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Marina Findlay
Moreland Community Health Centre

John McCormack
LaTrobe University

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MARINA FINDLAY

Moreland Community Health Centre

JOHN MCCORMACK

LaTrobe University
School of Social Work and Social Policy

The process of globalization is a controversial movement supported by some due to the potential cross-national benefits, but criticized by others because of the fragmented or uneven distribution of those benefits. As many social workers interact with clients who may be affected by globalization processes, we were interested to investigate their educational preparedness and practice views on this topic. Sixty-six social workers completed a questionnaire which explored the relationship between local and international issues. Practitioner responses indicated a strong interest in the topic and widespread agreement that there is a link between local and global issues on clients in their daily practice. Also, while there was a diversity of opinion on educational preparedness for global practice, practitioner responses again indicated general agreement that ongoing education would be useful. The paper concludes with some suggestions to further enhance the knowledge and education of social workers for global practice.

Keywords: *Globalization, Global Social Work Practice, Global Social Work Education*

Introduction

Interest in the global dimensions of social work practice

has been renewed in the literature recently, with discussions regarding both the positive benefits of cross-national collaboration between social workers as well as the often negative effect globalization processes can have on people's health and welfare. (Phillips 2004; Healy, 2001; Hokenstad & Midgley, 1997; Kondrat & Ramanathan, 1996). Some of the recent significant global welfare issues which social work might be involved in include the globalization of children's rights, especially in relation to child abuse and pornography. Similarly, the social impact of global viruses such as HIV/AIDS and the respiratory syndrome SARS, the job impact of multi-country Free Trade Agreements, and the precarious welfare of international refugees and asylum seekers, are other important areas where social workers might be involved in dealing with the local consequences of global changes.

The underlying process affecting these pervasive changes is typically referred to as 'globalization' and in simple terms means the increasing interaction and interdependence of world society (Giddens 1993). That is, there is a more rapid flow of money, ideas, technology, and practices between nations. A major driver of this advance is the development of sophisticated global technology, such as the computer based internet, and users ranging from large trans-national corporations through to individuals are utilising this technology to participate in global activities. The changes brought about by this rapid flow of technology, ideas and practices can have a direct effect on the well-being of local citizens in those countries, and in this respect is of direct interest to social workers.

Some argue that if social workers are to practice effectively in the twenty-first century then social work practice itself needs to be conceptualised beyond the confines of the nation-state, as influences located outside this realm are increasingly being acknowledged as having some influence on local issues (Healy 2001; Ife 2000; Midgley 2001; Hare (2004); Abram, Slosar & Walls 2005). Thus, practitioners operating in local, national or international contexts should be fully trained to understand these interactive effects to be able to practice effectively and make a difference (Asamoah, Healy & Mayadas, 1997; Midgley, 2000). Since research indicates that educational content on the global dimensions of social work is limited in social work

curricula (Johnson 1996; Boulet, 2001; Healy, 2001), and since this globalization topic is growing rapidly in public awareness, it is timely to investigate the degree to which social workers in Australia are aware of global influences on their practice, and whether they believe they are appropriately trained to deal with this global phenomenon. This paper reports on a survey of social workers in Australia regarding their self-reported awareness of globalization and their educational preparedness for global social work, and what further global practice educational needs they may have.

Globalization and Social Work Practice and Education

While 'globalization' generally is a burgeoning topic, only three studies specifically on social workers' practice perceptions of globalization were found, and only one of these specifically addressed education for practice in a comprehensive manner. One study surveyed social workers (n=25) affiliated with the International Federation of Social Work (IFSW) (Rowe, Hanley, Moreno & Mould, 2000). This qualitative study primarily explored what globalization meant to social workers and how they saw it affecting their practice. The sample however was derived from an international social work organisation database, and therefore respondents were likely to be more familiar with international issues. The results were predominantly substantive descriptions of day-to-day practice with high-risk groups such as asylum seekers and dislocated low income and HIV clients, often from developing economies, and the practitioners were effusive in their analysis of the link between global changes and their clients' problems (Rowe et al., 2000). The respondents were adamant that the globalized experiences for their clients were mostly negative, and that globalization failed to address the consequences of the resultant imbalance in power and resources. They suggested social work needs to look beyond the traditional micro/macro dichotomy and work to address the negative impacts of globalization.

Compared to this study where the social workers were already well informed on international issues, the other two studies found that the social workers interviewed had a limited understanding of the implications of the relationship between

local and global issues. Dominelli's (2001) study of 179 social workers in Britain via a postal questionnaire, found that social workers had limited insight regarding the broader structural influences of globalization processes on social work practice at the local level. While she found social workers were pessimistic about the shifts in practice toward commercialisation and contracting out, she argues there can also be some positives to globalization as well, such as the greater cross-cultural exposure of British social workers, and their enhanced understanding and skills to deal with international social problems. Kondrat & Ramanathan's (1996) study of 130 American social workers also found a strong interest in global matters among social workers and a desire to learn more about it. However, they say more research on the topic is needed because their study was the first in the literature to empirically investigate social workers' practice perceptions and educational needs in relation to globalization.

Despite the high interest in the topic, Kondrat & Ramanathan (1996) found social workers' awareness of the perceived global dimension of their practice was only low to moderate. The social worker's understanding of the impact of globalization on their practice was related to a range of variables such as the frequency of working with people from culturally and linguistically diverse backgrounds, especially immigrants and refugees. Their study also included qualitative data which indicated that practice setting and beliefs about the focus of social work affected their perceptions of the relevance of globalization to social work. For example, practitioners indicated that their work settings constrained their macro-level understandings as they were often too busy dealing with the day-to-day issues of clients to worry about global policies. This point has also been made in relation to practice in Australia (Hil, 2001). The authors concluded that overall the majority of respondents in this exploratory study reported little awareness of how global issues impact domestic practice, and they suggested more training needs to be offered to workers in all fields of practice to increase their sensitivity to the link between local and global issues.

The Research Question

Australia currently has no empirical data on the state of this practitioner knowledge and thus the aim of this research follows on directly from the above studies by investigating Australian social workers' perceptions of globalization, with a particular focus on how that perception has been affected by social work education. That is, are Australian social work practitioners able to see the links between local and global issues in their day-to-day practice, and how this ability is influenced by previous education? Thus the key research questions were: (1) What are social workers' perceptions of their awareness of globalization, (2) Has social work education assisted that global understanding, and (3) what future learning needs might be identified in relation to this topic. Similar to Kondrat & Ramanathan's study, this is the first known empirical study of this topic with social workers in Australia. The study has considerable limitations, as outlined below, and so these findings cannot be generalised to the Australian social work population, however the results are significant in that they contribute to a beginning Australian knowledge in this area.

Sample Selection and Data

A convenience sampling method was used for this exploratory study whereby, despite targeting a few agencies such as migration centres, where international clients might be, overall distribution was to a general range of local welfare agencies. A questionnaire, pilot-tested and developed from the previous studies using the same type of Likert-response format, was distributed via two methods. First, senior social workers from varying fields of practice in Victoria kindly distributed questionnaires to fellow social workers within their organisation. Second, questionnaires were also distributed at the Australian Association of Social Work's (AASW) 2003 national conference in order to gather views of practitioners who worked in other localities. A total of 205 questionnaires were distributed and 66 completed and usable questionnaires were returned. Considering the moderate response rate (32%), and that most respondents (80-90%) indicated they had a personal interest in international and global issues, it is possible that people with

such interests are over represented in this exploratory study.

As stated above, respondents selected a number from a five-point Likert-style level of agreement with a number of statements concerning globalization where the number 1 indicated low level of agreement and 5 was a very high level of agreement. Some respondents had pointed out in pilot testing that, for example, the response category 'Agree' conveyed the sense that they agreed all the time whereas this was the case most of the time but not all the time. This category was then changed to 'Partly Agree' and other category names were also changed in a similar manner to reflect this difference in respondents' meanings. The resultant ordinal level data were analysed using SPSS V10 to produce mainly descriptive statistics as shown below. Some variables were cross tabulated to draw out differences in respondents and Spearman's non-parametric correlation analysis was undertaken when looking for associations, and overlap, between variables.

Profile of Respondents

A range of socio-demographic characteristics of respondents were collected as well as a number of practice-related indicators. As shown in Table 1, eighty-six percent of the sample was female, with nearly three quarters born in Australia. The median age was 44 years (Mean: 43 years, SD: 10.6 years), and the number of years these respondents had been practising ranged between 1 and 40 years (Mean: 15, SD: 10.5).

Table 1: Social Worker sample characteristics *(n = 66)*

Demographic Variable	Respondents (%)
Gender: *Female*	86
Country of Birth: *Australia*	73
Age Group (Years)	
21-30	15
31-40	30
41-50	23
51-60	30
61 and over	3
Years as Social Worker	
1-10	45
11-20	27
21-30	20
31 years and over	8

These basic demographic characteristics are somewhat similar to the Australian Social Work population as reported by McCormack (2001), although this sample is a little older, with more years or experience. The social workers came from a variety of fields of practice, although as part of the small component of purposive sampling, there were slightly more social workers working in income support and migration. However, only one in five of the social workers had a client base where the clear majority of their service users were from culturally and linguistically diverse (CALD) backgrounds. Two thirds worked in the urban / metropolitan region and the remainder in rural or other areas, and half were employed by government with another quarter employed in the Health sector. Again, just over a half worked in direct individualised practice, and a quarter were in management or policy. In terms of international exposure, a large ninety two percent of the social workers had travelled overseas, and half of those had lived abroad for six months or more. Generally speaking then this sample of social workers is a mature and experienced group of workers.

Results

Social Work Awareness of Globalization, and its practice impact

Three questions measured social workers' perceptions of their awareness of 'globalization', as detailed in Table 2. The first asked respondents with what ease they were able to identify a relationship between global issues and local practice, and the second asked the same in respect to global policies and Australia's national policies. The third question aimed to find out with what ease respondents were able to see the impact of Australia's national policies on some people from other countries. Results of the first question indicated that about 86% partly or totally agreed with the statement, indicating a high level of awareness. However, only about four in ten (37.9%) could state definitively that this relationship was always clearly observable. That is, about six in ten of the respondents (62.1%) believed they experienced some difficulty making this link in all situations.

This proportional response pattern of high levels of awareness but not at all times was fairly consistent across the three

questions, although on questions two and three, the percent that were unsure was slightly higher.

The next important practice-related question asked whether globalization had an impact on the people the social workers work with, and again the answers resulted in a very high positive response of part or total agreement. However, as in the previous questions, only about four in ten of the social workers (39.7%) totally agreed with the statement. Nil respondents indicated that globalization processes had no impact on the clients and community they work with, and five percent of respondents were unsure of the impact globalization has on their clients and community.

Table 2: Respondent's level of agreement with statements about their own perceptions of the link between local and global issues % (n = 66)

Variables	Totally Disagree	Partly Disagree	Unsure	Partly Agree	Totally Agree	Total
Easy to see impact global issues have on local practice and local issues	Nil	12.1	1.5	48.5	37.9	100
Easy to identify relationship between global policies and Australia's national policies	Nil	12.1	6.1	45.5	36.4	100
Easy to see how Australia's national policies influence the lives of some people in other countries	Nil	7.6	7.6	47	37.9	100

Respondents were able to add some qualitative comments to the above practice-related questions but unfortunately only a small number of the respondents provided examples of globalization. The most common example given in relation to the whether respondents' were able to identify how Australia's national policies affect some people in other countries were Australia's immigration policies. Some also mentioned Australia's trade related policies, in particular international trade policies, as having an effect on people living in

Australia. A couple of social workers also referred to the globalization of culture in relation to the negative influence they saw it having on some people's mental health, however no other details were provided. Some of the respondents also saw and commented on the positive side of globalization. They commented on improved international collaboration between colleagues as being facilitated by globalization, and also transnational sharing of knowledge and information. Overall, from the questions above, social workers self-reported awareness of globalization appears fairly high at a general level, however that awareness is much lower in terms of articulated and easily observable specific policy impacts.

Three further questions elicited social work practitioners' opinions regarding how relevant they believed a global perspective is to social work practice. These questions were as follows: 'How relevant do you think global issues are to your field of practice?'; 'Do you think that social work, as a profession, has a role to play in dealing with global issues?'; and; 'How often do you use global policies to inform your practice?' Eighty-six percent of respondents indicated that global issues were either fairly relevant or extremely relevant with 45% in the latter category. The remaining 14% were either unsure (7.6%), did not think global issues were very relevant (4.5%), or felt that global issues were not at al relevant to their field of practice (1.5%).

This response pattern, as in the previous questions, shows that while a large proportion agree generally, less than half (45.5%) of the respondents agreed on the relevance of globalization unequivocally.

Responses to the next question on the social work profession's involvement showed that one hundred percent of all respondents believe the social work profession has a role to play in dealing with global issues. Two-thirds (67%) agreed strongly, and one third partly agreed. However, although some respondents cited activities such as advocacy, activism, lobbying governments, and community development, specific details as to how this meshed with a global perspective or what the specific role of the social work profession might actually be was not explicit. A further 'relevance' question asked social workers how often they used global policies to

inform their practice. Examples of global policies provided to the respondents included the Universal Declaration of Human Rights, the International Convention on Elimination of Racial Discrimination, and the Convention on the Elimination of Discrimination against Women. The results on this question had a greater spread than previous questions. Approximately ninety percent agreed that they used these policies at some time to inform their practice, however about half of these re-spondents (43.9%) used the policies only 'occasionally', and the other half (46.9%) used them 'regularly' or 'always'. Only nine percent stated they never used such policies.

One would expect however that all social workers would 'innately' use these types of policies all the time, as they accord with basic core practice values, and the fact that some respon-dents said they did not use them might just be a methodologi-cal naming issue. That is, the social workers do use this type of policy but identify its source as a local rather than inter-national or global policy. Nevertheless, the fact that less than half of the social workers regularly use these global policies contrasts somewhat with the high levels of general awareness and relevance stated in sections one and two above.

Individual Factors and Globalization

The survey asked some other questions aimed at drawing out individual's interest and commitment to globalization and global practice. One question asked respondents whether they had a personal interest in international and global issues. The majority of respondents (87.7%) indicated that this was the case, although only 35.4% stated they had a high personal interest in the topic. Just over half (52.3%) of the respondents reported they had 'some' personal interest. As a further measure of in-terest and commitment to the issue of globalization the survey also asked respondents whether they considered themselves to be 'global citizens'. The majority of respondents (82.8%) in-dicated quite clearly that they would identify themselves as global citizens.

These personal identification responses, which are very positive about globalization, are similar to the overall posi-tive pattern shown above on the awareness and relevance

questions. In fact, Spearman's correlation coefficients for all the above variables shows reasonably high and positive associations between all these questions, indicating some overlap in that they are all tapping into the same positive view of globalization which most of the social workers in this sample espouse. In an effort to see whether there were any differences in this somewhat homogenous group of respondents we also briefly analysed the responses of the nine social workers who said they disagreed that it was easy to see the impact of global policies on local issues.

This group of nine were not social workers that had no interest in globalization. They all agreed, for example that the social work profession has a role to play in global matters, that Australia's policies could affect people in other countries, and the majority considered themselves 'global citizens'. However, compared to the aggregated percentage responses, they were consistently less likely to respond in the positive response categories. For example, they thought globalization was less relevant to their clients or field of practice than the remainder of the respondents. Socio-demographically, this 'less global' group was more likely to be male, either younger (under 35 years) or older (over 53 years), working with individuals and families, and had travelled abroad but not lived abroad. These differences were not tested for statistical significance due to the large disparity in numbers between the two groups, and are presented from this exploratory study merely as examples where some further research may occur.

Educational Content and Preparedness for Global Social Work Practice

In line with the other major focus of this paper, we were interested in whether the basic social work training in Australia, i.e., the Bachelor of Social Work (BSW) degree, educated social workers so that they were prepared and able to understand this globalization phenomenon. One fifth of the sample rated other degrees they had completed so only those who rated the BSW are reported here. Table 3 illustrates the spread of responses, with sixty percent agreeing that the BSW had a positive impact on their globalization preparedness. Conversely, approximately thirty seven percent did not think the BSW had

prepared them to understand globalization. A small number of respondents provided some narrative comments, predominantly from those who positively rated the BSW, and these comments indicated that some BSW subjects (not named) specifically raised global and international social work issues, and that sociology subjects contributed to the respondents understanding of global interdependence as well.

Table 3: Level of agreement that BSW Educational preparation assisted globalization understanding, and importance of Global content %

Variables	Strongly Disagree	Disagree	Unsure	Agree	Strongly Agree	Total
BSW degree prepared me to understand local – global links in my practice	5.8	30.8	3.8	48.1	11.5	100
Global Content important in undergrad BSW	Nil	3.0	10.6	43.9	42.9	100
Global content important in post-grad Education	Nil	4.6	15.4	43.1	36.9	100

In relation to global content in the under-graduate BSW and at the post–graduate level as well, the responses in Table 3 are fairly positive that it is important and should be included. There were however small numbers who disagreed and slightly more who were unsure. Slightly more emphasis was placed on its importance for undergraduate education. Teasing out what the content of that global education should be is a task for further work, however theoretical perspectives are currently taught in all BSW courses and respondents were asked which perspective they preferred and was more relevant to global social work practice. Respondents could nominate up to three preferences, and Table 4 reports the findings.

Sixty-one respondents indicated at least one theory or perspective, and it is clear that Systems theory was by far the most preferred. This Systems preference result holds when all preferences were accumulated. Other theories, particularly feminist and structural, were also well represented, and, like Systems

Table 4: Preferred Practice Theory or Perspective for Globalization

Global Interdependence Theories	First Preference	Total of top 3 Responses
Systems theory	12	24
Feminist theories	6	16
Structural social work theory	5	12
Ecological systems theory	2	3
Critical theory	2	3
Total	27 (n=61)	58 (n=155)

theory, these two are easily applied to a macro perspective. There was no prompting in this question and those theories listed above were the only ones identified.

Other Educational Sources for Globalization

Social workers were also asked whether they had participated in other educational activities which assisted understanding of globalization, and if so, were asked to rate these out of ten, with one being equal to the educational activity making a negligible contribution to their global understanding, and 10 being equal to a great contribution. The findings are detailed in Table 5. Overall, ninety-four percent of respondents indicated that they had participated in one or more other educational activities that had prepared them to understand the relationship between local and global issues.

The single categories that were rated by the largest number of respondents were journals, conferences, and workshops. However, the educational mediums that were rated as making the highest contribution to the respondent's globalization understanding were 'other' and 'media'. Unfortunately only a couple of respondents commented on the category 'other', saying for example, that working with refugees had made a strong contribution to their understandings of the local-global nexus. One person stated that certain international

Table 5: Level of contribution various other educational mediums
made to respondents' understandings of the effects of globalization
on social work practice

Education Medium	Mean	Std Deviation	Low to Moderate Contribution (1-5)	Moderate to High Contribution (6-10)	Mini- mum rating	Maxi- mum rating
Journals (n=55)	6	2.75	47	53	1	10
Conferences (n=52)	6	2.59	40	60	1	10
Workshops (n=46)	6	2.8	43	57	1	10
Media (n=15)	7	2.16	27	73	3	10
Other (n=24)	7	2	8	92	2	10

organisations such as the Red Cross, or Amnesty International
or Greenpeace did this, and another respondent referred to
travelling and private reading. Some people chose to identify
specific types of media in this section with references to various
internet sites, documentaries, and certain radio programs.

Practitioners' Interest in Learning More about Global Issues
Relevant to their Field of Practice
      Looking to the future, respondents were asked whether
they were interested in learning more about global issues for
their field of practice. Respondents were indeed interested in
learning more about how global issues are relevant to their field
of practice as Table 6 shows. A total of near 80 % are interested
in further learning, with half (51%) indicating that they were
very interested, and a quarter (27%) extremely interested.

Table 6: Practitioners' interest in learning more about global issues

Variable	Not at all interested	Not very interested	Unsure	Very interested	Extremely interested
Want to learn more about global issues	1.5%	4.5%	15.2%	51.5%	27.3%

On the other hand, fifteen percent were unsure and the remaining 6% were not at all interested. A small number of respondents indicated in the comments section that they would only be interested if such education was relevant to their practice, and should count for CPE (Continuing Professional Education) points.

Discussion

This preliminary study, which is the first empirical investigation of globalization and social work in Australia, shows a small selected group of Australian social workers to be highly aware of the process of globalization and its impact on their clients. These practitioners also think globalization is relevant to their particular fields of practice, and that the profession of social work has a role to play in dealing with global issues. However, the social workers were much less likely to say they use specific global policies to consistently inform their practice. Also, when one looks at the sample in more detail, it appears that there is a group of about one third of the total sample who are unequivocal about their interest, concern and commitment to being involved in this globalization process. This group scored at the high end on all the Likert-type questions.

At the other end of the globalization continuum, this sample also included a much smaller group, just over 10%, who are not quite so enthusiastic or convinced about the relevance and impact of globalization. They are not against the idea of globalization but are less inclined to say the relationships between local and global issues are easily observable. The remainder of the sample is a fairly big group in the middle, i.e. about 50% of the total group, who certainly are interested in the topic and want to be involved with it because they can see it affects their clients. They are however, more equivocal as to the ease with which local and global issues can be observed and worked on.

These findings are both similar to and somewhat different from the study by Kondrat & Ramanathan (1996), from which this study drew considerable insight and replicated some of the questions. Their study of American field educators found only low to moderate awareness and knowledge of globalization

compared to the generally high levels found here. However, when we disaggregate our results to the three groups identified above, we also see a much lower level of awareness and relevance in social workers' perceptions of globalization, similar to Kondrat & Ramanathan's low to moderate knowledge group. As stated above, there is a much larger group in Australia, around 50% of this sample who want or need enhanced information to appreciate the finer, less obvious specific relationships and impact of globalization on social work practice. It should be noted that the study by Kondrat & Ramanathan (1996) was carried out at least ten years ago and this temporal difference would account for some of the difference in sample responses, especially as the concept of globalization has grown so much recently.

Despite our attempt to gain more qualitative information from respondents, our study did not provide the expansive explanations behind the self-reported globalization ratings that we see in the Rowe et al (2000) study. That study illustrated many situations where social workers are exposed to globally-linked problems and the resultant inequities, such as the excess of tobacco products, the lack of life-saving pharmaceuticals, and so on. This is an important limitation of this study because those responses are needed to expand on important issues such as what the role of the social work profession might be in working on global issues. This qualitative data would also provide more explanation and examples that might not only deepen our understanding of the issue, but also provide information that could be used for further education of that fairly large group of social workers who have difficulty consistently identifying the local to global links.

In terms of social work education, practitioners expressed a wide range of preparedness from their BSW in terms of assisting them to understand and work with global issues. This is consistent with previous research findings that social work curricular has a limited focus on how global issues affect local issues and what the social work response to such issues should be (Boulet, 2001; Healy, 2001). This investigation revealed that these social workers gathered information on the effect of globalization processes on local practice from a range of other sources, especially the media. If understanding the local-global

nexus is necessary for effective social work practice, these results suggest that additional education in this area may need to be reviewed in formal social work courses, and as part of ongoing professional development.

In terms of educational content relevant to global social work, other research points out that macro social work theory facilitates conceptualisation of the link between local and global issues (Ramanthan & Link, 1999). Almost half of the respondents in the sample here (40%) indicated that their preferred approaches to practice included one or more of the more macro oriented theories. The theories identified by the social workers in this sample included: systems theory, feminist theories, and structural social work. While many respondents preferred one or more of these theories, the results indicated that many practitioners still experienced some difficulty identifying the link between local and global issues. Further education using for example Gidden's (1993) World Systems Theory, as well as reviewing how existing social work theory applies in a global context, might be appropriate. Similarly, social policy subjects may be an ideal student forum where 'global social policy' could be highlighted through a focus on for example international poverty reduction programs that have a common goal but recognise cultural differences. That is, curriculum would be aimed at enhancing ethno-relativism as distinct from assuming the dominant culture and its values are the ethnocentric single standard against which the merits of other groups or countries are made.

Despite current social work curricula being somewhat deficient in global practice, this does not appear to equate with lack of interest in the topic. Nearly 80% of the respondents indicated that they were interested in further participating in globally oriented CPE. These results were similar to Kondrat & Ramanathan (1996) in that 85.4% of respondents, who were social work field educators, indicated that they would attend CPE on global issues. Current students' interest in these aspects of social work is relevant to global curriculum development but unfortunately is unknown at this stage of research and could be an area for further investigation. Similarly, as this study cannot be generalized to the broader social work population, it is unknown whether the views of other social workers are

similar to those surveyed in this research. This study also did not investigate what educational content these social workers might consider relevant to their field of practice. Such issues would be worth researching if education is to be designed in response to such interest.

If institutions that provide social work education wish to cater to future social worker students' interests, perhaps social work programs could supply education in accordance with student demand. If it is not possible to include international content in every social work program, perhaps one or a group of institutions could create a distance education course, delivered via the Internet. This could avoid some of the barriers to including such education in the already crowded curriculum. Students could gain access to such knowledge without having to attend the institution physically, and even cross-institutional enrolment could be an educational partnership model worth considering.

If globalization processes do affect social work practice in domestic contexts, it is reasonable to suggest that some integration of content on the local-global nexus be included in social work curricula. Furthermore, if education for the global dimensions of social work is considered necessary for effective practice locally perhaps the AASW could consider such content when reviewing course accreditation policies as Asamoah et al, 1997, and Cox, 2000 suggest. Also, perhaps the global standards for social work education (IASSW, 2002) devised by the International Association of Schools of Social Work (IASSW) and IFSW could inform the AASW's approach to this. As Ife said, 'No longer can we think globally and act locally, but rather it has become necessary to think and act at both local and global levels, and to link the two (Ife, 2000:62). This study has established an exploratory baseline to assess whether Australian social workers are able to link local with global issues and, if educational opportunities as outlined above are developed, this study will also enable us to see the progress Australian social work as a profession is making in this important area.

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