



FINAL EVALUATION REPORT

EVALUATION OF THE AMERICAN SPACES PROGRAM

September 2021

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ACRONYMS

BNC	Binational Centers
COR	Contracting Officer's Representative
COVID-19	Coronavirus Disease 2019
ECA	Bureau of Educational and Cultural Affairs
ECA/A/M	Office of American Spaces
EQ	Evaluation Question
ET	Evaluation Team
FGD	Focus Group Discussion
FSI	Foreign Service Institute
FY	Fiscal Year
GPA	Bureau of Global Public Affairs
ICS	Integrated Country Strategy
IDIQ	Indefinite Delivery Indefinite Quantity
INL	Bureau of International Narcotics and Law Enforcement Affairs
IPP	Internet Payment Platform
KAP	Knowledge, Attitudes, and Practices
M&E	Monitoring and Evaluation
MEL	Monitoring, Evaluation, and Learning
MODE	Monitoring Data for ECA
NGO	Non-governmental Organization
OASIS	Office of American Spaces Information System
OMB	Office of Management and Budget
PAS	Public Affairs Section
REAC	Regional Educational Advising Coordinator
RELO	Regional English Language Officer
REPS	Regional Public Engagement Specialist
STEM	Science, Technology, Engineering, and Mathematics
USAID	U.S. Agency for International Development
USG	U.S. Government

EXECUTIVE SUMMARY

BACKGROUND AND CONTEXT

American Spaces (“Spaces”) began as cultural institutes that promote democratic values. Today, Spaces constitute a global network of physical places that are platforms for public diplomacy programs. Currently located within the Department of State’s (State Department) Bureau of Educational and Cultural Affairs (ECA), the Office of American Spaces (ECA/A/M) provides direction, funding, and training to Spaces. There are three types of Spaces worldwide: (1) American Centers (Centers) are U.S. government (USG) owned and operated; (2) Binational Centers (BNCs) are independent organizations governed by local boards of directors; and (3) American Corners (Corners) are owned and operated by non-governmental organizations (NGOs), schools, and universities.

ECA/A/M requested this evaluation because it wants to move from the current framework of reporting and operational guidance, which emphasizes outputs, to a more robust monitoring and evaluation (M&E) framework, which emphasizes outcomes. Thirteen American Spaces were chosen to participate not as a fully representative sample of American Spaces worldwide, nor for the purpose of evaluating any one Space on its own, but because ECA/A/M anticipated that these Spaces would yield data to support actionable recommendations on how ECA/A/M can most effectively move toward such a global M&E framework. In keeping with the overall goal of this evaluation, stakeholders recommended areas to improve the measurement and evaluation of the influence of American Spaces, as outlined in the following.

EVALUATION QUESTIONS AND DESIGN

This evaluation addressed six evaluation questions (EQs) detailed in the Findings and Conclusions section. The purpose of this evaluation was to determine how successful 13 American Spaces (“Sample Spaces”) were in meeting programmatic aims to inform learning, improve programming, and strengthen guidance for Spaces. Figure 1 lists the 13 Sample Spaces.

Figure 1: List of Sample Spaces

CENTERS

- Satchmo Center (Ethiopia)
- American Center Chennai (India)
- @america Jakarta (Indonesia)
- American Center Jerusalem (Israel)
- Dar America Casablanca (Morocco)
- America House Kyiv (Ukraine)

CORNERS

- American Cultural and Information Center Ulaanbaatar (Mongolia)
- American Corner CcHUB Lagos (Nigeria)
- American Corner Belgrade (Serbia)
- American Space Bokhtar (Tajikistan)

BINATIONAL CENTERS

- Centro Cultural Colombo Americano Cali (Colombia)
- Deutsch-Amerikanisches Zentrum Stuttgart (Germany)
- Centro Cultural Sampedrano San Pedro Sula (Honduras)

The evaluation team (ET) used a mixed-methods evaluation design consisting of a document review, stakeholder interviews, focus group discussions (FGDs), and a survey administered by phone and online. The ET analyzed qualitative and quantitative data using Dedoose, Stata, and Excel software. Limitations and potential biases pertinent to this evaluation are as follows: Sample Spaces were purposively selected and included more Centers than other Space types; sample sizes for data collection methods and respondent types are relatively small and were not designed to be statistically representative; findings pertaining to Spaces broadly are included rarely in this report and only where relevant but cannot be generalized with confidence to all American Spaces (which is appropriate because this was not an evaluation of individual Spaces); remote data collection required interviewees and respondents to have reliable email, internet, and/or phone access, which may have precluded certain respondents from participating; lists used for FGD and survey sampling only included clients for which Sample Spaces had contact information and are thus subject to selection bias; and the ET encountered difficulty in scheduling interviews with foreign officials and staff from cultural institutes managed by other countries, which may have been influenced by the pandemic.

FINDINGS AND CONCLUSIONS

EQ 1: TO WHAT EXTENT ARE SAMPLE SPACES' PROGRAMS STRUCTURED IN A WAY THAT WOULD CONTRIBUTE TO ACHIEVING MISSION INTEGRATED COUNTRY STRATEGY (ICS) GOALS?

Most interviewees understood that Spaces' programming must promote ICS goals and provided examples of how programs aligned with a particular goal. The majority of interviewees believed that programs had contributed to achieving ICS goals. Interviewees provided examples of utilizing whole-of-mission and whole-of-network/region approaches. Interviewees cited American Spaces training and frequent communication between U.S. Embassies/Consulates (herein known as "Post(s)") and Spaces as key to ensuring alignment between Spaces programs

and ICS goals. Some interviewees believed that these approaches had a variety of positive implications for promoting ICS goals, such as making Spaces aware of other USG resources they could take advantage of, sharing best practices, enabling peer mentoring, leveraging other Spaces' contacts, increasing programmatic reach, using resources more efficiently, and helping reinforce messaging on ICS goals. Several interviewees stated they could not prove that Spaces' programs advanced ICS goals because of a lack of evaluation strategies, funding, and skills.

CONCLUSIONS

- Sample Spaces' programs are mostly structured in a way that would contribute to ICS goals, and American Spaces training has contributed to this success.
- All Sample Spaces are engaging in whole-of-mission, whole-of-network, and whole-of-region approaches. These approaches produced programming efficiencies and learning benefits.
- The type and level of contribution Sample Spaces have made toward ICS goals is difficult to confidently assess or prove because of the lack of systems for measuring this effect.

EQ 2: HOW DO THE SAMPLE SPACES AFFECT PARTICIPANTS' AND VISITORS' KNOWLEDGE, ATTITUDES, AND PRACTICES (KAP) REGARDING THE UNITED STATES?

Interviewees noted that Sample Spaces' programs affect clients' KAP, even though the majority of Sample Spaces do not consistently track how interviewees and respondents reported clients' **knowledge** changing in the following ways: increased knowledge about the United States; increased knowledge around higher education in the United States and how to apply; and increased English language, technological, entrepreneurial, and other skills.

Interviewees and respondents reported examples of clients' **attitudes and beliefs** being affected. These data sources showed that many clients already have positive attitudes toward the United States, and also that clients are increasing their attitudes and beliefs in a positive direction. Those who reported attitude change spoke about appreciating the plurality of American perspectives demonstrated at Spaces, Americans' friendliness, the United States' goodwill toward their country; aligning their beliefs with American values such as social inclusion; changing their beliefs that studying in the United States is unattainable; and developing increased confidence and empathy toward others. There were a limited number of FGD and survey respondents whose attitudes and beliefs were unaffected or remained negative after interacting with the Sample Spaces.

Interviewees and respondents reported examples of clients' **practice** change, such as increasing their level of interaction with Spaces and the United States; developing a desire to positively contribute to society through volunteering and other ways; and using skills gained at Spaces.

CONCLUSIONS

- Clients are likely to already have positive attitudes toward the United States, which may influence the ease with which KAP changes occur for these individuals.

- Available data show that Sample Spaces affect clients' KAP in different ways. However, the degree to which KAP changes occur cannot be fully determined because, in general, Sample Spaces are not systematically measuring clients' KAP changes.

EQ 3: TO WHAT EXTENT ARE THE SAMPLE SPACES ACHIEVING RESULTS IN THE FIVE CORE PROGRAMMATIC AREAS, PARTICULARLY EDUCATIONAL ADVISING?

Interviewees in most Sample Spaces perceived **strategic cultural programming** as being their strongest performing programmatic area. Interviewees and respondents noted that this type of programming was effective at Spaces that hosted a broad array of large events featuring American culture and art, which attracted sizeable audiences. Conversely, those critical of this area said the Space hosted too few cultural programs and few American artists.

Interviewees in most Sample Spaces generally perceived **English language learning and teaching** as being among their strongest programmatic areas. Some Spaces reported little to no formal English instruction or the Space focused more on English testing. Still, multiple FGD respondents expressed they liked the informal nature of English programming, and their Space was their best option to learn English. Some expressed a desire for a broader array of English language programs.

Interviewees and FGD respondents indicated that most Sample Spaces were performing relatively well in the **information about the United States** programmatic area because this information is integrated into all programs and presented in an engaging and unbiased manner. Interviewees who expressed criticisms claimed that programming is presented in a less engaging format, does not include information about the United States, or does not reach target audiences.

There was a lack of consensus among interviewees regarding **educational advising**. Performance was considered strong in Spaces that succeeded in placing students in American universities, demystifying the process for applicants, and providing tailored and in-depth coaching. Respondents primarily expressed positive sentiments regarding their experience with educational advising; however, some interviewees in Spaces without EducationUSA Centers on-site expressed that efforts to attract students were hindered by a lack of qualified staff and resources and the perceived high cost of American education.

Most interviewees indicated that **alumni engagement** was the programmatic area most needing development. In three Sample Spaces, interviewees noted good performance due to strong alumni networks and frequent alumni engagement. Interviewees from other Sample Spaces noted that their Space does not make a concentrated effort to engage alumni, struggled to maintain contact details, or found alumni outreach efforts ineffective. Alumni who participated in FGDs and the survey reported more favorable opinions and noted that their Space is in regular contact with them. Few alumni noted their Space does not engage them.

EQ 3A. WHAT ARE THE IMPLEMENTATION (OPERATIONAL AND/OR PROGRAMMATIC) BARRIERS AND FACILITATORS FOR ADVANCING RESULTS IN THE FIVE PROGRAMMATIC AREAS?

Facilitators for advancing programmatic results included having a large variety of high-quality programs; a large quantity of diverse and high-quality resources; Americans and native speakers featured in programs; alumni featured in programs; adequate staff at Spaces and sufficient State Department assistance; collaborations with other entities (e.g., Posts, other cultural institutions, universities, NGOs); and a large public demand for English.

Barriers included a lack of specific programs that met target audiences' needs, sufficient partner quality, sufficient assistance from overstretched regional officers and EducationUSA Advisors, adequate resources, and coordinated efforts to engage alumni; strict security protocols; Spaces in inconvenient locations, of smaller size, and lacking amenities; and weak marketing and outreach.

EQ 3B. WHAT ARE BEST PRACTICES (OPERATIONAL AND/OR PROGRAMMATIC) OF THE SAMPLE SPACES?

Best practices included having human resources who are committed and competent and who possess key skills; utilizing virtual programming; utilizing a whole-of-network approach; tailoring programs to target audiences; having a Space with a welcoming "look and feel"; having Spaces collaborating well with Posts; and having partnerships with local institutions.

EQ 3C. TO WHAT EXTENT ARE THE SAMPLE SPACES COMPETITIVE WITH OTHER COUNTRIES' CULTURAL INSTITUTIONS?

Many interviewees noted that one should not compare Spaces to the cultural institutes of other allied countries because they operate under different models, while other interviewees expressed that they did not have evidence to make a fair comparison. For interviewees who did comment, many interviewees felt that allied competitors outpaced their Sample Space, and only respondents associated with two Sample Spaces were more likely to agree that these Spaces were more competitive relative to other allied cultural institutes. There was a greater degree of consensus regarding Spaces' positive performance relative to strategic competitors. Few interviewees noted that strategic competitors are outperforming American Spaces, and very few respondents had exposure to or indicated a preference for the cultural institutes of strategic competitors.

CONCLUSIONS

- As a whole, Sample Spaces are performing strongest in the areas of strategic cultural programming, English language learning and teaching, and information about the United States. There was mixed evidence regarding educational advising and alumni engagement, hence conclusions about their effectiveness in all Spaces are more difficult to make.
- Sample Spaces' best practices involved adequately resourcing the Space with skilled staff and actively engaged regional officers; utilizing virtual programming; using a whole-of-network approach; enhancing the "look and feel" of Spaces; maintaining an open and collaborative relationship between Spaces and Posts; and engaging with local institutions.

- There was little consensus on the degree to which the Sample Spaces outcompete cultural institutions of traditional allied competitors or whether Spaces should even be in competition with these institutions. However, there was more consensus that Sample Spaces are more competitive than the cultural institutes of strategic competitors.
- Most Sample Spaces are not regularly measuring results achievement, and thematic overlap between the programmatic areas makes it difficult to assess performance within each area.

EQ 4: HOW DO THE SAMPLE SPACES AFFECT THE RELATIONSHIP BETWEEN EMBASSIES/CONSULATES AND FOREIGN OFFICIALS?

Many interviewees shared examples of how Spaces interacted with foreign officials, such as including foreign officials in programs, engaging alumni who are now foreign officials, and engaging governments as local partners. These strategies increased Posts' ability to establish new channels of communication with foreign officials; collaborate on other projects; highlight U.S. investments and partnerships with the foreign officials; and showcase positive relations between the United States and the host country. However, some interviewees stated they did not know if Spaces impacted relations with foreign officials because this type of information was not routinely collected, or expressed their Space did not do much with foreign governments. Others believed affecting government relationships to be the role of other USG channels, not Spaces.

CONCLUSIONS

- Data regarding if and how Sample Spaces affect the relationship between Posts and foreign officials is limited as this type of impact is not regularly tracked.
- Available data suggest that Sample Spaces promote relationship building between Posts or Spaces and host governments.

EQ 5: WHAT STANDARDS SHOULD BE REVISED OR PROPOSED TO MORE ACCURATELY DETERMINE SPACE PERFORMANCE?

Interviewees found the Standards useful in helping Spaces better understand ECA priorities and what is expected of them, though several also expressed concerns with how the Standards were being implemented or used. Interviewees tended to describe the Standards as an evaluative tool rather than an aspirational guide describing where Spaces can continue to grow. Some interviewees noted that they used the Standards infrequently because of concerns that they are out-of-date, concerns that the guidelines in the Standards are not useful for Spaces due to a lack of customization and overemphasis on "functional" elements rather than capturing foreign policy achievements or impact, the extensive length of the Standards, and the perception that use of the Standards has not been enforced. Several interviewees expressed frustrations with the Standards' Gold, Silver, and Bronze rating levels.

CONCLUSIONS

- The Standards enable Spaces to assess where they currently stand relative to ECA/A/M's expectations, yet their purpose is not always clear to stakeholders. Current elements focus too strongly on outputs and functional elements and do not necessarily help orient Spaces toward impact. Further, they are not differentiated to account for differences between Space categories, and stakeholders are frustrated by the rating levels.

EQ 6: LEVERAGING EXISTING RESOURCES, WHAT METRICS, DATA COLLECTION TOOLS, ANALYSIS, AND REPORTING METHODS CAN BE EASILY IMPLEMENTED THAT WILL ALLOW FOR CONTINUOUS M&E OF PROGRAM RESULTS?

Interviewees believed they are adequately collecting the three required output metrics according to current guidelines. However, a prominent critique of current M&E practices was an insufficient focus on measuring outcomes. Interviewees generally reported that staff do not have the time to dedicate to M&E in a more meaningful way given the current workload and that Spaces' staff were limited in their M&E knowledge. Interviewees noted that more information about program alignment with and contribution toward foreign policy goals, results in the five programmatic areas, if programs are reaching target audiences, client satisfaction and motivation, and client sociodemographics would be helpful.

CONCLUSIONS

- Sample Spaces are meeting the minimum requirements around the three required metrics. However, the majority of Spaces do not collect the types of outcome and demographic data that would allow them to adapt and target their programs to be more impactful. Most Sample Spaces and Posts do not possess the bandwidth or knowledge to implement additional M&E.

RECOMMENDATIONS

- As feasible, posts and host institutions should consider investing in increased skilled staffing at Spaces, as well as both promoting existing training and providing ongoing professional development and opportunities to all staff. ECA/A/M, Posts, and Spaces should continue or implement strategic program planning sessions throughout the year.
- ECA/A/M should better articulate how the five programmatic areas complement foreign policy goals to ensure Spaces understand how the two sets of goals work together.
- ECA/A/M should better define and message to stakeholders that Spaces should be used as a tool to impact the relationship between the United States and foreign officials.
- As resources allow, ECA/A/M should expand the Regional Public Engagement Specialist (REPS) corps to ensure that Posts and Spaces have adequate support in the field.
- ECA/A/M should work together with the Educational Information and Resources Branch in Global Educational Programs, Office of Alumni Affairs, and Regional Bureaus to ensure that Posts and Spaces have adequate support.
- ECA/A/M, Posts, and Spaces should invest in more marketing and outreach, increasing Spaces' accessibility, and consider providing more amenities.
- ECA/A/M should create differentiated standards for Spaces, de-emphasize or reclassify Standards focused on functional elements, and add in elements to help assess the extent to which Spaces programming aligns with foreign policy goals.
- In collaboration with the Evaluation Division, ECA/A/M should establish a robust monitoring, evaluation, and learning (MEL) framework and accompanying training for American Spaces, creating a MEL culture and fluency. As resources allow, Posts and Spaces should work with ECA and Regional Bureaus to recruit dedicated MEL staff to provide ongoing or ad hoc MEL support to Spaces and Posts.

- Posts and Spaces should continue to offer attractive, diverse, and foreign policy-driven programming, and, with assistance from the ECA Evaluation Division and ECA/A/M, should use the results of a more robust MEL framework to further enhance the effectiveness of American Spaces programming.

INTRODUCTION

BACKGROUND AND CONTEXT

Established over 90 years ago, American Spaces (herein known as “Spaces”) began as cultural institutes that promoted democratic values such as freedom of information and countering disinformation. Throughout its history, the American Spaces Program has been managed by various components of the U.S. government (USG) including the State Department and the U.S. Information Agency. Today, Spaces constitute a global network of physical places that are platforms for public diplomacy programs.

Spaces provide programming in each of five programmatic areas: (1) information about the United States; (2) educational advising through EducationUSA; (3) English language learning and teaching; (4) strategic cultural programming; and (5) alumni engagement via State Department-sponsored exchange programs. There are three types of Spaces worldwide:

1. **American Centers (Centers)** are USG-owned and -operated.
2. **Binational Centers (BNCs)** are independent organizations governed by local boards of directors.
3. **American Corners (Corners)** are owned and operated by non-governmental organizations (NGOs), schools, and universities.

Established in 2011 and currently located within the Bureau of Educational and Cultural Affairs (ECA), the Office of American Spaces (ECA/A/M) works with Regional Public Engagement Specialists (REPSs) to provide strategic direction, funding, and training to all Spaces. As part of this assistance, ECA/A/M developed the Standards for American Spaces (herein known as “the Standards”) as a set of guidelines for the services and programs Spaces should offer, the resources that should be available, and how the Space should look and feel.¹ In 2015, ECA/A/M restructured its training program to include a standard curriculum focused on strategic planning and innovative program development, managed out of the Vienna Office. In 2017, ECA/A/M expanded its programmatic support to assist U.S. Embassies/Consulates (herein known as “Post(s)”) and Spaces in developing strategic programming packages covering a wide range of content. The total budget for ECA/A/M was approximately \$17 million in Fiscal Year (FY) 2018. As of 2019, there were approximately 640 Spaces globally.²

EVALUATION AUDIENCE AND PURPOSE

The purpose of this evaluation was to determine how ECA/A/M can most effectively move from a reporting and operational guidance framework, which currently emphasizes outputs, to a more robust global monitoring and evaluation (M&E) framework that emphasizes the outcomes achieved by American Spaces, including their contributions to advancing U.S. foreign policy goals. To develop recommendations that will serve that goal, the Social Impact evaluation team

¹ The Standards use a three-tier rating scale consisting of Gold, Silver, and Bronze designations. Spaces self-assess themselves against the Standards and classify themselves as Gold, Silver, or Bronze accordingly.

² Managing American Spaces website, <https://eca.state.gov/programs-and-initiatives/initiatives/office-american-spaces>.

(ET) evaluated how successful 13 American Spaces (herein known as “Sample Spaces”) were in meeting programmatic aims to inform learning, improve programming, and strengthen guidance for Spaces moving forward.

The primary users of this evaluation are ECA/A/M and ECA’s Evaluation Division. The evaluation may also be used by ECA at large, relevant Posts, and other State Department policymakers, the U.S. Office of Management and Budget, the U.S. Congress, and other USG officials to provide better accountability for and understanding of American Spaces activities to make evidence-based decisions.

EVALUATION QUESTIONS

This evaluation addressed six evaluation questions (EQ) finalized in collaboration between ECA’s Evaluation Division and the ET:

1. To what extent are Sample Spaces’ programs structured in a way that would contribute to achieving Mission Integrated Country Strategy (ICS) goals?
2. How do the Sample Spaces affect participants’ and visitors’ knowledge, attitudes, and practices (KAP) regarding the United States?
3. To what extent are the Sample Spaces achieving results in the five core programmatic areas, particularly educational advising?
 - a. What are the implementation (operational and/or programmatic) barriers and facilitators for advancing results in the five programmatic areas?
 - b. What are best practices (operational and/or programmatic) of the Sample Spaces?
 - c. To what extent are the Sample Spaces competitive with other countries’ cultural institutions?
4. How do the Sample Spaces affect the relationship between Embassies/Consulates and foreign officials?
5. What Standards should be revised or proposed to more accurately determine Space performance?
6. Leveraging existing resources, what metrics, data collection tools, analysis, and reporting methods can be easily implemented that will allow for continuous M&E of program results?

EVALUATION DESIGN AND METHODOLOGY

OVERVIEW

The ET used a mixed-methods evaluation design consisting of a **document review**, **stakeholder interviews**, **focus group discussions** (FGDs), and a **survey** administered by phone and online. The ET began data collection in-person with stakeholders working in Washington, D.C., but transitioned to remote data collection in March 2020 due to travel and safety concerns related to the Coronavirus Disease 2019 (COVID-19) pandemic. ECA/A/M selected the 13 Sample Spaces to be included in the evaluation (see Figure 2). Annex 2 provides more details about the characteristics of the Sample Spaces.

Figure 2: Map of Sample Spaces



DATA COLLECTION METHODS, SOURCES, AND SAMPLING

An Evaluation Design Matrix in Annex 3 maps the data collection methods, sources, and analysis techniques to each EQ. Data collection instruments can be found in Annex 5.

Document Review: The ET conducted a review of documents related to the Sample Spaces, including management handbooks and guidance, trip reports, policy documents, annual reports, and M&E documents provided by ECA/A/M and interviewees.

Interviews: The ET conducted 164 total individual or small-group interviews, including 205 individuals (126 female and 79 male) in-person and remotely. Figure 3 illustrates the breakdown of interviews by associated country. Interviewees fell into six types described in Table 1. The

ET facilitated all English interviews. Local researchers facilitated interviews in local languages while ET members took notes with the assistance of interpreters.

Figure 3: Number and Percentage of Interviews

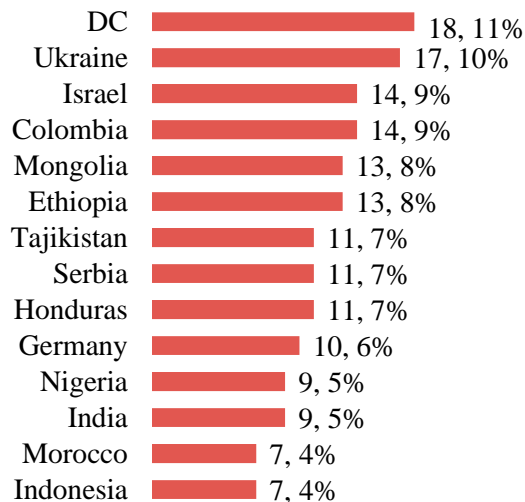


Table 1: Interviewee Types

Interviewee Type	Description	# (%) of Interviews
Bureau	State Department staff working in Functional Bureaus (ECA, Bureau of Global Public Affairs [GPA]), and Regional Bureaus	18 (11%)
Post	State Department staff based in U.S. Embassies/Consulates, including regional officers ³	56 (34%)
Director	Space Directors or Coordinators and their Deputies	16 (10%)
Staff/Partner ⁴	Space staff and local partners who conduct programming	52 (32%)
Cultural Institute	Representatives from other countries' competing cultural institutes in the same location as Sample Spaces	12 (7%)
Foreign Officials	Government officials from Sample Space countries	10 (6%)

³ Regional officers included REPS (Regional Public Engagement Specialists), Regional Educational Advising Coordinators (REACs), and Regional English Language Officers (RELOs).

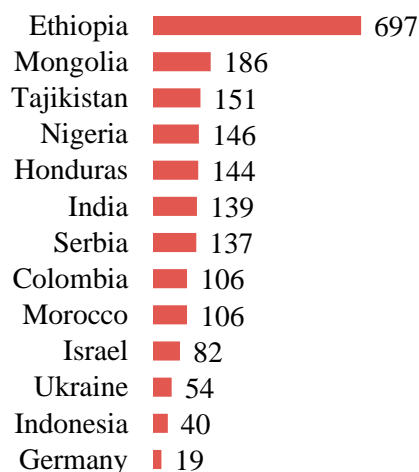
⁴ Two interviews included Staff/Program Partners who worked for government institutions. Although they are categorized here as Staff/Program Partners rather than Foreign Officials, their perspectives as government workers were included in the analysis for EQ 4.

FGDs: The ET conducted 37 FGDs with Sample Spaces’ clients (i.e., visitors, participants, and State Department exchange program alumni), including 119 individuals (76 female and 43 male; 15 visitors, 73 participants, and 31 alumni). Up to four individuals participated in each FGD. With the exception of Honduras and Tajikistan, FGDs were not intentionally gender segregated.⁵ The ET conducted two FGDs in Indonesia and Germany, and three FGDs in all other Sample Space countries. Local researchers in all 13 Sample Space countries facilitated FGDs in English or local languages while ET members took notes with the assistance of interpreters.⁶

Survey: The ET conducted 2,007 phone and online surveys with Sample Spaces’ visitors, participants, and alumni (829 phone and 1,178 online; 841 female, 1,162 male, 1 nonbinary, 3 preferred not to respond; 661 visitors, 1,164 participants, and 182 alumni) under the management of Social Impact, Inc.’s subcontractor, Forcier Consulting.

Figure 4 illustrates the breakdown of survey respondents by associated country.⁷ Local researchers administered the phone surveys in either English or the local language. Sample Spaces also distributed a link to the online survey (available in English and local languages) to their clients through email and social media platforms.

Figure 4: Number of Phone/Online Surveys by Sample Space Country (n = 2,007)



Sampling: For interviews, ECA/A/M, Posts, and Sample Spaces provided lists of potential interviewees from which the ET purposively sampled individuals to participate based on their knowledge of American Spaces broadly, the specific Sample Spaces, and other countries’ cultural institutes. In most countries, Sample Spaces provided client lists from which the ET randomly selected individuals to receive the phone survey and engage in FGDs. In countries with stricter data protection laws, clients opted-in to participate in both the phone survey and FGDs.

⁵ Although consulted Post respondents in all Sample Spaces did not recommend gender-segregated FGDs, country researcher coordinators in Tajikistan and Honduras believed gender-segregating FGDs would reduce gender bias.

⁶ Interviews in Nigeria did not require interpretation because all respondents spoke English.

⁷ Due to the large number of survey respondents in Ethiopia that exceeded expectations, the ET analyzed a randomized subset of qualitative survey responses for this country to keep within the evaluation budget.

DATA ANALYSIS

The ET analyzed and triangulated data using an iterative process during and after data collection. Throughout data collection, the ET tracked emerging themes from qualitative data in findings, conclusions, and recommendations matrices and used content and thematic analysis to identify responses, themes, and frequencies across data sources. At the end of data collection, the ET used themes identified in the matrices to develop a codebook and coded the data using Dedoose software. For quantitative data, Forcier Consulting monitored phone survey data uploaded to a central database for any inconsistencies, then cleaned and merged phone and online survey data before submitting the dataset to the ET for analysis. Finally, the ET analyzed the survey data using Excel and Stata software and triangulated quantitative findings with other data sources.

LIMITATIONS AND POTENTIAL BIASES

- Sample Spaces were purposively selected and included more Centers than other Space types, even though Corners are the most prevalent Space type globally.
- Given that this evaluation was designed not as an individual evaluation of any one American Space but instead was designed to guide ECA/A/M as it seeks to increase emphasis on outcomes rather than outputs, sample sizes for qualitative and quantitative methods as well as each respondent type are relatively small and were not intended to be statistically representative of all American Spaces worldwide. This is especially true for FGD and survey data. Therefore, findings are indicative of evaluation respondents and should not be generalized to all individual American Spaces and stakeholders, even though the findings are sufficient to support the overall recommendations for ECA/A/M management of the American Spaces Program.
- For the most part, only results relevant to the 13 Sample Spaces are reported. In certain instances, Bureau or Post interviewees were able to speak more broadly about Spaces beyond the 13 Sample Spaces. Therefore, findings pertaining to Spaces broadly are included rarely in this report and only where relevant, as a point of comparison to Sample Spaces or to provide context about the American Spaces network globally. However, because the sample size of those who made broad claims are small, findings cannot be generalized with confidence to all American Spaces individually.
- Data collection was mostly remote and required interviewees as well as FGD and survey respondents to have reliable email, internet, and/or phone access. Additionally, because of data privacy laws in Germany, Indonesia, Serbia, and Ukraine, FGD and survey respondents had to volunteer to participate. Both circumstances may have exacerbated selection bias for those willing and able to respond and may have contributed to lower survey response rates in Germany, Indonesia, and Ukraine.
- Lists used for FGD and survey sampling only included clients for which Sample Spaces had records and contact information and are thus subject to selection bias.
- The team encountered difficulty, despite repeated attempts, in scheduling interviews with foreign officials and staff from cultural institutes managed by other countries. This may have been partly because phone numbers listed were often for offices, while staff remained at home due to the COVID-19 pandemic.

FINDINGS AND CONCLUSIONS

EQ 1: TO WHAT EXTENT ARE SAMPLE SPACES' PROGRAMS STRUCTURED IN A WAY THAT WOULD CONTRIBUTE TO ACHIEVING MISSION ICS GOALS?

FINDINGS

Program Alignment with ICS Goals. Across all Sample Spaces, the majority of relevant Post, director, and staff interviewees were aware of their associated ICS goals and/or objectives and stated an understanding that all Spaces' programming must promote ICS goals. Interviewees associated with BNCs and Centers, in particular, exhibited a strong awareness of their ICS goals by speaking about them in detail. Although Post interviewees associated with Corners had a clear understanding of ICS goals, coordinators for only two of the four Corners were able to articulate goals in a way that corresponded to the ICS. Of the two coordinators who did not exhibit a good grasp of the goals, one named the American Spaces' five programmatic areas instead. The other reported being aware that the U.S. Embassy/Consulate had goals but was not personally familiar with them. Interviewees across all Space types who had a good grasp of the ICS goals could provide examples of how specific Space programs aligned with a particular goal or objective.

"Most of our programs in the American Space we try to orient them on the goals the Embassy has... That's why whenever we're trying to think of an activity we try to think how it will help us to accomplish those goals."
—Staff interviewee

Interviewees identified certain facilitators for designing programs that promoted ICS goals:

- **Training and messaging on ICS goals and programming requirements:** ECA/A/M has an existing training model implemented through its Vienna Office, Foreign Service Institute (FSI), and REPS, which includes a train-the-trainer approach. Training or initial orientations on ICS goals, how Spaces' programs are meant to further those priorities, and how to conduct strategic program planning helped interviewees better understand what the U.S. Embassy/Consulate was trying to achieve in-country for target audiences and design more strategic programs accordingly. This was especially true for locally employed staff and host country partners. Interviewees reported that ECA/A/M trainings conducted through the FSI virtually or in-person, as well as trainings conducted by REPS or Posts for directors were both helpful. One Post interviewee stated, *"For newcomers who are joining Public Affairs Section, this is the must training ... I can relate now where is the foreign policy and how what I'm doing is connected. But before, it wasn't clear what the foreign policy goals were and what we were doing to achieve that."*
- **Close contact between Posts and Spaces:** Some Post, director, and staff interviewees cited being in frequent communication with each other, which allowed Posts to continuously reinforce messaging about ICS goals and program alignment.
- **Posts' program approval and content development:** Interviewees reported that Posts must directly approve grant and program proposals from Spaces, which allowed Posts the opportunity to vet alignment before program implementation. Interviewees from one Sample

Space reported how Post created a standardized set of programs with content they had already aligned to ICS goals, which were then rolled out to the country's Spaces.

- **Strategic program planning:** Interviewees associated with several Sample Spaces noted an annual, biannual, or quarterly process to bring Post staff, directors, and Space staff together for structured strategic program planning meetings. These meetings were a forum to review ICS goals and develop the Spaces' programs with those goals in mind.

Interviewees also identified particular challenges to ensuring program alignment with ICS goals:

- **Confusion around programmatic goals:** Speaking in general about a few Sample Space countries, Post and Bureau interviewees stated that Corner staff and local partners still may not have an adequate understanding of ICS goals and clearly link programs to those goals. According to Bureau interviewees, one reason for this may be that in some countries, ICS goals are sensitive but unclassified and may not be shared with non-USG employees. Another reason, identified for at least one Space, was a lack of alignment between the Spaces contractual goals and ICS relevance. A few Bureau interviewees questioned if elements of the American Spaces five programmatic areas (e.g., cultural performances, science, technology, engineering, and mathematics [STEM] programming, English clubs) are truly in alignment with and likely to contribute to ICS goals.
- **Stakeholder perceptions of Spaces:** A few interviewees brought up that it can be difficult to implement programs that directly address a "hard policy" ICS goal due to established audience perceptions of the Space as a library or entertainment venue. Relatedly, some local partners have not yet cultivated the "visionary" mindset needed to design dynamic programming that is more closely aligned with ICS goals.
- **Partial funding to BNCs:** Because the United States provides a portion of BNC funding, interviewees noted that BNCs, including some Sample Spaces, may not always prioritize programs that promote ICS goals if these goals do not overlap with the host country's policy goals, or if other income-generating programs (i.e., English teaching) take precedence.
- **Time and resource constraints:** Bureau and Post interviewees generally stated that the REPS cadre is stretched too thin and often have portfolios that are too large to provide adequate support to Posts and Spaces. For the Sample Spaces, interviewed REPS stationed in U.S. Embassies/Consulates that were in the same city or collocated with the Space found it easier to provide support than those stationed in U.S. Embassies/Consulates that were further away from the Space.

Contribution to ICS Goal Achievement. Based on the limited evidence available, the majority of interviewees generally believed that programs had contributed to achieving ICS goals, such as increasing clients' awareness of human rights. Several interviewees stated they could not confidently assess or prove that Sample Spaces' programs advanced ICS goals because evidence of program contribution to ICS goals was not systematically collected and was mainly anecdotal in the form of observations, audience feedback, or social media commentary. Only one Sample Space had a dedicated M&E staff person and had developed an M&E framework that intentionally connected each program to an ICS goal (see EQ 6 Findings for details).

Whole-of-Mission, Whole-of-Network, and Whole-of-Region Approaches.⁸ Post, director, and staff interviewees all provided examples of ways in which Sample Spaces were utilizing a whole-of-mission approach, albeit to varying degrees. The degree of whole-of-mission utilization varied by Space and did not correspond with any Space type. In general, USG personnel tended to participate in Sample Spaces’ programs as “speakers” or utilize Spaces for their own meetings, though some interviewees noted Ambassador or Consul General visits as well. Interviewees associated with two Sample Spaces provided examples of whole-of-mission implementation whereby other sections or agencies (i.e., Bureau of International Narcotics and Law Enforcement Affairs [INL]; Economic Sections; U.S. Agency for International Development [USAID]) collaborated with the Public Affairs Section to implement joint-programming through Spaces. Some interviewees believed that implementing a whole-of-mission approach positively impacted the Space’s ability to work toward ICS goals, such as making directors and staff aware of other USG programming or resources they could take advantage of, highlighting the diversity of Americans through their exposure to clients as “speakers,” and helping Spaces stay attuned to ICS goals by hearing how other sections are working toward them.

Similarly, interviewees across all Sample Spaces reported they are engaging in the whole-of-network and/or -region approaches to varying degrees; some had only a few recent collaborations (e.g., Post-led strategic program planning sessions with other Spaces), whereas others had a longer history of collaborations led by Spaces themselves. For example, interviewees associated with three Sample Spaces generally felt that their Spaces were just starting to establish a whole-of-network

“One of the benefits of collaboration with another space in the country is the number of participants increased ... they’re sharing and publicizing the program to their own members. Two, it was a way of sharing best practices, or helping to train, guide colleagues in the process. It’s an eye-opening experience and you get to learn.”
—Director interviewee

mentality and see successes, whereas interviewees associated with four other Sample Spaces generally reported more robust and sustained interactions with other Spaces in the country. Interviewees from one Corner and two Centers noted they connected to other Spaces in their region as well. A few interviewees from one Sample Space believed they had more interactions with Spaces in the region and did not work as well with the network of Spaces within the country itself. Regardless of the level of whole-of-network or -region implementation, interviewees largely perceived these approaches as having a variety of positive implications for promoting ICS goals, such as: sharing best practices, enabling peer mentoring, leveraging other Spaces’ professional contacts/relationships/partners, increasing audience participation and programmatic reach, using human and financial resources more efficiently, and helping reinforce messaging on ICS goals across the network.

CONCLUSIONS

- Sample Spaces’ programs are mostly structured in a way that would contribute to one or more ICS goals. Training on ICS goals, frequent communication between Posts and Spaces,

⁸ Whole-of-mission refers to different sections and USG agencies utilizing Spaces. Whole-of-network and whole-of-region refer to using the entire network of Spaces in a country or region, respectively.

Post involvement in program approval and development, and intentional strategic program planning were helpful in designing programs that were tied to ICS goals. In contrast, having an incomplete understanding of ICS goals and their relationship to the American Spaces programmatic areas, changing people's perceptions of what types of programs a Space should implement, the nature of the United States as only a partial funder of BNCs, and Post human resource constraints (especially among REPS) impeded program alignment.

- All Sample Spaces are engaging in whole-of-mission, whole-of-network, and whole-of-region approaches, though the extent to which this happens varies by Space. These approaches produced programming efficiencies and learning benefits.
- Whether or not programs were successfully tied to ICS goals, the type and level of contribution Sample Spaces have made toward ICS goals is difficult to confidently assess and prove because of a lack of systems for measuring this effect.

EQ 2: HOW DO THE SAMPLE SPACES AFFECT PARTICIPANTS' AND VISITORS' KAP REGARDING THE UNITED STATES?

FINDINGS

Data from most interviews represent perceived changes in clients' KAP, while data from select interviews (some staff/partners), the survey, and FGDs provided firsthand information from clients regarding how Spaces have or have not affected them. Bureau, Post, director, and staff/partner interviewees noted that the Sample Spaces, as well as Spaces more broadly, do not consistently track if and how Spaces' programs affect clients' KAP. Except for one Sample Space that provided more rigorous evidence of KAP effects, the evidence interviewees from other Sample Spaces provided was anecdotal.

KNOWLEDGE

Interviewees and FGD respondents, regardless of Space type, as well as the majority of survey respondents, reported increased client knowledge in different ways.

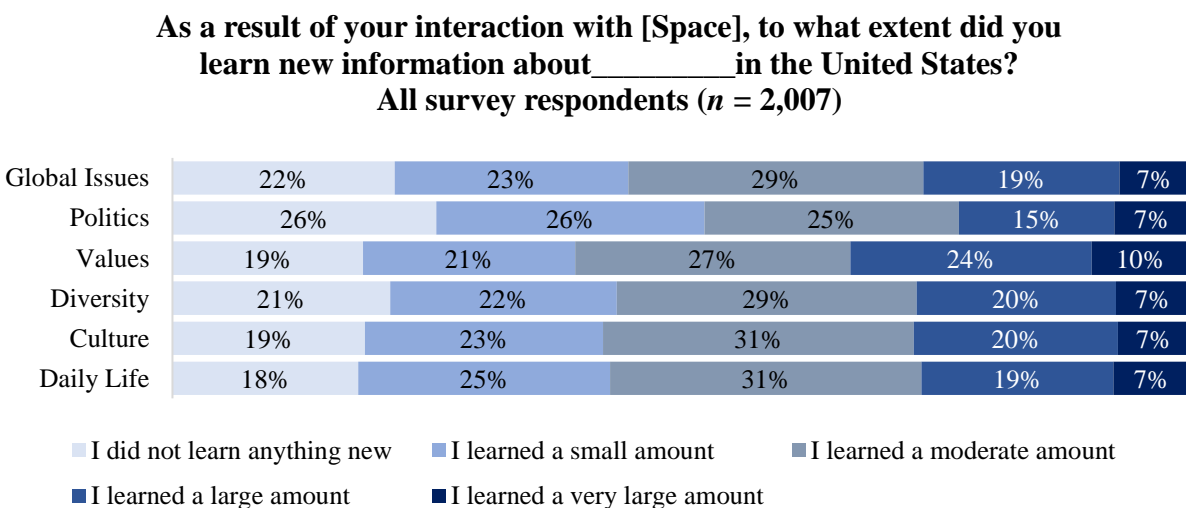
The United States and Americans: Both interviewees and FGD respondents provided examples illustrating knowledge gained about the United States. Interviewees reported clients gaining a better understanding of American diversity (e.g., participants being surprised to learn about different nonwhite populations in the United States), politics (e.g., participants engaging with different perspectives on gun control and learning about U.S. elections), and culture (e.g., participants expressing appreciation for jazz and graffiti art). FGD respondents provided examples of how Spaces expanded their previous knowledge of the United States and U.S. culture; enabled them to put into context or have a broader perspective on things they had heard about the United States from other sources; and taught them about American values such as women's empowerment, human rights, and rule of law.

Survey results also indicated knowledge gain. The majority of survey respondents reported they learned new information about the United States and Americans regarding the following topics: daily life, culture, diversity, values, politics, and American perspectives on global issues. As shown in Figure 5, overall, the majority of respondents learned either a “small” or “moderate” amount of new information for all topics except for values. For values, more respondents learned a “moderate” or “large”

“I got to know more about the black community in the United States, how’s the situation for them, the American heroes that represent them. Through books at [the Space] and through events. These kinds of activities that add more light on life in general for a U.S. person.”
—FGD respondent

amount. Depending on the topic inquired about, roughly 22–31 percent of all survey respondents learned a large or very large amount, while 18–26 percent of all survey respondents did not learn anything new. American values (34 percent), diversity (27 percent), and culture (27 percent) were the three topics with the highest percentages of respondents who learned a “large” or “very large” amount. Politics (26 percent) and American perspectives on global issues (22 percent) were the two topics with the highest percentages of respondents who did not learn anything new overall. A few FGD respondents in four Sample Spaces (three Centers and one Corner) reported they did not learn anything new due to other exposure to the United States prior to interacting with Spaces, having only used the Space as a resource library or meeting space, or learning a technical skill rather than acquiring new information about the United States.

Figure 5: Survey Results—Information about the United States



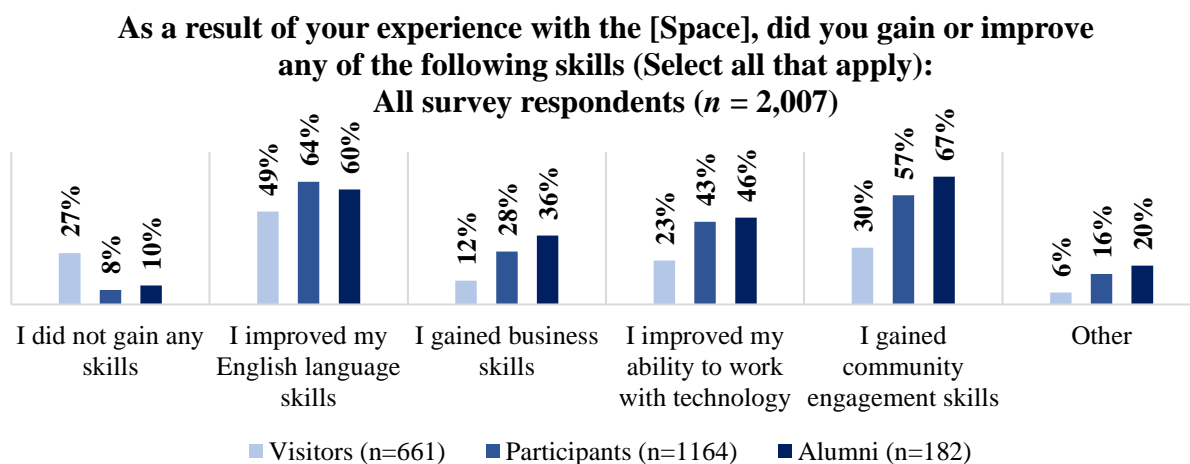
Survey results showed more variability when disaggregated by Space type, respondent type, and gender (see Annex 6B for survey results on knowledge change). The majority of Corner and BNC respondents and participants and alumni learned a “moderate” or “large” amount for more than half of the questions asked. Visitors were more likely to have learned a “small” or “moderate” amount—or nothing new at all—for these questions. Center respondents learned a “moderate” or “large” amount for American values (less for all other topics). Corners and alumni had the highest percentage of respondents who learned something new on average across the different topics. In contrast, Centers and visitors had the lowest percentages of respondents

who learned something new. Male and female respondents were similar in their percentages of those who learned something new on average, though male respondents learned the most about values (82 percent learned at least a small amount) and daily life (81 percent), while female respondents learned the most about daily life (83 percent) and culture (82 percent).

Study in the United States: Interviewees and FGD respondents in three Sample Spaces reported examples of how clients' knowledge around higher education in the United States increased, such as learning more about the number and types of U.S. academic institutions, available scholarships, and academic requirements. Survey results corroborated this, with 72 percent of respondents learning something new about how to work, visit, or study in the United States (see Annex 6B for survey results on knowledge change).

Skill Building: In addition to some interviewees who reported observing clients increasing their English competencies, FGD respondents in eight Sample Spaces mentioned they increased their English language skills, especially through participation in the Access program and other activities such as speaking clubs. A few FGD respondents who participated in English teacher training programs in two Sample Spaces noted an increase in clients' English pedagogy skills. Some interviewees and FGD respondents also provided examples of how they or other clients gained technical (e.g., photography, computer/coding/other technology), entrepreneurial (e.g., resume building, networking), and leadership and conflict resolution skills.

Figure 6: Survey Results—Skill Acquisition (Disaggregated by Respondent Type)



Survey respondents reported from a preselected list all the skills they gained or improved as a result of interacting with the Space. Overall, the top three skills reported were English language skills (59 percent), community engagement skills (49 percent), and the ability to work with technology (37 percent). These were also the top three skills selected when disaggregated by Space type, gender, and respondent type. However, there were differences within Space type and respondent type for those gaining skills. Compared to visitors (73 percent), more participants (90 percent) and alumni (92 percent) reported gaining one or more types of skills. Meanwhile, 27 percent of visitors did not gain any skills compared to 8 percent of participants and 10 percent of alumni (Figure 6). Corners had the highest rate of respondents who gained skills (91 percent), followed by BNCs (87 percent) and Centers (82 percent). In contrast, 18

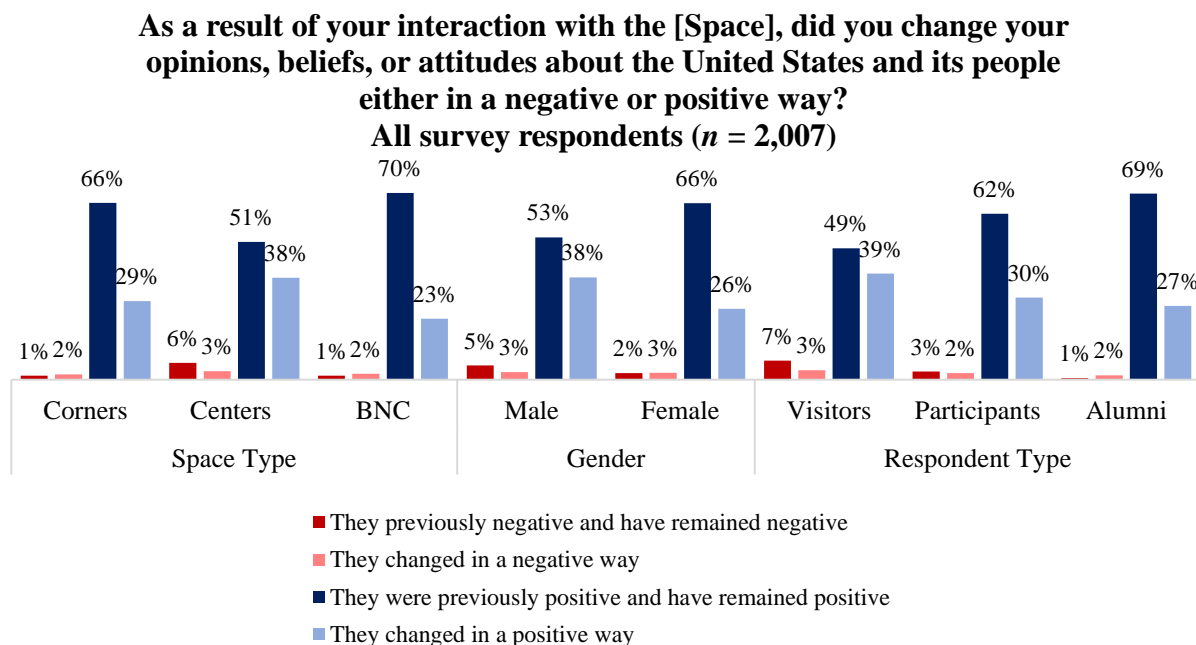
percent of Center respondents did not gain any skills compared to 13 percent of BNC and 9 percent of Corner respondents (see Annex 6B for survey results on knowledge change).

ATTITUDES AND BELIEFS

All Sample Spaces had interviewees and FGD and survey respondents who reported examples of clients' attitudes and beliefs being affected.

Positive Effects: Interview, FGD, and survey data across Space type, respondent type, and gender consistently showed that the majority of Sample Spaces' clients already have positive attitudes toward the United States. Some interviewees noted that either the general public already has a positive perception of the United States, or, in countries with negative public perceptions, that individuals who come to the Sample Spaces are self-selecting and already predisposed to the United States, especially those who are thinking of studying in the United States. FGD respondents confirmed this trend, with many stating they had positive attitudes toward the United States that were either confirmed or expanded upon after their interactions with Spaces.

Figure 7: Survey Results—Attitude Change (Disaggregated by Space Type, Gender, and Respondent Type)



Sixty-two percent of all survey respondents did not change their opinions, beliefs, or attitudes about the United States and its people as a result of interacting with Spaces. However, for 58 percent of respondents overall, the lack of change was because of already having positive sentiments to begin with (see Annex 6C for survey results on attitude change). BNCs had the greatest percentage of survey respondents whose opinions, attitudes, and beliefs were originally positive and remained positive (70 percent), followed by Corners (66 percent), then Centers (51 percent). More female than male respondents (66 and 53 percent, respectively) reported their attitudes were originally positive and remained positive. Last, alumni had the highest percentage

of positive attitudes that remained positive (69 percent) followed by participants (62 percent) then visitors (49 percent; Figure 7).

“We normally have a negative view of America as a country that is against the Arab and Muslim people. The U.S. is the source of evil in the world. And the history of the U.S. against black people, Indian people, slavery, KKK. I was really happy to understand that I was wrong about the U.S....Many of my ideas were based on false ideas, false assumptions.”

—FGD respondent

In addition to clients already having positive attitudes, interview, FGD, and survey data demonstrated that clients are increasing their attitudes and beliefs in a positive direction. Some interviewees and FGD respondents reported instances in which they previously held negative assumptions (e.g., Americans in general are racist) that they eventually learned were untrue, and which gave them a more positive impression of the United States. Thirty-three percent of survey respondents reported their sentiments changed in a positive way as a result of interacting with Sample Spaces, compared to only 3 percent whose sentiments changed in a negative way. When disaggregated by gender, respondent type, and Space

type, trends for those who changed their opinions in a positive way were the reverse of those seen for respondents maintaining existing positive attitudes: more male (38 percent) than female respondents (26 percent); and more visitors (39 percent) than participants (30 percent) and alumni (27 percent) changed their opinions in a positive way. Centers had the greatest percentage of respondents whose opinions changed in a positive way, followed by Corners (29 percent) then BNCs (23 percent; see Annex 6C for survey results on attitude change).

Dimensions of Positive Attitudes and Beliefs: Interviewees and FGD respondents who reported positive attitudes and beliefs gave examples not only of their perceptions toward the United States, but also of their values and personal expectations, such as:

- **American nuances:** Interviewees and respondents reported an increased appreciation for the United States after hearing a plurality of perspectives at Sample Spaces, both negative and positive, that were outside of the mainstream representation of the United States.
- **American friendliness:** Interviewees and respondents remarked that, after interacting with Americans at Sample Spaces, they were surprised to learn that Americans are welcoming and friendly, rather than “arrogant” and “insincere.” This increased their positivity toward the United States.
- **American goodwill:** Interviewees and respondents noted developing a more positive impression after realizing that the United States wanted to positively impact their countries (e.g., educate and provide opportunities to children and promote reform).

- **American values:** Interviewees and respondents reported learning and changing their beliefs around certain values such as gender equity and social inclusion (e.g., accessibility for people with disabilities, promoting girls' education and participation in STEM), and good governance (e.g., promoting peaceful debate, developing strong institutions).
- **Educational possibilities:** Interviewees and respondents noted students changing their beliefs that studying in the United States is unattainable and consequently wanting to study in the United States.
- **Personal qualities:** Interviewees and respondents, particularly those associated with the Access program, reported increases in confidence levels and empathy toward others for both male and female participants.

"It was only at the [Space] I saw blind people accessing the computer and going to the internet, and I was so shocked ... I didn't even know a blind person could use the computer. It was shameful not knowing that, it was mind-blowing ... I would say the [Space] had a huge impact on social inclusion."

—Partner interviewee

Neutral or Negative Effects: There were a limited number of FGD and survey respondents whose attitudes and beliefs were unaffected or remained negative after interacting with the Sample Spaces. A few FGD respondents associated with four Sample Spaces—many of whom had only used the Sample Space as a research center or only took a test or technical training there—said that the Space had no effect on their attitudes or beliefs about the United States, or that their attitudes were neutral before and after interacting with the Space. Only 4 percent of survey respondents overall reported their sentiments were originally negative and remained negative (see Annex 6C for survey results on attitude change).

PRACTICES

All Sample Spaces had interviewees, FGD, and survey respondents who reported practice change:

Promoting Spaces and the United States to Others: FGD and survey data confirmed interviewees' claims that clients share information and positive experiences about Spaces with others. FGD respondents described instances of encouraging others to visit Spaces and learn more about the United States. According to an FGD respondent, *"I took young people with me to [Space] because I think that's important because America is a global power, so we should be interested in what is going on there. I think I was able to awaken the interest in young people."*

Eighty percent of all survey respondents told others about their experiences at Sample Spaces, namely friends, relatives, classmates, and coworkers. The survey also asked respondents to report if they exhibited behaviors from a predetermined list. Overall, and when disaggregated by Space type, respondent type, and gender, helping others gain a better understanding of the United States was the second most frequently cited behavior (see Annex 6D for survey results on practice change).

Increased Interaction with Spaces and the United States: FGD respondents reported being motivated to engage more with Spaces, a trend that interviewees similarly observed. In addition to attending more programs or conducting programs at Spaces, interviewees and FGD

respondents cited clients changing their study habits to increase their chances of studying in the United States, applying or succeeding to study in the United States, participating in a State Department exchange program, or otherwise visiting the United States on their own.

Survey data suggested that applying to visit, study, or work abroad in the United States was not as common as other behaviors. Only 23 percent of all survey respondents applied, and only 8 percent succeeded in visiting, studying, or working in the United States. Though survey results showed that more male (26 percent) than female respondents (18 percent) applied to study or work abroad in the United States, both genders successfully studied or worked abroad at equal rates (8 percent each; see Annex 6D for survey results on practice change).

Service and Civic Engagement: Interviewees in many Spaces described how clients developed a desire to positively contribute to society. These interviewees frequently mentioned examples of alumni and other clients volunteering as part of activities that alumni and Space staff organized. Interviewees reported instances of clients creating their own organizations and social programs, working for foundations, or taking action to assert democratic principles.

“I think I owe back to the society in general and the [Space] specifically because I got a lot of help early on, and the best way to repay it is to give back and pay it forward.”
—FGD respondent

FGD and survey respondents also reported engaging in service. Some expressed they volunteered or pursued social causes because they wanted to give back to their communities after benefitting from the Space themselves or being inspired by values learned at the Space. Despite being required to implement a service project, alumni respondents in FGDs talked about how Spaces helped them learn about service before joining an exchange program; they joined the exchange program and became further committed to service because of the Space; or, in the case of learning about the Space only after their exchange program, the Space enabled them to put their commitment to service into practice. Thirty-seven percent of all survey respondents became more involved in improving an aspect of their society. When disaggregated, alumni (53 percent) and participants (42 percent) showed higher rates of being involved in improving their society than visitors (24 percent), whereas BNC respondents showed higher rates (47 percent) than Center (37 percent) and Corner respondent (33 percent). Male and female respondents become involved in improving their society at equal rates (37 percent for both; see Annex 6D for survey results on practice change).

Skill Application: Interviewees and FGD respondents provided examples of clients using English and technical skills gained at Spaces. For example, interviewees and respondents associated with four Sample Spaces reported individuals becoming English teachers after learning English at the Space, acquiring jobs because of increased English skills, and English teachers who applied new English-teaching pedagogy skills in their classrooms. Interviewees and respondents also recounted clients applying skills from trainings, starting or enhancing their businesses after gaining entrepreneurial skills, and making contacts that helped them develop professionally. Survey respondents corroborated this trend in that 60 percent of all respondents reported using the English skills gained at the Space, and 42 percent used the business,

technology, community engagement, or other practical skills gained (see Annex 6D for survey results on practice change).

CONCLUSIONS

- To the degree to which effects could be measured, available data show that Sample Spaces affect clients' KAP in different ways: clients are gaining new knowledge about the United States; building their skills; changing or expanding their perceptions and attitudes toward the United States, their own abilities, and values; sharing their experiences of Sample Spaces with others; building and applying skills; giving back to their societies; and taking other actions after being equipped and inspired by Spaces.
- Clients are likely to already have positive attitudes toward the United States, which may influence the ease with which KAP changes occur for these individuals.
- In general, Sample Spaces are not regularly or systematically measuring clients' KAP changes. Instead, KAP changes are impressionistic, with Posts and Spaces believing that KAP change is occurring based on personal observations and ad hoc client feedback. As such, it is not possible to fully determine the extent to which KAP changes are occurring, outside of those clients surveyed for this evaluation.

EQ 3: TO WHAT EXTENT ARE THE SAMPLE SPACES ACHIEVING RESULTS IN THE FIVE CORE PROGRAMMATIC AREAS, PARTICULARLY EDUCATIONAL ADVISING?

FINDINGS

In general, interviewees, FGDs, and survey results indicated that the Sample Spaces are achieving results across the five programmatic areas to varying degrees. That said, interviewees noted that assessing performance in a discrete area is difficult because of a lack of defined results and overlap between programmatic areas. As a Post interviewee put it, *"You can't learn English without learning the culture."* In keeping with current ECA/A/M guidance that emphasizes outputs, many interviewees tended to judge performance by factors such as the number of programs implemented in a given area or the types of resources available to the public, rather than according to outcomes—for which ECA/A/M does not currently have a global, systematic measurement framework.

STRATEGIC CULTURAL PROGRAMMING

Interviewees in most Sample Spaces generally perceived strategic cultural programming—described as large holiday celebrations, programs featuring American artists, cross-cultural exchanges, and hard skills training, such as STEM programs and professional skills-building, including entrepreneurship—as being their strongest performing programmatic area.

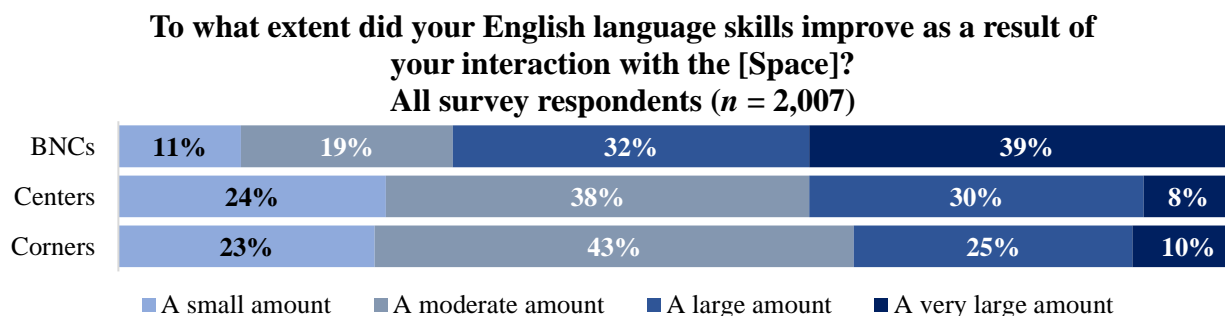
Interviewees noted that strategic cultural programming was effective at Spaces that hosted a broad array of large events featuring American culture and art, which attracted sizeable audiences. Interviewees who were critical of their Space's performance in this area said the Space hosted too few cultural programs and too few American artists.

FGD data provided confirming evidence that clients are learning about American culture, yet only a handful tied their learning specifically to programs focused on holidays or the arts. For example, while several respondents were excited to be invited to large festivals such as Fourth of July parties, it was the opportunity to engage one-on-one with Americans, rather than the high-profile event itself, that deepened their cultural awareness. A few FGD respondents expressed criticism of this area, reporting they did not learn about American culture at the Space. Instead, they perceived the Space as a place to gain skills or do activities. Other respondents criticized their Space for not having enough programs or events focused on cultural exchange.

ENGLISH LANGUAGE LEARNING AND TEACHING

Interviewees in most Sample Spaces generally perceived English language learning and teaching as being among their strongest programmatic areas, with performance varying by Space and Space type. Interviewees associated with two BNCs were more likely to judge this programmatic area highly than in other Spaces. Survey results corroborated trends in that BNC survey respondents were most likely to state that their English improved a “very large amount” (39 percent) compared to 10 percent or fewer of respondents at Centers and Corners (**Error! Reference source not found.**). For Corners and Centers, interviewees who felt their Space performed well reported that their Space provided ample English language resources, including access to native speakers, and integrated English language into most programs. In particular, interviewees associated with five Sample Spaces reported their English teacher training programs were effective and highly regarded by participants.

Figure 8: Survey Results—Improvement in English Skills (Disaggregated by Space Type)



Survey results also varied based on gender and respondent type. Forty-five percent of female respondents expressed that their English improved a large or very large amount, relative to just 39 percent of male respondents. Visitors were more likely than other respondent types to express that their English improved a “small” or “moderate” amount, whereas alumni were most likely to express that their English improved a “very large amount.”

Interviewees associated with four Sample Spaces reported that although their Spaces’ programs are conducted in English, there was little to no formal English instruction. The Space focused more on English testing (in part due to the high prevalence of English speakers in their countries). Only one

“The overall objective was to practice English in a relaxed and comfortable environment and [the Space] was the perfect venue for me.”

—FGD respondent

interviewee criticized English teacher training and noted that there is not enough training and that the training does not keep up-to-date on pedagogical trends.

In contrast to some of the comments noted above, multiple FGD respondents expressed they liked the informal nature of English programming. Some respondents noted that their Space was their best option to learn English. FGD respondents noted that they appreciated access to English language resources, native speakers, and targeted programs (e.g., business English for entrepreneurs). The few that expressed criticism expressed a desire for a broader array of English language programs.

INFORMATION ABOUT THE UNITED STATES

Interviewees and FGD respondents indicated that Spaces were performing relatively well in the information about the United States programmatic area for most Spaces because this information is integrated into all programs and presented in an engaging and unbiased manner. Interviewees associated with Corners were more likely to claim strong performance than BNC and Center respondents. Several interviewees associated with Corners expressed that their Space was the only place in their community where visitors could access credible information about the United States. As previously described in EQ 2, FGD and survey respondents both reported learning various types of information about the United States.

Bureau interviewees, speaking of Spaces broadly, and to a lesser extent Post interviewees, were more likely than others to perceive this programmatic area as performing poorly. Interviewees who expressed criticisms claimed that programming is presented in a less engaging format, does not include information about the United States, or does not reach target audiences. Some Post and partner interviewees noted that their Spaces lacked information resources (e.g., books, internet, or eLibraryUSA). As noted in EQ 2, a few FGD respondents who did not report knowledge gain noted that they already had access to information about the United States from news and social media, or that they did not perceive their Space as a place to learn more information about the United States. As alluded to by several FGD respondents, other than from their Space, survey participants were most likely to learn information about the United States from social media (81 percent), the news (69 percent), and movies (55 percent; Annex 6B). These trends hold for visitors and participants. However, alumni were more likely to get information from books or magazines or from the State Department alumni network than from movies. Female respondents were more likely than male respondents to get their information about the United States from news sources and less likely to get their information from social media.

EDUCATIONAL ADVISING

There was a lack of consensus among interviewees across Sample Spaces regarding educational advising. Performance was considered strong in Spaces that succeeded in placing students in American universities, demystifying the process for applicants, and providing tailored and in-depth coaching. When disaggregated by Space type, interviewees associated with BNCs were more likely to have a favorable perception of this area than respondents associated with Centers and Corners. Spaces that had an EducationUSA center on-site or had a Gold Standard rating had more interviewees who perceived this programmatic area positively than Spaces without these resources. Post interviewees, especially those associated with Spaces without EducationUSA centers on-site, were more likely to express that this area was weak due to a lack of qualified

staff and resources and the perceived high cost of American education that deterred potential applicants.

FGD respondents primarily expressed positive sentiments regarding their experience with educational advising. Multiple FGD respondents explained that their Space sparked their interest in studying in the United States, raised awareness about various opportunities such as scholarships, and shared helpful information about the application process. Survey results corroborated this; as previously noted in EQ 2, 72 percent of survey respondents reported learning something new about working, visiting, or studying in the United States. Only a handful of FGD respondents shared critical feedback, noting that their Space lacked personalized coaching or that they were not aware of any educational advising programs at their Space.

ALUMNI ENGAGEMENT

For the vast majority of Spaces, interviewees indicated that alumni engagement was the programmatic area most needing development, based on the extent to which a Space actively engaged its alumni network and provided alumni with resources and opportunities. Results varied based on Space type, with interviewees from Centers more likely to feel their Space had good results in this area, followed by interviewees from Corners then BNCs. Interviewees from only three Sample Spaces (two Centers and one Corner) generally believed their alumni engagement to be performing well, reporting that good performance was because of strong alumni networks and frequent programs that engaged alumni. Interviewees from the other Sample Spaces noted that their Space does not make a concerted effort to engage alumni, struggled to maintain contact details, or found alumni outreach efforts ineffective. Post interviewees were more likely to have a favorable impression of alumni engagement than other interviewee types. These particular Post interviewees were more likely to acknowledge a Space for making an effort in this area, even if it was not particularly fruitful, to perceive a Space as pursuing all five areas equally, or to have a favorable impression based on memories of one or a few events.

FGD and survey results suggest clients had more favorable opinions of this programmatic area. A number of alumni who participated in FGDs noted that their Space is in regular contact with them to share updates and opportunities; they continued to take advantage of Space programs and resources, and they enjoyed sharing their experiences. Though a few alumni in FGDs from two Sample Spaces noted that their Space does not reach out to or engage them in programming, more than 70 percent of alumni survey respondents either “agreed” or “strongly agreed” with statements that their Space did a good job connecting them with their exchange program alumni network, helping them share their exchange experience with others, and supporting their personal or professional development after their exchange program. Survey data corroborate the aforementioned finding that Centers performed better than BNCs and Corners in this area, as alumni respondents at the latter two were more likely to “disagree” or “strongly disagree” with these same statements (see Annex 6E for survey results on alumni engagement).

Survey results varied slightly based on gender. Male respondents were more likely than female respondents to “agree” or “strongly agree” that they felt more connected to their exchange program alumni network as a result of their Space. In contrast, female respondents were more likely to “neither agree nor disagree” or “strongly disagree.” Finally, while a majority of male and female respondents “agreed” or “strongly disagreed” that their Space did a good job

supporting their personal or professional development after their exchange program, female respondents were much more likely to “neither agree nor disagree” or “strongly disagree” with this statement than their male counterparts.

EQ 3A: WHAT ARE THE IMPLEMENTATION (OPERATIONAL AND/OR PROGRAMMATIC) BARRIERS AND FACILITATORS FOR ADVANCING RESULTS IN THE FIVE PROGRAMMATIC AREAS?

Interviewees and FGD respondents noted several facilitators and barriers that affected Sample Spaces’ ability to achieve results across the programmatic areas. Due to the unique circumstances of each Sample Space, the same factor may have been perceived as a facilitator for certain Spaces and a barrier for others. A common thread among the barriers cited was a desire to see Spaces offer more programs, assistance, resources, amenities, and alumni engagement.

FACILITATORS

- **Program variety and quality:** For many of the programmatic areas, interviewees found certain program types to be successful at engaging audiences, including virtual programming. For example, cultural programs that showcased American popular culture, holidays, and traditions were cited as extremely popular, as were U.S. alumni fairs for EducationUSA. In addition, an overwhelming number of interviewees indicated that information about the United States programs was high quality because they were fun and engaging, covered many different aspects of American life, and addressed hot-button issues. Similarly, a large number of interviewees and respondents cited the type and quantity of English language learning and teaching programs offered and the nature of English language instruction as success factors. According to a Post interviewee, *“it isn’t just about teaching English, it’s about the kind of classroom, where there is critical thinking, project-based learning, student-centered. It’s about the method that’s used in the classroom.”*
- **Type, quality, and quantity of resources:** Interviewees cited the breadth and diversity of free, high-quality resources as a success factor (e.g., reference materials, technological equipment such as three-dimensional printers, internet, digital resources), especially with regard to results for information about the United States and English language learning and teaching.
- **Americans and native speakers:** Interviewees and FGD respondents noted that programs that promoted interaction with Americans gave clients a better understanding of the multifaceted nature of American culture and different American points of view, while interacting with native English speakers improved clients’ English language skills.
- **Featuring Alumni:** Interviewees and FGD respondents believed featuring alumni at Spaces helped facilitate results achievement because clients tended to be more open to hearing alumni experiences, especially their knowledge and opinions about the United States and their journey to study in the United States or participate in an exchange program. Interviewees and respondents noted that active and engaged alumni themselves are key to effective alumni engagement.
- **Adequate staff and State Department assistance:** Many interviewees noted that having sufficient numbers of skilled staff was a success factor. To varying degrees, interviewees reported that assistance from REPS, Regional English Language Officers (RELOs)/Fulbright

Fellows/English Language Fellows, and Regional Educational Advising Coordinators (REACs)/EducationUSA Advisors was helpful. In some cases, this was tempered by the individual's bandwidth and physical proximity.

- **Relationship quality and collaboration:** Many interviewees, especially Post and staff/partners, noted that nurturing relationships and developing collaborations with other entities, including Post, other cultural institutions, universities, and NGOs, allowed Spaces to broaden their reach, target specific audiences, and offer a more diverse array of programs within the different programmatic areas. Interviewees noted that maintaining relationships with alumni was also helpful for developing programs in the different areas.
- **Demand for English:** Interviewees noted that public demand for English language instruction is enormous in many of the Sample Space countries, which helped achieve results within the English language learning and teaching programmatic area.

BARRIERS

- **Demand for additional programs:** Spaces that did not perform as well in certain programmatic areas had interviewees and respondents who reported wanting more programs of specific types, including a broader array of programs on fine arts rather than on hard skills; more interactive programming; and more regular and formalized English language programs.
- **Partner quality:** For several Sample Spaces, EducationUSA was managed by an external party. Some interviewees indicated that the lack of EducationUSA programming on-site was a barrier to success. Other interviewees indicated that educational advising programs were either too infrequent or that the structure of the sessions offered was not as impactful as programs like competitive college clubs or group advising sessions.
- **Lack of desired assistance from regional field officers and EducationUSA advisors:** As noted in EQ 1, some interviewees felt regional officers are overburdened and not able to provide the necessary level of assistance to Spaces. For example, some REPS and REACs were delayed in their response times and were not able to speak with Spaces as frequently as desired. Other interviewees were concerned that they do not receive adequate acknowledgment from regional officers regarding the Spaces' activities and accomplishments. Some interviewees noted a lack of responsiveness from individual regional officers. More specifically, a handful of respondents noted complex relationships with REACs who may have a different understanding than Spaces regarding to whom EducationUSA advisors ultimately report. Interviewees noted that EducationUSA advisors are often located at a location other than the Spaces, non-USG partners responsible for educational advising are not necessarily responsive to Spaces' requests, and EducationUSA advisors are often stretched too thin to provide an adequate level of individualized attention to clients.
- **Insufficient resources:** A few interviewees associated with Centers and Corners noted that English language instruction suffered from a lack of resources, (e.g., funds to develop structured courses, computers, sufficient test preparation books). Interviewees across Space types indicated a lack of relevant information resources. Lack of access to eLibraryUSA was one of the various barriers to accessing relevant information.
- **Security:** Multiple interviewees and FGD respondents in Spaces with strict security protocols noted that security deters audiences from attending programs.
- **Space location, size, and amenities:** Several interviewees and respondents expressed that their Spaces are not large enough to host cultural programs and that they cannot compete

with other cultural center venues in terms of size and environment. Others noted that their Space is too small for even more modest cultural programs, such as exhibitions, or lack facilities like elevators to accommodate clients with disabilities. Many respondents noted that their Space was inconveniently located in the city, was not clearly marked or advertised, and lacked parking.

- **Lack of alumni relationships:** Many interviewees and some alumni in FGD and surveys noted the lack of a coordinated effort to engage and collaborate with alumni, spurred by lack of human resources to be able to prioritize alumni engagement.
- **Marketing, publicity, outreach, and awareness:** Multiple interviewees and FGD respondents cited a lack of effective outreach, both with existing Space clients and the community at large. Many respondents noted that, for the majority of Sample Spaces, programs are poorly publicized, there is poor brand awareness, and there is poor use of social media. Interviewees commented that more training in how to conduct outreach and use social media would be beneficial.

EQ 3B: WHAT ARE BEST PRACTICES (OPERATIONAL AND/OR PROGRAMMATIC) OF THE SAMPLE SPACES?

Respondents identified several best practices, the most salient of which are reported below:

- **Skilled human resources:** Many interviewees, particularly Post interviewees, noted that having human resources who are committed, competent, and possess key skills (e.g., speak English with reasonable fluency) was vital. In the case of the Corner model, the lack of ability to directly hire local staff sometimes posed a challenge. Having American staff, or local staff with firsthand knowledge of the United States, was also cited as beneficial across Spaces. Finally, the active engagement of State Department staff, particularly REPS, was essential.
- **Virtual programming:** Multiple interviewees across Spaces, especially Post interviewees, identified virtual programming, as prompted by the COVID-19 pandemic in most cases, as a best practice. However, in certain contexts with vast and inaccessible geographies, virtual programming was a best practice prior to the pandemic. Virtual programming enabled Spaces to reach larger audiences, engage these audiences through features like virtual polling, and inspire other Spaces on programmatic ideas.
- **Whole-of-network approach:** Multiple Post interviewees across Spaces identified implementing a whole-of-network approach to programming as a best practice because it enabled testing and sharing of successful programs and ideas across Spaces. In several Spaces, a particular program would be tested, and if effective, replicated in other Spaces throughout the country or region.
- **Tailoring programs to target audiences:** Post interviewees in particular noted that programs are more likely to resonate with participants and change hearts and minds when they are tailored to very specific audiences.
- **Physical space:** Interviewees from multiple Sample Spaces reported that updating the “look and feel” of a Space to be welcoming and safe is worthwhile because clients feel comfortable spending time there. In contrast, as noted above in EQ 3a, Spaces that lacked an accessible and sizeable physical space posed a hindrance to a client’s experience.

- **Collaboration with Posts:** Interviewees from multiple Sample Spaces noted the importance of maintaining a collaborative relationship between Spaces and Posts. One Post interviewee noted that free flowing communication serves to “*amplify each other’s work,*” and cited the ongoing practice of multiple weekly meetings with Spaces’ leadership as a best practice.
- **Partnerships with local institutions:** Multiple interviewees noted that maintaining positive relations with local institutions was a best practice. This was particularly true of Corners, which are dependent on the support and commitment of host institutions. However, all Space types benefitted from collaborating with local entities, like performing arts organizations, academic institutions, and NGOs because local organizations bring additional resources to the table and have direct access to Spaces’ target audiences and influential local actors.

EQ 3C: TO WHAT EXTENT ARE THE SAMPLE SPACES COMPETITIVE WITH OTHER COUNTRIES’ CULTURAL INSTITUTIONS?

All types of interviewees described how competitive the Sample Spaces were in relation to traditional cultural institutes associated with allied nations and strategic cultural institutes associated with non-allied nations, including China and Russia. Annex 7 lists competitor cultural institutes located in the same cities as Sample Spaces.

Many interviewees noted that one should not compare American Spaces to cultural institutes managed by other countries because they operate under different models and have different objectives. For example, the Goethe-Institut, the Alliance Francaise/Institut Francais, and the British Council focus on formal language education and high culture, such as art, literature, and music; are financially self-sustaining; and are not designed to advance their country’s foreign policy goals. On the other hand, multiple other interviewees expressed little information on what these cultural institutes were doing or did not have evidence to make a fair comparison.

TRADITIONAL COMPETITORS

For interviewees who commented on how Sample Spaces compared to traditional competitors, results varied between Sample Spaces. Of all Sample Spaces, interviewees—including cultural institute interviewees—associated with only two Sample Spaces were more likely to agree that these Spaces were more competitive relative to other cultural institutes. Many interviewees in other country contexts and Space types felt that competitor institutes outpaced their Sample Space.

“These other [cultural] institutions ... have been able to make investments and have larger spaces and staff as well ... you can’t get around the fact that these other cultural centers have received more resources.”
—Post interviewee

Interviewees and FGD respondents cited a variety of factors that give Sample Spaces a competitive advantage, including the presence of a broad array of high-quality English language training in combination with cultural programs; size and facilities available; the Sample Spaces’ history and reputation; their marketing and publicity; and strong public demand for English in the country. Several FGD respondents noted that these Spaces were more accessible in terms of both their location in the city and their comfortable environment, which felt less “elitist” than competing institutes. Multiple FGD respondents also noted that the quality of language

instruction was better, and unlike other institutes, that the Space offered a much broader array of programs beyond just language.

Interviewees and FGD respondents who felt traditional competitors outpaced their Spaces noted that these competitors had larger and more comfortable facilities (e.g., cafés), a greater variety of programming, more relaxed security, more resources, were more well-known and better publicized, had a longer history in the city, and offered language classes.

STRATEGIC COMPETITORS

There was a greater degree of consensus regarding American Spaces' performance relative to strategic competitors in countries where cultural centers sponsored by the Russian or Chinese governments were present (Ethiopia, Germany, Indonesia, Mongolia, Nigeria, Serbia). Overall, few interviewees noted that strategic competitors are outperforming Spaces, though there was more disagreement among interviewees associated with two Sample Spaces. Across all relevant spaces, no survey respondents indicated a personal preference for strategic competitors over Sample Spaces. No FGD respondents had visited or had insight regarding Confucius Institutes, and only a few had minor exposure to Russia Houses. No FGD respondents indicated that strategic competitors outcompeted the Sample Spaces.

The few interviewees who asserted that strategic competitors had an advantage were generally associated with Spaces that lacked EducationUSA programs and were either Corners or Centers. Claims to this effect were context-dependent and were primarily made by interviewees associated with two Sample Spaces, and more broadly by Bureau interviewees. Relative to other contexts, the Confucius Institute was slightly more popular in one country, as per the survey results. A handful of interview respondents in one country noted that the Russia House is more well-known than the Space because it is better advertised. However, they noted that the Russia House is perceived as less popular as it has been less active in recent years and because the American Space has better activities for youth.

For interviewees who thought Spaces had a competitive advantage over strategic competitors, they noted that their Space (and Spaces in general) offered a larger array of programs, higher quality programs, more resources, and better technology; reached broader audiences; and fostered critical thinking. Several interviewees noted that English language learning and teaching programming in Spaces, especially in contexts where English language resources are scarce, was a competitive advantage. Underlying cultural and political dynamics also influenced the favorability of the American Space.

According to interviewees, factors that gave competitor institutes an advantage over Spaces included being better resourced, offering scholarships, having a historical or language-related connection to certain Spaces, being centrally located and easy to access within the city, having larger and more modern buildings, exhibiting better marketing, and offering access to formal language classes. Regarding scholarships, a couple of interviewees reported a

“[Confucius Institutes] have a huge advantage to be able to mobilize huge scholarships for [...] students. We don't have that; we just connect you to institutions who can potentially supply those scholarships.”
—Post interviewee

perception that students will foremost gravitate toward available opportunities. All else equal, these few interviewees noted that students preferred studying in the United States.

CONCLUSIONS

PROGRAMMATIC AREAS

- As a whole, Sample Spaces are performing strongest in the areas of strategic cultural programming, English language learning and teaching, and information about the United States. There was mixed evidence regarding educational advising and alumni engagement, hence conclusions about their effectiveness are more difficult to make.
- Factors facilitating performance across the programmatic areas included hosting engaging and varied programs; having a sufficient number of skilled staff; providing free and useful informational resources and technology; promoting interactions with Americans and native English speakers; featuring alumni in programming; having supportive State Department staff both in Bureaus and in the field; nurturing relationships with various stakeholders; and meeting the general public's demand for English. Factors that posed a barrier to strong performance included the absence of the facilitating factors as well as stringent security protocols; lack of sufficient marketing and outreach; and Spaces in building sites that were not easily accessible, lacking amenities, or too small to accommodate the number of participants for high-demand programs.
- Most Sample Spaces are not regularly or systematically measuring results achievement, in part because the American Spaces program does not have clearly defined expected results and performance metrics for each programmatic area. Further, thematic overlap between the five programmatic areas makes it difficult to assess performance within a discrete area, making performance assessment highly subjective.

BEST PRACTICES

- Sample Spaces identified several best practices: adequately resourcing the Space with skilled staff and actively engaged regional officers; utilizing virtual programming to expand audience reach; using a whole-of-network approach to replicate successful programming and promote learning between Spaces; enhancing the “look and feel” of Spaces to promote a welcoming environment; maintaining an open and collaborative relationship between Spaces and Posts; and engaging with local institutions to gain access to target audiences and influential local actors.

COMPETITIVENESS WITH CULTURAL INSTITUTES

- The extent to which Sample Spaces are competitive with traditional cultural competitors is subjective and varied considerably by country. Due to this variability, results were mixed on the degree to which the Sample Spaces outcompete traditional cultural competitors in general, or whether Spaces should even be in competition with these institutions. Sample Spaces that were generally considered better than or highly competitive with traditional competitors offered high-quality language and cultural programs, were long-standing in the community, had a comfortable and accessible physical space, and practiced strong marketing. In contrast, Spaces that had mixed reviews compared to traditional competitors lacked these same factors or had strict security protocols.

- Though strategic competitors had competitive advantages over Sample Spaces in terms of ability to offer scholarships and historical political ties, there was a larger degree of consensus that Sample Spaces are more competitive than strategic competitors because Spaces had a larger volume and variety of programs, higher-quality programs that promoted critical thinking, more resources, better technology, and a broader reach.

EQ 4: HOW DO THE SAMPLE SPACES AFFECT THE RELATIONSHIP BETWEEN EMBASSIES/CONSULATES AND FOREIGN OFFICIALS?

FINDINGS

Many interviewees across all Sample Spaces shared positive comments regarding Spaces' engagement with and perceived impact on foreign officials, even if they could not always verify the effects of these engagements. That said, a handful of Post, Bureau, and director interviewees stated they did not know if Sample Spaces impacted relations with foreign officials because this type of information was not routinely collected and verified, or they expressed their Sample Space did not do much with foreign governments. These interviewees believed affecting government relationships to be the role of other USG channels, not Spaces. Rather, Spaces focused on "people-to-people" connections, according to a Post interviewee. Interviewees rarely reported USG officials talking about Spaces during independent diplomatic interactions with foreign officials, though one interviewee suggested that more could be done on this front to showcase Spaces.

Though interviews with foreign officials were limited,⁹ there was consensus among foreign officials interviewed that their interactions with Spaces positively impacted their relationship with the Space. The most prominent ways Sample Spaces interacted with and reportedly affected foreign officials included:

- **Program participation and collaboration:**

Numerous interviewees shared that Sample Spaces invited foreign officials to events where Post staff were also present, creating an opportunity for both parties to engage and develop relationships. Interviewees, including foreign officials, noted positive experiences around inviting foreign officials to Sample Spaces as speakers or to meet with the Ambassador. Interviewees also shared examples of joint projects regarding topics of mutual interest for both countries. According to these interviewees, engaging foreign officials in these ways resulted in USG and foreign officials establishing better lines of communication with one another; Spaces passing on foreign official contacts to Posts; foreign officials having increased interest in partnering with Spaces or participating in programs; and foreign officials having positive impressions of the USG and U.S. goodwill based on Spaces implementing projects of mutual importance to host governments.

"[Interaction with the Space] has been positive, it's been a facilitator [...] As a matter of fact it established a channel of communication from the Embassy."
—Foreign official interviewee

⁹ The ET conducted interviews with elected foreign officials in six countries (Colombia, Germany, Honduras, Israel, Nigeria, and Tajikistan), and with public servants from host institutions in Mongolia and Serbia.

- **Foreign officials as State Department alumni:** More than half of all Sample Spaces had interviewees who reported alumni becoming foreign officials and helping to develop positive relationships between their governments and the USG through American Spaces. Interviewees claimed that because alumni already had positive relationships with the United States and/or the Space, it was easier to collaborate with them and build a closer relationship with their government as a result.
- **Government institutions as local partners:** In particular for one Corner and all BNCs, interviewees reported that their partnership models provided opportunities for the USG and host governments to show support for one another and strengthen positive relationships through shared responsibility and resourcing for Spaces.

Interviewees mentioned factors they thought influenced Spaces' ability to affect relationships between Posts and foreign officials. Facilitating factors included Spaces actively engaging and nurturing relationships with foreign officials, maintaining a strong alumni network, and having dedicated staff for alumni engagement. In contrast, larger political dynamics (e.g., changing U.S. or foreign government administrations and priorities) as well as turnover within Spaces, Posts, and foreign governments could disrupt relationships. Regarding the latter, in some Sample Spaces, foreign government relationships were centralized in specific directors and Space staff, and interviewees feared that these relationships could disappear if these individuals left.

CONCLUSIONS

- Limited data from U.S. and foreign officials suggest that Sample Spaces do promote relationship building between Posts or Spaces and host governments in different ways, including collaborating with foreign officials on programs of mutual interest; involving foreign officials as “speakers” or participants; engaging foreign officials who are also alumni to collaborate on projects as representatives of their government; and partnering with foreign officials through the Corner and BNC models. These strategies increased the ability of Posts to establish new channels of communication with foreign officials; collaborate on other projects; highlight U.S. investments and partnerships with the foreign officials; and showcase positive relations between the United States and the host country.
- Data regarding if and how Sample Spaces affect the relationship between Posts and foreign officials is limited as this type of impact is not regularly tracked. Post interviewees were able to describe ways in which Posts interacted with foreign officials through Spaces, but sometimes did not confidently know the impact of that interaction, and also questioned if Spaces are intended to create government-to-government level impact.

EQ 5: WHAT STANDARDS SHOULD BE REVISED OR PROPOSED TO MORE ACCURATELY DETERMINE SPACE PERFORMANCE?

FINDINGS

Interviewees associated with Centers and Spaces with a Gold Standard rating, as well as staff interviewees (relative to Post and Bureau interviewees), were more likely to give positive feedback about the Standards.¹⁰

Standards as a Benchmark. When asked to describe how useful the Standards were in assessing Spaces, interviewees associated with 10 Spaces or Posts found the Standards useful in helping Spaces better understand ECA priorities and what is expected of them, particularly in terms of the resources and the number of programs Spaces were expected to conduct. Staff interviewees from two Centers and one BNC noted that the Standards helped shape programming. A director interviewee noted that if the Space finds itself aligned with Bronze or Silver in terms of number of programs, they use the Standards to “*create a strategy to get to the next level.*” Another interviewee from a Gold Space explained that they examine programs through the lens of whether it advances or is in line with the Standards.

Post interviewees similarly appreciated that the Standards help highlight areas in which Spaces can improve, and that the Standards allowed comparability across Spaces. Finally, interviewees in two Posts explained that they found the Standards useful with newer Spaces as they help set expectations and function as a conversation guide with these Spaces, though both interviewees also noted that they revisit the Standards less frequently once a Space is more established.

Use and Implementation of the Standards. Whereas certain interviewees saw the Standards as a means to understand expectations and measure progress, several also expressed concerns with how the Standards were being implemented or used. Interviewees tended to describe the Standards as an evaluative tool or a set of minimum requirements rather than an aspirational guide describing where Spaces can continue to grow. As a result, and as described by one Post interviewee, “*Some spaces plan programs just to meet that Gold standard*” rather than to advance foreign policy or achieve specific goals.

Interviewees from four Posts noted that they used the Standards infrequently. The reasons for this varied, with interviewees attributing lack of use to the Standards being out of date, concerns that the guidelines in the Standards are not useful for Spaces (due to a lack of customization and overemphasis on “functional” elements, described below), the extensive length of the Standards, and the perception that use of the Standards has not been enforced. In terms of enforcement, Post interviewees explained that, except for a few ad hoc instances, there was neither follow-up nor feedback from ECA/A/M on the Standards.

Content, Calibration, and Customization of the Standards. A common criticism mentioned in over half of the Sample Spaces was that the Standards are outdated and require updating. Interviewees noted that the document has not been updated since 2016, reflects outdated

¹⁰ Of the 13 Sample Spaces, 10 had a Gold rating and three a Silver rating.

language and resources that were more relevant before the American Spaces program was moved to ECA, and does not reflect the shift from a library model to a programming platform.

Several Post and Bureau interviewees mentioned challenges due to how the Standards are calibrated. For instance, Post interviewees associated with three Sample Spaces expressed concerns with the number of programs required and indicated that the requirements outlined were too low and too easy for their Spaces to achieve. One interviewee described how Spaces they oversee are Gold even though these Spaces can do many more programs a month.

Interviewees voiced concerns that the Standards were not sufficiently focused on capturing foreign policy achievements or impact, with other interviewees noting that the purpose of the Standards were either unclear or did not accurately reflect the vision that ECA and Posts sought to achieve through Spaces. Rather, interviewees described an emphasis on what one director interviewee referred to as “functional” elements: the presence of technology; physical space requirements such as parking, elevator access, and the number of visitors that can be accommodated; staff’s English language skills; and Spaces’ operating hours.

Finally, several interviewees believed that the Standards were not appropriately customized to take into account differences between Spaces (e.g., differences between countries and regions, Space type, the amount of funding, the size of a Space’s audience, and political importance of a Space’s country).

Layout of the Standards. Several Post and ECA interviewees expressed frustrations with the Standards’ Gold, Silver, and Bronze rating levels.¹¹ Though interviewees generally understood that the goal was not for all Spaces to achieve Gold, they noted that these categorizations led Spaces to believe otherwise; they expressed discontentment with classifying a Space that does programming well but faces size, space, or location constraints as Silver or Bronze, with one interviewee noting, *“We were frustrated because we felt we knew we were doing amazing work and we got praise for it, but we felt a little bit like we couldn’t get the top they were categorizing.”*

CONCLUSIONS

- The Standards provide guidelines and enable Spaces to assess where they currently stand relative to ECA/A/M’s expectations. However, several constraints inhibit the Standards from being a more accurate barometer of Spaces’ performance; the purpose of the Standards is not always clear to stakeholders and the current elements, in their primary focus on outputs and functional elements, do not capture information on or help orient Spaces toward programmatic impact or contribution toward foreign policy goals. The Standards are not differentiated to account for differences between distinct Space categories such as type and amount of funding provided. Last, the rating levels unintentionally lead Spaces to aim for Gold, and the specific areas covered in the Standards focus too strongly on functional elements rather than the shift to Spaces as a program platform advancing U.S. foreign policy goals.

¹¹ The term “rating levels” reflects language contained in the Standards.

EQ 6: LEVERAGING EXISTING RESOURCES, WHAT METRICS, DATA COLLECTION TOOLS, ANALYSIS, AND REPORTING METHODS CAN BE EASILY IMPLEMENTED THAT WILL ALLOW FOR CONTINUOUS M&E OF PROGRAM RESULTS?

FINDINGS

Director, staff, Post, and Bureau interviewees described current M&E practices and additional data that would be useful for measuring and adapting programming:

Tracking Outputs. According to data from key documents and Bureau interviewees, ECA/A/M currently requires Spaces to report three output-level metrics monthly: number of visits, number of participants, and number of programs. As of 2020 and largely driven by the COVID-19 pandemic, reporting for participants and programs was broken down into in-person, virtual, and blended (for programs having both an in-person and a virtual component). ECA/A/M provides guidance to Spaces and Posts through the American Spaces Handbook and website, which include examples and clarifications on how to report and measure these metrics. Posts enter these data into a shared Google Spreadsheet where they are analyzed and reported by ECA/A/M. In general, staff interviewees believed they are adequately collecting these outputs according to current guidelines. Some Post interviewees shared this viewpoint, particularly for the Sample Spaces.

In speaking about Spaces more broadly, Post interviewees in a couple of countries mentioned concerns with data quality, specifically their ability to verify figures reported by more remote Spaces. Post and Bureau staff also described several issues with how these data are collected and reported. Interviewees expressed concerns about inflated participant and program numbers due to official guidelines from ECA/A/M around how to count programs and participants that meet multiple times in all Space types. For example, in BNCs with structured series of English courses, ECA/A/M guidance requires Spaces to count each English class as one program (rather than the entire course), and each instance a student attends a class counts toward participant and visit figures. A few interviewees voiced disagreement with counting in-person program participants as both participants and visitors, noting that this inflated output figures. Interviewees also expressed concerns with how Spaces in general, including some Sample Spaces, collect the number of visits. For Spaces in general, a few interviewees worried about inaccurate visit counts tracked through automatic foot counters, expressing concern that a single visitor may be counted as multiple visits if they leave the Space to use a bathroom located outside the Space, for instance. Other techniques interviewees described for counting visits (e.g., hand clickers or manual counts by security guards) actually counted visitors instead. These examples indicated issues with data validity and reliability.¹²

Tracking Outcomes. Interviewees associated with a few Spaces did provide examples of initiatives to collect data on higher level outcomes. Interviewees from one Sample Space could provide examples of regular M&E efforts, such as surveys measuring trends in clients' KAP change, satisfaction, and demand, as well as spreadsheets tracking participant sociodemographics

¹² “Validity” refers to if data represent the intended result. “Reliability” refers to if data are collected and analyzed in a consistent manner.

and program alignment with both foreign policy goals and the five programmatic areas. Interviewees from two other Sample Spaces reported they monitored media coverage of their programs, sometimes administered surveys to better understand the types of programs their audience would like to see, and sometimes verbally asked participants, “*Is there something new that you’ve learned?*” at the end of specific programs.

That said, a prominent critique of Sample Spaces’ M&E practices—particularly but not exclusively by Post interviewees—was an insufficient focus on measuring short-, medium-, or long-term outcomes. As previously cited in other sections of this report, many interviewees explained that, outside of anecdotal examples, they did not have reliable means of tracking how Spaces’ programs affected clients’ KAP, progress toward foreign policy goals, or other intended outcomes, and that they would welcome additional support to be able to measure these outcomes.

M&E Resources and Capacities. Bureau, Post, director, and staff interviewees described resource constraints that inhibited better M&E practices. Except in locations with dedicated M&E personnel, interviewees generally reported that staff do not have the time to dedicate to M&E in a more meaningful way given current workloads. Post and Bureau interviewees also noted that Space staff were limited in their knowledge of and ability to develop surveys, undertake evaluations, conduct data analysis, and use data collection systems.

As part of its desk review, the ET identified a limited number of State Department M&E resources available to Spaces and Posts to support data collection and analysis. Specifically, ECA/A/M provides [samples and forms](#) on their website that includes a visitor log, an event report template, and an American Corner membership form. ECA’s Evaluation Division has also developed several [guides and webinars](#)—including [monitoring data for ECA \(MODE\) framework](#) indicators and survey questions¹³—to facilitate outcome-level data collection and analysis. The State Department also offers the Strategic Planning and Performance Management training at the FSI for State Department staff, which includes M&E-relevant topics. However, interviewees did not mention using these resources, though a few described administering their own surveys via platforms such as Google Forms, SurveyMonkey, Kahoot!, and Mentimeter.

Specific Data Needs. Interviewees noted additional data that would be useful to collect:

- How programs aligned with and contributed toward foreign policy goals, results in the five programmatic areas, and other outcomes around impact.
- The extent to which programs are being attended by their anticipated target audience(s).
- Participant satisfaction with programs and how programs could be improved.
- The types of programs and resources clients would like to see at Spaces.
- Factors that motivate individuals to visit a Space or participate in a program.
- More robust information on clients, such as sociodemographic information (e.g., age, gender, place of residence, distance traveled), past engagements with State Department programming, career and educational information, and contact information.

¹³ The MODE framework includes indicators and questions aligned with ECA’s Functional Bureau Strategy, which align with Post’s foreign policy goals. So, incorporating outcomes, indicators, and questions from MODE into ECA/A/M’s results framework and data collection tools will ensure that these resources are more foreign policy-focused.

In-Process M&E Resource Development. At the time of writing this report, the ET developed an M&E toolkit as a separate deliverable under this evaluation’s contract to help address the findings for EQ 6. The M&E toolkit supports Spaces and Posts through the provision of discussion guides, surveys, logs, spreadsheets, and question banks that can be used to collect and analyze output, outcome, demographic, satisfaction, motivation, and demand data. ECA/A/M is also currently in the process of developing a relational database known as OASIS—the Office of American Spaces Information System—which will be used by Posts to support data collection and analysis. ECA/A/M is also considering resource investments that will enable ECA/A/M to provide survey resources that will support the data collection and analysis process.

CONCLUSIONS

- Sample Spaces are meeting the minimum requirements when it comes to collecting figures for the required metrics, though Spaces, Posts, and ECA/A/M can do more to enhance data quality. Because current M&E data collected are either focused on outputs or primarily anecdotal in nature, the majority of Spaces are unable to concretely assess programmatic impact or collect the types of outcome and demographic data that would allow them to adapt and target their programs to be more impactful. Additional data that would be helpful to collect include data on program alignment with foreign policy goals and the five programmatic areas; higher level intended outcomes; if Spaces are reaching target audience(s); and client sociodemographics, satisfaction, demand, and motivation.
- While recognizing the need to collect additional data, most Sample Spaces and their Posts do not possess the resources, bandwidth, or knowledge to confidently implement additional M&E. M&E resources available to Spaces and Posts from Bureaus to support data collection and analysis are limited or underutilized, though ECA/A/M is actively developing resources to help strengthen M&E capabilities in the American Spaces Program.

RECOMMENDATIONS

PROGRAMMING (FOREIGN POLICY, KAP, PROGRAMMATIC AREAS, OTHER CULTURAL INSTITUTES)

1. Given that human resources are foundational for programmatic success, Posts and host institutions should consider ***the feasibility of investing in adequately staffing Spaces with skilled staff, as well as both promoting existing training and providing ongoing professional development and training (in-person or virtual) opportunities to all staff.*** Ideally, all staff, not just directors and coordinators, should be trained on strategic program planning and implementation (e.g., creating dynamic programming that aligns with foreign policy goals, and identifying and creating programs for target audiences). Additionally, ongoing professional development training for staff on key skills such as virtual programming, marketing, and social media skills would be beneficial. To ensure training is put into practice, ECA/A/M, Posts, and Spaces should ***engage in strategic program planning sessions throughout the year*** to regularly revisit Spaces' alignment with and progress toward foreign policy goals, share best practices, follow up on whole-of-mission and whole-of-network expectations, and expand the Vienna Office's needs assessments for other professional development skills staff may need to implement the program effectively.
2. ECA/A/M should ***better articulate how the five programmatic areas promote foreign policy goals*** to ensure that future guidance to promote the monitoring of outcomes provides a consistent picture of how the programmatic areas and foreign policy goals interrelate. ECA/A/M should define expected results and performance metrics within the programmatic areas and note that not all Spaces may have the same targets based on country context (e.g., high English fluency countries would not be expected to do as much English language learning and teaching programming). Spaces would strategically invest and have higher targets in programmatic areas that are more directly relevant to their foreign policy goals.
3. ECA/A/M should ***better define and message to stakeholders that Spaces should be used as a tool to impact the relationship between U.S. and foreign officials.*** Posts and Spaces should catalog and nurture relationships developed with foreign officials so that these connections made through Spaces do not disintegrate from staff turnover. U.S. diplomats should be more intentional about showcasing Spaces' work during their meetings with foreign officials.
4. To the extent that resources allow, ECA/A/M should consider ***expanding the REPS cadre so that each REPS can dedicate more time to the Spaces in their portfolios.*** More support may be necessary for Spaces that lack an EducationUSA center on-site to ensure staff have the expertise to advise well.
5. ECA/A/M should ***work together with the Educational Information and Resources Branch in Global Educational Programs, Office of Alumni Affairs, and Regional Bureaus to ensure that Posts and Spaces have adequate support and guidance,*** especially given Sample Spaces' inconclusive performance in educational advising and alumni engagement. Similarly, Posts should ensure that Spaces get adequate support from U.S.

Embassy/Consulate personnel (e.g., alumni coordinators support with alumni tracking) and that they foster regular and open communications with their Space network in-country. Regional Bureaus could be used to help reinforce the whole-of-mission approach in Spaces. It will be important for ECA/A/M to coordinate M&E efforts with these offices as well.

6. Posts and Spaces should ***continue to offer attractive, diverse, and foreign policy-driven programming, using a monitoring, evaluation, and learning (MEL) framework to enhance programming effectiveness.*** The right mix of programming with other visitor resources will be context specific, but should strive to integrate both Americans and alumni perspectives, as well as offering virtual, in-person, and blended programs. To the extent possible, Spaces should consider providing more structured certifications around English programming.
7. To compete against other cultural institutes and be more attractive to clients, ECA/A/M, Posts, and Spaces should ***invest in more marketing and outreach, increasing Spaces' accessibility, and consider providing more amenities to allow for more casual interactions.*** All Spaces should have well-marked signage at the very least and, if possible, should invest in more intense marketing and outreach to ensure target audiences are aware of Spaces' programs. Implementing more traditional, high-profile strategic cultural programming that attracts audiences can also promote branding/awareness. Given that inclusivity is considered an American value, Spaces should strive to be accessible to peoples with disabilities, be conveniently located, and continue to try to alleviate security inconveniences. Where possible, develop amenities that promote daily cultural exchange or make clients feel more relaxed (e.g., if feasible, cafés with food on-site). These developments can help Spaces be competitive and enhance KAP and programmatic goals as well.

MODIFICATIONS TO THE STANDARDS

1. ECA/A/M should ***create differentiated standards for Spaces based, at a minimum, on Space type.*** ECA could consider funding amount, political context, and/or Post-driven determinations as differentiators for where more challenging Standards should be met. For instance, one set of Standards may be developed for “foundational” Spaces, which could be defined as Spaces operating with limited resources and/or in politically challenging contexts. Spaces operating in less restrictive contexts and/or with greater resources may be categorized as “expanded” Spaces, while Spaces operating in relatively open contexts and/or significant resources may be considered “full-service” Spaces. These terms would complement, not replace, a Space’s current classification as Corner, BNC, or Center such that a Corner may operate as foundational, expanded, or full-service. A Space’s classification as foundational, expanded, or full-service should also be reassessed at least annually at the beginning of the year since resource availability or context can vary from year-to-year. Regardless of the terms used, ECA/A/M should consult with a broad array of stakeholders to develop these differentiated Standards for each type of Space and revise which elements should be included under each differentiated standard.
2. Rather than Gold, Silver, Bronze, ***the Standards could use a 0–5 numerical system*** with guidelines on how to score each element in the Standards, cumulating in an overall score. In addition to (or in place of) this system to score each element in the Standards, ECA/A/M

should also develop a system to objectively score the overall performance of a Space at the end of the year, with each Space annually classified as “does not meet expectations,” “meets expectations,” or “exceeds expectations” and clear guidance on where Spaces excelled (e.g., exceeded metric targets or other criteria) and where else they may improve. As with differentiated Standards, Spaces are encouraged to consult with a broad array of stakeholders to develop a system that fairly scores these differentiated Standards for Spaces.

3. ECA/A/M should ***de-emphasize or reclassify Standards focused on resources and the physical space***. If ECA/A/M puts a scoring system in place, the scores associated with groups of elements can be adjusted to de-emphasize elements that Spaces have less influence over. For instance, the programs group of elements in the Standards may carry 35 percent weight toward a Space’s overall score while physical space carries 10 percent weight. If reclassified, ECA should consider maintaining two documents: one focused exclusively on elements that Spaces and Posts may not be able to directly influence, and another focused on elements that Spaces and Posts can directly influence. ECA/A/M should ***add in elements to the Standards that allow Spaces and Posts to assess outcomes and the extent to which Spaces programming aligns with foreign policy goals***.

CONTINUOUS M&E

1. ECA/A/M should ***establish a robust MEL framework for American Spaces, where programmatic results are clearly defined, programs are linked to goals, and metrics are strategically chosen to measure intended results***. ECA/A/M should work with the Evaluation Division to develop a results framework that aligns with the MODE framework. After results and metrics are clearly defined, ECA/A/M should invest in a ***full-scale, holistic data management system***—as may be accomplished by OASIS—to strengthen data reporting, analysis, and use, as well as alignment with ECA’s MODE framework. This system would seamlessly integrate with or incorporate the resources developed in the M&E toolkit and may also integrate with or replace the American Spaces Explorer, PD Tools, or other such resources ECA/A/M utilizes to collect, manage, and report data.
2. In collaboration with the Evaluation Division, ECA/A/M should ***create a MEL culture and fluency, which would entail building the capacity of Posts and Spaces*** to routinely collect and understand data, then use the data—with assistance from ECA/A/M and the Evaluation Division—to adapt programming to better achieve results. This would begin by strengthening capacities of stakeholders (in ECA/A/M as well as at Posts and Spaces) to use [existing M&E resources](#) (including those available through the Evaluation Division), to develop a basic understanding of MEL terms and practices, as well how to design programs with MEL in mind from the start. ECA/A/M should then help Posts make use of and learn from the data collected. This could include working with the Evaluation Division, ECA’s information technology office, and the State Department Center for Analytics to design dashboards, reports, and other analytical and dissemination tools. ECA/A/M and Posts should also facilitate learning opportunities (e.g., region-specific learning summits, building on foundations already established by the Vienna Office) to encourage data use, learning, and collaboration between Spaces and other stakeholders.

3. Should resources be available, ECA/A/M should work with ECA and Regional Bureaus to ***recruit dedicated MEL staff to provide ongoing or ad hoc MEL support to Spaces and Posts***. MEL staff should already have MEL expertise and have MEL as their sole function (e.g., all REPS would not turn into or act as MEL staff). Depending on available resources, MEL staff could be dedicated to support ECA-wide programming at a single Post, or be a new cadre of regional officers assisting a number of Posts and Spaces with MEL functions (e.g., conduct MEL capacity-building, help plan and implement MEL efforts, support the rollout of MEL resources, and coordinate opportunities to learn from data collected).

ANNEX 1: SCOPE OF WORK

Evaluation of the United States American Spaces Program

Under Functional Area 3: Diplomacy, Media and Cultural Affairs Programs of BP/F's Performance Management and Evaluation Services IDIQ, The Evaluation Division in the Office of Policy and Evaluation in the ECA, in the U.S. Department of State, seeks evaluation services for an independent evaluation of ECA's United States American Spaces Program.

1. BACKGROUND AND CURRENT STATUS OF THE PROGRAM

Throughout their more than 90-year history, American Spaces have taken countless forms. Their sizes and styles have varied, to include libraries, schools, and even theaters, but one defining component has never changed: people. American Spaces, are, and have always been, places where people meet people, talk to people and listen to people. These are the places where people learn and share ideas, express their thoughts or cordially debate a sensitive topic – often all while learning English.

The concept of what is now called an American Space – a term that encompasses several categories – formed as a means of countering disinformation and influencing international public opinion. When the United States began conducting public diplomacy in overseas buildings separate from official U.S. Embassies/Consulates, American Spaces were born. Various components of the U.S. government (USG) have overseen American Spaces throughout their history. The Department of State managed them from the 1930s until the U.S. Information Agency opened in 1953, and again after it closed in 1999. The types, missions and ownership of American Spaces have varied with the countries, agencies or world events that spawned or guided them. Established in 2011, the Office of American Spaces is the administrative support base that provides strategic direction, funding and training to the hundreds of American Spaces around the world.

Today, there are roughly 640 American Spaces around the world, which have touched the lives of 68 million visitors and program participants in 2018. American Spaces come in three categories:

American Centers—USG owned and operated. Some are located on Embassy compounds while others are located off-compound, either in rented space or in buildings owned by the USG. The employees are all USG staff. There are about 101 American Centers around the world.

Binational Centers—Formed by private organizations and governed by local boards of directors, these Spaces are major hubs for English language learning and cross-cultural dialogue. The first binational center was the Instituto Cultural Argentino-Norteamericano, founded in Buenos Aires in 1928. There are about 104 BNCs, most of which are located in the Western Hemisphere.

American Corners—The newest and by far most prevalent type of American Space is the American Corner. Innovative and economical, these are typically located in sections of buildings owned and operated by NGOs, schools, universities and other hosts who agree to

provide space and staff. American Corners vary widely in size, scope, and management model. American Corners provide creative programming that builds understanding about the United States, its people, and its policies—often reaching targeted populations outside the range of Embassies/Consulates in large city centers. In some areas, American Corners specialize in specific programs and themes, such as science, technology, invention, and entrepreneurship. Today, there are approximately 430 American Corners around the world.

Operationally, the Office of American Spaces works closely with Regional Public Engagement Specialists (REPS), who are Foreign Service Specialist Officers and oversee many spaces in a regional portfolio of countries. REPS assist the Office of American Spaces communicate policy guidance, funding opportunities, and other information to the Embassies/Consulates (colloquially known as “Posts”) and Spaces within their regions. REPS also communicate to Headquarters staff of any questions or concerns in the field, in addition to providing substantial consultative services to Spaces.

In general, all American Spaces must provide programming in each of five (5) core programming areas: (1) information about the United States, (2) EducationUSA (educational advising about U.S. higher education), (3) English language teaching and learning, (4) alumni engagement (for alumni of a wide variety of Department of State-sponsored exchange programs), and (5) strategic cultural programming. Spaces deliver these programs--and provide a wide variety of additional services--in accordance with a set of standards (“American Spaces Standards”) that establish expectations for programming, management, partner management, digital tools and skills, and physical space and access. The Office of American Spaces expects to modify these standards in 1-2 years, with the evaluation results informing the modifications. Among the current standards is a requirement that all American Spaces submit quarterly reports on the number of programs held, the number of people who attended programs, and the number of visitors. These measures have been Program’s “Basic Metrics” since 2013, and have clearly demonstrated upward trends.

The total budget for the Office of American Spaces, which includes support for American Spaces worldwide, was about \$17 million in FY 2018.

In FY 2018, the Office of American Spaces created a Strategic Plan to guide its activities through FY 2021. As stated in the 2019–2021 Strategic Plan, the American Spaces Program operates according to the following Vision and Mission statements:

Vision: American Spaces connect the world with the United States.

Mission: American Spaces are inviting, open-access learning and gathering places around the world that promote interaction among local communities and the United States in support of U.S. foreign policy.

The goals described in the strategic plan are as follows:

GOAL A: American Spaces support U.S. foreign policy through an evidence-based approach to funding, standards, innovation and setting policy.

GOAL B: American Spaces support U.S. embassy foreign policy goals through open access, face-to-face programming, and modern innovative environments that are relevant to key audiences and focused on appropriate themes.

GOAL C: Communication between the Office of American Spaces and key stakeholders around the world smoothly and effectively facilitates the capability of American Spaces to achieve the vision and mission of the American Spaces program.

GOAL D: Directors and staff of American Spaces are well-equipped to operate their spaces in a manner that achieves the mission and vision of the American Spaces program.

2. EVALUATION PURPOSE

The Office of American Spaces requests an evaluation of the American Spaces Program to determine how successful the American Spaces Program is in meeting Program aims and contributing to core programming areas—particularly educational advising, and to identify best practices (including possible benchmarking against other countries’ cultural venues, such as the Goethe-Institut, Alliance Francaise, British Council, the Russian Cultural Institutes, and Confucius Institutes). The evaluation will also assist in revising the Office of American Spaces Standards by developing metrics and suggesting reporting mechanisms for continuous evaluation and program improvement that can be easily implemented by Office of American Spaces stakeholders, regardless of the type of Space. The evaluation will provide evidence to inform programmatic decision-making and reporting and accountability by ECA management, particularly the Office of American Spaces, who will be the primary user. Lastly, the evaluation will also inform the Department of State, the Office of Management and Budget (OMB), the U.S. Congress, and other stakeholders regarding future Office of American Spaces programming and policy.

The evaluation will examine approximately 13 American Spaces in 13 countries (approximately two countries per region; with multiple spaces in some of the countries) to better understand how their programming, processes, and services contribute to the Program’s aims and core programmatic areas. The American Spaces being evaluated will include all types (Centers, BNCs, and ACs), all regions (Bureau of African Affairs (AF), (Bureau of East Asian and Pacific Affairs (EAP), Bureau of European and Eurasian Affairs (EUR), Bureau of Near Eastern Affairs (NEA), Bureau of South and Central Asian Affairs (SCA), and Bureau of Western Hemisphere Affairs (WHA)), and all levels of operation (including relatively new, small-scale Spaces; large, long-standing, high-functioning Spaces; and Spaces that may have unrealized capacity to ramp up their operations). The American Spaces to be evaluated will be referred to as the Sample Spaces. As the ECA Office of American Spaces intends to implement standardized metrics and data collection tools among all American Spaces worldwide, it is important that this study evaluate potential approaches across the range of management models and spatial/personnel capacities found among American Spaces. While individual Sample Spaces are the unit of analysis of this evaluation, it is important that findings, recommendations, and conclusions be scalable for worldwide applicability.

3. EVALUATION QUESTIONS

The evaluation will answer the following questions:

- To what extent do the Sample Spaces contribute to Mission goals? U.S. foreign policy goals as outlined in the ECA Functional Bureau Strategy? How?
- To what extent do the Sample Spaces contribute to the relationship between Embassies/Consulates and foreign officials? Foreign publics?
- What are the Sample Spaces' short- and medium-term effects on participants' and visitors' knowledge, attitudes, and practices?
- To what extent does the American Spaces Program contribute to each of its core programmatic areas, particularly educational advising? How?
- Is the American Spaces Program being implemented as intended?
- What are the American Spaces Program implementation barriers and facilitators for meeting Program goals?
- What are best practices of American Spaces?
- What should the American Spaces team consider revising and/or implementing to improve the Program?
- How does the American Spaces Program compare in effectiveness to other countries' cultural institutes?
- What are best practices of other countries' cultural institutes for measuring program outcomes?

Modifying American Spaces Standards

- What metrics should be used to determine if the ECA American Spaces Program is meeting Program goals?
 - a. Leveraging existing resources, what data collection tools, analysis, and reporting methods can be easily implemented that will allow for continuous evaluation and program improvement?
- What Standards should be revised or proposed to more accurately determine Space compliance?

4. EVALUATION DESIGN AND DATA COLLECTION METHODS

The ECA Evaluation Division places a high value on evaluation design and products that:

- Integrate rigorous analysis of both qualitative and quantitative data;
- Engage with a wide variety of stakeholders;
- Help refine existing program models and components; and
- Produce examples of program impact.

Below are suggested methods for data collection that may be appropriate for this evaluation. This should not be considered a final or complete list. It is expected that the Contractor's proposal and final evaluation plan will carefully consider the appropriateness of all potential methodologies against their ability to both answer the evaluation questions and meet the Statement of Work (SOW) requirements.

- Potential data collection methods:
- Document, records, and literature review
- Surveys (web-based or in-person)
- In-depth, key informant semi-structured and structured interviews (remote and/or in person)
- Focus groups (remote and/or in-person)
- Direct observation

Potential key stakeholders:

- American Spaces Directors and Staff (overseas)
- American Spaces Program Participants
- American Spaces Visitors
- Regional Public Engagement Specialists (REPS)
- Regional English Language Officers (RELOs)
- Regional Education Advising Coordinators (REACs)
- Embassy and/or Consulate Staff
- Headquarters Office of American Spaces Staff (Washington, D.C.)
- Cultural Institute Staff of Other Countries
- Regional Public Diplomacy, other ECA Bureau and R Under Secretary staff in Washington
- Staff in the State Department's Overseas Buildings Operations (OBO), Information Resources Management, and Diplomatic Security Bureaus

Data collection shall be remote.

In developing the final evaluation plan, the ECA Evaluation Division will work closely with the Contractor to determine the best methods and approaches to achieve evaluation goals.

5. EVALUATION TEAM

The Contractor should propose a team with a combination of qualifications, as outlined in this SOW, to provide the best possible product. Requested skills of key and non-key personnel are outlined below.

5.1 Key Personnel

Key personnel will include:

Evaluation Team Leader (1)

This individual (can be senior- or mid-level) should have served as a team leader in the past, ideally have experience with a USG agency's international cultural exchange programs, have significant expertise in quantitative and qualitative data collection and analysis, and a subject-matter expert in research and/or evaluation design.

The Team Leader will be expected to be available for the entire period of performance. The Contracting Officer and ECA Evaluation Division must approve any key personnel changes in writing.

5.2 Non-Key Personnel

The team may also wish to include mid- and/or junior-level evaluation consultants or research assistants to properly support the key personnel. The individual(s) will have experience working with mixed methods (qualitative and quantitative), large data sets, have strong data visualization know-how, and demonstrate strong analytical skills. Experience in conducting international research and/or evaluations is preferred.

It is expected that this evaluation will require support staff, such as a program manager or administrative support specialist. This individual will assist in copy editing the report, designing and developing infographics, and support in the overall management of the evaluation. Alternatively, if these roles can be filled by the evaluation personnel above for added cost savings, the ECA Bureau would find that acceptable (and preferable).

5.3 Use of Locals/Sub-Contractors

If utilized, the Contractor should include documentation of institutional capacity and staff experience for the potential sub-contractors and local consultants listed.

The ECA Evaluation Division strongly encourages the use of local consultants or local sub-contractors, as these individuals can be advantageous in the evaluation implementation. In-country consultants or sub-contractors allow the evaluation team to locate past participants and can facilitate the interaction between the evaluation team and study participants.

6. WORK REQUIREMENTS—TASKS & DELIVERABLES

Next is a detailed summary of all tasks and deliverables required under the contract:

	Description
6.1	<p>Regular Communication with the ECA Evaluation Division</p> <p>Provide status meeting notes that summarize discussions, decisions and result in actionable items. Upon award, the ECA Evaluation Division and the Contractor shall communicate with the ECA Evaluation Division on a regular basis (i.e., weekly, bi-weekly, monthly as deemed necessary by ECA).</p> <p>Monthly Reports: This regular communication also includes monthly progress reports – which are to include status of on-going and completed tasks, brief summaries of significant meetings or briefings held during the month reported on, next steps to be undertaken by the Contractor, and any pending actions to be taken by the ECA Evaluation Division. Monthly reports should also highlight any delays or expected delays based on the timeline, such as when a benchmark or deliverable was not met, as well as significant challenges that impede evaluation progress and solutions that can be implemented. The monthly report should be 1-2 pages.</p>
6.2	<p>Kick-off Meeting</p> <p>The Contractor will meet with ECA to discuss the obligations and responsibilities under the contract before data collection begins. The ECA Evaluation Division will provide guidance in terms of meeting with other offices or outside agencies and American Spaces Program grantees.</p>
6.3	<p>Program Document and Literature Review</p> <p>Upon award, the Contractor will begin preliminary research and review of the Office of American Spaces website/media, program documents, and other materials to gain a better understanding of the program, and begin developing the evaluation plan. The ECA Evaluation Division will assist the Contractor with identifying and collecting program documents and materials to be reviewed. Other documents to be reviewed include, but are not limited to, scientific literature, American Spaces field survey results, data maintained by the Office of American Spaces.</p>
6.4	<p>Evaluation Plan</p> <p>The Contractor will work in close collaboration with the ECA Evaluation Division to develop a final evaluation plan that includes the following elements:</p> <ul style="list-style-type: none"> Data collection and analysis methods Quality Assurance Plan (which should consist of: participant contact information management plan, plan for data collection instruments, translation plan, survey administration plan, and a quantitative and qualitative analysis plan) Timeline <p>NOTE: The ECA Evaluation Division must approve any changes in the evaluation plan.</p>

	Description
6.5	<p>Data Collection Methods</p> <p>Development: The Contractor will draft and submit data collection instruments to the ECA Evaluation Division for approval. <i>The Contractor will revise all draft data collection instruments in collaboration with the ECA Evaluation Division. Data collection instruments must be approved by the ECA Evaluation Division and the ECA Office of American Spaces prior to use.</i></p> <p>Data Map: The Contractor will be required to submit a data map that conveys a logical pathway from the data collection questions to the research questions.</p> <p>Scripts: The Contractor will draft and submit the initial introductory contact/cover letters/e-mails/scripts as well as any follow-up or reminder correspondence language related to all data collection instruments.</p> <p>Pre-Test: The Contractor will conduct a pre-test(s) of data collection instrument(s). <i>Any subsequent revisions must be reviewed and approved by the ECA Evaluation Division.</i></p> <p>Administration: Prior to quantitative data collection (survey administration), the Contractor will provide the Evaluation Division with a survey administration plan that provides details on respondent recruitment, survey response monitoring, and strategies to increase response rates. Methods to reach survey respondents may include but are not limited to reminder e-mails, domain adjustments, phone calls, etc. Survey response rates of 35% or less are deemed inadequate and contractors will be required to demonstrate attempts to maximize response rates.</p> <p>The Contractor will be required to perform diagnostics to ensure adequate survey coverage of key groups is represented in the study population. The Contractor will work closely with the ECA Evaluation Division to identify key groups and ensure adequate representation.</p> <p>All raw data and de-identified qualitative survey data from each data collection instrument must be submitted to the ECA Office of American Spaces and the ECA Evaluation Division upon evaluation completion.</p>

	Description
6.6	<p>Remote Date Collection</p> <p>See Section 8.4 for translation requirements related to any instruments used for key stakeholders.</p> <p>The Contractor will be expected to conduct remote fieldwork in approximately 13 countries (approximately two countries per region; with multiple spaces in some of the countries) working with the Public Affairs Sections of the U.S. Embassies in those countries, as well as American Spaces staff. Selected countries should represent each region and represent the range of Spaces types as well as operational capacity/history that can be included in remote fieldwork.</p> <p>The ECA Office of American Spaces has tentatively selected the projects and countries to be included in the evaluation. The ECA Office of American Spaces is open to discussing with the Contractor alternative selections at the kick-off meeting the project schedule. Below is a successive outline of the review and approval process: ECA Evaluation Division review (allow one week for review) ECA Office of American Spaces review (allow two weeks for review) ECA senior management (DAS level) final approval (allow two weeks for review)</p> <p>The Contractor must remain flexible as the time needed to obtain the appropriate approvals can vary.</p>
6.9	<p>Final Briefing</p> <p>After approval of the draft version of the evaluation report, the Contractor will be expected to present a briefing (most likely format will be 45-60 minutes of presentation; 30-45 minutes of questions) of the report findings to key stakeholders identified by the ECA Evaluation Division and the ECA Office of American Spaces. In addition to ECA Office of American Spaces staff, stakeholders may include the U.S. Embassies/Consulates and American Spaces involved, Office of Policy and Evaluation, ECA program offices, regional and other U.S. Department of State bureaus and offices, ECA senior leadership, and implementing organizations. The Contractor should be prepared to present this briefing with a virtual component so that overseas Stakeholders can participate.</p> <p>NOTE: Prior to the briefing, the Contractor will be required to submit the PowerPoint presentation and any associated materials to the ECA Evaluation Division for review and approval. Briefing materials should be a stand-alone presentation, with appropriate slide notes/script, that can be used by the ECA Evaluation Division after evaluation completion.</p>

	Description
6.10	<p>Final Report</p> <p>The final evaluation report will include a review of the evaluation and the ECA American Spaces Program, an executive summary that includes key findings and recommendations, and a detailed analysis of collected data. The final report should also include clear, actionable recommendations about an adaptable evaluation model for use in American Spaces, including types of metrics and reporting instruments that should be implemented and any other recommendations and/or lessons learned. The final report will feature a range of positive and negative quotes from a variety of respondent types in order to illustrate the findings and substantiate recommendations. The final report will also include a separate Annex of additional quotes not featured in the body of the report</p> <p>As per Dep evaluation guidelines, the final report should be between 25-35 pages (not including appendices). Detailed information on methods, the evaluation model, and recommended data & reporting instruments, etc., can be placed in appendices.</p> <p>The Contractor should use non-technical language that is understood by lay audiences. Any academic and/or technical language used must be clearly explained in the report. The report should be organized around evaluation questions. For each major evaluation question, the report should have a separate section presenting findings and conclusions.</p> <p>The evaluation report should follow the U.S. Government Printing Office Style Manual (www.gpo.gov).</p> <p>Electronic copies in Microsoft Word and PDF of these documents will be submitted in an e-mail to the ECA Evaluation Division prior to the contract conclusion. A single file must include the executive summary and the full report, with any relevant appendices (plus a cover sheet) in a separate file. Additionally, the Contractor will be expected to deliver ten (10) colored, bound hardcopies.</p>

	Description
6.11	<p>Evaluation Summary</p> <p>Upon completion of an approved final evaluation report, the Contractor will be expected to develop an evaluation summary. The evaluation summary should be brief, not more than two pages. The summary should include the following:</p> <ul style="list-style-type: none"> Evaluation title Report submission date Purpose of the evaluation and questions addressed Methodology Key Findings Recommendations/Lessons learned <p>Contractor should review the African Women’s Entrepreneurship Program and Benjamin A. Gilman International Scholarship evaluations on the Evaluation Division website: https://eca.state.gov/impact/evaluation-eca/evaluationinitiative/completed-evaluations</p> <p>Electronic copies in Microsoft Word and PDF of the approved final evaluation summary will be submitted by e-mail to the ECA Evaluation Division prior to the contract conclusion.</p>
6.12	<p>Infographic Brochure Report</p> <p>After the final evaluation report has been submitted and approved, the Contractor will be expected to meet with the ECA Evaluation Division, the ECA Office of American Spaces, and possibly other ECA stakeholders to determine which specific metrics from the final report will be shared with which audiences and for what purpose. These data sets will be included in a brief infographic style report. Unless otherwise specified, this should be a one-page document that highlights the evaluation results.</p> <p>The metrics used in this infographic will be used solely at the discretion of ECA. The infographic report provided by the Contractor should reflect these discussions, and should be visually appealing and accessible by a variety of different audiences. This report should utilize minimal text and should convey the data through infographics.</p> <p>Electronic copies of the approved final infographic will be submitted by e-mail to the ECA Evaluation Division prior to Contract conclusion in multiple file types (e.g., PDF, Illustrator). The delivered file must contain a high-quality infographic report in PDF format with high-resolution images that are 300 dpi (dot per inch). Additionally, the Contractor will be expected to deliver fifty (50) glossy, full color hard copies.</p>

	Description
6.13	<p>Performance Monitoring Toolkit (The American Spaces Standards)</p> <p>The Toolkit will be a collection of “tools” that every Space can use to capture metrics of their reach and impact. In developing the M&E Toolkit, Social Impact will provide suggested metrics, data collection tools, and reporting methods for implementation across American Spaces. This Toolkit will be created in conjunction with the ECA Evaluation Division to ensure that existing MODE Framework and Functional Bureau Strategy and APP/APR indicators are incorporated. The Toolkit should also consider suggestions put forth by staff in Embassies and American Spaces during fieldwork.</p>

7. EXPECTATIONS AND PERFORMANCE

7.1 The Contractor shall be responsive to Department of State needs throughout the project, and demonstrate ability to provide and present information according to the Department’s requirements.

8. SUPPORTING INFORMATION

8.1 ECA Evaluation Division Support Staff

An evaluation manager will be named prior to the start of the evaluation.

8.2 Security

This project does not entail working with classified information. Note that all information and data in this project is sensitive and should not be shared publicly without written consent of the ECA Evaluation Division and the ECA Office of American Spaces.

8.3 Compliance with Applicable Requirements

All deliverables associated with this contract must conform to applicable standards, requirements, and restrictions governing official U.S. Government public websites, as well as data collection instruments, including but not limited to:

Section 508 of the Rehabilitation Act

Privacy Act of 1974, as amended

8.4 Language for Data Collection

The Contractor and its sub-contractor(s) will be responsible for conducting overseas research in any relevant languages. The Contractor should not assume that information collection from all key overseas informants can be conducted in English. Final languages for data collection instruments and fieldwork will be determined in consultation with the ECA Evaluation Division. For field research, the Contractor will arrange and pay for interpreters and translation as needed during field research.

All interpretation and translation must be performed by capable/professional individuals. The Contractor should outline the steps they will take to ensure high quality professional work in terms of language translation and interpreting. Upon award, the Contractor will be required to submit a quality control plan for the work on translation.

All data collection instruments will be submitted in English and the languages selected for the evaluation. Final reports and other reports outlined in the SOW will be submitted to the ECA Evaluation Division in English.

8.5 Performance Location

Fieldwork will be remote- The project activity is anticipated to take place at the Contractor's place of work (including remote overseas data collection)

9. LOGISTICAL SUPPORT

The ECA Evaluation Division, in collaboration with the ECA Office of American Spaces, will:

Prepare the other stakeholders in advance of their turn to review and/or provide feedback at various stages of the evaluation in order to help minimize delays.

Provide all available ECA-related materials and documents.

Coordinate with Sample Spaces, as well as Embassies/Consulates in selected fieldwork countries, to facilitate the initiation of fieldwork. The Contractor will take full responsibility for fieldwork implementation, such as preparation for fieldwork and data collection logistics, as deemed appropriate by the ECA Evaluation Division, and at the discretion and preferences of the Sample Spaces and Embassies/Consulates.

Be the primary points of contact (through the COR and Project Manager) for this evaluation. Any contact with any ECA or other State Department Offices, (domestically or overseas), American Spaces grantees or local organizations, or other stakeholders shall take place only as authorized or requested (and subsequently arranged) by the ECA Evaluation Division and/or the ECA Office of American Spaces, as well as the REPS in the field.

Additionally, the ECA Evaluation Division will assist the Contractor with the collection of contact information by initially requesting available contact information from appropriate ECA offices and U.S. Embassies.

10. BUDGET

This contract will be firm-fixed price. Travel and Other Direct Costs will be on a separate CLIN and will be reimbursed on actual allowable, allocable and reasonable costs.

10.1 Responsibility for All Costs

The Contractor shall assume responsibility for all costs associated with the project as detailed in the SOW.

10.2 Contractor and Exchange Rates

No contract adjustments will be made for changes in Contractor rates and/or exchange rates during the course of the task order.

List of *Potential* Sample Spaces to Be Evaluated*

Country	Region	Space Type	Name of Space
Ethiopia	AF	American Center	Col. Robinson Addis Ababa
Nigeria	AF	American Corner	American Corner CcHUB Lagos
Indonesia	EAP	American Center	@america Jakarta
Mongolia	EAP	American Corner	American Cultural and Information Center Ulaanbaatar
Germany	EUR	Binational Center	Deutsch-Amerikanisches Zentrum Stuttgart
Serbia	EUR	American Corner	American Corner Belgrade
Ukraine	EUR	American Center	America House Kyiv
Jerusalem	NEA	American Center	American Center Jerusalem
Morocco	NEA	American Center	Dar America Casablanca
India	SCA	American Center	American Center Chennai
Tajikistan	SCA	American Corner	American Space Bokhtar
Honduras	WHA	Binational Center	Centro Cultural Sampedrano San Pedro Sula
Colombia	WHA	Binational Center	Centro Cultural Colombo Americano Cali

*NOTE: This list will be finalized in consultation with the Contractor's evaluation team. It is expected that the evaluation team will only travel to 13 countries (with each region being visited); however we wanted to provide the full list of Spaces under consideration to bidders.

GENERAL TASK ORDER TERMS AND CONDITIONS

PERIOD OF PERFORMANCE

The period of performance shall begin on the effective date of the award. The total period of performance for this effort shall be date of award through January 31, 2021.

The Contractor must be responsive to ECA needs, and be flexible to possible delays.

PLACE OF PERFORMANCE

The work to be performed under this task order will be performed at the Contractor's site.

TASK ORDER TERMS AND CONDITIONS

In addition to the terms and conditions specified in this task order, all terms and conditions of the Contractor's IDIQ Contract shall apply.

4 DOI-AAAP-0028 - Electronic Invoicing and Payment Requirements – Internet Payment Platform (IPP) (Apr 2013)

Payment requests must be submitted electronically through the U.S. Department of the Treasury's IPP System.

“Payment request” means any request for contract financing payment or invoice payment by the Contractor. To constitute a proper invoice, the payment request must comply with the requirements identified in the applicable Prompt Payment clause included in the contract, or the clause 52.212-4 Contract Terms and Conditions - Commercial Items included in commercial item contracts. The IPP website address is: <https://www.ipp.gov>.

Under this task order, the following documents are required to be submitted as an attachment to the IPP invoice:

Supporting travel documentation.

Invoices for travel must include the name of the traveler, travel itinerary, purpose of travel, receipts for airfare or other means of transportation, hotel, rental car, and any other expense over \$75, and any other documentation requested by the Contracting Officer. No travel is authorized unless prior government approval from the COR is obtained.

Ø The contractor is responsible for ensuring invoices submitted are accurate and complete, and all labor, travel and other direct costs are in accordance with federal guidelines, the FAR Part 31 and other Government mandates and directives.

Ø Additional supporting documentation MAY BE REQUESTED at the discretion of the COR or CO.

FINAL INVOICE:

Within sixty calendar days of product acceptance and/or completion of services:

The contractor shall submit a final invoice, designated as such by a clear statement of “FINAL INVOICE” on the face of the invoice document.

The contractor shall provide a certificate of completion which certifies all goods and service have been provided as required by this task order.

The sixty calendar day submission timeframe shall not be extended without written authorization from the contracting officer. In the event items a, b, or c above are not submitted within the authorized timeframe, the contracting officer will make final cost determinations in order to make final payment and closeout the task order unilaterally.

The Contractor must use the IPP website to register access and use IPP for submitting requests for payment. The Contractor Government Business Point of Contact (as listed in SAM) will receive enrollment instructions via email from the Federal Reserve Bank of Boston (FRBB) within 3–5 business days of the task order award date. Contractor assistance with enrollment can be obtained by contacting the IPP Production Helpdesk via email ippgroup@bos.frb.org -or phone (866) 973-3131.

If the Contractor is unable to comply with the requirement to use IPP for submitting invoices for payment, the Contractor must submit a waiver request in writing to the Contracting Officer with its proposal or quotation.

(End of Local Clause)

5 SECTION 508 COMPLIANCE REQUIREMENTS

The offeror shall ensure the personnel providing the labor hours possess the knowledge, skills, and ability necessary to address the applicable Revised 508 Standards defined in this task order, and shall provide supporting documentation upon request.

For Microsoft Office and PDF documents, WCAG Level A and AA Conformance test results must be based on the Harmonized Testing Guidance from the Accessible Electronic Document Community of Practice (AED ACOP).

6 Key Personnel Designation

For the purpose of the overall performance of this effort, the Team Lead shall be designated as a key person. The individuals performing in key categories are considered by ECA to be essential to performance.

7 Quality Assurance

The COR will review, for completeness, preliminary or draft documentation that the Contractor submits, and may return it to the Contractor for correction. Absence of any comments by the COR will not relieve the Contractor of the responsibility for complying with the requirements of this work statement. Final approval and acceptance of documentation required herein shall be by letter of approval and acceptance by COR. The Contractor shall not construe any letter of acknowledgment of receipt material as a waiver of review, or as an acknowledgment that the material is in conformance with this work statement. Any approval given during preparation of the documentation, or approval for shipment shall not guarantee the final acceptance of the completed documentation.

8 Paperwork Reduction Act

This contract involves a requirement to collect or record information calling either for answers to identical questions from 10 or more persons other than Federal employees, or information from Federal employees which is outside the scope of their employment, for use by the Federal government or disclosure to third parties; therefore, the Paperwork Reduction Act of 1995 (44 U.S.C. 3501*et seq.*) shall apply to this contract. No plan, questionnaire, interview guide or other similar device for collecting information (whether repetitive or single time) may be used without the OMB first providing clearance. Contractors and the Contracting Officer's Representative shall be guided by the provisions of 5 CFR part 1320, Controlling Paperwork Burdens on the Public, and seek the advice of the DoS to determine the procedures for acquiring OMB clearance.

The Contractor shall not expend any funds or begin any data collection until the Contracting Officer provides the Contractor with written notification authorizing the expenditure of funds and the collection of data. The Contractor shall allow at least 120 days for OMB clearance. The Contracting Officer will consider excessive delays caused by the Government which arise out of causes beyond the control and without the fault or negligence of the Contractor.

ANNEX 2: SAMPLE SPACES CHARACTERISTICS

Type of Space	Country	City	Region	Name of American Space	On or Off Embassy/ Consulate	Standards Rating	EducationUSA Advising Center On-site
American Center	India	Chennai	SCA	American Center Chennai	On	Gold	No
American Center	Indonesia	Jakarta	EAP	@america Jakarta	Off	Gold	Yes
American Center	Israel	West Jerusalem	NEA	American Center Jerusalem	Off	Gold	Yes
American Center	Morocco	Casablanca	NEA	Dar America Casablanca	Off	Silver	No
American Center	Ukraine	Kyiv	EUR	America House Kyiv	Off	Gold	No
American Center	Ethiopia	Addis Ababa	AF	Satchmo Center	On	Gold	Yes
American Corner	Mongolia	Ulaanbaatar	EAP	American Cultural and Information Center Ulaanbaatar	Partner	Gold	No
American Corner	Nigeria	Lagos	AF	American Corner CcHUB Lagos	Off	Gold	No
American Corner	Serbia	Belgrade	EUR	American Corner Belgrade	Partner	Silver	No
American Corner	Tajikistan	Bokhtar	SCA	American Space Bokhtar	Partner	Gold	No
Binational Center	Colombia	Cali	WHA	Centro Cultural Colombo Americano Cali	Partner	Gold	Yes
Binational Center	Germany	Stuttgart	EUR	Deutsch-Amerikanisches Zentrum Stuttgart	Partner	Silver	Yes
Binational Center	Honduras	San Pedro Sula	WHA	Centro Cultural Sampedrano San Pedro Sula	Partner	Gold	Yes

ANNEX 3: EVALUATION DESIGN MATRIX

EVALUATION QUESTION	DATA COLLECTION METHODS AND DATA SOURCES	ANALYSIS METHODS
1. To what extent are Sample Spaces' programs structured in a way that would contribute to achieving Mission ICS goals?	<ul style="list-style-type: none"> • Desk Review • KIIs <ul style="list-style-type: none"> ○ State Department Staff ○ Space Directors ○ Space Staff 	<ul style="list-style-type: none"> • Content Analysis • Thematic Analysis
2. How do Sample Spaces affect participants' and visitors' knowledge, attitudes, and practices regarding the United States?	<ul style="list-style-type: none"> • Desk Review • KIIs <ul style="list-style-type: none"> ○ State Department Staff ○ Space Directors ○ Space Staff/Partners • FGDs and Survey <ul style="list-style-type: none"> ○ Alumni/Participants/Visitors 	<ul style="list-style-type: none"> • Content Analysis • Thematic Analysis • Gender and Social Analysis
3. To what extent are the Sample Spaces achieving results in each of their core programmatic areas, particularly educational advising?	<ul style="list-style-type: none"> • Desk Review • Direct Observation • KIIs <ul style="list-style-type: none"> ○ State Department Staff ○ Space Directors ○ Space Staff/Partners ○ Cultural Institute Staff ○ Foreign Officials • FGDs and Survey <ul style="list-style-type: none"> ○ Alumni/Participants/Visitors 	<ul style="list-style-type: none"> • Content Analysis • Thematic Analysis • Gender and Social Analysis • Descriptive statistical analysis
3a. What are the implementation (operational and/or programmatic) barriers and facilitators for advancing results in the five programmatic areas?	<ul style="list-style-type: none"> • Desk Review • KIIs <ul style="list-style-type: none"> ○ State Department Staff ○ Space Directors ○ Space Staff/Partners ○ Cultural Institute Staff (as applicable) ○ Foreign Officials (as applicable) • FGDs and Survey <ul style="list-style-type: none"> ○ Alumni/Participants/Visitors 	<ul style="list-style-type: none"> • Content analysis • Thematic analysis • Gender and social analysis • Descriptive statistical analysis
3b. What are best practices (operational and/or programmatic) of the Sample Spaces?	<ul style="list-style-type: none"> • Desk Review • KIIs <ul style="list-style-type: none"> ○ State Department Staff ○ Space Directors ○ Space Staff/Partners • FGDs and Survey <ul style="list-style-type: none"> ○ Alumni/Participants/Visitors 	<ul style="list-style-type: none"> • Content analysis • Thematic analysis • Gender and social analysis • Descriptive statistical analysis

3c. <i>To what extent are the Sample Spaces competitive with other countries' cultural institutions?</i>	<ul style="list-style-type: none"> • Desk Review • KIIs <ul style="list-style-type: none"> ○ State Department Staff ○ Space Directors ○ Space Staff/Partners ○ Cultural Institutes Staff ○ Foreign Officials • FGDs and Survey <ul style="list-style-type: none"> ○ Alumni/Participants/Visitors 	<ul style="list-style-type: none"> • Content analysis • Thematic analysis • Gender and social analysis • Descriptive statistical analysis
4. How do the Sample Spaces affect the relationship between Embassies/Consulates and foreign officials?	<ul style="list-style-type: none"> • Desk Review • KIIs <ul style="list-style-type: none"> ○ State Department Staff ○ Space Directors ○ Space Staff ○ Foreign Officials 	<ul style="list-style-type: none"> • Content analysis • Thematic analysis
5. What Standards should be revised or proposed to more accurately determine Space performance?	<ul style="list-style-type: none"> • Desk Review • Direct Observation • KIIs <ul style="list-style-type: none"> ○ State Department ○ Space Directors ○ Space Staff 	<ul style="list-style-type: none"> • Content analysis • Thematic analysis
6. Leveraging existing resources, what metrics, data collection tools, analysis, and reporting methods can be easily implemented that will allow for continuous monitoring and evaluation of program results?	<ul style="list-style-type: none"> • Desk Review • KIIs <ul style="list-style-type: none"> ○ State Department Staff ○ Space Directors ○ Space Staff ○ Cultural Institute Staff 	<ul style="list-style-type: none"> • Content analysis • Thematic analysis

ANNEX 4: BIBLIOGRAPHY

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ANNEX 5: DATA COLLECTION INSTRUMENTS

KII Consent Form (Department of State) Interview ID _____

Note to evaluator: The evaluator must read the informed consent script aloud to the respondent exactly as written.

Introduction: Thank you for taking the time to meet with us today. We are evaluators from Social Impact (SI) and we have been contracted by the ECA at the U.S. Department of State to evaluate the American Spaces Program. Our evaluation team includes one evaluator from ECA's Evaluation Division which is separate from the American Spaces program team, whereas the rest of the team members are independent evaluators who are not part of the Department of State or the American Spaces Program. You have been selected to participate in this evaluation because of your knowledge of the American Spaces Program. Today's interview is expected to last approximately 90 minutes. We will ask you questions related to the American Spaces Program's overall effectiveness at achieving programmatic results and advancing United States' Mission goals.

Confidentiality and reporting: We expect to interview approximately 150 people as part of this evaluation. The information that you and others provide will be used to write a report. This report will be shared with the U.S. Government and other stakeholders for comment, and will eventually be made public. However, your individual responses in this interview will be kept in confidence by the evaluation team. This means that only the evaluation team—and nobody else—will have access to interview notes that include any personal identifying information, such as your name. Although we will report our evaluation findings in aggregate in the report, your name, position, and other personally identifying information will not appear in any reporting. Interview notes that do not contain any personal identifying information (such as your name) may be given to the U.S. government, if requested.

Voluntary participation, risks, and benefits: Your participation is voluntary. We do not anticipate that participating in this interview will result in any risks or direct benefit to you. However, your inputs may lead to recommendations that benefit the American Spaces Program—and, thereby, the general public. You do not have to participate or answer specific questions if you do not want to. Should you choose to participate, please know that you may change your mind at any point during our discussion and can stop the interview at any time.

Contact: If you have any concerns or questions about the evaluation, you may contact the Social Impact Institutional Review Board at “irb@socialimpact.com”, or the evaluation Team Leader, Jean-Camille Kollmorgen, at “jkollmorgen@socialimpact.com”. You can also contact ECA's Evaluation Division directly by emailing Mary Ann Aabye at “AabyeMA@state.gov.”

- Do you have any questions for us before we get started?

[Evaluator to answer any questions]

- Do you voluntarily agree to participate in this interview?

[Participant to fill out information below]

_____ Yes _____ No

Participant Name: _____

Participant Signature: _____

Date: _____

Interview Consent Form Interview ID _____

Note to evaluator: *The evaluator must read the informed consent script aloud to the respondent exactly as written.*

Introduction: Thank you for taking the time to meet with us today. We are evaluators from Social Impact (SI) and we have been contracted by the United States government to evaluate the American Spaces Program. Our evaluation team includes one evaluator from ECA's Evaluation Division which is separate from the American Spaces program team, whereas the rest of the team members are independent evaluators who are not part of the Department of State or the American Spaces Program. You have been selected to participate in this evaluation because of your knowledge of the American Spaces Program. Today's interview is expected to last approximately 60 minutes in English, or up to 90 minutes with translation. We will ask you questions related to the American Spaces Program's overall effectiveness at achieving programmatic results.

Confidentiality and reporting: We expect to interview approximately 150 people as part of this evaluation. The information that you and others provide will be used to write a report. This report will be shared with the U.S. Government and other stakeholders for comment, and will eventually be made public. However, your individual responses in this interview will be kept in confidence by the evaluation team. This means that only the evaluation team—and nobody else—will have access to interview notes that include any personal identifying information, such as your name. Although we will report our evaluation findings in aggregate in the report, your name, position, and other personally identifying information will not appear in any reporting. Interview notes that do not contain any personal identifying information (such as your name) may be given to the U.S. government, if requested.

Voluntary participation, risks, and benefits: Your participation is voluntary. We do not anticipate that participating in this interview will result in any risks or direct benefit to you. However, your inputs may lead to recommendations that benefit the American Spaces Program—and, thereby, the general public. You do not have to participate or answer specific questions if you do not want to. Should you choose to participate, please know that you may change your mind at any point during our discussion and can stop the interview at any time.

Contact: If you have any concerns or questions about the evaluation, you may contact the Social Impact Institutional Review Board at “irb@socialimpact.com”, or the evaluation Team Leader, Jean-Camille Kollmorgen, at “jkollmorgen@socialimpact.com”. You can also contact ECA's Evaluation Division directly by emailing Mary Ann Aabye at “AabyeMA@state.gov.”

- Do you have any questions for us before we get started?

[Evaluator to answer any questions]

- Do you voluntarily agree to participate in this interview?

[Participant to fill out information below]

_____ Yes _____ No

Participant Name: _____

Participant Signature: _____

Date: _____

FGD Consent Form (adult FGD participants) FGD ID _____

Note to evaluator: *The evaluator must read the informed consent script aloud to the respondent(s) exactly as written.*

Introduction: Thank you for taking the time to meet with us today. We are evaluators from Social Impact (SI) and we have been contracted by the ECA at the United States Department of State to evaluate the American Spaces Program (“insert Space name” is part of this program). Our evaluation team includes one evaluator from ECA’s Evaluation Division which is separate from the American Spaces Program team, whereas the rest of the team members are independent evaluators who are not part of the Department of State or the American Spaces Program. You have been selected to participate in this evaluation because of your interactions with the Space. Today’s discussion is expected to last approximately 1.5 hours in English, and up to 2 hours with translation. We will ask you questions related to your experiences with this Space, its programs, and how it compares with similar cultural institutes.

Confidentiality and reporting: The information that you provide during today’s meeting will be used to write a report. This report will be shared with the ECA and other stakeholders for comment, and will eventually be made public. Any information or examples we discuss during this session will be kept in confidence by the evaluation team and will not be attributed to any one of you. This means that only the evaluation team will have access to meeting notes that include any personal identifying information. All quotes used in the report will be attributed to a general group, not to individuals. Although we will report our evaluation findings in aggregate in the report, your name, position, and other personally identifying information will not appear in any reporting. However, de-identified meeting notes that do not contain any personal identifying information may be given to the ECA, if requested.

Voluntary participation, risks, and benefits: Your participation in this discussion is voluntary. We do not anticipate that participating in this discussion will result in any risks or direct benefit to you. However, your inputs may lead to recommendations that benefit the American Spaces Program—and, thereby, the general public. You do not have to participate or answer specific questions if you do not want to. Should you choose to participate, please know that you may change your mind at any point during our discussion.

Contact: If you have any concerns or questions about the evaluation, you may contact the Social Impact Institutional Review Board at “irb@socialimpact.com”, or the evaluation Team Leader, Jean-Camille Kollmorgen, at “jkollmorgen@socialimpact.com”. You can also contact ECA’s Evaluation Division directly by emailing Mary Ann Aabye at “AabyeMA@state.gov.”

- Do you have any questions for us before we get started?

[Evaluator to answer any questions]

- Do you voluntarily agree to participate in this discussion?

[Participant to fill out information below]

Participant Name: _____

Participant Signature: _____

Date: _____

INTERVIEW PROTOCOL—DEPARTMENT OF STATE (Washington, D.C.)

Bureau Stakeholders

- ECA/A/M staff
- Former International Information Programs (IIP) staff who are now a part of the new GPA
- Regional Bureau staff
- Office of English Language Program staff
- Office of Alumni Affairs staff
- Other ECA program staff supporting American Spaces

A. INTERVIEW INFORMATION

Interview ID:

Date/Time:

Interview Location: ☐ In person (describe):

☐ Remote (describe):

American Space Country (if applicable):

Name of American Space (if applicable):

American Space Type (if applicable): ☐ American Center

☐ American Corner

☐ Binational Center

Interviewer Name:

Notetaker Name:

B. RESPONDENT INFORMATION

Respondent ID:

Respondent Name:

Respondent Sex:

Respondent Organization/Title:

EQ	C. INTERVIEW QUESTIONS	Section I. FOREIGN POLICY AND RELATIONSHIPS
N/A	1. Can you please describe your role in the American Spaces network?	
1	2. In what ways, if any, has the American Spaces program promoted U.S. foreign policy goals? Foreign policy goals may include those from the ECA Functional Bureau Strategy (FBS), joint State-USAID Strategic Plan, Regional Bureau Strategies, or individual Mission ICSs	
	a. To what extent are foreign policy goals actually being achieved because of the Spaces? Can you provide specific examples of this change?	
1	3. What factors are enabling/hindering Spaces' ability to achieve foreign policy goals?	
	(Probe if " <u>whole of Mission</u> " or " <u>whole of Network</u> " " <u>whole of region</u> " approaches are being implemented or not, and if this affects goal achievement)	
	(Probe if Space structure affects goal advancement – BNC vs Center vs Corner model)	
	(Probe on if there is any <u>duplication</u> of efforts within the Embassy – e.g. Public Affairs Section (PAS) and American Spaces programming overlapping and not collaborating)	
	(Probe on training taken, and if there are training topics that have been especially helpful - or not sufficiently addressed - to help both PAS staff and Spaces staff better address U.S. foreign policy goals)	
4	4. What have you heard or seen about how American Spaces have impacted government-to-government relationships, if at all? (NOTE: If asked to clarify, specify the relationships between U.S. government officials and foreign government officials)	
	a. How do you know the relationship has/hasn't changed? Can you provide specific examples?	
	b. What factors are enabling/hindering the Space's impact on government-to-government relationships?	
EQ	C. INTERVIEW QUESTIONS	Section II. KNOWLEDGE, ATTITUDE, PRACTICE CHANGE

2	<p>5. What have you heard or seen about how the American Spaces program affects foreign audiences' <u>knowledge</u> of the United States, if at all?</p> <p>a. How do you know their knowledge has/hasn't changed? Can you provide specific examples of this change?</p> <p>b. What factors are enabling/hindering knowledge change? <i>(Probe if other factors besides American Spaces contributed to change)</i></p>
2	<p>6. What have you heard or seen about how the American Spaces program affects foreign audiences' <u>attitudes or opinions</u> about the United States, if at all?</p> <p>a. How do you know their attitudes/opinions have/haven't changed? Can you provide specific examples of this change?</p> <p>b. What factors are enabling/hindering attitude change? <i>(Probe if other factors besides American Spaces contributed to change)</i></p>
2	<p>7. What have you heard or seen about how the American Spaces program affects foreign audiences' <u>behavior or actions</u> regarding the United States, if at all?</p> <p>a. How do you know their behavior has/hasn't changed? Can you provide specific examples of this change? <i>(Probe if participants are doing things that they may not have done otherwise – e.g. civic engagement, volunteerism, traveling to the U.S.)</i></p> <p>b. What factors are enabling/hindering behavior change? <i>(Probe if other factors besides American Spaces contributed to change)</i></p>

EQ	C. INTERVIEW QUESTIONS	Section III. PROGRAMMATIC RESULTS
3	<p>8. Overall, in which of the five programmatic area(s) has the American Spaces program performed the <u>strongest</u>? Why?</p> <p>In which area(s) has the American Spaces program <u>not performed</u> as well as expected? Why?</p> <p><i>(Probe about any programmatic areas not mentioned by respondent in this or the following question)</i></p> <ul style="list-style-type: none"> • Information about the United States • EducationUSA (educational advising) • English language learning/teaching • Cultural programming • Alumni engagement 	
3a	<p>9. What factors are enabling/hindering Spaces' ability to achieve programmatic results? <i>(Probe if factors are more prevalent for certain programmatic areas over others)</i></p> <p><i>(Probe if any of the following affect results:</i></p> <ul style="list-style-type: none"> • <u>Space structure</u>— BNC vs Center vs Corner model • <u>Communication</u> between stakeholders (i.e. Space and Embassy, Embassy and Bureaus) • <u>Resources</u> – human, financial, technological) • <u>Training</u> - Availability of training + topics covered or absent from training for both Spaces staff and PAS staff) 	
3	<p>10. To what extent has the American Spaces program achieved results in the area of <u>Information about the United States</u>? (NOTE: Ask respondent to choose from the following options: 0 – not at all; 1- to a small extent; 2 – to some extent; 3 – to a moderate extent; 4-to a large extent; 5-to a very large extent)</p> <p>a. Why did you choose that option? Can you provide specific examples to support your answer?</p>	
3	<p>11. To what extent has the American Spaces program achieved results in the area of <u>EducationUSA</u>? (NOTE: Ask respondent to choose from the following options: 0 – not at all; 1- to a small extent; 2 – to some extent; 3 – to a moderate extent; 4-to a large extent; 5-to a very large extent)</p> <p>a. Why did you choose that option? Can you provide specific examples to support your answer?</p>	

3	<p>12. To what extent has the American Spaces program achieved results in the area of <u>English language teaching and learning</u>? (NOTE: Ask respondent to choose from the following options: 0 – not at all; 1- to a small extent; 2 – to some extent; 3 – to a moderate extent; 4-to a large extent; 5-to a very large extent)</p> <p>a. Why did you choose that option? Can you provide specific examples to support your answer?</p>
3	<p>13. To what extent has the American Spaces program achieved results in the area of <u>cultural programming</u>? (NOTE: Ask respondent to choose from the following options: 0 – not at all; 1- to a small extent; 2 – to some extent; 3 – to a moderate extent; 4-to a large extent; 5-to a very large extent)</p> <p>a. Why did you choose that option? Can you provide specific examples to support your answer?</p>
3	<p>14. To what extent has the American Spaces program achieved results in the area of <u>Alumni engagement</u>? (NOTE: Ask respondent to choose from the following options: 0 – not at all; 1- to a small extent; 2 – to some extent; 3 – to a moderate extent; 4-to a large extent; 5-to a very large extent)</p> <p>a. Why did you choose that option? Can you provide specific examples to support your answer?</p>
3a	<p>15. What additional staff skillsets, <u>training</u>, or other resources are needed in ECA or in the field to ensure success in the programmatic areas? (Probe for skillsets for the following positions: civil service or contractors, ECA/A/M staff, REPS, RELOs, REACs, PAOs/CAOs, Space Directors and Staff, etc.)</p>
3c	<p>16. How competitive are American Spaces with other cultural institutes? (Probe for specific details related to the Confucius Center, Russian Cultural Institute, and British Council.)</p> <p>a. How do you know Spaces are/are not competitive? Can you provide specific examples?</p> <p>b. How does the Space’s popularity among citizens compare with other countries’ cultural institutes? (Probe for # of programs, # of participants, # of visitors at Space compared to other institutes)</p> <p>c. In what ways is it important for American Spaces to be competitive? What does “winning” look like?</p>
3c	<p>17. What factors are enabling/hindering American Spaces’ ability to be more competitive than the other institutes? Why? (Probe for any other factors that may lead a citizen to attend American Spaces versus other institutes, and vice versa)</p>
3c	<p>18. What best practices have you seen from other cultural institutes that American Spaces should replicate or incorporate? (Probe for best practices related to program implementation and M&E)</p>

EQ	C. INTERVIEW QUESTIONS	Section IV. MONITORING & EVALUATION
6	<p>19. Overall, how well does the American Spaces program monitor and evaluate its results?</p> <p>a. What <u>is/is not</u> working well in terms of monitoring and evaluation? (Probe about how data are collected, analyzed, and reported)</p>	
6a	<p>20. Moving forward, what would you change about the way the American Spaces program does monitoring and evaluation?</p> <p>a. If you had the capacity, what other data would be useful for you to collect? Why?</p> <p>b. What would you change about the way the data is collected, analyzed, or reported?</p>	
5	<p>(NOTE: Provide a transition sentence to signal to the respondent that we will now talk about the standards).</p> <p>21. Overall, how useful do you find the Standards in assessing American Spaces? (NOTE: Remind respondents about the Standards and/or provide a copy (i.e., program, management, physical) only if they struggle to remember them)</p> <p>a. How do you use the results of the Standards?</p> <p>(Probe if there are specific Standards that are harder/easier to achieve.)</p>	
5	<p>22. What do you <u>like</u> about the Standards? What do you <u>dislike</u>? Why?</p>	

5	<p>23. How would you change the Standards to make them more useful for assessing Spaces?</p> <p><i>(Probe for changes to existing Standards, but also additional criteria that should be added to the Standards)</i></p>
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EQ	C. INTERVIEW QUESTIONS	Section V. RECOMMENDATIONS
3b	<p>24. What recommendations do you have to improve the American Spaces program's impact in the areas we talked about today?:</p> <ul style="list-style-type: none"> • Foreign policy goals • Government to government relation • Results in the five core programmatic areas • Competitiveness with other cultural institutes 	
3b	25. Are there any <u>best practices</u> from the American Spaces program that you want to highlight?	
N/A	Is there anything else you would like to say that we have not asked you about?	

INTERVIEW PROTOCOL—CULTURAL INSTITUTES

A. INTERVIEW INFORMATION

Interview ID:

Date/Time:

Interview Location: ☐ In person (describe):

☐ Remote (describe):

American Space Country (if applicable):

Name of American Space (if applicable):

American Space Type (if applicable): ☐ American Center

☐ American Corner

☐ Binational Center

Interviewer Name:

Notetaker Name:

B. RESPONDENT INFORMATION

Respondent ID:

Respondent Name:

Respondent Sex:

Respondent Organization/Title:

EQ	C. INTERVIEW QUESTIONS	Section I: INSTITUTE OBJECTIVES, IMPACT, AND M&E
N/A	1. Can you please describe what you know about the (Space name)?	
	How have you interacted with the Space, if at all?	
3c	2. What are the vision, mission, and objectives of your institute?	
3c	3. To what extent have you achieved your mission/objectives?	
	a. What factors are enabling you to achieve your objectives?	
	b. What factors are hindering the achievement?	
3c	4. What are the most popular programs that you offer? Why?	
	What are the least popular? Why?	
	(Probe for how many people normally attend the programs)	
	a. What factors make these programs popular/unpopular?	
3c	5. How do you measure and analyze your impact?	
	(Probe on what metrics they use and why, how they collect the data, how often, including:	
	• number of participants	
	• knowledge/attitude/behavior change	
	• public perception of the country)	

EQ	C. INTERVIEW QUESTIONS	Section II: SPACES RESULTS
3c	6. In what ways is the (Space name) similar to your institute? In what ways is it different?	
1, 2, 3	7. What effect, if any, has the (Space name) had on people's understanding of the United States and its culture? Why or why not?	
1, 2, 3	8. What effect, if any, has the (Space name) had on the amount of credible information about the United States in this country? Why or why not?	

1, 2, 3	9. What effect, if any, has the (Space name) had on people's desire to learn English compared to other languages? Why or why not?
1, 2, 3	10. What effect, if any, has the (Space name) had on people's desire to work or study in the United States? Why or why not?
1, 2, 3	11. What effect, if any, has the (Space name) had on citizen's knowledge, attitudes, or behavior towards the United States? Why or why not?

EQ	C. INTERVIEW QUESTIONS	<i>Section III: RECOMMENDATIONS</i>
3c	12. What are some lessons learned that you would want to share with other cultural institutes?	
3b	13. What recommendations do you have, if any, for improving the American Spaces program?	
N/A	Is there anything else you would like to say that we have not asked you about?	

INTERVIEW PROTOCOL – EMBASSY & SPACE DIRECTORS/COORDINATORS

Field Stakeholders

<ul style="list-style-type: none"> Department of State <ul style="list-style-type: none"> Public Affairs Officers (PAOs) Cultural Affairs Officers (CAOs) Regional Public Engagement Specialists (REPS) Regional Education Advising Coordinators (REACs) Locally Employed Staff (LESs) Regional English Learning Officers (RELOs) Space <ul style="list-style-type: none"> Space Director/Coordinator Other staff who play a large administrative role
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A. INTERVIEW INFORMATION

Interview ID:

Date/Time:

Interview Location: ☐ In person (describe): ☐ Remote (describe):

American Space Country (if applicable):

Name of American Space (if applicable):

American Space Type (if applicable): ☐ American Center ☐ American Corner

☐ Binational Center

Interviewer Name:

Notetaker Name:

B. RESPONDENT INFORMATION

Respondent ID:

Respondent Type:

Respondent Name:

Respondent Sex:

Respondent Organization/Title:

EQ	C. INTERVIEW QUESTIONS	Section I. FOREIGN POLICY AND RELATIONSHIPS
N/A	1. Can you please describe your role in the American Spaces network?	
1	2. In what ways, if any, has the Space promoted foreign policy goals in the Mission Integrated Country Strategy (ICS)?	
	<p>a. To what extent are foreign policy goals actually being achieved because of the Spaces? Can you provide specific examples of this change?</p> <p>(NOTE: Have mission goals on hand. Remind respondent of goals they do not bring up themselves)</p>	
1	3. What factors are enabling/hindering the Space's ability to achieve foreign policy goals?	
	<p>(Probe if "whole of Mission" or "whole of Network" "whole of region" approaches are being implemented or not, and if this affects goal achievement)</p> <p>(Probe if Space structure affects goal advancement – BNC vs Center vs Corner model)</p> <p>(Probe on if there is any <u>duplication</u> of efforts within the Embassy – e.g. PAS and American Spaces programming overlapping and not collaborating)</p> <p>(Probe on training taken, and if there are training topics that have been especially helpful - or not sufficiently addressed - to help both PAS staff and Spaces staff better address U.S. foreign policy goals)</p>	
4	4. How has the Space impacted government-to-government relationships, if at all? (NOTE: If asked to clarify, specify the relationships between U.S. government officials and foreign government officials)?	
	<p>a. How do you know the relationship has/hasn't changed? Can you provide specific examples?</p> <p>b. What factors are enabling/hindering the Space's impact on government-to-government relationships?</p>	

EQ	C. INTERVIEW QUESTIONS	Section II. KNOWLEDGE, ATTITUDE, PRACTICE CHANGE
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2	<p>5. How has the Space affected participants', visitors', or alumni's <u>knowledge</u> of the United States, if at all?</p> <p>a. How do you know their knowledge has/hasn't changed? Can you provide specific examples of this change?</p> <p>b. What factors are enabling/hindering knowledge change? <i>(Probe if other factors besides American Spaces contributed to change)</i></p>
2	<p>6. How has the Space affected participants', visitors', or alumni's <u>attitudes or opinions</u> towards the United States?</p> <p>a. How do you know their attitudes/opinions have/haven't changed? Can you provide specific examples of this change?</p> <p>b. What factors are enabling/hindering attitude change? <i>(Probe if other factors besides American Spaces contributed to change)</i></p>
2	<p>7. How has the Space affected participants', visitors', or alumni's <u>behavior or actions</u> regarding the United States?</p> <p>a. How do you know their behavior has/hasn't changed? Can you provide specific examples of this change? <i>(Probe if participants are doing things that they may not have done otherwise – e.g. civic engagement, volunteerism, traveling to the U.S)</i></p> <p>b. What factors are enabling/hindering behavior change? <i>(Probe if other factors besides American Spaces contributed to change)</i></p>

EQ	C. INTERVIEW QUESTIONS	Section III. PROGRAMMATIC RESULTS
3	<p>8. Overall, in which of the five programmatic area(s) has the Space performed the <u>strongest</u>? Why?</p> <p>In which area(s) has the Space <u>not performed</u> as well as expected? Why?</p> <p><i>(Probe about any programmatic areas not mentioned by respondent in this or the following question)</i></p> <ul style="list-style-type: none"> • Information about the United States • EducationUSA (educational advising) • English language learning/teaching • Cultural programming • Alumni engagement 	
3a	<p>9. What factors are enabling/hindering the Space's ability to achieve programmatic results? <i>(Probe if factors are more prevalent for certain programmatic areas over others)</i></p> <p><i>(Probe if any of the following affect results:</i></p> <ul style="list-style-type: none"> • <u>Space structure</u>– BNC vs Center vs Corner model • <u>Communication</u> between stakeholders (i.e. Space and Embassy, Embassy and Bureaus) • <u>Resources</u> – human, financial, technological) • <u>Training</u> - Availability of training + topics covered or absent from training for both Spaces staff and PAS staff) 	
3	<p>10. To what extent has the Space achieved results in the area of <u>Information about the United States</u>? (NOTE: Ask respondent to choose from the following options: 0 – not at all; 1- to a small extent; 2 – to some extent; 3 – to a moderate extent; 4-to a large extent; 5-to a very large extent)</p> <p>a. Why did you choose that option? Can you provide specific examples to support your answer?</p>	
3	<p>11. To what extent has the Space achieved results in the area of <u>EducationUSA</u>? (NOTE: Ask respondent to choose from the following options: 0 – not at all; 1- to a small extent; 2 – to some extent; 3 – to a moderate extent; 4-to a large extent; 5-to a very large extent)</p> <p>a. Why did you choose that option? Can you provide specific examples to support your answer?</p>	

3	<p>12. To what extent has the Space achieved results in the area of <u>English language teaching and learning</u>? (NOTE: Ask respondent to choose from the following options: 0 – not at all; 1- to a small extent; 2 – to some extent; 3 – to a moderate extent; 4-to a large extent; 5-to a very large extent)</p> <p>a. Why did you choose that option? Can you provide specific examples to support your answer?</p>
3	<p>13. To what extent has the Space achieved results in the area of <u>cultural programming</u>? (NOTE: Ask respondent to choose from the following options: 0 – not at all; 1- to a small extent; 2 – to some extent; 3 – to a moderate extent; 4-to a large extent; 5-to a very large extent)</p> <p>a. Why did you choose that option? Can you provide specific examples to support your answer?</p>
3	<p>14. To what extent has the Space achieved results in the area of <u>Alumni engagement</u>? (NOTE: - Ask respondent to choose from the following options: 0 – not at all; 1- to a small extent; 2 – to some extent; 3 – to a moderate extent; 4-to a large extent; 5-to a very large extent)</p> <p>a. Why did you choose that option? Can you provide specific examples to support your answer?</p>
3a	<p>15. What additional staff skillsets, <u>training</u>, or other resources are needed in Bureaus or in the field to ensure success in the programmatic areas?</p> <p><i>(Probe for skillsets for the following positions: Office of American Spaces, REPS, RELOs, REACs, PAOs/CAOs, Space Directors and Staff, or another stakeholders)</i></p>
3c	<p>16. How competitive is the Space with other cultural institutes? <i>(Probe for specific details related to the Confucius Center, Russian Cultural Institute, and British Council.)</i></p> <p>a. How do you know the Spaces is/is not competitive? Can you provide specific examples?</p> <p>b. How does the Space’s popularity among citizens compare with other countries’ cultural institutes? <i>(Probe for # of programs, # of participants, # of visitors at Space compared to other institutes)</i></p> <p>c. In what ways is it important for the Space to be competitive? What does “winning” look like?</p>
3c	<p>17. What factors are enabling/hindering the Space’s ability to be more competitive than the other institutes? Why? <i>(Probe for any other factors that may lead a citizen to attend the Space versus other institutes, and vice/versa)</i></p>
3c	<p>18. What best practices have you seen from other cultural institutes that the Space should replicate or incorporate? <i>(Probe for best practices related to program implementation and M&E)</i></p>

EQ	C. INTERVIEW QUESTIONS	Section IV. MONITORING & EVALUATION
6	<p>19. Overall, how well does the Space monitor and evaluate its results?</p> <p>a. What is/is not working well in terms of monitoring and evaluation? <i>(Probe about how data are collected, analyzed, and reported)</i></p>	
6a	<p>20. Moving forward, what would you change about the way the Space does monitoring and evaluation?</p> <p>a. If you had the capacity, what other data would be useful for you to collect? Why?</p> <p>b. What would you change about the way the data is collected, analyzed, or reported?</p>	
5	<p><i>(NOTE: Provide a transition sentence to signal to the respondent that we will now talk about the standards.)</i></p> <p>21. Overall, how useful do you find the Standards in assessing the Space? <i>(NOTE: Remind respondents about the Standards and/or provide a copy (i.e., program, management, physical) only if they struggle to remember them)</i></p> <p>a. How do you use the results of the Standards?</p> <p><i>(Probe if there are specific Standards that are harder/easier to achieve.)</i></p>	
5	<p>22. What do you <u>like</u> about the Standards? What do you <u>dislike</u>? Why?</p>	

5	<p>23. How would you change the Standards to make them more useful for assessing Spaces?</p> <p><i>(Probe for changes to existing Standards, but also additional criteria that should be added to the Standards)</i></p>
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EQ	C. INTERVIEW QUESTIONS	Section V. RECOMMENDATIONS
3b	<p>24. What recommendations do you have to improve American Spaces program's impact in the areas we talked about today?:</p> <ul style="list-style-type: none"> • Foreign policy goals • Government to government relation • Results in the five core programmatic areas • Competitiveness with other cultural institutes 	
3b	25. Are there any best practices from your Space or other Spaces that you want to highlight?	
N/A	Is there anything else you would like to say that we have not asked you about?	

INTERVIEW PROTOCOL—GOVERNMENT OFFICIALS

A. INTERVIEW INFORMATION

Interview ID:

Date/Time:

Interview Location: ☐ In person (describe):

☐ Remote (describe):

American Space Country (if applicable):

Name of American Space (if applicable):

American Space Type (if applicable): ☐ American Center

☐ American Corner

☐ Binational Center

Interviewer Name:

Notetaker Name:

B. RESPONDENT INFORMATION

Respondent ID:

Respondent Name:

Respondent Sex:

Respondent Organization/Title:

EQ	C. INTERVIEW QUESTIONS	Section I: RELATIONSHIPS
N/A	1. Can you please describe what you know about the American Spaces/(Space Name)?	
4	2. How have you interacted with the American Spaces/(Space Name)? a. With whom do you interact at the Space and/or the U.S. Embassy? b. How would you describe your relationship with that person?	
4	3. How have the American Spaces/(Space Name) affected the relationship between your country's government officials (such as yourself) and U.S. government officials, if at all? Why? a. What examples or evidence do you have to illustrate how the relationship changed?	

EQ	C. INTERVIEW QUESTIONS	Section II: SPACES RESULTS
1, 2, 3	4. In general, what impact have the American Spaces/(Space Name) had on your country's citizens?	
1, 2, 3	5. What effect, if any, have the American Spaces/(Space Name) had on citizens' understanding of the United States and its culture? Why or why not?	
1, 2, 3	6. What effect, if any, have the American Spaces/(Space Name) had on the amount of credible information about the United States in your country? Why or why not?	
1, 2, 3	7. What effect, if any, have the American Spaces/(Space Name) had on citizens' attitudes or opinions about the United States? Why or why not?	
1, 2, 3	8. What effect, if any, have the American Spaces/(Space Name) had on citizens' desire to learn English compared to other languages? Why or why not?	
1, 2, 3	9. What effect, if any, have the American Spaces/(Space Name) had on citizens' desire to work or study in the United States? Why or why not?	
2	10. What effect, if any, have the American Spaces/(Space Name) had on citizen's behavior? Why or why not? (Probe about behaviors such as volunteerism, civic engagement, starting clubs at school, starting a business, etc.)	

3	<p>**MAY OR MAY NOT BE APPLICABLE DEPENDING ON RESPONDENT. INTERVIEWER TO DETERMINE IF APPLICABLE**</p> <p>11. The programs at the American Spaces/(Space Name) fall into five different types.</p> <ul style="list-style-type: none"> • Information about the United States • EducationUSA (educational advising) • English language learning/teaching • Cultural programming • Alumni engagement <p>Overall, which types of programs are the <u>most</u> effective? Why?</p> <p>Which types of programs are the <u>least</u> effective? Why?</p>
3a	12. What recommendations do you have, if any, for improving the American Spaces/(Space Name) and their programs?
3c	<p>13. How popular is the (Space name) among citizens compared to other countries' cultural institutes? (Note: If respondent does not understand, give examples such as the British Council, Alliance Francaise, Goethe-Institut, Confucius Center, Russian Cultural Institute)</p> <ul style="list-style-type: none"> a. How does the # of participants and program at the Space compare to the # of participants and programs at the other institutes? b. How does the quality of the programs at the Space compare to the quality of programs at the other institutes?
3c	<p>14. What factors influence a citizen's decision to attend the (Space name) versus another country's cultural institute?</p> <ul style="list-style-type: none"> a. What are the reasons for why citizens would/would not want to attend an American Space?
3c	15. What best practices have you seen from other cultural institutes that American Spaces should replicate or incorporate? (<i>Probe for best practices related to program implementation and M&E</i>)
3b	16. What recommendations do you have, if any, for increasing the Space's popularity among citizens compared to other cultural institutes?
N/A	Is there anything else you would like to say that we have not asked you about?

INTERVIEW PROTOCOL—SPACE GENERAL STAFF

Respondent Type	
•	Space Staff
•	Program Partners
•	Alumni
•	Members
•	Volunteers
•	Other staff

A. INTERVIEW INFORMATION

Interview ID:

Date/Time:

Interview Location: ☐ **In person (describe):** ☐ **Remote (describe):**

American Space Country (if applicable):

Name of American Space (if applicable):

American Space Type (if applicable): ☐ **American Center** ☐ **American Corner**
☐ **Binational Center**

Interviewer Name:

Notetaker Name:

B. RESPONDENT INFORMATION

Respondent ID:

Respondent Type:

Respondent Name:

Respondent Sex:

Respondent Organization/Title:

EQ	C. INTERVIEW QUESTIONS	Section I. KNOWLEDGE, ATTITUDE, PRACTICE CHANGE
N/A	1. Can you please describe your roles and responsibilities for the Space?	
2	2. How has the Space affected participants', visitors', or alumni's <u>knowledge</u> of the United States, if at all? (PERSONAL PHRASING: How has the Space affected your <u>knowledge</u> of the United States, if at all?)	
	a. How do you know their knowledge has/hasn't changed? Can you provide specific examples of this change?	
	b. What factors are enabling/hindering knowledge change? (Probe if other factors besides American Spaces contributed to change)	
2	3. How has the Space affected participants', visitors', or alumni's <u>attitudes or opinions</u> about the United States? (PERSONAL PHRASING: How has the Space affected your <u>attitude/opinion</u> towards the United States, if at all?)	
	a. How do you know their attitudes have/haven't changed? Can you provide specific examples of this change?	
	b. What factors are enabling/hindering attitude change? (Probe if other factors besides American Spaces contributed to change)	
2	4. How has the Space affected participants', visitors', or alumni's <u>behavior or actions</u> regarding the United States? (PERSONAL PHRASING: How has the Space affected your <u>behavior or actions</u> regarding the United States, if at all?)	
	a. How do you know their behavior has/hasn't changed? Can you provide specific examples of this change? (Probe if participants are doing things that they may not have done otherwise – e.g. civic engagement, volunteerism, traveling to the U.S)	
	b. What factors are enabling/hindering behavior change? (Probe if other factors besides American Spaces contributed to change)	

EQ	C. INTERVIEW QUESTIONS	Section II. PROGRAMMATIC RESULTS
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3	<p>**MAY OR MAY NOT BE APPLICABLE DEPENDING ON RESPONDENT. INTERVIEWER TO DETERMINE IF APPLICABLE**</p> <p>5. Overall, in which of the five programmatic area(s) has the Space performed the <u>strongest</u>? Why?</p> <p>In which area(s) has the American Spaces program <u>not performed</u> as well as expected? Why?</p> <p>(Probe about any programmatic areas not mentioned by respondent in this or the following question)</p> <ul style="list-style-type: none"> • Information about the United States • EducationUSA (educational advising) • English language learning/teaching • Cultural programming • Alumni engagement
3a	<p>**MAY OR MAY NOT BE APPLICABLE DEPENDING ON RESPONDENT. INTERVIEWER TO DETERMINE IF APPLICABLE**</p> <p>6. What factors are enabling/hindering the Space's ability to achieve programmatic results? (Probe if factors are more prevalent for certain programmatic areas over others)</p> <p>(Probe if any of the following affect results:</p> <ul style="list-style-type: none"> • <u>Space structure</u>– BNC vs Center vs Corner model • <u>Communication</u> between stakeholders (i.e. Space and Embassy, Embassy and Bureaus) • <u>Resources</u> – human, financial, technological) <p>(NOTE: Provide examples of factors only if respondent is confused. Factors could range from the way programs are implemented or designed, the way the Space is set up, amount of resources, administrative aspects, etc.)</p>
3	<p>**MAY OR MAY NOT BE APPLICABLE DEPENDING ON RESPONDENT. INTERVIEWER TO DETERMINE IF APPLICABLE**</p> <p>7. To what extent has the Space achieved results in the area of <u>Information about the United States</u>? (NOTE: Ask respondent to choose from the following options: 0 – not at all; 1- to a small extent; 2 – to some extent; 3 – to a moderate extent; 4-to a large extent; 5-to a very large extent)</p> <p>a. Why did you choose that option? Can you provide specific examples to support your answer?</p>
3	<p>**MAY OR MAY NOT BE APPLICABLE DEPENDING ON RESPONDENT. INTERVIEWER TO DETERMINE IF APPLICABLE**</p> <p>8. To what extent has the Space achieved results in the area of <u>EducationUSA</u>? (NOTE: Ask respondent to choose from the following options: 0 – not at all; 1- to a small extent; 2 – to some extent; 3 – to a moderate extent; 4-to a large extent; 5-to a very large extent)</p> <p>a. Why did you choose that option? Can you provide specific examples to support your answer?</p>
3	<p>**MAY OR MAY NOT BE APPLICABLE DEPENDING ON RESPONDENT. INTERVIEWER TO DETERMINE IF APPLICABLE**</p> <p>9. To what extent has the Space achieved results in the area of <u>English language teaching and learning</u>? (NOTE: Ask respondent to choose from the following options: 0 – not at all; 1- to a small extent; 2 – to some extent; 3 – to a moderate extent; 4-to a large extent; 5-to a very large extent)</p> <p>a. Why did you choose that option? Can you provide specific examples to support your answer?</p>

3	<p>**MAY OR MAY NOT BE APPLICABLE DEPENDING ON RESPONDENT. INTERVIEWER TO DETERMINE IF APPLICABLE**</p> <p>10. To what extent has the Space achieved results in the area of <u>cultural programming</u>? (NOTE: Ask respondent to choose from the following options: 0 – not at all; 1- to a small extent; 2 – to some extent; 3 – to a moderate extent; 4-to a large extent; 5-to a very large extent)</p> <p>a. Why did you choose that option? Can you provide specific examples to support your answer?</p>
3	<p>**MAY OR MAY NOT BE APPLICABLE DEPENDING ON RESPONDENT. INTERVIEWER TO DETERMINE IF APPLICABLE**</p> <p>11. To what extent has the Space achieved results in the area of <u>Alumni engagement</u>? (NOTE: Ask respondent to choose from the following options: 0 – not at all; 1- to a small extent; 2 – to some extent; 3 – to a moderate extent; 4-to a large extent; 5-to a very large extent)</p> <p>a. Why did you choose that option? Can you provide specific examples to support your answer?</p>
3a	<p>**MAY OR MAY NOT BE APPLICABLE DEPENDING ON RESPONDENT. INTERVIEWER TO DETERMINE IF APPLICABLE**</p> <p>12. What additional staff skillsets or other resources at the Space are needed to ensure success in the programmatic areas?</p>
3c	<p>13. How popular or influential is your Space among citizens compared to other countries' cultural institutes? (Note: If respondent does not understand, give examples such as the British Council, Alliance Francaise, Goethe-Institut, Confucius Center, Russian Cultural Institute)</p> <p>a. How does the # of participants at the Space compare to the # of participants at the other institutes?</p> <p>b. How does the # of program at the Space compare to the # of programs at the other institutes?</p> <p>c. How does the quality of the programs at the Space compare to the quality of programs at the other institutes?</p>
3c	<p>14. What factors influence a citizen's decision to attend your Space versus another country's cultural institute?</p> <p>a. What are the reasons for why citizens would/would not want to attend an American Space?</p>
3c	<p>15. What best practices have you seen from other cultural institutes that American Spaces should replicate or incorporate? (<i>Probe for best practices related to program implementation and M&E</i>)</p>

EQ	C. INTERVIEW QUESTIONS	Section III. MONITORING & EVALUATION
6	<p>**MAY OR MAY NOT BE APPLICABLE DEPENDING ON RESPONDENT. INTERVIEWER TO DETERMINE IF APPLICABLE**</p> <p>16. Overall, how well does the Space monitor and evaluate its results?</p> <p>a. What is/is not working well in terms of monitoring and evaluation? (<i>Probe about how data are collected, analyzed, and reported</i>)</p>	
6a	<p>**MAY OR MAY NOT BE APPLICABLE DEPENDING ON RESPONDENT. INTERVIEWER TO DETERMINE IF APPLICABLE**</p> <p>17. Moving forward, what would you change about the way the American Spaces program does monitoring and evaluation?</p> <p>a. If you had the capacity, what other data would be useful for you to collect? Why?</p> <p>b. What would you change about the way the data is collected, analyzed, or reported?</p>	

5	<p>**MAY OR MAY NOT BE APPLICABLE DEPENDING ON RESPONDENT. INTERVIEWER TO DETERMINE IF APPLICABLE**</p> <p>(NOTE: Provide a transition sentence to signal to the respondent that we will now talk about the standards).</p> <p>18. Overall, how useful do you find the Standards in assessing American Spaces? (NOTE: Remind respondents about the Standards and/or provide a copy (i.e., program, management, physical) only if they struggle to remember them)</p> <p>a. How do you use the results of the Standards?</p> <p>(Probe if there are specific Standards that are harder/easier to achieve.)</p>
5	<p>**MAY OR MAY NOT BE APPLICABLE DEPENDING ON RESPONDENT. INTERVIEWER TO DETERMINE IF APPLICABLE**</p> <p>19. What do you <u>like</u> about the Standards? What do you <u>dislike</u>? Why?</p>
5	<p>**MAY OR MAY NOT BE APPLICABLE DEPENDING ON RESPONDENT. INTERVIEWER TO DETERMINE IF APPLICABLE**</p> <p>20. How would you change the Standards to make them more useful for assessing Spaces? (Probe for changes to existing Standards, but also additional criteria that should be added to the Standards)</p>

EQ	C. INTERVIEW QUESTIONS	Section IV. RECOMMENDATIONS
3b	21. What recommendations do you have, if any, for improving your Space and its programs?	
3b	22. What recommendations do you have, if any, for increasing your Space's popularity or influence among citizens compared to other cultural institutes?	
3b	23. Are there any <u>best practices</u> from your Space or other Spaces that you want to highlight?	
N/A	Is there anything else you would like to say that we have not asked you about?	

SURVEY – AMERICAN SPACES ALUMNI AND PARTICIPANTS/VISITORS

I. CONSENT

You are invited to take part in a survey about the ****Insert American Space Name****, funded by the United States Government. The objective of the survey is to better understand and improve the impact of the ****Insert American Space Name****.

You must be 16 years or older to participate. Your participation will require approximately 20 minutes. There are no known risks or benefits associated with this survey. Taking part in this survey is voluntary. Your responses will be kept confidential and digital data will be stored in secure computer files. Any report of this survey that is made available to the public will not include individual information by which you could be identified. If you have any questions about the survey, please contact Mary Ann Aabye at AabyeMA@state.gov.

By clicking “NEXT” you confirm that you have read the above consent information and agree to voluntarily participate in this survey.

(insert next button)

II. DEMOGRAPHICS

RESPONDENT DEMOGRAPHIC INFORMATION

What is your gender?

- a) Male
- b) Female
- c) Non-binary
- d) Prefer not to respond

How old are you?:

- a) Under 16 years of age (if under 16, end survey)
- b) 16-17 years old
- c) 18-30 years old
- d) 31-45 years old
- e) 46-60 years old
- f) More than 60 years old
- g) Prefer not to respond

What is your highest level of education completed?:

- a) Did not complete secondary school
- b) Secondary school degree
- c) College degree
- d) Greater than a college degree
- e) Prefer not to respond

How many times have you visited the United States?:

- a) I have never been to the United States
 - b) I have visited the United States 1-3 times
 - c) I have visited the United States more than 3 times
 - d) Prefer not to respond
-

III. SURVEY

EQ	SURVEY QUESTIONS
EQ 2, 3	<p>1. Which of the following best describes your type of interaction with the **Insert American Space Name**? (SELECT ONE)</p> <ul style="list-style-type: none"> a. <input type="checkbox"/> Visitor (<i>Definition: I have only visited the **Insert American Space Name** in order to receive information about the United States but have not participated in any programs or events hosted by them physically or virtually</i>) b. <input type="checkbox"/> Program participant (<i>Definition: I have attended a program or event hosted by the **Insert American Space Name** physically or virtually</i>) c. <input type="checkbox"/> Alumni (<i>Definition: I participated in a U.S. Department of State exchange program and interacted with the **Insert American Space Name** before, during, or after my exchange program</i>)
EQ 2, 3	<p>2. Approximately how many times did you physically visit the **Insert American Space Name** in the 12 months before the COVID-19 pandemic (approximately March 2019-March 2020)? (SELECT ONE)</p> <ul style="list-style-type: none"> a. <input type="checkbox"/> 1-5 times b. <input type="checkbox"/> 6-10 times c. <input type="checkbox"/> About once a month d. <input type="checkbox"/> About once a week e. <input type="checkbox"/> Daily f. <input type="checkbox"/> I did not physically visit in the 12 months before the COVID-19 pandemic
EG 2, 3	<p>3. (FOR ALUMNI ONLY - ONLY FOR RESPONDENTS WHO ANSWERED (c) for Q1 – U.S.E SKIP LOGIC)</p> <p>In what ways have you interacted with the **Insert American Space Name** <u>during or after</u> your U.S. Department of State exchange program? (SELECT ALL THAT APPLY)</p> <ul style="list-style-type: none"> a. <input type="checkbox"/> As a U.S. Department of State exchange program alumni, I used the **Insert American Space Name** to share my exchange experiences with others b. <input type="checkbox"/> After my exchange program ended, I used the **Insert American Space Name** to stay connected with my exchange program Alumni network c. <input type="checkbox"/> After my exchange program ended, I started a new initiative, program, network, or organization in my country with the support of the **Insert American Space Name** d. <input type="checkbox"/> After my exchange program ended the **Insert American Space Name** supported me in applying for a U.S. Department of State grant e. <input type="checkbox"/> Other <ul style="list-style-type: none"> a. Please describe the other ways you interacted with the **Insert American Space Name** during or after your U.S. Department of State exchange program: (open-ended)

	<p>4a. (FOR ALUMNI ONLY - ONLY FOR RESPONDENTS WHO ANSWERED (c) for Q1 – U.S.E SKIP LOGIC)</p> <p>EXCLUDING the ways you have interacted with the **Insert American Space Name** as an alumni, in what OTHER types of services, programs, or events did you participate at the **Insert American Space Name**? (SELECT ALL THAT APPLY)</p> <p>a. <input type="checkbox"/> I accessed information about the United States</p> <p style="padding-left: 40px;">a. How did you access information about the United States at the **Insert American Space Name**?</p> <p style="padding-left: 80px;">i. <input type="checkbox"/> I accessed physical materials</p> <p style="padding-left: 80px;">ii. <input type="checkbox"/> I accessed online or digital materials</p> <p style="padding-left: 80px;">iii. <input type="checkbox"/> I listened to a guest speaker</p> <p style="padding-left: 80px;">iv. <input type="checkbox"/> Other. Please describe the other ways you accessed information about the United States: (open-ended)</p> <p>b. <input type="checkbox"/> I learned about opportunities for studying in the United States</p> <p style="padding-left: 40px;">a. Did you use the EducationUSA center at the **Insert American Space Name** to learn about opportunities for studying in the United States?</p> <p style="padding-left: 80px;">i. <input type="checkbox"/> Yes</p> <p style="padding-left: 80px;">ii. <input type="checkbox"/> No</p> <p>c. <input type="checkbox"/> I participated in a program or event that helped me practice English (<i>examples: English language club, English film series, interaction with English speakers, English language competitions, etc.</i>)</p> <p>d. <input type="checkbox"/> I participated in a program or event about American culture (<i>examples: films describing American culture, musical performances, sports programs, listening to a speaker who is knowledgeable about American culture, etc.</i>)</p> <p>e. <input type="checkbox"/> Other</p> <p style="padding-left: 40px;">a. Please describe the other program or events in which you participated: (open-ended)</p> <p>f. <input type="checkbox"/> None</p>
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EQ 2, 3	<p>4b. (ONLY FOR RESPONDENTS WHO ANSWERED (a, b) for Q1 – U.S.E SKIP LOGIC)</p> <p>In what types of services, programs, or events did you participate at the **Insert American Space Name**? (SELECT ALL THAT APPLY)</p> <ul style="list-style-type: none"> a. <input type="checkbox"/> I accessed information about the United States (SELECT ALL THAT APPLY) <ul style="list-style-type: none"> a. <input type="checkbox"/> I accessed physical materials b. <input type="checkbox"/> I accessed online or digital materials c. <input type="checkbox"/> I listened to a guest speaker d. <input type="checkbox"/> Other. Please describe the other ways you accessed information about the United States: (open-ended) b. <input type="checkbox"/> I learned about opportunities for studying in the United States (SELECT ONE) <ul style="list-style-type: none"> a. <input type="checkbox"/> I used the EducationUSA center at the **Insert American Space Name** b. <input type="checkbox"/> I did not use the EducationUSA center at the **Insert American Space Name** c. <input type="checkbox"/> I participated in a program or event that helped me practice English (<i>examples: English language club, English film series, interaction with English speakers, English language competitions, etc.</i>) d. <input type="checkbox"/> I participated in a program or event about American culture (<i>examples: films describing American culture, musical performances, sports programs, listening to a speaker who is knowledgeable about American culture, etc.</i>) e. <input type="checkbox"/> Other <ul style="list-style-type: none"> a. Please describe the other program or events in which you participated: (open-ended)
EQ 2, 3	<p>5. As a result of your interaction with the **Insert American Space Name**, to what extent did you learn new information about <u>daily life in the United States</u> that you did not previously know? (SELECT ONE)</p> <ul style="list-style-type: none"> a. <input type="checkbox"/> I learned a small amount b. <input type="checkbox"/> I learned a moderate amount c. <input type="checkbox"/> I learned a large amount d. <input type="checkbox"/> I learned a very large amount e. <input type="checkbox"/> I did not learn anything new about daily life in the United States
EQ 2, 3	<p>6. As a result of your interaction with the **Insert American Space Name**, to what extent did you learn new information about <u>American cultural elements</u> that you did not previously know (<i>examples include food, fashion, sports, arts, technology, etc.</i>)? (SELECT ONE)</p> <ul style="list-style-type: none"> a. <input type="checkbox"/> I learned a small amount b. <input type="checkbox"/> I learned a moderate amount c. <input type="checkbox"/> I learned a large amount d. <input type="checkbox"/> I learned a very large amount e. <input type="checkbox"/> I did not learn anything new about American cultural elements

EQ 2, 3	<p>7. As a result of your interaction with the **Insert American Space Name**, to what extent did you learn new information about the <u>diversity of the American people</u> that you did not previously know (<i>examples include religious, ethnic, racial, economic diversity, etc.</i>)? (SELECT ONE)</p> <p>a. <input type="checkbox"/> I learned a small amount</p> <p>b. <input type="checkbox"/> I learned a moderate amount</p> <p>c. <input type="checkbox"/> I learned a large amount</p> <p>d. <input type="checkbox"/> I learned a very large amount</p> <p>e. <input type="checkbox"/> I did not learn anything new about the diversity of the American people</p>
EQ 2, 3	<p>8. As a result of your interaction with the **Insert American Space Name**, to what extent did you learn new information about <u>American values</u> that you did not previously know (<i>examples include democratic beliefs, community engagement/volunteerism, freedom of speech, religious/cultural tolerance, etc.</i>)? (SELECT ONE)</p> <p>a. <input type="checkbox"/> I learned a small amount</p> <p>b. <input type="checkbox"/> I learned a moderate amount</p> <p>c. <input type="checkbox"/> I learned a large amount</p> <p>d. <input type="checkbox"/> I learned a very large amount</p> <p>e. <input type="checkbox"/> I did not learn anything new about American values</p>
EQ 2, 3	<p>9. As a result of your interaction with the **Insert American Space Name**, to what extent did you learn new information about <u>American politics</u> that you did not previously know? (SELECT ONE)</p> <p>a. <input type="checkbox"/> I learned a small amount</p> <p>b. <input type="checkbox"/> I learned a moderate amount</p> <p>c. <input type="checkbox"/> I learned a large amount</p> <p>d. <input type="checkbox"/> I learned a very large amount</p> <p>e. <input type="checkbox"/> I did not learn anything new about American politics</p>
EQ 2, 3	<p>10. As a result of your interaction with the **Insert American Space Name**, to what extent did you learn new information about American perspectives on global issues that you did not previously know (<i>examples include global health, media and information, gender equity, conflict and security, etc.</i>)? (SELECT ONE)</p> <p>a. <input type="checkbox"/> I learned a small amount</p> <p>b. <input type="checkbox"/> I learned a moderate amount</p> <p>c. <input type="checkbox"/> I learned a large amount</p> <p>d. <input type="checkbox"/> I learned a very large amount</p> <p>e. <input type="checkbox"/> I did not learn anything new about American perspectives on global issues</p>
EQ 2, 3	<p>11. As a result of your interaction with the **Insert American Space Name**, to what extent did you learn new information about <u>how to visit, study, or work in the United States</u> that you did not previously know? (SELECT ONE)</p> <p>a. <input type="checkbox"/> I learned a small amount</p> <p>b. <input type="checkbox"/> I learned a moderate amount</p> <p>c. <input type="checkbox"/> I learned a large amount</p> <p>d. <input type="checkbox"/> I learned a very large amount</p> <p>e. <input type="checkbox"/> I did not learn anything new about how to visit, study, or work in the United States</p>

EQ 2, 3	<p>12. As a result of your experience with the **Insert American Space Name**, did you gain or improve any of the following skills? (SELECT ALL THAT APPLY)</p> <ul style="list-style-type: none"> a. <input type="checkbox"/> I improved my English language skills b. <input type="checkbox"/> I gained business skills c. <input type="checkbox"/> I improved my ability to work with technology d. <input type="checkbox"/> I gained community engagement skills e. <input type="checkbox"/> Other: please describe the other skills you gained or improved (open-ended) f. <input type="checkbox"/> I did not gain any skills
EQ 2, 3	<p>13. (ONLY FOR RESPONDENTS WHO ANSWERED (a) for Q12 – U.S.E SKIP LOGIC)</p> <p>As a result of your interaction with the **Insert American Space Name**, to what extent did your English language skills improve (SELECT ONE)?</p> <ul style="list-style-type: none"> a. <input type="checkbox"/> My English improved a small amount b. <input type="checkbox"/> My English improved a moderate amount c. <input type="checkbox"/> My English improved a large amount d. <input type="checkbox"/> My English improved a very large amount
EQ 2, 3	<p>14. As a result of your interaction with the **Insert American Space Name**, is there anything else you learned about the United States or skills that you gained?</p> <ul style="list-style-type: none"> a. <input type="checkbox"/> Yes <ul style="list-style-type: none"> a. Please describe anything else you learned about the United States or skills you gained: (open-ended) b. <input type="checkbox"/> No
EQ 2	<p>15. Besides the **Insert American Space Name**, how else do you receive information about the United States? (SELECT ALL THAT APPLY)</p> <ul style="list-style-type: none"> a. <input type="checkbox"/> TV news program, newspaper, or online news sources b. <input type="checkbox"/> TV (not a news program) c. <input type="checkbox"/> Social Media d. <input type="checkbox"/> Movies e. <input type="checkbox"/> Books/Magazines f. <input type="checkbox"/> In person from friends or family g. <input type="checkbox"/> U.S. Department of State alumni network h. <input type="checkbox"/> Other: please describe how else you receive information about the United States (open-ended) i. <input type="checkbox"/> I do not receive information about the United States from other sources

EQ 2, 3	<p>16. As a result of your interaction with the **Insert American Space Name**, did you change your opinions, beliefs, or attitudes about the United States and its people either in a negative or positive way? (SELECT ONE)</p> <ul style="list-style-type: none"> a. <input type="checkbox"/> Yes, my opinions/beliefs/attitude about the United States and its people changed in a positive way <ul style="list-style-type: none"> a. Please describe how your opinions/beliefs/attitudes about the United States and its people changed in a positive way (open-ended) b. <input type="checkbox"/> Yes, my opinions/beliefs/attitude about the United States and its people changed in a negative way <ul style="list-style-type: none"> a. Please describe how your opinions/beliefs/attitudes about the United States and its people changed in a negative way (open-ended) c. <input type="checkbox"/> No change. My opinions/beliefs/attitudes about the United States and its people were previously <u>positive</u> and have remained <u>positive</u>. d. <input type="checkbox"/> No change. My opinions/beliefs/attitudes about the United States and its people were previously <u>negative</u> and have remained <u>negative</u>.
EQ 2, 3	<p>17. Please select all of the following that apply as a result of your experience(s) with the **Insert American Space Name**: (SELECT ALL THAT APPLY)</p> <ul style="list-style-type: none"> a. <input type="checkbox"/> I used the English language skills I gained b. <input type="checkbox"/> I used the business, technology, community engagement, or other practical skills I gained c. <input type="checkbox"/> I applied to visit, study, or work abroad in the United States but have not yet done so d. <input type="checkbox"/> I successfully visited, studied, or worked abroad in the United States e. <input type="checkbox"/> I became more involved in improving my community, religious center, school, workplace, or other aspect of society f. <input type="checkbox"/> I increased my interactions with Americans g. <input type="checkbox"/> I became more involved in local or international politics h. <input type="checkbox"/> I helped other people gain a better understanding of the United States i. <input type="checkbox"/> None
EQ 3	<p>18. (FOR ALUMNI ONLY - RESPONDENTS WHO ANSWERED (c) for Q1 – U.S.E SKIP LOGIC)</p> <p>Please rate the extent to which you agree or disagree with the following statement: “I feel more connected to my exchange program alumni network because of the **Insert American Space Name**”</p> <ul style="list-style-type: none"> a. <input type="checkbox"/> Strongly agree b. <input type="checkbox"/> Agree c. <input type="checkbox"/> Neither agree nor disagree d. <input type="checkbox"/> Disagree e. <input type="checkbox"/> Strongly disagree

EQ 3	<p>19. (FOR ALUMNI ONLY - RESPONDENTS WHO ANSWERED (c) for Q1 – U.S.E SKIP LOGIC)</p> <p>Please rate the extent to which you agree or disagree with the following statement: “I feel that the **Insert American Space Name** does a good job inviting me to share the knowledge and skills I gained through my exchange program with others”</p> <ul style="list-style-type: none"> a. <input type="checkbox"/> Strongly agree b. <input type="checkbox"/> Agree c. <input type="checkbox"/> Neither agree nor disagree d. <input type="checkbox"/> Disagree e. <input type="checkbox"/> Strongly disagree
EQ 3	<p>20. (FOR ALUMNI ONLY - RESPONDENTS WHO ANSWERED (c) for Q1 – U.S.E SKIP LOGIC)</p> <p>Please rate the extent to which you agree or disagree with the following statement: “I feel that the **Insert American Space Name** has done a good job supporting my personal or professional development after my exchange program”</p> <ul style="list-style-type: none"> a. <input type="checkbox"/> Strongly agree b. <input type="checkbox"/> Agree c. <input type="checkbox"/> Neither agree nor disagree d. <input type="checkbox"/> Disagree e. <input type="checkbox"/> Strongly disagree
EQ 3a, 3b	<p>21. (FOR ALUMNI ONLY - RESPONDENTS WHO ANSWERED (c) for Q1 – U.S.E SKIP LOGIC)</p> <p>What recommendations do you have to improve how the **Insert American Space Name** stays connected to and supports exchange program alumni?</p> <p>(Open-ended)</p>
EQ 3a, 3b	<p>22. What recommendations do you have to improve the services, programs, events, or physical environment of the **Insert American Space Name**?</p> <p>(Open-ended)</p>
EQ 2	<p>23. Have you talked to other people about your experiences at the **Insert American Space Name**? (SELECT ONE)</p> <ul style="list-style-type: none"> a. <input type="checkbox"/> Yes b. <input type="checkbox"/> No

EQ 2	<p>24. (ONLY FOR RESPONDENTS WHO ANSWERED (a) for Q23 – U.S.E SKIP LOGIC)</p> <p>Who have you talked to about your experiences at the **Insert American Space Name**? (SELECT ALL THAT APPLY)</p> <ul style="list-style-type: none"> a. <input type="checkbox"/> Relatives b. <input type="checkbox"/> Friends c. <input type="checkbox"/> Classmates d. <input type="checkbox"/> Teachers or school leaders e. <input type="checkbox"/> Coworkers f. <input type="checkbox"/> Neighbors g. <input type="checkbox"/> Members of my religious community h. <input type="checkbox"/> Government officials i. <input type="checkbox"/> Strangers j. <input type="checkbox"/> Other: please describe the other types of people you talked to about your experiences at the **Insert American Space Name** (open-ended)
EQ 3c	<p>25. Besides the **Insert American Space Name**, which other cultural centers have you visited? (SELECT ALL THAT APPLY)</p> <ul style="list-style-type: none"> a. <input type="checkbox"/> Center 1: Goethe-Institut b. <input type="checkbox"/> Center 2: Alliance Ethio-Francaise c. <input type="checkbox"/> Center 3: Italian Cultural Center d. <input type="checkbox"/> Center 4: British Council e. <input type="checkbox"/> Center 5: Confucius Institute at Addis Ababa University f. <input type="checkbox"/> Center 6: Russian Center for Science and Culture g. <input type="checkbox"/> Center 7: Other, please specify the name of the cultural center: (open-ended) h. <input type="checkbox"/> I have not visited any other cultural center
	<p>26. ONLY FOR RESPONDENTS WHO ANSWERED (a-g) for Q25 – U.S.E SKIP LOGIC</p> <p>Now we will ask you a series of questions about other cultural centers you may have visited. Have you ever visited the **Insert name of Center 1**?</p> <ul style="list-style-type: none"> a. <input type="checkbox"/> Yes b. <input type="checkbox"/> No
EQ 3c	<p>27. ONLY FOR RESPONDENTS WHO ANSWERED (a-g) for Q25 – U.S.E SKIP LOGIC</p> <p>How many times have you visited **Insert name of Center 1** in the last 12 months? (SELECT ONE)</p> <ul style="list-style-type: none"> c. <input type="checkbox"/> 1-5 times d. <input type="checkbox"/> 6-10 times e. <input type="checkbox"/> About once a month f. <input type="checkbox"/> About once a week g. <input type="checkbox"/> Daily h. <input type="checkbox"/> I did not physically visit this center in the 12 months before the COVID-19 pandemic

EQ 3c	<p>28. (ONLY FOR RESPONDENTS WHO ANSWERED (a-g) for Q26 – U.S.E SKIP LOGIC)</p> <p>What services, programs, or events have you participated in at the **Insert name of Center 1** (SELECT ALL THAT APPLY)</p> <ul style="list-style-type: none"> a. <input type="checkbox"/> Information about the country and its culture b. <input type="checkbox"/> Opportunities to study abroad in the country c. <input type="checkbox"/> Language training programs or events d. <input type="checkbox"/> Cultural exchange programs or events e. <input type="checkbox"/> Other: please describe the other services, programs, or events in which you participated at **Insert name of Center 1** (open-ended) f. <input type="checkbox"/> I don't know
EQ 3c	<p>29. (ONLY FOR RESPONDENTS WHO ANSWERED (a-g) for Q25 – U.S.E SKIP LOGIC)</p> <p>Please choose the statement that best describes how you feel about the **Insert name of Center 1** services, programs, or events compared to the **Insert American Space name** programs: (SELECT ONE)</p> <ul style="list-style-type: none"> a. <input type="checkbox"/> I prefer this center's programs over the **Insert American Space Name** programs b. <input type="checkbox"/> I prefer the **Insert American Space name** programs over this center's programs c. <input type="checkbox"/> I like the **Insert American Space name** programs and this center's programs equally d. <input type="checkbox"/> I don't like the programs of either cultural center e. <input type="checkbox"/> No opinion
EQ 3c	<p>30. (ONLY FOR RESPONDENTS WHO ANSWERED (a-g) for Q25 – U.S.E SKIP LOGIC)</p> <p>Besides services, programs, and events, is there anything else about **Insert name of Center 1** that you prefer over the **Insert American Space name**?</p> <ul style="list-style-type: none"> a. <input type="checkbox"/> Yes <ul style="list-style-type: none"> a. Please describe anything else from this center that you prefer over the **Insert American Space name**: (open-ended) b. <input type="checkbox"/> No
EQ 3c	<p>31. (ONLY FOR RESPONDENTS WHO ANSWERED (a-g) for Q25 – U.S.E SKIP LOGIC)</p> <p>Please choose the statement that best describes how you feel about **Insert name of Center 1**'s country: (SELECT ONE)</p> <ul style="list-style-type: none"> a. <input type="checkbox"/> I would rather visit, study, or work in this center's country over the United States b. <input type="checkbox"/> I would rather visit, study, or work in the United States over this center's country c. <input type="checkbox"/> I would like to visit, study, or work in both countries equally d. <input type="checkbox"/> I don't want to visit, study, or work in either country e. <input type="checkbox"/> No opinion

EQ 3c	<p>32. (ONLY FOR RESPONDENTS WHO ANSWERED (a-g) for Q25 – U.S.E SKIP LOGIC)</p> <p>Please choose the statement that best describes your knowledge about **Insert name of Center 1**'s country: (SELECT ONE)</p> <p>a. <input type="checkbox"/> I know more about this center's country's culture over the United States' culture</p> <p>b. <input type="checkbox"/> I know more about the United States' culture over this center's country's culture</p> <p>c. <input type="checkbox"/> I know about the cultures of both countries equally</p> <p>d. <input type="checkbox"/> I don't know anything about the cultures of either countries</p> <p>e. <input type="checkbox"/> No opinion</p>
EQ 3c	<p>33. (ONLY FOR RESPONDENTS WHO ANSWERED (a-g) for Q25 – U.S.E SKIP LOGIC)</p> <p>Please choose the statement that best describes your desire to learn the language spoken in (Center 1)'s country: (SELECT ONE)</p> <p>a. <input type="checkbox"/> I would rather learn this center's language over American English</p> <p>b. <input type="checkbox"/> I would rather learn American English over this center's language</p> <p>c. <input type="checkbox"/> I would like to learn the languages of both countries equally</p> <p>d. <input type="checkbox"/> I do not want to learn the language of either countries</p> <p>e. <input type="checkbox"/> No opinion</p>
EQ 3c	<p>34. (ONLY FOR RESPONDENTS WHO ANSWERED (a-g) for Q25 – U.S.E SKIP LOGIC)</p> <p>Are there services, programs, or events that the **Insert name of Center 1** provides that you would like to see at the **Insert American Space Name**? (SELECT ONE)</p> <p>a. <input type="checkbox"/> Yes</p> <p style="padding-left: 40px;">a. Please describe the services, program, and events from **Insert name of Center 1** that you would like to see at the **Insert American Space name**: (open-ended)</p> <p>b. <input type="checkbox"/> No</p>
	<p>**Thank you for your time and participation**</p>
	<p>(REPEAT QUESTIONS 26-34 FOR EACH CULTURAL CENTER OPTION WRITTEN UNDER QUESTION 25)</p>

FGD GUIDE—AMERICAN SPACES PROGRAM ALUMNI, CURRENT PARTICIPANTS, OR VISITORS

A. FGD INFORMATION

FGD ID:

Date/Time:

Country:

Name of American Space:

FGD Respondent Group:

☐ Alumni

☐ Participants

☐ Visitors

Name of Associated Program(s):

Facilitator Name:

Notetaker Name:

EQ 2
(10 mins)

1. **DISCUSSION PROMPT:** What American Space programs have you participated in and why?

[NOTE: Get an understanding of which activities, how many, and for how long. Try to focus conversation on programs prior to March 2020 and the COVID19 pandemic. If they have only attended virtual programs after March 2020 then they can talk about those programs.]

PROBES:

A. How long have you been coming to the American Space?

B. What made you want to come to the American Space in the first place?

C. What made you choose to participate in these programs?

EQ 2
(10 mins)

2. **DISCUSSION PROMPT:** Before attending these programs, how would you describe your knowledge and opinion of the United States and its culture?

PROBES:

A. How much did you know about the United States and American Culture before attending?

B. What sort of things did you know about the United States before attending?

C. How/From whom did you learn about these things?

D. Before attending, was your opinion about the United States more positive, more negative or neutral?

EQ 2
(10 mins)

3. **DISCUSSION PROMPT:** After attending these programs, how would you describe your current knowledge and opinion of the United States and its culture, compared to before?

PROBES:

A. In what ways did your knowledge and/or opinion of the United States/American Culture change at all? Why?

B. In what ways have your knowledge and/or opinion stayed the same? Why?

C. Were there things you thought you knew, but they turned out to be untrue? What were those things?

EQ 2
(15 mins)

4. **DISCUSSION PROMPT:** How was what you've described about your knowledge and opinion change lead to any changes in your behavior or actions you've taken?

PROBES:

A. Are there things you have done individually, within your family, or within your community that you wouldn't have done if you hadn't visited the Space? Why?

B. Did knowledge or attitude change lead you to participate in any other programs/services related to the Space or the United States?

EQ 3
(15 mins)

5. **DISCUSSION PROMPT:** What do you think about the programs in which you participated? What do you think about this American Space in general?

PROBES:

- A. *What did you like about them?*
- B. *What didn't you like about them?*
- C. *What do you like and dislike about the Space environment itself, staff, hours, technology, security, etc.?*

EQ 3c
(15 mins)

6. **DISCUSSION PROMPT:** How does the American Space compare to other cultural centers in this country?

PROBES:

- A. *Which other cultural centers have you been to or heard about?*
- B. *What are the similarities between the American Space and the other cultural centers?*
- C. *What are the differences between American Spaces and the other cultural centers?*
- D. *Which cultural centers or their programs do you like better and why?*
- E. *Which cultural centers or their programs do your friends and/or family like better and why?*

EQ 2, 3
(15 mins)

7. **DISCUSSION PROMPT:** What would you change about the American Space to make it better?

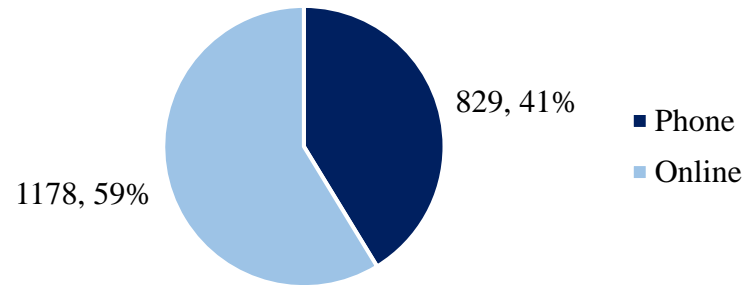
PROBES:

- A. *What changes would you make to the physical environment?*
 - B. *What could the programs do to make sure people learn more about the United States?*
 - C. *What could the Space do to attract more visitors or participants?*
-

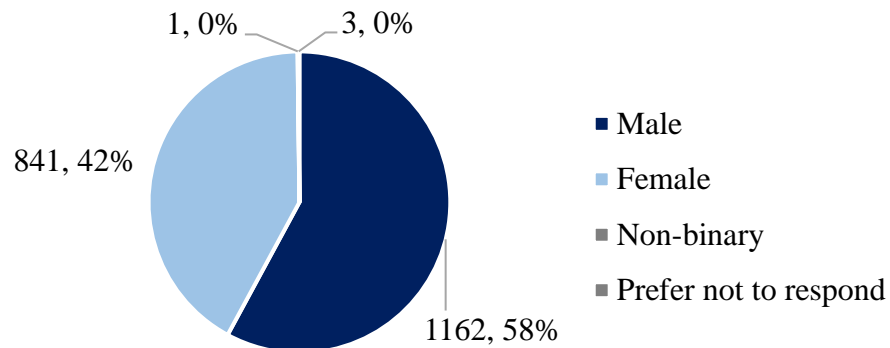
ANNEX 6: SURVEY RESULTS

A. Survey Respondent Demographics (see Excel Spreadsheet for Demographics by Country)

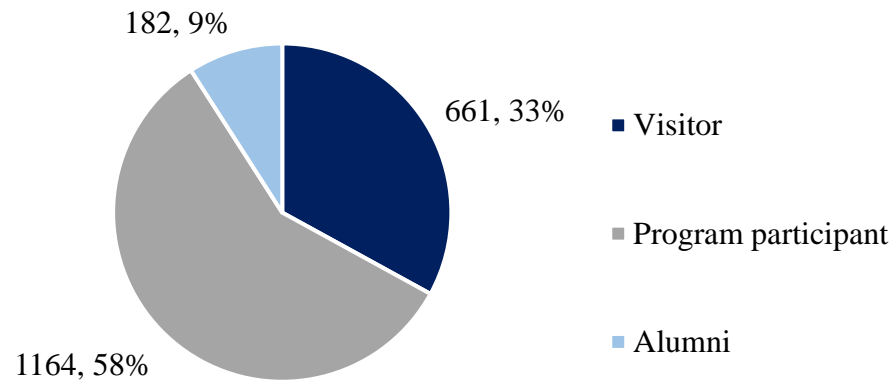
Administration Method ($n = 2,007$)



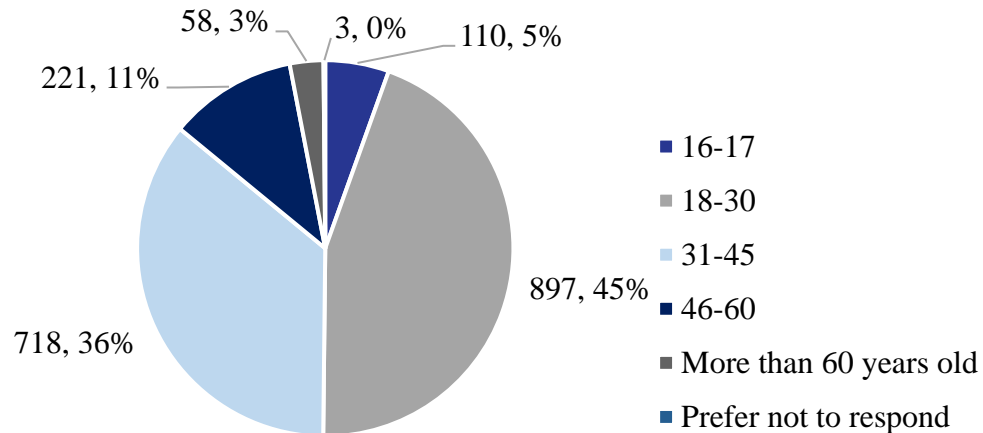
Respondents by Gender ($n = 2,007$)



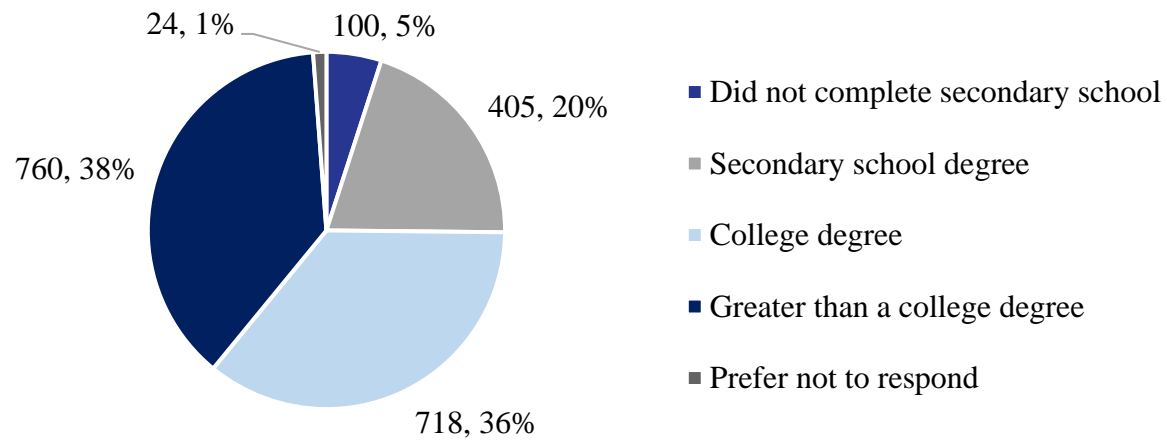
Respondents by Participant Type ($n = 2,007$)



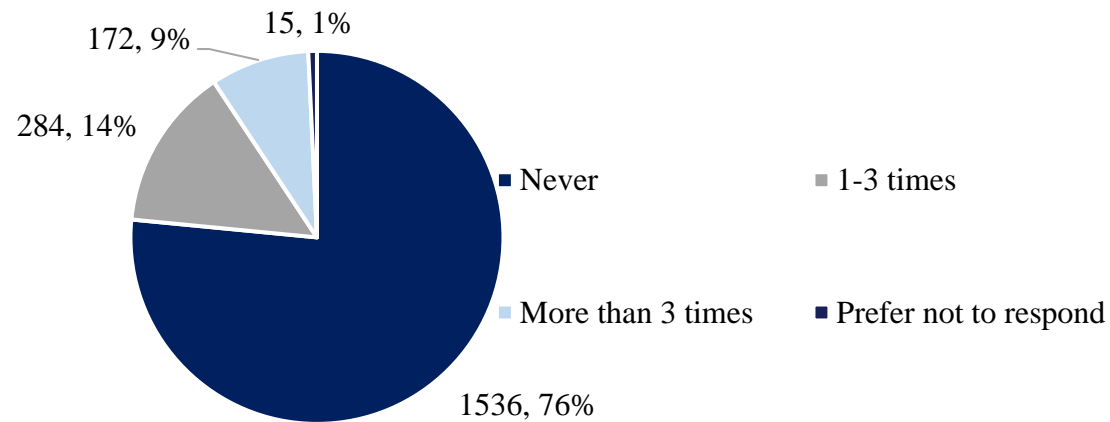
Respondents by Age Group ($n = 2,007$)



Respondents by Education Level ($n = 2,007$)

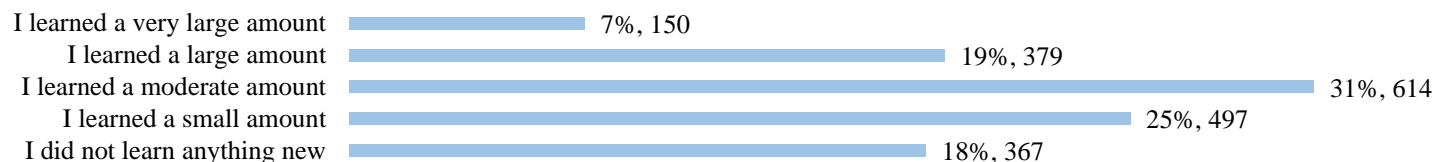


Respondents by Visits to the United States ($n = 2,007$)



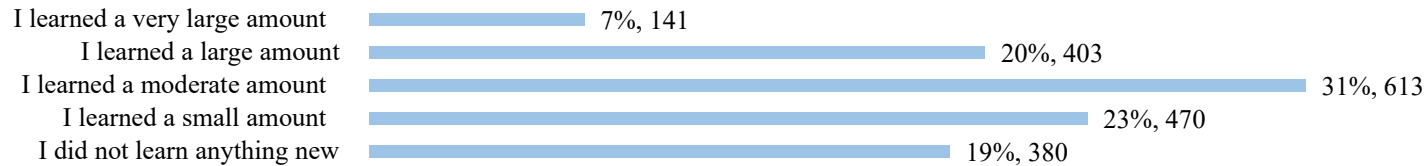
B. Survey Results: Knowledge

As a result of your interaction with [Space], to what extent did you learn new information about daily life in the United States that you did not previously know?
(all respondents; $n = 2,007$)



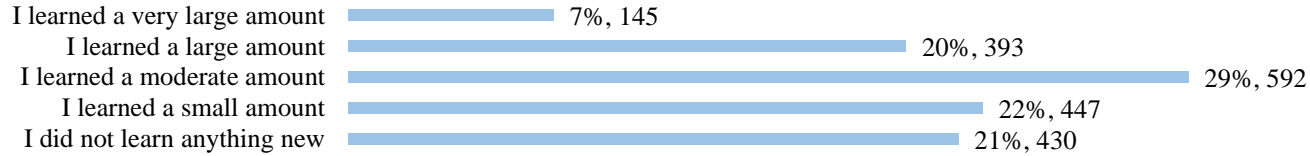
As a result of your interaction with [Space], to what extent did you learn new information about daily life in the United States?												
	I did not learn anything new		I learned a small amount		I learned a moderate amount		I learned a large amount		I learned a very large amount		TOTAL	
	#	%	#	%	#	%	#	%	#	%	#	%
All respondents	367	18%	497	25%	614	31%	379	19%	150	7%	2007	100%
Disaggregated by Space Type												
Corners	57	9%	125	20%	237	38%	145	23%	56	9%	620	100%
Centers	269	24%	313	28%	298	27%	176	16%	62	6%	1118	100%
BNCs	41	15%	59	22%	79	29%	58	22%	32	12%	269	100%
Disaggregated by Gender												
Male	224	19%	315	27%	323	28%	219	19%	81	7%	1162	100%
Female	143	17%	181	22%	290	34%	158	19%	69	8%	841	100%
Non-binary	0	0%	0	0%	1	100%	0	0%	0	0%	1	100%
Prefer not to respond	0	0%	1	33%	0	0%	2	67%	0	0%	3	100%
Disaggregated by Respondent Type												
Visitors	156	24%	246	37%	166	25%	69	10%	24	4%	661	100%
Participants	191	16%	215	18%	393	34%	263	23%	102	9%	1164	100%
Alumni	20	11%	36	20%	55	30%	47	26%	24	13%	182	100%

As a result of your interaction with the [Space], to what extent did you learn new information about American cultural elements?
(all respondents; $n = 2,007$)



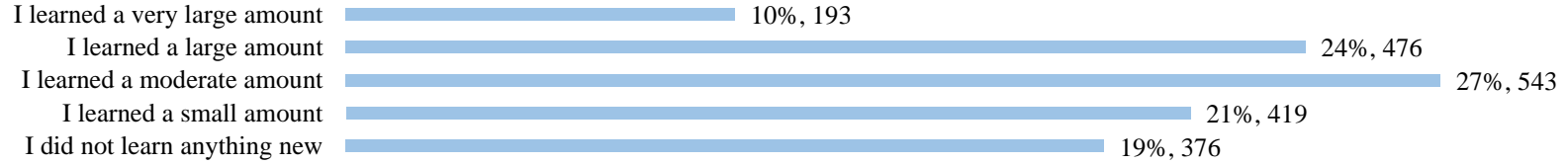
As a result of your interaction with the [Space], to what extent did you learn new information about American cultural elements that you did not previously know?												
	I did not learn anything new		I learned a small amount		I learned a moderate amount		I learned a large amount		I learned a very large amount		TOTAL	
	#	%	#	%	#	%	#	%	#	%	#	%
All respondents	380	19%	470	23%	613	31%	403	20%	141	7%	2007	100%
Disaggregated by Space Type												
Corners	71	11%	108	17%	252	41%	142	23%	47	8%	620	100%
Centers	260	23%	313	28%	292	26%	198	18%	55	5%	1118	100%
BNCs	49	18%	49	18%	69	26%	63	23%	39	14%	269	100%
Disaggregated by Gender												
Male	229	20%	297	26%	334	29%	220	19%	82	7%	1162	100%
Female	151	18%	172	20%	277	33%	182	22%	59	7%	841	100%
Non-binary	0	0%	0	0%	1	100%	0	0%	0	0%	1	100%
Prefer not to respond	0	0%	1	33%	1	33%	1	33%	0	0%	3	100%
Disaggregated by Respondent Type												
Visitors	169	26%	220	33%	171	26%	74	11%	27	4%	661	100%
Participants	187	16%	225	19%	373	32%	284	24%	95	8%	1164	100%
Alumni	24	13%	25	14%	69	38%	45	25%	19	10%	182	100%

As a result of your interaction with the [Space], to what extent did you learn new information about the diversity of the American people?
(all respondents; $n = 2,007$)



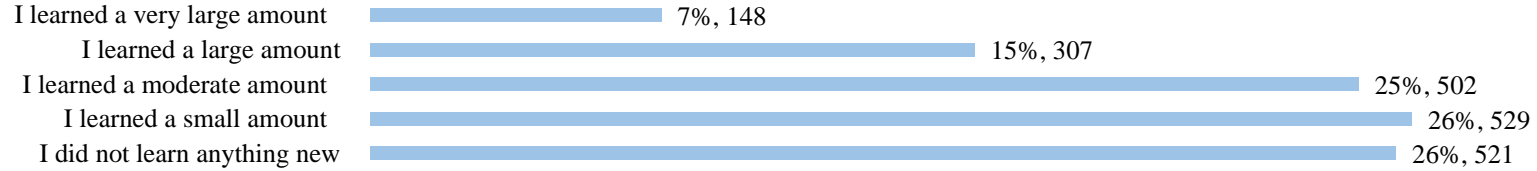
As a result of your interaction with the [Space], to what extent did you learn new information about the diversity of the American people that you did not previously know?												
	I did not learn anything new		I learned a small amount		I learned a moderate amount		I learned a large amount		I learned a very large amount		TOTAL	
	#	%	#	%	#	%	#	%	#	%	#	%
All respondents	430	21%	447	22%	592	29%	393	63%	145	23%	2007	160%
Disaggregated by Space Type												
Corners	91	15%	131	21%	251	40%	103	17%	44	7%	620	100%
Centers	284	25%	265	24%	274	25%	223	20%	72	6%	1118	100%
BNCs	55	20%	51	19%	67	25%	67	25%	29	11%	269	100%
Disaggregated by Gender												
Male	238	20%	271	23%	335	29%	222	19%	96	8%	1162	100%
Female	192	23%	174	21%	256	30%	170	20%	49	6%	841	100%
Non-binary	0	0%	0	0%	1	100%	0	0%	0	0%	1	100%
Prefer not to respond	0	0%	2	67%	0	0%	1	33%	0	0%	3	100%
Disaggregated by Respondent Type												
Visitors	183	28%	196	30%	151	23%	98	15%	33	5%	661	100%
Participants	214	18%	230	20%	380	33%	252	22%	88	8%	1164	100%
Alumni	33	18%	21	12%	61	34%	43	24%	24	13%	182	100%

As a result of your interaction with the [Space], to what extent did you learn new information about American values?
(all respondents; $n = 2,007$)



As a result of your interaction with the [Space], to what extent did you learn new information about American values that you did not previously know?												
	I did not learn anything new		I learned a small amount		I learned a moderate amount		I learned a large amount		I learned a very large amount		TOTAL	
	#	%	#	%	#	%	#	%	#	%	#	%
All respondents	376	19%	419	21%	543	27%	476	24%	193	10%	2007	100%
Disaggregated by Space Type												
Corners	86	14%	117	19%	211	34%	153	25%	53	9%	620	100%
Centers	244	22%	245	22%	265	24%	263	24%	101	9%	1118	100%
BNCs	46	17%	57	21%	67	25%	60	22%	39	14%	269	100%
Disaggregated by Gender												
Male	212	18%	246	21%	310	27%	270	23%	124	11%	1162	100%
Female	163	19%	173	21%	232	28%	204	24%	69	8%	841	100%
Non-binary	0	0%	0	0%	1	100%	0	0%	0	0%	1	100%
Prefer not to respond	1	33%	0	0%	0	0%	2	67%	0	0%	3	100%
Disaggregated by Respondent Type												
Visitors	152	23%	183	28%	156	24%	126	19%	44	7%	661	100%
Participants	201	17%	211	18%	340	29%	294	25%	118	10%	1164	100%
Alumni	23	13%	25	14%	47	26%	56	31%	31	17%	182	100%

As a result of your interaction with the [Space] to what extent did you learn new information about American politics?
(all respondents; $n = 2,007$)



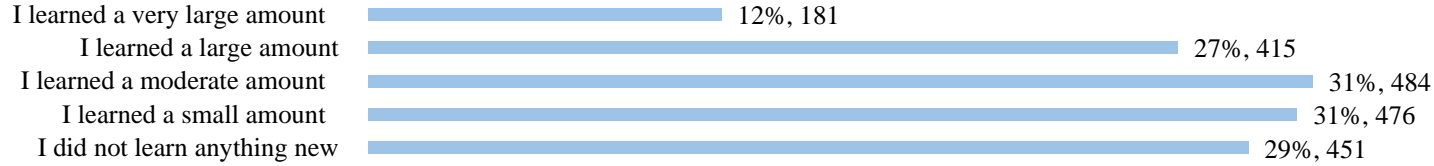
As a result of your interaction with the [Space] to what extent did you learn new information about American politics that you did not previously know?												
	I did not learn anything new		I learned a small amount		I learned a moderate amount		I learned a large amount		I learned a very large amount		TOTAL	
	#	%	#	%	#	%	#	%	#	%	#	%
All respondents	521	26%	529	26%	502	25%	307	15%	148	7%	2007	100%
Disaggregated by Space Type												
Corners	145	23%	169	27%	179	29%	79	13%	48	8%	620	100%
Centers	318	28%	272	24%	264	24%	186	17%	78	7%	1118	100%
BNCs	58	22%	88	33%	59	22%	42	16%	22	8%	269	100%
Disaggregated by Gender												
Male	270	23%	298	26%	289	25%	202	17%	103	9%	1162	100%
Female	250	30%	230	27%	212	25%	104	12%	45	5%	841	100%
Non-binary	0	0%	1	100%	0	0%	0	0%	0	0%	1	100%
Prefer not to respond	1	33%	0	0%	1	33%	1	33%	0	0%	3	100%
Disaggregated by Respondent Type												
Visitors	189	29%	191	29%	150	23%	94	14%	37	6%	661	100%
Participants	299	26%	295	25%	290	25%	188	16%	92	8%	1164	100%
Alumni	33	18%	43	24%	62	34%	25	14%	19	10%	182	100%

As a result of your interaction with the [Space], to what extent did you learn new information about American perspectives on global issues?
(all respondents; $n = 2,007$)



As a result of your interaction with the [Space], to what extent did you learn new information about American perspectives on global issues that you did not previously know?												
	I did not learn anything new		I learned a small amount		I learned a moderate amount		I learned a large amount		I learned a very large amount		TOTAL	
	#	%	#	%	#	%	#	%	#	%	#	%
All respondents	439	22%	461	23%	582	29%	387	19%	138	7%	2007	100%
Disaggregated by Space Type												
Corners	102	16%	145	23%	224	36%	107	17%	42	7%	620	100%
Centers	276	25%	254	23%	282	25%	228	20%	78	7%	1118	100%
BNCs	61	23%	62	23%	76	28%	52	19%	18	7%	269	100%
Disaggregated by Gender												
Male	229	20%	260	22%	341	29%	238	20%	94	8%	1162	100%
Female	210	25%	199	24%	241	29%	147	17%	44	5%	841	100%
Non-binary	0	0%	1	100%	0	0%	0	0%	0	0%	1	100%
Prefer not to respond	0	0%	1	33%	0	0%	2	67%	0	0%	3	100%
Disaggregated by Respondent Type												
Visitors	178	27%	184	28%	150	23%	108	16%	41	6%	661	100%
Participants	234	20%	245	21%	366	31%	237	20%	82	7%	1164	100%
Alumni	27	15%	32	18%	66	36%	42	23%	15	8%	182	100%

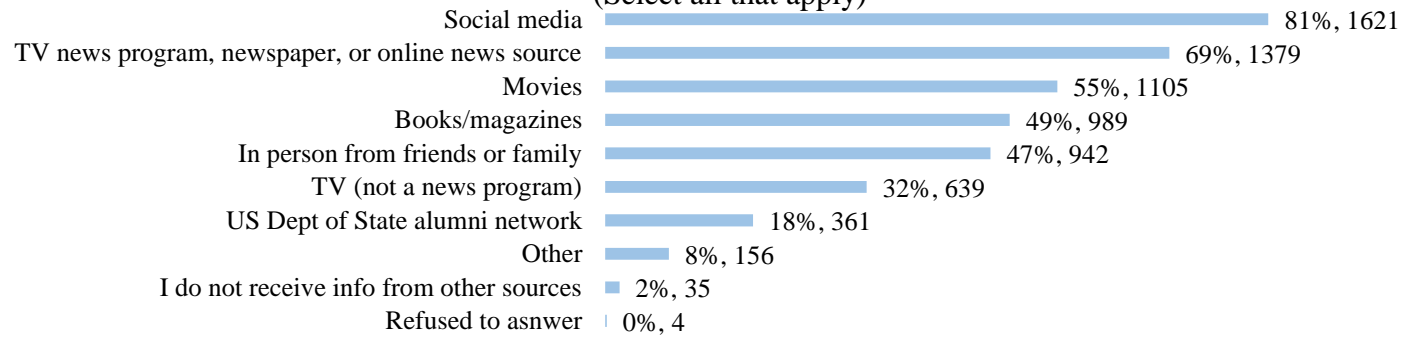
As a result of your interaction with the [Space], to what extent did you learn new information about how to visit, study, or work in the United States?
(all respondents; $n = 2,007$)



As a result of your interaction with the [Space], to what extent did you learn new information about how to visit, study, or work in the United States that you did not previously know?												
	I did not learn anything new		I learned a small amount		I learned a moderate amount		I learned a large amount		I learned a very large amount		TOTAL	
	#	%	#	%	#	%	#	%	#	%	#	%
All respondents	451	22%	476	24%	484	24%	415	21%	181	9%	2007	100%
Disaggregated by Space Type												
Corners	107	17%	133	21%	169	27%	149	24%	62	10%	620	100%
Centers	288	26%	286	26%	255	23%	199	18%	90	8%	1118	100%
BNCs	56	21%	57	21%	60	22%	67	25%	29	11%	269	100%
Disaggregated by Gender												
Male	244	21%	286	25%	279	24%	241	21%	112	10%	1162	100%
Female	207	25%	188	22%	204	24%	173	21%	69	8%	841	100%
Non-binary	0	0%	1	100%	0	0%	0	0%	0	0%	1	100%
Prefer not to respond	0	0%	1	33%	1	33%	1	33%	0	0%	3	100%
Disaggregated by Respondent Type												
Visitors	177	27%	196	30%	145	22%	107	16%	36	5%	661	100%
Participants	243	21%	240	21%	290	25%	271	23%	120	10%	1164	100%
Alumni	31	17%	40	22%	49	27%	37	20%	25	14%	182	100%

Please describe how else you receive information about the United States

(Select all that apply)



Besides the [Space], how else do you receive information about the United States?																				
	TV news program, newspaper, or online news sources		TV (not a news program)		Social Media		Movies		Books/Magazines		In person from friends or family		U.S. Department of State alumni network		Other		I do not receive information about the United States from other sources		Refused	
	#	%	#	%	#	%	#	%	#	%	#	%	#	%	#	%	#	%	#	%
All respondents	1379	69%	639	32%	1621	81%	1105	55%	989	49%	942	47%	361	18%	156	8%	35	2%	4	0%
Corners	410	66%	148	24%	490	79%	285	46%	299	48%	270	44%	109	18%	59	10%	9	1%	2	0%
Centers	768	69%	385	34%	909	81%	656	59%	548	49%	519	46%	186	17%	59	5%	21	2%	0	0%
BNCs	201	75%	106	39%	222	83%	164	61%	142	53%	153	57%	66	25%	38	14%	5	2%	2	1%
Male	780	67%	374	32%	958	82%	624	54%	529	46%	500	43%	214	18%	80	7%	22	2%	3	0%
Female	595	71%	263	31%	660	78%	477	57%	457	54%	439	52%	146	17%	76	9%	13	2%	1	0%
Non-binary	1	100%	0	0%	1	100%	1	100%	1	100%	0	0%	0	0%	0	0%	0	0%	0	0%
Prefer not to respond	3	100%	2	67%	2	67%	3	100%	2	67%	3	100%	1	33%	0	0%	0	0%	0	0%
Visitors	410	62%	191	29%	503	76%	313	47%	264	40%	277	42%	77	12%	36	5%	21	3%	2	0%
Participants	830	71%	374	32%	965	83%	697	60%	625	54%	578	50%	177	15%	98	8%	14	1%	2	0%
Alumni	139	76%	74	41%	153	84%	95	52%	100	55%	87	48%	107	59%	22	12%	0	0%	0	0%

As a result of your interaction with the [Space] to what extent did
your English language skills improve?
(all relevant respondents; $n = 1,183$)



As a result of your interaction with the [Space], to what extent did your English language skills improve?										
	My English improved a small amount		My English improved a moderate amount		My English improved a large amount		My English improved a very large amount		TOTAL	
	#	%	#	%	#	%	#	%	#	%
All respondents	257	22%	433	37%	333	28%	160	14%	1183	100%
Disaggregated by Space Type										
Corners	96	23%	177	43%	102	25%	40	10%	415	100%
Centers	140	24%	221	38%	172	30%	48	8%	581	100%
BNCs	21	11%	35	19%	59	32%	72	39%	187	100%
Disaggregated by Gender										
Male	158	24%	241	37%	169	26%	83	13%	651	100%
Female	99	19%	192	36%	160	30%	77	15%	528	100%
Non-binary	0	0%	0	0%	1	100%	0	0%	1	100%
Prefer not to respond	0	0%	0	0%	3	100%	0	0%	3	100%
Disaggregated by Respondent Type										
Visitors	106	33%	130	40%	67	21%	20	6%	323	100%
Participants	132	18%	270	36%	233	31%	115	15%	750	100%
Alumni	19	17%	33	30%	33	30%	25	23%	110	100%

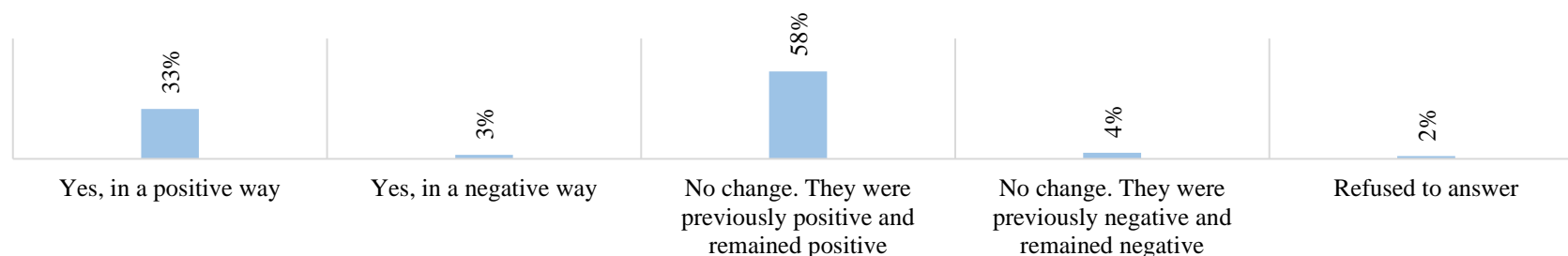
As a result of your experience with the [Space], did you gain or improve any of the following skills
(Select all that apply):



As a result of your experience with the [Space], did you gain or improve any of the following skills (Select all that apply):												
	I did not gain any skills		I improved my English language skills		I gained business skills		I improved my ability to work with technology		I gained community engagement skills		Other	
	#	%	#	%	#	%	#	%	#	%	#	%
All respondents (n = 2,007)	284	14%	1183	59%	471	23%	741	37%	986	49%	265	13%
Disaggregated by Space Type												
Corners (n = 620)	54	9%	415	67%	155	25%	261	42%	308	50%	96	15%
Centers (n = 1,118)	196	18%	581	52%	219	20%	378	34%	541	48%	201	18%
BNCs (n = 269)	34	13%	187	70%	97	36%	102	38%	137	51%	65	24%
Disaggregated by Gender												
Male (n = 1,162)	185	16%	651	56%	263	23%	441	38%	558	48%	133	11%
Female (n = 841)	99	12%	528	63%	206	24%	298	35%	426	51%	132	16%
Non-binary (n = 1)	0	0%	1	100%	0	0%	0	0%	0	0%	0	0%
Prefer not to respond (n = 3)	0	0%	3	100%	2	67%	2	67%	2	67%	0	0%
Disaggregated by Respondent Type												
Visitors (n = 661)	178	27%	323	49%	82	12%	153	23%	197	30%	41	6%
Participants (n = 1,164)	88	8%	750	64%	323	28%	505	43%	667	57%	187	16%
Alumni (n = 182)	18	10%	110	60%	66	36%	83	46%	122	67%	37	20%

C. Survey Results: Attitudes and Beliefs

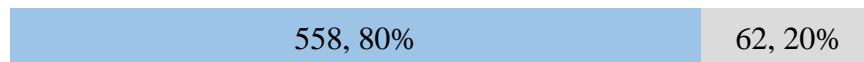
As a result of your interaction with the [Space], did you change your opinions, beliefs, or attitudes about the United States and its people either in a negative or positive way? (all respondents; $n = 2,007$)



As a result of your interaction with the [Space], did you change your opinions, beliefs, or attitudes about the United States and its people either in a negative or positive way?												
	Yes, my opinions/beliefs/attitudes about the United States and its people changed in a positive way		Yes, my opinions/beliefs/attitudes about the United States and its people changed in a negative way		No change. My opinions/beliefs/attitudes about the United States and its people were previously positive and have remained positive		No change. My opinions/beliefs/attitudes about the United States and its people were previously negative and have remained negative		Refused to answer		TOTAL	
	#	%	#	%	#	%	#	%	#	%	#	%
All respondents	666	33%	54	3%	1168	58%	83	4%	36	2%	2007	100%
Disaggregated by Space Type												
Corners	181	29%	12	2%	408	66%	9	1%	10	2%	620	100%
Centers	424	38%	36	3%	573	51%	70	6%	15	1%	1118	100%
BNCs	61	23%	6	2%	187	70%	4	1%	11	4%	269	100%
Disaggregated by Gender												
Male	442	38%	32	3%	615	53%	61	5%	12	1%	1162	100%
Female	222	26%	22	3%	552	66%	21	2%	24	3%	841	100%
Non-binary	0	0%	0	0%	1	100%	0	0%	0	0%	1	100%
Prefer not to respond	2	67%	0	0%	0	0%	1	33%	0	0%	3	100%
Disaggregated by Respondent Type												
Visitors	261	39%	23	3%	323	49%	47	7%	7	1%	661	100%
Participants	355	30%	28	2%	719	62%	35	3%	27	2%	1164	100%
Alumni	50	27%	3	2%	126	69%	1	1%	2	1%	182	100%

D. Survey Results: Behaviors

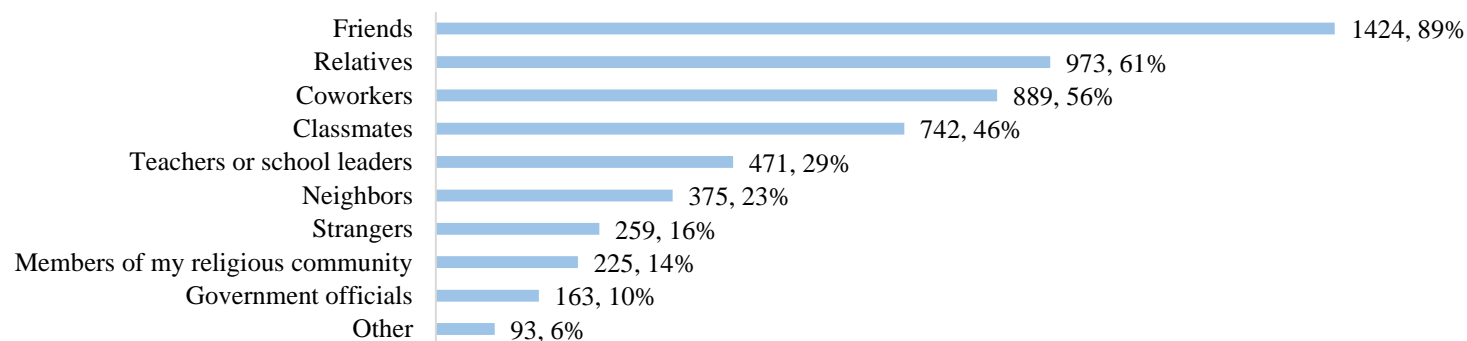
Have you talked to other people about your experiences at the [Space]?
(all respondents; $n = 2,007$)



■ Yes ■ No

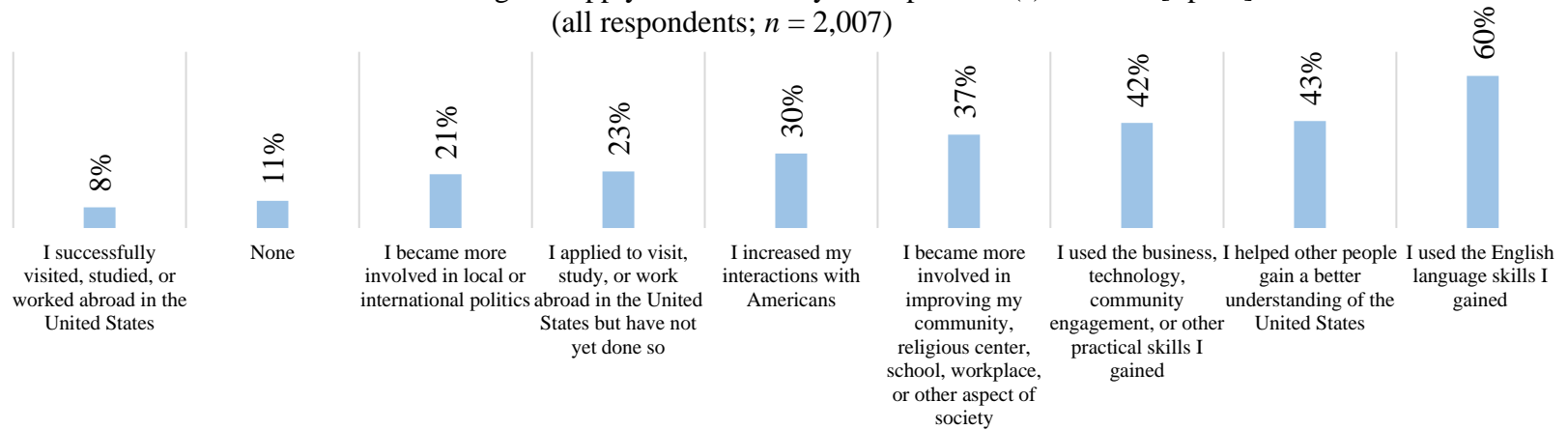
Have you talked to other people about your experiences at the [Space]?						
	Yes		No		TOTAL	
	#	%	#	%	#	%
All respondents	1,599	80%	408	20%	2007	100%
Disaggregated by Space Type						
Corners	558	90%	62	10%	620	100%
Centers	820	73%	298	27%	1118	100%
BNCs	221	82%	48	18%	269	100%
Disaggregated by Gender						
Male	866	75%	296	25%	1162	100%
Female	729	87%	112	13%	841	100%
Non-binary	1	100%	0	0%	1	100%
Prefer not to respond	3	100%	0	0%	3	100%
Disaggregated by Respondent Type						
Visitors	406	61%	255	39%	661	100%
Participants	1,041	89%	123	11%	1164	100%
Alumni	152	84%	30	16%	182	100%

Who have you talked to about your experiences at the [Space]
(Select all that apply) (all relevant respondents; *n* = 1,599)



	Who have you talked to about your experiences at the [Space]? (SELECT ALL THAT APPLY)																			
	Relatives		Friends		Classmates		Teachers or school leaders		Coworkers		Neighbors		Members of my religious community		Government officials		Strangers		Other	
	#	%	#	%	#	%	#	%	#	%	#	%	#	%	#	%	#	%	#	%
All relevant respondents (n = 1,599)	973	61%	1424	89%	742	46%	471	29%	889	56%	375	23%	225	14%	163	10%	259	16%	93	6%
Disaggregated by Space Type																				
Corners (n = 558)	264	47%	480	86%	178	32%	156	28%	267	48%	130	23%	73	13%	43	8%	93	17%	55	10%
Centers (n = 820)	512	62%	742	90%	420	51%	211	26%	524	64%	174	21%	103	13%	101	12%	114	14%	26	3%
BNCs (n = 221)	197	89%	202	91%	144	65%	104	47%	98	44%	71	32%	49	22%	19	9%	52	24%	12	5%
Disaggregated by Gender																				
Male (n = 866)	514	59%	787	91%	410	47%	212	24%	479	55%	222	26%	142	16%	107	12%	139	16%	43	5%
Female (n = 729)	455	62%	633	87%	328	45%	257	35%	408	56%	151	21%	83	11%	55	8%	118	16%	50	7%
Non-binary (n = 1)	1	100%	1	100%	1	100%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%
Prefer not to respond (n = 3)	3	100%	3	100%	3	100%	2	67%	2	67%	2	67%	0	0%	1	33%	2	67%	0	0%
Disaggregated by Respondent Type																				
Visitors (n = 406)	223	55%	357	88%	149	37%	78	19%	213	52%	83	20%	49	12%	31	8%	50	12%	12	3%
Participants (n = 1,041)	652	63%	933	90%	523	50%	340	33%	583	56%	250	24%	151	15%	95	9%	170	16%	68	7%
Alumni (n = 152)	98	64%	134	88%	70	46%	53	35%	93	61%	42	28%	25	16%	37	24%	39	26%	13	9%

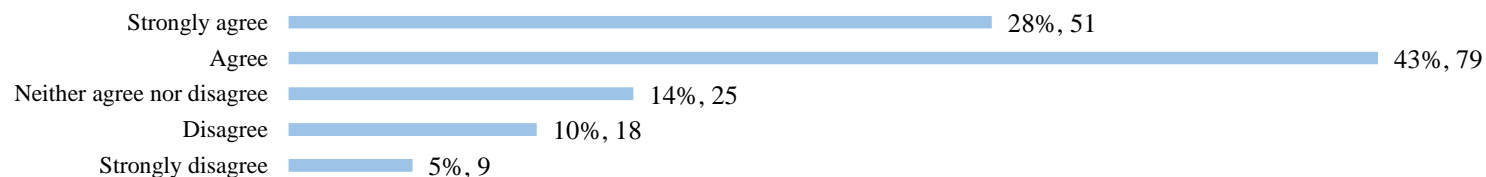
Select all of the following that apply as a result of your experience(s) with the [Space]
(all respondents; n = 2,007)



	Please select all of the following that apply as a result of your experience(s) with the [Space]:																			
	I used the English language skills I gained		I used the business, technology, community engagement, or other practical skills I gained		I applied to visit, study, or work abroad in the United States but have not yet done so		I successfully visited, studied, or worked abroad in the United States		I became more involved in improving my community, religious center, school, workplace, or other aspect of society		I increased my interactions with Americans		I became more involved in local or international politics		I helped other people gain a better understanding of the United States		None		Refused to answer	
	#	%	#	%	#	%	#	%	#	%	#	%	#	%	#	%	#	%	#	%
All respondents	1214	60%	837	42%	452	23%	164	8%	745	37%	595	30%	428	21%	854	43%	218	11%	3	0%
Disaggregated by Space Type																				
Corners	402	65%	245	40%	96	15%	49	8%	204	33%	176	28%	99	16%	268	43%	46	7%	0	0%
Centers	627	56%	461	41%	303	27%	81	7%	414	37%	320	29%	284	25%	456	41%	147	13%	0	0%
BNCs	185	69%	131	49%	53	20%	34	13%	127	47%	99	37%	45	17%	130	48%	25	9%	3	1%
Disaggregated by Gender																				
Male	677	58%	496	43%	297	26%	94	8%	429	37%	353	30%	282	24%	489	42%	137	12%	1	0%
Female	534	63%	340	40%	154	18%	69	8%	315	37%	241	29%	146	17%	364	43%	81	10%	2	0%
Non-binary	1	100%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%
Prefer not to respond	2	67%	1	33%	1	33%	1	33%	1	33%	1	33%	0	0%	1	33%	0	0%	0	0%
Disaggregated by Respondent Type																				
Visitors	348	53%	175	26%	175	26%	41	6%	158	24%	133	20%	101	15%	225	34%	142	21%	1	0%
Participants	760	65%	560	48%	247	21%	66	6%	490	42%	379	33%	276	24%	524	45%	64	5%	2	0%
Alumni	106	58%	102	56%	30	16%	57	31%	97	53%	83	46%	51	28%	105	58%	12	7%	0	0%

E. Survey Results: Alumni Questions

Please rate the extent to which you agree or disagree with the following statement: “I feel more connected to my exchange program alumni network because of the [Space]”
(alumni respondents; $n = 182$)

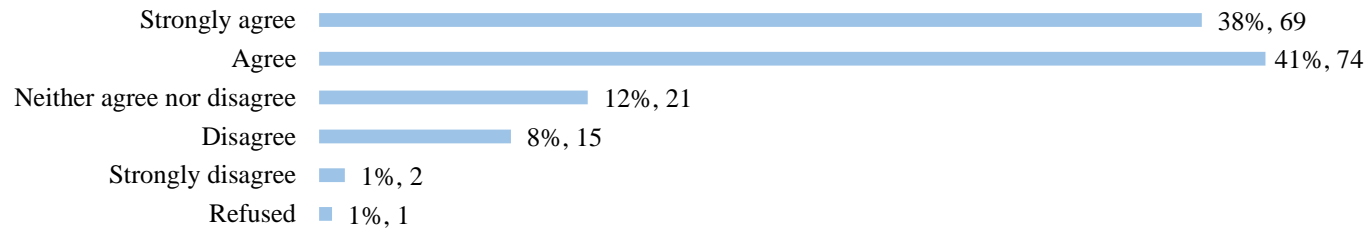


Please rate the extent to which you agree or disagree with the following statement: “I feel more connected to my exchange program alumni network because of the [Space]”												
	Strongly agree		Agree		Neither agree nor disagree		Disagree		Strongly disagree		TOTAL	
	#	%	#	%	#	%	#	%	#	%	#	%
All alumni respondents	51	28%	79	43%	25	14%	18	10%	9	5%	182	100%
Corners	24	30%	32	41%	8	10%	9	11%	6	8%	79	100%
Centers	17	29%	29	49%	7	12%	4	7%	2	3%	59	100%
BNCs	10	23%	18	41%	10	23%	5	11%	1	2%	44	100%
Male	30	31%	44	45%	11	11%	10	10%	2	2%	97	100%
Female	21	25%	35	41%	14	16%	8	9%	7	8%	85	100%

Please rate the extent to which you agree or disagree with the following statement:

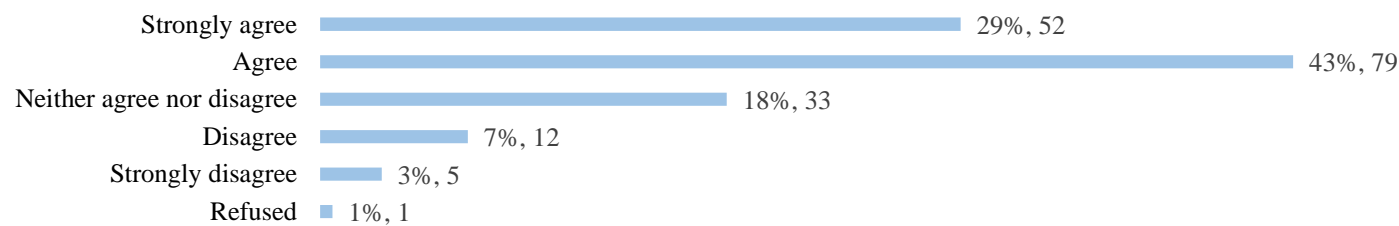
“I feel that the [Space] does a good job inviting me to share the knowledge and skills I gained through my exchange program with others”

(alumni respondents; $n = 182$)



Please rate the extent to which you agree or disagree with the following statement: “I feel that the [Space] does a good job inviting me to share the knowledge and skills I gained through my exchange program with others”														
	Strongly agree		Agree		Neither agree nor disagree		Disagree		Strongly disagree		Refused		TOTAL	
	#	%	#	%	#	%	#	%	#	%	#	%	#	%
All alumni respondents	69	38%	74	41%	21	12%	15	8%	2	1%	1	1%	182	100%
Corners	34	43%	24	30%	10	13%	10	13%	0	0%	1	1%	79	100%
Centers	24	41%	25	42%	6	10%	3	5%	1	2%	0	0%	59	100%
BNCs	11	25%	25	57%	5	11%	2	5%	1	2%	0	0%	44	100%
Male	30	31%	44	45%	11	11%	10	10%	2	2%	0	0%	97	100%
Female	35	41%	32	38%	9	11%	7	8%	1	1%	1	1%	85	100%

Please rate the extent to which you agree or disagree with the following statement: “I feel that the [Space] has done a good job supporting my personal or professional development after my exchange program”
(alumni respondents; *n* = 182)



Please rate the extent to which you agree or disagree with the following statement: “I feel that the [Space] has done a good job supporting my personal or professional development after my exchange program”														
	Strongly agree		Agree		Neither agree nor disagree		Disagree		Strongly disagree		Refused		TOTAL	
	#	%	#	%	#	%	#	%	#	%	#	%	#	%
All alumni respondents	52	29%	79	43%	33	18%	12	7%	5	3%	1	1%	182	100%
Corners	22	28%	31	39%	15	19%	7	9%	3	4%	1	1%	79	100%
Centers	22	37%	27	46%	7	12%	2	3%	1	2%	0	0%	59	100%
BNCs	8	18%	21	48%	11	25%	3	7%	1	2%	0	0%	44	100%
Male	30	31%	44	45%	15	15%	7	7%	1	1%	0	0%	97	100%
Female	22	26%	35	41%	18	21%	5	6%	4	5%	1	1%	85	100%

ANNEX 7: COMPETING CULTURAL INSTITUTES OF SAMPLE SPACES

	Traditional Competitors					Strategic Competitors	
Sample Space	British Council	Alliance Francaise / Institut Francais	Goethe-Institut	Italian Cultural Center	Other	Confucius Institute	Russia House
@america Jakarta	x	x	x	x	x	x	x
America House Kyiv	x	x			x		
American Center Chennai	x	x	x	x			
American Center Jerusalem	x	x	x	x			
American Corner Belgrade		x	x	x			x
American Corner CcHUB Lagos	x	x	x			x	
American Cultural and Information Center Ulaanbaatar	x	x	x	x	x	x	x
American Space Bokhtar							
Centro Cultural Colombo Americano Cali		x	x		x		
Centro Cultural Sampedrano San Pedro Sula							
Dar America Casablanca	x	x	x	x			
Deutsch-Amerikanisches Zentrum Stuttgart		x		x	x	x	x
Satchmo Center	x	x	x	x		x	x