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TEAMWORK ADVANCES EXTENSION PROGRAMS IN NATIVE AMERICAN COMMUNITIES

Marsha Azure*, Patricia Gailfus, Virgil Dupuis and John Phillips

ABSTRACT:
Extension services in Indian country are helping to meet the needs of Native American communities from Florida to Alaska and from Arizona to Michigan. An expansion of Extension services into these communities has been helped by the designation of 31 Tribal Colleges and Universities as 1994 Land-Grant Institutions and the establishment of the Extension Indian Reservation Program (EIRP) conducted through 1862 and-Grant Institutions. As a result, Extension is reaching a population with unique needs and is doing so in a manner that values the rich culture and traditions of diverse Indian tribes. The 1994 programs target agriculture and natural resources; community and economic development; family and youth development; nutrition, diet and health; volunteerism and leadership development. EIRP is focused primarily on agriculture and agriculturally-related 4-H. Participants in this seminar will learn about several highly successful programs across an array of subjects. They will experience cultural customs and learn about unique delivery systems and tools. They will learn about successful partnerships among 1994, 1862 and 1890 institutions, including those addressing nutrition and health, water quality, and native plants restoration. Discussion time will be available to explore ways in which both Native American and non-native Extension educators from these programs can help others throughout the Extension System develop programs that are sensitive to diverse audiences and to identify additional opportunities for professional development among all Extension educators.

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2002 UNIVERSITY OF FLORIDA INTERNATIONAL EXTENSION PROGRAM

Kenneth Thomas Gioeli*

ABSTRACT:
In 2002, eight University of Florida (UF) Extension faculty members participated in the UF International Extension Program in Costa Rica, and conducted a sociological study of local extension programs, studied the county's agricultural and ecological issues and examined Costa Rican culture while living with host families. This program was coordinated through UF and Universidad EARTH (http://www.earth.ac.cr/). Involvement in this program entailed participation in two preliminary in-service training programs, a nine day trip to Costa Rica, and a post-trip evaluation session. The International Extension Program (1) Broadened the participants' understanding of the family structures, cultures, customs, lifestyles and views of people around the world, allowing them to recognize similarities and to gain an appreciation of cultural differences. (2) Created an opportunity to develop a relationship with co-workers within Florida and Costa Rica in both a professional and personal capacity that would otherwise not have been possible. (3) Strengthened the participants' commitment and dedication to their jobs, energized them when they returned home, and deepened their belief in the function of Extension not only in Florida, USA, but in the world. For the UF Extension System: (1) UF has County Extension Faculty better prepared to respond to international program involvement, to the needs of people of diverse cultural, economic and social situations. (2) UF has a cadre of professionals with increased energy and commitment to improve Extension efforts domestically and internationally.

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EXTENSION LEADERSHIP LESSONS FROM AFRICA

Daney G. Jackson* and Barbara Ludwig

ABSTRACT:
"Lessons from Africa" introduces participants to learning experiences which emerged from a brief professional visit to South Africa. Through the use of pictures and leadership principles, participants will be challenged to explore how international experiences can enhance and foster their own professional development. The presentation will foster discussion on Americans abroad, how we can offend accidentally and our responsibility to represent our country positively. We will discuss the importance of gathering diverse input in order to reach people where they are intellectually, physically, emotionally, and economically in an international context. We will examine the efficient use of very limited resources and the cultural differences in the context of 'Swazi time.' The presentation will seek to illustrate that our view of Extension is limited to our experiences emphasizing a broadening of our vision of what Extension can be. A participatory format is planned to allow participants to recall and share their own learning experiences resulting from travel or encountering new situations. The co-presenters, one with considerable international experience and the other traveling for the first, time share observations, surprises and excerpts from current experts writing in the area of leadership.

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THE TILLAMOOK-SLATIORA CONNECTION--4-H GOES TO ROMANIA

Joy Jones*

ABSTRACT:
In the spring of 2001 Tillamook County, Oregon 4-H began an international adventure. It began by hosting three Romanians that were sent to the United States, by the US Embassy in Romania, to learn about 4-H. This simple beginning led to three trips to Romania to help them develop a fledgling program in their rural community, and to organizing a highly publicized Romanian 4-H Achievement Day. The program goals were to teach people, that had always lived in a state where the government managed everything, that they could volunteer and work together to teach skills to the children in their communities without a state controlled program, and to teach the basic democratic process through the 4-H club model. Last July a Romanian came to Tillamook to spend 1 month learning about 4-H and to then return to work with 4-H. We continue to provide guidance and support to her and to the Romanian 4-H program. Many Tillamook County folks have learned about Romania and their culture, and many Romanians have learned about the United States and Americans. This exchange has helped to dispel many misconceptions previously held by both groups. Interest in this formerly communist country has increased along with a desire to provide assistance to the new 4-H members. There are currently 89 Romanian 4-H members in 8 clubs in 4 communities, with new clubs continuing to form. We are looking at the potential for an international exchange in the future.

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EXTENSION OUTREACH TO HISPANICS IN NOBLE COUNTY, INDIANA

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ABSTRACT:
The Hispanic population of Noble County, Indiana surged during the 1990s, creating an increase in Hispanics of more than 400% during that decade. Most of the population settled in one area of the county, which is now nearing 50% Hispanic. This huge influx has caused many cultural diversity needs. To address these needs, Doug Keenan has served on a cultural diversity committee, which secured a three-year, $1.6 million grant for cultural diversity in Noble County. Doug has developed and implemented an Immigration Workshop, a Translation Workshop, and a Hispanic 4-H Club. He has collaborated with the Office for Civil Rights, Department of Health and Human Services, the Indiana Supreme Court, the Illinois Coalition for Immigrant and Refugee Rights, the Social Security Administration, and other groups to bring the needed education and information to Noble County. Doug is currently serving on a committee which is developing plans for a Multi-Cultural Center for Noble County.

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INTERNATIONAL CAMPING OPPORTUNITIES FOR 4-H

Richard Pulliam*

ABSTRACT:
International Camping opportunities provide an untapped opportunity for 4-H. As a follow up to the 6th International Camping Congress in Melbourne, Australia, I will be sharing ideas, information, and contacts for camping professionals, 4-H Agents, and others interested in developing international camping programs and contacts. Although featuring materials and information from the International Camping Congress, the exhibit will also include ideas for program planning and development that will be intended to inspire others to think globally in terms of 4-H Camping.

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EXTENSION REACHING IMMIGRANT POPULATIONS IN THE HEARTLAND COMMUNITIES

Mark Russell* and Carmen DeRusha

ABSTRACT:
Is Extension ready to support communities facing large numbers of new immigrants relocating to a new country where culture, laws, money, social services, and schools are as perplexing and foreign as its language? The practical approaches taken by Purdue Extension Service will give you an opportunity to learn how Extension educators have reached these new audiences distributing valuable information, offering education and leadership programming and supporting the creation of community based organizations. These activities form part of a state-wide Extension plan to create an environment that acknowledges values, respects inherent differences in a pluralistic society, and promotes the creation of opportunities for Extension Staff to enjoy local and international experiences. These opportunities will broaden and enrich Extension staff's understanding of the interdependence of a multicultural global society within local communities. We will present examples of our specific programming such as a video "Bienvenidos al Condado de Clinton," which was developed as a local initiative to welcome and provide useful information to new Spanish-speaking residents. We will share the challenges, impact, and obstacles Extension Educators have faced by accepting the role of serving immigrant populations. Attitudes of their local communities and the lack of needed skills such as speaking a foreign language are obstacles to be expected when the educator makes the personal and professional decision to include these new neighbors in their programs. Institutions of higher education must seek opportunities to collaborate with other organizations actively reaching international audiences in their own backyard.

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PEOPLE FOR IMPROVING GROWTH OF SWINE IN MICRONESIA

Manuel V. Duguies*

ABSTRACT:
A grant by the Professional Development Program (PDP) of the Western Sustainable Agriculture and Research Education (WSARE) funded a two-year training program through correspondence and workshop for hog producers and livestock personnel. Fact sheets on various topics of swine production were developed. Information was taken from local publications from University of Guam, University of Hawaii, and the Pork Industry Handbook. Text was simplified to fit clientele and photos used were taken from local farms around the region. All these fact sheets were formatted for desktop publications, print-on-demand. Twenty-four fact sheets were produced and mailed to 56 participants in the region. Piglet management posters translated into Yapese, Chuuk, and Pohnpeian dialects were distributed. Eighteen participants, composed of Extension agents, hog producers, and state agriculture staff from the different islands were selected to attend a weeklong training workshop at the University of Guam. Participants were chosen based on their written examination results and full participation in the program. These participants were able to see well-managed farms on Guam and experienced hands-on husbandry skills. Evaluations and feedback from participants indicated a high rate of acceptance of the "localized" fact sheets. Clients related better to the information and photos relevant to their current situation. Workshop participants gained a deeper understanding of the significance of crates and stalls, and they conducted village meetings to share the knowledge and experience gained from the workshop.

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