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LOCAL DEVELOPMENT II URBAN PROJECT

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REPORT
LD II URBAN TRAINING
IMPACT EVALUATION
LAND MANAGEMENT UNITS

**REPORT OF LD II URBAN TRAINING
IMPACT EVALUATION
LAND MANAGEMENT UNITS
FOR TRAINING COURSES COMPLETED IN 1990**

July 1991

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(1) Program Background

1.1 Introduction

The LD-II Urban Land Management Program aims to improve capacity of the urban governorates to implement upgrading and/or new lands development projects. Such projects would have cost-recovery and revenue generation as significant objectives. This process includes the establishment of Land Management Unit (LMU) entities to administer and monitor project activities. It also includes training of "core" LMU staff to identify viable projects and to handle the technical analysis and implementation monitoring of projects.

The program should not conflict or interfere with existing comprehensive planning functions in the governorates, or at central government, but should instead complement such activities. Prior to the LD-II Urban Land Management Program, governorate land was often sold without conditions of land release related to a comprehensive project development strategy, that would be administered by a project implementation organization. Reliance on central government or outside donors to provide most financial resources for projects often was the rule rather than the exception.

Training is one of the main mechanisms to achieve this objective and is regarded as a vital ingredient in the project's contribution to institutional development in Egypt.

The training process is designed to achieve results which can be replicated at the end of the project. To succeed with this strategy, it is imperative to work closely with local government officials in every step of planning, implementation, and the evaluation of the training courses.

For that, the LD II Urban Training Team continues evaluation of the LD II Urban Training courses conducted in areas of which technical assistance is provided for local governorate. This report provides an after training impact evaluation of LM courses conducted during 1990, to determine and assess the actual effect of the courses on the trainee's work on the job. It is not meant to evaluate the effectiveness of the participants. Its findings will be used to modify future courses.

This report will describe the goals and objectives of the course in relation to the job performance within the context of the LD II Urban Project LMU training goals. General findings will be developed which will take into account the achievement of objectives as well as unplanned effects of the training and the training's impact as related issues.

1.2 LMU Duties and Responsibilities

According to Governor Decrees establishing LMU's in each governorate, LMU staff have responsibility to:

1. Conduct selected surveys of governorate owned land inside city boundaries, in addition to determining status of land owned by housing companies to define and develop effective projects.
2. Prepare detailed urban action plans for both proposed new lands development and up-grading of deficient urban areas.
3. Conduct social, economic, marketing and financial studies in addition to feasibility studies for proposed land subdivisions or readjustment schemes.

4. Undertake legal studies regarding land protection and development.
5. Prepare schedules and project action plan proposals for the extension of basic services in accordance with the general plan for urban extensions.
6. Coordinate between different agencies dealing in land development.
7. Work with General Organization of Physical Planning (GOPP) in preparing general strategies for land development related to specific action plan proposals.
8. Work with the GOPP and the proposed Land Management Policy Committee or Board of Directors in the governorate, to discuss policy results of the above studies including setting priorities to projects.
9. Negotiate with funding agencies for possible cooperation in financing land development regarding housing and upgrading projects.
10. Determine financial resources to implement projects.
11. Prepare Terms of Reference's (TOR's) and specifications for consulting and contracting firms, to implement project activities where necessary.
12. Evaluate consulting and/or contracting firms and select the most appropriate to undertake required services or studies regarding project implementation.
13. Prepare and execute contracts for services with local and foreign consulting firms.
14. Evaluate consultant studies.
15. Follow-up on land sales and title transfer to developers and collection of revenues from land sales.
16. Create a land bank to control future expansion of development.

17. Ensure land protection and efficient allocation of land resources in cooperation with other government enforcement organizations such as the utilities, police or other similar organizations.

2. Training Component Descriptions

2.1 Goals/Objectives

Most of the GOE staff had engineering backgrounds. Therefore a modest in country urban planning training program was developed to orient and improve skills in planning and administering land management programs for each governorate.

As soon as "core" staff were appointed by (GOE) authorities, the identification of an appropriate training program was completed. A land management training program was developed based on an analysis of existing staff skill levels relative to desired skill levels, and observed performance gaps. The program was presented in a document titled Land Management Training and Computerization Exit Report, which identified the following in-country and overseas training program course components:

- 1) Land Management Orientation Workshop, (LM-040)
- 2) Land Management Executive Seminar, (LM-041)
- 3) Land Management Basic Computer Skills, (LM-042)
- 4) Land Management Organization Administrative Procedures Workshop, (LM-043)
- 5) Land Management Feasibility Analysis Techniques,
- 6) Land Management Information System Computerization,
- 7) Land Management Shelter Affordability Training

Four (4) of these courses were recommended for staging in Egypt. These are the Land Management Orientation Workshop, Land Management Seminar/Workshop, Land Management Organization / Administrative Procedures Workshop, and the Basic Computer Skills Training.

The other three (3) training components including Land Management Feasibility Techniques, Land Management Information System Computerization, and Shelter Affordability Training, were proposed for presentation in the United States. These latter three courses were refined and offered concurrently as part of a 1 to 2 month intensive overseas training program for selected senior level land management staff including the LMU

directors at Michigan State University. Successful completion of certain in-country training courses was required prior to going overseas. A summary of the above course descriptions is included in the Appendix.

The LD II Urban training has been operating on the premise that participants are trained for understanding the concepts and the ideas of LM to help them perform more effectively in work related tasks. Success is measured by actual performance on the job.

In order to address the training goal, the training TA team, in conjunction with the LMU TA team, set the following objectives by course:

A. Basic Land Management Orientation Workshop (LM-040)

This course was given to illustrate Egyptian case study experience pertaining to selected land management concepts including:

1. Planning analysis techniques
2. Methods and feasibility study parameters of projects
3. Cost recovery and revenue generation
4. The legal framework for implementing project and office operations

This course also was a prerequisite to the Michigan State University overseas training.

B. Computer Basic Skills (LM-042) (Pre requisite to Michigan State University Training:

- Objectives for Introduction to the Computer and DOS:
 - This course was provided to the LMU staff to help them recognize how to operate the computer hardware/software.
 - After training the trainee would be able to:
 1. Differentiate between software and hardware.
 2. Know the functions of the operating system.

3. Recognize the type of software package he will use during his day-to-day operations in setting up and performing data entry on budget spreadsheets, either for office or project related activities.

- Objectives for Introduction to Spreadsheets and Lotus 1-2-3:

1. Introduce Lotus Worksheet 1-2-3.
2. Present applicable examples with graphic output.
3. After training the trainee will be:
 - familiar with main menu and sub-menu information formats;
 - capable of using spreadsheets to develop:
 - a. Pro-forma financial analysis systems; and
 - b. Sample office operating budgets.
4. Capable of dealing with files and file back-up.

- Objectives for Introductory Dbase III+ Training:

- Provide an overview of the functions and applications for relational database management systems.
- Provide instruction in the development of simple database applications using the dbase III+ procedural.
- Provide instruction or the fundamentals of application programming including file structures, user interfaces, and report generation.
- Provide participants with a practical session of the Dbase assist functions.

- Provide participants with the practical session of the Dbase DOT PROMPT procedural commands.
- This course was provided for the GOE LMU staff to help them in developing the Land Management Information System (LMIS). The system required the collection and recording of available data such as population, status of governorate lands, etc. from which LMU project activities could be defined and reinforced.

C. Overseas Training Objectives (Michigan State University):

This course aimed to address in more detail:

1. Basic planning techniques/methodologies
2. Urban Planning and feasibility techniques and concepts
3. Applications of such techniques to projects
4. Review of case studies
5. Exposure to basic computer automation of planning analytical systems, and other automated systems influencing funding and development of projects.

2.2 Sample Profile and Methodology

* Sample Profile

In-Country Training Courses

- Trainee days for the five governorates over two training courses, were distributed as follows:

A. By Course

	<u>Course Title</u>	<u>LM-Course No.</u>	<u>Days</u>
1.	LM Orientation Workshop	LM040	58
2.	LM Computer Basic Skills	LM042	50
	Total		108

B. By Governorate

		<u>Days</u>
1.	Giza	22
2.	Alexandria	21
3.	Qalubia	22
4.	Port Said	22
5.	Suez	21
	Total	108

- The following schedule shows the details of training course attendance (per course and per governorate):

<u>Course</u>	<u>Number of Trainee Days</u>					Total
	Giza	Alex.	Qual.	P.S	Suez	
1. Orientation Workshop (040)	12	11	12	12	11	5
2. Computer Basic Skills (042)	10	10	10	10	10	50
Total	22	21	22	22	21	108

* Number of current governorate LMU staff by governorate.

Current Status of Governorate
LMU Staff (Full-time)

<u>Governorate</u>	<u>Number of Staff</u>
1. Giza	13 members + 2 Director
2. Alexandria	14 members + 1 Director
3. Qalubia	5 members + 2 Director
4. Port Said	5 members + 1 Director
5. Suez	7 members + 1 Director
	44 members + 7 Directors

- From the trainee roster and the lists of current LMU staff, it was observed that:

1. 35% of training course attendants are not working now for the governorate LMU offices, but for other departments, or working as part-timers for both.
2. 12% of governorate LMU staff are new participants of the office.

40% of total trainees responded to the impact evaluation as follows:

<u>Governorate</u>	<u>Number of Respondents</u>
1. Giza	6 members + 1 Director
2. Alexandria	4 members + 1 Director
3. Qalubia	4 members + 1 Director
4. Port Said	5 members + 1 Director
5. Suez	4 members + 1 Director
	23 members + 5 Directors

- Of the total trainees (58 trainees) 23 trainees responded to the evaluation, 40% of total trainees.
- Additionally, five supervisors (directors) were requested to fill out "supervisors questionnaires" to evaluate and assess the impact of these training programs on job performance of their subordinates.

* Michigan State University Overseas Training Program
(Course Period August 13-1990-September 7,1990)

- Twenty trainee days were held for the five.. governorate (Giza, Alexandria, Qualubia., Port Said and Suez) for one training course.
- Participants of the program were distributed as follows:

<u>Governorate</u>	<u>Number of trainees</u>
1. Giza	4 trainees
2. Alexandria	4 trainees
3. Qalubia	3 trainees
4. Port Said	4 trainees
5. Suez	3 trainees
-----	-----
Total	18 trainees
-----	-----

- Of the total of 18 trainees, 17 responded to the evaluation.
- Three trainees of the total Michigan State trainees (representing about 17%) are not working now for the governorate LMU offices, but have been transferred to other departments.

* Methodology:

This evaluation of participants in the land management training program was accomplished by:

- Initial field visits to participating governorates.
- The collection and review of relevant documents, reports, data and information.
- Discussions with knowledgeable officials and professionals in the field of urban development and land management in the participating governorates.
- Structured interviews with participants and supervisors.

* 23 questionnaires were administered to GOE land management trainees, and 5 to the responsible supervisors. In addition, 17 of the six-month evaluation questionnaires were completed by the trainees who attended the overseas training at Michigan State University.

3. Project Impact-Findings

Computer training

3.1.1 The following table represents the evaluation of LMU staff by their respective supervisors who were asked to determine how many of their staff are capable in each skill level in the following technical areas

Computer Use

<u>Governorate</u>		<u>Computer Use</u>			
		<u>G</u>	<u>A</u>	<u>L</u>	<u>N</u>
1.	Giza	1	0	3	0
2.	Alexandria	0	2	1	1
3.	Qalubia	0	2	2	0
4.	Port Said	4	0	0	0
5.	Suez	0	0	0	4*(has no computer)

G = Good Skills
A = Average Skills
L = Limited Skills
N = No Skills

Each number in the matrix indicates the number of trainees in the governorate who are at that given skill level.

This is because Suez Governorate LMU has not been provided with computer hardware/software. Trainees as a consequence, have not had the opportunity to practice what they were trained in regarding computer skills. Suez is working temporarily on MIS facilities until permanent hardware/software is procured.

3.1.2 Governorate Land Management Training Programs (In Country Training)

The supervisors stated that their subordinate's job performance improved as follows:

- Sixty-two percent as a result of the Orientation Workshop training course, 38.5% as a result of the Computer Basic Skills training course, and 56% as computer users (in the area of data entry)
- Forty percent of the supervisors stated that their groups have developed computer applications for the governorate.
- The 5 governorate supervisors received training under LD II Urban Project.
- The 5 governorate supervisors stated that the LD II Urban training was useful in increasing their job performance.
- The 5 governorate supervisors stated that their departments benefited from the training received.
- Seventy-eight percent of the trainees responding to the evaluation had not used a microcomputer prior to their experience with LD II Urban Project training.
- Prior to training, only 9% of the LMU respondents to the impact evaluation worked with Lotus 1,2,3 and dBase III.

As a result of training:

	<u>Yes %</u>	<u>No %</u>
a. Do you get more job satisfaction?	96%	4%
b. Have you been promoted?	0%	100%
c. Do you feel more responsible	78%	22%
d. Change in job?	26%	74%

- Application Skills To Project Implementation Activities

Currently four of the five participating governorates have identified projects and are refining implementation strategies to obtain start-up funds. These projects are summarized as follows:

<u>Governorate</u>	<u>Project Description</u>
* Suez -	The El Hommat Hospital Relocation and New Lands Development Project. A new project is being considered for the Kafrr El Arab Area.
* Port Said -	The El Arab District Upgrading Project.
* Qalubia -	A new project is now being considered in El Sharkawia.
* Giza -	Manshiat El Bakary Upgrading Project
* Cairo -	The Kattamia new lands development project in Maadi. Cairo requested participation in the LM Program in late May, 1991.
* Alexandria -	Discussions underway and continuing.

Participant responses in their questionnaires reflects favorably regarding impact on their work. Specific examples are as follows:

3.1.3 Overseas Training (Michigan State)

- After returning from training, all participants have the same job for which they were trained.
- Eight-two percent of the trainees said that the level of job responsibility has increased prior to training.
- All participants stated that their training has been recognized by both colleagues and supervisors by,

- a. increased duties and responsibilities,
and
 - b. increased esteem or prestige.
- Sixty-five percent of the trainees stated that the training is very relevant to their present job, and the others opinion was expressed as "average" to "somewhat relevant".
 - Fifty-three percent of the trainees stated that they are able to use a large amount of the knowledge and skills learned from their training programs in their present job. Other opinions were "average" to "moderate amount".
 - Fifty-nine percent of the trainees said that they are able to fully use their training in their present job, and 41% stated that they are not able to fully utilize their training because of the following:
 - a. Lack of equipment, supplies, or resources,
and
 - b. too many other responsibilities.
 - As a result of training, the trainees stated the following activities in which they have been able/to undertake in their job:

(Arranged according to the importance)

 1. Participate in research activities
 2. Improve operational procedures, programs or services.
 3. Train others.
 4. Influence or make policy.
 5. Initiate new projects or services.
 6. Manage a project, office, division, or company.
 - The trainees suggest the following would be the greatest benefits from their LD II Urban training program:

(Arranged according to the importance.)

1. Enhanced professional capabilities.
 2. Exposure to new or other technologies.
 3. Exposure to other culture(s) and social system(s).
 4. Professional contacts.
 5. Career advancement/better job opportunities.
 6. Obtaining a degree or certificate.
- Fifty-three percent of the trainees are "very satisfied with the overall training experience. Other opinions were expressed as "average" to "moderately satisfied".
 - The trainees believed that they have been able to share the ideas and techniques learned from the training program with their colleagues and/or supervisors, in the following ways:
 - o 35% of the trainees indicated a large amount.
 - o 24% of the trainees indicated less than large amount.
 - o 41% of the trainees indicated a moderate amount.
 - All trainees stated that they have not received any other training outside their home country since they completed their LD II Urban training program.

3.2 Accomplishment of Training Objectives

It can be said that the training objectives were accomplished as expected with the participants and their supervisors, as evaluated by the TAC training staff.

3.3 Crosscutting Issues

- During the impact evaluation and interviews with GOE LMU staff, a number of issues and comments were raised which were not a direct result of training.

Since they have a negative impact on the trainees and inhibit performance, knowledge and skills acquired from training, these issues and comments are noted as follows:

1. Lack of computer hardware and lack of maintenance of work stations to practice computer skills inhibits training benefits.
2. There is sometimes a conflict of authority between the LMU and other related governorate organizations.
3. A high percentage of GOE LMU assigned staff are part-time with the LMU.
4. Limited land resources in some governorates for developing pilot projects under LMU's inhibits opportunities for cost; recovery and revenue generation using land as an asset.

- The respondents to the impact evaluation believe that the course information and skills could be better used on their job by:

1. Procuring more computer hardware/software equipment.
2. Developing more authority for the LMU in implementation of LMU functions.
3. Developing more cooperation and coordination with all relevant GOE organizations and authorities in project implementation.
4. All the staff assigned to LMU should be full time in order to perform their duties and responsibilities prescribed by various governor decrees or orders.

- Through meetings and discussions with the governorate LMU staff and directors, several problems were raised, which could limit the usage of knowledge and skills acquired from the LD II Urban training courses. Minor consistent problems existed from one governorate to the next. These problems can be summarized as follows:

1. Alexandria Governorate:

- The LMU staff is working for both their old department and the LMU. Most of them have had no time to practice what they have learned.
- The LMU staff currently does not include the Urban Planner who was transferred. The development and implementation of new LMU projects is difficult since no urban planner has been assigned to the LMU organization.
- A computer work station and other furnishings/equipment support was provided by the LD II Urban Project to the governorate LMU. This was out of service a period of time because of a breakdown of the computer hard drive.

2. Qualubia Governorate:

- The governorate LMU has been subdivided into two sections. One is located at the governorate building in Benha and the other at the City Council in Shoubra El-Khiema. There is a general lack of coordination and cooperation between these two sections.
- The frequent turnover of LMU staff, particularly those who attended both in-country and/or overseas LD II Urban training courses, has limited the benefits of training.
- The computer hardware/software which was provided by the LD II Urban Project is located at the governorate building in Benha, This limits the job performance of Shoubra El-Khiema LMU staff members and makes it difficult for them to practice what they have learned and acquired through LD II Urban computer training.

3. Giza Governorate:

- The LMU of the governorate was established at two levels; the governorate and the city.
- Only one computer work station was provided by LD II Urban Project, and is located at the governorate building.
- The two conditions mentioned above, limited full cooperation and coordination between the LMU staff and shortened the usage of the computer facilities for a part of the staff personnel in the city.

4. Suez Governorate:

- The governorate LMU has no computer hardware/software facilities, at the present time, but has programmed through the LD II Urban financial resources, procurement of this equipment during 1991.
- The governorate LMU staff is supposed to temporarily use the MIS computer lab, however, currently they have had no chance to practice what they have been taught from LD II Urban computer training courses.
- * Generally the LMU staff and supervisors for all governorates state:
 - Since the LMU is not yet in the formal organizational structure of the governorate, it is requested they have the approval of the Central Agency for Organization and Administration (CAOA), for an LMU organization.
 - The organization should have appropriate authority to coordinate and manage project implementation efforts with other governorate or outside organizations.
 - Changes in LMU staff, particularly trained members, limited the benefits of the training.

4. Project Impact-analysis

4.1 Sustainability and Replicability

- The analysis of the questionnaire findings and interviews indicates that LD II Urban land management training has been beneficial in developing and enhancing governorate staff skills. The findings also showed that organizational as well as technical training is necessary. Since there are few training provides in Egypt there is a good chance staff replacements will continue to be unskilled. Without continued training opportunities, it will be increasingly difficult to attract the staff necessary to accomplish the mission of the LMU office.
- There should be an increasing emphasis on improving and enhancing the analytic skills of land management staff.
- Continuation of computer training programs is required to develop and enhance governorate land management staff's ability to maintain and reinforce existing computer systems used for project development and planning. On-the-job training can reinforce project development activities by applying computer skills in refining and using appropriate project analysis spreadsheets. Consideration of project management systems and graphics support systems using the computer should be encouraged.
- Most trainees stated that the course lengths were too short. When replicating these training courses an increase to the length of courses is suggested. N.B. This is a common complaint of trainees. Additional training days should reflect the program analysis.

As stated earlier in this report, a certain percentage of the governorate land management staff is newly employed in the office. The training courses conducted need to be repeated for the new land management staff to increase their capabilities and to reach their peer's level. It also show be repeated for other existing staff who did not have an opportunity to receive training.

- Since Cairo recently requested participation in the LM program, repetition of training courses already conducted for other governorate staff is necessary.
- The GOPP (General Organization for Physical Planning), was identified as a potential agency to use selected LD II Urban resource materials and courses for training future LMU staff at the end of the project. The Ministry of Local Government should encourage the GOPP and other government training institution to increase the number of training opportunities in Egypt for future LMU units.
- There is a need to conduct organizational Development (O&D) training for LMU units.

4.2 Impact Evaluation Findings

**LD II URBAN PROJECT
LAND MANAGEMENT TRAINING EVALUATION
SUPERVISORS SUMMARY**

Governorate: Five Urban Governorates; (Alexandria; Port Said; Suez; Giza; and Qaliubia).

Number of Supervisors Interviewed: 5

<u>Program of LD II Training</u>	<u>Supervisors' Opinion Competency Level of Responses (% of total)</u>
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A. Orientation workshop	62%
B. Computer Basic Skills	38.5%

Average % Analysis	%
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(0 = 0%) (1=10%) (2 = 30%) (3 = 60%) (4 = 90%)

<u>Computer Skill Level of LD II Trained Staff</u>	<u>Supervisors' Opinion Level of Responses (% of total)</u>
--------------------------------------------------------	---------------------------------------------------------------------

a. User (Data Entry)	56 (%)
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Average % Analysis	(%)
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(0 =0%) (1 = 30%) (2 = 60%) (3 = 90%)

Has your group developed any computer applications for the governorate? (2 Yes) (3 No)

Have you received any training under LD II Urban Project?
(5 Yes) (0 No)

Was any LD II training useful in helping you do your job as a supervisor? (5 Yes) (0 No)

Do the staff members being evaluated have a written job description?
(5 Yes) (0 No)

If your answer to above question was yes, did the training help him/her to better carry out these duties?
(5 Yes) (0 No)

Has your department benefited from the training received by these individuals?
(5 Yes) (0 No)

Would you recommend other staff members to take the same course?
(4 Yes) (1 No)

Have any of those persons trained been promoted?
(0 Yes) (5 No)

**LD II URBAN PROJECT
LAND MANAGEMENT TRAINING EVALUATION
TRAINEES, SUMMARY**

Governorate: Five Urban Governorates; (Alexandria; Port Said; Suez; Giza; and Qaliubia).

Number of Trainees Interviewed: 23

Trainees Background:

- a. Average number of years worked in LMU Field 1.70 Year
- b. Job description for members evaluated (20 Yes) (3 No)
- c. Did training help you with your duties? (21 Yes) (2 No)

Subject matter of course useful to job performance:

(No. of Res. and %)

Orientation Workshop (LM040)

Subject	Most Used	Some Used	Little Used	Useless
1. Fundamentals of the Urban Planning Process.	18	3	1	1
2. Land Management Strategies.	13	8	1	1
3. LM Objective and Instruments.	15	6	1	1
4. Land Speculation and Land Taxation.	6	8	5	4
5. Formal and Informal LM.	9	6	4	4
6. Financial Arrangements for the Development of New Urban Land.	5	7	3	8
7. Financial Feasibility Analysis and Economic Analysis Principles.	9	8	3	3
8. The Legal Framework of LM.	6	8	4	5
9. The Strategic Approach to LM.	12	4	5	2
10. Community Participation.	12	5	3	3
11. Upgrading and Cost Recovery of Upgrading projects.	14	4	1	4
12. The Transferability of Local LM Experience.	13	3	4	3

Computer Basic Skills (LM042)

5. Had you used a personal microcomputer before your LD II Urban training?
(5 Yes) (18 No)
6. Which of the main DOS commands did you know before LD II Urban training?
Which do you use in your daily work after LD II Urban training?
7. Had you worked with the following before LD II training:
- a. lotus 1,2,3 (2 Yes) (21 No)
 - b. dBase III (2 Yes) (21 No)
8. Trainee opinions:
- a. Enough theory: (20 Yes) (3 No)
 - b. Enough practical experience: (12 Yes) (11 No)
 - c. Course too short: (20 Yes) (3 No)
 - d. Mode of the knowledge: (18 Yes) (5 No)
 - e. Some not fully understood portions: (4 Yes) (19 No)
9. Trainees believe that:
- a. They are better qualified for job: 17
 - b. No change in job performance: 1
 - c. More confused than helped by training: 0
 - d. Not permitted to use what was learned: 5
10. After returning to job has there been
- a. More job satisfaction (22 Yes) (1 No)
 - b. Promotion (0 Yes) (23 No)
 - c. More responsibility (18 Yes) (5 No)
 - d. Job change (6 Yes) (17 No)
11. Acknowledgement by supervisors by
- a. More job responsibilities (13 Yes) (10 No)
 - b. Asking them to train others (8 Yes) (15 No)
 - c. Taking their advice on knowledge gained (11 Yes) (12 No)

LD II URBAN PROJECT
 LAND MANAGEMENT OVERSEAS TRAINING
 SIX-MONTH FOLLOW-UP RETURN
TRAINEE QUESTIONNAIRES'
SUMMARY

Governorate: Five Urban Governorate
 (Alexandria, Port Said, Suez, Giza, Qaliubia)

Number of Trainees Interviewed: 17

1. Current job position

<u>Title</u>	<u>No.</u>
--------------	------------

2. After returning from training has there been any change in the job for which you were trained? (17 Yes) (0 No.)

3. Compared to the level of responsibility in your job before training, does your current job have:

	<u>No.</u>
- More responsibility	(14)
- Less responsibility	(0)
- Same responsibility	(3)
- No prior job	(0)

4. Does your current job involve supervising people?

(12 Yes) (5 No.)

No. of people supervised.

5. Recognized by colleagues by:

	<u>No.</u>
- Increased duties and responsibilities	(14)
- Increased esteem or prestige	(10)
- Negative recognition	(0)
or	
- No recognition given	(0)

6. Recognized by superiors by:

	<u>No.</u>
- Job promotion	(0)
- Salary increase	(0)
- Increased duties and responsibilities	(15)
- Increased esteem or prestige	(13)
- Negative recognition	(0)
- No recognition given	(0)

7. How relevant is the training to the present job?

		<u>No.</u>
Very Relevant	1	(11)
	2	(4)
Some what Relevant	3	(2)
	4	(0)
Not Relevant	5	(0)

8. How much are you able to use the knowledge and skills learned from your training program in your present job?

		<u>No.</u>
Large amount	1	(9)
	2	(4)
Moderate amount	3	(4)
	4	(0)
Small amount	5	(0)

9. Have you been able to fully use your training in your present job?
(10 Yes) (7 No)

If not, what have been the constraints?

	<u>No.</u>
- Lack of equipment, supplies, or resources	()
- Lack of qualified staff	()
- Lack of support from supervisors	()
- Resistance to change by others	()
- Too many other responsibilities	()
- Training was not applicable to local conditions	()
- Others	()

10. As a result of training, which of the following activities have you been able to undertake in your job?

	<u>No.</u>
- Manage a project, office, division, or company	(2)
- Initiate new projects or services	(4)
- Improve operational procedures, programs or services	(8)
- Influence or make policy	(6)
- Train others (workshops, on-the-job training, etc.)	(6)
- Participate in research activities	(9)
- Others	(0)

11. What do you consider to be the greatest benefits from your USAID-sponsored training program?

- Enhanced professional capabilities	Good
- Career advancement/better job opportunities	Fair
- Exposure to other culture(s) and social system(s)	Average
- Professional contacts	Average
- Obtaining a degree or certificate	Fair
- Exposure to new or other technologies	Good
- Others	

12. How satisfied are you with your overall training experience?

		<u>No.</u>
Very Satisfied	1	(9)
	2	(4)
Moderate Satisfied	3	(4)
	4	(0)
Not Satisfied	5	(0)

13. How much have you been able to share the ideas and techniques learned from your training program with your colleagues and/or supervisors?

		<u>No.</u>
Large Amount	1	(6)
	2	(4)
Moderate Amount	3	(7)
	4	(0)
Small Amount	5	(0)

14. Have you received any other training outside your home country since you completed your USAID-sponsored program?

(0 Yes) (17 No)

4.3 General Conclusions

- As a result of LD II Urban in-country and overseas training, the evaluation has showed a positive improvement in respondent's job performance.
- Impact evaluation results also show acceptance of training. The application of knowledge, and skills required from training varies from governorate to governorate.
- The LD II Urban training has, in most cases, covered a new subject for the LMU staff particularly in computer skills training. The training needs to be followed with more advanced courses to further improve participant productivity.
- The LD II Urban LM Training Courses were developed with well-defined training objectives which need to be reviewed in order to, meet the new needs of the LMU staff.
- The following LMU tasks need more training analyses in the future:
 1. Financial feasibility analysis and economic analysis.
 2. The legal framework of implementating certain land management concepts regarding cost-recovery and project revenue generation:
 3. Project monitoring and management techniques which can be automated.
- The training at Michigan State University has provided a basic foundation to understanding development planning and administration, feasibility techniques, LM information computerization and housing program planning and shelter affordability. The urban planning courses were designed to address the planning and decision-making process for public land use planning and local management programs.

- Land Management (LMU) Training has been studied in light of the replicability and sustainability of these courses in an area "new" to the governorate. There is a need for the key LMU officials to visit ongoing LMU programs in neighbouring countries to learn from functioning land management offices in similar countries in the region.

5. Recommendations

The training program conducted to date has successfully met initial needs of the Land Management staff, however, analysis of the findings indicates that in order to complete the improvement of the functional capacity necessary for Land Management Units (LMU's) to fully develop, additional training is necessary.

To develop the performance of the LMU staff, improve on the utilization of current resources, and provide direction and supervision for development of an integrated training program, the following recommendations should be taken into consideration.

1. Revise the Executive Seminar for all governorates to monitor and show progress made on land management projects and promote better understanding of the purpose of LMU's with (GOE) decisionmakers.
2. Implement the Organization/Administrative Procedures Workshop to consolidate powers/authorities and procedures to implement projects using governorate land as a resource.

Understanding of the legal framework for land management operations particularly as it applies to retaining revenues to be put towards other project improvement cost needs to be reinforced.

3. Revise and repeat the Orientation Workshop course for new governorate staff, and include results of the Executive Seminar and Organization/Administrative Procedures Workshop in a brief orientation of new staff members. Provide more case study orientation experience and lessons learned to promote more effective project implementation. The directors should present pilot projects and any other project action plan proposals to the . General Organization for Physical Planning (GOPP), to more effectively coordinate inputs to Master Plans being completed by the GOPP.

4. Repeat Introductory/Intermediate DOS (To reinforce existing staff skills and for new staff)

Training Objective: Provide Land Management staff with the ability to perform daily microcomputer maintenance such as formatting disks, copying and deleting files, back-up and restoring data, making and removing directories, etc.

Performance Outcome: At the end of the course the Land Management staff would be able to perform the majority of regular maintenance activities of an IBM compatible micro-computer.

5. Repeat Introduction to dBASE III+ by using applications developed for the arabized Land Management Information System (LMIS) reinforce existing and new staff skills. This would be accomplished through more "on-the-job" training; use of GOE (MIS) staff as trainers; or through formalized training by available TAC MIS staff..

Training Objectives:

- a) An understanding of project planning and information management uses of computerized database applications as applied in the Land Management Information System (LMIS), and
- b) Have the ability to use dBASEIII+ for small ad hoc applications, primarily through the ASSIST function.

Performance Outcomes: At the end of the course, Land Management staff should:

- a) Demonstrate the use of project information automation issues related to database applications;
- b) Demonstrate the application themselves and ability to seek help from the (GOE) MIS group to enhance dBASE applications as they apply to the Land Management Information System (LMIS) or other desired applications.

6. Continue Bi-Monthly Land Management Director's Meetings (Ongoing)

- Objectives:
- 1. Exchange of experiences and information among Land Management offices in the six governorates.
 - 2. Review status and workplans.

3. Identify mutual issues and concerns
4. Identify problems and means of overcoming them.

Performance Outcome: Better functioning of Land Management Offices in the six governorates based on agreed upon strategies to resolve common problems.

7. **Conduct Feasibility Studies (Cost/Benefit Analysis) Course** (Based on available LD-II Urban training resource materials.)

Objective: Provide Land Management staff with the technical tools to identify feasible projects (financially, economically and socially), prepare total investment costs and financial structures, identify the sources of finance, and relate operating expenditures to projects; over project implementation periods.

Performance Outcomes: At the end of the course Land Management staff should be able to:

- a) Prioritize projects and improvement needs within projects.
- b) Relate project and office activities to budgeted financial resources. and
- c) Develop more effective financial and implementation plans to sustain project and office operations. and
- d) Recognize when to coordinate certain budgeting procedures with the OMED group to implement projects.

8. **Supervisory/Management/ Skills for Directors and/or Key Support Staff** (New)

Training Objective: Provide Land Management (or key support staff) with the knowledge to delegate authority, assign responsibilities, distribute work loads, follow-up on tasks, evaluate performance, motivate staff, encourage team work, and communicate with top management. In the area of project monitoring and management, this would include project monitoring and evaluation techniques such as with the use of PERT, (Program Evaluation Research Techniques) and CPM (Critical Path Method) processes to effectively manage projects. Consideration of computer software that is arabized and readily available on the local market should be used to automate such management functions.

Performance Outcomes: Land Management Directors and/or key support staff should have the ability to organize their offices to function smoothly on a daily basis, communicating properly with various other departments and organizations and satisfying top management needs to complete project activities.

9. **Technical English Terms** (New)

Objectives: Teach Land Management staff the grammatical basis of the English language as well as the technical terms used within land management operating framework. (The TAC LMU staff have developed a list of land management terms that can serve as a basis for this course. The list can certainly be expanded with other terms, etc.).

Outcome: At the end of the course the Land Management staff should be able to:

- a) Communicate their project analyses in English to technical assistance expatriates.
- b) Participate in overseas and in-country training courses in English.
- c) Make use of the help screens in their software programs and convert English software to arabic as necessary.

10. **Audio Visual and Advanced Presentation Training** (New)

Objective: Provide Land Management staff with the ability to conduct the following:

- a) Use overhead projectors, slide projectors, copy machines, video recorder, etc.
- b) Produce transparencies and hard copies.
- c) Maintain audio-visual (AV) aids, (equipment checking and setting-up spare parts and supplementary tools).
- d) Maintain uniformity of graphics design.
- e) Maintain color harmony (theory of colors).
- f) Produce plans for presentation in terms of specifying audience/place/duration/topics of discussion/AV tools used etc.
- g) Interface between Formtool, Lotus 123, Harvard or other graphics support systems, and Storyboard (Arabic Version) and understand word processing software.
- h) Use PC/ARC-INFO software to graphically support the LMIS system, and related applications in presentation reports.

Outcome: At the end of the course, the Land Management staff should be able to professionally plan for their presentations and provide technically sound presentation using AV tools, applying available software packages. Consideration of other graphics software to support report presentations on LMIS should also be mastered as an outcome.

11. Implement an Overseas Study Tour of similar land management systems in a comparable country in the region.

When developing the recommended training courses mentioned above, the following concepts should be taken into consideration,

- a) Establishing Land Management Unit (LMU) offices is a means to an end, not an objective itself (i.e. improving the project development and management capacity of the governorate).
- b) The LMU is a general concept for enhancing the project planning, development, and implementation process, concentrating on the decentralized resources of the governorate and decreasing the need of dependence on central authorities.
- c) Authority for LMU activities in the governorate as a whole should be recognized with appropriate powers through land allocation decrees and revolving fund accounts set up to retain revenues generated from projects.
- d) Use of (GOE) MIS and OMED staff to provide training to LMU staff on computer software programs should be encouraged and utilized to promote system enhancements and coordinate necessary financial and capital budgeting information for future projects.
- e) It is very important to strengthen the cooperation between Land Management Units and other related departments and organizations such as the districts and Governorate Planning and Follow-Up Departments, in order to collect the data necessary to plan, develop, and monitor the implementation of projects. Organization Development (OD) training should reinforce this as a continuing process.
- f) It is desirable to expedite establishment of the Cairo Governorate LMU. The assigned staff should be provided with the training courses which have been conducted and provided for other urban governorates.

- g) It is recommended that procurement of computer hardware/software equipment for Suez Governorate be similar to that procured for the other governorates. Continual maintainance and repair of governorate work stations should be emphaized. This will allow the trainees to utilize what they have been taught from computer training courses.
- h) The assigned GOE LM staff should work full-time for the unit to enable the organization to achieve its functions and objectives. Continual turnover of trained LMU staff members limits the effectiveness of training course information and requires continual repetition of training courses.

APPENDICES:

- A. Course Description**
- B. Evaluation Forms**
- C. Trainee Roster**
- D. LMU TA Assessment of Training**
- E. Summary of Land Management Training
Components**

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APPENDIX A
COURSE DESCRIPTION

ZHB

A. Basic LM Orientation Workshop (LM-040):

- The emphasis of the course was on the following:

1. Fundamentals of the urban planning process
2. Land management strategies
3. LM objectives and instruments
4. Land speculation and land taxation
5. Formal and informal Land management roles and protection concepts
6. Financial arrangements for the development of new urban land
7. The legal framework of LM
8. The strategic approach to LM
9. Community participation
10. Upgrading and cost recovery of upgrading projects
11. Functions of LMU
12. The transferability of local LM experience (such as through case studies, sharing information, etc.)

B. Computer Basic Skills (LM-042):

* Introduction of Computers and DOS

After training the student should know the basic functions of the operating system.

* Introduction to Spread Sheets and Lotus 1-2-3

- The Lotus 1-2-3 software does for numerical work what a word processor does for writing since it includes many functions that help users manipulate, analyze and display numbers.

- A spreadsheet program transforms the computer into "number crunching" tools capable of solving problems once tackled with a pencil, scratch pad, and calculator. It is especially useful for time consuming tasks such as performing some calculations with different starting assumptions for choosing among several alternatives.

* Introduction to dBase III+

The emphasis of the course is on the following topics:

1. Program size
2. File structure limits
3. Data field types and attributes maximum sizes
4. Data files
5. Data input / output
6. Data manipulation
7. Sorting
8. Search Parameters
9. Query facilities
10. Mathematical functions/statistics
11. Command strategy
12. Macros

C. Michigan State University Training Course (LM-044):

LD II Urban Project and Michigan State University provided eighteen (18) key managerial and supporting staff from Land Management Unit Office participants from the Governorates of Giza, Qualubia, Alexandria, Port Said and Suez with the training necessary to develop and scope out projects under newly formed Land Management offices.

Two courses in the field of Land Management and a 5 day computer module were taught concurrently during a 4 week period.

The main topics of the course included the following:

1. Overview of the planning process;
2. Data collection / survey research;
3. Population income and employment projections;
4. Land use planning techniques;
5. Social and psychological issues in housing;
6. Citizen participation;
7. Project costs, income/expense analysis and financing feasibility;

8. Project organization and management;
9. Housing policy;
10. Fiscal impact analysis;
11. Economic and financial implementation, and
12. Plan evaluation.

APPENDIX B
EVALUATION FORMS

**LD II URBAN PROJECT
LAND MANAGEMENT TRAINING EVALUATION
SUPERVISORS QUESTIONNAIRE**

Part I

1. For office use only:

Course Title & No.

1. Orientation Workshop (LMO40)
2. Computer Basic skills (LMO41)

2. Purpose of Questionnaire:

The purpose of this questionnaire is to evaluate the effect of these training courses on the job performance of your staff who participated in this training.

Part II

3. Instructions for filling out following questionnaire:

Employees' names are not to be used, but rather, each employee is to be assigned a code letter from "A" to "E". Alongside the appropriate training subject, indicate your opinion of any improvement shown in his/her job performance after completing the course as it relates to the below-listed specific subjects.

Use ratings from 0 to 4 according to the following system to evaluate the training impact of each employee. You are not required to use your name or to sign this questionnaire.

- 0 No opportunity to use training in current job
1 No observable improvement in job performance
2 Small improvement in performance noted
3 Considerable improvement noted
4 Great improvement noted

* Program of LD II Urban Employee
Training (Code names only) A B C D E

I. Orientation Workshop

II. Computer Basic Skills:

- a. Disk Operation System (DOS)
b. Lotus 1,2,3
c. dBase III Plus

- Using the following table, please indicate the computer skill level of your LD II Urban trained staff. Place a rating up to 3 in each box. Do not enter the names of yours staff. We are not evaluating staff, we are only trying to determine in what areas they have been sufficiently trained and in what areas they need further training. The numbers are just there to help you fill out the sheet.

User (Data Entry Analyst)

0=No skills
1=Limited skills
2=Average skills
3=Good skills

User: Can run computer and enter data for printing reports.

Has your group developed any computer applications for the governorate (Y/N)?

If yes, what applications?

Part III

- Have you received any training under LD II Urban Project? (Y/N) Which courses ?
- Was any LD II Urban training useful in helping you do your job as supervisor (Y/N)? If yes, which course(s) and how did they help?
- What additional courses do you need as a supervisor?
- Do staff members being evaluated have written job description? (Y/N)
- If your answer to above question was yes, did the training help him/her to better carry out these duties? (Y/N)
- Has your department benefited from the training received by these individuals? (Y/N)
- If your answer to above question was yes, list the areas in which improvement was shown.
- What is your opinion of the training in terms of benefit to your department's operations?
- What subjects need more or less emphasis?

15. Would you recommend other staff members take the same course? (Y/N) (If no, why not?)
16. Have any of those persons trained been promoted? (Y/N)

**LD II URBAN PROJECT
LAND MANAGEMENT TRAINING EVALUATION
SUPERVISORS SUMMARY**

Governorate: Six Urban Governorates:

Number of Supervisors Interviewed:

Part II

- | | |
|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <p>3. <u>Program of LD II Urban Training</u></p> <p style="margin-left: 20px;">A. Orientation workshop</p> <p style="margin-left: 20px;">B. Computer Basic Skills</p> <p style="margin-left: 20px;">Average % Analysis</p> <p style="margin-left: 40px;">(0 = 0%) (1=10%) (2 = 30%) (3 = 60%) (4 = 90%)</p> | <p>Supervisors' Opinion
Competency Level of
<u>Responses (% of total)</u></p> <p style="margin-left: 20px;">%</p> <p style="margin-left: 20px;">%</p> <hr style="width: 20%; margin-left: auto; margin-right: 0;"/> <p style="margin-left: 20px;">%</p> |
| <p>4. Computer Skill Level of
LD II Trained Staff</p> <hr style="width: 30%; margin-left: 0;"/> <p style="margin-left: 20px;">a. User (Data Entry)</p> <p style="margin-left: 20px;">b. Analyst</p> <p style="margin-left: 20px;">Average % Analysis</p> <p style="margin-left: 40px;">(0 =0%) (1 = 30%) (2 = 60%) (3 = 90%)</p> | <p>Supervisors' Opinion
Level of Responses
(% of total)</p> <hr style="width: 30%; margin-left: auto; margin-right: 0;"/> <p style="margin-left: 20px;">(%)</p> <p style="margin-left: 20px;">(%)</p> <hr style="width: 30%; margin-left: auto; margin-right: 0;"/> <p style="margin-left: 20px;">(%)</p> |
| <p>5. Has your group developed any computer applications for the
governorate? (% Yes) (%No)</p> | |

Part III

6. Have you received any training under LD II Urban Project?
(%Yes) (%No)
7. Was any LD II Urban training useful in helping you do your job
as a supervisor? (%Yes) (%No)

**LD II URBAN PROJECT
LAND MANAGEMENT TRAINING EVALUATION
TRAINEE'S QUESTIONNAIRE**

(To be asked of trainees six or more months after training.)

1. For Office Use Only:

- Course Title No.

1. Orientation Workshop (LMO40)
2. Computer Basic Skills (LM042)

- Data of Implementation
- Site: Location:
- Training Advisor in Charge:

2. Purpose of Questionnaire:

This questionnaire is an after-training evaluation to determine if there has been any improvement in your job performance as a result of LD II Urban project LM training.

Along with this, has the training increased your management skills?

We are interested to know what, if any, impediments to the proper use of the training have arisen. Also we wish to know if your job has become simpler since the training. Please don't use your name or signature.

Thanks for your help.

Part I

3. Background Information:

- a. Governorate _____ Zone _____ District _____
- b. How many years have you worked in the LM Dept?
- c. Do you have job description? (Y/N)
- d. Did the training help you with your duties? (Y/N)

Part II

4. How useful in your work were the subjects presented in the course?

Orientation Workshop (LM040)

<u>Subject Matter</u>	<u>Most Used</u>	<u>Some Used</u>	<u>Little Used</u>	<u>Useless</u>
o Fundamentals of the Urban Planning Process				
o Land Management Strategies				
o LM Objectives and Instruments				
o Land Speculation and Land Taxation				
o Formal And Informal LM Financial Arrangements for The Development of New Urban Land				
o Financial Feasibility Analysis and Economic Analysis Principles				
o The Legal Framework of LM				
o The Strategic Approach to LM				
o Community Participation				
o Upgrading and Cost Recovery of Upgrading Project				
o Functions of a LM Unit				
o The Transferability of Local LM Experience				

Computer Basic Skills (LM 042)

5. Had you used a personal micro computer before your LD II Urban training (Y/N)?

If yes, describe how you used it?

6. Which of the following main DOS commands did you know before LD II Urban training?

Which do you use now in your daily work?

(Put an X in the appropriate places).

After LD II Urban Training Daily Work

CD
BACKUP
CHKDSK
COPY
DEL/ERASE
DIR
DISKCOPY
FORMAT
MD
EDLIN
PRINT
RD
RESTORE
REN
TREE
TYPE
VER

7. Had you worked with the following before LD II Urban training programs? (Y/N)
- a. Lotus 1,2,3 (Y/N)
 - b. dBase III+ (Y/N)

Part III

8. In your opinion : (Y/N)
- a. Did the training provide enough information? (Y/N)
 - b. Enough practical experience? (Y/N)
 - c. Was there a course too short? (Y/N)
If yes which one(s)?
 - d. Have you had a chance to use the training knowledge? (Y/N)
 - e. Are there portions of the courses which were not fully understood or are now troublesome? (Y/N)
 - f. Did the subject matter addressed by the course reflect your actual job duties? (Y/N)
If no, what are they?
- 9 . What are the subjects of the LD II Urban courses that have been most helpful in doing your job?
10. What are the subjects of the LD II Urban courses that had been least helpful in doing your job?

11. As a direct result of the training courses do you believe you are: (circle one answer)
- a. Better able to do your job.
 - b. No change in job performance.
 - c. More confused than helped in job performance.
 - d. Not permitted to use what I have learned.
12. Since attending the course and returning to your job, have you? (Answer: Y/N)
- a. Found more job satisfaction?
 - b. Been promoted?
 - c. Felt more responsibility?
 - d. Changed job?
13. Do you feel your training was acknowledged by: (Y/N)
- a. Getting more management responsibilities? (Y/N)
 - b. Being asked to help train others? (Y/N)
 - c. Others taking your advise using knowledge gained in training? (Y/N)

LD II URBAN PROJECT
LAND MANAGEMENT TRAINING EVALUATION
TRAINEE SUMMARY

Governorate:

Number of Trainees Interviewed:

Part I

3. Trainees' Background:

- a. Average number of years worked in LMU field.
- b. Job description for members evaluated? (%Yes) (%No)
- c. Did training help you with your duties? (%Yes) (%No)

Part II

4. Received utility of subject matter of course :
(No. of Res. and %)

Orientation Workshop (LM040)

<u>Subject Matter</u>	<u>Most Used</u>	<u>Some Used</u>	<u>Little Used</u>	<u>Useless</u>
-----------------------	----------------------	----------------------	------------------------	----------------

- 1. Fundamentals of the Urban Planning Process
- 2. Land Management Strategies
- 3. LM Objective and Instruments
- 4. Land Speculation and Land Taxation
- 5. Formal and Informal LM
- 6. Financial Arrangements for the Development of New Urban Land
- 7. Financial Feasibility Analysis and Economic Analysis Principles
- 8. The Legal Framework of LM
- 9. The Strategic Approach to LM
- 10. Community Participation
- 11. Upgrading and Cost Recovery of Upgrading Projects.
- 12. The Transferability of Local LM Experience

Computer Basic Skills (LM042)

5. Had you used a personal microcomputer before your LD II Urban training)?
(% Yes) (% No).
6. Which of main DOS commands did you know before LD II Urban training?
(%Yes) (%No)
7. Which do you use in your daily work after LD II Urban training?
8. Had you worked with the following before LD II Urban training?
 - a. lotus 1,2,3 (%Yes) (% No)
 - b. dBase III (%Yes) (% No)

Part III

9. Trainees opinion:
 - a. Enough theory (% Yes) (% No)
 - b. Enough practical experience (% Yes) (% No)
 - c. Course too short (% Yes) (% No)
 - d. Mode of the knowledge (% Yes) (% No)
 - e. Some not fully understood portions (% Yes) (% No)
10. Most helpful subjects in job were?
 - a.
 - b.
11. Least helpful subjects in job were?
 - a.
 - b.
12. Trainees believe that:
 - a. Better qualified for job.
 - b. No change in job performance.
 - c. More confused than helped by training.
 - d. Not permitted to use what was learned.

APPENDIX C
TRAINEE ROSTER

LD II URBAN PROJECT
 TRAINEE WORKSHEET BY COURSE

09/17/91
 Page 2

Course	Title	Gov.	Begin Date	Days	Name	District	Department	Position	Years in Pos	Grade	Age	Sex	Education Level	Major
LN040	LN ORIENTATION WORKSHOP	QALUBAYIA	05/19/90	6	OSAMA MOHAMED IBRAHIM		FINANCIAL	HEAD	7	2	42	M	BACHELOR OF ART	COMMERCE
		SUEZ	03/24/90	5	SAYED SHAABAN ANIN	EL ARBEEIN	LAND EXPANSION	BUILDING SEC. HEAD	0	3	34	M		
					MAGDI ABDEL AZIZ BAKR	SUEZ	LAND EXPANSION	LAWER	14	2	36	M	BACHELOR OF ART	POLITICAL SCIEN
					ABDEL HAKEEM TAWFIK ABDEL HAKEEM	SUEZ	LAND EXPANSION	ENGINEER	1	3	30	M	BACHELOR OF SC.	ENGINEERING
					ELHAM MAHMOUD MOHAMED	SUEZ	LAND EXPANSION	HEAD	0	1	43	M	BACHELOR OF SC.	ENGINEERING
					SAMIRA IRAKY ALI	EL ARBEEIN	LAND EXPANSION	CLERK	0	1	27	M	BACHELOR OF SC.	ENGINEERING
					MAHMOUD MEKKAWY ATEYYA	SUEZ	LAND EXPANSION	GROUPS WOMAN	0	3	34	F	INTERMEDIATE	COMMERCE
			05/19/90	6	AHMED MOHAMED AFIFI	SUEZ	LAND EXPANSION	ENGINEER	1	3	30	F	INTERMEDIATE	ENGINEERING
					MIKHAEL AZIZ ATALLA	GOVERNORAT	LAND DEV.	HEAD OF PLANNING	3	3	35	M	BACHELOR OF SC.	ENGINEERING
					SAYED ADAM SALAM	GOVERNORAT	LAND DEV.	HEAD OF DRAWING	25	2	46	M	BACHELOR OF SC.	ENGINEERING
					MOURA MAHMOUD MORSI	GOVERNORAT	FINANCE	HEAD OF DEPT.	0	1	53	M	INTERMEDIATE	ENGINEERING
					BUTHAINA ABDALLA ALI	SUEZ	LAND DEV.	ASST. HEAD	1	3	36	F	BACHELOR OF ART	COMMERCE
						SUEZ	LEGAL AFFAIRS	HEAD	5	1	46	F	BACHELOR OF ART	COMMERCE
		LN042	LN COMPUTER BASIC SKILLS	ALEXANDRIA	05/07/90	4	HOSNI ABDEL AZIZ EZIZAT		GOV PROPERTY	HEAD	1		57	M
					MOHAMED ABDEL FAITHAN AZAB		PLANNING	SUPERVISOR	20	2	48	M	BACHELOR OF SC.	ENGINEERING
					SHEHATA EID MOHAMED		GOV PROPERTY	ENGINEER	4	3	34	M	BACHELOR OF SC.	ENGINEERING
					SAAD MOHAMED ELBARMANI		GOV PROPERTY	ENGINEER	9	3	34	M	BACHELOR OF SC.	AGRICULTURE
	06/09/90			6	HOSNI ABDEL AZIZ EZIZAT	GOVERNORAT	GOV PROPERTY	HEAD	1	1	56	M	BACHELOR OF SC.	ENGINEERING
					SHEHATA EID MOHAMED	GOVERNORAT	GOV PROPERTY	ENGINEER	4	3	34	M	BACHELOR OF SC.	ENGINEERING
					SAAD MOHAMED ELBARMANI	EASTERN	GOV PROPERTY	HEAD	10	3	34	M	BACHELOR OF SC.	AGRICULTURE
GIZA	05/12/90			4	HALA SAYED KAMALY	GOVERNORAT	LANDS	ENGINEER	1	3	28	F	BACHELOR OF SC.	ENGINEERING
					MOHAMED MOHAMED BAYOUMI	GOVERNORAT	LANDS	HEAD	5	2	42	M	BACHELOR OF SC.	ENGINEERING
					TAREK MAHMOUD KHAYTAB	WEST	GOV PROPERTY	ENGINEER	1	3	26	M	BACHELOR OF SC.	ENGINEERING
					RAWIA FOUAD KHALIFA	WEST	LAND	HEAD	2	1	43	F	BACHELOR OF SC.	ENGINEERING
	06/09/90			6	HUSSAM ELDIM MAHMOUD SOUDI	GOVERNORAT	LAND	ENGINEER	1	3	0	M		
					HALA SAYED KAMALY	GOVERNORAT	LANDS	ENGINEER	1	3	28	F	BACHELOR OF SC.	ENGINEERING
					MOHAMED MOHAMED BAYOUMI	GOVERNORAT	GOV PROPERTY	HEAD	5	2	42	M	BACHELOR OF SC.	ENGINEERING
					RAWIA FOUAD KHALIFA	WEST	GOV PROPERTY	HEAD	2	1	43	F	BACHELOR OF SC.	ENGINEERING
PORT SAID	05/12/90			4	FAIZA FARAH MOKHTAR	EAST	L.M.U	HEAD	14	2	0	F	BACHELOR OF SC.	ENGINEERING
					MAHMOUD MAGDI ABDEL KADER	EL ARAB	L.M.U	ENGINEER	9	3	42	M	BACHELOR OF SC.	ENGINEERING
					SANSAM KAMEL MOSTAFA	EAST	L.M.U	ENGINEER	9	3	36	F	BACHELOR OF SC.	ENGINEERING
	06/09/90			6	FAYZA FARAH MOKHTAR	EAST	L.M.U	HEAD	14	2	0	F	BACHELOR OF SC.	ENGINEERING
					MAHMOUD MAGDI ABDEL KADER	EL ARAB	L.M.U	ENGINEER	9	3	42	M	BACHELOR OF SC.	ENGINEERING
					SANSAM KAMEL MOSTAFA	EAST	L.M.U	ENGINEER	9	3	36	F	BACHELOR OF SC.	ENGINEERING
QALUBAYIA	05/07/90			4	ABDEL MONEIM ELSAYED MOHAMED		LAND	HEAD	16	2	46	M	BACHELOR OF SC.	ENGINEERING
					KAMAL ALI SOLIMAN		LAND	HEAD	16	2	43	M	BACHELOR OF SC.	ENGINEERING
					MOSTAFA ALI MOSTAFA		LAND	DEPT. DEPUTY	15	2	47	M	BACHELOR OF SC.	ENGINEERING
			MOHAMED HUSSEIN ALI		LAND	ENGINEER	15	2	40	M	BACHELOR OF SC.	ENGINEERING		
	06/09/90	6	HALA ABDEL HAMID SHENDI		L.M.U	ENGINEER	3	3	28	F	BACHELOR OF SC.	ENGINEERING		
			KAMAL ALI SOLIMAN		LANDS	ENGINEER	19	2	43	M	BACHELOR OF SC.	ENGINEERING		
			MOHAMED HUSSEIN ALI		LANDS	ENGINEER	16	2	40	M	BACHELOR OF SC.	ENGINEERING		
SUEZ	05/12/90	4	ABDEL HAKEEM TAWFIK ABDEL HAKEEM	SUEZ	LAND	HEAD	1	1	43	M	BACHELOR OF SC.	ENGINEERING		
			MOHAMED ABDEL RAHMAN ELWATRY	SUEZ	LANDS	ENGINEER	0	3	27	M				
			MAHMOUD MEKKAWY ATEYYA	EL ARBEEIN	LAND	ENGINEER	1	3	30	M	BACHELOR OF SC.	ENGINEERING		
			AHMED MOHAMED AFIFI	SUEZ	LAND	HEAD	3	3	35	M	BACHELOR OF SC.	ENGINEERING		
	06/09/90	6	ABDEL HAKEEM TAWFIK ABDEL HAKEEM	SUEZ	L.M.U	HEAD	1	1	43	M	BACHELOR OF SC.	ENGINEERING		
			AHMED MOHAMED AFIFI	SUEZ	L.M.U	PLANNING DEPT. HEAD	3	3	35	M	BACHELOR OF SC.	ENGINEERING		
			MAHMOUD MEKKAWY ATEYYA	EL ARBEEIN	L.M.U	ENGINEER	1	3	30	M	BACHELOR OF SC.	ENGINEERING		

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APPENDIX D

LMU TA ASSESSMENT OF TRAINING

MEMORANDUM

TO: Dr. Richard Hailer
FROM: Richard Heald
SUBJECT: Land Management Training Evaluation.

I would like to thank the Training TA Team for their continued support of the land management component of the LD-II Urban Program.

The land management training program is a very ambitious and challenging effort attempting to improve (GOE) LMU staff skills necessary to effectively implement projects. Land Management professionals need to have an understanding of not just how to define project improvement needs and prepare physical action plan proposals to correct such needs, but determine the financial and implementation resources to resolve and correct such needs effectively. Skills are needed to provide leadership roles in community participation including effective coordination with other local or national organizations and the informal sector to implement projects and achieve cost-recovery and revenue generation on such projects. Still other skills are needed to understand automated information systems on land use and demographic statistics to reinforce project activities.

TAC training and land management groups have worked together in a commendable manner to respond to the training needs and objectives of an ambitious and challenging land management program. We have made substantial progress with the completion of in-country training as prerequisites to the Michigan State University overseas training. This training in addition to the overseas training at Michigan State University has laid a solid foundation for the land management program to date. The impact of the training has been demonstrated by the level of credibility achieved by LMU staff in those governorates completing project presentations to their governors and other decisionmakers.

The ultimate institutionalization of Land Management Units (LMU's) will require the continued availability of quality training programs. This will be a key element in maintaining the abilities of existing staff and training other staff that may some day be necessary to replace those that have already been trained. Repetition of some courses is necessary particularly when new staff

become involved in the program. The planned overseas Turkey Study Tour and training program developed in cooperation with the training group should serve to meet future needs of the (GOE) Land Management staff.

I look forward to a continued productive relationship with the LD-II Urban program Training TA Team and thank you for the opportunity to review and comment on the evaluation.

cc: R.E. Miller

APPENDIX E

SUMMARY OF LAND MANAGEMENT TRAINING COMPONENTS

SUMMARY LAND MANAGEMENT TRAINING COMPONENTS

1. Land Management Orientation Workshop

This is an orientation and "introduction course" for core staff of Land Management offices on basic urban and land planning processes and procedures. Fundamentals of the urban planning process were reviewed and built on guidelines developed by the General Organization for Physical Planning (GOPP) under the Ministry of Housing and Reconstruction and New Settlements. Other programs in Egypt and elsewhere were considered with regard to planning process guidelines relevant to Egypt. A second part of this basic training addressed various land management planning processes, explained land banking, new lands development, and upgrading of deficient urban areas. Community participation, cost recovery and involvement of private/informal participants, private/public partnerships, and planning standards were addressed as a part of the land management project development process. Case study experiences were reviewed in the workshop.

2. Land Management Executive Seminar

This program provided an overview of current land management pilot projects in Egypt and pointed out the need for an entity to administrate complex projects associated with the sustained implementation of site services, upgrading of deficient urban areas, and housing projects at the governorate level. Governorate LMU offices were to present demonstration projects and findings for these project regarding cost-recovery and revenue generating schemes. The case for an appropriate governorate entity emphasized a need for additional authority to develop land management strategies geared to increasing informal sector participation and cost recovery, with the objective of minimizing outside down or central government financial resource subsidies. This entity should also have authority to sell, service and market lands, and implement upgrading of deficient urban areas through a revolving fund. Senior Government of Egypt decision makers at the national and governorate levels would be participants in the seminar.

3. Basic Computer Skills Training

- Before overseas training selection, Land Management staff must be computer literate to understand and appreciate exposure to other computer systems. This computer training is intended to take place in Egypt and will focus on the use of microcomputers covering the following topics:
- Understanding hardware components and their basic configurations.
- Basic disk operating system (DOS).
- Spreadsheet software (Lotus 1-2-3).
- Database management software (dBase III Plus).

4. Land Management Feasibility Analysis Techniques

This is a practical urban planning course designed for "core" land management staff, to address the rationale for public programs, the measure of direct, indirect or induced costs and benefits of projects, economic analysis versus financial analysis, and sensitivity analysis versus economic and financial analysis. Socio-economic marketing and financial analysis techniques regarding project development should be addressed. This component was part of the Michigan State University overseas training program.

Specific elements planned to be covered in this course include the following:

- A model for public policy analysis (Mazmanian and Sabatier).
- Cost-benefit and cost-effectiveness analysis.
- Cross-impact analysis.
- Fiscal impact analysis.
- Market analysis.
- Project feasibility.
- Sensitivity analysis.

- Land suitability analysis.
- Development proforma preparation.
- Capital improvements programming.

5. Land Management Organization/Administrative Procedures Workshop

This workshop, to be conducted in Egypt and designed for the "Director" and "core" staff of Land management offices, purposes to outline both specific organization and administrative enhancements including office operating guideline procedures. These procedures are subject to revision and expansion during the course of initial land management operations but are considered starting guidelines.

The following topic program areas were addressed

- Office organization enhancements including needs for additional staff.
- Office and project budget systems.
- Project financial analysis systems.
- Project management techniques.
- Basic office operating guidelines.
- Consolidation of powers/authorities to implement projects including procedure for land allocation decrees and revolving fund account frameworks.

6. Shelter Affordability Training

This course, to be conducted in the United States, focuses on helping key Land Management technical staff to analyze affordability and other market demand factors in providing housing program alternatives for urban settlement projects. This component was eventually refined and included in the Michigan State University overseas training.