

**EVALUATION
OF THE
DEVELOPMENT EDUCATION PROGRAM**

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The views and interpretations expressed in this report are those of the authors and should not be attributed to the Agency for International Development.

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EXECUTIVE SUMMARY:

EVALUATION OF THE DEVELOPMENT EDUCATION (DEVED) PROGRAM OF THE U.S. AGENCY FOR INTERNATIONAL DEVELOPMENT

**IF A.I.D. PROGRAMS ARE JUDGED BY RESULTS,
THE DEVED PROGRAM SHOULD BE CONTINUED. IT WORKS.**

This is the first comprehensive, external evaluation of the 10-year Development Education (DevEd) Program of the U.S. Agency for International Development (A.I.D.). Begun in 1982, the program is carried out by the Office of Private and Voluntary Cooperation (PVC) of the Bureau for Food and Humanitarian Assistance (FHA). The evaluation was conducted through the FHA Office of Program Planning and Evaluation (PPE).

The strength of this evaluation is that it is based on many different data sources and methods of data gathering that together give a very consistent, convincing picture of an A.I.D. program that is working well. Its weakness is that there are few comparative baseline data and no specific performance indicators against which to measure achievements.

The DevEd program was authorized through the Biden-Pell Amendment to the International Security and Development Act of 1980. In its first 10 years, the program provided \$28 million to 88 U.S. non-profit organizations to meet the following objectives:

- ◆ **AWARENESS:** To generate widespread discussion and analysis of the root causes of world hunger and poverty in order to help Americans understand the U.S. stake in the Third World.
- ◆ **SUPPORT:** To create a climate of public support within which both public and private agencies can address the issues of underdevelopment.
- ◆ **CAPABILITY:** To expand the network of organizations involved in development education and to strengthen their capacity to deliver a substantive, effective program.

The evaluation was conducted by Intercultural Communication, Inc. (ICI) of Washington, D.C., during the period, October 1992-June 1993.

ICI's approach included: Relevant literature review; content analysis of grantee records; interviews with 19 national DevEd leaders and A.I.D. staff and consultants; general population survey of 1201 adults; national survey of 603 DevEd target audience members; focus group discussions with five grantees' staff and six grantees' audience members; telephone interviews with 28 project leaders, and on-site management review of six projects and on-site discussion with two others.

The overriding questions of the evaluation were (1) whether the DevEd program achieved its objectives; and (2) whether the program should be continued and, if so, how? This Executive Summary presents the major conclusions, the major findings on which they are based, and the major recommendations for future program improvement.

MAJOR CONCLUSIONS

The evaluation produces two broad conclusions about the effectiveness of A.I.D.'s DevEd program in (1) increasing public awareness and support related to the Third World; and (2) increasing the professional capacities and networks of development education professionals and institutions.

Clearly, it has made significant achievements of its Biden-Pell objectives among the American public and has made certain, but unsteady, strides toward achieving objectives of professional development and networking. More specifically, the conclusions are as follows:

PUBLIC OBJECTIVE

**YES, DEVED HAS RAISED PUBLIC AWARENESS,
ELICITED NEW SUPPORT, AND AFFECTED
MANY AMERICANS' BEHAVIOR**

ICI concludes that the DevEd program has achieved its public objectives of raising Americans' awareness of conditions of hunger and poverty in developing countries and engendering public support for programs and issues related to the U.S. stake in Third World development. But beyond these objectives is the question of whether the audiences reached by DevEd and other development education programming are relevant for achieving wide, lasting change for issues of Third World development.

DevEd audience data in the grantees' project files are incomplete and inconsistent, so it is difficult to estimate its reach with any precision. By conservative estimates, DevEd has reached probably 37 million Americans at least once. The estimate does not take into account people who have had more than one exposure; the intensity or quality of the exposure; personal communication with other people as a result of program exposure; or "pass-on" secondary exposure through the media to other audiences.

The national survey suggests that the number of Americans engaged in development education activities is about 20 million per year, of which the DevEd program is an inseparable part.

From discussions with many DevEd audience members, there is no doubt that those personally involved in the program are affected: Learning increases and becomes more sophisticated; values change, stereotypes relax, new beliefs grow; and behavior changes to new activities, communication, memberships, participation, and contributions.

And, inferred from the national surveys, there seems little question that at-large DevEd audiences are affected as well – as measured against other American citizens. For Third World issues, programs, and causes, DevEd audiences show much greater exposure, higher awareness, more discussion, more favorable attitudes, stronger opinions, greater generosity, more personal involvement, and greater community activism. They also have changed much more in the past few years in their beliefs about and support for U.S. foreign assistance and see increasing global interdependency.

Further, the highest educated DevEd audience members are much more favorable toward foreign

aid and Third World development than are the highest educated members of the general public. This assures that level of education is not the only reason that DevEd audience are so much more supportive of the U.S. stake in developing countries.

DevEd audiences are different from the public in personal ways, too: Better-educated, higher income, well-connected, and influential. We don't mean powerful as in formal office-holders, but as personally influential at home, at the workplace, and in their friendship groups. They are highly motivated, strongly opinionated communicators who are sought for their opinions. Yet, they don't concentrate anywhere special. They live in the same neighborhoods in the same types of communities as their friends and colleagues.

Their relevance and potential are great for promoting wide, lasting educational change for issues of underdevelopment.

**PROFESSIONAL
OBJECTIVE**

**YES, DEVED HAS BEEN A CATALYST FOR ADVANCING
DEVELOPMENT EDUCATION, BUT ITS IMPACT ON
PROFESSIONALIZATION IS LESS CERTAIN**

ICI concludes that the DevEd program has achieved part of its professional development objective. That is, the program has increased the interest of educators and other groups in development education; it has prompted the internationalization of the agenda and activities of organizations affiliated with the grantees; and it has strengthened the capability of many grantee organizations to carry out development education projects.

On the other hand, it is less clear to see the impact of the DevEd program on helping to sustain development education where it is not already part of an organization's mandate or on stimulating the growth of a professional network of related, information-sharing institutions.

Interviewing many DevEd grantees and other development education professionals, there is no doubt that A.I.D. has contributed in large, important ways to the development and advancement of the "DevEd" field, although many in the field don't use this term. A.I.D.'s funding and leadership have been a powerful catalyst for helping to internationalize the interests of community groups, institutions, leaders and their constituencies, teachers and students, and others.

The DevEd program has funded a diverse mix of grantees who have effectively introduced many educational innovations, but who have few means for sharing their innovations with others or encouraging replication. Institutionalization of their projects is problematic, but clearly there are conditions favoring sustainability after the period of A.I.D. funding. Their impact on building networks with other grantees and institutions is difficult to measure, because there are no networking reporting requirements and project materials often reach unanticipated, and unmeasured, users for unanticipated uses. Thus, unless networking is anticipated by better planning, much of the DevEd program's professional impact will remain invisible.

All professionals interviewed see great value and urgent need for development education. Of course, they wish there were more money for the field generally. But, for their individual

projects, most grantees don't ask for more money. Instead, they ask for more time, more guidance from A.I.D., and stronger collegiality.

Specifically, more funding and program emphasis should be given to professional development, local-to-national networking, and project replication and sustainability planning, and evaluation.

MAJOR FINDINGS

AUDIENCES REACHED

As reported in Chapter 1, the evaluation question was: *How many and what types of people have been reached by the DevEd program?* The findings estimate the size of audience reached, the types of audiences reached, and the relevance of such audiences for achieving wide, lasting educational changes related to Third World issues. The findings are:

- ◆ **AUDIENCE SIZE:** The grantees' audience reporting data are incomplete. Neither the grantees nor A.I.D. have any clear idea of how many people are reached by DevEd, but its reach appears to be much greater than believed heretofore; 37 million is a conservative estimate.
- ◆ **AUDIENCE TYPES:** The grantees do very well in targeting and reaching the kinds of leadership, practitioner, and group audiences intended for the DevEd program. However, they do not distinguish clearly the type of audiences in terms of (1) Primary Audiences reached by direct, face-to-face involvement – as in classrooms; (2) Secondary Audiences reached through non-participatory exposure – as in conferences; and (3) Tertiary Audiences reach indirectly – as through newsletter.
- ◆ **AUDIENCE RELEVANCE:** DevEd target audiences are highly relevant activists for promoting wide, lasting educational impact; for Third World issues, they are information seekers, knowers, talkers, influentials, joiners, and doers.

While program reach is greater than imagined, the lack of data makes it impossible to know how much greater. Clearly, many more people are reached in many more settings and in many different ways than anticipated by the program. First, funds must be allocated to reporting audience reach. And they cannot be seen as competing with program funds, or reach will remain under-reported. Second, better planning is needed because some primary audience definitions seem to act as shutters, closing off natural dissemination opportunities.

MESSAGE CONTENT

As reported in Chapter 2, the evaluation question was: *What have been the major themes communicated in the DevEd program?* The findings show the types of major themes (such as hunger and poverty) communicated by DevEd projects and some of the specific messages used to articulate various themes; and the extent to which grantees messages are

relevant to public opinion and consistent with A.I.D. program objectives. The findings are:

- ◆ **THEMES:** Grantees do a good job focusing on DevEd's main messages. Global interdependency is the main theme and primary vehicle for other themes, principally hunger, poverty, agriculture, and environment.
- ◆ **RELEVANCE:** Their main messages are relevant to public opinion, but message priorities and treatments often are not. Their strategy is out of balance in that their messages do not deal with the connections between U.S. assistance to the Third World which, in turn, impacts the U.S. which, in turn, impacts the world.
- ◆ **CONSISTENCY:** In terms of factual non-advocacy, grantees' messages are consistent with program objectives. However, while factual not editorial, their treatments tend to be one-sided not two-sided, to lack substantiation, and to provide weak recommendations for follow-up action.
- ◆ **TRENDS:** Their messages have diversified and changed over time, reflecting trends in development. And they do a good job putting messages into context and reflecting shifts in A.I.D. policies.

Grantees need three kinds of assistance. First, a mechanism for gauging public opinion to help them anticipate public receptivity. Second, they need guidelines on how to substantiate claims. And, third, they could benefit from A.I.D. up-dates on foreign policy issues, Agency policy changes, and other North-South contextual themes.

PROGRAM IMPACT

As reported in Chapter 3, the evaluation question was: *What have been effects of DevEd messages on grantees' target audiences?* The findings give evidence of the impacts of DevEd audience members' awareness of Third World issues, attitudes toward U.S. involvement through humanitarian and economic assistance, and activities in Third World programs, issues, and causes. The findings are:

- ◆ **AUDIENCE IMPACT:** Audience members for DevEd programs learn, believe, and do things they didn't before. And, compared with the general American public, DevEd audiences have much stronger support for foreign assistance and understanding of the U.S. stake in the Third World.
- ◆ **THEMES ACCEPTED:** The development education themes most readily received by DevEd audiences and the general public are the global interdependencies among nations, the humanitarian responsibility of the U.S. to help other nations including the provision of economic assistance. DevEd audience members are most receptive of these themes.
- ◆ **THEMES RESISTED:** The themes most strongly resisted are helping others before solving our own problems; that root causes of Third World hunger and poverty are the same as in the U.S.; and that aid can be effective in dealing with poverty, population

growth, and environmental conditions. In general, DevEd audience members are least resistant to these themes.

- ◆ **COMPARISONS:** Comparisons were made between DevEd audience members and the general public; between the most highly educated people in both samples; and between DevEd audiences today and the public in two previous studies. Consistently, DevEd audiences are much more favorable and more highly active and involved relative to the Third World than are others.

Although the data are not direct observation of causes and effects over time, ICI concludes that the differences between DevEd audience members and the general public are so significant and so consistent that education, personal predispositions, and historical changes in public opinion are not enough to explain them. Instead, many are affected by DevEd and development education programming.

The challenge for future development education is that, in general, Americans believe in an interdependent world, but they do not see themselves as similar to people in the Third World. Their view seems to be that "we are linked together as different people in one world." They want to help the Third World but want these countries to help themselves too.

MESSAGE DELIVERY

As reported in Chapter 4, the evaluation question was: *What have been grantees' approaches to message delivery and what have been their impacts?* The findings look at the major strengths and weaknesses of grantees' programming approaches and what they see as the important lessons learned about message development and delivery. The findings are:

- ◆ **OBJECTIVES:** Grantees aim more for audience awareness than action. That is, nearly all grantees try to raise public awareness. Only about three-fourths try overtly to change public attitudes. And less than one-half encourage public involvement in Third World issues, programs, or causes.
- ◆ **STRENGTHS:** Diversity is the key strength and vitality of the program. Among grantees and other development education professionals, the mixture of grantees selected through open competition is most often seen as the DevEd program's greatest strength.
- ◆ **WEAKNESSES:** The key weakness is that there is no overall plan for guiding grantees' performance, so they tackle issues as they see fit. Grantees often see the lack of a program plan as a strength – it gives them freedom. But it is difficult to evaluate their aggregated performance because, for different program approaches, there are no consistent patterns of objectives, themes, program activities, or information products.
- ◆ **LESSONS LEARNED:** Among the major lessons learned, grantees feel that their parent institutions' support of their projects is essential. They also know that they need help to correct the problems of lack of audience-reach monitoring, few and very poor self-evaluations, no serious dissemination planning, and poor reporting.

To comply with A.I.D. requirements, grantees want A.I.D. technical assistance and guidelines especially in audience monitoring and program evaluation. So, the "lessons learned" are not idle, as the grantees wish to have guidance from A.I.D.

**PROFESSIONAL
IMPACT**

As reported in Chapter 5, the evaluation question was: *How has the DevEd program affected the practice of development education?* The findings are for grantees' innovations and replication; project sustainability; contribution to a professional network; and whether they have been the best mix of organizations for DevEd programming. The findings are:

- ◆ **INNOVATIONS:** DevEd is a new field for which grantees have seeded educational innovations. One of the results of grantee diversity is a high degree of innovativeness, as diversity brings with it a wide range of audiences, locales, professional expertise, institutions, subject matter, local partnerships, dissemination opportunities, and so on.
- ◆ **REPLICATION:** There are no effective mechanisms for promoting project replication across grantees. Thus, replication by other, outside organizations is rare. Most grantees think of duplication of materials as replication.
- ◆ **SUSTAINABILITY:** Project sustainability is problematic: those not already doing "DevEd" usually don't continue; some continue at a lower level of activity, using tools learned with the DevEd program; and those already doing development education continue and often at a higher level of activity. On balance, those who are not already doing development education become dependent on federal support.
- ◆ **PROFESSIONAL NETWORK:** A.I.D. has been a strong leader and catalyst for DevEd efforts nationally. It has contributed to the growth of an informal, often local professional network as well as a national network, which still remains small.
- ◆ **ORGANIZATIONAL MIX:** The best mix of organizations to increase impact would be many of the same organizations in DevEd now, but with improved guidance and stronger, explicit contract requirements.

Until mechanisms are built into the DevEd program that require information-sharing and promote replication, the program will not realize the benefits of its innovations. A result of diversity is that there are many multiple and largely invisible spin-offs of DevEd materials to other users and different uses than anticipated by project designs. But, until a better system of tracking is in place, grantees' presence in the community will continue to be understated. Similarly, much more information is needed and monitoring required to determine the conditions of sustainability.

DevEd has encouraged professional network building, but has not achieved as much as it could. One immediate need is to fund "Professional Development" at a higher level. The grantees are a good mix. But while diversity is a strength, it is not the only answer. Large, national membership organizations with built-in audience networks are needed with a balance of small,

local projects. A new "Grantee Participation" funding category would ensure an appropriate balance.

MAJOR RECOMMENDATIONS

EVALUATION QUESTIONS

As reported in Chapter 6, ICI was required to answer four key questions about continuing the DevEd program. And, if ICI recommended continuing the program, it was required to recommend improvements for future programming. The answers and recommendations are summarized below:

- ◆ **SHOULD THE PROGRAM BE CONTINUED?** Yes, DevEd should be continued by building on the strengths of the existing program. In particular, future programming should continue to fund small, local projects which are much of the strength of the program. There is need for all types of diverse programming. But DevEd needs a program plan to become a program, instead of a collection of projects as it is now. Working within the limits of Biden-Pell objectives is no constraint. But programming objectives have to be defined in explicit, measurable terms.
- ◆ **WHAT COST-EFFECTIVE CHANGES ARE NEEDED?** Through consensus with grantees and consistency in design and use of four planning tools: (1) RFPs, (2) budget allocations, (3) technical assistance, and (4) reporting requirements, the DevEd program can improve its strategies for grantee selection, project objectives, message design, and audience dissemination. Using these four planning tools, DevEd can build into the earliest stages of its planning the needed, improved measurements for targeting its audiences more effectively, monitoring audience reach, evaluating project effects, and reporting to A.I.D.
- ◆ **SHOULD DEVED CONTINUE BUILDING A PROFESSIONAL NETWORK?** Yes, and with more effort and funding than at present. To realize its enormous potential, the DevEd program needs to define the national-to-local and within-community relationships of its grantees; thus, to improve the way it selects projects, funds them, and evaluates them. New program budget categories can help do this. And with consistent use of the four planning tools, DevEd can create better opportunities for replication of good project models and assure greater chances of sustaining successful projects.
- ◆ **SHOULD THE PROGRAM BE EXPANDED?** Yes, the program should be expanded. The current DevEd program is achieving the Biden-Pell objectives: It is reaching wide audiences and producing positive and lasting changes in Americans' awareness, support, and behavior related to U.S. humanitarian and economic assistance to developing nations.

In Chapter 6, specific recommendations for improving future DevEd programming are organized around these issues: (1) program planning; (2) consultation with grantees; (3) grantee selection criteria; (4) message design and treatment; (5) dissemination planning and tracking; (6) target audiences; (7) monitoring, evaluation, and reporting; (8) professional practitioner and programming capabilities; and (9) DevEd program management tools.

Introduction

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INTRODUCTION

HISTORY

The Development Education (DevEd) Program is authorized through the Biden-Pell amendment to the International Security and Development Cooperation Act of 1980. The purpose of the amendment is "to help facilitate widespread public discussion, analysis, and review of 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."

In 1982, the Development Education Program was established as a grants program by the United States Agency for International Development (A.I.D.) Office of Private and Voluntary Cooperation (PVC) in the Bureau for Food for Peace and Voluntary Assistance, now named the Bureau for Food and Humanitarian Assistance (FHA). During 1982-92, A.I.D. has provided \$28 million in grants to 88 U.S. non-profit organizations to carry out the program.

The original grantees under the DevEd program were chosen through open competition and many were religious and relief-based organizations focusing on the themes of hunger and poverty and their root causes. Over time, the types of grantees shifted to include more development-based organizations as well as membership groups and universities.

The objectives of the DevEd program into the 1993 fiscal year were:

- ◆ To generate widespread discussion and analysis of the root causes of world hunger and poverty in order to help Americans understand the U.S. stake in Third World development.
- ◆ To create a climate of public support within which both public and private agencies can address the issues of underdevelopment.
- ◆ To expand the network of organizations involved in development education and to strengthen their capacity to deliver a substantive, effective program.

Accordingly, the three specific questions addressed by this evaluation are whether DevEd has met its objectives of (1) raising public awareness; (2) creating a climate of public support; and (3) contributing to strengthening the professional capability and network of organizations involved in development education.

WHO ARE THE GRANTEES?

Grantees are highly diverse. The typical DevEd grantee is a Technical Assistance organization or a Policy-Information group or a Membership organization. The grantee has had one grant for about four and a half years. The group is not an A.I.D.-registered PVO. In DevEd's early years, the grantee was often a religious, minority, or relief agency. Today, the organization is much more likely to be in development, research, and education.

Although headquartered in Washington, it has affiliates in other cities and its activities cover metropolitan and non-metropolitan areas of the U.S. and often extend overseas. Its DevEd

project is usually national, and only rarely in rural areas. Regionally, it works most often in the Northeast or Midwest.

WHAT ARE THE GRANTEES' PROGRAMS?

The typical grantee's basic program model is conferences or training. The main activities are meetings and workshops, material development and distribution, and collaborations with other groups. Non-formal training and curriculum development are undertaken more than formal teaching and course development.

The grantee's overall mission is to internationalize the domestic agenda of institutions, professions, and interest groups. Its core objective is to raise awareness and generate wide discussion of underdevelopment more than to strengthen DevEd networks and professionals. The approach is at both ends: (1) Targeting leaders at the top and networking with other organizations; and (2) building grassroots involvement.

WHO ARE GRANTEES' AUDIENCES?

The primary audience is a mixture of leaders and educators. Where the grantee targets specific leadership groups, they are civic, education, and business leaders; although there is a good spread across other groups too – agriculture, labor, media, and others. If the target audience is a sub-population, it is much more likely to be an adult population, such as women or the elderly, than students.

Audience involvement is seldom just indirect, but instead combines direct involvement – people-to-people education and mobilization – and materials provision. The grantee almost never works alone to reach people, but invariably works with other groups. In addition to its target audience, it disseminates its materials to its own members, chapters, staff, and other grantees. Regardless of audience, the grantee usually has no idea how many people are reached with DevEd messages or how effectively.

EVALUATION

In 1992, as this evaluation began, the PVC office was engaged in redesigning the DevEd program under the name, "New Directions." As such, this evaluation does not address the New Directions programming. However, the evaluation is required to "make operationally relevant recommendations for conducting the program in the future".¹ Therefore, the recommendations here are independent, data-based judgments of what future DevEd programming should be regardless of what New Directions programming is planned to be. Indeed, it is possible that some of the recommendations here are already part of the PVC program plan.

PVC has commissioned three previous "process" evaluations (1984, 1989, and 1990). But, the DevEd program has never had a comprehensive, external "impact" evaluation, which seeks to estimate its reach and effects on the public's awareness of international development, particularly

¹ Contract no. FAO-0800-C-00-2085-00, dated 25 September 1992, p.11.

relating to hunger and poverty in the developing world.

Through assessing the extent to which the A.I.D. Development Education Program has achieved its stated objectives, this evaluation was required to conclude whether the DevEd program should be continued and, if so, to recommend feasible programmatic means by which the educational impact on the public could be cost-effectively increased.²

The evaluation was conducted by Intercultural Communication, Inc. (ICI) of Washington, D.C. during the period, October 1992 through June 1993. The methods used were:

- ◆ Content analysis of all 88 grantees' program files; of a sample of information products from 28 grantees; and of 43 grantees' self-evaluation reports.
- ◆ National public opinion surveys of 1201 Americans, age 18 and older; and of 603 members of 10 DevEd grantees' audiences.
- ◆ Telephone and/or personal interviews with 15 national leaders in development education; with nine A.I.D. officers associated with the DevEd program; and with 28 DevEd grantee project leaders.
- ◆ On-site focus group discussions (six to eight persons each) with six grantees' staff and with members of five grantees' audiences.
- ◆ On-site personal interviews with project staff and leaders of eight DevEd projects; and a review of management records of six projects.

TERMS

This report uses the following terms:

- ◆ **DevEd:** This is the "Development Education" Program carried out by the Office of Private and Voluntary Cooperation (PVC) of the Bureau of Food and Humanitarian Assistance (FHA) of the U.S. Agency for International Development (A.I.D.). The program focuses on the root causes of hunger and poverty in order to help Americans to better understand the stake of the U.S. in the Third World.
- ◆ **Development Education:** Encompassing the efforts of A.I.D. and other private- and public sector individuals and organizations, this is the larger, societal process of trying to inform the American public about the issues of Third World development and of the role of the United States in world affairs generally and in assisting developing countries specifically.
- ◆ **DevEd Grantees:** Also termed "Grantees," these are all of, or a random sample of, the 88 development education grant participants who have been funded by the PVC office under the DevEd program since 1982.

² Contract no. FAO-0800-C-00-2085-00, dated 25 September 1992, p.7.

- ◆ **DevEd Audiences:** Also termed "DevEd audience members" and "target audiences," these are individuals whom the DevEd grantees have reached directly or indirectly with their projects, as judged by grantees' program files and a national sample survey of 603 persons drawn from the mailing lists and participant lists of 10 DevEd grantees. **Primary, Secondary, Tertiary Audiences:** Three types of DevEd audiences are "primary" audiences – reached through direct, face-to-face exposure, such as in classrooms; "secondary" – reached through non-participatory exposure, such as in conferences; and "tertiary" – reached indirectly, such as through newsletters.
- ◆ **Themes:** These are the major content areas addressed by the DevEd program, such as conditions related to hunger and poverty. "Core themes" are those central themes that DevEd is – or, in ICI's view, should be – required to address: Hunger, poverty, population. "Affinity themes" are those subject areas – such as the environment, agriculture, geography – that are so closely, naturally related to conditions of hunger and poverty that they are easy, useful vehicles for carrying integrated development assistance messages.
- ◆ **Messages:** These are the different treatments and specific appeals used to convey any theme. For example, the theme of root causes of hunger may be expressed by different messages related to supporting food assistance programs, providing supplies and equipment, promoting bilateral policy dialogues, training in agricultural technology, or others.
- ◆ **Program Managers:** Also termed "A.I.D. staff," these are the PVC staff who administer the DevEd program. **Project Leaders/Staff:** Also termed "grantee staff," these are the directors and members of the grantee projects.
- ◆ **Finding:** A "finding" is one or more bits of data. Findings are presented in the report as the research "evidence" found that addresses each evaluation question. **Conclusion:** A "conclusion" is ICI's interpretation of the meaning of the findings for DevEd programming. **Recommendation:** In Chapter 6, a "recommendation" is an improvement seen by ICI to be needed in the DevEd program, with guidance on what to do and how to do it.

REPORT

This evaluation report is organized in the following manner:

- Chapter 1:** **Program Reach:** *How many people and what type have been reached by the DevEd program?* This chapter estimates the size of the audience reached by DevEd programming; examines the types of audiences that DevEd programming tries to reach; and discusses the relevance of such audiences for achieving wide, lasting educational change related to Third World issues.
- Chapter 2:** **Message Content:** *What have been the major themes communicated in the DevEd program?* This chapter reviews the types of major themes (for example, hunger and poverty) communicated by DevEd projects and some of the specific messages

used to articulate various themes.

- Chapter 3: Program Impact:** *What have been the effects of the DevEd program?* Given the types of audiences targeted and the types of themes and messages used to address them, this chapter evaluates the evidence of effects on DevEd audience awareness, attitudes, and behaviors related to Third World issues.
- Chapter 4: Message Delivery:** *What have been the grantees' approaches and what has been their impact?* This chapter examines grantees' programs and concludes about the strengths and weaknesses of their attempts to affect audiences' awareness, attitudes, and behaviors related to Third World issues.
- Chapter 5: Professional Impact:** *How has DevEd affected the practice of development education?* This fifth chapter summarizes the apparent impact of grantees' activities on the professional development of DevEd practitioners, programming capabilities, and institutional networks.
- Chapter 6: Recommendations:** *What should the DevEd program look like in the future and how can it be improved?* Given the foregoing findings and interpretation of their meanings, this final chapter offers a series of suggested improvements for future DevEd programming.

In each chapter, the reader will find: A series of specific questions, the findings for them, and the conclusions based on the findings. The last chapter is a series of recommendations touching on all previous chapters for improving the DevEd program. In addition, each chapter is preceded by a summary highlighting the key findings and conclusions. The reader will also find throughout the report short vignettes on some of the grantee organizations funded during the life of the DevEd program.

Chapter One

OVERVIEW

CHAPTER 1: AUDIENCE REACH

IT'S VERY DIFFICULT TO ESTIMATE, BUT DEVED HAS REACHED 37 MILLION AMERICANS AT LEAST ONCE

This first chapter evaluates the number and types of persons targeted and reached by the DevEd program. The key findings and conclusions are:

FINDINGS

The main findings are that: (1) Neither grantees nor A.I.D. have any clear idea of how many people are reached by their program, but its reach appears to be much greater than believed heretofore; 37 million is a conservative estimate. (2) DevEd target audiences are highly relevant activists for promoting wide, lasting educational impact; for Third World issues, they are information seekers, knowers, talkers, influentials, joiners, and doers.

CONCLUSION

The findings give the following conclusions: (1) While program reach is greater than imagined, the lack of data makes it impossible to know how much greater. Clearly, many more people are reached in many more settings and in many different ways than anticipated by the program. (2) Allocating funds to reporting audience reach cannot be seen as competing with program fund, or reach will remain under-reported. (3) Better planning is needed because some primary audience definitions seem to act as shutters, closing off natural dissemination opportunities – for example, targeting leaders but not their constituencies. (4) DevEd audiences are entirely relevant for promoting wide, lasting educational impact. If informal, pervasive, day-to-day influence is DevEd's objective, it has the right audiences in view.

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The findings and conclusions here are the basis for program recommendations in Chapter 6 that require a new perspective that sees programming, communication, and monitoring and evaluation as inseparable and "equal" in DevEd delivery. This would build money for monitoring and evaluation money as well as dissemination and multi-media products into the budget in advance of programming. New audience-reach measures and a monitoring system are needed.

HOW MANY PEOPLE HAVE BEEN REACHED BY THE DEVED PROGRAM?

FINDING

DURING 1982-92, APPROXIMATELY 37 MILLION AMERICANS WERE EXPOSED TO DEVED MESSAGES

In their proposals, grantees are required to estimate how many people they intend to reach in their primary and secondary audiences. And their grantee agreements require monitoring and reporting of audience-reach estimates for all types of audiences.

Despite requirements, grantees often do not provide audience estimates, and A.I.D. does not always follow up to get audience-reach data. Although current grantees are doing much better than their predecessors in reporting audience data, the lack of data and the poor quality of estimates that are given make it very difficult to estimate audience size with any precision.

EVIDENCE

The findings in this section are based on a content analysis of 85 grantees' program files and materials. For content analysis, the grantees were divided into three time periods of active grant-holding: (1) EARLY: 23 organizations active during 1982-86; (2) MID-TERM: 37 organizations active up to 1992; and (3) CURRENT: 25 organizations active as of May 1993. The analysis gave an estimate of DevEd audience reach based on partial records. The estimate was then extrapolated to all grantees, and it was projected against U.S. Census data and against data from the two national surveys undertaken as part of this evaluation. Also, impressionistic data on DevEd's reach is from interviews with 15 national leaders in the development education field.

To better define reach, ICI used three categories of audiences: Primary Audiences – those met in intensive, face-to-face exposure, such as in classrooms or training workshops. Secondary Audiences – those involved in non-participatory exposure, such as in conferences, presentations, or speeches. And Tertiary Audiences – those reached impersonally through newsletters, videotapes, radio cassettes, pamphlets, newspaper articles, and other ways. From available data over the past 11 years the findings are:

◆ **Lack of Audience Size Data:** During the life of the program only one-half of the grantees (52%) have given audience-reach data to A.I.D. But reporting has improved. Today, seven of every 10 grantees (67%) provide estimates as opposed to four of every 10 early grantees and mid-term grantees. Although more grantees now report audience estimates, the quality has improved only marginally. Many estimates still do not capture the intensity of exposure, that is, differentiating primary, secondary, or tertiary audience exposure – for example, participating in a workshop versus reading an article.

Altogether, only 44 grantees gave audience estimates, but for another 18 grantees ICI found partial data in their files that were suggestive of audiences reached. Such evidence was used very conservatively for estimating audiences. For example: Using evidence of published articles, reduced estimates of likely readers were made based on newspaper circulation. Using evidence of materials used by teachers and students, reduced estimates were made based on number of

schools, number of classes, and number of students per class.

◆ **Projected Estimate of Audience Reached:** Table 1 below gives audience-reach estimates (rounded off) for all grant time periods:

TABLE 1: ESTIMATES OF DEVED AUDIENCE REACH

GRANTEES' AUDIENCE ESTIMATES	ESTIMATES FOR TYPES OF AUDIENCES			TOTAL ALL AUDIENCES
	PRIMARY	SECONDARY	TERTIARY	
23 EARLY GRANTEES, 1982-1986	4,000	5,000	1,042,000	1,051,000
37 MID-TERM GRANTEES, 1987-1992	52,000	1,572,000	7,473,000	9,097,000
25 CURRENT GRANTEES, MAY 1993	4,000	122,000	19,305,000	19,431,000
REPORTED TOTAL	60,000	1,699,000	27,820,000	29,579,000
PROJECTED TOTAL	76,000	2,158,000	35,331,000	37,565,000

As shown in Table 1, reported audience-reach data suggest that approximately 29,585,000 Americans have been reached by 62 grantees of the DevEd program. This is the total of some 60,000 primary audiences plus about 1.7 million secondary audiences and about 27.8 million tertiary audiences. Extrapolating from the 62 grantees to 85 gives a total estimate of 37,565,000 projected for primary, secondary, and tertiary audiences. Thus, perhaps some 37,000,000 Americans have been reached, directly, indirectly, and at a distance by DevEd programming over the past 10 years.

The inconsistent pattern of data in the table reflects the inconsistent and incomplete nature of grantees' audience-reach reporting. As such, the presence of unusual reporting may greatly affect totals. For example, the leap in primary audience size among Mid-Term Grantees is due mostly to the documented adoption of two grantees' curricula and materials in public schools. In one case in New Jersey, DevEd materials were adopted statewide in all 11th grade social studies classes. The jump in Mid-term Grantees' secondary and tertiary audiences is due mainly to one grantee's reports of "World Food Day" audiences for national teleconferences and other materials.

Additionally, the huge increase in tertiary audiences among Current Grantees is a function of one grantee reporting many millions of readers of articles in several newsletters sent specifically to elderly citizens plus other articles in the New York Times. The reported number was reduced one-half by ICI to be conservative.

Given the uncertainties of the data, ICI deliberately used conservative methods to derive its estimate. For example: (1) Spin-offs: The estimate does not reflect the active dissemination activities of many grantees in sharing their materials with other, unanticipated and unreported users. (2) Interpersonal: No attempt was made to estimate the personal communication of

DevEd messages from audience members to non-audience members – family, friends, peers. (3) Pass-on: No estimate was made of the secondary, "pass-on" exposure of DevEd's media products – magazine articles, newspaper editorials, audiotapes – from audience members to non-audience members.

Conversely, the estimate does not reflect how many audience members may have been reached more than once. This means that a person may have been counted two or more times for exposure to a given grantee project. Where there has been multiple exposure, one might expect that the intensity of exposure would also increase. There is no way from the program files to know this or to know whether audience estimates tend to be inflated or deflated. However, it would seem that audiences are undercounted because about one-half of the total data fields that could be reported by grantees are not used.

◆ **Development Education Audience:** Roughly, over a 10-year period, 37 million people could mean, on the average, that about 3 million are reached each year by DevEd programming. While this may be true for DevEd, the national surveys indicate that the number is much greater for Americans exposed to development education generally.

For example, some 11 percent of American adults have, at some time in their lives, been members in "groups, programs, or causes concerned with issues in Third World countries." Projecting this to the 1992 U.S. Census population of 188 million Americans age 18 or older gives about 20,000,000 Americans who today in 1993 may be members of "groups, programs, or causes concerned with issues in the Third World." This is about 10 times the combined number of primary and secondary audiences (about 2 million) for DevEd estimated over its 10-year life.

Impressionistically, none of the 15 national development education leaders tried to estimate the possible number of Americans exposed to DevEd programs. However, nearly all said that the A.I.D. program has been a great "catalyst" for advancing development education in the United States, to the extent that the audiences are inseparable.

CONCLUSION

WE DON'T KNOW PRECISELY HOW MANY PEOPLE DEVED HAS REACHED, BUT IT IS MORE THAN PREVIOUSLY BELIEVED

The lack of complete and consistent data makes it impossible to provide the actual total audience reach of the DevEd program. Half of the data required by A.I.D. is non-existent. The national surveys conducted for this evaluation suggest that the reach of Third World issues, programs, and causes is much greater than the DevEd program grantees' files indicate. But what part of the national audience has been exposed directly or indirectly to DevEd is unknown; although given the nearly unanimous comments of national development education leaders that the DevEd program has been a catalyst for development education efforts, it can be inferred that the program has contributed to this interest among a more sizable portion of the U.S. population than conventionally believed.

Insufficient guidance and monitoring, and little or no money are provided for systematic audience estimation. If grantees do try to estimate audiences, the efforts tend to fall as burdens on undersupervised, overworked, unpaid volunteers. And any money used is seen as competing with program funding. The situation can be improved if audience estimates become part of a

systematic monitoring and evaluation system. This would require that grantees' budgets allocate funds to audience-reach estimates; and that A.I.D. provides better guidance through Requests for Proposals (RFPs) and grantee agreements, and through technical assistance.

WHAT KINDS OF AUDIENCES DOES THE DEVED PROGRAM TRY TO REACH?

FINDING

THE PRIMARY AUDIENCES ARE LEADERS AND EDUCATORS

DevEd projects identify primary and secondary audiences as their targets. Among these audiences are their own organizations' memberships as well as other leadership groups, educators, other grantees, the mass media, special groups in the general public (for example, voters), and the public at-large. As messages are planned for the primary audiences so is dissemination to secondary audiences supposed to be planned.

About three-fifths of the grantees target leaders and educators as their primary audiences, and many more grantees disseminate materials to them as secondary audiences. Only a few target their own chapters, memberships, or other grantees as primary audiences. But most grantees disseminate to these groups as secondary audiences.

EVIDENCE

The findings in this section are based on personal staff interviews during site visits to six grantees. They are also based on a content analysis of 85 grantees' files. Grantees were coded for their primary audiences as well as for their dissemination to secondary audiences. The findings are:

◆ **Primary Audiences:** As shown in Table 2, one-third of the 85 grantees have a primary audience of leaders – mostly civic, education, business, and agriculture. Nearly a third of the grantees target educators as their primary audience (where educators are usually teachers and trainers, not system officials or administrators). Table 2 also shows that special population groups (students, the elderly) and the general public account for about one-fifth of all primary audiences. And only a few target their chapters, memberships, or other grantees.

* The columns show percentages of the 85 grantees. Primary audiences add to 100% because each grantee was coded exclusively for one primary audience only. Secondary audiences add to more than 100% because each grantee had more than one secondary audience.

◆ **Secondary Audiences:** The average grantee tries to reach about six different audiences (average = 5.7). Thus, as shown in Table 2, many more grantees try to reach leaders or educators as their secondary audiences than target these groups as their primary audiences. Similarly, many more disseminate to special groups, the general public, and the media as secondary audiences than target them as primary audiences.

TABLE 2: PRIMARY AND SECONDARY AUDIENCES

PRIMARY AND SECONDARY DEVED AUDIENCES TARGETED BY ALL 85 GRANTEES	GRANTEES' AUDIENCES*	
	PRIMARY	SECONDARY
LEADERS: Civic, education, business, agriculture, labor, media	33%	58%
EDUCATORS: Teachers, trainers, extension agents	29	56
SPECIAL GROUPS: Elderly, voters, women, parents, students	11	54
GENERAL PUBLIC: No special groups in the public	8	39
MEDIA: Radio, television, newspapers, magazines, specialty media	7	27
MEMBERS: DevEd mailing list members, subscribers, constituents	5	87
CHAPTERS: Affiliates, branches, chapters, field staff	4	84
OTHER GRANTEES: Other grantees and related organizations	4	82

When grantees try to reach leaders as secondary audiences, they rarely target a single group. Rather, on the average, they try to reach about four such groups (average = 3.8 groups). These are more likely to be civic leaders at the grassroots level than any other type. That is, of every 10 grantees who aim at leaders: Seven target civic leaders; five target education and/or business leaders; four aim at agriculture and/or labor leaders; three target media and/or finance leaders; and two or less aim at government, religious, environment, and/or health leaders.

Although few grantees (4% to 7%) disseminate DevEd materials to their own chapters, staff, membership, and other grantees as primary audiences, more than four of every five disseminate to these groups as secondary audiences. For example, the YMCA targets its national membership and program-specific audiences, such as YMCA staff and leaders conducting Outdoor Environmental Education Programs, the youth participants, and YMCA chapters in other countries. Partners of the Americas targets staff, chapter leaders and members, collaborating local groups, and counterpart chapters in Central and South America.

Grantees who target leaders as primary audiences tend to ignore the leaders' supporting constituencies. Only one-third (36%) of the projects having leaders as their primary audience also disseminate to sub-groups – among them, presumably, the leaders' constituencies. Similarly, only about one-third of the projects that target leaders and educators disseminate to the general public, and only about one-fifth disseminate materials to the media.

YMCA OF THE USA

Headquartered in Chicago, the YMCA has linked Development Education with its mission of environmental awareness and education. Key to this effort has been the establishment of working partnerships between U.S. and Third World YMCAs. Additionally, the YMCA has developed materials, and conducted trainings, workshops, and international retreats on development education and integrating development issues into their Outdoor Environmental Education and Community Development programs.

While only about one grantee in every 10 targets some specific, non-leader group in the general public as the primary audience, over half of the grantees try to reach various sub-groups in the general population. Where grantees do target such groups, they are mostly adult groups, such as voters, women, the elderly. Where youth groups are targets (35%), they are much more likely to be students than non-student groups. And where students are the target, they are about twice as likely to be in primary and secondary schools than in universities.

Only about one-half of the grantees who target the general public disseminate their materials to their membership or other grantees – suggesting that DevEd projects may often be marginal to the grantee's main mission.

◆ **Unmeasured Audiences:** Many more people are reached in many different settings and in many different ways than is known and than ICI could measure. For example, the National Association of Social Workers facilitates local chapters' efforts through mini-grants and other devices. The results have included professional exchanges with other countries, funding from other sources, and spin-off organizations.

With Africare, a collaborating national sorority has undertaken a sustained DevEd program as a result of Africare's efforts. The Foundation for Agricultural Education and Development's DevEd Director began a weekly DevEd "Tea and Talk" program for Americans and foreign visitors. This program is continuing, and has now been spun-off to other parts of the country as well as five countries overseas.

The American Association for International Aging reaches enormous tertiary audiences through the New York Times and American Association of Retired Persons (AARP) media while also having in-depth impacts through trainings, large publications, collaborations with other organizations, and focus groups. Similarly, Women Historians of the Midwest's curriculum project reaches far beyond the anticipated teachers and students to other schools and grades and to other audiences through publications, trainings, conferences, and workshops.

CONCLUSION

THERE IS A STRONG BASIS FOR OPTIMISM ABOUT THE REACH OF DEVED, BUT IT NEEDS TO BE BETTER PLANNED AND MEASURED

It is not known accurately how many primary, secondary, or tertiary audiences are reached by DevEd. Yet, clearly, many more people are reached in many different settings and in many different ways than is reported or has been anticipated by grantee programs. There are many examples of DevEd as a catalyst for on-going efforts that do not always follow the original plan, but are evidence that DevEd has fostered self-sustaining efforts – increasing reach and impact.

Improvement of audience-reach measurement is needed. In addition to anecdotal evidence, the findings for the national survey of target audiences give strong encouragement to the impression that DevEd has, over 11 years, reached and affected millions more Americans than thought.

Of course, grantees do not "target" all audiences. Yet, some natural opportunities for cross-fertilization seem to be ignored. For example, both leader and educator projects do little with the general public, which is understandable, but they do less with the dissemination to the

media, which is not understandable. Here, the primary audience definition may act as a shutter closing out other, natural awareness-raising opportunities. This is the kind of issue that can be addressed through better dissemination planning in project design.

Finally, DevEd should fit the mission or current activities of the grantee organization. A.I.D. should reconsider the value and objectives of "general public" programs. About half seem to be peripheral to grantees' organizational missions. Here, again, a better inventory of audiences is needed as part of dissemination planning in the project design.

ARE DEVED AUDIENCES RELEVANT FOR WIDE, LASTING EDUCATIONAL CHANGE?

FINDING

**DEVED AUDIENCES ARE VERY DIFFERENT FROM THE
GENERAL PUBLIC, BUT THEY LIVE IN THE SAME PLACES**

Judging the relevance of target audiences for achieving wide, lasting educational impact asks the questions of: Who are the audiences and how are they different from the general public; what is their relation to Third World issues; and what is their potential for influencing others?

Compared with the typical American adult, DevEd audiences are more likely to be men, middle-aged, better educated, employed, non-Catholic, caucasian, and with higher income. However, they do not differ from the general public by where they live or by the size of their communities.

Moreover, compared with the general public's exposure to Third World issues, DevEd audiences get more information from more places and do more with it with more people in more settings and in more ways. For Third World issues, they are seekers, knowers, talkers, influentials, joiners, and doers. They are, in short, good agents of change.

EVIDENCE

The findings in this section are based on national surveys of 1201 adults in the general public and 603 members of the mailing lists of 10 grantees. Findings are also from focus group discussions with similar audience members for five grantees. To draw a nationally representative DevEd sample, ICI found that few grantees have accurate, up-to-date lists of their intended audiences. Unless grantees keep current lists for other purposes, they are not likely to maintain DevEd audience lists. Canvassing 30 organizations that had held a DevEd grant in the past two years, only 12 lists were found, of which 10 were produced in time for the sample.

Sample size was fixed at 600. Different sampling fractions were used for different grantees to avoid getting too many people from large lists and too many people from specialized lists (for example, A.I.D. conference attendees). The resulting sample represents the "typical" audiences for DevEd programming, where audience lists are maintained. (Although students and children under 18 are key DevEd audiences, to be comparable with previous surveys they were omitted from the general and target audience surveys).

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PERSONAL CHARACTERISTICS:

The findings for the personal characteristics of DevEd audiences are compared with the general public.

- ◆ **Male:** DevEd audience members are more often men (57%) than women (43%). The public has slightly more women than men.
- ◆ **Middle-aged:** They are older than the public (6% vs. 39% under 35 years), mostly in the age range of 50-65 years (44% vs. 17%). However, there is no difference for persons 65 years or older.
- ◆ **Well-educated:** They are three times more likely than Americans generally to have at least a college degree (89% vs. 31%). There is nearly a total absence of people who have not gone beyond high school (4%) and a heavy preponderance of professionals with post-graduate degrees (69% vs. 11%) in the DevEd audience.
- ◆ **White:** Nine of every 10 are white (89%), notably higher than 1992 U.S. Census estimates (81%).
- ◆ **Employed:** They are much more likely than Americans generally to have jobs (80% vs. 63%), although they are not more likely to be students, retired, or homemakers.
- ◆ **Non-Catholic:** Compared with the public, DevEd audience members are a bit more likely to say they are Protestants or Jewish, and noticeably fewer are Catholics (17% vs. 27%).
- ◆ **Wealthier:** Their median household income is much higher than general public households (about \$55,000 vs. \$33,000). And they are nearly three times more likely to live in households having yearly incomes of more than \$60,000 (42% vs. 15%).
- ◆ **Neighbors:** For all of their differences, DevEd audience members live in essentially the same places as the general public. Both are equally likely to live in large cities, small cities, suburban communities, and rural areas. And there are no great regional differences in where they live in the U.S.

AUDIENCE RELEVANCE:

The question of audience relevance concerns their tendency to show interest in the topic at hand. Table 3 compares DevEd audiences and the general public for media exposure, Third World issues exposure, personal communication, group memberships, and civic activities:

- ◆ **Media Exposure:** Except for nightly television news, DevEd audiences have much higher exposure to serious news media than the public.
- ◆ **Personal Communication:** By margins of about 2-to-1, DevEd audiences are more actively engaged in conversations and more often asked by others for their opinions and advice on international issues.

◆ **Third World Exposure:** Other than television, DevEd audiences are – by margins of from 2-to-1 up to 10-to-1 -- much more likely to be in the reading, viewing, and personal audience for Third World issues. The public's main exposure is passive: TV, videos, pamphlets. DevEd audiences are active participants: Books, speeches, courses, meetings.

TABLE 3: COMMUNICATION AND CIVIC "ACTIVISM" OF DEVED AUDIENCES VERSUS THE GENERAL PUBLIC

COMMUNICATION BEHAVIOR AND CIVIC ACTIVITIES OF DEVED AUDIENCES AND THE GENERAL PUBLIC	DEVED N=603	PUBLIC N=1201
MASS MEDIA EXPOSURE:		
◆ Watch national television news almost every night	66%	62%
◆ Read daily newspaper almost every day	83	57
◆ Read weekly news magazine almost every week	60	32
◆ Listen to national public radio news nearly every day	55	37
PERSONAL COMMUNICATION:		
◆ Talk about major issues in the news every day	49%	25%
◆ Give opinions or advice on international issues	67	38
THIRD WORLD ISSUES EXPOSURE:		
◆ See television programs about Third World countries	95%	85%
◆ See movies or videotapes on the subject	68	38
◆ Read pamphlets or brochures	85	37
◆ Receive mail about Third World countries	87	30
◆ Read books on Third World countries	66	22
◆ Attend speeches on the subject?	69	10
◆ Take courses or classes	21	7
◆ Attend conferences or meetings	64	6
COMMUNITY GROUP MEMBERSHIPS:		
◆ Professional association	73%	21%
◆ Environmental, consumer protection groups	54	16
◆ Women's groups, minority rights groups	37	7
◆ Civic groups (Kiwanis, Rotary)	20	7
◆ Business groups	17	9
◆ Adult and youth groups	27	16
◆ Service organizations	25	13
◆ PTA, school groups	28	22
◆ Religious groups	9	6
◆ Labor unions	12	13
◆ Veterans organizations	6	13
COMMUNITY ACTIVISM:		
◆ Give food, money, or clothing to local poor people	96%	91%
◆ Give food, money, or clothing to poor people abroad	74	42
◆ Have been active in some local civic issue	74	37
◆ Worked as a volunteer for non-political group	74	37
◆ Written to an elected official	73	37
◆ Personally visited elected official to express views	50	20
◆ Written letters to the editor	48	20
◆ Actively worked for a political party or candidate	38	13

◆ **Community Groups:** Virtually all DevEd audience members (98%) and most of the public (88%) belong to some groups. DevEd audiences belong to about four different groups on the average as opposed to about two groups for the general public. And by margins of 2-to-1

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to 3-to-1, DevEd audiences belong to special-interest groups that may have an affinity with development issues: Professional, environment, human rights, civic, business, adult and youth groups, and service organizations.

◆ **Generosity:** Americans are generous people, especially close to home. More than nine of every 10 members of DevEd audiences and of the general public have given food, money, or clothing to help people in their communities. Further from home, however, DevEd audiences are much more likely than other citizens to give things to help poor people in other countries (74% vs. 42%).

◆ **Civic Action:** DevEd audiences are much more inclined to take action on local issues and causes than are other Americans. Usually by margins of at least 2-to-1, DevEd audience members are more likely to take an active part in local issues, work as non-political volunteers, write to and/or visit elected officials, write to the media, and/or work for a political party.

◆ **"What Americans Think" Activists:** Compared with the public today, DevEd audiences are community activists. Moreover, compared with "activists" identified in the What Americans Think study (1987, Overseas Development Council/InterAction), DevEd audience members are more active in civic affairs than are people who are selected out of the public based on their civic involvement. That is: DevEd audiences are more active across more activities in two years than public activists are in the span of their own memories (asked to recall: "ever having done"). Typically, they are engaged in more than twice as many civic activities (average of 5.3) than the general-public activists (average of 2.5) reported in 1987.

CONCLUSION

DEVED AUDIENCES ARE RELEVANT FOR PROMOTING SOCIETY-WIDE CHANGE IN AWARENESS AND UNDERSTANDING OF THIRD WORLD ISSUES

What Americans learn about developing countries is by far most likely to be through television - the easiest, most passive kind of exposure. By contrast, DevEd audiences are both active and diverse information-seekers about the Third World, seeking their information through many different channels. It is the distinctive, energetic seeking of information rather than merely receiving it that indicates the relevance of the subject to them.

That DevEd audiences are persons of greater socio-economic advantages than Americans generally suggests that they are probably more likely to be in influential positions. But for informal influence for any given issue, people of greatest personal influence in the home, on the job, and in the community generally are those people who are more interested in the issue, more alert to information sources, more talkative and opinionated about the issue, and more involved in interpersonal exchanges.

DevEd audiences get more Third World information and do more with it: They see more, seek more, and are much more likely to use their information; they talk more about the issues, are more often sought for their opinions, and are more involved in local organizations - hence, potential outlets for opinion leadership.

Thus, as to whether DevEd audiences are "best" for having widespread, lasting educational

impact, it's difficult to imagine others with more potential relevance or others who are more well-integrated into community life and well-connected locally. If informal, pervasive, day-to-day influence is the DevEd objective, the program does not need to change its audiences. Rather, DevEd's next step should be to try to use its audiences more effectively as activists to reach other, more resistant audiences.

Chapter Two

OVERVIEW

CHAPTER 2. MESSAGE CONTENT

DEVED MESSAGES ARE CONSISTENT WITH A.I.D. OBJECTIVES AND POLICY, BUT ARE SOMEWHAT OUT OF TOUCH WITH PUBLIC OPINION.

This second chapter evaluates the types, quality, and consistency of DevEd messages in terms of program objectives, public opinion, trends, A.I.D. policy, and other factors. The key findings and conclusions are:

FINDINGS

The main findings are that: (1) Global interdependency is the main theme and primary vehicle for other themes, principally hunger, poverty, agriculture, and environment; (2) In terms of factual, non-advocacy treatment, grantees' messages are consistent with program objectives; (3) Their main message is relevant to public opinion, but the priorities and treatments of sub-themes often are not; (4) Grantees' messages have changed over time, reflecting developmental trends; (5) Similarly, grantees have rather faithfully reflected shifts in A.I.D. policy over time.

CONCLUSION

The findings give the following conclusions: (1) Grantees do a good job in focusing on DevEd's main messages, but their strategy is out of balance -- their main messages do not deal with the connection between U.S. assistance to the Third World benefits the U.S. which, in turn, also benefits the world. (2) Their messages are consistent with program objectives of non-advocacy. But they need guidelines on factual substantiation of claims. (3) Public opinion should not dictate message strategy, but grantees should use it as a barometer for gauging likely receptivity. (4) Grantees do a good job putting messages into context and reflecting A.I.D. policy changes. These are not requirements, but each year A.I.D. could disseminate a one-page up-date on contextual themes and policy issues as guidance.

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The findings and conclusions here are the basis for program recommendations in Chapter 6 that propose a unifying DevEd message strategy. It would redefine core hunger-poverty themes to include population growth. Through affinity themes, it gives more priority to the environment and democracy-building. It adds themes in support of development education capacity-building. The recommendations would also require grantees to provide evidence of any claimed benefits of development assistance.

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WHAT ARE THE MAJOR THEMES COMMUNICATED BY DEVED PROJECTS?

FINDING

**HUNGER, POVERTY, AND THE INTERDEPENDENCY
OF COUNTRIES ARE THE MAIN DEVED THEMES**

The DevEd projects are supposed to focus on the root causes of hunger and poverty for the purpose of raising public awareness and understanding of the U.S. stake in the Third World.

Grantees seldom have only one theme that dominates by amount of space, frequency of mentions, or editorial treatments such as photographs, graphics, headlines, or editorials. Instead they have a mixture of themes which are readily evident and close to the intentions of the program. Almost all talk about the interdependency of nations. And most also talk of hunger and poverty.

EVIDENCE

The findings in this section are based on a content analysis of 85 grantees' program files and materials to determine the frequency of educational themes. ICI coded the themes for all grantees as well as for seven different types of grantee organizations and six different programming types, or approaches to education. The findings are:

◆ **Interdependency:** Almost all grantees (95%) focus on global interdependency. About two-thirds of the time, their main message is that promoting Third World development promotes global peace, prosperity, and stability – or, "helping the Third World helps the rest of world." This is about three times the number of messages that "helping the Third World has positive benefits to the U.S." Two other related messages are essentially absent. That is, the main message very rarely (4%) focuses on the direct benefits of assistance to the recipient nations; and none of the main messages is that "helping developing countries helps the U.S., which in turn helps the rest of the world."

◆ **Hunger and Poverty:** Three out of four grantees use global interdependency as the vehicle for carrying messages about hunger and/or poverty. Most of these deal with both hunger and poverty together. However, one-fifth of the grantees do not deal at all with the problems of hunger or poverty.

◆ **Other Themes:** Besides hunger and poverty, the grantees try to integrate their messages into such "affinity" themes as agriculture and the environment,

WOMEN HISTORIANS OF THE MIDWEST

Seeking to transform the image of Third World women from victims to agents of positive change, Women Historians of the Midwest has focused its efforts on curriculum development. In series for high school, college, and adult audiences, the Women Historians emphasize the integration of women's issues into the discussion of development as well as present international perspectives on specific women's issues. Staff and volunteers conduct trainings and participate in various seminars and conferences around the country.

which provide a natural context for communicating development education messages. Nearly three of every five grantees develop messages around agricultural production and building Third World reliance on its own food supply.

After hunger, poverty, and agriculture, there is a great drop-off of other themes. That is, for every 10 grantees: Three focus on environment, education, and/or international trade; Two deal with social services/well-being, health conditions, business and entrepreneurialism, finance and Third World debt, and/or employment; and Few develop themes about democracy-building, population growth, and/or the free press.

Regardless of theme, grantees' messages are positive, upbeat aspects of what can and should be done and what is being done. Messages almost never deal with disasters. Nor do they deal with such negatives as dispirited people, failed development programs, urban blight, or national politics.

◆ **Theme Variations by Organization or Approach:** By and large, themes do not vary systematically according to the type of grantee organization or the type of educational approach they take. Each grantee was classified by its type of organization: educational, membership, cooperative, policy/study, service, technical assistance, and media (attached). The largest number are policy/study (23 grantees) and technical assistance (20). But the type of grantees' organization has no real bearing on the types of themes it carries, the number of themes carried, or the emphasis of themes.

Most grantees have a variety of activities. Each was classified by its main approach. These approaches are conferences, training, curriculum development, publications, audio-visual production, and use of the media. All approaches feature hunger and poverty at about the same high level of performance. Agriculture and the environment rise and fall in different models. However, there is no particular focus that is unique to any approach. Some cover a few more topics than others, but there is no pattern that suggests that any given approach will concentrate on certain themes.

CONCLUSION

GRANTEES DO VERY WELL IN FOCUSING ON DEVED MAIN THEMES OF HUNGER, POVERTY, AND INTERDEPENDENCY

The grantees uniformly meet the mandate of the program to focus on hunger and poverty and on global interdependencies as main themes. But the messages of interdependency mostly concern how Third World benefits result in overall global benefits. The result is a communication strategy that is appropriate if the objective is a singular one to promote the benefits of U.S. development assistance to international growth and stability.

It does not serve other objectives well, such as benefits to the U.S.; direct benefits to the recipient nations; or the more complex linkages of benefits to the Third World return as benefits to the U.S. and, thus, benefits the globe. Although the latter is not a required message, it could be powerful because it speaks to Americans' self-interests as well as humanitarian motivation in assisting the rest of the world.

Finally, there is no systematic variation in theme by type of organization and/or educational

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approach. Instead, project staff commitment, interests, and personalities seem to be the determinants both of project success and its activities and themes (see Chapter 4).

ARE MESSAGES PRESENTED IN AN IDEOLOGICALLY UNBIASED MANNER?

FINDING

GRANTEES' MESSAGES LARGELY MEET DEVED REQUIREMENTS TO BE FACTUAL AND UNBIASED

DevEd projects are required to treat development issues impartially: Balanced and unbiased messages, no advocacy, no self-aggrandizement, no aggrandizement of the U.S. government or A.I.D. To these criteria, ICI added the professional appearance of materials, the presence/absence of substantiation of claimed benefits, the strength of recommendations and how-to action steps, and other criteria shown below.

Grantees do a very good job in producing high-quality materials and presenting their messages factually. There is very little advocacy, or taking a particular position. But, although materials are mostly factual, many of them do not meet a strict standard of fairness of presenting two-sided messages. That is, factual content is more often presented as a one-sided message (giving facts supporting one approach) than as a two-sided message (giving facts for alternative approaches).

There is a complete absence of aggrandizement or criticism of government or A.I.D., and there is no untoward self-promotion. And, although grantees' action recommendations tend to be weak, their educational value is good.

EVIDENCE

The findings in this section are based on a content analysis of a sample of one-third (28) of the grantees' program materials. The grantees were selected from each of the three time periods – early, mid-term, and current, with more emphasis on recent and current grantees. Of the 98 products found in the sample, ICI coded one-third (34) of them. Selection of grantees and products was random. As shown in Figure 1, some 17 criteria were used to judge the "quality" of the production of DevEd materials and their "consistency" with A.I.D. program objectives.

The comparison covers a broad range of products from inexpensive photocopies to costly professional productions. As shown in Figure 1, scoring was on a scale from 0 to 100. Scoring does not account for such factors as time for material development, staff expertise, money available, type of audiences or uses, or the significance of the materials to the overall project mission. The criteria were grouped into five categories: production, message treatment, message tone, educational contribution, and self-promotion. Figure 1 does not show a self-promotion score, as none was found.

◆ **Production:** On a scale from 0 to 100, grantees do an excellent job in producing materials that are professional-looking (87), highly visual (70), and very understandable (75).

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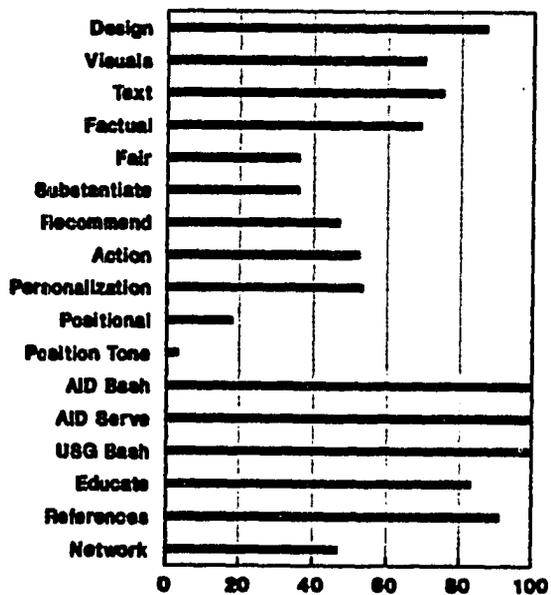
◆ **Message treatment:** Grantees are much more likely to treat content factually (69) than to editorialize or take strong positions. But they score only in the middle of the scale on giving recommendations, providing action steps, and personalizing their message directly to the reader. They fall further down the scale on fairness of two-sided presentations and on substantiating their claims with strong, representative evidence.

◆ **Message Tone:** Grantees score 100 in fairness of dealing with A.I.D. and U.S. government policy – meaning neutral comment, neither aggrandizing nor condemning. There is almost no overt advocacy. And where such taking of a position is found, it's tone is muted, not shrill or strongly positional.

◆ **Educational Contribution:** Grantees score very highly on the educational value of their products (83) and on references to other available resources (91). On the other hand, they do not score well on showing manifest evidence of networking with other organizations (47).

◆ **Self-promotion:** This criterion is not shown in Figure 1. While many messages are carried through organizations' pre-existing promotional vehicles, there were no examples of materials being blatantly self-promotional.

Figure 1
Analysis of Grantees' Materials



CONCLUSION

GRANTEES' MESSAGES ARE WELL-BALANCED AND PROFESSIONAL, BUT THEY NEED GUIDELINES ON PROVIDING ACTION STEPS

Grantees' message treatments have largely met A.I.D. objectives of objectivity and non-advocacy. However, although the grantees don't advocate positions editorially, their factual messages are more often one-sided than not and tend to lack substantiation. So they tend to be factually accurate, but do not give alternatives. A.I.D. guidelines are needed here.

Grantees also need guidance in strengthening the specificity and immediacy of their recommendations and their how-to suggestions of action steps to take. The lack of linking messages to action is a weakness seen elsewhere (see Chapter 4).

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**DO MESSAGES TAKE INTO ACCOUNT
THE CLIMATE OF OPINION OF THE PUBLIC
AND OF TARGET GROUPS?**

FINDING

YES, GRANTEES' MESSAGES ARE GENERALLY RELEVANT, BUT MANY DO NOT REFLECT KEY SHIFTS IN PUBLIC OPINION.

DevEd messages are supposed to take into account the interests and climate of opinion toward foreign assistance among the general public and the targeted sub-groups, although the means for judging this prevailing climate of opinion are not specified.

ICI found that grantees have developed messages of global interdependency that are highly relevant to the American climate of opinion. But the frequency and treatments of some of their other themes, while meeting the intentions of the program, do not fit as well with public interests, preoccupations, or concerns.

EVIDENCE

The findings here are based on a content analysis of major themes found in all 85 grantees' program files and materials. ICI then related the themes to the findings of a national public opinion survey of 1201 Americans, 18 years or older, and to the findings of a national survey of 603 members of DevEd target audiences randomly selected from the lists of 10 grantees. The public opinion survey is attached.

Below are the major project themes in the rank-order of most frequent to least frequent coverage in grantees' messages. In each case, ICI compared the theme to the survey finding for it. The percentages are the total number of grantees dealing with each theme.

- ◆ **Poverty (78%):** Although a required DevEd message, most Americans don't believe that U.S. foreign aid can effectively reduce Third World poverty. Moreover, most don't think that the root causes of poverty and hunger in the Third World are the same as those in the U.S.
- ◆ **Hunger (75%) and Agriculture (56%):** Most Americans believe that U.S. assistance is effective for combating hunger and improving nations' food supplies. But among DevEd target audiences, support is declining for direct assistance (like feeding people) and increasing for indirect assistance (like giving farmers basic equipment).
- ◆ **Environment (36%):** The public and DevEd audiences are skeptical that U.S. aid can improve the environment and resource conservation; and many do not see a link between Third World environmental conditions and those of the U.S.
- ◆ **Education (36%) and Trade (32%):** People tend not to see the interconnection of healthy minds, healthy bodies, and healthy economies. Aid to education and trade are not priority assistance programs for the public.
- ◆ **Social Services (24%) and Health (21%):** Americans generally believe in the efficacy of

U.S. assistance to health programs. And health programs have the highest priority among the public and DevEd audiences.

◆ **Business (21%), Finance (21%), Employment (20%):** Business and employment have much lower priority in DevEd messages than they do with the public. More for the public than DevEd audiences, the priority is to protect our jobs and U.S. business opportunities abroad.

◆ **Democracy (16%),** promoting democracy is a high and growing priority with the public and DevEd audiences; **Population (15%):** While the issue has high priority for A.I.D. assistance, grantees largely ignore the problem; **The Media:** Despite the relationship of freedom of the press and economic development, this is neither a public nor a DevEd priority.

CONCLUSION

NEW THEME PRIORITIES AND TREATMENTS ARE NEEDED

Although public opinion should not dictate message strategies, realignment of DevEd issue priorities and treatments is needed to be more relevant to popular interests and concerns.

◆ **New Priorities:** The survey findings suggest that DevEd messages giving greater priority, in order, to (1) population growth, (2) the environment, (3) health issues, and (4) democracy-building would be well-received by the public.

◆ **New Treatments:** DevEd messages have to give different treatments to the following themes: (1) Education should be linked to impacts on health and economic growth; (2) business/trade/financial themes should be related to benefits to American jobs and business interests; and (3) non-health social services should be linked to "good health" promotion.

Of course, there is no assurance that tailoring messages to public opinion will change public opinion. But being relevant to audience thinking is necessary to build message interest and credibility, thus heightening awareness. And this is the first objective of DevEd: To make Americans more aware of Third World conditions and issues. Awareness is invariably seen as a precondition to attitude change.

Moreover, mechanisms for learning more about current public opinion have to be built into DevEd to help grantees keep up-to-date. The national survey done as part of this study contradicts several popular notions about Americans' views of the world and their support for humanitarian and economic assistance. If the findings are unexpected for policy-makers, they probably are for some grantees as well.

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HOW HAVE GRANTEES' MESSAGES CHANGED AND HAVE THEY REFLECTED SHIFTS IN A.I.D. POLICY?

FINDING

GRANTEES' MESSAGES HAVE BECOME MORE DIVERSIFIED, SET IN LARGER CONTEXTS, AND REFLECT A.I.D. POLICY CHANGES

ICI tried to learn how, if at all, grantees' messages have changed since the program started in 1982. And, although not required for the grantees' programs, the Agency was also interested in whether program themes reflected changes in A.I.D. policy over time.

Early Grantees concentrated on poverty, hunger, and agriculture. Current Grantees have much more diverse messages – still hunger and poverty, but much more emphasis on environment, education, trade, social services, and health. Mid-term Grantees tend to reflect the transition toward diversity.

Moreover, Current Grantees are somewhat more likely than their predecessors to develop contextual themes around their messages – for example, village hunger may be related to national environmental degradation. The increasing attention to policy contextualization also reflects grantees' increasing reflection of changes in A.I.D. policies.

EVIDENCE

The findings here are based on a content analysis of major themes found in a one-third sample of products found in grantees' program files. The 28 grantees and their 34 products were chosen randomly. Comparisons were made of the frequency of themes in the materials of Early, Mid-term, and Current Grantees. The themes coded are the same themes described above. Here, they were coded by major vs. minor prominence.

For the analysis of the presence of A.I.D. policy themes, some 16 themes were ordered by the time period they were first cited in A.I.D. literature: The "New Directions" policies of the early 1970s, the "New Directions Expanded" policies in the mid-1970s, the "Four Pillars" of the 1980s, and by trends for the 1990s. These themes were more difficult to code. Instead of major/minor mentions, they were coded by whether they were mentioned at all.

Coding was done for four Early Grantees, eight Mid-Term Grantees, and 16 Current Grantees. The percentage comparisons given below are by grantee time period. The findings are as follows:

◆ **Changes in Themes:** Early Grantees stayed close to the central messages of poverty, hunger, and agriculture. Related issues were education, environment, and trade. Other issues had scant mention. Mid-Term Grantees, which tend to lie between the Early and Current Grantees, are a bit lower for poverty and hunger themes, and noticeably lower for agriculture

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and education. But they do more on population than the other grantees.

With similar emphasis (65%-85% range) on hunger, poverty, and agriculture as the other grantees, the messages of Current Grantees become considerably more diverse. One-half or more (50%-55% range) also promote themes of the environment, trade, education, and social services related to personal and family well-being. About three in every 10 carry messages on health, business, finance, employment, and/or assorted other themes.

◆ **Putting Themes into Context:** There has been a declining emphasis from Early Grantees (100%) through Mid-Term Grantees (75%) to Current Grantees (62%) on the social, economic, political, and technical causes of hunger and poverty in the Third World. But, across the three time periods, grantees kept about the same amount of emphasis on global and regional interconnections. Although, while some focus on economic interdependence, others may focus on quality of life.

More than those earlier, the Current Grantees set DevEd messages in the context of the environment (Current 62%, others 20%-25%) and tradeoffs of domestic and international agendas (Current 67%, others 30% range). But Current Grantees are least likely to set messages within the context of humanitarian responsibility (Current, 71%; others 35% range). And, only a few Current Grantees deal with the end of the Cold War.

◆ **Concurrence With A.I.D. Policy Shifts:** Of the formal A.I.D. policy objectives, "Basic Needs" and "Technology Transfer" have remained prevalent across all time periods for three-fourths or more grantees. Similarly, "Institutional Development" and "Child Survival" have endured as themes for all grantees. However, there is a pattern of increasing attention to new A.I.D. policy objectives. These themes have increased in prominence across time periods: "Women in Development," "Private Sector Initiatives," "Environment," "Sustainability," and "Democracy Initiatives." Today, each of these policy themes appears in the materials of at least seven of every 10 grantees.

"Women in Development" and "Cost Recovery" come to prominence only among Current Grantees, later than might be expected judging by the timing of A.I.D. policy statements. On the other hand, "Debt Crisis," a fairly recent policy theme, has been at least a minor theme across all grant periods – and found among three-fifths of the Mid-term and Current Grantees. But only the Current Grantees treat "Debt Crisis" as a major theme.

Although only minor themes, the "End of Cold War" and "Focus and Concentrate" are now appearing in Current Grantees' materials. Two themes that have modest mention in all periods are "Management/Cost-Effectiveness" and "Evaluation/ Accountability."

Mid-Term Grantees are atypical. Sometimes they scored higher and other times lower than the expected pattern set by the Early and Current Grantees. For example, the Mid-Term Grantees were less likely than expected to use "Policy Dialogue," "Child Survival," and "Women in Development" as themes. It is unclear whether the findings suggest a lack of message clarity or a time period (mid-1980s-1991) of policy transition.

WHILE THEIR MESSAGES HAVE DIVERSIFIED, GRANTEES

CONCLUSION**SHOULD HAVE BETTER INFORMATION ABOUT POLICY THEMES**

With products, program models, and audiences increasing during the life of the DevEd program, the profusion of topics doesn't mean that more individual topics are competing in the same "space." Rather, message treatment reflects more the change from single-topic presentation to integrated topics – reflecting the expanding focus of A.I.D. and other international agencies on sectoral integration: income-generation, land/water resources, food production, diet and nutrition, education, health.

Also, grantees' messages have, on balance, faithfully reflected A.I.D. policies and policy shifts. Their collective sense of movement in international development policy seems quite good. And it has improved over time. But, there's no assurance that such clarity will continue unless A.I.D. provides annual up-dates to the grantees on contextual themes and Agency policy objectives. For example, given popular notions of wasteful economic aid, cost-effectiveness was expected to be a more prominent theme. If the Agency wants program cost-effectiveness or recipient cost-benefit to have greater prominence, it should provide information to the grantees.

Chapter Three

OVERVIEW

CHAPTER 3: AUDIENCE IMPACT

OVER 10 YEARS, DEVED APPEARS TO HAVE HAD WIDE, POSITIVE IMPACTS ON MANY AMERICANS' VIEWS OF THE THIRD WORLD.

This third chapter evaluates, by inference, the impact of DevEd messages on changes in target audience knowledge, attitudes, and behavior related to issues of underdevelopment. The key findings and conclusions are:

FINDINGS

The main findings are that: (1) Audience members personally involved in DevEd programs learn, believe, and do things they didn't before; and among the larger public, DevEd audiences have much stronger support for foreign assistance and understanding of the U.S. stake in the Third World; (2) The themes most readily received by the public and DevEd audiences are global interdependency, humanitarian responsibility, and economic assistance; (3) The themes most strongly resisted are helping others before solving our own problems; that root causes of Third World hunger and poverty are the same as in the U.S.; and that aid can be effective in dealing with poverty, population growth, and environmental conditions.

CONCLUSION

The findings give the following conclusions: (1) Compared with the public today and the public in two previous related studies, DevEd audiences are much more favorable and more highly active and involved relative to the Third World. The differences are so significant and consistent that personal predispositions and historical change are not enough to explain the differences. (2) Americans believe in an interdependent world, but they do not see themselves as similar to people in the Third World. Their view seems to be that "we are linked together as different people in one world." They want to help the Third World but want these countries to help themselves too.

* * * * *

The findings and conclusions here are the basis for program recommendations in Chapter 6 that develop grantee selection criteria and project design around (1) the scope or level of audience reach – national, regional, state, local; and (2) the objective to be achieved – audience awareness, audience involvement, professional development, and community/institution-building. These would become funding categories.

WHAT HAS BEEN DEVED'S IMPACT ON TARGET AUDIENCES?

FINDING

DEVED AUDIENCES HAVE BECOME MORE AWARE, MORE ACTIVE, AND MORE SUPPORTIVE ON THIRD WORLD ISSUES

Compared with the general public, DevEd audiences know more, talk more, read more, and do more about Third World issues than they did five years ago. They are more active in Third World issues and causes, they give more money as donations, they get more mail on Third World issues, and they are more likely to learn something and take some action based on the mailings. Both DevEd audiences and the public strongly support U.S. humanitarian and economic assistance; both have global views of interdependencies; and both believe that much U.S. assistance is effective. But on most measures, DevEd audiences tend to be much more supportive than the public.

EVIDENCE (1)

The findings in the three "Evidence" sections below are based on (1) comparisons of national surveys of 603 DevEd audience members and 1201 adults in the general public; (2) comparisons of the most highly educated people in both surveys; (3) comparisons on identical questions asked in two previous general public surveys; and (4) qualitative data from focus group discussions with audience members of five grantees

Both surveys were conducted by National Research, Inc. The sample for the national general public survey compares well to U.S. Census population data and other surveys. It is, thus, representative of Americans, age 18 and older. As noted earlier, the sample of 603 DevEd audience members was selected from the mailing lists and participant lists of 10 grantees, of some 30 grantees who were contacted. In selecting respondents, different sampling fractions were used to control the number of members from very large organizations or from very specialized lists – such as A.I.D. conference participants, thus reducing their number among respondents. As such, the 603 are representative of a mixture of primary, secondary, and tertiary audience members for those grantees who maintain mailing lists.

The surveys used to address the question about changes in target audiences were done at the same point in time, March 1993. Single-time surveys are limited in showing causes and effects. As the same people are not observed at different times during their exposure to development education messages versus comparable groups of other people with no exposure, ICI can only infer the impact of DevEd on its audiences.

For inferences of effects, DevEd audiences were compared with the public on the identical questionnaire. Where found, some differences may result from DevEd audiences being more predisposed to interest, favorable beliefs, and stronger feelings about Third World issues than are members of the public. However, to guard against the possibility that education alone affects people's interests and beliefs, the highest educated group (college graduates) in the public was compared with the same highest educated group in the DevEd audience sample.

Unless otherwise noted, data comparisons in the text are "statistically significant," meaning that the likelihood is very remote that such differences could be due to chance. The findings for DevEd audiences compared with the public are:

◆ **More Active Than Before:** As shown in Table 4 below, by a margin of about 6-to-1 over the general public, DevEd members are "more active" today in programs, groups, or causes concerned with the Third World than they were five years ago. At least two-thirds of both groups know more, talk more, and read more than five years ago. The differences (not shown) are much greater when those saying "less likely" are subtracted from those saying "more likely." Then, the net differences between DevEd audience members and the public are large.

◆ **Get More Mail, Give More Money:** DevEd audience members get more mail and are more likely to answer it. They are three times more likely to take some action based on it and they are about twice as likely to "learn something from the mailings" that they didn't know before. They also are more likely to donate money to charities and "groups promoting social or non-political causes."

◆ **Support Humanitarian and Economic Aid:** For Third World and Eastern European countries, including nations of the former Soviet Union, Americans favor giving "humanitarian aid" by a margin of about 3-to-1 over those opposed. Among DevEd audience members, the margin is about 20-to-1. Of every 10 citizens: Seven favor giving humanitarian aid and five favor economic assistance. And of every 10 DevEd audience members: Over nine favor humanitarian aid and nearly nine favor economic assistance.

TABLE 4: DEVED AUDIENCES AND GENERAL PUBLIC ATTITUDES AND BEHAVIOR

CHANGES IN BEHAVIOR AND SUPPORT FOR FOREIGN ASSISTANCE FOR DEVED AUDIENCES AND THE GENERAL PUBLIC	DEVED N=803	PUBLIC N=1201
CHANGES IN BEHAVIOR OVER PAST 5 YEARS:		
◆ More active in Third World groups, issues, or causes	55%	9%
◆ Better informed about issues in Third World countries	85	78
◆ More likely to discuss issues in Third World countries	74	73
◆ More likely to read newspaper/magazine stories	67	66
◆ More likely to donate money to such groups	56	41
RESPONSES TO MAIL ABOUT THE THIRD WORLD:		
◆ Receive mail about Third World groups, programs, causes	80%	27%
◆ Get mail or materials once a month or more often	69	22
◆ Have responded to some of the mailings	57	28
◆ Have taken some action based on the mailings	52	15
◆ Learned something from mailings that didn't know before	76	42
SUPPORT FOR HUMANITARIAN AND ECONOMIC AID:		
◆ Favor U.S. humanitarian aid to developing countries	94%	72%
◆ Favor U.S. humanitarian aid to Eastern European countries	93	71
◆ Favor U.S. economic assistance to developing countries	85	53
◆ Favor U.S. economic assistance to Eastern European countries	87	51
◆ Favor assisting Third World over Eastern European countries	47	41

◆ **Favor the Third World:** Both groups would give all forms of aid equally to different regions. But, if they had to choose among U.S. aid recipients, more DevEd audience members

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favor assistance to the Third World than to former USSR nations or to Eastern Europe.

So, both DevEd audience members and the public strongly support U.S. humanitarian and economic assistance to other nations. As shown below in Table 5, their support seems related to the belief that improvements in Third World conditions will have positive economic and political benefits to the U.S. as well as to the world generally. On almost all questions, DevEd audience members score more favorably than the public:

◆ **Economic Interdependence:** Huge majorities of both groups believe that Third World and Eastern European economies affect the U.S. economy. Likewise, great majorities of both groups believe that "stronger" Third World economies will have positive impacts on the U.S. economy and on U.S. business, trade, jobs, and national security. DevEd audience members generally are 10- to 20-percentage points higher on these questions.

TABLE 5: DEVED AUDIENCE MEMBERS AND GENERAL PUBLIC ATTITUDES AND BEHAVIOR

VIEWES OF GLOBAL INTERDEPENDENCIES AND CONTINUING ASSISTANCE AMONG DEVED AUDIENCE MEMBERS AND THE GENERAL PUBLIC	DEVED N=403	PUBLIC N=1201
BELIEFS ABOUT GLOBAL INTERDEPENDENCIES:		
◆Third World economies have effect on U.S. economy	95%	80%
◆Eastern European economies have effect on U.S. economy	82	75
STRONGER THIRD WORLD WILL HAVE POSITIVE IMPACTS ON:		
◆U.S. business opportunities in the Third World	94%	75%
◆U.S. sales and exports to the Third World	88	73
◆The U.S. economy	90	72
◆Jobs in the United States	83	68
◆U.S. national security	86	64
◆You, your family, and your community	86	64
◆The environment in the U.S.	61	54
◆Improving world prosperity	95	84
◆Improving world peace	93	80
◆Improving democracy in the world	90	78
ATTITUDES ABOUT SELF-INTERESTS AND CONTINUED ASSISTANCE:		
◆Solve our unemployment before other countries	48%	91%
◆Solve our own poverty problems before other countries	49	91
◆Educate our own children before other countries	49	89
◆Many aid programs are bad; they make countries dependent	61	83
◆Blame Third World problems on poor planning	52	75
◆Blame hunger and poverty on corrupt governments	48	74
◆Causes of Third World hunger/poverty same as in U.S.	49	37
◆Give them less aid and leave them alone to develop	14	40
◆Their problems are so overwhelming, there's nothing U.S. can do	14	42
◆With end of the Cold War, aid should be reduced	16	53
◆The United Nations can do the best job of assistance	34	47
◆U.S. spends more money on economic aid than military defense	4	27

◆ **"You" and the Environment:** DevEd audience members are much more likely to see personal effects of stronger Third World nations on themselves, their families, and communities. Both groups tend to be divided on positive impacts of Third World development on the U.S.

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environment. As shown in Table 5, DevEd audience members are much less self-protective than is the public and more lenient toward Third World problems and the continuation of U.S. assistance.

◆ **Self-interests:** DevEd audience members (50% range) are much less likely than the public (85%-90% range) to say that, before we turn to the problems of other countries, we should first: Solve our own poverty problems; solve our own unemployment; and educate our own children.

◆ **Continuing Assistance:** DevEd audience members are: Less harsh in blaming developing countries' poor planning or corruption for their problems; less willing to abandon them to "develop in their own way" or to fear that they will become "dependent on us"; more optimistic about "improving conditions in developing countries"; and more empathic in seeing similar "causes of hunger and poverty" across nations.

◆ **Multilateralism After the Cold War:** Both groups tend to think that the United Nations can do the best job of assisting other nations, the public more than DevEd audience members. But only a few DevEd audience members would cut foreign assistance now that the Cold War is over as opposed to about one-half the public. Also only a handful of DevEd members and a fourth of the public think that the U.S. spends more money on economic assistance than on military defense.

The public's support for prominent U.S. leadership in world affairs is very strong. The support of DevEd audiences members is even stronger. They have many reasons, including support for the benefits of free trade and, possibly, the perception that U.S. assistance is effective for various kinds of problems in developing countries. In Table 6 below, the views of DevEd audience members and the general public are compared on their beliefs about U.S. leadership and effectiveness of U.S. assistance to the Third World.

◆ **U.S. Leadership:** Over nine of every 10 DevEd audience members believe that "American economic and moral leadership is vital to a peaceful and prosperous world." And that "In the long run, helping other countries to develop will pay great and lasting dividends to all of us." Some of the other reasons more than three-fourths of DevEd audience members support active world leadership and assistance to others are that: We help make other countries "more stable." We keep them as "allies." And our "aid is essential if other countries are to become self-sufficient."

◆ **Free-Market Forces:** Large majorities of the public and almost all DevEd audience members say that: "Free and open trade among all nations is good for international prosperity"; we should help farmers in other countries "even if it means that they buy less food from the U.S."; and it is not against our interest to help developing nations because "they will compete with us economically and politically."

It's often thought that Americans don't think U.S. foreign assistance has any effect on improving life in developing countries. Instead, most people think that U.S. aid works to alleviate a wide range of adverse conditions in the Third World.

TABLE 8: DEVED AUDIENCE MEMBERS AND GENERAL PUBLIC BELIEFS ABOUT U.S. ASSISTANCE

BELIEFS ABOUT U.S. LEADERSHIP AND EFFECTIVENESS OF U.S. ASSISTANCE TO THE THIRD WORLD	DEVED N=603	PUBLIC N=1201
U.S. LEADERSHIP AND FREE-MARKET FORCES:		
◆ American leadership is vital to a peaceful and prosperous world	92%	91%
◆ Helping other countries develop make them more stable	91	83
◆ U.S. aid helps us make or keep other countries as allies	77	77
◆ Helping Third World develop will pay great and lasting dividends	93	77
◆ U.S. aid is essential if other countries are to become self-sufficient	79	68
◆ Free, open trade is good for international prosperity	90	87
◆ Help other countries grow food even if buy less from U.S.	94	87
◆ Help developing countries even if they compete with us	95	67
U.S. ASSISTANCE IS EFFECTIVE FOR:		
◆ Feeding the hungry and poor	79%	77%
◆ Improving countries' ability to produce own food supply	73	68
◆ Encouraging the growth of democracy	67	68
◆ Strengthening Third World economies	71	63
◆ Increasing people's level of education	66	62
◆ Reducing death rates among children	69	59
◆ Protecting victims of ethnic conflict and civil war	40	51
◆ Conserving the Third World's natural resources	33	47
◆ Reducing poverty	47	45
◆ Reducing population growth rates in the Third World	33	29

◆ **Effective Aid:** Here, DevEd audience members and the general public are much alike: most DevEd audience members and the public believe that U.S. assistance is effective in: Feeding the hungry and poor; improving agricultural production; encouraging democracy; strengthening Third World economies; raising the level of education; and reducing children's death rates. In strengthening national economies and reducing death rates, DevEd audience members are more likely to think foreign aid is effective.

◆ **Ineffective Aid:** DevEd audience members are as skeptical or even more pessimistic than the public about the effectiveness of U.S. assistance in addressing certain other conditions. That is: DevEd followers are much less likely than other Americans to feel that our assistance has any effect on "protecting victims of ethnic conflicts" or on "conserving ... natural resources"; and DevEd followers and the public are about equally inclined to disbelieve that U.S. assistance has any effect on "reducing poverty" or "reducing population growth rates."

In summary, Americans put their self-interests before others. Although DevEd audience members are much less self-protective, about nine of every 10 citizens want the U.S. to solve many of its own problems first and protect U.S. jobs and business abroad. But the public's world view is not provincial. Very large numbers see economic linkages among nations; see positive impacts on the U.S. from strengthening Third World economies; and believe that helping the Third World will have positive global impacts. For DevEd audience members the positive pattern of findings is the same, but at much higher levels of agreement.

For both samples, the exception is the environment. Relatively small majorities see positive impacts of stronger Third World nations on the U.S. environment. Both groups have rather favorable views of the effectiveness of U.S. assistance abroad, but are divided or skeptical about

effects on reducing poverty, improving the environment, and slowing population growth.

EVIDENCE (2)

The findings in this section are based on comparisons of selected survey responses by the highest educated (college graduates or more) persons in both the general public survey and the DevEd audience survey. At no time during the interview was any mention made of A.I.D., the DevEd program, or DevEd grantees, groups, or projects. Additionally, qualitative focus group data from five grantees' audience members are used to buttress the survey comparisons. The purpose of both sets of data is to strengthen inferences of DevEd effects on its audiences.

Table 7 below compares the answers to the same questions by college-educated people in the DevEd target audience survey and college-educated people in the general public survey. For both samples, the best educated respondents had at least a college degree. For each question shown below, percentages are compared for the positive or negative response of highest intensity – for example, "great" effect, "strongly" favor, and so on. For convenience, the reader can assume that any difference between the samples that is 10 percent or more is a real difference - not a difference due only to chance.

As Table 7 below shows, highly educated DevEd audience members are much more strongly positive than are highly educated members of the American public about support for economic and humanitarian aid; about the favorable impacts of the interdependencies among nations; and about the benefits of strong U.S. leadership. Furthermore, the best educated people in the DevEd audiences are less preoccupied with U.S. self-interests and less pessimistic about Third World problems than are the best educated people in the public.

Thus, as compared with the highest educated members of the public:

- ◆ **Great Effects Among Economies:** By margins of 10-20 percent, the best educated DevEd audience members (30%-50% range) are more likely to say that Third World economies and Eastern European economies have "great" effects on the U.S. economy.
- ◆ **Strongly Favor Assistance:** By margins of 10-20 percent, DevEd audience members (90%-95% range) are more likely to "favor" giving humanitarian aid and economic assistance to the Third World and Eastern Europe, including countries of the former USSR.
- ◆ **Strongly Agree on Positive Impacts:** By margins of about 20 percent, DevEd audience members (40%-55% range) are more likely to see "very positive" impacts of stronger Third World economies on U.S. jobs, economic opportunities, and national security. Similarly, they are more than twice as likely to see personal effects on themselves, their families, and communities. Neither group, however, sees much impact on environmental conditions in the U.S.
- ◆ **Great Effects on Global Conditions:** By margins of about 15-20 percent, DevEd audience members (40%-60% range) are more likely to see "great" effects of U.S. assistance on promoting world peace, prosperity, and democracy.

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TABLE 7: SELECTED RESPONSES OF HIGHEST EDUCATED GROUPS IN BOTH SAMPLES

COMPARISONS OF SELECTED RESPONSES OF THE HIGHEST EDUCATED PERSONS (COLLEGE GRADUATES) IN THE GENERAL PUBLIC AND IN THE DEVED TARGET AUDIENCE SAMPLES	DEVED N=531	PUBLIC N=383
INTERDEPENDENCY AND SUPPORT FOR HUMANITARIAN AND ECONOMIC AID:		
◆Third World economies have great effect on U.S. economy	50%	31%
◆Eastern European economies have great effect on U.S. economy	33	23
◆Strongly favor humanitarian aid to developing countries	94	80
◆Strongly favor humanitarian aid to Eastern European countries	91	80
◆Strongly favor economic aid to developing countries	88	66
◆Strongly favor economic aid to Eastern European countries	89	67
STRONGLY AGREE THIRD WORLD HAS POSITIVE IMPACTS ON:		
◆U.S. business opportunities in the Third World	55%	36%
◆U.S. sales and exports to the Third World	47	23
◆The U.S. economy	39	18
◆Jobs in the United States	37	21
◆U.S. national security	44	16
◆You, your family, and your community	38	15
◆The environment in the U.S.	16	10
◆Improving world prosperity	56	37
◆Improving world peace	59	36
◆Improving democracy in the world	39	26
STRONGLY AGREE ON U.S. LEADERSHIP AND FREE-MARKETS:		
◆American leadership is vital to a peaceful and prosperous world	62%	54%
◆Helping other countries develop make them more stable	61	44
◆U.S. aid helps us make or keep other countries as allies	24	31
◆Helping Third World develop will pay great and lasting dividends	73	40
◆U.S. aid is essential if other countries are to become self-sufficient	29	17
◆Free, open trade is good for international prosperity	54	55
◆Help other countries grow food even if buy less from U.S.	72	60
◆Help developing countries even if they compete with us	85	47
STRONGLY AGREE ON SELF-INTERESTS BEFORE AID:		
◆Solve our own unemployment before other countries	19%	57%
◆Solve our own poverty problems before other countries	15	53
◆Educate our own children before other countries	18	52
◆Many aid programs are bad; they make countries dependent	26	42
STRONGLY DISAGREE ON REASONS FOR CURTAILING AID:		
◆Blame Third World problems on poor planning	21%	11%
◆Blame hunger and poverty on corrupt governments	29	12
◆Causes of Third World hunger/poverty same as in U.S.	23	35
◆Give them less aid and leave them alone to develop	53	28
◆Their problems are so overwhelming, there's nothing U.S. can do	60	30
◆With end of the Cold War, aid should be reduced	59	21

◆ **Strongly Agree on U.S. Leadership:** By margins of about 30-40 percent, DevEd audience members (75%-85% range) are more likely to "strongly agree" that the U.S. should help other countries even if they compete with us, and that helping the Third World will pay great dividends. Majorities of DevEd audience members (60%-70% range) also strongly agree that U.S. aid helps countries be more stable and that we should help them grow food even if they buy

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less from us. The margin of difference is 10-15 percent greater than the public. Only a minority of both samples strongly agree that U.S. aid is essential to other countries self-sufficiency. The margin of difference is about 10 percent. However, the two highly educated groups are equally likely to strongly agree that U.S. aid keeps other countries as allies (both in the 25%-30% range) or that free, open trade is good for international prosperity (both in 55% range).

◆ **Less Preoccupied with U.S. Self-Interests:** By margins of about 35-40 percent, DevEd audience members (15%-20% range) are less likely than the public (50%-55% range) to "strongly agree" that the U.S. should take care of its own problems of poverty, unemployment, and education before helping the Third World. DevEd audience members are also less likely to strongly agree that many aid programs are bad because they create dependency on U.S. resources.

◆ **Strongly Disagree on Cutting U.S. Aid:** By margins of about 25-35 percent, majorities of the DevEd audience members (55%-65% range) are more likely to "strongly disagree" that U.S. aid should be reduced now with the end of the Cold War; that we should give less aid and leave other countries to develop; and that Third World problems are so overwhelming that there is nothing the U.S. can do. By margins of about 10-15 percent, more DevEd audience members (20%-30% range) "strongly disagree" that poor planning or corruption have caused Third World problems. On a related question, fewer DevEd audience members (25% range) than the public (35% range) strongly disagree that the conditions that cause hunger and poverty are the same in the U.S. and the Third World.

◆ **Other Evidence:** Controlling on people's level education, there are other comparisons of the best educated people in both samples that suggest that DevEd has high and wide impact on its audiences. For example, the best educated DevEd audience members are much more likely than those in the general public to talk every day about international issues; to be asked their opinions; to be more active than before in Third World issues, causes, and programs; or to donate money to charitable causes. The findings here are illustrative of a consistent pattern of differences between the two samples.

In addition to the comparisons of the most highly educated people in both samples, there is considerable anecdotal, impressionistic evidence of DevEd impacts garnered in the focus group discussions with staff and audience members of a few grantee projects. These impacts range from the level of the individual to institutions. For example:

◆ **Qualitative Individual Impacts:** Unquestionably, development educational materials have impact on student learning in the classroom. The following two pages dramatize the learning gains of development education instruction in schools, where the impact on student learning is measured by "semantic mapping" of what they know about Africa before the development education class versus what they know after the class.

Outside the classroom, there were other kinds of impacts. For example, students reported new behaviors: that they were now "arguing" with their parents about Third World conditions that they had not done before; some said they were now for the first time "reading the newspaper" or "books" about developing countries; and others said that they wanted to continue or had continued more studies on developing countries. Several talked naturally about the interrelationships among nations. But when pressed, they acknowledged that these were new

views conveyed through the classes.

Similar individual effects were found for groups of the elderly and social workers. One unusual effect was cited by a grantee who said that job applicants come to his organization because of their favorable learning experience in the DevEd-funded project.

Yet another unusual effect was the "reverse impact" of development education on foreign participants. DevEd audience members recounted some experiences with people from other countries who learned more as program participants about "the extent" and "the seriousness" of problems in their countries than they knew back home. As one woman said: "You're telling me more about my own country than I knew....Now, I have new resolve to work on (these) problems." Another kind of impact on U.S. participants was mentioned by retired persons who, because of their DevEd program experience, took the opportunity to go to other countries, and to return home to "do more here."

◆ **Qualitative Institutional Impacts:** DevEd programming has led to some significant institutional changes. The national association of social workers in the study adopted a policy statement on assistance to international development as part of its organizational mission and created a new division of international affairs. The social workers in the focus group were unanimous in agreeing on the favorable impacts on changing their publications, materials dissemination, program emphases, and even on raising funds for new internationally-oriented groups and activities. However, the most dramatic professional effect they cited was the amount of useful, technical knowledge gained from social workers in other countries on dealing with the same kinds of problems as abuse, drugs, delinquency, or teen pregnancy as they face in the U.S. Other members of the elderly group also recounted using here things they have learned from practices (such as composting) in other countries.

A Midwest university grantee formed an international activities group after the DevEd grant. The group continued working with foreign students and grew. Now it has become a formal chapter of, and holds regional conferences for, the Society for International Development. Another grantee in the same city began an informal "Tea and Talk" group to discuss international concerns. The group has multiplied and is active in other countries as well. Another grantee grew from some 100 to over 800 sites/chapters working on "world food day" activities.

One of the most interesting impacts of DevEd grants seems to have occurred with some grantees whose projects did not continue. Although they cut back their project-related activities, a "residual effect" of their participation was that they continued using skills and techniques learned in their DevEd experience – for example, better audience targeting and more specific messages.

In summary, there is strong, representative quantitative evidence and persuasive, anecdotal qualitative evidence that DevEd programming has had wide, lasting impact on its grantees and members of its target audiences.

EVIDENCE (3)

The findings in this section are based on comparisons with findings for identical questions asked in the 1986 survey, What Americans Think, by Interaction and the Overseas Development Council as well as a 1991

survey by The Chicago Council on Foreign Relations, American Public Opinion and U.S. Foreign Policy.³

For inferences, ICI compared DevEd audience members with the public in 1993, and compared both of them with public opinion in previous studies (see Table 8 below). Where found, some differences may again be due to predisposition. Other differences may be due to the simple passage of time during which Americans generally became better informed and more opinionated about developing countries. This issue will be discussed in more detail later in this chapter.

The first set of trend questions compares support for "very important" U.S. foreign policy goals today with those reported in the 1991 study, American Public Opinion and U.S. Foreign Policy. Among both the public and DevEd audience members there are heightened economic concerns, but less so for DevEd audiences:

◆ **Public Economic Concerns:** Many more people today say it's "very important" to protect U.S. jobs (doubling to 87% from 39% in 1991). Also, more people today (49%) than previously (27%) say it's very important to protect U.S. business interests abroad. However, fewer today (31%) than two years ago (42%) say it's very important to raise other countries' standard of living.

◆ **DevEd Global Concerns:** DevEd audience members appear to be the opposite mirror image of today's public. They are about half as likely to have strong concerns about protecting U.S. jobs or business interests and about twice as likely to feel strongly about raising others' standards of living. On these economic concerns, they are more like the public two years ago than like the public today.

On non-economic goals, public support for protecting human rights in other countries has not changed (about 45% today and in 1991), but it is of increasing concern for DevEd audience members (68%). DevEd audience members are also more concerned than the public today about protecting war victims (47% vs. 33%). And both the public and DevEd audience members today feel more strongly (40% range) than those in 1991 (25% range) about promoting democracy abroad.

Other questions from the 1986 What Americans Think study were repeated in this study, as shown in Table 9:

◆ **Interdependency:** As compared with most of the 1987 public (74%), a larger majority of the public (83%) and almost all DevEd audience members today (95%) believe that "Third World economies affect the U.S. economy."

◆ **Economic Assistance:** While there has been no change in American public support for giving economic assistance today (52%) from 1986 (54%), many more members of DevEd

³ Christine E. Cortee, What Americans Think: Views on Development and U.S.-Third World Relations, Washington, D.C.: Interaction and the Overseas Development Council, 1987. And John E. Rilly (ed.), American Public Opinion and U.S. Foreign Policy, Chicago: The Chicago Council on Foreign Relations, 1991.

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audience (86%) favor economic assistance today.

TABLE 8: TRENDS IN RATINGS OF "VERY IMPORTANT" FOREIGN POLICY GOALS

TREND COMPARISONS OF "VERY IMPORTANT" FOREIGN POLICY GOALS FOR DEVED AUDIENCE MEMBERS AND THE PUBLIC IN 1983 VERSUS THE PUBLIC IN 1991	PERCENT VERY IMPORTANT		
	1983 DEVED	1983 PUBLIC	1991 PUBLIC
◆Protect the jobs of American workers	47%	87%	39%
◆Protect American business interests abroad	27	49	27
◆Protect human rights in other countries	68	46	46
◆Help improve other countries' standards of living	63	31	42
◆Help bring democratic form of government	39	38	28
◆Protect victims of ethnic conflict and civil war	47	33	NA

◆ **U.S. Leadership:** There is no change between 1987 and today in public or DevEd audience beliefs that U.S. aid helps keep "allies" (all 75% range). But DevEd audience members (91%) are more likely than either public (both 83%) to believe that "helping other countries develop will make them more stable." And fewer of the public today (68%) than the 1986 public (80%) or the DevEd audiences (79%) think that "U.S. aid is essential if other countries are to become self-sufficient."

◆ **Free-market Forces:** The two publics are much the same, but DevEd audience members are much more in favor of helping other countries "to grow their own food" even if they buy less from the U.S. (94%), and to say that it is in the U.S.'s interests to help Third World countries even if they "compete with us economically and politically" (95%).

◆ **Self-protection:** Here, too, the two publics are alike, with great majorities saying we should "solve our own poverty problems" before assisting others (91%, today; 85%, previously) and that many aid programs "make other countries too dependent on us" (83%, today; 75%, previously). By contrast, DevEd audience members are much less willing to agree with these statements (49% and 61%, respectively).

◆ **Blame and Abandon:** Fewer DevEd audience members say that the Third World is to "blame for their own problems because of poor planning" (25%, DevEd; 75%-80%, two publics); that we should give other countries "less aid and leave them alone" (14%, DevEd; 40%, two publics); or that Third World problems are "so overwhelming that anything the U.S. does has no effect" (14%, DevEd; 40%-50%, publics).

◆ **Charitable Donations:** Economically constrained, fewer people today (55%) than in 1987 (81%) donate money to charitable causes. By contrast, DevEd audience members are just as likely or more to donate money (85%) than those previously. And DevEd audience members are much more likely (34%) to donate larger sums than the public today (13%) or previously (18%).

Other trend questions showed that public priorities for assistance programs have changed. New priorities are emerging: controlling AIDS/HIV has the highest priority of all programs and controlling illegal drugs also rates highly – these programs were not included in the 1986 study. Traditional priorities are declining: compared with 1986, public support today is generally lower

for those programs that still have high official priority – disaster relief, birth control, health programs, food and agricultural assistance; and public support is lower as well for other programs for building infrastructure, education, business, and military uses.

By contrast, DevEd audience members have very different views from the publics' views today and in 1987. As shown in Table 10, on a rating scale from 1 (low) to 10 (high) the analysis reveals the following:

◆ **New Priorities Vary:** DevEd audience members are concerned about controlling AIDS/HIV, as is the public. But DevEd audience members are less willing than the public to use aid to help control illegal drugs (6.0 versus 7.1).

TABLE 9: TRENDS IN POSITIVE RESPONSES FOR SELECTED ATTITUDE QUESTIONS

TREND COMPARISONS OF POSITIVE RESPONSES OF DEVED AUDIENCE MEMBERS AND PUBLIC IN 1993 VERSUS PUBLIC IN 1987	PERCENT POSITIVE RESPONSES		
	1993 DEVED	1993 PUBLIC	1987 PUBLIC
◆Third World economies effect U.S. economy	95%	83%	74%
◆Favor giving economic assistance to other countries	86	52	54
◆Helping other countries makes them more stable	91	83	83
◆Helping other countries keeps them as allies	77	77	74
◆U.S. aid is essential for countries' self-sufficiency	79	68	80
◆Help farmers grow food even if they buy less from U.S.	94	87	87
◆Help other countries even if they compete with U.S.	95	67	65
◆We <u>can</u> solve our poverty and help others too	50	9	15
◆Many aid programs are <u>not</u> bad because they cause dependency	37	16	23
◆Third World <u>not</u> to blame for problems due to poor planning	46	21	17
◆Do not give less aid and leave them to develop alone	84	57	47
◆Problems are <u>not</u> so overwhelming that U.S. can do nothing	85	56	46
◆Donated money in past 12 months to charitable organizations	85	55	81
◆Donated more than \$500 to such charitable organizations	34	13	18

◆ **Direct Assistance Has Less Support:** Compared with both publics, DevEd audience members give less or equal support for direct assistance. Especially compared to the 1987 public, DevEd audience support has declined for direct assistance or commodities.

◆ **Indirect Assistance Has More Support:** More than both publics, DevEd audience members give higher priority to programs of indirect assistance toward development goals – family planning education and birth control, basic farming supplies, small business development, lowering infant death rates, and U.S. education programs. DevEd audience members today look more to developing countries to be responsible, self-help partners in development, not just recipients.

TABLE 10: TRENDS IN AVERAGE RATINGS OF ASSISTANCE PROGRAM PRIORITIES

TREND COMPARISONS OF AVERAGE RATING SCORES FOR FOREIGN ASSISTANCE PRIORITIES BY DEVED AUDIENCE MEMBERS AND PUBLIC IN 1993 VERSUS PUBLIC IN 1996	AVERAGE RATING SCORES FROM 1 (LOW) TO 10 (HIGH)		
	1993 DEVED	1993 PUBLIC	1996 PUBLIC
◆ Help countries prevent the spread of AIDS/HIV	7.7	7.9	NA
◆ Help countries control illegal drugs and narcotics	6.0	7.1	NA
◆ Give disaster relief -- floods, earthquakes	7.7	7.4	8.3
◆ Give family planning education and birth control	7.9	7.1	7.5
◆ Help countries lower infant death rates	7.4	7.0	7.3
◆ Help farmers buy seeds and basic equipment	7.7	6.7	7.6
◆ Give countries food to feed their hungry	6.2	6.5	7.1
◆ Provide large projects like roads, dams, hospitals	5.6	5.9	6.5
◆ Help victims of ethnic conflict and civil war	6.9	5.8	5.8
◆ Support small business by local people	7.6	5.8	5.9
◆ Give people university or other training in U.S.	6.5	5.2	5.6
◆ Use aid money to rent land for U.S. military bases	2.8	4.6	6.0

◆ **Against Military Uses:** There has been a sharp drop in public support for using aid funds to buy foreign land for U.S. military purposes (4.6, today; 6.0, previously). Among DevEd audiences, the military priority is very low (2.8). It is their only negative rating across all programs. On the other hand, DevEd audience members (6.9) are noticeably more supportive than either publics (both 5.8) of helping victims of ethnic/civil conflicts.

CONCLUSION

SIGNIFICANT AND CONSISTENT DIFFERENCES IN DEVED AUDIENCE MEMBERS' BEHAVIOR AND ATTITUDES INDICATE PROGRAM IMPACT, NOT JUST PREDISPOSITION

The pattern of differences between DevEd audience members and the public today and between people this year and similar people in earlier years is so consistently strong that personal predisposition and/or history alone is not enough to explain it.

If predisposition explained the differences, there should be more blurring, more overlap, of the behaviors, values, and beliefs of the groups. But there are virtually no inconsistencies in the response patterns of these distinctively different populations. If history were the explanation, the changes between the publics should be reflected in DevEd audience members too. But while public views and behavior vary with different issues, DevEd audience members are markedly consistent. Where the public is negative, DevEd audience members are positive. And where the public is positive, DevEd audience members are more positive.

If predisposition alone were the explanation for the consistent, marked differences between DevEd audience members and the general public, then level of education would be a contributing force to these differences; in some cases perhaps smothering them or evening them out. But, by comparing only the best educated people in both samples, it is found that DevEd audience members still are consistently more strongly supportive of U.S. assistance to, and favorable toward, the Third World than are those highly educated people in the American public. The inference that DevEd programming has impact on those exposed to it is difficult to

ignore.

As the differences are so consistent and extreme, ICI concludes that because of the synergy of their predisposition and DevEd program exposure, DevEd audience members learn more, know more, read more, talk more, respond more, do more, and give more than do other Americans; and are more favorable toward the Third World and supportive of U.S. assistance.

WHICH DEVELOPMENT THEMES HAVE BEEN MOST READILY RECEIVED AND WHICH HAVE BEEN MOST RESISTED?

FINDING

AMERICANS ARE MOST RECEPTIVE TO THEMES OF INTERDEPENDENCY OF COUNTRIES, BUT MOST RESISTENT TO THEMES OF SIMILARITY OF PEOPLE

This section describes the themes to which DevEd audience members and the public are most responsive as well as those they appear to resist. For all themes described here, DevEd audience members are consistently and notably more favorable than the public. However, their views are not uncritical. They are skeptical of efforts to change conditions of poverty, population growth, and the environment.

EVIDENCE

The findings in this section are based on the analysis of the national surveys of 603 DevEd audience members and 1201 adults in the general public. Findings are also supported by focus group discussions with grantees' staff members and members of grantees' audiences.

THEMES READILY RECEIVED: The following are themes that are well-received by the American people; plus the meanings they seem to give those themes:

- ◆ **Interdependency: It's a Global Village.** The economies of the U.S., the Third World, and Eastern Europe/former USSR are inextricably linked. Our assistance to them affects us and in turn affects global peace, prosperity, and democracy. And, to a lesser extent, helping Third World countries to develop affects "me, my family, and my community."
- ◆ **Humanitarianism: Is Our Responsibility.** A moral value of the American spirit is to help the less-fortunate. There is great support for humanitarian aid. Economic assistance is not as important as humanitarian aid, but, because of global interconnections and the positive impacts on our own economy and social sectors, it's necessary to give economic aid too – to all regions.
- ◆ **Regional Aid: Don't Forget the Third World.** Countries of Eastern Europe and the former Soviet Union are important to prospects for international peace and prosperity. But the Third World countries have greater priority than these "Second World" countries.
- ◆ **U.S. Leadership: Is Vital.** Active U.S. leadership is vital to world peace and prosperity.

Our assistance promotes democracy, stability, and friendships. In the long-run, this will pay great, lasting dividends to us all. This includes free, open trade among all nations: There is more to gain than to lose.

◆ **Optimism: Much Assistance Works, But Be Selective.** Our foreign assistance works across a wide range of adverse conditions in developing countries. But not all of it works. Be selective in giving assistance. The Third World can become stronger economically. Their problems are not overwhelming and our assistance can make a difference.

◆ **Democracy-building: Is Becoming More Important.** With the end of the Cold War, prospects for promoting democratic forms of government may be improving and more important than before. And, while we are strongly opposed to using foreign assistance for military purposes, we should defend human rights and protect victims of ethnic conflict and civil war.

THEMES RESISTED: The following are themes that the public especially resists; plus the meanings they seem to give those themes:

◆ **International and Domestic Needs: Charity Begins at Home.** We favor humanitarian aid, especially, and economic assistance, but we must protect American jobs and business, and address our domestic agenda.

◆ **Root Causes: We Are Different.** The conditions that cause hunger and poverty in the Third World are not the same as conditions in our country. We are different from them.

◆ **Poverty/Population/Environment: No Change, No Link.** We cannot do much about reducing poverty, slowing population growth, or conserving natural resources in the Third World. We see positive impacts from economically stronger countries and strongly support birth control programs. But many of us do not see any link between environmental conditions in those countries and the U.S.

◆ **Ineptitude and Corruption: It's Their Fault.** At least for the public, Third World nations are largely to blame for their problems because of poor planning and corrupt governments.

◆ **Post Cold War: More U.N. Responsibility.** With the end of Cold War, we can reduce assistance; the U.S. no longer has the same obligations it once had in assuring the security of the rest of the world. The U.N. can reach more people, faster, and more economically. Perhaps Americans also believe that others should help "pick up the slack". People do not believe that private businesses and charities can alone address the problems of the Third World. Governments must be involved.

CONCLUSION

MUTUAL HELP AND SELF-HELP ARE IMPORTANT. WE ARE LINKED TOGETHER AS DIFFERENT PEOPLE IN ONE WORLD

It's one world. But Americans do not think it's a similar world. They accept interdependency, but resist the idea that "we" are like "them." ICI found some common reasons why themes are resisted by audiences and the general public:

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◆ **Balance:** Americans' self-interests tend to come first and the "foreign assistance" agenda is seen as competing with domestic concerns. Future messages must balance domestic and foreign assistance concerns so that one set of objectives is not seen as an alternative, or a substitute, for the other.

◆ **Personal Links:** Most Americans still have stereotypical images of the Third World and want to believe that "we are different from them". And few Americans have direct contact with Third World citizens. ICI's focus groups emphasized strongly the positive impact of personal contacts, such as guest Third World speakers, for ridding old stereotypes. Other personal links should be encouraged. A PVC "visitors' calendar" based on A.I.D. Participant Training programs and on U.S. Information Agency exchange programs is a possibility. And grantees could use their local refugee and international communities as resources, as well.

Similarly, for professional organizations, development becomes much more personal and relevant through partnering, study tours, and exchanges with international organizations.

◆ **Education:** There has been little, personalized evidence presented to the American people (other than such dull images as declining fertility rates) that our assistance has caused much change. And, the personalized, vivid images coming out of the Third World through the media - abject poverty, eroding lands, burning rain forests, and teeming populations outstripping their land and water resource base -- only reinforce old stereotypes and the feeling that problems are insurmountable.

However, the positive impact of development education is evident: DevEd audiences are much less self-protective, more focused on longer-term, global payoffs, and much more likely to see similar root causes than the public. Development education works and can lessen resistance to key messages where such resistance is due to media images, stereotypes, and lack of evidence that aid is working.

Moreover, there is, as expected, a special synergy between people's level of education and exposure to development education messages. For example, the best educated DevEd audience members would not reduce foreign aid with the end of the Cold War. A major challenge to development education is to use its most receptive audiences -- who are already prone to active interpersonal communication and advice-giving behavior -- more effectively to reach the most resistant audiences.

Chapter Four

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OVERVIEW

CHAPTER 4. MESSAGE DELIVERY

**DIVERSITY IS ONE OF DEVED'S GREAT STRENGTHS.
NO PROGRAM PLAN IS ITS GREATEST WEAKNESS**

This fourth chapter evaluates the strengths and weaknesses of grantees' messages in terms of approaches, audiences, impact evaluations, and lessons learned. The key findings and conclusions are:

FINDINGS

The main findings are that: (1) Grantees' projects aim more for audience awareness than action; (2) Diversity is the key strength and vitality of the program; (3) The key weakness is that there is no overall plan for guiding grantees' performance, so they tackle issues as they see fit; this is often a strength but it makes evaluation difficult; (4) Among the major lessons learned, grantees feel they need more time but not more money; and their institution's support of their project is essential; (5) They know they need help on self-evaluation methodology, and their audience impact evaluations are very poor.

CONCLUSION

The findings give the following conclusions: (1) Major weaknesses in the DevEd program are lack of grantees monitoring of their audiences, very little and very poor evaluations, no serious dissemination planning, and poor reporting. However, grantees know these things; and want technical assistance and guidelines. So, we view them as "lessons learned." (2) Lack of a program plan undercuts a program evaluation. For example, for the different program approaches, there are no consistent patterns of objectives, themes, program activities, or information products. It is, therefore, difficult to evaluate grantees' aggregated performance. (3) To comply with A.L.D. needs, grantees want and need technical assistance in self-monitoring and self-evaluation. This need must be met.

* * * * *

The findings and conclusions here are the basis for program recommendations in Chapter 6 that would develop a multi-purpose tool for grantee selection, project design, message development, audience monitoring, effects evaluation, and grantee reporting. The tool is based on consistency and compliance in DevEd RFPs, budget allocations, technical assistance guidelines, and reporting. The use of the strategy would not restrict grantee diversity, but would ensure coverage of different audiences for different objectives.

WHAT HAVE BEEN THE GRANTEES' APPROACHES TO EDUCATION, AND WHAT HAVE BEEN THEIR IMPACTS?

FINDING

PROJECTS MOSTLY AIM FOR INCREASED AWARENESS, NOT FOR INCREASED ACTION

Although DevEd programming may vary from one Request for Proposal (RFP) cycle to another, there is no overall DevEd program plan against which to evaluate grantees' collective performance. Rather, grantees' performance is best evaluated on an individual, case-by-case basis. The grantees used a variety of approaches in designing and delivering their messages -- for example, conferences, publications and media materials. As shown in the previous chapter, there is much evidence showing impacts on target DevEd audiences as well as on the general public. But impacts have probably been limited by the fact that most grantees' approaches supported informational rather than behavioral change.

EVIDENCE

The findings in this section are based on a content analysis of 85 grantees' program files and a content analysis of a sample of 28 materials. All grantees were coded for how their programming reflects A.I.D.'s DevEd objectives *i.e.*, raising American awareness of Third World issues, stirring discussion, increasing support, and strengthening professional capability to address issues of underdevelopment. From this coding, six audience objectives were identified, as shown in Table 11 below:

- ◆ **INCREASING KNOWLEDGE:** Raise public and target audience exposure, attention, information, awareness, interest, and understanding related to developing countries, development assistance, global interdependency, and U.S. foreign aid policy.
- ◆ **GENERATING DISCUSSION:** Generate wide discussion and analysis of causes of world hunger and poverty and the U.S. stake in Third World development.
- ◆ **SUPPORTING ATTITUDES:** Create a more positive climate of supporting attitudes and beliefs about developing countries, development assistance, global interdependency, and U.S. foreign aid policy.
- ◆ **SUPPORTING BEHAVIOR:** Increase public activity in support of Third World issues through, for example, increased group memberships, response to mailings, financial contributions, participation in meetings, volunteered time, and other actions.
- ◆ **IMPROVING NETWORKS:** Improve the capabilities of DevEd grantees and other organizations involved in development education through stronger program models and expanded organizational networks through promotion of collaborations, co-funding, mini-grants, and other forms of involving more organizations, chapters, and schools.
- ◆ **STRENGTHENING PRACTITIONERS:** Create new and improved training curricula and other methods (*e.g.*, study tours, exchanges, continuing education) for strengthening the

professional skills of DevEd grantee staff and other development education practitioners.

The six audience objectives are contrasted by grantees' program approaches in Table 11 below.

TABLE 11: GRANTEES' PROGRAM APPROACHES FOR SIX AUDIENCE OBJECTIVES

SIX AUDIENCE OBJECTIVES	GRANTEES' PROGRAM APPROACHES					
	PUBLICATIONS (N=5)	CONFERENCES (N=30)	TRAINING (N=21)	CURRICULUM (N=16)	MEDIA (N=13)	TOTAL (N=85)
Knowledge	100%	100%	95%	100%	100%	99%
Discussion	60	97	86	88	85	88
Public Attitudes	40	87	76	75	54	74
Public Behavior	40	47	38	50	15	40
DevEd Networks	40	37	57	38	23	40
Practitioners	20	13	57	88	31	41

As Table 11 shows, almost all grantees address the dual objectives of raising public awareness and promoting discussion. But the two don't always go hand-in-hand, as expected. Also, attitudinal and behavioral objectives are unevenly served: Three-fourths promote favorable attitudes, about twice the number that try to elicit audience behavior:

◆ **Knowledge and Discussion:** Nearly all programming (99%) serves the objective of trying to make the public more aware of issues of underdevelopment. (One training grantee did not promote public knowledge, but promoted practitioner knowledge exclusively). Somewhat fewer, but the great majority of grantees (88%), try to generate wide public discussion as well, but the two objectives of knowledge and discussion do not go hand-in-hand as expected.

◆ **Attitudes and Behavior:** Following the objectives of promoting awareness and discussion, there is a drop-off of attempts to serve other Biden-Pell objectives: Three-fourths of the grantees promote favorable attitudes (74%) while less than half (40%) encourage behavior related to DevEd programming. That relatively few grantees seek to increase public activity in support of Third World issues, may in part be explained by the constraints many feel in recommending specific activities or "education for action". Nevertheless, many grantees also spoke of the necessity of "providing opportunities for people to become involved," and were successful in achieving this objective in an unbiased manner.

◆ **DevEd Capability:** Grantees tend to support development education professional development capabilities only when Curriculum or Training is their primary approach. That is, the Curriculum program model is devoted to practitioners (88%) and the Training model is mostly for professional development (57%). Otherwise, key networking and professional development functions are being under-addressed in other approaches.

◆ **No Thematic Pattern:** As noted in Chapter 2, all grantees' approaches prominently address hunger and poverty as their main program theme of interdependency. But the

treatment of the next most prominent themes, agriculture and the environment, varies from model to model. Similarly, for other themes (health, social services, business, education, democracy, and others), there is no particular focus that is distinctive for any approach. And some cover a few more topics than others.

The same lack of thematic pattern is found for grantees' organizations. As described in Chapter 2, each grantee was classified by its type of organization (Educational, Membership, Cooperative, Policy/Study, Service, Technical Assistance, and Media). Comparing the messages of the different groups, it was found that the type of organization has no relationship to the type, number, or emphasis of themes it carries.

Thus, there is no distinctive pattern by which certain program approaches or certain types of organizations treat certain themes. No pattern is found to suggest that any given approach or organization will – or should – concentrate on certain themes. In the absence of a program plan, this cannot be stated as a weakness, unless certain groups or certain approaches are suppose to address certain themes. If they are, a plan has to be developed to require it and to monitor it, as well as to provide a basis for evaluation.

◆ **No Program Activities Pattern:** As Table 12 on the next page illustrates, grantees have undertaken a wide variety of activities as part of their program approaches. Regardless of approach, virtually all provide meetings, and materials production and dissemination. Also, almost all join in partnership with other organizations in their activities and approximately three-fourths of all grantees develop non-formal curriculum, conduct non-formal trainings, and develop media products.

Overall however, there are no consistent patterns of program activities tied to program approaches. For example: (1) Non-formal training and curriculum development activities occur about equally in all approaches of Conferences, Training, and Curriculum Development; (2) but in formal education, more grantees, by a margin of about 3-to-1, develop curricula than deliver in class; and (3) four out of five Publications grantees give evidence of doing research, which is two to four times the number of other grantees giving such evidence.

◆ **No Information Products Pattern:** In their media products, grantees' heaviest reliance is on print products and personal information exchange. But they show a good mixture of media use – small and large meetings, manuals, training aids, audio and visual materials, and others. Grantees whose approach is Training or Curriculum Development are the most active and versatile in materials production and dissemination. They tend to be high and often highest in most product categories. Grantees whose approach is Publications are by far the least active.

The Media grantees have the most diverse media mix. While they tend not to conduct training or hold large meetings, they are more active than most in producing manuals, audio materials, visuals/videos, and display materials. But surprisingly few produce ancillary print materials or newspapers and magazine articles.

Another irregularity is between the Curriculum and the Training grantees. The Curriculum Development grantees rely much more on printed manuals/guidelines than on audio and visual products. Yet almost as many Training grantees develop audio-visuals as manuals. This suggests that curriculum developers and deliverers do not work together.

TABLE 12: ACTIVITIES UNDERTAKEN FOR EACH PROGRAM APPROACH

MAJOR ACTIVITIES	PUBLICATIONS (N=5)	CONFERENCES (N=30)	TRAINING (N=21)	CURRICULUM (N=10)	MEDIA (N=13)	TOTAL (N=85)
Meetings	100%	100%	100%	100%	100%	100%
Dissemination	100	100	100	100	100	100
Materials	100	100	100	100	85	98
Partnerships	60	93	100	100	92	94
Non-formal Training	60	90	86	88	46	80
Non-formal Curriculum	40	83	86	88	38	75
Media Products	60	70	71	69	85	72
Resources	60	53	33	63	23	46
Networking	20	47	43	31	54	42
Formal Educ. Curriculum	40	30	19	75	31	38
Research	80	20	24	44	46	33
Formal Educ. Delivery	20	17	19	56	15	25
Technical Assist.	-	3	5	6	15	6

Comparing the materials and products of different program models shows an uneven pattern of production. Some grantees seem not to be doing what would be expected by their program approach. And some may be doing what others should be doing.

CONCLUSION

A DEVED PROGRAM PLAN IS NEEDED TO IMPROVE CONSISTENCY AND EVALUATION OF APPROACHES

Grantees typically try to raise awareness and discussion mainly through meetings and dissemination of materials. They seriously underachieve the objective of trying to promote constructive personal or group behavior addressing Third World issues, programs, or causes.

Other conclusions for this section are less clear than the findings. In conjunction with Chapter 2, the findings are that there is no consistent pattern of grantees' themes, activities, or products by their type of organization or program approaches. This results from the lack of an overall DevEd program plan that might guide the selection and funding of grantees by their type of organization, their geographic scope of coverage, their relations to each other, their program approach, their audiences and objectives, and related activities, themes, and products. On the other hand, there is much evidence that the DevEd program is doing well in achieving its

principle audience objectives of raising awareness and improving the climate of public support.

Accordingly, ICI's belief is that a program plan is necessary for improving the process of grantee selection, monitoring, and evaluation; thus, improving A.I.D.'s capability to measure grantee performance in the aggregate and for selected types of organizations, program approaches, or activities. The recommendations in Chapter 6 outline such a plan.

WHAT ARE THE MAIN STRENGTHS AND WEAKNESSES OF DEVED APPROACHES?

FINDING

GRANTEES' DIVERSITY IS THE KEY STRENGTH OF THE DEVED PROGRAM; LACK OF AN OVERALL PROGRAM PLAN IS THE KEY WEAKNESS

While some strengths were more developed than others, ICI found that DevEd has sparked a wide range of active, networking groups that are creative in linking themes to popular issues. The greatest strength of DevEd has been diversity in grantees, program approaches, and audiences. However, an important weakness is the lack of a comprehensive program plan, to unite messages and program delivery, monitoring, and evaluation efforts.

EVIDENCE (1)

The findings in this section are based on a content analysis of 85 grantees' program files and a content analysis of a sample of 28 materials, as well as focus group discussions and management reviews with six grantees' staff, in-depth interviews with two other current grantees, and telephone interviews with 28 grantee leaders (total grantee subsample of 41%). Individual interviews were also conducted with nine A.I.D. officers and 15 leaders in the development education field. Where quotes are used they are representative of the majority of the respondents, unless otherwise specified.

STRENGTHS: Regardless of approach, the first strength that one observes in DevEd is the significant role that A.I.D. has played as a catalyst and leader (See Chapter 5). Most grantees praise A.I.D. for its role to-date. Although forms of development assistance activities would continue, most feel that if A.I.D. stopped funding the field, it would be seriously undercut.

◆ **Diversity:** The mixture of grantees and the open-competition process were overwhelmingly seen as great strengths of the DevEd program. Most respondents said that different organizations do different things well and spoke of the mutual learning and collaboration this provided. This diversity also resulted in an enormous variety of audiences, such as farmers, students, Home Economics teachers, business leaders, and journalists.

In addition, a majority of leaders and grantee project directors felt that the open-competition process was crucial in achieving this diversity, saying that it opened up the field to organizations which self-selected based on their own interest in development education. Some also added that the proposal review process was a valuable learning experience for all proposing organizations.

◆ **Partnerships and Networks:** As per their grant agreements, virtually all grantees involve other institutions in programming and dissemination. Four of every five (80%) collaborate with U.S. institutions, and the rest (18%) involve both U.S. and foreign organizations. And, although more could be done, the DevEd Network was clearly a strength. A.I.D.'s role as a catalyst in the field is widely accepted. But grantees are looking for more: "It would be helpful to interact more with other organizations. I remember a few attempts, but it's helpful if there are some built-in ways to cross-fertilize."

◆ **Affinity themes:** Integrating development education messages into other content works well for such natural affinity areas as the environment, geography, international trade, agriculture, and women's issues.

◆ **People-to-People Linkages:** Grantees find that personal contact with Third World visitors is powerfully effective in changing audience beliefs about developing countries. Similarly, for professional organizations, development becomes much more personal and relevant through partnering, study tours, and exchanges with international organizations. How professionals in other countries deal with, for example, family problems, child abuse, and the like, have had great impact on American professionals in the DevEd program.

◆ **Commitment:** Data from all sources provides evidence that the program has built on, and fostered, an extremely strong commitment to development education on the part of numerous individuals and organizations across the country. Grantees, teachers, and volunteers have made significant in-kind contributions of time and money. Some leaders even spoke of their DevEd efforts as a life-changing experience. Thus, DevEd has "leveraged" many more sustained efforts and contributions than planned.

◆ **A.I.D.'s Role:** Most respondents had positive comments about A.I.D.'s administration of the program. The shift to longer time grants was particularly helpful. Many also cited the professionalism, flexibility, and personal guidance of A.I.D. staff as key in the success of their individual programs and the single unanimous finding in this study was the high regard all have for the original A.I.D. DevEd Program Director.

WEAKNESSES: Most of the programming weaknesses presented here reflect the lack of an overall DevEd program plan. Some specific weaknesses are really more appropriately addressed in the "lessons learned" section as grantees know these are areas in need of improvement. These weaknesses are shown immediately below as "acknowledged weaknesses":

◆ **Acknowledged Weaknesses:** In particular, regardless of program approach or targeted constituency, the DevEd program is hampered by lack of audience data, measurements, and reporting; lack of audience monitoring; little pre-project audience research; too few and/or poorly done evaluations; lack of dissemination planning, non-compliance in grantee reporting; lack of enough A.I.D. staff to monitor grantees closely; and, as described later, no mechanism for replication and no information on the conditions for sustainability.

◆ **Terminology:** A basic weakness of the program is the term "development education" itself. Most people said that they do not use the term and they gave some common reasons: "Development education gives the idea of creating a constituency for A.I.D. and for specific PVOs"; "Development education is confusing, it doesn't mean anything"; "Development is really

only one agenda. Humanitarian assistance is another, U.S. foreign assistance is another. You have to start where people are"; and "Development education sounds more like fundraising." Most respondents, however, adopted their own terminology, and felt that this problem would be worked out naturally by the field.

◆ **No Overall Program Plan:** There is no overall program plan against which A.I.D. and the grantees can assess their efforts. There are no guidelines on prior audience research, reach, impact, and tracking expectations, no sustainability plan, and no unifying message or agreed-upon continuum of desired educational "competencies". As a result, grantees have been free to tackle these issues as they see fit. Some saw this as a strength, "A.I.D. seemed willing to not tie the program too tightly to A.I.D. policy, but rather to set Biden-Pell somewhat apart."

Others, however, felt that this was a weakness. "There must be a general philosophy of what all of us are trying to accomplish and then some way of making this known." "A.I.D. gives good money and they should decide first if they will be educators or just telling good stories." "A.I.D. is now in a great bind to set measurable objectives for development education." Thus, loosely defined objectives have been both a strength and a weakness. Clarity is needed, but it must also allow for the individualized interpretations which have been a strength of the program to-date. Yet, in the absence of an overall plan, instead of a program, DevEd is a collection of projects, and there is no firm basis for evaluating it as an aggregate of many grantees.

◆ **No Consistency of Objectives:** A major finding is that DevEd projects aim for awareness, not action: That the materials of as many as one of every eight grantees do not give overt evidence of trying to provoke public discussion (regardless of what their primary objective is) is, in ICI's judgment, a shortcoming. Acting on or "doing something" with new information (even talking about it) is assumed to be the over-riding purpose of DevEd communication. That the materials of one of every four grantees do not give evidence of trying to create more favorable attitudes and that less than one of every two grantees do not attempt to stimulate new behavior is, also, seen here as a weakness of the program. Likewise, there is less energy devoted to professional development than was expected.

◆ **No Consistency by Approach:** As described above, there is no distinctive pattern by which certain program approaches or certain types of organizations treat certain objectives, themes, program activities, or information products. No pattern is found to suggest that any given approach or organization will – or should – concentrate on certain themes or products.

◆ **Education for What?** Grantees are well aware of the constraints on advocacy in the program and have faithfully refrained from advocating any political positions. Most, however, see a natural educational continuum, from information, to education, to action, and feel some frustration with this on-going, unanswered question. Many feel that some type of education for action, or some mechanism for allowing people to become involved is inevitable as programs and content become more refined, and they are looking for guidance on how to answer this question. Others fear that an official answer may be too constraining, and prefer ambiguity.

A previous grantee summed up the sentiments of many regarding this dilemma, "Everyone struggles with 'then what?' I came to the conclusion that maybe the answer is turning around and training others, that is, a legitimate objective of development education is further education of self and others. I came to this reluctantly, but it seems to be a valid answer."

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- ◆ **Message Consistency** As previously noted (Chapter 2), the core messages of the root causes of hunger and poverty, as mandated by the Biden-Pell legislation, have dropped out for 15% of the grantees. In addition, in some instances where grantees tied development education messages to affinity issues, such as the environment or international trade, the development education messages became lost or submerged.
- ◆ **Reporting:** While some grantees, particularly large organizations, did not see the reporting as burdensome, others recommended streamlining administrative requirements.
- ◆ **Perceived biases:** Although there have been, over the life of DevEd, a number of ethnic and rural groups funded, there remains a perception that A.I.D. is biased toward white, Washington, D.C. and East Coast-based organizations.
- ◆ **New DevEd Programming:** There is confusion and, in some cases, suspicion regarding DevEd's planned program, called New Directions. Even those supportive of the idea do not seem to understand how it will work or why the program was changed.

CONCLUSION

DIVERSITY CREATES WIDE OPPORTUNITIES FOR GRANTEE, COMMUNITY, AND AUDIENCE PARTICIPATION

Diversity is a strength, not for its own sake, but because it has allowed the greatest possible participation of different types of local-to-national organizations. Wide participation has spawned a great variety of approaches and messages, and reached many audiences in many different types of community and project settings. This in turn has led to expanded partnerships, networks, and affinity themes, as well as numerous self-sustaining efforts. In essence, DevEd created a collegial, participatory, experimental ethos that was highly motivational for grantees and audience members and resulted in significant commitment and in-kind contributions from citizens and organizations across the U.S. The value of this ethos, and its inference of further sustainability should not be underestimated.

Weaknesses presented here relate mostly to the lack of an overall plan for the DevEd program. As noted, many grantees felt comfortable with this and it resulted in many effective and innovative approaches. At the same time, however, core messages sometimes dropped out, and most grantees also recognized the need for further guidance on message design, delivery, and evaluation. Specific recommendations on how to develop a plan are addressed in Chapter 6.

WHAT LESSONS HAVE BEEN LEARNED ABOUT DOING DEVELOPMENT EDUCATION?

FINDING

Efficient delivery and effective programming results from: personalized messages; in-depth interventions; grantees with strong organizational interest and CEO and Board support; and grantees with existing constituencies or audiences, and means of dissemination and follow-up.

EVIDENCE

Interviews with a sample of 28 grantee project directors and focus groups with six grantees' staff produced a remarkably high degree of consistency and consensus on these issues. Grantees know what works, and what they need help on.

◆ **Personal Messages:** Only half of the grantees' materials make a connection between Third World development and the reader/viewer. To a person, all grantees believe that their messages must be tied to the personal interests of their audiences.

◆ **Personal Involvement:** Not counting secondary audience conferences and leadership roundtables, only about one-third of the grantees interviewed were involved in approaches that brought development education personally to people at the local level. But virtually all agreed that personalization enhances message impact. These stressed that the only way to engage audiences is to "start where they are" and deal with them "face-to-face". One approach was to make meaningful connections with professional audiences. Professional groups found, for example, that their members believed that "if I'm being improved professionally [through the program] this will trickle down to the quality of my work."

Education grantees learned that school-age children need personal, interactive involvement in their courses through, for example, games, contests, camps, and other activities. All educators see children as the ideal, if long-term, audience for development education. In all instances, however, the depth of the personal involvement is critical. Where school children were involved, for example, those who had received limited interventions showed negligible attitudinal change, while those who had experienced longer personal involvement showed evidence of measurable learning gains, as well as attitudinal and behavioral change.

◆ **Start Where The Provider Is:** Going beyond the near-universal agreement that messages must start where the audiences, those grantees involved in training and formal education projects say that development education materials are "foreign" to established curricula, and that introduction of such new materials must start where the provider is -- giving special, personal training as needed to give teachers better understanding and command of the materials.

◆ **Organizational Support:** Almost all programs, regardless of size or type of grantee, were run by a very small staff which performed almost all of the functions of program support and implementation. While nearly all were overextended, most did not see this as a hindrance. A common theme, however, was the development of support from Board members, directors, and the grassroots level as a key to building and sustaining institutional support. As one grantee expressed, "Push hard to have the management structure of groups buy-in to development education."

◆ **Audience Reach Data:** About three out of five grantees interviewed said that getting good data on the audiences and participants was difficult. A main reason was that the cost of monitoring would compete with scarce programming funds.

◆ **Dissemination Strategies:** Few grantees volunteered dissemination as a problem, but about one-half felt that, while there were many individual cases of success, dissemination was a weakness of the program overall. Moreover, while they knew that this was a problem, they felt that they needed support and technical assistance in finding ways to improve. "I'd like to

see more input from Advertising Councils or communication strategists so that we can use their techniques to assist in this." "There could have been more opportunities for grantees to share materials, like a description of materials and events, or an expanded calendar of events."

A minority suggested that more attention should be paid to non-partisan dissemination to Congress and State Governments. "We haven't yet figured out a way to work with Congress. Maybe a symposium for Congress, reporting--through strong data--what the constituency is thinking." "State governments and legislatures are a potential audience for this. Agricultural states are becoming aware that the Third World is their only expanding market. If A.I.D. could reach out to state governments it might be productive. Its an un-tapped body."

◆ **Evaluation:** About four of every five grantees identified evaluation as an area in need of strengthening. "I would actually like to see evaluation efforts continue. It's good for A.I.D. and the community." "We never really mastered evaluation techniques. Interaction did a good job, but it needs to be hammered home with more A.I.D. enforcement. This would assist in marketing efforts." "I'd like to see more guidance on the aims of evaluation. What are they looking for?"

"When you're talking about development and changing policy issues, this is not a skill level. We need help on what we're trying to measure." "We need a little more enforcement of evaluation and impact methods...And more help in gathering the overall data we're talking about. Help uncover the numbers so we can see what really happened." "Our strongest recommendation is to build evaluation into development education and provide for outside evaluators."

◆ **Packaging:** There was very little agreement among respondents in volunteering specific ways to improve the packaging of development education materials to specific audiences. But almost three out of four had a recommendation. For example, one lesson was to create one-to-two page media "bites" as accompanying materials to their products. Others went further to repackage their materials to accommodate different knowledge and age levels. Many also mentioned that they learned a key to success was to incorporate international issues into existing domestic education program materials.

◆ **More Time:** In all cases but one, grantees said that their project efforts took much more time than planned. This was seen by most as an initial outlay that was not necessarily required once the creation and development stages had been cleared.

◆ **Sufficient Money:** Despite problems with time, few grantees asked for more money. Grantees generally stayed within budget, with many exceeding the required match amount and one consistently having a 50-percent match from outside sources. When asked concerning funding levels, most respondents said that they found the amount of the grant to be sufficient for what they had proposed, but would like to see an overall increase in the amount committed to development education by A.I.D.

◆ **Generating Other Funding Support:** A large number of grantees stressed that in order for DevEd to expand, methods of generating other sources of funding needed to be explored. "There is very little written on how to pursue funding for development education." "We wrote 30 proposals to get the match; its very difficult. A strong recommendation is to target

corporations involved in food, relief, or agriculture, foundations, or other government agencies. A.I.D. could convene a meeting for this."

In addition to these issues, as "lessons learned", grantees also pointed to the need for credibility in organizations, further exploration of the motivational forces effective for DevEd audiences, the effectiveness of mini-grants as a program vehicle within large organizations, and the need for more communication mechanisms within the field, to support information-sharing and networking.

◆ **Technical Assistance:** When asked directly, only two grantees did not identify a need for special assistance from A.I.D. (or consultants). The most frequently identified need clustered around program information-gathering: agreement on objectives, program model information-sharing, audience reach reporting, project monitoring, and evaluation. The sense was that the grantees know what they are doing, but are not sure what others are doing or how to document their own efforts.

CONCLUSION

GRANTEES USUALLY KNOW WHAT THEY SHOULD BE DOING TO BE EFFECTIVE, BUT ARE NOT ALWAYS ABLE TO DO IT

Many of these lessons learned are self-evident. Effective educational programs require personally relevant messages, sound content and pedagogical approaches, and in-depth interventions carried out by credible, committed organizations known by the audience. And, sustained effectiveness requires organizations which know their audience, and are able to provide dissemination and follow-up. Lastly, programs require monitoring and evaluation mechanisms to assess effectiveness and inform decisions on program progress and revisions, as needed.

The lessons learned suggest that grantees are well-aware of both their strengths and their weaknesses. But they are not always able to take those steps they acknowledge as necessary to be effective because of lack of training, support, and monitoring combined frequently with a lack of financial and personnel resources.

HAVE EFFECTIVE EVALUATION METHODS BEEN DEVELOPED AND APPLIED?

FINDING

NO, EVALUATION METHODS AND REPORTING ARE BOTH VERY POOR

Most grantees' evaluation sections are so poor that they cannot be considered as impact evaluations. The problems are vague RFP requirements, inadequate A.I.D. guidance, insufficient A.I.D. staff for monitoring, grantee inexperience, little or no money budgeted for evaluation, and grantee witting and unwitting non-compliance. Almost all evaluations are done by the grantees, not outside consultants.

EVIDENCE

The evidence here is based on a review of 43 grantee files, which yielded 16 evaluations that were usable for analysis. Figures 2 and 3 below describe grantee performance in meeting specific evaluation criteria (scored from 0 to 100) used in coding the evaluations. Figure 2 shows several criteria related to the quality of the methodology used, as shown in the reports. Figure 3 shows criteria related to the usefulness of the data and the programming area on which the evaluation focused. Altogether, it was found that grantees' evaluations tend to be:

◆ **Progress Reports:** Grantees' evaluation are mostly progress reports, activities reports, and impressionistic lessons learned. Audience "impact evaluations" are poor: the evidence is anecdotal, largely unsubstantiated claims of participants' learning and other benefits. The studies that were done were "process" evaluations of program inputs and/or output descriptions.

◆ **Fluff:** The evaluations tend to be self-congratulatory. Few grantees give direct appraisals of their weaknesses. The great majority seem to be responding to a "success-only" reward system. In lieu of evaluations, grantees often declare past success and present the next-step work plan.

◆ **Anecdotes:** A few grantees' "case study" descriptions are very good activities reports. But substantiation of effects tends to be speakers' and participants' comments on the value of their participation. Even the evaluation of the DevEd evaluation workshops is more of an activities report than an evaluation of performance. Some reports offer pre/post-test measurement of workshop and student learning, only at the time of the workshop with no follow-up measure of behavioral changes.

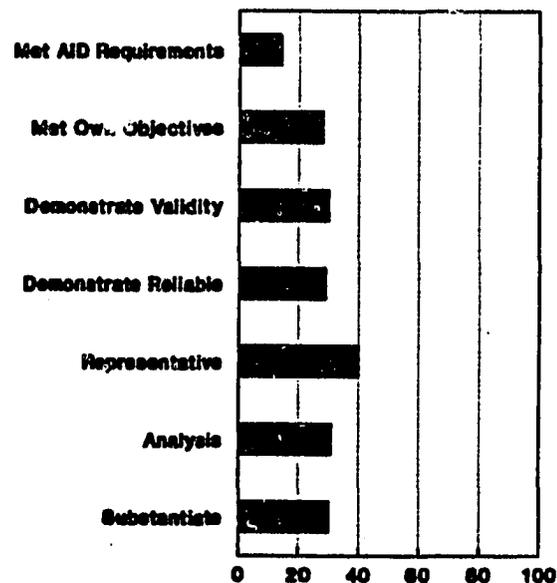
◆ **Consultants:** Two grantees did rather useful evaluation. Otherwise, the best evaluations were done by outside consultants.

◆ **Compliance:** As shown in Figure 2 below, grantees score low on meeting requirements for evaluation competence, and score marginally better on meeting their own stated objectives.

◆ **Methodology:** Also shown in Figure 2, grantees score poorly in demonstrating the validity or the reliability of their measurements. Somewhat more demonstrate that their subjects are representative of the audience population. And few provide a competent analysis or substantiation of their findings.

◆ **Reporting:** As shown in Figure 3, virtually no evidence is given that evaluation findings are disseminated and there is little evidence that evaluation results are used for anything.

Figure 2
Assessment of Evaluations



Reporting tends to be impressionistic, and both recommendations of what to do and specific, how-to action steps are weak.

◆ **Usefulness:** As shown in Figure 3, grantees score in the lower ranges on the usefulness of their data for informing project decisions about management, programming, products/materials, audiences, and feedback systems.

◆ **Focus:** Not shown in either Figure 2 or 3, the heaviest concentration of evaluations is on product and materials development and the lowest is on feedback, monitoring, and evaluation systems improvement. Other areas lightly treated are project management and programming delivery.

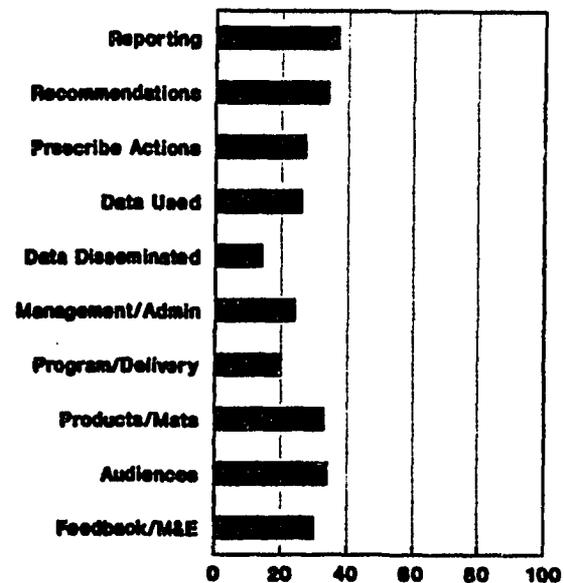
◆ **Planning:** Only about one-half of the grantees attempt some kind of audience impact evaluation as required by A.I.D. Budgets for evaluation are non-existent or paltry. Further, there is **NO** evaluation planning in advance of programming.

CONCLUSION

GRANTEES KNOW THEY NEED HELP IN EVALUATION, AND THEY WANT HELP

Grantees have been extremely poor at developing and applying effective evaluation methods. And, as guidelines, A.I.D. requirements are too weak to be useful for non-evaluation practitioners. While the burden should not fall strictly on A.I.D., further technical assistance in evaluation, stronger guidelines, and stricter enforcement are needed. Where grantees are not proficient in evaluation, outside evaluators should be used – at least on a sample of grantees. And, in all cases, research, evaluation, and monitoring plans should be strongly spelled-out in advance; closer A.I.D. monitoring of this can ensure that findings are effectively utilized and disseminated.

Figure 3
Usefulness of Evaluations



Chapter Five

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OVERVIEW

CHAPTER 5. PROFESSIONAL IMPACT

DEVED HAS BEEN INNOVATIVE, SOMETIMES SUSTAINABLE, RARELY REPLICATED, AND SIGNIFICANT FOR INFORMAL AND LOCAL NETWORKING

This fifth chapter evaluates the impact of DevEd on professional development, program capability, and institutional networking. The key findings and conclusions are:

FINDINGS

The main findings are that: (1) Development education is a relatively new field for which grantees have seeded innovations; (2) Project sustainability is problematic: those not already doing development education usually don't continue; some continue at a lower level of activity, using tools learned with DevEd; and those already doing development education continue and often at a higher level of activity; (3) Project replication by other, outside organizations is rare; (5) A.I.D. has been a strong leader and catalyst for development education nationally; it has contributed to the growth of an informal, often local, professional network of organizations as well as a national network, which remains small; (6) The best mix of organizations to increase impact would be many of the same organizations in DevEd now, but with improved guidance and stronger, explicit contract requirements.

CONCLUSION

The findings give the following conclusions: (1) A result of grantee diversity is a high innovativeness, as diversity brings a wide range of audiences, locales, professional expertise, institutions, subject matter, local partnerships, and dissemination opportunities. (2) But innovation alone is not enough. Mechanisms must be built into the program that require information-sharing and promote replication. (3) Much more information is needed and monitoring required to determine the conditions of sustainability. For small grants and three-year projects, we may be asking the question in the wrong terms. There are largely invisible and sometime multiple spin-offs of DevEd materials to other users and different uses than anticipated by project designs. How much activity there is like this is unknown. (4) DevEd has encouraged professional network building, but professional development has to be funded at a higher level. (5) The grantees are a good "mix." Both large national organizations and small local grantees are needed.

* * * * *

The findings and conclusions here are the basis for program recommendations in Chapter 6 that would bring new requirements for replication, sustainability, and networking reporting. To strengthen important parts of the DevEd system, new funding categories should be developed for capacity-building, large and small grantee participation, professional development, school curricula, and grantee self-monitoring and evaluation.

HAS THE DEVED PROGRAM SEEDED EDUCATIONAL INNOVATIONS?

FINDING

YES, DEVED HAS SEEDED INNOVATIONS

Virtually all grantees, development education leaders, and A.I.D. officers say that either specific projects or DevEd in general have contributed educational innovations to the field. However, nearly everyone also remarks that, in a relatively new field, almost everything is innovative.

EVIDENCE

All findings in this chapter for innovation, replication, sustainability, professional networking, and grantee mix are based on focus group discussions with six grantees' staff, personal interviews with two other current grantees, and telephone interviews with 28 grantee leaders (41% of grantees). Individual interviews were also conducted with nine A.I.D. officers and 15 leaders in the development education field. In the text below, both quotes and findings are the consensus or majority views of those interviewed, unless otherwise noted.

NOTE: The findings are mostly summary judgments of the evaluators, not quantifications. This is because of the combination of the following conditions: (1) Impressionistic: The data are qualitative. Many other data above are qualitative too, but such data do not attempt to measure grantee performance without substantiation. (2) Definitions: There are great variations in definitions. What constitutes and what yardstick is used to measure an "innovation" or project "replication" vary widely. (3) Verification: With very few exceptions, grantees' self-reports could not be physically or objectively verified. (4) Invisibility: Many new uses of and audiences for grantees materials, as well as new organizations, were known to grantees and many were not. There was a pervasive sense of invisible users and uses. One future approach to overcome these kinds of data problems would be in-depth case studies at several grantees' sites.

On the first dimension of innovation, the major finding is that for most grantees the "process" was the innovation. That is, a large majority spontaneously said that the one thing that "sticks with (them) most about the development education experience" is the "meaningful, mutual-learning experience" of working together in a "highly participatory process" for the "first time" with other professionals "from other sectors" and/or with organizations they had "never worked with before" with whom they "collaborated from the beginning" in a new enterprise only to find that, surprisingly, they "had very much in common" in developing new materials for new audiences through new channels of dissemination.

Most grantees do not identify their program type as being innovative. Instead, they cite such innovations as introducing a new international focus in their institutions – for example, a new high school course on Third World nations; innovations in introducing new subject-matter treatments – for example, adaptations to existing curricula; innovations in the design and production of new, different kinds of materials; and innovations in identifying new audiences and tailoring materials to their

interests – for example, the elderly.

The consensus views on innovations center around the following program elements:

◆ **Implementation:** For many, their approach to implementation has been the most innovative aspect of their development education efforts. In several cases, grantees established first-ever collaborative relationships with other institutions, which, themselves, served as catalysts for innovative activities. Cooperating agencies also brought pre-existing networks of other groups, audiences, and donors that strengthened the sustainability of the program as a whole.

Grantee approaches to implementation took several forms: As one example, professionals with international experience combined development education messages with information about career opportunities for students interested in various vocations. In this connection, education *per se* is an area in which many of those interviewed mentioned the innovative approaches that have been tried, and stressed the great potential for innovations that remain untried in working with mainstream formal education groups and institutions.

◆ **Audience:** As innovations resulting from the DevEd grant, several people cited working with particular ethnic (for example African-Americans, Filipino-Americans) or vocational groups (for example journalists, social workers, agricultural extension agents) as well as those working in what they felt are under-represented geographical areas in the U.S. A large number also pointed to the innovativeness of identifying and successfully mobilizing their audience members to be communicators of development education messages – for example, hundreds of VOCA (Volunteers in Overseas Cooperative Assistance) volunteers, and leaders from the chapters of various organizations became development education communicators in their local communities.

◆ **Materials and Products:** DevEd projects produced innovative materials such as interactive museum pieces and traveling exhibits, evaluation materials, and concise syntheses of literature on development and international economic issues. Many grantees identified their materials as innovative in that they tried to bring in, from the beginning, teachers, trainers, and program providers as stakeholders to ensure that the materials would be accepted, user-friendly, and appropriate for the target audience. This related to a general consensus that "you have to reach people where they are."

◆ **Topic:** Topics were innovative in as much as the material was tailored to the felt needs, interests, and local/regional conditions of the audiences. Topic design and presentation was innovative where "new" links were made with affinity issues, such as the environment and sustainable development. Other linking topics were women's and family well-being issues, trade, health, agriculture, and issues relating to specific cultural or professional groups. For example, Africare used Africa as an affinity issue for African-Americans, and Geography, Social Studies, and Home Economics teachers integrated development education into their courses by presenting international perspectives on various topics.

CONCLUSION

**THE GREATER THE DIVERSITY,
THE GREATER THE INNOVATIVENESS**

One of the probable results of diversity of grantees is a high degree of innovativeness. Wider diversity almost axiomatically brings with it: A wider range of audiences, localities, institutions, subject matter,

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personalities, vocational expertise, local partnerships, dissemination opportunities, and so on. If educational and motivational innovativeness at all age levels and for a broad spectrum of ethnic and vocational audiences are DevEd objectives, diversity serves the objectives rather well. The value of innovation, however, is not assured by the simple act of innovation. The program has to have built-in mechanisms for information-sharing and replication opportunities.

HAVE APPROACHES BEEN REPLICATED OUTSIDE THE PROGRAM?

FINDING

NO, REPLICATION IS RARE AND NOT WELL UNDERSTOOD

Most grantees have little knowledge of replication outside of their projects. A few say that their projects have been replicated, but cannot claim that the replication was intentional, or that there was a cause-and-effect relationship. Some groups with large memberships and many chapters look only to replicating programming activities within their institution while others do not believe any replication possible, perceiving their location and members to be unique.

EVIDENCE

The findings here are from individual interviews with leaders of past and present grantee organizations, focus group discussions with grantee staff and audience members, and telephone discussions with grantees.

Grantees tend to think of replication only in terms of photocopying materials. And many are unconcerned about the issue, as their products are made intentionally to be copied and distributed without restriction or tracking. As a result, there is some evidence of unanticipated uses of materials; not necessarily for the same purpose for which they were developed, but with different users for different audiences and for different purposes. It is unknown how much spin-off dissemination of copied materials has occurred and what kinds of unanticipated adaptations have been made of them for other uses. From its discussions, ICI did not get the impression that a high level of sharing has occurred. Replication, instead, has been:

- ◆ **Not Required:** Full project replication has not been an acknowledged or budgeted goal of the DevEd program.
- ◆ **Not Seen As An Objective:** Only one grantee that ICI talked with has viewed replication as an objective of its project. This group's materials were specifically designed to be taken by others and adapted, including instructions on "how-to" replicate the successes of the programming and its monitoring.
- ◆ **Not Monitored:** A.I.D. has not tried to track replication from or among grantees.
- ◆ **Not Promoted:** Other than the annual A.I.D. conference, there is no formal means built into the DevEd program to promote or to provide for replication of programming models.
- ◆ **Informal Idea Exchange:** Many grantees and leaders do not think that formal replication of program models is workable. What they do value, however, is learning good "concepts" from each

other — for example, some of the ideas that have diffused among them are essay contests, mini-grants, guest practitioners to classrooms, modularized training approaches, brief media summaries, involving stakeholders in curriculum design, and others.

The evidence indicates that DevEd projects and programming approaches are not replicated, but the process is. For many grantees, the process of going outside of their own, work-a-day world to cooperate with other in a new educational challenge was what they shared with other grantees or interested parties. The specific concept that they did identify as replicated is the broad-based, grassroots involvement of stakeholders (teachers, advisory boards, practitioners, researchers, curriculum developers, organization leaders, other professionals) in the earliest planning for the multi-sectoral introduction of informational, educational, and motivational change to community institutions.

CONCLUSION

WITHOUT REQUIRED REPLICATION, DEVED CANNOT REALIZE THE FULL VALUE OF ITS INNOVATIONS

To become a "program" as opposed to a collection of local projects, DevEd has to require and provide for replication. There is a question as to whether full project replication is feasible or desirable. However, since so little has been attempted through locale-to-locale adaptation, this remains an open question. In A.I.D.'s view of development assistance projects, the notion of replication automatically implies area-to-area cultural, geographic, institutional, and economic adaptation. If taken as a goal of DevEd, replication among U.S. grantees would surely have the same requirement for area-specific sensitivity and sensibility.

ARE PROJECTS SUSTAINED AFTER FEDERAL FUNDING IS DISCONTINUED OR DO THEY BECOME DEPENDENT ON FEDERAL SUPPORT?

FINDING

PROJECTS ARE GENERALLY NOT SUSTAINED UNLESS GRANTEES WERE ALREADY DOING DEVELOPMENT EDUCATION BEFORE

Overall, grantees who were doing development education before the A.I.D. grant continued their activities in some form. Those who were not already involved in at least a related activity, or whose organizational mandate did not embrace development education-type activities, were likely to discontinue their activities or shift their focus — and often their new-found skills — back to their previous activities, including fund-raising.

EVIDENCE

The findings here are from site visit reviews of current grantees, individual interviews with grantee leaders, A.I.D. officers, and focus group discussions with grantee staff and audience members. DevEd projects that are sustained after federal funding tend to have the following characteristics:

- ◆ **Part of the Mission:** Development education by whatever name is an integral part of the

organizational mission and existence. It is not an "add-on." The A.I.D. grant in these cases was often the "spark" that got activities going. But development education has to be defined as "programming," meaning that it is central to institutional goals, not peripheral, not fund-raising, and not a grant merely for the sake of getting a grant.

◆ **Have Institutional Support:** Grantees must seek institutionalization of development education from the beginning through strong, continued support from the highest levels of leadership. Organizations must "depart from the 'great man theory' so that programs will not be tied to individuals but incorporated within the institution." A few DevEd projects have realized a high level of institutionalization, such that development education has become a line-item in every funding request. In this way, grantees are already, before the close of their grants, garnering broader-based financial and in-kind support for the continuation of their activities.

◆ **Have Collaborative Networks:** An important key to sustainable success is pre-existing dissemination systems and/or collaborative links. The existence of networks in place is invaluable to monitoring efforts. In several cases, sustainment of development education activities was through ongoing use of materials by partner groups. However, grantees have little or no ability to track this. Although many acknowledged that tracking is a major weakness, there is neither the incentive nor organizational mechanism for monitoring. In many cases, too, it is seen as an undue reporting burden on program providers and users, many of whom are volunteers.

Other identifiable traits for success and sustainability of programs include: a high degree of scholarship in materials; participatory methods to increase stakeholders, motivation, and 'ownership'; personalization of the messages, relevancy, and connection with Americans; low-cost production methods, such as desktop publishing and in-house editing; usefulness of end products, such as curricular and media materials; and the credibility of organizations and development education communicators.

In some instances, although specific projects were not sustained, development assistance activities did continue through the following forms:

◆ **Residual Effects:** Among those whose activities continued only in a limited fashion or not at all, there often is some "residual skills" or "intellectual heritage" that remains. For some, the DevEd program provided a good transition and base for future, related efforts. For example, grantees who drop their development education activities at the end of the grant period may apply their new "targeting skills" to more specifically focus their messages on their fund-raising audiences.

◆ **Fundraising:** For PVO grantees, there often remains unresolved the dilemma of using funds for development education domestically rather than allocating the money for programs and beneficiaries overseas, despite the fact that field staff are often the most supportive groups within PVOs. And, in the face of financial difficulties, development education in some cases has become part of PVOs' fundraising and outreach programs. Thus, although development education efforts were reduced or cut, fundraising messages did become more educational rather than plaintive.

◆ **Internationalization:** For some groups, while specific development education activities have not continued, the development education experience has resulted in a strengthened "internationalization" of the organization, resulting in a sustained, higher commitment to international messages, programs, and linkages.

◆ **Spin-offs:** There are numerous examples, for grantees across all time periods, of new organizations and efforts "springing up" as a direct result of initial development education efforts. For example, the New York City Chapter of the National Association of Social Workers (NASW) has formed other non-profit organizations to expand, with independent funding, their development education efforts. These have included curriculum development and international professional exchanges, and, as this group stated, these efforts are directly attributable to a small DevEd mini-grant from the NASW national office. As previously mentioned, an early grant to the Foundation for Agricultural Education and Development has resulted in numerous self-sustaining development education groups across the U.S. and other countries. Similarly, community roundtable discussions undertaken in an early grant by The Minnesota International Center have since evolved into an active Society for International Development Chapter.

CONCLUSION

SUSTAINING DEVELOPMENT EDUCATION OTHER THAN WHERE IT ALREADY EXISTS IS LIKELY, IF SUSTAINABILITY IS A CONDITION OF THE DEVED GRANT

Grantee enthusiasm for development education activities often manifests as personal and professional commitment, belief in the "essentiality" of internationalizing the public's perspective, and/or as personal and institutional in-kind contributions to supplement grant funding. Given the widespread lack of tracking capability, it is not possible in this evaluation to assess the full reach, impact, and sustainability of the DevEd program, where sustainability is defined to include activities of other organizations stimulated by DevEd grantees.

Sustainability and independence of federal funding are related questions. As such, they have to be planned together. Their planning has to become part of RFP requirements, grantee selection criteria, project design, monitoring and evaluation, and reporting. At a minimum, grant proposals should have a sustainability plan that includes the support of the institution's leadership and clearly identifies the "fit" of development education with the institution's mission.

HAS THE PROGRAM STIMULATED THE GROWTH OF A PROFESSIONAL DEVELOPMENT EDUCATION NETWORK?

FINDING

YES, THE DEVED PROGRAM HAS BUILT A SMALL, GROWING DEVELOPMENT EDUCATION NETWORK

As discussed earlier, A.I.D. is widely applauded for its significant role as a catalyst for the encouragement and advancement of the development education field. Although the development education professional network is difficult to measure, a large majority of grantees say they had contributed to it. And this evaluation finds that most grantees have much more contact with other organizations in the field than is immediately evident.

EVIDENCE

The data here are from the same sources described above. Most grantees and national leaders believe that the DevEd program had clearly stimulated the growth of a professional network, but they are unsure of the strength of this network overall.

The DevEd program has contributed a unique network function to the community of Private and Voluntary Organizations (PVOs) in that it opened up communication and mutual understanding between PVOs with differing organizational missions and united them through their efforts to do development education. But, some common hindrances to building the DevEd network include: the time-consuming activity of maintaining contact with people often over large distances; the frequently intimidating content of development education materials; lack of organization among area/regional directors; trouble generating interest/demand at the local level.

It is not possible to determine the actual strength of the DevEd network. A substantial number of grantees maintain contact with current or previous grantees, but this seems limited to sharing ideas and information. In addition, grantees are split on their perceptions of the network's reach and usefulness. About half felt that the network was somewhat strong, but small and diffuse. This group felt that much of the strength was still due to individuals rather than organizations, with some citing the fact that most development education efforts are run by consultants or very small staff as evidence.

The other half, however, felt that the network was relatively strong and continuing to grow. "It is hard to say what is called development education. Biden-Pell created a field which expanded to include those in global education and international issues. So if it is strictly development education, the network is very narrow. But the broader network, including population and the environment is very large and strong, and the A.I.D. program helped mobilize and expand this network."

CONCLUSION

**GRANTEE NETWORKING AND REPORTING ON IT
HAVE TO BE REQUIRED PROJECT ACTIVITIES**

There is a need to pragmatically approach the relationship between network-building, audience reach, programming, and replication. There are numerous opportunities for grantees to cost-effectively tap into large, national organizations for dissemination in order to "maximize the bang for the buck." And while this may not result in strong networks in such large organizations, it is a replicable, sound dissemination strategy, and also enormously useful in leveraging support for other, more intensive network-building and programmatic efforts.

**HAS THE PROGRAM FUNDED THE
BEST MIX OF ORGANIZATIONS?**

FINDING

**THE MIX HAS WORKED WELL, BUT
IT'S NOT NECESSARILY THE BEST POSSIBLE**

ICI found strong agreement concerning the benefits of keeping a diverse mix of grantee organizations.

Expressing the views of many, one leader said:

"A mixture of grantees reaches different audiences; you can't rank them. Media is a broad brush, PVOs reach at the grassroots level...you also need larger organizations and those with the capacity to bring people together. And you can't leave out the education community...It is the best of all worlds."

And this is one of the principal findings of the evaluation: Diversity is the key, but not the only answer.

EVIDENCE

The data here are from the same sources described above. And, as previously noted, content analysis of 85 grantees' files found that no single "type" of organization is better than others in terms of audience reach and impact, message design, or approach. Instead, analysis of grantees' project materials supported the conclusion of the majority that there are certain consensus characteristics of effective grantees. Three such characteristics have been discussed in earlier chapters: (1) effective DevEd grantees are already doing some kind of development education as part of their organization's own mission; (2) they have high and strong institutional support for their activities; and (3) they personally and interactively involve their audiences in the information exchange. Additionally, three other consensus characteristics of effective grantees are those who:

◆ **Have Established Constituencies:** The great majority of respondents stressed the importance of grantees having an established constituency. A frequent comment was the need to "know" and have an audience. One recommended "organizations with constituencies, not grant-focused, but service-oriented, and not necessarily membership. For example, organizations with some type of traditional education focus like Boy Scouts or Girl Scouts, or those linking international views to American efforts, like Sister Cities. Those with both domestic and international constituencies [are good grantees], it creates a broader base."

◆ **Have Built-in Networks:** The strength of organizations with constituencies is that they can create hierarchical groups that can replicate and repeat the message. Teacher's associations or health educators are good examples. But, "they must also have some type of network for follow-up at the grassroots level; otherwise efforts are wasted, no matter how strong the program is."

◆ **Are of Different Sizes:** It is widely recognized in the field that all sizes of organizations have something valuable to offer to the development education process. "Development education is not yet a defined field. There is still need for experimentation and innovation. We still need little organizations. Bigger organizations who are development-minded are focused overseas and don't have contact with 'real' people to hear their 'real' day-to-day attitudes."

But, "even volunteer groups at the local level should have models that will work nationally. There must be national reach also if you are looking for 'big bang' dissemination. Small organizations are 'fragile' and have difficulty finding outside funding. Larger groups, especially university-based organizations have many more opportunities for funding. They have other resources to lean on."

Beyond these areas of consensus, respondents had differing views on what constituted the best mix

of grantees:

◆ **Split on PVOs:** There were drastically different opinions as to whether PVOs (Private Voluntary Organizations) should be included in the mix. Among those who said that PVOs should not be doing development education, the predominant reason was related to fund-raising: "PVOs are not the place for doing development education. They don't have their own act together. There are always these internal on-going conflicts, especially with fundraising. They operate on the principle of putting everything into the field to meet immediate needs and the link between educated constituencies and support for field activities is not recognized."

Others felt that there is a place for PVOs in DevEd although they would not focus on them exclusively. "PVOs bring urgency to problems that [others and] formal educators cannot. They personalize messages and are able to reach a variety of audiences with different needs and interests. A.I.D. should be less PVO-oriented, but don't lose them."

◆ **Formal education:** A large minority stressed the importance of including education groups such as Teacher Education departments in universities. "Formal education, yes, but not just teachers. You need a larger constituency, like curriculum developers and school boards, although there is a place for individual classrooms."

Some respondents suggested targeting geography or social studies teachers since there was a natural content fit, also using international students or returned Peace Corps volunteers as resources for development education programs in schools or universities. However, a few respondents had some reservations. "Not necessarily universities, they get enough money."

◆ **Sector Links:** There were differing opinions on the use of sector-specific organizations, such as media or agriculture groups. While some advocated more involvement of such groups, others were skeptical of their effectiveness.

One respondent expressed a general prescription for funding groups for DevEd. First, and most important, A.I.D. must ask if this is the central mission of the organization: "do they really want to do development education and will it strengthen and contribute to their overall mission?" The next questions should address pre-existing linkages and connections: "Are they educators?" Finally, "it would seem important, from Biden-Pell's perspective, for the organization to be development-oriented with some experience in these issues. And they must have personnel with international background, otherwise you will be starting from 'square one'."

CONCLUSION

PLANNED DIVERSITY CAN ACHIEVE BALANCED PROGRAMMING EFFICIENCY AND EQUITY

For balancing programming efficiency and equity, the evidence suggests that the DevEd program has funded an effective mix of organizations, and that this mix has been fairly successful at undertaking innovative, sustainable development education efforts. Although no one type of organization has been more effective than others, all indications to-date suggest that the most effective use of funds is for organizations that self-select; have an existing constituency or audience; "know" their audience and have support mechanisms; have a pre-existing interest in, or efforts in development education; have

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the support of the staff, CEO, and Board of Directors; can personalize messages around the self-interests of the audience; and can "roll-out", through training-of-trainer, matching-grant, curricular materials, or other approaches, activities that will grow and take on lives of their own.

The evidence also suggests that improved program planning can improve the mix. Chapter 6 offers several recommendations.

Chapter Six

OVERVIEW

CHAPTER 6: PROGRAM RECOMMENDATIONS

**IF A.L.D. PROGRAMS ARE JUDGED BY RESULTS,
THE DEVED PROGRAM SHOULD BE CONTINUED. IT WORKS.**

EVALUATION QUESTIONS

As reported in Chapter 6, ICI was required to answer four key questions about continuing the DevEd program. And, if ICI recommended continuing the program, it was required to recommend improvements for future programming. The answers and recommendations are summarized below:

- ◆ **SHOULD THE PROGRAM BE CONTINUED?** Yes, DevEd should be continued by building on the strengths of the existing program. In particular, future programming should continue to fund small, local projects which are much of the strength of the program. There is need for all types of diverse programming. But DevEd needs a program plan to become a program, instead of a collection of projects as it is now. Working within the limits of Biden-Pell objectives is no constraint. But programming objectives have to be defined in explicit, measurable terms.
- ◆ **WHAT COST-EFFECTIVE CHANGES ARE NEEDED?** Through consensus with grantees and consistency in design and use of four planning tools: (1) RFPs, (2) budget allocations, (3) technical assistance, and (4) reporting requirements, the DevEd program can improve its strategies for grantee selection, project objectives, message design, and audience dissemination. Using these four planning tools, DevEd can build into the earliest stages of its planning the needed, improved measurements for targeting its audiences more effectively, monitoring audience reach, evaluating project effects, and reporting to A.L.D.
- ◆ **SHOULD DEVED CONTINUE BUILDING A PROFESSIONAL NETWORK?** Yes, and with more effort and funding than at present. To realize its enormous potential, the DevEd program needs to define the national-to-local and within-community relationships of its grantees; thus, to improve the way it selects projects, funds them, and evaluates them. New program budget categories can help do this. And with consistent use of the four planning tools, DevEd can create better opportunities for replication of good project models and assure greater chances of sustaining successful projects.
- ◆ **SHOULD THE PROGRAM BE EXPANDED?** Yes, the program should be expanded. The current DevEd program is achieving the Biden-Pell objectives: It is reaching wide audiences and producing positive and lasting changes in Americans' awareness, support, and behavior related to U.S. humanitarian and economic assistance to developing nations.

Chapter 6 gives specific recommendations for improving future DevEd programming.

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HAS DEVED ACHIEVED ITS OBJECTIVES?

The strength of this evaluation is that it is based on many different data sources and methods of data gathering, that together give a very consistent, convincing picture of an A.I.D. program that is working well. Its weakness is that there are few comparative baseline data and no specific performance indicators.

The evaluation produces two broad conclusions on the effectiveness of A.I.D.'s DevEd program in (1) increasing public awareness and support related to the Third World; and (2) increasing the professional capacities and networks of development education professionals and institutions. The conclusions are:

CONCLUSION

YES, DEVED HAS RAISED PUBLIC AWARENESS, ELICITED NEW SUPPORT, AND AFFECTED MANY AMERICANS' BEHAVIOR

ICI concludes that the DevEd program has achieved its public objectives of raising Americans' awareness of and engendering public support for programs and issues related to the U.S. stake in Third World development.

Interviewing many DevEd audience members, there is no doubt that those personally involved in the program are affected: Learning increases and becomes more sophisticated; values change, stereotypes relax, new beliefs grow; and behavior changes to new activities, communication, memberships, participation, and contributions.

And, inferred from national surveys, there seems little question that DevEd audience members are affected as well -- as measured against other American citizens. For Third World issues, programs, and causes, DevEd audiences show much greater exposure, higher awareness, more discussion, more favorable attitudes, stronger opinions, greater generosity, more personal involvement, and greater community activism. They also have changed much more in the past few years in their beliefs about and support for U.S. foreign assistance in a time they see of increasing global interdependencies.

Further, the highest educated DevEd audience members are much more supportive of foreign aid and Third World development than are the highest educated members of the general public. This assures that their level of education is not the only reason that DevEd audiences are so much more supportive of the U.S. stake in developing countries.

DevEd audience members are very different from the public in many personal ways, too: Well-educated, higher income, well-connected, and influential. We don't mean powerful as in formal office-holders, but as personally influential at home, at the workplace, and in their friendship groups. Yet, they don't concentrate anywhere special. They live in the same neighborhoods in the same types of communities as their friends and colleagues do.

Their relevance and potential are great for promoting wide, lasting educational change for issues of underdevelopment.

CONCLUSION**YES, DEVED HAS BEEN A CATALYST FOR ADVANCING DEVELOPMENT EDUCATION, BUT ITS IMPACT ON PROFESSIONALIZATION IS LESS CERTAIN**

ICI concludes that the DevEd program has achieved part of its professional development objective. That is, the program has increased the interests of educators and other groups in development education; it has added greater stature to the internationalization of the agenda and activities of organization affiliated with the grantees; and it has strengthened the capability of grantee organizations to carry out development education projects.

On the other hand, it is less clear to see the impact of DevEd on helping to sustain development education where it is not already part of an organization's mandate or in stimulating the growth of a professional network of related, information-sharing institutions.

Interviewing many DevEd grantees and other development education professionals, there is no doubt that A.I.D. has contributed in large, important ways to the development and advancement of the "DevEd" field, although many in the field don't use this term. A.I.D.'s funding and leadership have been a powerful catalyst for helping to internationalize the interests of community groups, institutions, leaders and their constituencies, teachers and students, and others.

The DevEd program has used a diverse mix of grantees who have effectively introduced many educational innovations, but have few means for sharing their innovations with others or encouraging replication. Institutionalization of their projects is problematic, but clearly there are conditions favoring sustainability after the period of A.I.D. funding. Their impact on building networks with other grantees and institutions is difficult to measure, because there are no networking reporting requirements and project materials often reach unanticipated users for unanticipated uses. Thus, unless networking is anticipated by better planning, much of the DevEd's program professional impact will remain invisible.

All professionals interviewed see great value and urgent need for development education. Of course, they wish there were more money for the field generally. But, for their individual projects, most grantees don't ask for more money. Instead, they ask for more time in the grant period, more guidance from A.I.D., and stronger collegiality. Specifically, more funding and program emphasis should be given to professional development, local-to-national networking, and project replication and sustainability planning.

RECOMMENDATIONS

The recommendations below for continuing the DevEd program are organized around these issues: (1) program planning; (2) consultation with grantees; (3) grantee selection criteria; (4) message design and treatments; (5) dissemination planning and tracking; (6) target audiences; (7) monitoring, evaluation, and reporting; (8) professional and programming capabilities; and (9) A.I.D. management tools.

It is, again, important to note that this evaluation does not address the DevEd "New Directions" programming that A.I.D. is in the process of designing. Rather, as required, the evaluation looks

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at past DevEd programming and offers recommendations for improvement of future programming.

1. NEW PROGRAM PLAN: A.I.D.'s DevEd program needs a strong, specific plan. The recommended structure and elements of the plan are outlined in this chapter.

◆ **Be Specific:** To-date, there has been no firm consensus on what DevEd is trying to do beyond "informing the public." DevEd goals have to be stated as operationally measurable outcomes. For this, baseline indicators and performance indicators should be known and specified.

◆ **Develop a Program Plan:** There has never been an overall DevEd program plan. Such a plan gives a context in which individual project plans make sense, can be related to each other for mutual support, and can be assessed and their contributions known. The timing of program implementation should be guided by the strength, specificity, and consensus of its planning.

◆ **Use Existing Strengths:** Some of the major strengths of the DevEd program are (a) the diversity and local connections of its grantees; (b) their local (sometimes national) partnerships and networking; and (c) their professional commitment and in-kind contributions. Accordingly, future DevEd programming should build on and strengthen the personal and institutional connections of small, local grantees as well as other large membership organizations and their constituencies.

◆ **Plan Local-to-National Integration:** There are powerful reasons for small, local projects with natural, personal constituencies. Build strong, explicit relationships – even partnerships – between national and local grantees. National activities should be planned in concert with lower-level activities, each level supporting the other. National programs need personal, local support. Information alone is not enough.

◆ **Build in Measurements Now:** Monitoring and evaluation indicators must be built into future programming before large-scale, long-term activities begin. And methods of data collection on the indicators must be built in now. In the program we've observed, everyone wants evaluation and few pay for it. Accordingly, if tracking and evaluation are priorities, budgets should set aside appropriate funds, without raising total budgets.

◆ **Add Capacity-Building Indicators:** Development of institutional networks is an important, long-term capacity-building indicator that must be added to evaluation planning. But, also, in the near-term, successful/unsuccessful performance measurement should include such capacity-building indicators as: (a) Goals are stated and agreed between A.I.D. and grantees; (b) relationships between grantees are defined and measurable; (c) the grantee community is consulted widely and is represented in program planning; and (d) guidelines are developed for grantee selection, message strategy, dissemination planning, audience research, audience-reach monitoring, effects evaluation, and project reporting.

◆ **Develop Evaluation Plans:** With assistance from A.I.D. professionals in FHA/PPE and in the Center for Development Information and Evaluation (CDIE), develop an objective plan for monitoring and evaluating DevEd program implementation. Ensure that the indicators are a practical, sufficient, and consensus basis for decision-making.

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◆ **Guidance on Success/Fail Indicators:** Once established, A.I.D. should provide technical assistance to the field in the form of new guidelines that identify the programming indicators that are important and measurable at any point in time, for example, for projects' scope of activities, institutional networking, and objectives.

2. **GRANTEE CONSULTATION:** Engage the DevEd grantee community in future program planning, consulting grantees widely.

◆ **Deal With The Perceptions:** Grantees are an important constituency; and a constituency with many other constituencies. A.I.D. is seen by many grantees as designing a new partnership program without wide grantee participation, thus ignoring the principles of partnership. The perceptions have to be met head-on. Grantees affect their communities as they do their audiences. In the absence of specific knowledge, many suspect A.I.D.'s "political" motives to try to advance policy goals through advocacy. The perception is fairly widespread. A.I.D. has to re-open wide communication with the grantees. And the Agency has to make good on its commitments. This can be achieved most demonstrably through allocation of funds for expanded grantee participation, including wide involvement of grantees in program planning.

◆ **Organize Around Critical Needs:** To assist overall planning, organize grantee "working groups" around the critical needs of the development education field identified in this evaluation: (a) Professional Development; (b) Grantee Networking and Outreach; (c) Research, Evaluation, Monitoring, and Reporting; (d) Audience and Dissemination Planning; (e) Sustainability Planning; (f) Special Audience Programming – e.g., primary and secondary schools; and (g) Constituency-building. Allocate program funds as necessary to develop the means to meet these needs.

◆ **Use Grantees' Experience:** Take the results of the working groups and give future program design problems to a "task force" fully representative of the grantee community. A.I.D. should work directly with the task force in developing a specific, consensus plan. The planning exercise should state DevEd goals and define the following: (a) funding categories; (b) grantee selection criteria; (c) indicators for measuring programming reach and effects; (d) data collection and reporting methods, (e) the DevEd message strategy; and (f) major needs for technical assistance and program guidelines.

◆ **Open Up The A.I.D. Conference:** Engage the grantee community in ways that are helpful to those continuing any effort to internationalize local and institutional agendas, whether DevEd grantees or not. The engagement could culminate in A.I.D.'s next annual conference. Prior to the conference, there should be a matching-funds, consultative workshop that pulls in a pool of current and previous grantees to consider programming indicators based on the consensus DevEd program plan. Their synthesis should be presented to the conference.

◆ **Set Aside Funds:** Create a budget category for "Grantee Participation" to ensure wide grantee participation in (a) the DevEd program planning task force; (b) working groups; (c) the first consultative workshop. Money is needed to ensure grantee participation as a basis for a long-term commitment to a program concept.

3. **SELECTION STRATEGY:** The type of organization carrying out a DevEd program is less important than the personalities and commitment of the people in the program.

However, some criteria that affect success can be stated as grantee selection criteria.

◆ **State New Selection Criteria:** Requests for Proposals (RFP) should state grantee selection criteria as favoring: (a) Organizations that are already doing development education as part of their programming or whose mission statement envelops such programming; (b) whose proposal provides evidence of support of staff, CEOs, Boards of Directors; (c) whose leadership offers a commitment and a realistic plan of sustainment of DevEd activities beyond A.I.D. funding; (d) whose partnership with other institutions presents a set of naturally-related constituencies identified by separate and mutual objectives; and (e) whose partners show their separate and mutual responsibilities for audience dissemination and tracking.

◆ **Provide Guidelines:** RFPs should contain new A.I.D. guidelines for message development, audience-reach monitoring, effects evaluation, dissemination, and reporting. The guidelines would describe the specific types of indicators that will be used evaluating grantees' project objectives, messages, audiences, dissemination, and effects. Proposal review should give weight to demonstrated understanding and use of A.I.D.'s guidelines. These guidelines are described below. They are jointly developed with the grantees to ensure consensus in design and compliance in reporting.

◆ **Define Project Objectives:** A.I.D. should define DevEd program funding categories by projects' objectives and their relations to other projects. This will ensure equity and balance in grantee selection and funding. For example, local-to-national audience-reach should be part of the selection strategy to ensure coverage at all levels. The three defining characteristics of projects are: (a) Scope: Plan funding by the scope of project activities -- local, state, regional, national. (b) Relationships: Plan funding by networking opportunities with other grantees, partner organizations, and community institutions. (c) Objectives: Plan funding by audience reach and impact objectives of audience awareness, audience involvement, professional capacity-building, and community integration and institutionalization.

◆ **Develop Indicators by Objectives:** As suggested above, the four objectives of DevEd programming should be (a) awareness, (b) involvement, (c) professional development, and (d) community-building. Developed in advance for each type of objective, the indicators give different answers to the question of "Education for What"? For example, different indicators would distinguish first-time grantees who are working locally or at the national level; and they would distinguish longer-time grantees who have moved beyond raising audience awareness in the short-term to expanding community-institutional relationships in the longer-term.

◆ **Make Budget Provisions:** Grantees' proposals must show plans and appropriate budgets for audience-reach monitoring and effects evaluation.

◆ **Extend Project Timelines:** Individual grantees usually succeed with the money they have. But they need more time. Consider allowing about four years for a three-year budget.

◆ **Review the Mini-Grants Strategy:** Under the DevEd program, mini-grants work well for large organizations trying to influence their chapters and affiliates. But, as observed in other programs, mini-grants sometimes don't work well between different organizations, if large grant-holders pursue an institutional agenda that doesn't find room for other's innovations. Review the grants strategy to ensure specific agreements on objectives and grants conditions.

4. **MESSAGE STRATEGY:** A more consistent message strategy would create unity around certain themes, yet promote grantees' diversity and networks as well. Each grantee's message strategy should, to the extent reasonable, promote interrelated core themes, affinity themes, and professional capacity-building themes.

◆ **Define Core Themes:** DevEd should address world population growth. The top-priority core themes should be hunger, poverty, and population. Whereas Americans think many types of U.S. programs are effective, they are skeptical of the effects of foreign assistance on poverty and population. They support both, and are particularly in favor of increasing family planning education and birth control programming.

◆ **Define Affinity Themes:** A second category of themes are those to which interdependency and the core themes should be linked. The environment should be the top-priority affinity theme. Americans tend not to see the link between the environmental conditions of the U.S. and the Third World and many are skeptical of the effects of our assistance on improving Third World environments. Democracy-building should be another priority affinity theme. It has increasingly strong public support.

◆ **Define Capacity-Building Themes:** A third category of themes are those that publicly promote the networking of grantees and constituencies, hence the growth and strengthen of the development education field. It is as important to support the infrastructure as it is to build it. So, messages should give audiences "something to do." Supporting local institutional networks is a specific action that can be tied to core/affinity themes.

◆ **Improve Treatment of Interdependency:** The grantees already use global interconnections as their principal vehicle for carrying other themes. Make it a requirement. But there is an imbalance in their treatments. So, review grant proposals for the extent to which interdependency is treated as: (a) U.S. assistance benefits the Third World; (b) benefits to the Third World benefit the U.S.; (c) benefits to the U.S. benefit the world; and (d) benefits to the Third World benefit the world.

◆ **Add Audience Contact:** A.I.D.'s leadership and other audience categories work well. But build into the message strategy the types of audiences by programming contact: (a) Primary Audience: contact is direct, personal, small-group – training, classroom; (b) Secondary Audience: contact is in group settings – workshops, conferences; and (c) Tertiary Audience: contact is indirect, impersonal, at a distance – publicity, articles.

◆ **Provide Evidence:** DevEd messages have to substantiate their claimed goodness. Even with case studies and anecdotes, require grantees' messages to provide evidence of: (a) quality of program effort and benefit; (b) equity of reach and benefit; (c) program cost-effectiveness; and/or (d) impact – where the beneficiary may be a family or a nation. Prove it.

◆ **Seek Field Documentation of Results:** To substantiate grantees' claims for the benefits of humanitarian and economic assistance, the PVC Office should explore with A.I.D. Regional Bureaus whether and how to set new contract requirements for in-country projects that help USAID Missions get videocamcorder evidence of success/failure results of programming on the ground. Many Americans believe in the effectiveness of assistance programs. Messages should, therefore, focus more on the personal, results of the delivery chain than on the chain itself.

◆ **Build in Message Purpose:** Some of the recommendations above would develop a new grantee selection strategy based on projects' relationships and their objectives. Build the same objectives into the message strategy as criteria for funding and planning messages. Grantees' proposals should specify their message purposes: (a) audience awareness; (b) audience involvement and action; (c) professional development and networking; and (d) community/institution-building.

◆ **Give Technical Assistance in RFPs:** The pieces and the whole message strategy can become A.I.D. guidelines for assisting grantees. And they should be stated as project design criteria in the RFPs. Each grantee's message strategy should be developed as part of a cooperative plan of action with its partner institutions. Over time, cooperative message strategies should become a goal for the field -- i.e., mutual support.

◆ **Reconsider the Term "Development Education":** For many grantees and their audiences, "development education" is not meaningful. Many don't like the term. And many use it only in talking to A.I.D. Others have found other terms. Consider shifting the emphasis from "development" to "links" -- that is, the links between development assistance and worldwide benefit. Americans widely accept the concept of global interconnections.

5. **DISSEMINATION STRATEGY:** In designing DevEd projects (expecting adjustments with experience), the information uses and users can be and must be identified in advance and budgeted for. New concern for some old audiences is needed to treat them as important dissemination targets.

◆ **Involve A.I.D. Audiences:** According to PVC and other A.I.D. respondents, the DevEd program is not well understood within the Agency and it has weak relations with the Regional Bureaus and other key Agency offices and programs. An inter-office working group should be established for a short time (a) to detail what kinds of information the DevEd program has on its activities and Americans' support for Third World assistance that would be useful to other Bureau's programming; and (b) to determine what kinds of evidence of in-country USAID projects' effectiveness is available that could help DevEd grantees to substantiate their claims for development assistance benefits. Information-sharing can be a useful first step in improving networking.

◆ **Involve The Grantees:** The grantee community should be a more important DevEd program dissemination target. Other than the A.I.D. annual conference (which some grantees think is becoming too restricted) and the PVC calendar of events (which is not a basis for project replication), there are no formal mechanisms for informing grantees of what A.I.D. or other grantees are doing.

◆ **Involve Grantees' Parent Institutions:** Grantees' larger institutional leadership and boards should become an more important dissemination target to improve the capability of DevEd projects to be sustained beyond federal funding.

◆ **Require a New Dissemination Product:** Each grantee's annual report should include a one-page summary of the project written to policy-makers. Specific reporting categories would be: Purpose, audience, activities, achievements, evidence, and next steps. With adaptation, it would have many uses. For example, A.I.D. could make a synthesis for its Congressional

Presentation; FHIA/PVC could compile a booklet for the A.I.D. Administrator, Regional Bureaus, and others; and each one-pager could be sent to other grantees.

◆ **Require Use of Audience Disseminators:** The evidence of spirited interest and great relevance of DevEd audience members for wide educational impact is compelling. Given their opinionated communication behavior and group memberships, encourage grantees to make greater missionary use of audience members. For example, require grantees to develop brief, attractive pass-on products. Press these into the hands of target audiences as factual talking points with the families, friends, and co-workers.

◆ **Specify Audience-Reach Indicators:** Indicators and means of measurement can be specified, and reporting routinized. There are information-dissemination "flow" models available that track information within and among organizations, by audiences, by intended and spin-off uses of materials, and other criteria. Use them to develop a DevEd audience-tracking system. Provide the system as technical assistance to grantees and require measurement as part of proposal budgets.

◆ **Measure Audience Reach:** It's fairly easy to track primary and secondary audience reach. It costs money to follow them up for impact measurement. However, at least with the DevEd audience, mail works. They learn from, respond to, and contribute money because of materials they receive in the mail. It's worth a trial to develop a simple set of effects indicators for, say, six-month and 12-month follow up to samples of grantees' audiences via the mail. The indicators would be specific actions that people have or have not taken in further exposure, program participation, group memberships, contributions. If the trial is successful, then it would be worth a sub-sample of interviews to "verify" claims for behavioral changes.

◆ **Get "Pass-On" Exposure Indicators:** How many people are reached indirectly through the media is a great problem for the grantees. However, national print and broadcast media, many local media, and advertising agencies have over the years developed useful formulas for estimating "pass-on" exposure by type of medium by type of audience by markets. For types of media, these pass-on exposure estimates can be useful A.I.D. guidelines to grantees. For individual communities, grantees should be encouraged to get their own.

◆ **Require Multi-Media Product Plans:** The RFPs should require grantees' proposals to show how they plan to make multi-media uses of any single set of intended products. With adaptations, any set of products should be intentionally designed in advance to have other lives with other audience in other presentation forms: for example, as presentations for A.I.D. Regional Bureaus, as grantee training workshops, as presentations to institutional boards, as curricula supplements, as public awareness material. Any materials can serve both technical training and community outreach purposes. The grantees know this and can be encouraged to do it.

6. **TARGET AUDIENCES:** DevEd's audience strategy is very good. If strength is needed, it is to invest more in the longer-term development of international awareness and values among primary and secondary students. Many educators believe that Americans will not think internationally until they grow up with it.

◆ **Define Grantees as a Target Audience:** The grantees are a top-priority, highly cost-

effective program audience. Many carry out development education activities with their own personal or institutional resources. They have extensive, personal and institutional networks in their communities. Professional development materials, A.I.D. technical assistance guidelines, up-dates on successful programming models should be shared with the grantees. All project budgets should be planned with dissemination to other grantees as a line-item.

◆ **Give Higher Priority to Internationalizing School Curricula:** This should be a top priority. By present grantee activities, it is not. Make international education a grantee funding category.

◆ **Continue School-based Programs:** Most school projects seen in this evaluation were working well. The strategy of working through affinity issues (e.g., environment, geography) to integrate an international perspective works well. Teacher training, hands-on classroom activities, Third World visitors, new courses on the Third World all have been enthusiastically received. Learning gains are impressive and there is a lot of qualitative evidence of behavioral changes outside of class. Continue such projects with new emphasis on out-of-class measurement of effects on students.

◆ **Promote Information-Sharing:** There are some 13,000 U.S. school districts. How education is delivered is a local district and community issue, not the state's and not Washington's – with few exceptions. And, working locally, DevEd grantees can do a lot. Although many of their local projects are excellent, their coverage is scattershot, uncoordinated, and not replicated. By building deliberate cross-project sharing, A.I.D. could bring coherence and dynamism to the effort.

◆ **Require Prior Audience Research:** Several grantees pre-test their materials. But few show how pre-testing improves materials. Some do pre- and post-testing of training and classroom learning. But, lacking a budget allocation, none follows up on audience effects. Similarly, almost none does audience research in advance of programming – either to better define the audience, tailor messages, or set baselines for later measurement. Grantees' budgets have to allocate a line-item to prior audience research. In the long-run, the cost-benefits to programming should at least balance out the costs.

7. **MONITORING, EVALUATION, AND REPORTING:** Grantees need and want help in planning, doing, and reporting evaluations. But A.I.D. and the grantees need a new perspective that money allocated to budgets for research, monitoring, and evaluation do not compete with programming funds. They have been seen as inseparable in delivery.

◆ **Undertake a Single, On-going Exercise:** All DevEd programming elements are interrelated. Their indicators must be planned in interrelationships too; particularly developing indicators and baselines for (a) near-term to long-term programming and capacity-building and networking; (b) grantee selection/project design; (c) message strategy; (d) dissemination planning; (e) audience reach; and (f) audience effects. To truly influence the field, these have to be done together as a single, coherent, on-going exercise. It may take several months to produce agreements and guidelines. Then, they too have to be evaluated by use with grantees.

◆ **Hold an Indicators Workshop:** As recommended earlier in the context of the program planning task force activities, invite a wide representation of grantees to a workshop to develop

indicators. The critical issue is to develop consensus on workable indicators of, for example, how to connect DevEd messages with audience behavior. Grantees have experience and many ideas. Use them as the "database" they are. Given their interest, many grantees may cover or match their costs of participation. Getting consensus indicators is essential.

◆ **Evaluate the Evaluation Workshop:** The Interaction evaluation workshop for grantees was an excellent idea, but it got mixed reviews and there is no wide evidence yet that it improved grantees' evaluations. A.I.D. needs to develop indicators to measure outcomes of such workshops found in grantees' projects. How useful are the tools? If used, how do they improve project evaluations?

◆ **Study Domestic Vs. International Priorities:** There is great support for U.S. foreign assistance in the abstract. We need to know more about the strength of public support, especially when faced with domestic budget trade-offs. Under what specific, alternative conditions does public support wilt or remain steadfast when confronted with domestic needs? This is audience research information that A.I.D. needs that, within the appropriate limits of Biden-Pell objectives, it can better guide the design of grantees' messages.

◆ **Use Piggyback-Polling Measures:** Results of the national surveys contradicted some notions of Americans' support for foreign assistance and of the impact of DevEd grantees. There are many syndicated national polls and scores of metropolitan media polls, as well as polls by foundations, multinationals, and others. Research directors are open to impartial ideas. For no more than telephone charges, A.I.D. should monitor the up-coming national polls and grantees should keep up with local polls, all looking for opportunities to "piggyback" a few non-partisan questions onto planned surveys. Develop, for example, a small core of questions on public support and a small core of indicators on grantee-related activities. Try to get them used.

◆ **Allow No Fluff Reporting:** Instead of evaluations, many grantees send other, proxy materials to A.I.D. as evidence of activities. If A.I.D. can provide evaluation technical assistance to the grantees, it can then require grantees to maintain "products/materials" files and not send such materials as part of their reporting. A.I.D. files do not need lists of leaders or journalists contacted, conference agenda, annual institution reports, lists of publications, reprints of articles, and others. As further technical assistance, develop reporting criteria and include them in the RFPs and grant agreements. If products and materials are needed for some later purpose, they can be requested. Keep grantees focused on reporting requirements.

◆ **Change Reporting Reward System:** Rarely do grantees report project weakness or failures. RFPs should stipulate, and grant agreements must require, success/failure reporting. To strengthen DevEd models, there must be lessons-learned reporting on what doesn't work too. Make it a section of all reports. Take the negativism out of the requirement by showing grantees the Agency's acceptance that things don't always work well and the Agency's interest in their recommendations for how to resolve problems.

◆ **Get Field Evidence of Failure Too:** If the Regional Bureaus can pursue getting videocamcorder documentation of project results, both USAID Missions and contractors have to be persuaded that A.I.D. top management equally rewards evidence of success and failure. From the DevEd program's perspective, their audiences will find effectiveness claims more credible if evidence is given of the conditions of unsuccessful assistance too. Systematic visual

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documentation of the strengths and weaknesses of assistance will improve programming models. We encourage the FIA Bureau to try to negotiate with Regional Bureaus new requirements for field evidence of both success and failure, and strengthen their working relations in the process.

◆ **Give Evidence of the Reward System:** Fundees are not likely to believe that funders want the bad news too, unless they see it pay off. Every A.I.D. conference and workshop should include sessions on model-building, developed around reported strengths and weaknesses. Over time, the logic of reporting "what works/what doesn't work" should influence RFPs, proposal review, program evaluation; as well as filter into grantee's training workshops and professional development activities.

8. **PROFESSIONAL AND PROGRAMMING CAPABILITY:** A.I.D. and the grantees together have to take a systemic approach to capacity-building. This doesn't have to require more funding but does require reallocation of present funds to ensure that different parts of the same system develop together. If treated together, the synergy of "equal" parts will achieve more than an imbalanced system that promotes parts unevenly.

◆ **Create New Funding Categories:** In summary of some the recommendations above, new budget categories should be created to ensure that all important parts of the DevEd "system" develop together. For example, "Monitoring and Evaluation" is one part of DevEd that has to be strengthened. Funds to develop a better system should not be seen as competing with programming funds. Rather, strengthening the monitoring/evaluation system should make programming more cost-effective. Similarly, reallocating existing funds to a new budget category of "Grantee Participation" is another part of the DevEd system that has to be strengthened in order to strengthen DevEd programming.

New funding categories should be created for: ◆ Grantee Participation; ◆ Capacity-Building (including networking, partnerships, and other professional development – see below); ◆ Children and School Curricula; ◆ Monitoring and Evaluation; ◆ Replication and Dissemination; and ◆ Technical Assistance Guidelines.

◆ **Fund Professional Development:** Only three organizations have been given "professional development" grants. Expand this funding. Strengthening grantees' networks, institutional, and staff capabilities is an important objective – e.g., teachers, trainers, instructional aids, etc. It should have the same priority as audience-building.

◆ **Create Mechanisms for Replication:** Other than the A.I.D. conference, there is no formal avenue promoting grantee replication of others' project ideas. Projects address local conditions, organizations, and audiences. So pure replication is often not feasible. But adaptation is. For example, the "Global Village" exhibit in San Diego was a superior example of school, community, and business involvement, from which grantees would have gotten many good ideas for local adaptation. An A.I.D. conference presentation on that exhibit would be useful. Build replication into budgets. Make replication part of grantee's reporting, with equal emphasis on success and failure.

◆ **Make Duplication a Budget Item:** Many grantees understand replication to mean duplication of materials. Materials are seldom used just as they are, but are adapted to different uses. Nonetheless, duplication is important. Increase budget line-items for duplication. This

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is "secondary" programming that adds to, not detract from, "primary" programming.

◆ **Require Information on Sustainability:** We need more evidence on why projects are sustained or not. Make sustainability part of grantee's reporting – equal emphasis on success and failure. Also, set up a simple monitoring matrix to track changes in two key indicators of sustainability: (a) institutional support and (b) a development education mandate. Use the matrix to classify projects at their grant and design stage. Up-date the matrix with interim and annual reports. Evidence of changes in institutional and leadership support and development education activities must be reporting requirements.

◆ **Require Information on Networking:** There is much more local networking than is visible in grantees' reporting. A.I.D. should require grantees to include in their reports a section on community and institutional relations, cooperations, co-sponsorships, co-productions, informal partnering, exchanges, and the like. This is important evidence of the reach and vitality of DevEd. Lack of such evidence understates DevEd's community presence.

◆ **Train "Environments," Not Individuals:** When we train individuals, they usually return to a home environment in which nothing has changed but them. Make grantees' training projects include training for all organization members who are relevant to DevEd programming. This may include cross-cultural sensitivity training.

9. **A.I.D. MANAGEMENT:** To act on these recommendations and reduce the program management burden, A.I.D. should adopt a set of multi-purpose tools that are developed around common A.I.D.-grantee needs.

◆ **Get Consensus and Compliance:** Ensure that new requirements are specific and understood. Reducing A.I.D.'s management burden requires grantee's agreement and compliance with their specific requirements. In reviewing grantees evaluations, we found that even those organizations that could do evaluations often did not do them. With vague guidelines, they simply avoided compliance. Grantees' consensus will improve their compliance in project design, evaluation, and reporting.

◆ **Make Consistent Use of Tools:** Whatever systemic improvements are made (e.g., indicators workshops, technical assistance guidelines), they must become part of RFPs and contract agreements. For this, A.I.D. must make consistent use of the requirements in RFPs, budgets, technical assistance, and reporting. Consistency will reduce the program management burden.

◆ **Improve Project Reviews:** Use one "congruency diagram" as a simple management tool for visualizing project strengths and weaknesses, showing where any project does better or worse than expected. Reference materials for this evaluation give 17 criteria for measuring project achievements. For ease of reporting, grantees should report success/failure for each measure and give a single paragraph explanation for over- or under-achievement. This should be the heart of all reports; brief, terse, consistent, and relevant.

◆ **Improve Cost-Effectiveness:** As summarized in Table 13 below, A.I.D. should adopt consensus, multi-purpose tools will improve reporting through time-saving consistency in addressing several problems with the same devices. Cost-effective use of these management

tools requires the A.I.D.-grantee partnership to develop their tools and indicators by consensus; to make each tool serve multiple purposes; to reallocate funds instead of increasing budgets; to spread burden-sharing in lieu of new money; and to increase specificity and compliance to reduce the level of staff effort.

TABLE 13: A.I.D. MANAGEMENT TOOLS

RFPs & CONTRACTS	BUDGET REALLOC.	T.A. GUIDELINES	REPORTING
<ul style="list-style-type: none"> ◆ Grantee selection criteria ◆ Message strategy guidelines w/indicators; including theme priorities and treatments ◆ Prior audience research ◆ Dissemination guidelines w/indicators ◆ Partnership plans for message design and dissemination ◆ Audience-reach guidelines w/indicators ◆ Effects evaluation guidelines w/indicators ◆ Sustainability plan ◆ Multi-media products plan ◆ Reporting guidelines ◆ Congruency diagram 	<ul style="list-style-type: none"> ◆ Grantee planning task force ◆ Grantee working groups ◆ Monitoring and evaluation indicators workshop ◆ Review mini-grant strategy ◆ Proposal budgets include audience-reach monitoring and evaluation plans w/indicators ◆ Prior audience research ◆ Dissemination planning identification of information users and uses ◆ Trial study w/mail indicators of effects and a sub-sample verification follow-up ◆ Funding categories: professional development and international education projects ◆ Replication and sustainability funding & duplication 	<ul style="list-style-type: none"> ◆ Near-term and long-term evaluation indicators ◆ Grantee selection strategy w/project objectives ◆ Message development guidelines w/indicators; including theme priorities and treatments ◆ Audience-reach guidelines w/indicators and flow models ◆ "Pass-on" exposure formulas ◆ Effects evaluation guidelines w/indicators ◆ Dissemination guidelines w/indicators ◆ Replication and sustainability monitoring ◆ Reporting guidelines 	<ul style="list-style-type: none"> ◆ Evidence of project changes based on research ◆ Audience reach ◆ Effects evaluation ◆ Replication and sustainability indicators and reporting ◆ Congruency diagram of strengths and weaknesses w/ one paragraph on each ◆ Lessons learned report section (disseminate to grantees) ◆ Networking report section ◆ Annual one-page project summary for policy-makers ◆ Dissemination to other grantees

A.I.D. can bring more coherence to the DevEd field, benefiting all organizations whether they are grantees or not. Of course, many opportunities for other kinds of technical assistance and guidelines will surface. For example, the next A.I.D. conference on marketing should produce a set of "how-to" audio/visual materials and written guidelines for grantees' self-help marketing improvements. Likewise, this evaluation touches on a number of issues for which guidelines to the field would be invaluable, for example, "how to personalize messages" or an up-datable inventory of "what works/what doesn't work" circulated annually to grantees.

By building on the 10-year partnership, a continuing dialogue and free information-sharing on improvements will greatly benefit all participants in the DevEd program.

Attachment 1: Grantees

GRANTEES BY TYPE OF ORGANIZATION/FUNCTION

I. Educational

1. American Forum for Global Education
2. California Museum of Science and Industry
3. Cornell University
4. Heifer Project International
5. M.S.U. School of Labor/Industry Relations
6. Washington State University

II. Membership/Association

1. American Association of School Administrators
2. American Home Economics Association
3. American Institute for Free Labor Development
4. American Association for International Aging
5. American Jewish World Service
6. Association of Big Eight Universities
7. Association of North Dakota Geographers
8. Michigan Partners of the Americas
9. National Association of Social Workers
10. National Association of Wheat Growers
11. National Council of Negro Women
12. National Council of Returned Peace Corps Volunteers
13. National Governors Association
14. National Rural Electric Cooperative Association
15. Society for International Development

III. Coordination/Cooperation

1. Agricultural Cooperative Development International
2. Credit Union National Association Foundation
3. Global Tomorrow Coalition
4. Interaction
5. INSA
6. International Management and Development Institute
7. National Cooperative Business Association
8. Overseas Cooperative Development Committee
9. Phelps Stokes Fund
10. Quad-Cities World Council

IV. Policy/Study

1. American Association for World Health
2. American Youth Work Center
3. American Forestry Association
4. Atlantic Council of the United States

5. Bread for the World
6. Centre for Responsive Governance
7. Citizen's Network for Foreign Affairs
8. End Hunger Network
9. Foreign Policy Research Institute
10. Foundation for Agriculture Education and Development
11. Global Learning
12. Hunger Action Centre
13. Impact on Hunger
14. Institute for Cultural Affairs
15. Interfaith Hunger Appeal
16. International Fund for Agricultural Research
17. League of Women Voters
18. Minnesota International Center
19. National Committee for World Food Day
20. National Wildlife Federation
21. OEF International
22. Women Historians of the Mid-West
23. World Hunger Education Service

V. Service

1. Boy Scouts
2. National 4-H Council
3. YMCA
4. YWCA

VI. Technical Assistance

1. Accion
2. Academy for Educational Development
3. Africare, Inc.
4. Booker T. Washington Foundation
5. CARE
6. Catholic Relief Services, Inc.
7. Close-Up Foundation
8. E.A. Jaenke and Associates, Inc.
9. Institute for International Research
10. International Institute for Rural Reconstruction
11. International Trade and Development Education Foundation
12. National Association of Partners of the Americas, Inc.
13. National Council for International Health
14. Pan American Development Education
15. Plan International, USA
16. Population Reference Bureau
17. Save the Children
18. Technoserve, Inc.
19. Volunteers in Overseas Cooperative Assistance
20. World Education, Inc.

Grantees by Primary Behavioral Change Model

I. Media/Publicity/Coverage

Academy for Educational Development
CARE
End Hunger Network
Foreign Policy Research Institute
Independent Broadcasting Association, Inc.
National Association of Social Workers
National Committee for World Food Day
Public Interest Video Network
Save the Children
South Carolina Educational Television
WETA-TV
WGBH-TV

II. Publications/Reference Materials

American Forum for Global Education
American Youth Work Center
Center for Responsive Governance
International Fund for Agricultural Research
World Resources Institute

III. Conferences/Seminars/Workshops

American Association for International Aging
American Jewish World Service
Atlantic Council of the United States
Booker T. Washington Foundation
Boy Scouts
Bread for the World
California Museum of Science and Industry
Citizen's Network for Foreign Affairs
Credit Union National Association Foundation
E.A. Jaenke and Associates, Inc.
Foundation for Agricultural Education and Development
Global Tomorrow Coalition
International Management and Development Institute
INSA
Institute for Cultural Affairs
International Institute for Rural Reconstruction
League of Women Voters
National Association of Partners of the Americas, Inc.
National Cooperative Business Association

VII. Media

1. Independent Broadcasting Association
2. Panos Institute
3. Public Interest Video Network
4. South Carolina Educational Television
5. WETA-TV
6. WGBH-TV
7. World Resources Institute

National Council of Returned Peace Corps Volunteers
National Governors Association
National Rural Electric Cooperative Association
National Wildlife Federation
OEF International
Overseas Cooperative Development Committee
Panos Institute
Phelps Stokes Fund
Plan International
Quad-Cities World Affairs Council, Inc.
World Hunger Education Service

IV. Training/Training-of-Trainers/Leadership

Accion International
Africare, Inc.
Agricultural Cooperative Development International
American Association for Free Labor Development
Association of North Dakota Geographers
Consortium for International Cooperation in Higher Education
Interaction
Interfaith Hunger Appeal
International Trade and Development Education Foundation
National Association of Wheat Growers
Michigan Partners of the Americas
Minnesota International Center
National Council for International Health
National Council of Negro Women, Inc.
National 4-H Council
Society for International Development
VOCA
Washington State University
World Education, Inc.
YMCA
YWCA

V. Curriculum Development/Courses/Classes

American Forestry Association
American Home Economics Association
American Association of School Administrators
American Association for World Health
Association of Big Eight Universities
Close-Up Foundation
Cornell University
Global Learning
Heifer Project International
Hunger Action Center
Impact on Hunger
Michigan States University-School of Labor and Industrial Relations

Pan American Development Foundation
Population Reference Bureau
TechnoServe
Women Historians of the Midwest

VI. Other

Catholic Relief Services

DEVELOPMENT EDUCATION GRANT RECIPIENTS¹
(N=88 GRANTEES, 1982-Current)

NAME	NUMBER	YEARS FUNDED
1. EARLY (1982-86; N=25)		
Ass'n of N.Dakota Geographers	2	85,86,87
Bread for the World	1	82,83
Catholic Relief Svcs-USCC	1	83,84
Center for Responsive Governance	1	82,83
* Episcopal Church	1	85,86
Fndn for Agricultural Ed and Development	1	84,85,86,87
* Goodwill Industries	1	85,86
Hunger Action Center	1	83,84
Impact on Hunger	1	83,84,85
Institute for Cultural Affairs	1	84,85,86
Int'l Management & Development Institute	1	84,85,86
Int'l Trade & Development Ed Fndn	1	85,86,87
Michigan Partners of the Americas	1	82,83
Minnesota Int'l Center	1	82,83,84,85,86,87
Nat'l Council for Int'l Health	1	83,84
Nat'l Council of Negro Women	1	84,85
Nat'l Rural Electric Co-op Assoc.	1	83,84,85
Overseas Coop. Development Committee	1	82,83,84
Phelps Stokes Fund	1	83,84,85,86
Quad-Cities World Council-Univ. of Illinois	1	83,84,85
WETA-TV	1	85,86,87
Booker T. Washington Fndn	2	82,83,84,85
World Education, Inc.	1	82,83,84
World Resource Institute (aka Earthscan & IIED)	1	83,84,85,86,87
World Hunger Education Service	1	83,84,85
* Closed-out, no money spent (not coded)		
2. MID-TERM (1987-92; Grants completed; N=38)		
Academy for Educational Development	1	87,88,89
ACCION International (AITEC)	2	82 - 91
Agricultural Co-op Development Int'l	1	87,88,89,90
American Ass'n for World Health	1	85,86,87,88
American Ass'n of School Administrators	1	87,88,89,90
American Home Economics Ass'n	1	85,86,87,88
American Inst. for Free Labor Development	1	87,88,89
American Jewish World Service	2	86,87,88,90,91,92
American Youth Work Center	1	87,88,89,90

¹ Grantees are shown by number of grants received and the years in which grants were active.

Ass'n of Big Eight Universities	1	91,92 (closed out 92)
Atlantic Council of the U.S.	1	87,88,89
Boy Scouts of America	1	87,88
CARE	1	84,85,86,87,88
Consortium for Int'l Co-op in Higher Ed.	1	84,85,86,87,88 ²
Credit Union Nat'l Ass'n Fdn.-CUNA	2	82,83,84,85,90,91
End Hunger Network	2	83,84,85,86,87
Global Learning	1	88,89,90,91,92
Global Tomorrow Coalition	2	87,88,89,90,91
Heifer Project Int'l	2	86,87,88,89,90,91
INSA, Int'l Svc Ass'n for Health, Inc.	2	83 - 91
InterAction	1	87,88,89,90,91,92
Int'l Fund for Agricultural Research	1	88,89,90
E.A. Jaenke & Assoc., Inc.	2	84,85,86,87,88
Nat'l Assoc. of Partners of Americas, Inc.	2	84 - 87, 89 - 92
Nat'l Committee for World Food Day (Community Nutrition Institute)	3	82,83,84,85,86,87,88,89
Nat'l Cooperatives Business Assoc.	1	88,89,90,91
Nat'l Council-Rtnd Peace Corps Volunteers	2	84,85,86,87,88,89,90,91
Nat'l Governors Assoc.	2	84,85,86,89,90
Nat'l Wildlife Federation	1	84,85,86,87,88
Nat'l 4-H Council	1	89-92 (closed out Dec.92)
OEF Int'l	3	82 - 91
Pan American Development Foundation	1	85,86,87,88
Public Interest Video Network	1	88,89,90,91
Save the Children Federation	2	82,83,84,85,86,87,88,89
Society for International Development	1	88,89,90,91
South Carolina Ed. TV	1	89,90
Volunteers in Overseas Cooperative Assistance	1	89,90,91,92
WGBH-TV	1	87,88,89,90

3. CURRENT (Active as of Dec. 1992; N=25)

Africare, Inc.	2	83,84,89,90,91,92,93
American Ass'n for Int'l Aging	1	89,90,91,92,93
American Forestry Ass'n	1	90,91,92,93
American Forum for Global Education (aka Global Perspectives in Education)	2	84 - 93 ²
California Museum of Science & Industry Fdn.	1	92,93
Citizen's Network for Foreign Affairs	3	86 - 93
Close Up Foundation	1	92,93
Cornell University	1	90,91,92,93
Foreign Policy Research Institute	1	92,93
Independent Broadcasting Ass'n, Inc.	2	86 - 90, 92 - 93
Institute for Int'l Research	1	88,89,90,91,92,93
Interfaith Hunger Appeal	2	89,90,91,92,93

² Files confiscated, not coded.

Int'l Institute of Rural Reconstruction	1	91,92,93
League of Women Voters Ed. Fund	1	91,92,93
M.S.U. School of Labor/Indust. Relations	2	91,92,93
Nat'l Assoc. of Social Workers	2	88,89,90,91,92,93
Nat'l Assoc. of Wheat Growers Fndn	1	90,91,92,93
Panos Institute	2	89,90,91,92,93
Plan Int'l, USA (aka Child Reach)	3	88,89,90,91,92,93
Population Reference Bureau	4	83 - 87, 90 - 93
Technoserve, Inc.	1	90,91,92,93
Washington State University	1	91,92,93
Women Historians of the Midwest	2	87 - 93
YMCA	4	82 - 93
YWCA of the USA	2	89,90,91,92,93

Attachment 2: Grantee Subsample

GRANTEE SUBSAMPLE FOR MATERIALS CONTENT ANALYSIS

(n = 26)

1. NAME	NUMBER	YEARS FUNDED
1. EARLY (1982-87; N = 4)		
Catholic Relief Services	1	83,84
Impact on Hunger	1	83,84,85
Minnesota International Center	1	82,83,84,85,86,87
World Resources Institute (<u>aka</u> Earthscan & IIED)	1	83,84,85,86,87
2. MID-TERM (1982-92); N = 8)		
American Association for World Health	1	85,86,87,88
American Jewish World Service	2	86,87,88,90,91,92
Boy Scouts of America	1	87,88
Global Learning	1	88,89,90,91,92
Interaction	1	87,88,89,90,91,92
Nat'l Committee for World Food Day	3	82-89
OEF International	3	82-91
Society for International Development	1	88,89,90,91
3. CURRENT (up to March 1993; N = 16)		
Africare, Inc.	2	83,84,89-93
American Ass'n for Int'l Aging	1	89,90,91,92,93
American Forestry Association	1	90,91,92,93
American Forum for Global Education (<u>aka</u> Global Perspectives in Education)	2	84-93
Citizen's Network for Foreign Affairs	3	86-93
Independent Broadcasting Association, Inc.	2	86-90, 92,93
Institute for International Research	1	88,89,90,91,92,93
Interfaith Hunger Appeal	2	89,90,91,92,93
Nat'l Assoc. of Social Workers	2	88,89,90,91,92,93
Nat'l Association of Wheat Growers Foundation	1	90,91,92,93
Panos Institute	2	89,90,91,92,93
Population Reference Bureau	4	83-87, 90-93
Technoserve, Inc.	1	90,91,92,93
Women Historians of the Midwest	2	87-93
YMCA	4	82-93
YWCA	2	89,90,91,92,93

GRANTEE SUBSAMPLE FOR PHONE SURVEY

(n = 28)

1.	NAME	NUMBER	YEARS FUNDED
1.	EARLY (1982-87; N = 4)		
	Fdn. for Agricultural Ed. and Development Hunger Action Center (now Hunger Awareness Resource Center)	1	84,85,86,87
	Minnesota International Center	1	83,84
	World Resources Institute (<u>aka</u> Earthscan & IIED)	1	82,83,84,85,86,87
		1	83,84,85,86,87
2.	MID-TERM (1982-92); N = 8)		
	Agricultural Co-op Development Int'l	1	87,88,89,90
	American Jewish World Service	2	86,87,88,90,91,92
	Atlantic Council of the U.S.	1	87,88,89
	CARE	1	84,85,86,87,88
	Global Learning	1	88,89,90,91,92
	Interaction	1	87,88,89,90,91,92
	Nat'l Committee for World Food Day	3	82-89
	Save the Children Federation	2	82-89
3.	CURRENT (up to March 1993; N = 16)		
	American Forestry Association	1	90,91,92,93
	Citizen's Network for Foreign Affairs	3	86-93
	Close Up Foundation	1	92,93
	Cornell University	1	90,91,92,93
	Independent Broadcasting Association, Inc.	2	86-90, 92,93
	Institute for International Research	1	88,89,90,91,92,93
	Interfaith Hunger Appeal	2	89,90,91,92,93
	Int'l Institute of Rural Reconstruction	1	91,92,93
	League of Women Voters Ed. Fund	1	91,92,93
	Mich. St. Univ. School of Labor/Indust. Relations	2	91,92,93
	Nat'l Assoc. of Partners of the Americas, Inc.	2	84-87, 89-92
	Nat'l Association of Wheat Growers Foundation	1	90,91,92,93
	Population Reference Bureau	4	83-87, 90-93
	Technoserve, Inc.	1	90,91,92,93
	Washington State University	1	91,92,93
	YWCA	2	89,90,91,92,93

Attachment 3: Individual Interviews

Individual Interviews

A.I.D. Officers

Greg Niblett
Sally Montgomery
Lou Stamberg
David Watson
Catherine Coughlin
Beth Hogan
Tracy Dougherty
Aida Jo Mann
Susan Saragi

Development Education Leaders

Anthony Hewitt--UNICEF
Thomas Keehn--American Forum for Global Education
Robin Davis--INSA
Ken Phillips--ChildReach
Tom Fox--World Resources Institute
Jan Thornton--World Vision
John Costello--Citizens' Network for Foreign Affairs
Carolyn Long--InterAction
Andrew Rice--International Development Conference
John Sommer--World Learning, Inc.
Andrew Smith--American Forum for Global Education
Helen Kirschner--American Association for International Aging
Thomas Spaulding--YMCA of the USA
Susan Hill Gross--Upper Midwest Women's History Center
Eileen Kelly--National Association of Social Workers

Grantees

Katherine Riddle--Foundation for Agricultural Education and Development
Chris Wilde--Hunger Action Center
Jeffrey Brown--Global Learning
Dorothy Fisher--Agricultural Cooperative Development Int'l.
Carol Steinberg--Minnesota Int'l Center
Pat Young--National Committee for World Food Day
Rosemarie Phillips--World Resources Institute
Elizabeth Weldstein-Hart--CARE
Lee Mulane--Save the Children
Andy Griffel--American Jewish World Service
Carolyn Long--InterAction
Elion Lomax--Atlantic Council
Ted Field--American Forestry Association
John Costello--Citizen's Network
Cathy Oakerland--Close-Up Foundation
James Haldeman--Cornell University
Martine Crandall-Hollick--Independent Broadcasting Association

Mike Rock--Institute for International Research
Bill Savitt--InterFaith Hunger Appeal
Eric Blitz--International Institute for Rural Reconstruction
Allison Reed--League of Women Voters
Betty Barrat--M.S.U. School of Labor/Industrial Relations
Ellen Ferguson--National Association of Wheatgrowers
Martha Lewis--Partners of the Americas
Kimberly Crews--Population Reference Bureau
Andrea Luery--TechnoServe
Nancy Horn--Washington State University
Joyce Gillilan-Goldberg--YWCA

Attachment 4: Site Visit Schedule and Activities

Site Visit Schedule and Activities

Organization	Site	Staff FGD	Partic FGD	Leader Interv	Mgmt Review
American Forum for Global Education	NY City	3/10	3/11	3/12	3/12
National Association of Social Workers	NY City		3/12		
	Wash.D.C.	4/21		4/21	4/21
YMCA	Frost Valley, NY	3/18		3/18-19	3/18-19
	Wilmington, DE		5/4		
Women Historians of the Midwest	Minneapolis, MN	3/24	3/25	3/25	3/26
American Association for International Aging	Wash.D.C. area	3/22	3/20	3/20	3/22
Africare	Wash.D.C.	5/6		5/11	5/11
Citizen's Network	Wash.D.C.			5/14	
Panos Institute	Wash.D.C.			5/5	

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Attachment 5: Site Visit Congruency Diagram

SITE VISIT CONGRUENCY DIAGRAM

PERCENTAGE ACHIEVEMENT	0%	10	20	30	40	50	60	70	80	<u>90</u>	100	110	120	130	140	150
TIME																
MONEY																
LEADERSHIP																
STAFF																
STAFF TRAINING																
INSTITUTIONAL SUPPORT																
PRIM. AUDIENCE REACH																
SCND. AUDIENCE REACH																
PROGRAMMING/DELIVERY																
PRODUCTS/MATERIALS																
MESSAGES																
MEDIA/CHANNELS																
DISSEMINATION																
COLLABORATIONS																
NETWORKING																
MONITORING/EVALUATION																
REPORTING																

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Attachment 6: Questionnaires

PHONE NUMBER: () _____ STATE: _____ Male: <input type="checkbox"/> Female: <input type="checkbox"/> RESPONDENT'S NAME: _____	OFFICE USE ONLY: Q. NUMBER: _____ GEO. AREA: _____ VALIDATED BY: _____ 6-7 _____ INTERVIEWER'S USE: DATE: ____ / ____ / ____ TIME BEGUN: ____ : ____ INTER. ID: _____ TIME ENDED: ____ : ____ INTERVIEWER'S SIGN.: _____
---	--

Hello, my name is (first & last name). I'm an interviewer for a national public opinion survey. We're doing a study of America's relations with other countries. According to the research procedure, I need to speak with the youngest male in the household who is 18 years of age or older and at home. To start:

1. The term "Third World" is used to mean those developing countries in Africa, Asia and Latin America whose economies and standard of living are lower than the United States, Western Europe, and other more industrialized countries.

From what you have heard or read, would you say the economies in the "Third World" affect the U.S. economy a great deal, somewhat, not very much, or not at all?

Great deal	-5
Somewhat	-4
Not very much	-2
Not at all	-1
Don't know	-3
2. The United States provides "foreign aid" to developing countries in the "Third World." Such foreign aid includes humanitarian aid and economic assistance.
- 2a. Are you generally in favor of or opposed to U.S. giving of humanitarian aid to developing countries?

Favor	-3
Oppose	-1
Don't know	-2
- 2b. Are you generally in favor of or opposed to U.S. giving of economic assistance to developing countries?

Favor	-3
Oppose	-1
Don't know	-2
- 2c. In your opinion, is giving aid to "Third World" countries: more the spirit of American generosity, more the desire to sell our products, or more the desire to protect our national security? (PUSH FOR CHOICE)

American generosity	-1
Sell our products	-2
Protect our national security	-3
Don't know	-4
3. Some people use the term "Eastern Europe" to mean those countries that emerged after the break up of the Soviet Union and the communist countries in Eastern Europe. These Eastern European countries have economies and standards of living that are lower than the United States, Western Europe, and other more industrialized countries.

From what you have heard or read, would you say the economies in "Eastern Europe" affect the U.S. economy a great deal, somewhat, not very much, or not at all?

Great deal	-5
Somewhat	-4
Not very much	-2
Not at all	-1
Don't know	-3

4. The United States provides "foreign aid" to Eastern European countries. Such foreign aid includes humanitarian aid and economic assistance.
- 4a. Are you generally in favor of or opposed to U.S. giving of humanitarian aid to Eastern European countries?
- 4b. Are you generally in favor of or opposed to U.S. giving of economic assistance to Eastern European countries?
- 4c. In your opinion is giving aid to Eastern European countries: more the spirit of American generosity, more the desire to sell our products, or more the desire to protect our national security? (PUSH FOR CHOICE)

Favor	-3
Oppose	-1
Don't know	-2
Favor	-3
Oppose	-1
Don't know	-2
American generosity	-1
Sell our products	-2
Protect our national security	-3
Don't know	-4

5. I'm going to read a list of possible foreign policy goals that the United States might have. For each one, please say whether you think it should be a very important foreign policy goal of the United States, a somewhat important foreign policy goal, or not an important goal at all:

	VERY IMP.	S'WHAT IMP.	NOT IMP.	DON'T KNOW
a. Protecting the jobs of American workers.	-1	2	3	9
b. Protecting the interests of American business abroad.	-1	2	3	9
c. Protecting and defending human rights in other countries.	-3	2	1	9
d. Helping to improve the standard of living of less developed countries.	-3	2	1	9
e. Helping to bring a democratic form of government to other nations.	-3	2	1	9
f. Protecting victims of ethnic conflicts and civil wars in other countries.	-3	2	1	9

6. Which countries, if any, do you feel it is most important for the U.S. to give economic assistance to: the less developed countries in Asia, Africa, and Latin America; the countries that used to be part of the Soviet Union; or the other countries of Eastern Europe, like Hungary or Poland?

Asia, Africa and Latin America	-1
Soviet Union	-2
Eastern Europe (Hungary, Poland)	-3
(VOL) None	-4
Don't know	-5

7. To reach the largest number of people in the fastest time and lowest cost, who would do the best job in assisting other countries ... the United Nations, the U.S. government, private businesses, or private charities?

United Nations	-1
U.S. government	-2
Private businesses	-3
Private charities	-4
Don't know	-5

8. Now I'd like to read you a few statements with which some people agree and others disagree. I'd like your own opinion. Here's the first one - do you strongly agree, somewhat agree, somewhat disagree, or strongly disagree?

	--AGREE--			--DISAGREE--	
	STG	SOME WHAT	DK	SOME WHAT	STG
a. United States aid is essential if other countries are to become self-sufficient.	5	4	3	2	1
b. Helping other countries develop will make them more stable.	5	4	3	2	1
c. We need to solve our own poverty problems in the U.S. before we can turn attention to other countries.	1	2	3	4	5
d. U.S. aid helps us make or keep other countries as allies.	5	4	3	2	1
e. We should help farmers in other countries learn to grow their own food, even if it means they buy less food from the U.S.	5	4	3	2	1
f. Many aid programs are bad in the long run because they make other countries too dependent on us.	1	2	3	4	5
g. We need to solve our own unemployment problems in the U.S. before trying to create jobs in other countries.	1	2	3	4	5

9. Going back to Third World countries, do you think U.S. assistance to Third World countries (REPEAT): has had great effect, some effect, not much effect, or no effect at all:

		<u>GREAT</u> <u>EFFECT</u>	<u>SOME</u> <u>EFFECT</u>	<u>DK</u>	<u>NOT</u> <u>MUCH</u> <u>EFFECT</u>	<u>NO</u> <u>EFFECT</u>
A R O	a. On strengthening their - the Third World countries' - national economies.	5	4	3	2	1
	b. On encouraging the growth of democracy.	5	4	3	2	1
	c. On feeding the hungry and poor.	5	4	3	2	1
	d. On protecting victims of ethnic conflicts and civil war.	5	4	3	2	1
	e. Reducing population growth rates in these countries.	5	4	3	2	1
	f. Reducing poverty.	5	4	3	2	1
	g. Reducing death rates among children.	5	4	3	2	1
	h. Increasing people's level of education.	5	4	3	2	1
	i. Improving their ability to produce their own food supply.	5	4	3	2	1
	j. Conserving their - the Third World countries' - natural resources.	5	4	3	2	1

10. In the long run, if Third World countries do become stronger economically, do you think there will be (REPEAT): a very positive impact, somewhat positive, somewhat negative, or very negative impact:

		<u>VERY</u> <u>POS.</u>	<u>S'WHAT</u> <u>POS.</u>	<u>NONE</u>	<u>S'WHAT</u> <u>NEG.</u>	<u>VERY</u> <u>NEG.</u>	<u>DK</u>
A R O	a. On the jobs in the United States.	5	4	3	2	1	9
	b. On U.S. exports and sales to Third World markets.	5	4	3	2	1	9
	c. On the environment in the U.S.	5	4	3	2	1	9
	d. On the U.S. economy.	5	4	3	2	1	9
	e. On the opportunities for U.S. businesses in the Third World.	5	4	3	2	1	9
	f. On U.S. national security.	5	4	3	2	1	9
	g. On you, your family, or your community.	5	4	3	2	1	9

11. In the long run, do you think that helping Third World countries to develop will have (REPEAT): great positive effect, some effect, not much effect, or no effect at all on:

		<u>GREAT</u> <u>EFFECT</u>	<u>SOME</u> <u>EFFECT</u>	<u>DK</u>	<u>NOT</u> <u>MUCH</u> <u>EFFECT</u>	<u>NO</u> <u>EFFECT</u>
A R O I	a. Improving world peace.	5	4	3	2	1
	b. Improving world prosperity.	5	4	3	2	1
	c. Improving democracy in the world.	5	4	3	2	1

12. As you know, we don't always have enough time to do the things we might want to. In your own case:

- 12a. Would you say that you read or look at news magazines ... like Time or Newsweek ... almost every week, once or twice a month, less often than that, or never?
 - Almost every week -6
 - Once or twice a month -4
 - Less often than that -3
 - Never -2
 - Don't know -1
- A 12b. Would you say that you watch a national television news program almost every evening, a few times a week, less often than that, or never?
 - Almost every evening -5
 - A few times a week -4
 - Less often than that -3
 - Never -2
 - Don't know -1
- R 12c. Would you say that you read a daily newspaper nearly every day, a few times a week, less often than that, or never?
 - Nearly every day -5
 - A few times a week -4
 - Less often than that -3
 - Never -2
 - Don't know -1
- O 12d. Would you say you listen to news programs on the National Public Radio station nearly every day, a few times a week, less often than that, or never?
 - Nearly every day -5
 - A few times a week -4
 - Less often than that -3
 - Never -2
 - Don't know -1
- 13. About how often, if ever, do you talk with other people about major international issues in the news ... almost every day, two or three times a week, once a week, once every two weeks, or less than that?
 - Almost every day -6
 - Two or three times a week -5
 - Once a week -4
 - Once every two weeks -3
 - Less than that -2
 - Don't know -1
- 14. During the past few days, has anyone asked your advice or your opinion on the major international issues in the news?
 - Yes -3
 - No -2
 - Don't know -1
- 14a. Have you ever participated in any programs concerned with issues in Third World countries?
 - Yes -3
 - No (SKIP TO Q.15) -1
 - Don't know (SKIP TO Q.15) -2

(IF YES)

14b. For such programs, were you involved in planning them or organizing them, in training or teaching about them, or did you participate in some other way?

	YES	NO
Were you a planner or leader?	-1	2
A teacher or trainer?	-1	2
Any other participation? (SPECIFY) _____	-1	2

15. Depending on how much time we have, there are different ways of learning about problems of the Third World countries. For example, (REPEAT): Within the past year or so, have you:

	YES	NO	DON'T KNOW
a. Received anything in the mail about Third World countries.	3	1	2
b. Seen any television programs about Third World countries.	3	1	2
c. Seen any movies or videotapes on the subject.	3	1	2
d. Read any pamphlets or brochures on the subject.	3	1	2
e. Taken any courses or classes on the subject.	3	1	2
f. Attended any speeches on the subject.	3	1	2
g. Attended any conferences or meetings on the subject.	3	1	2
h. Read any books on Third World countries.	3	1	2

16. Because of family, job and other responsibilities, our lives change from year to year. Some years we have more time and some years less time to do things we want to. In your own case: (REPEAT): Today... compared with five years ago:

16a. Would you say you are more likely or less likely to read newspaper or magazine stories about issues in Third World countries?	More	-3
	No change	-2
	Less	-1
	Don't know	-9
16b. Would you say you are more likely or less likely to discuss issues in Third World countries with others?	More	-3
	No change	-2
	Less	-1
	Don't know	-9
16c. Are you better informed or less informed about issues in Third World countries?	Better	-3
	No change	-2
	Less	-1
	Don't know	-9
16d. Are you more active or less active in groups, issues, or social causes concerned with Third World countries.	More active	-3
	No change	-2
	Less active	-1
	Don't know	-9

17a. Have you ever been a member of any groups, any programs, or any causes concerned with issues in Third World countries? Yes -3
 No (SKIP TO Q.17b) -1
 Don't know (SKIP TO Q.17b) -2

(IF YES)

17aa. What group(s) is that? (REFER TO SEPARATE SHEET)

1		
2		
3		

(ASK ABOUT 3 GROUPS)
 (NAME OF GROUP:)

	1	2	3
17bb. Are you still a member today?	Yes -3 No -1 Don't know -2	Yes -3 No -1 Don't know -2	Yes -3 No -1 Don't know -2
17cc. How long (have you been/ <u>were you</u>) a member?	Less than 1 year -1 1-2 years -2 3-4 years -3 5-6 years -4 7-8 years -5 9-10 years -6 11-12 years -7 13 + years -8 Don't know -9	Less than 1 year -1 1-2 years -2 3-4 years -3 5-6 years -4 7-8 years -5 9-10 years -6 11-12 years -7 13 + years -8 Don't know -9	Less than 1 year -1 1-2 years -2 3-4 years -3 5-6 years -4 7-8 years -5 9-10 years -6 11-12 years -7 13 + years -8 Don't know -9
17dd. (Do you/ <u>did you ever</u>) attend any group meetings, discussion, or other events?	Yes -3 No (SKIP) -1 DK (SKIP) -2	Yes -3 No (SKIP) -1 DK (SKIP) -2	Yes -3 No (SKIP) -1 DK (SKIP) -2
17ee. About how many times a year do you attend such meetings or events?	1-2 times a year -1 3-4 times a year -2 Every other month ... -3 Every month -4 12 + times a year ... -5 DK/RF -6	1-2 times a year -1 3-4 times a year -2 Every other month ... -3 Every month -4 12 + times a year ... -5 DK/RF -6	1-2 times a year -1 3-4 times a year -2 Every other month ... -3 Every month -4 12 + times a year ... -5 DK/RF -6
17ff. How would you describe your membership? (Are you/ <u>were you</u>) (READ 1-5)	Paid officer -1 Unpaid leader -2 Paid staff -3 Volunteer worker, or ... -4 Regular member -5 DK/RF -6	Paid officer -1 Unpaid leader -2 Paid staff -3 Volunteer worker, or ... -4 Regular member -5 DK/RF -6	Paid officer -1 Unpaid leader -2 Paid staff -3 Volunteer worker, or ... -4 Regular member -5 DK/RF -6
17gg. Have you helped (GROUP)	Plan their programs .. -3 Conduct their programs -2 Publicize their programs -1 DK -9	Plan their programs .. -3 Conduct their programs -2 Publicize their programs -1 DK -9	Plan their programs .. -3 Conduct their programs -2 Publicize their programs -1 DK -9
17b. Do you ever receive mail or get other materials from any groups, any programs, or any causes concerned with issues in Third World countries?	Yes -3 No (SKIP TO Q.18) -1 Don't know (SKIP TO Q.18) -2	Yes -3 No (SKIP TO Q.18) -1 Don't know (SKIP TO Q.18) -2	Yes -3 No (SKIP TO Q.18) -1 Don't know (SKIP TO Q.18) -2

(IF YES)

aa.	About how many times in the past 12 months did you get mail from these groups?	Once (annual) -1 Twice (semi-annual) -2 3-4 times (quarterly) -3 5-6 times (bi-monthly) -4 7-8 times -5 9-10 times -6 11-12 times (monthly) -7 13 times or more -8 Don't know -9
bb.	Do you happen to recall if you responded to any of those mailings?	Yes -3 No -1 Don't know -2
cc.	Did you ever take any other actions based on those mailings?	Yes -3 No -1 Don't know -2
dd.	Do you recall if you learned anything you didn't know before from those mailings?	Yes -3 No -1 Don't know -2

18. Are you registered to vote at this address? Yes: Registered -1
No: Not registered/DK (SKIP TO Q20) -2

19. Did you get a chance to vote for president in 1992 when George Bush, Bill Clinton and Ross Perot were running - or did something keep you from voting in that election? Yes, voted -3
(VOL) Too young/new resident -2
No, did not vote -1
Don't know/Refuse -5

20. Do you happen to recall if you made any donations of money in the last 12 months to any charitable organizations .. or to other groups promoting social or non-political causes? Yes -3
No (SKIP TO Q.21) -1
Don't know (SKIP TO Q.21) -2

(IF YES)

20a.	How many times have you done so in the past 12 months ... never, once or twice, or more often?	Never (SKIP TO Q.21) -1 Once or twice -2 More often -3 Don't know -4
20b.	Which groups are they?	1 _____ <input type="checkbox"/> <input type="checkbox"/> 2 _____ <input type="checkbox"/> <input type="checkbox"/> 3 _____ <input type="checkbox"/> <input type="checkbox"/>
20c.	Was your total donation to such groups in the past 12 months:	Under \$50.00 -1 \$50 to Under \$100 -2 \$100 to Under \$500 -3 \$500 to Under \$1,000 -4 \$1,000 and over -5 Don't know/Refuse -6

21. Given your economic situation today, would you say you are more likely or less likely to donate money to such groups than you were five years ago? More likely -3
Same/no change -2
Less likely -1
Don't know -6

22. As I read you some statements about U.S. assistance for developing countries, tell me if you tend to strongly agree, somewhat agree, somewhat disagree, or strongly disagree that:

	--AGREE--			--DISAGREE--	
	STR	SOME WHAT	DK	SOME WHAT	STR
a. It is against U.S. interests to help countries in the Third World, because they will compete with us economically and politically.	1	2	3	4	5
b. The conditions that cause hunger and poverty in the Third World are the same kind of conditions that cause hunger and poverty in the United States.	5	4	3	2	1
c. The problems in developing countries are so overwhelming that anything the U.S. does has no real effect on improving conditions in those countries.	1	2	3	4	5
d. We should give the Third World countries less aid and leave them alone so they can develop in their own ways.	1	2	3	4	5
e. Governments in Third World countries are largely to blame for creating their own problems because of poor planning.	1	2	3	4	5
f. Free and open trade among all nations is good for international prosperity.	5	4	3	2	1
g. It's more important to educate our own children before investing in education systems in other countries.	1	2	3	4	5
h. Continued American economic and moral leadership is vital to a peaceful and prosperous world.	5	4	3	2	1
i. In the long run, helping Third World countries to develop will pay great and lasting dividends to all of us.	5	4	3	2	1
j. With the end of the cold war with Russia, the United States' economic assistance to the Third World should be reduced.	1	2	3	4	5
k. Third World countries are largely to blame for their hunger and poverty because of their corrupt governments.	1	2	3	4	5

23. Now, let's talk about what kinds of aid programs are important for developing countries. On a scale where 1 means lowest priority and 10 means highest priority, using any number between 1 and 10, where would you place these types of aid:

	LOW										HIGH	DK
	1	2	3	4	5	6	7	8	9	10		
a. Relief for victims of disasters like floods, droughts, and earthquakes.	01	02	03	04	05	06	07	08	09	10	11	
b. Helping countries to control the production of illegal drugs and narcotics.	01	02	03	04	05	06	07	08	09	10	11	
c. Building large projects like roads, dams, and hospitals.	01	02	03	04	05	06	07	08	09	10	11	
d. Using aid to help farmers in those countries to buy seeds and basic equipment.	01	02	03	04	05	06	07	08	09	10	11	
e. Giving other countries food to feed their hungry populations.	01	02	03	04	05	06	07	08	09	10	11	
f. Using aid to rent land for U.S. military bases in those countries.	01	02	03	04	05	06	07	08	09	10	11	
g. Programs that help countries lower infant death rates.	01	02	03	04	05	06	07	08	09	10	11	
h. Giving people from other countries university or other training in the U.S.	01	02	03	04	05	06	07	08	09	10	11	
i. Helping countries to prevent the spread of AIDS disease (HIV).	01	02	03	04	05	06	07	08	09	10	11	
j. Programs to support small businesses started by local people in those countries.	01	02	03	04	05	06	07	08	09	10	11	
k. Helping victims of ethnic conflict and civil war.	01	02	03	04	05	06	07	08	09	10	11	
l. Education on family planning and providing birth control.	01	02	03	04	05	06	07	08	09	10	11	

24. People busy with families and jobs don't always do things they want to. In your own case, please tell me which of the following can you recall doing in the past two years or so:

	YES	NO	DON'T KNOW
a. Written to the editor of a magazine or newspaper.	3	1	2
b. Written to an elected official.	3	1	2
c. Personally visited an elected official to express a point of view.	3	1	2
d. Given food, money, or clothing to help poor people in your community.	3	1	2
e. Taken an active part in some local civic issue.	3	1	2
f. Given food, money, or clothing to help poor people in other countries.	3	1	2
g. Actively worked for a political party or candidate.	3	1	2
h. Actively worked as a volunteer for some non-political group.	3	1	2

25. As I read this list, please tell me which, if any, you belong to:

	YES	NO	DON'T KNOW
a. A church or synagogue.	3	1	2
b. Civic groups like the Lions, Kiwanis, or Rotary.	3	1	2
c. A business club like the Chamber of Commerce or Jaycees.	3	1	2
d. A labor union.	3	1	2
e. Fraternal orders like Elks, Masons, or Eastern Star.	3	1	2
f. Religious clubs like Hadassah or Knights of Columbus.	3	1	2
g. Veterans' organizations like VFW or American Legion.	3	1	2
h. A professional association like doctors, engineers, teachers.	3	1	2
i. A group that promotes causes like the environment or consumer protection.	3	1	2
j. An adult or youth group like the YMCA or YWCA.	3	1	2
k. A PTA or other school group.	3	1	2
l. A women's rights, civil rights, or minority rights group.	3	1	2
m. A service organization like Red Cross or hospital volunteers.	3	1	2

And now just a few questions for statistical purposes only:

26.	Could you please tell me what state you live in? _____	
27.	How would you describe the area you live in - is it within a large city, in or around a small city or town, a suburban area outside a large city, or a rural area?	Large city 4 Small city/town 3 Suburban area 2 Rural 1
28.	Sex. (DON'T ASK - JUST RECORD)	Male 1 Female 2
29.	Could you please tell me - is your age between 18-24, 25-34, 35-49, 50-64, or 65 and over?	18-24 1 25-34 2 35-49 3 50-64 4 65-Up 6

30. And what was the last grade you completed in school? (IF IN GRADUATE SCHOOL, RECORD "COLLEGE GRAD")
- 0-11 -1
 - 12 (high school) -2
 - 12 + (business school or some college) -3
 - College Graduate -4
 - Graduate/Prof. degree -5
 - Don't know/Ref. -6
31. In terms of your employment status are you employed, unemployed, retired, (spouse retired), a student or homemaker (IF EMPLOYED). Is that with private industry or government? (Local, State or Federal)
- Employed private individual -1
 - Employed local government -2
 - Employed state government -3
 - Employed federal government -4
 - Unemployed (SKIP TO Q.32) -5
 - Retired (SKIP TO Q.32) -6
 - Student (SKIP TO Q.32) -7
 - Homemaker (SKIP TO Q.32) -8
- 31a. (IF EMPLOYED) And what is your occupation? What kind of work do you do specifically?
-
32. May I ask your religious preference, if any, - is it Protestant, Catholic, or Jewish?
- Protestant -1
 - Catholic -2
 - Jewish -3
 - Other -4
 - None -5
 - Don't know/Refuse -6
33. Just for statistical purposes, can you tell me if your family's total household income is under \$15,000, \$15,000-25,000, \$25,000-\$40,000, \$40,000-\$60,000 or \$60,000 and over.
- Under \$15,000 -1
 - \$15,000 - \$25,000 -2
 - \$25,000 - \$40,000 -3
 - \$40,000 - \$60,000 -4
 - \$60,000 + -5
 - Don't know/Refused -6
34. And just to make sure we have a representative sample -- could you tell me your race? (IF NEEDED) Well, most people classify themselves as black or white...
- Black -1
 - White -2
 - Hispanic -3
 - Asian American -4
 - Other -5
 - Don't Know -6
35. Oh I almost forgot. One last question... Do you think the United States spends more money on economic assistance to other countries or spends more on our military defense? (PUSH FOR CHOICE)
- Economic Aid -1
 - Military Defense -2
 - Don't know -3
- Would you say that the U.S. spends just a little bit more, quite a bit more, or a great deal more on (Economic Aid or Military Defense)?
- A little bit more -1
 - Quite a bit more -2
 - Great deal more -3
 - Don't know -4

In the first column record the order of responses. For example, the first mention would have a 1, the second mention would have a 2, and the third mention would have a 3.

LIST

- _____ Africare
- _____ American Association for International Aging
- _____ American Forum for Global Education
- _____ Citizen's Network for Foreign Affairs
- _____ Institute for International Research
- _____ Interfaith Hunger Appeal
- _____ International Institute of Rural Reconstruction
- _____ League of Women Voters
- _____ National Association of Social Workers
- _____ National Association of Wheatgrowers Foundation
- _____ Partners of the Americas
- _____ U.S. Agency for International Development (Conferences)
- _____ Volunteers in Overseas Cooperative Assistance (VOCA)
- _____ Women Historians of the Midwest
- _____ YWCA of the USA

OTHERS

- _____ CARE
- _____ Boy Scouts of America
- _____ Churches
- _____ End Hunger Network
- _____ Interaction
- _____ Plan International/Child Reach
- _____ Salvation Army
- _____ Save the Children
- _____ Universities
- _____ YMCA

INSTRUCTIONS - WHICH GROUPS TO ASK FOR Q.17bb-17gg:

3 OR LESS
If 3 or less groups are mentioned, ask about those groups.

MORE THAN 3
THE LIST GETS PRIORITY. If more than 3 groups on the LIST are mentioned, ask about the first three groups mentioned. If less than 3 on the LIST are mentioned, first ask about any group(s) on the LIST, then ask about OTHER group(s).

When asking Q.17bb-17gg:
Start with first group, ask bb-gg series, then move to second group and ask series, etc.

LEADERS' PERSONAL INTERVIEWS

DEFINITION:

1. WHAT IS DEV-ED?
2. WHAT IS AID'S OBJECTIVE? WHY?
3. WHAT IS YOUR OBJECTIVE? WHY?
4. WHAT STRENGTHS/WEAKNESSES IN YOUR APPROACH?

TASK 5: GIVE EVIDENCE OF "WHAT" & "HOW"

1. INNOVATIONS: HAS THE PROGRAM CREATED ANY NEW OR IMPROVED:
 - organizations
 - institutional links
 - courses, curricula, programs
 - databases, resources
 - materials, products
2. SUSTAINABILITY: HOW HAS PROGRAM LASTED BEYOND AID FUNDING?
(DEPENDENCY: DID PROGRAM BECOME DEPENDENT ON AID SUPPORT?)
3. REPLICATION: HAS PROGRAM BE REPLICATED BY OTHERS?
4. NETWORK: DID PROGRAM PROMOTE GROWTH OF DEV-ED NETWORK?
5. GRANTEE MIX: WHO ARE BEST GRANTEES FOR DEV-ED?
6. AID: WHAT IS AID'S CONTRIBUTION TO DEV-ED FIELD?

LESSONS LEARNED (BY TYPE OF AUDIENCES):

1. MESSAGE DESIGN: WHAT BEST TO SAY?
2. MESSAGE DELIVERY: HOW BEST REACH PEOPLE?
3. BEHAVIORAL CHANGE MODEL: STRENGTHS/WEAKNESSES OF PROGRAM TYPES?
4. THEMES THAT DO/DON'T WORK: WHAT DO PEOPLE ACCEPT/RESIST?
 - Raising Awareness
 - Creating Support

RECOMMENDATIONS:

1. CONTINUE DEV-ED?
2. WHAT CHANGES?
 - OBJECTIVES?
 - AUDIENCES?
 - PROGRAMS?
 - MESSAGES?
 - GRANTEES?

RECIPIENT/USERS FOCUS GROUP

DEFINITION:

1. WHAT IS DEV-ED?
2. WHAT OBJECTIVE: WHAT IS DEV-ED TRYING TO DO? WHY?
3. AUDIENCES: WHO IS DEV-ED TRYING TO REACH? WHY?
4. YOU: WHAT'S YOUR CONTACT WITH DEVE-ED PROGRAMS?
5. MOTIVATION: WHAT BROUGHT YOU TO DEV-ED?
6. IMPACT: HAS THE EXPERIENCE AFFECTED YOU IN ANY WAY?
 - Any changes in knowledge?
 - Any changes in beliefs, attitudes?
 - Any changes in your behavior?
7. OTHERS' IMPACT: HAVE OTHERS (FRIENDS, FAMILY) BEEN AFFECTED?
8. ROOT CAUSES:
 - How are causes of hunger and poverty in 3rd World different from the U.S.?
9. STAKE: WHAT IS THE U.S. STAKE IN 3RD WORLD?
10. INTERDEPENDENCE: HOW IS U.S. AFFECTED, IF AT ALL, BY:
 - Economic conditions in 3rd World?
 - Conditions of people's health and education?
 - Political conditions in 3rd World?
11. PERSONALIZED: HOW ARE YOU AFFECTED, IF AT ALL, BY:
 - 3-W Economics
 - 3-W Health/Education
 - 3-W Politics

RECOMMENDATIONS TO AID:

1. SHOULD AID CONTINUE DEV-ED?
IS IT WORTH IT? WHY?
2. WHAT CHANGES WOULD YOU RECOMEND TO AID ABOUT
DEV-ED: OBJECTIVES?
AUDIENCES?
PROGRAMS?
MESSAGES?

STAFF FOCUS GROUP

DEFINITION:

1. WHAT IS DEV-ED?
2. WHAT OBJECTIVE: WHAT ARE YOU TRYING TO DO? WHY?
3. AUDIENCES: WHO ARE YOU TRYING TO REACH? WHY?
4. WHAT STRENGTHS/WEAKNESSES IN YOUR APPROACH?
 - How do you know? What evidence?

LESSONS LEARNED (BY TYPE OF AUDIENCES):

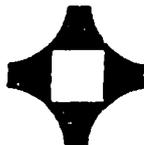
1. MESSAGE DESIGN: WHAT BEST TO SAY?
2. MESSAGE DELIVERY: HOW BEST REACH PEOPLE?
3. BEHAVIORAL CHANGE MODEL: STRENGTHS/WEAKNESSES OF PROGRAM TYPES?
4. THEMES THAT DO/DON'T WORK: WHAT DO PEOPLE ACCEPT/RESIST?
 - Raising Awareness
 - Creating Support
5. ROOT CAUSES:
 - What have you tried to make audiences understand?
 - What evidence do you have of their understanding?
6. INTERDEPENDENCY:
 - What have you tried to make audiences understand?
 - What evidence do you have of their understanding?
7. PERSONALIZE: HOW MAKE PEOPLE SEE REAL, PERSONAL EFFECTS ON THEM?

RECOMMENDATIONS:

1. CONTINUE DEV-ED?
IS IT WORTH IT? WHY?
2. WHAT CHANGES WOULD YOU MAKE?
WHAT: OBJECTIVES?
AUDIENCES?
PROGRAMS?
MESSAGES?
GRANTEES?

DEP LEADERS TOPICAL GUIDE

1. YEARS WITH DEV ED?
2. MAJOR DEV ED. OBJECTIVES?
3. MOST EFFECTIVE GRANTEES?
 - WHY?
 - NAMES?
4. GREATEST DEV ED STRENGTHS?
5. HOW STRENGTHEN THE STRENGTHS?
6. GREATEST WEAKNESSES?
7. HOW OVERCOME WEAKNESSES?
8. WHAT WAS DEV ED 10 YEARS AGO, BEFORE AID?
9. HOW SIGNIFICANT AID ROLE IN DEV ED?
10. A.I.D.'S GREATEST CONTRIBUTION?
11. WHAT WOULD BE LEFT IF A.I.D. FUNDING STOPPED?
 - WHAT WOULD FIELD BE LIKE W/O AID
12. LESSONS LEARNED: STIMULATING PUBLIC DISCUSSION?
13. LESSONS LEARNED: BUILDING SUPPORT?
14. LESSONS LEARNED: CREATING NETWORKS?
15. LESSONS LEARNED: SUSTAINING PROGRAMS W/O A.I.D.?
16. SUMMARY: TWO MOST IMPORTANT CHANGES NEEDED?



A.I.D. OFFICERS TOPICAL GUIDE

1. How many years, and in what capacity, have you been associated with the Development Education Program?

GRANTEE MIX

2. What do you see as the major objectives of the DEV. ED. Program?
3. Are there any particular types of grantee organizations that seem to be more effective than others in achieving program objectives?

PROBE: What types of organizations are those?
Why are they more effective than others?
How is their effectiveness determined ... by what measures?

4. If you were recommending the best mix of future grantee organizations, what are some of the specific organizations you'd recommend? (GET NAMES)

PROBE: Any others you'd recommend?

PROGRAM CHANGES:

5. Why did the Development Education Program change from one-year grants to grants up to three years.

PROBE: Did that improve the program, or not? How?

6. The early grantees, in 1982-86, seemed different from later grantees. Why did the groups change?

PROBE: Did that improve the program, or not? How?

7. After a few years of giving only seed grants, the program gave some grants for professional development of Development Education practitioners. Why was that?

PROBE: Did that improve the program, or not? How?

8. A lot of the grantees got extensions to their grants. Why was that?

PROBE: Did that improve the program, or not? How?

9. In terms of the RFPs this office wrote, did grant requirements change over the years? Why?

PROBE: Did that improve the program, or not?

10. What have been other major changes in the program since it started in 1982?

PROBE: Why was that done? Did that improve the program, or not?

STRENGTHS/WEAKNESSES:

11. What do you consider the greatest strengths of the program today?

PROBE: What other strengths do you see?
What other strengths?

12. What should be done to make the program stronger -- to strengthen its strengths?

PROBE: What else should be done?
Anything else?

13. What do you consider the greatest weaknesses of the program today?

PROBE: What other weaknesses do you see?
What other weaknesses?

14. What should be done to overcome the program's weaknesses?

PROBE: What else should be done?
Anything else?

AID'S ROLE:

15. What do you think A.I.D.'s greatest contribution has been to Development Education in the United States?

PROBE: Do you see any other contributions?
Any others?

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16. If A.I.D. were to withdraw its funding support today, what would be left in the Development Education community?

PROBE: What else would be left? Anything else?

17. If A.I.D. withdrew its funding today, would the Development Education program survive or not over the next 10 years?

PROBE: Why do you say that?

IF SURVIVE: Would it become stronger or weaker over the next 10 years without A.I.D.?

LESSONS LEARNED:

18. Over the past 10 years, what are the major lessons learned about the problems of trying to increase American's support for development assistance to the Third World?

PROBE: What should we do with the lessons we have learned?
What else?

19. What are the major lessons learned about the problems of trying to strengthen organizations' capabilities to sustain Development Education programs beyond the period of federal funding?

PROBE: What should we do with the lessons we have learned?
What else?

20. Have any grantees successfully sustained or expanded their Development Education programming after A.I.D. funding stopped?

PROBE: Who are they (NAMES)?
Why were they so successful?

21. In summary of all that you've said, what do you see as the two most important future changes needed in the program?

IF ANY: Why are those changes needed
How would they improve the program?
How would A.I.D. measure those improvements?

THANK YOU VERY MUCH FOR YOUR HELP

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DEVED ADD-ON PHONE GUIDE: N=28 SUBSAMPLE GRANTEES

GRANTEE: _____ NUMBER: _____

PHONE: _____ DATE: _____

CONTACT: _____

My name is ***. I'm with Intercultural Communication, Inc. in Washington, D.C. We're doing the evaluation of A.I.D.'s Development Education Program.

The evaluation is of the DEVED program. It is not an evaluation of individual grantees. We're near the end of our work, but still have to get a little more data to fill in the gaps.

Please, let me ask you just a few, quick questions about your DEVED grant(s):

WRITE VERBATIM ANSWERS ON SEPARATE SHEETS

1. Some projects are designed to develop innovative approaches or materials ... and others are not. Would you say your projects have ... or have not ... contributed educational innovations to the DEVED field? (What kinds?)

1 ___ HAVE 2 ___ HAVE NOT 3 ___ OTHER ANSWER

2. Have you been able to continue your DEVED activities after the period of A.I.D. funding ... or not? What problems have you had?

1 ___ HAVE 2 ___ HAVE NOT 3 ___ OTHER ANSWER

3. Do you know if any of your DEVED programs or materials have been replicated by other organizations ... or not? (What's been replicated? By which organizations?)

1 ___ HAVE 2 ___ HAVE NOT 3 ___ OTHER ANSWER

4. Can you think of any way ... or not ... that your programs have contributed to building a professional network of groups involved in DEVELOPMENT EDUCATION? How strong is the DEVED network?

1 ___ HAVE 2 ___ HAVE NOT 3 ___ OTHER ANSWER

5. The last question ... which would be best kinds of grantee organizations to increase the impact of the DEVED program?

6. Do you have any other comments or suggestions?

Attachment 7: Source Mailing Lists

Mailing Lists

A.I.D. (conferences)
American Association for International Aging (AAIA)
American Forum for Global Education
Cornell University, International Agriculture
Institute for International Research (IIR)
InterFaith Hunger Appeal
International Institute for Rural Reconstruction (IIRR)
National Association of Wheat Growers
Volunteers in Overseas Cooperative Assistance (VOCA)
Women Historians of the Midwest
YWCA of the USA

Attachment 8: Content Analysis Code Forms

PROFILE REPORT CODEBOOK

1. TIME AND NUMBER OF GRANTS

FOR GRANTEES IN EACH TIME PERIOD, HOW MANY YEARS HAVE THEY BEEN ACTIVE?

10	--	<u>EARLY GRANTEES (1982-86)</u>
11	--	1 grant year
12	--	2 grant years
13	--	3 grant years
14	--	4 grant years
20	--	<u>MID-TERM GRANTEES (1991 AND ANY TIME EARLIER)</u>
21	--	1 grant year
22	--	2 grant years
23	--	3 grant years
24	--	4 grant years
25	--	5 grant years
26	--	6 grant years
27	--	7 grant years
28	--	8 grant years
29	--	9 grant years
30	--	<u>CURRENT GRANTEES (1992 AND ANY TIME EARLIER)</u>
31	--	1 grant year
32	--	2 grant years
33	--	3 grant years
34	--	4 grant years
35	--	5 grant years
36	--	6 grant years
37	--	7 grant years
38	--	8 grant years
39	--	9-10 grant years

2. USAID-REGISTERED

- 1 -- YES
2 -- NO

3. TYPE OF ORGANIZATION/FUNCTION**MAIN FUNCTION**

- 1 -- **EDUCATIONAL:** Organized around the provision of teaching, training, learning services for a paying clientele:
- o **EXAMPLES:** Michigan State University, Washington State University, Cornell University, University of Minnesota International Center
- 2 -- **MEMBERSHIP/ASSOCIATION:** Organized around representational activities for its own membership:
- o **EXAMPLES:** Association of North Dakota Geographers, National Governors' Association, American Association for International Aging, Women Historians of the Midwest, National Association of Social Workers
- 3 -- **COORDINATION/COOPERATIVE:** Organized around representational activities for other organizations:
- o **EXAMPLES:** Interaction, Overseas Cooperative Development Committee, Association of Big Eight Universities, Credit Union National Association Foundation, Consortium for International Cooperation in Higher Education, Volunteers in Cooperative Overseas Assistance, Independent Broadcasting Association, Agricultural Cooperative Development Institute
- 4 -- **ADVOCACY:** Organized around informational activities, policy studies, issues, public agenda-setting:
- o **EXAMPLES:** Citizens' Network for Foreign Affairs, Foreign Policy Research Institute, League of Women Voters, Panos Institute, Society for International Development, World Education Inc., Atlantic Council of the U.S., South Carolina Education Television, WGBH, Center for Responsive Governance, End Hunger Network

- 5 -- SERVICE: Organized around informational and social services/human development programs for its own membership:
 - o EXAMPLES: Boy Scouts of America, YMCA, YWCA, National 4-H Council, Council of Negro Women

- 6 -- TECHNICAL ASSISTANCE: Organized around informational and social service/human development programs for beneficiary populations other than its own membership:
 - o EXAMPLES: Academy for Educational Development, Africare, Institute for International Research, Population Reference Bureau, Save the Children, CARE, American Jewish World Service

- 7 -- MEDIA: Any organization which professes to be impartial (i.e.; non-partisan) May include a news station, video network, etc.

3B. SECOND FUNCTION

- 1-6 -- SAME CODES AS ABOVE
- 9 -- NONE

3C. THIRD FUNCTION (same codes as above)

NOTE: FOR EXAMPLE, the American Association for International Aging and the Women Historians of the Midwest have strong **ADVOCACY** functions as well as being **MEMBERSHIP ASSOCIATIONS**.

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4. TYPE OF ORGANIZATION/CHARACTERISTICS

ICI: WHAT IS THE PRIMARY QUALITATIVE "ESSENCE" OF THE GROUP, i.e.; with what sector area can it be readily identified?

4A. QUALITATIVE ESSENCE OF THE PROGRAM

- 01 -- HUNGER
- 02 -- RELIEF (PLUS HUNGER)
- 03 -- RELIGIOUS
- 04 -- MINORITY
- 05 -- YOUTH
- 06 -- ACADEMIC/UNIVERSITY
- 07 -- MEDIA
- 08 -- THINK TANK
- 09 -- DEVELOPMENT ASSISTANCE/TECHNICAL
- 10 -- AGRICULTURE/FORESTRY/RURAL DEVELOPMENT/WILDLIFE
- 11 -- BUSINESS/TRADE/ECONOMIC/INDUSTRY/MANAGEMENT
- 12 -- UNION/LABOR
- 13 -- HEALTH
- 14 -- EDUCATION/SCHOOLS
- 15 -- FOREIGN POLICY/INTERNATIONAL RELATIONS
- 16 -- COMMUNITY DEVELOPMENT/COMMUNITY SERVICE
- 17 -- OTHER (Specify on coding sheet)

4B. SECONDARY (same coding as above, 5A)

5. LOCATION OF ORGANIZATION

ICI: This refers to the location of the organization's membership, affiliates, chapters, projects, local and regional offices only.

5A. URBAN/RURAL

- 1 -- METROPOLITAN AREA (single)
- 2 -- METROPOLITAN AREA (multiple)
- 3 -- NON-METROPOLITAN AREA (single)
- 4 -- NON-METROPOLITAN AREA (multiple)

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5B. WASHINGTON, D.C./NON-WASHINGTON, D.C.

- 1 -- WASHINGTON, D.C. HEADQUARTERS
- 2 -- REPRESENTATION IN WASHINGTON IN ADDITION TO OTHER CITIES
- 3 -- NON-WASHINGTON D.C.

5C. REGION(S)

- 1 -- NATIONAL REPRESENTATION
- 2 -- NORTH EASTERN
- 3 -- SOUTH EASTERN
- 4 -- SOUTH WESTERN
- 5 -- MID-WESTERN
- 6 -- MOUNTAIN
- 7 -- PACIFIC WESTERN
- 8 -- NORTH WESTERN
- 9 -- NATIONAL AND OVERSEAS REPRESENTATION

6. TYPE OF PRIMARY GENERAL DEP ACTIVITY

(ICI: CLASSIFY AS EITHER Y/N, as there is too much overlap.)

- 01 -- MEETINGS: Conferences, seminars, forums, retreats, briefings, symposia
- 02 -- PARTNERSHIPS: Collaborations, exchanges, study tours, pairing, internships, co-productions
- 03 -- NETWORKS: Create/build/strengthen institutional networks, programming, and connections among DEP organizations
- 04 -- TECHNICAL ASSISTANCE: Placing development assistance workers abroad
- 05 -- NON-FORMAL/TRAINING CURRICULUM: Design/development of training and training of trainers programs and methods, workshop setting
- 06 -- NON-FORMAL/TRAINING DELIVERY: Providing non-formal education, management and conduct of workshops, skill-building objectives
- 07 -- FORMAL/TEACHING CURRICULUM: Design/development of teaching curricula and methods, classroom setting

- 08 -- **FORMAL/TEACHING DELIVERY:** Providing formal education, management and conduct of classes, introduction of new courses and curricula, knowledge/attitude-building objectives
- 09 -- **RESEARCH:** Testing, comparing, studies, evaluations
- 10 -- **RESOURCES:** Databases, computer networks, library, resource centers, source books, reference service
- 12 -- **MEDIA PRODUCTS:** Design/develop/produce media products, including all forms of electronic/non-electronic, mass/speciality, impersonal/personal, individual/group, presentations/exhibits
- 13 -- **MATERIALS/OTHER PRODUCTS:** Design/develop/produce non-media products, manuals, guidelines, plans, blueprints, strategy papers, issues agenda
- 14 -- **DISSEMINATION:** Distribute, supply, provide existing products

"THEMES" REPORT CODEBOOK, N= 89 GRANTEES

I. SUMMARY OF BEHAVIORAL CHANGE MODEL

ONE FIELD: CODES 1-6

- 1 -- MEDIA/PUBLICITY/COVERAGE/PLACEMENT/CONTACTS/CONTESTS -
- 2 -- PUBLICATIONS/REFERENCE MATERIAL/CLEARING HOUSE
- 3 -- CONFERENCES/SEMINARS/WORKSHOPS/MEETINGS/EXHIBITS (informational)
- 4 -- TRAINING/T-O-T/LEADERSHIP/DEP PROFESSIONALS (educational)
- 5 -- CURRICULUM DEVELOPMENT/COURSES/CLASSES (should be formalized)
- 6 -- OTHER: WRITE IN

II. AUDIENCE DISSEMINATION STRATEGY

A. AUDIENCE TIERS TARGETED

1-9 -- 1ST TO 9TH TIER AUDIENCE (SEE BELOW)

9 FIELDS: EACH NO. TO BE CODED 1-YES, 2-NO

AUDIENCE TIERS:

- 1 -- 1ST TIER: DEP GRANTEE PROJECT HEADQUARTERS STAFF
- 2 -- 2ND TIER: DEP GRANTEE FIELD STAFF/CHAPTERS, AFFILIATES, BRANCHES
- 3 -- 3RD TIER: DEP GRANTEE MAILING LIST MEMBERS, SUBSCRIBERS, CONSTITUENTS
- 4 -- 4TH TIER: OTHER DEP GRANTEES/PARTICIPATING ORGANIZATIONS/STAFF
- 5 -- 5TH TIER: EDUCATORS/EXTENSION AGENTS
- 6 -- 6TH TIER: MEDIA/JOURNALISTS
- 7 -- 7TH TIER: *BUSINESS, LABOR, ETC. LEADERS/INSTITUTIONS
- 8 -- 8TH TIER: *PUBLIC SUB-POPULATIONS
- 9 -- 9TH TIER: GENERAL PUBLIC/UNDIFFERENTIATED

IF NO. 7 ABOVE WAS MARKED YES, CONTINUE WITH SECTION B.

B. 11 FIELDS OF LEADERS: EACH CODED 1-YES, 2-NO

***LEADERS' SECTORS**

- 1 -- GOVERNMENT officials: all levels
- 2 -- AGRICULTURE, cooperatives, associations, clubs
- 3 -- ENVIRONMENT/CONSERVATION
- 4 -- LABOR, trade unions, cooperatives
- 5 -- EDUCATION/EXTENSION, presidents, administrators
- 6 -- HEALTH/SOCIAL SERVICES, physicians, clinicians, administrators
- 7 -- MEDIA publishers, owners
- 8 -- CIVIC/COMMUNITY formal and informal leaders, grassroots
- 9 -- RELIGIOUS/CHARITABLE

- 10 -- FINANCE/INVESTMENT
- 11 -- OTHER LEADERS: WRITE IN
- 12 -- BUSINESS/COMMERCE/TRADE/MANUFACTURING

C. ONE FIELD CODES 1-9: PRIMARY AUDIENCE

Of the audience tiers targeted, which is the primary audience?

AUDIENCE TIERS:

- 1 -- 1ST TIER: DEP GRANTEE PROJECT HEADQUARTERS STAFF
- 2 -- 2ND TIER: DEP GRANTEE FIELD STAFF/CHAPTERS, AFFILIATES, BRANCHES
- 3 -- 3RD TIER: DEP GRANTEE MAILING LIST MEMBERS, SUBSCRIBERS, CONSTITUENTS
- 4 -- 4TH TIER: OTHER DEP GRANTEES/PARTICIPATING ORGANIZATIONS/STAFF
- 5 -- 5TH TIER: EDUCATORS/EXTENSION AGENTS
- 6 -- 6TH TIER: MEDIA/JOURNALISTS
- 7 -- 7TH TIER: *BUSINESS, LABOR, ETC. LEADERS/INSTITUTIONS
- 8 -- 8TH TIER: *PUBLIC SUB-POPULATIONS
- 9 -- 9TH TIER: GENERAL PUBLIC/UNDIFFERENTIATED

D. YOUTH/OTHER SUB-POPULATIONS

- 1 -- COMMUNITY OF INTEREST: e.g., elderly, voters, parents, minorities, women, unionists
Write in the particular group or community of interest.
- 2 -- STUDENTS: PRIMARY/SECONDARY
- 3 -- STUDENTS: UNIVERSITY/POST-SECONDARY
- 4 -- OTHER YOUTH GROUPS/ORGANIZATION-BASED

III. SUMMARY OF A.I.D. PROGRAM DESCRIPTION

ANSWER WITH A YES (1) OR A NO (2).

- 1 -- LEADERS: Targets local business, civic, agricultural, union, or religious leaders
- 2 -- ORGANIZATIONS: Internationalizing organizations' domestic agenda
- 3 -- MEDIA: Working with and through media
- 4 -- NETWORKS: Development education through regional grassroots organizational networks
- 5 -- PRACTITIONERS: Support to development education practitioners (professional development of people involved with development education)
- 6 -- PRIMARY/SECONDARY EDUCATION: Internationalizing grade school/high school curriculum
- 7 -- HIGHER EDUCATION: Internationalizing college/university curriculum
- 8 -- OTHER: WRITE IN

IV. AUDIENCE INVOLVEMENT

- 1 -- DIRECT: People-to-people education, mobilization
- 2 -- INDIRECT: Material production, supply, publicity campaigns
- 3 -- BOTH/MIXED

V. EXTENT OF COLLABORATION WITH OTHER GROUPS (not DEVED. groups only)

- 1 -- SINGLE institution/no other external partnerships or participants
- 2 -- MULTIPLE/U.S. institutions/other participating organizations: U.S. only
- 3 -- MULTIPLE/INTERNATIONAL institutions/other participating organizations: U.S. and international organizations included

VI. MEANS OF DISSEMINATION**A. 1 FIELD: CODED 1-2****MAINLY THROUGH:**

- 1 -- GRANTEES' OWN ORGANIZATION
- 2 -- OTHER ORGANIZATIONS
- 3 -- BOTH
- 4 -- OTHER --WRITE IN

VII. GEOGRAPHIC PROGRAM REACH**A. 1 FIELD: CODED 1-3**

- 1 -- PREDOMINANTLY URBAN/METROPOLITAN AREA
- 2 -- PREDOMINANTLY RURAL/NON-METROPOLITAN AREA
- 3 -- MIX/COMBINATION

B. 9 FIELDS: EACH CODED YES = 1, NO = 2

- 1 -- NATIONAL COVERAGE (NUMEROUS U.S. SITES)
- 2 -- NORTH EASTERN
- 3 -- SOUTH EASTERN
- 4 -- SOUTH WESTERN
- 5 -- MID-WESTERN
- 6 -- MOUNTAIN
- 7 -- PACIFIC WESTERN
- 8 -- NORTH WESTERN
- 9 -- NATIONAL AND INTERNATIONAL (OVERSEAS REACH THRU MATERIALS, ETC.)

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VIII. TOTAL AUDIENCES REACHED:**3 FIELDS: EACH CODED WITH A PREFIX 1-3 OR 0:**

- 1- CODED IN ACTUAL NUMBERS
- 2- ESTIMATE IN 100s
- 3- ESTIMATE IN 1,000s
- 4- ROUGH "GENERAL PUBLIC" ESTIMATE, CAN'T QUANTIFY
- 0- NA/CAN'T DETERMINE

- 1 -- TOTAL NUMBER OF PRIMARY AUDIENCE (face-to-face training or workshop; small intensive sessions)
- 2 -- TOTAL NUMBER OF SECONDARY AUDIENCES (e.g., 1500 group members met)
- 3 -- TOTAL NUMBER OF TERTIARY AUDIENCES (extensive reach through media, newsletters, etc.)

IX. PRIMARY DEP PROGRAM OBJECTIVE

- ◆ Generate awareness, discussion, analysis of the root causes of world hunger and poverty to make Americans understand and support the U.S. Stake in the Third World and the growing global interdependence of nations;
- ◆ To create a climate of support within which agencies and grantees can better address under-development issues and social, economic, and political interdependence; and
- ◆ Expand the networks of institutions and agencies involved in development education and to make more effective DEP programs and more professional DEP practitioners.

A. 6 FIELDS: EACH CODED 1-YES, 2-NO

- 1 -- KNOWLEDGE: Make people aware: Create public/target group awareness, information, exposure, understanding, attention, interest in developing countries, development assistance, global interdependence, and U.S. foreign aid/policy (cognitive)
- 2 -- DISCUSSION: Get people actively involved: Generate wide discussion, stimulate communication, conversations, opinion-giving, recommendations, and analysis of causes of world hunger/poverty and U.S. stake in 3rd World development (behavioral)
- 3 -- SUPPORTING ATTITUDES: Make people feel more positive: Create climate of favorable attitudes, values, beliefs, perceptions of developing countries, development assistance, global interdependence, and U.S. foreign policy (affective)
- 4 -- SUPPORTING BEHAVIOR: Get people to support development programs: Join groups, respond to mailings, contribute money, participate in meetings, become involved in outreach activities, give speeches, volunteer time, try to bring in new members, donate material goods, take courses, and other actions (behavioral)
- 5 -- NETWORKS: Strengthen DEP capabilities: Improve and strengthen grantees

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programming capabilities; and expand the networks of organizations in DEP, promote cooperation, promote co-funding, co-productions, co-sponsorships, mini-grants, and other forms of involving more organizations, affiliates, chapters, grantees. schools, etc. (behavioral)

6 -- PRACTITIONERS: Strengthen DEP professionals: Create new and improved training curricula and methods, improve the professional development of DEP practitioners, offer study tours, exchanges, continuing education (behavioral)

B. ONE FIELD. CODES 1-6: PRIMARY OBJECTIVE

1-6 -- 1ST TO 6TH OBJECTIVE (SEE ABOVE)

X. PRIMARY THEMES: ROOT CAUSES

2 FIELDS: EACH CODED 1-YES, 2-NO

A. CAUSES OF HUNGER

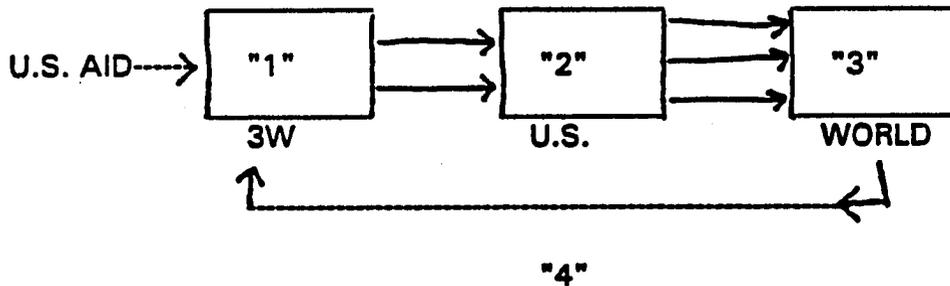
B. CAUSES OF POVERTY

XI. PRIMARY THEMES: INTERDEPENDENCE/U.S. STAKE IN 3W/LINKAGES
HOW DOES THE PROGRAM VIEW THE INTERDEPENDENCE/U.S. STAKE IN 3W/LINKAGES

A.

15 FIELDS: EACH CODED 1-4 OR 0:

- 1 -- THEME: OUR HELP HELPS THEM
- 2 -- THEME: HELPING THEM HELPS US
- 3 -- THEME: HELPING US HELPS THE WORLD
- 4 -- THEME: HELPING THEM HELPS THE WORLD (OR WORLD REGION)
- 0 -- NA



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**B. INTERDEPENDENCE IS RELATED TO THE ISSUE LISTED.
ANSWER YES = 1, NO = 2.**

FIELDS:

- 01 -- HUNGER/NUTRITION
- 02 -- AGRICULTURE/FOOD PRODUCTION
- 03 -- ENVIRONMENT/CONSERVATION
- 04 -- POVERTY/STANDARD OF LIVING
- 05 -- HEALTH/DISEASES
- 06 -- POPULATION GROWTH
- 07 -- EDUCATION
- 08 -- OTHER SOCIAL SERVICES/WELFARE/SECURITY/WELL-BEING
- 09 -- EMPLOYMENT/JOBS/UNIONS
- 10 -- BUSINESS OPPORTUNITIES/ENTREPRENEURIALISM
- 11 -- TRADE/IMPORTS/EXPORTS
- 12 -- FINANCE/DEBT
- 13-- DEMOCRACY/PLURALISM/PRIVATIZATION
- 14 -- MEDIA/FREE PRESS
- 15 -- OTHER: INFRASTRUCTURE/COMMUNICATION/TRANSPORTATION/TOURISM

XII. PERSONALIZATION OF BENEFITS/EFFECTS ON:

4 FIELDS: EACH CODED 1-YES, 2-NO

- 1 -- YOUR STATE
- 2 -- YOUR COMMUNITY
- 3 -- YOUR OCCUPATION/GROUPS
- 4 -- YOU AND YOUR FAMILY

XIII. INFORMATION AND MEDIA PRODUCTS

11 FIELDS: EACH CODED 1-3 OR 0:

- CODES:**
- 1--PRODUCE/USE OWN MATERIALS
 - 2--USE OTHER EXISTING MATERIALS
 - 3--BOTH
 - 0--NA

FIELDS:

- 01 -- ELECTRONIC -- AUDIO
- 02 -- ELECTRONIC -- VISUAL
- 03 -- PRINT (e.g.; NEWSPAPERS, MAGAZINES, ETC.)
- 04 -- MANUALS (HOW-TOs, GUIDELINES)
- 05 -- DISPLAYS (EXHIBITS, BANNERS, POSTERS, BROADSIDES, POC DISPLAY)
- 06 -- EVENTS (ATHLETIC EVENTS, CAMPOUTS, HIKES, RUNS, RALLIES, FAIRS)
- 07 -- TRAINING, TEACHING, INSTRUCTION
- 08 -- LIBRARIES, REFERENCES, RESOURCES
- 09 -- PERSONAL/SMALL-GROUP (MEETINGS, BRIEFINGS, WORKSHOPS, PLANNING, RETREATS)
- 10 -- PERSONAL/LARGE-GROUP (CONFERENCES, SYMPOSIA, LECTURES, SPEECHES)
- 11 -- WRITE IN _____

GRANTEES' MESSAGES

GRANTEE: _____ YEAR: _____ CASE NO. _____

TITLE: _____ PUBLICATION _____ BROCHURE _____ VIDEO _____

PROFESS: _____ RESOURCE _____ INFO _____ TRNG _____ OUTREACH: _____ PUBLIC _____ MEMBERS _____

Assignment: As an uninformed, first-time audience member, how do you react to this material compared to the other material you are reading or seeing?

CIRCLE ONE NUMBER PER ROW

MECHANICS									
DESIGN	Amateur	1	2	3	4	5	6	7	Professional
VISUALIZATION	Poor	1	2	3	4	5	6	7	Excellent
UNDERSTANDING	Difficult	1	2	3	4	5	6	7	Easy
TYPE OF TREATMENT/APPROACH									
REPORTING	Interpretive	1	2	3	4	5	6	7	Factual
MESSAGE	One-sided	1	2	3	4	5	6	7	Two-sided
SUBSTANTIATION	Weak/Anecdotal	1	2	3	4	5	6	7	Strong/Representative
RECOMMENDATNS	Weak	1	2	3	4	5	6	7	Strong
ACTION (HOW)	General	1	2	3	4	5	6	7	Specific
TARGETS ME	Not Personally	1	2	3	4	5	6	7	Very Personally
MESSAGE TONE									
SELF-PROMO	Self-aggrandizing	1	2	3	4	5	6	7	Self-less
ADVOCACY	Weak	1	2	3	4	5	6	7	Strong
ADVOCACY TONE	Propagandistic	1	2	3	4	5	6	7	Fair/Balanced
A.I.D. BASHING	A Lot	1	2	3	4	5	6	7	Very Little
A.I.D. AGGRANDIZE	A Lot	1	2	3	4	5	6	7	Very Little
U.S.G. BASHING	A Lot	1	2	3	4	5	6	7	Very Little
PROFESSIONAL CONTRIBUTION									
EDUC. VALUE	Very Little	1	2	3	4	5	6	7	Very Much
REFERS SOURCES	Very Little	1	2	3	4	5	6	7	Very Much
DOES NETWRKNG	Very Little	1	2	3	4	5	6	7	Very Much

NOTE: CODE '4' = INDETERMINANT, NOT SURE, NEUTRAL, AT THE MIDDLE
 CODE '0' = NOT APPLICABLE (LEFT MARGIN)

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CASE NO. _____

MESSAGE THEMES

ISSUE MENTIONED	NO MENTION	SOME MENTION	MINOR THEME	MAJOR THEME
ROOT CAUSES OF HUNGER	1	2	3	4
ROOT CAUSE OF POVERTY	1	2	3	4
ECONOMIC INTERDEPENDENCE	1	2	3	4
POLITICAL INTERDEPENDENCE	1	2	3	4
QUALITY-OF-LIFE INTERDEPENDENCE	1	2	3	4
CONTEXT FOR DEP MESSAGES				
GLOBAL ENVIRONMENT	1	2	3	4
END OF COLD WAR	1	2	3	4
NORTH-SOUTH COMPETITIVENESS	1	2	3	4
DOMESTIC NEEDS VS. INTERNATIONAL	1	2	3	4
HUMANITARIAN RESPONSIBILITY	1	2	3	4
A.I.D. POLICY REFLECTION				
PRIVATIZATION/PRIVATE INITIATIVES	1	2	3	4
FREE-MARKET RELIANCE	1	2	3	4
MICRO-ENTERPRISE	1	2	3	4
POLICY DIALOGUE/REFORM	1	2	3	4
DEMOCRATIZATION	1	2	3	4
SUSTAINABILITY/REPLICATION	1	2	3	4
INSTITUTIONAL-BUILDING	1	2	3	4
APPROPR. TECHNOLOGY TRANSFER	1	2	3	4
CHILD SURVIVAL	1	2	3	4
WOMEN IN DEVELOPMENT	1	2	3	4
FOCUS & CONCENTRATE PRGMS	1	2	3	4
DEBT CRISIS/RESTRUCTURING	1	2	3	4
COSTS RECOVERY	1	2	3	4
MANAGEMNT/COST-EFFECTIVENESS	1	2	3	4
EVALUATION/ACCOUNTABILITY	1	2	3	4

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GRANTEE: _____ YEAR: _____ CASE NO. _____

PROCESS EVAL. EFFECTS EVAL. TITLE: _____

TOTAL NUMBER OF: _____ A.I.D EVALUATIONS DONE _____ OWN EVALUATIONS DONE _____

SELF-EVALUATION

MET REQUIREMENTS	Fails	1	2	3	4	5	6	7	Exceeds
MET OBJECTIVES	Fails	1	2	3	4	5	6	7	Exceeds
FOCUS OF EVALUATION ON:									
MANGEMNT/ADMIN	Light	1	2	3	4	5	6	7	Heavy
PROGMNG/DLVRY	Light	1	2	3	4	5	6	7	Heavy
PRODUCTS/MATS	Light	1	2	3	4	5	6	7	Heavy
AUDIENCES	Light	1	2	3	4	5	6	7	Heavy
FEEDBK/M&E	Light	1	2	3	4	5	6	7	Heavy
STRENGTH OF METHODOLOGICAL EVIDENCE									
VALIDITY	Weak	1	2	3	4	5	6	7	Strong
RELIABILITY	Weak	1	2	3	4	5	6	7	Strong
REPRESENTATIVE	Weak	1	2	3	4	5	6	7	Strong
ANALYSIS	Weak	1	2	3	4	5	6	7	Strong
SUBSTANTIATION	Weak	1	2	3	4	5	6	7	Strong
USEFULNESS OF REPORTING									
REPORTING	Editorialized	1	2	3	4	5	6	7	Factual
RECOMMNDATNS	Weak	1	2	3	4	5	6	7	Strong
ACTIONS	General	1	2	3	4	5	6	7	Specific
DATA USED	No Evidence	1	2	3	4	5	6	7	Much Evidence
DISSEMINATION	Poor	1	2	3	4	5	6	7	Excellent
USEFULNESS OF DATA FOR DECISION-MAKING									
MANGEMNT/ADMIN	Useless	1	2	3	4	5	6	7	Very Useful
PROGRMG/DLVRY	Useless	1	2	3	4	5	6	7	Very Useful
PRODUCTS/MATS	Useless	1	2	3	4	5	6	7	Very Useful
AUDIENCES	Useless	1	2	3	4	5	6	7	Very Useful
FEEDBK/M&E	Useless	1	2	3	4	5	6	7	Very Useful

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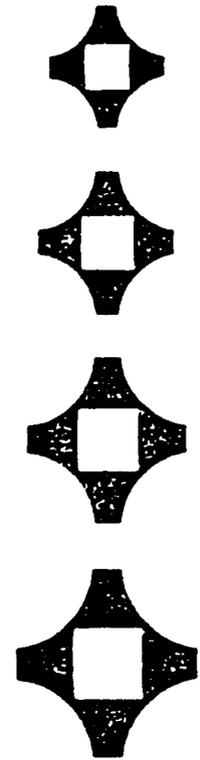
Attachment 9:

ICI National Public Opinion Survey Report

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A NEW CLIMATE FOR FOREIGN AID?

**National Survey Finds That,
Despite Americans' Domestic Concerns,
They Strongly Favor Assistance To Other Nations**



**Submitted to:
Thomas Marchione**

**U.S. Agency for International Development
Bureau of Food and Humanitarian Assistance
Office of Program Planning and Evaluation**

**By:
Gerald Hursh-César
Intercultural Communication, Inc.
Washington, D.C.**

May 1993

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EXECUTIVE SUMMARY

A recent national telephone survey has produced a variety of findings that seem to contradict many popular views about public opposition to U.S. foreign aid, especially to developing countries.

A national telephone survey of 1201 Americans, 18 and older, was recently undertaken (March 9-21) for the U.S. Agency for International Development's Bureau for Food and Humanitarian Assistance. The study is part of the overall assessment of the Bureau's Development Education (DevEd) Program. It was designed, analyzed, and reported by Intercultural Communication, Inc. (ICI), the Washington, D.C. research firm conducting the evaluation. Interviewing was done by National Research, Inc. of Washington; and the sample was provided by Survey Sampling, Inc., Fairfield, Connecticut; it compares very well to U.S. Census data. Findings may vary by plus/minus 3 percent due to sampling.

The study reveals that Americans have a much stronger sense of the global interdependencies of nations than expected; and that, despite Americans' domestic concerns, they strongly favor assistance to other nations, especially to developing countries.

GLOBAL LINKS

The conventional thinking that Americans have a parochial and insulated view of world affairs is undercut by the findings. Large majorities (65%-85% range) see global linkages among nations; for instance: ♦ The economies of the "Third World" and of "Eastern Europe" (including the former Soviet Union) affect the U.S. economy; ♦ strengthening Third World economies will have positive impacts on U.S. business opportunities, trade, jobs, national security, and local communities; and ♦ helping stabilize the Third World will improve global peace, prosperity, and democracy.

SELF-INTERESTS FIRST

Unquestionably, Americans' self-interests come first. And the major concern is for our jobs. Before turning to the needs of others, the public would first want to protect U.S. jobs and business interests abroad and solve our own problems of unemployment, poverty, and education. But the domestic agenda does not preclude concern for others.

In light of the positive pay-offs to the U.S. and to the world from Third World stability, the public's thinking is that: ♦ Developing countries are different from us, and have made many of their own problems through ineptitude and corruption. ♦ But their problems are not overwhelming and the U.S. can and should help them, and should not cut off aid and abandon them. ♦ It's important to help democracy grow in the Third World and to protect human rights as well as victims of ethnic conflicts and civil wars.

Yet, it is also important that aid be selective because some doesn't work and too much can make countries overly dependent on us.

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**SUPPORT U.S.
LEADERSHIP**

Another popular notion is that Americans' support for foreign aid has diminished. Instead, the national study finds that: ♦ Support for economic assistance has not declined since the time of the Cold War (54% in 1986, 52% today); very large majorities (70%-90% range) support U.S. involvement abroad; and ♦ other majorities (50%-70% range) favor humanitarian aid and economic assistance to the Third World and to countries of the former Soviet Union and Eastern Europe.

Giving humanitarian assistance is more important to Americans than is economic assistance (72% vs. 52%), but most people support both and would provide both equally to Third World countries and to Eastern Europe (including the former Soviet Union). However, if forced to choose, more people would assist the Third World than Eastern Europe.

Underlying support for foreign aid is the public's sense of humanity as well as keen desire for U.S. moral and economic leadership, which is "vital to international peace and prosperity." Our leadership and assistance: ♦ Makes other countries more stable; ♦ keeps them as allies; and ♦ is essential to make them self-sufficient.

Accordingly, people are not threatened by the potential political and economic competition of stronger Third World economies. Rather: ♦ Free and open trade is good for global prosperity; and ♦ we should help the Third World grow its own food even if they buy less from the U.S.

**NEW MOOD
FOR AID**

Compared with an earlier study by Interaction and the Overseas Development Council, several U.S. assistance programs have less priority today than in 1986. Health programs have highest priority and food programs rank second. Various other programs, such as infrastructure, business, and education, have lower priority. Using aid for military purposes has lowest priority – dropping sharply from its ranking a few years ago. Altogether, except for helping victims of ethnic conflict, the various aid programs are slightly less favored today than previously; but, with the exception of educating others in the U.S. and military uses of aid, all programs have positive ratings.

On the other hand, preventing the spread of the AIDS/HIV disease has the highest priority of all programs today; and suppressing the production of illegal drugs has high priority as well. These programs were not part of earlier studies of attitudes toward Third World assistance.

Apparently, public priorities are shifting, in part due to the end of the Cold War, a weakened U.S. economy, and new humanitarian and economic concerns.

For example, a slight majority of people would now reduce economic aid in the aftermath of the Cold War. Further, concerns for U.S. economic interests have risen dramatically over previous years: ♦ Concern for protecting U.S. jobs has doubled over measures in 1991 and 1986. ♦ Also, concern for protecting our business interests has risen in the past few years. ♦ And somewhat fewer people now think it's important to raise other nations' standards of living. ♦ At the same time, somewhat more people today than in 1986 think it's important to promote democracy in developing countries.

**MOST AID
EFFECTIVE**

If there were a loss of support for foreign aid, one reason might be that people don't think U.S. assistance has any effect. Instead, at least three of every five persons think that foreign aid is effective in: ♦ Feeding the poor and hungry; ♦ increasing food production; ♦ encouraging democracy; ♦ strengthening Third World economies; ♦ raising education; and ♦ reducing children's death rates.

However, people are not optimistic about all aid: ♦ They are not sure about the effects of U.S. assistance on protecting war victims or conserving Third World natural resources. ♦ They tend to be skeptical of the impacts of aid on reducing poverty. ♦ And they do not believe that aid can reduce population growth rates in developing countries, although most support "birth control" programs.

Overall, though, Americans are more likely to believe that the United Nations can do a better job in effectively assisting developing countries than can the U.S. government or private businesses or charities.

**HIGHER
ATTENTION**

While Americans have more empathy for the Third World, more understanding of global linkages, and more support for foreign aid than expected, they also are more interested and better informed than they were some years ago. Their use of the mass media has not changed since 1986, but there is good evidence that: ♦ They read more; ♦ talk more; and ♦ know more about the Third World than they did five years ago.

However, they also are more passive than expected: ♦ They are less active in Third World groups and causes than before; ♦ their learning is more passive than active – and mainly through television; and ♦ they give less money to charitable organizations than they used to.

Only a few (11%) have been members of groups involved with Third World issues. But, other than members of churches, PTAs, and professional associations, as many people belong to groups involved with Third World issues as belong to many other types of civic, business, service, labor, religious, human rights, or fraternal organizations (all in the 5%-15% range).

* * * * *

A NEW CLIMATE FOR FOREIGN AID?

I. BACKGROUND

A national telephone survey of 1201 Americans, 18 and older, was recently undertaken (March 9-21) for the Bureau for Food and Humanitarian Assistance (FHA) of the U.S. Agency for International Development (A.I.D.). The study was undertaken as a part of the overall assessment of the Bureau's Development Education (DevEd) Program.

The DevEd program was authorized through the Biden-Pell Amendment to the International Security and Development Cooperation Act of 1980. The purpose of the amendment was to facilitate public discussion, analysis, and review of development and its causes among the American people.

This survey was done to establish a basis for comparing the views toward foreign assistance of groups targeted by the program with the general public. Also, in order to see trends in public opinion, many questions in this 1993 study are identical to questions asked in a 1986 study, What Americans Think undertaken by Interaction and the Overseas Development Council. And some questions are identical to questions in studies done in 1991 and 1987 by the Chicago Council on Foreign Relations: American Public Opinion and U.S. Foreign Policy.¹

The question of foreign aid was approached in several ways: (1) comparison of views today with those of two previous studies on support or non-support for U.S. foreign policy goals – to discern trends; (2) the reasons underlying support or non-support for the U.S. role in world affairs; (3) support or non-support for humanitarian aid and economic aid to the Third World and to Eastern Europe; and (4) perceived effectiveness of U.S. assistance programs.

In the study, the "Third World" and/or "Developing Countries" were defined as countries of Africa, Asia, and Latin America. "Eastern European" countries were defined as countries that emerged after the break up of the Soviet Union and the communist countries of Eastern Europe. In both cases, these are countries "whose economies and standard of living are lower than in the United States, Western Europe, and other more industrialized countries."

The study was designed, monitored, and analyzed by Intercultural Communication, Inc. (ICI), the Washington, D.C. research firm conducting the DevEd evaluation. Interviewing and tabulations were done by National Research, Inc. of Washington. And the sample was provided by Survey Sampling, Inc., Fairfield, Connecticut; it compares very well to U.S. Census data. Any finding may vary by plus/minus 3 percent due to sampling.

Although ICI consulted with FHA about the survey, the study was carried out independently of A.I.D. offices. At no time during the interviews was A.I.D. either mentioned or identified as the sponsor of the survey. Instead, respondents were told only that they were being interviewed for "a national public opinion survey (on) America's relations with other countries."

¹ Christine E. Contee, What Americans Think: Views on Development and U.S.-Third World Relations, Washington, D.C.: Interaction and the Overseas Development Council, 1987. John E. Rielly (ed.), American Public Opinion and U.S. Foreign Policy, Chicago: The Chicago Council on Foreign Relations, 1987 and 1991.

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II. AMERICANS' WORLD VIEW IS NOT PROVINCIAL

It is popularly held that Americans have a provincial view of the world: most look inward not outward, and don't see international interconnections. In contrast, the national study finds that large majorities (about 65% to 85%) see global linkages among nations, believing that:

- ◆ **ECONOMIC INTERDEPENDENCY:** The economies of the developing countries and of the Eastern European nations do affect the U.S. economy.
- ◆ **IMPACTS ON THE U.S.:** Stronger Third World economies will have positive impacts on U.S. business opportunities, trade, jobs, national security, and local communities.
- ◆ **GLOBAL LINKAGES:** Helping the Third World develop will have positive effects on world peace, prosperity, and democracy.

TABLE 1: LINKAGES AMONG NATIONS

"From what you have heard or read, would you say the economies in (the Third World)(Eastern Europe) affect the U.S. economy a great deal, somewhat, not very much or not at all?"	Great/Some Effect	None/Not Much Effect
◆ Effect of "Third World" economies on the U.S.	83%	15
◆ Effect of "Eastern European" economies on the U.S.	78%	21
"In the long run, if Third World countries do become stronger economically, do you think there be a very positive impact, somewhat positive, somewhat negative, or very negative impact on...?"	Positive	Negative
◆ U.S. business opportunities in the Third World	80%	15
◆ U.S. sales and exports to the Third World	73%	23
◆ The U.S. economy	72%	22
◆ Jobs in the United States	66%	25
◆ U.S. national security	64%	21
◆ You, your family, and your community	64%	17
◆ The environment in the U.S.	54%	22
"In the long run, do you think that helping Third World countries to develop will have great positive effect, some effect, not much effect, or no effect at all on...?"	Great/Some Effect	None/Not Much Effect
◆ Improving world prosperity	84%	14
◆ Improving world peace	80%	18
◆ Improving democracy in the world	76%	20

NOTE: Percentages total from left to right. The "Don't Know"/"Not Sure" responses are omitted in all tables. In this table, the responses are also omitted for those saying "No impact" to the questions about positive or negative impacts. The "No impact" responses are few except in two cases: 15 percent say the Third World has no positive or negative impacts on themselves and their communities and/or no impacts on the U.S. environment.

ECONOMIC INTERDEPENDENCY: As shown in Table 1 above, at least three of every four Americans 18 years or older see great or some effect of Third World economies and Eastern European economies on the U.S. economy. As compared with a similar question asked in the 1986 "What Americans Think" study, somewhat more people today (83%) see Third World effects on the U.S. economic system than saw the same seven years ago (74%).

IMPACTS ON THE U.S.: Table 1 also shows that at least two-thirds of the public believes that, if Third World countries do become stronger economically, there will be very positive or somewhat positive impacts on U.S. social and economic conditions.

Of every 10 people: ♦ Eight see positive impacts on U.S. business opportunities in the Third World. ♦ Seven see positive impacts on U.S. trade, our economy, and jobs. ♦ The smallest number, but still a majority of over five of every 10 people, see positive impacts on America's environment. ♦ And as many as six of every 10 Americans expect a positive, personal impact of stronger Third World economies on themselves, their families, their communities.

GLOBAL LINKAGES: Finally, the table shows that about eight in 10 people believe that, in the long run, "helping Third World countries to develop" will have positive effects on world prosperity, peace, and democracy.

Comment

The idea that a parochial American public is insulated from the global interdependencies of nations is undercut by the findings here. The public sees wide-ranging interrelationships between the U.S. and other countries and between the vitality of the Third World and that of all nations. So high are the levels of agreement and so pervasive is the theme of interdependency, that it can't be a newly acquired thought. With the exception of the environment, the large majorities of people who see international connections versus those who don't usually dominate by margins of about 3-to-1 or more. The consistency of the pattern suggest values more bedrock than artificial or momentary.

III. SUPPORT FOR FOREIGN AID IS STRONGER THAN EXPECTED

It is also conventionally believed, and widely reported in the media, that many Americans are increasingly opposed to foreign aid, especially to economic assistance. Instead, very large majorities (70%-90% range) support U.S. foreign involvement and majorities (50%-70% range) support humanitarian and economic foreign assistance to the Third World and to Eastern European countries. The general climate of opinion is very favorable:

- ♦ **HUMANITARIAN AND ECONOMIC AID:** "Humanitarian assistance" is more important than "economic assistance," but both types of aid should be given equally to developing countries and to countries of Eastern Europe and the former Soviet Union (Table 2).
- ♦ **FOREIGN POLICY GOALS:** It's important to protect human rights, protect victims of ethnic conflict, improve standards of living, and help bring about democracy. But it's essential to protect Americans' jobs and business interests (Table 3 and 4).

- ◆ **U.S. LEADERSHIP ROLE:** U.S. "moral and economic leadership is vital to a peaceful and prosperous world," and helping others to develop "will pay great and lasting dividends to us all" (Tables 5).
- ◆ **FREE MARKET FORCES:** Free and open trade is good for world prosperity. We have nothing to fear from helping countries to feed themselves and to develop, even if they compete with us (Table 6).

TABLE 2: MORE SUPPORT FOR HUMANITARIAN AID

"The United States provides foreign aid to (developing countries in the Third World)(Eastern European countries). Such foreign aid includes humanitarian aid and economic assistance."

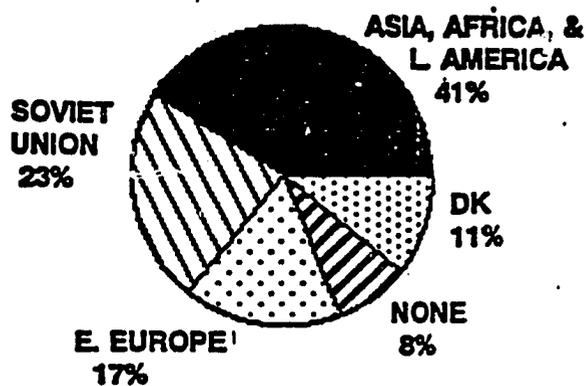
"Are you generally in favor of or opposed to the U.S. giving humanitarian aid to...?"	Favor	Oppose
◆ Developing countries	72%	23
◆ Eastern European countries	71%	24
"Are you generally in favor of or opposed to the U.S. giving economic assistance to...?"	Favor	Oppose
◆ Developing countries	53%	39
◆ Eastern European countries	51%	44

HUMANITARIAN AND ECONOMIC AID: As shown in Table 2 above, more people support giving humanitarian assistance than economic assistance. ◆ But there has been no loss of support over the past several years for economic aid to other countries (52% today, 54% in 1986). ◆ Nor has there been any decrease in the number who say that we should support Third World countries even if they "compete with us economically and politically" (about 65% today and in 1986).

Moreover, Americans don't make any regional distinction in their preferences for which countries should get either form of aid: ◆ People favor giving "humanitarian assistance" equally to developing countries (72%) and to countries of Eastern Europe and the former Soviet Union (71%). ◆ Fewer, but still one-half or more, support "economic assistance" equally to developing nations (53%) and Eastern European countries (51%).

They do make a distinction, however, when forced to choose among the developing nations, the former-USSR nations, and Eastern European countries. And their concerns lie more in favor of the Third World.

If they had to choose among U.S. aid recipients, more people favor assistance to the Third World (41%) than to former USSR nations (23%) or to Eastern Europe (17%). However, if the Eastern European and ex-Soviet responses are combined,



about equal numbers of people support Third and "Second" World assistance (40% range).

In all cases, people are much more likely to say that our motives in giving foreign is "more the desire to protect our national security" (40%-50% range) than our "generosity" or our desire "to sell our products." ♦ At least two-fifths of the people believe that "national security" is the principal motive for aid to the Third World and to Eastern Europe. ♦ Only in the case of the Third World do many people think our aid is motivated by generosity (32%), which is somewhat more than those saying the same about aid to Eastern Europe.

FOREIGN POLICY GOALS: As shown below in Table 3, there is widespread support for several U.S. foreign policy goals; and support is maximum where Americans can clearly see their self-interest at stake.

People were asked about the importance to them of six U.S. "foreign policy goals," five of which were asked in two earlier studies (1991, 1987) by The Chicago Council on Foreign Relations. Combining "very important" with "somewhat important" responses: ♦ Nearly everyone wants U.S. foreign policy to protect "the jobs of American workers." ♦ Similarly, nine of 10 want protection for "the interests of American business abroad." ♦ At nearly the same levels of assertiveness (80%-90% range) most people also favor protecting human rights, protecting civil war victims, raising living standards, and promoting democracy in other countries.

TABLE 3: SUPPORT FOR FOREIGN POLICY GOALS

"I'm going to read you...possible foreign policy goals that the U.S. might have. For each one (say whether) it should be a very important foreign policy goal...somewhat important...not important goal at all?"	Important	Not Important
♦ Protecting the jobs of American workers	98%	2
♦ Protecting the interests of American business abroad	90%	8
♦ Protecting and defending human rights in other countries	88%	10
♦ Helping to improve the standard of living of less developed countries	86%	14
♦ Helping to bring a democratic form of government to other countries	83%	16
♦ Protecting victims of ethnic conflicts and civil wars in other countries	79%	18

Taking out the "somewhat important" responses, Table 4 below compares trends for the "very important" policy goals today with the same questions asked in two previous studies.

As Table 4 shows: ♦ There has been a enormous jump in the number of people saying that it is "very important" to protect American jobs (doubling to 87% in 1993 vs. 39% in 1991 and 43% in 1987). ♦ There is also a marked increase in the number today (49%) saying that it is "very important" to protect American business interests abroad (27% and 32% in 1991 and 1987, respectively). ♦ Another indication that economic concerns are at the core of public opinion is the decline in those saying it's very important to raise others' living standards.

On the other hand, helping "democracy" to grow in other countries has taken on greater

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importance for the public, increasing from about three of every 10 people in earlier studies to about four of every 10 today.

TABLE 4: TRENDS IN "VERY IMPORTANT" FOREIGN POLICY GOALS

TREND COMPARISON OF "VERY IMPORTANT" FOREIGN POLICY GOALS IN 1993 AND 1988.	1993 Very Important	1981 & 1987 Very Import
◆ Protecting the jobs of American workers	87%	39% & 43%
◆ Protecting the interests of American business abroad	49%	27% & 32%
◆ Protecting and defending human rights in other countries	46%	45% & 44%
◆ Helping to improve the standard of living of less developed countries	31%	42% & 46%
◆ Helping to bring a democratic form of government to other countries	36%	26% & 29%

AMERICA'S LEADERSHIP ROLE: The public is both keen on a prominent U.S. role in world affairs and unthreatened by the prospects of economic or political competition: About nine out of every 10 persons believe that "American economic and moral leadership is vital to a peaceful and prosperous world" (Table 5).

As Table 5 shows, some of the reasons Americans support active world leadership and assistance to others (all in the 80% range) are that: ◆ We help make other countries "more stable." ◆ We keep them as "allies." ◆ And our "aid is essential if other countries are to become self-sufficient."

Indeed, "In the long run, helping other countries to develop will pay great and lasting dividends to all of us."

TABLE 5: REASONS FOR U.S. LEADERSHIP

"As I read some statements about U.S. assistance for developing countries, tell me if you tend to strongly agree, somewhat agree, somewhat disagree, or strongly disagree..." (paraphrased)	Agree	Disagree
◆ American moral and economic leadership is vital to a peaceful and prosperous world	91%	8
◆ Helping other countries to develop will make them more stable	83%	17
◆ U.S. aid helps us make or keep other countries as allies	77%	21
◆ Helping Third World to develop will pay great and lasting dividends to us all	77%	19
◆ U.S. aid is essential if other countries are to become self-sufficient	68%	31

FREE MARKET FORCES: As shown in Table 6 below, about nine of every 10 American adults say that "free and open trade among all nations is good for international prosperity"; and that we should help farmers in other countries "even if it means that they buy less food from the U.S."

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And about seven in 10 do not think it's against our interest to help developing nations because "they will compete with us economically and politically" (67%).

TABLE 6: ENCOURAGE ECONOMIC COMPETITION

As I read some statements about U.S. assistance for developing countries, tell me if you tend to strongly agree, somewhat agree, somewhat disagree, or strongly disagree...? (paraphrased)	Agree	Disagree
◆ Free and open trade among all nations is good for international prosperity	87%	10
◆ Help farmers in other countries to learn to grow their own food even if they buy less from U.S.	87%	11
◆ Against our interests to help developing countries because they will compete with us economically and politically	29%	67

Comment

At least for the general climate of American public opinion, the "atmosphere" for continuing humanitarian and economic assistance to other countries is very favorable. Many of the questions are somewhat abstract concepts and may be easier to answer favorably than to answer more specific questions that pose trade-offs and require people to choose among alternatives.

On the other hand, there is no gainsaying the consistency of findings that Americans are very strongly in favor of foreign aid and active U.S. leadership in the world across many measures of support or non-support.

And, amidst the rush of technical assistance to the CIS, NIS, and Central and Eastern European countries – about which many people are skeptical, they are saying to our policymakers: "Don't forget the Third World." And for a fairly sizeable group, charity is a good enough reason to aid developing countries.

IV. SELF-INTERESTS ARE FIRST, BUT NOT EXCLUSIONARY

Another popularly held view is that Americans' preoccupations with their own problems decreases their interest in helping others. Certainly, the public puts its self-interest before others, but not exclusively:

- ◆ **CHARITY BEGINS AT HOME:** Among our first foreign policy obligations is protection of American jobs and business interests. And we need to solve some of our own problems before turning to the problems of others.
- ◆ **BUT WE SHOULD HELP OTHERS:** People in developing countries are different from us, and their problems are largely of their own making. But we should and we can help them.

TABLE 7: SELF-INTERESTS AND DIFFERENCES

"As I read some statements about U.S. assistance for developing countries, tell me if you tend to strongly agree, somewhat agree, somewhat disagree, or strongly disagree..?" (paraphrased)	Agree	Disagree
◆ Solve our unemployment problems before creating jobs in other countries	91%	8
◆ Solve our own poverty problems before turning to other countries	91%	9
◆ Educate our own children before investing in education in other countries	89%	8
◆ Many aid programs are bad because they make countries dependent on us	83%	16
◆ Third World countries to blame for own problems because of poor planning	75%	21
◆ To blame for their hunger and poverty because of their corrupt governments	74%	23
◆ Causes of hunger and poverty in Third World are the same as those in U.S.	37%	61
◆ Give them less aid and leave them alone to develop in their own ways	40%	57
◆ Their problems are so overwhelming that anything U.S. does has no effect on improving conditions in developing countries	42%	56

CHARITY BEGINS AT HOME: As shown earlier in Table 3 (page 5), at least nine of every 10 adults say that important U.S. foreign policy goals are to protect "the jobs of American workers" and to protect "American business abroad."

Moreover, as shown above in Table 7, nine of every 10 also say that before we turn to the problems of other countries, we need first to: ◆ Solve our own poverty problems; ◆ solve our own unemployment problems; and ◆ educate our own children.

And one reason for taking care ourselves first is that, in the long run, "many aid programs are bad because they make other countries too dependent on us" (83%).

BUT WE SHOULD HELP OTHERS: Table 7 also shows that three of every five persons believe that "the conditions that cause hunger and poverty in the Third World" are different from the causes of hunger and poverty in the U.S. These "different" causes are further exacerbated by ineptitude and corruption. That is, three of every four adults believe that Third World governments are largely to blame for creating their own problems because of poor planning. An equal number says that the countries are largely to blame for their hunger and poverty because of their corrupt governments.

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This is a rather bleak picture of the Third World. However, most people – about another three of every five – also feel that the "problems in developing countries" are not "so overwhelming" that U.S. assistance cannot improve conditions there. And a comparable number says that we should not cut our aid and "leave them alone" to develop on their own.

Comment

Be it U.S. jobs, business interests, or education, the survey confirms the importance of self-interest. Like all people, Americans think of their own interests first, but not to the exclusion of the welfare of others. Indeed, fully two out of three, see improvements in the Third World having some positive impacts on themselves, their families, and their communities.

Yet, widely prevailing public opinion requires that we take care of ourselves first and don't deplete our own resources in assisting overly dependent Third World countries. After all, they are different from us, and they have made many of their own problems.

Most people feel that Americans and Third Worlders have little in common. Although there is a strong sense of humanity in the public's concern for developing nations, Americans resist the notion that the conditions that cause destitution and want in those countries are the same kinds of conditions here. Having said that, Americans are not daunted by the problems of developing countries, and don't think we should cut them off to work things out alone. Rather, most people say that we should help other countries, and that there are many good reasons for doing so.

V. SEVERAL TYPES OF ASSISTANCE HAVE LESS PRIORITY TODAY

Although the public sees interdependent social, economic, and political systems among nations and although they widely support U.S. foreign aid, their support for certain programs does not have the same order or strength of priority as it did some years ago. This could be related to the end of cold war, weakened U.S. economic conditions, and new priorities:

- ◆ **NEW PRIORITIES EMERGE:** Helping countries to prevent the spread of the AIDS disease is the top priority among assistance programs for developing countries. Suppressing illegal drugs has high priority too.
- ◆ **TRADITIONAL PRIORITIES DECLINE:** Otherwise, people give lower priorities to specific assistance programs than they did in 1986; although disaster relief and health programs continue to have highest priority.
- ◆ **SPENDING PRIORITIES CHANGE:** With the "end of the cold war with Russia," people are more likely than not to say that foreign aid should be reduced, and that the first order of business is to protect U.S. economic self-interests.

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TABLE 8: SUPPORT FOR SPECIFIC AID PROGRAMS
 "Now, let's talk about what kinds of aid programs are important for developing countries."

"On a scale where 1 means lowest priority and 10 means highest priority, using any number between 1 and 10, where would you place these types of aid?"	1993 Avg. Rating	1986 Avg. Rating
◆ Helping countries to prevent the spread of AIDS disease (HIV)	7.9	NA
◆ Helping countries to control the production of illegal drugs and narcotics	7.1	NA
TREND COMPARISON OF AVERAGE SCORE RATINGS FOR AID PROGRAMS IN 1993 AND 1986.	1993 Avg. Rating	1986 Avg. Rating
◆ Relief for victims of disasters like floods, droughts, and earthquakes	7.4	8.3
◆ Education on family planning and providing birth control	7.1	7.5
◆ Programs that help countries lower infant death rates	7.0	7.3
◆ Helping farmers in those countries buy seeds and basic equipment	6.7	7.6
◆ Giving other countries food to feed their hungry populations	6.5	7.1
◆ Building large projects like roads, dams, and hospitals	5.9	6.5
◆ Helping victims of ethnic conflict and civil war	5.8	5.8
◆ Supporting small businesses started by people in those countries	5.6	5.9
◆ Giving people university or other training in the U.S.	5.2	5.6
◆ Using aid to rent land for U.S. military bases in those countries	4.6	6.0

NEW PRIORITIES EMERGE: Table 8 was generated using a 10-step scale on which people were asked to rate the priorities of different programs – where "1" on the scale is the "lowest priority" and "10" is the highest priority." A score of 5.5 would be the expected mid-point on the scale. So, any rating above 5.5 could be taken as positive and any rating below could be interpreted as negative.

There is evidence that new priorities are in the public's mind. As shown above in Table 8 for all 12 types of programs rated: ◆ "Helping countries to prevent the spread of AIDS (HIV) disease" has the highest average priority rating (7.9). ◆ And "helping countries to control the production of illegal drugs and narcotics" also rates highly (7.1 average rating).

TRADITIONAL PRIORITIES DECLINE: On the same scale of priorities, people rated 10 other aid programs, using the same questions asked in the 1986 "What American Thinks" survey. Although ratings are somewhat lower across the board, health and relief programs in general have maintained highest public priority. Food program have second priority. And other types of aid have lower priority. Using aid for military purposes is the lowest priority today.

More specifically: ◆ Highest priority is given to disaster relief and health programs. With average scores of 7.0 to 7.4, people favor aid for disaster relief, birth control, and lowering infant

deaths. Average scores in 1986 were somewhat higher, ranging from 7.3 to 8.3. ♦ Food programs are the second highest priority. Aiding farmers to buy seeds and equipment and giving food to hungry populations score, on the average, from 6.5 to 6.7. Scores in 1986 were higher: from 7.1 to 7.6.

♦ Of less priority is a mixture of programs aimed at building infrastructure, protecting minorities, supporting small businesses, and providing education in the U.S. They also receive lower ratings today than previously. ♦ And of least priority today is using aid to buy land for military bases. It drops sharply to a 4.6 rating, down from 6.0 in 1986.

As such, most aid programs have lower priority today than in 1986. But, with the exception of educating others in the U.S. and using aid for military purposes, all aid programs receive positive ratings.

Of course, as suggested by the priority for AIDS and drugs, other aid programs that were not asked about may have higher priority than those some seven years ago.

SPENDING PRIORITIES CHANGE: With the "end of the cold war with Russia," Americans are more likely than not to say that "economic assistance to the Third World should be reduced" (53% vs. 43%). Unfortunately, this was the only question asked on the subject.

53% Agree
43% Disagree

Q. "With the end of the cold war with Russia, the United States' economic assistance to the Third World should be reduced."

At the same time that people would cut "economic assistance," their concern for U.S. economic self-interests has risen dramatically over previous years. That is, as noted above, Americans' concern for protecting U.S. jobs has doubled over previous measures in 1986 and 1991. And the importance of protecting U.S. business interests has increased greatly. There's no doubt that the domestic agenda is the first concern. But, also at the same time – and also noted above, helping to bring about democracy in other countries has become for more people a very important foreign policy goal than in previous years.

Comment

The findings indicate that there is a new context, a changing public mood, for foreign assistance programs. New health and public safety priorities are emerging in place of some traditional assistance programs. But it seems that economics are largely defining the changing climate. Although the level of support for "economic assistance" is unchanged from 1986 measures, the public's perception may be that such assistance – foreign spending – is less important now in the aftermath of the Cold War.

There seems to be, however, a qualification to that perception: A sense that there is more to gain than lose from "appropriate" assistance programs; and these gains translate as benefits to the United States as well as to a more stable, free, and prosperous world.

Apparently, appropriate programs would not abandon needy countries and would retain vital

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U.S. leadership in world affairs. Such assistance would encourage free-market competition among nations, even where U.S. assistance would make countries more competitive – but toward the goal of self-reliance. Further, appropriate assistance would include "humanitarian assistance," for which support is very high. And appropriate assistance would also include democracy-building, for which support has increased since 1986. -

VI. AMERICANS BELIEVE MOST FOREIGN AID IS EFFECTIVE

One argument in the debate about foreign aid is that U.S. assistance programs just don't work. So, if there were a loss of support for foreign aid (which there isn't) or if public priorities are changing (which they may be), one probable reason might be that Americans don't think that our assistance has any effect on conditions in developing countries. Instead:

- ◆ **MUCH AID IS EFFECTIVE:** American foreign aid works in feeding the hungry, encouraging democracy, raising education, reducing children's death rates, and in other ways. What is more, the United Nations might be able to do better.
- ◆ **SOME AID IS PROBLEMATIC:** People are divided over the effects of our aid on protecting victims of ethnic conflicts and on conserving natural resources.
- ◆ **SOME AID IS NOT EFFECTIVE:** American aid doesn't work in reducing poverty or reducing population growth.

TABLE 9: EFFECTS OF U.S. ASSISTANCE

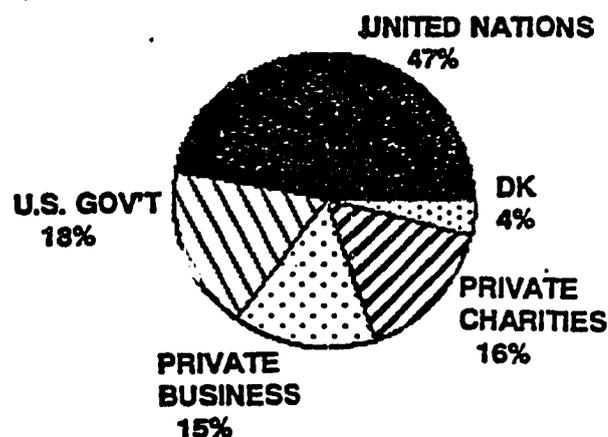
"Do you think that U.S. assistance to Third World countries has had great effect, some effect, not much effect, or not effect at all on...?"	Great/Some Effect	None/Not Much Effect
◆ Feeding the hungry and poor	77%	23
◆ Improving their ability to produce their own food supply	68%	28
◆ Encouraging the growth of democracy	68%	29
◆ Strengthening the Third World economies	63%	34
◆ Increasing people's level of education	62%	34
◆ Reducing death rates among children	59%	38
◆ Protecting victims of ethnic conflicts and civil wars	51%	45
◆ Conserving the Third World countries' natural resources	47%	44
◆ Reducing poverty	45%	53
◆ Reducing population growth rates in those countries	29%	65

SOME AID IS EFFECTIVE: As shown in Table 9 above, large majorities of American adults say that "U.S. assistance to developing countries has had great effect (or) some effect on a variety of social and economic problems.

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Two-thirds or more say that aid is effective for: ♦ "Feeding the hungry and the poor"; ♦ improving nations' capacities to "produce their own food supply"; and ♦ "encouraging the growth of democracy." A little less than two-thirds say U.S. aid is effective for: ♦ "strengthening ... national economies"; ♦ increasing people's "level of education"; and ♦ "reducing death rates among children."

With this positive picture of effective U.S. aid, it's notable that about one-half the public thinks that the United Nations would do the "best job" in assisting other countries by reaching "the largest number of people in the fastest time and the lowest cost." This is more than twice the number choosing either private business or private charities or the U.S. government (15%-20% range), although the U.S. may be seen as part of the U.N. assistance effort.



SOME AID IS PROBLEMATIC: As Table 9 also shows, the public is divided about evenly on the effects of foreign assistance on "protecting victims of ethnic conflicts and civil war" and on helping countries to conserve their "natural resources."

SOME AID IS NOT EFFECTIVE: But most people (53%) don't think American aid has any effect on "reducing poverty," and as many as two out of three (65%) think our aid has no effect on "reducing population growth" in developing countries.

Comment

From one-half to three-fourths of American adults believe that U.S. aid to developing countries has positive effects for seven of the 10 types of assistance programs queried. The programs cover a wide range of adverse conditions in developing countries — for example, feeding programs, agricultural production, and democracy-building.

Where the public is skeptical is on the effectiveness of aid in dealing with the environment and poverty. Where people are downright disbelieving is in the effectiveness of aid to combat rapid population growth, although they support "birth control" programs as a rather high priority. It is these three conditions in combination that are the generalized, but vivid, media images coming out of the Third World: Abject poverty, eroding lands, burning rain forest, and teeming populations outstripping their land and water resource base.

Images even under desperate circumstances can, of course, be positive. The many months of nightly television pictures of the blue-helmeted U.N. teams and their relief convoys in Bosnia have probably etched on the public's mind a new and significantly positive image of the effectiveness of the world body.

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VII. PUBLIC ATTENTION TO THE THIRD WORLD IS HIGHER

At the same time that Americans have more sympathy for the Third World and show more support for foreign aid than expected, they also are more interested and better informed than they were some five years ago:

- ◆ **INFORMAL COMMUNICATION HAS INCREASED:** Although media-use has not changed, Americans read more, talk more, and are better informed about the Third World than "five years ago."
- ◆ **BUT THE PUBLIC IS MORE PASSIVE:** However, people are less active than before in Third World causes; learn more passively than actively; and, with their current economic constraints, give less money than before.

78% Know More
73% Talk More
66% Read More

Q. "Because of family, job, and other responsibilities, our lives change from year to year...In your own case, compared with five years ago, are you more likely or less likely to ..."

INFORMAL COMMUNICATION HAS INCREASED: At least two-thirds of the public (65%-75% range) say that today, "compared with five years ago," they read more, talk more, and are better informed about "issues in Third World countries."

People are exposed to the mass media today at the same levels they were in 1987. That is, of every 10 adults: ◆ Nine have high television exposure; ◆ eight have high daily newspaper exposure; and ◆ six have high exposure to news magazines. Another six of 10 say they listen frequently to "news programs on the National Public Station," but we are not sure if there was any confusion with commercial radio.

25% Every day
32% 2-3 per week
43% Less often

Q. "About how often, if ever, do you talk with other people about major international issues...almost every day, two or three times a week, once a week, once every two weeks, or less than that?"

More than one-half say that they talk about "major international issues" at least two or three times a week. And two out of five lay some claim to opinion leadership, saying that someone has asked their "opinion or advice on major international issues in the news" within the past few days.

BUT THE PUBLIC IS MORE PASSIVE: Despite their apparently higher involvement in communication about the Third World, if Americans do learn anything about developing countries, it's by far more likely to be through television — the easiest, most passive kind of exposure — than by any other means.

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In a year's time: ♦ More than twice as many people see "television programs about Third World countries" (85%) than have exposure through any other single medium. ♦ At the next highest level of exposure (40%-range) are movies/videotapes and pamphlets/brochures. These, too, are behaviors requiring little exertion. ♦ As potential exposure becomes more difficult, fewer (20%-30% range) can recall getting anything in their mail or reading any books. ♦ And where exposure requires exertion, only a few (10% or less) take courses, attend speeches, or go to conferences or meetings.

The findings above for higher self-claimed communication behavior gain credence with the opposite finding that, compared with five years ago, some people are "more active" (19%) but twice as many (42%) are "less active in groups, issues, or causes" concerned with the Third World.

19% More Active
37% No Change
42% Less Active

Q. "(Compared with 5 years ago) Are you more active or less active in groups, issues, or social causes concerned with Third World countries?"

Only about one person in every 10 has "ever been a member" of any programs, groups, or causes concerned with developing countries (11%). Only a few more have "ever participated in any programs" concerned with Third World issues (13%).

As shown in Table 10, Americans are also "less likely to donate money" to such groups than previously. Fewer people today than in 1986 say that they have "made any donations of money in the past 12 months to any charitable organizations." In fact, it's a very sharp drop-off (only 55% today vs. 81% in 1986).

TABLE 10: DONATIONS TO CHARITABLE ORGANIZATIONS

TREND COMPARISON OF DONATIONS TO CHARITABLE ORGANIZATIONS IN 1993 AND 1986	1993	1986
♦ Made donation of money in the last 12 months to any charitable organizations or other groups promoting social or non-political causes	55%	81%
♦ YES: Gave less than \$100 total donation in the past 12 months	52%	48%
♦ YES: Gave more than \$100/less than \$500 total donation	28	31
♦ YES: Gave more than \$500 total donation in the past 12 months	13	18

Of those who do give money, slightly more people give smaller amounts and slightly fewer people give larger amounts than before. That is, compared with 1986, a few more people give under \$100 a year (52% now vs. 48% previously) and a few less people give over \$500 (13% now vs. 18% previously).

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<p>Comment</p>

The findings don't mean that Americans have stopped giving. On the contrary, within the past two years or so, nine out of 10 have given "food, money, or clothing to help poor people" in their own communities (91%). And four out of 10 have done the same "to help poor people in other countries" (42%).

Neither do the findings suggest that the public is dropping out of organized activities related to Third World causes. Leaving aside high memberships in churches, PTAs, and professional associations, Americans are as likely to belong to groups concerned with the Third World (11%) as to belong to any other kinds of civic groups, business associations, service organizations, fraternal orders, environmental groups, human rights groups, religious clubs, veterans organizations, labor unions, or others (all in the 5%-15% range).

But the data are rather convincing that, even though people are more conversant and conversational than before about problems of developing countries, they take the easiest path to knowledge and get most of their conversation-starters through television and more often in the living room than in the classroom.

VIII. ARE THE FINDINGS CREDIBLE?

The purpose of this March 1993 survey was to assess public support or non-support for U.S. humanitarian and economic assistance to other nations in order to compare prevailing views with those of special audiences targeted by the A.I.D. Development Education (DevEd) program. The survey was not designed to "diagnose" the limits on support or non-support. For example, we did not ask people to choose between domestic and foreign aid programs. We know from many studies that, when faced with domestic trade-offs, public support for many types of foreign assistance declines.

Domestic budget alternatives to foreign aid were not the issue here, although certainly our findings show the force of national self-interests. Rather, as part of the overall DevEd evaluation, we sought to learn what people feel about assisting other nations and whether they do or do not see bilateral or global implications of trying to improve social, economic, and political conditions in other countries, especially the developing countries. The following addresses some questions about the study.

◆ **IS THE STUDY PARTISAN?** The study was undertaken independently of A.I.D. offices, and A.I.D. was never mentioned to respondents at any point in the interviewing.

The survey was designed, monitored, and analyzed by Intercultural Communication, Inc. (ICI) a specialty social research firm. The ICI project director, Dr. Gerald Hursh-César, co-developed the CBS New Poll, now shared with the New York Times. He is a recognized international authority in social research. Two of his several textbooks, Survey Research and Third World Survey, are standards in the field and are used around the world.

Interviewing and tabulations were done by National Research, Inc., a subsidiary of Hamilton & Staff, one of the premier social and marketing research firms in the country. The sample was

provided by Survey Sampling, Inc., the most prominent and reputable sampling firm in the U.S.

◆ **IS THE SAMPLE BIASED?** As compared with 1992 U.S. Census estimates and with the 1986 "What America Thinks" sample, the demographic characteristics of the FHIA sample have no important deviations from the demographics of the other two distributions.

As expected, people in lower income and education groups tend to be generally less supportive of foreign assistance than are people in higher groups. And there is a tendency in the sample toward under-representation of lower-education and lower-income people. But the differences in their views, which are often minor, are not enough to change the consistency of findings. That is, if either the lowest or highest education or income groups are removed from total sample results, the pattern of findings (for example, interdependent economies, support for foreign assistance, support for U.S. leadership, effects of foreign aid) remains the same.

DEMOGRAPHIC COMPARISONS

	1993 SAMPLE (%)	1992 CENSUS (%)	1987 SAMPLE (%)
◆ MEN	50	49	48
◆ WOMEN	50	51	52
◆ WHITE	87	81	84
◆ BLACK	7	12	11
◆ ASIAN/OTHER	6	7	5
◆ 18-24 YRS	14	14	18
◆ 25-34	25	23	24
◆ 35-64	47	45	>
◆ 65 & OLDER	13	17	> 60
◆ UP TO HIGH SCHOOL	42	55	50
◆ SOME COLLEGE	27	19	24
◆ COLLEGE GRADUATE+	31	28	28
◆ EMPLOYED	63	60	-
◆ UNEMPLOYED	7	4	-
◆ NOT IN LABOR FORCE	30	36	-
◆ UNDER \$15,000	14	23	25
◆ \$15-\$25,000	19	17	>
◆ MORE THAN \$25,000	67	60	> 75
◆ PROTESTANT	48	-	57
◆ CATHOLIC	27	-	24
◆ JEWISH/OTHER	25	-	19

◆ **ARE RESPONSES INCONSISTENT?** Trend data show strong consistency in certain then-and-now behavior, such as media exposure and group memberships, where they should. Where there is a change in trends (e.g., support for democracy, protection of American jobs and business interests), the changes are supported by answers in the same direction to other, related questions.

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Regardless of trends, Americans' responses to different types of questions on the same subject at different places in the interview show patterns of strong consistency and congruency (e.g., foreign aid is necessary for other nations' self-sufficiency, stability, and democracy; and changes in these Third World conditions will have positive impacts on global conditions).

To avoid "reponse set" (people getting into a rut, answering a string of similar questions in the same way): Questions were balanced so that about as many were phrased positively as were phrased negatively; similar types of question were put in different places in the questionnaire; and, where questions were asked in a series (e.g., "do you agree or disagree with the following statements"), the order of questions was reversed for every other respondent.

Where people could be inclined to inflate their answers to enhance their self-image (e.g., claiming to read more, talk more, and know more about Third World issues), they resist the inclination to inflate their answers to other, related questions that could be even more self-enhancing (e.g., they are less active in and give less money to Third World causes than previously). Moreover, if they claim one type of general behavior (e.g., give less money today), they support it with their answers to specific questions at other places in the interview (more give under \$100 and fewer give over \$500 than in 1986).

There are other examples. We are fully satisfied that the critical mass of people interviewed was listening to the interviewers and answering the questions carefully. Capricious responses would not have produced the same patterns of consistency across time, topics, or sentiments.

◆ **ARE DIFFERENCES OBSCURED?** Many questions offered responses with different levels of intensity (e.g., "strongly agree" and "somewhat agree"). We usually combine the "strongly" and the "somewhat" answers in the tables, and report them together as positive or negative. We do this for simplicity on the basis that there is less chance of error in discerning a positive feeling (agreement) vs. a negative feeling (disagreement) than there is in discerning whether a positive feeling is strong or moderate.

Yet, people's answers seem to be more discriminating than impulsive (e.g., they strongly favor birth control assistance but don't think the assistance to-date has had much effect). Nor do people take refuge in "middling" responses. Where they feel very strongly, they say so (e.g., 50% to 90% say it is "very important" to protect U.S. jobs, U.S. business, and other people's human rights.) Still, as opposed to a general population survey, levels of intensity may be more important in the analysis of population sub-groups who have specialized familiarity with or expertise in the survey topic; for example, those 11 percent who belong to groups concerned with Third World issues.

◆ **ARE RESPONSES AWASH IN "DON'T KNOWS"?** The "true" distribution of responses to any given questioning could be skewed if the thinking person's meaningful views were obscured by large numbers of other people's meaningless "don't know"/"not sure" evasions.

This simply isn't the case. The percentages of "don't knows" typically hover around the 1-2 percent or 3-4 percent levels. Only occasionally do "don't knows" rise to the 7-8 percent level. And rarely are they higher. This is not an unthinking or uninterested American public that either cannot or will not answer questions about international issues.

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