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EVALUATION AND FOLLOW-UP PROJECT FOR
USAID PARTICIPANT TRAINING PROGRAMS IN EGYPT

REPORT NUMBER 1

EGYPTIAN PARTICIPANTS EVALUATE THEIR
TRAINING AND LIVING EXPERIENCES IN THE UNITED STATES

A Descriptive Summary

By:

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Project Director

November 1982

America-Mideast Educational and Training Services, Inc.
Cairo, Egypt

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F. E.

Cairo

November 18, 1982

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APPENDIX I ORIGINAL VARIABLES IN THE SURVEY QUESTIONNAIRE

APPENDIX II NUMBERS AND STATUS OF RETURN AND INTERVIEWING OF USAID PARTICIPANT TRAINEES IN EGYPT FOR WHOM AN INTERVIEW ATTEMPT WAS MADE AS OF NOVEMBER 15, 1982

SECTION I
INTRODUCTION

On April 5, 1981 USAID contracted with America-Mideast Educational and Training Services (AMIDEAST) to interview and evaluate all USAID participant trainees since 1975 (Contract No. 263-0005-C-00-1009).

The present report, which is a descriptive summary of the findings, is the first of four reports to be published based on the data. The three subsequent analytical reports will address the effects of socio-economic, demographic and technical and non-technical program factors on three stages of the training experience: (1) Pre-departure knowledge, expectations and apprehensions; (2) training and living experiences in the United States; and, (3) impact of training on returned participants, their expertise, performance and attitudes.

A. Description of the Survey

The AMIDEAST Evaluation and Follow-Up Project has the responsibility for interviewing and evaluating all returned Egyptian participants sponsored by USAID between 1975 and 1983. This report as well as the three following ones will be based on data collected from 650 participants, constituting 50 percent of all participants returning between 1975 and 1980. Participants returning in that period are termed the "Directory Group." The final study report due April 1984 will address this group in its entirety. In addition, the final report will address two other groups: (1) the "Current Returnees," who returned to Egypt after March 1982 and were interviewed for the study within three months of their return; and, (2) the "Recent Returnees," who returned after March 1980 and were interviewed no less than three months after their return.

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The survey, therefore, aims eventually at interviewing the entire population of Egyptian returned USAID participants. Unless genuine differences are discovered between participants returning between 1975 and 1980 and those returning between 1980 and 1983, findings of this set of preliminary reports may apply to all returned Egyptian participants sponsored by USAID.

The survey questionnaire was developed in collaboration with Dr. Charles Cannel and Dr. Robert Quinn, both of whom are with the Institute for Social Research at the University of Michigan. The questionnaire went through two major pretests and was modified accordingly. The final version of the questionnaire was in the "educated-colloquial" level of the Arabic language, which is the language normally used in conversation among Egyptians with the characteristics of the returned participants.

Interviewing started in March 1982 and is still continuing at the time of this writing. Each returned questionnaire is carefully reviewed and edited by one of the interviewer supervisors, where missing data or inconsistencies are detected. Quality control procedures ensure that interviews are actually conducted and that responses have been accurately recorded. In order to maintain a good body of data, the next step, coding, is followed by a 100 percent checking, where check-editors re-code all responses, especially the open-ended ones, and make corrections in the coded data as necessary after consulting with the coding supervisor and, if necessary, with the Project Director.

The preliminary analysis was begun in the middle of September 1982 using computing facilities of the University of Michigan. Ten cases of the original sample of 660 intended for the preliminary analysis were discarded, either because they did not meet established quality standards or because they did not belong in the directory group.

It should be emphasized here that the preliminary finding may have been subject to different sources of bias. One source is certainly the fact that participants in this sample have been back for periods that range between two and seven years. These participants may have simply forgotten certain facts, or their perceptions of the training experiences may have been colored by external developments or events since their return. It should also be pointed out that the validity of subjective perceptions and responses is sometimes limited, a problem encountered by all social surveys and not peculiar to this survey.

Aware of these limitations, however, the AMIDEAST research team has maintained the most stringent standards possible in conducting this survey. Interviewees were assured anonymity and were given the option to select the interviewing place, whether it be at the interviewee's office, home or the AMIDEAST office. Interviewers were carefully selected and trained, with particular emphasis on probing techniques. And finally, before the analysis began, data were subjected to consistency checks. Inconsistent responses were not included in the analysis and cases that did not meet the quality standards were totally discarded from the data.

B. Methodology

The methodology used in the analysis of data and in writing this, as well as the three other reports to follow, assumes the existence of three distinct stages in the training experiences of Egyptian (and other) participants. Each of these three stages will be described in the present report. We may hypothesize that each stage is influenced by factors existing in the preceding stage(s). Thus, the second stage, the U.S. training and living experience, may be affected by such factors belonging to the predeparture stage as participant's apprehensions, expectations, objectives, involvement in program initiation and planning, etc.

Furthermore, the third stage, impact of training, could be influenced by factors existing in the first and second stages of the experience.

Variables in each stage may be classified as dependent or independent, according to the stage being analyzed. For example, a variable such as "extent of prior knowledge of the U.S.," which belongs in the first stage, may be considered dependent on other variables belonging to that same stage, such as socio-demographic characteristics of the selected participants, level of English proficiency, previous travel to the U.S., and so on. Conversely, the variable "extent of prior knowledge of the U.S." could also be considered an independent variable that may influence other variables in the second and third stages of the training experience.

The above-outlined methodology suggests a two-way classification of variables such that (1) the experience is divided into its three distinct stages, predeparture, training and living experience, and impact upon return; (2) for the purpose of analyzing each stage, variables are classified as dependent or independent; and, (3) all variables belonging to preceding stage(s) are considered independent for the analysis of subsequent stages.

The above-outlined strategy has been employed in the analysis of data. As mentioned earlier, each of the subsequent three analytical reports will address one of the three stages defined, while the present report will provide a descriptive summary of all three stages. The two-way classification of variables, as specified above, is provided as Appendix I to this report.

C. Characteristics of the Sample

Of the 650 cases in this sample, 102 respondents were women, which amounts to about 16 percent of the sample size. 84 percent of the sample come from Cairo and Giza (referred to hereafter as Cairo), leaving 16 percent from the other governorates of Egypt.

Only three persons in the entire sample reported having received less than college degrees. With the exclusion of 61 persons whose answers could not be coded, 59 percent of the sample received college degrees, 13 percent received Masters' degrees and 22 percent had their PhDs before going to the U.S. for training. Five percent had degrees that could not be classified as B.A., M.A., or PhD.

The sample included 12 percent who are faculty members, 50 percent who hold bureaucratic positions in the government and 38 percent who are professionals. While it is difficult to construct a meaningful hierarchy for professionals, an attempt is made to construct a hierarchy of government employees and university faculty members. When considered together, these two groups seem to be normally distributed. This is their distribution among five occupational levels (Level V being the highest):

<u>Level</u>	<u>Percent in Sample</u>
I	7
II	33
III	43
IV	9
V	8
	<hr/>
	100.0
	Total (460)

Level I includes Lecturers or Assistants in the university and government employees not supervising any units or departments. Level II includes Assistant Professors in the university and government employees who occupy the levels of Assistant or Deputy Directors, Unit or Department Heads, etc. Persons classified in Level III include Associate Professors as well as General Managers, Project Directors and those in their levels. Level IV includes Full University Professors as well as Members or Chairman of the Board in the government and Chairmen of government organizations or authorities.

The highest, Level V, includes Full Professors occupying leading administrative positions, ranging from Department Heads to University Presidents. From the government, this level includes anyone in the rank of Vice, Deputy or Assistant Minister.

Only one percent of participants in the sample returned in 1975. The percentages of participants returning each year between 1976 and 1980, respectively, are 10%, 18%, 23%, 41% and 7%.

Participants in this sample, which should be representative of the entire directory group at least, seem to be middle aged and older. Less than one-fourth of the group were under 40 years old, while more than one-third of the sample were over 50, the rest being between 40 and 50 years old. More than one-third of all participants in this sample came from the fields of Medicine, Health or Engineering. Another large group (21%) came from the field of Agriculture, Irrigation or Rural Development. On the other hand, more participants joined training programs in Business Administration than in any other field. Following is the distribution of the sample by fields of specialization and by fields of training:

<u>Field</u>	<u>As Specialization</u>	<u>As Training</u>
Medicine, Health, Engineering	35%	23%
Social Sciences	16%	14%
Agriculture, Irrigation, Rural Development	21%	19%
Business and Commerce	16%	25.5%
Other Fields	<u>13%</u>	<u>18%</u>
	100.0	100.0
Total	(610)	(603)

SECTION II

PREDEPARTURE KNOWLEDGE, APPREHENSIONS AND EXPECTATIONS

This section is a description of the selected participants prior to the beginning of their training programs, in terms of English proficiency, their involvement in the initiation and planning of their programs, their apprehensions regarding the training programs and the experience of living in a foreign country (the U.S.), as well as the amount of existing information they had about training programs and life in the U.S. This section concludes with a review of the objectives participants had for their training.

A. Program Initiation and Planning

The majority of participants in our sample seem to have been requested by their employers to join the training programs (72 percent). On the other hand, 14 percent reported that they joined the program on their own, while the remaining 14 percent reported joining the program on the recommendation of friends, colleagues or other sources.

One of the important findings of this survey seems to be that, for the most part, participants did not participate in the planning of their own programs. Of the 650 participants in this sample, 55 percent reported that they did not participate at all in the planning of their own training programs, 6 percent said they participated very little, 18 percent reported that they participated to some extent, while only 21 percent said that they participated a lot in planning their training programs.

When participants were asked if they would have wanted more involvement in planning their training programs, 75 percent answered positively.

Participants also were asked to evaluate the extent to which their supervisors participated in planning those training programs. Once again, it seems that the supervisors' participation did not differ much from that of the

participants themselves. 57 percent of our sample reported that their supervisors did not participate in planning their training programs at all, 4 percent reported that they participated very little, 20 percent thought that their supervisors participated to a reasonable extent, while 19 percent believed that their supervisors participated to a large extent in planning the training programs.

In summary, the majority of participants in our sample have reported that neither they nor their supervisors were adequately involved in the planning of the training programs they attended in the U.S.

B. English Language Status Before Training

The level of English proficiency is perhaps the single most important factor related to the participants' success in their training programs and the impact of those training programs upon the returned participants. This will be discussed in greater detail in the forthcoming Reports 2, 3 and 4.

Participants were asked to rate their predeparture English proficiency as poor, satisfactory, good or very good. Those who report that their English was very good should be classified as having English totally sufficient to their training needs. Only 48 percent described themselves as having "Very Good" English prior to their training, while the majority of the sample (52%) did not rate their English as very good.

Another way to evaluate the English language proficiency of participants is to ask whether or not they had any language problems in participating in their programs. Participants were asked three questions regarding the difficulties they had in (1) reading the training material; (2) listening to the lectures; and, (3) participating in the discussion. Responses are classified on the following page.

<u>Difficultie Encountered?</u>	<u>Reading</u>	<u>Listening</u>	<u>Discussion</u>
Yes	42%	40%	41%
No	58%	60%	59%
	<u>100.0%</u>	<u>100.0%</u>	<u>100.0%</u>
Total	(632)	(642)	(644)

There are some sparse accounts of how seriously this English problem affects different aspects of the training experience. Bahira Mukhtar, an Egyptian journalist who attended the Summer Workshop in Family Planning Communication at the University of Chicago, provided an eyewitness account of some aspects of this problem. According to her account in Al-Ahram newspaper, October 17, 1982, "The Egyptian Contingent," Egyptian trainees in the workshop constituted a special problem group, characterized by poor English, which tended to affect this group's participation in the workshop activities and their communication with the workshop organizers and participants from other countries.

One of the procedures used to improve the English of USAID participants before joining their programs is to send them to The American University in Cairo (AUC) to study special English courses. Only 28 percent of the sample reported having studied at AUC. The data seems to indicate that the AUC training helped. 89 percent said that it helped a lot, and only 11 percent said that their classes did not help.

On the other hand, when we asked those who did not attend the AUC English classes whether they thought that those classes would have been helpful to them, 41 percent gave a positive answer.

Conclusion: Based on their own accounts as well as on the independent account of one case study, it seems that a large number of participants did not have an adequate command of English sufficient to gain full advantage of their training programs.

C. Prior Knowledge and Apprehensions about Training in the United States

Perhaps due to the little involvement of participants in planning their training programs, as discussed above, as well as to other factors, a large percentage of participants in our sample lacked prior knowledge of the program plan. In fact, only 40 percent characterized themselves as having been very well informed about the program plan, while 21 percent said that they were somewhat well informed, 17 percent said that they were not too well informed and 22 percent reported that they were not at all informed about the program plan.

We asked participants who were not very well informed what aspects of the plans they did not have clear ideas or enough information about. Of the 352 participants who answered this question, the majority (41%) reported that nature and methods of the training were unclear to them. In addition, a substantial number of the 352 participants (27%) said that all aspects of the training program were unclear to them before they went to the U.S. Also, 24 percent did not have any idea about the contents of their programs.

<u>Unclear Aspects</u>	<u>Percent of Participants</u>
Nature and methods of training	41
All aspects	27
Content	24
Money and Logistics	3
Duration and schedule	2
Standard of program	1
Other aspects	<u>10</u>
	108%*
Total	(352)

* Percentages add up to more than 100% when multiple mentions were permitted.

In addition to things that were unclear to the participants before departure, we asked them about any other aspects they had any fears or apprehensions about. Of the 650 cases in our sample, 157 participants mentioned at least one thing that concerned them prior to departure. Following are the fears or apprehensions mentioned, and the percentage of participants mentioning each of them.

<u>Fears or Apprehensions</u>	<u>Percent of Participants</u>
English level not adequate	26
Training not useful or relevant	19
Stipend not sufficient	8
Training not serious enough	7
Duration too short	5
Level of program too high	5
Program not as planned	4
Training too theoretical	4
System of training different	3
No harmony in the group	3
Failure	1
Other	<u>28</u>
	113%
Total	(157)

Once again, participants' level of English is mentioned, this time as the subject of most apprehension among participants (26 percent of all participants who had apprehensions about their programs mentioned English as the reason). Other apprehensions most frequently mentioned by participants included training not useful or not relevant, money not sufficient, and the fact that training was not serious enough.

D. Prior Knowledge of the United States

Participants were asked to rate the status of their knowledge about daily life in the U.S. before they left

Egypt. As indicated below, only 35 percent characterized their knowledge as "very good."

<u>Prior Knowledge of the U.S.</u>	<u>Percent of Participants</u>
Very little	8
Somewhat little	26
Somewhat good	31
Very good	<u>35</u>
	100%
Total	(642)

Participants were asked to state exactly what aspects of American life they lacked knowledge of prior to their departure to the U.S. Following is a list of the aspects and the percentage of respondents mentioning each of them. It should be noted that of the 650 participants in this sample, 366 answered this question. They were encouraged to mention as many aspects as they could remember.

<u>Unclear Aspects</u>	<u>Percent of Participants</u>
American customs and behavioral patterns	45
Details of American daily life	44
Work system and attitude towards work	16
The American family	13
Crime and violence	8
Cost of living	6
American ways of thinking	3
Uses of technology	3
Other	<u>14</u>
	152%
Total	(366)

Clearly, most of the participants who felt uninformed mentioned aspects that have to do with social aspects of life in the U.S., customs, behavioral patterns, daily life, family, attitude towards work, crime and violence, etc.

These findings also suggest the topics that should be emphasized in orientation sessions or materials that should be given to participants prior to their departure to the U.S.

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E. Objectives of Participants

The final topic to be discussed in this section concerns the objectives participants had for joining the training programs. It should be noted here that most participants stated previously that they were "asked" by their employers to join the training programs. Therefore, these "objectives" could also be considered as expectations participants had.

The questionnaire included a list of eight possible objectives for participating in the training program. Participants were asked, with respect to each objective, to state whether it was a major or secondary objective, or if it was not an objective at all. Participants also were asked whether they were able to meet the objectives they had had before joining their training programs, but that is an issue to be discussed in the second section of this report.

The results of the preliminary survey are indicated below:

<u>Objectives</u>	<u>Total</u>	<u>Percent Classifying Objective As:</u>		
		<u>Major</u>	<u>Secondary</u>	<u>Not an Objective</u>
Gain technical information	(648)	94	4	2
Make professional contacts	(647)	54	28	18
Make personal contacts	(645)	33	39	28
Acquire technical skills	(650)	84	10	6
Exchange of ideas	(637)	87	11	2
See the U.S.	(641)	63	29	8
Improve English	(643)	45	22	33
Strengthen Egypt-U.S. ties	(641)	58	22	20

Interestingly enough, improving English was the objective mentioned most frequently as having not been an objective. On the other hand, gaining technical information, exchange of ideas, and acquiring technical skills, in this order, were the most often mentioned as major objectives. Finally, among the objectives not considered present by a substantial number of participants, in addition to that of improving English, are making personal or professional contacts and strengthening Egypt-U.S. ties.

F. Conclusions and Recommendations

It appears that there are three main findings from the data on our sample of USAID participants between 1975 and 1980 which concern the predeparture stage:

- The participants' involvement in the planning of their programs was minimal, and the same appears to be true with respect to the participation of the participants' supervisors.
- A large percentage of the participants did not have adequate command of the English language.
- Several aspects of the training plan were unclear to the participants and a large number of them had apprehensions about training in the U.S.

These findings lead to the following specific recommendations regarding the predeparture preparation and orientation of participants:

- Training participants and their supervisors should be included to the maximum extent possible in the planning and design of specialized training programs funded by USAID to ensure that the participant and his supervisor are committed to the program. ✓
- English, to the extent it is the language of instruction in the training program, should be a strict criterion for the selection of participants. Either participants must have a very good command of English to start with or, if not, they must attend and complete special English language classes and satisfy the language requirement.

*note: for
liberal
standards
currently
employed
by USAID/
Cairo*

- Participants should be oriented thoroughly before departure. At orientation their questions about the nature and details of the program should be answered and attention should be given to providing relevant information on the cultural and practical aspects of life in the country where their training will take place.

• or before the beginning
of training. NB.

AD/W employees
Washington International Center
for orientation of arriving
participants.

SECTION III

THE TRAINING AND LIVING EXPERIENCES OF EGYPTIANS IN THE UNITED STATES

The previous section of this report was dedicated to a description of participants' predeparture knowledge, apprehensions and expectations. In this section, the emphasis is on the training experience itself. These are some of the questions that will be answered in this section: (1) What were the general, technical and non-technical aspects of the training programs attended by these participants? (2) What were the changes, if any, that were made in these programs? (3) To what extent have participants received benefits such as subscriptions to journals or membership in professional associations? (4) How do participants evaluate different aspects of the training experience? and, (5) What were the problems encountered by participants during their stay in the U.S.?

A. General Aspects

For 87 percent of participants in our sample the training program we asked them to evaluate was the first program they joined, while the remaining 13 percent had attended at least one other program in the U.S. before. Those who attended more than one program were asked to report on their most recent one because we thought they would be in a better position to recall details and better able to evaluate the program's aspects.

The mean length of the training programs attended by participants in our sample is 15 weeks. The sample is distributed as follows in terms of program duration:

<u>Program Duration</u>	<u>Percent of Participants</u>
Less than one month	13
One-two months	30
Two-three months	17
Three-four months	14
Four-six months	8
Six months or more	18
	<u>100%</u>
Total	(648)

These percentages show that 60 percent of all participants in the sample went on programs that were less than three months in duration, and 74 percent stayed less than four months. Only 18 percent of participants in the sample joined training programs that lasted six months or longer. On the other hand, 72 percent of participants attended non-academic training programs, while 28 percent attended academic programs.

Regarding the forms and methods of training, regular classroom-type lecturing was the predominant method. 55 percent of the sample asserted that lectures were used more often than any other method, compared to 17 percent each for seminars and field trips. Only 11 percent stated that practical training was the method used most. It appears, however, that all four training techniques were used, with some variations, in the majority of the training programs. This is illustrated in the following list of percentages mentioning that a method was employed in their training programs:

<u>Method</u>	<u>Percent</u>
Lectures	81
Discussions and Seminars	79
Field Trips	77
Practical Training	55

B. Evaluation of Technical Program Aspects

Participants were asked to evaluate the relevance of the training program they attended to their backgrounds and interests. As the following list indicates, a sizeable majority of participants thought their programs were very relevant:

<u>Program Relevance</u>	<u>Percent</u>
Very relevant	73
Somewhat relevant	22
A little relevant	3
Not relevant at all	2
	<u>100%</u>
Total	(649)

Participants who did not say that their programs were very relevant, 27 percent of the sample, were asked to specify the program aspects they thought were not relevant or appropriate. Following are the most important aspects they specified:

<u>Aspects Not Liked or Considered Irrelevant</u>	<u>Percent</u>
Practical training was not enough	36
Training was not specialized	23
Theory was not enough	15
Training was not relevant	10
Other aspects	19
	<u>103</u>
Total	(155)

In order to have a closer look at the participants' evaluation of specific aspects of their programs, we asked them to evaluate the suitability of six specific program aspects: sophistication of the programs, level of training, duration, pace, amount of material covered and variety of the material.

Of 643 participants who evaluated the general level of their programs, 53 percent thought these programs had high standards, 42 percent thought they had average standards, and only 5 percent believed that the standards of the programs were low.

As the following table illustrates, duration of the program seems to be the aspect most participants complain about, followed by pace and by amount of material covered:

<u>Evaluation by Participants</u>	<u>Program Aspects:</u>				
	<u>Sophisti- cation</u>	<u>Dura- tion</u>	<u>Pace</u>	<u>Mater- ial</u>	<u>Vari- ety</u>
Very suitable	53	36	44	45	56
Somewhat suitable	40	41	40	44	36
Somewhat not suitable	6	17	13	9	6
Not at all suitable	1	6	3	2	2
	<u>100%</u>	<u>100%</u>	<u>100%</u>	<u>100%</u>	<u>100%</u>
Total	(646)	(649)	(648)	(646)	(643)

Those who did not evaluate any program aspect as very suitable were asked to clarify why they did not consider it to be very suitable. The majority of these critical participants appear to believe that their programs were not sophisticated enough (36%), that the duration of their training programs was too short (94%), that pace was too fast (86%), that amount of material covered was too little (79%) and that there was too little variety in the training material covered (78%). (The total numbers on which these percentages are based are, respectively, 242, 376, 297, 272 and 224.)

In addition to the questions about specific aspects of the program, participants were asked two open-ended questions about things in the training program that were either excessive or that were in short supply.

1. Things Participants Wanted More Of

Of the total sample of 650 participants, 521 participants wished they had more of at least one thing during their training in the U.S. More practical training was the thing more participants wanted than any other (43%), followed by the desire for more theoretical content and lectures and more field trips. This seems to be basically consistent with the earlier finding that only 11 percent mentioned that practical training was the method used most in training as compared, for example, with the 55 percent who mentioned that lectures were used more than any other method in training.

<u>Things Wanted More Of</u>	<u>Percent</u>
Practical training	43
Theory and lectures	28
Field trips	27
Longer duration	5
Variety	4
Discussions	4
Relevance to Egypt	3
Books and written material	2
Contact with Americans	2
Other	9
	<u>127%</u>
Total	(521)

2. Things Participants Wanted Less Of

On the other hand, 183 participants in the sample mentioned things they believed they had received too much of during their training. Lectures were by far the thing more participants thought was too much (45%). Other things often mentioned include the emphasis on the American experience, field trips, variety of the program and discussion.

<u>Things Received Too Much Of</u>	<u>Percent</u>
Lectures	45
The American Experience	10
Field Trips	10
Variety	9
Discussions	7
Intensity and fast pace	4
Repetition	3
Propaganda	1
Other	15
	<u>104%</u>
Total	(183)

With respect to at least four aspects of the program, the percentages mentioned above might lead one to believe that participants are contradicting themselves, but this is not the case.

In fact, percentages listed in the last two tables are not as meaningful as the absolute numbers of participants expressing opinions towards specific aspects of the program. For that reason, the following table is constructed so that those who expressed opinions towards each of those four aspects of the program are grouped together, and divided into two subgroups, based on whether the person wanted more or wanted less of that program aspect.

<u>Program Aspect</u>	<u>Total</u>		<u>Wanted More</u>	<u>Wanted Less</u>
	<u>No.</u>	<u>%</u>		
Field Trips	(159)	100.0	89	11
Lectures	(231)	100.0	64	36
Discussions	(31)	100.0	58	42
Variety	(39)	100.0	56	44

This table makes it clear that the large majority of those having specific opinions about field trips, 89 percent, said that they should have had more field trips. Those wanting more lectures, discussions and variety are, respectively, 64%, 58% and 56%. It becomes clear, therefore, that most participants consistently expressed desire that their programs include more field trips, more lectures, more discussions and more variety.

C. Non-Technical Aspects of Training in the U.S.

In addition to the technical aspects we just discussed returning participants were asked about any problems they might have had with respect to non-technical aspects of the program, such as housing, finances, food, transportation and so forth.

1. Financial and Logistics Problems

The major complaint among participants was about the amount of stipend they received in the U.S. 228 participants, or 36 percent of the valid responses, said that they had problems with the amounts of money they received as stipend. In addition, 7 percent of the sample complained that they had problems getting their stipend on time.

The housing problem was second in terms of importance. 18 percent of participants in the sample asserted having this problem while attending their training programs in the U.S.

<u>Problem</u>	<u>Base Number</u>	<u>Percent</u>
Amount of stipend	643	36
Housing arrangements	645	18
Food arrangements	641	8
Kinds of food available	644	7
Receiving stipend on time	642	7

2. Cultural, Social and Professional Aspects

The overwhelming majority of participants in our sample wished they had the opportunity for more cultural, social and professional activities while in the U.S. They wanted more tours in the U.S. and more social relations and professional contacts with Americans. They wanted to be invited to American homes and they wanted more spare time than they had in the program.

<u>Aspects Wanted More Of</u>	<u>Base Number</u>	<u>Percent</u>
Tours	643	89
Social relations with Americans	644	87
Visits with Americans	644	81
Professional contacts	643	86
Spare time	640	67

D. General Evaluation of the Training Experience

A large majority, 84 percent of participants, in this sample asserted that they enjoyed their training experience a lot. Only two persons in the sample of 650 trainees said they enjoyed it a little, and the remaining 92 persons said that they somewhat enjoyed the training experience.

Those who asserted that they had enjoyed the training experience were asked about the things they liked most. 629 persons answered the question. Their answers are on the following page.

<u>Things Liked Most</u>	<u>Percent</u>
Acquiring new information	37
Practical training and field trips	28
Getting to know the U.S.	23
Making professional contacts	20
Lectures and discussions	13
Planning and organization of program	8
Meeting participants from other countries	7
✓ Unitercity life	7
Personal gains (improving English, personal visits, etc.)	5
Attending conferences	2
Learning how to apply concepts	2
Other	11
	<u>163%</u>
Total	(629)

These answers reveal that a sizable number of participants have managed to acquire new information, and that they appreciate that fact. Also, substantial numbers of participants in the sample enjoyed their practical training and the field trips, getting to know the U.S. and developing professional contacts with Americans.

On the other hand, participants were asked whether there were things in their training experiences which they did not like. 223 participants mentioned things they did not like. As illustrated on the following page, more participants complained about the absence or the irrelevance of practical training than they did about other aspects of the experience.

Relatively large percentages also complained about the low standard of lectures and about the duration of their programs. Other problems included housing, transportation, money and planning.

<u>Things Liked Least</u>	<u>Percent</u>
Absence or irrelevance of practical training	25
Duration too short	23
Lectures below standard or repetitious	14
Housing problems	9
Bad planning	9
Transportation	6
Stipend not enough	5
Other	30
	<u>121%</u>
Total	(223)

E. Other Program-Related Aspects

Changes in the Program

In answering the question on whether they found the program as planned or not, 23 percent of participants who had a prior knowledge of the plan (463) reported that changes were introduced to the program after their arrival in the U.S. Of the 106 participants who mentioned that changes were made in the program, 20 said the changes were made in the schedule and/or duration of visits, 13 mentioned that changes were made in the program in order to better accommodate the needs of participants, 10 mentioned that the programs were totally changed, and 9 mentioned that the changes included adding or deleting courses.

Participants who mentioned specific changes (96) were asked about the instigator of change. It appears from the answers of participants that most of these changes, 49 percent, were instigated by the advisor or institution, and 13.5 percent were introduced by the Egyptian advisor or sponsoring agency. The rest of the changes were introduced by different combinations of the above sources.

Finally, when respondents were asked whether those changes were necessary or not, 81 percent said they were

which is consistent with their previous answer that 49 percent of the changes were requested by them and 13.5 percent were introduced by their Egyptian supervisors.

2. Benefits Received at End of Program

As part of their programs, participants received such benefits as subscriptions to journals and membership in professional associations. In our sample 22 percent reported subscribing to journals and 16 percent said that they joined professional associations. Of the 22 percent who reported getting subscriptions to journals, 76 percent actually received those journals and 24 percent said that they never received them.

3. Participant-Related Factors

As mentioned in the first section of this report, the participants' English language abilities were not very good before they started their programs. We asked these participants whether or not their English had handicapped them from making full use of their training programs. Following are the answers they gave:

English did not handicap at all	22
English handicapped a little	43
English somewhat handicapped	33
English handicapped very much	2
	<hr/>
	100%
Total	(190)

The 190 participants who answered this question constitute 29 percent of the entire sample. They are also the ones who reported in response to an earlier question that their English was not very adequate to gain full advantage of their training programs.

On the other hand, 11 percent of participants in our sample were joined by members of their families during their stay in the U.S. Also, 70 percent of the participant trainees in this sample were among other Egyptian

participants from the same organization they worked for, whether those other participants were colleagues, subordinates or supervisors.

F. General Evaluation of the Program

1. Program Relevance

Evaluation of the program relevance to participants' specializations and interests was quite positive. When asked to evaluate that relevance, 73 percent said it was very relevant, 22 percent said it was somewhat relevant, while 3 percent said it was a little relevant and only 2 percent thought that it was not relevant at all.

2. Making Friends in the United States

48 percent of participants in this sample claimed that they established good friendships with Americans while in the U.S. In addition, 36 percent said that they made friends, even though the relationships were not very strong. Only 16 percent said that they did not make friends with any Americans during the training programs.

3. Attitude Towards the United States

Attitude towards the U.S. was very positive among participants in this sample. Almost 85 percent asserted that they liked the U.S. very much, and about 15 percent said that they like the U.S. to some extent. Less than 1 percent expressed a negative attitude.

Participants who said that they liked the U.S., which was almost everybody, were asked about the things they liked most. Following is a list of those things and the percentage of respondents (636 who answered the question) mentioning each of those aspects.

<u>Aspect Liked</u>	<u>Percent</u>
The easy life	35
Technological advance	31
Dedication to work	30
Order	30
Good manners	28
Cleanliness	20
Freedom/democracy	18
Simplicity of things	16
Entertainment and culture	9
Nature	8
Quietness	3
Good management	3
Way of thinking	2
Other	10
	<u>253%</u>
Total	(636)

It is obvious that participants had more than one response to this. In fact, the mean number of things each participant volunteered to say that they liked is 2.53, which is why the total is 253 percent and not 100 percent.

The list of characteristics mentioned as aspects liked by the participants include both characteristics of the American society and life in it, as well as individual characteristics. The first category is exemplified in easiness of life, technological advance, order, cleanliness, freedom and democracy, as well as simplicity of things and procedures. Individual characteristics include dedication to work, good manners and ways of thinking.

4. Dislike of Things in the United States

In addition to asking participants about the things they liked most in the U.S., we asked them about the things they disliked. Of our sample of 650 participants, 366 mentioned at least one aspect they did not like.

As illustrated below, the aspect most disliked and mentioned by one out of every two participants answering the questions is fear, violence and crime. Other aspects the participants did not like include, in the order of importance, social and family problems, materialism, sexual freedom and discrimination.

<u>Aspects Disliked</u>	<u>Percent</u>
Fear and crime	50
Social and family problems	22
Materialism	15
Sexual freedom	12
Discrimination	7
Noise and pollution	5
Americans' limited information about other people	2
Lack of respect for old people	1
Other	24
	<u>138%</u>
Total	(366)

In spite of these relatively high frequencies, we could still argue that the participants' attitudes towards the U.S. were much more positive than negative. While 636 participants named things they liked, which totaled 1,609 mentions, 366 participants mentioned things they disliked, and their answers added up to only 505 mentions of disliked aspects. In other words, for every negative aspect, three positive ones were mentioned by participants.

G. Conclusions

Following are the major conclusions of this section:

- The general evaluation of the training programs is positive. A very large majority of participants enjoyed their programs and gained new information and skills from them.
- Liking the U.S. is overwhelming among our participants. For each negative aspect mentioned about the U.S., participants mentioned three positive aspects.

- A significant number of participants in this sample complained about specific technical and non-technical aspects of their training programs.

It appears that the most important technical and non-technical complaints are:

- There was too much reliance on classroom lecturing as the means of training; participants would have preferred more practical training and less lecturing.
- For a large minority of participants in this sample, pace of their programs was too fast, duration too short, programs were not sophisticated enough, material covered was too little and of insufficient variety.
- The most important non-technical problems that many participants seem to have encountered include the insufficiency of stipend and the inappropriate conditions and locations of housing facilities.
- Most participants wish they had had the opportunity to get to know the American people and society better. One of the problems they seemed to face in this regard was the short durations of their training programs and the lack of enough free time.

SECTION IV

IMPACT OF UNITED STATES TRAINING AND LIVING EXPERIENCES UPON EGYPTIAN PARTICIPANT TRAINEES

In this fourth and last section of the present report, we will explore the impact of training and living in the U.S. on participant trainees in terms of the following:

- relevance of training and utilization of information immediately upon return, for the participant's present job and for future work
- impact of training on improving job status of participant and on upward mobility
- extent to which participants disseminated technical information they gained
- changes in efficiency and expertise due to training experience
- realization of the existence of incorrect ideas and stereotypes about the U.S.
- maintaining contacts with USAID
- general evaluation of the training experience

A. Relevance and Utilization of Information Gained in the Training Program

Participants in this sample were asked to report on the relevance and utilization of information gained from their training programs for their jobs upon return from training for their present work.

It appears that the participant's evaluation of both relevance and utilization of information gained follows a similar pattern, which shows a decline in the evaluation of relevance and of use between the time a participant returned and the present time (the time of interviewing).

<u>Relevance</u>	<u>Upon Return</u>	<u>Now</u>
Not at all	4	11
A little	4	9
Some	24	35
A lot	68	45
	<u>100%</u>	<u>100%</u>
Total	(646)	(210)
 <u>Utilization</u>		
Not at all	8	14
Very little	7	11
Some	37	44
A lot	47	30
	<u>100%</u>	<u>100%</u>
Total	(646)	(207)

One possible reason for the difference between evaluation of relevance and use of information in the past and present is the difference between the two samples answering the question. All participants in the sample were asked to evaluate relevance and utilization of information immediately upon their return. However, only those who changed jobs since then were asked to report on the extent of relevance and utility of information they gained during their training programs for their present jobs.

This is a very important finding because job mobility might be thought of as a good effect of the training program. However, evidence shows that the relevance and utility of training has declined substantially among those participants who have different jobs or positions from those they had held upon their return from the training program.

B. Obstacles to Utilization of Training

The percentages of participants who have used what they learned in their training programs, or who are currently using it, are high but not very impressive. As

shown in the previous table, 53 percent of all participants in the sample did not use what they learned to a great extent; 15 percent either did not use it at all or used it very little. As for present utilization of the learned information, only 30 percent said that they were using their training a lot, and 25 percent are either not using it at all or are using it very little.

Participants who mentioned that they were not using information they learned at all were asked to specify the reasons for their response. Following are the main reasons mentioned and the percentage of participants mentioning each of them:

<u>Reasons for Not Using Information</u>	<u>Upon Return</u>
Training was not relevant	47
Ideas can not be applied in Egypt due to differences or to lack of means	25
Supervisor was not supportive	15
No new information was gained	9
Training was too theoretical	2
Other reasons	13
	<u>111%</u>
Total	(53)

The claim that training is not relevant was also found to be the most important reason for not using the information in the participant's present job. Other reasons mentioned above seem to have a consistent importance.

A somewhat similar group of questions address the extent of difficulties encountered by participants in applying what they learned during their training programs. When asked about the difficulties encountered upon their return to Egypt, 62 percent said that they encountered no difficulties and 38 percent said that they had difficulties applying what they learned. However, only 6 percent in the sample reported that it was very difficult.

As for the extent of the present difficulties in applying what was learned, 31 percent of those whose present jobs are different from the ones they had upon return report difficulties in applying what they learned. This figure, however, could be misleadingly too small because participants who had stated that they did not at all use what they learned were not asked this question regarding the application difficulties.

As for the reasons participants have found, or are finding difficulties in applying what they learned in their training programs, the major difficulties seem to be three:

- Egypt does not have the material or human resources to apply what participants learned.
- Egyptian and American systems differ such that what is being done in the U.S. cannot be done in Egypt.
- Employing organizations are not change oriented or they do not care and are not supportive.

<u>Difficulties</u>	<u>Upon Return</u>	<u>Now</u>
Not having resources	55	45
Egyptian and U.S. systems differ	24	17
No support for change	22	24
Training not relevant	3	11
Training not comprehensive	2	3
Other	11	12
	<u>117</u>	<u>112</u>
Total	(264)	(76)

C. How Training Is Utilized

The previous section emphasized the negative side of utilization of information learned and knowledge gained during the training programs. Findings in this section, however, seem to be more on the positive side and show how training has been utilized and used by participants, both upon their return to Egypt and at the time they were

interviewed. Unless a respondent reported that he had not used what he learned at all, he was asked to specify the aspects of his work in which he used what he learned. By far, the most frequently mentioned answer is that training was used to improve work performance; 70 percent of the participants asked gave this answer. Other uses of training-learned-information include improving administration, planning, training, evaluation and office communication. Percentages of respondents mentioning each of these uses range from 8 to 12 percent.

If the participant changed the employer or the job he had upon return, he was asked about the extent to which he is now using the information he learned in his training program. Of our sample of 650 participants, 166 answered this question. Even though these people changed jobs or employers, they are still using what they learned in their training in virtually the same manner as have the total sample upon return to Egypt. Following is the distribution of responses of this group:

<u>Use</u>	<u>Percent</u>
Improve job performance	61
Administration	15
Planning	14
Evaluation	10
Office communication	8
Training others	6
Other uses	3
	<u>117%</u>
Total	(166)

D. Intention for Future Utilization

Participants in our sample were asked about their intentions to use the information they learned in their training programs. About 71 percent of the 643 participants answering the question stated that they intended to use what they learned a lot. The remaining 29 percent

were distributed as follows:

Will use it to some extent	18%
Will use it a little	6%
Will not use it	5%

Those who belong in any of these three categories were asked about the reasons they were not very positive they were going to use what they learned in their future work. This is how the 177 participants in this group explained their positions:

<u>Reasons for Future Difficulties in Use</u>	<u>Percent</u>
Training was not relevant to work	31
Egypt does not have the resources needed	26
Egypt and the U.S. have different systems	15
Training did not add new information	13
Situation change will make information irrelevant or not necessary	6
Other reasons	19
	<u>110%</u>
Total	(177)

Participants were asked this question: "Generally speaking, was the training program you attended: very useful; somewhat useful; a little useful; or, not useful at all?" Only four persons of those who answered this question, a total of 625, said that their programs were not useful at all, and 2 percent said that their programs were a little useful. The large majority of participants in the sample, however, either said that their programs were somewhat useful, 37 percent, or very useful, 61 percent.

All participants were asked to provide suggestions for improving the level and usefulness of the USAID training programs. Of the suggestions given by the 597 participants, training participants in their fields, follow-up

activities for returned participants, and increasing the durations of programs and amounts of stipend were at the top of the list. These were followed closely by suggesting the improvement of English language proficiency before departure to the U.S. and involving participants in selecting training fields and in the development of training plans. Another frequently cited suggestion is that training program plans be explained in detail to participants prior to their departure to the U.S.

<u>Participant Suggestions to Improve Training</u>	<u>Percent</u>
Train people in their fields	20
Follow-up on training	20
Increase duration and stipend	20
Engage participants in selecting fields and in developing plans	19
Improve English	19
Stress practical training	9
Provide more orientations	8
Other	<u>35</u>
	150%
Total	(597)

E. Impact on Job Status and Mobility

1. Immediate Change

Immediately upon return from their training program, all participants in this sample, with the exception of only four trainees, joined the same employers they had before joining their training programs. On the other hand, 93.5 percent of participants who remained with their employers went back to their positions, while 42 participants, 6.5 percent, changed the positions they had before training. However, 8 percent of those who went back to their same positions had higher ranks than before their training. Together, these two groups constitute a total of 15 percent who either changed their positions or ranks upon

return from their training programs. However, it is important to note that 75 percent of those whose ranks changed stated that training did not help them attain those higher ranks. On the other hand, 59 percent of those who changed the positions they had before their training acknowledged the help of their training in getting their new positions, while the other 41 percent stated that training had nothing to do with the new positions they got. It is also worth mentioning that 33 participants of the 42 who got new positions moved to higher positions while the remaining 9 did not.

2. Change Over Time

As mentioned in the beginning of this report, participants in this sample returned to Egypt between 1975- and 1980, which means that they had been back for two to seven years by the time they were interviewed. It is expected, therefore, that a larger percentage of these people have changed their jobs, positions, ranks or employers over time.

In contrast to only four persons who changed employers immediately upon return from the training programs, 85 persons, constituting over 13 percent of the entire sample, have changed their employers at least once since their return to Egypt. In addition to these 85 persons, 13 others have retired and left their organizations.

73 participants who are now with employers different from those they were with immediately upon return were asked to specify the sector they moved into and the nature of the work they are doing. 55 percent of this group work in the public sector, 26 percent in the private sector, 7 percent are self-employed and 12 percent work in other unspecified sectors. Those who work for the public sector, 40, are scattered among 25 different ministries and organizations without any particular pattern. The same absence of pattern is true with respect to types of activities in the private sector.

On the other hand, those who are still with the same employer as before training were asked whether they still had the same positions they had upon return. Of the 551 participants answering this question, 130 changed the positions they occupied immediately upon return and 421 participants did not.

Also, the ranks of 30 percent of those who remained in their same positions have changed since their return. However, 76 percent of participants in this group stated that training was not relevant to their getting those higher ranks. Furthermore, 62 percent of those who changed positions since their return said that training was not a factor in helping them get the new positions.

The following table summarizes job mobility of participants in this sample, both outwards and upwards. 80 percent of those who changed positions acknowledged that their new positions were higher than the ones they had before.

<u>Time of Mobility</u>	<u>Mobility</u>			
	<u>Upwards with Same Employer</u>		<u>Outwards with Another Employer</u>	
	<u>(No.)</u>	<u>(%)</u>	<u>(No.)</u>	<u>(%)</u>
Upon return	(42)	6.5	(4)	0.6
Since return	(130)	20.0	(74)	11.4
Total	(172)	26.5	(78)	12.0

Thus, 38.5 percent of the entire sample either moved to another job in the same organization or moved from those organizations and joined other public-sector employers, or even became self-employed. It is difficult to assess the impact of this mobility on the projects these participants were working on prior to their training. Stated differently, the 12 percent across-organization mobility could be considered a loss to development projects in Egypt, if those projects were still going on and if the participant was trained with the objective of strengthening those projects. Also, the 26.5 percent who changed their positions

workers and other people they communicate with. The

following table illustrates the extent to which participants in this sample have managed to do just that:

<u>Extent of Information Transferred</u>	<u>Percent</u>
Almost everything	19
A large part	46
Some part	22
Very little	4
Nothing	9
	<u>100%</u>
Total	(629)

This distribution does not look surprising in either direction. 19 percent managed, or claimed, to transfer almost everything they learned and 13 percent transferred very little, if anything, they learned. The majority, however, claimed to have managed to disseminate a substantial part of what they learned in their training.

When asked about the ways used in transmitting to others what they learned, 559 participants mentioned several methods, at the top being teaching and training others, 67 percent, and informal discussions, 50 percent. In addition, 10 percent published articles in journals or in the press, 5 percent lent journals and reading materials they had to others, and 22 percent mentioned using other means in transmitting the technical information they gained.

G. Changes in Self and in Work Performance

When asked about any improvements they may have introduced at work since their return, 70 percent of the sample said they made such improvements and 30 percent said they did not.

On the other hand, participants were asked about the impact of their training on specific aspects, such as gaining specialized technical information, identifying sources for up-to-date technical information, making professional contacts and efficiency in performing their jobs.

<u>Impact of Training</u>	<u>Gaining Information</u>	<u>Identifying Sources</u>	<u>Professional Contacts</u>	<u>Performance Efficiency</u>
No impact	11	14	29	16
A little impact	37	36	38	39
A large impact	<u>52</u>	<u>50</u>	<u>33</u>	<u>45</u>
	100%	100%	100%	100%
Total	(633)	(632)	(631)	(627)

The greatest impact seems to have been on gaining technical information and on identifying information sources, where 50 percent of participants felt a large impact on their training. Participants also reported a somewhat strong impact of training on increasing their performance efficiencies. The impact of training on the development of professional contacts was considered strong by only 33 percent of the sample. We should remember, however, that developing professional contacts did not rank very high among the primary objectives of participants in the first place.

Participants who reported an increase in their efficiency were asked to state specific aspects of their job performance which they felt have become more efficient. The majority of participants answering this question, 62 percent, stated that their efficiency increased in improving, changing or using new techniques in performing their jobs.

<u>Aspects of Increased Efficiency</u>	<u>Percent</u>
Improve, change, or use new techniques	62
Improve administration	20
Improve communication and information search abilities	11
Conducting evaluations	7
Training others	4
Flexibility	2
Other aspects	<u>23</u>
	129%
Total	(516)

In order to measure whether participants' personal views of life in the U.S. had changed, they were asked to state whether they thought that Egyptians have wrong ideas and misconceptions about life in the U.S. Of the 634 returned participants answering the question, 52.5 percent thought that Egyptians generally have wrong ideas and misconceptions about life in the U.S. Following is a list of the misconceptions mentioned and the percentage of participants mentioning each:

<u>Wrong Ideas or Misconceptions</u>	<u>Percent</u>
Too much freedom, no rules, irresponsible people	28
Life too easy, things plentiful, no need to work hard	24
Violence and crime widespread	17
Family not important or not respected	13
Society is too materialist	11
Too much sexual freedom, loose morality	10
Arrogance	9
Racism and discrimination	5
Salaries high and jobs easy to find	5
Lack of religious values	4
Drinking and other bad habits	3
Other	<u>14</u>
	143%
Total	(316)

H. Contacts With and Attitudes Towards USAID

In this final section of the report a description is provided about the relationship of participants with USAID after their return, as well as their evaluation of who benefits from the USAID programs and their perception of USAID motives in sponsoring the participant training program.

1. Maintaining Contacts with USAID and with Americans

Of all participants in this sample, 29 percent contacted USAID at least once after they returned from their training programs, but the majority of participants, 71 percent, claimed that they never contacted USAID after their return. When we exclude the vague and unclear responses, the following represents a list of the reasons returned participants contact USAID:

<u>Reasons Participants Contact USAID</u>	<u>Percent</u>
Project implementation	36
Follow-up	29
Social occasions	11
Request equipment or financial aid	8
Request fellowships	7
Request technical consultants	5
Request journals or reading material	4
	<u>100%</u>
Total	(117)

In addition to contacts with USAID in Egypt, a large number of participants have been corresponding with Americans they met in the U.S. 41 percent are still corresponding with Americans on a professional level, and 13 percent have participated with Americans they met in the U.S. in implementing projects, or in writing papers or technical reports.

There are other contacts maintained with Americans whom participants met in the U.S. These contacts include receiving publications or U.S. experts, social and personal correspondence and contacts, consulting, working on joint projects, sending publications to U.S. individuals or institutions and co-authoring.

2. Evaluation and Perception of USAID Motives

When asked what they thought the reasons were for the U.S. sponsorship of the participants training programs for Egyptians, 81 percent of the reasons given were of political nature, while the non-political reasons amounted to 51 percent of the participants' answers. Interviewees were permitted to give more than one reason.

<u>Reasons the U.S. Sponsors USAID Training Programs for Egyptians</u>	<u>Percent</u>
<u>Political Reasons</u>	81
Help establish good relations and mutual understanding	33
Increase economic and cultural influence	24
Exchange ideas and benefits	7
Improve U.S. image in Egypt	6
Familiarize Egyptians with American life and society	5
Develop international understanding	5
Improve relations with Egyptian elite	1
<u>Non-Political Reasons</u>	51
Help developing countries generally	21
Help development efforts in Egypt	20
Help Egypt gain knowledge and technology	10
<u>Other</u>	4
	136%
Total	(619)

A large number of participants, therefore, believe that the U.S. has other motives, mostly political, than just training participants in their specific fields. Whether this perception is characteristic of certain types of participants rather than others is beyond the scope of this report. It will be examined, however, in a following analytical report.

3. Who Benefits from USAID Participant Training Programs

Participants were asked to specify, based on their training experiences, the kind of participants that would benefit more from the participant training programs. The most important specifications were two: the participant should be in the same field as the training program; and, the participant should have a good command of the English language.

36 percent of participants who answered this question, 618, gave the first specification and 29 percent gave the second. Between 11 and 13 percent mentioned each of the following additional characteristics: the highly educated, the top administrators, the change-oriented and the young. 19 percent named particular fields or specializations that a good participant should belong to and 12 percent mentioned other characteristics.

I. Conclusions and Recommendations

1. Relevance and Utilization of Information

Relevance of information gained in the training programs, and the utilization of this information, seem to decrease both over time and as participants change their jobs. Upon return, 68 percent of participants found that what they learned in their training programs was very relevant to what they were doing. At the time of interview, 45 percent of those who changed their jobs said the information they learned was very relevant to what they were doing. This finding seems to call for regular follow-up and updating of training and of participants' information. This is indeed a participant suggestion as well. Utilization of the learned information was found to be more modest than its relevance. Upon return, 47 percent of the sample utilized the information to a large extent. Over time, however, over one-third of returned participants have changed jobs, either by moving up in their organizations

or by leaving them totally to join other organizations. 30 percent of this group are still utilizing the information they gained in their training programs two-to-seven years ago.

2. Reasons for Lack of Utilization of Information

The most important reasons given by participants for the less than full use of what they have learned in the training programs include:

- irrelevance of training to fields of work or specialization
- lack of means, material or human, in Egypt
- the non-supportive climate in the organizations where participants work
- the differences between the American and Egyptian systems making the application of some ideas in Egypt rather impossible

These reasons were consistently given by those who failed from the beginning to completely utilize what they had learned, as well as by returnees who are currently not able to utilize the information and knowledge they gained. The same reasons were also mentioned by those who think that they will not be able in the future to utilize whatever information they gained from the training programs they attended.

3. Suggestions to Improve the Quality of Training Programs

Both the findings of this study and the direct suggestions of interviewed participants seem to recommend the following actions to improve the quality of the participant training programs in Egypt:

- train participants only in the fields of their work or specialization
- follow-up on training, perhaps through providing further in-country training and by continuously sending up-to-date information to returned participants

- engage participants vigorously in developing and planning their training program
- provide extensive predeparture orientations to cover aspects of life in the U.S. as well as aspects of the training programs
- improve the English of the selected participants before they join their programs, or select only those who have a good command of English
- stress practical training and decrease the dependence on formal lectures
- increase duration of training programs that are too short

4. Impact of Programs on Job Mobility

The impact of training programs on job mobility of participants seems to be moderate. This finding, however, should also be perceived in light of the finding that participants who have moved upwards tend to use what they learned in their training programs less than those who did not change their positions or jobs.

5. Participants Working for USAID Projects

Only 16 percent of selected participants were working for USAID-sponsored projects at the time of their selection. Upon return, an additional 4.5 percent joined USAID-sponsored projects, bringing the total percentage of participants working for USAID projects to 20.5 percent. It is beyond the scope of this report to judge the appropriateness of selecting 84 percent of all trainees outside USAID-sponsored projects, but it seems reasonable to assume that USAID might not have adequate input in the selection of the large majority of trainees who are not working in the context of USAID projects. The percentage of participants who join USAID projects upon their return does not seem to have been impressive either.

6. Other Impacts

The training programs seem to have had a moderately large impact on gaining new information, identifying sources of up-to-date technical information, efficiency in the performance of duties and on the development of professional contacts.

7. Participant Misconceptions About the United States

This does not seem to follow?

The majority of returned participants conclude that Egyptians generally hold many wrong ideas and stereotypes about the U.S. This again emphasizes the need for more comprehensive orientation sessions for participants before their departure to the U.S. Perhaps related to this point is the finding that the majority of participants in this sample perceived the U.S. aims in sponsoring the participant training programs as political.

Over one-fifth of participants in this sample concluded that the U.S. aims to increase its cultural, political and economic influence in Egypt through these programs. It is again beyond the scope of this report to judge the validity of this assumption. However, it is likely that the existence of such a perception could lead participants to not take their programs seriously enough. It would be important to learn whether elements in the training programs themselves lead participants to have such a perception.

Three subsequent reports will provide in-depth analysis for each of the three stages of training. The report on the predeparture stage will answer questions regarding the characteristics of respondents who tended to have more apprehensions about training in the U.S., those who were not adequately involved in the planning of their training programs, participants whose English proficiencies were or were not adequate, and so forth.

The report on the training experience itself will focus on factors that seem to influence the successful participation of trainees. We look at background factors

and at characteristics of the programs themselves in search for answers.

The last report will investigate factors that seem to produce the best impact upon return of participants. An index of training prospects has been constructed, and an effort will be made to define the characteristics of a good training prospect.

APPENDIX I

ORIGINAL VARIABLES IN THE SURVEY QUESTIONNAIRE, CLASSIFIED AS DEPENDENT OR INDEPENDENT IN EACH OF THREE DISTINCT STAGES OF THE TRAINING EXPERIENCE

I. Pre-Departure

A. Independent Variables

B. Dependent Variables

1. Socio-Demographic Variables

- Occupational Prestige
- Type of Job
- Affiliation with USAID
- Age
- Sex
- Educational Level
- Work Governorate
- Specialization
- Training Field
- Year returned from training

- Apprehensions
- Prior knowledge of training plans
- Prior knowledge of the U.S.
- Objectives of training (or expectations)

2. English Level

- Level before departure
- Joining AUC English classes
- Evaluation of AUC classes

3. Involvement in Program Planning

- Program initiation
- Program planning
- Wish for more involvement
- Supervisor involvement
- Previous attendance of training programs

II. Training Experience

A. Independent Variables

1. All variables in Section I
2. Technical Program Aspects
 - Program duration
 - Program classification
 - Training methods used
 - Most often used training method
3. Non-Technical Aspects
 - Financial and logistics
 - Cultural and social
 - Spare time
4. Changes in Program
 - Program change
 - Initiator of change
5. Benefits Received
 - Journal
 - Joining professional associations
6. Participant-Related Factors
 - Accompanied by family *see page 25*
 - Accompanied by colleagues
 - Adequacy of English
 - Ability to comprehend English lectures, discussions and reading material

B. Dependent Variables

1. Evaluation of technical program aspects
 - Program relevance
 - Program substance and focus
 - Sophistication
 - Level
 - Length
 - Pace
 - Material covered
 - Variety
 - Aspects that were not sufficient
 - Aspects that were excessive
2. Evaluation of General Aspects
 - Enjoying the program
 - Things enjoyed most
3. Evaluation of Cultural Aspects
 - Making friends
 - Liked U.S.
 - Things liked in U.S.
 - Things disliked in U.S.

III. Impact of Training

A. Independent Variables

1. All variables in Section I and Section II
2. Working for USAID Projects
 - Upon return
 - Currently

B. Dependent Variables

1. Relevance and utilization of learned information upon return
 - Relevance
 - Utilization
 - Reasons for non-use
 - Ways of use
 - How difficult to utilize
 - What are difficulties
2. Relevance and utilization for present job

(same variable as in I above)
3. Relevance to future work and expected difficulties
4. Utility of training generally
5. Job status and mobility
 - Changed jobs?
 - Changed rank?
 - Did training help?
 - Is new job better?
 - Changed employer?
 - Changed jobs recently?
 - Is new level or new job better?
 - If yes, did training help?
6. Dissemination of technical information
 - Extent of dissemination
 - How disseminated

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III. Impact of Training (Continued)

B. Dependent Variables

7. Changes and improvements

- In work
- In expertise
- In information
- In professional contacts
- In efficiency
- How was efficiency increased?

8. Realization of existence of incorrect ideas about the U.S.

- Are there wrong ideas?
- What are the wrong ideas?

9. Maintaining contacts with Americans and with USAID

- Contact with USAID
- Reasons for contact
- Existing contacts with Americans met in U.S.

10. General evaluation of program

- Who benefits from training?
- U.S. motives
- Suggestions for improvement

APPENDIX II

NUMBERS AND STATUS OF RETURN AND INTERVIEWING OF
USAID PARTICIPANT TRAINEES IN EGYPT FOR WHOM AN
INTERVIEW ATTEMPT WAS MADE AS OF NOVEMBER 15, 1982

<u>Status of Return and Interviewing</u>		<u>Number</u>
I.	Number of participants interviewed	<u>1,604</u>
<i>definition needed</i>	A. Directory Group <i>see page one for definition</i>	870
	B. Recent Returnees	615
	C. Current Returnees	119
II.	Number not interviewed	<u>368</u>
A.	Verified Returnees	
	1. Came back but left to work abroad	166 <i>10%</i>
	2. Died	9
	3. Refused to be interviewed	36
B.	Definite non-returnees	83 <i>5%</i>
C.	Status of return not certain	74 <i>20%</i>

Issues for management

- Further comment suggested by
— U/I orientation in Washington - how meaningful would such additional orientation be.
- role of family as helper & guidance in the training experience.
 - degree to which participants receive financial support from the GOE
 - ~~can~~ perceptions ~~about~~ of other participants toward the non-returnee.
 - cultural / relativistic comment on relevancy of autobiographical statement to a basis for changing program management.
 - eg. Egyptians want greater voice in planning program. — how much participation do Egyptians have in deciding upon their career goals within the society? In other words a cross cultural analysis of these comments. Do their statements carry the same validity as statements from our cultures.
- ? — more info about program before departure.
- ? — more role in the planning process.
- English language Proficiency standards —