Instructor’s Manual: Chapter 17

Table of Contents

[Learning Objectives 2](#_Toc410312857)

[Lecture Notes 3](#_Toc410312858)

[Key Concepts 1](#_Toc410312859)1

[Case Study 1](#_Toc410312860)2

[Discussion Questions 1](#_Toc410312861)3

[Chapter Exercises 1](#_Toc410312862)4

[Class Activities 1](#_Toc410312863)5

[Video and Multimedia](#_Toc410312864) 18

[Web Resources](#_Toc410312865) 18

[SAGE Journal Articles](#_Toc410312866) 19

# Learning Objectives for Chapter 17: Global and International Social Work

After reading this chapter, you should be able to  
1. Distinguish global practice from international social work.  
2. Explain social work’s professional commitment to global human needs and rights, and differentiate charity from empowerment.  
3. Articulate key social work principles for global and international practice.  
4. Identify and explain important considerations for culturally competent social work  
practice.  
5. Describe major global issues in relationship to social work practice.  
6. Identify and describe important considerations, including safety and self-care, for social workers entering global and international social work practice.

# Lecture Notes for Chapter 17: Global and International Social Work

The globe has become smaller and more manageable. As a result of advanced communication technology (e.g., computers, phones, social media) and modes of rapid transportation (e.g., planes and bullet trains), it is commonplace for people to communicate, travel, and engage in social interaction and commerce across national boundaries. People around the world continue to come to the U.S. in pursuit of opportunities, freedom, and prosperity. High rates of racial and ethnic intermarriage have contributed to emerging American identities and a growing number of persons with mixed descent in the U.S.

Notable organizations dedicated to promoting human rights and justice and aligned with profession of social work include:

* International Federation of Social Workers - a federation of social work organizations producing a voice for the profession of social work around the world. A non-government entity, the IFSW is organized into five regions across the world with its global Secretariat located in Basel, Switzerland. The IFSW has more than 100 members and promotes world-wide social justice, human rights, and social development through the use of effective social work practices and international cooperation.
* International Association of Schools of Social Work - dedicated to supporting social work education and educators. The IASSW promotes international exchange of information, expertise, and research. It is an organization dedicated to promoting global standards for social work education and training.
* International Council on Social Welfare - gathers and distributes information (e.g., via reports, newsletters, and electronic means) about issues related to economic development and human rights across the globe. It supports research and consultation to assess problems, develop policies, and advocate for change. The ICSW facilitates meetings, forums, workshops, and conferences examining a variety of global topics.

Central Concepts in Global and International Social Work

* Differences in Focus of Global and International Social Work
  + Global practice: In global practice, social workers act to improve the circumstances and conditions of global citizens. Social work activities are based on a special appreciation and understanding that globalization has made it possible for people around the world to experience multiple cultures and become involved in and be affected by various social problems and causes. For example, through social media, social workers in the United States collaborate on a research project with social workers in Nigeria to design culturally appropriate strategies to decrease mother-to-child transfer of HIV/AIDS in their respective countries.
  + International social work: Working with social workers from other countries and participating in international advocacy and policy development. Activities include advocating for rights and justice for international populations and participating in social action and policy development to address global problems.
  + Level of National Development - Much of global practice and international social work involves countries and population groups struggling with economic and social development. The causes of delayed development are generally limited resources and oppressive political factors.
    - Industrialized countries have a developed economy, exhibit advanced technology, and are modernized.
    - Developing countries (previously called Third World Countries) have a less developed economy, lack sophisticated technology, and possess a lower standard of living than industrialized countries.
* Social Work Principles for Global and International Practice
  + Transnational Identities – Many individuals maintain family relationships, develop friends, work, and/or keep social roots in more than one country. Social workers often serve people with allegiance to and a sense of home in more than one country.
  + Cultural Competence – In addition to acquiring knowledge about the values, traditions, customs, ways of thinking, and behaviors of client groups from a multitude of countries, social workers are intentional in examining their own values, acquiring a cross-cultural understanding of clients, and developing culturally appropriate and relevant skills and approaches. Cultural knowledge can be attained in a number of ways including reading, attending continuing education opportunities, attending events highlighting other cultures, and seeking out interaction with knowledgeable persons or groups.
  + Multilingualism – Many clients communicate in more than one language. It is important for social workers to be aware of nuances related to communication patterns of certain groups. For example, some cultures discourage direct eye contact. With some clients, social workers will communicate with the assistance of interpreters. Social workers also take care to use culturally appropriate and language specific written information (e.g., posters, signs, electronic messaging, printed materials).
  + Comparative Social Policy – The analysis of policies and service delivery in other countries provides insight into the thought process of citizens of those countries. It can be interesting to analyze a social policy (e.g., healthcare, public assistance, family leave, disability) from another country in comparison to policy implementation in the U.S., and think how values and culture might influence the practicality of such a policy being approved and successfully implemented in the U. S.
  + Principles of Ethics - The International Association of Schools of Social Work (IASSW) and the International Federation of Social Workers (IFSW) have approved a “Statement of Ethical Principles” that emphasizes professionalism, social justice, human rights and dignity, professional conduct, and evaluation of national codes of ethics.
  + Charity and Empowerment - International efforts in social work often focus on charity, providing foreign aid to those in need through goods and services. Social workers have been involved in world-wide relief organizations such as the United Nations, the World health Organization, Catholic Relief Services, the International Committee of the Red Cross, Lutheran World Relief, and Save the Children. However, charity alone does little to challenge power differentials among people and forms of oppression. The recipients of charity are in no better position in the long run and often require charity to fill their needs into the indefinite future. A focus on empowerment, the encouragement, knowledge, and resources needed to influence decisions and decision-making processes, leads to more significant and lasting change.
  + Social Development - Activities that combat exploitation and oppression by equitably distributing social and economic gains, and by stimulating personal and social fulfillment for all of a society’s members. social workers advocate for policies and practices that afford people meaningful employment, needed resources, opportunities for advancement, and an active voice in decision making.

Current Issues Facing Global and International Social Workers

* HIV/AIDS - HIV is an abbreviation for human immunodeficiency virus, which is a virus that adversely affects the body’s ability to combat disease and causes AIDS. AIDS is an abbreviation for acquired immune deficiency syndrome, which occurs after the immune system becomes so compromised that it is unable to defend itself against bacteria or other viruses and often permits the development of certain forms of cancer. In many cultures, people resist discussion of HIV/AIDS and its prevention because topics related to the transmission of the virus are taboo. Estimates for the 2012 worldwide number of children having been orphaned as a result of AIDS ranges between 16.1 million and 21.6 million. In sub-Saharan Africa alone, an estimated 13.4 to 16.9 million children have been orphaned as a result of AIDS
* Child Welfare – Multiple threats to child welfare include diseases, loss of parents, hunger, housing, human trafficking and exploitation (e.g., as labor, prostitutes, and soldiers), neglect, abuse, and unsafe living conditions. The availability and accessibility of child protective services, adoption, foster care, nutritional programs, child care, and medical services varies considerably from country to country.
* Poverty - Worldwide, the poverty line for absolute poverty**,** which is the line established to define how much a person needs to survive at the most basic level, is $1.25 per day. More than 1.4 billion people subsist at that level. Absolute poverty often results in severe malnutrition, preventable and treatable diseases, and poor overall health. The United Nations has developed the Multidimensional Poverty Index (MPI)to measure deprivation. It takes into account health (e.g., nutrition and infant mortality), education (e.g., amount of schooling), and living standards (e.g., water, toilets, electricity, and flooring in residence).
* Refugees - Refugees are immigrants to a country who are given special consideration because they have been forced to leave their country because of human rights violations (e.g. suffering or persecution as a result race, religion, political belief, etc.). An asylum seeker is a person seeking or claiming the status of refugee, but has not yet been formally evaluated and judged to be a refugee. Social workers partner with international organizations, human service agencies, and faith-based organizations to assist immigrants, asylum seekers, and refugees to address their needs, acclimate to new ways of thinking and behavioral expectations, and, from a policy perspective, identify ways to protect and advance their rights in a new country.
* Safety and Self-Care - in order to be an effective professional, social workers need to address their own needs and safety concerns. Self-care refers to behaviors and actions that contribute to maintaining one’s own sense of wellness and health. In international social work, in developing countries in particular, safety can be the foremost concern.

Diversity and Global and International Practice

* Age - Age discrimination and oppression are relative, contingent on country and culture. For example, Mexico has a relatively young age structure with a median age of 24, as compared to median age of 35 in the United States, and illegal job discrimination may begin as early as age 35.
* Class - It may be that technology is the new determinant of global class structures . Instead of categorizing people on the basis of income, wealth, family status, social connections, and education, a world-wide class system has been developing on the basis of people being technologically connected, semi-connected, and disconnected. Client access to technology is an important issue in social work practice. Applying for or monitoring benefits from public assistance programs often involves computer knowledge and access.
* Ethnicity - Discrimination in some other parts of the world has far more impact on oppressed ethnic groups. When a specific ethnic group is targeted, people can be imprisoned and face discrimination and persecution, such as fines and harassment, for no other reason than their ethnicity.
* Race - High rates of racial and ethnic intermarriage in the United States are leading to a growing number of persons with mixed descent. Racial classification is becoming more complex. Race can be important in regard to self-perception, self-identification, and any inherent meaning for a client. For many people from multiracial populations, a salient and practical question becomes “What do I consider as my primary racial identification?”
* Gender - Globally, women continue to be dominated, oppressed, and exploited sexually, interpersonally, economically, and socially by men.
* Sexual Orientation - In 2013, the United Nations called upon all governments across the globe to protect the rights of lesbian, gay, bisexual, and transgender (LGBT) individuals.
* Intersections of Diversity - With people experiencing multiple forms of diversity, it is especially important to view the uniqueness, dignity, and worth of each person and their perspective.

Advocacy and International Social Work

* Effective advocacy by social workers for global change often involves:
* Interest
* Conducive employment
* Collaboration
* Strategic involvement in causes
* Social and Economic Justice
  + Taking a global perspective to issues of economic and social justice often means looking at the societal structures and forces that impinge on the situation.
  + Example – Amnesty International seeks a world where people live free from violence and is particularly concerned with ending the worldwide cycle of violence against women. Violence against women and girls takes many forms (e.g., physical abuse, rape, female genital cutting, and human trafficking).
* Supportive Environment
  + For people living in challenging environments, seeking residency in a more hospitable place is a way to improve one’s quality of life and life expectancy. Social work practice involves both helping people to advocate for improvements to their native environment and assisting people with adapting to new places.
* Human Needs and Rights
  + Human needs and rights are relative to time, place, and the values of people involved. Cultural values defining the appropriateness of behaviors and actions vary tremendously by country. What is deemed sexist, oppressive, or abusive in one country can be seen by people in another, sometimes neighboring nation as acceptable or noble.
  + In 1948, following the atrocities of World War II, the United Nations adopted a Universal Declaration of Human Rights (UDHR) applicable to people from all nations. The UDHR consists of a preamble and 30 articles delineating and describing various rights, freedoms, fair treatment, and entitlements for all humans.
* Political Access
  + In democratic countries, the notion of a fair and free election is valued; people have a right to vote for politicians and leaders and votes are legitimately counted. But assuring fair elections in countries whose politics are characterized by the use of force or plagued by corruption is a challenge.

Your Career and International Social Work

* The occupational classification of international social worker is not prevalent and data is not routinely available. Social workers in international practice often remain undifferentiated from other social workers and subsumed under employment classifications specifying populations groups and problem areas.
* Laws regulating the practice of social work are determined by the country or state in which one is employed and practices. Developing countries may not regulate the title or role of social worker at all or may have very limited educational and training requirements. More sophisticated systems for regulating social work practice are generally in place in developed countries, where professionalism and advanced degrees are more common.
* International job opportunities - Social workers possess valuable knowledge and skills for international commerce that are applicable to many occupations in the travel industry, diplomatic units, international government service (e.g., embassy work), higher education (e.g., advising, admissions, and exchange programs), and religious organizations. With social work’s heavy commitment to human rights and social justice, employment with companies and organizations emphasizing international human rights (for example, Avon’s Global Believe Fund) is a special consideration. Many international businesses seek ways to improve the human condition and spread corporate goodwill globally. These companies may hire social workers for jobs in public relations, product management, and human relations.

# Key Concepts for Chapter 17: Global and International Social Work

asylum seeker

comparative social policy

cultural competence

developing countries

global practice

industrialized countries

international social work

migration

refugees

social development

# Case Study for Chapter 17: Global and International Social Work

In 2009, Abrehem and Amira Al-Lami, along with their 8-year-old son (Jamail) and 6-year-old daughter (Sabeen), worked with the U.S. Department of State, U.S. Department of Homeland Security, and U.S. Agency for International Development to become Iraqi refugees and move and resettle in Chicago, Illinois. As an Iraqi citizen, Abrehem had worked for the Multinational force and U.S. government in Iraq. Abrehem and his family faced persecution in Iraq as a consequence of their assistance as interpreters/translators to the U.S. government. The resettlement process took about 10 months with Abrehem’s fluency in English being very helpful in completing paperwork. As displaced refugees, the Al-Limi family received assistance with food, shelter, and health care.

In the Chicago area, the Al-Lami family lives in an apartment building inhabited by other refugees (including several Iraqi families) with support provided by area churches and international relief agencies. Abrehem and Amira have maintained limited contact with a few U.S. government officials and military subcontractors from Iraq. Outside of their apartment building and friendships acquired in Iraq, establishing new relationships and sources of social support has been challenging. Attendance at a local mosque has been helpful. However, upon learning the Al-Lamis’ country of origin, many everyday Americans show an initial resistance to relationship building. Abrehem and Amira and their children struggle with social relationships, employment, transportation, addressing everyday needs, acceptance by others, and a general sense of “fitting in.” With their social worker from a Lutheran social service agency, the Al-Lami family are exploring school-based services for their children and ways to connect with other refugee families to advocate for additional social and economic opportunities for people displaced from Iraq.

1. Are there any other countries you can think of from which a refugee may come to the United States and find others reluctant or somehow unsure how to interact with them?

2. Are there any countries of origin or nationalities which could make it difficult for you to work with a client, or perhaps a bit uncomfortable at first? Why? What do you think that means?

3. It is possible in some cities for refugees or immigrants to live among people who come from the same place, perhaps never even having to speak English to get by day to day. Do you think this is the best option for them, or should they at least somewhat learn to assimilate? Explain.

# Discussion Questions for Chapter 17: Global and International Social Work

Discussion Question #1

The United States has a reputation in some parts of the world for thinking they know how every society should be, and trying to impose those beliefs upon others. Do you think this reputation is accurate? Is there anything the United States can do to change it? Where does social work come into the equation?

Discussion Question #2

Social workers, being bound by confidentiality, should not report a client who may be an undocumented immigrant. How do you feel about this? Do you feel undocumented immigrants should have the ability to send their children to U.S. public schools or get treatment in hospital emergency rooms without facing deportation?

Discussion Question #3

Other than missing loved ones back home, what do you think would be the most challenging aspect of taking on an international social work job that required you to spend long stretches of time in other countries? Perhaps not having instant connectivity? Building relationships with people from different cultures? Something else?

Discussion Question #4

With all the serious problems in America, why is it important or even necessary for social workers in our country to have an international focus? How can working on issues abroad still make a difference for people in America? Does it matter?

# Chapter Exercises for Chapter 17: Global and International Social Work

1. Identify and reach out to classmates, friends, and acquaintances who have migrated to the United States. Discuss the differences in your cultural values, norms, ways, customs, and beliefs. You might consider going to a cultural event, restaurant, or area of town with that person as a means of stimulating discussion. Report on your experience.

2. Organize a group of students to plan an educational trip and course in another country during spring break, summer, or a January term. Which faculty members have the background and expertise to potentially lead such an experience? How could this trip align with education about human needs and rights? Is there an office of international study at your university that has established a similar educational offering or could assist with your ideas?

3. Organize a movie night and watch *Nepal’s Stolen Children* (2011), produced by actress Demi Moore. After the showing, discuss how people and professionals can become involved in promoting global rights for women and children.

4. Invite a social worker from a community-based agency or organization involved in international or global practice to a student- or class-organized lunch. Ask the social worker to explain her or his work with a population group exhibiting specific needs in your area and to describe how students can get involved. Identify any student clubs or organizations that could be useful partners.

5. Organizations such as the International Association of Schools of Social Work provide small research grants for students and faculty members to examine issues related to international and global social work practice and causes. Your university might also provide this type of funding. Search the Internet to see what kinds of research initiatives are currently being funded for global and international study. Are there any appropriate opportunities for students and faculty members at your university to apply for such monies?

# 6. A career in international and global social work involves prep work. What countries, population groups, and causes are of interest to you? What will you need in the way of language acquisition and cultural education and awareness? Identify volunteer experiences, travel opportunities, internships, study-abroad trips, field placement opportunities, associations, and relationships with stakeholders that could prepare and position you for international and global practice.

# Class Activities for Chapter 17: Global and International Social Work

**Class activity #1**

Split the class into discussion groups of 4-5. Hand out the following to each group.

One issue that has gained more attention in recent years is FGC, or female genital cutting (sometimes called female genital mutilation or FGM). This is a procedure that varies somewhat from culture to culture where it is practiced (mostly in Africa), but which always involves at the very least the cutting/removal of the clitoris. Previously done as girls reached sexual maturity, it is now often done to girls as young as 3 or 4 simply because the procedure is less expensive to perform at that time. This procedure serves no purpose other than reducing the woman’s ability to feel sexual pleasure, which some believe is necessary in order to stop her from being promiscuous and therefore make her desirable marriage material for men. Sometimes FGC goes as far as sewing the girl’s labia together to make penetration impossible, allowing only enough of an opening for the passage or urine and menstrual blood.

This procedure is typically conducted by elders of the culture—sometimes a respected woman, sometimes an older male relative—and not by people with any sort of medical training or access to sterilized tools or anesthetic. It is painful for the girls to endure and can leave them with lasting nerve damage, or even threaten their lives when too much blood is lost. Many of the countries where it is practiced have mounted education campaigns to stop people from performing the rite, but it continues, especially in isolated rural tribes.

Many human rights groups on the international stage have taken an interest in stopping FGC, or at the very least, educating local women and leaders about it in the countries where it occurs.

As a group, discuss the following.

1) Is it all right for people from other countries to come in and try to stop a country from engaging in a traditional cultural practice, even if that practice is dangerous?

2) Are there cultural practices in your own country that may seem strange, discriminatory, improper, or even dangerous to outsiders? How would you respond to people from another country coming in to tell you why you should stop?

3) What do you see as the biggest roadblock to really stopping FGC altogether?

4) When there are serious human rights violations taking place in a country, yet supported by a large number of locals (e.g., execution of homosexuals and accused adulterous women in some African and Middle Eastern countries), what is the best strategy to take if one hopes to see those violations reduced or eliminated?

**Class activity #2**

You will need computers or students with smart phones for this activity.

Split the class into groups. Let them know that each group will be given an area of policy and will be asked to identify the American policy in that area and then compare it to the policies a number of other countries have in the same area *briefly*—no need to go into great depth here. The process should take 20-25 minutes.

Someone in the group should take notes about the different policies for reporting to the class. If information is available about the effectiveness or outcomes of these policies, report that as well. In reporting the differences, students should talk about what they find surprising or bothersome, and what is the most impressive to them out of the different policies they identified.

Possible areas for students to investigate:

Maternal (and paternal) leave

DUI/DWI punishments

National health care  
Disability-related assistance

Drug abuse

Marriage equality

College education funding

Provision of food to the needy

Capital punishment

Prostitution and pimping

…and many more! (Feel free to add your own)

**Class activity #3**

This mirrors an activity that was done at the beginning of the semester, offered in Chapter 2 of the instructor’s manual. It is an effort to see what, if anything, has changed about students’ views on some of the key topics discussed over the course of the semester.

Have the class stand up and scatter around the room. Label one side of the room “agree” (write on the chalkboard/whiteboard or put up a sign on one wall) and label the other side of the room “disagree.” Tell the students you will be reading a series of statements and you would like them to move to a place in the room that reflects how they feel about the statement. If they strongly agree, they should move far to the “agree” side of the room. If they somewhat agree, they may move halfway between the middle of the room and the “disagree” wall. After everyone has decided where to stand, ask for volunteers to explain why they are standing where they are. Make a special note of the fact that you would really like to hear from people who are now standing in a different place than they would have stood at the beginning of the semester.

Statements

1. People have a good understanding of what social workers do.
2. Poor people who receive welfare benefits are generally too lazy to work.
3. The Affordable Care Act is a positive thing for our society.
4. I expect Social Security to be available to me when I retire.
5. Families who are on welfare should not get more benefits if more children are born into the family while they are on welfare.
6. Social welfare may hurt its recipients as much as it endeavors to help them, by preventing them from pulling themselves out of poverty.
7. Environmentalism and social work go hand in hand.
8. Women are close to achieving equality in America.
9. Adults should be able to marry someone of the same sex.
10. Marijuana should be legalized for medical and recreational purposes.
11. America’s social service programs are far better than most other countries.

Feel free to add your own based on class discussions or comments you may have received from students.

# Video and Multimedia for Chapter 17: Global and International Social Work

#### Video Clips

* [International Adoption—Challenges and Suggestions](http://www.c-span.org/video/?310768-5/international-adoptions)   
  Could social workers perhaps help the ongoing issues regarding international adoptions?
* [LBGTQ Laws and Punishments in Africa](https://www.youtube.com/watch?v=tzzBbOLbtI4)   
  Loving who they love, in some parts of Africa, may cost people their lives.
* [Female Genital Cutting Continues Despite International Opposition](https://www.youtube.com/watch?v=MsdeI5JkbEo)   
  The difficult issue of female genital mutilation/cutting (FGM/FGC) is a major human rights struggle.

#### Audio Clips

* [Civilian Casualties and Drone Strikes](http://www.npr.org/player/v2/mediaPlayer.html?action=1&t=1&islist=false&id=239597012&m=239597427&live=1)   
  Amnesty International and human rights groups speak out against the alleged war crimes involved in the United States’ drone strike program.
* [Is Charity Always Helpful?](http://www.npr.org/player/v2/mediaPlayer.html?action=1&t=1&islist=false&id=336600290&m=336766037)   
  On the surface it looks great—but is “voluntourism” as beneficial to the visited communities as it is to the company profiting off the placement of the volunteers?

# Web Resources for Chapter 17: Global and International Social Work

* [International Social Work](http://isw.sagepub.com/)   
  The homepage to the journal devoted to this social work specialty.
* [So You Want to Be an International Social Worker](http://www.socialworker.com/feature-articles/career-jobs/How_to_Snag_a_Job_In_International_Social_Work/)   
  A guide for landing one of the highly sought-after jobs in international social work.
* [The Guardian’s Guide to LGBTQ Rights](http://www.theguardian.com/world/ng-interactive/2014/may/-sp-gay-rights-world-lesbian-bisexual-transgender)   
  A worldwide guide to each country’s level of respect and consideration for LGBTQ rights.

# SAGE Journal Articles for Chapter 17: Global and International Social Work

[**SAGE Journal User Guide**](http://www.uk.sagepub.com/sageEdge/orvis3e/files/SJ-userguide.pdf)

Article 1.

[Bø, B. P. (2014). Social work in a multicultural society: New challenges and needs for competence.*International Social Work*,](http://isw.sagepub.com/cgi/reprint/0020872814550114v1?ijkey=h1X4Y7NpIw8eE&keytype=ref&siteid=spisw) doi:10.1177/0020872814550114

Drawing on questionnaire and qualitative interviews with social workers, this article explores the struggle to bridge cultures and provide effective and culturally sensitive services in an increasingly diverse, multinational/multicultural context.

#### Questions:

1. What were some of the central concerns of social workers interviewed for this study regarding their ability to work with linguistically and culturally diverse client systems?
2. What kinds of knowledge did social workers in this study want to improve their cross-cultural competence? What do the authors argue about this focus on “the others”?
3. Discuss the authors’ conclusions about the knowledge and skills needed for effective social work practice in a multicultural society.

Article 2.

[Furman, R., Sanchez, M., Ackerman, A., & Ung, T. (2014). The immigration detention center as a transnational problem: Implications for international social work.*International Social Work,*](http://isw.sagepub.com/cgi/reprint/0020872813500803v1?ijkey=Kh9YBRrD7sA7U&keytype=ref&siteid=spisw) doi:10.1177/0020872813500803

This article highlights the consequences of national immigration policy on individuals and families with specific attention to the rise in for-profit immigration detention centers.  The authors conclude that social work is well positioned to address this humanitarian crisis through policy and practice.

#### Questions:

1. How has the criminalization of immigration affected individuals and families?
2. How does the proliferation of detention centers pose a human rights issue for social workers?
3. What do the authors mean by “transnational practice”?  How does this differ from international social work practice?
4. What recommendations do the authors make for addressing the social justice crises in immigration detention centers?