The Summary of The Study

First: the problem of the study:

The human is the development objective, means, purpose and its most important elements and he is able to reach by its rates to the extent that achieves its results, aims and plans. So the investment in the human element is one of the most important requirements of development in general, and rural development in particular. Consequently, Egypt has done great efforts to develop the rural sector and its population through different ministries. The most important one of them is the ministries of Agriculture and Land Reclamation, which does many projects. The most important project of them which is an investment of the human element, and which increases awareness of rural people and motivates them to participate actively in achieving sustainable development is to establish field schools. They are schools without buildings or walls, they are tents or (singled) composed of wicker, straw or palm leaves, cost only (100 to 150 pounds). They are held amid plantations. Their students and trainees are men and women farmers who are studying the curricula of their choice around the problems of their daily lives, such as "the prevention of bird flue, preserving the environment, family planning, reproductive health, anti-female genital mutilation, the population problem, illiteracy, in addition to the issues and matters relating to agriculture ... etc". All of them are issues studied by farmers who express them in the simplest words and, through participation and discussion, persuasion is achieved and awareness is raised. These schools are scattered in villages and centers of the province of Fayoum. This project has been started a few years ago to combat agricultural pests and improve farmer's standard of living, then it developed to include all aspects of development to achieve higher level of thinking and to provide farmers with the necessary skills to connect with their community in addition to learning simple crafts that increase their income. This project aims, in general, at achieving sustainable development. This study seeks to evaluate the effectiveness of field schools in achieving sustainable development through their contribution to the development of environmental awareness of farmers, and their contribution to increasing community participation of farmers,
and the their contribution to raising the standard of living of the farmers, as well as knowledge of the obstacles that may hinder the field schools from achieving their goals.

**Second: The objectives of the study:**

The present study aims to achieve a main goal of the effect: (Evaluating the effectiveness of field schools in achieving sustainable development for farmers)

This goal is achieved through the achieving of the following sub-set of goals:

1- the contribution of the field schools in the development of environmental awareness.
2- the contribution of the field schools to increase community participation of farmers.
3- The extent to which field schools in raising the standard of living of farmers.
4- stand on the most important obstacles that hinder the performance of field schools in achieving their goals.
5- to arrive to a conception of the role of social work in field schools.

**Third: the questions of the study:**

This study starts from a head question which is: How effective are field schools in achieving sustainable development?

And emerge from this set of questions to ask the following sub:

1- What is the contribution of the field schools in the development of environmental awareness?
2- What is the contribution of the field schools to increase community participation for farmers?
3- What is the contribution of the field schools in raising the standard of living of the farmers?
4- What are the obstacles that hinder the performance of field schools in achieving its goals?
5- What proposals that contribute to overcoming the obstacles facing the field schools?

**Fourth: methodological procedures for the study:**
1 - Type of study :
This study belongs to the pattern of evaluation studies aimed at evaluating the effectiveness of field schools in achieving sustainable development through the achievement of a group of sub-goals:

- the contribution of the field schools in the development of environmental awareness to farmers.
- the extent to which field schools to increase community participation for farmers.
- the contribution of the field schools in raising the standard of living of the farmers.
- stand on the obstacles that hinder the performance of field schools in achieving their goals.
- develop vision for the future through the perspective of social work to increase the effectiveness of field schools in achieving sustainable development.

2 - The approach used :
Researcher has used the quality of the social survey method as follows:

- Comprehensive Social Survey for all facilitators of school field in Fayoum.
- Social Survey sample of farmers enrolled in Fayoum field.
- Social Survey sample to a group of experts in the field schools.

3 - Tools of the study:
The researcher adopted on three main tools:

- measure the achievement of sustainable development applied to the facilitators of the school field in Fayoum.
- Form Astbar especially for farmers enrolled in Fayoum field.
- evidence of the interview with experts and interested school field.

4 - Areas of study :
A) Spatial domain :
Will be applied to the study (9) Schools field centers and villages in the province of Fayoum.

B) The human sphere :
• Sample of farmers enrolled Field number (144) farmers.
• All of facilitators of school field reached (58) facilitators.
• A group of gentlemen experts in field schools and (10) experts

C) **Time domain of the study:**
The period of data collection.

**Fifth: The results of the study:**
The results showed that the field schools contribute to the achievement of sustainable development in its three dimensions as follows:

**A) (environmental dimension) and the goal of the development of environmental awareness to farmers:**

**The most important of these contributions came:**

1- field schools focus on educating farmers not to over-use agricultural pesticides.
2- describes the farmer field schools seriousness of environmental pollution on public health for humans and animals.
3- calls for schools to farmers need to rationalize water use and conservation.
4- field schools focus on educating farmers against the use of wastewater in agriculture to pollution of the soil.
5- describes the farmers' field school problems resulting from pollution of the environment.

**B) (the social dimension) and the goal of increasing community participation for farmers:**

**The most important of these contributions were:**

1- Field schools ask the farmers to pay attention to public health and prevention of disease.
2- Field schools provide farmers with information about how to raise and care for their children.
3- Field schools allow the farmer to participate opinion and experience in all of its activities.
4- Field schools develop the skills necessary for farmers to solve their problems and achieve their goals.
5- Field Schools provide farmers with information that enables them to help other farmers.
C) (the economic dimension) and the goal of raising the standard of living of farmers

The most important of these contributions came:

1- field schools acquire the Farmers with the ability to produce high-quality crops
2- field schools contribute to instill in the experiences of farmers in modern farming methods.
3- Farmers of Field Schools gain experience in the sale and marketing of agricultural products and household.
4- field schools urge farmers on the need to invest their leisure time in useful things.
5- field schools provide farmers with experience in the establishment of some small environmental industries and provided them with additional income.

The main obstacles are:

A) Constraints due to the farmers themselves:
- " Weak material and moral incentives that encourage farmers to enrollment Field.
- " Illiteracy by a large margin in the countryside.
- Lack of leisure time among farmers to attend school field.

B) Constraints due to the facilitators:
- The weakness of material and moral incentives that encourage facilitators school field.

C) Constraints due to school field and the administrative body:
- Not publicizing the experience of generalizing field schools at the level of the republic.
- Lack of publicity and advertising for field schools through various media.
- Lack of educational fields for each school field.
- Methods used in the training of farmers is not sufficient.