

UNIVERSITY OF HELWAN: SITUATION ANALYSIS
OF POTENTIAL SOCIO-CULTURAL CENTER PROJECT

A Report Submitted to USAID
Cairo, Egypt

By

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UNIVERSITY OF HELWAN

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I. University of Helwan Background

As an instrumental step in the development of higher education in Egypt, the University of Helwan was established July 26, 1975 by Ministry of Higher Education Act 70. Essentially, it is the only technological university in Egypt and the Arab states. It consists of seventeen faculties within the applied science broadfields. Enrollment during 1977-78 was 35,479. As the university emerges it is anticipated that the diverse faculties will provide an effective interdisciplinary approach for the development of the greater Helwan community, including the future campus locale, Esbet El Walja.

Presently, there is no campus for the institution; rather the faculties are located in temporary facilities in various sections of Cairo, such as Zamalek and Garden City. What is anticipated is a total campus structure located on 350 acres 3 miles NW of the Helwan city center. It would include physical facilities for all faculties, residences for students and staff, and physical and social infrastructure components. Included in the last category would be a socio-cultural center.

A distinction should initially be made between the desire and the need for a socio-cultural center at the University of Helwan. The desire for this unit has been the impetus of President Abdel Razeq, who has acquired out-of-Egypt motivation. Based upon verifiable problem indicators presented in Section IV, it seems there has been little, if any, need and/or problem analysis done by the University of Helwan regarding such a center. There has, however, been an

eight page proposal submitted to AID. The proposal's present degree of comprehensiveness is such that it cannot be utilized as an effective planning tool by AID.

Report Recommendation It is the recommendation of this report that AID technical assistance be curtailed during the present stage of socio-cultural center development at the University of Helwan. This recommendation is based upon a review of AID interest in the University of Helwan project and an assessment of AID personnel assistance during the ten week period, February 9-April 21, 1978.

II. AID Project Assumptions

The recommendation of this report has essentially been generated by adhering to the implications of AID project assumptions. The report commissioned by AID titled, "Systems Analysis and Operations Research," (AS/OR) suggests the assumptions. For AID to assume an effective, instrumental role of involvement in less developed countries (LDC), any project should require that the following assumptions be verified.

1. Host system has developed a well-defined set of goals, on both macro and micro levels. Thus, the host will be able to provide AID with a clearly delineated mission.
2. Host system has an exhibited commitment to self-initiated "in-kind" activities. It should be verifiable that systems do not rely on AID for project stimulation and seek AID involvement to assist with implementation. Systems should

exhibit the ability to plan and follow through activities in primary and ancillary projected assistance areas.

3. Host system project participation with AID is evaluated by externally verifiable standards. There is a natural tendency to make subjective evaluations about a particular project, but these must be made only in concert with "hard" data.

III. Review of AID Interest in University of Helwan

Considering that the University of Helwan is such a new higher education institution in Egypt, the amount of activity concerning the socio-cultural center project is remarkable. Official correspondence between AID and the University of Helwan began early 1976, with the exploration of possibilities for U.S. on-site visitations by the University of Helwan personnel. This objective has not been achieved to date. President Razek travelled to the U.S. in 1977 and the impact of these visits is clearly reflected in the project proposal (Appendix II) submitted to AID by him.

This proposal was presented to AID January 8, 1978. It follows a general proposal format, but is not a detailed analysis. Of importance for a clear understanding of this report's conclusions are the proposals' presentation of goals. Two different sets are presented by Razek; combined they are:

1. Providing opportunities for constructive leisure time

for the university's personnel and their families by performing cultural and athletic activities.

2. Delivery of services for the inhabitants of the area including vocational education and social services. Through the center, training opportunities will be provided for the community members. Cultural activities will be available for the community. Delivery of social and educational services for about half-million inhabitants living in the area.
3. Furthering academic relations between the university's personnel and the students through participating in community work and rehabilitation. The center will offer inservice training programs for the students (Social Work, Home Economics, Technology and Hotel Administration).
4. Securing mutual understanding between the various scientific disciplines and thus providing a sound floor for interdisciplinary work. Further academic relations and mutual understanding among university staff members and the community needs.
5. Providing basic social, cultural, educational, and athletic services to the members.
6. Performing research in the Helwan area to furnish a scientific understanding of the community's problems.
7. Coordinating and developing horizontal relations between the various organizations in the community.
8. Initiating community development programs.

Initiation of goals with such magnitude would require short and long-range planning and an administrative personnel training program. To determine the status quo of the University of Helwan in these areas, AID assigned staff to analyze circumstances and prepare a foundational feasibility report. Appended to this report is a project log citing interaction between University of Helwan personnel and AID project staff. This interaction as reflected by the log (Appendix I) is the major frame of reference for Section IV.

IV. Situational Assessment

Whenever research relies on the observation and recording of "hard" data, there is the possibility that judgements may be affected by dispositional biases. To clarify this situation, this report contains subjective inferences and verifiable problem indicators as the basis for conclusions drawn regarding the proposed University of Helwan socio-cultural center.

Subjective Inferences As the log indicates, President Razek has relegated all responsibility for the center to staff from the Faculty of Social Work, principally professors Saneya and Kamel. Several weeks into AID staff participation, Dr. Abu Bakr, Dean of the Faculty of Social Work, became involved in the project. President Razek conceptualized the project and has delegated responsibility for action, but not decision-making authority. Results of this dichotomy are obvious: Initiative from lower

administrative levels is thwarted because Razek is too busy to become functionally involved in the planning process, yet subordinates must clear details through him.

In conversation with University of Helwan personnel it becomes clear there is no distinction made between university benefits and community benefits. The poorly conceived and presented goals evidence this attitude. It would seem that the center's primary intended purpose is to serve the university's staff community rather than residents of Esbet El Walda and Helwan.

Razek has complained that the project is "slowed by being tied to bureaucracy" and the implied source is AID. There is an overwhelming sense of urgency for a speedy implementation of the project. Razek will talk of different phases and how important it is to have them operational (Oct.-Nov. 78); yet, these phases are not mentioned in his cursory proposal. In short, it seems the University of Helwan, and Razek in particular, is of the opinion that with minimal ground work and maximum "pressure," AID will make significant monetary commitments to this, and other, projects.

This attitude is also reflected in the lack of understanding, or concern, that AID personnel assigned to the University of Helwan project have ancillary commitments with other Egypt projects. While the cultural concept of time is a factor here, it certainly cannot be responsible for the deteriorated state of task orientation toward the project.

Verifiable Problem Indicators Numerous observable instances are clearly indicative of the project's problems. Those which follow are fact statements verifiable by anyone with a minimum of exposure to the project situation. They are not presented in a priority or ranked order.

1. The proposed goal statements are poorly conceived and do not exhibit clear comprehension of the community education concept; in fact, the project does not seem to truly fall in a category defined as socio-cultural center.
2. It is not perceived that there is a need for an appropriately trained administrative staff. Apparently it is felt that staff from the Social Planning faculty can be effectively assigned to the running of a socio-cultural center.
3. There is a failure to realize the importance of an advisory committee to the project. While some progress to this end has been achieved by AID staff, Razek had not (as of this date) approved such a committee. Equalized representation (women, Esbet El Walda residents) is not considered important at this time, but is recommended by University of Helwan personnel for "Phase Two." Unfortunately, nobody has any idea of what phase two is, or when it will emerge.
4. President Razek wants to duplicate concepts and facilities of the Abraham Moss Center of Manchester, England, in Egypt. This desire is based on a weak understanding of community education and superficial assumptions regarding the functional

nature of the Abraham Moss Center. Both positives and negatives exist for such duplication; Razek prefers to see only the former (The reader is referred to the AID Technical Assistance Division 1978 report on the Abraham Moss Center).

5. Underlying the very nature of AID projects is the tenet of self-initiative. Lack of concern in this area is most clearly exhibited in the University of Helwan desire to conduct survey research related to the project.

The log details this activity, but in short:

- a. University Faculty of Social Planning suggested the research and requested AID assistance.
- b. A completion date was set which was not met nor could have been;
- c. Eight weeks after the suggestion of the research not even a non-tested instrument completed;
- d. The research projection deteriorated to the point of non-formal requests of AID to finance instrument, printing, data collection, and analysis of data.

Conclusions Because of the subjective inferences and verifiable problem indicators, the following conclusions are drawn:

1. There is no exhibited recognition of University goals that are community-oriented.
2. There is no exhibited recognition of the University understanding of the "service to community" concept vis a vis Community Education.

3. There is no exhibited commitment by the University to development of a foundational infrastructure for the project.
4. University of Helwan is presently not prepared to work, in concert with AID, toward the actualization of the project.

V. Suggested AID Involvement

The conclusions indicate that in the future AID could become involved with the University of Helwan in the implementation of a "socio-cultural center" project. The Technical Assistance division of AID would find that this type of project is within its mission goal for Egypt. However, because of the state of affairs as presented, fulfillment of the mission goals regarding the University of Helwan will require fundamental program planning. It is the opinion of this report that prior to commitment of further AID staff to the University of Helwan project, the University should be able to exhibit commitments and initiatives in several areas. Again, these are not prioritized.

University of Helwan Activity

1. The University of Helwan must organize and prioritize its activities. Goals of the University and development of infrastructure and physical facilities to achieve them need to be clearly defined.
2. The University of Helwan must exhibit commitment to:
 - a) understanding the necessity of assessments; b) differentiating between personnel expertise in social planning and

community services education; c) showing initiative by compiling relevant data banks and applying data analyses in meaningful manners. Of course, all data may not be productive, but for circumstances where there are no data, any new information compiled in a systematic manner can be useful.

3. The University of Helwan must develop a staff of personnel capable of initiating, maintaining, and strengthening meaningful communication channels within its own organizational network and with external organizations, such as AID.

4. The University of Helwan must organize itself so as to allow middle administrators to function with information, responsibility, and authority.

When the University of Helwan can satisfactorily present evidence of an acceptable degree of progress in the above areas, then AID should consider commitment of a full-time advisor to the University. Such an advisor could work with the University of Helwan personnel to the following ends:

AID Activity

1. Conduct inservice sessions on systems analysis and operations research(SA/OR), especially with President Razeq, University deans, and department heads.
2. Assist University of Helwan personnel in clarifying present and planned stages of progress and development.

3. Assist University of Helwan personnel in developing sound, realistic, and meaningful goals and objectives for a proposed socio-cultural center.
4. Assist in the development of a comprehensive project proposal which meets AID requirements and can be employed as a planning tool.
5. Assist the University with the integration of a socio-cultural center project into the comprehensive university mission.

APPENDIX I

AID Personnel Activity Log

University of Helwan

February - April 1978

- Feb. 13 Met w/Applegate to discuss basic aspects of project.
A community center-type project is envisioned.
- Feb. 14 Met w/Applegate & Fitzcharles to elaborate on project.
- Feb. 20 First meeting with Dr. Abdel Razeq, President of
Helwan University.
- Feb. 28 Trip to city of Helwan and Esbet El Walda for on-site
orientation. Accompanied by Ms. Lucy from Dr. Grace's
office and a social worker. Were made aware by Dr. Kamel
of a plan to conduct field research by Dept. of Social
Planning in Esbet El Walda - to be completed by March 31.

- March 2 With Dr. Kamel - Introduced to Dr. Saneya; gave Kamel typed sheet with suggested needed information for field research.
- March 6 With Dr. Kamel. Discussed question sheet given to Dr. Kamel at March 2 meeting. Met with Dr. Kamel and Dr. Saneya. Discussion of survey Social Science Dept. has planned for Esbet El Walda.
- March 13 Met with Dr. Saneya to discuss details of Esbet El Walda survey questionnaire and plan another on-site visit. Arrangements made to go with Mr. Hassanein Azmy (38151). No further progress on needs/wants planned assessment research.
- March 21 Day trip to Helwan and Esbet El Walda (details attached). Second trip planned for April 3.
- March 30 Met w/Dr. Razek & Dr. Kamel in attempt to clarify purpose and scope of field questionnaire; solidify who is directly responsible for project authority; how a community advisory-type committee can be developed; study funding.

- April 3 Trip to Helwan cancelled by Kamel/Saneyya. Meeting Dr. Abu Bakr, Dean, Faculty of Social Work, substituted. Abu Bakr talked about the El Walda survey as "an indigenous survey to collect data quickly about identifying the needs and problems of the people and their expectations from Helwan University." They anticipate 2500 instruments at a cost of approximately LE 400. To date, the instrument is not completed. Kamel said it would be ready for pre-testing review April 6. Asked about progress on identifying membership in community advisory committee.
- April 6 Met with Abu Bakr and Kamel; instrument not available. Basic recommended Community Advisory Committee by University of Helwan:
1. Chief of Helwan District Council
 2. Member, Board of Advisors, City of Helwan
 3. Local leader - Helwan
 4. Local leader - Esbet El Walda
 5. University member (Chairmanship)
 6. University member
 7. AID representative
 8. Female membership (? In 2nd stage)
- This committee requires authorization from President Razek; Abu Bakr said he would initiate such action.
- Instrument to be ready for review April 17
- April 17 Instrument not ready. Razek has not authorized a Community Advisory Committee. Helwan University now has requested (orally) that AID fund questionnaire production, pay research assistants, and supervise data analysis (This is because of the late date the survey has to be done.)
- Met with Applegate/DeButts to discuss submission of project-to-date analysis.

Project On-Site Trip
Helwan/Esbet El Walda
March 21, 1978.

Esbet El Walda

A small "squatter's village" of 12,000 (Saneya, 1-78) to be the location of Helwan University campus and ultimately, the proposed center. It is an exceptionally poverty stricken area with the only water being open community wells and electrical services which have been "pirated". Were introduced to the President and Director of the local Youth Club, Messrs. Mohammed Abdul and Hassanein Abdullah. This club is four years old and has been built completely with donations and volunteer labor. Though it is registered with the Ministry of Youth, it has received only token support (approximately LE 100 per year). The club serves roughly 100 youth per day, only a few of which are female. Facilities are minimal, equipment almost non-existent. Of primary importance is that this was a community initiated and developed idea.

One of two elementary schools are located in the old water pumping station (ca.1900); it is in bad repair. There are double periods with approximately 355 students per session. The school has existed for 5 years; 60 students per classroom (12' x 14'); minimum financial support from Ministry of Education; no library or teaching aids; staff of 5, with clerical aids.

In the same structure is located a Farmer's Co-operative which serves approximately 500 parent adults. It has 2 TV monitors, daily visitation by 200(?). There is a suggested proposal for housing here a textile workers' (female) training center.

The only apparent means of intra-village communication other than interpersonal methods are microphones on four mosques.

On the village edge is located a new bread factory, one of 31 proposed for Egypt. It will ultimately employ 1000 workers.

There is regular bus transportation between Helwan and Esbet El Walda.

Helwan

The population of Helwan is 450,000 (?). It is basically a worker residence town for the heavy industry plants nearby. Fifty per cent of the workers commute to Cairo.

It has many government housing projects from the Nasser period on the edge of the city. There is a teachers' college, numerous preparatory schools for boys and girls, a boys' commercial school and several elementary schools. There is also a school for the deaf.

Seven of the nearby factories have private clubs located in or near the city. Most have playing fields, swimming pools, recreation buildings and gardens. They are from the British period and are deteriorated.

The Helwan Youth Club is in-town, and is intended for both boys and girls. Family and single membership is approximately 3000. It has facilities for theater, boxing (outdoor), music, field and track, soccer, and garden. The Director is Dr. Abdul Ghafar. Membership dues are 20 - 60 p.t. annually. Musical instruments are available: piano, accordion, xylophone, guitar, etc. There is a storage room for the Boy and Girl Scout equipment. Membership is

80 and 50, respectively. There is an arts and crafts room for painting and ceramics.

Helwan has no independant newspapers or radio station; there is no effective "town meeting hall"; it has a wired microphone network throughout the central city area, plus the mosque network.

Requested April 3 visitation clearances for:

1. Bread factory
2. Libraries
3. Deaf school
4. Preparatory school.

APPENDIX II

PROPOSALS SUBMITTED BY UNIVERSITY OF HELWAN TO AID
FOR ASSISTANCE IN ESTABLISHING A
SOCIO-CULTURAL CENTER

Proposal Submitted to the U.S.AID

by

University of Helwan

"Planning And Partial Equipping Of The Socio-Cultural Centre"

New Request (First Phase)

Proposed Starting Date

Total Assistance

Requested from U.S.AID

\$ 87500 + cost of kits

Proposed Duration in months: 48 months

Amount requested each year:

\$ 15500, ---, 48000, 24000 + cost of kits.

Proposal For Partial Equipping
The Planning & Design Of
The Socio-Cultural Centre Of
The University Of Helwan

1 Introduction:-

It is planned that the Socio Cultural-Centre is established to improve the community in which the University will be located. The prospects of expansion of Helwan are very promising due to the mineral water springs and the convenient climate. It is also an industrial area as it includes no less than 40 factories.

The establishment of H. U. Socio-Cultural Centre will help the development of this undeveloped area by providing the services which the community needs to cope with the physical and population growth and will contribute in raising the standard of living of the community population.

11 Goals of the Socio-Cultural Centre (Community Centre)

- X. Through the centre, training opportunities will be provided for the community members.
- X. Cultural activities will be available for the community.
- X. Delivery of social and educational services for about half-million inhabitants living in the area.
4. A sense of social responsibility and a sense of belonging can be created and can be stimulated.
- X. Providing opportunities for a constructive leisure time for the members.
- X. Further academic relations and mutual understanding among the university staff members and the community needs.

- X. Performing researches in the Helwan area to furnish a scientific understanding of community problems.
- 8. The centre will offer intraining programmes for the students (Social Work, Home Economics, Technology and Hotel Administration).

111 Structure of the Centre:-

The centre may encompass the following Units:-

1. Vocational Training Centre.
2. Theatre and youth club.
3. General Library.
4. Swimming pool.
5. Sports halls & fields.
6. Music hall & rooms.
7. Primary school, Kindergarten
8. Nursery and Child Care Centre.
9. Restaurant providing meals at reduced prices.

1v Requirements for the project

1. Buildings and equipment.
2. Feasibility study of the training needs and determination of priorities.
3. Translation cost for manuals of the vocational training courses.
4. Cost of training kits and equipment.
5. Participation in the cost of the working kits which can be sold at reduced prices after the completion of the training course.
6. Fellowships for training Egyptian personnel.
7. Consultants and parts for planning & administration.

It is hoped that the AID would contribute to items 2 to 7.

Estimated Budget

	\$ million				
	1 st year	2 nd	3 rd	4 th	Total
Buildings million \$	0.2	0.3	0.25	0.25	1.0
Equipment million \$				1.5	1.5
Cost of translation of training manuals into Arabic (5 programs)	12500				0.0125
Teaching kits					
Working kits)	To be determined by AID				
Funds for experts (9 man months)	3000			24000	0.0270
Scholarships for staff (48 man months)			48000	-	0.0480
	215500	300000	298000	1774000	2.5875

N.B. The total does not include inflation rate.

Training programs:-

It is proposed that a feasibility study should be done to determine the needed programs.

The following courses are suggested to start with:

Plumbing
 Electric installation
 Refrigeration
 Antomechanics
 Building technology

HELWAN UNIVERSITY

Project for the Establishment of A Sociocultural Center for Helwan University to be Submitted to U.S.A., A I D

I- Introduction:

Helwan University is the only technological University in Egypt and the Arab Countries as well. It comprises 17 faculties specialized in applied sciences. Because of its unique nature it is planned that Helwan University should relate its applied disciplines directly to improve the Egyptian society as a whole. In addition special emphasis should be put on improving the local community in which the university will be located. The Faculties of Helwan University deal with an integrated system of scientific disciplines including engineering, commerce and business administration, fine and applied arts, athletics, social work, tourism/hotel administration and home economics. These specializations are entitled to provide an effective interdisciplinary approach to development for the community and the close habitat of the University.

A new campus for the university is being in the phase of planning in Helwan district. The site of the campus is of 350 acres. Buildings for the faculties, residential area for the staff and the students will be constructed. Physical and social infra - structures will be also provided.

II- Helwan Community:

The location of the university in Helwan is not a random choice. Cairo is a vastly expanding city. One major axis of expansion is Helwan. In 1966 the inhabitants of the area were 355,806. The prospects of the expansion of Helwan are very promising due to the convenient climate, excellent site, touring resources due to the famous mineral water wells there. The area is the locality of heavy industries, including no less than 25 factories.

Consequently, Helwan is a source of attraction for physical expansion, economic and industrial enterprises and concomitant population increase. As it is known the immigrants are mostly poor people. Therefore it can be assumed that they are of low income lacking educational, recreational and vocational facilities.

III- Need for a sociocultural Center:

A necessity for the establishment of a sociocultural center in the aegis of the university campus in Helwan is prominent for the following reasons:-

- a- Rendering services to the personnel of the university, their families, students and the inhabitants of Helwan community .
- b- Providing training opportunities for the students of social work, physical education and hotel administration in extension services.

Thus, a mutual functional and affective relationship can grow between the personnel, students, the educational system and the community. A sense of social responsibility can be engendered and can stimulate the desire for changing the community .

IV- Goals of the sociocultural center:

- 5 I- Providing opportunities for a constructive leisure time for the university's personnel and their families by performing cultural and athletic activities.
- 2,1,3 2- Delivery of services for the inhabitants of the area including vocational education and social services.
- 3- Furthering academic relations between the university's personnel and the students through participating in community work and rehabilitation.
- 6 4- Securing mutual understanding between the various scientific disciplines and thus providing a sound floor for interdisciplinary work.

- 4) 5- Providing basic social cultural, educational and athletic services for the members.
- 6- Performing research in Helwan area to furnish a scientific understanding of the community's problems.
- 7- Coordinating and developing the horizontal relations between the various organizations in the community.
- 8- Initiating community development programmes.

V - Structure of the sociocultural center:

To accomplish the goals and carry on the functions of the center, it is proposed that the center may encompass the following units : -

I- A club for social, cultural and athletic activities comprising:-

a- A theatre.

b- A general library containing :

- a library for children.

- a library for youth.

- a library for adults.

- a library for records and cassetts.

c- Athletic facilities such as: -

a swimming pool, a teaching pool, a sports hall, a gymnasium, activity area, a weight training area, a squash court, playgrounds for football, basket hall, tennis etc.

2- A primary school for the children of the members.

3- A day - care center.

4- A restaurant providing meals with reduced prices to the personnel, students and the local inhabitants.

5- A vocational training unit serving mainly students from the community of Helwan .

The goals of this vocational training unit will be:-

- establishment of innovative educational programmes to serve the environment in which the university is located.

- designing employment oriented programmes.
- relating these innovative educational programmes to manpower needs of the community in order to evade and/or aggravate unemployment .
- placing emphasis on practical skills relevant to the needs of the labor market.

The students subjected to these vocational oriented programmes will be day clientele using shoe box kits instead of classrooms.

- 6- An adult education unit for part - time clientele from the community, using a non - formal approach to learning, relying on evening courses, sandwich courses and other proper courses in order to enable the adults to understand realistically their environment and to acquire social skills that help them to collaborate for participating in their community welfare activities.
- 7- A unit for environmental social studies to investigate the problems of Helwan community, its needs and resources.
- 8- A community development unit, the focus of which will be organizing the local manpower to achieve multivalent development of Helwan community.

VI- Requirements for the project:

The project needs the following: resources for its planning, implementation and manning:

- 1- Financial allocations to cover expenses of the experiments to accommodate the shoe box kits to the local conditions .
- 2- Financial allocations for producing the shoe box kits locally .
- 3- Books and other teaching material for the vocational training programmes translated to Arabic .
- 4- Training abroad for the center's staff in centers of similar purposes.
- 5- A planner for designing the project.

Conclusion

The establishment of Helwan University sociocultural center will conduce to the development of the area by providing basic services which the area needs to cope with physical and population growth. It is assumed that such services will contribute in raising the standard of living of the low income segment of the community's population and in helping them to lead a decent life .