



Agrotechnology for International Edification: Empowering the World Economy

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Editorial

The objective is to establish how advanced policy-making in designing innovative international agrotechnological education (IAE) is critical in empowering national and world economies. With the world population mounting above 9 billion by 2050, 'edification' becomes a progressively more significant entity in human life. Major concerns are not limited to how efficiently conduct animal agriculture to safely and securely feed the rising populations. A foremost anxiety is how effectively to edify human populations for the most efficient SciTech utilization out of natural resources. Edification is not restricted to original young learners and students. The governors, administrators and educators require constant and continual edification for ongoing overcoming of IAE challenges. It is only with the most applied edification of IAE philosophies to policy makers that SciTech can persist to optimize entrepreneurship and economy [1,2].

The IAE resembles a circle that should often be revisited in all directions to be sustained fruitfully. Its dynamic structure will enable SciTech education to find multiple ways through goals. Often, science educators are not optimally directed towards continual edification programs. Systematic IAE does not end once one becomes an educator. The ongoing edification of educators does not aim to merely keep them up-to-date in science or to solely motivate networking for improved science dissemination. A major global goal is to revisit and refresh IAE principles and highlight the necessity of persistently developing a circular edification system. One will only be as much delicate in educating learners as being progressively and delicately educated by others. Governments are increasingly becoming responsible in fostering 'educator edification' initiatives to strengthen IAE [3-5]. Maintaining science edification delicacies, thus, requires periodical and persistent edification of principal international science educators.

A multi-angle visionary structure for dynamic IAE will help to mechanistically sustain an ever-improving nature for societal entrepreneurship and economy. The structure would involve governors and administrators, principal science educators, and learners. The governors include ministers and administrative professionals. The learners are defined as those enrolled in different academic and non-academic institutions to obtain degrees, expertise and excellence in global fields of graduate science and technology. With inadequate resources and time and thought investment in these angles, especially the top government angle, tremendous practical shortcomings in linking IAE quality to economy and life quality will occur. Insightful science must be effectively disseminated through governments and interrelated sectors for most informative edification of such unified

dynamic structures. This is key to determinedly overcome challenges faced through establishing IAE programs [6].

The knowledge and insight into IAE ought to be incorporated into mandatory applied course materials in schools, universities and industries. Effective IAE requires thought-exchange and networking among governors and administrators with selected diverse science educators and leaders. Consequently, optimized policy-making in IAE can be everlastingly triumphant in flowering of economy in a multidirectional manner. Global evidence demonstrates how international SciTech education has grown in regions such as Malaysia and the US [7,8].

Edification in agrotechnology as a mother science gains merit from both national and international commitments. These responsibilities base economy-founding education management strategies. International science and technology mentorship and management arts equipped with moral educational obligations will establish innovative agrotechnologies. This postmodern trend will capacitate entrepreneurship and help persistently boost up economy for ongoing prosperity and peace in the global society.

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