

**NATIONAL CAPACITY BUILDING FOR GLOBAL ENGAGEMENT PROJECT
DEVELOPMENT EDUCATION PARTNERSHIP**

FINAL REPORT

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EXECUTIVE SUMMARY

"The Violence and Development Project has been extremely helpful to Chapter efforts to expand the vision of our members to see their profession in an international context. This includes a deepening understanding of how other countries, especially in the developing world, are struggling with issues and problems similar to ours and have built models and approaches that can be useful to us. We look forward to using this springboard to encourage use of the curriculum and other materials at the Center and to continue the education of our members."

New York City NASW Project Resource Center Report

In September 1993, the National Association of Social Workers (NASW) launched a three year project to educate U.S. social workers and segments of the general public about a new topic for them and for development educators: the interrelatedness of violence and development. Building on five years of development education experience that began in 1988 when it received its first AID development education grant, NASW sought through this innovative initiative to:

1. infuse and institutionalize development education through NASW and social work education programs;
2. tap the vast infrastructure of the Association and reach broad and diverse audiences;
3. build grassroots capacity for development education by developing partnerships between schools of social work and NASW chapters and having them participate and contribute as invested actors in the project;
4. develop programs and materials that would have broad application and long-term use as well as build on and elaborate products already in existence.

The project was granted a one year continuation in September 1996 in order to:

1. continue outreach to, and host development education events at, selected schools of social work;
2. continue curriculum development by conducting faculty development institutes at three major social work education conferences; and
3. continue to build the use of communications technologies in developing and disseminating information.

The project has been highly successful:

- NASW leadership has been engaged in development education through their active participation in all phases of the project through a National Advisory Committee charged with providing overall guidance for the project.
- Six NASW chapter-based National Resource Centers engaged the talents of hundreds of its members at the grassroots level in developing educational materials, educating their constituents locally and regionally on violence and development issues in workshops and conference presentations, and organizing regional activities and participation in the national teach-in and videoconferences.
- A highly successful NASW Public Information Campaign designed to help children understand the causes and global consequences of violence generated 102 news clippings with a total circulation of 9,861,641. McDonald's restaurants in Eastern Iowa and parts of Minnesota and Illinois printed the campaign brochure in English and in Spanish on tray liners and featured them in participating restaurants.

- A week-long teach-in on violence and development organized by the project drew the participation of approximately 118 colleges and universities that scheduled events such as symposia, panels, film festivals, special class lectures, displays of materials, workshops for faculty and students; 30 colleges/universities organized hunger banquets with over 2,000 students, faculty, social work practitioners, and community representatives participating.
- Two videoconferences titled "*Social Workers and the Challenges of Violence Worldwide*" and hosted by Charles Kuralt were produced during the teach-in week and shown live at 375 sites in 41 states plus the District of Columbia and Puerto Rico with approximately 20,000 total viewers. 236 sites were at colleges, universities, human services organizations, state or local NASW chapters, churches, public television stations, school districts, and a state department of juvenile justice; the Veteran's Administration downlinked the videoconferences to 115 VA Hospitals. The videoconferences and teach-ins generated upwards of 65 press clips reaching a circulation of about 2 million. An op ed piece with Charles Kuralt's by-line was picked up by 11 newspapers, with a combined circulation of 212,000.
- The two videoconferences were edited into one-hour videotapes for classroom use. 100 people purchased the videotapes within a few months of the live productions. NASW Press agreed to sell and distribute the videotapes on an ongoing basis, advertising them to a market of over 150,000 NASW members.
- Six briefing papers were written and compiled in a book, Challenges of Violence Worldwide: An Educational Resource. Six curriculum modules were also written and compiled in a book, Challenges of Violence Worldwide: Curriculum Modules. Both books were published and marketed by NASW Press. Because of NASW Press' established reputation as a highly professional publisher with an international distribution network, the use of the materials has been greatly increased and the materials have become institutionalized into NASW's mainstream press.
- Violence and Development Project Bulletins were disseminated quarterly to all NASW chapters and a Violence and Development mailing list of 1,000 and an e-mail list of over 150 institutions; a traveling exhibit was created by the Midwest Chapter-based Resource Center for display at national and state NASW conferences; posters, pamphlets, press kits, and an organizing kit were produced for teach-in and videoconference sites.
- An extended network of committed and qualified people around the country has been established to build on and further the involvement of social workers in global development issues.
- During the fourth year of the project, six sites involving 11 social work education programs and 19 keynote presenters, engaged in intensive educational activities as a follow-up to the videoconferences and teach-in. Activities included community-wide symposiums, faculty forums, classroom presentations and discussions, and future planning. Twenty-one hundred people were audience members at 28 events.
- A listserv is being created to engage social workers and others in an on-going conversation about the issues raised by the Violence and Development Project. The listserv is also designed for the sustainability of the many connections and relationships that the project promoted.
- Over the course of the four years, more than forty keynote addresses, workshops and other presentations were made by project participants at national, regional and state conferences and events. In year four, this included three faculty development institutes on the project curriculum at two major national conferences and one regional one. The project curriculum was also promoted at the NASW national conference by the NASW Press.

PART I: PROJECT SUMMARY

This report describes the strategies used, the extent to which project goals and objectives have been accomplished, and what was learned. Our overall assessment is that the project was successful, with all of the major goals being met and some goals surpassed. Project materials that explicate the interrelatedness between violence and development are, we believe, a valuable contribution to the development education community at large.

Project Goals and Objectives

The theme of the project was "*Addressing Issues of Violence and Development: Common Problems, Universal Causes, Shared Solutions*." Five topics, (poverty, family structure, drug abuse, ethnicity, and trauma), provided the content for associated subthemes and development education messages. The project became known simply as, "The Violence and Development Project".

The overall goal of the National Capacity Building for Global Education project was *to educate practicing social workers and students in the U.S., their leadership, and segments of the general public about the interrelatedness of violence and development and, through this window, to strengthen their support for global involvement, understanding, and collaboration*. The specific objectives were:

1. Engage the NASW leadership in development education through their participation in a National Advisory Committee charged with providing overall guidance for project activities.
2. Through a competitive grantmaking process, establish six state-based National Resource Centers on Violence and Development that will develop resource materials on the five subthemes of the initiative and provide core leadership for launching other project activities.
3. Organize a teach-in and videoconference with broadcast capability for involving a minimum of 100 universities and reaching a minimum of 7,150,000 citizens across the nation.
4. Disseminate project materials in the 527 schools of social work and through the NASW public services campaign, its chapter and national annual meetings and conference, its newsletters, and International Resource Center.

Approach

Our overall approach to this project was to garner the active participation of social work practitioners, educators, and students in order to build grassroots capacity for development education. Groups of participants struggled together with definitions and connections related to violence and development that resulted in the project being an experiential learning process in many respects. The project engaged in a highly successful experiment in developing partnerships between schools of social work, NASW state chapters and national leadership, and development education experts, and having them participate and contribute as invested actors in the project planning and implementation. Some highlight of this process are:

- A National Advisory Committee (NAC) comprised of representatives of key leadership groups within NASW and the Council on Social Work Education (CSWE), and development education experts. The NAC had oversight responsibility for the project and members were actively involved in all its phases.
- Six Chapter-Based Resource Centers received small grants to establish committees of social work practitioners, educators, and students who actively participated in developing educational content and project materials and provided core support for organizing regional teach-in and videoconference activities.

- Teach-In and Videoconference committees on university and college campuses, comprised of faculty, students, NASW members, and community activists, who planned, organized, and implemented the campus-wide activities and continuing education events related to the videoconferences.
- A Curriculum Development Working Group comprised of members of the CSWE International Commission who were paired with each of the six chapter-based Project Resource Centers contributed to the development of the curriculum modules.
- At the end of the third year, and with support from the Kellogg Foundation, a series of four nation-wide conference calls, involving more than 50 people, was conducted to assess the project to date and plan future partnerships for development education. A core team, comprised of development education specialists, students, videoconference guests, social work educators and practitioners, representatives of leadership committees from NASW and CSWE, and project staff, participated in all four calls, while others joined the discussion for one call to provide their assessments and ideas.
- In the fourth year, social work professionals and others participated in six site visits and three national presentations located all over the U.S. by organizing or attending an event, or serving as speakers and presenters. Twenty-five hundred people were audience members at 32 events.

Achievements by Objectives

Objective One:

Engage the NASW leadership in development education through their participation in a National Advisory Committee charged with providing overall guidance for project activities.

Members of the National Advisory Committee (NAC) were appointed during the first two months of the project. The committee was carefully chosen to form a partnership that included representatives of key leadership groups within NASW, including the national Board of Directors, International Activities Committee, Peace and Social Justice Committee, and chapter leadership. Also included were representatives from the International Commission of the Council on Social Work Education (CSWE), social work faculty and students, and international development education organizations. NAC members remained involved throughout the project. One new member was added during the course of the project.

The development of this partnership of leaders with oversight responsibility for the project was successful. NASW and CSWE leaders became engaged in development education through active participation in the project at all levels and stages, from learning about the issues themselves, to reviewing materials, to making national presentations:

- Participated as a group in two workshops that addressed issues related to violence and development. Portions of the workshops were facilitated by development education consultants from the Development Studies Program.
- Provided feedback on the draft guidelines for chapters to apply to become Project Resource Centers;
- reviewed and evaluated the chapter applications that were submitted.
- Provided resource materials related to their areas of expertise.
- Reviewed materials provided by the Chapter-Based Project Resource Centers and critiqued drafts of the briefing papers and curriculum modules.
- Provided advice and assistance in the development of the videoconferences and teach in activities.
- Met with other project participants to develop strategies and plan activities: with Resource Center coordinators in Nashville at the NASW conference in October 1994, with the CSWE Curriculum Development Working

Group at the CSWE Annual Program Meeting in San Diego in March 1995, and with the videoconference core team during the NASW annual conference in Philadelphia in October 1995.

- One member of the NAC, the executive director of the North Carolina NASW chapter, was instrumental in facilitating the obtaining of both the videoconferences host-Charles Kuralt-and the broadcast facility-the public television station at the University of North Carolina at Chapel Hill.
- A NAC member who was the director of the Alliance for a Global Community facilitated the involvement of NASW members in USAID's Lessons without Borders initiative and made a presentation about it at the NASW conference in Philadelphia in October 1995.
- Two members of the NAC headed up committees presenting the teach-in and videoconferences on their campuses; most NAC members were involved in the teach-in and videoconferences in their local areas and several organized activities at their academic institutions; one was on site at the television studio helping to make production decisions during the videoconference broadcasts.
- Several NAC committee members made local and national presentations at NASW and CSWE events incorporating the information about violence and development that came out of the project.

Objective Two:

Through a competitive grantmaking process, establish six Chapter-based National Resource Centers on Violence and Development that will develop resource materials on the five subthemes of the initiative and provide core leadership for launching other project activities.

Six NASW state chapters representing eleven state chapters were selected to serve as National Resource Centers, with each center focusing on a subtheme: California-trauma, Florida-trauma, Midwest (Ohio, Illinois, Indiana, and Michigan)-substance abuse, Minnesota-family structure, New York City-poverty, and Pacific Northwest (Oregon, Idaho, and Washington state)-ethnoviolence. While all of the six centers met their obligations, four of them developed particularly strong committees comprised of members from both the NASW state membership and schools of social work.

This experiment in developing partnerships between schools of social work and NASW state chapters was a success and a tremendous learning experience. This was one aspect of the project that turned out to truly be an experiential learning process as illustrated by the following highlights:

- The Chapter-based National Resource Centers struggled with their first charge, which was to identify, compile, and evaluate educational materials on their subtheme and submit them to the Project Director in the first six months of operation. The materials they provided were to be used for the development of briefing papers and curriculum modules. The Centers fumbled with definitions and concepts and the time period was not sufficient for the task.
- The second charge to the Resource Centers was to review drafts of the briefing papers that were developed by the Project Director using some of the materials provided by the Centers. Their feedback about the materials revealed a continuation of the learning process as committee members critiqued the concepts and connections delineated in those materials. Some of the Centers resubmitted their original reports at that point, signaling that they had "gotten on board" with the project.
- Representatives from all six Resource Centers participated in the USAID Development Education Conference in Annapolis in November 1994; as a result, their commitment to development education was enhanced and their understanding of relevant issues heightened.
- The Resource Centers were partnered with a CSWE member of the Curriculum Development Working Group to develop materials for the curriculum modules. Case studies were provided by individual practitioners based

on their direct experience working in developing countries and course objectives and classroom materials were provided by professors of schools of social work. Some centers field tested portions of the modules in the classroom.

- After the initial learning process, the National Resource Centers began to assume the role of educating their colleagues. The Centers coordinated and presented workshops and gave speeches at their chapter annual conferences and other continuing education events and wrote articles for their chapter newsletters.
- The Midwest Resource Center produced an impressive project exhibit and made it available nationally for display at conferences; it was entitled "Social injustice equals violence and maldevelopment" and included information provided by all six project Resource Centers on their work.
- Another charge to the Resource Centers was to promote and coordinate regional participation in the week-long teach-in and videoconference events. At that point, some of the Resource Centers went into full gear to get maximum participation. Highlights include: the California Center contacted every school of social work in the state, resulting in 14 schools participating in the teach-in. Minnesota also did outreach to all their schools of social work and facilitated the Minnesota Department of Human Services (DHS) downlinking the videoconferences to 34 DHS sites. New York City brought in busloads of faculty and students from 10 schools of social work to a central site with a total audience of 500 who viewed the first videoconference and participated in eight accompanying workshops.

Objective Three:

Organize a teach-in and videoconference with broadcast capability for involving a minimum of 100 universities and reaching a minimum of 7,150,000 citizens across the nation.

The original plan was to produce one videoconference that would be shown during a week-long nationwide teach-in. It would be downlinked to a minimum of 100 schools of social work. Along the way, several substantial changes were made to the proposed plans. The timeline for the videoconference was changed from October 1995 to February 1996. Plans changed from producing one videoconference to two. The production site was changed from the NASW annual conference to the University of North Carolina at Chapel Hill, and Charles Kuralt generously agreed to serve as volunteer host. The Benton Foundation was selected to produce the videoconference, thus beginning an extremely fruitful partnership that greatly enhanced all aspects of the project.

Having never produced a videoconference before, it was an exciting venture. We successfully used the lead time of 2 years to develop a nation-wide interest in the teach-in and the videoconferences. As project staff stepped up its outreach, interest grew beyond our expectations. Direct mailings about the teach-in went out to the deans and directors of every social work education program as well as international faculty liaisons at those programs. Numerous state NASW chapters put ads and articles in their newsletters. Major articles appeared in several national professional newsletters. A special project reception at the NASW national conference in Philadelphia, attended by over 400 people increased interest. The project also had a major exhibit at the same conference which drew considerable attention. The project's e-mail list grew to 180 addresses and the list of groups requesting the teach-in organizing kit grew rapidly.

In December 1995, two months before the teach-in and videoconferences, it was clear that the event was taking on a life of its own. From mid-December to early February, confirmed sites jumped from 150 to 350 and the Veterans' Administration joined in with sites of their own. NASW chapters began publicizing the sites already on board in their state to encourage others to sign on. Several states organized continuing education networks within their state's mental health agencies. An increasing number of social service agencies contacted us wanting to hold showings for their staffs. An unprecedented collaborative partnership developed between the national NASW office, state NASW chapters, schools of social work, and local social work agencies.

Each confirmed site was sent a teach-in organizing kit containing an organizing guide, a media guide, a resource list, a four-page tabloid Stop Violence, Promote Development, a sample of the briefing papers, a brochure on How to Host a Hunger Banquet, and a special brochure on microenterprise produced by the Alliance for a Global

Community. Host sites were also sent attractive posters and fliers, and a media-ready picture of Charles Kuralt for their own press outreach. In mid-January, confirmed sites were sent a Host Site Coordinator's Guide and a Follow Along Information Packet to be used during the videoconferences.

The first videoconference was on February 6, 1996. It was a high quality production that featured an impressive array of 13 guests, including development experts, organizers doing front-line work in their communities, artists, and journalists. The second videoconference followed three days later on February 9th. It was interactive, with 10 host sites linked by phone to discuss their teach-in activities with Charles Kuralt and a panel of six people in the studio. Video excerpts from several hunger banquets held during the week were featured in the second videoconference. In addition, a representative from USAID spoke by phone with Kuralt from Washington, D.C. and Vice President Al Gore made opening remarks.

The results speak for themselves as we surpassed our expectations in achieving this objective in almost all respects:

- The videoconferences were shown live at 375 sites in 41 states plus the District of Columbia and Puerto Rico, with approximately 18,000 viewers each broadcast. 236 sites were at colleges, universities, human service organizations, state of local NASW chapters, churches, public television stations, school districts, and a state department of juvenile justice. The Veterans' Administration downlinked the videoconferences to 115 VA Hospitals around the country.
- 118 colleges and universities participated in the week long teach-in on Violence and Development by scheduling a variety of activities such as symposia, panels, film festivals, special class lectures, displays of materials, workshops, etc.; 30 colleges/universities organized hunger banquets with over 2,000 students, faculty, social workers, and community representatives participating.
- The videoconferences and teach-in generated upwards of 65 press clips reaching a circulation of about 2 million. An op ed piece with Charles Kuralt's by-line was picked up by 11 newspapers, with a combined circulation of 212,000. Press that was generated by the local host sites also generated television and radio coverage, as well as articles in campus newspapers.

Objective Four:

Disseminate project materials in the 527 schools of social work, and through the NASW Public Service campaign, its chapter and national annual meetings and conference, its newsletters, and International Resource Center.

The NASW Board of Directors voted to make the Association's 1995 Public Information Campaign theme a continuation of the 1994 theme of Violence and Injustice and added a global perspective. Public information campaign materials were developed to help children understand ways they can help to stop violence. An attractive brochure, "Stopping Violence Starts with Me . . . And Ends with Us," features children from around the world with a list of 31 acts of kindness that can stop violence. Public information campaign materials were disseminated to 55 NASW chapters, members of the Board of Directors, 100 media outlets, and individuals who request them.

Six briefing papers and six curriculum modules, one for each subtheme plus an overview of the issues, were produced by the project as described under Objective Two. The two videoconferences were edited into two one-hour videotapes for classroom use. Dissemination of project materials began with the writing process and will continue on an ongoing basis as an institutionalized part of the Association:

- NASW's Public Information Campaign generated over 102 news clipping from around the country for a total circulation of 9,861,641. McDonald's restaurants in Eastern Iowa and parts of Minnesota and Illinois printed the "Stopping Violence Starts with Me . . . And Ends with Us" brochure in both English and Spanish on 1 million tray liners and featured them in participating restaurants.

- Upwards of 100 social work practitioners, educators, and students reviewed drafts of the briefing papers and curriculum modules through the chapter-based Resource Center committees; 30 students read drafts of the briefing papers and provided feedback in focus groups.
- The briefing papers were disseminated to all videoconference and teach-in sites.
- Drafts of the curriculum modules were field tested in the classroom during the teach-in week.
- Over 100 people purchased the edited videotapes of the videoconferences within a few months of the live productions. Dozens more recorded the videoconferences as they were happening for future use.
- The six briefing papers were compiled into a book, Challenges of Violence Worldwide: An Educational Resource and the curriculum modules were compiled into an accompanying book for social work faculty. NASW Press agreed to publish and market the books and the videotapes, thus reaching a market of over 150,000. NASW Press, the Association's mainstream press, has an established reputation as a highly professional publisher with an international distribution network.
- NASW Press marketed the books and videotapes with a special display at the NASW National Conference in Cleveland in November 1996.
- Project materials were featured and made available to participants in faculty development institutes at two major national social work conferences in 1996-97: the Council on Social Work Education's Annual Program Meeting in Chicago, and the Baccalaureate Program Directors' Annual Conference in Portland. At the NASW National Conference in Cleveland, materials were featured by the NASW Press, and promoted through a conference forum and follow up workshop done by the project.

Unanticipated Project Results

On the Plus Side:

- It was not originally anticipated that the theme of the would require engagement in an experiential learning process as part of the project itself. This turned out to be a generally positive experience of "learning together" about how violence and development are linked.
- The Chapter-Based National Resource Centers took ownership of their subtheme and began to see themselves as autonomous bodies that can continue development education around their new area of expertise on their own. For example, the New York City NASW Resource Center on Poverty, Violence and Development set up a permanent space in the Chapter office to continue to develop its own programming and serve as an on-going resource center for social workers.
- NASW State Chapters that were not part of any Project Resource Center became involved in promoting the national videoconferences in their states. For example, the New Jersey NASW chapter contacted schools of social work not yet signed up, publicized statewide teach-in activities in their newsletter, and worked with a local public television station to arrange a viewing site in their own city.
- The success of the various partnerships that were developed was beyond our expectations. Schools of social work paired with NASW chapters in a new way to organize teach-ins and to serve on Resource Center committees; students, faculty and practitioners planned and participated in learning activities together; social work educators, practitioners, students, and international development educators learned from each other; the Benton Foundation became an active partner in development education with NASW.
- Interest and participation in teach-in activities and videoconferences far exceeded our expectations: from an original goal of one videoconference production downlinked to a minimum of 100 host sites to two videoconferences downlinked to a total of 375 sites with approximately 18,000 viewers for each production!

In addition, the 118 teach-ins at colleges and universities, including 30 sites that sponsored hunger banquets, was astounding.

- NASW Press' agreement to publish the briefing papers and curriculum modules in book form and marketing them along with the videotapes of the videoconferences institutionalizes the project materials.
- NASW's 1995 Public Information Campaign coincided with the project theme and netted considerably more public exposure than anticipated, including the brochures being converted by McDonald's into tray liners.

On the Negative Side:

- Output by the Project Resource Centers was spotty with some centers organizing more effectively than others, and some producing valuable materials while others struggled with their roles and tasks. There was tension in some instances between central control by project staff and desire for autonomy by the Resource Center and perhaps some misunderstanding about the role of the centers as subcontractors rather than independent grant receiving projects.
- It was difficult to move some social workers, both participants in the Resource Center committees and generally, from a focus on issues of violence in the U.S. to a broader understanding of its global nature and links with development. The expectations of participants, which in most cases were broadened (as designed) from issues of domestic violence to a deeper awareness and understanding of development, led to disappointment in some cases.
- The project theme created confusion as people, particularly the Resource Centers who were charged with helping with the development of educational materials, struggled to understand the concepts and the linkages between violence and development. While having positive outcomes in general as an experiential learning process, some of the frustration might have been alleviated had it been anticipated.
- The participation of the CSWE Curriculum Development Working Group, comprised of members of the CSWE International Commission, in reviewing and field testing the curriculum modules was spotty. Some members were very active in contributing and learning themselves, while others were not.

Updated Project Summary

NASW continued its outreach work with Violence and Development Project Teams that visited 11 social work education programs in 6 cities. These schools featured the visiting team experts at workshops, symposia, classes and other activities focusing on sustainable development and foreign assistance. Twenty-one hundred people attended 28 events. The visiting project teams helped campuses continue the momentum created by the '96 Teach-In, and supported a continued dialogue and a growing interest about these issues and their relevance for social workers. Participants also came away seeing themselves as resource people within their own communities.

Two faculty development institutes were held at two national social work conferences explaining the use of the Violence and Development Project's briefing papers, curriculum modules and videotapes in the classroom. In addition, a special conference forum and follow up workshop on the project, with a total attendance of 330 people, was held at the NASW '96 national conference. Special video footage was shot, edited and presented by the project at this forum. The tremendous response to the Teach-In and videoconferences has brought more faculty to the ranks of those interested in these topics. NASW will continue to expand the numbers of faculty and administrators interested, and will continue to use the curriculum and educational videotapes produced as tools for training so they will be used in more classrooms.

Although NASW has developed and used an e-mail system of over 150 addresses to communicate with many sites at once and address individual questions, there is still a need to create a more permanent communication system between project participants. To this end, a project e-mail listserv is being created. Those social workers and others

who are interested in an ongoing exploration of the topics of the Violence and Development Project will be invited to join.

PART II: PROJECT EVALUATION

Overview of Evaluation

Three broad criteria for evaluating project success were established in the project's original grant proposal:

- Have all of the project's activities been carried out and, if so, have they been conducted effectively?
- Has the project increased the knowledge, interest, and awareness of its target audiences?
- Have these cognitive and attitudinal changes translated into behavioral changes, in the form of active support for or participation in international development or education activities?

An evaluation consultant was retained to assist in documenting the results of the project and was involved with the project from its inception through July 1996. Routine staff documentation of project activities were supplemented with the consultant's independent data collection and analysis concerning the project process and results based on the above criteria. Of particular interest were results that included audience appraisals of the quality of programming and materials, as well as reported changes in behavior or practice, actual or expected. The evaluator's full Evaluation Report is attached.

The evaluation strategy concentrated on four focal points of project activities that involved a cross-section of NASW leaders, social work professionals, and students—the primary audiences targeted by the project:

- NASW National Office
- Violence and Development Project National Advisory Committee
- Chapter-based National Resource Centers
- Teach-in/Videoconference Sites

The evaluation consultant engaged in the following data collection activities:

- A "baseline" mail survey of chapter and national office leadership.
- Two rounds of personal interviews (telephone or face-to-face) with a sample of key national Office personnel.
- Telephone interviews with National Advisory Committee members, plus participant observation in two Advisory Committee meetings.
- Two rounds of telephone or face-to-face interviews with key participants in the Chapter-based National Resource Centers.
- Analysis of a survey of site coordinators from the videoconference sites.
- Analysis of audience surveys provided by the videoconference sites.
- Telephone interviews with a random sample of site coordinators from videoconference sites.
- Observation of the teach-in/videoconferences.

- Analysis of a mail survey of recipients of project materials.
- Participant observation in project activities, such as a USAID Development Education Conference and staff meetings.
- Routine review of project documents, including quarterly reports and products.

Baseline Conditions

Three contextual factors or baseline conditions were expected to influence both the development of the project and its final results: NASW's experience with development education; its experience with the specific approaches used in the project; and, the climate of support for development education within the organization.

History of involvement in international and development education issues

At the time of the grant award for this project, NASW had already established a track record of interest and involvement in the international arena:

- An International Affairs Program was officially established in 1989.
- NASW had received two prior USAID Development Education grants.
- Under the first grant, the Family and Child Well-Being Development Education Project, a highly respected curriculum guide for schools of social work was developed, "twinning" partnerships were facilitated between NASW chapters and social workers in developing countries, and workshops and other educational activities were undertaken.
- The Global Family Ties Project continued the education process begun under the first grant by focusing on challenges to families worldwide and issues of global interdependence.
- NASW staff became increasingly involved over the years in exchanges of training and technical assistance with social workers overseas.

Experience with specific approaches selected for the project

While NASW had already acquired considerable experience with development education, this project involved three approaches and technologies that were new:

1. The project structure would be unique. While previous projects had involved subgrants to local chapters, this was the first time that local subgrantees were funded to help carry out a nationally directed agenda. Each chapter funded as a National Resource Center could develop its own unique flavor, but the National Office would define timetables and product requirements.
2. The organization and delivery of a nationwide, interactive videoconference was a new experience for NASW. Not only were staff new to the technology of videoconferencing, but the project involved an unprecedented level of audience outreach, encompassing the public as well as the social work community. To meet the challenges, NASW formed a partnership with the Benton Foundation-a group with considerable expertise in videoconference development-and the Alliance for a Global Community-another USAID funded development education partnership.
3. The scope of the project in terms of development education content-with its focus on five different themes and making new linkages between violence and development-was quite ambitious by past standards. To meet the challenge, NASW contracted with the Development Studies Program, a group of development education experts who provided training and consultation throughout the project.

Climate of support for development education within NASW

At the time the project began, the staff of NASW's International Program had already established, through previous international projects, a small network of members with a strong interest in development issues-including chapter "international liaisons" and international committees. A working relationship with the Council on Social Work Education's (CSWE) International Commission had been established through the earlier international curriculum effort.

Early in the project, two research efforts were designed to shed further light on the climate for the Violence and Development Project among NASW's leadership and to help identify key themes that might be important for the project's educational strategy. The research is summarized below.

Interviews with a dozen National Office Senior Managers were conducted by the evaluation consultant regarding their knowledge and expectations for the project:

- There was consensus that international issues were of concern to a small, active group of NASW members but they were not central concerns for the average social worker. However, interviewees acknowledged the growing interest and importance of global perspectives in the U.S. and noted that this affects social workers as much as other groups.
- As a result of the above, the interviewees did not foresee major commitment of NASW resources to international activities.
- However, they clearly felt that NASW National Office's involvement in international activities was worthwhile and they expected it to continue.
- There has been a good response to recent NASW publications in the international field and considerable growth in NASW's international market, even without heavy marketing to international audiences.

A National Leadership Survey was conducted to examine NASW leaders' level of exposure to information about the developing world, their attitudes toward international development, and how they saw the role of social work in the international arena. The survey used some items from a previous national opinion survey, thus permitting comparisons with the general U.S. audience. The survey was mailed to 186 NASW leaders, including presidents and executive directors of all chapters, 40 national office staff, and 38 chapter-based international liaisons. 123 people responded for a 66% response rate. Some of the key findings were:

- Compared with the general public, social work leaders were exposed to more information about the developing world, were more strongly in favor of international aid, and much less likely to say that we should solve our own problems first. However, they-like the public-revealed some ambivalence about foreign aid.
- The overwhelming majority of social work leaders were very positive about what social workers have to offer the development field and strongly supported the inclusion of information about development in social work curricula.
- Most social work leaders thought that NASW should be more active in educating social workers about development.
- Four out of five respondents agreed that we have as much to learn from developing countries as they have to learn from us.
- Levels of support and exposure were high overall, but there were differences among the respondent groups. There were varying levels of exposure to information about development issues, with national office staff having the least. Respondents with narrow exposure expressed higher self-interest and were less supportive of

development education for social workers. National Office staff were somewhat more pessimistic about aid in general and least supportive of development activities by NASW.

- International liaisons had the most exposure to information about development issues, were the most pro-aid, were somewhat less likely to put U.S. problems first, and were most supportive of national and chapter involvement in these issues. However, they are more pessimistic about social workers' interest and abilities related to development work.

Overall, it appeared that social work leaders were receptive to international development messages and supportive of further efforts to educate social workers in this area. Survey results suggest that the project would have allies among leaders in the field, even more so than in the National Office. The results also implied that project staff would need to be sensitive to the leaders' ambivalence about domestic versus foreign priorities and their anxieties about resources for pursuing development issues. Another implication was that linking information about innovative approaches in the developing world with problems in the U.S. might be an effective educational strategy.

Impact Analysis: Outcomes by Audience

Information was collected about the effects of the project on four critical audiences-NASW National Office Staff, the Project's National Advisory Committee, the Chapter-based National Resource Centers, and the teach-in/videoconference sites-and the results summarized below.

NASW's National Office Staff

"Before [seeing the videoconference] I had to struggle with it, because violence and development seemed so out of our sphere here. We're so domestically focused. But I thought the videoconference made it universal and helped me see the connections between global and domestic concerns." NASW National Office Staff Member

The evaluator interviewed a dozen senior staff in the NASW National Office during the first few months of the project and again during June-July 1996. Results of the first round of interviews were discussed previously as baseline data.

All interviewees were quite familiar with the Violence and Development initiative. The videoconferences-which about two thirds of them had seen and the remainder had heard about-had made a considerable positive impression reflected in words such as "marvelous," "exciting," "great"; staff invariably reported that the videoconferences had been of high quality and reflected very positively on NASW and the profession.

Among the interviewees who had followed the project most closely, the following effects were reported:

- The videoconference nourished and sustained those who already had global and community development interests, but it also stimulated much new interest in global perspectives and community perspectives on violence.
- The project materials-videotapes, curriculum materials, and briefing papers-are unique and likely to be used because nothing comparable is currently available and because of growing interest in international subjects.
- The project process seems to have brought some lasting benefits to NASW, such as strengthening traditionally weak relationships between the academic and practice sides of social work, paving the way for future partnerships between the national office and state chapters around specific issues of interest, and providing new expertise in the technology of videoconferencing.
- NASW's international program gained additional credibility with the NASW leadership due to the strongly favorable reactions to the videoconference.

Project National Advisory Committee

The National Advisory Committee (NAC) for the project was comprised of national leaders in the social work profession who could contribute to the achievement of the project objectives and also "carry the message" to others. The NAC included the chair of the NASW's International Activities Committee, a representative of the Council on Social Work Education's International Commission, a state chapter executive, the head of another USAID development education partnership, a representation of NASW's Peace and Social Justice Committee and NASW's Board of Directors, and several other academics and practitioners with an interest in international and/or violence issues.

The evaluator interviewed seven members of the NAC in June-July 1996 to determine how the project had affected them personally. The interviews confirmed the active involvement of the members in all phases of the project. All those interviewed reported that participation in the project had been personally rewarding and all were unmistakably enthusiastic about the results thus far. Specific responses indicated that:

- The project taught NAC members new perspectives on violence and development;
- The project gave impetus to global perspectives in the profession;
- The videoconference participants gained considerably from attending the event and the program was extremely well-received and boosted the credibility of social work and the self-esteem of social workers who attended;
- The project narrowed the gulf between the academic and practitioner communities.

Chapter-based National Resource Centers

Involvement of state chapters in the implementation of the program was a cornerstone of the Violence and Development Project. The role of the six Project Centers was: 1) to develop a "backgrounder" containing information and resource materials about their topic area that could be used to develop educational materials; 2) to disseminate information about violence and development through involvement in workshops, conference presentations, and other activities; and 3) to publicize and organize teach-in and videoconference events.

The evaluator conducted face to face interviews with key participants from each Project Center who attended USAID's Development Education Conference in Fall 1994 and phone interviews in Spring 1995 and again in early summer 1996. A total of 27 interviews were conducted in Fall 1994 and Spring 1995 and a total of 24 interviews were conducted in summer 1996. Whenever possible, the evaluator interviewed the chapter executive directors, the project coordinators, and the chairperson of the project committee representing each of the six Centers. Results of the interviews indicate:

- At the midpoint of the project, Project Center participants were enthusiastic even though they were struggling with issues related to understanding the project and organizing to accomplish its objectives.
- Enthusiasm for the violence and development initiative remained high throughout the project and after the videoconference and teach-in, it seemed to peak. Although the project necessitated considerable volunteer and in-kind support, every single interviewee felt that their involvement in the project had been worthwhile and that among the results was added prestige to NASW and the social work profession.
- Participants in the Project Centers learned a lot personally; one interviewee described involvement in the project as "one of the peak experiences of my life."
- Most of the Project Centers aggressively promoted the videoconference in their areas with their organizing accounting for 73 program sites. In addition, the Minnesota Project Center downlinked the videoconference to 34 Department of Human Service offices in the state.

- Several of the Project Centers implemented follow-up activities after the teach-in and videoconferences, including reshowing the tapes of the videoconferences in a variety of educational settings, enlisting faculty in field testing the curriculum modules, developing follow-up papers on their center's topic, and publicizing the resource bank developed by the center.

Teach-In/Videoconference Sites

Several methods were used to assess the outcomes of the videoconferences/teach-in, including a mail survey to the site coordinators and analysis of audience evaluation forms collected by site coordinators. In addition, the evaluator interviewed a small random sample of site coordinators by telephone and observed the two broadcasts. Site coordinator forms were returned by 123 respondents representing 52 percent of the 236 host sites. Eighty-two sites, or 35 percent, also voluntarily provided a total of 3,147 usable audience evaluation forms. Seventy-one sites provided both site coordinator and audience evaluation forms. Key findings are summarized here:

- As intended, the teach-in/videoconferences functioned as a "high point" for the Violence and Development project.
- Over half of the sites scheduled some teach-in activities in connection with the videoconference, most frequently symposia or panel, special classroom activities, or other activities such as post-conference discussion groups, video or film programs, special lectures, and displays of materials.
- Sixteen sites (13%) presented hunger banquets. Eleven of these sites provided attendance figures for the banquet, totaling 900 people overall.
- About 60 percent of the sites received some type of media attention for their activities.
- Site coordinators and audience members both gave the program high ratings; on a 10-point scale where ten represents the highest rating, median ratings for format and content were 8.0 or higher on both days.
- A substantial majority (82 to 90%) of the site coordinators and audience members found the interactive portions of the second session effective and interesting.
- Eighty-five to 90 percent of the respondents felt that the ideas and concepts in the videoconference should be incorporated into the undergraduate, graduate, and continuing education curriculums for social workers.
- Two-thirds of those who taped the videoconferences planned to show them again or did so soon after the live broadcasts.

Summary of Findings

- All of the project's activities were clearly achieved or exceeded the original objectives in all areas.
- There are numerous indications that short-run behavioral changes took place among the primary target audiences, the National Advisory Committee, Project Centers participants, videoconference and teach-in participants, and national NASW office staff.
- Since the evaluation did not systematically measure knowledge or attitudinal changes, we cannot be sure of the cognitive or psychological mechanisms at work in producing the behavioral changes that were assessed. Two interpretations are offered and both may have been at work: 1) that the program changed attitudes and interests so as to make people take a more active role in Violence and Development-related issues (getting them to see the relevance of the issues to social work training, for example, and thus incorporating relevant materials into the curriculum); and 2) that people already had the knowledge and interest in violence and development issues, but the project provided a catalyst and a vehicle for putting them into practice.

PART III: LESSONS LEARNED

Theme

The project used the theme of the interrelatedness of violence and development as a window through which to strengthen support for global involvement, understanding, and interaction. The theme was selected because it met several criteria for effective development education:

- it is of critical interest to social workers and the U.S. American public
- it provides a framework for making direct connections between well-being in the U.S. and conditions in developing countries
- it can be communicated effectively and accurately.

While the theme of violence was not a new one for social workers—who are critically concerned about violence and who are well versed on its causes, correlates, and impacts—international development and linkages between violence and development are new topics for most social workers. On the other hand, violence is a new topic for development educators, one that deserves special attention so that they can use topics of importance to ordinary Americans when they make the linkages between international development and life in the United States.

We learned much from combining a "hot" topic for social workers (violence) with a little known topic (international development) in order to strengthen global understanding and involvement. On balance, it appears that the choice of the project theme was a wise one. As intended, concern about violence was a powerful drawing card, as were the five sub-themes. While advocating for selecting topics that people already care about as an opportunity to communicate international development messages, the following learning's from this experience are instructive for those who might want to avoid the downside of such a strategy in the future.

Preparing the National Resource Centers to Address the Theme

From the beginning, the international nature of the project should have been emphasized in such a way as to counter the natural tendency of social workers to focus on the violence part of the theme and not the international development part.

- When eliciting the interest of NASW chapters in applying to be State-based National Resource Centers, it would have been helpful to identify the topic more clearly as a new one that had really not been examined and articulated before. Some of their initial frustration may have been alleviated by understanding that they were doing groundbreaking and extremely challenging work.
- It would have been helpful if we had *consciously* set up an experiential learning process involving partnerships of various actors in developing the topic. We then could have anticipated that making the linkages between violence and development—since it was a new and groundbreaking topic—would require more time to be explored before expecting to produce materials. We might then have conducted workshops for Resource Center committee members and others who would be contributing to the project (we did conduct workshops with the National Advisory Committee and it worked very well). The workshops could address basic development concepts and provide an opportunity for then beginning to explore linkages together.
- As the Resource Centers then moved into identifying, compiling, and analyzing materials for use in project materials, it would have been helpful to bring actors from all six Centers together to share their struggles and new understandings with each other.

Communicating with Participants

- Some of the feedback from participants indicated that they felt "duped" by having the word "violence" in the title of the project. While violence as a hot topic attracted a lot of interest, perhaps the title should have been reversed: "International Development and Violence" or "An International (or Global) Perspective on Development and Violence."

- Serious thought needs to be given to ways that the theme might have been more effectively portrayed-through visual representation as well as words-so that Project Bulletins, organizing kits, and other materials clearly communicated the development linkage with violence.

Project Structure

In an attempt to develop the capacity of both national and state NASW levels for global engagement, the project created six State-based National Resource Centers based on a competitive grant application process. The Project Centers subcontracted with the National Project to help develop materials for the project and to organize teach-in and videoconference events in their region/state. While the structure was somewhat unwieldy, the ultimate results were very positive: the structure recruited a large and diverse pool of people into a giant experiential learning project--with opportunities to learn and develop new content while pursuing professional goals and becoming familiar with a new technology as well. People became committed to making the project succeed. Several important learning's emerged from the project structure, mostly related to autonomy and control issues:

- Clear communication at the time of application is very important so that the chapters applying understand that they would be "subcontractors" with specific roles, functions, and outcomes expected.
- Involvement of volunteers at the grassroots Project Center level in a participatory way from the beginning of the project was a crucial element in the project's success.
- Project Center participants should have good orientation and training at the beginning, more time to gear up for their efforts, and more opportunities to interact with one another and the National Office. With more support as such, the Center's might have experienced less ambiguity about the project at the beginning.
- Clarification about ownership and editorial discretion of written materials needs to be communicated at the beginning; i.e., clarity regarding who has authority to determine how the final products will look.
- The effectiveness of Project Centers depends greatly on the strength of the center coordinator.
- While it was considered to be a positive that some Project Centers became autonomous bodies that would continue the work after the project ended, the tension between autonomy and being a partner in producing specific products together needs attention.

Project Approach

The approach of the project was to develop partnerships in which a variety of actors were involved and thus increased their commitment to development education. It was very successful in most instances. Major learning's about the approach were:

- Partnerships work best when there is regular interaction, preferably face to face, where the participants learn and work together.
- When two organizations have representatives in a partnership, it works better if both organizations have a structure that facilitates the partnership. For example, in working on curriculum development, the project engaged the expertise and knowledge of the Project Resource Centers and the CSWE International Commission. The NASW part of the partnership had staff support for the effort, while the CSWE part did not. A completely voluntary effort without a staff person to coordinate resulted in spotty participation by the CSWE representatives.

Producing a Successful Videoconference

The fact that our accomplishments in producing a videoconference and teach-in far exceeded our expectations can be attributed to several things we learned as we engaged in an undertaking that was entirely new for NASW:

- Engaging the expertise and knowledge of consultants who were interested in partnership with the project was a tremendous help. The Benton Foundation proved to be such a partner with vast experience in this area.
- Forming a core team that met regularly to plan the events/productions and were the implementers as well provided cohesiveness and teamwork that proved to be very productive.
- We explored many alternative approaches to producing a videoconference and thought creatively rather than relying on traditional methods. For example, instead of one videoconference, we decided to have two, one at the beginning of the teach-in week that would launch participants' thinking and motivate them to learn more and one at the end that provided opportunities for participants to interact around what they learned during the week.
- Technical assistance and outreach to host sites was extremely important. Regular telephone and written communication engaged commitment and alleviated anxiety.

Part IV: Resource Materials

The following materials were produced under this grant. One copy of each have been forwarded along with this final report.

- Eight Violence and Development Project Bulletins
- Teach-In Organizing Kit
- Videoconference posters and flyers
- Videoconference Host Site Coordinator's Guide
- Follow-along information packet for videoconference participants
- Six briefing papers/backgrounders
- Two videotapes of "The Challenge of Violence Worldwide," videoconferences hosted by Charles Kuralt.
- Book: Challenges of Violence Worldwide: An Educational Resource
- Book: Challenges of Violence Worldwide: Curriculum Modules

Part V: Budget

See attached budget.

Part VI: Project Sustainability

The project was designed to strengthen national and grassroots capacity of NASW to carry out development education. It is expected that several elements of the project will continue as a result of the partnerships and project materials that were developed:

- Several of the State-based National Resource Centers took ownership of their part of the work and now see themselves as autonomous bodies that can continue on their own. The New York City NASW Resource Center on Poverty, Violence, and Development now has a permanent home in the Chapter office, thus institutionalizing international development education in a way not possible before the project. Several of the chapters have strengthened their International Committees as a result of being Project Centers. Members have developed expertise in their subtheme and will hopefully continue to be interested in serving as educators and providing resources in their areas.
- 60% of the videoconference sites reported that they plan to show the videotapes in classes, at student orientation sessions, and at continuing education events.
- Schools of social work that organized the teach-in on their campuses received feedback from students that it should be an annual event; this was particularly true regarding the hunger banquet, which was a powerful experience for students in general. It is hoped that the momentum for continuing annual teach-ins will continue.
- The project materials—two books and two videotapes—were published by NASW Press, which means that marketing of the materials will continue for several years, thus institutionalizing development education materials along with other social work literature.
- The former project director wrote a book for social work students and educators scheduled for publication in Fall 1997 that grew out of the project activities, The Global Crisis of Violence: Common Problems. Universal Causes. Shared Solutions. The book will be marketed with the project materials.
- The eleven social work education programs that were visited by a Violence and Development Project Team during the fourth year of the project received considerable assistance and motivation to continue to develop curricula in international development issues in their programs and encouraged their ongoing partnerships with their state NASW chapters as well as other schools of social work in their states.
- Having an international listserv as an ongoing source of information and discussion about development education provides a valuable resource for social workers to help sustain their work.
- The partnership formed with the Benton Foundation through the project is expected to be an ongoing one. Not only did they serve as producers of the videoconference, they advised us on many aspects of the use of technology and coached us on approaching other funding sources to expand the scope of the project. As a result, the Kellogg Foundation gave us a \$15,000 grant to expand the project and an indication that they were interested in exploring a larger partnership with NASW to continue to provide leadership in the social work profession in the areas of international and community development. Kellogg Foundation grant money would make it possible to coordinate a couple more years of teach-ins and videoconferences as well as supporting more intensive student educational experiences in international development education projects.

Part VII: Recommendations

- USAID staff was extremely helpful in providing resources and helping us network with other development education experts. We encourage AID to keep such high quality staff; they have been a very constructive and professional force in helping us develop and implement this project.
- Continue to encourage USAID alliances with national associations in order to disseminate development education content. There is much to be said for the specific strategy adopted by NASW in this project, which called for considerable participation by state and local chapters and universities in the process of developing and delivering the educational content. While such a participatory model makes for more uncertainty about the quality of ultimate products and less control over their content, it has the potential of engendering much more widespread commitment and involvement in development issues over the long term.

- Continue to encourage collaboration among development education projects and actors (including non-grantees).
- Continue the annual development education conference; it is an excellent vehicle for learning, networking, and collaborating.
- Emphasize the importance of social development in addition to economic development by funding the development of materials that can speak to a human services constituency.
- Fund the development of simpler, easier to use education materials that can be used by small groups of uninformed volunteers to learn about development. Many of our volunteers struggle with the concept of development but don't have the commitment to learn through existing training kits that are too time-consuming to use.
- Continue to work on developing effective development education messages for the general public. The "Lessons without Borders" initiative was excellent in this regard. It is our experience that the concepts are complex and difficult to communicate effectively. Need effective "sound bites."
- A report on what AID has learned from its development projects over the years would be very helpful.
- Coordinate with the Council on Foundations by sending them regular communications from AID's Development Education Office in order to promote foundation funding of development education projects.
- Encourage the use of new technologies such as videoconferencing in development education.
- Continue the Development Education Program; it is vital for promoting understanding of the importance of global involvement by U.S. citizens.