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Reforming the Agricultural Technical School (ATS) System in Egypt

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Current Issues:

Agriculture is a vital sector in Egypt;

- It is the main *provider of food, raw materials*;
- The most important source of income and *employment* to the rural poor;
- Food absorbs 40% of total household *expenditures*;
- The food security has become a central issue responsible for the *country stability and security* situation.



Current Issues:

- Cultivation of *low return crops* (sugar cane, rice) that consume large quantities of *water*;
- Access to *credit and marketing*, and marketing information;
- Poorly trained *labor force*
- Lack of *agricultural facilities* and infrastructure that maintain the quality



Challenges: Why Reforming ATS System in Egypt

- Increasing demands for a skilled workforce in agriculture;
- High rates of unemployment in rural communities;
- Poorly trained labor force;

Response

- Economic growth in rural Egypt;
- improve productivity and competitiveness of agriculture,
- Increasing employment of youth and alleviating poverty in rural areas



ATS Reform Program in Egypt

- USAID in a partnership with MoE*, MALR** & Private Sector introduced innovative and dynamic program implemented by MUCIA*** to strengthen the capacity of the ATS.
- The goal of the program is:
prepare students for work in various capacities in agricultural development activities, especially high-value agriculture.

*Ministry of Education

**Ministry of Ag and Land Reclamation

***Midwest Universities Consortium for International Activities



Ag Technical School (ATS) in 2007

ATS 2007 Situation:

- Average ATS has 2,000 students, 105 teachers (50% women), 50 classrooms, and a 20–25 acre school farm,
- With the exception of simple textbooks and a chalkboard, teachers had no additional teaching methods or materials.
- Students had very limited opportunities for practical training.

Consequences of ineffective ATS:

- Students' interest was low and the drop-out rate among students was high (about 50%).
- Unemployment rate was 90% among graduates because of lack of employable skills and knowledge required by the commercial farms and food processors



Skill-Gap Analysis Study

250 Private-sector employers

+

1000 Recent graduates

Primary results—Nearly all graduates lack:

- ✓ Technical skills for high value agriculture
- ✓ Communication skills—verbal and written
- ✓ Problem solving skills—diagnose and solve problems
- ✓ Computer skills
- ✓ Leadership skills

Activities are designed to strengthening courses & curricula, plus practical training programs to address these deficiencies.



ATS Reform Program

Four innovative program activities have been implemented in all 117 ATSs in Egypt, to develop the overall employability skills of 180,000 ATS students and to annually secure the employment of 5,000 graduates.

- **The first phase** started in April 2008 in all 54 ATSs in Upper Egypt and Sinai.
- **The second phase** began in July 2011 in all 63 ATSs in the Delta.



4 Key Innovative and Reform Activities

1. Improving the school learning environment and engaging students in the learning process
2. Developing students' technical skills through supervised internship programs in partnership with the private sector;
3. Enhancing students' career and personal skills through new career development activities;
4. Connecting schools with their communities by forming external advisory committees involving local agri-business leaders



1. Improving the school learning environment and engaging students in learning process (c)

- Trained and provided on-the-job assistance to 375 headmasters and administrators on management and resources allocation
- Trained and provided follow-up assistance to 5,270 teachers to use new inter-active teaching methods and computers & visual aids





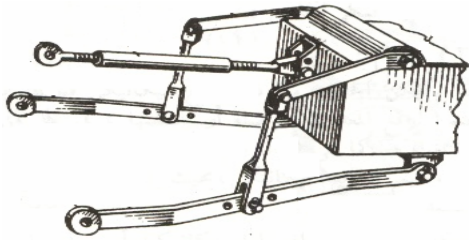
1. Improving the school learning environment and engaging students in learning process (C)

- Reforming the ATS curricula, in Partnership with MOE, and for all 52 agricultural courses transparency sets and teachers' guides (lesson plans).
- Enhanced technical and practical skills of 5,000 students/annually through market-responsive Job Skill Packages training, as extra curricula activities





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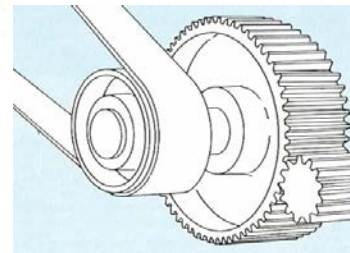
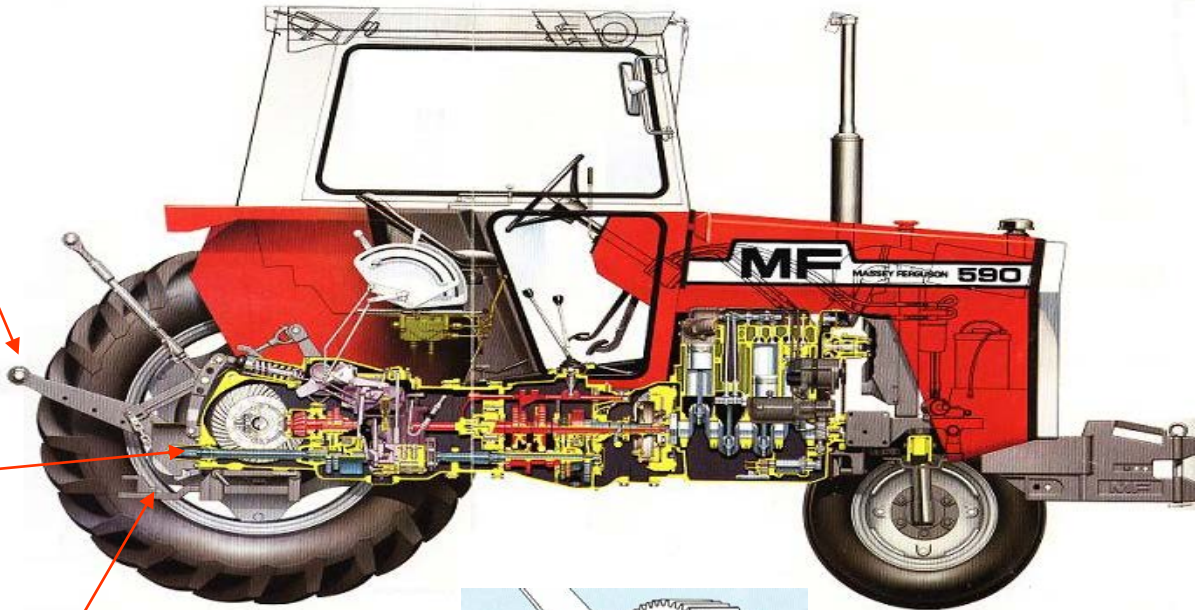
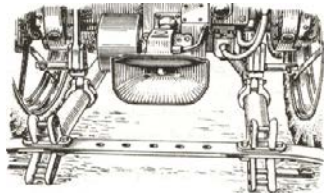


الجهاز الهيدروليكي

عمود
الإدارة
الخلفى



قضيب الجر



طارة الادارة



1. Improving the school learning environment and engaging students in learning process

- Introduced new export crops: grapes, herbs & medicinal plants and new breeds of animals in the ATS farms.
- Provided new educational technology such as 919 overhead projectors, 310 computers, 162 LCD projectors





2. Developing students' technical skills through Supervised Internship Programs (SIP) in partnership with the private sector (C)

- Established partnerships with 55 exporting farms and food processing factories with contribution of more than US\$ 3 million in the last three years





2. Developing students' technical skills through Supervised Internship Programs (SIP) in partnership with the private sector -

(c)

- 26,500 students completed SIP in private sector farms, food processing factories and agri-business firms





2. Developing students' technical skills through Ownership Programs in partnership with the private sector

- New Ownership Program: 250 students trained and started their own small-scale projects, with funds provided by the private sector donors.





3. Enhancing students' career skills and developing positive attitude to Agriculture through “Future Farmers of Egypt (FFE)” program (c)

- Trained 20,000 students thru activities and competitions on career skills including:
 - Interpersonal & communication (resume writing, job interview) and personal finance





3. Enhancing students' career skills and developing positive attitude to Agriculture career through “Future Farmers of Egypt (FFE)” program

- Marketing skills
- Problem- identification and solving skills
- Leadership skills





4. Connecting ATs with their communities through External Advisory Committees (EAC), involving local agri-business and community leaders

EACs are established and functioning in 73 ATs to provide:

- Feedback on community needs for specific skills
- Access to internship training opportunities





Key Policy Issues and Lessons Learned for ATS Reform -- 1

1. Support of the agri-business leaders- Steering Committee from Agri-business leaders
2. Partnership with the private sector, providing access and facilities to training on new agricultural technology





Key Policy Issues and Lessons Learned for ATS Reform -- 2

3. Focus on human resource development, especially teachers and administrators
4. Incorporate international experience

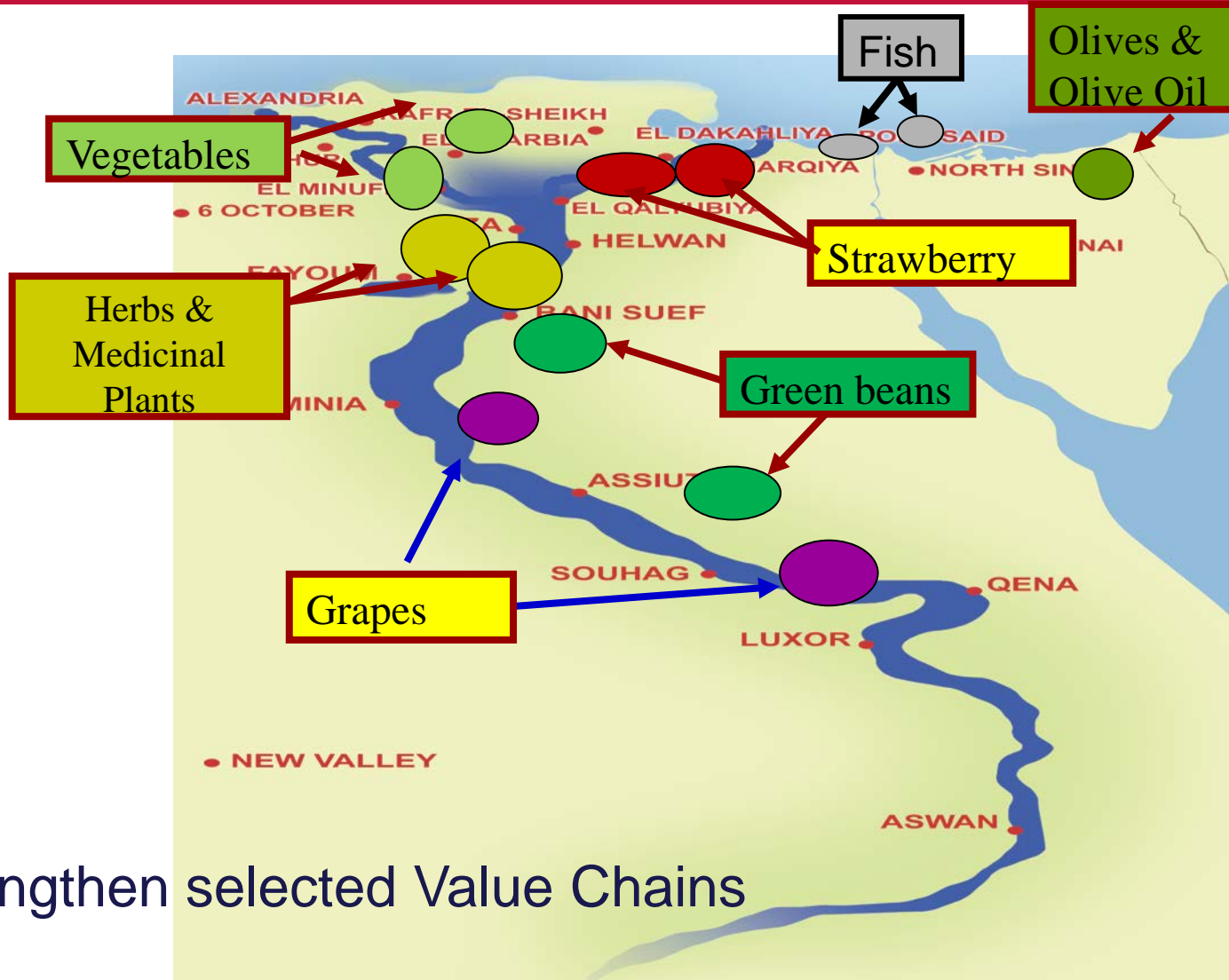




Key Policy Issues and Lessons Learned for ATS Reform -- 3

5. Build sustainable capacity of ATS to mobilize rural development by providing technical assistance and training to small-scale farmer groups, including parents





Strengthen selected Value Chains



Key Policy Issues and Lessons Learned for ATS Reform -- 4

6. Effective management and implementation team, coordinating with agri-business leaders, government 2 Ministries officials, ATS administrators and teachers, parents and students





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Thank You