

# START-UP WORKSHOP FOR THE PROFESSIONAL DEVELOPMENT COMPONENT OF THE EGYPTIAN IRRIGATION MANAGEMENT SYSTEMS PROJECT

ISMAILIA, EGYPT

January 22-25, 1989

ISPAN Activity No. 636B

ISPAN Report No. 12



IRRIGATION SUPPORT PROJECT FOR ASIA AND THE NEAR EAST

Sponsored by the U.S. Agency for International Development



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**International Science and Technology Institute, Inc.**

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**The University of Arizona**

ISPAN Report No. 12

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PROFESSIONAL DEVELOPMENT COMPONENT  
OF THE  
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ISMAILIA, EGYPT  
January 22-25, 1989

Prepared for the USAID Mission to Egypt,  
Office of Irrigation and Land Development,  
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by

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and  
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The Workshop Advisory Group provided a helpful service, as it gave us a sounding board for ideas. Its members were also very supportive during the workshop itself and helped in their own way to facilitate the process.

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## ACRONYMS

AUC	American University/Cairo
CAMD	Center for Agriculture Management Development
GOE	Government of Egypt
ILD	Office of Irrigation and Land Development (USAID)
IMS	Irrigation Management Systems Project
ISPAN	Irrigation Support Project for Asia and the Near East
MPWWR	Ministry of Public Works and Water Resources
NITI	National Irrigation Training Institute
PDP	Professional Development Project
PERT	Performance Evaluation Review Technique (Chart)
RFTP	Request for Technical Proposal
RIIP	Regional Irrigation Improvement Project, a component of the Irrigation Management Systems Project
TMD	Office of Training and Manpower Development (in the Ministry of Public Works and Water Resources)
USAID	U.S. Agency for International Development

## EXECUTIVE SUMMARY

On January 22-25, 1989, a highly successful project start-up workshop was held in Ismailia, Egypt, for the Professional Development component of the Irrigation Management Systems Project. The workshop was attended by 18 participants--10 Egyptians and 8 Americans--representing various offices of the Ministry of Public Works and Water Resources, the Office of Irrigation and Land Development of USAID/Cairo, and Sheladia Associates, Inc., the contractor for the project.

The workshop was conducted by ISPAN (Irrigation Support Project for Asia and the Near East) facilitators Kathy Alison and Claudia Liebler. The Professional Development Project was at the important stage of early start-up when most development projects face problems. The first months of a project's life are critical as they establish a pattern for the future.

The greatest challenge was to get everyone involved with the workshop "on board" with the workshop objectives and methodology as quickly as possible since the facilitators arrived in Cairo five days later than had been anticipated, cutting short the normal preparation period needed for an event of this sort.

The objectives of the workshop were:

1. To identify the various interests and priorities for the project held by the Ministry of Irrigation, USAID, the project team, and Sheladia.
2. To develop a common vision for the project.
3. To concur on project objectives.
4. To identify and address some of the most important issues and concerns which could have a significant impact on the likelihood of achieving those objectives.
5. To define roles, responsibilities, and relationships.
6. To review, modify as needed, and agree on the work plan developed by the project team and on processes for on-going review and replanning.
7. To develop plans for reviewing the workshop results with key organizations and individuals in the sector who were not present at the workshop.
8. To develop improved relationships and understandings for working together.

The first evening of the workshop was spent getting acquainted with each other and with the purpose, objectives, approach, and schedule of the workshop. Many of the participants had not met before and expectations about what was going to happen during the workshop varied. The following day was spent establishing a common base of information about the project and identifying and analyzing major problems facing the project at this time. On the third day, the workshop addressed several of the most important problems by developing recommendations on how they could be solved. Next, the work plan that had been developed by the Sheladia team was reviewed and suggestions made as to how it could be improved. The final day was spent defining the potential roles of the participants in the project, reviewing and concurring on the agreements reached during the workshop, and clarifying next steps.

The workshop outcomes can be categorized into four major products. They are:

1. Recommendations on how to address four major issues facing the project:
  - Forming an effective team
  - Promoting sustainability
  - Developing linkages with other key groups
  - NITI as a physical structure
2. Comments on the draft work plan
3. Agreements reached
4. Next steps.

These products will serve as a basis for planning and action over the next six months. They can be found in Chapter 4 of this report. In addition to these products, another important outcome of the workshop was the positive relationships that were developed which should ease the resolution of remaining issues and form the backbone of the project.

Overall, the participants evaluated the workshop very highly, making comments such as "the workshop process has been extremely useful to the group. This process can be continued throughout the life of the project" and "the workshop gave us the beginning of a strong team development process." Areas in which participants felt improvement could be made included how the workshop sessions were handled and the overall length of the workshop, which many felt was too short.

The key recommendations made by the facilitators included:

- Continued attention to the issues of counterparts and the development of a cadre of Egyptians to carry on the project.

- The need to sell the idea of NITI and to develop a marketing strategy.
- Development of a strategy for designing the NITI program, given an overly ambitious time frame for construction of the facilities.
- Further work on roles and relationships and on defining how the project will be managed.
- The design and delivery of a series of mini-workshops to bring others not present at the workshop on board, and a follow-up workshop in June 1989 for the participants of the January 1989 event.

For more details concerning these recommendations and for specific recommendations related to future project start-up workshops, see Chapter 5.

# Chapter 1

## INTRODUCTION

### 1.1 History of the Assignment

The Professional Development Project (PDP) is one of ten components of the Irrigation Management Systems (IMS) Project, housed within Egypt's Ministry of Public Works and Water Resources (MPWWR). The IMS Project was designed to have an impact on the unique constraints presented by Egypt's physical and socioeconomic environment. The goal of the IMS Project is to provide "effective control of the Nile waters for all uses and particularly for their optimal allocation to and within agriculture as a means of helping to increase agricultural production and productivity."

To support this goal, the major objective of the PDP is to institutionalize a multi-disciplinary training program to serve the manpower and training needs of the Ministry of Public Works and Water Resources. The program is expected to provide continuing education and training to about 2,500 managers, engineers, and technicians annually. An important mandate is the design and development of a National Irrigation Training Institute (NITI) that ultimately could serve regional training needs. The specific objectives of the PDP are:

1. To establish a National Irrigation Training Institute which will be responsible for all professional development activities within the MPWWR.
2. To assist in developing policies, motivation/incentives, and systematic procedures for promoting professional growth.
3. To assist in providing a variety of opportunities for workers in the field to keep pace with new knowledge and technological changes, improve their competencies, and increase productivity.
4. To assist the Office of Training and Manpower Development (TMD) in developing the capacity to continually improve the existing courses being offered and design new courses which are based on manpower and training needs assessments.
5. To strengthen the TMD planning and management systems and to achieve greater efficiency in operation and quality control.
6. To enable NITI to become self-sufficient, self-sustaining, and less dependent on donor funding.

7. To arrange for the procurement of all equipment, machinery, furnishings, supplies, and spare parts requested by the PDP project director in accordance with GOE and AID regulations and directives.
8. To make arrangements for specific training of staff members in appropriate areas thus enabling NITI to fulfill its responsibility of providing professional development activities within the MPWWR.

The Professional Development Project is directed by the Office of Training and Manpower Development (TMD) which is part of the MPWWR. TMD and the USAID Office of Irrigation and Land Development (ILD) requested assistance from the Irrigation Support Project for Asia and the Near East (ISPAN) in conducting a project start-up workshop for PDP.

ISPAN responded to this request by sending Kathy Alison, one of its core staff members, and Claudia Liebler, an ISPAN consultant, to Cairo to plan and conduct the workshop. This was to be the first of six anticipated project start-up workshops with various components of the IMS Project. Because it was the first, everyone involved was curious about how it would work and what impact it would have on the participants. It was anticipated that the lessons learned from conducting this workshop would be applied to the future workshops.

## 1.2 Scope of Work

ISPAN was requested to conduct the following activities leading up to and including a project start-up workshop.

1. Meet with key members (project staff from MPWWR, contractors, USAID personnel) to assist in preparation for the workshop.
2. Review background information and interview participants to identify key issues and constraints to successful project implementation.
3. Analyze interview data using results to design the specific elements particular to the Professional Development Project start-up workshop.
4. Oversee the workshop planning and organization and the timely and proper management completion of all logistical arrangements.
5. Manage and facilitate the workshop, emphasizing team-building and a problem-solving approach.
6. Conduct a debriefing on the results of the workshop and possible next steps with the key MPWWR/USAID/contractor staff.

7. Prepare a brief report of issues identified, including discussion topics and methodologies employed, and final problem-solving approaches recommended for effective project management and improved project implementation.

### 1.3 Time Constraints

Because of unforeseen delays in getting the necessary approvals from the AID contracts office in Washington, the team arrived five days later than planned and just a day and a half before the workshop began. This meant that the workshop planning and preparation time in Egypt was severely limited and that some of the tasks normally carried out beforehand, such as data gathering with the workshop participants, had to be shortened or done during the workshop itself. However, because of the excellent cooperation of the Ministry, USAID/Cairo, and the Sheladia technical assistance team, it was a highly successful workshop.

## Chapter 2

### WORKSHOP PREPARATION AND PLANNING

#### 2.1 Washington Preparation

The actual work on this effort began in Washington with a team planning meeting involving Kathy Alison, Claudia Liebler, and ISPAN staff. During this time the assignment was clarified and reviewed and some initial planning and preparation was begun. One aspect of this work involved a series of contacts and a planning session with the Sheladia home office. Sheladia was in full support of the workshop and with the methodology to be used. In fact, its proposal indicated a familiarity with this sort of workshop and an intention to use the methodology in a variety of ways and in different settings throughout the project and particularly during early implementation. A measure of Sheladia's commitment to the workshop was the attendance at the entire Cairo event of the Washington-based project manager, Robert Nothstein.

Another aspect of the Washington planning and preparation involved detailed communication with the USAID/Cairo Project Officer and the Sheladia Chief of Party. Because of the delay in the facilitators' arrival, it was important to plan how best to use the short period of time before the workshop began and to find a rapid way to share expectations and approach.

To this end the consultants developed what was called an "Entry Document," a brief description of initial strategy and approach to the workshop, a list of tentative objectives for the workshop, and some preliminary issues related to the start-up of the Professional Development Project that emerged from the meeting with the Sheladia home office and phone conversations with project and USAID personnel in Cairo. The purpose of the document was to facilitate discussions with the Workshop Advisory Group which had been formed to help guide the overall workshop effort. USAID set up several key meetings and generally laid out the groundwork for the consultants' brief pre-workshop time in Cairo.

#### 2.2 Cairo Preparation

The consultants arrived in Cairo on the evening of January 20. The next day the first meeting with the Workshop Advisory Group was held. The purpose of the meeting was to review and get input into the overall strategy and approach to the workshop. More specifically, its purpose was to reach agreement on the basic objectives of the workshop, to clarify the roles of the facilitators and the role of the Workshop Advisory Group, to find out what expectations the Workshop Advisory Group had for the workshop, and basically to get a "green light" to go ahead with the final design work and preparation. The "Entry Document" developed in Washington was helpful in working through the above agenda. It can be found in Appendix A. Agreement was reached on some of the basic parameters of the workshop with flexibility to adjust an initial agenda developed by Sheladia.

The next day marked the evening start-up of the workshop. The consultants met with the director and staff of the Office of Training and Manpower Development within MPWWR to present a revised agenda for the workshop. Arrangements were made to meet with the group once more right before the workshop start-up to review the final agenda. In addition to these three meetings, interviews were held with the USAID Project Officer, the Chief of Party, and the other members of the expatriate technical assistance team. The consultants also met with the Egyptian members of the team to give them an overview of the workshop strategy, approach, and objectives.

Several key points emerged during the preparation period that influenced decisions about how to proceed:

1. There was much interest and concern about the work plan. Sheladia had already put a great deal of time and effort into the plan, far beyond what is usually the case during this very early stage of implementation. The plan had not received input from Egyptian key officials, counterparts, and colleagues, and the Workshop Advisory Group saw the workshop as an opportunity to get the needed input.
2. Many of the workshop participants knew very little about the Professional Development Project.
3. The workshop, which usually takes four days, was scheduled to run only two and a half days.
4. Key people involved with the project had a number of different priorities. Therefore, expectations about the project and what the team should accomplish were both varied and numerous.
5. Workshop participants had had very little exposure to the workshop methodology and approach.

The commitment to USAID, the Ministry, and the project team was to run the most useful workshop possible in order to assist the Professional Development Project to get started off "on the right foot." Although the consultants came to Egypt with a history of successful experiences in running workshops of this nature and with a specific model in mind, they were ready to make whatever adjustments they felt would help to reach the workshop objectives. The two most important decisions that came out of the preparation period were:

1. To broaden the workshop focus from being only on the work plan to include objectives of developing a common vision for the project, concurring on project objectives, and defining roles and responsibilities.

2. To incorporate the data gathering, usually carried out in the form of interviews with each person prior to the start-up of the workshop, into the workshop itself. The purpose of this data-gathering is to identify important issues and problems facing the project that should be discussed and addressed at the workshop.

## Chapter 3

### THE WORKSHOP

#### 3.1 Overview of the Workshop

The workshop was held at the Etap Ismailia Hotel in Ismailia about two hours north-east of Cairo on the Suez Canal. It began the evening of Sunday, January 22, and ended shortly after noon on Wednesday, January 25. The workshop design was based on the model developed by the Water and Sanitation for Health Project and presented in the Facilitator Guide for Conducting a Project Start-up Workshop (WASH Technical Report No. 41).

This report addresses the need for such workshops by stating that "there is a qualitative difference between projects that get started well and those which take the first year (or more) to sort out roles and responsibilities. The first months of a project's life are critical because they establish the management pattern. It is during this time that understandings are reached (or not reached) at various implementation and management levels about the project's purpose and goals, roles of the project staff, expectations of the various actors, and agreements about how the project will be managed."

The Professional Development Project was just at this most critical stage of early start-up when most development projects face potential problems. No matter how thoroughly a project is planned, it does not become a reality until the money is on hand. Often the time in-between project design and implementation is lengthy, meaning that some key individuals and conditions will have changed. Also, since the designers are rarely the same people as the implementors, the implementors need an opportunity to develop an in-depth understanding of the project and develop their own more specific plans for implementation.

The choice of facility was a good one. The large training room adequately accommodated the 18 participants who attended the entire workshop and the guests and observers who sat in on sessions at various times. It also provided enough space to have several small groups working at the same time.

The location of the workshop allowed for a tour of the Research Center and the Suez Canal during the afternoon of the first full day of the workshop. The pleasant surroundings and comfortable quarters were conducive to getting the work done.

The participant group consisted of ten MPWWR staff, two USAID staff, five Sheladia staff based in Egypt and one Sheladia home office staff member. Clerical support was provided by two secretaries employed by the Ministry who were on site for the entire workshop and provided invaluable help. (See Appendix B for a list of participants and their affiliations.)

Many of the participants were meeting each other for the first time and just getting acquainted with the project. Others had worked together for many years

but not on this particular project. There was a difference in the amount of information participants had about the project. Some were well informed and others had not had an opportunity to learn anything about the project. Therefore, one of the first tasks of the workshop was to give everyone a common base of knowledge.

The methodology suggested in the WASH report mentioned above and employed by the facilitators is based on principles of adult learning. It uses a participatory, practical "learn-by-doing" approach which simultaneously builds team management capacity while producing results of immediate value. It involves a minimum of formal lectures, maximum participant activity, and extensive use of small groups for discussion, problem-solving, and decision making. It results in useful work products and work plans.

As the workshop progressed participants became quite comfortable with its methodology and approach. They worked very hard at addressing some complex issues facing the project. Their commitment and energy made the job of facilitating the workshop enjoyable.

### 3.2 Workshop Objectives

The following objectives were developed for the workshop and endorsed by the Workshop Advisory Group:

1. To identify the various interests and priorities for the project held by the Ministry of Irrigation, USAID, the project team, and Sheladia.
2. To develop a common vision for the project.
3. To concur on project objectives.
4. To identify and address some of the most important issues and concerns which could have a significant impact on the likelihood of achieving those objectives.
5. To define roles, responsibilities, and relationships.
6. To review, modify as needed, and agree on the work plan developed by the project team and on processes for on-going review and replanning.
7. To develop plans for reviewing the workshop results with key organizations and individuals in the sector who were not present at the workshop.
8. To develop improved relationships and understandings for working together.

### 3.3 Workshop Schedule

The major challenge faced by the facilitators was how to get everyone "on board" with the workshop methodology and approach as quickly as possible given both the brief preparation period and shorter-than-normal workshop and how to adequately cover in two and a half days what is normally covered in four. The sequence of events was as follows:

- Day One: Getting acquainted and clarifying the workshop purpose, objectives, approach, and schedule. (Evening Session only).
- Day Two: Establishing a basis of common information about the project and identifying/analyzing the major problems facing the project (Tour of the Research Center and Suez Canal was on this day).
- Day Three: Continue to analyze and make recommendations for solving problems facing the project and review of the work plan.
- Day Four: Defining roles and responsibilities, reviewing agreements reached and clarifying next steps. (Morning Session only).

The workshop schedule included the following sequence of activities.

Sunday, January 22, 1989

6:30 - 8:30 pm

#### Session 1:

- Opening Remarks  
  
Dr. Mahmoud Abu-Zeid, Chairman  
Water Research Center  
Eng. Abd El-Hamid Fahim, Director  
Professional Development Project (PDP)
- Get-Acquainted Exercises  
  
Kathy Alison  
Claudia Liebler

Monday, January 23, 1989

8:00 - 9:30 am

#### Session 2:

- Opening and Review
- History of Project/Overview/Current Status  
Eng. Abd El-Hamid Fahim
- Questions and Answers

9:30 am - 1:00 pm

Session 3:

- Discussion of Project Mission, Priorities, and Key Objectives

Panel: Dr. Mahmoud Abu-Zeid  
Eng. Abd El-Hamid Fahim  
Dr. Terry Hardt  
Mr. Jon Gant  
Dr. Sam Shigetomi

- Questions and Answers
- Small Group Discussion
- Large Group Discussion

1:00 - 3:00 pm

Tour of Research Center and Suez Canal

3:00 - 4:30 pm

Lunch

5:00 - 6:30 pm

Session 4:

- Sharing of Data on Key Project Issues

Evening Session

- Small Group Sessions on Factors Affecting Project Issues.

Tuesday, January 24, 1989

8:00 am - 1:00 pm

Session 5:

- Opening and Review
- Problem Solving on Key Issues
- Small Group Work and General Discussion

1:00 - 2:15 pm

Lunch

2:30 - 5:30

Session 6:

- Overview of Work Plan  
Mr. Jon Gant
- Large Group Discussion
- Small Group Work
- Report Outs
- Next Steps Identified

Evening Session

Working Session of Work Plan and Roles/Responsibilities

Wednesday, January 15, 1989

- 8:00 - 10:00 am            Session 7
- Roles/Responsibilities
- 10:30 am - noon            Session 8
- Agreement on Overall Next Step
- noon - 1:00 pm            Session 9
- Summary & Closing Session

### 3.4            Description of the Sessions

#### 3.4.1            Sunday Evening

The first session of the workshop began with opening remarks and a welcome from both Dr. Mahmoud Abu-Zeid, Chairman of the Water Research Center, and Engineer Abd El-Hamid Fahim, Director of the Professional Development Project. Next the facilitators ran a "Getting Acquainted" exercise in which two people who did not know each other well exchanged information about themselves and what excited them about the project. Then each pair joined another pair and developed a list of questions about the project that they would like answered during the workshop. In the large group we developed a master list of all the questions and referred back to these during the workshop.

The facilitators then presented an overview of the workshop purpose, objectives, approach and schedule. The session ended with the distribution of a worksheet for identifying project issues and concerns which each participant was asked to fill out and return the next day. This activity was in lieu of the interviews of the participants that generally happens during the workshop planning and preparation period.

#### 3.4.2            Monday

Monday morning was devoted to bringing everyone up to date on the project. Engineer Abd El-Hamid Fahim was asked to give us an overview of the project and the direction in which it is headed. Following this a panel was convened of five people, each a key actor in the implementation of the project and each with a somewhat different perspective on the project priorities and focus. The panelists represented the MPWWR, the sponsoring institution for the project, the USAID Project Officer, a special consultant to the MPWWR, and the contractor's Chief of Party

The panelists were asked to focus on the mission of the project, their hopes for the future of the project or their vision of the project, their view of the priorities over the life of the project, and the biggest challenge in getting

the project implemented. After each panelist spoke, small groups were formed to develop questions to direct to the panel. The morning session ended with a question and answer period with each group taking turns in posing a question for the panel.

In the afternoon, the participants went on a tour of the Water Research Center in Ismailia and of the Suez Canal. In the early evening, the group reconvened to hear the results of the compilation of the worksheet for identifying project issues and concerns that were handed out the evening before. Following a presentation by the facilitators on the results of this data-gathering activity, small group assignments were made. Each small group was asked to discuss and come up with recommendations for solving one of the issues that emerged from the data gathering. The results of the compilation of the worksheets may be found in Appendix C.

### 3.4.3 Tuesday

During the morning, small group reports were given, listing recommendations for addressing a problem or problems facing the implementation of the project. These reports were discussed by everyone so that additional ideas could be captured from the rest of the participants who had not worked on solving that particular problem. Next steps for each were identified.

In the afternoon and evening, participants concentrated on the work plan which had been distributed the first evening of the workshop. We were fortunate in that the Sheladia team was further ahead than most technical assistance teams this early in a project. The team had put together a fairly sophisticated and thorough work plan. Therefore, the task in front of the group was to review it and give feedback to the team on its appropriateness.

Small groups (with new membership configuration) were formed and asked to review a portion of the work plan. To assist in this review, worksheets were distributed which asked for comments on the clarity, realism, and completeness of the tasks in the work plan, the time frames, and the assumptions.

An "executive level group" was also formed comprised of the Sheladia Chief of Party, the USAID Project Officer, the MPWWR Director of the Professional Development Project, and the Chairman of the Water Research Center. This group was asked to review the overall work plan using the following questions as a guide:

1. How realistic is the work plan?
2. Are adequate resources available to accomplish it?
3. Is the emphasis of the work plan in line with Ministry priorities?
4. Who else, if anyone, should be involved?

5. What adjustments, if any, need to be made in the work plan and contract?
6. What are the next steps in moving toward finalization and sign offs?

After each group had completed the review, it gave a report to the rest of the assembled group. Questions and discussion followed each presentation.

#### 3.4.4 Wednesday

The morning began with an activity to get everyone thinking and participating and ready for the final sessions of the workshop. Three groups were formed and were each asked to come up with mottos or slogans for the new National Irrigation Training Institute (NITI) that will be developed under the project. Only 10 minutes were allotted for this activity. There were many good ideas generated and although the main purpose of this activity was to get everyone energized and to begin the morning with some humor, it also showed how creative the group could be and the importance of "marketing" the idea of a NITI. Some of the slogans developed might even form the basis of a future marketing effort (see Appendix D).

The next activity was designed to clarify the roles that the people at the workshop would play in the project in the future. Each person was asked to find a partner and to assist each other in filling out a worksheet for clarification of roles and responsibilities. The worksheet asked participants to answer the following questions.

1. Describe your current understanding of your role in the project.
2. In general, what are the two or three most important activities you will be doing in relationship to the project?
3. Who do you think you will be working with most closely on the project?
4. What are some contributions you feel you can make to the success of the project?
5. What questions do you have about your role and participation in the project?

Each person presented his or her partner to the rest of the group by sharing with everyone the answers to the above questions.

Then new small groups were asked to spend some time discussing the next steps. Each group was asked to consider the following three areas:

1. To continue the work and momentum of this workshop, we must do the following in the next few weeks:
2. Individuals/organizations who were not here but who need to be informed about the workshop or involved in activities are:
3. Issues, concerns, activities which we did not have time to cover during the workshop but which still need attention are:

Each group was asked for its response to the items above and comprised a complete picture of what everyone thought. This was developed into one of the "products" of the workshop which can be found in the next chapter.

Finally the facilitators presented a list of agreements that had been reached over the two and a half days of the workshop and reviewed them with the whole group asking for confirmation of each agreement on the list. Hopefully this list will serve as a guide to the project implementors as they move ahead with their activities. This list can also be found in the next Chapter.

Just before the workshop closed, participants were asked to fill out a short evaluation form. Fifteen of the 18 participants completed the form. The results of the evaluation are found in Appendix E.

Closing remarks were given by Engineer Fahim and Dr. Abu-Zeid.

The facilitators prepared and distributed a "Debriefing Memo" for the Workshop Advisory Group at the conclusion of the workshop. This memo listed major products and gave a rough schedule for delivery of this report (see Appendix F).

## Chapter 4

### WORKSHOP OUTCOMES

The workshop outcomes can be categorized into four major "products" developed by the participants:

1. Recommendations on how to address four major issues,
2. Comments on the draft work plan,
3. Agreements reached, and
4. Next steps.

The products listed in this chapter should serve as a basis for planning and action over the next six months.

#### 4.1 Recommendations on How to Address Four Major Issues Facing the Project

Participants were initially divided into four groups. Each group was assigned one of the topics and made recommendations to TMD and PDP.

##### 4.1.1 Forming an Effective Team

Topics that this group addressed are the following:

- What specific steps can be taken NOW to ensure that Egyptian and U.S. counterparts are working as a team?
- What specific steps should be taken to ensure that appropriate counterparts are selected?
- How can qualified Egyptian staff be attracted and kept over life of project and beyond project?
- Who are other key actors who should be involved in the team effort?

#### Recommendations

- The team should be working together toward a common objective and any output should be identified as the team product. Team members should recognize that they are all equally important and that they are involved in making major decisions and carrying out important assignments.

- Agree within the existing project team on the appropriate numbers and qualifications of the counterparts needed in the project to achieve the objectives. The goal would be to identify counterparts who will stick with the project over time.
- Prepare counterpart requirements in the form of job descriptions and terms of reference.
- Assign a capable deputy to the project director to help share responsibility and ensure continuity.
- Develop a career path for TMD/NITI which attracts potential counterparts in the Ministry.\* Promotion within this path should not be determined solely on seniority. The project must come up with creative ways to attract good staff and should not look only to the Ministry to generate incentives.
- Share office space with counterparts.
- Offer attractive educational packages for counterparts.\*
- Establish an advisory committee to accelerate the implementation of the work plan. Its role should be as a sounding board for project managers to bring up key issues or problems. It is not a decision-making group.
- Organize seminars, workshops, and conferences to which key Ministry personnel are invited to keep apprised of the progress on the project monthly.

Immediate actions that can be taken to encourage the formation of an effective team include the following:

- Hold regular staff meetings--once every two weeks.
- Do job analysis and identify TMD staff counterpart requirements including job descriptions and terms of reference. (Present to Dr. Abu-Zeid.)
- Develop and present NITI organizational structure recommendations to the IMS Steering Committee within six months, including discussion of incentives and career path.
- Arrange a meeting between PDP and the group which is developing the organizational structure for NITI. (Dr Abu-Zeid can help arrange meetings.)

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\* Note: This topic must go to the IMS Steering Committee for discussion.

#### 4.1.2 Promoting Sustainability

The two issues which another small group addressed were these:

- What can be done NOW to begin the process of sustainability--ensuring continuity and integration of the focus of the project after it ends?
- How should the project team (U.S. and Egyptian) approach the issue of sustainability?

#### Recommendations

- Develop the highest quality training programs and services possible. Continue to improve through applied research, identified needs, and highly-skilled staff.
- Explore the Center for Agriculture Management Development (CAMD) of the Ministry of Agriculture as a model. It has developed near self-sufficiency. Learn from this program.
- Offer incentives to motivate staff of NITI to remain with the institute and continually upgrade their skills through visits to other countries, applied research, on-going in-service training in Egypt and overseas.
- Create an environment within NITI for self growth and job satisfaction.
- Investigate establishing a training foundation or fund whereby a portion of training fees received by NITI will be invested for future use. Use only the interest to pay recurrent cost. Keep principle intact.
- Split fees from outside--portion to government treasury, portion to NITI, portion to staff member, portion to training foundation/fund. If a portion of fees earned from out-of-country training and consulting is kept by the staff, this can become an important incentive.

Also explore paying royalties to staff for Arabic materials developed.

- Publicize services of NITI and develop markets for services.
- Clearly define stages of development of NITI.

- Identify services and projects which NITI can sell, such as the following:

In-country

- Training services--(standard and special courses).
- Video materials--films, slideshows, etc.
- Printed training material and translation and reprint of research findings from others.
- Computer programs and models
- Consultant services
  - technical design
  - water resources, irrigation, etc.
  - training services
- Management, finance, personnel services.

International

- All of above
- Serve as a regional training center
- Serve as an international conference, symposium, and workshop center around specialized topics and new technologies.

- Identify ways that NITI can collect fees for services:

- Charge nominal amount to other departments in MPWWR for training. This would come out of their training budgets.
- Charge other IMS components for in-country training.
- Charge other ministries.
- Serve as Regional Training Center:
  - USAID--other countries in region and Africa
  - UNESCO--regional and international
  - FAO--regional and Africa
  - Other host countries--serve as "center of excellence" for arid irrigation training.
- Sell services to the private sector (up to 30 percent of trainees from the private sector).
- Sell need for continued financial support from GOE for NITI.

- Use new NITI facility for other training activities (however, first priority is to provide quality training for MPWR).
- Use Shubra facilities now to run training programs--some equipment is only available there.

**Immediate actions that can be taken to ensure sustainability:**

- Set up meetings with CAMD.
- February 1990--International Conference on Drainage. NITI could offer short course in conjunction with conference.
- Co-train courses with NITI staff and CSU. Charge a fee.
- Explore legalities on how to establish special fund.
- Get further suggestions on how to promote sustainability from project team and share with Dr. Abu-Zeid.
- Hold more discussions on NITI's capability to provide quality training and then begin to develop quality programs and publicize them.
- Rent first floor auditorium at Shubra.
- Start design of phased plan for development of NITI.

**4.1.3 Developing Linkages with Other Key Groups**

A third group looked at the following question.

What specific steps should be taken NOW to develop and sustain effective communications and linkages between the project team and TMD, Ministry, other IMS components, and USAID.

**Recommendations**

- TMD/Ministry Linkage
  - a. Through MPWR training council
  - b. IMS coordinating committee
  - c. Seminars held by TMD for orientation.

- Other IMS Components
  - a. Through IMS coordinating committee
  - b. Direct communication
- USAID
  - a. Through project director
  - b. Steering committee
- Identify training coordinator in each region who will receive information on any type of training activities
- Training budgets from other IMS components should be transferred to PDP budget, except for special trips, seminars, and on-the-job training.
- Need to define relationships with other training components in IMS.
- Link with agriculture training institutes should be established.
- Set up meetings with the 50 or more directorates to orient them to NITI. Develop a short training session for this purpose.
- Decide how PDP/NITI will interact with other Ministry training centers.
- Translate terms of reference for IMS steering committee and training council into English.
- Establish the newsletter as soon as possible.
- Set up meetings with the training divisions of other IMS components. Find out what they are doing.

#### 4.1.4 NITI as a Physical Structure

Several questions regarding NITI were examined by the fourth small group:

- How should the team approach the possibility of delayed construction?
- What can be done to harmonize current design and location with future Ministry needs?
- What strategy can be developed for equipment procurement based on conflicted time tables, i.e., USAID's current requests for equipment list versus possible delayed construction.

## Recommendations

- Equipment needs should be identified as part of the design of NITI and as courses are developed.
- Equipment procurement will be parallel to the construction.
- Development of outdoor laboratories should be independent of the construction of the facilities.
- Priorities of construction finishing:
  - laboratories, indoor
  - classrooms
  - administration
  - some of the dormitory buildings
  - kitchen facilities, dormitory area
  - laundry facilities, dormitory area
  - conference room
  - rest of the dormitories
  - recreation facilities
- If the finishing of facilities is delayed, then temporary facilities should be rented.
- In the interim, existing facilities at TMD and other facilities of MPWWR will be used. If necessary, supplemental equipment will be procured.
- Satellite facilities are priority. These facilities can be used now. A priority of Ministry is to provide training outside of Cairo. (Two satellite centers now exist.)
- Construction plans have some flexibility (25 percent flexibility in design is possible).
- English language labs already existing at AUC and CAMD should be utilized. Also develop language labs at satellite centers. Investigate use of TV to teach English.
- Use prefab structures, first at NITI site and then at satellite centers, until permanent structures are built.
- U.S. short-term consultants will be used to identify specific equipment needs.

**Immediate actions that can be taken:**

- Secure a copy of the space utilization study and make it available for review by short-term architect consultant.
- Inventory the available equipment (coordinate with RIIP).

**4.2 Comments on the Draft Work Plan**

The objective of this session was to review and make suggestions about needed modification in the work plan. The eleven work plan tasks listed below were assigned among several small groups for review. Each group gave a report of its recommendations relative to clarity, realism, and completeness of the work plan. Comments from each of the groups have been distributed to the project team to use in the finalization of the work plan.

The eleven work plan tasks are:

1. Design and develop a Management Information System
2. Develop NITI management and structure
3. Promote in-service training
4. Update manpower and training needs assessment
5. Assist curriculum development activity
6. Develop NITI design recommendations
7. Upgrade satellite centers
8. Facilitate procurement/installation
9. Develop pedagogical (trainer) courses
10. Design a career development system
11. Develop NITI self-sufficiency.

The executive group also met to review the overall work plan (Dr. Abu-Zeid, Eng. Fahim, Dr. Terry Hardt, Jon Gant). Their comments were as follows:

**Comments on the Overall Work Plan:**

- We commend the Professional Development unit for the amount of work that has been done on the work plan in a short period of time.

- The plan seems to be overly optimistic and difficult to implement within the time frames (for example, the identification and selection of trainees will take longer).
- Curriculum review and updating is an ongoing activity. Insufficient time is allowed for this.
- The instructional programs for the two existing satellite centers should begin this year.
- The team should review the need for TDYs and reach a policy for the best use of their services.
- Examine whether or not task 10 is needed.
- Project team will review the annual plan approved by the training council and concentrate on approximately six courses. At least one course will be offered in 1989.
- Consider bringing U.S. instructors to Egypt rather than sending Egyptians to the U.S. in terms of time/benefit analysis.
- Submit the design recommendations on NITI as soon as possible but not later than April 1, 1989. These recommendations may include new design options.

**Next steps in moving the work plan forward:**

- Meet with Dr. Abu-Zeid to review priorities of work plan.
- Prepare recommendations for USAID and IMS steering.
- Develop a PERT Chart
- Develop specific counterpart job descriptions and roles.
- Do more work on the work plan assumptions.
- Incorporate recommendations from the workshop and revise the work plan (by 15 February).
- Finalize remaining project lifetime (by 15 February).
- Obtain approvals (by 1 March).
- With the Advisory Council, review progress and make recommendation and revisions in the strategy and work plan (by 15 June 1989).

- Formal review by the Advisory Council will be scheduled for January 1990. This review will make recommendations concerning progress and contract amendments, if necessary.

#### 4.3 Agreements Reached

During the final session of the workshop, participants reviewed various agreements reached over the previous 2-1/2 days. Following is a list of those agreements.

##### Counterparts

- Future staffing needs will be identified by the existing team, job descriptions developed, and roles defined, then forwarded, to Dr. Abu-Zeid for action.

##### Team

- All team members are equally important and involved in project implementation.
- Staff meetings for all team members will be held every two weeks.
- An advisory committee should be identified for the project to offer guidance and support, but it will NOT be a decision-making body.

##### Work Plan

- Schedule for the next draft of the work plan has been changed to February 15. This will allow the team to begin implementation of the project earlier. The work plan will include general projections for future years.
- Because the formal work plan is too ambitious, a mini-review will take place before 15 June 1989 to decide what to do. A formal review of project will take place in January, 1990.
- Dr. Abu-Zeid will work with the team now to identify specific work plan priorities.
- A PERT Chart of the project work plan will be developed, but not immediately.

## NITI

- Structural design plans have up to 25 percent flexibility built in, to allow for suggested changes/modifications. These suggestions should be made by team and consultants before the end of March 1989.
- Equipment for NITI will be procured in phases, to coincide with training needs and construction of buildings.
- Two satellite centers already in existence will be used now, as will available space at Shubra, to conduct training courses, workshops, etc.
- Emphasis will be given to providing quality training for staff not stationed in Cairo.
- The focus of the project should be on developing quality programs and a good reputation.

### Project Extension:

- A proposal can be developed soon and forwarded to the IMS steering committee and USAID to request an extension of the project--to handle issues such as long-term training of counterparts and possible delays in construction of NITI.

### Information Sharing:

- Meetings, seminars, etc. should be arranged with other IMS training components, the IMS steering committee, directorates, the ministry training council, and other appropriate groups to get acquainted and share ideas about coordination, networking, ways of communicating, etc.
- A project newsletter will be started in the future, but, in the interim, an article about the goals and role of the project will be prepared and published in the next issue of the WRC Water Science Journal. The journal is published in English and Arabic.

### Career Development:

- Prepare and submit a proposal on the need for professional enhancement/career paths for Egyptian team members to the IMS Steering Committee to encourage long-range commitment to the project.
- Develop professional enhancement/learning opportunities within the project itself for Egyptian team members.

## Generation of Funds

- In the future, the project should consider offering quality training courses and charging a fee for participation. The legalities of setting up a training foundation need to be explored.

## Trainers

- In-country talent should be developed and used in the presentation of courses, if possible. In some cases, American instructors would be brought to Egypt for course presentation, instead of groups going to the U.S. Egyptians would be used as co-trainers, so they could eventually do the courses alone.

## Staff Selection/Sustainability

- In staffing the project now and in the future, careful attention should be given to the development of a strategy that will ensure continuity and sustainability over time. This strategy should include a variety of staffing options, i.e., matching experienced and less-experienced staff, etc.

## 4.4 Next Steps

Participants were asked to identify the next steps to be taken to continue the momentum begun by the workshop, which individuals and groups should be informed about the workshop outcomes, and issues and concerns that need more work.

1. To continue the work and momentum of this workshop, we must do the following in the next few weeks:
  - Make an agenda and schedule of all agreed-upon "next steps" from the workshop. Assign people to work on each task.
  - Schedule weekly informal meetings of sub-teams.
  - Every two weeks, the sub-teams should brief Eng. Fahim on their progress, problems, etc.
  - An advisory committee should be formed.
  - Prepare agenda items and discussion papers on policy issues to be presented to the IMS Steering Committee.
  - Arrange an informal discussion with senior undersecretary committee for reorganization.

- Start the process for architectural review of the NITI design--select a structural design team.
- Have introductory meetings with the Center for Agriculture Management Development to begin long-range planning for self-sufficiency of NITI.
- Visit satellite centers and other facilities.
- ISPAN group should prepare and distribute the workshop report.
- Facilitators should debrief the workshop advisory team.
- Review and redraft the work plan with inputs from the workshop.
- Review staff needs and develop job descriptions.
- Identify existing USAID and MPWWR rules and regulations on training.
- Begin preparations for two short workshops for heads of directorates.
- Begin the process of improving course quality.

2. Individuals/organizations who were not at the workshop but who need to be informed or involved in future activities are...

<u>Indiv/Org.</u>	<u>What Needs to Be Done</u>	<u>By When</u>
a. All IMS Components	- Overview of training opportunities - Establish linkages and networks on a formal and informal basis	March 30
b. Directorate	- Orientation on NITI training opportunities	April 30
c. AMIDEAST	- Brief them on work plan and training schedule. Focus on 1989 overseas training program; short deadlines, requirements, etc.	Feb. 15

3. Issues/concerns/activities not addressed at the workshop which still need attention are ...

- Set-up of administrative and logistical schedules.
- The need for lead time in procurement of equipment and identification of short-term consultants and specialists.
- Further discussion on a NITI floating satellite center.
- Financial and budgetary matters.
- How to improve participant selection criteria.
- Not enough time on discussion of the work plan.

## Chapter 5

### FACILITATORS' CONCLUSIONS AND RECOMMENDATIONS

#### 5.1 Conclusions

1. Initially, there was some reluctance about participating in a start-up workshop. However, the event proceeded and was successful because of the support of key decision makers, who realized that the workshop could benefit the project. The hard work, active participation and serious commitment of these decision makers and the other participants during the workshop gave everyone a sense of accomplishment. The support staff worked around the clock to type up the "products" that were being produced during the workshop.

The attendance and active participation of key decision-makers both from USAID and MPWWR added a great deal to the success of the workshop. A number of issues were dealt with quickly and effectively because people in decision-making positions were present. The willingness of these senior people to listen to the perspectives and opinions of others was appreciated by all and allowed the event to be a truly participatory one.

It is hoped that the relationships developed during the workshop will help resolve the remaining issues. These relationships will form the backbone of the project, for without them nothing can be accomplished.

2. An additional day or two for the workshop would have been useful. This observation was also made by the participants. The areas that needed more time included:
  - The work plan. More time would have helped participants understand the overall strategy for the project and the underlying thinking that went into the work plan.
  - Roles and relationships. More time would have given an opportunity for those present at the workshop to work together in sub-groups to define what each of them would be doing over the next several months. This would have also allowed them to further develop a strategy for staffing the project and a common approach to both the definition of and approach to working with counterparts.
  - Management of the project. An opportunity for each group present--i.e., USAID, MPWWR, and

Sheladia--to clarify the expectations each has of the other vis-a-vis this project would have been useful. In particular, some discussion was needed about how information will be shared, organizational relationships (who is responsible to whom), formal reporting requirements (frequency and format), decision-making, and monitoring performance.

3. The project is a complicated because it has a mandate that requires it to interact with all of the other components of the Irrigation Management Systems Project and to provide a service for the entire Ministry. These components must feel involved and included in the planning. Had there been more time to plan the event, the facilitators might have identified other key people with whom the project will have to work and invited these people to join in the workshop.
4. There were both pros and cons to having the contract team spend the amount of time it did prior to the workshop in developing the work plan. On the positive side, it gave the participants a concrete document with which to work. It also provided an excellent model of what an effective work plan should look like both in terms of format and content. It was an impressive job.

On the other hand, because so much work had already gone into the plan, it was difficult for others to "catch up" with the thinking and strategizing that resulted in the plan. Also, examining the plan in detail tended to get people focused prematurely on specifics before a clear strategy had been developed.

5. The focus of key decision-makers on sustainability as an issue for discussion and action during the workshop was both farsighted and crucial. It gave everyone an opportunity to consider their actions now in light of how these actions or approaches either encourage or discourage sustainability of the project. It made sustainability a topic for on-going discussion and evaluation throughout the life of the project rather than something to address during the last year of the project.
6. The issue of counterparts is closely related to sustainability. During the workshop, time was spent discussing a strategy for developing a core Egyptian staff for the project--a staff that would carry on the project after USAID funding was withdrawn. Also the issue of who is a counterpart to whom was raised although not fully discussed. Are the Egyptians counterparts to the Americans or are the Americans counterparts to the Egyptians? This is much more than just semantics. How the Sheladia technical assistance team views

itself and its role vis-a-vis the Egyptians will have a major influence on how the project is perceived by others and the degree of ownership that is developed.

Also, because for the most part counterpart assignments had not yet been made, the work on role-definition was only just begun at the workshop.

## 5.2 Recommendations

### 5.2.1 Recommendations Related to the Professional Development Project

1. The project managers must pay close attention to the issues of counterparts and the development of a cadre of Egyptians to carry on the project. These are some of the first steps to implementing a strategy for sustainability. There are a number of indicators of a sustainable effort that could guide current and future strategy and activities. It might be useful to identify these indicators and then use them on an on-going basis to evaluate how things are going and to help choose among options for actions.

The project will also need to pay attention to how it "markets itself." NITI is clearly an innovative idea. In order to be a successful innovator it is important to sell ideas to those who will play a role in enabling their implementation. This can include peers and subordinates as well as high-level officials who have control or access to the resources needed or who wield the power to approve plans.

2. One of the most important understandings that came out of the workshop was that the work plan was over-ambitious and that projections for the physical construction of the NITI facility may not be completely realistic. Further work is needed to develop a strategy for helping the NITI program develop and grow even if there are delays in physical construction.
3. Further work needs to be done on the definition of roles and relationships both with people who attended the workshop and gradually with additional staff and with those who will have some connection with the project. An immediate step would be the development of job descriptions or a short description of the role an individual and/or an organization, office, or department might play in the project. These descriptions can be developed in a participatory fashion getting maximum input from those involved.
4. The area of project management needs further clarification and development so that expectations are clear and shared by all parties concerned. The five areas mentioned above

(information sharing, organizational relationships, reporting requirements, decision-making, and monitoring performance) are all important. But particularly in a project with as many linkages and relationships to manage as this one has, processes for sharing information become essential to the success of the project. Monitoring project progress is also not to be overlooked. If done in a participatory manner and in a way to encourage learning, it can become a potent tool for keeping the project on track.

5. A series of mini-workshops and orientation sessions would help bring others who need to be involved in the project "on board." Focus on those individuals and organizations, departments, and offices that will be important in enabling the project to move forward in the next three to six months--groups whose support and involvement will be needed.
6. Hold a follow-up to this project start-up workshop. In another four to six months the same set of participants, expanded to include additional counterparts and other key players, could benefit from a mid-year review of strategies and progress with an eye toward defining further, as needed, the work plan, the management of the project, and any other area that would benefit from some collaborative thinking and planning.

#### 5.2.2 Recommendations Related to Future Project Start-Up Workshops

1. During the period prior to the workshop, put less emphasis on developing a completed work plan and more emphasis on thinking at the strategic level. This will allow for greater involvement in the work plan process at an early stage.
2. Hold an orientation session for those who will be participating in future project start-up workshops to give them a better idea of the philosophy behind the workshop as well as its methodology and approach. Invite those who would benefit from a better understanding of the workshop to observe a session of an on-going workshop.
3. Allow 3-1/2 to 4 days for the workshop in order to cover adequately the work plan, roles and responsibilities, project management, and other areas that need attention.
4. Allow a minimum of a full week for preparation and data-gathering. During this period, the facilitators should spend time with the technical assistance team and with other key decision-makers assisting them in thinking through their role during the workshop and preparing them to take leadership during various sessions.

5. Prior to the workshop, prepare participants and decision-makers to think about their roles and to come to the workshop ready to discuss them. When possible--assign counterparts prior to the workshop but not when this could lead to premature or hasty decisions.
6. Think through more carefully who should attend the workshop and make sure that top decision-makers are present as well as representatives of offices whose involvement directly or indirectly is vital to the success of the project.

**Appendix A**

**ENTRY DOCUMENT**



# ISPAN

IRRIGATION SUPPORT PROJECT FOR ASIA AND THE NEAR EAST

TECHNICAL SUPPORT CENTER  
1611 N. Kent Street, Room 1001  
Arlington, VA 22209-2111 USA

(703) 243-7911  
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TELEX NO 276532 ISPAN UR

## STARTUP WORKSHOP FOR THE PROFESSIONAL DEVELOPMENT COMPONENT OF THE EGYPTIAN IRRIGATION MANAGEMENT SYSTEMS PROJECT

### PRELIMINARY THOUGHTS ON OBJECTIVES AND APPROACH

January 18, 1989

#### Introduction:

The Egyptian Ministry of Irrigation, in conjunction with USAID's Office of Irrigation and Land Development and Sheladia Associates, Inc., is joining forces with ISPAN in a workshop designed to assist the Professional Development Project to get started off "on the right foot."

As Sheladia states in its proposal, "The potential for project success is heightened when an orientation, teambuilding, and collaborative planning process is designed into the project implementation approach."

This Project Startup Workshop is the first in a series that the Office of Irrigation and Land Development will conduct with the assistance of ISPAN for components of the Irrigation Management Systems Project. ISPAN is aware of the needs and potential problems that projects may have in the critical period of project startup. It brings a particular set of concepts and methodology to project startup that has proven effective.

This document was written to help facilitate initial discussions with the Workshop Advisory Group and others, to clarify expectations for the workshop, and set the stage for data gathering from the participants concerning the issues they feel the project faces. It is meant to be revised as we get input and suggestions from you.

**INTEGRATED**  
**RESOURCES**

Camp Dresser & McKee International Inc • CARE • Cornell University • Development Alternatives, Inc • Harza Engineering Company • International Science & Technology Institute, Inc • Training Resources Group • The University of Arizona



## OUR INITIAL STRATEGY/ APPROACH TO THE WORKSHOP

### Key Points:

1. The workshop must be useful to the participants. This is our "bottom line." If it is not useful, then it is not worth doing.
2. The team is already farther along than many teams who participate in Project Startup Workshops. Also, Sheladia and the team are experienced in and committed to the approach to project startup that the workshop represents. This may allow us to get to the issues at a deeper level and to cover more than what might otherwise be possible, given the length of the workshop.
3. Because of our limited time for workshop planning and preparation, we will incorporate our data-gathering with participants that would normally take place before the start of the workshop, into the initial sessions.
4. The workshop will be highly participatory, with a lot of work being done in small groups. It will be practical and action-oriented.
5. The primary role of the facilitators is to act as a neutral third party who will ensure that important issues are raised and addressed. We are also responsible for adjusting the basic workshop design provided in the WASH Facilitator Guide to meet the needs of the participants. This means that we will provide an overall structure for the workshop and for each session.  
However, the actual items that are discussed and the problems that are chosen to be addressed will be provided by the participants. The term "workshop" is particularly relevant here because this is an opportunity for the participants to come together in a structured setting to accomplish some necessary startup tasks for the project with the assistance of the facilitators.  
During the workshop, the facilitators will keep things moving, structure the work, monitor progress with the group, intervene when discussions reach an impasse, and generally keep things moving and on track.
6. Participants will be asked to take on leadership roles at the workshop, particularly during problem solving and planning sessions, and when agreements are reached.
7. We hope to have a typist available during the workshop to produce drafts of written "products" that will be developed by the participants, such as agreements on major project issues.

Initial Statement of Objectives for the Workshop:

Objectives:

1. To identify the various interests and priorities for the project held by the Ministry of irrigation, USAID, the project team, and Sheladia.
2. To develop a common vision for the project.
3. To concur on project objectives over the next 30 months.
4. To identify and address some of the most important issues and concerns which could have a significant impact on the likelihood of achieving those objectives.
5. To define roles, responsibilities, and relationships, particularly as they related to solving important issues and concerns.
6. To review, modify as needed, and agree on the workplan developed by the project team, and on processes for ongoing review and replanning.
7. To develop plans for reviewing the workshop results with key organizations and individuals in the sector who are not present at the workshop.
8. To develop improved relationships and understandings for working together.



ISSUES RELATED TO PROJECT STARTUP  
IDENTIFIED THROUGH INITIAL DISCUSSIONS

1. Key people involved with the project have differing priorities for the project and particular interests which they feel should merit the attention of the team. Therefore, expectations about the project and about what the team should try to accomplish are both varied and numerous.
2. There is substantial "red tape" involved in aspects of the project, both on the part of the USAID organization and the GOE, that could place constraints on implementation.
3. There needs to be a clear consensus and understanding about the project's objectives and approach.
4. Some policy issues need to be addressed.
5. There is a tendency to focus on implementing pieces of the project rather than considering the whole and how the pieces fit together.
6. The implications of the project objectives and strategies must be looked at.
7. There is room for improvement in communications between key actors -- for example, between USAID and the project.

**Appendix B**

**LIST OF PARTICIPANTS**

PARTICIPANT LIST OF THE  
PROFESSIONAL DEVELOPMENT PROJECT  
WORKSHOP

GOE

- Dr. Mahmoud Abu-Zeid, Chairman, Water Research Center
- ✓ Dr. Safwat Abdel Dayem, Under Secretary, Water Research Center
- ✓ Eng. Yehia Abd El-Aziz, General Director for Irrigation Department  
Technical Office
- Eng. Abd El-Raouf Hasan, Under Sec., Dakahlia Imp. Proj. of Water & Soil
- ✓ Eng. Jean Kamel, Consultant, Professional Development Project
- Eng. Abd El-Hamid Fahim, Director, Professional Development Project
- Eng. Farouk Hussein, Civil Engineer, Professional development Project
- Eng. Ahmed Bayoumi, Agriculture Eng., Professional development Project
- ✓ Eng. Ahmed El-Attar, Education & Training Specialist
- ✓ Eng. Ehab M. Wafaie, Researcher, Water Research Center
- Ms. Ahlam Mohamed, Secretary, Professional Development Project
- Ms. Mona El-Gharib, Secretary, Professional Development Project

USAID

- Dr. Sam Shigetomi, Consultant, Professional Development Project
- Ms. Terry Hardt, Project Officer, Office of Irr. and Land. Dev.

Sheladia Egypt

- Mr. Jon Gant, Cheif of Party, Sheladia Associates, Inc., Egypt
- Mr. Gordon Stauffacher, Management Advisor, SAI, Egypt
- Eng. Paul Koluvek, Irrigation Eng., SAI, Egypt
- Mr. Herbert Roberts, Sheladia Associates, Egypt
- Mr. Hisham El-Bishri, Accountant, Sheladia associates, Egypt

ISPAN

- Ms. Kathy Alison, Facilitator, ISPAN
- Ms. Claudia Liebler, FACilitator, ISPAN

SHELADIA HOME OFFICE

- Mr. Bob Nothstein

OBSERVERS, Jan 22,89

- Eng. Ibrahim Zaki, Under Secretary, Issmilia Irrigation Governorate
- Eng. Adel Abd El-Khalek, General Directo, Ismailia Irrigation

Jan. 23,89

- Mohamed Fahmy, Water Research Center
- Ms. Mervat Hasan, Secretary, Water Research Center
- Ms. Mary Halim, Secretary, Water Research Center

**Appendix C**

**RESULTS OF SURVEY AT START OF WORKSHOP:  
WORKSHEET FOR IDENTIFYING PROJECT ISSUES AND CONCERNS**

## Appendix C

### RESULTS OF SURVEY AT START OF WORKSHOP: WORKSHEET FOR IDENTIFYING PROJECT ISSUES AND CONCERNS

#### Major Concerns Facing the Project:

- How to attract a good Egyptian staff
- Developing a well-studied strategy to "grow" TMD into NITI
- How to have immediate impact in the Ministry
- Getting counterparts on board
- Lack of official trainers
- Implementation of MIS (Management Information System)
- Execution of NITI in proper time
- Installation of equipment during life of project
- Selection of appropriate trainees who can make use of training
- Information and data collection could take too long. Project should be practical and define short-term and long-term practical objectives.
- Shortage of funds for completion of NITI facility
- AID paper work requirements for commodity procurement are extensive
- Proposed work plan does not state the objectives to be achieved.
- Egyptian administrators need more information of short- and long-term consultants.
- A three-year work plan should be developed
- Key players have not formed a team
- Divided opinion on desirability of NITI construction spending on commodities before needs are known
- More precise definition of what is meant by training and manpower development is needed

- A clearer reasoning of design of NITI is needed. Will structure meet future needs of Ministry? What are those needs?
- The impact of career path planning on personnel structure of the Ministry
- The development of communication channels
- Preparation of course catalog for distribution
- Define fixed schedule for training program

Most important points to consider in starting up a project like this one:

- Don't push too far, too fast. Everything cannot be a priority.
- Secure long-term support.
- Get good staff, train well, provide incentives.
- Have an on-going program for public relations.
- Getting people involved
- Clear delineation of roles and responsibilities
- Policy issues which will impact positively and negatively on project implementation need to be identified, clarified, and resolved.
- Clarification and concurrence by key players on project objectives, approach, priorities
- Adequate staffing
- Realistic planning
- Keeping key people informed of project progress and changes
- Adequate office space for counterparts
- Evaluation of training is important
- Working with counterparts to increase their capabilities over the life of project
- Effective participant selection procedure
- Course content must be practical and have follow-up OJT

- Identification of training needs for design of effective programs
- Appropriate funding and financing in kind.

**Appendix D**

**CREATIVE EXERCISE: SLOGANS FOR NITI**

## Appendix D

### CREATIVE EXERCISE: SLOGANS FOR NITI

- NITI GRITTY U
- NITI Center for Arid and Semi-Arid Irrigation
- Training in Water Resources Is the Future of Egypt
- NITI--Experience of 7000 Years in Water Management
- NITI--Training on the Banks of the Nile
- NITI Makes a Difference
- Growing with Irrigation
- NITI: Building for the Future
- Change your Mind with NITI
- Training Guides You to Progress
- Aim at Progress through NITI
- NITI: A Tool for Development
- Let Us Know about Unknowns
- Best Quality? We'll Do It with NITI
- NITI Opens Gates
- Water Is Essential for Life; NITI Is Essential for Success
- Search for Excellence: Try NITI
- NITI: Excellence Through Knowledge
- Irrigation Delivers Water, NITI Delivers \_\_\_\_\_
- NITI: A Center of Excellence in Your Backyard
- NITI: The Gate for New Technology
- I ♥ NITI
- Train the Brain, Study at NITI

- At 10, 2, or 4, NITI opens the door to opportunity.
- The Dreams in Dreamer Will Be in NITI October
- I'd Walk 35 Miles for NITI.
- The Future of Irrigation Is Found at NITI.
- NITI: The Water Saver of the Future
- Do you want your water analyzed? Do you want your soil tested?  
Do you have a drainage problem? See the friendly folks at  
NITI. We have the best labs in town.

## **Appendix E**

### **WORKSHOP EVALUATION**

## Appendix E

### WORKSHOP EVALUATION

Following are the results of the evaluation.

1. What do you think has been the primary benefit of this workshop?
  - Team building
  - Resolution of issues
  - Agreement on next steps
  - Better understanding of the objectives and outputs
  - Everyone has been oriented about the project
  - Discussion of issues and concerns
  - Wide knowledge about the project
  - Fruitful arguments
  - Feeling that everyone is praying for the success of the project and trying to do the most he can for this purpose
  - To clarify all the important activities needed for making a good work plan for the success of the project.
  - To understand the project activities and set plans for next steps.
  - It is very beneficial to show each one his responsibility and to know the other's parts.
  - Helped to build team and project understanding.
  - Clarified issues--set some priorities.
  - Provided guidance to 1989 work plan
  - Learn about the project and have further inputs for start-up
  - Some measure of understanding reached as to the goals and objectives of the project

- Getting to know the Egyptians better in working with them and the discussion of some of the issues.
- The beginnings of a strong team development process that will provide continued benefits throughout the project
- Clear agreements and shared understandings
- The workshop process, I think, has been extremely useful to the group. This process can be continued throughout the LOP and used in actual training sessions of NITI
- The future of NITI and the work plan
- Introduction to/familiarization with the major issues facing the PDP and the detailed work plan/schedule.

2. What workshop activity could have been done better?

- More time required--3-4 days rather than 2-1/2 days
- The handling of the evaluation of the work plan
- All activities were done well
- More than was expected
- Until now it is very sufficient
- Give the facilitators some time to rest
- To discuss certain points more deeply
- A half day more on work plan might have been useful--the rest was superior
- Discussion of the work plan--many of the Egyptians did not understand what was going on. This should have been covered in the beginning.
- Selection of issues.
- Given time available, I think everything went very well. I was particularly impressed with your professionalism, ease of transitions, flows, choice of methodologies, interim products given

to group, et al. We should have gotten the work plan out earlier but introduction has been sufficient for this phase.

- All done well
- Panel discussions were a waste of time
- Although you tried to connect key issues surfaced into four key issues, many issues did not come to closure.

3. Do you believe there were unresolved issues that should be dealt with in follow-up activities? What are they, and what should be done about them?

- Solicit more commitment to recommendations from participants.
- Nil.
- Yes, and it is mentioned
- Already been discussed
- All the issues solved
- Yes, and they were identified and planned for consideration.
- Yes, work plan.
- Finalize work plan.
- How to cut "red tape".
- The design of NITI needs to consider the future policy and strategy of MPWR.
- The scope of several key components needs further definition.
- There are issues to be resolved--but I'm not going to list them and probably they will be worked out in time as the work progresses.
- I think sufficient items were identified in these last two sessions to provide motivation for continued effort. ISPAN should consider a future workshop to bring all IMS key personnel together to establish coordination links and a communications network.

- No.
- Detailed work plan/schedule: key elements (NITI's Role/Mission) will need to be discussed in serious small groups of major actors. This workshop just wasn't proper forum.

4. What comments do you have about the workshop arrangements and accommodations?

- Hotel arrangements adequate but not good.
- Excellent
- Fantastic
- None
- Very good
- The time is not sufficient
- Perfect
- OK--food fair--beds poor
- Convenient
- OK
- Arrangements were fine--accommodations were not all that great
- Simply not enough time for the workshop. You need at least five days (this is an \$11 million project)
- Hotel rooms were 2 stars and service was poor.
- Good site. Food 50-50 but those were out of your control. Meeting rooms very adequate. Next time we will try to get you more easels and masking tape.

5. What final comments do you have for the workshop facilitators on their performances?

- Good/excellent
- Excellent

- I appreciate
- Thank you--excellent and above expectation
- Well organized, good presentation, very objective--Please come back!
- Did excellent job
- Facilitators appeared to be nervous in the beginning
- Excellent
- Outstanding use of flipcharts--I've never seen them used more effectively.
- Good and accurate summarizing of key concepts and issues (implies sound understanding of PDP issues).
- Kathy and Claudia worked together effectively and there were really few personal distractions from your performances--Good work under difficult circumstances!
- Excellent and thanks for their efforts.
- Both of you have been first rate, particularly given the short preparation time. Would hire you again any time and look forward to working with you in the future.

**Appendix F**

**DEBRIEFING MEMO**



# ISPAN

IRRIGATION SUPPORT PROJECT FOR ASIA AND THE NEAR EAST

TECHNICAL SUPPORT CENTER  
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To The Professional Development Start-up Workshop Advisory Group:

Dr. Abu-Zeid  
Eng. Fahim  
Dr. Terry Hardt  
Dr. San Shigetomi  
Mr. Jon Gant  
Mr. Bob Nothstein

From Kathy Alison and Claudia Liebler, ISPAN Consultants

Subject Follow-up steps and final products from the Professional Development start-up workshop

Date February 29, 1989

In the attached package you will find copies of the "products" developed by the participants during the workshop. We recommend that these be distributed to all eighteen who attended. This package will hopefully serve as the working documents for the early implementation phase of the project - as guidelines for discussions and action steps, and reminders of agreements reached. The products are:

1. Data feedback from work sheet (results of the data gathering on major concerns and problems facing the project and factors to consider in starting up a project. This was distributed during the workshop)
2. Recommendations on four key issues facing the project. (This was distributed during the workshop).
3. Recommendations on the work plan. (in rough draft)
4. Agreements reached during the workshop.
5. Next steps.

Within the next month and a half you will receive the final report from ISPAN which will include the same five products listed above as well as a description of the workshop itself, the evaluation results and lessons learned. Attached you will find our proposed outline.

**INTEGRATED**  
irrigation  
Management  
**RESOURCES**

Camo Dresser & McKee International Inc. • CARE • Cornell University • Development Alternatives, Inc. • Harza Engineering Company • International Science & Technology Institute, Inc. • Training Resources Group • The University of Arizona

Sponsored by the U.S. Agency for International Development

The final item in this package is a tabulation of the evaluation results. We wanted to provide you with immediate data about how the workshop was received since others are scheduled and/or anticipated in the near future using the same methodology and approach.

Our own evaluation of the workshop is that it went exceedingly well particularly given the very short preparation period we all had together. We appreciate your willingness to go ahead with the workshop based on very little information and experience in working with us. Perhaps our biggest accomplishment that we all can take pride in, is the sense of team that developed during the workshop. In our estimation one of the biggest challenges for the future is to continue to build and strengthen the team. We wish you the best of luck in your efforts and look forward to our possible future collaboration.

**Appendix G**

**PROFESSIONAL DEVELOPMENT PROJECT  
CONCEPTUAL FRAMEWORK AND OVERVIEW OF WORK PLAN TASKS**

**Prepared by Sheladia International, Inc.**

## D R A F T

### SUGGESTED CONCEPTUAL FRAMEWORK FOR PRELIMINARY PDP WORK PLAN AND SCHEDULE

The Training and Manpower Development Unit (TMD), under the direction of Engineer Abd El-Hamid Fahim, intends to conduct a total of 61 training courses for 1180 Ministry of Public Works and Water Resources (MPWWR) employees during 1989.

In addition to TMD's already well established training activities, a Professional Development Project (PDP) has been authorized as one component of the Irrigation Management Systems (IMS) Project.

During the first full year of the project, the PDP technical assistance team proposes to concentrate on certain key findings and recommendations from the TRAINING NEEDS ASSESSMENT REPORT and the REQUEST FOR TECHNICAL PROPOSAL objectives as defined by the Project Outputs in ANNEX I of the contract.

The enclosed suggested schedule of project tasks is for the first year of the contract only. The schedule is intended for your review prior to the PDP Start-Up Workshop where it will be discussed, and modified, as required, in order to ensure overall agreement on the first year's schedule.

Shortly before the Start-Up Workshop, you will receive a draft copy of the PDP's 1989 Detailed Work Plan explaining the schedule's project tasks in more detail.

As you review the outlined schedule of project tasks and subsequent Detailed Work Plan, please notice that the contractor's primary emphasis is centered on the following 1989 priority issues:

1. To gather sound informative data on MPWWR's training requirements and activities (now and in the future) in order to make design recommendations for the size, arrangement and equipment requirements of the National Irrigation Training Institute (NITI).
2. To collect sufficient current and reliable information on the operational training needs of the MPWWR to enable the Ministry's senior management to make informed personnel training decisions.
3. To begin a dialogue with the MPWWR senior management for the purpose of developing Ministry-wide policies/proce-

dures and other human resource development programs which are capable of sustaining the concept of professional development within the Ministry.

4. To address the Ministry's more urgent on-going training and development requirements by conducting a review of currently offered training programs and courses, proposing several new courses for inclusion into the existing curriculum and identifying international conferences/seminars and field training for selected Ministry participants to attend in 1989.

The following suggested list of first year training activities is in addition to those already planned by TMD for 1989:

- \* Preventative maintenance of irrigation gates, structures and canals.
  - \* Preventative maintenance of pumps and heavy equipment.
  - \* The use of microcomputers in irrigation and drainage simulations.
  - \* Current technology in shore protection.
  - \* Managerial, supervisory and technical skills seminars.
  - \* Study visits to the U.S., Pakistan, Sri Lanka, the Philippines and Thailand for the PDP Director, Senior Educators and other Ministry officials and advisors to study the operation of National Resources, Research and Education Centers similar to TMD/NITI.
  - \* MIS and Monitoring, Evaluation and Feed-Back (MEF) familiarization courses for project officials.
5. To procure the required training and support materials/-equipment needed to strengthen the TMD Unit during the near term and intended to be utilized by NITI in the longer term.

During the remaining two years of the PDP contract, there will be more emphasis on developing the required curricula/-curriculum identified by the Training Needs Assessment, conducting pedagogical courses for TMD staff members, and developing income generating ideas for the NITI. Detailed plans/schedules will be developed for these tasks in two yearly increments starting in January 1990.

In addition to the present in-country contractor staff, it is

anticipated that the following 1989 TDY/Egyptian technical consultant person months may be required based on preliminary estimates and limited knowledge of MPWWR's training needs and requirements.

PRELIMINARY 1989 PERSON MONTH ESTIMATES

<u>SPECIALISTS</u>	<u>TDY</u> <u>(Min/Max)</u>	<u>EGYPTIAN</u>
Computer Systems Specialist		11
Education Specialist		10
University Graduate Students		50
Senior HR Dev Manager (TMD Mgmt)	3 - 4	
Publications (Newsletter/Catalogs)	3 - 4	
Macro Training Needs Assessor	5 - 6	
Manpower Training Needs Assessor	4 - 5	
Curriculum Development Specialist	7 - 8	
Career Development Specialist	1 - 2	
<u>NITI DESIGN TEAM</u>		
Senior Architect	3 - 4	
Indoor Laboratory	1 - 2	
Outdoor Laboratory	1 - 2	
Hydraulics Laboratory	1 - 2	
General Engineering Laboratory	1 - 2	
Indoor Soil Mech/Mtrls Testing Lab	1 - 2	
Learning Resource Ctr/Library	1 - 2	
Video Production Center	3 - 4	
Instr Materials/Print Facility	2 - 3	
Edu Facilities (Satellite Ctrs)	2 - 3	
<u>INSTRUCTIONAL STAFF</u>		
Sr Mgmt Instrs (Mgmt Trng)	2 - 4	
Coastal Engineering Specialist	1 - 2	
Preventive Maintenance:		
Heavy Equipment	1 - 2	
Canal/Canal Structures	1 - 2	
Centrifugal/Turbine Pumps	1 - 2	
M/C Appltns/Irrgtn & Drainage	5 - 6	
TOTALS: <u>(Min/Max)</u>	50 - 73	

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## EXECUTIVE SUMMARY

### PROFESSIONAL DEVELOPMENT PROJECT (PDP) 1989 DETAILED WORK PLAN AND THREE YEAR (3) PROJECT SCHEDULE

Within the PDP Sheladia Associates contract, there are 35 Project Outputs in ANNEX I which have been grouped into eleven (11) related categories. The accompanying three year schedule depicts our best estimates, at this point in time, of the approximate start/stop dates for these 35 Outputs. The Detailed Work Plan has been developed for the Sub Tasks which start during the 1989 calendar year only.

The PDP's Detailed Work Plan and corresponding 3 year schedule has been developed within the following conceptual framework.

The contractor views the PDP as having 6 major components which need to be deployed in a precise sequence (albeit with some overlap) due to the interdependency of certain components as well as the scarcity of resources available to both the contractor and the contracting agency.

1. The development of design briefs for the NITI and concomitant procurement of equipment.
2. The management planning and organization required by the NITI and the establishment of a Ministry-wide environment capable of supporting and sustaining the PD concept after the contractor has left the project.
3. A systematic training needs assessment (TNA) of the manpower, training and development requirements for the Ministry.
4. The development of an organizational irrigation management curriculum based on the findings of the TNA.
5. The comprehensive development of TMD/NITI staff as professional trainers and HRD consultants.
6. The eventual self-sufficiency of the NITI.

A challenge facing the entire PDP team throughout the life of the project is to continue to meet the urgent T&D needs of the Ministry as effectively in the future as these needs have been met in the past by the TMD Unit.

A general overview of the implementation strategy within the PDP conceptual framework follows along these lines:

1. Develop Design Briefs which size, arrange, and equip (lists/specifications) the NITI and submit the design recommendations to the PDP Director no later than April 1, 1989.
2. Design the NITI organization structure, determine staffing tables, and submit to the IMS Steering Committee no later than September 1, 1989,
3. Systematically assess the skills and knowledge deficiencies of the personnel within the Ministry and develop a prioritized list of training and development needs and requirements by December 1989.
4. Long range development of an organization curriculum specifically tailored to address the skill and knowledge deficiencies identified in the TNA. The curriculum will consist of instructional programs that are developed within the TMD/NITI as well as off-shore training and provisions for on-the-job development. Curriculum development begins in earnest during 1990 and continues well beyond September 30, 1991, the official end of the PDP.
5. Systematic long-term development of TMD/NITI staff begins in 1990 with the introduction of a comprehensive Training of Trainers Program which stresses the pedagogical skills required for successful HRD application. The on-going development of staff also continues beyond the end of the contract date.
6. By the third year of the contract, and with the advent of refined T&D products and services, serious attention can be directed towards the development of a business plan intended to enhance the NITI's regional reputation. However, the NITI can realistically think about acquiring some degree of self sufficiency only after it has attained a first class reputation as a training and development institute within the MPWWR.

The layout and format of the revised Detailed Work Plan and Schedule is similar to the preliminary draft version reviewed in Ismailia. Introducing each Work Plan Task is an Overview which generally describes the task and how the contractor plans to implement it. The layout of the 1989 Detailed Work Plan has been revised to more accurately delineate the individuals (and their respective payrolls) and Person Months charged to the PDP.

Detailed Work Plans and Revised Schedules for 1990 and 1991 will be developed in December of 1989 and 1990 and submitted to the Director, PDP by January 1 of the year in question.

SUMMARY OF 1989 ESTIMATED PERSON MONTHS BY TASK

Based on the 1989 PDP Detailed Work Plan the estimate of Person Months required to accomplish the Projected Outputs is given in the attached table.

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**SUMMARY OF ESTIMATED PERSON MONTHS BY TASK**

Based on the 1989 PDP Detailed Work Plan the estimate of Person Months required to accomplish the Projected Outputs is given in the following table.

TASK NO	1/ SAI	U.S.	EGYPTIAN 2/ PROFESSIONALS		TMD	TOTALS
			ST	LT		
1	0	8	17	0	15	40
2	4	3	0	2	6	15
3	5	16	6	8	20	55
4	6	8	20	12	12	58
5	5	16	6	6	10	43
6	2	8	0	0	15	25
7	1	1	0	0	1	3
8	3	0	0	2	4	9
9	2	2	0	2	3	9
10	0	0	0	0	0	0
11	2	3	0	4	7	16
<b>1989 GRAND TOTAL</b>	<b>30</b>	<b>65</b>	<b>49</b>	<b>36</b>	<b>93</b>	<b>273 0</b>
1989 utilization of PMs as a % of total PMs.						
Used	30	65	85			
Total	102	108	160			
%Used	29.4%	60.2%	53.1%			

1/ Total person months does not include 5 PMs - (1 for Task 1 and 4 for Task 8) which are for Home Office procurement activities

2/ The figure for PMs represents the sum of the ST/LT columns

## OVERVIEW

### TASK 1. DESIGN/INSTALLATION/TESTING OF THE MANAGEMENT INFORMATION SYSTEM

The Management Information System (MIS) will provide MPWWR's decision makers with timely accurate information displayed in a form that will help them manage the wide range of activities encompassed in the Professional Development Project (PDP). In order to be fully responsive to the decision makers' requirements, two distinct but inter-related components are envisaged. These components are described briefly below:

#### A. Project Information System

The Project Information System will cover the areas of fiscal accounting, budgeting, procurement, inventory control, project management and related activities.

#### B. Human Resources Development Information System

The Human Resources Development Information System will cover training needs, training courses and scheduling, participant follow-up, training evaluation, manpower planning and career development.

The two components relational data bases will be further divided into modules designed to accommodate specific kinds of data. The following is an illustrative but not necessarily complete list of the modules that will be developed:

Accounting and Budgeting

Procurement and Inventory Control

Project Monitoring and Management

Manpower Development and Training Needs including, where available, information on training needed to help selected MPWWR employees to achieve the minimum competencies required for specific tasks.

Personnel and Training Data to facilitate the selection of candidates for further training and to facilitate the development of illustrative career ladders for selected categories of MPWWR personnel.

## Training Facilities, Courses, and Schedules

### Participant Training and Tracking Data

Development of the Human Resources Development component of the Management Information System will be closely linked to the updating of the 1986 Training Needs Assessment.

Development of the MIS's two major components will be phased over the life of the project. All of the MIS modules will be identified in 1989 and preliminary decision will be made concerning the content of each module.

The scope of the MIS modules developed in 1989 will be limited to allow time for extensive testing before moving, in 1990, to MPWWR-wide coverage. Depending upon the availability of data in the concerned sectors, additional integrated modules will be added in the 3rd and 4th quarters of 1989 and in 1990.

The MIS development process will begin with an Egypt-wide search for a firm that employs or has access to the wide range of expertise that will be contracted to work with the SAI/IMD Team in the development of the individual modules and in integrating all of the modules mentioned above.

Shortly after the Egyptian firm has been contracted, an Information Needs Assessment (INA) will be conducted to arrive at a measure of agreement, in advance of the systems and data collection development process, on a) what Project Implementation and HRD information MPWWR decision makers need, b) the timing of information requirements, and c) the form in which the information must be presented and d) the timing and/or frequency with which it is needed to insure its maximum value to the decision makers. MIS modules will be configured to meet the needs identified through the INA.

MIS modules will utilize "off-the-shelf" software in those cases where the packages can be modified to meet project requirements. Where existing packages are not available, MIS modules will be developed around software applications programs such as Lotus, dBASE III+/IV, Paradox and Super Project Manager.

The TMD/NITI staff will be involved in the full range of MIS activities. This will include participation in the selection of the Egyptian computer firm; advising on the design of the INA; design of the MIS modules; development of data collection strategies and instruments; data collection, entry, processing, analysis, and evaluation and participation in reviews, refinements and expansions of the MIS in 1990 and 1991 as needed to meet MPWWR information requirements.

#### SUMMARY OF PERSON MONTHS

A total of forty-one (41) estimated person-months is required to accomplish the 1989 Projected Outputs for the Design and Development of the Management Information System and are categorized as follows:

SAI	US	EGYPTIAN	TMD	TOTAL	
		ST	LT		
1	8	17	-	15	41

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## OVERVIEW

### TASK 2. DEVELOP NITI MANAGEMENT AND STRUCTURE

#### 2.1 DEVELOP NITI'S PROJECTED STAFF AND JOB DESCRIPTIONS

The Request for Technical Proposal (RFTP) states the "purpose of the IMS Project is to strengthen the capability and capacity of the MPWWR to plan, design, operate and maintain the water distribution system".

The RFTP further states that the purpose of professional development (PD) is "to develop the professional capabilities within MPWWR to improve the management and operating efficiency of the agricultural irrigation delivery and drainage system", and that "the Professional Development Component (of the IMS Project) seeks to institutionalize a multi-disciplinary training program to serve the total manpower training and development requirements of the MPWWR".

#### NITI MANAGEMENT PLAN

Few would argue with the precept that the ultimate goal of the NITI would be to advance the maximum efficiency possible through training at a minimum cost.

How to achieve this goal is another matter. Everyone has an idea about how the NITI should best function, how it should be organized, and who should serve.

What is needed is a well conceived management plan, which can serve as a guide or map, to get the TMD from where it is now to where NITI should be.

Planning for training and manpower development involves assessing the present status of the TMD Unit, articulating a philosophy of training and manpower development, predicting, as best one can, the environment of the future, determining goals, anticipating problems, forecasting training and manpower development needs, setting objectives, establishing training policies, developing training procedures, preparing training budgets, and, in general, designing a strategy that will overcome barriers to the achievement of desired results.

Selected issues which surfaced during the PDP Start-Up Workshop and that could be considered legitimate gist for the TMD Management Planning Retreat are:

- o What is TMD's purpose/role/mission in the

overall training activities in Egypt? In the MPWWR? In the overall IMS Project?

- o How can the PDP (and the NITI) ensure sustainability once the contractor has withdrawn and AID funds are no longer available?
- o Can the training budgets of other IMS components be transferred to the PDP (NITI) budget?
- o Establishment of a PDP Advisory Committee, determination of its membership and definition of its role in relationship to TMD and the contractor.

#### DESIGN OF THE NITI ORGANIZATION STRUCTURE, STAFFING TABLE CALCULATION AND WRITTEN JOB DESCRIPTIONS

The first requirement in the design of the NITI organization structure is to identify the work to be done by the NITI. The work to be done is defined by the objectives and programs as defined in the NITI Management Plan. The emphasis must be on the identification of the functions and activities that are central to the purpose/role/mission for which NITI is to be established.

The second requirement in organization design is to determine the number (size) of individuals and characterize their relationships to one another.

Once the NITI organization structure, staffing tables and job description are developed, they will be submitted as recommendations before September 1989 to the IMS Steering Committee for review. Included in these recommendations will be a discussion on how to maintain the continuity of the present/future TMD Unit staff by designing effective and integral career paths, offering attractive training opportunities, reviewing compensation (salary) requirements and/or limits, and by involving TMD staff in all on-going training and development activities.

#### 2.2 ENHANCE TRAINING MEF SYSTEM

The creation of a Monitoring, Evaluation and Feedback (MEF) Department within the TMD/NITI is considered essential for a dynamic training system.

Effective training changes and/or improves behavior on

the job. If the desired training objectives are not being realized in terms of improved employee performance/efficiency back on the job, the MEF Department will be aware of the situation and communicate their findings to TMD/NITI management.

As proposed, the MEF Department would be responsible for the following activities:

- o Problem Identification
- o Research/Consulting
- o Needs Assessments
- o Monitoring
- o Training Evaluations
- o Post-Training Follow-Up; and,
- o MIS

This proposed organization will undoubtedly be altered during the Management Retreat to develop the NITI organization structure as recommended in Sub-Task 2.1, but regardless of the Department's final form, selected TMD staff will begin training in MEF functions during 1989. In 1990-91, detailed MEF policies and procedures will be developed for inclusion into the NITI policy manual.

### 2.3 COMPREHENSIVE POLICY MANUAL FOR NITI

The second objective (B) of the RFTP states that the contractor is "To assist in developing policies, motivation/incentives, and systematic procedures for promoting professional growth."

The accomplishment of this objective depends upon the articulation of a human resources development strategy, which when approved by the MPWWR Minister and senior management, will outline for all MPWWR personnel the framework in which Human Resource Development objectives will be planned and pursued.

The Human Resources Development Strategy will convey a long term vision. This will not detract from the urgent attention which needs to be given to course development/presentation and other professional development issues. Rather, the Human Resource Development Strategy should establish the backdrop against which both short term actions and subsequent longer term actions will be carried out. The strategy will enable senior management to set directions and assure that NITI's human resource development training programs support the priorities adopted by the MPWWR.

The Human Resource Develop Strategy is, therefore,

needed to:

- A. Reaffirm the key values which the Minister and his senior management wish to emphasize and support within the Ministry's work environment and in the development and use of human resources;
- B. Establish a shared understanding of the key broad elements of, and methodologies for planning and achieving, employment objectives and policies, management and staff development and appropriate motivation and incentives; and
- C. Provide readily understood standards of objectives and tools already in place and what still needs to be developed.

SUMMARY OF PERSON MONTHS

A total of fifteen (15) estimated person-months is required to accomplish the 1989 Projected Outputs for the development of the NITI Management Plan and Structure and are categorized as follows:

SAI	US	EGYPTIAN		TMD	TOTAL
		ST	LT		
4	3	-	2	6	15

WP890112.02A

## OVERVIEW

### TASK 3. PROMOTE IN-SERVICE TRAINING

In-Service training, as defined in this Detailed Work Plan, comprises all PDP training categories except the pedagogical or "Training the Trainer" (TOT) category. Because of its importance, we intend to track TOT under Task 9 of the Plan.

Although there are eight (8) separate sub tasks under this Work Plan Task, the first two -- Development of a Three Year In-Service Training Plan (Year 1) and Identifying Participants for US/TC Training -- constitute the largest percentage of planned activities for 1989, and this overview concentrates on them.

#### 3.1 DEVELOPMENT OF A THREE (3) YEAR TMD IN-SERVICE TRAINING PLAN

The Three Year In-Service Training Plan for TMD staff will be developed in annual increments. Each increments will provide:

- A. Information on the number, field of study, sponsoring organization, et., of the participants who will be sent for training in the US, Third Countries and Egypt.
- B. Details on the kind of training or educational program, the length of training, the estimated training and related costs, academic or technical pre-requisites and the required level of English language proficiency.

Various approaches will be used to provide training for the NITI/TMD staff. These will be incorporated into each segment of the three year In-Service Training Plan. These following is illustrative of some of the approaches that may be used:

- A. Graduate level training for up to 12 participants in US educational institutions. The training will emphasize in irrigation and water management plus pedagogical skills, audio/visual technical skills, and administrative/management methods.
- B. Pedagogical or "Training the Trainer" Workshops addressing specific subject matter areas in the fields of curriculum development, instructional techniques, training needs assessments, and monitoring, evaluation and feedback.

- C. On-the-job training in Egypt where new instructors will be paired with and receive guidance and direction from experienced instructors. The focus of this training will be on upgrading teaching skills and developing content mastery and practical skills.
- D. Non-degree training in US and TC universities and field trips, visits, conferences and seminars in the US, Third Countries or Egypt as needed.

3.2 IDENTIFY PARTICIPANTS FOR US/TC TRAINING

LONG TERM GRADUATE DEGREE TRAINING

The Detailed Work Plan calls for two NITI/IMD staff to begin graduate level training at US universities in the fall of 1989. Eligible candidates will be identified by March in order to allow sufficient lead time to insure their acceptance in a US university.

SHORT TERM NON-DEGREE TRAINING

Short term training will generally be group oriented and tailored to the needs of MPWWR personnel. The participants' attainment of training goals will be evaluated and reported on a timely basis in order to make modifications in future programs. The Detailed Work Plan currently calls for TMD to send 66 participants for 280 weeks of short term training in 1989. Additional field trips, study tours and conferences may be identified as plan implementation proceeds.

The remaining six Sub Tasks are detailed in the Work Plan.

SUMMARY OF PERSON MONTHS

A total of fifty-five (55) estimated persons months is required to accomplish the 1989 Projected Outputs for In-Service Training and are categorized as follows:

SAI	US	EGYPTIAN		TMD	TOTAL
		ST	LT		
5	16	6	8	20	55

## OVERVIEW

### TASK 4. UPDATE TRAINING NEEDS ASSESSMENT (TNA) OF PROFESSIONAL/ADMINISTRATIVE STAFF

It is the SAI Consultant Team's opinion that the TNA Report of February 20, 1986 is not adequate for the purpose of determining present and future MPWWR training needs. Although the 1986 report makes a number of sound recommendations regarding the NITI and TMD, it does not distinguish between instructional and non-instructional requirements and needs. Instructional needs stem from existing or expected deficiencies in individual knowledge, skills or possibly attitudes and can be met through training. Non-instructional needs that stem from causes other than knowledge, skill or attitudinal deficiencies and include ill-conceived and/or inadequate reward systems, organization/job designs or ineffective supervisory practices.

It is important to sort out instructional and non-instructional needs. Otherwise, TMD staff may devote time and resources to grappling ineffectively with problems that cannot be successfully remedied by training.

Since only knowledge, skills and sometimes attitudes can be affected by instructional methods it is important to elicit answers to the following illustrative questions:

1. What new MPWWR technologies will most likely require changes for which specific training will be required?
2. How diverse, in terms of age, education and existing knowledge/skills, are the various groups of potential MPWWR trainees?
3. What are the training needs of new employees hired by the MPWWR?
4. On average, what are the operational deficiencies (skills/knowledge) that prevent or delay the promotion of employees to more senior technical or managerial positions?

In addition to acquiring data on the macro/micro training needs of the Ministry it is also necessary to prioritize training needs in terms of their relative overall impact on the organization. No organization has the unlimited resources to address all espoused training needs simultaneously.

The TNA Report in 1986 pointed out that good data was

not available to make sound training decisions. SAI concurs with that conclusion. But availability of good training decision data is not without costs. SAI proposes to update the 1986 TNA in 1989 using established TNA technology (questionnaires/observations/interviews). It is estimated that updating the TNA will take approximately seven (7) months beginning at the end of Ramadan and continuing into December.

The following FDP start-up Work Shop observations apply to this task:

1. Availability of TMD Staff for this assignment is important as this is the most extensive TNA to be conducted during the life of the FDP.
2. To overcome the language barrier we recommend using either MPWWR engineers or university graduate students to conduct the TNA interviews. If graduate students are employed this could be viewed as an opportunity to develop a cooperative work/training program between the Ministry and one or more of Cairo's universities.
3. All training in TNA methods/collector/data interpretation & analysis is linked to Sub Task 9.2 & runs concurrently with Sub Task 4.1.
4. Detailed TNA procedures will be developed for inclusion into the NITI Policy Manual.
5. TNA How-to-Guides will be developed and made available to the TMD staff as part of their TNA training.
6. Most of the TNA interviews will be conducted in the field, away from Cairo.

#### 4.1 UPDATE MANPOWER STUDIES (Optional)

The MPWWR has an authorized HR budget of approximately 87,000 employees. Without good personnel data supplied in a timely manner neither the Minister nor any of his 11 Chairmen can manage the Ministry in the most efficient manner. Existing manual systems are simply too inefficient or lack responsiveness to changing operational requirements.

Given the size of the MPWWR, a Human Resource Planning System is virtually mandated. The overall objective of HR planning is to enable the Ministry to employ the required number of employees with the appropriate level of talent/skills in the right jobs at the right time for the right cost.

HR Planning addresses the following issues (among

others):

1. Is the organization (MPWWR) properly staffed? Under/Over?
2. Can MPWWR function efficiently with fewer people?
3. What will be the future HR needs? (Numbers & types)
4. What impact will technological change have on MPWWR?
5. What personnel recruitment needs will there be in 1990? In each subsequent year?
6. What staff will be available during future planning periods (after attrition/promotions, etc.)?
7. Is MPWWR likely to be caught short in any skills area?
8. What is the size/scope of training/development requirements?
9. How can MPWWR better utilize its employees?

Although HR Planning was not specifically requested or proposed by either party to this contract it is a management tool of inestimable value and has numerous applications within both the Ministry itself & the NITI.

Subject to further discussions with senior Ministry management regarding the future need for Manpower Studies, this aspect of Sub Task 4.1 is temporarily on hold. Therefore, no person months have been charged against the Manpower studies portion of Sub Task 4.1 for 1989.

#### SUMMARY OF PERSON MONTHS

A total of fifty-eight (58) estimated person months is required to accomplish the 1989 Projected Outputs for updating the TNA and are categorized as follows:

SAI	US	EGYPTIAN	TMD	TOTAL
		ST	LT	
6	8	20	12	58

WP890115.04S

## OVERVIEW

### TASK 5. PROMOTE CURRICULUM DEVELOPMENT CAPACITY

The curriculum development activities included in WP Task 5 are as follows:

1. Exploration of the use of closed circuit television, interactive video disks, and other multimedia techniques for the purpose of improving the instructional program and reducing costs (Sub Task 5.1). This will be linked with Sub Tasks 3.4 and 3.5, Training of Video Cassette and Multimedia Technicians; 5.2, Development/Revision of 60 Courses Based on the TNA; 6.1.2, Design of a Video Production Center and 7, Upgrading NITI Satellite Centers.
2. Assessing faculty adequacy in number and competence to meet NITI needs and recommending strategies for improvement, if necessary (part of Sub Task 5.2) but linked to Sub Task 9.4, Pedagogical Training.
3. Establishing performance and competency standards and written examinations for each existing course (part of Sub Task 5.2).
4. Developing laboratory experiments/assignments to demonstrate application of concepts taught in lectures (Sub Task 5.3).
5. Assisting in the development and implementation of effective course evaluation methods and procedures (part of Sub Task 5.2).
6. Conducting a nationwide search for relevant curricula and instructional materials (Sub Task 5.4).

#### 5.2 CURRICULA DEVELOPMENT

Based on the findings of the updated TNA (Sub Task 4.1), the curriculum development specialists will develop a series of overall curricula for key MPWWR job categories. These will cover, for example, the kind of training/education needs (deficiencies in skills/knowledge) individuals require to advance from one position to another higher position.

When general curricula routes (paths) are identified, individual courses and syllabi will be selected for each route based on whether a particular course is determined to be effective and reliable in transferring the specific skills/knowledge in question to the learner.

## 5.2 CURRICULUM DEVELOPMENT

The process of developing actual courses (curriculum) over the life of the PDP is quite different from curricula development and requires yet another approach. Instead of being personally involved as with curricula selection, the specialists will develop Training and Development Systems Model which will serve as the standard format for all instructional materials development and evaluation and also form the basis for the pedagogical training offered as part of Task No.9. System components may include:

- Analyzing Existing Courses
- Assessing T&D Needs
- Collecting/Analyzing Job Data
- Writing Behavioral Training Objectives
- Developing Evaluation Instruments
- Selecting/Sequencing Content
- Developing/Validating Training Materials
- Selecting Instructional Strategies
- Determining Media/Equipment Requirements
- Selecting/Training/Evaluating Instructors
- Conducting Classroom/On-The-Job Instruction
- Evaluating Training (MEF)

After pedagogical training selected members of the TMD staff will be able to conduct job analyses which break jobs down into individual tasks in order to understand the specific skills/knowledge required to perform them. Other TMD staff members will be able to write technical training objectives (performance standards), construct examinations, develop lab experiments/assignments, evaluate multimedia methods, and instruct and assess/evaluate courses/instructors through the MEF Department.

The major in-service pedagogical training component will be measured against this T&D Systems model and will constitute the comprehensive "Train the Trainer" course developed/delivered during the 2nd and 3rd years of the FDP.

With a core TMD staff trained in pedagogical skills and courses/programs defined within a broader curricula

framework, the systematic development of curriculum will begin during the 2nd year of the PDP.

### 5.3 DEVELOPMENT OF LABORATORY EXPERIMENTS/ASSIGNMENTS

The Sub Task of developing laboratory experiments is further sub-divided into the following:

- |       |                        |           |
|-------|------------------------|-----------|
| 5.3.1 | Soil Mechanics         | (Indoor)  |
| 5.3.2 | Construction Materials | (Indoor)  |
| 5.3.3 | Irrigation             | (Outdoor) |
| 5.3.4 | Drainage               | (Outdoor) |
| 5.3.5 | Soil-Plant-Water       | (Indoor)  |
| 5.3.6 | Surveying              | (Outdoor) |
| 5.3.7 | Hydraulics             | (Indoor)  |
| 5.3.8 | General Engineering    | (Indoor)  |

The number and types of demonstrations and experiments to be developed will depend on the TNA and the course syllabi.

Development of laboratory experiments/demonstrations will be started first for soil mechanics and construction materials because most of the necessary equipment is in place and operational. A temporary irrigation laboratory is planned for TMD. Experiments and field demonstrations will be developed for the temporary irrigation laboratory after a design has been developed. Task 5.4, Find/Revise/Adapt U.S. Training Materials, will provide input into the development of experiments and demonstrations.

Laboratory experiments and demonstrations, for the other laboratories, will be developed after the designs (including equipment needs) have been prepared and Task 5.4, Find/Revise/Adapt U.S. Training Materials, and the TNA, have been completed.

Assignments to the labs will be conducted under Task 2.1, Development of Staffing with Job Descriptions.

### 5.4 FIND/REVISE/ADAPT U.S. TRAINING MATERIALS

The systematic search for relevant curricula and instructional materials will begin as preliminary findings from the TNA become available and upon the arrival of the Curriculum Development Specialist(s). SAI proposes to employ a person full-time in the U.S. for a minimum of six months to identify, gather and evaluate materials.

This Sub Task links to Sub Tasks 3.4 and 5.5 (Training Video Cassette and Multimedia Technicians).

SUMMARY OF PERSON MONTHS

A total of forty-three (43) estimated person months is required to accomplish the 1989 Projected Outputs for Curriculum Development and are categorized as follows:

SAI	US	EGYPTIAN		TMD	TOTAL
		ST	LT		
5	16	6	6	10	43

WP890115.05A

## OVERVIEW

### TASK 6. DEVELOP NITI DESIGN RECOMMENDATIONS

The objective of WP Task 6 is to develop architectural layout and area recommendations for the NITI facility. The MPWWR has collected a substantial amount of data concerning NITI's proposed organization, structure and staffing. The Contractor's Senior Architect will review building and site plans in light of present and future MPWWR training requirements. Suggestions for modifications might be made to classrooms, the Learning Resource Center, Video Production Center, Instructional Materials and Printing Facility, Indoor/Outdoor laboratories, Computer Training Center, Library, shops, auditorium, faculty and administrative offices, dormitories, cafeteria and other facilities. A final review document will be prepared. A presentation of the recommendations will be made to the PDP Director and Director of the Water Research Center for their consideration.

An Equipment Team will:

- a. make equipment and machinery recommendations for the Learning Resource Center, Video Production Center, Instructional Materials and Printing Facility, Indoor/Outdoor laboratories, Computer Training Center, Library
- b. make recommendations for spare parts and consumables for the life of the project
- c. prepare equipment and machinery specifications
- d. estimate utility requirements, for the equipment and machinery, such as electrical power, water flow rates, steam, etc. for the various NITI facilities. The team may suggest changes needed to accommodate the equipment for NITI's future instructional strategies and teaching delivery systems.

Additional equipment and machinery lists and their specifications will be prepared at a later date for the kitchens, restaurant, dormitories, auditorium and other NITI facilities.

The Contractor's Senior Architect is scheduled for two

weeks in February. The Equipment Team is scheduled for March and April. The Equipment Team will be headed by the Senior Architect. Each of the specialists will prepare layout and area recommendations for their assigned task.

The priorities for finishing the NITI facilities will probably be as follows:

1. Indoor laboratories, classrooms, administrative facilities, some dormitories.
2. Instructional material and printing facility, video production center, kitchen, laundry, conference room.
3. Completion of dormitories, recreation facilities.

The outdoor laboratory can be constructed independently of the completion NITI building facilities. If, for some reason, there is a delay in completing the finishing construction which would have an impact on installation of equipment, temporary facilities would need to be provided in order to install or warehouse the equipment.

A temporary outdoor laboratory will be designed and installed at TMD to provide needed training in irrigation water management.

#### SUMMARY OF PERSON MONTHS

A total of twenty-five (25) estimated person months is required to accomplish the 1989 Projected Outputs for Developing the NITI Design and Equipment Recommendations and are categorized as follows:

SAI	US	EGYPTIAN	TMD	TOTAL	
		ST	LT		
2	8	-	-	15	25

WP890116.06A

## OVERVIEW

### TASK 7. PREPARE PLAN FOR IMPROVING OR DEVELOPING SATELLITE CENTERS

Projected Output No. 17 of ANNEX 1 identifies five Satellite Centers:

Kafr El Sheikh	El Minia
Delta Barrage	Alexandria
El Arish	

The Centers will be improved or developed as quasi-classroom/Learning Resource Centers. The Centers could be equipped to provide:

- Formal training classes
- Self-paced instructional packages
- Resource materials
- Closed circuit television training

for professionals and sub-professionals in the field.

The NITI Equipment Team will prepare recommendations for improving the two functional Satellite Centers at Kafer El Sheikh and El Mina in April. Also, equipment needs and specifications will be prepared. Plans and equipment requirements will be developed for the other three centers in 1990. Consideration will be given to using prefabricated structures in the interim at these sites.

It is anticipated that each Satellite Center will be planned with somewhat different learning objectives based upon identified training needs of field personnel in each area. English language training will be included in the curriculum development.

#### SUMMARY OF PERSON MONTHS

A total of three (3) estimated person months is required to prepare a Detailed Plan for the Conversion of the Current Satellite Centers and are categorized as follows:

SAI	US	EGYPTIAN	TMD	TOTAL	
		ST	LT		
1	1	-	-	1	3

WP890117.07A

## OVERVIEW

### TASK 8. FACILITATE PROCUREMENT/INSTALLATION TMD (NITI) TRAINING EQUIPMENT

Procurement has been initiated for administrative requirements and short term training needs of the TMD unit. The major emphasis of Task 8 will be on the procurement of the equipment and machinery requirements developed by an Equipment Team and others as part of WP Task No. 6.

Some specific equipment and material, such as equipment for soil mechanics, quality control, video production, and outdoor irrigation laboratory, will be purchased in 1989. This equipment will be installed at the TMD site, to meet current, identified needs. Additional equipment will be purchased and installed in succeeding years as training courses are developed, as needs develop, or in parallel with the finishing construction of various facilities at NITI and at the Satellite Centers. If there is a construction delay in finishing a facility at NITI, the equipment will be installed in a temporary facility, such as a prefabricated building.

A procurement tracking system will be set up under Sub Task 1.1 to monitor the status of commodities purchased. As commodities are received, they will be entered into an inventory control system which is also being developed in Sub Task 1.1.

#### SUMMARY OF PERSON MONTHS

A total of thirteen (13) estimated person months is required to accomplish the 1989 Projected Outputs for Procurement and Installation and are categorized as follows:

SAI	US	EGYPTIAN		TMD	TOTAL
		ST	LT		
7	-	-	2	4	13

## OVERVIEW

### Task 9 DEVELOP PEDAGOGICAL (TRAINING OF TRAINERS) COURSES

The highest priority for long-term academic training for NITI Staff members is perceived to be in the area of "Training of Trainers" (TOT), (see Sub Task 3.2).

However, since the contractor has proposed that only two staff members be abroad at anytime receiving their M.S. degrees, SAI considers it advisable to develop a Training of Trainer program which encompasses the following training requirements (with accompanying dates) listed as Project Outputs in ANNEX 1 of the Contract:

- Sub Task 9.1 Train Instructors to Develop/Evaluate/ Test Courses (May-December 1990)
- Sub Task 9.2\* Train Five (5) staff in TNA & Data Analysis (May-December 1989), (August-November 1990), and (August-Open 1991)
- Sub Task 9.4 Train Five (5) Trainers in Pedagogy skills (October-December 1989) and (May 1990-Open)
- Sub Task 9.5 Train Five (5) Instructional Materials Trainers (February-July 1991)

The major pedagogical efforts in 1989 will be Sub Tasks 9.2 & 9.4 as described in the Detailed Work Plan/Schedule. The other Sub Tasks (9.1 & 9.5) will addressed in a comprehensive Training of Trainers (TOT) Program to be developed in 1990. This program will offer training in each of the major components which comprise the T & D that which has been developed as part of Sub Task 5.2, and will include training in course evaluation and instructional materials development.

A broad outline of the TOT Program will include the following:

1. Introduction & Overview /
2. Using Adult Learning Principles.
3. Analyzing Training Requirements.
4. Developing learning Objectives.
5. Outline the Training Context.
6. Selecting Training Methods.
7. Developing & Using Training Aids.
8. Developing a Training Plan.
9. Using Basic Facilitation Skills.

10. Handling Problem Situation.
11. Practice Training (Preparation to deliver training).
12. Practice Training (Training delivery).

The overall objective for the program will be to train a small cadre of "Super Trainers" who, after successfully completing the program, will be capable of conducting the TOT course, and demonstrating effective training concepts while modelling training behavior for others.

The contractor will train TMD staff in TNA and data analysis in 1989 because of the extensive TNA planned for that year.

During the 4th Quarter of 1989, the contractor will carry out certain aspects of the TOT course in a series of workshops for TMD Adjunct Instructors. Employing the latest in T&D technology, the workshops will enlist the help of Adjunct Instructors in designing a new course to be offered in the next training year. Conducted by the Curriculum Development Specialist, the workshops will transfer contemporary training methodology to the Adjunct Instructors and the concepts taught in the workshops should find their way into the Adjunct Instructors' course materials and instructional classroom techniques.

A total of 7 estimated person months are required to accomplish the 1989 Projected Outputs for the development of TOT courses and are categorized as follows:

#### SUMMARY OF PERSON MONTHS

A total of nine (9) estimated persons months is required to accomplish the 1989 Projected Outputs for Pedagogical Courses and are categorized as follows:

SAI	US	EGYPTIAN		TMD	TOTAL
		ST	LT		
2	2	-	2	3	9

- \* The person months required for Sub Task 9.2, to train 5 staff in TNA, are accounted under WP Task 4.

WP890117.09A

## OVERVIEW

## TASK 10. DESIGN CAREER DEVELOPMENT SYSTEM

At the PDP Start-up WorkShop it was suggested that Projected Output No.14 "Career Development Plans developed for all professional personnel in MPWWR" be reexamined in as much as the MPWWR/GOE may already have in place a system which may be in conflict with career development.

This reexamination could focus on two separate aspect of career development:

1. Career Planning
2. Career Management

Career Planning typically involves supervisors meeting with employees determining their career goals & objectives. The organization usually sponsors career planning workshops prior to these meetings which assist employees in thinking through their career plans relative to their current level of skills & abilities. In theory least these plans then provide employees with the motivation to continue their self development in order to achieve their career goals & aspirations.

Career Management, on the other hand, typically matches people to jobs in the organization by specifying the level of skills & knowledge required for satisfactory performance in a particular job. A career management system could serve to institutionalize the NITI & its multi-disciplinary training program by requiring that all Ministry employees who lack certain skills/knowledge, which are considered necessary for success in the next job, be developed by the NITI.

In short, Career Planning depends primarily on the individual to take charge of his/her own career development, whereas the organization assumes a much more prominent role in guiding and directing employee careers under a Career Management System.

## SUMMARY OF PERSON MONTHS

There are no person months charged to Career Planning in 1989. This task is subject to reexamination and clarification.

## OVERVIEW

### TASK 11. DEVELOP NITI SELF-SUFFICIENCY

The ultimate test of NITI as an institution will be whether it can meet the long term manpower development and training needs of MPWWR's varied activities and responsibilities. A critical phase in NITI's being able to meet this test is the creation of an economic base to sustain its on going activities and provide for continued growth. To establish this economic base, NITI must develop products and services recognized by others as unique to their needs. While the majority of NITI's income generating activities will occur in the third year of the project and beyond, definite steps can be taken in the first two years to begin this process.

Central to NITI achieving its goal of self-sufficiency will be its reputation as an institution for superior and innovative irrigation training. Building such a reputation will take time and can only come from developing and conducting high quality training programs for Ministry personnel, who are NITI's primary clients.

To enable quality training to be offered, and hence build a reputation for excellence, NITI must attract and retain the highest quality staff available. This staff will need to be trained in the latest technologies of irrigation skills, curricula and materials development, and training delivery systems. To support NITI staff development, the latest equipment and teaching materials will be required.

Linking these resources together and directing them toward the goal of self-sufficiency and sustainability will require creative leadership and the development of a strategic business, cum institutional development, plan. In essence, NITI must be looked upon as a business venture that strives continually to develop and offer the highest quality services in response to the identified needs its clients.

This overview outlines our approach to assist NITI/TMD to prepare for the development and testing of a comprehensive business development plan. We intend to start slowly and carefully, hence the initial activities under self-sufficiency in the first year are modest by comparison to later efforts. The first year's activities are intended to begin to lay a foundation upon which to build subsequent activities.

Briefly, the plan includes:

### 11.1 Business Development Plan for Income Generation

During the first year, emphasis will be placed upon preparing the groundwork for a future comprehensive business development plan and discussing marketing strategies. This will include starting to identify potential clients, their needs, and the types of products and services NITI can ultimately offer. Policy issues relating to NITI self sufficiency will have to be identified and resolved. Various options for insuring NITI's financial viability will be examined.

While the business plan will be developed and tested later, NITI/TMD can begin to test the demand for its services through courses already planned in 1989. TMD presently has several specialized courses scheduled using the faculty of U.S. universities as instructors. A few places in some of these courses can be offered to participants from other countries in the Region, who would attend under USAID sponsorship. For other courses, places can be offered to engineers from other Ministries at a reduced tuition.

### 11.2 Develop a Capacity to Publish a Regular Newsletter

The work plan proposes that a newsletter be developed, produced and distributed beginning in the first year. The newsletter will be designed to address the informational needs of its audience and published on a regular schedule. As an initial step to publicize NITI, pending the first issue of the newsletter, an article will be written for the coming issue of the WRC journal "Water Science".

### 11.3 Develop a Capacity to Produce Information Materials and Publications for the Ministry

As NITI expands its scheduled and specialized course offerings and other services, the Ministry will require timely information in order to take advantage of the training offered. Providing this information will enable NITI to strengthen its internal planning and scheduling. This will require developing a capability within TMD/NITI to produce various kinds of informational materials on a regular basis. These will include an annual catalog of course offerings, brochures on each training course, and other materials such as registration forms for participation.

At some time in the future, informational materials could be expanded to include the publication and

dissemination of research findings of other departments in the Ministry, perhaps, as a series of occasional papers. Also, informational materials to support on-the-job follow-up training, as well as materials to evaluate training courses for curricula/materials revision and to identify additional training needs could be produced.

#### 11.4 Develop Exhibition/Conference Capacity for NITI

Most of the activities under this task will begin with year two of the project. During the first year of the work plan, efforts will concentrate on making sure that the development of this capacity is taken into consideration in preparing the groundwork for the business development plan.

The possibility of NITI hosting a Conference on Drainage for the International Irrigation Council for Mediterranean Countries in February 1990 will be examined. We can also explore the possibilities of Egypt becoming a formal research site for IICMC through NITI and WRC.

#### 11.5 Develop a Promotional Materials Production Capacity

This task, eventually, will be linked closely with the preparation of NITI's business development plan. As potential clients are identified and services developed to meet their needs near completion, promotional materials will be required to market NITI's services. Initially, these will be geared to serving the needs of clients primarily in Egypt. Later these be expanded to include clients throughout the region and other international markets.

#### SUMMARY OF PERSON MONTHS

A total of sixteen (16) estimated person months is required to accomplish the 1989 Projected Outputs for the NITI's Self-Sufficiency and are categorized as follows:

SAI	US	EGYPTIAN		TMD	TOTAL
		ST	LT		
2	3	-	4	7	16

WP890117.11A