



**Policy Roundtable Series**  
**USAID/Higher Education Partnership in Development**

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**COORDINATION AND COLLABORATION IN PUBLIC  
EDUCATION AND OUTREACH ON INTERNATIONAL  
DEVELOPMENT**

January 22, 1998

Sponsored by  
Association Liaison Office for University Cooperation in Development

and

U S Agency for International Development  
Cooperative Agreement HNE-A-00-97-00059-00

# **HIGHER EDUCATION AND GLOBAL DEVELOPMENT**

## **POLICY ROUNDTABLE # 5**

### **Coordination and Collaboration in Public Education and Outreach on International Development**

January 22, 1998

Convened at the National Center for Higher Education  
Washington, DC

#### **Association Liaison Office for University Cooperation in Development**

A program of the American Council on Education with  
American Association of Community Colleges  
American Association of State Colleges and Universities  
Association of American Universities  
National Association of Independent Colleges and Universities  
National Association of State Universities and Land Grant Colleges

**Sponsored with the U S Agency for International Development**  
Cooperative Agreement HNE-A-00-97-00059-00  
Bureau for Global Programs, Field Support and Research  
Center for Human Capacity Development

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## **EXECUTIVE SUMMARY**

**A**t least two broad trends suggest that it may be time to look anew at ways in which USAID and U S higher education institutions can better reinforce their respective efforts to inform the U S public about the role and importance of international development work. First, in recognition of globalization and the importance of the U S competitive position in future global markets, many U S institutions of higher education are now moving rapidly to internationalize their campuses. As they do so, there is presumably a need to explain to taxpayers the reasons for which they are spending resources on this effort. Second, constrained budgets and new approaches have led many in USAID to look toward partnerships that can build on shared interests and maximize the impact of scarce resources.

The Policy Roundtable on *Coordination and Collaboration in Public Education and Outreach on International Development* convened nine representatives from several USAID Bureaus and seventeen persons from higher education to discuss how best to use current resources (staffs and funds)

to reinforce mutual goals to increase awareness of international development activities and their multiple benefits. Outcomes included the identification of existing successful messages and expansion on these to suggest future messages to promote international cooperation, strategies for social marketing the benefits of development cooperation, and recommendations for implementation of specific steps to be taken by the Agency and the higher education community in the near- and longer-terms.

Attempts to influence American public opinion are enormously challenging. However, there reportedly have been some modest gains in recent years with regard to increasing the acceptance among constituents of U S engagements abroad. Still, USAID and the American academic community are daunted by the task of identifying a truly effective means of reaching an increasingly larger segment of the American population. Mechanisms must be put in place to expand awareness among local communities to create a strong base of support and understanding for U S involvement in development cooperation.

Civic interest groups must harness interest in and support for global issues among students and their parents, opinion leaders, elected officials, business people, representatives of the media, academic administrators, campus boards of trustees, immigrants, farmers, people of faith, etc. The media has a role to play in this regard

Roundtable discussions yielded four sub-messages to support the overarching premise that U S engagement overseas is in the national interest. They are

- (i) International development cooperation is the “smart thing” as well as the “right thing” to do
- (ii) In order to be able to engage successfully in an increasingly global environment, students need to understand the diverse, international community in which they live
- (iii) There is mutual gain derived from scientific and technological discovery internationally and their applications domestically
- (iv) Global challenges in environment, food security, health, education

and governance demand a global response

Participants described present strategies and proposed additional ones for USAID/higher education collaboration on public education and outreach. An action agenda, described in this report, was then adopted for USAID and the higher education community’s consideration to initiate in the near- and longer-terms

As stated by one representative of USAID’s Bureau of Legislative and Public Affairs, the need to educate the American public and its many sub-groups on the importance of global development cooperation is an issue which is larger than USAID as an institution. Ultimately, all efforts in this regard benefit federal agencies and the higher education community. An American public which is globally-minded will understand and support to a greater extent U S engagements overseas

## ABOUT THE ROUNDTABLES

This describes the fifth in a series of Policy Roundtables on Higher Education and Global

Development which the Association Liaison Office for University Cooperation in Development (ALO) and the U S Agency for International Development (USAID) are convening. The Roundtables focus on emerging cross-sectoral issues and the changing circumstances of development cooperation as these may involve higher education. The purposes of the Policy Roundtables are to

- o Bring higher education expertise to bear on the identification of key and emerging development problems, strategic approaches for their amelioration, and effective models of partnership for development,
- o Predict and describe the future of development cooperation to advance human, economic, and democratic development, and
- o Promote the constructive engagement of thinkers from the higher education community and USAID on topics of common concern

The Roundtables are helping define the content and process of future development cooperation, and the implicit agenda shared by higher education and USAID. The first Roundtable, *The Look of Development Cooperation Ten Years Out: What New Roles for the State, Higher Education, Business and Industry, and the Community?* concluded that today's development challenges are vastly different from those confronting USAID at its inception, and even those of a decade ago. The number of development partners both private and public, the complexity of issues, and the skills and needs of our development counterparts have changed.

The second Roundtable, *Higher Education, the Corporate Sector, States and Communities: Forming New Partnerships for Economic Development*, focused on different types of partnerships. There was keen interest in the extent to which higher education -- from community colleges to research universities -- is engaged with the private sector and community groups in local, regional and international development efforts.

The third Roundtable, *The Greying of Development Expertise What's Needed and How Will the Next Generation Get Trained?* addressed the personnel part of these new modes of operation in order to determine the type of people required to face the challenges of global development in the future. It is in the fundamental self-interest of the U.S. to maintain a cadre of men and women in government and in the American public at large who are committed to international engagement through education and development cooperation.

The fourth Roundtable, *Increasing the Relevance of Higher Education to Development What U.S. and Mexican Public/Private Partnerships Can Do*, provided an opportunity for representatives from six pairs of U.S. and Mexican higher education institutions to share the progress to date of their institutional relationships. These alliances serve as models for ways in which U.S. universities, colleges and community colleges may effectively ally with higher education institutions abroad to contribute to development through partnerships with their private sectors. The meeting detailed the results and impact of the partnerships, and their critical elements for success.

The fifth Roundtable, the summary report of which is described herein, was entitled *Coordination and Collaboration in Public Education and Outreach on International Development*. The agenda of this Roundtable was to discuss, in specific terms, how the higher education community and USAID can collaborate to reinforce their respective efforts to inform the U.S. public about the role and importance of international development work. The Roundtable produced recommendations for an action agenda for USAID and higher education on public education and outreach.

This report seeks to provide a sense of the discussion without attributing specific comments to the persons who made them. Many statements in the report deserve greater elaboration than was possible during the Roundtable. The report includes such observations to reflect the range and spirit of the exchange.

The ALO and USAID encourage the use of this report to promote further debate and discussion about worthwhile ways to join the resources and expertise of the higher education community in support of the nation's, indeed the world's, interests in global development.

## **COORDINATION AND COLLABORATION IN PUBLIC EDUCATION AND OUTREACH ON INTERNATIONAL DEVELOPMENT**

### **Introduction**

**T**here is a need to build upon the frank, forward-looking dialogue initiated recently between USAID and the U S higher education community. Since May 1997 through a series of campus-based roundtable consultations around the country, representatives of the Agency and U S universities, colleges and community colleges have sought to promote dialogue and strengthen their partnership. The consultations have suggested the following:

- (i) collaboration in the area of global development has shifted from technical assistance to development cooperation,
- (ii) partnerships among higher education, business and industry, state and local government and communities are growing, and
- (iii) envisioning creative ways to tap into these powerful new alliances is essential

One of the many recommendations that emerged from these consultations was for a discussion between communication and outreach professionals from USAID and academia as to the possibilities for increased collaboration in public education and outreach on the role and importance of global development cooperation.

At least two broad trends would support cooperation in this area. First, given globalization and the importance of the U S competitive position in future global markets, many U S institutions of higher education are now moving rapidly to internationalize their campuses. As they do so, there is presumably a need to explain to taxpayers the reasons for which they are spending resources on this effort. Second, constrained budgets and new approaches have led many in USAID to look toward partnerships that can build on shared interests and maximize the impact of scarce resources.

The aims of the Policy Roundtable on *Coordination and Collaboration in Public Education and Outreach on International Development* were to convene representatives from several USAID Bureaus and higher education associations and institutions to discuss how best to use existing resources to

reinforce mutual goals to increase awareness of international development activities and their multiple benefits  
Anticipated outcomes included

- (i) identification of existing successful messages and expansion on these to suggest future messages to promote international cooperation,
- (ii) strategies for social marketing the benefits of development cooperation, and
- (iii) recommendations for implementation of specific steps in the near- and longer-terms

Participants sought to identify means to increase awareness at every level of society of the benefits of U S involvement overseas

### **Perspective of USAID's Bureau for Legislative and Public Affairs**

The Assistant Administrator for LPA conveyed the Administrator's support and appreciation for this Roundtable and the others convened by ALO to strengthen cooperation between USAID and higher education

USAID recognizes that attempts to change American public opinion are

enormously challenging, the Agency's efforts to build a constituency for foreign assistance is a case in point. Yet with support from many voices, some measure of success has been achieved in this regard in recent years. This may be reflected in USAID's survival as an independent agency in the recent revamping of the foreign affairs bureaucracies, and in the most recent legislation supporting an increase in fiscal year 1998 funding levels.

USAID's overall message has not changed during this period. Being engaged globally is in the U S self-interest. Foreign assistance produces benefits at home and abroad, and it does not cost as much as most people think – less than one percent of the federal budget. Polling data suggest that if the American public understood that foreign assistance is a relatively cost-effective means of serving U S interests that they would support increased expenditures in this regard. To continue this positive trend, USAID needs to work to a greater extent with the media and other constituent groups to demonstrate the reasons that the Agency's work is not only relevant to host nations abroad, but also vital to U S national interests. USAID and higher education can work better together to communicate positive stories.

on development cooperation As one USAID participant noted, every time you link, you leverage

## **Perspective of Higher Education**

The higher education community has also made modest gains in selling the message that global development cooperation is in the U S -self interest Although this is true to a larger extent on some campuses than on others, there seems to be a growing acceptance among students and their parents that there is value to recreating on campus a diverse, multi-cultural community, in essence a reflection of American society at large U S communities, cities and states have an enormous stake in the international marketplace Therefore, students need to understand the diversity of the global community in which they live, they need international skills in order to be able to compete successfully in this international environment It is increasingly recognized that mutual benefits are gained through cooperation with institutions overseas in solving global threats in sectors such as environment, food security, health, education and governance

## **Future Challenges**

Despite the progress made, a fair number of the tax-paying public still do not value the country's engagements abroad Polls have indicated that many Americans think that federal expenditure for foreign assistance is as much as twenty percent or more of the federal budget, in reality, the figure is less than one percent Although certain groups within the general public are increasingly responsive to messages from federal agencies and academic institutions, the media have been slow to capture and broadly disseminate these messages

Creative strategies are required In order to establish a strong base of support for U S international interests, a dialogue on development cooperation must embrace increasingly larger segments of the American population Mechanisms must be identified to encourage discussions among peers -- students to students, business people to business people, people of faith to people of faith, etc A grass roots movement focused on expanding awareness among local communities would create a strong base of support and understanding for U S involvement in global issues, hence strengthening U S civil society Civic interest groups are an effective means of

harnessing interest and support for global issues

One challenge in this regard is the perceived notion of a divide between international and domestic issues. One Roundtable participant described this as a false dichotomy. In his view, these artificial boundaries are of diminishing significance. Promoting America's international engagements is not a zero sum game with providing support to the nation's domestic programs and activities. Others noted, however, that the "spin" placed on a public information piece may depend upon whether the activity yields more benefits at home or abroad.

Participants agreed unanimously that USAID and the higher education community need to ensure a greater exchange of information about their programs and activities overseas in order to effectively support each other in their public education and outreach activities. Both partners have extensive networks, but need to identify a methodology for infusing messages more effectively through these networks.

There was consensus too that federal agencies and their higher education partners need to collaborate more effectively to interest and inform the

media as to the importance of U.S. development cooperation. Through the use of the local, national and international media, the Agency and the higher education community need to determine the best manner of reaching that segment of the American public which is parochial in its world view. With its various audiences, the partners need to cooperate to take advantage of the "teachable moments" that exist when the mutual interests of disparate groups collide.

## **Audience**

Who is "the American public?" Which segments of American society would benefit from a greater understanding of the benefits of our being engaged globally? They are students and their parents, opinion leaders, elected officials, business people, representatives of the media, academic administrators, campus boards of trustees, immigrants, farmers, people of faith, etc. These various constituent groups interrelate. Students and parents influence state legislators. Corporate leaders serving on boards of trustees influence universities and colleges. The media influence the public at large. The challenge is to build upon the relationship among audiences, so that

the message – U S engagement abroad is in the national interest – resonates across them

## **Messages**

There was consensus that specific messages are needed for specific audiences. The messages need to be tested for effectiveness. In their efforts to justify expenditure on their international programs, U S universities, colleges and community colleges and their cooperating federal agencies could consider the following sub-messages or selling points on the value of these programs to various constituent groups. The messages follow

- ***International development cooperation is the “smart thing” as well as the “right thing” to do*** A USAID representative suggested that since higher education deals in the making of “smarts,” the prime justification for its involvement internationally should be because it is the “smart thing” to do. It is in the country’s self-interest to be able to access the wide range of global resources that enable the U S to prosper. It is in the country’s self-interest to have a globally literate workforce. It is in the country’s self-

interest to behave in a morally responsible manner. Hence, being engaged globally is the smart thing, and the right thing, to do

- ***In order to be able to engage successfully in an increasingly global environment, students need to understand the diverse, international community in which they live*** Academic leaders are sensitive to the fact that U S communities, cities and states have an enormous stake in the international marketplace. Today’s employers, including those in small towns and cities across America’s heartland, value globally literate students. From the community college perspective, it is vital that faculty become involved internationally so that they may transfer their skills and experience to the student population. Community college students, who are often geographically bound to their local communities, need this international perspective in order to compete in the global marketplace. The same holds true for many students at four-year colleges and universities. One land-grant university finds that what sells to the citizens is the state’s tremendous stake in international trade and exchange. Another university notes

that its state exports \$2.5 billion of food products yearly, made possible, in part, through the international agricultural research of its faculty

- ***There is mutual gain derived from scientific and technological discovery internationally and their applications domestically*** The U.S. economy and society at large gain significantly from U.S. cooperation abroad. The U.S. public, its institutions and corporations benefit from access to resources worldwide. For example, access to germ plasma from disease- and drought-resistant crop varieties in Africa has increased enormously the productivity of U.S. agriculture. Virtually all crop germ plasma, which serves as the backbone of the U.S. agricultural system, has been imported. Other scientific discoveries have yielded similar results in other sectors.
- ***Global challenges in environment, health, education and governance demand a global response*** In today's increasingly interdependent world, problems are not confined to, nor solved by, single nations. For many countries, the domestic agenda increasingly mirrors the global agenda. International programs on campuses,

and within federal agencies, help address global problems in environment, health, education and governance. The widespread attention to the issue of global warming exemplifies the power of collectively identifying a problem and harnessing a global response to a shared interest. Similarly, programs in democracy and governance which aim to impart models of democratic processes to transition countries like those of Eastern Europe, Latin America, and Asia, serve as building blocks for democracy's global consolidation. At home and abroad such programs produce highly motivated and concerned citizens eager to collaborate across boundaries to resolve global issues.

### **Present Strategies**

Once the messages are developed and tailored as needed for particular audiences, delivery vehicles need to be identified. How might USAID and the higher education community work together to disseminate their messages to affect change within their various constituent groups as to recognition of and support for U.S. involvement overseas? The following is a sampling of

strategies for delivering messages that USAID and U S higher education institutions presently employ to meet this end

- One Agency initiative is described as particularly successful in demonstrating to the American public the importance of being engaged globally Through USAID's *Lessons Without Borders* program, lessons learned from the Agency's work abroad are applied to domestic settings As a result, for example, immunization rates in the city of Baltimore have increased greatly (from 50%-60% to 96%) due to the application of approaches modeled after those used by USAID in Kenya The program is successful based on its efforts to encourage the exchange of information and practices across domestic and international lines
- *Operation Days Work*, another USAID initiative, is modeled after a Norwegian program which encourages and supports the study and involvement of high school and middle school students in public service activities with communities overseas The students identify and learn about a particular developing country, and then support development programs there

with funds they have raised locally The Government of Norway has donated funds to launch this effort, which is just entering the pilot phase

- The Agency has prepared and distributed information on the direct benefits of international development to individual U S states
- Some universities and colleges regularly take advantage of space available in the editorial sections of local newspapers Some work through citizens' groups to get messages out The influence of these articles on decision-making within state legislatures can be enormous
- One of the Roundtable participants explained that his institution shares stories of its international programs with the international media which then plays these stories locally This has been a successful means of capturing local attention to the results and lessons of the institution's engagements abroad Another participant offered that an effective way to make the global agenda local is to show applications at home from international cooperation on scientific and environmental problems Science and trade sell very well, one

representative noted Another stressed the effectiveness of communicating messages through peers, for example, farmers to commodity groups

- In certain states academic administrators and faculty have traveled with representatives of the Governor's office, the state economic development office, the Department of Commerce, and others on trade missions overseas In certain states this has been highly effective in garnering support for U S interests abroad
- Within the academic community, student exchange, involving both foreign students in the U S and U S students abroad, is a valuable means of promoting U S and foreign national interests Foreign students bring their experience to U S campuses The Department of Commerce reports that they bring about \$7 billion annually to the U S economy Internships with U S businesses and industries provide practical training as well as contacts the students may call upon throughout their professional careers U S students at all levels benefit from the presence of foreign students as they share knowledge of their cultures

and differing world views U S students abroad gain similarly by building skills in global literacy Some programs mentioned by Roundtable participants are the following

- Florida State University has instituted a program through which foreign students visit area businesses and industries as part of their program of study in the U S These students return home with contacts within the corporate world that will serve them well in future endeavors
- Oregon State University has developed a program through which foreign students serve as "ambassadors," visiting community organizations and area secondary schools to share information about their home countries Other universities and colleges have similar programs for Americans returning from experiences overseas
- Michigan State University offers a summer program which combines training for young journalists with an international experience It is intended that their future professional work will reflect their

experience abroad, and that they will serve as more effective messengers of the significance of international cooperation

- Many colleges and universities see the growing importance of service learning. They value service learning experiences, including international development, to personalize the macro-level rationale for international cooperation
- The American Association of Community Colleges has recently translated into Spanish, French and Russian its 1995 publication by George Vaughan, *The Community College Story: A Tale of American Innovation*. The Association will disseminate this publication to the hundreds of international visitors it receives annually and to USAID missions abroad

### **Proposed Strategies**

The following is a sampling of specific strategies suggested by Roundtable participants to promote awareness of the importance of global development cooperation

- USAID and other federal agencies could regularly issue fact-sheets with statistics on the positive returns to the U S from their programs in development cooperation. Higher education associations and institutions could make available several templates with core messages about the results and lessons from their international programs to assist in the production of public information pieces which could be tailored as necessary for various audiences
- Federal agencies and higher education institutions could place public service announcements in the local, national and international media promoting the benefits of international cooperation. Such activities could be coordinated with support from campus-based communications experts
- The partners could consider preparing a sampling of past Agency/higher education initiatives, a component of which was the mounting of joint public information campaigns. Mentioned as examples were the Biden Pell Development Education Grants Program, of which Cornell University was recently a recipient, and the U S Committee for World Food Day grant

from USAID to Oklahoma State University. It was also noted that fifteen years or so ago, higher education institutions engaged in outreach on behalf of USAID through university extension services.

- Through ALO, the higher education associations plan to create and maintain a comprehensive electronic database of the international institutional linkages of their member U.S. universities, colleges and community colleges. Federal agencies will be able to learn of the resources and expertise offered by U.S. higher education in certain sectors in specific regions of the world.

During the Roundtable, NASULGC presented the preliminary stages of its database. The database includes the following fields of information: countries by region, cooperating institution, activity and sector of engagement, type of linkage (instruction, research or service), funding source, level of resource commitment, duration of collaboration and outcomes.

Four other higher education associations have requested the same type of information from their

members. It is envisioned that the comprehensive database will be Internet-based, and "hot linked" to USAID and other federal agencies and self-selected higher education institutions. The resource will assist higher education and the Agency to work together to contribute more effectively to the Agency's strategic planning process. Others outside the respective communities could also benefit enormously from the resource, including representatives of U.S. business and industry, trade association, journalists and the media in general.

- Universities, colleges and community colleges could prepare videos on the results and benefits of their engagements overseas. USAID has several videos on the benefits of international collaboration currently available. One example is *Hidden Harvest*, an award winning video that is a joint project of Future Farmers of America and USAID. It is aimed at a high school audience, shows the benefits to Americans of investments to international agricultural research, and has already been seen by an estimated 300,000 people. It was suggested by one of the Roundtable participants that the messages higher

education and the Agency are seeking to promote should be embedded in larger vehicles such as public television. The maximum length for videos to be used as discussion pieces is fifteen minutes. Some cautioned that films lose their ability to be effective messengers if their key themes are too narrowly focused.

- Programs should be designed and implemented to educate elementary, secondary, and tertiary students about the role of U.S. federal agencies overseas. These initiatives should offer particulars of U.S. government involvement in developing and transition countries and the benefits they reap at home and abroad.
- USAID and ALO should continue the series of Policy Roundtables on Higher Education and Global Development. These Roundtables and other *ad hoc* meetings should occur regularly to provide a forum for discussions on mutual goals and ways in which to effect collaborative efforts to improve their partnership. Federal relations staff of higher education associations and institutions should be involved in such meetings.

## **Action Agenda**

To take initial steps towards implementation of the strategies suggested above, Roundtable participants identified the following actions to be taken by the Agency, the higher education community or the partners jointly in the near- and longer-terms. They are the following:

### ***Near-Term***

#### **USAID**

- Share broadly within the higher education community videos, press releases, and other relevant publications such as those on the direct benefit of international development to individual U.S. states and communities.
- Prepare press kits and fact sheets with statistics on U.S. foreign assistance, for use by higher education associations and institutions.
- Use and disseminate to USAID missions stories about domestic and global benefits of development cooperation through higher education institutions. Include news of higher education's international development.

results produced with and without USAID funding to show the magnitude of resources that colleges and universities are investing in development cooperation

- Continue to attend and contribute to the annual meetings of the higher education associations

### **Higher Education**

- Establish, within a higher education association or institution, a listserv involving the Roundtable participants to continue the dialogue between the Agency and the higher education community on collaboration in public education and outreach. The list of participants could later be expanded to include members of diverse, but related groups. Share strategies being used to communicate benefits of development cooperation
- Prepare and share short messages to decision makers. Place in national and international media from which they can be picked up by local media, and vice versa
- Identify and assist state initiatives to link economic and educational objectives to international interests

- Through the state colleges and universities, identify the states' international offices--e.g., international trade division, and engage with these in producing and disseminating messages about benefits of international cooperation
- Take next steps towards building the database of institutional international linkages underway through the higher education associations. Design and implement a strategy for combining the sets of data available from the associations and their members, and identify a group to maintain the database in the future
- Make available to USAID a list of campus-based communications and federal relations officers. Make USAID better known to federal relations people from the campuses. NASULGC, and perhaps other of the associations, would be willing to share any relevant information from the Agency through the various listserves they manage
- Through the higher education associations, ALO could support a competition among institutions in which students of communications, public relations or journalism would

prepare prototypes of ways in which a federal agency or higher education institution might approach a public information campaign on the importance of global development cooperation. Modest financial awards could be offered to finalists. One Roundtable participant suggested that a foundation or corporate sponsor may wish to support such an activity.

***Longer-Term***

**Joint USAID and Higher Education**

- Design and implement a program of reciprocal visits of communications professionals between USAID and the higher education community. Such a program could be modeled after the American Association for the Advancement of Science Fellows Program, with a focus particularly on the exchange of development education and outreach specialists.
- Ensure that all Requests for Proposals require applicants to demonstrate ways in which they will assist the Agency and the higher education community to raise public awareness of the results of development cooperation. One Roundtable

participant cautioned that it is not propaganda pieces which are needed, but rather pieces which convey through storytelling the lessons learned from engagements abroad. It was noted that major foundations have had such a requirement for many years.

- Institute a training program through which technical staff from USAID and academia learn to appropriately package the lessons and results from their work abroad into materials fit for consumption by the American public. Others who might be eligible for such training programs are staff about to embark on tours overseas.
- Develop a mechanism for assisting partner institutions overseas to engage in public education and outreach on the role and importance of global development cooperation. Share models of approaches to these types of activities with partner institutions abroad.
- Translate, into languages relevant to USAID missions, existing higher education and Agency publications that promote global development cooperation. Ensure their distribution to USAID missions abroad, the U S

higher education community, and  
partner institutions overseas

- Combine evidence from USAID and higher education on the benefits of development cooperation into a coherent story and set of dissemination strategies that will magnify the message and achieve a unified outcome

*Conclusion* As stated by one representative of USAID/LPA, the need to educate the American public and its many sub-groups on the value of global development cooperation is an issue which is larger than USAID as an institution. Ultimately, all efforts in this regard benefit federal agencies and the higher education community. An American public which is globally-minded will understand and support to a greater extent U S engagements overseas.

## Appendices

# ASSOCIATION LIAISON OFFICE FOR UNIVERSITY COOPERATION IN DEVELOPMENT

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## AGENDA

American Council  
on Education  
American Association  
of Community Colleges  
American Association  
of State Colleges  
and Universities  
Association of American  
Universities  
National Association of  
Independent Colleges  
and Universities  
National Association of  
State Universities  
and Land Grant  
Colleges

### HIGHER EDUCATION AND GLOBAL DEVELOPMENT Policy Roundtable #5

January 22, 1998  
8 15 a m – 1 30 p m

### Coordination and Collaboration in Public Education and Outreach on International Development

*Sponsored with the U S Agency for International Development  
Cooperative Agreement HNE-A-97-00059-00*

**National Center for Higher Education  
One Dupont Circle, N W , Washington DC  
Conference Center 1B, Room B**

**Focus** At least two broad trends suggest that it may be time for a fresh look at how USAID and higher education institutions can better reinforce their respective efforts to inform the U S public about the role and importance of international development work. First, in recognition of globalization and the importance of the U S competitive position in future global markets, many U S institutions of higher education are now moving rapidly to internationalize their campuses. As they do so, there is presumably a need to explain to taxpayers why they are spending resources in this effort. Second, constrained budgets and fresh thinking have led many in USAID to look toward partnerships that can build on shared interests and maximize the impact of scarce resources.

In May 1997, USAID and the Association Liaison Office for University Cooperation in Development began a series of regional consultations around the country to promote dialogue and strengthen the partnership of USAID with higher education institutions. One of the many recommendations that emerged from these consultations was for a discussion between communication and outreach professionals about the possibilities for increased collaboration in public outreach and education regarding international development.

This meeting is to convene USAID representatives from several Bureaus and representatives from the higher education community to discuss, in specific terms, how current resources (staff and funds) on both sides can be used to reinforce mutual goals. Outcomes will include a list of core messages regarding (i) U S interests served through development cooperation involving colleges and universities, and the cost-effective nature of benefits at home and abroad, (ii) strategies for the social marketing of development cooperation, and (iii) recommendations for an

action agenda for USAID and higher education public education and outreach

**8 15 a m      Coffee, fruit, pastry    Meet participants**

**8 30 a m      Introductions**

Naomi Collins, Roundtable Moderator

**USAID welcome and expectations**

Karen Anderson and Curt Reintsma  
Bureau for Legislative and Public Affairs

**Higher education associations' welcome and expectations**

Joan Claffey  
Director, Association Liaison Office  
for University Cooperation in Development

**8 45 a m      ADDRESSING THREE ISSUES --**

**1    Identifying and developing the message**

*What messages about international development cooperation have Roundtable participants used with success? What kinds of messages about the merits of international development have proven most compelling to public and professional constituencies?*

*How have colleges and universities identified the cost-effective benefits of their international development work, both at home and abroad? What benefits of international development cooperation do U S constituents perceive as important?*

**9 45 a m      2    Strategies for the social marketing of development benefits**

*What do Roundtable participants think are the most important means to build public understanding and self-interest in international development cooperation? What tools and approaches have colleges and universities found most effective for conveying the benefits of their international work? What additional opportunities exist for public education and outreach through new communications media?*

**10 30 a m      USAID perspectives and relations with higher education**

Jill Buckley  
Assistant Administrator  
Bureau for Legislative and Public Affairs

**10 45 a m      3    Action agenda for USAID and higher education in public education and outreach**

*What are the main policy and strategic areas to consider in defining a joint action agenda? What are good mechanisms for engaging a broader array of development and communications professionals and their institutions in the social marketing of international development? What existing higher education contacts and resources can USAID utilize? What would USAID like to see higher education do more of? What would the academic community like to see USAID do? What actions could be undertaken together?*

**11 45 a m      Lunch provided**

Demonstration of model for electronic database of higher education international partnerships for development

Video – The Hidden Harvest

**12 30 p m      Summary and discussion of key action recommendations**

Curt Reintsma and Joan Claffey

**1 30 p m      Adjourn**

# ASSOCIATION LIAISON OFFICE FOR UNIVERSITY COOPERATION IN DEVELOPMENT

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American Council  
on Education  
American Association  
of Community Colleges  
American Association  
of State Colleges  
and Universities  
Association of American  
Universities  
National Association of  
Independent Colleges  
and Universities  
National Association of  
State Universities  
and Land Grant  
Colleges

## ROUNDTABLE ON COORDINATION AND COLLABORATION IN PUBLIC EDUCATION AND OUTREACH ON INTERNATIONAL DEVELOPMENT January 22, 1998 Final Participant List

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**ASSOCIATION LIAISON OFFICE  
FOR UNIVERSITY COOPERATION  
IN DEVELOPMENT**

The Association Liaison Office for University Cooperation in Development (ALO), established in 1992 coordinates the efforts of the nation's six major higher education associations to build their partnership with USAID and to help member institutions plan and implement development programs with colleges and universities abroad. Uniquely situated to broaden and deepen the involvement of the American higher education community in partnerships for global development, ALO mobilizes the community toward this end.

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