Global Standards

For Social Work Education & Training

IFSW

IASSW AIETS

Table Of Contents

Members of the Joint Taskforce

IFSW Interim Education Commission

Chair: Vasilios Ioakimidis

Members:

African Regional Commissioners: Lawrence Mukuka and Zena Mnasi

Asia and Pacific Regional Commissioner: Mariko Kimura

European Regional Commissioner: Nicolai Paulsen

Latin American and Caribbean Regional Commissioner: Marinilda Rivera Díaz

North American Regional Commissioners: Dr. Joan Davis-Whelan and Dr. Gary Bailey

IASSW Global Standards Taskforce

Chair: Dixon Sookraj

Members:

Carmen Castillo (COSTA RICA): Member, Latin American Rep.

Karene Nathaniel-DeCaires (TRINIDAD & TOBAGO): Member, North American/Caribbean Rep.

Liu Meng (CHINA): Member, China National Rep.

Teresa Francesca Bertotti (ITALY): Member, European Association Rep.

Alexandre Hakizamunga (RWANDA): Member, African Association Rep.

Vimla Nadkarni (INDIA): Member, Past IASSW President

Emily Taylor (CANADA): Student Rep.

Ute Straub (GERMANY): IASSW Co-Chair & Board Representative

Consultants:

Carol S. Cohen (USA): Commission on Group Work in Social Work Education of the International Association for Social Work with Groups, Co-Chair.

Shirley Gatenio Gabel (USA). Journal of Human Rights and Social Work, Co-Editor

Varoshini Nadesan (SOUTH AFRICA). Association of South African Social Work Education Institutions, President.

Preamble

The International Federation of Social Workers (IFSW) and the International Association of Schools of Social Work (IASSW) have jointly updated the Global Standards for Social Work Education and Training. The previous version of the Global Standards for Social Work Education and Training document was adopted by the two organisations in Adelaide, Australia in 2004. Between 2004 and 2019, that document served as an aspirational guide setting out the standards for excellence in social work education.

With the adoption of a new Global Definition of Social Work in July 2014, and the publication of the updated Global Social Work Statement of Ethical Principles in 2019, the Global Standards for Social Work Education and Training document should be updated to integrate the changes in these two documents and to reflect recent developments in global social work.

To this effect, the two organisations created a joint task group comprising the IFSW Interim Global Education Commission and IASSW's Global Standards Taskforce. This task group engaged with the global social work community through a rigorous consultation that lasted for over 18 months and included feedback from 125 countries represented by 5 Regional Associations and approximately 400 Universities and Further Education Organisations. In addition, members of the joint task force facilitated two international seminars involving service user representatives. Therefore, we are confident that the present document has been the product of a dynamic and collective process. It has also been the culmination of a rigorous exploration of epistemological, political, ethical and cultural dilemmas.

The main objectives of the Global Standards are to:

• Ensure consistency in the provision of social work education while appreciating and valuing diversity, equity and inclusion.
• Ensure that Social Work education adheres to the values and policies of the profession as articulated by the IFSW and IASSW.
• Support and safeguard staff, students and service users involved in the education process.
• Ensure that the next generation of social workers have access to excellent quality learning, opportunities that also incorporate social work knowledge deriving from research, experience, policy and practice.
• Nurture a spirit of collaboration and knowledge transfer between different social work schools and between social work education, practice and research.
• Support social work schools to become thriving, well-resourced, inclusive and participatory teaching and learning environments.

While appreciating the overarching objectives, we are also mindful of the fact that the educational experience and policy framework in different countries varies significantly. The Global Standards aim at capturing both the universality of social work values and the diversity that characterises the profession through the articulation of a set of standards that are divided between compulsory (those that all programmes must adhere to) and aspirational (those standards that Schools should aspire to include when and where possible). The former represents foundational elements, which are intended in part to promote consistency in social work education across the globe.

Professor Vasilios Ioakimidis
Professor Dixon Sookraj

Rationale

We took the following realities of social work across the globe into account in developing the standards:

1. Diversity of historic, socio-cultural, economic and political contexts in which social work is practiced, both within countries and across the globe.

2. Diversity of practices according to: 1) practice setting (e.g. government, NGO, health, education, child and family services agencies, correctional institutions, other community-based organizations and private practice settings); 2) field or area of practice (e.g. population served, type of personal and social, economic, political and environmental issues addressed); and 3) practice theories, methods, techniques and skills representing practice at different levels – individual, couple/family, group, organization, community, broader societal and international (i.e., micro, mezzo and macro levels).

3. Diversity of structures and delivery methods of social work education. Social work education varies in terms of its position within the structures of education institutions (e.g., units, departments, schools, and faculties). Some social work education programs are aligned with other disciplines, such as economics and sociology, and some are part of broader professional groupings such as health or development. In addition, the level, attitudes toward, and integration of distance education and online learning vary a great deal among programs.

4. Diversity of resources available to support social work education, including social work educators and directors across the globe.

5. Diversity in levels of development of the social work profession across the globe. In many countries, it is a well-established profession backed by legislation and accompanying regulatory bodies and codes of ethics. A recognized baccalaureate social work degree is often the minimum educational requirement for professional practice. These mechanisms serve in part to protect the use of the title of 'social worker', define the scope of practice (what social workers can or cannot do in practice), ensure that practitioners maintain competence and protect the public from harm by social workers. In other countries social work takes different forms. Social work educational programs may be added to existing curriculum offerings rather than standing as separate academic units. They may range from individual course offerings, to one-year certificate programs, to two-year diploma programs. The curriculum standards presented in this document apply primarily to social work degree programs. Shorter certificate and degree programs may use the standards, but they may not be able to incorporate all the standards.

6. The adverse effects of colonization and educational imperialism on the development of social work in the Global South. We believe and stand firm that the theoretical perspectives and practice methods, techniques and skills developed in the Global North should not be transported to the Global South without critical examinations of their suitability and potential effectiveness for the local contexts.

7. The growing number of common issues and challenges affecting social work education and practice across the globe. These include growing inequalities produced by neoliberal globalization, climate change, human and natural disasters, economic and political corruption and conflicts.

8. Many new developments and innovations, especially those relating to sustainable development, climate change and UN's Sustainable Development Goals, are occurring in the Global South. Thus, connecting the global and the local within the curriculum would strengthen the academic preparation of social workers everywhere; it will facilitate

assessments for transferability of social work education across jurisdictions, including international borders; it will also help strengthen students' professional identities as members of a global profession.

9. Finally, curriculum specializations' contribution to fragmentation in education and practice. Regardless of the area of specialization delivered in the curriculum, the program should prepare students to understand the interconnectedness of practice at all levels – individual, family, group, organization, community, etc. (i.e., micro, mezzo, macro). This broader understanding will help students to become critical, ethical and competent practitioners.

This version of the Global Standards is organised around three overarching domains that capture the distinct, yet intertwined, elements of Social Work education: **The School, The People and The Profession**

The School

Social Work education has historically been delivered by a wide and diverse range of organisations, including Universities, Colleges, Tertiary, Further and Higher Education bodies- public, private and non-profit. Notwithstanding the diversity of education delivery modalities, organisational and financial structures, there is an expectation that social work schools and programmes are formally recognised by the appropriate education authorities and/or regulators in each country. Social Work education is a complex and demanding activity that requires access to adequate resources, educators, transparent strategies and up-to-date curricula.

1. Core Mission, Aims and Objectives.

All Social Work Programmes *must* develop and share a core purpose statement or a mission statement that:

  a. Is clearly articulated, accessible and reflects the values and the ethical principles of social work.

  b. Is consistent with the global definition and purpose of social work

  c. Respects the rights and interests of the people involved in all aspects of delivery of programmes and services (including the students, educators and service users).

  Where possible, schools should aspire to:

  d. Articulate the broad strategies for contribution to the advancement of the Social Work profession and the empowerment of communities within which a school strives to operate (locally, nationally and internationally).

In respect of programme objectives and expected outcomes, schools *must* be able to demonstrate how it has met the following requirements:

  e. Specification of its programme objectives and expected higher education outcomes.

  f. Identification of its programme's instructional methods that support the achievement of the cognitive and affective development of social work students.

  g. A curriculum that reflects the core knowledge, processes, values and skills of the social work profession, as applied in context-specific realities.

  h. Social Work students who attain an initial level of proficiency with regard to self-reflective use of social work values, knowledge and skills.

  i. Curriculum design that takes into account of the impact of interacting cultural, political, economic, communication, health, psychosocial and environmental global factors.

  j. The programme meets the requirements of nationally and/or regionally/internationally defined professional goals

  k. The programme addresses local, national and/or regional/international developmental needs and priorities.

l.   The provision of an education preparation that is relevant to beginning social work practice interventions with individuals, families, groups and/or communities (functional and geographic) adaptable to a wide range of contexts.

m.   The use of social work methods that are based on sound evidence regarding the effectiveness of interventions whenever possible, and always promote dignity and respect.

n.   Governance, administrative supports, physical structure and related resources that are adequate to deliver the program.

o.   The conferring of a distinctive social work qualification at the certificate, diploma, first degree or post-graduate level, as approved by national and/or regional qualification authorities, where such authorities exist.

In order to further enrich their mission and objectives, schools should *aspire* to:

p.   External peer evaluation of the programme as far as is reasonable and financially viable. This may include external peer moderation of assignments and/or written examinations and dissertations, and external peer review and assessment of curricula.

q.   Self-evaluation by the education programme constituents to assess the extent to which its programme objectives and expected outcomes are being achieved.

2. Resources and Facilities

With regard to structure, administration, governance and resources, the school and/or body designated as the education provider *must* ensure the following:

a.   Social work programmes are independent of other disciplines and should therefore be implemented through a distinct unit known as a Faculty, School, Department, Centre or Division, which has a clear identity within education institutions.

b.   The school has a designated Head or Director[1] who has demonstrated administrative, scholarly and professional competence, preferably in the profession of social work.

c.   The Head or Director has primary responsibility for the co-ordination and professional leadership of the school, with sufficient time and resources to fulfil these responsibilities.

d.   The social work programme's budgetary allocation is sufficient to achieve its core purpose or mission and the programme objectives.

e.   The budgetary allocation is stable enough to ensure programme planning and delivery in a sustainable way.

f.   The necessary clerical and administrative staff, as well as educators, is made available for the achievement of the programme objectives. These staff members are provided with reasonable amounts of autonomy and opportunity to contribute programme development, implementation, and evaluation.

g.   Irrespective of the mode of teaching (in the classroom, distance, mixed-mode, decentralised and/or internet-based education) there is the provision of adequate infrastructure, including classroom space, computers, texts, audio-visual equipment, community resources for practice education, and on-site instruction and supervision to

---

[1] Depending on the setting, other titles may be used to signify administrative leadership.

facilitate the achievement of its core purpose or mission, programme objectives and expected outcomes.

h. Internet-based education should not fully substitute spaces for face-to-face instruction, practice learning and dialogue. Face-to-face spaces are critical for a well rounded social work education and therefore irreplaceable.

Social Work courses tend to be administratively complex and resource-demanding due to the synthesis of the theoretical, research and practice-based elements, including relational training and service user interaction. Therefore, Schools could *aspire* to achieve the following:

i. Sufficient physical facilities, including classroom space, offices for the educators and the administrative staff and space for student, faculty and field- liaison meetings.

j. Adequate equipment necessary for the achievement of the school's core purpose or mission and the programme objectives.

k. High quality of the education programme whatever the mode of delivery. In the case of distance, mixed-mode, decentralised and/or internet-based teaching, mechanisms for locally based instruction and supervision should be put in place, especially with regard to the practice component of the programme.

l. Well-resourced on-site and online libraries, knowledge and research environment, and, where possible, internet resources, all necessary to achieve the programme objectives.

m. Access to international libraries, international roaming services (e.g., EduRoam), e-journals and databases.

3. Curriculum

With regard to standards regarding programme curricula, schools *must* consistently ensure the following:

a. The curricula and methods of instruction are consistent with the school's programme objectives, its expected outcomes and its mission statement.

b. Clear mechanisms for the organisation's implementation and evaluation of the theory and field education components of the programme exist.

c. Specific attention to undertaking constant review and development of the curricula.

d. Clear guidelines for ethical use of technology in practice, curriculum delivery, distance/ blended learning, big data analysis and engagement with social media

Schools should always *aspire* to develop curricula that:

e. Help social work students to develop skills of critical thinking and scholarly attitudes of reasoning, openness to new experiences and paradigms and commitment to lifelong learning.

f.   Are sufficient in duration[2] and learning opportunities to ensure that students are prepared for professional practice. Students and educators are given sufficient space and time to adhere to the minimum standards described herein.

g.   Reflect the needs, values and cultures of the relevant populations.

h.   Are based on human rights principles and the pursuit of justice.

4. Core Curricula

Social work education programs vary by economic and political contexts, practice settings, population served, type of personal and social, economic, political, or environmental issues addressed, and practice theories and approaches used. Nevertheless, there are certain core curricula that are universally applicable.

Thus, the school *must ensure* that social work students, by the end of their first Social Work professional qualification[3], have had sufficient/required and relevant exposure to the following core curricula which are organised into the following broad conceptual components:

a) Social Work in Context: refers to the broader knowledge that is required in order to critically understand the political, socio-legal, cultural and historical forces that have shaped social work.

b) Social Work in Practice: refers to a broader set of skills and knowledge required to design and deliver effective, ethical and competent interventions.

The above two conceptual components are interdependent, dynamic and should be considered simultaneously.

Social Work In Context

In relation to Social Work in Context, education programmes *must* include the following:

1.   Critical understanding of how socio-structural inadequacies, discrimination, oppression, and social, political, environmental and economic injustices impact human development at all levels, including the global must be considered.

2.   Knowledge of how traditions, culture, beliefs, religions and customs influence human development across the lifespan, including how these might constitute resources and/or obstacles to growth.

3.   Knowledge of theories of social work, social sciences, humanities and indigenous knowledges

4.   Critical understanding of social work's origins and purposes.

5.   Critical understanding of historical injustices affecting service user communities and the role of social workers in addressing those.

6.   Sufficient knowledge of related occupations and professions to facilitate interprofessional collaboration and teamwork.

---

[2] In many contexts, a first professional qualification (or baccalaureate degree in social work) is completed in within three or four years of full-time studies, although the amount of non-social work course contents included may vary.

[3] See description above

7. Knowledge of social welfare policies (or lack thereof), services and laws at local, national and/or regional/international levels

8. Understanding of the roles of social work in policy planning, implementation, evaluation and in social change processes.

9. Knowledge of - human rights, social movements and their interconnectedness with class, gender and ethnic/race-related issues.

10. Knowledge of relevant international treaties, laws and regulations, and global standards such as the Social Development Goals.

11. Critical understanding of the impact of environmental degradation on the well-being of our communities and the promotion of Environmental Justice.

12. A focus on gender equity

13. An understanding of structural causes and impact of gender-based violence

14. An emphasis on structural issues affecting marginalised, vulnerable and minority populations.

15. The assumption, identification and recognition of strengths and potential of all human beings.

16. Social Work contribution to promoting sustainable peace and justice in communities affected by political/ethnic conflict and violence.

Social Work in Practice

In relation to Social Work In Practice, education programmes *must* prepare students to:

1. Apply knowledge of human behaviour and development across the lifespan.

2. Understand how social determinants impact on people's health and wellbeing (mental, physical, emotional and spiritual).

3. Promote healthy, cohesive, non-oppressive relationships among people and between people and organisations at all levels – individuals, families, groups, programs, organizations, communities.

4. Facilitate and advocate for the inclusion of different voices, especially those of groups that have experienced marginalisation and exclusion.

5. Understand the relationship between personal life experiences and personal value systems and social work practice.

6. Integrate theory, ethics, research/knowledge in practice.

7. Have sufficient practice skills in assessment, relationship building, empowerment and helping processes to achieve the identified goals of the programme and fulfil professional obligations to service users. The programme may prepare practitioners to serve purposes, including providing social support, and engaging in developmental, protective, preventive and/or therapeutic intervention – depending on the particular focus of the programme or professional practice orientation.

8. Apply social work intervention that is informed by principles, knowledge and skills aimed at promoting human development and the potentialities of all people

9. Engage in critical analysis of how social policies and programmes promote or violate human rights and justice

10. Use peace building, non-violent activism and human rights-based advocacy   as intervention methods.

11. Use problem-solving and strengths-based approaches.

12. Develop as critically self-reflective practitioners.

13. Apply national, regional and/or international social work codes of ethics and their applicability to context-specific realities

14. Ability to address and collaborate with others regarding the complexities, subtleties, multi-dimensional, ethical, legal and dialogical aspects of power.

Practice Education (Placement)[4]

Practice education is a critical component of professional social work education. Thus practice education should be well integrated into the curriculum in preparing students with knowledge, values and skills for ethical, competent and effective practice.

Practice education *must* be sufficient in duration and complexity of tasks and learning opportunities to ensure that students are prepared for professional practice. Therefore, schools should also ensure:

a. A well-developed and comprehensive practice education manual that details its practice placement standards, procedures, assessment standards/criteria and expectations should be made available to students, field placement supervisors and field placement instructors.

b. Clear and transparent policies and procedures or guidelines for:

   1) selection of practice placement sites;
   2) matching students with placement sites;
   3) placement of students;
   4) supervision of students;
   5) coordination of with the program;
   6) supporting students and the field instructors;
   7) monitoring student progress and evaluating student performance in the field; and
   8) evaluating the performance of the practice education setting.

c. Appointment of practice supervisors or instructors who are qualified and experienced, as determined by the development status of the social work profession in any given country, and provision of orientation for practice supervisors or instructors.

d. Provision of orientation and ongoing supports, including training and education to practice supervisors.

---

[4] The terms "field education" and "field instruction" are also commonly used.

e. Ensuring that adequate and appropriate resources, to meet the needs of the practice component of the programme, are made available.

f. Policies for the inclusion of marginalized populations, and reasonable accommodation and adjustment for people with disabilities and special needs.

g. The practice education component provides ongoing, timely and developmental feedback to students.

Schools also should *aspire* to:

h. Create practice placement opportunities that correspond to at least 25% of the overall education activity within the courses (counted in either credits, days, or hours).

i. Nurture valuable partnerships between the education institution and the agency (where applicable) and service users in decision-making regarding practice education and the evaluation of student's performance.

j. If the programme engages in international placements, additional standards, guidelines and support should be provided to both students placed abroad and agencies in the receiving end. In addition the programme should have mechanisms to facilitate reciprocity, co-learning genuine knowledge exchange.

5. Research and Scholarly activity

As an academic discipline, social work is underpinned by theories of social work, social sciences, humanities and indigenous knowledges. Social work knowledge and scholarship are generated through a diverse range of sources, including education providers, research organisations, independent researchers, local communities, social work organisations, practitioners and service users.

All education providers should *aspire* to make a contribution to the development, critical understanding and generation of social work scholarship. This can be achieved, when and where possible, through the incorporation of research and scholarship strategies, including:

a. An emphasis on the process of knowledge production in social work, by explaining different methodological approaches within the discipline and how these have evolved.

b. An appreciation of the rigorous and diverse methods used by social workers in order to appraise the credibility, transferability, confirmability reliability and validity of information.

c. Teaching that is informed by current, valid and reliable evidence.

d. Provision of opportunities for students to critically appraise research findings and acquire research skills.

e. Involvement of students in research activities.

f. Support students to acquire and develop programme/practice evaluation skills, including partnering with them in such work.

The People

Social Work programmes comprise a dynamic intellectual, social and material community. This community brings together students, educators, administrators and service users united in their effort to enhance opportunities for learning, professional and personal development.

1. Educators

With regard to social work educators[5], schools and programmes *must* ensure:

a. The provision of educators, adequate in number and range of expertise, who have appropriate qualifications, including practice and research experience within the field of Social Work; all determined by the development status of the social work profession in any given country.

b. Educator representation and inclusion in decision-making processes of the school or programme related to the development of the programme's core purpose or mission, in the formulation of the objectives, curriculum design and expected outcomes of the programme.

c. A clear statement of its equity-based policies or preferences, with regard to considerations of gender, ethnicity, 'race' or any other form of diversity in its recruitment and appointment of members of staff.

d. Policies regarding the recruitment, appointment and promotion of staff are clearly articulated and transparent and are in keeping with other schools or programs within the education institution.

e. Policies that are in-line with national labour legislation and also take into consideration International Labour Organisation guidelines.

f. Educators benefit from a cooperative, supportive and productive working environment to facilitate the achievement of programme objectives.

g. Institutional policies regarding promotion, tenure, discipline and termination are transparent and clear. Mechanisms for appeal and decision review should be in place.

h. Teaching and other relevant workload are distributed equitably and transparently. Variations in workload distribution in terms of teaching, scholarship (including research) and service are inevitable. However, workload allocation should be based on principles such as equity and respect for educators' diverse skills, expertise and talents.

i. When there are differences and conflicts, transparent and fair mechanisms are in place to address them.

All Schools should also *aspire* to:

---

[5] Different terminologies are used to represent and or describe the people providing the education (ie academics, faculty, instructors, pedagogues, teachers, tutors, lecturers etc.). For the purposes of this document we have adopted the term "Social Work Educators" to represent these diverse terminologies.

j.   Provide a balanced allocation of teaching, practice placement instruction, supervision and administrative workloads, ensuring that there is space for engagement with all forms of scholarship including creative work and research.

k.   With regards to educators involvement, a minimum of a Master's level qualification in social work is preferred.

l.   Staff reflect the ethics, values and principles of the social work profession in their work on behalf and with students and communities.

m.   The school, when possible, nurtures interdisciplinary approaches. To this effect, the School, strives to engage educators from relevant disciplines such as sociology, history, economics, statistics etc.

n.   At least 50% of educators should have a social work qualification, and social work modules or courses should be taught by educators with a Master of Social work qualification, in line with the status of the profession in each country.

o.   The School has provisions for the continuing professional development of its educators.

2. Students

In respect of social work students, Schools *must* ensure:

a.   Clear articulation of its admission criteria and procedures. When possible, practitioners and service users should be involved in the relevant processes.

b.   Non-discrimination against any student on the basis of race, colour, culture, ethnicity, linguistic origin, religion, political orientation, gender, sexual orientation, age, marital status, functional status, and socio-economic status.

c.   Explicit criteria for the evaluation of practice education

d.   Grievance and appeals procedures which are accessible, clearly explained to all students and operated without prejudice to the assessment of students.

e.   All information regarding, assessment, course aims and structure, learning outcomes, class attendance, examination rules, appeals procedures and student support services should be clearly articulated and provided to the students in the form of a handbook (printed or electronic) at the beginning of each academic year.

f.   Ensure that social work students are provided with opportunities to develop self-awareness regarding their personal and cultural values, beliefs, traditions and biases and how these might influence the ability to develop relationships with people and to work with diverse population groups.

g.   Provide information about the kinds of support available to students, including academic, financial, employment and personal assistance

h.   Students should be clear about what constitutes misconduct, including academic, harassment and discrimination, policies and procedures in place to address these.

All Schools should also *aspire* to:

i.   Comprehensive retention policies that prioritise student well-being.

j.   Positive action should be taken to ensure the inclusion of minority groups that are underrepresented and/or under-served.

k. Democratic and sustained representation of students in decision-making committees and fora.

3. Service Users[6]

With regards to service user involvement Schools *must*:

a. Incorporate the rights, views and interests of Service Users and broader communities served in its operations, including curriculum development, implementation and delivery.
b.
c. Develop a proactive strategy towards facilitating Service User involvement in all aspects of design, planning and delivery of study programmes.
d.
e. Ensure reasonable adjustments are made in order to support the involvement of Service Users.

Also *aspire* to:

f. Create opportunities for the personal and professional development of Service Users involved in the study programme.

---

[6] Depending on the context, other terms, including *clients* and *community constituents* are used instead of *service users.*

The Profession

Social Work Schools are members of a global professional and academic community. As such, they must be able to contribute to and benefit from the growth of scholarly, practice and policy development at a national and global level. Nurturing, expanding and formalising links with the national and international representative bodies of the social work profession is of paramount importance.

1. A shared understanding of the Profession

Schools *must* ensure the following:

   a. Definitions of social work used in the context of the education process should be congruent with the Global Definition of Social Work as approved by IASSW and IFSW including any regional applications that may exist.

   b. Schools retain close and formal relationships with representatives and key stakeholders of the social work profession, including regulators and national and regional associations of social work practice and education.

   c. Registration of professional staff and social work students (insofar as social work students develop working relationships with people via practice placements) with national and/or regional regulatory (whether statutory or non-statutory) bodies.

   d. All stakeholders involved in social work education should actively seek to contribute to and benefit from the global social work community in a spirit of partnership and international solidarity.

Schools should also *aspire* to:

   e. monitor students' employability rates and encourage them to actively participate in the national and global social work community.

2. Ethics and Values

In view of the recognition that social work values, ethics and principles are the core components of the profession, Schools *must* consistently ensure:

   a. Adhered to the Global Ethics Statement approved bythe IFSWW and IASSW.

   b. Adherence to the National and Regional Codes of Ethics.

   c. Adherence to the Global Definition of Social Work as approved by the IFSW and IASSW.

d.   Clear articulation of objectives with regard to social work values, principles and ethical conduct. Ensuring that every social work student involved in practice education, and every academic staff member, is aware of the boundaries of professional practice and what might constitute unprofessional conduct in terms of the code of ethics.

e.   Taking appropriate, reasonable and proportionate action in relation to those social work students and academic staff who fail to comply with the code of ethics, either through an established regulatory social work body, established procedures of the educational institution, and/or through legal mechanisms.

Schools should also *aspire* towards:

f.   Upholding, as far as is reasonable and possible, the principles of restorative rather than retributive justice in disciplining either social work students or academic staff who violate the code of ethics.

3. Equity and Diversity

With regard to equity and diversity Schools *must*:

a.   Make concerted and continuous efforts to ensure the enrichment of the educational experience by reflecting cultural, ethnic and other forms of diversity in its programme and relevant populations.

b.   Ensure that educators, students and service users are provided with equal opportunities to learn and develop regardless of gender,socioeconomicc background, race, ethnicity, religion, sexual orientation and other forms of diversity.

c.   Ensure that the programme has clearly articulated learning objectives in upholding the principles of respect for cultural and ethnic diversity, gender equity, human rights.

d.   Address and challenge racist, homophobic, sexist and other discriminatory behaviours, policies and structures.

Schools should also *aspire* towards:

e.   Recognition and development of indigenous or locally specific social work education and practice from the traditions and cultures of different ethnic groups and societies, insofar that such traditions and cultures are congruent with our ethical codes and human rights commitments.

4. Human rights and Social, Economic and Environmental Justice

Social, Economic and Environmental Justice are fundamental pillars underpinning social work theory, policy and practice. All Schools *must*:

a.   Prepare students to be able to apply human rights principles (as articulated in the International Bill of Rights and core international human rights treaties) to frame their understanding of how current social issues affect social, economic and environmental justice.

b.   Ensure that their students understand the importance of social, economic, political and environmental justice and develop relevant intervention knowledge and skills.

c. Contribute to collective efforts within and beyond school structures in order to achieve social, economic and environmental justice.

They should also *aspire* to:

d. Identifying opportunities for supporting development at grass roots level and community participatory action to meet the aspirations of the Social Development Goals.

e. Making use of opportunities to exchange knowledge, expertise and ideas with global peers to support the advancement of social work education free from colonial influences.

f. Creating platforms for Indigenous social workers to shape curricula and relevant courses.

-END-