

**A CONCEPT PAPER: THE MINIA
UNIVERSITY COMMUNITY CENTER**

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**A report submitted to U.S. AID-Cairo
July, 1978**

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ABSTRACT

As the less developed countries (LDC's) of the world plan and evaluate strategies to assist them in their efforts to increase the productivity of their human resources, it becomes apparent that orthodox developmental methods require revamping. This report is a concept paper for the improvement of a currently existing Community Center at Minia University in the Arab Republic of Egypt.

In order that persons reviewing the proposal may be fully understanding of the circumstances which dictate the operationalization of the Minia Center, the report begins by describing the current Egyptian Higher Education system. Of particular note are the extensive excerpts from the National Council of Education 3rd Session Report which summarize the projections for the system in the decades to come. As Minia University is a relatively new independent institution, this frame of reference allows potential supervising and contract personnel a perspective for university involvement in community education.

A social setting for the project is presented by developing the basic components of the Minia Governorate geographics, economics, socio-cultural, and educational factors. Several figures present graphics and data to compliment the narrative. A comprehensive role and scope position of the University completes the background development necessary for an understanding of the Community Center's logistical, geographical, and political environment.

Previously diverse data are assimilated here which make easier an awareness of a specific rural governorate's circumstances and its approach to an assisting role in national development. Contained in the Appendices are

first-time Arabic and English translations of the Center's charter and organizational structure and personnel membership.

Because there is a divergent opinion regarding the role of education systems in national development, a section of the report is concerned with a discussion of Non-Formal Education (NFE) in support of change serving LDC needs. To emphasize the need for formal and NFE systems to work in harmony, the writing investigates the principles of a new construct: formal and NFE cyclic bipolarism of education systems' affect on national development. The underlying premise is that the poles of the cycle (formal and NFE) represent entry points into the process of self-improvement for the rural and urban poor. It is noted that the definition of "poor" need not solely have financial connotations.

This philosophical justification of the project is followed by a comprehensive description of the Minia University Social Development Center, of which the Community Center is one of four function divisions. The project goal is identified as: "the strengthening of the capabilities of the present facility." This is because it is not necessary for U.S. AID to initiate action; the concept paper stresses that primary involvement is TDY technical assistance, participant on-site training, and basic equipment and supplies commodities. Thus the specific project purpose is: "To strengthen an existing institutional framework through which permanent training and enrichment capabilities can be organized so as to increase the capacity of Minia University (through its Social Development Center) to carry out programs aimed at community improvement."

Potential project inputs and outputs are identified within the

perspective of an AID "logframe narrative summary." This is capsulized as a "project design summary" in Figure 6. A program for project evaluation is presented, followed by recommendations and a plan of implementation. The report envisions a three year timetable. Appendices and a list of references complete the report.

RECOMMENDATIONS

Resulting from the development of this concept paper are several specific recommendations for U.S. AID project involvement. It should be emphasized that the recommendations are based upon review of pertinent literature, on-site analysis by the authors, and review of present Center functions, facilities, and personnel. The recommendations are:

1. Send the Center Deputy Director to the U.S. for advanced study in Adult/Community Education.
2. Redesign and remodel the present facility to gain maximum classroom space and optimum Center productivity.
3. Provide the Center with new furnishings, supplies, and instructional technology equipment.
4. Provide technical assistance to the Center through teams of specialists on an on-site TDY basis.
5. Assist in the renovation of a to-be-vacated building which is suitable for an expanded Center capability.
6. Following an extensive program of personnel in-service training provided by the TDY consultants, provide the Center with a mobile instructional unit.
7. Conduct a post-project three year comprehensive analysis of Center capabilities and future needs.

THE SCOPE OF HIGHER EDUCATION

University and Higher Education are the responsibility of the Ministry of Higher Education. Universities have an autonomous internal administration. Each unit has a director and council in charge of operations under the general policy authority of the Supreme University Council, which is chaired by the Minister of Higher Education. Egypt has four main university campuses and eight regional universities. Many of the institutions have branch campuses in addition to main campuses.

The university system works with the total education system in attempting to realize goals and objectives which work within the framework of Egypt's national goals. There have been some difficulties in trying to update universities and continue to realize the democratic goal of equal opportunity for everyone within the educational system.

The National Council of Education in its 3rd session report of 1975-76 addressed some of these issues and made several recommendations for directions to take in resolving recognized problems. Areas addressed by the National Council of Education are discussed below.

Enrollment Policy of University Education

The basic enrollment objective of University education in the last 20 years, has been acceptance of all students who receive the General Secondary Certificate. As a result of this open door policy, three problem effects have occurred. 1) Universities are over-crowded; 2) The quality of education has been negatively affected; 3) There is an increasing over-supply of university graduates in the liberal arts area. The National Council of Education has considered these problems and adopted the

following new objectives and procedures for university education.

A. Objectives

1. Meeting the needs of the manpower policy in Egypt and other friendly countries.
2. Improving the quality of university graduates.

B. Recommendations

1. Universities will not accept the total number of students who receive the general certificate of secondary education, but rather redirect to other educational channels more consistent with their qualifications.

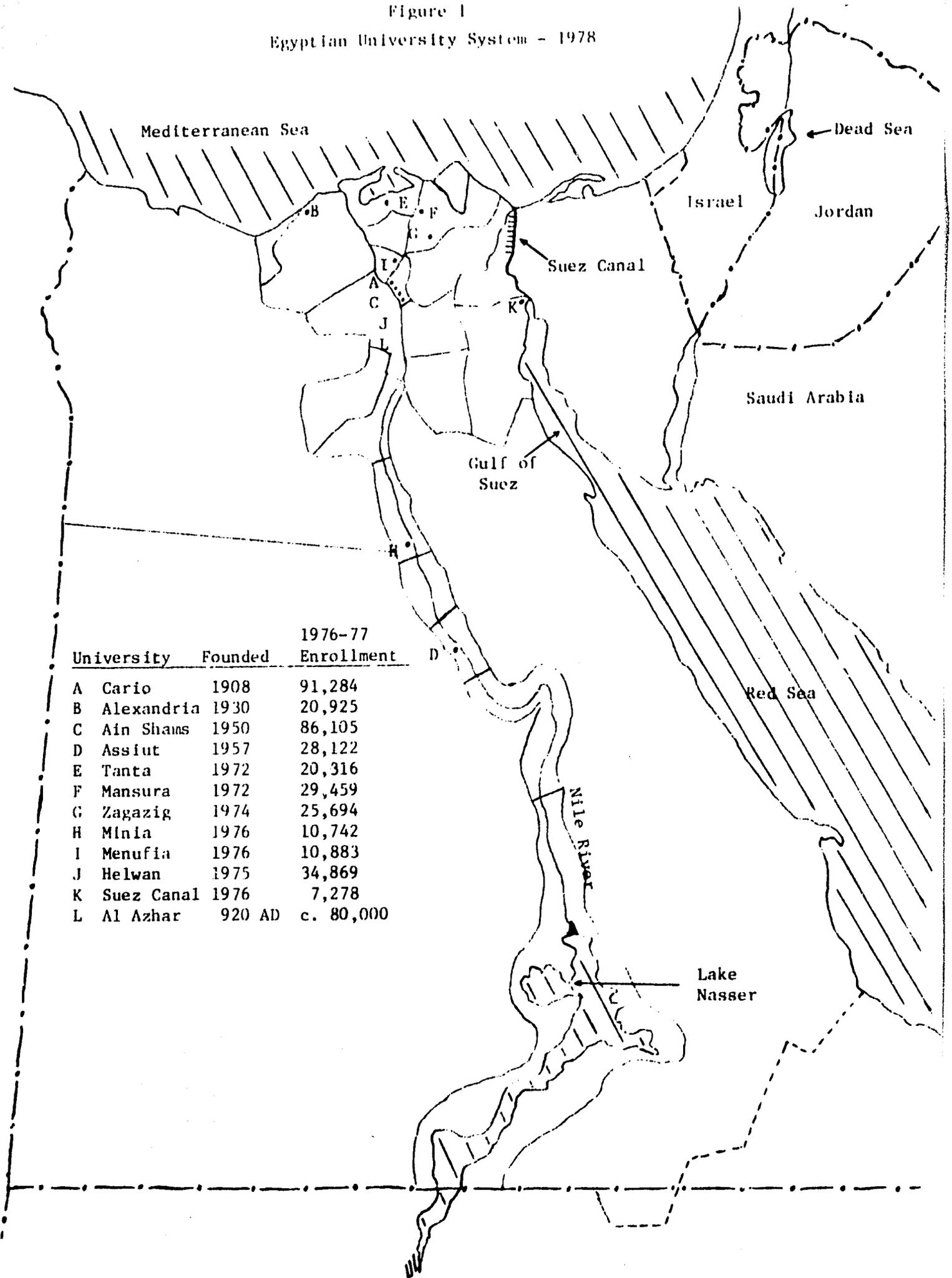
C. Procedures

1. Set up a temporary policy to maintain the surplus number of students receiving the general secondary certificate in other technical and training institutes.

2. Orient secondary students at an early stage toward other technical and vocational education. This is a component element within the general framework of the national development policy.

3. The existing enrollment bureau shall be replaced by a committee directly affiliated with the Higher University Council. The primary function of the committee will be in conducting necessary research on improved university enrollment techniques. This includes international studies on student enrollment, analysis of student enrollment in the different branches of university education and follow-up of the enrollment system according to geographic areas.

Figure 1
 Egyptian University System - 1978



University	Founded	1976-77 Enrollment
A Cario	1908	91,284
B Alexandria	1930	20,925
C Ain Shans	1950	86,105
D Assiut	1957	28,122
E Tanta	1972	20,316
F Mansura	1972	29,459
G Zagazig	1974	25,694
H Minia	1976	10,742
I Menufia	1976	10,883
J Helwan	1975	34,869
K Suez Canal	1976	7,278
L Al Azhar	920 AD	c. 80,000

Distribution of University Education Services

An equitable distribution of educational services which serves manpower development and production needs is an issue recognized by the National Council of Education. The following points are discussed by the Council.

1. There is a need for an equitable redistribution of University education at the level of the entire Republic for the purpose of:
 - a. Providing citizens who live in isolated areas with an equal share of educational services.
 - b. Contributing to family stability.
2. Redistribute educational services between urban and rural areas to help stop the emmigration of people from rural to urban in their desire for higher education. This will help:
 - a. Eliminate brain and skill drain from rural to urban areas.
 - b. Slowdown overcrowding of courses in universities of large cities, particularly in Cairo and Alexandria.

Recommendations on geographic redistribution include two basic ideas:

1. Divide the universities of Cairo, Ein Shams and Alexandria into two campuses each.
2. Establish new universities in the various governorates. This could be accomplished in two ways:
 - a. Fully staffed and equipped independent medium size universities.
 - b. Different faculties temporarily affiliated with existing

universities until they are established enough to become independent.

The National Council of Education recommends optimal distribution of universities as one for every 1.5 million population cluster. Considering the most recent population census in Egypt, the present number of universities needed ranges from fifteen to eighteen. This should be increased to twenty-five universities by 1990.

Maximum Utilization of University Teaching Staff

Increased university enrollment has created a serious imbalance between the ratio of students to the teaching staff. This ratio varies between different courses within the same university and between different universities for the same course. This is particularly evident in regional universities which depend heavily on professors from other universities. The National Council recognized these problems with a discussion on the reasons for their existence and recommendations to alleviate them.

1. A needs assessment should be done in each university location and separate department. Job location and course assignment must be made in accordance to area of established need.
2. Creation of an incentive system to encourage the teaching staff to work in regional universities. This may include:
 - a. Giving a compensation to each staff member who is appointed to a regional university.
 - b. Providing appropriate accommodations to university staff in the different regions.
 - c. Providing the necessary space and equipment to the different regions and departments.

3. As a prerequisite to promotion, all teaching staff must spend a specified period of time as a visiting professor at a regional university.

4. Invite professors from foreign universities to take part in maintaining the high standard of university education.

5. Try to curb the brain drain by solving the problems facing fellowship students after their return from abroad. This includes salary, proper accommodation, customs, etc.

Utilization of Educational Technology

The traditional system of education is not conducive to implementation of new developments in communication and technology such as closed circuit T.V., video tape, documentaries, slides, databanks, etc. Acceptance of new audio-visual technologies is seen as one step toward relieving such problems as over-crowded amphitheaters and over reliance on the lecture method of teaching. To bring acceptance and utilization of these technologies, introduction must be accompanied by extensive training of technicians as well as university staff. Within this context the National Council has made two recommendations.

1. Expansion and training in the use of modern technologies in Egyptian Universities. Emphasis on closed circuit TV and video tape as a method of cutting down on crowded classroom conditions.

2. Establishment of a fully equipped center for audio-visual communication.

University Textbooks

Egyptian education systems are strongly tied to course evaluation through final examinations. Textbook selection and utilization are heavily affected by this. Under the current system, answers to questions on final exams must be found in the teacher's lecture notes. Therefore, it is common practice for teachers to have lecture notes written, duplicated, and passed out to students. In addition, there are few Arabic language textbooks in modern subject areas compared to texts available in second languages such as French and English. After conducting in-depth studies, the University Council made the following recommendations:

1. Encourage the teaching staff to write in Arabic in their particular fields of knowledge.
2. Universities buy copyrights of textbooks and publish them for students at the lowest possible cost through the central agency for school and university textbooks.
3. Each department make reference books available for its students.
4. Each department pay for books for needy students.
5. Universities publish a course catalog with descriptions of the content of each course listed, which teachers are obligated to abide by.

University Examinations

In the past, the process of examination in Egyptian universities has relied upon short answer essays. Passing or failing of a course depends on the scores received on these once a term ends. The Council of Higher Education has decided to take up the issue of the type of exam

given rather than the system of examinations themselves. The Council has recommended a different method of examination which is fairly new to Egyptian Education. This is commonly known as the multiple choice exam (choosing the correct answer from a number of given answers).

Post-Graduate Education

The Higher University Council feels emphasis should be placed on the modification of the present system of post graduate education. The Council has stated three objectives in its modification plans.

1. Meet the problem of understaffing in Universities, Institutes, and Research Centers.
2. Meet the problem of fellowship students who continue to stay abroad after getting their degrees.
3. Emphasize research which aims at solving local problems.

In response to these objectives, the Council has made nine recommendations:

1. Reinforce the relation between Universities and production and service, with a view to solving real problems.
2. Production and services provide financial aid to universities to encourage post-graduate studies to conduct their research on local needs and problems.
3. Coordinate post-graduate studies, research centers and institutes with the Academy of Scientific Research and Technology.
4. Encourage international fellowships for masters and doctorate degrees on the condition they deal with national needs and problems.

5. Invite distinguished foreign scholars and experts to universities in Egypt and seek their advice on orienting post-graduate studies toward local problems and needs.
6. Establish coordination among different universities in exchanging information on related fields.
7. Allocate an independent budget to post-graduate research in the universities.
8. Seek the help of field scientists and scholars outside the university system.
9. Encourage university staff and researchers to attend and participate in conferences both in-country and abroad.

MINIA* GOVERNORATE

The governorate follows the course of the Nile River for approximately 113 kilometers and is fifteen kilometers wide. East of the Nile is the Eastern Desert extending to the Red Sea; to the west is the Western Desert. Nine different "markiz" - counties - make up the governorate (See Figure 2). ElMinia is the governorate capitol and is 247 kilometers south of Cairo. Its population is approximately 110,000, out of a governorate population of two million. One-fifth of the population are urban dwellers; the remainder reside in one of the governorate's 346 villages.

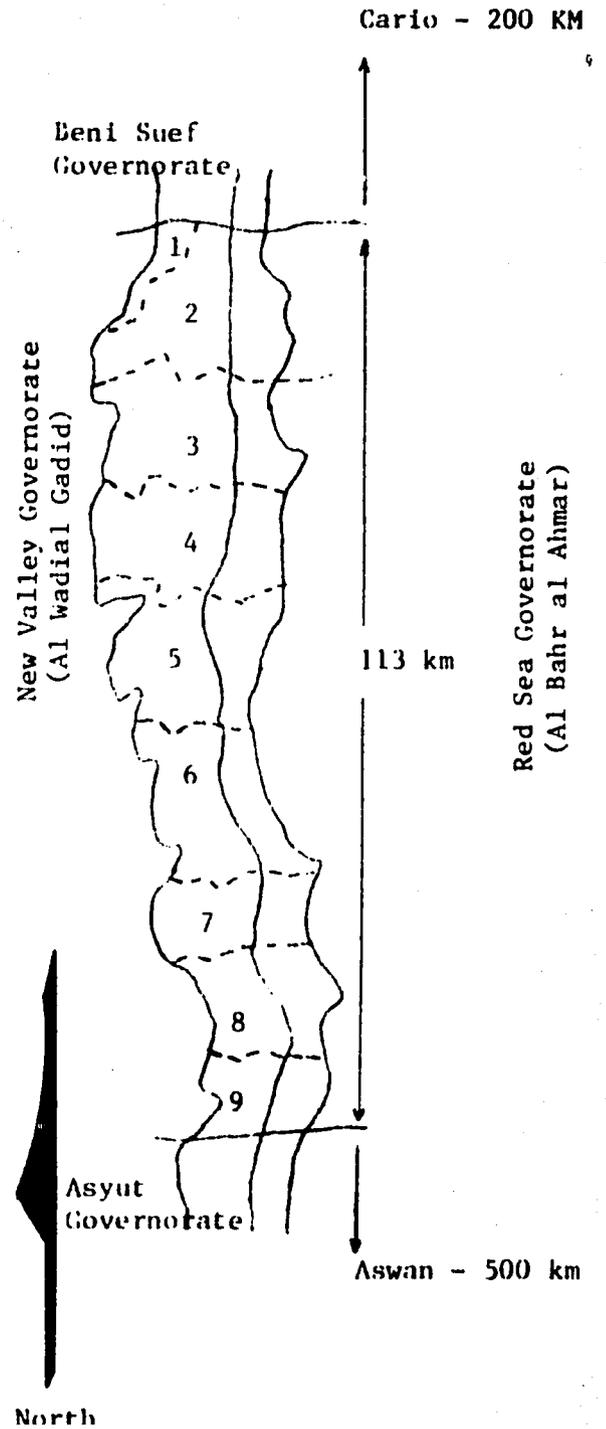
It is primarily an agricultural area producing corn, cotton, wheat, sugar-cane, onions and beans. There is limited industrialization with ten

*There are various spellings - Menia, Menya, etc. - and the useage throughout this writing will be as above.

Figure 2

Minia Governorate: Marakiz and Geographics

Marakiz	No.
El Edna	1
Maghagha	2
Beni Mazar	3
Matal	4
Samalut	5
El Minia	6
Abu Gurgas	7
Mallawi	8
Deir Mawas	9



factories active in producing sugar, textiles, oil, soap, animal foods and cold drinks. Tourism is becoming a significant factor and should continue to bolster the economy in the immediate future.

Population Demographics

Egypt, being a developing nation, has a problem with over-population. However, the results of the 1976 census show a slight fall in the rate-of-growth varies from one governorate to another, but Minia Governorate can be considered a standard for Middle and Upper Egypt Governorates. An understanding of the specific circumstances these governorates face can be gained by reviewing several basic demographics.

1. In the sixteen year period terminating with the 1976 census, the governorate decreased its percentage of the total national population (5.98 % to 5.61%) and its ranked order of all governorates for percentage of population lost one rank, dropping to eighth.

2. The general population density during the same time frame has increased almost 25%, to a current 904 persons per square kilometer. This circumstance is somewhat misleading for it involves all the governorate area, as opposed to only the cultivated area, or economic density. Under the latter calculation the density would increase significantly.

3. Residency distribution data are not available for the earlier census reports; thus, comparative analysis is not possible. In 1976, the governorate population was 2,055,739. The male/female ratio is very close to 1:1 for urban/rural residency. A large discrepancy emerges when percentages for general urban/rural residency are calculated. Slightly

more than 81% of the population is rural.

4. Considering all migration factors for the governorate shows a net loss of approximately 5,000 persons per year.

5. The most notable statistic regarding the population comes from a break-out of the occupational manpower data. Approximately 73% of the work force of the governorate is distributed among the agriculture industries. The second occupational group consists of those engaged in the commercial sector; it shows only 5% of the work force.

In short, the governorate can be described as one losing population while increasing its economic population density and one which is overly dependent on a single skill population. Additionally, the governorate is at a literacy level commensurate with the nation (26%).

General Education Statistics

The educational plan of the governorate is part of the overall plan for the country. (It is strongly recommended that readers review "Education in Egypt," a report prepared for U.S. AID-Cairo, December, 1977, for a comprehensive overview of the Egyptian educational system.)

Figure 3 presents the general education data for 1976-77.

Figure 3

1976-77 Minia Governorate Educational Levels and Schools/Classes/Enrollments

Educational Levels	No. of Schools	No. of Classes	Registered Pupils		Total
			Male	Female	
Primary	572	4872	128,562	53,059	181,621
Intermediate	136	1235	37,156	13,006	50,162
General Secondary	24	279	7,440	3,052	10,492
Technical Secondary	22	425	13,577	4,714	18,291
Teacher's Schools	2	27	498	374	872
TOTALS	756	6838	187,233	74,205	261,438

The data are clearly indicative of the mandatory primary education (60% of total registrants) and also reflect the low percentage of the population registered in the general education system (13%). There is a high drop-out rate among intermediate registrants (38%) and this has ultimately affected secondary enrollments. In short, the population of the governorate has a low educational achievement profile. It is, however, not significantly different from the general Egyptian population in this regard.

MINIA UNIVERSITY

In 1970, a branch campus of Assiut University was established at Minia which consisted of Faculties of Arts, Education, and Agriculture. A Faculty of Science was added in 1974 and Engineering and Technology in 1975. Presidential Decree No. 93 was issued in the fall of 1976 providing that the Minia branch campus would become a chartered university.

Presently the institution is primarily housed in what was a girls' teachers' college. A new and quite modern campus is being constructed four kilometers southwest of the city center. By law, the university is eligible for Faculties of Fine Arts and Medicine.

In April, 1977, the University enrolled 10,591 students, of which 25 percent were female. The largest faculty by enrollments is Arts and Human Sciences, followed respectively by Engineering, Education, Agriculture, and Science. Through 1977, the institution has granted 4,780 undergraduate degrees. (Information is not available regarding graduate degrees.)

The University Mission

The general university mission statements have been developed from the opinion that it is imperative for the university to meet the community and look into its needs and requirements. Its primary goal is to provide qualified manpower in technical and administrative areas, and to develop a broad base of general and applied scientific endeavors. It specifically has a charge to help governorate people increase their incomes and quality of life, and by such activity serve as a connecting link to the region, state, and world for cultural and scientific information. The last goal

stated is to provide university education a greater number of Minia people than was previously possible when only the rich could travel out of the area for higher education.

The broad mission statements of Minia University have not been completely fulfilled, nor should one expect them to be. The university has stressed the need to contact and involve the greatest possible number of persons in the area. Because of the geographical parameters of the governorate, in most instances this has meant activities have been centered closest to Minia. There are notable exceptions, such as the rural development project at Gulusna, Merhaz Samalut.

Thus, by many forces of circumstances, the university role has extended to encompass consultation, action research, in-service training and adult education services. In short, the university has emerged as the major social change agent in the region. During the past six years the university has been involved in a variety of community-oriented endeavors: off-campus training has been carried out by the Faculty of Education; the Social Studies Department has developed two demonstration projects in rural and urban communities of Minia; an extension service teaches English, French, German, and secretarial work courses; all Faculties work as consultants with governorate officials.

TECHNICAL ANALYSIS

Non-Formal Education in Support of Change Serving LDC Needs

Perhaps one of the greater misconceptions concerning non-formal education (NFE) is that it is a specific system designed to solve a country's problems. Further, it is not a process which strictly involves less-developed nations (LDC's). NFE is essentially a process or method of communicating useful ideas and skills for voluntary adoption principally by out-of-school youths and adults. The foundational structures of NFE emphasizes that:

1. It is basically not competitive with the clientele of the formal school system of an area (or nation).
2. Because clientele are older than the formal system clientele, there is a higher degree of voluntary participation which requires different methods of motivation, teaching, and other aspects of the educational process.
3. It is largely unsystematized with various objectives, instructional methods, standards, methods of evaluation, and other variables.
4. Some instructional programs developed for community centers, community practicums and related activities may combine students from formal and non-formal programs.
5. NFE programs are an integral aspect of all developmental programs.

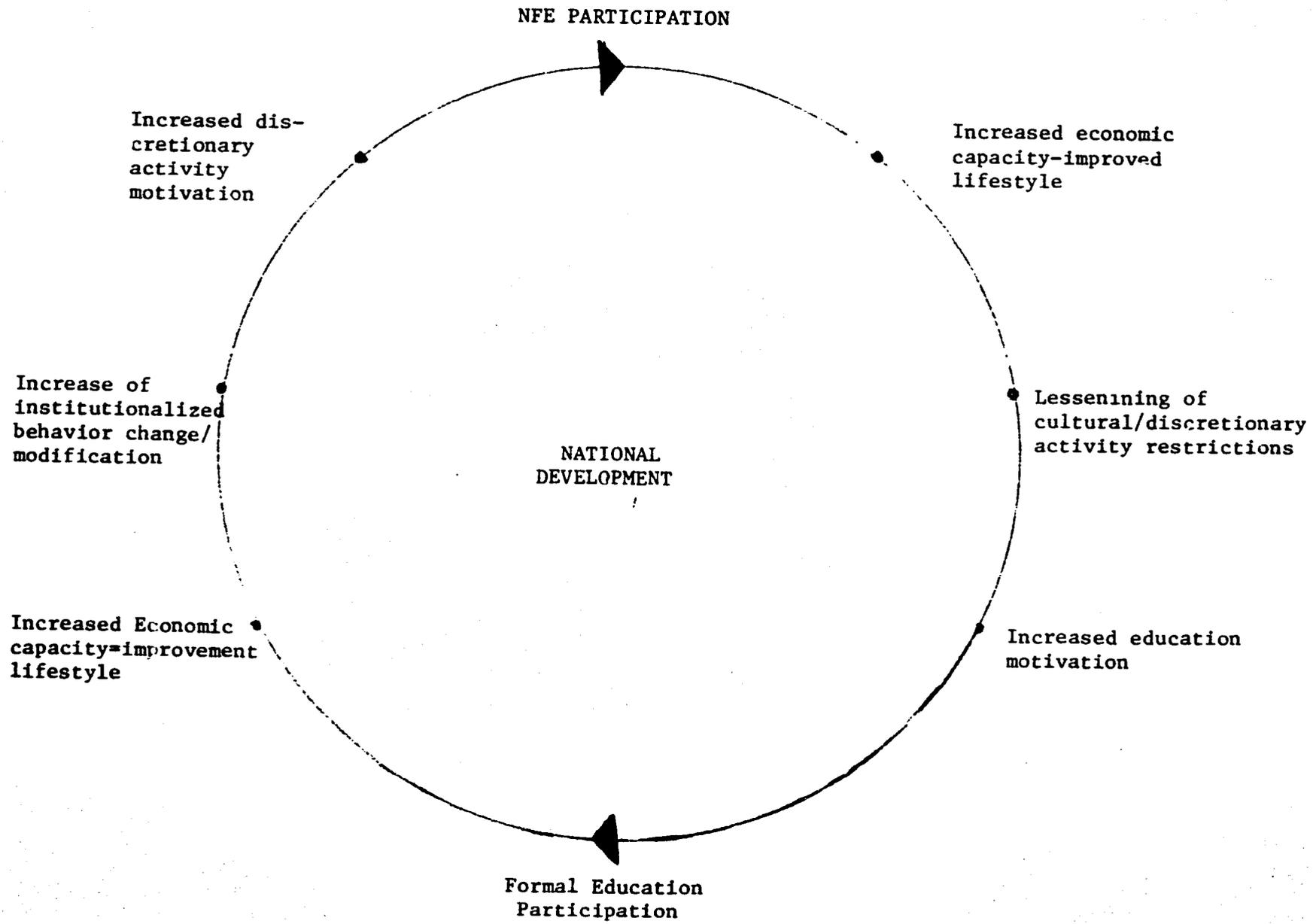
During the past two decades there have been numerous applications of NFE in LDC's. World-wide NFE emphasis has been in LDC's with the rural poor. While there are obviously innumerable other applications of NFE, this emphasis lends itself to immediate and practical objectives, performance-

based instruction, voluntary and part-time activity of participants, and is potentially conducive to multiplier effects of economy and efficiency. Such results are observable in a variety of formats from Bangladesh to Mexico to Korea to Guatemala to China to Ecuador. . . .

Duncan Ballantine, Director of the Education Division of the World Bank has advised that the first step in formulating educational programs should be to ask basic questions about societal needs and then choose a method which best fits the need. True, NFE approaches are at present primarily oriented toward the rural poor, but leaders of the formal school are beginning to readjust their resources to make larger contributions to the plight of the educationally and thus economically disadvantaged.

As has been illustrated in several national cases, the formal education structures/systems are main components for the cyclic process of development. Essentially, we expect behavioral changes to take place in the populus following introduction of some developmental component. The process of effective introduction of change is a bipolar one. Figure 4 represents the developmental polarity created by the juxtaposition of formal and NFE systems.

By conceptualizing a societal segments involvement in the cycle, it is apparent that entry points are not specified. Rather, the specific point of entry emerges as a result of natural and/or status quo phenomena. Imagine the dichotomy of two individuals from the same area preparing (subconsciously) to enter the cycle. Person "A" is a laborer in a local factory, personable, intelligent, showing initiative -- and unfortunately, illiterate. The individual has the opportunity to move up to being a factory truck driver if he can demonstrate the ability to do minor engine repairs. Person "B" is the



FORMAL AND NON-FORMAL EDUCATION CYCLIC BIPOLARISM OF EDUCATION SYSTEMS' AFFECT ON NATIONAL DEVELOPMENT

FIGURE 4

spouse of a business owner, civic-minded, sports-oriented--and a university graduate.

Both individuals could enter the cycle at NFE participation. person "A" in a visual literacy skill course in mechanics and person "B" through a personal development course in ancient Egyptian history. Naturally, the alternative variables are limitless.

Perhaps a clear understanding of the cycle will emerge through a comparison to Maslow's Hierarchy of Human Needs. Maslow theorizes that humans live life at different needs levels and that they strive to gratify each level's needs so as to emerge at a higher level. Paulo Freire, in his works relating to Latin America, makes the same observation: the mysticism of basic hunger must be attacked before approaching grander goals -- which also must be done. Figure 5 presents the relationships between the formal and NFE cyclic bipolarism and Maslow's "needs".

Figure 5

Comparison of Formal and NFE Cyclic Bipolarism
and Maslow's Hierarchy of Human Needs

Cyclic Bipolarism	Maslow's Needs
1. To learn the skills necessary for rural/urban survival	1. To be satisfied with basic physiological needs.
2. To have increased economic capacity; thus, an improved lifestyle.	2. To be physically safe and sheltered.
3. To have cultural activity boundaries expanded.	3. To be loved and have a sense of belonging
4. To have increased economic capacity; thus, an improved lifestyle.	4. To have self-esteem and that of one's peers.
5. To be motivated toward self-improvement through discretionary activities.	5. To be self-actualized with a sense of commitment and direction.

The point to be made is that behavioral change should be effected because of participation in the cycle. Of importance also, is recognition that the NFE cycle need not be solely oriented toward the "big three" of developmental communication strategies: health, agriculture and population. Diverse approaches to the fulfillment of national development objectives are appropriate -- and more so, obligatory.

In his letter of 24 May, 1977 to U.S. AID, Cairo, Minia University President Dr. Abdel-Monheim H. Kamel noted that the University plan of action for a community outreach capacity had five components:

1. To expand and improve existing community extension University classes;
2. To identify community needs through manpower and economic surveys;
3. To extend University consultative services to governmental departments;
4. To develop demonstration projects in urban and rural community development;
5. To carry out needed policy research on developmental issues.

The Social Development Center (SDC) formalized at Minia University has recognized the disparity produced by the general messages of school and those of the non-industrialized environment and culture. As vital to its foundation the SDC stresses discovery and recognition of societal problems -- then diverse approaches to specific solutions for them.

If the SDC can mature and maintain this focus then it will be a viable contributor to comprehensive national development for Egypt.

A specific analysis of the Minia University SDC project design follows.

Minia University Social Development Center

In response to its stated mission, or goals, the University has initiated a formal program for community involvement and development. While an adult education oriented program has been operative since 1972, the presidential decision authorizing a Social Development Center (SDC) was not made until January, 1978. (The complete charter and organization's structure is presented in Appendices 1 and 2.)

The original proposal for the SDC set forth the following goals:

1. Organizing different courses of study needed by the community.
2. Organizing studies needed by the University staff.
3. Organizing studies needed by the governmental sector and other establishments.
4. Conducting social research needed by the community.
5. Performing field experiments in rural and urban areas.
6. Establishing a documentation unit with the purpose of collecting data about the Minia region and making it available to the community.

Several administrative details should be highlighted from the SDC proposal. This writing assumes that the essence of the proposal is that adopted by Presidential Decision in 1978.

1. The Director of the SDC assumes a part-time role.
2. The Deputy Director is delegated upon recommendation by the Director and serves as Director in the former's absence.
3. There are eight administrative units to the Center:
 - a. Technical Training
 - b. Research

- c. Society Projects
- d. Documentation
- e. Administration (including Registrar)
- f. Public Relations and General Affairs
- g. Library
- h. Audio-Visual Aids

4. The Colleges' Unit Office of the Technical Section is essentially what the University refers to as its Community Center. The organizational structure dictates that the Technical Training, Research, Society Projects, and Documentation Units are individually headed by part-time positions from the faculty. They are co-ordinated by the Deputy Director of the SDC, who is commonly referred to as the Director of the "adult education" program. Unit heads are:

- a. Technical training - Dr. Nasr
(Continuing Education)
- b. Research - Dr. Kamel El Sayed
- c. Society (Community) Projects - Dr. Marzouk
- d. Documentation - Dr. Bassiouni

At this point it should be re-emphasized that there is a terminology problem regarding this entire project. Quite consistently, Center personnel refer to the SDC by a number of different names. When a preliminary study proposal was submitted to U.S. AID, the reference name was Community Development Center. However, as noted, when the University Presidential Decision was issued in January, 1978, the name was Society Development Center. Further, the Adult, or Community Education Center is actually authorized as

the Technical Training Unit of the SDC. While every effort has been made in this writing to assess an institution named the SDC, AID personnel should constantly be aware of Minia University personnel referring to the same activities, but by a different name.

Community Center

The present Center location is on the second floor of the University garage. It is approximately 30 foot by 60 foot and is partitioned into several rooms. (Appendix 6 is a floor plan of present space utilization.) The Center is obviously crowded and in need of better, larger facilities. However, the current utilization of space is not effective; it appears that the SDC Director's office is purely status motivated and better use could be made of this area. When the new University campus is operational, the Center will be assigned to one of the vacated buildings of the old campus.

The administrative and pedagogic supplies of the Center are few, and as such, very inadequate. There are standard desks and filing cabinets, new duplicating and photocopy machines, assortment of old audio-visual equipment available from the Faculty of Arts and Human Sciences.

Semesters are twelve weeks, with two and one-half hour lessons. The classroom session length has just been reduced from two hours on the basis of "observational research." The Deputy Director noted this shift at Ain Shams, American University - Cairo, and Alexandria, and so adopted the change also. Student feedback has been positive. The fee is LE 3,00 per course.

Prior (3-4 weeks) to a semester approximately 500 handbills and 75 letters are distributed which present the forth-coming program. The handbills

are posted throughout Minya and the letters are sent to school, business, and government administrative offices.

Students must appear at the Center to register, pay fees and plan a schedule. The students are occupationally diverse. The enrollment/paid/completion rate is good. For first semester, 1977-78 (October-February) this was 196/185/159. The fifty percent or more attendance rate was only 67% of the students and this is low.

Student "new" needs are not solicited; the Director has sole course selection.

In the English program, teachers place students in levels during first semester. For second semester students are interviewed by three faculty for conversational competence.

The Center essentially is offering conversational language programs in English (3 levels), French, and German. There is a consistent offering of Arabic shorthand. Diversified courses have been sporadic, e.g. home plumbing and electrical repair for women, health foods preparation, minor repair of office machines (in preparation), janitorial services methods, use of audio-visual aids in the classrooms. The only out-of-Minia site has been Abu Gurgas, a free child nutrition course.

Little hard research data are available. There are some data for attendance patterns in Minia. A definite need is to obtain a synthesis of student enrollment demographics. There are full application forms with age/sex/nationality/religion/prior enrollment date which need processing. Also, a community interest survey was recently completed for Abu Gungas (Appendix 5). There should also be follow-up research on the "drop-out 50 percent attendance" situations.

There are three departments in the Faculty of Education - Psychology, General Education, and Curriculum and Teaching Methods. The faculty has no formalized statement of goals and/or objectives for continuing education and extension work. However, discussion has centered on the need for several programs which could be developed by the SDC: 1. Some methods courses for demonstrators; 2. Inservice teacher training; 3. Literacy programs for rural village adults. The faculty also has stressed its needs/desires for Professional Diploma programs, but lacks the staff for this development. Interest areas are for kindergarten teachers, interdisciplinary teaching areas, educational administration, public relations, audio-visual techniques in government and industry, and industrial safety and preventive maintenance. A modest research endeavor is aimed at identifying the needs of the retarded children in government schools for the retarded and disabled. Clearly, many of these activities are outside the realm of the SDC, Adult Education Unit.

One of the real perceived desires of the faculty is the development of a model village for a developing country. Again, this seems outside the purview of SDC, but is mentioned as a potential tie-in with any SDC village centers.

The faculty is noticeably "cool" towards prospects of off-campus offerings in any of the nine governorate countries. Preference is openly stated for week-end seminars or short courses and workshops extended over three to six weeks on a once-per-week basis. There is the willingness to send demonstrators on such "missions". This is but one of the many reflections of the highly itinerant faculty. There is a constant stressing that A/V media hardware (video-tape equipment) is the priority at this

time. Continued reference was made to U.S. AID report #263-0025 and that the Library Science Consultant Services Project is the most logical location of such requests. Granted, there would be a need for any SDC to have certain video tape capabilities. The Curriculum Department also stresses its lack of production materials.

Personnel - The Deputy Director, Mr. Nagi, is hopeful of pursuing advanced studies in Continuing and/or Community Education. There is limited personnel expertise in this area. He has taken the TOEFL at AUC (60% written; 40% oral comprehension) and is waiting for papers to be processed by USEMB Cairo, AID. He has functional language and it is recommended he be directed toward a quality program in a smaller-size institution in the U.S.

The promise has been made to hire SDC (for Community Center) secretarial/clerical staff. This is a priority personnel need, especially for the development of a viable data base for program evaluation.

It is evident that the Director is the conceptual leader of SDC. Unfortunately, he has a tendency to idealize a center for Minia similar to those he has observed in the United States and England. It should be noted that the Director openly encourages his subordinates to be decision-makers. An apparent problem is that the Director is viewing more theoretical concepts with which others are not familiar. Thus, it would appear the entire SDC staff requires extended systems analysis/organizational communications/extension education seminars and workshops.

PROJECT GOAL

Since a SDC is already established by Minia University, the goal of the project under consideration by U.S. AID is the strengthening of the capabilities of the present facility. Expansion and improvement of the Technical Training Unit, known as the Adult/Continuing/Community Education Center, will assist in making possible the fulfillment of the SDC's goals and objectives.

The Center, in cooperation with the University, aims at:

General Objectives

The main objective of the project is to assist the whole University to reconsider its plans, policies and practices to become a community-oriented University. This is expected to happen through encouraging different faculties to develop community programs, either individually - i.e., faculty by faculty - or collectively. For this purpose, the faculties should be ready - in due time - to reformulate their curricula and change their philosophy, principles and techniques of instruction in a way that makes the University more sensitive to the ever changing community needs, more receptive to new ideas and ready to venture in new experiments. All this would be done with the hope of developing a better and more effective University.

The proposed Center is expected to act as a catalytic agent to help initiate, facilitate, promote and support better and more meaningful working relationship between the University and the community. The Center is expected to act as the heart pumping blood to all faculties and cooperating with them for a healthier University, and not taking from them or depriving them from the will or freedom to act the way they like or find most appropriate.

The feedback from the community is expected to stimulate and encourage the University to reconsider its policies and practices and develop them in a way that makes the contribution of the University to the region greater than before.

The hope then is not to develop a new Center that acts parallel or in addition to Faculties already existing, but rather to help teaching staff in the University to develop a fresh look to university education and try to use the Center as a lever to develop a model university that can stimulate better, more effective and healthier university education in Egypt.

Specific Objectives

Having this in mind, specific objectives of the proposed Center can be summarized as follows:

a. Organization of all sorts of adult education classes in the fields needed by the community such as: languages, secretarial work, car repair, painting, music, family life for the newly married, etc.

b. Organization of all sorts of classes needed by the University itself such as:

- language classes for demonstrators, assistants, secretaries, clerical staff, etc.

- classes to teach assistants and other teaching staff members such things as: how to teach, use of audio-visual aids, how to assess community needs, curriculum development, evaluation of students, field work supervision, etc.,

- shorthand, typing, filing and secretarial work in general for all levels of secretaries.

- classes to train all sorts of technicians needed by the University.

- classes for janitors and cleaners; simple plumbing, simple carpentry, painting, polishing, spot-removing, use of modern machinery for cleaning, etc.

Organization of all sorts of classes needed by Government departments such as:

- a. Teacher training for the Department of Education.
- b. Extension service training for the Department of Agriculture.
- c. Local government training for the Local Government Secretariat.
- d. Social research training for the Ministry of Social Affairs, etc.

Extending technical advice to governmental and non-governmental agencies in all fields of action such as engineering, education, agriculture, social affairs, rural development, urban development, etc.

Carrying out research programs and field experiments needed by governmental and non-governmental agencies in the community.

Carrying out demonstration projects needed by the community in such fields as: rural development, urban development, agricultural extension, education, etc.

Helping different faculties in the University to re-examine their curricula so that they would suit better the needs of the community. To do this, the Center - in addition to assisting different faculties in initiating and developing their community programs - can do the following:

- a. Organize periodic seminars
- b. Send personnel for training abroad
- c. Report regularly to faculties about what is happening in their area of interest, etc.
- d. Translate books dealing with University education into Arabic.

Such an ambitious program cannot be carried out by the Center alone; the burden in reality should be shared by all faculties together using the Center as a stimulator, helper, enabler, supporter, etc., as mentioned before.

The experience gained should be shared by other universities in Egypt and probably in other Arab countries. To reach that end the Center should organize national and international seminars, record and then publish the experiment in both Arabic and English, invite visitors to see, examine and discuss the project, etc.

PROJECT PURPOSE

To strengthen an existing institutional framework through which permanent training and enrichment capabilities can be organized so as to increase the capacity of Minia University (through its Social Development Center) to carry out programs aimed at community improvement.

A. Advantages of Establishing the Center at Minia University

1. Social Benefits

The University of Minia plans to share in the social growth of the people in Minia by becoming a community oriented university. Through a change in University philosophy and a reformulation of curricula to bring about a change in principles, and techniques of instruction, social benefits can be recognized for the total Minia Community. Some of these benefits will be realized through: 1. Continuing education programs which build skills and bring better jobs to involved citizens. 2. Bringing together the people of Minia into organized community groups for the purpose of learning or leisure to promote better understanding among the diverse social groups; 3. Working through an established education system to help break down the psychological barrier often created between formal education systems and local citizens.

Education can be experienced as a non-threatening experience through non-formal programs designed for all age, economic and social groups. The Community Center can programatically benefit the people through such programs as health care, vocational skills, sanitation and family planning.

2. Usefulness to Outlying Community

There are over 150,000 people living in Minia and its environs. The University, through its Community Center aims at developing vocational skills and building available knowledge for the continuing

improvement of both urban and rural people. This will be accomplished by offering programs designed to increase the educational opportunities of all people regardless of their point of departure from the formal education system.

Minia University has made its staff available to the Center. Thus making all of the resources of the University available to the community at large. The Center offers only non-formal classes. The intent is to bring Center offerings to the people residing in outlying areas such as Abu Gurgas rather than requiring potential students to always find their way to the University Center itself.

This approach differs from formal education in its emphasis on flexibility. Decentralization in design is important so that the people of the entire thirty kilometer area may be served.

3. Possible spread effect (transfer of benefits to other areas by users)

Minia has gained in its birth rate, yet as a national population region has dropped from seventh place to eighth. This indicates a net increase in emigration. This is a typical trend throughout most developing countries. Rural areas such as the Minia Governate, generally have a low living standard. Educated young people tend to move into the central metropolitan areas in and around Cairo. This continues to keep the rural areas undereducated, thus perpetuating low living standards.

The Community Center emphasizes a program of non-formal education based on the needs of the people in its surrounding geographic area.

People currently employed in business, industry or agriculture can come to the Center to learn new skills or improve upon existing ones. Many of these learnings can be passed on to others working in similar fields. The feeling of partnership is strengthened and competition lessened when classes are taught on a non-formal non-competitive basis. Quality of teaching and variety of offerings remain high as the Center has the entire University staff to pull from.

4. Limitations

a. The Center has a shortage of adequately trained personnel who have a background in Community Education methodology. Lack of common understanding and purpose is evident during discussion with the Centers key administrators. Professional backgrounds vary with many having had no previous work in the area of community, non-formal education studies.

b. The Community Center lacks coordination with other service oriented agencies and ministries. This created the possibility of duplication and gaps among programs offered by existing services. An example of Ministries and agencies also offering services are: Ministry of Social Services, Ministry of Cultural Affairs, Ministry of Manpower Planning, Minia Youth Club.

c. The question of what the primary focus of the Minia University Center is to be in the future needs to be answered. Currently, Center Administration interchangeably attach different names to the Center. Each of these names (listed below) implies a

different emphasis of purpose.

1. Total Resource Center
2. Community Center
3. Community Education Center
4. Adult Education Center
5. Non-Formal Education Center
6. Social Services Center
7. Continuing Education Center

4. The current Community Center is limited in space available for programs. A larger facility has been proposed for the future. Whether this means an entirely new building or remodeling an existing structure is yet to be seen.

5. Motivating the people themselves to attend Community Center offerings is another problem. The Center emphasizes classes which the underprivileged and less educated will profit most by. Whether out of feeling of threat, inaccessibility, or lack of understanding of future benefits, this target audience is the most difficult to reach.

Center Development

a. Study audiences

The Center must design its programs around the needs of the people of Minia area. Qualities and characteristics of the people must be respected as the basic framework in which projects and programs are formulated. Center workers must mix with the people to develop true assessments of their needs. The undereducated often have fears or insecurities toward educators and education systems. These characteristics must be recognized so they can be dealt with. Designs and methodologies used in the NFE programs would be influenced by audience characteristics.

b. Define target audience needs

Target audience needs are assessed by taking into account three basic characteristics. 1. Understanding of the peoples' cultural values and norms. 2. Listening to the peoples' personally stated assessment of needs. 3. Taking into consideration the sociological, cultural, and historical backgrounds of the potential participants.

c. Delivery system for accomplishing identified needs.

A delivery system for the Center would include consideration of both structure and personnel. Trained personnel would have the expertise to determine which structure would be most successful in the Minia Center. Desired expertise in personnel should include:

1. Community Resource Person capable of meeting the public and building a needs assessment.

2. Researcher to evaluate data and analyze audiences' stated

needs.

3. Curriculum Designer to select appropriate courses.
4. Program Coordinator to establish suitable times and locations for selected programs.
5. Instructional Technology expert to develop the most appropriate media mix for presentation to participants.

Alternative types of programs and presentations need to be established so that a variety of learners are able to benefit from Center offerings.

Examples of possible alternatives include:

1. Radio programs - to deliver audio messages for those who cannot read.
2. Mobile trucks - to bring special programs to outlying areas.
3. Printed pamphlets - special purpose materials based on needs of community.
4. Programs held in Center - to benefit people living within transportation distance as multi-media resources are available within Center.
5. Programs held in areas close to participants' residence - A building with other daytime use, but empty in the evenings can make courses more accessible to people lacking transportation.

Project Design

a. Increase Current Capacity/Capability

The facility for the Community Center is currently located on the second floor of the University garages. There are approximately 1800 square feet of floor space. The utilization of space is poor as there is only one room available as a classroom. The Director's

Office is a double sized room duplicating another office the Director has at the University. If this space were changed and made into classrooms, the Center would triple its teaching capacity. With this office eliminated, there would remain an office for the Community Center Deputy Director and a clerk/secretary office. A storeroom/machine workroom and small library are also located in the Center. (See Appendix 6).

The current program at the Center is small. With some minor remodeling of facilities the program could fit the potential physical space.

Improvement of the Minia Community Center is based largely on outside help and stimulation. Long term and sustained involvement calls for internal planning and control. This requires that Egyptian administrators and personnel be professionally trained to the point where they are able to lead and follow-through for themselves. Before the Center expands its program there should be a broadening in the number of personnel trained in the area of community, non-formal education services. This can be achieved in two ways:

1. Send a team of Egyptian educational personnel to the United States to receive indepth training in Community Education, and/or
2. Send professionals identified above in "delivery system needs" who have backgrounds in LDC problems on TDY basis to the Minia Center to help develop local expertise.

If the program expands, which it could do with further training of administration and personnel, then there will be a need to move

the Center to a larger facility.

Establish Priority Needs

The need for a fully developed Community Center in Minia is evident. Minia is considered an underdeveloped rural area with 74% of its people depending on agriculture for their livelihood. The Center has the possibility of helping to train and educate the people of Minia with the ultimate aim of improving the quality of life for its people. The Center is however, currently limited in the number of ways it can serve the community.

The Center is not oriented to formal education. Minia University itself holds that function. The Center draws upon the skilled professionals within the University to help with Center programs. The Center concentrates on non-formal educational activities conducted outside of the formal school system. The formal programs of the University and the non-formal programs of the Center direct themselves to separate audiences. The Center's priorities lie with the dropouts and the previously uneducated.

Center personnel are aware of these needs and have responded by initiating survey opinion-gathering research in areas outlying the central Minia environs. Specifically, the Marakiz/city seat of Abu Gurgas was selected for data gathering. Complete results of the study are in Appendix 5. The basic results are:

1. Participants desire continuation of the English courses.
2. There was a strong desire for "skill" courses such as plumbing, electrician work, car driving and maintenance.
3. Students perceive the need for developing and diversifying

instructional methodologies and equipment.

4. There was a strong concern for developing the programs as ones of true quality.

5. Students noted the necessity of building upon presently-held skills and information.

The Center must now positively follow-up many of these stated needs.

PROJECT INPUTS

At the projected level of U.S. AID commitment U.S. dollar costs for the project should include technical assistance, participant training, and commodities.

The SDC is presently organized in a manner conducive to Minia University support. Presently the University provides physical facilities, operational equipment and supplies, and personnel. In the near future it will provide either a new or to-be-renovated structure for the SDC location. Local currency will support these functions.

Technical Assistance

Both short and long term technical assistance from U.S. AID will be required to enable this project to attain its goals. While identification and comprehensive analysis of inputs for this project must await a project contractor of Egyptian capabilities, technical assistance can be identified as needed in the following areas:

1. Community Resources Development Planning
2. Curriculum and Instructional Strategies
3. Comprehensive Analysis and Evaluation

Expertise capable of functioning in these areas should be those identified in the section, "Center Development," page 39.

Short-term technical assistance on a TDY basis should be required in the areas of organizational communication, interpersonal and small group communication, community development, program evaluation, and educational philosophy. The primary recipients of this TDY assistance would be SDC administrative and support personnel.

Participant Training

Personnel are currently assigned to the SDC and there is, therefore, no necessity to identify new personnel until the Center exhibits growth and development. Training of present Center personnel will enable them to correlate their purposes and abilities to the general and specific goals of the SDC.

Participant training should be of the two types earlier identified in "Center Development": 1) sending Egyptian personnel to the U.S. for Community Education training; and 2) sending previously-identified "Technical Assistance" personnel with LDC backgrounds to the Minia Center on a TDY basis. Both U.S. and on-site training should combine theory and practicum.

Commodities

AID inputs in commodities required to help achieve the SDC purpose should include at this time:

1. Improved equipment for the Community Center, including furniture, typewriters, desks and filing cabinets, air conditions, audio-visual equipment (slide and film projectors, VTR, overhead projectors, projection screens, cameras, etc.) and supplies.

2. After participant training is completed, introduction of a small mobile instructional unit (1) a self-contained instructional delivery system unit, complete with audio-tape, VTR, 16 mm film, library (revolving) and distributional resources; a walk-in enclosed automotive van in the 20'-24' capacity is recommended.

Final specifications and total supply needed will be developed by the project contractor.

**PROJECT DESIGN SUMMARY
LOGICAL FRAMEWORK**

Life of Project: _____
 From FY _____ to FY _____
 Total U.S. Funding _____
 Date Prepared: _____

Project Title & Number: _____

NARRATIVE SUMMARY	OBJECTIVELY VERIFIABLE INDICATORS	MEANS OF VERIFICATION	IMPORTANT ASSUMPTIONS
<p>Program or Sector Goal: The broader objective to which this project contributes:</p> <p>To improve the quality of life of the rural and urban poor residing in the Minia Governorate.</p>	<p>Measures of Goal Achievement:</p> <p>Increased number of skilled workers who do not emigrate from Minia Governorate. Increased number of residents utilizing the Center's offerings.</p>	<p>1. Governorate census reports 2. University Center records</p>	<p>Assumptions for achieving goal targets:</p> <p>Center goals are in accord with national mission. An individual can be "poor" in other than financial ways.</p>
<p>Project Purpose:</p> <p>Strengthen an existing institutional framework through which permanent training and enrichment capabilities can be organized to increase Minia University's capacity to carry out community improvement programs.</p>	<p>Conditions that will indicate purpose has been achieved: End of project status.</p> <p>A viable SDC with a strengthened and expanded Community Center capable of internally-generated perpetuation capacity.</p>	<p>1. Review of Center structure, personnel training and financial documents. 2. Comparison to pre-implementation assessments. 3. Reduced reliance on foreign consultants.</p>	<p>Assumptions for achieving purpose:</p> <p>Formal and NFE systems will work together for a localized plan of development in harmony with national objectives.</p>
<p>Outputs:</p> <p>Increased Center training capacity and diversified offerings. Comprehensive participant and Center personnel development.</p>	<p>Magnitude of Outputs:</p> <p>75% enrollment/completion ratio of participants Annual AID evaluations. 100% inservice training in areas of specialization for Center personnel.</p>	<p>Center records. AID records AID contractor records.</p>	<p>Assumptions for achieving outputs:</p> <p>Vocational skills are needed for national development. Minia University is an agent for social change.</p>
<p>Inputs:</p> <p>Commodities for Center. Participant training.</p>	<p>Implementation Target (Type and Quantity)</p> <p>Physical facility and supplies thereof. Minia SDC personnel</p>	<p>Center equipped with commodities U.S. and on-site records</p>	<p>Assumptions for providing inputs:</p> <p>Present equipment and supplies are inadequate. GOE does not have the capacity to conduct inservice training.</p>

LOGFRAME NARRATIVE SUMMARY

GOAL: To improve the quality of life of the rural and urban poor residing in the Minia Governorate. This will be accomplished through:

1. Training in vocational skills areas needed in Governate.
2. Improved ability to think critically on local issues.
3. Increased participation in processes of group decision making.
4. Willingness of participants to work toward self improvement as fears combined with red tape of formal education systems are alleviated.

Objectively Verifiable Indicators for Good Achievement

1. Increased number of skilled workers training within Minia Government who do not emigrate from the area.
2. Increased number of residents working with and building upon the social benefits available to the local area through the University.

Means of Verification

1. Census surveys
2. University records and community surveys.

Important Assumptions

No Governate or University change in philosophy or policy which would make conditions for Center support less favorable than at present.

Project Purpose

Strengthen an existing institutions framework through which permanent training and enrichment capabilities can be organized so as to increase

the capacity of Minia University (through its Social Development Center) to carry out programs aimed at Community improvement.

End of Project Status

1. A viable Social Development Center strengthened and expanded to adequately support its programs both financially and organizationally.

2. Minia Community Center programs and projects increasingly based on a meaningful assessment of needs and available resources with an ability to efficiently project and carry through project implementation requirements.

Means of Verification

1. Review of administrative structure, personnel training and financial documents of the University and its Center.

2. Comparison to pre-implementation assessments with respect to baseline program and project analysis.

Reduced reliance on foreign consultants in carrying out programs and project activities.

Important Assumptions

1. That administrative support for the strengthening of the current Center continues.

2. Developmental objectives of Center consistent with community support stated in objectives of University.

Center personnel motivated to strengthen their background in Community/Social Center development.

University personnel motivated to contribute and directly participate

in activities relevant to Center success.

PROJECT OUTPUTS

<u>Output Details</u>	<u>Output Indicators</u>
1. Increased training capacity in vocational skills areas.	1. Number of students who have successfully completed courses.
2. Improved abilities in critical thinking on local issues.	2. Number of persons offering opinions and suggestions to the Center and governorate.
3. Increased participation in group decision-making process.	3. Number of persons in advisory groups and at village/town meetings.
4. Increased atmosphere of desired self-improvement by Center participants.	4. Number of persons who enroll in and complete Center courses and who are return (second time-plus) enrollees.
5. Diversified course offerings reflecting needs assessments researched and stated by participants.	5. Number and type of courses offered.
6. Out-of-Minia immediate environment Center involvement.	6. Number and type of courses and programs offered.
7. Administrative and support personnel updated and re-trained for Center needs.	7. Smooth and effective operation and functioning of the Center.

Output Details

Output Indicators

- | | |
|--|---|
| 8. Effective utilization of appropriate instructional methodologies. | 8. Participant evaluation and post-course activity. |
| 9. A comprehensive three-year evaluation of the AID project. | 9. Three contractor annual reports and terminal comprehensive report. |

Assumptions

Important assumptions about the project:

1. Vocational skills are needed as an integral part of Egypt's national development.
2. Minia University is committed to its perceived role as the primary change agent of the governorate and as such, will continue to support the SDC.
3. Formal and NFE systems will work conjunctively to ensure the most comprehensive program of local community development in line with national objectives.
4. Where essential, University intra-administrative units' coordination will compliment the SDC purpose.
5. The Faculties of the University will continue to provide instructional personnel for the Center's needs.
6. The Faculties of the University will develop expertise for Center needs when it is not presently available.
7. It will be possible to create, engage, and hold sustained interest among Egyptian Center personnel, present and potential participants, and AID staff and consultants in the Center's development.

8. Relationships between University and national and/or Governorate representatives will be mutually supportive.

9. Evaluation and research activities related to the Center and the Governorate can be organized and sustained over time in order to become an on-going part of the Egyptian national development schema.

10. There is a significant causal relation between community development and an effectively functioning SDC.

11. The comprehensiveness of the SDC goals will ultimately improve the quality of life for residents from all strata of the Governorate.

12. U.S. AID can provide the necessary funds, training, and qualified technical advisory staff on a timely basis.

PROJECT EVALUATION

On-Going Evaluation

Egyptian personnel trained in program evaluation and community development review and evaluate the project once a year for a succession of three years.

The following verifiers (as briefly noted in project log frame) will be used as indicators of project success:

1. National census records analyzed to see if Minia emigration rate remains constant.

2. University enrollment records analyzed to check on number of local Minia citizens enrolling in programs of University and in particular offerings of the Center.

3. Minia community awareness surveys completed to check growth in

number of people recognizing Center and its purpose during each year of three years project implementation.

Final Evaluation

At the end of three years Egyptian personnel in possible conjunction with American TDY experts in program evaluation, examine and evaluate the project using the following indicators as verifiers of project success.

1. Review administrative structure and personnel training of Center and compare with pre-implementation structure for differences and improvements in program organization.

2. Study the financial documents of the University for on-going commitment to Center.

3. Analyze financial documents of the Center for allocations of the budget. Compare with budget allocation before project implementation.

4. Review dependence and commitment toward foreign consultants in carrying out program and project activities. Compare with number of international consultants used during first year of project implementation.

RECOMMENDATIONS AND IMPLEMENTATION PLAN

The following three year schedule of activities is suggested for AID/Minia University consideration.

FY One

a. Community Center Deputy Director pursues graduate study in Adult/Community Education at a smaller, quality-rated U.S. Institution.

b. Present Center is redesigned for maximum classroom space and

and remodeled.

- c. Begin to obtain new furnishings and equipment.
- d. Two U.S. AID personnel are consultants simultaneously assigned on a TDY basis to provide technical assistance in:
 - 1. Community needs assessments - 1 month
 - 2. Program development and evaluation - 1 month
- e. Expand Center program in any suitable manner.
- f. FY One annual report submitted.

FY Two

- a. Continue technical assistance program through simultaneous TDY assignments in:
 - 1. Curriculum design - 1 month
 - 2. Instructional technology - 1 month
- b. Assess equipment and supplies needs; obtain special requirements.
- c. Assess feasibility of moving to new Center location.
- d. Continue program development through all appropriate means.
- e. FY Two annual report submitted.

FY Three

- a. Obtain mobile instructional unit.
- b. Continue technical assistance program through simultaneous TDY assignments in:
 - 1. Program development and evaluation - 1 month
 - 2. Program coordination - 1 month
- c. Study feasibility of initiating a branch of the Center in one of

the Governorate's marakiz, possibly at Abu Gurgas.

- d. Assess equipment and supplies needs; obtain special requirements.
- e. Transfer Center to newer facilities.
- f. FY Three annual report submitted
- g. Comprehensive three year evaluation submitted.

TDY Requirements in Months

Consultant Specialization	FY 1	FY 2	FY 3
1. Community resources	1		
2. Program Development	1		1
3. Curriculum Design		1	
4. Instructional Technology		1	
5. General Education Coordination/ Research			1
	<hr/>	<hr/>	<hr/>
	2	2	2/6

APPENDIX ONE

Internal Regulations of the Social Development Center, El Minia University

Section One

First Article: The establishment of a public service center in El Minya University with the name of Social Development Center. This Center is a unit of a special nature with financial, administrative and technical independence. It performs its activity in collaboration with the university faculties in the purpose of achieving the following purposes:

- The setting of free studies for the people according to the needs of the society.
- The setting of free studies needed by the university.
- The setting of free studies needed for private and public governmental associations in El Minya.
- Providing the private and public governmental associations in El Minya with technical advice.
- Doing social research and field experiments that the society needs.
- Making patterns for clarification needed by the society.
- Helping university faculties each in its field to improve its syllabi to face the needs of the society and trying to increase the staff members response to the major issues of the society for the purpose of directing their research to find a solution for these issues.
- The establishment of documentation unit that aims at organizing

the information about El Minya province and offering it to those who ask about it.

-- The strengthening of the relations between the society and the university in any other way.

Article 2: The formation of an administrative board for the Center (See Appendix Two for membership list).

Article 3: The administrative board takes the decisions concerning the Center's activity and defines the general policy that achieves its aims, particularly the following:

A. To make the business plan of the Center before the beginning of the fiscal year.

B. To set the internal regulations for the work in the Center and to specify the responsibilities of the workers to put a general description for their duties.

C. The ratification of the budget in the purpose of presenting it to the University President.

D. To study the periodical reports about the work in the Center and its budget.

E. To ratify the compensation rate and reward system, the fees, the rules of withdrawing from the study and postponing it, or regaining the fees and other rules that organize the work according to the proposal of the Chairman of the Administrative Board.

F. Technical and administrative control.

G. To consider the subjects within its specialization presented by the university president or the board's chairman.

Article 4: The council meets at least once a month. It probably holds and exceptional meeting at the request of the university president.

Article 5: The board's decisions must be told to the university president to be ratified within a maximum of eight days from its issuance. The decisions would be effective if no one objected to them within two weeks of delivering it to the university president's office.

Article 6: The Center has a special financial account. It consists of the following:

- A. The study fees, or the feeds paid for the services offered by the Center according to the rules ratified by the administrative board.
- B. Funds devoted to the Center from the university budget.
- C. The contributions, aids, and donations presented by people and associations after being approved by the university council according to the proposal of the Center's administrative board.
- D. Any other resources that the university council accepts.

Article 7: The annual expenditure includes wages, compensations, current operating expenses and construction expenses.

Article 8: The university president appoints an executive manager for the Center with previous knowledge about its activities. The executive manager should participate in the discussions of the administrative board, but, without a vote. He is responsible for operating the Center.

Article 9: The executive manager is directly responsible for the regularity of the work in the Center in order to achieve the Center's purposes. For achieving this purpose he would have the authority that enables him to follow up the work according to what has been specified by the administrative

board.

Article 10: The workers delegated to work full time in the Center would be considered and employees on secondment basis. They will have all moral and financial rights. The Center has to pay their salaries during their delegation period.

Section Two

The Financial System

Article 11: Center's funds should be deposited in a bank specified by the administrative board. The money spending is through drawing checks signed by both the chairman of the administrative board (first signature) and head of the accountant department (second signature).

Article 12: The Center must keep the required register and books.

Article 13: The Center's budget includes the expected revenues and expenditure during the fiscal year fixed by the administration.

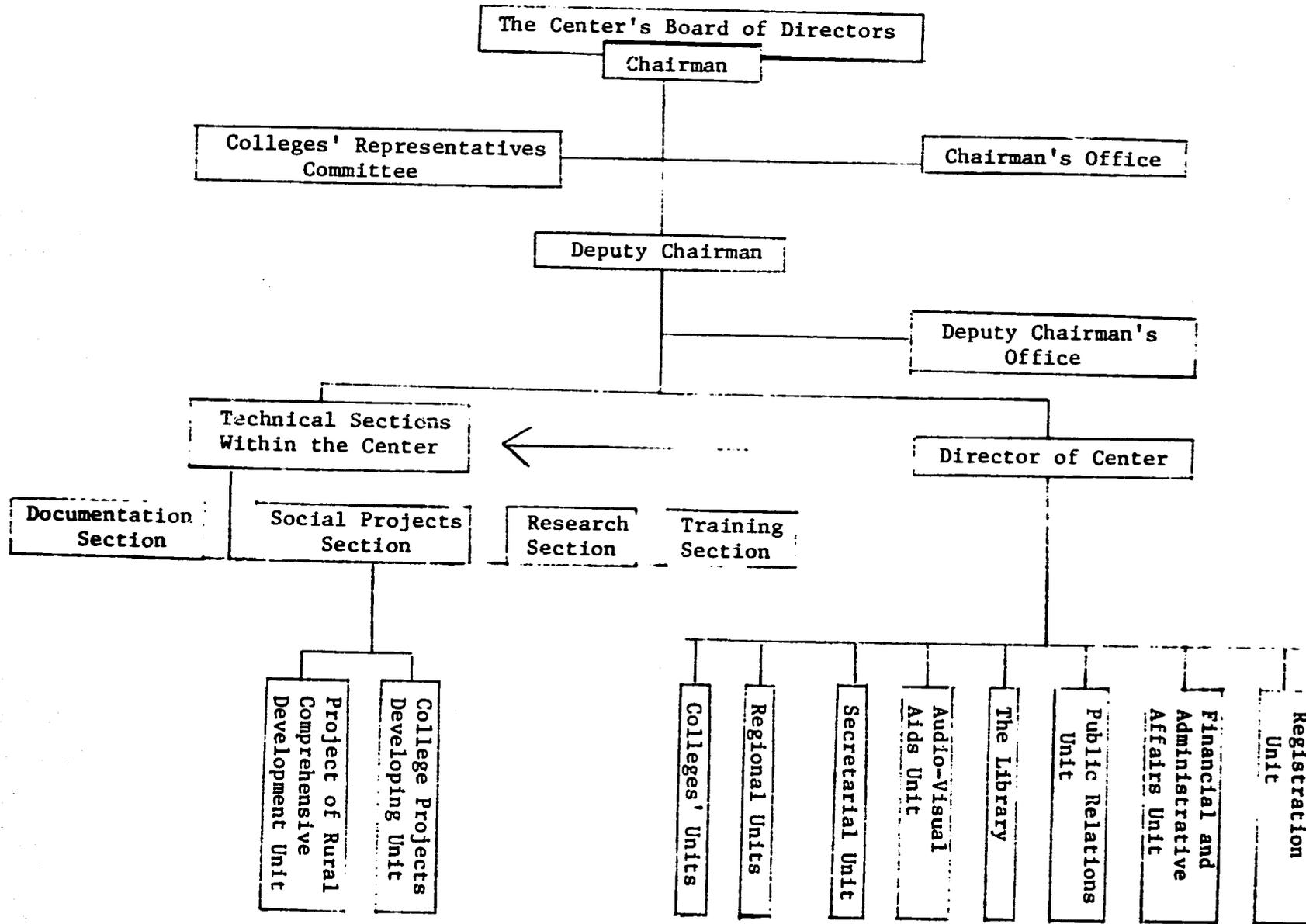
Article 14: If the budget is not issued before the beginning of the fiscal year, the expenditure must be limited to 25 percent of the previous budget.

Article 15: The chairman of the administrative board of a person delegated by him has the right to spend the funds for expenditure requirements and implementing business plans ratified by the administrative board. This spending is through permanent or temporary loans limited by the organizing rules ratified by the administrative board.

Article 16: The purchase and work works in relation to the Center's activity must be through general or restricted public invitations to submit bids. The purchase must be either through direct order or application according to a plan ratified by the administrative board.

- Article 17: The Center owns all the goods bought for its activity. Requesting these goods must be according to storage regulations.
- Article 18: The Center's foreign funds are to be used for importing.
- Article 19: If the Center's activity produces any product that can be sold, this must be according to rules ratified by the administrative board, and the law organizing the university.
- Article 20: To prepare a budget every three months for the purpose of discussing it within the administrative board and taking the suitable decisions.
- Article 21: Both the university and Central Accounting Authority control the accounts of the Center's fund.
- Article 22: To implement the law organizing the university with regard to matters not stated in these regulations.
- Article 23: University president can make amendments of this rule at a request of the administrative board.
- Article 24: These regulations are effective since the date of its issuance: January 22, 1978.

THE CENTER'S ORGANIZATIONAL STRUCTURE



APPENDIX TWO

Presidential Decision No. 26 for the year 1978
issued on February 15, 1978 concerning
The Minia University Society Development Center

Decided

Article 1: The appointment of Professor Abdel Moniem Shawiky as a chairman of the administrative board of the Center.

Article 2: The Center's administrative board consists of the following:

1. Members according to their posts:
 - a. University secretary
 - b. Vice-dean of the Faculty of Arts
 - c. Vice-dean of the Faculty of Agriculture
 - d. Vice-dean of the Faculty of Education
 - e. Acting Vice-Dean of the Faculty of Engineering
 - f. Associate professor in the Faculty of Arts delegated as a chairman of Sociology Department.
 - g. Associate professor in the Faculty of Agriculture, the supervisor of Society Projects Department.
 - h. A teacher in the Faculty of Education. The supervision of Training Department.
 - i. A teacher in the Faculty of Arts. The supervisor of Research Department.
 - j. A teacher in the Faculty of Arts. The supervisor of Documentation Department. The director of Youth Care Administration in the university.

2. External members:

- a. A consultant from UNICEF in Cairo
- b. General secretary of El Minya governorate
- c. General director of Education in El Minya
- d. General director of Agriculture in El Minya
- e. General director of Social Affairs
- f. General director of Youth Care Administration in El Minya
- g. The Director of Culture Affairs in El Minya

Article 3: Mr. Nagi Abd el-Hafz who is working at the university has been delegated to occupy the post of the director of the Social Development Center.

APPENDIX THREE

Minia Community Center's Activities 1976-77

The University Department of Public Service started its activities in 1972 by opening one English language class. In the second year, it was decided to open classes in all the living languages (English, French, and German). At present, and after five years, the department offers studies in:

- The English language (several classes)
- The French language (several classes)
- The German Language (one class)
- Shorthand (one class)
- Audio-Visual Aids (one class)
- Mother welfare and child care (one class)
- Juvenile vocational training (one class)

The Center started its activities this year with five different training courses:

1. A course in the English language

This was divided into four groups.

Group A - 37 participants

Group B - 41 participants

Group C - 34 participants

The English course for instructors - 64 participants. (This was divided into three groups.)

Group A - 18; Group B - 27; Group C - 19

2. A course in the French language
This was divided into two groups
Group A - 12 participants
Group B - 13 participants
3. A course in the German language
One group of five participants.
4. A course in shorthand
One group of nine participants.
5. A course in audio-visual aids
One group of 16 participants.
6. A course in mother-welfare and child care
One group of 20 participants.
7. The youth training course
One group of eleven participants.

Thus the total number of those studying at the Center amounted to 263 participants.

- a. The audio-visual course for instructors started on November 15, 1976 and continued for ten weeks, one lecture per week.
- b. Languages and shorthand courses began on February 15, 1977 and ended on May 14, 1977. Attendance at each course was twice a week, two hours each time. These courses continued for 22 weeks.
- c. The mother welfare and child care course began on June 15, 1976.

The Youth Training Program
1976 - 1977

Location of Program: El Minia

Number of Students: 11 students

Period of Training: The course continued for three months, five days a week and three hours per day.

Objective: The course aimed at training the participants in elementary carpentry. Carpentry machines and instruments were provided by the UNICEF organization. Besides the machines and instruments, the budget of the course was 350 Egyptian pounds provided by the Department of Public Service at the university.

Program Achievements: Participants were trained in carpentry. At the end of the course each participant received a case with the tools necessary for carpentry work. They now work in public sector workshops.

Mother Welfare and Child Care Project
During the year 1976-77

Location of Project: Mother's Day Society in Minya

Number of Participants: 20

Lectures: The lectures are given daily with the exception of Friday and Sunday. They began at 6:30 p.m. for two hours each time. Lectures were given by specialists in mother welfare and child care.

Objectives of the Project:

1. Guiding mothers and training them in how to take care of their children physically, socially and psychologically.
2. Training mothers in how to bring up their children at their different stages of growing up.

3. Training mothers in how to keep her home tidy and clean.

Achievements of the Project:

a. From the supervisor's point of view, the project was successful as mothers regularly attended the course, especially since mothers in such an environment are in great need for guidance, education and change of attitudes.

b. The project made it possible for mothers to buy milk for their babies. 300 pounds were especially allotted to this purpose.

This project stopped at the end of 1977 as there was no money to finance it.

Table 1 Showing Number of Participants
 (Who attended regularly - from outside the University)

Languages		Number of Nominated Participants	Number of Participants Regularly Attending
The English Language	Group 1	18	18
	Group 2	41	23
	Group 3	34	26
The French Language	Group 1	14	13
	Group 2	13	13
Shorthand		8	7
The German Language		6	4
TOTAL		134	104

Table 2 Showing Number of Instructors
and University Officials Who Attend Regularly

College or Faculty	Nominated for English	Regular Participants	Nominated for Audio-Visual Studies	Regular Participants	Nominated for Shorthand	Regular Participants
Instructors from Faculty of Arts	5	11	10	10	---	---
Instructors from Faculty of Education	---	---	2	2	---	---
Instructors from Faculty of Agriculture	44	21	1	1	---	---
Instructor from Faculty of Engineering	8	8	---	---	---	---
Officials from Faculty of Engineering	5	5	---	---	1	1
Officials from University Administration (Personnel)	1	1	---	---	---	---
TOTAL	83	46	13	13	1	1

Those working at the department were:

1. Dr. Abdel Moneim Shawky - director (head)
2. Mr. M. Zakariya Abdel Maassoud - Supervisor, Faculty of Arts.
3. Mr. Kamal-el-Din Said - Supervisor, Faculty of Agriculture
4. Mrs. Berkissa Taha Yassin - Supervisor, Faculty of Arts
5. Miss Fatuma Abd Rabbon - Supervisor, Faculty of Arts
6. Mrs. Zeinahim Kurany Ahmed - Secretarial work
7. Miss Safiya Kurany Ahmed - Assistant Secretary

Lecturers at the Department:

- Dr. M. Ali Nasr - Audio-visual aids - Faculty of Education
- Dr. Sobhi Ameen Afifi - German - Faculty of Agriculture
- Dr. Nadia Kamel - French - Faculty of Arts
- Mr. Safwat Abbas Ouda - English - Faculty of Arts
- Mr. Salah Kotb - English, Faculty of Arts
- Mr. M. Fathi - English, Faculty of Arts
- Mr. George Nakhla - English, Faculty of Arts
- Mr. Mustafa Khalifa - Shorthand - Secondary School of Commerce for boys.

Suggestions made by the participants:

Mr. M. Zabariya Abdel Ma'asoud and Mr. Kamal Said asked the participants their opinion about the courses and what they suggest to develop study at the Center. Their suggestions were:

- a. Preliminary tests (entrance tests) should be given to define the standard of the participant so that he may join the right group. Another test should be given at the end of each term.

- b. Tests should be given all through the term.
- c. Studies (lectures) should continue for a longer time. Suggestions were made that there should be two terms, the first one beginning in October and ending in February, and the second beginning in February and ending in June.
- d. A recorder should be bought which will help in foreign language pronunciation. Participants may also record (their readings) on tape and listen to find out about their mistakes.
- e. Participants also suggested that certificates should be given to those who attend regularly, participate in discussions and get high marks.
- f. Number of weekly lectures should be increased.
- g. Notes dealing with whatever they are studying should be type-written and given out.

Suggestions made by members of staff:

- a. A special library should be available.
- b. A language laboratory is needed.
- c. Apparatuses to help with correct pronunciation.
- d. A course in computer.
- e. Regular participants should be rewarded (incentives).

APPENDIX FOUR

A Report about the Minia Community Center's Activity during the first half of the Academic Year 1977-78

INTRODUCTION

- The Academic Year 1977-78 is the sixth year of the Center's activity.
- This year, the Center's activity dealt with the following subjects:
 - a. English language classes of three levels, elementary, intermediate, and advanced.
 - b. One French language class of the elementary level.
 - c. One German language class of the elementary level.
 - d. A class to teach shorthand.
- These classes were inaugurated according to a public opinion poll.
- The Center had made contacts with the Chairman of Abu Kurkas City Council in order to know the possibility of opening the Center's classes in the city. The chairman welcomed the idea.
- Training programs have thus been prepared for:
 - a. Aiding services workers.

The university has been notified about this program in order to have it implemented after the mid-year holidays.
 - b. Secretarial

The university has been informed about this program in order to have it implemented after the mid-year holiday.
 - c. Women in the foodstuffs industries and domestic repairs.

Letters containing the secretariat training program were sent to associations and administrations. Also an advertisement about the same program was distributed to the public.

Preparation for the beginning of the Center's Activity:

- a. Letters were sent to chairmen of governmental and private administrations and associations in Minia in order to inform them about the beginning of the first session of the academic year 1977-78.
- b. Advertisement dating to the same semester (session) were distributed to the public.
- c. Advertisement about the session were fixed in public places to announce the beginning of the session.
- d. Posters were fixed in the campuses of the Faculty of Arts and the Faculty of Education and the Center offices.
- e. The university was asked to agree to contribute in paying the fees of demonstrators and assistant professors and other staff members whom the university nominated to attend a special English language session.
- f. Language and shorthand classes began on Tuesday, November 1, 1977.
- g. The study began on December 27, 1977, for demonstrators and assistant professors.
- h. Each student pays L.E. 3 for each subject.

The Center's activity of the year 1977-78 began with the following sessions:

1. English Language Study

135 students completed the course. They were divided into four

groups:

A - Advanced level - one class - 27 students.

B - Intermediate level - three classes

B₁ - 26 students

B₂ - 22 students

B₃ - 12 students

C - Elementary level - one class - 32 students

D - Instructors (Assistants) - one class - 16 students

2. English Language Study

Elementary level - one class - 25 students

3. German Language Study

Elementary level - one class - 8 students

4. Shorthand study (Arabic)

Level of Education - one class - 7 students

Total number of students: 175

A. Study started on November 1, 1977 and finished on January 1, 1978.

B. The study began for assistants in December 27, 1977 and continued mid-year holidays.

Manpower of the Center consists of the following persons:

Administration:

1. The Dean of the Faculty of Arts and the Center's manager (part-time).
2. A teacher in the Faculty of Education and deputy director of the

Center (part-time).

3. Head of the department (full-time)
4. Assistant (full-time)
5. Secretary (full-time)
6. Faculty of Arts/Financial Affairs (part-time)
7. Faculty of Arts/assistant during the night shift (part-time).

Teachers:

1. Faculty of Agriculture as a teacher of German language.
2. Faculty of Arts as a teacher of English language.
3. The Faculty of Arts as a French teacher.
4. The Faculty of Arts as a English teacher.
5. The Faculty of Arts as a English teacher for demonstrators.
6. Secondary School of Commerce for boys as a teacher of Arabic shorthand.

APPENDIX FIVE

Results of an Opinion Survey of Abu Gurgas, A.R.E.
for the Minia University Social Development Center, 1978

Distributed Questionnaires: 500

Completed Questionnaires: 477

1. Number of responses desiring certain specified Center programs:

<u>Proposal</u>	<u>Responses</u>
English Language	324
French Language	100
German Language	49
Typing Skills	198
Shorthand (Arabic)	125
Audio-Visual Methods	90
Car Driving	172
Infant Care	67
Repairing Cars	225
Repairing Radio and TV	228
Female Crafts (Knitting, etc.)	65
Improving Custodial Services	187
Guest House and Hotel Work	0

2. Listing of open response program suggestions:

Arab literature and its heritage
Repairing refrigerators
Repairing sanitary installations -
Repairing and painting furniture
Upholstery
Construction Methods
Koran memorization and traditions of the Prophet
Instruction for becoming a clinic employee
Techniques of collective bargaining in the University
Methods of teaching languages
Social, psychological, and philosophical studies

3. Responses for time-of-day for lessons

4:00 - 6:00 p.m.	81
4:30 - 6:30 p.m.	131
5:00 - 7:00 p.m.	152
No opinion	48

4. General student-generated considerations for study:
 - a. The courses must be serious in order to be beneficial.
 - b. The location must be in the city center to facilitate attendance.
 - c. Study should utilize local potential.
 - d. The Center should make full-scale study of all villages of the governorate to promote course activity.
 - d. Study programs should include field work.
 - f. Provide schools with visual devices through the participation of both the university and the educational administration of the governorate.

5. Student proposals:

- a. Diversify instructional methods.
- b. Advertise the courses more, and earlier.
- c. Hold a second shorthand class to increase speed.
- d. Begin courses in computers and typing.
- e. Limit student enrollment to one course each semester.
- f. Begin courses for electrical appliance repair and plumbing.
- g. Print syllabi for language classes that teachers must use.
- h. Set the time schedule so as to be able to complete the syllabus for a course.
- i. Teach other languages, such as Arabic and Hebrew.
- j. Assign specific rooms for classes.
- k. Have courses in tailoring and embroidery.
- l. Continue courses during a summer semester.

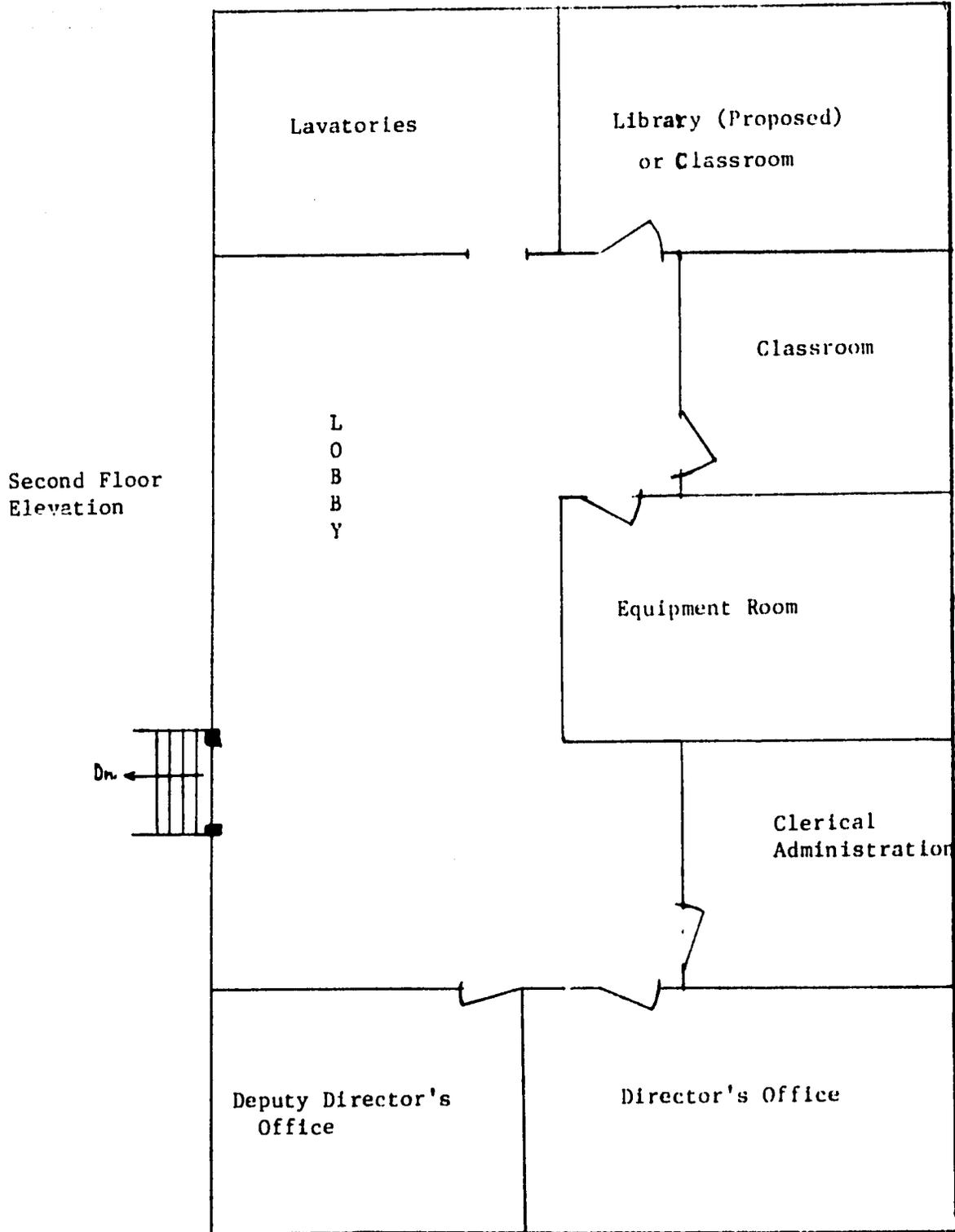
6. Ranked-order of importance for desired study programs.

<u>Rank</u>	<u>Program</u>
1	English Language
2	Radio and TV repair
3	Car repair
4	Typing
5	Training Custodial workers
6	Car driving
7	Shorthand
8	French language
9	Audio-visual methods
10	Infant care
11	Female crafts
12	German Language
13	Training hotel workers (no response)

Dated: April 4, 1978
 Minia University
 Social Development Center

APPENDIX SIX

Floorplan of Present Minia Community Center



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