

# InnovATE Annual Partners' Meeting

Cascades Room, Mountain Lake Lodge

Pembroke, VA - June 6-7, 2016

## Meeting Objectives

- ▶ Present thematic work completed or in progress for Year 4
- ▶ Facilitate discussion of opportunities and gaps to address in each theme
- ▶ Present findings from CDCS analysis and discuss opportunities for Design Activities
- ▶ Address shortfalls in meeting project indicators and strategize successful outcomes
- ▶ Identify and prioritize activities and tasks for inclusion in the Year 5 Work Plan

# Monday, June 6 - Day 1

Time	Activity	Discussion Leader
8:30 - 9:00 AM	Introduction and Meeting Objectives	L. Vaughan
9:00 - 10:20 AM	Year 4 Thematic Work - Pedagogy & Curriculum J. Tlou & G. Glasson - Malawi STEM	L. Karki
10:25 - 10:40 AM	❖ Break	
10:40 AM - 12:00 PM	Year 4 Thematic Work - Gender Spotlighting Careers in the Ag Value Chain	P. Neiner
12:00-1:00 PM	❖ Lunch	Harvest Restaurant
1:00 -2:20 PM	Review Thematic Work - Youth & Workforce Development H.Quesada-Pineda & J. Ignosh - FADCANIC/EARTH	M. Winfrey
2:20 - 2:45 PM	❖ Break	
2:45 - 4:00 PM	Training Modules	S. Russo
4:00- 4:45	Survey of Missions Evaluation & Assessment	S. Russo
4:45 - 5:30	Mid Term Recap	J. Cricenti

# Pedagogy and Curriculum

- ▶ Good Practice Paper
  - Cooperative Learning
- ▶ Agrilinks blogs and events
  - The Difference Between Agricultural Education and Extension, and Why It Matters
  - Connecting Theoretical and Practical Instruction: A Critical Agricultural Education and Training Linkage
  - EARTH University: A Model for Agricultural Education and Training Linkages
  - Online Chat: Ask Ag About... Interactions between Agricultural Education and Extension
  - Webinar: Building Linkages in Agricultural Education and Training through Systems Thinking

## Cooperative Learning

Matt Spindler, Virginia Tech

### Essential Elements

Cooperative learning is a successful teaching strategy in which small teams use a variety of learning activities to improve their understanding of a subject. Each member of a team is responsible not only for learning what is taught but also for helping teammates learn. Five essential elements make up successful cooperative learning:

- 1) **Positive interdependence**—linking learners together so one cannot succeed unless all group members succeed. Group members must know that they sink or swim together;
- 2) **Individual accountability**—holding individuals responsible by assessing the work of each individual through both teacher and peer assessment of individual contributions to the group effort;
- 3) **Promotive interaction**—involving group members in teaching, encouraging, and questioning each other in a collegial manner;
- 4) **Small group skills**—developing active listening, sharing resources, and showing mutual respect among group members; and,
- 5) **Group processing**—determining as a team which member actions were helpful and which should be changed in order to improve future outcomes.

### Benefits

Cooperative learning has been studied in formal and informal educational and organizational settings around the world and has been found to be an effective means for improving higher-level reasoning, knowledge transfer, knowledge retention, persistence to succeed, networking relationships and social support. Cooperative learning methods have also been utilized to reduce intergroup conflict and build interpersonal bridges that tend to reduce prejudice and negative stereotyping. It is an effective means of building an appreciation for the strengths individuals bring to learning and organizations.

### Cooperative Learning at Work

A 2015 World Bank-supported train-the-trainer institute and professional development program for agricultural education and training (AET) instructors used cooperative learning strategies to great success.



AET instructors were divided into groups based on subject area, locality and research interests. They were given group learning tasks to be completed through applied problem, jig-saw, and peer editing strategies (see Table). Cooperative activities were debriefed which allowed for clarification and reduction in misconceptions. In evaluations, participants said that by cooperating they were able to: a) learn an exceptional amount; b) achieve higher quality outputs and outcomes; and c) establish more robust collegial networks with other AET instructors.

# Gender Challenges and Opportunities

- **Good Practice Paper**
  - Ensuring Education for the Girl Child: Best Practices in Menstrual Hygiene Management
- **AgriLinks blogs**
  - Empowering Women for Success in Agriculture
  - Starting Point for Addressing Infrastructure-Related Safety Concerns for Women in Agriculture Education and Training
  - Breaking Barriers to Girls' Education: Menstrual Hygiene Management
  - Changing the Perception of Agriculture for More Women's Participation
  - *Three New Good Practice Papers!*: Mentorships for Women, Gender Sensitive Curricula & Pedagogy, and Funding for Women in Agriculture-Related Higher Education

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**Gender in AET**

The roadblocks preventing girls from entering the field of agriculture are creating a growing problem for food security and agricultural production, particularly in low and middle income countries. Analyses of agricultural education and training institutions have found that women "are underrepresented as students, instructors, extension agents, and researchers, and agricultural innovation processes are hardly ever aimed at women."<sup>[1]</sup> This underrepresentation is juxtaposed with evidence from the World Bank which shows that women make up an estimated 43% of the agricultural workforce, and that equalizing women's access to resources could increase agricultural output in developing countries by 2.5% to 4%.<sup>[2]</sup>

To increase gender equity and educational success for women in the agricultural education pipeline, we must discover and plug the drop-out points with gender mainstreaming policies and practices. As a focus group participant in Cambodia stated, "If we want to build women's capacity, we need to focus on long-term training, on getting degrees." Institutions must examine and implement policies and practices to recruit and retain women as students and faculty.

**InnovATE's Work on Gender in AET**

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**What's New**

Check out the FY16 Q1 Newsletter!

**New!** Read our blog series on gender in agricultural education featured on AgriLinks.org.

**New News Story!** Studying Entrepreneurial, Place-Based Curriculum Success in Nicaragua

**New!** Read our FY2015 Annual Report

**New!** Contemporary Challenges in AET: Review of Research and Practice for Youth Engagement in Agricultural Education and Training Systems

**New!** Contemporary Challenges in AET: How Competent are Agricultural Extension Agents and Extension Educators in Nepal?



# Rural Workforce Development and Youth

- **Contemporary Challenges in AET**
  - Brief: Engaging Rural Youth in Entrepreneurship through Extracurricular and Co-curricular Systems
  - Brief: Preparing Young Entrepreneurs in Sub-Saharan Africa: Middle-Level Tertiary Education
  - Modernizing Vocational Technical Schools to Develop a 21st Century Credentialed Work Force
  - Brief: Youth Engagement in Agricultural Education and Training Systems
- **Case Study**
  - Studying Entrepreneurial, Place-Based Curriculum Success in Nicaragua
  - FADCANIC Center for Agricultural and Environmental Education and Center for Agroforestry Trip Report



This carpentry student made the cane seats next to him for rocking chairs. Photo credit: John Ignosh for InnovATE

# LEARN Activities

- Encouraging girls in higher education agricultural programs
- Supporting gender equity in agricultural education and training programs and institutions
- Business planning and entrepreneurship development in AET
- Revised curriculum and pedagogy for extension specialists
- Self-assessment and quality control for AET institutions
- Introducing the use of syllabi for student-centered learning
- Mainstreaming STEM pedagogy
- Case study on institutional models in Central America: FADCANIC/EARTH

# DESIGN Activities

- Support to USAID Mission/Bureau AET design
- Scoping synthesis
- Design review workshop of AET project leaders
- Evaluate Concept Notes for AET design opportunities
- Survey of Mission AET assessment strategies

# TRAIN Activities

- Gender workshop lesson plans
- Gender teaching materials for tertiary agricultural education
- Spotlighting career opportunities along the agricultural value chain
  
- Online chat: ATVET for youth workforce development
- Agricultural Sector Council Webinar: ATVET for youth workforce development
  
- ATVET for youth workforce development
- Revised curriculum and pedagogy for extension specialists
- Professional development for AET educators to introduce the idea of teaching for the value chains
- AET pedagogy to support entrepreneurship



# Tuesday, June 7 - Day 2

Time	Activity	Discussion Leader
8:30 - 9:00 AM	Mission AET Analysis - CDCS	L. Vaughan
9:00 - 10:00 AM	Priority Setting for Year 5 - Themes and Events	L. Vaughan
10:00 - 10:15 AM	❖ Break	
10:15 AM - 11:30 AM	Priority Setting for Year 5 - Agrilinks	M. Winfrey
11:30-12:30 PM	❖ Lunch	Harvest Restaurant
12:45 - 2:15 PM	Priority Setting for Year 5 - Work Plan	J. Cricenti
2:15 - 2:30 PM	❖ Break	
2:30 - 4:00 PM	Year 5 Work Plan Development Discussion	L. Vaughan
4:15 PM	❖ Adjourn	
5:00 PM	Meeting/Design Review Workshop Reception	