

A Global Picture of School Social Work in 2013

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Abstract

School social work is a growing specialty around the world. There are currently school social workers practicing in around 50 countries. Social workers are well qualified to support student's educational success, especially those who are marginalized by poverty, oppression, disability and other personal or social problems. Ideally school social workers practice within a multi-disciplinary team to address wide-ranging barriers to education and participate in preventive programs for all students. The article describes the growth of school social work around the world, various models of practice, the role of specialty professional associations, training and standards, and the growth of school social work literature. International communication among school social workers has grown via publications, conferences and the International Network for School Social Work, and continues to assist expansion of the specialty around the world.

Key Words

School social work, International

Introduction

Social work has much to contribute to schools. While teachers develop the potential of learners through transmitting knowledge, skills and values, social workers can provide support for learners' well-being so they are ready to learn. Social work provides special attention to those who are marginalized by problems such as poverty, oppression or disability, mobilizing the strengths of family, school and community to overcome obstacles to educational success. Using ecological systems theory to evaluate and solve problems, social work is well suited to supporting schools by helping learners benefit from education.

Social workers have a key role as partners with schools in guiding children and youth to their reach their potential intellectually, emotionally and socially. Schools everywhere must include all children, whatever the challenges presented by children with different abilities, diverse backgrounds and wide-ranging problems. Schools are also charged with preparing youth for life in an increasingly complex and changing world, and are finding it necessary to employ a more flexible model of education to do this. Schools must teach creative thinking, problem-solving, social skills, communication skills and decision-making skills in addition to the old core curriculum. These challenges increasingly require a team approach with support personnel bringing various expertise into schools so they can reach expanding educational goals.

School social work is well established in many countries, and is being introduced in others to help schools handle barriers to education such as disabilities, physical and mental health problems, drug use, adolescent pregnancy, and learning problems; family problems including domestic violence, divorce, child abuse, homelessness, and family illnesses; and problems within the school system such as discrimination, bullying, and inappropriate discipline by staff. School social workers can also join with communities to work on community-wide problems that negatively impact school performance such as violence, crime, decaying neighborhoods, lack of community services, racism, and poverty. As they work on resolving the problems that interfere with learning and helping all to reach their potential, school social workers defend and advocate for the right to education that respects the dignity, worth and culture of the individual.

Education as a universal right and barriers to educational success

Since the *Universal Declaration of Human Rights* was adopted by the United Nations General Assembly in 1948 (United Nations, 1948), the international community has refined *Article 26, The Right to Education* (UN, 1948), in an ongoing series of declarations and conventions (UN, 1976, UNICEF, 1990).

In 1990, the World Conference on Education for All, with delegates from 155 countries, strengthened the Right to Education by establishing a framework for child, family and adult education with goals and specific targets (United Nations Educational, Scientific and Cultural Organization, 1990). The *Millennium Development Goals* for primary education and gender equity parallel the EFA goals. In 2000 targets were set for 2015, with specific objectives for early childhood education, free and compulsory primary education, youth and adult education programs, eliminating gender disparity in primary

and secondary education and improving the quality of education with measurable outcomes (UNESCO, 2000). The *Global Monitoring Report* of 2010 emphasizes that education is essential to building productive societies, eliminating inequality and escaping poverty (UNESCO, 2010). The Report provides information about significant gains in each of the targeted goals. For example the number of primary school children out of school dropped from 113 million to 72 million, with less gender disparity.

While progress is being made, wide gaps remain in access to education between countries and among various populations. Among disadvantaged groups, children living in poverty, working children, children with disabilities and children in fragile states engaged in armed conflict stand out as needing extraordinary educational supports in order to reach the goals. However, there is progress in each of the five EFA goals, even though it is slow and uneven. The Education for All Development Index is a composite measure of the EFA goals. It shows that 62 countries, including many developing countries, have achieved or are close to achieving the goals. Thirty-six countries have made some progress and 30 countries, 17 of them from Sub Saharan Africa, have low enrollment, gender disparity, and low literacy. Even once children are successfully enrolled in school, especially children from socially marginalized groups, they often do not reach a satisfactory level of literacy or numeracy (UNESCO, 2010).

Education for All goals are the basic challenge for developing countries. In developed countries where education is universal and free, there remains much work for schools to ensure equal access to education. Pupils with disabilities, ethnic minorities and Lesbian, Gay, Bisexual, Trans & Intersex (LGBTI) pupils are examples of groups that are often marginalized in the education system.

- Article 24 of the UN Convention on the Rights of Persons with Disabilities (UN, 2006) requires that “States Parties shall ensure an inclusive education system at all levels”, yet many pupils with disabilities are segregated from peers or denied the support and reasonable accommodation needed for success in the mainstream.
- Ethnic minority youth including migrants face a variety of challenges in schools including insensitivity, discrimination, difficulties with peers, stereotyping and outright segregation or exclusion.
- LGBTI youth may be subjected to bullying, abuse or discrimination in schools and that can lead to social exclusion, dropping out or under-achieving.

Rapid social change presents an array of ever-changing obstacles that prevent children from successfully completing their schooling, even for those pupils who are solidly in the social mainstream. These obstacles include personal and family challenges, systemic failures in schools and societal problems. Personal obstacles include physical and mental health problems, drug abuse, and teenage pregnancy. Family problems, such as domestic violence, poverty, divorce, child abuse, homelessness and various family trauma affect large numbers of children in the course of their schooling. Systemic school problems, such as inadequate teaching, poor facilities, ineffective classroom management, bullying and prejudice also affect large numbers of children as some point in their education. Many of the problems that affect children’s success are remarkably similar all over the world, and school systems are searching for ways to reduce the impact they have on children’s learning.

Students' problems are multi-faceted and have complex contributing factors that combine together to hinder successful learning. The problems typically manifest themselves in poor attendance, low achievement, behavioral problems, or dropping out of school. These are the common problems faced by school systems everywhere. Schools must change to meet the new challenges. Multi-disciplinary teams of professionals working together with teachers are increasingly needed to help children succeed in school. Within the multidisciplinary school team, each profession is equipped to handle different aspects of the barriers to learning, so that all contributing factors are addressed. School nurses are needed to assist pupils with medical problems such as diabetes, AIDS and cancer, and school psychologists can evaluate learning problems. Social workers use the wide lens of systems theory to evaluate every part of the pupil's life that interferes with learning and to develop plans with multiple supports to promote success in school. The school social worker is likely to work at a minimum with the pupil, the teacher and the parents, and may seek out other supportive people and programs within the school and the community to maximize progress.

The school social work role

School social work brings knowledge, values and skills that are well suited to tackling the wide range of human problems that impede pupils' educational progress and support the goal of equal education for all. Social work skills are distinct from and complement those of social pedagogy, a holistic child development profession that is well established in many European countries, where school social work is in many cases a later addition.

A variety of models for school social work are used, each having its advantages. For example, in the United States, Sweden and Finland, social work services are an integral part of the school staff and practitioners are typically part of a multidisciplinary school team. In some countries, such as Hong Kong, the service is provided through non-governmental organizations, while in others such as Germany, school social work is a collaboration between youth welfare agencies and the school system.

A major role for school social work in countries where widespread poverty and the accompanying child labor contributes to under-enrollment in school is to support Education for All targets by reaching out to families to enroll children, providing for basic needs such as school meals and maintaining school attendance. In countries where education is free and compulsory and children are not prevented from attending school by the necessity of working, there are many issues in schools that call for the expertise of social workers. Reducing absenteeism, whether caused by truancy, school phobia, dropping out or poor health, is often a major part of the role. Other narrowly focused roles may be handed to school social workers depending on the current needs of the school system, source of funding, political pressure or preference of the administration. However, the ideal role is broad and flexible, allowing the social worker to tackle any problem that interferes with school success and using a systems approach with school, family and community to resolve problems. A toolkit of consultation with school staff, individual and group counseling, referral to agencies, advocacy and outreach to parents is the mainstay of school social work. Ideally school children will have easy access to a school social worker, so that problems can be resolved early before they become chronic. School social workers need to interpret their role to decision-makers in the school system so that their services are

made available to the whole school population in ways consistent with social work values and standards.

Schools are charged not only with resolving the problems that interfere with learning, but also with developing preventive programs to address various social and health problems that affect the school population, such as child abuse, bullying (including cyberbullying), drug abuse, teenage pregnancy, and discrimination of all kinds. Preventive programs for developing cultural sensitivity, communication skills, decision-making, ethics and conflict management are also needed to prepare students for fulfilled lives in a multi-cultural society. While the social work role is ideally suited to program development for these activities, practitioners are often steered towards solving immediate problems on a case-by-case basis with limited time spent on prevention. It is important for social workers to maintain control over the role definition and to be involved in policy-making in order to balance intervention with preventive activities.

Another role for school social work in the policy arena concerns joining with indigenous advocacy groups to foster education among the indigenous peoples of the Americas, Australia, New Zealand and Africa who are still suffering from the after-effects of European imperialism. The Roma have experienced similar outcomes of culture loss and marginalization throughout their centuries of migration. Educational efforts are also needed to prevent loss of native cultures and languages resulting from colonization and globalization. School social workers can support development of educational programs that include indigenous world-views and empower threatened cultures.

Evolution of school social work around the world

School social work was introduced at the end of the nineteenth and the beginning of the twentieth century as part of the universal education movement in several countries. The initial role of attendance officer evolved into a social work role. While a focus on reducing absenteeism remains important in many countries, school social work has developed new directions to serve varied national priorities and changing needs. The spread of school social work around the world reveals that roles and methods are often imported from countries where school social work already exists, while independent pathways also develop to meet local priorities. The following summary of the development of school social work shows some of the different interpretations of the role and how this is reflected in the title given to the role. The widespread placement of social workers in schools shows how school systems in many different cultures around the world have recognized the need to address factors that interfere with successful learning and that social work skills can help.

In the United Kingdom, school attendance officers were recruited in the late nineteenth century as an enforcement service (Blyth, E. & Cooper, H. (2002). The role developed into the present position of *education welfare officer* in which attendance work is still a major function. About 3,000 education welfare officers are employed. (Stephen Mason, personal communication, 2006).

In the United States, private agencies placed *visiting teachers* in schools in three East coast cities in the early part of the twentieth century (Costin, 1969). The goal was to provide contact between home and school to promote school attendance. Early on, *visiting teachers* started to use social work methods, using knowledge from the mental hygiene movement and also attending to the child's environment. The role has been transformed

repeatedly, reflecting changing theories and needs. Most school social workers in the United States have a Master's degree in Social Work (MSW) and use the title *school social worker*, which was introduced in the 1930's. The School Social Work Association of America estimates there are about 30,000 school social workers employed (Michelle Alvarez, personal communication, July 26, 2012).

School social work started in Canada in the 1940's, growing out of earlier truancy and school attendance work, but evolving into a complete social work service, in which improving school attendance is still a major function. School social work services vary across the country, both in extent and in the way they are organized, since each of the 10 provinces has autonomy in how education is administered. The greatest concentration is in Ontario, where there are 400 school social workers to serve a population of 10 million people. The majority of Canadian school social workers have the Master of Social Work degree (Loughborough, J., Shera, W. & Wilhelm, J., 2002).

School social work developed in the Nordic countries between the 1940's and 1970's without the emphasis on school attendance, but rather on social care to help all children reach their potential. There are about 1,600 school social workers (*skolkuratorer*) in the Swedish school system (Eva-Mari Thomas, personal communication, August 2, 2010). The role of the *skolkurator* (one who cares) includes both social work and guidance/counseling, encompassing a broad range of prevention and intervention and emphasizing teamwork with other specialists. Finland, Norway, Denmark and Iceland have a lower social worker to student ratio than Sweden, but the services provided are similar. In Finland the new Child Welfare Act requires municipalities to provide services of school social workers and school psychologists (Personal communication, Hanna Gråston-Salonen, July 28, 2010). The Nordic countries require school social workers to have university training in social work (Anderson, G., Pösö, P., Väisänen, E. & Wallin, A., 2002).

School social work was started in the Netherlands in the 1940's. For some years, it provided services chiefly in the area of special education, but currently provides a comprehensive service as can be seen in numerous web sites on *schoolmaatschappelijk werk*.

There have been *attendance officers* in Malta since 1946. The Education Act of 1974 stimulated a movement to change attendance enforcement into education welfare, in which the workers could pay adequate attention to the reasons for poor school attendance, and help families keep their children in school. Further changes have come with the change in the title from *welfare officers* to *social workers* and efforts to expand the role beyond a focus on absenteeism (Pace, G., 2002).

School social work started in Argentina in the 1960's in the Buenos Aires Province. Rapid social change and economic fluctuations limited the development of the profession, which lacks the status and resources to fulfill its potential. Change of the title from *school social worker* to *social assistant* and regulations that permit non social workers to fill the role are felt to undermine a clear professional identity (Tonon, G., 2002).

The Ghana Education Service started a school welfare program in the 1960's to provide help with school attendance and to ensure that children's needs are met so that they can benefit from school (Sossou M-A. & Daniels T., 2002).

School social work (*Schulsozialarbeit*) originated in Germany in the 1970's as an extension of social pedagogy, a traditional profession in much of Europe. The number of

school social workers varies greatly from State to State, with especially large numbers in the former West Berlin and the State of Nordrhein-Westphalen. However, the Child and Youth Welfare Law (1990) which supported the idea of providing services to youth in the natural environment has set the stage for greatly increased services through collaboration between Youth Welfare agencies (Jugendhilfe) and schools (Wulfers, W., 2002).

Hong Kong started a school social work program in the 1970's in collaboration between government and private agencies. The program has continued since Hong Kong was restored to the People's Republic of China and made a Special Administrative Region (Chiu, S. & Wong, V. (2002).

The United Arab Emirates have implemented school social work *نصاصي اجتماعي* in schools since 1972, providing a comprehensive range of programs. The Ministry of Education and Youth has placed 419 male social workers in boys' schools and 575 female social workers in girls' schools, for a total of 994 social workers in 744 schools, with a ratio of 1.34 social workers per school. To be placed in a school setting, social workers must have a university degree in social work with four years of experience in an educational field (Mohamed Ibrahim El Walily, personal communication, July 7, 2003).

The Ministry of Education in Poland established the profession of social pedagogy (*pedagog szkolny*) in 1975. Services offered are the typical social work services of assessment, material support, collaboration with agencies, casework, group work, and services to disabled students. Social pedagogs must have a master's degree in pedagogy, sociology or psychology (SSWAA, 1999).

Social work services have been introduced to schools within the last 5 decades in Australia, Korea, Japan, Norway, Austria, Switzerland, New Zealand, Russia, Latvia, Hungary, Lithuania, Estonia, Saudi Arabia, Luxembourg, Sri Lanka, Taiwan, Mongolia, China, India, Singapore, Pakistan, Liechtenstein, Vietnam, Trinidad and Tobago, Curacao, Iceland, India, Nigeria, France and South Africa. Social work students in Bulgaria, the Czech Republic and Slovakia have recently piloted school social work as part of their social work training (International Network Newsletters, 2007).

There is little information about services to children in schools in many other parts of the world, including much of Africa, Asia, Central and South America and the Mediterranean.

School social work literature

The spread of social work services in schools has been accompanied by growth in the literature. Journals and textbooks provide the basis for training social workers and informing practitioners. The challenge is to provide literature that is seen as relevant to busy social workers and challenges them to keep their skills up-to-date to handle effectively the wide range of activities that will make social work a valued adjunct in schools. The following is a summary of recent literature.

The Handbook of International Social Work has a chapter on Education and Social Work that provides information about the relationship between education and social work (Huxtable, Sottie & Ulziitungalag, 2012). School Social Work Worldwide (Huxtable and Blyth, 2003) has information about social work programs in schools in 10 countries and 2 regions. The newly established International Journal of School Social Work, offered as a free online journal, will offer qualitative and quantitative research to support evidence-

based practice. The monthly electronic newsletter of the International Network for School Social Work (<http://internationalnetwork-schoolsocialwork.htmlplanet.com/>) provides brief practice articles and news about the status of school social work for distribution through national school social work associations.

Many countries have textbooks and peer-reviewed journals dedicated to social work in educational settings. The School Social Work Journal has been published by the Illinois Association of School Social Workers since the late 1970's, followed by NASW's Social Work in Education (now called Children and Schools). There are six textbooks published in the US since 2000 (Rippey Massat, Constable, McDonald & Flynn (Editors), 2009; Bye & Alvarez, 2006; Dupper, 2003; Franklin, Harris & Allen-Meares (Editors), 2006; Allen-Meares, 2009; Openshaw, 2007.)

There is extensive German language literature on Schulsozialarbeit and Sozialpädagogik, including works by Fürst (2010), Vyslouzil & Weissensteiner (2001), Speck (2007), Speck (2006), Kersten & Wulfers (1999) and Rademacker (1992).

Sweden has an online quarterly magazine *Skolkuratorn* for all members of the Swedish School Social Workers Association and a textbook *Socionomen i skolan* (The Social Worker in the School) by Yvonne D Wester (2005). In the UK, The National Association of Social Workers in Education also publishes its journal online for its members.

Professor Min-Sun Sung of the Catholic University of Korea, founding President of KSSSW (The Korean Society of School Social Work) and several colleagues have translated Dr. Paula Allen-Meares' 5th edition of Social Work Services in Schools into Korean and published it in February 2008.

The School Social Workers Association of Mongolia publishes the journal *Mongolia School Social Work Practice* four times a year. The Association also has research reports and publications that have advanced the progress of the field, such as the *Situation Analysis on School Social Work in Mongolia*, Summary of a Research Report (2007).

Yamashita (2001, 2003), Kadota (2007, 2010) and others (Kadota & Suzuki; School Social Work Association of Japan, Yamashita, Hanba & Uchida, 2008) have pioneered publication of books and articles about school social work since the 1990's, contributing to the Ministry of Education's recent official adoption of the service into the school system. The creation of the *Japanese Journal of School Social Work* in 2006 opens the potential for more literature on the subject.

School social work standards, training, licensing

An international 2006 survey of school social work conducted by the International Network for School Social Work found that the most common educational requirements are a bachelor's or master's degree in social work. Social pedagogy, practiced largely in Europe, typically requires college training at the bachelor's or master's degree level.

In many countries, to protect the public and maintain standards, the use of the title social worker is governed by statutes that specify licensing, registration or certification. In addition to this requirement, Departments or Ministries of Education may apply additional conditions for social workers to practice in schools. For example, to practice as a school social worker in the United States the most typical requirement is a combination of State

licensing as a professional social worker plus a school personnel certificate issued by the State Department of Education. Both require either a Bachelor's or Master's degree in social work, post-graduate supervision and continuing education credits. Each of the 50 states has distinct licensing and certification requirements. This complexity can be multiplied many times in a discussion of the professional standards of school social work around the world.

School social work professional associations and unions

In many countries professional associations have promoted the advance of school social work through advocacy, improvement of professional standards, training and development of the job description. The experience in countries with large, well-established school social work services was that generalist social work associations provided insufficient attention to the needs of social workers working in schools. Specialty associations for school social work have been developed in several such countries, including Finland, Ghana, Mongolia, Sweden and the US to provide effective communication with Departments or Ministries of Education and other decision-makers who influence how support services are implemented in schools. The specialty association also facilitates joint activities such as lobbying with professional associations representing other school support staff, such as school nurses and school psychologists. While national associations provide advocacy at the federal level, provincial or state school social work associations often provide much of the local support and expertise that school social workers need for professional development and advocacy at the local level. Several national school social work associations have effective Web sites that provide extensive, free and accessible resources to anyone with a Web browser. A list at the end of the article provides links to some of these professional associations.

However helpful professional associations are in advocating for school social work jobs, they may be unable to help the worker with a grievance stemming from violation of workplace rights, so many school social workers turn to a union for such help. In the US, many school social workers belong to teachers' unions for help with grievances, as well as for negotiating salaries and working conditions. UNISON (a public service trade union representing 40,000 social workers) in the UK provides workplace help and lobbies for members. The 23,000-member Norwegian Union of Social Educators and Social Workers (*Fellesorganisasjonen for Barnevernpedagoger, Sosionomer og Vernepleiere*) combines a wide range of functions of both a professional association and a union for the 430 members who work in schools as social workers (*sosionom*), social educators (*vernepleier*) and child welfare workers (*barnevernpedagog*). Collective bargaining by these unions allows a collective voice for fair pay and working conditions.

International communication

Social work is organized to solve local problems; however, it is clear that the problems school social workers face are often remarkably similar in differing cultures and countries. Children and youth bring many of the same problems to schools around the world; school staffs also face many similar pressures in reaching for the educational goals; school social workers tackle the same local issues that their counterparts across the globe are dealing with. International professional communication has become valuable.

The many products of Information Communications Technology have made it possible in just the last decade for school social workers to participate in international networks, retrieve information from the Internet and use social work resources from many countries to improve their practice. Language barriers limit some exchange of information. However, the growing international use of English is often sufficient to permit effective communication, and free online services provide approximate translations. There is much practice information to be shared between countries. While English can be a useful tool for sharing information, it should not be allowed to interfere with shaping practice into culturally appropriate models. Recently developed models of school social work in countries where the practice is young can also stimulate new thinking in countries where it is well established.

The *International Network for School Social Work* (<http://internationalnetwork-schoolsocialwork.htmlplanet.com/>) is one gateway to international communication, providing access to school social work programs and professional associations in over 40 countries, and facilitating international professional contacts. Monthly electronic newsletters and periodic studies of the status of school social work around the world have provided information and support to school social work programs that are starting up and helped to strengthen those that are well established. The Network also offers opportunities for cultural learning for social workers providing services to increasingly diverse client groups, including immigrants.

International online coursework in school social work has also been proposed and, following a 2011 international survey to determine interest, the School Social Work Association of America and the Singapore Association of Social Workers/Students Care have taken this a step further by opening discussion about development of a school social work credential that would be recognized by international partners. The coursework would include country specific assignments and participants would receive a certificate of completion recognized by their country (Michelle Alvarez, personal communication, May 11, 2012).

International school social work conferences have been hosted in North America (Chicago in 1999), Europe (Stockholm in 2003), Asia (Busan in 2006), New Zealand (Auckland 2009) and Ghana (Accra 2012), bringing together practitioners, students and social work educators from many countries and strengthening international communication. Such conferences have limited benefit for practitioners since few have funding to attend. The content therefore tends to be skewed towards academic topics including research and policy with less focus on practice. It is difficult to assess the benefits of international conferences, journals and newsletters for a profession that functions primarily at a local level; however, it is clear that school social work expertise is spreading via international channels and school social workers are using the professional contacts and information that are available. The potential is great for school social workers to benefit from international communication flowing in all directions for creative problem-solving. The challenge is how to make this communication readily accessible and attractive to more practitioners.

The Future of Social Work in Education

Schools in the twenty-first century are tasked with developing skills and values and transmitting knowledge, while preparing learners for a rapidly changing world. Today's school children will live through more social, technological and global changes than any

previous generation, and schools must prepare them for unknown challenges. Social workers, social pedagogs and other specialists working with educational systems have a key role in assisting teachers and schools to not only cope with the stress that comes with change, but to help them embrace change, adapt to new situations and in doing so enhance resiliency. Schools around the world are increasingly recognizing that they cannot handle alone the issues that prevent the success of their students, and that they must tackle these problems with help from multidisciplinary teams using the expert knowledge and skills of various support personnel, including school social workers.

Schools constantly face new and unexpected challenges in a fast-changing society. Teachers and learners need creative problem-solving, decision-making skills and willingness to innovate to meet new challenges. Teachers and learners will increasingly use research, technology and media in newly created curricula to develop skills suited to a changing world. Social professionals in schools have a strong supporting role to play in this vision of education and must themselves innovate to deliver services effectively. Initial and continuing training must prepare them to handle ever-changing situations with new skills and technologies, based on research that supports evidence-based practice.

Social work training that emphasizes problem-solving, resiliency, collaborating with other disciplines and new technologies will prepare practitioners to handle changing problems. As evolving problems call for new skills, social workers in schools need to learn to evaluate their practice to ensure that the methods they are using solve the identified problems. Social workers in many countries lack ready access to information about evidence-based practice. Nevertheless, technology provides opportunities for practitioners to learn to use data to evaluate and improve their own effectiveness. For example, using computer applications to organize and track daily pupil attendance provides a simplified method for school social workers to manage interventions to improve attendance and at the same time generate data to demonstrate effectiveness.

Although schools at all levels and in all countries need social work to help them cope with the diverse problems in the school population, social work is still a marginal profession in most education systems, and in several countries (in Sub-Saharan Africa and Southeast Asia) where it is most needed to support Education for All goals it does not exist. Social work can provide effective solutions to keep marginalized learners in school. Implementing these solutions requires that social work professionals and their professional associations build credibility with all levels of the education system (from classroom teacher to the Ministry of Education) in order to communicate how social work can support successful learning and then develop and maintain demonstrably effective social work programs in all schools. International exchanges such as provided by this journal issue can help motivate social workers to join hands with educators to reach global goals of human development and social justice through education for all.

Parts of this article have been adapted from previous work by the author in Huxtable, M, Sottie, C. & Ulzitungalag, (2012). *Social Work and Education*, in Lyons, K., Hokenstad, T., Pawar, M., Huegler, N. & Hall, N. (Eds.) *The Sage Handbook of International Social Work*. Sage: 2012. *School Social Work Worldwide* (Huxtable & Blyth, 2002); *School Social Work: Theory to Practice*, (Bye and Alvarez) chapter 19; and *Schulsozialarbeit in Österreich*, (Vyslouzil and Weissensteiner, pp. 55 - 70).

School Social Work Organizations

Association for School Social Workers in Switzerland. <http://www.ssav.ch/>.

Canadian Association of School Social Workers and Attendance Counsellors.
<http://www.casswac.ca/>.

Hungarian School Social Workers Association. <http://www.miszme.hu/>.

International Network for School Social Work. <http://internationalnetwork-schoolsocialwork.htmlplanet.com/>

National Association of Social Workers in Education. <http://www.naswe.org.uk/>.

Norwegian Union of Social Educators and Social Workers, FO. <http://www.epsu.org/a/280>.

School Social Work Association of America. <http://www.sswaa.org/>.

School Social Work Association of Finland.
<http://www.talentia.fi/koulukuraattorit/index.php>.

School Social Work Association of Ghana. <http://www.sswaghana.org/>

School Social Work Association of Japan. <http://sswaj.org/index2.html>.

Schulsozialarbeit Liechtenstein. <http://www.schulsozialarbeit.li/>.

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