

**LOCAL DEVELOPMENT II  
URBAN PROJECT**

Submitted to  
**USAID / CAIRO**

Submitted by  
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in association with

**PUBLIC ADMINISTRATION SERVICE  
DEVELOPMENT CONSULTING OFFICE**

**DELOITTE AND TOUCHE  
ENGINEERING AND GEOLOGICAL  
CONSULTING OFFICE**

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**CONSULTANCY REPORT  
FEASIBILITY STUDY AND RECOMMENDED PLAN  
FOR GOVERNORATE TRAINING INSTITUTIONALIZATION**

**LOCAL DEVELOPMENT II URBAN PROJECT  
CONTRACT NO. 263-0182-C-00-8017**

**SUBMITTED BY:  
WILBUR SMITH ASSOCIATES  
CAIRO, EGYPT**

## **EXECUTIVE SUMMARY**

### **1.0 Consultancy Overview**

This report documents the governorate training institutionalization consultancy conducted by Wilbur Smith Associates consultant David Ansel Tyler over the May 6-July 25, 1991 period in support of the USAID/LAD Local Development II Urban Project.

The key objectives are to 1) achieve urban governorate consensus and commitment to participate in the recommended training institutionalization program during the 10/91-6/92 period, by drafting a feasibility study and recommendations for review by all concerned parties and 2) assist in designing a workshop in which to test the recommendations and chart a strategy for the post-TAC period beginning 7/92.

### **2.0 The Contractor's Training Institutionalization Program**

This effort began in October, 1988 and has made considerable progress in constructing and equipping facilities; encouraging the governorates to take responsibility for training implementation; training a core group of trainers and support personnel; applying OD techniques to governorate organization and staffing, and offering governorate training teams opportunities to practice essential training functions.

### **3.0 Governorate Training System: Structure and Functions**

The Project has promoted development and consolidation of a governorate training system conducive to local development training. It has worked successfully with an established training agency-the Directorate of Administration (DOA)-to deliver and administer training programs locally.

Each governorate has established a training committee, under the direction of the secretary-general, for purposes of conducting needs assessments, developing plans, and coordinating inter-departmental and inter-directorate training activities, for both Project and USAID Training Block Grant (TBG) programs.

Each governorate has an informally constituted, Project-specific training team, consisting of a Project Training Advisor (TA), Training Coordinator (TC), the Project Program Implementation Coordinator (PIC), and also including other members of the training committee, as needed. This core group supports conduct of the essential functions for Project training.

*a*

The governorate training coordinators, who are governorate civil servants, are designated liaison personnel between the Project and the governorates, in all matters pertaining to Project training.

#### 4. Program Planning and Administration

The Project has employed and is now institutionalizing the "Project Training Implementation System" for conducting LD II Urban training in the governorates. This system covers the following.

- o Needs Assessment
- o Verification
  - Curriculum Development
  - Participant Selection
  - Selection of Trainer (Firm)
  - Budget Development
  - Course Preparations
- o LD II Urban Roster System
- o Course Implementation and Monitoring
- o Evaluation
- o Project Training Institutionalization
  - Training Coordinators
  - Training Centers
  - Computer Installation
  - Internship

#### 5. Funding for Training

USAID has provided some LE 2,200,000 over the 1989-1991 period for Project training, which averages LE 120,000 per governorate per year. The TBG program provides LE 100,000 per governorate per cycle, the first cycle having been completed in most governorates between late 1988 and early 1991. DOA civil service funding has ranged from LE 13,500 to 30,000 annually per governorate over the 1989-1991 period.

#### 6. Governorate Training System Assessment

A recent informal assessment by the Project training team of the extent of institutionalization of the governorate training system produced the following ratings, from least to most institutionalized:

- |                        |                          |
|------------------------|--------------------------|
| 1. Funding             | 5. Organization          |
| 2. Leadership          | 6. Planning              |
| 3. Learning/Innovating | 7. Monitoring/Evaluation |
| 4. Program Design      | 8. Administration        |

7. Assessment of Essential Training Functions

- o Needs assessments. Although the TC's, DOA's, and other team members have received training in this subject, they have not yet demonstrated their ability to carry out higher quality, inter-departmental needs assessments.
- o Designing in-service training programs. Although the TC's and DOA's now understand the concepts and terminology of training design and have been introduced recently to performance gap analysis, they do not readily perform these functions in an intensively focused way, and cannot be said to have other than introductory-level working skills.
- o Appropriate instructors. The governorate teams have been recruiting instructors for their training programs reasonably well but do not appear to have focused enough attention on instructor selection, orientation, and training.
- o Appropriate training materials. By the end of the TAC period, the governorates will have received some 40 final, approved course manuals for courses developed by the Project. The availability of these materials will assist governorate trainers both to repeat the courses for new employees and also to develop new, higher-level courses.
- o Training facilities. The teams are on the whole able to make available to their training clients adequate training facilities for the conduct of local training programs.
- o Contracting procedures. The process of contracting out will become significantly more demanding on the teams as they shift from a reliance on individual consultants to an increasing use of organizations, in the post-TAC period.
- o Evaluation. The monitoring and evaluation function, mostly of the reactional type, is already institutionalized in the governorates, in Project, TBG, and DOA programs. The teams do not have sufficient experience in designing, conducting, and analyzing performance and on-job impact and have expressed an interest in acquiring knowledge and skills.

- o Short and long range training plans. The teams can develop formal plans and have done monthly and quarterly plans for Project purposes, but lack the knowledge, skills, and experience to produce in-depth, special purpose, short term plans or longer-term plans that involve projecting and combining more complex variables.
- o Working together in all of the above. To date, the Project team has taken the initiative to design, develop, coordinate, conduct, and promote inter-governorate and multi-governorate training activity for the urban governorates.

The teams have begun to learn from each other in the overall regional working group, and recently produced strategic planning recommendations for the post-TAC period.

But the governorates have not yet advanced and integrated their capabilities to the point of effective and efficient interdependent functioning in training. There is a strong need for continuing support and leadership.

Three options for providing post-TAC period leadership are examined: 1) Strengthened MLA Role, 2) Strengthened DOA Role and 3) Private Sector Leadership. The recommendation is a hybrid MLA/Private Sector strategy.

8. Recommended Institutionalization Implementation Plan 10/91-6/92

Objectives for TAC T/TA in the 10/91-6/92 period include:

- o Helping to ensure that a GOE mechanism is in place and operating to authorize and fund governorate-level local development training.
- o Helping to ensure that a GOE mechanism is in place to direct, plan, and coordinate multi-governorate local development training.
- o Continuation and strengthening, of the role of the governorate training committee.
- o Continuation and strengthening of the role of the DOA's as training implementing agencies.
- o Ensuring that the Training Coordinators all become full-time training personnel.

*d.*

- o Helping to ensure that there is a mechanism and funding to provide for continuing professionalization, education, and training of governorate training staff in the post-TAC period.
- o Development of Governorate Funding Plans for Priority Training Programs.
- o Production of multi-year (2-5 year) training plans.
- o Production of short-term, special-purpose training plans.
- o Conduct of detailed, performance- and evaluation-based needs assessments.
- o Development of plans to improve selection, orientation, and training of instructors.
- o Preparation of plans to use the Project course manuals, as appropriate.
- o Production of a draft model RFP for contracting for training services.
- o Designated staff conducts evaluations/impact assessments of training programs in engineering departments, garages, MIS, OMED, and LMU's.

9. Recommended Basic Strategy Elements for the 10/91-6/92 Period.

- o Conduct intensified program of monthly, OD-based workshops.
- o Conduct of Training Administration and Programming Intern Program.
- o Conduct of intensive, governorate-based TA.

10. Recommended Workshops

- o Workshop on Training Institutionalization (10/91).
- o Workshop on Training Roster and Budget Tracking System Operations (11/91).
- o U.S. Study Tour/Training Program (11/91).
- o Workshop on Data Analysis for Program Planning (12/91).
- o Workshop on Training Program Planning and Administration (12/91).

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- o Workshop on Evaluation-Based Training Design (1/92).
- o Workshop on Training Roster and Budget Tracking System (2/92).
- o Workshop on Funding for Training (2/92).
- o Workshop on Using the Training Materials (3/92).
- o Workshop on Contracting for Training Services (4/92).
- o Workshop on Strategic and Program Planning (5/92).

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2. HANDBOOK OF TRAINING ADMINISTRATION (DRAFT - ARABIC)
3. RECOMMENDATIONS FOR STRENGTHENING SIX GOVERNORATE TRAINING AND ORGANIZATION DEVELOPMENT
4. PROJECT TRAINING IMPLEMENTATION SYSTEM

## **1.0. CONSULTANCY: BACKGROUND, OBJECTIVES, AND ACTIVITY**

This report documents the governorate training institutionalization consultancy conducted by David Ansel Tyler over the May 6-July 25, 1991 period for Wilbur Smith Associates in support of the USAID/LAD Local Development II Urban Project.

### **1.1 Need for the Consultancy**

Supporting the conduct of training programs for local development in the six urban governorates of Cairo, Alexandria, Giza, Port Said, Suez, and Qaliubia for two years, the LD II Urban Project training team stepped up its efforts in early 1990 to "develop independently functioning training units in each Urban Governorate," according to the 1990 Strategy Plan (training section, p. 1). By the spring, 1991 the Project had made considerable progress in transferring to these urban governorates the major components of the training system, including courses, materials, methods and skills, and information hardware and software.

At the same time, however, both the Chief of Party and Training Team Leader expressed legitimate concerns over the prospects for sustainability of the training program in the governorates in the post-TAC period to begin after June 30, 1992. What was the basic viability of the urban governorate training units? Would the very substantial USAID investment in governorate training support yield even a minimal return in terms of on-going, post-TAC, local development-related governorate training activity? More specifically, would the many Arabic-language training course manuals prepared by the Project and delivered to the governorates continue to be used in the post-TAC period? Finally, could the teams develop into relatively independently functioning training resource providers, and if so, what training/technical assistance (T/TA) might they require to do so? A consultancy was required to answer these questions and provide guidance to the on-going institutionalization effort.

### **1.2 Goal and Objectives**

The goal of this consultancy is to achieve urban governorate consensus about a commitment to, and participation in, a process of institutionalization of training in the six urban governorates for purposes of local development. A key objective is to produce a training institutionalization feasibility study for review and the second is to obtain, through the conduct of a workshop, governorate and USAID approval for an implementation plan for the 10/91-6/92 period and commitment to a training institutionalization strategy for the post-TAC period.

### **1.3 Approach and Activity**

After a preliminary literature search and familiarization with the governorate training teams through participation in the March, 1991 Training Coordinators/MIS Directors Planning and Coordination Workshop, the Consultant developed and administered a survey instrument-the Training Institutionalization Questionnaire-and analyzed the governorate responses. These responses were then informally validated and refined by Dr. Michael Basile, a Project consultant, who recently conducted a series of on-site interviews with the training coordinators for the upcoming U.S. study tours/training program (see section 2.6.7. for additional information).

Working with the Project training team, the Consultant assisted in the design and conduct of the Strengthening Governorate Training Administration and Organization Development Workshop for the governorates, to test the feasibility of OD-based institutionalization measures, and to engage the secretaries-generals and their training teams in strategic and program planning for institutionalization.

In a series of interviews, the Consultant collected data collected on the training capabilities and resources of several national training institutes and agencies that could provide leadership, T/TA, and other resources to the governorates in the post-TAC period.

A draft interim report was submitted and a presentation made to USAID Project staff on August 21, 1991.

Recently the Project conducted an informal, in-house review of the current status and prospects for governorate training institutionalization, the results of which may be seen in section 4.0 below.

Appendix 1 presents "Results of the Training Institutionalization Questionnaire."

## **2.0 THE CONTRACTORS'S INSTITUTIONALIZATION PROGRAM**

### **2.1 Objective/Overview**

The objective of this section is to document in detail how the Project has implemented its overall strategy of training institutionalization in order to 1) establish a framework for further analysis in ensuing sections and 2) set forth a model for regional training institutionalization that may assist those contemplating similar activity.

For two years, the TAC has been conducting a focused, intensive, and balanced program of training institutionalization in the urban governorates. Key strategy elements have included assistance in constructing and equipping facilities; encouraging the governorates to undertake training administration and support; training a core group of trainers and support personnel; applying OD techniques to organization and staffing; and offering opportunities for practice of essential training functions by governorate training teams.

### **2.2 Key Starting Points**

This effort began in October, 1988 with a letter from the Project Chief of Party to the Chief, USAID Urban Development Section, stating that:

"Each course seminar and placement will be developed with the respective TA and governorate officials. A Training Coordinator in each governorate will assist in identifying qualified candidates, advising on appropriate times and places for training and in overall management of the courses of the governorate."

"Government training facilities in Cairo and Alexandria were upgraded to accommodate NUS training. These facilities need to be modestly renovated to meet acceptable standards. The training facilities of Giza, Port Said, Suez, and Qaliubia need to be developed almost from scratch...With the addition of OMED and Land Management to LD II Urban new facilities for use for training ...will be required. Complete furnishings for all six governorates are included" (Project Training Correspondence File).

The training of the training coordinators began in earnest in July, 1990 in the Guide to Training Administration Workshop (see section 2.6.1.).

### **2.3 Operationalization**

The Project training team operationalized its training institutionalization plan in January, 1991 under Workplan Task 8.4, which sets forth this definition and framework for the development and evaluation of the institutionalization effort.

### **2.3.1 The Program and Evaluation Framework**

Institutionalization of LD II Urban Training will be accomplished when each Governorate Training Unit is able to demonstrate competence in preparing the following functions:

1. To conduct a training needs assessment for governorate engineering departments, garages, MIS, OMED, and Land Management Unit (LMU).
2. To design an in-service training program to reduce the performance gaps identified in the needs assessment.
3. To identify the appropriate training methods to carry out the program.
  - A. Appropriate instructors.
  - B. Appropriate training materials (especially from the LD II Urban materials).
  - C. Training facilities.
  - D. Contracting procedures.
4. To evaluate each program and the impact of training on job performance.
5. To develop short and long range training plans for the governorate.
6. To work together with other governorates in all of the above.

### **2.4 Equipping Governorate Training Centers**

A firm physical base for training in each governorate was established after the project completely furnished training rooms and offices and even helped build new facilities in Suez and Qaliubia.

Each of the six urban governorate training centers has received the following furniture and equipment from the Project:

- |                          |                 |
|--------------------------|-----------------|
| o copy machine;          | o desk;         |
| o typewriter;            | o chairs;       |
| o paper cutting machine; | o file cabinet; |
| o binding machine;       | o bookcase.     |

In addition, the Project provided the following audio-visual equipment to the governorate training offices:

- o overhead projector;
- o flip chart/stand;
- o white board.

Finally, the Project supplied the following computer items to each governorate:

**Hardware:**

**Software:**

- |  |  |
|--|--|
| <ul style="list-style-type: none"> <li>o Everex Step-268 computer and technical manual;</li> <li>o AT 102 compatible keyboard;</li> <li>o Genius mouse;</li> <li>o Evervision monitor;</li> <li>o Epson dot matrix printer;</li> <li>o 110-220 stabilizer;</li> <li>o Soft mesh 14 C screen filler;</li> </ul> | <ul style="list-style-type: none"> <li>o Microsoft MS-DOS 3.3;</li> <li>o Harvard Graphics;</li> <li>o Formtool;</li> <li>o Lotus 123 (2.2);</li> <li>o Nafitha 01;</li> <li>o dBase 111 plus.</li> <li>o Training Roster (LD II Urban)</li> </ul> |
|--|--|

**2.5 Training Coordinator Position**

The Project supported creating a new and useful position—a training coordinator nominated by the governor—for purposes of liaison and coordination between the Project and the governorate. The governorates responded favorably. The TC's oversee Project-related training program implementation in the governorates. The current TC's and their positions are as follows:

Alexandria	Essam El-Naggar	Director, DOA*
Cairo	Mohammed Rashed	Director, DOA Tr. Ctr.
Giza	Fatma Abu El-Khair	Director, DOA Tr. Ctr.
Port Said	Adil Abdel Latif	Director, Gvt.Tr.Dpt.
Qaliubia	Samir El-Sayaad	Assist. Dir., MIS Grp.
Suez	Salah Megahed	Director, Gov's. Office

\* Directorate of Administration

**2.6 Training/Technical Assistance for the TC's**

The TC's have been the focus of considerable, introductory-level T/TA by the Project. Conducting this task (Workplan 8.7) has helped to develop their capacity in administration, monitoring, evaluation and accounting for courses conducted in the governorate. The TC's have also benefited from monthly training team meetings and workshops held to review and approve monthly training plans, introduce professionalization topics and ultimately to achieve greater inter-governorate cooperation. These meetings have included the following.

### **2.6.1 Guide to Administration of Training Workshop**

This 3-day workshop for TC's, Directors of Administration (DOA's), and Directors of Governorate Training Centers took place July 29-31, 1990. This workshop not only introduced the essential training functions outlined in section 2.3 but also anticipated OD applications for training institutionalization, as reported in the Training Advisor's August 8, 1990 Report, seeking:

To involve the governorates personnel and key people in charge of training in the procedure, strategy, activities, (and) administration process of training sponsored by the LD II Urban (Wilbur Smith) in the six governorates. This can be considered a step towards O.D. that can lead to institutionalization of training activities conducted jointly with LD II Urban (Project) and the governorates.

In this workshop participants received and reviewed a 24-page Handbook of Training Administration, which may be seen in Appendix 2 and is available in both English and Arabic versions from the Project.

### **2.6.2 Orientation to the Training Roster and Budget Tracking System**

In February, 1991 the TC's received a one-day orientation to the computerized Training Roster and Budget System developed by the Project.

### **2.6.3 Training Coordinators/MIS Planning and Coordination Workshop**

In March, 1991 the TC's attended a workshop with the governorate MIS Directors to review governorate MIS training needs assessments and develop training plans for the 4/91-6/92 period. This workshop featured team-building applications and sought to transfer the initiative for the assessment and plan design functions from the Project to the TC's, working with the MIS heads. The teams produced brief, updated needs assessments and training course requests at the workshop and then returned to their governorates, with a view to further collaboration in producing detailed training plans within a two-week period. All governorates completed these requirements on time and the plans were used to guide upcoming training efforts.

2.6.4 Strengthening Governorate Training Administration and Organization Development Workshop

Over the May 21-June 8 1991 period, the training team conducted this OD-based workshop to strengthen governorate training administration and program planning and coordination. During the workshop the secretaries-general and their training staffs were encouraged to begin taking active responsibility for conducting LD II Urban training in the governorates.

Over the 6-day workshop period, the participants worked on needs assessments and training plan design, and committed to producing updated training plans for all LD II Urban Project functional areas and actually delivered those training plans within two weeks of the conclusion of the workshop.

The governorate teams tackled the policy issue of establishing 6-governorate standardized training per diems and transport fees, and produced a consensus report.

The secretaries-general and their teams confronted key post-TAC training issues, producing recommendations for training institutionalization. The recommendations were approved by the ULDC in its September 4, 1991 meeting and have now been submitted to the General Amana of the MLA for approval by the minister.

Appendix 3 presents "Recommendations for Strengthening Six Governorate Training Administration and Organization Development."

2.6.5 Training Coordinators/O&M Planning and Coordination Workshop

On August 1, 1991 a workshop was held to assist the TC's and O&M Heads to review O&M training needs and produce revised training plans, in light of the recent increase in availability in funds for training. Two additional subjects-preparations for the upcoming impact assessment of O&M training, and strategies for the use of peer trainers in O&M training-were also discussed. The governorate teams agreed to prepare updated O&M training plans for the 9/91-6/92 period. These have not yet been received at the Project.

2.6.6 Training Institutionalization Workshop

The Project intends to conduct a 2-day workshop for the governorate teams and MLA training representatives in October, 1991 for the purpose of training institutionalization implementation planning, in view of the ULDC's approval of the recommendations of the secretaries-general about future program planning for training.

### **2.6.7 Governorate Teams US Study Tour/Training Program**

In November, 1991 the Project will conduct a 15-day U.S. study tour/training program for the governor-designated TC's, DOA's, and other trainers. Participants will receive training in adult education and training strategies; instructional development packages and programs for in-service education and training of public sector employees; program monitoring, evaluation, and post-training impact assessment methodologies, and an introduction to computer-assisted instructional packages and audio-visual aids.

A Project educational consultant from Florida State University, Dr. Michael Basile, visited Egypt in August, 1991 to interview the study tour participants for their specific needs for training in the U.S., and developed a report, Instructional Systems Development Study Tour Planning Report (available from training team).

### **2.7 Training Roster/Budget Tracking System Transfer**

The computer-based Training Roster and Budget Tracking System has been Arabized and is now being introduced into the governorates, Alexandria, Suez, Port Said, Qaliubia, and Giza, having received their systems and introductory training, and the remaining governorate Cairo to be completed after a suitable site has been prepared.

### **2.8 Transfer of Training Manuals**

The Project has supported the design, development, and conduct of some 40 different courses and materials, and has transferred these 8 Arabic-language course manuals to the governorates:

- o Opers. Mgmt. (SW 028)
- o Neighbrhd. Sups. (SW 029)
- o Constr. Mgmt. (P&D) (BS 001)
- o Con. Mgmt. (M&E) (BS 002)
- o Quality Control (BS 012)
- o Build. Maint. (BS 035)
- o Feas./Proj. Assmnt. (LA 11)
- o Harvard Graphics (MS 025)

An additional 12 courses/manuals are ready for transfer:

- o Des./Insp. El./Mec (BS 013)
- o Fndts. Lite Con. (BS 014)
- o Mgmt./Behav. Skills (LA 016)
- o Intr. Comp./DOS (MS 004)
- o MIS Managers (MS 021)
- o Kardex System (OM 005)
- o Internat'l. Trucks (OM 006)
- o MSU Hous./UrbPln. (LM 044)

- o Prev. Main. Truxmore (OM 027)
- o Proc. Mgmt. (OM 030)
- o Prev. Main. Nasr (OM 061)
- o LMU Orient. (LM 040)

Some 20 manuals are under final preparation and will be transferred to the governorates by 6/92.

## **2.9 Cooperation with Existing Resource Providers**

The Project has worked with many public and private sector training institutions to provide training services and expertise to urban governorate participants, of which the following are a sampling.

- |                          |                       |
|--------------------------|-----------------------|
| o Higher Inst. for Tech. | o TOMOHAR             |
| o APROMAC                | o Comm. Tech. Inst.   |
| o PVTD, Min. Indust.     | o PROSOFT             |
| o EQI                    | o AUC/Eng. Services   |
| o AUC/CIT                | o Care Service        |
| o Delta Zone/PVTD        | o Team International. |
| o PIEMCO                 |                       |

In addition, the Project awarded many personal services contracts to local specialists and consultants to obtain training services.

A roster of all agencies and firms having provided services is available from the Project.

### **3.0 THE GOVERNORATE TRAINING SYSTEM: STRUCTURE AND FUNCTIONS**

The objective of this section is to understand better the 1) basic structures and functions of the governorate training system and 2) its evolution over the 1988-1991 period in response to the needs and programs of the LD II Urban Project.

Readers who are familiar with this introductory material may wish to pass over this section to section 4.0 which assesses the extent of institutionalization of key system-related training functions and makes recommendations for improvement.

#### **3.1 Project Training Authorization and Approval**

Under the LD II Project Agreement, the conduct of training in the six urban governorates is subject to the approval of the Urban Local Development Committee (ULDC), both on a yearly program planning basis and also when specific training is to be conducted. Chaired by the Governor of Cairo, the ULDC is responsible to the General Amana of the MLA, which is in turn directed by the MLA minister.

This approval process appears to have served the Project reasonably well, although it should be noted that the ULDC is a special Project Agreement construct whose continuity in the post-TAC period is uncertain, particularly for purposes of training.

For as stated above, the ULDC itself recently ratified the recommendations of the secretaries-general for the replacement of the TAC Training Team by the Training Department of the MLA in the post-TAC period, for purposes of inter-governorate planning and coordination, subject to approval of the MLA minister.

#### **3.2 The Institutionalization Framework**

To conduct Project training and institutionalize it in each of the six urban governorates, the Project sought to work with an established training agency already providing services to governorate personnel and willing to accept the program and conduct it locally. Although virtually all governorate-level ministerial directorates were providing training services to their personnel and clients, very few were sufficiently interested, capable, and appropriate to administer Project training.

#### **3.3 Directorate of Administration**

One such agency was the governorate Directorate of Administration (DOA), the governorate-level representative of the Central Authority for Organization and Administration (CAOA). In addition to its primary mission of conducting civil service training for the governorate, it also has capabilities in planning, operations,

monitoring, evaluation, and budgeting that the Project deemed useful for administering, supporting, and ultimately institutionalizing the LD II program in the governorates.

The DOA's were receptive and three governors obliged by designating DOA personnel to work with the Project as TC's. The Project-DOA relationship has been mutually beneficial; the DOA's have provided training administration and support to the Project, and serve as a locus of institutionalization efforts. In turn, they have received Project training, funding, and resources. The DOA's carry out the following responsibilities.

### **3.3.1 Civil Service Training**

The DOA's are responsible for the planning, conduct, and oversight of all civil service training, including management, administration, and promotion training in the governorates. Based on requests for such training from governorate agencies, the DOA prepares training plans and budgets and submits them to the national-level CAO for review and approval. The DOA conducts, monitors, and evaluates the approved courses.

Over the 1989-1991 period, the six urban governorates have conducted some 436 civil service courses for some 12,375 participants, TBG and LD II training not included. Each governorate DOA conducts an average of 24 courses a year for 688 participants, based on data submitted by the governorates to the Project. These courses are off-the-shelf courses that have been designed by the CAO and given repeatedly over the years. There appears to be little local innovation in training course design.

This civil service training function is already institutionalized in the governorates and is likely to continue regardless of the course of future LD II Urban and TBG programming. The DOA's receive only minimal funding for their training programs, which, based on the information provided to the Project by the governorates, ranges from a low of 13,500 to a high of 30,500 LE yearly per governorate. For comparison purposes, the TBG program has in Cycle 1 distributed LE 100,000 to each governorate, with the intention that the funds be used within a year. The Project has distributed on average over the 1989-1991 period some LE 120,000 per governorate yearly.

### **3.3.2 Approval of Training Plans and Budgets**

Annually, the DOA collects, reviews, and approves all governorate training plans and budgets before sending them to the CAO for final approval. These plans, covering both technical and non-technical courses, are submitted by all governorate directorates to the DOA even though those directorates, like that of the Ministry of Education, for example, receive training funds from their ministries.

### **3.3.3 DOA Training Support for LD II Urban Training**

The DOA's have worked with the Project since the inception of the training program, cooperating in the initial needs assessment and plan design activities, and have since been responsible for local training administration, logistics, support, and monitoring and evaluation of the LD II Urban training courses. Three directors serve as TC's, and thus are in a position to involve their agencies in local implementation of Project training.

### **3.3.4 DOA Training Center**

The DOA typically operates a training center for the conduct the administrative and managerial courses for governorate. Sometimes the director will also take the role of the director of the training center. The latter is responsible for arranging for training sites for Project training. The TAC has helped to equip DOA training centers in Cairo, Alexandria, and Giza.

### **3.3.5 Responsibility for Organizational Assessment**

It should be noted that, like its national-level counterpart CAO, the DOA is not only responsible for training but also for organizational assessment, planning, and development. In theory, the OD-related departments of the DOA's, with whom the Project does not now work, could be used to introduce needed innovations but unfortunately, the organization-related arm of the DOA has not yet been activated in this regard.

### **3.4 Organization for Training**

The DOA's are in turn organized and staffed into the numbers and types of training departments that are the necessary to conduct the DOA's business in the governorates, given minimal support from CAO, on the one hand, and the Governor on the other. In at least two governorates, DOA's feature two staffed departments responsible for the conduct of training functions.

Such departments potentially offer staffing resources for development and institutionalization of training functions for the remainder of the project and in the post-TAC period. Additional personnel could be drawn from these departments in order to develop more broadly based and comprehensive governorate training teams.

The allocation of functions between the two training-related departments in the Alexandria Governorate DOA, as reported recently by its TC, is set forth below. It is interesting to note that the

functions noted below include almost all of the basic institutionalization functions set forth above in section 2.3.1, giving additional weight to the notion that future institutional strengthening initiatives might profitably focus on these departments.

Training Department:

Program Implem. Dept.

- |  |   |
|--|---|
| <ul style="list-style-type: none"> <li>o Sets the governorate administrative training policy in accordance with GOE general policy.</li> <li>o Coordinates between the training plans developed by the governorate training units.</li> <li>o Provides technical assistance to the governorate's training units.</li> <li>o Sets a training system within governorate training units.</li> <li>o Implements technical inspections within the training units.</li> <li>o Makes Researches, studies and statistics related to governorate training</li> <li>o Promotes training for the governorates employees.</li> </ul> | <ul style="list-style-type: none"> <li>o Plans, designs, and implements training programs.</li> <li>o Monitors and evaluates programs and trainees</li> <li>o Develops im. plans, selects lecturers and trainers in addition to training means.</li> <li>o Monitors the preparation of training materials.</li> <li>o Makes the necessary studies for program imptovment.</li> <li>o Prepares technical rpts. for each train. course.</li> <li>o Prepares annual reports for the various activities of the center in addition to different stat information.</li> </ul> |
|--|---|

**3.5 The Governorate Training Committee**

For the purposes of both the LD II Urban Project and the administration of the USAID Training Block Grant Program (TBG), each governorate in 1988 formed a training committee, under the direction of the secretary-general. These committees may conduct needs assessments, develop plans, and coordinate inter-departmentally and among directorates.

The membership of the training committee varies but typically includes the DOA, the directors of the training departments of the service directorates. These may include the Head of Central Dept. for Plan Affairs; Head of Central Department for Financial Affairs;

Director of Social Affairs Directorate, and Director of the Manpower and Training Directorate, for example.

There is significant potential in this committee to play a major role in 1) the institutionalization of Project training and 2) the strengthening and integration of all training activity in the governorates.

In their recommendations, the secretaries-general specified the continuation of the committee for purposes of training in the post-TAC period.

### **3.6 The Training Coordinator**

The training coordinators, who are governorate civil servants, are designated liaison personnel between the LD II Urban training programs and the governorates. They may also serve in the same capacity between the governorate training committee and the TBG contractor in Cairo. On all Urban of the governorate training committees, the TC's serve as Rapporteur.

Increasingly, the Project has been calling on the TC's to take greater initiatives in working with the directors of LD II-related departments to develop and update training plans, and has provided opportunities for the TC's to do so in recent monthly meetings/workshops. The urban secretaries-general recently recommended as a group that the role of the TC be continued in the post-TAC period.

### **3.7 The Governorate Training Team**

Each governorate has an informally constituted, Project-related training team consisting minimally of a Project Training Advisor, the Training Coordinator, and the Project Program Implementation Coordinator (PIC). The team may include some of the Training Committee members cited above. The teams take primary responsibility for administering those LD II Urban training programs and courses that are conducted in and for individual governorates, and provide administrative support for those conducted in at a central site for multi-governorate training events. Overall, the six urban training teams have thus administered, in part or in their entirety, some 472 LD II Urban courses for more than 5,000 participants over the 1989-1991 period, according to data provided by the teams.

### **3.8 Program Planning and Administration Overview**

The Project has employed and is now institutionalizing the "Project Training Implementation System" for conducting LD II Urban training in the governorates. Under the direction of the Project, the governorate training teams have had two years of experience in

carrying out the Project Training Implementation System described below.

1. Needs Assessment is conducted with the appropriate technical assistance group, GOE department head, and the GOE Training Coordinator, and if required, other TA and GOE experts on the subject. The training advisor clearly defines the need for training in the Referral for Training form (RFT). A long-range training plan (6 months-5 years) is prepared by the training team.
2. Verification. Once the team is convinced that the skills are absolutely necessary for the persons to perform their jobs well, and have considered other less costly interventions that might be appropriate for improving performance, the recommendation is then made to do the training.
  - A. Curriculum Development begins with the training staff/TA and GOE meeting or if necessary to hire an expert to prepare the materials. The decision to produce a manual from the materials for use by the participants is made jointly by the training team.
  - B. Participant Selection is very critical. Nominations by GOE department head should be interviewed by the TA where possible the training staff.
  - C. Selection of trainer (Firm) is the most important task and requires the collaboration of TA and GOE; however, the responsibility for final selection of an instructor is the prerogative of the training team. The trainer should not only be qualified in the subject but must be able to demonstrate the ability to transfer knowledge in the course in an efficient manner, taking into account the participants' background and needs.
  - D. Budget Development verifies the process of approving the course is complete. Strict guidelines are followed to keep the budget within the regulations of USAID and the GOE. The budget also reflects the most efficient means of conducting the program. A Training Advance form is then prepared.
  - E. In its Course Preparations, the training team identifies the best location (and most cost effective), notifies the governor, secretary-general, training coordinator, PIC, and appropriate department heads at least 10 days before the training starts. A contract is developed between the training team and instructor (or firm). The course schedule is developed once a month and is related to the long-range plan.

3. LD II Urban Roster System. Course registration forms are completely filled out at the beginning of the course. The data in these forms are kept by the training team to develop reports and to analyze training results and trends. The roster system is a very valuable management tool for the training department, TA, GOE, USAID to determine who was trained, when, and under what conditions. If the roster system is fed budget information, it can also be used to evaluate costs of training and to compare costs. In addition to reporting and evaluating, the roster system is a valuable management tool in planning and implementing future courses.
4. Course Implementation and Monitoring. Each course is "opened" by the training team and the technical team when possible. The training coordinator in each governorate monitors the program to see that attendance is taken, instructors' needs are met, manual and AV materials are ready. The training coordinator, under the supervision of the secretary-general, approves all on-site expenditures, such as per diem, stationary, and other small expenditures related to on-site course implementation. The services are determined by formula established by the ULDC for administration. The training committee in each governorate, chaired by the secretary-general, reviews and evaluates each training program.
5. Evaluation. Every course is evaluated at the end by the participants, the instructors, the training team and the training committee of the governorate hosting the course. In addition, all courses are evaluated by the training team, training advisor, and training coordinator six months after the course is offered to determine how effective the material is in improving the performance of the individual on the job. The "training impact evaluation" is based on questionnaires filled out by the participants, interviews with the participants, and their supervisors. An Impact Evaluation on each TA group is being prepared for subsequent follow-up.

The full description of the Project Training Implementation System is to be found in Appendix 4.

### **3.9 Funding for Training**

#### **3.9.1 Sources of Funds: LD II Urban and TBG**

The sources of funds for local development training include the LD II Urban Project and the Training Block Grant Program. USAID funds are distributed to the governorates through the mechanism of the Project, which in turn makes direct payments to those who conduct the courses and also to the participants. USAID has provided some LE 2,200,000 over the 1989-1991 period for Project training. This sum averages approximately LE 120,000 per governorate per year.

In the TBG program, USAID funds (LE 100,000 per cycle per governorate) are provided directly to the governorates, upon General Amana approval of the training needs assessment and training plan requests submitted by the governorate training committees. Pending the evaluation of the first cycle of program activity in the fall, 1991 the TBG program is expected to launch the second cycle in early 1992. Some LE 600,000 has thus been distributed to the six urban governorates in cycle 1.

#### **3.9.2 GOE/DOA Funds**

GOE funds are provided to the governorate DOA's for the conduct of governorate-level administrative and managerial training programs for civil servants. Funding for this training has averaged some LE 17,000 per governorate per year, according to data supplied by four urban governorates.

#### **3.9.3 Total Governorate Funding for Training**

The three sources of funding yield an average yearly training allocation of some LE 237,000 to each of the urban governorates.

#### **3.9.4 Other Sources of Funding**

With regard to other sources of funding, Giza Governorate noted that there is an additional funding source in the "Treasury of the Local Council for Planning, Development, and Training," and Cairo Governorate offers that "sometimes, the directorate receives enhancements to the training budget if there is a surplus in the Bab 1 GOE budget." Suez Governorate stated that "A study is being made to allocate training funds from the governorate account for Services and Local Development in accordance with the Law of Local Administration System."

These and other additional sources of local funding for training will be explored in the coming months, in preparation for the funding workshop that is proposed to be conducted in early 1992.

#### **4.0 GOVERNORATE TRAINING SYSTEM ASSESSMENT**

The objective of this section is to better understand the extent of institutionalization of the overall training system in the governorates, in order to recommend an appropriate program of activity through 6/92.

##### **4.1 Elements of an Ideal System**

An ideally institutionalized governorate training system that serves local development clients may be said to carry out these essential functions.

- o Leadership establishes and achieves longer-term training objectives and executes related programs, thus contributing directly to overall governorate development.
- o Learning/innovating enables trainers and staff to extend scope of services offered, increases goal achievement, and improves performance and productivity.
- o Funding provides adequate resources to create and maintain the training infrastructure and programming necessary to conduct an adequate level of training.
- o Organization creates rational, effective, and efficient frameworks and mechanisms for carrying out training.
- o Planning anticipates and facilitates preparation of mid-term and long-term programs to balance manpower supply and demand in the local development workforce.
- o Design creates appropriate, timely, and targeted initiatives, courses, and programs to meet a variety of local training, problem-solving, and performance needs.
- o Administration implements the mechanisms and procedures necessary to deliver efficient training activity, and provides related logistics and support.
- o Monitoring and evaluation facilitates program improvement and related resource allocation, and helps to direct local decision-making.

##### **4.1 Project Training Team Assessment**

A recent Project assessment of the progress to date of the system training institutionalization effort by the Project training team yielded the following ranking of these eight functions, from least to most institutionalized, with summary assessments.

- |                        |                          |
|------------------------|--------------------------|
| 1. Funding             | 5. Organization.         |
| 2. Leadership          | 6. Planning              |
| 3. Learning/Innovating | 7. Monitoring/Evaluation |
| 4. Program Design      | 8. Adm./Log./Support.    |

**4.2 Funding**

Only 7%, or LE 17,000, of the LE 237,000 funded for local governorate training (LD II, TBG, DOA) is more or less dependable, in the sense that the GOE has funded the DOA's more or less consistently over the 1989-1991 period. However, the DOA funding is for civil service training only, and is not used for local development purposes.

At present, funding for training from the LD II Urban Project is uncertain after 7/92.

TBG program funds, according to program guidelines, do not have to be used for LD II purposes, the fundamental objective being to generate training activity. Moreover, the future of the program is not clear and depends in part on the results of the program evaluation envisaged for the fall, 1991. Thus, TBG funding for specific local development purposes is questionable.

The governorates themselves have not demonstrated a capacity for generating funds for local development training and have in fact asked for a workshop from the TAC for that purpose.

**4.3 Bureaucratic Leadership**

Upon the expiration of the LD II agreement, for example, what leadership will exert influence in the system to assure the continuation of the training functions for local development purposes? At present there is no single strong and dependable source of training leadership outside the Project.

**4.3.1 Ministry of Local Administration (MLA)**

In light of the recommendations of the secretaries-general that the training functions of the TAC be taken over by the MLA Training Committee, the best bet for overall program leadership is the MLA, particularly now that the position of minister has been filled with an individual experienced in urban development.

**4.3.2 Governors**

The Governors are a potential source of leadership but taken individually, and given the multitudinous demands on them, they cannot be expected to provide the strategic and inter-governorate program planning leadership that would be minimally necessary.

In the absence of an external mandate for training for local development, it is not clear to what extent the Governors would invest resources in training for this purpose.

#### **4.3.3 DOA's**

To date, the DOA's have been implementing and supporting Project training in the urban governorates but, lacking additional funding and the necessary authorization from the CAO, or stimulus from the governor, have not yet begun to take a pro-active leadership role on behalf of training.

Options for obtaining leadership are presented in section 13.

#### **4.4 Learning/Innovating**

In order to improve effectiveness and efficiency, the governorate teams need to continue learning and applying state-of-the-art strategies, methods, and techniques. In the absence of T/TA from the TAC in the period after 7/92, it is not at all clear how the teams will receive such assistance.

##### **4.4.1 Governorate Team Requests for Workshops**

That continued governorate training team learning would be highly useful is indicated in their requests for workshops, as follows.

- o Cairo Governorate: "A workshop on how to objectively evaluate the training programs so as to assess actual benefits especially for technical programs."
- o Port Said Governorate: "Various training methods and the scope of each."
- o Giza Governorate: "Organization Development, Training Evaluation and Impact Assessment, and The Manager's Skills."
- o Suez Governorate: "Training Evaluation and Performance Levels."
- o Qaliubia Governorate: "Organization Development, Training Impact Assessment, Training Evaluation, and Functional Training."

##### **4.4.2 Local Resources**

Assuming that the above-mentioned training requests may be filled by the TAC before 6/30/92, what post-TAC resources are there to assist the teams to reach at least an operating level of proficiency in training and development?

There are several Egyptian organizations which should be given consideration for purposes of providing training/learning opportunities to the teams, including, but not limited to, the following.

- o The Higher Technology Institute (HTI) has submitted a proposal to the Project to provide TA in training program monitoring and evaluation in the present period and could work with and help to develop governorate training teams in needs/design and monitoring/evaluation.
- o The Productivity and Vocational Training Department (PVTD) of the Ministry of Labor has successfully provided training assistance to the Project. In a recent interview, the training director stated the PVTD's interest in assisting the teams to improve needs assessments, course designs, and raise quality and productivity, and its willingness to meet with the governorate training teams as a group in order to discuss potential collaboration.
- o The Industrial Design Development Center (IDDC), also known as the Pyramids Institute, of the Ministry of industry, carries out training and technical assistance in many of the subjects offered in the Project training program and is also interested in offering technical training needs assessment, program design, and monitoring and evaluation assistance to the governorate teams.

The use of such organizations to assist the teams to increase their learning, while carrying out their training activities, may prove to be a useful alternative to the TAC in the post/TAC-pre/LD III period.

#### **4.4.3 U.S. Participant Training**

Based in part on an evaluation of the upcoming U.S. study tour/training program for the TC's and DOA's, it may be a very useful idea to send qualified governorate training team staff to the U.S. to perfect and upgrade their training and development skills. Such a plan however, should only be implemented if it is clear that the trained staff will be able to use their new knowledge and skills upon their return to Egypt.

#### **4.5 Program Design**

Without assistance from the TAC, the urban governorate training system does not yet have a ready capability to design targeted, special-purpose appropriate training and development programs in response to changing governorate demands and circumstances. To our knowledge, no detailed, systematic needs assessments for local development purposes have been carried out in these governorates

without TAC involvement. Training entities, such as the DOA's, have not been developing new programs but tend annually to repeat established programs.

The lack of system-level initiatives in the needs and design functions has of course limited opportunities for DOA staffers to put to use their knowledge and practice their skills. Recently, the Project has begun to conduct its monthly, OD-based workshops for the TC's and DOA's with a view to offering opportunities to review needs and design programs. In response to these workshops and against the background of the need to develop training plans for the next five-year plan, the secretaries-general very recently recommended TAC assistance to "Develop a 5-year training plan to be the base for governorate activities."

#### **4.5.1 Resources**

In the post-TAC period, how might the governorates best improve their ability to design appropriate training, organization development, and human resources development programs?

##### **4.5.1.2 Ministry of Local Administration (MLA)**

The MLA, through its training committee and separate training department, could provide the program impetus, institutional framework, and capable personnel to cooperate with the governorates to jointly carry out larger-scale, longer-term program needs and design initiatives, with these reservations. First, the MLA Minister has not yet ratified the relevant recommendations put forward by the secretaries-general and approved by the ULDC to establish such a mechanism.

Moreover, it is doubtful that the MLA will in the short-term be ready to provide the necessary T/TA to the governorates. MLA training personnel have not to date been involved in Project training activities. Their actual training capabilities are not known. In their recommendations the secretaries-general asked the TAC to begin providing training to the MLA training department. Such training could easily take a year.

##### **4.5.1.3 Local Resources**

Alternatively, the governorates could obtain T/TA from the same capable, established training resource providers that were discussed in the preceding section. They could provide needs/design services on a contract basis and have indicated their interest in doing so. This process would of course necessitate monitoring and evaluation of contractor activity. It would also require additional funding.

## **4.6 Organization**

The structure and functions of the governorate training system are regarded as adequate for the operations required in this phase of the institutionalization program.

### **4.6.1 Training Coordinator**

The creation and activation of the position of training coordinator has been well received and is recommended for institutionalization by the secretaries-general.

### **4.6.2 Governorate Training Team**

The governorate training team has also served its purposes of providing a strong Project-related training focus locally and taking the responsibility for planning, coordinating, and to a lesser extent, implementing courses. It has helped to initiate and maintain Project-related training operations in the governorates.

This team will be subject to certain change, if not dissolution, in the post-TAC period, when the demand for local development training may not be as clearly articulated as it is now under the TAC. In the absence of strong training leadership at the governorate level, the team may fall into disuse. It should be remembered that this team has as key members the Project Training Advisors and Program Implementation Coordinators, who would of course not be members in the post-TAC period.

With strong leadership, from the DOA or the governorate training committee, for example, the team could be re-organized, better staffed, more highly trained, and made responsible for the conduct a specific program of training. With regard to staffing, the current DOA-based teams do not appear to have sufficient personnel to carry out the multi-element training functions set forth in section 2.3. If only to accommodate the volume of work, the core training teams, typically made up of a TC and a mid-level or junior level training assistant, could be expanded to teams of 5-6 members organized along training function lines. This additional staffing could be drawn from DOA departments.

### **4.6.3 Governorate Training Committee**

The governorate training committee has also worked reasonably well, for purposes of training planning and coordination. It has also served as a mechanism for preliminary decision-making with regard to the TBG program.

With its multi-directorate representation, the governorate training committee has the potential to coordinate and promote governorate-wide training strategies, planning, and resource-sharing to a much

greater extent than it has to date. The secretaries-general, who head up these committees, do not appear to have explored the possibilities inherent in working with the large group committee, which is made up of training representatives from all governorate directorates, to pursue these possibilities.

The committee could be encouraged to:

- o serve to rally support for training, including that desired by the governor;
- o conduct feasibility studies;
- o research local training funding opportunities;
- o act as a focal point for the collection and exchange of information on training;
- o promote the sharing of governorate-wide training resources and personnel;
- o provide technical assistance in drafting training plans and programs, and
- o serve as a focal point to disseminate and promote needed training, OD and HRD innovations.

To date the committees have not been much involved in these activities. With support from the governors and initiatives from LD II, for example, they could be.

#### **4.7 Planning**

For current purposes the governorates have an adequately institutionalized training planning process.

##### **4.7.1 DOA Planning Institutionalization**

It should be recognized that the DOA's have already institutionalized the capabilities and processes 1) to plan and conduct their civil service training, and 2) to put together the overall governorate training plan. The DOA does this by virtue of its mandate from the national-level CAO. These activities will continue for the short-term future and will not be affected by changes in the status of the LD II Urban training program.

The governorate training teams have an improved capability in overall program planning as a result of experience gained in monthly planning for LD II, carrying out planning for the TBG program, and compiling annual governorate civil service training plans.

Specifically, with Project assistance, the training teams have developed skills in monthly, and quarterly program planning and in July, 1991 submitted one-year plans to cover the remainder period. They have not had experience in producing detailed plans for multi-year and five-year periods.

#### **4.7.2 Training Data Management and Analysis**

Better data management is an integral part of an improved overall program planning capability. In completing the training institutionalization questionnaires, the majority of teams demonstrated that they are capable of producing qualitative and quantitative training data on a timely basis.

The expansion of governorate-based training programs, in response to the coming transfer of Project training programs and the likely conduct of the second cycle of the TBG program, will require the governorate training teams to establish, use, and maintain training management system programs. The transfer of the Training Roster and Budget System from the Project to the governorates is a key step towards establishing this capability, and is expected to be completed in the six governorates by the end of October, 1991.

Completing this task alone will not, however, ensure an effective training MIS in the governorates. First, the newly developed skills of system operators need reinforcement through a relatively intensive program of TA through the end of the project period. Second, the effective use of training data for program planning needs emphasis and development in a parallel program of T/TA.

#### **4.7.3 Coordination with TBG**

While it may be true that, at the inception of the LD II and Training Block Grant training programs in 1988-1989, each program was distinct in its planning and outcomes, it is apparent today that the two programs increasingly overlap in their operational aims, strategies, training content, delivery mechanisms, clients and funding. To avoid wasting resources and duplicating efforts, it is recommended that the two programs significantly increase the level and quality of their information exchange, cooperation and coordination in planning their programs. Over the longer-term it is not difficult to imagine that certain aspects of the two programs might be advantageously merged.

One practical opportunity for cooperation in the short-term concerns the work that both LD II Urban and TBG are doing to introduce training data systems in the governorates. It serves no purpose to install and operate two such systems. Communication and cooperation between the two programs on this matter is recommended.

## **4.8 Monitoring and Evaluation**

All DOA, TBG, and LD II Urban training programs receive formative and summative evaluations, and program planners and supervisors state that they use evaluation data to improve the quality of future courses and, somewhat less frequently, to direct program planning efforts. In a pro forma sense and at the course level, this function is institutionalized.

### **4.8.1 Evaluation Data for Strategic and Program Planning**

However, this is not the case at the training program planning and strategic planning levels of the system, partly because of the relatively underdeveloped nature of the planning processes at these levels and partly because of the lack of staff trained in the use of evaluation data for planning.

### **4.8.2 Performance Evaluation**

Moreover, although the governorate training teams are familiar with and selectively use performance measures in their course planning activity, the governorate training system does not yet employ with good effect performance-based evaluation strategies and methods in its training programs.

At the Strengthening Governorate Training and Organization Workshop (6/91), the secretaries-general and their training teams demonstrated a clear interest in adopting this strategy and began to develop tactics for the use of performance measures in the training needs assessment-evaluation cycle of activity. It is interesting to note that their list of requested workshops for the TAC remainder period focuses in large part on these evaluation topics, indicating the motivation of the governorate teams to develop performance-based evaluation competencies.

### **4.8.3 Adoption of Performance Model in the Governorates**

The full adoption of performance-based training and evaluation would be a very important breakthrough for the governorate training system and constitutes a challenging objective for the TAC and USAID. In the short-term the Project will present approaches to accomplishing this innovation in both the U.S. study tour/training program and in the monthly workshops following the participants return to Egypt.

#### **4.8.3.1 First Track: MLA**

How might the system adopt the performance model for use in the governorates? A two-track strategy is suggested. In the first, and assuming that the MLA will be accorded an active leadership role in governorate training, it would be necessary to win the support of the MLA training committee to mandate and promote performance-based

training and evaluation in governorate training for local development programs.

As a corollary, it may also be necessary to introduce the concept and practice into the MLA training department, particularly if MLA trainers are targeted to perform evaluations or assist others to do so.

#### **4.8.3.2 Second Track, Part 1: Governorate Training Committee**

The second track operates at the governorate level. First, it would be of particular importance for the training committee to formally adopt a performance-based strategy for its local development training. It could then mandate any training deemed necessary to enable the governorate training teams to use these strategies and methodologies.

Such training could be provided by individual consultants, such as were used on the Project for organization development purposes, or through contracts to such organizations as the Productivity and Vocational Training Department of the Ministry of Industry or the Jameel Middle Eastern Management Center of the American University of Cairo, for example.

#### **4.8.3.3 Second Track, Part 2: DOA's**

Second, the DOA's, who are key players in local development training, should be trained to implement performance-based strategies in the design, conduct, and evaluation their training programs.

The DOA's, on the one hand, could receive training in performance-based training systems through the resources of the training committee, perhaps through a train-the-trainer initiative, or through the same MLA- or outside contractor-generated training programs mentioned above.

On the other hand, to the extent that the DOA's are involved in such an organizational innovation, sooner or later the approval of the parent body, the national-level CAOAs, may be required, if the innovation process is not to be constrained or blocked entirely. It may be useful to develop a strategy for engaging the CAOAs constructively, for the purpose of authorizing the DOA's to participate.

An extended discussion of the DOA/CAOA option begins in section 13.4.

#### **4.9 Administration/Logistics/Support**

This function is well performed and does not require priority attention in the remaining nine months of the Project.

#### **4.10 Recommended Contractor T/TA**

The following T/TA actions are recommended to be implemented to strengthen the governorate training system in the 10/91-6/92 period.

- o Complete the transfer of the Training Roster and Budget System to the six governorates.
- o Design, develop, conduct TOT-based program of T/TA for the training roster and budget tracking system.
- o Invite TBG participation in Project training institutionalization planning events (see section 14).
- o Coordinate with the TBG program over the unification of training data systems to be used in the governorates.
- o Design, develop, conduct workshop in Data Analysis for Training Program Planning and do follow-up TA program.
- o Design, develop, and conduct OD-based Workshop on Strategic and Program Planning.
- o Design, develop, and conduct Workshop on Funding for Training.

Additional T/TA, for a series of governorate team-level training functions is recommended, and all of the T/TA summarized, in section 14.

**5.0 TO CONDUCT A TRAINING NEEDS ASSESSMENT FOR GOVERNORATE ENGINEERING DEPARTMENTS (BSDS), GARAGES (O&M), MIS, OMD AND LMU'S**

**5.1 Rationale for Institutionalization**

As a key strategic step in training, needs assessment specifies and prioritizes the subjects, both technical and behavioral, that are to be addressed, identifies the participants who need the training, and builds supportive relationships with the participants' supervisors and managers in order to facilitate current and future training.

The needs assessment function is recommended for institutionalization precisely at the governorate level and in the governorate training team because that unit, working under the direction of the governorate training committee, has the best understanding of local needs and conditions and can most effectively work in the governorate system to produce the assessments, and undertake the follow-up program design and development work.

By June 30, 1992 at least two staff members, in addition to the Training Coordinator, on each of the governorate training teams should be capable of carrying out the essential steps in conducting training needs assessments, including actually working with clients in their departments.

**5.2 Governorate Performance and Capability Assessment**

Although the TC's and DOA's and other governorate training team members have received training in conducting needs assessments on more than one occasion, they have not yet demonstrated their ability to carry out this function effectively. The Project training team's review of their work at the Strengthening Governorate Training Administration and Organization Development workshop (May-June, 1991) indicates that they have acquired an introductory-level understanding but lack the more in-depth analytical framework, knowledge and skills. The process does not yet systematically consider performance gaps nor does it feature an operationalized mechanism for cooperative, inter-departmental needs assessments. This function often equates with simply obtaining lists of requested courses from a client department.

### **5.3 Recommended Contractor T/TA**

Workshop on Evaluation-Based Training Design for TC's, DOA's, department heads from engineering, garages, and others, with emphasis on incorporation of performance gap analysis in needs assessment.

This should include follow-up TA in the DOA's to gain acceptance for broadened needs assessment concepts and operations.

## **6.0 TO DESIGN AN IN-SERVICE TRAINING PROGRAM TO REDUCE THE PERFORMANCE GAPS IDENTIFIED IN THE NEEDS ASSESSMENT**

### **6.1 Rationale for Institutionalization**

The governorate training teams should be capable of converting the findings and recommendations of their training needs assessments into the design of training programs and courses. This function emphasizes translating needs into realistic and measurable goals and objectives and includes laying out the outline of the curriculum or content but does not necessitate providing detailed technical content, for example. The latter could be provided by consultants to the team.

The rationale for institutionalization of this function in the governorate teams is that those who have done the needs assessments, including the analysis of performance gaps, in the key Project-related departments, are those who are best suited to design appropriate and feasible programs to overcome those needs.

By June 30, 1992, at least two team staff members, in addition to the TC, on each governorate team, should be capable of designing both short and long term training programs and courses employing performance measures and performance gap analysis in those training designs.

### **6.2 Governorate Performance and Capability Assessment**

In general our comments on the needs assessment capability of the governorate training teams hold also for training plan design, in the sense that, although the TC's and DOA's now understand the concepts and terminology of training design and have been introduced recently to performance gap analysis, they do not readily perform these functions in an intensively focused way, and cannot be said to have other than introductory-level working skills. Nor have the teams been designing new courses and programs.

Briefly, what factors contribute to this design gap? The efficient, and practical nature of the DOA operation militates against paying too much attention to any one element in the equation. Assignments, such as needs assessments, or training designs, are processed relatively quickly. Administration takes precedence over program. Thus, needs assessments result in simple course requests and training designs yield brief program outlines. In both functions, the needs-performance gap-design linkages and analysis are neglected.

Moreover, in the absence of a clear mandate for performance improvements from the governor, DOA or CAO, for example, there is a low likelihood that performance-related design will be adopted. Ad hoc and one-time training efforts can inform, increase understanding, and lead to some gains in skills, such as were demonstrated in the recent OD workshop, but will not establish and institutionalize the needed results-oriented training design capability. A more concerted, longer-term effort is required.

Finally, there is insufficient team staffing at present to develop this capability. In addition to the TC, at least two other staffers would be required to be trained in order to perform this labor-intensive function, in order to provide designs for the full range of programs/courses for which needs assessments must be done.

### **6.3 Recommended Contractor T/TA**

The same Workshop on Evaluation-Based Training Design mentioned above in section 5.3.

## **7.0 TO IDENTIFY THE APPROPRIATE TRAINING METHODS TO CARRY OUT THE PROGRAM: APPROPRIATE INSTRUCTORS**

### **7.1 Rationale for Institutionalization**

Having conducted needs assessments and formulated general training program/course outlines, the governorate training teams should be capable of recruiting qualified instructors and orienting them to local development needs and conditions, and to the performance requirements for the courses they are intended to give. The data provided by the teams indicate that there are sufficient local sources of instructors. Individual governorates are the best starting points for instructor recruitment.

### **7.2 Governorate Performance and Capability Assessment**

The experience of the governorates in recruitment appears mixed. One governorate claimed to have recruited 75 instructors in the past year and another stated that its recruitment was inadequate because of overly restrictive regulations, while the remaining governorates fell somewhere in the middle.

The selection of high-quality instructors is a key function, and if it is not done on a performance requirements basis, the training course is not likely to be successful. If the desired instructors are not available locally, the governorate team should look at the regional level, rather than contract to known, but not necessarily high-quality, local instructors.

The Project has provided the governorates with a list of trainers who have contracted with the Project.

The governorates stated that they have recruited trainers from the following entities:

- o CAO
- o Sadat Academy
- o Marine Transport Academy
- o High. Inst. Pub. Health
- o Hotel School
- o Cen. Ag. Accounting
- o Faculty Engineering
- o Faculty Agriculture
- o Comm. Tech. Inst.
- o Higher Inst. Technology
- o Cairo university
- o Ain Shams univ.
- o Canal Cities univ.
- o Nation's Council
- o Gen. Org. Insurance.
- o Min. Finance
- o Faculty Commerce
- o NOPWASD
- o Nat. Inst. Planning

### **7.3 Recommended Contractor T/TA**

The subjects of instructor recruitment, orientation, performance requirements, and evaluation are to be covered in a Workshop on Using the Training Materials.

The TAC will assist the teams to conduct pre-bid conferences and/or other events to meet potential instructors from training resource provider organizations.

## **8.0 TO IDENTIFY THE APPROPRIATE TRAINING METHODS TO CARRY OUT THE PROGRAM: APPROPRIATE TRAINING MATERIALS (ESPECIALLY FROM THE LD II URBAN MATERIALS)**

### **8.1 Rationale for Institutionalization**

Over the Project duration, the governorates have been receiving, field-testing, and using Project-generated course materials. By the end of the project in June, 1992 the governorate training teams will have received some 40 final, approved, Arabic-language course manuals, including software, for these courses. The availability of the manuals will assist governorate trainers both to repeat the courses for new employees and also to develop new, higher-level courses, using these materials as core curricula. Software will permit flexible approaches and applications. Given the investment in these tested, high-quality materials, the governorates should make every effort to make full use of them in next three years.

### **8.2 Governorate Performance and Capability Assessment**

To date the governorates have received twenty manuals and the remainder are expected to be delivered before June 1992.

Four governorate teams have used materials received to date to give courses and/or provide information to participants. Given the responsibilities of the teams in the on-going implementation of DOA, LD II, and TBG courses, it would be surprising to find that the teams have had much of an opportunity to develop applications for the eight manuals delivered up to this point.

The delivery of so many course manuals in the remainder period gives the Project an excellent opportunity to assist the teams to develop education and training applications from the manuals. For example, in order to develop courses from the manuals, the governorates would presumably update training needs assessments, review the evaluation results from the initial course offerings, and design programs that take into account needs for modifications.

### **8.3 Recommended Contractor T/TA**

Workshop on Using the Training Materials, followed by TA in the design and development of courses using these materials as the core curriculum. Participants should develop multi-year plans for the use of the manuals.

## **9.0 TO IDENTIFY THE APPROPRIATE TRAINING METHODS TO CARRY OUT THE PROGRAM: TRAINING FACILITIES**

### **9.1 Rationale for Institutionalization**

The governorate training teams should be able to make available to their training clients adequate training facilities for the conduct of governorate training programs. At a minimum, these facilities should be attractive, clean, equipped with training equipment and staffed and maintained by trained personnel. The governorate training facilities should be sufficiently spacious to accommodate events for larger numbers of participants.

### **9.2 Governorate Performance and Capability Assessment**

The teams are on the whole able to make available to their clients adequate facilities for the conduct of local training programs. They are generally satisfied with the availability and quality of their training facilities; some governorate teams emphasize that they have several facilities from which to choose, and can accommodate more than one training event at a time.

- o One team stated: "There are two training halls in good shape. In case of implementing more than 3 or 4 courses in the same period of time, the 12 remaining halls in the different governorate agencies can be used."
- o A second team stated that the following training resources are available: the Governorate Training Center, the El Nile Mass Communications Center at Benha, the Institute of Technology, and the Halls of Agriculture, Sports and Youth, Social, Housing Directorates, the Hall of Kasr El Saqafa, the Shoubra El Kheima Club, and City Council Halls.

With regard to Cairo Governorate, the training center, while adequately equipped, would be best re-located to a more accessible place.

Only two teams reported gaps--in audio visual equipment, such as video components--which the Project views as having a low priority at present.

### **9.3 Recommended Contractor T/TA**

This function is mostly institutionalized and does not require high priority T/TA at present. On a routine basis, the TAC is now surveying governorate equipment use and results and will work with the TC's in an upcoming Training Institutionalization Workshop.

**10.0 TO IDENTIFY THE APPROPRIATE TRAINING METHODS TO CARRY OUT THE PROGRAM: CONTRACTING PROCEDURES**

**10.1 Rationale for Institutionalization**

The governorate training teams, particularly in the post-project period, will most likely need to contract out to external training resource providers, like TOMOHAR or the Pyramids Institute or the PVTD of the Ministry of Industry, for training services. In order to do so efficiently and effectively, these teams should demonstrate multi-faceted contracting capabilities, including skills in drafting scopes of work, reviewing and scoring tenders, negotiations, and monitoring and evaluating the work of the contractor.

**10.2 Governorate Performance and Capability Assessment**

Four of the six governorates have some experience in contracting out to organizations for training services. All governorates stated that they expected to contract out in the post-project period and generally rate their capabilities in drafting scopes of work, reviewing bids, and monitoring contract performance as good to excellent. <sup>05</sup>

However, the process of contracting out will become significantly more demanding on the teams as they shift from a reliance on individual consultants to an increasing use of organizations, in the post-TAC period.

**10.3 Recommended Contractor T/TA**

A refresher Workshop in Contracting for Training Services, possibly to be followed by the conduct of a 2-day module, if sufficient demand is generated in the one-day workshop.

**11.0 TO EVALUATE EACH PROGRAM AND THE IMPACT OF TRAINING ON JOB PERFORMANCE**

**11.1 Rationale for Institutionalization**

In order to improve current program effectiveness and plan future training programs, and to make the best use of scarce financial resources for training, the teams should have the capability to do, or contract out to do, training program monitoring, evaluation, and on-job impact assessments.

It is equally important that the teams be capable of incorporating appropriate evaluation methodologies into the course/program design phase.

By June, 1992 two governorate team members, other than the TC, should have received TAC training in evaluation-based design and should be capable of conducting performance-based evaluations of local development training courses and programs.

**11.2. Governorate Performance and Capability Assessment**

In part through the mechanism of the DOA, which is required by the CAO to evaluate the civil service courses that it offers, and by virtue of the requirement for evaluation in the LD II Urban and TBG programs, the monitoring and evaluation function is institutionalized in the governorates.

**11.2.1 Approaches**

According to their responses the governorates employ the following approaches:

- o Written tests
- o Research
- o Trainer evaluations
- o Daily evaluations
- o Questionnaires
- o Trainee follow-up
- o Trainee evaluations
- o End of course evaluations

The teams have expressed a reasonable understanding of evaluation approaches and have commented intelligently on the use of evaluation data to improve courses and assess trainee and trainer performance. It should be noted that the majority of governorate evaluations are of the reactional type, in which the trainees are asked for their reactions to the training on the last day of the course. It is likely that the same evaluation form is used for different training programs.

### **11.2.2 Performance-Based and On-Job Impact Assessment**

The teams do not have extensive experience in designing, conducting, and analyzing performance and on-job impact assessments, and have expressed interest in acquiring this knowledge and skills, as may be seen from their requests for training, as follows.

"It is important that the training team be trained on follow-up operations, evaluation, and impact assessment."

"Holding training workshops and seminars on the scientific basis and modern methods of evaluation and impact assessment."

### **11.3 Recommended Contractor T/TA**

Workshop on Evaluation-Based Training Design, including follow-up TA program, and cooperative work with TAC training advisors on the design, development, and conduct of selected Project evaluations.

**12.0 TO IDENTIFY SHORT AND LONG RANGE TRAINING PLANS FOR THE GOVERNORATE**

**12.1 Rationale for Institutionalization**

In addition to designing/developing individual courses and programs, the teams should be able to formulate both short and long range training plans, in response to the dynamics of on-going programs and new initiatives.

**12.2 Governorate Performance and Capability Assessment**

With regard to the capability of the governorates to do short and long range plans, certainly all can develop formal plans, and have done monthly and quarterly plans for Project purposes, but lack the knowledge, skills and experience to produce in-depth, special-purpose, short-term plans or longer-term plans that involve projecting and combining more complex variables.

The treatment of this subject in sections 4.5, 4.7, and 6.0 is relevant here.

**12.3 Recommended Contractor T/TA**

Workshop on Data Analysis for Program Planning.

Workshop on Using the Training Materials.

Workshop on Strategic and Program Planning.

**13.0 TO WORK TOGETHER WITH OTHER GOVERNORATES IN ALL OF THE ABOVE**

**13.1 Rationale For Institutionalization**

To date the Project team has taken the initiative to design, develop, coordinate, conduct, and promote inter-governorate and multi-governorate training activity for the urban governorates. This strategy has proved successful in several ways. The governorates have been able to undertake training together that they might not have had the resources or personnel to accomplish individually.

Moreover, the governorate teams have learned from each other in the overall regional working group. As a result of this interaction, which has recently been generated through the conduct of OD-based, team-building workshops, the training teams have begun working together on strategic, program, and policy issues and have realized positive results. Finally the interest and leadership provided by the TAC has helped the governorate teams to continue learning and applying training strategies, methods, and techniques.

**13.2 Performance and Capability Assessment**

The governorates have not yet advanced and integrated their capabilities to the point of effective and efficient interdependent functioning in the training field. For example, training planning formats are not yet standardized. It appears that, left on their own, as they have been for the most part in the TBG program, for example, the teams will not collaborate automatically. There is a strong need for continuing support from a single source for multi-governorate planning, coordination, and leadership. At present it is not clear from where that support will come and how it will be sustained.

**13.3 Option 1: Strengthened MLA Role**

This option is realistic in that, at the concluding session of the Strengthening Governorate Training Administration and Organization Development Workshop (June 8, 1991), the secretaries-general and their governorate training teams formulated a series of consensus recommendations for the conduct of the intergovernorate planning and coordination functions in the post-TAC period.

These recommendations were approved by the ULDC on September 4, 1991 and await review by the General Amana of the MLA, and ratification by the minister. Should he approve the recommendations, the strategic/program planning framework for continued training institutionalization and multi-governorate planning and coordination will have been significantly clarified, and advanced.

### **13.3.1 Summary Content of the Recommendations**

In brief, what do the recommendations state? First, The MLA training department is to replace the TAC on expiration of its contract. The TAC is requested to provide training to the MLA training department to prepare it to do so. Second, the MLA training committee is to assume the inter-governorate and multi-governorate training planning and coordination role. Third, the governorate training committee, headed by the secretary-general, is to play the same role it performs now, in training needs assessment, program design, and related functions.

Finally, the training coordinator is to carry out previous responsibilities and will continue to be the rapporteur of the governorate training committee.

### **13.3.2 Advantages of this Option**

The advantages of this option include:

- o MLA leadership role provides focus and vehicle for training functions transfer and institutionalization in the GOE.
- o USAID and the TAC can be seen to have succeeded in achieving important objectives of strengthening the local training systems while assisting in their incorporation into the larger GOE system. USAID can reduce its direct implementation role in the urban training sector.
- o The MLA has finally filled the position of minister with an individual who has extensive experience with the Project and is a supporter of training.
- o MLA, through its training committee and training department, can provide needed, direct, clear leadership and planning and coordination assistance to the governorates.
- o MLA may provide some funding for local training.
- o Actual governorate training operations are unchanged in this option and can be expected to continue as they are.
- o This option appears consonant with existing local development law.
- o This option has been requested by the governorate training teams and thus appears acceptable to them.

### **13.3.3 Disadvantages of this Option**

- o The MLA training committee lacks recent experience in strategic planning, program planning, and multi-governorate planning and coordination. The quality of the services that it may provide in these important functions is uncertain. A period of committee team-building and training may be necessary.
- o The MLA training department has not been involved in the provision of training services under the project and most likely lacks the skills and experience required to work effectively and efficiently at this point with the governorates. The department may not be prepared to work effectively at this point. A period of team-building and training may be necessary.
- o The governorate training teams may experience a significant loss in the quality and volume of their local training operations if the MLA is not able to adequately fund programs and provide the necessary leadership, technical assistance, and support.
- o Such transfers of responsibility and leadership from the TAC to a GOE body responsible for training have taken place more than once in the history of the LD II effort, and have resulted in a severe reduction in quality.
- o MLA may not have sufficient funding for training; USAID may have to provide an amount of funding similar to that provided similar to the yearly average LD II Urban training funds over the 1989-1991 period, or roughly LE 120,000, per governorate for at least the 7/1/92-5/30/93 period.

### **13.4 Option 2: Strengthened DOA Role**

A second option for filling the TAC's multi-governorate leadership role centers around strengthening the role of the DOA's. It should be stated that the DOA's operate as governorate-level representatives of the CAO, the national-level civil service training, organization, and personnel management agency. Thus, the impetus for multi-governorate training planning and coordination activities would necessarily issue from the CAO, to be implemented through the local DOA's.

#### **13.4.1 Advantages of this Option**

- o A strong national agency such as the CAO, with an established and operating Training Division with extensive resources, could provide the necessary leadership, technical assistance, and support to the governorates.

- o The CAOAs are a source of funding for local training.
- o The CAOAs' direct connection to the DOAs could facilitate the upgrading of the training capabilities of the DOAs. CAOAs' training innovations could be transferred to the DOAs.
- o Vesting authority for the conduct of this training leadership function in the CAOAs/DOAs structure would likely result in unified training policies and consistent and positive DOAs applications to strengthen training throughout the governorates.

#### **13.4.2 Disadvantages of this Option**

- o The CAOAs' leadership in personnel management and civil service training may not be readily, or effectively or appropriately transferred to the DOAs.
- o The CAOAs do not appear to have extensive experience in local capacity-building and organization development for training. Its now largely formalistic approaches might actually constrain local training efforts.
- o The shift in leadership to the CAOAs/DOAs option may engender an excessively competitive situation with the MLA at the national level and between the governorate training committees and the DOAs at the governorate levels.
- o It may be that the provision of high-quality training and development services by CAOAs/DOAs can only take place through the systematic upgrading of the CAOAs' training and development capabilities. USAID may or may not wish to become involved in such a program, which would necessitate technical assistance and funding over a multi-year period, and might not immediately meet the needs for training leadership in the governorates.

#### **13.5 Option 3: Private Sector Leadership**

If neither the MLA nor the CAOAs/DOAs emerges in the short-term to provide strong, tangible leadership to the governorates for local development training, it might be possible to fill the TAC's leadership role by contracting out. The TAC, with USAID and GOE approval, could develop a scope of work and related bid package and assist in selecting a contractor to provide leadership services.

Since the intent here is to institutionalize leadership in the GOE system, contracting to a capable Egyptian firm would be most appropriate. Such entities exist and as defined, here include not only purely private sector firms but also the training and consulting arms of GOE agencies, who are increasingly responsible

for generating their own revenues, may be slated to become private sector units, and must therefore act in a businesslike manner. On the basis of recent interviews, it is safe to state with several are qualified to carry out the leadership, planning, and coordinating roles effectively.

#### **13.5.1 Advantages of This Option**

- o This strategy is in line with current open market and privatization policies in both the GOE and USAID.
- o Private sector responsiveness to the task should increase efficiency and boost effectiveness of governorate training programs. If USAID has to fund this effort, it would be a worthwhile investment, in terms of immediate return.
- o The scope of work for such a firm could be expanded to take into account addressing certain other T/TA needs identified in this report, such as needs assessment, design, and evaluation.
- o Use of a<sup>an</sup> Egyptian private sector firm for this important task would pave the way for additional similar host country contracting and stimulate the development of the local market and resources in training, organization development, and human resources development.
- o The design and development work for such an effort could be accomplished by the TAC and a contractor selected by 6/30/92, thus establishing a strong framework and mechanism for improving governorate training activity in the post-TAC period.

#### **13.5.2 Disadvantages of This Option**

- o The MLA, the final decision point in the ULDC/Amana/MLA decision mechanism for the Project Agreement duration, may be opposed to this strategy for several reasons, two of which may be that it wants to maintain control thorough a direct relationship with the governorate training team, and prefers to build up and use the resources of its own training department.
- o Contracting out to the private sector will require additional funding, with likely commitments from both the MLA and USAID, that neither entity may wish to make.
- o This strategy requires careful attention to monitoring and evaluation, but this is precisely the function that is usually neglected in such efforts. In the absence of the TAC after 7/92, who will monitor and evaluate the efforts of the local contractor? How will this be accomplished? The MLA may not have the required staff to do this. USAID may be similarly understaffed.

### **13.6 Recommendation: MLA-Private Sector**

It is recommended that USAID and the TAC actively encourage the MLA to provide overall institutional and bureaucratic leadership to the governorate local development training effort, with the assistance of a qualified local training contractor, or consortium, contracted and directed by the MLA, who will provide program leadership, in the post-TAC period. It is also recommended that USAID provide funds for the local training contractor, to the extent that the MLA can not do so. The overall strategy also includes recruiting a PSC Training and Development Advisor to work at the MLA.

Additional information is presented in sections 14.7.3.-5.

### **13.7 Consequences of a Delay in Decision-Making**

At present the recommendations of the secretaries-general with regard to the assumption of the leadership role by the MLA have been approved by the ULDC, and now await the General Amana's decision and final approval by the MLA minister. While these recommendations are important ones for the Project, because they will guide future efforts, they may or may not be high priority for the minister. He may delay his decision.

Such a delay would have serious consequences for the post-TAC period. If a decision is not made, the lack of leadership and funding will cause local development training to be reduced severely. It may disappear altogether, as has happened before in both the Urban and Provincial LD Projects. Re-starting training is needlessly costly and time-consuming.

### **13.8 A Pro-Active Strategy**

It is recommended that, if The TAC and USAID agree on this option for the post-TAC period, they should cooperate to obtain the agreement of the MLA minister, so that MLA could participate in the governorate training institutionalization program that is recommended in section 13, including the following.

- o At least two MLA staff, including a very high-level representative of the minister, are recommended to participate in the upcoming Training Institutionalization Workshop, October 16-17, 1991 that is described below in section 13.
- o The secretaries-general should be invited in order to brief the MLA representatives on their training programs, progress in institutionalization, and commitment to the MLA-private sector leadership strategy.

- o A recommended outcome of the workshop is that a delegation of secretaries-general, USAID, and TAC representatives be formed to request a meeting with the MLA minister to seek his approval of the MLA-private sector leadership strategy.
- o MLA is recommended to nominate at least two participants to accompany the governorate TC's on the November, 1991 U.S. study tour/training program (11/92).
- o Before the end of 1991, and subject to program and funding constraints, the TAC is recommended to conduct a training and staffing needs assessment targeted to the leadership, planning, and coordinating role that the MLA will be expected to play (12/92).
- o Also before the end of the year, the TAC should obtain USAID and MLA approval of the scope of work and bid package for the services for one year of a local training contractor for the post-TAC period.
- o The designated key MLA training team members should also take part in the Training Administration and Programming Intern Program, in order to gain practical experience and prepare for the post-TAC period (12/91-6/92).
- o MLA training staff are recommended to participate, as it is appropriate to their roles, in the full training institutionalization workshop program through June, 1992.
- o They are similarly encouraged to participate in the intensive TA program that supports both the workshops and the intern programs, in order to gain first hand, on-site experience in the governorates (12/91-5/92).
- o Subject to MLA and USAID approval, the TAC should have completed the host country training contractor solicitation process and have identified a private sector contractor (6/92).

**14.0 RECOMMENDED INSTITUTIONALIZATION IMPLEMENTATION PLAN:  
10/91-6/92**

The purpose of this section is to present for review a recommended governorate training institutionalization plan of activity to be implemented jointly by the TAC and governorate training teams in the 10/91-6/92 period.

**14.1 Goal and Objectives**

The overall goal of the training institutionalization effort will be to assist the governorate training teams to be effective and independently functioning, through an intensive, three-part program of T/TA, that will fulfill the Workplan requirements (section 2.3)

The following plan objectives are to be achieved by 6/30/92.

**14.1.1 The governorate training system**

**14.1.1.1** At the national level, a GOE mechanism should be in place and operating to authorize and fund governorate-level training specifically for the purpose of local development.

- o This mechanism could be situated in, and funded by the MLA for example. USAID might contribute funding through the MLA.

**14.1.1.2** At the national or regional level, a GOE-approved entity and mechanism should be in place and operating to direct, plan, and coordinate inter-governorate training for local development purposes.

- o This could be the MLA Training Committee or an organization designated by it, for example.

**14.1.1.3.** In each governorate, the governorate training Committee, headed by the secretary-general, should be the GOE-designated body to provide leadership, policy review, and strategic and program planning initiatives for local development training.

**14.1.1.4** In each governorate, a training organization, such as a DOA or a governor-decreed training department, should be designated to be the implementing agency for the administration of local development training. In each such agency, there should be a training team of at least five trained individuals who regularly perform training administration and programming activity, and are available to do so for local development purposes.

**14.1.1.5** In each governorate, a GOE-designated Training Coordinator, already a governorate civil servant working full-time in the training or OD or HRD fields, should be in place and responsible for coordinating local development training.

**14.1.2** Professionalization

At the national and/or regional level, there should be a mechanism established and funding available to provide for the continuing professionalization, education, and training of the governorate training staff, based on GOE-approved annual plans formulated and submitted by the individual governorates.

- o The mechanism could be contracting to an educational institution or overseas participant training, for example. Funding could come from the MLA or USAID. The approved, overall plan would be implemented in the post-TAC period.

**14.1.3** Governorate Funding for Training

The overall governorate training team working group, including the secretaries-general, should produce a series of Governorate Funding Plans for Priority Training Programs, describing how they will fund their essential training activity in the 7/92-6/93 period, including targets for funds to be raised locally.

- o These plans should be based on governorate research and feasibility studies, taking into account existing, new, and experimental funding programs, and subsequent review of these feasibility studies in a Funding for Training workshop.

**14.1.4** The Planning Function

**14.1.4.1** The governorate training teams should produce multi-year training plans and compile them into an Urban Governorates Local Development Training Plan for 7/92-6/94.

**14.1.4.2** The teams should also develop at least 2 short-term training plans for their governorate clients, such as the Social Fund or in response to a request from the governor, for example.

**14.1.5** Needs Assessment/Recommended Training Program

As part of the above-mentioned plan, each governorate training team should conduct a detailed, performance-based needs assessment for local BSDS, O&M, MIS, OMED, and LMU training needs, and produce a series of recommended training programs, to be incorporated in the plan mentioned in section 14.1.4.1.

#### **14.1.6 Recruitment of Instructors**

As part of the overall multi-year plan, the governorates should draft in their strategy sections their plans to improve the recruitment and performance of instructors to be used in training plans.

- o This would include attention to rosters, orientation, training and performance requirements, and evaluation.

#### **14.1.7 Use of the LD II Training Materials:-**

As part of the plan mentioned in section 14.1.4.1, the governorate training teams should prepare plans demonstrating how they will make the maximum use of the course manuals that will be delivered by the TAC to the governorates.

- o Relevant foci are 1) course replication and 2) re-design for modified purposes and changing target groups. Applications should cover at least the two-year plan period.

#### **14.1.8 Contracting**

For purposes of contracting out to organizations for the provision of training services in the post-TAC period, the governorate training teams should produce a draft model RFP including scope of work, review and scoring of proposals, negotiations, and monitoring and evaluation of contractor performance.

#### **14.1.9 Monitoring and Evaluation**

14.1.9.1 Two designated staff from each governorate training team should undertake and complete detailed course evaluations and on-job training impact assessments for the engineering departments (BSDS), garages (O&M), MIS, OMED, and the LMU's.

14.1.9.2 Based on a review of the effectiveness of these evaluations and impact assessments, the above-mentioned evaluation staff of the teams should incorporate into the multi-year governorate training plan a detailed strategy and program for the conduct of course evaluations and on-job impact assessments.

#### **14.2 Basic Strategy Elements**

The overall strategy for the conduct of the proposed institutionalization program for the 10/91-6/92 period consists of a three-part effort:

- o Conduct of an intensified program of monthly, OD-based workshops for the governorate training teams;
- o Conduct of a TAC-based Training Administration and Programming Intern Program for the intensive preparation of governorate training team staff;
- o Conduct by the TAC Training Advisors of a program of intensive TA in the governorates to support the activity generated in the above-mentioned workshop and intern program strategy elements, and
- o Evaluation of the extent to which the above-mentioned three-part strategy has advanced the status of training institutionalization in the governorates and has assisted in consolidating the overall local development training system in the urban governorates.

#### **14.3 TAC Scope of Work**

A summary of the scope of work for these program elements is presented below.

#### **14.4 Monthly, OD-Based, Institutionalization Workshops**

The following skill- and team-building workshops are recommended in order to remedy the gaps that have been identified in the performance and institutionalization of governorate training functions.

##### **14.4.1 Workshop on Training Institutionalization (10/91).**

The objective of this 2-day workshop is to obtain the consensus of the governorate training teams on the training institutionalization implementation plan to guide efforts through the next ten months.

The major subjects for planning are: 1) programming and scheduling the monthly workshops; 2) the nature, scope, and operation of the intern program, and 3) planning the intensive TA program. Consideration should be given to inviting TBG personnel.

##### **14.4.2 Workshop on Training Roster and Budget Tracking System Operations (11/91).**

The objective of this workshop is to consolidate the gains made from the initial round of training provided to governorate training team roster system operators, to advance the knowledge and skills of the operators, and to conduct a needs assessment to design the recommended Workshop on Data Analysis for Program Planning. This three-day event could be held at the TAC Computer Lab.

**14.4.3 U.S. Study Tour/Training Program (11/91).**

Participants will receive training in adult education and training strategies; instructional development packages and programs for in-service education and training of public sector employees; program monitoring, evaluation, and post-training impact assessment methodologies, and an introduction to computer-assisted instructional packages and audio-visual aids.

**14.4.4 Workshop on Data Analysis for Program Planning (12/91).**

This workshop is a two-day follow-up to the T/TA that has been provided to the governorate training teams for purposes of the transfer of the Training Roster and Budget Tracking System. It is intended to improve the knowledge and skills in training data analysis of governorate training decision-makers and program planners. It is also intended to improve their presentation of data analyses in support of training initiatives.

**14.4.5 Workshop on Training Program Planning and Administration (12/91).**

The purpose of this workshop is to offer to those who participated in the U.S. study tour/training program and their staff counterparts in the governorates an opportunity to review what was learned on the study tour and to incorporate that learning into the program and plan of governorate training activity for the 1/92-6/92 period.

**14.4.6 Workshop on Evaluation-Based Training Design (1/92).**

This four-day workshop builds upon the experience gained by participants in their U.S. study tour/training program to introduce and practice intermediate-level concepts and skills in evaluation- and performance-based training design. The objective of the workshop is for participants to employ a performance evaluation model in the design of training courses and programs, emphasizing needs assessment; analysis of performance gaps; formulation of clear, realistic and measurable objectives and evaluation indicators; methods for monitoring, evaluating, and assessing on-job impact.

**14.4.7 Workshop on Training Roster and Budget Tracking System Operations (2/92).**

This workshop, which could be held at the TAC Computer Lab, is the last in a series of refresher/upgrading courses to firmly establish the operations of the training roster system.

**14.4.8 Workshop on Funding for Training (2/92).**

The governorate training teams have requested this workshop in order to identify and follow-up on high potential sources of funding for training to supplement that of the DOA and to cover possible shortfalls in TAC and TBG funding. It is suggested that the two-day workshop be preceded by the preparation and review of papers drafted for this purpose, and that the workshop be conducted in two parts, to allow for interim research, feasibility analysis, and follow-up activity.

**14.4.9 Workshop on Using the Training Materials (3/92).**

The purpose of this two-day workshop is to improve the course and program design skills of participants while assuring that the TAC training materials will be used by the governorates to the maximum degree in the post-TAC period. Participants will gain practical experience in using these core curricula to replicate courses given previously and/or to modify the materials for alternative programming. Participants will be expected to develop a program plan and schedule for the use of the course manuals over a minimum two-year period.

**14.4.10 Workshop on Contracting for Training Services (4/92).**

The objective of this two-day workshop is to increase the capabilities of the teams to contract out for training services to public and private sector entities. The workshop will emphasize the key contracting elements and steps, including the legal framework; the allocation of responsibilities for the process; drafting scopes of work; producing RFP's; reviewing and scoring proposals; negotiations; monitoring and contract compliance.

**14.4.11 Workshop on Strategic and Program Planning (5/92).**

This 3-day workshop is the capstone of the 10/91-5/92 period, in which the teams synthesize and apply the totality of their learning and skills from the workshop, internship, and TA components to complete a detailed strategy and implementation plan for the funding and conduct of their training programs over the 7/92-6/94 period. Participants should include MLA executive management, training committee members, and training department staff; secretaries - general; governorate training team staff; the governorate heads of BSDS, O&M, OMED, MIS, and LMU's; and USAID, TBG and TAC personnel. Supporting materials for the workshop will include evaluation papers to be prepared and distributed by 4/92.

**14.5 TAC Training Administration and Programming Intern-Program (12/91-5/92)**

The objective of this internship program is to offer to participants, including the TC's, DOA's and their core training staff, an opportunity to attain intermediate-level knowledge and skills in selected training functions, by working with TAC senior training advisors, consultants, and staff on practical tasks in training administration, program planning, and monitoring and evaluation. This intern program will provide a framework in which to conduct the monthly workshops and to participate in follow-up TA work. Joint planning of the intern program with governorate training team personnel will take place in workshops 14.4.1. and 14.4.5.

Participants will work with TAC training staff to transfer the Project Training Implementation System, which comprises the following components.

1. Needs Assessment
2. Verification/Design/Development
  - a. Curriculum Development
  - b. Participant Selection
  - c. Selection of Trainer (Firm)
  - d. Budget Development
  - e. Local Coordination/Preparation
3. LD II Urban Roster System
4. Course Implementation and Monitoring
5. Evaluation
6. Project Training Institutionalization
  - a. Training Coordinators
  - b. Training Centers
  - c. Computer Installation
  - d. Internship.

**14.6 Supporting Program of Intensive TA in the Governorates**

In this final, institutional phase of the training task, it is important that Project staff emphasize as much as possible the conduct of on-site TA applications for the teams, so as to transfer, make operational, and institutionalize the essential training functions in the most realistic setting, within the context of known local opportunities and constraints. Joint planning of this TA program with the governorates will also take place in workshops 14.4.1. and 14.4.5.

## **14.7 Conclusion**

### **14.7.1 Overview**

The LD II Urban Project has conducted a comprehensive, successful program to assist the six urban governorates to develop a solid framework and introductory capability for self-sustaining training administration, program development, and implementation in support of local development activities.

This has been a multi-faceted effort. The project has equipped training centers, introduced training administrative and program systems, upgraded staffing, motivated local training leadership, increased the demand for local development-related training, contracted out to capable local private and public sector training providers, and produced and delivered comprehensive training curricula and materials.

By June 30, 1992, with the TAC's continuing leadership, and following the program and processes that are proposed here in sections 13 and 14, the governorates will most likely have succeeded in meeting the requirements for institutionalization of training functions for local development purposes.

### **14.7.2 Positive OD Results**

Employing OD methods, the Project has accelerated governorate training team formation, improved working relations, and stimulated productivity in program planning and policy review. In fact, the very strategic planning recommendations of the secretaries-general and their training teams discussed in section 12 are a very positive outcome of this process. Continuing OD applications will promote a more in-depth institutionalization of training in the governorates in the post-TAC period.

### **14.7.3 MLA Leadership**

Although the initiative for MLA training leadership appears to fit well both constitutionally and programmatically into the GOE framework, and thus should be welcomed by USAID, it is not without some risk for the success of training institutionalization in the urban governorates, because it presents a new, untested, and challenging situation.

Project training progress could be lost if the MLA can not perform the leadership task. On balance the risk is worth taking, in order to achieve this unprecedented leap forward in training leadership institutionalization. The MLA initiative should be encouraged and the MLA brought into the LD II Urban training program. Common sense, however, dictates preserving hard-won training gains at the governorate level while facilitating development of the overall GOE local development training system.

#### **14.7.4 Safeguarding the Project's Training Gains**

The plan presented above in section 14 has been designed to preserve and advance the institutionalization of governorate training while transferring leadership responsibilities from the Project to the responsible GOE entity. It focuses primarily on the governorate training teams but also provides systematic opportunities for the orientation and training of the MLA and appropriate staff. Given this cooperative framework, the earliest possible involvement of the MLA in plan implementation is encouraged. In fact, the earlier the MLA comes on-board, the more opportunity there will be in the remainder period to orient its designated staff to their coming responsibilities in the post-TAC period.

The plan provides a built-in safeguard against potential negative consequences of MLA involvement by obtaining the services of a capable, host-country, private-sector training contractor to assure the delivery of high-quality services to the governorates in the post-TAC period 7/92-6/93. While the MLA will provide formal, bureaucratic leadership, the private sector contractor will work with the governorates to plan and coordinate their program activities. It will also upgrade the quality of governorate services in needs assessments, program design, and evaluation. A USAID PSC training and development specialist assigned to the MLA will provide T/TA to the MLA while assisting in monitoring the activities of the local training contractor, as described in section 14.7.6.

#### **14.7.5 Use of a Local Training and Development Contractor**

Training institutionalization has succeeded sufficiently well to take the next logical step of contracting out supporting T/TA to a capable host-country firm or consortium. Shifting from Project to local contractor support is a vital, necessary step in the longer-term institutionalization process, all the more so as capable individual consultants, firms and agencies exist and have expressed willingness to participate. USAID is highly recommended to incorporate this component into the post-TAC program.

#### **14.7.6 USAID PSC Training and Development Specialist**

In the absence of the technical assistance and monitoring and evaluation role of the TAC in this period beginning July 1, 1992, it is recommended that USAID obtain through a personal services contract a resident advisor/training and organization development specialist, to assign to the MLA, for purposes of plan implementation; TA; quality control; recruitment of short-term consultants; monitoring and evaluation of the MLA and the local training contractor, and the design and conduct of U.S. participant training, for a period of one year, with option to renew for the second year.

This advisor will be USAID's only full-time, expatriate advisor assigned to the MLA, for training institutionalization purposes, and will report directly to USAID. Successful precedents for this strategy include USAID/HRD's assignment of a single consultant to the Ministry of Education (under the Basic Education Program) and the British Council's assignment of a consultant to the National Center for Examinations and Educational Evaluation (NCEEE).

#### **14.8 Scenario for Program Implementation: 10/91-6/94**

This scenario is presented in order to stimulate thinking about the implications of the recommended 10/91-6/92 program for the nature, scope, and extent of training institutionalization to be achieved in the related and ensuing program of the 7/92-6/94 period, for which speculative program concepts are suggested to indicate possible lines of development.

##### **14.8.1 The 10/91-6/92 Period**

In October, 1991 at the Workshop on Training Institutionalization, governorate training teams, including the secretaries-general, MLA training representatives, and USAID and TAC personnel review and debate the recommended program, generally adopt the three-part strategy of monthly workshops, intern program, and intensive TA in the governorates, and formulate an appropriate program and schedule.

Following the Workshop, the participants draft a letter requesting the Minister of Local Administration to approve the MLA leadership recommendations previously approved by the ULDC.

In November, 1991 the TC's and MLA representatives return from their US study tour/training program very enthusiastic about the potential for public sector training in the governorates and incorporate their new learning into the governorate training plan for the 1/92-6/92 period in the December, 1991 Workshop on Training Program Planning and Administration. The MLA Minister approves the recommendations and commits to the program.

This intensive program is successfully carried out over the 12/91-4/92 period. The TAC training team reorganizes in order to accommodate the increased demands placed on it, particularly by the intern program. The MLA participates in these programs and begins to coordinate the training activities in the governorates.

As a result of attendance at the January, 1992 Workshop on Evaluation-Based Training Design, and based on applications from the study tour, the governorates training teams achieve performance breakthroughs in the conduct of needs assessments and program designs. Systematic inter-departmental cooperation and joint sharing of assessment activity takes place for the first time.

The February, 1992 Workshop on Funding for Training produces positive results, including funding plans and targets for generation of local training funds.

Evaluation of the program by USAID in 4/92 demonstrates that the governorate teams have significantly improved their performance of the essential training functions that had been designated for intensive work in October, 1991. The intern program is seen as particularly effective in motivation and skill-building. Each governorate team now consists of five trained professionals.

USAID and MLA negotiate general funding levels and approve contracting to a local training entity for the post-TAC period.

On the basis of the evaluations, the TAC drafts scopes of work for the local training contractor and the resident training and development consultant for MLA and USAID review and processing.

In the 5/92 Workshop on Strategic and Program Planning, the TAC, working with MLA, DOA's, local contractor staff, selected governorate training committee members, USAID, and training team staff, develops a two-year, 7/92-6/94, strategic plan for training and institutionalization in the governorates. Representatives from the newly selected local training contractor and the Resident Advisor attend the workshop.

#### 14.3.2 The 7/92-6/93 Period

Early in the 7/92-6/93 period, the local training contractor helps governorate training teams to conduct comprehensive needs assessments in key local development departments. The governorate teams take full responsibility for the related program design and administration.

The resident advisor successfully coordinates and advances the program in this period, introducing OD and HRD activities. In Alexandria governorate, for example, the regional CAO office, which has a five-governorate responsibility, conducts, with USAID approval, a pilot effort to introduce the LD II Urban training institutionalization model into the four (provincial) governorates which have not yet undertaken local development training activity.

The MLA becomes increasingly confident in playing its local development training leadership role, as the MLA training committee is oriented, receives training from and through the Resident Advisor, and becomes increasingly responsive to the needs of the governorates. The MLA supports a second round of U.S. participant training, at the introductory level for those new team members who did not participate in last year's program, and at the intermediate and/or specialized level for those who did. The latter category includes training in organization development.

USAID-conducted evaluations confirm the overall strengthening of the training systems in the urban governorates. Program staff meet again in 5/93 and modify the two-year plan to reflect the achievements and lessons learned from the previous year. USAID and MLA concur on the plan and funding. Both the Resident Advisor and the local contractor are extended for a second year's activity.

#### **14.8.3 The 7/93-6/94 Period**

In July, 1993, the MLA conducts its first Annual Training for Local Development Conference, in order to launch the program of the 7/93-6/94 period.

In September, 1993 the third round of U.S.-based participant training is conducted, with the assistance of the resident advisor, for governorate training teams and selected MLA staff, with emphasis on performance systems, management training, organization development, and HRD systems.

The local training contractor continues to assist the governorate to conduct and /or update their training needs assessments, design appropriate plans, and conduct improved monitoring and evaluation activity.

A significant programming innovation in second half of the year is the merger of the LD II Urban-TBG programs into one single grant program that is funded by USAID and MLA, managed by the MLA, with quality control and monitoring and evaluation assistance by the local contractor, and providing funds to local public and private entities who submit proposals in accordance with program guidelines.

The training institutionalization pilot program conducted the previous year by the Alexandria regional CAO has received a positive evaluation and MLA decides to offer the program to all provincial governorates, whose training committees form teams to attend the modularized Training Institutionalization Seminars at the Sakkara Training Institute.

Evaluations conducted in 4/94 demonstrate that the governorate teams have become quality providers of needed training and development services, and have made good progress in institutionalizing systemic functions, such as funding and planning, and specific training functions, such as needs assessment and training designs, and will not need continuing assistance from USAID.

**1. RESULTS OF THE TRAINING INSTITUTIONALIZATION QUESTIONNAIRE**

## RESULTS OF THE TRAINING INSTITUTIONALIZATION QUESTIONNAIRE

This draft report presents the preliminary, unedited data on training institutionalization that were supplied by the governorate training teams in response to the questionnaire distributed to them during the conduct of the 6-day Strengthening Governorate Training Administration and Organization Development Workshop (May 21-June 8, 1991). It is hoped that this information will be analyzed initially by the LD II Urban Training Team and the results provided to both the governorate training teams and appropriate USAID personnel in a follow-up workshop to plan practical training institutionalization measures.

THE TRAINING SYSTEM, PLANNING, AND ADMINISTRATION

1. PLEASE BRIEFLY DESCRIBE THE BASIC ELEMENTS OF THE GOVERNORATE TRAINING SYSTEM (ORGANIZATION, FUNCTIONS, AND BUDGETING). WHO ARE THE KEY MEMBERS OF THE GOVERNORATE TRAINING TEAM, FOR EXAMPLE?

### CAIRO (The Training Center)

#### Organization

The training center of the DOA handles the training operations for Cairo Governorate. It constitutes a general management level administered by the Director of DOA.

- o It is assisted by the training units of the services directorates.
- o There is a training committee on the governorate level under the chairmanship of the Secretary General and the membership of some leaders at the governorate (i.e. Director of DOA, Head of Central Dept. for the Plan Affairs, Head of Central Dept. for Financial Affairs, Director of Social Affairs Directorate, Director of the Manpower and Training Directorate).
- o The director of the DOA training center acts as a rapporteur for this committee. He is responsible for all training operations related to USAID funded training (Block Grant-Ld II Project) for the Governorate.

#### Functions (Role)

DOA handles a basic and important role in the training process on the governorate level. This role is:

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- o Development of the following training plans, their implementation and the evaluation of both program and trainees.
  - 1) The Directorate Plan
  - 2) The Block Grant Plan
  - 3) TAC Training Plan
- o Assist service directorates in developing their training plans as well as supervising their implementation and follow-up.

### Funding

Training on the governorate level (HQ, Districts, Service Directorates) is funded by:

- 1) Local training committee at the Governorate
- 2) Block Grant Plan Funds
- 3) LD II Urban Project Funds

### Training Team

- o Local training committee at the Governorate
- o DOA Director
- o Training Center Director (Training Coordinator at the governorate level)
- o DOA Training Specialist
- o Training Directors of Services Directorates and governorate agencies participating with DOA in training programs

### ALEXANDRIA (DOAA)

#### Organization

It consists of the following:

- o Training sub-committee at the governorate
- o Training Coordinator
- o Director of DOAA which consists of 2 departments:
  - 1) Training Dept.
  - 2) Program Implementation Dept.

#### Functions

- 1) Training sub-committee: decreed by HE the Governor's decree issued under # 212 for the year 1988. Committee members are:

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- o Secretary General
- o DOAA Director
- o General Director of Governorate Planning and Follow-up
- o A representative from CAO

This sub-committee is responsible for the following:

- o Training needs assessment on the governorate level to be financed by LD-II Urban
- o Setting priorities, levels and preparing training program subjects
- o Discussing and reviewing training plans with the different respective agencies of the agreement prior to their approval by the ULDC and USAID

2) Training Coordinator:

Acts as a liaison officer between the governorate training sub-committee, Wilbur Smith (TAC) and DAC International in addition to complete supervision on all the governorate training activities, as being the Director of DOAA including coordination of the different training plans funded by the different resources.

3) DOAA:

A) Training Dept.'s Role

- o Sets the governorate administrative training policy in accordance with GOE general policy.
- o Coordinates between the training plans developed by the governorate training units.
- o Provides technical assistance to the governorate's training units in developing their training plans.
- o Sets a training system within the governorate training units.
- o Implements technical inspections within the governorate on training units.
- o Makes researches, studies and statistics related to governorate training activities.
- o Follows-up and evaluates training programs.
- o Propagates training education among the governorate's employees.

B) Program Implementation Dept.'s Role:

- o Plans, designs, and implements training programs.
- o Monitors and educates programs and trainees.
- o Provides technical assistance to governorate agencies.
- o Develops implementation plans, selects lecturers and trainers in addition to training means.
- o Monitors the preparation of training materials.
- o Makes the necessary studies for program improvement/development.
- o Registers trainee information and maintains their records.
- o Prepares technical reports for each training course.
- o Prepares annual reports for the various activities of the center in addition to different statistical information.

Funding

- 1) GOE funds
  - o Allocations of items 5, type 7 Training Funds (Bab-1)
  - o Allocations of item 11 Training Programs Cost (Bab 2)
- 2) TBG, USAID/DAC International
- 3) LD-II Urban Program USAID/WSA

SUEZ (Training Office)

Gov't. Train. Dept.	Tr. Needs	Training
Direct. Train. Dept.		
Specplzd Dept & Dists	Assessment	Coordinator

- Central Tr. Progs.
- GOE Budget Courses
- Courses need funding
- Consolidate Needs
- Coordination for Plan Development

Governorate Local Development Committee	Training Committee
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- Approval of Training Plan
- Follow-up plan, funding sources

PORT SAID (Organization and Training Office)

The basic training system of the governorates depends upon the different training units at all training locations according to areas of specialties and the specific role of each. The main stream of funding is GOE budget and sometimes funding is through local development treasuries. Exceptional funding is received from aid or outside grants.

Following is a table including details of the above-mentioned.

Training Agencies	Type Training	Field of Spec. Specialization	Funding
DOA	Admin.	Govt. level	GOE
Gov.t HQ	Spec./tech.	HQ/Districts	GOE/??
Manpwr Dev.	Vocat	Govt. level	" "
Soc'l Affs	Career Bldg.	" "	" "
Health Affs	Spec./tech.	Health units	" "
Ed/Instr	" "	Ed./Inst.	" "
Youth/Sprts	" "	Youth/Sprts.	" "
Wakf	Specialized	Wakf only	" "

The training programs assigned to (HQ/DOAs) and implemented by means of foreign grants are additional activities that could never have been executed by GOE funds.

In order to provide the required coordination, the governorate formulated a training committee from the different training agencies on the governorate level under the chairmanship of the governorate secretary general and the membership of the following personnel:

- DOA general manager
- Director of Organization and Training at Governorate HQ
- General Manager for Manpower Development
- General Manager for Social Affairs
- Implementation Coordinator for LD II Urban.

GIZA (Training Committee)

A) The Training Center-DOA, consisting of the following Depts.:

- Program Planning and Evaluation Dept.
- Program Implementation Dept.
- Program Follow-up and Evaluation Dept.
- Finance and Administration Section

**Functions:**

- Development, implementation, evaluation and follow-up of administrative training programs for the governorate and units.
- Coordination of training plans with the governorate agencies.

**Funding:**

- DOA budget
- Local Council Training Budget for Manpower Development and Training
- Governorates' TBG

**B) Training Depts. at Services Directorates**

**Functions:**

- Development, implementation, monitoring and evaluation of the specialized training plan for the employees of the respective directorates.

**Funding:**

- DOA budget
- Local Council Training Budget for Manpower Development and Training
- Governorates' TBG

**C) Local Training Committee**

Chairman of this committee is the Secretary General, members are the Directors of Service Directorates

**D) Local Council for Planning, Manpower Development and Training**

Consists of specialized members from the executive agencies of the governorates in addition to experts in the field of training.

**Functions:**

- Setting the governorate training policies
- Approval of training plans funded by the Council's treasury
- Follow-up implementation

**Funding:**

- Budget of the Local Council Treasury for Planning, Manpower Development and Training

## QALIUBIA

### Organization

- o Training Committee
- o Secretary General
- o Training Dept. (Org. and Admin.)
- o Training Coordinator

### Roles/Functions

- o Set general policies and goals
- o Conduct training needs assessments
- o Develop plans and implementation schedules
- o Monitor implementation and coordination
- o Pre - and post-course evaluation

### Budgets

- o GOE funds
- o TBG
- o LD-II Urban and Provincial

2. PLEASE BRIEFLY DESCRIBE THE GOVERNORATE TRAINING PROGRAM PLANNING PROCESS THAT YIELDS THE YEARLY TRAINING PLAN (INCLUDING TRAINING FOR THE TRAINING BLOCK GRANT (TBG) PROGRAM, LD II URBAN, AND THE DOA).

## CAIRO

- a) Training needs assessment for each type of the road training at training sites
- b) Categorizing needs for each type separately
- c) Translation of needs into programs
- d) Designing of training programs
- e) Development of a plan for each type, approval from responsible authority and proceed in implementation jointly with respective authority
- f) Monitoring and follow-up of programs implemented outside DOA.

## ALEXANDRIA

- 1) Training Program Planning (DAC International, the directorate)

- a) Description and analysis of organizational and administrative status by
  - Studying the activity development and the work size
  - Analyzing the essential administrative jobs
  - Analyzing administrative policies and regulations
- b) Description and analysis of operations and procedures
- c) Description and Analysis of Personnel:
  - Functional levels
  - field of specialization
  - qualification level/ type
  - organizational position
  - previous training received
  - efficiency
- d) Training Needs Assessment
- e) Design of Training Programs by:
  - Determining training subjects relevant to each specialty
  - Preparing training materials
  - Determining the sequence of the program subjects
  - Determining the training methods to be used
  - Preparing training equipment and audio-visual aids
  - Selecting trainers
  - Preparing program budget
  - Implementing program
  - Follow-up and evaluation of training program

2) Training Program Planning (Wilbur Smith)

- After the assessment of training needs by the governorate training team; contacts are made with TAC/WSA training team to design training curriculum, provide training requirements and manuals and prepare the program budget.
- The governorate training team is contacted to start implementation and preparation of program follow-up reports.

SUEZ

- A) Training needs assessment, classification of needs per area/activity, and setting priorities.
- B) Make use of programs held and financed from the central level.

- C) Make use of training budget allocation (if any).
- D) Cover training needs from both T/LD-II Urban Project and TBG.
- E) Full coordination between all these programs.

PORT SAID

A) Governorate and District Courses (Specialized/Technical)

Concerning the governorate courses, there are instructions from higher authorities to give the specialized/technical training a first priority, so as to maintain the efficiency of the vital utilities in the governorate and districts. The training plan as such requires the following stages:

1. Communication and coordination with the various technical departments in order to determine performance strengths and weaknesses and their causes on the different levels. In addition, assess the down time rate, accidents, and damage.
2. Assessment of the number of employees at all engineering and technical sites and compiling of consistent works at each level on the list.
3. Programs are designed for each field of specialization at different levels.
4. Programs are determined including the basic information (training materials, lectures, number of trainees, program duration, suggested date, implementation site, supervision, estimated budget, etc.)
5. Classification of these programs according to priority, submission for approval and implementation.

The needs assessment survey may uncover a training need for a specific job existing in more than a site and having different levels. Accordingly, this situation necessitates the design of the following courses:

- A course for elect. engineers, level 3, all sites
- " " " " " 2 " "
- " " " " " 3 " "
- " " " " " 2 " "
- " " " " " 1 " "

Etc.

One course or two in the same field of activity at one level may be held according to the number of trainees.

These programs are financed from GOE funds.

#### B. LD-II Courses

These courses are proposed according to actual needs for activities which were not implemented before. The TAC Office coordinated with governorates in this regard to cover some activities impossible to implement by GOE funds, thus creating opportunities to train the maximum numbers in various activities. The TAC Office is continually communicating with governorates, and the remaining part of the plan was implemented by them and was funded by LD-II monies.

#### C. TBG Program

This plan is developed using the same system used for the basic plan funded by GOE funds. The plan is reviewed by the consulting office (DAC International) and approved by the respective committee at the Amana for Local Administration. The agency preparing the plan implements it and considers the following:

- The plan should be for programs not included in the regular training plan or LD-II so as to avoid any duplication in training programs.
- The governorates handle all procedures to include the financial procedures.
- The training needs are covered by new activities that are not included in any other training project. This will help in expanding the number of beneficiaries. These programs are also USAID funded.

#### GIZA

Training needs assessments are implemented by: asking the directors for their opinion, asking the employee, when evaluating programs, for new employees, before promotions, job description cards, inspection reports, when promoting new activities. Priorities are set for required programs and are implemented within the available resources according to the plan.

#### QALIUBIA

After conducting training needs assessments at the Services Directorates and city councils, the training programs which will achieve the training goals as well as training materials are designed. They are reviewed and submitted to the training committee, then approved by the ULDC, and finally approved by the TAC.

The training plan financed by GOE funds is approved by CAO. The same agency also approves each program before implementation in terms of training material and disbursements.

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3. WHAT SUGGESTIONS WOULD YOU MAKE TO IMPROVE THE GOVERNORATE TRAINING PROGRAM PLANNING PROCESS?

CAIRO

- A) Hold meetings with the leaders of the different governorate training units to explain the objectives of the training plans, and ask for their support in offering the proper training information which helps in the preparation of good training plans. In addition, ensure making full use of the trained personnel and discover the points of weakness and strength in the training process so as to use them as guides in the training development.
- B) Emphasize discovering the shortage or weaknesses in employee performance from his/her previous evaluation report so as to treat them by training.

ALEXANDRIA

Suggestions are as follows:

- 1) Develop up-to-date programs for the training and preparation of efficient trainers.
- 2) Meetings to be held with trainees before program implementation to ask them for their opinions about the training material included in the program.
- 3) Coordination is sdrequired between the project training team and the governorate training team prior to implementation in order to obtain the best program planning.
- 4) The trainer manual is very important and should be adhered to by the trainer.
- 5) The existence of an assistant trainer at the training site is necessary during course implementation. He/she can observe the interaction between the trainer and the trainee and how far does the trainer commit to the prepared materials. In addition, the assistant can help the trainees with applications and practices during the lecture.
- 6) Participation of training program supervisors in evaluating the courses in order for them to receive the data and information required for analysis purposes. The results of these analyses are used in planning future training programs.

11

## SUEZ

Suggestions to improve the governorate training program planning process:

- A) Identification of available funding resources is important before planning for training programs on both central and local levels.
- B) It is desirable that training establishments issue an annual circular stating their courses, dates, costs and objectives of each course (i.e. universities, private offices, organizations and training centers).
- C) Suggest the implementation of intensive and short study workshops for Directors of Service Directorates and Directors of Training Depts. of these Directorates so as to raise their efficiency level in planning, needs assessment and how to assess training impact.
- D) Exchange trainer rosters between the governorates and the project in order to share expertise.

## PORT SAID

There are no specific suggestions. The training units are improving the capacity to develop plans in light of prevailing circumstances, priorities, available funds and strengths of training units especially in the field of computer training due to the importance of this subject.

## GIZA

- Meetings to be held with directors to determine the actual training needs.
- Uncover shortages and weaknesses by reviewing inspection reports and complaints.
- Study job description cards.

## QALIUBIA

1. Use of a job description card when conducting needs assessments.
2. Consult direct supervisors when conducting training needs assessments.
3. Use the performance gaps as a directive for training needs.
4. Use of automated information systems.

4. WHAT ARE THE STRENGTHS AND WEAKNESSES OF THE TRAINING ADMINISTRATION MECHANISM THAT YOU USE? (By training administration is meant the set of activities including needs assessment/training design; course and materials development; logistics and support; facility readiness; obtaining instructors; obtaining other training services; monitoring, evaluation, and impact assessment; training information, and budgeting.

## CAIRO

### Needs Assessment

The use of more than one method is required in the needs assessment and not only the questionnaire form which is distributed to the activity units. The following methods may be used:

- 1) Efficiency (evaluation) Reports
- 2) Asking the unit leaders for their opinion
- 3) Performance standards
- 4) Inspection reports

### Course and Material Development

It is not difficult to develop the administrative, finance, and leadership program's materials. As for the technical programs, they need written manuals to be used as a guide for the design of technical programs or for the work sites. In addition, technical catalogues explaining how to use the equipment and machines are also needed.

### Selecting (Obtaining) Trainers

Obtaining trainers for administrative, finance, and leadership programs is not a difficult job. But the technical programs require the preparation of a manual for the specific subject.

### Monitoring and Evaluation

No problems exist.

### Training Impact Assessment

Substantial studies are needed to know how to accurately assess training impact inside the governorate units in a way that helps in future training development.

## Training Information and Budgeting

The quick provision of information to the directorate computers is required in order to prepare integrated information for the whole training process. As for budgeting, it is important to seek continuous funding resources which cover the cost of the required training courses especially after the life of the project.

## ALEXANDRIA

### Needs Assessment

**Strengths:** It represents actual needs as it is implemented by means of actual assessment and survey.

**Weaknesses:** The absence of some trainees because of work pressure especially during summer time due to the special situation of the governorate.

### Training Design

**Strengths:** Decentralization of program design gives each governorate the chance to design the programs appropriate to their special needs.

**Weaknesses:** The shortage in some training materials. This shortage was solved by some trainee suggestions through the periodic and final evaluations of the programs.

### Training Materials

**Strengths:**

- 1) Using specialized agencies/centers in the development of the course materials
- 2) Using experts in leadership and university professors as lecturers
- 3) Using references and specialized training materials.

**Weaknesses:** The trainees were not asked before course implementation for their opinion about the training materials and how appropriate they were for trainee needs.

### Funding

**Strengths:** Covering the training costs from several resources (as mentioned in Q # 1).

**Weaknesses:** No fees or charges are received from any training programs; therefore there are not external resources for training funding.

### Faculty Readiness:

#### Strengths:

- 1) The flexibility to develop any number of training halls at any site/govt. unit in order to meet any urgent program needs.
- 2) Complete readiness on the part of DOAA management and center to implement the programs which cover real and urgent needs using all possible means provided by LD-II Urban.

Weaknesses: None mentioned.

### Obtaining Instructors

#### Strengths:

- 1) The availability of university professors, expertise and leadership.
- 2) The easy access to universities in other ogvernorates and the readiness of their professors to cooperate in activating the training process.

Waeaknesses: WSA uses some instructors from outside the governorate who are not aware of the governorate's unique nature (foundation for light construction course) in spite of their efficiency as lecturers.

### Other Services

Strengths: The availability of a group of efficient training supervisors possessing the knowledge and expertise in processing training operations.

### Assistant Trainer

Suggest the re-use of assistant trainers in order to avoid shortages in program implementation as they occur.

### Evaluation

#### Strengths:

- Use of daily evaluation forms for both trainee and trainer.
- Use of end of course evaluation forms.
- Identifying difficulties and solving problems.
- Trainee follow-up upon return to work.

Weaknesses: None cited.

### Training Information

**Strengths:**

- Availability of trainer and trainee data.
- Availability of trainer roster for in-house and outside governorate trainers for the different fields of specialization, their work location and addresses for contacting them when needed.

**Weaknesses: None Cited.**

**Budgeting**

**Strengths:** Possibility of accurate estimation of course costs as they are addressed depending on pre-defined, stable rules.

**Weaknesses:** The routine, complex procedures for disbursement of expenses from GOE and DOAA budgets.

**SUEZ**

After the expertise acquired in training management in coordination with LD-II Urban project, I see that emphasis should be placed on training material design, especially for specialized technical courses and new programs.

**PORT SAID**

- A) **Needs Assessment:** No problems identified, all agencies cooperate with training units in this concern.
- B) **Training Course Design:** No problems in the courses previously held. Specialists are used for new programs.
- C) **Training Materials Development:** They are either existing or new. For new materials specialists are used in their areas of specialty, either academic or practical.
- D) **Administrative and Support Aspects:** Very efficient.
- E) **Training Facility and Equipment:** Sufficiently equipped to meet the program needs. Additions are made when applicable.
- F) **Trainers Selection:** They are selected for each course by means of the training unit for the courses of the next training plan, the TBG plan. As for Wilbur Smith Office, they handle selection.
- G) **Follow-up, Evaluation, and Impact Assessment:** These are made according to the system set forth by the CAO in which the training unit follows-up the trainee on the job and after the training by means of a report after notifying his supervisor.

- H) Training Records and Budget: All training program data and procedures are recorded in special records in addition to what is currently going on in storing these data and programming them into the computer. As for the budget of each program, the budgets are adhered to and implementation of courses depends upon the availability of funds whatever the sources are.

#### GIZA

##### Strengths:

- Training needs assessments
- Development of training materials
- Selection of Trainers

##### Weaknesses:

- Lack of equipped training places
- Lack of Follow-up and evaluation.

#### QALIUBIA

Strengths: All the training activities are implemented through legal channels. The governorate training team participates in these activities. The activities are submitted to the training committee which is represented by various experts.

Weaknesses: GOE training funds are insufficient. Training impact assessment (is an area of weakness).

5. THE GOVERNORATE HAS RECEIVED OFFICE EQUIPMENT AND FURNITURE TO HELP IN THE ADMINISTRATION AND CONDUCT OF COURSES. PLEASE LIST THE EQUIPMENT, NOT INCLUDING AUDIO-VISUAL, THAT YOU HAVE RECEIVED FROM LD II URBAN AND RATE ITS USEFULNESS.

#### CAIRO

This governorate cited xerox, typewriter, cutting machine, binding machine, chairs, and library and rated them all "useful," the categories being "not useful," "somewhat useful," "useful," and "very useful."

#### ALEXANDRIA

Alex used the same categories and rated, the photocopy machine, printer, air-conditioner, and furniture "very useful," the typewriter "useful," and mentioned that the computer was "not used due to lack of training."

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SUEZ

Did not answer this one.

PORT SAID

Xerox: "Very useful and important."

Cupboards with glass front: "Very useful to keep the training materials and slides, etc...."

File cabinet: " Very useful for maintaining records and course files."

GIZA

Photocopy Machine, Chairs, and Typewriter all "very useful."

QALIUBIA

Xerox	very useful
furniture	" "
Desks, cupboards	" "
File cabinet	" "
Typewriter	useful
Boards, bulletin	" "

6. IF YOU HAVE ADDITIONAL NEEDS, PLEASE DESCRIBE THE EQUIPMENT AND THE NEED.

CAIRO

1. Air-conditioner for the computers
2. Video and TV to be used as educational means
3. 35mm projector

ALEXANDRIA

- |                                  |             |
|----------------------------------|-------------|
| 1. 10 emergency lights           | very urgent |
| 2. 3 manual typewriters (Mumtaz) | " "         |
| 3. 1 computer                    | urgent      |
| 4. 1 generator for computer      | very urgent |
| 5. 1 computer table              | very urgent |
| 6. video, YV, video camera       | very urgent |

SUEZ

1. Recorder for lectures
2. Video camera to record main activities
3. Sound system for the training hall after its equipping
4. Completion of audio-visual aids (video films ,slides)



**PORT SAID:** No, it is impossible to implement programs at the present high level with the current insufficient budget allocations.

**GIZA:** Yes.

**QALIUBIA:** Funding for the TBG and LD II efforts are sufficient, but that for GOE training is insufficient. "If the LD II and the TBG sources stop there will be a great shortage in funds."

9. **HAS THE GOVERNORATE TRIED TO DEVELOP LOCAL SOURCES OF FUNDING FOR TRAINING. IF SO, FROM WHAT SOURCES AND WITH WHAT SUCCESSES?**

**CAIRO** Sometimes, the directorate receives enhancements to the training budget if there is a surplus in the Bab 1 GOE budget.

**ALEX:** The governorate tried to develop local resources but was faced by obstacles resulting from current regulations. However, attempts were made in:

- vocational training at the manpower directorate and
- training of drivers with self (personal, local?) resources.

**SUEZ:** A study is being made to allocate training funds from the governorate account for Services and Local Development in accordance with the Law of Local Administration System.

**PORT SAID:** The governorate was not able to develop local resources due to legislative obstacles. It is hoped that the GOE training allocations are raised, and in case of insufficient funds resulting in hindering the implementation of programmed courses, they can be funded by the treasury for services and local development.

**GIZA:** The governorate established the Local ||||| Council Treasury for Planning, Manpower Development and Training to cover the training needs unfulfilled by the GOE budget.

**QALIUBIA:** There are some limited attempts in implementing some training courses in some GOE agencies (i.e. in the Sanitary Drainage Authority and funded by the Services and Development Treasuries).

10. AS YOU KNOW THE LD II URBAN TRAINING DIVISION HAS BEEN PLAYING A REGIONAL TRAINING PLANNING AND COORDINATION ROLE FOR THE SIX URBAN GOVERNORATES. ASSUMING THAT LD II WILL COMPLETE ITS TRAINING ACTIVITY BY JUNE, 1992 DO YOU THINK THAT IT WOULD BE USEFUL TO CONTINUE THIS ROLE BY OTHER MEANS IN THE POST-PROJECT PERIOD? IF SO, HOW MIGHT THIS ROLE BE FILLED?

CAIRO: The directorate suggests that the project role after 6/30/92 be restricted to the following:

1. Provide TA for training units as suitable to the governorate needs.
2. Prepare studies and training researches in the new areas (i.e. re-training, Organization training, training evaluation).

ALEX: Yes, this role may continue by using the training materials previously used. In addition, these materials can be developed in association with specialized university professors and with the availability of the following:

1. A list of trainers in the different technical areas.
2. Arabic catalogs for clean-up equipment.

SUEZ: A) In my opinion, it is more appropriate to start from now to support the training sector of the Ministry of Local Administration to participate in LD II Urban training activities, so as to prepare them to handle the responsibility independently and in coordination with the governorates after the completion of the Project assignment.

B) The Ministry of Manpower Development should handle its training responsibility.

GIZA: Each governorate can have a role in communicating with other governorates and coordinate programs with the same objectives.

PORT SAID: The role of LD-II Urban training division is a successful one because of funds available for the courses held in one governorate or more. After the completion of LD-II training activities each governorate will handle its own training programs according to their plans, and it will be difficult to use the same system of the consulting office.

**QALIUBIA:** This role can be accomplished as follows:

1. Continuation of the work of the Secretary Generals' Committee at the urban governorates, as well as holding regular meetings for monitoring and coordination.
2. Continuation of the monthly meetings of the training coordinators and DOA Directors of these governorates.

11. **THE LD II URBAN TRAINING PROGRAM HAS CONDUCTED WORKSHOPS, TRAINING COORDINATORS' MEETINGS AND TRAINING PROGRAMS (TOT) TO HELP YOU IN MANY OF THE AREAS COVERED BY THIS QUESTIONNAIRE. WHICH OF THESE WORKSHOPS HAVE YOU ATTENDED AND HOW DO YOU RATE THEIR USEFULNESS IN PREPARING YOU TO CONDUCT YOUR OWN GOVERNORATE TRAINING PROGRAM AND COURSES?**

**CAIRO:** Most of the training meetings held by the TAC were very useful especially in that they produced the following:

1. Team work spirit.
2. Awareness with what was implemented in other governorates.
3. Exchange of experience with American training experts of the TAC Office and practice of this experience in the governorate programs.

Workshops: Very useful, most of the meetings/workshops were very useful.

**ALEXANDRIA:** This governorate gave the highest rating "very useful," to the 1) training coordinators' meetings and 2) "all implemented training courses." Ditto for "Workshops and Maintenance Programs" for which it was stated that "Trainers in the field of maintenance were efficiently trained."

**SUEZ:** - Guide to Training Management (July 20), "very useful."  
- Organization Development and Institutionalization (July, 89), "useful."  
- Automation of Training Needs Assessment (March 14, 1991), "useful."  
- Training Role in Urban Governorates (May 21-June 8, 91), "very useful."

**PORT SAID:** All the meetings and workshops held at the six governorates by the TAC group were very useful. In these meetings so many ideas and projects were proposed. This contributed to the activation of the training units and the training activities in general.

**GIZA:** I attended all the seminars and workshops implemented by the project. They are all useful and provide an opportunity for exchange of expertise and meeting with responsables in order to find solutions for problems met during work. Some of the worksops are useful and some are very useful.

**QALIUBIA:**

- |   |                 |
|---|-----------------|
| 1. Organization development                     | Useful          |
| 2. Training institutionalization                | Somewhat useful |
| 3. Pilot training                               | Useful          |
| 4. Governorate training support and development | Very useful     |

12. **IN WHAT SUBJECTS WOULD YOU LIKE TO HAVE ADDITIONAL WORKSHOPS?**

**CAIRO:**

- A) A workshop on how to objectively evaluate the training programs so as to assess actual benefits especially for technical programs.
- B) A workshop for district chiefs, District Secretary Generals, Services Directors and Zonal Directors on "The Role of Local Leadership in Enhancing the Training Process in the Governorate."
- C) A workshop on re-training as being one of the practical means to fight disguised unemployment among graduates considered as surplus labor at the GOE units. In addition, develop effective methods for the implementation of this goal.

**ALEX:**

- A) Services Management System
- B) Local Administration
- C) Information Systems
- D) Operation and Maintenance
- E) Economic Development Management (Financial Sector)
- F) Solid Waste Management
- G) Land Management.

**SUEZ:** Training Evaluation and Performance Levels

**PORT SAID:**

- A) Measuring and evaluation of training impact in an effective and tangible way.
- B) Various training methods and the scope of each.

**GIZA:**

- A) Organization | Development.
- B) Training Evaluation and Impact Assessment.
- C) The Manager's Skills.

**QALIUBIA:**

- 1. Organization Development
- 2. Training Impact Assessment
- 3. Training Evaluation
- 4. Functional Training

13. TAKING INTO ACCOUNT WHAT YOU HAVE WRITTEN ABOVE, AND ASSUMING THAT THE LD-II URBAN TRAINING PROGRAM WILL BE TRANSFERRED TO THE GOVERNORATE, WILL THE GOVERNORATE TRAINING TEAM BE CAPABLE OF EFFECTIVELY AND EFFICIENTLY ADMINISTERING THE TRAINING PROGRAM THAT IS PLANNED FOR 1992? YES OR NO? IF YOU ANSWERED NO, STATE WHY, MAKE RECOMMENDATIONS FOR THE NECESSARY IMPROVEMENTS AND SPECIFY ANY T/TA THAT MIGHT BE REQUIRED TO BRING ABOUT THESE IMPROVEMENTS.

**CAIRO:** Yes, in case of the availability of funds and providing the following:

(T/TA Recommendations);

- 1. The training manuals of completed courses which were not received yet by the governorate.
- 2. A trainer roster for the trainers used by the TAC during the project period.
- 3. Completion of some educational aids required for the training process.
- 4. Delivery of training information about the courses implemented with the governorate since the beginning of the TAC operations till the datte (computerized and in Arabic).

**ALEX:** Yes.

**SUEZ:** No, because it will not be on the required level. Why?

1  
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The insufficient expertise in the field of curriculum design and training components required for some technical and new programs.

Recommendations:

Transfer of expertise in this field from the Project to the governorates.

T/TA Required:

- Completion of training materials delivery for courses implemented by the project to the governorates.
- Trainer Roster.
- Develop a computer training program in order to use the existing computer.

PORT SAID: Yes, the governorate training team may effectively and efficiently administer the training program using the expertise acquired during LD-II T/TA or DAC Int'l or normal governorate training.

GIZA: Yes.

QALIUBIA: Yes.

**TRAINING VOLUME AND COSTS**

14. HOW MUCH TRAINING HAS DOA (TANZIIM) DONE RECENTLY?

15. HOW MUCH TRAINING HAS THE TBG PROGRAM DONE?

16. HOW MUCH TRAINING HAS THE LD II URBAN PROGRAM DONE?

The governorate responses to questions asking about the volume of training conducted in recent years and associated costs are shown in the Appendix "Training Volume and Costs."

**NEEDS ASSESSMENTS AND PERFORMANCE GAPS**

17. HAS THE GOVERNORATE TRAINING TEAM CONDUCTED, OR DIRECTED OTHERS TO CONDUCT, TRAINING NEEDS ASSESSMENTS IN THE ENGINEERING DEPARTMENTS, GARAGES, MIS, OMED AND LMAN UNITS FOR EXAMPLE?

CAIRO: Yes, the center implemented needs assessments for all training programs provided by the TAC, Training Block Grant and directorate internal training. The needs assessment process is considered an essential element for any training implemented by the directorate.

ALEX:

- Engineering (Yes) 3 courses 60 trainees
- Management (Yes) 6 " " 140 " "
- Garages

a)	Equipment, Prev. Main.	26	courses	261	trainees
b)	Planning, O & M	1	"	"	9
c)	Repair workshops	14	"	"	100

-	Information Systems (Yes)	5	"	"	35	"	"
-	OMED (Yes)	3	"	"	18	"	"
-	LMU (Yes) (US training)				4	"	"

**SUEZ:** Yes, there is a clear difference between what was done this year and the past year due to the increasing level (of ability?) about how to assess the actual training needs.

**PORT SAID:** All employees working in these activities are assessed. They are registered according to their levels. Data for employees working in these activities are updated in a timely manner (i.e. employee transfers, seconding, resignations, unpaid leaves).

**GIZA:** Yes, training needs assessments were conducted on the governorate level for programs implemented by means of the different financial resources. They are considered essential in training plan development.

**QALIUBIA:** No answer given.

18. HOW WOULD YOU EVALUATE THE OVERALL QUALITY OF THESE TRAINING NEEDS ASSESSMENTS? IN WHAT WAYS MIGHT THEY BE STRENGTHENED? WHAT TRAINING AND TECHNICAL ASSISTANCE (T/TA) WOULD BE REQUIRED TO DO SO?

**CAIRO:**

Low	Average	Good	Excellent
		X	

Recommended T/TA:

1. Completion of the training manuals for training courses implemented by TAC and delivery to the governorates.
2. Providing the catalogs of the technical courses in Arabic.
3. Trainer roster of the trainers used by the TAC.
4. Completion of computer courses due to their importance.
5. Completion of training aids.
6. Provision of training information for the previous period.

**ALEX:**

- quality of these training needs assessments: excellent
- strengthen: Field visits for needs assessments in light of needs assessment studies.

**Recommended T/TA**

1. Developing training work plans which meet the actual training needs.
2. Preparation of training course budgets.
3. Design of training programs, materials, applications, as well as curricula and training components for different group activities of the LD -II TAC.
4. Necessity of providing comprehensive records for both materials and lecturers.
5. Participation in course evaluation and implementation of follow-up.
6. Support the center with additional audio-visual means (video, TV).
7. Assisting in developing a trainer roster including efficient trainers in the different areas.
8. Participation in assessment of training course impacts.
9. Arabization of solid waste equipment catalogs.
10. Maintaining computer hardware.

**SUEZ:** excellent.

**Strengthen:** Training the directors in the mentioned fields on how to carry out the training needs assessment for each field of activity.

**TA Recommended**

1. Participation of the Project Consultants with the governorate responsables in each area will make the needs assessment more accurate.
2. Determining of training materials needed and the required skill level in the different specialties.
3. Obtaining course manuals, trainer roster, training of trainers, develop plan to cover the required needs.



**PORT SAID:** Overall quality of training needs assessments is excellent. It has been enhanced by application and practice. As for the T/TA required, we need the following:

1. Video cassette and video camera.
2. Big, color TV
3. Blank video films
4. A fund for buying printed material and scientific books especially in technical subjects.
5. A workshop on evaluation operations and training impact assessment.

**GIZA:**

Low            Average        Good            Excellent  
(Nothing indicated-check Arabic)

**Recommended T/TA:**

1. Completion of manuals.
2. Catalogs for technical programs.
3. Trainer and trainee roster.
4. Completion of computer training.
5. Completion of the training hall equipment.

**QALIUBIA:** No answer given.

19. **IS PERFORMANCE GAP ANALYSIS A PART OF THE NEEDS ASSESSMENT PROCESS (YES OR NO)? IF NO, WHAT CAN YOU DO TO PROMOTE THE ADOPTION OF PERFORMANCE MEASURES AND PROGRAMS?**

**CAIRO:** Yes, and the following can be done:

1. Analyze the employee annual performance reports in order to discover the points of weakness in their performance and suggest how to cure them by means of new training programs.
2. Ask the employees themselves in order to determine their needs for training programs.
3. Meet with executive leadership and identify the problems that can be solved by means of training.

**ALEX:** Yes, In order to reach performance efficiency, there should be results analysis and continuing development of the training materials so as to meet the changing needs.

**SUEZ:** Yes, DOA responsables should make sure that the performance measures for both the technical and administrative jobs do exist.

**PORT SAID:** The performance gap is taken into consideration when implementing the training needs assessments. This necessitates investigation the reasons behind this gap in order to develop adequate solutions. This gap may arise because of low skill level and performance inefficiency, or bad management or unclear job descriptions, or unjust incentives, etc.

**GIZA:** No.

**QALIUBIA:** No answer given.

#### DESIGN OF TRAINING PLANS

20. HAS THE TEAM DESIGNED TRAINING PROGRAMS OR COURSES? IF YOU ANSWERED YES, APPROXIMATELY HOW MANY PROGRAMS HAVE YOU DESIGNED IN THE LAST YEAR?

(The question in Arabic was "evaluated," not "designed.")

**CAIRO:** Yes, the training responsables have evaluated all TBG, T, LD-II, and DOA Plan Training Courses.

**ALEX:** Yes, 64 programs.

**SUEZ:** Yes.

**PORT SAID:** A considerable number of programs for all Training Projects were evaluated (Govt./WSA/DAC Int'l).

This was made by means of:

- Trainee Evaluation Questionnaire;
- A report on each trainee written by his supervisor 3 months after the training course.

**GIZA:** All programs were evaluated.

**QALIUBIA:** Yes, 10 training programs.

21. DO YOUR TRAINING PLANS TAKE INTO ACCOUNT PERFORMANCE GAPS THAT WERE IDENTIFIED IN THE NEEDS ASSESSMENT STEP? IF NO, PLEASE STATE WHY.

**PLEASE STATE WHY.**

**CAIRO:** Yes, the directorate training team requested the trainer manuals from universities, institutions, specialized training agencies, CAO and governorate responsables. The directorate is currently developing a uniform manual including comprehensive information about the potential trainers for the different programs for contracting purposes.

**ALEX:** Yes.

**SUEZ:** No, because of the following:

- A) The financial regulations issued by the Ministry of Manpower Development Decree No. 64/1988 as well as the CAO regulations do not allow fees for trainers of high efficiency level, especially when travel from one governorate to another is needed.
- B) Absence of roster for high quality trainers in the different fields of specialty.

**PORT SAID:** (covers Questions 23, 24, 25)

In the majority of programs, T/TA (TAC?) handled the recruitment of instructors. The governorate training team provided the instructors and lecturers to a limited number of courses in the field of finance and sought the assistance of the specialized personnel in this field from the Financial Directorate. (As for the 49 TBG courses, the governorate training team recruited trainers from governmental agencies, universities, and specialized training consulting offices)

**GIZA:** Yes.

**QALIUBIA:** Yes.

24. **IF YOU INDICATED YES, APPROXIMATELY HOW MANY INSTRUCTORS AND TRAINERS HAVE BEEN RECRUITED FOR GOVERNORATE TRAINING PROGRAMS?**

25. **IF YES, FROM WHERE WERE THESE TRAINERS RECRUITED?**

**CAIRO:** Skipped, because # 24 is missing in the Arabic questionnaire.

**ALEX:** Yes, 75 trainers.

Trainers were recruited from the following agencies:

CAIRO: Yes.

ALEX: Yes.

SUEZ: Yes.

PORT SAID: Yes.

Giza: Yes.

QALIUBIA: Yes.

22. IN YOUR OPINION, IS THE TRAINING TEAM'S CAPABILITY TO DESIGN TRAINING PLANS ADEQUATE FOR THE POST-PROJECT PERIOD? IF NO, PLEASE SPECIFY ANY T/TA THAT MIGHT BE REQUIRED TO IMPROVE THIS CAPABILITY.

CAIRO: Yes, The directorate training team can design the various training programs if the required training needs are available, and the technical and practical program information which cover these training needs is at hand, in addition to identification of relevant training means and their use.

ALEX: Yes.

SUEZ: Yes.

PORT SAID: Yes, but the problem lies in the difficulty in implementing such a big number of courses compared to what is currently implemented due to budget constraints. The following will be taken into consideration:

1. Prioritizing courses as per their relative importance.
2. Support training budget from the Treasury of Services and Local Government.
3. Enrollment of some urgent fields of specialization into the program (held centrally in specialized institutions) which cannot be locally implemented.

GIZA: Yes.

QALIUBIA: Yes.

#### IDENTIFICATION AND USE OF APPROPRIATE TRAINING METHODS

23. HAS THE TRAINING TEAM BEEN ABLE INDEPENDENTLY TO IDENTIFY AND RECRUIT ADEQUATE NUMBERS OF QUALIFIED TRAINERS AND INSTRUCTORS FOR THE CONDUCT OF TRAINING, OTHER THAN THOSE SUPPLIED BY LD II URBAN, FOR EXAMPLE? IF YOU ANSWERED NO,

- CAO A
- Faculties of Commerce
- Faculties of Engineering
- Faculties of Agriculture
- Sadat Academy and branches
- Maritime Transport Academy
- Governorate leadership
- Administrative Prosecution (?)
- Public monies
- Higher Institute for Public Health
- Hotel School
- Central Agency for Accounting.

**SUEZ:** Yes, the Technical Commercial Institute for Computers in Suez. They were used for:

- Introduction to Computers, and
- DOS.

**PORT SAID:** See # 23 above.

**GIZA:** Yes.

Recruitment from:

- CAO A
- Cairo University
- Ain Shams University
- Canal Cities University
- Nation's Council
- General Organization for Insurance and Pension, and
- Ministry of Finance.

**QALIUBIA:**

- National Institute for Planning
- National Organization for Potable Water and Sanitary Drainage (NOPWASD)
- Higher Institute for Technology (Benha)

26. DO YOU THINK THAT THE TRAINING TEAM IS NOW READY AND CAPABLE OF RECRUITING THE NUMBERS OF QUALIFIED TRAINERS NECESSARY TO CONDUCT TRAINING PROGRAMS IN 1991 AND 1992?

27. IF YOU ANSWERED NO, PLEASE SUGGEST SOME SOLUTIONS TO THIS PROBLEM, INCLUDING RECOMMENDATIONS FOR T/TA.

**CAIRO:** Yes. There are no difficulties in recruiting any outside trainers.

**ALEX:** Yes.

SUEZ: Question # 26 not answered. # 27 as follows:

- A) Providing the governorate with a list of trainers who contracted with the Project in the different fields in previous courses and copies of their contracts.
- B) Raising the skill level of training directors at the governorates in the design of training materials and the methods of contracting.

PORT SAID: Yes, this can be done with the assistance of the agencies that the TAC dealt with, in addition to agencies and individuals previously contracted in the TBG program.

GIZA: Yes.

QALIUBIA: Yes.

#### PROGRAM AND COURSE MATERIALS

28. HAVE YOU HAD THE OPPORTUNITY TO USE ANY OF THE COURSES, OR COURSE MATERIALS DEVELOPED AND PROVIDED BY THE LD II URBAN PROJECT? (YES OR NO?).

29. IF YOU ANSWERED YES, WOULD YOU PLEASE SPECIFY WHICH COURSES/MATERIALS YOU USED?

CAIRO: Question # 28 not answered. # 29 states:

Some course materials-in the field of local administration, planning, and follow-up-were used. Of course any course materials provided to the Governorate by TAC Office may be useful.

ALEX: Yes. Buildings Maintenance. Sanitary and Electrical Works. Road Maintenance and Survey. Project Planning and Follow-Up. Local Administration for Executives. Feasibility Study. Finance and Budgeting. Popular Leadership.

SUEZ: Yes.

- A) SW-29 in Solid Waste Management. This is considered a comprehensive study that the clean-up agency used in developing their annual plan.
- B) The training materials for the remaining courses were used by the trainees in their respective areas. A copy of these materials is maintained in the training library to be used when needed.

PORT SAID: (Answers 28-30)

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No, the TAC course materials were not used by the governorate programs due to their different types. Also they were not used to avoid duplication and repetition of materials among the different projects. They will be used in the future after the termination of the LD II Urban project when repeating the courses previously implemented by the TAC.

GIZA: Yes.

QALIUBIA: No answer given.

30. IF YOU HAVE NOT USED THE LD II MATERIALS, DO YOU EXPECT TO DO SO IN THE FUTURE?

CAIRO: Yes.

ALEX: Yes, they were used in some programs and developed to cover the actual training needs.

SUEZ: Did not answer.

PORT SAID: See # 28 above.

GIZA: Yes.

QALIUBIA: Yes, for sure.

31. HAVE YOU USED MATERIALS FROM OTHER SOURCES?

32. IF YOU ANSWERED YES, PLEASE DESCRIBE THOSE SOURCES..

CAIRO: The materials prepared by CAO A in its field of specialization (i.e., Organization & Administration, manpower development, etc.) is usually used, in addition to the training materials prepared by the trainers used in the directorate's programs.

ALEX: Yes. A program on procurement and warehousing was developed jointly with LD-II Training. The training material was developed from different sources:

- Warehouse and Procurement Regulations and Bids and Auctions Law.
- Used university professors who previously developed such programs in different countries.
- Cairo GOE Services Authority.
- Production Efficiency Authority.
- Material prepared by CAO A.

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**SUEZ: Yes.**

- A) A course in the field of Computer Operation Systems and DOS was implemented in Ismailia Provincial Project.
- B) Courses in the fields of construction projects, project planning, and quality control at the Ministry of Reconstruction.
- C) A course in Procurement and Inventory at the General Organization for Governmental Services.

**PORT SAID: No answers to #s 31, 32.**

**GIZA: No.**

**QALIUBIA: Yes.**

- A) The National Institute for Planning, for materials as follows"  
Feasibility Study for Economic and Social Projects, and Provincial Planning.
33. IS THE TRAINING TEAM CAPABLE OF DEVELOPING OR CONTRACTING OUT FOR COURSE MATERIALS?
34. IF NOT, PLEASE SPECIFY HOW THIS PROCESS MIGHT BE IMPROVED AND WHAT ADDITIONAL T/TA MIGHT BE REQUIRED TO DO SO.

**CAIRO: Yes.**

**ALEX: Yes.**

**SUEZ: No.**

Recommended T/TA:

- 1. Carry out a training course for training directors in order to cover this part.
- 2. Transfer of acquired expertise from the Project to the governorate and provide the governorate with a copy of the contracts implemented in the project.

**PORT SAID: No answers.**

**GIZA: No answers.**

**QALIUBIA: Yes.**

35. AT WHAT TRAINING FACILITIES DOES THE GOVERNORATE TRAINING TEAM CONDUCT ITS PROGRAMS?

36. HOW WOULD YOU ASSESS THE OVERALL QUALITY OF THE FACILITIES MENTIONED IN THE PRECEDING ANSWER?
37. IF YOUR RATING WAS LESS THAN GOOD PLEASE IDENTIFY THE MOST IMPORTANT GAPS WHICH NEED TO BE REMEDIED IN ORDER TO ASSURE QUALITY TRAINING FACILITIES.

CAIRO:

The directorate residence in Abbasseya (average)

North Cairo District Hall (excellent), in addition to the training halls used by the services directorates in times of need (average).

No statement of gaps.

ALEX: Administrative Training Center at DOAA and Meeting Halls at Local Government Units (excellent).

SUEZ:

- A) The training hall at the governorate HQ (good)
- B) The governorate meeting hall (excellent)
- C) The DOA training center (average)
- D) Mass comm. center (excellent)

No statement of gaps.

PORT SAID:

There are two training halls in good shape. In case of implementing more than 3 or 4 courses in the same period of time, the 12 remaining halls in the different governorate agencies can be used.

GIZA:

Training facilities at which the governorate training team conducts its programs are:

1. Training hall of the governorate administrative training center (excellent).
2. Training hall of Giza Boys Organization (average).
3. Giza Cultural Club (average).

4. Giza North District Hall (average).  
Gaps include:
- A. Shortage in audio-visual aids, and
  - B. Insufficient equipment.

**QALIUBIA:**

1. Governorate training center.
2. El Nile Mass. Comm. Center at Benha.
3. Institute of Technology.
4. Halls of Agriculture, Sports and Youth, Social, Housing Directorates.
5. Hall of Kasr El Sakafa.
6. Shoubra El Kheima Club, City Council Halls.

These sites range from average to good.

Need: Provide an appropriate number of training and audio-visual aids (i.e. boards, projectors, etc.).

**OBTAINING PROFESSIONAL TRAINING SERVICES**

38. **HAS THE TRAINING TEAM CONTRACTED TO OBTAIN PROFESSIONAL SERVICES FOR THE CONDUCT OF GOVERNORATE TRAINING PROGRAMS OR COURSES? (YES OR NO?). IF YOU ANSWERED NO DO YOU EXPECT TO CONTRACT FOR SUCH SERVICES IN THE POST PROJECT-PERIOD?**

**CAIRO:** No, yes.

**ALEX:** Yes.

**SUEZ:** Yes.

**PORT SAID:** No, because the TAC was providing this service. I expect that this service can be provided by the training unit on an appropriate level.

**GIZA:** No, yes.

**QALIUBIA:** Yes.

39. **HOW WOULD YOU ASSESS THE TRAINING TEAM'S CAPABILITY TO DRAFT SCOPES OF WORK, REVIEW BIDS, AND MONITOR CONTRACT PERFORMANCE?**

**40. IF YOU ANSWERED LESS THAN GOOD FOR ANY OF THE THREE FUNCTIONS, WHAT IMPROVEMENTS WOULD YOU RECOMMEND AND WHAT T/TA MIGHT BE USEFUL?**

**CAIRO:** All 3 were rated good.

**ALEX:** All 3 were rated excellent.

**SUEZ:** All 3 were rated good.

**PORT SAID:** See # 38 above.

**GIZA:** Scopes were rated excellent while Bids and Contracts received good.

**QALIUBIA:** All 3 were rated good.

**MONITORING, EVALUATION, AND IMPACT ASSESSMENT**

**41. WHAT MONITORING AND EVALUATION ACTIVITIES DOES THE TRAINING TEAM CURRENTLY PERFORM?**

**CAIRO:** The training center conducts evaluations by different means:

1. Written test.
2. Questionnaires.
3. Research.
4. Trainer evaluations.

**ALEX:**

1. Trainee evaluation during the course to avoid any shortage.
2. Daily evaluation of trainers.
3. End of course evaluation for both trainees and trainers.
4. Follow-up of trainees after return to work.

**SUEZ:**

1. Gathering evaluation forms from the trainees and trainers.
2. Impact assessment from the director after trainees return to work.

**PORT SAID:** (#s 41-44) The evaluation operations currently implemented are those on-going courses in the governorate plan for FY 90/91. Following are courses implemented lately:

- check the Arabic...
- Secretariat and Archives Course
- Local Fees Course

The results of these evaluations are used in the development and improvement of similar courses when repeated within the limits of available potentials and budgets, specifically:

- Development of training materials, increase some items and decrease others, etc.
- Course time (i.e. morning or evening courses) depending on the circumstances and nature of each.
- The lecturers, their levels, their ability to clearly communicate and explain the material, through the trainee evaluation questionnaires (without mentioning trainee name).
- The training impact is observed periodically on the job and through direct supervisors. In addition, a 6-month evaluation of trainees who attended LD II courses is currently being implemented.
- A comprehensive evaluation of all programs on all activity levels will be implemented after the completion of LD II Urban Project.

GIZA: Monitoring and evaluation:

1. By means of tests or a research paper at the end of the course.
2. By means of an evaluation by the trainees at the end of the course.
3. By means of a final evaluation at the end of the course.
4. Trainee evaluation after return to work by means of a specific form to be filled by the trainee and his supervisor.

QALIUBIA:

1. Trainee evaluation using end of course evaluation form.
2. Trainee evaluation using the trainee evaluation form, as well as the supervisor evaluation form, for 3 months and 6 months periods after the trainee returns to work for impact assessment purposes.
3. Written tests to know how useful the training was (on a sometimes basis).
4. Trainer evaluation so as to test their ability in communicating knowledge for the benefit of the trainee.

**42. HOW ARE THE RESULTS OF THIS EVALUATION USED?**

**CAIRO:**

1. Identify points of strength and weakness of program.
2. Attempt to treat points of weakness in future programs.
3. Obtain the trainee evaluation of trainers' efficiency.
4. Make required changes when feasible as a result of analysis of these evaluations.

**ALEX:**

1. Development of future programs taking into consideration weaknesses in implemented programs.
2. Identification of trainee progress and benefits acquired from the training program.

**SUEZ:**

1. Avoid points of weakness.
2. Identify subjects that need focus (from the trainee evaluation) and consider them when updating the training material and training needs assessment.
3. Investigate the trainer's ability to communicate the training material to the trainees.
4. Assessment of training impact.

**PORT SAID:** See # 41.

**GIZA:** The results of this evaluation can be used in the upgrading of training materials for certain courses and the selection of trainers and trainees.

**QALIUBIA:**

1. Training impact can be measured.
2. Measuring creativeness in the respective work areas.
3. Regarding trainers, determine if they can be used in the future or not.

**43. DOES THE TRAINING TEAM CONDUCT FOLLOW-UP, ON-JOB ASSESSMENTS OF THE IMPACT OF TRAINING PROGRAMS AND COURSES?**

44. IF YOU ANSWERED YES, PLEASE DESCRIBE HOW THIS IMPACT INFORMATION IS USED.

CAIRO: Yes, trainee and supervisor evaluation are conducted after a convenient period of time to assess training impact on the job performance. The evaluations are analyzed to identify strength and weaknesses resulting from actual job performance standards after training. This is done in order to avoid points of weakness when preparing for future programs.

ALEX: Yes, the impact/results are used in the development/improvement of training programs. The information is used to train the training team scientifically on information analysis and understanding results.

SUEZ: No.

PORT SAID: See # 41 above.

GIZA: No. It is important that the training team be trained on follow-up operations, evaluation, and impact assessment.

QALIUBIA:

Yes, impact assessments are done by means of specific forms and questionnaires for trainees, trainers and direct supervisors. Yes, impact assessments will be done.

Recommended T/TA includes: Holding training workshops and seminars on the scientific basis and modern methods of evaluation and impact assessment.

TRAINING INFORMATION SYSTEMS

45. DOES THE TRAINING TEAM REGULARLY COLLECT AND MAINTAIN DATA ON ITS TRAINING ACTIVITY (YES OR NO)

46. IF YOU ANSWERED YES, PLEASE STATE HOW THIS INFORMATION IS USED. IS THIS INFORMATION USED IN SUPPORT OF TRAINING PROGRAM PLANNING AND DECISION-MAKING, FOR EXAMPLE?

CAIRO: Yes. Training information is maintained on a timely manner in files and records prepared for this purpose. It is used in:

1. Development of similar programs.
2. Identifying who was trained and in which areas, for follow-up purposes.
3. Preparation of new plans.
4. Preparation of training statistics required by the center.

**ALEX:** Yes. The information extracted from course evaluations, and training needs expressed by trainees are analyzed, and used in training program planning. This is done as follows:

1. Assessment of all employees on the governorate units level. These units are asked to submit a list of all employees; their actual positions, qualifications, their functional levels, and the courses they attended.
2. Identifying training needs from those who were trained and those who were not trained.

**SUEZ:** Yes. This information is used as follows:

1. Determine trainees who attend complementary courses.
2. Updating training course materials according to evaluation reports.
3. Select trainers for each course according to training materials.
4. Prepare budgets for the proposed plan.

**PORT SAID:** Yes, all training data are maintained. They include: the program title, the trainee name, date and duration of program, training site, training material delivered, trainee work area, trainee qualifications, trainee grade, trainee job, etc.

This data is used after its evaluation in training needs assessment.

**GIZA:** Yes. This information is used in needs assessment surveys and the development of training plans and reports.

**QALIUBIA:** Yes. This information is used:

1. To develop general training trends and directives.
2. For program planning and training plans.
3. To serve as references in case of promotions and hiring personnel.

**47. THE PROJECT HAS BEGUN TO DELIVER COMPUTERS AND RELATED INTRODUCTORY-LEVEL TRAINING TO THE GOVERNORATE TRAINING OFFICES. IN YOUR OPINION, FOR WHAT TRAINING FUNCTIONS SHOULD THE COMPUTER BE USED?**

**CAIRO:** The computer should be used in the following:

1. Obtaining training information on programs, trainees, lectures, implementation site, implementation dates, etc.
2. Any other training data.

**ALEX:** The computer should be used for the following purposes:

1. Entering trainee information.
2. Entering trainer information.
3. Entering the training material of each course.
4. Assessment of governorate units' employees.
5. Entering program budgets and costs.
6. Entering training operation documents.

**SUEZ:**

1. Storage of data regarding courses, trainers, and trainees and their easy retrieval will serve in the development of the proposed training plan.
2. Design graphics for trainee activities to make comparisons and statistical reports.
3. Develop monthly, quarterly, and annual follow-up reports.

PORT SAID: The computer should be used in the following:

1. Develop governorate proposed training plans.
2. Preparation of program budget.
3. Maintain trainee data.
4. Install programs, systems, and software that will be provided by the TAC.

GIZA: They can be used in storage of data regarding governorate manpower, trainers, program materials, assessment of needs to be used in the development of training plans, nomination for training courses, manpower transfer and promotions.

- o Preparation of a training data base for "Trainees, Trainers and Programs."
- o Preparation of financial and technical reports.
- o Training program planning and budgeting.

48. THE LD II URBAN PROGRAM HAS PROVIDED EACH GOVERNORATE WITH AN AUTOMATED DATA SYSTEM CALLED THE "TRAINING ROSTER SYSTEM." HOW DO YOU PLAN TO USE THIS SYSTEM TO:

- GATHER STUDENT/TRAINEE DATA?
- DEVELOP STATISTICAL REPORTS?
- o PRODUCE GRAPHICS FOR REPORTS?

CAIRO: No answer given

ALEX: The training team was not trained to use such a system.

SUEZ:

Gather student/trainer data:

1. Upgrading the trainers' list.
2. Sending the trainee lists to personnel dept. to record the courses they attended in their personnel files and their personnel reports in a timely manner.
3. Obtain the supervisor's evaluation of trainees after completion of the training course.

Develop statistical reports:

1. Follow-up of training activities and modify the plan so as to meet training objectives.
2. Identify strengths and weaknesses.

Produce graphics for reports:

1. Produce graphics for all activities (O&M, BSDS, MIS).
2. Produce graphics for all activities annually so as to use them in comparing activities of the different years (no. of trainees, trainee days, courses).

PORT SAID: This system will be used in:

1. Gathering trainee/trainer data.
2. Prepare statistical reports.
3. Analysis of these reports.

GIZA: No answer.

QALIUBIA

Gather student/trainee data:

- Trainee data base as per funding source (GOE-TBG-LDII)
- Trainer data base classified per category and technical levels.

Develop statistical reports:

- Reports per request
- Periodic reports: monthly, quarterly and annual
- Statistical, financial, and technical reports.

Produce graphics for reports:

- Graphics on training activities (trainees, training areas).

49. IN ORDER TO BUILD THE ABILITY OF THE GOVERNORATE TRAINING OFFICE TO USE INFORMATION FOR DECISION-MAKING, WHAT T/TA WOULD YOU RECOMMEND TO TAKE PLACE BEFORE THE END OF THE PROJECT?

CAIRO: I suggest conducting an intensive training course for four (4) of the employees nominated for computer operation at the training center on the good use of training information for decision-making purposes in this area.

I also suggest conducting a training course for the center training specialists to raise their efficiency in using training data in the decision-making process.

Training the technicians of training centers on how to use and maintain audio-visual means.

**ALEX:** Training the governorate training team in advanced courses and build their ability to use the computer in decision-making and analysis. Proposed courses are:

1. Training of Trainers (TOT).
2. Introduction to Computers.
3. Data Base (Basic-Advanced).
4. Data Analysis (Introduction-Advanced).
5. Programming using Data Base.

**SUEZ:**

1. Speed up the implementation of data entry into the computer and raise the operators' skill level.
2. Exchange of trainer rosters between the LD II Project and the governorates.
3. Transfer of expertise to governorates in the field of performance standards for the different activities.
4. Raise the skill level of the training responsables in the services departments and district in training needs assessment.

**PORT SAID:** T/TA recommendations are:

1. Providing the rest of training materials for all programs implemented by TAC.
2. Obtaining lists of all training agencies/individuals and their addresses dealt with by the TAC.
3. Completion of computer training programs currently developed by the TAC especially NAFITHA.

**GIZA:**

1. Develop programs on information systems.
2. Develop programs on how to use audio-visual means.

**QALIUBIA:**

1. Develop a strong program on computers.
2. Prepare needed manpower for its operation by means of the following training courses:
  - o D-Base III-plus
  - o Lotus 1-2-3
  - o Harvard Graphics
  - o Word Processing.

**USE OF AUDIO-VISUAL EQUIPMENT**

50. THE GOVERNORATE TRAINING OFFICES HAVE ACQUIRED A RANGE OF AUDIO-VISUAL EQUIPMENT TO BE USED IN THEIR TRAINING PROGRAMS. THE EQUIPMENT INCLUDES FLIP CHARTS, 35MM SLIDE PROJECTORS WITH TAPE CASSETTE FUNCTIONS, FILM STRIP MACHINES, AND OTHER RELATED ITEMS. HOW WOULD YOU RATE THEIR FREQUENCY OF USE?

**CAIRO:** Flip chart, frequently; white board-always; overhead projector-frequently.

**ALEX:** Flip chart, white board, overhead projector-always; slides-sometimes (slides are not provided by most of the lecturers), and films-never.

**SUEZ:** Overhead projector, white board, and flip chart-always and video-never.

**PORT SAID:** White board, projector, and screen-always; flip chart-sometimes, and overhead projector, film strip, and 35mm projector-never.

**GIZA:** We always use the overhead projector and the white board.

**QALIUBIA:** Overhead projector, white board, and flip chart-always.

51. IF YOU HAVE USED OTHER AUDIO-VISUAL EQUIPMENT WITH FREQUENCY AND SUCCESS, WOULD YOU PLEASE NOT THEM HERE AND INDICATE HOW YOU USED THEM?

**CAIRO:** We do not possess other audio-visual equipment.

**ALEX:** Videos are sometimes used on a rental basis. The chalk board is always used. The broadcast units are used for audios.

**SUEZ:** No answer given.

**PORT SAID:** No other audio-visual equipment is used.

**GIZA:** Overhead projector for the presentation of training materials; microphone for clear communication of training materials.

**QALIUBIA:** Video cassette and color TV:

Used with great success in the training of road laborers and supervisors during the training course held in Shoubra El Kheima in the area of Road Maintenance and Repair. This program was held in cooperation with the TAC and the audio-visual equipment was borrowed.

52. IF YOU HAVE NOT USED YOUR AUDIO-VISUAL EQUIPMENT VERY OFTEN, WOULD YOU PLEASE STATE WHY, AND NOTE ANY IMPORTANT CONSTRAINTS (TECHNICAL, BEHAVIORAL, BUREAUCRATIC OR USE).

**CAIRO:** There are no constraints.

**ALEX:** There are technical constraints in using slides because we don't have a specialized photographer and most of the lecturers do not bring slides with them.

**SUEZ:** The video set was never used so far due to the absence of a video camera although it was agreed on June 3, 1991 to buy a TV, with an additional fund of LE 1100.

**PORT SAID:** We were unable to use cinema equipment due to the difficulty in obtaining blank films and ready made films for training programs. Also, the lack of cameras for the use of these films. This means that a video camera and big color TV ought to be available among the audio-visual equipment of the training unit. This will help in recording some valuable lectures, and run on-sit films for some sectors or for construction works. Consequently, these films will serve as audio-visual aids especially in technical programs.

**GIZA:** No answer.

**QALIUBIA:** No answer.

**53. WHAT RECOMMENDATIONS WOULD YOU MAKE FOR INCREASING THE USE AND QUALITY IMPACT OF THIS EQUIPMENT IN YOUR TRAINING PROGRAMS, INCLUDING T/TA?**

**CAIRO:**

1. Provide the center with the audio-visual equipment they do not possess.
2. Provide educational firms that can be used in the training programs.
3. Training some employees on the use and maintenance of training equipment.

**ALEX:** The employees of the governorate training team should be trained on how to operate and maintain audio-visual aids.

**SUEZ:** Assign technicians to operate audio-visual equipment and train them on how to use them in training programs and how to maintain them.

**PORT SAID:** Recommendations include:

1. Training personnel in the use of audio-visual equipment, and
2. Providing the training unit with a complete video set (camera and video cassette).

**GIZA:** No answer.

**QALIUBIA:** It is important that the governorate receives some of this equipment, such as:

- video cassette, video camera and color TV, and
- slide projector.

**54. ADDITIONAL COMMENTS**

**CAIRO:** none.

**ALEX:** none.

**SUEZ:**

1. We convey our thanks to all the TAC staff especially the training team for their obvious and continuous efforts in raising the governorate training performance level which resulted in narrowing the performance gap in most activities. We wish that their efforts continue after 1992.

2. Please assign a period of time when all the governorates can meet to present their response to this questionnaire, or at least exchange responses among them.

PORT SAID: No additional comments as this questionnaire has covered all our questions except that we would like to thank all the staff of Wilbur Smith and all TAC groups as well as USAID for all services rendered from the beginning of LD-II Urban Project till this date.

GIZA: None.

QALIUBIA: None.

**2. HANDBOOK OF TRAINING ADMINISTRATION (DRAFT-ARABIC)**

## الدليل في ادارة التدريب

## الدليل في إدارة التدريب

### المحتوى:

#### مقدمة

#### \* التدريب المباشر

- تعريف التدريب المباشر

#### الخطوات الإجرائية

- تقديم طلب تنفيذ دورة تدريبية
- تحديث المادة العلمية للدورة
- الحصول على الموافقات اللازمة
- تحديد موعد تنفيذ الدورة
- اختيار الفنى المتخصص لكتابة المادة
- الكتابة النهائية للمادة العلمية
- اختيار المدربين
- اعداد الموازنة التقديرية لدورة تدريبية
- ترشيح واختيار الدارسين
- تنفيذ الدورة التدريبية

#### \* التدريب المساعد

- تعريف التدريب المساعد
- الفئات المستهدفة ومكان التدريب
- تحضير طلب العقود
- اختيار حصة التدريب
- إجراءات التعاقد واعتماد المبالغ
- الترشيحات لحضور الدورات التدريبية
- تنفيذ الدورة ومتابعتها

#### \* التدريب الخارجى

**\* التدريب التعاقدى**

- تعريف التدريب التعاقدى
- خطوات تنفيذ الدورات التعاقدية

**\* التدريب بالخارج**

- تعريف التدريب بالخارج
- شروط الالتحاق بدورات خارج الجمهورية
- الخطوات الاجرائية للاشتراك فى دورات تدريبية بالخارج.

**ملحق (١)**

- النماذج الادارية المكتبية والخامة باعمال التدريب

**ملحق (٢)**

- النماذج والعقود للدورات التدريبية المختلفة

## الباب الأول

### علم

#### مقدمة :

يتطلب تنفيذ البرامج والدورات التدريبية تضافر جهود العديد من الأفراد وتعاون مجموعة من الهيئات والمؤسسات قد تكون ذات اهتمامات رئيسية مختلفة ولكنها بالقطع تشترك جميعها فى ان التدريب هو احد اهتماماتها. اذا لم يتوافر الحد الأدنى من الفهم المتبادل والدراية المشتركة فان تنفيذ العملية التدريبية والحصول على النتائج المرجوة لمن المهام الصعبة .

#### الفرض من الدليل:

الفرض من اعداد هذا الدليل له شقين. الشق، الأولى داخلى أى خاص بالمكتب الاستشارى والهدف منه هو ايجاد اساس وقاعدة للفهم المتبادل بين اعضاء المجموعات الفنية المختلفة ومجموعة التدريب وشرح الاجراءات الادارية والتنظيمية والمستندات اللازمة لطلب عقد دورات تدريبية وشرح الخطوات التنفيذية التى تتبع لاتمام العملية التدريبية وتنفيذ الدورات التدريبية بنجاح واما الشق الثانى فهو خارجى والهدف منه هو تاصيل العملية التدريبية فى المحافظات الحضرية و ايجاد مرجع يمكن الرجوع اليه لتنفيذ الدورات التدريبية بحيث يكون هناك قاعدة عمل مشتركة بين المحافظات المختلفة .

#### انواع البرامج التعليمية :

قامت مجموعة التدريب التابعة للمكتب الاستشارى لمشروع التنمية المحلية (٢) حضرى ويلبر سميث بتقسيم الدورات التدريبية الى ٤ انواع.

٣ - تدريب مساعد  
٤ - تدريب مباشر

١٢ - تدريب خارجي  
١٣ - تدريب تعاقدى

### ١ - التدريب الخارجى: Overseas

وهي الدورات أو البرامج التدريبية التي تم تنفيذها خارج جمهورية مصر العربية سواء في الولايات المتحدة الأمريكية أو خلافها ويقوم المكتب الاستشاري بالإشراف عليها بالتنسيق مع المعونة الأمريكية ولجنة المحافظين الحضرية والمحافظات الحضرية.

### ٢ - تعريف الدورة المساعدة: Catalyst

هي الدورة / الدورات التدريبية التي تعلن عنها المؤسسات / الهيئات / مراكز التدريب المهني والمتخصصة في مجال التدريب وتشولى هذه الجهات تنفيذها وفق منهج علمي وجدول زمني محدد على مدار العام. وفي بعض الأحيان يتطلب تنفيذ هذه الدورات تجهيزات خاصة (ورش - ماكينات) للتدريب العملي.

وفي هذه الحالة يقوم مشروع التنمية المحلية حضري (٢) بدفع رسوم اشتراك دارسين في الدورات التي يراها مناسبة والتي تلبى احتياجات المحافظات في هذا المجال.

- تتراوح مدى تنفيذ الدورة الواحدة ما بين ١ - ٦ أسابيع.

### ٣ - تعريف التدريب التعاقدى:

يشمل التدريب التعاقدى الدورات التدريبية التي يقوم مشروع التنمية المحلية حضري (٢) بالإعلان عنها ودعوة المكاتب الفنية المتخصصة و/أو مؤسسات التدريب والجامعات لتقديم بعروض للقيام بأعداد المادة العلمية دليل المدرب ودليل المتدرب - تدبير المدرسين والمعينات التدريبية - وكل ما يلزم الدارس من مطبوعات وأدوات كتابية - تدبير مواقع التدريب العملي بالتنسيق

مع المشروع - عمل جميع الترتيبات الإدارية والفنية وفق ما يطلب منه خلال مجموعة التدريب بالمكتب الاستشاري.

### خطوات تنفيذ الدورات التعاقدية :

- \* تتبع نفس خطوات التدريب المباشر بالنسبة لحصر الاحتياجات التدريبية وتحديد فئات الدارسين وموضوعات التدريب.
  - \* يتم وضع الاطار العام للدورة / الدورات التدريبية المطلوب تنفيذها.
  - \* يتم الاعلان عن تنفيذ ذلك الدورة وتحديد آخر موعد لقبول العروض.
  - \* يتم دعوة اكثر من مكتب او مؤسسة للتقدم بعروضها.
  - \* يتم فحص العروض كما هو الحال بالنسبة للتدريب المباشر.
  - \* تشكل لجنة من استشاري التدريب - استشاري المجموعة افنية منسق التدريب ومسؤول مالي لتمثيل المحافظات لاختيار الجهة المناسبة .
  - \* تخطر الجهة التي يقع عليها الاختيار قبل الموعد المقترح للتنفيذ بشهر على الاقل.
  - \* تتم مناقشة موضوعات الدورة تفصيليا.
  - \* يتم تحديد الشروط وكتابة العقد (ملحق )
  - \* يتم متابعة اعداد المادة وتنفيذ الدورة وفق بنود العقد.
- ومن خلال استشاري التدريب ومنسق التدريب بالمحافظة .

والمعيّنات التدريبية - وكل ما يلزم الدارس من مطبوعات  
والدوات كتابية - تدبير مواقع التدريب العملى بالتنسيق  
مع المشروع - عمل جميع الترتيبات الإدارية والفنية وفق  
ما يطلب منه من خلال مجموعة التدريب بالمكتب الاستشارى.

#### ع - تعريف التدريب المباشر: Inhouse

هو الدورة / الدورات التى يتولى المكتب الاستشارى  
بالاتفاق مع المحافظات التخطيط لها واعداد المادة  
العلمية واختيار المدربين ومكان التدريب وكتابة المادة  
العلمية بطريق التعاقد المباشر بين مجموعة من  
المتخصصين بالتعاقد الشخصى المباشر. ويتولى المكتب  
الاستشارى تدبير مكان التدريب بالتنسيق مع المحافظات -  
وطبع الادلة .

صفحة ١١٩

#### العوامل المرجحة لاختيار نوع التدريب:

##### ١ - التدريب الخارجى:

يفضل اجراء التدريب الخارجى اذا توافر واحد او اكثر من  
العوامل التالية .

أ - عدم توافر المدربين ذوى الكفاءة العلمية المناسبة  
للتدريب على المادة العلمية المطلوبة للدورة  
التدريبية .

ب - ان يكون الهدف من الدورة هو اطلاق المتدربين على  
احدث ما وصل اليه العلم فى بعض النواحي والمجالات  
العلمية والفنية .

ج - ان يكون الهدف هو اطلاق المتدربين على تجارب ناجحة  
والاساليب الحديثة فى مجالات معينة يمكن الاستفادة  
بها، مع امكانية تطبيقها فى ج.م.ع كما هى او بعد  
تطويرها للبيئة المحلية .

د - تدريب الافراد على بعض المعدات الجديدة والتي تتم شرائها للعمل فى ج.م.ع بغرض حسن تشغيلها وصيانتها واصلاحها.

هـ - ان يتطلب التدريب معدات فنية وتكنولوجية غير متواجدة فى ج.م.ع ودراسة احتمالات امكانية توفيرها او بديلها لرفع مستوى العمل فى ج.م.ع.

### ٣ - التدريب المساعد:

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يفضل تنفيذ هذه الدورة المطلوبة كتدريب (دورة) مساعد اذا كان هناك مكتب فنى او مؤسسة تدريبية تقوم بتنفيذ هذه الدورة من دوراتها التدريبية الاساسية والتي تعلن عنها فى كتيباتها او نشراتها النوعية، وبشرط ان يراجع فريق التدريب المادة العلمية التى تقدمها الجهة التدريبية ويتم التأكد من تغطيتها للموضوعات المطلوب التدريب عليها على الاقل، ثم يتم التأكد من الآتى:

- المدربين القائمين بالتدريب ذوى خلفية علمية وعملية مناسبة (خاصة بالنسبة للجهات --- )؟
- توافر المكان والتجهيز المناسب للتدريب والتجهيز
- توافر المعينات او الاجهزة التدريبية (المناسبة والمطلوبة ) اللازمة
- ان يكون تكلفة الفرد فى الحدود المقبولة

### ٣ - التدريب التعاقدى:

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يفضل اجراء التدريب التعاقدى اذا توافر واحد او اكثر من العوامل الآتية :

- \* عدم توافر الأماكن التدريب اللازمة لنوعية الدورة أو التدريب المطلوب بالمحافظات أو المشروع.
- \* عدم توافر الأجهزة والأدوات الفنية اللازمة لتنفيذ الدورة أو عدم توافرها بالإعداد اللازمة بالمحافظات (معامل - أجهزة حاسبات - قطاعات أو نماذج حتمية للتدريب...).
- \* عدم توافر الخامات والمواد اللازمة للتدريب العملي بالمحافظات أو المشروع.
- \* ضرورة اشتراك أكثر من مدرب لتعادل أجزاء من المادة التدريبية .
- \* وجود دورات تدريبية مشابهة يتم تنفيذها كدورات ثابتة في أحد المؤسسات أو المكاتب الفنية ويتطلب الأمر إجراء بعض التعديلات في المادة العلمية أو أسلوب التنفيذ ليناسب الدورة المطلوب تنفيذها .
- \* قيام المؤسسات أو المكاتب الفنية التخصصية بتقديم خدمات أو مزايا لا يمكن تقديمها إلا من خلالها كشهادات معتمدة من الوزارات المختلفة تسلم للمتدربين بعد انتهاء تدريبهم.

#### ع - التدريب المباشر:

- يتم اللجوء الى التدريب المباشر اذا توافر واحد أو أكثر من العوامل الآتية :
- \* توافر المادة التدريبية ودليل المدرب والمتدرب بالمكتب الاستشارى أو المحافظة .
- \* أن تكون هذه الدورة قد سبق تنفيذها بواسطة أحد المكاتب المتخصصة ، وأن يوافق المدرب الذى قام بالتدريب فيها على تنفيذها لحساب المحافظات بدونوساطة المكتب الفنى.

- \* أن يتواجد المدرب الكفاء ذو الخلفية العلمية والعملية المتميزة في مجال الدورة .
- \* إذا ثبت أن هذا الأسلوب أكثر اقتصادا من أى من الأساليب الأخرى بفرض تواهر نفس الجودة .
- \* إذا كانت الدورة لا تحتاج الى تجهيزات أو امكانات خاصة ، وأنه سيسمح إجراءها فى قاعات التدريب المتوافرة بالمحافظات .

#### ملحوظة :

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- \* يجب ملاحظة أن العوامل المذكورة بعاليه غير مرتبة طبقا لأهميتها وذلك ان أى عامل منها قد يكون هو العامل الحاسم فى اختيار نوع معين من التدريب وذلك أنه فى أغلب الأحوال ما تكون لكل دورة ظروفها الخاصة والعوامل الخارجية الأخرى التى قد تجعل لأى من العناصر المذكورة بعاليه الأهمية القصوى فى هذه الحالة .

## الخطوات الاجرائية :

### ١ - تقديم طلب تنفيذ دورة تدريبية :

تظهر الحاجة لعقد دورة تدريبية عن طريق احدى المصادر التالية وذلك بعد التأكد من ان الاعراض البادية ناتجة من احتياج حقيقى للتدريب.

\* تحديد الاحتياجات التدريبية كما يراها مسئولو الأنشطة الفنية بالمكتب الاستشارى كل فى مجال اختصاصه .

\* بناء على طلب المسئولون بالمحافظات والاحياء من خلال منسق التدريب.

\* نتيجة لتوجيه المتدربين فى دورات تدريب اخرى ذات علاقة بالدورة/الدورات المقترح تنفيذها.

\* تملأ استمارة (RFT) انظر ملحق (١/١) طلب تنفيذ دورة تدريبية من ثلاثة نسخ اذا كانت الجهة الطالبة للتدريب خارج المكتب الاستشارى فتحفظ صورة بملف الجهة الطالبة وترسل صورة الى مجموعة التدريب والاخرى الى المجموعة الفنية التى تقوم بعمل نسخة منها وترسلها مع مذكرة من المجموعة المختصة الى مجموعة التدريب. وعلى مجموعة التدريب ان تخطر ايضا المجموعة الفنية المختصة حال ورود (RFT) اليها من الجهة الطالبة لتنسيق المواقف والاجراءات التى ينبغى اتخاذها حيال هذا الطلب. فقد ترى المجموعة الفنية مثلا لاسباب فنية تراها عدم عقد مثل هذه الدورة او تأجيلها لموعد لاحق وعليها فى هذه الحالة اخطار الجهة الطالبة بقرارها ومبرراتها لهذا القرار وكذلك ابلاغ مجموعة التدريب بذلك كتابة. اما اذا كانت الجهة الطالبة هى احدى المجموعات الفنية بالمكتب الاستشارى فتحفظ نسخة من النموذج بملفات المجموعة وترسل نسختان الى مجموعة التدريب مرفقتين بمذكرة معتمدة من رئيس المجموعة.

في الحالتين تحفظ صورة بملفات مجموعة التدريب ويقوم رئيس مجموعة التدريب ويصبح مسئولاً عن التنفيذ للبدء في الخطوات الإجرائية اللازمة واختيار المتخصصون لكتابة المادة العلمية و/أو تنفيذ البرنامج.

كيفية ملأ استمارة (RFT) طلب تنفيذ دورة تدريبية :

يفصل استمارة (RFT) خط افقى بين الجزء الأول والذي يملأ بمعرفة الجهة الطالبة .

يتولى قسم التدريب ملأ بيانات الجزء الثانى من الاستمارة حيث يقوم رئيس مجموعة التدريب بالمكتب الاستشارى باختيار عضو من فريق التدريب لملأ الجزء الأسفل من الاستمارة . ويكون هذا الشخص ممن لهم خلفية علمية بالنسبة لموضوع التدريب المقترح مثل: التشغيل والميانة - نظم تقديم الخدمات الأساسية - التخطيط المالى .....

وتتمثل بنود هذا الجزء الآتى: (NUS)

تعنى هذه الفقرة ان هذه الدورة / الدورات قد تمت بالفعل فى مشروع الخدمات الحضرية للأحياء المجاورة أو من خلال مشروع التنمية المحلية (٣) حضرى) من قبل وأن المادة العلمية و/أو مجموعة الأدلة لهذه الدورة موجودة ولا يلزم اجراء أى تعديل عليها.

إذا كانت الجهة الطالبة للتدريب خارج المكتب الاستشارى فتحفظ صورة بملف الجهة الطالبة وترسل صورة الى مجموعة التدريب والأخرى الى المجموعة الفنية التى تقوم بعمل نسخة منها وترسلها مع مذكرة من المجموعة المختصة الى مجموعة التدريب. وعلى مجموعة التدريب ان تخطر أيضا المجموعة الفنية المختصة حال ورود (RFT) اليها من الجهة الطالبة لتنسيق الموافق والإجراءات التى ينبغى اتخاذها خيال

هذا الطلب. فقد ترى المجموعة الفنية مثلا لأسباب فنية نراها عدم عقد مثل هذه الدورة أو تأجيلها لموعده لاحق وعليها في هذه الحالة إخطار الجهة الطالبة بقرارها ومبرراتها لهذا القرار وكذلك إبلاغ مجموعة التدريب بذلك كتابة.

أما إذا كانت الجهة الطالبة هي إحدى المجموعات الفنية بالمكتب الاستشاري تحفظ نسخة من النموذج بملفات المجموعة وترسل نسختان إلى مجموعة التدريب مرفقتين بذاكرة معتمدة من رئيس المجموعة.

مطلوب تعديله :

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هذا يعني أن هذه الدورة / الدورات قد تمت بالفعل من خلال مشروع الخدمات الحضرية للأحياء المجاورة أو مشروع التنمية المحلية حضرى (٣) لكن المادة العلمية و/أو الدليل يحتاج إلى تحديث أو إجراء بعض التعديلات أو الإضافات.

حديثة :

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هذا يعني أن هذه الدورة / الدورات لم يسبق تنفيذها من قبل ويلزم كتابة المادة العلمية والموضوعات التي يجب تغطيتها.

الملاحظات :

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يقوم العضو الفني المكلف من مجموعة التدريب بكتابة ما يراه مناسباً من ملاحظات فنية وإي اقتراح يتبع ذلك والذي يتعلق بالمادة العلمية للدورة/الدورات - التاريخ المقترح لعقد الدورة المدة - الفئة المستهدفة - المحاضرون - أسلوب / أساليب التدريب أو أي ملاحظات أخرى يراها لازمة قبل بدء التنفيذ من وجهة نظر مجموعة التدريب.

## ملحوظة :

قد يبرفق باستمارة (RFT) بعض النقاط الاساسية والشروط اللازمة التي يجب تغطيتها فى الدورة من وجهة نظر الجهة المتقدمة بطلب عقد التدريب وهو ما يجب مراعاته عند اتخاذ اجراءات التنفيذ.

٢ - يقوم اخصائى التدريب بالتنسيق مع الجهة الطالبة والمجموعة الفنية المختصة بعمل كشف اولى بالموضوعات المطلوب تغطيتها فى الدورة التدريبية . يتم التوقيع عليها من كل من هذه الاطراف ويفضل ان يناقش هذا الكشف مع باقى فريق التدريب لاستكماله بقدر الامكان.

٣ - يتم مراجعة قوائم المكاتب الفنية والهيئات العلمية المتخصصة فى مادة التدريب المقترحة ويمكن اضافة اى قوائم جديدة الى القوائم المتواجدة بشرط ان تتوافر فى هذه الجهات التدريبية الشروط اللازمة لقبولها (راجع ملحق ٢) و/او ان تكون الدورة المطلوب تنفيذها من الدورات الاساسية به او ان تكون هذه الجهة من الجهات المشهود لها بالكفاءة فى تنفيذ دورات فى هذا المجال.

٤ - يتم اختيار نوع التدريب طبقا للظروف الخاصة لكل دورة والعوامل التى ترجح نوع معين من انواع التدريب ( ص ) ثم يتم اختيار شكل واسلوب التدريب بالاتفاق مع الجهة الطالبة .

٥ - يتم كتابة طلب عروض جميع النقاط المطلوب تغطيتها فنيا وماليا وزمنيا وترسل الى الجهات التى يمكنها تنفيذ الدورة فنيا وعلميا . ثم تتبع الاجراءات الواردة فى كل نوع من انواع التدريب.

## التدريب الخارجى

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١ - التدريب الخارجى هو دورات أو برامج تدريبية يتم تنفيذها خارج ج.م.ع. سواء فى الولايات المتحدة الأمريكية أو خلافها - طبقا لتعليمات الوكالة الأمريكية للتنمية الدولية - ويقوم المكتب الاستشارى بالتعاون معها وبالتنسيق مع المحافظات الحضرية بالإشراف على هذه الدورات.

يتم تمويل التدريب الخارجى من ميزانية المكتب الاستشارى ويلبىر سميث وشركاه التى تمنحها الوكالة الأمريكية للتنمية الدولية والمخصصة للتدريب الخارجى. تستخدم هذه الميزانية لهذا الغرض فقط وهذه الإعتمادات منفصلة تماما عن المنحة الإجمالية التى تتلقاها المحافظات سنويا للتدريب.

يرجح اختيار التدريب فى الخارج إذا توافر الحد أو أكثر من العوامل المذكورة صفحة ( ) من هذا الدليل.

### مجالات التدريب فى الخارج:

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تم اختيار خمس مجالات للتدريب عليها فى الولايات المتحدة الأمريكية أو دول أخرى كما يلى:

- ١ - وحدة إدارة الأمراض
- ٢ - مكتب إدارة التنمية الاقتصادية
- ٣ - مديرو التشغيل والصيانة
- ٤ - نظم أداء الخدمات الأساسية
- ٥ - نظم المعلومات للإدارة

يقدم برنامج التنمية المحلية (٣) حذى باختيار مناطق التدريب فى الولايات المتحدة الأمريكية وفى دول أخرى للتدريب على المجالات الفنية المذكورة. ويراعى فى اختيار أماكن التدريب أن تتشابه فيه قدر الإمكان العوامل المناخية

والتكنولوجية وحتى العوامل السكانية مع نفس العوامل المناظرة في مصر في أماكن عمل المشاركين. ولا شك ان اختيار الأماكن التدريبية يجب ان يتم اولا وقبل كل شيء على من حيث ملائمتها لاهداف التدريب.

#### الاجراءات التنفيذية :

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بعد التأكد من ضرورة تنفيذ التدريب اللازم لسد احد ثغرات الأداء يتم اتباع الخطوات التالية لتنفيذ التدريب الخارجى.

#### ١ - التخطيط :

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يتم اولا استعراض الهيئات والمؤسسات العلمية والفنية التى تمكنها توفير نوع التدريب المطلوب دون الاخذ فى الاعتبار لاي شروط او اعتبارات خاصة مسبقا حيث ان الغرض الاساسى من هذه الخطوة هو التأكد من توافر هذا النوع من التدريب وحصر جميع الجهات التى تمكنها القيام به .

بعد التأكد من توافر التدريب المطلوب فى جهة خارجية واحدة على الاقل يتم وضع تخطيط مبدئى وذلك بالتنسيق بين الخصائى التدريب بالمشروع والمجموعات الفنية المختصة ومنسقى التدريب ومديرو الإدارات الفنية المختصة بالمحافظات الحضرية وفى هذا التخطيط يتم وضع تصور لمدة التدريب والأماكن المتاحة والتوقيت المبدئى للسفر تم تعرض هذه الخطة المبدئية على الوكالة الأمريكية للتنمية الدولية لابداء الرأى والقيام بالى تعديلات عليها ثم اقرارها. ثم ترسل الى اللجنة القيادية للتنمية الحضرية المحلية لابداء الرأى والتصديق. يتم عرض الخطة بعد ذلك على الامانة العامة للإدارة المحلية للموافقة النهائية .

#### ٢ - وضع الشروط :

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بعد موافقة الامانة العامة للإدارة المحلية يتم وضع الشروط التى يجب توافرها فى المرشحين وقد تشمل:

- حضور دورات معينة ثم تنفيذها بواسطة مشروع التنمية المحلية ٣ حضري.
- اختيار بعض الدورات الملحقة بمستوى معين
- خبرة معينة مسبقا فى مجال الدورة
- عدد معين من سنوات العمل فى مجال الدورة
- الموافقة على العمل فى مجال الدورة لمدة معينة بعد العودة من الدورة .

تقوم لجنة مكونة من مندوب من المجموعة الفنية ومندوب أو أكثر من المحافظات (وقد يكون مندوبا عن كل محافظة) ومنسق التدريب بالمحافظات بوضع هذه الشروط المسبقة ويتم صياغتها وعرضها على اللجنة القيادية لإبداء الرأى وإقرارها بناء على الصيغة النهائية للشروط المسبقة التى تمت الموافقة عليها يتم ترشيح الدارسين الذين ينطبق عليهم هذه الشروط ويراعى أن تكون الأعداد المرشحة أكثر من الأعداد المطلوبة وذلك لإشاحة الفرصة لاختيار أفضل العناصر وللاحتفاظ باحتياطى فى حالة تخلف أحد المرشحين الأصليين لئى أعذار قهرية ويفضل أن يتم اختيار المرشحين قبل موعد السفر بستة أشهر على الأقل حتى يمكن إعدادهم الأعداد العلمى المناسب.

### ٣ - الأعداد لتنفيذ الدورة :

يتم إعداد وثيقة الأمر بتنفيذ مشروع/مشاركين PIO/P وتقدم الى الوكالة الأمريكية للتنمية الدولية على أن ترسل صورة من هذه الوثيقة الى مكتب التدريب بالوكالة الأمريكية للتنمية الدولية بواشنطن وذلك قبل بدئ التدريب بتسعين يوما على الأقل. فى هذه الأثناء يتم الاتصال بالهيئات التى يمكنها -- التدريب والحصول منها على خطة تفصيلية للتدريب وكذلك أفضل الشروط الممكنة . يتم اتخاذ القرار بتفضيل أحد الهيئات أو الأماكن التدريب بناء على مقارنة العوامل التالية :

- البرنامج التفصيلي للمواد التدريبية ومدى ملائمتها  
لأهداف التدريب.

- السمعة العلمية الدولية ومدى تخصيص الهيئة في  
تقديم مثل هذه المواد العلمية .

- مدى ملائمة العوامل التكنولوجية والمناخية وحتى  
السكانية للعوامل المناظرة في ج.م.ع.

- التكلفة الكلية لتنفيذ البرنامج التدريبي

- اللغة التي سيتم التدريب بها وكذلك التعامل اليومي  
ومدى توافر المترجمين اذا لزم الأمر.

بعد ذلك يتم تنفيذ البرامج الأساسية والمسبقة المطلوبة  
لإعداد المشتركين لدورة التدريب بالخارج وذلك باتخاذ  
أحد الأساليب التدريبية بهذا الدليل واتباع الخطوات  
المنصوص عليها فيه . يتم تقييم الدارسين في نهاية  
الدورة وتحديد أفضل العناصر بترتيب تنازلي طبقاً  
لتفهمهم واستيعابهم للتدريب الذي تم.

٤ - اعداد المرشحين:

يتم اختيار المرشحين الأساسيين للسفر للتدريب وذلك  
بمراعاة الشروط والمواصفات السابق ذكرها وذلك بالتنسيق  
مع المحافظات والإمانة العامة للإدارة المحلية . وعند  
وصول الموافقة النهائية من مكتب التدريب التابع  
لوكالة الأمريكية للتنمية الدولية بواشنطن يبدأ في  
إعداد الأفراد الذين وقع عليهم الاختيار للسفر.

يقوم كل من المكتب الاستشاري بالتعاون مع المحافظات  
وكذلك مكتب الوكالة الأمريكية للتنمية الدولية في إعداد  
الوثائق واتخاذ الخطوات اللازمة لسفر المشتركين كل في  
مجال اختصاصه (مرفق مورة من المستندات التي يساعد  
المكتب الاستشاري في إعدادها للدارسين . ملحق ١ ) .

قبل السفر مباشرة يتم عمل لقاء للدارسين وتوعيتهم بما  
يحب عليهم مراعاته قبل واثناء وبعد التدريب وتبصيرهم  
بالدورة التدريبية .

بعد وصول المشتركين السفر يتم عمل استبيان لهم للخروج  
بالنتائج والتوصيات لتقييم الدورة .

## التدريب المساعد

### مقدمة :

تقوم الهيئات العلمية والمكاتب الفنية المتخصصة في التدريب في بداية العام التدريبي بطبع نشرات أو كتيبات عن الدورات الفنية الأساسية التي تقوم بتنفيذها ومواعيد هذه الدورات وتكلفة الاشتراك في كل دورة . وفي معظم الأحيان تقوم أيضا بطبع الموضوعات الرئيسية التي تتناولها الدورة اذا دعت الضرورة الى ذلك فاذا اتفق ان كانت الدورة المطلوب تنفيذها لأفراد المحافظات الحضرية الستة بواسطة مشروع التنمية المحلية (٢) حذى تتفق مع احد الدورات المعلن عنها بواسطة هيئة أو أكثر فإنه يفضل تنفيذ هذه الدورة في إحدى هذه الهيئات لترشيد التكاليف الاجمالية للتدريب وبشرط توافر العوامل المرجحة المذكورة (ص) .

### تعريف الدورات (التدريب) المساعدة :

سبق لنا تعريف هذه الدورات (ص) وكمثال لهذه الدورات هي دورات الحاسب الآلى ودورات التدريب المهني والتدريب الحرفي حيث ان معظم هذه الدورات دورات نمطية بمعنى انها لا تتغير كثيرا من مكان لآخر الا في الضيق الحدود علاوة على احتياجها لتجهيزات واستعدادات خاصة تجعل من الصعب عقدها كدورات مباشرة .

### خطوات التنفيذ:

الاجراءات التنفيذية للدورات المساعدة هي ابسط الاجراءات واسرعها وذلك لتوافر الامكانيات التدريبية ويتبقى فقط اختيار انسب هذه الامكانيات.

بعد معرفة الموضوعات الرئيسية المطلوبة للبرنامج التدريبي واسم الدورة يتم استخراج الهيئات التدريبية التي تتضمن نشراتها الفنية عنوان هذه الدورة وما يشبهها.

١ - يتم الإتصال بهذه الجهات التدريبية للحصول على موضوعات دورتها بالتفصيل (إذا لم تكن ضمن النشرة الفنية) ويتم مقارنتها بالموضوعات المطلوب التدريب عليها والتي يجب تغطيتها بالكامل على الأقل.

٢ - إذا كان هناك أكثر من هيئة مناسبة للقيام بتنفيذ الدورة فيتم اختيار أفضل ٣ - ٣ هيئة من الناحية الفنية للمادة العلمية ويتم زيادتهم لإختيار أفضلهم للقيام بتنفيذ الدورة. يتم التفاضل بين هذه الهيئات المنتقاه طبقا للإمكانيات التالية :

أ - المادة العلمية :

(١) مدى الدقة في المادة العلمية وتطابقها وتغطيتها للموضوعات المطلوب التدريب عليها.

(٢) مدى تناسب المادة العلمية مع المستوى المطلوب تدريبه

(٣) توافر دليل للمتدرب ومدى توافر النشرات العلمية والفنية .

(٤) مدى توافر الرسوم التوضيحية والجداول والشفافات بالمادة العلمية .

(٥) المستوى العملي للمدربين ومدى خبرتهم العملية بالتدريب

ب - موقع التدريب:

(١) التجهيز المناسب لموقع التدريب

(٢) توافر العينات التدريبية اللازمة

(٣) أن تكون التكلفة في الحدود المقبولة

(٤) مراعاة النسبة المقبولة بين عدد المتدربين

وإعداد الأجهزة المطلوب التدريب عليها

٣ - بناء على المحددات السابقة يتم اختبار افضل العروض  
ويتم اخطار مقرر لجنة التدريب بالاختبار والشروط التي  
تمت الموافقة عليها والحصول على موافقته . ويتم القيام  
بالي تغييرات مناسبة يرى ادخالها عليها.

٤ - يتم التعاقد مع الجهة التي وقع عليها الاختيار وتخطر  
المحافظات بالتنفيذ.

## التدريب المساعد

ارشادات ادارية وفنية لتنفيذ  
الدورات التدريبية المساعدة

التدريب بالمشاركة  
مع المراكز/المعاهد المتخصصة

ارشادات ادارية وفنية لتنفيذ  
الدورات التدريبية المساعدة

تعريف الدورة المساعدة :

هي الدورة / الدورات التدريبية التي تعلن عنها المؤسسات / الهيئات / مراكز التدريب المهني المتخصصة في مجال تدريب الصرفيين وتتولى هذه الجهات تنفيذها وفق منهج علمي وجدول زمني محدد على مدار العام. وفي الغلب الاحيان يتطلب تنفيذ هذه الدورات تجهيزات خاصة (ورش - ماكينات) للتدريب العملي.

وفي هذه الحالة يقوم مشروع التنمية المحلية حضري (@) بدفع رسوم اشتراك دارسين في الدورات التي يراها مناسبة والتي تلبي احتياجات المحافظات في هذا المجال.

الفئات المستهدفة ومكان التدريب:

\* يتم حصر الاحتياجات التدريبية في مجال التدريب المهني / الحرفي.

\* العمل باتصال وتنسيق وثيق مع مستشاري النشاط الفني وقنوات التدريب بالمحافظات وذلك لتحديد الآتي:

- موضوع / موضوعات التدريب المطلوبة

- مستوى ونوع التدريب

وذلك على ضوء القصور في الأداء - الشكاوى - المهام الجديدة الموكلة الى العاملين وتقارير الزيارات الميدانية من قبيل المكتب الاستشاري و/او الإدارات المعنية .

\* يتم تحديد وتصنيف الفئة المستهدفة للتدري والعدد المطلوب تدريبيه من كل محافظة كما هو متبع بالنسبة

## للتدريب المباشر .

\* وفي ضوء عدد ونوعية الدارسين وحصص الاحتياج التدريبي يتم اختيار الأماكن والمراكز / الهيئات والجهات التي يمكن الاستعانة بها للقيام بتدريب هذه الفئة .

وتكون الأولوية للجهات التابعة للوزارات أو المؤسسات المعتمدة في هذا المجال .

## تخصير طلب العروض :

- \* يبدأ التحضير له قبل الموعد المحدد بأسبوع على الأقل .
- \* راجع قوائم مكاتب / هيئات التدريب الموجودة بالمكتب الاستشاري ( ارجع الى تقرير حصص احتياجات التدريب / مارس ١٩٨٨ مكتبة قسم التدريب) .
- \* الاتصال بالمراكز المتخصصة للحصول على البرنامج الزمني / الخطة السنوية للتدريب بها .
- \* دراسة البدائل المتاحة .
- \* يتم ارسال خطابات الى الجهات التي تقوم بتنفيذ البرامج المناسبة .
- \* حدد موعد لتلقى العروض .

## اختيار جهة التدريب:

- \* يستخدم كشف المراجعة المرفق (استمارة ) لاختيار الهيئات التدريبية المناسبة .
- \* يتم تكوين لجنة اذا لزم الامر لمراجعة العروض امقدمة .
- \* يتم زيارة افضل هيئتين او ثلاثة .
- \* يتم اختيار افضل هيئة من الهيئات التي تمت زيارتها .

\* يقوم مستشار التدريب المسؤول باعداد مذكرة بالاجراءات التى تمت مع التوصية اللازمة مع ذكر الاسباب الفنية والمالية .

\* يتم الحصول على موافقة كل من: رئيس قسم التدريب ونائب مدير المشروع لتنمية القوى البشرية / التدريب ثم اعتماد مدير المشروع.

\* يرسل خطاب الى السيد السكرتير العام /رئيس لجنة التدريب بالمحافظة بما تم.

\* يبدأ الاتصال بالمحافظات لبدء اجراءات الترشيح وفق البرنامج الزمنى للهيئة التى وقع عليها الاختيار للاشتراك فى دوراتها.

#### اجراءات التعاقد واعتماد المبالغ اللازمة للتنفيذ:

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\* فى نفس الوقت الذى يتم فيه اجراءات الترشيح على مستوى المحافظات يقوم مستشار التدريب المسؤول باتمام اجراءات التعاقد مع الجهة المنوط بها التنفيذ.

\* يتم ابرام عقد بين مشروع التنمية المحلية (٣) حذى وجهة التنفيذ مرفق ( ) .

\* الالتزام من الطرفية بينود العقد.

\* يقوم مدير المشروع بتمثيل المكتب الاستشارى كطرف اول ويعتمد ما جاء به .

\* ترسل صورة من العقد الى المحافظة المعنية لدى طلبها .

\* يتم ملء استمارة (تكلفة تقديرية) وترفق بالعقد والجدول الزمنى للتنفيذ والمحافظات التى يشمجلها التنفيذ مع تحديد اعداد الدارسين بكل محافظة ويتم اعتمادها من جانب مجمعة التدريب.

## الترشيحات لحضور الدورات التدريبية المختلفة :

- \* تقوم المحافظات التى سيتم التدريب لافرادها باختيار (ترشيح) مجموعة من الافراد الذين تنطبق عليهم الشروط المطلوبة للدورة التدريبية على ان يكون العدد المرشح اكبر من المطلوب تدريبه بنسبة ٣٠-٤٠% وترسل الاسماء والبيانات الكاملة عنهم الى المكتب الاستشارى عن طريق منسق التدريب ومعلومية منسق المشروع.
- \* يقوم استشارى التدريب بالمكتب الاستشارى بالتعاون مع استشارى النشاط الفنى المعنى بعملية فرز اولية للاسماء المرشحة لاستبعاد اى اسماء بيرونا بناء على اسباب موضوعية تكون مقبولة من جميع اطراف.
- \* يتم تحديد موعد لمقابلة باقى المرشحين وذلك قبل بدء الدورة باسبوعين على الاقل.
- \* يتم التنسيق مع منسق المشروع ومنسق التدريب ومستشار النشاط الفنى ومنسوبة جهة التعاقد لعمل الترتيبات والاجراءات اللازمة لتنفيذ المقابلات الشخصية.
- \* يتم مقابلة المرشحين فى حضور الاطراف المذكورة بعاليه او بعضها ويتم اختيار افضلها فى حدود الاعداد المطلوب تدريبها مع وجود احتياطي فى حالة تخلف احد المرشحين الامليين.
- \* تناقش الاسماء لتى وقع عليها الاختيار مع منسقى المشروع والتدريب بالمحافظة ومستشار النشاط الفنى ومع اى من المسؤولين بالمحافظة مثل السكرتير العام اذا دعت الضرورة لذلك.
- \* تناقش الموضوعات التى وقع عليها الاختيار مع منسقى المشروع والتدريب بالمحافظة ومستشار النشاط الفنى ومع اى من المسؤولين بالمحافظة مثل السكرتير العام اذا دعت الضرورة لذلك.
- \* تعلن الاسماء التى تم اختيارها قبل موعد بدء الدورة التدريبية باسبوع على الاقل.

\* تصدر تعليمات كتابية وتبلغ للمشاركين بوضوح بها الآتى:

عدد ساعات التدريب - عدد ايام التدريب - مكان التدريب  
- عنوان مكان التدريب للدورات المنتجة والغير منتجة -  
النواحى المالية المتعلقة بالمندربين.

#### تنفيذ الدورة ومتابعتها:

\* تتسلم الجهة المنفذة قائمة بأسماء الدارسين المتوقع انضمامهم مع بيانات عن كل دارس قبل موعد بدء الدورة بأسبوع على الاقل (استخدام استمارة تسجيل).

\* فى حالة تخلف اى دارس يجب على المحافظة المعنية اخطار المشروع بأسرع ما يمكن لاستبداله بأخر حتى لا تضيق قيمة الاشتراك.

\* يتم تحديد مسئول / اخصائى تدريب من قبل المحافظة التى ينفذ بها المشروع للقيام بالعمال المتابعة اليومية وابلاغ منسق المشروع ومستشار التدريب المسئول بالمكتب الاستشارى.

\* يتم عمل التنسيق النهائى مع مسئول الجهة المنفذة وممثل المكتب الاستشارى وممثل المحافظة.

\* يتم اجراء اختبارات تمديد المستوى للدارسين قبل بدء الدورة لبعض الدورات التى تستلزم ذلك.

\* يقوم مستشار التدريب بحضور الجلسة الافتتاحية ممثلا عن المكتب الاستشارى.

\* يتم التنسيق مع مستشار النشاط الفنى المسئول لمتابعة تنفيذ الدورة للوقوف على ما يتلقاه الدارسين من معارف ومعلومات حتى يمكن متابعتهم ميدانيا بعد انتهاء التدريب.

\* متتابعة تنفيذ الدورة مستعينا بالبرنامج الزمنى حيث لا يمكن حضور مثل هذه الدورات يوميا.

- \* حضور الجلسة الختامية لتوجيه الدارسين الى المهام المتوقعة بعد هذا التدريب.
- \* يتم وضع خطة لمتابعة الدارسين فى مواقع العمل.
- \* تقوم جهة التدريب باعداد التقرير النهائى متضمنا مستوى الإداء الذى وُصل اليه الدارسون.
- \* يقوم مستشار التدريب باعداد تقرير عام فى ضوء تقرير جهة التدريب ومنسق التدريب بالمحافظة .

**ملحوظة :**

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يقوم المكتب الاستشارى بدفع نفقات انتقالات الدارسين وفق القواعد المعمول بها ويتولى الأخصائى التدريب المكلف بمتابعة التنفيذ بهذه المهمة وتسليم الكشوف الدالة على الصرف والمعتمدة من السيد السكرتير العام مشفوع بختم المحافظة تسلم الى الأخصائى المالى بالمكتب الاستشارى.

تصرف مكافأة الإشراف الإدارى حسب ما يتم الإتفا عليه بين المكتب الاستشارى والمحافظة والجهة المنفذة .

## التدريب التعاقدى

### تعريف التدريب التعاقدى:

يشمل التدريب التعاقدى الدورات التدريبية التى يقوم مشروع التنمية المحلية المحلية حذى (٣) بإعلان عنها ودعوة المكاتب الفنية المتخصصة و/أو مؤسسات التدريب والجامعات للتقديم بعروض للقيام باعداد المادة العلمية = دليل المدرب ودليل المتدرب - تدبير المدربين والمعينات التدريبية - وكل ما يلزم الدارس من مطبوعات وادوات كتابية - تدبير مواقع التدريب العملى بالتنسيق مع المشروع - عمل جميع الترتيبات الادارية والفنية وفق ما يطلب منه من خلال مجموعة التدريب بالمكتب الاستشارى.

### خطوات تنفيذ الدورات التعاقدية :

- \* تتبع نفس خطوات التدريب المباشر بالنسبة لخصر الاحتسياجات التدريبية وتحديد فئات الدارسين وموضوعات التدريب.
- \* يتم وضع الاطار العام للدورة / الدورات التدريبية المطلوب تنفيذها.
- \* يتم الاعلان عن تنفيذ ذلك الدورة وتحديد آخر موعد لقبول العروض.
- \* يتم دعوة اكثر من مكتب او مؤسسة للتقدم بعروضها.
- \* يتم فحص العروض كما هو الحال بالنسبة للتدريب المباشر.
- \* تشكل لجنة من استشارى التدريب - استشارى المجموعة الفنية منسق التدريب ومسئول مالى لتمثيل المحافظات لاختيار الجهة المناسبة.
- \* تخطر الجهة التى يقع عليها الاختيار قبل الموعد المقترح

للتنفيد بشهر على الأقل.

- \* تتم مناقشة موضوعات الدورة تفصيليا.
- \* يتم تحديد الشروط وكتابة العقد (ملحق )
- \* يتم متابعة اعداد المادة وتنفيذ الدورة وفق بنود العقد.
- ومن خلال استشارى التدريب ومنسق التدريب بالمحافظة .

## التدريب المباشر

## التدريب المباشر

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تعريف التدريب المباشر:

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هو الدورة / الدورات التي يتولى المكتب الاستشارى بالاتفاق مع المحافظات التخطيط لها واعادة المادة العلمية واختيار المدرسين ومكان التدريب وكتابة المادة العلمية بطريق التعاقد المباشر بين مجموعة من المتخصصين بالتعاقد الشخصى المباشر. ويتولى المكتب الاستشارى تدبير مكان التدريب بالتنسيق مع المحافظات - وطبع الادلة .

### الخطوات الاجرائية :

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أولاً: تقديم طلب تنفيذ دورة تدريبية :

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\* تظهر الحاجة لعقد دورة تدريبية عن طريق احدى هذه المصادر:

. تحديد الاحتياجات التدريبية كما يراها مسئولو الأنشطة الفنية بالمكتب الاستشارى كل فى مجال اختصاصه .

. بناء على طلب المسئولون بالمحافظات والأحياء من خلال منسقى التدريب.

. نتيجة حضور المتدربين لدورات تدريب اخرى ذات علاقة بالدورة/الدورات المقترح تنفيذها.

\* تملأ استمارة ( rft ) انظر ملحق ( ) طلب تنفيذ دورة تدريبية من ثلاثة نسخ على ان يحفظ الاصل فى ملف فى ملف ( RFT ) بقسم التدريب تحفظ نسخة بملفات المجموعة الفنية المتقدمة بطلب عقد الدورة .

يستلم عضو مجموعة التدريب المسئول عن التنفيذ  
النسخة الثالثة للبدء فى الخطوات الاجرائية  
اللازمة واختيار المتخصصو لكتابة المادة  
العلمية .

\* كيفية ملأ استمارة (RFT) طلب تنفيذ دورة  
تدريبية : يفصل استمارة (RFT) خط افقى بين  
الجزء الاول والذى يملأ بمعرفة الجهة الطالبة مع  
خطاب موجه لمشروع التنمية المحلية حضرى (٢) فى  
حالة قيام المحافظة / المحافظات بطلب الدورة  
او مذكرة فى حالة قيام احد المجموعات الفنية  
بالمشروع بطلب الدورة . يتولى قسم التدريب ملء  
بيانات الجزء الثانى من الاستمارة . يقوم رئيس  
مجموعة التدريب بالمكتب الاستشارى باختيار عضو  
من فريق التدريب لملء الجزء الاسفل من  
الاستمارة . ويكون هذا الشخص ممن لهم خلفية  
علمية بالنسبة لموضوع التدريب المقترح مثل:  
التشغيل والصيانة - نظم تقديم الخدمات الاساسية  
- التخطيط المالى ...

وتمثل بنود هذا الجزء الآتى:

الخدمات الحضرية للأحياء المجاورة (NUS)

تعنى هذه الفقرة ان هذه الدورة / الدورات قد  
تمت بالفعل فى مشروع الخدمات الحضرية للأحياء  
المجاورة وان المادة العلمية و، او مجموعة  
الإدلة لهذه الدورة موجودة ولا يلزم اجراء اى  
تعديل بها .

يجب تعديله :

هذا يعنى ان هذه الدورة / الدورات قد تمت  
بالفعل من خلال مشروع الخدمات الحضرية للأحياء  
المجاورة او مشروع التنمية المحلية حضرى (٢)  
لكن المادة العلمية و/ او الدليل يحتاج الى  
تحديث او اجراء بعض التعديلات او الإضافات .

الحديث:

هذا يعنى ان هذه الدورة / الدورات لم يسبق تنفيذها من قبل.

التعليق/ الملاحظات:

يقوم العضو الفنى المكلف من مجموعة التدريب بكتابة كما يراه مناسباً من ملاحظات فنية واى اقتراح يتبع ذلك والذي يتعلق بالمادة العلمية للدورة / الدورات - التاريخ المقترح لعقد الدورة المدة - الفئة المستهدفة - المحاضرون - اسلوب / اساليب التدريب او اى ملاحظات اخرى يراها لازمة قبل بدء التنفيذ.

ملحوظة:

قد يرفق باستمارة (rft) بعض النقاط الاساسية والشروط اللازمة التى يجب تغطيتها فى الدورة من وجهة نظر الجهة المتقدمة بطلب عقد التدريب وهو ما يجب مراعاته عند اتخاذ اجراءات التنفيذ.

ثانياً: تحديث المادة العلمية للدورة:

اذا كانت الدورة / الدورات المطلوبة جديدة او سبق تنفيذها بمشروع الخدمات الحضرية للأحياء المجاورة (NUS) والمطلوب تحديث المادة العلمية بها يقوم رئيس مجموعة التدريب بارسال صورة من استمارة "طلب تنفيذ دورة تدريبية" الخاصة بهذه الدورة الى عضو الفريق المسئول مع مذكرة داخلية استمارة ( ) ليقوم بوضع الاطار العام للدورة متضمناً الموضوعات الاساسية التى يجب تغطيتها آخذاً فى الاعتبار النقاط الآتية:

الهدف / الاهداف الاساسية للدورة

النقاط والملاحظات كما وردت من المجموعة الفنية و/او الجهة صاحبة الاهتمام.

. المشاركين / الدارسين (من حيث المستوى وطبيعة العمل).

. الملاحظات الواردة فى الجزء الأسفل من الاستمارة .

. التوقيت المناسب للتنفيذ .

فى أغلب الأحيان فان مستشار التدريب الذى قام باعداد الملاحظات هو الذى يتولى عملية تطوير وتنفيذ ومتابعة الدورة .

يقوم مستشار التدريب بتحديد ساعات التدريب اللازمة موزعة على موضوعات الدورة . وقد يرى ضرورة تحديد الأساليب التدريبية المناسبة وفقا لطبيعة الموضوع ومستوى الدارسين وموقع التدريب .

يتولى أعضاء مجموعة التدريب مناقشة وعمل التعديلات اللازمة لموضوعات الدورة وتوزيع ساعات التدريب لها قبل اعتمادها من رئيس المجموعة .

يجب إشراك ممثل فنى عن الجهة الطالبة للدورة قبل اتخاذ القرار النهائى بالنسبة للتطوير المقترح وتبادل لارائى وصولا الى أفضل النتائج فى اطار الاحتياج التدريبى .

بعد الإنتهاء من التعديلات اللازمة واعتمادها تصور نسختين تحفظ النسخة الأولى فى ملفات التدريب وتسلم النسخة الثانية الى المكتب الفنى/ الشركة ، او الخبير المختص الموكل اليه اعداد المادة العلمية (دليل التدريب) للدورة .

## يجب أن يشمل الإطار العام لتطوير/تحديث الدورة على:

- اسم الدورة
- هدف/الاهداف الدورة
- الفئة المستهدفة
- مدة التنفيذ
- الموضوعات الرئيسية ونقاط التركيز المراد تغطيتها
- النقاط الفرعية الخاصة بكل موضوع ما أمكن ذلك
- الوقت المحدد لعرض كل موضوع
- تسلسل عرض الموضوعات
- المواقع المراد زيارتها والتدريب الميداني وكيفية
- ربطه بالموضوعات (كلما كان ذلك مناسباً ومكملاً لاهداف
- الدورة)

## ثالثاً: الحصول على الموافقات اللازمة:

بعد الموافقة على موضوعات الدورة وكتابة عناصرها ونقاطها الأساسية يجب أخذ الموافقة النهائية لرئيس قطاع التدريب ومنسقى التدريب بالمحافظات.

وفيما يلي بعض الإرشادات للحصول على الموافقة على موضوعات الدورة التدريبية / محتوى الدورة التدريبية.

\* يجب أن تكون المادة موجهة لتحقيق الاهداف التدريبية المحددة للدورة.

\* يجب أن يكون مستوى المادة العلمية ملائماً للخلفية العلمية والعملية للفئات المقترح تدريبها.

\* يجب أن تكون الموضوعات مرتبة طبياً للتسلسل العلمي المنطقي (من البسيط إلى المركب ومن العام إلى الخاص).

\* يجب أن تغطي المادة جميع النقاط والموضوعات المقترحة بالعمق المطلوب وفي إطار الوقت المسموح به لكل منها.

- \* يجب توافر التوازن بين العناصر والموضوعات النظرية والعملية .
  - \* يجب أن يؤخذ في الاعتبار ادراج وقت لزيارة المواقع عند الحاجة .
  - \* يجب أن تؤخذ جميع المشاكل والصعوبات الحقيقية في الاعتبار عند اعداد الحالات الدراسية والتطبيقات العملية اللازمة للتدريب .
- يتم اعداد قائمة موضوعات الدورة من ثلاث نسخ على ان يسلم الاصل الى العضو الفنى المكلف بوضع المادة العلمية وتحفظ نسخة بملق الدورة والنسخة الثالثة مع استشارى التدريب المسئول .

#### رابعاً: تحديد موعد لتنفيذ الدورة :

بعد الانتهاء من الحصول على الموافقة من الجهات المختصة يحدد موعد تنفيذ الدورة . لتحديد هذا الموعد يؤخذ في الاعتبار .

- \* الوقت اللازم لانتهاء من كتابة المادة العلمية
- \* الوقت الكافى لمراجعة المادة العلمية (الدليل) والموافقة عليه . من جانب المكتب الاستشارى .
- \* الاتساق الزمنى لتنفيذ الدورة مع تلبية الاحتياج من وجهة نظر مجموعة النشاط الفنى المعنية والسابق تحديده فى استمارة (RFT) طلب عقد دورة تدريبية .
- \* الوقت الكافى لتجهيز الشرائح والشفافات واللوحات الورقية وكل وسائل الايضاح والمعينات التدريبية اللازمة .
- \* الاتصال بالمدرسين من ذوى التخصصات المطلوبة .

\* البرنامج الزمني المحدد لتنفيذ البرامج  
التدريبية الأخرى المخططة مسبقاً.

\* يناقش الموعد المقترح لتنفيذ الدورة ويتم  
عرضه ضمن جدول أعمال الاجتماع الشهري لمنسقى  
التدريب بالمحافظات.

\* يتم اخطار المحافظات والمجموعة الفنية بالموعد  
النهائي - على أى بيانات تفصيلية بوجه الخطاب  
الى: السيد سكرتير عام المحافظة ورئيس لجنة  
التدريب بها.

صورة الى: السيد منسق المشروع  
السيد منسق التدريب  
الإدارة المعنية

كما يتم ارسال صورة الى مكتب المعونة الأمريكية  
وذلك قبل موعد بدء الدورة بأسبوعين على الأقل.

#### خامساً: اختيار الفنى المتخصص لكتابة المادة العلمية :

يجب اتباع الأسلوب الآتى:

\* الرجوع الى قائمة الخبراء بالمكتب الاستشارى  
ومركز تدريب مديرية التنظيم والإدارة بالمحافظة  
لاختيار الأفضل للقيام بالمهمة المطلوبة مع  
مراعاة اضافة أى أسماء جديدة الى القائمة .

أ - تدرس خلفية المرشح/ المرشحين العلمية  
والعملية لاختيار أنسبهم. فى حالة وجود  
أسماء جديدة وغير مدرجة بالقائمة اُضف هذه  
الأسماء .

ب - تستبعد أسماء المرشح/ المرشحين الذين لا  
تنطبق عليهم الشروط الواردة بملحق ( ) مع  
اضافة أى ملاحظات أخرى تراها لازمة .

\* اذا لم يوجد ضمن قائمة المرشحين من تنطبق عليه الشروط فينتم اجراء اتصالات بالجهات المختصة لايجاد الشخص المناسب فى ضوء المعايير الموضحة بالملحق المشار اليه .

\* بعد اختيار المدرب/المدرسين يتم التعاقد منه/معهم ويتم ملء استمارة ( ) تحفظ الاستمارة فى ملف الدورة .

### سادسا: الكتابة النهائية للمادة العلمية (الدليل)

\* تتسلم الجهة (الفرد /المكتب الفنى) التى وقع عليها الاختيار نسخة من الاطار العام للدورة متضمنا موضوعات الدورة .

\* كاجراء اختيارى (يوصى باتتباع هذا الاجراء للدورات الجديدة ) يتم تشكيل مجموعة عمل مكونة من استشارى التدريب الشخص المكلف باعداد المادة - ممثل عن مجموعة النشاط الفنى المعنية بموضوع الدورة وقد ينضم اليهم المرب الذى سوف يتناول تدريس المادة اذا كان قد تم اختياره فعلا وقد يكون من المناسب بعد الانتهاء من كتابة المادة ان يعقد لقاء تمهيدي مع عينة ممثلة من الفئات المستهدفة للتدريب وعادة تكون هذه المجموعة من المماثلة التى سوف يتم تنفيذ الدورة الاولى/التجريبية بها وذلك بهدف الاسترشاد برائئهم عن توقعاتهم والموضوعات التى يودون ان تتطرق اليها الدورة .

\* يقوم معد الدليل بتقديم مسودة مفصلة للمادة العلمية والتى يقوم بمراجعتها ومناقشتها فنيا استشارى التدريب المختص .

\* بعد الموافقة النهائية على الدليل يتم طباعته وتوزيعه على الدارسين اثناء تنفيذ الدورة التدريبية .

تتسلم ادارات التدريب بالمحافظات والادارات الفنية المعنية بالدورة والوكالة الامريكية نسخ من الدليل.

\* يتم اعداد الدليل فى صورته النهائية باللغتين العربية والانجليزية وحفظه على (دسكت) ليسوي تحديثه او تطويره فيما بعد اذا لزم الامر.

ملحوظة :

قد توجل النسخة النهائية لدليل التدريب حتى الانتهاء من تنفيذ الدورة التجريبية (اى تنفيذ دورة جديدة للمرة الاولى) وذلك حتى يمكن تدارك اى اخطاء او تعديل بعض الاجزاء بناء على الخبرة المكتسبة من تنفيذ الدورة وملاحظات الدارسين والمدربين.

\* يواكب اعداد المادة العلمية "دليل المتدرب" اعداد المدرب وهو ركيزة اساسية تساعد المدرب على تدريس المادة بالنسب الاساليب التدريبية والتوقيتات الزمنية الملائمة

\* يقوم نفس الشخص الذى اعد المادة العلمية "دليل المتدرب" باعداد دليل المدرب.

فى كثير من الاحيان يكون معد المادة العلمية لم يسبق له اعداد مثل هذا النوع من المادة التدريبية.

يتولى استشارى التدريب المسئول توجيه ومدة بالنماذج الموجودة فعلا لدى المكتب الاستشارى لتيسير عملية اعداد دليل المدرب.

ملحوظة :

قد يرى المكتب الاستشارى (مجموعة التدريب) اعداد مثل هذه الاذلة (دليل المدرب) اذا شعدر اعدادها من خلال معد المادة العلمية الاصلى.

## سابعاً: اختيار المدربين:

- \* تتبع نفس الإجراءات لاختيار معد المادة العلمية بالنسبة لاختيار المختص الذي سوف يقوم بتدريب المادة .
- \* تتم مراجعة قائمة الخبراء (المدربين) الخاصة بمشروع التنمية المحلية حضري (٢) / التدريب لمعرفة امكانية توافر مرشح لتولى مهمة التدريب كل في مجال اختصاصه .
- \* يتم التنسيق مع مركز تدريب التنظيم والإدارة بالمحافظة المراد تنفيذ الدورة بها من خلال منسق التجريب للوقوف على امكانية الاستعانة ببعض الخبراء في مجال الدورة من بين قائمة خبراء المركز ممن ينطبق عليها الشروط.
- \* مراجعة البيانات كل مرشح بالنسبة الى مجال التخصص - الدراسة العلمية والعملية - الخبرات السابقة في مجال التدريب.
- \* يستبعد المرشح الذي لا ينطبق عليه الشروط وفقاً لمعيار الاختبار المرفق ( )

## ملحوظة :

- (١) يوصى بتحديث قائمة الخبراء بصفة دائمة مع الاتساعنة بالجهات الفنية والعلمية في المجال (الجامعات - مراكز التدريب - المكاتب الفنية المتخصصة).
- (٢) يفضل الاتصال بعدد من المدربين للحصول على موافقتهم المبدئية للمشاركة في اعمال التدريب بالدورة حتى يكونوا على استعداد في حالة تخلف اى من المدربين لاي عذر قهري.

(٣) ينطبق هذا الوضع على التدريب المباشر فقط اما التدريب التعاقدى والتدريب المساعد فيكون الطرف الثانى فى العقد مسئولاً مسئولاً كاملة امام المشروع لتغطية هذا الموقف.

شامنا: اعداد الموازنة التقديرية لدورة تدريبية :

\* يقوم مستشار التدريب مع الاخصائى المالى بمجموعة التدريب بملء استمارة ( ) وفقا للقواعد المالية المتفق عليها والمعتمدة من المكتب الاستشارى والمحافظات.

\* تتعم الموافقة على الاستمارة من رئيس مجموعة التدريب وتعتمد من مدير المشروع.

\* تحرر ثلاث نسخ من الاستمارة : نسخة للقسم الحسابات بمشروع التنية المحلية الحضى (٢) والثانية تحفظ فى ملف الدورة / (التدريب) والثالثة ترسل لمنسق التدريب لمتابعة الصرف اثناء التنفيذ واعداد التقرير النهائى للدورة متضمنا المنصرف الفعلى حيث يقوم الاخصائى المالى بالمكتب الاستشارى بعمل التسوية اللازمة .

\* طريقة ملء استمارة الموازنة التقديرية للدورة التدريبية :

اسم الدورة رقم الدورة يملأه بمعرفة الاخصائى التدريب

- تاريخ بدء الدورة : مدة الدورة :
- المحافظة : الجهة :
- البند :
- المكافآت مدربين: اجر المدرب / الساعة x عدد ساعات التدريب/يوم عدد الايام :
- مثال: ٢٥ ج / الساعة x ٥ ساعات / يوم  
١٠ x ايام.

١ - بدل انتقال / سفر

المحاضرون : عدد الايام x عدد المدربين x قيمة بدل الانتقال فى اليوم وتحدد القيمة حسب القواعد المالية المتفق عليها بالنسبة للمحاضرين من خارج المحافظة .

الدارسين : عدد الايام x عدد الدارسين x قيمة بدلا الانتقال فى اليوم وتحدد القيمة حسب القواعد المالية المتفق عليها .

٣ - تأجير سيارات : فى حالة الزيارات الميدانية فقط حيث يتم نقل الدارين من مكان التدريب الى الموقع / المواقع المطلوب زيارتها او تنفيذ التدريب العملى بها .

٣ - مصروفات إدارية : تشمل الاشراف على التنفيذ / مشروبات للدارسين حسب القواعد المالية المعمول بها .

٤ - اعداد المادة : كتابة المادة العلمية .. اذا كان العلمية كتابة المادة العلمية ضمن عقد مبرم يوضح ذلك فى هذا المكان

٥ - ترجمة : تذكر القيمة المخصصة للترجمة اذا كانت جزئية ضمن عقد مبرم يوضح ذلك وتصرف بشيك ضمن مبالغ العقد .

٦ - ادوات كتابية : كل مايلىزم الدورة / الدارسين من اوراق - نوت - اقلام تصوير ملازم اثناء التنفيذ .

٧ - مصروفات نظرية : تشمل طباعة نسه من الدليل او اى بنود اخرى تطرأ ولم يرد ذكرها .

٨ - اجمالى التكلفة : جميع المبالغ المتوقعة صرفها .  
التقديرية

٩ - المتفندا : مباشر اى تعاقدى اى دورات مساعدة

١٠- موضوع الدورة : يحدد الموضوع الرئيسى للدورة  
مثال: تخطيط - حاسبات - ادارة اراضى

١١- الدارسون : مثال: العاملون بالادارات المالية اى  
مجموعة التخطيط المالى اى قيادات  
شعبية وتنفيذية .

١٢- ملاحظات : اى نقاط لتوضيح البنود المذكورة باعلى  
الاستمارة اى الفئات المالية لكل دارس  
فى حالة اشتراك اكثر من محافظة .

مثال: اذا كانت الدورة تنفذ فى  
القاهرة ويحضرها دارسين من المحافظات  
الاخرى:

محافظة القاهرة :

٥ دارس x ٥ ج / يوم x ١٠ ايام

محافظة السويس:

٥ دارس x ٥٠ ج / اليوم x ١٠ ايام

محافظة القليوبية :

٥ دارس x ١٥ ج / يوم x ١٠ ايام

من الملاحظات التى يمكن كتابتها فى هذا  
الجزء فى حالة اشتراك اكثر من مدرب  
واحد فى الفترة التدريبية الواحدة  
لتوضيح التكلفة .

١٣- التاريخ المطلوب فيه المبلغ موافقة مدير المشروع

١٤- المستلم ( استشارى التدريب المسئول عن تنفيذ الدورة ) اى  
الاخصائى المالى بالمكتب الاستشارى / التدريب

## ملحوظة :

تم تقسيم الاستمارة الى سترات اجزاء لكل بند من البنود :  
الجزء الاول لكتابة المبالغ حسب المخطط  
الجزء الثانى المبالغ حسب المنصرف الفعلى  
الجزء الثالث التسوية بعد انتهاء الدورة

## اسلوب تسليم المبالغ الخاصة بكل دورة :

فى حالة تنفيذ الدورة فى القاهرة الكبرى يتم تسليم

بند \_\_\_\_\_ نقدا

يصرف بند \_\_\_\_\_ بشيك بعد انتهاء الدورة

فى حالة تنفيذ الدورة خارج نطاق القاهرة الكبرى يتم تسليم  
جميع المبالغ نقدا على ان يصرف بدل سفر السادة المدربين من  
المكتب الاستشارى بعد انتهاء الدورة وتلقى ما يفيد من السيد  
منسق التدريب بالمحافظة المعنية بايام الحضور.  
بالنسبة للتدريب التعاقدى تتم عملية التسوية المالية بين  
المكتب الاستشارى والجهة المتعاقد معها على التنفيذ فى اطار  
بنود العقد المبرم بينهما وبشيكات.

## تاسعا: ترشيح واختيار الدارسين:

١ - يشترك فى وضع توصيف الفئة المستهدفة للتدريب مجموعة التدريب ومجموعة النشاط الفنى المختص بمجال الدورة بالمكتب الاستشارى وذلك بالتنسيق مع الإدارة المعنية بالمحافظة .

٢ - قبل بدء تنفيذ الدورة بأسبوعين على الأقل يرسل خطاب الى المحافظات المعنية موجه الى السيد السكرتير العام ورئيس لجنة التدريب للبدء فى عملية اختيار ورشيح الدارسين وفق التوصيف المناسب .

٣ - ترسل قائمة الترشيحات الى المكتب الاستشارى / التدريب متضمنة اسم الدارس - المؤهل - الوظيفة - الدرجة الادارية مع احتفاظ منسق التدريب بالمحافظة بصورة من هذه القائمة .

٤ - يفضل ان تتضمن قائمة المرشحين بعض الاسماء كمرشحين احتياطيين لمواجهة تخلف 1٩ من المرشحين الاساسيين وذلك تجنباً لإهدار الموارد المخصصة لتنفيذ الدورة سواء كانت تنفيذ مباشر - تعاقدى - أو مساعد .

يستثنى من ذلك :-

(أ) فى حالة استكمال دورة تدريبية أو تنفيذ دورة متقدمة يحضر الجزء الثانى نفس الأشخاص الذين سبق لهم حضور الجزء الأول من الدورة .

(ب) فى حالة تدريب فريق عمل على أداء بعض المهام المحددة والتي يتم التدريب عليها من خلال سلسلة من الدورات التدريبية مثل مجموعة الحاسبات أو مجموعة إدارة الأراضى .

(ج) فى حالة عقد دورة تدريبية (جزء نظرى) يليه ورشة عمل أو جزء عملى لكل من الفئات السابق حضورها كل على حدة .

ملحوظة :

يجب ان تكون قائمة الدارسين معدة قبل بدء الدورة باسبوع على الاقل حتى يتم مراجعتها فى اطار التوصيف الذى تم الاتفاق عليه بالنسبة للفئة المستهدفة للتدريب.

## عاشرا : تنفيذ الدورة التدريبية

### ١ - الاجراءات المالية والإدارية التى تسبق التنفيذ:

\* يتم استخراج شيك بقيمة انتقالات الدارسين ومكافآت المحاضرين والأدوات الكتابية ولمشروبات باسم مستشار التدريب المسئول وتسلم نقدا الى منسق التدريب بالمحافظة قبل بدء التنفيذ باسبوع وذلك وفق القواعد المالية المعتمدة .

\* يتم الاسترشاد بكشف المراجعة للتأكد من سلامة الاجراءات (ملحق) بالنسبة للدارسين الذين يحضرون دورة تدريبية خارج محافظتهم يصرف لهم ٥٠% من قيمة الانتقالات فى اليوم الاول للدورة ويصرف باقى المبلغ فى اليوم الاخير للدورة وحسب ايام الحضور الفعلية .

\* يتم تسليم ادلة التدريب الى الاخصائى المسئول من قبل المحافظة .

\* تتولى الجهة المنفذة بالمحافظة اعداد كشوف التسجيل بالدورة وكشوف الحضور والانصراف وطبع كشوف التعارف واستمارات التقييم واعداد قائمة بأسماء الدارسين لأعداد الشهادات فى نهاية الدورة .

\* يدفع بدل السفر بالنسبة للمدربين فى حالة الانتقال خارج محافظاتهم من المكتب الاستشارى بعد العودة الى القاهرة ويس قبل السفر.

### ٣ - تنفيذ الدورة التدريبية :

\* يحضر مستشار التدريب افتتاح الدورة ممثلاً عن مشروع التنمية المحلية حضري (٣) ويفضل دعوة منسق المشروع بالمحافظات للمشاركة .

\* اذا كانت الدورة معدلة أو جديدة ويتم تنفيذها للمرة الأولى فيجب في هذه الحالة حضور استشاري التدريب وممثل من المجموعة الفنية المعنية طوال أيام تنفيذ الدورة لمتابعة المادة وتقييمها واقتراح التعديلات اللازمة بعد تبادل الرأي مع منسق التدريب بالمحافظة واستطلاع رأي الدارسين والمدربين من خلال استمارة التقييم النهائي للدورة . وذلك قبل التنفيذ في باقي المحافظات .

\* يتم اعداد التقرير النهائي للدورة متضمناً المنصرف الفعلى ومستندات الصرف موقعا عليه من منسق التدريب و/أو مدير مديرية التنظيم والإدارة ومعينهما من السيد السكرتير العام للمحافظة مشفوعاً بختم المحافظة . (انظر نموذج تقرير دورة تدريبية للاسترشاد به ملحق )

\* متابعة الدارسين/ المتدربين بعد عودتهم:

يتم متابعة المتدربين بعد عودتهم الى عملهم الإعلى بعد فترة لا تقل عن ثلاثة شهور ولا تزيد عن ستة شهور وذلك لقياس العائد من حضوره الدورة التدريبية ومدى استفادته وما قدم من مقترحات جديدة في مجال عمله وذلك على النموذج المرفق (نموذج ) للمتدرب والمصرف .

ملحق

كيفية المراجعة

## كشف المراجعة

إعداد هذا الكشف للرجوع اليه للتأكد من سلامة الخطوات التي تمت وعدم اغفال أى منها.

قد تكون بعض النقاط غير مطابقة فى حالات معينة ولكن من الأصوب عدم حذف أى منها.

### قبل بدء التنفيذ:

- \* استلام العلاقات المالية ( )
- \* حجز السيارة للانتقال الى مكان التدريب الميدانى / حسب طبيعة الدورة . ( )
- \* اعداد ادلة التدريب لتوزيعها على المتدربين ( )
- \* اعتماد الشهادات ( )
- \* عمل التأكيد على تواريخ التدريب مع منسقى التدريب ( )
- \* التأكيد على المدربين / الجهة المنفذة للتدريب ( )
- \* التأكيد على النقاط الآتية مع منسقى التدريب ( )
  - موقع التدريب / معد ومجهز - ثم اختيار الأجهزة .
- التأكيد على الدارسين ( )
- الأدوات المكتتبية تم شراء الأدوات الكتابية ( )
- تجهيزات حفلة الافتتاح ( )

### عند الوصول لموقع التدريب

- \* التأكد من تجهيز قاعة التدريب / سلامة الأجهزة ( )
- \* ثم ملء كشوف الحضور ( )
- \* ثم ملء بطاقات التسجيل ( )
- \* ثم توزيع دليل التدريب ( )

## بدء انعقاد جلسة التدريب

- \* انعقاد كل مشترك ملء بطاقة التسجيل (استمارة ٩ / ١) وتسليمها
- \* قدم نفسك وقدم المدرب في جلسة الافتتاح
- \* على كل مشترك ان يقدم نفسه للمجموعة
- \* اعطاء نبذة قصيرة عن المشروع ومفهوم وسياسة التدريب، واسلوب وعرض الدورة
- \* اطلب من المشتركين تقديم تعليقاتهم وما يتوقعونه من هذه الدورة
- \* تكتب التعليقات والمواصفات للمشاركين

## ملاحظات اثناء الدورة :

- \* التأكيد على التزام المشتركين بالمواعيد في بداية واثنا كل جلسة .
- \* مراقبة اهتمام المشتركين واستجاباتهم اثناء كل جلسة
- \* اشتراك في الحديث كلما لزم الامر
- \* ملاحظة تلبية المدرب طبقا للنقاط الآتية
- تغطية نقاط الموضوع
- حثه للمشاركين على المناقشة والتفاعل الايجابي
- استخدامه السليم لوسائل التدريب المتاحة
- استخدام اكفء اساليب ووسائل التدريب لتوصيل المعلومة

## انهاء الدورة التدريبية :

- \* مراجع حضور المشتركين
- \* التأكد من استكمال ومراجعة الشهادات
- \* اذا امكن قم بدعوة احد المسؤولين الكبار من المحافظة او الصى لالقاء كلمة بمناسبة انتهاء الدورة وتوزيع الشهادات.
- \* راجع تجهيزات الجلسة الختامية

## انهاء المتعلقات المالية :

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- \* راجع مع المساعد الادارى جميع المستندات المالية
- \* تالكذ من ان جميع بنود المصروفات متمشية مع ميزانية الدورة ووجود المستندات القانونية .
- \* تالكذ ان جميع المستندات قد تم التمشير عليها من المسئول الادارى وختمها بختم شعار الجمهورية .

## اعداد التقرير النهائى للدورة :

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- \* بافتراض ان لديك جميع الملاحظات والتعليقات مكتوبة الان، فمبب تحضير التقرير النهائى للدورة مستخدما الاستمارة الخاصة بذلك.
- \* قدم استمارة ٩ / ١ وكشف قائمة الحاضرين لسكرتيرة مشروع التنمية المحلية (٣) حضرى المسئولة عن ادخال البيانات فى سجل اسماء المتدربين.

## معايير اختيار الدارسين

عند ترشيح الدارسين لحضور دورة تدريبية / حلقة دراسية / أو ندوة يجب توافر الشروط الآتية:

١ - أن يتم الترشيح عن طرق الإدارة ذات العلاقة لطبيعة الدورة التابع لها المرشح.

٢ - أن يكون المستوى العلمى للدارس مطابقا لشروط الالتحاق بالدورة .

٣ - أن يوافق مستشار النشاط الفنى المعنى بالمكتب الاستشارى على اختياره لحضور الدورة .

٤ - أن تكون لديه الرغبة والقدرة على الالتزام بنظام ومواعيد الدورة .

٥ - أن لا يكون قد سبق له حضور هذه الدورة أو دورة مماثلة من خلال محافظته .

الشروط التي يجب توافرها في المرشحين للقيام بكتابة /  
مراجعة المادة العلمية للدورة التدريبية (دليل التدريب)

- ١ - يجب أن يكون ذو خلفية علمية وعملية مناسبة في موضوع الدورة
- ٢ - يجب أن يكون ذو خبرة لا تقل عن خمس سنوات بموضوع الدورة
- ٣ - يجب أن يكون ذو خبرة كمدرّب (وليس كمحاضر) لا تقل عن ثلاث سنوات.
- ٤ - يفضل من لديه خبرة سابقة في كتابة أدلة تدريبية

**ملحوظة :**

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يجب الاحتفاظ ببيان التاريخ الوظيفي لكل مدرّب يتم التعاقد معه للمشاركة في أعمال التدريب ضمن قائمة الخبراء وترفق صورة بملف الدورة ضمن الأوراق اعتماد صرف تكلفة الدورة من مدير المشروع.

معيير تقييم العروض المقترحة من المكاتب الفنية المتخصصة  
/ المؤسسات / الجامعات للتقييم بأعمال التدريب التعاقدى:

- ١ - توافر الاحتياجات الأساسية لتنفيذ الدورة / الدورات  
مثال:  
نسبة عدد الأجهزة الى عدد المتدربين وذلك بالنسبة  
للدورات التى تستلزم تدريب عملى كما هو الحال فى دورات  
الحاسبات.
- ٢ - التوازن بين الأجزاء النظرية والتطبيقية للبرنامج /  
المحتوى التدريبيى المقدم وفق الاهداف الدورة .
- ٣ - الموافقة على العمل بالإشتراك مع استشارى التدريب  
بالمشروع ومتابعته لبنود العقد ومراجعة المكتب الفنى  
(الطرف الثانى) بالنسبة للمادة العلمية .
- ٤ - توافر منح الدارسين شهادة اتمام الدورة معتمدة من مركز  
التدريب أو المكتب الفنى المتخصص .
- ٥ - الاستعداد لإجراء التقييم النهائى للدورة / الدارسين  
وتقديم تقرير فنى مشفوعا بتحليل استمارات التقييم  
وتوصيات المكتب الفنى.
- ٦ - الاستعداد لإجراء امتحانات فى نهاية التدريب إذا طلب ذلك  
ضمن العقد وفى ظروف خاصة يحددها المكتب الاستشارى  
مسبقا .
- ٧ - توافر نماذج لدورات وبرامج تدريبية نمطية وهدير نمطية  
يمكن الحكم من خلالها على مستوى أداء المكتب الفنى  
المتخصص أو المؤسسة .
- ٨ - الموافقة على أن تصبح المادة العلمية ملك المكتب  
الإستشارى بحث يمكن أن تصبح ملكا للمحافظات بعد انتهاء  
المشروع .
- ٩ - الخبرة السابقة فى اعداد دليل المدرب .
- ١٠ - لديهم سجل للخبراء والمتخصصون الذين يعملون من خلال  
المكتب الفنى / المؤسسة .

١١- وجود مكان خاص بهم اذ في امكانهم تدبير مكان مناسب لتنفيذ التدريب العملى وذلك بالنسبة للتدريب المهنى وتدريب الحاسبات.

التنمية المحلية (٣)

(نموذج ٣ / ١)

قسم التدريب

- \* المحافظة \_\_\_\_\_
- \* الموضوع / مجال التدريب \_\_\_\_\_
- \* النقاط الأساسية المقترح تغطيتها (يمكن استخدام ورقة منفصلة)
- \_\_\_\_\_
- \_\_\_\_\_
- \_\_\_\_\_
- \_\_\_\_\_
- \* نوع التدريب المقترح \_\_\_\_\_
- \* حلقة تدريب \_\_\_\_\_
- \* ندوات تدريبية \_\_\_\_\_
- \* المجموعات المستهدفة للتدريب \_\_\_\_\_
- \_\_\_\_\_
- \_\_\_\_\_
- \_\_\_\_\_
- \* العدد الكلي المطلوب تدريبه \_\_\_\_\_
- \* المدة المقترحة للتدريب \_\_\_\_\_ ساعة \_\_\_\_\_ يوم \_\_\_\_\_
- \* الموعد المقترح لبدء التدريب \_\_\_\_\_ / \_\_\_\_\_ / ١٩ \_\_\_\_\_
- \* الجهة الطالبة للتدريب \_\_\_\_\_
- \_\_\_\_\_
- (هذا الجزء يتم ملئه بمعرفة خبراء مشروع التنمية)

- حضري

- مطلوب تعديله

- جديد

- ملاحظات

الاسم :

التوقيع: ( )

التاريخ: / / ١٩

LD II URBAN PROJECT  
TRAINING SECTION

مشروع التنمية المحلية (٢) حضري  
مجموعة التدريب

FORM (1/A)  
نموذج (١ / ١)

REQUEST FOR TRAINING

\* GOVERNORATE----- المحافظة

\* SUBJECT/AREA OF TRAINING مجال التدريب/الموضوع

الموضوعات المقترحة  
(ويمكن ان ترفق في صفحة منفصلة)

\* SUGGESTED TOPICS: (a separate sheet may be used)

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\* SUGGESTED KIND OF TRAINING نوع التدريب المقترح

ندوة /مؤتمر... تدريب في مواقع العمل

SEMINAR --- ON JOB TRAINING (OJT)

WORKSHOP

حلقة عمل

\* TARGET GROUP الفئة المستهدفة

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اجمالي عدد الدارسين المطلوب تدريبهم

\* TOTAL NUMBER TO BE TRAINED

مدة التدريب المقترحة HRS DAYS  
\* SUGGESTED DURATION

التاريخ المقترح H D YR  
\* SUGGESTED DATE

\* REQUESTED BY: \_\_\_\_\_ الجهة الطالبة  
-----

TO BE FILLED BY LD-II URBAN TRAINING TEAM

يتم ملأ هذا الجزء بواسطة فريق التدريب

NUS

مشروع الأحياء المجاورة

REQUIRE MODIFICATION

يلزم تعديله

NEW

جديد

COMMENTS

التعليق

NAME: الاسم

SIGNATURE DATE التاريخ

التوقيع / /

مذكرة داخلية

من :  
الى :  
التاريخ :  
رقم المذكرة :

الموضوع: تطوير مادة تدريبية

مرفق طيه صورة من "RFT" المرسله لنا من  
بخصوص طلب تنفيذ دورة تدريبية عن

يرجى التنسيق مع المجموعة الفنية المختصة والجهة  
الدالة لوضع مقترح اولى بالموضوعات الرئيسية المطلوب  
تغطيتها فى هذه الدورة مع بيان عدد الساعات المقترحة لكل  
موضوع اذا امكن.

نأمل ان يملنا هذه المقترحات ليس متأخرا عن

مع الشكر،،،،

CONDITION OF TRAINING

وكالة التنمية الدولية  
مكتب التدريب الدولى  
شروط التدريب

١ : سعودى حسام الدين محمود

اسم المشترك (السيد،السيدة ،الدكتور)(اسم العائلة ، الاسم الاول،  
اسماء اخرى)

٢ : ٠١٨ - ٢٦٣ : ٣ : الولايات المتحدة الامريكية

رقم تنفيذ المشروع/المشترك الدولة التى سيتم فيها التدريب

٤ : جمهورية مصر العربية : ٥ : ٠١٨ - ٢٦٣

الدولة المتعاونة رقم المشروع/ حقل النشاط

اوافق، باعتبارى مشتركاً تحت اشراف وكالة التنمية الدولية ، على ان  
التزم ببرنامجى الذى طلبته و، اوافق وافقت عليه حكومتى، وان اكرس  
وقتي واختمامى لدراساتى و/او تدريبيى العملى، وان اتقيد بقواعد  
وكالة التنمية الدولية وادجراعاتها طوال فترة البرنامج التدريبيى.  
واوافق على الا اسعى الى اى تمديدات لبرنامجى واتعهد بان اعود  
الى بلادى فور انتهاء تدريبيى، وان اعلم على استغلال ما اكتسبه من  
تدريب بموجب هذا البرنامج، لصالح بلادى. واوافق ايضا على  
الالتزام بكل القوانين، بما فى ذلك قوانين الضارب المعمول بها  
فى الدولة والمناطق التى يتم فيها تدريبيى.

وفضلا عن ذلك، فانا متفهم تماما للسياسات التالية لوكالة التنمية  
الدولية :

١ - شروط العودة الى الوطن والاقامة لمدة سنتين

اتعهد باننى سوف احمل على تاشيرة من نوع (J - I) المقدمة من  
وكالة التنمية الدولية ، وان اقيم بموجبها فى الولايات المتحدة .

ATD 1381-6B (7/88)

خلال فترة برنامج التدريب. واننى ملزم بالعودة الى وطنى فوراً والإقامة فيه لمدة سنتين على الأقل بعد استكمال تدريبي فى البرنامج وذلك للعمل فى تنمية الأراضى بالمحافظة .

٢ - أفراد الأسرة التابعون:

يجب ألا يصحب أفراد أسرة المشترك التابعون (مثل الزوج/ الزوجة و/أو الإبناء) - يجب ألا يصحبوا المشترك / المشتركة أو ينضموا اليه أثناء الفترة التى يمضيها فى التدريب، حتى لا تؤثر المشاكل الناجمة عن التكيف والإعباء المالية الإضافية فى انجاز أهداف التدريب بنجاح. وعلى أية حال، فليس من المسموح لأفراد الأسرة التابعين بالانضمام الى المشترك إلا بعد اتمام اما دورة أكاديمية كاملة، أو بعد ستة أشهر توحد فى الاعتبار الفترة الأطول منها. ولا توفر وكالة التنمية الدولية أى مخصصات مالية لأفراد الأسرة التابعين، ولا تمنح ادناً للمشارك بالعمل فى الولايات المتحدة لإعالة أفراد أسرته التابعين.

٣ - انتهاء برامج التدريب

تحفظ وكالة التنمية بحقها فى إنهاء البرامج التدريبية لأولئك المشتركين الذين:

- (أ) يغيرون برامج دراستهم بدون ترخيص
- (ب) يخفقون فى دراساتهم
- (ج) يفشلون فى الإضطلاع داخل الصف الدراسى بالعمل الذى ترى مؤسسة التدريب أنه متناسب مع قدراتهم.
- (د) لا يظهرون اهتماماً كافياً بالمراحل التدريبية العملية لبرامجهم أو لا يتابعونها بصورة فعالة .
- (هـ) يتصرفون بأسلوب يعرض للضرر البرنامج التدريبى للمشارك، أو قوانين الدولة التى يجرى فيها التدريب.
- (و) يقبلون أى إعانات مالية عامة .
- (ز) يستقدمون أفراد الأسرة التابعين الى الدولة التى يجرى بها التدريب بلا موافقة مسبقة .

(ح) يحصلون على عمل في الولايات المتحدة أو الدولة التي يتم فيها التدريب بلا موافقة مسبقة من وكالة التنمية الدولية  
(ط) يتبين، بعد التشخيص، أنهم يعانون من مرض عقلي أو جسدي، أو عجز أو اعتلال من شأنه أن يؤخر أو يحول دون استكمال برنامج التدريب بنجاح، أو يؤدي إلى جعل المشترك غير قادر على المساهمة في تنمية وطنه من خلال هذا البرنامج الذي صمم خصيصاً لهذا الغرض.

امتلاك سيارة - ٤

- (أ) تحضر سياسة الوكالة امتلاك سيارة بدون موافقة من مدير مكتب التدريب الدولي.  
(ب) لا يشمل "برنامج الوكالة للتأمين الصحي و ضد الحوادث"، تكاليف العلاج الطبي المترتب على قيادة سيارة أو مركبة أخرى سواء كنت أمكلاً أو لا أمكلاً.  
(ج) إذا قمت بقيادة مركبة ذات محرك، فأنني أتحمل العواقب وأكون مسؤولاً بصفتي الشخصية عن:

(١) تسديد تكاليف العلاج الطبي للإصابات المترتبة على وقوع حادث للسيارة

(٢) الحصول على كافة التامينات الشخصية اللازمة لتغطية مسؤوليتي القانونية، بالإضافة إلى التامين الصحي والتامين ضد الحوادث وإلى جانب "برنامج الوكالة للتأمين الصحي و ضد الحوادث"، والرخص التي تشترطها سلطات الولايات والسلطات المحلية لقيادة السيارات ذات المحركات.

(٣) التعرف على، والتأكد بكافة قوانين الولاية، والقوانين المحلية والاشتراطات واللوائح البلدية، حيثما كان ذلك لازماً، وقيود واشتراطات مرفق التدريب.

اطراف شالئة ، وان اتعاون مع وكالة التنمية الدولية بلئ شكل آخر  
بئطلبه الامر لتنفئذ التنازل المذكور اعلاه .

بشهادة :

توقيع :

\_\_\_\_\_

(توقيع المشترك)

\_\_\_\_\_

(توقيع المشترك)

\_\_\_\_\_

(اللقب)

\_\_\_\_\_

٢٧ - ٦ - ١٩٩٠

\_\_\_\_\_

(التاريخ)

مشروع التنمية المحلية (٣) حضري  
التدريب

استطلاع رأى متدرب  
بعد العودة من التدريب بالخارج

تعليمات ملء الاستمارة :

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- ١ - اقرأ تعليمات كل سؤال بدقة .
- ٢ - الرجاء استخدام قلم حبر أو جاف ( وليس قلم رصاص ) . . اكتب بخط واضح . . اذا كنت ترغب في عمل أى تمحيح فاشطب الإجابة الغير مرغوب فيها وضع دائرة حول الإجابة التي تمتل رأيك .
- ٣ - الرجاء الإجابة على جميع الأسئلة .
- ٤ - يمكنك استخدام الجزء المخصص للملاحظات العامة في آخر الاستمارة لتكملة الإجابة على أى سؤال من الأسئلة المفتوحة مع توضيح ذلك .

١ - هل ستعمل بنفس وظيفتك التي كنت تشغلها قبل حصولك على التدريب ؟

نعم ( ) لا ( ) لم اكن اشغل اى وظيفة ( )

اذا كانت الإجابة " لا " ماهى وظيفتك الجديدة ؟

الوظيفة \_\_\_\_\_  
الإدارة / الهيئة / الشركة \_\_\_\_\_

٢ - هل تم تغطية عناصر البرنامج والمحتوى الذى سبق تحديده لهذا البرنامج ؟

نعم ( ) لا ( )

اذا كانت الإجابة " لا " . . الرجا شرح الاسباب

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٣ - ماهى اللقاءات التوجيهية التى حضرتها للاعداد لحضور التدريب بالخارج ؟ ضع علامة ( x ) امام الإجابة المناسبة .

- ( . ) لقاءات توجيهية فى مصر قبل السفر .
- ( ) لقاءات توجيهية لدى وصولك الى البلد التى سوف يعقد بها التدريب .
- ( ) لم تحضر اى لقاءات توجيهية .

٤ - هل كنت مستعدا بالقدر المناسب لحضور هذا البرنامج التدريسى ؟

نعم ( ) لا ( )

إذا كانت الإجابة " لا " .. ما الذى كان يساعدك لتكون مستعدا بصورة أفضل ؟

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5 - إلى أى مدى واجهتك مشاكل للتكيف اجتماعيا وثقافيا ؟

ضع دائرة حول رقم الإجابة المناسبة ..

مشاكل عديدة	بعض المشاكل	لا توجد مشاكل
<u>                    </u>	<u>                    </u>	<u>                    </u>
3	2	1

إذا كنت قد واجهت مشاكل عديدة .. الرجاء الشرح والتوضيح

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6 - هل حصلت على تدريب فى اللغة الانجليزية سواء فى الولايات المتحدة الأمريكية أو قبل سفرك لحضور التدريب ؟ .. ضع علامة ( x ) امام الإجابة المناسبة

- ( ) تلقيت تدريب فى اللغة الانجليزية قبل سفري .
- ( ) تلقيت تدريب فى اللغة الانجليزية فى الولايات المتحدة الأمريكية
- ( ) لم اتلقى أى تدريب فى اللغة الانجليزية .
- ( ) لم يكن هناك حاجة لتلقى تدريب اللغة الانجليزية حيث كان التدريب يقدم باللغة العربية .

٧ - ما مدى المشاكل / الصعوبات التي واجهتك بسبب عدم معرفة اللغة :  
الانجليزية فى اتصالاتك اليومية ؟ .. ضع دائرة حول الاجابة المناسبة

لا توجد مشاكل	بعض المشاكل	مشاكل عديدة	
١	٢	٣	التخاطب
١	٢	٣	الفهم
١	٢	٣	الكتابة
١	٢	٣	القراءة

٨ - حدد مدى شعورك بالرضى عن كل جانب من جوانب البرنامج التدريبى  
المذكوره بعد .. ضع دائرة حول الاجابة المناسبة

راضى جدا	راضى ولكن الى حد ما	غير راضى
١	٢	٣

#### المحتوى والعرض :

١	٢	٣	(المستوى الفنى/طول المدة /كمية المعارف)
١	٢	٣	اتساق التدريب بعملك
١	٢	٣	امكانية التطبيق فى بلدك
١	٢	٣	التوازن بين الجزء النظرى والجزء العملى
١	٢	٣	كفاءة المحاضرون
١	٢	٣	كفاية امكانيات التدريب
١	٢	٣	الترتيبات الادارية والتنظيمية
١	٢	٣	الفرصة لمقابلة بعض الامريكيين او (مواطنون من البلد التى تم بهالتدريب)

إذا كنت غير راضى عن أى جانب من الجوانب،.الرجا الشرح والتوضيح:

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٩ - ما مدى رضاك عن هذه الخبرة التدريبية ككل ؟

راضى جدا	راضى الى حد ما	غير راضى
١	٣	٥

١٠ - ماهى اهم الفوائد التى حملت عليها من خلال هذا البرنامج التدريبى ؟

( يتم اختيار ثلاث عناصر فقط ورقمها حسب ترتيب الاهمية )

- ( ) شحذ القدرات والمهارات المهنية / الفنية .
  - ( ) تقدم فى مجال الوظيفة / وفرص افضل فى العمل .
  - ( ) التعرف على حضارة - ثقافة - نظم اجتماعية اخرى.
  - ( ) فرصة اكبر للاتصالات على المستوى المهني.
  - ( ) الحصول على شهادات علمية .
- اخرى / حدد ..

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١١ - نتيجة لحصولك على هذه الدورة التدريبية . ما هى الاسهامات التى تستطيع ان تؤديها لمصافقتك ولادارتك بعد عودتك ( رقم الفقرات التى تنطبق على ظروفك - ضع الرقم حسب ترتيب الاهمية ) .

- ( ) ادارة مشروع - مكتب - قسم - شركة .
- ( ) انشاء / البدء فى مشروعات جديدة او خدمات جديدة .
- ( ) تحسين الاجراءات التنفيذية / البرامج / الخدمات .
- ( ) التثيير فى السياسة العامة للإدارة او بدء سياسة جديدة .
- ( ) تدريب الأخرين ( حلقات عمل - تدريب فى مواقع العمل - ... ) .
- ( ) المساهمة / الإشتراك فى البحوث .
- ( ) لم اعد الى مؤسسة او عمل محدد .
- الأخرى / حدد ..

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١٢ - اذا كنت قد تلقيت اى مساعدة / معاونة من خلال مشروع التنمية المحلية  
(٢) حذى " ويلبر سميث " .. اثناء وجودك خارج وطنك

الرجا ذكر هذه المساعدة بايجاز ..

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ملاحظات عامة :

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مشروع التنمية المحلية (٢) حضري  
التدريب

استطلاع رأى متدرب

بعد العودة من التدريب بالخارج

تعليمات ملء الاستمارة :

- ١ - اقرا تعليمات كل سؤال بدقة .
- ٢ - الرجاء استخدام قلم حبر ابيض او جاف ( وليس قلم رصاص ) .. اكتب بخط واضح .. اذا كنت ترغب في عمل اى تصحيح فاشطب الاجابة الغير مرغوب فيها وضع دائرة حول الاجابة التى تمثل رأيك .
- ٣ - الرجاء الاجابة على جميع الاسئلة .
- ٤ - يمكنك استخدام الجزء المخصص للملاحظات العامة فى آخر الاستمارة لتكملة الاجابة على اى سؤال من الاسئلة المفتوحة مع توضيح ذلك .

١ - هل ستعمل بنفس وظيفتك التي كنت تشغلها قبل حصولك على التدريب ؟

نعم ( ) لا ( ) لم اكن اشغل اى وظيفة ( )

اذا كانت الاجابة " لا " .. ماهى وظيفتك الجديدة ؟

الادارة/الهيئة/الشركة

الوظيفة

٢ - هل تم تغطية عناصر البرنامج والمحتوى الذى سبق تحديده لهذا البرنامج ؟

نعم ( ) لا ( )

اذا كانت الاجابة " لا " .. الرجا شرح الاسباب

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٣ - ماهى اللقاءات التوجيهية التى حضرتها للاعداد لحضور التدريب بالخارج ؟ ضع علامة ( x ) امام الاجابة المناسبة .

- ( ) لقاءات توجيهية فى مصر قبل السفر .
- ( ) لقاءات توجيهية لدى وصولك الى البلد التى سوف يعقد بها التدريب .
- ( ) لم تحضر اى لقاءات توجيهية .

٤ - هل كنت مستعدا بالقدر المناسب لحضور هذا البرنامج التدريبى ؟

نعم ( ) لا ( )

اذا كانت الاجابة " لا " .. ما الذى كان يساعدك لتكون مستعدا بصورة افضل ؟

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٥ - الى اى مدى واجهتك مشاكل للتكيف اجتماعيا وثقافيا ؟

ضع دائرة حول رقم الاجابة المناسبة ..

لا توجد مشاكل	بعض المشاكل	مشاكل عديدة
١	٢	٣

اذا كنت قد واجهت مشاكل عديدة .. الرجا الشرح والتوضيح

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٦ - هل حصلت على تدريب فى اللغة الانجليزية سواء فى الولايات المتحدة الامريكية او قبل سفرك لحضور التدريب ؟ .. ضع علامة ( x ) امام الاجابة المناسبة

- ( ) تلقيت تدريب فى اللغة الانجليزية قبل سفري .  
( ) تلقيت تدريب فى اللغة الانجليزية فى الولايات المتحدة الامريكية  
( ) لم اتلقى اى تدريب فى اللغة الانجليزية  
( ) لم يكن هناك حاجة لتلقى تدريب اللغة الانجليزية حيث كان التدريب يقدم باللغة العربية

٧ - ما مدى المشاكل / الصعوبات التى واجهتك بسبب عدم معرفة اللغة الانجليزية فى اتصالاتك اليومية ؟ .. ضع دائرة حول الاجابة المناسبة

لا توجد مشاكل	بعض المشاكل	مشاكل عديدة
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التخاطب	١	٢	٣
الفهم	١	٢	٣
الكتابة	١	٢	٣
القراءة	١	٢	٣

٨ - حدد مدى شعورك بالرضى عن كل جانب من جوانب البرنامج التدريبي المذكوره بعد .. ضع دائرة حول الاجابة المناسبة .

راضى جدا    راضى ولكن    غير راضى  
الى حد ما

### المحتوى والعرض

٣	٢	١	(المستوى الفنى/طول المدة /كمية المعارف)
٣	٢	١	اتساق التدريب بعملك
٣	٢	١	امكانية التطبيق فى بلدك
٣	٢	١	التوازن بين الجزء النظرى والجزء العملى
٣	٢	١	كفاءة المحاضرون
٣	٢	١	كفاية امكانيات التدريب
٣	٢	١	الترتيبات الادارية والتنظيمية
٣	٢	١	الفرصة لمقابلة بعض الامريكيين او (مواطنون من البلد التى تم بها التدريب)

اذا كنت غير راضى عن اى جانب من الجوانب..الرجا الشرح والتوضيح:

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٩ - ما مدى رضاك عن هذه الخبرة التدريبية ككل ؟

راضى جدا	راضى الى حد ما	غير راضى
١	٢	٣
٤	٥	٥

١٠ - ماهى اهم الفوائد التى حصلت عليها من خلال هذا البرنامج التدريبى ؟

( يتم اختيار ثلاث عناصر فقط ورقمها حسب ترتيب الاهمية )

- ( ) شحذ القدرات والمهارات المهنية / الفنية .
- ( ) تقدم فى مجال الوظيفة / وفرص افضل فى العمل .
- ( ) التعرف على حضارة - ثقافة - نظم اجتماعية اخرى.
- ( ) فرصة اكبر للاتصالات على المستوى المهني.
- ( ) الحصول على شهادة علمية .
- اخرى / حدد ..

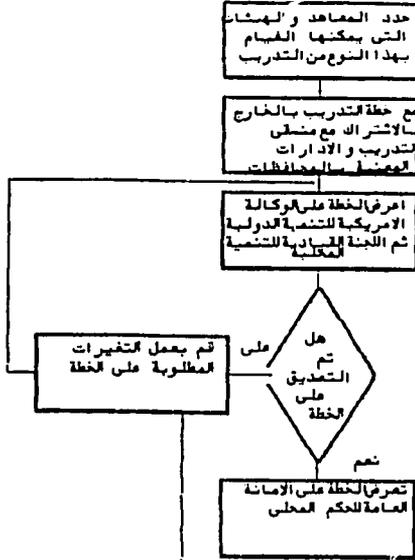
١١ - نتيجة لحصولك على هذه الدورة التدريبية .. ما هى الاسهامات التى تستطيع ان تؤديها لمحافظةك ولادارتك بعد عودتك ( رقم الفقرات التى تنطبق على ظروفك - ضع الرقم حسب ترتيب الاهمية ) .

- ( ) ادارة مشروع - مكتب - قسم - شركة .
- ( ) انشاء / البدء فى مشروعات جديدة او خدمات جديدة .
- ( ) تحسين الاجراءات التنفيذية / البرامج / الخدمات .
- ( ) التأثير فى السياسة العامة للادارة او بدء سياسة جديدة .
- ( ) تدريب الاخرين ( حلقات عمل - تدريب فى مواقع العمل - ... ) .
- ( ) المساهمة / الاشتراك فى البحوث .
- ( ) لم اعد الى مؤسسة او عمل محدد .
- اخرى / حدد ..

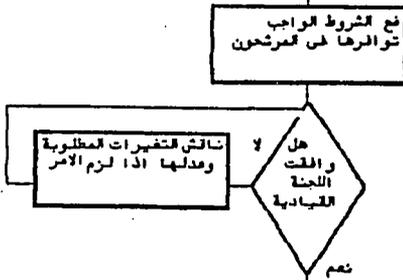


INSTRUCTIONS FOR QUESTIONNAIRE

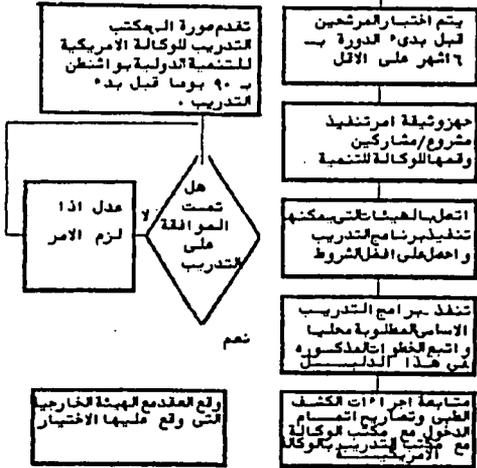
(1)  
التخطيط للدورة



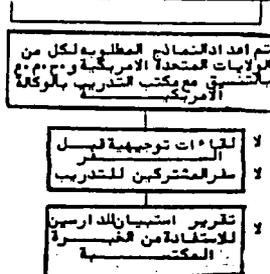
(2)  
رفع الشروط للمرش



(3)  
الأعداد للدورة

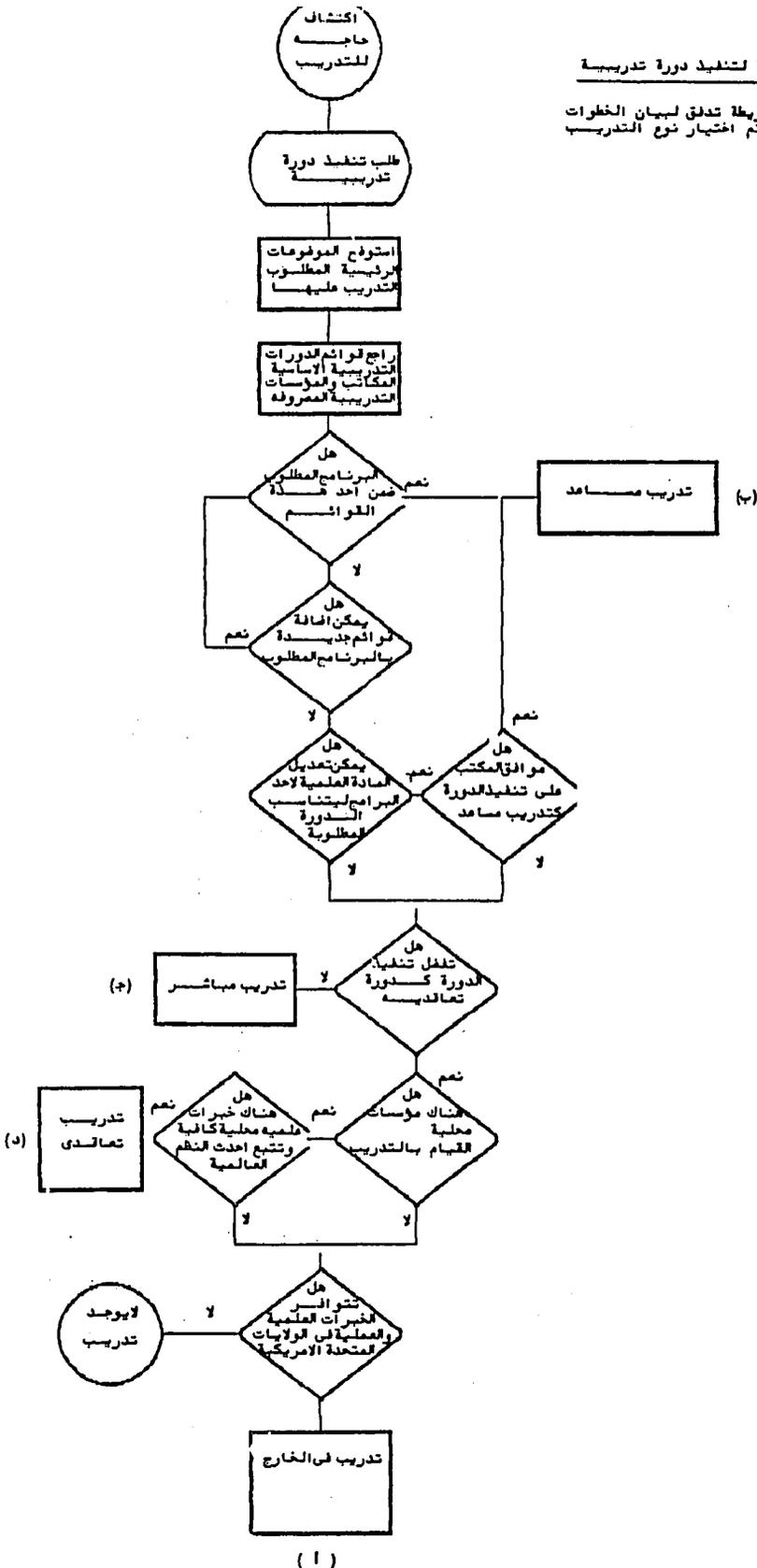


(4)  
اعداد المرشحين



الخطوات التخطيطية لتنفيذ دورة تدريبية

ليما يلي خريطة تدفق لبيان الخطوات التي تتبع حتى يتم اختيار نوع التدريب





وكالة التنمية الدولية  
مكتب التدريب الدولي  
شروط التدريب

اسم المشترك (السيد ، السيدة ، الدكتور ) ( اسم العائلة ، الاسم الأول ، أسماء أخرى )	:	١
الولايات المتحدة الامريكية	:	٢
رقم تنفيذ المشروع / المشترك	:	٣
الدولة التي سيتم فيها التدريب	:	٤
جمهورية مصر العربية	:	٥
رقم المشروع / حقل النشاط	:	٥

أوافق ، باعتباري مشتركا تحت اشراف وكالة التنمية الدولية ، على أن التزم ببرنامجي الذي طلبته و/أو، وافقت عليه حكومتي ، وأن أكرس وقتي وإهتمامي لدراساتي و/أو تدريبي العملي ، وأن أتقيد بقواعد وكالة التنمية الدولية واجراءاتها طوال فترة البرنامج التدريبي . وأوافق على ألا أسعى الى أي تمديدات لبرنامجي وأتعهد بأن أعود الى بلادي فور انتهاء تدريبي ، وأن أعمل على استغلال ما اكتسبه من تدريب بموجب هذا البرنامج ، لصالح بلادي . وأوافق ايضا على الالتزام بكل القوانين ، بما في ذلك قوانين الضرائب المعمول بها في الدولة والمناطق التي يتم فيها تدريبي .

وفضلا من ذلك ، فأنا متفهم تماما للسياسات التالية لوكالة التنمية الدولية :

١ - شروط العودة الى الوطن والاقامة لمدة سنتين

أتعهد بأنني سوف أحصل على تأشيرة من نوع ( J - 1 ) المقدمة من وكالة التنمية الدولية ، وأن أقيم بموجبها في الولايات المتحدة



- (ج) يحصلون على عمل في الولايات المتحدة أو الدولة التي يتم فيها التدريب بلا موافقة مسبقة من وكالة التنمية الدولية .
- (ط) يتبين ، بعد التشخيص ، أنهم يعانون من مرض عقلي أو جسدي ، أو عجز أو اعتلال من شأنه أن يؤخر أو يحول دون استكمال برنامج التدريب بنجاح ، أو يؤدي الى جعل المشترك غير قادر على المساهمة في تنمية وطنه من خلال هذا البرنامج الذي صمم خصيصا لهذا الغرض .

٤ - امتلاك سيارة

- (أ) تجر سياسة الوكالة امتلاك سيارة بدون موافقة من مدير مكتب التدريب الدولي .
- (ب) لا يشمل " برنامج الوكالة للتأمين الصحي وفد الحوادث " ، تكاليف العلاج الطبي المترتب على قيادة سيارة أو مركبة أخرى سواء كنت أملكها أو لا أملكها .
- (ج) اذا قمت بقيادة مركبة ذات محرك ، فانني اتحمل العواقب وأكون مسؤولا بصفتي الشخصية عن :
- (١) تسديد تكاليف العلاج الطبي للأصابات المترتبة على وقوع حادث للسيارة .
- (٢) الحصول على كافة التأمينات الشخصية اللازمة لتغطية مسؤوليتي القانونية ، بالإضافة الى التأمين الصحي والتأمين ضد الحوادث والى جانب " برنامج الوكالة للتأمين الصحي وفد الحوادث " ، والرخص التي تشترطها سلطات الولايات والسلطات المحلية لقيادة السيارات ذات المحركات .
- (٣) التعرف على ، والتقيد بكافة قوانين الولاية ، والقوانين المحلية والاشتراطات واللوائح البلدية ، حيثما كان ذلك لازما ، وقيود واشتراطات مرفق التدريب .

(د) من مملحتي الحصول على أكبر قدر ممكن من التأمين لتغطية مسؤولية القانونيّة ، حتى أتمكن من تغطية المطالبات ضدّي إذا تورّطت في حادث سيارة .

(هـ) كذلك فأنني اتفهم الشروط التالية وسوف أسترشد بها :

(١) لا تتحمل وكالة التنمية الدوليّة مسؤولية أي نفقات متعلّقة بامتلاك المشترك أو قيادته لمركبة ذات محرك ، أو متعلّقة بمقايضة ناشئة عن ، أو ذات صلة بامتلاك المشترك أو قيادته لمركبة ذات محرك ، أو خاصة بالعلاج الطبي اللازم للاصابات التي حدثت أثناء قيادة السيارة .

(٢) لا تقدم الحكومة الأميركيّة أي مساعدة أو حماية لمشتري مركبة متهم بانتهاك قوانين المدينة ، أو المقاطعة أو الولاية التي تحكم امتلاك السيارات ذات المحركات وتشغيلها والتخلص منها . وينطبق ذلك على حالات الاعتقال والاحتجاز ، كما ينطبق على الغرامات والضرائب والرسوم القانونيّة والقضايا ، والتغطية الطبيّة للاصابات المترتبة على قيادة مركبة ذات محرك .

٥ - التخلي والتنازل عن المدفوعات المقدّمة سداً للمطالبات متعلّقة

ببرنامج الوكالة للتأمين الصحيّ و ضدّ الحوادث .

أنني أتعهد بموجب هذا بأن أتخلى وأتنازل لوكالة التنمية الدوليّة عن كافة الحقوق والمطالبات ، وعن أيّ عائدات مترتبة على تطبيقها قد تستحق لي لقاء أيّ طرف ثالث بما في ذلك شركات التأمين بلا تحديد ، نظير حداد تكاليف أو نفقات ، وبما في ذلك ، بلا تحديد ، التكاليف الطبيّة التي دفعتها وكالة التنمية الدوليّة أو ستقوم بدفعها نيابة عني أو نيابة عن طرف ثالث ، وأوافق أيضاً على أن أوثق وأوفر لوكالة التنمية الدوليّة كافة الوثائق المتعلّقة بما هو مذكور أعلاه ، بما في ذلك - بلا تحديد - المطالبات الخطيّة بالسداد ضدّ

أطراف ثالثة ، وأن أتعاون مع وكالة التنمية الدولية بأي شكل  
آخر يتطلبه الامر لتنفيذ التنازل المذكور أعلاه

بشهادة

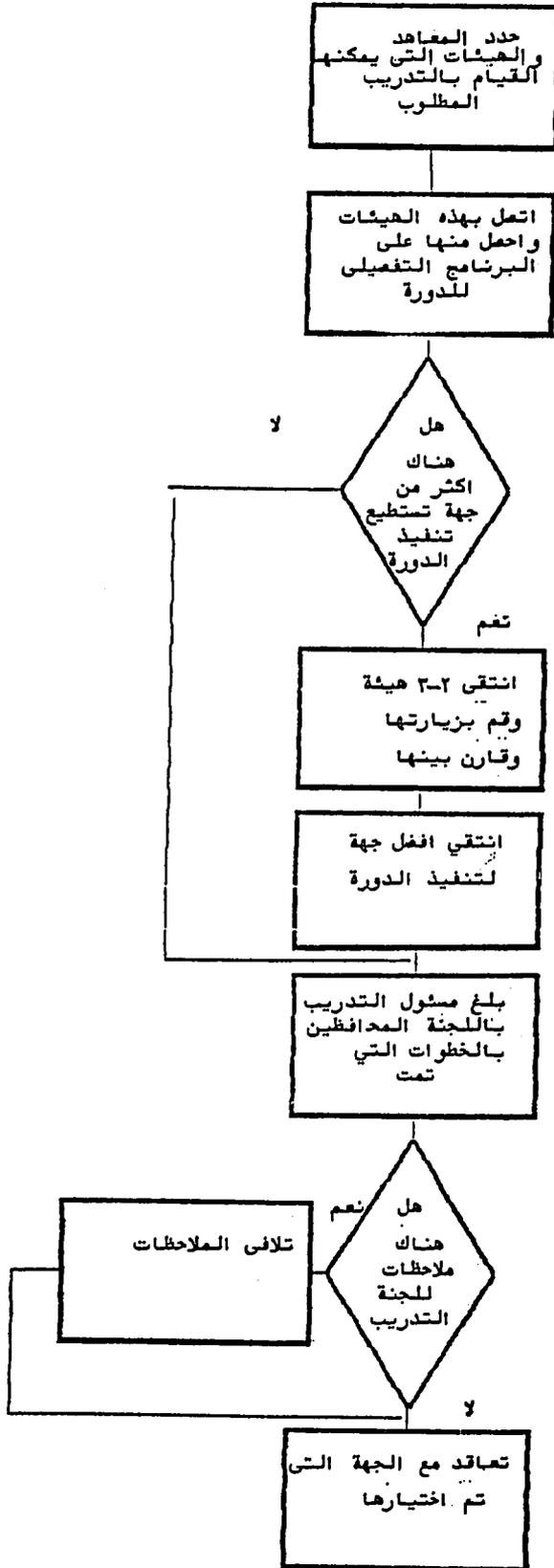
توقيع

\_\_\_\_\_  
( توقيع مسؤول البعثة )

\_\_\_\_\_  
<sup>٩٤</sup>  
٦٤٧٥  
( توقيع المشترك )

\_\_\_\_\_  
( اللقب )

\_\_\_\_\_  
١٩٩٤ - ٦ - ٢٧  
( التاريخ )





# LOCAL DEVELOPMENT II URBAN PROJECT

II GAMAL EL DIN ABOUL MAHASSEN, GARDEN CITY • CAIRO, EGYPT • 354-6469 • 355-7078 • TELEX (927) 22252 SERVE UN

LD - II URBAN  
Part A

التنمية المحلية (٢) حضري  
( ١ )

## SPECIAL SERVICE AGREEMENT

اتفاق عليه مؤلته

DATE: التاريخ :

Memorandum of Agreement  
made on the above date between  
the LD II Urban Project and  
تم الاتفاق بين مشروع التنمية المحلية (٢) حضري  
عقد اتفاق  
انه في التاريخ الموضح بهاليه

NAME:----- السيد/

ADDRESS:----- وعنوانه :

herein after referred to as the  
subscriber) والمشار اليه فيما بعد بالطرف  
التاسي .

hereas the LD II Urban Project  
desires to engage the services  
of the subscriber on the terms  
and conditions herein after set  
forth and نظرا لان مشروع التنمية المحلية (٢) حضري  
يرغب في الاستفاده من خدمات الطرف  
التاسي وفقا للشروط والمواصفات الموضحة  
فيما بعد .

Whereas the subscriber is ready  
and willing to accept this eng-  
agement of service with the  
LD II Urban Project on the said  
terms and conditions  
وحيث ان الطرف التاسي لديه الرغبة  
ايضا في تقديم خدماته لمشروع التنمية  
المحليه (٢) حضري ، بنفس الشروط  
والمواصفات .

Now, therefore, the parties  
hereto hereby agrees as follows:  
لذا فقد اتفق الطرفان على ما  
يلقى .

1- NATURE OF SERVICES- The sub-  
scriber shall perform the services  
according to schedule which forms  
a part of this contract. (see  
Part B).  
طبيعه الخدمة أو العمل - يؤدي الطرف  
التاسي العمل المطلوب وفقا للجدول المرفق  
بالقيد والذي يمثل جزءا منه ( انظر  
جزء ب )

Commencement date:----- تاريخ بدء التنفيذ :  
Expiration Date:----- تاريخ الانتهاء منه :

2- DURATION OF AGREEMENT- This  
agreement shall expire on the  
above -noted commencement date,  
and shall expire on the satis-  
factory completion of the servi-  
ces described above, but not later  
than the above noted expiration  
date, unless sooner terminated  
under the terms of agreement.  
Either party may terminate this  
agreement at any time by giving  
the other parties----- days  
فترة التعاقد -  
يبدا هذا الاتفاق منذ تاريخ بدء التنفيذ  
الموضح بهاليه ، ويستمر الى ان ينتهي  
بتمام اداء الخدمة الاعمال المتفق  
عليها بالمستوى الذي يرضى عنه الطرف  
الاول ، على ان لا يتخطى تاريخ الانتهاء  
لموضع سابقا . الا اذا انتهى الاتفاق بين الطرفين  
قبل تلك الظروف خاصة . . . لاي من الطرفين الحق  
في انها هذا الاتفاق في اي وقت بعد اعطاء  
الطرف الاخر اخطار كتابي مسبق قبل التاريخ الذي  
يرغب فيه الانهاء  
بب . . . . . يوما

WILBUR SMITH ASSOCIATES

DIANE HASKINS AND SELLS

PUBLIC ADMINISTRATION SERVICE

DEVELOPMENT CONSULTING GROUP

ENGINEERING AND GEOLOGICAL  
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notice in writing of its intention to do so.

In the event of this agreement being terminated prior to its due expiration date, the subscriber shall be compensated for the actual amount of work performed to the satisfaction of LD II Urban Project Staff on a pro-rate basis.

Action Package Team:-----

وفي حاله انها' هنا الاتفاق قبل الموعد المحدد سوف يموني الطرف الثاني عن جميع الاعمال التي تم تنفيذها وقبلت من الطرف الاول وبالاسعار والفئات المتفق عليها بينهما .

مجموعه النشاط بالمشروع ذات علاقته .....  
بموضوع الاتفاق .....

3- CONSIDERATION- As full consideration for the services performed by the subscriber under the terms of this agreement, the LD II Urban Project shall pay the subscriber upon certification by the above-named Action Package Team Leader for the services which have been satisfactorily performed, the sum of -----.

٣ - المبلغ المتفق عليه :

عند قيام الطرف الثاني بكافة الاعمال المكلف بها وفقا لهذا الاتفاق .  
يلتزم مشروع التنمية المحليه (٢)  
بمبلغ مبلغ ..... قدره .....  
..... الى الطرف الثاني ، منا' على شهاده رئيس مجموعته النشاط المختتمه بالمشروع المذكوره بمعالجه تنفيذ ان الالتزامات المنصوص عليها في هذا العقد قد تمت على الوجه المرضى .

4- STATUS OF THE SUBSCRIBER- the subscriber shall be considered as having a legal status of an independent contractor. The subscriber shall not be considered as being a staff of the LD II Urban Project.

٤ - صفه الطرف الثاني

يعتبر الطرف الثاني من الوجهه القانونيه متعاقدا مستقل . ولا يعتبر باى حاله من بين الافراد العاطلين في المشروع .

5- RIGHTS AND OBLIGATIONS OF THE SUBSCRIBER - The rights and the obligations of the subscriber are strictly limited to the terms and conditions of the agreement. Accordingly, the subscriber shall not be entitled to any benefits, payment, subsidy, compensation or entitlement, except as expressly provided in this agreement in accordance with USAID regulations.

٥ - حقوق والتزامات الطرف الثاني

تحدد اشتراطات ونصوص هذا العقد حقوق والتزامات الطرف الثاني . وعلى ذلك فلا يستحق له اي مبالغ ، أو تعويضات ، أو اى دعم الا وفقا لما جاء بهذا العقد بما يتشى مع تعليمات وكاله المموله الامريكيه .

6- UNPUBLISHED INFORMATION- The subscriber shall not communicate to any person or other entity any unpublished information made known to him by the LD II Urban Project in the course of performing his obligations under the terms of this agreement, except through permission of authorized LD II Urban Staff.

٦ - المعلومات الغير منشوره

يلتزم الطرف الثاني بعدم نقل ايه معلومات لاي طرف اخر ، يكون قد حصل عليها بحكم عمله مع المشروع وفقا لهذا العقد ، فيما عدا ما يسمح به صاحب السلطه المختمه كتابه .

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7- N.B- All written requirements and service obligations will be spelled out according to the task in the section entitled "Nature of services" (Part B).

IN WITNESS WHEREOF, the parties hereto have executed this agreement.

For LD II Urban Project

Name:-----

Signature:-----

For Subscriber

Name:-----

Signature:-----

Place:-----

Date:-----

Note:

The LD II Urban Project undertakes no responsibility for taxes payable by the subscriber on payment made under this contract. No statement will be issued by LD II Urban to the subscriber.

٧ - ملحوظه - توضع الورقه المرفقه تفاصيل التزامات وواجبات الطرف الثانى تحت " ( جز ب ) طبعه الخدمات المطلوبه "

يشهد الطرفان انهما اطلعاً على البنود والاشتراطات الوارده بهذا العقد وانهما يقرانها . ووقعان بذلك:

عن مشروع التنميه المحليه حضرى (٢)

الاسم : \_\_\_\_\_

التوقيع : \_\_\_\_\_

عن الطرف الثانى

الاسم : \_\_\_\_\_

التوقيع : \_\_\_\_\_

المكان : \_\_\_\_\_

التاريخ : \_\_\_\_\_

ملحوظه

المشروع غير مسئول عن ايه ضرائب متحققه عن المبالغ التى يحمل عليها الطرف الثانى وفقاً لهذا العقد . ولا يحق للطرف الثانى الحصول على ايه تصريحات بهذا الخصوص .

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PART B

جزء (ب)

Note:

ملحوظه

The attached schedule is an integral part of the Special Agreement and must be duly completed.

الجدول المرفق جزء لا يتجزأ من هذا العقد، ويلزم التنفيذ بموجبه

NATURE OF SERVICES -

وصف تفصيلي للخدمات التي يغطيها هذا العقد :

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(See attached paper)

( انظر الورقه المرفقه )

Subscriber:-----  
Certifying Officer:-----  
Date:-----

توقيع الطرف الثاني بالمعلم  
الاسم : \_\_\_\_\_  
التوقيع : \_\_\_\_\_  
التاريخ : \_\_\_\_\_

Please include most recent current vita for the trainers.

الرجاء ارفاق صورة من بيان خبره المدربيين

Copy 1 : SUBSCRIBER

# LOCAL DEVELOPMENT II URBAN PROJECT

II GAMAL EL DIN ABDEL MAHSEN, GARDIN CITY, CAIRO, EGYPT . TEL 7689 . 355 7678 . TELE (927) 22252 SEIVE UN

القاهرة فى ١٧ اكتوبر ١٩٨٨

السيد الاستاذ سكرتير عام - رئيس لجنة التدريب  
محافظه

تحية طيبة وبعد ، ،

نحيطكم علما بان مشروع التنمية المحلية حضرى "٢" قد اعد بالاشترك مع محافظتكم خطة  
التدريب المتخصص ، وفقا لبروتوكول الاتفاقية الموقع بين الحكومة المصرية والوكالة الامريكية للتنمية  
الدولية .

وتتضمن هذه الخطة تنفيذ دورة  
بيانها كمايلى :

وسوف يتولى السيد /  
مستشار التدريب بالمشروع المتابعة الفنية للدورة  
وذلك بالاشترك مع منسق المشروع ومنسق التدريب بالمحافظة ، ومرفق بيان تفصيلى بالجهة التى  
ستتولى التدريب ، ومحتويات الدورة التدريبية موزعة على ايام التدريب  
برجاء التفضل بالعلم والتنبيه الى اتخاذ اللازم ،  
وتفضلوا بقبول وافر التحية ، ،

ويلبر سميث

على فوزى بونس  
نائب مدير المشروع  
لتنمية القوى البشرية

صورة الى /

- الهيئة الامريكية للمعونة الدولية
- منسق المشروع بالمحافظة
- منسق التدريب

WILBUR SMITH ASSOCIATES

DELOITTE HASKINS AND SELLS  
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# LOCAL DEVELOPMENT II URBAN PROJECT

II GAMAL EL DIN ABOL MATIASSEN, GARIBIEN CITY - CAIRO, EGYPT - 354 6167 - 355 7070 - TELEX (921) 22252 SERVE UN

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القائمة فـ

السيد الاستاذ /

سكرتير عام محافظة

تحية طيبة وبعد ، ،

لحيط سعادتك علما بأن مشروع التنمية المحلية حضري " ٢ " قد أعد بالاشتراك مع محافظتك خطة للتدريب المتخصص وذلك بناء على البروتوكول الموقع بين الحكومة المصرية والوكالة الأمريكية للتنمية الدولية .

ويخطط المشروع لتنفيذ الدورات التدريبية الآتية في محافظتكم خلال الفترة من

الى

التاريخ	عدد ايام الدورة	المشاركين	اسم الدورة
---------	--------------------	-----------	------------

وسوف يكون السيد / مستشار التدريب بالمشروع مسؤولا عن تدبير المحاضرين والمواد وأماكن التدريب وذلك بالاشتراك مع منسق المشروع ومنسق التدريب بمحافظتكم

كما سيتم تنسيق عمليات اختيار الدارسين مع المسؤولين لديكم .

مرفق قائمة بالمعربين ومحتويات البرنامج ، برجا' التفضل بالعلم ، والاتصال بمستشار التدريب المختص اذا كان لديكم اية استفسارات .

واننا اذ نشكر لكم تعاونكم معنا لتحقيق اهدافنا المشتركة ، فنرجو

ان تتفضلوا بقبول وافر التحية ، ، ،

ويلبر سميث

صورهالى . لجنة التنمية المحليه  
.. الهيئة الامريكىة للمعونة الدولية  
.. منسق المشروع  
.. منسق التدريب

نائب مدير المشروع  
لشئون تنمية القوى البشرى  
على فوزى بونس

WILBUR SMITH ASSOCIATES

DELOITTE HASKINS AND SELLS  
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مآلات دوره تدريسيـــــــــــــــــه

- : اسم السوره
- : مكان التعميم
- : المنول من قبل المشروع
- : الجهه المنفـــــــــــــــــده
- : العتد المتهدـــــــــــــــــد

المدرـــــــــــــــــسون  
موضوعات التدريس

Student # : \_\_\_\_\_

Course # : \_\_\_\_\_

LOCAL DEVELOPMENT II URBAN PROJECT

مشروع التنمية المحلية حشري ٢

COURSE REGISTRATION FORM

بطاقة تسجيل

FIRST NAME : \_\_\_\_\_

MIDDLE NAME : \_\_\_\_\_

FAMILY NAME : \_\_\_\_\_

GOVERNORATE : \_\_\_\_\_

DISTRICT : \_\_\_\_\_

DEPARTMENT : \_\_\_\_\_

POSITION : \_\_\_\_\_

YEARS IN POSITION : \_\_\_\_\_

GRADE : \_\_\_\_\_

AGE : \_\_\_\_\_

SEX : \_\_\_\_\_

OFFICE TELEPHONE : \_\_\_\_\_

RESIDENCE TELEPHONE : \_\_\_\_\_

PREVIOUS TRAINING IN THE FIELD OF THE COURSE (Y/N) : \_\_\_\_\_

YEARS OF EXPERIENCE IN THE FIELD OF THE COURSE : \_\_\_\_\_

TERMINAL EDUCATION LEVEL : \_\_\_\_\_

MAJOR FIELD STUDY : \_\_\_\_\_

\_\_\_\_\_ : الاسم الاول

\_\_\_\_\_ : الاسم الثاني

\_\_\_\_\_ : اسم العائلة

\_\_\_\_\_ : المحافظة

\_\_\_\_\_ : الحـ

\_\_\_\_\_ : الادارة

\_\_\_\_\_ : الوظيفة

\_\_\_\_\_ : سنوات شغل الوظيفة

\_\_\_\_\_ : الدرجة

\_\_\_\_\_ : السن

\_\_\_\_\_ : الجنس

\_\_\_\_\_ : تليفون العمل

\_\_\_\_\_ : تليفون المسكن

\_\_\_\_\_ : سنوات التدريب السابق في مجال الدورة (نعم/لا) : \_\_\_\_\_

\_\_\_\_\_ : سنوات الخبرة في مجال الدورة

\_\_\_\_\_ : الدرجة العلمية

\_\_\_\_\_ : التخصص

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مشروع النجفة الحضرية ١٩٩١  
LD II - URBAN PROJECT  
CASH RECEIPT  
إشهاد نقدي

القيمة بالعملة السورية  
AMT. LE \_\_\_\_\_

رقم الإشهاد  
RECEIPT NO. \_\_\_\_\_

صاحب الرصيد

PAYER:

التاريخ

DATE :

القيمة بالعملة السورية  
AMOUNT IN LE :

الغرض  
PURPOSE

اسم المستلم  
PAYEE NAME :

PAYEE SIGNATURE :

امضاء المستلم