

INDICATOR SHEET

ITEM OF STUDY	UNIT	ACADEMIC YEAR (Sept. - Aug.)															
		1977/78	1978/79	1979/80	1980/81	1981/82	1982/83	1983/84	1984/85	1985/86	1986/87	1987/88	1988/89	1989/90	1990/91	1991/92	1992/93
I. SUPER GOAL																	
1.1 Annual amount of industrial products (nation-wide)*																	
A. All of the industries	LE mil.	NA	NA	NA	NA	NA	10,421	12,416	15,157	18,111	21,559	NA	NA	NA	NA	NA	NA
B. Engineering and electrical industries	LE mil.	30.1	821	1,030	1,204	1,397	1,689	1,878	2,286	2,388	2,487	3,494	4,200	4,527	4,964	NA	NA
C. Spinning and weaving industries	LE mil.	84.6	1,166	1,423	1,568	1,706	1,773	1,904	2,227	2,605	2,765	3,796	4,866	5,648	6,904	NA	NA
II. SECTOR GOAL																	
1.1 Machine utilization rate																	
A. Companies employing SVTC graduates	%	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA
B. Nation-wide	%	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA
1.2 No. of maintenance technicians	person	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA
2.1 No. of maintenance seminars implemented by SVTC																	
A. in SVTC	seminar	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	10
B. in companies	seminar	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	1
III. PROJECT PURPOSE																	
1.1.1 No. of major training courses (for maintenance)																	
1.1.2 No. of secondary training courses (for metal forming)																	
1.2 Rate of implemented courses to planned courses																	
A. General Maintenance Course	%						100	100	100	100	100	100	100	100	100	100	100
B. Mechanical maintenance course	%						100	100	100	100	100	100	100	100	100	100	100
C. Electrical maintenance course	%						100	100	100	100	100	100	100	100	100	100	100
D. Textile maintenance course	%						100	100	100	100	100	50	75	100	100	50	100
1.3 No. of Teaching Staff (Trainers)																	
A. Engineers	person						6	5	3	2	1	3	3	3	3	7	7
B. Instructors (Total)	person						31	29	19	26	27	29	30	43	44	41	36
a. Mechanical Maintenance Course	person						12	10	8	7	8	11	12	20	19	19	17
b. Electrical Maintenance Course	person						6	4	1	4	4	5	4	6	7	6	4
c. Textile Maintenance Course	person						13	15	10	15	15	13	14	17	18	16	15
C. Theoretical subject teachers	person																
1.4 No. of companies which implemented OJT courses																	
1.5 No. of internal seminars to upgrade trainers' skill																	
1.6.1 No. of self-developed textbooks																	
A. Mechanical Maintenance Course	book						18	18	18	18	18	18	18	18	18	18	18
B. Electrical Maintenance Course	book						15	16	18	18	18	19	19	19	19	19	19
C. Textile Maintenance Course	book						16	16	16	16	16	16	16	16	16	16	16
D. Total	book						49	50	52	52	52	53	53	53	53	53	53
1.6.2 Rate of trainees/graduates being satisfied with the self-developed textbooks																	
88.7% (Yes 55/62, No 7/62)																	

Note: * = Data source - Statistical Year Book, June 1984, 1987, and 1992, Central Agency for Public Mobilisation and Statistics. Other data from SVTC

** = 5 major training courses include General Maintenance Course, Mechanical Maintenance Course, Electrical Maintenance Course, Spinning Maintenance Course, and Weaving Maintenance Course.

ITEM OF STUDY	UNIT	ACADEMIC YEAR (Sept. - Aug.)																
		1977/78	1978/79	1979/80	1980/81	1981/82	1982/83	1983/84	1984/85	1985/86	1986/87	1987/88	1988/89	1989/90	1990/91	1991/92	1992/93	
1.7.1 Rate of trainees/graduates/counterparts/trainers who are satisfied with facilities		98.3% (Yes 61/62, No 1/62)																
A. Trainees/graduates	%	100% (Yes 16/16, No 0/16)																
B. Counterparts/trainers	%	96.8% (Yes 60/62, No 2/60)																
1.7.2 Rate of trainees/graduates/counterparts/trainers who are satisfied with training equipment		93.8% (Yes 15/16, No 1/16)																
A. Trainees/graduates	%	100% (Yes 16/16, No 0/16)																
B. Counterparts/trainers	%																	
1.7.3 Rate of counterparts/trainers thinking training equipment is well maintained																		
1.8.1 No. of trainees																		
A. First year trainees (Total)	person	101	251	251	131	336	274	310	439	832	273	408						
a. General Maintenance Course	person	101	251	251	131	280	214	225	216	248	90	173						
b. Others	person	0	0	0	0	56	60	85	223	584	188	235						
B. Second year trainees (Total)	person	98	92	142	218	118	304	238	250	424	592	262						
a. Mechanical Maintenance Course	person	25	23	60	62	37	160	80	65	81	137	25						
b. Electrical Maintenance Course	person	31	31	26	62	31	98	70	65	62	71	27						
c. Textile Maintenance Course	person	42	38	56	94	50	0	36	49	66	0	25						
d. Others	person	0	0	0	0	0	46	52	71	215	384	185						
C. Third year trainees (Total)	person	89	97	141	183	219	162	287	246	267	484	641						
a. Mechanical Maintenance Course	person	17	24	23	57	60	53	140	93	86	118	137						
b. Electrical Maintenance Course	person	31	32	53	54	77	35	93	66	64	62	74						
c. Textile Maintenance Course	person	41	41	65	72	82	74	15	37	46	87	8						
d. Others	person	0	0	0	0	0	0	39	50	71	217	422						
D. Grand total of trainees	person	288	440	538	532	673	740	835	935	1,523	1,354	1,311						
1.8.2 No. of graduates																		
A. Mechanical Maintenance Course	person	17	22	21	53	41	46	115	68	44	118	NA						
B. Electrical Maintenance Course	person	28	21	50	37	73	34	91	66	64	59	NA						
C. Textile Maintenance Course	person	40	12	62	67	49	57	12	37	24	78	NA						
D. Others	person	0	0	0	0	0	0	27	42	59	164	NA						
E. Total	person	85	55	133	157	163	137	245	213	191	419	NA						
1.8.3 Dropout rate of the third year trainees																		
A. Mechanical Maintenance Course	%	0	8.3	8.7	7.0	31.7	13.2	17.9	26.9	48.2	0	NA						
B. Electrical Maintenance Course	%	9.7	34.4	5.7	31.5	5.2	2.9	2.2	0	0	4.8	NA						
C. Textile Maintenance Course	%	2.4	70.7	4.6	7.5	40.2	23.0	0.2	0	47.8	10.3	NA						
D. Others	%	-	-	-	-	-	-	30.8	16.0	16.9	24.4	NA						
E. Total	%	4.7	43.3	5.7	14.2	25.6	15.4	14.6	13.4	28.5	13.4	NA						

ITEM OF STUDY	UNIT	ACADEMIC YEAR (Sept. - Aug.)										No comment				
		1977/78	1978/79	1979/80	1980/81	1981/82	1982/83	1983/84	1984/85	1985/86	1986/87		1987/88	1988/89	1989/90	1990/91
1.9 Supervisors' evaluation on graduates' maintenance skill																
A. Overall	%	Low	1	2	3	4	5	High								
B. Manual/machinery metal processing	%	0% (0/8)	0% (0/8)	0% (0/8)	12.5% (1/8)	62.5% (5/8)	25.0% (2/8)									0% (0/8)
C. Electrical measurement	%	0% (0/8)	0% (0/8)	0% (0/8)	25.0% (2/8)	37.5% (3/8)	37.5% (3/8)									0% (0/8)
D. Simple electric device handling	%	0% (0/8)	0% (0/8)	0% (0/8)	12.5% (1/8)	25.0% (2/8)	25.0% (2/8)									50.0% (4/8)
E. Understanding/drawing a working plan	%	0% (0/8)	0% (0/8)	0% (0/8)	0% (0/8)	12.5% (1/8)	25.0% (2/8)									62.5% (5/8)
F. Machine operation	%	0% (0/8)	0% (0/8)	0% (0/8)	0% (0/8)	50.0% (4/8)	25.0% (2/8)									25.0% (2/8)
G. Repairing/disassembling/assembly of machines	%	0% (0/8)	0% (0/8)	25.0% (2/8)	0% (0/8)	62.5% (5/8)	12.5% (1/8)									12.5% (1/8)
H. Parts management on disassembling/assembly	%	0% (0/8)	0% (0/8)	12.5% (1/8)	12.5% (1/8)	12.5% (1/8)	50.0% (4/8)									12.5% (1/8)
I. Machine operation for disassembling/assembly	%	0% (0/8)	0% (0/8)	25.0% (2/8)	0% (0/8)	37.5% (3/8)	25.0% (2/8)									12.5% (1/8)
J. Maintenance of repairing machines	%	0% (0/8)	0% (0/8)	12.5% (1/8)	12.5% (1/8)	37.5% (3/8)	25.0% (2/8)									12.5% (1/8)
1.10 Rate of trainees being satisfied with SVTC																
A. Training courses	%	Cultural 87.9% (Yes 29/33, No 4/33) Practical 93.9% (Yes 31/33, No 2/33)														
B. Trainers	%	Cultural 97.9% (Yes 32/33, No 1/33) Practical 93.9% (Yes 31/33, No 2/33)														
C. Textbooks	%	84.8% (Yes 28/33, No 5/33)														
D. Facilities	%	97.0% (Yes 32/33, No 1/33)														
E. Equipment	%	97.0% (Yes 32/33, No 1/33)														
1.11 No. of staff members of SVTC	person	10	40	50	60	70	68	55	64	57	59	62	78	83	85	77
1.12 SVTC operation budget	L.E.	17800	37800	53800	57000	88000	118800	106400	134600	148000	167000	135000	220000	231000	253000	
1.13 No. of equipment bought by SVTC	unit	-	-	-	-	-	-	-	-	-	-	-	-	-	-	4
IV. OUTPUT																
1.1.1 No. of main training courses (for maintenance)	course	-	1	5	5	-	-	-	-	-	-	-	-	-	-	-
1.1.2 No. of secondary training courses (for metal forming)	trade	-	0	0	0	-	-	-	-	-	-	-	-	-	-	-
1.2 Rate of implemented courses to planned courses																
A. General Maintenance Course	%	-	100	100	100	-	-	-	-	-	-	-	-	-	-	-
B. Mechanical maintenance course	%	-	-	100	100	-	-	-	-	-	-	-	-	-	-	-
C. Electrical maintenance course	%	-	-	100	100	-	-	-	-	-	-	-	-	-	-	-
D. Textile maintenance course	%	-	-	100	100	-	-	-	-	-	-	-	-	-	-	-
1.3 No. of companies which implemented OJT courses																
OJT had not started yet.																
1.4.1 No. of trainees																
A. First year trainees (Total)	person	-	89	87	96	-	-	-	-	-	-	-	-	-	-	-
a. General Maintenance Course	person	-	89	87	96	-	-	-	-	-	-	-	-	-	-	-
b. Others	person	-	0	0	0	-	-	-	-	-	-	-	-	-	-	-
B. Second year trainees (Total)	person	-	-	87	94	-	-	-	-	-	-	-	-	-	-	-
a. Mechanical Maintenance Course	person	-	-	21	22	-	-	-	-	-	-	-	-	-	-	-
b. Electrical Maintenance Course	person	-	-	30	31	-	-	-	-	-	-	-	-	-	-	-
c. Textile Maintenance Course	person	-	-	36	41	-	-	-	-	-	-	-	-	-	-	-
d. Others	person	-	-	0	0	-	-	-	-	-	-	-	-	-	-	-

ITEM OF STUDY	UNIT	ACADEMIC YEAR (Sept. - Aug.)															
		1977/78	1978/79	1979/80	1980/81	1981/82	1982/83	1983/84	1984/85	1985/86	1986/87	1987/88	1988/89	1989/90	1990/91	1991/92	1992/93
C. Third year trainees (Total)	person	-	-	0	0	79											
a. Mechanical Maintenance Course	person	-	-	0	0	21											
b. Electrical Maintenance Course	person	-	-	0	0	30											
c. Textile Maintenance Course	person	-	-	0	0	28											
d. Others	person	-	-	0	0	0											
D. Grand total of trainees	person	-	-	89	174	269											
1.4 2. No. of graduates																	
A. Mechanical Maintenance Course	person	-	-	0	0	20											
B. Electrical Maintenance Course	person	-	-	0	0	27											
C. Textile Maintenance Course	person	-	-	0	0	26											
D. Others	person	-	-	0	0	0											
E. Total	person	-	-	0	0	73											
1.4 3. Dropout rate of the third year trainees																	
A. Mechanical Maintenance Course	%	-	-	-	-	4.7											
B. Electrical Maintenance Course	%	-	-	-	-	10.0											
C. Textile Maintenance Course	%	-	-	-	-	7.1											
D. Others	%	-	-	-	-	-											
E. Total	%	-	-	-	-	7.6											
1.5 SVTC evaluation on graduates' maintenance skill																	
A. Overall	%			0% (0/15)		46.7% (7/15)		33.3% (5/15)		20.0% (3/15)							
B. Manual/machinery metal processing	%			6.7% (1/15)		0% (0/15)		40.0% (6/15)		53.3% (8/15)							
C. Electrical measurement	%			0% (0/15)		26.7% (4/15)		26.7% (4/15)		46.7% (7/15)							
D. Simple electric device handling	%			0% (0/8)		12.5% (1/8)		37.5% (3/8)		50.0% (4/8)							
E. Understanding/drawing a working plan	%			0% (0/15)		46.7% (7/15)		40.0% (6/15)		13.3% (2/15)							
F. Machine operation	%			0% (0/15)		33.3% (5/15)		53.3% (8/15)		13.3% (2/15)							
G. Repairing/disassembling/assembling of machines	%			13.3% (2/15)		53.3% (8/15)		26.7% (4/15)		6.7% (1/15)							
H. Parts management on disassembling/assembling	%			13.3% (2/15)		46.7% (7/15)		26.7% (4/15)		13.3% (2/15)							
I. Machine operation for disassembling/assembling	%			13.3% (2/15)		40.0% (6/15)		33.3% (5/15)		13.3% (2/15)							
J. Maintenance of repairing machines	%			0% (0/15)		60.0% (9/15)		26.7% (4/15)		13.3% (2/15)							
2.1 No. of counterparts																	
A. Mechanical Maintenance Course	person	3	4	4	3	4											
B. Electrical Maintenance Course	person	4	4	6	5	5											
C. Textile Maintenance Course	person	0	0	2	2	2											
D. Total	person	7	8	12	10	11											
2.2 Rate of counterparts thinking machine maintenance was sufficient																	
	%			100% (Yes 9/9, No 0/9)													
3.1 Rate of counterparts thinking machines were fully utilized																	
	%			100% (Yes 9/9, No 0/9)													

ITEM OF STUDY	UNIT	ACADEMIC YEAR (Sept. - Aug.)															
		1977/78	1978/79	1979/80	1980/81	1981/82	1982/83	1983/84	1984/85	1985/86	1986/87	1987/88	1988/89	1989/90	1990/91	1991/92	1992/93
4.1.1. No. of developed textbooks																	
A. Mechanical Maintenance Course	book																
B. Electrical Maintenance Course	book																
C. Textile Maintenance Course	book																
D. Total	book																
4.1.2. Rate of counterparts thinking textbooks were useful	%																
III.1 Rate of graduates finding jobs of maintenance technicians	%																
III.2 Rate of companies thinking SVTC trainings meet their needs	%																
III.4 Rate of graduates having transferred their skill to their company colleagues	%																
IV.2 No. of maintenance technician position requested by companies to SVTC	position																

Books were developed by Japanese experts and the number is not available.

100% (Yes 9/9, No 0/9)

69.0% (20/29)

100% (8/8)

79.3% (23/29)

Companies mainly hired the Center graduates according to the regulations of Ministry of Manpower Planning. And the Center does not have a follow-up system for graduates. Therefore, the number is not available.

QUESTIONNAIRE SURVEY RESULTS OF JAPANESE EXPERTS

Number of samples: 5 samples

QUESTIONS	YES	NO	No comment																																
1-1 Did the Japanese Government provide enough input?																																			
a. Training equipment	1/5	4/5	0/5																																
b. Counterpart training in Japan	0/5	4/5	1/5																																
c. Technology transfer	1/5	4/5	0/5																																
1-2 Did the Egyptian Government provide enough input?																																			
a. Facilities (space, utilities etc.)	1/5	3/5	1/5																																
b. Budget	0/5	4/5	1/5																																
c. Manpower	2/5	2/5	1/5																																
1-3 Was the project implemented at the most appropriate timing?	3/5	1/5	1/5																																
1-4 Was the project given enough support from the other related organizations?	1/5	3/5	1/5																																
1-5 Did the project have enough linkage with the other related project?	1/5	2/5	2/5																																
2-1 Do you think the Project has succeeded to supply maintenance technicians in the north Cairo?	3/5	2/5	0/5																																
2-2 Was the technical transfer to C/P about machine operation and maintenance/management appropriate?	1/5	3/5	1/5																																
2-3 Was the technical transfer to C/P about instruction skill appropriate?	4/5	1/5	0/5																																
2-4 Was the technical transfer to C/P about training material/planning development?	2/5	3/5	0/5																																
2-5 Was the equipment utilized in the training?	4/5	1/5	0/5																																
2-6 Was the machine well maintained?	4/5	1/5	0/5																																
2-7 Did the C/P make an appropriate instruction to the trainees?	2/5	3/5	0/5																																
2-8 How did you evaluate C/P's technical level?	<table border="1" style="width: 100%; border-collapse: collapse;"> <thead> <tr> <th style="width: 50%;"></th> <th style="width: 15%;">Low</th> <th style="width: 15%;">High</th> <th style="width: 20%;">No comment</th> </tr> <tr> <td></td> <td style="text-align: center;">1</td> <td style="text-align: center;">2</td> <td style="text-align: center;">3</td> </tr> </thead> <tbody> <tr> <td>a. Machine operation</td> <td style="text-align: center;">1/5</td> <td style="text-align: center;">3/5</td> <td style="text-align: center;">0/5</td> </tr> <tr> <td>b. Machine maintenance</td> <td style="text-align: center;">2/5</td> <td style="text-align: center;">2/5</td> <td style="text-align: center;">0/5</td> </tr> <tr> <td>c. Machine management</td> <td style="text-align: center;">1/5</td> <td style="text-align: center;">2/5</td> <td style="text-align: center;">1/5</td> </tr> <tr> <td>d. Instruction skill</td> <td style="text-align: center;">1/5</td> <td style="text-align: center;">2/5</td> <td style="text-align: center;">1/5</td> </tr> <tr> <td>e. Training material development</td> <td style="text-align: center;">2/5</td> <td style="text-align: center;">0/5</td> <td style="text-align: center;">1/5</td> </tr> <tr> <td>f. Training plan development</td> <td style="text-align: center;">2/5</td> <td style="text-align: center;">1/5</td> <td style="text-align: center;">0/5</td> </tr> </tbody> </table>				Low	High	No comment		1	2	3	a. Machine operation	1/5	3/5	0/5	b. Machine maintenance	2/5	2/5	0/5	c. Machine management	1/5	2/5	1/5	d. Instruction skill	1/5	2/5	1/5	e. Training material development	2/5	0/5	1/5	f. Training plan development	2/5	1/5	0/5
	Low	High	No comment																																
	1	2	3																																
a. Machine operation	1/5	3/5	0/5																																
b. Machine maintenance	2/5	2/5	0/5																																
c. Machine management	1/5	2/5	1/5																																
d. Instruction skill	1/5	2/5	1/5																																
e. Training material development	2/5	0/5	1/5																																
f. Training plan development	2/5	1/5	0/5																																
	YES	NO	No comment																																
2-9 Did the developed textbooks meet the local needs?	2/5	3/5	0/5																																
2-10 Did SVTC have an effective operation system?	3/5	2/5	0/5																																

3-1	Have the maintenance technicians provided by SVTC contributed to productivity increase?	2/5	3/5	0/5
3-2	Have the maintenance technicians provided by SVTC contributed to machine utilization improvement?	1/5	2/5	2/5
3-3	Was SVTC recognized as a model center?	2/5	2/5	1/5
3-4	Any other social/economical contribution?	2/5	2/5	1/5
3-5	Any negative impacts?	0/5	4/5	1/5
4-1	Does SVTC have enough resources?	0/5	4/5	1/5
5-1	Is the project purpose still relevant?	4/5	1/5	0/5
5-2	Does the graduates' level satisfy the industrial needs?	2/5	1/5	2/5
5-3	Does the curriculum meet the industrial needs?	3/5	1/5	1/5
5-4	Any major political changes?	0/5	3/5	2/5

QUESTIONNAIRE SURVEY RESULTS OF COUNTERPART PERSONNEL

Number of samples: 9 samples

QUESTIONS	YES	NO	No comment																														
1-1 Did the Japanese Government provide enough input?																																	
a. Training equipment	8/9	1/9	0/9																														
b. Counterpart training in Japan	7/9	0/9	2/9																														
c. Technology transfer	9/9	0/9	0/9																														
1-2 Did the Egyptian Government provide enough input?																																	
a. Facilities (space, utilities etc.)	9/9	0/9	0/9																														
b. Budget	8/9	1/9	0/9																														
c. Manpower	9/9	0/9	0/9																														
1-3 Was the project implemented at the most appropriate timing?	9/9	0/9	0/9																														
1-4 Was the project given enough support from the other sections of PVTD?	9/9	0/9	0/9																														
1-5 Did the project have enough linkage with the other related project?	1/9	0/9	8/9																														
2-1 Do you think the Project has succeeded to supply maintenance technicians in the north Cairo?	9/9	0/9	0/9																														
2-2 Were you satisfied with the machine training?	6/9	3/9	0/9																														
2-3 Were you satisfied with the instruction skill training?	8/9	1/9	0/9																														
2-4 Were you satisfied with the training for training material development?	8/9	1/9	0/9																														
2-5 Were you satisfied with the counterpart training in Japan?	6/9	0/9	3/9																														
2-6 How do you evaluate your current technical level?	<table border="1"> <thead> <tr> <th>Low</th> <th>High</th> <th>No comment</th> </tr> <tr> <th>1</th> <th>2</th> <th>3</th> </tr> </thead> <tbody> <tr> <td>a. Machine operation</td> <td>3/9</td> <td>4/9</td> <td>2/9</td> </tr> <tr> <td>b. Machine maintenance</td> <td>5/9</td> <td>2/9</td> <td>2/9</td> </tr> <tr> <td>c. Machine management</td> <td>2/9</td> <td>5/9</td> <td>2/9</td> </tr> <tr> <td>d. Instruction skill</td> <td>2/9</td> <td>5/9</td> <td>2/9</td> </tr> <tr> <td>e. Training material development</td> <td>4/9</td> <td>3/9</td> <td>2/9</td> </tr> <tr> <td>f. Training plan development</td> <td>2/9</td> <td>4/9</td> <td>3/9</td> </tr> </tbody> </table>			Low	High	No comment	1	2	3	a. Machine operation	3/9	4/9	2/9	b. Machine maintenance	5/9	2/9	2/9	c. Machine management	2/9	5/9	2/9	d. Instruction skill	2/9	5/9	2/9	e. Training material development	4/9	3/9	2/9	f. Training plan development	2/9	4/9	3/9
Low	High	No comment																															
1	2	3																															
a. Machine operation	3/9	4/9	2/9																														
b. Machine maintenance	5/9	2/9	2/9																														
c. Machine management	2/9	5/9	2/9																														
d. Instruction skill	2/9	5/9	2/9																														
e. Training material development	4/9	3/9	2/9																														
f. Training plan development	2/9	4/9	3/9																														
2-7 How do you evaluate the skill level of the current graduates?	<table border="1"> <thead> <tr> <th>Low</th> <th>High</th> <th>No comment</th> </tr> <tr> <th>1</th> <th>2</th> <th>3</th> </tr> </thead> <tbody> <tr> <td>a. Overall</td> <td>3/9</td> <td>4/9</td> <td>2/9</td> </tr> <tr> <td>b. Manual/machinery metal processing</td> <td>5/9</td> <td>2/9</td> <td>2/9</td> </tr> <tr> <td>c. Electrical measurement</td> <td>2/9</td> <td>5/9</td> <td>2/9</td> </tr> <tr> <td>d. Simple electric device handling</td> <td>2/9</td> <td>5/9</td> <td>2/9</td> </tr> <tr> <td>e. Understanding/drawing a working plan</td> <td>4/9</td> <td>3/9</td> <td>2/9</td> </tr> <tr> <td>f. Machine operation</td> <td>2/9</td> <td>4/9</td> <td>3/9</td> </tr> </tbody> </table>			Low	High	No comment	1	2	3	a. Overall	3/9	4/9	2/9	b. Manual/machinery metal processing	5/9	2/9	2/9	c. Electrical measurement	2/9	5/9	2/9	d. Simple electric device handling	2/9	5/9	2/9	e. Understanding/drawing a working plan	4/9	3/9	2/9	f. Machine operation	2/9	4/9	3/9
Low	High	No comment																															
1	2	3																															
a. Overall	3/9	4/9	2/9																														
b. Manual/machinery metal processing	5/9	2/9	2/9																														
c. Electrical measurement	2/9	5/9	2/9																														
d. Simple electric device handling	2/9	5/9	2/9																														
e. Understanding/drawing a working plan	4/9	3/9	2/9																														
f. Machine operation	2/9	4/9	3/9																														

g. Repairing, deassembling, and assembling	1/9	5/9	0/9	4/9
h. Parts management	1/9	5/9	0/9	4/9
i. Machine operation for assembling/deassembling	1/9	4/9	1/9	4/9
j. Maintenance of machine for repairing	0/9	6/9	0/9	3/9
Has the level of the graduates been stable?	Improving 0/9	Same 1/9	Falling 6/9	2/9
	YES	NO	No comment	
2-8 Is the entry level of trainees the same every year?	3/9	4/9	2/9	
2-9 Were you satisfied with the textbooks?	9/9	0/9	0/9	
2-10 Has the training equipment been utilized?	9/9	0/9	0/9	
2-11 Has the training equipment been well maintained?	9/9	0/9	0/9	
2-12 Has the operation system been well organized?	9/9	0/9	0/9	
3-1 Have the maintenance technicians provided by SVTC contributed to productivity increase?	9/9	0/9	0/9	
3-2 Have the maintenance technicians provided by SVTC contributed to machine utilization improvement?	8/9	0/9	1/9	
3-3 Is SVTC recognized as a model center?	9/9	0/9	0/9	
3-4 Have you had a chance of technology transfer?	6/9	1/9	2/9	
3-5 Any other social/economical contribution?	9/9	0/9	0/9	
3-6 Any negative impacts?	0/9	9/9	0/9	
4-1 Does SVTC have enough resources?	7/9	1/9	1/9	
4-2 Does SVTC have an internal system for material development?	SVTC does not have any internal systems for material development. PVTD provides materials for SVTC.			
4-3 Does SVTC have an internal system for training plan development?	SVTC does not have any internal systems for training plan development. PVTD provides plans for SVTC.			
4-4 Does SVTC provide an internal seminar for the staff?	PVTD provides several seminars for trainers through ITI.			
4-5 Are there any seminars for the staff?	ITI.			
	YES	NO	No comment	
4-6 Are you satisfied with your current situation?	4/9	1/9	4/9	
4-7 Do you plan to continue to work for SVTC?	6/9	0/9	3/9	
5-1 Any major policy changes?	0/9	5/9	4/9	
5-2 Does the SVTC curriculum meet the current needs?	8/9	0/9	1/9	
5-3 Does the SVTC graduates' level meet the needs?	8/9	0/9	1/9	
5-4 Is the project purpose still relevant?	9/9	0/9	0/9	

QUESTIONNAIRE SURVEY RESULTS OF INSTRUCTORS/TEACHERS

Number of samples: 7 samples

QUESTIONS	YES	NO	No comment	
1-1 Do you think the Project has succeeded to supply maintenance technicians in the north Cairo?	7/7	0/7	0/7	
1-2 Where did you learn machine maintenance skill?	- University/college - Previous company - SVTC / other VTC - Secondary technical school	0 3 0 4		
1-3 Where did you learn how to teach?	- University/college - Previous company - SVTC / other VTC - Secondary technical school	0 0 0 7		
1-4 How do you evaluate your current technical level? ----- a. Machine operation ----- b. Machine maintenance ----- c. Machine management ----- d. Instruction skill ----- e. Training material development ----- f. Training plan development	Low	High	No comment	
	1	2	3	
	0/7	0/7	5/7	2/7
	0/7	0/7	5/7	2/7
	0/7	0/7	5/7	2/7
	0/7	0/7	4/7	3/7
	0/7	0/7	4/7	3/7
0/7	1/7	3/7	3/7	
1-5 How do you evaluate the skill level of the current graduates? ----- a. Overall ----- b. Manual/machinery metal processing ----- c. Electrical measurement ----- d. Simple electric device handling ----- e. Understanding/drawing a working plan ----- f. Machine operation ----- g. Repairing, deassembling, and assembling ----- h. Parts management ----- i. Machine operation for assembling/deassembling ----- j. Maintenance of machine for repairing	Low	High	No comment	
	1	2	3	
	0/7	3/7	3/7	1/7
	1/7	0/7	5/7	1/7
	0/7	1/7	3/7	3/7
	na	na	na	na
	0/7	3/7	4/7	0/7
	0/7	2/7	5/7	0/7
	0/7	3/7	4/7	0/7
	1/7	2/7	4/7	0/7
	1/7	2/7	4/7	0/7
0/7	3/7	4/7	0/7	
	YES	NO	No comment	
1-6 Is the entry level of trainees the same every year?	5/7	2/7	0/7	
1-7 Are you satisfied with the textbooks?	4/7	3/7	0/7	
1-8 Has the training equipment been utilized?	6/7	1/7	0/7	
1-9 Has the training equipment been well maintained?	7/7	0/7	0/7	
1-10 Are the SVTC facilities adequate?	7/7	0/7	0/7	
1-11 Has the operation system been well organized?	7/7	0/7	0/7	

	YES	NO	No comment
2-1 Have the maintenance technicians provided by SVTC contributed to productivity increase?	6/7	0/7	1/7
2-2 Have the maintenance technicians provided by SVTC contributed to machine utilization improvement?	7/7	0/7	0/7
2-3 Is SVTC recognized as a model center?	7/7	0/7	0/7
2-4 Have you had a chance of technology transfer?	7/7	0/7	0/7
2-5 Any other social/economical contribution?	0/7	5/7	2/7
2-6 Any negative impacts?	0/7	5/7	2/7
3-1 Does SVTC have enough resources?	4/7	3/7	0/7
3-2 Does SVTC have an internal system for material development?	SVTC does not have any internal systems for material development. PVTD provides materials for SVTC.		
3-3 Does SVTC have an internal system for training plan development?	SVTC does not have any internal systems for training plan development. PVTD provides plans for SVTC.		
3-4 Does SVTC provide an internal seminar for the staff?	PVTD provides several seminars for trainers through ITI.		
3-5 Are there any seminars for the staff?			
	YES	NO	No comment
3-6 Are you satisfied with your current situation?	6/7	1/7	0/7
3-7 Do you plan to continue to work for SVTC?	6/7	0/7	1/7
4-1 Any major policy changes?	1/7	3/7	3/7
4-2 Does the SVTC curriculum meet the current needs?	6/7	1/7	0/7
4-3 Does the SVTC graduates' level meet the needs?	7/7	0/7	0/7
4-4 Is the project purpose still relevant?	6/7	1/7	0/7

QUESTIONNAIRE SURVEY RESULTS OF TRAINEES

Number of samples: Mechanical Maintenance Course 0 samples
 Electrical Maintenance Course 25 samples
 Textile Maintenance Course 8 samples Total = 33 samples

QUESTIONS	YES	NO	No comment
1. Do you think the Project has succeeded to supply maintenance technicians in your country?	33/33	0/33	0/33
2. Are you satisfied with the curriculum of SVTC?			
a. Cultural/scientific subject	29/33	4/33	0/33
b. Technical/practical subject	31/33	1/33	1/33
3. Do you have any plan on your future job?	26/33	6/33	1/33
4. Are you satisfied with the trainers' skill?			
a. Cultural/scientific subject	32/33	1/33	0/33
5. Are the textbooks useful?	28/33	5/33	0/33
6. Are the facilities (space, utilities) adequate?	32/33	1/33	0/33
7. Is the training equipment adequate?	32/33	1/33	0/33
8. Is the training equipment sufficient?	31/33	2/33	0/33
9. Any other social/economical contribution?	16/33	17/33	0/33
			No
10. Does SVTC have enough resources?	Enough	Partly lack	Lack
a. In general	11/33	0/33	0/33
b. Equipment	15/33	0/33	1/33
c. Teaching staff	14/33	1/33	0/33
d. Facilities	13/33	0/33	1/33

QUESTIONNAIRE SURVEY RESULTS OF GRADUATES

Number of samples: Mechanical Maintenance Course 18 samples
 Electrical Maintenance Course 7 samples
 Textile Maintenance Course 4 samples Total = 29 samples

QUESTIONS	YES	NO	No comment
1. Do you think the Project has succeeded to supply maintenance technicians in your company?	29/29	0/29	0/29
2. How do you evaluate your maintenance skill? [As of graduation]	Low	High	No comment
	1	2	3
	4	5	
a. Overall	0/29	0/29	0/29
b. Manual/machinery metal processing	0/29	0/29	7/29
c. Electrical measurement	0/29	2/29	8/29
d. Simple electric device handling	0/29	1/29	6/29
e. Understanding/drawing a working plan	0/29	1/29	1/29
f. Machine operation	0/29	0/29	6/29
g. Repairing, deassembling, and assembling	0/29	2/29	3/29
h. Parts management	0/29	0/29	4/29
i. Machine operation for assembling/deassembling	0/29	0/29	7/29
j. Maintenance of machine for repairing	0/29	0/29	3/29
[Current]			
a. Overall	0/29	0/29	7/29
b. Manual/machinery metal processing	0/29	0/29	8/29
c. Electrical measurement	0/29	5/29	5/29
d. Simple electric device handling	0/29	5/29	3/29
e. Understanding/drawing a working plan	0/29	1/29	6/29
f. Machine operation	0/29	0/29	8/29
g. Repairing, deassembling, and assembling	0/29	1/29	5/29
h. Parts management	0/29	0/29	6/29
i. Machine operation for assembling/deassembling	0/29	0/29	8/29
j. Maintenance of machine for repairing	0/29	0/29	10/29
	YES	NO	No comment
3. Were you satisfied with the curriculum of SVTC?			
a. Cultural/scientific subject	26/29	3/29	0/29
b. Technical/practical subject	27/29	2/29	0/29
4. Did you have any problems in finding a job?	20/29	9/29	0/29
5. Did SVTC introduce appropriate jobs to you?	11/29	18/29	0/29
6. Were you satisfied with the trainers' skill?			
a. Cultural/scientific subject	28/29	1/29	0/29
b. Technical/practical subject	29/29	0/29	0/29

QUESTIONS	YES	NO	No comment
7. Were the textbooks useful?	27/29	2/29	0/29
8. Are you still using the textbooks of SVTC?	13/29	15/29	1/29
9. Were the facilities (space, utilities) adequate?	29/29	0/29	0/29
10. Was the training equipment adequate?	29/29	0/29	0/29
11. Was the training equipment sufficient?	29/29	0/29	
12. Have you transferred your skill to your colleagues?	23/29	5/29	1/29
13. Does your company provide a seminar for you?	8/29	21/29	0/29
14. Any other social/economical contribution?	13/29	16/29	0/29
			No comment
15. Did SVTC have enough resources?	Enough	Partly lack	Lack
a. In general	22/29	1/29	0/29
b. Equipment	22/29	1/29	0/29
c. Teaching staff	14/29	9/29	0/29
d. Facilities	20/29	3/29	0/29
	YES	NO	No comment
16. Is the Project purpose still relevant?	28/29	1/29	0/29

QUESTIONNAIRE SURVEY RESULTS OF GRADUATES' SUPERVISORS

Number of samples: 8 samples

QUESTIONS	YES				NO		No comment
1. Do you think the Project has succeeded to supply maintenance technicians in the local industry?	8/8				0/8		0/8
2. How many maintenance technicians are working in your company?	~10	10~50	50~100	100~	No comment		
	1/8	3/8	3/8	1/8	0/8		
3. How many of them are the SVTC graduates?	~5	5~10	10~	No comment			
	6/8	0/8	2/8	0/8			
4. How do you evaluate the skill level of the SVTC graduates?	Low				High		No comment
	1	2	3	4	5		
a. Overall	0/8	0/8	1/8	5/8	2/8	0/8	
b. Manual/machinery metal processing	0/8	0/8	2/8	3/8	3/8	0/8	
c. Electrical measurement	0/8	0/8	1/8	1/8	2/8	4/8	
d. Simple electric device handling	0/8	0/8	0/8	1/8	2/8	5/8	
e. Understanding/drawing a working plan	0/8	0/8	0/8	4/8	2/8	2/8	
f. Machine operation	0/8	0/8	1/8	5/8	1/8	1/8	
g. Repairing, disassembling, and assembling	0/8	2/8	0/8	3/8	2/8	1/8	
h. Parts management	0/8	1/8	1/8	1/8	4/8	1/8	
i. Machine operation for assembling/disassembling	0/8	2/8	0/8	3/8	2/8	7/8	
j. Maintenance of machine for repairing	0/8	1/8	1/8	3/8	2/8	1/8	
	YES				NO		No comment
5. Do you prefer to employ a SVTC graduate?	8/8				0/8		0/8
6. Has an OJT been implemented in your company?	1/8				7/8		0/8
7. Do the graduates transfer their skill to the staff?	7/8				1/8		0/8
8. Does your company provide a seminar for the staff?	6/8				2/8		0/8
9. Does the graduates contribute to improvement of machine utilization rate in your company?	4/8				3/8		0/8
10. Does the graduates contribute to the productivity improvement in your company?	6/8				2/8		0/8
11. Any other social/economical contribution?	0/8				8/8		0/8
12. Any negative impact?	0/8				7/8		1/8
13. Is the Project purpose still relevant?	6/8				0/8		2/8
14. Does the curriculum meet your company needs?	8/8				0/8		0/8

INTERVIEW SURVBY RESULTS OF OFFICIALS (1)

DATE: June 26 (11:00 am - noon) PLACE: PVTD

INTERVIEWEE:

NAME Eng. Reda Soliman

POSITION/ORGANI. Former General Director of VTCs, PVTD

- Graduates Trainee Supervisor Counterpart Teaching staff
 Manager Official Professional

Interviewer: Eng. Mustafa, Eng. Sohair, Dr. Mohamed, Fujita, Ishida

【Efficiency】

【Effectiveness】

- Judging from the number of graduates, the Center has succeeded in maintenance technician supply. In the beginning, trainee no. of the Center was 90; currently it has about 400 trainees.

【Impact】

- Increasing need for the Center from companies shows that the Center has contributed to machine utilization rate improvement.
- In the beginning, the Center was a model, however, it needs to be renewed to be a model center; computers, machine replacement etc.
- Companies may have known the importance of maintenance before, but they could not find suitable manpower for maintenance.

【Sustainability】

- In order to provide appropriate training for 400 trainees, the Center is needed to be improve its training capacity.

【Relevance】

- Curriculum of the Center should be renewed according to the current needs of the industries: courses for computers, electronic equipment etc. need to be added.

【Others】

- A follow-up survey on a past project needs to be implemented by JICA at least once in five years; the follow-up system needs to be improved.

INTERVIEW SURVEY RESULTS OF OFFICIALS (2)

DATE: June 27 (10:00 am - 11:00 am) PLACE: PVTD

INTERVIEWEE:

NAME Eng. Sohair Aly El Sayed

POSITION/ORGANI. Consultant Engineer, Ministry of Industry
General Manager, Technical Affairs of PVTD

Graduates Trainee Supervisor Counterpart Teaching staff
 Manager Official Professional

Interviewer: Eng. Mustafa, Dr. Mohamed, Fujita, Ishida
Dr. Yamanaka, Nobehara

【Efficiency】

- Through the US grant, 24 new occupations were developed for vocational training center, and a training package was provided for each.

【Effectiveness】

- The Center has succeeded in maintenance technician supply, however, it can not cover all over the country due to the limited number of graduates.
- During the OJT in companies, trainees are mainly involved in production lines rather than work as maintenance technicians, while third year trainees are expected to improve their maintenance skill during the OJT.

【Impact】

- The Center graduates have helped productivity increase in some aspects.
- Companies welcome the graduates partly because they are practical technician and partly because they are cheap laborers.
- The Center has been a model training center in the field of maintenance, which is introduced to the other donor country delegates.
- Second year trainees of Woltex Institute are trained in the practical training course of the Center.
- The Center has held maintenance seminars for companies in the Center as well as in the companies.

【Sustainability】

- In order to meet the industrial needs, training equipment, especially in Textile Course, should be up-dated.
- The Center currently has enough budget even for training materials and facility maintenance etc.
- The Center has up-dated its training through adding new courses.
- Curriculums should be changed according to the technical changes such as automation system, electronics equipment etc.
- High technology is required in the field of automation maintenance etc., therefore, entry level of the Center need to be reviewed. An entrance examination might be necessary.

【Relevance】

- In the beginning, maintenance technicians supplied by the Center perfectly met the industrial needs, however, now its three training courses should be renewed.
- A PVTD survey, which was implemented in 1990 in order to review all the vocational training centers, shows that the needs to maintenance technicians from the industry are very high.
- Companies prefer maintenance technicians with multiple-field skills. Skill level of the graduates can meet their needs because they completed 6 trades in their training courses.

INTERVIEW SURVEY RESULTS OF OFFICIALS (3)

DATE: June 29 (2:00 pm - 3:00 pm) PLACE: PVTD

INTERVIEWEE:

NAME: Eng. Sayed Abdel Kader

POSITION/ORGANI. Chairman of PVTD

Graduates Trainee Supervisor Counterpart Teaching staff
 Manager Official Professional

Interviewer: Eng. Mustafa, Eng. Sohair, Dr. Mohamed, Ishida

----- 【Efficiency】

【Effectiveness】

- Judging from the purpose of the Center and the number of the graduates, the Center has succeeded in the maintenance technician supply.
- The Center is the first specified vocational training center which can provide maintenance technicians with constant skill level on a regular basis.

【Impact】

- Planned maintenance programs and emergency maintenance programs are necessary for companies. Companies, which adopt planned maintenance programs besides emergency ones, can improve their productivity. In that sense, the Center graduates can be a driving force to increase machine utilization rate.
- The Center is considered as a "Center of Excellency".
- The importance of maintenance started to be recognized when the planned maintenance program was first introduced about 15 years ago. And now, public companies and private companies are competing to hire more qualified maintenance technicians.
- The Center has had good contribution to the nearby society, where the graduates can get job opportunities and companies can hire maintenance technicians.

【Sustainability】

- PVTD has done enough investment in order to keep the Center in the same level. The Center already has the basic facilities. PVTD is currently developing special software to meet the requests from the companies.
- PVTD plans to establish new maintenance vocational training centers in some major cities such as Alexandria etc. The new centers will not be a big scale like the Shoubra Center, however, will be models with providing some part of training courses which the Shoubra Center is currently implementing.

【Relevance】

- Because of promotion of privatization, the needs from market has been changing. Trades should be up-dated according to their requests.
- The demand for maintenance technicians has been increasing since 1990 and will continue to increase constantly until it reaches a stable point in the future.
- Curriculums and the graduates' level currently meet the industrial needs.
- PVTD tries to intensify such trainings like the ones the Shoubra Center is providing. They plan to establish similar sections in other vocational training centers.

INTERVIEW SURVEY RESULTS OF MANAGERS (1)

DATE: June 23 (2:30 pm - 4:00 pm) PLACE: SVTC
July 4 (11:00 am - noon) PVTD

INTERVIEWEE:

NAME Eng. Mustafa Zaghlool Abdou
POSITION/ORGANI. General Director of PVTD, Ministry of Industry,
Head of SVTC

- Graduates Trainee Supervisor Counterpart Teaching staff
 Manager Official Professional

Interviewer: Dr. Mohamed, Ishida

【Efficiency】

- The inputs from Japanese side and Egyptian side were satisfactorily provided in general. Training machines were continuously provided after the Project until last summer, 1992.
- As for Textile Maintenance Course, all the supplied training machines were completed machines for textile production. We have used these machines for machine adjustment training, however, modules and sectors of machines may be more desirable for maintenance training.
- Counterpart training in Japan is very useful.
- As for the Japanese experts, we found some difficulties (ex. some experts seldom speak English.), however, they made their efforts to solve those problems.
- The construction of the Center building was delayed.

【Effectiveness】

- The Center has successfully supplied maintenance technicians to the north area of Cairo.
- During the Project, good human resources were available for trainers.
- The Center graduates have been welcomed by companies. Companies prefer the Center graduates to the graduates from the secondary technical schools because of their practical skills as well as their cheap labor cost.

【Impact】

- Companies have started to pay attention to machine maintenance.
- The Center has provided the following social/economical contributions:
 1. Provide maintenance training courses for companies inside the Center and/or in companies
 2. Make spare parts for companies
 3. Consultant services for companies to solve their maintenance problems
 4. Provide English language seminars for companies in Language Lab.
 5. Maintenance consultant services for the other training centers
 6. Measure the skill level of company employees

7. Make metal products like school gates for nearby schools
8. Give anyone a certificate showing his skill level in his speciality
9. Rewind the motors of all the other vocational training centers in Cairo
10. Make apparatus for survey for National Research Center according to NRC's design
11. Repair machines from companies or the other training centers
12. Audio Visual Room can be used by companies
13. Curtain, table cover etc. are produced and provided for the Center and PVTD; some are sold to outside.

【Sustainability】

- We had some difficulties in the operation budget during the Project period, however, the situation has been improved by PVTD. Currently we have enough budget for facility maintenance, training material supply, salary for training staff etc..
- The Center has tried to improve the technical level of trainers by providing upgrading chances in ITI seminars etc.. The entire level of trainers has been improved, however, the levels of some instructors are not enough because the Center began to hire the graduates from vocational training centers as instructors.
- Trainers prefer to work for the SVTC because the salary is higher than the private sector.
- Each first year trainee pays 37LE per year for his textbooks.
- Entry level of the trainees has been somewhat falling; some cannot read or write Arabic language.
- Comparing to Mechanical Maintenance Course and Electrical Maintenance Course, Textile Maintenance Course is much less popular; it is sometimes difficult to find enough trainees for the course. This is because trainees from Textile Maintenance Course have disadvantages in finding their jobs.
- The Center does not provide any follow-up system for the graduates. It provides maintenance seminars for company employees including the graduates.
- The graduates currently face the difficulty in finding jobs. This is a nation-wide problem. Previously, jobs in public corporations were allocated to the graduates by Ministry of Manpower, however, the graduates need to find jobs by themselves from this year.
- Some spare parts which are not available in Egypt need to be supplied by Japanese side.
- PVTD currently provided enough budget for the Center operation. When they need new training equipment they must request PVTD for the budget. They bought 4 machines last year.
- Training plans, curriculums, training materials are provided by PVTD. 8 Directors from all over Egypt have a committee meeting every two years and discuss about them.
- In order to change or add something to the training materials, PVTD agreement is required.

- PVTD, Ministry of Finance and some other organizations are responsible for the annual budget plan.
- The Center started new training courses for general technicians besides existing maintenance courses from 1991/1992. In the new course, filing, blacksmithing, and sheet metal working are taught during the first year, and welding, turning, and machinery are taught during the second year. The third year is for OJT in companies like maintenance courses.
- The Center plans to start new maintenance training system for high school graduates and company employees. The training course will last 42 weeks, consists of high technology trades including electronics, automatic control, numerical machines etc., cost 4,200LB/course, and provide "Experience Certificate", which is not diploma. The Center already announced this system, however, no applicants so far.

【Relevance】

- In order to meet the industrial needs, electronic device training need to be included in all the training courses.
- Trainees' level is not high enough to start computer courses or CNC machine courses.

【Others】

- Counterpart training is very useful for trainer training. In order to upgrade trainers' skill and to make training courses meet industrial needs, this training system needs to be continued.

INTERVIEW SURVEY RESULTS OF MANAGERS (2)

DATE: June 30 (11:30 am - noon) PLACE: Maintenance Center

INTERVIEWEE:

NAME Eng. Ahmed Abou El-Nasr Rashed

POSITION/ORGANI. Manager, SVTC

Engineer of Textile Maintenance Course

- Graduates Trainee Supervisor Counterpart Teaching staff
 Manager Official Professional

Interviewer: Eng. Mustafa, Dr. Mohamed, Ishida

----- 【Efficiency】

- The inputs from Japanese side and from Egyptian side were satisfactory in general. However, the following points need to be considered by Japanese side.
 1. For the textile maintenance course, big completed machines for production were supplied, which are helpful for adjustment training. However, we needed modules, simulators, and sectors of machines for maintenance training.
 2. For the Audio Visual Room, the supplied software was prepared in Japanese language.

【Effectiveness】

- The Center has succeeded in supply maintenance technicians to the north area of Cairo, not to the nation-wide.
- Companies have been satisfied with the Center graduates because of their practical skills.
- Mechanical Maintenance Course and Electric Maintenance Course are more popular among trainees than Textile Maintenance Course. Textile Course has some difficulties to collect enough trainees.

【Impact】

- The Center has well contributed to productivity increase and to the improvement of machine utilization rate in the north area of Cairo.
- The Center has made spare parts for companies.

【Sustainability】

- In order to make training courses in Textile Maintenance Course more successful, we need modules, simulators, and sectors of machines to show trainees machine mechanisms and to train them for maintenance.
- 16mm films, VCR tapes, and slides in English (or Arabic) about maintenance training are highly required.
- Technical level of the instructors has been falling since the completion of the Project.

- Currently, the salary for trainers is higher than that of private companies. For example, basic salary for an instructor is 70LE/month, and additionally he can get bonus amounted about 150EL/month according to his working hour and extra salary amounted about 70EL/month according to his extra activities including spare parts production, instructing in seminars etc. They prefer to work for the Center rather than to work for the others.

【Relevance】

- Both of the purpose of the Center and the graduates' technical level meet the current needs of the local industry.

INTERVIEW SURVBY RESULTS OF PROFESSIONALS (1)

DATE: June 26 (10:00 am - 10:45 am) PLACE: PVTD

INTERVIEWEE:

NAME: Dr. Mahmoud Abd El-Hakim

POSITION/ORGANI.: Professor, Faculty of Eng., Cairo Univ.

- Graduates Trainee Supervisor Counterpart Teaching staff
 Manager Official Professional

Interviewer: Eng. Mustafa, Eng. Sohair, Dr. Mohamed, Fujita, Ishida

【Efficiency】

【Effectiveness】

- The Center has a good effect on the local industry of North Cairo; the number of graduates shows it.
- A facility for improve English language ability is needed.

【Impact】

- Some new maintenance field must be added for being a model vocational training center: ex. a class for basic computer skill for inventory control.
- Most of the companies did not take care of the machine maintenance, while they focused on the production itself. However, they have come to understood the importance and begun to introduce a preventive maintenance program including periodical machine checks.
- As the privatation policy introduced, the Government can not enforce machine maintenance to companies, while they provide a guideline.

【Sustainability】

- Since 1988, many companies have introduced electronic equipment; the manufacturing technology has been rapidly improved. Therefore, training courses for electronic component maintenance (ex. diode, transistor, ICs etc.) should be introduced.
- English language laboratory should be improved because maintenance technicians need to understand English-written specifications.
- As above-mentioned, basic computer skill courses for inventory control are necessary.

【Relevance】

- Technical level of the graduates meets the current industrial needs, however, their skill must be upgraded by seminars provided by the Center.
- As privatization being promoted, companies has been reducing number of their employees. They now prefer specialized and qualified technicians.

INTERVIEW SURVEY RESULTS OF PROFESSIONALS (2)

DATE: June 26 (noon - 1:00 pm) PLACE: PYTD

INTERVIEWEE:

NAME Dr. Ahmed Salman

POSITION/ORGANI. Consultant Engineer in Spinning & Weaving
Textile Professor, Faculty of Applied Art,
Helwan Univ.

Graduates Trainee Supervisor Counterpart Teaching staff
 Manager Official Professional

Interviewer: Eng. Mustafa, Eng. Sohair, Dr. Mohamed, Fujita, Ishida

【Efficiency】

【Effectiveness】

- The Center's contribution to Egyptian textile (spinning & weaving) industry through supplying maintenance technicians is estimated about 5%; this is not enough. They can have a better effect on it.

【Impact】

- In the beginning, the Center was recognized as a model training center, however their machines need to be renewed now.
- Companies have begun to employ maintenance technicians.

【Sustainability】

- Many textile companies have introduced electronics equipment, therefore, training machines in the textile maintenance course should be renewed.
- Curriculums and syllabuses must be also renewed.
- Trainers' technology should be improved, therefore, training for trainers in Egypt or in overseas countries are required.
- Budget should be improved.

【Relevance】

- Product quality of Egyptian textile industry has been falling. This is partly because of the shortage of highly-skilled technicians. The present entry level to the Center, preparatory school graduates, is too low; it should be changed into the secondary school graduates accepted through an interview by the Center.
- Machines in Textile Maintenance Course are already old-fashioned.

INTERVIEW SURVEY RESULTS OF PROFESSIONALS (3)

DATE: July 7 (10:00 am - 11:00 am) PLACE: PVTD

INTERVIEWEE:

NAME Eng. Abbas Abd El Azim

POSITION/ORGANI, Chairman of Helwan Machine Tool Corporation,

- Graduates Trainee Supervisor Counterpart Teaching staff
 Manager Official Professional

Interviewer: Eng. Sohair, Dr. Mohamed, Ishida

【Efficiency】

【Effectiveness】

- The Center training facilities and equipment covers everything necessary for maintenance training.
- His company accepts at least 20 OJT trainees from the Center every year.
- OJT training in factories is very useful for trainees, because they need to improve their specific/diversified maintenance skills through practical experience. They need one or two year OJT to be maintenance technicians although they have learned basic knowledge in the Center.
- Trainees must learn machine mechanisms and then how to assemble and disassemble through simulation of assembling.
- Trainees need to learn how to make small spare parts, also.

【Impact】

- Companies has come to realize the importance of machine maintenance, and his company realizes it very well.

【Sustainability】

- The Center has enough training facilities and equipment.
- Software for Audio Visual for maintenance training needs to be furnished.
- There are currently too many trainees in the Center, which are more than the capacity. The number need to be reduced.

【Relevance】

- In order to meet the industrial needs, trainees must have the basic knowledge of quality control, and they are expected to fix some necessary problems in factories by themselves.
- General information about machine maintenance in the new industrial fields need to be taught trainees.
- As for the training equipment, the Center has almost the same level of machines as his company. The Center meets their needs.

【Others】

- AV Software Center, established in Cairo by US grant, does not have enough human resource for planning and producing AV software on specific topics due to lack of technology transfer. It is more effective to translate Japanese ready-made software and use it in the Center.

エジプト合同評価調査

質問票

ショブラ機械整備職業訓練センター

日本人専門家

国際協力事業団

1993年7月

専門家名：

現在の所属、連絡先

・所属：

・連絡先：

プロジェクト協力当時の日本での所属先

現地派遣期間

担当分野

- ~
- リーダー
 - 金属加工機械科
 - 電気科
 - 繊維機械科
 - 調整員
 - その他（ ）

インタビュー担当者

インタビュー実施日

1-2. エジプト政府によるプロジェクトへのインプットは適切に行われましたか。

a. 予算について

はい いいえ

「いいえ」とお答の場合、その理由をお書き下さい。

b. 施設（建物、基本インフラ等）について

はい いいえ

「いいえ」とお答の場合、その理由をお書き下さい。

c. 要員（カウンターパート及び事務関係者）の配置について

はい いいえ

「いいえ」とお答の場合、その理由をお書き下さい。

d. その他、エジプトからのインプットについて何かコメントがありましたら
お書き下さい。

1-3. プロジェクトの目的からみて、本プロジェクト実施のタイミングは、時期を
得たものであったと考えられますか。

はい いいえ

「いいえ」とお答の場合、その理由をお書き下さい。

1-4. 本プロジェクトの実施に関して、エジプト政府やその他エジプト国内関連機
関からの支援は十分に与えられたと考えられますか。

はい いいえ

「はい」とお答の場合、その理由をお書き下さい。

「いいえ」とお答の場合、その理由をお書き下さい。

1-5. 本プロジェクトの実施においては、他の機関が実施する関連プロジェクトとのリンケージが十分にとれたと考えられますか。

はい いいえ

「はい」とお答の場合、そのプロジェクト名及び実施機関名をお書き下さい。

プロジェクト名

実施機関名

.....

.....

.....

.....

【案件目標の達成度】

ここでは、「案件目標達成度」の観点から、プロジェクトの目的が、どの程度有効に達成できたかについてお伺いします。

(案件目標)

2-1. ショブラ訓練センタープロジェクトは、職業訓練センターとしてエジプトにおけるメンテナンス技術者の供給に成功したとお考えですか。

はい いいえ

「いいえ」とお答の場合、その理由をお書き下さい。

.....

(アウトプット)

2-2. カウンターパートへ機材の操作、保守及び管理に関する技術移転は適切に行われましたか。

はい いいえ

「いいえ」とお答の場合、その理由をお書き下さい。

.....

2-3. カウンターパートへ訓練実施に関する技術移転は適切に行われましたか。

はい いいえ

「いいえ」とお答の場合、その理由をお書き下さい。

2-4. カウンターパートへ教材開発及び訓練計画開発に関する技術移転は適切に行われましたか。

はい いいえ

「いいえ」とお答の場合、その理由をお書き下さい。

2-5. 機材は訓練で適切に活用されておりましたか。

はい いいえ

「いいえ」とお答の場合、その理由をお書き下さい。

2-6. 機材の保守管理状況は適切でしたか。

はい いいえ

「いいえ」とお答の場合、その理由をお書き下さい。

2-7. カウンターパートによる訓練（実技、理論）は指導に基づき適切に行われておりましたか。

はい いいえ

「いいえ」とお答の場合、その理由をお書き下さい。

2-8. カウンターパートの技術レベルを評価して下さい。

	不明	低い	中程度	高い
a. 機材操作	<input type="checkbox"/>	1	2	3
b. 機材保守	<input type="checkbox"/>	1	2	3
c. 機材管理	<input type="checkbox"/>	1	2	3
d. 訓練実施	<input type="checkbox"/>	1	2	3
e. 教科書／訓練機材開発	<input type="checkbox"/>	1	2	3
f. 訓練計画開発	<input type="checkbox"/>	1	2	3

g. その他カウンターパートの技術レベルについて何かコメントがありましたらお書き下さい。

2-9. プロジェクトにより開発した教科書は現地のニーズに適合していましたか。

はい いいえ

「いいえ」とお答の場合、その理由をお書き下さい。

.....

2-10. センターの運営組織は機能的な運営体制を確立していましたか。

はい いいえ

「いいえ」とお答の場合、その理由をお書き下さい。

.....

【案件の効果】

ここでは、「案件の効果」の観点から、プロジェクトがもたらしたインパクトについてお伺い致します。

(スーパーゴール)

3-1. ショブラ訓練センターは、メンテナンス技術者を養成することによりエジプト工業生産性の向上に寄与しているとお考えですか。

はい いいえ

「いいえ」とお答の場合、その理由をお書き下さい。

.....

(上位目標)

3-2. ショブラ訓練センターが養成したメンテナンス技術者により地場産業の機械設備の稼働率が向上したとお考えですか。

はい いいえ

「いいえ」とお答の場合、その理由をお書き下さい。

.....

3-3. ショブラ訓練センターは、同国におけるモデル訓練センターとしての機能をすでに備えているとお考えですか。

はい いいえ

「いいえ」とお答の場合、その理由をお書き下さい。

3-4. 本プロジェクトによる予期しない社会的／経済的効果は他に観察されましたか。

はい いいえ

「はい」とお答の場合、その理由をお書き下さい。

3-5. 本プロジェクトによるマイナスの効果はありましたか。

はい いいえ

「はい」とお答の場合、その理由をお書き下さい。

【自立発展性】

ここでは、「自立発展性」の観点から、日本側の協力終了後の本プロジェクトの活動継続の可能性についてお伺い致します。

4-1. 同センターは、今後訓練を独自に継続して行くための能力を十分に有していますか。

はい いいえ

「いいえ」とお答の場合、次のどの項目が最も問題であると思われますか。

人材

問題と思われる理由→

機材

問題と思われる理由→

施設について

問題と思われる理由→

予算

問題と思われる理由→

その他何かコメントがありましたらお書き下さい。

【当初計画の妥当性】

ここでは、「計画の妥当性」の観点から、プロジェクトの目標・目的・活動内容が、エジプト側のニーズに対比して適切なものであったか、また今後のニーズの変化に対応できるのかについてお伺い致します。

5-1. 本プロジェクトの目的である「メンテナンス技術者の養成」は、現在のエジプト工業界のニーズに適合していますか。

はい いいえ

「いいえ」とお答の場合、その理由をお書き下さい。

5-2. 卒業生の技術レベルは、現在のエジプト工業界のニーズに適合しているとお考えですか。

はい いいえ

「いいえ」とお答の場合、その理由をお書き下さい。

5-3. 本センターのカリキュラムは、現在のエジプト工業界のニーズに適合しているとお考えですか。

はい いいえ

「いいえ」とお答の場合、その理由をお書き下さい。

5-4. 本プロジェクトの活動に大きな影響を与えるような政策的、技術的な変化が、プロジェクト期間中またはその後エジプト工業界に起こりましたか。

はい いいえ

「はい」とお答の場合、具体的にご説明下さい。

本プロジェクトではその変化にどう対応しましたか。

6. その他何かコメントがありましたらお書き下さい。

ご協力ありがとうございました。

THE JOINT EVALUATION STUDY OF JAPANESE TECHNICAL COOPERATION PROJECT
IN THE ARAB REPUBLIC OF EGYPT

THE SHOUBRA EL KHEIMA VOCATIONAL TRAINING CENTER PROJECT

QUESTIONNAIRE
FOR
COUNTERPART PERSONNEL

JAPAN INTERNATIONAL COOPERATION AGENCY
JULY, 1993

BACKGROUND OF RESPONDENT

Name:

Designation:

Division:

Organization/Firm:

Your educational background:

Month/Year when you joined the Center:

You are a Engineer Instructor Teacher

Course you mainly instruct is:

- Mechanical Maintenance Course Electric Maintenance Course
 Textile Maintenance Course

You teach/instruct:

- Technical Subject Scientific Subject
 Cultural Subject Practical Training
 Others (please specify:)

Date:

THE SHOUBRA VOCATIONAL TRAINING CENTRE

Following are the questions on the Shoubra El Kheima Vocational Training Center. This survey is being conducted by the Egyptian Government and the Japanese Government in order to make an ex-post evaluation on the Egypt-Japan Project-type Technical Cooperation Program.

Kindly please tick (v) the most appropriate answer or write down your comments. Your cooperation would be highly appreciated and your answers will be fully confidential and used exclusively for this survey.

【EFFICIENCY】

This section is concerned with the efficiency of the Project; i.e. how economically the inputs are translated into outputs.

(Input)

1-1. Did the Japanese Government provide enough project input for the Center?

a. Was the training equipment adequate?

YES No

If "No", what was the major problem?

Number of equipment was not enough.

Technical level of equipment was too high.

Technical level of equipment was too low.

Others (please specify: _____)

b. Was the counterpart training in Japan adequate (in general)?

YES No

If "No", what was the major problem?

Number of trained counterparts was not enough.

Training period was too short.

Training did not meet the needs of the Center.

Others (please specify: _____)

c. Was the technology transfer from Japan to the Center adequate?

YES No

If "No", what was the major problem?

Number of Japanese experts was not enough.

Consultancy period was too short.

Technology of the experts did not meet the needs of the Center.

Others (please specify: _____)

d. If you have any comments on the Japanese inputs, please explain:

1-2. Did the Egyptian Government provide enough input for the Center?

a. Are the Center facilities (space, utilities etc.) adequate?

YES No

If "No", please explain: -----

b. Did they provide enough budget for the Center?

YES No

If "No", please explain: -----

c. Did they provide enough manpower to operate the Center?

YES No

If "No", please explain: -----

d. If you have any comments on the Egyptian inputs, please explain:

1-3. Do you think that the Project was implemented at the most appropriate timing?

YES No

If "No", please explain: -----

1-4. Do you think that the Project was given enough support from the other sections of PVTD?

YES No

If "No", please explain: -----

1-5. Do you think that the Project was implemented with enough linkage with the other related project (ex. vocational training center project) of related organization (ex. World Bank, USAID, etc.)?

YES No

If "Yes", please list those projects:

Name of Project

Implementation Organization

<u>Name of Project</u>	<u>Implementation Organization</u>
-----	-----
-----	-----
-----	-----
-----	-----

【EFFECTIVENESS】

This section is concerned with the effectiveness of the Project; i. e. the extent whereby the objectives of the Project are successful.

(Project Purpose)

2-1. Do you think the Shoubra Training Center Project has succeeded to supply maintenance fitter manpower in the local industry?

YES No

If "No", please explain: -----

(Output)

2-2. Were you satisfied with the machine operation/maintenance/management training provided by the Japanese experts?

YES No

If "No", please explain: -----

2-3. Were you satisfied with instruction skill training provided by the Japanese experts?

YES No

If "No", please explain: -----

2-4. Were you satisfied with the training for training material and plan development provided by the Japanese experts?

YES No

If "No", please explain: -----

2-5. Have you taken a counterpart training in Japan?

YES No

If "Yes", were you satisfied with it?

YES No

What was the best point to be trained in Japan? Please explain.

If "No", what was the major problem for you?

Training period was too short.

Technical level was too high.

Technical level was too low.

Training curriculum did not meet your needs.

Others (please specify: _____)

2-6. How do you evaluate your own current technical level?

	No comment	Low	Moderate	High
a. Machine operation	<input type="checkbox"/>	1	2	3
b. Machine maintenance	<input type="checkbox"/>	1	2	3
c. Machine management	<input type="checkbox"/>	1	2	3
d. Instruction skill	<input type="checkbox"/>	1	2	3
e. Training material development	<input type="checkbox"/>	1	2	3
f. Training plan development	<input type="checkbox"/>	1	2	3

If you have any comments, please specify:

2-7. How do you evaluate the skill level of the current graduates for each of the following skills?

	No comment	Low	Moderate	High
a. Overall	<input type="checkbox"/>	1	2	3
b. Manual/machinery metal processing	<input type="checkbox"/>	1	2	3
c. Electrical measurement	<input type="checkbox"/>	1	2	3
d. Simple electric device handling	<input type="checkbox"/>	1	2	3
e. Understanding/drawing a working plan	<input type="checkbox"/>	1	2	3
f. Machine operation	<input type="checkbox"/>	1	2	3

	No comment	Low	Moderate	High
g. Repairing, taking apart, and assembling machines	<input type="checkbox"/>	1	2	3
h. Parts management on taking apart/assembling machines	<input type="checkbox"/>	1	2	3
i. Machine operation necessary to take apart/assemble machine	<input type="checkbox"/>	1	2	3
j. Maintenance of repairing machine	<input type="checkbox"/>	1	2	3

Comparing to the skill level of the graduates during the Project period, are the current graduates in the same level?

Improving Same Falling

If "Falling", please explain:

2-8. Do you think the educational level of trainees is almost the same every year?

YES No

If "No", please explain:

2-9. Were you satisfied with the usefulness of the textbooks developed during the project period?

YES No

If "No", please explain:

2-10. Has the training equipment been successfully utilized?

YES No

If "No", please explain:

2-11. Has the training equipment been properly maintained?

YES No

If "No", please explain:

2-12. Has the operation system for implementing training courses in the Centre been well organized?

YES No

If "No", please explain:

[IMPACT]

This section is concerned with the impact of the Project; i.e. direct or indirect, positive or negative.

(Super Goal)

3-1. Have the maintenance technicians supplied by the Shoubra Center contributed to productivity increase in the local industry?

YES No

If "No", please explain:

(Sector Goal)

3-2. Have the maintenance technicians supplied by the Shoubra Center contributed to improvement of the machine utilization rate in the local industry?

YES No

If "No", please explain:

3-3. Is the Shoubra Center recognized as a model vocational training center in Egypt?

YES No

If "No", please explain:

3-4. Have you ever had a chance to transfer your instruction skill to the other training centers or companies?

YES No

If "Yes", to which one?

Other training centers Companies

What type of skill did you transfer to them?

Machine maintenance/management/operation

Course instruction

Training material/plan development

Others (please specify: _____)

3-5. Has there been any other social/economical contribution by the Shoubra Training Center?

YES No

If "Yes", please explain:

3-6. Have there been any "Negative Impacts" from the Shoubra Training Center on the local industry?

YES No

If "Yes", please explain:

[SUSTAINABILITY]

This section is concerned with the sustainability of the Project; i.e. the extent of the Training Center's technical impact after the assistance is completed.

4-1. Does the Training Center have enough resources to continue its activities?

YES No

If "No", please specify which one of the following items is not sufficient:

Equipment

Teaching staff

Facilities

Operation system

Budget

Others. (please specify:

When you have any comments, please specify:

4-2. Do you have an internal system to develop textbooks and training materials?

YES No

If "Yes", are you satisfied with the usefulness of self-developed textbooks and training materials?

YES No

If "No", please explain:

4-3. Do you have an internal system to develop a training plan/curriculum?

YES No

If "Yes", are you satisfied with the self-developed plan/curriculum?

YES No

If "No", please explain:

4-4. Does the Center provide a internal seminar/training course to upgrade your instruction skill?

YES No

If "Yes", please explain:

If "No", please explain how/where you upgrade your skill?

4-5. Does the Government or any other organization provide a seminar/training course to upgrade your instruction skill?

YES No

If "Yes", please explain:

4-6. Are you satisfied with your current situation in the Center?

YES No

If "No", what is the major problem for you?

Salary is not enough.

Lack of opportunities to improve your technology

Others (please specify:

4-7. Do you plan to continue to work for this Center?

YES No

If "No", please explain:

【RELEVANCE】

This section is concerned with the relevance of the Project; i.e. whether the objectives of the Project are pertinent and worthwhile.

5-1. Have there been any major policy changes relating to the industrialization promotion in Egypt?

YES No

If "Yes", please explain:

5-2. Does the curriculum provided by the Shoubra Center meet the current needs of the local industry?

YES No

If "No", please explain:

5-3. Does the skill level of the graduates meet the current needs of the local industry?

YES No

If "No", please explain:

5-4. Is the purpose of the Project, to supply maintenance technicians, still relevant to the current needs of the local industry?

YES No

If "No", please explain:

5-5. Any other comment:

.....

(Thank you for your cooperation.)

THE JOINT EVALUATION STUDY OF JAPANESE TECHNICAL COOPERATION PROJECT
IN THE ARAB REPUBLIC OF EGYPT

THE SHOUBRA EL KHEIMA VOCATIONAL TRAINING CENTER PROJECT

QUESTIONNAIRE
FOR
INSTRUCTORS/TEACHERS

JAPAN INTERNATIONAL COOPERATION AGENCY
JULY, 1993

BACKGROUND OF RESPONDENT

Name: _____

Designation: _____

Division: _____

Organization/Firm: _____

Your educational background: _____

Month/Year when you joined the Center: _____

You are a Engineer Instructor Teacher

Course you mainly instruct is:

Mechanical Maintenance Course Electric Maintenance Course

Textile Maintenance Course

You teach/instruct:

Technical Subject Scientific Subject

Cultural Subject Practical Training

Others (please specify: _____)

Date: _____

THE SHOUBRA VOCATIONAL TRAINING CENTRE

Following are the questions on the Shoubra El Kheima Vocational Training Center. This survey is being conducted by the Egyptian Government and the Japanese Government in order to make an ex-post evaluation on the Egypt-Japan Project-type Technical Cooperation Program.

Kindly please tick (v) the most appropriate answer or write down your comments. Your cooperation would be highly appreciated and your answers will be fully confidential and used exclusively for this survey.

【EFFECTIVENESS】

This section is concerned with the effectiveness of the Project; i. e. the extent whereby the objectives of the Project are successful.

(Project Purpose)

1-1. Do you think the Shoubra Training Center Project has succeeded to supply maintenance fitter manpower in the local industry?

YES No

If "No", please explain: _____

(Output)

1-2. Where did you learn machine operation/maintenance/management skill?

- University/college
- Your previously belonging company/organization
- Shoubra Vocational Training Center
- Other vocational training center
- Others (please specify: _____)

1-3. Where did you learn how to teach at the training courses?

- University/college
- Shoubra Vocational Training Center
- Other vocational training center
- Others (please specify: _____)

1-4. How do you evaluate your own current technical level?

	No comment	Low	Moderate	High
a. Machine operation	<input type="checkbox"/>	1	2	3
b. Machine maintenance	<input type="checkbox"/>	1	2	3
c. Machine management	<input type="checkbox"/>	1	2	3
d. Instruction skill	<input type="checkbox"/>	1	2	3
e. Training material development	<input type="checkbox"/>	1	2	3
f. Training plan development	<input type="checkbox"/>	1	2	3

If you have any comments, please specify:

1-5. How do you evaluate the skill level of the current graduates for each of the following skills?

	No comment	Low	Moderate	High
a. Overall	<input type="checkbox"/>	1	2	3
b. Manual/machinery metal processing	<input type="checkbox"/>	1	2	3
c. Electrical measurement	<input type="checkbox"/>	1	2	3
d. Simple electric device handling	<input type="checkbox"/>	1	2	3
e. Understanding/drawing a working plan	<input type="checkbox"/>	1	2	3
f. Machine operation	<input type="checkbox"/>	1	2	3
g. Repairing, taking apart, and assembling machines	<input type="checkbox"/>	1	2	3
h. Parts management on taking apart/assembling machines	<input type="checkbox"/>	1	2	3
i. Machine operation necessary to take apart/assemble machine	<input type="checkbox"/>	1	2	3
j. Maintenance of repairing machine	<input type="checkbox"/>	1	2	3

If you have any comments, please specify:

1-6. Do you think the educational level of trainees is almost the same every year?

YES No

If "No", please explain: _____

1-7. Are you satisfied with the usefulness of the textbooks?

YES No

If "No", please explain:

1-8. Has the training equipment been successfully utilized?

YES No

If "No", please explain:

1-9. Has the training equipment been properly maintained?

YES No

If "No", please explain:

1-10. Are the Center facilities (space, utilities etc.) adequate?

YES No

If "No", please explain:

1-11. Has the operation system of the Center been well organized?

YES No

If "No", please explain:

【IMPACT】

This section is concerned with the impact of the Project; i. e. direct or indirect, positive or negative.

(Super Goal)

2-1. Have the maintenance technicians supplied by the Shoubra Center contributed to productivity increase in the local industry?

YES No

If "No", please explain:

(Sector Goal)

2-2. Have the maintenance technicians supplied by the Shoubra Center contributed to improvement of the machine utilization rate in the local industry?

YES No

If "No", please explain:

2-3. Is the Shoubra Center recognized as a model vocational training center in Egypt?

YES No

If "No", please explain:

2-4. Have you ever had a chance to transfer your instruction skill to the other training centers or companies?

YES No

If "Yes", how many times have you done?

What type of skill did you transfer to them?

Machine maintenance/management/operation

Course instruction

Training material/plan development

Others (please specify:)

How did you transfer that skill?

Having a seminar/training course

Personal contact

Others (please specify:)

2-5. Has there been any other social/economical contribution by the Shoubra Training Center?

YES No

If "Yes", please explain:

2-6. Have there been any "Negative Impacts" from the Shoubra Training Center on the local industry?

YES No

If "Yes", please explain:

【SUSTAINABILITY】

This section is concerned with the sustainability of the Project; i. e. the extent of the Training Center's technical impact after the assistance is completed.

3-1. Does the Training Center have enough resources to continue its activities?

YES No

If "No", please specify which one of the following items is not sufficient:

Equipment

Teaching staff

Facilities

Operation system

Budget

Others (please specify: _____)

When you have any comments, please specify: _____

3-2. Do you have an internal system to develop textbooks and training materials?

YES No

If "Yes", are you satisfied with the usefulness of self-developed textbooks and training materials?

YES No

If "No", please explain: _____

3-3. Do you have an internal system to develop a training plan/curriculum?

YES No

If "Yes", are you satisfied with the self-developed plan/curriculum?

YES No

If "No", please explain: _____

3-4. Does the Center provide a internal seminar/training course to upgrade your instruction skill?

YES No

If "Yes", please explain: _____

If "No", please explain how/where you upgrade your skill? _____

3-5. Does the Government or any other organization provide a seminar/training course to upgrade your instruction skill?

YES No

If "Yes", please explain: _____

3-6. Are you satisfied with your current situation in the Center?

YES No

If "No", what is the major problem for you?

Salary is not enough.

Lack of opportunities to improve your technology

Others (please specify: _____)

3-7. Do you plan to continue to work for this Center?

YES No

If "No", please explain: _____

【RELEVANCE】

This section is concerned with the relevance of the Project; i.e. whether the objectives of the Project are pertinent and worthwhile.

4-1. Have there been any major policy changes relating to the industrialization promotion in Egypt?

YES No

If "Yes", please explain:

4-2. Does the curriculum provided by the Shoubra Center meet the current needs of the local industry?

YES No

If "No", please explain:

4-3. Does the skill level of the graduates meet the current needs of the local industry?

YES No

If "No", please explain:

4-4. Is the purpose of the Project, to supply maintenance technicians, still relevant to the current needs of the local industry?

YES No

If "No", please explain:

4-5. Any other comment:

.....

(Thank you for your cooperation.)

THE JOINT EVALUATION STUDY OF JAPANESE TECHNICAL COOPERATION PROJECT
IN THE ARAB REPUBLIC OF EGYPT

THE SHOUBRA EL KHEIMA VOCATIONAL TRAINING CENTER PROJECT

QUESTIONNAIRE
FOR
TRAINEES

JAPAN INTERNATIONAL COOPERATION AGENCY
JULY, 1993

BACKGROUND OF RESPONDENT

Name: _____

Year when you entered the Centre: _____

Currently you are a first year student
 second year student
 third year student

Your belonging course was:

Mechanical Maintenance Course Electric Maintenance Course
 Textile Maintenance Course

Date: _____

THE SHOUBRA VOCATIONAL TRAINING CENTER

Following are the question on the Shoubra El Kheima Vocational Training Center. This survey is being conducted by the Egyptian Government and the Japanese Government in order to make a ex-post evaluation on the Egypt-Japan Project-type Technical Cooperation Program.

Kindly please tick (v) the most appropriate answer or write down your comments. Your cooperation would be highly appreciated and your answers will be fully confidential and used exclusively for this survey.

【EFFECTIVENESS】

This section is concerned with the effectiveness of the Project; i.e. the extent whereby the objectives of the Project are successful.

1. Do you think the Shoubra Training Center Project has succeeded to supply maintenance technicians in your company??

YES No

If "No", please explain:

2. Are you satisfied with the curriculum provided by the Shoubra Center?

a. Cultural/Scientific Subject

YES No

If "No", please explain:

b. Technical/Practical Subject

YES No

If "No", please explain:

3. Do you have any plan on your future job?

YES No

If "Yes", please explain:

4. Are you satisfied with the training skill of the instructors?

a. Cultural/Scientific Subject

YES No

If "No", please explain:

b. Technical/Practical Subject

YES No

If "No", please explain:

5. Are the textbooks useful?

YES No

If "No", please explain:

6. Are the facilities (space, utilities etc.) adequate?

YES No

If "No", please explain:

7. Is the training equipment adequate?

YES No

If "No", please explain:

8. Is the training equipment sufficiently provided?

YES No

If "No", please explain:

【 IMPACT】

This section is concerned with the impact of the Project; i.e. direct or indirect, positive or negative.

9. Are there any other social/economical contribution by the Shoubra Training Center?

YES No

If "Yes", please explain:

【 SUSTAINABILITY】

This section is concerned with the sustainability of the Project; i.e. the extent of the Training Center's technical impact after the assistance is completed.

10. Does the Training Center have enough resources during your training to continue its activities?

YES No

If "No", please specify which one of the following items is not sufficient:

Equipment

Teaching staff

Facilities

Operation system

Budget

Others (please specify: _____)

When you have any comments, please specify:

11. Any other comment:

(Thank you for your cooperation.)

THE JOINT EVALUATION STUDY OF JAPANESE TECHNICAL COOPERATION PROJECT
IN THE ARAB REPUBLIC OF EGYPT

THE SHOUBRA EL KHEIMA VOCATIONAL TRAINING CENTER PROJECT

QUESTIONNAIRE
FOR
GRADUATES

JAPAN INTERNATIONAL COOPERATION AGENCY
JULY, 1993

BACKGROUND OF RESPONDENT

Name:

Designation:

Division:

Organization/Firm:

No. of workers/employees of your organization/firm:

Year when you entered the Center:

Year when you graduated from the Center:

Your belonging course was:

- Mechanical Maintenance Course Electric Maintenance Course
 Textile Maintenance Course

Date:

THE SHOUBRA VOCATIONAL TRAINING CENTRE

Following are the question on the Shoubra El Kheima Vocational Training Center. This survey is being conducted by the Egyptian Government and the Japanese Government in order to make a ex-post evaluation on the Egypt-Japan Project-type Technical Cooperation Program:

Kindly please tick (v) the most appropriate answer or write down your comments. Your cooperation would be highly appreciated and your answers will be fully confidential and used exclusively for this survey.

【EFFECTIVENESS】

This section is concerned with the effectiveness of the Project; i.e. the extent whereby the objectives of the Project are successful.

1. Do you think the Shoubra Training Center Project has succeeded to supply maintenance technicians in your country?

YES No

If "No", please explain:

2. How do you evaluate your maintenance skill just after you completed this training course and your current one?

		<u>As of graduation</u>			<u>Current</u>		
		No comment.	Low	Moderate	High	Low	Moderate
a. Overall	<input type="checkbox"/>	1	2	3	1	2	3
b. Manual/machinery metal processing	<input type="checkbox"/>	1	2	3	1	2	3
c. Electrical measurement	<input type="checkbox"/>	1	2	3	1	2	3
d. Simple electric device handling	<input type="checkbox"/>	1	2	3	1	2	3
e. Understanding/drawing a working plan	<input type="checkbox"/>	1	2	3	1	2	3
f. Machine operation	<input type="checkbox"/>	1	2	3	1	2	3

		<u>As of graduation</u>			<u>Current</u>		
		No comment	Low	Moderate	High	Low	Moderate
g. Repairing, taking apart, and assembling machines	<input type="checkbox"/>	1	2	3	1	2	3
h. Parts management on taking apart/assembling machines	<input type="checkbox"/>	1	2	3	1	2	3
i. Machine operation needed to take apart/assemble machine	<input type="checkbox"/>	1	2	3	1	2	3
j. Maintenance of repairing machine	<input type="checkbox"/>	1	2	3	1	2	3

3. Were you satisfied with the curriculum provided by the Shoubra Center?

a. Cultural/Scientific Subject

YES No

If "No", please explain:

b. Technical/Practical Subject

YES No

If "No", please explain:

4. Did you have any problems, when you found a job after the Center graduation?

YES No

If "Yes", please explain:

5. Did the Shoubra Center introduce appropriate jobs to you?

YES No

If "No", please explain:

6. Were you satisfied with the training skill of the instructors?

a. Cultural/Scientific Subject

YES No

If "No", please explain:

b. Technical/Practical Subject

YES No

If "No", please explain:

7. Were the textbooks useful?

YES No

If "No", please explain:

8. Are you still making use of that textbooks for your current job?

YES No

If "No", please explain:

9. Were the facilities (space, utilities etc.) adequate?

YES No

If "No", please explain:

10. Was the training equipment adequate?

YES No

If "No", please explain:

11. Was the training equipment sufficiently provided?

YES No

If "No", please explain:

[IMPACT]

This section is concerned with the impact of the Project; i.e. direct or indirect, positive or negative:

12. Have you transferred your learned skill to your colleagues in the workshop?

YES No

If "Yes", please explain:

13. Does your company provide a seminar/training course to upgrade your maintenance skill?

YES No

If "Yes", please explain:

And have you ever taken any of the seminars/training courses?

YES No

If you have any comments, please specify:

14. Were there any other social/economical contribution by the Shoubra Training Center?

YES No

If "Yes", please explain:

[SUSTAINABILITY]

This section is concerned with the sustainability of the Project; i.e. the extent of the Training Center's technical impact after the assistance is completed.

15. Does the Training Center have enough resources during your training to continue its activities?

YES No

If "No", please specify which one of the following items is not sufficient:

Equipment

Teaching staff

Facilities

Operation system

Budget

Others (please specify: _____)

When you have any comments, please specify: _____

[RELEVANCE]

This section is concerned with the relevance of the Project; i.e. whether the objectives of the Project are pertinent and worthwhile.

16. Is the purpose of the Project, to supply maintenance technicians, still relevant to the current needs of your company?

YES No

If "No", please explain: _____

17. Any other comment: _____

(Thank you for your cooperation.)

THE JOINT EVALUATION STUDY OF JAPANESE TECHNICAL COOPERATION PROJECT
IN THE ARAB REPUBLIC OF EGYPT

THE SHOUBRA EL KHEIMA VOCATIONAL TRAINING CENTER PROJECT

QUESTIONNAIRE
FOR
GRADUATES' SUPERVISORS

JAPAN INTERNATIONAL COOPERATION AGENCY
JULY, 1993

BACKGROUND OF RESPONDENT

Name: _____

Designation: _____

Division: _____

Organization/Firm: _____

No. of workers/employees of your company: _____

Date: _____

THE SHOUBRA VOCATIONAL TRAINING CENTRE

Following are the question on the Shoubra El Kheima Vocational Training Center. This survey is being conducted by the Egyptian Government and the Japanese Government in order to make a ex-post evaluation on the Egypt-Japan Project-type Technical Cooperation Program.

Kindly please tick (v) the most appropriate answer or write down your comments. Your cooperation would be highly appreciated and your answers will be fully confidential and used exclusively for this survey.

【EFFECTIVENESS】

This section is concerned with the effectiveness of the Project; i. e. the extent whereby the objectives of the Project are successful.

1. Do you think the Shoubra Training Center Project has succeeded to supply maintenance fitter manpower in the local industry?

YES No

If "No", please explain: _____

2. How many maintenance technicians are working for your company?

3. How many of them are the graduates from the Shoubra Center?

4. How do you evaluate the skill level of the current graduates for each of the following skills?

	No comment	Low	Moderate	High
a. Overall	<input type="checkbox"/>	1	2	3
b. Manual/machinery metal processing	<input type="checkbox"/>	1	2	3
c. Electrical measurement	<input type="checkbox"/>	1	2	3
d. Simple electric device handling	<input type="checkbox"/>	1	2	3

	No comment	Low	Moderate	High
e. Understanding/drawing a working plan	<input type="checkbox"/>	1	2	3
f. Machine operation	<input type="checkbox"/>	1	2	3
g. Repairing, taking apart, and assembling machines	<input type="checkbox"/>	1	2	3
h. Parts management on taking apart/assembling machines	<input type="checkbox"/>	1	2	3
i. Machine operation necessary to take apart/assemble machine	<input type="checkbox"/>	1	2	3
j. Maintenance of repairing machine	<input type="checkbox"/>	1	2	3

If you have any comments, please specify:

.....

5. Do you prefer to employ a Shoubra Center graduate rather than to employ a graduate from the other vocational training center?

YES No

If "No", please explain:

6. Has a practical training course of the Shoubra Center implemented in your company?

YES No

If "Yes", how many times?

And, do you think this training system is effective?

YES No

If "No", please explain:

[IMPACT]

This section is concerned with the impact of the Project; i.e. direct or indirect, positive or negative.

7. Do the graduates from the Shoubra Center transfer their maintenance skill to their colleagues in your company?

YES No

If "Yes", please explain:

8. Does your company provide a seminar/training course to upgrade maintenance skill for your staff?
 YES No
 If "Yes", please explain:
9. Do the Shoubra Center graduates contribute to improvement of machine utilization rate in your company?
 YES No
 If "No", please explain:
10. Do the Shoubra Center graduates contribute to the productivity improvement in your company?
 YES No
 If "No", please explain:
11. Has there been any other social/economical contribution by the Shoubra Training Center?
 YES No
 If "Yes", please explain:
12. Have there been any "Negative Impacts" from the Shoubra Training Center on the local industry?
 YES No
 If "Yes", please explain:

【 RELEVANCE 】

This section is concerned with the relevance of the Project; i.e. whether the objectives of the Project are pertinent and worthwhile.

13. Is the purpose of the Project, to supply maintenance technicians, still relevant to the current needs of the local industry?
 YES No
 If "No", please explain:
14. Does the curriculum provided by the Shoubra Center meet the current needs of your company?
 YES No
 If "No", please explain:
15. Any other comment:

(Thank you for your cooperation.)

THE SHOUBRA VOCATIONAL TRAINING CENTER PROJECT

INTERVIEW SHEET

FOR

OFFICIALS

[EFFECTIVENESS]

1. Has the Center successfully supplied maintenance technicians to the local industry?

[IMPACT]

2. Have the maintenance technicians supplied by the Shoubra Center contributed to productivity increase of the local industry?
3. Have the maintenance technicians supplied by the Shoubra Center contributed to improvement of the machine utilization rate in the local industry?
4. Is the Shoubra Center currently recognized as a model vocational training center in Egypt? How many vocational training centers are there in Egypt, and in Cairo?
5. Have the companies realized the importance of machine maintenance and employed maintenance technicians?
6. Has there been any unexpected social/economical contribution from the center?
7. Have there been any negative impacts from the Center?

[SUSTAINABILITY]

8. Does the Center have enough resources to continue to implement training courses successfully?

Facility:

Equipment:

Staff:

Budget:

Others:

9. Are there any special plan to expand the activities of Shoubra Training Center?

[RELEVANCE]

10. Do you think the purpose of the Center, to supply maintenance technicians to the industry, meets the current needs of the local manufacturing industry?

11. Do you think the curriculum of the Center meets the current needs of the local industry?

12. Do you think the technical level of the graduates satisfies the current needs of the local industry?

13. Have there been any policy changes relating to the Shoubra Center?

14. Have there been any policy changes in the Egyptian vocational training system? And if "yes", have you ever been required to change any of the Center systems/curriculum?

15. Has the Government focused on the industrial promotion? Have any industrial promotion policies been introduced?

THE SHOUBRA EL KHEIMA VOCATIONAL TRAINING CENTER PROJECT

INTERVIEW SHEET

FOR

MANAGERS

[Efficiency]

1. Did the Japanese Government satisfactorily provide all the input for the Project?
 - 1-1 How about training equipment? Number and technical level were appropriate?
 - 1-2 How about counterpart training? Number of trainees, length, and training curriculum were appropriate?
 - 1-3 How about the guidance by the Japanese experts? No. of experts, length, technical level, etc.
 - 1-4 Any other comment about the Japanese inputs?
2. Has the Egyptian Government satisfactorily provided all the necessary input for the Center?
 - 2-1 Are the Center facility (space, utilities etc.) sufficiently provided?
 - 2-2 How about the Center building?
 - 2-3 How about the staff members? Number of clerical staff, and counterparts/instructors, their technical level, etc.
 - 2-4 How about the budget?
 - 2-5 Is the operation cost sufficiently allocated?

[Effectiveness]

3. Has the Center successfully supplied maintenance technicians to the local industry?
4. Has the technical level of the instructors been the same since the Project period?
5. Have you found any difficulties in recruiting instructors?
6. Do the instructors usual prefer to work for the Shoubra Center?

rather than to work for private companies?

7. Has the educational level of the trainees been the same since the Project period?
8. Have you gotten enough trainee applicants for each courses? Any problems?
9. Which one of the three courses is currently the most popular? How about the difference during the Project period?
10. Do you have any follow-up system for the Center graduates?
11. Have you bought any training equipment after the project completion? Items and numbers.
12. Is the Center operation system properly organized?
13. Is the training equipment properly maintained?
14. Please explain about how the graduates find their jobs?
15. Do the graduates successfully find jobs?
16. Have you gotten any complaints about the graduates' skill from the companies employing the graduates?
17. Have you gotten any complaints from the graduates?

[Impact]

18. Have the maintenance technicians supplied by the Shoubra Center contributed to productivity increase of the local industry?
19. Have the maintenance technicians supplied by the Shoubra Center contributed to improvement of the machine utilization rate in the local industry?
20. Is the Shoubra Center recognized as a model vocational training center in Egypt?
21. Have any of your instructors transferred their instruction skill or machine operation/maintenance skill to the other vocational training center?
22. Does the Center have any exchange program with the other vocational training center?
23. Have there been any unexpected social/economical contribution from the Project?
24. Have you had any negative impacts from the Project?

[Sustainability]

25. Does the Center have enough resources to continue to implement training courses successfully?

Facility:

Equipment:

Staff:

Budget:

Others:

26. How do you make and implement the annual training plan?

27. Do you establish an internal system to develop training textbooks and materials?

28. Please let us know the mechanism of making an annual budget plan?

29. Do you have any budget for developing textbooks, training materials, slides etc.?

30. Does the Center provide any seminars/training courses to improve the instructors' technology?

[Relevance]

31. Do you think the purpose of the Center, to supply maintenance technicians to the industry, meet the current needs of the local industry?

32. Do you think the technical level of the graduates satisfies the current needs of the local industry?

33. Have there been any policy changes in the Egyptian vocational training system? And then, have you ever been required to change any of the Center systems/curriculum?

34. Any other comments?

THE SHOUBRA VOCATIONAL TRAINING CENTER PROJECT

INTERVIEW SHEET
FOR
PROFESSIONALS

[EFFECTIVENESS]

1. Has the Center successfully supplied maintenance technicians to the local industry?

[IMPACT]

2. Have the maintenance technicians supplied by the Shoubra Center contributed to productivity increase of the local industry?
3. Have the maintenance technicians supplied by the Shoubra Center contributed to improvement of the machine utilization rate in the local industry?
4. Is the Shoubra Center currently recognized as a model vocational training center in Egypt? How many vocational training centers are there in Egypt, and in Cairo?
5. Have the companies realized the importance of machine maintenance and employed maintenance technicians?
6. Has there been any unexpected social/economical contribution from the center?
7. Have there been any negative impacts from the Center?

[SUSTAINABILITY]

8. Does the Center have enough resources to continue to implement training courses successfully?

Facility:

Equipment:

Staff:

Budget:

Others:

9. Are there any special plan to expand the activities of Shoubra

Training Center?

[RELEVANCE]

10. Do you think the purpose of the Center, to supply maintenance technicians to the industry, meets the current needs of the local manufacturing industry?
11. Do you think the curriculum of the Center meets the current needs of the local industry?
12. Do you think the technical level of the graduates satisfies the current needs of the local industry?
13. Have there been any policy changes in the Egyptian vocational training system? And if "yes", have you ever been required to change any of the Center systems/curriculum?

