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The U.S. Globalization of Social Work Education: The Impact and Implications on Practice in a Developing Country

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The U.S. Globalization of Social Work Education: The Impact and Implications on Practice in a

Developing Country

by

Gabriel Donovan Carrillo

A Banded Dissertation in Partial Fulfillment
Of the Requirements for the Degree
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Abstract

The focus of this banded dissertation, is the examination of the impact of a U.S. Social Work Education Curriculum on the practice of social work globally. Globalization of social work education is explored through the lens of cultural hegemony; the author then uses the principles of critical pedagogy to address the imbalances uncovered and to promote educational liberation especially in developing countries. The Banded Dissertation is comprised of three products, two of which will be research papers and the third, an overview of a peer-reviewed conference presentation.

The preparations or lack thereof, for international students who come to study social work in the U.S. is explored in the first section of this dissertation. An in-depth exploration of a U.S. globalization of social work education is presented which highlights the need for intentional preparation for culturally informed re-entry of international students to their country of origin. A conceptual model for the training of International and American students, pursuing an interest in international social work, is developed and introduced.

The second section, explores the impact of a U.S. model of social work education that was adapted to support the development of social work education curriculum in Belize. The Government of Belize is the largest employer of social workers that graduate from the University of Belize's Social Work Program. The author describes the relationship, a sample of social workers in Belize had with their training and their perception of its effectiveness in assisting them to practice within the Belizean context. Concerns are highlighted and recommendations are made for a full indigenization of the social work curriculum.

The final section offers highlights from peer-reviewed poster presentations done at two conferences. The presentations were used to seek support for the development of the conceptual

model described in the first section at an international social work conference. Later the final conceptual model was introduced at the CSWE's Annual Program Meeting in Orlando Florida, November 2018.

This Banded Dissertation asserts that as the Global Social Work Community seek to address a Global Agenda collectively, that social issues, although similar in many ways, are inherently different. These differences require that countries' support such as that of the U.S., when sought, either in the form of education or technical assistance, should be reciprocated with the utmost care and attention to the indigenized needs of the particular community.

Dedication

I offer this work as a dedication to my parents, Dorothy Irene (Auxilly) and Pedro Armando Carrillo, for they gave me life; una vida completa! Mom has been long gone but her spirit has been with me every step of the way. Dad had plans of being at my graduation but the great light of absolute being had other plans. He recently left us so unexpectedly, but I know he had every confidence that I would walk across the UST stage. Dad was proud of me and never wavered in his unconditional love for his ever so unconventional son. I also dedicate this to all social workers who travel distances to learn in the hope of one day returning home to make positive impacts.

Acknowledgements

I must acknowledge my entire cohort family; we have moved as a collective unit supporting each other in every way possible, directly to the finish line. Although they each mean something special to me, I must single out CJ, for stretching me and helping me grow, Katrinna for being my Ace, Mary for being the epitome of friendship; Angela, and Leah, each special in their own way. You collectively saw me through some really tough spots and I thank you. Keith, my partner in everything, thanks for loving me, supporting me and encouraging me even when I make it difficult. My family, the one I was born into and the community I added on as my own; thank you for holding me up! RSJ you rock and you know why!! Finally I'd like to acknowledge my dissertation advisor, Dr. Kingsley Chigbu. He has been one of my biggest cheerleaders, supporting me and encouraging me to be true to my voice even when others would rather I temper it.

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Globalization of Social Work Education: The Impact and Implications on Practice in a Developing Country

Globalization has directly resulted in the rise of the number of international students at American universities seeking higher education over the last decade. Although Wermund (2018), reports that enrollment was down by 7 % in 2017 as compared to 2016, U.S. universities and colleges still lead as the number one destination for foreign students. Although the new enrollment numbers decreased, the Open Doors Report (2018) shows a growth of 1.5% overall in international student attendance at universities; the largest enrollment number coming from China.

In an effort to address the impact of the last global recession of 2009, the international social work governing bodies hastened their work towards developing a *Global Agenda*. Jones and Truell (2012), share that the recession “heightened inequality, extensive migratory movements, increased pandemics and natural catastrophes, and new forms of conflict, ... force us, as social work and social development professionals and educators, to be more aware of global realities and to act differently” (p.1). The Global Agenda is seen as a way for the global social work profession to have a unified approach to the current state of the world. Jones and Truell (2012) emphasize that social workers are aware that what happens in the world affects them locally; however, even they concede that social workers in the midst of their own struggles at home may wonder what this Global Agenda would have to do with them.

Historically at what could be viewed as the start of this rapid globalization, there was a parallel, increased interest in international social work that had to do with another crisis. The International Association of Schools of Social Work (IASSW) and the International Federation of Social (IFSW), the two major international social work organizations, were to lead the charge.

In 1945, the United Nations Charter was signed after 50 nations met in San Francisco to discuss the idea of collective security and 29 countries signed on in agreement with the charter. There was a simultaneous development of other committees and councils with the United Nations that developed. Countries had been reeling from the effects of the two World Wars and social workers would play an important role in aid and relief work in other countries. Stein (1957), in a workshop paper for the Annual Meeting of the CSWE wrote that, “the surging interest in world developments precipitated by World War II had left a profound impression on social work in the United States and Canada” (p.1). Stein (1957) further wrote:

Hundreds of social workers participated directly in social work in other lands, through the American Red Cross, the U.S.O., UNHR, International Refugee Organization, the various sectarian agencies ... established by the United Nations ... Committees on international social work in local chapter of the National Association of Social Workers have grown spontaneously and rapidly and programs on international themes have marked conferences of social work on local, state and national levels. (p.1).

Historians discuss that the period after World War II saw great improvements in International Cooperation and political and economic growth. Everyone was participating in preventing another world war from happening. Simultaneous developments and cooperation were occurring in academia. This Banded Dissertation seeks to examine the globalization of social work and more so a U.S. globalization. The absence of intentional preparation for the support of international students and the increased involvement of the U.S. in supporting the development of social work in other countries, highlights the spread of globalization.

Considering the global realities of today, should we have the mandate to support the development of a curriculum which provides flexibility needed for international students? What has the preparation of international students looked like and what are some implications for practice when international students return home ill-prepared to face the realities of their home countries? These are some questions this dissertation will answer. The question remains though, whose view of social work is being promoted. The concept paper exploring the preparation for international students, the development of the international social work curriculum in the United States, lays the foundation for this banded dissertation. This work examines the impact and implications that a United States education may also have on a developing country, when international students return home to practice, to teach, and to implement training programs that inform the development of social work education and service provision in their respective countries. Also of interest is the impact of adapting a U.S. social work curriculum to assist in developing social work programs in countries seeking assistance. The move towards fulfillment of the Global Agenda is a good one, but how are we ensuring that the indigenized needs of a community remain a central focus.

Conceptual Framework

The conceptual framework for this banded dissertation will be guided by Critical Pedagogy, specifically utilizing the lens through which we view the impact and influence cultural hegemony has had on this particular framework. Paulo Freire is synonymous with critical pedagogy; he compels us to examine whose side we represent when we are educating. The idea of cultural hegemony, for which Antonio Gramsci is most known, refers to the manner in which the ruling classes, gain control of subordinates through consent (Mayo, 2014). This

control often comes about when the ruling classes taking control of civil and political society. While exploring the development of the dissertation, the concept of civil control through education, takes center stage. Gramsci would contend that civil society through education, is very connected to the state (political system). The argument would be, that through the education of social work, the U.S. has created an avenue to promote its view and ideology. Robinson (2005), would share that cultural hegemony here relates to the way in which ideologies are become common sense to maintain the status quo.

Mayo (2014), explores education as being very political and not neutral in its function. He further argues that it is in the curriculum that the dominant groups exercise their hegemony. Thus framing the products of this dissertation around the key concept of Critical Pedagogy, Hegemony, becomes critical. The concept of globalization, a western globalization, but more so a United States of America globalization, seems to play an important role. We examine, two major times of turmoil in the world where social work took a leading role, directly after the World Wars and after the 2009 economic crisis. Directly after both times, social work and social work education took leading roles in the U.S. and also served as support for more vulnerable countries affected in the aftermath.

Through the examination of critical pedagogy and its influences, the banded dissertation seeks to change the hegemonic practices that are prevalent in spaces where the U.S. context is viewed as optimal. The hope is that through the examination and answering of the needs of international students trained in the U.S. using the conceptual model introduced, that students will be able to question and identify hegemonic practices and replace them with indigenized interventions for their eventual return home. As we further examine models of U.S. social work

education in a developing country, we highlight the use of critical pedagogy to influence the spread of education that would support the masses and not just the access to a few. The work also supports the highlighting and removal of the vestiges of colonialism that still make it possible for the U.S. model to be highly desired by countries seeking support for development. Many aspects of a U.S. model can be beneficial, the task for developing countries is to identify what is good about it, adapt it for the specific reality and promoting a true indigenization of the developed curriculum. The indigenization process is seen as making something more native, and more reflective of the local culture.

Summary of Banded Dissertation Products

Product one is a conceptual paper. The paper offers a careful review of archival and contemporary documents to understand efforts made in the preparation for and presence of the International Student in social work programs in the United States. The current issues facing the students and the particular needs identified for curricular support are presented along with development of an International Social Work curriculum. Is there a globalization of social work education occurring and are international students adequately prepared to practice in their country of origin after successfully completing their studies? A conceptual model is developed to support the culturally sensitive training of the international students to promote appropriate re-entry to their countries of origin. In support of U.S. students, the model promotes an opportunity for them to learn international social work alongside their international counterpart; together they will be supported in creating adaptable interventions. The major components of this paper have been retrieved, and documented at the University of Minnesota's Social Welfare Archives during

a one day visit. Four separate record collections were examined along with contemporary resources on Globalization and social work education.

The second product is a qualitative study of the progress and development of the U.S. model of social work education which was adapted and implemented in Belize at the University of Belize (UB). The study focuses on a sample of twelve (12) qualitative interviews and document reviews. The interviewees are social workers in the Ministry of Human Development, Social Transformation and Poverty Alleviation; they are all graduates of the social work program at U.B. The qualitative study, seeks to uncover what impact the support of New Mexico State University has had on the delivery of the curriculum in Belize. The study seeks to provide an answer to the question: How effective has the social work program at the University of Belize been in addressing the social service needs of Belize particularly through the work of the Ministry of Human Development? Along with the interviews, documents provided by the Fulbright scholar who assisted in program development in Belize will be reviewed. The output communications will be textually analyzed specifically to see how, what and why decisions were made, and who made the decisions. Highlighted in the study are the issues that Belize was facing at the time of the decision to start a social work program at the university.

The third product is a summary of presentations made at two peer-reviewed conferences. The target audiences were primarily social work educators, especially those who encounter international students in their programs. The focus of the presentations were to discuss considerations for curriculum development, pedagogical approaches and field placements as it pertained to international students. The first presentation sought input from international conference participants about network development and views on globalization. The second

presentation included feedback and an introduction of the conceptual model for training of international students. The first conference was the International Federation Social Work's Joint Conference on Social Work Education and Social Development. The conference was held in Dublin, Ireland. The second conference was the Council on Social Work Education's Annual Program Meeting held in Orlando, Florida.

Discussion

As we discussed in the background of the social work profession as it began as an international movement, there is a parallel occurrence with the sign of the times. International Social Welfare became a need with the aftermath of the World Wars. What the literature shows is that Social work education, seemingly became an American thing, another agenda where the decisions although with global effects were all made in the US. Today we look at the ever changing world. Immigration is an important issue for current times, but when we look at the number international students who have been educated in the U.S. context, knowing that the efforts of the 1950s and 60s never continued to present day. Today social work educators lament about the plight of the international student, whether it be in field placements, or in the classroom. It is surprising to see that the CSWE had such an intentional role in supporting schools of social work to work with international students in not actively doing so today.

The search of the archives showed a trend in the development in social work education along with globalization. What is evident though is an increased development in the international social work curriculum and the number of persons leaving to go to international countries to practice the U.S.' version of international social work. There is not a parallel development of the curriculum for international student. This writer is left wondering if there is a purposeful U.S.

Globalization of social work, where the effort is not placed on training international students, whose numbers are growing, but on increasing the stability of the US. International Social Work Curriculum.

It should be noted that questions about immigration and plans after graduation may be difficult to respond to as one's immigration status has been identified as a major stressor for international students. In a discussion about our values and ethics as social work educators, we can acknowledge that we serve as educational units that often must consider the cost of administering our programs. The question remains, whose global agenda we are pushing as a profession and considering the global realities of today should we have a mandate to support the development of curriculum allowing the flexibility needed for international students who know their realities better than we do.

Implications for Social Work Education

International students who come to the U.S. to study, should be actively supported in adapting the training they receive to the realities of their countries of origin. Social workers around the world would be empowered to utilize their own resources and cultural realities to address their needs; resulting in liberation from the negative effects of the globalization of social work. Mayo (2014), highlights that critical pedagogy informs the development of curriculum that focuses on the everyday realities of the people, their practices, narrative and needs. Empowering them to respond, creating responses germane to the identified issues.

As we strive towards a global agenda, creating avenues for social work educators to network can indeed provide a sharing of expertise, along with a unique understanding of the needs of other countries. Curriculum designs can benefit from unique ways of addressing issues.

When hegemonic ideas are questioned and their transmission disrupted, a true exchange of ideas can occur. Challenges to the Western context may prove beneficial to creating new ways of addressing situations our models of interventions have failed to address. In understanding globalization, we can look at migration trends and envision a richer learning experience for U.S. students. The immigrant population is growing exponentially despite concerns with policies of the current U.S. administration. Wermund (2018), highlights that policy makers need to take a serious look at the economic impact the current xenophobia is having on our economy. In the same regard, if the curriculum in universities is developed to support international students, this could increase the enrollment rates ensuring support for continued curriculum development.

Implications for Future Research

Feedback from the poster presentations supports an assertion that professors would willingly create opportunities for international students if they had the support they felt they needed. Future research requires a full examination of the Social Welfare Archives. Collections of training manuals, needs assessments from the 50s and 60s should be examined in an effort to compare the needs of the international students. Tremendous work was done that should be resurrected and valued in a contemporary context. The conceptual model introduced should undergo a pilot study to assess efficacy. A survey will be necessary for countries where international students return to practice; the intervention models are built into the process.

We must fully appreciate the impact of a Global Agenda, especially for countries recovering from the impact of colonialism. A full review of the social work curriculum in Belize is necessary. IRB issues prevented a survey of the faculty teaching in the UB program. Belize must also undergo surveillance of documents and narratives to record the long history of social

service provision in that country. Full indigenization of the curriculum can only occur when the masses have information to disrupt hegemonic influences. The overarching aim of this study is to allow an application of critical pedagogy that would liberate the participants from cultural hegemony.

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Developing a Conceptual Model for Culturally Informed Re-Entry of U.S. Trained International
Social Workers

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Abstract

In this paper, the author examines the numerous strategies, global developments of the social work profession, and plans made for the preparation of the international student in social work programs in the U.S. The paper is guided by key concepts of critical pedagogy the impact *cultural hegemony* has had on its formation. Through the use of cultural hegemony, the author explores reasons for a lack of adequate preparation in culturally informed practice training, to support the re-entry of international students to their countries of domicile/origin. The author provides a lens through which a lack of preparation of international students for re-entry to their countries of origin can be understood and possibly addressed, using key assumptions of cultural hegemony.

Keywords: critical pedagogy, cultural hegemony, globalization, indigenous social work, cultural re-entry, international student, foreign

Developing a Conceptual Model for Culturally Informed Re-Entry of U.S. Trained International Social Workers

In what could possibly be identified as the start of the globalization of social work, a new leader would emerge from the U.S.; Katherine Kendall has been credited as a critical leader in shaping international social work (Kendall, 1986). The International Committee, which would later become the International Association of the Schools of Social Work (IASSW), was founded in 1928 with initially 51-member schools, mostly from Europe. Post-World War II would see a change in the membership and direction of the committee. The first congress held after the war, highlighted the war-recovery efforts being made and was successful in highlighting the role social work was playing and could play, in the newly formed United Nations (UN) efforts.

In 1947, the International Committee sought affiliation with the UN (Healy, 2008). The committee was successful and was granted a Consultative Status with the UN's Economic and Social Council. Through Kendall's contributions in 1950, a UN Resolution was passed, that identified social work as a profession requiring professional training and called upon the UN to use its influence to spread social education around the world especially in newly independent countries of Asia and Africa (Healy, 2008). Perhaps social work may have been seen as a seminal helping profession and Kendall's influence would continue for almost six decades; the committee would even move its secretariat to the U.S.

Historians discuss that the period after World War II saw great improvements in international cooperation and political and economic growth (Healy, 2008). Leaders from other countries worked tirelessly to prevent another world war from occurring. Simultaneous developments and cooperation were occurring in academia. The Migration Policy Institute, (2016), reported that 975,000 international students were enrolled in American universities and

colleges. The enrollment numbers represented a ten percent increase in enrollment between the school year 2013-2014 to 2014-2015, (Zong & Batalova, 2016). According to CSWE 2013 statistics, about 1,430 international students were enrolled full-time in social work programs across undergraduate and graduate programs. It was estimated that over 2,000 international students were enrolled in both full-time and part-time programs (CSWE, 2013).

Throughout this conceptual paper, the concept of cultural hegemony will be used and examined through its informing of critical pedagogy. A major assumption in this theory is that institutions control social order, therefore to be influential, a group must gain control of the institutions. By using this concept, a framework will be provided for better understanding the lack of adequate preparation of international students studying social work in the U.S.

Globalization, western globalization, but more so a U.S. globalization seems to play an important role in student preparation. This conceptual paper explores efforts to prepare international students in the field of social work in the U.S. However, a main focus of the discussion is to identify reasons for the lack of adequate preparation for these students. Globalization has directly resulted in the rise of the number of international students at American universities seeking higher education.

Social work is becoming a globalized profession and numerous collaborative attempts have been made by the International Federation of Social Work and the National Association of Social Work (NASW), to develop a uniform definition and view for the profession. However, the socio-cultural and economic realities are different in every country where social work is practiced. International students trained within the American context do reflect such training in their practices in their home countries. Therefore, examining how international students are prepared in the U.S. is very important in understanding how well they are prepared for cultural

re-entry in their countries of origin. Considering the global realities of today, should we have a mandate to support the development of a curriculum that provides the flexibility needed for international students? Guided by cultural hegemony as a conceptual framework, gaps identified in international student preparation will be used to develop a conceptual model for addressing culturally informed preparation of international students for cultural re-entry into their country of origin while successfully training U.S. students in international social work.

Guiding Conceptual Framework

Critical Pedagogy, but more specifically the central concept that has impacted it, cultural hegemony is the conceptual framework will inform the purpose of this article. Critical pedagogy requires an interrogation of how ideas are brought about and who brings them about by means of their social positions, (Saleeby & Scanlan, 2005). In his prison notebooks, Antonio Gramsci developed the concept of hegemony and refers to the process where the dominant classes control social functioning by gaining control of society through the management of ideologies, institutions, and social relations (Bieler, & Morton, 2014; Saleeby & Scanlan, 2005). Globalization of social work presents itself in the U.S. classroom, through the delivery of a curriculum based on dominant U.S. ideologies.

Major assumptions of critical pedagogy, which guide cultural hegemony, outlines that people would become engaged and aware of the dominance of neoliberal ideology. An awareness of this dominance would then lead to analysis and exploration of what needs to change for their own context. For change to occur, the dominated class needs to develop a culture of their own, or in the case of the conceptual paper, highlight their indigenous values. Education systems are political in nature and are designed to perpetuate the dominant values. Some concepts that guide this theory indicates that ideology creates our being and that ideas then

become the established truths from which current discourse is established (Brydon, 2012). Karl Marx, in writing about capitalism, shared that there would be a worker-led revolution. Marx believed that the system inherently had built-in destruction that would be as a result of exploitation. Gramsci developed the concept of cultural hegemony as an attempt to explain why this revolution had not occurred, (Maass, 2010). Gramsci was a journalist and an advocate for workers to strike and take control of the measures that were oppressing them. He was arrested because he was against the establishment and spent most of his years in prison which no doubt had a significant impact on his writings. Why else would he be imprisoned? The fear of the subjugated groups taking back control was his theory.

If a group fights to develop its own values possibly through reclaiming their origins, through questioning, they may be able to escape oppression. Through established curriculum in the U.S., international social work students, many of whom have been recruited, are guided through educational standards established from practice within the U.S. When international students are empowered and supported to interpret and modify learning to their own cultural context, they will be more prepared for re-entry to their countries of origin.

Understanding Cultural Hegemony

Several historical developments and factors impacted the development of cultural hegemony. Gramsci developed the concept of cultural hegemony based on Marxist beliefs that the dominant ideology of society reflected the beliefs and interests of the ruling class (Cole 2017). The arguments presented were that the ruling class gained consent through the spread of their ideologies through institutions such as education and religion. It is then argued that when people are taught that a particular way is the right way, they start to believe. Through Katherine Kendall's influence, who was employed by CSWE, the IASSW secretariat moved to the U.S.

Since the UN gave the IASSW Consultancy Status and passed a resolution to professionalize social work and spread social work education around the world; the U.S. was particularly poised to be a front-runner in the globalization of social work. As international students would come to the U.S. to study social work, they would be prepared through the dominant U.S. ideologies that guide social work education. These students would return to their home countries with a model of practice suitable only in a U.S. context.

Although there a number of assumptions about cultural hegemony, two major assumptions guide this article. Institutions control social order, therefore to be influential, a group must gain control of the institutions. Then cultural hegemony manifests itself when those dominated indeed begin to think that what is happening is natural and inevitable. Project Atlas, (2014), reports that 974,926 international students were enrolled in U.S. universities and colleges. Along with the 2,000 international students that were enrolled in U.S. social work programs in 2013, and the 512 international graduates who reported to CSWE in 2015 that they would be returning home to practice; these international students have all been prepared through the dominant U.S. ideologies, especially those in social work. Gramsci believed that just as those who controlled capital could assert economic power, those that gained and/or reclaimed their culture could assert cultural power. An assumption can be made that for change to happen, international students must be given accommodations and be empowered through the delivery of culturally appropriate training, for successful re-entry.

Marx's influence.

Gramsci was also very cognizant that education controlled by the dominant group could explain the ease of exploitation and ventured to explain that education needed to be diversified, making way for all classes to explore their viewpoints, (Cole, 2017). Without a doubt, Gramsci

would most likely be involved in the current discourse related to the *China Collaborative Final Report* that was released in 2017 by the CSWE. The Chinese government had an ambitious goal to expand social work as a new social development program. Through collaboration with CSWE, Chinese faculty interested in learning about social work were able to get support from U.S. programs to learn about key professional concepts, core values and beliefs, application of knowledge and skills, field education models, various instructional strategies, and academic administrative design, all based on U.S. programs. Seven U.S. programs are a part of the collaborative, with many other universities now accepting Chinese students in their social work programs. Even through this collaborative effort, the U.S. has been able to influence practice, through the sharing of its dominant ideology.

Throughout all the efforts in the U.S. to train and support international students, there is a lack of adequate training and preparation that would support students in translating, re-organizing and developing and transitioning their education to the cultural or practice realities of the countries of origin. Could the fact that schools may have stopped intentional preparation for international students in the 1960s (i.e. training for faculty on working with international students; curriculum considerations; curriculum flexibility; conferences and workshops for field preparation, etc.), be considered cultural hegemony at work? In a review of archival information, evidence of preparation for international students was recorded in the 1950s and 1960s and then no information for subsequent years (Box 32; reports on workshops, CSWE p. 181 APA 6.28). Right around the early 1970s when intentional international preparation of students disappeared from the archives, there was a subsequent development of the international social work curriculum. It becomes important to analyze this information through the understanding of cultural hegemony. Even though international students contribute significantly to the economy,

and are actively recruited, there has been no significant change in the curriculum to support their cultural re-entry. The curriculum continues to reflect the dominant ideology.

Use of the conceptual framework.

Throughout this paper, the author examines the preparation for international students, the development of the international social work curriculum in the U.S., and the financial components (i.e. financial burden of the student, financial gain of universities and contributions to the U.S. economy). The topic of the globalization of social work is also explored through the lens of hegemony. The conceptual model seeks to change the way the Western context is viewed globally and supports the notion that indigenization is paramount to addressing issues in the cultural and societal realities of the context the issue is identified. Through the lens of cultural hegemony, the literature review explores globalization, curriculum delivery, field options and the current reality of international students as they are prepared in the U.S. Three assumptions will be examined through critical pedagogy. 1) Through critical pedagogy students would be engaged to become aware of the dominance of neoliberal ideology, to critically analyze this ideology and explore what needs to change for their context in their countries of origin. 2) Is the school a place of domination or liberation? A student who will practice in another country and educated through Western ideologies is subject to the domination of those ideals. 3) Education systems are political in nature; Western methodologies are taught in the classroom. No one methodology can work for all populations.

Literature Review

In considering the preparation of international students the presence of hegemony and globalization in the current educational structure will be examined. The impact of the lack of culturally informed preparation will also be reviewed in the curriculum, field and current realities

of the international student. According to Gramsci's theory, two questions seem most important when exploring globalization. Should the U.S. led social work programs, bounded by codes of ethics of the social work profession be morally responsible for the deliberate preparation of international students? Many universities are seeing record low enrollments, and program funding is a major concern (Wermund, 2018). Focus and attention must also be placed on the preparation for international students, who in many cases contribute full tuition costs with no assistance like those available to their U.S. counterparts. According to Song and Petracchi (2015), enrolled international students contribute approximately \$27 billion annually to the U.S. economy; Wermund (2018) reported \$39 billion. In comparison to other service exports of the U.S., this figure makes higher education the nation's fifth largest service export. This fact alone should highlight the importance of adequate support for international students. In a capitalist market, ensuring the continuity of this revenue stream would be important for U.S. universities.

Universities attract international students because of reputation, despite the claim by some, that they do not have an intentional recruitment strategy. Students may be coming from many countries where the practice of social work is a relatively new idea, however, the idea of students coming to study social work in American colleges is not a new phenomenon.

Mooradian's (2004) study, found that as international students change to adapt when they are abroad studying, their own culture and country simultaneously change. For many such students, when they return home expecting the life they left, they, in turn, must re-acculturate and adjust to their new reality. Students generally have high anxiety about going to a different country to study, for a variety of reasons (Abbassi, 1998). The author's personal experience is a testimony of the struggles of many international students. At the end of the length of study, the author assimilated to a new culture developed new ways of maneuvering through systems and

developed a new awareness of self and social location. Alarming, the author had come to a realization that there may not be a job for him when he returned home. The realization also set in that the investment in a U.S. education may not be recovered.

Globalization

In our support of social work as a global profession, and considering the realities of cultural re-entry, U.S. universities should actively pursue avenues in curriculum development that could assist international students in translating their education and practice skills into what will be their practice reality upon returning to their country of origin. We know that social work education continues to grow from the number of persons coming to the U.S. to study. As the profession moves worldwide that a singular global perspective is being sought for practice, (Estes, 2010; Popple & Leighninger, 2002). A concept that could be a challenge for U.S. social work academics, is the concept of thinking globally about their work when social work is viewed in many different forms around the world.

Migration is a driving force in this globalization, increasing representation of foreign-born persons in the U.S. Estes (2010), also shares that this increase in foreign-born, can be identified as a reason social work programs are internationalizing; it is also a key reason CSWE mandates policies that programs should reflect the needs of their service areas. Critical to internationalization should be the preparations made for international students. If we are to consider international social work student education or international social work education as a service area of a University's program, then by the CSWE's own mandate, these programs should be intentional about their preparations for this population.

Supporting International Students

In an early study, Cetingok, (1990), shares that the discussion on preparation for international students has been occurring for a long time and that the full integration or purposeful integration of the international curriculum in a meaningful way has yet to occur. Cetingok's study on foreign students in schools of social work in the U.S. examines a two-pronged approach to supporting international social work. Programs support exchange learning opportunities with students from other countries and promote inclusion of the realities and struggles of other countries, giving American and foreign students a glimpse into the realities of other countries. However, U.S. practice methods are used to impact techniques for practice on other populations, failing to make a connection for the international student with the country of origin. Although the value of the cultural exchange is understood, there has been little curricular re-organization as discussed in the next subsection.

Curriculum

Rai, (2002), points out that U.S. schools do not prioritize re-organization of their curriculum for international students for two reasons. The first reason is that the primary focus of U.S. universities is to serve domestic students. The main focus of the CSWE curriculum is to train U.S. students. The second reason is that international students constitute a very small percentage of annual enrollment. The curriculum should be designed to reach every person in a class, Rai's argument seems to point to the idea that international students as minority groups are not as equally prioritized and the curriculum need only support the needs of the majority.

Since the beginning of the 20th century, social work education has grown from just a handful of programs to more than 1,600 programs worldwide. Johnson (2004) also discusses technological advances and worldwide movements and changes in government have fostered an

environment conducive to the development of social work. These changes have brought about a globalized economy and have brought international issues and social problems closer to home. However, the social work curriculum remains focused on a domestic perspective. Thus, the internationalization of the social work curriculum should be seen as an important step in preparing students for practice in our new global realities.

Healy (2008), shares that the most important accomplishment of the IASSW during the first years of the 21st century has been the development and adoption of the Global Standards for Social Work Education and Training. Compliance with the standards, however, is voluntary and the standards are more accurately described as guidelines for quality social work education. Concerns have been expressed, that the standards may stifle ongoing indigenization efforts of social work education, and fail to envision mandated standards that assure a training reflective of the cultural realities of the practice settings (Johnson, 2004).

The argument to explore against indigenization.

Even as we explore globalization and the indigenization/internationalization of the curriculum, we should explore notions that share that indigenization itself can promote hegemony. Gramsci might argue that is in the best interest of the U.S., now considered the most powerful country in the world, to continue in the development or spread of their dominance. Law and Lee (2016) question whether a multi-cultural society can exist. They argue that some consider indigenization as a means of keeping structures in place that can further disenfranchise the indigenous communities. The lens through which Law and Lee are looking at this is important to note in any discussion on indigenization. They point to the fast-moving globalization and discuss that indigenization occurs in a linear fashion and cannot account for the changes in the societal structures because of issues like migration.

Field Education

Even with globalization and changes in our student bodies, very little information exists on addressing the needs of international students. In a study, Zunz and Oil (2009) highlight that critical information revealed, surveyed universities had no depth of experience with numerous international students over a sustained period of time. They share that through collaborative identification of common concerns and sharing strategies that work, there must be a way to help field educators maximize their opportunities for international students.

For international students enrolled in social work, a substantial part of their learning will take place outside the classroom, as the practicum is considered the signature pedagogy of social work. Yet this author has had many conversations with field instructors who say they are not equipped to support international students. Engstrom and Jones (2007) discuss the need to develop ways to teach students to work with people from different cultures. They go on to share, international students should be seen as essential for addressing the effects of globalization. When different cultures merge, there is an opportunity for rich learning.

Understanding the Needs of International Students

The NASW code of ethics shares that social workers aim to open doors of access and opportunity for everyone especially those in need (NASW Code of Ethics, 2008). This lens helps a social worker to challenge destructive and unjust conditions. One might argue that international students who are ill-prepared for cultural re-entry cannot meet this standard. The justice standard, Forte (2014) shares, is a necessary tool for promoting human emancipation. Since justice is a cornerstone of the profession, the lens promotes the great purpose of social work; this alone is a strength. Another strength is that it allows for the purposeful development of tools that destroy unjust conditions, highlighting the importance of culturally informed preparation of

international students who can examine the very basis of their profession and their role upon re-entry in comparison to the U.S. reality. For example, if one considers a culturally accepted patriarchal society, where women's roles are clearly defined, but go against the culturally accepted norms here in the U.S. In the case where a woman must be granted the permission of her husband to seek a passport for travel, that woman's rights to freedom of movement are restricted; something that may be practiced in the U.S. but not mainstream.

When we look at foreign aid or support services provided by the U.S., we find hegemonic practices at play to challenge what we might think is destructive but completely acceptable by the cultural groups we work with. This lends another limitation that is going to become rather evident in the U.S., where there is a shift in the makeup of the face of our community members. Those who have been the minority are slated to become the majority in a few years. Who will review what practices are indeed destructive, or are these practices just viewed that way because of the current status quo?

Discussion

Guided by *cultural hegemony*, the author explores reasons for a lack of adequate preparation in culturally informed practice training, to support re-entry of international students to their countries of domicile/origin and provides a way of re-looking at international social work education. In doing so, the author used key assumptions of cultural hegemony, to address the gaps identified in international student preparation to promote appropriate re-entry and service provision in countries of origin.

More programs are developing international social work curriculum and U.S. practitioners are going abroad or working with immigrant populations. There is, however, no reorganization of the curriculum for international students occurring simultaneously. The author

is left wondering if there is a purposeful U.S. globalization of social work, where the effort is not placed on training international students, whose numbers are growing, but on increasing the stability of the U.S. International Social Work Curriculum. There is a sentiment that is not stated but is felt, "Come to the U.S. to learn to do social work the right way!" The Project Atlas projects that 8 million students would be educated in the U.S. by 2025.

There is a need for the development of a conceptual model for the training and preparation of international students. Rai (2002), shares that students come from varying backgrounds and that it would not make sense for programs to attempt to address individual national issues; that would indeed be a tremendous task. However, a unique look at challenging the dominant ideology, through engaging the curriculum, and practice experiences of all students through critical pedagogy may prove to be critical in establishing a truly unified global profession with mandates for indigenization. It thus seems that a possible challenge will be consideration of the indigenization of the curriculum. Brydon (2012) highlights that all communities have their own indigenous methods; in fact the Western context is also indigenous, defined by characteristics that are incompatible with other cultures. The move to one global perspective must address the hegemonic spread of incompatible practices. This reality supports the need to develop strategies for supporting culturally informed preparation of international students.

Practice Implications

Further, social work is practiced within a social welfare state; these are vastly different across countries. The practice occurs and is influenced by all levels. So, it is not just a discussion about whether to engage in, say, individual therapy or group work; it is about how the state and civil society support its people, too. This can be a complex idea, but it would be necessary for

any international student who has plans to practice in their own country, to be given the flexibility to study their own societal structures in their program.

The Current Challenge

During a roundtable discussion at the CSWE APM 2013, the author led a discussion on issues pertaining to international students; the topic of class participation came up and the identification that because they were international students there was an overwhelming feeling that their opinions were often overlooked and not taken seriously by their American counterparts. Lessons learned from the discussion showed that very little was being done in assisting international students to translate U.S. paradigms into their countries' current realities; in fact, many of the participants in the discussion shared that they did not know how to maneuver through the issues presented. The dominant ideology is so pervasive that instructors are unable to see alternatives or to question established structures. For some, there is disconnect between the global reality and local practice. Jones and Truell (2012), share that most people see regional and global connections to their work, yet some will still question the need to consider it in working in their local community.

Previous Views on the Way Forward

Martinez-Brawle and Zorita (2011), proposed that social work education in the U.S. continues to inadequately prepare its graduates for working effectively with immigrant populations, both documented and undocumented. The authors offer a framework for discussing the needs of immigrants and the ways in which social workers can be prepared for working effectively with them. In discussing advocacy as a discourse, the authors propose that social work students be provided with specific training and strategies to advocate against oppressive social structures that disproportionately affect immigrants in this country. This training concern

highlights the issue of cultural hegemony; where in the U.S. school system, the international student is trained in the dominant ideology and the domestic student is not trained to consider cultural realities of immigrant populations living in the U.S. Training opportunities about immigrant populations are seen in many cases as specializations. In the core curriculum there may be little emphasis on the immigrant population even as our population census changes to reflect a growth in that population, it is the unstated expectation is that the immigrant should conform to the society and not vice versa. The international social worker not supported in understanding how the models may not effectively address concerns and the domestic social worker then not being able to create alternative interventions that would be more effective. The institution then serving to maintain control with the dominant ideology, in this case a Western perspective, yet fails to meet the educational standard of justice of social work.

CSWE, in their updated Educational Policy and Accreditation Standards (EPAS) of 2015, have updated their purpose statement of the social work profession to emphasize social work in a global perspective. The social work curriculum has primarily been developed in a U.S. context and does not address the intricacies of a global perspective. Many of our schools promote international work through a short study abroad or emersion trips and short cultural exchanges to gain international experience. Hardly enough time as relevant data that could be used to understand the needs or trends in these communities would need to be gathered over time. It is also important to note that in the U.S., social work is viewed from the point of democracy building and systems building and less on issues like for example, mental health; a review of collective responsibility may prove beneficial.

Engstrom, and Jones (2007), in discussing the creation of international exchange internships, share that globalization requires that social work educators become creative in

developing educational programs to address global problems. The changing demographics to represent a growth in the immigrant population requires social workers to become aware of new cultural groups.

Forte (2014), offers three lenses through which the conceptual framework can be analyzed to offer support for the international student. 1. Critique theory considering long term impact; 2. Critique theory using a professional standard of sensitivity to diversity; 3. Critique theory using a professional standard of justice. When considering standards sensitive to diversity, Forte (2014) discusses the idea of language development, that social workers prefer the frameworks that celebrate differences. The idea is that the practitioner will take ideas about the person interacting in the environment. Social workers using this frame learn to question and challenge stereotypical thinking; sensitivity to diversity remains. The strengths offered allows for the examination of different views, especially when attempting to adjust the curriculum to question the dominant ideology. There is also an encouragement and promotion of the acceptance of differences which allows for awareness of cultural nuisances. The limitations are not as obvious as the consideration that even in a dominant setting when the cultural differences are brought up, the dominant idea still holds true.

When considering long term impact, we acknowledge that advances in knowledge help to practitioners to solve problems. As more knowledge is gained theories are refined and eventually become an established norm. They become canon, fundamental to our practice. Our accrediting bodies require that practitioners must master these canons. Two strengths offered here is that this allows us to promote evidence-based practice where through the acquisition of new information, the theory is adjusted. A second strength is that it provides support for long term interventions. We live in a quick fix world, but this allows us to work on long term goals with securities and

robust processes that are mutable. The theoretical framework is limiting because most interventions occur in moments of crisis, and long-term goal setting is not the focus of most interventions.

The Proposed Model

Following a review of the current situation, there are three major areas that need to be a part of the conceptual model to address the challenges identified in this review. First, a network of educators should be created, who work in the international arena and domestically. Second, a review of the U.S. social work curriculum should occur, and include the flexibility to accommodate home-country issues as well as the U.S. context as part of the curriculum. Third, U.S. students and international students will, through this model, work side by side in developing models for intervention. The result will be the intentional and effective training of the students to return home as well as the orientation and education of U.S. students to the complexities of the international context.

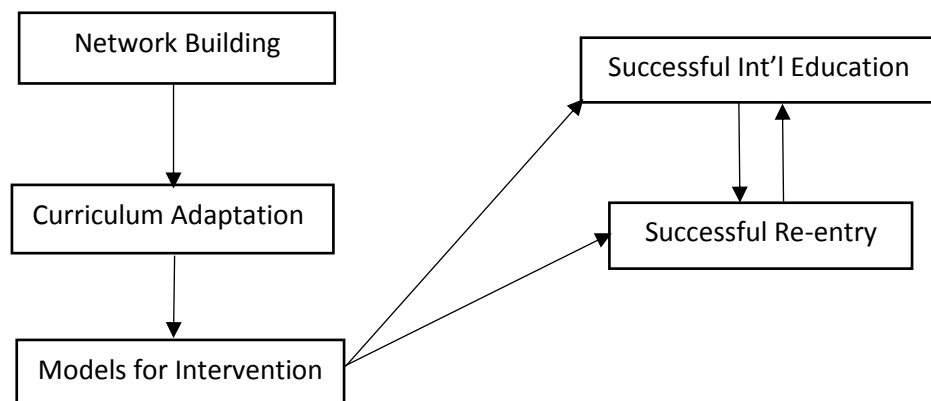


Figure 1. Model for international social work education training. Specifically, within this model, educators will need to be trained to be or encouraged to seek out educational opportunities to be transformational in bringing in an internationalized curriculum to life.

International students would be able to challenge the status quo, share their cultural realities in the class and through internships and be empowered to envision cultural re-entry. Third, this exchange would ensure that hegemonic practices would be challenged and have a limited impact on the international student's practice. In turn, local students would be equipped to address the changing realities of their communities and be able to apply the standard for social justice that is required. As an effort to prepare international students, while preparing domestic students to operate in a globalized reality, students need to be challenged to think critically about their practice structures and examine the pedagogy.

Limitations and Future Considerations

Further research is needed to assess the applicability of the model. Professors need to be supported to have a greater worldview and creativity in developing a curriculum designed to disrupt the dominant ideology that may not be relevant in practice settings abroad and locally. The social work training must be re-organized to ensure that the new educational standards of addressing the global perspective are understood. Practice is ever changing; a conceptual model that can be flexible with this change is necessary.

Further research is needed to assess service impact in countries where international students have returned to practice without adequate preparation for cultural re-entry. International cooperation should also be sought to ensure that the recently agreed upon global standard for social work are upheld, especially with countries expected to indigenize for their practice realities. Yusuf, Taylor, and Damanhuri (2017) share; "It is my hope that the aspects of cultural hegemony and the promise of critical pedagogy" will support educators to examine their conscious and subconscious, hegemonic teaching practices and promote liberation.

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Social Work Education and Service Provision in Belize: A Case Study

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Abstract

As social work becomes globalized, so has social work education. Like China, Belize turned to the United States (U.S.) for support in developing its social work education program. This qualitative study explores the impact of adapting a U.S. model of social work education in a Belizean context. Three themes emerged that are explored: The need for the development of a collaborative and intense field education protocol, development of an indigenized social work curriculum with various components, and the exploration of social work practice through an economic perspective/analysis. Implications on curriculum indigenization, partnerships and manpower training in social work are addressed.

Keywords: curriculum development, field education, globalization, indigenization, Belize, economic development

Social Work Education and Service Provision in Belize: A Case Study

As the globalization of social work grows with intensity, social work education is becoming an integral part of higher education in developing countries. There may be implications when these countries turn to the United States (U.S.) for curricular development support because they lack qualified social workers with advanced degrees. However, when U.S. concepts and curricular designs are used to support curriculum development in these countries, there is a risk that concepts which are “incongruent with the local context” can become wholly imported (Hines, Cohen, Nguyen, Drabble, Han, Sen & Tran, 2015, p. 719). Indigenization of the social work curriculum means that U.S. concepts would be used to inform standards that are congruent to the local context. In this paper, indigenization is seen as the process of bringing curriculum under the control, or influence of the people native to an area or country. In a review of the Caribbean’s perspective on the Global Agenda, Sorgen and Nathaniel (2017), discuss the domination of the Global North’s perspective on practice and education and highlight ongoing disagreements on its appropriateness. Gray, Keitzer and Mupedziswa (2014), also examines the Western context as they discuss the development of social work education in Africa and produce evidence in support of the indigenization of the curriculum.

An example of the above is social work as practiced in Belize, (a Caribbean nation in Central America,) in one form or the other since its colonial period to present day. Belize became a newly independent nation in 1981; as rapidly growing social problems started challenging its limited resources, Belize turned to New Mexico State University for support in 1992. A project developed for the technological transfer of the generalist social work practice principle to a community counseling program at the University College of Belize, now the

University of Belize (U.B.). A search of the literature on international social work, reveals no substantial information on Belize's social work education, nor its impact on social service provision in the country, pointing to the need for the development of scholarly knowledge about Belize.

This qualitative case study sought to uncover what impact the support of New Mexico State University has had on the delivery of the social work curriculum in Belize and on the preparedness of Belizean students to practice social work effectively. The data came from the perspective of a sample of social work alumni (n = 12) of U.B. which included those from the very first graduating class of the program to the graduating class of spring 2018. As a qualitative research project, this study employed both analyses of key documents and interviews. The Ministry of Human Development, Social Transformation and Poverty Alleviation (MHDSTPA) is the largest employer of social work graduates of U.B. and the largest social service provider of Belize, making it useful for the interviews to occur within the Ministry. The study sought to answer the question: What are the social workers' perception of the effectiveness of the social work program at the University of Belize on their preparedness to practice in the Belizean Context?

Literature Review

Social work as a profession continues to grow and gain professional recognition around the world, especially in developing countries. In many cases, countries such as Belize, a Caribbean country in Central America turn to the U.S. for support in developing a social work curriculum. It becomes necessary to explore three main themes in this section; the global agenda

and social work education, perspective of social work education in developing countries and the call for indigenization.

Although modernization and globalization in nations across the globe have had positive effects, they have also created a variety of global social challenges. Estes (2010) shares that in the case of developing countries, external forces impose programs and strategies and even change processes. He holds that these sweeping changes expose these countries to greater opportunities for self-sufficiency. There is the notion that social problems in the age of globalization should be a collective matter. Unfortunately, developing countries that have had external ideals forced on them are not the first benefactors of globalization (Estes, 2010).

When we look to education, Healy (2008), shares that adoption of the *Global Standards for Social Work Education and Training* by our international social work bodies has been a great achievement. But even in this adoption, compliance with the standards is voluntary and are less reflective of the indigenous efforts.

The Global Agenda and Social Work Education

Since Abraham Flexner announced in 1915 that social work was not a true profession (McGrath-Morris, 2008), the profession has had a continuous struggle to maintain, confirm, affirm and re-affirm its identity. It is a struggle that has carried on to today as we look at the efforts of the major social work international bodies, to navigate the Global Agenda. Jones and Truell (2012) share that the Global Agenda for Social Work and Social Development was formulated by the International Federation for Social Work (IFSW), International Association of Schools of Social Work (IASSW), and the International Council of Social Welfare (ICSW), “to strengthen the profile of social work and to enable social workers to make a stronger contribution

to policy development” (Jones & Truell, 2012, p. 1). The international bodies were mobilized in response to the increased globalization. Gabel and Healy (2012), contend that globalization is evident in many areas of life including education and social welfare.

Globalization is not a new concept, but it had been largely ignored in the U.S. The creation of the IASSW could be seen as the start of the globalization of social work education. The IASSW was founded in 1928/1929 at the first ever International Conference of Social Work, where a main topic was the training of social workers initially with mostly European member schools. Directly after World War II, as countries were coming together under the newly formed United Nations (U.N.), the war recovery efforts highlighted the role social workers were playing and could play. Healy (2008), discusses that in 1947, the International Committee sought an affiliation with the UN and were successful in receiving Consultative Status with the U.N.’s Economic and Social Council (Healy, 2008). A U.N. resolution identified social work as a profession requiring professional training, which was already on the way. This moment could be marked as the start of the U.S. globalization of social work as the resolution required the U.N. to influence the promotion of social work worldwide.

When we look at the U.S., we see how quickly education for social work grew, “from its modest beginning as a six-week summer school in 1898” (Healy, 2004, p.583). While international bodies were being formed, there was also movement in North America that would later play an important role in the U.N.’s influence and spread of social work. The global standards endorsement also marked a change in the tone of the international bodies as the document, unlike others, shares points to a desire for political challenges. Exploring Gray and

Webb's argument, Jones and Truell (2012) echo the charge that even as we move towards global standards that the indigenous voices is again 'undercut' (p.8).

Gabel & Healy (2012), highlight that migration has also played a role in the globalization but the advantages for the U.S. were never a focus; in fact, after the initial movements in the U.N. and the inclusion of international content in the curriculum in the early 1960's it disappears until after 1992. The Council on Social Work Education (CSWE), has been intentional about including the global context in the educational standards, indicating first in 2008 that social work comes from a global perspective. When considering the overwhelming influence of the U.S., a question remains about whose perspective is actually doing the influencing. Guo, Marshall and Spillers (2016), emphasize the need for a global perspective for U.S. students but share that the U.S. still remains 'highly insular', (p.5). The truth is that the emphasis is on American social work practice and it is within this context that even those being trained in international social work, are prepared in the U.S. We know that social problems may be the same, in fact referring to Mapps, Guo et. Al. (2016) share that even though the Global North and Global South face the same issues, the culture is different. So, as we teach and practice the global perspective, we must focus more on an exchange of support rather than a reliance on the West.

As globalization and social work grows, the idea of globalization of social work is bring the conversation of the U.S. or Western dominance on social work. Gray and Fook (2012) suggest that social workers have been working to highlight that as the West supports development in the developing nations, that attention must be paid to cultural context and the development free itself from the 'in-built assumptions and cultural biases of first world theories and models of practice' (p. 626). There has to be a recognition that some influences are good, but

that they must be tempered and aligned with the local contexts. It has been done successfully, for example, Albrithen (2014), shares the reality in Saudi Arabia that as they are influenced by the U.S., and utilizing U.S. models for intervention., profession have been working to expand and develop measures more in line with the Saudi Arabian community. There is an acknowledgement though that Saudi Arabia still has a social work education system that is greatly influenced by U.S. models. ‘This is perhaps because the US model has been regarded as the most advanced and the best among the few available options, (Albrethin, 2014, p. 54). Even equipped with the knowledge that as professionals, Saudi social workers need to indigenize their approaches, there is still the accepted, hegemonic view that the U.S. model is still optimal.

Perspectives of Social Work Education in Developing Countries

For many developing countries, developing their social work programs, the source of education for their educators is usually the U.S. It is important to note that as Rai (2002), points out, U.S. schools do not prioritize re-organization of their curriculum for international students for two reasons. The first reason is that the primary focus of U.S. universities is to serve domestic students and second, international students are a small percentage of the population. For this reason, the U.S. model will have a greater influence when these students return home.

Healy (2004), discusses that the English-speaking Caribbean countries have developed their own standards for education and only uses external support as needed. In promoting the Global Agenda, the literature points to the formation of The North American and Caribbean Association of Schools of Social Work (NACASSW) a regional association within the International Association of Schools of Social Work comprising of the English speaking Caribbean. Belize is listed as a member through the Caribbean Association. As an active body,

Healy (2004) seems to indicate that outside of their involvement in NACASSW, the Caribbean as a whole struggles to form their own 'pan-Caribbean' association and points out the reasons why (p.582). This is a curious revelation that the members of the Caribbean arm of the association are able to function in conjunction with their North American Counterparts, but not their own region. At the same time revealing a fear of confirming Western Hegemony through development of global standards.

Historically, the Caribbean saw the beginnings of social work education that were heavily influenced by British systems because of the colonial rule. However as social work programs have expanded throughout the Caribbean and the economies become more dependent on North America, Healy (2014) also notes that the social work education is now more influenced by the North and not by Britain, an important change when considering that many laws that would govern social work in the Caribbean are still British based.

When we think of differing systems colliding as above we can look to Africa where Western models of individuality would be in contrast to Africa's social networks and kinship models. Hammound (1988), highlights that the major challenge for Africa and Latin America is to avoid the 'unabridged adoption of western social work education and practice' (p.195). Even as the will is present curriculum is still heavily influenced by the U.S. model.

San Jose State University was a part of a collaborative effort through the U.S. Aid for International Development (USAID), with universities in Vietnam. Hines, Cohen, Nguyễn, Drabble, Han, Sen, and Trầàn (2015) highlighted that the project, Social Work Education Enhancement Program (SWEET) was a capacity building effort to assist in preparing trained social workers for Vietnam. As with many developing countries who seek similar support,

Vietnam had significant challenges among them, a lack qualified teachers and curriculum. To get the programs started many faculty members were trained outside of Vietnam and had limited to no practice in country. Hines, et.al (2015) reported a common situation in these cases where there was also a lack qualified field supervisors to support student development. Because of a lack of curricular material, the SWEEP project also implemented a U.S. concept of competency based education that would measure student outcomes. The concept was not foreign as teaching faculty had been exposed to this in their training abroad. This highlights the issue that even though the team was aware of the need to contextualize the competency based training to the Vietnam reality that outside influence would also impact the delivery.

There can always be measures in place but for any country like Vietnam that may be going full steam ahead with any new social work program development, people tend to defer to the experts; after all, that is why their support was sought. Although when seen as exchanges of information, when there is no baseline or limited materials to get started, new programs naturally lean or depend heavily on the resources of the expert until they are able to move on their own. By that time, the Western influence would be too engrained to note the difference. Perhaps a full indigenization of the curriculum should be explored at the very start of the partnership.

A Call for Indigenization

Gray and Coates (2010), offer that ‘indigenization’ in social work is a process of adapting an imported model ‘mainly US, models of social work are made to fit developing non-western contexts’ (p.623). They continue that historically the discussion of indigenization has been focused mostly on Africa, Latin America and Asia. We can look to China for a current example

where the U.S. is actively involved in assisting the transfer of the U.S. model of social work to the Chinese reality.

The China Collaborative Final Report was released in 2017 by the CSWE. The Chinese government's goal to expand the number of certified social works is moving along with support from U.S. universities. The report points to a developing concern that with programs developed and implemented a new issue is arising which involves the ability to successfully evaluate outcomes; the U.S. is yet again poised to return an support China in the development of evaluative measures. Even through this collaborative effort, the U.S. has been able to influence practice, through sharing of its dominant ideology. Throughout all the efforts in the U.S. to train and support international students, there is a lack of adequate training and preparation that would support students in translating, re-organizing and developing and transitioning their education to the cultural or practice realities of the countries of origin.

As social work expands, the concept of indigenization is re-emerging as we've discussed. The Global Agenda, questions whether models like the U.S. can really have universal application. As globalization increases, developing countries, for example, are struggling to effectively merge their cultural context with external forces. Some are focusing on re-emphasizing local customs as preferred methods, perhaps because the Western models have had negative influences. 'A current understanding of 'indigenization' holds that social work knowledge should arise from within the culture, reflect local behaviours (sic) and practices, be interpreted within a local frame of reference and thus be locally relevant,' (Gray& Coates, ,2010, p.615).

Indigenization of the curriculum may seem the ideal and preferred but in many cases, outside influences have been so engrained that those seeking to indigenize may have to engage in expensive and lengthy processes. But as we move toward the Global Agenda it is evident that it will be necessary. Even as we explore globalization and the indigenization/internationalization of the curriculum, we should explore notions that share that indigenization itself can promote hegemony. It may be in the best interest of the U.S., now considered the most powerful country in the world, to continue in the development or spread of their dominance. Law, and Lee. (2016), question whether a multi-cultural society can exist. They argue that some consider indigenization as a means of keeping structures in place that can further disenfranchise the indigenous communities. The lens that the authors are looking through is important to note in any discussion on indigenization. They point to the fast moving globalization and discuss that indigenization occurs in a linear fashion and cannot account for the changes in the societal structures because of issues like migration.

Indigenization in this instance was utilized to streamline support to the Hong Kong Chinese who are the majority but do not take into account the multicultural immigrants that also live in Hong Kong. A point of discussion is that indigenization was developed to support developing countries who were importing western ideals in supporting their indigenous populations. In these instances as in the disparities of Hong Kong ethnic minority, Human rights rules have had to be enacted to protect the new comers. As we might currently be seeing with the U.S. Indigenization could lead to streamlining services to non-recent immigrant Americans and ultimately affect the preparation of the international student. When we take a look at the impact Western models have had on service provision in non-Western countries, we must make an attempt at indigenizing.

Method

Institutional Review Board

A good faith effort was made to include all four permanent faculty members of the U.B. social work program in the interviews. IRB (Institutional Review Board) approval was sought and achieved through the IRB office of Saint Louis University (SLU), where the researcher is on faculty. This article was completed as a part of the degree requirements of the University of St. Thomas. SLU's IRB approval was sought because the researcher would be working on future areas of the findings as a faculty member of SLU. Because, no entity in Belize had an IRB process in place and due to various time constraints and requests of the IRB, the researcher was compelled to remove possible interviews with U.B. faculty from the IRB protocol. St. Thomas' IRB agreed to accept the review and approval of the IRB protocol of Saint Louis University.

Sample and Sampling Process

This study utilized a qualitative case study methodology. Through purposive sampling, 26 individuals were recruited; this article includes a subsample of 12 graduates of the U.B. social work program, employed by the Ministry of Human Development, Social Transformation and Poverty Alleviation in Belize, and were interviewed over a period of four days in August of 2018. This researcher had an on-going working relationship through Saint Louis University's School of Social Work with the MHDSTPA and utilized an email listing he had already compiled to recruit participants. The Chief Executive Officer (CEO) of the ministry was contacted by this researcher to gain support in carrying out the study; she subsequently emailed a letter authorizing the recruitment of her staff and utilization of office spaces in her various departments as needed. The researcher wanted to make sure that the sample contained alumni

representative of various graduating classes from the very first graduating class of the U.B. program, to spring 2018 graduating class. The assistance of the CEO was enlisted to help identify various workers in her department that would fit this criteria. By way of a "pass-through" method the CEO forwarded recruitment material the three directors in her ministry. The individual directors of the Department of Human Services, the Community Rehabilitation Department and the Women's Department identified their various workers; they then assisted in providing private and secure spaces in each department and allowed their workers to participate and be interviewed in 30 minutes intervals.

This study is a first look at the data and serves as a pilot study. Through documentation of emerging themes, ten interviews were identified because of the years graduated and a representation of the themes that emerged.

Instrument Used

At the start of each interview, the participants were led through the recruitment material and reminded of their ability to request individual removal from the study if they chose not to participate. Each participant was led through a semi-structured interview, lasting approximately 30 minutes. All interviews were recorded on an encrypted voice recorder that automatically assigned an entry number to each interview. All recordings were subsequently uploaded in MP3 format to the researcher's university issued, laptop equipped with encryption and university security. No identifying demographic information outside of year of graduation was recorded in an effort to maintain confidentiality of the interviewees. Of the 12 interviewees, only four identified as male; there were no issues related to gender that were brought up in the interviews as respondents did not highlight gender as an area of concern in their experiences.

Transcription and Analysis

The data from the qualitative interviews were all recorded and transcribed by the researcher who is Belizean and speaks Belizean Kriol and English as did all the interviewees. The recognized language in Belize is English, but most people speak Kriol and some phrases that were shared during the interview needed to be translated by the researcher. The transcripts were each coded and reviewed for emerging themes by the researcher. A grounded theory approach was used to explore emerging theories from the analysis of the data. The interviews covered three main areas: perception of U.B. training; perception of preparedness to serve upon graduation and; perception of preparedness after time in the field. During each interview, the researcher highlighted emerging themes which were used in determining the data to be used for this pilot study.

Lastly, personal written documents, in the form of notes, letters, and reports were explored by the researcher. These were treated as primary historical sources. They were provided by the Fulbright scholar who was instrumental in the development of the U.B. social work program. As we seek to gain better understanding of the narrative within the documents, rhetorical criticism refers to the process of evaluating communication, and in this case, the scholar's notes were used to better understand how the curriculum was developed. The communications were textually analyzed specifically to ascertain how, what, and why decisions were made, who made the decisions, during the development stages. Rhetorical Criticism, was the preferred method used for describing the documents uncovered.

Results

As a pilot/first look at the data, the first 12 interviews were selected for initial examination. To be recruited, individuals had to be in one of three groups. Those groups were determined by years of graduation, so to reflect, the first few years of the U.B, program, the middle (about 10 years ago), and the most recent graduates of the social work program. Three themes that initially emerged are explored: The need for the development of a collaborative and intense field education protocol, development of an indigenized social work curriculum, with various components, and the exploration of social work practice through an economic perspective/analysis. First, the researcher presents findings from the textual analysis of historical documents and secondly, the researcher presents findings from the face-to-face interviews.

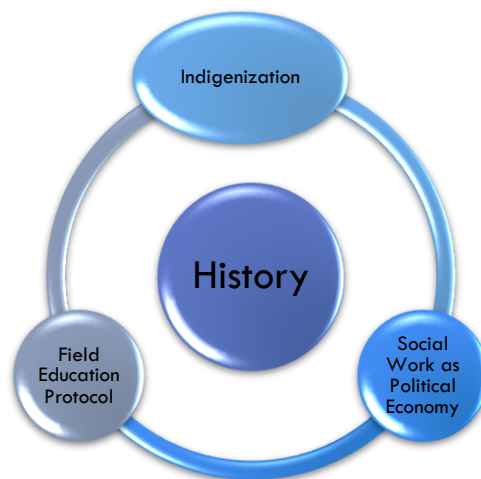


Figure 2.1. Graphical description of the themes. In summary, three main themes emerged from the study, suggesting that social work needs to be viewed from the perspective of political economy, which will aid in the development of a curriculum that will reflect an indigenized one. The history and development of the social work program in Belize must be further studied and

documented to understand the metamorphoses the curriculum has undergone which may also offer further understanding of the themes.

Preliminary History of the U.B. Program

In 1992, explorations in Belize began on the transferability of the Social Work curriculum of New Mexico State University to Belize. After series of workshops on counselling skills and stake holder meetings. A Fulbright scholar from New Mexico State was awarded a package to go to Belize and work toward stimulating the institutionalization of the first social work training program in Belize. Simultaneously, the Human Resource Development Ministry (predecessor of MHDSTPA), had completed the institutionalization of a Family Services Division. The University of The West Indies (UWI), which had an open campus in Belize, had been providing a certificate program in Caribbean social work. The hope was that those completing that certificate would matriculate to the social work program at U.B., which at the time was called the University College of Belize (UCB). The New Mexico state BSW program was eventually adapted and approved as an Associate Degree program. Eventually the curriculum was reviewed for the development of a bachelor's program. The graduates from the social work programs would be working in the newly established Family Services Division of MHDSTPA. The goal of the partnership was to increase and improve social service delivery in Belize. A volunteer from England was brought in to establish the field component of the program, (P.J. Shannon, personal communication, July 19, 2017).

Field Education Protocol

The management of field education was a theme that was present in all interviews. It was a very important part of the interviewees' perception of their preparation to work of MHDSTPA.

Participants identified a variety of view-points; they differed based on year of graduation. At the beginning of the social work program, the first graduates were employees of the ministry and were thus able to integrate theory to practice every day. The Fulbright scholar had also taken a consultancy role and the ministry and thus her continued support in training aided in the integration. When asked about the experience, one interviewee said: “it was intense”. Across interviews, the participants acknowledged that field was most important although each of the five interviewees had very different interpretations of the field education component and structure. An interviewee shared that the new social workers are coming ill prepared and with internship experiences that are not consistent with social work expectation or that make the individuals prepared for working in the ministry. In addition, three of the interviews had a range of 11 to 20 years’ experience between them and believed that based on their own training at the university, the expectation is that new workers should “know how to do this and they don’t”. One participant lamented that her practicum was basically to serve as a tutor when she could now think of so many other areas that her practicum could have focused on, like safety issues, handling difficult cases, counseling skills and interpersonal communication. When asked specifically if the social work program was successful in preparing the student for the Belizean reality, one participant said:

Honestly no. I honestly felt like I was short changed as a social work student because I felt as though I entered into the social work program with it was basically crumbling, for lack of a better term. Because they were going to a lot of transitioning in terms of getting new teachers. I guess they were kind of revamping that program and a little bit so it was in a little bit of a disarray and I didn't feel as though the lecturers that we had at the time...

Specifically speaking about the experience in practicum as it relates to preparation for her work position the participant shared that:

I ... picked up certain skills, but I don't think it was enough for that position.

Basically we did about, I think three or four internships for the entire course of the social work program and I think I did one of my internship at (residential facility) and that was completely different. I learned a lot when I was there doing the internship, but I was basically out there alone and then you wouldn't have your seminars where you would discuss certain issues that you faced, ... I felt as though I would have wanted the lecturer to come in to see how the internship was going, but they didn't provide that level of support, but for me one of my recommendation was definitely for them to expand on the internship program.

This speaks to the lack of trained faculty in country to teach courses and to add additional support in the field. A recommendation from one participant was to 'develop a partnership with the agencies hiring social workers so they can cross train'. The recommendation speaks to the notion of having faculty dedicated to field interaction as would be in a full field department. This would further require a qualified faculty member dedicated to only managing the field and with the turn-around and changes reported in the program, this was not be possible. When asked about the number of faculty, it was reported that four fulltime faculty were at the university at the time of the interviews. However, on the last day of interviews, it was reported that one faculty took a position at a partner agency of the ministry leaving only three fulltime faculty to teach across the curriculum.

A second interviewer shared that the field did not fully prepare her at the time of completion, although it was a sound experience. This participant attributed her success to the support of the faculty at the time but shared that:

In terms of integrating the theory and practice, it was a huge gap because I know for example... you must maintain strict boundaries with a client ... when you start meeting people and people start telling you their story, it's hard to sit, and be strict you need to be flexible to meet that plan where he or she is. So there's a big gap from the classroom, when you come, the expectation is so different from the reality because of what is emphasized. For me it was easy because I was working while I was doing the degree.

For this participant, her work experience made the difference. She pointed to the idea though, that flexibility comes naturally in practice but was not emphasized in the classroom, and the didactic was more prescriptive as per the book. One interviewee thought this might have to do with the fact that some lecturers never practiced social work in Belize. But it also indicated a need to highlight cultural differences and communication styles that differ from the text to the real work context in Belize.

Of interest was one participant's highlighting the experience levels of the new worker as compared to when she started working over 11 years ago. She shared:

...we started getting more and more of the younger ones who were coming from high school and going straight to UB, then you started to see a difference. We have had a few of them who are good, but what we've also had quite a bit of them who just have a piece of paper...

Reflecting on the practicum experience:

There may also be a feeling that the internships maybe not be most effective as they could be... And the reason I'm saying that is because when we interview, in terms of our application and qualifications experiences, so if we do encourage that they include the internship as experience, but when you ask them about what it is that they've done during those internships very few of them have done anything kind of social work related they more function like tutors some, ... they will file stuff. There are a couple of places where there they will do some group facilitation, but for the most part the tasks assigned to them during the internship. Really it doesn't help.

The participant was asked to reflect on her experience with students coming as interns and she shared:

I don't know what they do in seminars, um, but I think it would help if whomever is the liaison for internship would come in to the sites as well because you see them two times during that ...for midterm evaluation at the end of the service. Um, outside of that you don't see them and I think it would be important to have those kinds of conversations-ongoing.

The two points of evaluation are pretty standard for U.S. programs but the interviews point to the need for more involvement of the faculty liaison. It was suggest that agency and school, collaborate to offer each other intense supervision in preparation for students' eventual job placement in the agency. This could be seen as a pilot project for a unique field education

program. At the root of the concern most prevalent, is the lack of structure and support that goes into developing impactful practicum experiences. As this interviewee shared:

I think from my experience and when we did the second internship, I was placed at a school setting, which I felt like I didn't really do as much as I wanted ... But for me, I really wanted to explore different environments and I felt like when I was placed there it was just like I just had to do this and it didn't give me a better experience I would say. So the environment should have been something that was more of interest to me and my career goals.

Full Indigenization of Curriculum

Interviewees shared their ideas about the various approaches that might be beneficial in preparation of new social workers. Developing the cooperative field education protocol was highlighted but there were ideas shared that pointed to the need for a radical shift in the curriculum delivery for Belize: one that would be designed for the needs of the country, ranging from curriculum material to a new model of social work that will be discussed later. A major concern across the interviews had to do with classroom material. Responses about the perception of the usefulness of curriculum delivered and the tools used varied from; “we have British and U.S. books, but our lecturers at the beginning were involved with the ministry and constantly made contextual references to the Belizean reality, it also helped that we were working while in school.”

A recent graduate of the program offered that:

...in my social work and the law class, I wasn't interested in law so I wasn't paying attention much in that class. In hindsight I should have paid more attention because nobody emphasized that this would be needed in my Human Services job.

Another participant shared that:

The law class did not cover what I needed it to cover. As a worker of the Rehab Department I go to court all the time. We did not cover anything on juvenile justice and court room etiquette but more on human rights conventions. That class should have been centered on the laws that govern the departments of the ministry and it did not.

Based on the information provided by the earlier graduates, now supervisors at MHDSTPA, at some point the class did serve the purpose of preparing students for their roles in courtroom proceedings. It is a possibility that in the restructuring of curriculum the class might have been re-designed to focus on law in general. However with the highest percentage of graduates working for the ministry upon completion, it would seem prudent for the bulk of the curriculum to focus on the laws which govern social service provision and the roles of the worker in the courtroom.

When asked specifically about books and cases studies the recent graduates had a different responses to the use of U.S. materials. One shared that, “the lecturers didn’t seem to have practice experience except for one lecturer and so most of the cases and class discussions came directly from the books.” The Belizean reality is so different that the interviewee noted

that upon entering the field they were not prepared at all for using the materials to understand their clients. A need was highlighted for texts on Belize social work to be written. One interviewee shared; “we have enough excellent social workers and people with great experience who should be writing journal articles for them to use in school!”

All five of the interviewees referred to the notion of collective responsibility. Like the notion of intense peer mentoring for field. One suggested:

I would want to see more of a partnership, a lot more dialogue and perhaps using more preparation time for the university to engage us. And I think for most of us we know what it should be in. We knew what social work is, but I just feel that for whatever the reasons we're not getting the best part of this program imparted to the students. We have some that are really bright and want to be in the profession, they can take feedback. Well they do that, they take responsibility for that, a lot of them are struggling.

The interviewee expressed the worker's frustration with the lack of partnership between the two entities. She believed that the school was operating in a vacuum and not addressing the real needs of the country. The unique suggestion presented for more of a dialogue: a cross-pollination of sorts with information across needs of the ministry and support for the class room where a model could be developed for continuous training and exchange of information as a collaborative or arms of each other: connecting social work education to social welfare as explored in the literature.

Social Work as Economy

Economy, investments, asset, self- sufficiency and human capital were mentioned throughout the interviews. The idea of social work as political economy needs to be explored further, but was prevalent enough in the discussion with interviewees to be discussed here. Workers who are assisting families to develop their self-sufficiency see, the relevance of social work as an act of social development. “We know their needs, we see it every day.” Interviewees were cognizant of financial risk and burdens and hoped that the social work program would include lessons on human resource development and financial budgeting. “If I were taught about human resources I could better support my workers and help to guide them through developing interventions could make families self-sustaining.” Two supervisors interviewed, shared that they were given no preparation for taking on their roles and it would seem to be prudent that U.B provide this service since the University of the West Indies has a diploma program that does. So now workers have to look toward the diploma program to get support they didn’t receive from U.B.

Two interviewees suggested that the upper management take a serious look at considering their workers as investments. They reported that to the praise of the ministry, a series of professional development workshops are now being offered. The concern is twofold: 1. The University should have covered some of these topics thereby freeing up the resources for other capacity building measures; 2. with all the training workers should be paid more, or at the very least feel more appreciated and that their best interests are being supported. A poignant response from one was: “They need to see us as long-term investments because if we left, we would leave with all that training!” The idea of a developing an economic model needs to be explored. The

suggestion about collaboration seems to describe what might take place in an entrepreneurial or apprenticeship model. Perhaps it may be beneficial for Belize to explore the development of a social work model for practice through the lens of a social-economic model.

Discussion

In this section, I interpret the initial implications of the three themes that emerged from the study. Across all interviews many themes emerged; however, a most prominent concern was the impact the lack of a structured field education program which impacted the workers' entrée into the workforce. The peculiarities of the cultural milieu, the economy and the fact that even though the social work program was established at the U.B. around 1996, social work is still relatively new and not fully understood in country.

Without taking notes about emerging themes while doing the interviews, the idea of social work as economy or even political economy might have been missed. It deserves more exploration but the implications for a new model of practice is suggested. Lastly, the exploration of the implementation of the western context of social work in non-western contexts in the literature is supported by the findings. The lack of an indigenous curriculum and the seemingly unsuccessful adaptation and integration to the Belizean context of a U.S. model of social work education is further discussed and future implications suggested.

Field Education

A primary concern from all three departments of the ministry was in regards to the structure of the field education component of the U.B. experience. Field work is considered the signature pedagogy of social work. In the U.S. the support for students in field is paramount; some universities hiring practice professor or clinical professors whose sole purpose is to provide

support to students in field. When developing countries such as Belize, seek support in curriculum development for new programs, the assumption is that the expertise is not present in the country. In this case, at the time of the study, there was no indication that the expertise or structure for field has been firmly put in place. In fact, across interviews there seems to be a history of turnover in faculty and curriculum changes with no appropriate investment in field.

In a study of the Social Work Program in Barbados at the University of the West Indies, Rambally (1999) shares that after establishing a field program there must be maintenance of said program. Conversely, 'field education transcends its traditional boundaries, and acts as a force for organizational change and social development' (p. 485). In the case of Belize, the social work program was in fact developing in response to the needs of the MHDSTPA, to train their workers and support the new development of social work as profession in Belize. The U.B program essentially would be supplying human capital to the growing social service system. In developed countries then, field education acts more training ground for the introduction to the various disciplines and fields of service. As Rambally suggests, field in Belize might have been expected to be the catalyst for organizational development of the social work landscape; through establishment of sound field education protocol this might have been possible. A great example would be that schools never had social workers, but internships were created for them and eventually schools hired them. The process of continued collaboration would have ensured a development of these types of exchanges but as reported the collaboration is not occurring. There is an indication that there is a shortage of trained social workers qualified to provide support in the field. This notion of supervision comes from the U.S. model where we know that trained MSW's are required through accreditation to provide supervision to students. However,

while social work as a profession is still developing in Belize, MHDSTPA remains the largest employer. Historically, the U.B program was designed to support the training of social workers for the ministry. The reporting of inadequate supervision, direction and support was made evident after the interviewees were hired, possibly speaking to the need for the establishment of on-going training for identified field supervisors who can be supported in understanding the unique needs of the curriculum as it connects to the field work.

The field component of the program was expected to function as it does in the U.S. At this point the absence of adequate faculty to act as supervisors or provide supplementary supervision or to be more active in the field to support students will require unique solutions. Supervision must be re-envisioned for the Belizean reality. There is a shortage of MSW's in the country and workers reported the need for field seminars to be more reflective of the realities of MHDSTPA. Most social workers have years of field experience but go only to a Bachelor's degree. Whereas in the U.S. context, the field seminar does not serve as a training ground for specific organizations, in Belize it should. The seminar should be reflective of the unique needs of the community which dictate the need for workers who can navigate the work of the ministry adequately. As suggested by one interviewee, the school must engage in on-going collaborative discussions with the ministry and other organizations hiring social workers, to make sure that the needs of the service community is understood, updated and addressed in classes including seminars. Possibly even developing peer mentorship programs, where the faculty and supervisors at the social service agencies cross train and mentor each other for established protocol.

Addressing Indigenization

Instinctively the interviewees seemed to be aware that something was missing from their training although they were not too sure what. The U.B. program began with students who were already in the field for years and needed to professionalize; the program remained as such for years until social work seemed to finally be seen as a career option for high school graduates. Two interviewees from the earlier years of the program shared that although heavy in theory, they were able to apply their education because it was an immediate exchange from class room to field. The faculty were also fully aware of the origins of the program and it may even be argued that they represented the indigenization effort as they were trained to actively incorporate what was happening in the field to the class. A point that was emphasized in the interviews was that the earlier graduates of the program were also working adults. Today, most of the student are out of high school. The social work program is still divided into an Associates and a Bachelor's program. There is an expected culture in Belize of completion of Sixth Form which is the Junior College equivalent.

Recent alumni, are quick to identify the fact that all their text books are U.S. based, so are all the case studies etc. There exists a limit to the capacity of faculty to infuse the Belizean reality, and this only occurs when the faculty is a past employee of the ministry. In many cases, adjunct faculty have been called in who may be in the field but lack advanced preparation for delivery of curriculum. In any event, recent graduates with no work experience, feel the burden of the inability to make the connections from theory to field and lament the missed opportunities for the inclusion of the Belizean context into the classroom.

Similarly in the case of African countries, Bar-on (1999), emphasizes that the western-type of social work does not fit well into the African reality. The western-model emphasizing individuality and sectors of the society who are marginalized but represent only a small percent of the population. These models are adapted to communities where sometimes have the population might be impoverished. It calls for a different approach. The structures of a U.S. model may not fit well into the Belizean reality where, the Belize 2010 Poverty Assessment reports that there are a reported 41% of the population in poverty (Belize Poverty Assessment, 2010).

When we survey the literature, we find that like many other countries who have transferred Western-context to their non-western setting indicate similar outcomes like Belize. The social workers report an immediate need for tangible ways to address their immediate situations because the theories are not wholly adaptable. Dash (2017), explored the origin of social work profession in India. There is a lesson for Belize. 'India took a societal approach...and has evolved from traditional social service, welfare, and reform' (p. 66).

However, social changes require rethinking, even indigenous practices must be re-examined. Societal needs have changed along with the culture. There is a lack of literature about Belize's social work development. There is likewise a lack of adequate literature about indigenous work. For these countries to be successful in addressing their unique needs, exploration of what indigenous practices would look like in adaptation of the western models must be encouraged.

Healy (2004) points out that standards for social work programs are developed and maintained by the host universities in the Caribbean, in this case U.B. There is great concern when those gate-keeper is not in collaboration with the service providers. There must be a desire

and push to include the best parts of the international models while creating new indigenous models for education and practice. Rambally (1999), points to economics and acknowledges that economic growth does not ensure distribution of income and services. Social development which encompasses economic structures and other principles may however be successful.

Social Work as Political Economy. Although Urponen (2015), shares that social work has been very silent on solutions for economic development and is rarely seen as an activator of the economy. However, it has great political connection and when economy and politics come together, the combination has the ability to trigger great changes. In Belize social work is most poised to address economic structures. Although often seen as charity providers especially in developing countries, the social worker is in tune to the family structure and concerns. They offer support and guide families through addressing crisis, many times financial crisis. Yet, as a profession social work either takes the proverbial back seat in the economic planning or is not often called upon to collaborate.

Scattered throughout the interviews were these highlights of economics, social work as an economic model. Most interviewees report struggling to support families in economic crisis, learning about budgeting, understanding the average food basket even lamenting on the lack of social entrepreneurship opportunities for the clients they serve. There is the underlying knowledge that self-sufficiency may be achieved through economic advances. One social worker thought that the ministry needed to view their workers as 'investments'. Currently, a series of trainings have been provided to the support professional development of the social workers and to fill the reported gaps in training not fulfilled by the university. The action is quite

an investment that could be avoided in the future if economic partnership and collaborative processes were re-developed with the university and the ministry.

In the case of Belize, although only 2% of the government's annual budget is allotted to the Ministry, even they have become involved in economic development. One interviewee shared that the social workers in the Women's Department have been critical in economic planning especially with the BOOST (a cash transfer program in Belize). The program is a cash assistance program introduced by the ministry; through a small but still significant cash allowance, the ministry hopes to develop human capital and investments. There is in effect a social exchange; families vaccinate their children, take them for regular checkups and send children to school regularly in exchange for the cash assistance. Gray and Fook (2004) share that in South Africa, 'social work and social welfare were intimately linked. Britain and Europe adopted a welfare state system while South Africa followed a residual model based on partnership between the state and private, voluntary welfare sector which received support from the state' (p. 632). Belize may well be on its way to re-imagining social work through an economic model, but there must be an effort to bring the university into the planning and development. Together an indigenous form of social work could be created where the education reflects the social and economic development models developed. Further, considerations for indigenization of curriculum ought to extend the re-orientation of the educator. A manifestation of this will be reflected in the indigenization of student social workers; not just their educators.

Limitations

This study is limited by employment factors. Not all graduates of the U.B. Social Work Program are employed by the departments of the MHDSTPA, although the ministry is the

biggest employer. It would be interesting to discover if there is a different application of skills or an entirely different skill set that works with the curriculum of U.B. that other organizations need. Another limitation is that the Faculty of U.B.'s Social Work Program were not included in this study. Their input on curriculum delivery and needs, preparedness and resources would be essential in understanding other factors that may be at work. Another limitation is that there is no substantial literature present about the development of social work in general, in Belize. The study also relied on the accounts of the Fulbright Scholar who relied on memory recall to provide some of the information. Like with the history of social work, there is little to no archived information on the adaptation process of the New Mexico State curriculum to Belize. Finally, the researcher recognizes the limitations associated with the qualitative approach of inquiry. Thus, the study represents the perceptions and accounts of the participants and the subjective interpretations of the researcher. Thus, the researcher is careful to not generalize the emerging findings beyond the study sample.

Future Research. IRB approval will be sought to survey the faculty of U.B. and encourage an evaluation of the curriculum. An in-depth study is needed to collect archival documents and generate an accurate narrative of the development of the social work program in Belize and social work services in general. A question that needs to be answered in light of this exploratory study is how much of the original New Mexico State curriculum is still in use and what needs to be done to indigenize the curriculum? The narratives developed and the needs identified can be used to seek support in the development of education material that would be reflective of the Belizean reality. A purposeful effort ought to be made to examine the possibility of developing a new economic model of social work that can become the centerpiece of social

work education and service provision in Belize. Social workers are involved in policy development; policies guide political will; social workers inherently perform in a political economy.

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Banded Dissertation Product Three (3)

Exploring a Conceptual Model for Cultural Re-entry of U.S. Trained International Students

Council of Social Work Education (CSWE) APM 2018

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Abstract

Considering social work education as it relates to the preparation of international students in the U.S., the topic of the globalization of social work is explored through the lens of cultural hegemony. The lens helps us to understand the lack of adequate preparation for international students and encourages us to question why. The following is a summary of a poster presentation, *A Conceptual Model for Culturally Informed Re-entry of U.S. Trained International Social Workers*, presented at the 64th Annual Program Meeting (APM) of the Council on Social Work Education (CSWE), on November 9th, 2018 in Orlando, Florida. The poster presented highlights of Product One of this Banded Dissertation, specifically introducing a developed Conceptual Model for the delivery of culturally sensitive re-entry plans for international students. Critical Pedagogy informs the need for the model which ensures that as international students return to their countries of origin, they with the ability to actively translate and adapt their training and practice skills to the practice realities at home. This summary also highlights the phases of model development and peer review.

Keywords: critical pedagogy, globalization, field education, indigenization

Exploring a Conceptual Model for Cultural Re-entry of U.S. Trained International Students

Universities attract international students because of reputation, despite the claim by some that they do not have an intentional recruitment strategy. Many students come from countries where the development of social work practice is relatively recent and others come because of the lack of educational opportunities to learn social work. However, the idea of students coming to study social work in American colleges is not a new phenomenon. In fact, a search of the Minnesota Social Welfare Archives produced a letter written on behalf of Mildred Sikkema of the CSWE (Ahrens to C. Whalen, November 20, 1964). Ahrens wrote to the Department of Health, Education and Welfare reporting that the council, (referring to the CSWE) collected data annually for its publication. Ahrens further wrote that in 1963 there was a total of 206 enrollments of international students excluding Canadians, in the social work program. Canadians, the letter goes on to report, accounted for 674 enrollments in social work programs.

In subsequent letters, Sikkema herself writes to the Dean of George Warren Brown School of Social Work in St. Louis. In her letter, Sikkema introduces the CSWE's publication: *The Professional Education of Students from Other Lands* that addresses policies regarding foreign students. She also reminds the Dean that her office had already forwarded a copy of *Social Work Education in North America: A Guide for Students from Other Countries*, (Sikkema, M. to Lawrence, R, November 19, 1964). There are full copies of manuals and guides located in the record box where these letters were found. There is a recorded history of the attempts at purposeful preparation for international students, up through the start of the 1970s. At that time, the records start detailing the development of the International Social Work Curriculum. Gramsci, the father of cultural hegemony, be intrigued by the development of Social Work

education. Because of the nature of cultural hegemony, I would ask Gramsci if he thought the fact that schools stopped intentional preparation for international students in the 1960s (i.e. training for faculty on working with international students; curriculum considerations; curriculum flexibility; conferences and workshops for field preparation, etc.), and started to focus on development of an international curriculum be considered an attempt at cultural hegemony? Gramsci would answer yes and point to the fact that even though, international student contributes so much to the economy, that curriculum has not changed to support a foreign student's cross-cultural re-entry, that is, their successful return home to practice.

The Evolution of Product Three

The poster invites dialogue and exploration of the timeline development of the International Social Work curriculum in the United States, and the financial components (i.e. financial burden of the student, financial gain of universities and contributions to the U.S. economy). The study acknowledges that even in considering global concerns and issues, a western context is almost always applied to the way we view and respond to many social issues. As in the 1960s, the development of the conceptual model, introduced here, uncovered that similar concerns, needs, and requests for support of international students are still being sought out by educators.

This final product was completed in two phases as the model evolved. The poster was first presented at the Joint World Conference on Social Work, Education and Social Development 2018 (SWSD 2018) held in Dublin, Ireland, 4-7 July 2018. The conference served as an exploration of participants' interests and views on the U.S. globalization of social work. The proposed model was not presented as the model itself was still in progress. Information and

ideas developed at that point in the conceptual paper (Product One), on how to go about training international students and where to focus, were shared and feedback sought.

This second presentation of the information was in electronic-poster format and included the developed Conceptual Model. The information presented is shared in this summary of Product Three (3). The third product is a visual representation of important work that is needed and requested for the support of international students of social work. When considering the administration and day to day functioning of a University, participants shared an understanding of budgetary constraints. However, there was a resounding call for direction, support, and commitment to the training of international students. Utilizing feedback from the first presentation and information about feasibility in the literature, the developed conceptual model although geared towards training of international students, also provides a benefit to American students who want to practice international social work. Two major objectives of product three were:

Learning Objective(s):

1. Participants discover how cultural hegemony impacts the way international students and of social work are prepared while completing their course of studies in the U.S. They will be able to identify the gaps in preparation and dissemination of culturally sensitive information, supporting international students' return to their countries of origin.
2. Participants will explore and critique the developed conceptual model for preparing international social work students and scholars. They will consider ways to incorporate culturally sensitive and instructional strategies to support cultural re-entry of students to their countries of origin, where they will practice social work.

E-Poster Presentation

Slide 1

Developing a Conceptual Model for Culturally Informed Re-Entry of U.S. Trained International Social Workers



Gabriel Donovan Carrillo, MSW



Abstract

- ❖ Highlights from conceptual paper examining the numerous strategies, developments, and plans made for the preparation of the international student in social work programs in the U.S.
- ❖ Exploration guided concept of Critical Pedagogy and Cultural Hegemony. Through the use of cultural hegemony, the author explores reasons for a lack of adequate preparation in culturally informed practice training, to support re-entry of international students to their countries of domicile/origin.
- ❖ A conceptual model is developed, using key assumptions of critical pedagogy, to address the gaps identified in international student preparation to promote appropriate re-entry and service provision in countries of origin.

Preliminary Findings

- There is a lack of adequate training and preparation to support students in adapting their education to the practice realities of their countries of origin, even though international students collectively contribute around \$27 billion to U.S. economy!
- When international students are empowered and supported to interpret and modify learning to their own cultural context, they will be more prepared for re-entry to their countries of origin.
- Many International Students return home to become teachers of social work.
- U.S. practice methods are used to impart techniques for practice on other populations, failing to make a connection for the international student with country of origin.

Why this study?

In 1996, that guy over there (me) → went to the U.S. from Belize to study social work. He spent a lot of money and could not return home to practice until years after honing his skills and figuring out how to make what he learned make sense in his Country of Origin!!
Do U.S. educators have a responsibility to support training of international students that promotes cross-cultural re-entry?



As We Internationalize!

If we are to consider international social work student education or international social work education as a service area of a university's program, then by the CSWE's own mandate, these programs should be intentional about their preparations for this population. Especially when many return home and become teachers of social work!



Figure 3.1 E-Poster presentation

Participants allowed to read and ask questions

Slide 2

U.S. Globalization of Social Work Education?

“Globalization has directly resulted in the rise of the number of international students at American universities seeking higher education. The Migration Policy Institute, 2016, reports that 975,000 international students were enrolled in American universities and colleges. According to CSWE 2013 statistics, about 1,430 international students were enrolled fulltime in social work programs across undergraduate and graduate programs. It was estimated that over 2,000 international students are enrolled in both fulltime and part-time programs (CSWE, 2013).” -excerpt

- ❖ As international students would come to the U.S. to study social work, they would be prepared through the dominant U.S. ideologies that guides social work education. These students would return to their home countries with a model of practice suitable only to a U.S. context. In 2015, 512 International graduates were returning home, CSWE (2015).
- ❖ Historical positioning of U.S. to be front runner with the move of the IASSW secretariat to the U.S. with Katherine Kendall of CSWE serving as secretary , having great influence.
- ❖ As an example, through collaborative efforts with CSWE, U.S. schools have been supporting Chinese programs to learn about key professional concepts, core values and beliefs, application of knowledge and skills, field education models, various instructional strategies, and academic administrative design, all based on U.S. programs.
- ❖ Although a collaboration the U.S. is able to influence China through sharing its dominant ideology!!! This is interesting, when we think of China and the U.S. an economic/market competitors.




Figure 3.2. Highlighted discovery in the Minnesota Social Welfare Archives and Discussion of Product One

Slide 3

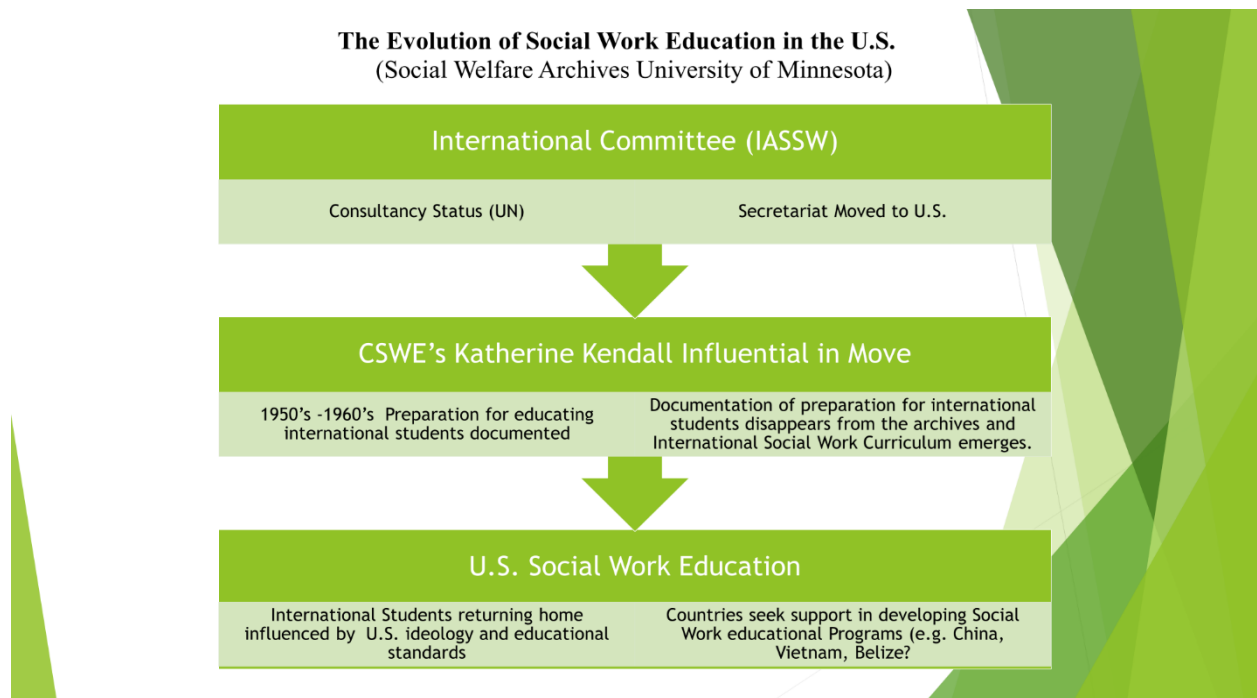


Figure 3.3. Highlighting the timeline of important developments in U.S. Social Work Education.

Conceptual Framework guiding the products in this dissertation was discussed

Slide 4

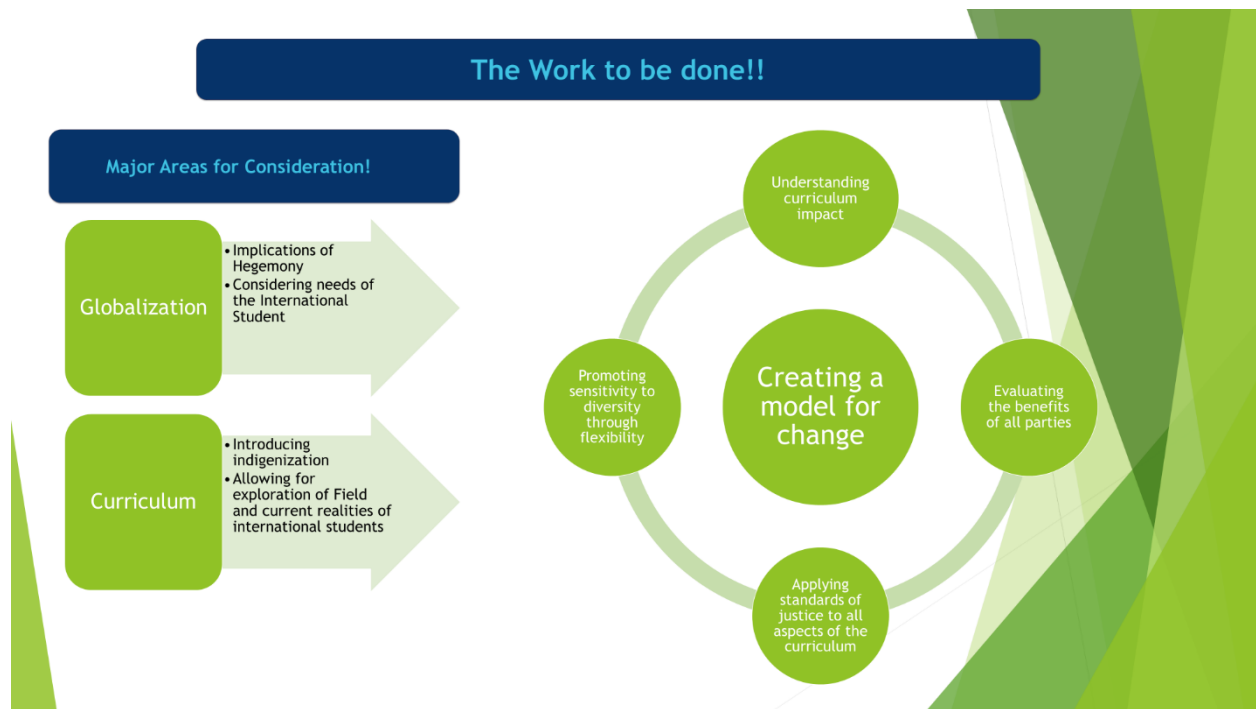


Figure 3.4. Discussion of findings.

Participants discussed their interests in collaborating; the need for a conceptual model or guide; barriers to collaborating; identifying needs of U.S. students; feasibility of major curriculum change when the population of international students is not guaranteed. Participants also shared concerns in regards to evaluation methods, specifically when the instructor is not versed in a particular culture of a country's needs.

Slide 5

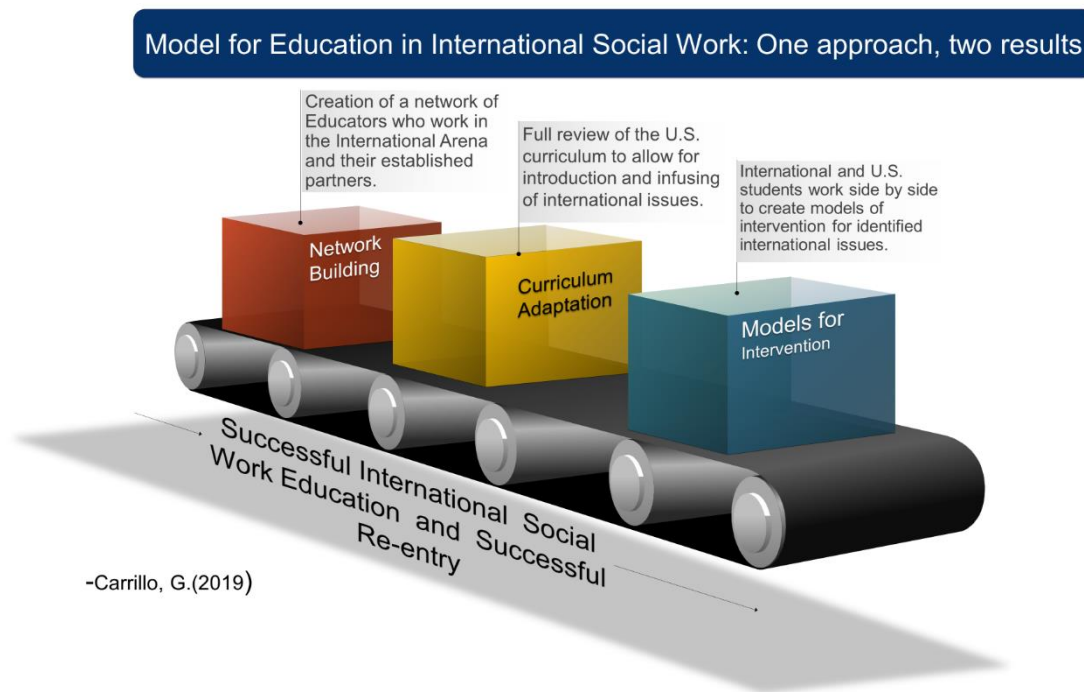


Figure 3.5 The Conceptual Training Model Presented.

After various iterations and re-specification of all the factors considered from first presentation of the findings and subsequent literature review, the conceptual model for international social work education training was designed. In an effort to prepare international students, while preparing domestic students to operate in a globalized reality, students need to be challenged to think critically about their practice structures and examine the pedagogy that they are being exposed to. The contribution to the literature and social work is the Model above that was introduced.

Creation of a network of educators who work in the international and U.S. arena that may serve as support to each other in addressing nuisances that may arise or support in evaluation

methods. The network should then embark on a U.S. social work curriculum review to highlight areas to include home-country issues but more specifically international issues. The network would implement various plans for the countries represented in their student population. U.S. students and international students will then work together in classes identified through the review to understand the unique issues and to devise models of interventions. One participant suggested that the partnership of the U.S. and international students could come about through the implementation of Capstone projects, to be developed throughout the course of the program. Addressing feasibility and accessibility, the end result would be the intentional and effective training of the students to return home with viable, and adaptable models of intervention and the education of U.S. students to the realities and complexities of the international context.

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