



PUBLIC ENGAGEMENT AND PROFESSIONAL LEARNING: END-LINE STUDY REPORT

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EXECUTIVE SUMMARY

PROJECT OVERVIEW

The Public Engagement and Professional Learning (PE&PL) project was a five-year initiative within the Partnership for Advancing Human Development in Africa and Asia (PAHDAA), funded jointly by Aga Khan Foundation Canada and Global Affairs Canada. The PE&PL project was designed to contribute to the overarching PAHDAA outcome of improved human development by increasing engagement of targeted Canadians in activities that support human development.

The project implemented a variety of mutually reinforcing activities to attract participants and sustain their engagement. Public Engagement activities targeted interested Canadians, educators, media and young Canadians. Professional Learning targeted development and other related professionals. “Multipliers” –individuals who could extend and amplify influence - were also cultivated within each of the target groups with the expectation that they would reach more Canadians through their own networks. Overall, PE&PL activities aimed to increase knowledge of international and human development themes among interested Canadians and inspire more Canadians to get involved in international development.

END-LINE STUDY

An end-line study of the PE&PL project was completed from August to December 2017. This study was designed to assess the **contribution and impact** of the project as well as to capture key **learnings and insights** about what it takes to achieve meaningful change. The study's core methods included a social media analysis, participant survey, key informant interviews and story development with a cross-section of target audiences.

CONTRIBUTION AND IMPACT

The end-line study confirmed the effectiveness of the PE&PL engagement strategies in meeting immediate and intermediate outcomes.

- In its five years, the Public Engagement & Professional Learning project achieved substantive reach, regularly exceeding its annual targets. As of September 2017, the project has reached over **120,000 Canadians** through in-person activities, with an additional reach of **21 million views** through digital and print media.¹

■ Increased knowledge and awareness

- Overall, **89%** of end-line survey respondents (88% of men and 89% of women) reported a positive change in knowledge and awareness.

Increased knowledge and awareness included:	All n = 841	Men n = 346	Women n = 487
Learning more about international development issues and approaches	77%	80%	75%
Having a more positive view of international development	76%	81%	72%
Having a better understanding of what it takes to do good work at an international level	68%	68%	68%
Having a better understanding of Canada's role in international development	65%	67%	64%
Having a better understanding of ways Canadians can get involved in international development	63%	62%	64%
Learning more about gender equality issues in international development	59%	61%	59%

■ Increased engagement in activities that support human development

- Overall, 93% of respondents (92% of men and 93% of women) reported greater engagement in activities that support human development.

Increased engagement activities included:	All n = 839	Men n = 346	Women n = 487
Sharing what I learned with family and friends	62%	63%	61%
Sharing what I learned with colleagues and peers	55%	57%	54%
Encouraging others to get in involved	50%	49%	51%
Donating to an international development organization	39%	40%	38%
Applying new ideas/concepts to my work	32%	31%	32%
Volunteering for an international development organization	23%	27%	21%
Becoming more engaged in new projects	19%	19%	18%
Fundraising for an international development organization	18%	21%	16%

- The end-line survey results showed that **outcomes were positively correlated with PE&PL participation**. Survey respondents with greater participation in PE&PL activities more often reported increased knowledge and awareness as well as greater engagement in activities that support human development.

¹ Reach calculated based on the numbers of activity participants, digital and social media views and media circulation figures; it does not reflect the number of unique individuals.

LEARNINGS AND INSIGHTS

- **The range of complementary activities across the PE&PL project served its objectives well.** Awareness raising activities, like the art contest, exhibitions, and social media were effective in raising awareness and account for accomplishing substantive reach. More sustained activities, like the Teachers' Institute, workshops, and Media Fellowship contributed to greater capacity amongst the various individuals engaged by the project.
- **Investing in the connections and relationships with multipliers paid off** through increased project reach as well as by supporting increased knowledge and awareness among their own audiences (e.g. students and interested Canadians). Involvement in the project was mutually beneficial, as multipliers enhanced their own capacity (skills, knowledge, access to resources and networks) as well as deepened their own contributions and engagement activities.
- **Social media was a successful strategy for increasing reach and awareness**, and was used by both the project team and multipliers to share information, stories and links. Facebook gained a steady following and in the last year, the page has acquired over 10,000 new followers. At the same time, it takes concentrated and intentional effort to create the kind of content that motivates followers to engage more actively (likes, comments and shares). The analysis reinforced the effectiveness of visuals (videos by far are the most engaging content) for creating more active engagement.
- **Partnerships were integral to achieving project objectives and outcomes**, serving to support the implementation and reach of project activities and make connections to multipliers. Connecting to key partners helped to create synergy between the breadth and depth of project activities as well as to leverage respective networks and capacities.
- In addition to partnerships, **capacity building was also integral to ensuring the effectiveness of engagement strategies**. Multipliers reported the value of developing both their knowledge of international development issues and their skills to better engage their audiences. Many spoke of the importance of developing both first-hand experience as well as skills for storytelling and facilitating dialogue. Educators recognized the value of the education resources provided by the project, which allowed them to better integrate international development issues in their classrooms.

TABLE OF CONTENTS

Executive Summary.....	1
Project Overview.....	1
End-Line Study.....	2
Contribution and Impact.....	2
Learnings and Insights.....	3
Table of Contents.....	4
End-line Study Overview.....	6
1. Introduction.....	6
2. Project Overview.....	7
2.1 Goals and Objectives.....	7
2.2 Stakeholders and Audiences.....	7
2.3 Activities.....	8
2.4 Theory of Change.....	9
3. Study Methods.....	10
3.1 Study Questions.....	10
3.2 Methods.....	11
3.3 Survey Sample.....	12
3.4 Analysis.....	13
3.5 Study Caveats.....	14
4. Study Findings.....	15
4.1 Engagement.....	15
4.1.3 Effectiveness of Engagement Strategies.....	18
4.1.5 Summary.....	23
4.2 Partnerships.....	24
4.2.3 Opportunities.....	25
4.2.4 Summary.....	25
4.3 Outcomes.....	26
4.3.6 Summary.....	30
5. Learnings and Insights for Moving Forward.....	31
5.1 Pathways of Engagement.....	31
5.2 Facilitating Future Outcomes.....	32
5.3 Refining the Theory of Change.....	33

Appendices.....	34
Appendix A: End-line Survey Data Tables	35
Overview of survey respondents.....	35
Participation in AKFC activities and events.....	36
Attitudes toward international development.....	38
Outcomes	41
Appendix B: Social Media Analysis.....	45
Definition of Terms.....	45
Page Summary.....	45
Summary of Posts.....	51
Appendix C: Story Collection	54
Innovative Journalism Connects Canadian Audiences to Global Development Issues.....	54
Educating a New Generation of Global Citizens.....	55
Volunteer Champions Foster Global Connectedness and Expand AKFC's Reach.....	56
Innovation on the Road: 80,000 Visitors, 40,000 Kilometers, and One Message	57
Using Social Media to Enhance Engagement in International Development.....	58

List of Tables and Figures

Table 1 Survey respondents by self-reported audience	12
Table 2 Self-reported age	12
Figure 1 Number of people reached in person by year	15
Figure 2 Digital/social and traditional media reach by year	16
Table 3 Level of participation by audience	16
Table 4 Percentage of survey respondents to rate increase in knowledge and awareness positively by activity type.....	18
Table 5 Percentage of survey respondents to rate positively an increase in activities that support human development by activity type.....	19
Figure 3 Together exhibit in-person reach by year.....	20
Table 6 Percentage of survey respondents (multipliers) to report PE&PL activities were useful to their work.....	21
Table 7 Facebook post categories by popularity tier	22
Table 8 Percentage of survey respondents overall and by gender to report positive change in knowledge, attitudes and understanding.....	26
Table 9 Percentage of survey respondents to report positive influence of PE&PL activities on knowledge by audience.....	26
Table 10 Percentage of survey respondents to report positive influence on their activities as a result of participating in PE&PL activities.....	28
Table 11 Reported value and benefit of participation in PE&PL activities by audience.....	29



END-LINE STUDY OVERVIEW

1. INTRODUCTION

Launched in 2012, the Public Engagement and Professional Learning (PE&PL) project was a five year initiative of Aga Khan Foundation Canada (AKFC). Embedded within the larger Partnership for Advancing Human Development in Africa and Asia (PAHDAA) program jointly funded by Global Affairs Canada and AKFC, PE&PL was designed to increase engagement of targeted Canadians and Canadian institutions in activities that support human development.

In the final year of the project, AKFC engaged One World Inc. and Openly to complete an end-line study. The purpose of the study was to characterize the contribution and impact of the project overall, including key learnings and opportunities for moving forward. This report presents the findings and insights from the end-line study conducted from August to December, 2017.

The report presents as follows:

- **Program overview**
- **Study methods**
- **Study findings**
 - **Engagement**
 - **Partnerships**
 - **Outcomes**
- **Learnings and insights for moving forward**

2. PROJECT OVERVIEW

The two key activity streams of the project, Public Engagement and Professional Learning, aimed to increase knowledge of international and human development themes, including gender equality, and to inspire more Canadians to get involved in international development. Public Engagement targeted interested Canadians, educators, media and young Canadians while Professional Learning targeted development and other related professionals. Working with partners across Canada, the project cultivated “multipliers” within each of the target groups with the expectation that these multipliers would then reach many more Canadians through their networks of peers, students and communities, thereby amplifying the impact of the activities.

2.1 GOALS AND OBJECTIVES

The PE&PL project was designed to contribute to the overarching PAHDAA outcome of *improved human development, especially for women and children, in target areas of Africa and Asia*, by achieving the PE&PL intermediate outcome: *increased engagement of targeted Canadians (and Canadian institutions²) in activities that support human development*.

To achieve these outcomes, the project was separated into two components:

1. **Public Engagement** for increasing knowledge of select human development themes, including gender equality and environment, among interested Canadians, educators, media and young Canadians.
2. **Professional Learning** for increasing knowledge of select human development themes, including gender equality and environment, among development and other relevant professionals.

2.2 STAKEHOLDERS AND AUDIENCES

PE&PL stakeholders include Global Affairs Canada and AKFC development partners (e.g. NGOs), Canadian civil society organizations (outside of the development sector such as Canadian Association of Journalists (CAJ), education stakeholders (e.g. Ottawa –Carleton District School Board (OCDSB) and the Canadian Teachers’ Federation) and host organizations (e.g. universities). Partnerships were a critical component of the PE&PL work. Examples of collaboration include the partnerships with the Alberta Council for Global Cooperation (ACGC), the Canadian Museum for Human Rights, Ontario Council for International Cooperation (OCIC), Academics without Borders, International Development Research Centre (IDRC), Seneca College, and CAJ.

Audiences for the project included the following groups:

- **Volunteer Champions** – Volunteers who are passionate about development and have strong public speaking abilities.
- **Educators** – Teachers in the school system, with a leaning towards intermediate and secondary school levels.
- **Interested Canadians** – Canadians who self-identify as having a stake or an interest in international development for personal, professional or other reasons.
- **Young Canadians** – with a focus on post-secondary and high-school students.³
- **Media Fellows** – Canadian journalists.
- **Media Event Participants** – journalists and journalism students and others who have a stake in development journalism – such as academics, representatives from government and media actors in civil society.
- **Development & Other Professionals** – professionals in international development and relevant sectors, including civil society and private sector representatives, academics, and government officials and other relevant sector and technical experts.

² Canadian institutions are a PAHDAA, not a PE&PL outcome and are therefore not included in this study.

³ Originally young professionals were a specific Young Canadian target group, but the idea of a Young Canadian Forum was replaced with high school workshops (Year 2 decision).

2.3 ACTIVITIES

The project implemented a variety of **mutually reinforcing** opportunities to attract participants and sustain their engagement. Core activities included:

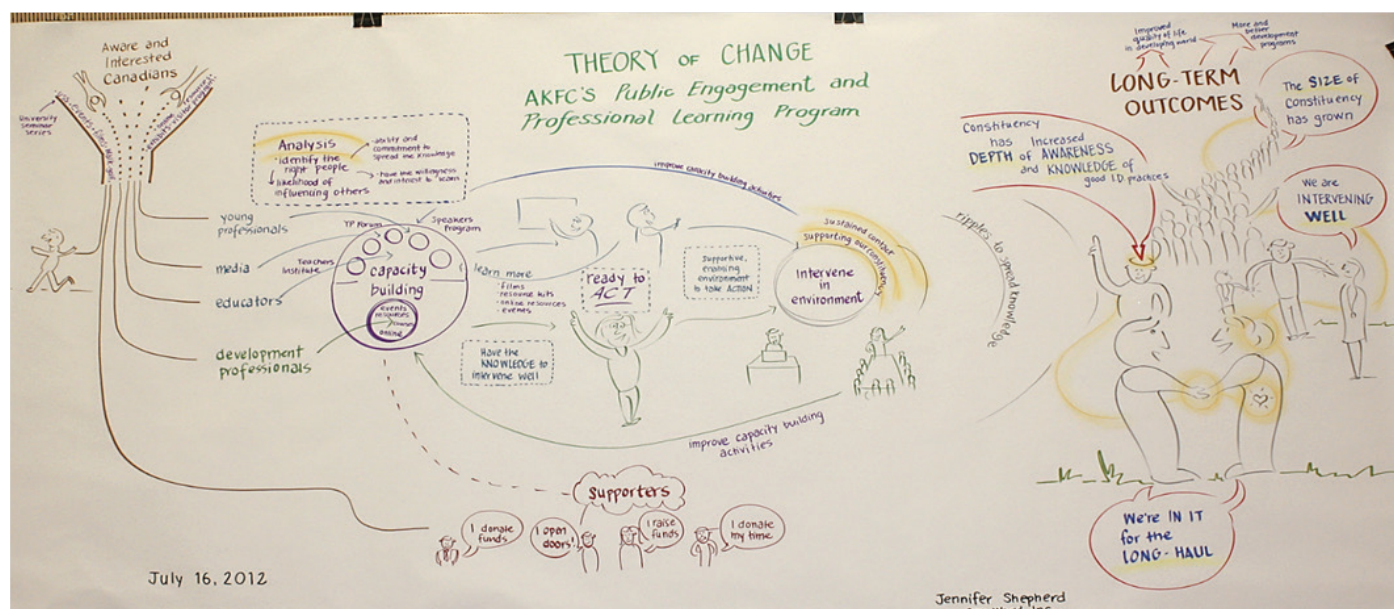
- *Exhibits* - the “flagship” activity called Together: an exhibition on global development and photo displays at various events including the World Partnership Walk and World Partnership Golf.
- *Digital and social media* - online component is a stand-alone engagement activity, but also supports all other activities by injecting new and interactive content at various points throughout the project, e.g. with learning events.
- *Resources* such as newsletters, posters, video, briefs, podcasts, and webcasts on the approaches, challenges and achievements of development efforts.
- *Volunteer Champion program* - which identifies, trains and supports a team of highly engaged Canadians to become members of a speaker bureau.
- *Educator programming* - development of a Teachers’ Institute for 35 teachers (carried out in partnership with ACGC), educational resources, particularly in connection with the travelling exhibit Together, and workshops for pre-service teacher candidates and in-service educators.
- *Young Canadian programming* - introduction of high school workshops, along with the continuation of the University Seminar Series and other university presentations which aim to give students a practical understanding of key international development issues.
- *Media programming* - Media Speaker Series and the Fellowship for International Development Reporting. The Fellowship provides journalists with small amounts of funding to undertake a substantial reporting project that helps Canadians develop a greater understanding of the complex issues facing the developing world.
- *Learning events* - includes seminars, workshops and symposia for development professionals to promote exchange of knowledge among practitioners and exposure to new ideas.
- *Public events* - includes speakers and film screenings on topical development issues.

Volunteers engaging World Partnership Walk participants



2.4 THEORY OF CHANGE

The PE&PL theory of change was originally articulated in 2012. It positioned a pathway for engaging interested Canadians, building capacity among key cohorts (young professionals, media, educators and development professionals), encouraging a readiness to act, and moving towards the desired longer-term outcomes.



2012 PE&PL Theory of Change

The 2012 theory of change can be summarized as follows:

If we reach out to interested Canadians and other target groups through a range of activities, and if we identify, engage and build the capacity of multipliers

We expect to increase and spread knowledge and awareness of international development and good practices, develop more positive attitudes towards international development, and encourage more interested Canadians to take action

So that more Canadians are committed supporters and are contributing to improving the quality of life in the developing world

In activating the theory of change over the last five years, a number of questions emerged, such as:

- The nature and directionality of the engagement 'funnel' – What moves people through the funnel? Is the second half of the theory change working effectively or is "ready to act" to "intervening well" too much a leap? Do people cycle back, e.g. to more capacity-building?
- The audience of interested Canadians – How broad/deep is the pool? How do we target new audiences?
- The key cohorts – Who are our real champions and influencers? How do we get and keep them engaged? What support do they need to be effective?
- The engagement strategies – What strategies are effective? What does the digital/social media strategy get us?

The PE&PL project theory of change was used to focus the end-line study and guide the analysis.

3. STUDY METHODS

The end-line study was designed to:

- Assess PE&PL's contribution and impact, including engagement of stakeholders, reach of target audience, and the achievement of outcomes.
- Capture key learnings and insights about what it takes to achieve meaningful change by way of public engagement.
- Identify what more is needed to continue moving forward in meeting long-term goals and impact (including refining the theory of change to capture learning and design strategy for future programming).

3.1 STUDY QUESTIONS

In meeting this purpose, the study explored the interaction between engagement activities and target audiences, focusing in on the following questions:

Engagement	→ Which engagement strategies are most effective (in reach and in depth) for whom and in what ways?
Partnerships	→ In what ways, if any, do partnerships accelerate/amplify project activities? → What facilitates the success of partnerships?
Outcomes	→ To what extent has the project met immediate and intermediate outcomes? → Did participants' knowledge and/or interest around gender equality increase? → What difference did engagement activities make? Did participants learn anything that had a lasting impact? → What is the connection between (including contribution of) engagement activities and change in values and behaviours? (Including around gender equality)
Learning	→ What does the continuum/pathway of engagement look like through the lens of supporting international development? → What is the place of each engagement strategy (e.g. social media/ travelling exhibit) in creating movement within this continuum? (Including mutually reinforcing function) → What defines and facilitates more meaningful engagement? → What more is needed to overcome barriers/facilitate greater engagement? → What would it take to make outcomes sustainable? → What activities/strategies/audiences can AKFC let go of? What if anything should it add? → Where should effort be increased?

3.2 METHODS

Method	Who	How	Sample Size
→ Digital/Social Media Analysis	Audiences engaged on digital & social media	Analytics and trends of Facebook page and posts (e.g. % of fan likes vs % of organic likes; # of shares; post efficiency; website traffic) Thematic analysis of a random sample of posts within most recent year, characterizing post type, see which are more popular; Characterization of engagement around popular posts	774 Facebook posts
→ Key Informant Interviews (max of 40)	Targeted sample of Champions, Educators, Media Fellows, Partners; Other Stakeholders and participants	Identified and introductions made by staff One-on-one Telephone French and English Program evolution (e.g. activities added and dropped) Spin-offs and unintended results	32 participants, as follows: 6 Together Exhibit participants 5 Media Fellows/ Event Participants 5 Partners 5 Educators 4 Development Professionals 4 Volunteer Champions 3 Young Canadians
→ Survey	Convenience ⁴ sample including Interested/Young Canadians, Champions, Educators and Professionals Target: 300 participants	Online Distributed through current contact lists Participant draw French and English	901 See below for breakdown
→ Secondary Analysis	Audience output data by activity Review of annual reports	Trends over time	5 annual reports
→ Story Collection	Identified individuals/ topics with story of significant change/ learning Target: 3 to 5 exemplar stories	Identified by staff; key informants and survey	5 stories (Included 6 interviews – 5 with staff and 1 with an educator)

⁴ A convenience sample draws the sample from a population that is easy to reach. For this study, the convenience sample was comprised of those PE&PL participants for whom we have email addresses and who volunteer to complete the survey.



Together exhibit visitors

3.3 SURVEY SAMPLE

- 901 respondents completed the survey
- 522 women, 371 men, 2 non-binary/third gender; 6 prefer not to identify.⁵

Table 1 Survey respondents by self-reported audience

Audience	Total n = 901	Men n = 371	Women n = 522	Non-Binary n = 2	Prefer not to identify n = 6
Member of the Public/ Interested Canadian	48%	54%	44%	50%	33%
Development Professional or Related Profession	24%	24%	24%		
Educator*	12%	8%	16%		
High School/ College/University Student	10%	11%	10%	50%	17%
Development Champion (volunteer speaker bureau)*	3%	2%	3%		50%
Journalist/Media Professional*	2%	2%	2%		

*Identified multipliers

Table 2 Self-reported age

Age	All n = 901	Men n = 371	Women n = 522
Under 30 years old	20%	17%	22%
30 to 50 years old	36%	34%	37%
50 years or older	43%	49%	39%

⁵ Gender-based analysis completed with self-identified men and self-identified women.

3.4 ANALYSIS

The Theory of Change and evaluation questions provided the framework for our data analysis. Qualitative data were analyzed using thematic analysis, where we used a semi-structured strategy to code responses against the concepts in the theory of change and the evaluation questions.

Quantitative data were primarily analyzed using non-parametric statistical tests (Kruskal-Wallis Test, Chi-Square test).⁶ In addition to those tests, we also used regression analysis on the outcome-related data where relevant (Linear regression, Logistic regression).⁷ Significance was determined at $p < .05$. Gender, audience, and level of engagement were used as key variables in the analysis. We calculated the level of an engagement (very high, high, medium, low) based on the number of activities participated in by a weighted score for type of activity (the greater the commitment, the higher the points for each activity).

The **social media analysis** reviewed 774 Facebook Posts from Feb 16, 2016 to Oct 15, 2017. The analysis included:

Page Analysis: This looked at the community AKFC has built with their Facebook page. We summarized key page metrics for engagement, sources for followers (i.e. where do page likes come from), audience details/demographics and how this changes over time. Some of the metrics we reviewed are as follows:

- Overall page likes over the designated time period, looking for spikes in activity at specific times and comparing it to post data around that time, allowing us to identify specific posts that resulted in more page likes and good responses from followers
- Website link clicks, looking at how the Facebook page drives traffic to the AKFC website and correlating it with website analytics
- Number and % of engaged users, meaning anyone who clicked anywhere on a post plus number of unique people who created a story about page posts

Post Analysis: Summarized basic post metrics (reach, impressions, engagement) and identified what kinds of posts resonate well with audiences.

- Measuring engagement around posts such as...
 - % of likes from followers vs. % of organic likes (i.e. are they bringing in new viewers?)
 - # of shares and comments
 - post efficiency (# of actions divided by total post reach)
- Thematic analysis of posts to go beyond what basic analytics say and to give context to the numbers. This allowed us to identify what kind of content is resonating with the Facebook audience (i.e. what topics are users excited about and engaging with)
 - First see what kind of post categories do well compared to unpopular posts; then determine if post popularity is explained by post content by categorizing a random sample of popular and unpopular posts
 - Look at most popular posts in detail (i.e. top 50-100) to characterize what kind of engagement popular posts lead to, e.g. is it just people enjoying/sharing the content or is it creating a meaningful dialogue and action (includes looking at activity around these posts with thematic analysis of comments if there were enough)

Analysis of Facebook events: Summary of event attendance/reach; shows the extent to which Facebook supports participation and awareness around events and activities.

Following our preliminary analysis, we hosted a sense-making conversation with AKFC staff. Insights from this conversation are included in our discussion below.

⁶ **Non-parametric statistical tests** were used to analyze all survey responses. For each survey question, we evaluated the effects of Gender, Audience, and Participation Level (each effect tested separately). If a test was significant ($p < 0.05$), we then used a post hoc test to assess significant differences between groups within an effect (individual par-wise comparisons, only for Audience and Participation Level since these effects consist of more than two groups). Depending on the data format, the following two tests were used...

Kruskal-Wallis Test: Used on survey responses producing numerical data (ie. scores, scale data, basically any scenario where we calculate a mean). If this test was significant, we used the Dunn's Post-hoc Test (p-values adjusted using the Benjamini-Hochberg method to account for multiple comparisons).

Pearson's Chi-Squared Test: Used on categorical/nominal survey responses. If significant, we then used the adjusted residuals method as a post-hoc test.

⁷ **Regression Analysis** used only for survey responses relating to outcomes. Tested the effects of Participation Score while controlling for Cohort using the following model...
OutcomeResponse = Audience + ParticipationScore + Cohort :ParticipationScore

To determine the significance of each model parameter, we performed an 'Analysis of Deviance' (Type II test, Likelihood Ratio). A non-significant interaction term would indicate that either Audience or ParticipationScore (if found significant) affect the Outcome Response independently of each other. Depending on the data format, the following two regression methods were used...

Binomial Logistic Regression: Used for ordinal/scale data. In this case, the Outcome Response of the model can only be either Positive or Negative. A response was considered Positive based on the following criteria: respondents answering 4 or greater for scale rating questions or respondents answering 'Very Much'.

Linear Regression: Used for numerical data (ie. Impact Scores).

3.5 STUDY CAVEATS

Every effort was made to ensure valid and reliable data, and we are confident in the findings presented in the next section. At the same time, there are a few caveats to keep in mind while reading the results. Firstly, key informants were selected from among partners for their capacity to provide the most insight about the project. Secondly, the survey invitation was sent to the entire PE&PL contact database (approximately 12,000 names) and the 901 respondents reflect those who volunteered to participate. Lastly, our study was correlational (we looked at the relationship between participation and outcomes) and we relied on respondents' and key informants' self-reported attribution. Overall, this means that we have gained a sense of the contribution of PE&PL activities yet recognize that there may have been experiences that were not reflected by the key informants and respondents who participated in the study.

Top: CTF participants at teacher workshop Bottom: Teacher institute participants



4. STUDY FINDINGS

This section provides key highlights and insights from the study findings. Detailed results, including survey results (data tables and statistical notes) and the social media analysis, are presented in the appendices.

The following subsections are titled by the focus areas for the study - Engagement, Partnerships, Outcomes – and lead off with the relevant guiding questions (in grey). All reach data provided are as of September 2017.

4.1 ENGAGEMENT

→ Which engagement strategies are most effective (in reach and in depth) for whom and in what ways?

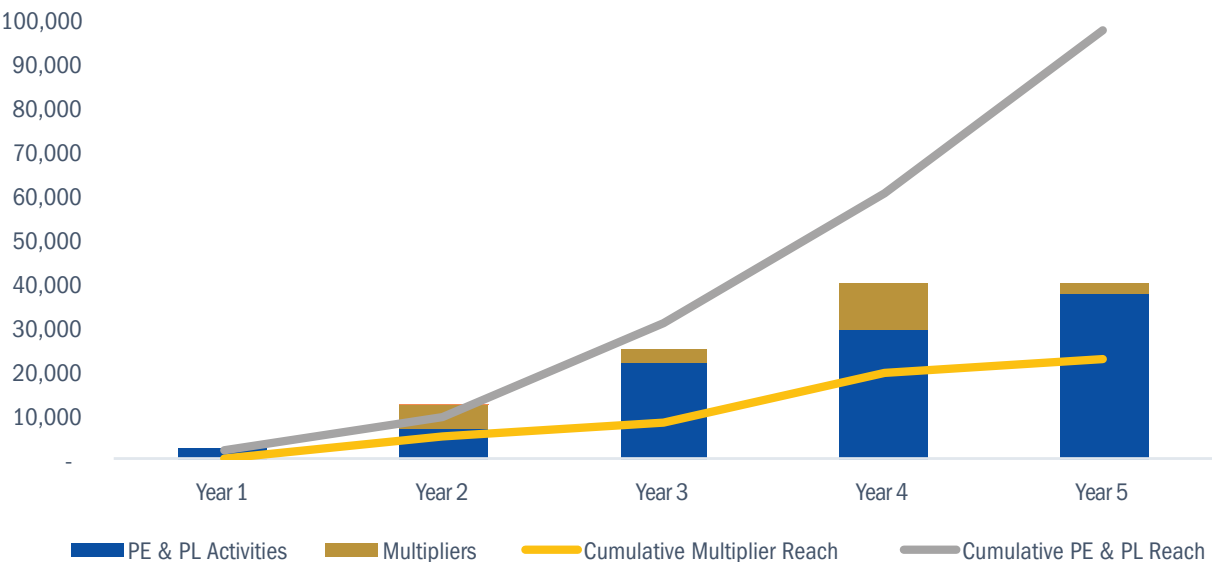
The range of PE&PL activities tackled both the need to go wide in reaching large numbers of interested Canadians and the need to go deep in influencing more sustained engagement and levels of participation. Activities designed to promote interest and awareness (such as the Together Exhibit or social media) were effective in expanding the reach of the project. Those that promoted deeper and more ongoing engagement (such as workshops, partnerships, and teacher training and media fellowships) were stronger contributors to the project's intermediate outcomes.

4.1.1 Reach

PE&PL **achieved substantive reach** over its five years through in person activities, multipliers (volunteer champions, teachers, media fellows), and digital/social and traditional media. As of September 2017, the project reached **97,765⁸** Canadians through in-person activities and an additional **16 million** Canadians through digital/social media and traditional media. PE&PL multiplier groups have reached **22,504** Canadians through in-person activities and **5.6 million** more through print, digital and social media. The total reach of the project far exceeded the original estimate of 32,441 Canadians, as presented in the 2012 Implementation Plan.

The following figure shows the reach year by year along with the cumulative number of Canadians touched by project activities. There is a sharp incline after year three that continues into year five. This trend reflects the momentum gained in year three after building partnerships and the groundwork that supports more substantive awareness raising and participation activities (like the travelling exhibition and social media).

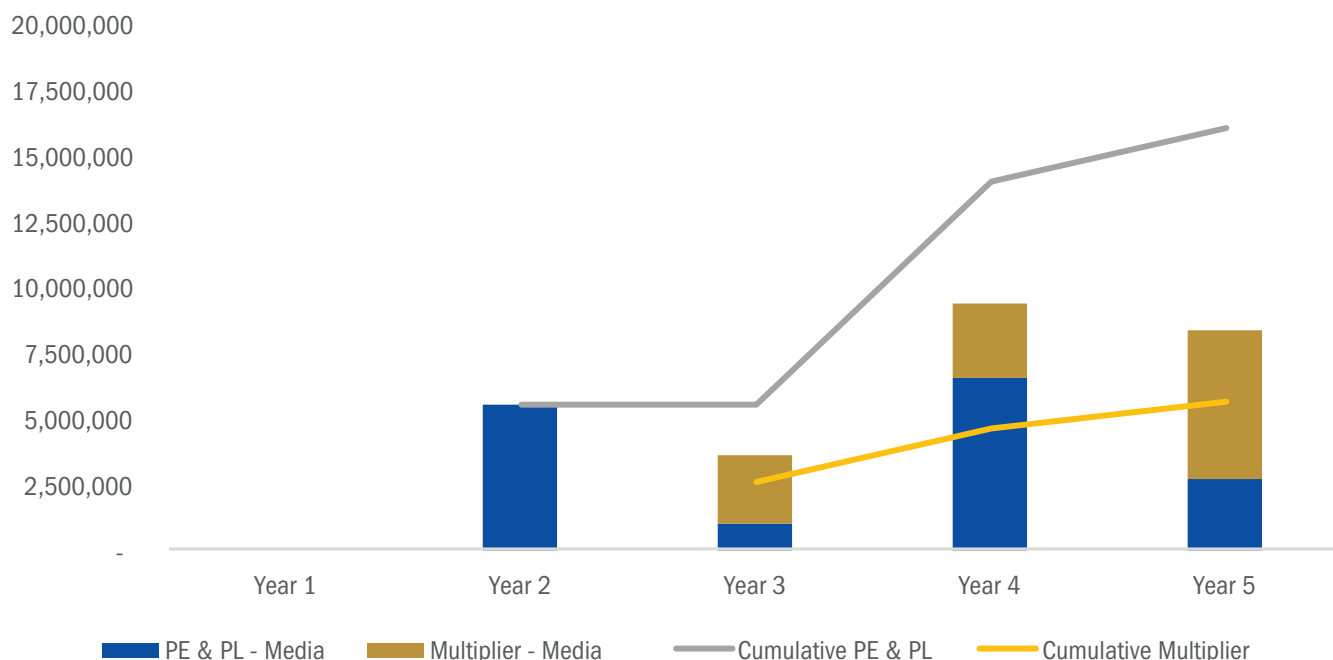
Figure 1 Number of people reached in person by year



8 Numbers reached are not unique and may include repeat participants.

Figure 2 shows the reach by print and digital media, again illustrating a similar trend after year three. It also highlights the substantive contribution in media reach by project multipliers.

Figure 2 Digital/social and traditional media reach by year



4.1.2 Depth

Overall, end-line survey respondents reported a fair level of participation in PE&PL activities, though participation did range somewhat across audiences. Volunteer champions by far had the greatest level of participation, followed by educators and journalists/media professionals. Women study respondents reported greater participation in PE&PL activities than men who responded to the survey.

We calculated a participation score for each survey respondent that combined the number of reported activities with the type of activity. Activities that were longer in duration and which required more of a commitment received a higher weighting than activities which were shorter lived and asked less of participants. (for example, a capacity building workshop was weighted a 3 while accessing the website was weighted a one.) We then used this participation score to look at differences across audiences and activities.

Table 3 Level of participation by audience

Participation Score	All n = 901	Men n = 371	Women n = 522	Public n = 432	Development Professional n = 218	Educator n = 112	Student n = 94	Champion n = 24	Media n = 20
Low (0 – 2)	17%	21%	15%	21%	13%	13%	22%	0%	5%
Medium (3 – 6)	40%	38%	41%	40%	46%	32%	41%	0%	40%
High (7 – 10)	25%	27%	24%	28%	21%	32%	13%	25%	25%
Very High (> 10)	18%	15%	20%	11%	20%	22%	23%	75%	30%
Mean Score	6.7	6.3	6.9	6.0	6.9	7.3	6.2	14.7	8.2

Volunteer Champions

Champions were both highly engaged and made a valuable contribution to the project. The 44 trained volunteer champions delivered over 150 presentations in urban and rural communities across the country, reaching over 16,500 Canadians in person.

In the end-line survey, champions reported the most participation in PE&PL activities (twice the average of other audiences) as well as the most positive attitudes towards international development. They most often reported engaging in social media and encouraging others to get involved. The investment in developing and supporting volunteer champions added to the project by increasing the project's reach and capacity for engagement, in particular through storytelling and creating space for conversations.

Educators

The focus on educators was also a worthwhile approach. Through the Teacher's Institute, the exhibit school program, workshops and a curriculum resource, the project engaged over 827 teachers, providing training and resources they could use to support conversations and lessons in their classrooms. As engaging others in learning is the job of educators, they too expanded the reach of the project. Immediately following the Teachers' Institute, 90% of evaluation respondents reported incorporating global citizenship in their classrooms.⁹ Those teachers interviewed for the end-line study reported that they would continue to engage students in learning about international development.

At the same time, educators experienced some challenges in applying what they learned to their work. Key informants noted that challenges to teaching international development and global citizenship included:

- The lack of relevant, high quality resources that are easy to apply to the classroom, including easy activities, videos, and hand-outs
- There not being a clear link between the issues and the standardized curriculum, and not knowing how to seamlessly fit international development into established learning goals
- Push back from colleagues who hold that discussing issues related to international development and global citizenship in the classroom can lead to a politically charged conversation
- The belief that attention needs to be focused on Canadian over international issues
- Their own lack of experience travelling or working abroad, and a lack of confidence to teach something new
- The lack of funding to participate in training workshops and to support teacher release time

Media

Developing relationships with the media again helped amplify the project goals, not only in garnering coverage for the exhibit and events but also in deepening relationships with journalists and influencers.¹⁰ Investing in the Fellowship for International Development Reporting facilitated creative and engaging ways (e.g. a graphic novel) to bring attention to international development issues, as well as to increase the reach of the project. Key informants reiterated the benefits of journalism for introducing the broader Canadian audience to the complex realities and experiences of people's lives and communities in a global context. They also supported the focus on media students, recognizing the valuable opportunity of connecting students to journalists who have credible field experiences and to new, non-traditional approaches to journalism.

Key informants noted journalistic challenges (finding an original angle, connecting with captivating sources, etc.) when asked what had held them back in their efforts to raise awareness through their work.

Development Professionals

Development professional key informants reported that they had found their participation in PE&PL activities valuable in that the project introduced some new ways of thinking about their work. They reported being able to apply new tools, resources and best practices and also noted that the PE&PL project helped to foster a stronger network. At the same time, end-line survey results showed that, though they still showed positive attitudes and demonstrated support for international development, engagement in PE&PL activities had the least influence on outcomes. Our assumption is that development professionals are already active in their field, and therefore may be at a ceiling when it comes to the influence of PE&PL activities on increasing knowledge or motivating greater engagement in development activities.

Young Canadians/Students

Young Canadian key informants reported benefitting from their experiences learning about development approaches and about the complexities of long-term development. They also expressed appreciation for the opportunities to develop new, tangible skills and to discover their own role in development work. End-line survey results showed that young Canadians/students were also among the more active groups engaged with social media to support international development causes.

9 18 of 19 evaluation respondents (of 35 participants). PE&PL Annual Report Year 2, March 2015
10 PE&PL Outcomes Harvesting Workshop Notes. Prepared April 2016.

4.1.3 Effectiveness of Engagement Strategies

The end-line study did not surface any evidence that any one of the activity areas was ineffective. Instead, it appeared that the range of complementary activities across the PE&PL project covered both breadth and depth, with each activity area making a different contribution to project outcomes. As well, the end-line survey results showed that outcomes were more strongly influenced by engagement in multiple PE&PL activities. The results suggest that it is the combination of engagement activities that lead to positive behaviour change – respondents with higher participation scores (those who participated in multiple and more substantive activities) reported greater influence on their engagement in activities that support human development.

As seen in the following table, most activities were effective in increasing knowledge and awareness. The Global Village partnerships with walk/golf fundraisers, Together exhibit and art contest, and Champion Speaker Bureau were all frequently connected with knowledge outcomes.

Table 4 Percentage of survey respondents to rate increase in knowledge and awareness positively by activity type

As a result of my participation in AKFC activities...	Public events n=350	Global village n=290	Together Exhibit n=260	Resource n=243	Workshops n=244	Social Media n=212	Media event n=119	Post-Secondary Workshop n=83	High School Workshop n=16	Educator Workshop n=64	Speaker Bureau n=44	Fellowship n=22
I learned more about international development issues and approaches	80%	81%	83%	81%	79%	79%	85%	78%	75%	80%	74%	73%
I have a more positive view of international development	75%	83%	83%	76%	71%	82%	77%	80%	75%	77%	86%	64%
I have a better understanding of what it takes to do good work at an international level	69%	72%	75%	69%	65%	73%	75%	78%	63%	73%	77%	64%
I have a better understanding of Canada's role in international development	68%	75%	75%	68%	63%	72%	75%	66%	56%	67%	75%	50%
I have a better understanding of ways Canadians can get involved in international development	67%	70%	73%	64%	62%	68%	69%	64%	50%	67%	80%	55%
I learned more about gender equality issues in international development	59%	66%	67%	57%	56%	65%	72%	66%	53%	66%	63%	55%

Together exhibition launch, Ottawa





Year 2Together exhibition launch, Vancouver

Similarly, the next table gives a sense of the effectiveness of PE&PL activities in supporting greater engagement in activities that support human development. Overall the range of activities was fairly effective in encouraging participants to share what they learned and engage others. The Champion Speaker Bureau also appears as one of the more effective activities in influencing positive outcomes.

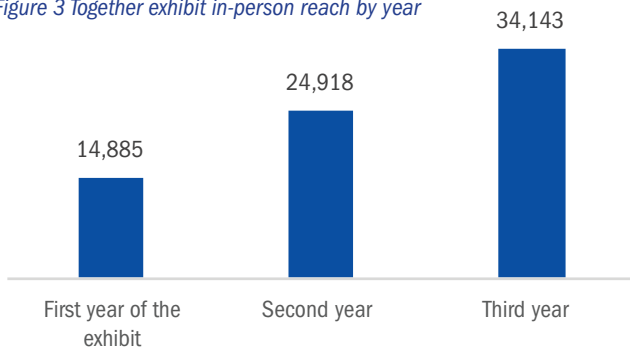
Table 5 Percentage of survey respondents to rate positively an increase in activities that support human development by activity type

As a result of my participation in AKFC activities, I...	Public events n=353	Global village n=293	Together Exhibit n= 261	Resources n=248	Workshops n= 244	Social Media n=215	Media event n=119	Post-Secondary Workshop n=86	High School Workshop n=17	Educator Workshop n=65	Speaker Bureau n= 44	Art Contest n=38	Fellowship n=22
Shared what I learned with family and friends	69%	75%	72%	70%	63%	76%	69%	62%	65%	62%	89%	68%	82%
Shared what I learned with colleagues and peers	63%	56%	66%	65%	65%	67%	68%	62%	71%	74%	77%	61%	73%
Encouraged others to get in involved	56%	66%	65%	56%	53%	60%	57%	42%	29%	68%	84%	63%	59%
Donated to an international development organization	43%	65%	54%	46%	40%	47%	48%	34%	35%	38%	45%	47%	27%
Applied new ideas/concepts to my work	35%	28%	38%	41%	44%	40%	38%	43%	41%	62%	48%	39%	55%
Volunteered for an international development organization	27%	39%	35%	28%	28%	34%	26%	30%	35%	32%	43%	24%	32%
Became more engaged in new projects	21%	19%	23%	29%	27%	27%	25%	24%	41%	32%	27%	24%	36%
Fundraised for an international development organization	25%	34%	29%	23%	23%	27%	27%	29%	29%	23%	41%	24%	23%

→ Together: an exhibition on global development

Together: an exhibition on global development was particularly effective in achieving substantive in-person reach, with almost 74,000 visitors over three years. The exhibit achieved cross country reach, travelling from urban to rural to northern communities. As well, connecting the exhibit to the teacher education strategy mutually reinforced the benefits of each and effectively combined an activity of reach with an activity of depth.

Figure 3 Together exhibit in-person reach by year



The Together Exhibit was effective in engaging the general public and interested Canadians, and increasing the knowledge and interest of visitors.¹¹

When asked about the contribution of the exhibit, key informants reported that it had:

- Sparked visitors to get involved, particularly younger community members who want to see impact
- Provided a hands on opportunity for children to interact while learning
- Exposed people in the community to information about what is happening around the world and how Canada is having an impact; gave them the opportunity to see themselves in some of the stories highlighted in the exhibit
- Brought people of all ages together in the community
- Allowed parents who do not speak English to watch their children interact with the exhibit

INNOVATION ON THE ROAD: 80,000 Visitors, 40,000 Kilometers, and One Message

On a crisp, sunny day in Yellowknife, NWT, the *Together* exhibition parked beside the Prince of Wales Northern Heritage Centre and opened its doors to the community. Visitors and local families climbed the stairs into a custom-built transport truck that AKFC had transformed into a 1000 square foot interactive exhibition. Inside, displays and activities showcased development projects around the world and the role Canadians play in alleviating global poverty. This was the first time any of AKFC's programs had been delivered in Yellowknife, and the work instantly resonated with the community. A local woman walked through the exhibition with her husband and two children, stopping in front of an interactive display about the

hospital AKFC helped to build in Bamyán, Afghanistan. Learning about the health development work taking place on the other side of the world, she reflected that very similar challenges exist in Yellowknife and remote First Nations communities.

The innovative, mobile nature of the exhibition made *Together* one of AKFC's most accessible programs. Over three years, the exhibition reached over 80,000 visitors in 57 distinct communities. It travelled 40,000 kilometers across the country, stopping at schools, festivals, museums, conferences, and both urban centres and remote communities (for the full story, see Appendix C).



VOLUNTEER CHAMPIONS FOSTER GLOBAL CONNECTEDNESS and Expand AKFC's Reach

AKFC's Development Champions program creates opportunities to expand the reach and impact of international development work by accessing the networks of volunteer speakers. Jennifer Fieldhouse, for instance, presents about her experience visiting East Africa in schools and seniors' groups in rural Ottawa, a region that would otherwise not be exposed to international development. To ensure that volunteers are able to represent AKFC with a high degree of integrity and confidence, the Foundation provides multiple days of training. Volunteers learn about international development, AKFC's approach to sustainable change, and the power of storytelling to motivate action. By gaining practice and experience, volunteers build their confidence as presenters and facilitators while expanding their networks.



Over the course of three years, Jennifer delivered 26 presentations for primary and secondary school students, community and church groups, retired people, and adult ESL students. Through presentations like Jennifer's, AKFC's Development Champion program engages new audiences, helping them to tap into a network of international connection and care. In three years, AKFC's Development Champions presented to over 16,000 people (for the full story, see Appendix C).

→ The Multiplier Effect

Multipliers demonstrated the capacity to increase project reach as well as to positively influence outcomes. By the end of five years, the PE&PL team had been able to track a 22% increase in reach through the work of the multipliers.¹² Multipliers were also able to achieve deeper engagement through storytelling and creating space for dialogue. Key multiplier groups were: Volunteer Champions, Educators and Media Fellows.

According to key informants, multiplier strategies that were effective in engaging others in learning about international development included:

- Using storytelling to speak directly to relevant issues, focusing on the realities and experiences of real people in their communities
- Sharing personal experience to open up a conversation about equality, partnership and collaboration in development
- Sharing videos, photos and the “nuts and bolts” of projects they had visited (overview of the project, the Canadian government contribution, what Canadians are doing and what local communities are doing)
- Creating space for discussion and conversation to allow their audiences to ask questions and process what was heard
- Sharing ideas about taking action
- Making clear links for students between development projects and the kinds of jobs and skills that are needed to find solutions

Ninety-six percent of educators and volunteer champions and 75% of media professionals found overall that PE&PL activities were somewhat to very useful to their work. As with outcomes, the usefulness of PE&PL activities was related to the level of participation by multipliers. Those respondents with higher participation scores were more likely to report that activities were very useful to their work.

Table 6 Percentage of survey respondents (multipliers) to report PE&PL activities were useful to their work

Response	Educator n = 112	Champion n = 24	Media n = 20
Very Much	38%	50%	25%
Somewhat	49%	46%	50%
Not Really	4%	4%	25%

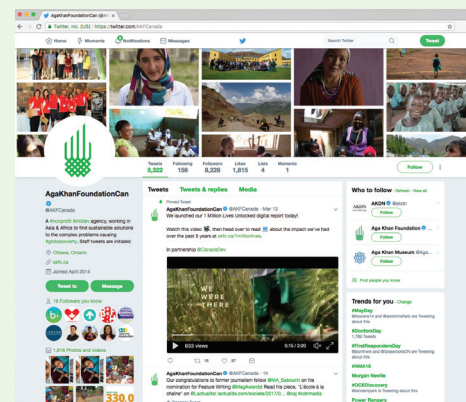
¹² This is likely an underestimate given limitations in capturing the full extent of multiplier reach

USING SOCIAL MEDIA

to Enhance Engagement in International Development

Smartphones and social networking sites are transforming the way we talk to one another, stay connected, and learn about our world. For AKFC, social media has become a way to engage Canadians in international development, to raise awareness about projects and opportunities, to stay connected and to motivate people to action. Staff speak about AKFC's digital communication as the tie that binds together diverse programming to build sustainable futures around the world. AKFC has learned that employing staff with expertise in digital and social media ensures that digital communication is not an afterthought or another task for busy program leads. Instead, it becomes a key strategic activity. AKFC has also learned to take an audience-centered approach to social media.

All communications are intended to create value, either by sharing knowledge or offering opportunities to engage that benefit the audience while also furthering the foundation's mission. Through trial and error, AKFC is developing a style of communication that stays true to its values while appealing to Canadians on a personal level (for the full story, see Appendix C).



screenshot from twitter.com/AKFCCanada

→ Social Media

Social media was also a powerful strategy for increasing reach and awareness, used by both the project team and multipliers to share information, stories and links. Facebook gained a steady following, and in the last year, the project page has acquired over 10,000 new followers (over 450% growth). Paid social media played a large role in growing the number of followers (biggest spikes in page likes were those related to paid content). This following then resulted in a steady increase in AKFC's organic reach as well as more frequent peaks in viral activity.

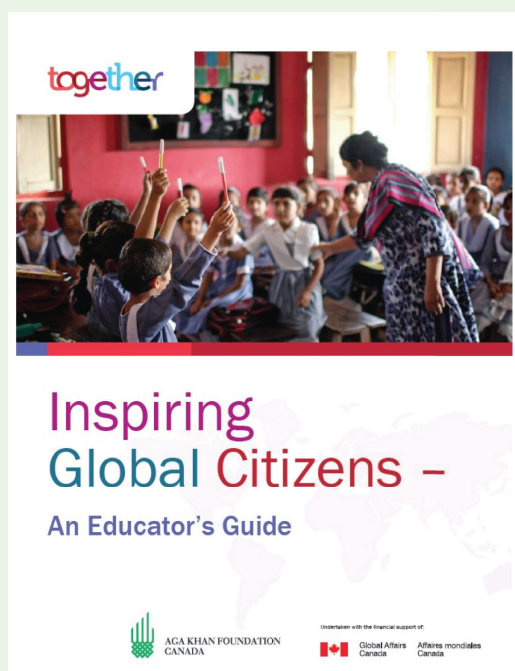
Videos were by far the most effective format for reaching users, reaching on average 6,184 likes/comments and new followers. Videos also were the most effective in engaging users, with 83% of the video posts we sampled shared and 45% commented on. Videos only made up 7% of AKFC's social media content during the time period assessed.

The table below presents post categories ranked from most observed to least observed based on our random sample of 120 posts. It then shows the percent occurrence of post categories within each popularity tier. The highlighted values indicate the popularity tier in which the post category occurs most often when compared to other popularity tiers.

Table 7 Facebook post categories by popularity tier

Post Description / Theme	# of Posts n = 120	Post Frequency by Popularity Tier		
		High (>=100) n = 40	Medium (21-99) n = 20	Low (<=20) n = 60
Posts in French (or that include a French translation after a post in English)	38	18%	20%	45%
Internal link to material created by AKFC	27	20%	25%	23%
Programming in Asian countries	18	18%	20%	12%
Together: An exhibition on global development	18	5%	10%	23%
Health-related programming	16	20%	5%	12%
External link to material not created by AKFC	13	23%	5%	5%
Posts about educational programming	12	18%	5%	7%
Aga Khan Development Network	10	15%	15%	2%
Women's empowerment and/or issues that are unique to women	10	5%	5%	12%

The most engaging content - based on number of likes, shares, and comments - was health or educational-related, as well as topics that touched countries in Asia. The least popular posts included posts related to the exhibit, to women's equality and health, and posts in French.



EDUCATING A NEW GENERATION OF GLOBAL CITIZENS

Teachers are natural amplifiers, trained to put their own learning to use by sharing it with others. Over time, AKFC has learned that teachers are in a unique position to engage Canada's youth in international development and create opportunities for them to grow as global citizens. For this reason, the Foundation has developed programs that focus on teachers as key influencers. In 2017, AKFC's new Educator Workshop reached a total of 400 teachers and teachers-in-training over the course of six months. The workshop was a pilot program that introduced teachers to *Inspiring Global Citizens – An Educator's Guide*, a resource focused on sustainable development and global citizenship.

One of these teachers is Carla Cuglietta, an educator at a Catholic Secondary School in Alberta who now uses the *Educator's Guide* as the foundation for her school's social justice curriculum. For Carla, the *Educator's Guide* provided a one-stop shop for information and activities about the Sustainable Development Goals. She thinks the resource is perfectly timed, arriving on the scene at a moment of shifting priorities within Canadian schools. More than ever, students and teachers are looking for ways to participate in meaningful and sustainable development, both locally and globally (for the full story, see Appendix C).

4.1.4 Effecting Change

While the above activities were effective in expanding the reach and raising awareness, more sustained activities along with participation in a greater number of activities were required to move participants from knowledge to action. As well, activities which required greater commitment, like workshops and trainings, the Teacher's Institute and media fellowships, advanced professional learning and supported the multiplier effect.

When asked what supported the move from knowledge to action, key informants (in particular, exhibit participants and young Canadians) replied:

- Being motivated by first-hand stories and experiences that resonate, and making a personal connection to the issue
- Being challenged to take action by an inspiring leader/champion who could also support learning and personal growth
- Seeing the opportunity to take a small action right away that is easy to implement and not expensive
- Having first-hand experience, understanding the need
- Feeling confident that their actions could make a difference

4.1.5 Summary

Overall, it is clear that the PE&PL project was successful in terms of engaging its audiences. The investments in reach (e.g. through the Together Exhibit, social media, Volunteer Champions and other multipliers) helped the project to exceed its targets many times over. These efforts were also effective in raising awareness and increasing knowledge. Ongoing opportunities for amplifying the success of the PE&PL project include providing the right supports to multipliers so that they can best leverage their learnings and commitment, as well as supporting the move from knowledge to action.

4.2 PARTNERSHIPS

- In what ways, if any, do partnerships accelerate/amplify project activities?
- What facilitates the success of partnerships?

Over the course of five years, the PE&PL project connected with 80 different partners, including universities, professional associations, service groups and other NGOs. These partnerships were integral to the project, serving to support the implementation and reach of project activities and make connections to multipliers.

4.2.1 Amplifying Activities

Neither the extensive reach of the project, nor the spread of its content would have been possible without meaningful partnerships. The Teachers' Institute, the partnership with the Canadian Association of Journalists, and the cross-country partnerships made in touring the exhibit, for example, all supported the achievement of project outcomes. The effectiveness of multipliers would also not have been as pronounced without strong partnerships.

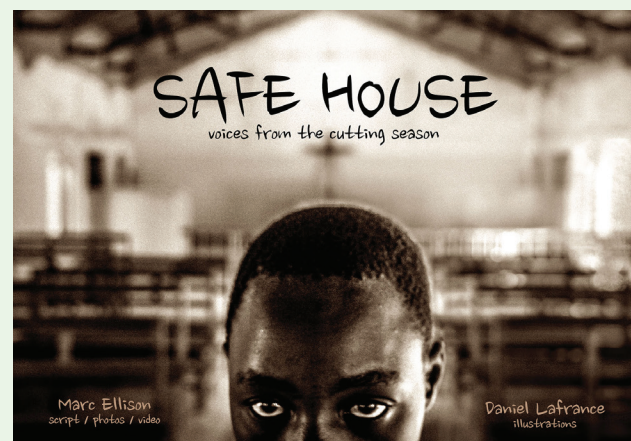
According to key informants, partnerships with AKFC helped to amplify project activities and outcomes by:

- Connecting and leveraging networks, which, for AKFC, brought PE&PL into new spaces (e.g. classrooms, conferences) and, for partners, brought a stronger international lens to their work.
- Increasing legitimacy and credibility, for both partners, with a broader range of potential audiences and future collaborators.
- Connecting resources, including support from AKFC with the capacity and expertise of partners

INNOVATIVE JOURNALISM Connects Canadian Audiences to Global Development Issues

In 2015, journalist Marc Ellison spent 5 weeks in Tanzania interviewing young girls and their families about female genital mutilation. His goal was to tell their stories in an innovative way that would connect and engage Canadian readers. Returning from Tanzania, Ellison wrote *The Safe House: Voices from the Cutting Season*, an interactive graphic novel illustrated by Daniel Lafrance. *Safe House* was published online by the Toronto Star. It is designed to be viewed on any digital device and is available at no cost.

Ellison's work was funded by the Fellowship in International Development Reporting, a unique partnership between AKFC and the Canadian Association of Journalists (CAJ). The Fellowship advances AKFC's goal of strengthening global development journalism so that Canadians can connect more deeply to issues that may otherwise feel oceans away. The partnership has taught AKFC the value of looking beyond the development sector to form strategic collaborations, and has served both organizations in unexpected ways (for the full story, see Appendix C).



source: marcellison.com/safehouse

4.2.2 Facilitating Successful Partnerships

We heard from key informants across the board that their partnerships with AKFC were mutually beneficial and reciprocal. Partners spoke highly of their work with AKFC, reporting next to no challenges or difficulties in the relationship. They valued AKFC’s position and connections, often noting that the connection to AKFC’s network was a substantial benefit to their own projects. AKFC was characterized as open, collaborative and humble. The work of AKFC in public engagement was seen to be an effective model for others.

<i>“We (and others) can learn from them as they have been doing development for a long time. They are well-suited to do the professional learning events - helping make stronger organizations in Canada to do PE and development work.”</i> Partner KI	<i>“They are humble about what they can offer, e.g. space; funding, great staff, great at collaboration and not self-promoting.”</i> Partner KI
	<i>“AKFC was extremely generous in terms of accepting others who had different visions”</i> Partner KI

Key informants noted that they benefitted from their relationship with AKFC through:

- AKFC’s visibility, credibility and reputation, which “opened doors”
- Leveraging each other’s strengths and tapping into each other’s expertise
- AKFC’s capacity to play a convening role, helping other partners expand their reach into new audiences
- Access to resources, including space and funding

<i>“AKFC is very very visible. They are well connected, have a huge network within Canada and internationally, and can secure a good relationship with the Canadian government. We benefit from their contacts and their reach.”</i>

4.2.3 Opportunities

When asked, key informants suggested that AKFC could further enhance the effectiveness of partnerships by:

- Increasing their national scope even further through more collaboration
- Increasing their role and visibility
- Building on their already solid social media work
- Reaching out even more to non-traditional Canadians, e.g. First Nations/Inuit, diaspora, rural
- Going beyond their current comfort zone

4.2.4 Summary

Partnerships were critical to accelerating and amplifying project activities. The most strategic appear to be those that increased AKFC’s access to new audiences and/or provided a legitimacy and credibility with the audiences AKFC desired to connect with. Often, although not exclusively, these partners were not part of the international development sector and/or were connected to sectors apart from that one, e.g. CTF, CAJ.

AKFC’s ability to seek out partnerships where there could be mutually-beneficial outcomes was seen as one critical factor in partnership success. Allowing for a trusting relationship to develop and being respectful of each other’s skill sets and experiences were also important.

4.3 OUTCOMES

- To what extent has the project met immediate and intermediate outcomes?
- Did participants' knowledge and/or interest around gender equality increase?
- What is the connection between engagement activities and change in values and behaviours?
- What difference did engagement activities make? Did participants learn anything that had a lasting impact?

4.3.1 Immediate Outcomes

Overall, **89%** of end-line survey respondents (88% of men and 89% of women) reported a positive change in knowledge and understanding.¹³ This result was particularly strong for public engagement audiences. The greatest gains were in:

- Champions and students gaining a more positive attitude toward international development
- Champions gaining a better understanding of what it takes to do good work at an international level and of Canada's role in international development
- The general public and educators learning more about international development issues and approaches
- The general public having a better understanding of ways to get involved in supporting international development

Development professionals and journalists/media professionals reported the least influence on their attitudes (having a more positive view) and understanding, though more than half of these respondents still reported gains as a result of their involvement in PE&PL activities. Both these professional groups may have come into the events and activities with more knowledge to begin with.

Table 8 Percentage of survey respondents overall and by gender to report positive change in knowledge, attitudes and understanding

	All n = 841	Men n = 346	Women n = 487
I learned more about international development issues and approaches	77%	80%	75%
I have a more positive view of international development	76%	81%	72%
I have a better understanding of what it takes to do good work at an international level	68%	68%	68%
I have a better understanding of Canada's role in international development	65%	67%	64%
I have a better understanding of ways Canadians can get involved in international development	63%	62%	64%

Table 9 Percentage of survey respondents to report positive influence of PE&PL activities on knowledge by audience

As a result of my participation in AKFC activities...	Development					
	Public n = 432	Professional n = 218	Educator n = 112	Student n = 94	Champion n = 24	Media n = 20
I learned more about international development issues and approaches	80%	72%	80%	77%	71%	70%
I have a more positive view of international development	80%	63%	76%	83%	92%	65%
I have a better understanding of what it takes to do good work at an international level	73%	57%	73%	64%	83%	50%
I have a better understanding of Canada's role in international development	73%	50%	63%	64%	83%	65%
I have a better understanding of ways Canadians can get involved in international development	70%	48%	65%	58%	79%	60%

¹³ To calculate the overall score for knowledge and awareness, we included responses from individuals who rated items as having a positive effect on their knowledge and awareness and excluded those who gave a negative response and those who answered 'don't know.' A total of 801 respondents reported that activities had a positive influence on at least one of the knowledge/awareness items. We divided number that by the full sample of 901 to generate an overall statement (801/901 = 89%).

4.3.2 Gender Equality

Compared to other aspects of increased knowledge and awareness, there appeared to be less of an influence on participants' understanding of gender equality issues. Nevertheless, about two thirds of the Public Engagement audiences overall reported gaining a better understanding of gender equality issues, with students/young Canadians reporting the greatest gain. Development Professionals least often reported a gain in understanding of gender issues. Our assumption is that these professionals would already have a strong understanding of gender equality issues in international development.

As a result of my participation in AKFC activities...	All n = 841	Men n = 346	Women n = 487
Learning more about gender equality issues in international development	59%	61%	59%

As a result of my participation in AKFC activities...	Public n = 432	Development Professional n = 218	Educator n = 112	Student n = 94	Champion n = 24	Media n = 20
I learned more about gender equality issues in international development	63%	43%	64%	74%	63%	60%

4.3.3 Intermediate Outcomes

End-line survey results showed a positive influence on increasing further engagement in activities that support international development. Overall, **93%** of respondents (92% of men and 93% of women) reported greater engagement in activities that support human development. Gains included:

- Champions and media being most influenced to share what they learned with others (confirming the multiplier effect)
- The majority of champions reporting that they are encouraging others to get involved (again confirming the benefit of developing volunteer champions)
- 36% overall and almost half of the general public reported now donating to an international cause because of their participation in PE&PL activities¹⁴

Increased engagement activities included:	All n = 839	Men n = 346	Women n = 487
Sharing what I learned with family and friends	62%	63%	61%
Sharing what I learned with colleagues and peers	55%	57%	54%
Encouraging others to get in involved	50%	49%	51%
Donating to an international development organization	39%	40%	38%
Applying new ideas/concepts to my work	32%	31%	32%
Volunteering for an international development organization	23%	27%	21%
Becoming more engaged in new projects	19%	19%	18%
Fundraising for an international development organization	18%	21%	16%

¹⁴ Making a donation was a spin-off of the engagement and learning activities, which were not designed to promote fundraising.

Table 10 Percentage of survey respondents to report positive influence on their activities as a result of participating in PE&PL activities

Because of my participation in PE&PL activities, I...	Public n = 432	Professional n = 218	Educator n = 112	Student n = 94	Champion n = 24	Media n = 20
Shared what I learned with family and friends	64%	45%	48%	56%	92%	80%
Shared what I learned with colleagues and peers	45%	57%	59%	48%	88%	55%
Encouraged others to get in involved	51%	43%	42%	32%	92%	55%
Donated to an international development organization	49%	21%	28%	23%	42%	30%
Applied new ideas/concepts to my work	19%	39%	42%	30%	58%	60%
Volunteered for an international development organization	23%	17%	20%	24%	38%	20%
Became more engaged in new projects	13%	20%	21%	19%	25%	45%
Fundraised for an international development organization	19%	14%	13%	20%	29%	10%
% overall to provide at least one response	94%	88%	89%	83%	100%	100%

4.3.4 Change in Values and Behaviour

As seen in the table below, end-line survey respondents held fairly favourable attitudes towards international development and reported being active in supporting international development causes in general.

	All n = 901	Men n = 371	Women n = 522	Public n = 432	Development Professional n = 218	Educator n = 112	Student n = 94	Champion n = 24	Media n = 20
Mean attitude score (scale 1 low to 5 high)*	4.4	4.4	4.3	4.3	4.3	4.4	4.5	4.5	3.9
Average percentage of respondents rating items 4 or 5	83%	85%	82%	82%	82%	85%	91%	96%	75%

*higher means = more positive attitude towards international development

With respondents who reported favourable attitudes in general, the majority (76%) also reported that PE&PL activities did have a positive influence on their attitudes and behaviour. Project outcomes were significantly correlated with engagement in PE&PL activities.¹⁵ Survey respondents with higher participation scores were significantly more likely to report more positive outcomes, including greater engagement in activities that support human development.¹⁶ The more activities respondents participated in, the more likely they were to report positive gains in attitudes and behaviours.

15 Using Kruskal-Wallis Test to analyze differences between Cohorts ($p < 0.001$) and Participation level ($p < 0.001$); Respondents with High or Very High participation levels had significantly higher scores than Medium Participation (but not low participation)

16 This result was maintained when we controlled for differences by audience.

4.3.5 Difference and Impact for Participants

In addition to the project outcomes, each audience identified additional value and benefit from participating in PE&PL activities and from their relationships with AKFC. Dominant themes included: learning and gaining new insights, professional development and capacity building, and developing new relationships through opportunities to connect with others or through fostering the network / community of practice.

Table 11 Reported value and benefit of participation in PE&PL activities by audience

Audience	What, if anything, was the most valuable part of participating in AKFC activities for you?
Volunteer Champions	<ul style="list-style-type: none"> - Working with and learning from like-minded individuals in the field of international development - Contributing to an important global cause - Gaining a deeper understanding of the impact of development projects - Having the opportunity to inspire others - Connections to a network of people with similar passions and values - Knowledge and skills: <ul style="list-style-type: none"> · Story-telling techniques · How to effectively reach people by connecting to their own experience · How to present a pitch to someone · The deeper reach of AKFC international development work · The right language to use in speaking about international development · New insights into their own experience or the experiences of others
Development Professionals	<ul style="list-style-type: none"> - Strengthening the community of practice for development professionals - Learning about new successful approaches to international development - High-quality educational events with exceptional speakers and a diverse and engaged audience - Opportunity to gain hands-on experience and practice international development on the ground - Gaining new knowledge or new framing of issues - Learning about topics of interest/hot topics and innovation in development - Networking and making connections to people with similar interests, gaining new contacts, exchanging info/updating colleagues, learning about new directions - Improved quality and relevance of work funded by the organization - Learning about effective formats for learning, dialogue and finding creative solutions
Educators	<ul style="list-style-type: none"> - Learning about current work in the field of international development that can be incorporated into teaching activities - Resources to use in the classroom - Networking with other like-minded teachers - Learning more about AKFC's work
Students/ Young Canadians	<ul style="list-style-type: none"> - Greater knowledge about global issues and the ability of international development work to improve people's lives - Learning about how to be a global citizen - Hearing from people with diverse perspectives and experiences - Having the opportunity to have conversations with local people about what pluralism and identity mean; observe and talk about misconceptions on all sides - Being immersed in a culturally diverse setting - Having future opportunities to work in the field of development

Audience	What, if anything, was the most valuable part of participating in AKFC activities for you?
Media/ Media Professionals	<ul style="list-style-type: none"> - More experience working in the field, through the ability to travel and to be immersed in the issue - Career development/higher profile and recognition of work - Ability to meet the challenges (expected and unexpected) in the field - Ability to experiment with new media for journalistic reporting (e.g. graphic novel format) - Having own understanding/values/beliefs expanded or challenged based on seeing the realities of peoples' lives first hand - Focus on development issues in journalism
Members of the Public / Interested Canadians	<ul style="list-style-type: none"> - Meeting people who share common values of helping others and making a difference in the world - Learning more about global issues and international development activities - Becoming more aware of AKFC's work - Contributing to an important cause by volunteering, donating money, and participating in AKFC events

4.3.6 Summary

The end-line study confirmed strong outcomes for the PE&PL project. Overall, there were gains in knowledge and a positive influence on engagement in further activities that support international development. Survey results demonstrated a positive relationship between participating in PE&PL activities and project outcomes – the greater the participation, the stronger the outcomes. Survey results also showed that respondents in general had positive attitudes and were active in supporting international development work. We can say that each audience reported that their **participation in PE&PL activities made a positive contribution and enhanced knowledge of, attitudes towards, and engagement in international development causes.**

Professional Learning event



5. LEARNINGS AND INSIGHTS FOR MOVING FORWARD

- What does the continuum/pathway of engagement look like through the lens of supporting international development?
- What is the place of each engagement strategy (e.g. social media/ travelling exhibit) in creating movement within this continuum?
- What defines and facilitates more meaningful engagement?
- What more is needed to overcome barriers/facilitate greater engagement?
- What would it take to make outcomes sustainable?
- What activities/strategies/audiences can AKFC let go of? What if anything should it add? Where should effort be increased?

5.1 PATHWAYS OF ENGAGEMENT

The results of the end-line study overall confirmed the foundational hypothesis of the PE&PL theory of change – broad reach opens pathways to engagement, which in turn fosters learning and supports action. At the same time and as staff reflected, movement from an initial touch point to deeper levels of engagement is neither a linear nor a guaranteed pathway. There is a natural attrition rate; some participants never go beyond a single touch point; some connect, disconnect and later reconnect; and there is variability in participant experience and outcomes.

Furthermore, the success and demonstration of the PE&PL theory of change was not a given. The effectiveness of project activities was grounded in substantive investments and efforts by staff. Over the course of the five years, the capacity to create engaging, dynamic content; offer multiple opportunities and ways to connect; leverage the networks and influence of partners and multipliers; and make adaptations and improvements to activities and resources along the way, supported the success and outcomes of the project.

Study results further suggest that it is a combination of engagement activities that moves people along an engagement pathway and that both capacity building and clear calls to action are critical along the way. Connecting and combining activities of both breadth and depth helped to create a more effective dynamic for encouraging greater engagement in activities that support human development. Key informant interviews emphasized that mutually reinforcing connections between activities (e.g. travelling exhibit, connection to schools and resources for teachers) as well as creating a personal connection to the issues is what helped encourage people to action.

A wide reach is necessary for achieving the goals of public engagement because of the limited influence any single activity can have over individual actions. However, reach is insufficient without the connection to ongoing opportunities to be part of the conversation (e.g. social media), hear stories and build awareness (e.g. media coverage, speaker bureau, conferences), and connect with other key influencers (e.g. teachers).

5.2 FACILITATING FUTURE OUTCOMES

With the study demonstrating that participation and engagement had a positive influence on achieving outcomes, continued focus on reach and on creating multiple touch points will be key to ongoing achievement of outcomes. At the same time, the effectiveness of the multipliers and success of key partnerships, suggests that AKFC does not necessarily need to hold all aspects of the work itself. Fostering a committed network around public engagement in development issues can enhance both the spread and sustainability of project outcomes. To this end, strategic considerations for AKFC moving forward include:

→ Powering up multipliers

The end-line study underscored the effectiveness of connecting with multipliers, who expanded the reach and supported making meaningful connections between their audiences and the goals of the project. Volunteer champions added value to the project, facilitating increased reach and demonstrating commitment to project outcomes. Connecting with educators and media professionals also facilitated wider reach and engagement of new audiences. Key informants confirmed that their motivation to get involved was inspired by direct or indirect experiences that made the issues personally relevant. Multipliers with the capacity to better leverage their air time (i.e. teachers, champions, stories told through creative media) are a powerful asset.

Focusing more on the role of multipliers can be a key part of developing the next iteration of the project. By addressing some of the challenges faced by multipliers and continuing to develop a platform for building their capacity and enhancing their contribution, AKFC can enhance the role they play and the opportunities for multipliers to amplify the reach and depth of the project.

The study suggests the value of building the capacity of multipliers, who also reported benefitting from learning activities. Professional learning could be more intentionally extended to include this group in addition to those who identify as development professionals. While about half of the multiplier respondents reported PE&PL activities were very helpful to their work, the remainder reported that PE&PL activities were either somewhat or not helpful (see Table 6). In developing the next iteration of the project, there is the opportunity to review and enhance capacity building activities to improve content and application.

As well, multipliers make valuable connections to new networks and potential partnership that could be an advantage to the goals of public engagement and professional learning. AKFC could be more intentional about connecting to and leveraging the relationships made by multipliers to further build support for international development.

→ Leveraging strategic partnerships

Over the five years, the project team was able to establish solid and mutually beneficial partnerships with a large number of organizations and allies. The partnerships that really seemed to stand out however were those with organizations that were not specific to the international development field. Partnerships with unusual suspects (like CAJ, OCDSB, and CTF), benefitted the project by bringing in complementary expertise, networks and entry points with new audiences.

Moving forward, there is the opportunity to review current partnerships and identify new potential partners, particularly in terms of accessing new audiences and in aligning mutual goals. Partners who have substantive social media connections and influence, who can reach students/youth across the country, and who can further support the engagement of a broader network of champions would benefit the project.

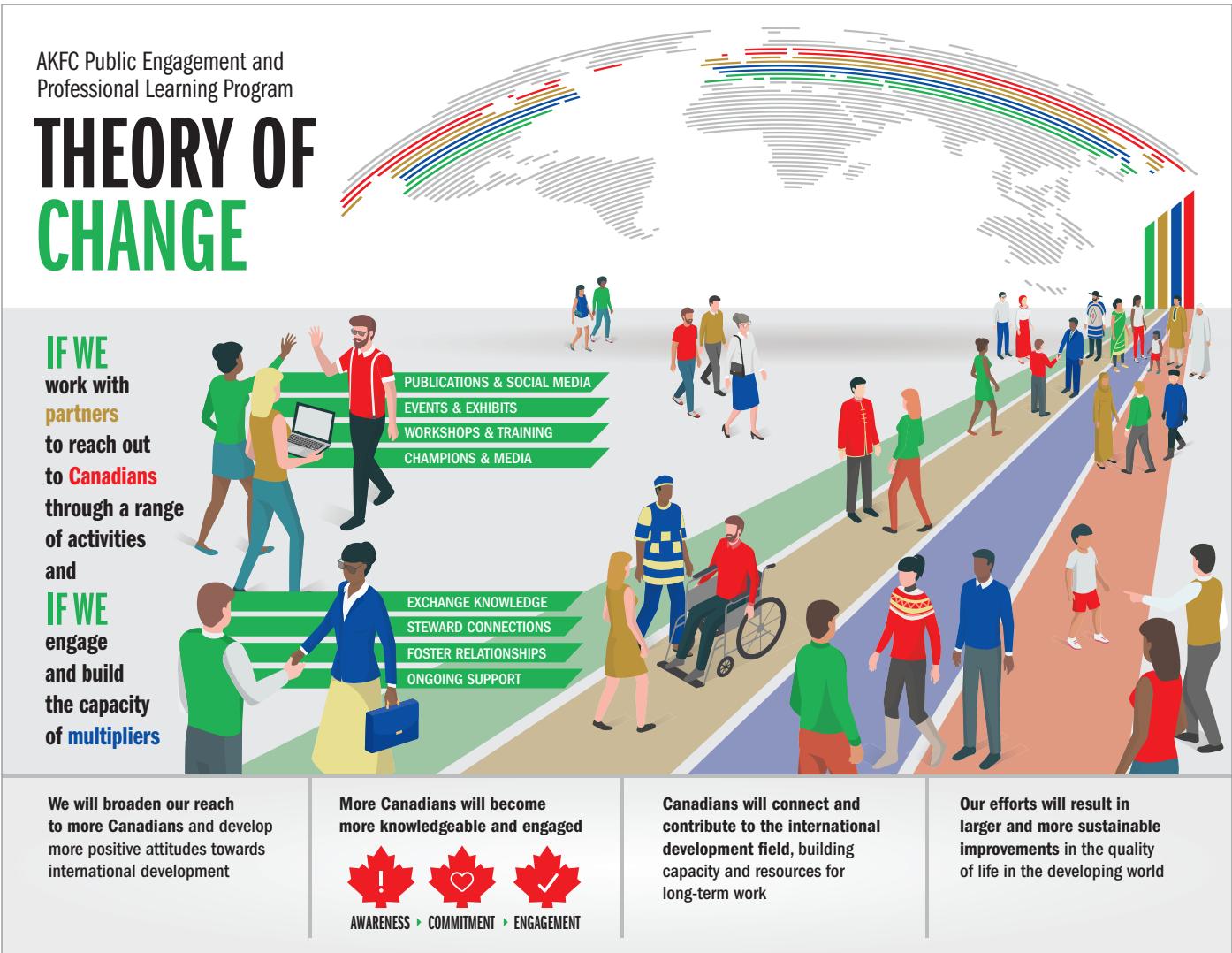
→ Honing the project's focus

One of the overarching challenges to sustainability is the level of investment and capacity required to maintain a project of this scale. Social media for example is only an effective strategy for increasing engagement when it is grounded in high-quality, engaging content. Multipliers are more effective when they are supported with capacity-building opportunities and useful resources. Reaching new audiences, like young Canadians and professionals, is made easier with the development and nurturing of partnerships.

The question posed by this challenge is whether the PE&PL project needs to own the full range of current activities and audiences. Answering this question is less about dropping what wasn't effective, but more about sensing AKFC's unique strengths, relationships and resources, and designing a strategy that leverages these to deepen contribution and impact. There can be mutual advantage to letting go some of the work and supporting other strong players within and adjacent to the sector.

5.3 REFINING THE THEORY OF CHANGE

While the end-line study confirmed the foundational hypothesis of the 2012 theory of change, it also highlighted new insights that suggest refinements. In particular, emphasizing the role of multipliers and partners, connecting the key activities, and clarifying the connection between the intermediate outcome of the project and the long-term outcome of enhanced quality of life in the developing world better position the work of the PE&PL project.



In the theory of change presented above, the intermediate outcomes have been repositioned to clarify the logic between the outcomes of the project and the longer-term vision of improved quality of life in the developing world. Across the bottom of the illustration are the progression of outcomes, where greater public engagement is hypothesized to lead to greater connection and contribution to the international development field. The international development field, through these connections and contributions, would then benefit from greater capacity and resources for long-term development work.

With these refinements to the theory of change, staff should correspondingly refine the evaluation strategies and tools to better assess project outcomes. The theory of change can form the analytic framework for a comprehensive evaluation strategy that can be shared with project partners. The evaluation strategy for PE&PL can also be guided by an emphasis on strategic learning and lean evaluation (i.e. strategically focusing in on what AKFC most needs to know and iterating as you go), which can help streamline indicators and measures and ensure the evaluation continues to serve the objectives and long-term vision for the project.



APPENDICES

APPENDIX A: END-LINE SURVEY DATA TABLES

OVERVIEW OF SURVEY RESPONDENTS

Total: 939

Incompletes: 38

Used: 901

Cohort	#	%
Member of the Public/ Interested Canadian	432	48%
Development Professional or Related Profession	218	24%
Educator	112	12%
High School/ University Student	94	10%
Development Champion (volunteer speaker bureau)	24	3%
Media/Media Professional	20	2%

Gender	#	%
Men	371	41%
Women	522	58%

Cohort by Gender	Men n = 371	Women n = 522
Member of the Public/ Interested Canadian	54%	44%
Development Professional or Related Profession	24%	24%
Educator	8%	16%
High School/ University Student	11%	10%
Development Champion (volunteer speaker bureau)	2%	3%
Journalist/Media Professional	2%	2%

Age	All n = 901	Men n = 371	Women n = 522	Public n = 432	Professional n = 218	Educator n = 112	Student n = 94	Champion n = 24	Media n = 20
Under 30 years old	20%	17%	22%	10%	16%	14%	80%	25%	25%
30 to 50 years old	36%	34%	37%	31%	47%	46%	15%	46%	65%
50 years or older	43%	49%	39%	58%	37%	39%	5%	29%	10%

PARTICIPATION IN AKFC ACTIVITIES AND EVENTS

Activity / Event Type	Assigned Score	All n = 901	Men n = 371	Women n = 522	Public n = 432	Professional n = 218	Educator n = 112	Student n = 94	Champion n = 24	Media n = 20
Public events	2	41%	41%	42%	43%	46%	29%	37%	42%	45%
Global village at World Partnership Walk or Golf	2	34%	36%	33%	46%	21%	18%	23%	46%	25%
Together: an exhibition on global development	2	31%	28%	33%	32%	30%	29%	26%	50%	20%
Resources (website, newsletter, workbooks, materials for development professionals)	1	29%	24%	32%	26%	36%	29%	21%	54%	20%
Workshops/ seminars	3	28%	25%	31%	20%	46%	31%	22%	25%	30%
Social Media (Facebook/ Twitter)	1	25%	21%	28%	24%	23%	19%	35%	63%	30%
Media event/ seminar	2	14%	15%	13%	15%	17%	9%	5%	13%	45%
University/college workshop	3	10%	10%	10%	4%	7%	19%	32%	17%	15%
Educator workshop/ institute	7	8%	6%	9%	4%	6%	29%	10%	0%	10%
Champion Program Speaker Bureau	7	5%	4%	6%	1%	4%	3%	2%	100%	0%
Together art contest	1	4%	5%	4%	6%	2%	3%	5%	4%	5%
Fellowship for International Development Reporting	7	3%	2%	3%	2%	4%	3%	0%	0%	25%
High school workshop	3	2%	3%	2%	1%	1%	5%	10%	0%	0%

# of Activity / Event Types Reported	All n = 901	Men n = 371	Women n = 522	Public n = 432	Professional n = 218	Educator n = 112	Student n = 94	Champion n = 24	Media n = 20
0	9%	12%	7%	10%	6%	10%	13%	0%	0%
1	31%	32%	31%	31%	28%	32%	37%	13%	40%
2	21%	19%	22%	20%	27%	27%	11%	13%	5%
3	17%	18%	17%	20%	16%	11%	14%	17%	30%
4	10%	10%	10%	10%	11%	9%	10%	13%	15%
5	6%	4%	7%	5%	6%	4%	9%	21%	0%
>=6	6%	5%	7%	4%	6%	7%	7%	25%	10%
Mean # of Activity/ Event Types	2.3	2.2	2.5	2.2	2.4	2.2	2.3	4.1	2.7

Participation Score (based on score assigned to each Activity)	All n = 901	Men n = 371	Women n = 522	Public n = 432	Professional n = 218	Educator n = 112	Student n = 94	Champion n = 24	Media n = 20
0	6%	8%	4%	6%	5%	6%	9%	0%	0%
1	5%	5%	4%	6%	2%	4%	7%	0%	0%
2	7%	7%	7%	9%	6%	4%	6%	0%	5%
3	14%	14%	14%	12%	14%	17%	22%	0%	20%
4	10%	7%	11%	10%	12%	8%	9%	0%	0%
5	9%	10%	9%	11%	11%	4%	9%	0%	10%
6	7%	7%	6%	8%	8%	4%	2%	0%	10%
7	7%	7%	7%	8%	6%	11%	2%	0%	10%
8	8%	8%	7%	8%	6%	9%	6%	17%	10%
9	5%	5%	5%	5%	4%	7%	1%	4%	5%
10	6%	7%	6%	7%	6%	5%	3%	4%	0%
11	3%	2%	3%	2%	3%	3%	3%	4%	5%
12	3%	2%	4%	2%	4%	4%	3%	4%	5%
13	3%	2%	3%	1%	3%	4%	5%	8%	5%
14	2%	1%	3%	2%	2%	4%	3%	0%	5%
>=15	7%	7%	7%	4%	8%	7%	9%	58%	10%

Low (0 - 2)	17%	21%	15%	21%	13%	13%	22%	0%	5%
Medium (3 - 6)	40%	38%	41%	40%	46%	32%	41%	0%	40%
High (7 - 10)	25%	27%	24%	28%	21%	32%	13%	25%	25%
Very High (> 10)	18%	15%	20%	11%	20%	22%	23%	75%	30%
Mean Score	6.7	6.3	6.9	6.0	6.9	7.3	6.2	14.7	8.2

Kruskal-Wallis Test on Participation Scores

- Participation Scores by Gender: $p=0.0639$
 - Almost significant, women higher than men
- Participation Scores by Cohort: $p<0.001$

Dunn's Post Hoc Test for Pairwise Comparisons

(see table below for p-values)

- Significance seen in previous test is mainly caused by 'Development Champion', which have significantly higher scores compared to every other cohort
- Educators had significantly higher scores than the Public as well (Public had lowest score)

ATTITUDES TOWARD INTERNATIONAL DEVELOPMENT

Mean of Statement Scores (1 = Strongly Disagree, 5 = Strongly Agree)

Statements	All	Men	Women	Public	Professional	Educator	Student	Champion	Media
Canadians can be global leaders in international development	4.5	4.5	4.5	4.5	4.4	4.5	4.7	4.7	4.0
Canadians can make a difference in the world through supporting international development efforts	4.5	4.5	4.4	4.4	4.5	4.5	4.7	4.7	4.1
Canadians have a responsibility to support the development of other countries around the world	4.4	4.4	4.4	4.4	4.5	4.5	4.4	4.7	4.1
I have a responsibility to support international development efforts	4.3	4.4	4.3	4.3	4.4	4.4	4.5	4.5	3.9
I can make a difference around the world through supporting international development efforts	4.3	4.4	4.3	4.2	4.3	4.4	4.5	4.5	4.0
I am proud of Canada's role in supporting international development	4.1	4.2	4.1	4.3	3.9	4.2	4.2	4.0	3.7
All questions combined (using respondent's average score)	4.4	4.4	4.3	4.3	4.3	4.4	4.5	4.5	3.9

Percentage of respondents answering 4 or greater (1 = Strongly Disagree, 5 = Strongly Agree)

Statements	All n = 901	Men n = 371	Women n = 522	Public n = 432	Professional n = 218	Educator n = 112	Student n = 94	Champion n = 24	Media n = 20
Canadians can be global leaders in international development	87%	88%	86%	86%	86%	89%	89%	92%	80%
Canadians can make a difference in the world through supporting international development efforts	87%	91%	85%	87%	87%	87%	90%	92%	80%
Canadians have a responsibility to support the development of other countries around the world	85%	88%	83%	84%	86%	88%	82%	92%	80%
I have a responsibility to support international development efforts	82%	85%	80%	81%	83%	84%	83%	83%	70%
I can make a difference around the world through supporting international development efforts	81%	83%	80%	78%	84%	84%	88%	83%	75%
I am proud of Canada's role in supporting international development	76%	79%	73%	80%	68%	75%	76%	71%	70%
All questions combined (using respondent's average score)	83%	85%	82%	82%	82%	85%	91%	96%	75%

Kruskal-Wallis Test on the average score of each respondent (all questions combined)

- Scores by Gender: p=0.094
- Scores by Cohort: p=0.062
 - Almost significant with Students and Champions reporting highest scores, Medias reporting lowest scores
- Scores by Participation Level: p=0.593

How important is it for Canadians to take an interest and support international development?

Response	All n = 901	Men n = 371	Women n = 522	Public n = 432	Professional n = 218	Educator n = 112	Student n = 94	Champion n = 24	Media n = 20
Very	84%	85%	84%	84%	85%	86%	80%	100%*	70%
Somewhat	15%	14%	15%	15%	15%	11%	19%	0%*	30%
Not Really	1%	1%	0%	1%	0%	2%	0%	0%	0%

Pearson's Chi-Square Test on frequency of responses

- Importance by Gender: $p=0.743$
- Importance by Cohort: $p=0.065$
 - Almost significant so included Adjusted Residuals results in table above
- Importance by Participation Level: $p=0.051$

How much of a priority is international development compared to other issues facing Canadians?

Response	All n = 901	Men n = 371	Women n = 522	Public n = 432	Professional n = 218	Educator n = 112	Student n = 94	Champion n = 24	Media n = 20
More of a Priority	13%	17%*	11%*	13%	15%	13%	15%	8%	0%
Equally a Priority	70%	67%	73%	71%	67%	73%	66%	71%	75%
Less of a priority	16%	15%	16%	15%	17%	14%	16%	21%	25%

Pearson's Chi-Square Test on frequency of responses

- Importance by Gender: $p=0.022$
 - Men responding more than expected with 'More of a Priority' (adjusted residuals)
- Importance by Cohort: $p=0.791$
- Importance by Participation Level: $p=0.445$

Within the last year have you supported an international cause through: (check all that apply)

Response	All n = 901	Men n = 371	Women n = 522	Public n = 432	Professional n = 218	Educator n = 112	Student n = 94	Champion n = 24	Media n = 20
Making a donation	73%	74%	73%	81%	70%	68%	52%	71%	70%
Liking and sharing posts through social media	54%	46%	60%	44%	61%	59%	67%	79%	75%
Volunteering time	54%	53%	54%	51%	53%	54%	60%	83%	50%
Actively seeking out information and research	51%	45%	55%	36%	72%	62%	46%	79%	70%
Engaging others in the issue	46%	37%	53%	33%	61%	66%	40%	75%	55%
Working in the sector	26%	25%	27%	9%	68%	20%	11%	54%	30%
Actively fundraising	25%	26%	25%	23%	27%	29%	26%	29%	25%
I haven't supported international development	4%	4%	4%	4%	2%	4%	7%	4%	5%

Within the last year have you supported an international cause through: (check all that apply)

# of Responses	All n = 901	Men n = 371	Women n = 522	Public n = 432	Professional n = 218	Educator n = 112	Student n = 94	Champion n = 24	Media n = 20
0	0%	0%	0%	0%	0%	0%	1%	0%	0%
1	0%	0%	0%	0%	0%	0%	0%	0%	0%
2	3%	3%	3%	4%	1%	3%	4%	0%	0%
3	16%	20%	12%	19%	10%	16%	21%	4%	10%
4	17%	19%	16%	25%	10%	8%	13%	8%	15%
5	20%	18%	21%	23%	16%	23%	17%	4%	25%
6	18%	16%	20%	16%	21%	14%	24%	21%	25%
7	13%	13%	12%	8%	17%	21%	12%	29%	5%
8	8%	6%	10%	4%	13%	13%	7%	25%	5%
9	5%	4%	5%	2%	12%	2%	0%	8%	15%
>=10	0%	0%	0%	0%	0%	0%	0%	0%	0%
Mean # of responses	5.3	5.0	5.5	4.8	6.1	5.5	5.0	6.7	5.8

Kruskal-Wallis Test on # of Responses

- # of Responses by Gender: $p < 0.001$
 - Men less active in supporting international causes
- # of Responses by Cohort: $p < 0.001$
- # of Responses by Participation Level: $p < 0.001$

Dunn's Post Hoc Test for Pairwise Comparisons

- Public is least active, Development Professional and Development Champion most active.
- Significant differences between # of Responses and each Participation Level (positive correlation)

OUTCOMES

Mean of Statement Scores for ‘Because of AKFC activities I participated in...’ (1 = Strongly Disagree, 5 = Strongly Agree)

Statements	All	Men	Women	Public	Professional	Educator	Student	Champion	Media
I learned more about international development issues and approaches	4.1	4.1	4.0	4.2	3.9	4.1	4.1	4.1	4.0
I have a more positive view of international development	4.1	4.2	4.0	4.2	3.7	4.1	4.3	4.4	3.9
I have a better understanding of what it takes to do good work at an international level	3.9	4.0	3.8	4.0	3.6	3.9	3.9	4.1	3.6
I have a better understanding of Canada’s role in international development	3.8	3.9	3.7	4.0	3.4	3.8	3.8	4.2	3.7
I have a better understanding of ways Canadians can get involved in international development	3.8	3.8	3.8	3.9	3.4	3.8	3.6	4.2	3.9
I learned more about gender equality issues in international development	3.6	3.7	3.6	3.8	3.2	3.7	3.9	3.9	3.8
All questions combined (using respondent’s average score)	3.9	3.9	3.8	4.0	3.5	3.9	3.9	4.1	3.8

Percentage of respondents answering 4 or greater for ‘Because of AKFC activities I participated in...’ (1 = Strongly Disagree, 5 = Strongly Agree)

Statements	All n = 901	Men n = 371	Women n = 522	Public n = 432	Professional n = 218	Educator n = 112	Student n = 94	Champion n = 24	Media n = 20
I learned more about international development issues and approaches	77%	80%	75%	80%	72%	80%	77%	71%	70%
I have a more positive view of international development	76%	81%	72%	80%	63%	76%	83%	92%	65%
I have a better understanding of what it takes to do good work at an international level	68%	68%	68%	73%	57%	73%	64%	83%	50%
I have a better understanding of Canada’s role in international development	65%	67%	64%	73%	50%	63%	64%	83%	65%
I have a better understanding of ways Canadians can get involved in international development	63%	62%	64%	70%	48%	65%	58%	79%	60%
I learned more about gender equality issues in international development	59%	61%	59%	63%	43%	64%	74%	63%	60%
All questions combined (using respondent’s average score)	52%	54%	51%	61%	31%	59%	53%	58%	45%

Kruskal-Wallis Test on the average score of each respondent (all questions combined)

- Scores by Gender: $p=0.142$
- Scores by Cohort: $p<0.001$
- Scores by Participation Level: $p<0.001$

Dunn's Post Hoc Test for Pairwise Comparisons (see table below for p-values)

- Significance seen in previous test is mainly caused by Development Professionals, which have significantly lower scores compared to other cohorts (except Medias)
- Respondents with High or Very High participation levels had significantly higher scores than Medium Participation (but not low participation)

Testing Relationship between responses and Participation Score while controlling for Cohort using the model

Response = Cohort + ParticipationScore + Cohort x ParticipationScore.

Below are the Logistic Regression results on the average score of each respondent (all questions combined).

Regression model looks at the factors leading to an average score of 4 or greater...

- The frequency of positive Statement Scores (≥ 4) regarding the program's impact were independently affected by Cohort and Participation Score (no interaction)
- The effect of Participation Score on Statement Scores was significant, after controlling for Cohort. However, Cohort explained most of the variation in Statement Scores compared to other factors and adding Participation Scores to the model only slightly improved the fit (see hierarchal regression table just above)

As a result of my participation in AKFC activities, I: (check all that apply)

Response	All n = 901	Men n = 371	Women n = 522	Public n = 432	Professional n = 218	Educator n = 112	Student n = 94	Champion n = 24	Media n = 20
Became more informed about international development	71%	75%	69%	76%	64%	72%	66%	71%	75%
Shared what I learned with family and friends	58%	59%	57%	64%	45%	48%	56%	92%	80%
Shared what I learned with colleagues and peers	51%	53%	50%	45%	57%	59%	48%	88%	55%
Encouraged others to get in involved	47%	46%	48%	51%	43%	42%	32%	92%	55%
Donated to an international development organization	36%	37%	36%	49%	21%	28%	23%	42%	30%
Applied new ideas/concepts to my work	30%	29%	30%	19%	39%	42%	30%	58%	60%
Volunteered for an international development organization	22%	25%	20%	23%	17%	20%	24%	38%	20%
Became more engaged in new projects	17%	18%	17%	13%	20%	21%	19%	25%	45%
Fundraised for an international development organization	17%	20%	15%	19%	14%	13%	20%	29%	10%
Integrated international development and global citizenship into my teaching	14%	14%	15%	9%	11%	45%	14%	17%	5%

# of Responses	All n = 901	Men n = 371	Women n = 522	Public n = 432	Professional n = 218	Educator n = 112	Student n = 94	Champion n = 24	Media n = 20
0	9%	9%	9%	6%	12%	11%	17%	0%	0%
1	14%	15%	14%	16%	15%	15%	12%	0%	0%
2	13%	12%	13%	13%	12%	11%	16%	4%	20%
3	17%	14%	19%	17%	20%	13%	13%	13%	25%
4	14%	14%	14%	15%	15%	10%	11%	13%	20%
5	11%	11%	11%	10%	11%	12%	10%	21%	15%
6	7%	8%	6%	6%	5%	9%	10%	25%	5%
7	6%	8%	5%	7%	5%	9%	6%	13%	0%
8	4%	4%	4%	5%	4%	2%	2%	4%	5%
9	2%	2%	2%	2%	2%	4%	1%	4%	5%
>=10	2%	3%	2%	2%	1%	4%	3%	4%	5%
Mean # of responses	3.6	3.8	3.6	3.7	3.3	3.9	3.3	5.5	4.4

Outcome Score (based on score assigned to response)	All n = 901	Men n = 371	Women n = 522	Public n = 432	Professional n = 218	Educator n = 112	Student n = 94	Champion n = 24	Media n = 20
0	9%	9%	9%	6%	12%	11%	17%	0%	0%
1	11%	13%	10%	11%	12%	12%	11%	0%	0%
2	10%	9%	10%	11%	8%	9%	10%	0%	5%
3	12%	10%	13%	14%	11%	7%	10%	4%	25%
4	11%	10%	12%	11%	16%	5%	7%	21%	15%
5	8%	6%	9%	6%	9%	8%	9%	4%	20%
6	7%	8%	7%	9%	6%	6%	5%	0%	0%
7	4%	4%	5%	4%	4%	5%	2%	13%	10%
8	5%	6%	4%	5%	6%	5%	3%	4%	5%
9	5%	6%	4%	4%	3%	5%	6%	29%	5%
10	2%	2%	2%	1%	1%	2%	6%	0%	0%
11	3%	4%	3%	2%	3%	10%	3%	8%	0%
12	3%	4%	3%	5%	3%	2%	1%	4%	0%
13	2%	2%	2%	2%	1%	1%	3%	4%	5%
14	2%	2%	3%	3%	1%	3%	1%	0%	0%
>=15	5%	6%	5%	5%	5%	9%	5%	8%	10%
Mean Score	5.5	5.8	5.4	5.5	4.9	6.3	5.2	8.4	6.4

Kruskal-Wallis Test on Outcome Scores

- Impact Score by Gender: $p=0.3753$
- Impact Score by Cohort: $p=0.001$
- Impact Score by Participation Level: $p<0.001$

Dunn's Post Hoc Test for Pairwise Comparisons

(see table below for p-values)

- Development Champions had significantly higher Impact Scores than most other cohorts
- All Participation Levels had significantly different Impact Scores from each other (very significant positive correlation between Impact Score and Participation Level)

Testing Relationship between responses and Participation Score while controlling for Cohort using the model

Response = Cohort + ParticipationScore + Cohort x ParticipationScore.

- Impact Scores were independently affected by Cohort and Participation Score (no interaction)
- The effect of Participation Score on Statement Scores was significant, after controlling for Cohort.

It also explained most of the variation when added to the model compared to other factors

Has your involvement in AKFC activities been useful to your work?

Response	All n = 901	Men n = 371	Women n = 522	Public n = 432	Professional n = 218	Educator n = 112	Student n = 94	Champion n = 24	Media n = 20
Very Much	27%	29%	25%	19% ^{**}	33% [*]	38% ^{**}	27%	50% [*]	25%
Somewhat	46%	43%	47%	42% [*]	51%	49%	41%	46%	50%
Not Really	21%	21%	21%	33% ^{**}	9% ^{**}	4% ^{**}	15%	4% [*]	25%

Pearson's Chi-Square Test

- Usefulness by Gender: $p=0.355$
- Usefulness by Cohort: $p<0.001$
 - General Public respondents reported that AKFC activities were not useful significantly more often than other Cohorts (from adjusted residuals)
 - Professionals, Educators, and Development Champions were reporting that AKFC activities were very useful significantly more often than other cohorts (from adjusted residuals)
- Usefulness by Participation Level: $p<0.001$
 - Adjusted residuals show that responses 'Very Much' and 'Not Really' are strongly correlated with Participation Level

Testing Relationship between responses and Participation Score while controlling for Cohort using the model

Response = Cohort + ParticipationScore + Cohort x ParticipationScore.

Below are the Logistic Regression results which looks at the factors leading to 'Very Much' as a response:

- The frequency of respondents indicating that AKFC activities were 'Very Much' useful to their work was independently affected by Cohort and Participation Score (no interaction) and the effect of participation score was significant after controlling for cohort

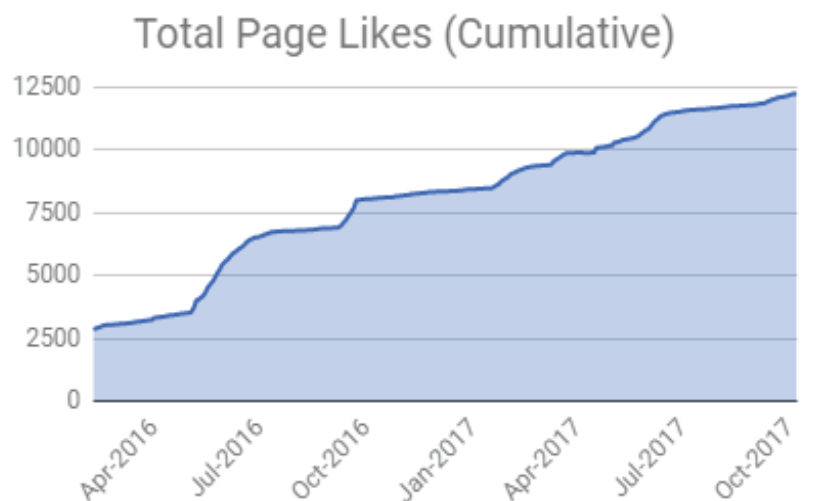
APPENDIX B: SOCIAL MEDIA ANALYSIS

DEFINITION OF TERMS

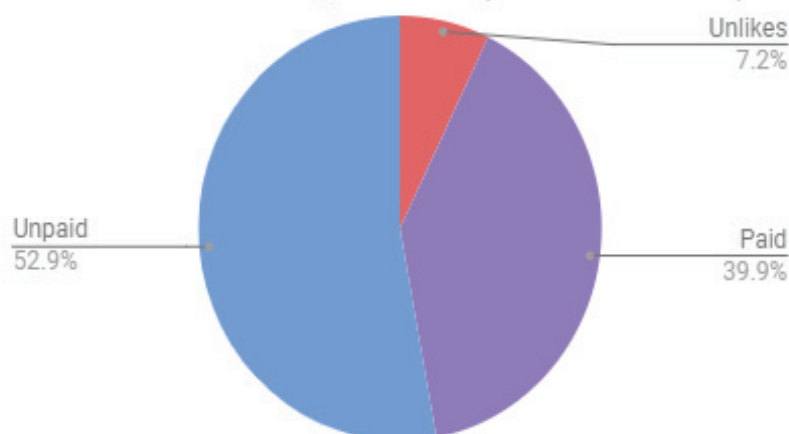
- **Total Reach:** The total number of unique users who saw your Page post.
- **Organic Reach:** The number of unique users who saw your Page post in news feed or ticker.
- **Viral Reach:** The number of people who saw your Page or one of its posts from a story shared by a friend. These stories include liking your Page, posting to your Page's timeline, liking, commenting on or sharing one of your Page posts, answering a question you posted, responding to one of your events, mentioning your Page, tagging your Page in a photo or checking in at your location.
- **Paid Reach/Likes:** Reach or a Page Like from a user after viewing a paid promotion/ad.
- **Engaged Users:** Unique people who engaged in certain ways with your Page post, for example by commenting on, liking, sharing, or clicking upon particular elements of the post.
- **Followers:** Users who have liked the AKFC Facebook Page.

PAGE SUMMARY

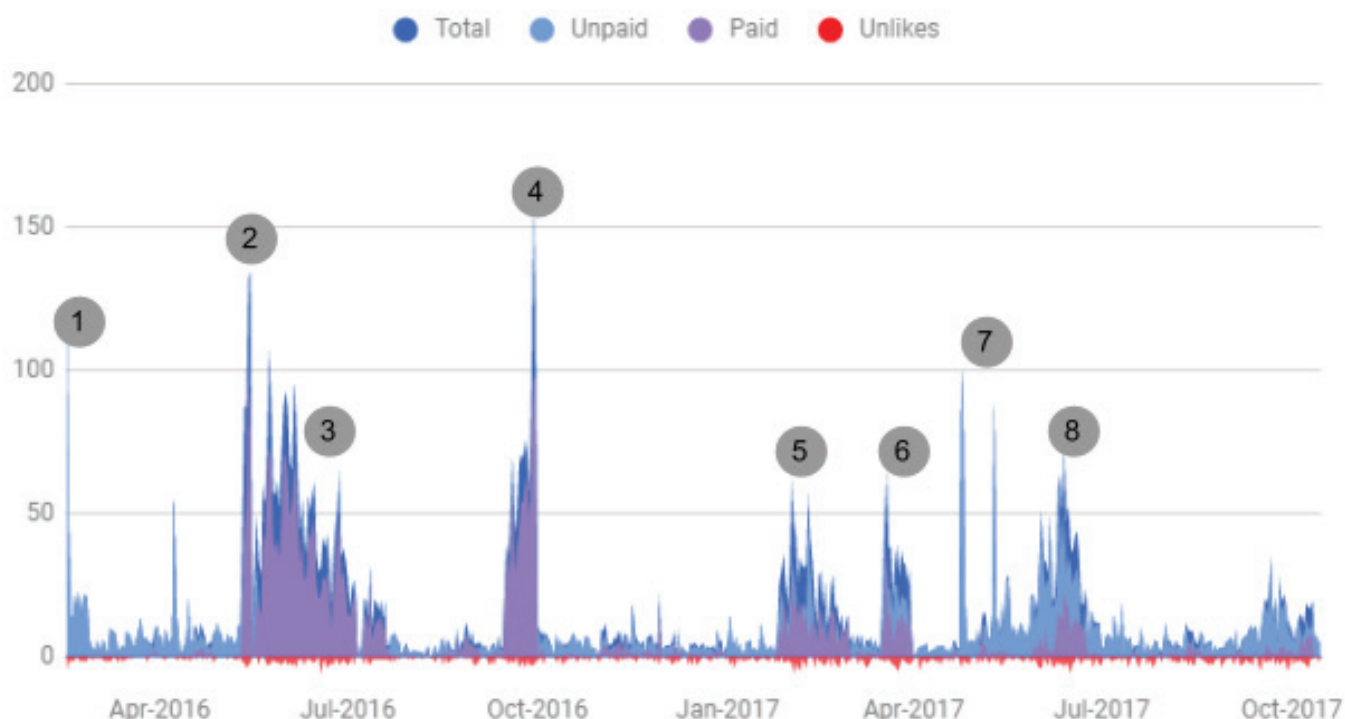
Page Likes / Followers



Breakdown of Page Likes (Total = 10229)



Number of Page Likes Over Time



	Post Content
1)	<ul style="list-style-type: none"> Register now for the Smart Global Development conference: http://ow.ly/YoCjk With: Academics Without Borders, IDRC / CRDI, Canada's International Development & Global Affairs Canada"
2)	<ul style="list-style-type: none"> Ottawa Mayor Jim Watson invited us to the official launch of Doors Open Ottawa 2016. Our building will be open to the public on June 4 from 10 a.m. to 4 p.m. Today marks International Midwives Day. In remote communities around the world, many women die during childbirth from preventable complications. The Aga Khan Development Network has been addressing this situation by training community midwives to work in the remote rural areas where maternal and child health care provision is most needed. Training midwives in areas like northern Afghanistan, where maternal and child healthcare is greatly needed, has been key to saving lives and reducing high infant mortality rates. We are thrilled to launch the 2016 tour of Together: An exhibition on global development. Find out when Together will visit your city: http://ow.ly/4naMOZ #AllForChange
3)	<ul style="list-style-type: none"> Aga Khan Foundation Canada shared Aga Khan Development Network's video. Continue the conversation about higher education and smart global development. Join Aga Khan Foundation UK for a live webcast tomorrow at 3:30pm ET: www.ucentralasia.org/Resources/Item/1168 We are thrilled to be launching the 3rd cycle of our media fellowship with the Canadian Association of Journalists at their annual conference. Applications are due September 12! Learn more: http://ow.ly/YTSY300CW8M "Tracey Evans, a volunteer with AKFC's speaker bureau, delivered the keynote presentation at the Ottawa-Carleton Education Network's International Education Info-fair. She had a room of over 200 students on the edge of their seats as she shared her passion for development with the group. Book your speaker today: http://ow.ly/GOIW300CqN9 #DevChampions

	Post Content
3)	<ul style="list-style-type: none"> • This summer, 12 accomplished young Canadians will take flight around the globe. They will spend eight months putting their energy and skills to use in the developing world, working in fields from microfinance to education to journalism. But before the 2016 International Youth Fellows embark on their adventures, AKFC is pleased to invite you to discover the milestones which have marked new chapters in the careers of our past and current fellows. Join us in celebrating our 2016 International Youth Fellows. • The Aga Khan Fund for Economic Development (AKFED), AKDN's for-profit commercial arm, has made investments and operated companies in developing nations for more than 75 years. AKFED operates as a network of affiliates with over 90 separate project companies employing over 47,000 people and generating annual revenues of \$3.5 billion. All surpluses are reinvested in further development activities. Watch our new video to learn more about the Aga Khan Development Network's impact: http://ow.ly/xSJc3018WnW • The Aga Khan Development Network offers a range of financial services, from community-based savings groups to corporate banking. These services are used by over 17 million people each year, including the ultra-poor, people starting new businesses, those looking for reliable banking services, and investors looking for capital to back larger projects. See the extent of AKDN's impact by watching our new video: http://ow.ly/P1el3018V9n • In some of the poorest and most remote rural areas in the developing world, many of which are conflict-prone and fragile, the Aga Khan Development Network rural support programs help 8 million people to achieve food security, higher household incomes and savings, and greater economic opportunities. Watch our new video and learn more about the Aga Khan Development Network's impact today: http://ow.ly/ljGn3018Vhw • Each year, the Aga Khan Development Network helps improve the quality of life for tens of millions of people in over 30 countries. But what does that really look like? Numbers are one helpful way to illustrate the impact of the Aga Khan Development Network (AKDN) and its wide array of activities. Over the next ten days we will feature a new video that reveals the breadth of Network's impact on millions across Africa and Asia. • Our Tracey Evans, profiled in the University of Ottawa's Gazette, explains how to land a job in international development: http://ow.ly/SCtR3016BHs
4)	<ul style="list-style-type: none"> • The Right Honourable Adrienne Clarkson speaks to His Highness the Aga Khan's work at yesterday's 6 Degrees event. Read her remarks: http://ow.ly/cncm304tg01 • His Highness the Aga Khan received the inaugural Adrienne Clarkson Prize for Global Citizenship. Read his speech: http://ow.ly/EnxS304tfBA • Aga Khan Foundation Canada shared Aga Khan Development Network's video. • His Highness the Aga Khan addresses the audience upon receiving the Adrienne Clarkson Prize for Global Citizenship in Toronto.
5)	<ul style="list-style-type: none"> • Together, we unleashed a Thunderclap heard by over 1 million people around the world! Stay with us this week as we celebrate the many ways that together, we are making the world a better place. #AKFC150 • Watch today as everyone's messages are simultaneously shared around the world on #AKFC150 and #Canada150! We can make a difference. • We have helped millions of people break barriers & build a foundation for a better future. Watch this video to learn more about who we are and what we do in partnership with Canadians. • We are celebrating International Development Week 2017 by highlighting our work in Canada & around the world. Like us on Facebook or follow us on Twitter to receive the latest stories and updates this week. • WE MADE IT! Thanks for all your support. Can't wait to go live Feb 5! Keep up with us in real time: bit.ly/AKFC150 #AKFC150 • We are so close to our Thunderclap goal of 500! Track our progress in real time: bit.ly/AKFC150 • Patients at this clinic in rural Pakistan can video conference with psychiatrists in Karachi, thanks to our eHealth program. Everyone deserves mental health care, no matter where they live. #BellLetsTalk

	Post Content
6)	<ul style="list-style-type: none"> Learn more about Salima Begum, a teacher from Gilgit, Pakistan who is currently a finalist for the Varkey Foundation's Global Teacher Prize. Salima is also an alumna of AKU's Institute for Educational Development.
7)	<ul style="list-style-type: none"> Join Tracey and AKFC's Volunteer Speaker Bureau! Apply by May 31, 2017. http://www.akfc.ca/en/get-involved/speaker-bureau On this International Day of the Midwife, we recognize the role midwives like Zahida play in saving lives. By training midwives in remote communities with the support of Canada's International Development – Global Affairs Canada, we're empowering communities to grow and thrive." Canada through International Development and Global Affairs Canada has achieved real and lasting impact in Afghanistan through its years-long partnership with Aga Khan Development Network. The new Bamyan hospital is a monumental step forward in strengthening the health system for vulnerable Afghans, particularly women and children. Volunteers are at the heart of all we do. Thanks to your outstanding and inspirational work, we continue to build better futures for millions of individuals across Africa and Asia. Happy National Volunteers Week from AKFC. Like and share this video to celebrate remarkable volunteers everywhere." Healthcare in the mountains of Afghanistan can be challenging. This new world-class facility is poised to transform the lives of 450,000 Afghans over half of whom are women and children. Learn more about the new Bamyan hospital: http://www.akdn.org/press-release/new-hospital-facility-brings-world-class-healthcare-afghanistans-bamyan-province "A shot at life. 18 month old Hannah Zahid is being marked for vaccination at a clinic in Pakistan. Vaccines have helped reduce the risk and prevalence of many life-threatening diseases. By making them more accessible, we're saving lives. #VaccinesWork" AKFC volunteers reflect the best of this country and contribute to building a more prosperous and equal world for all #NVW2017 #Canada150
8)	<ul style="list-style-type: none"> Imagine if every Canadian did three things for their neighbourhood, their nation, and their world this year. Join AKFC and Calgary's Mayor Nenshi as we celebrate Canada 150th anniversary and young Canadians' contributions to global leadership! The Together Exhibition is parked at Ottawa City Hall today to celebrate World Partnership Walk! Come visit us today - fun, free family event! Visitez-nous aujourd'hui! LAST CHANCE: We can help you share your story of #globaldev. Apply today. http://www.akfc.ca/en/get-involved/speaker-bureau Just ahead of #DoorsOpenOttawa2017, we are thrilled to announce that we are now on Instagram! Follow us on @akfcCanada.

Where Page Likes come from...



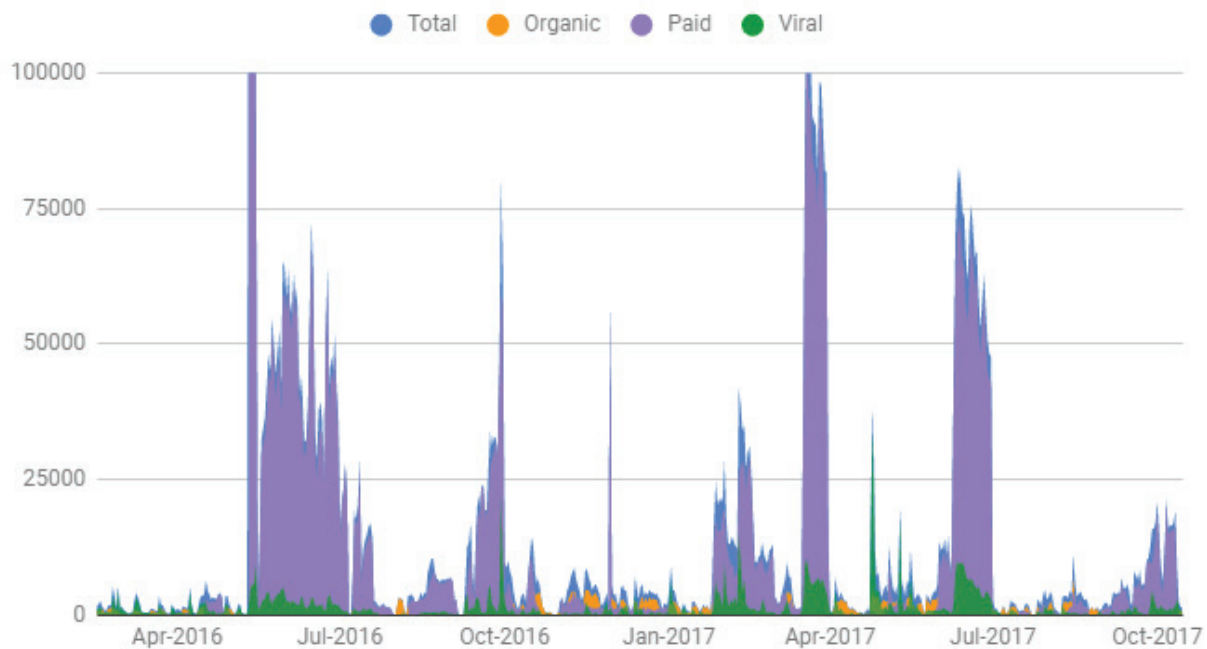
News Feed: Likes from people who saw content posted by your page or about your page in their newsfeed.

Ad: Likes from people who saw your page or post in an ad.

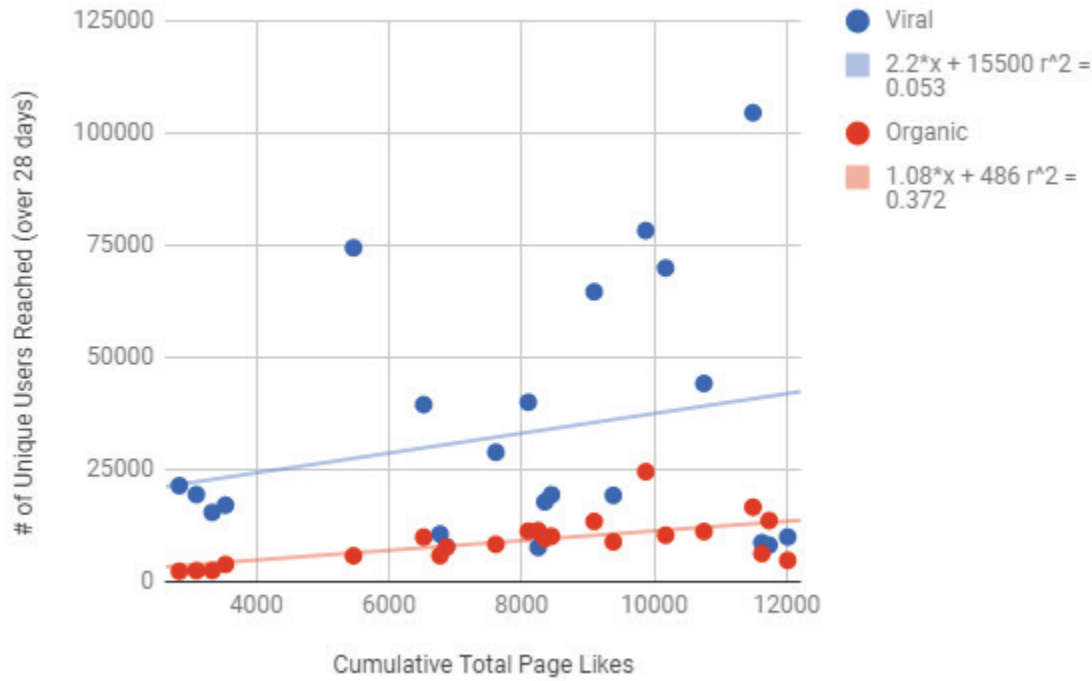
Your Page: People who visited your page

Page suggestions: From people who saw your page in a list of suggested Pages

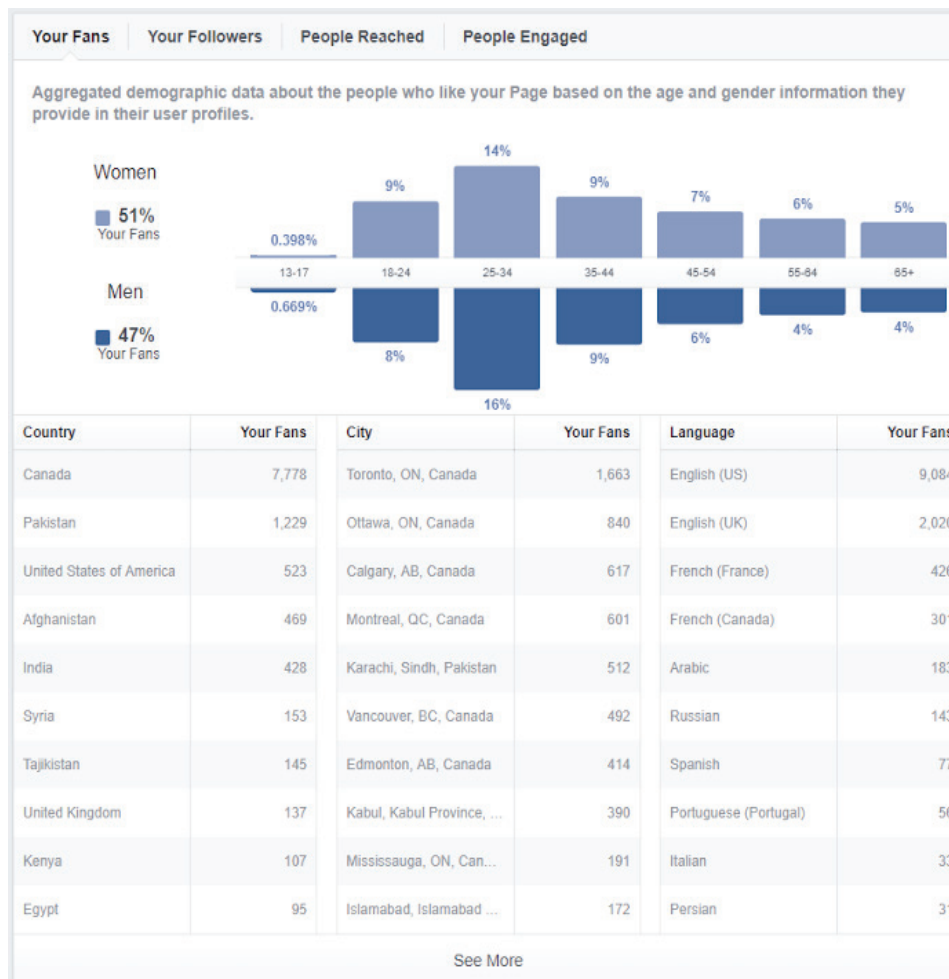
Daily Number of People Reached Over Time



Impact of growing your following



Demographics



SUMMARY OF POSTS

Overview

This section summarizes all the Facebook Posts (**total of 774**) from Feb 16, 2016 to Oct 15, 2017.

Post Type	# of Posts	% of Posts	Mean Users Reached	Mean Engaged Users	Mean % of Reach that was...		
					Organic	Not Followers	Engaged Users
Link	399	52%	633	28	79%	21%	4%
Photo	258	33%	2900	61	89%	28%	3%
Status	38	5%	209	7	90%	18%	3%
Video	53	7%	6184	237	76%	43%	3%
Shared Video	24	3%	1430	109	79%	15%	7%
All Combined	774	100%	1772	55	82%	25%	4%

Post Type	# of Posts	Mean # of (Total, Not Unique Users) ...				% of Posts...			
		Likes	Shares	Comments	Link Clicks	Liked	Shared	Commented	Clicked Link
Link	399	15	1.8	0.4	8.8	93%	47%	19%	67%
Photo	258	26	2.1	0.8	1.4	98%	59%	24%	31%
Status	38	3	0.4	0.2	0.1	45%	21%	13%	3%
Video	53	98	17.7	2.5	1.9	100%	83%	45%	23%
Shared Video	24	36	0	0.5	1.2	100%	0%	29%	38%
All Combined	774	24	2.9	0.7	5.2	93%	51%	23%	48%

- The most common type of posts from AKFC were Links (52%) and Photos (33%)
- The posts that had the highest reach on average were Videos (avg. = 6184), Photos (avg. = 2900, and Shared Videos (avg. = 1430)
- Users more often engaged with Video and Shared Video posts, although overall post engagement was generally a small percentage of the users reached
- Video posts also had the greatest capacity to reach new people; on average, 45% of the users reached had not liked/followed the AKFC Facebook Page
- The second table summarizes Post Engagement by detailing how users interact with posts...
 - The average number of Likes/Shares/Comments for a Video post is a lot higher than all other post types

Post Types - Categorizing post content by common themes

To see what kind of content AKFC creates and if engagement around posts is explained by post content, we characterized the themes for a random sample of posts (varying in popularity). In this case, we used '# of Engaged Users' as an indicator to establish three tiers of post popularity and posts were randomly selected from each (outlined in the following table):

Post Popularity Tiers	High	Medium	Low
Tier boundaries based on # of Engaged Users	≥ 100	21 to 99	≤ 20
# of Posts	90	310	374
# of Posts Randomly Sampled (n)	40	20	60
% of Posts Sampled	44%	6%	16%

The table below presents a description of the post categories ranked from most observed to least observed (overall). It then shows the % occurrence of post categories within each Post-Popularity Tier. The highlighted values indicates the Popularity Tier in which the post category occurs most often when compared to other Popularity Tiers.

Post Description / Theme	# of Posts n = 120	Post Frequency by Popularity Tier (based on # of Engaged Users)		
		High (≥100)	Medium (21-99)	Low (≤20)
		n = 40	n = 20	n = 60
Posts in French (or that include a French translation after a post in English)	38	18%	20%	45%
Internal link to material created by AKFC	27	20%	25%	23%
Programming in Asian countries	18	18%	20%	12%
Together: An exhibition on global development	18	5%	10%	23%
Health-related programming	16	20%	5%	12%
External link to material not created by AKFC	13	23%	5%	5%
Posts about educational programming	12	18%	5%	7%
Aga Khan Development Network	10	15%	15%	2%
Women's empowerment and/or issues that are unique to women	10	5%	5%	12%
Canada 150	10	10%	0%	10%
Programming in African countries	9	8%	25%	2%
Together art contest	8	3%	5%	10%
Posts that share an opinion or quotation from a public figure about the importance of international development	7	13%	5%	2%
Other people's posts shared by AKFC	6	8%	15%	0%
Food security	6	3%	10%	5%
Post sharing or about the monthly newsletter	6	3%	5%	7%
Development Champions	6	3%	5%	7%
Canada's role in international development	5	10%	0%	2%
Quality of life	5	10%	5%	0%
Posts shared live from an event	5	5%	10%	2%
Youth programming	5	8%	0%	3%
Environmental stewardship and sustainability	5	0%	10%	5%
Posts thanking volunteers or donors	4	5%	5%	2%
Global Affairs Canada	4	8%	5%	0%
Event - smart global development conference	4	5%	5%	2%
Aga Khan quotations and speeches	4	10%	0%	0%
University seminar series	4	0%	0%	7%
Posts about raising people out of poverty	3	3%	5%	2%
University of Central Asia	3	8%	0%	0%
Event - storytellers	3	0%	5%	3%

Impact of Top Posts - Thematic Analysis

We looked at the Top 50 most popular posts shared on AKFC's Facebook page to characterize what kind of engagement these posts lead to (i.e. is it just people enjoying/sharing the content or is it creating a meaningful dialog and action). We read through and compiled all the activity around these posts (comments, sharing, etc.) and performed a thematic/qualitative analysis. Insights that can be drawn from this analysis include:

Followers of AKFC expressed pride in Canada's role in international development work

- "This is how ordinary Canadians are building healthcare and improving the lives of women and children half a world away. #Canada150"
-

Followers are grateful for the "fantastic", "awesome", "inspiring" work of AKFC

- "Thank you leading the path to equality of Education, unlimited, available, permanent & affordable...even the sky not a limit!"
-

Followers of AKFC regularly tag their friends in comments and shares, especially for posts that present opportunities like the Development Champions program or local events

AKFC's posts have been shared by partners and other sector leaders that have thousands of followers

- The Ismaili, 74000 likes; University of Central Asia, 57000 likes; AKDN, 93000 likes; Oxfam, 700000 likes; Global Affairs Canada, 80000 likes; Ismaili.info, 52000 likes; Seneca College, 52000 likes
-

The winners of the Together art contest received many congratulations and blessings.

Various attitudes toward Islam were shared in comments on AKFC's top posts. Some expressed values of diversity and religious pluralism while others expressed prejudice against Islam (3 of the top 50 posts).

APPENDIX C: STORY COLLECTION

INNOVATIVE JOURNALISM CONNECTS CANADIAN AUDIENCES TO GLOBAL DEVELOPMENT ISSUES

In 2015, journalist Marc Ellison took an unpaid leave of absence from his position with the BBC. With the support of the Fellowship for International Development Reporting, he spent 5 weeks in Tanzania interviewing young girls and their families about female genital mutilation. His goal was to tell their stories in an innovative way that would connect and engage Canadian readers. Returning from Tanzania, Ellison wrote *The Safe House: Voices from the Cutting Season*, an interactive graphic novel illustrated by Daniel Lafrance. *Safe House* was published online by the Toronto Star. It is designed to be viewed on any digital device and is available at no cost.

The piece incorporates photos and video footage from Ellison's travels to Tanzania's Mara Region at the beginning of the rainy season in December. At this time of year, hundreds of young girls experience the dangerous practice of genital cutting. *Safe House* tells the stories of girls who were forcibly cut and married as well as girls who escaped to a safe house run by a local NGO. In his research, Ellison also interviewed family members who support the practice and women who participated in cutting young girls in their communities. By exploring multiple facets of the issue, Ellison shows how the practice is perpetuated by extreme poverty.

Ellison's work was funded by the Fellowship in International Development Reporting, a unique partnership between AKFC and the Canadian Association of Journalists (CAJ). The program offers journalists the resources they need to tell stories about global development. Fellows work on stories they believe are critical to tell but that are difficult to pursue due to time constraints and lack of resources for international reporting. Over the past three years, the Fellowship has funded a total of seven journalists, providing each with \$25,000 and a generous timeline to complete their projects.

The Fellowship advances AKFC's goal of strengthening global development journalism so that Canadians can connect more deeply to issues that may otherwise feel oceans away. In the partnership, AKFC brings financial resources and development expertise while CAJ brings a commitment to high-quality journalism by supporting the fellowship adjudication process. Together, CAJ and AKFC work toward the complementary goal of enhancing exceptional reporting on development issues in Canada. The partnership has also taught AKFC the value of looking beyond the development sector to form strategic collaborations, and has served both organizations in unexpected ways. By working with an organization outside its usual network, AKFC has developed greater credibility and more established relationships within the news sector. Staff believe this will open doors to new partnerships in the future and accelerate AKFC's contributions to development journalism.

Since its publication in 2016, *Safe House* has been translated into Swahili so that the girls who were interviewed for the project could read their own stories. The Swahili translation is also being used by the NGO Agape to educate families in Tanzania about the dangers of female genital mutilation to the health and wellbeing of young girls. As well as becoming a meaningful educational tool at a local level, *Safe House* won two national journalism awards. Ellison was also able to produce a second critically acclaimed graphic novel, *Ca\$h Cow*, using the data he collected on this trip.

AKFC's Fellowship in International Development Reporting is unique in a sparse funding landscape for global journalism in Canada. One of its key goals is to bring global development journalism into the spotlight to move the needle on the number and quality of stories that reach Canadian audiences. The fellowship achieves this in part by being open to new and innovative storytelling approaches, like Ellison's graphic novel. As Ellison wrote in his report back to AKFC after his fellowship:

"It's always a challenge to convince people about the importance of reporting on global issues, to make them care about stories from a distant, faraway land. Ultimately I inherently believe that we all have a deep sense of empathy and that good reporting can tap into that. It was my hope that the interactive and illustrated nature of *Safe House* would engage and educate readers."

EDUCATING A NEW GENERATION OF GLOBAL CITIZENS

Teachers are natural amplifiers, trained to put their own learning to use by sharing it with others. Over time, AKFC has learned that teachers are in a unique position to engage Canada's youth in international development and create opportunities for them to grow as global citizens. For this reason, the Foundation has developed programs that focus on teachers as key influencers.

In 2017, AKFC's new Educator Workshop reached a total of 400 teachers and teachers-in-training over the course of six months. The workshop was a pilot program that introduced teachers to [*Inspiring Global Citizens – An Educator's Guide*](#), a resource focused on sustainable development and global citizenship. AKFC's Educator workshop is designed to be responsive to the needs of different groups, and its length and content can be adapted to suit the unique environments of educators around the country.

In partnership with the Canadian Teachers' Federation (CTF), for instance, AKFC delivered the Educator Workshop to 58 teachers participating in a CTF-organized trip which sent Canadian teachers abroad to co-facilitate professional development workshops with local teacher associations. The teachers involved with this program are already passionate about international development. As a result, they are well positioned to incorporate the resource into their teaching when they return to Canada. The partnership between AKFC and CTF was mutually beneficial. AKFC assisted CTF by enhancing their global citizenship education for teachers keen to learn about sustainable development. At the same time, partnering with an organization outside the development space helped AKFC to make connections in the education sector. CTF's participation also enhanced the credibility of the resource while mobilizing educators across the country to teach global citizenship.

One of these teachers is Carla Cuglietta, an educator at a Catholic Secondary School in Alberta who now uses the *Educator's Guide* as the foundation for her school's social justice curriculum. Carla participated in the Educator Workshop only hours before departing on CTF's Project Overseas. Once back in her classroom, she put the guide to work as a tool for teaching sustainable development to the social justice club. This group of motivated students are responsible for deciding which social justice projects the school as a whole will undertake over the course of the year. Carla's goal was to move her students away from the idea of collecting donations or selling t-shirts toward more meaningful engagement with the root causes of global issues.

This year, the social justice team is incorporating the Sustainable Development Goals (one of the topics covered in the *Educator's Guide*) into all their projects to ensure that their school is contributing to real systemic change. For instance, they developed the JUST Christmas Campaign to encourage people to buy Christmas presents that are produced in a fair and equitable way. For this project, members of the social justice team spent time researching companies that treat their employees fairly and making a list to distribute to the school. They also started a project that raises money to purchase water filters for homes in India. Each home that receives a water filter is also provided with a micro-finance loan enabling a woman to start a small business.

For Carla, the *Educator's Guide* provided a one-stop shop for information and activities about the Sustainable Development Goals. She regularly makes use of the discussion questions, prepared activities, and high-quality videos that engage students on an emotional level in international development. She thinks the resource is perfectly timed, arriving on the scene at a moment of shifting priorities within Canadian schools. More than ever, students and teachers are looking for ways to participate in meaningful and sustainable development, both locally and globally. "We have had workshops centered around [the *Educator's Guide*] and we will be building our year plan around it," she says. "Everything we do this year as a school will work toward one of the 6 goals that our group has selected from the 17 [Sustainable] Development Goals. I think the resource is excellent."

VOLUNTEER CHAMPIONS FOSTER GLOBAL CONNECTEDNESS AND EXPAND AKFC'S REACH

Jennifer Fieldhouse enrolled as a volunteer with AKFC's Development Champion Speaker Bureau after working for many years recruiting consultants and volunteers for international placements, and then as a volunteer educator with the Canadian Hunger Foundation (CHF). Her work with CHF taught her the importance of supplementing the curriculum with additional global education programs, so when CHF closed, she began a new role with AKFC. As a Development Champion, Jennifer accelerated her impact in schools, community groups, and retirement homes in Ottawa and its neighbouring rural communities. Having grown up in the region, she knew that students in rural schools and isolated older people often lack meaningful opportunities to engage with people from other countries. Through her work, she wanted to help people feel more connected to a global community by teaching them about the shared development issues that affect all our lives.

When Jennifer began working as a volunteer educator for AKFC, her presentation focused on international development concepts and the details of AKFC's projects. Then in 2016, Jennifer travelled to Mozambique and Tanzania as a participant in one of AKFC's awareness trips. Leading up to the trip, each time she delivered a presentation, she would ask: "If you were going to East Africa, what would you ask someone on the project site?" Jennifer collected a list of 100 questions and interviewed people throughout her trip. She documented their responses and collected stories from the people she met. When she returned, Jennifer went back to the classrooms and community groups where she had previously spoken, sharing the answers to their questions. She revised her presentation to focus on her experiences in East Africa, telling stories about her trip while incorporating information about the sites she had visited. Later, Jennifer was inspired to create a series of 16 posters about some of the individuals she had met during her travels. The posters showcase a picture of the person alongside information such as their favourite food, their favourite colour, and their insights about sustainable development in their country. The purpose of the posters is to make it possible for her students to "meet" these people. In doing so, they begin to forge connections between their own experiences and the lives of real people in other parts of the world.

In three years, Development Champions presented to over 16,000 people. For AKFC, the Development Champions program creates opportunities to expand the reach and impact of their development work by accessing the networks of their volunteer speakers. Jennifer, for instance, shares her experiences in schools and seniors' groups in rural Ottawa, a region that would otherwise not be exposed to international development. To ensure that volunteers are able to represent AKFC with a high degree of integrity and confidence, the Foundation provides multiple days of training. Volunteers learn about international development, AKFC's approach to sustainable change, and the power of storytelling to motivate action. After the training, staff are available to watch presentations over Skype and to offer suggestions for improvement. Led by a program manager with a background in theater and education, the program helps volunteers to craft highly engaging presentations. By gaining practice and experience, volunteers like Jennifer are able to build their confidence as presenters and facilitators while expanding their networks.

Over the course of three years, Jennifer delivered 26 presentations for primary and secondary school students, community and church groups, retired people, and adult ESL students. Jennifer particularly valued her work with Adult ESL students and recently went back to school to train as an ESL teacher, following a passion she developed in her role as a Development Champion. At the same time, she continues to find new ways to make connections between her students and the people she visited in Africa. The posters she created are an effective tool for sparking engagement, as "even teenagers who are tuned out get totally into it as soon as I hand out the posters with peoples' pictures." Through presentations like Jennifer's, AKFC's Development Champion program engages new audiences, helping them to tap into a network of international connection and care. As Jennifer says about her own work, "Global community is what it's all about."

INNOVATION ON THE ROAD: 80,000 VISITORS, 40,000 KILOMETERS, AND ONE MESSAGE

On a crisp, sunny day in Yellowknife, NWT, the *Together* exhibition parked beside the Prince of Wales Northern Heritage Centre and opened its doors to the community. Visitors and local families climbed the stairs into a custom-built transport truck that AKFC had transformed into a 1000 square foot interactive exhibition. Inside, displays and activities showcased development projects around the world and the role Canadians play in alleviating global poverty. This was the first time any of AKFC's programs had been delivered in Yellowknife, and the work instantly resonated with the community. A local woman walked through the exhibition with her husband and two children, stopping in front of an interactive display about the hospital AKFC helped to build in Bamyan, Afghanistan. Learning about the health development work taking place on the other side of the world, she reflected that very similar challenges exist in Yellowknife and remote First Nations communities.

Encouraging discussion about the parallels between local and global issues was a key theme of the *Together* exhibition. In a pow-wow in Cardston, Alberta, *Together* became a stage for meaningful dialogue about development challenges like food security and access to education and healthcare that exist both in First Nations communities and in developing countries. In each community, exhibition staff were able to tailor *Together's* content to the local context. When speaking to high school students, they emphasized education, and when stationed at a farmers' market they highlighted challenges and solutions related to access to fresh, healthy food. In this way, *Together* brought stories about global development to the people where they were, helping them to identify with the issues on a personal level.

The innovative, mobile nature of the exhibition made *Together* one of AKFC's most accessible programs. Over three years, the exhibition reached over 80,000 visitors in 57 distinct communities. It travelled 40,000 kilometers across the country, stopping at schools, festivals, museums, conferences, and both urban centres and remote communities. The *Together* exhibition was not a stand-alone program, but ran in conjunction with 130 mutually reinforcing events including a university seminar series, a social influencer tour, and numerous school programs. On each of its stops, *Together* created pathways for people to engage in global development, inspiring deep reflection and action for change while building relationships with diverse visitors.

To deliver a high-quality experience, AKFC hired experts from outside the development sector, including a project manager with a background in exhibition planning and development. This decision paid off, and in 2017 *Together* was the first non-museum institution to win the Canadian Museum Association's Award for Outstanding Achievement in Exhibitions. It was also nominated for an international award in the heritage sector. Yet the exhibition's strongest success lies in its ability to engage and educate Canadians in their home communities across the country. At the Carp Farmers' Market on the outskirts of Ottawa, for instance, a father explored the gender building block interactive with his 8-year-old son. He explained the barriers that women and girls face in developing countries. "In many parts of the world, girls don't have the same opportunities as boys do, so we have to work really hard together to change that. Shouldn't girls get to do everything boys do?" he asked, and the boy exclaimed "yes!" In moments like this, *Together* sparked new insight and knowledge, creating momentum for Canadians of all ages and backgrounds to contribute to positive global change.

USING SOCIAL MEDIA TO ENHANCE ENGAGEMENT IN INTERNATIONAL DEVELOPMENT

Smartphones and social networking sites are transforming the way we talk to one another, stay connected, and learn about our world. For AKFC, social media has become a way to engage Canadians in international development, to raise awareness about projects and opportunities, to stay connected and to motivate people to action. But that wasn't always the case. Five years ago, AKFC was doing relatively little in the online space, but recognized that Canadians were spending more and more time communicating using digital technologies. In 2013, AKFC conducted research on how to engage Canadians in international development, which helped them to identify the digital platforms most commonly used by their target audience. Since then, the Foundation has experimented with social media as a way to develop a meaningful presence online. During this time, AKFC has found that social media works best when it is viewed not as an end in itself, but as a platform for amplifying the Foundation's impact.

Staff speak about AKFC's digital communication as the tie that binds together diverse programming to build sustainable futures around the world. AKFC has learned that employing staff with expertise in digital and social media ensures that digital communication is not an afterthought or another task for busy program leads. Instead, it can be a key strategic activity. AKFC's social media team has a bird's eye view of the Foundation's programs and is able to draw meaningful connections between them. They also link AKFC activities to work being done by other development organizations, adding momentum to the initiatives and goals of the sector as a whole. By supporting the work of their partners on social media, AKFC has learned that digital communication can strengthen partnerships and establish new venues for collaboration.

AKFC has also learned to take an audience-centered approach to social media. All communications are intended to create value, either by sharing knowledge or offering opportunities to engage that benefit the audience while also furthering the foundation's mission. The artist contest held as part of the *Together* exhibition, for instance, asked Canadian artists and designers to co-create content that was then integrated into the national tour. Artists engaged their friends and family to vote for their entries, enabling AKFC to reach new audiences. Many of the people who voted in the art contest later joined AKFC's growing online community. At the same time, artists received public recognition and a place to display their work in front of tens of thousands of visitors across the country.

AKFC is committed to ethical representation of people and communities around the world. All its communications maintain people's dignity by showcasing individuals as active participants in their own destiny rather than passive recipients of aid. By taking this approach, AKFC is also better able to draw meaningful connections between the lives of Canadians and the work happening overseas. Through experimentation, AKFC has found that its most popular posts tell stories about international development in clear and simple ways, and that strong, compelling photos are important for capturing people's attention. Over time, the Foundation has learned that it is crucial to be straightforward and clear when communicating on social media. In order for a post to resonate, it needs to be easy to understand for anyone. Through trial and error, AKFC is developing a style of communication that stays true to its values while appealing to Canadians on a personal level.

For Canadians who are interested in international development but not deeply involved in the field, AKFC's social media posts create entry points for engaging in global citizenship. Posts share information about Canada's role in international development, and the impact that individuals can have on people's lives around the world. They also share opportunities to get involved by attending a speakers' series, participating in the World Partnership Walk, visiting the *Together* exhibition, or making use of educational resources. In doing so, social media supports people on an ongoing basis as they move along the ladder of engagement toward greater involvement in international development.



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