

Introduction:

Agriculture Plays A Vital Role In The Developing Countries Economy. It Represents The Main Source Of Food, Income And Employment For The Rural Population, Development In Agriculture And Use Of Land Is Considered a basic issue of achieving food security and relieving poverty and Sustainable Development in general. Sustainable Agriculture Development gives interest in achieving balance between resources consumption and the right of the coming generations, It depends on basic elements such as community, environment, and economy. It also requires thinking about environmental effects of any human activity that harm health and natural resources ability to innovation and continuity.

There is a strong relationship between food security concept and sustainable agricultural development. Food security is considered one of the components of Sustainable agricultural development . At the same time , agricultural development is one of the components of Sustainable and comprehensive Socio- economic development plan.

So, it is necessary to integrate these concepts into educational institutions especially agricultural technical education institutions at all its levels. as curricula one of the most important elements affecting the formation of different modern Scientific concepts of students who are considered the basic construct in achieving these concepts in the field Sustainable agricultural development concepts are considered an of these concepts that need to be included in curricula. Hence, it is necessary to conduct a scientific research that aims at identifying the reality of school curricula in agricultural education in absorbing sustainable agricultural development concepts in addition to devising a suggested prospect for their development aims and its effectiveness in achieving its aims.

The problem of the study:

The problem of the study represents in answering the following main question;

How can Agricultural Secondary Education Curricula (three year system) be developed in the Light Of Sustainable Development Dimensions and what is the effect of this on Developing students decision taking skills?

There are sup-questions that are derived from the previous main question as follows;

- 1- What are the Sustainable Agricultural Development Dimensions that should be included in Agricultural Secondary Education Curricula (three year system)?
- 2- What is the reality of Sustainable Agricultural Development Dimensions in Agricultural Secondary Education Curricula(three year system)?
- 3- What is the suggested prospect for inclusion of the reality of Sustainable Agricultural Development Dimensions in Agricultural Secondary Education Curricula(three year system)?
- 4- What is effectiveness of a unit from the suggested prospect Development Dimensions in Agricultural Secondary Education Students achievement & decision-making Skills?

The Limitations of the Study :

- Sustainable Agricultural Development Dimensions .
- Content –analysis of same Agricultural Secondary Education Curricula for the first, Second and third grades.
- A sample of Agricultural Secondary Second grade students .
- Experimentation of a unit from the suggested prospect for Developing Agricultural Secondary Education Curricula and identifying its effectiveness through;

- Measuring students' understanding of concepts by using an achievement test.
- Measuring decision taking skills .

Hypotheses of the study

- Agricultural science textbooks aims in Agricultural Secondary school Does not include of Sustainable Agricultural development aims.
- Agricultural science textbooks content in Agricultural Secondary school Does not include of Sustainable Agricultural development Concept.
- There are no statistically significant differences at the level of 0,01 between the pre- test & the post- test mean scores in the achievement test.
- There are no statistically significant differences at the level of 0,01 between the pre- test & the post- test mean scores in the decision-making skills.

The study Procedures:

- 1- Literature review of Sustainable Agricultural development in the Academic and educational field.
- 2- Preparing a checklist of Sustainable Agricultural development Dimensions , standards and indicators.
- 3- Content analysis of Agricultural science textbooks (three year system) in the Light Of previous checklist.
- 4- Specifying the bases necessary for devising a prospect for Developing Agricultural Secondary Education Curricula in the In The Light Of Sustainable Agricultural Development.
- 5- Building school unit in the Light Of suggested prospect and specifying effectiveness.

The results of the study :

- 1- Agricultural science textbooks aims in Agricultural Secondary school don't include of Sustainable Agricultural development aims.
- 2- Agricultural science textbooks content in Agricultural Secondary school don't include of Sustainable Agricultural development Concept.
- 3- There are statistically significant differences at the level of 0,01 between the pre- test & the post- test mean scores in the achievement test for post- test in the experimental group.
- 4- There are statistically significant differences at the level of 0,01 between the pre- test & the post- test mean scores in the decision-making skills for post- test in the experimental group.