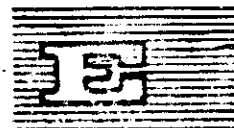


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ECONOMIC COMMISSION FOR AFRICA  
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Regional Training Course for Social Workers  
Cairo, 1 September - 10 October 1964

## REPORT ON THE FIRST AFRICAN TRAINING COURSE ON INSTITUTIONAL TREATMENT OF JUVENILE OFFENDERS

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## INTRODUCTION

### Place and date

1. The first Africa regional training course on institutional treatment of juvenile offenders was held at the National Centre of Social and Criminological Research, in Cairo, United Arab Republic, from Tuesday 1 September to Saturday, 10 October 1964. The training course was sponsored jointly by the Economic Commission for Africa, the United Nations Bureau of Technical Assistance Operations and the United Arab Republic National Centre of Social and Criminological Research.

2. The training course was organized in response to the recommendation of the Fifth Session of the Economic Commission for Africa and the project formed part of the regular 1964 Work Programme of the secretariat of the Economic Commission for Africa, as adopted at the Sixth Session of the Commission in Addis Ababa, in March 1964.

### Purpose and objectives

3. By tradition in the African countries - both English and French speaking - institutional services for young offenders have tended (rightly or wrongly) to afford the governments and judicial machineries the most expedient measures for treatment of young offenders. In most cases, Re-education Centres, Approved Schools, Industrial Schools and Reformatories have formed the first line of defence as well as disposal openings for the judicial courts and the social welfare agencies. Standards, however, have been found to vary very greatly from country to country - in objectives, nature and content of treatment programme, institutional facilities, selection of personnel, routines and aftercare service.

Furthermore, many of the institutions, though up-to-date and fairly modern in their buildings and other physical facilities, yet appear to serve no more than mere custodial or residential vocational training objectives.

4. The training course was designed to provide an intensive in-service training, of six weeks duration, for managers and directors in charge of

institutions for treatment of young offenders, from fourteen selected African countries;

- to study contemporary trends and practices in the treatment of juvenile delinquency;
- to exchange views on the management and running of institutions for young offenders and those "in need of care or protection"; and
- to review the role of such institutions in the over-all national programmes for the prevention and treatment of juvenile delinquency.

Theme of the course

5. The arrangement of the training course made it possible for the subject matter to be introduced under the following broad headings:

Section A. - AN INTRODUCTORY COURSE

This covered definitions, types and ecological distribution of the problem of juvenile delinquency; legal and judicial treatment of juvenile offenders; United Nations policy and activities in the field of prevention of crime and treatment of offenders.

Section B. - TREATMENT MEASURES FOR DELINQUENTS

This covered the entire field of significance, nature and various alternative forms of treatment measures and methods of treatment.

Section C. - INSTITUTIONAL CARE AND TREATMENT

This covered the significance, role, aims, methods and techniques in custodial and institutional care and treatment programmes.

Section D. - RELEASE ON PAROLE AND AFTERCARE

This covered the organization and role of aftercare in the treatment of young offenders.

Section E. - INSTITUTIONAL PERSONNEL

This covered type of personnel, selection and recruitment, training, functions and conditions of service.

### Participants

6. With the exception of Dahomey, all the fourteen member governments of the Economic Commission for Africa which were invited to nominate participants for the course were able to do so, each government nominating one candidate for an award of United Nations fellowship. The Government of Ethiopia nominated two candidates (one woman), of whom it awarded a national fellowship. The Government of the United Arab Republic awarded national fellowships to eight United Arab Republic participants, two of whom were women. The participant accepted from Niger (UN Fellow) failed to report at the course. Thus, twenty-one participants were registered for the course and each one stayed throughout the course. They represented Ethiopia (2), Kenya (1), Libya (1), Mali (1), Morocco (1), Senegal (1), Sierra-Leone (1), Sudan (1), Uganda (1), United Arab Republic (8), United Republic of Tanganyika and Zanzibar (2) and Zambia (1). Annex I gives the names, countries, educational background, positions held and addresses of the participants registered for the training course.

7. The selection of participating countries was based partly on sub-regional representation and partly on the criterion of countries in the process of developing institutional programmes for the treatment of young offenders.

### Secretariat of the course

8. The training course was administered by:

- (a) A DIRECTOR - Dr. Ahmed M. Khalifa, Director of the National Centre of Social and Criminological Research.
- (b) AN ASSISTANT DIRECTOR - Dr. Mohsen Abd El Hamid Ahmed, Technical Secretary of the Centre, who was responsible for general arrangements in connexion with interpretation, translations, secretarial facilities, lectures, accommodation and transportation of participants.

- (c) A COURSE SECRETARY - Mr. J. Riby-Williams, Chief of Social Development Section of ECA, who gave technical guidance to the course.
- (d) A STEERING COMMITTEE - made up of three representatives of (appointed by) the participants, the Assistant Director and the Course Secretary, who acted as Chairman.
- (e) LECTURERS - Drawn from various agencies, including:
- Mr. Abdel Aziz Fath El-Bab, Director of Juvenile Bureau, Ministry of Social Affairs.
  - Mr. Ahmed El Alfy, Researcher, Correctional Research Unit, the NCSCR.
  - Dr. Badr El-Din, Lecturer of Sociology, Ein Shams University.
  - Dr. Badrawi Mohamed Fahmi, General Director, Training Department, Ministry of Social Affairs.
  - Dr. El-Said Mostafa El-Said, Lawyer before the Courts of Causation, formerly Rector of Cairo University and Professor of Criminal Law.
  - Mr. El Sayed Yassin El Sayed, Researcher, the NCSCR.
  - Dr. Gamal Zaki, General Director, El Marg General Social Welfare Institution, Ministry of Social Affairs.
  - Dr. Hassan Allam, Court President, Ministry of Justice.
  - Dr. Laila Takla, Expert, Institute of Public Administration.
  - General Mahmoud Saheb, General Director of Industrial Training, Prison Department, President of the After-care Association for the Welfare of Prisoners and their Families.

- Dr. Mohammed Niazi Hitata, Chief of Criminal Department, Ministry of Interior.
- Dr. Mohammed Ibrahim Zeid, Researcher, Correctional Research Unit, the NCSCR.
- Dr. Mohammed Talaat Issa, Lecturer of Sociology, Cairo University.
- Dr. Mostafa Matter, Director of the Educational Institution for Juvenile Delinquency at Giza.
- Dr. Saad Galal, Head of the Psychological Research Unit, the NCSCR.
- Dr. Saied Ewies, Head of the Crime and Delinquency Research Unit, the NCSCR.
- Mr. Yehia Hassan Darwish, Under-Secretary of State, Ministry of Social Affairs.

Accommodation, transportation and other facilities

9. The NCSCR arranged boarding and lodging facilities for all participants at a hotel in the vicinity of the Centre. It also arranged collective transportation for all field visits and excursions. The library of the NCSCR, which stocks more than 10,000 books in the social sciences fields, was placed at the disposal of participants. Medical services were provided, free of charge, by the Centre's medical unit; and, by special arrangement with the Tewfikia Sports Club (located next door to the NCSCR), the participants were permitted to enjoy the games, swimming and cafeterial facilities of the Club.

10. The Office of the United Nations Technical Assistance Board, in Cairo, very graciously undertook the handling of all financial aspects of the course (per diem to participants and payments to resource personnel and for other services). The Office also assisted in securing a simultaneous interpretation equipment for the course.

## CHAPTER I

### ORGANIZATION OF THE COURSE

#### General arrangements

11. Registration of participants, distribution of background and working papers and general information pamphlets on social services in the UAR took place at the NCSER, at 10.00 a.m. on Tuesday, 1st September. This period also provided the opportunity for a short orientation session, during which the participants were introduced to each other, to individual members of the course secretariat and the various facilities at the NCSER - the main auditorium, lecture halls, committee rooms, the crime museum, library and the cafeteria. The purpose and objectives of the course, as well as arrangements made for lectures, discussions, group assignments, visits, etc. were explained. A twenty-eight page printed booklet, entitled HANDBOOK AND TIME TABLE, containing detailed particulars and information on the training course and facilities in Cairo, was distributed to the participants. An extract from this, showing the Programme Outline and Time Table of the Course, appears at Annex II.

12. In the course of the orientation session, a Steering Committee was appointed to review the day-to-day progress of the course and to consider future plans. It became necessary to appoint an ad-hoc committee - Definitions Committee - made up of representatives of the Secretariat and of the three main language groups (English, French and Arabic), represented at the course, "to examine the various different terms in usage, by the participating countries, in the treatment and prevention of delinquency and to report in writing to the course". The Report of the Definition Committee appears at Annex III.

13. The formal opening of the training course, by the United Arab Republic Minister of Social Affairs, Dr. Hekmat Abou Zeid, took place at 10.00 a.m. on Tuesday, 2 September, in the main auditorium of the NCSER; and the invitees included high ranking members of the United Arab Republic, representatives of the diplomatic corps, university professors and lecturers,

and members of the general public. After the formal opening, and for the rest of the day, a general session was held to enable each participant to present a prepared statement on the institutional treatment facilities available in his or her particular country for young offenders.

#### The training programme

14. The programme of the training course included background and substantive lectures, panel discussions, seminars, visits of observation to delinquency and related institutions and group work assignments, in accordance with the prepared Time Table (Annex II). Each lecture took one and a half hours and it was followed, the next day, by a one and half hours discussion session on the lecture. The participants received the text of the lecture (in a printed form - English and French) after the lecture, to review it for the next day's discussions.

The following breakdown and analysis shows the time allocated to each aspect of the course programme:

<u>Type of Activity</u>	<u>Frequency (Time)</u>	<u>Total period</u>
(a) BACKGROUND LECTURES (and discussions) On UN Policy and Activities in the field of Prevention of Crime and Treatment of Offenders; and Trends in Prevention and Treatment of Juvenile Offenders in the Africa Region .....	4 (1.1/2hrs)	6 hrs.
(b) LECTURES On substantive aspects of the course, as provided in Annex II - Programme Outline and Time Table. Lectures were selected from the NCSCR, Universities in UAR, Institute of Public Administra- tion, Ministry of Social Affairs (UAR) and from senior field workers in Cairo.	16 (1.1/2hrs)	24 hrs.

Type of Activity	Frequency (Time)	Total period
(c) PANEL DISCUSSIONS On substantive lectures given. All questions, relating to each substantive lecture, were written by participants on special question slips and submitted before or during the discussion .....	16 (1.1/2hrs)	24 hrs.
(d) SEMINARS On specific course aspects or problems	3 (1.1/2hrs)	4.1/2 hrs.
(e) GENERAL LECTURES On general aspects of UAR social welfare services. Four were planned, but only one was actually given .....	1 (1.1/2hrs)	1.1/2 hrs.
(f) GROUP ASSIGNMENTS On critical study and evaluation of institutions visited and on construction of models and standards for national treatment programmes - legislative, judicial, administrative, policy, objectives and methods. Three groups were established and the reports of each group were discussed and adopted by the whole class .....	3 work assignments	4 full days
(g) VISITS OF OBSERVATION To child care and delinquency institutions and agencies in Cairo and Alexandria, and to places of interest and of national importance, including day care centres, youth centres, a		

<u>Type of Activity</u>	<u>Frequency (Time)</u>	<u>Total period</u>
Prison, homes for care of young offenders, national museums, textile factory, cigarette factory, Port Said, Alexandria and the Aswan High Dam (weekends).....	7 visits	7 full days
(h) FIELD WORK PLACEMENTS		
At the two Giza (Cairo) Institutions for Boys and for Girls .....	one stretch	6 full days
(i) WRITTEN TEST (and discussion)		
Designed to test degree of comprehension of particular fields covered and to evaluate the training course .....	1	2 full days

NOTE; Except days on which visits of observation, field placements and group assignments were arranged, the course observed the following session periods, each day:

MORNING: 1st Session: 9 - 10.30 a.m. (1.1/2 hrs)

(Break for Refreshment)

2nd Session: 11 - 12.30 p.m. (1.1/2 hrs)

(Break for lunch, rest and reading)

EVENING: 3rd Session: 6.30 p.m. - 8 p.m. (1.1/2 hrs)

#### Closing Session

15. A formal closing session was arranged on the last day of the training course (Saturday, 10 October) and the programme included formal speeches by the course staff and participants, presentation of certificates of attendance to the participants and a dinner reception by the Minister of Social Affairs.

## CHAPTER II

### EVALUATION OF THE COURSE

16. It has already been pointed out, earlier in this report, that the training course was purposely designed to provide an intensive in-service training for managers and directors of institutions for treatment of young offenders, the main objectives being to afford the participants a useful opportunity to study contemporary trends and practices in the treatment of juvenile delinquency; to exchange views on the management and running of institutions for young offenders and those in need of special care and protection; and to review the particular role of institutions in the over-all national programmes for the prevention and treatment of juvenile delinquency.

17. The objectives stated above, in general, stem from the obvious present need to intensify various types of in-service training programmes for intermediate and senior level social workers, in the Africa region. The essential role of the Economic Commission for Africa is seen as progressively collaborating with existing training institutes, like the NCSCR, to cope satisfactorily with the training needs of the region, while assisting individual countries in the region to take due advantage of ad hoc training courses mounted by schools and institutes in the region.

18. At the conclusion of the training course, an opportunity was given to the individual participants to evaluate the whole training course - its organization, arrangements, achievement of objectives and benefit to participants and to their respective countries - and to make suggestions for future regional in-service training courses. This evaluation exercise was conducted through a special questionnaire distributed to the participants. The completed questionnaires were analysed by the course administration and were discussed item by item with the group, both at a special tutorial arranged for the purpose and at the closing session.

#### Administrative aspects

19. Without any exception, every participant was of the opinion that the administrative arrangements and general facilities provided for the course and for participants were adequate and satisfactory; and that these might well be adopted as model for future regional training courses.

20. Among the particular arrangements which the participants found both advantageous and convenient were (a) the provision of group residential accommodation near to the training centre, which greatly engendered out-of-class discussions and the quick development of good spirit among them; (b) the attachment of the centre's research assistants to small groups of participants to give them technical and social guidance; (c) the system which made it possible for substantive lectures to be printed in both English and French and to be made available to participants, before discussions; and (d) the collective transportation arranged for them during field visits and practical work.

21. It was the view of a number of participants that in view of improper functioning of the simultaneous equipment, the excellent endeavours of the interpreters were not fully realized. Also, spontaneous discussion suffered somewhat, as a result of the usage of a one-unit microphone, which made it necessary for individual participants to walk up to the front of the class every time a point had to be made. Some participants thought that much of the time spent on country statements, at the beginning of the course, could have been saved, if participants had prepared their statements in sufficient copies for distribution.

#### Value of the course, on Africa regional basis

22. The participants' evaluation of the objectives of the course reflected a unanimous opinion that the officially declared objectives had very well been achieved. The organization of the course in the region had permitted them to confront themselves collectively with the problems and accumulated experience realized in Africa on the prevention and treatment of juvenile delinquency in Africa. Also, the immediate opportunity given to them to

observe and to evaluate the services, problems and achievements of the Government of the United Arab Republic, had proved most worthwhile to them. As one participant put it, "although the tremendous facilities (including specialist personnel) which are at the disposal of social workers in the United Arab Republic may not be the same in the other countries of Africa, yet, in general, we were by no means disoriented, as we might well have been in Europe or in America; and that we easily understood the manifestation of the problem in Cairo and the significance of the various solutions and preventive measures being adopted".

23. Many participants observed that the opportunity afforded by the course to bring participants from different African countries to exchange working experience, should lead to the development of basic uniform standards in methods, techniques and practice. Among the specific comments and suggestions made by participants were that more time should be given at future courses to group written assignments and seminars; and that more time should also be devoted in future courses to general discussions on substantive lectures.

#### Technical aspects

24. The comments and suggestions of participants included the following:

- That discussions were limited and did not allow the gathering of maximum opinion on the problems raised by lecturers.
- That the visits to institutions were very well conducted and they embraced all categories of social institutions available in Cairo.
- That the series of lectures given on the different aspects of causation, treatment and aftercare of juvenile offenders, by different lecturers should, in future, be allocated to individual lecturers who would cover all lectures and discussions on each aspect.
- That future courses should include specific lectures and discussions on therapeutic aspects of treatment in psychology and psychiatry, as well as modern psychological methods and techniques in dealing with the rehabilitation of juveniles in institutions.

25. All participants were enthusiastic about the one week practical work arranged for them at the two Giza institutions for Boys and for Girls. Many found the direct instructional relationships which they developed with the staff of those institutions to be of great value.

ANNEX I

First African Training Course on  
Institutional Treatment of Juvenile Offenders  
Cairo, 1 September - 10 October 1964.

List of Participants

1. Mohamed Lamin Sesay - SIERRA LEONE  
Headmaster, Approved School, Wellington, Western Area.  
Diploma in Social Science & Administration. (London)
2. Hajji Mekki - MOROCCO  
Instituteur de 2eme Classe a la prison Civile de Casablanca.  
Secondary School certificate.  
35, rue de Souillac, Casablanca, Morocco.
3. Abdel El-Gani Soliman - UNITED ARAB REPUBLIC  
Social Worker, El Marg General Social Welfare Institution,  
Ministry of Social Affairs.  
B.A. and M.A. in Social Studies.
4. Mohamed Issa Sukani - ZANZIBAR  
Social Insurance Officer.  
Diploma in Trade Union General Social Welfare  
P.O. Box 1076, Zanzibar.
5. Frederick Y.B. Kasumba - UGANDA  
Master Approved School.  
Teaching Certificates.  
Kampiringisa Boys' School, P.O. Box 32 MPIGI, Uganda.
6. Edward Sankombo - ZAMBIA  
Prison Officer.  
Cambridge School Certificate.  
P.O. Box 17, Livingstone.
7. Tsahai Yitbarek - ETHIOPIA  
Social Worker.  
Diploma of Social Work and Certificate of  
Probation Officer's Course (UK)  
Ministry of National Community Development,  
Addis Ababa, Ethiopia.

8. Lieutenant Colonel Mahmoud Aly Khalil UNITED ARAB REPUBLIC  
Chief, Juvenile Division, Ministry of Interior.  
Diploma of Police Academy.  
11 El-Fardous St. Daher, Cairo, U.A.R.
9. Fatma El Sayed Hosney - UNITED ARAB REPUBLIC  
Social Worker, Juvenile Delinquency Bureau  
Ministry of Social Affairs, Cairo, U.A.R.  
Bachelor of Social Work.  
327 Ramses St. El Abbasia, Cairo, U.A.R.
10. El-Sayed Talaat Okasha - UNITED ARAB REPUBLIC  
Social Worker, Ministry of Social Affairs, U.A.R.  
Bachelor of Social Work.  
71 Abd El Aziz Fahmy St. Masr El Gedida.
11. Lieutenant Colonel Mohamed Rifaat Ahmed UNITED ARAB REPUBLIC  
Inspector, Vice and Juvenile Control Administration  
Ministry of Interior, Cairo, U.A.R.  
Diploma of Police Academy  
11 El Mahalawi St. Dokki.
12. Goma Jalloul - LIBYA  
Supervisor of Boys' Residential Institution  
B.A. (Social Studies)  
Social Security Department, Ministry of Labour  
and Social Affairs.
13. Ato Mebrahtu Yohannes - ETHIOPIA  
Superintendent, Social Worker  
Diploma of Social Work and Certificate of Probation Officer's  
Course (UK).  
P.O.Box 1677, Addis Ababa.
14. Jonah Robert Kinothia - KENYA  
Civil Servant  
Diploma in Social Administration (UK).  
Childrens' Department, P.O. Box 6205, Nairobi.
15. Yohana Shekiffu - TANGANYIKA  
Superintendent of the Malindi Institution  
P.O. Box 1752, Dar-es-Salaam.
16. Omar Diallo - MALI  
Directeur du centre de reeducation de Satuba (R. Mali)  
Instituteur.  
Direction des Affaires Sociales du Mali a Bamako  
B.P. 278

17. Oumar Marone - SENEGAL  
Directeur du Centre d'Observation de mineurs de Dakar  
Educateur specialise, criminologiste.  
Dakar B. Postale 1266.
18. Abd El Halim Mahmoud - UNITED ARAB REPUBLIC  
Research Assistant  
The National Centre for Social and Criminological  
Research, Gezira P.O. Cairo, U.A.R.  
B.A. in Social Studies.
19. Salah Konsowa - UNITED ARAB REPUBLIC  
Research Assistant  
The National Centre for Social and Criminological  
Research, Gezira P.O. Cairo, U.A.R.  
B.A. in Social Studies.
20. Sohair Loutfi - UNITED ARAB REPUBLIC  
Research Assistant  
The National Centre for Social and Criminological  
Research, Gezira P.O. Cairo, U.A.R.  
B.A. in Social Studies.
21. Mohammed Mahgob Suliman - SUDAN  
Officer, North Khartoum Juvenile Institution  
B.A. (Psychology)  
North Khartoum Juvenile Institution, Sudan.

ANNEX II

First African Training Course on  
Institutional Treatment of Juvenile Offenders  
Cairo, 1 September - 10 October 1964

PROGRAMME OUTLINE AND TIME TABLE

Dates		1st Session 9-10.30 a.m.	2nd Session 11-12.30 p.m.	3rd Session 6.30-8 p.m.
1st Week	Mon.	31/8	Arrival	
	Tues.	1/9	10.00 Registration	
	Wed.	2/9	10.00 Opening	11.30 PS
	Thur.	3/9	L (1)	L (2)
	Fri.	4/9	D (1)	D (2)
	Sat.	5/9	L (4)	L (5)
2nd Week	Mon.	7/9	D (4)	D (5)
	Tues.	8/9	L (6)	L (7)
	Wed.	9/9	D (6)	D (7)
	Thur.	10/9	Group Assignments	
	Fri.	11/9	Visits to Institutions in Cairo	
	Sat.			
3rd Week	Mon.	14/9	L (8)	L (9)
	Tues.	15/9	D (8)	D (9)
	Wed.	16/9	L (11)	L (12)
	Thur.	17/9	D (11)	D (12)
	Fri.	18/9	Group Assignments	
	Sat.	19/9		
4th Week		21/9 26/9	Field work placements to institutions	
5th Week	Mon.	28/9	S (1)	S (2)
	Tues.	29/9	L (14)	L (15)
	Wed.	30/9	D (14)	D (15)
	Thur.	1/10	L (16)	L (17)
	Fri.	2/10	D (16)	D (17)
	Sat.	3/10	Free	
6th Week	Mon.	5/10	Written Tests	
	Tues.	6/10	Visit of Observation	
	Wed.	7/10	Visit of Observation	
	Thur.	8/10	Free	
	Fri.	9/10	Tutorials and Discussion of Examination Papers	
	Sat.	10/10	6.00 Closing Session 8.00 Reception	

L : Lectures  
BL : Background Lectures  
GL : General Lectures

D : Discussions  
S : Seminars  
PS : Participants Statements

The Course Timetable

First Week

Tuesday - Saturday, 1 - 5 September 1964

Tuesday, 1 September

10.00 a.m.

Registration at the Centre  
Meeting with the Secretariat of the Course  
Orientation Session

9.00 p.m.

Dinner Reception  
(Special transport for the reception will leave from  
Osiris Hotel at 8.30 p.m.)

Wednesday, 2 September

10.00 - 11.00 a.m.

Official opening of the Course in Ibn Khaldoun  
Auditorium at the Centre

11.30 - 2.00 p.m.

Country statements on development of institutional treatment  
measures by individual participants

6.30 - 8.00 p.m.

Country statements (continued)

Thursday, 3 September

9.00 - 10.30 a.m.

Lecture (1):  
Juvenile Delinquency: Its definitions, types and ecological  
distribution, Dr. Saïed Ewies

11.00 - 12.30 p.m.

Lecture (2):  
"Legal and Judicial Treatment of Juvenile Delinquents",  
Dr. El Saïd Moustafa El Saïd

6.30 - 8.00 p.m.

Lecture (3):  
"The Role of the Family, the School and the Social Agencies  
in the Treatment of Juvenile Delinquents",  
Mr. El Sayed Yassin El Sayed

Friday, 4 September

9.00 - 10.30 a.m.

Discussions on Lecture (1)

11.00 - 12.30 p.m.

Discussions on Lecture (2)

6.30 - 8.00 p.m.

Discussions on Lecture (3)

Saturday, 5 September

9.00 - 10.30 a.m.

Lecture (4)

"Treatment of Juvenile Delinquents in the Environment"  
Dr. Mohammed Talaat Issa

11.00 - 12.30 p.m.

Lecture (5), "The Juvenile Court and its role in the Treatment of Juvenile Delinquents", Dr. Hassan Allam

6.30 - 8.00 p.m.

Background Lecture (1)  
by Mr. J. Riby-Williams

Second Week

Monday-Saturday, 7 - 12 September 1964

Monday, 7 September

9.00 - 10.30 a.m.

Discussions on Lecture (4)

11.00 - 12.30 p.m.

Discussions on Lecture (5)

6.30 - 8.00 p.m.

Background Lecture (2)  
by Mr. J. Riby-Williams

Tuesday, 8 September

9.00 - 10.30 a.m.

Lecture (6)  
"Juvenile Institutions in the UAR and their role in the Treatment of Juvenile Delinquents", Mr. Abdel Aziz Fath El-Bab.

11.00 - 12.30 p.m.

Lecture (7)  
"The Role of the Probation System and the Prevention of  
Recidivism among Juvenile Delinquents", Dr. Laila Takla

6.30 - 8.00 p.m.

Background Lecture (3)  
by Mr. J. Riby-Williams.

Wednesday, 9 September

9.00 - 10.30 a.m.

Discussions on Lecture (6)

11.00 - 12.30 p.m.

Discussions on Lecture (7)

6.30 - 8.00 p.m.

Background Lecture (4)  
by Mr. J. Riby-Williams

Thursday, Friday, 10, 11 September

Group Assignments

Saturday, 12 September

Visits to Juvenile Institutions in Cairo

Third Week

Monday-Saturday, 14-19 September 1964

Monday, 14 September

9.00 - 10.30 a.m.

Lecture (8)  
"Juvenile Institutions for Detention Pending Trial"  
Dr. Mohammed Niazi Hitata

11.00 - 12.30 p.m.

Lecture (9)  
"Variation and Specialization of Juvenile Institutions"  
Mr. Ahmed El Alfy

6.30 - 8.00 p.m.

Lecture (10)  
"Institutional Care for Juvenile Delinquents"  
Dr. Saad Galal

Tuesday, 15 September

9.00 - 10.30 a.m.

Discussions on Lecture (8)

11.00 - 12.30 p.m.

Discussions on Lecture (9)

6.30 - 8.00 p.m.

Discussions on Lecture (10)

Wednesday, 16 September

9.00 - 10.30 a.m.

Lecture (11)

"Essential Aspects of Institutional Care for Juvenile Delinquents"

Mr. Yehia Hassan Darwish

11.00 - 12.30 p.m.

Lecture (12)

"Organization and Management of Juvenile Institutions"

Mr. Moustafa R. Matter

6.30 - 8.00 p.m.

Lecture (13)

"Relationship between Correctional Institutions and the Community", Mr. Mohamed Ibrahim Zeid

Thursday, 17 September

9.00 - 10.30 a.m.

Discussions on Lecture (11)

11.00 - 12.30 p.m.

Discussions on Lecture (12)

6.30 - 8.00 p.m.

Discussions on Lecture (13)

Friday, Saturday, 18, 19 September

Group Assignments

Fourth Week

Monday - Saturday, 21-26 September 1964

Field Work Placements to Juvenile Institutions in Cairo.

Fifth Week

Monday - Saturday, 28 September - 3 October 1964

Monday, 28 September

9.00 - 10.30 a.m.

Seminar (1)

11.00 - 12.30 p.m.

Seminar (2)

6.30 - 8.00 p.m.

Seminar (3)

Tuesday, 29 September

9.00 - 10.30 a.m.

Lecture (14)

"Special Measures of Release and Aftercare System for Juvenile Delinquents", Dr. Gamal Zaki

11.00 - 12.30 p.m.

Lecture (15)

"Organization of Aftercare for Juvenile Delinquents"  
General Mahmoud Saheb

6.30 - 8.00 p.m.

General Lectures (1)

Wednesday, 30 September

9.00 - 10.30 a.m.

Discussions on Lecture (14)

11.00 - 12.30 p.m.

Discussions on Lecture (15)

6.30 - 8.00 p.m.

General Lecture (2)

Thursday, 1 October

9.00 - 10.30 a.m.

Lecture (16)

"Selection of Personnel in Institutions for Juvenile Delinquents", Dr. Badr Eldin Ali

6.30 - 8.00 p.m.

General Lecture (3)

Friday, 2 October

9.00 - 10.30 a.m.

Discussions on Lecture (16)

6.30 - 8.00

General Lecture (4)

Saturday, 3 October

Free

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Sixth Week

Monday - Saturday, 5-10 October 1964

Monday, 5 October

Written Tests

Tuesday, 6 October

Wednesday, 7 October

} Visit to Aswan High Dam

Thursday, 8 October

Free

Friday, 9 October

Tutorials and Discussion of Examination Papers.

Saturday, 10 October

6.00 p.m. Closing Session and Presentation of Certificates.

8.00 p.m. Reception at the Centre.

ANNEX III

First African Training Course on  
Institutional Treatment of Juvenile Offenders  
Cairo, September 1 - October 10, 1964

REPORT OF THE DEFINITION COMMITTEE

(Appointed by the Course Participants to examine  
the usage and application of various terms in  
connexion with institutional treatment of juvenile  
offenders and those in need of care and protection,  
in the countries of the participants represented  
at the Training Course).

Composition of the Definition Committee:

J. Riby-Williams (ECA) - Chairman  
Oumar Marone (Senegal) - Member  
Mohammed Lamin Sesay (Sierra Leone) - Member  
Abdel El-Gani Mohammed Soliman (UAR) - Member

Scope of Work:

- A. Short-term Institutions (under 12 months residential care)
1. Observation Centres
  2. Remand Homes
  3. Reception Centres
  4. Attendance Centres
  5. Detention Centres
  6. Classification Centres
  7. Quartier Special
  8. Rehabilitation Centre
  9. Probation Homes
  10. Foyer de Semi-Liberte
  11. Hostels
  12. The Multi-Social Service Unit
- B. Long-Term Institutions (Residential training for minimum of 12 months).
1. Re-Education Centres
  2. Approved Schools, Industrial Schools, Training Centres, Reformatories, etc...
  3. Borstal Institutions
  4. The Marg Boys' Town (UAR)
  5. Ein Shams Young Adult Delinquent Institution (UAR)
  6. The Welfare Institution for Delinquent Girls (UAR)

C. Institutional Personnel

1. Caseworker
2. Group worker, Educateur de Groupe
3. House master
4. Educateur Social
5. Assistant Social
6. Teacher
7. Educateur Scolaire
8. House Father
9. House Mother
10. Warden or Superintendent
11. Master or Housemaster
12. Trade Instructor
13. Probation Officer
14. Matron
15. Athletic Supervisor or P.T. Instructor
16. Sheikh or Malam or Priest or Minister of Religion.

Note: This report is merely intended to provide a basis for general understanding of various technical terms used in the course during country statements and group discussions. It does not attempt in any way to harmonize the application of the different terms currently in use by different countries in Africa.

A. SHORT-TERM INSTITUTIONS

1. Observation Centres (Centre d'Observation)
  - (a) French system

In this type of Institution, the chief work is one of observation and diagnosis. These institutions are used to detain the child till his appearance before the court, or until his treatment plan has been decided. Their main purposes are:

- Direct observation of the children at the level of different discipline of observation (class-room, sports, oriented activities-work).
- Detention of the children in view to proceed to their classification for appropriate institutions for treatment.
- Treatment of those children who are committed to it by the court.

Period of detention: Children are kept there from 3 months to one year by order of the judge.

- (b) English system. (Remand Home, Observation Centre, etc.)  
This is an institution to which a magistrate remands a juvenile for thorough observation prior to the determination of the case.

- (c) U.A.R. System. (Observation Home)  
A place for those awaiting trial, during the period of observation. The personality traits of a juvenile are studied by specialists, with the view to recommending a plan of treatment for the future. The juveniles are detained then by order of the juvenile magistrate for a period not exceeding three weeks in the first instance and subject to such further extension as may be ordered by the court from time to time.

## 2. Remand Homes. (English System)

These are places of safety where a juvenile may be sent by a magistrate to await trial. According to the law, a juvenile may be so remanded for a maximum period of fourteen days at a first instance, but this period may be extended by order of the court. Advantage is usually taken of this period to make some observations on the boy or girl. Police and social investigations may also be conducted during this period.

### 3. Reception Centre

#### (a) English System

This is a centre where a convicted juvenile is sent in the first instance to enable the authorities to study his or her general background so as to determine the type of training school for which he or she is most suited. The Remand Home may also be used for this purpose.

#### (b) U.A.R. System

This type of centre is attached to either observation centre or institutions. Its purpose is to receive newcomers. Children who come to the centre are of three kinds.

- Juvenile delinquents who commit offences whether contraventions, misdemeanours or crime of serious nature.
- Vagrants.
- Pre-delinquents who come there through the assistance of social agencies in cases of neglect or who are homeless, or some children enter voluntarily.

The capacity of the centre is from 10 to 15 children.

### 4. Attendance Centres

This is a centre for the voluntary training or re-education of a juvenile who is usually on probation. The regular attendance at the centre, for purposes of reporting, instruction or training, is enforceable as a condition of the probation order.

### 5. Detention Centres

#### (a) English System

These are residential centres where convicted juveniles are committed by magistrates to benefit from a "short - sharp - shock" treatment of 3 to 6 months.

(b) U.A.R. System

A place for the provisional custody of juveniles before the final disposal of their cases by a judge or other competent body and does not include institutionalization for observation or long-term treatment.

The detention period is about 24 hours only in the juvenile police bureau. It is a facility to enable police investigation to be conducted into the offence and the circumstances of the juvenile before he is formally arraigned before the magistrate.

6. Classification Centre

(a) English System

These are the same as Reception Centres.

(b) French System

The Observation Centres serve the dual purposes of observing the juvenile before the court order and of classifying juveniles committed to re-education centres.

(c) U.A.R. System. (Classification and orientation centre)

A centre for both vagrants and delinquents, ordered by the court to be placed in an institution. Social, medical, and psychological studies are made in order to assign the juvenile to the suitable institution according to his individual case.

The capacity of the centre is 150 inmates, the psychologist is one of the staff members who is responsible for the orientation and classification of the inmates.

Duration

Until he has been classified and allocated to a suitable institution.

7. Quartier spécial (Special Wings)

Generally attached to prisons, they constitute a place of deposit for juveniles who for a reason of the seriousness of their offences are not remanded to the observation centre.

In all other purposes, however, such special wings also serve as places of remand.

8. Rehabilitation Centre

Semi-open or open institutions where young persons are taught certain useful trades and character training as opposed to custodial training in Borstal Institutions. Those who attend these centres usually reside in Probation hostels or in other suitable residential accommodation.

9. Probation Homes

These homes are used as condition of residence by some juveniles on probation whose normal homes are temporarily unsuitable or unfit to receive them. They are also used to accommodate discharged juveniles and young persons from approved schools and borstal institutions.

10. Foyer de Semi-Liberté. (Home of Semi-Liberty)

This institution is used as temporary home for children who have been discharged from an observation centre, having completed their period of treatment. Children who have been sent there go to school or to work outside the institution, but otherwise live (eat and sleep) at the institution. It provides opportunity for gradual adjustment from long institutional conditions to normal community living.

11. Hostel (U.A.R.)

The hostel is intended to be a suitable environment for keeping children whose families are unfit. It is an open institution where boys can live, go out to work, come back to play and

attend night classes under the supervision of qualified social workers.

12. The Multi-Social Service Unit (U.A.R.)

This is a new type of institution being developed in the U.A.R. It attempts to integrate a number of social services connected with the observation, diagnosis and rehabilitation of juvenile offenders and vagrants, and its main advantages lie not only in the convenient grouping of allied services and institutions together into one composite unit but also in the savings it affords of time, effort and expense in the handling of the cases. This social unit is composed of four different sections:

- Reception Centre
- Observation Home with its psychiatric clinic and local court
- Probation Bureau
- Hostel.

B. LONG-TERM INSTITUTIONS

1. Re-education Centre. (Centre de re-éducation)

Long-term institution for treatment of delinquent children. They follow the indication of observation centre. The detention period can be extended until the age of 21. The placement of offenders in this type of institution is an educative decision taken by the court. This type of institution, generally found in the French-speaking countries, is not very much different from the approved schools, industrial schools and training centres for juvenile offenders found in the English-speaking countries.

2. Approved Schools, Industrial Schools, Training Centres, Reformatories

These are residential institutions for the corrective training of boys and girls between 10 and 18 years. They are committed to such institutions by a magistrate for a minimum period of one year and a maximum of 3 years or until they attain the

age of 18 years. They provide primary education and technical training for the juveniles committed to them.

3. Borstal Institutions

These are residential institutions for the corrective training of young persons between 17 and 21 years of age. The period of training is usually 4 years. This is the midway institution between approved school and prison.

4. The Marg Boy's Town (U.A.R.)

Established as a boy's town on 20 July 1962, it is situated a few miles outside the city of Cairo. The boy's town is a cottage type open institution for the care of boy vagrants and juvenile delinquents. Its capacity is 5,000 inmates.

This modern new boys' town is for boys only. It contains a school for juveniles under 12 years old, the capacity of school being 450 inmates. There are facilities for vocational training and the staff includes 72 workers, 8 psychologists and one psychiatrist.

5. Ein Shams young-adult delinquents Institution (U.A.R.)

A special institution for those young adult vagrants and delinquents for whom educative or corrective measures are considered inadequate because of the juvenile offender's vicious tendencies. Capacity 250 inmates.

6. The Welfare Institution for Predelinquent girls (U.A.R.)

An institution for vagrants and pre-delinquents whose vagrancy is related to prostitution or other sexual problems. Girls are sent there by order of the court. Capacity: 100 inmates.

Age of admittance: 7 - 18 years.

Duration: The girls can stay there until they are considered fit to return to the community life.

### C. INSTITUTIONAL PERSONNEL

#### 1. Case Worker

A social worker who deals with individuals. He should be available to the child and keep contact with his home and his environment and make a full study of his case-history and his life cycle. He will guide him later to choose a work in his local community, solve his problems and encourage and guide him in his gradual adjustment to normal family and community life.

#### 2. Group Worker

Social worker who deals with groups of people. In the U.A.R. the Group Worker in an institutional setting is responsible for a group generally of 72 boys in games, social programme, discussion and group therapy.

In the French-speaking countries, this social worker is called "Educateur de groupe", and he deals with the supervision of the juveniles when they are working in groups, studying and when they have other major activities.

#### 3. Housemaster

An officer who is in charge of a unit or house in approved schools or borstal institutions.

#### 4. Educateur Social (French)

The specialist of the re-education of the delinquents who has to meet the problem of the juveniles and try to help them for their social rehabilitation.

#### 5. Assistant Social (French)

Specialized in social work, dealing with social investigation at the level of the family and different environments of the offender.

6. Teacher

Person who teaches the child in the institution's school. He must have a special training in juvenile delinquency field. His work consists also of rebuilding the child's confidence in his ability to learn.

7. Educateur Scolaire (French)

A person who deals with children during the period of detention. This field of action is limited to the school activities in the observation and the re-education centres in respect of which he has been specially trained.

8. House Father

An officer representing the father symbol in approved schools, who is usually responsible to the Housemaster.

9. House Mother

An officer representing mother symbol in approved schools whose appointment is usually a joint one with House Father.

10. Warden or Superintendent

An officer in charge of a remand home or a training institution.

11. Master or Headmaster

An Officer in charge of an approved school.

12. Trade Instructor

A technical education teacher in residential institutions such as approved schools and borstals.

13. Probation Officers

A court social worker who does social investigation and reports to the court. He also supervises probationers.

14. Matron

A female officer who is responsible for the medical comfort, first-aid, uniform and general cleanliness of the inmates.

15. Athletic Supervisor (U.A.R.)

He trains the inmates in the traditional sports, football, basketball, volleyball, recreational and sport programme, offers an ideal opportunity to train for leadership. In some countries, this type of officer is called "Physical Training Instructor".

16. Sheikh (Religious leader) (U.A.R.)

He provides the necessary leadership in the institution for religious observances and activities. In some countries, he may be a Priest, Malam or Minister of Religion.

ANNEX IV

First African Training Course on  
Institutional Treatment of Juvenile  
Offenders  
Cairo, 1 September - 10 October 1964

PROGRAMME OF FIELD WORK PLACEMENT

Monday, 21 September - Saturday

26 September 1964

Monday, 21 September - The Giza Juvenile Delinquency Institution.

1. At 9.00 a.m., the Director of the Institution will receive all participants, address them on the history, administration and management of the institution, and arrange a conducted tour to the Workshops, Health Section, School Section, and Feeble-minded Section of the institution. This will take all morning, from 9.00 a.m. - 1.00 p.m.

(Break for Lunch and rest)

2. At 6 p.m., all participants will re-assemble at the institution for a conducted tour to the Social Section and Combined Unit of the institution.

Tuesday, 22 September - The Giza Juvenile Delinquency Institution.

3. Participants will be divided into 2 groups as follows:

Group A

Ato Yohannes

Mr. Robert

Mr. Jalloul

Mr. Sessay

Mr. Suliman

Mr. Kasumba

Group A (Cont'd)

Mr. Soliman  
Mr. Okasha  
Mrs. Hosney  
Lt. Col. Aly Khalil  
Mr. Shekiffu

Group B

Mr. Omar Diallo  
Mr. Hajj Mekki  
Mr. Omar Marone  
Lt. Col. Rifaat Ahmed  
Mr. Konsowa  
Mrs. Loutfi  
Mrs. Tsehay Yitbarek  
Mr. Sukani  
Mr. Sankombo  
Mr. Mahmoud

4. From 9 a.m. to 1 p.m., Group A will be assigned to the Combined Unit of the institution - to be addressed by the head of Unit, to be distributed to households - to study records and files and interview methods with the Social Worker of the Household. A group discussion will be held for all members of Group A at the end of the morning.
  5. From 9 a.m. to 1 p.m., Group B will be assigned to the Youth Section of the institution - to be addressed by the head of the Section, to study the programme, the Self-Governing System and the Group Work facilities, and a group discussion will be held at the end of the morning.
  6. From 6 p.m., the Director of the institution will conduct a staff meeting and he would wish all participants (Groups A and B) to attend.
- Wednesday, 23 September - Prison Visit/Giza Institution
7. A special visit to a Cairo Prison for all male participants will be arranged in the morning.

8. At 6 p.m. all male participants will attend a meeting of the Release Committee of the Giza Institution.

9. The 3 lady-participants will spend the whole day at the Giza Girls Institution.

Thursday, 24 September - Giza Institution

10. From 9 a.m. to 1 p.m., Group A will be assigned to the Youth Section of the Institution and the programme will be the same as for item 5, above.

11. From 9 a.m. to 1 p.m., Group B will be assigned to the Combined Unit of the Institution and the programme will be the same as for item 4 above.

12. Lady-participants will continue assignment to Girls Institution.

13. At 6 p.m., participants and staff of the institution will be entertained at a party, at the boys' institution.

Friday, 25 September - Giza Institution

14. From 9 a.m., participants will informally observe visiting day for parents and will also observe the institution's religious programme.

15. A sports programme has been arranged for the afternoon.

Saturday, 26 September - Giza Institution

16. From 9 a.m., a General Meeting of staff and participants will be held, in the Director's Office, to evaluate the programme.

17. To round up the placement programme, a special sporting event will be organized for the enjoyment of participants, staff and inmates.

ANNEX V

First African Training Course on  
Institutional Treatment of Juvenile  
Offenders  
Cairo, 1 September - 10 October 1964

WRITTEN TEST AND EVALUATION EXERCISE

Monday, 5 October 1964

General Arrangements

1. The written tests are designed to give opportunity to participants, individually,

(a) to test the degree of their comprehension of the particular fields covered in the training course;

(b) to select one related group of lectures, given at the course, for critical examination of treatment of the subject, theories advanced both in support of or against certain methods and techniques in institutional treatment and their application to the respective circumstances of individual participant's countries;

(c) to evaluate the whole training course, its organization, arrangements, objectives, benefits to participants and to their respective countries, and suggestions for future regional in-service training courses.

2. The written tests are NOT designed to test or measure the ability of the participants and they will not involve any assessment of individual standards nor grading of participant's performance.

Grouping of Related Lectures

3. For purpose of the written tests, the various lectures given at the course have been grouped as follows:

A. Juvenile Delinquency: Definitions, Types, Causation, Legal and Judicial Aspects and Role of the Family, the School and the Social Agencies in Prevention and Treatment of Delinquency.  
(Lectures: 1, 2, 3)  
Tutor: Dr. Saied Ewies

B. Measures of Treatment: Treatment in the Environment, the Juvenile Court and its Role in Treatment, the Role of the Probation System and the Prevention of Recidivism Among Juvenile Delinquents.  
(Lectures: 4, 5 and 7)  
Tutor: Dr. Mohammed Talaat Issa

C. Institutional Treatment: Juvenile Institutions for Detention Pending Trial, Variation and Specialization of Juvenile Institutions, Essential Aspects of Institutional Care for Juvenile Delinquents, Relationship between Correctional Institutions and the Community, Institutional Care for Juvenile Delinquents.  
(Lectures: 6, 8, 9, 10, 11, 12, 13)  
Tutor: Mr. Moustafa R. Matter.

D. Special Measures of Release and Aftercare System: Legal and Administrative measures, Organization of Aftercare for Juvenile Delinquents.  
(Lectures: 14 and 15)  
Tutor: Dr. Badr El-Din Ali

E. Institutional Personnel: their selection, recruitment, training, types, duties, role in treatment and conditions of service.  
(Lectures: 16 and 17)

4. Each participant will, on the day of the tests, be required to choose, at random from a bag, one of the groups of lecture topics, for the written tests. The morning session, from 9 a.m. to 1 p.m. will be devoted to this exercise.

5. From 6.30 p.m. to 8 p.m., each participant will prepare in writing, his objective evaluation of the entire training course according to the prepared questionnaire which will be distributed.

6. There will be no supervision of written tests, each participant will be at liberty to refer to any lecture notes and books in his possession or at the Centre's library, or to consult with any lecturer or staff member, as he pleases. Papers for the morning session will be collected at 1 p.m. and those for the evening session will be collected at 8 p.m.

7. Writing blocks or note paper will be provided and writing will be expected to be legible and preferably in ink.