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from: **REPORT ON COMMUNITY DEVELOPMENT PROGRAMS  
IN INDIA, IRAN, EGYPT AND GOLD COAST  
(With Special Emphasis on Training of Personnel)**

by

**Team Number III**

**Consultants**

**William C. Gibson**  
Associate Professor of Public Health Engineering  
School of Public Health, University of Michigan  
Ann Arbor, Michigan

**Hugh B. Masters**  
Director, The Georgia Center for Continuing Education  
The University of Georgia, Athens, Georgia

**Ernest F. Witte**  
Executive Director, The Council on Social Work Education  
New York City, N. Y.

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## SOCIAL WELFARE CENTERS (OLD AND NEW)

The rural social center program in Egypt holds much promise for rural improvement if the program can overcome the handicaps which have retarded its progress during its existence for the past decade and one half. Shortly after independence and with the establishment of the ministry of Social Affairs, five social welfare centers were set up, each to serve a group of villages. In 1946, the Government resolved to extend gradually the network of centers to cover the whole country. Up to 1955, approximately 160 centers had been established, each serving about 10,000 population. The scheme envisioned a center served by a staff to coordinate the specialized services offered by various ministries of the Government and to utilize this staff to stimulate self-help projects in the villages served by the center. Budgetary restrictions, changes in political climate, and shortages of personnel to staff the centers slowed down the program. Some ministries were reluctant to channel their services through the centers, thus restricting the total services offered.

Following the revolution the present government decided to convert the old centers to multi-purpose combined centers providing for the channeling of all specialized services by the various ministries to the villages served. At the time of the visit by the team, seven or eight combined centers were in operation and a total of 200 were planned by October, 1955. Thereafter it was expected to activate 200 units per year for five years. The centers provide facilities for service and training for villagers in agriculture, animal husbandry, small industry, and crafts, home economics, curative and preventive health measures, and the like. Four of the centers were being utilized as field training centers to train staff members for other centers. Training was provided in agriculture and related fields, health, small industry work and crafts, social service, educational methods, etc.

## THE EGYPTIAN-AMERICAN RURAL IMPROVEMENT SERVICE (EARIS)

The EARIS project is a large scale demonstration project aimed at raising the standards of rural life in the provinces of Beheria and Fayoum by reclamation, resettlement, community organization and development. The project, originated in 1953, contemplates the reclamation and cultivation of vast areas of new land, the resettlement of tenant families in new villages on reclaimed land, the construction of homes and public services for the population, and the development of welfare, health, education, and agricultural extension activities to improve the social and economic conditions of the resettled families. One village has been substantially completed and partially resettled, of the eleven villages anticipated in the project. Egyptian and American counterpart specialists in agriculture, health and education are

proposed to develop appropriate services and training programs for villagers. Village administration will be handled initially by a council consisting of specialists in social welfare and agricultural affairs, the school headmaster, the physician, and representatives of the people. At a later period, the plan provides that this council consist solely of villagers after they have gained experience in managing village affairs and solving their community problems.

LIBERATION PROVINCE

The Liberation Province project, originated in 1953, is another vast demonstration project aimed at raising the standards of rural life by reclamation, resettlement, community organization and development. The project aims at the development of land, water, and people. New villages with model homes and expanded public services are being created out of what was formerly barren desert land. The first of over 200 villages proposed in the total project is substantially completed and work is progressing on several others. Specialists in agriculture, education, health and welfare will be provided to develop and conduct service and training programs. In the initial stages, village affairs will be managed by representatives of the project. Ultimately, it is planned that the affairs of each village will be directed by a village council elected by the inhabitants. The national ministries will supply the funds for services in health, education, social welfare, agriculture and the like. However, the expenditure of these funds will be made independently by the project authorities. It is claimed that the Government of Egypt recognizes the project to be a laboratory for the development of local approaches to self government. The first village will be used as a training center for the villagers to be resettled and for the staff. Following a training period of six months, the villagers and staff are moved to the village they will live in permanently, and the cycle is repeated. The project authorities are proud of the fact that the entire project has been conceived and carried on entirely by Egyptians. No foreign aid of any kind, financial or technical, has been sought or rendered in the establishment of Liberation Province.

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Collectively speaking, Egypt is making a multi-directional approach to improving the lot of the vast rural village population. This experimental approach to community development is encouraging and is commended. Each of the projects described above has potential promise as a means of achieving improved social and economic conditions for the people of Egypt. The majority of the projects are direct government projects with little evidence of participation by the people to be benefited. A number of the projects are distinctly paternalistic in the initial conception, particularly EARIS and Liberation Province. Those projects which involve a high degree of people-participation

give promise of producing lasting benefits and basic stability. The outstanding example of such projects is the fundamental education project.

Undoubtedly, the present Government of Egypt has recognized the immediate values of impact projects. This has apparently influenced the multi-directional approach and the paternalistic methods adopted in a number of the experimental projects. Lack of experience and precedent, and the nationalistic spirit of the new revolutionary Government also influence present programs.

In some projects, and most notably in Liberation, a deliberate policy of providing a cultural shock has been adopted as being necessary to change century old ways and habits. Perhaps the methods used in Turkey in an earlier period have provided an example for this.

Unfortunately, there is evidence of a lack of coordination of projects, duplication of effort, and competition. The social center and health center projects appear to be duplicating and competitive. The Liberation and Qalyub projects, in particular, are functioning apart from the regular channels of government. The social center project appears to emphasize unduly costly physical facilities prior to the inauguration of the more important program of initiating service, training and self-help projects with the people. Quite generally in many of the projects, the construction of facilities is far ahead of the recruitment and training of staff for administration and for developing programs. Particularly is this true of the EARIS, Liberation, Shubramant, and social center projects.

The time should not be far distant when effective evaluation is carried on to determine which of the many projects offer most promise as the patterns to pursue to achieve the goals of community development throughout the country. No evidence was available to the team that such evaluation was being conducted or contemplated. At the present, the lack of a clear-cut program and patterns of community development must be recognized. Until there is agreement on such a program, it does not appear likely that resources can be most effectively developed and utilized for the uniform spread of community development activities throughout the country.

**RECOMMENDATIONS:** Extensive study and evaluation of current community development projects should be inaugurated to determine the most promising patterns to employ for rural development. Coordination between projects should be planned. Duplication and competition of projects should be minimized.

The evaluation service unit mentioned above should be separated from functional service departments and should be directly responsible to the top governmental policy-making unit.

Direct involvement of the people to be benefited should be the basic philosophy of all community development activities. Government participation should stimulate self-help activities. The Government's role should be recognized as guidance, and helping with resources, rather than dictation or paternalistic "hand-outs".

To effectively cover the country with community development activities, a vastly increased training program for village workers and backstopping technical specialists should be developed. Training program should also be developed for lay leaders in villages to expedite the self-help movements.

### ICA Mission Organization

The United States Operations Mission in Egypt includes the following technical divisions: health and sanitation; education; industry and mining; public administration; EARIS; agriculture, land, and water resources; housing; and transportation and communication. In addition, there is a technical staff advisor in training and in social welfare services.

At the time of the visit of the team, community development was not represented at the division level in the organizational pattern of the Mission. A community development officer was assigned to the EARIS project. However, this position was abolished and the officer relieved of his responsibilities in August, 1955. Discussions were taking place relating to the need for creating a community development division in the Mission organizational plan, but the team is not informed concerning developments subsequent to its visit.

Personnel of the Mission technical division worked directly with the ministries of the Government of Egypt, giving technical guidance and developing cooperative projects.

### STRENGTHS AND WEAKNESSES

The lack of a technical division for community development is recognized as a weakness of the Mission organization in Egypt. It was apparent to the team at the time of its visit that there was an increasing understanding of the need for such an activity.

It appears clear that the Egyptian program for the development of the country is more nearly determined by the nationals than in any other country studied by the team. This program, operating through many experimental projects, does not follow patterns observed in other countries or in the United States. Except for the project in fundamental education, the other projects

generally did not emphasize self-help principles. As pointed out in the previous section of this report under Country Organization, the Egyptian program emphasizes paternalistic approaches. Great importance is placed on physical structures and the material aspects of improvements. Much less emphasis is centered on activities which directly involve the people to be benefited and on related training programs to develop personnel to assist the people. Furthermore, it is apparent that the Egyptian Government has strong nationalistic feelings and is reluctant to seek foreign guidance in its development activities.

Operating in this climate, the Mission role is a difficult one in developing an awareness of the need for programs emphasizing self-help principles and incorporating these in current projects. The first logical move in this direction should be to develop an understanding of community development principles and methods amongst Mission personnel. The Mission should strive to set an example of organization, planning, and coordination of activities for community development.

RECOMMENDATIONS: A community development division should be created in the Mission as a coordinating rather than a functional or operational unit. The functional aspects of program operation should remain in the several technical divisions, with the community development division acting in a coordinating and liaison capacity.

This division should be guided by a community development board responsible to the Mission Director and composed of the chiefs of the technical divisions. The functions of the board should be: 1. Define the role of the Mission in community development. 2. Recommend plans and policies affecting the Mission's support of community development programs. 3. Recommend methods of assisting the Government of Egypt to carry out its community development objectives. 4. Recommend means of developing and coordinating the technical assistance of the Mission with the community development program of the Egyptian Government.

Recruit a highly qualified specialist to serve as community development advisor to the Mission and to the Government of Egypt.

A number of promising experimental projects are underway in Egypt, some with United States financial and technical support. Additional effort by the Mission to develop the potentials for self-help processes should be taken in all of the projects receiving assistance from the Mission.

The Mission should be opportunist in seeking ways of demonstrating to the Government of Egypt the need for top-level coordination of projects to

minimize overlapping and competition, and the need for continuous evaluation of projects to determine those best suited for country-wide spread. In addition, the Mission should seek ways of greatly expanding the project in fundamental education and the necessary supporting training program to produce personnel to serve as village workers.

RECOMMENDATION: The Mission should seek a clearer understanding with the Government of Egypt on common program objectives in community development. Once such agreement is reached a determination can then be made as to ways by which U. S. technical aid can be made to serve the program in Egypt more effectively.

### The Training Program

In Egypt, no clear cut patterns for community development on a nation-wide basis have as yet emerged from the numerous experimental projects. Hence, no coordinated patterns for the training of personnel to support community development activities on a country-wide basis are evident. Existing training efforts are, more or less, directly related to the preparation of staff for the needs of the several experimental projects. Since the projects themselves are not coordinated, and in some instances appear duplicating and competitive, the training activities are similarly affected.

The most clear cut community development training activity for the preparation of village workers is the UNESCO -- sponsored program at Sirs el Laiyana, the Arab States Fundamental Education Center. Egyptian graduates of this Center are utilized in the fundamental education, the social center and the EARIS projects. The Center appears to be conducting a superior training program which integrates theoretical and practical aspects. Twenty Egyptian students per year are accepted for training. The Center itself is a demonstration project with no firm assurance of continuity beyond the five-year demonstration period. Recommendations are made elsewhere in this report for the need to continue this activity and to develop other similar Egyptian centers to prepare community development specialists for village work. Attention is noted here again to the training camps conducted by the Center for village leaders in the eight villages contiguous to the Center.

The fundamental education project conducted experimentally in four village areas to improve social and economic conditions amongst the villagers is the best example observed by the team of the involvement of the villagers in self-help programs. Improvement activities are developed in the villages as the result of expressed felt-needs of the villagers. A number of impressive activities including physical improvements in the villages, literacy classes, home economics classes for women, a rural handicraft workshop for children, demonstration agricultural plots, etc. were observed. The training

obtained by the villagers as a result of these activities is significant. The enthusiasm, spirit and interest noted amongst the villagers by the team during its visits is good evidence of the success of this program. Recommendations are made elsewhere in this report concerning the expansion of the fundamental education project.

The social center project in Egypt is the largest in terms of the number of villages and population served. This scheme of developing centers to provide technical services and training for village people holds much promise for rural improvement. Although Egypt has been engaged in this program for approximately 15 years only some 160 centers have been established, each serving about 10,000 population. The present government has increased the pace of activity in this program and visualizes the complete coverage of the country with multi-purpose social centers under the present plan to activate 200 units per year. Each center will provide staff specialists in agriculture, health, education, welfare, home economics, rural industries, and the like, to promote self-help activities in the villages and to provide training and technical services. A number of the centers are being utilized to provide training in community development methods for staff members for other centers. The team visited the Bernasht Center in Giza Province and was favorably impressed with the physical plant and that portion of the program that could be observed. In addition to quarters for staff and for 200 trainees, the Center provided a small hospital and out-patient clinic; classrooms; library; museums; handicraft and home economics shops; demonstration agricultural units for dairying, poultry, crops; small industry shops; and other activities. At those centers utilized for staff training, the program is designed to provide a substantial portion of the training on a team basis. Thusly, trainees in health, social work, education, agriculture, and others, receive training in common as well as in separate discipline groups. Potentially, the multi-purpose social center scheme gives promise of making major contributions to community development work in the rural areas of Egypt.

The agricultural extension project which ultimately plans for an extension supervisor in each province, and an extension worker and an extension training center in each markaz is well underway. 63 of these centers are reported to be in operation. This project visualizes the extension program development generally similar to the pattern developed in the United States. It could not be adequately determined by the team whether this program will complement or compete with the social center program. It must be recognized that the program is being developed by different ministries. The need for coordination and integration appears obvious to avoid duplication of services and competition.

Several of the health projects involve training provisions. The Ministry of Health envisions the development of health centers throughout the

country. These would be units to provide curative and preventive health services for a group of contiguous villages. Training programs in preventive health measures for villagers would be provided by the staff of each center. A number of the centers would also serve as training centers to prepare personnel to staff other centers. The first center has been completed at Shubramant. Plans are now being developed to utilize the center for the training of physicians, midwives and sanitarians. The same question is asked by the team concerning the coordination and integration of the health center program with the social center program. Will these projects complement or compete? Adequate answers were not available at the time of the team's visit.

Although the Qalyub project is reported to be a total community development program it is discussed at this point since the major emphasis is at present in the field of health. The project endeavors to develop local patterns of providing governmental services in health, agriculture, education, welfare, and the like. The project area involves almost the whole of Qalyub Province. Technical service departments have been created at the province level and field staff has been provided at the zone end village levels. Service programs in the several subject fields are carried on. Related training programs are developed for villagers. Efforts are being made to develop and utilize village councils and committees and to promote the involvement of villagers and village leaders in development activities. Inservice training programs are conducted for the field staff by the Qalyub headquarters staff. The project holds much promise as a means of developing patterns of extending governmental services to local levels. Although the project has been underway only two years, substantial headway has been made in determining problems, providing services and in developing training programs for villagers and staff. If this project spreads beyond the demonstration area in Qalyub Province it should be coordinated and integrated with the other projects; i.e. social center, health center, fundamental education, agricultural extension, etc.

To prepare health personnel for the proposed expansion of the public health services in Egypt, a Graduate Institute of Public Health is being developed at Alexandria University. This project is being guided by personnel from the School of Public Health, University of California. The project visualizes the development of a regional training center to provide public health instruction at the graduate level to physicians, nurses and sanitary engineers. Training for sub-professional auxiliary personnel may be developed later. This project is sorely needed to prepare health personnel to staff the health centers and the social centers.

It is significant to community development that the Government of Egypt has created an Institute for Rural Industries and a Building Research and

Training Center. The Institute provides training in small industry methods for villagers. The Center provides training programs to teach construction workers new techniques in low-cost village housing. It was not determined how these activities are related to, and coordinated with, other experimental projects affecting rural development.

The EARIS project will reclaim vast areas of barren land and will provide new villages for selected landless families. The project visualizes the development of comprehensive health, education, welfare and agricultural services to improve the social and economic conditions of the resettled families, and the ultimate creation of democratic patterns of village administration by leaders chosen by the villagers themselves. An intensive training program for the resettled villagers is proposed in improved agricultural methods, personal and community health and sanitation measures, literacy for adults and basic education for children, recreation and leisure-time activities, and the like. Service and training will be provided by specialists in health, education, welfare and agriculture now being recruited by the project authorities. American specialists will be utilized to assist Egyptian counterpart personnel. Generally speaking, the physical aspects of land reclamation and village construction are far ahead of the plans for development of technical services and for the training and involvement of the villagers for the experiences ahead of them in the new villages. Potentially, the project has great promise for Egypt in demonstrating the ways of reclaiming land and in providing improved standards of living for resettled villagers. Unfortunately, the emphasis appears to be on "saving the land first and saving the souls later".

The Liberation Province project is another vast reclamation project which envisions the creation of new villages for selected landless families and the development of comprehensive services in health, education, welfare and agriculture for the resettled families. Also visualized is the ultimate development of democratic forms of village administration. Extensive plans are in operation for the selection of families to be resettled and for the development of training programs for villagers and staff specialists. The training plan will be to utilize the first village as a training center for villagers and staff for a period of six months, then to move them to the village they will live in permanently, and then to repeat the cycle for new villagers and staff. The team was favorably impressed with the detailed planning that has been carried on for the selection of villagers and staff, for the proposed development of technical services and for the proposed training of villagers and staff personnel. Unfortunately the project was still largely in the construction phase at the time of the team visit so no opportunity was afforded for observation and evaluation of the program proposed by the plans. In the construction of the new villages, the designers have broken sharply with tradition and have not provided animal quarters as a part of, or adjacent to,

family living quarters. Entirely separate animal compounds are provided, distant from the new homes, in an effort to improve home and village sanitation levels. In the EARIS project, the designers felt that the villagers would not accept complete animal separation, so facilities adjacent to each home are provided for animal quarters. The team is impressed by the foresight and courage of the Liberation project officials to break sharply with tradition in an effort to solve the serious sanitation problems created by housing people and animals together or closely adjacent. Elaborate shops and facilities have been developed to support the Liberation project construction program. These facilities are being utilized for the training of construction workers in the mechanical arts. Insofar as practical, native materials are being used for construction purposes and in many instances parts are being fabricated in the project shops to avoid import problems and costs. The resourcefulness and ingenuity evidenced by the project authorities in the construction aspects of the program is suggestive that the subsequent activities involving the villagers and the technical staff will be well executed. The degree to which the villagers can be stimulated to help themselves, apart from the direct paternalistic help from the project authorities, remains to be demonstrated in both the EARIS and the Liberation projects.

### Analysis of Training Program

QUESTION: What are some of the outstanding features observed, both strong and weak?

Probably the most significant characteristic of the Egyptian program for community development is the great variety of projects of an experimental nature which are being conducted. Each of these projects requires a supporting training program to supply adequately prepared personnel to administer and conduct the project activities. Although the plans for such necessary training programs were not always clearly apparent to the team during its visit, they will have to be crystallized and put into action if the experimental projects are to succeed and if they are to emerge from a demonstration basis and be used as country-wide patterns.

Competitive and duplicating aspects are recognized in a number of the experimental projects and in the respective supporting training activities. The team was unable to determine whether the following projects will complement each other or will compete: social centers, health centers, agricultural extension and fundamental education.

It seems apparent that the lack of coordination existing with respect to the several demonstration projects exists also with respect to training personnel to staff the projects. The lack of coordination is a vicious cycle

extending into all facets of community development activities in Egypt, pointing out over and over again the factors of duplication of effort and competition.

RECOMMENDATION: A great need exists for coordination of projects and of complementary training activities to minimize duplication of effort and competition.

The Arab States Fundamental Education Center at Sirs el Laiyana appears to be conducting an excellent training program in community development for village workers. The Center itself is a demonstration project with, as yet, no firm assurance of continuity beyond the present five year period under UNESCO sponsorship. Every effort should be made to continue this activity as a regional center for the preparation of community development workers provided its work can be more closely integrated with the requirements and plans of the countries the Center is designed to serve. To insure an adequate number of graduates for Egypt, one or more similar Egyptian centers should be developed.

RECOMMENDATION: The Arab States Fundamental Education Center should be assured continuity beyond its present limited demonstration period. The work of this Center should be more closely related to the Countries it is designed to serve. Similar Egyptian centers should be established.

The program of training camps for village leaders developed by the Arab States Fundamental Education Center is recognized to be a significant means of acquainting village leaders with the philosophy and methods of community development. These leaders can assist materially in creating a favorable climate and advancing the concepts of self-help in their villages.

RECOMMENDATION: The program of training voluntary village leaders should be greatly expanded throughout the country including areas in which other demonstration projects are being conducted.

The fundamental education project operating experimentally in four village areas to improve social and economic conditions amongst the villagers by promoting and aiding self-help activities is the best example of community development observed by the team in Egypt. This project involves a high degree of people-participation and successfully develops improvement and training activities around the expressed felt-needs of the villagers. The project's operational costs are minimal and elaborate physical facilities are not required. At present, teams of village workers, trained at the Arab States Fundamental Education Center, are utilized to stimulate and aid the villagers. Interest was evidenced in experimenting with other patterns of utilizing village workers, such as a single worker in a village or group of villages instead of a team.

RECOMMENDATION: The fundamental education project should be recognized as a sound community development pattern and it should be further expanded. The methods of involvement of the people to be benefited in all phases of the program should be incorporated in other Egyptian projects, notably EARIS, Liberation, combined social centers and health centers.

The training program in mechanical arts for construction workers being conducted at the Liberation Province project is an outstanding feature of this activity. The proposed plans for training villagers and professional staff members, although not yet in operation, appear to be of real significance, as do the new village housing designs providing for complete animal separation. The entire Liberation project appears to offer a unique educational laboratory in community development for the nation.

RECOMMENDATION: The Liberation Province project should be carefully observed and evaluated, as its programs develop, to determine useful training patterns to employ elsewhere in Egypt to advance programs of community development.

The practice of providing common training in community development principles and methods for teams of specialists with different professional backgrounds, as conducted at the combined social center training units, is considered significant. This activity is conceived to develop real team work among the various specialists as they relate their special activities to the problems of an area.

The informal group conference on rural health which includes membership from representatives of WHO, USOM/E and the Ministry of Health is recognized to be an inservice training activity of merit to encourage exchange of ideas and discussion of problems and programs by host government officials, U. S. Mission and voluntary agency personnel.

QUESTION: Is the country making substantial progress in preparing personnel to meet the needs of community development?

When community development in Egypt is considered on a country-wide basis, involving both rural and urban areas, it is clear that the preparation of personnel is lagging far behind needs. Community development is still in the demonstration project stage. Clearly defined patterns for country-wide use have not yet emerged. Only a small fraction of the total rural population is being reached by current projects. The urban population centers, with the exception of a portion of Cairo included in the Qalyub project, are virtually untouched by comprehensive community development programs embodying self-help principles. The lack of coordination of projects and the absence of

clearly defined plans to extend community development activities throughout the country seriously handicap efforts to plan and carry on supporting training activities.

Training programs now in progress are intended to supply personnel for the several demonstration projects. These activities suffer from the same lack of coordination as do the projects themselves. In several projects, training activities are lagging behind current needs to provide technical specialists and village workers. This is particularly true of the EARIS, Liberation, social center and health center projects. The preparation and training of personnel is lagging behind the building of physical facilities in the social center project, and much needed facilities are unused for this reason. In the health center project, the first training center for physicians, midwives and sanitarians, at Shubramant, has just recently been completed. The graduate public health institute at Alexandria University, to provide graduate education in public health for physicians, sanitary engineers and nurses, has not yet enrolled the first class. Graduates are desperately needed to expand preventive health services and to serve as instructors in health training centers, such as the one at Shubramant. The training program for the development of agricultural extension services throughout the country seems to be progressing well although it is not clear whether this activity will complement or compete with the combined social center project.

The Arab States Fundamental Education Center at Sirs el Laiyana is training specialists in community development for village work. However, Egyptian student enrollment is limited to twenty per year. Graduates are presently used in the social center project, in EARIS and in the project in fundamental education. Even at present demonstration levels, several of the projects suffered from personnel shortages. The numbers being produced will have to be vastly increased if these projects are to be extended throughout the country.

Four of the seven or eight combined social centers in operation were being utilized to train personnel to staff other centers. Each of these had a capacity of approximately 200 trainees. This activity is reported now to have sufficient scope to produce the numbers of new personnel necessary to keep abreast of staff requirements for the proposed development of 200 centers per year for five years.

It must be recognized that many of the personnel required to staff the teams at the social centers require basic training prior to the training in community development principles and methods offered by these training centers. For example, the physicians, veterinarians, social workers, nurses and agricultural specialists require basic professional training before undertaking the additional training at the centers to prepare them for village work.

This points up the need to relate university programs of education to the special requirements of community development programs. The team was informed that there exists in the urban centers of Egypt a large reservoir of unemployed university graduates. In general, they are reluctant to leave the city to work in rural areas. Little effort seems to have been made to utilize or adopt the established educational institutions in the training of personnel for community development.

RECOMMENDATIONS: A coordinated training program should be developed to prepare personnel at all levels to meet the needs for country-wide expansion of community development activities. The program should provide training for all categories of personnel involved in the community development process, including villagers, voluntary village leaders, village workers, technical specialists, administrators, trainers and government officials.

Training programs to prepare personnel to meet the special needs for community development in urban areas should be developed.

Current training programs to prepare personnel to staff demonstration projects should be expanded to eliminate present shortages and should be integrated to minimize duplication and competition.

University programs of education should be closely related to the special requirements of community development activities. Practical as well as theoretical training should be emphasized.

Ways and means of recruiting and utilizing the large numbers of unemployed university graduates in the community development programs should be explored.

QUESTION: What contributions to training are being made by U. S. A. personnel?

U. S. A. Mission personnel in agriculture, health and education are making some significant contributions to training.

The development and expansion of the agricultural extension services, and the supporting training activities to prepare extension workers, is evidence that Mission personnel have been effective in shaping and guiding Government of Egypt plans to these ends.

The development of the health training center at Shubramant and the plans for the new graduate institute in public health at the University of

Alexandria have received major attention by Mission personnel. These projects are considered to be key initial developments upon which to base expanded training programs to prepare health personnel for service in health centers and combined social centers and to prepare faculty members for other training centers. Although these projects have been slow in materializing, present progress gives promise for the development of expanded training programs in the future.

The project in fundamental education, guided by Mission personnel, is recognized to be an outstanding contribution. This program, as described earlier, is the best Egyptian example observed by the team of a community development activity involving the principles of self-help and people-participation. This project holds much promise as a pattern to be used throughout the country for rural development. The principles demonstrated, and the methods used, in this project should be integrated into all of the other demonstration projects in Egypt.

From Mission records available to the team, it is apparent that emphasis has been given to providing fellowships to Egyptian technicians for study and observation in the United States. The following table<sup>1</sup> shows the number of personnel trained under this program as of May, 1955:

|                                   |           |
|-----------------------------------|-----------|
| Agriculture and Natural Resources | 47        |
| Industry and Mining               | 13        |
| Transportation and Communication  | 17        |
| Health                            | 16        |
| Education                         | 15        |
| Public Administration             | 25        |
| Welfare and Housing               | <u>43</u> |
| <br>TOTAL                         | <br>176   |

It is reported that in a number of instances trainees were not being utilized in activities relating to their training upon return to Egypt. This cannot be documented by the team but it is considered to be serious if generally true. Certainly, trainees should be selected for fellowships on the basis of their ability to profit by the training and upon the importance of the knowledge and skills gained to the total development program. No opportunity was available to the team to determine how many of the trainees were engaged in activities directly related to community development.

<sup>1</sup>From information document labeled, "The following material has been compiled to provide general information for official American visitors to the U. S. Operations Mission to Egypt, June 1955", statistics section, p. 20.

Other than the above described activities, Mission personnel apparently were making little contribution to activities that can be generally termed as community development. Reference is made earlier in the report to the action taken to abolish the position of the Mission community development officer assigned to the EARIS Project. The study and discussions taking place in the Mission at the time of the visit by the team and concerning the need for, and ways of, strengthening the role of the Mission in community development activities gives promise for the future. Recommendations are made elsewhere in this report concerning the Mission organization for community development and related training activities.

The team did not have opportunities to explore in detail the contributions to training for community development being made by American personnel in voluntary agencies. An opportunity was available to visit the Arab States Fundamental Education Center under sponsorship of UNESCO and the Qalyub project under the joint sponsorship of WHO, FAO, UNESCF, USOM/E and the Government of Egypt.

ASFEC, described previously, is making a major contribution in its program of preparing community development specialists from nine Arab countries for village work even though the Arab states do not utilize the Center or its graduates to the extent expected or that would realize its full potentials. Also significant is the program of the Center for training voluntary village leaders in community development principles and methods. American personnel on the staff of the Center share with others the credit for these noteworthy contributions.

Training programs for Egyptian sub-professional staff and villagers have been developed by the headquarters staff of the Qalyub project. These activities, shared by American personnel, are making significant contributions to the success of the project.

QUESTION: What training developments seem to have special significance for use in other areas?

A number of training developments in Egypt appear to have special significance for other areas of Egypt and for other countries. Some of the more important of these are briefly described below.

The fundamental education program with its excellent methods for determining the felt-needs of the villagers, for stimulating self-help projects and for development improvement activities based on village needs is an outstanding example of a program with special significance for other areas of Egypt and for other countries.

The training program of the Arab States Fundamental Education Center, which combines theoretical and practical aspects, is considered to have special significance for other areas, inside and outside Egypt. The Center's program for training voluntary village leaders has similar significance.

The practice of paying a bonus to school teachers participating in the adult education program in the Qalyub project on the basis of the number of their adult students who pass the standard literacy test appears to have merit as an incentive to teachers.

In the Liberation Province project, the separation of animals from human habitations and the proposed training program to create acceptance by villagers of this action is a development with considerable potential significance for other areas where, traditionally, animals and humans are quartered together with resulting problems of sanitation. The value of the experiment is, of course, subject to its acceptance of these living arrangements by the villagers concerned.

The Egyptian combined social center scheme is a significant development to extend technical services and training programs to a group of contiguous villages. The scheme envisions a center with appropriate facilities and staff to coordinate the specialized services offered by various ministries of the Government, to utilize this staff to stimulate and aid self-help projects in the villages, and to provide training for villagers.

The informal group conference on rural health is a mechanism of value to promote understanding and cooperation between Ministry of Health personnel and those in the U. S. Mission, WHO, and other related organizations.

RECOMMENDATIONS: In evaluating community development training projects to determine patterns and methods for use in other areas, the Government of Egypt should give recognition to significant developments, such as those listed above, being carried on in current demonstration projects.

Countries should share with each other successful techniques, methods, and patterns employed in training programs for community development. The above developments in Egypt appear to have significance for other countries.

QUESTION: How can ICA give further assistance to improve and extend Egypt's training programs?

Several of the recommendations made in other sections of the report have implications for ICA assistance. In the interests of brevity, no effort is

made to repeat all of them here. Rather, the following recommendations are meant to be those with special significance to ICA (Washington and Mission) in improving and extending training programs in Egypt.

RECOMMENDATION: One of the major contributions ICA/Washington could make to its Mission in Egypt is to involve the Mission in a program of study to clarify its role in community development, to relate its present assistance program to this role, to develop an organizational structure for community development within the Mission and to define the Mission's role in the support of training activities for community development.

As recommended earlier, the Mission should greatly step up the pace of understanding, developing, supporting, and coordinating sound community development activities, and related training programs, and should assume a positive role towards these ends in its assistance programs to Egypt. The following are recognized as important potential areas of support and assistance for the training aspects of community development: 1. development of a coordinated training program for personnel at all levels, including villager voluntary village leaders, village workers, technical specialists, trainers, and government officials. 2. development of training programs to support urban community development activities. 3. development of training and production units for educational materials and tools, including indigenous texts, visual and audio-visual aids, etc. 4. development of evaluation services for training programs and methods.

American technicians should be encouraged to place primary emphasis on the training aspects of their assignments rather than upon direct operation aspects. Every effort should be made to encourage the feeling of self-reliance and dignity on the part of the Egyptian, with the American technician serving in a consultant and advisory role.