

CLASSIFICATION
PROJECT EVALUATION SUMMARY (PES) - PART I

Report Symbol U-447

1. PROJECT TITLE Vocational Training For Productivity			2. PROJECT NUMBER 253-0903-2	3. MISSION/AID/W OFFICE USAID/Cairo
			4. EVALUATION NUMBER (Enter the number maintained by the reporting unit e.g., Country or AID/W Administrative Code, Fiscal Year, Serial No. beginning with No. 1 each FY) <u>85-9</u>	
			<input checked="" type="checkbox"/> REGULAR EVALUATION <input type="checkbox"/> SPECIAL EVALUATION	
5. KEY PROJECT IMPLEMENTATION DATES A. First FRO-AG or Equivalent FY _____ B. Final Obligation Expected FY _____ C. Final Input Delivery FY _____	6. ESTIMATED PROJECT FUNDING A. Total \$ _____ B. U.S. \$ <u>17.5million</u>	7. PERIOD COVERED BY EVALUATION From (month/yr.) <u>9/81</u> To (month/yr.) <u>12/84</u> Date of Evaluation Review <u>2/85</u>		

8. ACTION DECISIONS APPROVED BY MISSION OR AID/W OFFICE DIRECTOR

A. List decisions and/or unresolved issues; cite those items needing further study. (NOTE: Mission decisions which anticipate AID/W or regional office action should specify type of document, e.g., airgram, SPAR, PIO, which will present detailed request.)	B. NAME OF OFFICER RESPONSIBLE FOR ACTION	C. DATE ACTION TO BE COMPLETED
1. Instruct contracting agency to submit revised implementation plan per section 5.3 of the Project Agreement. This revised plan should take into consideration changes proposed due to cost overruns and recommendations made in the evaluation report.	HRDC/ET PVID	May 1985
2. Call Project Committee meeting to review revised implementation plan.	HRDC/ET	June 1985
3. Equipment procurement needs to be expedited. The resources of USAID's Project Support Office should be used.	RCA IS/PS	June 1985
4. Approaches to lowering the costs per participant trainee need to be considered. This might include USAID taking on the responsibility for participant training or the contractor implementation cost-cutting measures such as a six-day week and more in-country training.	HRDC/ET RCA PVID	March 1985 (ongoing)
5. The evaluation contributes to USAID's decision to initiate an audit.	HRDC/ET	February 1985 (ongoing)

<p>9. INVENTORY OF DOCUMENTS TO BE REVISED PER ABOVE DECISIONS</p> <table style="width: 100%;"> <tr> <td><input type="checkbox"/> Project Paper</td> <td><input checked="" type="checkbox"/> Implementation Plan e.g., CPI Network</td> <td><input type="checkbox"/> Other (Specify) _____</td> </tr> <tr> <td><input type="checkbox"/> Financial Plan</td> <td><input type="checkbox"/> PIO/T</td> <td>_____</td> </tr> <tr> <td><input type="checkbox"/> Logical Framework</td> <td><input type="checkbox"/> PIO/C</td> <td><input type="checkbox"/> Other (Specify) _____</td> </tr> <tr> <td><input type="checkbox"/> Project Agreement</td> <td><input type="checkbox"/> PIO/P</td> <td>_____</td> </tr> </table>	<input type="checkbox"/> Project Paper	<input checked="" type="checkbox"/> Implementation Plan e.g., CPI Network	<input type="checkbox"/> Other (Specify) _____	<input type="checkbox"/> Financial Plan	<input type="checkbox"/> PIO/T	_____	<input type="checkbox"/> Logical Framework	<input type="checkbox"/> PIO/C	<input type="checkbox"/> Other (Specify) _____	<input type="checkbox"/> Project Agreement	<input type="checkbox"/> PIO/P	_____	<p>10. ALTERNATIVE DECISIONS ON FUTURE OF PROJECT</p> <p>A. <input checked="" type="checkbox"/> Continue Project Without Change</p> <p>B. <input type="checkbox"/> Change Project Design and/or <input type="checkbox"/> Change Implementation Plan</p> <p>C. <input type="checkbox"/> Discontinue Project</p>
<input type="checkbox"/> Project Paper	<input checked="" type="checkbox"/> Implementation Plan e.g., CPI Network	<input type="checkbox"/> Other (Specify) _____											
<input type="checkbox"/> Financial Plan	<input type="checkbox"/> PIO/T	_____											
<input type="checkbox"/> Logical Framework	<input type="checkbox"/> PIO/C	<input type="checkbox"/> Other (Specify) _____											
<input type="checkbox"/> Project Agreement	<input type="checkbox"/> PIO/P	_____											

<p>11. PROJECT OFFICER AND HOST COUNTRY OR OTHER RANKING PARTICIPANTS AS APPROPRIATE (Names and Titles)</p> <p>ANassar, HRDC/ET <i>AN</i> SShigetomi, HRDC/ET <i>SS</i> AWilburn, HRDC/ET <i>AW</i> BWilder, AD/HRDC <i>BW</i> JShea, IS/PS <i>JS</i></p> <p>JConly, DPPE/PO <i>JC</i> GLaudato, AD/DEPE <i>GL</i> AHandly, DD <i>AH</i></p>	<p>12. Mission/AID/W Office Director Approval</p> <p>Signature <i>Frank B. Kimball</i></p> <p>Typed Name Frank B. Kimball, DIR</p> <p>Date May 19, 1985</p>
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EVALUATION OF
PROJECT NO. 263-0090.2

TRAINING SERVICES TO STRENGTHEN PVID
VOCATIONAL TRAINING SYSTEM

PREPARED BY

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SUBMITTED

DECEMBER 12, 1984

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EXECUTIVE SUMMARY

Progress and accomplishments include seminars and in-service teacher training activities, development of written instructional modules, translations to Arabic, promoting and further developing training and work opportunities for women, establishing an instructional materials production center, initiating training services to industry, and implementing a U.S.A. participant training program.

Efforts are still required in:

- Delivery of a Management Information system
- Completing text and illustrations for printed instructional materials
- Preparing accompanying audio/visuals for the printed instructional materials
- Translation to Arabic the printed and audio-visual materials
- Field testing and revising as needed all written instructional materials
- Establishing two company training centers
- Continue in-service training of teacher, foremen, and other staff in schools and industry
- Developing comprehensive knowledge and performance tests for each course
- Continue training services to industry
- Continue participant training
- continue equipment list specifications, procurement and equipment installation

Although much has been accomplished, several components are behind schedule. This is in spite the fact that the expenditure of funds in most categories is occurring at a rate that will exhaust the budget long before the four years of the contract have expired.

There may be several reasons for this paradox. Some of the components of the project were underestimated as to the 1) amount of manpower required to serve them, 2) ongoing difficulties in timely recruiting (and retention) of field staff, 3) lack of a regular and sufficient number of qualified

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counterpart staff, 4) size and scope of the printed instructional material development process and its associated audio/visual requirements, 5) time and cost of Arabic translation, 6) difficulties in understanding the established Egyptian governmental structure, 7) using a complex procurement process, 8) time required to establish communications and other linkages to a wide range of public training centers, industrial training sites, instructor training institutions, government councils and committees.

The evaluators question, 1) whether the PVTD staff can and will further develop, improve, and maintain the competency based individualized instructional materials system after the contract is completed; 2) whether the trainees can effectively profit from the system; 3) whether PVTD has the capability to provide proper care and maintenance of the shop and audio-visual equipment required with this system.

Funds available for the procurement of training equipment will fall short of equipping twenty PVTD training shops, two company training centers, an Instructional Materials Development Center, and the Management Information System. Similar budget short falls are becoming evident for expatriate salaries, associated costs, and participant training.

Disagreements or misinterpretations exist in several areas of the contract, now having a direct bearing on further project progress.

The new company training center at the Egyptian Copper Works require four additional new courses to be developed and the attendant audio/visuals, art work, translation and equipment needs.

The evaluation resulted in ten (10) recommendations. These recommendations are designed to alleviate conflict, resolve some of the fiscal problems, and contribute to the successful completion of the project.

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RECOMMENDATIONS

IT IS RECOMMENDED THAT:

1. Unless a new organization for PVTID is approved by July 1, 1985, RCA has satisfied its commitment to that portion of the contract that requires they assist in reorganizing the management and operational structure of PVTID.
2. RCA has satisfied its commitment to that portion of the contract that require the strengthening of programs for women and further activities in this area will be the responsibility of PVTID.
3. The plan for development of a national wide testing system submitted by RCA be accepted. When RCA has prepared the comprehensive tests for the materials covered by the modules (which form the job entry level testing portion of the plan) the contract portion requiring assistance toward establishing a national testing system will have been satisfied.
4. The requirements for the development of video cassettes be restricted to materials for instructor training, use in industry and other selected applications.
5. The instructional modules will be initially used by PVTID instructors as teaching guides in a group setting not as individualized self-paced learning guides for students.
6. RCA's contractual responsibility in term of purchasing equipment and the source of procurement be resolved promptly.

7. The cost of equipping one shop in each of the 20 trades, the IMPC, two company training centers, and the MIS goes far beyond the \$5.5 million included in the contract. Preference should be given, in FCA equipment purchasing, to the two company training centers and the PVID center at Victoria.
8. The Project Officer inform RCA that USAID expects the required number of participants to be trained in the U.S. without additional funds being supplied and without funds being diverted from other sections of the contract and that these trainees should include more Egyptians from the private sector.
9. In recognition that the four new trade areas represented in the seven trades at the Egyptian Copper Works call for expansion of the curriculum development tasks, RCA should present a detailed contract modification request which specifies the cost associated with curriculum development for these four new trades.
10. USAID begin development of an RFP to supply technical assistance to the PVID for continued support in the following areas: 1) MIS operations, 2) IMPC operations and maintenance, 3) continued application of CEVE concepts for instructor training, 4) assistance with equipment installation and maintenance, and 5) development of skill standards and trade testing. This RFP should be for technical assistance only, be two years in duration, and should overlap the existing RCA contract.

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I. RCA'S ACTIVITIES

COMPONENT #1: STRENGTHENING PVID'S MANAGEMENT AND ORGANIZATION

Many of the Project activities had a relationship to the strengthening of PVID, but were also of import to other components of the project. Three activities that deal only with the strengthening of PVID will be presented here; 1) Reorganization of PVID, 2) enhancing the input of industry by increasing the interaction between PVID and the Regional Consultative Councils, and 3) assisting the development of a Management Information System (MIS).

RCA arranged for two internationally known vocational education administrators (Evans and Jacobs) to visit Egypt, review the structure of PVID, and propose a more effective organizational structure. A plan was completed and submitted to PVID on December 15, 1983. The evaluation team received copies of the plan for inspection. The viability of the plan was verified in a meeting with Eng. Roushdy on November 21, 1984. Eng. Roushdy and his associates participated in the construction of the reorganization plan, approved it and forwarded it for official governmental consideration which indicates that the PVID staff find it viable and acceptable. The "Proposed Plan" suggested specific areas where new policies and regulations must be put into place and the reorganization assumes that the activities currently under PVID will continue to grow. However, no cost estimates are included for the new organization and therefore it is impossible to speak to the cost effectiveness except in the abstract, qualitative sense. The centralization of components such as quality control with the attendant policies, rules, regulations, record keeping, legal affairs, setting of standards and governmental relations seem to be cost effective. The decentralization of instructor training, follow-up systems for trainees, selection of equipment, and data collection for the MIS seems viable.

The Regional Consultative Councils perform differentially largely dependent upon the personalities of the members and the dedication of the PVID staff. Only isolated instances were cited of strong interaction between PVID

and Regional Consultative Councils. To date it appears that the Regional Consultative Councils have not played the active role in the planning and implementation of the project that was originally envisioned. The "proposed plan" speaks to the lack of industry voice in the planning of training programs, but does not suggest a means for strengthening the role of the existing councils.

Implementation of the reorganization plan is months away. The Government of Egypt (GOE) has formed a committee to propose the reorganization of the entire Ministry of Industry. The reorganization of PVTD will be considered as part of the overall reorganization.

RCA's accomplishments to date represent completion of five of the 14 items listed on the schedule of events for this component. The remaining 9 items await the approval of the restructuring of PVTD. FCA is to be commended for the acceptance received by the reorganization plan they submitted, and they are to be forgiven the delay in performing the additional items. It must be noted that if and when the reorganization is approved there will be a mammoth set of tasks left to complete.

COMPONENT #2: IMPLEMENT MANAGEMENT INFORMATION SYSTEM (MIS)

The MIS is seen by PVTD officials as essential to future effectiveness of training. To date the action that has taken place was an initial document by RCA describing the overall MIS concept, a detailed MIS plan prepared by Art Lee, and recently a presentation by Price-Waterhouse to a group of RCA and PVTD personnel. The PVTD personnel in attendance had received MIS training in the U.S. Dr. Schill attended the Price-Waterhouse presentation and found it to be a simplistic outline. This was, however, the pre-subcontract presentation and not the system design presentation that Price-Waterhouse will make shortly after the award of the sub-contract. The officials of PVTD seem sufficiently aware of the capability of their personnel and the data transmission system in Egypt to evaluate the final system presented. FCA, PVTD, and Price-Waterhouse have chosen to ignore the problems associated with

generating the data needed to make an MIS viable. Egypt is not accustomed to collecting data on births and deaths much less the data needed to drive a comprehensive MIS.

In addition to the detailed MIS report prepared by Art Lee for RCA, there exist, in the public domain, MIS designs for vocational education. Notable among these is one distributed several years ago by the National Center for Research in Vocational Education at Columbus, Ohio. It seems that RCA and PVID could modify an existing MIS design without undue difficulty. This would negate the need for a sub-contract with Price-Waterhouse.

However, if RCA, PVID, and USAID decide to continue with the Price-Waterhouse sub-contract, the residual activities required under this component shall require little of the RCA personnel in Egypt and should be handled by the support staff at Cherry Hill and the sub-contractor, Price-Waterhouse.

COMPONENT #3: REGIONAL COUNCILS

The functioning of the regional councils has been mixed and to a large part dependent upon the personality and initiative of the chairman of the council. To this date it does not appear that the regional consultative councils have played an active role in project activities as was originally planned.

The report by Evans and Jacobs, which has become part of the plan for reorganizing PVID, gave the councils little attention. That report seemed to imply that the information solicited from the regional councils can be supplied to PVID by the MIS once it is functional.

Officials of PVID agreed with the evaluation team's appraisal of the poor past performance of the regional councils and also agreed that the MIS could effectively replace one function the regional councils as a source of information on training needs and outcomes. However, the intended role of the

Regional Consultative Councils goes beyond providing data to PVID. The active involvement of industry in the PVID training process is desirable and should be strengthened. There has been little or no activity in this domain to date.

COMPONENT #4: INSTRUCTOR TRAINING

RCA's performance plan called for 24 person months of expert technical assistance in the area of instructor training during 1984. Due to staffing problems only 8 person months were actually delivered. About 31 instructors have finished the first four modules and another 90 have been through the module which explains the concept of CEVE and the modular approach. Progress, however, has been reasonably good with the help of PVID staff.

The pedagogical needs of instructors were assessed by RCA in a quasi-empirical fashion as were their skill up grading needs. An example of this process; instructors are interviewed in a small group to determine the extent to which they understand a set of concepts, their responses are validated by asking them to explain a portion of the concept, differences between their professed knowledge and/or skill was evident when they are unable to explain the concept. Understandably, the Egyptian instructors are hesitant to admit they are lacking in either pedagogical skill or trade skill. In preparing materials to upgrade Egyptian instructors to overcome identified weaknesses in pedagogy.

RCA used a modification of the instructor training outline from a publication by the American Association for Vocational Instruction Materials (AAVIM) (Georgia).

U.S. and international copyright laws suggest that if the Georgia outline was used to guide the thoughts of the experts who developed the instructor training modules there was no infringement. However, if the outline was used intact and became the outline for the modules, then there was very likely an infringement. Since the evaluation team did not have access to the AAVIM materials, no determination of infringement was possible.

The modified outline for instructor training was reviewed by a PVID committee and approved. Seven of the eight modules for this program have been written. The art work to accompany the text is underway, but the non-print visuals are yet to be started.

Upon their arrival in Alexandria, new curriculum development experts were given the module on preparing modules as an introduction to their tasks. Many of them found the module lacking and relied on the experts who had been in country for a longer period for an introduction to the process. The demonstrated ability of the Egyptians to take specified job tasks and add the knowledge components, sketches, and performance activities to the modules seems to indicate that they learned that portion of the process.

COMPONENT #5: INSTRUCTIONAL MATERIALS PRODUCTION CENTER (IMPC)

An implementation plan has been developed for the IMPC, the equipment requirements have been specified and most of the equipment has arrived, although the video production and some photographic equipment is temporarily held up in customs. The space renovation for the temporary site of the IMPC was not completed on time and may have delayed the production of print and non-print materials. Any further delays in facilities and/or equipment will impact the production of visuals. The final IMPC in its new facilities is over a year away.

The Egyptian director of the IMPC was sent to the U.S. for training and has returned to his duties at the IMPC. The RCA staff at the IMPC have begun training their counterparts and expect that once production begins the counterparts will become capable of operating the center.

The instructional materials library at the IMPC is, as of now, limited in quantity and quality. The amount of work ahead in the production of print and non-print audio visual materials is almost overwhelming in size and scope. The IMPC may be able to meet the print production requirements over a period of time and there is an outside chance that it can satisfy the demand for overhead transparencies and slides, but it is not realistic to believe that it

can meet the video cassette demands of the modules. To even suggest that there should be video cassettes for all curricula in all the training centers is ludicrous. At best there may be a few video cassettes produced for instructor training, for use in industry or other special applications.

The long range capability of the envisioned IMPC indicates that it may be able to satisfy the print demands of the Alexandria and Middle Delta regions and the national PVID demands. There remains a concern for the capability of PVID to provide the consumable supplies that will be required at the IMPC once the contract terminates.

There is currently some confusion over the management of the IMPC that needs to be resolved. It cannot be responsible to both the ITI administration and the PVID administration. As the IMPC begins to produce instructional materials its customers will be all of the PVID vocational training centers and the instructor training institute (ITI). The personnel at ITI who train instructors are not qualified to operate or assist in the operation of the IMPC. Ideally, some time in the future, the instructor trainers will also be responsible for curriculum development and upgrading of PVID Vocational Training Center staff. Until the instructor trainers reach that level of professional development IMPC needs to be independent of ITI.

The forecoming construction of the new enlarged facility for the IMPC will require considerable planning, equipment relocation, and staff selection and training. To meet these demands and serve the instructional materials needs of PVID it appears that consideration should be given to the reorganization of the administrative structure of the IMPC in relation to ITI.

COMPONENT #6: CURRICULUM DEVELOPMENT

A. THE CONCEPT AND ALTERNATIVES

Competency based vocational education can be delivered in many fashions. RCA selected self-paced modules based on job tasks as the vehicle of instruction. These modules are expensive to construct and translate. The necessary supporting visuals are also expensive and time consuming to prepare.

Although the contract called for RCA to present alternative instructional methods to PVID for consideration none were presented. In fact what happened was that RCA sold PVID on their modular concept and then proceeded with their development.

B. SEARCH FOR EXISTING MATERIALS

Although RCA let a subcontract to locate existing curricula materials that could be used or adapted for use on this project, it is evident that the search was poorly conceived and/or conducted in the initial stage. The amount of material that is available for the trade areas covered by this project is staggering and much of it is in the public domain. It has only been the last six months that existing material has been available to the curriculum developers. Recently experts have been requested to bring supplemental material with them when they came to Egypt.

C. PROGRESS ON MODULES

A huge amount of text material has been developed, but RCA does not expect to complete the text for all the modules until June of 1985. Neither RCA nor PVID seems to have established an estimate of the time it will take trainees to complete each set of modules, but both recognize that there will likely be extensive revisions required after the modules are field tested.

One thing is abundantly clear, the curriculum development activities have consumed an inordinate portion of the person months so far expended. The time expended to date has been primarily on the text of the modules. Art work and the development of slides and other supporting visuals is lagging badly and will require many more person months to complete.

There is one portion of the curriculum development that could not be foreseen by RCA and that is the extra trade programs dictated by the company training program at the Egyptian Copper Works. Of the seven crafts at the ECW four were not among the 20 trades to which RCA was contractually committed.

D. QUALITY OF THE MODULES

The modules that exist are based on analysis of job tasks in Egypt and expert interpretation of these analysis including decisions that tasks not now performed on the job should be performed in the future. In the opinion of Minarik, who read several modules in each of six trades, the quality of the modules ranges from poor to quite good. In any case the use of the modules to guide instruction in the PVID vocational centers will be a great improvement upon the current teaching.

E. AUDIO-VISUAL SUPPORT

The art work required by the modules already completed is enormous. This results in part from problems associated with the search for existing materials. RCA and PVID staff in Alexandria prepares the art work for the print portions of the modules and it is doubtful if they can complete the task by next June.

The RCA staff in Alexandria also needs to prepare story boards to guide the development of non-print visuals at the IMPC. This task has just begun and will require many person months. After the story boards are done the IMPC will require many months to complete the visuals.

The plans to put the completed visual aids onto video cassette has merit in that the instructors would then need only one device and the cassette would include still illustrations and moving demonstrations. The possibility of the current RCA staff completing all the necessary audio-visuals, even with the assistance of Egyptian counterparts trained to the appropriate level, is very remote.

There has been considerable unnecessary duplication in writing, artistic layout, and translation effort due to the lack of coordination across occupational areas. This is most readily apparent in the areas of measurement and the use of hand tools, and basic electrical principles.

F. FIELD TESTING

One of the inherent values of the modules approach used by RCA lies in the individualist self paced aspects. Students in a given class can be busily at work on different modules that do not have sequential requirements, thus lessening the need for multiple sets of tools and equipment. Counterbalancing this value is the instructor training required to implement the modular system. The traditional lock step group process with a lecture base must be replaced. That requires a complete retraining of instructors which, of course, will encounter considerable resistance.

Earlier use of the modules at selected sites could have contributed to validation efforts even though the instructors were not prepared for their use. After all, the time will never come when all instructors are prepared and ready to embrace the concepts being promoted. An additional value of early use of modules would have been to let Egyptian industry see the results of USAID/RCA/PVID efforts and begin to acquaint them with these newer educational processes.

The instructional system being developed by RCA is internally consistent to the point of almost being rigid. RCA would prefer to postpone implementation until all components are in place. RCA has deviated from this under pressure from PVID. PVID is field testing a few selected modules under less than optimal conditions.

PVID is not only sold on the modular approach with the ultimate incorporation of video cassettes as the sole source of instructional aid, it is enamored with the idea.

Although PVID acknowledges that re-usable "print only" modules, would be much cheaper and consequently more within their capabilities, they insist that the video cassettes are essential. We must caution that the acquisition of the equipment necessary for video-cassettes instruction may be so attractive to PVID that they do not entertain alternatives.

An official of the Misr Wool Weaving and Spinning Plant at Mehalla holds the opinion that the reason the modular concept is being used is because PVID and RCA agreed on this approach. This official is also on the board of directors for the project and expressed uncertainty about the effectiveness of the modular concept.

In the try out of the modules at the Misr Weaving and Spinning Plant 80 percent of the trainees could not read well enough to use the modules. The modules used at the Misr Weaving and Spinning Plant use "print only" although there was one video monitor and cassette player on the premises. These draft modules took four times as long as the "Traditional" approach, had to be limited to those trainees who were literate, but the opinion of the instructors was the training was better.

It is probably too early to know if the modular approach will be effective. None of the modules have the visuals or the video cassettes to accompany the modules. Self paced individualized instructional modules are used with some success in the U.S., but programs that have tried them as the exclusive method of instruction have subsequently changed to a mix of methods.

At this juncture, since there has been such limited application of the instructional modules, there is no way to imperically assess the personnel or fiscal impact, but Prof. Schill's estimate is that continued and costly revisions will be required.

Eng. Roushdy and the directors of the Alexandria and Middle Delta regions gave evidence that the PVID personnel understand the management and fiscal support implications of the Competency Based Vocational Education (CBVE).

PVID is currently juggling numerous sources of funding to try to obtain the wherewithal to provide facilities and equipment to meet the requirement of its perceived expanded role.

COMPONENT #7: SKILLS STANDARDS AND TRADE TESTS

RCA's approach to trade testing is to use the knowledge and performance tests in the modules for a given occupation as the basis for preparing a comprehensive end of course trade test. PVTD has been provided a plan which, if followed, could lead to a set of national applied trade tests. The tests designed or to be designed by RCA comprise the first level in that development. PVTD has accepted this approach by RCA as the first step in the overall plan.

The normal approach is to develop standards first. Then have levels within the standards for beginners, apprentices, advanced apprentices, journeymen, and master craftsmen or technicians. The trade tests are usually designed after the standards have been agreed upon. The schedule of events proposed by RCA followed this sequence, but their practice does not. The development of standards suffers from an ineffective literature search. There are many sources of publically owned trade standards which would have facilitated this process. RCA should have known of the existing standards since it operates Job Corps and the National Job Corps office has developed dozens of standards for a myriad of occupations. Although the standards may not have been directly applicable in Egypt modifying them would be much simpler than creating them.

Trade tests are not as readily available as standards, but they do exist. RCA's approach to the development of trade tests, particularly since PVTD has approved the idea, seems acceptable.

COMPONENT #8: TRAINING OF TRAINING DIRECTORS AND FOREMEN

This component seems to be on time. Eighty (80) training directors received short-term training. Twenty one (21) were selected for U.S. training. Most, if not all of them, have either returned or will return soon. The evaluation team talked with two who had received training in the U.S. and returned. It was unable to determine whether they had learned how to

determine training needs, make job analyses, and the other skills intended, but it was evident that they have accepted the use of competency based training modules.

Training of company foremen is soon to begin. The five day course has been written, translated into Arabic, and pilot tested. A schedule is being prepared to train 250 foremen and supervisors with the completion date set for July 1985. The training will then be followed by an evaluation.

COMPONENT #9: EL NASR TRAINING CENTER

The ready made garment factory at Sammanud is to be one of two industry training centers to be established. RCA experts have nearly completed modules for the training and translation into Arabic is well underway.

The equipment list for the training center has been approved and a building has been selected for renovation into a training facility. Tasks that remain include; training the instructors in the application of the modular technique, making some adjustment to compensate for the low level of literacy of the prospective trainees, and development of supporting audio-visual materials.

The company official talked at length about the turnover rate of the female production workers at the plant. The new approach to training will not contribute to the resolution of that problem.

There is some question about the need for a training facility and the applicability of the CBVE modular approach at the garment factory. The production workers perform routine assembly line tasks which require little training. Finger dexterity and practice are the main ingredients of production in this operation. The justification offered was the need to have production workers who could fill a number of positions on the line. It may be that on-the-job training, supervisory training, and foreman training are the most needed aspect of training at the ready made garment factory.

There has been no investment to date in facilities renovation of equipment. The investment in curriculum modules for production workers is modest. A change at this time to establishing a center for the training of leadmen, foremen, and supervisors of ready made garment factories would not be costly.

COMPONENT #10: EGYPTIAN COPPER WORKS (ECW)

RCA has assisted the ECW in many ways to date. They had an architect assist in planning a new training facility, they are well under way preparing instructional modules for the several trades that will be housed at the center, and they had provided participant training for the training director.

The seven occupations represented at the ECW has expanded the curriculum development work to 24 trades which is four more than called for in the contract. These new instructional areas will also require equipment lists with specifications, approvals, bidding and all the attendant details.

Development of this new facility has just begun. Occupancy is not expected before January 1986, even if no unexpected delays occur.

In addition to the training centers at the ECW and the garment factory, RCA is committed to assist dozens of other companies with their training needs.

Technical services to assist companies with their training needs has been limited to only a few firms thus far. However, much time and effort has been provided to the Misr Spinning and Weaving Company in organizing and developing a training program for production workers as well as services to improve the productivity of selected operations in the plant. This company seems eager for assistance and has over extended the commitment of RCA and PVTID. Given all the other project objectives, only a limited amount of time can be devoted to one firm.

Best Available Document

COMPONENT #11: WOMEN'S TRAINING

Women's training appears to be one of the success stories of the project. Women are being enrolled in a broadening spectrum of traditionally male dominated industrial occupation preparatory programs. Although resistance is still encountered in many firms, it is slowly changing.

The program mounted by RCA and PVTD to acquaint young women with job opportunities developed brochures, posters, and a slide/tape presentation. These materials have worked to the satisfaction of PVTD to the point that PVTD considers this task complete. Periodic presentation using the brochures, poster, and slide/tape should result in continued infusion of young women into the PVTD training programs.

COMPONENT #12: PARTICIPANT TRAINING

A. U.S. TRAINING

By and large U.S. participant training is viewed by those who participated as a success. The list of interviewees earlier in this report contains an asterik by the names of those interviewees who had returned from participant training in the U.S. With the exception of one trainee, all had positive things to say about their experience. All the trainees, including the one dissident, are convinced that CEVE will make a contribution to training in Egypt.

Professor Schill was impressed with the conduct of the trainees in MIS during the presentation by Price-Waterhouse. They seemed to know the concepts involved, asked penetrating questions, and contributed to the content of the meeting.

The woman who had received participant training in the U.S. on standards and trade testing was singularly impressed with her experience. This is not to say that the U.S. participant training is without problems. PVID is concerned about the cost of the training, the assignment of individuals to particular training sites without prior approval, and the language requirement placed upon prospective trainees.

Inspection of the training sites selected by RCA reflects a lack of knowledge about or concern for the training capability of the sites. Of twenty purchase orders inspected, 18 were for training with state vocational education associations none of which are known for their training capability or ties with institutions that have training capability.

B. COUNTERPART TRAINING

Counterparts seem to be working rather well with the U.S. experts who are engaged in the production of instructional materials. This includes the preparation of modules, art work, tests and standards, and ultimately the IMPC. Some of the Egyptian working with instructor training, industrial training, and curriculum development are also acting as members of trade committees. This seems to be contrary to the oversight role of the trade committees.

The interaction between RCA trade experts and Egyptians has been mainly with employees in the public sector.

RCA has on file the training prescriptions for 92 PVID staff, 51 of whom have already been sent to U.S. for training. The trainees submit a debriefing report and are interviewed by RCA, PVID, and USAID personnel upon return to Egypt. In recent months changes have been made in the plans for training in the U.S. These changes were in response to criticisms and costs.

COMPONENT #13: PROCUREMENT

The lists of equipment needed by training area is near completion. RCA is also finalizing specifications, including pictures of the individuals tools and pieces of equipment to aid the review and bid process.

The curricula materials prepared to date are not all equipment specific, but the type of equipment specified is essential to the implementation of the modules. If a piece of equipment does not exist or is not operational at a training center, the "hands on" portion of the module would be meaningless.

Procurement of equipment and other commodities outside of Egypt is a slow process, however, it should not have been totally unexpected. RCA and PVTD should continue to try to shorten the time required. Of great concern is the 2-4 months required by GOFI and the Rationalization Committee for their approval. Can the Ministry of Industry assist in expediting this process in view of the tax free status and USAID financing of these goods? Other delays involve customs and receiving proper documentation from the shipper. RCA and its sub-contractor, Four Winds, should insure proper documentation.

Still unresolved is the conflict in which GOFI requires that items manufactured in Egypt be purchased locally and RCA's contract requiring U.S.A. origin purchases. PVTD and USAID need to resolve this matter promptly.

It is readily apparent that funds remaining in the equipment account are insufficient to purchase commodities for the 20 PVTD training center shops, 8 company training shops, the MIS, IMPC, and the audio/visual equipment for the many sites.

PVTD wants all the equipment money it can get. RCA wants to limit additional equipment money so as to have more funds available for personnel, particularly the development of curricula and audio/visual media, and for participant training abroad.

This then requires the establishment of priorities.

Equipment can be divided into two categories:

1. Equipment of the occupation needed to develop "hands-on" skills.
2. Equipment used to assist the pedagogical process - print material, audio/visual and the equipment to produce the same.

The criteria to be used in deciding on the purchase of occupational equipment should be to provide one facility in each occupational area, to serve as a model for PVID training.

The criteria to be used in deciding on the purchase of equipment to support the pedagogical process should be limited to the production of print materials and simple audio visual aids which require minimal maintenance.

Concern has been expressed by PVID that insufficient attention has been given to ordering spare parts with the equipment and extra copies of installation/maintenance manuals.

Sufficient funds need to be retained for ongoing expenditures of consumables and other miscellaneous items to operate the Victoria Office and the IMPC.

II. PVID'S ACTIVITIES

PVID's role as contracting agency requires that it monitor the progress of all aspect of the project, approve long term personnel to be assigned by RCA, approve sub-contracts and receive notice when expenditure reach 75 percent of the funds allocated for a budget line.

PVID's role as a cooperating agency requires that it provides facilities for RCA personnel, renovate training facilities as needed, provide selected equipment, provide qualified counterparts to the RCA staff, and organize consultative and oversight committees.

PVID COMPONENT #1: FACILITIES SUPPORT FOR RCA

The office space provided to RCA at the Victoria Training Center is adequate in size, comfort, and convenience.

PVID COMPONENT #2: COUNTERPART SUPPORT TO RCA

PVID has supplied counterparts to many of the RCA personnel. Some of these individuals were qualified on the basis of past experience, the others have been able to profit from participant training in the U.S. and/or on the job training while working with their counterpart on the RCA staff. Most of the counterparts retain the responsibilities of their prior assignments which means that they are in effect working two jobs. The value of the second job, being a counterpart to RCA staff, lies in the possibility of receiving incentive pay for that function, participant training, and/or new learning experiences.

The fact that PVID feels that it cannot release people to be full time counterparts due to restriction in funds may be detrimental to the progress of the project and more importantly it bring into question PVID's capability of continuing the instructional processes instituted by the project when USAID funds are expended.

PVID COMPONENT #3: ORGANIZATION OF CONSULTATIVE COUNCILS

PVID has organized a Board of Directors for the project. It has met upon occasion and has made recommendations which PVID claims to have followed.

The regional consultative councils have been in existence for some time and have performed differentially dependent upon their make up. This is consistent with the performance of vocational advisory committees in the U.S.

Trade committees seem to be functioning in most of the areas for which RCA is preparing curricula. Again these committees perform differentially dependent upon their make up and the rapport with the RCA personnel. Several trade committees are very active in reviewing module content, assisting in the development of knowledge and skill content, sketches for the text material, test preparation, and reviewing equipment lists.

PVID COMPONENT #4: MONITORING AND APPROVAL FUNCTIONS

The reports required of RCA are numerous and detailed, as they are on any USAID project. PVID receives all the reports and makes reports and analyzes of its own. PVID has treated the experts as experts and listened to their proposals. PVID should have required alternatives to be presented in some cases to be consistent with the terms of the contract, but they did not.

PVID has exercised its right of approval for long term personnel to be assigned by RCA and the selection of Egyptians for participant training. Since PVID had no way of knowing the relative merits of such items as proposed training sites for participants in the U.S., it rightfully did not exercise a monitoring function in these cases.

Of late, when the funds for U.S. participant training have been nearly exhausted and only half the trainees have been to the U.S., PVID has been looking more closely at this function, but has limited its oversight to the cost per trainee and not to the depth and breadth of the various training programs.

The equipment lists have been reviewed by PVTD for approval. There seems to be a problem in the sequence of activities in this case. PVTD has decided to review the proposed equipment lists and then review the equipment described by the bidders'. Things have become circular and time consuming.

III. DISCUSSION

U.S.A.I.D. publications acknowledge that each host country has its unique culture, tradition, political infrastructure, and working pace. Contractors selected to perform in a country are judged to a considerable extent on the basis of their knowledge of the country and demonstrated ability to work within that cultural milieu.

U.S.A.I.D. has also developed a culture of its own. Long-term personnel have become colonials in a sense. The bureaucracy has grown to the point that RFP's are stylized. The work to be performed is detailed to the point that there is little room for innovation and/or creativity. Contractors must now work within the culture of the host country and the culture of U.S.A.I.D.

These are realities and should not be accepted as excuses for lack of performance. Typically U.S.A.I.D. uses its best informed professionals to do a sector needs study, then they share those thoughts with the officials of the host country and develop an RFP. It follows then that even though a few years may pass before a contractor is in place, conditions have not changed drastically.

One disturbing interpretation of U.S.A.I.D. RFP's seems to be made by most U.S. contractor. This interpretation says that, "Winning the contract and performing the contract are separate considerations." All too often the key personnel proposed in bid documents and used by U.S.A.I.D. in the evaluation of responses are not actually available for assignment on the contract. Major U.S. corporations have become "body shops" much like consulting firms where the personnel to be assigned are recruited after the contract has been won. Colonialism become a part of personnel assignment. U.S.A.I.D. reinforces the use of personnel who have had prior work experience in developing countries. Thereby contractual personnel move from one developing country project to the next and bring with them the biases developed on earlier projects.

Much has been written on the process of bringing about change in educational systems and the dissemination of innovation. No one "best" process has risen to the top. There are those that insist on incremental change in all components of education at the same time. They argue that each facet of education, from teacher training to course content delivery and including the administration and finance of each facet, are so interdependent that to try to change one without simultaneously changing all the rest is impossible.

Others insist that the development of exemplar demonstration projects has the best chance of success. They argue that single institution exemplars can be efficiently managed and are, because of their self contained nature, amenable to drastic change and the incorporation of innovation. These exemplars, they further argue, become visible models which prompt other institutions to emulate them.

Still others insist that change is a matter of personnel. They recommend the training of a cadre of change agents who in turn will train others and thereby eventually change the entire existing system.

All of these approaches treat education as an institution that can reconstruct a society. Those who do not share this view see education as an institution dedicated to the transmittal of culture, values, morals, to the younger generation. They would argue that education has no choice but to change after society itself has changed. Therefore, change agents should concentrate on the industrial, business, political, and economic sectors of a society.

U.S.A.I.D. has embraced education as a change agent, but it has not embraced any one particular mode for change although recent RFPs for developing countries appear to attempt incremental change from top to bottom while funding facilities and equipment for selected exemplars and training for change agents for both the incremental changes and the exemplars.

The project being evaluated here suffers from the stylized RFP, corporate listing of key personnel 50 percent of whom were delivered, a contract to make incremental changes in many sectors of an educational system, and a contract that used non-quantifiable words such as assist, strengthen,, and upgrade.

RCA's performance has been mixed. Personnel have worked diligently without reinforcement. Few services are supplied to short or long term experts. There is no incentive to stay past the first year, management does not use or even solicit the opinion of the experts charged with production. Even with these short comings many of the activities are progressing in near to proposed time constraints.

RCA seems to have been less than rigorous in forcing compliance of its sub-contractors. As a result importing of equipment has suffered, translation of materials is lagging, and instructional materials that could have eased the writing load of the curriculum development personnel is inadequate.

RCA's monitoring of the costs of participant training seems lacking. It appears that participants were, in some instances, sent for training before costs were agreed upon.

While RCA seems to have neglected some of its responsibilities, it has accepted duties that go beyond the contract when it appeared that these extra duties would enhance the training desired by the Egyptian government.

PVID has been less than responsible to all of its commitments in regard to working with RCA on the improvement of training in PVID and in industry. Counterparts have been assigned, but not released from existing duties. The incentive system has been questionable in its application and the renovation of facilities has constantly lagged.

In order that RCA satisfy the contract and that PVID receive maximum benefit from the USAID funds already spent and those funds committed, there must be a clarification of the meaning of the contract and a recognition that

RCA has in some areas performed beyond the scope of the contract. The clarification should keep in mind the limited ability of PVID to fund the ongoing operation of the programs being planned in the Alexandria and Middle Delta regions. PVID has plans underway to solicit additional funds from other agencies, such as the World Bank, to continue the instructional innovation started during this project and purchase equipment dictated by the innovations.

At some time the management and the instruction need to be sufficiently cost effective and sufficiently simple that they can both be funded from Egyptian resources.

Some observations follow from this discussion. They are:

ITI instructors, training center instructors, and industry instructors need help in developing their pedagogical skills and their trade skills which must precede their involvement in curricula improvement. As was stated in the Proposed Plan for Reorganization of the PVID, "New instructors often have no industrial experience, but are recent graduates of vocational training programs. This leads to inbreeding without the infusion of current industrial practice."

Relating instructor training to the equipment available is a problem just as it is a problem relating the "hands on" aspects of the modules to the equipment the students will have to work on. Much of the equipment in the PVID centers either does not work or lacks necessary accessories.

The assessment of instructor skills training needs is now in phase two. Even without the results of the analysis it is possible to state that participant training in the U.S. will not be able to provide both skills development and pedagogical development in the brief time allocated.

RCA and PVID are caught in a "Catch 22". The modules cannot receive appropriate field testing unless all of the instructors are trained in the use of the modules and have the trade skills necessary to assist the students with

the "hands on" aspects of the modules. Currently the instructors do not have these pedagogical and trade skills, and yet the field testing cannot wait until all instructor training is completed. Skills training for instructors was not part of the contract, but is a real need.

A similar paradox exists with respect to the trainees in the PVID vocational training centers. The trainees may not sufficiently literate to work by themselves with the self-paced modules which rely heavily on printed text material.

It is readily apparent that the Egyptian society is not as dependent upon printed matter as is the U.S., but there is the aspiration to increase the literacy of the population. PVID's training centers need to help their students increase their level of literacy if the centers are to use the self-paced modular approach to instruction. Therefore, a higher level of literacy among the trainees is essential.

The gradual introduction of the modular approach to training in the PVID centers may be desirable. The instructors and teachers could first lead the trainees through the modules explaining the technical terms, concepts, equipment, the steps in "hands on" activities. This would be a start toward improving the trainees literacy. The second step could be small groups working on the modules with the instructors assistance and the final step would come toward the end of the trainee's program where they would work independently on the modules.

If the instructors followed the modules and led the trainees through the knowledge and skill sections as a group, it would be a big improvement over current practice. The biggest difference would be in the "hands on" activities. The trainees are currently short changed in this area. The trainees now have very limited experience with the use of equipment and spend too much time copying material off the blackboard and performing obsolete hard tasks such as filing.

The consultative councils have at best helped RCA gain access to industrial employees. RCA conducted a skills needs survey, the results of these surveys, are on file and there is evidence that the curricula, tools, and equipment are in line with the results. Trade committees have been established and they review the modules and equipment lists for appropriateness. Print materials are well under way with the print visuals lagging. Film/sound and video materials for the modules are practically non existence at this juncture.

The organizational chart on the following page is illustrative of the unfilled positions at the IMPC which must be filled in order that the IMPC can meet the demands about to be placed on it for audio-visual and print materials.

ITI has the capability of expanding the number of instructors being trained by 10 fold without additional of administration, support, or instructor training personnel. This can be accomplished by increasing the student/instructor ratio and instituting two alternating sections, rotating shifts of students.

The follow-up system for graduates is not in place. RCA envisions standards and trade tests emerging from the knowledge and performance tests included in the modules they have developed. PVTD seems content with their assumptions and expects that the PVTD personnel trained in standards and test development can elaborate on these through time. It is further envisioned that the MIS system will include placement and job success measures of graduates of the PVTD training centers and industry training centers.

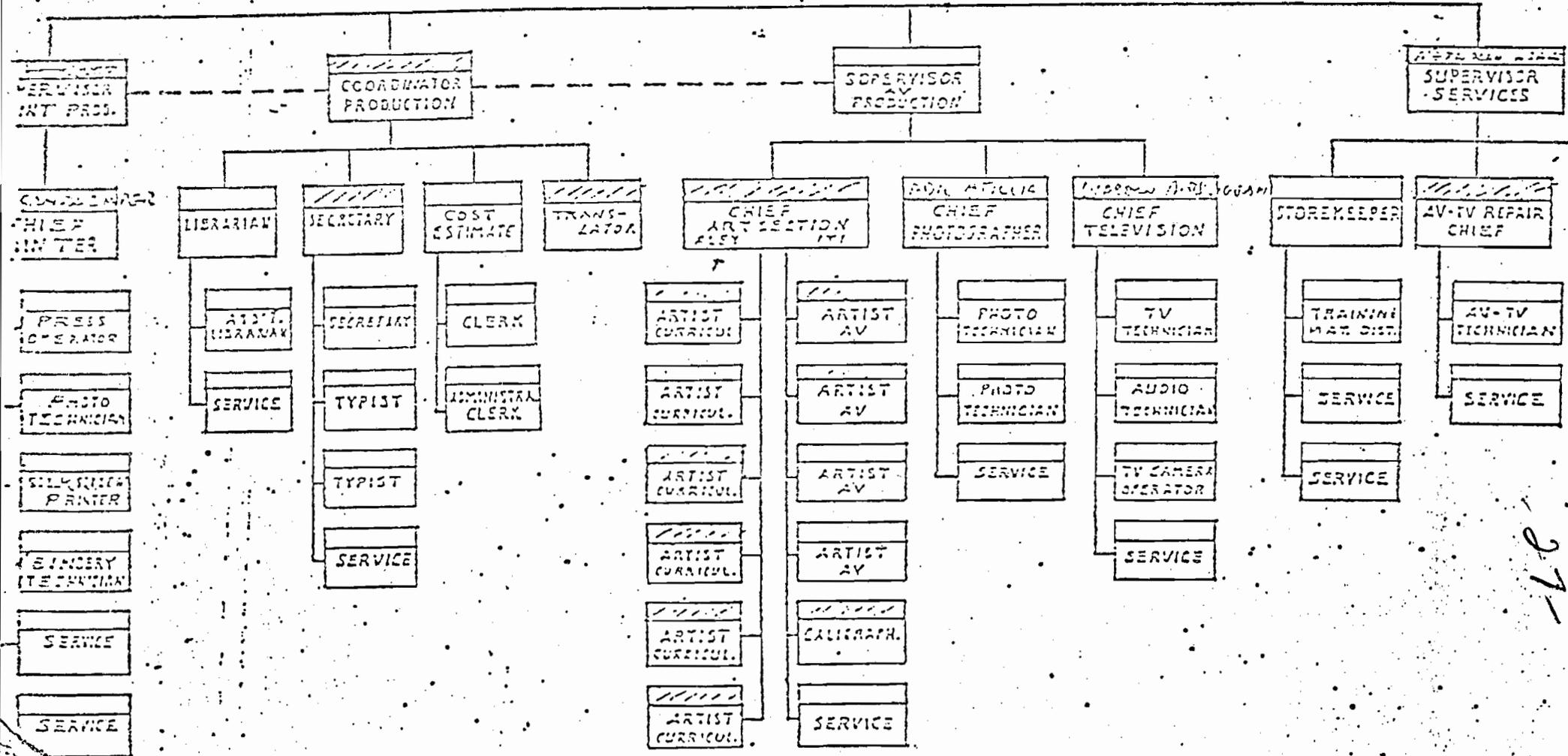
The selection of RCA to perform this contract was based in part on their corporate experience (including a recent training project in Egypt) and the qualifications of key personnel to be assigned to the project. The experience and qualifications should have led RCA to expect delays with customs and with renovations. They should also have been knowledgeable about the resistance to change that is encountered. The time lines proposed should have included these contingencies. Therefore, these delays cannot be used as excuses for not meeting the proposed time line.

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REV 1784

Attachment B

WALTER DINTONIAN
 CHIEF PRODUCTION
 DIRECTOR
 IMPC



27-

VTD-ITI AUDIOVISUAL/INSTRUCTIONAL MATERIALS PRODUCTION CENTER

OCTOBER 1954

The evaluation team constructed a smoothed line graph (see the following page) of the number of individuals employed by RCA on the project in Egypt from the start of the contract to date. Then based upon the tasks left to complete, projections were added to cover the time to the end of the contract.

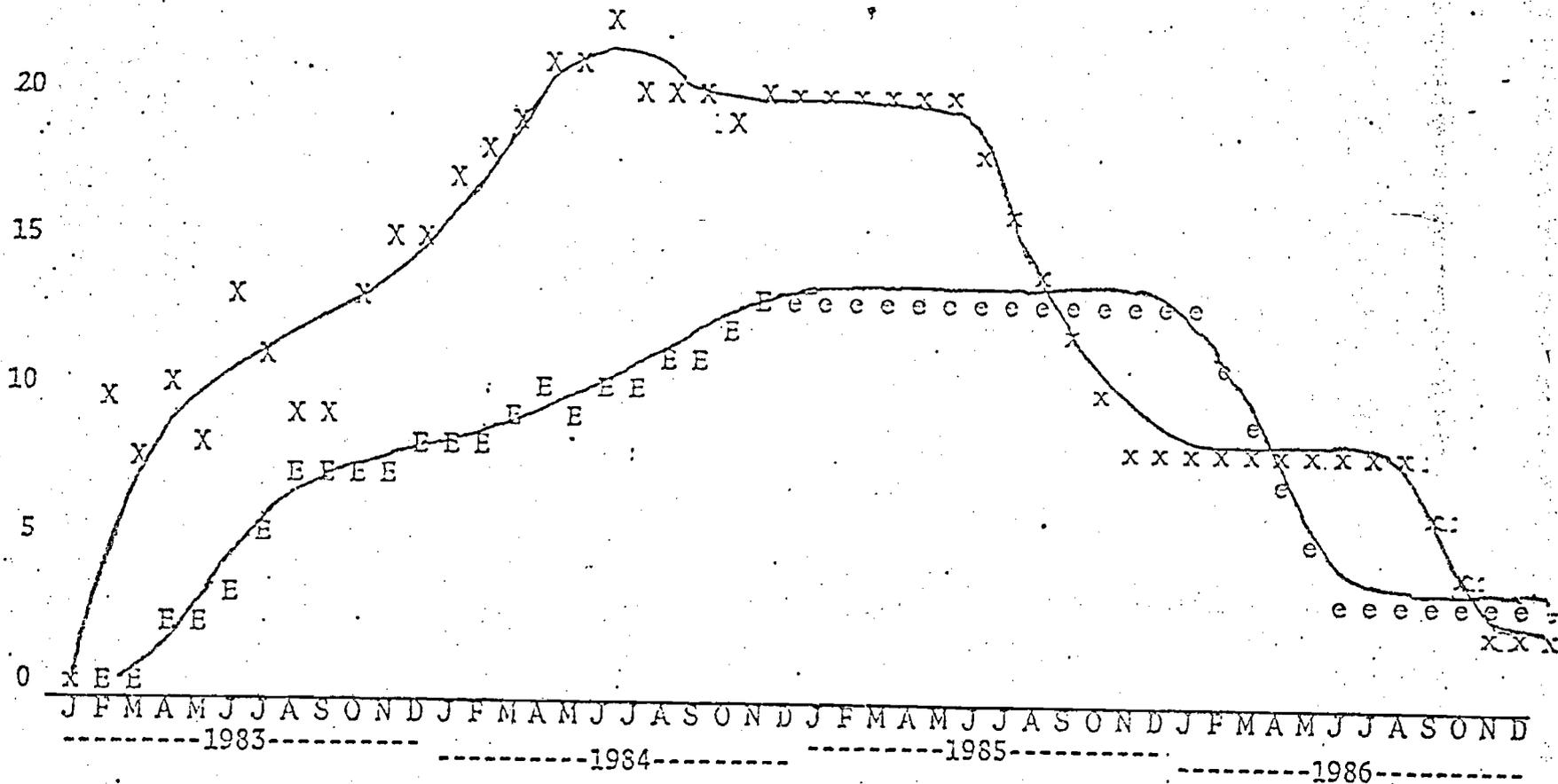
After the text materials have been developed for all the modules, about May 1985, there can be a considerable reduction in short-term experts. After the field testing is completed, about April of 1986, there can be another sizeable reduction as the project phases out into Egyptian maintenance and control.

By the end of November 1984, 22 months into the contract, RCA will have consumed over 60 percent of the available person months. It appears that RCA cannot satisfy all of the contract provisions and the additional trades within the cost of the contract. Much of this problem is due to the expensive, time consuming approach to CBVE that RCA selected.

SMOOTHED LINE GRAPH OF RCA'S PERSONNEL USEAGE IN EGYPT BY MONTH

NUMBER OF
PERSONNEL
MONTHS
25

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LEDGEND
 X= RCA EXPERTS ACTUAL
 x= projected
 E=EGYPTIANS ACTUAL
 e=Egyptians projected

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V. INTRODUCTION/METHODOLOGY

A. MEMBERS OF THE EVALUATION TEAM AND THEIR ASSOCIATION

The evaluation team consisted of four members, two from the U.S.A. and two counterparts from Egypt. The U.S.A. members were from WUPI, Inc. which is the contracting corporation selected by USAID.

Mr. Robert Minarik is Vice-President and Director of the International Services Division of the Dunwoody Industrial Institute. Mr. Minarik served as a Technical Training Consultant in Libya assessing manpower requirements and determining training needs for maintenance and production crafts in connection with oil operations for Esso Standard Libya Inc. He has performed similar consulting in the aluminum, cement manufacturing, copper mining and iron mining industries. Mr. Minarik has his degrees in Industrial Education and Supervision and Administration of Industrial Education. He has worked in Indonesia, Saudi Arabia, India, Sudan, Ghana, and other developing countries.

Dr. William Schill is Professor of Higher Education at the University of Washington and is an expert in education administration, especially in vocational education. He has written extensively on technical education, work-education programs, occupational education and evaluation. He is knowledgeable about all aspects of vocational education - curriculum, policy, instructional materials, foundations and practice. He has taught vocational-technical education at the University of Illinois as well as the University of Washington.

Eng. Moneer Sidky Mahmoud has held many administrative positions in Egyptian industry, has served as chairman of the Regional Training Board for the Suez and Sinai Region. Since his retirement he has served as consultant to Egyptian industry and education. Currently he is consultant to the Minister of Industry.

Eng. Ali Abdel Rahman Amin has held many administrative positions in Egyptian food industries. Since his retirement he has acted as consultant for the Organization of Public Sector food industries and two public sector companies in this field. He brings to the evaluation team a broad background in Egyptian industry.

B. CHARGE OF SCHILL AND MINARIK BY THE CONTRACTING CORPORATION

Prior to departing for Egypt, the U.S.A. members of the evaluation team were charged with the following tasks. These tasks stem from the contract between WUPI, Inc. and USAID.

The two specialists will work as part of a 4 person team in Cairo and Alexandria and will perform the following activities and analysis:

1. Document and evaluate the quantity and quality of the project inputs stated in the original intent of the project. For example, what progress has been achieved in technical assistance on industrial training needs, competencies and skills standards; determine whether or not the curriculum and instructional materials, instructor training, in-plant training assistance,, and management have been appropriate; analyze participant training efforts for their usefulness and relevance in the overall training concept; review the commodities - have they been received and utilized effectively; and were the inputs necessary and sufficient to achieve the project purpose?
2. Assess progress toward the achievement of the project outputs. How many individuals have been trained and in what sectors and skills? What is the composition of trainee classes? What has been/will be done to upgrade trainers? What is the status of the Regional Consultative Councils? In terms of PVID management - has it improved? How have they increased the employment of women in the skilled trades and enhanced its impact on the private sector? How is PVID handling outreach to industrial companies? What is the status of the instructional materials development center?

3. Evaluate the likelihood of institutionalization of the project. Are the curricula and instructional materials relevant to the needs of Egyptian industry? What are the costs per trainee? Is the PVID an effective counterpart? How can institutionalization be enhanced?
4. Describe progress toward the project purpose and goal. Is a user-oriented vocational training system being developed? Will the ability of industrial companies to design and implement company-based training programs be improved? Will it be possible to attribute increased industrial productivity and employment to the project in the future?
5. Discuss the role of vocational training in terms of relieving constraints to industrial production in Egypt. Is the project meeting an important need of Egyptian industry? What role should vocational training have in USAID's overall industrial strategy?
6. Describe any external factors that affect the project purpose achievement. What role does pricing and wage structure play? How receptive are Egyptian industries and workers to participating in vocational training program? What has been the effect of other donor involvement in vocational training?

Lastly, what lessons can be learned from implementation thus far? Make recommendations, if necessary, of changes that would enhance the project success.

C. MEETING WITH DR. SAMSON SHIGETOMI, DR. WILLIAM CHARLESON AND MS. AMAL NASSAR

Upon arrival in Cairo the two U.S.A. members of the evaluation team were joined by Eng. Moneer Sidky Mahmoud at a briefing session conducted by members of the USAID's Education and Training Office. Ms. Amal Nassar gave an overview of the project to date, Dr. Shigetomi provided a detailed series of questions which elaborated on the tasks included in the evaluation contract, and Ms. Nemat Shafik provided a set of guidelines for evaluation developed by the Mission staff. The evaluation team was provided a series of publications

relevant to understanding the project and its activities.

While in Cairo, three members of the evaluation team visited the Instructor Training Institute (ITI). The team interviewed several responsible individuals, toured the ITI shops, and had a detailed explanation of the Instructional Materials Production Center (IMPC). (See the list of interviews that follows).

Ms. Amal Nassar accompanied the evaluation team to Alexandria. While in Alexandria she performed a number of essential functions. She briefed Eng. Amin, the second Egyptian member of the evaluation team, introduced the team to RCA and PVID staff members, served as an interpreter on those occasions when it was necessary, participated in the question and answer sessions with RCA staff, and offered interpretations of USAID's role when it was necessary.

D. INTERVIEWS CONDUCTED DURING THE INFORMATION GATHERING PHASE

With the assistance of Ms. Amal Nassar, the RCA staff, and the Egyptian members of the evaluation team, it was possible to interview the individuals listed on the following page.

INTERVIEWS CONDUCTED BY THE EVALUATION TEAM

INTERVIEWEE	TITLE	INTERVIEWERS	DATE
Eng. Allam, Saied	Acting Director ITI	Schill, Minarik, Moneer	Nov. 17
Dr. Andreyka, Robert	Chief of Party	Schill Minarik Moneer Amin	Nov. 18, 20, 26
Eng. A. Bahgat	Manager Sammanud Garment Factory	Schill, Minarik, Moneer, Amin	Nov. 22
Mr. Bhattacharya, Agit	Leader Industrial Training	Minarik, Amin	Nov. 26
Camper, Sandy	Printing Specialist	Schill Minarik Moneer	Nov. 17
Clark, Dan	Instructor Training Leader	Schill, Minarik Schill	Nov. 21 Nov. 26
Davidson, Robert	Curriculum Development Leader	Minarik Schill	Nov. 20, 22, 25
Dinteman, Walter	Instructional Materials Production Leader	Minarik	Nov. 18 Dec. 6
*Eng. El Abd, Yehia	Director Middle Delta Region PVID	Schill, Minarik, Moneer, Amin	Nov. 21, 22, 28
*El-Iraky, Ibrahim	Director Spinning & Weaving Training Center, Alexandria	Schill, Moneer	Nov. 26

INTERVIEWEE	TITLE	INTERVIEWERS	DATE
*Eng. El-Kabbany, Hassan	Director Training Centers, PVID Alexandria	Schill, Moneer	Nov. 26
Dr. El-Naggar, A.	Plant Manager, Misr Spinning & Weaving Mehalla	Schill, Minarik, Moneer, Amin	Nov. 22
*El-Sabban, Nabil Hassan	Egyptian MIS Specialist	Schill	Nov. 19 20
Ford, John	ADM/Procurement	Minarik	Nov. 21
Mr. Gabr, A.	Training Officer, Misr Spinning & Weaving Mehalla	Schill, Minarik, Moneer, Amin	Nov. 22
*Haggar, Omar Abou	Egyptian Director IMFC	Schill Minarik Moneer	Nov. 17
Eng. Kandeel	Director Haggar Training Center PVID	Minarik, Amin	Nov. 26
Dr. Manchak, Paul	Manager Training & Staff Development	Schill, Minarik Moneer, Amin Schill, Minarik Schill	Nov. 20 Nov. 21, 25 Nov. 26
McClelland, Harry J.	Petro-chem Curriculum Specialist	Schill Minarik	Nov. 24 25, 26 Nov. 25
McBride, William	Color TV Specialist	Schill, Minarik	Nov. 23 24, 26

INTERVIEWEE	TITLE	INTERVIEWERS	DATE
McQuiggan, Warren	Audio-Visual Specialists	Schill Minarik Moneer	Nov. 17
Eng. Nabil, Ismail	Training Director Alexandria Copper Works	Minarik, Amin	Nov. 26
Rodd, Jason	Instrumentation Specialist	Schill	Nov. 26
Eng. Roushdy, M. A.	Undersecretary Ministry of Industry	Schill, Minarik Moneer, Amin Schill, Moneer	Nov. 21, 28 Nov. 26
Eng. Sakr	Director PVID Tanta Training Center	Schill, Minarik Moneer, Amin	Nov. 22
*Eng. Sallam, S.	Chairman Misr Garment Factory, AGA	Schill, Minarik, Moneer, Amin	Nov. 22
Tipton, Beverly	Instructional Materials Artist	Schill Minarik	Nov. 20, 23, 26
*Wafa, Metwally Ahmed	Egyptian Instructor Victoria Training Center PVID	Minarik	Nov. 19
Mr. Waheed	Director Alexandria Region PVID	Schill, Minarik, Moneer, Amin	Nov. 21
Wheeler, Jeanette	Women's Training & Testing Specialist	Minarik Schill	Nov. 25 Nov. 26

INTERVIEWEE	TITLE	INTERVIEWERS	DATE
Dr. Young, John	Manager Curriculum	Schill Minarik Moneer Amin	Nov. 18, 26
Ms. Samie, Soheir A.	Egyptian Trade STDS Testing Specialist	Schill	Nov. 19

* Received training in U.S.

E. ORGANIZATION OF THE EVALUATION REPORT

This report presents information gathered from interviews, with RCA and PVTD project personnel. This information has been unanimously agreed upon by the four members of the evaluation team. The information includes perceptions stated by interviewees, information presented in reports, and observations by the evaluation team at the various sites visited.

Following the factual material is a discussion of the complexities of the project, general perceptions of its value, perceptions of the RFP/Bid/Contract process, and issues to be addressed if the project is to be successful.

The final section of the report contains specific recommendation to USAID.

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