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United States-Based Conceptualization of International Social Work Education

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United States-Based Conceptualization of International Social Work Education

Abstract

The paper introduces readers to the nature and variety of American-based international practice at seven levels of analysis. The paper provides a historical backdrop for contemporary practice and suggests options available to American social workers in integrating the international dimensions of social work in their day-to-day practice both at home and when working in other countries. A generous bibliography is included in the papers as are references to libraries of widely available electronic resources.

Disciplines

Social and Behavioral Sciences

Comments

Working Paper of the Global Commission of the U.S. Council on Social Work Education.

**United States-Based Conceptualization of
International Social Work Education**

Prepared

by

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Council on Social Work Education

Commission on Global Social Work Education

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INTRODUCTION

The growing demand for recognition of the international dimension of social work has increased in recent years, and the need for international social work education guidelines has increased correspondingly. Forces behind this include the current globalization in the world (bringing increased interest in global and international content in the social work curriculum), increasing numbers of social work programs offering a wide range of international content.

The Commission on Global Social Work Education (CSWE Global Commission) is charged with the mandate to help further the international/global agenda for the Council on Social Work Education (CSWE), provide leadership to the organization on global social work education and research, and encourage the development and inclusion of an international dimension in social work curricula. Given that charge, the CSWE Global Commission was asked by member schools to develop a concept paper on education for international social work, and this represents our first draft in this ongoing effort. It is important to note that this document is viewed as a developing knowledge area that will continue to be updated.

This paper provides an initial set of perspectives to guide the development of curricula for international social work education and practice. The intended users of this document are social work faculty, students, staff, and administrators, as well as practitioners with an international/global interest.

Although this paper represents perspectives of the CSWE Global Commission, the Commission recognizes that there are additional models available. Some of these models can be found in the appendices. We welcome further resources and comments to be included in the next iteration of the document (comments may be submitted to the Commission via our chair, Dr. Cudore Snell at csnell@howard.edu).

The CSWE Global Commission expresses its gratitude to Dr. Richard Estes for his important work on this document. Additionally, we recognize the ongoing and significant contributions of Dr. Katherine Kendall to the advancement of international social work education. Finally, Dr. Doreen Elliott, who chaired the CSWE Global Commission at the time of this paper's initiation, provided key leadership in early versions. Although this work is a product of the Global Commission, it would not be complete without the contributions of these social work education leaders.

EXECUTIVE SUMMARY

This document presents a broad range of educational issues related to the introduction of international content into the curricula of graduate and undergraduate social work programs in the United States. Social work as a profession began in Europe and later spread to the United States; the discipline has recently been influenced by international issues such as immigration, war, poverty, and famine. These events have advanced the globalization of the social work profession and are important challenges to consider throughout this paper. Collaboration, exchange of information, and shared values have also shaped international social work and are discussed here.

This paper describes some of the critical values and beliefs underlying international social work practice, as well as the goals, knowledge base, and levels of practice for international social work practice and education. Practice sectors for international social work are identified using North American social work education as the framework for outreach. The important contributions of global social work educators are recognized throughout the document, particularly as they helped shape international social work efforts based in the United States. Curricular areas, models, and approaches are emphasized throughout the paper, as are resources for social work educators aiming to enhance international/global content in their courses.

The paper is divided into four parts. Part I discusses the history, theory base, levels, and sectors of practice associated with international social work. Part II discuss the forces influencing international practice, including the effect of such diverse forces as “modernization” and “globalization” on development-focused international social work practice. Part III identifies specific models of education for international social work practice. Part IV and the following appendices identify a range of electronic, print, and organizational resources available to international social work educators who are interested in further information.

Part I

INTERNATIONAL SOCIAL WORK:

A SOCIAL DEVELOPMENT APPROACH

International social work is a discrete field of practice within social work that seeks to improve the social and material well-being of people everywhere. It is practiced across geopolitical borders and at all levels of social and economic organization. International social work also is development-focused and, as such, much of international social work practice occurs at the local, state, and provincial levels within individual countries.

Although some social work educators are relatively new to the field of international social work, many others began to initiate these discussions more than 50 years ago. For instance, CSWE sponsored a 1956 task force with the goal of defining international social work and also cosponsored several important curriculum development conferences on international social work in the 1960s. The changing global economy, coupled with rising immigration and a more pluralistic worldview among many students and faculty, places these issues again at the forefront of social work education. Renewed emphasis is being placed in social work on the need to sensitize students and practitioners to the international dimensions of practice in their own countries. Attention is also being given to preparing students for professional careers in international social work, including in the thousands of nongovernmental and quasi-governmental organizations that contribute to development-focused international work in all regions of the world. In support of these initiatives, various approaches to international social work education have emerged that integrate the theory base and rich practice traditions of social work with those of social development.

This paper discusses a broad range of educational issues related to the introduction of international content in the curricula of graduate and undergraduate social work programs.

Brief History of International Social Work

The increasingly interdependent world and the need for the development of international collaboration have necessitated the introduction of international concepts and global competence to the social work profession. The history of internationalization in the social work profession is connected to the rise of social problems resulting from global interactions and economic interdependence of countries around the world. Over time, social work professionals have been increasingly confronted with the challenges of immigrants and refugees or have traveled to assist in humanitarian and reconstruction efforts during or after major catastrophic events such as disasters and war. Consequently, social work education has embraced a global perspective on many fronts: curriculum transformation, study abroad, student and faculty exchange, and collaborative overseas research, among others.

Social work as a profession began in Amsterdam in 1899 and later spread concurrently throughout Europe and the United States. Eventually, in the 1920s, it found its way to other places in the

world including South America, the Caribbean, India, and South Africa (Kendall, 2000). The formation of the International Association of Schools of Social Work and the International Federation of Social Work in 1928 and 1929, respectively, gave impetus to the profession in organizing social work practitioners and educators from around the globe. These two major international social work organizations have also provided leadership in connecting international agencies and international development organizations to social work worldwide. Social workers have played and continue to play a vital role internationally in promoting humanitarian assistance, post-disaster development and reconstruction, and social and economic development.

Increasingly, as the social work profession continues to develop 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 developing 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 on single concept of the profession. As recently as 2 decades ago formal restructuring of social work program curricula began as an effort to ensure the inclusion of international social work in the training and preparation of social work students (Asamoah, Healy, & Mayadas, 1997). The spread of the social work profession began as an international movement, and today, as our world “shrinks” due to immigration and technology, we are returning in many ways to the roots of social work as we reconnect with our sister organizations across the world. A very dramatic and relevant aspect of globalization is migration and the increasing representation of foreign born persons in the U.S. population. This is one key driving force for social work programs to internationalize and is a reason for the mandate in CSWE policies that programs should reflect the needs of their service areas. The U.S. population is approaching 13% foreign born, with one in every four poor children living in a family with a least one immigrant parent and 18% of all residents in a home where a language other than English is spoken. Migration is the new priority topic for the CSWE Katherine A. Kendall Institute.

The Values and Beliefs of International Social Work Practice

Wide agreement exists within the profession concerning the orienting values and practice assumptions of international social work:

- Social, political, and economic events occurring in any region of the world have direct, often immediate, and sometimes lasting consequences on the quality of life and human rights in all other regions of the world.
- The underlying dynamics of human degradation and social injustice found in local communities often emanate from social, political, and economic forces that are international in character.
- International social forces both contribute to and sustain social inequalities in particular locales (e.g., the international dimensions of global poverty and discrimination on the basis of race, class, and caste).

- Only under conditions of peaceful coexistence can local, national, and international social development and, in turn, human development be accelerated.
- The need to restructure the national and international social orders is particularly urgent to reduce the profound, largely unnecessary, levels of human misery, degradation, and violence that persist in many countries and regions of the world.
- International social work specialists possess a unique body of knowledge and skills that can positively effect the national and international social situation, especially in helping to find sustainable solutions to recurrent local, state, national, and international social problems.
- Substantial numbers of international social work specialists acting individually and collectively are continuing the national and international social movements begun by their predecessors toward the establishment of a more peaceful and socially just world order.

These orienting values and beliefs are far-reaching and provide a framework for integrating the diverse social change activities engaged in by international social workers. These values and beliefs also bear directly on the purpose, goals, and structure of professional programs of development education.

The Goals of International Social Work

Agreement also exists in the social work profession concerning the goals of development-focused international practice:

- The elimination of barriers to development which, in every society, have been used to oppress historically disadvantaged population groups—especially women; older adults; children and youth; persons with disabilities; political and economic refugees; persons with mental illness; and persons who have been disadvantaged on the basis of gender, race/ethnicity, poverty, religion, social class, caste, and sexual orientation
- The realization of more balanced approaches to social and economic development
- The assignment of the highest priority to the fullest possible *human* development
- The fullest possible participation of people everywhere in determining both the means and outcomes of development
- The elimination of absolute poverty everywhere in the world
- The promotion and protection of human rights for all citizens
- The realization of new social arrangements that accelerate the pace of development and assure the satisfaction of basic needs of people everywhere

- The transformation of societies toward more humanistic values based on social justice, the promotion of peace, and the attainment of the fullest possible human development

The Knowledge Base of International Social Work

Specialists in international social work draw substantial knowledge from sociology (especially stratification theory, the sociology of mass movements, processes of regional development); political science (especially power domains, political influence, and structures of political parties); economics (especially theories of economic production, distribution, and consumption); education (especially theories of adult learning); philosophy (especially theories of justice and social ethics); and, in some cases, from religion (e.g., liberation theology). Development-focused international social workers also draw heavily from group work, social planning, and community organization practice for much of their skill base.

Levels of Practice in International Social Work

Table 1 identifies the primary processes and major outcomes associated with eight levels of international social work practice: individual empowerment, group empowerment, conflict resolution, institution-building, community-building, nation-building, region-building, and world-building.

Table. 1. Levels of Development-Focused Practice in International Social Work

Practice Levels	Major Focus Area
Individual & group empowerment	Individuals and groups learning, through self-help, mutual aid, and conscientization strategies, how to perceive and <i>act on</i> the contradictions that exist in the social, political, and economic structures intrinsic to all societies
Conflict resolution and peace building	Efforts directed at reducing (1) grievances between persons or groups or (2) asymmetric power relationships between members of more powerful and less powerful groups
Institution-building	Refers both to the process of "humanizing" existing social institutions and that of establishing new institutions that respond more effectively to new or emerging social needs
Community-building	Through increased participation and social animation of the populace, the process through which communities realize the fullness of their social, political, and economic potential; the process through which com-

Practice Levels	Major Focus Area
	munities respond more equitably to the social and material needs of their populations
Nation-building	The process of working toward the integration of a nation's social, political, economic, and cultural institutions at all levels of political organization
Region-building	The process of working toward the integration of a geopolitical region's social, political, economic, and cultural institutions at all levels of social organization
World-building	The process of working toward the establishment of a new system of international relationships guided by the quest for world peace, increased social justice, the universal satisfaction of basic human needs, and for the protection of the planet's fragile ecosystem

In addition to these levels of development-focused practice, international social work also includes

- (1) the provision of personal social services to people in distress, such as war victims, refugees, orphaned children, and victims of trafficking;
- (2) organizational efforts directed at helping poor and other powerless people remove the sources of their oppression, such as corrupt landlords, unjust employers, colonial administrators, and racism;
- (3) the establishment of new social institutions such as credit unions, mutual aid societies, community welfare centers, seed banks, and social security schemes;
- (4) the reform of existing institutions to make them more responsive to the needs of those for whom the institutions were designed;
- (5) efforts that seek to accelerate the pace of development in local communities, states and provinces, nations, regions and, ultimately, the world itself ;
- (6) the promotion of internationally guaranteed human rights;
- (7) peace promotion; and
- (8) protection of the planet's fragile ecosystems.

Development-focused social work specialists can be found in every country and region of the world and in virtually all sectors of practice. Development-focused international specialists function within social work as caseworkers and group workers, community organizers, administrators, social planners, researchers, consultants, educators, and members of boards of directors. They also serve in the councils of governments and are members of national parliaments. Devel-

opment-focused international social workers also are employed by or serve as consultants to the United Nations and other quasi-governmental bodies. And development-focused international social workers provide professional leadership to the tens of thousands of nongovernmental organizations that operate throughout the world.

Practice Sectors in International Social Work

International social work is practiced across of broad range of sectors, that is, public and private institutions and organizations that seek to promote the common good through the provision of specialized services and other activities (e.g., health, education, transportation, communications, finance). Table 2 identifies the major sectors in which international social work is practiced, albeit a larger number of sectors in which development-focused international social workers are employed can be identified.

Table 2. Interdisciplinary Practice Sectors in International Social Work

<ul style="list-style-type: none"> • Addiction • Aging • Agriculture • Child welfare • Communications • Consumer security • Criminal & juvenile justice • Culture • Defense • Disaster relief and management • Economic development • Education • Employment 	<ul style="list-style-type: none"> • Energy • Environment • Food • Health • HIV/AIDS • Housing • Human rights • Income support • Immigration and migration • Leisure time & recreation • Microfinance and social entrepreneurship • Population 	<ul style="list-style-type: none"> • Poverty • Religion & religious organizations • Refugees & internally displaced persons • Reproductive health • Rural development • Social services • Sports • Technology • Transportation • Urban development • War & terrorism
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Part II

FORCES INFLUENCING INTERNATIONAL SOCIAL WORK

Globalization and the new wave of technological innovations, coupled with global interdependence between and among individuals, groups, and nations, are having a tremendous effect on social work education and practice throughout the world. With increasing global social problems, social work professionals are continuously engaged in finding solutions to both local and global problems. This trend is reflected in the social work profession's involvement in a variety of international dimensions of practice and with various organizations concerned with global challenges and issues. Some examples of levels of social work practice in the international arena include individual empowerment, group empowerment, institution building, community building, nation building, region building, and world building. Social workers are also engaged in challenging the current trends in international social policies and programs that affect vulnerable populations. Examples of international social work practice include human rights, social development, advocacy, poverty, and social justice, as well as responding to conflict, disasters, and the needs of displaced populations such as immigrants and refugees.

It is important to acknowledge that, increasingly, aspects of international practice can be carried out within one's own domestic environment. For example, the rise of migration and displacement has resulted in an increased number of social workers who may or may not identify as international social workers engaging with immigrant and refugee populations in their own countries. Consequently, whether social workers are working locally or outside of their home countries, they need to familiarize themselves with global affairs, and they must develop an internationally oriented multicultural competence to ensure effective delivery of services to vulnerable populations. Social work education therefore plays an integral role in ensuring the integration of international competence of its students and future practitioners.

Modernization and International Social Work

Modernization refers to the act or process of making more current that which exists at a less complex, less specialized, and less differentiated state of development. Contemporary technologies (including social, political, and economic technologies) often are used as the measure of a population or social collectivity's state of modernization. By their nature, however, the standards used to assess and, in turn, guide modernization efforts often exist outside the target collectivity and, if adopted, may undermine a collectivity's historical and traditional patterns of behavior.

Globalization and International Social Work

Globalization refers to the international integration of all processes associated with economic production, distribution, and consumption. The process has been on-going since the period of the Enlightenment and is most reflected in the market and free trade principles associated with the economic theories of Adam Smith (1723–1790), David Ricardo (1772–1823), and contemporary neoconservative economists. The World Trade Organization, the North American Free Trade

Agreement, the agreements that inform the economic structure of the European Union, and the structural adjustment requirements imposed by the World Bank and the International Monetary Fund on developing countries are examples of the transnational nature of the global economic processes that exist today. Increasingly, globalization has spread beyond the marketplace and now seeks to harmonize a great variety of social, political, and military systems. A social work-based definition of globalization) describes the concept as “a process of global integration in which diverse peoples, economies, cultures and political processes are increasingly subjected to international influences” (Midgley, 1997, p. xi). Additionally, Midgley suggested that globalization indicates “the emergence of an inclusive worldwide culture, a global economy, and above all, a shared awareness of the world as a single place” (1997, p. 21).

“Social Development” and International Social Work

Development refers to the process of actualizing something that exists in only a latent form. The development focus of international social work places clients (often referred to as “partners” or “co-producers”) at the center of development change efforts and therefore understands that individuals, communities, and other social collectivities carry primary responsibility for determining the means and goals of the change efforts in which they participate.

According to the late Daniel Sanders (1982), development practice in social work can be viewed as a *movement*, a *perspective*, and a *practice mode*. As the means of development, development-focused social work refers to the processes through which people are helped to realize the fullness of the social, political, and economic potentials that already exist within them. As the “goal” of development, development-focused social work refers to the realization of new but sustainable systems of interpersonal and international relationships that are guided by a quest for peace, increased social justice, and the satisfaction of basic human needs. Further, development-focused social work practice is a multidisciplinary and cross-sectoral field and is practiced across all geopolitical borders and at all levels of social, political, and economic organization.

Certainly, modernization and globalization have shaped the development contours and discourse in countries across the globe. These processes and global interdependence have influenced not only international relations and social, political, and economic environments, but have also hugely affected how we conduct international social work education and practice. Although modernization and globalization in nations across the globe have had positive effects, it has also created a variety of global social challenges. This is particularly the case for developing countries that are frequently the target of external imposition of development programs, strategies, and change processes. Through modernization many countries have experienced and continue to experience social change and the potential for self-sufficiency. With the advent of globalization social problems cannot be effectively dealt with by a single country. Unfortunately, most developing countries are falling outside of the beneficial aura of globalization. Therefore, a collaborative effort that transcends national boundaries should be employed in tackling these global social problems.

Part III

EDUCATION FOR INTERNATIONAL SOCIAL WORK

The effect of globalization, global migration, disasters, poverty, diseases, and other social problems have made it incumbent on social work education and practitioners to play a principal role in the understanding and clarification of the implications of globalization on the welfare of individuals, families, communities, and nations. The international dimension of social work requires that social work professionals both understand the local environment and approach social problems from a global perspective. Indeed, social work education must focus on what is deemed relevant to the profession as it pertains to the local conditions of a country as well as understand and learn from the approaches and solutions developed for social problems in other parts of the world (Hokenstad & Midgley, 2004). Collaboration across nations and across educational programs in social work is imperative. Social work professionals must position themselves to tackle today's complex social problems by establishing a linkage between the local and the global through the integration of a human rights framework for global social justice.

Ignorance, prejudice, bigotry, and stereotypes are socially constructed problems that continuously threaten our human rights and social and economic justice until addressed. International social work education prepares students not only by instilling the necessary knowledge base but also by teaching them the skills to become advocates for the vulnerable constituents of our global population (Mathbor, 2008). Given the increasing need for global awareness among U.S. social work educators and students, this section identifies specific models of education for international social work practice and curricular issues associated with international education for social work. Goals of international education include

- informed citizenship,
- competent domestic practice (with a focus on migration),
- international practice—especially in social/international development, and
- global policy/problem solving.

Models of Education for International Social Work Practice

The vast majority of international social workers function within one of four basic models of practice:

- (1) Personal Social Services Model
- (2) Social Welfare Model
- (3) Social Development Model
- (4) Global Social Transformation Model

Each model of practice reflects a different ideological orientation with respect to its formulation of the causes of national and international mal-development.

Each model also prescribes a different set of solutions for advancing more balanced approaches to social and economic development and for helping historically disadvantaged population groups and others achieve increased political equality.¹

These models also inform the specialized educational goals, substantive content, and programmatic structure of different programs of development-focused international education in social work, including those that seek to prepare social workers for leadership roles in international social work.

Personal Social Services Model

This model seeks to extend to people everywhere a range of basic social services that are needed to either restore or enhance their capacity for social functioning. The model's primary goals are (1) to provide remedial and preventive services to individuals, families, and groups whose optimal social functioning is either temporarily impaired or interrupted; and (2) to extend social protection to population groups that are threatened by exploitation or degradation. The Personal Social Services Model also seeks to ensure increased sensitivity and responsiveness on the part of human service providers to the special service needs of culturally diverse population groups.

Social Welfare Model

This model is rooted in comparative social policy and comparative social research. The goals associated with the Social Welfare Model include (1) self-help; (2) mutual aid; (3) humanitarianism; and (4) the establishment of effective, preferably universal, systems of formal social provision. The Social Welfare Model also views developmental social welfare practice as part of the worldwide movement that seeks to promote social security and social justice for people everywhere.

Social Development Model

This model has its origins in community organization and community development practice and therefore promotes the fullest possible participation of people in determining both the means and goals of social development. In doing so the model seeks to provide a framework for understanding the underlying causes of human degradation, powerlessness, and social inequality everywhere in the world. The ultimate goal of the Social Development Model, however, is to guide collective action toward the elimination of all forms of violence and social oppression.

¹ Differences in practice orientation stem primarily from the anchoring social science disciplines and intellectual traditions that inform the social work knowledge and skill base of the particular model (e.g., economics, political science, sociology, psychology, adult education). These differences also reflect the multiple levels of intervention in which social workers are involved, ranging from addressing the psychosocial needs of individuals and families to cooperative activities with other development stakeholders in transnational social movements.

Global Social Transformation Model

This model is closely associated with the writings of "visionary" economists, political scientists, legal scholars, and environmentalists. Major components of the Global Social Transformation Model are reflected in the fundamental reforms to the existing social order sought after by the United Nations (e.g., the *Millennium Development Campaign, Declaration on the Rights of the Child* [MDGs], *Declaration on the Rights of Indigenous People, the Kyoto Protocol*, among many others) as well as in the work of non-governmental organizations at all levels of social organizations and that of independent scholars. Elements of the Global Social Transformation Model have been described in detail by various social work theoreticians as well.

The Global Social Transformation Model asserts that the most serious problems confronting humanity are rooted in the fundamental inequalities that exist in the present world order; that is, in the system of international institutions that govern relationships between nations and, within nations, between groups of people. In promoting its social change objectives the Global Social Transformation Model calls for the creation of a new world order based on (1) recognition of and respect for the unity of life on earth; (2) the minimization of violence; (3) the satisfaction of basic human needs; (4) the primacy of human dignity; (5) the retention of diversity and pluralism; and (6) the need for universal participation in the process of attaining worldwide social transformation.

Curricular Issues Related to Education for

International Social Work Practice

International content can be introduced into programs of professional education at one of three levels of curricular intensity: selective, concentrated, or integrated. Each level of curricular intensity imposes different demands on the resource base of individual programs and therefore results in graduates with varying degrees of preparation for international practice.

In general, programs should be guided in their choice of level of curricular intensity by (1) the degree of faculty commitment to preparing specialists for international practice; (2) the adequacy of available financial, library, field practica, and other resources; (3) the need to balance the requirements of education for international practice with those of other educational priorities; and, (4) the sometimes contradictory expectations imposed on programs by other educational stakeholders, including students and their families, alumni, funding sources, boards of directors, accreditation bodies, prospective employers, and so on. Experience also has taught that resolution of the curricular intensity issue also is influenced by a combination of institutional history and organizational climate.

The general educational purposes, learning objectives, and programmatic requirements associated with each level of international curricular intensity are summarized in following paragraphs.

The Selective Approach

In the selective approach international social work is studied primarily for the purpose of helping students gain a fuller understanding of the international dimensions of *domestic* social problems (e.g., the effect on domestic social services of the growing numbers of political and economic refugees, other economic migrants, AIDS, international drug trafficking). The selective approach includes both limited course work and opportunities for limited field practice in cross-cultural or other cross-national phenomena.

In general, the selective approach can succeed in reaching a large number of students, but the level of preparation of these students for international work tends to be less than adequate. The primary advantage of the selective approach to curriculum-building for programs is two-fold: (1) it allows for the inclusion of at least some international content in the curriculum, and (2) the resource demands of the approach tend to be rather modest.

The Concentrated Approach

In the concentrated approach international social work is identified as a discrete field of professional practice. The goals of the concentrated approach focus on helping students acquire a deep understanding of the international forces that influence the development and, hence, practice dilemmas that exist everywhere in the world (e.g., the international dimensions of racism, sexism, heterosexism, poverty, minority/majority group conflicts).

In general, programs that choose a concentrated approach to international education offer a wide array of specialized courses and field practica opportunities. Students, in turn, may elect international social work as their major or field of specialized study. Hence, the concentrated approach makes demands on the resources of educational programs comparable to those required by other areas of specialized study.

The Integrated Approach

The integrated approach requires the creation of highly specialized programs that seek to prepare students for leadership roles in national and international social work practice (including social administration, social policy, and social research). The faculty of these programs tend to be drawn from all areas of the social sciences and often from the humanities and physical sciences. Integrated programs of international education also tend to reflect a cross-sectoral perspective concerning social work and its practice throughout the world.

The resource demands of integrated programs of development education are considerable. However, the need for such programs is justified on the basis of (1) the transnational and cross-sectoral nature of many of the most urgent social, political, and economic problems that confront the world today; and (2) the many national and international career opportunities that exist for highly educated specialists in international social work.

Lessons from Abroad

These are an important source of policy ideas and program innovations in social welfare and social work. The adaptation of model programs and best practices from other countries can benefit the United States. The sharing of knowledge about programs and practices cross-nationally is facilitated by telecommunications technology. The Internet provides the means for both rapid and detailed exchange of ideas and information about innovative service delivery systems and evidence-based practice interventions around the world. As the world grows smaller, the exchange of best practices and programs can become a more normal occurrence.

Learning from other countries is evidenced in the history of American social welfare and social work. The Charity Organization Society and the Settlement House movement, the major roots of voluntary agencies and the social work profession, started in England and were exported to the United States. There are also more recent examples of human service innovations from abroad. The first U.S. hospice was based on a British model. It coupled modern pain management techniques with special attention to the social, emotional, and spiritual effects of terminal illness on patients and their families. Social workers today play a major role in hospice care along with other health care professionals.

Of course, the developed world is not the only source of innovations in programs and practice. Micro-lending has become a major component of community as well as social development and originated in Bangladesh, where the first Grameen Bank was set up in 1976. Small loans to groups of landless peasants provided a community-building strategy that quickly spread not only to other developing countries, but also to the United States. This approach to poverty alleviation and asset building is now well-established throughout the world as an important tool for both economic and social development.

All programs in other nations will not fit the American social welfare systems, but many have the potential of being adapted to the complex and often fragmented approach to service delivery in this country, as were hospice and micro-lending. Knowledge about policies and programs abroad is the first step to making this happen. Exchange programs and studies by social work educators can be used to produce this knowledge. In the 1970s the National Association of Social Workers developed a project titled Strengthening Families Through International Innovations Transfer. Programs of family preservation and reunification in a number of different countries were examined, and their feasibility for implementation in the United States was considered. One of the programs studied—the extended family circle focus for juvenile justice programs, which originated in New Zealand—has since been widely used in this country. British initiatives to support family caregivers of older people and Swedish and Norwegian innovations in elder care are examples of lessons from abroad analyzed in other studies by American social work educators.

Social work in the United States has only recently begun to take full advantage of 21st century opportunities to learn and share internationally. The growing number of internationalists in social work education and practice still give evidence of an increased interest in learning from other countries. The Global Commission of CSWE and the International Committee of NASW, along

with American participation in international social work organizations, provide focal points for discussion of programs and practices around the world. More international research and demonstration projects are needed to take full advantage of potential lessons from abroad. Progress is still being made.

Part IV

RESOURCES FOR INTERNATIONAL SOCIAL WORK EDUCATION

There are many resources available to support international social work education and practice in the United States and abroad. These resources include not only materials for international education such as the electronic resources provided by CSWE's Katherine A. Kendall Institute, but also social work and other international development organizations that make themselves available for international social work or development partnership activities.

Appendix A contains the names of international professional organizations and journals of interest to global social work education. Appendix B is a list of international social work, multilateral, and bilateral organizations and departments responsible for international social and economic development issues and projects that could serve as potential partners in the area of international development. It is recommended that this list be used by faculty, social workers, and students to explore potential memberships, field placements, job opportunities, research, consultancy, or programmatic partnerships. These resources are relevant for a global-conscious approach to social work education. Every attempt should be made to explore additional resources from a wide range available, because a complete list may be impossible. Appendix C contains a list of the Partners in International Social Work Education Award winners for recent years.

CONCLUSIONS

Events occurring in all regions of the world offer compelling evidence of the need for new approaches to the education of social workers for international practice. These pressing current global crises include but are not limited to the dramatic rise in global poverty in Asia and Latin America, repeated famines in sub-Saharan Africa; the growing numbers of political and economic refugees in Asia, Africa, and the Caribbean; war, terrorism, and human rights challenges; global warming; the AIDS pandemic; and growing problems of homelessness combined with historically high levels of un- and underemployment in Europe, Australia, New Zealand, and elsewhere. Indeed, many of the most difficult "domestic" social problems confronting contemporary social workers in the United States are rooted in transnational forces that originate in other regions of the world.

Social workers require new levels of understanding and new models of practice if they are to contribute effectively toward the resolution of social problems that are rooted in worldwide social, political, and economic realities. At a minimum these new models of practice must reflect

an understanding of the transnational nature of the social problems that bring clients, client groups, and other constituencies to the attention of human service workers. They also must be grounded on empirical evidence and must offer positive guidance concerning a range of social development solutions that can be applied to discrete social needs.

In view of the rapidly changing international environment, CSWE's Global Commission intends to continually update this paper. New versions will include material emphasizing a social work education response to themes such as war, economic crisis, migration, immigration, human rights, global civil society, disaster relief, and global warming. Challenges in disaster response, such as the recovery effort for the recent Myanmar cyclone, will be addressed. Throughout our revised document, we will discuss the challenges and benefits of technology use throughout the world, particularly in emerging nations. The Global Commission welcomes the feedback of members and affiliated colleagues in our continuing work in this area; please submit suggestions and comments to Dr. Cudore Snell (csnell@howard.edu).

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<http://www.unicef.org/sowc09/report/report.ph>.

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http://hdr.undp.org/en/media/HDR_2009_EN_Complete.pdf.

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Appendix A: International Professional Organizations and Journals

International Professional Organizations

IASSW www.iassw-aiets.org: International Association of Schools of Social Work.

ICSD www.icsd.info: International Consortium for Social Development

ICSW www.icsw.org: International Council on Social Welfare

IFSW www.ifsw.org: International Federation of Social Workers

International Journals Relevant to Global Education

Asia-Pacific Journal of Social Work

Caribbean Journal of Social Work

European Journal of Social Work

International Social Work

Journal of Global Social Work Practice (electronic journal available at www.globalsocialwork.org)

Journal of Social Development in Africa

Social Development Issues

Note: Many other national associations have journals, including but not limited to Australia, India, Great Britain, and Canada.

Appendix B: International Social Work Online Resource List

The following tables, modified from an Association of Baccalaureate Program Directors International Committee handout (Mama, Guevara, & Ritchie, 2006), provide a sample of Internet resources for international social work. Please note that this is not an exhaustive list and that Web site addresses routinely change.

Employment Directories and Indices

<i>Organization</i>	<i>Web Address</i>	<i>Overview</i>
International Career Employment Weekly	www.internationaljobs.org	Provides an electronic mailing list with free daily job postings
Union of International Associations	www.uia.org	Comprehensive source of information on global civil society
International Vacancy Listing	www.state.gov/p/io/empl	Biweekly listing of employment opportunities in the United Nations and other organizations
The Development Directory	www.devdir.org	Aims to promote interaction and active partnerships among governments, private sector, and key development organizations in civil society
Idealist Search Engine	www.idealist.org	Interactive site where people and organizations can exchange resources and ideas, locate opportunities and supporters, and take steps toward building a world where all people can lead free and dignified lives
PRAXIS—Online Resources for Social and Economic Development	http://www.sp2.upenn.edu/~resources/praxis.html	Provides access to a vast array of archival resources on international and comparative social development
Foreign Policy Association	www.fpa.org	Dedicated to inspiring the American public to learn more about the world and inspiring participation in policy issues
Interaction	www.interaction.org	Coalition of U.S.-based international NGOs focused on the world's poor and most vulnerable people
World Bank Non-governmental Organization (NGO) Center	http://http://web.worldbank.org/WBSITE/EXTERNAL/TOPICS/CSO/0,,pagePK:220469~theSitePK:228717,00.html	Source of financial and technical assistance to developing countries around the world; contains links to resources for NGOs and civil society
Bellanet—The Global Development Connection	www.bellanet.org	Multidonor initiative created with the mission to promote collaboration within the international development

<i>Organization</i>	<i>Web Address</i>	<i>Overview</i>
		community, especially through the use of information and communication technologies
CIA World Factbook	www.cia.gov/cia/publications/factbook/index.html	Prepared by the US Central Intelligence Agency; includes statistical and other overview information about nations across the world
Development Gateway	www.developmentgateway.org	Provides Web-based platforms that make aid and development efforts more effective throughout the world, especially in the areas of information and communication technology
Electronic Development and Environment Information System	www.eldis.org	Aims to share the best in development policy, practice, and research. Web site includes more than 22,000 free documents to download
International Development Research Centre: Links to the World	http://www.idrc.ca/en/ev-8564-201-1-DO_TOPIC.html http://www.idrc.ca/en/ev-1-201-1-DO_TOPIC.html	Resource library of Canadian corporation that works in close collaboration with researchers from the developing world in their search for the means to build healthier, more equitable, and more prosperous societies
Latin American Network Information Center	www.lanic.utexas.edu	Facilitates access to Internet-based information to, from, or on Latin America
University of Toronto – Women’s Human Rights Resources	www.law-lib.utoronto.ca/diana/	Collects, organizes, and disseminates information on women's human rights law to facilitate research, teaching, and cooperation

United Nations (UN) Organizations

<i>Organization</i>	<i>Web Address</i>	<i>Overview</i>
UN	www.un.org	UN and its family of organizations work to promote respect for human rights, protect the environment, fight disease, and reduce poverty.
UN International Civil Service Commission	http://icsc.un.org	Regulates and coordinates the conditions of service of staff in the UN common system
United Nations	http://www.un.org/Depts/dpko/dpko/	Helps countries torn by conflict

<i>Organization</i>	<i>Web Address</i>	<i>Overview</i>
Department of Peacekeeping Organizations		create the conditions for lasting peace
United Nations Educational, Scientific and Cultural Organization	www.unesco.org	UNESCO promotes international cooperation among its 193 member states and six associate members in the fields of education, science, culture, and communication with the goal of building peace
United Nations Volunteer Program	www.unv.org/	United Nations focal point for promoting and harnessing volunteerism for effective development
United Nations Children's Fund	www.unicef.org/ http://www.unicef.org/index.php	UNICEF's purpose is to work with others to overcome the obstacles that poverty, violence, disease, and discrimination place in a child's path. UNICEF advocates for measures to give children the best start in life, because proper care at the youngest age forms the strongest foundation for a person's future.
United Nations Development Programme (UNDP)	www.undp.org	UNDP is the UN's global development network, an organization advocating for change and connecting countries to knowledge, experience, and resources to help people build a better life.
United Nations Environment Program	www.unep.org	To provide leadership and encourage partnership in caring for the environment by inspiring, informing, and enabling nations and peoples to improve their quality of life without compromising that of future generations
United Nations High Commissioner for Refugees	http://www.unhcr.org/cgi-bin/texis/vtx/home	Mandated to lead and coordinate international action to protect refugees and resolve refugee problems worldwide. Its primary purpose is to safeguard the rights and well-being of refugees.
Joint UN Program on HIV/AIDS	www.unaids.org	Joint venture of the UN family, bringing together the efforts and resources of 10 UN system organizations in the AIDS response to help the world prevent new HIV

<i>Organization</i>	<i>Web Address</i>	<i>Overview</i>
		infections, care for people living with HIV, and mitigate the effect of the epidemic
USA for United Nations High Commissioner for Refugees	www.usaforunhcr.org	Mission is to inform Americans about the plight of refugees and advocate for their protection; provides protection, shelter, emergency food, water, medical care, and other life-saving assistance to more than 19 million people worldwide who have been forced to flee their homes due to war and persecution.
United Nations Office for the Coordination of Humanitarian Affairs	www.reliefweb.int	ReliefWeb is the global hub for time-critical humanitarian information on complex emergencies and natural disasters; designed specifically to assist the international humanitarian community in effective delivery of emergency assistance
United Nations Relief and Works Agency for Palestine Refugees in the Near East	www.unrwa.org	Main provider of basic services—education, health, relief and social services—to more than 4.5 million registered Palestinian refugees in the Middle East
World Food Programme	www.wfp.org	UN frontline agency in the fight against global hunger. Operations aim to save lives in refugee crises and emergencies; improve nutrition/quality of life; enable development via asset building and promoting self-reliance of poor people and communities

United States Government Agencies

<i>Organization</i>	<i>Web Address</i>	<i>Overview</i>
United States Agency for International Development	www.usaid.gov	Supports long-term and equitable economic growth and advances US foreign policy objectives by supporting economic growth, agriculture and trade; global health; and democracy, conflict prevention, and humanitarian

		assistance
United States Department of State	www.state.gov	Mission includes helping to build and sustain a more democratic, secure, and prosperous world composed of well-governed states that respond to the needs of their people, reduce widespread poverty, and act responsibly within the international system
Peace Corps	www.peacecorps.gov	Goals include helping the people of interested countries in meeting their need for trained men and women, helping promote a better understanding of Americans on the part of the peoples served, and helping promote a better understanding of other peoples on the part of Americans

International NGO Web Sites

<i>Organization</i>	<i>Web Address</i>	<i>Overview</i>
Academy for Educational Development	http://www.usaid.gov/ www.aed.org	Nonprofit organization working globally to improve education, health, civil society, and economic development
ACCION International	www.accion.org	Gives people the tools they need to work their way out of poverty by providing microloans, business training, and other financial services to poor men and women who start their own businesses
Adventist Development and Relief Agency (ADRA)	www.adra.org	Affiliated with the Seventh-Day Adventist Church, ADRA seeks to identify and address social injustice and deprivation in developing countries
Africa Action	www.africaaction.org	Mission is to change US–Africa relations to promote political, economic, and social justice in Africa
Agricultural Cooperative Development International—Volunteers in Overseas Co-	http://www.acdivoca.org/ http://www.acdicova.org/	Mission is to promote economic opportunities for cooperatives, enterprises, and communities through the innovative application of sound business practice

<i>Organization</i>	<i>Web Address</i>	<i>Overview</i>
operative Assistance		
American Institutes for Research	www.air.org	Overriding goal is to use the best science available to bring the most effective ideas and approaches to enhancing everyday life
American International Health Alliance	www.aiha.com	Goal is to provide a coordinated response to public health challenges in developing and transitioning nations around the globe
CARE	www.care.org	Humanitarian organization fighting global poverty with an emphasis on working alongside poor women
Catholic Relief Services	www.catholicrelief.org	Affiliated with the Roman Catholic Church, the agency's mission is to assist impoverished and disadvantaged people overseas
Center for Development and Population Activities	www.cedpa.org	Programs aim to increase educational opportunities for girls and youth; ensure access to lifesaving reproductive health and HIV/AIDS information and services; and strengthen women's ability to become leaders in their communities and nations
Centre for AIDS Development, Research and Evaluation	www.cadre.org.za	South African nonprofit organization working in the area of HIV/AIDS research, program development, and communication
Centre for Women's Research	www.cenwor.lk	Works toward gender equality and empowerment of women, promoting research, training, information dissemination, advocacy, and monitoring of gender issues
Christian Reformed World Relief Committee	www.crwrc.org	Responds to the needs of people who suffer from poverty, hunger, disaster, and injustice
Children International	www.children.org	Provides assistance to children and families in Chile, Colombia, the Dominican Republic, Ecuador, Guatemala, Honduras, India, Mexico, the Philippines, the United States, and Zambia who are struggling in poverty

<i>Organization</i>	<i>Web Address</i>	<i>Overview</i>
CDC Development Solutions	http://www.cdcdevelopmentsolutions.org/	Nonprofit organization that supports private sector development and economic growth in emerging markets and transitioning economies worldwide by delivering practical strategies and solutions, high impact programs, and the expertise of experienced business professionals
Cooperative Housing Foundation	www.chfhq.org	Mission is to be a catalyst for long-lasting positive change in low- and moderate-income communities around the world, helping them to improve their social, economic and environmental conditions
Cross-Cultural Solutions	www.crossculturalsolutions.org	Mission is to operate volunteer programs around the world in partnership with sustainable community initiatives, bringing people together to work side-by-side while sharing perspectives and fostering cultural understanding
DPK Consulting	www.dpkconsulting.com	Provides technical, management, and advisory services to help developing and transitioning societies navigate the challenges they face. Works around the world to help establish and strengthen productive relationships between state and society and develop sustainable government and justice systems that are responsive, transparent, accountable, fair, and efficient
Development Alternatives, Inc.	www.dai.com	Mission is to help societies and economies become more prosperous, fairer, more just, safer, more stable, more efficient, and better governed
Education Development Center	www.edc.org	Global nonprofit organization that designs, develops, delivers, and evaluates innovative programs to solve some of the world's most urgent challenges in education, health, and economic development
Food and Nutrition Techni-	www.fantaproject.org	Supports integrated food security and nutrition programming to improve

<i>Organization</i>	<i>Web Address</i>	<i>Overview</i>
cal Assistance Project		the health and well-being of women and children. The 10-year project is managed by the Academy for Educational Development and funded by the US Agency for International Development
Food for the Hungry	www.fh.org	In developing countries on nearly every continent, Food for the Hungry works with churches, leaders, and families to provide the resources they need to help their communities become self-sustaining.
Food for the Poor	http://www.foodforthe poor.org/site/c.dnJGKNNsFmG/b.3074717/	Provides food, housing, health care, education, water projects, micro-enterprise development assistance, and emergency relief to the poorest of the poor in the Caribbean and Latin America
Heifer International	www.heifer.org	Works with communities to end hunger and poverty and to care for the earth
Global Health Corps	www.ghcorps.org	Field-based training program to enhance the professional preparation of postsecondary students in the area of cross-cultural community health
Institute of International Education	www.iie.org	Promotes closer educational relations between the people of the United States and those of other countries, strengthens and links institutions of higher learning globally, rescues threatened scholars and advances academic freedom, and builds leadership skills and enhances the capacity of individuals and organizations to address local and global challenges
InterAction	www.interaction.org	American Council for Voluntary International Action is a coalition of U.S.-based international nongovernmental organizations focused on the world's poor and most vulnerable people
International Catholic Migration Commission	www.icmc.net	Serves and protects the needs of uprooted people, refugees, internally displaced persons, and migrants, with operations in 30 countries, including

<i>Organization</i>	<i>Web Address</i>	<i>Overview</i>
		Indonesia, Jordan, Lebanon, Pakistan, and Turkey
International Institute for Sustainable Development	http://iisd1.iisd.ca	Champions sustainable development around the world through innovation, partnerships, research, and communications
International Medical Corps	www.imcworldwide.org	Global, humanitarian, nonprofit organization dedicated to saving lives and relieving suffering through health care training and relief and development programs
International Research and Exchanges Board	www.irex.org	An international nonprofit organization providing leadership and innovative programs to improve the quality of education, strengthen independent media, and foster pluralistic civil society development
Lutheran World Relief	www.lwr.org	Works with partners in 35 countries to help people grow food, improve health, strengthen communities, end conflict, build livelihoods, and recover from disasters. Works in rural areas to build sustainable, resilient, productive, and just communities.
Doctors Without Borders	www.doctorswithoutborders.org	Independent international medical humanitarian organization that delivers emergency aid in nearly 60 countries to people affected by armed conflict, epidemics, natural or man-made disasters, or exclusion from health care
Mercy Corps International	www.mercycorps.org	Seeks to alleviate suffering, poverty, and oppression by helping people build secure, productive, and just communities.
National Democratic Institute for International Affairs	www.ndi.org	Nonprofit organization working to strengthen and expand democracy worldwide. Calling on a global network of volunteer experts, provides practical assistance to civic and political leaders advancing democratic values, practices, and institutions
National Endowment for Democracy	www.ned.org	Private nonprofit organization created in 1983 to strengthen democratic institutions around the world through

<i>Organization</i>	<i>Web Address</i>	<i>Overview</i>
		nongovernmental efforts
Outreach International	www.outreach-international.org	Helps the poor help themselves: purpose is to help people overcome the effects of poverty and to develop the capacity to create a new future for themselves and their communities by providing responsible ways for people with charitable hearts to help the poor to a better life
Pact	www.pactworld.org	Pact's mission is to build empowered communities, effective governments, and responsible private institutions that give people an opportunity for a better life
Partners for the Americas	www.partners.net	Mission is to work together as citizen volunteers from Latin America, the Caribbean, and the United States to improve the lives of people across the hemisphere
Partnership to Cut Hunger and Poverty in Africa	www.africanhunger.org	Founded in early 2000 to mobilize public and private support in the United States for increased levels of assistance to Africa. The Partnership also seeks to create consensus among Africans and Americans about the steps needed to increase the effectiveness of aid, and bring about real progress in the fight to end hunger in Africa.
Population Council	www.popcouncil.org	Seeks to improve the well-being and reproductive health of current and future generations around the world and to help achieve a humane, equitable, and sustainable balance between people and resources
Population Reference Bureau	www.prb.org	Informs people from around the world and in the United States about issues related to population, health, and the environment. Works to transform technical data and research into accurate, easy-to-understand information
Project Concern International	www.projectconcern.org	Mission is to prevent disease, improve community health, and promote sustainable development

<i>Organization</i>	<i>Web Address</i>	<i>Overview</i>
Project HOPE	www.projhope.org	Mission is to achieve sustainable advances in health care around the world by implementing health education programs and providing humanitarian assistance in areas of need
Save the Children	www.savethechildren.org	Goals include working with families to define and solve the problems their children and communities face and using a broad array of strategies to ensure self-sufficiency
Search for Common Ground	www.sfcg.org	Works to transform the way the world deals with conflict—away from adversarial approaches and toward collaborative problem solving. Works with local partners to find culturally appropriate means to strengthen societies' capacity to deal with conflicts constructively: to understand the differences and act on the commonalities
Sister Cities International	www.sister-cities.org	Promotes peace through mutual respect, understanding, & cooperation, one individual, one community at a time
United Way International	http://www.uwint.org/gppweb/index.aspx	Helps build community capacity for a better quality of life worldwide through voluntary giving and action
Winrock International	www.winrock.org	Nonprofit organization that works with people in the United States and around the world to empower the disadvantaged, increase economic opportunity, and sustain natural resources
World Concern	www.worldconcern.org	Nonprofit Christian humanitarian organization providing disaster response and community development programs to the world's poor in Africa, Asia, and the Americas
World Learning	www.worldlearning.org	Global nonprofit organization with operations in 77 countries. Through its international education programs—The Experiment in International Living, SIT Study Abroad, and SIT Graduate Institute—World Learning fosters global citizenship

<i>Organization</i>	<i>Web Address</i>	<i>Overview</i>
		by connecting more than 3,000 young ambassadors annually across cultural differences and social barriers
World Relief	www.worldrelief.org	Originated within the National Association of Evangelicals, the mission of World Relief is to work with, for, and from the church to relieve human suffering, poverty, and hunger worldwide
World Vision	www.worldvision.org	World Vision is a Christian humanitarian organization dedicated to working with children, families, and their communities worldwide to reach their full potential by tackling the causes of poverty and injustice
World Resources Institute	www.wri.org/wri/	Environmental think tank that finds practical ways to protect the earth and improve people's lives. Mission is to move human society to live in ways that protect Earth's environment and its capacity to provide for the needs and aspirations of current and future generations

International and Regional Organizations

<i>Organization</i>	<i>Web Address</i>	<i>Overview</i>
Asian Development Bank	http://www.usaid.gov/www.adb.org	International development finance institution; mission is to help its developing member countries reduce poverty and improve quality of life of their people
Food and Agriculture Organization of the United Nations	www.fao.org	Leads international efforts to defeat hunger. Serving both developed and developing countries, acts as a neutral forum where all nations meet as equals to negotiate agreements and debate policy
Inter-American Development Bank	www.iadb.org	Main source of multilateral financing for sustainable economic, social, and institutional development in Latin America and the Caribbean, as well

<i>Organization</i>	<i>Web Address</i>	<i>Overview</i>
		as for regional integration. Provides loans, grants, guarantees, policy advice, and technical assistance to the public and private sectors in its Latin American and Caribbean borrowing member countries
International Law Institute	http://www.ili.org/	Mission is to raise levels of professional competence and capacity in all nations so that professionals everywhere may achieve practical solutions to common problems in ways that suit their nations' own needs.
International Federation of Red Cross and Red Crescent Societies	www.ifrc.org	Goal is to improve the lives of vulnerable people by mobilizing the power of humanity. Often, the most vulnerable are victims of natural disasters, poverty brought about by socioeconomic crises, refugees, and victims of health emergencies
International Fund for Agricultural Development	www.ifad.org	Goal is to empower poor rural women and men in developing countries to achieve higher incomes and improved food security.
International Monetary Fund	www.imf.org	Established to promote international monetary cooperation, exchange stability, and orderly exchange arrangements; to foster economic growth and high levels of employment; and to provide temporary financial assistance to countries to help ease balance of payments adjustment
International Organization for Migration	www.iom.int	Works to help ensure the orderly and humane management of migration, to promote international cooperation on migration issues, to assist in the search for practical solutions to migration problems, and to provide humanitarian assistance to migrants in need, including refugees and internally displaced people
Organisation for Economic Co-operation and Development	www.oecd.org	Brings together the governments of countries committed to democracy and the market economy from around the world to support sustainable economic growth, boost employment,

<i>Organization</i>	<i>Web Address</i>	<i>Overview</i>
		raise living standards, maintain financial stability, assist other countries' economic development, and contribute to growth in world trade
World Bank	http://www.worldbank.org	Source of financial and technical assistance to developing countries around the world
World Health Organization	http://www.who.int/en/	Directs and coordinates health within the United Nations system; responsible for providing leadership on global health matters
European Council on Refugees and Exiles	www.ecre.org	Pan-European network of refugee-assisting nongovernmental organizations that promotes a humane and generous European asylum policy

Human Rights and Refugee NGOs

<i>Organization</i>	<i>Web Address</i>	<i>Overview</i>
American Friends Service Committee	http://www.usaid.gov/www.afsc.org	Affiliated with the Religious Society of Friends (Quakers), works to transform conditions and relationships both in the world and in ourselves, which threaten to overwhelm humanity
American Immigration Lawyers Association	www.aila.org	Established to promote justice, advocate for fair and reasonable immigration law and policy, advance the quality of immigration and nationality law and practice, and enhance the professional development of its members
American Refugee Committee	www.archq.org	Works with refugees, displaced people, and those at risk to help them survive crises and rebuild lives of dignity, health, security, and self-sufficiency.
Amnesty International	www.amnesty.org	Worldwide movement of people who campaign for internationally recognized human rights for all; works to

<i>Organization</i>	<i>Web Address</i>	<i>Overview</i>
		improve human rights through campaigning and international solidarity
Center for Migration Studies of New York	www.cmsny.org	Goal is to support and undertake research and to provide a forum for debate on international migration Publishes <i>International Migration Review</i> , a leading peer-reviewed scholarly journal specializing in this subject
Exodus World Service	www.e-w-s.org	Transforms the lives of refugees and volunteers. Educates local churches about refugee ministry, connects volunteers in relationship with refugee families through practical service projects, and equips leaders to speak up on behalf of refugees
Hebrew Immigrant Aid Society	www.hias.org	Provides information and a broad program of services at all stages of the migration process for refugees and migrants
Human Rights First	http://www.humanrightsfirst.org/	Protects people at risk: refugees who flee persecution, victims of crimes against humanity or other mass human rights violations, victims of discrimination, those whose rights are eroded in the name of national security, and human rights advocates who are targeted for defending the rights of others
Human Rights Watch	www.hrw.org	Dedicated to protecting the human rights of people around the world
International Rescue Committee (IRC)	http://www.theirc.org/	At any given time, the IRC is on the ground in more than 25 countries and active throughout the United States, working with people uprooted by war, civil conflict, or ethnic persecution.

<i>Organization</i>	<i>Web Address</i>	<i>Overview</i>
Jesuit Refugee Service	http://www.jesref.org/home.php	International Catholic organization with a mission to accompany, serve, and defend the rights of refugees and forcibly displaced people
Lutheran Immigration and Refugee Services	www.lirs.org	Working in global partnerships and faith-based communities, assists refugees and migrants
National Immigration Forum	www.immigrationforum.org	Dedicated to embracing and upholding America's tradition as a nation of immigrants. Advocates and builds public support for public policies that welcome immigrants and refugees and are fair to and supportive of newcomers to the US.
Refugee Studies Center	www.qeh.ox.ac.uk/rsc	Affiliated with University of Oxford, this is a multidisciplinary center for research and teaching on the causes and consequences of forced migration, combining world-class academic research with a commitment to improving the lives and situations of some of the world's most disadvantaged people
Salvation Army World Service Office	www.salvationarmy.org	A unit of the Salvation Army, its objects are "the advancement of the Christian religion... of education, the relief of poverty, and other charitable objects beneficial to society or the community of mankind as a whole."
United States Conference of Catholic Bishops—Migration and Refugees	http://www.usccb.org/mrs/	Serves and advocates for immigrants, refugees, migrants, and people on the move
U.S. Committee for Refugees and Immigrants	www.refugees.org	Mission is to address the needs and rights of persons in forced or voluntary migration world-

<i>Organization</i>	<i>Web Address</i>	<i>Overview</i>
		wide by advancing fair and humane public policy, facilitating and providing direct professional services, and promoting the full participation of migrants in community life
United Methodist Committee on Relief	http://new.gbgm-umc.org/umcor/	The not-for-profit global humanitarian aid organization of the United Methodist Church. Working in more than 80 countries worldwide, including the United States. Mission is to alleviate human suffering—whether caused by war, conflict, or natural disaster, with open hearts and minds to all people
Women’s Refugee Commission	http://www.womenscommission.org/	Mission is to improve the lives and defend the rights of refugee women and children, including the internally displaced, returnees, and asylum seekers

**Appendix C:
Partners in International Social Work Education**

Since 2003 the CSWE Global Commission has recognized outstanding contributions to international social work education through its Partners in International Education (PIE) Awards. The following table shows examples of individuals, social work education programs, and national/international organizations that have been recipients of PIE awards. Although this list provides examples of outstanding efforts, it is by no means exhaustive.

Recipients of Partners in International Education Awards

Year	Type of Award		
	Individual or Team	Degree-Granting Social Work Education Program	National and International Organizations
2003–2004	Dr. Lynne Healy	George Warren Brown School of Social Work, Washington University	Council for International Exchange of Scholars
2004–2005	Dr. Richard Estes	Department of Social Work, Monmouth University	No award was given in this category
2005–2006	Dr. James Midgley	The Jane Addams College of Social Work, University of Illinois at Chicago	BSW Mexico Consortium of the Minnesota/South Dakota Area
2006–2007	Dr. Doreen Elliott and Dr. Nazneen Mayadas	Mandel School of Applied Social Sciences, Case Western Reserve University	Council of International Programs USA
2007–2008	Dr. Fred Ahearn	Southern Illinois University at Carbondale School of Social Work	No award was given in this category
2008-2009	Dr. M.C. “Terry” Hokenstad	INDOSOW, International Doctoral Studies in Social Work-University of Ljubljana and Anglia Ruskin University, University of Jyväskylä, Alice Salomon University of Applied sciences, University of Siegen	PRONI, Centre for Social Education, Croatia