



Agriculture Curriculum and Food Security in West African Secondary Schools: A Longitudinal Ethnographic Study in Egypt

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Abstract

Agriculture education in secondary schools is increasingly recognised for its potential to enhance food security and sustainable land use practices. The study employs qualitative methods including participant observation, interviews with educators and students, and document analysis over a five-year period. Data was collected from ten randomly selected secondary schools across the region. A significant proportion (72%) of students reported increased knowledge about crops production techniques, while community food security improved by an average of 15% in areas where agriculture education was integrated into curricula. The findings suggest that comprehensive agricultural education programmes can positively influence both individual and collective food security outcomes among secondary school students in Egypt. School administrators should prioritise the inclusion of agriculture education within their curriculum to support sustainable land use practices and enhance community resilience. Agriculture Education, Secondary Schools, Food Security, West Africa, Egypt

Keywords: *African geography, rural development, qualitative methods, sustainable agriculture, food sovereignty, community-based studies, pedagogical approaches*

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