



FOCUS GROUPS
THREE ORGANIZING STEPS FOR
EDUCATION DESIGN AND DELIVERY

Second Edition

Helen K. Kerschner

THE AMERICAN ASSOCIATION FOR INTERNATIONAL AGING

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THE AMERICAN ASSOCIATION FOR INTERNATIONAL AGING

*The American Association for International Aging, founded in 1983,
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in developing nations and in cross-cultural settings in the United States.*

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FOCUS GROUPS

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THE PROGRAM AND THE PURPOSE

The Development Education for Retired Americans Program is an initiative of the American Association for International Aging. The goal of the program is to heighten awareness of retired Americans about global issues, particularly about political, economic, and social issues in developing countries.

The program emphasizes the design and delivery of education and the preparation and dissemination of educational materials. It also provides informational assistance to link retired Americans who want to be involved in international development with organizations and groups that want and need their volunteer assistance.

Funding is provided by the U.S. Agency for International Development with matching support from OASIS (Older Adult Service and Information System), NRTA (the National Retired Teachers Association), AARP (the American Association of Retired Persons), and private foundations and corporations. Other participating organizations include: senior education programs in selected community colleges, universities, retirement communities, and other education organizations which serve retired Americans.

By the completion of the first five years of the program, it is expected that approximately 5,000,000 retired Americans will have been reached with education and information about international development and the development education program.

PREFACE

Educators are aware of the value of audience participation in educational programs. But how often is the prospective audience involved in the design of educational content, materials and programs? This book describes how the focus group process can be used to involve the audience in planning for education as well as in its actual delivery.

When the Development Education for Retired Americans Program was initiated, there was almost no information available on target audience interests, concerns and preferences for information about international development. This, combined with indecision about how to address the topic of aging in development, led to the decision to use a focus group method.

This book describes the way in which the focus group method was incorporated into an educational program...as a method for gathering information and as a process for education delivery. It introduces what is essentially a common sense approach for tapping into the wisdom, energy, experience and interests of the target audience for enhancing the design and delivery of an educational program and for creating a sense of involvement and ownership on the part of the target audience.

It provides guidance in:

- how to use the focus group for gathering opinion information
- how to turn opinion information into educational content
- how to modify the focus group process for interactive education.

The information about opinions and the descriptions of the process resulted from a two-year pilot effort which included the participation of 500 retired Americans in urban and rural settings from throughout the United States.

What is described is a process which happens to be applied to: the subject of development; the audience of retired Americans; and the informal education sector (initially). However, this is a generic approach which can be used with any subject audience or education sector.

ACKNOWLEDGEMENTS

Our thanks to members and staff of two national membership organizations of retired Americans. NRTA (National Retired Teachers Association) has a membership of more than 500,000 retired teachers and is a division of AARP (the American Association of Retired Persons). OASIS (Older Adult Service and Information System) is a membership organization of more than 150,000 members in the 55 plus age group and has 27 education centers located in the United States. In addition, we are grateful to staff members and participants of several older adult education programs located within community colleges, universities and intergenerational education organizations.

Sally Kelling, Director of the NRTA Activities Department, and Marylen Mann, Executive Director of OASIS, have been especially helpful in the organization and implementation of the project and in the planning and design of this guide.

It is also important to mention the financial and technical support which has been provided by the American Association of Retired Persons as well as the cooperation and assistance of the national network of development education professionals and programs. And, the U.S. Agency for International Development (AID) has been particularly generous in providing both financial and technical assistance. The five-year financial commitment and the technical guidance and support provided by AID enabled AAIA to develop the focus group method as an innovative education design, delivery and development process.

The cooperation of these and many other organizations, professionals and individuals in suggesting ideas and providing materials was invaluable.

ABOUT THE AUTHOR

Helen K. Kerschner is currently the Executive Director of the American Association for International Aging (AAIA) in Washington, D.C. In her position with AAIA, she has worked with leaders in the United States and abroad in conceptualizing an appropriate role for the elderly in the world; in undertaking action research, information exchange and education initiatives; and in designing models and implementing strategic approaches and practical, community-based and country-wide projects.

Ms. Kerschner received both her M.P.A. and Ph.D. degrees from the University of Southern California. Her more than twenty years of experience have emphasized project and organization planning and management within academic, corporate and nonprofit settings. Additionally, she has organized and implemented education, training and information exchange programs in the United States and abroad.

During the late 1980s and early 1990s, Ms. Kerschner planned, organized and participated in the implementation of a five-year International Development for Retired Americans Program. One of the primary innovations which she introduced to the program was linking the focus group method to the design and delivery of education. In addition to this book on focus groups, she has written three other books related to this program, including: *Retired Americans Look at International Development*, *A Primer on International Development*; and *An Organizing Guide for Community-Based Education and International Action*.

STEP ONE: USING THE FOCUS GROUP PROCESS FOR GATHERING INFORMATION

Focus groups have traditionally been used in proprietary market research, studies and surveys to test consumer reaction to new products and advertising campaigns. Recently, social scientists have employed them in a variety of applied research settings, including the selection of juries for criminal trials.

The focus group process has the purpose of bringing to light the felt, subjective, experiential side of social phenomena by identifying issues which are the most salient or critical to individual participants. The process also can:

- reveal the language or terminology which respondents use to address or characterize these issues;
- provide a framework for understanding particular attitudes on the issues;
- disabuse a researcher, program developer or educator of biases that he or she is unlikely to be aware of and can thus bring a richer understanding to the issues at hand; and
- generate interaction among participants which allows for a variety of opinions on a topic.

While the method does not intend to provide (nor is it capable of yielding) what social scientists would consider statistically representative findings, it does provide a mechanism for identifying very diverse interests and points of view. The end result is that different edges of meaning are revealed, sometimes permitting consensus to build, sometimes resulting in the development of priorities, sometimes indicating unbridgeable differences.

Generally, the ideal size for a focus group is thought to be 10 to 12 people.

In the Development Education for Retired Americans Program, focus groups were the method selected for gathering information about target audience interests, concern and preferences for information about international development. What follows are the five activities which were undertaken in the focus group process.

1. DESIGN THE QUESTIONS

A. Know What You Want

AAIA was interested in discovering the opinions of retired Americans with respect to:

- the positive or negative meaning of international development assistance;
- population groups which deserve the most attention;
- major issues related to development and developing countries;
- why America is involved; and,
- educational content which would be most welcome.

It was anticipated that the opinion information would be valuable in identifying appropriate content for its educational programs. One of the determinants of "appropriate" was interest in and acceptance by the target audience.

B. Focus on Opinions

The questions which were developed for the AAIA focus groups had the major purpose of providing information which could be used in the identification of appropriate educational content and processes. Three examples of the types and content of the questions used in the AAIA program are included below.

- *The Practice Question.* The purpose of the practice question was to let the group see that this was a very non-threatening and fun process. Example: WHY DID YOU VOLUNTEER TO COME TO THE FOCUS GROUP?
- *The Standard Question.* In order to develop a data bank of opinion information, it was necessary to ask each group a similar set of questions. Example: WHAT KEY PHRASE DO YOU THINK OF WHEN YOU HEAR THE TERM "INTERNATIONAL DEVELOPMENT ASSISTANCE"?
- *The Supplementary Question.* In order to verify opinion information, questions were prepared and used with selected audiences. Example: WHAT WORD(S) DO YOU BELIEVE DESCRIBE(S) AMERICA'S REASON FOR INVOLVEMENT IN INTERNATIONAL DEVELOPMENT?

Perhaps what is most important in developing questions is to remember that the

purpose is to seek out opinion information. The questions, of course, will be determined by the subject. For example, in the case of a subject such as international development, the question, HOW CAN THE UNITED STATES PROVIDE ASSISTANCE TO DEVELOPING COUNTRIES, resulted in responses such as: money, technical advisors, excess food, volunteer activities, education in the United States, clothing, enlarge habitat program, etc. There is no right or wrong answer to this question and, thus, the responses are clearly the opinions of the participants.

C. Beware of Knowledge

There is, however, frequently a temptation to ask questions for which there is a correct or incorrect response. For example, the question, HOW MANY DOLLARS DID THE U.S. ALLOCATE FOR FOREIGN ASSISTANCE PROGRAMS IN 1991, asks for specific information and there is a correct answer. The responses to this type of question will produce much more information about the level of knowledge than the range of opinions of focus group participants.

The list of standard and supplementary questions developed AAIA can be found in *Appendix I*.

NOTE: It should be pointed out that the design of questions for the focus group, for focused discussion and companion surveys is central to the success of the focus group. In AAIA's experience it was important to hold several practice focus groups in order to test and modify the questions for both the focus groups and the focused discussions.

2. ORGANIZE THE PROCESS

In order to organize an efficient and effective process, it is necessary to determine the materials needed, the anticipated group size and composition, the appropriate set-up of the room, and the roles of the staff/coordinators.

AAIA's organizing methods were as follows.

A. Materials

Materials for Staff

- Tape recorder/tapes
- Maps, etc.
- Newsprint/casel
- Markers (3 colors)
- Sign-up list for names and addresses

Materials for Participants

- Short questionnaire (for developing group profile)
- 1-page definition of international development
- Descriptive materials on development education program and sponsoring organization
- Pencils (1 each for participants)
- Name tags/plates (large type)

B. Group Size/Composition

In making arrangements with participating organizations, the recommended group size was 10-12 people in the 55-and-over age group. It was also recommended that the group should include a mix of people experienced and inexperienced in international travel and work. For the most part, each group was composed of the recommended age range and experience mix. However, the group size varied from 10 to 50 people.

C. Room Setting/Arrangement

The typical room arrangement was:

- round, square or horseshoe table
- participants sitting around table
- visual materials (maps) facing group
- newsprint and easel facing group

In two cases the groups were organized in a classroom method with all the chairs facing the "teacher." These groups were much less participative and it was very difficult to generate enthusiasm. It was determined that the arrangement in a "group" contributed to individual participation in the focus group process.

D. Focus Group Staff

Four staff were used in conducting the initial focus groups. The *coordinator* was responsible for the planning and logistics, and the *facilitator* was responsible for actually running the group with respect to asking the questions and keeping the question and response process going. The *recorder* listed responses on newsprint and reviewed the answers with the group; the *observer* observed the body language and the verbal reactions of the participants.

3. INTRODUCE THE SESSION

A. Provide Information

Three types of information were provided to the participants in AAIA's program.

- *Informational Materials.* 1-page description of the program and the sponsoring organization; a 1-page definition of international development; and a 1-page summary of the "rules of the game" (see page 6).
- *Companion Surveys.* Participants were asked to complete the participant profile before the beginning of the session and informed that the data from the questionnaire would be used to develop a profile of all participants in the process. They were also asked to complete an evaluation at the end of the session. (See Appendix I.)
- *Personal Introductions.* As participants arrived at the session, the staff (the coordinator, facilitator, recorder and observer) introduced themselves to each participant.

B. Introduce the Group (10 minutes)

Introductions were as follows:

- *Coordinator:* a short introduction of the focus group coordinator, facilitator, recorder and observer. (This introduction conveyed information about the education and practical experience in aging, education and international development of the people who would be working with the group.)
- *Facilitator:* information about the educational agenda and the organizational sponsor. (Because the sponsoring organization (AAIA) was acting as an outside educational consultant, it was important that the group know something about AAIA and the development education program as well as the focus group process.
- *Participants:* brief self-introduction. (Participants generally emphasized their interest in international issues and why they attended the group.)

C. Review Logistics (5 minutes)

The following process information was provided:

- The purpose of the focus group is....
- The focus group process will take approximately....
- This will be a very fast-paced process.
- After the process there will be __ minutes for questions and discussion.

After a brief review of the purpose and logistics, the handout which listed the "10 Rules of the Game" was reviewed (See next page).

10 RULES OF THE GAME

1. Everyone has something to contribute.
2. There is a definition of international development assistance which we will be working with (and we'll try to keep discussion in that framework).

International development assistance is the training and technical aid provided (to the Third World) for the general purpose of promoting economic growth and social development in its broadest sense... Current emphasis is on promoting broadly based growth, an effective attack on poverty, and an end to the degradation of the world's environment.

3. Each question which is asked has a purpose with respect to the preparation of the educational program.
4. It's important to defer judgement. (There are no wrong answers...also, there are no right answers.)
5. The question/response cycle will go quickly around the room/group so that everybody's comments can be included.
6. Try to quickly give your first response or your favorite response to a question...the first response is usually the most accurate (in terms of perception and correctness).
7. The fast pace of the process will not allow for (much) informal discussion within the group.
8. Each response will be recorded on newsprint. (We'll try to be as accurate as possible.)
9. No two responses (on one question) can be the same.
10. If you don't have a response or if it is similar to one which is already on the newsprint, say "pass." (We'll try to get back to you if you come up with a response in the interim.)

It should be noted that in feedback from almost every group, rules #1, #4 and #10 were extremely important with respect to promoting participation and involvement.

4. CONDUCT THE FOCUS GROUP

Each organization that conducts a focus group will probably develop its own process for asking questions, documenting the answers, observing the group, and providing feedback. What is most important is that the process be planned and tested in advance so that the participants find it stimulating and it enables the sponsor to collect accurate opinion information.

It is best to start with a practice question, continue with subject questions and then insert several supplemental questions if time permits.

A. Single-Section Question

The process for the single-section question was as follows:

SAMPLE SINGLE SECTION QUESTION

FACILITATOR: asks the question, WHAT KEY PHRASE DO YOU THINK OF WHEN YOU HEAR THE TERM 'INTERNATIONAL DEVELOPMENT ASSISTANCE'?

FACILITATOR: reviews the 10 Rules of the Game

FACILITATOR: restates question, WHAT KEY PHRASE DO YOU THINK OF WHEN YOU HEAR THE TERM 'INTERNATIONAL DEVELOPMENT ASSISTANCE'?

OBSERVER: turns on tape

FACILITATOR: asks questions of each participant, uses names if possible, repeats each response, and gives positive feedback ("good response," "nice answer," "good for you")

RECORDER: writes responses and numbers them on newsprint

After each person has responded to the question:

RECORDER: reviews responses

FACILITATOR: discusses method of prioritizing

OBSERVER: writes down observations of group

B. Multi-Section Question

In the case of two- or three- or four-part questions, the activities of the focus group staff can be somewhat more involved. For example:

SAMPLE MULTI-SECTION QUESTION

FACILITATOR: asks question, WHAT KEY WORD OR PHRASE DO YOU THINK OF WHEN YOU HEAR THE TERM 'INTERNATIONAL DEVELOPMENT ASSISTANCE'?

FACILITATOR: asks each participant for one word or more and repeats each response and gives positive feedback

RECORDER: lists answers by number

OBSERVER: tapes & watches for signs of attention/frustration

After each participant has responded:

FACILITATOR: asks question, WHAT DO YOU SEE AS THE MOST IMPORTANT WORDS ON THE LIST?...GIVE TOP THREE ANSWERS

FACILITATOR: asks each participant to identify three top words on the list, repeats each response and gives positive feedback

RECORDER: checks each response on list with new color marker

OBSERVER: tapes & watches facial expressions

RECORDER: adds up answers to get top three for group

RECORDER: reports back to the group

OBSERVER: hangs up newsprint responses

5. CLOSE IT OUT

After the process has been completed, further information can be collected in focused discussions. The additional time also creates the opportunity to answer questions, conduct evaluations, plan for follow-up and thank the participants. In many of the sessions, a lengthy (30 minutes to one hour) follow-up discussion/program was conducted to respond to questions and to discuss the subject and the process.

REVIEW

STEP ONE: USING THE FOCUS GROUP PROCESS FOR GATHERING INFORMATION

1. Design the Questions
 - A. Know what you want
 - B. Focus on opinions
 - C. Beware of knowledge
2. Organize the Process
 - A. Materials
 - B. Group size/composition
 - C. Room setting/arrangement
 - D. Focus group staff
3. Introduce the Session
 - A. Provide information
 - B. Introduce the group
 - C. Review logistics

Illustration: 10 Rules of the Game
4. Conduct the Focus Group
 - A. The single-section question

Illustration: Sample question

 - B. The multi-section question

Illustration: Sample question
5. Close It Out

STEP TWO: TURNING OPINION INFORMATION INTO EDUCATIONAL CONTENT

The focus group experience can provide a substantial bank of opinion information. This information, combined with companion surveys and focused discussion during and after the focus group experience, can provide the foundation for educational planning.

Five activities which can be undertaken for making decisions and recommendations about educational content and process are described below.

I. ORGANIZE OPINION INFORMATION

Following the focus group process, information relevant to each question can be entered into a computerized data base and a content analysis can be made. The analysis can produce information about the most frequently used words and phrases associated with particular issues.

MOST FREQUENTLY USED WORDS AND PHRASES

- Phrases such as *help to countries, helping people helping themselves, people helping people, helping the world, and volunteering* were used to describe the meaning of international development.
- Words such as *opportunities, freedom, wealth, privilege and economic power, luxuries, advantages, well-organized government and arrogance* were used to describe rich or industrialized countries.
- Words such as *poverty, suffering, high infant mortality, disease and corruption, unhealthy, inferior, short life expectancy, unrest/crime and subsistence living* were used to describe poor or developing countries.
- Terms such as *selfishness, self-interest, greed, world peace, strengthen the U.S., create markets and safety* and themes about *trade, global relationships and humanitarian concerns* were used to describe why our government is involved in international development.
- Words such as *poverty, hunger, education, health, population and children* were used to identify the problem or issue which deserves the most attention in the developing world.

In the Retired Americans program, the most consistent concern which was raised in the follow-up discussions was reflected in the question, "Why when we have so many problems at home, are we sending money to developing countries?" There was such a negative flavor to opinions which were expressed that even the participants were surprised. Much of this negativism was attributed (by participants) to the media which, in their view, emphasized the crisis of the moment and gave little coverage to follow-up activities and crises solutions. It was helpful to identify and appreciate such attitudes in deciding on subject content and program and materials packaging.

2. IDENTIFY SUBJECT AREAS

In reviewing the information from the data bank (and from follow-up questions and discussions) a number of subject area priorities can be identified. They can then be matched with educational activities.

Examples of subject priorities are indicated below.

SUBJECT PRIORITIES

- **Context of Development.** The context of developing countries including locations of developing countries and factors which distinguish them from industrialized countries.
- **Problems.** Major problems in developing countries including (1) poverty (definition of poverty, the causes of poverty, actions related to the alleviation of poverty, and political relationships and interference); and (2) hunger ((a) causes of hunger (particularly natural disasters, overpopulation and political conflicts); (b) assistance programs (particularly food production programs and others related to nutrition, irrigation, food distribution and education); (c) solutions to the problems of hunger; and (d) reasons why programs haven't worked).
- **Relief vs. Development.** Reasons for and differences in relief (humanitarian) and development assistance. Relief was a topic of special interest and identification to the audience. Economic development on the other hand was confusing to the audience. They were interested in knowing what it is, what a country can do, how economic resources can be mobilized, and what countries are doing to promote education and training.
- **Benefits of Development.** Information on the importance of development to the U.S. is needed. The question of why the U.S. is involved in development was perhaps the most provocative. The topic could include benefits of assistance...to the United States and to developing countries; political, social, economic; methods which do not change cultures and traditions.

- **Use of Geography.** The subject of geography is of great interest to retired Americans...a "where is it/what is it now" approach may be in order. People were very interested in knowing more about countries of the Third World, changed names of countries, and why the countries weren't able to move along the process of development.
- **Success Stories.** Development and program success stories which result from government or private sector humanitarian and development initiatives.
- **Supplementary Information.** A sub-list of potential subjects for discussion should be prepared and information and materials gathered. Several topics which appear to be possibilities for supplemental content include: population, public sector/private sector development, debt, environment, Japan (the past, present and future), and U.S. organizations involved in development.

Another topic which was addressed was aging. Concern about older people in developing countries was rarely raised in the focus groups. In fact, one question which asked for opinions about age group priorities generated very little concern for older people — in developing countries. In the group discussions, however, there was considerable interest in knowing more about the traditions of older people and families and about changing demographics and social and economic conditions. However, the audience was clearly more interested and concerned about the problems of children, perhaps because of...in their own words, "Children are the future of a country, older people are the past." Once again, such attitudes represent important information to program design.

3. ASSESS THE PROCESS

Following each focus group, staff and observers can review their observations and impressions of the experience. A list (such as the one shown below) of the learnings can then be made for use in planning future education programs.

PROCESS OBSERVATIONS

- **Effectiveness of Room Arrangement.** Room arrangement was very important. In almost all sessions, people sat at tables arranged in a horseshoe pattern. In those few sessions where chairs were arranged in rows, the sessions were much more formal and were less enthusiastic.

- **Value of the focus group.** The process not only gathered valuable information, it also provided the means for the audience to develop a sense of participation and ownership in the program and for the staff to develop methods for educational delivery.
- **Desire for Interactive Participation.** The desire for involvement cannot be overemphasized. According to one national leader, "that is why they come." In evaluations of the focus groups, many participants expressed surprise that they had been asked for their opinion, most indicated a high level of satisfaction with the process, and a majority suggested that they had enjoyed the experience and learned something new.
- **Interest in Others.** In most sessions, participants did not know others in the group. They were interested in knowing something about members of the group and also about staff.
- **Sophistication of the Audience.** The audiences were generally quite experienced as travelers, as professionals, as students...and many of them as teachers. Many had a lot to contribute with respect to experience in development.
- **Interest in Opinion Information.** Every audience was interested in the opinions of their own group as well as in the opinions of other audiences of their contemporaries.

In addition to wanting to participate in education, the audience also wanted to know how to be involved in development. The Peace Corps as a volunteer organization and as an avenue for retired Americans to participate was perhaps the most frequently mentioned avenue. Clearly the Peace Corps was of interest because it was an organization that they could join...not necessarily because they all wanted to join. For the Retired Americans program, this information indicated an entirely new avenue for programming.

4. MAKE CONTENT, PROGRAM AND MATERIALS RECOMMENDATIONS

Educational planners can combine information from the focus group process with existing resources and materials to identify content, plan programs and design new materials. In some cases, the outcome might be decisions; in others they might be recommendations. Because of the nature of the retired Americans program, we refer to them as recommendations.

A. Content Recommendations. The assessments and subject identification activities can provide considerable information about how to select program content.

CONTENT RECOMMENDATIONS

Core Content

- introductory demographic information about the developing world (population projections, life expectancy data, etc.)
- definitions of terms (i.e., development, developing countries, industrialized world, etc.)
- economic and social differences in industrialized and developing countries
- the importance of the developing world to the United States
- critical problems of the developing world such as poverty, hunger, health, population, nutrition, illiteracy, environment, debt
- definitions and causes of a problem such as poverty
- relationship of problems such as poverty and hunger
- ways in which rich countries can "help" poor countries
- differences in humanitarian and development responses to problems
- examples of successful development programs
- U.S. economic contributions and technical support for international development
- reasons why the U.S. government provides assistance to developing countries and amounts and types of assistance it provides

Related Content

- discussion of terminology and changes in terminology associated with international development (i.e., Third World, MDCs/LDCs (More Developed Countries/Less Developed Countries) and North/South)
- indicators of social and economic development and their use in illustrating the "levels of development" of both industrialized and developing countries
- economic development programs (such as agriculture and micro-enterprise) which are central to the alleviation of poverty and hunger

- successful community-based development initiatives which we can look to as examples of how development can work
- reasons why development assistance and collaboration efforts are important to the economic, health, environmental and political security of the developing world
- the roles which developing countries play in solving their own economic and social problems
- the roles which international organizations and other industrialized countries play in international development
- the role of the private sector in international development assistance and cooperation
- ways in which the United States, communities within the U.S., and retired Americans and their families benefit from involvement in international development
- special topics such as debt, environment, population, health, nutrition, illiteracy, peace, and environment

B. Program Recommendations. The observations and impressions of the process can be used in designing methods for delivering education in future programs.

PROGRAM DESIGN RECOMMENDATIONS

- Incorporate the experience and expertise of the target audience by involving them in program planning.
- Encourage brief introductions of program participants and staff.
- Encourage educators and speakers to treat audiences as adults. They are intelligent and sophisticated and have considerable life if not development experience and should not be treated as children.
- Encourage audience participation in the programs.
- Integrate the focus group process into educational programs.
- Share opinion information with future groups and audiences.

C. Materials Recommendations. After reviewing existing resources and materials, the recommendations regarding subject content and program design can be used in developing recommendations for design and content of new materials.

NEW MATERIALS RECOMMENDATIONS

- Prepare materials which include core and supplementary subject content.
- Prepare materials which convey information on ways to be involved in international development.
- Prepare materials on how to utilize focus groups in educational programs.
- Prepare materials on how to organize educational programs.
- Integrate the opinion information into materials.
- Encourage audience involvement through materials which require information sharing.
- Design and direct the materials in a manner which recognizes the intelligence of the audience.

5. REVIEW THE EXPERIENCE

In conclusion, focus groups can provide valuable insight and information. In the case of working with retired Americans, the experience:

- challenged previously held assumptions that older people would want to learn about development in the context of aging;
- revealed the intelligence of the audience and their appreciation of opportunities to actively participate in education programs;
- discovered priority topics such as "poverty in the U.S. and abroad" and "why are we involved in development when we have so many problems at home"; and,
- determined level of interest in involvement in international activities...a subject which could become the focus of a publication or learning activities.

Such insights made it possible to design a program and prepare materials using information and approaches which would be acceptable to and appreciated by the target audience.

In summary, many methods are available for designing educational content, programs and materials. However, the focus group method is unique and its value is that it ensures that the target audience is actively involved in the design process, and that the sponsors of educational programs are confident that education is designed appropriately.

REVIEW

STEP TWO: TURNING OPINION INFORMATION INTO EDUCATIONAL CONTENT

1. Organize Opinion Information
Illustration: Most Frequently Used Words and Phrases
2. Identify Subject Areas
Illustration: Subject Priorities
3. Assess the Process
Illustration: Process Observations
4. Make Content, Program and Materials Recommendations
 - A. Content Recommendations
 - B. Program Recommendations
 - C. Materials Recommendations
5. Review the Experience

STEP THREE

MODIFYING THE FOCUS GROUP AS AN EDUCATIONAL PROGRAM

As we have seen, the focus group experience can provide the foundation for education planning. The experience can also be used as the basis for education delivery. Three major activities necessary for modifying a focus group as an educational program include: (1) making decisions about content, (2) preparing new materials, and (3) organizing demonstration programs.

THE MODIFIED FOCUS GROUP: A PRACTICAL DEMONSTRATION

The staff of the Development Education for Retired Americans Program heeded the recommendation to "integrate the focus group process into an educational program." It was obvious to the focus group staff and participants that the focus group process not only encouraged individual and group participation, but also promoted interest in the subject.

This case illustration describes the way information from the focus groups was used in designing the modified focus group as an interactive educational program. The subject, content and program recommendations (presented in Step Two) provided considerable guidance in the design effort.

1. DECIDE ABOUT CONTENT

In the Retired Americans program, decisions about subject content were critical to materials development and to program design. To a large extent, subject content was seen by staff as "the machine that drives the education program." The content recommendations (detailed in Step Two) provided the foundation for making decisions about content for use in the demonstration modified focus group. As the following chart indicates, both core and supplementary content were included.

SELECTED CORE AND SUPPLEMENTARY CONTENT

(1) introductory demographic information; (2) definitions of terms; (3) economic and social differences in industrialized and developing countries; (4) importance of the developing world to the U.S.; (5) critical problems of the developing world such as poverty, hunger, health, population, nutrition, illiteracy, environment and debt; (6) definitions and causes of a problem such as poverty; (7) relationship of problems such as poverty and hunger; (8) ways in which rich countries can help poor countries; (9) differences in humanitarian and development responses to problems; (10) examples of successful development programs; (11) U.S. economic contributions and technical support for international development (12) reasons why the U.S. government provides assistance to developing countries, and amounts and types of assistance it provides.

While there are variations in every education program, for the most part the modified focus groups which were demonstrated throughout the country included the selected content outlined above.

2. PREPARE NEW MATERIALS

It is one thing to plan the program and quite another to identify existing or develop new informational and educational materials which could be used in putting together lectures/notes for the programs. The many organizations working in the field had already produced considerable educational materials including maps, demographic charts, photographs, videos, and subject-specific articles and books. The national information clearinghouse and the cooperative development education network made it possible to collect a vast array of available resources.

The nature of the Retired Americans program and the recommendations for materials (Step Two) indicated the need for several new materials.

A. Recommendations: (1) develop materials which include core and supplementary subject content; (2) design the materials in a manner which recognizes the intelligence of the audience; (3) integrate the opinion information into materials; (4) encourage audience involvement through materials which require information sharing; (6) prepare materials which convey information on ways to be involved in international development; (7) prepare materials on how to utilize focus groups in educational programs; (8) prepare materials on how to organize educational programs. Recommendations 2,6,7, and 8 resulted in booklets for use by educators and by the target audience of retired Americans.

B. New Materials

Companion Surveys. Three survey instruments were developed. They were administered to each audience prior to the beginning of the focus group or

**TWENTY QUESTIONS
TO TEST YOUR KNOWLEDGE
ABOUT INTERNATIONAL DEVELOPMENT**

- T F 1. There are more *developing* nations than *developed* nations in the world.
- T F 2. Life expectancy at birth is on the decline in developing countries.
- T F 3. English is the first language of a greater number of people in the world than any other language.
- T F 4. Poverty is the basic cause of hunger today.
- T F 5. About 5% of the world's population goes hungry every day.
- T F 6. Only a small percentage of U.S. trade is with developing countries.
- T F 7. Most of the world's population lives in developing countries.
- T F 8. There are more people living in Asia than in any other region of the world.
- T F 9. Poor nutrition and inadequate health care are the leading causes of sickness and death in the world.
- T F 10. The majority of blindness is in the industrialized world.
- T F 11. Drinking and bathing account for more than 50% of the fresh global water used in the world.
- T F 12. The majority of older people (age 60+) in the world live in industrialized countries.
- T F 13. The three largest markets for U.S. goods are developed countries.
- T F 14. About 90% of the world's population growth in the next 15 years will take place in developing countries.
- T F 15. Today, Official Development Assistance accounts for about 10% of the U.S. Gross National Product (GNP).
- T F 16. Today, the U.S. allocates less of its GNP to foreign assistance than it did during the Marshall Plan in the late 1940s.
- T F 17. The World Bank and the International Monetary Fund are the primary U.S. agencies which facilitate U.S. development assistance to developing countries.
- T F 18. The percentage of children (aged 15 & younger) is much greater in developing countries than in industrialized countries.
- T F 19. The U.S. is the most generous foreign assistance donor in the world.
- T F 20. Most U.S. foreign aid dollars are spent in the United States.

(Answers on page 43)

education program. Their purpose was to generate information about international awareness and involvement of the audience. (See pages 38-42.)

The Self-Administered True/False Test (for recognizing awareness and promoting interest). The true/false test (shown on the previous page) was used in several ways. For example, in some programs participants were asked to complete the test, then the educational seminar/discussion was presented; afterward, the answers to the test were given. In other educational programs, the True/False questions were used as the basis of the educational content, with program participants completing the questions prior to the program and the seminar/discussion focusing on answers to the test and related information.

Slides on Focus Group Responses (for integrating opinion information into programs).

A series of slides on the opinions of focus group participants was developed to provide information about the opinions of other retired Americans.

Sample Question

Can you identify a problem or issue which you think deserves the most attention in the developing world?

Responses

Poverty	Agricultural development	Hunger
Teaching self-sufficiency	Poor water supply	Human rights
Sanitation	Education	Housing/shelter
Government stability	Corruption	Children
Natural resource depletion	Transportation	Agriculture
Family planning	Accountability	Inadequate controls
Maternal health	Land preservation	Political reform
Environmental degradation	Infant mortality	Apartheid
Distribution of wealth	Immigration to U.S.	Religious freedom

In several of the programs, focus group responses were shown to the audiences to introduce them to the subject or to initiate discussions. The opinion information of other retired Americans was well received by the audiences and, in fact, gave them a sense of ownership of the program. The discussions about the responses centered on the problems of the developing world and how they affect us and the very negative view Americans often hold with regard to developing countries. The discussions were then supplemented by comparative information which illustrated the similarities and differences of the North and South. In most instances the discussions evolved into a recognition that the

United States has within its own borders many pockets of poverty generally attributed to developing countries.

Handouts on Problems and Issues In Development (for encouraging audience involvement through materials which require information sharing).

The handout which precipitated the most discussion was *Our World, a Global Village*. (See below.) It was supplemented by a variety of other materials which reinforced the concept that our earth and everyone and everything on it are interdependent upon the other and that we must all live together in a way which reflects this mutual interdependency.

OUR WORLD — A GLOBAL VILLAGE

If our world were a village of 1,000 people, there would be:

- 564 Asians
- 210 Europeans
- 86 Africans
- 80 South Americans
- 60 North Americans

There would be:

- 300 Christians (183 Catholics, 84 Protestants, 33 Orthodox)
- 175 Moslems
- 128 Hindus
- 55 Buddhists
- 47 Animists
- 210 without any religion or Atheist (or other)

And, of these people:

- 60 persons would have half the income
- 500 would be hungry
- 600 would live in shantytowns
- 700 would be illiterate

Source: *IRED Forum*, Development Innovations and Networks

Each of these handouts and the others which are included in Appendix I were include in at least one of the publications prepared as a result of this program.

Program Publications

The five publications that have been developed as part of this program include:

- *Retired Americans Look at International Development*
- *65 Ways to be Involved In International Development: A Retired Americans Guide to Participation in Local, National and International Activities*
- *A Primer on International Development*
- *Focus Groups: Three Organizing Steps for Education Design and Delivery*
- *An Organizing Guide for Community-Based Education and International Action*

The publications are a response to expressed interest in materials which: include core and supplementary subject content; convey information on ways to be involved in development; provide information about how to utilize focus groups in educational programs; facilitate the development of community-based education programs; encourage audience involvement and information sharing; recognize the intelligence of the audience; and which draw upon and integrate opinions from retired Americans.

3. ORGANIZE INTERACTIVE EDUCATION PROGRAMS

A variety of different program models were designed for the Retired Americans program. They include:

Two-hour program	Four-session program
Half-day program	Eight-session program
Full-day program	Ten-session program

The basic two-hour program included the core content and general introductory information. The more time available for the program, the greater the opportunity for in-depth presentations and discussions of related content. Virtually any of these programs can be organized as a modified focus group. Time and resource constraints in the Retired Americans program necessitated adapting the basic, two-hour program for demonstration as a modified focus group.

The design of the modified-focus group followed the recommendations (Step Two) for designing methods for education delivery.

A. Recommendations: (1) encourage introductions (very brief) of program participants and staff; (2) encourage educators and speakers to treat audiences as adults; (3) encourage audience participation in the programs; (4) integrate the focus group process into educational program; and (5) share opinion information with future groups and audiences.

B. Standard Format: Each Modified Focus Group followed a fairly standard format of fifteen activities: (1) introduction (staff and participants); (2) description of program/focus group/rules of game; (3) focus group type (Q & A)

MODIFIED FOCUS GROUP PROGRAM

- Staff/participant introductions
- Introduce program/focus group/rules of the game
- Ask 1-2 focus group type questions. (Examples: Being from a rich country means... Being from a poor country means...)
- Introduce comparative responses (Slides of responses of focus groups)
- Present definitional and demographic information
- Discuss information
- Ask 1-2 focus group type questions. (Example: Can you identify a problem or issue which you think deserves the most attention in the developing world...)
- Discuss comparative responses and introduce/discuss information about indicators of development and problems in developing countries. (Slides on responses of focus groups, Indicators of Development, Developing Countries are Where...)
- Ask 1-2 focus group type questions. (Example: What would you want to know about poverty? and What would you want to know about hunger?...)
- Discuss comparative responses and introduce/discuss comparative responses and subject information about poverty, hunger and efforts at alleviation. (Slides on responses of focus groups; Relationship Between Poverty and Hunger, etc.)
- Ask 1-2 focus group questions. (Examples: Why is our government involved in development? and Why...in your heart of hearts...do you think we should be involved in development.)
- Present and discuss subject information about the differences in humanitarian and development assistance, reasons for U.S. assistance, types of assistance, and economic and technical contributions of U.S. and other countries. (Slides on Official Development Assistance, Private Voluntary Assistance, and Net ODA)
- Ask True/False Questions. (Examples: Only a small percentage of U.S. trade is with developing countries, and Most U.S. foreign aid dollars are spent in the U.S.)
- Discuss answers to True/False questions and discuss the benefits the U.S. receives from involvement in development (Slides on T & F and slide on Benefits)
- Close with examples and discussion of successful development programs and program evaluation.

activity; (4) comparisons/discussions of focus group responses; (5) presentation of subject content/materials; (6) discussion; (7) focus group type (Q & A) activity; (8) discussion of comparative responses/introduction and discussion of subject information; (9) focus group type (Q & A) activity; (10) discussion of comparative responses/introduction and discussion of subject information; (11) focus group type (Q & A) activity; (12) presentation and discussion of subject information; (13) true/false questions; (14) answers to questions/discussion of issues; (15) wrap-up and evaluation.

The practical application of this modified-focus group has been successfully demonstrated in educational settings throughout the United States. An example of one format which was demonstrated is provided on the previous page.

REVIEW

STEP THREE: MODIFYING THE FOCUS GROUP AS AN EDUCATIONAL PROGRAM

1. Decide About Content

Illustration: Selected Core and Supplementary Content

2. Prepare New Materials

A. Recommendations

B. New Materials

Illustration: The Self-Administered True/False Test

Illustration: Slide on Focus Group Responses

Illustration: Our World—A Global Village Handout

3. Organize Interactive Education Programs

A. Recommendations

B. Standard Format

Illustration: Example of Modified Focus Group Program

APPENDICES

- 1. AAIA Development Education Program Materials**
- 2. A Brief Introduction to AIAA**
- 3. AAIA Development Education Program**
- 4. USAID Development Education Program**
- 5. Resource List**

Appendix 1

AAIA DEVELOPMENT EDUCATION PROGRAM MATERIALS

This Appendix contains materials which were prepared and used to introduce core and related subject matter for AAIA's Development Education for Retired Americans Program. Included are:

Standard questions

Supplemental questions

Development education materials:

- Developing countries
- Poverty and hunger
- Indicators of development
- Official Development Assistance
- Private Voluntary Organizations
- Comparison of Official Development Assistance

Survey Instruments:

- 10 Background Questions for Focus Groups
- Survey of Perspectives and Attitudes on Development
- Evaluation of Seminar on Development Education

Answers to 20 Questions To Test Your Knowledge About International Development

Examples of Standard Questions

Question

- A: What do you think of when you hear terms such as 'developing country,' 'less developed country' and 'Third World'?
- B: What do you see as the three most important words on the list (above)?

Question

- A: Being from a rich country means....
- B: Being from a poor country means...

Question

- A: Can you identify a Third World problem or issue which you believe deserves the most attention?
- B: Which problem (above) is the most important?

Question

- A. Can you identify a group (by age or gender) in the Third World that you believe should receive special attention in development programs?
- B. Of the highest response (above), what kind of attention?

Question

- A: What word or words do you believe describes the United States' reason for action in international development?
- B: What...in your heart of hearts...do you believe should be the reason for U.S. involvement in international development?

Examples of Supplemental Questions

Question

- A. What word(s) do you believe describe(s) America's reason for involvement in international development?

Question

- A: Men, women, children, older people, families... which group should be of greatest concern in international development programs?
B. Of the top/highest response...what would you want to know?
C. Of the second highest response...what would you want to know?
D. Of the third highest response...what would you want to know?

Question

- A. Men, women, children, older people, families...with which group do you most closely identify?

Question

- A. Poverty, hunger, environment, economic development, social development...which issue should be of greatest concern in international development assistance?
B. Of the top/highest response...what would you want to know?
C. Of the second highest response...what would you want to know?
D. Of the third highest response...what would you want to know?

Question

- A. What content would you want included in a program titled... 'What Is International Development'?
B. What content would you want included in a program titled... 'International Development, How Can I Be Involved'?

Question

- A. What adult education program which you have taken have you found the most appealing and why?
B. Disregarding subject content, what kind of teaching aids did you find the most appealing?

Developing Countries Are Where...

- about 77% of the population lives
- almost a billion people live in absolute poverty
- about half the people do not know how to read
- 74% are engaged in agriculture
- half a billion people in the labor force are unemployed or underemployed
- typically 50% of the income is received by 20% of the population, while 20% of the population receive less than 5% of the income
- 75% of rural people have no access to clean drinking water and less than 20% have as much clean water as they need
- more than half a billion people are hungry and malnourished
- almost 20% of the children die before the age of 5
- 80% of all illnesses are waterborne
- 100 million children are always hungry
- 15 million children die each year from a combination of malnutrition and infection
- the average life expectancy is 54 years compared with 74 in developed countries
- debt servicing costs absorb 30 - 40% of all export earnings

Relationship Between Poverty and Hunger in Selected Developing Countries

	Per Capita GNP (in dollars)	Daily Caloric Supply (per capita)	% Distrib of GDP In Agriculture
	1988	1986	1988
Low-Income Countries	320	2,384	33%
Ethiopia	120	1,749	42%
Bangladesh	170	1,927	46%
Nepal	180	2,052	56%
China	330	2,630	32%
India	340	2,238	32%
Kenya	310	2,060	31%
Ghana	400	1,759	49%
Lower Middle-Income Countries	1,930	2,840	12%
Upper Middle-Income Countries	3,240	3,117	10%
High-Income Countries	17,080	3,376	4%

The chart illustrates the relationship between poverty (per capita GNP) and hunger (daily caloric intake). It also indicates that those countries with the largest percentage of production from agriculture are among the most impoverished and the hungriest. In virtually all low-income economies, the average daily caloric intake is less than the 2,400 calories per day which nutritionists estimate to be required to maintain the human organism. The low-income countries also average a significantly higher percentage of their GDP (Gross Domestic Product) from agriculture than lower middle-, upper middle- or high-income countries.

Source: *World Development Report 1990*

Indicators of Development 1965 - 1988 (unless noted)

	Per Capita GNP (in dollars)	Per Capita Energy Consumption (kilograms fuel)		Urbanization of Population (% of total pop)	
	1988	1965	1988	1965	1988
Low-Income Countries					
Ethiopia	120	10	20	8	13
Bangladesh	170	—	50	6	13
Nepal	180	6	23	4	9
China	330	178	580	18	50
India	340	100	211	19	27
Kenya	370	110	94	9	22
Ghana	400	76	125	26	33
Lower-Middle-Income Countries					
Zimbabwe	650	441	527	14	27
Egypt	660	313	607	41	48
Dominican Republic	720	127	332	35	59
Jamaica	1,070	703	855	38	51
Colombia	1,180	413	755	54	69
Turkey	1,280	258	822	34	47
Mexico	1,760	605	1,305	55	71
Upper Middle-Income Countries					
Hungary	2,360	1,825	3,068	43	60
Argentina	2,520	975	1,523	76	86
Yugoslavia	2,520	898	2,159	31	49
Korea, Republic of	3,600	238	1,515	32	69
Greece	4,800	615	1,986	48	62
High-Income Countries					
Saudi Arabia	6,200	1,759	3,098	39	76
Israel	8,650	1,574	1,972	81	91
U.K.	12,810	3,481	3,756	87	92
U.S.	19,840	6,535	7,655	72	74
Japan	21,020	4,650	9,516	67	77

Source: *World Development Report 1990*

**Indicators of Development
1965 - 1988 (unless noted)**

	Life Expectancy (at birth)	Infant Mortality (per 1000 live births)		Population per Physician (in 1000s)		Adult Illiteracy (% total)
	1988	1965	1988	1965	1984	1985
Low-Income Countries						
Ethiopia	47	165	135	70.2	79.0	38
Bangladesh	51	144	118	8.1	6.7	67
Nepal	51	171	126	46.2	32.7	74
China	70	90	31	1.6	1.0	31
India	58	150	97	4.9	2.5	57
Kenya	59	112	70	13.3	10.0	41
Ghana	54	120	88	13.7	14.9	47
Lower-Middle-Income Countries						
Zimbabwe	63	103	49	8.0	6.7	26
Egypt	63	172	83	2.3	.8	56
Dominican Republic	66	110	63	1.7	1.8	23
Jamaica	73	49	11	2.0	2.0	—
Colombia	68	86	39	2.5	1.2	12
Turkey	64	165	75	2.9	1.4	26
Mexico	69	82	46	2.1	1.2	10
Upper Middle-Income Countries						
Hungary	70	39	16	.6	.3	<5
Argentina	71	58	31	.6	.4	5
Yugoslavia	72	72	25	1.2	.6	9
Korea, Republic of	70	62	24	2.7	1.2	—
Greece	77	34	12	.7	.4	8
High-Income Countries						
Saudi Arabia	64	148	69	9.4	.7	—
Israel	76	27	11	.4	.4	5
U.K.	75	20	9	.9	—	<5
U.S.	76	25	10	.7	.5	<5
Japan	78	18	5	1.0	.7	<5

Source: *World Development Report 1990*

Official Development Assistance, 1988

Development and Humanitarian Aid	
Development Assistance	\$ 1,800,000,000
Multilateral Aid	1,500,000,000
Food Assistance	1,100,000,000
Other	600,000,000
	<hr/>
Subtotal	\$ 5,000,000,000
Political and Military Assistance	
Economic Support	\$ 3,200,000,000
Military (assistance, sales, education)	5,300,000,000
	<hr/>
Subtotal	\$ 8,500,000,000
Total Official Development Assistance	\$13,500,000,000

NOTE: Figures based on actual program costs after subtracting loan repayments and other receipts.

SOURCE: *America's Stake in the Developing World*, 1989.

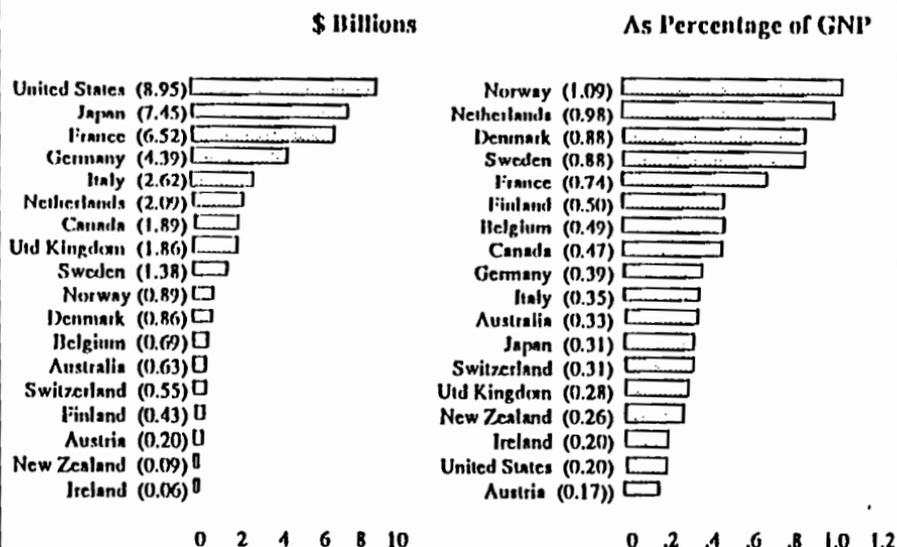
Private Voluntary Assistance to Developing Countries

(Estimated Annual Allocations)

Religious Organizations	\$ 6,000,000,000
Other Private Voluntary Organizations	4,000,000,000
Universities	1,500,000,000
Philanthropic Foundations	500,000,000
	<hr/>
Total	\$ 12,000,000,000

Compiled from *Development and the National Interest*, U.S.A.I.D., 1989.

Net ODA (Official Development Assistance) from DAC (Development Assistance Committee) Countries in 1987



SOURCE: *America's Stake in the Developing World*, 1989.

3 SURVEY INSTRUMENTS USED IN FOCUS GROUPS

10 BACKGROUND QUESTIONS FOR FOCUS GROUPS

(PLEASE CIRCLE CORRECT RESPONSE)

GENDER:	M	F			
EDUCATION:	High School	College	Graduate Education		
AGE:	40-49	50-59	60-69	70-79	80+

- Yes No 1. Have you ever traveled in the Third World? If yes, where? _____
- Yes No 2. Have you ever lived in a Third World country? If yes, where? _____
- Yes No 3. Have you ever worked or volunteered in a Third World country? If yes, where? _____
- Yes No 4. Have you ever participated in an international development program by means other than through work or volunteer activity? If yes, how? _____
- Yes No 5. Have you ever attended a course, seminar or discussion on the topic of international development? If yes, what do you remember about it? _____
- Yes No 6. Do you believe that involvement in Third World development is in the interest of the United States? If yes, why...if no, why not? _____
- Yes No 7. Do you notice attention paid by the media (newspapers, magazines, radio, television) to Third World development? If yes, what do you find particularly interesting? _____
- Yes No 8. Do you believe that some kind of direct participation in international development would be of interest to you/your organization? _____
- Yes No 9. Do you believe that support of older people should be a priority for the Third World countries? If no, why not? _____
- Yes No 10. Do you believe that "we have so many problems at home that we should use our resources to solve those problems rather than helping the rest of the world?" _____

SURVEY OF PERSPECTIVES AND ATTITUDES ON DEVELOPMENT

What U.S. role in development do you believe is important? On a scale where 1 means least important and 10 means most important, using any number between 1 and 10, circle how you view each of the following statements.

1. America's reason(s) for involvement in international development is:

- | | | | | | | | | | | |
|-----------------------------------|---|---|---|---|---|---|---|---|---|----|
| • helping people | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 |
| • selfishness/self interest/greed | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 |
| • world peace | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 |
| • strengthen the U.S. | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 |
| • create markets | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 |
| • concern for others | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 |
| • safety | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 |
| • other _____ | | | | | | | | | | |

2. The problem with aid is that the help never gets to the people.

1 2 3 4 5 6 7 8 9 10

3. Development assistance in the Third World should be directed toward:

- | | | | | | | | | | | |
|----------------|---|---|---|---|---|---|---|---|---|----|
| • men | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 |
| • women | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 |
| • children | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 |
| • older people | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 |
| • families | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 |

4. Development assistance programs should focus on:

- | | | | | | | | | | | |
|------------------------|---|---|---|---|---|---|---|---|---|----|
| • poverty | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 |
| • hunger | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 |
| • environment | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 |
| • economic development | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 |
| • social development | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 |

5. Older Americans can play an important role in international development. 1 2 3 4 5 6 7 8 9 10

What kinds of aid programs do you believe are important? On a scale where 1 means lowest priority and 10 means top priority, using any number between 1 and 10, circle where you would place each of the following types of aid.

Aid to farmers overseas 1 2 3 4 5 6 7 8 9 10

Debt 1 2 3 4 5 6 7 8 9 10

Disaster relief 1 2 3 4 5 6 7 8 9 10

Education/training in U.S. 1 2 3 4 5 6 7 8 9 10

Encourage U.S. investment overseas 1 2 3 4 5 6 7 8 9 10

Family planning 1 2 3 4 5 6 7 8 9 10

Health care 1 2 3 4 5 6 7 8 9 10

Help governments improve national economies 1 2 3 4 5 6 7 8 9 10

Food aid 1 2 3 4 5 6 7 8 9 10

Infrastructure projects 1 2 3 4 5 6 7 8 9 10

Military bases overseas 1 2 3 4 5 6 7 8 9 10

Reducing infant mortality 1 2 3 4 5 6 7 8 9 10

Support local small businesses 1 2 3 4 5 6 7 8 9 10

EVALUATION OF SEMINAR ON DEVELOPMENT EDUCATION

Thank you for taking the time to attend the sessions on development education. You may hand your evaluation form to the development educator when it is completed.

For each question with a yes/no, excellent/good/poor response, please circle the response which best describes your agreement. On the scale 1 (low) to 5 (high), circle the response which indicates your rating. N/A means uncertain, don't know, missed that portion, not applicable.

Question	Response					
1. Did you find the development education seminar stimulating and/or thought provoking?	1	2	3	4	5	N/A
2. What is your rating of the usefulness of the program?						
• Session I: What Is International Development?	1	2	3	4	5	N/A
• Mid-session assignment	1	2	3	4	5	N/A
• Session II: How Can I Be Involved?	1	2	3	4	5	N/A
3. Do you think you are better informed about international development as a result of participating in this educational series?	1	2	3	4	5	N/A
4. What is your overall rating for:						
• Opportunities for audience interaction	Excellent	Good	Poor			
• Development educator/presenter	Excellent	Good	Poor			
• Speaker/audience interaction	Excellent	Good	Poor			
• Presentation methods	Excellent	Good	Poor			
5. How would you rate the teaching aids and handouts used in the educational program?						
• Video: <i>Circle of Plenty</i>	1	2	3	4	5	N/A
• Profiles	1	2	3	4	5	N/A
• Case studies	1	2	3	4	5	N/A
• List of opportunities for participation	1	2	3	4	5	N/A
• Development educational newsletter	1	2	3	4	5	N/A
6. Did the seminar(s) change or influence your thinking about international development?				Yes	No	

If YES, in what way or how? _____

8. Taking everything into consideration, how would you rate the importance of U.S. involvement in international development?

1 2 3 4 5 N/A

9. Has the educational experience influenced your behavior in any way (i.e., the way you read the newspaper or watch TV)?

Yes

No

If YES, please explain _____

10. Please identify areas/topics you feel should be covered in future Development Education Programs.

- 1. True.** The World Bank classifies 79 countries as "developing economies." Another 42 countries are generally identified as "developed" or "industrialized" countries.
- 2. False.** Life expectancy at birth in developing countries is expected to increase from 46 years in 1960 to 70 years by 2020.
- 3. False.** English is the first language of about 420 million people, while Mandarin Chinese is spoken by about 788 million people.
- 4. True.** Except for those living in food emergency areas, most of the hungry people in the world are hungry because they are poor people living in areas where they have little opportunity to improve their incomes.
- 5. False.** The World Bank estimates that about 20% — 1 billion of the world's 5 billion people — suffer from chronic undernourishment. 75% of the hungry live in India, Southeast Asia and Sub-Saharan Africa.
- 6. False.** Two-fifths of U.S. exports are purchased by developing countries, and 10 of the 20 U.S. trade partners in 1983 were developing countries. The debt crisis and drought that developing countries have experienced since then have made it difficult for them to import U.S. goods at an expanding rate.
- 7. True.** In 1980, 74% of the world's 4.5 billion people lived in developing countries. By the year 2000, when the world's population is expected to reach 6.1 billion, 79% will live in developing countries. The population is expected to reach 10 billion in 50 years.
- 8. True.** Asia is the largest region of the world with the most population and is most diverse in geography and climate. About 25% of the people live in cities. There is only one-half arable acre for each person. Life expectancy at birth is only 58 years. Population on the continent is expected to double in 40 years.
- 9. False.** The World Health Organization has estimated that 80% of all sickness and disease in the world is attributable to impure water or lack of sanitation. This includes the effects of drinking contaminated water, water acting as a breeding ground for carriers of disease, and disease caused by lack of washing.
- 10. False.** According to the National Council on International Health, more than

80% of all blind people live in developing nations, and fully two-thirds of all blindness is preventable, surgically-reversible or surgically arrestable.

11. False. Agriculture accounts for 70% of the world's fresh global water use.

12. False. In 1980 it was estimated that 53% of the age 60+ population lived in developing countries; that percentage is expected to increase to 69% by 2020.

13. False. Mexico, a developing country, is the third largest market for U.S. goods, behind Canada and Japan. Additionally, Mexico is the U.S.'s fourth largest market for agricultural products.

14. True. Countries now classified as developing are projected to grow from 3.32 billion people in 1980 to 4.86 billion in the year 2000 — a growth of 1.5 billion. This will account for 92% of the world's projected growth. During that same period, developed countries are projected to grow from 1.14 billion people to 1.28 billion — a growth of only 139.7 million.

15. False. Official Development Assistance accounts for less than 1% of the U.S. GNP, which puts the United States 17th among the 18 industrialized countries in aid-giving.

16. True. U.S. foreign aid expenditures are currently about 1% of federal outlays compared to 15% during the Marshall Plan.

17. False. The U.S. Agency for International Development is the primary U.S. agency responsible for providing development assistance to developing countries. The International Monetary Fund and the World Bank are multilateral development organizations supported by more than 150 countries, including the U.S.

18. True. Individuals 15 years or younger constitute about 35% of the population in developing countries. By contrast, only 21% of the population of the United States and Canada is 15 years or younger. The world's pool of potential child workers has nearly doubled since 1950. In 1987 it was estimated that 88 million children between the ages of 11 and 15 worked for a living.

19. False. The U.S. has recently been replaced by Japan as the largest donor of Official Development Assistance — in dollars; but, as a percentage of GNP contributed, it is seventeenth behind Norway, the Netherlands, Denmark, Sweden, France, Finland, Belgium, Canada, Germany, Italy, Australia, Japan, Switzerland, the United Kingdom, New Zealand, and Ireland.

20. True. It is estimated that more than half of U.S. foreign aid dollars are spent in the United States on goods and services provided to developing countries.

Appendix 2

A BRIEF INTRODUCTION TO THE AMERICAN ASSOCIATION FOR INTERNATIONAL AGING (AAIA)

The American Association for International Aging was organized in 1983 as a U.S. response to the U.N.-sponsored World Assembly on Aging. AAIA works both in the United States and abroad and emphasizes "social" productive aging and information exchange. AAIA is located in Washington, D.C., and is the only U.S. government-registered, private voluntary organization (PVO) that plans and organizes practical productive aging and educational programs and projects for the target audience of older people, and organizations and professionals who work with and serve them. AAIA's mission is to develop and support efforts which enable older people to contribute to and participate in the economic, social and cultural life of their communities. Senior enterprise, senior volunteer program exchange and older adult education are three of AAIA's most important programs.

Internationally, AAIA is a member of the International Federation on Ageing and HelpAge International, as well as various international development organizations. AAIA's work in developing countries is undertaken, for the most part, through relationships with other affiliate members of HelpAge International, a worldwide network of 25 non-governmental country-based organizations working on behalf of the aging in industrialized and developing countries. Financial and technical support emphasizes self-help assistance in the form of sponsored senior enterprises which generate income for older people and organizations which serve them. AAIA has provided technical, financial and educational assistance to organizations and projects in India, Sri Lanka, Thailand, Kenya, Zimbabwe, Ghana, Sierra Leone, Colombia, Peru, Ecuador, Jamaica, Dominican Republic, Dominica, Barbados, Hong Kong, Mexico, Japan and Korea.

Domestically, AAIA is a member of the U.S. Leadership Council on Aging which is based in Washington, D.C., an association of leading service and professional organizations which provide assistance, support and education to older Americans. AAIA's domestic agenda emphasizes the dissemination of information about aging and development to older Americans and organizations and professionals in the field of aging. AAIA publishes and disseminates a quarterly newsletter, organizational directories, and periodicals on issues related to social, economic and cultural issues in international aging.

Appendix 3

AAIA'S DEVELOPMENT EDUCATION FOR RETIRED AMERICANS PROGRAM

AAIA's Development Education for Retired Americans Program targets the audience of older Americans for education about international development. The goal of this program is to heighten the awareness of Americans on issues related to global aging, to share U.S. expertise and experience in aging with other countries, and to learn from the experience of others. The project is partially funded by the U.S. Agency for International Development with matching support from OASIS (Older Adult Service and Information System), NRTA (the National Retired Teachers Association), AARP (the American Association of Retired Persons), and private foundations and corporations.

A prototype for designing and delivering education about international development to a target audience of retired Americans was developed during the initial pilot effort. AAIA worked with the informal educational programs of two national membership organizations of retired Americans, OASIS and NRTA. A modified focus group process which included the participation of more than 500 older Americans from 20 urban and rural areas in the United States was used to identify the opinions and concerns of retired Americans toward international development. These were then incorporated into the development of educational program content and methods of delivery. The modified focus group resulted in substantial information regarding the opinions of older Americans about international development and U.S. foreign assistance and the preparation of various materials about international development and development education.

The project has been expanded and extended for an additional three years. Participants include OASIS and NRTA, as well as AARP. Selected community colleges, Universities of the Third Age, and retirement communities which target older Americans for education also are participating in the program. The project emphasizes the dissemination of educational materials, implementation of modified focus groups and educational programs; preparation of materials including an organizing manual and a manual on how retired Americans can be involved in international development; and the development and testing of curriculum modules. Additionally, the project is working with international development organizations to inform them of the interest of older Americans in development and to encourage them to include retired Americans in their activities in the U.S. and abroad.

Appendix 4

USAID DEVELOPMENT EDUCATION PROGRAM

The Development Education Project Grants Program was established at the U.S. Agency for International Development (USAID) in 1981 to raise public awareness of the political, economic, technical and social factors relating to hunger and poverty. Since the beginning of the program, AID has awarded over 85 project grants to a broad cross-section of organizations including private and voluntary organizations engaged in development assistance; universities; radio, television, and print media; cooperatives; service clubs; trade associations; and national membership organizations. Grants are used to help educate the public on U.S. development activities overseas as they relate to poverty and hunger.

Current grantees include the following organizations.

Africare
440 R Street, NW
Washington, DC 20001
Contact: Carolyn Gullatt
202/462-3614

Citizen's Network for Foreign Affairs
1634 I Street, NW Suite 702
Washington, DC 20006
Contact: John Costello
202/639-8889

American Assn for International Aging
1133 20th Street, NW Suite 330
Washington, DC 20036
Contact: Nan Miller
202/833-8893

Cornell University
International Agriculture Program
P.O. Box 14, Kennedy Hall
Ithaca, NY 14853
607/255-3035

American Forestry Association
P.O. Box 2000
Washington, DC 20013
Contact: Ted Field
202/667-3300

Global Learning
1018 Stuyvesant Avenue
Union, NJ 07083
Contact: Jeffrey Brown
201/964-1114

American Forum for Global Education
45 John Street Suite 908
New York, NY 10028
Contact: Joelle Danant
212/732-8606

Institute for International Research
1815 Ft. Meyer Drive Suite 915
Arlington, VA 22209
Contact: Mike Rock
703/527-5546

Association of Big Eight Universities
1815 North Lynn Street
Arlington, VA 22209
Contact: Michael Griffin
703/528-3966

InterAction
1815 8th Street, NW 11th Floor
Washington, DC 20006
Contact: Julie Dargis
202/822-8429

InterFaith Hunger Appeal
475 Riverside Drive Room 635
New York, NY 10115
Contact: William D. Savitt
212/870-2035

Intl. Institute of Rural Reconstruction
475 Riverside Drive Room 1270
New York, NY 10115
Contact: Eric Blitz
212/870-3172

League of Women Voters Educ. Fund
1730 M Street, NW
Washington, DC 20036
Contact: Sherry Rockey
202/429-1965

School of Labor/Industrial Relations
Michigan State University
432 S. Kedzie Hall
East Lansing, MI 48824
517/355-5070

Natl Assn of Partners of the Americas
1424 K Street, NW Suite 700
Washington, DC 20005
Contact: Martha Lewis
202/628-3300

National Association of Social Workers
750 1st Street, NE
Washington, DC 20002
Contact: Eileen McGowan Kelly
202/408-8600

Natl Assn of Wheatgrowers Foundation
415 2nd Street, NE Suite 300
Washington, DC 20002
Contact: Ellen Ferguson
202/547-7800

National 4-H Council
7100 Connecticut Avenue
Chevy Chase, MD 20815
Contact: Gwen El Sawi
301/961-2869

The Panos Institute
1717 Massachusetts Avenue, NW #301
Washington, DC 20036
Contact: Elise Storck
202/483-0044

PLAN International USA
155 Plan Way
Warwick, RI 02886
Contact: Jaya Sarkar
401/738-5605

TechnoServe
48 Day Street
Norwalk, CT 06851
Contact: Andrea Lucyry
203/852-0377

Volunteers in Overseas Cooperative
Assistance
50 F Street, NW Suite 1075
Washington, DC 20001
202/626-8750

Intl Program Development Office
Washington State University
328 French Administration
Pullman, WA 99164-1034
509/335-6830

Women Historians of the Midwest
6300 Walker Street
St. Louis Park, MN 55416
Contact: Susan Hill Gross
612/925-3632

YMCA of the U.S.A.
101 N. Wacker Drive
Chicago, IL 60606
Contact: Tom Spaulding
312/977-0031

YWCA of the U.S.A.
726 Broadway
New York, NY 10003
Contact: Joyce Gillilan-Goldberg
212/614-2874

Appendix 5

RESOURCE LIST

Advanced Research Finds a New Market, Tom Eisenhart, Business Marketing, March 1989.

Focus Groups: A Guide for Marketing and Advertising Professionals, Dr. Jane Farley Templeton. Probus Publishing Company, Chicago, Illinois, 1987.

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Focusing on Residents (Conducting resident focus sessions) J.A. Barnett, Journal of Property Management 54:31-2, Jan-Feb 1989.

Focus on Health Care (Surveying public in 4 health districts) Public Administration v. 67, Spring 1989, p. 120.

How To Run a Focus Group Public Relations Journal David Nasser, V.P. & Research Director, Cargill, Wiler & Acres/Tracy-Locks, 44:33-4, March 1988.

Journal of Accountancy 166, October 1988, 1483.

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