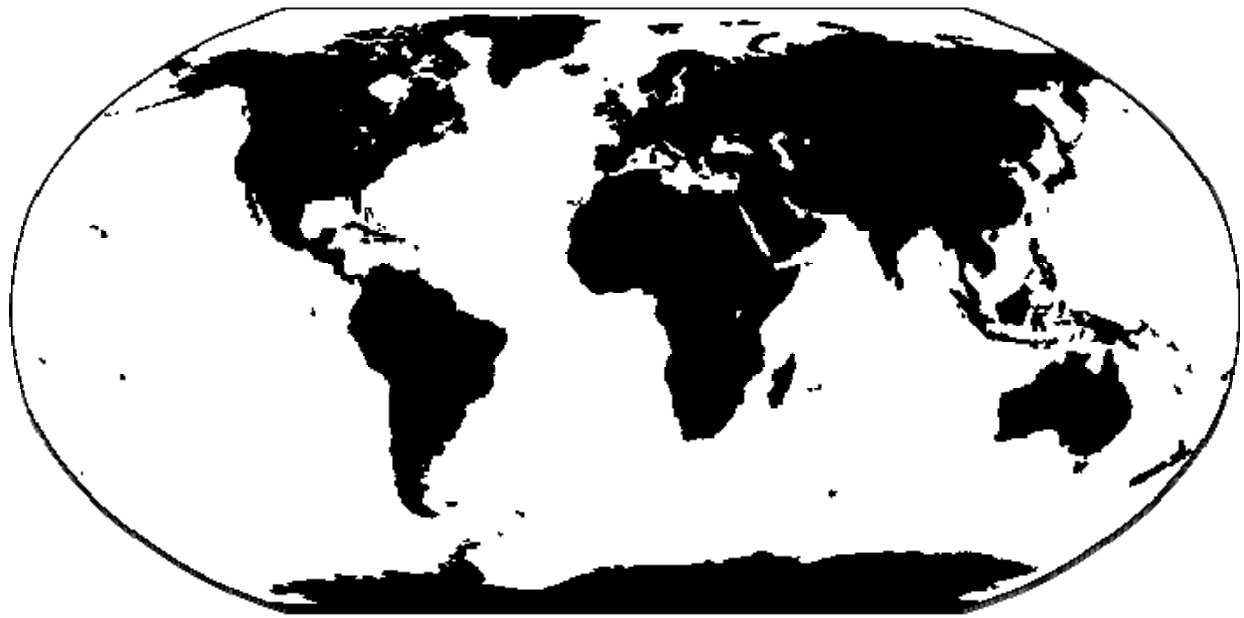


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The *Journal of International Agricultural and Extension Education (JIAEE)* is the official refereed publication of the Association for International Agricultural and Extension Education (AIAEE). The purpose of the *JIAEE* is to enhance the research and knowledge base of agricultural and extension education from an international perspective.

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.**

Three types of articles are solicited for the *JIAEE*: Feature Articles; Commentary Articles; Tools of the Profession Articles; and Book Reviews.

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Feature articles focus on philosophy, current or emerging issues, and the methodology and practical application of specific research and appropriate technologies, which have implications for developed and developing countries. For publication in the *JIAEE*, feature articles must pass the *JIAEE's* **double blind, referee process**, where peer reviewers evaluate manuscript content and ensure readability. Reviewers are selected from the AIAEE membership. In the double blind, referee process, all references to authors are removed before the manuscript is sent to reviewers. Feature Articles may be submitted for peer review a total of three times before they are no longer acceptable for publication in the *JIAEE*.

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Commentary articles state an opinion, offer a challenge, or present a thought-provoking idea on an issue of concern to international agricultural and extension education, including a published article in the *JIAEE*. Commentary articles are reviewed by two members of the Editorial Board for appropriateness, readability, and relevance to the *JIAEE*.

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Tools of the Profession articles report specific techniques, materials, books and technologies that can be useful for agricultural and extension educators in a global context and/or in a country/region. Tools of the Profession articles are reviewed by two members of the Editorial Board for appropriateness, readability, and relevance to the *JIAEE*.

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From the Editors

Happy 25th Anniversary, AIAEE! As we celebrate 25 years as an organization it is important to reflect back on our past. Don Meaders and Ray Ostos contributed an insightful historical perspective of the organization in the 2001 Conference Proceedings. Their questions are just as important today: (a) what is the purpose of the Association? (b) who has been our leaders and what are their affiliations? (c) what are our key “moments” and evolving patterns? (d) what operational and contextual changes have we made over time? (Meaders & Ostos, 2001, p. 240).

In the summer of 1983 there was a seminar on Agricultural Education in Africa hosted by the agency for international development. This was the impetus for the creation of the Association of Agricultural Education (AIAE) on April 6, 1984. On the program for the organizational development meeting were Bill Thuemmel, Fred Hutchinson, Maurice Fleming, Edna McBreen, Don Meaders, Carl Martin, Wayne Nilsistuen, Douglas Pickett, George Miller, Jean Weideman, Terrence Thomas, Frank Bobbitt, Karl Sandlin, and Burt Swanson. David Riley from Sam Houston State University was the organizer. The officers were (a) Chairperson, Burt Swanson, (b) Vice Chairperson, William Thuemmel, and (c) Secretary-Treasurer, Lennie Gamage. The Executive Board included Robert Julian, Don Meaders, David Riley, and Hugh Rouk. Additional attendees were: James Albracht, Ronald Brown, Frank Byrnes, Jeane Dorette, Eddie Dye, Frank Fender, Ryland Holmes, Richard Jensen, Larry Jewell, Vern Johnson, Harold Jones, James McGuire, Robert Maxwell, Larry Miller, Cynthia Perry, Douglas Pickett, and William Richardson. These individuals were the founders of AIAEE and we sincerely thank them and celebrate their forethought and dedication.

The initial constitution had the purpose of providing a medium for exchange of ideas related to international agricultural education and to provide a liaison between higher education and a diverse array of international entities. Today our objectives include continuing dialogue and scholarly communication of our collective global knowledge. We’ve stayed true to our original charge.

The *Journal of International Agricultural and Extension Education* began 10 years later. Jack Elliot was the first editor followed by Satish Verma, James Connors, and Gary Wingenbach. These leaders have moved us to the point of now having a preeminent journal that is managed entirely online. Our scholarship continues.

Sincerely,



James R. Lindner, Executive Editor and Kim E. Dooley, Managing Editor
Journal of International Agricultural and Extension Education

**Learning from our Experience in the Field:
Using Participatory Development Methods in the Higher Education Classroom**

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Abstract

Participatory development methods are used in international development work to assure local and grass-roots initiation, design, implementation, evaluation, and ownership of development programs. A tacit assumption is that a participatory process is more likely to yield a successful and sustainable program, for such a process starts with the people's needs, mobilizes local resources, and strengthens local capacity. Thus, participatory processes have been designed to bring out the best of each individual, facilitate exchange of ideas and collaboration, and result in a much better product than any one team member could have produced alone. In turn, adult educators and other teaching and learning scholars are empirically demonstrating that college education can be improved by further involving students in the planning and evaluation of their learning. The purpose of this paper is to discuss the potential of participatory development methods in supporting the shift from a teacher-centered to a student-centered learning environment in higher education. In particular, one method, the problem/solution tree, is analyzed in-depth. Some of the contributions to teaching of the problem tree, as emphasized in the paper, include: 1) enhances group processes and cooperative learning, 2) promotes active learning, 3) nurtures multidisciplinary analysis, 4) improves student motivation, initiative, and individual work prior to class meetings, 5) promotes student development of higher order thinking skills, and 6) addresses the needs of particular students who would typically not participate in traditionally-designed group exercises.

Keywords: Participatory methods, student-centered education, student participation, problem/solution tree, collaboration, higher education.

Impact of Yearlong 4-H Japanese Internship Experience on United States Participants

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The importance of cultural understanding, intercultural communication skills, and foreign language ability is being echoed from a variety of different platforms including the business, governmental, and educational arenas. For the past 15 years, the States' 4-H International Programs Committee has collaborated with Japanese youth development organizations to provide year-long internship experiences for young adults who have previously participated in the 4-H Program. Using survey research, this descriptive study was conducted to explore the benefits of the internship program on the lives and career choices of the former interns. Among the many benefits described by the former interns, gains in personal growth were clearly expressed. Increased self-confidence, flexibility, tolerance and adaptability were evident. Values learned by the interns are being passed on to their children. Recommendations to strengthen the internship program included a more strategic use of former interns in preparing new interns for their positions.

Keywords: International internship, Study Abroad, Intercultural communication, 4-H, Young adults

**The Discontinuance of Environmental Technologies in the Humid Tropics of Costa Rica:
Results from a Qualitative Survey**

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Abstract

Previous studies in the Parismina watershed, Costa Rica, have revealed a high rate of discontinuance by one-time adopters of a suite of conservation farm technologies currently promoted by EARTH University. In the case of such technologies, the environmental benefits only accrue as long as the technology is in use. Most diffusion-adoption research is concerned with the process of initial adoption or rejection of particular innovations, with very few studies concentrating on the post-adoption stage which includes the continuance or discontinuance of the innovation. The objective of this study is to investigate why some farmers discontinue previously adopted environmental technologies while others continue to use them. Our results identify two general categories of factors influencing discontinuance: 1) factors related to specific characteristics of each technology and the additional labor required to maintain them; 2) factors springing from the wider socioeconomic context such as a change in farming practices or the devolution of responsibility for maintenance to a sole individual. We conclude by offering specific suggestions to extension agencies hoping to reduce levels of innovation discontinuance.

Keywords: adoption, Costa Rica, diffusion, discontinuance, technology

Testing the Market Potential for a New Value-Added Cowpea Product to Improve the Well-Being of Women Entrepreneurs in Niger

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Women street vendors are an integral part of the economy of Niger. They prepare and sell inexpensive food for passersbys and use the money they make to support their families. A common product these women have traditionally made is kossai, a nutritious, high-protein product that has been a customary food for generations. An important challenge for women street vendors is preparing the kossai batter from whole cowpeas, as it is a highly labor-intensive and physically-demanding process. In this study, researchers conducted a direct market test in which 100 women in the city of Niamey, Niger, were given two kilograms of coarse textured cowpea flour to use in their daily kossai production. Research indicates that finely ground cowpea flour produces dense, unpalatable kossai, while coarser flour results in a lighter, more palatable product. The women were then surveyed to determine the quality of the kossai produced from the flour and overall client satisfaction. The women found the flour to be highly advantageous, saving them time, energy and inputs, and 79% reported that they would use the flour for their kossai production if it were made available to them. The adoption of this new technology would have numerous effects, including enhanced economic development of Nigerien communities, positive health and nutritional impacts, and the creation of a new sector in the value chain.

Keywords: Women in development, Economic development, Entrepreneurship

Forecasting Doctoral-Level Content in International Agricultural and Extension Education—2010: Viewpoint of Fifteen Engaged International Scholars

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Abstract

Given an increasingly interconnected world with an expanding knowledge base, this research engaged 15 international scholars to resolve two research questions: (a) what are the knowledge objects that are essential for the doctoral-level professional working in international agricultural and extension education in 2010, and (b) what are the knowledge domains that coalesce and organize knowledge objects by general principles? Using the Delphi method, scholars engaged in three rounds to identify, rate, and confirm consensus on knowledge objects (KO's) and knowledge domains (KD's) for agricultural and extension education—2010. KO's consisted of fundamental and powerful concepts, knowledge, paradigms, skills, and/or theories. From a submission of 335 KO's, 240 distinct KO's were rated; the number was reduced to 173 KO's as agreed to by the expert panel. Researchers merged the 173 statements into 126 unique KO's and assigned them to one of 12 knowledge domains. Knowledge domains were defined as related KO's organized by general principle. The expert panel reached agreement on the 12 KD categories and the placement of 126 KO's that delineate the field of study.

Keywords: Competency, Delphi, Doctoral-level Professionals, Experts, Knowledge Domains, Knowledge Objects

**Redefining Agricultural and Extension Education as a Field of Study:
Consensus of Fifteen Engaged International Scholars**

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Abstract

Definitions are in tension between historical and future meaning. Definitions also differ depending on the purpose and audience. This research engaged international scholars to develop a consensus definition forecasting international agricultural and extension education in the year 2010 and beyond with the intended purpose for guiding scholarship. Using the classic Delphi method, experts engaged in four rounds to develop and agree on a preferred definition for agricultural and extension education in an international context. From a submission of fifteen personal definitions, 95 stem statements were winnowed to 51 consensus statements agreed to by the expert panel. Researchers sorted the 51 statements by context, content, and condition; then, they crafted four prototype definitions of international agricultural and extension education. Provided with the prototypes, the expert panel members agreed on a professional definition that redefines the field of study based on constructs representing a sound conceptual foundation, while anticipating societal, technical, and client/learner needs.

Keywords: Competence, Constructs, Delphi, Definition, Experts, Knowledge Domains, Knowledge Objects

**Diverse Market Segments and Customer Satisfaction:
Does Extension Serve All Clients Well?**

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Extensionists face increasing requirements for documenting the relevance, quality, and impact of services provided. From a Total Quality Management perspective, it also is important to determine if the level of quality is uniform across Extension's delivery system. Customer satisfaction surveys are a useful tool for obtaining a perspective on the quality of services and outcomes. This study explored whether audience diversity had an effect on the perceptions of clients regarding the quality of Extension's services. Using survey data collected from 2003 through 2007, clients' race-ethnicity and gender were found to be associated with small, but significant differences in satisfaction. Blacks and other minorities perceived having a somewhat lower quality experience with the services provided by Extension than did Whites and Hispanics. Men also had slightly lower levels of satisfaction with the quality of service received and outcomes experienced than did women. Given these findings, action is needed to implement improvements, including using more participatory approaches to promote equal involvement of the diverse clientele during the planning process, developing skills for the delivery of information that are suitable for use with culturally diverse audiences, and getting a better understanding of the cultural characteristics of the different market segments in the community.

Keywords: Customer satisfaction, Market segments, Diversity, Gender, Race-ethnicity

**Enhancing Effectiveness of Extension Efforts:
A Case Study of Malian Shea Butter Producers**

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The researchers conducted an ethnographic case study in three villages in Mali (West Africa) to ascertain shea butter producers' perceptions toward technologies that improve the efficiency of shea butter production. The study revealed that the appropriateness of time and labor saving technologies for Malian women who produce shea butter depended on: 1) the relative cost of the technologies; 2) the accessibility of information on new technologies; 3) the arduousness of the work avoided; 4) the economic status of the households and of the women's associations; and 5) the productivity of the participants in other economic activities. The study confirmed the conclusions of previous researchers who noted that external technical assistance from developed countries played a vital catalytic role in upgrading traditional technologies. Top-down technical assistance was not the best dissemination means. Participants preferred producer-led training along with visual aids. New shea butter processing technologies were requested by participants, and an understanding of the local context for technology application as well as a strong field presence of trainers during designing and testing was important for dissemination.

Keywords: Extension Education, Technology Adoption, Diffusion, Shea Butter

Manuscript Submission Guidelines

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All manuscripts must indicate the type of article—Feature; Commentary; Tools of the Profession; Book Review—on the title page of the manuscript. **All manuscripts must be submitted online at** <http://www.aiaee.org/submit.aspx>. Manuscripts cannot be published or be under consideration for publication in another journal.

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Feature Article manuscripts are submitted online. **Microsoft Word** files only may be submitted. A **title page** with manuscript title, authors' names, institutions, complete addresses, telephone and fax numbers, and e-mail addresses is required. The manuscript must include an **Abstract** (a succinct idea of the article's content) not exceeding 250 words, followed by 5-7 **Keywords** (selected from a list of topics available on the submission log on page), **Introduction, Theoretical/Conceptual/Operational Framework, Purpose and Objectives, Methods, Findings/Results, Conclusion, Recommendations/Implications, and References**, or similar appropriate headings. There is no fee charged for submitting a feature article. Feature Articles cannot be longer than **20 double-spaced** (11 point font) pages (not including the title page) with **one-inch margins** on all sides.

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