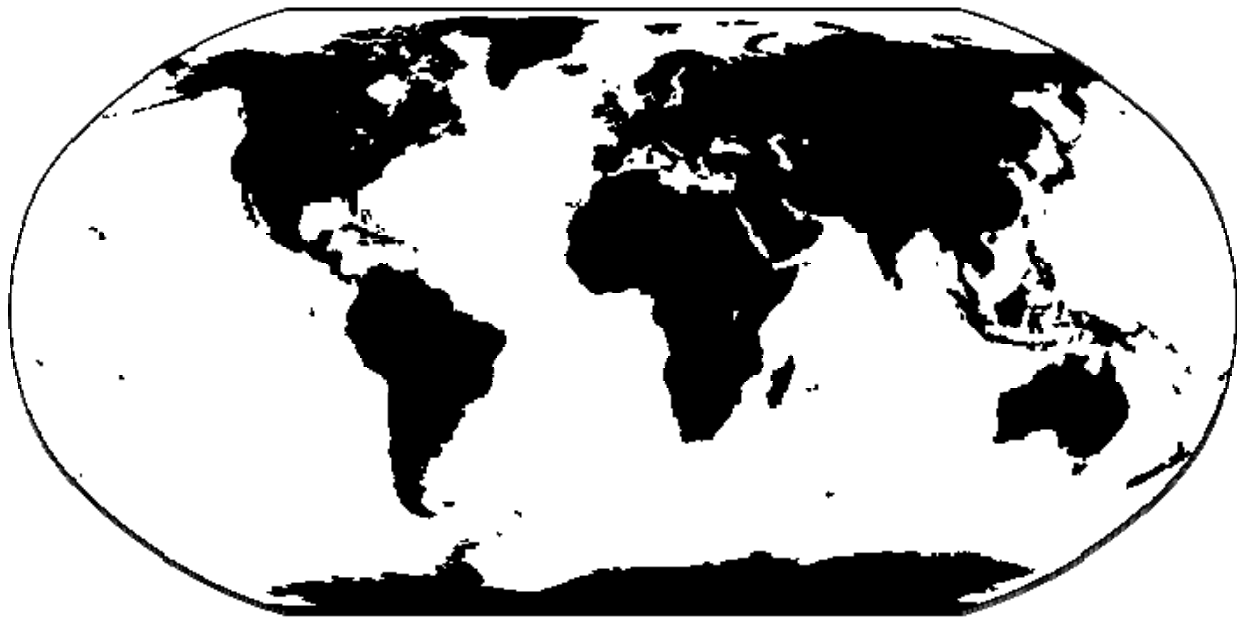


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Articles intended for publication should focus on international agricultural education and/or international extension education. Articles should relate to current or emerging issues, cite appropriate literature, and develop implications for international agricultural and extension education. **Manuscripts, or portions of manuscripts, must not have been published or be under consideration for publication by another journal.**

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Book reviews summarize new publications relevant to the field and provide a critical assessment.

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From the Editors

Members of AIAEE are agents of change. We espouse the importance of change in knowledge, behaviors, skills, and attitudes through educational programming, project demonstration, community, and international development. But with change comes ambiguity. *JIAEE* has changed leadership and the procedures for managing the Journal are changing as well.

This past year the Board appointed us as co-editors for *JIAEE*. We have a long history of working together and look forward to implementing a “training program” for managing the *Journal*. During our first year we will be collectively carrying out the tasks of *JIAEE* while putting into place a new plan for managing and editing the Journal. Our plans for restructuring *JIAEE* include the creation of an Executive Editor and a Managing Editor.

The Executive Editor would set the overall standards for publication including planning and budgeting and the Managing Editor would manage the manuscript submission and review process. We propose continued use of Associate Editors for Commentary, Tools of the Trade, and Book Review.

The Executive Editor and Managing Editor would serve two years at each position. For Volume 15, we will co-edit. For Volume 16, Lindner would serve as Executive Editor and Dooley would serve as Managing Editor. For Volume 17, Dooley would serve as Executive Editor and we would select a new Managing Editor. For Volume 18, Dooley would serve as Executive Editor. For Volume 19 forward the Managing Editor completing his/her second term would become the Executive Editor and a new Managing Editor would be selected. For Volume 15 and 16 Gary Wingenbach will serve as Past Editor. For Volume 17 and 18, Lindner would serve as Past Executive Editor. For Volume 19 and 20, Dooley would serve as Past Executive Editor.

What we are attempting to do is share the duties and create a plan for sustainability. Your input and discussion will be critical.

This is our first volume under the new management plan. We are pleased to report that for the spring 2008 edition we have one *Commentary*, six *Feature Articles*, and one *Tools of the Trade*. There are 24 different authors from 10 US states (representing 11 US universities) and three universities outside of the US. The manuscripts focus upon six different countries (Costa Rica, Georgia, Egypt, India, Nigeria, and Iran). Authors also represent the Food and Agriculture Organization of the United Nations and a County School. The collaboration not only spans across states and nations, but across roles—with graduate students, faculty, administrators, politicians, and practitioners as co-authors. This is the kind of *change* we can all be proud of!

Sincerely,

A handwritten signature in blue ink that reads "Jimmy Kim". The signature is written in a cursive, flowing style.

James R. Lindner and Kim E. Dooley, Editors

Journal of International Agricultural and Extension Education

Internationalizing Extension: A Case Study Involving Faculty, Students and Stakeholders

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Abstract

A summative evaluation was conducted to determine the benefit and change resulting from a unique Internationalizing Extension Training Program (IETP). The program consisted of two introductory sessions, a ten-day onsite learning experience in Costa Rica and a follow-up reflection and planning session. Program participants included four extension agents, four county commissioners, four graduate students, one state extension specialist, and two program coordinators. The purpose of this evaluation was to determine how participants have changed behavior in their professional life, and; to determine change in attitudes toward international issues and internationalizing extension. In general, participants found the experience to enhance their world-view and influenced many of them to stay internationally engaged at some level. Commissioners also commented that by participating in the IETP, they realized the impact that Cooperative Extension has in Florida and the United States. As a result, they have supported increased funding for local extension and its services. Graduate students gained an understanding of ways to implement international components into their future careers and the importance of international professional involvement. Participants felt strongly that the IETP was very valuable as extension continues to change and adapt to the needs of local citizens, respond to the changing state demographics, and be a part of the national participation in international affairs.

Keywords: Extension, Internationalizing Extension, Impact Evaluation, Personal and Professional Impact, Global Competence, Costa Rica, Florida

**Georgian Educators' Perceptions and Outlooks on Education, Agriculture, and
Agricultural Education**

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Abstract

Recent interest in establishing a formal agricultural education system in Georgia has resulted in assistance from the United States. Several American universities have worked in cooperation with the Georgian Institute of Public Affairs and the United States Department of Agriculture toward achieving that goal. The multi-fold purpose of this study was to describe selected characteristics of selected educators in the country of Georgia, their perceptions concerning the "importance of" and their "ability to" perform instructional practices and activities, and to assess their views about trends and the future of education, agricultural education, and agriculture in Georgia. Both qualitative and quantitative methods were used to collect data. The participants attended a four-day professional development seminar in October 2006. Participating educators perceived that the "Rose Revolution" had a positive impact on the quality of education, the quality of life for teachers, and the economic status of farmers in Georgia. Seminar topics that participants indicated held the greatest importance included "brain-based learning," "experiential learning," "student evaluation," and "effective teaching." Participants also believed they held the highest ability to implement principles related to "effective teaching," "instructional objectives," "day-to-day [learning] strategies," and "measuring student and program success." Analysis of data revealed that the educators were eager about opportunities to further expand agricultural education course offerings and programs in their schools.

Keywords: Agricultural Education, Caucasus Region, Georgia, Professional Development of Teachers

Education for Rural People: What have we learned?

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Abstract

This article presents a synthesis of lessons learned since the launch of Education for Rural People (ERP) in 2002 under the leadership of the Food and Agriculture Organization (FAO) of the United Nations as part of the implementation process for the Millennium Development Goals (MDGs). The ERP program originated from the global consensus on the importance of education in reducing poverty and concern over the development challenges presented by approximately 880 million illiterate youth and adults and approximately 130 million out-of-school children, many of whom are rural and female. The most important products of ERP to date have been the knowledge generated and disseminated, innovations identified, and lessons learned by ERP partners related to policy and practice in areas such as education quality and access, gender responsive learning environments, parent and community engagement, and accommodation of non-traditional learners, to name just a few. Tools to strengthen national capacities to advance ERP have been developed. A global repository of the knowledge base on ERP has been established at FAO and is accessible worldwide via the Internet. Partnerships have been forged to expedite and facilitate implementation. ERP is now widely acknowledged as a top priority in the international education agenda. But educating all rural people is a huge challenge, and much is still to be done considering the number of out-of-school children living in rural areas. During this next phase, new investments will be needed at the national level. Preparing rural citizens to engage successfully in knowledge-based economies is central to the achievement of the MDGs.

Keywords: Education for rural people, food security, agriculture, sustainable rural livelihoods, education for all

Developing Active Teaching and Learning Materials for Egyptian Agricultural Technical Secondary Schools

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Abstract

This paper summarizes activities undertaken by teacher-educators from several U.S. Land Grant Universities to introduce active teaching-learning methods and materials into 53 agricultural technical (secondary) schools (ATs) in Upper Egypt. The goal of the project was to transform the cognitive and psychomotor skills being taught in these schools from knowledge recall and comprehension to practical skill training utilizing problem solving skills combined with critical thinking and decision making. Each of the seven steps taken to implement this pilot project is summarized and discussed. This project is educationally significant because vocational agriculture education programs have been neglected in most developing countries; also, most international donor agencies allocate the majority of their educational resources to strengthening basic education. As a result, this effort to pilot-test and validate how vocational agricultural education programs in these ATs can be strengthened has considerable educational significance, not only in outlining a methodology for strengthening the remaining 77 ATs in Egypt, but also in outlining a strategy and approach that could be used to strengthen vocational agricultural education programs in other developing countries.

Keywords: Egypt, vocational agriculture, teaching methods, lesson plans, instructional materials

Acknowledgment: This paper is based upon work supported by the United States Agency for International Development (USAID) under Cooperative Agreement No. 263-A-00-03-00044-00—the Institutional Linkage Component of the Agricultural Export for Rural Income (AERI) project in Egypt. Any opinions, findings, and conclusions or recommendations expressed in this publication are those of the authors and do not necessarily reflect the views of USAID. This project is being implemented by the Midwest Universities Consortium for International Activities, Inc. (MUCIA), with the University of Illinois serving as the lead university.

Farmers' Perceptions of Quality of Groundnut: Vis-à-vis Farmers' Characteristics

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Abstract

*Groundnut is an important oil seed crop of India. In spite of its high nutritive value, 80% of the total production is utilized for oil extraction. It has great potential for diversification to food uses. Maintenance of quality is one of the major concerns for diversification. Apart from visual characters, such as pod shape, size, color, cleanliness, etc., aflatoxin contamination in kernels is considered as an important criterion for judging the quality of groundnut. Aflatoxins are the toxic substances produced by strains of fungi belonging to *Aspergillus flavus* and *A. parasiticus*. Aflatoxin contamination has led to human and cattle health concerns, significantly influencing groundnut trade worldwide. Aflatoxin contamination in groundnut pods has been reported to be more prevalent in Junagadh district compared to other groundnut growing districts of India. Hence, the study was undertaken to assess the perceptions of farmers on quality of groundnut in Junagadh district of Gujarat State, India. The results indicated that majority of farmers had low perception of quality and there were significant differences between the perceptions of big farmers and small farmers. The characteristics of farmers: knowledge of aflatoxin management practices, innovativeness, and market orientation significantly influenced the perceptions. Based on the results suggestions are made to formulate strategies to increase the knowledge level of farmers on aflatoxin management practices of groundnut through appropriate extension approaches. Mass awareness campaigns to educate farmers and consumers on the ill effects of consumption of aflatoxin contaminated produce, providing incentive price to farmers, building of consumer demands for aflatoxin free and good quality groundnuts are needed.*

Keywords: Aflatoxin Contamination, Diversification, Groundnut Quality, Knowledge, Market Orientation, Perception

Comparative Analysis of Use of Videos versus Traditional Extension Agent and Techniques in Dissemination of Rice Cultivation Practices in Ogun State, Nigeria

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Abstract

A comparative analysis of the use of videos versus traditional extension agent techniques (in dissemination of rice cultivation practices in Ogun State, Nigeria) was conducted during the growing season of 2006. A multi-stage sampling procedure, a quasi-experimental pre and post test, and control design was applied. The first group was exposed to training on rice cultivation practices on a one hour video presented in the local language. The second group was taught by an extension agent. Primary data were generated between March and June 2006 through an interview with individual farmers based on a four-page structured questionnaire. The data were analyzed using frequency counts, percentages, t-test and one-way analysis of variance. The results showed that video was preferred to the traditional extension agent. A significant difference existed in the knowledge gained after training between video and agent-taught groups ($t = 1.95$, $df_{71} p < 0.05$). One-way analysis of variance showed that there was a significant difference in the knowledge gained after the three exposures to video training ($F = 5.78$, $p < 0.05$). The author recommends that video be used to disseminate agricultural information as a supplement to agent contact, in order to alleviate the problems of low extension agent-farmers' ratios and to promote beneficiary funding of extension services as farmers buy the videotapes.

Keywords: Video, Extension agent, Training techniques, Information dissemination, Rice cultivation practices, Quasi experimental design, Nigeria

General Perceived Self-Efficacy of Iranian College of Agriculture Students

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Abstract

This exploratory descriptive study examined the utility of the social cognitive theory in assessing generalized perceived self-efficacy of agricultural students at Razi University. Two hundred college students majoring in agricultural extension, plant science, animal science, water engineering, and crop science participated in the descriptive survey. Agricultural students were efficacious in handling challenging tasks in diverse situations. Male students were more efficacious than the female students. There were no significant differences in general self-efficacy scores across student classifications and majors. Implications of gender differences are discussed.

Keywords: Domain-specific Self-efficacy, Global Competency, Social-cognitive Career Theory, Social Cognitive Theory, Problem-Solving

Lessons Learned From Conducting Workshops with University Agricultural Faculty and Secondary School Agricultural Teachers in Egypt

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Introduction

The global economy of the 21st century provides considerable opportunities for professional agriculturalists to engage with people beyond the borders of their own country. This trend has led many agricultural universities to implement programs that provide international experiences for students and faculty. Additionally, faculty from the United States have opportunities to conduct teaching, research, and outreach projects in international settings. Although considerable opportunities exist, faculty and students face numerous barriers to international activities. Wingenbach, Chmielewski, Smith, Piña, and Hamilton (2006) reported that barriers to students included stereotypes, language, and concerns of personal safety. Hand, Ricketts, and Bruening (2007) reported that barriers to faculty included costs, limited resources, and time commitment. Andreasen (2003)

identified many of the same barriers and classified barriers as either external or internal factors. Although numerous barriers exist, as Hand et al. noted, faculty also benefit from international activities through personal and professional development.

Purpose

The purpose of this paper was to document the experiences of a team of faculty that conducted workshops in the Arab Republic of Egypt. This inquiry can provide guidance for future activities that include: (1) delivering workshops in a foreign country and/or (2) working with people from Egypt. Lessons learned from this team can provide a starting point for faculty planning similar activities.

Methods

In July of 2007, a three-member team from the U.S. conducted a series of

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