Strategies for Modernizing Egyptian Agricultural Technical Secondary Schools through Curriculum Enhancement

Dr. Benjamin G. Swan
Assistant Professor, Agricultural & Extension Education
University of Idaho
1134 West 6th Street
Moscow, ID 83844-4291
Phone: 208.885.6358
Fax: 208.885.4039
e-mail: bswan@uidaho.edu

Dr. James W. Hynes
Sam Houston State University

Introduction
Agricultural Technical Secondary Schools may hold the key for developing an export market for crops produced in Egypt. The European Economic Community market for flowers and selected vegetables and fruits could provide value added outlets for crops whose value would be enhanced by timely delivery to major urban regions in Western Europe. Mellor and Ollson (1999) noted a direct correlation between growths in marketing value added agricultural commodities and the reduction of poverty in developing nations. In Egypt, there is a growing commitment to upgrade the quality of the Agricultural Technical Secondary Schools to provide a trained workforce for the expanding markets for Egyptian agricultural products in Europe.

Purpose
The purpose of this poster is to share the process used for enhancing the curriculum at the Agricultural Technical Secondary (ATS) schools.

Major Points
• 100,000 plus students, 8160 teachers, and 51 ATS schools in Upper Egypt will benefit from enhanced current curriculum and strengthened technical content.
• Strategies employed included identifying existing content in 5 essential content areas (Animal Science, Horticultural, Agricultural Mechanics, Agricultural Business, and Crop Science).
• Identified key Egyptian university professors in the chosen content areas
• Updated Egyptian content to accurately reflect current knowledge bases in the chosen disciplines.
• Visited selected ATS school facilities for a feasibility study.
• Reported to stakeholders findings, accomplishments, and directions for Egyptian leadership to consider followed by open discussion.
• Egyptian leadership assumed ownership and continued the process to completion with delivery to ATS.
Conclusions and Educational Importance

While difficult and complicated to achieve, the stakeholders understand and have identified education of their agricultural workforce as a key component to drive the economic development of this key sector of their economy.