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INTEGRATED SOCIAL SERVICES PROJECT

**PROGRESS
REVIEW**

**ACCOMPLISHMENT TO DATE
December 1978 - July 1981**

PREPARED BY
THE UNIVERSITY OF NORTH CAROLINA
CAIRO PROJECT OFFICE
JULY 1981

Preface

Since December 1978, The School of Social Work at the University of North Carolina has had a contract to assist in the achievement of the Goals and Objectives of the Integrated Social Service Project. University of North Carolina participation has been made possible through support from the United States Agency for International Development. The Master ISSP Contract rests with the Egyptian Ministry of Social Affairs which has major responsibility for social welfare and social services in Egypt at the national level. ISSP Program implementation takes place at the governorate or provincial level where services are provided by local USA Providers called Social Units, and through related voluntary social societies.

The Review which follows summarizes the results achieved to date by the ISSP at the two major project sites. No attempt has been made to produce an original document but rather to pull together existing sources and to weave them together into a pattern illustrative of project progress and development over the last 31 months. These documents are referenced in the final pages of the Review.

In addition there has been a deliberate attempt to focus on project accomplishments rather than on problems incurred. Enough has been said of these in earlier documents, and these are available as a matter of record to all those who wish to examine them.

A final point which must be made is that this Review reflects only the facts available to and the conclusions reached by the UNC Cairo Technical Assistance Team. It is not a final project summary of agreed upon substance and direction. It is but a point of departure for further interaction, understanding, and action.

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PROGRESS REVIEW
December 1978 - July 1981

PART I
Goals & Objectives Summary

INTEGRATED SOCIAL SERVICES PROJECT 0020*

Stated simply, the Goal of the Integrated Social Services Project is to identify and to test models for strengthening the social services of the Egyptian Ministry of Social Affairs, to show how it can be done, and to demonstrate its feasibility.

This section cites the substance of I.S.S.P. Project Objectives as the University of North Carolina, principle technical assistance provider, understands them:

Problem To Which The Project Is Addressed (P. 18**)

"The problem to which this project is addressed is the need for more services reaching more people with greater benefit with no substantial increase in government investment. Achieving this purpose would seem to be contingent on making more effective use of present resources and identifying alternative resources."

What Will Take Place: (P. 3-4, 29, 31)

1. "Two new Provincial Training-Demonstration Centers" will be developed to provide in-service training for social workers, . . .paraprofessionals, . . .community and voluntary leaders."

"Two functioning Training Centers also imply outputs of full-time faculty, curricula, organized field practice and training materials."

"The Training Centers will develop their own curricula and training materials. They will be written out of the experience of this training and these demonstration centers."

2. "In a second stream of activity, the project will tent the provision of social services through a community development process in 4 Social Units . . .These Social

* Official Project Title: "Integrated Social Work Training Centers"

** Numbers refer to page numbers in 0020 Project Paper

Units have become designated as "model" Social Units. This is unfortunate labeling for they are test areas. . .Within the Project, provision is made for testing alternative methods of delivering services."

3. "To prepare the trainee for the task of upgrading his own Social Unit, each Training-Demonstration Center will undertake to upgrade four additional Social Units for each of the four remaining years of the project. . . .During the life of the project, a total of 32 Social Units will be upgraded at the two Project Sites. . . ."
4. "One stream of project activity will be to increase local participation: greater involvement in planning, implementing, funding and evaluating social services. This is not gimmickry to increase local interest and utilization of service. It is one of the ways of adapting a national prototype and ensuring that the service fits local needs. With limited resources it is one of the ways of ensuring that the services which are implemented are the services which matter in that community. . . ."
5. "The fifth major project component will be the installation of a Management Information System (MIS). Besides enlarging the types of data available to Ministry planners and program monitors, the MIS will produce data to be used by the Social Unit and the Community Development Association (CDA) for their assessment and decision making."

ANTICIPATED OUTCOMES (P. 28)

The anticipated Project outcomes are stated as:

1. Increased citizen participation in identifying social needs which can be served either by public or private systems or combinations thereof;
2. New services organized by private associations in response to articulated community need;
3. Social services sponsored by private associations and existing services in the public sector which are supportive and complementary;

4. Increased numbers of local citizens utilizing available social services;
5. A larger proportion of services costs funded from non-governmental sources;
6. An Operable system in the MSA to measure impact of both private and public social services;
7. An Information system within the MSA designed, tested and operable which will report unanswered need as well as services rendered; and
8. A system to train social workers in the provision of social services through a community development process tested, refined and operable.

Although these goals, objectives, and outputs stated in the Project Proposal are simple and they appeal to rational thought, they are not easy to understand from the perspective of inputs required to realize their accomplishment.

They are inseparable from the historical and cultural setting to which they are to be applied and their achievement depends on a complex system of intervention activity, delivered in a culturally appropriate manner and at a socially appropriate time. While rational lock-step type planning has its utility in portraying the complex interrelationships between the parts of the desired product, it has little to say about the complex relationships between the product and its even more complex implementation context. As Ms. Langley stated in her January 1981 "Interim Evaluation. . . .", "This project is experimental or in AID design vocabulary a 'process' project. We did not know enough about engaging Egyptian villagers in a development process at the time of project design to lay out a neat, unchanging course of action."

These goals, in their own way are intricately complex and complicated and require the utmost in professional competency, cooperation, wisdom and good fortune. They require re-examination and interpretation among all parties to the Contract.

SUMMARY OF PROPOSED ISSP ACTIVITY*

Project Purpose	End-of-Project Status	Means of Verification	Important Assumptions
<p>1. To identify and test ways through which Social Services may be increased in number, coverage and effectiveness without additional financial burdens to Government.</p>	<p>1. Increased citizen participation in identifying social needs.</p> <p>2. New services organized in response to articulated community need.</p>	<p>1. Information system reports on citizen participation in community development associations.</p> <p>2. Government reports of social services provided within experimental and upgraded Social Units compared to social work outside pilot area.</p>	<p>1. Egyptian policy continues to emphasize local participation.</p>
<p>3. Increased numbers of local citizens utilizing social services.</p>	<p>3. Increased numbers of local citizens utilizing social services.</p>	<p>3. Before and after data provided through MIS.</p>	<p>3. That utilization of service is an indication that users observe benefit from the service.</p>
<p>4. Larger proportion of service cost funded from non-government sources.</p>	<p>4. Larger proportion of service cost funded from non-government sources.</p>	<p>4. Before and after data provided through MIS.</p>	<p>4. That contributions to social services continue to be voluntary.</p>
<p>5. MSA has operable system to measure impact of social services.</p>	<p>5. MSA has operable system to measure impact of social services.</p>	<p>5. Systems in place. Impact indicators available.</p>	<p>5. MIS is utilized at social unit, district government and central levels of government.</p>
<p>6. MSA has information system designed, tested and operable which reports unanswered need as well as services rendered.</p>	<p>6. MSA has information system designed, tested and operable which reports unanswered need as well as services rendered.</p>	<p>6. a. System in place. b. Measures and reports cited above available.</p>	<p>6. That Central Government agencies can train staff to team with local leadership/resources.</p>
<p>7. A system to train social workers in provision of social service through a community development process will have been tested, refined and operable.</p>	<p>7. A system to train social workers in provision of social service through a community development process will have been tested, refined and operable.</p>	<p>7. a. 120 trained social workers in pilot area producing EOPS. b. A training system which has been tested, modified and redesigned.</p>	<p>7. That staff is available for rural and urban social units.</p>
<p>8. Case managers are available in social units to help clients connect with needed social services.</p>	<p>8. Case managers are available in social units to help clients connect with needed social services.</p>	<p>8. Personnel records. Records of referral services.</p>	

*See pp. 75-78, Project Proposal 0020

SUMMARY OF PROPOSED ISSP ACTIVITY

Outputs	Magnitude of Outputs	Means of Verification	Assumptions for Achieving Outputs
<ol style="list-style-type: none"> Two replicable demonstration training centers in culturally diverse regions of Egypt. 	<ol style="list-style-type: none"> 1 each in Upper Egypt and 1 in Lower Egypt with capacity to train general social workers, paraprofessionals and community leaders of provinces. 	<ol style="list-style-type: none"> <ol style="list-style-type: none"> Training center including field practice social units in place. ARE plans and budget providing for replication. 	<ol style="list-style-type: none"> Assuit and Charbya Social Affairs Administrations release sufficient trainees to utilize center and permit impact of trained workers serving in upgraded social units.
<ol style="list-style-type: none"> Trained social workers with competence in outreach, community organization and management of social services. 	<ol style="list-style-type: none"> 120 trained social workers in place in Assiut and Charbya Provinces plus nucleus of 120 more in surrounding provinces. 	<ol style="list-style-type: none"> <ol style="list-style-type: none"> Follow-up records completed by training staff. Personnel records of government demonstrating proportion trained of those currently in position. 	<ol style="list-style-type: none"> Full-time residential faculty is achieved.
<ol style="list-style-type: none"> Two urban and two rural "model" social units for field practice and demonstration. 	<ol style="list-style-type: none"> Four social units (2 per training center) providing community-sponsored services for total population of 145,000. 	<ol style="list-style-type: none"> MIS providing community needs assessment data, service utilization, and financial data and benefit data. 	<ol style="list-style-type: none"> That social services with low benefit or high cost can be replaced by models more suitable to current Egyptian needs.
<ol style="list-style-type: none"> Upgraded social units. 	<ol style="list-style-type: none"> 32 contiguous social units upgraded during LOP covering approximately 500,000. 	<ol style="list-style-type: none"> Same 	<ol style="list-style-type: none"> That coordination can be achieved between programs sponsored by MSA, MLG, MOH, etc.
<ol style="list-style-type: none"> Training materials for core subjects. 	<ol style="list-style-type: none"> All training materials for 6 core training units available in Arabic. 	<ol style="list-style-type: none"> Feedback from evaluations of training materials. 	<ol style="list-style-type: none"> That local programs which are economically productive can be identified and developed.
<ol style="list-style-type: none"> Alternative social services designed and tested. 	<ol style="list-style-type: none"> Alternative social services designed and tested. 	<ol style="list-style-type: none"> Each demonstration training center will undertake design and test of alternative approach to a social service each year to total 8 experiments. 	<ol style="list-style-type: none"> Governorate and MSA evaluations of cost/benefit of service alternatives.

SUMMARY OF PROPOSED ISSP ACTIVITY

<u>Outputs</u>	<u>Magnitude of Outputs</u>					<u>Means of Verification</u>	<u>Assumptions for Achieving Outputs</u>
	Year 1	Year 2	Year 3	Year 4	Year 5		
7. Community development association/village councils implementing plans for social services in their jurisdictions in each "model" and "approved" social unit.	4	12	20	28	36	7. Association and council records. a. New services. b. Budgets for social services demonstrating local financial support. c. MIS records of citizen participation in attendance, service utilization and volunteer service.	
8. Data on needs, service utilization, service costs and impact available.							8. Data available to social unit, controllers, provincial administration and MSA.
							9. It is there and utilized.

SUMMARY OF PROPOSED ISSP ACTIVITY

<u>Inputs</u>	<u>Implementation Schedule</u> <u>(Type and Quantity)</u>	<u>Means of Verification</u>	<u>Assumptions for producing</u> <u>Inputs</u>
<p><u>Man</u></p> <p>1 Full time faculty and field supervisory staff</p> <p>2 2 semester training facilities</p> <p>3 Operating costs for training center</p>			
<p><u>Material</u></p> <p>1 Technical assistance in training, service delivery and information system</p> <p>2 Personnel acting in training methods, community organization, service delivery and information system</p> <p>3 Facilities and equipment for training centers, model and adapted social skills</p> <p>4 Staff stipends</p>			

PART II
Project Inputs

PROJECT INPUTS

No review is sufficient without first noting actual input by major funding sources and the timing of this input. In this case these sources are: the U.S. Agency for International Development and the Egyptian Ministry of Social Affairs. It is only with regard to these inputs that outputs can be adequately considered.

ANTICIPATED INPUTS

<u>MSA</u>	<u>AID</u>
1. Full time faculty and field supervisory staff.	1. Technical assistance in training, service delivery and information system.
2. 2 renovated training facilities.	2. Participant training in training methods, community organization, service delivery and information system.
3. Operating costs for training center.	3. Furnishings and equipment for training centers, model and upgraded social units.
	4. Student stipends.

(P. 78, Project Paper 0020)

MINISTRY OF SOCIAL AFFAIRS

Staff and Faculty

As will be further elaborated in this Review the MSA, after considerable delay, was able to complete Project staffing at the Demonstration and Training Center level in Gharbeya. This staff does not, as anticipated in the Project Paper, consist of full-time resident faculty, but rather is made up of a full complement of administrative staff responsible for planning, organizing and carrying out the daily activities of the Project. Originally there were 4 staff members in Gharbeya appointed by Ministerial Decree No. 41 dated Feb. 4, 1979. (See Part III, for Job Descriptions of ISSP-Gharbeya professional staff.) While staff were assigned other responsibilities in the beginning, staff were relieved of all other responsibilities as early as May 1980. From 4 the staff has grown to one of 37. All staff receive a bonus of between 30-50% of their salary as a result of participation in the project. While the majority of positions are filled by MSA staffers at the governorate level and therefore continue to receive their major salary from the MSA, there are several who are "contract employees" and receive full salary plus bonus from MSA Project funds. Present average monthly outlay for salaries by the MSA at the Tanta Center exceed L.E. 1500. The MSA through its contract with the Board of the Society for Research in Rehabilitation and Community Development has recently agreed to provide another 10-40% salary increase to all personnel in the Experimental Social Units including lower level and custodial staff.

While some Demonstration and Training Center staff participate in classroom teaching and field supervision, they are not paid additional funds for this. As a whole, however, faculty have been brought from nearby Universities and where possible paired with MSA, ISSP Demonstration and Training Center, Modereya, and Markkas (District Level MSA) staff to upgrade local talent and to pair academic and practical approaches. Field Work Supervisors have been almost always

exclusively MSA Modereya and Markkas personnel who participate in planning and organizing services and training programs, attend the training, and then utilize their additional experience to assist in the field. Gradually this process will build towards the staffing patterns conceived of in the original project paper.

In Assuit, securing Demonstration and Training Center staffing has proven to be much more difficult due to the shortage of staff at all levels within the MSA Modereya in Assuit. (For a full discussion of this issue see pp. 28-30 this Review.) The issue has been further complicated by the lack of Universities nearby with resident faculty who can either work as consultants or teach at the Center. (See Miranda Memorandum, July 16, 1980, To UNC Cairo Office, "Faculty For Training Cycle No. 1, Assuit") UNC proposed four alternative means for solving these problems. (See Turner Memorandum, May 26, 1980). At all times MSA National Project officials were open and willing to discuss and resolve these issues; additional factors, however, often made these resolutions more complicated. (See pp. 114-116 this Review.)

Buildings

Buildings and facilities designated for use by the Demonstration and Training Centers were, in the opinion of UNC staff, inadequate for the scope and type of program that UNC associated with the initial program designs. The MSA reacted to this concern in an open but cautious manner. This response consisted of discussion, consideration of alternatives, clarification of ideas concerning the uses to which the buildings were to be put, and consideration of financial resources available. After approximately one year, the Ministry made available a considerable amount of funds for additions to and renovation in the Gharbeya Demonstration and Training Center. These consisted of:

1. Addition of a third floor over one wing of the Center
2. 3-floor addition to the Center's central reception area.

3. Renovation of areas including:
- a. Complete renovation of bath and kitchen areas
 - b. Removal of walls and partitions to create open spaces
 - c. New electrical system
 - d. Complete repainting
 - e. Replacement of all lighting
 - f. Floor coverings

In addition to the Demonstration and Training Center in Gharbeya, the MSA has committed the following additional sums to date for buildings at project sites in Gharbeya:

1. Shubra El Namla Experimental Social Unit	L.E.	42,000
2. Kohafa CDA Experimental Social Unit	L.E.	54,000
3. Shubra El Namla Youth Club (Including Ministry of Youth Matching Funds)	L.E.	10,000
4. Governor's Day Care Center, Kohafa Social Unit Area	L.E.	9,000
5. Ladies' Society for Health Improvement Ladies' Society for Health Improvement (from Modereya)	L.E.	24,000 15,000
6. Iknaway Upgraded Social Unit	L.E.	1,500
7. Girls' Institution Tanta (Regular MSA Budget) (In Land Value Through Local Modereya)	L.E.	100,000 250,000
8. Residential Child Care Institution Project (For Architectural Drawings, App. Amount)	L.E.	3,000
9. Tanta I Upgraded Social Unit	L.E.	7,000

Additional funds for facilities which have been discussed but not yet committed are:

10. Shubra Kass Upgraded Social Unit	L.E.	65,000
11. Suberbay and Nawag Upgraded Social Unit	L.E.	90,000

In Assuit, early problems with facilities are discussed on p. 31 of this Review. There was much initial discussion regarding the adequacy of the facility. Several trips were made by the MSA National Project Director and/or his representatives to review the situation. The history of progress in this area is less well documented than in Gharbeya. It appears however that significant funds (more than L.E. 20,000) were designated by MSA-ISSP for

building additions and renovations although these have not been completed. (See P 31, this Review).

Operating Costs For Training Centers

MSA funds have been provided in this area with significant increases in expenditures during the second year of project activity following the GOE allotment of Project funds to the MSA. In addition to these funds, MSA has arranged to make available increased operating funds for model and upgraded services as they are implemented and salary increases for participating staff. The MSA project sponsors have also allocated L.E. 6000 for translation of Day Care Training Materials, approximately L.E. 150-200,000 for Demonstration and Training Center advances against expenditures for furnishings, equipment and training costs, and funds for continuation of salaries and bonuses for Project staff on U.S. study leave.

AGENCY FOR INTERNATIONAL DEVELOPMENT

Technical Assistance In Training, Service Delivery, and Information

This category comprises the major AID effort to date. The MSA was provided as early as December 1978 with two Technical Assistance Contractors to assist with the ISSP development process: The University of North Carolina and Planning and Human Systems, Inc. P&HS was considered to be the principle technical assistance provider relative to the development of the Management Information Systems component of the Project. This second technical assistance agreement expired in February, 1980. Documentation for this phase of the project is provided by the Final P&HS Report ("Integrated Social Work Centers Management Information System: Final Report") Following this, UNC assumed some of the more basic MIS functions with a focus on the local governorate and community level. (See pp. 91-100 this Review.)

The UNC Contract has provided for a residential field team of three American Professional staff to be located in Egypt for three years. They have served as service program and training advisors. Also, the UNC Contract has provided for short-term U.S. and Egyptian consultants. In the U.S., an Egyptian Project Office at UNC has provided backup to the UNC Cairo Office effort. A University-wide advisory committee has existed chaired by the Dean of the School of Social Work. Members of the committee are from departments of the University experienced in work with developing countries. Activities which have involved technical assistance from UNC include:

1. Assessment of current social technologies - programs and strategies to improve standards of living for both urban and rural populations;
2. Development and testing of alternate technologies - programs and strategies to improve the effectiveness and efficiency of social development efforts;
3. Assessment of manpower development and field testing alternative manpower utilization, development and training patterns;
4. Development and field testing of in-service training curricula, training methodologies, and organization and management of training programs;
5. Arrangements for Egyptian professionals to travel to the U.S. for special training both on a long and short-term basis; and
6. Assisting in the development of professional libraries and in the development of indigenous learning and instructional materials.

Participant Training In Training Methods, Community Organization, Service Delivery, And Information Systems.

As of June 30, 1981, AID has committed project funds (directly or through UNC) for 199 months of U.S. Training distributed among 38 Project participants, who overwhelmingly represent local project participation. (See chart p. 79) In addition AID has provided (in cooperation with ISSP efforts and at the request of the MSA ISSP Project Director) an additional 22 months of U.S. Study divided among an additional 12 local nominees the majority from other Ministries. (For a listing of these trips see pp. 71-78 this Review) As remarked by Ms. Langley in her "Interim Project Evaluation", these "U.S. participant training outlines are a model of attention to both project and individual need." While nominees have come from the MSA ISSP Project Director, all arrangements have been made by UNC and AID.

Furnishings and Equipment for Training Centers, Model and Upgraded Social Units.

Funds have thus far been provided only for the Demonstration and Training Centers themselves. No funds have been available for Social Unit development. A schedule of proposed expenditures submitted to AID by MSA follows on pages 16 through 18.

As provided for on pp. 9, 33, and 35 of the Project Paper 0020, fees for lecturers and other training expenses have been provided for expenses associated with Training Cycle I. (For a discussion of Training Cycle I, see pp. 60-65 and 152-172 this Review.) Training Cycle I was completed prior to May 1980.

With regard to Student Stipends only those associated with Training Cycle I have been provided to date.

MSA REQUESTS FOR AID FUNDING
INTEGRATED SOCIAL SERVICES PROJECT
TO JUNE 30, 1981

Furnishings and Equipment Demonstration and Training Centers Tanta and Assuit	L.E. 40,000
Equipment (2nd List) Demonstration and Training Centers Tanta and Assuit	L.E. 18,562
Stationaries (3rd List) Demonstration and Training Centers Tanta and Assuit	L.E. 3,000
Furnishings and Equipment (4th List) Demonstration and Training Center Tanta	L.E. 50,943
Office Supplies Demonstration and Training Center Tanta (March 19, 1981)	L.E. 3,000
Furnishings and Equipment Demonstration Center Assuit	L.E. 60,650
Annual Training Budget 1981 (33 Programs) Demonstration and Training Center Gharbeya (February 25, 1981)	L.E. 104,755

Case Management and Financial Assistance (No. 17)	L.E.	17,083
Training Costs (Training Nov. 15, 1980 - Jan 15, 1981) Gharbeya		
Revised List*: December 27, 1980		
English Language Training - Tanta Center (No. 16)	L.E.	550
Revised List: December 22, 1980		
Permanent Training Materials Development	L.E.	176,748
Budget - Upper and Lower Egypt, 1981		
March 5, 1981		
Furnishings and Equipment (12th List)	L.E.	11,748
Model Sewing and Tailoring Classes	L.E.	10,719
Three Social Units	L.E.	10,613
March 21, 1981		
Revised List: December 22, 1980		
Furnishings and Equipment (8th List)	L.E.	12,194
Model Day Care Centers (4 Centers)	L.E.	12,194
Three Social Units	L.E.	11,831
March 21, 1981	L.E.	14,176
Revised List: December 22, 1980		
Furnishings and Equipment (10th List)	L.E.	
Ladies' Society for Health Improvement		
Child Care Center		
First List, August 16, 1980 (Withdrawn) (L.E. 44,210)		
Revised List: December 22, 1980		
Furnishings and Equipment (18th List)	L.E.	6,512
Shubra El Namla Youth Center		
March 21, 1981		
Furnishings and Equipment (7th List)	L.E.	8,954
Official Social Unit Functions (3 Social Units)	L.E.	9,394
March 21, 1981	L.E.	9,394
Revised List: December 22, 1980		

Furnishings and Equipment (9th List)	L.E.	
Gharbeya Demonstration and Training Center		
August 10, 1980 (L.E. 72,272) (Withdrawn)		
Revised List: December 22, 1980		
Day Care Training	L.E.	8,101.85
Gharbeya Demonstration and Training Center		

*Where the term "Revised List" is used, the amounts listed refer to revised List Totals.

FUNDS PROVIDED MSA BY AID
PRIOR TO JULY 31, 1981

<u>Date of Approval</u>	<u>Amount</u>	<u>Item</u>
May 10, 1978	L.E. 40,000	Furnishings, Tanta and Assuit Demonstration and Training Centers
December 29, 1978	L.E. 20,000	Renovation, Tanta and Assuit Demonstration and Training Centers
January 13, 1980	L.E. 91,000	Training and Equipment, Tanta and Assuit Demonstration and Training Centers
April 15, 1981	L.E. 64,000	Training, Tanta and Assuit

PART III
Project Activity

Infra-Structure Development

PROJECT INFRA-STRUCTURE DEVELOPMENT

GOAL CLARITY AND IDENTIFICATION

A common view of project outcomes and inputs has continued to evolve. Included have been new ideas about the significance of modifications to the structure, roles, technology, and administration of the MSA service delivery system. Perhaps the greatest indication of this progress has been a growing sense of project proprietorship among Egyptian colleagues, especially at the local level. Accompanying this growing sense of ownership, has been a more open discussion and explanation of ways to fully utilize the technical assistance provided consonant with the mission of the project. Also there has been a recognition of the need for, and a willingness to discuss, organizational behaviors which require modification in order for the Project to be successful.

As a more shared and knowledgeable view of the mission of the Project has evolved, it has been accompanied by some healthy skepticism as to whether, in view of existing constraints, it can be accomplished. It is accompanied, however, by a growing sense of challenge, commitment and efforts to improve Social Unit and Social Service operations by those persons involved in the day to day functioning at all levels of the Ministry of Social Affairs. Along with understanding Project goals, it has been necessary to build an acceptance of these goals, and a willingness to struggle and take risks with a lethargic bureaucracy to get the action necessary to implement Project objectives.

COHERENCE IN PROJECT STRUCTURE, ORGANIZATION, AND GOVERNORANCE.

During the initial months following arrival of the UNC team the ESP was seen by many of its MSA colleagues as a somewhat self-contained effort, apart from the everyday

business of the Ministry of Social Affairs. Several factors may have contributed to this perception:

1. The belief by some that the project was primarily focused on training and that training should begin at once;
2. The fact that during start-up, assignments for some personnel were considered not as a part of their regular job but as an added assignment with expected financial remuneration;
3. The transitional nature of the ongoing transfer of MSA program leadership and decision-making from the national to provincial and local levels within the government of the A.R.E.;
4. The extended period of project proposal development involving different personnel with differing conceptions of Project intentions; and
5. Previous MSA experience with Projects of a basic institutional nature rather than those with a community development emphasis in an uncontrollable environment.

Thus Project organization and governance were kept skeletal and somewhat tentative, as project ideas were discussed, explored and agreed upon, organization and governance was modified so as to become more facilitative of decisions and work required to achieve Project objectives. In general, the project has developed in three distinct directions:

1. At the national level there has been and continues to be a movement towards a greater range of involvement of positions and sub-bureaus having either technical or functional stakes in the success of the project;
2. At the level of the governorate an effort has been made to put the project within the general purview of the Local Director-General and Modereya staff but with additional flexibility to design, staff, and operate Experimental (Model) Social Units and Social Services outside of existing policy if necessary and

3. At the local level, the importance of a mechanism like the Administrative Markkaz (District Office) to the successful operation of Social Units has become evident as project leaders have become more familiar with local conditions, Social Unit personnel, and the workings of the bureaucracy. Thus, increasingly a technical assistance relationship between the Social Unit and the Administrative Markkaz or substitute mechanism has been seen as an essential part of project organization.

The project structure and organization are still continuing to evolve in a direction which promises greater support for the implementation of project objectives.

PERSONNEL

PERSONNEL AT THE GHARBEYA CENTER

The Center has been slowly but progressively defining and clarifying its functions, its authority, its structure, its relationships, and its personnel requirements. The staff structure which has evolved consists of the following:

Center Director

Up to the middle of May, 1979, Mr. Mahmoud Abu Shahba, General Director of the Modereya, served as Center Director on a part-time basis. However, he was very much in touch with the Project, was active in all major decisions, and was supportive and available when needed. On or about May 10, 1979, Mr. Abu Shahba retired from his post as General Director of Social Affairs for Gharbeya and assumed the position of Center Director on a full-time basis.

Center Deputy Director

Mr. Attiya Shatie has served in this position (as well as in the position of Chief of the Social Unit and Social Services Development Section. From time to time he has also carried out assignments for the Modereya.) The

University of North Carolina has advocated the assignment of a Deputy on a full-time basis with sole responsibility within the Center. Initially there was some confusion between the central and Governorate offices about the choice of the person to serve as the Deputy. Although this confusion has now dissipated, it did cause some delay earlier in the progress of the work. Mr. Shefie understands and is thoroughly committed to the goals of the Project. He is enthusiastic, industrious, and brings needed political skills to this position.

Center Staff

The Center staff can be divided into main categories: (1) Program Development, and (2) Administrative and Program Support.

Program Development

Staff positions are currently assigned to sections which parallel the dual mission of the Project: "Manpower Development and Training" and "Social Unit and Social Services Development".

a. Manpower Development and Training Section

Mr. Fawzy Abdel Momen serves as Chief of this section. Although he began on a part-time basis, he soon became full-time. Mr. Fawzy, while very interested in training from the start, possessed none of the formal qualifications which normally would be associated with the position of an educational development specialist or administrator. He has, however, shown a strong capacity to meet the challenge and to grow on the job. He is imaginative and resourceful. Currently two professional assistants, one Administrative Secretary and one Secretary are assigned to work in this section.

Administrative and Program Support Staff

The two major staff positions in this category are: the Financial and Administrative Services Section Chief and the Information Chief.

a. Financial and Administrative Section

The Chief of this section, Mr. Boutros Boutros, has proven to be quite able in establishing and managing the necessary financial record-keeping and purchasing systems. He also works very well in a team relationship with program personnel. A Housekeeper, Storekeeper, Assistant Accountant, Secretary and numerous custodial personnel including cooks, servants, messengers, drivers and boabs.

b. Information Section

The Chief of this section is Mr. Saad Abdel Khalik. A lack of clarity and coherence in the functions of the "Information" position existed in the overall project from the beginning. Initially the position appeared associated with the localized activity of the Management Information Systems Project with regard to record-keeping and Management Information Systems. However, since these activities are an integral part of the Social Unit and Social Services Section, why it was established as an independent function has never been clear. Accordingly, in both Gharbeya and in Assuit there was a lack of direction for both the Information Section and for the staff responsible for it.

In Gharbeya the issue now appears to be resolved satisfactorily in two ways:

a. The section is now responsible for developing and managing interpretative media aids and resources which are needed by both the Manpower Development and Training and the Social Unit and Social Services Development Sections. This function is identified as the Learning/Resources Development Center. While the primary activity to date has

been to provide the backup for the Manpower Development and Training Section, it is hoped that later this technology can become an important programmatic tool serving the Social Units; and,

b. The person who serves as Chief of Information also serves as coordinator of the Case Management activities within the Social Unit and Social Services Development Section.

In addition to the Section Chief, two Librarians, two Audio-visual Technicians (all previously untrained) and a secretary are assigned to this Section.

PERSONNEL AT ASSUIT CENTER

Assuit has experienced difficulties with personnel from the beginning. During the first four months its Director and one senior staff person resigned and were replaced. Still it appears that all senior staff members are assigned on a part-time basis. Job descriptions were discussed for the positions of Training Director, Research and Planning Director, Information Director, and Financial Director. However, staff above had difficulty in adhering to the functions and duties described in these statements.

Until he left for U.S. study, one part-time staff member, Mr. Fayed Haridi, served in three positions: 1) Deputy Director, 2) Chief of Manpower and Training, and 3) Chief of Social Services and Social Unit Development. Although part-time assistants with lesser qualifications have been appointed, the shortage of full-time senior staff has prevented those persons with lesser skills from being developed and appropriately utilized. The seriousness of the personnel difficulties was also reflected in the Cycle I training program. It proved impossible to recruit a cadre of faculty in Assuit, from either inside or outside of the Medeteya.

While the General Director of the Medeteya and Center Director, Mr. Thabet, gave many hours of his time to

the Project, he understandably had only a limited amount of time. This proved to be insufficient for the leadership requirements of the Project. Mr. Latif, former Information Chief, was reassigned to head the work with Social Units and Social Services Development. Essentially however, a few people have been attempting to carry this complex Project on a part-time basis between themselves.

The bottom line is that there continues to be a shortage of qualified people in the Modereya and there is even difficulty retaining existing staff. Further, there appears to be a reluctance in Assuit to employing people from outside the Governorate. The Project in Assuit, therefore, suffers from (a) a shortage of qualified people to expedite the work at the momentum which is needed; (b) a failure to fill key Project positions and (c) an inability to employ a cadre of instructors from Assuit to work in the training program.

It was clear early in the Project that more effective plans must be made and put into action immediately or the intent to continue in Assuit would have to be abandoned. All Parties were aware of the undesirability of continuing under circumstances which existed. Several discussions were held about how to improve the Center staff situation: (a) adding to the full-time staff, (b) moving people from part-time to full-time status, and (c) attracting more instructors for the training program.

The University of North Carolina staff developed several additional alternatives for discussion purposes to assist the Ministry to think through new alternatives:

- (a) Relocate the classroom training from Assuit to the Charbeya Center;
- (b) Contract with the Universities of Menia and/or Assuit to be responsible for operating the in-service training program;
- (c) Broaden the Project sponsorship to include two or three Governorates; and

(d) Have the Ministry of Social Affairs recruit a special team of workers from outside of Assuit.

(For a further discussion of these four points see "Annual Progress Report, June 1980," pp. 19-22.)

To assemble the staff in both Gharbeya and Assuit took much longer than originally anticipated by the Ministry and by the Agency for International Development. It is difficult to overestimate the time required by staff once recruited to achieve a workable understanding of the goals, objectives and implementation requirements of the Project. Nor did the original Project proposal allow sufficient time for training and preparation of Center staff once recruited and on the job. This staff preparation involved on-the-job training, helping individuals to learn requirements of the job and to learn to work independently as members of a team.

To date, staff have learned to work with less internal turf-protection behavior. Members of the staff, senior and junior, slowly came to perceive how their respective functions complemented each other. Members have also learned to approach their work with a greater problem-solving orientation. Special effort has been put into this objective with some tangible accomplishments but much remains to be done. (For listings of staff, see pp. 32-34, This Review)

BUILDINGS, FURNISHINGS, AND EQUIPMENT

Gharbeya Center

In something approaching a minor miracle, the Gharbeya Center has been transformed from a facility which was unattractive, noisy, poorly lighted, limited in space and badly arranged to a facility with reasonably adequate space and with many useful modifications in the original layout. The used furniture originally placed in the Center was replaced by new furniture designed and built especially for use in particular locations within the building. While some work

remains to be completed, the Center is now attractive and functionally arranged with adequate space for the scope of activities anticipated. A new 3-floor Reception and class-room area is under construction. Plans have also been completed for an additional floor, including a Social Club/Conference Hall, an additional 5 bedrooms, and an additional bath facility. Included among the facilities are classrooms, offices, dormitory and eating facilities, and a learning resources room which houses an expanding library in both Arabic and English and the audio-visual materials used in self-instruction. The staff is understandably proud of these accomplishments.

ASSUIT CENTER

In the beginning, the Center staff had no place to meet and work as a group. It was March 1979 before the Technical Advisor had an office. It was not until April 1979 that a firm decision was taken about the choice for the location of the Center. Even so controversy about the choice, access to the building, clarification of funding arrangements and the nature of needed renovations continued to cause delays in getting the building ready for use. Furnishings for the Center are still incomplete. A planned third floor has not materialized. When completed, this floor was intended to provide residential and dining facilities.

The flow of money from Cairo to Assuit has in general been slow, resulting in delays in purchasing needed commodities. The reasons for these delays have not been clear although distance from Cairo and communications difficulties certainly contribute to the problem.

INTEGRATED SOCIAL SERVICES PROJECT
MINISTRY OF SOCIAL AFFAIRS
NATIONAL LEVEL
STAFF AND ADVISORS, JUNE 31, 1981

Dr. Salah El Din El Homnossani
ISSP Project Director

Mr. Omar Hosni Mohamed Hassan Maher
Deputy Project Director

CENTRAL TECHNICAL COMMITTEE

Miss Fatma Bahei El Din
Dr. Salah El Homnossani
Mr. Mohamed Abdul Meneim Hashem
Mr. Omar Hosni
Mr. Mostafa Mahi

CENTRAL TECHNICAL SECRETARY

Mr. Ahmed Afifi
Training Specialist

Mr. Mahmud Gad El Maaz
Research and Planning Specialist

Financial Specialist

DEMONSTRATION AND TRAINING CENTER

ASSUIT GOVERNORATE

STAFF, JUNE 31, 1981

Mr. Thabet Abd El Wahab	Chairman, Local Advisory Committee
Mr. Adly El Khadi	Director
Mr. Fayez Hosni Haridi	(MSA) Director, Family & Childhood (Proj.) Director, Productive Families Chief, Training Section
Mr. Abdu Hassan Ahmad	(MSA) Director, Planning & (Proj.) Statistical Department Chief, Planning & Research Section
*Mr. Abdel Latif Abud	(MSA) Director, Social Defense (Proj.) Chief, Development & Information Section
Mr. Hosni Ahmad Gadalla	(Proj.) Training Section Specialist
Mr. Sedki LaLib	(MSA) Chief, Immigration Department (Proj.) Chief, Financial & Administrative Section
Mr. Mahmoud Tawfik	(MSA) Chief, Complaints Office (Proj.) Financial & Administrative Section
Mr. Talaat Sediek	(MSA) Chief, Technical Office (Proj.) Planning Specialist

*Transferred out of project work, May 1981

DEMONSTRATION AND TRAINING CENTER

GHARBEYA GOVERNORATE

STAFF, JUNE 31, 1981

Mahmoud Abu Shahba	Director & Head of
Ateya EL Shafie	Local Secretariat

Deputy Director
Social Unit And Social Service
Development Section

Ateya El Shafie	Chief
Mohamed Selim	Planning Assistant
Ahmed El Sokkary	Planning Assistant
Wafaa Abd El Hakem	Junior Assistant
Nawal Ibrahim	Secretary

Information Section

Saad Abd El Hameed	Chief
Samir Ezz	LDC Director
Mahfouz Omar	Audio-Visual Technician
Wafaa El Kasaby	Librarian
Carima Waha El Badawi	Assistant Librarian
Samia Kandiel	Secretary

Computer Development And Training Section

Fawzy Abd El Mennen	Chief
Mansour Mahfouz	Acting Chief
Abdel Hameed Youssef	Assistant
Habiba Abd El Mennen Makawy	Assistant
Habiba Fouad Hameed	Secretary

Financial And Administrative Affairs Section

Hotroun Detroun	Chief
Ateya Al Shattkawy	Assistant
Mohamed El Sayed Elamin	Assistant
Mohamed Hassan El Din El Ashwa	Housekeeper
Ahmed Abd El Razik Ibrahim	Secretary
All Abd El Gawa	Driver
Mohamed Hassan Abd El Fatah	Driver
Mohamed El Mahat Abd Kabah	Driver
El Saleh El Ghor	Driver
Salah Afifi El Talawi	Worker
Ghalyat Hake	Cook
Hanan Mohamed	Cook Aide
Hassan Hamed El Zahr	Servant
Habiba Azam	Servant
El Saleh Anafat	Night Guard
Tawfik Abd El Hameed El Bana	Laborer
Haraf Abdel Hameed El Naqar	Servant
Fadia Mohamed Hassan	Servant
Nahed Selim	Servant
Samia Fahmi	Servant

**Experimental Social Unit
&
Social Service Development**

EXPERIMENTAL SOCIAL UNIT AND SOCIAL SERVICE DEVELOPMENT

"In a third stream of activity, the project will test the provision of social services through a community development process in 4 social Units ... these Social Units have become designated as "model" Social Units. This is unfortunate labeling for they are test areas... Within the project, provision is made for testing alternative methods of delivering services."

THE CONCEPT OF EXPERIMENTAL SOCIAL UNITS

The ISSP project proposal 0020 calls for concentrated Social Unit development activity in four Social Units, two in Gharbeya Governorate and two in Assuit Governorate;

These units are intended to :

- 1) Serve as a field testing site for the provision of Social Services through a community development process.
- 2) Demonstrate service standards; and
- 3) Provide field practice opportunities for ISSP training and development programs .

The proposal goes on to say: "These Social Units have been designated as "Model Social Units". This is unfortunate labeling because they are, in fact, not "Models", but geographical test areas. Thus, "Model" Unit areas must be viewed as a field laboratory or place to design and test alternative ways of providing improved services. The reference is to the HOW - to the TECHNOLOGY involved in operating an effective, efficient and responsive Social Unit. The focus is upon how to plan, design, develop, administer and execute the functions of the Social Unit. What is to be replicated is the methodology and service programs only where they are appropriate due to similar conditions and circumstances. Interpreted thus, the term "Experimental Social Unit" is preferable to "Model Social

Unit" and is utilized in this Review. The sense in which the word Experimental is being used then is in the sense of "patterns" for the application of the social sciences to the operation of the Social Unit. Because it is dealing with applied social sciences, the test of the experiment is the effectiveness of the services within reasonable cost constraints.

FIELD TESTS

Within these Experimental Social Units, the project proposal suggests field tests to proceed along three basic lines:

- 1) Needs Determination and Priority Setting. Resources of the Ministry are not unlimited. Money and human effort are largely wasted when spent for a given purpose when, in reality, it is insufficient to achieve that purpose. Thus critical to a rational development and administration of services is a system where needs are identified and evaluated in a logical way involving the participation of those who are affected, both as potential recipients and as providers. Likewise, these people must then express their judgement about which of these needs should be met if the resources are insufficient to meet them all.
- 2) Serving More People. If care and education of young children during the day is a priority in a Social Unit area which has a young child population of 250 who can benefit but the local Day Care service only serves 50 children from this total, what other alternative, cost-effective way can be found to serve more of the remaining 80% not currently being served? How can more efficient alternative services be developed within the resources available?
- 3) Serving more effectively. If care and education of young children during the day is a priority but the program content related to child development of the existing day care service is below minimum standards, how and in what areas can this be improved to meet the expected quality?

If the incidence of eye problems for children is much larger than what would normally be expected, requiring acute medical attention, what can be done to reduce the incidence of such disorders?

These field tests may be conducted under the auspices of the Social Unit Staff, the local Community Development Association, related public and private social agencies, or other related Ministries. They may be conducted by individual agencies or by a number of agencies engaged in a coordinative or integrative relationship spanning several Social Unit areas.

THE CONCEPT OF UPGRADED SOCIAL UNITS

In addition to the 4 Experimental Social Units, the Project calls for the development of thirty-two (32) other Social Units, referred to as "Upgraded Social Units". The difference between "Experimental Units" and "Upgraded Units" is more in terms of magnitude than kind. In a sense, all 36 Units are "experimental" in that new ideas and new methods should be tried and tested in all. Upgraded Units differ from Experimental Units only in that the amount of assistance provided under ISSP sponsorship to the Upgraded Units is more restricted than in Experimental Units and the level of new activity less. ISSP work with Experimental Units involves continued development and assistance throughout the Project's life to a full range of services and service strategies whereas ISSP planning with Upgraded Units is focused on a few areas in each Unit and differs from one Social Unit to another depending on local priorities and needs. After the initial ISSP input all Units are expected to use their own resources and ideas to carry on further development within their own area.

There are, however, certain areas where Experimental Social Unit and Upgraded Social Unit development are encouraged to proceed along similar lines. These basic areas are discussed under the heading "Guiding Principles" on pp. 42-44, this Review. Continuous efforts are to be exerted by the ISSP and MSA officials to encourage the application

of these principles throughout the 36 Social Unit Areas. Successful application of these principles, wherever initially developed, are to be carefully studied for potential application and adaptation to all similar areas.

EXPERIMENTAL, UPGRADED AND MODEL SERVICES

As the project has evolved it has been necessary to develop additional concepts to facilitate project implementation. Four of these concepts are:

Experimental Services

An Experimental Service is a service which either has not previously been tried within the Social Unit Area or one which, although previously offered within Social Units, differs radically in intent as well as implementation from previous efforts. Project intent in establishing such services is to test new service ideas and methods for use in Social Units.

Upgraded Services

Upgraded Services, on the other hand, refer to traditional or basic services offered within Social Units. Here, the intention is not to create a new service but to raise the standard or improve the effectiveness and efficiency of an existing service.

Model Services

With the Model Service, the ISSP is attempting to demonstrate the full potential of a given service idea and to illustrate the application of fundamental principles which may be integrated into plans for newly initiated or similar upgraded services in other social unit areas. The Model Service, in some aspects, may also be experimental or upgraded and may involve the testing of new or improved ideas and techniques.

Therefore the Model Service in relation to other services has much the same function as the Experimental Social Unit in relation to the ISSP. In light of this intent, it is necessary that staff for such programs demonstrate

the highest competence in job skill and performance. They must be carefully selected and adequately supervised in order to serve the model demonstration and training functions.

Special Projects

In addition to the above categories, there is another category of service development activity which in practice is referred to as "Special Projects." These Special Projects are service development efforts which involve basic services essential to the well-being of people yet crossing a number of Social Unit boundaries. It would be a grave error to presume that all needed services can be offered effectively and efficiently solely within the geographic bounds of a single Social Unit. These basic services are as essential, and in some cases more so, to Social Unit effectiveness than those offered wholly within a single Social Unit. Such Projects may be funded wholly or in part by the ISSP or simply provided with technical assistance and/or training opportunities.

SUMMARY

It should be remembered that what is being sought in these units, are "integrated" services meeting the real needs of people. This is not the same as a "Comprehensive" Social Service unit with all services under one roof and a single sponsor. Such comprehensiveness in a single unit of government fails to reflect the present and historical role of the private voluntary association in the delivery of social services in Egypt.

POTENTIAL AREAS FOR DEVELOPMENT OF SOCIAL UNITS

To improve the effectiveness and efficiency of Social Units and Services, a number of areas have been considered for development:

1. To investigate, assess, interpret, and update needs/problems/resources of Social Unit areas as a basis for program planning and development.

2. To monitor and assess the scope and effectiveness of services and related factors such as administration in the Administrative Markkaz and conditions in the Social Unit areas as a basis for improving service delivery and utilization.

3. To initiate and facilitate involvement of Social Unit area residents and indigenous helping systems in: a) Defining problems/needs and in establishing a system or priorities regarding welfare and development objectives; b) Taking action to achieve sought-after objectives and c) Resolving local problems which are amenable to community action and decision-making.

4. To modify social welfare services and/or develop alternative services to: a) Expand coverage of the target population; and b) Achieve a satisfactory level of service effectiveness.

5. To improve the administration of Social Security and other Financial Assistance Programs through: a) The assignment and training of staff to specialize in the administration of these services; b) The development of outreach efforts to expand coverage to eligible persons; and c) The Development of procedures for securing and integrating social services to lessen dependency and raise the standard of living.

6. To provide technical assistance to voluntary organizations and societies helping to: a) Identify target populations; b) Identify service priorities; c) Identify resources (technical, programmatic, manpower); d) Promote coordination and integration of services and resources to improve service outcome and efficiency; e) Initiate and support staff development; f) Establish community education; and g) Effectively utilize citizen participation.

7. To develop with the Markkaz and the Social Unit, voluntary associations and other sectors (health, education, agriculture, etc.) a system for coordination and integrating services focused on helping with the problems and needs of the individual and/or family.

8. To develop a process and commitment among voluntary societies and governmental programs for a shared funding approach focused on recognized community priorities which grow out of the ongoing needs/resources processes.

9. To study, design and implement: a) a more functional assignment of human services manpower, especially social workers, b) more productive manpower utilization and c) a manpower development curriculum and training program.

10. To place priority upon multi-disciplinary problem-solving efforts among different sectors i.e., health, agriculture, educational, etc.

11. To promote more effective communication between Social Unit area residents and workers and resources at the village, town council, Marikar, governorate and national levels.

Undoubtedly, there are many other areas yet to be considered. Certainly, the above strategies, taken individually, are not new. Collectively these strategies form a powerful intervention tool for helping to maintain and/or raise the quality of life for the individual and the family.

BASIC PRINCIPLES GUIDING DEVELOPMENT EFFORTS

To date, several major ideas have been agreed upon for the guidance of the Project Social Unit and Social Service Development efforts:

1. Any design for the Social Unit must address in some way the following basic areas: a) Goals, Objectives and Functions of the Social Unit; b) Organization of and relationships within the Social Unit; c) Relationships between the Social Unit and external agents; d) Program and Service Direction and Design; e) Administrative and Programmatic Methods, Processes and Procedures; f) Administrative, Programmatic and Facilities Standards; g) Facilities Design; h) Finances; i) Evaluation and Feedback; and j) Community Involvement and Participation.

2. An important aim of the project is a demonstration of the feasibility of helping people to resolve problems

through services and decisions rendered at the local level. This idea is considered to be critical to a more effective system of social services. Accordingly, a key idea the ISSP would like to emphasize in Social Unit and Social Services development is adequate involvement by clients and community in all phases of service planning and provision processes, keeping in mind that the developed Units are intended to serve as a field testing site for the provision of Social Services through a Community Development process. The manpower development and training programs, the Social Unit operations, and the project operation itself must serve as models of participatory development and must be carried out in an educational framework reflecting how each participant (including the client) can better control and improve his/her situation.

3. A major premise of the ISSP rests upon the notion that information is essential to purposeful human interaction - the better informed the Social Unit participants are about needs and resources, the better decisions and actions can be made to utilize or mobilize resources to resolve problems and needs. Thus, at each phase of operation, there is an explicit objective to determine information needed, to secure that information, to interpret it, and to communicate it to appropriate parties who consciously utilize it in reaching decisions and in taking action. Consequently, there should be an emphasis on the use of scientific surveys and data reflecting individual and community needs and resources to serve as a basis for program determination. It is expected that through this process of experimentation, demonstration and information utilization, individuals and departments will learn about how to produce desired results and how to assess their own and others capacities, limitations and ways of working together. Essential to this individual and organizational learning are a number of processes, but key to all of them are the concepts of evaluation and feedback.

Likewise, the quality of information reported by the Social Unit about: a) the scope and nature of the needs

of people; and b) the responsiveness of services to those needs, is a major factor in the success or failure of policy and planning functions at the levels of the Administrative Markkaz, the Governorate and the Central Offices of the Ministry.

4. The selection, development and utilization of Social Unit staff is one of the most critical project management functions. It is clear that the project goal is such that without dedication to a spirit and climate of experimentation, creativity and innovation and to modification of old attitudes and behavior by its staff and leadership at all levels, it will be difficult, if not impossible, to achieve its objectives.

5. Early problem identification and prompt intervention.

6. Matching the size of resource allocation to the priority of the need and to the expected outcome.

7. Coordination and integration of multiple services as needed by the client.

8. Managing the process of service provision and services utilization towards the specified service and client ends.

9. Placing increased emphasis and resources on those measures thought to prevent or limit social and physical disability.

10. Another major premise of the project is that results, where successful, should possess the potential for replication. This aim requires that the project develop a strategy for facilitating replication. To reach this aim, the Departments at the Central level and at the Governorate level must be aware of developments relevant to their interests and where possible to participate in such efforts.

11. The project management must have specific arrangements to ensure a) ongoing performance evaluation of specific project activities with the results assessed for immediate feedback and capability; b) periodic evaluation and feedback and c) final outcome or impact evaluation.

WAYS IN WHICH DEVELOPED SOCIAL UNITS
MIGHT DIFFER
FROM EXISTING SOCIAL UNITS

Existing Social Units And Social Services	Developed Social Units And Social Services
1. Inability to be responsive to the expressed and unexpressed needs of people living and working in the Social Unit Area	1-a. Ability to identify current needs of area both expressed and unexpressed 1-b. And to develop and implement programs in response to priorities set among these needs
2. Tend to emphasize recognition and the provision of services almost exclusively in terms of the individual	2. Service the individual within the context of family strengths, supports, needs and functions
3. Services reach relatively few of the people who need and could benefit from service	3. Find alternative ways of serving significantly larger proportion of target populations at an affordable cost
4. Concentrate on services which are intended to be curative, curative and/or controlling	4. Put a more balanced effort into programs which seek preventative and/or developmental ends
5. Many people are unaware of the social unit's personnel and programs	5. Leaders and people in many areas actively involved in programs or important to them
6. Few programs appear geared to raising the family's standard of living	6. Greater priority given to programs with potential for raising the standard of living
7. Social services in their efforts to help, too frequently take responsibility away from self-management clients.	7. Conscious efforts are made to helping people act: (a) individuals, (b) families, (c) groups and, (d) communities to take effective responsibility for managing their affairs
8. Staff does not live in area served	8. More staff will make their homes in the area served

SOCIAL UNIT AND SOCIAL SERVICE DEVELOPMENT EFFORTS

Gharbeya

The Rural Experimental Social Unit in Gharbeya is Shubra El Namla, located about twenty kilometers from the Demonstration and Training Center. It is an older Social Unit and one which has obviously deteriorated programatically as well as in its physical facilities. Its facilities are shared with a governmental health clinic. The Urban Experimental Social Unit is Kohafa, a new Social Unit created by the Project as part of the MSA Annual Plan. Kohafa was essentially without building facilities except for a small room from which to administer social security payments. The Demonstration and Training Center is located on the northeast border of Kohafa.

At Shubra El Namla, the facility was remodeled prior to the project, including repairs and painting. Because this remodeling occurred prior to program development, additional changes have been required and program demands were known. With these program changes in mind, a comprehensive building and renovation program has begun and is nearing completion.

A decision was made early in the Project to expand and remodel the Kohafa facility. This construction is expected to be completed by August, 1961. An additional space in another location within Kohafa has been obtained with plans to expand health services in coordination with MSA services.

ORGANIZATION-GHARBEYA

The approach to the functions and structure of the Social Unit taken by the Gharbeya Center has been to see them in terms of: (1) those activities which Social Units are authorized to perform directly and (2) those

activities which are traditionally discharged through private associations. In the first category fall such things as financial aids and supervision of services offered by private social agencies. In the second category are social welfare and social development services provided under the auspices of the community development associations to which the social units provide staff and services supervision. Reorganization has proven difficult in the absence of specific Ministerial Decrees addressing the legality of modifications in structure and non-traditional interpretations of the functions of Social Units. Decisions once made by the Center have been subject to challenge from the local Administrative Markkaz and Modereya. Also unclear are the seemingly overlapping responsibilities between the Markkaz and the Modereya which have added to the complications and complexity of the work.

Effort has been made to negotiate a written agreement between the Center, the Markkazes and the Modereya clarifying responsibilities for design and supervision of the work of the Experimental Social Units. A working draft of the organizational structure and job functions and descriptions for the Experimental Social Units has been developed. The new structure and job descriptions require a further delegation of authority and responsibility for recordkeeping and reporting from the Markkaz and Modereya to the Experimental Social Units. (The delegation was in fact made but withdrawn in practice due to a change in local administration. A renegotiation of these authorities is central to project purpose.) (Reference Documents Nos. 16, 18, 22,26)

PERSONNEL, HARBEYA

Considerable effort to date has been required in the review of staff already assigned to these Social Units, and in the acquisition of additional staff and/or removal of staff. One of the major challenges confronted has been how to productively use surplus personnel having relatively little education and training. The Center has attempted to

introduce the concept of "Social Service Aides." This idea has the promise of being able to utilize people with less formal training. (This situation, part of a larger manpower problem within governmental institutions, has required a strong on-the-job training program.)

The assumption of new responsibilities by the Social Unit has meant increased responsibilities for staff, resulting in important related issues as for example: how to reward workers for increases in (1) the amount of work they are expected to perform; (2) the standards of the work which they perform; and (3) the responsibilities which they are expected to assume (especially, the Social Unit Director). These issues must be carefully addressed if changes in staff behavior are to remain in place.

ACTIVITIES-CHARBEYA

The prior operational definition of social development, one of the three categories of services offered by the Ministry of Social Affairs within the Charbeyá Moderéya, has tended to limit the activities of Social Unit staff to assistance with services along traditional lines and to the administration of financial activities. This definition has been challenged by the ISEP and although work is barely underway, a number of specific service qualifications have been developed.*

- (1) Integration of family planning services with maternal and child health clinics;
- (2) New and upgraded Child Care Centers;
- (3) Model sewing/tailoring centers (CAPP Centers) with new curricula, materials and equipment;
- (4) Agriculture-related, income generating programs;
- (5) Case management; and
- (6) Youth Centers

*For further detail on these programs see References Nos. 10, 11, 12, 13, 14, 16, 21, 56, 57, 58, 59, 62.

A number of planning and development groups have been established in Gharbeya. An Experimental Social Unit Development Steering Committee consisting of personnel from the Markkaz, the Modereya, the Boards of the Community Development Associations, and Project staff has been in operation for more than 18 months. This committee screens and makes recommendations regarding all proposals to improve or to develop new services. Service Enrichment and Design Committees in the areas of Child Development, Financial Services, Sewing/Tailoring and Institutional child-care review requests in these areas and suggest new designs and means of delivery.

Several supervisory planning and development tools have also been developed: (1) A local program planning process; (2) A Service Design Manual; (3) A Services Assessment Manual; (4) A Service development plan for each Experimental Unit; (5) Case Management Forms and procedures; (6) A system for statistical reporting from child care centers; (7) A Child Care Assessment Manual; and, (8) A new system of service supervision.*

Much earlier in the project a needs/resource assessment was initiated. Completed to date are: a Survey of Community Opinion Leaders and a demographic and social description of each Social Unit Area. Still to be undertaken are the formal assessments of existing social services and investigations of specific problems and needs.

CITIZEN PARTICIPATION-GHARBEYA

With respect to citizen participation in Gharbeya, a first concern has been to improve the performance of the community development associations. In Kohafa, this has meant organizing a completely new Community Development Association. There now is developing a strong representative Community Development Association but it has taken almost a full year for it to function with any degree of

*See References Nos. 10, 11, 12-16, 19, 22, 23, 24, 27, 41, 60.

effectiveness. In Shubra El Namla the Community Development Association had ceased to function. A new Board had to be organized. It is still lacking in adequate representativeness from major constituencies of the village and, has experienced some difficulty in establishing its legitimacy. (For further discussion on Community Participation see pp. 101-111 this Review.)

ASSUIT

The Experimental Social Units selected in Assuit Governorate are the Sadat Area, an urban Unit with about 6,000 families, and Beni Mohamed, a rural Unit with an aggregated population of about 8,000 families. The Sadat Area is made up of older housing units for people with very low income and a section of twenty-eight high rise housing units for governmental employees. In this sense it is quite similar to the Kohafa Social Unit. The Social Unit facilities are located in two buildings in the government housing area. The bulk of the service population, however, is located in the old housing sector separated from the Unit's office by railway tracks. Thus, the location of offices as well as the socio-economic characteristics of the area have posed certain difficulties to increasing service utilization and to the expansion of services. Further modifications in the arrangement of facilities in the Sadat Area are required in order to adequately continue there.

In Beni Mohamed and its satellite villages the crucial project needs are for physical improvement of the facilities, a means of transportation from Beni Mohamed to its satellites, and more direct communications with the Assuit ISSP Demonstration and Training Center.

In Assuit the Demonstration and Training Center staff is smaller in size than the staff authorized for Charbeya, with mainly part-time staff. Because of the heavy demands of the training program, the Center in Assuit has not been able to invest adequate efforts into the work of the Experimental Units and services. Until mid 1980 no full-time

person was assigned the responsibility of directing the development of these Units. Since then the appointment of Mr. Latif has made a noticeable increase in project related activity. A number of activities of a planning nature were accomplished following his appointment. Job functions and job descriptions were developed. Four social workers were employed in each Social Unit: (1) Chief of the Social Unit; (2) Head of Social Security; (3) Head of Social Information and Referral; and (4) Worker for Social Development. In addition, other workers were employed through the community development associations to staff various program activities.

With regard to service development, a number of recommendations were prepared in Assuit which aimed at shortening the time lapse between services provision and completion of applications and in improving follow-up and supervision of clients. Most of the recommendations placed more responsibility on the Social Unit. These suggestions included:

- (1) Local determination of social security and financial assistance payments;
- (2) Retention of a greater share of the private funds, raised locally, within the Social Unit Area;
- (3) Locating responsibility for follow-up of services with the Social Unit;
- (4) Making the Chief of the Unit the Ministry of Social Affairs representative on the Community Development Association Board; and,
- (5) Giving greater administrative control to the Chief of the Social Unit over local personnel, purchasing and transportation.

ACTIVITIES-ASSUIT*

The services under consideration for initiation or expansion in Assuit have been: a model nursery, a health

*Activities for Assuit reported here may fail to reflect progress made since URC's departure from Assuit on January 26, 1981.

clinic, a Koranic recitation class, a center for the repair and maintenance of light electrical appliances, a training center for typing, a women's activities and training center and a bee project. A major concern of the Demonstration and Training Center staff in Assuit in relation to these new projects has been with the availability of funds as a match to those raised locally by the Community Development Associations.

UPGRADED UNITS
Gharbeya and Assuit

To date activities have begun in 8 Upgraded Units in Gharbeya. These activities are basically "fact finding" and exploratory with limited program planning. A format has been developed for planning and budgeting for the development of these social units and will be applied pending availability of funds. MSA Funds have been made available for renovations and building activities. (See "Inputs", this Review and References Nos. 51, 62, 57, and 56)

Information of Upgraded Units in Assuit is not available to UNC at this time.

PRESENT CLASSIFICATION OF SELECTED SOCIAL UNITS
GHARBEYA GOVERNORATE

EXPERIMENTAL SOCIAL UNIT AREAS

- * 1. Shubra El Namla
- * 2. Kohafa

UPGRADED SOCIAL UNIT AREAS

- * 1. Shubra Kass
- * 2. Iknawey
- * 3. Nawag
- * 4. Tanta I
- * 5. Tanta II
- * 6. Mahalla I
- * 7. Mahalla II
- * 8. Saft-Trab
- 9. Damanhor El Wahsh
- 10. Kotor
- 11. Tanta Housing Unit
- 12. El Mahalla Housing Unit
- 13. Kafr El Zyat Housing Unit
- 14. Mehallet Zeyad
- 15. Karatsho
- 16. El Hayatem

*Activities Initiated

PRESENT CLASSIFICATION OF ISSP RELATED SERVICES

GHARBEYA GOVERNORATE

1981

MODEL SERVICES

1. Ladies Society for Health Improvement Day Care Center.
2. Kohafa Community Development Association
Day Care Center.
3. Shubra El Namla Community Development Association
Day Care Center.
4. Governor's Day Care Center, Tanta I Social Unit.

EXPERIMENTAL SERVICES

1. Kohafa Community Development Association
Custom Apparel Production Process Center (CAPP)
2. Ladies Society for Health Improvement CAPP
3. Shubra El Namla CDA CAPP
4. Shubra Eass Community Development Association CAPP
5. Agricultural-Related Income Generating Programs (5 Villages)
6. Job Description, Experimental Social Units.

DEGRADED SERVICES

1. Day Care Center-Shubra el Eass
2. Official MSA Functions, Shubra El Namla Social Unit.
3. Official MSA Functions, Kohafa Social Unit.
4. Official MSA Functions, Shubra Eass Social Unit.
5. Day Care Center, Moslem Youth Society, Tanta I Social
Unit.

SPECIAL PROJECTS

1. Case Management
2. Residential Child Care Institutions Development Project
(See Special Project Report, "RCCI")
3. Shubra El Namla Health Clinic.
4. Gharbeya Home for the Aged.

**Manpower Development
&
Training**

MANPOWER DEVELOPMENT AND TRAINING

Two new Provincial Training-Demonstration Centers (The term Training-Demonstration Center is used elsewhere. The reference is merely to training center. But the training-demonstration center has special importance) will be developed to provide in-service training for social workers, . . . paraprofessionals . . . community and voluntary leaders.

Two functioning training centers also imply outputs of full-time faculty, curricula, organized field practice and training materials.

The training center will develop its own curricula and training materials. They will be written out of the experience of this training and these demonstration centers.

GOALS OF 1959 TRAINING AND DEVELOPMENT

The Goals of Manpower Development and Training in the 1959 stem from a combination of the goals of the Ministry of Social Affairs and the specific aims of the Project.

The programs and services of the Ministry of Social Affairs are one of Egypt's chief means of helping people who are in need of assistance to maintain and to promote their personal well-being when threatened or blocked by individual and/or social circumstances and/or by an inadequate adjustment to such circumstances. To help reach this goal, the Ministry of Social Affairs undertakes three major objectives:

(1) Helping individuals and families who are vulnerable to personal crises and who are in need of assistance to resolve or to cope successfully with their problems or needs;

(2) Helping people to limit and/or to prevent the incidence, scope, and/or prevalence of personal and social problems and to deal similarly with complications, harmful to themselves and to others, which may have derived from such problems; and

(3) Helping people to improve their standard of living and to take more responsibility for their personal development and for the social development of their communities.

ISSP In-Service Training is intended to be training in knowledge and skills with attendant learning or appropriate attitudes, directed to the individual's ability to carry out MSA objectives in his particular job. This is different from formal professional education in that it does not aim to provide generic instruction, and it places less emphasis upon the theoretical base for the individual's practice in any setting. Emphasis is upon the applied and upon the specific setting in which the student is currently employed. Although some of the knowledge and skill provided in this training may be the same as in formal professional education, in-service training provides a job-related base for practice within a particular agency structure.

TOPICAL OUTLINE OF MAJOR AREAS OF CURRICULUM CONTENT

The Topical Outline of Major Areas of Curriculum Content found in Appendix I reflects the thinking of the ISSP staff about the minimum or core areas of learning to which the total group of trainees should be exposed and master as a group.

The listed categories and sub-topics are based upon information from (a) a survey of trainees, (b) job descriptions as developed by the Demonstration and Training Centers in Tanta and Assuit and by the MSA, (c) interviews held with senior practitioners, supervisors, administrators, and educators, and (d) discussion of these materials by the training staff.

The organizing categories represent areas of performance, knowledge, and understanding which are considered to be the necessary foundation for professional help at the level of the Social Unit. The choice of categories are not meant to be exhaustive nor do they represent the only way of organizing this content. Similarly, the sub-topics under each category are not intended to be exhaustive but are intended to reflect major points of learning to be included. Topics listed under one organizing category may be relevant to more than one area.

Indeed the organizing categories themselves, have a very strong interrelationship with each other.

RELATIONSHIP BETWEEN CONTENT AREAS AND TRAINING PROGRAM DESIGN

Having identified the areas of curriculum content necessary to perform the work of the Social Unit and Social Services at the Social Unit level, content was then organized into a number of individual training programs. These programs were organized along two major lines: (1) Functional Areas; and (2) Program Areas. Functional Areas refer to such areas as: Case Management, Community Development, and Supervision. Program Areas refer to such areas as: Day Care, IAP, Residential Child Care, and Custom Apparel Production Processes. By organizing the program in such a manner staff from the MSA may be brought together in occupational groups or by job category and provided with training which is developed around their specific work in the MSA and for which they see ready application. The applicability of general content areas for specific groups was thus determined by an analysis of job descriptions and observations of work both as presently performed and as planned.

CYCLE I (JANUARY 1980)

The staffs at Charbeya and Assuit carried out the following activities in relation to Cycle I:

- . Completed survey of trainees concerning their career skills, interest and needs prior to the start of training;
- . Completed job descriptions for Social Unit positions;
- . Completed survey of experts concerning training needs of workers;
- . Completed survey of Community Leaders opinion concerning local problems, needs and services;

- . Participated with staff from both Centers and consultants from Central office in developing goals and objectives for Cycle I training;
- . Recruited and interviewed all trainees;
- . Recruited instructors for classroom and field instruction;
- . Selected and organized specific content for the curriculum of Cycle I;
- . held orientation sessions with instructors and trainees;
- . Collected and produced basic training materials;
- . Conducted training seminars for field instructors;
- . Conducted Cycle I class and field instruction; and
- . Conducted in-house evaluation of courses and training.

CYCLE I - GHARBEYA GOVERNORATE

The results of these studies and discussions in Gharbeyya were used in designing the program at the local level. The program content focused on the following subjects:

- 1) MSA and Social Unit Goals, Mission, Programs, and Organization;
- 2) Knowledge related to human behavior;
- 3) Team work and supervision;
- 4) Understanding and application of professional work concepts;
- 5) Concepts regarding the scientific basis of problem-solving;
- 6) Skills and methods of helping individuals and families;
- 7) Information and skills related to working with communities and groups; and,
- 8) Information and skills connected to work with specific groups in the Social Unit area.

Trainees in Cycle I - Gharbeyya

Cycle I was designed to include all workers in the Social Unit and to provide them with a common background about the nature of Social Work in the Social Unit. The total number of trainees in this group was 12. It was intended to help them to develop the work in the Unit and to create a common language and way of thinking. Types of trainees included:

- 1) Workers in programs and services in each of the two Experimental Social Units;
- 2) Program and Service Supervisors from the Markkas and Medeteyya;
- 3) Selected individuals who it was felt could benefit from the training and contribute to the work in the Social Units.

Activities in Cycle 1 - Gharbeya

The following methods were used during the training cycle: 1) Field visits to the MSA services in the two social unit areas; 2) Group Discussions; 3) Lectures; 4) Audio-visual aids; 5) Field training; and 6) Faculty coaching.

Evaluation

A specially prepared form was used to evaluate the program periodically (each month).

CYCLE I - ASSUIT GOVERNORATE

In Assuit the two Experimental Social Units were in the process of being developed. The Local Technical Secretariat in Assuit decided, therefore, to try a different approach to training than the one attempted in Gharbeya, classroom teaching and field practice being conducted simultaneously.

Some of the reasons for this approach were:

- 1) It facilitated the trainees attempt to put into practice the theoretical knowledge gained in the classroom while under field supervision from the Training Center;
- 2) It provided an ongoing evaluation process at two levels: the trainee evaluated the usefulness of classroom teaching on the job, and at the same time the supervisor evaluated the ability of the trainees to put into practice theoretical knowledge; and
- 3) It gave an opportunity to repeat both classroom teaching and field practice in content areas where trainees were weak prior to completion of the training program.

(For the complete program of Training Cycle I, Gharbeya and Assuit see Appendix III)

Conclusions Regarding Cycle I

Although the Central Ministry of Social Affairs Project leadership and Cairo Agency for International Development were anxious to begin the training program, the local staffs in Assuit and in Gharbeya, the University of North Carolina Advisors and the educational consultants felt strongly that it was premature to begin the training. There were several reasons for wanting to postpone the start of training. First, and perhaps most compelling, was the fact that work in the Social Units had not gotten underway. The appointment of many of the staff was still pending. Many staff were new in their jobs and most were very unsure about future work expectations of them. As a consequence, no adequate job analysis was available to feed curriculum construction, development of learning materials, and orientation of instructors and students. The consequence was that job-specific content had to be treated in a much more generic way than had been intended. Thus a special effort had to be made to avoid having Cycle I appear similar to traditional campus-based academic programs.

Second, the Center staff lacked prior experience in educational design and management. They lacked skills and self-confidence in what they were doing, and as a result many important preparatory tasks either were not done or were performed poorly.

Third, there was insufficient time for: (a) adequately recruit and train the trainers for a more applied focus and alternative methods of instruction; (b) inform and motivate them around the goals and objectives of the Project; and (c) locate and recruit Ministry of Social Affairs personnel who could help to balance university personnel thereby helping to attain a balance between practice and theory.

Fourth, in spite of each effort to gain access to the Ministry of Social Affairs's Department of Training it was not possible to carry out a review and assessment of current and prior training programs of the Ministry.

Fifth, the facilities, equipment and supplies for the training program were all greatly delayed in being made available.

One negative consequence of this premature beginning is that it took trainees away from jobs which they did not yet know and that training as an activity in itself became more important for some staff and some trainees than the work which training is intended to prepare them to better perform.

On the surface, students, staff and faculty express a great deal of satisfaction with Cycle I training. Should this observation hold up in the evaluation, it may be more indicative of the extent of the thirst for knowledge and thirst for alternatives to the quality of their prior professional lives. To the University of North Carolina, however, it is clear that the quality of the program in all respects except the enthusiasm of its participants must be significantly improved in the specialized programs which are to follow.

Thus it was recommended by UNC that before continuing with formal training programs, a number of preparatory tasks had to be undertaken:

- 1) Expanded recruitment of trainers:
 - . To more adequately cover all areas of curriculum
 - . To increase number of persons teaching who have had some practical work experience
 - . To obtain minimum number of persons needed in Assuit
- 2) Increased preparation of trainers by:
 - . Review of Project goals
 - . Review of the Ministry of Social Affairs functions, and structure
 - . Review of Project structure and activities
 - . Field seminars
 - . Observation time spent in social units
 - . Development of more indigenous instructional materials
 - . Expansion of range of teaching methods

- . More adequate review of job descriptions and greater analysis
 - . Expansion of acquaintance with reference materials
 - . Development and standardization of instructional syllabi
- 3) Development of a casebook of problematic-situations typically faced by workers in the Social Units.
 - 4) Development of curriculum for volunteers and community leaders.
 - 5) Completion of the evaluation of Cycle I - feedback to appropriate units of the Ministry of Social Affairs.
 - 6) Redesign of Cycle I.
 - 7) A more adequate survey of workers in the upgraded units.
 - 8) Completion of the survey of problems and needs in the Social Units to be upgraded.

ON-GOING TRAINING CHARBEYA, 1981

Rather than continue with the idea of training "Cycles," the Charbeya Center, which has problems of a great excess in untrained, unskilled manpower, has shifted to the format of an Annual Training Program operating under an Annual Training Budget. An outline of the training program proposal for 1981 is attached along with the specific budget proposal. (For Program and budget details see Annual Training Plan 1981, Charbeya Governorate.)

As of June 30, 1981 no funds have been made available through regular Project channels for implementing these

programs. Limited funds have been provided by the Board of the Egyptian Society for Research in Rehabilitation and Community Development for conducting the following programs which have been completed:

- *1. SPECIALIZED TRAINING FOR CASE MANAGEMENT AND FINANCIAL AID SUPERVISORS AND SOCIAL WORKERS

- *2. COMMUNITY DEVELOPMENT SERIES
 - PART I: COMMUNITY DEVELOPMENT LEADERSHIP CONFERENCES
 - PART II: COMMUNITY DEVELOPMENT, PHILOSOPHY, TOOLS, AND TECHNIQUES

*(For a description of these 2 Programs see Appendix IV
this Review)

U.S. Study Program

U.S. STUDY AND OBSERVATION

The Agency for International Development's contracts with the Ministry of Social Affairs and with the University of North Carolina both contain provisions for Egyptian Project participants to travel to the U.S. for study and/or observation. The Ministry of Social Affairs Contract provides for short-term study (up to six months). The University of North Carolina Contract provides for study for periods exceeding six months but not more than one year. UNC, however, as a service to the MSA, arranges all itineraries and training plans.

The purpose of this program is to provide Egyptian social service workers with a training experience which will help to develop their individual and collective capacity to meet the social service needs of the Egyptian population. This training experience attempts to address both the specific interests and needs of the individual trainee, and more generally, the needs of the Egyptian social service system and the ISSP. To these ends, the training program places particular emphasis on achieving the following:

Objectives:

- 1) To provide diverse and varied training experiences, both in content and format;
- 2) To help the individual to achieve a broader understanding of particular social service programs or social problem areas which he/she has identified;
- 3) To help the individual acquire specific knowledge and develop particular attitudes and skills which are relevant to his/her particular role within the Ministry of Social Affairs and the ISSP;

- 4) To emphasize critical thinking, inquiry, problem definition and analysis, problem-solving skills and attitudes rather than 'ready-made' policy or program solutions; and,
- 5) To emphasize critical thinking about community needs, resources, and social service programs and policies in terms of Egypt's contemporary needs.

General Design of the Training Program

Each training program is composed of six components, each of which is viewed as an integral part of the overall training experience. These components, described below, are:

1) Orientation

The first several weeks of each training program are devoted to orientation. Some of the major topics and activities covered during this period include:

- a) Cultural orientation to U.S.
- b) Pragmatic living arrangements/health insurance/stipends, etc
- c) Orientation to place of residence
- d) Presentation and discussion of training program
- e) Individual trainee presentations
- f) Visits to local points of interest
- g) Introduction to the social services system in the U.S. at national, state and local levels

2) English Language Training

Language training is made available to the trainees according to their individual needs. Resources are available in terms of formal classes as well as individual tutors. Self study materials are also available. A realistic assessment of trainees' language facility is made in Egypt as soon as possible after candidates have been selected for the program. For those trainees who have a limited

facility in English, plans are made to provide language training for them in Egypt prior to their departure for the U.S. For short trips, translators are often provided by the UNC Cairo Project Office.

3) Class Work

The purpose of formal course work at a University is to broaden the trainee's knowledge of various aspects and dimensions of social service systems and to help him further develop his analytical abilities. Based on individual interest and need, some trainees attend regular classes at a University. These classes are chosen from a selected list of courses which focus on broad areas: Public Health, Administration and Management, Community Organization and Development, Human Service/Social Welfare Structures, Training, and Audio-Visual Instruction. Trainees who take more than one course are encouraged to choose from at least two of these areas.

4) Field Placement

All trainees have a field placement during the course of their program. Although the specifics of each placement will vary, in general the trainee is placed full-time with a social service agency for the majority of his stay. Choice of the specific agency and the work responsibility within that agency is determined primarily on the basis of the individual's interests and his/her position and responsibilities in Egypt's social service system. The specifics of each placement are arranged after the trainee has arrived in the U.S.

5) Field Observations and Visits

The primary purpose of these visits is to broaden the trainee's view of social services by showing him a wide variety of programs which provide for individual and group needs. Visits are made to social project/program sites

throughout the period of the training. For instance, these might include day care centers, recreation programs, rehabilitation workshops, rural health and dental programs. Visits are also arranged according to the specialized interests of individual trainees.

6) Evaluations

Two types of evaluation are conducted: a formal group evaluation at the end of the training period and a more informal individual evaluation at monthly intervals. The purpose of both types of evaluations is to aid the project staff in understanding trainee needs and improving the study program. Written reports on the evaluations are prepared and copies sent to project staff in Egypt.

I. ISSP U.S. STUDY PROGRAM PARTICIPANTS, JUNE 30, 1981

A. Academic Study

Mr. Fawzy Abdel El Momen, Chief, Manpower Development and Training Section, Gharbeya Demonstration and Training Center

Area: Manpower Development and Training (One Year, UNC)

Mr. Faiz Haridi, Deputy Director, Assuit Demonstration and Training Center

Area: Early Childhood Education (One Year, Wheelock College)

Mr. George Morris Habibe, Social Unit Director, Iknaway Social Unit, Gharbeya Governorate

Area: Community Development (One Year, George Warren Brown)

Mr. Fahmy Mishref, Head, Office for Development and Supervision of Social Agencies, Markkas Tanta, Gharbeya

Governorate.

**Area: Voluntary Social Agency Planning and Management
(One Year, George Warren Brown School of Social Work)**

**Mr. Saha El Din Aly Yousef, Chief, Case Management Sec-
tion, Shubra El Khayma Social Unit, Gharbeya, MSA**

**Area: Case Planning and Management (One Year, George
Warren Brown)**

**Mr. Magdi Sadik Faraq, Planner, Planning Office, MSA
Modereya, Gharbeya Governorate.**

Area: Social Planning, (One Year, UNC)

B. Technical Participants

**Mr. Thabet Abdel Wahab, General Director, Ministry of So-
cial Affairs, Assuit, ISSP Project Director, Assuit.**

**Area: Review of U.S. Social Service System (One Month,
N.C., Washington)**

**Mr. Atiyi Shafiq, Deputy Director, Demonstration and Train-
ing Center, Gharbeya and Chief, ISSP, Social Unit and So-
cial Service Development Section, Gharbeya ISSP**

Area: Program Planning and Administration (Five Months, N.C.)

**Mr. Saad Abdel Khalik, Chief, Information Section, ISSP,
Demonstration and Training Center, Gharbeya.**

**Area: Case Management and Information Systems (Three
months, East Carolina University)**

C. Child Care Trainers (IAP)

**Dr. Awatif Ibrahim, Chairman, Early Childhood Education
Curriculum, Fanta University, ISSP Program Development
Consultant.**

**Area: Early Childhood Education and Development (Two
months, UNC)**

**Mr. Mohsen Badrawi, Chief, Family and Children's Services
Section, MSA National Offices**

Area: Family and Children's Services (Two Months, UNC)

**Mrs. Samia Mobarak, Supervisor, Family and Children's Ser-
vices, Quena Governorate**

**Area: Early Childhood Education and Development (Two
Months, UNC)**

**Mrs. Sonia Monir, Director, Shubra El Khayma CDA Day Care
Center**

**Area: Early Childhood Education and Development (Two
Months, UNC)**

**Mrs. Azza Helmi Othman, Director, Moslem Youth Society Day
Care Center, Tanta**

**Area: Early Childhood Education and Development (Two Months,
UNC)**

**Mrs. Asma Khalafalla, Supervisor, Family and Children's
Services' Section, Gharbeya MSA Modereya**

**Area: Early Childhood Education and Development (Two
Months, UNC)**

**Mrs. Hoda Mohamed Gamal, Trainer, Training Office, MSA,
National**

**Area: Early Childhood Education and Development (Two
Months, UNC)**

Mrs. Asma Badwan, Translator/Interpreter

**Area: Early Childhood Education and Development (Two
Months, UNC)**

D. Customer Related Production Processes Training (CAPP)

**Mrs. Amal Abdel Fatah El Danati, Supervisor, Department
of Productive Families, Gharbeya Governorate MSA**

Area: CAPP (Two Months, Greystone, B.C.)

Mrs. Samira Ishak Yacoub, Supervisor, Department of Productive Families, Gharbeya Governorate MSA
Area: CAPP (Two Months, Greensboro, N.C.)

Mrs. Hoda Zaki Badawi, Director, Shubra El Khayma, CDA Sewing Center, Gharbeya
Area: CAPP (Two Months, Greensboro, N.C.)

Mrs. Rabaa Fathi El Sayed, Director, Fonafa, CDA Sewing Center, Gharbeya
Area: CAPP (Two Months, Greensboro, N.C.)

Mrs. Ibtisam Fouad Ghobrial, Supervisor, Department of Productive Families, Quena Governorate MSA
Area: CAPP (Two Months, Greensboro, N.C.)

Mrs. Mahasen Rhida Khalil, Director, Dandara Social Unit, CDA Sewing Center, Quena
Area: CAPP (Two Months, Greensboro, N.C.)

Mrs. Khadija Shehid Ahmed Hassan, Translator
Area: CAPP (Two Months, Greensboro, N.C.)

E. Productive Families

Mr. Kamel Abdel Faten Ahmed, Chief, Productive Families Department, Quena MSA
Area: Productive Families Programs (Ten Weeks, Misc.)

Mr. Ibrahim Bayan, Chief, Productive Families Department, Gharbeya MSA
Area: Productive Families Programs (Ten Weeks, Misc.)

Mr. Mahmoud Bad, Social Unit and Social Service Development Specialist, ISRP Central Technical Secretariat
Area: Productive Families Programs (Ten Weeks, Misc.)

Mr. Mahmoud Syed El Ghaffawi, Director, Productive Families Department, MSA National

Area: Productive Families Programs (Ten Weeks, Misc.)

Mr. Galal Al Khatib, Translator

Area: Productive Families Programs (Ten Weeks, Misc.)

ISSP U.S. Study Program Nominees
(Nominations Accepted by AID)

A. Academic Study

Mr. Mansour Mahfouz, Acting Chief, Manpower Development and Training Section, Demonstration and Training Center, Gharbeya

Area: Manpower Development and Training (One Year, UNC)

Mr. Ahmed Shafiek Sokary, Planning Assistant, Social Unit and Social Service Development Section, Demonstration and Training Center, Gharbeya

Area: Prenatal Planning and Administration (One Year, Florida State)

Mr. Samir Hindy Fah, Learning Resource Center Supervisor, ISSP Gharbeya Training and Demonstration Center

Area: Social Work Education and Audio-Visual Instruction (One Year, East Carolina University)

Mr. Maleoud Hassan Sadi, Learning Resource Development Specialist, ISSP - Cairo-UNC

Area: Educational Media (One Year, UNC School of Education)

Mrs. Mafaa El Fasseh, Librarian, ISSP - Gharbeya Demonstration and Training Center

Area: Library Science (One Year, UNC-Greensboro School of Library Science)

Mr. Mahfouz Omar, Audio-Visual Technician, ISSP Gharbeya

Demonstration and Training Center

Area: Educational Media (One Year, UNC)

Short-Term Technical Participants

(Nominations Accepted by AID)

Mr. Mostafa El Mahi, General Director, Office of Planning and Research, MSA National Office

Area: Planning and Information Systems, (Four Months, N.C.)

Mr. Adly Siraty, Chairman, Board of the Egyptian Association for Rehabilitation and Community Development Research, Special Adviser to the Minister of Social Affairs

Area: Review of Training and Demonstration Projects (Two Weeks)

Mr. Boutros Maïlad Boutros, Administrative Officer, ISSP Demonstration and Training Center, Gharbeya

Area: Fiscal and Personnel Management (Two Months)

II. U.S. STUDY TRIPS FUNDED DIRECTLY BY AID WITH NON-ISSP FUNDS

A. Small Ruminants (Goats and Sheep)

1. **Mr. Sayed Mansour El Sayed, N. Tahrir Agriculture Co.**
2. **Dr. Nabile Mostar, Veterinarian, Village Vet. Unit, Shubra Kasa**
3. **Dr. Kamal El Din El Monneim, Veterinarian, Village Vet., Shubra Hil Unit**

B. Intensive Poultry Production (Chickens, Ducks, Geese)

1. **Dr. Anas Riyad Masif (Moderaya of Agriculture/Vet. Med., Gharbeya Moderaya**
2. **Dr. Adam Gafar, Chief, Veterinary Medicine, Gharbeya**

Governorate Ministry of Agriculture

**C. Management and the Role of Women in Development, April
13 - May 5**

1. Mrs. Hadra Salah Ibrahim, Head, Development Office, Gharbeya Moderia
2. Mrs. Assa Abd El Motaleb Badr, Markaz Mahalla

D. Initiating And Managing Integrated Rural Development

1. Mrs. Faruk El Kaschef, Director, Markkas Santa, Gharbeya
2. Mrs. Shoukaria Ased El Sayed, Chief, Women's Section, Gharbeya MSA Moderia
3. Mrs. Afraq Mehna, Gharbeya MSA Moderia

**E. Health and Rural Development
July 4 - August, 1981**

1. Dr. Mohamed Sharif, Director, Health Unit, Shubra El Namia
2. Dr. Fatma Selim, Director, Health Unit, Shubra Kasa Social Unit

III. U.S. STUDY TRIPS ARRANGED BY U.N.C., NON - ISSP, NON - AID FUNDS

A. Academic Study

1. Mr. Abou Atia Tarak Abd El Latif
Area: City and Regional Planning, M.A. (Two Years, UNC)

**2. Mr. Khallaf Khallaf Khallaf, Professor, Department of
Sociology, Minia University**

Area: Social Work, Phd. (Three Years, UNC)

**3. Mr. Gamal Ismail Mohamed, Professor, Department of
Sociology, Minia University**

Area: Social Work, Phd. (Three Years, UNC)

ISSP U.S. Study Trips By Job Classification and Location, June 30, 1981

(In Process and Completed)
Including Non-1981 Funded Activities

JOB/TYPE CLASSIFICATION	LOCATION OF PERSONNEL											TOTAL
	MSA NAT.	MSA GRAP.	MSA ASSUIT	MSA QUENA	ISSP NAT.	ISSP GRAP.	ISSP ASSUIT	SO UNIT GRAP.	SO UNIT ASSUIT	SO UNIT QUENA	NON MSA	
ADMINISTRATOR	1	2	1	1							2	9
PROGRAM SUPER- VISOR	1	6		2		4	1				1	15
STAFF POSITION		1			1	5					2	9
SOCIAL UNIT DIRECTOR		1						1				2
SERVICE SUPER- VISORY DIRECTOR								3		1	4	8
CONSENT SERVICE PROVIDER												
ACQUAINT						1					3	4
VOLUNTEER												
TRANSLATOR											3	3
TOTAL	4	10	1	3	1	10	1	4	0	1	15	50

ISSP U.S. Study Trips
Age and Sex Distribution
June 30, 1981

AGE	MALE	FEMALE
Under 20		
20-30	6	10
30-40	8	5
40-50	6	5
50-60	8	1
60 Plus	1	

Training Materials Development

TRAINING MATERIALS DEVELOPMENT

The Center at Gharbeya has worked very hard to establish a learning resources program. It has developed a library of general references and periodicals with most materials in Arabic. The library is organized with a card file and is managed by a Library Technician who was trained with the aid of a consultant. The library not only is intended to supplement the formal training, serving students and instructors, but it is also intended to serve as a resource for individual career interests including the study of the English language.

Within the Center the Learning Resources facility offers an audio-visual program including not only utilization of audio-visual material but the production of these materials as well. Having this capacity will allow for on-site creation of learning and interpretive materials which are badly needed in the training and in the work of the social units.

Also to be included in the Learning Resources facility is a programmed instruction service. This service will allow the user to learn at his/her own pace as well as to study independently on a subject of priority to him/her. It will also make the center less dependent on outside instruction as courses are transferred into this format and Center staff learn to work with it. The first course selected for use deals with Human Behavior. The experience and content from Training Cycle I courses on Human Behavior has been collected and work has been completed in the development of a manual, which will be combined with integrated readings, films, slides and tapes. Materials are indigenous to the area and of course in Arabic.

Discussions are underway with officials in the Modereya to develop a Mini-Learning Resource Center housed within the Modereya's library, thus extending the use of this resource to all Modereya employees. This extension would

be related to and supervised by the Center staff.

An important task associated with the Learning Resource facility had been the training of the staff to supervise and maintain it. More specialized U.S. training for selected members of the staff is required and has been scheduled. (See P. 75-76, this Review)

The list of materials on pp. 84-90 has been compiled for development in direct relation to the Gharbeya Annual Training Plan for 1981. While planned in relation to the Gharbeya Plan they would needless-to-say serve later Project sites and other training settings as well. A budget for the development and dissemination of these items in both training sites has been submitted to AID for funding. (See P. 184)

TRAINING MATERIALS TO BE DEVELOPED

I. ORIENTATION FOR NEW EMPLOYEES

- A. Two articles on "The History and Present Status of Social Services and Social Development In Egypt".
- B. Video-Tape Presentation on Social Services in Egypt.
- C. Article on National Social Development Policy and Its Meaning for Local Communities.
- D. Manual on MSA Services at the Local Level.

II. BASIC TRAINING FOR SOCIAL WORK AIDES

- A. Video Tape Interviews with Social Work Aides in Experimental Social Units and Services.
- B. Self-study Guide and Readers with Slide/Audio Presentation on "Human Behavior and Interaction".
- C. Reader; Short Discussions and Facts and Figures Related to 10-12 Major Individual and Community Problems in Egypt (app. 10-40 pages).
- D. Printed Lecture on "Problem-Solving In Social Work".
- E. Learning Laboratory Presentation on Inter-Personnel Communication.

III. SPECIALIZED TRAINING FOR CASEMANAGEMENT AND FINANCIAL AID SUPERVISORS AND SOCIAL WORKERS

- A. Basic Principles of Casework and Social Work as Applied to Casemanagement and Financial Assistance (Pamphlet) (Self-Study Module).
- B. Case Studies related to preparing the Case Plan and making Case Studies.
- C. Video Tapes on Crisis Intervention.
- D. Temporary Assistance Projects - Case Histories and Simulations.
- E. Case Management Concepts and Processes (Pamphlets)
- F. Guide to Financial Assistance Programs - Pamphlet
- G. "How to Prepare a Financial Assistance Budget" - Pamphlet
- H. Referral Assistance - Article

IV. SPECIALIZED TRAINING FOR SOCIAL WORK AIDES IN CASEMANAGEMENT AND FINANCIAL ASSISTANCE

- A. "The Role of the Social Work Aides" (Pamphlet) (16 mm film)
- B. "MSA Rules and Regulations on Payment and Re-imbursment of Incorrectly Paid Assistance - Pamphlet
- C. Case Studies for Social Work Aides (Video Tape and/or written)

V. COMMUNITY DEVELOPMENT SERIES

- A. Basic Concepts and Issues In Community Development (aimed at Local Social Unit Directors and CDA Members) Transparency Series and Manual
- B. Printed Conference Materials Edited for Study by Directors, Government Officials, and CDA Board Members - (Article)
- C. Simulation Games for Understanding Basic Community Dynamics
- D. "Guide to Tools and Techniques for Understanding Communities" printed and slide/sound presentation
- E. "Observation and Interaction Techniques in Understanding Communities" Learning Laboratory Program
- F. "The Concept of Community Problems and Needs" (Transparency Series)
- G. "Community Services Assessment Instrument"-Manuals
- H. "Short Guide to Community Development Planning" Pamphlet
- I. "Legal Responsibilities of CDAs - Pamphlet
- J. "Citizen Participation" - Pamphlet
- K. Film on Community Development at the Local Level

VI. SOCIAL SERVICES PLANNING AND SUPERVISION OF PLANNING ACTIVITIES

- A. Study manual on basic concepts
- B. Social Unit Area Profile - Instrument and manual
- C. Case studies of service planning
- D. Service Design Report, manuals, and examples
- E. Service Force Field Analysis of Transparencies
- F. 16 mm film on Service Planning and Program Supervision including case illustration

VII. SELF-IMPROVEMENT WORKSHOP FOR SOCIAL UNIT DIRECTORS

- A. Transparency Series on the Social Unit and its Responsibility

- B. Edited Video Tape of Panel Discussion, Topic 1-E
("Current Problems and Issues for Social Unit Directors")
Discussion Leader's Guide Book
- C. Manual/Reader on "Community Development for Social Unit Directors"
- D. "Introduction to Case Management" - Pamphlet for Social Unit Directors
- E. "Financial Aid as a Method for Improving Client Service"
Pamphlet for Social Unit Directors
- F. "Individual and Community Problems and Needs of Special Interest to Social Unit Directors" - Reader
- G. "Increasing Productivity in the Social Unit" - Transparency series and manual for Directors
- H. "Legal Issues for Social Unit Directors and Staff" - Pamphlet
- I. Managerial Self Assessment Instrument - Manual
- J. Social Unit Assessment Manual

VIII. INCREASING ORGANIZATIONAL EFFECTIVENESS EXECUTIVE DEVELOPMENT SEMINAR

- A. Discussion Paper(s) for Middle Level Managers

IX. TRAINING FOR FIELD INSTRUCTORS AND FACULTY

- A. Estimated 70 Training Modules of 30 pages each

SUGGESTIONS OF TOPICS TO BE CONSIDERED AS MODULES

- 1) Orientation for new employees
- 2) Basic principles of supervision
- 3) Working with the local village council
- 4) How to make a home visit
- 5) How to work with community leaders
- 6) Developing citizen participation
 - a. at the social unit area level - CDA
 - b. below the CDA level
- 7) How to develop a community education program
- 8) Case Management
- 9) Service Integration
- 10) Family planning
- 11) Working with the Egyptian family
- 12) How to identify citizen leaders
- 13) Social service assessment
- 14) Helping people to care for themselves
- 15) Family health

- 16) Working with people who need money
- 17) Referrals - how to make them successfully
- 18) How to conduct interviews
- 19) Getting to know a community
- 20) How to go about solving problems
- 21) Helping parents to take better care of children
- 22) Conducting surveys
- 23) The role of women in development
- 24) Home and village sanitation aids

X. BASIC COURSE FOR RESIDENTIAL CHILD CARE WORKERS

- A. 8 Student Manuals (Translated & Adapted)
- B. 8 Instructor Manuals (translated & Adapted)
- C. 5 Cassette Tapes to accompany Manuals

Topics of Manuals:

- 1) Developmental Planning
- 2) Developmental Needs
- 3) Separation
- 4) The Cottage
- 5) Discipline
- 6) The Group
- 7) The Job
- 8) Institution/Student Guide

Types of Cassettes:

- 1) Observation, Communication and Log Recording
- 2a) The Child Care Worker
- 2b) Working with the Passive and Withdrawn Youngster
- 3a) Visiting Parent
- 3b) Cottage Programming and Activities
- 4a) Child Care Worker and Supervisor
- 4b) Discipline and Punishment
- 5a) Working with the Group
- 5b) Child Care Worker and Professional Staff

XI. DAY CARE TRAINING

- A. Two 16 mm films on Model Day Care Centers with focus on the Child and the Teacher.
- B. One 16 mm film with focus on Reaching the Family through Day Care.
- C. Film on Administration of Day Care Center
- D. Slide Sound Series
- E. Slide Sound Series

XII. LEARNING ACCOMPLISHMENT PROFILE

Five manuals (translated, adapted, tested, printed)

- A. A Planning Guide to Pre-School Curriculum: The Child, the Process, the Day
- B. Learning Achievement Profile
- C. Manual for Use of the Learning Achievement Profile
- D. LAP - Diagnostic Edition - Test Manual
- E. Examiner's Manual for Using LAP-Diagnostic Test
- F. Diagnostic Tools Kit

XIII. CUSTOM APPAREL PRODUCTION PROCESSES

- A. Sewing Instruction for Beginners Manual
- B. Sewing Instruction for Advanced Classes Manual
- C. Manual for Establishing Sewing Cooperatives

XIV. SOCIAL WORK AND HEALTH

- A. Brochure

(For Proposed Training Materials Budget Summary see Appendix V)

Training Materials Completed to Date

- 1) Learning Accomplishment Profile Diagnostic Test, Manual, Teachers' Guide, and Activities Planning Guide for Day Care
- 2) Financial Assistance Manual
- 3) Summary of Environmental and Domestic Industries in Egypt
- 4) Integrated Social Services Project: Definition, Philosophy, Goals, and Procedures
- 5) Case Management: The American Model (Arabic)
- 6) Case Management: The Egyptian Model (Arabic and English)
- 7) Day Care Activity Record
Day Care Attendance Record
Day Care Income and Expenditure Record
Day Care Intake Record
Personnel Record (Arabic)
Child Care Centers Service Assessment Form (English and Arabic)
- 8) Experimental Social Unit Job Descriptions
- 9) The Social Unit: Functions, Objectives, Strategies for Improving Effectiveness
- 10) Service Design Manual (Arabic and English)
- 11) Social Unit Service Assessment: A Manual For Director and Staff
- 12) Social Unit Area Profile (Arabic and English)
- 13) Problem-Solving Manual (Arabic and English)
- 14) Human Behavior and Interaction (A Manual for Social Service Workers)
- 15) Community Needs Assessment Forms (Arabic and English)
- 16) Social Welfare Policy in Egypt: Reflection on Practice and Social Work Education
- 17) Social Development and Social Affairs (Arabic and English)
- 18) The Community Opinion Leaders' Survey, Charboya Governorate: A Checkback of the Questionnaire Results

**19) Community Opinion Leaders' Survey Interviewers
Training Manual (Arabic and English)**

Video Equipment

At the present time the UNC Cairo office has possession of two complete sets of video-tape equipment including cameras, monitors, battery packs and lighting equipment intended for use in the two training centers. These were purchased and shipped by the UNO Project Office. In addition a pre-prepared course in the use of videotape equipment in developing training programs has been purchased and translated into Arabic for training IBM local project staff. All Instructional Manuals for the equipment have also been translated to Arabic. When funds are available for utilizing this equipment it will be transferred to local centers and appropriate instruction provided.

PRINTED LECTURES DEVELOPED FOR ISSP

1. **Basic Community Analysis**
2. **Problem Solving Skills for Individuals and Families**
3. **Basic Problem Solving at the Local Community Level**
4. **Supervision of Volunteers and Staff**
5. **Introduction to MSK Services and Programs**
6. **Understanding Social Unit Objectives and Activities**
7. **The Experimental and Training Role of the ISSP**
8. **Professional Knowledge for Social Workers**
9. **Conference Administration and Working with Sub-Groups**
10. **Working with Special Groups**
11. **Community**
12. **Child Health and Nutrition**
13. **Psychological Development**
14. **Learning Psychology**
15. **Child-Art Education**
16. **Learning, Teaching Methods for Children**
17. **Child-hearing History**
18. **Human and Economical Geography**
19. **Animal and Agricultural Education**
20. **Child Art**
21. **Music, Songs and Motor Games**
22. **Practical and Theoretical Practices for Daily Program Management**
23. **Organizing Legislations of DCC**
24. **Records and Forms**
25. **Childrens' Social Environment**
26. **Child Services**
27. **Social Service basics Applied to Case Management and Financial Aid**

28. Working Procedures with Cases According to Integrated Services System
29. Registration
30. Acquiring Information on Basics and Concepts of Social Service in General and Case Work in Particular
31. Case study, Work Planning, and Assistance
32. Crisis-Solving Skills
33. Planning for Intensive Assistance Projects and Exceptional Pensions
34. Clients Referral to Other Services
35. Legislations, Rules, and Procedures Used on Case Management and Financial Aid
36. Records and Forms
37. Budget, Reports and Statistics Preparation
38. Supervision of Financial Assistance and The Carrying-Out of Case-Management Programs

***All lectures printed in Arabic language only.**

Management Information System

aggravated existing conflicts and created misunderstandings that still plague the developmental effort.

Even within a reduced framework, however, unrealistic expectations flourished among the staffs responsible for developing these activities. As a result, many drafts of proposed questionnaires and surveys have been developed. Each of these has carried the personal imprint of the authors, as opposed to a consensus of the Development Group. As a result, most of the needs assessment related documents are still in draft or developmental stage.

In an attempt to redirect the information systems development effort, emphasis is now being placed on the refinement of the existing recordkeeping system recently installed in the Experimental Social Units in Gharbeya. An increased emphasis on capacity building is planned while at the same time building a more technically qualified staff. Data and its uses as information by decision makers at the local level are being emphasized. This will be done in an overall context of partially meeting the needs of all levels of government for information about clients, their needs, and the services. Even though implementation will be focused on the local Governorate level, planning will be coordinated with MSA at the National level.

Community Opinion Leaders Survey

The Community Opinion Leaders Survey (COLS) was designed to capture the opinions of community leaders, both formal and informal, about their perceptions of community needs/problems, services and personal characteristics. The instrument was administered to 400 community leaders in areas served by the experimental social units. The instrument was designed by a development team from MSA, PHS and UNC.

The responses from the survey were processed by a computer. The resulting stack of print-outs was so overwhelming

to the casual user, that they remained basically unused in the community planning process until April of 1981. Now a Chartbook of the Results of the COLS has been produced. The process of preparing the Chartbook has been instructive, both to UNC and to the D & T Center Staff in Tanta. There are many lessons to be learned from this exercise about the administration of complex questionnaires like the COLS. Such a review process will be followed up in a formal fashion.

The review of the basic data reveals many errors and inconsistencies. It has been difficult to gather all documents together in order to review the development of the instrument and the training given to the interviewers. Another significant item identified in this review has been that of translation from the English working documents to the Arabic utilized for the survey form. Some concepts were completely misconstrued when translated, while others lost some of the shading of language. Both of these could affect the manner in which the question was asked and the type of response given by the community leader.

Additional work with all members of the social policy development structure will continue. While the COLS will not be replicated in its current form, it provides a basis for learning. It also, and not incidentally, provides a glimpse into the perceptions of community leaders about the services currently provided by the MSA.

Case Management

An exhaustive search for relevant documents has been undertaken by a UNC Consultant in order to prepare working files of documents and materials related to the Case Management System now being implemented by the ISSP in Gharbeya. It appears that the documentation left by the PHS staff has been misplaced or discarded. The only files available contain working documents and some drafts. Little in the way of process documentation has been found.

Discussion and review with the key committee members at the local level who worked on the development of the Case Management system reveals that little of the design material left by PHS was utilized in the design of the current Case Management Recordkeeping system. However, many of the basic design concepts of the PHS designed system have been incorporated into the existing system of records. After review, it appears that the basic concepts and principles of Case Management have been too intertwined with the basic recordkeeping function of the Social Unit.

Interviews with staff in Shubra El Khayma and Kohafa by the UNC Consultant have revealed little internalization of basic Case Management concepts. The emphasis has been on maintaining the system of records to support the overall system. Training materials that were used for the Case Management training are in the process of being reviewed. In some cases, workers can espouse the concepts verbally, but cannot apply them to a case review. The records portion of the process, however, is usually done correctly.

Once the data from both social units in Gharbeya is available, another Chartbook will be prepared. It will give the first glimpse of the types of clients, their problems and an awareness of the services requested and those actually delivered.

SOCIAL UNIT AREA PROFILE

The Social Unit Area Profile (SUAP) has undergone multiple drafting sessions and formats. The final version is now in the process of being completed. Its basic design and concept is to capture information about the demographic and physical characteristics of a given social unit area. Its genesis stems from survey questionnaires developed by the Ministry of Social Affairs over a long period of years. Initial opposition to such an instrument has centered around

its complexity and the high cost of administration throughout the social unit areas.

The draft now completed still represents a complex instrument. Future work with the Development Group will focus on item and data simplification and organization and format of the basic document. Use of staff at different levels of government to complete different portions of the SUAP will also be explored. The use of existing data sources, such as the census and other developmental reports, can be used to supply much of the basic characteristic data required by the present survey instrument. This is the type of division of labor that might facilitate coordination and execution efforts.

Service Assessment

The aim of Service Assessment (SA) is to increase both the effectiveness and the efficiency of service delivery. This is done by clearly defining the target population which is in need of the service; evaluation of the services and user outcomes; and, thoroughly assessing the entire service delivery network. Service assessment involves normative concepts. The entire basis of the assessment process is comparison. It forces the decision-makers to establish standards and develop ways to measure accomplishment against those standards.

ISSP has developed a SA manual. Some preliminary field testing has been done in the Experimental Social Units. However, the newness of the concepts and their conceptual foci are different from the current way of doing business, both at the Governorate and National levels. This has stymied integration of the instrument into the normal work routine of MSA planning staff.

Specific Problem/Need Investigations

Specific Problem/Need Investigations (SPNI) are designed

to identify problems; determine the nature of their causes; understand the dimensions of the scope; and, quantify, to the extent possible, the prevalence of a specific problems/needs. This technique requires a comprehensive analysis of existing approaches to solving the problem, or meeting the particular need. Identification of the action required to overcome the specific problem/need is a key ingredient of this process.

At this point in the ISSP no specific documents have been developed to guide the investigatory process. While other instruments, e.g., the Community Opinion Leaders Survey, certainly provide clues and indices to community problems/needs, they do not provide the specificity desirable for a SPNI.

As with the continued development of the SUAP, the primary emphasis will be placed at the Governorate Level and, in some cases, at the level of an individual Social Unit on the development of a process to perform a SPNI. Local community development activities require this type of detailed information, and these, it is felt, will be the predominate utilizers of this process. Other components of the New Resources Assessment system will be integrated into the process of specific service planning.

Service Design Manual

The Service Design Manual (SDM) was developed to guide the intellectual process of developing a new service, or changing a current one. It provides a written guide to be followed when the need for a new or changed service has been clearly identified. By using data from other components of the Needs/Resource Assessment System, along with responses to questions in the SDM, the service planner or developer, is guided in the design or modification of a service.

Like the SA Manual, the SDM suffers from many of the same problems. The concepts and processes it requires necessitate a different way of social planning thinking. Additional

technical assistance will be provided to assist in a more effective implementation of the SDM.

Management Information System

In recent months considerable effort has been spent in trying to determine the status of MIS development to date. It appears that little, if any, productive work has been accomplished in this area. An integrated system must be developed to utilize the data collected from all of these instruments in MSA decision-making processes. This should be centered at the local level, with coordination at the National MSA level. It appears that most of the pieces will fall in place if such a system can be designed, developed and implemented. Most of the parts exist, they need to be tied together.

Conclusion

From its precarious and often misunderstood beginning this portion of the ISSP has been plagued by misdirected effort and frustration. This is partially due to the fact that the concepts required in the assessment process are complex and are not customary to the usual way of planning in Egypt. The Project Proposal does not adequately develop the difficulties and obstacles to be dealt with in the development of a MIS, even one which will provide simple, accurate and consistent data. The extent of the current data system used in MSA does not support the type of information requirements desired by decisionmakers involved with ISSP.

Many these documents have been produced by members of the ISSP group without regard to the needs of a total information system. Often these are seen as separate purpose instruments designed only for local government use, without any perspective of a National purpose. This lack of integra-

tive vision creates an environment where competition to produce a document often overlooks similar instruments which serve the same purposes. The outgrowth of this administrative style is that the systematic process of needs/resources assessment has not been integrated, nor incorporated, into the management style of NSA.

The termination of the INS effort left a void that UNC has not been able to completely fill with its existing staff and resources. Yet, the development of a MIS is essential to the establishment and implementation of both UNC and ISSP goals. The vicissitudes of the entire ISSP planning and funding cycles have also contributed to the lack of continuity of MIS planning and performance.

Within the available resources of UNC, the ISSP has managed to begin new development activities on the MIS. While it is unreasonable to expect an MIS of the dynamic range envisaged by the Project Proposal, a framework is beginning to develop for a rudimentary MIS at the Governorate level. ISSP activities on the Case Management and Recordkeeping system will begin to produce some service data. The Service Assessment Manual, the Service Design Manual and other components of the Needs Resources Assessment system can be implemented in the Departmental Social Units. The didactic learning process involved with this effort will enable staff at all levels of the government to benefit from this often exceedingly slow method.

Another aspect which will enhance the development effort is the newly established relationship between ISSP and the NSA-National Office of Planning and Research. Of particular impetus to the enhancement of MIS development is the NSA National interest in development of a national computer system to begin capacity building among its staff. NSA has funds available for this national level effort. Interest in the creation of Social Maps, where demographic data can be displayed against service needs and provision, will also require a MIS. The two

efforts can be coordinated and developed as a single system.

Future activity in the MIS arena must proceed along a well thought out and conceptualized plan. Appropriate resources, including manpower and money, must be clearly identified and dedicated to this task. Lessons learned to date from previous efforts to establish a MIS must be heeded and clearly understood by all participants. Clear assignment and placement of the basic case management, recordkeeping and statistical functions must be decided for at the Governorate level. In short, the MIS effort must be seen as an integral part of the development of the Experimental Social Units, not an adjunct to the work process. Otherwise it will not fulfil its ultimate mission of providing decision-makers with information upon which service programs can be managed.

(All documents referred to in this Section are listed in the "Reference Documents" Section of the Report, pp.131-137 and available from the UNC-ISSP - Cairo Office.)

See especially Nos. 2, 3, 4, 9, 10, 11, 12, 13, 14, 15, 19, 21, 23, 24, 27, 41, 42, 43, 54, 60, 67, 76

Local Participation

LOCAL PARTICIPATION

"One stream of project activity will be to increase local participation: greater involvement in planning, implementing, funding and evaluating social services. This is not gimmickry to increase local interest and utilization of service. It is one of the ways of adapting a national prototype and ensuring that the service "fits" local needs. With limited resources it is one of the ways of ensuring that the services which are implemented are the services which matter in that community" (P. 31, Project Paper 0020)

Related Remarks: Project Paper 0020

"Each model unit and each upgraded social unit will have a Community Development Association (CDA) or Village Council assessing needs and resources, initiating and maintaining social services for the community. It requires skill to determine what services are appropriate. It is easier to imitate what has been observed elsewhere, such as day care centers. If the project purpose is to be achieved, however, a functioning and effective village consultative body must be in place." (P. 32, Project Paper 0020)

"The inputs to strengthen the Community Development Association are actually other inputs: social workers trained in community organization, local leaders trained in group problem-solving, trained technicians to work in community-sponsored services. The major input cannot be stated in financial terms, for it is the effort and participation of community members. They, in turn, ask an input from outreach workers and other officials, i.e., sustained interest." (P. 35, Project Paper 0020)

Participation by CDA, Local Councils, and Private Citizens

While potentially the most significant aspect of the IBSP, results in this area have been as could be expected

the most difficult to achieve and the most time consuming. While the existence of viable Community Development Associations and Village Councils are implied in the Project Paper, they in fact exist in most cases (especially CDAs) in very rudimentary form or not at all. As discussed with regard to the Experimental Units in Gharbeya, CDAs either had to be revitalized or newly created for the two units. In certain areas, CDAs do not normally exist and Town Councils often cover areas much larger than any single unit or combination of units sponsored by the ISSP. Despite this fact progress has been made in this area. A few of the more significant results are listed below:

1. Cooperation with local social societies is proceeding with the development of the Case Management system and Service Resource File planned for the future;
2. In the last 6 months of 1981 contacts with village councils and community development associations have increased and are now beginning to play an important part in service design and implementation;
3. Local Advisory boards are either in existence or being created for all services being developed which are not a part of a present CDA and CDAs are being developed for upgraded units presently lacking such sponsorship (Mainly Urban Units);
4. The local Association of Social Workers for Gharbeya

is considering utilizing Project facilities for special programs of that association and possible participation of the Association in special projects. Contacts have also been made with the National Association in Cairo; and,

5. Frequent contacts and cooperation occur between the local Regional Union of Social Societies and the Project staff.

(See also Section on "Social Unit and Social Service Development", this Review)

Participation by Governmental and Private Voluntary Associations (Non CDA's)

This is an area which is given little attention in the Project Paper, but one which is vital in achieving the kind of coordination and integration advocated by the ISSP. The need for intensive work in this area is clearly apparent to all those engaged in the implementation of the Egyptian shift toward decentralization and democratization. (For a discussion of this process see Project Paper 0020, pp. 41-42)*

*See also "Review of the Government Regional Development Plan and the Selected Markaz for UNICEF Collaboration" and Mickelwait and Sweet, "Bringing Developmental Change to Rural Egypt: A Study of the Organization for the Reconstruction of the Egyptian Village", prepared for the Ministry of Local Government and UN/AID, March 1976, and "Basic Village Services Project Paper 264-0101", June 1980.

As the comment above implies, there must be a structure for participation which is known, accessible, and responsive. There must be "sustained interest" and an ability to respond at levels other than the Social Unit.

It is in this area that the ISSP, especially in Gharbeya, has made some of its most significant progress. There are numerous examples of these efforts and their impact. These have been well documented in Gharbeya and are summarized below:

1. There is an ongoing inter-relationship between the local Modereya of Social Affairs, its Markkazes and the ISSP Demonstration and Training Center. This involvement exists at policy, planning, and operational levels and includes a large number of Modereya and Markkaz personnel who participate on a daily basis. The results of this relationship are already beginning to be felt in a number of areas: (See Ref. No. 18)
 - a) Program designs, forms and procedures, and supervisory tools, have been designed and printed for 4 model Day Care Centers in the ISSP, Gharbeya. These same forms and procedures and supervisory tools will replace current ones used in the MSA Gharbeya office of Family and Childrens' Services. The program design itself will be adopted and spread through the MSA supervisory system following initial testing and assessment; (See Ref. Nos. 12, 13, 14, 15, 19, 21, 58, and 59);

- h) The supervisors of all offices in the Modereya related to Financial Aid have participated in the development of a Case Management and Financial Aid system for the social units and in the creation and updating of Case Management manuals, forms and procedures, and current financial assistance manuals. These materials will be tested within the existing supervisory apparatus of the Modereya providing an advantageous case for further discussion. (Ref Nos. 10, 11)
- c) The special Residential Child Care Institutions study involved staff from the Family and Children's Section of the Modereya as well as staff and Board members of all 10 RCC institutions in Gharbeya. The findings reported in this report are a challenge to traditional goals and objectives, ways of organizing and operating, program plans, and staffing. Nonetheless, the Modereya and the Institutions have promised full cooperation in studying the recommendations of this study. There is additional discussion of involving MSA/Cairo officials in this process. (Ref No. 59)
- d) Preliminary discussions have been held between the Modereya Planning Office, the ISSP/Gharbeya and Mr. Mostafa El Mahi, of the MSA/Cairo which would use the experience of planning for the Experimental and Upgraded Social Units as a base for the development of a totally decentralized planning process for the MSA, reaching as far as the Social Unit level. (Ref. Nos. 55, 4, 67)

- e) The Productive Families Offices of the Modereya and the Productive Families Social Society, have been actively involved in planning for the development of new and innovative sewing and tailoring classes and agriculture-related, income-generating projects for the Experimental and Upgraded Social Units, and in supporting these and other services. (Ref. No. 56)

- f) The Development Offices in both the Modereya and the Markkas-Tanta have been actively involved in the work of the Experimental and Upgraded Social Unit Steering Committee in the Project. Through this, the Project has succeeded in changing the current operational definition of "community development" from one which focused on traditional services to one which allows for a large community problem-solving component and one which is more flexible and responsive to community requirements.

- g) Through work with the Modereya Personnel Office, this office has agreed to allow secretarial and vocational staff in surplus occupational categories to be assigned to and retrained for direct services roles as social work and other program aides.

- h) Through work with the Modereya Director, authority for decision-making and action at the level of the Social Unit has been greatly increased through delegations of authority made to the Social Unit Director.

- 1) Modereya staff members from numerous departments have served as field work advisors and assistants in training programs.
2. For more than one year and a half the ISSP has had a family planning and health care committee involving the Family Planning Office of the Gharbeya Modereya, the two doctors from Shubra El Namla and the Sheikh of Sayed El Badawi. Recently, contacts were made with the National Family Planning project of Dr. Fattah. Two meetings were held to discuss ways and means of combining our two project efforts.
3. The Project has entered into a cost sharing agreement with the local Ministry of Youth Affairs for two youth clubs, one in Shubra El Namla and another in Kohafa. The Ministry of Youth is interested in further cooperation in the other 16 upgraded units.
4. In Shubra El Namla, plans for facilities renovations call for complete renovation of the Health Care facility which belongs to the Ministry of Health and the addition of a Maternal and Child Health Program. Both of these require cooperation between the Ministry of Health, the Family Planning Training Institution of Alexandria, and Tanta University Faculty of Medicine.
5. Cooperation with educational institutions has been steadily increasing. Faculty from the following universities have been utilized as lecturers, consultants, field trainers, and training materials

developers: Helwan University, School of Social Work; Kafr El Sheikh Higher Institute of Social Work; Cairo University; Higher Institute of Social Work in Alexandria; Minia University; and Tanta University.

In the area of Day Care, Case Management, and Service Planning and Evaluation significant portions of ISSP training content have now been adopted by instructors within their own courses in the Universities. The Head of the Department of Child Development at the University of Tanta requested the faculty of the ISSP Day Care Training Program to assist her in redesigning the Day Care Curriculum of the University of Tanta. In both the Case Management and Services Planning and Evaluation, the ISSP instructors have borrowed concepts and materials from the Project for use in their basic social work courses.

In the two special projects related to Residential Child Care Institutions and to Domestic Arts, both proposals call for close collaboration with the University of Tanta, the Higher Institute of Social Work at Kafr El Sheikh, and the School of Home Economics of Helwan University. Discussion has centered around three party agreements with the aim of spinning-off ISSP specialized training programs, once developed to long-standing institutions.

In a different area, the ISSP-Gharbeya recently started receiving School of Social Work students for field placement. The last group consisted of 5 students.

The local Ministry of Education has indicated an interest in cooperation but this has not been explored to date.

6. The Governor's Office has been involved with the Project for more than two years, facilitating the construction of buildings, staff acquisition and service coordination.
7. An Advisory Committee has been established at the local level including the Directors of all social-related Ministries and Departments. This committee meets monthly to discuss matters related to project goals and coordination and integration of services.
8. The Tanta Center has been put on the regular site visiting for all Orientation Training programs for the MSA/Cairo.
9. The Juvenile Court Family Counseling Agency (under the auspices of the MSA/Cairo) held its annual month-long training program in the Demonstration and Training Center in Tanta in December, 1980.
10. Social Workers from the Ministry of Health have utilized the Demonstration and Training Center for special lectures and for understanding more about social work in the MSA.
11. Numerous U.S. Study opportunities for non-MSA personnel in social related areas have been arranged through the

ISSP Center and AID. Work in these programs is coordinated with ISSP efforts.

(See pp. 71-78 for Details of U.S. work/study program)

PART IV
Change Of Project Site

PROPOSED MOVE TO QUENA

While previous sections have focused on Project progress at the two Project sites, there have been numerous references made to the particular difficulties confronting the Project in Assuit. As of November 1980, it was sufficiently clear to both MSA and UNC that UNC's participation in the Project in Assuit could no longer effectively continue in light of the difficulties faced there. On March 17, 1980, Dr. Turner, UNC ISSP Project Director, notified AID of UNC's position regarding termination of UNC's participation in the Assuit Project and the proposed replacement of that site by one at Quena. The idea of a transfer to another site had been in discussion by ISSP-MSA and ISSP-UNC staff almost since the inception of the Project. MSA and UNC were in agreement on the plans presented to AID.

Termination of Work in Assuit

The basis for recommending that the project site in Assuit be relocated rested on the following main points:

- 1) The failure of the Director-General in Assuit to appoint full-time staff to fill key positions in the Demonstration and Training Center (i.e. Director of the Center, Chief of Manpower Development and Training, Chief of Social Unit and Social Service Development);
- 2) The insistence of the Director-General that he serve as the Center Director and his inability to delegate,

contrary to Project objectives, administrative guidelines, good management, and productive results;

- 3) The increasing demoralization of the staff in the Center and in the Experimental Social Units due to several factors, chief among these being the fact that they have not received the increase in pay promised them (these are GOE funds and the payment was held up because of the Director-General's refusal to comply with the Ministry of Social Affairs' project guidelines for payment). Staff also mentioned the lack of a clear sense of mission and the absence of follow-up on a sustained basis leading to confusion over work expectations; and
- 4) The inability of the then Assuit Project leadership to understand and/or accept Project goals, objectives and administrative guidelines.

All four issues had been discussed with Assuit repeatedly through the previous year. Indeed, in May, 1980, consideration was given to the possibility of transferring the Training part of the project to another location. Promises were made by Assuit after much discussion to correct the situation. However, these promises did not materialize.

In September, 1980, the MSA talked with the Governor about the need for a full-time Director in Assuit. The Governor agreed to replace the Director-General. He named a new and able replacement. However, when the Director-General resisted being replaced as Center Director, a compromise was developed which divided the responsibilities of the Center Director between the two men. The compromise, deemed unworkable, continued the status quo.

It has not seemed possible to rectify the situation in Assuit within the authority and the constraints of the Project. Any further expenditure of UNC effort in Assuit has seemed unwarranted. Given the little progress made towards the project's major targets: 1) establishing a system on in-service training and, 2) improving the operation of the social units and the social services; it seems certain that in another location more suitable to the aims and time limitations of the Project, more progress might be made towards the accomplishment of these objectives.

Criteria of Suitability For Relocation of Project Site

- 1) Need for the Project
- 2) Understanding of and agreement with Project goals and objectives
- 3) Understanding and acceptance of key administrative requirements
- 4) Agreement to provide necessary program and training facilities
- 5) Accessibility
- 6) Housing and support staff for UNC Advisor
- 7) Readiness to begin

Suitability of Quena

The information which follows is based largely upon conclusions drawn from a two-day visit to Quena by Mr. Omar Hosni, MSA, Project Deputy Director, formerly Under-Secretary for Planning, Research and Statistics, and Dr. John B. Turner, Chief of Party-UNC.

1. Need for the Project

There is general agreement that the administration of social services needs to be strengthened in the Quena Governorate. This conclusion was attested to by the Director-General, his staff, and by the Governor. Selected information about socio-economic and demographic characteristics are available but are not included in this review. Quena, however, lags behind Egypt as a whole on many variables such as infant mortality, literacy, housing and income. (See charts XXIII - XXV in Project Paper - Basic Village Services, USAID/Cairo and the Government of Egypt).

Three social units were visited - one rural in Dandara (4 kilometers outside of the town of Quena) and two urban, located in the town of Quena. The physical plants of all three showed considerable neglect. Program equipment seemed meager, in need of repair or was inoperable for various reasons. Some of the programs observed were: nursery care, day care, sewing, rug making, carpentry, auto mechanics, welding, electricity, libraries and social security. Discussion with the staffs

indicated that many programs were poorly designed and administered. Nearly all service populations are thought to be underserved. Much emphasis was placed on the need for more and relevant training. From discussion, review of client records and program procedures, it seems that there is also a real need to improve the management and organization of the social units. These observations are based upon visits and discussion pertaining to 3 out of 69 social units, but the team was assured that while some programs operate quite well, the conclusions stated here are characteristic of the total group.

Agreement with Project Goals and Objectives

Prior to the trip to Qena, Governor Houzine met the Minister of MSA, Dr. Osman and Dr. Hermassani to discuss the purpose, scope of the Project, and the potential interest of Qena in co-sponsorship. In Qena, the Director-General, Mr. El Hakim, was given an Arabic copy of "What the Project is About" followed the second day with a detailed discussion about the Project. On a lengthy meeting was held with the executive staff of the Medereya discussing Project objectives strategies and expected inputs and outputs. Two meetings were also held with Governor Houzine.

The conclusion is that the leadership of the Governorate has a good grasp of the general goals and objectives of the project, its experimental nature and what is expected from the governorate. It seems fair to say, that their understanding is far superior to that possessed by the leadership of

Assuit and Gharbeya in the initial phases of the project and, in the opinion of UNC, superior to that presently possessed by the leadership in Assuit.

Acceptance of Key Administrative Requirements

Mr. El Hakim after thorough discussion agreed to the Project requirements of:

- 1) A full-time Director of the Demonstration and Training Center
- 2) A full-time Chief of Manpower Development and Training
- 3) A full-time Chief of Social Unit and Services Development

Mr. El Hakim also agreed to provide nominees for these positions. Indeed preliminary screening of potential candidates began during this early visit. Mr. El Hakim understands the requirements of participating in a national project, but is very strong in indicating his desire to play an active partnership or co-sponsorship role. There was also agreement that fiscal and program accountability of the experimental social units will be through the D&TC Director. Both Mr. El Hakim and Governor Houzine were most assuring of their willingness to bring all local resources into a cooperative relationship with the Project.

4. Agreement to Provide Facilities

Quena is presently constructing a new facility for the

use of MSA activities. The new building consists of two wings - one five stories and the other three stories. The construction is scheduled to be completed in July 1981. An entire floor in the five-story wing is to be made available for dormitory space (approx. 4000 sq. meters - see attached blue-print). The two top floors of the three story wing are to be given over to the training and demonstration offices. The first floor will house the Urban Experimental Social Unit. Temporary quarters will be provided in the training Center for Child Welfare until the new quarters are completed.

5. Accessibility

Quena can be reached by plane to Luxor, and then to Quena by car. The time required being about 2½ hours. Assurance was given that communication facilities of the Governor's Office would be available as needed.

6. Housing and Support Staff for UNC Advisor

These needs were discussed with Governor Houzine and Mr. El Hakim. Mr. El Hakim promised to locate a suitable, furnished flat, with telephone if possible, with the cooperation of the Governor. Also, the Governor gave assurances that a translator/secretary and English-speaking driver could be located.

7. Readiness to Begin

Mr. El Hakim traveled to Tanta to observe the facility and program on November 19, 1980. Governor Houzine and Director-General El Hakim indicate that they are ready to begin

work at any time. At the present time both MSA and UNC are awaiting approval by AID.

It is expected that if selected as a Project site the pace of work in Quena once underway will be considerably faster than the project pace to date. Several reasons support this expectation:

- 1) The local sponsors, at a number of levels, are already more involved in the decision to be project sponsors. They are better informed about the project and clearer and sounder in their initial views of what they hope to realize from their participation;
- 2) The experimental social units, although likely to undergo considerable change by nature of being in the project, nevertheless are presently more of a going concern than appeared to be true of the experimental social units elsewhere;
- 3) Training and program packages developed by Tanta such as "Case Management and Social Security" and the training curriculum and instructions for Child Care Workers can be adapted by Quena with relatively little difficulty thus saving time spent in development;
- 4) Also because the experience of Tanta And Assuit can be drawn upon, it will be possible to start work in the Units to be upgraded only a few weeks after getting underway in the Experimental Social Units;

- 5) Experience in Tanta and Assuit also indicates that stress on service improvement must be a twin priority with training if not slightly favored in the allocation of effort during the early days of the project. It is felt that workers who know their job assignment, and the gap between this and expected performance, are better students, and it follows that their teachers are likely to be better instructors; and,

- 6) It has already been possible to arrange some visits from Quena to Tanta. From a review of activities it seems likely that Tanta can also learn from Quena. What is important is that the makings of cooperative effort between the resources of both sites seems very high.

The UNC team will assist the MSA in preparing a work plan for Quena. Any such plan for Quena, of course, must wait until after approval to begin work has been given, the staff recruited and specific site studies are made.

(In the months since UNC's departure from Assuit, the MSA has continued work there and in recent months there have been numerous reports on project activity and changes in the response of the Assuit Governorate to the Project, its structure, resource needs, and relationships within the Governorate. It seems advisable at this point to review the matter thoroughly with the Ministry since it appears that the MSA is prepared to proceed with its own resources in all 3 proposed project locations.)

PART V
End Of Project Status
Summary Of Activities To Date

OUTPUTS

(OO20 Project Paper, pp. 77-78)

1. "Two replicable demonstration-training centers in culturally diverse regions of Egypt (Magnitude of Output: 1 each in Upper Egypt and in Lower Egypt with capacity to train general social workers, paraprofessionals and community leaders of provinces.)"

Summary: Facilities, staff, furnishings and equipment are in place in Gharbeya. Demonstration and Training Center staff have received in-service training and the majority of staff have either been for U.S. study or are scheduled for such. The problems of faculty have been temporarily resolved in such a way as to lead to the permanent faculty initially envisioned. An Annual Training Program and Program Budgeting process has been established and several training programs successfully completed.

In Assuit facilities are available with minimal staff and equipment. The problem of lack of adequate faculty and staff still remains. Cycle One was conducted but evaluation has yet to be completed.

REFERENCES, THIS REVIEW: pp. 11, 22-34, 31, 33

REFERENCE DOCUMENTS: Nos. 7, 20, 34, 35

2. "Trained social workers with competence in outreach, community organization and management of social services (Magnitude of Output: 120 trained social workers in place in Assuit and Gharbeya Provinces plus nucleus of 120 more in surrounding provinces)"

Summary: Cycle 1 has been completed in both Gharbeya and Assuit involving approximately 53 trainees. Three additional programs have been completed in Gharbeya involving approximately 90 trainees, both MSA employees and

and volunteers. Program content reflects outreach, community organization, and management content.

REFERENCES, THIS REVIEW: pp. 56-66, 140-148

REFERENCE DOCUMENTS: Nos. 7, 17, 34, 35, 36, 38, 48

3. "Two urban and two rural 'model' social units for field practice and demonstration (Magnitude of Output: Four social units - 2 per training center - providing Community-sponsored services for total population of 145,000)"

Summary: All 4 Experimental ('model') social units have been selected. Completely new facilities are nearing completion for those units in Gharbeya where staff have been reviewed and new job descriptions written and new job assignments made. Appropriate delegation of authorities has been made to staff. New programs have been designed, staff trained, and implementation awaits furnishings and equipment previously requested.

No further information is available concerning Assuit progress in this area.

REFERENCES, THIS REVIEW: pp. 34-55

REFERENCE DOCUMENTS: Nos. 7, 16, 18, 22, 26, 50, 51, 54, 56, 57, 58, 59, 60, 62

4. "Upgraded Social Units (Magnitude of Outputs: 32 contiguous social units upgraded during life of project covering approximately 500,000 people)"

Summary: All 16 units have been selected in Gharbeya and fact finding begun in the first 8 units. Initial work on facilities improvement, service design and CDA involvement has begun in 4 units.

Assuit, according to discussions with MSA officials, has identified units to be upgraded and is attempting to begin work in several units.

REFERENCES, THIS REVIEW: pp. 52-55

REFERENCE DOCUMENTS: Nos. 18, 22, 50, 56, 57, 60, 62

5. "Training materials for core subjects (Magnitude of Output: all training materials for 6 core training units available in Arabic)"

Summary: Although no complete training schedules have yet been assembled the basic outlines and materials for such have begun to materialize in several areas: "Community Data Collection and Problem/Needs Assessment," "Human Behavior and Intervention," "Problem-Solving," "Community Development," "Case Management," "Service Design and Planning," and "Supervision." Initial materials have been developed. A plan and budget for training materials development has been prepared for the 33 training programs in the 1981 Gharbeya Center Annual Training Plan. This has been submitted for funding. Materials planned are appropriate for numerous settings and locations.

REFERENCES, THIS REVIEW: pp. 81-90, 181-184

REFERENCE DOCUMENTS: Nos. 5, 22, 23, 24, 27, 35, 39, 40, 41, 45, 52, 58, 59, 60, 61, 63, 64

6. "Alternative social services designed and tested (Magnitude of Output: Alternative social services designed and tested (8))"

Summary: Gharbeya has designed and enlarged the base for testing numerous services for which funding is still being withheld. These are for the most part not new services but different ways of approaching basic services. There is an increased emphasis on income-generating services, referral, and crisis management.

No information is available on Assault.

REFERENCES, THIS REVIEW: pp. 35-55

REFERENCE DOCUMENTS: Nos. 1, 7, 10, 11, 12, 13, 14, 15, 16, 19, 21, 50, 51, 56, 57, 59, 62

7. "Community development association/village councils implementing plans for social services in their jurisdictions in each 'model' and 'upgraded' social unit" (Magnitude of Output: 36 CDA or village councils over 5 year period)

Summary: The extent to which CDA and village council fail to exist as functioning bodies is not adequately represented in the OOZO Project Paper. This has necessitated a focus on establishing and reinvigorating these bodies by project staff. While attempting to put life into these bodies the Gharbeya Center has focused additional attention on participation by MSA workers in decision making which affects both them and their clients. With staff input accepted and even activated, they can better assist their own clients in voicing concerns in constructive and productive ways. CDA participation has been steadily growing in all 4 Experimental Units.

REFERENCES, THIS REVIEW: - pp. 45-55, 101-112

REFERENCE DOCUMENTS: Nos. 7, 57, 73

8. "Data on needs, service utilization, service costs and impact available (Magnitude of Output: Data available to social unit, controllate, provincial administration and MSA.)"

Summary:

Social Unit has operable system to measure impact of social services: In Gharbeya, a system for the design of social services has been introduced which takes into account variables essential to impact measurement. Such a system was not introduced in Assuit. Since impact outcomes are partly value-based it will be necessary for the project policy groups to specify service standards and outcome expectations. The most crucial requirement in building the system will be helping the Ministry to understand the relationship between the quality of the input and expected outcomes.

Social Unit has information system designed, tested and operable which reports unanswered need as well as services rendered: Tanta has an active group of agency personnel working on forms and procedures (This group was formed in cooperation with the Management Information System Project) and is continuing to revise these forms, but as of yet, the forms have not been fully tested. They include a Service Design Manual, Service Assessment Manual and Forms, Community Opinion Leader Survey, Community Needs, Assessment forms and a Social Unit Area Profile.

Case management available in social units to help clients connect with needed social services: Considerable work has been accomplished towards this objective in Tanta:

- a) Established case management as a major area of the curriculum in Cycle I.
- b) Formed a Demonstration and Training Center committee to develop specific procedures and guides for case management.
- c) Assigned staff in the Center and in each social unit responsibility for case management.
- d) Employed a special outside consultant to work with committee and staff.
- e) Developed manuals for Case Management and Financial Assistance.

Assult never developed a systematic approach to case management but had planned to do so.

REFERENCES, THIS REVIEW: pp. 91-100

REFERENCE DOCUMENTS: Nos. 2, 3, 4, 9, 10-15, 21, 23, 24, 27, 41, 43, 54, 55, 77, 78, 79

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Appendices

APPENDIX I

**TOPICAL OUTLINE OF
MAJOR AREAS OF CURRICULUM CONTENT**

TOPICAL OUTLINE OF
MAJOR AREAS OF CURRICULUM CONTENT

I. Understand the processes and the dynamics of human behavior:

- A. Individuals - all ages/both sexes
- B. Groups - including families
- C. Organizations
- D. Communities

The content should include normal growth and development in Egyptian society as well as related content on aberrations or dysfunction in behavior.

II. Understand and use concepts, methods, approaches, and resources for learning about communities with respect to:

A. Identifying, describing, interpreting, and evaluating:

1. The physical and land use characteristics of an area or a community
2. Demographic composition
3. Vital Statistics
4. Cultural attitudes, traditions, and behaviors
5. Social, economic, cultural, and political (including government) institutions, their programs, services, styles of operating, and impact upon the interests and well being of the people. This item includes institutions located inside and outside of the area. Also, includes identification of economic and other social areas and characteristics
6. Unmet needs and problems - scope and prevalence, extent to which there is recognition of problems/needs, and current and past efforts to resolve problems and needs.
7. Organizations (formal and informal) and their constituents
8. Leaders and leadership patterns (formal and informal)

9. Interaction patterns including competition, conflict and cooperation among the people and families, groups, and institutions
 10. Personal, family, institutional resources for assisting with problem-solving
 11. Indigenous services and practices
- B. Assessment, understanding, interpretation, and utilization requires that there be some basis for comparison -i.e., with other villages, districts, communities, social unit areas, the markkas, the modereya, the nation
- III. Understand and use the general concepts, principles, methods, and logic of a scientific approach to problem-solving:
- A. How to become aware of and recognize a problem or a problematic situation
 - B. How to describe, define, and clarify the specifications of a problem.
 1. What is the difficulty?
 2. What are the actual or potential consequences of the difficulty?
 3. To whom is the difficulty a problem?
 4. What is the size and the seriousness of the problem?
 5. What others are affected by the problem and how?
 6. What is the history of the problem and efforts to resolve it?
 7. How is the problem related to other problems?
 8. Who has a stake in the problem continuing without resolution?
 - C. How to discover and evaluate alternative explanations about the causes of the problem
 - D. How to determine criteria for a satisfactory solution
 - E. How to develop alternative ways/strategies for achieving a given solution
 - F. How to specify the objectives, priorities, and related activities, tasks, resources, timing, conditions required to use a particular strategy
 - G. How to secure sanction, legitimacy and influence needed to allocate responsibility
 - H. Administration and follow-up
 - I. Evaluation and feedback
 - J. How to help participants transfer learning to other problem solving efforts.
- IV. Understand and apply knowledge and skill to help the individual and/or family find solutions to their problems or needs.

- A. See I above
- B. Basic principles
 - 1. Individuals
 - 2. Groups
- C. How to establish and maintain professional working relationships with people (individuals, leaders, groups) of all backgrounds who live or work within the social unit area
- D. How to determine the needs and problems of individuals and families, as well as probable causes and consequences
- E. How to make a plan and develop agreements for helping people
- F. How to organize and execute case management
- G. How to identify personal and community resources
- H. What to do for people who have emergencies or crises
- I. How people learn/become motivated
- J. How to help people develop their capacities to handle their own problems
- K. When and how to make referrals
- L. What records are essential for working with individuals and families and how to establish and use record-keeping systems
- M. How to achieve integration of services around the problems of individuals/families
- N. When and how to establish out-reach programs, including home visits
- O. When and how to involve residents, community leaders, and recipients of services in decision-making, policy formulation, and program implementation
- P. How to conduct interviews, including listening, providing support and empathy
- Q. How to know and selectively use alternative ways of changing and modifying behavior

- R. How to carry out self-evaluation and how to help others to use self-evaluation techniques
 - S. How to help an individual and family make appropriate use of outside assistance
 - T. How to conduct a social investigation
 - U. How to plan and conduct a program (outcome) Evaluation/Assessment
 - V. How to assess the potential usefulness of a service or resource
 - W. How to use multiple (alternative) media to teach, interpret, and to inform people
 - X. How to work with inter-group and cultural resistances and conflict which impede progress towards goals established by the people
 - Y. How to design and implement programs which are preventative and developmental.
- V. Understand and apply knowledge and skill in helping communities to find solutions to their problems.
- A. See II Above
 - B. Know and understand basic principles of how to help and how to collaborate with:
 - 1. Individuals
 - 2. Groups
 - 3. Organizations
 - 4. Communities
 - C. How to establish working relationships with people (Individuals, leaders, groups) of all background who live or work within the social unit area
 - D. Know and understand the social and economic problems in the region, in terms of explanations about:
 - 1. Their probable causes
 - 2. Their consequences
 - 3. Their possible solutions
 - 4. Implications for MSA and Social Unit
 - E. How to identify and interpret the needs and problems of individuals and families, as well as probable causes and consequences

- F. How to make a plan and develop agreements for helping people
- G. How to identify, describe, analyze and clarify village and/or community needs and problems, their probable cause cause(s) and consequences
- H. How to identify and use personal and community resources
- I. What to do for people who have emergencies or crises
- J. How people learn/become motivated
- K. How to help people develop their capacities to handle their own problems
- L. When and how to establish out-reach programs including home visits
- M. When and how to involve residents, community leaders, and recipients of services in decision-making, policy formulation and program implementation
- N. How to develop team work: with the staff, residents, other institutions
- O. How to collect information from people including the use of various interview forms and techniques
- P. How to know and selectively use alternative ways of changing or modifying behavior
- Q. How to carry out and help others to use self-evaluation techniques
- R. Alternative approaches or strategies for bringing about change
- S. How to help an individual, family, and or community to make appropriate use of outside assistance
- T. How to supervise (follow-up) with workers and volunteers
- U. Methods and strategies of community development and coordination of services and community effort

- V. How to develop the interest and support of the people in the work of the Social Unit, and social services
 - W. How to work with inter-group and cultural resistences and conflict which impede progress towards goals established by the people
 - X. How to design and implement programs which are developmental and preventative
 - Y. Develop the capacity to assume initiative where appropriate, to be innovative when prescribed approaches do not or will not work
 - Z. Know, understand, and evaluate organizations and programs which are engaged in some aspects of social and community development.
 - AA. Know, understand and be able to utilize local government and its role in development
 - AB. Know, understand, and be able to utilize national government and its role in development
 - AC. How to help the community to establish priorities and how to mobilize resources and influence behind these priorities
 - AD. How to train community leaders in skills necessary to their roles and their goals and objectives
 - AE. How to learn to assign parity to the ideas of local leaders
- VI. Utilize and provide supervision of workers and volunteers:
- A. Know, understand and provide appropriate and human uses of authority
 - B. Understand and work with different patterns of learning
 - C. Understand and utilize different ways of helping people to become motivated to work, to learn and where indicated to change their behavior
 - D. Understand and utilize the techniques and methods useful for assessment of work effectiveness
 - E. Understand and selectively use alternative methods of achieving accountability for work, resources and time

- F. Understand and utilize interpersonal and organizational problem-solving and decision-making processes
 - G. Know the methods, advantages and disadvantages of individual versus group supervision and be able to use both selectively
 - H. Be able to acquire reasonable knowledge and competency in the technical area(s) of the supervisory process
 - I. Understand and utilize the interdependency between practice and on-going learning
- VII. Understand, interpret and utilize MSA - its mission, objectives, programs, organization
- VIII. Understand and work in a creative and productive way with the Social Unit - its functions, resources, and the rules and regulations governing it.
- A. How to organize social unit
 - B. Understand and utilize the social unit's relationship to:
 - 1. Community Development Associations
 - 2. Associations and Ministry Programs
 - a. Located in the Social Unit area
 - b. Branch of a national organization located in the area
 - c. Markkas and Moderaya
 - d. Local Government Councils and Units
- IX. Understand and utilize the mission, role, and resources of the Demonstration and Training Center
- X. Understand and apply what it means to be professional
- A. What values are involved in being professional
 - B. What are the appropriate professional attitudes and behaviors regarding:
 - 1. One's work or job
 - 2. Clients
 - 3. Supervisors
 - 4. Employers
 - 5. The Public
 - 6. Other disciplines
 - C. What are professional ethics
 - D. What are professional standards
 - E. What are the responsibilities of a professional person for

1. Accountability
2. Continuing Learning
3. Self-Evaluation

XI. Organize and utilize teams and large groups or conferences

- A. What are the various kinds and uses of teams
- B. What is the conceptual and existential basis for team work
- C. How to help a team determine and/or develop common goals
- D. How to help the team to learn to plan, execute, and evaluate its work, including how to work and communicate together to achieve tasks
- E. When and how to use large group meetings or conferences
- F. Conference planning, management, and evaluation
- G. Group dynamics related to team work; size of team; group developmental stages; cooperation versus competition, motivating the team

APPENDIX II

PROPOSED TRAINING PROGRAMS

GHARBEYA, 1981

PROPOSED TRAINING PROGRAMS

GHARBEYA, 1981

1. Orientation For New Employees
2. Basic Training For Social Work Aides
3. Specialized Training For Case Management And Financial Aid Supervisors And Social Workers
4. Specialized Training For Social Work Aides in Casemanagement And Financial Assistance
5. Community Development Series
6. Social Services Planning And Supervision Of Planning
7. Self-Improvement Workshop For Social Unit Directors
8. Increasing Organizational Effectiveness: Executive Development Seminar
9. U.S. Training Program For Egyptian Social Service Workers
10. Special Seminar Series
11. Contract Training And Independent Study
12. Advanced Study Internships
13. Training For Field Instructors And Faculty

SPECIAL SERVICES SERIES

14. Basic Course For Residential Child Care Workers
15. Day Care Training
16. Learning Achievement Profile Training
17. Custom Apparel Production Processes
18. Social Work And Health
19. English Language Training
20. Secretarial Science
21. Basic Principle To Be Followed In Evaluation Of Training Programs

To this date the following programs in the series have been completed:

- 1) "Specialized Training for Case Management and Financial Aid Supervisors and Social Workers". (See Attachment 1.)
- 2) "Community Development Series Part I: Leadership Conferences (1, 2, 3, and 4) (Gharbeya) (See Attachment 2)
- 3) "Community Development Series Part II: "Philosophy, Tools and Techniques" (See Attachment 3)

A.I.D. Funds have not been available for these courses. These courses were funded by M.S.A.

APPENDIX III

**TRAINING ACTIVITIES SCHEDULE
PROGRAM I, CYCLE I, GHARBEYA
AND
TRAINING ACTIVITIES SCHEDULE*
PROGRAM 1, CYCLE I, ASSUIT**

***Prepared by Gharbeya and Assuit Local Technical Secretariats
for ISSP Heliopolis Conference March 1980**

INTEGRATED SOCIAL SERVICES PROJECT
 TRAINING DEPARTMENT
 GHARBEYA

-153-

TRAINING ACTIVITY SCHEDULE
 PROGRAM 1 CYCLE 1

DATE	TIME		ACTIVITY	PERSON IN CHARGE
	FROM	TO		
Saturday Jan. 12, 1980	9	10	Reception & Registration	Mr. Ebeed El Shazly
	10	11	Cycle I inauguration speech	Mr. Abu Shahba
	11	11:45	Introduction of trainees & trainers	Mr. Sanir Hindi
	11:45	12	Interval	
	12	12:45	General introduction of training programs and goals	
	12:45	1:45	Introduction of the Cycle's first program and its work system	Mr. Mansour Abdel Megid
Sunday Jan. 13, 1980	9	12	Group field visits	Mr. Fawzy Abdel Moimen Mr. Mansour Abdel Megid Mr. Samir Hindi
	12	12:45	Discussion of group reports	"
Tuesday Jan. 15	9	12	Group field visits	"
	12	12:45	Discussion of group reports	"
Thursday Jan. 17	9	12	Group field visits	"
	12	12:45	Discussion of group reports	"
Sunday Jan. 20	9	12	Group field visits	"
			Discussion of group reports	"

DATE	TIME		ACTIVITY	PERSON IN CHARGE
	FROM	TO		
Tuesday Jan. 22	9	12	Group field visits	Mr. Fawzy Abdel Moimen Mr. Mansour Abdel Megid Mr. Samir Hindi
	12		Discussion of group reports	"
Thursday Jan. 24	9	11:30	Completion of group reports discussion	"
	11:30	11:45	Interval	
Sunday Jan. 27	9	10:30	Lecture about the MSA: History, Goals, and Mission	Mr. Omar Hosni
	10:30	11:45	Interval	"
	11:45	12:15	MSA structure and main service programs	"
	12:15	12:30	Interval	
	12:30	2	Discussion groups	Mr. Mansour Abdel Megid
Tuesday Jan. 29	9	10	Discussion session of the social unit: Its goals, and relation to other organizations according to specific proposed guidelines	Mr. M. El Mahi
	10	11	Group discussions according to field of work (urban/rural) and discussion guidelines	Mr. M. El Mahi Mr. F. Abdel Moimen Mr. Abdel Megid
	11	11:15	Interval	
	11:15	12:15	Discussion of and commentary on group reports	Mr. M. El Mahi
	12:15	12:40	Interval	

DATE	TIME		ACTIVITY	PERSON IN CHARGE
	FROM	TO		
	12:30	2	Structure of the experimental social unit staff names and specialization	Mr A. Shafy
Thursday Jan. 31	9	10:30	basic concepts of team work, application and connection with work division in the social unit	Mr. A. Hashem
	10:30	12:15	Work groups according to the new structure of the experimental units, discussion of its responsibilities with emphasis on the concept of team work 1. Office of the units chief 2. Case management office 3. Financial aids office 4. Services office	Mr. Matar Dr. Mokhtar Mr. M. Nabhan Mr. Abdel Khalek Mr. M. Abdel Megid
	12:15	12:30	Interval	
	12:30	1:30	Commentary on group work and how to help the work team identify its objectives	
	1:30	2	General discussion	Mr. A. Saafy
Sunday Feb. 1	9	12:30	Team work	Mr. Hashem
	12:30	12:45	Interval	
	12:45	1:45	Discussion groups Kohafa	Mr. M. Abdel Megid
Tuesday Feb. 5	9	10:30	Team work	Mr. Hashem
	10:30	10:45	Interval	
	10:45	12:15	Team work	
	12:15	12:30	Interval	

DATE	TIME		ACTIVITY	PERSON IN CHARGE
	FROM	TO		
	12:30	1:45	Discussion	Mr. A. Megid Mr. A. Moimen
Thursday Feb. 7	9	10:30	ISSP (Goals & Philosophy)	Mr. F. Abdel Moimen Mr. Mansour Abel Megid
Sunday Feb. 10	9	10:30	Discussion of how to benefit from the ISSP	Mr. F.A. Moimen Mr. Mansour
	10:30	10:45	Interval	
	10:45	12:45	Discussion groups of spatial dis- tribution and coming work plans in the units	Mr. A. Shafy Mr. A. Sokary
	12:45	1	Interval	
	1	1:45	Review of group reports	Mr. A. Shafy Mr. A. Sokary
Tuesday Feb. 12	9	9:30	General discussion	Mr. M. Abdel Megid
	9:30	11:30	Socialization and its effect on personality	Dr. Said Farah
	11:30	11:45	Interval	
	11:45	1:45	Discussion of the experimental units jobs according to the plan	Mr. Mansour Mr. A. Sokary
Thursday Feb. 14	9	9:30	General Discussion	Mr. A. Megid
	9:30	11	Basic concepts on supervision and a session on the achievement of goals	Mr. M. Natar
	11	11:15	Interval	
	11:15	12:45	Relation between supervision and authority	Mr. M. Natar

DATE	TIME		ACTIVITY	PERSON IN CHARGE
	FROM	TO		
	1	2	Discussion group on groups	Mr. M. Abdel Megid
Sunday Feb. 17	9	9:30	General review	Mr. F.A. Moimen
	9:30	11	Natural growth of groups and organizations and their role in achieving the social integration	Mr. Mohy El Din Ahmed
	11	11:15	Interval	"
	11:15	12:45	Natural growth of groups and organizations.	"
	12:45	1	Interval	"
	1	2	Discussion of problem solving	Mr. F.A. Moimen
Tuesday Feb. 19	9	10:15	General review	Mr. F.A. Moimen
	10:15	11:15	Socialization and its effect on personality	"
	11:15	11:30	Interval	"
	11:30	1	Basis for social planning	Dr. Nabhan
	1	1:15	Interval	"
	1:15	1:45	Planning of services program	"
Thursday Feb. 21	9	9:30	General discussion	"
	9:30	11	Supervision: Methods and application	Mr. M. Matar
	11	11:15	Interval	"
	11:15	12:45	Supervision problems and how to deal with them	"
	12:45	1	Interval	"
	1	2	Discussion	Mr. F. Moimen

DATE	TIME		ACTIVITY	PERSON IN CHARGE
	FROM	TO		
Sunday Feb. 24	9	9:30	General review	Mr. Mansour
	9:30	11	Behavior dynamics	Dr. Mohi El Din
	11	11:45	Interval	
	11:15	11:45	Behavior dynamics	Dr. Mohi El Din
	11:45	1	Interval	
	1	2	Discussion	
Tuesday Feb. 26	9	9:15	General review	Mr. F. Moimen
	9:15	11:15	Prevailing tendencies and values in the Egyptian and their impact on behavior	Dr. S. Farah
	11:15	11:30	Interval	
	11:30	1	Social research: methods and applications	Dr. M. Nabhan
	1	1:15	Interval	
	1:15	2:45	Methods of studying the local community	"
Thursday Feb. 28	9	9:30	General review	Mr. Mansour
	9:30	11	Supervision as a training and educational process	Mr. M. Matar
	11	11:15	Interval	
	11:15	12:45	Supervision as a training and educational process	"
	12:45	1	Interval	
	1	2	A discussion	Mr. F. Moimen
Sunday March 2	9	9:30	General review	Mr. F. Moimen

DATE	TIME		ACTIVITY	PERSON IN CHARGE
	FROM	TO		
	9:30	11	Behavior dynamics	Dr. Mohi El Din
	11	11:15	Interval	
	11:15	12:45	Behavior dynamics	Mr. Mansour
	12:45	1	Interval	
	1	2		
Tuesday March 4	9	9:15	General review	Mr. Mansour
	9:15	11:15	Prevailing tendencies and values in Egyptian society and its impact on behavior	Dr. Farah
	11:15	11:30	Interval	
	11:30	1	Methods of studying the local community	Dr. M. Nabhan
	1	1:15	Interval	
	1:15	2:45	Social change and social development	Dr. M. Nabhan
Thursday March 6	9	9:15	General review	Mr. F. Moimen
	9:30	11	Management of supervision	Mr. M. Matar
	11	11:15	Interval	
	11:15	12:45	Management of supervision	Mr. M. Matar
	12:45	1	Interval	
	1	2	A discussion	Mr. M. Mansour
Sunday March 9	9	9:15	General review	Mr. Mansour
	9:15	11	Group behavior dynamics	Dr.
	11	11:15	Interval	

DATE	TIME		ACTIVITY	PERSON IN CHARGE
	FROM	TO		
	11:15	12:45	Delinquency and its impact on social structure	Dr. Mohi El Din
	12:45	1	Interval	
Tuesday March 11	9	9:15	General review	Mr. Fawzy
	9:15	11:15	Nature of urban and rural community	Dr. Farah
	11:15	11:	Interval	
	11:20	1	Social change and social development	Dr. Nabhan
	1:15	2	Social development: Concept, goals and methods	Dr. Nabhan
Thursday March 13	9	9:30	General review	Mr. Mansor
	9:30	11	Management of supervision	Mr. Matar
	11	11:15	Interval	
	11:15	12:45	Management of supervision	
	12:45	1	Interval	
	1	2	Discussion	Mr. Fawzy
Sunday March 16	9	9:15	General review	Mr. Fawzy
	9:15	10:45	Problem solving, scientific approach and how to identify the problem	Mr. S. Comaa
	10:45	11	Interval	
	11	12:00	Problems and their effect on natural growth	Dr. S. Comaa
	12:30	12:45	Interval	
	12:45	2:15	Specialized training of field work groups	

DATE	TIME		ACTIVITY	PERSON IN CHARGE
			1. Social development group 2. Child group 3. Case group 4. Professional trainers group	Dr. Mokhtar Dr. Nabhan Mr. A. Salem
Tuesday March 16	9	9:15	General review	Mr. Mansour
	9:15	11:15	Nature of urban and rural community	Dr. S. Farah
	11:15	11:30	Interval	
	11:30	1	Social development: Its concepts goals and methods	Dr. Nabhan
	1	1:15	Interval	
	1:15	2:45	Development of local communities: methods and strategies	"
Thursday March 20	9	9:15	General review	
	9:15	10:45	Basis of serving the individual and the group	Dr. S. Sakr
	10:45	11	Interval	
	11	12:30	Basis of serving the individual and the group	"
	12:30	12:45	Interval	"
	12:45	2:15	Specialized training of field work groups: 1. Social dev. group 2. Child group 3. Case study group 4. Professional trainers group	Dr. Mokhtar Dr. Awatif Dr. Nabhan Mr. Attia

DATE	TIME		ACTIVITY	PERSON IN CHARGE
	FROM	TO		
Sunday March 23	9	9:15	General review	Mr. Mansour
	9:15	10:45	Description, definition and identification of community problems through national problems	Dr. Gomaa
	10:45	11	Interval	
	11	12:30	Description, definition and identification of community problems through national problems	*
	12:30	12:45	Interval	
	12:45	2:15	Specialized training of field work groups: 1. Social dev. group 2. Child group 3. Case study group 4. Professional trainers group	Dr. Mokhtar Dr. Awatif Dr. Nabhan Mr. Attia
Tuesday March 25	9	9:15	General review	Mr. Fawzy
	9:15	11:15	People participation: Its importance and role in community development	Dr. Nabhan
	11:15	11:30	Interval	
	11:30	1	Basis of community organization and coordination	Mr. M. Abdel Hady
	1	2:15	Effort coordination for services integration	*
Thursday March 27	9	9:15	General review	Mr. Mansour
	9:15	10:45	Methods of establishing work relations with individuals and groups	Dr. S. Sokar
	10:45	11	Interval	

DATE	TIME		ACTIVITY	PERSON IN CHARGE
	FROM	TO		
	11	12:30	Basic concepts of services integration	Dr. S. Sokar
	12:30	12:45	Interval	
Sunday March 30	9	9:15	General review	Mr. Fawzy
	9:15	10:45	Planning for solving and treatment of problems through the study of national problems	Mr. S. Gomaa
	10:45	11	Interval	"
	11	12:30	Planning for solving and treatment of problems through the study of national problems	"
	12:30	12:45	Interval	"
	12:45	2:15	Specialized training of field work groups: 1. Social development group 2. Child group 3. Case study group 4. Professional trainers group	Dr. Mokhtar Dr. Awatif Dr. Nabhan Mr. Attia
Tuesday April 1	9	12:30	Field visit of the CDA in Shoubra Kana to study the method of work coordination.	Dr. Nabhan Mr. Solim Mr. Mansour
	12:30	2	Community leaders: Identification, training and utilization	Dr. Nabhan
Thursday April 4	9	9:15	General review	Dr. Sherif
	9:15	10:45	Utilization of services available resources	
	10:45	11	Interval	
	11	12:30	How to behave in emergencies	
	12:30	12:45	Interval	

DATE	TIME		ACTIVITY	PERSON IN CHARGE
	FROM	TO		
	12:45	2:15	Specialized training of field work groups 1. Social development group 2. Child group 3. Case study group 4. Professional trainers group	Dr. Mokhtar Dr. Awatif Dr. Nabhan Mr. Attia
Sunday April 6	9	9:15	General review	Mr. Fawzy
	9:15	10:45	Problem solving	Dr. S. Gomaa
	10:45	11	Interval	
	11	12:30	Applied review of some field problems	
	12:30	12:45	Interval	
	12:45	2:15	Specialized training of field work groups	
Tuesday April 8	9	9:15	General review	Mr. Mansour
	9:15	10:45	Design of protection & development programs	Dr. Hassan
	10:45	11	Interval	
	11	12:30	Design of protection & development programs	
	12:30	12:45	Interval	
	12:45	2:15	Field visits of some programs	Mr. Fawzy
Thursday April 10	9	9:15	General review	Mr. Fawzy
	9:15	10:45	Help & developing self capacity	Dr. Sherif
	10:45	11	Interval	
	11	12:30	Development of individual and group capacity	

DATE	TIME		ACTIVITY	PERSON IN CHARGE
	FROM	TO		
	12:30	12:45	Interval	
	12:45	2:15	Specialized training of field work groups	
Sunday April 13	9	9:15	General review	Mr. Mansour
	9:15	10:45	Values and professions ethics	Dr. Darwish
	10:45	11	Interval	
	11	12:30	Tendencies and professional behavior in the social field	
	12:30	12:45	Interval	
	12:45	2:15	Specialized training of field work groups	
Tuesday April 15	9	9:15	General review	Mr. Fawzy
	9:15	10:45	Tendencies and professional behavior in the social field	Mr. Darwish
	10:45	11	Interval	
	11	12:30	Relation between professional work and performance norms	Mr. Darwish
	12:30	12:45	Interval	
	12:45	2:15	A discussion of the professional's responsibilities toward himself	
Thursday April 17	9:30	10:45	Evaluation of training program	Mr. Fawzy
	10:45	11	Interval	
	11	12	Termination	Mr. Abu Shabba Mr. Fawzy
*Field training is on Saturdays, Mondays and Wednesdays.				

INTEGRATED SOCIAL SERVICE PROJECT
TRAINING DEPARTMENT
ASSUIT

TRAINING ACTIVITY SCHEDULE
CYCLE 1

Period: From January 12th, 1980 - to May 22nd, 1980

Type of Training: General

Class of Trainees: Social workers, Directors of the experimental units, Nurseries' and Moderiya Supervisors whose work is connected with the experimental social units.

Number of Trainees: 21

Training Days: Saturdays, Mondays and Wednesdays

Training Time:

From 9:00 am	-	11:00 am	1st period
11:00 am	-	11:30 am	Break
11:30 am	-	1:30 pm	2nd period
6:00 pm	-	8:00 pm	3rd period

The training cycle consists of two kinds of training: The theoretical which takes place in the Training and Demonstration Center and the practical applied in the two experimental units.

The two training kinds go as follows:

ACTIVITY	DATE	
	FROM	TO
- Trainees evaluation	Jan. 12th	_____
- Theoretical study in the T&DC	Jan. 12th	Feb. 13th
- Setting the field training plan	Feb. 13th	_____
- Field study in the two experimental units	Feb. 15th	March 13th
- Follow-up of field training plan execution	March 1	March 3
- Field training evaluation	March 15th	March 19th
- Theoretical study in the T&DC	March 19th	April 12th
- Setting the field training plan	April 14th	_____
- Field training in the 2 experimental units	April 15th	May 13th
- Follow-up of field training plan execution	May 5th	May 7th
- Field training evaluation	May 14th	_____
- Theoretical study in the training center	May 15th	May 19th
- Trainees and cycle evaluation	May 21st	May 22nd

DAY	DATE	SUBJECT MATTER	LECTURER	NO. HRS.	TIME	
					From	To
Saturday	January 12	- Trainees registration and filling in the trainees evaluation formats.	—	2	9 am	11am
		- Message and goals of the M.S.A.	Mr. Thabet	2	1:30	1:30
Monday	Jan.14	- The MSA Departments and how to make use of the services they deliver.	Mr. Thabet	2	9 am	11
		- Modern tendencies in social work.	Dr. Shawky	2	11:30	1:30
Wednesday	Jan. 16	- Interview making and communication skills acquiring.	Dr. Sabra	2	9	11
		- Central and local government role in community development and the integration of services.	Mr. Omar Sh.	2	11:30	1:30
Saturday	Jan. 19	- Community development	Dr. Ahmed Raafat	2	9	11
		- " " "	"	2	11:30	1:30
		- Interview making & communication skills acquiring	Mr. Sabra Mohammed	2	6 pm	8 pm
Monday	Jan. 21	- Interview making & communication skills acquiring.	Dr. Hanafi Mahmoud	2	9	11
		- " " "	"	2	1:30	1:30
Wednesday	Jan. 22	- " " "	Dr. Sabra	2	9	11
		- " " "	"	2	11:30	1:30
Saturday	Jan. 26	- Community development.	Dr. Shawky	2	9	11
		- " " "	"	2	6 pm	8 pm
Sunday	Jan. 27	- " " "	Dr. Shawky	2	9	11
		- " " "	Dr. A. Raafat	2	11:30	1:30

DAY	DATE	SUBJECT MATTER	LECTURER	NO. HRS.	TIME	
					From	To
Wednesday	Jan. 30	The Prophet's Anniversary (holiday).				
Saturday	Feb 2	- Development & activation of the social unit and its relations with other institutions in the community.	Mr. Omar Hosni	2	9	11
		- " " "	"	2	6 pm	8 pm
Monday	Feb. 4	- Working with the exceptionals.	Mr. Mahrous	2	9	11
		- " " "	"	2	11:30	1:30
		- The ISSP philosophy & goals	Dr. Hossossani	2	6 pm	8 pm
Wednesday	Feb. 6	- Local consumption	Dr. Rashid	2	9	11
		- " " "	"	2	11:30	1:30
Saturday	Feb. 9	- " " "	"	2	9	11
		- " " "	"	2	11:30	1:30
Monday	Feb. 11	- " " "	"	2	9	11
		- Problem solving	Dr. Darwish	2	11:30	1:30
		- " " "	"	2	6	8
Wednesday	Feb. 12	- Problem solving	Dr. Darwish	2	9	11
		- Discussion of field training plan.	Technical training group.	2	11:30	1:30
		- " " "	"	2	6	8
		- Field training from Feb. 15 - March 12.				

DAY	DATE	SUBJECT MATTER	LECTURER	NO. HRS.	TIME	
					From	To
Saturday	March 1	Follow-up of field training plan execution.	A group of lecturers & trainers	2	9	11
				2	11:30	1:30
Sunday	March 3	"	"	2	9	11
				2	11:30	1:30
Saturday	March 15	Field training evaluation.	"	2	9	11
				2	11:30	1:30
Sunday	March 17	"	"	2	9	11
				2	11:30	1:30
Wednesday	March 19	Human behavior -	Dr. Sabra Mohamed	2	9	11
				2	11:30	1:30
				2	6 pm	8 pm
Saturday	March 22	Working with groups.	Mr. Hassen	2	9	11
				2	11:30	1:30
Sunday	March 23	"	"	2	9	11
				2	11:30	1:30
Wednesday	March 26	Human behavior.	Dr. Adly Soliman	2	9	11
				2	11:30	1:30
				2	6 pm	8 pm
Saturday	March 29	Working with exceptionals.	General Director of Social Defense	2	9	11
				2	11:30	1:30

DAY	DATE	SUBJECT MATTER	LECTURER	NO. HRS.	TIME	
					From	To
Saturday	March 1	Follow-up of field training plan execution.	A group of lecturers & trainers	2	9	11
				2	11:30	1:30
Sunday	March 2	"	"	2	9	11
				2	11:30	1:30
Saturday	March 15	Field training evaluation.	"	2	9	11
				2	11:30	1:30
Sunday	March 17	"	"	2	9	11
				2	11:30	1:30
Wednesday	March 19	Human behavior	Dr. Sabra Mohamed	2	9	11
				2	11:30	1:30
				2	6:30	8:30
Saturday	March 22	Working with groups.	Mr. Hassen	2	9	11
				2	11:30	1:30
Sunday	March 23	"	"	2	9	11
				2	11:30	1:30
Wednesday	March 26	Human behavior.	Mr. Adly Said	2	9	11
				2	11:30	1:30
				2	6:30	8:30
Saturday	March 29	Working with exceptionals.	General Director of Social Defense	2	9	11
				2	11:30	1:30

DAY	DATE	SUBJECT MATTER	LECTURER	NO. HRS.	TIME	
					From	To
		Working with exceptionals.	Mr. Ahmed Shoukry	2	6 pm	8 pm
Monday	March 31	"	Dr. Nazmy Hanna	2	9	11
		"	"	2	6 pm	8 pm
Wednesday	April 2	Working with families.	Dr. Mohamed Abdel Fattah	2	9	11
		Human behavior	Ahmed Ezzat	2	11:30	1:30
		Working with families	Dr. H.A. Fattah	2	6 pm	8 pm
Saturday	April 5	"	"	2	9	11
		Human behavior	Mr. Ahmed Ezzat	2	11:30	1:30
Monday	April 7	Supervision	To be chosen from University staff.	2	9	11
		Supervision		2	11:00	1:00
Wednesday	April 9	"	"	2	9	11
		"	"	2	11:00	1:00
Saturday	April 12	"	"	2	9	11
		"	"	2	11:00	1:00
Monday	April 14	Setting field training plan.	Group of lecturers & trainees	1	9	1:00
Tuesday	April 15	Field training from April 15 to May 13.				
Monday	May 5	A discussion of field training plan execution.	Group of lecturers	4	9	1:00

DAY	DATE	SUBJECT MATTER	LECTURER	NO. HRS.	TIME	
					From	To
Wednes- day	May 7	Discussion of field training plan execution.	Group of lecturers	4	9	1:30
Wednes- day	May 14	Field training evaluation	"	4	9	1:30
Satur- day	May 17	Behavior and professional relations.	Mr. Badrawy	2	9	11
		"	"	2	11:30	1:30
Sunday	May 18	"	Mr. Mahy	2	9	11
		"	"	2	11:30	1:30
Wednes- day	May 21	Training cycle I trainees evaluation	A group of lecturers & trainers	4	9	1:30

APPENDIX IV

**CHARBEYA TRAINING 1981
PROGRAMS COMPLETED
JANUARY 1 - JUNE 30, 1981**

**SPECIALIZED TRAINING FOR CASE MANAGEMENT
AND FINANCIAL AID SUPERVISORS AND SOCIAL WORKERS**

Rationale: Of the social units in Gharbeya, most have social workers who either work totally in or partially in the provision of Financial Assistance. These workers handle an average of cases per year per worker. While many of these Social Workers may have studied casework in the university, they have had little if any supervised experience in the provision of financial aid according to the rules and regulation of the Ministry of Social Affairs and in all cases at least two years have elapsed between the time of formal university education and employment. In addition, these students have had only a brief introduction to Financial Assistance forms and procedures and no attempt has been made to integrate such forms and procedures with good case work practice. As for Case-management workers, this position is new in Egypt and these workers have had neither education nor experience in these areas.

The program seeks to upgrade the skills of Social Workers in the Social Units in performing Case-management and Financial Aid activities. It has been decided to conduct the training of Financial Assistance Workers and Case-management Workers jointly due to the fact that in many units this work will be done by the same person permanently and in all units there will be occasion for temporary substitution or assistance.

Goals: All social Workers assigned to Case-management and Financial Aid activities will have a good understanding of all activities related to both case-management and financial assistance and will be able to perform these activities in a manner which best assists the individual client within the limits of available resources and legal restraints.

Objectives:

1. To understand the principles of a basic helping relationship and their application to specific circumstances
2. To have a basic understanding of Social Work principles especially in the area of Case Work
3. To be able to conduct appropriate case studies for financial aid cases and to suggest the appropriate amount of assistance according to the law
4. To be knowledgeable concerning social security, social insurance laws and how to apply them in aid cases
5. To be knowledgeable concerning rules, regulations, and procedures for following up financial aid cases
6. To be knowledgeable concerning the use of forms and records pertaining to financial aid and case management
7. To understand the relationship between case-management and financial assistance
8. To be knowledgeable concerning available services in the community
9. To be skillful in dealing with emergency and crisis intervention
10. To be skillful in planning intensive assistance projects and their follow-up
11. To be knowledgeable with regard to the preparation of budget projects and preparation of required statistical reports
12. To have an understanding of "Exceptional Pension Cases" and how to study them
13. To be skillful in client registration activities and to know how to perform this in line with unit forms and procedures and casework practices
14. To be able to supervise both programs and staff in the case-management and financial services area
15. To be able to evaluate the progress of client according to the basic service plan

**SPECIALIZED TRAINING FOR CASE-MANAGEMENT
AND FINANCIAL AID SUPERVISORS AND SOCIAL
WORKERS**

- I. Introduction to the Training**
- II. Introduction to Case-management and Financial Assistance**
- III. Basic Principles of Social Work as Applied to Case Management and Financial Assistance**
- IV. Preparing the Case Study and the Case Plan**
- V. Crisis Intervention Skills**
- VI. Temporary Assistance Projects Planning and Work With Exceptional Pension Cases**
- VII. Referral Assistance (Developing and Utilizing Relevant Services)**
- VIII. Relevant Legal and Procedural Guidelines**
- IX. Record Keeping Systems and Forms Management**
- X. Preparation of Budgeting and Statistical Reports**
- XI. Supervision of Employees and Program Activities**
- XII. Field Work (4 Days)**

COMMUNITY DEVELOPMENT SERIES

RATIONALE: The major objectives of the 1959 is to increase the effectiveness and the efficiency of the MSA at the level of social unit. This including a large component of community development work, knowledge and skills in this area are essential for achieving the three major sub-goals of The Ministry (See Page , This Report) In addition to worker knowledge and skills there must be a basic understanding of and support for such activities in the local community among both political and professional groups. This service attempts to provide an opportunity for local community leaders, both political and professional to come together to discuss and to share their views on community development and to utilize these views as a major element of later in-service training for MSA Social Unit staff. Through the involvement of local leaders it is hoped that not only will knowledge be gained but that a more favorable climate for community development will emerge.

GOALS:

- 1) A shared perception of community development actions by local leaders and professional workers.
- 2) Workers with effective community development skills within the Social Units.

OBJECTIVES:

Part I A common agreement on the basic goals and objectives of Community Development at the local level.

Part II 1) All trainees will have an adequate understanding of community development

2) Trainees will be able to assess basic community structures and dynamics as they impact on problem-solving and development schemes.

3) Trainees will be able to identify and organize local resources for community development.

4) Trainees will be able to work within systematic process for identifying and solving community problems.

5) Trainees will feel a sense of professional commitment to community development activities.

STRATEGY:

- 1) Four (4) Day Conference for local leaders and professionals.
- 2) 12 days of In Service Training for Social Unit Directors and Community Development Specialists.

COMMUNITY DEVELOPMENT SERIES

Part I Community Development Leadership Conferences

- Conference I.** Goals and Objectives of Community Development (For Volunteer Village and other Local Leaders)
- Conference II.** Goals and Objectives of Community Development (For Government Officials)
- Conference III.** Goals and Objectives of Community Development (For Elected Officials)
- Conference IV.** Goals and Objectives of Community Development (Summary Session)

These conferences are to provide the project with opportunity to discuss with local leaders their opinions as to the aim of community development work within their own community. Notes and papers emerging from each conference will be passed on to the succeeding conference for discussion, elaboration, and clarification. Conferences I, II, and III will each select 4 persons to attend Conference IV to prepare the final Community Development Conference Report. This report can then be used in both planning the Experimental and Upgraded Units and in preparing workers for work in the Community Development field. Each conference will last 3 days.

COMMUNITY DEVELOPMENT SERIES

Part II. Community Development, Philosophy, Tools, and Techniques

- I. Understanding Community Development**
 - A. Basic Concepts and Philosophy
 - B. Goals and Objectives of Community Development
 - C. The Obstacles and the Challenge
 - D. Participants in Community Development and Their Roles

- II. Understanding the Community**
 - A. Basic Structure and Dynamics
 - B. Community Aspirations, Problems, and Needs: Basic Concepts and Issues
 - C. Observation and Interaction Techniques for Understanding Community
 - D. Survey/Research Techniques for Understanding Community

- III. Developing and Utilizing Resources for Community Development**
 - A. Defining Resources
 - B. Locating Resources
 - C. Linking Resources
 - D. Developing New and Existing Resources
 - E. The Social Unit as a Special Type of Resource

- IV. Problem-Solving and Planning for Community Development**
 - A. The Problem-Solving Process
 - B. The Planning Process
 - 1. Why Plan
 - 2. Who Plans for Whom
 - 3. How to Plan
 - 4. Activating the Plan
 - 5. Evaluating the Plan

- V. Personal Responsibilities of the Community Developer
- VI. Special Interest Seminars (6 To Be Planned With Participants)

APPENDIX V

TRAINING MATERIALS DEVELOPMENT*

PROPOSED BUDGET SUMMARY

- * For a more detailed analysis see M&A, "1989, Training Materials Development, Materials to be Developed 1981" *
March 5, 1981

INTEGRATED SOCIAL SERVICES PROJECT
TRAINING MATERIALS DEVELOPMENT
PROPOSED BUDGET 1981

SUMMARY

	<u>£</u>
A. DEVELOPMENT COSTS	42,700.000
B. TRANSLATION	29,450.000
C. TYPING AND LETTERING	9,710.000
D. PRINTING	18,000.000
E. BINDING	12,200.000
F. FILMING, EDITING, & DUPLICATION	31,000.000
G. SUPPLIES	3550.000
H. NARRATION & ACTING FEES	2550.000
I. PACKAGING	2,300.000
J. MISC.	9,150.000
TOTAL	160,680
PLUS 10% CONTINGENT	16,748
ND TOTAL	<u>176,748</u>

CLASSIFICATION OF TRAINING MATERIALS

- I. ARTICLES & LECTURES
 - I-A (2) V-B
 - I-C
 - II-D
 - III-H
- II. TRANSLATION
 - RCC1
 - IAP
 - CAPP
- III. MANUALS
 - I-D
 - V-A VII-C
 - V-G VII-G
 - VI-A VII-I
 - VI-B
 - VI-D VII-J
- IV. PAMPHLETS
 - III-A IV-B VII-E
 - III-E V-H VII-H
 - III-F V-I VIII-A
 - III-G V-J
 - IV-A VII-D
- V. VIDEO TAPES (With Manuals)
 - I-B VII-B
 - II-A
 - III-C
- VI. CASE STUDIES (Sets)
 - III-D
 - III-D
 - VI-C
- VII. LIDE/SLIDE PRESENTATION WITH SELF-STUDY GUIDES
 - II-B
 - V-D
 - VI-D (2)
- VIII. 16 mm FILM
 - IV-A XI-A
 - V-K XI-B
 - VI-F XI-C
- IX. BEARER
 - II-E
 - VII-F
- X. TRANSPARENCY
 - V-A VII-A
 - V-F VII-G
 - VI-E
- XI. LEARNING LAB
 - II-E
 - V-E
- XII. SIMULATION GAMES
 - III-D
 - V-C
- XIII. PROGRAMMED STUDY MODULES
 - IX-A (70)

ENHANCED SOCIAL SERVICES PROJECT - TRAINING MATERIALS TO BE 11

1981 UPPER & LOWER EGYPT

LINE ITEM (OPER ITEM COST)	I PRINTED ARTICLES AND LECTURES	II TRANSLATIONS AND CULTURAL ADAP- TATIONS	III MANUALS	IV PAMPHLETS	V VIDEO TAPES (WITH MANUALS)	VI CASE STUDY SETS	VII SLIDE/SOUND REPRE- SENTATIONS WITH SS GUIDES	VIII 16 mm FILMS	IX READERS	X TRANSPARENCY SETS	XI LEARNING LAB- ORATORY PRESENTATIONS	XII SIMULATION GAMES	XIII PROGRAMMED STUDY MODULES	TOTAL PER LINE ITEM	TOTAL PER LINE, NET COST
A. DEVELOPMENT COST	600.00	5000.00	800.00	400.00	800.00	600.00	750.00	700.00	800.00	350.00	3000.00	600.00	800.00	13200.00	42750.00
B. TRANSLATION	150.00	2400.00	150.00	200.00	200.00	100.00	150.00	400.00	150.00	50.00	300.00	150.00	400.00	2190.00	24450.00
C. TYPING & LETTERING	300.00	3800.00	100.00	60.00	100.00	150.00	100.00	—	150.00	50.00	250.00	150.00	1000.00	5860.00	17750.00
D. PRINTING	300.00	4200.00	300.00	300.00	200.00	300.00	150.00	—	300.00	100.00	300.00	300.00	1000.00	7450.00	18000.00
E. BONDING	300.00	3300.00	300.00	300.00	—	300.00	—	—	300.00	—	300.00	—	300.00	3200.00	12200.00
F. STAMPING, BOTTING, DUPLICATION	—	—	—	—	300.00	—	200.00	800.00	—	—	300.00	100.00	300.00	5800.00	31000.00
G. SUPPLIES	—	—	—	—	250.00	—	200.00	—	—	—	300.00	100.00	200.00	1150.00	3550.00
H. INTRODUCTION/SESSION FEES	—	—	—	—	250.00	—	150.00	—	—	—	250.00	—	—	750.00	2550.00
I. PACKAGING	—	—	—	—	—	—	250.00	—	—	100.00	200.00	100.00	200.00	850.00	2300.00
J. NOT RELEVANT	250.00	700.00	150.00	150.00	300.00	200.00	150.00	200.00	100.00	100.00	200.00	100.00	200.00	2400.00	6150.00
TOTAL PER ITEM	2800.00	10600.00	1800.00	1100.00	2200.00	1500.00	2200.00	3900.00	1800.00	750.00	3300.00	1600.00	8000.00	22660.00	—
NUMBER OF ITEMS	6	11 (2 Sets)	10	13	5 (Sets)	3 (Sets)	4	6	2	5 (Sets)	2	2	1 (Set of 70)	13	60
TOTAL PER CATEGORY	8600.00	20600.00	18000.00	14600.00	10200.00	4500.00	8400.00	15400.00	3600.00	3750.00	7000.00	8000.00	—	—	280,000.00

APPENDIX VI

**PROPOSED
ANNUAL TRAINING BUDGET
1961
CHARBEYA**

ANNUAL TRAINING PLAN, 1981, ISSP GHARBEYA PROJECT

LINE ITEMS (PER PROGRAM COSTS)	1	2	3	4	5	6	7	8	9	10	11
	ORIENTATION FOR NEW EMPLOYEES	SPEC. TRNG. FOR SOMK. AIDS IN CASEMANAGEMENT AND FINANCIAL SERVICES	SPE. TRNG. FOR CASE- MANAGEMENT AND FINAN- CIAL AID SUPERVISORS AND SOCIAL WORKERS	BASIC TRAINING FOR SOC'AL WORK AIDS	COMMUNITY DEVELOPMENT SERIES, PART I	COMMUNITY DEVELOPMENT SERIES, PART II	SOCIAL SERVICES PLAN- NING AND SUPERVISION OF PLANNING ACTIVITIES	SELF IMPROVEMENT WORK- SHOP FOR LOCAL SOCIAL UNIT DIRECTORS	INCREASING ORGANIZATION- AL EFFECTIVENESS; EX- ECUTIVE DEVELOPMENT SEMINAR	ADVANCED STUDY INTERNSHIPS	SOCIAL WORK AIDS
I INSTRUCTOR FEES	290.00	729.00	729.00	535.50	455.00	980.00	720.00	1071.00	560.00	—	535.
II TRAINING MATERIALS (FOR DISTRIBUTION)	120.00	144.00	144.00	144.00	480.00	240.00	240.00	80.00	193.00	500.00	144.
III PER DIEM	1,400.00	1080.00	1080.00	1020.00	900.00	1920.00	1800.00	1690.00	1440.00	2400.00	1020.
IV MISC.	190.00	250.00	250.00	200.00	250.00	200.00	200.00	200.00	250.00	200.00	200.
V CONSULTANTS (FEES PLUS TRAVEL)					360.00	432.00	360.00	216.00	216.00		
VI TRANSLATION									800.00		
VII CONF, WKSH, ETC FEES											
VIII EVALUATION	150.00	200.00	200.00	150.00	200.00	250.00	300.00	300.00	300.00	160.00	150.
TOTAL PER PROGRAM	2150.00	2403.00	2403.00	2049.50	2645.00	4022.00	3620.00	3557.00	3758.00	3260.00	2049.
TOTAL PROGRAMS ANNUALLY	(2)	(1)	(1)	(2)	(1)	(2)	(2)	(1)	(2)	(1)	(2)
TOTAL ANNUAL COST	4300.00	2403.00	2403.00	4099.00	2645.00	8044.00	7240.00	3557.00	7516.00	3260.00	4099.

SITE, PROPOSED BUDGET SUMMARY										
12	13	14	15	16	17	18	19	20		
BASIC PREPARATORY ENGLISH	SECRETARIAL SERVICES AND CLERICAL WORK	U.S. STUDY	SEMINAR SERIES	CONTRACT TRAINING AND INDEPENDENT STUDY	BASIC COURSE FOR RESIDENTIAL CHILD CARE	DAY CARE	CUSTOM APPAREL PRODUCTION PROCESSES	FIELD INSTRUCTORS AND FACULTY	TOTAL PER LINE ITEM PER PROGRAM	TOTAL PER LINE ITEM ANNUAL COST
420.00	535.00	-	210.00	1400.00	980.00	1380.00	980.00	956.00	13466.50	20403.00
160.00	144.00	-	288.00	400.00	240.00	224.00	240.00	950.00	5074.00	6922.00
-	1020.00	-	400.00	480.00	1920.00	2800.00	1920.00	2880.00	27170.00	41510.00
50.00	200.00	-	150.00	250.00	200.00	250.00	200.00	2000.00	5690.00	7630.00
				500.00	432.00	360.00	432.00	1840.00	5148.00	7948.00
								1800.00	2600.00	3400.00
				1200.00					1200.00	1200.00
	150.00	-	100.00	100.00	250.00	200.00	250.00	1000.00	4410.00	6310.00
630.00	2049.50	-	1148.00	4330.00	4022.00	5214.00	4022.00	11426.00	64758.00	-
(2)	(2)		(1)	(1)	(2)	(2)	(1)	(1)	(20)	(29)
1260.00	4099.00		1148.00	4330.00	8044.00	10428.00	4022.00	11426.00	-	94323.00

