

College of Agriculture and Life Sciences
International Agriculture Program

Telephone: 607 255-2283
Facsimile: 607 255-1005
E-Mail: Jim_Haldeman@cornell.edu

Box 14, Kennedy Hall
Cornell University
Ithaca, NY 14853-5901

March 11, 1994

Mr. David Watson, Coordinator
Development Education Program/USAID
320 Twenty-First Street, N.W.
Washington, D.C. 20523

RE: Final Report/Global Education Project

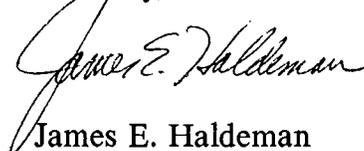
Dear David:

Enclosed please find two copies of the final report for the USAID funded project: "Internationalizing Cornell Cooperative Extension" (AID Development Education grant number OTR-0230-G-00-0115). We have followed the final report guidelines and believe that we have covered all of the points.

On behalf of Cornell Cooperative Extension (CCE), the International Agriculture Program (IAP) and the Departments of Education and Human Service Studies, and all of the other contributors to this effort, I would like to thank you and the Agency for International Development for your valuable assistance and support. It has indeed been a very challenging and rewarding 3 1/2 years. The fact that the directors of CCE and IAP of the College of Agriculture and Life Sciences at Cornell University have directed that both Mr. Gould and Mr. Haldeman to continue to provide leadership for the international dimension of CCE, speaks well for this project.

Thank you David for your continued support and cooperation.

Sincerely,



James E. Haldeman
Assistant Director

pc: J. Gould A. Hahn
 D. Hill N. Uphoff
 L. Noble L. Stare

FINAL REPORT

Internationalizing Cornell Cooperative Extension

Part I - Project Summary

A. Narrative Description of Project Achievements (based on revised workplan dated 4/92).

1. Objective: *Identify 3 pilot extension associations to develop and implement process.*

The following criteria were established for the identification and selection of the pilot associations: staff interest and commitment, support from the association board of directors, potential interest in international affairs, possibility of regional (multi-county) interests, a mix between rural and urban populations, and a variety of subject matter issues.

Three associations were selected based on the above criteria. They were Chenango: a rural county in central New York, Niagara - a more urban county on the border with Canada, and Suffolk: a large county on Long Island with significant agriculture and high urban population. St. Lawrence County replaced Suffolk when this association was unable to proceed as a pilot. St. Lawrence is similar in make-up to Chenango, but also borders Canada. A primary consideration in selecting this association as a replacement was based on Association Director interest.

2. Objective: *Literature review.*

Concurrent with the selection of pilot associations, work was progressing on the development of a data base of relevant global education reference material for use by extension field staff. Material was reviewed based upon its appropriateness to one or more of Cornell Cooperative Extension's program initiatives. The data base was developed for use with a system wide computer network that links the University with the 57 county extension associations and New York City. The library went on-line with some 75 entries, and has since expanded to 120. In addition to basic biographical information, each entry also includes some detail about the entry such as a table of contents or an executive summary. If the reference has 6 pages or less, it is included in its entirety. In the first full year of operation (1992) the library was used 154 times. In 1993 this use increased by 40% to 263. All references in the library, and the library itself, will continue to be supported and maintained post project, in the Department of Education at Cornell.

3. Objective: *Pilot association concept mapping with staff and volunteer leaders.*

Concept mapping was used as a tool in helping staff and volunteer leaders identify important issues for consideration in our project. Concept mapping is a way to represent pictorially concepts and relationships held by an individual or summarized for a group. In a program planning application, concept mapping is especially helpful in the environmental scanning phase where perceptions and knowledge is summarized about the educational needs of the community. We used a computer application of concept mapping that allowed us to complete the activity in one session.

Concept mapping was used as a tool in two of the pilot associations where special committees were appointed to identify issues. In the third association, existing program committees were asked to complete the task of issue identification. There are trade-offs for each process. A discussion of lessons learned in this regard are included in the Manual.

Following work with pilot associations in concept mapping, a four step process was distilled from these experiences for potential use by other extension associations. This process will be helpful as extension associations in New York engage in the next 4 year planning cycle for programs of work, and are encouraged to now consider global connections.

4. Objective: *Build faculty support and involvement.*

The outcome of the concept mapping exercise was the selection of two or three priority issues with global connections for study and educational programming. At this point in the process, staff needed to engage subject matter faculty for discussions that would lead to further clarification of the issue, and to learn about potential resources, and to consider information needs for educational program development.

Towards this end, association staff were asked to prepare written statements about each issue that would include definitions of the issue, potential global connections, and initial indications of what citizens needed to learn about the global/local connection in the context of the issue identified.

A workshop was held that included association field staff from each pilot association, and faculty identified as having potential input for the selected issue areas. Volunteer leaders from the associations were also invited to participate, but none could attend. A five step process was designed to guide issue group discussions. Small group reports of discussions were shared, and in some cases next steps were identified.

It was clear from the outcomes at this workshop that the process of issue refinement is a much longer term endeavor. Other activities with campus faculty and staff have included attendance at meetings to describe project goals and activity, and presentations at meetings of statewide subject matter program committees where discussions of global connections have taken place.

5. Objective: *Pilot association study.*

The purpose and intended outcome for a pilot association study was to develop an understanding of local impacts for selected global connection issues. These studies (nor the analysis) did not take place during the period of the project. The St. Lawrence County Association that was one of our pilots, is currently conducting such a study. We are supporting this effort.

The reason for this variance from the plan is an important lesson learned, and is discussed in that section of the report.

6. Objective: *Pilot association educational programming that includes relevance of global connections.*

In the Niagara Association, a day long county wide conference was planned. Called "Celebrating Global Opportunities", its purpose was to strengthen awareness of citizens in Niagara County regarding the importance of thinking globally, and to demonstrate successes of local business in competing in a global economy. A copy of the program and the program evaluation form are included in Part IV of this report.

Reports from the four afternoon small group discussions were intended to provide additional insight for program planners in terms of future educational needs and programming in the areas of workplace preparation, global marketing for agriculture, international education for youth, and the role and contribution of state and federal agencies in trade and commerce.

This conference was ultimately cancelled based on insufficient pre-registration. Staff report feeling strongly that the effort by the committee in planning, and the extensive publicity that included a radio interview, paid advertisements in the newspapers, news releases, and the mailing of 5,500 conference invitations has been instrumental in increasing the consciousness of citizens in Niagara County regarding the importance of thinking globally. It is possible that a successful conference held some months later by the community college in Niagara County may have benefited from this extension effort.

In the Chenango Association, the Agricultural program committee encouraged staff to plan and conduct a one day conference designed to help an audience from Chenango and Broome Counties explore international connections. This conference was called "Beyond Our Borders", and was concerned with developing awareness of the global food production system (food safety was one of the priority issues in this association), and in strengthening citizen awareness of the need to think globally. Audience targeted for this conference included farmers, teachers, and nutritionists. Program impact evaluations were positive, indicating that most participants felt that program objectives were reached. Copies of the program and evaluation form are included in Part IV of this report.

An exhibit on food sources prepared for the conference has been used in other programs as well, including the Chenango County Fair.

Staff in the Chenango Association conducted a class session on global issues for an adult education class in the Norwich City School System. Based on class response to an evaluation, they were invited to return this year.

Staff efforts in global education continue in the Chenango Association. Shortly after the conclusion of this project, they hosted a global interdependence teleconference for school teachers.

In the St. Lawrence Association, there were two program themes. In 4-H, the youth development program, five community clubs were recruited to participate in the new 4-H international curriculum. This project involved the selection of a country to study, and then learning activities about their foods, arts, customs, and dress. Clubs were encouraged to prepare an exhibit from their study for the annual St. Lawrence County Fair. Two important outcomes have emerged from this program. Recognizing the importance of connections as regards in the international curriculum, staff have requested that we look for ways to add an international dimension to existing 4-H projects. Efforts are presently underway with the collaboration of faculty in the Division of Nutritional Sciences and the Department of Fruit and Vegetable Science, to design and test two projects which can then be used as examples with other faculty in an effort to demonstrate and encourage faculty to add a relevant international dimension as other projects are revised. A second outcome in St. Lawrence County reflects the greater sensitivity to global connections resulting from the 4-H project described above. A selected group of 4-H teens are now engaged in a local study of global connections. Information from this study will be publicized in the County, and will be the source of information for exhibits connected with their global education program.

Separate from this project, the CALS International Agriculture Program each year sponsors one extension agent on a two week study trip to Honduras as part of a course on international development. For two years during our ICCE project, the selection of an agent for this experience has come from one of the pilot associations. Last year an agricultural agent from the St. Lawrence Association was the participant. The combination of this first hand opportunity to learn about developing country issues and a growing sensitivity to the global/local connection through participation in the project, created an approach to on-going programming in agriculture that demonstrates a truly global mindset. In a number of workshops and meetings for people engaged in production agriculture, he has been able to weave information from his travel experience into his

instructional plan. This has included production information about competing crops, as well as information about production practices - in some cases using those practices for the purpose of demonstrating needed local improvements. This experience has important implications for future strategies in staff development to be discussed in Part IV.

7. Objective: *Pilot Association long-range planning that incorporates relevant global connections.*

Our expectation with respect to this objective was that based upon extension association educational global connections programming, that these experiences would lead to some tentative direction for the future. Because programming occurred much later in the project than originally conceived, this step has not taken place at this time. The other significant factor that impacts on this step is the fact that the project is slightly out of sync with the planning cycle in the New York extension system. Associations will begin the next planning cycle in mid '94 with environmental scanning as the first step. Although occurring after the official project is ended, the manual resulting from the project will be ready at just the right time in terms of extension program development.

8. Objective: *Evaluation and modification of global connections process.*

In the original plan for this project, a manual was seen as a product developed by the team at the beginning of the project which would then be tested by the pilot associations, revised based upon their experiences, and then used with training activities for other extension units. Because of the diversity of issues and the variety of approaches to program development, a decision was made that a manual would be more useful if it was in the nature of a guide to program planning strategies.

A conscious decision was made by the project team that a "working" manual for use by other extension associations would be most useful if it incorporated the experiences and advice of pilot associations for each step in the program development process. For this reason, the production of the manual was delayed until we were able to capture some experiences in actual program implementation. Because all of the steps in the process took much longer than originally anticipated, the writing of the manual became the last step in the project.

9. Objective: *Off-campus staff trained in global connections process.*

The delays and much longer time required for pilot associations to implement programming made training for other extension associations impossible during the official project. It is important to note however, that this step is being planned as this final report is being written. The first step will be the introduction of the manual during a monthly satellite conference involving all extension associations in the spring of '94. As described above, this is very timely, as all extension staff will be concerned at this time with initial steps in planning for the next 4 year program of work.

Material has also been prepared for distribution to both off-campus and extension faculty on-campus describing the importance of a global mindset in extension, and includes some of the experiences from our project. This material along with submissions from other faculty is designed to set the stage for environmental scanning as the first step in the planning process.

10. Objective: *Preparation of the final report.*

The manual will become an important part of this final report. The reason for this is that much of what we have learned is contained in sections of the report dealing with pilot extension association experiences and advice. Retrospective interviews as a mechanism for capturing this important information will be presented in the section on evaluation.

11. Objective: *Provide continuing support to associations.*

It is important to note that two project team members will continue to devote significant time to global education in extension. James Gould, Department of Education has a 50% commitment to working with extension in global/international programming, and James Haldeman, Assistant Director with the CALS International Agriculture Program will continue to provide support for extension activity from this focal point for College international activity.

Part II - Project Evaluation

A. Evaluation Criteria

1. The following criteria were established for measuring project success:
 - a) The extension system incorporates global education as an ongoing dimension of its educational programming.
 - b) The knowledge and attitude behavior changes in clientele served by extension reflect an increased awareness of global issues and local connections, and they are able to demonstrate application of this knowledge.

B. Impact Analysis

1. Two intended audiences were identified as important for this project. The first was described as a facilitating audience; those individuals who need to acquire an awareness of issues and connections in order to facilitate efforts to internationalize extension programs. Essentially this group represents the organization itself; the extension agents off-campus, extension administration on campus and faculty with extension responsibilities. The second audience would normally be thought of as the target audience; the citizens in New York, both youth and adult, who participate in, or are influenced by extension educational programming.

2. Facilitating Audience/Organizational influence

- a) CENET is a computer based network linking the 57 county extension associations, New York City, and the Cornell campus. It provides both E-mail capacity, bulletin boards, and a variety of subject matter libraries. It also links our system with other universities. This system now contains both a global education bulletin board, and the library described under Project Activity. In this connection, the Director of Extension, Lucinda Noble, encouraged each extension association to identify a staff person to serve in the role of "Global Linker". The role of each "linker" is to receive global education information from CENET and other sources, and to ensure that appropriate action is taken at the association level. This list is being maintained in the Department of Education, and nearly all associations have identified a staff person for this role.

- b) A four year plan or program of work serves as the management strategy for determining educational priorities and programs within extension. In order for this project, and global education to be sustained within the system, it must be seen as part of the initial phase in planning. In extension this phase is environmental scanning - the process of looking widely at the economic, social, political and environmental issues facing society and their relevance at the local level. Information has been submitted and accepted as background encouraging extension associations to consider the global connection in the scanning process. This is an important and essential first step. Training in the use of our manual following the scanning process will provide timely support for educational program development as part of the next four year plan.

c) Another important measure of impact on the organization has to do with the degree of administrative involvement and support for international activity. Over the course of this project we have seen growing interest and support from extension administration. The following examples are evidence of global education becoming institutionalized:

- A survey of off-campus staff to determine interest in international assignments.
- Leadership for recruitment and selection of agents for both temporary assignments and study trips abroad.
- Required trip reports that address the domestic concerns of statewide subject matter program committees.

d) In the 4-H Youth Development program, two impacts are noted. The first was described in the Project Activity section, addressing the support of faculty in two subject matter departments to work with the Department of Education in the addition of an international dimension to two 4-H member projects. We see this effort as examples for others to follow in making important global/local connections. Secondly, the coordinator for the annual statewide Focus on Teens conference on the Cornell campus has asked the Department of Education to develop a twelve hour module on global education for the program in 1995.

e) The College of Agriculture and Life Sciences at Cornell has been engaged in the development of a strategic plan that defines how the College will operate over the next 10 to 20 years. An International theme was one of six multidisciplinary task forces established to look at major programs of the College. In its final report, the International Task Force recognized not only the work of this project, but identified the importance of developing a global perspective for all areas of College activity. The report noted that our project "seeks to help clientele in New York State identify relevant global connections to significant local issues. This is done in ways that strengthen understanding of the interdependence among nations, and the implications for both public and private decision making." The report encourages the College to strengthen both international competence and global citizenship among all audiences.

f) As previously noted, the Principle Investigator for this project (J. Gould) will continue to devote 50% of his time to global education in behalf of the New York State extension system. James Haldeman, another member of the project team, will provide continuing support for extension programming from his vantage point as Assistant Director in the International Agriculture Program.

3. Target audience influence

a) The process of achieving global awareness and commitment on the part of community leaders and local citizens is a much longer trip than originally envisioned at the beginning of this project. It has certainly not fit within our three year timeframe. At the outset, we recognized that the ability to see the local/global connection would be critical to this process. We have confirmed that this step is every bit as important as we thought, but now realize that at least in a system as large as ours, it is a much longer effort. We are confident however, that the positive actions on the part of our extension system will ultimately result in the desired behavior change among local leaders and citizens.

One of the problems that has recently come to light is that the current reporting system has not asked for global/international program involvement. So it has been impossible to ascertain target population impact for the system as a whole. We can report these positive developments however:

- The PROMAS nationwide software reporting system has been modified to include the global reporting format. New York extension associations are currently updating their software, and will be expected to track and report this information.
- A small but significant number of leaders/citizens in the pilot associations have achieved a global awareness. Staff in these associations indicate that this group will become a core for further development of local/global educational programming.

4. Project contribution to the field of development education

a) This project was predicated on the belief that both the community leader and average citizen would become aware and involved in global/development education to the extent that they could also make the strong connection with local issues and concerns (see project manual discussion on page 4, "A Different Approach"). Our experience to date strengthens this conviction. It is one of the reasons for the slowness of our progress; we do not think this way as a nation. We have been taught since the days of George Washington to be independent. Political leaders are fearful that to espouse a different paradigm will be heresy. Educators have not helped us to learn about or understand the multitude of local/global connections. Is it any wonder then, that it takes a long time to convince educators and community leaders otherwise? Especially when funding support for the system comes from the very people who cannot/will not see the connection themselves?

b) USAID's own Evaluation of the Development Education Program (PN-ABP-964, dated October 1993), contributes to this outdated mindset. A national telephone survey was conducted as "... a basis for comparing the views toward foreign assistance of groups targeted by the program with the general public." Many questions were the same used as those in previous surveys undertaken in 1986 and 1987, in order to see trends. Unfortunately, some of these questions cause respondents to think in ways that artificially separate domestic from global/international issues. They reflect the world as it may have been, not the current state of affairs. For example, the choice of answers given to respondents as a reason to provide aid to the Third World includes American generosity, desire to sell our products, or the desire to protect our national security. The question should have included answers like, a) to protect the health of Americans, b) to reduce U.S. Military expenditures, c) to increase markets for American goods and services, or d) to improve the quality of U.S. air and water.

If institutions of government continue to describe the world in terms of an outdated paradigm, then we can hardly draw accurate conclusions about citizens (or their leaders) who think about the world in the same way.

C. Evaluation sample instruments

Attached to this report are four evaluation instruments:

1. Most of the data collected under the heading of "lessons learned" came about through extensive retrospective interviews with pilot extension associations. These interviews were conducted mid-way through the project with both staff and volunteer leaders, and with staff again at the end. The information gathered through this process appears in the manual

under sections entitled Pilot Association Experiences, and Pilot Association Advice. Copies of both interview schedules are attached.

2. Participant evaluation forms were developed for the cancelled conference in Niagara County, and the conference held in Chenango County. Copies of each are also attached.

Part III - Lessons Learned

A. General

As alluded to in other sections of this report, perhaps the most significant lesson learned has to do with the amount of time it would take for a large organization like the Cornell Cooperative Extension system to “internationalize”. This has to do not only with competing priorities, but the fact that we as a society need to know (and be aware of the need to know) much more about our connections with the rest of the world. This lack of understanding makes it difficult to establish awareness and interest among those who have been traditionally concerned with “local issues”. Educators and program developers need to focus on this need much more strongly in the future. Because of this constraint, we needed to modify plans and expectations several times which was a cause for concern throughout the project. With the aid of hindsight, we have learned that a three year goal was not realistic. This is especially true in today's financial climate, where county extension associations have been required to focus on issues of survival, and in many situations, the need to downsize.

Having said all of this, two things seem clear at this point in time:

1. Cooperative Extension has survived. Although leaner in some areas, it is becoming more focused in terms of priorities and programs.
2. The project team and staff in pilot extension associations have positive feelings that the important building blocks are in place in terms of a process and mindset for a stronger international dimension in extension.

B. Specific lessons learned

The manual produced for this project entitled “A Guide to Program Planning Strategies and Extension Association Experiences” contains sections about pilot association experiences and advice. These sections deal exclusively with lessons learned. Rather than repeat much of what is said in the manual, we are including this as an integral part of our final report.

Part IV - Resource Materials

The following materials have been produced under our grant:

1. Internationalizing Cornell Cooperative Extension - A Guide to Program Planning Strategies and Extension Association Experiences.
2. Global Education Library - a computer based reference library on-line as a part of the Cornell Cooperative Extension network.

Part V - Budget

CORNELL UNIVERSITY
OTR-0230-G-00-0115-00
DEVELOPMENT EDUCATION GRANT

	PROJECT BUDGET	EXPENDITURES 9/1/90-1/31/94	PENDING EXPENDITURES	TOTAL AID EXPENDITURES	CU MATCH	EXTENSION MATCH	TOTAL MATCH
SALARIES							
Faculty	38,025	44,115.18	0.00	44,115.18	2,432.34		2,432.34
Extension Agents	0	0.00	0.00	0.00		120,920.00 *	120,920.00
Coordinators	67,255	65,506.06	0.00	65,506.06	44,847.18		44,847.18
Graduate Assistant	18,905	18,042.18	0.00	18,042.18	3,205.00		3,205.00
Secretarial/Administrative	0	0.00	0.00	0.00	10,164.66		10,164.66
Total Salaries	124,185	127,663.42	0.00	127,663.42	60,649.18	120,920.00	181,569.18
FRINGE	22,582	26,814.13	0.00	26,814.13	17,570.06	41,768.21	59,338.27
TRAVEL & PER DIEM							
Day Trips	1,194	1,451.56	0.00	1,451.56			0.00
Overnights	1,397	1,410.23	0.00	1,410.23	155.00		155.00
Per Diem - day trips	294	95.55	0.00	95.55	666.28		666.28
Per Diem - overnights	3,177	1,168.41	0.00	1,168.41	2,702.89		2,702.89
Total Travel & Per Diem	6,062	4,125.75	0.00	4,125.75	3,524.17		3,524.17
OTHER DIRECT COSTS							
Association Support	6,000	3,074.80	0.00	3,074.80			0.00
Communications	1,687	1,174.09	0.00	1,174.09	350.29		350.29
Computer Useage	1,576	0.00	0.00	0.00	513.00		513.00
In-service	0	248.02	0.00	248.02			0.00
Materials & Supplies	3,619	3,108.33	0.00	3,108.33	250.00		250.00
Photocopying	1,412	600.25	6.30	606.55			0.00
Publishing/Printing	3,500	238.69	3,636.16	3,874.85			0.00
Total ODC	17,794	8,444.18	3,642.46	12,086.64	1,113.29		1,113.29
TOTAL DIRECT COSTS	170,623	167,047.48	3,642.46	170,689.94	82,856.70	162,688.21	245,544.91
INDIRECT COSTS	85,853	83,910.20	1,875.87	85,786.07	43,914.05		43,914.05
TOTAL	256,476	250,957.68	5,518.33	256,476.01	126,770.75	162,688.21	289,458.96

This is not an official Cornell fiscal document. It has been prepared by the International Agriculture Program as a tool for project management.

*This figure is understated as several agents involved in project activities have not yet submitted time reports for 1993.

aew/cm940228
S:\p-deved\F4pipeIn.wk1

Part VI - Project Sustainability

The question of sustainability has been largely addressed in the section on project impacts. Of key importance is the fact that both the Director of Extension and the Director of International Agriculture Programs in the College of Agriculture and Life Sciences at Cornell have directed that both Gould and Haldeman will continue to provide leadership for the international dimension of Cornell Cooperative Extension. As a result, initiatives established in this project will receive continuing support. Planning for in-service of other extension associations is currently underway with Cornell Extension administrators.

Part VII - Recommendations

As discussed in the section on our project's contribution to development education, we need to focus on a new paradigm for global education. USAID provides significant leadership in this area, and it would be helpful to us and to the development education community in general, for USAID to recognize this need. USAID could model the kind of thinking that Americans need to adopt, and it could encourage and support efforts to help communities and individuals in the U.S. become aware of, and understand more clearly the important local/domestic connections we have with the rest of the world.

Program Description (Revised)

The College of Agriculture and Life Sciences at Cornell University is New York State's land-grant college. Cornell Cooperative Extension works to disseminate and encourage the application of research generated knowledge and leadership techniques to communities of New York State. Faculty members with extension responsibilities provide statewide leadership for educational programs and develop resource materials for approximately 430 extension agents. These agents reach more than eight million people.

The goal of this project is to internationalize the Cornell extension program through the design and implementation of a program development process that seeks to identify and incorporate the global dimension in local programming, so as to help citizens appreciate and understand global linkages, and to apply this knowledge in both private and public decision making.

The process will be developed and tested in three pilot extension associations. A global education resource library will be developed to support subject matter needs. The project team will develop the process and work with off-campus extension staff in testing. Faculty on campus will be encouraged to support information needs in accordance with pilot association identification of selected global issues. Pilot extension associations will be encouraged and assisted to develop and conduct educational programming based on selected issues.

Pilot extension association experiences will be evaluated using retrospective interviews midway through the project and again at the end as the basis for a manual outlining a suggested process for use by other extension associations. The manual will include guidelines and tools for implementation of the process, experiences of pilot extension associations, and their advice for others wishing to incorporate a global dimension in local programming.

MID PROJECT RETROSPECTIVE INTERVIEWS
INTERNATIONALIZING CORNELL COOPERATIVE EXTENSION
QUESTIONS TO ASSOCIATION STAFF

A. First contact with ICCE Project

1. How did the Association first find out about the project?
2. How was the Association first contacted by the project?
3. What were the early reactions of those involved?

B. Next Steps

1. What were the next steps taken with:
 - a. staff
 - b. lay leaders
 - c. others in the county
 - d. project team?
2. What were the various actors' reactions to these steps?

C. Decision to Participate in the Project

1. Who was involved in the decision for the Association to participate in the project? Why these people?
2. How was the decision to participate made?
3. What was considered by the different actors?
4. What advice do you have for future counties in their deciding to participate in the project? What factors should they consider?

D. Initial Issue Identification by Staff

1. How were the initial issues identified?
2. Who was involved?
3. What was considered?

E. Involvement of Lay Leaders

1. How were participating lay leaders identified/selected?
2. How were participating lay leaders contacted?
3. What were their initial reactions?
4. Why did they chose to participate in the project?

F. Concept Mapping Exercise

1. Who was involved?
2. What were the results?
3. How did you feel about the results?
4. What were the benefits of the exercise?
5. What were the drawbacks?
6. What advice do you have for future issue identification processes?

G. Selection of Final Issues

1. Who was involved in the final selection of issues?
2. How was the final issue selected?
3. How did all those involved feel about the decision?
4. What advice do you have for future counties in selecting their final issues?

H. Developing Issue Statements

1. How were the issue statements developed?
2. How were the statements written?
3. Who actually wrote the issue statements and why that person?
4. What of the process was easy?
5. What was difficult?
6. What would have made the process better?
7. What advice do you have for future counties in developing their issue statements?

I. Roles of Different Actors

1. Lay Leaders

- a. What has been the role of lay leaders in the project?
- b. What do you think their role should be?
- c. How do you think their role could be enhanced?

2. Faculty

- a. What has been the role of faculty in the project?
- b. What do you think their role should be?
- c. How do you think their role could be enhanced?

3. Project Team

- a. What has been the role of the project team?
- b. What do you think its role should be?
- c. How might it better fulfill this role?

J. Current Status of the Project

1. Where are you in the project now?
2. What are the next steps? And by whom?
3. What assistance, if any, do you need?

Are there any other comments you would like to make about the project?

INTERNATIONALIZING CORNELL COOPERATIVE EXTENSION
QUESTIONS FOR SECOND ROUND OF SITE VISITS TO PILOT COUNTIES

PROGRAM PLANNING AND DEVELOPMENT PHASE

1. What issues or topics have been the focus of program planning and development related to global education? How and why were they chosen?
2. What have been the objectives?
3. What have been the intended audiences?
4. What educational events or activities have been planned?
5. What have you hoped would happen as a result of those events or activities?
6. What advice do you have for other counties regarding program planning and development related to global education?

PROGRAM IMPLEMENTATION PHASE

7. What educational events or activities have been conducted? [If none:] Can you identify any changes in your educational work that might have been influenced by involvement in the global education project? Describe the events or activities [or the changes].
8. How many participated in the events or activities [or were affected by the changes]? Who were they? - e.g., age, occupation, role in the community (ordinary citizens? community leaders?), knowledge or sophistication about the issue or topic, degree of global awareness.
9. What effect do you think the events or activities [or the changes] had on participants? What evidence can you cite? [If appropriate:] What effect do you think the events or activities [or the changes] had on the issues addressed by your educational work? What evidence can you cite?
10. What advice do you have for other counties regarding program implementation related to global education?
11. What effect do you think involvement in the global education project had on Extension in your county? - e.g., on organization, program, leadership attitudes, working relationships, etc. What evidence can you cite? What, if anything, would be different if the county had not been involved in the project?
12. What global education programming do you visualize for the future? What would you like to do? What resources or support will be needed? Do you think it will be available?
13. How important is global education in Extension programming? Why do you say that?

4. Participation in this conference has motivated me to become more involved in the global dimension of my personal/professional interests.

- Strongly agree
- Agree
- No opinion
- Disagree
- Strongly disagree

Why, or in what way? _____

5. I anticipate that education and business will demonstrate more awareness of global opportunities as a result of this conference.

- Strongly agree
- Agree
- No opinion
- Disagree
- Strongly disagree

Comments _____

3. Please add any additional comments here. Consider:

a) Your ideas for follow-on activity _____

b) Facilitators reports _____

c) Conference organization & facilities _____

d) Other _____

THANKS!

Conference Thoughts
January 18, 1993

BEYOND OUR BORDERS

A GLOBAL LOOK AT FOOD, FAMILY AND THE FARM

CONFERENCE PURPOSE: To raise the consciousness in citizens of the Southern Tier as to the vital importance of taking advantage of global opportunities by:

- developing an awareness of the global food production system;
- enabling citizens to understand the importance of thinking globally;
- and by strengthening participants' knowledge of existing international connections.

1. To what extent did this conference meet the above purpose?

1 2 3 4 5 6 7 8 9 10
Little [Circle one] Great

COMMENTS: _____

2. This conference made me more aware of global issues and their importance to the Southern Tier.

- Strongly agree
- Agree
- No opinion
- Disagree
- Strongly disagree

COMMENTS: _____

Continued.....

3. Participation in this conference was motivated by my interest in the following area(s).

- Third World Cultures
- Food on Our Table
- GATT
- Irish Farming
- Robotic Milkers
- OLIAD
- Other

COMMENTS: _____

4. Please add any additional comments here.

A. Do you feel there is a need for more programs on international issues?

B. Suggested topics _____

C. Conference organization and facilities _____

D. Other _____

**Thanks for supporting this program!!
Cornell Cooperative Extension and the Global Education Project**