

Socio Economics (Group Sphinx)

Rural and Agricultural Development of Egypt

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Introduction

In order for governing organisations to be able to communicate in international co-operative projects, required are the following:

- the population concerned is *partner* in the development process
- the population concerned receives an education which is target group-oriented
- the population concerned learns location adapted self-help measures through *motivation*

Knowledge Society of the rural population

With the growing role of knowledge as a crucial factor of production (knowledge society), the society will become the key locational determinant. Of decisive importance will be its ability to generate and use locally relevant knowledge to solve specific problems.

Without highly qualified manpower, it would be impossible to maintain an efficient, democratic, governmental and administrative apparatus, modern infrastructure and education and research.

„Higher education is no longer a luxury: it is essential to national social and economic development.“ (Dr. W. von Richter, 2000)

- The *goal* for the external project planner is a project cooperation, which ends in a goal-directed self-initiative of the population concerned.
- By that means, the *durability* and *carrying capacity* of the measures are ensured.
- *Target group-oriented measures in vocational training* lead to autonomous self-help groups.
- Within socio-cultural, substructural, ecological and political conditions, the *quality of life* of the target group *becomes elevated and is durable*.
- The complex relationships within the social system and landscape must be *multi-factoral* and must offer *network solutions*, at least when the land is integrated in the *world market*.

Goal: Reduction of urban-rural contrasts

- The individual household plays a central role in its wide-ranging dependence upon the ecological, socio-economical, socio-cultural and political conditions in the individual villages.
- Agricultural side-business develop well under the networking of alternative employment possibilities and development resources of status-differing populations.

Higher education in learning regions

An innovative, regionally assimilated education and research milieu is essential for the

- formation of regional subcentres (learning regions)
- business concentrations (clusters)
- techno-economic growth
- higher education institutions
- training and continuing education centres
- consultancy providers
- organisers of research cooperation projects

In global competition for foreign investments, the regional density of training, research and development institutions (institutional thickness) combined with a corresponding institutional networking capability is a decisive advantage.

Higher education in learning regions promises in every system Success through motivation

with the durable dependability of elevated

- quality of life,
- quality of wages,
- quality of the environment,
- quality of employment, and
- quality of knowledge.

Goal: Change of consciousness „in the heads“

The Fellachen are able to adapt to changed environmental conditions based on their tradition. So exists a state of consciousness for the necessary change within the Egyptian population.

Summary

Only higher education is able to sustain development.

This includes:

- educational systems
- poverty alleviation
- environmental protection and resource conservation
- private sector development
- developing civil society

Important is:

- development from „below“ and development from „above“ supplement each other
- small, decentral projects within the rural regions
- principles of target group-orientation, self-help and participation
- organisation of alternative economic branches within rural regions
- didactic assignments
- not from external sources, rather from the population concerned

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