

PUBLIC REPORT

of the

**ADVISORY COMMITTEE ON
VOLUNTARY FOREIGN AID**

on the

**MEETING OF OCTOBER 2 & 3, 1981
TO DISCUSS DEVELOPMENT EDUCATION**

The major theme of this meeting was how to increase public understanding in the United States of private development efforts aimed at world hunger and poverty.

Prepared by the Inter-American Development Institute
under Contract No. PDC-0000-0-00-1115-00

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ADVISORY COMMITTEE ON VOLUNTARY FOREIGN AID

The Advisory Committee on Voluntary Foreign Aid was established in 1946 to serve as a focal point for relations between the U.S. Government and U.S. private and voluntary organizations active in the fields of relief, rehabilitation and development overseas. It is composed of private citizens, appointed by the Administrator of the Agency for International Development, who serve without compensation. It is attached to A.I.D.'s Bureau for Food for Peace and Voluntary Assistance, and its staff operations are provided through that Bureau. The Committee holds four to five public meetings a year.

Functions

The Committee today serves as a focal point for relations between the U.S. Government and private and voluntary organizations, both U.S. and foreign, active in the fields of relief, rehabilitation and development overseas. It assures that the voluntary sector plays a vital and dynamic role in the formulation and execution of foreign assistance programs.

The Committee consults with, provides information to, and advises the Agency for International Development and other U. S. Government agencies on matters and issues needing attention across a wide spectrum of development issues relating to foreign assistance in which U. S. Government and private and voluntary organizations interact.

It provides the community of private and voluntary organizations working abroad in development, relief and rehabilitation with information, counsel, and other assistance on problems and issues of concern to them in their relations with A.I.D. and other U. S. Government agencies.

The Advisory Committee fosters public interest in the fields of voluntary foreign aid and the activities of private and voluntary organizations. These organizations conduct overseas development projects in such areas as food production, nutrition, population planning, health and education, helping the poor peoples around the world. They provide emergency support in the form of food, clothing, housing and medication to victims of disasters. They are also deeply involved in refugee and migration activities. The work of these organizations is a valuable contribution to the development process and A.I.D. is seeking to expand its cooperation and support.

(11)

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MEETING AGENDA

ADVISORY COMMITTEE ON VOLUNTARY FOREIGN AID

Agency for International Development

October 2 and 3, 1981

Hyatt Arlington at Key Bridge
Rosslyn, Virginia

Friday
October 2nd

8:30

Registration

9:00 - 12:00

Introductions

Joseph C. Wheeler, Deputy Administrator, A.I.D.

Development Education - The Mandate

Jerry Connolly - Senate Foreign Relations Staff

Joel Johnson - Senate Foreign Relations Staff

Julia Chang Bloch - AA/FVA, A.I.D.

Herbert B. Harmon - Director/OPA, A.I.D.

Development Education - The Process

Alan A. Rubin - President, Partners of the Americas

Fred Thompson - President, Returned Peace Corps Volunteers

Elise Smith - Executive Director, Overseas Education Fund
League of Women Voters

Stephen Hayes - Manager, International Education, YMCA

Questions and Answers

12:30 - 1:30

Committee Luncheon (Reservations Only)

2:00 - 5:00

Workshops A & B - Designing Innovative Approaches to Development Education

Saturday
October 3rd

9:00 - 10:30

Friday Workshops Reported Out

10:30 - 11:30

Development Education - Involving the Universities and Schools

Elmer R. Kiehl - Board for International Food and
Agricultural Development (BIFAD)

Tom Collins - Consultant for Global Education Program

11:30 - 12:00

Canadian Development Education/Overview

Richard Patten - CCIC

Roger Wilson - CIDA

Stephanie Reford - Reford-McCandless Institute

Questions

12:00

Adjournment

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INTRODUCTION

Background

More than 150 representatives of private voluntary organizations (PVOs) attended the meeting on development education of the Advisory Committee on Voluntary Foreign Aid on October 2nd and 3rd, 1981, in Arlington, Virginia.

How to increase public awareness of Third World development, hunger, poverty and related issues was the major theme of speeches and workshops. Committee members joined the workshops and summarized participants' recommendations. These summaries constitute the Committee's findings embodied in this report. Ideas presented during the meeting for capturing public interest and engaging people in the dialogue on development dealt with both ongoing and potential methods for implementing development education projects. A fresh collaboration with AID was stressed to stimulate broader private development education that could be initiated by government or the private sector alone.

A sense that diverse development education initiatives could be on the verge of multiplication and expansion through collaboration permeated the discussions. Although the subject of development education has been under discussion for several years and, in fact, was taken up by the Advisory Committee at its meeting of December 9th and 10th, 1980, there was a decidedly different tone at this meeting. This was due in part to the use of the brainstorming workshops and the active participation of PVO and AID representatives and Committee members, as well as several converging circumstances.

- The Agency for International Development (AID) now has the mandate to "both encourage and assist" private and voluntary organizations to facilitate "...public discussion of hunger and related issues." This mandate was given AID by the passage of the Biden-Pell Amendment to the International Security and Development Cooperation Act of 1980.

- The Senate Foreign Relations Committee adopted and sent to the Senate floor in the pending 1981 authorization bill a directive for AID to spend 16 percent of its annual development budget through private groups. Currently, 16% amounts to \$240 million annually.

- AID funded two projects in 1981: 1) to test and package development education learning programs for schools; and, 2) to involve the media in roundtables on international issues.

- Guidelines for AID matching grants totalling \$500,000 in fiscal 1982 were distributed at the meeting.

- The Advisory Committee moved beyond its traditional role as mediator and advocate for PVOs to one of mobilizer of more development education support among private groups, including corporate leaders. Committee members decided to devote their next meeting December 9 and 10, 1981, to identifying common interests of foreign assistance sponsors and international corporations in development.

- The PVO representatives suggested many ways they could help organize the education process, concentrating on participation by Americans already involved in internationally-linked activities who could multiply interest.

- A swiftly growing and successful development education program in Canada was discussed during the meeting, lending a visible spark for ideas and projects.

From Ideas to Action

Many PVOs have helped sponsor different global learning programs for decades. Despite their rich experience, their efforts and resources have been insufficient to prevent public understanding from lagging behind cultural change.

In 1980 and 1981, a series of studies identified areas in which private groups with diverse goals and purposes might collaborate to help internationalize Americans. These were areas in which education sponsors already had worked in separate projects. What worked, they discovered, was to sensitize people to their own interdependence with people of other cultures and targeted messages to particular audiences experienced internationally.

From these areas, the Advisory Committee, in 1980, drew recommendations for private leadership in development education in partnership with government and began targeting groups capable of spreading the message broadly.

In their October 1981 meeting, the Advisory Committee refined areas of collaboration into more precise programs. Threaded through discussion of these programs were the following researched, tested and overwhelmingly favored methods to increase public awareness:

Participation: People's own involvement, information impacting their daily lives and conversations with family and friends alters attitudes, the Committee was told. So, PVO members urged participation by the young who could involve adults and by a multiplicity of business, labor, civic and political groups which could multiply the education.

The Message: Based on the motivating power of self interest and mutual benefits, PVO participants agreed that humanitarian values might be blended with self interest to "sell" global understanding to a broad spectrum of Americans, especially to the young. But they cautioned that the message should espouse humanitarian values as well as self interest.

Interdependence: A key to capturing public interest is to make the general public aware of how their daily lives are dependent on life and events in other countries, discussants told the Advisory Committee. Common experiences include production, jobs, travel, income, consumption, education, health and mobility.

Targeted Audiences: A strategy for locating leaders already sympathetic who could become initiators with support and training, existing constituents, church, civic, labor and business leaders, the young and potential participants in schools and the media.

Government Support: Why Now?

Organizational talents of the PVOs and their ability to involve millions of Americans directly helps explain why Congress and AID are turning to private groups for more leadership. This is in line with President Reagan's preference for private over government activity and a belief, shared in Congress, that PVOs can produce more for less than can the government.

Another explanation is that government foreign aid is dwindling and that Congress, in the process, is seeding private development education in the hope people-to-people programs will fill the void. This possibility was raised by speakers Jerry Connolly and Joel Johnson of the Senate Foreign Relations Committee staff. Such an explanation highlights a crossroads PVOs face: One way leads to development education encompassing fund raising and lobbying and the other requires walking the fine line that separates out those activities. AID is barred by law and executive rules from helping to lobby public officials or to raise money for private groups. So, private groups launching that kind of "development education" could expect no seed money from the government.

Yet, one Advisory Committee member, newly-appointed Kenneth Smith, suggested the times may demand just such an all out private lobbying effort by PVOs, targeted at the President and Congress, to rally people and money behind development education which eventually might bulwark all international assistance. This appears to be a reasonable option opening to the PVO community should it choose an independent course. Support for PVO programs has more than doubled in the past six years, totaling \$1.1 billion in 1980, according to the Senate Foreign Relations Committee.

Another option--a new partnership with AID to help finance development education--strengthens and expands an existing AID-PVO alliance. Already, AID gives nearly half of the total government share--\$448 million annually-- in PVO support. To be pushed one way or the other by a threatened squeeze from military spending is to misinterpret budget effects of military expansion, according to Advisory Committee member Robert Nathan. He noted that military and foreign aid spending have not correlated. AID spending, in real dollars, dropped through eras of both increasing and decreasing military budgets, Nathan said, while the PVO use of AID funds has steadily increased.

Whatever the compelling reasons, Congress and AID have taken the following clear turns toward a closer partnership with PVOs.

The Biden-Pell amendment: This two-pronged section 316 of the 1980 AID authorization law is seen by AID officials as their mandate to help finance private development education. The first prong contains broad language saying the AID Director "shall encourage the ongoing work of private and voluntary organizations to deal with world hunger problems abroad." It goes on to say the Director "shall help facilitate widespread public discussion, analysis and review" of issues raised by a 1980 Presidential Commission's call for "increased awareness of political, economic, technical and social factors relating to hunger and poverty." The second prong urges the Director "to provide assistance to private and voluntary organizations engaged in facilitating public discussion of hunger and other related issues." Democratic Senators Joseph Biden of Delaware and Claiborne Pell of Rhode Island sponsored the language.

The Percy-Pell Amendment: This amendment in the 1981 foreign aid authorization bill passed by the Senate October 22 directs the President to spend no less than 16 percent of the AID program budget through private and voluntary organizations. The Senate Foreign Relations Committee adopted the 16 percent floor--which represents \$240-million-a-year by fiscal 1982-- at the behest of Republican Committee Chairman Charles Percy of Illinois and Senator Pell. With Chairman Percy its patron, the fixed percentage has a fair chance to remain in the bill although committee staff members warned the Advisory Committee that House prospects are uncertain

In taking this proposed new step in U.S. government support of PVOs, the Senate Foreign Relations Committee during the meeting asked the Advisory Committee to address such "difficult issues" as:

- 1) how much, if any, privately generated resources should be required as a precondition for receiving Federal funds;
- 2) how PVOs receiving such aid should manage funds; and,
- 3) how AID should account for government funds without making unreasonable demands on private agencies.

The Senate Committee representative also urged AID to consult regularly with PVOs and to utilize the expertise of the Advisory Committee with which about 140 PVOs are registered.

AID's Development Education Contracts for Fiscal 1981: AID has begun the program authorized by the Biden-Pell amendment by targeting on schools and the media, two of the priority areas identified by the Advisory Committee's staff. The other two are participation and engagement of groups already linked to international affairs.

The school project is contracted for about \$36,000 to Global Perspectives in Education with H. Thomas Collins, director, for one year. Learning programs on world hunger are to be prepared and tested in middle grade, junior and senior high schools. Children will be taught and will participate themselves in learning activities. Test results are expected to be refined into educational packages, reproduced in mass and used in classrooms throughout the United States by the start of the 1982 year. In preparation, development issues will be presented to educational organizations with a view toward building a network of supporters.

The media project of \$100,000 anticipates four regional roundtables which would focus on development issues of most interest to those particular regions. The contractor Susan Goodwillie, of Goodwillie Group, is completing a series of similar roundtables for the United Nations. The development education roundtables would be set up with the help of participating PVOs, AID's Public Affairs Office and regional committees which would select topics and speakers with local impact and invite

media representatives. AID officials hope issues of primary interest to regions can be identified and that the media will gain a deeper understanding of world hunger and related issues. Articles and broadcasts that may follow are seen as measures of the project's success.

AID Guidelines for Describing Development Education Projects:

Draft guidelines for submission of other proposals were distributed at the meeting by the Advisory Committee staff and are appended to this report. This gave PVOs a glimpse of the purpose and scope of about \$500,000 in approximately 10 grants AID hopes to fund in fiscal 1982. Guidelines also set out the criteria and procedures applicants must meet and follow to qualify for selection by Assistant Administrator Julia Chang Bloch of the AID Bureau of Food for Peace and Voluntary Cooperation.

Closely tracking the language of the Biden-Pell amendment which authorizes grants, program purposes were "to stimulate new initiatives in development education which will facilitate public discussion of hunger and related issues and increase public awareness in the United States of the political, economic, technical and social factors relating to hunger and poverty in less developed countries." Grants are aimed at involving PVOs in development education without encouraging dependency on Federal support or draining local initiatives.

Grants might be given for up to three years, depending on grantees' performance the first year, approval of a new application and fund availability, but emphasis is on measurable goals in specified time frames.

Priority has been placed on projects that can multiply public awareness locally, stand alone should AID funding be withdrawn, be replicated elsewhere, and send an "identifiable, substantive" message. Participatory programs by experienced sponsors with methods for evaluation have been signaled as most desirable.

In summary, applicants are to submit short "concept" papers of up to 10 pages. AID officials will select from these descriptions sponsors who should submit full proposals for which a five part-time format has been outlined. Concept papers must be submitted no later than December 15, 1981, and formal proposals submitted no later than February 1, 1982.

"The unique thing today is that we give development education thought and attention with a specific mandate to work in this area. The Biden-Fell amendment ..for the first time give us an unambiguous responsibility to carry out a dialogue with the American people about development issues.

*...Joseph Wheeler, Deputy Administrator
Agency for International Development*

GENERAL SESSION

The Partnership

The Advisory Committee was assured as the meeting opened that both President Reagan and Congress had confidence in development work of PVOs around the world. Top AID officials indicated, too, that AID funding for PVO activities, particularly for development education, could survive current budget cutting in the Federal government.

"..Recently, the President was made aware of the kind of functions you perform and I want you to know that he is appreciative," AID Administrator Peter McPherson told the general session in an unscheduled appearance. Mr. McPherson, who has been negotiating both the fiscal 1982 and 1983 budgets, was optimistic, as well about expanding PVO educational programs with the help of AID seed money.

"There is not in offing any huge dramatic cut by the Administration," said Administrator McPherson about AID budgets. "We, like everyone else, will have to take some of the bad medicine the economy is dealing out to us. But there's not going to be a dramatic change."

Deputy Administrator Wheeler stressed that the American public must carry on development education. "No bureaucracy in Washington, particularly one such as ours, which is not expanding, but which rather is dedicated to increasing productivity, can carry on a development education program with the American public," he said. "This is something the American public is going to have to do itself through the instruments, it seems to me, of voluntary organizations such as those represented here."

Mr. Wheeler said that what AID hoped to learn from this meeting was 1) what concensus participants could achieve on the future direction of development education and 2) ideas about how AID could continue to give leadership or support to groups that help organize public awareness campaigns.

Julia Chang Bloch, Assistant Administrator for Food for Peace and Voluntary Assistance, AID, challenged the PVOs and the Committee to raise U.S. public consciousness to both problems and opportunities inherent in life in a complex world of diverse cultures. The problem, she said, was personalized by her conversations during a recent assignment in the Sub-Sahara:

"..African upon African lamented, and I would say that it was not a reproach, it was a lament: 'Why is it,' I was asked, 'that you Americans think we Africans all come from Nairobi and that so many of you think we still live in trees.'"

Ms. Bloch urged the Committee to use the development education mandate as a vehicle to create better understanding between people of different cultures. That understanding, she said, ultimately will lead to a more secure and peaceful world.

"..Unless a grass roots campaign with an impact on Congress is successful, private voluntary groups may lose AID as a partner and be dependent on private contributions."

*...Jerry Connolly, Staff Member
Senate Foreign Relations Committee*

The Mandate

The "Mandate" that PVOs have from the Biden-Pell amendment is to try to broaden public understanding of the work they do, two Senate Foreign Relations Committee staff members told the general session.

Jerry Connolly and Joel Johnson agreed that a public educated about its stake in foreign development will influence Congress and, through the democratic process, advance U.S. support of worldwide development.

But the two were sensitive, in sharing this perspective from inside Congress, to the difference between the education Congress has urged and lobbying or fund raising that Congress opposes.

"A quest for constituencies is the subtheme of Biden-Pell," Mr. Connolly said. "Congress wants AID to give small grants to operating PVOs to spend domestically to talk about why development is important. That is different from fund raising.

"The PVOs have a responsibility to help Congress by educating the public," he added. "That is not lobbying."

Mr. Johnson explained that opponents of development assistance generally were victims of lack of information. People who telephone Johnson to argue for foreign aid cuts, for example, generally are turned around after they are told what the aid accomplishes. Yet, he said, in answer to a question, that on a scale of one to 10, PVO efforts to educate people likely to contact Congress are off the scale.

Their predictions were for Senate passage of the 1981 foreign aid authorization bill that now includes the Percy-Pell amendment. But the House has yet to be persuaded of the wisdom of the 16 percent AID allotment to PVOs. Should the House fail to act after Senate passage, the Senate language--including the Percy Pell 16 percent floor--is likely to be included in a one-year continuing resolution to keep AID operating, they said. The Senate, by a vote of 40 to 33, passed this bill, which authorizes 1982 AID appropriations, on October 22, with the Percy-Pell amendment intact.

*"What makes community involvement...
work is collaboration with others,
continuity, a little public relations
and a lot of recognition..."*

*Alan A. Rubin, President
Partners of the Americas*

Participation/Involving Groups with International Links

General Session speakers' ideas were advanced in different organizational modes. Virtually all fell within the four levels of activity outlined at the conference by Kate Semerad, Executive Director of the Advisory Committee on Voluntary Foreign Aid. The four are:

- Community participation;
- Coordination with groups already linked to international interests;
- Incorporation of development education in school curricula; and,
- Media coverage

These activities represent integral parts of any community. Each has a potential for multiplying the impact of ideas and the numbers of people impacted. So, the four together amount to one method of translating the private voluntary groups' ideas into action. For that reason, speeches at the general sessions are summarized in these four categories.

International development centers in the 50 states, a consortium of international groups as well as continuous involvement were recommended by Alan A. Rubin, President of Partners of the Americas.

He noted that thousands of individuals already were involved internationally in states mainly through their states' trade relations. Organize these individuals under the leadership of state governors, he said, and the result will widen a two-way street: American's commitment to voluntary aid, one-way; and benefits from foreign technologies and human service systems flowing back, the other.

The consortium would band together more internationally linked groups such as international exchange student organizations. The collective clout of an existing consortium of only eight such groups is extensive, involving efforts of a half million people in all 50 states, exchanging with 80 different countries, Mr. Rubin said.

He added that too many international volunteers were "totally unrecognized and unknown." Yet, he had seen "incredibly ingenious" ways of involving professional talents of volunteers in development schemes.

Involved individuals need all the recognition they can get at the highest national levels, extended through the states, Mr. Rubin said.

Stephen Hayes, manager of international education, Young Mens' Christian Association, offered some clues to the success and failure of community participation in privately sponsored international education already tried in U.S. cities.

His keys to success were:

- * Stable networks to continue education;
- * Identification of international relationships with which communities can identify; and,
- * Continuing involvement of diverse groups

A network of 60 organizations has just raised \$160,000 to continue a four-year program of global education in Los Angeles, he said. In Seattle, one strong organization led 10 other groups to form an international center sponsoring a Pacific Rim conference this November. There, 20 foreign nations are to suggest energy systems appropriate for low income areas of the U.S.

By contrast, plans for a conference in Denver collapsed. Hayes, in hindsight, blamed the collapse on sponsors' failure to cede control to the local community; to involve diverse groups, particularly business; or to perceive what leadership was capable of holding groups together.

Out of such experiences, Hayes has drawn his own definition of development education: the process by which we come to understanding and acting upon the interrelation of global problems abroad and within our own communities.

Canadian Speakers

Delicate concerns and some slow progress dice the widely-acclaimed progress of Canadian development education programs, Roger Wilson of the Canadian International Development Agency (CIDA), said. Controversies recur over whether domestic interests or government or defense issues rather than foreign needs are at the core of efforts. If so, CIDA generally denies support for development education projects. But some overlap is inevitable. So, Mr. Wilson said, CIDA officials must draw fine lines in supporting private projects.

Schools, trade union members and the media are missed audiences in Canada, as in the United States, he said. Canadian writers and broadcasters now are working among themselves, however, to cooperate in finding news in development assistance. That should not be difficult, Mr. Wilson indicated, because Canadians are "doing an incredible job" overseas. Their example makes up the grist of programs to attract participation in international activities.

The dollar value of Canadian development education is \$4.5 million annually, the maximum currently allowed by law. A Canadian Parliamentary Committee on North-South Relations has just recommended raising the ceiling to one percent of all overseas development aid which would raise the aggregate amount to \$18 million, phased over three years. Last year, CIDA helped 100 groups with 350 projects.

CIDA purposes are defined as threefold for development education:

- * To activate a more informed awareness of development issues;
- * To encourage a greater public involvement in development; and,
- * To stimulate increased flows of assistance from the public.

Richard Patten, of the Canadian Council for International Cooperation, said national organizing has been "very important" in generating activity among the 100 organizations in his Council, popularly known as CCIC. Groups in this consortium operate in small towns, regionally and nationwide. They act together and separately. They draw on "learning centers" set up locally for facts and interested people. But the "umbrella or stimulating effect" of national organizations to keep interest high and government responsive to the peoples' interest never should be underestimated in putting together development education processes, according to Mr. Patten.

Despite fiscal and monetary restraints experienced in Canada as well as the U.S., he said, the Canadian YMCA funding and activities for development education had increased five times in nine years primarily because of government and popular support.

*"Two years in a Third World country does not
a global perspective make."*

*...Fred Thompson, President
Returned Peace Corps Volunteers*

Two speakers suggested ways of drawing returned Peace Corps volunteers and women into development education.

An overriding concern that this country's future is linked to the Third World has engaged women in five cities, Elise Smith, Executive Director of the Overseas Education Fund of the League of Women Voters, told this conference. In Austin, Phoenix, Portland, Oregon, Rochester and Los Angeles, women worked at easing difficulties common to women in different societies. They discovered common concerns were job skills, credit, nontraditional employment, refugees, impact of laws on women, responsibilities as heads of households, child care, health and nutrition, education, reproductive rights and womens' access to resources.

Fred Thompson, President, Returned Peace Corps Volunteers, estimated between 5,000 and 10,000 returnees wish to be actively involved in international issues. The fewer years since former Peace Corps volunteers returned home, he said, the stronger their international interest.

But he warned:

"They have an interest, not understanding... they have sensitivity but need perspective. They will come together, but dissolve if they are not programmed."

Only continuing activities inside a structure will hold former Peace Corps volunteers in development education, he predicted. His advice was to locate them, educate them and create an infrastructure within which they can work with friends, family and allied groups.

*"We are marketing world affairs like chocolate bars.
If the kids don't buy...it's back to the drawing boards."*

*...Stephanie Reford
Reford-McCandless Institute*

Schools

Speakers looked at the climate for growth of development education at all levels of the educational systems. The friendliest level with the greatest multiplier effect seemed to be secondary and primary classrooms.

"If you can come up with questions, children come up with answers that we as a generation have yet to discover, said Stephanie Reford, an American who introduces world affairs to Canadian schools. Whole communities of adults become interested through learning experiences with children, she said. She predicted business communities would "latch on" as soon as they recognized the potential trade benefits of international education.

Ms. Reford, who has worked with United Nations and Pacific countries, is involved in a two-year program called "Introducing the World." It attempts to ask Canadian school children what are the most important questions facing mankind today. The answers are far broader than development and, for that reason, increase the children's understanding of development.

"We serve as an ignition system, turning kids and teachers on," she said.

How sponsors institute international education in the school room is as important as what they do, Tom Collins, global education consultant, said. He cautioned against presenting schools with a "cause." Instead, go with an educational project or learning program. He suggested specifically:

- Developing materials for different grades, field testing them and then offering them to the schools.

- Approach school boards. They have national and state associations through which many local boards may be reached. This approach makes sense because boards have the power to alter curricula and to apportion funds, particularly under Reagan Administration block grants. Eighty cents on the Federal dollar will go the local school unit, Collins said, not to the state educational agency.
- Go to the principals, particularly at the elementary level. They also are active in state associations. Concerned teachers are low on the "pecking order," Collins said, because they cannot institutionalize change.
- Use video. Numerous tapes are available through state school boards associations and research organizations.

Elmer R. Kiehl, Board of International Food and Agricultural Development, said numerous international conferences had heightened interest in global education among college students and professors. Generally, interest flagged for lack of follow-up programs. He blamed the falloff of interest, in part, to teachers' reluctance to interact outside their own specialties and on their interest in protecting tenure.

Development education promoters should draw universities into a network of support, because, he said, they are capable of reaching the press and state leaders, their public funding continues steady especially at state agricultural schools and faculty expertise remains a valuable resource.

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"We've done a lousy job. Our message is not coming across. It is the wrong message, in my opinion."

Herbert B. Harmon, Director
Public Affairs Office
Agency for International Development

The Media

Development educators should send a more pragmatic message of self interest in foreign aid targeted at selected groups, Herbert B. Harmon, director of the AID Public Affairs Office, said. He invited information specialists of private voluntary groups to help develop an effective message by targeting issues on appropriate groups at a planning session with his staff before the end of the year.

The wrong message, in Harmon's view, is overloaded with "duty" and "humanitarianism," with symbols such as the sad child. In efforts to help these real victims of poverty, private foreign aid groups have been "preaching to the converted," Harmon said. The "converted" polls show, are mostly older people who trace their foreign ties to war or Peace Corps experiences from the 1940s and the 1960s.

To reach "young leaders of tomorrow," Harmon urged a message to show how foreign aid will "benefit," or "affect our economy" or "add to the country's stability."

Most participants were willing to admit only a measure of self interest to a basically humanitarian appeal.

To help engage media interest, Mr. Harmon plans to work with regional committees inviting from 20 to 25 writers and editors to roundtable discussions on foreign development.

"The people in this room represent millions of people who give sacrificially, privately, to stand by their conscience and do not necessarily agree with the foreign policy of this country. I think we can start. I think we can overlap. I think we can be creative. But we do have basic, different persona."

*...Dr. James MacCracken
Christian Children's Fund*

Concerns of the PVOs

Ideas for "how to" educate people about development flowed with easy creativity. Methods overwhelmingly favored were participation initially by people already linked to or with an understanding of international issues who could build a network of support. The interdependence of the U.S. and the Third World was a theme judged itself capable of engaging and sustaining peoples' interest. The message to selected groups must blend humanitarianism with self interest, it was generally agreed. PVO spokesmen wanted measurable programs. Their solidarity on methods evidenced their own organizational expertise and experience. They had little difficulty translating agreed-upon principles into ideas for community action programs.

The PVO representatives' ease in handling organizational modes contrasted with their continued concern about the goals, purposes and leadership of programs they could, with integrity, sponsor.

A recurring question was whether private groups were being used to sensitize the public more to government than to voluntary programs. They asked whether the goal of development education should be to stimulate support of both private and public assistance and if so, what mix of the two. Whether lobbying and fund raising would be consequences if not the real purpose of development education was another perplexing question.

PVOs have been set up primarily to carry out development activities abroad. Some PVOs questioned whether, with this orientation, the PVOs had the know-how to recruit the necessary talent and allocate needed resources to deliver the development education message.

Repeatedly, they asked how they could involve indigenous private voluntary organizations from other countries in development education in the United States.

Canadian PVO spokespersons said they had dealt with the same concerns as they went along. Fine lines continue to be drawn, they said, between domestic and foreign development interests and between education and constituency-seeking. In a democracy, they pointed out, sponsors of government-supported programs can't "swing a bat" at the government but there is plenty of room in a continuing partnership for criticism and proper distinctions between government and private goals.

WORKSHOPS

Organizational Modes

At least three organizational modes were developed by the workshops.

They were:

- * a dual "reaching out and bubbling up" communication system;
- * a community-wide approach; and
- * economic and political brokerage

The first mode combines a "bubbling up" of grass roots activity within a national framework. The concept is for nationwide communication of development education, adapted to a few or many communities, for a precise day, week or month of concentrated effort. (Workshop B.)

Total community and model community approaches were suggested. The total community system called for communication to targeted groups within population centers which are selected because they can be "programmed for success." Among the main targets would be the young, the decisionmakers, the media and persons working internationally in business as well as in socioeconomic development. In a model system, communication would be focused on one city for several years. A goal would be to spotlight and interpret the interdependence of Americans on exports, imports and foreign living conditions. (Workshops A, E and G.)

A third brokerage system would target communication on selected power centers within given time frames. By far the most controversial, this system contradicted more traditional preferences of private voluntary organizations for a broad base of support as a guarantee of their interdependence and integrity. Some participants adapted the idea to communication through a simulated multinational corporation attempting to identify its economic self interests in foreign assistance. (Workshop H.)

Media contact was at the core of all organizational modes. Two workshops turned the use of communications media into a kind of organizational mode for the whole development education process. (Workshops C and D.)

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"Each of the Committee members has a workshop to report upon. These reports will go into the report of this meeting as the finding of the Committee on development education and directions which AID could take into account as it progresses with the program in that area."

*...Robert J. Marshall, Acting Chairman
Advisory Committee on International
Development*

Workshop Findings

Workshop A

Robert J. Marshall, Advisory Committee member
John Shade, Pearl S. Buck Foundation, Discussion leader
Robert McCluskey and Eddie Martinez, AID representatives

Chairman Marshall reported his group proposed a community-wide program aiming a new message of interdependence at particular audiences. The media would be a core component.

The content of the community development education would stress:

- * Accomplishments overseas that enabled people to survive or to move beyond survival in some cases, and
- * Interdependence which reveals the global dimension of communities being engaged

Foreign assistance, within that dimension, could be presented as morally right, good business and strategically important politically.

Concentrated education for a month or six weeks in communities or nationwide was recommended. Private voluntary organizations, funded by both AID seed money and private contributions, would organize the campaign so that regions or communities could "buy in" at times most effective locally.

Television and radio spots would combine with study and action programs and possible visits by media programmers to development sites, with a view toward producing longer documentaries.

The workshop identified key targets of education as the general public and mass media, the constituents of private voluntary groups, community groups enlisted to foster debate among those of divergent views and media and political leaders.

"What we are really saying in this day and in this generation is that we have to have a theory of national communication...but that the framework would have to be tailored to a wide variety of communities.

*...Roy Pfautch
Advisory Committee Member*

Workshop B

George Abbott and Roy Pfautch, Advisory Committee members
Peter Davies, Meals for Millions/Freedom from Hunger Foundation,
discussion leader
Charles Stevenson, AID representative

Committee member Roy Pfautch characterized the participants in Workshop B as the "philosopher-kings" of the conference in a report prepared with co-member George Abbott.

They fashioned from a seeming dichotomy a viable communications system combining the organization of a day, week or month of national focus on development education with programs tailored to fit a wide variety of communities.

Initially participants set out to explore ways of accessing the Third World to Charlottesville, Virginia. But discussions moved from a "how to" in a specific community toward more general communication theories.

A split developed. One idea was for the national focus modeled perhaps after Canada's "Ten Days for Development" or centered on a national event. Another was that communication should not flow "down and out" but rather "bubble up" from the community.

Participants seemed to accept a national focus if its framework could be tailored to a wide variety of communities. Within the framework, each community would have to be able to excite and bring home Third World realities, preferably on television. A national day or week, to be effective, should be scheduled in concert with a network of specific communities.

The Advisory Committee could start planning for a national focus by cataloguing current films, videos and other resource material.

"I would urge you to be as specific as possible, to target on centers of power in given time spans and to educate by sending messages from selected geographic areas, such as the Caribbean which has the country's and the President's interest."

*...Kenneth M. Smith
Advisory Committee Member*

Workshop C

Kenneth M. Smith, Advisory Committee member
Dr. James MacCracken, Christian Children's Fund, discussion leader
Mike Snoddy, AID representative

The workshop devoted more of its time to goals than to a specific project, reported Committee member Kenneth Smith.

His workshop recommended four major goals for development education: Increased awareness of the Third World; understanding of the interdependence of this and other countries; the tapping of both work and money resources to back development, and communication of worldwide unemployment problems.

Two projects were analyzed. One was a media-weighted, 18-month effort in communities. The other was establishment by state governors, with encouragement from the President, of statewide international centers to expand public involvement.

The community effort was seen primarily as a mobilization of resources to support private foreign assistance, targeting the educational system and the media in particular. Some suggestions for reaching the media were:

- short documentaries produced by Third World countries;
- one-minute television spots focusing on parts of the Third World where interdependence is clear -- for example, in Duluth, which needs ore, a spot from a country that supplies ore.
- a workshop of people in voluntary groups who deal with the press to pool ideas for attracting media attention

The media workshop was unanimously approved by participants, whose current suggestions for reaching the press were limited, in the main to creating controversies, making announcements and buying in.

"AID, take heed, like it or not, on the national level, what the President says, what the Secretary of State does..determines what is the critical issue.. what is news. On the local level, as well, the media's agenda is set by policy leaders. So, PVOs, get local sponsorship for filming."

*...John W. Sewell
Advisory Committee Member*

Workshop D

John W. Sewell, Advisory Committee member
Miles Ren, International Human Assistance Program, discussion leader
Austin Heyman, AID representative

Expert and massive use of television nationally to alert people to the pressing need of development issues was recommended as a complement to community organization by this workshop, reported Committee member John Sewell.

Workshop participants decided the time was ripe for a television campaign dealing not with the "sad child syndrome" but with interdependence of the U.S. and other countries.

Their ideas was for the four major consortia of some 170 private voluntary groups to seek Advertising Council sponsorship of a campaign on relations with the Third World.

If adopted, images of world interdependence would reach millions more people than either the private voluntary organizations or AID could hope to touch. An Interdependence message would be as familiar as the March of Dimes, Red Cross or United Way public service announcements now created and placed by the Advertising Council. The Council picks up the costs of public service campaigns it accepts.

This idea is relatively inexpensive, brings together all private voluntary organizations for a joint approach and is limited to a definable task. This task entails design and implementation of the project, and once accepted by the Council, mailing of materials produced.

Workshop caveats were that the television blitz be an alert mechanism, not the "be all and end all" for long term national and community development education strategies. There was some concern, but considerable confidence, that television, with all its drawbacks, could present with sensitivity the difficult interdependency issues.

"It was terribly important to the group..that we not ask for a clarification of objectives but keep areas of interest wide open. Otherwise, we'll stir up long-standing antagonisms. It's especially hazardous for anyone to try to control the process for political objectives. If the groups feel they are being manipulated for foreign policy stands, then they will be turned off. This applies particularly to the many groups not inclined to use AID funds and if we don't reach out to them, the whole effort will have failed."

*...Dr. Carl E. Taylor
Advisory Committee Member*

Workshop E

Carl Taylor, Advisory Committee reporter
Boyd Lowry, CODEL, discussion leader
Nan Fredericks, AID representative

Participants in what Dr. Taylor called an "outstanding" workshop recommended a community process to increase the number of persons involved internationally through 1) being better informed; 2) participating in a network where interest is measurable; and 3) changing attitudes. The process, more than the content, was key, Dr. Taylor noted.

Success could be measured by money raised, people enlisted, conversations, participation levels and goals achieved.

Dr. Taylor said the process could begin in a "heartland" community of about 200,000 people whose exposure to international issues had not been great.

Major targets would be school-aged children, who would engage parents and other adults statewide. Student travel, conferences, curriculum supplements, clubs and press coverage could multiply education. Decisionmakers, media personnel and people already working internationally were other target groups.

The workshop adopted 10 mechanisms to foster involvement:

- 1) a community inventory of resources, as a first step;
- 2) forming a network of groups from the inventory to constitute an infrastructure for projects;
- 3) identification of community concerns related to the world, with a stress on existing links, such as ethnic groups attached to their former countries, sister cities and multinational business;

- 4) using exchange visitors to educate;
- 5) encouraging group travel;
- 6) accentuating attitude changes to break the American "obsession with self interest";
- 7) student task forces, international clubs or mass "runs" with Third World sponsors to focus children internationally;
- 8) enlisting churches and service clubs;
- 9) winning public leaders' support for publicity; and
- 10) introducing a network of experts to whom the media could turn as sources on international information.

Outsiders might initiate the work but local leaders must direct the process or interest will not be sustained, Dr. Taylor predicted.

Interests pursued in the process must be kept "wide open." Otherwise, the participants said, private groups that do not accept AID funding and other important allies would be turned off and suspicions that the process has political objectives would be fanned.

"We had a long discussion about what and who was being sold. Because of that...we concluded there needed to be a primary purpose for this program, that it needed a specific focus under which all PVO programs and purposes could fall."

*...Michaela Walsh
Advisory Committee Member*

Workshop F

Michael Walsh, Advisory Committee member
John Costello, Helen Keller International
Ross Bigelow, AID representative

Committee member Michaela Walsh reported this group defined as the primary purpose of development education:

To inform the American public about third world development and the importance of third world development to American interests.

The definition was the product of one and a half hours of debate of goals and purposes that she said convinced participants that a purpose must be articulated. Without a purpose beyond raising money and recruiting constituents, participants concluded, too much confusion would persist about whether AID was using private groups or vice versa and how voluntary groups critical of government policies then could turn around and promote them. With a definition, workshop members still were unsure tensions would be relieved.

They suggested a media roundtable be adapted to use by private groups which are capable of spreading foreign assistance information community-wide. Participants in one might discuss the development begun in one country. At the next roundtable, local television representatives could join in a search to link third world issues with community citizens, creating news.

The use of video taped programs created by private groups in the U.S. and the Third World and by AID was urged.

The roundtable could be evaluated by the quality and amount of press coverage that followed. Essential to the success of this idea, participants emphasized, was a continuous outreach after the meeting to an educational process carried on by local citizens.

"I think..making development education and support a really major, major force..can be done and I must say that out of this program, I believe our participants came away with a constructive sense of what can and must be done."

*...Robert R. Nathan
Advisory Committee Member*

Workshop G

Robert Nathan, Advisory Committee member
Bernard Confer, Lutheran World Relief, discussion leader
Debbie Mace, AID representative

This workshop's ideas for organizing a community were distinguished by several features: the size of the city; its role as a model; and emphasis on interdependence; and articulated purposes that set action priorities.

Committee member Nathan said that the workshop focused on a community of about 800,000 people, larger than favored by many participants. This was considered large enough to challenge organizers and to be a visible model, he explained, but not too massive to cope with.

Educational and information projects would continue for at least two years, an example and feeder for other communities.

Interdependence was chosen as a theme because Americans, as yet, seem relatively unaware of how internationalized their community economies have become, Mr. Nathan said. He said that a clear understanding of how dependent local economies are on materials from abroad and how much they depend on foreign markets is bound to sharpen interest in two-way foreign assistance.

Organization should start with a nucleus of private voluntary groups. They would form a committee of 10 or 12 and assess what additional resources they could mobilize. Groups important to bring into the effort initially were those soliciting support with the argument, "Why worry about problems abroad--we've problems enough at home." To erase that argument, mutual benefits of domestic and foreign development assistance must be identified.

Among purposes identified were 1) raising money for private voluntary assistance abroad; 2) keeping up with increasing interdependence; 3) stimulating work and travel abroad; and 4) involving public leaders so the issue will be a major constructive force in community activities.

Mr. Nathan emphasized the need for accurate data and intelligent economic interpretations.

"Our objective was to build a quiet, behind the scenes corporate network of key corporation leaders who would speak out and give support to the various development programs in the Third World."

*...E. Morgan Williams
Advisory Committee Member*

Workshop H

Morgan Williams, Advisory Committee member
Leon Marion, American Council for Voluntary Foreign Aid. leader
Minnie Hooper and Peggy Sheehan, AID representatives

Members turned their workshop into a simulated corporation board of directors solicited to promote development education. Of eleven community groups the "directors" decided could participate, they chose their corporations as the ones with which they would work best. They began to develop a network of corporate executives committed to Third World development. Their choice depended on the potential of executives to multiply commitment worldwide.

The "directors" drew up eight guidelines for their staffs to follow in implementing programs.

- 1) First, staff members would poll private groups for lists of corporate executives already supporting some development activities.
- 2) Then, they would zero in on 100 board chairmen or chief executive officers with an interest.
- 3) A series of two-day seminars conducted by nationally known figures would be set up for 10 to 15 of the selected executives at a time. Third World participants would be there along with facts about why it was in the self interest of their corporations and countries to become involved.
- 4) After the seminars, executives would be asked for commitments to ongoing programs.

- 5) The programs would supply speeches, up-to-date information and review corporate donations to development projects.
- 6) Recognition would be given to executives who contributed the most: Nomination to national boards or commendation by the President, for example.
- 7) Progress would be measured at the end of the first year on a cost-effective basis: ie, how much was given in dollars, commitments, community work or development projects.
- 8) If performance was good for the first year, executives would take working trips to development projects and otherwise deepen their involvement.

FUTURE DIRECTIONS

The Advisory Committee deliberated on the purpose and agenda for next December's meeting at which the Committee plans to focus on PVO and private enterprise relationships in the Third World. Ideas and agendas for the following meeting in April, 1982, and beyond, also were discussed. The suggestions for future directions for Advisory Committee attention came from both Committee members and PVO members who took the microphone on the floor.

In summary, ways PVOs and both large and small businesses could complement and supplement each other and be mutually helpful in foreign countries constituted the theme for the December session. Later, discussants suggested that PVO relationships with youth, foreign PVOs, universities and agriculture be analyzed. The Advisory Committee also might examine larger future roles of the PVOs in development, helping to solve world problems, and in anti-poverty work.

The discussion developed as follows:

The December 9 and 10, 1981, meeting: Chairman Robert Marshall sketched preliminary ideas and asked for reactions. The initial focus has been on the potentially positive consequences of a relationship between PVOs and corporations since both have effects on foreign countries. Committee members hoped chief executive officers of some corporations would serve on discussion panels. A New York conference is contemplated perhaps in the city because so many multinational corporations are located there; or nearby in the Tarrytown, N.Y., Conference Center.

Committee members exchanged ideas about objectives of the PVO and business dialogue, the groups and subjects that might be included in the meeting and approaches to both.

Robert Nathan suggested two objectives: in the interdependence area, to invite 1) corporations heavily dependent on imports critical to their operations; as well as 2) companies that depend on exporting to Third World markets. PVOs should become acquainted with both types of companies that have no productive capabilities abroad but are dependent on imported materials and others that depend on foreign markets, he said. Then, they can come face-to-face with controversial concerns of business in free markets and protectionism. And they can better identify how PVOs can relate to both these business interests. But Nathan warned the Committee they must keep the meeting relative always to private voluntary efforts. PVOs need to see how private investment lifts production, creates jobs and advances technology and business needs to understand how development education can be a resource and of benefit to U.S. investment in other countries.

E. Morgan Williams and Kenneth Smith cautioned the Committee against organizing a "trade conference." The objective, they said, is to see how PVOs can use assets of companies and how companies may use PVOs for common goals. Mr. Smith suggested the business community be urged to be as specific as possible about ways they could work with PVOs. Corporate participants might propose plans to generate an interrelation, he said. He also urged a focus on a specific part of the world, perhaps the Caribbean because the area, due to the Cancun Conference, currently has the country's and the President's interest.

Michaela Walsh seconded the request for specificity, suggesting that businesses abroad be defined in broad categories other than import and export dependencies.

From PVOs on the floor came another argument for including small businesses. They have tremendous impact on communities but they have no national network which PVOs, working in the same communities, do have.

PVO spokesmen, noting that PVO experiences with business abroad were not always harmonious, said the dialogue should be approached with care so it does not splinter. PVOs said they could contribute to planning so problems could be worked out as the Advisory Committee still is setting the agenda.

Chairman Marshall encouraged PVOs to write their suggestions for both the December meeting and future directions. He called on Kate Semerad, Advisory Committee Executive Director, whose ideas for dealing with the next meeting were twofold. One was to find out how PVOs might help business and the other was to think creatively about how business might cooperate with PVOs as well as AID. Workshops, Ms. Semerad suggested, would be more effective in the first of the two areas.

The April, 1982, meeting: What PVOs can do to expand contacts with youth in the U.S. and abroad should be scrutinized, Committee member Kenneth Smith suggested. Three quarters of the people in the Third World are under 21, he said, and U.S. youth are doing an outstanding job overseas; yet, they will do a better job of turning the world around if they can be brought into a closer relationship with their peers. He said a meeting reaching out to vocational schools and religious organizations, as well as more traditional international youth groups, would be very useful.

Carl Taylor recommended a future meeting be devoted to the PVO relationship with universities. Building bridges there, he said, could lead to PVO application of university research, training for people in development activities and a wiser approach to overseas linkages.

PVO links to agriculture are worth exploring, as well, Michaela Walsh said.

Morgan Williams supported several suggestions from the floor that indigenous PVOs share future discussions with the Advisory Committee. Indigenous PVOs need guidance on how they can continue with virtually no funding in their home countries, it was pointed out. Committeeman Williams predicted "great cross stimulation" by their presence. The real success of U.S. PVOs would mean they worked themselves out of jobs which indigenous PVOs could carry on, participants noted. So, closer contacts with policy directions deserve Advisory Committee priority.

The Advisory Committee might report to the President and to AID on how PVOs could assume larger roles in development and world problems, John Sewell suggested. A future Committee discussion could identify roadblocks, consider legislation needed, and balance the pluses and minuses of an expanded PVO role, he said. This kind of self analysis would be appropriate, he suggested, given Presidential and Congressional willingness for PVOs to play larger international roles.

Roy Pfautch, envisioning a decade of progress ahead in building floors under world poverty, said the Advisory Committee might consider contributions the PVOs could make to sustained attacks on poverty where its effects are most disastrous.

The Advisory Committee also was asked to consider a frank approach by PVOs to the Defense Department to meld development education efforts with the defense of this nation or perhaps of the North American continent.

APPENDIX

Biden-Pell Amendment

of the

International Security and Development Cooperation Act of 1980

"Sec. 316 (a) In order to further the purpose of section 103 of the Foreign Assistance Act of 1961, the Director of the United States International Development Cooperation Agency shall encourage the ongoing work of private and voluntary organizations to deal with world hunger problems abroad. To this end, the Director shall help facilitate widespread public discussion, analysis, and review of the issues raised by the Report of the Presidential Commission on World Hunger of March 1980, especially the issues raised by the Commission's call for increased public awareness of the political, economic, technical, and social factors relating to hunger and poverty.

(b) As a means of carrying out subsection (a), and to ensure the effectiveness of private and voluntary organizations in dealing with world hunger abroad, the Director is urged to provide assistance to private and voluntary organizations engaged in facilitating public discussion of hunger and other related issues."

Percy-Pell Amendment

of Senate bill 1196

International Security and Development Cooperation Act of 1981

(Senate bill 1196, with the Percy-Pell amendment, was passed 40-33 by the U.S. Senate, October 22, 1981)

PRIVATE VOLUNTARY ORGANIZATIONS

SEC. 310. Section 123 of the Foreign Assistance Act of 1961 is amended... by adding...

„(2) Of the total amounts authorized to be appropriated to the President under sections 103(a) (2), 104(g) (1) and (2), 105(a), 106(e) (1), 121(c), and 492, not less than 16 per centum shall be made available for the activities of private voluntary organizations. The President shall prepare an annual report concerning implementation of this paragraph, which shall be submitted as part of the report required by section 634 of this Act."

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Definitions of Development Education

The Development Education Subcommittee of the American Council of Voluntary Agencies for Foreign Service formulated the following definition of development education, which was disseminated to all workshops.

"Development education refers to education programs which seek to inform, motivate and/or involve "community members of all ages..." in programs about developing countries or in the development process." "Development education..." is both process and contents and encompasses programs that:

- "transfer factual information about developing countries" ...
"as well as about global social, economic and political structures and problems;
- foster understanding of development as a process that involves all nations;
- create a broad global consciousness and an awareness of transnational problems;
- promote values and attitudes which will encourage a feeling of responsibility to correct injustices;
- engage citizens in various action and advocacy activities that will promote justice, equity, and dignity and will lead to an improvement in the quality of life for all peoples especially in the Third World."

Several private voluntary representatives preferred to articulate simpler and more all-encompassing definitions for development education. Stephen Hayes, Manager of International Education for the YMCA recommended:

"The process by which we come to understanding and acting upon the interrelation of global problems abroad and within our own communities.

Workshop F suggested that the purpose of development education is:

To inform the American public about Third World development and the importance of Third World development to American interests."

DRAFT

GUIDELINES FOR DEVELOPMENT EDUCATION PROJECT GRANTS

I. PROGRAM PURPOSE

Development Education Project grants are made to stimulate new initiatives in development education which will facilitate public discussion of hunger and related issues and increase public awareness in the United States of the political, economic, technical, and social factors relating to hunger and poverty in less developed countries. Development Education project grants are designed to promote increased involvement of private and voluntary organizations in development education activities without encouraging dependency upon federal support and without detracting from local initiatives. They are not intended to fund the continuation of existing programs or research studies.

II. PROGRAM AUTHORITY

Program grants are made pursuant to the authority contained in the Biden-Pell Amendment, Sec. 316, of the International Security and Development Cooperation Act of 1980 and the Foreign Assistance Act of 1961 as amended.

III. ELIGIBILITY

U.S. private and voluntary non-profit organizations may apply for grants. Applicants must possess a demonstrated ability or clear potential to carry development education activities.

IV. SCOPE OF GRANT

- A) Approximately \$500,000 is available in fiscal year 1982 to fund approximately 10-15 grants. AID will fund grants on an annual basis with the possibility for renewal of up to 3 years. Second and third year grants will be subject to AID's appraisal of grantee performance the previous year, approval of a new application, and Congressional appropriation.
- B) All grant awards require at least 50% (dollar for dollar) match from the applicant organization. The matching share can be either cash or an in-kind contribution or a combination.
 - 1) The in-kind contribution may cover such items as salaries and benefits, volunteer time, equipment, office space and travel and per diem. Each item must be clearly identified and auditable. (For volunteer time, accurate records should be kept in the form of time and attendance sheets; the value of volunteer

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service should be equated at the minimum wage - \$3.35 per hour.)

- 2) No more than 50% of the applicant's matching share can be an in-kind contribution (i.e., in order to receive a \$50,000 AID grant, the applicant organization must provide at least \$25,000 cash and \$25,000 designated as in-kind contributions).
- 3) Funds received directly or indirectly from the U.S. Government or public international organizations like the United Nations are not eligible elements of the match.

V. APPLICATION REVIEW CRITERIA

AID will use the following criteria in assessing all project proposals.

A) Priority will be given to projects which address all of the following points:

show potential for increasing "public awareness of the political, economic, technical, and social factors relating to hunger and poverty";

- * contribute to sustained, long-term development education programs;
- * can be integrated into local programs and would not cease if AID funding were to be withdrawn;
- * have the potential for replication;
- * have an identifiable, substantive theme.

B) Direct people-to-people projects are encouraged rather than producing or supplying materials or organizing publicity campaigns as end products and:

- * it is important to mobilize grassroots groups and leadership groups and help these groups to organize activities which create conditions or wider public awareness.
- * it is important to target a specific theme to a specific participating audience.

C) The sponsoring organization must have a demonstrated ability and financial capability to carry out the program.

- D) Proposal must clearly define and include an effective method for evaluation of the project.

Project proposals which AID will not entertain:

- * Any proposal which asks AID to underwrite or supplement a project already being carried out or requires AID to underwrite the total expenditure for salaries and benefits.
- * Any project that is in any way connected with fund-raising activities of the sponsoring organization.
- * Any project which is designed to lobby elected officials or presents politically partisan views.
- * Any project that will result in the preparation of a research study.
- * Any project that involves U.S. citizen international travel.

VI. PROCEDURES AND REVIEW PROCESS

- A) Prior to preparing a full proposal, applicants are encouraged to submit a short concept paper (5-10 pages) briefly addressing each of the points required for a formal proposal (See Section VI, Part B). Within 2-4 weeks, AID will respond in writing, providing comments and a recommendation on whether a full proposal should be submitted. Submission of a concept paper will hopefully serve to provide both the applicant and AID a basis on which to decide whether preparation of a full proposal is warranted. It should be understood, however, that a favorable response from AID at the concept paper stage does not necessarily guarantee the eventual approval of a full proposal.
- B) Full proposals must be submitted to AID using the format below. AID will consider only those proposals which conform to this proposal format.

Part I Summary

- 1) Short description of the project

Part II Narrative Description of the Project

- 1) Statement of Rationale
 - a) Why is the project needed?

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b) What does the project hope to achieve?

2) Themes

a) Does the project present certain themes? If so, what are they?

b) How were the themes identified? Is there evidence to substantiate theme(s) selection? Describe.

3) Participation

a) Is the project aimed at a particular group of participants?

b) Describe the target group(s). Is it defined by age, sex or ethnic background; level of education; geographic location; economic, social or cultural point of view, etc?

c) How large is the target group(s)? Does the project concern all members of the target group equally or will certain individuals be approached separately? Describe the levels of involvement of the participants.

d) Is the project aimed at changing the initial state of the target group(s)?

e) Is the project aimed at improving people's knowledge insight, attitude, skill or level of activity?

f) What is the total number of people that the project anticipates reaching and involving?

g) Have the intended participants had any input in the selection of the theme(s)?

4) Methods

a) How will the project achieve its goals?

b) What is the duration of the project?

5) Strategy for Implementation

a) Is the project interrelated to an existing project or one which is being planned in the future? Describe.

b) Has your organization ascertained initial support from the target group(s) for the project?

- c) Is there possible resistance to the project from the intended target group(s)?
- d) What role will the target group(s) play in the execution of the project?

6) Integration

- a) Will other organizations participate/collaborate in the execution of the project? Describe.
- b) Is the project intended to be a one time effort or will it be self perpetuating? Describe your plan for continued community involvement in the project when AID resources are withdrawn.
- c) If project goals are achieved can this project be replicated for other target groups?

7) Project Management

- a) Has your organization participated in a similar project before? What were the results?
- b) How will the proposed project relate to on-going activities of your organization?
- c) Who will be responsible for managing the project? (Attach his/her resume).
- d) Have the people who will be working on the subject participated in similar projects?

8) Evaluation

- a) Has provision been made to perform an evaluation of this project during and/or after project completion? Describe your proposed evaluation plan.

Part III Work Plan

(Work plans will be used to monitor projects funded by AID)

Prepare a time phased work plan listing goals and objectives and planned period of accomplishment

(Goals are the key or principal results expected of the project. Below each goal state the principal and subordinate objectives in measurable terms which together will lead to the accomplishment of the goal. Estimate the time on a weekly, monthly or quarterly basis by which each goal and objective will be accomplished.)

Part IV Budget

- 1) Prepare a line item budget for the project.
- 2) Provide a narrative description of each line item identified in the budget.
- 3) Provide particulars of:
 - a) Funds applied for from AID
 - b) applicant's own resources (cash or in-kind)
 - c) Funds received from other sources and committed to the project

Part V Attachments (organizations currently registered with AID automatically qualify and need not provide attachments)

- 1) Charter and/or Bylaws of the applicant organization; list of Board members and operating officers.
- 2) Certificate of non-profit status
- 3) Statement of financial capability from the organization's CPA and/or current audit report

- C) Shortly after receiving the full proposals, an AID Review Committee will be convened to evaluate all applications and to make an initial determination about each proposal's compliance with established criteria, guidelines and format. The Agency's Development Education Program Manager will chair the review and involve the participation of Agency personnel having particular insights or experience relative to development education activities.
- D) Following this review, applications will be sent to the AID Communications Review Board for concurrence.
- E) AID may conduct a pre-grant award review in those instances in which the applicant has not previously received an AID grant or in cases in which AID determines an up-dated review of a PVO's fiscal and management system is warranted.

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- F) Final decision on selection of the grantees will be made by the Assistant Administrator, Bureau for Food for Peace and Voluntary Assistance in accordance with the purposes of the Act, FVA policies and the availability of funds.

VII. DEADLINES

- A) Concept papers should be submitted by December 15, 1981 in order to give AID sufficient time for feedback and to allow applicants time to prepare full proposals.
- B) Formal proposals must be submitted no later than February 1, 1982. Applications received after this date will not be considered for funding in FY 1982.

VIII. APPLICATION SUBMISSION

One signed original and two (2) copies of each application must be submitted to:

Development Education Program
Advisory Committee on Voluntary Foreign Aid
USAID
Room 217, SA8
Washington, D.C. 20523

10/28/81

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ADVISORY COMMITTEE ON VOLUNTARY FOREIGN AID MEETING

PARTICIPANTS: OCTOBER 2 and 3, 1981

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Margaret Bayldon
Helen Keller, International

Lida Allen
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Heifer Project International

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The Salvation Army

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Peter Collins
Wald, Harkrader & Ross

C. R. Cronk
Project Concern International

Tom Collins
National Association of
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James Gudney
National Rural Electric Cooperative
Association (NRECA)

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Center for Population Activities

John Donnelly
Catholic Relief Services

Arthur H. Dale
Operation Bootstrap Tanzania

Robin Dornan
Food for the Hungry

Linda Daube

Ajit Dutta

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Meals for Millions/Freedom from
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Hadassah

Jonathan Deull
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Brenda Eddy
New TransCentury Foundation

Jane DeVall
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