TELL BETTER STORIES

APPLICATION OF THE NARRATIVE PROJECT

BUILDING SUPPORT FOR GLOBAL MATERNAL AND CHILD HEALTH

WHAT THIS REPORT DOES

EXECUTIVE SUMMARY

We created this report to assist global health and development organizations in their decision making, particularly when conveying Narrative Project messages to the engaged public via internet-based video messaging.

This report presents an innovative study investigating the differences in outcomes when conveying Narrative Project messages through two approaches: didactic, lecture-based videos and emotional, story-based videos. The primary outcomes of interest – including Narrative Project messaging agreement, willingness to contact members of Congress, and intent to make financial contributions to aid and development organizations – are practical to NGOs seeking to advance their advocacy efforts. Secondary outcomes provide detailed information regarding messaging, understanding, perception, approaches, and more.

This study uses a combination of rigorous social, psychosocial, epidemiologic, and statistical techniques to contribute to this understanding and is specific to the Narrative Project messages when creating online advocacy videos for global development. Although many organizations already use stories in their communications, objective and data-driven research examining the effects of communication modalities on individual action has been infrequent, varied, ambiguous, and difficult to generalize in relation to advocacy motives.

Broadly, these results favor the use of story and emotion-based videos over lecture-based videos, though there are several caveats. Rather than simply report, this document is designed to guide readers through the details of the study. We invite you to read closely, investigate on your own, and think critically about the data when considering messaging in future advocacy campaigns.

This study was spearheaded by PATH and the Visual Epidemiology Project at Yale University, in partnership with the New Venture Fund, the Bill & Melinda Gates Foundation, World Vision, and Save the Children Action Network.

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I. INTRODUCTION AND PROJECT OVERVIEW

INTRODUCTION

This report expands on the Narrative Project, which is a framework that provides a collection of themes and approaches for discussing global aid and development. Since the Narrative Project lays out the groundwork for ***what to say***, this report, in short, investigates ***how to say it***.

PURPOSE: TO HELP PROVIDE AN EVIDENCE-BASED APPROACH THAT HELPS NGOs DETERMINE HOW TO CONVEY NARRATIVE PROJECT THEMES AND MESSAGES TO THE ENGAGED PUBLIC.

The Narrative Project is a useful tool to determine what to say to target audiences and how to frame messages centered around global development. It is an excellent starting point, and it is now up to organizations working in development to determine how to apply the framework. Does changing the way in which we convey the Narrative Project themes affect audience action and involvement? Do different methods lead to varying durations of engagement? Which method is better? As there is a limited body of data-based evidence on this topic, this pilot starts by looking at two disparate approaches conveying the same Narrative Project Themes: lecture-based, informational videos and videos that use emotion and storytelling.

MOTIVATING QUESTION: DOES THE WAY WE APPROACH NARRATIVE PROJECT MESSAGING IMPACT THE LEVEL OF ENGAGEMENT AND ACTION OF THE AUDIENCE?

Similar issues are very common in social and behavioral sciences, where the development of behavioral and educational messaging for use in interventions is common. In these instances, researchers often use focus groups and qualitative work to iron out how aspects – such as a speaker's gender – affect the viewer. Such studies often convey identical information through different modalities, for example comparing male and female speakers in a video who read an identical script. As such, these studies are well suited for evaluating identical information conveyed differently.

This study, however, seeks to determine if using *storytelling and emotion* is better than *directly informing audiences* and does so in an objective manner using statistical techniques. Therefore, in our case, by default the information should not be identical; we are evaluating the general concept of storytelling versus the general concept of conveying information didactically. This is where our study gets interesting.

PURPOSE

The purpose of this report is to improve advocacy within global health and development organizations. Every year, millions of dollars are spent on advocacy aimed at promoting and sustaining international development programs. Each dollar has an enormous burden to return more than is invested – to inform, motivate, and attract supporters to action.

THIS STUDY BEGINS TO BUILD A **PRELIMINARY EVIDENCE BASE** TO HELP DETERMINE BEST APPROACHES TO COMMUNICATE NARRATIVE PROJECT MESSAGES.

With the explosion of media outlets in the past decade, internet-based advocacy videos are increasingly incorporated into global health and development organizations' advocacy campaigns. However, the modalities of such communication may influence the viewers' perception. The purpose of this study is to tease out differences in perception of Narrative Project messaging, as well as motivation for action when using either lecture-based videos or story-based videos.

This study is unique in that it uses advanced statistical and mathematical techniques in concert with social and psychosocial theories to provide a solid foundation of evidence. It offers detailed and specific analyses concerning what motivates people to act in advocacy initiatives, as well as how individuals perceive Narrative Project messages. This study is focused on Narrative Project messages in global development specific to child and maternal health.

IN GENERAL, WE KNOW THAT **KNOWING** SOMETHING IS DIFFERENT THAN **FEELING** SOMETHING.
BUT DOES THAT DIFFERENCE AFFECT ACTION AND ENGAGEMENT?

Given the enormous importance of advocacy funding and initiatives, such work is imperative to understanding and increasing the efficiency of each dollar spent. There is a noticeable absence of objective, data-driven research into this issue. To our knowledge, no research study uses such complex and innovative techniques to address this question, particularly as it applies to advocacy. Like all research, this study has assumptions, limitations, and imperfections. However, given the limitations, we are confident that this study serves as a valuable resource for developing future videos.

KEY FINDINGS OVERVIEW

SUMMARY OF RESULTS

We would like to briefly point out some of the key findings of the study below. A more detailed analysis of the results can be found further in the document.

Findings on improving perceptions of Narrative Project themes among the engaged public:

1. Use of any video (either a lecture-based video or story-based video) substantially increased the engaged public's approval in all four Narrative Project themes.

2. In general, the story-based video was more effective in increasing the engaged public's favorability of the Narrative Project themes than the lecture-based video.

Findings on motivating the engaged public to action:

3. Use of any video (either a lecture-based video or story-based video) increased the engaged public's willingness to take action. (These actions included intent to contact their member of Congress, intent to donate to NGOs, willingness to speak to others about issues, willingness to sign an online petition, willingness to follow organizations on social media, and willingness to support a fundraising campaign).

4. Though both videos improved intent to act, in general, the story-based video was more effective in generating *immediate* action.

Based on these findings, we recommend organizations focus on developing well-constructed and engaging story-based videos when communicating the Narrative Project themes. It is important to note, however, that findings from this study are more complex than what can be simplified here and are presented in more detail later in the document.

II. THE NARRATIVE PROJECT SYNOPSIS

WHAT IS THE NARRATIVE PROJECT?

OVERVIEW

The Narrative Project is a tool that many nonprofit organizations are beginning to use in order to assist in framing their discussions on development. The full user guide can be downloaded here.

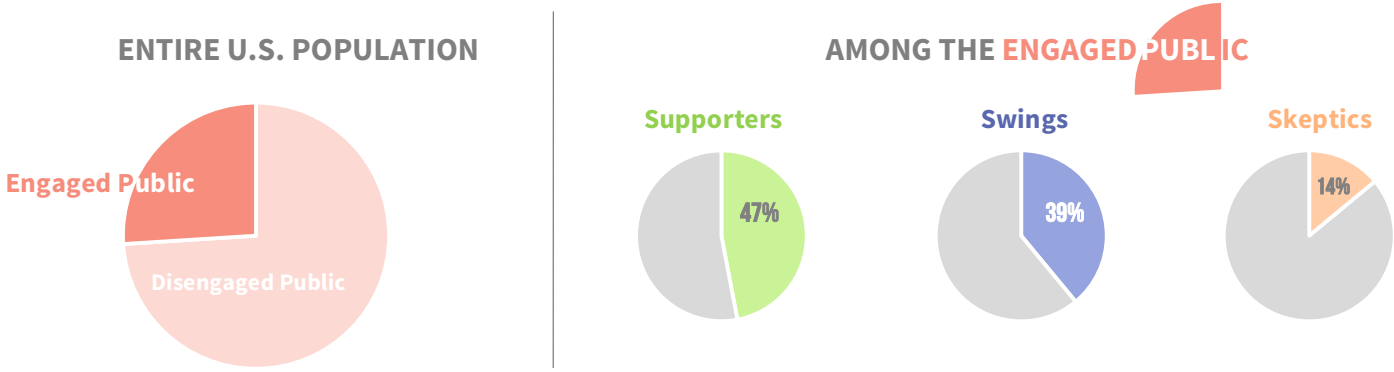
The Project is an extensive framework of communication focused on changing the narrative of global development to foster a more positive understanding of development issues. This framework looked at global development in deep detail through a wide range of lenses to develop a set of insights about how to change the narrative of development, for use by NGOs in their campaigns.

WHAT DOES THE NARRATIVE PROJECT TELL US ABOUT AUDIENCES?

AUDIENCE INSIGHTS

First, the Narrative Project categorized the U.S. Population into two primary categories: the *engaged* public and the *disengaged* public. The report defined "engaged public" as people who follow global issues, talk about them with others, and feel that it's important to "improve health, education and economic opportunity for the world's poorest people." The report found that about one in four people are considered to be in the engaged public. Within the slice of the U.S. population that was considered the engaged public, the Project went on to define three additional categories:

SUPPORTERS:	People who have a positive attitude toward development
SWINGS:	People who have a neutral to positive attitude toward development
SKEPTICS:	People who feel strongly that development is not effective



WHAT DOES THE NARRATIVE PROJECT TELL US ABOUT THEMES?

THEME AND APPROACH INSIGHTS

The Narrative Project challenged the current paradigm of communication approaches and defined three core themes (independence, shared values, and partnership) and one support theme (progress) as the key framing mechanism for advocacy.

CORE THEMES	NARRATIVE PROJECT SHORT DESCRIPTION	NARRATIVE PROJECT RESEARCH INSIGHTS
INDEPENDENCE	"Development programs help people in the world's poorest places become independent and stand on their own two feet."	Emphasizing independence as the end goal of development is the most compelling theme across all audiences.
SHARED VALUES	"People born in the world's poorest places deserve the chance to achieve their full potential, because every human life is valuable."	This theme reminds most people of a belief that they already hold: every human life has value, and we have a moral obligation to help people who live in the world's poorest places.
PARTNERSHIP	"Development programs work because people from across countries and communities join forces to share knowledge, resources and responsibility."	Explaining that people in developing countries actively participate in making development programs work is a critical theme for Swings.
SUPPORT THEME		
PROGRESS	"Development programs work. We've beaten smallpox, nearly defeated polio and helped millions of people get education and training."	The theme that development programs are effective supports the other ideas in the narrative by educating the public on what has been achieved—but was shown not to be persuasive on its own or as a lead theme.

III. STUDY OVERVIEW

ABOUT THE STUDY

DESIGN

This was a blinded, randomized controlled study with two experimental groups and one control. Randomization ensures that the characteristics of each group are effectively identical and the only difference between the groups is the exposure to the specific video. Experimental groups viewed a different video message conveying the same Narrative Project themes, whereas the third was a control that did not view any video. All groups answered an identical survey. To closely approximate the experience of many online advocacy campaigns, this study was conducted online.

EXPOSURE GROUP A:	Story/emotion-based video
EXPOSURE GROUP B:	Lecture/information-based video
CONTROL GROUP:	Did not view any video (given a generic definition of development)

This was **not** market research, and the primary outcome of this study was **not** to evaluate personal preferences of the specific videos involved in the study. Instead, the goal, in short, was to use genre-representative videos to evaluate if exposure to emotion and stories motivated people to action more than exposure to informational videos and to quantify to what extent this motivation occurs.

APPLYING THESE RESULTS TO FUTURE VIDEOS

Strictly speaking, this study is exquisitely suited to tell us if the *specific* video in Exposure Group A is more or less effective than the *specific* video in Exposure Group B. However, the stated goal of the project is to evaluate the *genres* that these videos represent: *stories/emotion* or *information/data*. To account for this, we have used various theoretical and statistical frameworks to increase the accuracy with which our findings can be transferred to new videos created by NGOs. In short, this approach accounts for the intangible and subjective qualities of the videos and includes them in the analysis, allowing us to compare the intrinsically dissimilar modalities of communication as a whole: direct/linear versus indirect/nonlinear.

METHODS OVERVIEW

OBJECTIVE

The results of viewing an emotion/story-based video, information-based video, and a non-video control were compared in the context of child and maternal health. The main outcomes of interest were (1) favorable perceptions of Narrative Project themes, (2) willingness/intent to contact a member of Congress, and (3) willingness/intent to make financial contributions to development organizations. Additional secondary outcomes were assessed, including willingness to sign petitions, join campaigns, and follow NGOs on social media.

DESIGN

This was a blinded, randomized controlled study with one time-point of follow-up and two experimental conditions. A total of 3,410 participants were analyzed after assignment to a story-based video message (n=1,215), information-based video message (n=1,086), or a control group with no video (n=1,109).

POPULATIONS

The target population for this study is the "engaged public," as defined by the Narrative Project, over the age of 18. To reach the population, 16 "partners" were used, consisting of NGO, academic, and other email lists. The geographical scope of this study is limited to the U.S.

SURVEYS

A 50-question online survey instrument (34 questions in the control survey) was used immediately following viewing. Parts of this survey were modified Demographic and Health Surveys (DHS) survey questions adapted to include perceptions toward development and the Narrative Project messaging.

RESULTS OVERVIEW

Contextual comparisons of the videos revealed nonsignificant results in all categories, indicating videos were comparable in quality and likability. Modal or genre analysis shows the two differ in audience perception of the videos. Both emotion and lecture performed better in theme and outcomes than the control; in general, emotion performed better than lecture.

METHODS OVERVIEW (CONT.)

VIDEO DESCRIPTIONS

Both videos conveyed the Narrative Project themes of **independence**, **shared values**, **partnership**, and **progress** using recommended language/approaches found in the U.S. User Guide. The control group did not view a video but was given a generic definition of development. The videos were designed to be similar in non-content quality and created by the same film and editing team.

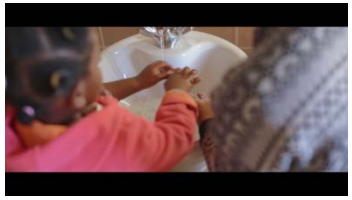
Story/Emotion-Based Video (Exposure Group A)

The story-based video uses a voice-over script to tell the story of a universal female character from her birth to the birth of her child. The video *visually* validates key benefits to supporting international aid and **demonstrates** the Narrative Project themes. For instance, the video conveys independence by showing the character achieving higher education. Video clips also show the viewer context and situational circumstances associated with maternal and child health.

Example A: Viewers are immersed in issues such as labor and delivery.

Example B: Viewers see independence through actions of the character.

Example C: Here, shared values are shown through the mutual love of one's child.



Example D: Interventions, such as sanitation practices, are shown, not told, to the viewer.

Lecture-Based Video (Exposure Group B)

The lecture-based/informational video uses a speaker to directly and explicitly describe the Narrative Project messages. The video **didactically explains** the information provided in the Narrative Project and seeks to mimic a lecture or presentation on the topics using both the presenter and on-screen text. Photographs are added for engagement with text, but no video footage is used.

Example A: A female narrator explains the Narrative Project messages directly.

Example B: Here, explaining partnership is augmented by on-screen text.

Example C: Here, the theme of shared values is augmented with text while the narrator explains.

Example D: Specific interventions are noted with on-screen text and voice-over.

METHODS OVERVIEW (CONT.)

VIDEO EVALUATION

Appreciation for the videos was assessed in a variety of ways in the initial survey immediately after viewing. Using a 5-point Likert scale per variable, participants were asked to evaluate the professionalism, engagement, interest, clarity, length, and appropriateness of the video. Participants were also asked on a 10-point rating scale their overall perception of the video, as well as the technical quality of the video. The value of the information contained in the video was evaluated using a 5-point Likert scale, which assessed the usefulness, clarity, effectiveness, and increase in personal understanding. These variables considered the information contained in the video, but not the video itself. Participants were also asked about their feelings of confidence in and relatedness to the video. These concepts were derived from Self-Determination Theory, and the items were adapted from existing questionnaires. Lastly, the video was assessed for its ability to tell a story, sense of its being a lecture, perception that it was an informational video, and the emotional nature of the video using a 5-point Likert scale. Participants were also asked about sharing on social media using a dichotomous, yes/no evaluation and accounted for participants not having social media accounts.

NARRATIVE PROJECT THEMES EVALUATION

Each Narrative Project theme was assessed using two items each on a 5-point Likert scale. In order to more accurately approach generalizability, the items appeared in random order for both the initial and the follow-up survey. In addition to providing insight into the understanding of these concepts, this randomized approach allows us, in part, to incorporate changes in responses mathematically using Generalization Theory, which is a statistical method for evaluating the dependability ("reliability") of behavioral measurements to strengthen our confidence generalizability.

Although the Narrative Project messaging evaluation gives us important insight into communications, the primary outcome is whether one video motivates viewers to *action* (contacting members of Congress, making monetary contributions, etc.) more than the other. However, the evaluation of viewer understanding of the Narrative Project theme contributes both statistically and conceptually to our overall understanding of the Narrative Project.

METHODS OVERVIEW (CONT.)

OUTCOME EVALUATION

Two of the four outcome variables (intent to contact, intent to donate) were assessed at the initial survey using a 5-point Likert scale. The two additional outcome variables (actual contact, actual donation) were assessed at the follow-up survey (forthcoming). Three items for each outcome were used to assess intent with an emphasis on temporality. As such, we will not only be able to assess if one group intends to contact or donate, but if viewing the video motivates such action sooner.

STATISTICAL CONSIDERATIONS

COMPARING RESPONSE DATA USING LIKERT-SCALE DATA

Many of the survey questions are measured on Likert scales and are "ordinal," meaning they are ranked from lowest (1) to highest (5). Five-point Likert scales were chosen, as 7-point scales have been shown to push the limits of the scale's reliability. Ordinal or ranked data are different than continuous or interval data, such as height or weight, because the ***distribution*** of the data is affected. Continuous data, such as weight, are generally *assumed* to follow a *normal distribution* and we can find the *parameters* of that distribution, such as mean and variance - thus *parametric* statistical tests are sufficient to compare two or more groups, such as a two-sample t-test or ANOVA.

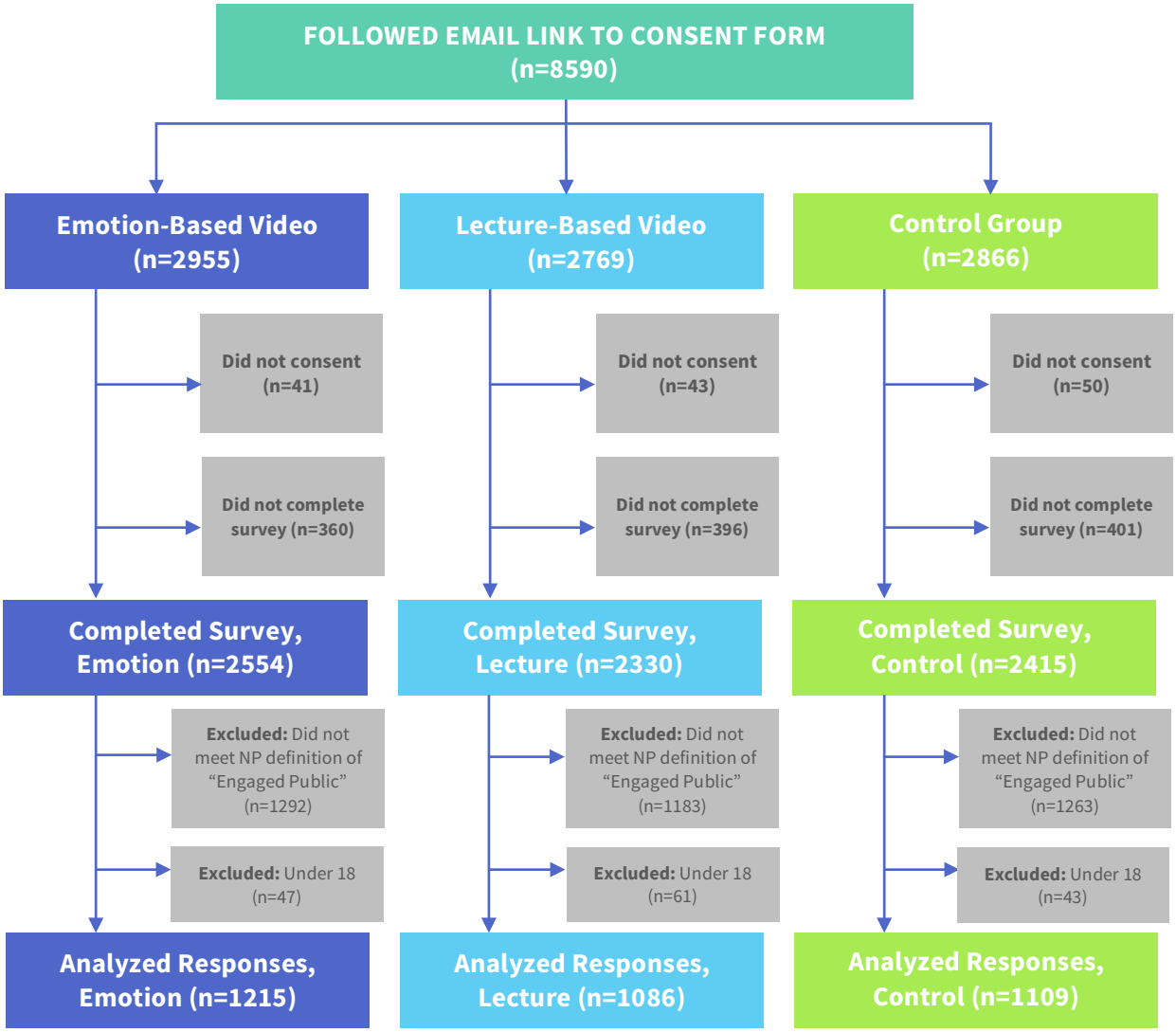
TREATING ORDINAL DATA AS CONTINUOUS OR INTERVAL DATA WITHOUT EXAMINING THE VALUES OF THE DATASET AND THE OBJECTIVES OF THE ANALYSIS CAN BOTH MISLEAD AND MISREPRESENT THE FINDINGS OF OUR SURVEY.

Therefore, as a general rule, parameters such as mean and standard deviation are invalid for descriptive statistics whenever data are on ordinal (Likert) scales. Therefore, for Likert-scale questions comparing the two exposures, the Wilcoxon Rank Sum was used and is the *non-parametric* equivalent to the two-sample t-test. For questions comparing all three groups, the Kruskal-Wallis test was completed, which is the non-parametric equivalent to the one-way ANOVA. Caveats to this are the assessment of overall perception and technical perception of the exposure videos, for which we used a 10-point scale as an alternative to approximate a continuous interval measure.

IV. STUDY RESULTS, PART 1: ENTRY, DEMOGRAPHICS, AND VIDEO COMPARISON MEASURES

ENTRY-INTO-STUDY FLOWCHART

FIGURE 1: *CHARACTERISTICS OF THE STUDY SAMPLE POPULATION FROM THE SOURCE POPULATION*



NOTE: NP=NARRATIVE PROJECT. FOR THE PURPOSES OF DATA PRESENTATION, STORY OR EMOTION-BASED VIDEOS WILL BE LABELED "EMOTION." DIDACTIC OR LECTURE-BASED VIDEOS WILL BE LABELED "LECTURE." THE CONTROL GROUP WILL BE LABELED "CONTROL."

SOURCE OF PARTICIPANTS

Sixteen partners, ranging from large international NGOs to university email lists, were used to recruit participants. Each partner was sent three links with a unique identifier, one for each group in the study, for a total of 48 unique links.

FIGURE 2: NUMBER OF PARTICIPANTS PER UNIQUE IDENTIFIER

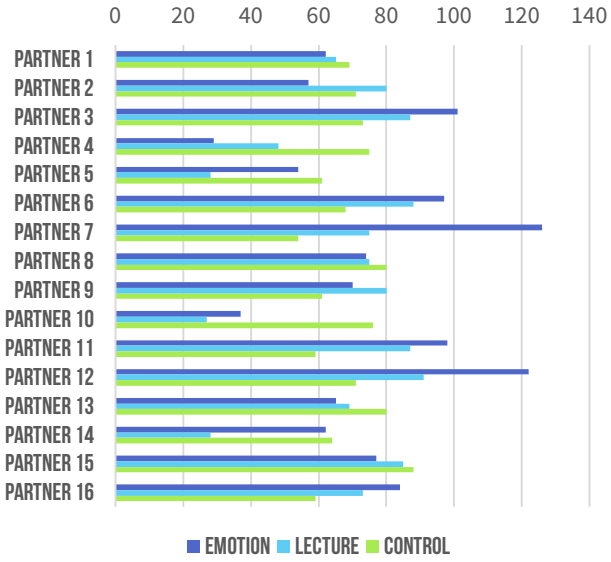
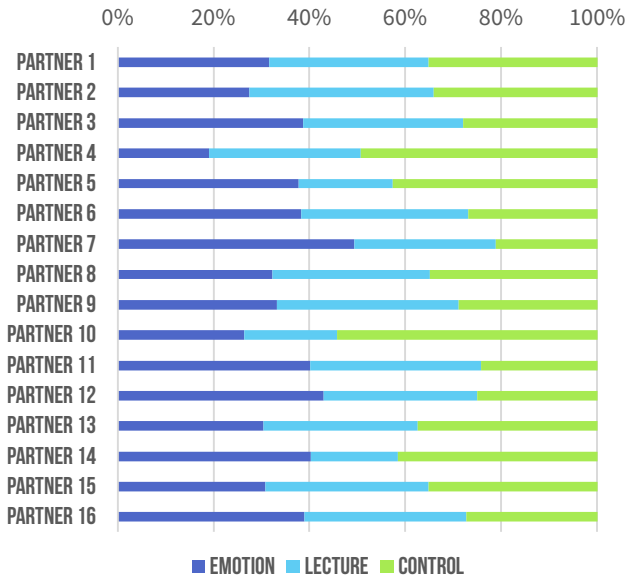


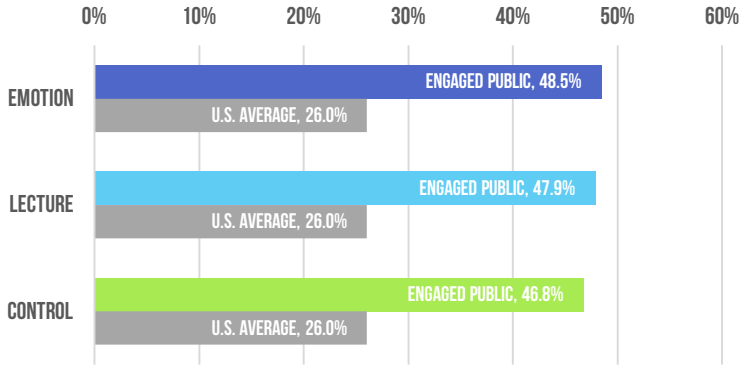
FIGURE 3: PERCENTAGES PER UNIQUE IDENTIFIER



"FINDING" THE ENGAGED PUBLIC

The Narrative Project estimates that 26% of the U.S. public is considered the "engaged public." The strategic selection of study partners sought to improve efficiency of "finding" the engaged public given time and other logistical considerations. An average of 47% of people who completed the survey fit the definition of engaged public, indicating that the study was relatively efficient in targeting the engaged public.

FIGURE 4: PERCENT OF ENGAGED PUBLIC, PER EXPOSURE GROUP



DEMOGRAPHICS

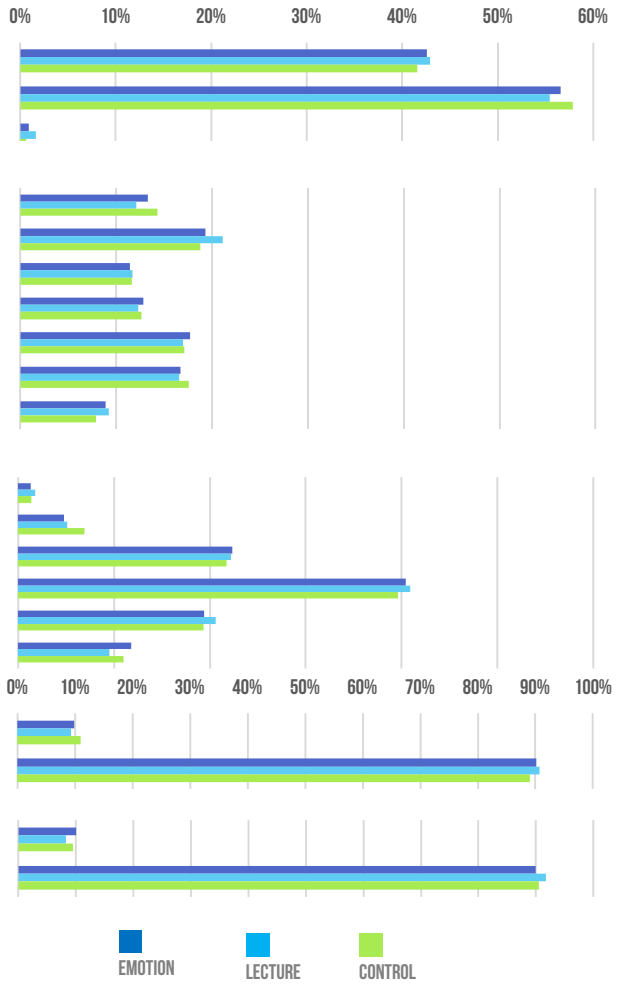
DESCRIPTIVE INFORMATION OF THE SURVEY RESPONDENTS

Below are descriptive statistics of the survey respondents. It is important to note that p-values are not appropriate to report, as any baseline differences are (by definition of randomization) due to chance.

TABLE 1: DEMOGRAPHIC INFORMATION, N(%)

	EMOTION	LECTURE	CONTROL
GENDER			
Male	517 (42.6)	466 (42.9)	461 (41.6)
Female	687 (56.5)	602 (55.4)	641 (57.8)
Other[A]	11 (0.9)	18 (1.7)	7 (0.6)
AGE			
18-24	161 (13.3)	131 (12.1)	159 (14.3)
25-34	235 (19.3)	229 (21.1)	208 (18.8)
35-44	138 (11.4)	127 (11.7)	129 (11.6)
45-54	155 (12.8)	134 (12.3)	140 (12.6)
55-64	215 (17.7)	185 (17.0)	190 (17.1)
65-74	203 (16.7)	180 (16.6)	195 (17.6)
75+	108 (8.9)	100 (9.2)	88 (7.9)
HIGHEST EDUCATION			
Did not complete H.S.[B]	16 (1.3)	19 (1.8)	16 (1.4)
Graduated high school	58 (4.8)	55 (5.1)	77 (6.9)
Some college	271 (22.3)	241 (22.2)	241 (21.7)
Bachelor's Degree	491 (40.4)	444 (40.9)	439 (39.6)
Master's Degree	236 (19.4)	224 (20.6)	214 (19.3)
Doctorate	143 (11.8)	103 (9.5)	122 (11.0)
WORKS IN GLOBAL HEALTH			
Yes	120 (9.9)	101 (9.3)	122 (11.0)
No	1095 (90.1)	985 (90.7)	987 (89.0)
WORKS IN MATERNAL AND CHILD HEALTH[C]			
Yes	123 (10.1)	90 (8.3)	105 (9.5
No	1092 (89.9)	996 (91.7)	1004 (90.5

[A]Includes both transgender and individuals who preferred not to answer; [B]Did not complete high school; [C]Works in maternal and child health.



VIDEO EVALUATIONS: PURPOSE AND EXPLANATION

The primary research question in this study is if story- or emotion-based videos are a better method of delivering the Narrative Project themes than didactic or lecture-based videos. When considering this question, it is important to characterize the videos as extensively as possible so that we can confidently and clearly look at the outcomes as a function of mode of delivery as opposed to, for example, the professionalism of the video. Ideally, we would like to have the videos as similar as possible in every achievable way, except of course the main method of delivery (emotion vs lecture). This study uses several techniques to accomplish this goal, including overall ratings, Likert-scale ratings, dichotomous data, and index data to characterize perceptions of the exposure videos and the information contained in them. Evaluations were broken up into five main categories.

You may notice that Likert-scale data are evaluated in two ways: **overall** (i.e., using all five responses) and **dichotomous** (i.e., either "agree" or "disagree"). For dichotomous evaluations, responses with "no preference" are omitted. The two methods together allow us to paint a clearer picture of the data by looking both at the entire spread of the data and in a more black-and-white fashion.

EVALUATION CATEGORIES

Overall: Overall assessment of the video and an overall technical score were obtained using a 10-point scale. Means and standard deviations were compared and evaluated with a t-test.
Technical: Video characteristics were evaluated with four Likert-scale questions assessing professionalism, engagement, length, clarity, and length.
Information: The video's ability to convey information was evaluated with four Likert-scale questions assessing usefulness, understandability, effectiveness, and ability to improve understanding.
Genre: The video's representation of its genre was evaluated with four Likert-scale questions assessing whether the video felt like an informational video, lecture, or story, and if it was emotional.
Additional Questions: Additional questions assessing the internalization and externalization of the video were assessed using three dichotomous questions assessing confidence, ability to relate, and willingness to share on social media.

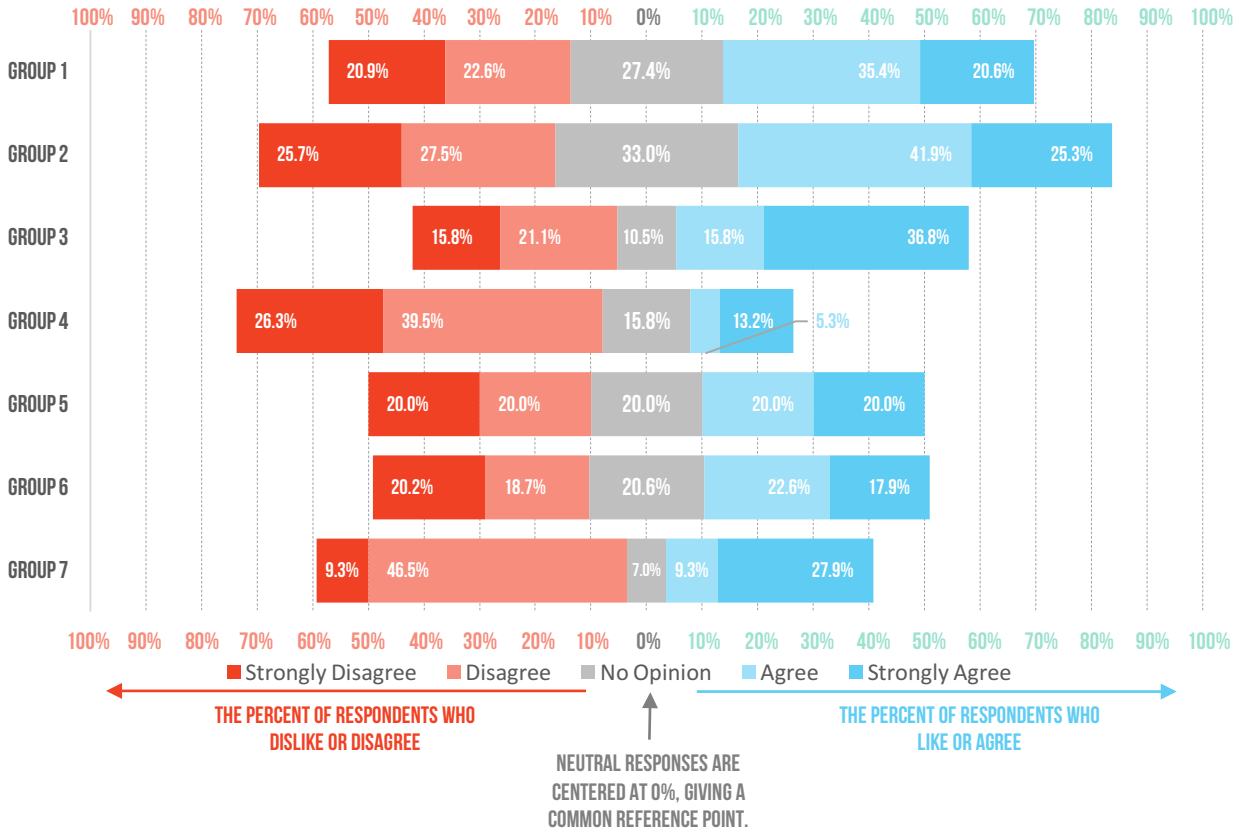
Question prompts assessing each category were pilot-tested, and respondents also were asked to critique the questions for clarity. For each category, internal consistency measures were calculated to ensure reliability (not reported).

READING LIKERT-SCALE DATA CHARTS

A BRIEF DESCRIPTION TO ASSIST IN UNDERSTANDING THE LIKERT-SCALE GRAPHS USED IN THIS REPORT

Graphs for Likert-scale data can be shown using many different techniques, some of which are better than others. We will be using a "diverging stacked bar chart" to convey the data because these graphs provide a common baseline for comparison between the two video groups (and control). In these graphs, the percentages for respondents who neither agree nor disagree are split down the middle (at 0%) and are shown in a neutral color. The percentages of those who agree are shown to the right of the line, and and the percent of those who disagree are shown to the left. An example of the graph we will use is below, using fictitious data. Darker colors indicate "Strongly Agree" or Strongly Disagree," and lighter colors indicate simply "Agree" or "Disagree." Gray indicates "No Preference."

EXAMPLE OF 5-POINT LIKERT-DATA PRESENTATION

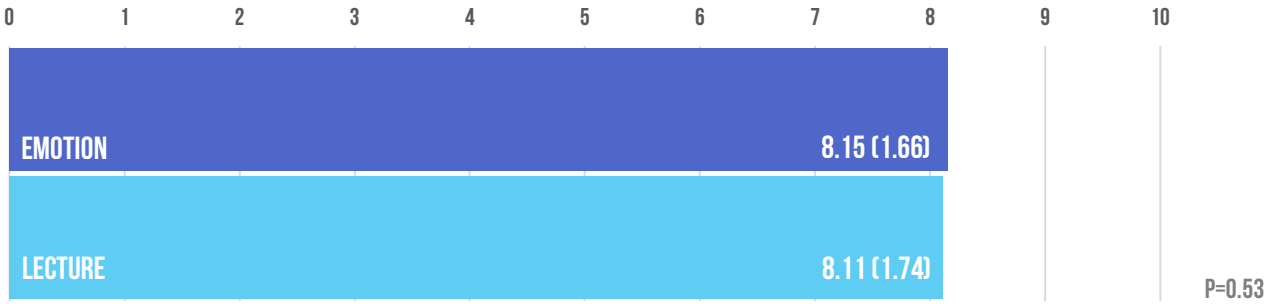


OVERALL: VIDEO IMPRESSION

OVERALL RATING OF THE EXPOSURE VIDEOS

The overall impressions of the two videos were very similar, and their differences were not statistically significant. Participants were asked to score their overall impression of the videos on a scale of 1 to 10, with "10" being the highest/best possible rating and "1" being the lowest/worst possible rating. These data were treated as continuous data, and means and standard deviations were calculated. Tests for normality assumptions discovered that this assumption was violated (i.e., the data were skewed), so Box-Cox transformations were completed (untransformed data shown).

FIGURE 5: OVERALL VIDEO SCORE, MEAN (SD)



The mean overall score for the Emotion video was 8.15 ($CI_{95\%}$: 8.06,8.25). The mean score for the Lecture video was 8.11 ($CI_{95\%}$: 8.01,8.21). The differences between these are not significant (p=0.53). Other descriptive data are below.

FIGURE 6: PERCENT OF TOTAL RESPONSES, BY SCORE
OVERALL VIDEO RATING

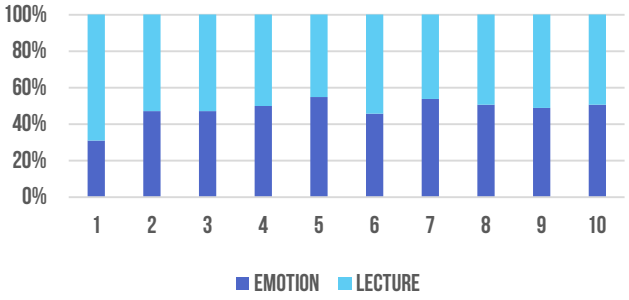
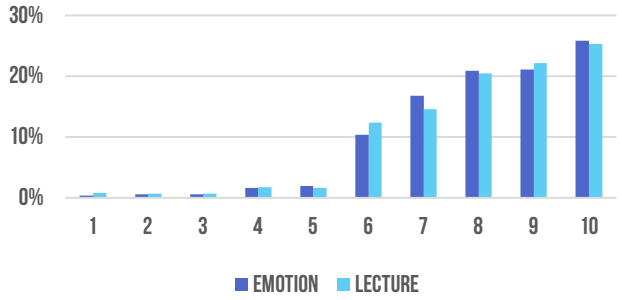


FIGURE 7: PERCENT OF TOTAL RESPONSES, BY SCORE
OVERALL VIDEO RATING

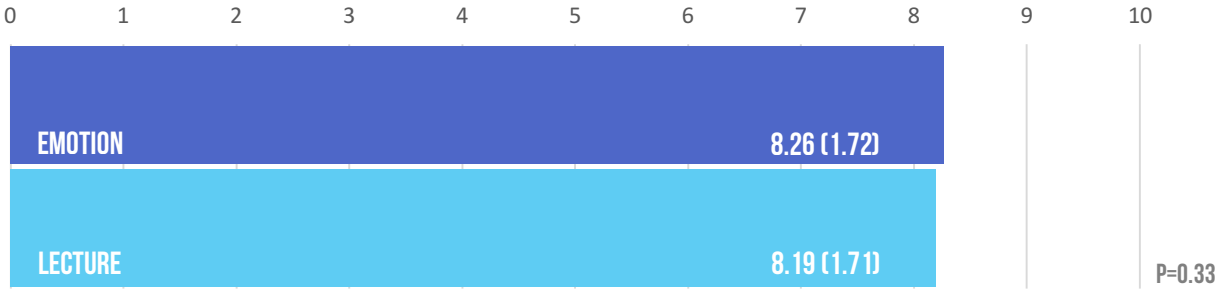


OVERALL: TECHNICAL ASSESSMENT

TECHNICAL RATING OF THE EXPOSURE VIDEOS

The technical assessments of the two videos were very similar, and their differences were not statistically significant. Irrespective of their enjoyment or approval of the video, participants were asked to score the video's technical qualities, such as sound, picture, balanced audio, etc. Scores were on a scale of 1 to 10, with "10" being the highest/best possible rating and "1" being the lowest/worst possible rating. Like in "overall" assessment, these data were treated as continuous data; means and standard deviations were calculated, and Box-Cox transformations were completed (untransformed data presented).

FIGURE 8: OVERALL TECHNICAL SCORE, MEAN (SD)



The mean technical score for the Emotion video was 8.26 ($CI_{95\%}$: 8.16,8.35). The mean score for the Lecture video was 8.19 ($CI_{95\%}$: 8.09,8.29). The differences between these are not significant (p=0.33). Additional descriptive data are below.

FIGURE 9: PERCENT OF TOTAL RESPONSE, BY SCORE TECHNICAL VIDEO RATING

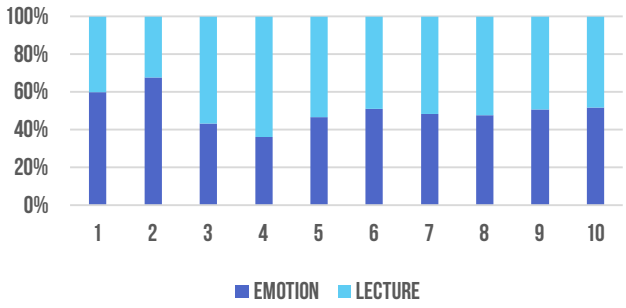
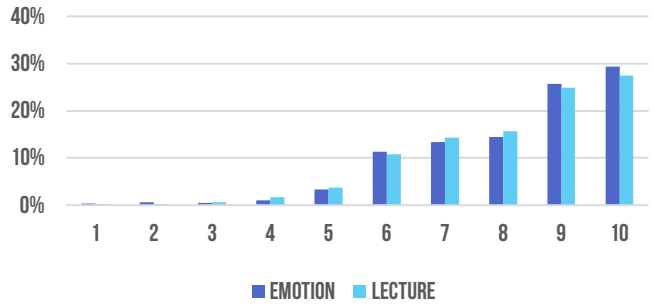


FIGURE 10: PERCENT OF TOTAL RESPONSES, BY SCORE TECHNICAL VIDEO RATING



CATEGORY EVALUATIONS

RESULTS OVERVIEW

The following pages present data on the specific category evaluations. The three categories use multiple prompts to evaluate more specific technical details of the video, the video's ability to convey information, and the video's representation of its genre. The purpose of this part of the evaluation is to determine if the videos are similar in their detailed technical qualities and if they convey information with similar effectiveness. We also investigate if the videos are representative of their genres.

> *Results Summary for **Technical** Category:* Broadly, the difference in the two exposure videos was not statistically different for any of the prompts. The differences in the overall distributions of the Likert-scale responses were not statistically significant. As seen in Figure 7, the proportion of responses are roughly similar between videos for each prompt. Additionally, when collapsing the distribution into dichotomous categories of "any agree" or "any disagree," the differences were also not statistically significant. **These data indicate that the two videos were very similar in the perception of their detailed technical qualities.**
>
> *Results Summary for **Information** Category:* Again, the difference in the two exposure videos were not statistically different for any of the information prompts in both the overall distributions and the collapsed, dichotomized responses (Figure 8). **These data indicate that the two videos were very similar in their ability to convey information.**
>
> *Results Summary for **Genre** Category:* The videos were statistically significant in each of the prompts in this category. Their overall distributions and dichotomized responses differed in each of the question prompts. These data indicate that there was a difference in the perceived modality of the video (lecture or emotion).

In summary, the data on the following pages indicate that the videos were not statistically different in all evaluated aspects except their modality of conveying the messages. This allows us to infer that any differences found in Parts 2 and 3, which evaluate perceptions of Narrative Project messages and intent for action, can be attributed to the lecture- or emotion-based nature of the video.

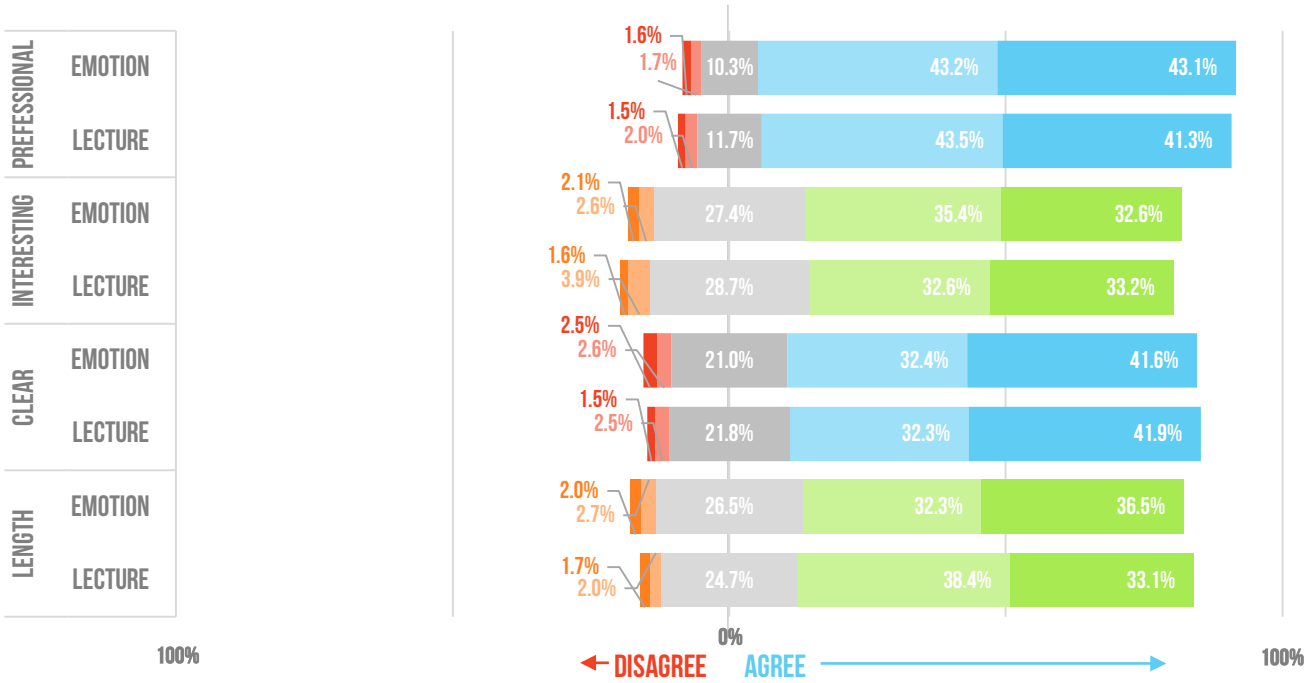
VIDEO EVALUATIONS - TECHNICAL

PERCEPTIONS OF TECHNICAL CHARACTERISTICS OF EXPOSURE VIDEOS

TABLE 2: SECONDARY VIDEO EVALUATION MEASURE RESULTS, 5-POINT LIKERT SCALE, N (%)

	STRONGLY DISAGREE	DISAGREE	NEUTRAL	AGREE	STRONGLY AGREE	P-VALUE (WILCOXON)	ANY DISAGREE	ANY AGREE	P-VALUE (χ^2)
PROFESSIONAL: THIS VIDEO WAS HIGH QUALITY/PROFESSIONALLY MADE						0.14			0.81
Emotion	20 (1.6)	21 (1.7)	125 (10.3)	525 (43.2)	524 (43.1)		41 (3.8)	1049 (96.2)	
Lecture	16 (1.5)	22 (2.0)	127 (11.7)	472 (43.5)	449 (41.3)		38 (4.0)	921 (96.0)	
INTERESTING: THIS VIDEO WAS INTERESTING AND ENGAGING						0.31			0.43
Emotion	25 (2.1)	31 (2.6)	333 (27.4)	430 (35.4)	396 (32.6)		53 (6.4)	782 (93.6)	
Lecture	17 (1.6)	42 (3.9)	312 (28.7)	354 (32.6)	361 (33.2)		55 (7.4)	693 (92.6)	
CLEAR: THIS VIDEO MADE A CLEAR AND UNDERSTANDABLE POINT						0.38			0.44
Emotion	30 (2.5)	31 (2.6)	255 (21.0)	394 (32.4)	505 (41.6)		51 (5.9)	808 (94.1)	
Lecture	16 (1.5)	27 (2.5)	237 (21.8)	351 (32.3)	455 (41.9)		40 (5.1)	748 (94.9)	
LENGTH: THE LENGTH OF THIS VIDEO WAS APPROPRIATE						0.42			0.22
Emotion	24 (2.0)	33 (2.7)	322 (26.5)	392 (32.3)	444 (36.5)		57 (6.4)	836 (93.6)	
Lecture	19 (1.7)	22 (2.0)	268 (24.7)	417 (38.4)	360 (33.1)		41 (5.0)	777 (95.0)	

FIGURE 11: PERCEPTIONS OF CHARACTERISTICS OF VIDEO EXPOSURE, %



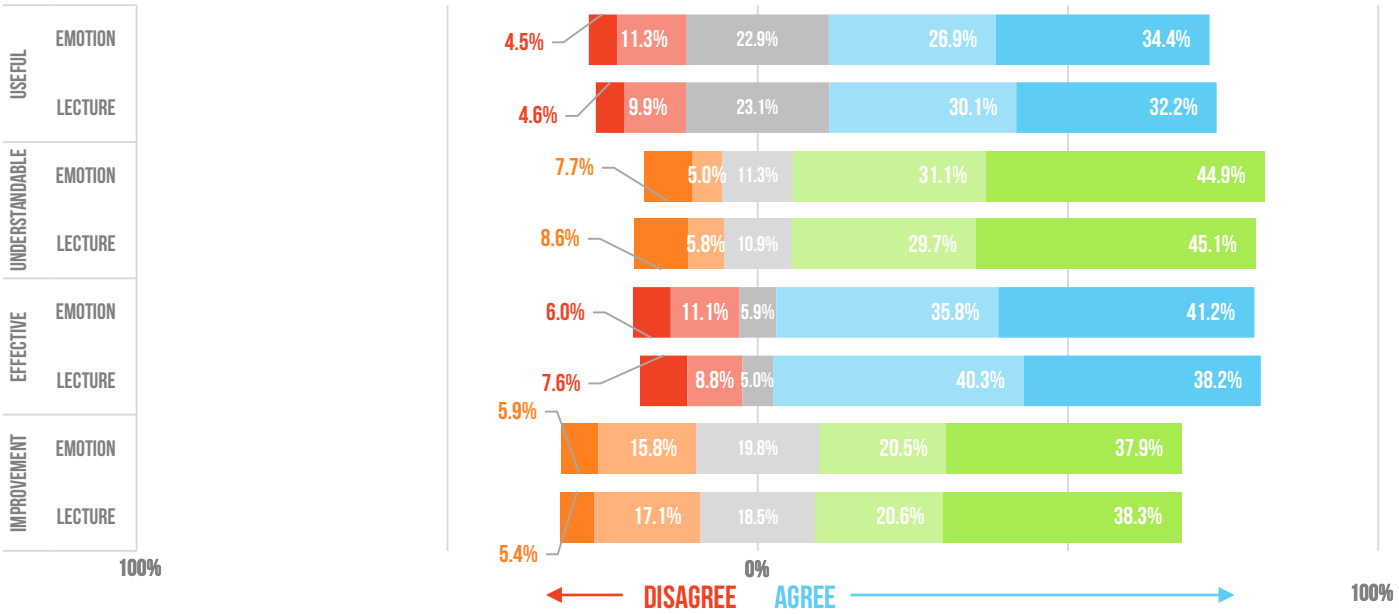
VIDEO EVALUATIONS - INFORMATION

PERCEPTIONS OF INFORMATION CONTAINED IN THE EXPOSURE VIDEOS

TABLE 3: EVALUATION OF INFORMATION CONTAINED IN THE VIDEOS, 5-POINT LIKERT SCALE, N (%)

	STRONGLY DISAGREE	DISAGREE	NEUTRAL	AGREE	STRONGLY AGREE	P-VALUE (WILCOXON)	ANY DISAGREE	ANY AGREE	P-VALUE (χ^2)
USEFUL: THE INFORMATION CONTAINED IN THIS VIDEO WAS USEFUL						0.43			0.41
Emotion	55 (4.5)	137 (11.3)	278 (22.9)	327 (26.9)	418 (34.4)		192 (20.5)	745 (79.5)	
Lecture	50 (4.6)	108 (9.9)	251 (23.1)	327 (30.1)	350 (32.2)		158 (18.9)	677 (80.1)	
UNDERSTANDABLE: THE INFORMATION IN THIS VIDEO WAS UNDERSTANDABLE						0.38			0.28
Emotion	94 (7.7)	61 (5.0)	137 (11.3)	378 (31.1)	545 (44.9)		155 (14.4)	923 (85.6)	
Lecture	93 (8.6)	63 (5.8)	118 (10.9)	322 (29.7)	490 (45.1)		156 (16.1)	812 (83.9)	
EFFECTIVE: THIS VIDEO WAS EFFECTIVE IN CONVEYING THE INFORMATION						0.21			0.60
Emotion	73 (6.0)	135 (11.1)	72 (5.9)	435 (35.8)	500 (41.2)		208 (18.2)	935 (81.8)	
Lecture	83 (7.6)	96 (8.8)	54 (5.0)	438 (40.3)	415 (38.2)		179 (17.3)	853 (82.7)	
IMPROVEMENT: THIS VIDEO IMPROVED MY UNDERSTANDING OF AID PROGRAMS						0.46			0.77
Emotion	72 (5.9)	192 (15.8)	241 (19.8)	249 (20.5)	461 (37.9)		264 (27.1)	710 (72.9)	
Lecture	59 (5.4)	186 (17.1)	201 (18.5)	224 (20.6)	416 (38.3)		245 (27.7)	640 (72.3)	

FIGURE 12: PERCEPTIONS OF INFORMATION PRESENTED IN VIDEO EXPOSURES, %



VIDEO EVALUATIONS - GENRE

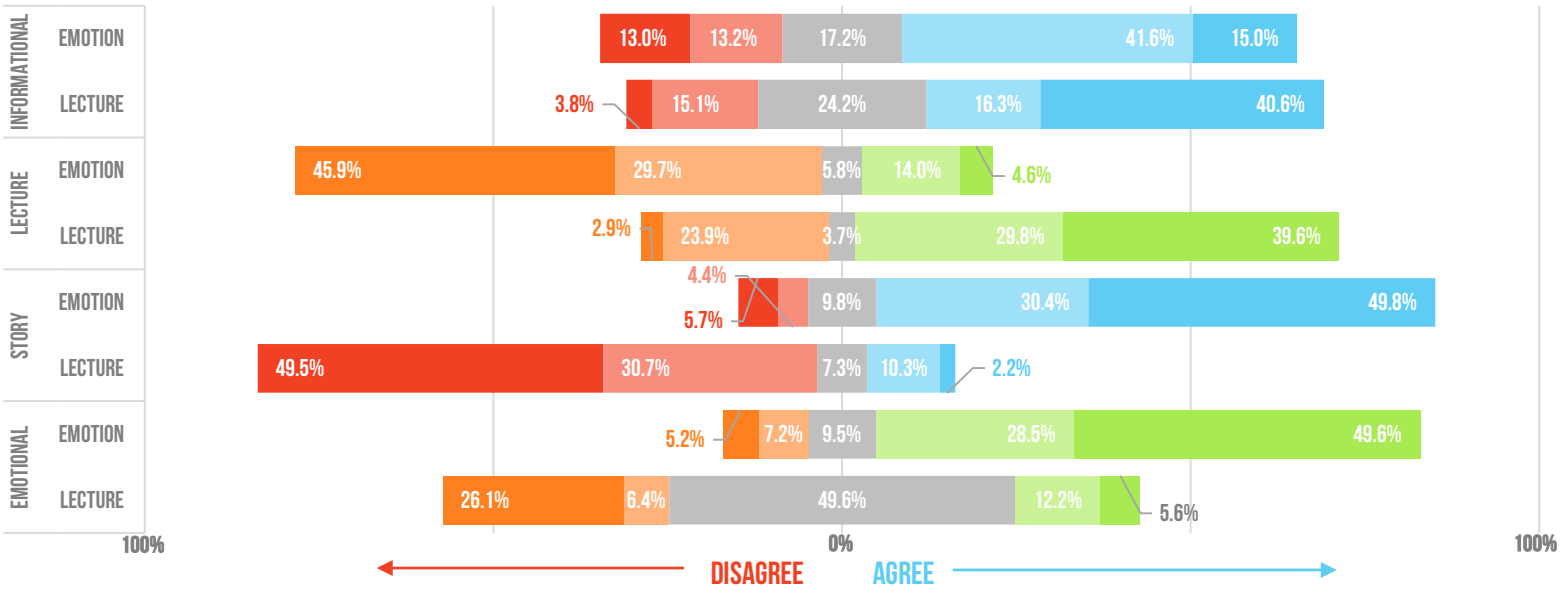
PERCEPTIONS OF GENRE-SPECIFIC CHARACTERISTICS

TABLE 4: PERCEPTIONS OF VIDEO GENRE REPRESENTATION, N (%)

	STRONGLY DISAGREE	DISAGREE	NEUTRAL	AGREE	STRONGLY AGREE	P-VALUE (WILCOXON)	ANY DISAGREE	ANY AGREE	P-VALUE (χ^2)
INFORMATIONAL: THIS WAS AN INFORMATIONAL VIDEO						<0.001*			0.002*
Emotion	158 (13.0)	160 (13.2)	209 (17.2)	506 (41.6)	182 (15.0)		318 (31.6)	668 (68.4)	
Lecture	41 (3.8)	164 (15.1)	263 (24.2)	177 (16.3)	441 (40.6)		205 (24.9)	618 (75.1)	
LECTURE: THIS VIDEO FELT LIKE A LECTURE						<0.001*			<0.001*
Emotion	558 (45.9)	361 (29.7)	70 (5.8)	170 (14.0)	56 (4.6)		919 (80.3)	226 (19.7)	
Lecture	32 (2.9)	260 (23.9)	40 (3.7)	324 (29.8)	430 (39.6)		292 (27.9)	754 (72.1)	
STORY: THIS VIDEO TOLD A STORY						<0.001*			<0.001*
Emotion	69 (5.7)	53 (4.4)	119 (9.8)	369 (30.4)	605 (49.8)		122 (11.1)	974 (88.9)	
Lecture	538 (49.5)	333 (30.7)	79 (7.3)	112 (10.3)	24 (2.2)		871 (86.5)	136 (13.5)	
EMOTIONAL: THIS VIDEO WAS EMOTIONAL						<0.001*			<0.001*
Emotion	63 (5.2)	87 (7.2)	116 (9.5)	346 (12.2)	603 (49.6)		150 (13.7)	949 (86.3)	
Lecture	283 (26.1)	70 (6.4)	539 (49.6)	133 (12.2)	61 (5.6)		353 (64.5)	194 (35.5)	

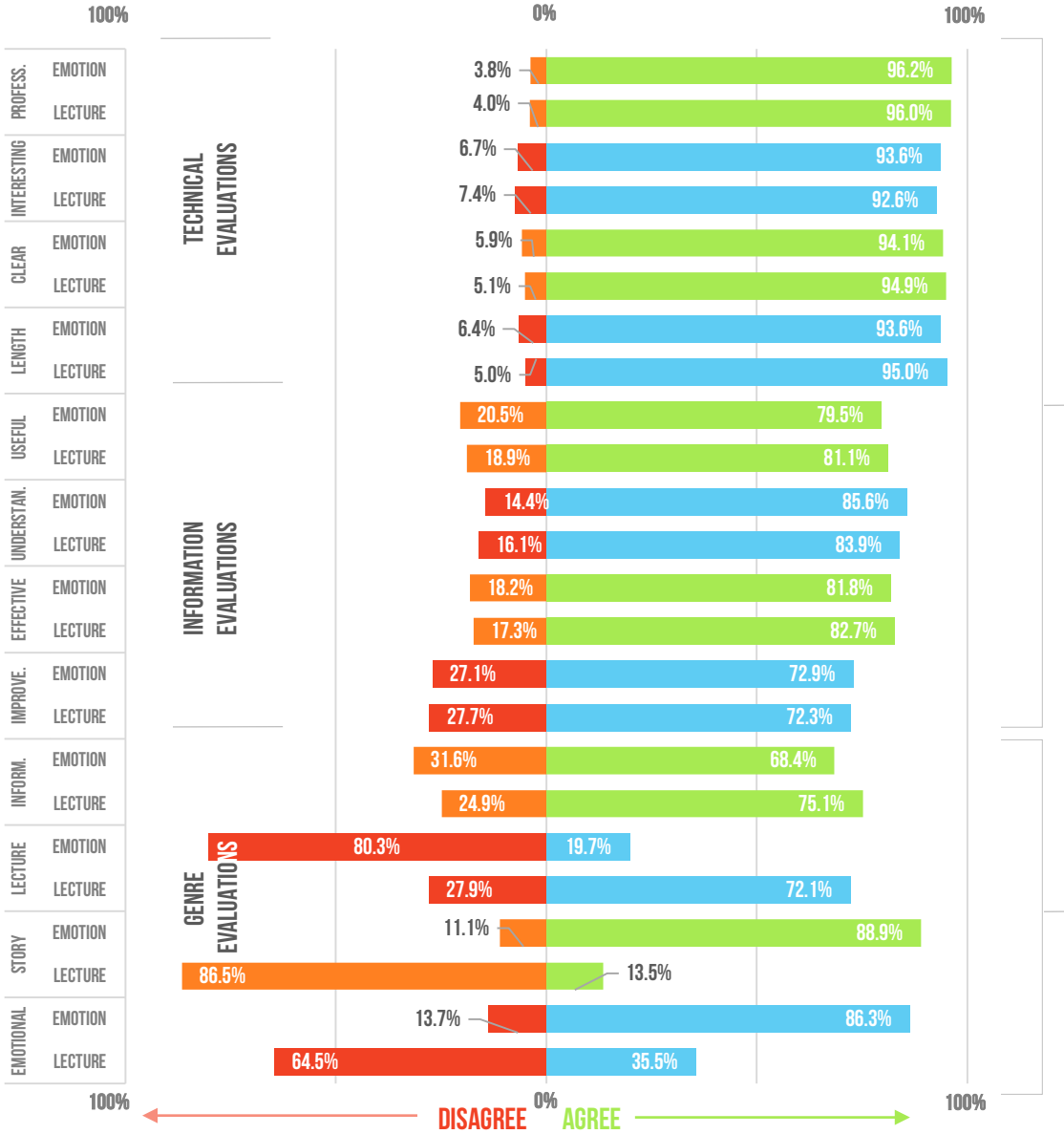
* DENOTES STATISTICAL SIGNIFICANCE

FIGURE 13: PERCEPTIONS OF VIDEO GENRE REPRESENTATION, %



GRAPHICAL OVERVIEW OF DICHOTOMOUS EVALUATIONS

FIGURE 14: RESPONSES AMONG PEOPLE WHO HAD AN OPINON, COLLAPSED INTO EITHER "AGREE" OR "DISAGREE." DATA ARE PRESENTED IN PREVIOUS TABLES.



Each of the colored pairs in the "technical" and "informational" sections **are not significantly different** (all p-values >0.05, see tables). **This is good**, because it tells us that the aspects characterizing the video *not* related to the messages themselves (such as quality and length) are the same for each video. It also tells us that the videos are similarly effective in conveying the information.

Each of these colored pairs in the 'genre' section **are significantly different** (all p-values <0.05, see tables). **This is good**, because it tells us that there are differences in the way people categorize the videos into either the "lecture" or "emotion" genre, and that the mode of conveyance is indeed different.

ADDITIONAL CHARACTERIZATIONS

PERCEPTIONS DEALING WITH CONFIDENCE, ASSOCIATION, AND SOCIAL APPEAL

Additional questions were included in this analysis to provide insight into certain processes that may prove useful in future research. These questions have less bearing on the overall characterization of the videos than in previous categories. Three dichotomous ("yes/no") questions assessed the respondents' confidence, ability to relate, and willingness to share on social media.

FIGURE 15: DID THIS VIDEO INCREASE YOUR CONFIDENCE IN GLOBAL HEALTH ISSUES?

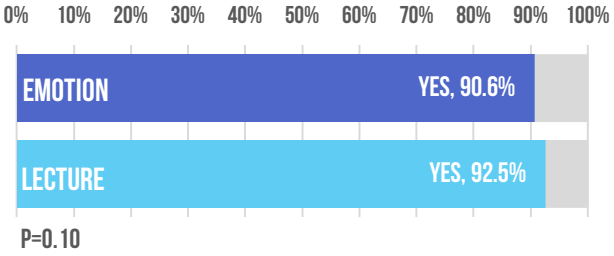
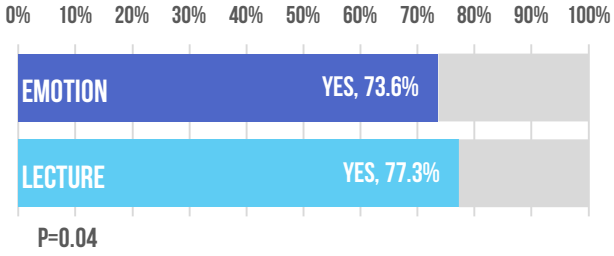
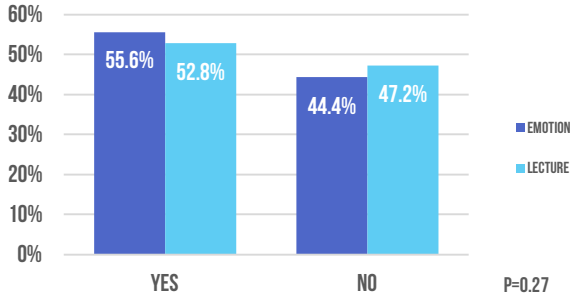


FIGURE 16: DID YOU RELATE TO THIS VIDEO ON A PERSONAL LEVEL?



Both emotion and lecture videos greatly increased the viewers' confidence in global health issues, with 90.6% and 92.5% of respondents answering "yes," respectively. These results were not statistically significant (p=0.10). Similarly, both emotion and lecture videos were largely relatable on a personal level to viewers, with 73.6% and 77.3% of respondents answering "yes," respectively. These results were statistically significant (p=0.04), indicating that viewers in the U.S. relate to hearing an informational video more than hearing a personal story. Slightly more than half of respondents indicated that they would share video exposures (55.6% and 52.8%, for emotion and lecture respectively). These results were not statistically significant (p=0.27).

FIGURE 17: WOULD YOU SHARE THIS VIDEO ON SOCIAL MEDIA?



SUMMARY OF PART 1 FINDINGS

WHAT DOES ALL THIS MEAN?

The goal of Part 1 was to determine if the videos were similar in nature in a variety of ways outside of the mode that they use to convey their messages. Ideally, the contextual factors – such as appropriateness of length, technical quality, and ability to convey information – would all be identical in both videos. This would allow us to have more confidence when we look at the outcomes because we are accounting for a large number of non-messaging-based factors.

THESE DATA SHOW US THAT THE CONTEXTUAL FACTORS EVALUATED IN THE SURVEY DO NOT STATISTICALLY DIFFER BETWEEN VIDEOS.

This indicates that both forms of videos are relatively similar. Furthermore, the second goal of Part 1 was to evaluate if the videos accurately represent their respective genres. This will allow us to better approach generalization to the genre as opposed to limiting the results to the specific videos in the study. Although there are concerns with any generalization or extrapolation of data, these efforts sought to mitigate such issues. Among people viewing the story-based video, almost 90% of viewers agree that the video told a story and that it was emotional (88.9% and 86.3% agreeing, respectively). This is significantly different from the lecture-based group (13.5% and 35.5% agreeing, respectively). Conversely, among people in the lecture-based group, 72.1% agreed that the video seemed like a lecture, and 75.1% agreed it seemed like an informational video. This is significantly different than the story-based group, with 19.7% and 68.4% of respondents agreeing, respectively. Breaking the data down into more detail with the Likert scales further highlights these separations of genre.

THE DATA SHOWED THAT THE TWO VIDEOS APPROPRIATELY REPRESENTED THE GENRES THEY WERE SEEKING TO REPRESENT.

This is the best possible result. These data indicate that when investigating the outcomes, we are able to have more confidence in our results because the videos generally only differ on mode of delivery (emotion vs lecture), which is the central study question.

V. STUDY RESULTS, PART 2: NARRATIVE PROJECT THEME MESSAGING

NARRATIVE PROJECT THEMES

THEME UNDERSTANDING AND INTERPRETATION

One of the outcomes of interest is to determine if one of the main genres – story-based videos or lecture-based videos – convey the Narrative Project themes better than the other. This section investigates this question. This study took eight phrases using exact or minimally modified language directly from the Narrative Project U.S. User Guide to evaluate the four themes:

INDEPENDENCE **SHARED VALUES** **PARTNERSHIP** **PROGRESS**

When choosing how to convey Narrative Project themes, each approach (lecture- or story-based) has its benefits and drawbacks. For instance, didactic, lecture-based videos can be explicit in conveying exactly what the organization is trying to say, whereas stories must take a more nonlinear approach, making it more difficult to get the exact message across. However, if the message is conveyed successfully, stories have been shown to improve long-term retention.

KNOWING THIS, WE SOUGHT TO ADD NUANCE TO OUR UNDERSTANDING OF WHICH THEMES WERE BEST CONVEYED USING WHICH APPROACH, OR IF ONE APPROACH WAS UNIVERSALLY SUPERIOR.

We also sought to see if any video conveying the Narrative Project themes improved the perception of international aid and development. This was done by adding a control group that did not watch any video but received a generic description of international development.

The Kruskal-Wallis (K-W) test statistic was calculated to determine significance in the three-way comparison of the Likert score distributions (p-value). The Kruskal-Wallis is an extension of the non-parametric Wilcoxon tests performed on the comparisons in the previous analysis but allows for more than two groups to be compared. It tests if any of the three distributions of the Likert responses are different but does not indicate specifically which one(s) may deviate. Additional analysis will look specifically at the differences between groups. For now, we are simply concerned with determining if there is *any* difference between the emotion, lecture, and control groups.

NARRATIVE PROJECT THEMES

RESULTS OVERVIEW

The following pages provide extensive data into the viewers' perception of the Narrative Project theme. This overview is intended to provide broad takeaways, but readers are encouraged to look at the tables and figures and read the results on the following pages to garner a more nuanced understanding of these perceptions.

*Results Summary for **Independence** Theme:* The emotion-based video performed better and received more favorable perceptions of the Independence theme than the lecture-based video. Both videos improved upon the control group, although some data indicate the overall distributions in the lecture-based video and control group were not statistically different for one prompt.

*Results Summary for **Shared Values** Theme:* There was no statistically significant difference in perception of Shared Values in the overall distributions of the two exposure videos, though both substantially improved upon the control group. Shared Values had a very high proportion of positive perceptions in all groups, indicating the theme is generally well accepted among the engaged public. Even with this high acceptance, both videos were able to show a significant increase in positive perceptions.

*Results Summary for **Partnership** Theme:* Perceptions in the Partnership theme showed mixed results depending on the prompt, with the emotion group showing superiority in one prompt and the lecture group in the other. Both videos dramatically improved favorable perceptions in this theme over the control.

*Results Summary for **Progress** Theme:* The emotion-based video was superior to the lecture-based video when conveying the Progress theme. Both videos improved upon the control.

The above summaries are broad takeaways from the analysis. The following pages show extensive and detailed data and provide further insight into the interpretation of these data that may help organizations fine-tune their messaging strategy.

NARRATIVE PROJECT THEMES

*FINDINGS ON **INDEPENDENCE***

TABLE 5: INDEPENDENCE THEME, COMPARISON BETWEEN EXPOSURES AND CONTROL GROUPS, N (%)

	STRONGLY DISAGREE	DISAGREE	NEUTRAL	AGREE	STRONGLY AGREE	P-VALUE (K-W)	ANY DISAGREE	ANY AGREE	P-VALUE (χ^2)
INDEPENDENCE (1): DEVELOPMENT PROGRAMS HELP MOTHERS BECOME INDEPENDENT.						<0.001			<0.001
Emotion	23 (1.9)	77 (6.3)	66 (5.4)	372 (30.6)	677 (55.7)		100 (8.7)	1049 (91.3)	
Lecture	99 (9.12)	43 (4.0)	97 (8.9)	399 (36.7)	448 (41.2)		142 (14.4)	847 (85.6)	
Control	126 (11.4)	94 (8.5)	131 (11.8)	154 (13.9)	604 (54.5)		220 (22.5)	758 (77.5)	
INDEPENDENCE (2): DEVELOPMENT PROGRAMS PROVIDE A FOUNDATION OF HEALTH TO MOTHERS AND CHILDREN SO THEY CAN BECOME SELF-RELIANT.						<0.001			<0.001
Emotion	49 (4.0)	38 (3.1)	76 (6.3)	342 (28.2)	710 (58.4)		87 (7.6)	1052 (92.4)	
Lecture	69 (6.4)	103 (9.5)	180 (16.6)	167 (15.4)	567 (52.2)		172 (19.0)	734 (81.0)	
Control	263 (23.7)	81 (7.3)	464 (41.8)	52 (4.7)	249 (22.5)		165 (17.1)	799 (82.9)	

FIGURE 18: INDEPENDENCE (1) - "DEVELOPMENT PROGRAMS HELP MOTHERS BECOME INDEPENDENT"

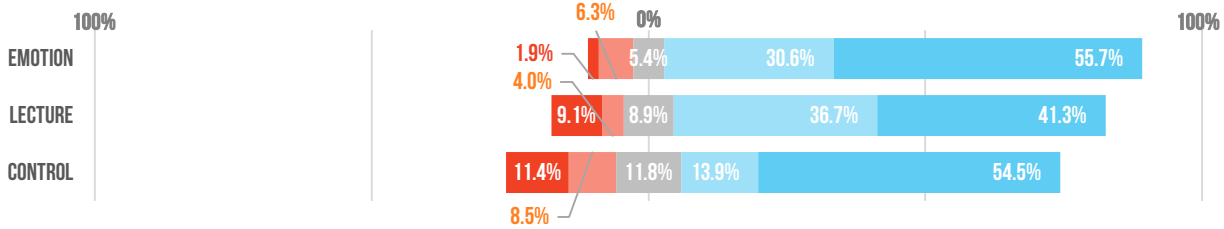
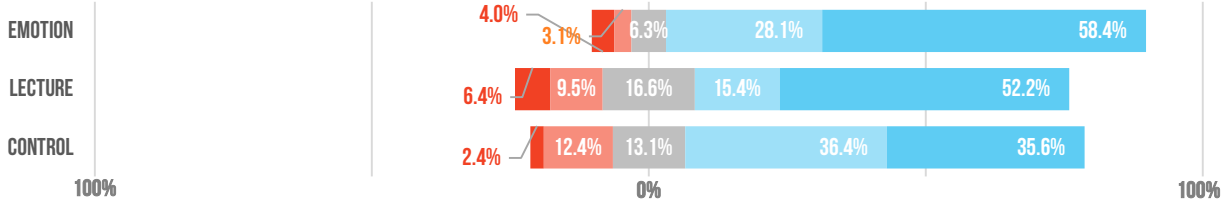


FIGURE 19: INDEPENDENCE (2) - "DEVELOPMENT PROGRAMS PROVIDE A FOUNDATION OF HEALTH TO MOTHERS AND CHILDREN SO THEY CAN BECOME SELF-RELIANT."



NARRATIVE PROJECT THEMES

*FINDINGS ON **INDEPENDENCE***

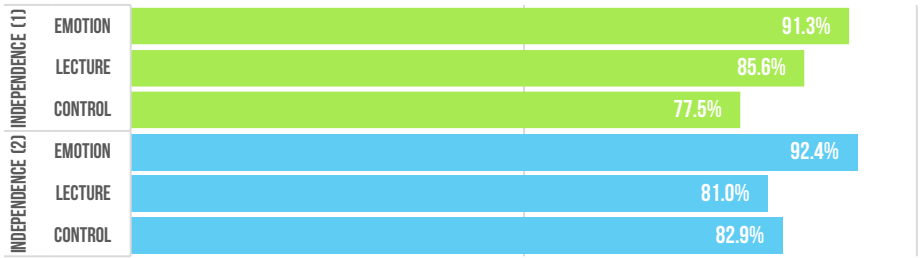
The table and charts on the previous page show that all groups had high levels of agreement for the Narrative Project theme of independence, with a large proportion of each group having a strong favorable view of the question prompts. However, despite this similarity the difference in their overall distributions is indeed statistically significant (Table 5). **Viewers exposed to the emotion-based video tended to agree more strongly with both questions compared with those viewing the lecture-based video or control group.** Both lecture and control groups tended to elicit a more extreme negative response than in the emotion group, particularly in Independence (1). Although Table 5 (previous page) importantly shows us the distribution of data and indicates that the differences in the three distributions are statistically significant, it does not tell us which ones may differ. Table 6 teases out the pairwise comparisons of each distribution in the previous charts. Results in red indicate that the dispersals of responses significantly differ (there is a statistically significant difference) between the pairs. Gray indicates that the difference is not statistically significant.

TABLE 6: PAIRWISE ANALYSIS OF OVERALL DISTRIBUTION

	EMOTION VS CONTROL	LECTURE VS CONTROL	EMOTION VS LECTURE
INDEPENDENCE (1)	<0.001	0.04*	<0.001
INDEPENDENCE (2)	<0.001	<0.001	<0.001

**Using a Bonferroni Corrected Significance Level of 0.017*

FIGURE 20: PERCENT AGREEING WITH QUESTION PROMPT, INDEPENDENCE THEME



Combining the responses into dichotomous categories of "any agree" or "any disagree" also yields significantly different results across the three groups (Table 5). Figure 20 shows the percent of respondents agreeing (responding either "agree" or "strongly agree") with the question prompt among those who had an opinion. Given the high levels of agreement for this Narrative Project theme, perhaps the most useful way to look at these data is to investigate what percentage of favorable responses are attributable to the exposure

group. Table 7 shows the absolute difference in percentage agreeing with the themes of Independence for the pairwise comparisons. Despite what group the respondents are in, a certain percentage of respondents will agree with the prompts. We would like to see if being exposed to either video, or one video over the other, increases the probability that a respondent will agree. Table 7 allows us to see the excess percentage of agreement, or the percentage that is a result of the specific exposure video.

TABLE 7: ABSOLUTE PERCENT DIFFERENCE IN FAVORABLE VIEW OF INDEPENDENT THEME %, (95% CI). (NOTE: THE COLOR OF THE TEXT INDICATES THE GROUP THE INCREASE FAVORS. GRAY IS NOT STATISTICALLY SIGNIFICANT.)

	EMOTION VS CONTROL	LECTURE VS CONTROL	EMOTION VS LECTURE
INDEPENDENCE (1)	14% (11, 17)	8% (5, 12)	6% (3, 8)
INDEPENDENCE (2)	10% (7, 12)	-2% (-5, 2)	11% (8, 14)

Table 7 is particularly relevant when considering advocacy campaigns seeking to efficiently influence the most people. For instance, for Independence (1) the *increase* in agreement that can be attributed to watching the emotion video over the text-only control is 14%. In other words, if 100 people were to watch the emotion video compared to the control, an additional 14 people would respond favorably. Table 8 gives the relative increase in agreement in all pairwise comparisons. For instance, when comparing the emotion group versus the control group for Independence (1), the first cell, these data show that someone watching an emotion-based video is 1.18 times as likely to agree compared to the control group.

TABLE 8: RELATIVE PROBABILITY OF FAVORABLE VIEW OF INDEPENDENT THEME, %, (95% CI). (NOTE: THE COLOR OF THE TEXT INDICATES THE GROUP THE INCREASE FAVORS. GRAY IS NOT STATISTICALLY SIGNIFICANT.)

	EMOTION VS CONTROL	LECTURE VS CONTROL	EMOTION VS LECTURE
INDEPENDENCE (1)	1.18 (1.13, 1.22)	1.10 (1.06, 1.15)	1.06 (1.03, 1.10)
INDEPENDENCE (2)	1.11 (1.08, 1.15)	0.98 (0.94, 1.02)	1.14 (1.10, 1.18)

Notably, when the emotion group is compared to the lecture group, the emotion group has a substantial relative increase over the lecture group in both prompts. Both the absolute measures (Table 7) and the relative measures (Table 8) investigate different aspects of the same question: does exposure to one of the videos increase or decrease the probability of favorable responses to the Independence themes? **Given the data from this study, we conclude that showing an emotion-based film is the best choice for improving favorability for the Narrative Project theme of Independence among the engaged public.** The lecture-based video appears to show some positive results compared to the control group, but the data are mixed.

NARRATIVE PROJECT THEMES

*FINDINGS ON **SHARED VALUES***

TABLE 9: SHARED VALUES, COMPARISON BETWEEN EXPOSURES AND CONTROL GROUPS, N (%)

	STRONGLY DISAGREE	DISAGREE	NEUTRAL	AGREE	STRONGLY AGREE	P-VALUE (K-W)	ANY DISAGREE	ANY AGREE	P-VALUE (χ^2)
SHARED VALUES (1): DEVELOPMENT PROGRAMS SHOULD HELP MOTHERS AND CHILDREN AROUND THE WORLD ACHIEVE THEIR FULL POTENTIAL, NO MATTER WHERE THEY ARE BORN.						<0.001			<0.001
Emotion	21 (1.7)	43 (3.5)	42 (3.5)	121 (10.0)	998 (81.3)		64 (5.5)	1109 (94.5)	
Lecture	27 (2.5)	12 (2.1)	29 (2.7)	127 (11.7)	880 (81.0)		50 (4.7)	1007 (95.3)	
Control	68 (6.13)	76 (6.9)	153 (13.8)	255 (23.0)	557 (50.2)		144 (15.1)	812 (84.9)	
SHARED VALUES (2): DEVELOPMENT WORK IS THE RIGHT THING TO DO AS A MATTER OF HUMAN DIGNITY.						<0.001			<0.001
Emotion	20 (1.7)	50 (4.1)	52 (4.3)	153 (12.6)	940 (77.4)		70 (6.0)	1093 (94.0)	
Lecture	22 (2.0)	29 (2.7)	49 (4.5)	114 (10.5)	872 (80.1)		51 (4.9)	986 (95.1)	
Control	28 (2.5)	81 (7.3)	40 (3.6)	363 (32.7)	597 (53.8)		109 (10.2)	960 (89.8)	

FIGURE 21: SHARED VALUES (1) :"DEVELOPMENT PROGRAMS SHOULD HELP MOTHERS AND CHILDREN AROUND THE WORLD ACHIEVE THEIR FULL POTENTIAL, NO MATTER WHERE THEY ARE BORN."

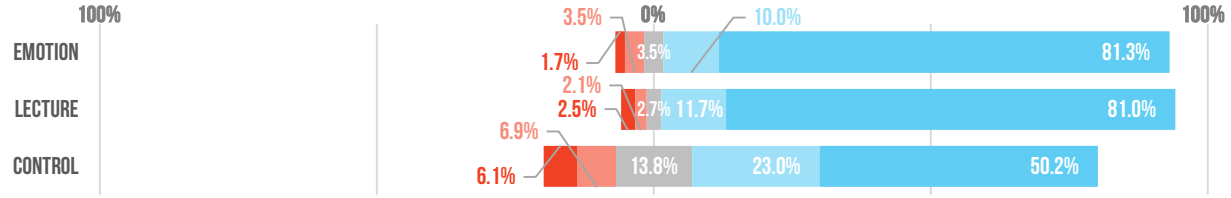
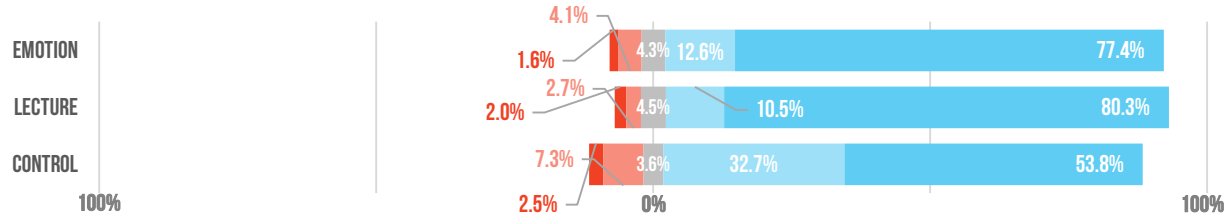


FIGURE 22: SHARED VALUES (2): DEVELOPMENT WORK IS THE RIGHT THING TO DO AS A MATTER OF HUMAN DIGNITY.



NARRATIVE PROJECT THEMES

*FINDINGS ON **SHARED VALUES***

Table 9 (previous page) shows that the difference in distributions of the three groups is statistically significant. The table and charts on the previous page show that all groups had high levels of agreement for the Narrative Project theme of Shared Values; however, respondents in both the emotion and lecture groups showed considerably stronger agreement with the prompts when compared to the control (~30% more "strongly agree" responses in each prompt). Table 10 shows the pairwise breakdown of comparisons between the groups for Shared Values. Although both groups show a significantly different distribution than the control, the distribution of responses – when comparing the two exposure video groups – does not statistically differ. Results in red indicate that the dispersals of responses significantly differ (there is a statistically significant difference) between the pairs. Gray indicates that there is not a statistically significant difference.

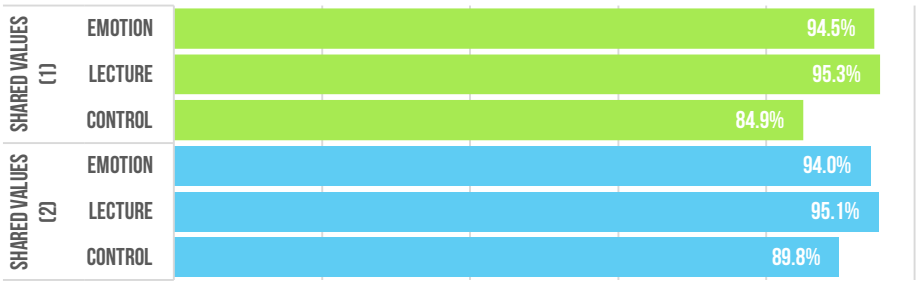
TABLE 10: PAIRWISE ANALYSIS OF OVERALL DISTRIBUTION

	EMOTION VS CONTROL	LECTURE VS CONTROL	EMOTION VS LECTURE
SHARED VALUES (1)	<0.001	<0.001	0.97*
SHARED VALUES (2)	<0.001	<0.001	0.10*

**Using a Bonferroni Corrected Significance Level of 0.017*

These data indicate that **showing *any* video improves upon and solidifies a favorable perception of Shared Values.** Moreover, those in the control group tended to have more extreme negative views of Shared Values than those participants viewing either of the exposure videos, particularly in Shared Values (1). Combining the responses into dichotomous categories of "any agree" or "any disagree" shows extremely high favorable responses in all three groups. This indicates that at baseline many of the engaged public already agree with this theme. However, despite these extremely high percentages, the distributions remain significantly different

FIGURE 23: PERCENT AGREEING WITH QUESTION PROMPT, SHARED VALUES THEME



(Table 9). Table 11 allows us to see the excess percentage of agreement (in other words, the responses in the given populations that are a result of the specific exposure video). **Table 11 is particularly relevant when considering advocacy campaigns seeking to efficiently influence the most people. The table shows that despite an inherently high favorable perception of the Shared Values theme, the use of video message dissemination of the Shared Values theme nevertheless improves upon these proportions.** For instance, if 100 people were shown either the lecture or emotion video, an *additional* 10 people would respond with a favorable perception of Shared Values (1) over the control group.

TABLE 11: ABSOLUTE PERCENT DIFFERENCE IN FAVORABLE VIEW OF SHARED VALUE THEME %, (95% CI). (NOTE: THE COLOR OF THE TEXT INDICATES THE GROUP THE INCREASE FAVORS. GRAY IS NOT STATISTICALLY SIGNIFICANT.)

	EMOTION VS CONTROL	LECTURE VS CONTROL	EMOTION VS LECTURE
SHARED VALUES (1)	10% (7, 12)	10% (8, 13)	0% (-2, 1)
SHARED VALUES (2)	4% (2, 6)	5% (3,8)	1% (-1, 3)

Table 11 allows us to determine absolute or population-based measures, whereas Table 12 gives the *relative* probability of a favorable outcome in all pairwise comparisons. This allows us to more accurately determine if there is a causal association. For instance, when comparing the emotion group versus the control group for Shared Values (1), the first cell, these data show that someone watching an emotion-based video is 1.11 times as likely to agree with the message prompt compared to the control group. Notably, in both prompts both Tables 11 and 12 show that there was little difference in the video groups.

TABLE 12: RELATIVE PROBABILITY OF FAVORABLE VIEW OF SHARED VALUES THEME, %, (95% CI). (NOTE: THE COLOR OF THE TEXT INDICATES THE GROUP THE INCREASE FAVORS. GRAY IS NOT STATISTICALLY SIGNIFICANT.)

	EMOTION VS CONTROL	LECTURE VS CONTROL	EMOTION VS LECTURE
SHARED VALUES (1)	1.11 (1.08, 1.15)	1.12 (1.09, 1.16)	0.99 (0.97, 1.01)
SHARED VALUES (2)	1.05 (1.02, 1.07)	1.06 (1.03, 1.09)	0.99 (0.97, 1.01)

Given these data, we conclude that both the emotion-based video and the lecture-based video improve positive perceptions of the Shared Values theme over the control group, but the data do not show an advantage of one video dissemination strategy over the other.

NARRATIVE PROJECT THEMES

FINDINGS ON ***PARTNERSHIP***

TABLE 13: PARTNERSHIP, COMPARISON BETWEEN EXPOSURES AND CONTROL GROUPS, N (%)

	STRONGLY DISAGREE	DISAGREE	NEUTRAL	AGREE	STRONGLY AGREE	P-VALUE (K-W)	ANY DISAGREE	ANY AGREE	P-VALUE (χ^2)
PARTNERSHIP (1) : DEVELOPMENT PROGRAMS BRING PEOPLE AND ORGANIZATIONS TOGETHER TO MAKE A LASTING DIFFERENCE.						<0.001			<0.001
Emotion	52 (4.3)	62 (5.1)	26 (2.1)	394 (32.4)	681 (56.1)		114 (9.6)	1075 (90.4)	
Lecture	98 (9.0)	27 (2.5)	66 (6.1)	361 (33.2)	534 (49.2)		125 (12.3)	895 (87.7)	
Control	148 (13.4)	264 (23.8)	244 (22.0)	257 (23.2)	196 (17.7)		412 (47.6)	453 (52.4)	
PARTNERSHIP (2): DEVELOPMENT PROGRAMS ARE A TWO-WAY STREET: PEOPLE IN LOW-INCOME COUNTRIES ARE ACTIVE, MUTUAL PARTNERS IN DEVELOPMENT.						<0.001			<0.001
Emotion	31 (2.6)	47 (3.9)	257 (21.2)	277 (21.0)	603 (49.6)		78 (8.1)	880 (91.9)	
Lecture	25 (2.3)	13 (1.2)	237 (21.8)	228 (21.0)	283 (53.7)		38 (4.5)	811 (95.5)	
Control	263 (23.7)	81 (7.3)	464 (41.8)	52 (4.7)	249 (22.5)		344 (53.3)	301 (47.7)	

FIGURE 24: PARTNERSHIP (1) : DEVELOPMENT PROGRAMS BRING PEOPLE AND ORGANIZATIONS TOGETHER TO MAKE A LASTING DIFFERENCE.

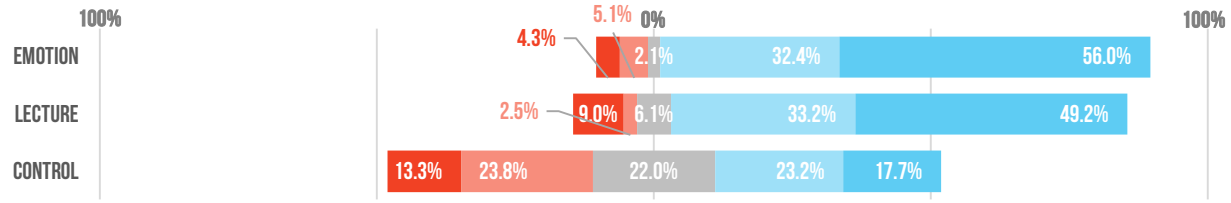
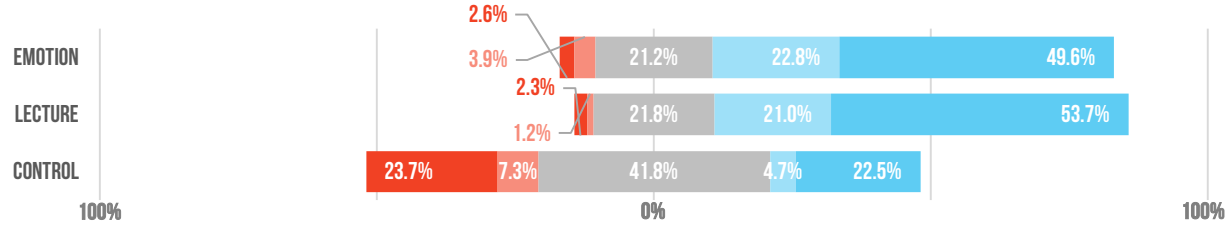


FIGURE 25: PARTNERSHIP (2): DEVELOPMENT PROGRAMS ARE A TWO-WAY STREET: PEOPLE IN LOW-INCOME COUNTRIES ARE ACTIVE, MUTUAL PARTNERS IN DEVELOPMENT.



NARRATIVE PROJECT THEMES

*FINDINGS ON **PARTNERSHIP***

Table 13 (previous page) shows that the difference in distributions of the three groups is statistically significant for both Partnership theme prompts. Figures 24 and 25 show a drastic change when viewing either emotion- or lecture-based videos over the control group. There is a substantial shift towards more favorable perceptions, particularly affecting the proportion of those who strongly agree. The proportion of respondents who "strongly disagree" are drastically lower among the exposure groups, as well as those who only "disagree." Moreover, the proportion of those who have "no opinion" are approximately one-sixth and one-half lower for both prompts 1 and 2, respectively, among those watching any video. **These figures suggest that showing any video not only results in more favorable opinions but also may encourage people to change their minds about the Partnership theme.**

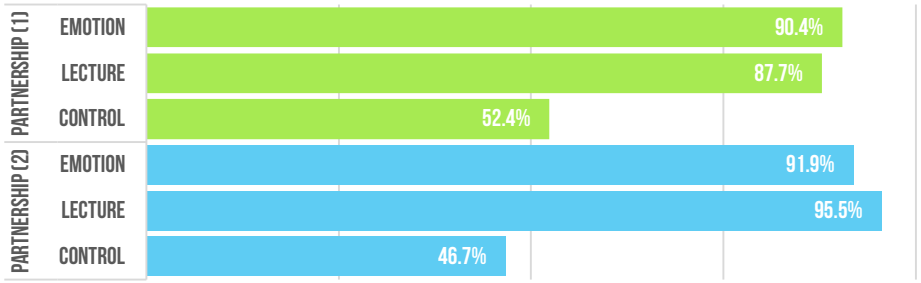
TABLE 14: PAIRWISE ANALYSIS OF OVERALL DISTRIBUTION

	EMOTION VS CONTROL	LECTURE VS CONTROL	EMOTION VS LECTURE
PARTNERSHIP (1)	<0.001	<0.001	<0.001
PARTNERSHIP (2)	<0.001	<0.001	0.10

**Using a Bonferroni Corrected Significance Level of 0.017*

Table 14 shows the pairwise breakdown of comparisons between the group distributions. Results in red indicate that the dispersals of responses significantly differ (there is a statistically significant difference) between the pairs. Gray indicates that there is not a statistically significant difference. Table 14, along with the charts and graphs on the previous page, show that, at least for Partnership (1), **the emotion-based video further improves these positive perceptions of Partnership**. Combining the responses into dichotomous categories of "any agree" or "any disagree" shows extremely high favorable responses for the two video exposure groups but a considerably lower proportion of favorable responses in the control group (Figure 26). This further reinforces the

FIGURE 26: PERCENT AGREEING WITH QUESTION PROMPT, PARTNERSHIP THEME



possibility that watching any video results in a higher proportion of people favoring the Partnership theme. Table 15 shows the excess percentage of agreement (in other words, the percentage may be attributable to the exposure). **Table 15 is particularly relevant when considering advocacy campaigns seeking to efficiently influence the most people.** For instance, if 100 people were shown the emotion video, an *additional* 38 people would respond with a favorable perception of Partnership (1) over the control group. In this same comparison, one could also conclude that in order to have one individual have a positive perception, only about three people would need to be shown the video. Whereas Table 15 shows us the population-level impact, Table 16 shows us the relative probability of having a positive perception in all pairwise comparisons of both Partnership theme prompts. For instance, for the Partnership (1) prompt, participants who viewed the emotion video were 1.73 times more likely to respond favorably compared to controls (first cell).

TABLE 15: ABSOLUTE PERCENT DIFFERENCE IN FAVORABLE VIEW OF PARTNERSHIP THEME %, (95% CI). (NOTE: THE COLOR OF THE TEXT INDICATES THE GROUP THE INCREASE FAVORS. GRAY IS NOT STATISTICALLY SIGNIFICANT.)

	EMOTION VS CONTROL	LECTURE VS CONTROL	EMOTION VS LECTURE
PARTNERSHIP (1)	38% (34, 42)	35% (32, 39)	3% (0.1, 5)
PARTNERSHIP (2)	45% (41, 49)	49% (45, 53)	4% (1, 6)

Interestingly in this Narrative Project theme, we have a "split" between the two theme prompts, and when choosing a video genre for advocacy purposes, the organization may need to take into consideration the nuance of the Partnership message being conveyed. However, the increase for both prompts were relatively slight, particularly when contrasted to the massive increase in benefit when compared to the control group. These data indicate that showing either video provides a substantial benefit to improving perceptions of the Partnership theme, almost doubling the probability that someone will have a favorable response when viewing either video. **Given these data, we conclude that both the emotion-based video and the lecture-based video greatly improve positive perceptions of the Partnership theme over the control group,** and the data show mixed results when comparing one video dissemination strategy to the other.

TABLE 16: RELATIVE PROBABILITY OF FAVORABLE VIEW OF PARTNERSHIP THEME, %, (95% CI). (NOTE: THE COLOR OF THE TEXT INDICATES THE GROUP THE INCREASE FAVORS. GRAY IS NOT STATISTICALLY SIGNIFICANT.)

	EMOTION VS CONTROL	LECTURE VS CONTROL	EMOTION VS LECTURE
PARTNERSHIP (1)	1.73 (1.62, 1.85)	1.68 (1.57, 1.79)	1.03 (1.01, 1.06)
PARTNERSHIP (2)	1.99 (1.81, 2.14)	2.05 (1.88, 2.23)	1.04 (1.02, 1.06)

NARRATIVE PROJECT THEMES

FINDINGS ON ***PROGRESS***

TABLE 17: PROGRESS, COMPARISON BETWEEN EXPOSURES AND CONTROL GROUPS, N (%)

	STRONGLY DISAGREE	DISAGREE	NEUTRAL	AGREE	STRONGLY AGREE	P-VALUE (K-W)	% DISAGREE	% AGREE	P-VALUE (χ^2)
PROGRESS (1): WE HAVE MADE SIGNIFICANT PROGRESS IN MATERNAL AND CHILD HEALTH.						<0.001			<0.001
Emotion	49 (4.0)	68 (5.6)	175 (14.4)	437 (36.0)	486 (40.0)		117 (11.3)	923 (88.8)	
Lecture	30 (2.8)	67 (6.2)	274 (25.2)	499 (46.0)	216 (19.9)		97 (12.0)	715 (88.1)	
Control	112 (10.1)	61 (5.5)	144 (13.0)	734 (66.2)	58 (5.2)		173 (17.9)	792 (82.1)	
PROGRESS (2): IN GENERAL, GLOBAL HEALTH DEVELOPMENT PROGRAMS SUCCESSFULLY MEET THEIR GOALS.						<0.001			<0.001
Emotion	47 (3.9)	86 (7.1)	299 (24.6)	543 (44.7)	240 (19.8)		133 (14.5)	783 (85.5)	
Lecture	155 (14.3)	32 (3.0)	88 (8.1)	479 (44.1)	332 (30.6)		187 (18.7)	811 (81.3)	
Control	199 (17.9)	222 (20.0)	299 (27.0)	187 (16.9)	202 (18.2)		421 (52.0)	389 (48.0)	

FIGURE 27: PROGRESS (1)
WE HAVE MADE SIGNIFICANT PROGRESS IN MATERNAL AND CHILD HEALTH.

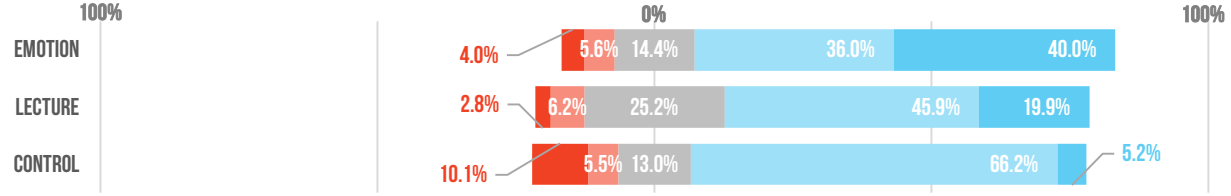
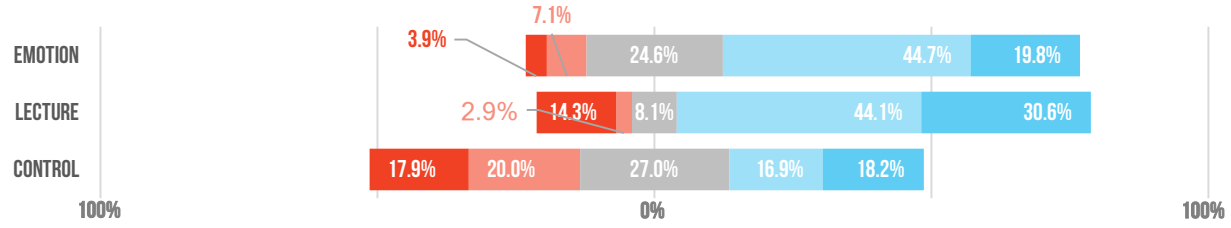


FIGURE 28: PROGRESS (2)
IN GENERAL, GLOBAL HEALTH DEVELOPMENT PROGRAMS SUCCESSFULLY MEET THEIR GOALS.



NARRATIVE PROJECT THEMES

*FINDINGS ON **PROGRESS***

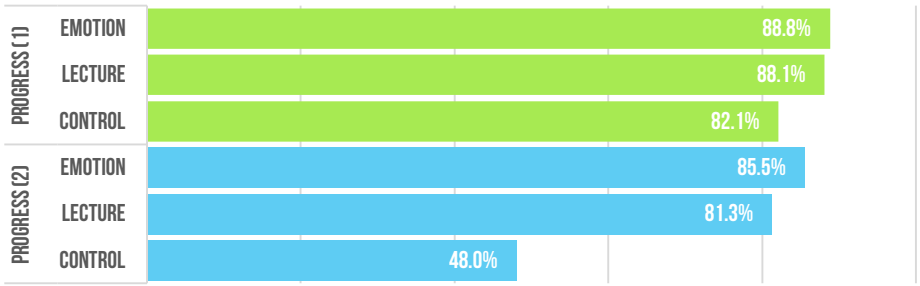
Table 17 (previous page) shows that the difference in distributions of the three groups is statistically significant for both Progress theme prompts. Figures 27 and 28 show a clear change in the distribution of responses between all three categories. For instance, in Progress (1), although a similar proportion of people agree at all among all the three groups, the emotion group has more than twice the number of respondents who "strongly agree" as the lecture group and over 8 times more than the control group. There are also considerably fewer extreme negative responses in both video groups than in the control. There is a similar jump in strong positive perceptions among Progress (2), notably highest in the lecture group. Table 18 shows that the distributions of all the pairwise comparisons are significantly different, though one should take care in looking at the individual prompts to determine which distribution may be more favorable. For instance, when comparing emotion versus lecture in Progress (2), one may conclude that since there are more responses of "strongly agree," lecture-based videos may be more favorable than emotion-based videos. However, this is tempered by the stark increase in the number of respondents who "strongly disagree." Both videos are clearly superior to the control group. **When comparing the emotion and lecture groups, it is our conclusion that for both prompts the emotion-based video is more effective than the lecture-based video.** Combining the responses into dichotomous categories of "any agree" or "any disagree" (Figure 29) shows extremely high favorable responses for the two video exposure groups but a

TABLE 18: PAIRWISE ANALYSIS OF OVERALL DISTRIBUTION, PROGRESS

	EMOTION VS CONTROL	LECTURE VS CONTROL	EMOTION VS LECTURE
PROGRESS (1)	<0.001	<0.001	<0.001
PROGRESS (2)	<0.001	<0.001	<0.001

**Using a Bonferroni Corrected Significance Level of 0.017*

FIGURE 29: PERCENT AGREEING WITH QUESTION PROMPT, PROGRESS THEME



considerably lower proportion of favorable responses in the control group, particularly in Progress (2). Table 19 shows the excess percentage of agreement (in other words, the percentage that may be attributable to the exposure). **Table 19 is particularly relevant when considering advocacy campaigns seeking to efficiently influence the most people.** For instance, if 100 people were shown the emotion video, an additional 6 people would have a favorable response over the control group (and one could attribute these six people to the fact that they saw the video). Whereas Table 19 shows us the population-level impact, Table 20 shows us the relative probability of having a positive perception in all pairwise comparisons of both Progress theme prompts. For instance, for the Progress (1) prompt, participants who viewed the emotion video were 1.08 times more likely to respond favorably compared to controls (first cell). However, both videos showed a statistically significant result compared to the controls in both prompts, which is a noticeably drastic increase when looking at Partnership (2). This suggests that not only is the modality of message delivery important (i.e., lecture vs emotion) but also the phrasing of the theme may play an important role. In addition, the emotion video yielded superior results in this prompt, further emphasizing the importance of word choice in the theme's messaging.

TABLE 19: ABSOLUTE PERCENT DIFFERENCE IN FAVORABLE VIEW OF PROGRESS THEME %, (95% CI) (NOTE: THE COLOR OF THE TEXT INDICATES THE GROUP THE INCREASE FAVORS. GRAY IS NOT STATISTICALLY SIGNIFICANT.)

	EMOTION VS CONTROL	LECTURE VS CONTROL	EMOTION VS LECTURE
PROGRESS (1)	6% (4, 10)	6% (3, 9)	1% (-2, 4)
PROGRESS (2)	38% (33, 42)	33% (29, 37)	4% (1, 8)

TABLE 20: RELATIVE PROBABILITY OF FAVORABLE VIEW OF PROGRESS THEME, %, (95% CI). (NOTE: THE COLOR OF THE TEXT INDICATES THE GROUP THE INCREASE FAVORS. GRAY IS NOT STATISTICALLY SIGNIFICANT.)

	EMOTION VS CONTROL	LECTURE VS CONTROL	EMOTION VS LECTURE
PARTNERSHIP (1)	1.08 (1.04, 1.12)	1.07 (1.03, 1.12)	1.01 (0.98, 1.04)
PARTNERSHIP (2)	1.78 (1.65, 1.92)	1.69 (1.57, 1.83)	1.05 (1.01, 1.10)

Given these data in their totality, we conclude that the emotion-based video is superior when conveying the Narrative Project theme of Progress; however, the lecture-based video is clearly superior than showing no video at all.

NARRATIVE PROJECT THEMES

SUMMARY OF FINDINGS

It is very important to understand that there is no one graph or chart that can definitively conclude if one modality of communication is better than the other. Instead, we must look at the data as a whole, and in various ways, to draw the best conclusions. **The most informative data come from the 5-point Likert-scale tables and charts.** These data allow us to see a more granular level of each video's impact—both by itself and when compared to other groups. It is important to know, for instance, what proportion of respondents have a more extreme, passionate opinion of the prompt as opposed to simply a tacit endorsement. However, in both practical and statistical terms, polytomous responses (i.e., the five Likert responses) are not as clearly interpretable as dichotomous (i.e., "yes/no") responses. When considering the various perspectives, there is no "right" or "wrong"; rather, we must use statistical techniques alongside inference and rationale to make the best judgements. Although we provide our conclusions in the subsequent pages, we invite you to look closely at the distribution of the data themselves in the charts and tables contained in this document.

In addition to providing the full data distributions, we also dichotomized the data. Despite losing some of the nuance of the information, dichotomizing the data into either "any agree" or "any disagree" allows us to make more objective decisions. Tables 21 and 22 (next page) combine the various results seen from the previous pages. Table 21 shows absolute (difference) measures of effect for the exposure groups. Table 22 shows the relative (ratio) measures of effect for the exposure groups. Difference measures allow us to see the public importance of a finding (i.e., how many more people in the engaged public we can positively influence by showing them a video). Ratio measures give us insight into the etiology and the strength of the association (i.e., the magnitude of the ratio reflects the strength of the association between the exposure group and agreeing with the prompt).

As a public health analogy, if the *relative* risk of a disease is 4.0 (meaning one group has 4.0 times the risk of disease compared to the other), we would still need to know the *absolute* difference to determine the public health importance. It could be that there is 1 case compared to 4 cases in 1,000,000 people, or it could be that there is 1 case compared to 4 cases in every 5 people. These would elicit two very different public health responses. In our scenario, the absolute measures are arguably the most useful way to present the results in a meaningful way.

NARRATIVE PROJECT THEMES

SUMMARY OF FINDINGS

TABLE 21: ABSOLUTE PERCENT DIFFERENCE IN FAVORABLE VIEW OF NARRATIVE PROJECT THEMES %, (95% CI)

	EMOTION VS CONTROL	LECTURE VS CONTROL	EMOTION VS LECTURE
INDEPENDENCE (1)	14% (11, 17)	8% (5, 12)	6% (3, 8)
INDEPENDENCE (2)	10% (7, 12)	-2% (-5, 2)	11% (8, 14)
SHARED VALUES (1)	10% (7, 12)	10% (8, 13)	0% (-2, 1)
SHARED VALUES (2)	4% (2, 6)	5% (3,8)	1% (-1, 3)
PARTNERSHIP (1)	38% (34, 42)	35% (32, 39)	3% (0.1, 5)
PARTNERSHIP (2)	45% (41, 49)	49% (45, 53)	4% (1, 6)
PROGRESS (1)	6% (4, 10)	6% (3, 9)	1% (-2, 4)
PROGRESS (2)	38% (33, 42)	33% (29, 37)	4% (1, 8)

Results from Table 21 reflect the percentage of the total favorable views which is **attributable** to participants watching either the lecture or control video. The color of the text reflects the exposure that the percentage favors. Responses in gray are not statistically significant. Using the first cell as an example (reflecting emotion vs control for Independence [1]), the data would be interpreted as the following: 14% of the total percentage of favorable views for Independence (1) are attributable to viewers watching the emotion-based video.

From Table 21 we can see that in all cases, the emotion video is superior to the control group, and these results are statistically significant. This holds true even in situations where there was overwhelming support for the prompt in all categories, such as the theme of Shared Values (where both prompts had at least 85% of people agreeing among those who had an opinion). Despite the Shared Values theme having lower absolute values in Table 21 (i.e., 4%), this shows that conveying these messages through either an emotion- or lecture-based video can still improve perceptions in an area that previously may have been considered to have little room for improvement.

In four of the eight prompts, the emotion-based video improved upon the lecture video. In three of the prompts, the difference in the two videos was not statistically significant, and in one of the categories, the lecture video improved upon the emotion video.

NARRATIVE PROJECT THEMES

SUMMARY OF FINDINGS

TABLE 22: RELATIVE PERCENT DIFFERENCE IN FAVORABLE VIEW OF NARRATIVE PROJECT THEMES %, (95% CI)

	EMOTION VS CONTROL	LECTURE VS CONTROL	EMOTION VS LECTURE
INDEPENDENCE (1)	1.18 (1.13, 1.22)	1.10 (1.06, 1.15)	1.06 (1.03, 1.10)
INDEPENDENCE (2)	1.11 (1.08, 1.15)	0.98 (0.94, 1.02)	1.14 (1.10, 1.18)
SHARED VALUES (1)	1.11 (1.08, 1.15)	1.12 (1.09, 1.16)	0.99 (0.97, 1.01)
SHARED VALUES (2)	1.05 (1.02, 1.07)	1.06 (1.03, 1.09)	0.99 (0.97, 1.01)
PARTNERSHIP (1)	1.73 (1.62, 1.85)	1.68 (1.57, 1.79)	1.03 (1.01, 1.06)
PARTNERSHIP (2)	1.99 (1.81, 2.14)	2.05 (1.88, 2.23)	1.04 (1.02, 1.06)
PROGRESS (1)	1.08 (1.04, 1.12)	1.07 (1.03, 1.12)	1.01 (0.98, 1.04)
PROGRESS (2)	1.78 (1.65, 1.92)	1.69 (1.57, 1.83)	1.05 (1.01, 1.10)

Results from Table 22 reflect the strength of the association between the two comparison groups in each column. The color of the text reflects the exposure that the association favors. Responses in gray are not statistically significant. Using the first cell as an example (reflecting emotion vs control for Independence [1]), the data would be interpreted as the following: participants who viewed the emotion-based video were 1.18 *times as likely* to have a favorable perception of the Independence (1) prompt compared to those who have not viewed a video (i.e., the probability of having a favorable view of Independence in the emotion group was 1.18 times higher than in the control group). An alternative interpretation would be that those in the emotion group had an 18% increase in probability of having a favorable view compared to the control group.

In four of the eight prompts, the emotion video was preferential to the lecture video. In three of the prompts, the relative association in the two videos was not statistically significant, and in one of the categories, the lecture video was preferential to the emotion video.

NARRATIVE PROJECT THEMES

CONCLUSION

There were two questions we wanted to answer in Part Two: does *any* Narrative Project exposure garner more approval for the Narrative Project themes than the baseline (i.e., the control), and if so, what specific video exposure is better at garnering approval for the Narrative Project themes than the other?

THE DATA SHOW THAT ALMOST UNIVERSALLY, **THE USE OF ANY VIDEO MESSAGING GREATLY INCREASES THE ENGAGED PUBLIC'S APPROVAL FOR THE NARRATIVE PROJECT THEMES**.

It is important to note that, although the control group was considered the "engaged public," they did not have any Narrative Project theme messaging and are assumed in large part not to be familiar with the Narrative Project. This indicates that there is significant space to improve support for the Narrative Project themes through the use of video.

FOR THE FIRST TIME, DATA ALLOW US TO QUANTIFY THIS POTENTIAL FOR IMPROVEMENT.

Some themes, such as Shared Values, scored high approval ratings in all three categories (i.e., ≥90%), but even with little wiggle room, emotion- and lecture-based videos were able to increase the audience's approval ratings. Conversely, some themes (i.e., Partnership) showed very low initial approval, and there was massive improvement from the use of either video.

THEME	PREFERENCE
INDEPENDENCE (1)	EMOTION
INDEPENDENCE (2)	EMOTION
SHARED VALUES (1)	TIE
SHARED VALUES (2)	TIE
PARTNERSHIP (1)	EMOTION
PARTNERSHIP (2)	LECTURE
PROGRESS (1)	EMOTION
PROGRESS (2)	EMOTION

A summary of the findings in this section is in the table to the right. Between the two video groups, a detailed look at the data show that, in general, **story-based videos are more effective in conveying the Narrative Project themes than lecture-based videos**. This is not to discount the use of lecture-based videos, which have contextual factors such as ease, ethics, and cost that may make them the logistically better choice. This analysis did not compare other types of message dissemination, such as text or blogs, so further research would be needed to determine and compare the effectiveness of alternative dissemination methods.

VI. STUDY RESULTS, PART 3:
MOVING PEOPLE TO ACTION

PRIMARY AND SECONDARY OUTCOMES

OVERVIEW OF PRIMARY OUTCOMES

Motivating the public to act is a notoriously difficult task, and almost every NGO struggles with how to encourage action. This study primarily investigates the use of video and its association with two actions relevant to the Narrative Project:

(1) INTENT TO CONTACT MEMBERS OF CONGRESS REGARDING GLOBAL HEALTH ISSUES
(2) INTENT TO MAKE FINANCIAL CONTRIBUTIONS TO NGOs AND DEVELOPMENT ORGANIZATIONS

These two categories are each investigated by using three questions that also assess temporality of the viewer's intention – driving at the more nuanced question of *when would you most likely donate?* This is important because it allows us to have a glimpse of how the videos evoke action – is one genre better at evoking immediate action, but another better overall?

OVERVIEW OF SECONDARY OUTCOMES

As mentioned previously, these videos use the issue of maternal and child health (MCH) as a platform to convey the Narrative Project themes. Additional outcomes were included to highlight other relevant and desired actions. These outcomes focus specifically on maternal and child health. These outcomes assessed the willingness for the viewer to:

(1) TALK ABOUT MCH ISSUES WITH FRIENDS, FAMILY, AND COLLEAGUES
(2) SIGN A PETITION DIRECTED AT CONGRESS FOR INCREASED SUPPORT OF MCH ISSUES
(3) FOLLOW MCH AID ORGANIZATIONS ON SOCIAL MEDIA
(4) JOIN OR SUPPORT A FUNDRAISING CAMPAIGN FOR AN MCH AID ORGANIZATION

PRIMARY AND SECONDARY OUTCOMES

RESULTS OVERVIEW

The following pages provide extensive data into the viewers' intent to take various types of action. This overview is intended to provide broad takeaways, but readers are encouraged to look at the tables and figures and read the results on the following pages to garner a more nuanced understanding of the specific motivations for each action.

The two primary actions considered in this report are intent to contact a member of Congress and intent to make monetary donations to an international aid organization or NGO. This intent was measured in three temporal dimensions: within the week (immediate), within the year, or ever. Secondary outcomes considered included willingness to talk to others about MCH issues, sign an online petition, follow an organization on social media, and support a fundraising campaign.

> *Results Summary for **Contacting a Member of Congress**:* The emotion-based video performed better, and more respondents were willing to contact a member of Congress within the week. There was no difference between the two exposure videos on other time scales. When compared to the controls, both videos increased intent for contacting on all time scales.
>
> *Results Summary for **Intent to Donate**:* The emotion-based video performed better, and more respondents indicated they would donate within the week. There was no difference between the two videos on other time scales. Both videos improved upon the control group in all three time scales.
>
> *Results Summary for **Secondary Action Outcomes**:* The emotion-based video was superior when motivating people to talk with others about MCH issues. Both videos showed substantial improvement over the control in all secondary outcomes.

These summaries are broad takeaways from the analysis. The following pages show extensive and detailed data and provide further insight into the interpretation of these data that may help organizations fine-tune their messaging strategy to the specific actions they are seeking to elicit.

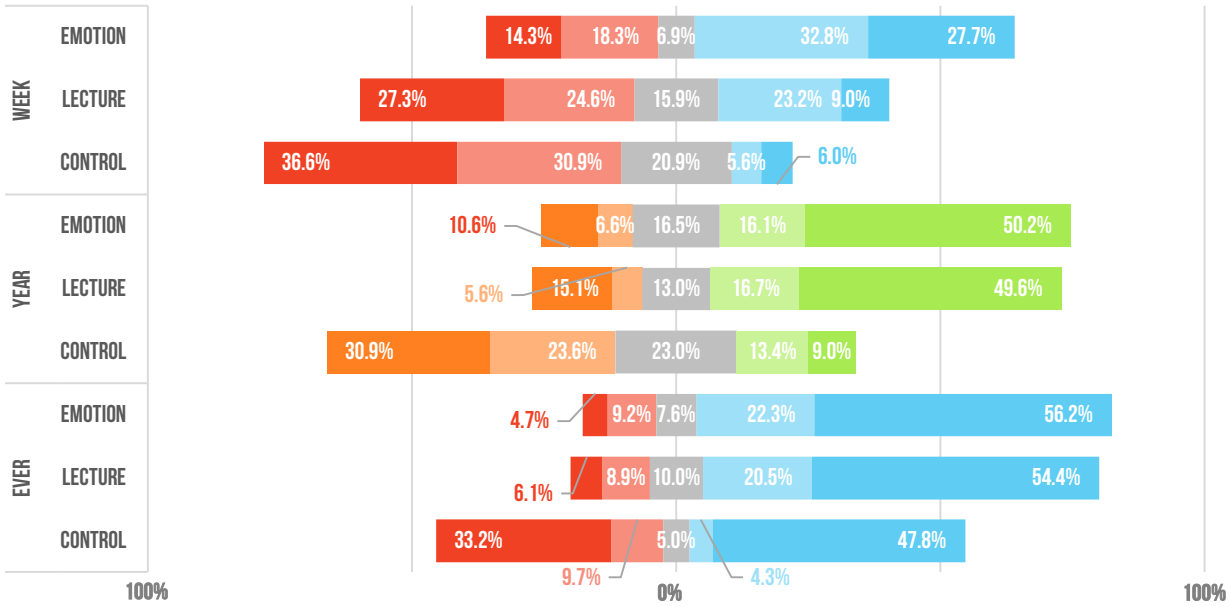
PRIMARY OUTCOMES

FINDINGS ON ***INTENT TO CONTACT MEMBERS OF CONGRESS***

TABLE 23: INTENT TO CONTACT MEMBERS OF CONGRESS, COMPARISON BETWEEN EXPOSURES AND CONTROL GROUPS, N (%)

	HIGHLY UNLIKELY	UNLIKELY	NEUTRAL	LIKELY	HIGHLY LIKELY	P-VALUE (K-W)	ANY UNLIKELY	ANY LIKELY	P-VALUE (χ^2)
WEEK: HOW LIKELY ARE YOU TO CONTACT YOUR MEMBER OF CONGRESS REGARDING GLOBAL HEALTH ISSUES THIS WEEK?						<0.001			<0.001
Emotion	174 (14.3)	222 (18.3)	84 (6.9)	398 (32.8)	337 (27.7)		396 (35.0)	735 (65.0)	
Lecture	296 (27.3)	267 (24.5)	173 (15.9)	252 (23.2)	98 (9.0)		563 (61.7)	350 (38.3)	
Control	406 (36.6)	343 (30.9)	232 (20.9)	62 (5.6)	66 (6.0)		749 (85.4)	128 (14.6)	
YEAR: HOW LIKELY ARE YOU TO CONTACT YOUR MEMBER OF CONGRESS REGARDING GLOBAL HEALTH ISSUES THIS YEAR?						<0.001			<0.001
Emotion	129 (10.6)	80 (6.6)	200 (16.5)	196 (16.1)	610 (50.2)		209 (20.6)	806 (79.4)	
Lecture	164 (15.1)	61 (5.6)	141 (13.0)	181 (16.7)	539 (49.6)		225 (23.8)	720 (76.2)	
Control	343 (30.9)	262 (23.6)	255 (23.0)	149 (13.4)	100 (9.0)		605 (70.8)	249 (29.2)	
EVER: HOW LIKELY ARE YOU TO EVER CONTACT YOUR MEMBER OF CONGRESS REGARDING GLOBAL HEALTH ISSUES?						<0.001			<0.001
Emotion	57 (4.7)	112 (9.2)	92 (7.6)	271 (22.3)	683 (56.2)		169 (15.1)	954 (84.9)	
Lecture	66 (6.1)	97 (8.9)	109 (10.4)	223 (20.5)	591 (54.4)		163 (16.7)	814 (83.3)	
Control	368 (33.2)	108 (9.7)	55 (5.0)	48 (4.3)	530 (47.8)		476 (45.2)	578 (54.8)	

FIGURE 30: LIKLIHOOD TO CONTACT MEMBERS OF CONGRESS



PRIMARY OUTCOMES

*FINDINGS ON **INTENT TO CONTACT MEMBERS OF CONGRESS***

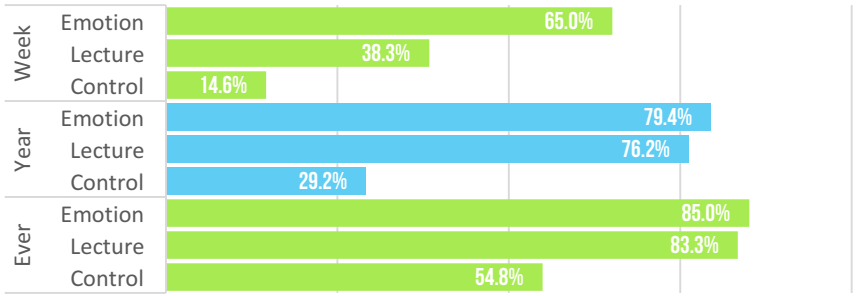
As in the previous sections, the table and figures on the previous page (Table 23 and Figure 30) show that the difference in distributions of the three groups is statistically significant. Table 24 (below) further teases out the pairwise comparison of the distributions. Looking at the distributions of the data (Figure 30), we can see that although both videos positively influence the willingness to contact one's member of Congress in the upcoming week, the emotion-based video substantially improves one's willingness. The emotion group not only garnered more positive responses, but over 3 times the number of extremely positive responses compared to the lecture group (and over 4.5 times compared to the control). Additionally, the number of extreme negative responses was dramatically reduced in the emotion group compared to the lecture and control groups, as were those with no opinion. For contacting within the next year or ever in the future, the emotion and lecture groups performed similarly well against the control, dramatically increasing the number of extremely favorable responses. These findings were significant when comparing the two video exposure groups to the control, but there was no significant difference when comparing them together.

TABLE 24: PAIRWISE ANALYSIS OF OVERALL DISTRIBUTION, CONTACT

	EMOTION VS CONTROL	LECTURE VS CONTROL	EMOTION VS LECTURE
WEEK	<0.001	<0.001	<0.001
YEAR	<0.001	<0.001	0.38*
EVER	<0.001	<0.001	0.19*

**Using a Bonferroni Corrected Significance Level of 0.017*

FIGURE 31: PERCENT INIDCATING RESPONDENTS ARE LIKELY OR VERY LIKELY TO CONTACT MEMBERS OF CONGRESS IN THE GIVEN TIME FRAME



Combining the responses into dichotomous categories of "any unlikely" or "any likely" shows a clear upward trend in the percentage of people who indicate they are likely to contact within the week, year, or ever, which we would expect (Figure 31). There is a sharp increase in the number of people who responded favorably in

regards to contacting within a week, particularly among those who viewed the emotion video. Tables 25 and 26 show the absolute measures of impact and relative measures of association. For instance, from Table 25, **approximately half of the respondents likely to contact their members of Congress within a week or a year can be attributed to watching the emotion-based video.** Moreover, **Table 26 shows an incredibly strong association between viewing the emotion-based video and predisposition to contacting one's member of Congress within the week over the control** (a relative probability of 4.45 or, in other words, a 345% increase in the probability of contacting one's member of Congress if one sees the emotion-based video). Table 27 shows the number of people needed to see the video in order to for one additional person to contact his or her member of Congress (the higher the number, the less effective the video). For example, this means that about two people in the engaged public would need to be shown the emotion-based video in order to have one person indicate a willingness to contact a member of Congress (importantly we only measured intent, not follow-through). This has important implications when considering outreach; when motivating people to contact their members of Congress in a short time span, over twice as many people would need to be reached if using a lecture-based as opposed to an emotion-based video.

TABLE 25: ABSOLUTE PERCENT DIFFERENCE IN LIKELINESS TO CONTACT THEIR MEMBERS OF CONGRESS %, (95% CI) (NOTE: THE COLOR OF THE TEXT INDICATES THE GROUP THE INCREASE FAVORS. GRAY IS NOT STATISTICALLY SIGNIFICANT.)

	EMOTION VS CONTROL	LECTURE VS CONTROL	EMOTION VS LECTURE
WEEK	50% (47, 54)	24% (20, 28)	27% (23, 31)
YEAR	50% (46, 54)	47% (43, 51)	3% (-1, 7)
EVER	30% (27, 34)	29% (25, 32)	2% (-2, 5)

TABLE 26: RELATIVE PROBABILITY OF CONTACTING ONE'S MEMBER OF CONGRESS, %, (95% CI). (NOTE: THE COLOR OF THE TEXT INDICATES THE GROUP THE INCREASE FAVORS. GRAY IS NOT STATISTICALLY SIGNIFICANT.)

	EMOTION VS CONTROL	LECTURE VS CONTROL	EMOTION VS LECTURE
WEEK	4.45 (3.77, 5.26)	2.63 (2.19, 3.14)	1.70 (1.55, 1.86)
YEAR	2.72 (2.44, 3.04)	2.61 (2.34, 2.92)	1.04 (0.99, 1.09)
EVER	1.55 (1.46, 1.65)	1.52 (1.43, 1.62)	1.02 (0.98, 1.06)

TABLE 27: NUMBER OF VIEWERS NEEDED IN ORDER FOR ONE ADDITIONAL PERSON TO INDICATE CONTACT

	EMOTION	LECTURE
WEEK	2.0	4.2
YEAR	2.0	2.1
EVER	3.3	3.4

The previous and current pages provide evidence indicating that the use of videos greatly increases the likelihood that the engaged public will contact their members of Congress. Given these data, **we conclude that both videos are effective; however, emotion-based videos may be more effective when motivating people to contact their members of Congress.**

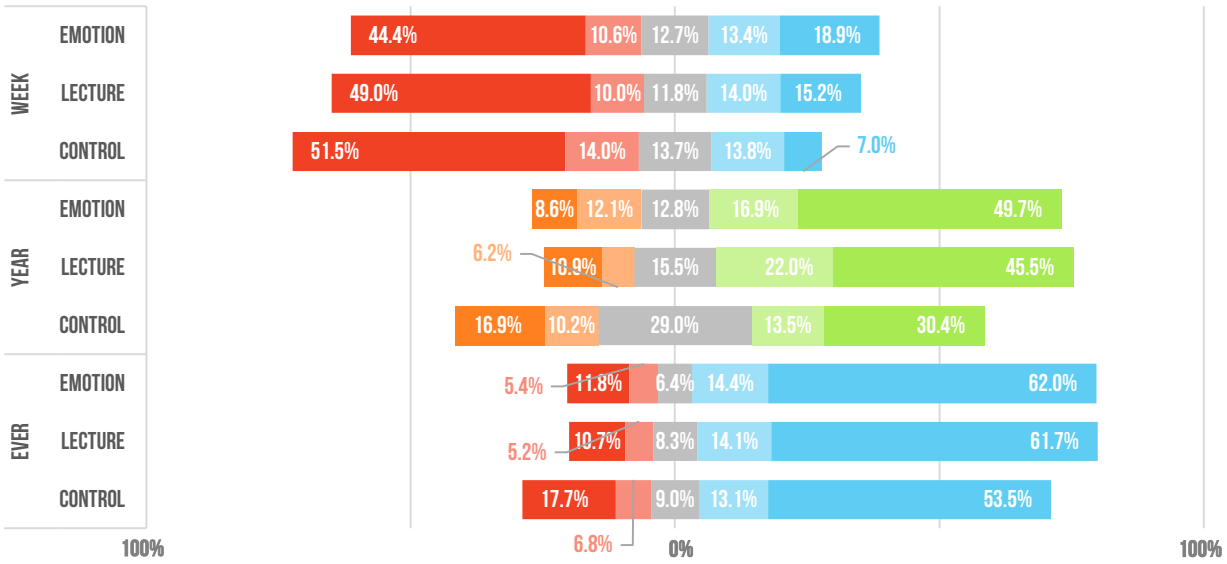
PRIMARY OUTCOMES

*FINDINGS ON **INTENT TO DONATE TO GLOBAL HEALTH NONPROFITS***

TABLE 28: SHARED VALUES, COMPARISON BETWEEN EXPOSURES AND CONTROL GROUPS, N (%)

	HIGHLY UNLIKELY	UNLIKELY	NEUTRAL	LIKELY	HIGHLY LIKELY	P-VALUE (K-W)	ANY UNLIKELY	ANY LIKELY	P-VALUE (χ^2)
WEEK: HOW LIKELY ARE YOU TO DONATE TO A NONPROFIT, INTERNATIONAL AID, OR DEVELOPMENT ORG. NEXT WEEK?						<0.001			<0.001
Emotion	539 (44.4)	129 (10.6)	154 (12.7)	163 (13.4)	230 (18.9)		668 (63.0)	393 (37.0)	
Lecture	532 (49.0)	109 (10.0)	128 (11.8)	152 (14.0)	165 (15.2)		641 (66.9)	317 (33.1)	
Control	571 (51.5)	155 (14.0)	152 (13.7)	153 (13.8)	78 (7.0)		726 (75.9)	231 (24.1)	
YEAR: HOW LIKELY ARE YOU TO DONATE TO A NONPROFIT, INTERNATIONAL AID, OR DEVELOPMENT ORG. NEXT YEAR?						<0.001			<0.001
Emotion	104 (8.6)	147 (12.1)	155 (12.8)	205 (16.9)	604 (49.7)		251 (23.7)	809 (76.3)	
Lecture	118 (10.9)	67 (6.2)	168 (15.5)	239 (22.0)	494 (45.5)		185 (20.2)	733 (79.8)	
Control	187 (16.9)	113 (10.2)	322 (29.0)	150 (13.5)	337 (30.4)		300 (38.1)	387 (61.9)	
EVER: HOW LIKELY ARE YOU TO DONATE TO A NONPROFIT, INTERNATIONAL AID, OR DEVELOPMENT ORG. EVER?						<0.001			<0.001
Emotion	143 (11.8)	66 (5.4)	78 (6.4)	175 (14.4)	753 (62.0)		209 (18.4)	928 (81.6)	
Lecture	116 (10.7)	57 (5.3)	90 (8.3)	153 (14.1)	670 (61.7)		173 (17.4)	823 (82.6)	
Control	196 (17.7)	75 (6.8)	100 (9.0)	145 (13.1)	593 (53.5)		271 (26.9)	738 (73.1)	

FIGURE 32: LIKELINESS TO DONATE TO NONPROFIT, INTERNATIONAL AID, OR DEVELOPMENT ORGANIZATIONS



PRIMARY OUTCOMES

FINDINGS ON ***INTENT TO DONATE TO GLOBAL HEALTH NONPROFITS***

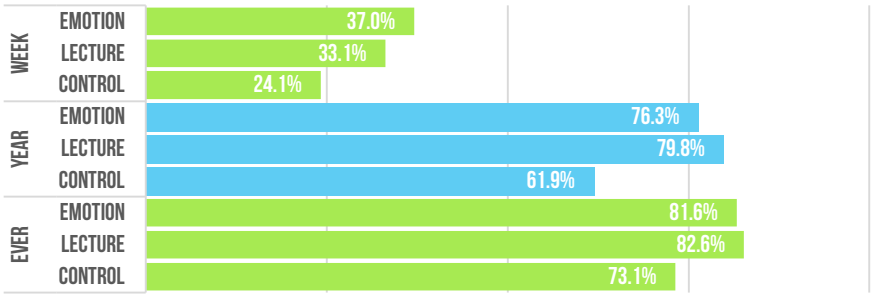
Table and Figure 32 both show the challenge when getting people to donate quickly, with all three groups having roughly half of the respondents indicating they are extremely unlikely to donate within a week. Despite this, **there is over a two-fold increase in the number of people who are "very likely" to donate within the week when shown either video when compared to the control.** The number of people extremely likely to donate increases substantially in the subsequent categories (year, ever). Curiously, for the most part, the number of people who do not have strong opinions (simply responding "unlikely" or "likely") do not change drastically from group to group or from category to category. This may indicate that people have already planned their donation schedule (i.e., if someone plans on donating six months from the time of the study, he or she would most likely indicate "extremely unlikely" in the week category but "extremely likely" in the year and ever categories). For the year category, the control group had almost twice as many people indicate "no opinion" compared to either experimental group, perhaps indicating that many people formed an opinion after watching the video.

TABLE 29: PAIRWISE ANALYSIS OF OVERALL DISTRIBUTION, DONATE

	EMOTION VS CONTROL	LECTURE VS CONTROL	EMOTION VS LECTURE
WEEK	<0.001	<0.001	0.015
YEAR	<0.001	<0.001	0.35*
EVER	<0.001	0.001	0.99*

**Using a Bonferroni Corrected Significance Level of 0.017*

FIGURE 33: PERCENT INIDCATING RESPONDENTS ARE LIKELY OR VERY LIKELY TO DONATE IN THE GIVEN TIME FRAME



When dichotomizing the data into either "any likely" or "any unlikely," there is a clear advantage to showing any video over the control. There appears to be little difference between the emotion and lecture groups (Figure 33). However, for the week category a strong argument could be made that the emotion group outperformed the lecture group. There is a

clear upward trend in all three groups as the categories extend in time (i.e., from week to ever), which we would expect. Many people may not be financially prepared to donate in the near future but are motivated to donate once they become more financially stable. Tables 30 and 31 show the absolute measures of impact and relative measures of association for donating to an international NGO when comparing the exposure groups. For instance, when comparing the emotion and control groups, 13% of those responding that they are likely to donate in the next week can be attributed to watching the emotion video. Similarly, Table 31 shows over a 50% increase in likeliness to donate when comparing the emotion group to the control group (a relative association of 1.53). When comparing the emotion group to the lecture group, although Table 29 (previous page) indicates the distributions as a whole are different, the dichotomized data do not show a statistically significant difference. Table 32 indicates the number of people that would need to be shown the respective video in order to have one additional person indicate that he or she is likely to donate, with smaller numbers being better (a number of 1.0 would indicate that all people who saw the video would be likely to donate and the video is 100% effective). Table 32 may have large implications in terms of NGO outreach. For instance, let's say an organization wants to increase its donor base by 100. Assuming "likeliness to donate" translates to actual donations, one would have to show an emotion-based video to 770 people, compared to 1,110 people if using a lecture-based video. Given the data, we conclude that there is a clear advantage to showing either video over the control. **When comparing the two video groups, there is largely no difference in effect. However, judging the data as a whole, we believe the emotion-based video may show a slight benefit in the short-term.**

TABLE 30: ABSOLUTE PERCENT DIFFERENCE IN ONE'S LIKELINESS TO DONATE %, (95% CI) (NOTE: THE COLOR OF THE TEXT INDICATES THE GROUP THE INCREASE FAVORS. GRAY IS NOT STATISTICALLY SIGNIFICANT.)

	EMOTION VS CONTROL	LECTURE VS CONTROL	EMOTION VS LECTURE
WEEK	13% (9, 17)	9% (5, 13)	4% (0, 8)
YEAR	14% (10, 19)	18% (14, 22)	4% (0, 7)
EVER	9% (5, 12)	10% (6, 13)	1% (-2, 4)

TABLE 31: RELATIVE PROBABILITY OF ONE'S LIKELINESS TO DONATE, %, (95% CI). (NOTE: THE COLOR OF THE TEXT INDICATES THE GROUP THE INCREASE FAVORS. GRAY IS NOT STATISTICALLY SIGNIFICANT.)

	EMOTION VS CONTROL	LECTURE VS CONTROL	EMOTION VS LECTURE
WEEK	1.53 (1.34, 1.76)	1.37 (1.19, 1.58)	1.11 (0.99, 1.26)
YEAR	1.23 (1.16, 1.32)	1.29 (1.21, 1.38)	0.95 (0.91, 1.00)
EVER	1.12 (1.07, 1.17)	1.13 (1.08, 1.18)	0.99 (0.95, 1.03)

TABLE 32: NUMBER OF VIEWERS NEEDED IN ORDER FOR ONE ADDITIONAL PERSON TO INDICATE DONATE

	EMOTION	LECTURE
WEEK	7.7	11.1
YEAR	7.1	5.5
EVER	11.1	10.0

SECONDARY OUTCOMES

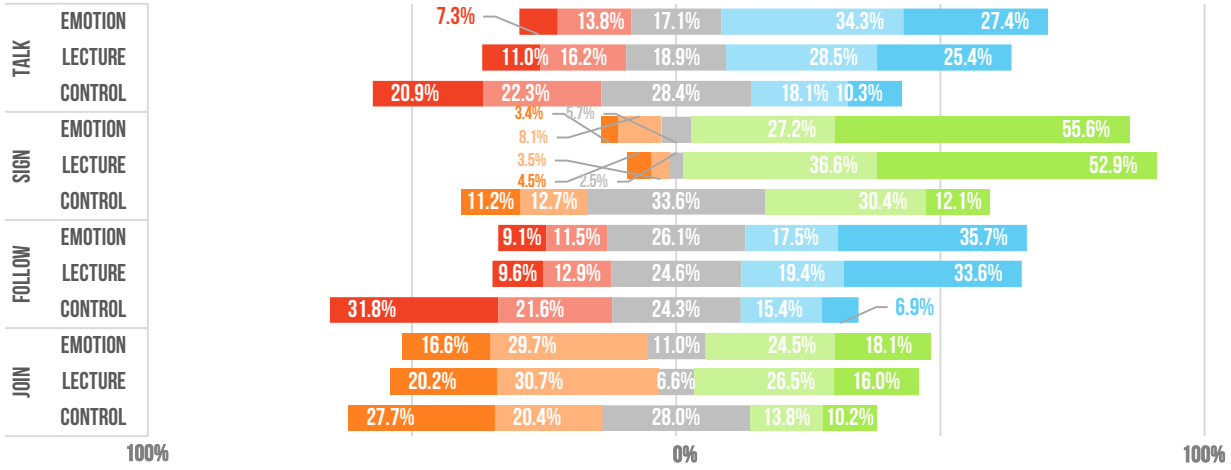
*FINDINGS ON **ADDITIONAL OUTCOMES FOR MATERNAL AND CHILD HEALTH (MCH)***

TABLE 33: PREDISPOSITION TO ACT ON ADDITIONAL OUTCOMES, N (%)

	STRONGLY DISAGREE	DISAGREE	NEUTRAL	AGREE	STRONGLY AGREE	P-VALUE (WILCOXON)	ANY DISAGREE	ANY AGREE	P-VALUE (χ^2)
TALK: HOW LIKELY ARE YOU TO TALK ABOUT MCH ISSUES TO FRIENDS/FAMILY/COLLEAGUES?						<0.001			<0.001
Emotion	89 (7.3)	168 (13.8)	208 (34.3)	417 (34.3)	333 (27.4)		257 (25.5)	750 (74.5)	
Lecture	120 (11.1)	176 (16.2)	205 (18.9)	309 (28.5)	276 (25.4)		296 (33.6)	585 (66.4)	
Control	232 (20.9)	247 (22.3)	315 (28.4)	201 (18.1)	114 (10.3)		479 (60.3)	315 (39.7)	
SIGN: HOW LIKELY ARE YOU TO SIGN AN ONLINE PETITION DIRECTED AT U.S. CONGRESS FOR MCH ISSUES?						<0.001			<0.001
Emotion	41 (3.4)	99 (8.2)	69 (5.7)	330 (27.2)	676 (55.6)		140 (12.2)	1006 (87.8)	
Lecture	49 (4.5)	38 (3.5)	27 (2.5)	398 (36.7)	574 (52.9)		87 (8.2)	609 (90.5)	
Control	124 (11.2)	141 (12.7)	373 (33.6)	337 (30.4)	134 (12.1)		265 (36.0)	471 (64.0)	
FOLLOW*: HOW LIKELY ARE YOU TO FOLLOW MCH ORGANIZATIONS ON SOCIAL MEDIA?						<0.001			<0.001
Emotion	72 (9.1)	91 (11.5)	206 (26.1)	138 (17.5)	282 (35.7)		163 (28.0)	420 (72.0)	
Lecture	66 (9.6)	89 (12.9)	170 (24.6)	134 (19.4)	232 (33.6)		155 (29.7)	366 (70.3)	
Control	230 (31.8)	156 (21.6)	176 (24.3)	111 (15.4)	50 (6.9)		386 (70.6)	161 (29.4)	
JOIN: HOW LIKELY ARE YOU TO JOIN A FUNDRAISING CAMPAIGN FOR MCH ORGANIZATIONS?						<0.001			<0.001
Emotion	202 (16.6)	361 (29.7)	134 (11.0)	298 (24.5)	220 (18.1)		563 (52.1)	518 (47.9)	
Lecture	219 (20.2)	333 (30.7)	72 (6.6)	288 (26.5)	174 (16.0)		552 (54.4)	462 (45.6)	
Control	307 (27.7)	226 (20.4)	310 (28.0)	153 (13.8)	113 (10.2)		533 (66.7)	266 (33.3)	

*Among those with social media accounts (Emotion: n=789; Lecture: n=691; Control: n=723)

FIGURE 34: LIKELINESS TO PERFORM MCH SPECIFIC ACTIONS



SECONDARY OUTCOMES

*FINDINGS ON **ADDITIONAL OUTCOMES FOR MATERNAL AND CHILD HEALTH (MCH)***

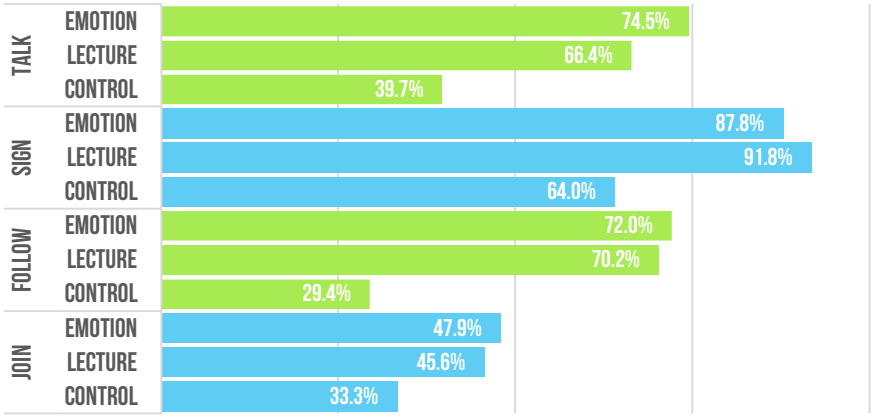
Specific to these secondary outcomes, it is important to note that these action prompts were specific to maternal and child health issues. However, it would be a fair assumption that many of the trends would hold regarding other global health issues. Tables 33 and 34, along with Figure 34, show there tends to be a significant advantage in motivating people to action when showing either video compared to the control group. The emotion group was more likely to talk about global MCH issues with their friends, family, and colleagues when compared to the lecture video or the control group. Interestingly, although the overall distributions for signing an online petition ("sign") do not statistically differ among either exposure group, when dichotomizing the data we do see a statistically significant difference in the two groups. Given that the polytomous results from Figure 34 are more nuanced and provide more information, it should be favored over the findings in Table 35 (next page). Nevertheless, the data do indicate that there may be a slight advantage to showing the lecture-based video when encouraging people to sign an online petition regarding MCH issues. **Both videos show a sharp and substantial increase in the likelihood that one will follow an MCH organization on social media, eliciting particularly strong favorable responses** (Figures 34-35).

TABLE 34: PAIRWISE ANALYSIS OF OVERALL DISTRIBUTION, SECONDARY OUTCOMES

	EMOTION VS CONTROL	LECTURE VS CONTROL	EMOTION VS LECTURE
TALK	<0.001	<0.001	0.001
SIGN	<0.001	<0.001	0.91
FOLLOW	<0.001	<0.001	0.19
JOIN	<0.001	<0.001	0.06

**Using a Bonferroni Corrected Significance Level of 0.017*

FIGURE 35: PERCENT INIDCATING RESPONDENTS ARE LIKELY OR VERY LIKELY TO ACT ON SECONDARY MCH ACTION OUTCOMES



Tables 35 and 36 show the absolute measures of impact and relative measures of association for donating to an international NGO when comparing the exposure groups. For instance, when comparing the emotion and control groups, 35% of those responding that they are likely to talk to their friends, family, and colleagues about MCH issues can be attributed to watching the emotion video. **Similarly, Table 36 shows over an 88% increase in likeliness to donate when comparing the emotion group to the control group (a relative association of 1.88).** Both video groups showed substantial improvement over the control group, with large proportions of the various actions being attributed to the video exposure, and strong relative associations. When comparing one video over the other, there are somewhat mixed results. There is no statistically significant difference between the groups in regards to following MCH organizations on social media or joining a fundraising campaign. It is clear that the emotion group is more likely to speak to others about MCH issues. Evaluating willingness to sign an online petition is more complicated, as the overall distributions and the dichotomous distributions conflict with each other. However, looking at the data as a whole indicates that the lecture video may hold a slight advantage over the emotion video when getting someone to sign an online petition. Table 37 shows the number of people needed to be exposed to the video in order to increase the action by one person. For instance, about three people would need to see the emotion video to have one additional person talk about it with friends, family, and colleagues.

TABLE 35: ABSOLUTE PERCENT DIFFERENCE IN ONE'S LIKELINESS TO ACT %, (95% CI) (NOTE: THE COLOR OF THE TEXT INDICATES THE GROUP THE INCREASE FAVORS. GRAY IS NOT STATISTICALLY SIGNIFICANT.)

	EMOTION VS CONTROL	LECTURE VS CONTROL	EMOTION VS LECTURE
TALK	35% (31, 39)	27% (22, 31)	8% (4, 12)
SIGN	24% (20, 28)	28% (24, 32)	4% (2, 7)
FOLLOW	22% (17, 26)	20% (15, 24)	2% (-2, 7)
JOIN	15% (10, 19)	12% (8, 17)	2% (-2, 7)

TABLE 36: RELATIVE PROBABILITY OF ONE'S LIKELINESS TO ACT, %, (95% CI). (NOTE: THE COLOR OF THE TEXT INDICATES THE GROUP THE INCREASE FAVORS. GRAY IS NOT STATISTICALLY SIGNIFICANT.)

	EMOTION VS CONTROL	LECTURE VS CONTROL	EMOTION VS LECTURE
TALK	1.88 (1.71, 2.06)	1.67 (1.52, 1.85)	1.12 (1.06, 1.19)
SIGN	1.37 (1.29, 145)	1.43 (1.36, 1.52)	1.05 (1.02, 1.08)
FOLLOW	1.76 (1.55, 1.99)	1.68 (1.48, 1.90)	1.05 (0.95, 1.16)
JOIN	1.44 (1.28, 1.62)	1.37 (1.22, 1.54)	1.05 (0.95, 1.15)

TABLE 37: NUMBER OF VIEWERS NEEDED IN ORDER FOR ONE ADDITIONAL PERSON TO INDICATE ACTION

	EMOTION	LECTURE
TALK	2.9	3.7
SIGN	4.2	3.6
FOLLOW	4.5	5.0
JOIN	6.7	8.3

PRIMARY AND SECONDARY OUTCOMES

SUMMARY OF FINDINGS AND CONCLUSIONS

Motivating people to action is notoriously difficult. An important note to make clear is that this study only investigated *intent* to act, measured by either willingness to contact members of Congress, likelihood to donate to international NGOs, or tendency to act on the four MCH-specific secondary actions. Because of practical limitations, this study did not measure *actual* action. As such, the exact numbers found in the tables and figures above are most likely overestimates of the truth. However, despite the exact numbers being of limited value, the overall trends are of incredible importance. In other words, it is logical to assume that *actual* action would mirror the trends seen in *intent* to act.

ACTION	PREFERENCE
CONTACT: WEEK	EMOTION
CONTACT: YEAR	TIE
CONTACT: EVER	TIE
DONATE: WEEK	EMOTION
DONATE: YEAR	TIE
DONATE: EVER	TIE
TALK	EMOTION
SIGN	TIE/LECTURE
FOLLOW	TIE
JOIN	TIE

Again, it is very important to understand that there is no one graph or chart that can definitively conclude if one modality of communication is better than the other when motivating people to action. Instead, we must look at the data as a whole, and in various ways, to draw the best conclusions. **The most informative data come from the 5-point Likert-scale tables and charts.** The data show that the use of any video messaging to convey the Narrative Project themes increases the engaged public's willingness to take action. For our primary outcomes, we evaluated three different time points to obtain a broader picture of how exactly the exposures impacted the audience. For the most part, both videos motivated to action in a similar fashion. However, **an important finding was that when motivating the engaged public to contact their members of Congress in the short-term, emotion-based videos outperformed lecture-based videos.** This analysis did not compare other types of message dissemination, such as text or blogs, so further research would be needed to determine and compare the effectiveness of alternative dissemination methods.

TABLE 38: SUMMARY OF NUMBER OF VIEWERS NEEDED, ALL ACTIONS

	EMOTION	LECTURE
CONTACT, WEEK	2.0	4.2
CONTACT, YEAR	2.0	2.1
CONTACT, EVER	3.3	3.4
DONATE, WEEK	7.7	11.1
DONATE, YEAR	7.1	5.5
DONATE, EVER	11.1	10.0
TALK	2.9	3.7
SIGN	4.2	3.6
FOLLOW	4.5	5.0
JOIN	6.7	8.3

VII. CONCLUSIONS

STUDY CONCLUSIONS

PRIMARY RESULTS

This study investigated using internet-based videos to communicate Narrative Project messages to the engaged public. The use of either lecture-based or emotion-based videos on the internet greatly improved almost every critical issue that this study addressed.

HOWEVER, AS THE TITLE OF THIS DOCUMENT SUGGESTS, STORIES GENERALLY OUTPERFORMED OTHER GROUPS IN CONVEYING THE NARRATIVE PROJECT THEMES AND MOTIVATING ACTION.

This study had a very large sample size of almost 3,500, which increases the power of the study and provides more accurate data. Moreover, the randomization process allowed us to balance out any extraneous factors that may influence or bias the data. The evaluation of the videos provided clear insight that the two videos were effectively equal in all non-messaging factors, such as technical aspects and general approval/likability.

THESE STRENGTHS PROVIDE CONFIDENCE THAT THE FINDINGS CAN BE PRIMARILY ATTRIBUTED TO THE MODE OF COMMUNICATION, NOT WHAT IS BEING COMMUNICATED.

This study investigated a wide range of questions and information in order to focus on the central study questions: are videos effective in conveying the Narrative Project themes, and if so, is there a superior modality of message dissemination? The study also used multiple prompts to evaluate each study question. This improves upon the reliability, precision, and scope of the study question at hand. For instance, it is unlikely that a single prompt can fully represent the complex framework of partnership, independence, or shared values (or any specific attribute for that matter). This also statistically reduces measurement error, as an error in one response is more likely to be absorbed by the responses to other prompts. Reliability coefficients were calculated (not presented here) to ensure internal reliability and improve validity. Validity is concerned with the extent to which an instrument measures what it is intended to measure. Reliability is concerned with the ability of an instrument to measure consistently, and an instrument cannot be valid unless it is reliable.

There are many things to consider when an organization is striving to communicate the Narrative Project themes, and this study is limited to two opposite disciplines: narrative and nonnarrative, or

put another way, nonlinear and linear (or emotion-based and lecture-based). Due to practical constraints, we did not investigate, for instance, a third video exposure that would seek to combine both stories and didactic messaging. Didactic messaging is more direct but not as engaging. Storytelling is more engaging but not as direct. Given these limitations, it would be logical to assume perhaps some blend of these two forms of communication would be best. Further studies should be conducted that fine-tune the balance of storytelling and didactic messaging in online videos in order to have maximum impact.

This study limits these results to the engaged public, as defined by the Narrative Project User Guide. When an organization is considering what type of film to make for their advocacy campaign, other considerations—such as time, cost, ethics, and target audience—should be kept in mind when making the decision. Although this study improved upon information dissemination by presenting the full data distribution and not presenting means or "averages" of the Likert scale, there remain inherent limitations to using such a scale. Likert data force a uniform distance between each category; however, the theoretical underlying "distance" from "Strongly Disagree" to "Disagree" may not be the same as the distance from "Disagree" to "No Opinion," or from "Agree" to "Strongly Agree." Again, other studies should be conducted for a more detailed understanding of viewers' perceptions of the Narrative Project.

Regarding action items, this study only measured *intent*, not true action. This likely overestimates the true influence of these videos. For instance, the number of people needed to view in order to garner intent for one additional action may be significantly lower than the true value needed to have one additional true action taken. Although the absolute numbers may need to be taken with caution, it is a safe assumption that the trends would hold when translating intent to act with actual action.

To our knowledge, no study has investigated these specific study questions. Thus, while this study serves as a pioneer, one should be reminded that *this is one study*. We encourage replication and innovation in this area to develop a broader evidence base of information in regards to information dissemination.