



Diversity and Inclusion in Agricultural Education: The Experiences and Perspectives of Staff working in Teagasc Vocational Agricultural Education.

Margaret Farrell^{1, 2} Monica Gorman¹ Brian Morrissey³

1. School of Agriculture and Food Science UCD, Belfield, Dublin 4.

2. Teagasc Agricultural College, Ballyhaise, Co. Cavan.

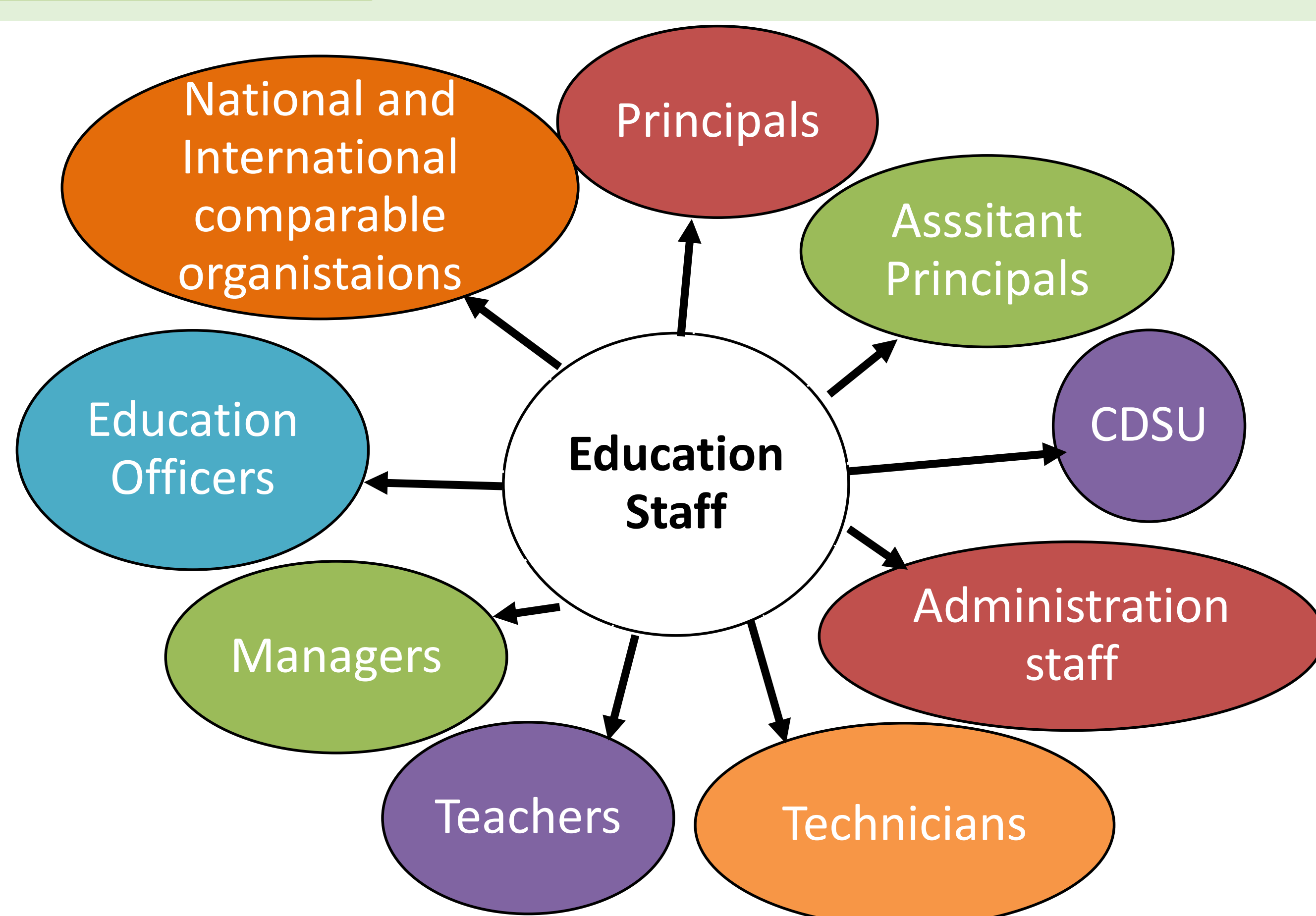
3. Curriculum Development and Standards, Teagasc Grange, Dunsany, Co. Meath.



Aim

This research aims to make explicit the ways in which diversity is experienced in Teagasc education and to identify case studies of good practice and challenges in how education staff responds to diversity and inclusion

Study Population:



Objectives

1. To map the loci where staff and students encounter diversity along the mainstream pathways through Teagasc education programmes.
2. To identify case studies of good practice and challenges in how education staff have responded to diversity and inclusion in their practice.
3. To identify factors that promote or mitigate against diversity and inclusion by comparing experiences within Teagasc courses and within education centres, between courses and centres, and with internationally comparable organizations.
4. To make recommendations on areas of improvement for fostering diversity and inclusion within Teagasc education.

Methodology

- Survey Monkey
- All Education Staff
- 76 Responses
- Good location spread
- Profiling questions

Online
Questionnaire

Semi Structured
Interviews

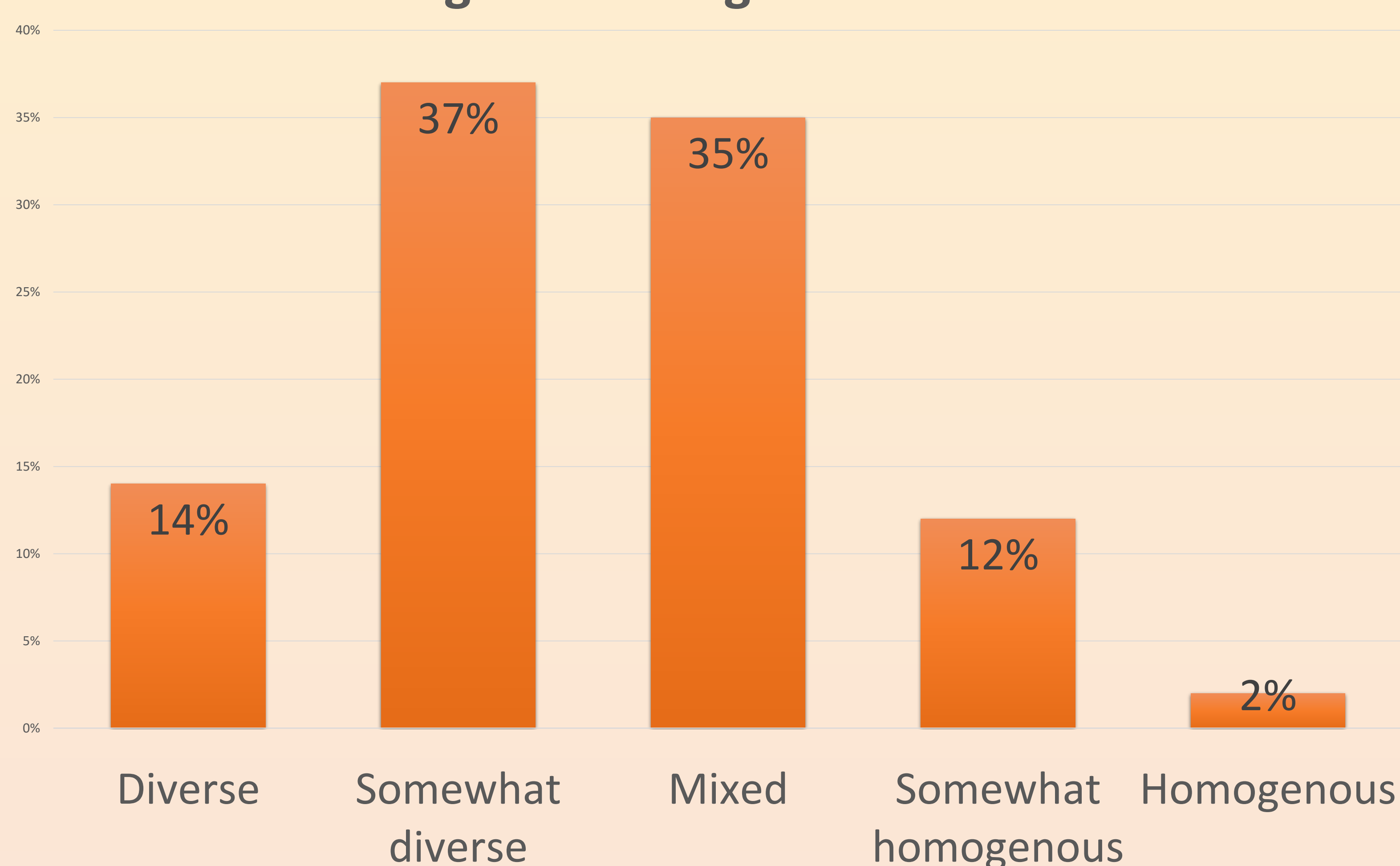
- Selected from questionnaire profiling questions
- Purposive and snowball sampling

- Cases of good practice
- Purposive sampling
- National and international comparisons

Case Studies

Some findings so far

The Teagasc learning environment is...



“Very unbalanced in terms of gender - typically 10% female”

“Not many non-nationals, travellers etc- main diversity is sex-based”

“Our classes are quite varied and seemingly tolerant of diversity.”

“Our [age] spectrum goes from 17 to 70”