

International Social Work Conference

NADD Task Force Report

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Introduction

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The core of social work is international

In the context of an interdependent global community, the term “International Social Work” is almost a tautology. Social Work with its mission “to enhance human well-being and help meet the basic human needs of all people, with particular attention to the needs and empowerment of people who are vulnerable, oppressed, and living in poverty” (NASW Code of Ethics) must act within an international framework.

If this assumption is accurate, then social work education as the key academic training field for professional social work practice needs to ensure that graduates of social work programs comprehend the main issues and challenges of international work and. Moreover, graduates must integrate specific skills associated with global practice into their professional portfolio.

CSWE’s Educational Policy and Accreditation Standards (EPAS) require that educational programs prepare “social workers to recognize the global context of social work practice.” CSWE makes it clear that this requirement applies to all students and not just to those specializing in an international concentration. Schools of Social Work are,

therefore, encouraged to infuse international content into their overall curriculum, making their programs international in conjunction with intervention methods and other field-of-practices.

For the purpose of this report, international social work (education, research, and practice) shall be defined by its objectives. International social work should:

- Result in an increased understanding by students and faculty of global issues (social, economic, political, legal, ethical, environmental)
- Address and alleviate at the individual and community level global problems such as poverty, hunger, war, inequality, marginalization, access to health services
- Lead to sustainable relationships between schools of social work and international partners from across the world

In order to understand and address critical individual and societal challenges, we must prepare our students, faculty, and staff for life as global citizens. The good news is that we can rely on a rich body of knowledge on international perspectives in social work education, research and practice (Healy, 2001; Dominelli & Bernard, 2003). The bad news is that the knowledge still seems to be fragmented and not fully integrated or infused in social work education, research and practice.

More than ten years ago, Hokenstad and Kendall (1995, p. 1519) stated that “International concerns and content receive limited attention in social work education within the United States.” This assessment was based on the observation that international exchange relationships are “still largely outward for faculty and inward for students” (ibid.). This unilateral characteristic translates into a somewhat limited awareness and understanding of international social work. All too often we still see and

practice collaboration as a vehicle to export our knowledge and our values (Midgley, 1981).

International social work as part of internationalizing higher education

In 1995, the Commission on International Education of the American Council on Education (ACE) published a small brochure on “Educating Americans for a World in Flux.” The following statement is printed on the inside of the cover:

We are a country ill-equipped for new priorities. Our institutions creak with anachronisms. Many leaders proclaim change but act as if nothing has changed. And we are not preparing the next generation of Americans to understand, much less lead, in a transformed world.

Is the U.S., or any country for that matter, better equipped today than it was in 1995 to address a shifting global landscape of opportunities and challenges? Many people’s perceptions of the international arena have changed since September 11, 2001. Most of our lives have been affected, for some in minor, for others in dramatic ways. Higher education has been touted as a way of bridging cultural differences and educating new generations to become global citizens.

Within the higher education enterprise, social work education, research, and practice represent unique perspectives of and obligations towards local, national, and international issues and problems. Our definitions and conceptualizations of international work, however, do not always match the general direction of our universities’ international ambitions and priorities.

Nevertheless, most of us would probably concur with a number of ACE’s goals and ground rules for internationalizing higher education (see the complete list of goals

and rules in the Appendix section). For instance, ACE advocates that “the educational experience must be infused with some degree of intercultural competence” and that “graduates need an understanding of global systems” (goals 1 & 2). Moreover, ACE pleads to make education “truly international, not simply European”, and to “apply the lessons of international education within our own borders” (goals 5 & 6). These goals certainly resonate with our own ambitions to strengthen our relations especially with partners from the developing world and expose students to learning experiences that deviate from the comfort level of Western culture.

In addition to these general goals, ACE lays out ten ground rules. The first and second rule require that “all graduates demonstrate competence in at least one foreign language” and are encouraged to “understand at least one other culture”. These ground rules are critical for social work given that a considerable part of our clientele’s native language, locally and internationally, is not English. At the same time, the Journal of the New England Board of Higher Education notes that “a paltry 1 percent of U.S. college students, most of them white, study overseas, mostly in a handful of Western European countries” (Harney, 2006, 5). This means that incoming students into MSW programs would likely have little experience in the global arena. Therefore, the burden – at least in the short run - will be on graduate programs to offer their students learning experiences that immerse them into non-English speaking cultures (in the U.S. or abroad). Consequently, and following other ground rules from ACE, we would have to “revamp curricula to reflect the need for international understanding” (Rule 4) and we would have to “expand study abroad and internship opportunities for all students” (Rule 5).

Finally, three ground rules address the issue of organizational capacity to infuse international content into our schools. We need to “examine the organizational needs of international education” (rule 7), “build consortia to enhance capabilities” (rule 8), and “cooperate with institutions in other countries” (rule 9). The need to increase organizational capacity to tackle the many challenges of internationalizing our programs was probably a major reason why the NADD leadership established an International Task Force in 2003. Schools of Social Work have been engaged in international projects for many years. However, most of the initiatives were contingent on an individual dean, director, or faculty’s proclivity to international matters rather than a result of systematic and comprehensive planning efforts.

The charge of the NADD International Task Force

NADD’s International Task Force was charged to gather and disseminate data on innovative approaches to international social work education that could strengthen the international dimensions of all US social work programs and facilitate conditions for schools to engage in meaningful international activities. The findings presented in this report will be discussed with deans/directors, faculty, students, and practitioners. This conversation should lead to a second stage of explorations, especially around the issue of what ACE terms “global learning outcomes.” Such an endeavor will and must remain a work-in-progress. Global issues are too complex for final truths. Nevertheless, it should be possible to determine an essential element of our efforts: Does what we do benefit the most important stakeholders, our students and our partners in the field of social work practice?

Enhancing international awareness should primarily result in increased quality in international collaborations. Ethical standards for interacting with local partners apply to the international field. ISW should not be an outlet for international adventurism. However, if we enter this field with a strong commitment to social work values, we will find it to be one of the most rewarding experiences of social work education, research, or practice. When people of different origin and background find mutually beneficial ways of cooperation to address issues such as poverty, inequality, and access to health services, it will increase capacity on various levels and it will form bonds that bridge cultural and structural differences.

Outline of Task Force report

Chapter 1

Karen Sowers and Bill Rowe introduce international definitions, concepts and goals of social work. A universally shared understanding of social work practice, research, or education as a basis for international cooperation is hard to achieve. Nevertheless, it is essential to strive for a least common denominator. Fortunately, major international players such as the International Association of Schools of Social Work (IASSW) and the International Federation of Social Workers (IFSW) have offered global definitions of and global qualifying standards for social work practice. Sowers and Rowe present the most recent data on shared concepts, values and ethics for social work practice, a necessary condition for forming meaningful and sustainable collaborations.

Chapter 2

Goutham Menon shares information on international engagements of faculty working at U.S. schools of social work. Based on responses to a 2002 survey, Menon

gathered data on topics such as the degree of internationalization of social work programs, on international content in foundation and advanced courses, and on study abroad, research, field placements, and service projects. The findings are an important step to establish an interactive database on international activities.

Chapter 3

Based on responses to a 2005 survey by 58 U.S. schools of social work, Patricia Lager, Helane Leta, and Mark Rodgers present data that provide an overview how internationally active schools of social work have designed and implemented study abroad programs, service trips, and field internships. The study describes ways to develop and sustain international field education opportunities. In addition to addressing questions such as type, duration, number of placements, and selected regions, the authors list strengths and barriers of international education opportunities.

Chapter 4

International field internships and long-term study abroad programs are resource intensive ways for students to increase international awareness and competence. In addition, there are other mechanisms used by social work programs to expose their students to international content. Ginny Majewski provides results from a 2006 exploration of all U.S. social work program websites in regard to international opportunities offered to students. The data shows that a sizable number of schools have developed a range of options for students interested to expand their international knowledge. Majewski points to important issues that should be considered prior to designing and promoting international opportunities for students.

Chapter 5

By definition, international collaboration should not be a one-way street. Attracting international students to our campuses is one means to accomplish this goal. However, as Penny Alexander and Leslie Bozeman argue, many challenges need to be addressed prior, during and after the stay of students from overseas. The authors report preliminary data from a 2004 survey on international students at schools of social work. Participating programs provided demographic information on the international student body and described the extent and quality of student support services targeted at the population from overseas. Alexander and Bozeman suggest a variety of measures to better welcome, integrate and learn from international students.

Chapter 6

A critical piece of internationalizing social work programs lies in the courses schools of social work offer to students. Kofi Danso summarizes research findings by Rosemary Link and Lynne Healy (2005) on infusing international content into social work curricula. Danso's overview lists resources to enhance international content in foundation and advanced courses touching on direct practice, research, and policy issues. It also sheds light on the specific areas that current international social work courses cover. The summary includes suggestions regarding learning outcomes and course assignments.

Chapter 7

Monetary investments in international social work education and research are considerable. Schools administrations and faculty need to be creative in raising dollars to support students and partners in the field. Mizanur Miah and Mark Rodgers present

results from a 2006 survey on efforts and successes of schools of social work to raise funds for international social work activities. Miah and Rogers' findings touch on issues such as the nature of the collaborative project, the partnership types, and the sponsoring organizations. The authors also add a list of valuable weblinks to potential funding sources.

Chapter 8

The literature on and links to international social work are growing fast. Therefore, any attempt of gathering a list of resources will remain a work-in-progress. Kofi Danso, Alberto Godenzi, and Maria Gomes provide a selected bibliography, a list of academic journals, a sample of international conferences (going back to the summer of 2006), and a compilation of potential international partners in promoting international social work. In completing this final chapter, the authors were assisted by a number of deans, directors, and faculty with expertise in this field of study.

Conclusion

We like to end this report with a note of caution. As much as we “internationalists” are enthusiastic about our work with partners from all over the world, we don't want to pretend that global collaboration is a walk on the beach. We all need to be clear about our goals, we must ensure that the communities and people we work with benefit from our actions, and we should only engage in international social work if we have sufficient capacity. Just relying on the hospitality of our partners (which is abundant) would seem to be a perversion of our mission. Organizational capacity concerns the expertise of faculty and staff, the training of students, the allocation of valuable resources (time, personnel, and money), and the sustainability of our efforts. Do

no harm is an essential directive in international social work. If we are committed to enhance our engagement, we should put our best foot forward. Our hope is that this work-in-progress report will assist you in making the right choices for your program, for your students, and for your international partners.

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Chapter 1

International Social Work: Definitions, Concepts and Goals

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Moving from National to Global Perspectives

Initially, international social work was concerned with comparing social work as it exists in different cultures and countries. The definition of social work differs greatly across cultural contexts (Payne, 1998). The professionalized conception of the social worker—especially the social worker who provides individual clinical services—originated in Western industrialized countries but most societies have always had a role for individuals who worked to improve conditions for their fellow community members. Although clinical practice may be more characteristic of industrialized countries, community organizers in Western countries have learned many of their strategies and skills from their peers in developing countries (Rowe, Moreno, & Mould, 2000).

Increasingly, as social work has grown and matured worldwide, an effort has been made to address social work from a global perspective—as one profession practicing in many different countries (Poppo & Leighninger, 2002). Whereas *social work* is the term commonly used in the United States, other developed nations often use the terms *social*

development or developmental social welfare. As a global perspective developed, international professional organizations began to form and develop a mutually agreed upon single concept of the profession.

Two international organizations provide the basic leadership for the globalization of social work. One, the International Federation of Social Workers (IFSW), is structured to work through various national professional membership organizations and the professional trade unions of social workers that exist in some countries. The second leading international social work organization, the International Association of Schools of Social Work (IASSW), includes more than 400 member social work education associations and individual schools from 72 countries.

Global Definition of Social Work Practice

In 1996, the IFSW established a task force to develop a global definition of social work. In 1997, the task force reached agreement that, rather than being a collection of social professions at different stages of development, sufficient commonality existed to attempt to define social work as one profession (Morales & Sheafor, 2001). In June 2001 in Copenhagen, the IFSW (n.d.) and IASSW (n.d.) jointly agreed upon an international definition of social work:

The social work profession promotes social change, problem solving in human relationships and the empowerment and liberation of people to enhance well-being. Utilizing theories of human behavior and social systems, social work intervenes at the points where people interact with their environments. Principles of human rights and social justice are fundamental to social work.

Both IASSW and IFSW note that social work in the twenty-first century is dynamic and evolving, and caution that no definition should be regarded as exhaustive.

Global Qualifying Standards for Social Work Practice

The Global Minimum Qualifying Standards Committee was set up as a joint initiative of IASSW and IFSW at the IASSW/IFSW Conference in Montreal in July 2000. That committee developed a standards setting document that elucidates what social work represents on a global level and identifies certain universals to be used as guidelines to develop national standards with regard to social work education and training. Given the enormous diversities across nations and regions, the standard setting document was developed to be sufficiently flexible to apply to any context, specifically taking into account each country's or region's sociopolitical, cultural, economic, and historical contexts while adhering to global norms and standards. According to the Committee (International Association of Schools of Social Work, 2002), the purposes of developing a standard setting document were to:

- protect the “consumers” or “clients” of social work services;
- take account of the impact of globalization on social work curricula and social work practice;
- facilitate articulation across universities on a global level;
- facilitate the movement of social workers from one country to another;
- draw a distinction between social workers and non-social workers;
- benchmark national standards against international standards;
- facilitate partnerships and international student and staff exchange programs;
- enable IASSW and IFSW, in developing such standards, to play a facilitative role in helping those faculties, centers, departments or schools of social work that lack resources to meet such standards; and

- give practical expression to the aim of IASSW, as some saw the formulation of global qualifying standards to be the core business of IASSW.

Developing and Promoting Excellence in Social Work Practice Globally

By developing global qualifying standards, IASSW and IFSW intended not to set minimum standards for practice but rather to promote standards that schools of social work should aspire to on a consistent basis. Across the world, social work training and education differ tremendously. In developing the global standards, IFSW and IASSW note that although global standards may be used to benchmark national norms and standards, national and regional experiences and practices must be incorporated into the formulation of global standards.

The following principles reflect social work's fundamental commitment to serving people (International Federation of Social Workers, 1996):

1. Every human being has a unique value, which justifies moral consideration for that person.
2. Each individual has the right to self-fulfillment to the extent that it does not encroach upon the same right of others, and has an obligation to contribute to the well-being of society.
3. Each society, regardless of its form, should function to provide the maximum benefits for all of its members.
4. Social workers have a commitment to principles of social justice.
5. Social workers have the responsibility to devote objective and disciplined knowledge and skill to aid individuals, groups, communities, and societies in their development and resolution of personal-societal conflicts and their consequences.

6. Social workers are expected to provide the best possible assistance to anybody seeking their help and advice, without unfair discrimination on the basis of gender, age, disability, color, social class, race, religion, language, political beliefs, or sexual orientation.
7. Social workers respect the basic human rights of individuals and groups as expressed in the United Nations Universal Declaration of Human Rights and other international conventions derived from that Declaration.
8. Social workers pay regard to the principles of privacy, confidentiality, and responsible use of information in their professional work. Social workers respect justified confidentiality even when their country's legislation is in conflict with this demand.
9. Social workers are expected to work in full collaboration with their clients, working for the best interests of the clients but paying due regard to the interests of others involved. Clients are encouraged to participate as much as possible, and should be informed of the risks and likely benefits of proposed courses of action.
10. Social workers generally expect clients to take responsibility, in collaboration with them, for determining courses of action affecting their lives. Compulsion which might be necessary to solve one party's problems at the expense of the interests of others involved should take place only after careful explicit evaluation of the claims of the conflicting parties. Social workers should minimize the use of legal compulsion.

11. Social work is inconsistent with direct or indirect support of individuals, groups, political forces, or power structures suppressing their fellow human beings by employing terrorism, torture, or similar brutal means.

12. Social workers make ethically justified decisions, and stand by them, paying due regard to the IFSW International Declaration of Ethical Principles, and to the International Ethical Standards for Social Workers adopted by their national professional association.

Recognizing that all social problems are not universal, the IFSW encourages discussion within each national association to clarify important issues and problems particularly relevant to its country.

Values and Ethics:

Global social work practice is based on the values of human rights and social justice. A core concept is the principle of social inclusion by alleviating poverty and promoting self-determination and self-sufficiency of vulnerable and oppressed people. The underlying beliefs about the inherent value of people and the responsibility of societies to create conditions in which people can thrive are commonly held among social workers. These basic principles transcend the particular cultures and social welfare systems in various parts of the world and are the most universal beliefs that characterize social work globally (Morales & Sheafor, 2001).

Social work values are embodied in the profession's national and international codes of ethics. The IFSW and IASSW have given high priority to developing an international ethical code that includes 12 statements of the fundamental principles that underpin social work and provides a related set of guidelines for ethical practice. These

principles are helpful not just in content but also as a means to generate support when advocating on local issues. Further, the purpose of the work on ethics is to promote ethical debate and reflection in the member associations and among the providers of social work in member countries. The following principles reflect social work's fundamental commitment to serving people (International Federation of Social Workers, 1996):

1. Every human being has a unique value, which justifies moral consideration for that person.
2. Each individual has the right to self-fulfillment to the extent that it does not encroach upon the same right of others, and has an obligation to contribute to the well-being of society.
3. Each society, regardless of its form, should function to provide the maximum benefits for all of its members.
4. Social workers have a commitment to principles of social justice.
5. Social workers have the responsibility to devote objective and disciplined knowledge and skill to aid individuals, groups, communities, and societies in their development and resolution of personal-societal conflicts and their consequences.
6. Social workers are expected to provide the best possible assistance to anybody seeking their help and advice, without unfair discrimination on the basis of gender, age, disability, color, social class, race, religion, language, political beliefs, or sexual orientation.

7. Social workers respect the basic human rights of individuals and groups as expressed in the United Nations Universal Declaration of Human Rights and other international conventions derived from that Declaration.

8. Social workers pay regard to the principles of privacy, confidentiality, and responsible use of information in their professional work. Social workers respect justified confidentiality even when their country's legislation is in conflict with this demand.

9. Social workers are expected to work in full collaboration with their clients, working for the best interests of the clients but paying due regard to the interests of others involved. Clients are encouraged to participate as much as possible, and should be informed of the risks and likely benefits of proposed courses of action.

10. Social workers generally expect clients to take responsibility, in collaboration with them, for determining courses of action affecting their lives. Compulsion which might be necessary to solve one party's problems at the expense of the interests of others involved should take place only after careful explicit evaluation of the claims of the conflicting parties. Social workers should minimize the use of legal compulsion.

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12. Social workers make ethically justified decisions, and stand by them, paying due regard to the IFSW International Declaration of Ethical Principles, and to the

International Ethical Standards for Social Workers adopted by their national professional association.

Recognizing that all social problems are not universal, the IFSW encourages discussion within each national association to clarify important issues and problems particularly relevant to its country. IFSW (n.d.) identifies the following problem areas as widely recognized:

- When the loyalty of the social worker is in the middle of conflicting interests
- between those of the social worker's own and the client's.
- between conflicting interests of individual clients and other individuals.
- between the conflicting interests of groups of clients.
- between groups of clients and the rest of the population.
- between systems/institutions and groups of clients.
- between system/institution/employer and social workers.
- between different groups of professionals.
- The fact that the social worker functions both as a helper and controller. The relation between these two opposite aspects of social work demands a clarification based on an explicit choice of values in order to avoid a mixing-up of motives or a lack of clarity in actions and their consequences. When social workers are expected to play a role in the state control of citizens, they are obliged to clarify the ethical implications of this role and to what extent this role is acceptable in relation to the basic ethical principles of social work.
- The duty of the social worker to protect the interests of the client will easily come into conflict with demands for efficiency and utility. This problem is becoming

important with the introduction and use of information technology within the fields of social work.

- The IFSW notes that social workers should always take into account the stated principles of IFSW when dealing with issues/problems within the above problem areas.

Further, it provides the following methods for the solution of issues and problems:

- The various national associations of social workers are obliged to treat matters in such a way that ethical issues/problems may be considered and tried to be solved in collective forums within the organization. Such forums should enable the individual social worker to discuss, analyze, and consider ethical issues/problems in collaboration with colleagues, other expert groups, and/parties affected by the matter under discussion. In addition such forums should give the social worker opportunity to receive advice from colleagues and others. Ethical analysis and discussion should always seek to create possibilities and options.
- The member associations are required to produce and/or adapt ethical standards for the different fields of work, especially for those fields where there are complicated ethical issues/problems as well as areas where the ethical principles of social work may come into conflict with the respective country's legal system or the policy of the authorities.
- When ethical foundations are laid down as guidelines for actions within the practice of social work, it is the duty of the associations to aid the individual social worker in analyzing and considering ethical issues/problems on the basis of:

- the basic principles of the Declaration.
- the ethical/moral and political context of the actions, that is, an analysis of the values and forces constituting the framing conditions of the action.
- the motives of the action, that is, to advocate to a higher level of consciousness of the aims and intentions the individual social worker might have regarding a course of action.
- the nature of the action, that is, help in providing an analysis of the moral content of the action, for example, the use of compulsion as opposed to voluntary cooperation, guardianship vs. participation, etc.
- the consequences the action might have for different groups, that is, an analysis of the consequences of different ways of action for all involved parties in both the short and long terms.

According to the IFSW, member associations are responsible for promoting debate, education, and research regarding ethical questions. The IFSW principles and policy statements are meant to act as guidelines rather than prescriptives for practitioners.

Global Ethical Standards for Social Workers

Global Ethical Standards for Social Workers is based on the International Code of Ethics for the Professional Social Worker adopted by the IFSW in 1976. The IFSW outlines international ethical standards in five general categories: general standards of ethical conduct, social work standards relative to clients, social work standards relative to agencies and organizations, social work standards relative to colleagues, and standards relative to the profession. According to the IFSW (n.d.), on the basis of the International

Declaration of Ethical Principles of Social Work (provided above), the social worker is obliged to recognize the following standards of ethical conduct:

- General Standards of Ethical Conduct
 - Seek to understand each individual client and the client system, and the elements that affect behavior and the service required.
 - Uphold and advance the values, knowledge, and methodology of the profession, refraining from any behavior that damages the functioning of the profession.
 - Recognize professional and personal limitations.
 - Encourage the utilization of all relevant knowledge and skills.
 - Apply relevant methods in the development and validation of knowledge.
 - Contribute professional expertise to the development of policies and programs that improve the quality of life in society.
 - Identify and interpret social needs.
 - Identify and interpret the basis and nature of individual, group, community, national, and international social problems.
 - Identify and interpret the work of the social work profession.
 - Clarify whether public statements are made or actions performed on an individual basis or as representative of a professional association, agency or organization, or other group.
- Social Work Standards Relative to Clients

- Accept primary responsibility to identified clients, but within limitations set by the ethical claims of others.
 - Maintain the client's right to a relationship of trust, to privacy and confidentiality, and to responsible use of information. The collection and sharing of information or data is related to the professional service function with the client informed as to its necessity and use. No information is released without prior knowledge and informed consent of the client, except where the client cannot be responsible or otherwise may be seriously jeopardized. A client has access to social work records concerning them.
 - Recognize and respect the individual goals, responsibilities, and differences of clients. Within the scope of the agency and the client's social milieu, the professional service shall assist clients to take responsibility for personal actions and help all clients with equal willingness. Where the professional service cannot be provided under such conditions the clients shall be so informed in such a way as to leave the clients free to act.
 - Help the client—individual, group, community, or society—to achieve self-fulfillment and maximum potential within the limits of the respective rights of others. The service shall be based upon helping the client to understand and use the professional relationship, in furtherance of the client's legitimate desires and interests.
- Social Work Standards Relative to Agencies and Organizations

- Work and/or cooperate with those agencies and organizations whose policies, procedures, and operations are directed toward adequate service delivery and encouragement of professional practice consistent with the ethical principles of the IFSW.
- Responsibly execute the stated aims and functions of the agency or organizations, contributing to the development of sound policies, procedures, and practice in order to obtain the best possible standards or practice.
- Sustain ultimate responsibility to the client, initiating desirable alterations of policies, procedures, and practice, through appropriate agency and organization channels. If necessary remedies are not achieved after channels have been exhausted, initiate appropriate appeals to higher authorities or the wider community of interest.
- Ensure professional accountability to client and community for efficiency and effectiveness through periodic review of the process of service provision.
- Use all possible ethical means to bring unethical practice to an end when policies, procedures, and practices are in direct conflict with the ethical principles of social work.
- Social Work Standards Relative to Colleagues
 - Acknowledge the education, training, and performance of social work colleagues and professionals from other disciplines, extending all necessary cooperation that will enhance effective services.

- Recognize differences of opinion and practice of social work colleagues and other professionals, expressing criticism through channels in a responsible manner.
- Promote and share opportunities for knowledge, experience, and ideas with all social work colleagues, professionals from other disciplines, and volunteers for the purpose of mutual improvement.
- Bring any violations of professional ethics and standards to the attention of the appropriate bodies inside and outside the profession, and ensure that relevant clients are properly involved.
- Defend colleagues against unjust actions.
- Standards Relative to the Profession
- Maintain the values, ethical principles, knowledge, and methodology of the profession and contribute to their clarification and improvement.
- Uphold the professional standards of practice and work for their advancement.
- Defend the profession against unjust criticism and work to increase confidence in the necessity for professional practice.
- Present constructive criticism of the profession and its theories, methods, and practices.
- Encourage new approaches and methodologies needed to meet new and existing needs.

The IFSW is currently working on a new ethical document that was presented at the IFSW General Meeting in Adelaide, Australia, in October 2004.

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Chapter 2

International Engagements of US Faculty- An Interim Report

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This interim report prepared and submitted for the Lois and Samuel Silberman Fund Project Advisory Committee (SPAC) highlights the results of our initial phase to help identify, document, and make available information on the activities of US based Social Work Educators in the area of international social work. The primary goal of the project is to help internationalize the social work curriculum using information and communication technologies. But for that to be fruitful, it was important to first understand what is going on within our programs regarding international work and what technological tools do faculty have available to them for this purpose.

The Project

The author of this report proposed that an on-line, relational database be created as a back end of a survey eliciting information from the faculty. It was envisaged that, once such a database is used to collect data the first time, it can be continually updated by the participants themselves with the provision of individual login and password privileges. It was decided that while the primary focus was to understand technology capability of US-based programs, it would also be very beneficial for the Council on Social Work Education to have access to information on specific programs, countries

collaborating, and possibly specific foreign institution information on the website being developed.

Method of recruiting participants

A letter explaining the project was sent out to the listserv utilized by the National Associations of Deans and Directors (NADD) in 2002. In the letter we asked the Deans and Directors to send a list of their faculty members (who have undertaken international activities) and their email addresses. A total of 348 names and email addresses were received this way. We did a search on the Fulbright Program website and identified further 46 names and institutional affiliations of individuals who were funded under the “Sociology and Social Work” category. Individuals serving on the International Commission and members of the Inter-University Consortium for International Social Development were also added onto the list and finally had an unduplicated list of 535 names and email addresses. It is to note that the unit of analysis for data collection and reporting would be the **individual** (faculty member) and not the Institution she/he represents. Keeping that in mind the data that is being reported below would represent some duplication of activities.

Study Design

A website was developed for this study using Active Server Pages in the front end (the material that respondents can see) and a MS Access Database was designed as the back end where the data will be collected. We inputted all the email addresses, names, and institutional affiliations into the database. A unique password was also given to every entry.

Using an email merge program, letters were sent to all 535 email addresses that we had in the database, merging their login and password details in each of the message. Ninety-eight of the emails “bounced” back to us, 11 individuals stated that they were not part of social work education, 6 individuals wrote back stating that they did not do any international work. That left us with 420 individuals who were considered the sample frame (and who still “exist” in the database). After 2 reminder emails, we received entries from 178 individuals (Approx. 42% response rate). Their responses form the part of this report.

Findings and Recommendations

- **Does your program offer international opportunities for students?**

	Frequency	Percent
Yes	146	82.0
No	31	17.4
Don't Know	1	0.6
Total	178	100.0

“Yes” does not mean that “146” programs offer opportunities since there may be multiple responses from the same program.

- **What does your program offer?**

Description	Yes (%)	No (%)
Internationalization/globalization priority mentioned in mission statement	67 (37.6)	111 (62.4)
International content in Foundation year courses	83 (46.6)	95 (53.4)
International content in Advanced year courses	55 (30.9)	123 (69.1)
Specific international theme elective courses	63 (35.4)	115 (64.6)
Students awareness of international opportunities through advising	92 (51.7)	86 (48.3)

International internships (fieldwork)	80 (44.9)	98 (55.1)
Study Abroad programs	93 (52.2)	85 (47.8)
Scholarships to support international activities of students	33 (18.5)	145 (81.5)
Assistantships/scholarships for International students	30 (16.9)	148 (83.1)
Receive course modules (guest lecturers) internationally via the Internet/Satellite/cable into US classrooms	9 (5.1)	169 (94.9)
Offer course modules (be guest lecturers) internationally via the Internet/Satellite/cable to institutions abroad	17 (9.6)	161 (90.4)

N=178

An effort has to be made to advise programs to consider adapting language in their program mission statements that reflect internationalization/globalization of curriculum. Members of the Global Commission could consult with programs needing help in developing these statements and also provide guidance in following through with goals, objectives, and specific tasks.

There seems to be a plethora of courses that have infused international content or have been developed specifically for that purpose. An effort has to be made in documenting these efforts and maybe we could get faculty to share syllabi which could be posted on our website.

Given a seeming interest in study abroad programs, it will be beneficial to ascertain academic calendars of institutions on when they make the trip. It would then be possible to have joint institutional programs that will increase numbers but at the same time bring down program costs.

Specific workshops may need to be conducted to train faculty on various tools available to develop course modules and offer them using available technology.

- **Do you think your program currently meet the standards envisioned in the EPAS regarding international (globalization) content?**

	Frequency	Percent
Yes	59	33.1
No	35	19.7
Do not know the standards	83	46.6
Missing	1	0.6
Total	178	100.0

The next iteration of the survey might see improvement in the numbers since the survey was conducted before the formal announcement of EPAS at the Atlanta APM.

- **What are some international program activities that you have undertaken in the past 3 years?**

Description	Yes (%)	No (%)
Infused International content in the curriculum	66 (37.1)	112 (62.9)
Developed or taught a course dealing with international issues	39 (21.9)	139 (78.1)
Conducted “Study-Abroad” programs	49 (27.5)	129 (72.5)
Developed an international field placement program and/or placed students in international settings	24 (13.5)	154 (86.5)
Used guest speakers for international issues in the classroom	92 (51.7)	86 (48.3)
Was a visiting professor/instructor at a foreign university	41 (23.0)	137 (77.0)
Was host to a visiting professor/instructor from outside the US	33 (18.5)	145 (81.5)
Conducted research on international topics and/or collaborated with researchers from another country	79 (44.4)	99 (55.6)
Developed service projects or was consultant in another country	47 (26.4)	131 (73.6)
Participated in activities/committees of international professional organizations	68 (38.2)	110 (61.8)
Attended international conferences outside the United States	138 (77.5)	40 (22.5)

N=178

Faculty members seem to be doing interesting projects in different parts of the world. We have to seriously use tools like our website, listserv groups, and other modes

to get individuals to share what they are doing so that others may learn from successes and failures, alike.

We also need to be more involved in international organizations and one reason we may not be fully engaged could be the lack of knowledge of possible opportunities.

- **Does your program have access to information and communication technologies that have enhanced your work in the area of International Social Work?**

	Frequency	Percent
Yes	169	94.9
No	9	5.1
Total	178	100.0

- **What are some of the tools that you have access to or have used in International Education?**

Description	Access		Used	
	Yes (%)	No (%)	Yes (%)	No (%)
Electronic Mail	138 (77.5)	40 (22.5)	136 (76.4)	42 (23.6)
Listserv discussion groups	127 (71.3)	51 (28.7)	115 (64.6)	63 (35.4)
USENET News groups	102 (57.3)	76 (42.7)	89 (50)	89 (50)
Course Management Software(Like WebCT/Black Board)	128 (71.9)	50 (28.1)	109 (61.2)	69 (38.8)
Computer based video conferencing	24 (13.5)	154 (86.5)	14 (7.9)	164 (92.1)
Satellite/cable/Wireless based video conferencing	23 (12.9)	155 (87.1)	8 (4.5)	170 (95.5)
Audio only conferencing	18 (10.1)	160 (89.9)	5 (2.8)	173 (97.2)
One way television broadcast with two-way audio	12 (6.7)	166 (93.3)	2 (1.1)	176 (98.9)
Instant messaging (AOL, Yahoo! Messenger, MSN etc)	108 (60.7)	70 (39.3)	87 (48.9)	91 (51.1)
Internet Chat rooms	28 (15.7)	150 (84.3)	10 (5.6)	168 (94.4)
Internet groups (Yahoo Groups)	21 (11.8)	157 (88.2)	8 (4.5)	170 (95.5)

N=178

Asynchronous modes of communication seem to be preferred over synchronous modes. This would be an appropriate way to go since many nations do not yet have the technology capabilities of “real-time” interactions. Time zones would also be a major factor in deciding the mode of course delivery.

- **Do you think information and communication tools are useful for International Social Work Education?**

	Frequency	Percent
Yes, Very Much	52	29.2
Yes, Somewhat	46	25.8
No Opinion	26	14.6
No, Not at all	1	0.6
Do not know	45	25.3
Not entered (Missing)	8	4.5
Total	178	100.0

Demography of Respondents

Current Rank of Faculty

	Frequency	Percent
Instructor	5	2.8
Assistant Prof	51	28.7
Associate Prof	56	31.5
Professor	57	32
Prof Emeritus	9	5.1
Total	178	100.0

Type of Institution

	Frequency	Percent
Private	72	40.4
Public	106	59.6
Total	178	100.0

Citizenship

	Frequency	Percent
Native Born	132	74.2
Naturalized Citizen	28	15.7
Non Immigrant	1	0.6
Resident Alien	16	9.0
Other	1	0.6
Total	178	100.0

Years in Social Work Education & in International Work

	N	Range	Minimum	Maximum	Mean
Years in Social Work Education	178	40	1	41	13.03
Years in International Work	178	45	0	45	7.53

List of Languages Other than English Spoken By Respondents

Language	Number of Respondents
Albanian	1
American Sign Lang	1
Arabic	2
Chinese	1
French	13
German	6
Greek	1
Gujarati	1
Haiti	1
Hindi	1
Honduras	1
Japanese	1
Dutch	1
Malayalam	3
Marathi	1
Newari	1
Polish	1
Portuguese	1
Romanian (native language)	1

Russian	2
Russian	1
Hebrew	1
Portuguese	1
Spanish	13
Tamil	1
Telugu	1
Thai	2
Urdu	1

Infused International Content in Foundation Courses

Name of Course	Number of Individual Courses
Administration	3
Advance Practice with children and Families	1
Advanced Mental Health Policy	1
Advanced policy	1
All community practice program development courses	1
Basic Research methods	2
BSW Practice II	1
CASEWORK	1
Child Welfare	2
Clinical Community Social Work Practice III & IV	2
Community Org	2
Comparative Global Policy	2
Confronting Oppression	1
Cross Cultural Awareness	1
Cultural diversity	4
Death, Dying & Bereavement	1
Ethnic studies	1
Family and Children Services	3
Feminism and Women of Color	1
Field Seminar	3
Foundation of SW practice	1
Foundation policy	5
Gender Culture and the Human Environment	1
Generalist Practice Groups, Orgs, Communities	2
Global Community Practice	3
Group Work I, II	1
HBSE	11

History & Philosophy of Social Welfare	1
Human Diversity	1
Immigration	1
Individuals and families	1
Integrative Field Seminar (Web-based)	1
Interdisciplinary Seminar on Children and Families	1
International Child Welfare Seminar & Field Exp.	1
International Service Learning	1
International Social Development	1
International Social Welfare	1
Introduction to Business	1
Introduction to Social Work	8
Introduction to sociology	1
Issues of Diversity	1
Mental Health Doctoral Tutorial	2
Social Work Methods	3
Multilevel Practice	1
Organizational practice I	1
Policy	8
Practice I	1
Psychopathology (HB)	2
Race Relations	2
Reseach	5
Seminar in International & Community Development	7
Soc.Welf. Policy	9
Social and Economic Development Policy	1
Social and Ethical Issues(considerable)	1
Social Conflict and Reconciliation	1
Social Group Work	1
Social Planning	3
Social Policy	21
Social Problems	1
Social Worker and the Environment	1
Social Work Practice	11
Social Work Research	4
Special Problems	1

Infused International Content in Advanced Year Courses

Name of Course	Number of Individual Courses
Administration Skills	1
Advanced Research	3
Applied Macro Skills	1
Community Development, Planning & Organizing	1
Community Organization	3
Community Planning	1
Cross-Cultural Perspectives on Women	1
Cultural Diversity	2
Evaluation of Programs	1
Practice	8
Family Violence	1
HBSE	3
International business	1
Introduction to Social Work	1
Medical Social Work	1
Mental Health Services Research Seminar	1
Social welfare Services	3
Social Welfare Policy	1
Social Work Practice in Substance Abuse	1
Social Work Practice with Large Systems	1
Social Planning	1
SW Couples and Families	1

Electives Developed or Taught with International Content

Name of Course	Number of Individual Courses
Advanced Direct Practice with Children and Families	1
Aging in American Society	1
Health and Social Work	11
Child Welfare	2
Children and Family Rights: A Global Perspective	1
Comp social policy	1
Comparative Social Welfare	1
Cultural Perspective on Women	1

Deviance & Delinquency	2
Erasing the border: US & Mexico	1
Feminist Social Work Practice	1
Gerontological Social Work	1
Global Ageing in the new millennium	1
Global Interdependency	1
Global Perspectives on Women's Rights	1
Global Society: Human, social, economic, political	1
Group Work w/ Children	1
Immigration Issues	1
Independent study in Puerto Rico	1
International Social work: A Dutch perspective	1
International Social work and Social Welfare	2
International Health Policy	1
International Social Work	14
International Social Work Practice	1
International Social Work: Experiences in Ghana	2
International Social Work: Study Abroad in Europe	2
International Social Work: The Mexican Experience	1
Latino/a Immigrants and Receiving Communities	2
Mental Health	1
Policy for Social Change	1
Social Work and the Environment	1
Social Work in the Caribbean	1
Social Work Practice with the Elderly	1
Social Work Study Abroad in Mexico	1
Spirituality and Social Work	1
Study Abroad in China and Hong Kong	2
Substance Abuse	1
Civil Society, NGO's and Social Work	3
Social Work in the 2nd world	1
The Welfare State	1
Topics in International Social Welfare: Global Issues	1
Traumatic Loss, Disaster, and Culture: In Asia	1

Developed or taught a course focusing on international issues

Name of Course	Number of Individual Courses
Action research in social work	1
Amerikanische Fachliteratur	1
Anthropological perspectives on development - PhD	1
Blurring the Dichotomy: Health and Social Work	1
Child welfare	1
Comparative study of US and Scottish social service	1
Disaster, Trauma, and Loss	1
Global Society: Human, social, economic, political	1
Globalization and Health Care	1
Health Care	1
Human Behavior and the Social Environment II	1
Immigration and Social work	2
Immigration: Dutch and US perspectives	1
India Experience	1
International Practicum Abroad	7
Social and Economic Development Policy	1
Social Development in Latin America	1
Social Welfare Policy	1
The Citizen and Social Change	1
South Africa Policy	1
Study Abroad in England and Wales	1
International Social Welfare	1

Study Abroad / Research / International Field Placements / Service projects

	Study abroad: # of individual tours	Research	International Field Placements	
Albania	1	1	1	1
American Samoa	1			1
Argentina	1	2	1	1
Armenia		3		1
Australia	2	3	2	3
Austria	1			1
Bangladesh	2	2	1	

Barbados		1		
Belarus		1		
Belize	1	3	1	2
Bhutan				1
Bolivia				2
Botswana				1
Brazil	1	2	1	2
Bulgaria	2	2	2	
Burkina Faso				1
Cambodia				1
Canada	2	6	2	2
Caribbean				1
Chile	3		3	
China	2	4	2	1
Costa Rica	1	4	1	1
Cuba	1	2	1	
Czech Republic	1		1	
Denmark		2		
Dominican Rep.	1	2	1	
Ecuador	2	2	2	
El Salvador	1		1	
England	12	13	12	1
Estonia		1		
Ethiopia		2		
Fiji		2		
Finland	1	3	1	
France	2	1	2	1
Georgia				1
Germany		5		7
Ghana		3		4
Guatemala	1	2	1	1
Haiti	1	2	1	
Honduras		1		2
Hong Kong	2	4	2	2
Hungary		2		
India		11		4
Ireland	1	2	1	1
Israel		2		6
Italy				1
Jamaica		3		4

Japan	1	2	1	7
Kazakhstan		1		1
Kenya		2		4
Latvia	2	2	2	
Lithuania	3	2	3	2
Marshall Islands		1		
Mexico	12	9	12	3
Mongolia		1		
Namibia				1
Nepal	1	2	1	
Netherlands	1	3	1	1
New Zealand	3	2	3	1
Nicaragua	3	1	3	3
Nigeria		2		2
Northern Ireland		2		1
Panama	1	1	1	1
Peru	1	1		1
Philippines	1	1	1	
Poland	3		3	1
Puerto Rico	1	1	1	
Romania	4	5	5	4
Russia	1	5	1	6
Scotland	2		2	2
Singapore		2		1
Slovenia	1		1	1
South Africa	6	5	6	8
South Korea	2	1	2	7
Spain	2	2	1	1
Sri Lanka				1
St. Lucia	1	1	1	1
Sweden				3
Switzerland	1	5	1	2
Taiwan				1
Tanzania				1
Thailand	3	1	3	2
Tonga	1		1	1
Trinidad/ Tobago	2	1	2	
Tunisia				1
Turks &		1		2

Calicos				
Uganda	1	2	1	1
Ukraine	1	2	1	3
United Kingdom	1		2	7
Vietnam				5
Wales	1		1	1
Western Samoa				1
Zimbabwe	1	2	1	2

Discussion of Major Findings

Respondents

A live, interactive, relational database is only good if the data contained therein is accurate and is updated on a regular basis. While we have made an attempt to reach out to our constituents, I believe we are yet to get all the work that is being done by our colleagues documented in the database.

Currently, the site is structured in a way that, I can send out an e-mail reminder at the beginning of every academic year to all people currently listed, to visit the site and update the year's work they have completed. This will address issues commonly faced in "static" websites when individuals move from one institution to another and their data does not get updated. Additionally, if there are new people getting aboard, they can send me a note and I can set them up with a login/password sequence. One major challenge will be to reach out and encourage our constituents to enroll and be responsible for their part of the data.

Program Offerings

An oversight on our part listed courses offered as being "Foundation" or "Advanced" which some faculty at the baccalaureate level found to be associated with

graduate programs. I have made changes on the website to reflect “Courses”.

It is to be noted that at the time of the survey 46.6% of the respondents did not know about the EPAS standards on Globalization/international content. This could be something that CSWE might have to pay attention to.

Faculty Activities

It is very encouraging to see the scope and breadth of activities undertaken by individual faculty members. I would be happy to add any other categories of work that you might be involved in so that the list becomes more comprehensive.

A note on “Study Abroad”

Much of what we are seeing as “study abroad” are essentially tourist/sight seeing oriented programs, mainly to places in the developed world. It would be beneficial if “real” “study abroad” programs come up with syllabi and a course of study for their respective programs. We are seeing very little of that. It would also be a boon to see programs visiting countries with greater needs to help establish linkages and reciprocity for those faculty and students.

Future Plans:

- We plan on sending one more request to get respondents to participate in this project. We will be sending announcement e-mails to the NADD, ICSD, ACOSA, and the BPD listserv’s. It would be good if we can arrange to send an email to the CSWE membership through their office.
- Once the next round of information is collected, we will start the second phase of the project. In this next phase, we will contact respondents in the database for specific contact e-mail addresses of their counterpart in foreign institutions. We

will create a data collection method to capture information from these foreign institutions regarding their technology capabilities. This information will then be linked to the existing database and we will have a comprehensive, one-stop website of information for faculty planning on collaborative ventures using technology for International Social Work Education.

- We will also contact individuals who have completed the survey for specific model programs in International Social Work
- If resources permit, we will move the current site to a permanent location at <http://www.socialworkeducation.net>

Challenges

One of the main challenges for a project such as this to succeed is the lack of resources available from traditional funding sources. Developing and maintaining a website such as the one we have envisioned takes specialized knowledge in programming and in troubleshooting. Content/Knowledge Based Web Systems need to be given priority and should be viewed as a legitimate way for scholarly information dissemination. Only then will we be able to attract resources to develop innovative, interactive products.

We have been fortunate in getting initial seed money for this endeavor from the Lois and Samuel Silberman Fund. This has enabled us to hire graduate students from computer science to help translate concept ideas into working solutions. We hope we will continue to get the support from outside sources, especially from the Silberman Fund to continue with this work. But in keeping with Goals 8.1, 8.3, 8.4 of the Council on Social Work Education's strategic plan, it would be important for the Council to help maintain

resource sites as we have proposed.

Conclusion

Social Work faculty in the United States have undertaken important, innovative programs to support International Social Work Education. We believe we are nearing a critical mass of people interested in these types of programs that will ensure continuity and sustainability of the efforts. In this, we would hope programs would continue to be open to innovation and provide the necessary resources for these individuals and their students to thrive. We also would like the Council on Social Work Education to continue their support to activities enhancing International Social Work through its leadership.

We appreciate the support of Dr. Katherine Kendall and the Lois and Samuel Silberman Fund for their vision and encouragement.

Chapter 3

Developing and Sustaining International Field Education Opportunities

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Introduction

The interest in International Social Work has been exponentially expanding since the beginning of the 21st century. A few pioneering programs have focused on International Field Education since the 1990's. Currently, there is strong interest at the BSW and MSW levels in initiating either study abroad experiences or full blown field practica. Given this climate of increasing interest, as well as some of the reported problems associated with international field placements, the authors felt it necessary to gather data on the present "state of the art" among social work programs as they design, develop, and implement overseas field placements. The authors are also hopeful that this research and its results can lead to common professional definitions regarding the differences between study abroad, research trips, volunteer experiences, and field

internships. The results of this research can assist in the development of a taxonomy on international field education opportunities.

Methodology

The authors convened at CSWE-APM in February 2005 to consider what questions to include in the survey that would be most relevant to the purposes of the CSWE-NADD initiative. Based upon the authors' experiences in facilitating international field placements and student exchanges, a rough draft was developed and subsequently refined. This draft was further revised in consultation with the University of Utah College of Social Work Social Research Institute. Utilizing Survey Monkey, the survey was sent by email to all NADD deans and directors. A follow up email was sent approximately one month after the initial mailing. Responses were received from 58 schools. Survey results were compiled by the University of Utah College of Social Work Social Research Institute.

Narrative and Summary of Tables

Of the current accredited social work programs in America, 58 schools/programs responded to the email survey and its subsequent follow up email. The individual names of the respondents will be listed at the end of this chapter.

Table 1 below indicates school/programs by degree offered.

Table 1. Degrees Offered by School/Program

Degree	Frequency	Percentage
BSW	41	70.7
MSW	58	100
PhD/DSW	28	48.3

Clearly, given the responses, all programs had an MSW program with over 50% of them also having a BSW. Additionally, over 45% of the respondents also offered the PhD/DSW degree.

Table 2 indicates the percentage of respondents who place students in international placements. Interestingly, although interest is high, the majority of programs indicated that they did not place students in international field placements.

Table 2. Placement of Students in International Field Placements

	Frequency	Percentage
Yes	26	44.8
No	32	55.2
Total	58	100

The twenty-six respondents who indicated they did place students overseas were then asked to indicate the type and duration of placement. Table 3 presents the results of this question and indicates the majority offers a block placement of longer than eight weeks.

Table 3. Type and Duration of International Field Placement

Duration \ Type	4-6 weeks	6-8 weeks	8-16 weeks	Other
Block	9% (2)	13% (3)	57% (13)	22% (5)
Concurrent	0% (0)	11% (1)	78% (7)	11% (1)
Other	20% (1)	0% (0)	20% (1)	60% (3)

Total Respondents = 26

When asked about course credit, the respondents indicated a broad range of credits from one to more than 10 credits. The wide range is perhaps an artifact of including BSW, MSW, and PhD/DSW programs in the sample. Table 4 visually presents the results.

Table 4. Number of Course Credits Given for International Field Placements

	Frequency	Percentage
No credit	0	0
1-2	2	7.7
3-4	6	23.1
5-7	6	23.1
8-10	6	23.1
other	6	23.1

Total respondents = 26

The other category responses included the following: 1) If the student is participating in a clinical placement abroad, (s)he must complete a field seminar upon return to receive full credit for the placement; 2) It depends on the number of hours they are doing in a block. Each block is equal to 3 credit hours but some people do 6 credit hours when out of the country; 3) Regular credit from practicum applies. It varies according to the level of the student and time spent; 4) Usually 13 credits for MSW placements; 5) 6 credits for each semester; and 6) 10-12 credits.

Respondents were also asked how many clock hours equaled one credit. The answers to this question varied widely; however, almost 50% of the respondents indicated 60-80 hours equaled one credit.

If they utilized international field placements, respondents were asked to indicate how many students were placed each year. Of the twenty-six possible respondents, twenty-five answered. Given the nature of combined programs, respondents indicated that BSW and MSW students were placed each year; however, PhD/DSW programs indicated no placements in the year.

Table 5. Number of Students Placed per Year by Program Type

	1-3	4-6	7-10	11+
BSW	83% (10)	17% (2)	0% (0)	0% (0)
MSW	58% (14)	21% (5)	4% (1)	17% (4)
PhD/DSW	0% (0)	0% (0)	0% (0)	0% (0)

Total Respondents = 25

This data indicated that at present (AY 2005), although social work programs are interested in international field placements, most are not sending large numbers of students overseas each year.

Respondents were asked what countries were utilized for their international placements. The complete list of countries utilized is included at the end of the chapter. The following table indicates the region and frequency of most field placements. Notice that respondents did not rank order their responses and multiple responses were possible.

Table 6: Regions of International Field Placements Utilized by Respondents

Region	Frequency
Africa	18
Asia	25
Central/South America	36
Europe	40
Middle East	2
Oceanic	1
North America	4

Total = 126 countries

Respondents were asked to elaborate on the perennial problem for American students, language skills. Table 7 details the answers on handling language barriers. It is significant to note that more than 50% of respondents (n=14) required language proficiency. Without this requirement, the authors wonder how the student could offer quality micro-practice.

Table 7. Respondent Handling of Language Barrier Concerns

	Frequency	Percentage
Proficiency required	14	53.8
Knowledge of foreign language not required	12	46.2
Language course required/offered	7	26.9
Interpreter provided	5	19.2
Other	5	19.2

Total Respondents = 26

Schools/programs were asked how long they had been placing students abroad. The responses varied from one year to more than six years. Table 8 presents the results of this question.

Table 8. Length of Time School/Program Placing Students Abroad

	Frequency	Percentage
1-3 years	6	23.1
4-6 years	7	26.9
6+ years	8	30.8
other	5	19.2

Total Respondents = 26

As an assessment of the importance of these international field placements, respondents were asked whether they thought the placements assisted students in the development of their cultural awareness. All twenty-six respondents answered, “yes,” to the question of increased cultural awareness.

The respondents who indicated they had overseas placements were asked programmatic questions regarding establishment, sustainability, and logistics. In the majority of school/programs the placements were arranged by the field director; however, social work faculty, with perhaps prior in-country contacts, also assisted in arranging field placements.

Table 9. Individual Who Arranged for the International Placement

	Frequency	Percentage
Field Director	8	30.8
International Field Director	2	7.7
Social Work Faculty	6	23.1
Student-Initiated	4	15.4
Other	6	23.1

The other response category included the following examples: 1) Placements are arranged by faculty, student field liaison, and agencies; 2) Arranged initially by faculty who have country contacts; 3) Primarily student initiated, but we provide information through a variety of sources; and 4) By field instructor or director of School of Social Work

The importance of partnerships is a factor in successful international field placements. These partnership agency/organizations can be of valuable assistance to both school/program as well as students in-country. The respondents were asked about the types of partnerships that they had formed to assist in the placement of their students. The table below summarizes their responses.

Table 10. Types of Partnerships formed Abroad

	Frequency	Percentage
Foreign Universities	22	81.5
Agencies/NGO's	21	77.8
Individual Professionals	13	48.1
Others	5	18.5

Total Respondents = 27

Another structural issue focused on the use of in-country BSW/MSW supervisors. Although this often is perceived as a difficult issue for international field placements, the respondents indicated almost 75% of the time that they provide BSW/MSW supervision. Seven respondents (26.9%) who indicated that they did not provide in-country

supervision were asked a probing question to indicate how they were assured of meeting the CSWE standards for parity in field placement experiences. They most often indicated the overseas supervisor had an advanced degree in a related discipline and provided social work experience. Some of these respondents (n=3) indicated the supervisor they had used was a non-MSW working in a social work position and was providing a social work experience. Lastly, six times (54%) the respondents indicated their supervisor was contracted through a foreign institution.

Next, respondents who utilized international field placements were asked if the overseas field supervisor completed the students' field evaluation. Of the twenty-three individuals who responded, 100% said, "yes," that the overseas field supervisors completed the evaluations of the students.

Respondents were asked if the international field placement required a seminar. A little more than 50% (n=14) said, "yes," and 41.7% (n=10) said, "no." When asked about the seminar format, sixteen individuals responded. The most popular answer was a face-to-face seminar (n=8). Table 11 presents the results of the seminar format question.

Table 11. Type of Seminar Conducted

	Frequency	Percentage
Online	6	37.5
Face-to-Face	8	50
ITV/Video Conferencing	2	12.5
Other	5	31.2

Total respondents = 16

Other responses were elaborated as follows: 1) After student returns, (s)he joins clinical seminar if in clinical placement. For social administration, seminar is optional; 2) Required seminar for BSW students only. Participation is by online interactive chat room; and 3) Telephone conference call.

Given today's technology, the authors are surprised by the few number of school/programs that are utilizing online or video conferencing to conduct the field seminar. Perhaps as more programs engage in overseas field internships, there will be increased use of technology.

When asked about how field site visits were conducted, again few utilized ITV/Video Conferencing. The most prevalent site visit was via a telephone conference call. Table 12 presents the tabulated data from the question on field site visits.

Table 12. Type of International Field Site Visit

	Frequency	Percentage
Telephone Conference	12	50
On-site visits by faculty from host institution	11	45.8
On-site visits by faculty from home institution	9	37.5
ITV/Video Conferencing	4	16.7
Other	9	37.5

Total Respondents = 24

Although, as previously detailed, most schools/programs are not heavily using technology for site visits. However, the authors are pleased to report a number of schools/programs are using on-site visits by faculty from host (in-country) institutions. These trends indicate the importance of developing university partnerships. This partnership model allows the in-country social work program (ideally) or university to be the expert "eyes and ears" in the placement country. In turn it suggests a model for success for international field placements that includes a four-way relationship among home institution, placed student, host university (as an accountability measure), and the host placement (agency, NGO, GO, etc.)

As an additional logistic question, respondents were asked how their international field placements were funded. The most frequent answer was that they were student-funded (87.5%). It was a concern to the authors of this report that without institutional, NGO, International Aid financing that many interested, talented, and qualified social work students would not be able to have an international field education opportunity. Table 13 details the results to the question regarding placement funding.

Table 13. Method of Placement Funding

	Frequency	Percentage
Student funded	21	87.5
Financial assistance from home institution	8	33.3
Financial assistance from host institution	2	8.6
Other	6	25

Total Respondents = 24

The other responses are as follows: 1) Fellowship from university; 2) International Center has scholarships available for students; 3) Agencies; 4) Student-funded with assistance from non-profit foundations; 5) International Placement Scholarship; and 6) Scholarships and stipends from Human Rights Center at the university.

In order to assist in clarity of terms regarding international educational opportunities, the authors also focused on Study Abroad Programs. Of the original sample (n=58), thirty-four programs indicated they did have Study Abroad Programs. Respondents (n=35) indicated the various types of Study Abroad Programs developed by their schools/programs. Table 14 presents the summary results.

Table 14. Types of Study

	Frequency	Percentage
Courses abroad	26	74.3
Independent study abroad	23	65.7
Volunteer/Service learning opportunities	14	40
Internships abroad	14	40
Other	8	22.9

Total Respondents = 35

As further evidence of the need for clear, concise definitions as well as a standard taxonomy on international educational opportunities, it is interesting that respondents listed responded to the category internships as an example of study abroad programs. The term “internships” is also used interchangeably with other categories as well.

The other responses are as follows: 1) The School of Social Work does not directly offer study abroad programs outside of practicum. There are university programs which some of our students have accessed; 2) Traveling seminars; 3) Credit course trips to Jamaica; 4) One social work course; 5) Student and faculty exchanges with social work programs in Norway, Slovenia, England, and Mexico; 6) Student and faculty exchange for short durations; and 7) Exchange.

Additionally, the majority of the respondents (76.3%) indicated they had plans for the sustainability of their study abroad programs. In the area of funding, like the international field placement experience, most study abroad programs were student-funded (77.1%), with over 50% of responding schools/programs indicating financial assistance from the home institution.

The partnership role that was a high priority in respondents regarding field internships was not present in study abroad programs. Over 60% responded that they did not offer joint service abroad projects. Therefore, there was less relevance in study

abroad programs upon international organizations. Further, only ten respondents indicated the study abroad effort was initiated through a partnership with an overseas university.

In terms of institutional support, most respondents who had study abroad programs indicated they received support from either their university or school/program.

Schools/programs offered varying credits for their study abroad programs. Table 15 summarizes their responses.

Table 15. Credits Granted for Study Abroad Experience

	Frequency	Percentage
No credit	1	2.9
1-2 credits	4	11.8
3-4 credits	17	50
5-7 credits	0	0
Other	12	35.3

Total Respondents = 34

The other response category produced the following results: 1) Undergraduates can take up to 18 credit hours; 2) Depends on the course taken; 3) Students register for regular courses (12 credits); 4) It is highly individualized depending on placement request; 5) Full semester; 6) up to 15 semester hours; and 7) 3-4 credits for the Bristol Program and a variable amount for the Waterloo Program.

Schools/Programs were asked how many students participated annually in the study abroad program. Table 16 indicates most programs have 1 to 10 students annually.

Table 16. Number of Students Participating in Study Abroad Programs Annually

	Frequency	Percentage
1-10	19	55.9
11-20	7	20.6
21-40	5	14.7
other	3	8.8

Total Respondents = 34

Survey respondents were asked about an additional international educational opportunity, professional development courses. The majority of respondents (79.2%) indicated they did not offer professional development courses abroad.

A final logistical question, which can often make the difference between a positive or negative international educational opportunity, focused on housing. In the majority of cases, housing was arranged by the student's home institution. Table 17 visually presents the respondents' answers.

Table 17. Student Housing Arrangements Method

	Frequency	Percentage
Housing arranged by home institution	21	60
Housing arranged by host institution	17	48.6
Housing arranged independently by students	12	34.3
Other	2	5.7

Total Respondents = 35

Demographic data indicated the respondents to the survey were most often the Dean/Director of the School/Program (57.4%). Table 18 presents data on the title of all sixty-one respondents.

Table 18. Title of Survey Respondents

	Frequency	Percentage
Dean/Director	35	57.4
Director of International Programs	6	9.8
Director of Field Education	4	6.6
Non-Administrative Faculty	2	3.3
Staff	0	0
Other	14	23

The other category of responses included former Deans, Directors of Advancement, Associate Deans, International Placement faculty, Department Chairs, and Clinical professors.

Finally, respondents to the survey indicated several strengths to their international educational opportunities. Clearly, most saw the increased opportunity for social work students to view the world outside the United States. Some models focused on the strength of placing students in host families overseas. Many spoke of the learning opportunities to view social service problems and delivery systems from other countries. A majority of schools/programs indicated increased awareness of international issues as well as bringing a global perspective to social work practice.

Strengths and Barriers of International Educational Opportunities

In conclusion, a growing number of American social work students are obtaining internships in foreign countries, regardless of the fact that the internships are unpaid and students are willing to assume the financial costs (Rai, 2004). However, foreign internships are difficult to establish and require a major commitment on the part of a social work program and faculty assuming administrative responsibility for them. While resources in most programs are likely to always be limited, there are aspects of efforts to establish international placements that may create other barriers, rather than facilitate inroads. However, as the results of the survey indicate, there are numerous strengths to be gained in the offering of international field placements for both students and faculty.

The following are significant barriers that many programs experience in efforts to develop international field placements:

- Lack of professional relationships in foreign countries on the part of U.S. faculty

- Inability to provide appropriate MSW supervision
- Inability to provide on-site liaison visits from home institution
- Language and communication barriers
- Inadequate financial support for students
- Inadequate financial support for faculty coordinating international placements
- Extensive time commitment in development of international placements
- Lack of administrative and faculty support
- Inability of foreign placement to structure experiences to meet students' learning objectives
- Institutional barriers (legal issues; variations in assignment of course credit; institutional resources and support, etc.)
- Time constraints on the part of faculty coordinating placements (e.g. responding to the students' needs regarding housing information; orientation of students to country and placement expectations; developing and implementing plans for sustainability; etc.).

The strengths of international field placements should also be noted as they pertain to the outcome on student learning and the degree to which they enhance a program in general. When respondents were asked to identify the strengths of their international internship and student exchange programs, they listed the following responses:

- Opportunity to view the world outside of the U.S.
- Expose students to cross-cultural issues and differences in social work role and functions

- It takes students, without regard to their language skills, and works with them while abroad to strengthen them. This “starting where the client is” gives all students a chance to benefit from the experience of living and learning in another country.
- Students are housed in people’s homes (in pairs) with breakfast and dinner provided. Their language skills progress quickly when they must converse at meal times with their host families.
- Exposure to another culture and international perspectives on social work
- Service learning component
- Our students (25-30) get a course with service learning in another country. We also use the experience to enhance research skills.
- Ongoing, continuous relationship with a social work education program in Scotland
- Diversity (South Africa, Russia, Mexico) provides students a different perspective
- Opportunity to learn about social service problems and delivery systems of other countries; gain understanding of cultural norms, customs, socio/economic/political context of clients in U.S. who have emigrated here from other countries; develop language proficiency; gain ideas from other countries about how to solve problems in U.S.; develop greater cultural competency
- Heightened awareness of international issues in entire student body
- Opportunity for students to have an international experience and to see how programs and policies operate in other countries

- Cultural immersion and the chance to see social work through the prism of various cultures and societal needs. Study trips are with School's regular faculty and contribute to community building before and after the course trips.
- Curricular focus on human rights attention by host organization's institutional support
- Diversity, flexibility, and economy for the student, as well as the opportunity to continue work toward graduation while in the field
- Broaden student experiences; bring global perspective to practice
- Consistent commitment from IUSSW administration for international placements and international experiences for students; knowledgeable, world-traveled faculty member who arranges them and establishes specific criteria for students accepted to do an international placement; appropriate and individualized orientation and pre-placement activities; student health insurance while abroad offered by the university at reasonable rates; approval of programs by university and collaboration with our campus Study Abroad program; excellent students who have chosen (and been accepted) for an international experience
- Faculty and student exchanges
- Student enthusiasm and global awareness of other systems of social welfare, vulnerable populations, etc.
- Two faculty led programs that allow students to have a shorter term experience in countries abroad; allows students to test whether they may want to complete internships abroad
- Being small in size, it is highly personalized to the students' needs and interests.

- Strong host-country partners; true immersion programs where students live in dorms with students from host country, ride local transportation, take classes taught by professors from host country
- Students and faculty are exposed to cultural differences. A number of doctoral dissertations began from the experiences, in addition to some faculty collaboration around research.
- Intense summer program that permits social work students to experience and international opportunity that is doable, since many are non-traditional and working students unable to participate in a traditional program
- Exposure of students to new and diverse experiences; flexibility
- Opportunity for students to integrate international context into courses, learn about the role of social work dealing with social problems in another country

Schools participating in study:

- 1 Arizona State University at the West Campus
- 2 Augsburg College
- 3 Barry University
- 4 Baylor University
- 5 Boston College
- 6 Bridgewater State College
- 7 Brigham Young University
- 8 California State University, Chico
- 9 Chicago State University
- 10 Clark Atlanta University
- 11 College of St. Catherine – University of St. Thomas
- 12 Colorado State University
- 13 CSU Stanislaus
- 14 Dominican University
- 15 Eastern Washington University
- 16 Florida State University
- 17 Fordham University
- 18 George Mason University
- 19 Grambling State University
- 20 Illinois State University

- 21 Indiana University
- 22 Jackson State University
- 23 Loyola University, Chicago
- 24 Marywood University
- 25 Monmouth University
- 26 Our Lady of the Lake University
- 27 Portland State University
- 28 Saint Louis University
- 29 San Francisco State University
- 30 Southern Connecticut State University
- 31 Spalding University
- 32 St. Ambrose University
- 33 Syracuse University
- 34 The University of Texas at Austin
- 35 Tulane University
- 36 University of Central Florida
- 37 University of Chicago
- 38 University of Georgia
- 39 University of Illinois
- 40 University of Illinois at Chicago
- 41 University of Illinois at Urbana-Champaign
- 42 University of Louisville
- 43 University of Maine
- 44 University of Minnesota
- 45 University of Minnesota, Duluth
- 46 University of Minnesota, Twin Cities
- 47 University of Missouri, St. Louis
- 48 University of North Carolina at Greensboro
- 49 University of South Carolina
- 50 University of Southern Indiana
- 51 University of Southern Mississippi
- 52 University of Utah
- 53 University of Washington
- 54 University of Wyoming
- 55 Wayne State University
- 56 West Virginia University
- 57 Wichita State University
- 58 Yeshiva University

Political Entities or Geographic Regions in which students are placed:

Afghanistan
Argentina
Australia
Bangladesh
Belgium

Belize
Botswana
Bulgaria
Canada
Caribbean Islands
Chile
Denmark
El Salvador
England
Finland
France
Germany
Ghana
Guatemala
Haiti
Hong Kong Special Administrative Region of the People's Republic of China
India
Ireland
Israel
Italy
Jamaica
Japan
Kenya
Marshall Islands
Mexico
Mozambique
New Zealand
Nicaragua
Northern Ireland
Panama
Peru
Puerto Rico (United States territory)
Republic of Georgia
Romania
Russia
Scotland
Singapore
South Africa
South Korea
South Vietnam
Spain
Sweden
Switzerland
Taiwan
Thailand
Uganda
Zimbabwe

Chapter 4

International Experiences for Students

Ginny Majewski

West Virginia University

As Asamoah (2003) points out, “the most prevalent types of international collaborations are study-abroad programs and other exchanges of faculty and students between academic institutions” (p. 3). Collaborations involving students take on many forms, including short and long-term academic study, experiential or service learning, and field internships (the latter was addressed in more detail in Chapter 3).

Traditionally, most institutions of higher learning have offered international experiences for students through a variety of mechanisms, including academic departments in international studies, student development offices, international exchange program offices, or similar. Increasingly, social work programs are forging new ground to establish their own specialized courses and experiences relevant to the professional education of globally conscious social workers. Some programs work closely with their universities’ international program offices; others have clearly established their own international institutes and centers with dedicated faculty and staff.

The survey by Goutham Menon for the Lois and Samuel Silberman Fund, reported in Chapter 2 of this report, reveals that 82% of responding faculty (n=178) are in programs that offer international opportunities for students. 80% responded that their programs offer international internships and 93%, study abroad programs. As the author

cautions, the responses are from individuals and there may be several individuals from the same social work programs. Highlighted below are 21 programs that include descriptions of international programming on their websites.

Programs and Resources

Students searching for international experiences as part of their social work education are likely to explore available promotional materials before making their application decision. Social work programs expecting to begin or expand their international opportunities for students are well-served by referring to what other programs offer. Many programs announce international opportunities on their websites, providing easy access to such information for potential students as well as potential collaborators or consultants for program planners.

An examination of all social work program websites in January, 2006, by a social work graduate student at West Virginia University, produced the summary information in Table 1. The student used the list of accredited BSW and MSW programs published by the Council on Social Work Education. Given the number of social work programs in the nation, it is unlikely that this table captures all student opportunities. Those reported in the table are the ones most easily accessible to a student searching through program websites.

Table 1
International Opportunities for Students
Collected from Social Work Program Websites, January 2006

Institution	Type of International Opportunity	Countries	Useful Online Resources for Program Planning
Augsburg College	Interdisciplinary Semester Programs abroad through Center for Global Education	Mexico, El Salvador, Guatemala, Nicaragua, Namibia	Brief description (www.augsburg.edu/oip/)
Belmont University	Field Internships	England, Costa Rica, Russia	Brief description (www.belmont.edu/socwork)
Boston College	International courses for all students, Global Practice Concentration	China, Cuba, Greece, India, Nepal, Northern Ireland, Romania, Tanzania, Uganda	Description http://socialwork.bc.edu/academics/international/ http://socialwork.bc.edu/academics/masters/curriculum/global-practice
Elms College	Continuing Education Symposium	Greece	Brief description and faculty bios (www.elms.edu/academics/undergraduate/ss_greece.htm)
Florida State University	Field Internships; combination online and experiential courses; professional development course	Czech Republic; Ireland; England; Spain; Germany; Barbados; Trinidad; Grenadines; Grenada; British Virgin Islands	Description, course descriptions, fee info, application (www.fsu.edu/international.html)
Grand Valley State University	Experiential courses	El Salvador, Ireland	Extensive discussion of the experience from students' perspective, FAQs, course resources (www2.gvsu.edu/~blanchka/)
Indiana State University	Seminar	Russia	Brief description (www.indstate.edu/socwork/exchange.htm)
Loyola University	Summer courses	Italy	Brief description (www.luc.edu/socialwork/academics_studyabroad.html)
Michigan State University	Refers students to Study Abroad Program		Brief description (www.socialscience.msu.edu/current/study_abroad.htm)
Monmouth University	Field Internships in MSW International and Community Development	Bangladesh, Ghana, Scotland	Complete field manual with guidelines and forms (68 pp.) (http://bluehawk.monmouth.edu/socialwork/Main_SW.html)

	Concentration		
Saint Mary's College	Immersion Experience	El Salvador	Brief description (www.saintmarys.edu/~swanth/news.html)
Taylor University	Encourage undergrad semester abroad	Kenya, Lithuania, China, Ireland, Spain	Brief description (www.taylor.edu/academics/acadDepts/socialWork/socialWork_ocp.htm)
University of Connecticut	Targeted internships; encourage student exchanges	Armenia	Description of collaborative efforts (www.ssw.uconn.edu/cisws/about.htm)
University of Pennsylvania	Summer research courses	Formal: Austria, Finland, Germany. Informal: China, Korea, Mongolia, Kenya, Tanzania, South Africa, Mexico	Description, examples of opportunities (www.sp2.upenn.edu/programs/international/index.htm)
University of Washington	Field Internships	India, Thailand, Botswana, Philippines, Mexico, Peru, Ecuador, Vietnam, Canada	Guidelines and forms; links (www.depts.washington.edu/sswweb/practicum/intl.html)
University of St. Thomas/ College of St. Catherine	Experiential and other courses, semester-long and summer	Australia, Mexico, England	Consortium model among Minnesota schools (www.stthomas.edu/socialwork/Home/International.cfm)
University of South Carolina	Field internships; courses; continuing education	Korea, Mexico, Israel, Greece, England, Scotland, France, Russia, India, Ghana, Ireland, Italy, Brazil	Description, scope of activities, links (www.cosw.sc.edu/intl/partnerships.htm)
University of Southern Indiana	Annual trip	Jamaica	Brief description (www.usi.edu/socialwork/jamaica.asp)
University of Utah	Field internships; courses; students present at international conferences	Botswana, Mexico, Czech Republic, Bulgaria, Romania, Japan, Nicaragua, Scotland, South Africa	Description, brochure, testimonies, faculty and student projects (www.socwk.utah.edu/International/latestnews.asp)
University of Vermont	Three-credit course	Finland	Brief description (www.uvm.edu/~socwork/projects/finland.htm)

Washburn University	Liberal arts-based courses	England	Power Point presentation covering logistics (www.washburn.edu)
West Virginia University	Service learning courses	Northern Ireland; Navajo Nation	Collaboration model with Amizade Global Service Learning (www.amizade.org), open to any university

As indicated above, social work faculty interested in developing international student exchanges may begin by searching the websites of other social work programs. While more and more opportunities are advertised using listservs, such as BPD and NADD, websites often provide more details and programmatic ideas. The Monmouth University site, for example, includes a 68-page field manual that offers a wealth of information for program planners. Indeed the manual answers many of the questions related to “Issues to Consider” below and provides examples of the many guidelines and forms necessary for study abroad.

Issues to Consider in Designing/Promoting Student Opportunities

Compatibility with Program of Study

- Will the student’s participation have an impact on his/her ability to complete the degree within the normal time frame? If so, what accommodations are necessary?
- Are the goals and activities explicit? Will the student take courses, do a research project, have a “hands on” experience in an agency, or travel and observe in several sites?
- Are there specific eligibility requirements?

Financial Considerations (Structure of Tuition/Fees and Scholarships)

- How many academic credits does the experience earn?
- Is the institution willing to waive on-campus fees while the student is abroad?
- Are scholarships or loans available for the student to participate?

Travel and Housing

- Will airfare and other travel costs be part of the fee structure or will students be responsible for their own transportation to the site?
- What are other necessary travel costs while students are in country and should this travel be pre-arranged by the program?
- Will there be allowances for individualized travel or recreational travel by participants? What should be the guidelines?
- What will be the housing arrangements for students (homes, dormitories, hostels, hotels, etc.)? How will the costs be handled?

Student Preparedness

- Are instructions developed to provide students a timeline for acquisition of necessary passport and visas?
- Are guidelines available regarding discretionary spending money, climate appropriate clothing, special conditions and emergency preparedness, availability of laundry facilities, etc.?

Liability

- Will students be required to have proof of medical insurance while overseas?
- What insurance coverage does the institution provide?
- Are there specific immunizations required?
- What screening mechanisms can be legitimately/legally used to detect any special concerns related to student health or behavior?
- What are the responsibilities of the sponsoring program and those of the international partner?

Instructional Media

- How will students be prepared for the experience?
- What role will online components (electronic reserve readings, online modules, chat rooms, etc.) have in this preparation? When the students are on site?
- Are computer facilities available on site or will students be required to have a laptop computer?

Cultural Sensitivity and Language

- How will students be prepared with respect to the culture they are entering?
- What is appropriate attire while on site?
- Do students require language preparation? Will they receive language instruction on site?
- What mechanisms will be in place for students who experience “culture shock” or act out inappropriately?

Other Questions

- Is the program prepared to make a long-term commitment to this project or site?
Or, will this be a one-time-only experience? How do we communicate our intent?
- Are there rewards (or at least not penalties) in the institutional structure (promotion and tenure) for faculty to engage in the development of such programs?

Creating Additional International Opportunities for Students

As Healy, Asamoah, & Hokenstad (2003) point out in many of their examples of collaboration, faculty exchanges provide opportunities for curriculum enrichment. The majority of social work students are those who cannot participate in international

programs due to family, work, or other commitments. Visiting instructors from other countries can help students develop global awareness and cultural awareness.

As noted in Table 1 (University of Utah), another opportunity for students is support to attend and present at international conferences. While the length of time in country is very limited, the experience would undoubtedly involve intense exposure to inter-cultural exchange among scholars and practitioners from many countries.

Many international sponsors are bombarded by numerous student groups from the United States during the same time period. This is likely due to the semester system at most universities that dictates the best time to plan for international experiences.

Networking with colleagues in other social work programs might help alleviate the pressure on international partners. The potential for identifying new sites and creating educational partnerships seems unlimited at this point in time. Thus, experienced faculty might consider using their organizational knowledge and skill to develop new sites and turn over established programs to those who are just “breaking in” to international educational projects.

Consortiums, such as the one reported by the University of St. Thomas/College of St. Catherine, involving several social work programs, may help alleviate the time and financial costs associated with international program planning. Not only might the consortium schools take students at the same time, but might plan for consecutive periods of program activity. This is especially helpful for experiential or service learning courses when a service activity with community members abroad can continue over a longer period of time.

Increased communication by faculty over social work listserves helps get the word out about the many opportunities available to students. However, deans and program directors must also be willing to distribute these announcements to their faculty and support student interest.

Chapter 5

The relevance of international students in U.S. schools of social work

Penny Alexander & Leslie Bozeman

Boston College

An important component of student development activities of schools of social work is the way we welcome, integrate, and learn from our international students. International students have the potential to provide many benefits to our schools of social work and should be viewed as valuable resources to internationalize social work curriculum and to diversify the social work community. This chapter will address the benefits and challenges of integrating international students into schools of social work in the United States and will provide recommendations for the successful inclusion of these students.

The presence of international students creates opportunities for students to work and study with learners from different backgrounds, increases awareness of the need to break the cycle of prejudice, enhances and diversifies the overall learning environment, and provides domestic students with first-hand knowledge of social welfare from an international perspective. Rai (2002) asserts that international students contribute to the overall student body, “particularly on those campuses that have lower non-white and minority student populations”. He states that diversity of this nature enriches both student and faculty learning through the interchange of ideas, viewpoints, and perspectives (p. 28).

At the same time, schools of social work face challenges when they enroll international students. In general, Lee (2006) asserts that international students are perhaps the most “invisible” members of the campus community, and states that because they are often excluded from classroom discussions, social activities, and other campus events that their insights and perspectives go unheard. Specifically related to academic success, Rai (2002) suggests that international students often arrive on US campuses with unclear expectations about the academic life and requirements. Rai also points out that schools of social work face the challenge of addressing cultural conflicts that may arise during field placements due to how the worldview of international students manifests in the professional setting. International students also may have difficulties in the social realm. For example, Lee (2006) found that language difficulties and cultural adjustments made it especially hard for them to seek out friends. It is therefore no coincidence that many seek friendships within international student circles and remain detached from the social activities of domestic students.

To attend to these and other challenges schools of social work face in integrating international students, it is necessary for them to develop plans to manage different learning styles, understand written and spoken communication, effectively support the needs specific to international students (visa requirements, negotiation of their new environment, etc), address perceived and real stereotypes, biases and racism in schools of social work, and design a curriculum and environment that provides flexibility and inclusiveness for all students.

In 2004, the National Association of Deans and Directors of Schools of Social Work commissioned a survey of program coordinators at regional and national schools of

social work offering bachelor's, master's, and doctoral degree programs. Twenty schools of social work that have international students completed the survey. The survey focused on baseline information about the international student population and the extent and quality of international student support services.

The majority of the schools represented in the survey enrolled between one and ten international students. Some program coordinators reported international enrollments of more than ten and few reported enrollments of more than twenty. Across the surveyed schools, international students represented all regions of the world and most frequently came from the Asia-Pacific region, Europe, or Africa.

Schools were asked to provide information on how they support international students. Support was defined as any form of student assistance related to student life (e.g., social support, housing/living assistance, and financial aid). All twenty respondents reported that international students receive some form of social support. The social support services offered to and used by international students were not specific to the social work schools rather they were reflective of the greater university community. The most widely cited forms of social support services activities for international students ranged from assistance with visa requirements to programs designed to orient students to American communities and cultures. Almost all of the responding schools reported that they have an international student center, and/or some kind of international student program or office on their university's campus. Seventeen of the twenty schools provide international students with support in locating housing and/or assistance with living arrangements. Either social work personnel referred students to campus offices, residential life or the housing office, or staff or faculty acted as a housing resource,

offering suggestions and providing information on rental agencies. Thirteen schools indicated that they offer some financial aid to its international students. However, most of the financial aid was not specifically reserved for international students but open to the general student population. Types of assistance included assistantships and scholarships aimed at increasing diversity at the school.

Further investigation is needed to find out if schools of social work provide a different environment to international students than do other disciplines. Do we transform international students into the same invisible population described by Lee (2006)? Do social work schools consider international students primarily as numerical representations of diversity? Or are we actively engaged in the process of fully utilizing the great potential of an international student body?

In order to better welcome, integrate and learn from international students, we suggest the following measures:

1. Connect international students to the cultural context of their host environment
2. Value international student experience in and outside of the classroom
3. Involve international students in a variety of school activities
4. Capitalize on the benefits international students offer school of social work communities
5. Understand and appreciate all aspects of diversity within the student body (ethnic, cultural, socio-economic as well as visual)
6. Emphasize that individual international students do not represent their entire country or culture

7. Pair international and domestic students in academic and social situations
8. Recommend international students for such roles as student representative in school-wide committees and guest speakers in academic classes.

This chapter has touched on benefits and challenges of integrating international students into schools of social work in the United States and has provided social work educators with some recommendations for their successful inclusion. An improved integration of international students will greatly benefit our social work communities and will increase the ability of all students to communicate cross-culturally on important societal issues. The specific strategies of valuing international students' experiences, encouraging their participation in and out of the classroom, and peer-partnering contribute to the internationalization of social work schools while simultaneously maximizing the potential of international students. The baseline survey mentioned earlier provided basic understanding of the demographic information and supports international students are currently receiving at a sample of schools of social work. It would benefit schools of social work to contextualize the survey findings in order to understand if international students are merely a numerical representation of diversity or truly assisting with the internationalizing of the core curriculum, and if there is integration of their skills into their practice.

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Chapter 6

Infusing International Content into Social Work Curriculum

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The growing worldwide impact of globalization necessitates a global-conscious approach to social work education. This chapter is intended to stimulate and facilitate the idea of infusing international content in all aspects of the social work education curriculum.

To assist social work faculty in teaching international content the following is an extract from the Rosemary Link and Lynne Healy publication “Teaching international content: Curriculum resources for social work education” (2005). This excellent resource—which we strongly recommend as a reference for curriculum planners and anyone interested in teaching international content—is a collection of course syllabi with resources for infusing international content into the social work curriculum. Course outlines are modeled to meet the needs of undergraduate (U) and graduate (G) students. The issues in the course outlines focus on direct practice, research, policy and other aspects of macro practice. These suggested international content resources are intended to be integrated into foundation and concentration/specialization courses at the undergraduate and graduate level. An overview of the course outlines is as follows:

Foundation Courses

- **Global Perspectives on Human Need (U)**

The information in this course focuses on issues of international social, health, and economic conditions. Learning objectives include describing the role of government, multinational and non governmental organizations in creating responses to human need and human rights. The course also explores issues related to immigration and strategies to alleviate poverty.

- **Social Welfare: A World View (U)**

To better understand how societies provide for its people and minimize social risk this course considers different social welfare systems in diverse cultures in select Western and non-western societies.

- **Social Welfare Policy and Services II (G)**

The course deepens the foundations of social welfare policy and services; it explores the complex dynamics of discrimination, economic deprivation, and institutionalized oppression. Students are exposed to an array of perspectives on international social welfare.

- **Human Behavior in the Social Environment (G)**

This course identifies and describes human growth within a historical, cultural, and global context. It facilitates understanding the U.S. cultural bias towards explaining problems individualistically and strengthens the link between human development and larger global systems.

- **Global Community Practice (G)**

This is an MSW required course which focuses on the community as the unit of intervention. Students learn the skills necessary to conceptualize and facilitate social change at the agency, neighborhood, state, federal, or international level.

Specialized Courses on International Social Work/International Social Development

- **International Social Work and Social Welfare (G)**

This graduate-level elective exposes students to global issues and how social welfare institutions have developed in different regions of the world. It examines the effects of globalization on social welfare and human need. It explores the international practice of social work and delves into the roles of international organizations.

- **Issues in International Social Development (G)**

This course expands on the knowledge, values, and skills of social policy, development and evaluation. It reviews three critical themes: globalization and its social, economic, political, and cultural consequences, comparative social policies; and, social and economic development as strategies of change and progress.

- **Comparative Social Welfare (G)**

This course examines the multifaceted contributions of social work, the social services, and social welfare in advancing national and international social development within rich and poor countries. Problems of global poverty, social justice, and inequality and issues of racial, ethnic, and cultural diversity receive special attention.

- **International Social Work (U)**

This course focuses on developing global and local awareness of our interdependence in terms of economics, gender, spirituality, politics, technology, culture and values. A critical analysis of the history of international social work is offered, along with making links with international communities, non-governmental and world organizations to better understand the micro and macro service delivery systems that exist worldwide.

- **International Human Rights and Social Work (G)**

The course examines the contemporary relevance of international social work and the lived meaning of the social construct of “human rights.” An emphasis is placed on the interface between social work, primary international social work, and human rights, examining the implications of human rights for macro, mezzo, and micro levels of intervention.

- **Human Rights in Global Perspective (U)**

This course is intended to raise the consciousness about global rights issues. It explores the historical, philosophical, and legal foundations of the concept of human rights, while addressing current human rights debates. The role of the United Nations, governmental and nongovernmental organizations as protecting rights is examined.

- **Women and International Social Work (U)**

This course draws from three overlapping fields of research and professional activity: international social work, women’s studies, and social development. Special emphasis is placed on the improvement of the lives of poor women in poor nations.

- **Violence Against Women: A Global Perspective (G & U)**

This course introduces the types of violence that affects women globally. It discusses the community, political and economic issues that support violence against women by country, ethnic group(s) within countries, and religious principles. Marital customs, social traditions, and legal sanctions that support violence are also examined.

- **Civil Society, NGOs, and Social Work (G)**

This course addresses the historical, philosophical and theoretical underpinnings of philanthropy, charity, civil society, and nongovernmental organizations. With the inclusion of nongovernmental organizations (NGOs) in the service delivery system, the course focuses on both the positive and negative global concerns of this development. It also examines the future of public sector, NGOs, and Civil Society Organizations (CSO) in terms of service delivery and the relationship of these sectors with the social work profession.

- **Globalization and Sweatshops (G)**

This course is designed to examine sweatshops and anti-sweatshop movements, the perspectives of sweatshop workers, and the political and economic consequences of sweatshops and anti-sweatshop social activism. It examines the connection of globalization to local social change and discusses the social policy implications.

Modules of International Social Work

Policy

- **Contemporary Social Welfare: Module on Comparative Social Welfare (U)**

This module looks at the institutional context in which social workers practice and introduces international content focusing on programs and policies in advanced

welfare states of Western Europe and Canada. Major objectives include advancing the core values of social work while addressing issues of social justice and the role of government in meeting the needs of the people.

- **Social Exclusion: A New Perspective on Disadvantage (G)**

This MSW module introduces the concept of social exclusion, which describes the lack of access to mainstream society, be it social, political, or economic. The course explores the concept of social exclusion in the European Union and provides students with the unique experience of examining the development and use of an alternative theory of status as an intervention in developing countries

- **Social Policy (G)**

This course infuses international content in the foundation course of social policy in two ways. It uses examples of policy in other countries and compares it to social policy in the United States. It also examines international issues that have social policy implications for the United States.

Practice/Policy

- **Sustainable Development: Module II–National and International Efforts Towards Sustainable Development (G)**

This module addresses national and international efforts towards sustainable development. Students propose a project and present a participatory plan for addressing issues in sustainable development work. The course focuses on the social and cultural aspects of communities that are relevant for sustainable development facilitators. It is divided into three major areas of inquiry; (1) current perspectives on

sustainable development, (2) examples of sustainable development and (3) training in sustainable development practice.

- **Global Perspectives on Women's Rights (U)**

This module focuses on selected issues related to the human rights of women in different regions of the world. Students explore the scope of women's human rights, ways in which these rights are ignored or violated, and some of the strategies proposed and/or implemented to further the rights of women globally.

Ethics

- **International Perspective on Social Work Ethics**

This module addresses international perspectives on social work ethics. Relevant concepts from human rights treaties and multiculturalism are integrated in this course. The content in this module is supplemented by the National Association of Social Workers (NASW) Code of Ethics and general readings on ethical decision-making in social work.

Racism/Oppression

- **Using Human Rights Documents to Teach about Racism in the United States**

This module introduces social work students to global-level concerns about elimination of racism. The many ways in which racism is institutionalized in laws and institutions are specifically identified and outlawed in one of the United Nations human rights treaties: the International Convention on the Elimination of All Forms of Racial Discrimination.

HBSE/Practice/Diversity

- **The Migration Experience: Understanding Immigrants and Refugees (G)**

The module is designed for approximately three two-hour sessions, and can be used in courses on Human Behavior and the Social Environment or Social Work Practice.

The module is a segment of a specialized MSW elective course entitled Services to Immigrants and Refugees and Cross Cultural Helping. It is organized around a conceptual framework of stages of migration. The framework outlines stages of the migration experience from pre-migration, transit and resettlement. Migration experience such as post-traumatic stress disorder, resilience and trans-nationalism are drawn from disciplines like psychology, sociology, and psychiatry, are explained.

Travel Study

- **War and Peace in Bosnia**

This is a three-week study abroad program. Students explore the history, politics, and social welfare structure of Bosnia before, during, and after the recent war. It provides an opportunity for students to meet and interact with Bosnians and others helping to stabilize and rebuild the country. This unique interdisciplinary perspective focuses on social justice, human rights, and civil development in historical and cultural context.

Suggested Objectives

Courses developed with international content are broadly classified into foundation and specialized or graduate level courses. Below are suggested objectives and learning outcomes for international content in social work either at the foundation or graduate level. Some suggested objectives are organized according to topics:

Human Rights

- Understand the history of the idea of human rights with particular attention to the historical-philosophical underpinnings of the Universal Declaration of Human Rights,
- Understand and demonstrate applications of how human rights can be integrated into micro, mezzo and macro dimensions of international social work policy and practice,
- Have a thorough knowledge of the current state of international human rights law in the United Nations, including implementation mechanisms and, to some extent the regional systems, in particular the American system,
- Understand United States jurisprudence and social policy in the context of international human rights law,
- Understand the similarities and differences that exist among human rights issues in various regions of the world

Social Work

- Increase students' understanding of the role of social work and other professions in developing strategies to alleviate poverty and deprivation,
- Understand the functions and contributions of social work in countries around the world,
- Identify how social work is practiced in a specific country,
- Recognize social work as a global profession,
- To comprehend the consequences of globalization for professionals.
- To see the relevance for international practice at home,

- To understand where the opportunities for international practice exists,
- Introduce students to the unique contributions made by social workers and the social services in promoting more fully integrated social and economic development in the United States and other countries,
- Improve student practice locally through knowledge of social work as practiced in other parts of the world and by situating local social issues in a larger context. Students will develop an understanding of the social effect of global interdependence and more accuracy about world geography,
- Students will be able to critically analyze the history models and structures of international social work practice, policy and research,
- Understand the linkages between human rights and social work profession internationally,
- To apply, analyze, and evaluate the knowledge and skills of advanced social work practice with both public and private sectors both locally and globally.

Social Welfare

- Describe the purposes, function, and structure of activities of social welfare institutions and understand their functions in relation to other social institutions (family, education, corrections, religion, political, economic),
- Describe the development of social welfare in United States, including current social welfare programs and specific provisions of the Social Security Act as amended,
- Examine the variety of social welfare approaches that nations have developed to minimize the negative effect of social and personal risks for their populations,

- Understand how different countries approach and configure their social welfare systems and social services,
- Demonstrate a working knowledge of key international social welfare organizations and their social welfare orientation,
- Identify the need to strengthen and enhance social welfare systems in the face of globalization.

Oppression and Social and Economic Justice

- Increase knowledge about the consequences of domestic and international political and economic forces on the lives of people around the globe,
- Explore the results of current strategies to alleviate poverty and deprivation.
- Understand the forms and mechanisms of operation and discrimination and the strategies of change that advance social and economic justice,
- Students will understand the interdependence of nations and the global nature of social problems and how these are enacted at the community level,
- Assess the prevalence of social problems, such as poverty, AIDS and human rights violations in specific countries,
- Introduce students to the profound national and international forces that impede progress towards more rapid patterns of social and economic development for historically disadvantaged population groups, including racially, ethnically and culturally diverse population groups,
- Introduce students to issues of social and economic justice within an international context.

Values

- Compare philosophical stances or ideals reflected in different countries,
- Understand cross-cultural differences in values pertaining treatment of women, minorities, and other venerable populations. Appreciate the relationship between social welfare provisions and the treatment venerable populations,
- Facilitate the understanding of United States cultural bias toward explaining problems individualistically and strengthen the link between human development and larger social, political and global systems. Begin to identify how social workers can intervene with social systems and demand social justice for the benefit of human growth and development worldwide,
- Recognize value conflict that influence global and international social interventions,
- Provide opportunity for students to deepen their understanding of the complex value and ethical dilemmas inherent in national and international social development practice.

Human Need

- Identify the broad range of basic needs and social and personal “risks” (e.g. gender, old age, death, disability, illness, accidents, violence, and war),
- To be conscience of the problems and needs of children, families and the elderly in the Third World countries,
- To perceive the needs and problems of immigrants, aliens and refugees in the United States.

Social Organization

- Facilitate the identification of the effect of social systems and social organizations on individuals and groups. Begin to identify how social workers affect social systems in a global context,
- Be aware of what government and non-governmental organizations are doing to advance human rights,
- To understand the differences between and among for-profit, nonprofit, civil society and public organizations in the United States and abroad,
- To develop, articulate, analyze, implement and evaluate a practice paradigm in working with NGOs, CSOs, and public organizations at local through international levels

Globalization

- Increase students' awareness of global issues,
- Identify the role of globalization in shaping social problems and country-specific responses to social problems,
- Identify major resources for research in international social welfare,
- To understand the concept of globalization, with its economic, political, environmental and technological dimensions,
- To become familiar with the benefits and disadvantages of globalization in the lives of individuals, families and communities,
- To understand the social and economic approaches to development other countries,

- To interpret the development activities in selected countries in other parts of the world,
- To demonstrate a proficiency in understanding and adapting the findings in the international literature to one's own professional practice,
- To understand the necessary expertise in social development, especially its application on multicultural groups in this country,
- Introduce students to the dynamics of national and international social development across societies and under differing social, political, and economic systems,
- Introduce students to the unique social development dilemmas confronting the “developing” and “least developing” countries of Asia, Africa and Latin America,
- Students will be able to analyze and recommend reforms in social and economic development policy in households and communities in the United States and some developing countries.

Women

- Examine the problems of poor women in poor countries around the world in meeting their needs for economic resources and access to human rights,
- Sensitize students to commonalities and differences in experience between women in the developed and the developing world,
- Students to demonstrate a commitment to understanding and diminishing the causes of inequalities between genders and among nations.

Policy Analysis

- To discern a model for the analysis of social policies of other nations,

- To develop an ability to analyze social policies and services in other countries.

Human Behavior

- Identify and describe human growth within a historical, cultural and global context,
- Identify the effect of family systems and relationships on child and adult lives (with special reference to multiple stressors, abusive relationships, drug addiction, divorce and single parenting). Begin to identify how social workers work with families in many countries,
- Students will broaden their knowledge of human behavior through exposure to unfamiliar cultures. Students will understand the effect of transnational inequalities and conflict and issues of power and domination, especially as they relate to women.

Expected Course/Learning Outcomes

The following are some selected learning outcomes of a social work curriculum infused with international contents. Students will be expected to:

Social Organization

- Describe the role of government, multinational, and nongovernmental organizations in creating responses to human need,
- Analyze the implications of the World Bank, IMF, United Nations Universal Declaration on human Rights, United Nations Convention on the Rights of the Child, and other organizations and statements as they are being discussed and applied on a global scene,

- Understand the role of the global citizen in addressing the social, economic, and health issues that face the world today,
- Be able to emphatically understand the desire of many people to improve their countries situation and the desire of many to emigrate (legally or otherwise) to other countries.

Values

- Compare philosophical stances or ideas reflected in different countries, Understand cross-national differences in values pertaining to treatment of women, minorities, and other vulnerable populations. Appreciate the relationship between social welfare provisions and the treatment of vulnerable populations,
- Assess social policies and services for compatibility with social work values, including personal dignity, self-determination, respect for differences, adequacy of resources, and responsiveness of social programs, as well as the need for the profession to address resulting conflicts.

Human Behavior

- Demonstrate knowledge of and ability to critique prevalent theories of human growth and development so that these can be applied in practice in a global context,
- Use human development theory to assess various family, individual, and community issues,
- Be able to identify and describe various phases and transformations of individuals and families as they develop over the life cycle; incorporate a broad-based perspective on the range of “normal” and “delayed” phases of development,

- Specify biological, cultural ethnic, psychological, spiritual, and sociological factors that influence the behaviors of individuals, families, communities, and cultures at various phases of life,
- Identify and describe developmental task/circumstances specific to women, people with disabilities, gays and lesbians, elderly potentially “at-risk” groups, and range of cultures.

Oppression and Social and Economic Justice

- Identify forces that oppress and exploit vulnerable populations of the world,
- Understand the forms and mechanisms of oppression and discrimination and the strategies of change that advance social and economic justice,
- Synthesize and use historical knowledge, theoretical frameworks, and social welfare principles in ways that reflects advanced understanding of how social welfare policy influences particular social conditions and the needs special populations,
- Discuss a range of needs, beliefs, interests and experiences found among members of special populations as well as a diversity of needs, beliefs, interests, and experiences of subgroups within those populations; discuss importance of creating social welfare policies and social welfare programs that take diversity at many levels into account,
- Identify how society assigns worth to individuals and how oppression hinders development worldwide.

Social Welfare

- Describe the purposes, functions, and structure of activities of social welfare institutions and understand their functions in relations to other social institutions (family, education, corrections, religion, political and economic),
- Describe the development of social welfare in the United States, including current social welfare programs and specific provisions of the social security Act as amended,
- Examine the variety of social welfare approaches that nations have developed to minimize the negative effects of social and personal risk for their populations,
- Describe the structure and operation of social welfare programs aimed at special populations or issues, and effect of current trends in social welfare policy on capacities of agencies and programs to meet the needs of populations,
- Understand roles of social welfare policy in addressing discrimination, economic deprivation, and oppression faced by members of various populations because of injustice based on race, class, gender, sexual orientation, age, ethnicity, culture, religion, or mental and physical ability,
- Become familiar with key concepts and issues in international social welfare.

Policy Analysis

- Analyze responses to specific social problems as they are manifested on a global scale,
- Apply foundations of social welfare policy to specific issues, populations, or problems.

Social Work

- Identify the concepts of social systems theory and apply these concepts to a variety of systems advocacy and social work situations,
- Recognize the effect of globalization on social work and social welfare,
- Identify organizational actors involved in international social work and social welfare.

Women

- Sensitize students to commonalities and differences in experiences between women in the developed and developing world,
- Demonstrate a commitment to understanding and diminishing the causes of inequalities between genders and among nations.

Diversity

- Demonstrate knowledge and appreciation of cultural, social, religious differences,
- Identify the broad range of basic needs and social and personal “risk” (e.g. gender, old, age, death, disability, illness, accidents, violence, and war) that people share around the world,
- Identify and describe development within a historical and global cultural context, Recognize one’s own cultural norms and compare these with diverse communities locally, nationally, and internationally.

Access to Resources and Knowledge

- Access and evaluate information on international social, health, and economic conditions,

- Identify resources and data used in analyzing global social conditions and international social welfare.

Suggested Approach to Assignments

- 2-3 page reaction paper to a video on globalization or international issue,
- Brief summary and comments on weekly readings. A discussion of weekly readings could also be done on the web i.e. blackboard.com,
- A scholarly paper on a topic related to social policy, programs, or service delivery. This paper can be presented in class,
- A comparative research paper on international social welfare/social development topic. This may start with a proposal for the paper stating the topic of the paper, statement of the problem/question to be studied, rationale for the selected countries and summary of methods or approaches for the information and data collection,
- Examine a social policy or program from a country other than your own,
- Oral presentations, individual and group work and in-class exercises,
- Analyses of case studies from developed and developing countries.

The definition and goals of international social work clearly necessitate the infusion of international content in the social work education curriculum. It is important to underscore the fact that this list of courses, modules, objectives, learning outcomes and suggested assignments is not exhaustive. Therefore, additional materials should be consulted to augment the infusion process.

The extent and structure of infusion of international content in social work education can be considered using the Healy (2004) model of international curriculum.

Below is an illustration of the model which outlines four basic ways to infuse international content.

Models of International Curriculum

Target Group	Degree of Comprehensiveness: Minimum Essentials	Degree of Comprehensiveness: Comprehensive
All Students	Infuse one or more modules	Internationalization of the total curriculum
Self-Selected Group	Elective course	International Concentration

The extent and degree to which international content is included varies among social work programs and curriculum objectives. Social work education for international competence must be progressive in preparing students to handle the challenges of today's global society.

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Chapter 7

International Funding Resources for Social Work Education and Training

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Introduction

As a part of the work of NADD's International Task Force we have gathered information regarding Schools of Social Work in the United States and their efforts as well as successes in acquiring funding for International Social Work activities.

A survey was sent to all accredited social work programs to gather data from them that had developed international university linkages as well as received funding for international projects. This chapter will report the results of the survey conducted in early 2006 and will include information regarding international funding resources for programs which are interested in initiating or continuing their international efforts.

All accredited programs were sent the survey electronically. A total of 37 programs responded to the survey.

Findings

Table 1 below represents the responding programs by the type of Social Work degree program offered.

Table 1. Frequency and Percentage Distribution of Degree Program Offered

Degrees Offered	Frequency	Percentage
Doctoral	1	2.7
MSW	6	16.2
BSW/MSW/Doctoral	7	18.9
BSW/MSW	12	32.4
MSW/Doctoral	11	29.7
Total	37	100

Clearly, all levels of social work programs have responded to the survey with combined BSW/MSW having the highest number of respondents.

In the area of the projects offered from an international perspective, one of the key projects was student exchange visits. They were present in 27 of the 37 programs whose respondents answered the survey. Additionally, faculty exchanges were present in 27 of the 37 responding programs. Research was included in 20 of the 37 responding programs. Capacity building was included in 16 responding schools. Fellowships were indicated by 6 of the programs as one of the focuses of their projects. Field was listed by 5 programs as the focus of the project. Education was listed by one program and 10 schools listed other as the nature of their projects. Obviously, respondents could choose more than one answer for the *Nature of Project* question.

The respondents' answers to the question *Area of Work* produced a wide variety of findings. The results are indicated in Table 2 below.

Table 2. Frequency and Percent Distribution of Area of Work

Area of Work	Frequency	Percent
Mental Health, Substance Abuse, Child and Family, Human Trafficking	1	2.7
Mental Health, Aging, Substance Abuse, HIV, Child and Family, Physical Health, Domestic Violence and Others	2	5.4
Mental Health, Aging, Substance Abuse, HIV,	1	2.7

Child and Family		
Mental Health, Aging, Substance Abuse, HIV, Child and Family, Education	1	2.7
Mental Health, Aging, Substance Abuse, Child and Family, Physical Health, Domestic Violence, Policy, and Others	1	2.7
Mental Health, Aging, Substance Abuse, Child and Family, Physical Health, Domestic Violence	1	2.7
Mental Health, Aging, HIV, Child and Family, Physical Health, and Others	1	2.7
Mental Health, Substance Abuse, Child and Family, Human Trafficking, Domestic Violence	1	2.7
Mental Health, Substance Abuse, HIV	1	2.7
Mental Health, Substance Abuse, HIV, Child and Family, Human Trafficking, Domestic Violence	1	2.7
Mental Health, Substance Abuse, Child and Family	1	2.7
Mental Health, HIV	1	2.7
Mental Health, Child and Family, School Social Work	1	2.7
Mental Health, Human Trafficking	1	2.7
Child and Family	2	5.4
Child and Family and Others	2	5.4
Child and Family, Physical Health, School Social Work, Community Development	1	2.7
Child and Family, Domestic Violence	1	2.7
Physical Health, Education	1	2.7
Aging	1	2.7
Aging, Substance Abuse, Child and Family, Domestic Violence, Community Development	1	2.7
Aging, Child and Family, Human Trafficking, Domestic Violence	1	2.7
HIV	1	2.7
HIV, Human Trafficking, Child and Family	1	2.7
HIV, Human Trafficking, Domestic Violence	1	2.7
HIV, Human Trafficking, Domestic Violence, Education	1	2.7
Education	1	2.7
Policy	2	5.4
None	5	13.5
Total	37	99.9

Clearly, if you look at the common components in Table 2 above, you will find that the majority of programs indicated their work focused on Child and Family (n=21), Mental

Health (n=15), Substance Abuse (n=12), HIV (n=12), Violence (n=11), Aging (n=10), Domestic Human Trafficking (n=8), and Physical Health (n=7).

In response to the question on partnership types, most respondents indicated some type of university linkage (n=13). The table below visually displays all partnership types.

Table 3. Frequency and Percent Distribution of Partnership Types

Type	Frequency	Percent
University	13	35.1
University, Research Institute, UN Agency, Non-Profit Organization	2	5.4
University, Research Institute, Non-Profit Organization	1	2.7
University, UN Agency, Non-Profit Organization	4	10.8
University, Non-Profit Organization	5	13.5
University, Non-Profit Organization, Government	2	5.4
University, Government	2	5.4
Non-Profit Organization	5	13.5
Other (Not Specified)	1	2.7
No Response	2	5.4
Total	37	99.9

Next, the questions probed the issue of duration of the project. It is important to know if U.S. Schools of Social Work are having sustained contact abroad or are they currently involved in short-term (less than one year) projects. Table 4 below indicates the respondent's answers to the question of duration of project.

Table 4. Frequency and Percent Distribution of Duration of Project

Duration	Frequency	Percentage
More than Three Years	2	5.4
Long Term (1-3 Years)	17	45.9
Short Term (Less than one year)	8	21.6
Long Term and Short Term	9	24.3
None	1	2.7
Total	37	99.9

Results indicate the vast majority of programs are involved in long term projects lasting at least one to three years. Some even indicate a greater than three year history of their project abroad.

The survey next examined the funding sources utilized by the international partnerships. Table 5 below presents the results of the funding source question. The majority of programs indicated that all or some part of their projects and partnerships were self-supported (n=26). The implication of these results is that U.S. Schools of Social Work are using their scarce resources to support overseas projects. With the continuation of shrinking state and university funds one wonders how long these efforts can continue if the schools do not develop expertise in seeking outside funding sources. Perhaps this finding is the single most important one in this study. Hopefully, the resources supplied at the end of the chapter will serve as a guide for the programs seeking outside funding to support their ongoing international partnerships.

Table 5. Frequency and Percentage Distribution of Funding Sources

Type	Frequency	Percentage
Self-Supporting	12	32.4
Self-Supporting, Government	3	8.1
Self-Supporting, Government, National Organizations, Non-Governmental Organization (NGO)	1	2.7
Self-Supporting, Government, NGO	1	2.7
Self-Supporting, Government, Other	1	2.7
Self-Supporting, UN Agencies, National Organizations, Private Philanthropy, NGO, Corporate Sector	1	2.7
Self-Supporting, Private Philanthropy	3	8.1
Self-Supporting, Private Philanthropy, NGO	1	2.7
Self-Supporting, Private Philanthropy, NGO, Corporate Sector	1	2.7
Self-Supporting, Private Philanthropy, Other	2	5.4
UN Agency, National Organizations, Private Philanthropy, NGO	1	2.7
NGO	1	2.7
Government	2	5.4

Government, UN Agencies, Private Philanthropy, NGO	1	2.7
Government, World Bank, NGO	1	2.7
Private Philanthropy	2	5.4
Other	2	5.4
None	1	2.7
Total	37	99.9

In spite of the overwhelming number of programs using self-supporting funds, there were eight programs using government funding, nine programs using non-governmental funding, and twelve programs using private philanthropy funding. However, to date, few of the reporting schools have been able to draw funding from either UN Agencies (n=3) or The World Bank (n=1). It appears more efforts should be placed by programs in seeking funding from known International-focused Aid organizations. It should be noted that the corporate sector is also poorly represented in these results (n=2).

When asked by the survey for the names of the funding organizations that were used to answer the above question on funding sources, the respondents listed a wide variety of them as indicated in Table 6 below. It is, however, significant to note that 18 out of 37 respondents left this question blank. Quite possibly fear over increased competition for international resources led to the smaller number of respondents.

Table 6. Frequency and Percent Distribution of Name of Funding Organization

Name	Frequency	Percentage
US State Department	3	8.1
UniPENN	1	2.7
IBT	1	2.7
US Department of Education	1	2.7
Consulate Foundation	1	2.7
IIPSE	1	2.7
FAVACA	1	2.7
Yeshiva University	1	2.7
AusCol/CGE	1	2.7
VGroup	1	2.7

International Giving	1	2.7
American Partnership Lithuanian Education	1	2.7
Varied	1	2.7
Bridgewater College/May Institute/Open Society	1	2.7
Open Society/Kaufmann Foundation/UNICEF/Save the Children/ UNDP/MacArthur Foundation/USAID	1	2.7
US Department of Education, EU, HEC, International Consortium	1	2.7
University of Louisville, Chinese Government	1	2.7
None reported	18	48.6
Total	37	99.9

The final question on the survey dealt with the products of the International University Linkages and Funding Programs. The most common outcomes were seminar/workshop reports (n=14), annual reports (n=13), research papers (n=12), others (n=11), none (n=10), case studies (n=7), grant summaries (n=5), and videos (n=2).

Selective cross tabulations along the key linkable *Nature of Program* by *Type of Program Offered* indicated that MSW programs as well as BSW/MSW programs are most often involved in student exchanges.

Table 7. Cross-Tabulation of Nature of Program by Program Type

Nature of Program \ Program Type	Doctoral	MSW	BSW/MSW/Doc	BSW/MSW
Student Exchange	0	2	0	1
Student Exchange/Faculty Exchange	0	1	0	1
Student Exchange/Faculty Exchange/Research	0	0	0	1
Student Exchange/Faculty Exchange/Research/Capacity Building	0	1	1	1
Student Exchange/Faculty Exchange/Capacity Building/Fellowships	0	1	1	0
Student Exchange/Faculty Exchange/Research/Capacity Building/Fellowships/Others	0	0	0	1
Student Exchange/Faculty Exchange/Research/Capacity	0	0	0	0

Building/Field				
Student Exchange/Faculty Exchange/Others	0	0	1	0
Student Exchange/Faculty Exchange, Research/Fellowships/Field	0	0	0	1

Student Exchange/Faculty Exchange/Research/Others	0	0	0	0
Student Exchange/Research/Capacity Building/Others	0	0	0	0
Student Exchange/Research/Field	0	0	0	1
Student Exchange/Research	0	1	0	0
Student Exchange/Others	0	0	0	1
Faculty Exchange	0	0	0	1
Faculty Exchange/Field	0	0	1	0
Faculty Exchange/Research/Capacity Building	0	0	1	0
Faculty Exchange/Research/Capacity Building/Field	0	0	1	0
Capacity Building/Others	0	0	0	1
Capacity Building/Fellowships/Others	0	0	0	1
Education	0	0	1	0
Others	1	0	0	0
Student Exchange/Faculty Exchange/Capacity Building	0	0	0	1
Total	1	6	7	12

Partnership Type was cross-tabulated with *Program Offered* indicating university partnerships were the most popular type across all social work programs.

Table 8. Cross-Tabulation Between Partnership Type and Program Offered

Program Offered \ Partnership Type	Doctoral	MSW	BSW/MSW/Doc	BSW/MSW	MSW/Doc	Total
University	1	2	4	4	2	13
University, Research Institute,	0	0	0	1	1	2

UN Agency, NGO						
University, Research Institute, NGO	0	0	0	1	0	1

University, UN Agency, NGO	0	1	1	1	1	4
University, NGO	0	0	1	1	3	5
University, NGO, Government	0	0	0	1	1	2
University, Government	0	0	0	0	2	2
NGO	0	3	0	2	0	5
None	0	0	0	1	1	2
Others	0	0	1	0	0	1
Total	1	6	7	12	11	37

The cross-tabulation of *Duration of Program* and *Program Type* indicated that all types of degree-offering schools had long-term relationships.

Table 9. Cross-Tabulation of Duration of Program and Program Type

	Doctoral	MSW	BSW/ MSW/ Doc	BSW/ MSW	MSW/ Doc	Total
Long Term (1-3 years)	1	4	4	3	5	17
Short Term (Less than 1 year)	0	2	2	3	1	8
Long Term/Short Term	0	0	1	5	3	9
More than 3 years	0	0	0	1	1	2
None	0	0	0	0	1	1
Total	1	6	7	12	11	37

Funding Source was cross-tabulated with *Programs Offered* which indicates that the highest numbers of self-supporting programs were MSW and BSW/MSW programs. Usually, it was the BSW/MSW/Doc schools that have been successful in receiving Non-Governmental Organization, Government, Private Philanthropy, and Other sources of funding.

Table 10. Cross-Tabulation of Funding Source and Programs Offered

	Doc	MSW	BSW/ MSW/Doc	BSW/ MSW
Self-Supporting	0	3	1	5
Self-Supporting, Government	0	0	1	0
Self-Supporting, Government, National Organization, NGO	0	1	0	0
Self-Supporting, Government, NGO	0	0	0	1
Self-Supporting, Government, Others	0	0	0	0
Self-Supporting, UN Agency, National Organization, Private Philanthropy	0	0	0	1
Self-Supporting, Private Philanthropy	0	0	1	0
Self-Supporting, Private Philanthropy, NGO	0	0	1	0
Self-Supporting, Private Philanthropy, NGO, Corporate Sector	0	0	0	1
Self-Supporting, Private Philanthropy, Others	0	1	0	1
UN Agency, National Organization, Private Philanthropy, NGO	0	0	0	1
NGO	0	0	1	0
Government	0	0	1	1
Government, UN Agency, Private Philanthropy, NGO	0	0	0	0
Government, World Bank, NGO	0	0	0	0
Private Philanthropy	0	1	0	0
Others	1	0	1	0
None	0	0	0	1
Total	1	6	7	12

The last cross-tabulated table, Table 11, focuses on *Published Documents* by *Type of Program Offered*. The table indicates these types of programs most often produced annual reports, research papers, and seminar/workshop reports.

Table 11. Cross-Tabulation of Published Documents and Type of Program Offered

	Doc	MSW	BSW, MSW, Doc	BSW, MSW	MSW, Doc	Total
Annual Report	0	0	0	1	1	2
Annual Report, Research Paper	0	0	0	0	1	1
Annual Report, Research Paper, Seminar Report	0	0	0	1	0	1
Annual Report, Research Paper, Seminar Report, Video, Case Studies	0	0	0	1	0	1
Annual Report, Research Paper, Seminar Report, Video, Case Studies, Grant Summaries, Others	0	0	0	1	0	1
Annual Report, Research Paper, Seminar Report, Case Studies	0	0	0	1	1	2
Annual Report, Research Paper, Seminar Report, Grant Summaries, Others	0	1	0	0	0	1
Annual Report, Seminar Report	0	1	0	0	0	1
Annual Report, Seminar Report, Grant Summaries	0	0	1	0	0	1
Annual Report, Seminar Report, Grant Summaries, Others	0	0	0	1	0	1
Annual Report, Others	0	0	0	1	0	1
Research Paper	0	1	0	0	0	1

Research Paper, Seminar Report, Others	0	0	0	0	1	1
Research Paper, Case Studies	0	0	1	0	1	2
Research Paper, Others	0	0	1	0	0	1
Seminar Report	0	0	0	1	1	2
Seminar Report, Case Studies	0	0	1	0	0	1
Seminar Report, Others	0	0	0	0	1	1
Grant Summaries	0	0	0	1	0	1
Others	0	1	2	1	0	4
None	1	2	1	2	4	10
Total	1	6	7	12	11	37

Conclusion

In light of the result of the survey and in an effort to increase university linkage and funding partnerships overseas, we have included the following information on international funding resources as well as their websites. We are hopeful all social work programs will attempt to increase their global involvement and that they will grow in their effectiveness and efficiency in seeking and receiving funding.

Some renowned funding sources and their web sites:

Bureau of Education and Cultural Affairs

<http://exchanges.state.gov>

Ford Foundation

www.fordfoundation.org/about/guidelines.cfm

Fulbright Program

www.ief.org/FulbrightTemplate.cfm?Section=Other_Fulbright_Opportunities

Institute of International Education (IIE)

www.iie.org

International Research and Exchange Board (IREX)

www.irex.org

Henry M. Jackson Foundation

www.hmjackson.org/guidelines.html

MacArthur Foundation

www.macfdn.org/programs/index.htm

NAFSA: Association of International Educators

www.nafsa.org

The National Endowment for Democracy (NED)

www.ned.org/grants/grants.html

The Rockefeller Foundation

www.rockfound.org

Sasakawa Peace Foundation

www.spf.org/e/grants/index.html

Social Science Research Council

www.ssrc.org/fellowships/

United Nations Educational, Scientific and Cultural Organization

<http://portal.unesco.org>

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Chapter 8

Resources for International Social Work Education, Research, and Practice

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This chapter consists of resources relevant for international social work education, research, and practice. Included are a wide range of references, a list of journals with an international focus, a series of recent and upcoming international conferences, and a table with potential international partners. The list is by no means exhaustive.

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Journal Resources

Africa Research Bulletin: Political, Social and Cultural Series
 African Development Review
 Asia Pacific Journal of Social Work
 Australian Social Work
 Australasian Journal on Ageing
 British Journal of Social Work
 Canadian Review of Social Policy
 Canadian Social Work Review
 Caribbean Journal of Social Work
 Community Development Journal

Critical Social Policy
Development Policy Review
Forced Migration Review
Global Social Policy
Health Care for Women International
Hong Kong Journal of Social Work
Journal of Asian Studies
Journal of Comparative Social Welfare (formerly New Global Development)
Journal of Ethnic and Cultural Diversity in Social Work
Journal of European Social Policy
Journal of Development Studies
Journal of Globalisation, Societies & Education
Journal of Health & Population in Developing Countries
Journal of Higher Education in Africa
Journal of Humanitarian Assistance
Journal of Immigrant and Refugee Studies
Journal of Immigrant & Refugee Services
Journal of Intercultural Studies
Journal of Refugee Studies
Journal of Social Development in Africa
Journal of Socio-Economics
Indian Journal of Gender Studies
Indian Journal of Social Work
International Journal for Equity in Health
International Journal for Quality in Health Care
International Journal of Aging and Human Development
International Journal of Cultural Studies
International Journal of Mass Emergencies and Disasters
International Journal of Refugee Law
International Journal of Social Welfare
International Journal of Sociology and Social Policy
International Migration Review
International Social Science Journal
International Social Security Review
International Social Work
Migration World
Scandinavian Journal of Social Welfare
Social Development
Social Development Issues
Social Policy & Administration
Social Work Education
World Development

Potential Partners for Promoting International Social Work

Below is a table of social work organizations, international non-governmental (not-for-profit) organizations, country divisions or departments responsible for international development and research institutions with international focus and United Nations agencies. It may be used to explore potential memberships, field placements, job opportunities, research, consultancy, or programmatic partnerships.

Social Work Organizations around the World

ORGANIZATION	PROGRAM AREAS/ACTIVITIES	CONTACT ADDRESS (HEAD OFFICE)
Aotearoa New Zealand Association of Social Workers	Social Work/Social Welfare Practice	P O Box 1072, Dunedin New Zealand Tel: (03) 477 5793 Fax: (03) 479 0571
Asian and Pacific Association for Social Work Education (APASWE)	Social Work/Social Welfare Education	www.apaswe.org
Association of Oncology Social Work (AOSW)	Oncology Social Work, Education, Advocacy, Resource Development, Research	100 North 20th St., 4th Floor Philadelphia, PA 19103, USA Tel: (215) 599-6093 Fax: (215) 545-8107 www.aosw.org
Association of Caribbean Social Work Educators (ACSWE)	Social Work/Social Welfare Education	
Association for Community Organization and Social Administration (ACOSA)	Networking and Professional Advancement, promoting Teaching and Research on Community Organization and Social Administration	20560 Bensley Avenue Lynwood, Illinois 60411, USA Tel: (708) 757-4187 Fax: (708) 757-4234 www.acosa.org
Association of Schools of Social Work in Africa (ASSWA)	Social Work/Social Welfare Education	University of Botswana Department of Social Work P/Bag 0022, Gaborone, Botswana Tel. (267) 355 2684/85

ORGANIZATION	PROGRAM AREAS/ACTIVITIES	CONTACT ADDRESS (HEAD OFFICE)
Association of Social Workers (ASW) Bangladesh	Social Work/Social Welfare Practice	6-A/1-19 Mirpur DHAKA 1216, Bangladesh Tel: (880) 2 807001
Association for Research on Nonprofit Organizations and Voluntary Action (ARNOVA)	Voluntary Action, Philanthropy, Nonprofit Research, Conferences and Publications	340 West Michigan Street, Canal Level–Ste. A, Indianapolis, IN 46202, USA Tel: (317) 684-2120 Fax: (317) 684-2128 www.arnova.org
Australian Association of Social Work and Welfare Educators	Social Work/Social Welfare Education	Suite 18 National Press Club 16 National Circuit Barton ACT 2600, Australia Tel: (02) 6273 0199 Fax: (02) 6273 5020 www.aaswwe.asn.au
Australian Association of Social Workers (AASW)	Social Work/Social Welfare Practice	Suite 18 National Press Club 16 National Circuit Barton ACT 2600 Tel: (02) 6273 0199 Fax: (02) 6273 5020 www.aasw.asn.au
Belarusian Association of Social Workers	Social Work/Social Welfare Practice	V Khoruzhyya Str. 16-161 Box 179, Minsk 220123, Belarus Tel: (375) 17 239 4195 Fax: (375) 17 239 4195 http://basw-ngo-by.net
British Association of Social Workers (BASW)	Social Work/Social Welfare Education	16 Kent Street, Birmingham, B5 6RD, UK Tel: (0121) 622 3911 Fax: (0121) 622 4860 www.basw.co.uk
Bulgarian Association of Social Workers	Social Work/Social Welfare Practice	Murgash 1 str, Sofia 1504, Bulgaria Tel: (359) 2 943 57 05 Fax: (359) 2 843 53 53
Canadian Association of Schools of Social Work	Social Work/Social Welfare Education	1398 ch. Star Top Rd. Ottawa, ON K13 4V7, Canada Tel: (613) 792-1953 Fax: (613) 792-1956 www.cassw-access.ca

ORGANIZATION	PROGRAM AREAS/ACTIVITIES	CONTACT ADDRESS (HEAD OFFICE)
Canadian Association of Social Workers	Social Work/Social Welfare Practice	383 avenue Parkdale Avenue, Suite/bureau 402 Ottawa, Ontario K1Y 4R4, Canada Tel: (613) 729-6668 Fax: (613) 729-9608 www.casw-acts.ca
Council on Social Work Education (CSWE)	Social Work/Social Welfare Education/Research, International Social Work	1725 Duke Street, Suite 500 Alexandria VA 22314-3457, USA Tel: (703) 683-8080 Fax: (703) 683-8099 www.cswe.org
China Association of Social Workers	Social Work/Social Welfare Practice	No.6 (A) Bai Jia Zhuang Road Chaowai, Beijing, China Tel: (86) 10 65 08 22 74 Fax: (86) 10 65 08 22 74 www.cncasw.org
Cyprus Association of Social Workers (CyASW)	Social Work/Social Welfare Practice	5 Nikou Theofanous Str. 1040, Lefkosia, Cyprus Tel: +357 22 437 443 Fax: + 357 22 439 130
Danish Association of Social Workers (DASW)	Social Work/Social Welfare Practice	Dansk Socialrådgiverforening Toldbodgade 19 A Postboks 69, 1003 København K Tel: 45. 33. 9130 33 Fax: 45. 33. 9130 69 www.socialrdg.dk
European Association of Schools of Social Work (EASSW)	Social Work/Social Welfare Education	Alice-Salomon-University of Applied Sciences, Alice-Salomon-Platz 5 12627 Berlin Germany Tel: +49.30.99245311 Fax: +49.30.99245594 www.eassw.org
French Association for Social Work Training and Research Organizations	Social Work/Social Welfare Education	1, Cité Bergère 75009 Paris France Tel: 01 53 34 14 74 www.aforts.com

ORGANIZATION	PROGRAM AREAS/ACTIVITIES	CONTACT ADDRESS (HEAD OFFICE)
Hong Kong Social Workers Association (HKSWA)	Social Work/Social Welfare Practice	15 Hennessy Road, Wanchai, Hong Kong Council of Social Service Building, Room 703 Tel: (852) 2528-1802 Fax: (852) 2528-0068 www.hkswa.org.hk 750 First Street, NE, Suite 700
National Association of Social Workers (NASW)	Social Work/Social Welfare Practice	Washington, DC 20002-4241, USA Tel: (202) 408 8600 Fax (202) 336 8313 www.naswdc.org
National Federation of Social Educators (SL)	Social Work/Social Welfare Education	Brolæggerstræde 9 DK-1211 Copenhagen K Denmark Tel: (45) 33 96 28 00 Fax: (45) 33 96 29 96 www.sl.dk
Norwegian Union of Social Educators and Social Workers	Social Work/Social Welfare Education	Postboks 4693 Sofienberg NO 0506 Oslo, Norway Tel: 47-2306-1170 Fax: 47-2306-1114 www.anzasw.org.nz/ Plaza 1881
Nova Scotia Association of Social Workers (NSASW)	Social Work/Social Welfare Practice	1891 Brunswick St., Suite 106, Halifax, Nova Scotia B3J 2G8 Tel: (902) 429-7799 Fax: (902) 429-7650 www.nsasw.org
Nordic Committee of Schools of Social Work (NCSSW)	Social Work/Social Welfare Education	Kronprinsesse Sofies Vej 35 DK - 2000 Frederiksberg Tel: 45 3814 4600 Fax +45 3814 4601 www.dsh-k.dk

ORGANIZATION	PROGRAM AREAS/ACTIVITIES	CONTACT ADDRESS (HEAD OFFICE)
International Council on Social Welfare (ICSW)	Social Welfare, Social Justice and Social Development	c/o Netherlands Institute of Care and Welfare, NIZW International Centre P.O. Box 19152 3501 DD Utrecht, The Netherlands Tel: +31 30 230 6336 Fax: +31 30 230 6540 www.icsw.org Postfach 6875, Schwarztorstrasse 20 CH-3001 Berne, Switzerland Tel: (41) 31 382 6015 Fax: (41) 31 381 1222 www.ifsw.org
International Federation of Social Workers (IFSW)	Social Work/Social Welfare Education Social Justice, Human Rights and Social Development	c/o Graduate School of Social Work, Addis Ababa University PO Box 1176, Ethiopia www.iassw-aiets.org
International Association of Schools of Social Work (IASSW)	Social Work/Social Welfare Education, Training and Research	Rua Hilário de Gouveia 66/ 1102 Copacabana, Rio de Janeiro, RJ 22040-020 Brazil Tel: 55 21 22351510 Fax: 55 21 22351510 http://www.iagg.com.br
International Association of Gerontology and Geriatrics (IAG)	Gerontological Research, Education and Training	559 Wyman Park Bldg. 3400 N. Charles Street Baltimore, Maryland 21218 Tel: (410) 516-4678 Fax: (410) 516-4870 http://www.istr.org
International Society for Third Sector Research (ISTR)	Research and Education in Philanthropy, Civil Society and Nonprofit Sector	
International Consortium for Social Development (ICSD)	Social Work/Human Services, Social Development, World Peace, Social and Economic Justice	www.icsd.info
Irish Association of Social Workers (IASW)	Social Work/Social Welfare Practice	114-116 Pearse Street, Dublin 2, Ireland Tel: +353-1-677-4838 Fax: +353-1-671-5734 www.iasw.ie

ORGANIZATION	PROGRAM AREAS/ACTIVITIES	CONTACT ADDRESS (HEAD OFFICE)
Japanese Association of Certified Psychiatric Social Workers (JACSW)	Psychiatric Social Work Practice	7F-B, TSK Building 1-11-4-Shinjuku, Shinjuku-Ku, Japan Tel: (81) 3 5366 3152 www.japsw.or.jp
Japanese Association of Social Workers (JASW)	Social Work/Social Welfare Practice	No. 8 Kojimachi Bldg. Rm. B-557, 4-5, Kojimachi Chiyoda-Ku, Japan Tel: (81) 3 3221 1877 Fax: (81) 3 3221 6523 www.jasw.jp
Korean Association of Social Workers (KASW)	Social Work Practice	9th Floor, #24-2 World Vision Bldg. Yoido-dong, Young Deung Po-Ku, Korea Tel: (82) 2 786 0190 www.kasw.or.kr
Singapore Association of Social Worker (SASW)	Social Work/Social Welfare Practice	Block 324 Clementi Ave 5 #01-209, Singapore 120324 Tel: (65) 6775 4776 Fax: (65) 6778 0609 www.sasw.org.sg
Society for Social Work Research (SSWR)	Advancement of Social Work Research	11240 Waples Mill Rd, Ste 200 Fairfax, VA 22030, USA Tel: (703) 352-7797 Fax: (703) 359-7562 www.sswr.org
Society for International Development (SID)	Social Justice, Women's Empowerment and advance Democratic Participation	Via Panisperna 207 00184 Rome, Italy Tel: +39 06 487 2172 www.sidint.org

International Non-Governmental and Private Voluntary Organizations

ORGANIZATION	PROGRAM AREAS/ACTIVITIES	CONTACT ADDRESS (HEAD OFFICE)
Academy for Educational Development (AED)	Education, Social Marketing, Health, Energy & Environment, HIV/AIDS, Teaching, Youth, Relief, Technology Application, Research and Evaluation, Leadership and Democracy, Civil Society	1825 Connecticut Ave., NW Washington, D.C. 20009-5721, USA Tel: (202) 884-8000 Fax: (202) 884-8400 www.aed.org

ORGANIZATION	PROGRAM AREAS/ACTIVITIES	CONTACT ADDRESS (HEAD OFFICE)
ActionAid International	Education, HIV/AIDS, Food Rights, Emergencies, Gender Issues	PostNet suite #248 Private bag X31 Saxonwold 2132 Johannesburg, South Africa Tel: +27 11 880 0008 Fax: +27 11 880 8082 www.actionaid.org
Adventist Development and Relief Agency International (ADRA)	Food security, Emergency Management, Economic Development, Primary Health. Basic Education	12501 Old Columbia Pike Silver Spring, MD 20904, USA Tel: 1-800-424-2372 Fax: 301.680.6370 www.adra.org
ACDI/VOCA	Community Development, Enterprise Development, Financial Services to Small Enterprises, Agribusiness	50 F Street NW, #1075 Washington DC 20001, USA Tel: 202-383-4961 Fax: 202 638-7477 www.acdivoca.org
Accion International	Microfinance, Business Training, Poverty Alleviation Strategy	56 Roland Street, Suite 300 Boston, MA 02129, USA Tel: (617) 625-7080 Fax: (617) 625-7020 www.accion.org
Africare	Food Security, Agriculture, Health, HIV/AIDS, Water Resource Development, Environmental Management, Basic Education, Microenterprise Development, Governance and Emergency Humanitarian Aid	Africare House 440 R Street, N.W. Washington, DC 20001- 1935, USA Tel: (202) 462-3614 Fax: (202) 387-1034 www.africare.org
American Refugee Committee	Agriculture, Strengthening Civil Society, Disaster and Emergency Relief, Education, HIV/AIDS, Population and Family Planning, Advocacy, Refugees and Displacement, Shelter/Housing	430 Oak Grove Street Suite 204 Minneapolis, MN 55403, USA Tel: (612) 872-7060 Fax: (612) 607-6499 www.archq.org

ORGANIZATION	PROGRAM AREAS/ACTIVITIES	CONTACT ADDRESS (HEAD OFFICE)
American Red Cross Services (ARC)	Disasters, Emergency Response and Preparedness, Global Health and Safety Services, Biomedical Services, Services for Veterans & Military and families, Counseling	2025 E Street, NW Washington, DC 20006, USA Tel: (202) 303-4498 Fax: (202) 303-0051 www.redcross.org
America's Development Foundation	Civic Education, Civil Society Development, Human Rights, Local Governance, Community Mobilization and Development, Refugees	101 N Union St., Ste 200 Alexandria, Virginia, 22314, USA Tel: (703) 836-2717 Fax: (703) 836-3379 www.adfusa.org
American Friends Service Committee (AFSC)	Agriculture, Civil Society, Disaster and Emergency Relief, Education, Public Policy and Advocacy, Refugees and Displacement, Rural Development	1501 Cherry Street Philadelphia, PA 19102, USA Tel: (215) 241-7000 Fax: (215) 241-7275 www.afsc.org
Amnesty International (AI)	Human Rights Issues, International	1 Easton Street London, WC1X 0DW, UK Tel: 44-20-74135500 Fax: 44-20-79561157 www.amnesty.org
Center for Development and Population Activities (CEDPA)	Family Planning, Reproductive Health, Economic Development Gender Equality, Democracy	1133 21st Street, NW, Suite 800 Washington, DC 20036, USA Tel: (202) 667-1142 Fax: (202) 332-4496 www.cedpa.org
Catholic Relief Services	Emergency Management, promote Development, Social Justice	Catholic Relief Services 209 West Fayette Street Baltimore, MD 21201- 3443, USA Tel: (410)-625-2220 Fax: (410) 234-3183 www.catholicrelief.org
Carter Center	Fight Disease, Hunger, Poverty, Conflict and Oppression	One Copenhill 453 Freedom Parkway Atlanta, Ga. 30307, USA Tel: (404) 420-5100 Fax: (404) 420-5196 www.cartercenter.org

ORGANIZATION	PROGRAM AREAS/ACTIVITIES	CONTACT ADDRESS (HEAD OFFICE)
Care International	Conflict & Peace, Emergencies, HIV/AIDS, Health, Water and Sanitation, Urban Poverty, Food & Farming, Community Organization, Education, Gender Issues, Microfinance, Business Partnership	10-13 Rushworth Street, London, SE1 0RB, United Kingdom Tel: +44 (0)207 934 9334 Fax: +44 (0)207 934 9335 www.careinternational.org
Chemonics International	Finance and Banking, Democracy and Governance, Health, Private Sector Development, Environment and Natural Resources, Crisis Prevention and Recovery	1133 20th St. NW Washington, DC 20036, USA Tel: 202-955-3300 Fax: 202-955-3400 www.chemonics.com
Christian Children Fund	Education, Early Childhood Development, Health and Sanitation, Disaster Relief and Emergency, Nutrition, Family Income Generation	2821 Emerywood Parkway, Richmond VA 23294, USA Tel: 804-756-2700 www.christianchildrensfund.org
Comparative Research Programme on Poverty (CROP)	International and Multi-disciplinary Research Network, Poverty Research	CROP Secretariat Nygårdsgaten 5 N - 5020 Bergen, Norway Tel: 47-55-58-9739 Fax: 47-55-58-9745 www.crop.org
Concern Worldwide (US) Inc.	Agriculture, Civil Society, Strengthening of, Development Education, Disaster and Emergency Relief, Education, HIV/AIDS, Nutrition, Rural Development, Shelter/Housing	104 East 40th Street, Suite 903, New York, NY 10016, USA Tel: (212) 557-8000 Fax: (212) 557-8004 www.concern.net
Council for the Development of Social Science Research in Africa (CODESRIA)	Research and Training, Social Sciences	Avenue Cheikh Anta Diop x Canal IV, BP 3304, Dakar 18524, Senegal Tel: +221 825 98 22/23 Fax: +221 824 12 89 www.codesria.org

ORGANIZATION	PROGRAM AREAS/ACTIVITIES	CONTACT ADDRESS (HEAD OFFICE)
Cross-Cultural Solutions	Volunteering Abroad	2 Clinton Place, New Rochelle, NY 10801, USA Tel: (914) 632-0022 or Fax: (914) 632-8494 www.crossculturalsolutions.org
Development Alternative	Social and Economic Development Solutions, Governance, HIV/AIDS, Banking and Financial Services, Crisis Mitigation and Recovery, Agriculture and Natural Resources	7250 Woodmont Avenue, Suite 200 Bethesda, MD 20814, USA Tel: (301) 718-8699 Fax: (301) 718-7968 www.dai.com
Direct Relief International	Disaster and Emergency Relief	27 S. La Patera Lane Santa Barbara, CA 93117, USA Tel: (805) 964-4767 Fax: (805) 681-4838 www.directrelief.org
Education Development Center	Early Child Development, Health Workforce Preparation, Community Development, Social Justice Institutional Reform, Medical Ethics, Learning Technologies, Education	55 Chapel Street Newton, MA 02458-1060 Tel: (617) 969-7100 Fax: (617) 969-5979 http://main.edc.org
Family Health International (FHI)	International Public Health, HIV/AIDS, Youth, Research, Education	2224 E. NC Hwy 54 Durham, NC 27713, USA Tel: (919) 544-7040 Fax: (919) 544-7261 www.fhi.org
Food for the Hungry International	Water Resource Development, Primary Health Care, Micro-Enterprise Development, Education, Food Production, Relief and Rehabilitation, Advocacy, Child Development	No. 29, 16th Floor Bangkok Business Center Building Sukhumvit 63 Road Klongtun Nua, Watana Bangkok 10110 Thailand Tel: (66) 2714-1407 Fax: (66) 2714-2671 www.fhi.net

ORGANIZATION	PROGRAM AREAS/ACTIVITIES	CONTACT ADDRESS (HEAD OFFICE)
Foundation for International Community Assistance (FINCA)	Financial Services to the Poor, Microenterprise	1101 Fourteenth Street NW Eleventh Floor, Washington, DC 20005, USA Tel: (202) 682-1510 Fax: (202) 682-1535 www.villagebanking.org
Global Health Council	Women's Health, Child Health, HIV/AIDS, Infectious Diseases, Advocacy	1111 19th Street, NW - Suite 1120 Washington, DC 20036, USA Tel: (202) 833-5900 Fax: (202) 833-0075 www.globalhealth.org
Global Partnership	Microcredit, Global Poverty	909 NE Boat St Suite #200 Seattle, WA 98105, USA Tel: (206) 652-8773 Fax: (206) 264-3009 www.global- partnership.net
Greenpeace International	Environmental Degradation	Ottho Heldringstraat 5, 1066 AZ Amsterdam The Netherlands Tel: +31 20 7182000 Fax: +31 20 5148151 www.greenpeace.org/intern ational
Habitat for Humanity International	Conflict, Disaster and Emergency Relief, Poverty, Homelessness	121 Habitat St., Americus GA 31709-3498, USA Tel: (229) 924-6935, ext. 2551 Fax: (229) 924-0577 www.habitat.org
Health Volunteers Overseas	Health, Education and Training	1900 L Street, NW, Suite 310 Washington DC 20036, USA Tel: (202) 296-0928 Fax: (202) 296-8018 www.hvousa.org
Heifer International	Agriculture, Education, Rural Development, Women issues, Poverty, Environmental Degradation	P.O. Box 8058, Little Rock, AR 72203, USA Tel: (501) 907-2600 Fax: (501) 907-2602 www.heifer.org

ORGANIZATION	PROGRAM AREAS/ACTIVITIES	CONTACT ADDRESS (HEAD OFFICE)
HelpAge International (HAI)	Disadvantaged Older People Worldwide, Policy/Programs	1st floor, York House, 207-221 Pentonville Road, London N1 9UZ, UK Tel: +44 20 7278 7778 Fax +44 20 7713 7993 www.helpage.org
Institute of International Education (IIE)	Internationalize Education, Sustainable Development, Fellowship and Scholarship Programs, Promotes Academic Freedom	809 United Nations Plaza, 2nd Floor, New York, NY 10017-3580, USA Tel: (212) 984-5381 Fax: (212) 984-5401 www.iie.org
International Foundation for Election Systems (IFES)	Strengthening Civil Society, Elections, Democratic Governance	1101 15th Street NW, 3 rd Floor, Washington, D.C. 20005, USA Tel: 202.350.6700 Fax: 202.350.6701 http://www.ifes.org
International Association of Homes and Services for the Ageing (IAHSA)	Exchange of Research, Training Long Term Care, Senior Housing, Aging Issues	2519 Connecticut Avenue, NW Washington, DC 20008 USA Tel: +1-202-508-9468 Fax: +1-202-220-0041 www.iahsa.net
International Federation on Ageing	Ageing Issues, Education, Policies and Practice	4398 Boul. Saint-Laurent, Suite 302, Montreal QC H2W 1Z5 Tel: 1-514-396-3358 Fax: 1-514-396-3378 www.ifa-fiv.org/en/accueil.aspx
International Youth Foundation	Civil Society, Education, HIV/AIDS, Population and Family Planning, Rural Development	32 South Street, Suite 500 Baltimore MD 21202, USA Tel: (410) 951-1500 Fax: (410) 347-1188 http://www.iyfnet.org
International Center for Research on Women	Agriculture, HIV/AIDS, Population and Family Planning, Public Policy and Advocacy, Poverty Reduction	1717 Massachusetts Ave. NW Suite 302, Washington, DC 20036 Tel: (202) 797-0007 Fax: (202) 797-0020 http://www.icrw.org

ORGANIZATION	PROGRAM AREAS/ACTIVITIES	CONTACT ADDRESS (HEAD OFFICE)
International Federation of Red Cross and Red Crescent Societies	Promoting Humanitarian Values, Disaster Response, Disaster Preparedness, and Health and Community Care	Chemin des Crêts 17 Petit-Saconnex, Geneva Tel: +41 22 730 42 22 Fax: +41 22 733 03 95 www.ifrc.org
International Fund for Agricultural Development (IFAD)	Hunger and Rural Poverty, Food Production	Via del Serafico, 107 00142 Rome, Italy Tel: +39 06 5459 2048 Fax +39-065043463 www.ifad.org
International Longevity Center	Research, Policy and Education, Aging, Health	60 E. 86th Street New York, New York 10028, USA Tel: (212) 288-1468 Fax: (212) 288-3132 www.ilcusa.org
International Rescue Committee (IRC)	Agriculture, Civil Society, Disaster and Emergency Relief, Education, Advocacy, Refugees and Displacement, Shelter/Housing	New York, New York 10168-1289, USA Tel: (212) 551-3000 Fax: (212) 551-3180 www.theIRC.org
International Relief and Development (IRD)	Humanitarian Assistance, Health, Infrastructure, Economic, Civil Society, Development, Food Security	1601 North Kent Street; Suite 100 Arlington, Virginia 22209 USA Tel: (703) 248-0161 Fax: (703) 248-0194 www.ird-dc.org
Lutheran World Relief	Poverty and Injustice, Peace & Justice, Emergency Response, Sustainable Rural Development	700 Light Street Baltimore, MD 21230 Tel: (410) 230-2800 Fax: (410) 230-2882 www.lwr.org Third Floor, Ross House 247 Flinders Lane
International Women's Development Agency (IWDA)	Women, Poverty, Oppression, Equitable Growth	Melbourne, Australia Tel: (613) 9650 5574 Fax: (613) 9654 9877 www.iwda.org.au

ORGANIZATION	PROGRAM AREAS/ACTIVITIES	CONTACT ADDRESS (HEAD OFFICE)
Oxfam International	Eradication of Global Poverty, HIV/AIDS, Education, Emergency, Human Rights, Research & Lobbying, Water & Sanitation	26 West Street, Boston MA 02111 1206, USA Tel: (617) 482-1211 Fax: (617) 728-2594 www.oxfamamerica.org
Pact	Rural Development, HIV/AIDS, Agriculture, Civil Society, Education, Social Development	1200 18th St, NW Suite 350 Washington, DC 20036, USA Tel: (202) 466-5666 Fax: (202) 466-5669 www.pactworld.org
Partners for Development	Agriculture, Disaster and Emergency Relief, Education, HIV/AIDS, Nutrition, Population and Family Planning, Rural Development	1320 Fenwick Lane, Suite 406 Silver Spring, MD 20910, USA Tel: (301) 608-0426 Fax: (301) 608-0822 www.partnersfordevelopment.org
Pathfinder International	Education, HIV/AIDS, Population and Family Planning, Public Policy and Advocacy	9 Galen Street, Suite 217 Watertown, MA 02472- 4501, USA Tel: (617) 924-7200 Fax: (617) 924-3833 www.pathfind.org
Population Action International (PAI)	HIV/AIDS, Policy Research and Analysis, Population and Family Planning, Public Policy and Advocacy	1300 19th Street, NW, Suite 200 Washington, DC 20036-1624, USA Tel: (202) 557-3400 Fax: (202) 728-4177 www.populationaction.org
Population Services International (PSI)	Health and Population Control Safe Water, Malaria, Nutrition, Family Planning & HIV/AIDS	1120 19th Street, NW Suite 600 Washington, DC 20036 Tel: (202) 785-0072 Fax: (202) 785-0120 www.psi.org
Save the Children	Child Protection, Economic Opportunity, Hunger, Health, HIV/AIDS, Education, Saving Newborn Lives	54 Wilton Rd. Westport, CT 06880 Tel: (203) 221-4030 Fax: (203) 221-3718 www.savethechildren.org

ORGANIZATION	PROGRAM AREAS/ACTIVITIES	CONTACT ADDRESS (HEAD OFFICE)
The Hunger Project	Agriculture, Civil Society, Education, HIV/AIDS, Policy Research and Analysis, Public Policy and Advocacy, Rural Development, Social Development	15 East 26th Street New York, NY 10010, USA Tel: (212) 251-9100 Fax: (212) 532-9785 www.thp.org
United Methodist Committee on Relief (UMCOR)	Hunger, Health, Refugees, Emergencies	475 Riverside Drive room 330 New York, NY 10115 Tel: (212) 870-3816 or (1800) 554-8583 Fax: (212) 870-3624 www.umcor-ngo.org
United Way International	Training, Consultation and Technical Assistance, Regional and World Conferences	701 North Fairfax St, Alexandria, VA 22314- 2045, USA Tel: (703) 519-0092 Fax: (703) 519-0097 www.uwint.org
Women for Women International	Provides Direct Financial Support to Women, Rights Awareness and Leadership Education, Job Skill Training, Business Development	1850 'M' Street NW, Suite 1090 Washington DC 20036 Tel: (202) 737-7705 Fax: (202) 737-7709 www.womenforwomen.org
World Education	Environmental & HIV/AIDS Education, Community Development, Maternal & Child Health, Governance, Integrated Literacy, Small Enterprise Development, Prevention & Care & Refugee Training	44 Farnsworth Street Boston, MA 02210 Tel: (617) 482-9485 Fax: (617) 482-0617 www.worlded.org
World Vision International	Disaster and Emergency Relief, Promote Social Justice and Human Rights Issues, International Development	800 West Chestnut Avenue Monrovia, CA 91016-3198 United States of America Tel: (626) 301-7712 Fax: (626) 301-7710 www.wvi.org/wvi

Country Divisions/Department for International Development

ORGANIZATION	PROGRAM AREAS/ACTIVITIES	CONTACT ADDRESS (HEAD OFFICE)
African Development Foundation	Financial Support for African Enterprises and Community-Based Organizations	1400 Street NW, 10 TH Floor Washington DC 20005, USA Tel: (202) 673-3916 Fax: (202) 673-3810 www.adf.gov
Australian Agency for International Development (AusAID)	Poverty and Sustainable Development, Human Capital, Security, Governance, Globalization	62 Northbourne Avenue Canberra ACT 2601, Australia Tel: +61 2 6206 4000 Fax: +61 2 6206 4880 www.ausaid.gov.au 200 Promenade du Portage Gatineau, Québec, K1A 0G4
Canadian International Development Agency (CIDA)	International Development, Foreign Aid, International Cooperation	Tel: 819-997-5006 Fax: 819-953-6088 www.acdi-cida.gc.ca 1 Palace Street, London SW1E 5HE, UK
Department for International Development (DFID)	Poverty Reduction in Developing Countries	Tel: 020 7023 0000 Fax: 020 7023 0019 www.dfid.gov.uk
Danish International Development Agency (DANIDA)	Gender, Democratization & Popular Participation, Good Governance, Promotion and Protection of Human Rights	Asiatisk Plads 2 DK-1448, København K, Denmark Tel: 45 33 92 00 00 Fax: 45 32 54 05 33 www.um.dk/da
French Agency for Development	Development Assistance, Financing Development Projects in Developing Countries	5, rue Roland Barthes 75598 PARIS Cedex 12, France Tel: + 33 1 53 44 31 31 Fax: + 33 1 44 87 99 39 www.afd.fr/jahia/Jahia/lang/en/pid
German Technical Cooperation (GTZ)	Political, Economic, Ecological and Social Development	Dag-Hammarskjöld-Weg 1-5 65760 Eschborn, Germany Tel: +49 6196 79-0 115 Fax +49 6196 79-1115 www.gtz.de/en
Icelandic International Development Agency (ICEIDA)	Promotes International Development Co-operation, Combating Poverty, Education, Health Care, Gender Equality, Environmental Sustainability	P.O.Box 5330, 125 Reykjavík Thverholt 14, Iceland Tel: + 354 545 8980 Fax: + 354 545 8985 www.iceida.is/english

ORGANIZATION	PROGRAM AREAS/ACTIVITIES	CONTACT ADDRESS (HEAD OFFICE)
Inter-American Foundation (IAF)	Funding for Non-Governmental & Community-Based Organizations in Latin American and Caribbean Socioeconomic	901 N. Stuart Street, 10th Floor Arlington, VA 22203 Tel: 703.306.4301 Fax: 703.306.4365 www.iaf.gov
Japan International Cooperation Agency (JICA)	Development, Health, Education, Emergency Disaster Relief, Poverty Reduction, Environmental, Governance	6th–13th floors, Shinjuku Maynds Tower 2-1-1 Yoyogi, Shibuya-ku, Tokyo 151-8558 Japan Tel: +81-3-5352-5311/5312 www.jica.go.jp
New Zealand's International Aid & Development Agency (NZAID)	Poverty Elimination, Health, Strengthening Governance, Gender Equality, Education, Human Rights, Environment, Peace Building & Conflict Prevention, Trade & Development	195 Lambton Quay Private Bag 18-901 Wellington, New Zealand Tel: 64 4 439 8200 Fax: 64 4 439 8515 www.nzaid.govt.nz
Norwegian Agency for Development Cooperation (NORAD)	Health, HIV/AIDS, Anti-corruption, Culture, Education, Women & Gender Equality, Environment, Information & Communication Technology, Private Sector Development, Child Rights, Education, Disabilities	Ruselokkveien 26, 0251 Oslo, Norway Tel: 47 2224 2030 Fax: 47 2224 2031 www.norad.no
Organization for Economic Co-operation and Development (OECD)	Economic & Social Issues in Macroeconomics, Trade, Education, Development, Science & Innovations	2, rue André Pascal, F-75775 Paris Cedex 16 France Tel.: +33 1.45.24.82.00 www.oecd.org
SNV Netherlands Development Organisation	Local Government, Water, Gender, Market Access, Forestry, Tourism, Poverty Alleviation, Biogas	Bezuidenhoutseweg 161 2594 AG The Hague Netherlands Tel: + 31 70 3440244 Fax: +31 70 3855531 www.snvworld.org

ORGANIZATION	PROGRAM AREAS/ACTIVITIES	CONTACT ADDRESS (HEAD OFFICE)
Swedish International Development Association (SIDA)	Education, Health, Private Sector Development, Housing, Rule of Law, Research, Infrastructure and Trade	Sveavägen 20 105 25 Stockholm Tel: 46 8 698 50 00 Fax: +46 8 20 88 64 www.sida.se/Sida/jsp
Swiss Agency for Development and Cooperation (SDC)	Education and Basic Health Care, Environmental Health, Economic and Governmental Autonomy, Equity in Labor	Freiburgstrasse 130, 3003 Berne, Switzerland Tel: +41 31 322 34 75 Fax: +41 31 324 13 48 www.sdc.admin.ch
U.S. Agency for International Development (USAID)	Agriculture, Democracy & Governance, Education & Universities, Economic Growth & Trade, Health, Humanitarian Assistance, Global Partnership, Environment	USAID Ronald Reagan Building Washington, DC. 20523-1000 Tel: (202) 712-4810 Fax: (202) 216-3524 www.usaid.gov

United Nations Agencies and Other World Organizations

ORGANIZATION	PROGRAM AREAS/ACTIVITIES	CONTACT ADDRESS (HEAD OFFICE)
United Nations Capital Development Fund (UNCDF)	Poverty, Microfinance	Two United Nations Plaza, 26th Floor New York, NY 10017 Tel: (212) 906-6565 Fax: (212) 906-6479 www.unCDF.org
United Nations Conference on Trade & Development (UNCTAD)	Diversification of Production and Trade Structures, Trade Negotiations, Investment Guides, Research, Technical assistance	Palais des Nations 8-14, Av. de la Paix, 1211 Geneva 10, Switzerland Tel: +41 22 917 5809 Fax: +41 22 917 0051 www.unctad.org
United Nations Development Programme (UNDP)	Democratic Governance, Poverty Reduction, Crisis Prevention and Recovery, Energy & Environment, HIV/AIDS	One United Nations Plaza New York, NY 10017 USA Tel: (212) 906-5000 Fax: (212) 906-5364 www.undp.org

ORGANIZATION	PROGRAM AREAS/ACTIVITIES	CONTACT ADDRESS (HEAD OFFICE)
United Nations Environment Programme (UNEP)	Environmental issues	United Nations Ave., Gigiri PO Box 30552, 00100 Nairobi, Kenya Tel: (254-20) 7621234 Fax: (254-20) 7624489/90 www.unep.org Viale delle Terme di
Food and Agriculture Organization (FAO)	World Hunger and Poverty, Information and Policy Expertise	Caracalla 00100 Rome, Italy Tele: (+39) 06 57051 Fax: (+39) 06 570 53152 www.fao.org Palais des Nations
United Nations Research Institute for Social Development (UNRISD)	Social Development, Research & Policy Analysis	1211 Geneva 10 Switzerland Tel: + 41 (0)22 917 3060 Fax: +41 (0)22 917 0650 www.unrisd.org
United Nation Division for Social Policy and Development	Social Analysis, Policy Development, International Cooperation for Social Development, Advisory Services	Department of Economic and Social Affairs, United Nations, DC2-1320, New York, NY 10017, USA Fax: 1 212 963 3062 www.un.org/esa/socdev
United Nations High Commissioner for Refugees (UNHCR)	Refugee Issues: Legal Protection, Emergency Food & Shelter, HIV/AIDS, Education, Environment	Case Postale 2500 CH-1211 Genève 2 Dépôt Suisse Tel: +41 22 739 811 www.unhcr.ch
United Nations Industrial Development Organization (UNIDO)	Industrial Governance, Agro-Industry, Private Sector Development, Industrial and Technology Investment, Trade, Sustainable Energy & Climate Change, Environmental Management	Wagramerstr. 5 P.O. Box 300 A-1400 Vienna, Austria Tel: +43 (1) 26026-0 Fax: +43 (1) 2692669 www.unido.org
UN Economic & Social Commission for Asia and the Pacific	Economic and Social Development, Development Assistance, Advisory Services to Governments	The United Nations Building, Rajadamnern Nok Avenue, Bangkok 10200 Thailand Tel: (66-2) 288-1234 Fax: (66-2) 288-1000 www.unescap.org

ORGANIZATION	PROGRAM AREAS/ACTIVITIES	CONTACT ADDRESS (HEAD OFFICE)
UN Department of Economic and Social Affairs	Poverty, Development, Social and Economic Emergency Needs	1 UN Plaza, Rm DC1-1428 New York, NY 10017 www.un.org/esa P.O. Box 11-8575, Riad el-Solh Square, Beirut, Lebanon
UN Economic & Social Commission for Western Asia	Regional Economic and Social Development	Tel: (961-1) 981301 Fax: (961-1) 981510 www.escwa.org. Palais des Nations
United Nations Economic Commission for Europe	Trade, Transport, Environment, Economic and Environmental Analysis	CH - 1211 Geneva 10 Switzerland Phone: +41 (0) 22 917 12 34 Fax: +41 (0) 22 917 05 05 www.unece.org
UN Economic & Social Commission for Latin America & the Caribbean	Economic and Social Development	Av. Dag Hammarskjold 3477 Vitacura, Santiago Chile Tel: (56-2) 210-2000 Fax: 56-2) 208-0252 www.eclac.cl
United Nations Educational, Scientific & Cultural (UNESCO)	Education, Social and Human Sciences, Culture	7, place de Fontenoy 75352 Paris 07 SP, France Tel: +33 (0)1 45 68 10 00 Fax: +33 (0)1 45 67 16 90 www.unesco.org
United Nations International Children's Fund (UNICEF)	Girls' education, HIV/AIDS, Child Protection, Gender Equality, Health, Early Childhood	UNICEF House 3 United Nations Plaza, New York, New York 10017 U.S.A. Tel: (212) 326-7000 Fax: (212) 887-7465 www.unicef.org
United Nations Volunteers (UNV)	Volunteerism, Sustainable Human Development	Postfach 260 111 D-53153 Bonn, Germany Tel: (49 228) 815 2000 Fax: (49 228) 815 2001 www.unvolunteers.org
UN-Habitat	Shelter, Water, Development, Human Settlements, Poverty, Environmental Sustainability	P.O. Box 30030 Nairobi, Kenya Tel: (254 20) 7623120 Fax: (254 20) 7623477 www.unhabitat.org

ORGANIZATION	PROGRAM AREAS/ACTIVITIES	CONTACT ADDRESS (HEAD OFFICE)
World Food Programme (WFP)	Food Security, Global Health	Via C.G.Viola 68, Parco dei Medici, 00148 – Rome Italy Tel: +39-06-65131 Fax: +39-06-6513 2840 www.wfp.org
Joint United Nations Programme on HIV/AIDS	Poverty, HIV/AIDS, Primary Education	20, avenue Appia CH-1211 Geneva 27 Switzerland Tel: +41.22.791.3666 Fax: +41.22.791.4187 www.unaids.org
International Labour Organization (ILO)	Social Justice and Human and Labor Rights	4, route des Morillons CH-1211 Geneva 22 Switzerland Tel: +41.22.799.6111 Fax: +41.22.798.8685 www.ilo.org
World Bank	Financial and Technical Assistance, Poverty	1818 H Street, NW Washington, DC 20433, USA Tel: (202) 473-1000 Fax: (202) 477-6391 www.worldbank.org
International Monetary Fund (IMF)	Economic and Financial Development & International Monetary Cooperation, Exchange Stability & Arrangements	700 19th Street, N.W., Washington, D.C. 20431 USA Tel: (202) 623-7300 Fax: (202) 623-4661 www.imf.org
Economic Community of West African States (ECOWAS)	Cooperation and Integration Political Stability, Economic Growth, Good Governance	101, Yakubu Gowon Crescent, Asokoro District P.M.B. 401 Abuja, Nigeria Tel: (234) (9) 31 47 647-9, www.ecowas.int/
OPEC Fund for International Development	Cooperation between OPEC member countries & developing countries, Social & Economic Advancement, Technical & Financial Assistance, Food Aid, Emergency Relief, HIV/AIDS	Parkring 8, A-1010 Vienna, Austria Tel: (+43 1) 515 64-0 Fax: (+43 1) 513 92 38 www.opecfund.org

ORGANIZATION	PROGRAM AREAS/ACTIVITIES	CONTACT ADDRESS (HEAD OFFICE)
Organization for Economic Co-operation and Development	Democratic Governance, Market Economy	2, rue André Pascal F-75775 Paris Cedex 16 France Tel: +33 1.45.24.82.00 Fax: +33 1.45.24.85.00 www.oecd.org
