes smaller. Although some expenses vary with the number of participants, certain other costs (i.e., instructors and classroom facilities) are fixed. So, when there are more participants to share the fixed costs, the cost per participant is lower. Generally, the unit cost in a group of less than ten people is unreasonably high. And for pedagogical and logistical reasons, a group with more than twenty participants is unmanageable. Participants and training providers agree that the ideal size of a group is between ten and twenty.

Not all training, however, can be done in groups. Some of the fields of study that work well for groups are tourism, marketing, and management. Medical doctors, on the other hand, required highly specialized and individualized training.

c. English Language Training: Data on the cost of courses at AUC is difficult to analyze because the costs are mixed with the costs of other USAID-funded ELT at the American University of Cairo.

d. Cost of Training in Arabic: It does not appear that programs conducted in Arabic have, on average, higher tuitions than programs in English. However, these groups are accompanied by a full-time translator, which increases the cost of training such a group and may reduce instructional effectiveness and impact.

4. Quality of Training Services

We found no major problems with the quality of training services offered by providers. (See section V.D.2 for a discussion of the adequacy of the training designs.) Providers appear to take their responsibilities seriously and are attempting to provide high quality training to NPT participants.

When participants were asked what distinguishes a quality provider, they said they preferred staff who:

- take a personal interest in the participant;
- have experience with foreign visitors;
- understand the differences and needs of Muslims and Egyptians in general; and
- are flexible with the program design.

5. Performance of Participants in Training

There were only minor concerns raised by either training providers or placement/monitoring agents about the performance of NPT participants. Providers reported that most Egyptian participants are dedicated, serious, hard-working, and have no problems completing assignments. There are, of course, a few participants who have problems with English, who do not have a sufficient technical background, or who are not self-motivated, but these are exceptions and probably represent less than 5 percent of all participants.

D. Management and Administration

The three main organizations that administer the project are USAID, MDCI, and PIET. We found their staffs to be well-qualified and competent. They meet their contractual responsibilities fully, professionally, and with enthusiasm. The three groups appear to have open and friendly relationships within and among themselves.

At earlier stages in the project, the degree of collaboration was considerably lower and contributed to a significant number of program delays. The inefficiencies and problems we have identified below are not, at this point, related to individual staff members, but rather to inadequacies in the policies, practices, and contractual requirements in the project.

1. Recruitment of Candidates

Recruitment of candidates is primarily the responsibility of the Non-Project Training (NPT) staff. Located within the Management Development Center for Industry (MDCI), physically and administratively, NPT is part of the GOE's Ministry for Cabinet Affairs and Administrative Development (MCAAD), and NPT is located at the Agouza Center in Cairo. MDCI works with other government ministries to determine training needs for each year. MDCI then develops an annual training plan detailing the number of slots allowed to each relevant ministry, and slots for the public and private sectors. Also, slots are set aside for academic placements at Historically Black Colleges and Universities (HBCU) and for ad hoc nominations by USAID and MDCI.

Once USAID approves the annual training plan, MDCI announces the training opportunities through ministries and private sector chambers. In turn, candidates are nominated and applications submitted to MDCI for review.

Participants are generally pleased with the management of the recruitment process. There are, however, three concerns that USAID has about the outcome of the recruitment process:

- the low percentage of candidates from the private sector;
- the low percentage of female candidates; and
- few nominations for the HBCU slots.

In section V.A. we explored some of the reasons for low percentages of participation among private sector and female employees. We argue here that the low rates may also be the result how recruitment is managed.

a. **Private Sector**: Although there has been some communication between MDCI and chambers or private sector firms, we found no systematic or persistent outreach. Further, there has been no effort to alter the training designs (i.e., shorter, more practical programs) or conditions to attract more candidates from the private sector. This may be, in part, because there is little commitment within MDCI to train individuals from the private sector or little understanding of how to go about it.

b. **Women:** We do not have any concrete evidence that women are being recruited with less fervor than are men. But, it is men who are typically in positions to make decisions about sending employees abroad for training, and in a male-dominated world, it is fair to assume that men will favor men in such cases. Nor has there been any attempt to alter the training designs (i.e., shorter programs in summer months) or focus on fields that have drawn a majority of women in the past.

c. **Academic Candidates:** The 1991/92 Annual Training Plan provided 15 slots for participants in academic programs at HBCUs in the United States. To date, two are ready to begin training, and three are in ELT.

The USAID training office has announced the opportunities to other offices in the Cairo mission, but they have received less than ten nominations. MDCI has attempted to fill the slots by sending announcements to universities. MDCI believes that the lack of interest is a result of a prevailing attitude in Egypt that HBCUs are inferior universities and located in unsafe environments.

2. Selection of Candidates

Once ministries and chambers have nominated candidates, the candidates submit applications to MDCI with the following information (see Annex XX):

- **Biographical Data**
 - educational background
 - employment history
 - language capabilities
 - travel history
- **Training Information**
 - current job responsibilities
 - training needs
 - relationship of training to organizational needs
 - training objectives
 - recommended training institutions in the U.S.

The next step is to test the candidates for English language abilities. If they score below 200 on the Test of English as a Foreign Language (TOEFL), they are not considered further. Candidate who score between 200 and 449 are eligible to enroll in English language training (ELT) at the American University of Cairo (AUC) at USAID expense. Once they reach the required 450, they are interviewed by the NPT project director and then formally nominated to USAID.

Some groups are exempt from the TOEFL requirement. If they do not have adequate English skills, they may receive their U.S. training in Arabic, assuming an appropriate program can be identified. In addition, a translator may accompany the group at USAID expense.

a. Timing of the Selection Process: Participants had no major complaints about the timing of selection and most think they have enough time to prepare for their departures to the United States. However, USAID is concerned with the timing of the selection process, especially where group placements are concerned. USAID does not believe there is sufficient time between the submission of the Annual Training Plan (between November and January) and the time the formal nomination letter for a candidate arrives from MDCI. The bottleneck in the selection period is the time it takes to process candidates for ELT and having a full group at the 450 TOEFL level. The two main delays are:

- (1) the time it takes to enroll a candidate in the appropriate ELT course, and
- (2) waiting for the low TOEFL scorers in a group to reach the required score.

On the first issue, AUC conducts 75 ELT courses per year at levels ranging from beginning to well-advanced. Although courses are usually not filled to capacity, it may take several months before the appropriate level of course is available to a particular candidate.

Delays are further exaggerated in group programs. For example, some candidates in a group may originally score 350 on the TOEFL and need several courses to reach 450, some may score 440 and need only one course to get them to 450, and still others in the group may score more than 450 on the first try. The English-ready candidates may have to wait months for the entire group to be qualified for nomination.

b. Quality of Participants Selected: PIET, CID and virtually all the providers interviewed are pleased with the participants who are selected and consider them well-qualified, easy to place, and easy to train.

3. Placement and Training Design

Once a candidate has been formally nominated by MDCI and accepted by USAID, MDCI submits the following documents to USAID:

- a Project Implementation Order for Participant (PIO/P);
- AID's standard "Participant's Biographical Data" form;
- a draft cable with training needs and objectives; and
- a TOEFL certificate.

USAID then forwards the information to AID/Washington's Office of International Training (OIT), which in turn forwards the information to PIET, or CID in the case of agricultural-related training. After PIET or CID review the file, they either identify a variety of existing course, or solicit proposals from at least three training institutions. In the past year, PIET and CID have made greater efforts to solicit proposals from HBCUs, either as a main provider or for "add-on" training, e.g., a 2-week computer course at Jackson State University in conjunction with a 7-week journalism program at Boston University.

PIET evaluates the proposals received by the institutions and makes a recommendation to USAID. Together with MDCI, USAID selects a provider based on responsiveness to training needs, services provided, and cost. PIET then confirms all arrangements between training providers and participants.

a. Placement Services: PIET has been responsible for placements since the project began in 1985, but CID has only been involved since 1991. USDA/OICD was responsible for agricultural-related placements before CID assumed their role. From the providers' perspective, PIET is an excellent placement agency, and in fact was rated higher than average. They consider PIET staff to be professional, responsive, and thorough.

Returned participants expressed their frustration by the amount of time it took for PIET to send information to Cairo about potential programs so they could review the training options. They were also troubled by the fact that all the information that they gave to MDCI about their background and needs was not sent to the training institutions. Both problems resulted in training programs that were not entirely appropriate.

b. Tailored Programs: Providers are generally satisfied with the communication with PIET, but feel that they need greater and more timely information about the participants' training and logistical needs. Providers want the information at least one month in advance so they can better tailor the training to the participants' needs. (Generally, even if a participant enrolls in courses "off the shelf," most providers help them decide which courses are most appropriate, advise on conferences, and arrange site visits.)

All the current participants we spoke to in the United States are pleased with their training, believing the placements are generally appropriate to their professional backgrounds and are meeting their expectations and training needs.

Returned participants said that some of their courses were too basic or that they had already covered some of the information in courses they took at MDCI in preparation for their U.S. training.

c. Non-Classroom Training: Most participants said they spent too much time in the classroom and not enough time on site visits, internships, or shadowing experiences. The one exception to this is the private sector tourism group, members of which said that they prefer classroom instruction since the United States offers much in the way of theory, but that in practice they are no more sophisticated than operations in Egypt. On the other hand, public sector tourism participants currently in training preferred more site visits.

Some participants said they wanted to observe a greater variety of operations or plants for briefer times, while others said they prefer more in-depth experiences at fewer sites. They agreed that each site visit needed to be four to eight hours in length for maximum effectiveness. Internships, on the other hand, need to be at least two weeks at each site.

d. Negotiating with Providers: PIET and CID face challenges in their placement efforts because they cannot effectively negotiate costs and training conditions with providers who have already been contacted directly by the candidate or MDCI. In these cases, the providers do not have a need to make concessions since they felt sure they already had the placement. While this does not generally compromise the quality of training, it decreases the bargaining power of PIET and CID, and increases the cost of the program. This practice compromises PIET and CID in two other ways: they are required to solicit bids from unlikely providers who may not choose to bid in the future, and they are left out of important initial contacts regarding the training designs. It is in the best interest of all parties to start early enough to allow time for proper identification of training institutions and for negotiation.

e. HBCU Placements: A new emphasis on the use of HBCUs has resulted in an increase in the number of placements at HBCUs. In 1991, there were no placements in HBCUs under NPT. As of June 1992, 37 percent of the 1991/92 participant months were at HBCUs. (See Table 3.) PIET and CID attribute the growth to increased attention and commitment of USAID to HBCU placements.

There have been, however, some concerns about the way that HBCUs have been used in this project. All HBCU placements have been "add-ons" to the main part of the program. It is PIET's experience that these institutions are capable of designing and delivering complete programs, and in fact, are more effective when not used as add-ons. As a sole provider, they can assure that all training objectives are met in a single, coherent program. Administering a complete program also eliminates the problem of coordinating with the other institutions, which providers indicated was a problem because of potential overlaps and gaps in the program.

4. Orientation

USAID and MDCI are responsible for pre-departure orientation, PIET and CID for an administrative briefing upon arrival in the United States, followed by a week-long cross-cultural orientation at Meridian International Center (MIC) in Washington, DC.

a. Pre-departure Orientation: PIET and CID feel that participants are occasionally given incorrect or incomplete information in their pre-departure orientations, and many do not have any cross-cultural or programmatic orientation before leaving Egypt. The most common misunderstandings are about allowance rates, which participants believe are open to negotiation with PIET when they arrive in the United States. Another common misunderstanding is safety. For example, some participants report that in their pre-departure orientation they were told that while in the United States they should never leave their hotel or apartment after 8:00 pm. This causes great anxiety among some participants, and in fact one participant referred to himself as a "prisoner" in his hotel.

Participants also expressed concern about pre-departure orientation. Few reported attending pre-departure sessions, other than receiving their advance maintenance and airline ticket. They expressed anxiety about not having sufficient information before they left Egypt and felt ill-prepared to travel.

USAID's concern about pre-departure orientations resulted in a major study of orientation, evaluation, and follow-up for all participant training funded by USAID/Cairo. The study was completed in October 1992 by Development Technologies, Inc. The results of the study were not available at the time of this writing.

b. Administrative Orientation: Many participants were troubled by the administrative briefing, and in some cases the lack of one, conducted by PIET upon arrival in the United States. Some went directly to their training site without passing through Washington and others visited PIET but were not satisfied with the amount of information or the personal attention they received. In particular, participants wanted more information about medical insurance and how to obtain emergency medical care. From the providers' point of view, there are more administrative problems with participants who do not have an arrival orientation at PIET than with those who have been oriented.

Cross-Cultural Orientation: Not all participants attend MIC, either because they go directly to the training site or arrive in the United States the week MIC is closed. (It is closed one week per month.) Some training providers conduct their own orientations on campus.

Providers said that they have the greatest cross-cultural challenges with participants who do not attend the MIC orientation. While most providers are able to resolve logistical and cultural difficulties, they believe the training would be more efficient and effective if the concerns were dealt with before training begins. Participants who attend MIC are more independent and able to cope better with day-to-day tasks like transportation, banking and housing, and can focus on their training.

Those who attended the MIC orientation are pleased with what they learned and grateful for the orientation. Among the topics covered at MIC are:

- American customs, values, and traditions;
- U.S. government and a democratic society;
- the U.S. educational system;
- race relations and prejudice;
- doing business in America; and
- managing transportation, housing, banking.

A few participants said they thought it was a wasted week. These comments generally came from participants who have traveled to the United States before or who are experienced travelers.

5. Monitoring

AMIDEAST, one of the "partners" of PIET, is responsible for monitoring participants who are placed by PIET. CID regional offices are responsible for monitoring participants studying agricultural-related topics. Not all of the current participants knew of PIET/AMIDEAST or CID's role in the project, nor did they recognize the name of the person responsible for monitoring them.

a. Support: PIET and CID said that their monitoring challenges with NPT participants are virtually the same as for all participants: allowances are insufficient, housing is inadequate, and transportation is inconvenient. People from higher positions or the private sector are accustomed to greater comforts, but others want to save money for personal shopping. In either case, Egyptian participants tend to be more persistent in trying to negotiate with PIET and CID on these issues.

b. Monitoring Services: The majority of participants were disappointed, and in some cases offended, when they requested assistance from PIET/AMIDEAST. Participants said that the Academic and Training Advisors responsible for monitoring them were often too busy to give them attention, were occasionally curt, did not treat participants with respect, and were often insensitive or unaware of the cultural differences and needs of the participants. As an example, participants in several focus groups complained of the service PIET/AMIDEAST gave them in medical emergencies. When the participants called for help, they found the staff impersonal and unhelpful in dealing with the problem. The participants did not have adequate information about which doctor they should see and how to handle payment. One participant said that he contacted PIET a number of times for reimbursement for medical expenses, but PIET never replied. After one year of trying, he gave up.

The dissatisfaction may be explained by cultural differences and expectations. Egyptians, who tend to be very hospitable to foreign visitors, expect to be treated with the same respect and generosity when they travel. When the participants are not treated as they would treat foreign visitors, they often feel slighted. And when it is their first time to the United States, the aggravation intensifies. So for example, when such participants arrive at the airport and must find the way to the hotel without any assistance, they do not feel welcome and comfortable. This feeling is heightened when they call PIET/AMIDEAST and find their contact too busy to listen to their concerns.

It should also be noted that each year PIET/AMIDEAST places and monitors approximately 5,000 people from throughout the world. Each staff member has a workload of about 100 participants a year, and their negotiated contract rates with OIT limit the time and resources they can devote to each participant.

Monitoring is also done by providers. In fact, all training providers informally monitor participants on a daily or weekly basis. Either they go to the participants to check progress towards objectives, or the participant approaches the provider for requests to adapt the program to meet changing needs or to solve logistical problems.

c. **Female Participants**: We found that many women did not wish to travel alone or in an all-male group. This is partly because they wanted to share hotel rooms to share expenses. And if given the choice, they prefer to share rooms with other Egyptian or Muslim women for language and religious reasons. Some also expressed fear in travelling alone as a woman in a foreign country.

6. **Evaluation and Reporting**

There are three types of evaluations conducted on NPT training programs:

- mid-course evaluations
- end-of-program evaluations
- post-training evaluations

a. **Mid-Course Evaluations**: A vast majority of training providers communicate with participants throughout the program to determine whether training objectives are being met and what, if any, changes need to be made in the program. The more academic courses also have examinations to evaluate skill development and knowledge acquisition. Providers use the examinations as an indicator of successful accomplishment of training objectives.

b. **End-of-Program Evaluations**: At the end of training programs, some providers conduct formal evaluations and submit reports to PIET. Additionally, PIET requests that providers complete a "Performance Assessment" of each participant. However, not all providers do this and PIET does not forward all reports to USAID. Consequently, information is lost that might be valuable in the design and implementation of future programs.

PIET conducts exit and debriefing interviews with individual participants who stop in Washington after their training programs are finished. For those who do not pass through Washington, PIET sends evaluations to participants before their departure. In the case of group programs, Creative Associates, a subcontractor to PIET, designs and analyzes questionnaires. PIET administers one of the three questionnaires, depending on the English level of the group.

The debriefing/exit interviews are open-ended and relatively brief. They cover such topics as: selection, ELT, orientation, training content/delivery, application, support services, social/cultural/recreational activities, and recommendations. Group interviews, on the other hand, are multiple-choice and quite detailed. They cover basically the same topics, but with a number of questions in each category.

c. **Post-Training Evaluations**: Upon return to Egypt, MDCI administers two post-training questionnaires: an MDCI questionnaire and the standard AID "Return from Training Questionnaire" from Handbook 10. About 60 percent of participants complete these forms. MDCI occasionally summarizes the results of these questionnaires and writes a report on their findings. There is no evidence that this information is given to USAID nor fed back to PIET for development of future programs.

d. **Reporting:** USAID does not consistently receive evaluations or other types of reporting from PIET, CID, or MDCI. PIET occasionally sends end-of-program evaluations to USAID, and MDCI submits reports from time to time. For example, MDCI supplied us with the following reports prepared by their staff: Follow-Up and Evaluation of the Training Implementation Plan, 1991-1992; Evaluation Training Program and its Effects on the Trainees; and 1991/1992 Training Plan.

As required by USAID for all its project, HRDC/ET prepares a quarterly implementation report. (See Annex XX for the most recent "q-sheet".) It is a 1-page summary that covers the following topics:

- Fiscal Data
- Project Purpose and Description
- Implementation Progress
- Status of CPs and Covenants
- Status of Open Audit Recommendations
- Evaluations
- Performance Indicators
- Issues/Actions

7. Re-Entry

Re-entry planning is intended to help participants prepare for their return home, and should include strategies for resuming family and professional responsibilities. Participants should be prepared for once again crossing cultures so they do not suffer from reverse culture shock. They should also have an "action plan" for applying new skills and be prepared to deal with the constraints they will face in implementing desired changes, i.e., insufficient resources, inadequate technologies, lack of support from supervisors, and alienation from colleagues.

The MIC orientation gives some attention to re-entry so that participants can immediately begin preparing for their return. Also, some providers assist participants in developing action plans for utilizing their new skills and implementing change. However, USAID does not require re-entry planning from MIC, PIET, or training providers.

8. Follow-On

Only limited follow-on activities are conducted under NPT. However, follow-on is considered to be an integral part of USAID-funded participant training programs so that the benefits of training can be maximized and the impact can be measured. A follow-on project may include activities such as:

- following up and keeping contact with returned participants
- maintaining records of returned participants and tracking their progress
- assisting with application of training, including helping participants deal with constraints on using new skills
- funding professional memberships and subscriptions to relevant journals
- providing forums for participants to share their new skills and knowledge with colleagues
- updating participants' training with periodic seminars, refresher courses or continuing education programs
- supporting alumni associations or other forums where participants can draw upon and build contacts made with fellow participants

Returned participants can also make contributions to the project by assisting in the selection of future participants, training designs, orientations, and sharing their knowledge and skills with other participants.

NPT participants expressed a desire to benefit from and contribute to follow-on activities. Specifically, they suggested the following types of USAID support:

- seminars conducted in Egypt by U.S. or local experts
- consultations by U.S. experts at plants or offices
- meetings to reunite a group of participants who were together in the United States
- forums for sharing their new expertise with colleagues within the firm or ministry, and among other organizations
- short refresher visits to the United States for the most successful returnees
- dissemination of new literature on relevant topics
- expansion of MDCI library materials

a. Participant Tracking: MDCI attempts to contact returned participants and their supervisors on an annual basis to follow the progress of project participants. This does not appear to be systematically done nor are findings reported to USAID.

b. Reunions and Seminars: MDCI is planning the first reunion of marketing participants to be held in November 1992. They also hope to have quarterly meetings for other returned participants in the form of seminars. The next MDCI budget will include a line item for these activities.

c. **Professional Subscriptions and Memberships**: Through USAID funding, PIET/AMIDEAST is obligated to give participants (with programs of more than one month) an opportunity to join a professional society or subscribe to a professional journal for up to three years. Few participants are aware of these opportunities, and there is no follow-up to see that the applications are processed or that journals are received by participants.

V. CONCLUSIONS AND RECOMMENDATIONS

Overall, the project is highly successful, both in terms of its management and achievements. The beneficiaries of the project--the participants--voiced unanimous praise for NPT. They gave countless examples of improvements in their professional responsibilities, citing technical, managerial, cross-cultural, language, and attitudinal changes. Managers agreed that participants work and think much differently after their U.S. training, resulting in improved relationships among colleagues and with clients, higher standards, greater efficiency, and increased productivity.

A. Strengths

Perhaps the greatest strength of the project is the current group of people who manage it at USAID, MDCI and PIET. These staffs are made up of a group of individuals who are competent, diligent and enthusiastic professionals. Together they form a strong team with healthy relationships, relatively open communication, and unity of purpose.

High quality providers are also key to the success of NPT. PIET has identified and selected excellent training institutions, as well as public and private sector organizations to provide training to NPT participants. The training providers are respected organizations that are committed to human resource development, sharing technical and managerial advances, and enhancing relationships around the globe. They are flexible and anxious to accommodate the needs of the participants.

The project has trained nearly 650 individuals from Egypt's government, public and private sectors. The project participants are highly qualified people who have the technical backgrounds, English language skills, motivation, and dedication that allow them to maximize the benefits of training, and in turn contribute to their organizations and their country's development. The quality of the participants reflects well on MDCI's ability to recruit and select superior participants.

NPT has been relatively successful in recruitment of private sector employees and women, and placing participants in HBCUs. About 17 percent of participants trained under NPT have come from the private sector. This is not a minor accomplishment given Egypt's strong history of public sector ownership of industries and service organizations. Approximately 18 percent of project participants are women, which is a significant accomplishment in light of program designs and recruitment efforts. In 1992, NPT made its first successful placements in HBCUs. In fact, 37 percent of participant training months were in HBCUs, which far exceeds the Agency mandate of 10 percent HBCU placements.

The distribution of NPT placements among subsectors closely mirrors the GOE's Five Year Plan, especially the trend toward privatization. NPT has been successful in recruiting individuals to study management, marketing, and other business-related topics.

However, to further refine the management of the project and to increase the effectiveness of the training, we have identified ten general problem areas. These issues were raised in interviews by individuals who have either benefited from or contributed to the success of NPT. They were frank in their constructive criticisms, thoughtful in their recommendations, and single-minded in their desire to see the project operate more smoothly so it can provide greater benefits to participants.

B. Recruitment

Analysis of recruitment patterns thus far under NPT revealed three issues: private sector participation, nomination of females, and sector/ministry focus. Underlying all three of these is the role of the MDCI as a proactive agent in strategic planning and expanding training options.

At the center of the recruitment process are the questions:

- What training needs are of the most urgent priority and for which the greatest return can be realized?
- From within these needs, what adjustments to normal training structures are required to ensure that women and private sector employees are appropriately represented?
- What special recruitment efforts are necessary to inform women and the private sector about the training opportunities, and what efforts have been made to take their special needs into account?

The constraints to recruiting more women and private sector employees fall into four categories: prioritization of sectors and levels of training, regulations about participation, outreach to target groups, and responsiveness of training designs.

1. **Sector Focus.** MDCI has played a critical role in informing employers about training opportunities. It appears however, that role has been largely confined to that of a purveyor of information and a mediator of slot allocations. Both the prestige and influence of MDCI would be enhanced if it were to play a more central role in facilitating and resolving debate about the relative rates of return to training investments in particular target sectors, and in identifying cost-efficient strategies for broadening and strengthening the catchment pool from which participants are recruited.

Recommendations:

- 1) MDCI could strengthen its capacity to identify training opportunities with the highest potential payoff to the development of Egypt. Because the training needs are so many and the number of USAID-funded positions so few, it is imperative that highest priority be given to training demands which have the highest rates of return and which can be translated into expeditious placement.**
- 2) By looking beyond the current recruitment pool, MDCI should be able to identify more candidates who are fully qualified, including language, or are very close to it. This process would include widening the pool of candidates who are women and who come from the private sector.**

2. Private Sector Participation. Under present MDCI project guidelines, individuals from private sector companies can be offered training slots only if the employing firm which is more than 50 percent Egyptian owned or if the firm is attached to a government investment organization. By definition, the employees of numerous medium to large size Egyptian private sector firms are excluded from training opportunities. Also, many small firms are excluded because of the project's policy that owners cannot nominate themselves or immediate family members for training. There does not appear to be a well-articulated economic rationale for these exclusions. This large potential source of participants may contain individuals who are technically competent, already English proficient, and who may have great potential for contributing to Egypt's economic development. A more proactive recruitment effort from an expanded private sector base might help to alleviate this important project constraint.

Recommendations:

- 1) USAID should re-examine its private sector inclusion rules and MDCI should explore ways to expand project involvement with more, responsible, private sector firms.**
- 2) MDCI should work with PIET to identify shorter, more practical programs that are of immediate interest to the private sector.**
- 3) At the same time, MDCI should identify strategies for informing more public and private sector entities about training opportunities and should initiate procedures for aggressive recruitment and recruitment follow-up. For the next 18-month period, this task should be the primary responsibility of a full-time MDCI staff person who has the training and necessary experience and networks to promote this outreach activity.**

3. Female Participation. The target participation rate for females was set at 30 percent for the entire Development Training Project, of which NPT is a component. To date, 18 percent of participants have been women. In order to bolster these numbers, a special nurses' training program was created in the 1991/92 training plan. Approximately 20 nurses will depart for the United States in January under the special conditions of an Arabic language program. Although these women will increase the gender ratio for the project, it is not clear that the economic returns to their training warrant the relative priority it has been given.

It is clear from the evaluations of training programs and from interviews with participants, that women are interested in the training opportunities, they are willing to make personal/familial sacrifices to undertake the training, and that they perform extremely well in the training programs including obtaining higher and more rapid progress in English training than their male counterparts. There is little doubt that many more females would apply to the program if small modifications were made to the standard training design.

Recommendations:

- 1) **MDCI/USAID** should review planned training programs to identify possibilities for the creation of a "sandwich" training program in which a 1-month tailored program in the United States (in the summer) is sandwiched between month long training periods in Egypt. The Egypt portions would be facilitated by at least one foreign expert in the specified field. The consultant could also be required to give occasional lectures to returned participants in related fields.
- 2) **MDCI** develop a special outreach effort, possibly to include, media advertisements to make women and their employers more aware of training opportunities. An aggressive program of recruitment follow-up with special target firms should be initiated as soon as possible.

C. Placement

Examination of placement practices and outcomes reveals PIET's success in identifying quality providers and improving the placement rate at HBCUs. However, there are problems at several other stages of the placement process: (1) the number of placements compared to available training slots is low, (2) training designs often do not fit participants needs well, and (3) there are some irregularities in the competitive bidding process.

1. Low Placement Rates. The low placement rate can be attributed to the bottlenecks in enrolling participants in English language courses at AUC. The appropriate course level is not always available when participants need it and AUC is closed from August until mid-September, delaying the time participants are able to reach a 450 score and qualify for selection. This is an unnecessary lag given the vast number of language institutes in Egypt,

and given USAID's commitment to privatization and competitive bidding. To accelerate selection and placement of candidates, it is necessary to (1) solicit nominations for training slots much earlier to allow sufficient time for ELT, and/or (2) increase options for ELT.

2. Tailoring Placements. Less-than-perfect training designs are related to the limited information that participants have about their options and the information training providers have about participants' backgrounds and training needs. PIET and USAID have an abundance of materials on universities and training institutes, some of which is passed onto MDCI, and they have relatively easy access to additional information. (MDCI is willing to pay for catalogs and brochures and the postage required to send them.) Likewise, MDCI collects thorough information on participants' backgrounds and training needs, but the information is not sent to PIET so they can send it to providers. Both problems are, then, a matter of inadequate communication rather than availability of information. Improved communication could ameliorate this problem. Furthermore, all actors need to ensure rapid processing, starting with selection of candidates.

3. Competitive Bidding. Since MDCI and PIET are aware of USAID's regulations regarding competitive bidding, we must conclude that either (1) MDCI and participants feel pressed to select a training institution on their own, or (2) PIET is not satisfying MDCI and participants' requests for placement information within their desired time frames. If candidates were selected well enough in advance, there would be sufficient time for PIET to send information to MDCI about training options, and PIET could contact recommended institutions to bid on the programs.

Recommendations:

- 1) **ELT Training:** USAID should meet with MDCI to clarify ELT policies and procedures, and the importance of selecting participants early enough to allow time for ELT. USAID should also consider expanding the options for ELT.
- 2) **Information Sharing:** MDCI should coordinate with USAID to maximize the resources available to MDCI, and explore options for purchasing additional materials.

MDCI should give USAID a copy of participants' CVs and applications so they can forward them to PIET and onto training providers at least two months prior to the beginning of training programs. Providers should be supported in soliciting other needed information from participants. It is imperative that USAID obtain these documents in a timely manner from MDCI and are forwarded to PIET and that they reach the provider.

- 4) **Competitive Bidding:** USAID and MDCI should hold a joint review of competitive bidding procedures and clarify strategic and logistical conditions affecting the selection of providers. This should include a timeframe for

sending information to PIET so they can conduct a fair and open competition among providers.

D. Orientation

Participants gained much knowledge from orientations offered under NPT. This knowledge translated into improved abilities to cope with the challenges of training and life abroad. However, participants were not completely satisfied with NPT's orientation activities. The grievances fell into two main themes: inaccuracy and inconsistency. Many individuals reported having inadequate orientations and/or receiving misleading information about administrative or cross-cultural topics. Furthermore, a significant number of people were not given one or any of the orientations.

NPT lacks completeness and precision in orientation at all stages (pre-departure, arrival and cross-cultural), which causes needless frustration for participants. To assist the participants in focusing on their training and maximizing the experience, they must be given accurate logistical and cross-cultural information before they depart Egypt and after they arrive in the United States.

Recommendations:

- 1) **Orientation in Egypt:** USAID should consider centralizing orientations for all USAID/Cairo participants to develop a comprehensive and cost effective program. In the meantime, USAID and MDCI should work with returned participants, PIET and MIC to design a 1-day pre-departure orientation, using professionally trained facilitators who know both cultures well, returned participants, appropriate videos, and a representative from USAID/HRDC to address logistical and administrative issues. The advanced maintenance check and airline ticket should not be given until a participant has attended an orientation session.
- 2) **Orientation in the United States:** USAID should arrange for each participant to stay in Washington, DC for one week before their training begins. USAID should insist that PIET provide an administrative orientation for every participant and enroll them in the cross-cultural orientation offered by MIC. Participants should not be sent to Washington at times that MIC is closed or else other orientation options should be explored.

E. Monitoring

Participants feel that they are not properly or respectfully served by their Academic Training Advisors from PIET/AMIDEAST. PIET staff have extremely heavy case loads and their contract limits, in some ways, their ability to meet participants' high expectations.

Minimally, however, participants should expect that their phone calls and letters will be answered by a person who is friendly, understanding, culturally sensitive and anxious to facilitate their stay in the United States.

We conclude that (1) participants' expectations of ATAs are, in some cases, unrealistic, (2) PIET/AMIDEAST staff have not been well trained or oriented, and/or (3) the PIET contract prevents adequate staff time and resources be dedicated to NPT participants.

Recommendations:

- 1) **Participants' Expectations:** Pre-departure and PIET administrative orientations should be re-evaluated. USAID, MDCI, and PIET should agree on a standardized content that includes written instructions especially for NPT participants. Participants should be given clear and consistent details about what they can expect from PIET/AMIDEAST and what their personal responsibilities are.
- 2) **PIET Staff Training:** USAID and MDCI should provide PIET with guidelines on the needs and expectations of Egyptian participants, and the family, social, cultural, and professional contexts of participants from Egypt.
- 3) **Contract Changes:** If there is a Phase III of NPT, USAID should explore the possibility of (1) buy-in options for additional services from PIET, or (2) contracting directly with a firm to manage all phases of the project to increase control over the quality and magnitude of services, and allow for more attention to the professional and personal needs of participants.

F. Participant Follow-on Activities

Most participants expressed a strong desire for opportunities to build on their U.S. training experiences. The project does not provide for follow-on activities except in the form of a short evaluation of returnees's experiences that is administered by MDCI. Return response rates for this exercise are less than 60 percent, and the results are not always shared with USAID. Little is known about the long-term impact of training, shortcoming in training programs that could be improved by providing minimal in-country services. Past participants, MDCI and USAID staff all expressed a strong desire for supplemental, follow-on activities.

MDCI is willing and able to develop a strong program of follow-on activities. USAID and MDCI can make resources available for this purpose; resources which we feel could be well spent towards achieving project objectives.

Recommendation:

MDCI and USAID should immediately develop a plan for conducting follow-on activities. As with orientation, MDCI and USAID should consider implementing enhanced follow-on activities through a buy-in to the proposed integrated mission Orientation, Follow-up and Evaluation Program. The plan should be completed in the next three months and should give attention to implementation of a variety of strategies including:

- **Establishing networks of returnees for which biannual seminars would be held on issues related to their past training and current job responsibilities. Ideas should be solicited from the returnees themselves.**
- **Collecting training materials received by participants from their courses and adding them to MDCI's library.**
- **Arranging to have experts in special skill areas deliver occasional lectures and workshops in Cairo.**
- **Sponsoring a U.S. training review tour for the MDCI Director of Training with the expectation that a follow-on strategic plan would be developed as one of the outcomes of that tour.**

G. Information Flow

We found a number of examples of inconsistent, unreliable and in some cases, unavailable information about participants, funding, and project achievements. These deficiencies made it difficult for us to evaluate key components of the project. This implies, of course, that it is also difficult for project staff to monitor and evaluate their efforts and to improve upon them. Under NPT, requirements for monitoring the project, evaluating, or reporting progress toward targets, accounting for project funds, improving project management, or increasing the effectiveness of training are insufficient and inconsistent. Implementation benchmarks, for example, are measured by USAID as number of participant months of training, but MDCI and PIET report them as number of individuals trained. Likewise, MDCI reports the date participant is selected, and PIET reports the date training begins. All the measurements are needed by USAID and are useful, but not all actors collect and/or report their data in a uniform manner.

Recommendations:

- 1) **Indicators:** USAID should identify critical factors that indicate progress toward project targets. The indicators should be uniformly defined and consistent with the way PIET and USAID are equipped to track data such as: person months of training, participant months in HBCUs, fields of study, and sectors represented.
- 2) **Tracking:** USAID should invest in working out the bugs in the PTIS computer tracking information, and improve their ability to track expenditures by sector. MDCI should expand its data base to include number of announcements sent, applications received, and ELT by sector and gender. This will help them refine their strategies for developing annual training plans and for outreach to important target pools.
- 3) **Sharing Information:** USAID should determine their information needs and then require reporting accordingly. All evaluation reports should be distributed among appropriate staff. This report is no exception. Like all reports, it should be distributed to USAID, MDCI, PIET, and CID. Discussions about reports should focus on how to use the results for designing and managing future training programs.

H. Timing

All projects have internal deadlines and reporting requirements. Two are of special concern in NPT: (1) finalization of the Annual Training Plan; and (2) notification of PIET to begin the process of placing participants in suitable programs. These elements have negatively affected the annual placement rate and the quality and suitability of training programs.

1. **Annual Training Plan.** The plan specifies the number of individual to be trained each year and the fields of specialization that will be covered. Solicitations for nominations cannot be made until the plan is finalized. It appears that it is rarely completed and approved by USAID much before the end of the first quarter of each FY. By the time solicitations and nominations are completed, only six months remain in the annual planning cycle. This leaves almost no time to compensate for candidate withdrawals, language failures, and placement problems. The problem is correctable through more forward planning and earlier target delivery dates. In the long-run, improvements in the timing of the project cycles will permit more accurate monitoring of project resources, will allow for mid-year adjustments in recruitment and placement, and will facilitate more accuracy and greater choice in the placement of participants.

Recommendations:

- 1) **MDCI should submit its Annual Training Plan to USAID for review and discussion no later than July 31 for the subsequent fiscal year and USAID should ensure that finalization of the plan be completed by August 31 of that same year.**
- 2) **The range of anticipated training providers should be forwarded to PIET no later than September 15. PIET should be required to provide a list of potential vendors within 30 days.**

2. Placement. If the recommendation above is implemented, many of the placement timing problems, particularly with tailored programs, will be eliminated. However, during the course of any year, ad hoc placement requirements will still occur. PIET needs sufficient time to locate appropriate providers and needs to be confident that they are entering negotiations with potential providers in an unencumbered fashion. To ensure open competition among training providers, PIET needs to be informed if MDCI has solicited information about training services from any potential providers. Since it is impossible for MDCI to avoid contact with these institutions (nor is it desirable that they do so) PIET needs to be reestablished as the only point of contact for formal discussions with training providers. MDCI should be encouraged to submit recommendations for training services, and PIET should provide additional information to Cairo on training possibilities.

Recommendations:

- 1) **A meeting should be held in Cairo involving representative from USAID, MDCI, and PIET/AMIDEAST to (a) review procedures used by PIET to solicit proposals, and (b) to establish minimal guidelines concerning length of time and information requirements necessary to compete most effectively for the delivery of training services.**
- 2) **Requests for training services should be communicated to PIET at least four months prior to the start of training and should be accompanied by full candidate biographical data and training objectives.**

I. Pipeline

In some training projects a large fiscal and candidate pipeline is an asset. This is especially true when placements are running at 100 percent of training opportunities. This is not the case with NPT. As noted throughout this report, training that has been completed is beneficial, relevant, and cost-effective. The biggest problem facing NPT is that the available slots are not being filled with nearly the efficiency that should characterize the project, decreasing the potential impact of the project.

In order to keep the fiscal pipeline from overflowing, LOP authorizations have been lowered from \$20 million to \$18.2 million and may be reduced further. HRDC/ET maintains that they will be able to meet original person-month training targets despite these reductions. Of the project target of 3,440 person months of training, 2,510 person months have been achieved. The project will need to average 310 person months for each of the next three years in order to reach the LOP target. This objective would appear to be easily manageable. However, if individuals are used as the target, with only 57 percent of slots filled to date, MDCI, USAID and PIET/AMIDEAST will be pressured in the remaining years of the project to meet present project requirements, let alone to increase those numbers to adjust for past deficits. Since there is a considerable pipeline of nearly qualified candidates, the placement rate may increase substantially during FY 93.

The main factors contributing directly to the pipeline build-up are: (1) the English language requirement, and (2) allowing time to move candidates through ELT.

A TOEFL requirement of 450 is not unreasonable for the type of training participants are exposed to in the United States. In light of the fact that nearly five times as many people apply for slots as are available, it is difficult to understand why applicants with TOEFL scores as low as 200 are accepted as potential candidates. There are numerous English medium schools in Egypt, and thousands of people with English fluency, especially in the private sector. For whatever reason, many of these individuals are not being tapped as potential candidates. Widening the recruitment pool and redoubling the recruitment process through a systematic, well-designed strategic recruitment plan should significantly expand the number of potential, qualified candidates. Language training is lengthy and costly and significantly impedes NPT placement. Four alternatives suggest themselves.

Recommendations:

- 1) **Raise the TOEFL requirement for candidacy to a level that would require only one ELT course at AUC;**
- 2) **Broaden the catchment pool of potential candidates (especially among women and the private sector) to increase the likelihood of English-ready candidates; and**
- 4) **Assign up to 20 percent of unfilled annual slots to fully qualified candidates who apply to MDCI as unsolicited individuals.**

Action on any one or any combination of these possibilities will require careful thought and planning by MDCI and USAID staff. It is recommended that a review of the pipeline problem, with special emphasis on English, be undertaken as soon as possible.

J. Project Management

Project management appears to be characterized by quality, informed leadership, a thorough understanding of and commitment to project objectives, and a willingness to attempt new measures to strengthen the overall effectiveness and efficiency of the project. Three possibilities for building on these strengths arose during the course of the evaluation: 1) readjusting responsibilities within MDCI; 2) reducing USAID/OIT delays; and 3) examining the ideal contracting format for the follow-on project, should there be one.

1. **Adjustments within MDCI.** There have been discussions within the project about establishing a new staff position to oversee the identification and monitoring of skill demands from various key sectors. Although we did not discourage this emphasis, we urge that even greater consideration be given to the following recommendation.

Recommendation:

Assign an existing or new staff member the responsibility for designing and overseeing a more aggressive recruitment outreach program. The targets of this new initiative would be, in priority order:

- ★ **Fully-qualified candidates (technical and language) in key Five Year Plan sectors;**
- ★ **English-ready candidates from the private sector and female population;**
- ★ **Women who might qualify for regular or "sandwich" programs.**

Another shift in MDCI staffing is recommended in the following section.

2. **USAID/OIT delays.** In general, it appears that MDCI submits its list of candidates and program requirements to USAID/Cairo several months before candidates are due to depart for the United States. However, many applications are incomplete and USAID/Cairo needs time to collect additional information on candidates. The applications are further delayed in getting to PIET because they must go through AID/OIT. PIET reports that they frequently do not get training requests until less than one month is left before the participants' arrival. The shortness of time for placement places severe constraints on both the providers and the participants who sometimes do not know what their training site will be until the last minute. The problem may be caused for several reasons:

- 1) **MDCI needs more time to complete applications and training needs;**
- 2) **USAID/Cairo requires more time to process PIO/Ps; and**
- 3) **OIT is slow in passing the information onto PIET.**

Whatever the individual or combined reasons, it appears that more lead time is needed to do a more responsible job of selecting training providers and of enabling them to prepare adequately for the needs of the participants.

Recommendation:

USAID, PIET/AMIDEAST, and MDCI convene a meeting to discuss the logistics of PIO/P processing, and make the required adjustments to ensure that PIET receives training requests at least four months prior to the start of scheduled training.

USAID/Cairo should take the initiative internally to identify steps that will increase the efficiency of the processing time.

3. Future Contract Format. USAID officials reported concern with the existing contractual mechanism as implemented through OIT. USAID feels that it does not have sufficient flexibility and authority to require special services. Special tasks fall on the shoulders of staff who are already overburdened with other responsibilities. There is no U.S.-based entity to provide consulting and/or reference service to MDCI as they respond to shifting demands.

Recommendation:

Among the issues to be explored for a possible follow-on project, USAID should examine several alternative contracting mechanisms. This activity should take place within the next 18 months.

ANNEXES

ANNEX A

PERSONS INTERVIEWED

Project Administrators

NAME	POSITION	ORGANIZATION	LOCATION	TYPE OF INTERVIEW
Adele Abadir	Project Officer	USAID	Cairo	phone, personal
Amany Ahmed	Secretary	MDCI	Cairo	group
Kristine E. Aulenbach	Placement Coordinator	PIET	Washington DC	personal
Susan Boldin	Manager for PIET	AMIDEAST	Washington	personal
Deirdre E. Bradley	Assistant Director	Consortium for Int'l Dev	Arlington, Virginia	personal
James L. Collom	Director	CID	Arlington	personal
Rita Evans	PIET Project Mgr	AID/OIT	Washington	personal
Maisa Galal	Training Assistant	MDCI	Cairo	group, personal
Adel Hussein	Training Officer	MDCI	Cairo	group, personal
Diane Leach	Training Officer	USAID/Cairo	Cairo	group
General Mohamad Hussein	Director NPT	MDCI	Cairo	group, personal
Louise Jordan	CID Project Manager	AID/OIT	Washington	phone
Paul Kimmel	Senior Associate	Creative Associates	California	phone
Peter B. Kresge	Branch Chief	AID/FA/HRDM	Washington	personal
Saad El Leithy	Deputy Director	MDCI	Cairo	group, personal
Cynthia J. Prather	Senior Associate	Creative Associates	Washington	personal
Douaa El Wakil	Training Assistant	MDCI	Cairo	group, personal

ANNEX A

PERSONS INTERVIEWED

Participants in Training

NAME	FIELD OF STUDY	TRAINING PROVIDER	LOCATION	TYPE OF INTERVIEW
Samia Abdel Meguid	Tourism	George Washington U	Washington	group
Moustafa Afify	Tourism	GWU	Washington	group
Ahmed Mahamed Ali	Tourism	GWU	Washington	group
Hussein Edi Mady Amin	Tourism	GWU	Washington	group
Fawzia Awadallah	Tourism	GWU	Washington	group
Magda Sharaf El-Din	Environm'l Education	Smithsonian, Linn College	Missouri	phone
Assam El-Halwagy	Environm'l Education	Smithsonian, Linn College	Missouri	phone
Nevine El-Halwany	Tourism	GWU	Washington	group
Fatma El-Ibiary	Textiles	Clemson U	S.Carolina	phone
Ayman Abd El-Moneim	Tourism	GWU	Washington	group
Nawal Gad El-Sayed	Tourism	GWU	Washington	group
Ismail Hassan	Tourism	GWU	Washington	group
Sherif Hussein	Banking	Econ Ins't	Colorado	phone
Hoda Mohamed	Clinical Microbiology	Washington U Med Center	Missouri	phone
Mohamad Ebd El Gahfar Neam	Tourism	GWU	Washington	group
Yasser Mahmoud Samy	Tourism	GWU	Washington	group
Yehia Sultan	Hotel Admin	Washington U Med Center	Missouri	phone
Ali Tawfik Tphoon	Tourism	GWU	Washington	group
Abdel Latif Yousef	Med Equip't	Milwaukee Int'l Health Trng Center	Wisconsin	phone

ANNEX A

PERSONS INTERVIEWED

Returned Participants

NAME	FIELD OF STUDY	TRAINING PROVIDER	CURRENT LOCATION	TYPE OF INTERVIEW
Abdallah Ahmed Tphoon	Industrial Management	Ohio U	Cairo	Group
Abdallah Mohamad Abdel Rahman Badr	Management	AMI	Alexandria	Group
Abdel Aziz Mahmoud Ibrahim	Industrial Management	Ohio	Cairo	Group
Abdel Hamid Abou Naiem	Industrial Management	Ohio	Cairo	Group
Abdel Hamid Ahamed Yousef	Engineering/TQM	ARB	10th of Ramadan	Group
Abdel Moneim Fawzy	Journalism	Boston U	Cairo	Group
Abdel Salem Mohamad El Sherif	Training of Trainers	IMDI	Sohag	Group
Abdelsatt ar Mohamed	Engineering	Mech/Elect Work	Cairo	Group
Ahmed Erfan	Training of Trainers	IMDI	Cairo	Group
Ahmed Fayek Mohamad Sami	Training of Trainers	IMDI	Cairo	Group
Ahmed Mohamed El Beshlawi	Training of Trainers	IMDI	Cairo	Group
Ahmed Osman Taher	Journalism	Boston U	Cairo	Group
Ashraf M. Sayed	Engineering	Mech/Elect Work	Cairo	Group
Abdou Ally H. El-Bortokaly	Engineering/TQM	ABB	10th of Ramadan	Group

Alaa El Din Mokhtar	Tourism	Cornell	Cairo	Group
Badar Hassan	Engineering	Mech/Elect Work	Cairo	Group
Bahie El-Din M. Hassan	Engineering/ TQM	ABB	10th of Ramadan	Group
Bothyna Mohamad Moustafa	Marketing	IMI	Cairo	Group
El Sayed Saudi Abdel Wahed	Marketing	IMI	Cairo	Group
El Sayed Meharam Essawi	Management	AMI	Cairo	Group
Ezz El Din Riad El Malawani	Management	AMI	Tanta-Gharbia	Group
Farouk Mohamad Elewa El Nakarti	Management	AMI	Giza	Group
Fathi Abdel Ati Mohamad	Management	AMI	Giza	Group
Fekny Nassar	Industrial Management	Ohio U	Cairo	Group
Iman Awaad Ragab	Journalism	Boston U	Cairo	Group
Hamdy Mahmoud Sanad	Industrial Management	Ohio U	Cairo	Group
Hoda Salah El Din	Training of Trainers	IMDI	Cairo	Group
Laila Abdel Moneim El Maghrabi	Marketing	IMI	Cairo	Group
Layla Abdel Dayem	Industrial Management	Ohio U	Cairo	Group
Loubna El Bakry	Marketing	IMI	Cairo	Group
Magdi Abdi Abdel Aziz Metwally	Industrial Management	Ohio U	Cairo	Group
Magdi Ibrahim Fawzy	Engineering/ TQM	ABB	10th of Ramadan	Group

Mahmoud Abdel Kader El-Tantawi	Engineering	Mech/Elect Work	Cairo	Group
Mohamed Abdel Aziz Yassin	Industrial Management	Ohio U	Cairo	Group
Mohamed El Bayoumy Hagad	Industrial Management	Ohio U	Cairo	Group
Mohamad Khairy Mohamad Saad Zaglol	Management	AMI	Kaafr El Dawer	Group
Mohamad Mokhtar Gado	Management	AMI	Cairo	Group
Mohamed M. Abou El Kheir	Industrial Management	Ohio	Cairo	Group
Mohamed Moustafa Sherdy	Journalism	Boston U	Cairo	Group
Mohsen Abdel Moem Zaki	Industrial Management	Ohio U	Cairo	Group
Moustafa Moustafa Shahba	Industrial Management	Ohio U	Cairo	Group
Moutaz Refaat	Tourism	Cornell	Heliopolis	Group
Nasser Nassar	Engineering	Mech/Elect Work	Cairo	Group
Nabil Fawzy Ibrahim Tadros	Industrial Management	Ohio U	Cairo	Group
Nabil El Sayed Omar	Journalism	Boston U	Cairo	Group
Nageh Fayez Abdallah	Marketing	IMI	Cairo	Group
Nagy Rezk Yousef	Marketing	IMI	Cairo	Group
Nayera Abdel Latif Nada	Management	AMI	Cairo	Group
Sami Abdallah Bahnasi	Engineering/ TQM	ABB	10th of Ramadan	Group
Samy El Sayed Mandy Mohamad	Training of Trainers	IMDI	Katr El Dawan	Group
Tayseer Makhlof	Training of Trainers	IMDI	Cairo	Group

Yasser Hussein Ramzy Kazem	Training of Trainers	IMDI	Cairo	Group
Yehia El Nowajem	Tourism	Cornell	Heliopolis	Group
Zaghlol Mohamed Mekled	Training of Trainers	IMDI	Cairo	Group
Zakaria El Sayed Salem	Journalism	Boston U	Cairo	Group

ANNEX A

PERSONS INTERVIEWED

Participating Ministries and Firms

NAME	POSITION	MINISTRY OR FIRM	CURRENT LOCATION	TYPE OF INTERVIEW
Abd El-Hamid Youssef	Factory Mngr	ABB Arab	10th of Ramadan	Group
Aly Youssef Aly	Factory Mngr	ABB Arab	10th of Ramadan	Group
Ferial Moustafa	Tech Follow-up Manager	ABB Arab	10th of Ramadan	Group
Ismail El-Deeb	Factory Mngr	ABB Arab	10th of Ramadan	Group
Kamal Gad	Managing Director	ABB Arab	10th of Ramadan	Group
Hussein Ismail	Area Director	Movenpick Hotels	Heliopolis	Group
Leila Mohamad Moharam	General Director	Mech/Elect Work	Cairo	Group

ANNEX A

PERSONS INTERVIEWED

Training Providers

NAME	POSITION	ORGANIZATION	LOCATION	TYPE OF INTERVIEW
Gwen Clark	Director of Training	Meridian Int'l Center	Washington	phone
Lee Dickson	Assistant Dean	Florida Int'l U	Miami, Florida	phone
Helena Douglas	Assisant Director	Clemson U	Clemson, S. Carolina	phone
Jill Johnson	Training Coordinator	Milwaukee Int'l Training Ctr	Milwaukee, Wisconsin	phone
Joseph Gannon	Executive Director	Int'l Mktg Institute	Boston	phone
Gerry Matlock	Secretary/Treasurer	Arizona Sonora Field School	Tucson, Arizona	phone
Robert Mashburn	Training Director	USDA Grad School	Washington	phone
Lalia Rach	Prof and Coordinator	George Washington U	Washington	personal
Sheryl Spivack	Associate Director	George Washington U	Washington	personal
Jeanne Schwaller	Director	Linn Tech College	Missouri	phone
Jada Synder	Program Coordinator	George Washington U	Washington	personal
Paul R. Thomas	VP-Program Development	Economics Institute	Boulder, Colorado	personal
Deborah Thornton	Director of Training	Intrados/IMG	Washington	phone
Sousan Urroz-Korori	Prof and CFO	Economics Institute	Boulder, Colorado	phone

ANNEX B

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INTERVIEW GUIDE FOR PROVIDERS

Name of Interviewee:

Title:

Name of Institution:

General

Do you currently have trainees?

About how many individuals/groups have you trained from Egypt?

Have you trained USAID-funded participants from other countries?

Has PIET sent others to you? How many? From where?

Training

Do you provide tailored training to the Egyptians?

If so, how do you design the training?

Do you have sufficient info about trainees before you design their programs?

Do you (re)assess their training needs and objectives at the start of program?

Are these consistent with info previously received?

How do you determine if objectives were met?

Do you do any sort of action planning?

Selection

How would you rate quality of Egyptian trainee(s)? poor-adequate-excellent

Do they have an adequate technical base? English skills?

What (additional) criteria would you like to see used in selecting trainees?

Placement

How would you rate the services of PIET? poor-adequate-excellent

Are they responsive?

How do they compare to others?

Monitoring

What sort of challenges have you had with current or previous Egyptians?

Are they unique to Egyptian participants?

How have you dealt with the situations?

What do you think about the support they receive in terms of money, housing, transportation, insurance...from AMIDEAST?

poor-adequate-excellent

Recommendations

Has PIET given you feedback in the past?

Have you been able to incorporate it?

Have you made recommendations to them?

What are three changes you'd like to see in the program?

Other

How do we reach the participant?

tel:

hours in training:

Anyone else we should talk to?

**INTERVIEW GUIDE FOR ASSOCIATES/FELLOWS
In-Training**

Name:
Male or Female

Public or Private Sector
Name of Ministry or Company

Training Provider:
Training Program:
Dates of Training:

Selection and Orientation

When you were in Egypt, how did you learn about the USAID training?
How were you selected/why did you want to come for training?
Did you take any English classes to prepare?
Did you visit the USAID offices or the Agouza Center before leaving?
How were you prepared (oriented) before leaving Egypt?
How would you rate services of AID/Agouza Center?poor-adequate-ex't
Did you receive an orientation upon arrival?
PIET? MIC? Provider?
How would you rate MIC? poor-adequate-excellent

Placement and Training

Is the training appropriate for you? Yes-No
Is it what you expected? Yes-No
Did you give your ideas to USAID about the training you wanted?
What changes would you like, if any?
How would you rate PIET's services? poor-adequate-excellent
How would you rate the training provider? poor-adequate-excellent

Monitoring

What type of problems have you had in the U.S.?
transportation? lodging? money?
Who do you go to for help? Are they helpful?
How would you rate AMIDEAST? poor-adequate-excellent

Follow-up

What new skills or information will you go home with?
How do you plan to apply your new skills or information?

General

What has been the best thing about the whole experience?
The worst?
Would you recommend the program to others? Yes-No
Why/why not?

INTERVIEW GUIDE FOR RETURNED PARTICIPANTS

Name:

Male or Female

Public or Private Sector

Name of Ministry or Company

Training Provider:

Training Program:

Dates of Training:

What were the strengths and weaknesses of your training experience?

Selection and Orientation

Why do you think more people from the private sector don't go for training?

More women?

Did you take any English classes to prepare?

How useful was that?

Was it sufficient for understanding your training?

Did you have enough time to prepare after you received your training dates?

Did you receive an orientation upon arrival?

PIET?

MIC?

Provider?

Placement and Training

Was the training appropriate? Useful?

Was any of your training provided by an HBCU?

How did it compare to the rest of the training?

What were the advantages and disadvantages of going in a group?

Monitoring

How would you describe your relationship with PIET/AMIDEAST?

Follow-up

How are you different from your colleagues who did not have the training?

Have you been successful in using your new skills? Why/Why not?

Did you have a written plan before leaving the U.S.?

Did your provider help you with it?

Are you a member of a professional society or receive a publication in your field?

What sort of follow-on support would you recommend to USAID?

Would you recommend the program to others?

Why/why not?

**INTERVIEW GUIDE FOR
PLACEMENT AND MONITORING AGENTS
PIET, AMIDEAST, CID**

PROJECT

Describe the NPT project.

How is it managed? Describe the process.

What is your role?

What is your relationship to OIT? USAID? Agouza Center?

What are some of the strengths and weaknesses of the project?

Have things changed over time? How?

How does USAID/Egypt's project compare with other missions'?

In terms of design? Implementation?

PARTICIPANTS

What is the "typical" participant like?

What is the male/female breakdown? Public/Private? Tech/Academic?

How many are trained as individuals? In groups?

Are public and private participants mixed into the same groups?

How would you describe the quality of the participants?

Are you satisfied?

Would you like to change anything about the selection criteria or process?

PLACEMENT

Describe some of the training programs you've designed.

courses, workshops, conferences

hands-on experience, site visits, shadowing

What are the main issues and challenges you face in placement?

Are there any differences between placement of public/private sector participants?

Male/female?

What sort of objectives/benchmarks do you have regarding skill development?

What do you do when participants are not satisfied with their training?

PROVIDERS

How would you rate the overall quality of training providers?
Have they been responsive in terms of logistics? Training design?

What is the average length of training programs?

Do most providers custom design courses or take them from the shelf?
When they design the training, do you believe they consider the different needs of
public and private sector participants?

How many groups/individuals have you been able to place in HBCUs?
Why do you think you've been (un)successful?

MONITORING

What sort of monitoring services do you provide?
What are the main issues and challenges you face in monitoring?
Are there any challenges that are unique to public/private sector participants?
Male/female?
What percentage of participants don't return to Egypt?

EVALUATION

Overall, how have the participants rated their training experience?
What do you think about the training the Egyptians receive?

What sort of changes would you like to see in the project?
Have you made any recommendations to AID?
Have they been considered and implemented?

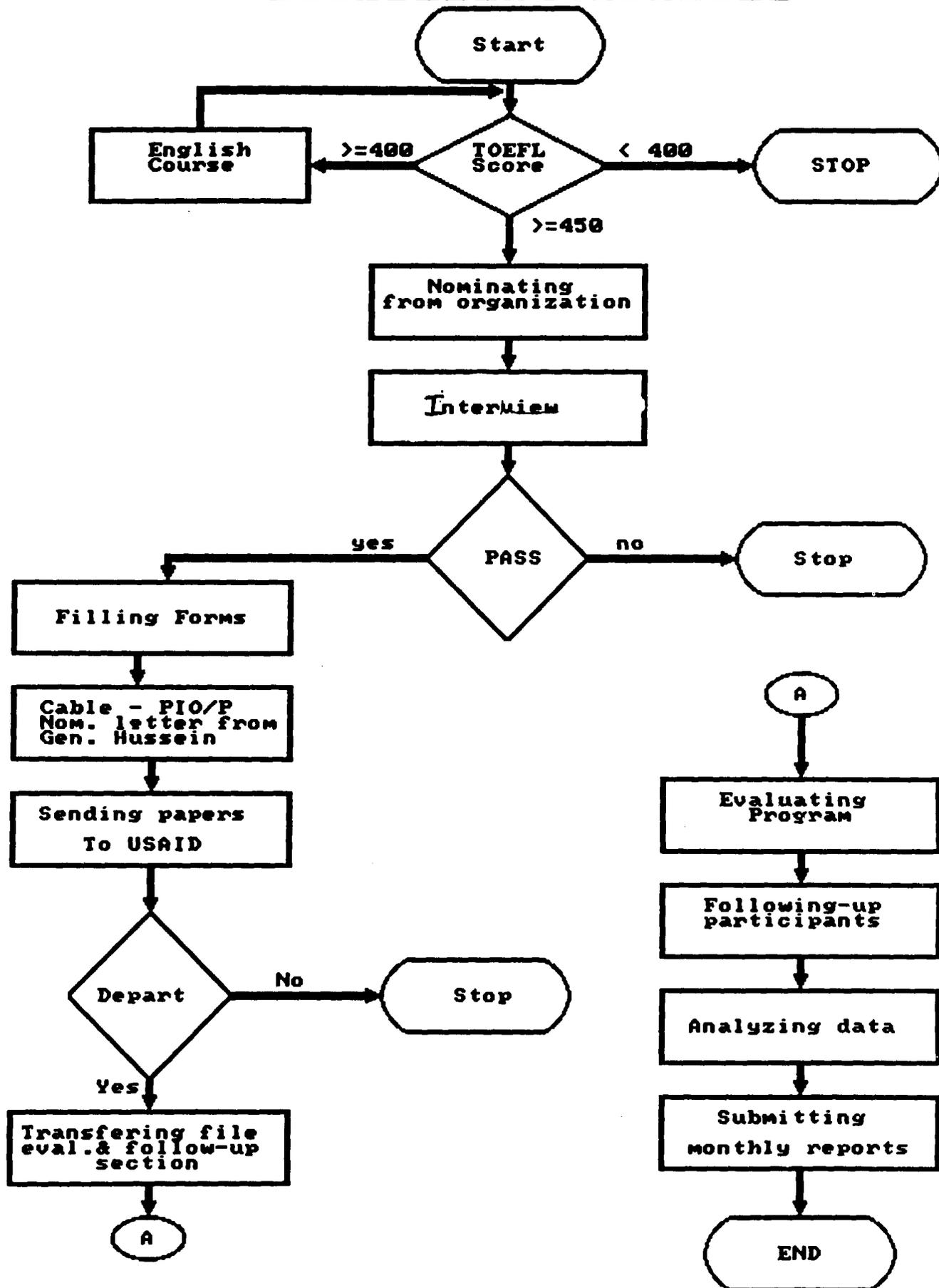
Who else do you think we should talk to? At OIT?

Schedule for NPT Evaluation

October 4 - November 14, 1992

SUNDAY	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY	SATURDAY
Oct 4 Sanders-Smith arrives in Wash. D.C.	Oct 5 10:00am Team Phone Briefing 1:00pm Kickoff Mtg. with PIET	Oct 6	Oct 7	Oct 8	Oct 9	Oct 10
Wash. D.C. Fieldwork						
Oct 11	Oct 12	Oct 13	Oct 14	Oct 15	Oct 16	Oct 17 4:00pm Depart for Cairo
Prepare Summary Report- D.C.						
Wash. D.C. Fieldwork						
Oct 18 Arrive Cairo Submit Draft of D.C. Report Brief USAID	Oct 19 Stakeholders Mtg.- USAID, Agouza Ctr.	Oct 20	Oct 21	Oct 22	Oct 23	Oct 24
Egypt Fieldwork						
Oct 25	Oct 26	Oct 27 Mid-Evaluation Briefing- USAID, Agouza Ctr.	Oct 28	Oct 29	Oct 30	Oct 31
Egypt Fieldwork						
Nov 1 4:00pm Distribution of Draft Report	Nov 2 Stakeholder Review of Draft Report	Nov 3	Nov 4	Nov 5 Final Wrap- up Mtg.- USAID	Nov 6	Nov 7 Submission of Draft Final Report
Preparation of Final Report/Fieldwork						
Nov 8 8:30am Depart Cairo	Nov 9	Nov 10	Nov 11 Comments on Draft Received by AED	Nov 12	Nov 13 Final Report sent to USAID	Nov 14
Final Report Edits						

WORKING PROCEDURE



Attachment A.

Evaluation of the Non-Project
Training Component

A. Activity to be evaluated

Project: Non-Project Training (263-0125.2)
Development Training Project

Grantee: Ministry for Cabinet Affairs and Administrative
Development (MCAAD)

Grant Amount: \$20 million

Grant Period: September 1985 - September 1995

The purpose of this grant is to strengthen and expand the pool of trained public and private sector individuals available to assist with and contribute to Egyptian development efforts. The grant provides opportunities for and short and long term studies and training at U.S. institutions in technical and managerial fields.

B. Background

The Non-Project Training (NPT) activity (Component 2 of the Development Training Project) provides a variety of short and long term training opportunities in the U.S. for participants from the government, public, and private sectors. The duration of training programs is flexible depending on needs, usually with a minimum duration of three weeks. On average, however, programs generally are six to eight weeks although some programs may occasionally be as long as six to nine months.

Areas of training covered vary and may from year to year change according to the country's needs and requirements. The project also permits some academic degree studies (Masters level); however, this element is not widely employed under Non-Project Training. To date, only nine candidates have undertaken academic training.

Under NPT, 740 months of long-term U.S. training and up to 2,700 months of short-term U.S. training are projected through the Project Assistance Completion Date (PACD) of September 30, 1995.

The process through which the annual NPT training plan is prepared is as follows:

- o Annually at the start of the new fiscal year, the responsible GOE entity (MCAAD's training institution at the Agouza Center) announces training opportunities available under NPT.
- o Replies are received through the various interested entities from the three sectors served under NPT (private, public, and government).

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- o Suggestions/recommendations are reviewed against development areas and priority sectors.
- o The MCAAD forwards replies to the various sectors to determine the availability of interested, qualified candidates so that curriculum vitae (CVs) and other necessary documents can be submitted to the GOE.
- o The training section of USAID/Cairo's Office of Education and Training (HRDC/ET) is then notified by letter from the MCAAD of the kinds of training programs requested.
- o HRDC/ET and the MCAAD meet to review and discuss the training requested against development needs and priority sectors and negotiate a final training plan, which is formalized through a Project Implementation Letter (PIL) and signed by both the GOE and USAID.
- o The final training plan may be revised during the course of the fiscal year if conditions warrant changes.

C. Purpose of the Evaluation

The purpose of this mid-course evaluation is to:

- o Determine the benefits and impacts to date of the NPT activity on Egypt's development needs and priorities.
- o Provide information on lessons learned to serve as a guide in improving the current NPT activity and in designing a possible follow-up activity.
- o Identify strengths and weaknesses of the NPT activity up to this point to permit corrections and improvement for the remaining years of the activity.
- o Assess the relevance and effectiveness of NPT's objectives in meeting Egypt's development needs.
- o Identify problem areas (administrative or training-related) that may have caused participants difficulties while in the U.S.
- o Assess the cost effectiveness of the activity and make recommendations to improve cost effectiveness and to better determine future levels of training requests and funding levels in the remaining years of the activity.
- o Identify any problems related to the design and implementation of NPT and make recommendations for improving the implementation of the project.
- o Review the functions performed by the Agouza Center staff in implementing the NPT activity to determine whether

project goals and objectives have been met and to make recommendations for improvement.

- o Review the selection criteria and procedures used by the Agouza Center staff to determine whether the criteria and procedures are adequate for the project to meet its objectives effectively.
- o Review the placement and monitoring of participants by both MCAAD and HRDC/ET to determine the adequacy of the staffing and functions in performing these activities.
- o Review private sector and female participation under the NPT activity and recommend ways to increase private sector and female participation as well as means to provide more effective training to meet the needs of private sector and female candidates.
- o Review the reporting systems and suggest changes that would include use of clear indicators of progress toward program goals and purpose.

D. Scope of Work

Through interviews (oral or through interview instruments) with participants, U.S. training providers, HRDC/ET staff, Agouza Center staff, and the primary programming contractor, Partners for International Education and Training (PIET), the evaluation team shall specifically address the issues enumerated in Section C. of this scope of work (Purpose of the Evaluation) and relate the evaluation findings and recommendations to these purposes. In addition, the evaluation team shall provide answers to the following questions:

1. Do the criteria and procedures for selecting participants enable the NPT activity to adequately accomplish its program objectives? Areas of inquiry should include, but are not limited to the following:
 - A. What are the number of placements by sector and types and levels of training by sector?
 - B. What is the ratio of male to female participants in the different sectors?
 - C. What is the level of expenditures by sector?
 - D. What possible alternative selection criteria and training placements can be used to encourage greater participation by private sector and female candidates?
 - E. Are the criteria used by the NPT unit at the Agouza Center to approve/disapprove training

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plans appropriate relative to the GOE Five-Year Plan and project objectives?

2. Is project monitoring adequate to ensure that the annual NPT training plans are being followed?
3. Are project objectives focused on critical development needs rather than on individuals' needs?
4. Is there sufficient coordination between requesting agencies (public, private and government) and the MCAAD?

E. Team Composition

The evaluation shall be conducted by a two-person team with following skills and experience:

1. Management specialist with experience in program and financial management of international exchange programs
2. Previous experience in evaluating international training
3. Prior experience in project and/or program monitoring
4. Familiarity with U.S. training institutions and other organizations providing training
5. Familiarity with Egypt's development needs and priorities
6. Fluency in the Arabic language by at least one team member is desirable; otherwise, a local consultant shall be engaged to work with the team for the in-country portion of the evaluation.

F. Technical Resource Persons Accompanying Evaluators

1. A representative from HRDC/ET
2. A responsible official from the Agouza Center

G. Methods and Procedures

1. Before the start of the evaluation process, HRDC/ET shall compile available project documents, previous evaluation summaries, and other background information.
2. Before start up of work in Washington, D.C., the team shall be briefed by the project officer by phone and then shall hold a one-day planning session to produce a schedule of work.
3. The team shall review the NPT background material provided by HRDC/ET and shall to the extent possible conduct a series of structured interviews in person or by

telephone with a sample of current NPT participants in the U.S. (to be provided by HRDC/ET), with training providers, staff of the Office of International Training (OIT), and the programming and monitoring staff of OIT's programming contractor PIET.

4. The team shall prepare interview questions and instruments, analyze data and information based on U.S. interviews, and prepare a report of preliminary findings of the U.S.-based part of the evaluation for submission to HRDC/ET upon arrival in Egypt.
5. Another planning session shall take place in Cairo to brief the team and produce a schedule of work for the part of the evaluation that shall be done in Egypt.
6. In Egypt the team shall also conduct structured interviews with returned NPT participants in Egypt, key personnel from the Agouza Center Staff, and HRDC/ET staff. To assist in the timely completion of interviews, HRDC/ET shall schedule appointments in advance with Agouza Center and USAID staff involved with returned participants.
7. The team shall analyze data and interview information and prepare a draft evaluation report providing conclusions and recommendations based on the work in the U.S. and Egypt. This report shall be responsive to the questions in the statement of work.
8. A meeting shall be held with the evaluation team and key personnel from USAID and Agouza Center to discuss the final draft report and provide comments on the report.
9. The team shall prepare the final evaluation report incorporating suggestions and recommendations made by USAID and the Agouza Center staff and submit it to USAID/Cairo before departure.

II. Duration and Location

The tasks described above shall require two work weeks in Washington, D.C. for reviewing NPT background materials which will express mailed in advance, interviews with current NPT participants, training providers, OIT staff, and PIET staff and for evaluation of PIET's programming and monitoring procedures. The Egypt portion of the evaluation effort shall require four work weeks of six days each in Egypt for interviews with returned NPT participants, HRDC/ET staff, and Agouza Center staff and for evaluation of the selection and project implementation process by Agouza Center staff.

It is anticipated that the U.S. portion of the evaluation shall begin by on or about October 5, 1992. In the U.S. one day shall be

spent on the telephone briefing of the evaluation team by the NPT project officer, planning and scheduling. The remaining time shall be spent interviewing current NPT participants, training providers, OIT staff, PIET staff, reviewing PIET's participant files and program evaluation reports prepared by PIET, and preparation of the preliminary report of findings.

It is anticipated that the Egypt portion of the evaluation shall begin on or about October 18, 1992. In Egypt one day shall be spent on planning and scheduling. The remaining four weeks shall be spent interviewing returned NPT participants, HRDC/ET staff, Agouza Center staff, and preparation of the draft and final report.

All evaluation activities are estimated to end by on or about November 12, 1992.

I. Funding

Funding for the evaluation shall be provided under project 263-0125.2. The evaluation team shall be contracted for under an existing Agency Indefinite Quantity Contract (IQC).

J. Reporting Requirements

- o The evaluation team shall brief HRDC/ET upon arrival in Cairo on the evaluation work and findings completed in Washington, D.C. and provide a preliminary report. Data collected shall be sufficiently disaggregated by gender and private sector participation to provide a clear picture of female and private sector participation (including factors discouraging female and private sector participation) and to permit recommendations to be formulated on corrective actions to increase female and private sector participation.
- o The evaluation team shall provide a mid-evaluation briefing to HRDC/ET and Agouza Center staff addressing findings and conclusions resulting from interviews conducted in Egypt.
- o Prior to completion of the evaluation, a debriefing meeting shall be held between the evaluation team, HRDC/ET, and key personnel from Agouza Center to discuss the draft evaluation report and major findings, conclusions, and recommendations. A copy of the draft report shall be provided to HRDC/ET and Agouza Center staff in time for review prior to the debriefing meeting. HRDC/ET and Agouza Center staff shall provide comments, suggestions, and recommendations for consideration in the final report.
- o The evaluation team shall consider these comments in preparing the final report and submit the final report to HRDC/ET before departure. Ten copies of the final report

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shall be provided to USAID/Cairo. An executive summary in English and Arabic shall also be provided.

K. Format of the Evaluation Report

- o The executive summary shall provide a statement of the development objectives of the NPT activity evaluated, describe the implementation of the activity, and explain the purpose of the evaluation and how it was conducted.
- o The body of the report shall include discussion of
 - (1) the purpose and study questions of the evaluation
 - (2) the economic and social context of the project
 - (3) the team composition and evaluation methods
 - (4) finding of the study related to the evaluation questions
 - (5) conclusions drawn from the evaluation
 - (6) recommendations based on the study findings and conclusions stated as actions to be taken to improve project performance

The body of the report shall not exceed 40 pages with more detailed discussion of methodological or technical issues placed in appendixes. Appendixes shall include a copy of the evaluation scope of work, a list of documents consulted, and individuals and agencies contacted.

TRAINING INFORMATION

The following information should be provided by the organisation and a seperate form must be filled out for every candidate :

1. Organization Name : _____

2. Organization Function (What organization does in quantifiable terms (money, amounts of goods produced ; etc.) _____

3. Name of Candidate _____

4. Date of Birth _____

5. Job Title _____

6. Length of Time with organization : _____

7. Function for which candidate (incumbent) is directly responsible in quantifiable terms :

8. Number of staff supervised by incumbent : _____

Authorized person : _____

Title : _____

(Organization's Stamp)

9.

ORGANIZATION STRUCTURE

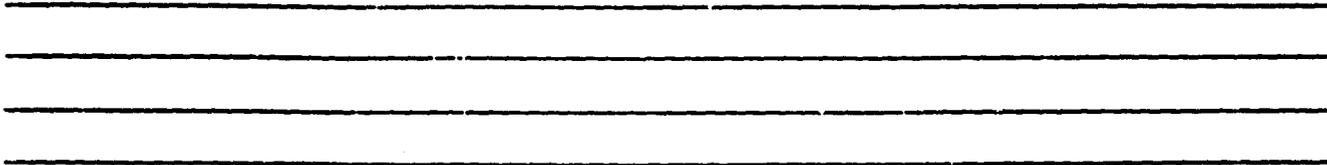
Job Title
of Second Level
Supervisor



Job Title of Immediate
Supervisor



Incumbent



Job Titles of first level
Supervisees

Curriculum Vitae Form

This form must be filled by candidate to provide employment history and previous experience information. The candidate may use as many pages of this form but they must be numbered, revised and each one of them must be signed at the bottom by immediate supervisor and stamped by Organization's stamp.

(4) What is your candidate(s)'s level of English Language Proficiency?
Excellent . B) Good C) Fair.

(5) Has your candidate attended a training program/studied abroad? Please indicate type of training, country, dates and sponsor.

(6) Please list suggested training facilities (if known), where you think your requested training program can be offered in a U.S. institutes.

PRJ # NAME: DEV. TRG. 0125.02 Non-Project TRG **CAI:** ORS **PRJ_QEE:** A. Abadir **QEE:** ET **DIY:** HROC **POSIED_QM:** 09/28/92
PRJ #: 0125.02G **AGRT:** 09/26/85 **LEVDT:** Q4/38 **OBLIG:** 14,100 **CUM EXP:** 9,115 **PIPELINE:** 4,985 **FY EXP TO:** 764
TODA: 09/25/95 **IPACD:** 00/00/00 **NEVDT:** Q4/92 **AUTH:** 18,600 **CUM DIS:** 9,078 **TFY TGT:** 1,800 **FY TGT TO:** 900
TDD: 06/25/96 **PACD:** 09/25/95 **COMM:** 10,009 **ACCRUED:** 37 **% TFY TGT:** 42.00 **% FY TGT:** 84.88

IMPLEMENTING AGENCIES: Ministry of Administrative Development
SEN. LEVEL_QOE: Dr. Atef Ebied, Minister of Admin. Dev. **LAST_MEI:** 08/01/92 **CONSULTANTS:**
WORK. LEVEL_QOE: Gen. Mohamed Hussein, Undersec. MCAA **LAST_MEI:** 09/13/92 **CONTRACTORS:**

PROJECT PURPOSE AND DESCRIPTION:

Purpose: To update the skills of Egyptian professionals, managers and technicians and solve technical/managerial problems in both public and private sectors, through short-term training in-country and in the U.S. and limited long-term U.S. training. The project also provides funding for American experts to assist the GOE in improving economic analysis and doing policy dialogue related studies.

IMPLEMENTATION PROGRESS:

1. The Non-Project Training Component has financed and placed a total of 716 participant trainees in the U.S. to date.
2. During this quarter 100 participants have departed to the U.S. out of which 14 were female participants (14%).
3. Total female participation to date is 111 representing 15.5% of the total.
4. About 95% of the Non-Project Training component is designed for non-academic training courses or tailored programs to meet specific objectives for a particular organization/institution.
5. The nurses group, along with the hospital management and the medical equipment training programs, are in process. Expected to start within coming quarter.
6. Participant placement rate has increased this quarter over last.
7. HBCU programs has been activated through add-on programs. As of June 15 the Non-Project training program has reached a percentage of approx. 37% of total training person months at HBCUs in FY 92.
8. The reserved 15 HBCU academic slots are still being worked on. We expect first placements in this group to be in January 1993. However, focus and full attention have been provided to get this pool going whenever appropriate.

STATUS OF CPs AND COVENANTS: CPs and covenants have been met.

STATUS OF OPEN AID RECOMMENDATIONS: None

EVALUATIONS: Evaluation is to start in Washington, D.C. on/about October 15 for two weeks. The evaluation team will arrive October 13 for three weeks to carry out the in-country portion of the evaluation. The complete evaluation effort will be final o/a November 15. October 17 the team starts its evaluation task in Cairo for a period of approx. four/five weeks.

PERFORMANCE INDICATORS:

LOP: - Anticipated outputs are 740 p/months of long term training (U.S.) and up to 2700 p/months of short term training (U.S.)
 - Coherent annual training plans based on development needs and training programs to fulfill these needs.

CURRENT TO DATE: 293 person months of long-term and 2,217 person months of short-term training conducted.
 - FY 92 training plan provided improved implementation procedures and sector choices.

ISSUES/ACTIONS:

- General Mohamed Hussein's trip to the U.S. has been successfully completed. Knowledge and information have been gained through that visit which will allow better and improved programming for the coming FY 93.
- Next quarter the following activities (which belong to FY 92 training plan) will take place: (a) 20 medical equipment slots; (b) 12 hospital management programs; (c) 21 nurses; (d) two engineers; (e) 15 computer upgrading programs.
- Preparation for FY 93 training plan will start on/about October 20, 1992. Primary arrangements have started. Private/public and government sectors have been notified to submit their training needs. Selection is anticipated to take place within the next eight weeks. Alexandria proposals will be included among this year's training plan for the first time. Port and Customs Authority will be incorporated once proposals are thoroughly studied by GOE/Mission. Third group for the Press Syndicate from both Cairo and Alexandria will be continued this year under the training plan. Final sorting of all suggested/recommended training will be completed within the next two weeks.

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