

TO: Office of Near East
Office of Technical Support
AID

FROM: John B. Turner

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SUBJ: Final Report
Contract for Technology Transfer and Manpower Development
Contract No. AID/NIE-C-1298
Contract Period: February 9 - May 8, 1977

I. Introduction

Soon after my arrival it became clear that the duties as outlined in the contract could not be executed due to the lack of readiness on the part of the University of Minia¹ to undertake the designated activities, especially within the period of the contract.²

The duties were modified as follows:

1. Teaching a seminar in "Problem Solving: Strategies and Tactics in Rural Community Development"
2. Assisting the faculty to evaluate and redesign the field experience component of the curriculum for the College of Social Studies.
3. Assisting the University of Minia in identifying and assembling base line descriptive information regarding: the Governorate and the University.
4. Assisting faculty in designing a proposal for a University Center or Program in community development.
5. Other activities.

¹Minia is commonly spelled several ways - Menya, Minya, Menia.

²This matter was discussed with Mrs. Ann Fitzcharles of the Mission staff and later with Miss Grace Langley when she visited Egypt.

II. Seminar for Diploma Students³

Twelve seminar sessions of two hours each were conducted with twenty participants selected by various departments of the Governorate of Minia. The seminar made up one third of a larger package of instruction especially designed for this group of government employees. All participants held College degrees and worked in the broad context of rural community development. The participants included veterinarians, agricultural engineers, educators, social workers, local government administrators. Occasionally class sessions were attended by graduate students from within the department. Following discussion with the faculty and with seminar participants it was decided to focus the content around the practice (work) problems encountered by participants which from their perspective, seriously interfered with the accomplishment of community development objectives.

The seminar was preceded by a five day trip with the participants during which time rural community development projects in upper Egypt were visited. The trip covered over 1000 miles and proved very useful in getting to know the students and in learning about their personal and work backgrounds. It also served to introduce the instructor to the range of differences in rural Egypt as well as to the basic realities of life

³Dr. M. Aref, in charge of the Diploma program, served as translator, doing an exceptionally fine job. However, it should be recognized that language was something of an obstacle, requiring additional effort to keep it from seriously interfering with learning. Care was exercised to see that no student's inability to express himself in English should restrict his participation in the discussions. Attendance and morale remained high throughout the course.

in upper Egypt. Among the places visited were Melaway--textile factory, cattle fattening center, poultry projects; New Valley--reclaimed land, well irrigation, primary and secondary schools and day care programs; El Karna--alternative village housing (built several years ago); Dewan Village in El Kom Ombo--built for resettled people from Nubia; and, Dar El Salam Village--also for resettled people from Nubia, co-op agriculture, literacy classes, craft work.

The seminar began by introducing students to concepts (small and large systems) useful in analyzing a problematic situation. Lecture content introducing behavioral change and action concepts as appropriate to the discussion was interspersed throughout the seminar. Two students per session presented one case each in which they analyzed the situation, determined the obstacles to achieving objectives and their source, and explored alternative ways of overcoming the obstacles. Also, participants were asked to explain the reasons why a given alternative might be expected to work. This latter expectation proved to be unobtainable in such a short time period. The lack of supportive readings in Arabic also contributed to the somewhat less than satisfactory outcome regarding this particular point. Students were required to submit their cases in writing as amplified by seminar discussion at the completion of the seminar. It is expected that some of these cases will be developed into teaching cases for use in other classes. In addition to presentation of cases, participants were required to take an examination.

Among the problem-situations presented in the cases were:

1. Resistance of farmers to vaccination of farm animals.
2. Resistance of farmers to utilization of artificial insemination programs for cattle.
3. Opposition by central government units to program wishes of local government.
4. Lack of responsiveness by central units of government to roles and conditions influencing work of the local professional worker.
5. Poor quality education resulting from overcrowding in primary and secondary schools.
6. Insufficient housing and transportation support for community development workers.
7. The inability of farmers to read and write as an obstacle to more effective management of farm cooperatives.
8. High pupil drop-out rate in rural schools, especially among girls.
9. Organizational ineffectiveness and lack of public accountability in voluntary social welfare programs.
10. Difficulty of achieving a significant reduction in parasitic diseases among villagers.
11. Difficulty experienced by agricultural engineers in securing and maintaining the confidence of the farmers.
12. Questionable results from literacy classes.

Several general propositions emerged out of the discussion of these and other problematic situations.

1. In general the rural community development worker's effectiveness suffers from a low level of confidence in him by villagers.

Irrespective of discipline all participants were experiencing some difficulty maintaining the confidence of the people with whom

they worked. This one point seemed to be a source of much concern to seminar participants. There are a number of explanations for the apparent dysfunctional social distance between the people and the professional (i.e., agricultural engineer, agricultural teacher, village council administrator, veterinarian, social worker):

- a. The professional usually does not live in the village, therefore, he is not present in the village during the times (early morning, late afternoon and evening hours) and in the places when and where opportunities for developing relationships with people often occur. There are many reasons for this diminished presence in the village, in particular: (1) low salaries paid professionals; (2) lack of suitable housing; (3) inadequate transportation; (4) differences in behavior and customs; such as obvious differences in dress, language and other personal habits.
 - b. Often, as is the case for veterinarians and for physicians, professionals are not provided sufficient supplies with which to do their jobs with respect to quality of care and scope of need.
 - c. In some important instances, government policy conflicts with the economic needs and tested experience of the people. (as in cotton farming and in cattle fattening schemes)
 - d. Some technologies, with somewhat low reliability, have been oversold (as appears to be the case in artificial insemination programs).
 - e. Lack of skill (hampered by folk-traditions in decision making and meagre training of professionals) in motivating and involving the people in taking responsibility for self management and collective action.
2. Professional employees of the government are not provided sufficient inducements for initiative, creativity and team effort.⁴

This issue, perhaps is best described in an organizational context. Within service organizations there is much activity in groups.

⁴ Although legislation on local government was passed by the central government in 1975, most of the seminar participants were only vaguely aware of it and if the implications of this legislation for facilitating the achievement of community development objectives. As a result of discussion with the faculty about the potential of Public Law 52, arrangements were made to provide copies to students and to offer them three lectures on this topic.

But what appears to happen is a kind of parallel play. That is, much time is spent in the company of colleagues but relatively a small proportion seems involved in skilled team work oriented towards task focused outcomes. It should be noted that the training of most professionals has been from the perspective of the solo practitioner while the context of rural community development in Egypt very much calls for collaborative approaches. A related factor has to do with the resistance of central authorities to delegate a greater share of decision-making and related resources to subunits, and to local government.

3. Professional employees of different governmental agencies assigned to work in the same geo-political area are provided insufficient authority, structure and inducements to develop inter-ministry or multi-disciplinary effort around common problems, objectives and resources.⁵

Among the factors associated with this issue are:

- a. Insufficient knowledge by local professionals of overriding goals and objectives in rural community development which embrace the work of all ministries (if such exist).
- b. Insufficient awareness of the objectives and priorities of colleagues in different ministries and the implications for collaborative action.
- c. Insufficient inter-organizational problem-solving structures and inducements for integrated approaches.

In sum, the major objectives of the seminar were met, but as indicated earlier, not in all respects. ^{Appropriate} The lack of appropriate readings in Arabic would have been of invaluable aid. Also, language was an impediment. The instructor was invited to meet with students and their supervisors for observation and discussion following discussion of their cases. Attendance, investment, morale and carry over to work situations as reported by students, was high.

⁵ A caution is in order here in that the case may be overstated. Discussion with several persons outside of the seminar, however, supported the general thrust of the observation.

III. Field Instruction Program

The idea of working with the faculty to further develop the field program (See attachment for brief description of the program) was agreed upon during the first week of the visit. However, it was not possible to engage this task until three weeks before departure. Four group meetings were scheduled with relevant faculty plus individual conferences. It proved impossible to include systematic visits to field instruction sites. Also it proved impossible to see descriptions of student assignments. However it was possible to visit one urban and one rural field training site.

Four general observations are relevant at this point:

1. The most junior faculty, and the very inexperienced are assigned the responsibility of supervising the field component of the curriculum.
2. The senior members of the faculty (with the exception of two) are also inexperienced in the practice of rural community development.
3. All faculty are relatively inexperienced in the design of field component of the curriculum.
4. Written materials on the administration, educational and program administration are minimal.

Accordingly, the consultation focused around helping faculty to gain insight into and perhaps some motivation from examining the following four questions

(see memo attached). What are:

1. the kind of professional product(s) the school is seeking to produce?
2. the minimal requisite performance activities, skills and roles expected of all students?

3. the criteria for selection of field training sites vis-a-vis 1. and 2. above?
4. the general policies to guide the educational administration of the field program?

The plan called for turning the answers to these questions into a manual for faculty and students.

Throughout the discussions several ideas were stressed, especially the importance of on-going evaluation and self improvement. The importance of teaching from quality programs was emphasized. Likewise, the usefulness of faculty team work was underscored.

Of the persons participating in the discussions the younger men appeared most engaged and most able to grasp the basic ideas and concepts. While they appeared to have ideas about next steps, it is doubtful that significant progress can be made in this program without new leadership inputs.

To sum up, to provide this program what is needed to bring it to acceptable quality will require on-going help which focuses on the following objectives:

1. Teaching faculty basic skills, roles, activities in community development.
2. Assignment of more talented people to field instruction.
3. Development of a range of quality instructional resources in the field.
4. Development of the field curriculum and methods of instruction.

IV. Compilation of Descriptive Data in English from Secondary Sources Re: (a) Minia Governorate and (b) the University of Minia

Early discussions with faculty, as I sought to become oriented to the University and to the Minia Governorate, revealed that much baseline data,

if it existed, was not readily available even in Arabic. It was agreed that the compilation and publishing of such data in Arabic would be of benefit to faculty and students and once assembled it could be translated into English.

I was asked to provide an outline to guide the staff in the social research unit in undertaking the task. (See attached.) Before leaving I reviewed a fairly complete draft of the material. The data will vary in source, reliability and the extent that it is up-to-date. But it represents the best presently available. To check the usefulness of this material for Americans I have suggested that appropriate officers of the AID mission (i.e. health, agriculture, industry, education) review the draft before it is translated into English.

V. Center for Community Development

Under the leadership of Dr. Shawky, the University of Minia has been considering plans for helping the University to become a major technical and research resource for an accelerated development of the Governorate. A key strategy in such an approach would be the establishment of a "Center" or "Program" in Rural Community Development. A number of discussions were held with Dr. Shawky leading to the development of an initial discussion paper which he prepared. A copy of this paper is attached and sets forth in broad brush strokes the major promatic themes which have been discussed as of this date.

The comments which follow here are addressed to identification and discussion of five issues which can shape the rate of progress and eventual outcome of the "Center" and the larger goal of providing developmental assistance to the community.

1. Developing a planning structure. A scheme needs to be devised which selects and charges a group of faculty and University Administrators with the development of goals and plans for their implementation. This group should be influential, should seek to enlarge the commitment among faculty to the relationship between University goals and the goals of community development, and to secure the adoption of its concepts and project objectives in the regular administrative and decision-making processes of the University.
2. Encouraging key faculty to become full-time residents of Minia. Although the reasons why so many faculty commute from Cairo and Assyuit to this new University are understandable, to continue such a policy especially among faculty and research staff who are to play leadership roles in the Center will prove to be a major obstacle. More time in Minia is important: (a) to provide the necessary effort; (b) to achieve a more visible presence and thus become identified by the people and organizations as available and interested in the needs of Minia; (c) to provide a different role model for other faculty and especially for the students.
3. Increasing the applied research productivity. Support for applied social research exist among the faculty and among many of the students whom I encountered. However, the quality of the existing research activity must be improved. Several new components will need to be provided: (a) the creation of an applied research sub-unit with highly qualified leadership in both design and methodology. This unit should be provided the necessary support to undertake programatic research of priority importance to development objectives. (It is essential that these products be of very acceptable quality--outside consultants can and should be used): (b) Once established, this flow of research activity then becomes available to

faculty and graduate students for their learning and participation and serves as the strategy for enlarging the empirical social research focus of the University.

4. Helping faculty to acquire and maintain expertise in community development. If the University is to assist the local governments and people of Minia, some of its faculty must be able to demonstrate not only familiarity with needs and problems but ability to assist people in achieving development objectives in both social and technical areas. To satisfy this requisite condition may involve: (a) recruitment of a few additional persons to the faculty who bring with them demonstrable expertise in development; (b) a serious effort at retraining selected members of the present faculty; (c) adapting criteria for promotion and advancement that takes such credentials into account.
5. The development of younger faculty in the applied social sciences. It is suggested that the priorities for advanced training of faculty be organized so that talented younger faculty are given opportunities along with older members in lieu of their having to wait their turn, following a straight seniority arrangement.

It is suggested that study abroad be limited to those subjects which are not culture bound and/or which are only available outside of Egypt or in which clear superiority of instruction exists outside of Egypt. Subjects which are culture oriented should be studied at Egyptian Universities. Field work and field research should be carried out in Egypt under the supervision of the American counterpart University. It is vital to this effort that faculty and students have "operational" community and institutional laboratories (i.e., schools, hospitals, villages, agricultural sub-districts) for demonstration, experimentation and field training purposes. The availability of the applied research unit discussed above is also essential. These arrangements should make it possible for the cooperating American Universities to grant degrees to these students.

A key ingredient will be the availability of a good documentation and referencing system. While such a system might well make use of library sources in Assiyut and in Cairo two essential elements will be required: (1) an adequate up-to-date resident library and documentary center; and, (2) easy identification and access to what is available in

libraries elsewhere in Egypt.

The problems of development increasingly require an inter-disciplinary if not a multi-disciplinary approach. This factor should be taken into account in the selection and training of younger faculty. The building of capacity to do development should rest firmly upon the equitable involvement of relevant disciplines. In the case of Minia, the key departments, other than the faculty of social studies, are education, agriculture, and science.

VI. Other Activities

A. Lectures and workshops

1. Sociology Department--Cairo University - Lecture
Analyzing Public Policy
2. School of Social Work--Helwan University - Lecture
Status of Social Work Education in U.S.
3. Ministry of Local Government--Urban Development Staff
Workshop - Urban Community Development: Goal Setting
4. Advanced Sociology Class--University of Minia - Lecture
Public Policy - A Political Process
5. Rotary Club of Minia

B. Field visits

1. Selected projects in Upper Egypt (identified in Section II)
2. Urban Development project in town of Minia
3. Bayard Village
4. Sohara Village
5. Kulosna Village
6. Kadassa Village
7. Saquara Village
8. Kalandoul Village
9. El Kom El Acdar Village
10. Itsa Village

11. Shubra El Kamia
12. Boulak El Krour
13. Headquarters of the Coptic Evangelical Organization of Social Services and several village projects
14. Veterinarian Department-Minia

C. Conferences

1. Conferences with four Ph.D. students regarding dissertations
2. Numerous conferences with faculty at University of Minia
3. Dr. Samuel Habib, Director of CEOSS
4. AID Mission staff
5. Numerous conferences with students in the Department of Social Studies regarding their Master's research projects and field work
6. Under secretaries with the Ministry of Local Government
7. Dr. Wafik Hassouna, National Institute for Planning
8. The Governor of Minia
9. The Secretary-General of Agriculture - Minia

ATTACHMENT I

Guide for Discussion of the Field Work Program
University of Minia

1. Based upon views of contemporary and future employment of graduates and the needs of Upper Egypt, what kinds of social development workers does the faculty wish to develop? For example:
 - a. Generalist - a worker able to work effectively in (1) urban and rural areas and (2) in at least three of the following settings: social affairs, health, education, agriculture, industry, youth, etc.

and/or

 - b. Community Development oriented - a worker having as a primary mission (and skill) assisting individuals and collectivities develop and improve their capacity to initiate and manage growth and change related to productivity and the standards of living.

To fully answer this question requires a careful examination of the jobs to be performed, the goals and objectives of the institutions employing graduates, the problems and needs of the people of Upper Egypt, in particular the people of Minia in both urban and rural settings. The answers to this question should result in a written statement which can be used with students, faculty and with field training centers.

Also, the answer to this question begins to define the areas of knowledge which must be imparted to the student in both the classroom and in the field. It also begins to define the areas of expertise and experience required by the faculty as a group. For example, if raising the standard of living is seen as a major goal of community development, one aspect of this will concern itself with economics (employment, increasing agricultural production, marketing, etc). Students will need related course instruction and field experience where they can both observe activities and accomplishments and where they can learn to perform appropriate tasks. Likewise faculty must contain persons, accessible to the students, knowledgeable and experienced at the level on which students are doing their field work.

2. What are the minimum tasks that all social development workers should be able to perform in relation to 1. above? For example:
 - a. Identifying and securing information about a problem required for its solution.
 - b. Getting a person or group to the institution most appropriate for helping.
 - c. Analyzing a problem, the need to or not to act, probable causes, implication for persons and setting.
 - d. Communicating with and establishing helpful relationships with people of different backgrounds.
 - e. Confronting people with behavior which is harmful or defeatist, but in a positive manner.
 - f. Developing alternative plans for helping to resolve a problem or reach an objective.
 - g. Evaluating a program in terms of its goals and objectives.

It may well be that after such a list is developed and tested the faculty may find that sub specializations are required, each having its own unique set of additional tasks.

The answers to this question further define the knowledge and the experiences which the student must have, and, in which he must demonstrate reasonable competency. Competency, of course, can only be fully assessed in the field situation. (But not at the expense of the people, i.e., although a student may be unable to perform minimally, a project must never be allowed to fail for this reason, or, because of avoidable shortcomings of the student's instructor.)

This list once developed should have careful specifications written for each task so that both students and faculty know what is expected. Although students will enter the program with varying capacities to perform these tasks, no student can be held accountable for satisfactory performance of them unless his field experience has provided him the opportunity to learn by doing these tasks.

There may be a number of grouping these tasks. The faculty may wish to experiment with these. Some tasks may be primarily concerned with process, others may deal with programmatic aims.

3. What criteria should be used in selecting the locations for training students? For example:
 - a. The commitment of the institution to the objectives of the educational program as stated in 1.
 - b. The ability of the institution to provide (directly or indirectly) experiences necessary to learning the tasks identified in 2.
 - c. The commitment of the executive staff and policy leadership to quality service, thereby enabling the student to see positive examples of work. The best training is always around a high quality program.
 - d. The ability of the location to provide facilities, programmatic and administrative support to field training program.
 - e. Ability of the institution to utilize a given number of students.

4. What structure is needed to administer a field program? For example:
 - a. Individual conferences - how often?
 - b. Group conferences - how often?
 - c. Should there be advisory committees at each field center? Should residents belong? Should other professionals belong like the agricultural engineer, school principal, etc.?
 - d. What form of recording should be used? Diary, process record, case summaries, some choice of combination of these? How do the student and faculty make use of the record?
 - e. What should be the criteria and plan for student evaluation? How often should progress reports be reviewed?
 - f. What should be the plan for meetings between faculty and professionals in the field institutions? How often and for what purposes?
 - g. What should be the relationship between classroom curriculum and the field curriculum?

The answers to this question along with the answers to the prior questions form the basic field plan and should be incorporated into a field training manual for use by faculty, students and institutions.

ATTACHMENT II

A Proposal for Preparing Reference Material in English
for Use of Consultants and Others Speaking English Language

I. Descriptive Information Regarding: Minia--Governorate

<u>Name</u>	<u>Population</u>	<u>Location</u>
A. Districts		
B. Towns		
C. Village Council Areas		

II. Map of Minia (showing above)
(also detail map of El Minia)

III. Brief history of Minia

- A. Cultural
- B. Political
- C. Economic

IV. Trend information on the following
at least for Governorate and districts if possible

- A. Economic indicators and production diversity
- B. Educational status
- C. Population growth/mobility patterns/age distribution
- D. Income status
- E. Labor Force - occupations
- F. Farm size distribution

NOTE: (For University office use only) The above information should be extended to include villages and hamlets. This of course can be updated but will provide Community Development Institute or Laboratory with a network of names and resources. The Center Librarian can become keeper of this important file.

VII. Names and location of key government officials and brief description of program and responsibility

	<u>Governorate</u>	<u>District</u>
A. Health		
B. Sanitation		
C. Police		
D. Habitation		
E. Agriculture		
F. Social affairs		
G. Education		
H. Labor - manpower		
I. Industry		
J. Law		
K. Religion		

VIII. References related to Minia

- A. Reports
- B. Studies
- C. Books
- D. Documents

IX. The University of Minia

- A. History - mission
- B. Organization and key officials
- C. Programs
- D. Faculty
- E. Students
- F. Map

X. Other

1. Map of Governorate of Minia showing
 - Districts
 - Towns
 - Village Council Area
 - Villages
2. Population distribution by geo-political areas
3. Names and backgrounds of principal persons at Governorate level and district of Minia, including executive officers and councils
 - Health
 - Sanitary
 - Habitation
 - Agriculture
 - Social affairs
 - Education
 - Labor
 - Industry
 - Law
 - Religion

4. Information on trend basis regarding: i.e., compare at least 2 years

Governorate

District

- A. Water
- B. Electricity
- C. Roads
- D. Transportation
- E. Age distribution
- F. Status of children labor
- G. Status of women
- H. Labor
- I. Politics
- J. Education

5. Long- and short-range objectives cf.:

- A. Governor
- B. Governorate Council Chairman
- C. District Administration Heads
- D. District Council Chairman
- E. Village Unit Heads (at least in Minia District)
- F. Village Area Council Chairman

6. Specific response of the above to a set of selected inquiries based upon discussions with (a) University and (b) Ministry of Local Government (anchoring answers to the data which would be of greatest aid)

7. Income and expenditures by accounts of the Governorate
 - A. Trend data and comparison with other Governorates

8. Information regarding: local development projects in Minia, government and non-government
 - A. Description, dates started
 - B. Objective
 - C. Present state of project
 - D. Reasons for success or difficulty
 - E. Probable future of project

 Central Register

Will need some definitions

University-Community Integration Project
at Menya

Draft prepared by Dr. A. Shawky

A. Justification of the Project

1. The present proposal is a logical outgrowth of the continued efforts made by both the Governorate and University authorized in Menya, to develop wider, deeper and more effective collaboration between both parties in the interest of promoting balanced and integrated development. It was only common sense on the part of the Governorate authorities to try to make utmost use of the growing higher learning institution in the region, i.e. the University of Menya.
2. The University, being equally anxious to be of benefit to the community, instantly reacted and got busy experimenting in the field trying to define its new dynamic and far reaching role.
3. While doing this, the University discovered that a sort of feedback was occurring, strengthening and enriching its traditional role as a professional training and research institution. Several of the teaching staff members started to adopt more dynamic teaching methods and began to use factual field examples from Menya to illustrate and explain their theoretical presentations.
4. The present proposal is an attempt to define efforts and steps needed to strengthen and institutionalize this emerging trend which proved itself during the last five years, i.e. to help the University to become the spearhead of integrated development in Menya.

B. Menya Governorate

5. Menya Governorate is situated right on the river Nile 200 kilometres south of Cairo between Assyut and Bany-Sweif Governorates. The Governorate is about 113 kilometres long and 15 kilometres wide.
6. The Governorate is divided into nine different districts: Darmuas, Malawi, Abokerkas, Menya, Samalote, Matay, Bony-Mazar, Maghagha and Eledwa.

7. Menya town is the capital of the Governorate. It is located 247 kilometres south of Cairo - right in the heart of the Governorate. About 110,000 people live in Menya town. It is famous to be one of the nicest and cleanest towns in Upper Egypt.
8. About two million people live in the Governorate, out of which 19% are urban dwellers in nine different towns. The rest are rural living in 346 villages.
9. Menya Governorate is basically an agricultural community (little more than half a million acres of agricultural land). Cotton, onions, wheat, corn, sugar-cane and beans are the main agricultural products.
10. There are about ten factories in Menya Governorate. They are active in producing sugar, textiles, oil, soap, animal foods and cold drinks.
11. More and more, Menya Governorate is becoming a centre for tourism in Egypt. Ancient Kgyptian monuments in Bany-Hasoan, Ashmonein, Tal-El-Amarna (capital of Egypt 1352 B.C.) and Tuna-El-Gabal are all exciting attractions. Many tourists like also to visit old Islamic mosques and coptic churches and monasteries. The Krtoby tomb (a famous moslim theologist) is one of the attractions for Moslims.
12. The weather in Menya is basically hot in summer, warm in winter with cold nights. There are no rains during the year round.

C. Menya University

13. Menya University is one of the twelve universities in Egypt, the others being Cairo University, Kin Shams University, Al-Ashar University, Alexandria University, Assiut University, Zagazig University, Canal University, Monoufieh University, Tanta University, Mansura University, and the American University in Cairo. Six of these universities are located in the Delta area, four in Cairo, and two only (Assuit and Menya) cater for Upper Egypt, i.e. from south of Cairo up to the boarders of The Sudan, covering about one-third of the population of the country.

Menya University was officially announced on 14 August, 1976. Before that date it was a branch of Assiut University. It has five faculties:

Faculty of Agriculture	established in 1970
Faculty of Education	established in 1970
Faculty of Arts and Human Sciences	established in 1970
Faculty of Science	established in 1970
Faculty of Engineering and Technology	established in 1970

By law, the University can start two more faculties at any moment for Fine Arts and Medicine.

Both the faculties of Agriculture and Engineering were originally higher institutes functioning in Menya. The other three were newly established.

14. Right now, the University is a member of the Union of Arab Universities, the Association of African Universities, the International Association of Universities, the Association of Faculties of Agriculture in Africa and the International Association of Schools of Social Work.
15. The University has about 300 teaching staff members. About 100 of these are Ph.D. holders, 150 M.A. or M.Sc. holders and 250 are B.A. or B.Sc. holders.

About 10,500 undergraduate and about 450 graduate students are enrolled in the University. The highest enrollment is in the faculties of Engineering, Arts, Education and Agriculture (between 2500 and 3000 each) while the lowest is in the Faculty of Science (about 350 students only).

D. The University and the Community

16. By all measures, Upper Egypt is by far the least developed part of the country, both socially and economically. Assiut and Menya universities are the only higher learning institutions - that count - in the whole region. Accordingly, services expected from the University became much more than those expected from other universities. By force of circumstances, the role of the University of Menya was extended to cover consultative, action research, in-service training and adult-education services, badly needed by the community. In short, the University turned out to be one of the major social change agents in the region. The regional nature of the University, made it possible for its faculties to establish strong rapport with the community and reach an effective coordination and cooperation with existing governmental and non-governmental agencies.

17. During the last five years, the Menya University had the following experience in community work:
- a) The faculty of Education and the departments of Social Studies and Economics, all started to train their students in communities outside the University walls.
 - b) The Social Studies Department assisted in developing two demonstration projects in both rural and urban communities in Menya. It also carried out several research projects in cooperation with the Menya Social Research Association which is itself a product of the Department also.
 - c) Almost all departments were requested to extend their consultative services to Government Departments active in the Governorate of Menya.
 - d) The University started an extension service program to teach English, French and German languages and secretarial work.
 - e) To plan for further University-community programs, a joint standing committee representing both parties was initiated by the Governor of Menya. The committee is now busy trying to define its role in promoting two-way channel of communication between the University and the community.

E. General Objectives

18. The main overall objective of the proposed 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.
19. The proposed centre 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 centre 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.

20. 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.
21. The hope then is not to develop a new centre 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 centre as a lever to develop a model university that can stimulate better, more effective and healthier university education in Egypt.

F. Specific Objectives

22. Having this in mind, specific objectives of the proposed centre 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.
23. 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.
24. 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.
25. Carrying out research programs and field experiments needed by governmental and non-governmental agencies in the community.
26. Carrying out demonstration projects needed by the community in such fields as: rural development, urban development, agricultural extension, education, etc.
27. 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 centre - 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.
28. Such an ambitious program cannot be carried out by the centre alone; the burden in reality should be shared by all faculties together using the centre as a stimulator, helper, enabler, supporter, etc., as mentioned before.
29. The experience gained should be shared by other universities in Egypt and probably in other Arab countries. To reach that end the centre 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.

The Project

30. The project then is not a "centre" as being referred to whenever mentioned. It is rather a program, i.e. a set of activities and a method of carrying out those activities with the hope of stimulating and guiding change in both the University and the community:
 - a set of activities like classes, seminars, conferences, library work, research, consultation, actual work in the field, supervising students in the field, etc.,
 - a method of work that believes in: stimulation, participation, gradual change, leadership training, the right to self-determination, integrated development, etc.
31. The program, however, has to be carried out in a centre or a set of centres:
 - a main centre to house the administration for the whole project and for collective programs and activities that do not fit in any of the existing faculties,
 - branch centres in different faculties and in different parts of Menya town and Menya Governorate.
32. The main centre should be able to house the following activities:
 - administration of the project,
 - an adult education centre,
 - a public library,
 - a small conference centre,
 - a small student hostel,
 - a small V.I.P. hostel,
 - an audio-visual aid centre,
 - a teaching materials production centre,
 - a small research centre,
 - a statistical laboratory,
 - an auditorium,
 - a club, a restaurant and cafeteria,
 - an open garden for summer time,
 - a computer centre,
 - a printing press,
 - storage rooms
33. Such a centre would need all types of equipment such as:
 - office equipment (furniture, typewriters, calculators, photocopy machines, duplicators, addressographs, air-conditioners, refrigerators, etc.).,

- audio-visual aids,
 - library equipment (readers, bulletin boards, air conditioners, racks for periodicals, shelves, reading tables, reference card equipment, etc.),
 - statistical laboratory,
 - computer,
 - printing press,
 - restaurant and cafeteria equipment,
 - conference centre equipment (public address system, simultaneous interpretation equipment, movie equipment, exhibition equipment, etc.),
 - adult education centre equipment((language laboratory, secretarial equipment for training, etc.),
 - transportation facilities.
34. Branch centres can be accomodated either in University faculties or in the community at large. Much less facilities and equipment are needed for each of those centres specially for those in faculties. Plans for such centres should be developed in cooperation with prospective managers of those centres.
35. To manage and run these activities (in main and branch centres) several types and levels of staff members are needed:
- a. Administrators and senior supervisors
 - b. Teaching staff (full-time or part-time)
 - c. Technicians
 - d. Clerical staff
 - e. Secretaries
36. Such a pioneering venture would certainly call for international experts in such specializations as:
- a. University education
 - b. Community organization and development
 - c. Library work
 - d. Teaching materials production
 - e. Printing

Stages

37. First Stage - Until September 1977

- a. To start with, it should be recognized that the project has already started. A close assessment of what has been done, however, is needed to learn from the on-going experiment and try to build on it:
 - the experience of the Department of Social Studies
 - the experience of the Department of Agricultural Economics
 - the experience of the Faculty of Education
 - the experience of the University Extension Service
- b. During this first stage the plan of operation should be finally drawn-up and accepted by both parties: the University and USAID.
- c. During this period also study tours for the President, Vice-President and Deans in the University should be carried out in preparation for the actual implementation of the project.
- d. During the same period a special three-floor building will be earmarked by the University for the project in addition to the existing office. This will provide the project with ample space for wider action.