

CONSTRUCTING THE ORGANIZATIONAL FIELD OF SOCIAL WORK EDUCATION THROUGH INTERPRETATIONS OF THE GLOBAL STANDARDS

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Tämä kvalitatiivinen pro-gradu tutkielma pyrkii vastaamaan kysymykseen “Kuinka kansainväliset, alueelliset ja kansalliset ideat ovat vuorovaikutuksessa keskenään ja muokkaavat kansainvälisen sosiaalityön organisaatioiden kenttää?” Saadakseni vastauksen tähän tutkimuskysymykseen, haastattelin 14 henkilöä eri puolilta maailmaa.

Koska sosiaalityötä tehdään ja opetetaan eri tavoin eri puolilla maailmaa, tämä pro-gradu keskittyy tarkastelemaan ensimmäistä yritystä yhdenmukaistaa sosiaalityön koulutusta maailmanlaajuisesti. The International Association of Schools of Social Work (IASSW) ja International Federation of Social Workers (IFSW) ovat keskeisiä kansainvälisiä sosiaalityön organisaatioita ja yhdistivät resurssinsa 2000-luvun alussa luodakseen sosiaalityön koulutukselle globaalit standardit. Global Standards for the Education and Training of the Social Work Profession (2004) aloite sisältää yhdeksän ohjenuoraa siitä, mitä sosiaalityö edustaa kansainvälisellä tasolla.

Tämän pro-gradu tutkielman tarkoitus on lisätä ymmärrystä globaalien standardien leviämisestä sosiaalityön koulutuksen organisaatioiden kentällä, jonka muodostavat IASSW ja sen alueelliset ja kansalliset jäsenorganisaatiot. Hyödynnän limittäisten organisaatioiden kentän käsitettä (Hüther & Krücken) sekä sosiologista institutionalismia teoreettisena viitekehyksenä tässä tutkielmassa.

Tulokset: Kansalliset organisaatiot ovat alkaneet järjestää ja legitimoida itseään globaalien standardien mukaisesti. Globaalien standardien ja universaalien mallin arvo on tunnustettu kansallisten organisaatioiden kentällä mutta tutkimustulokset osoittavat, että globaalien standardien legitimitetti vaihtelee organisaatioiden kentällä. Kentällä on myös kansallisia organisaatioita, joilla on suuri legitimitetti kentällä. Tulokset paljastavat standardien leviämisen monimutkaisuuden, osoittamalla sekä globaalien standardien vaikutuksesta tapahtuvaa organisaatioidenyhdenmukaistumista, että standardien tulkinnan aiheuttamaa erilaistumista organisaatioiden välillä.

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This Master's thesis is an exploratory study with a qualitative approach that uses interview method to answer the question "How global, world regional and national educational ideas and norms shape the organizational field of international social work?" 14 actors from the organizational field were interviewed to answer the research question.

Because social work is practiced and taught differently around the world, this thesis focuses on the first attempt to unify social work education globally. The International Association of Schools of Social Work (IASSW) and International Federation of Social Workers (IFSW) joined forces in the beginning of 21st century and established Global Standards for the Education and Training of the Social Work Profession (2004) which includes nine sets of guidelines explaining what social work represents on a global level.

The purpose of this thesis is to explore the diffusion of the global standards in the organizational field of social work education, constituted by IASSW and its world regional and national member organizations. I apply sociological institutionalism with the concept of nested organizational fields (Hüther & Krücken) in the theoretical framework of this thesis.

Results: The national members have begun to organize and legitimize themselves through the global standards. The value of having a universalistic model is acknowledged among actors, although the results reveal that the global standards hold different levels of legitimacy in the nested organizational field. Furthermore, the results show that other organizations and standards hold legitimacy in the organizational field as well. This thesis shows the complexity of diffusion of the global standards by revealing both processes of isomorphism and differentiation.

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INTRODUCTION

Social work has spread, since its professional beginnings in the late 19th century, to over a hundred countries (Kniephoff-Knebel & Seibel 2008; Weiss-Gal & Welbourne 2008, 281). For this spread, we can largely thank globalization and internationalization forces. Facing global problems has led to the development of conceptualized international social work, which has resulted in social work education becoming more internationalized as well (Trygged 2010, 645). Globalization has changed the rules of who determines social work education in the globalized and internationalized environment, and besides the pre-existing power structures of national states, international organizations are ready to get in the game of social work education.

Social workers have perceived social work in multiple occasions as a global profession, but its context-specific and bureaucratic nature has resulted to an ongoing debate on social work's professional standing. This ongoing debate has made professionalization one major goal for social work. Because social work is practiced and taught differently in different parts of the world, it has been seen impossible to develop any universal norms to guide social work education and practice.

This thesis focuses on the first attempt to unify social work education globally. The International Association of Schools of Social Work (IASSW) and International Federation of Social Workers (IFSW) joined forces in the beginning of 21st century and established Global Standards for the Education and Training of the Social Work Profession (2004). It is a unique and historical turn for social work education and can be seen as one of the several recent initiatives from IASSW and IFSW to unify and internationalize social work education and profession worldwide (Dominelli, 2004, 2010). The document identifies universal, yet flexible, principles of what social work should represent worldwide, divided into nine standards - programme objectives and outcomes, programme curricula, core curricula, professional staff, students, administration and governance, ethnic diversity and gender inclusiveness, and ethical codes (Sewpaul & Jones, 2004; Sewpaul, 2005).

While some studies have been looking at the impact of the initiative in specific countries/areas (Barretta-Herman 2008; Hochfeld 2010; Tanga 2013) or study programs/curriculum (Spolander et al, 2011; Barretta-Herman et al. 2014; Akintayo, Hämäläinen &

Rissanen 2016), less attention has been paid to the diffusion of ideas and norms from the IASSW to their world regional and national members. However, several studies have been indicating the role of international organizations in the global educational governance either through more regulative-based practices, such as funding (Dale 2005), more soft forms such as agenda setting (Jakobi 2006) and teaching of norms (Finnemore 1993), or as knowledge producers and diffusers (Zapp 2017).

Several studies have also demonstrated the power of interdependence in policymaking and documented the phenomenon of policy and norm diffusion (Gilardi 2010, 660) acknowledging international organizations as important diffusers of ideas, norms and practices (Burt 1987; Strang & Meyer 1993; Park 2005, 2006; Jakobi 2009, Rosenblatt 2011; Penuel et. al 2013; Ring 2014). The diffusion of norms and values in this thesis refer to the socially mediated spread of norms and values within the organizational field (Strang & Meyer 1993, 487-488).

I chose this topic because I became interested in the debates of professionalization and academization introduced in chapter 1. Following the trail of literature, I found the global standards, which I had never heard of, although I have been studying social work for four years. I became interested in the global standards because I noticed that there was no research done about its impact and implementation, which raised a question, why such global standards were developed if there was no intention to follow-up on its impact. I had learned in my previous studies that international organizations have an important role in diffusing norms in their organizational field. I immediately saw global standards' significance to social work education in the national field. When I reflected the social work education in my home university against the global standards, I noticed their similarity, which made my ignorance of the global standards seem even odder. Therefore, I began to wonder how the norms and ideas in the global standards have diffused in different countries.

In this thesis, I assume that standards are norms, as the definitions of standards and norms overlap. As standards are informed by norms and values, I analyse the diffusion of norms that are intrinsically connected with the standards. In Scott's (1995, 37) definition norms "specify how things should be done; they define legitimate means to pursue valued ends." The global standards are a good example of that definition as normative systems not only define goals and aims but also show the appropriate way to achieve them.

Sociological institutionalism treats the relationship between organizations and the institutional environment as driven by norms and values (Hall & Taylor 1996) and explains change through processes where organizations copy successful models and actors. In order to explain similarities in organizational practices and structures, DiMaggio and Powell (1983) have described three processes of isomorphism – normative, coercive and mimetic. My aim in this Master's thesis is to look to the normative and mimetic dimension of isomorphism in social work education taking into the consideration of the norms embedded in the global standards. Institutional isomorphism provides a better understanding of the politics that are spreading through organizational life (DiMaggio & Powell 1983).

Furthermore, two strands of sociological institutionalism – world polity and Scandinavian approaches can help to look at different fields. In this thesis I question whether global normative pressures to social work education has led to isomorphism, differentiation or both. Therefore, world polity will help in understanding the macro developments, such as the work of international organizations in the field of social work. Concepts of localization, translation and editing from Scandinavian institutionalism help to clarify the role of micro-processes and variation within diffusion as variation in diffusion is a common and expected outcome (Suárez & Bromley 2015, 147). I also conceptualize the global field of social work as a nested organizational field (Hüther & Krücken 2016).

The organizational field in this thesis consists of IASSW and its regional and national members as they constitute a recognized area of organizational life (DiMaggio & Powell 1983). These fields have different embeddedness and because of that, I use the concept of nested organizational fields (Hüther & Krücken 2016). Therefore, the global field, refers to the global organizational field that consists of the global body of IASSW, the world regional fields refer to the European, North American and Caribbean, Latin American, African and Asian and Pacific fields as defined by IASSW, and national fields refer to each national member of IASSW. For example, the six universities where social work is taught in Finland constitute the Finnish national field. The concept of nested organizational fields operationalizes the different levels of analysis and help to understand the complexity of norm diffusion.

My thesis, by showing the role of international organizations in the diffusion of norms, aims at deepening the theoretical discussion of normative isomorphism beyond the scope

of professionals and universities. This thesis aims to show the complexity of norm diffusion, as the normative and mimetic mechanisms might lead to both isomorphism and differentiation in the organizational field.

In order to answer my research question “How do international, regional and national educational ideas and norms shape the organizational field of international social work?“, I have three sub-questions. 1) Which ideas and norms are circulating in the global, regional and national fields and what forms of legitimacy do those ideas and norms have? 2) What is the relationship between the global and national standards and how is this relationship interpreted in different fields? And 3) How are the global standards translated and edited into local context and how do local practices intermediate with the global standards? These questions guide the direction of this research and the analysis of the results.

The aim of this thesis is threefold and organized accordingly to my sub-questions; first I aim to understand, which ideas and norms about social work education are circulating in the global, world regional and national fields, second, I aim to understand the relationship between the ideas and norms from these different overlapping fields, and third I aim to understand how global ideas are edited and translated into the national field.

This introductory chapter has provided the background and aims of this research. In the following chapter, I continue to frame the context of this research by introducing the debates of professionalization and academization and by introducing social work in different parts of the world. In chapter 2, I frame international organizations as important diffusers of norms and introduce the Global Standards for Social Work Education and Training. Chapter 3 delves into the theoretical framework applied in this thesis. I introduce sociological institutionalism and its two strands – world polity and Scandinavian institutionalism – and how this thesis can benefit from the chosen theoretical framework. Chapter 4 outlines the research questions, methodological choices and explains how this research was conducted. In chapter 5 the results of this exploratory study are introduced, followed by final discussion in chapter 6, reflecting the findings in the light of theory. Conclusions of this thesis are found in chapter 7.

1. ESTABLISHING THE CONTEXT

In this chapter, I establish the context for the main discussions in this research. I do so, by introducing existing literature of international social work. First, I frame two central debates in social work that focus on 1) professionalization of social work and 2) the gap between practice and education. Secondly, I frame the discussion of social work as a global profession with examples from different parts of the world. After that, I introduce the global standards for social work education and training – a global initiative aiming towards unifying social work education and providing a global guideline. As my aim in this research is to examine how global ideas and norms have shaped the organizational field of social work education, I also introduce literature and research on the diffusion of norms. I conclude this chapter by summarizing the central arguments that frame my research.

To clarify two important concepts, *internationalization* and *globalization* are central in defining social work as a global profession as well as to the development of international social work, social work education and professional organizations. According to Lena Dominelli (2014) *internationalization* refers to processes, practices, policies, challenges and strategies linking local and global and vice versa, whereas globalization involves unifying tendencies and practices. As a process, internationalization has led to different nations' way of practicing and teaching social work to influence each other (Dominelli, 2014, 259). These processes can be observed in the globalisation of social work educational programmes, universal definitions and standards, and universal goals in social work. *Globalization* has encouraged the sharing of policy and organizational goals among nations and therefore social policy implications often flow from other policies (Payne 2008, 126). Trygged (2010, 647) argues that the main difference between international and national social work is that international social work has a universalist tendency looking for a common understanding and sameness over diversity. However, alongside the globalization and internationalization a new force of indigenization has risen both in the national and global fields.

In the following sections I turn to the development of social work into a global profession and the development of social work education in different parts of the world.

1.1 Social Work as a Global Profession

In this section, I frame the discussion of social work as a global profession to two important debates – professionalization and academization. International social work is a complex concept. The international dimension of social work is caused by different nations' social work practices and education influencing each other, in the form of ideas, best practices and theories. Weiss-Gal and Welbourne (2008) state that social work has spread to become a global profession that exists in more than hundred and forty countries. In 1928, international relations in professional social work officially begun and since then the field has grown significantly. The expansion of professional social work and social work education can be further observed in section 1.2.

Social work has been defined in many ways. In this thesis, I introduce the definition of Soydan (2012) for social work as a practical activity, an academic discipline and a research tradition. First, Soydan defines social work as a practical activity that, in the individual level, helps people who experience social problems (Soydan, 2012, 471). Mary Richmond's work is one of the first to define social work as a practical activity, as she has referred to social work as casework in its beginnings.

“The art of doing different things for and with different people by cooperating with them to achieve at one and the same time their own and society's betterment.” (Richmond, 1915, 43)

Human rights also steer the profession for a presence at the international level and bridge local and national issues with global concerns (Healy 2008, 745-746). Secondly, Soydan defines social work as an academic discipline, sharing characteristics with other academic disciplines. To quote Soydan's definition (2012, 471) “an academic discipline is often formalized by educational and research policies to develop, maintain, and sustain a domain of knowledge, skills, and teaching.” From a historical perspective, the specialization of knowledge is central in academic disciplines. Moreover, Soydan sees that academic disciplines are embedded in complex organizational settings such as the traditional academic schools and universities. Besides specialization of knowledge, rules and ethics, teaching methods, diplomas, quality assessment criteria and accreditation systems, are all common markers of an academic discipline. Thirdly, Soydan defines social work as a research tradition, including the understanding of social work from the perspective of a

history of ideas and investigating the roots to which social work as a research tradition can lay claim. (Soydan 2012, 471-472.)

The international aspect can be seen as a part of professional social works' history from the beginning. The international history of social work profession was significantly influenced by international women's movements. These movements built up a worldwide network of international friendship and professional cooperation that supported the establishment of the social field. The First World War interrupted this development, but later international cooperation was re-established in the fields of social welfare and social policy, and particularly in social work education. During these times, internationalization was a central dimension of professional social work, and women's movements set the development of international social organizations on move. The development of early professional social work education and training programmes were established in the different countries as a result of this network of communication. (Kniephoff-Knebel & Seibel 2008, 790-791.)

The spread of social work (Weiss-Gal and Welbourne 2008, 281) has accelerated a discussion of its professional standing. The status of social work as a profession has been debated, because of the bureaucratic nature of the profession, as the organisation of social work is primarily based in state agencies and is limited by the political authority of the government. The limitations mean that it can never attain similar autonomy of decision making, through social control of an established evidence or knowledge base, as law or medicine. (Payne 2008, 126.) Payne (2008) states that this is also the reason, why the political and social discourse is an important arena of influence of social work practices.

Social work's professionalization is significant for the context of this research. By *professionalization*, I refer to the widely acknowledged social process of creating cognitive base and legitimation for the professional autonomy of social work (Leighninger 1978; DiMaggio & Powell 1983; Flexner 1915, 2001; Weiss-Gal & Welbourne 2008). In 1915 Flexner (1915, 2001) declared that social work is not a profession, after which social work has aspired to adopt the features that would grant it the identity of full profession. (Weiss-Gal & Welbourne 2008, 281). Social work has been emphasized over time as a semi-profession, a middle-level profession, an emerging profession and in some cases, it has been granted the identity of a full profession (Leighninger 1978, 189). Universities and institutions that provide professional training are important centres for gaining a status as

a full profession (DiMaggio & Powell 1983, 152) and as Leighninger (1978, 205) has analysed, social work experienced a general movement toward professionalization in social work knowledge-base expansion in the 1950s.

The contextual and cultural forces affect social work in all – macro, meso and micro – levels. Culture shapes social work education and it is a significant variable between and within countries regarding education (Hokenstad 2008, 168-169). Strong influence of societal and organizational environments and global interdependence, as international trends, can explain the context specific nature of social work as they influence the focus and development of social work education globally. Generally, the global can be observed to shape the local. (Hokenstad 2008, 163.) Weiss-Gal and Welbourne (2008) have explored the state of the social work profession in ten countries across the globe. The research reveals certain common professional features in social work, such as the establishment of professional organisations, the formulation or adoption of a professional code of ethics, the development and diffusion of a specific body of knowledge, and the establishment of social work education in the level of higher education. However, these aspects somewhat have different contextual variations.

Another ongoing debate in social work is between social work education and practice. Attempts have been made to integrate research and practice, but it has resulted in conflicts between the academics and practitioners (Herie & Martin 2002, 85). Professional and academic forces frame social work globally, which can be observed at the institutional level, as social work education is shaped by field practices and policies of higher education. The debate and tension results in differences between vocational training, which stresses the skills training for specific practice roles, and professional education, which stresses the scientific base of general knowledge. The length of social work education in different countries also varies. (Herie & Martin 2002, 85; Hokenstad 2008, 168-169.)

Weiss-Gal and Welbourne (2008) acknowledge that internal and external forces can attribute to the professionalization of social work. Internal forces reflect the power and ability of social workers in a specific country, in establishing a national organisation, formulating a code of ethics, and creating unique knowledge base. External forces refer to the aspects of professionalization that require cooperation with external actors, in cases such as the use of social work title, license to practice, sanctions, and whose task it is to

control the social work training and workers' entering the profession. Weiss-Gal and Welbourne (2008, 288-289) indicate that across very diverse settings, social work has a strong aspiration to professional status, which acts as a powerful motivating force behind the development of professional organisations, professional ethics, and professional knowledge.

Höjer and Dellgran (2013) confirm that developing a specialized knowledge base is essential to every profession with claims to status and trustworthiness, and that professionalization pushes the development of social work. However, they add that another significant catalyst for the development is *academization*, which can be observed in social work in the establishment and development of profession-specific education and research opportunities, scientific journals, a theoretical framework and a research culture. Höjer and Dellgran (2016) argue that academization raises the value of academics and scientific knowledge in social work field. Controversially it creates tension between science and academia and problematized the relationship between theory and practice. The authors (2013, 346) highlight that as a result of academization the "Scientific rationalities, demands and standards compete with the needs and demands expressed outside the academic context about the aims, scope and content of studies."

Hokenstad (2008) addresses the growing significance of organizations in social work's global environment. International organizations as well as national organizations with international connections employ an increasing number of social workers. The international experience is gained in practice rather than education, which is why social work education is currently improving the international by establishing programmes, courses and specialisations in international problems. (Hokenstad 2008, 164.)

Hokenstad (2008, 165) has traced social work education's emergence to a time when social sciences were evolving, when social reformers gained knowledge from social surveys and focused to develop a more scientific base for addressing social problems. The first training program was established in the Netherlands, identified as a school of social work in 1899. Around the same time, social work training was established in North America in the form of summer courses and later expanded into formal agency-based training programmes at the beginning of 20th century (Kendall, 2000).

During the first two decades of the 20th century, there was a significant growth in educational programmes for social work profession. In Europe and the United States, 14 diploma programmes were established by 1920 and some existing and some new training programmes became affiliated with universities. During that time, there were major debates over the preferred location for social work education. As a result of these debates, university-based professional education prevailed, but a major field learning component was included in the program. (Kendall, 2000.) Professional training for social work spread to other countries later (Hokenstad 2008, 166).

Organizations had an important role in establishing social work education by assisting national governments, establishing expert working groups, international and regional conferences, and international exchange and fellowship opportunities (Hokenstad 2008, 167). International Association of Schools of Social Work (IASSW) and International Federation of Social Workers (IFSW) were established in 1928, and have been major contributors in the spread of social work and the professionalization and education's internationalization (Kniephoff-Knebel & Seibel 2008, 790). IFSW and IASSW can be argued to exercise normative leadership within the profession and in the wider international community by education and advocacy work, including production of training materials and lobbying with national governments (Hugman & Bowles 2012, 150-154 ref. Wood 2007¹). One major contribution for social work education has been the development of the global standards -initiative (2004) presented in the next chapter.

First, in the next section, I introduce social work education's development in different world regions, the world regional fields of IASSW (the European, North American and Caribbean, Latin American, African and Asian and Pacific fields).

1.2 Social Work Education in Different Contexts

In this section, I briefly introduce the development of social work in different world regions. Social work as a professional occupation has a relatively short history. However, the earliest forms of social work have much longer roots. To simply provide an overview,

¹ Wood, W. J. 2007. "Human rights and women: a work in progress". In *Challenges in Human Rights: A Social Work Perspective*. Ed. Reichert, E. New York: Columbia University Press. 162-87.

I will only explore the history of social work from the late 19th century, as that is when it started to develop into an occupation and profession. I organize this section by first introducing the development in the Western countries and then in Africa, Latin America and Asia and Pacific, because of the similarity of the historical developments and because these world regions are represented in the same division in IASSW world regional bodies.

Without going too deep into the topic, it is worth to mention that the development of social work in Western Europe and North America was also linked to other concurrent processes including colonial philanthropy. Social work's historical roots are in religious charity but during its professional emerge, social work actively promoted and embodied colonialism which resulted in the emerging of western social work in the colonised countries. Africa, Asia and Pacific, and Latin America share the same history of colonialism and that has shaped the development of social work. Ranta-Tyrkkö (2011, 29) professionalism a reaction to this approach

1.2.1 Europe

Social work has first started to develop in Europe in the late 19th century. Europe as a region has different geographical definitions. European Union has defined Europe with 27 member states and estimated the population of 495 million inhabitants. The Council of Europe on the other hand, defines 47 member countries representing over 800 million people as part of Europe. (Zavirsek & Lawrence 2012; Europa 2010.) The 23 official working languages and over 60 indigenous or minority language communities (Europa 2010) indicate the cultural diversity of Europe. Caring and protection of the vulnerable can be traced back many centuries, but organised social work education and training courses, which are in my focus, emerged in Europe in the late 19th and early 20th centuries (Kantowicz, 2005).

Social work in its earliest forms was working for social betterment, practiced through philanthropic organizations and Settlement House Movement, and by 1900, it had become an occupation (Stuart 2013). Establishing social work in Europe can be traced to social work training courses in Germany, the Netherlands and the UK in the last years of the 19th century (Zavirsek & Lawrence 2012). The first school of social work was established in Amsterdam in 1899 and after that in 1908 in Berlin, as the first women's school

for social work. After this, similar schools were also established in 1912 in Vienna, 1925 in Warsaw, 1926 in Budapest and 1929 in Bucharest. Social workers started practicing in hospitals and public schools, as well as in child welfare and family agencies, and settlement houses by the year 1920. Social work had a strong focus on children and families and in conceptualizing social work method. This resulted in expansion of social work education programs and to the development of more stable funding base of voluntary social service programs. Social work began to gain professional status by the 1930s. (Stuart 2013.) During the 1920s and 1930s, early attempts of internationalisation also occurred and were documented (Lorenz, 2006).

The early professionalization and social work development stopped in many countries during the World War II and during the era of communism. In some countries of Eastern Europe social work no longer existed in 1990s when communism ended. (Zavirsek & Lawrence 2012.) Social work's influence on social welfare policy has diminished in many countries during from the influence it had in the beginning. However, the number of social workers has been on increase from the 1960s and the need for social workers is well recognised in all European countries. (Stuart 2013.)

In the more recent history, the European Union has played an important role in facilitating student and staff mobility programmes from the late 1980s, which has resulted in sharing of knowledge and professionalization throughout Europe. The Bologna Process has also had an important role in social work education in Europe. Because of the Bologna Process, most social work education qualifying programmes conform to a recognisable pattern of bachelor and/or masters level degree. (Ginsburg & Lawrence 2006, 35.)

1.2.2 North America & Caribbean

Despite its differences with North America, Caribbean and North America are often paired when it comes to world regions. In the development of social work profession and education, Western influences are strongly present in the Caribbean. In the United States and Canada social work is recognised as a profession, and it emerged in the turn of 20th century through European traditions of social activism, charity and philanthropy. (Watkins & Dolly 2012.) Through models from Europe social work was identified as an occupation and in 1920s and 1930s, it began to require professional education (Stuart, 2013).

As social work profession developed, it shifted from requiring certificates to requiring degrees from universities. Currently social work programmes are accredited and social workers need a license to practice social work in North America. (Watkins & Dolly 2012.)

The history of Caribbean social work is more difficult to trace because of the lack of documentation and lack of consensus of the definition of social work in the region, but social welfare practices first started to develop in the region in late 19th century. The Caribbean was affected by the emancipation of enslaved African people in 1838, which caused massive poverty and created a need for relief services. (Watkins & Dolly 2012.) Relief was generally organized by the state, however religious groups had a significant role as well. The functions of relief personnel “included identifying, screening and paying out benefits to the indigent poor, recommending them for medical care or for institutional care, as well as providing services for children of destitute adults” (Maxwell, 2002, 14). In the thinking of 19th century social care was in helping the deserving needy.

The Central Council of Voluntary Social Services was established 1940 in Jamaica to coordinate the work of private social service organisations, and for this role, the first training courses for social welfare personnel were offered in the 1940s and early 1950s. Education was also sought from the UK, which resulted in another generation of graduated social workers emerging from the UK to the Caribbean. (Guy 1997, 4.) After that, in 1961, a 2-year professional certificate was established in the University of the West Indies modelled on that of universities of the UK. Similar 2-year diplomas were launched in 1970 in Guyana, 1980 in Bahamas, 1988 in Barbados and 1990 in Trinidad and Tobago. Some of the professional certificates changed into baccalaureate-level programmes but associate-level degrees are still provided in some universities. (Watkins & Dolly 2012.)

1.2.3 Africa

Before modern social work practice arrived to Africa, there was a long-standing tradition of indigenous social support systems where the chiefs, the villages and the extended families provided for and handled material, cultural, social and spiritual needs of its members (Hedenquist 1991). However, as European powers dominated Africa through colonialism, it disrupted the organization of the African continent (Fanon, 1961) and created cause for national and inter-national conflict. Without going to further detail, it can be said that

indigenous ethnic groups were separated, inter-tribal interactions were discouraged, which caused prejudice and in South Africa resulted further to apartheid, which ended in 1994 (Guest, 2004).

Even after independence, the values encouraged by colonialism did not disappear completely and in many countries, a new form of economic colonialism emerged (Guest, 2004). According to Mwansa and Kreitzer (2012), African region faces problems in human development, hunger, disease, corruption, civil violence, large-scale poverty, widespread and complex conflicts and wars and HIV and AIDS epidemic. The AIDS is one of Africa's biggest crises but poverty also boosts other severe health issues that the people in Africa face, such as malaria, tuberculosis, hepatitis and malnutrition. In addition, demographic, education and poverty issues affect Africa and more pressure to the region is brought by the continuous population growth. (Mwansa & Kreitzer 2012.)

Social work was imposed to Africa through colonialism as a Western practice. The forerunners of colonialism were missionaries, who began to introduce some social welfare services such as schools and clinics and then later social work in the side of their preaching (Apt and Blavo 1997). Western countries transferred their way of social work into African countries, without trying to understand the existing structures of social care and social problems in the African countries, which caused many conflicts. Social work was introduced in the forms of case work, group work and community projects. In the English-speaking countries, social welfare departments were established to provide supplies to the less fortunate. (Mwansa & Kreitzer 2012.) After the missionaries began to provide social services, the government followed and then the NGOs started covering the areas that were not provided by the government, which caused growth in social work as there was a demand for social workers to work for these organisations. The range of social services was broad, varying from cash benefits to information and counselling of the veterans and adult and audio-visual education and guidance for girls and boys. Community development projects were established through the concept self-help as communities and groups of young men were mobilised to undertake building of schools, bridges, roads and dams (Hedenquist 1991).

Until the schools of social work were established, the social workers in Africa were trained in the practice by social workers from European countries, especially by the British (Mwansa & Kreitzer 2012). First schools of social work were established in 1924 in

South Africa, 1936 in Egypt, 1942 in Algeria and 1945 in Ghana (Healy, 2008). As social work was imposed as a Western practice, so was social work education; a Western social work curriculum was transported to Africa assuming that it can be implemented in African setting (Kendall, 1995).

Establishment of the Association of Social Work Education in Africa in 1971 was significant for the documentation concerning the evolution of social work education in Africa. Through organization of annual seminars, African academics and practitioners became concerned with a Western-dominated approach in social work training and practice. Western approach dominated national social development planning, women's issues, rural issues, training in family welfare and social development of the 1970s and 1980s. Documents show that in the evolution of social work education and practice, African social work curricula have followed Anglo-American and European theories and practice and therefore social workers have had to adapt their practice from a Western perspective. (Mwansa & Kreitzer 2012.)

European influence on social work education in Africa has been strong and one of current challenges concerning social work training and practice is changing the education to reflect a more African than European curriculum (Kreitzer et al. 2009), with the aim of changing what is not functioning (Askeland and Bradley 2010, 674). Identifying an African perspective may also be difficult because of the long influences of other cultures. On one hand, many African and Asian social work students see an opportunity in the Western influenced social work training, as they may leave and practise in the Western world, where there is a high demand for professional social workers. (Mwansa & Kreitzer 2012; Pawar & Tsui 2012.) On the other hand, as Ranta-Tyrkkö (2011, 35) states, "In social work, the discussion on decolonization and postcolonialism has built a legitimacy for indigenous approaches." The indigenous aspect is currently on the rise alongside with internationalization and it entails learning from specific local and cultural needs. The indigenous ways have risen beside internationalization and is currently a major topic of discussion in all parts of the world. Like any other profession, social work needs to define its professional and research territory as distinct from other disciplines, and to earn recognition as a legitimate profession. (Soydan 2012, 468.)

1.2.4 Latin America

Latin America has big diversities in population and social problems. The world region shares the history of colonialism, but has also a long history in dictatorship (Saracostti, Reininger & Parada 2012). The first school of social work was established in 1925 in Chile, with a strong emphasis on medical social work. (Sarascotti, Reininger & Parada 2012 ref. Di Carlo, 1992²). Similar school was established in Argentina in 1930. During the establishment of social work education, social work school directors and leaders were educated in European countries, which brought European influences to the education in Latin America. (Saracostti, Reininger & Parada 2012.)

Religion has also had an important influence in social work in the Latin America. Especially the Catholic influences can be seen in the establishment of schools of social work in Brazil and in Colombia in the 1930s. The influence of Catholic Church in social work education led to a conservative form of social work practice. (Saracostti, Reininger & Parada 2012.) During 1940s and 1950s, the US had a significant influence over social work education and development, bringing the emphasis on case, group and community levels of practice (Sarascotti, Reininger & Parada 2012 ref. Araneda Alfero, 2009³).

As the focus was mainly on individual level, the lack of discussion of ethical and political issues and the neutrality of social workers was critiqued, which resulted in 1960s to the Reconceptualization which also influenced social work. The Reconceptualization movement rapidly spread throughout Latin America with focus on social work's role in macro level policy but faded in 1970s as dictatorships in the region increased rapidly. During dictatorship, social work schools were closed and social workers in the region suffered persecution. As dictatorships ended, social work had an important role in the reconstruction of democracy by promoting democratic processes and participating in establishing social policies. The return to democracy resulted in some countries the reopening of social work schools that had been closed by the military regimes and to regaining university status for social work education (Sarascotti, Reininger & Parada 2012 ref. Melano 2007⁴).

² Di Carlo, E. 1992 'El Trabajo Social Latinoamericano. Hacia un Modelo de Acción Social Transformadora', in C. de Robertis, Metodología de la Intervención en Trabajo Social. Barcelona: Editorial El Ateneo. 28– 35.

³ Araneda Alfero, L.D. 2009. *Las Escuelas de Trabajo Social del Continente. Su Organización Apostillas para su Historia. 1965 – 2009*. XIX Seminario Latinoamericano de las Escuelas de Trabajo Social Asamblea General Alaeits. Universidad Católica de Santiago de Guayaquil.

⁴ Melano, M.C. 2007. 'Trabajo Social en la Argentina', in J.P. Desauriers and Y. Hurtubise eds, Trabajo Social Internacional: Elementos de Comparación. Buenos Aires: Lumen-Hvmanitis, 31– 57.

1.2.5 Asia and Pacific

Asia is a large and diverse region in terms of its geographic location, development, wealth, populations, cultures, ethnicity, indigenous religions, political systems, influences and institutional arrangements. In many areas low income, poor living standards and health, and inadequate education poses challenges to the region. In many countries, challenges are also brought upon by high population growth and different economic factors. (Todaro and Smith, 2003.) What is notable and important in Asia is that indigenous people across the region have their own belief systems and that some of the traditional social care systems have developed through different religious practices (Pawar & Tsui 2012).

All countries in the Asian region except China, Japan and Thailand, share the history of colonialism. Social work is practiced in almost every country in Asia, but the forms it is practiced in differ based on how it is understood in the local context. All across the region, traditions and culture are present in social work. (Pawar & Tsui 2012.) According to Pawar and Tsui (2012), the indicators for the development of professional social work are the existence of professional associations, their membership, their roles and functions in developing and maintaining the social work profession, and last the general legitimacy and recognition that social work receives among members and the public.

The development of social work schools in Asia has been influenced by the colonial history, and influences of the Western countries, industrialisation, urbanisation and development levels, initiatives of NGOs, governments and higher education institutions. In some countries in the Asian region, social work education has been established by missionaries, philanthropic work and charitable organisations, and after it started to gain foothold, the governments got involved by establishing welfare programmes to address new needs and problems, and the Western countries supported the training of social workers. Because of the different states of development of professional social work in different countries in the region, the level and structure of social work programmes vary significantly in curricula, standards, field training components and following ethical guidelines. (Pawar & Tsui 2012.)

The Pacific consists of Australia and the islands of the south-west Pacific Ocean, including New Zealand and New Guinea (Everett-Heath 2010). Whereas some problems such as violence, abuse, poverty and rising sea levels are present all across the region, culture, social conventions, the distribution of wealth, political participation, indigenous ways and the several different social welfare systems bring a lot of diversity to the region. Social work education and practice across the Pacific vary as the Western social work programmes have been long established in Australia and New Zealand, but elsewhere the Western forms of social work are making their way into curricula only more recently. (Beddoe & Fraser 2012.)

1.3 Summary

In this chapter I have introduced social work as a global but contested profession influenced by forces of internationalization and globalization (Dominelli, 2014, 259; Payne 2008, 126) and professionalization and academization (Weiss-Gal & Welbourne 2008, 281; Leighninger 1978, 189). Social work's beginnings have been traced to Europe in the late 19th century and around the same time it professional social work was also emerging in North America. During the first two decades of the 20th century, there was a significant growth in social work educational programmes, which spread to other countries later (Hokenstad 2008, 166). Social work spread to Africa, Latin America and Asia and Pacific through colonialism as a Western profession. However, each world region has their own cultural environment and understanding of social work. That and the discussion of decolonization and postcolonialism has legitimized indigenous approaches and made it a visible topic of discussion in the global, regional and local levels. (Ranta-Tyrkkö 2011, 35.)

Professional and academic forces have framed social work globally and social work education has been shaped by field practices and policies of higher education. In addition, as a contextual profession, cultural forces affect social work in all macro, meso and micro levels. (Hokenstad 2008, 168-169.) Strong influence of societal and organizational environments and global interdependence have shaped the development of social work education globally, especially as in general the global can be observed to shape the local (Hokenstad 2008, 163).

Organizations have a major role in social work's global environment originating from their significant involvement in establishing social work education (Hokenstad 2008, 167). International Association of Schools of Social Work (IASSW) and International Federation of Social Workers (IFSW) have been major contributors in social work professionalization and education (Kniephoff-Knebel & Seibel 2008, 790) and can be argued to exercise normative leadership within the profession and in the wider international community (Hugman & Bowles 2012, 150-154 ref. Wood 2007⁵). In the next chapter, I introduce the important role international organizations have in diffusing educational norms. I also introduce IASSW and IFSW as such norm diffusers, as they have shaped social work education from the global level, through the development of unifying guidelines on social work education and training.

2. INTERNATIONAL ORGANIZATIONS SHAPING SOCIAL WORK EDUCATION

In this chapter, I introduce literature on norm diffusion and the international organizations' role in the diffusion processes. Through that introduction, I build the rationale for my aim to examine IASSW's role as a diffuser of the global standards in social work education. Social work's context-specific, bureaucratic nature, discussed in the previous chapter, has a significant impact on IASSW's role as a diffuser of norms and ideas.

⁵ Wood, W. J. 2007. "Human rights and women: a work in progress". In *Challenges in Human Rights: A Social Work Perspective*. Ed. Reichert, E. New York: Columbia University Press. 162-87.

2.1 International Organizations as Diffusers of Norms

In this section, I define the relationship between norms and standards and what is meant by norm diffusion and how it is understood as a phenomenon. Several studies have demonstrated the power of interdependence in policy making and documented the phenomenon of norm diffusion (Gilardi 2010, 660).

In social work, different nations' policy choices have an impact to social work education and profession through this interdependence. *Diffusion* research has stemmed from sociological realism, which focuses on actors and relationships (Strang & Meyer 1993, 489) and has been defined as a consequence of interdependence. Simmons, Dobbin and Garrett (2006) argue that when one countries policy choices systematically condition the policy decisions made by another country's government, international policy diffusion occurs. Diffusion leads to the spread of several specific and broad standards, instruments and models. (Simmons, Dobbin & Garrett 2006, 787.) Interdependence in social work practice can be observed in the spread of best practices and evidence based practices. In education, this interdependence can be observed for example in the spread of educational standards.

In this thesis, I assume that standards are norms, as the definitions of standards and norms overlap. The Oxford dictionary⁶ defines standards as "something used as a measure, norm, or model in comparative evaluations" and norms as "A standard or pattern, especially of social behaviour, that is typical or expected -- A required standard; a level to be complied with or reached." Overall, the global standards have a normative nature, and if you have standards, you need to have norms. As standards are informed by norms and values, I analyse the diffusion of norms that are intrinsically connected with the standards. Katzenstein (1996, 5) has defined norms as a set of "collective expectations for the proper behavior of actors with a given identity". Scott (1995, 37) has a similar definition, as norms "specify how things should be done; they define legitimate means to pursue valued ends." The global standards are a good example of that definition as normative systems

⁶Definition for norm in Oxford dictionary available in: <https://en.oxforddictionaries.com/definition/norm>
 Definition for standard in Oxford dictionary available in: <https://en.oxforddictionaries.com/definition/standard>

not only define goals and aims but also show the appropriate way to achieve them. Therefore, standards are assumed norms in this thesis.

Several authors have acknowledged international organizations as important diffusers of ideas, norms and practices (Burt 1987; Strang & Meyer 1993; Finnemore 1993; Park 2005, 2006; Jakobi 2009, Gilardi 2010, 2012; Rosenblatt 2011; Penuel et. al 2013; Ring 2014), and diffusion in the simplest form, refers to socially mediated spread of a practice, policy or norm within a specific population (Strang & Meyer 1993, 487-488). Following this definition, in this research I am interested in the socially mediated spread of the global standards in the organizational field of social work education.

I explain normative diffusion further with a few examples. Normative diffusion has been left with little research in the field of social work. However, some research in social work has been conducted on the diffusion of innovations and knowledge (Nagpaul 1972; Gumpert 1999; Herie & Martin 2002; Sheble & Chen 2014; Mullen, Bledsoe and Bellamy 2008). As the main point of this chapter is to provide an understanding, of the international organizations' role as norm diffusers, it is more beneficial to provide examples from other fields where norm diffusion research has been conducted more.

Prakash and Potoski (2006) have examined diffusion of standards and regulations in environmental policy. International Organization for Standardization (ISO) develops international standards and codes and it has developed over 14,000 standards, from which ISO 14001 is the most widely adopted voluntary environmental regulation that encourages companies to do more for the environment than the national requirements of the government. The diffusion of ISO 14001 standards was examined in 108 countries over seven years. (Prakash and Potoski 2006, 350.) The results of this study showed that less developed countries are likely to diffuse legitimized models to secure their legitimacy with the developed countries. The results also showed that the accessibility of standards had an effect on the diffusion of preferred models and organizational practices and that although voluntary models are seen as undermining governmental regulation, they can in fact be complementary to each other.

In my thesis, I am interested in these results because although I do not state hypothesis, I look at both isomorphism and differentiation in the diffusion of the global standards. Social work is practiced in more and less developed countries and it is interesting to see whether there are differences in the diffusion between world regions. Social work is also

generally seen as a bureaucratic profession, heavily regulated by the state or government and education is often dictated by national standards and social policy. Therefore the result of Prakash and Potoski (2006), that the voluntary international regulation and government regulation are competing or challenging each other but they can exist simultaneously and be complimentary, is interesting and significant.

Finnemore (1993) has analysed international organizations UNESCO and OECD as norm diffusers, as from the beginning of the early 1950s UNESCO and OECD began to promote science policy innovation actively among their member states. Finnemore (1993) presents evidence that this activity was the boost for a widespread adoption of science policy. The results show that the adoption of states increased rapidly immediately after the international organizations began to promote the science policy innovation (Finnemore 1993, 565-566). This research emphasises the important role of central organizations as norm diffusers.

Furthermore, Rosenblatt (2011) has analysed the diffusion of global work values in multinational organizations. The analysis suggests that the extent of diffusion has a positive relation to the extent of institutionalization of these values within and between multinational organizations in regulative and normative institutional processes. Rosenblatt's arguments propose that regulative and normative institutional processes are likely to diffuse global work values more efficiently among members of multinational organizations, which have collectivistic value orientations (Rosenblatt 2011, 105). This result is particularly interesting because the level of diffusion among national members was related to the collectivistic value orientation. The goals and values are shared in the organizational field of social work education that consist of IASSW and its world regional and national members, which in the light of Rosenblatt's (2011) results could indicate that the diffusion of the global standards has been effective.

This thesis contributes to the research gap on norm diffusion in the social work field, because similarly as in Finnemore's (1993) study, the central social work organizations have a significant role in norm diffusion to the social work field. In this thesis, I examine the diffusion of the global standards in the organizational field of social work education. Therefore, I turn to introduce the global standards in the next section.

2.2 Global Standards – Unifying Social Work Education

The Global Standards for the Education and Training of the Social Work Profession (2004) is an initiative of International Association of Schools of Social Work (IASSW) and International Federation of Social Workers (IFSW). The global standards document identifies universal, yet flexible, principles of what social work represents globally, divided into nine standards - programme objectives and outcomes, programme curricula, core curricula, professional staff, students, administration and governance, ethnic diversity and gender inclusiveness, and ethical codes (Sewpaul & Jones, 2004; Sewpaul, 2005). The standards are meant to be used as a guideline to develop and benchmark national education and training standards.

As social work is practiced differently in different parts of the world (Payne 2008, 126), the possibility to identify universal standards has seemed sceptical. However, the global standards aimed for sufficient flexibility to be applied in any context. The flexibility of the document is seen to ease the interpretations in the local social work education and practice, and to acknowledge the regional and national socio-political, cultural, economic and historical contexts while complying with the global standards. (Sewpaul & Jones 2004.)

The global standards were developed as the committee acknowledged that the academization of social work is becoming a norm and many countries are applying three, four or five year Bachelor's degree in Social Work. In the beginning of the development of the global standards, the initiative was conceptualized as minimum qualifying standards for the education and training of social work profession. (Sewpaul & Jones 2004, 13-14.) However, this conceptualization changed over the process and instead of reflecting minimum standards, the standards setting document became to reflect the ideals that schools of social work should consistently aspire to achieve. The committee reflects on indigenous approaches and western domination in the document, as they wanted to avoid unintended consequences and the risk of disadvantaging some educational institutions. Sewpaul and Jones (2004) state that national and world regional experiences and practices were included in the standards as far as possible. In the purpose of benchmarking and developing national standards in the framework of the global standards, IASSW and IFSW have defined their role as facilitative and supportive to their world regional and

national bodies. In that role, the organizations aim to facilitate the development of national or regional standards in areas where they do not yet exist. (Sewpaul & Jones 2004.)

The educational institutions that have a membership with IASSW, are required to achieve at least the minimum criteria set by IASSW, which requires that social work education takes place in tertiary level education; universities, colleges and polytechnic schools. The criterion was seen valid for the purpose of the standards setting document. (Sewpaul & Jones 2004, 16.)

In this thesis, I do not conduct analysis of the global standards. Although analysis of the global standards would be useful, the document is very clearly articulated, and the main focus of this research is not in all the details and hidden meanings of the document, but on how those global educational ideas are diffused and translated by the world regional and national members, and how the global ideas and norms shape the organizational field of social work education. As stated in the previous section, in this thesis I assume that standards are norms and therefore I do not conduct further analysis on the norms embedded into the global standards.

The guidelines easiest to grasp by anyone, are the basic qualification based on the number of years of education, the acknowledgement and recognition of previous learning experiences, the qualification of teachers, the identification of core competencies, knowledge and skills and the guidelines of sufficient field education. However, many of the global standards are quite administrative and therefore not visible to all. In this thesis, I am more interested in the standards that actors can grasp and identify. The global standards document can be found in the Appendix D of this thesis. In the global standards' Appendix A it is also possible to read more in detail how the standards were developed (Sewpaul & Jones 2004).

However, to provide an understanding of the standards included in the document, some examples are gathered in the table below (Table 1). In the first example 3. Standards with regard to programme curricula including field education, the section 3.7 of the standards state "Field education should be sufficient in duration and complexity of tasks and learning opportunities to ensure that students are prepared for professional practice", which can be interpreted with as many ways as there are institutions. The norm included in the standards is that field education has to be included in the programme curricula. However, with the duration and complexity where the institution can decide how the field education

is arranged, so each educational institution can determine themselves what amount and tasks are sufficient for the students of social work.

TABLE 1. Examples of the Global Standards for the Education and Training of the Social Work Profession (2004)

3. Standards with regard to programme curricula including field education	3.7 Field education should be sufficient in duration and complexity of tasks and learning opportunities to ensure that students are prepared for professional practice.
4. Standards with regard to core curricula	4.2.3 Methods of Social Work Practice: <ul style="list-style-type: none"> • The application of social work values, ethical principles, knowledge and skills to confront inequality, and social, political and economic injustices. • Knowledge of social work research and skills in the use of research methods, including ethical use of relevant research paradigms, and critical appreciation of the use of research and different sources of knowledge about social work practice.
5. Standards with regard to professional staff	5.1 The provision of professional staff, adequate in number and range of expertise, who have appropriate qualifications as determined by the development status of the social work profession in any given country. As far as possible a Masters level qualification in social work, or a related discipline (in countries where social work is an emerging discipline), should be required.
8. Standards with regard to cultural and ethnic diversity and gender inclusiveness	8.2 Ensuring that the programme, either through mainstreaming into all courses/modules and/or through a separate course/module, has clearly articulated objectives in respect of cultural and ethnic diversity, and gender analysis.

Source: Purposely chosen samples from *The Global Standards for the Education and Training of the Social Work Profession (2004)*

Some research has been done in relation to the global standards. However, actual follow-up has been minimal and the international organizations have not undertaken any evaluation of how and how widely the global standards are applied. Trygged (2010, 654) argues that a way of strengthening the global standards would be to “establish some form of follow-up mechanism”. Minimal follow up has been done on the global standards in relation to how and how widely they are applied.

Barretta-Herman (2008) has analysed how IASSW member schools meet the standards criteria. The cross-national analysis of IASSW membership data evidence, consists of 28 countries representing 36 percent of the 410 schools and programs listed as IASSW members in 2002 and 2003. Latin America is not represented in Barretta-Herman’s research because of a low response rate. The research demonstrates that the majority of the IASSW

member schools, which responded to the survey, apply several of the expectations in seven of the nine global standards. The regional variations in applying the standards criteria reflect the historical, cultural, normative and diverse challenges in schools in different regions. This research is the closest one to my interest I was able to find. However, it has a different focus than my thesis. What is encouraging in Barretta-Herman's study is that the results indicate that majority of IASSW member schools that participated in the survey meet the same expectations as the global standards have set. This might indicate isomorphism in the organizational field, which is in my scope of interest.

Social work education has also been compared by Sakagutchi and Sewpaul (2011) in their comparison of across South Africa and Japan in relation to the global standards. The authors have identified similarities and differences in social work education across the countries and they explored the historical and socio-cultural aspects that can explain some of the differences. The authors conclude that even though social work education and practice differ in Japan and South Africa, the global standards can be applied to both when applied with reflexivity. As Trygged (2010, 648) argues, an international or universalist approach could bring more legitimacy to the social work profession and education worldwide. However, there is a risk of professional imperialism if social work mandates and methods are applied in new settings without reflexivity.

One interesting conclusion of Sakagutchi and Sewpaul's (2011) study is that being globally connected to IASSW and IFSW seemed to legitimize the professional status and enhance the integrity of social work education in Japan and South Africa. Furthermore, both South Africa and Japan appeared to have accepted the demands of Western professional legitimising. (Sakagutchi & Sewpaul 2011, 200.) Legitimacy of the global standards is central to my theoretical framework. Sakagutchi and Sewpaul's (2011) research concluded that connection to the IASSW's global norms and values has increased the legitimacy of social work education and profession in Japan and South Africa. From this conclusion, I turn to the theoretical framework applied in this thesis after summarising chapter 2.

2.3 Summary

In this chapter, I have introduced the role of international organizations as diffusers of norms. I have also introduced the Global Standards for the Education and Training of the Social Work Profession (2004). Several studies have demonstrated the power of interdependence documented the phenomenon of (norm) diffusion (Gilardi 2010, 660), the spread of all kinds of specific and broad standards, instruments and models (Simmons, Dobbin & Garrett 2006, 787). In this research, I look to the diffusion of the global standards in the organizational field of social work education.

Existing literature shows interesting results on norm diffusion, such as Prakash and Potoski's (2006) result that less developed countries are likely to diffuse legitimized models to secure their legitimacy among the developed countries. The same research showed also that voluntary international norms can be complementary to governmental regulation. Finnemore's (1993) showed that members of international organizations began to rapidly adopt the policy that became promoted by the international actor. Rosenblatt (2011) too proposed that regulative and normative institutional processes are likely to diffuse in international organizations that share collectivistic goals and values.

This thesis contributes to the research gap on norm diffusion in the field of social work. The focus of this thesis is in the diffusion of the global standards, the first attempt to unify social work education globally by introducing universal components in a global initiative. IASSW and IFSW exercise normative leadership in the field by determining what social work profession and education should look like. Together the organizations developed the global standards, universal, yet flexible, principles with normative content of what social work should represent worldwide, divided into nine standards - programme objectives and outcomes, programme curricula, core curricula, professional staff, students, administration and governance, ethnic diversity and gender inclusiveness, and ethical codes (Sewpaul & Jones, 2004; Sewpaul, 2005).

Some research on the global standards has been done, however as the international organizations have not evaluated the application and use of the standards, minimal follow up has been conducted on how and how widely the standards are applied. Barretta-Herman's (2008) research showed that the majority of the national members of IASSW, which participated in the research, meet several of the expectations in seven of the nine

Global Standards and that variations in meeting the standards criteria by region, reflect the differences in history, cultural norms and the diversity of challenges in schools in different regions. Sakaguchi and Sewpaul's (2011) comparison of social work education across South Africa and Japan showed that the global standards are applicable to both and that being globally connected to IASSW and IFSW seemed to legitimize the professional status and enhance the integrity of social work education in both countries. (Sakaguchi & Sewpaul 2011, 200). The finding of legitimacy is central to my theoretical framework. From this conclusion, I turn to the theoretical framework in chapter 3.

3. TWO STRANDS OF SOCIOLOGICAL INSTITUTIONALISM

In this chapter, I explain how drawing on sociological institutionalism can provide nuanced insights into the diffusion of the global standards. My theoretical framework is grounded in neoinstitutional theory, specifically in sociological institutionalism and its two strands – world polity and Scandinavian approaches.

In the following, I introduce DiMaggio and Powell's (1983) concept of isomorphism and its three mechanisms – normative, coercive and mimetic isomorphism. My aim in this dissertation is to look to the normative and mimetic dimension of isomorphism in social work education, taking into the consideration the norms embedded in the Global Standards. Furthermore, I introduce two strands of sociological institutionalism – world polity and Scandinavian approaches. World polity will help in understanding the macro developments, such as the work of international organizations in the field of social work. Concepts of localization, translation and editing from Scandinavian institutionalism help to clarify the role of micro-processes and variation within diffusion as variation in diffusion is a common and expected outcome.

World polity research and Scandinavian institutionalism both assume that pressures exist in the environment of organizations, and the environment itself is causal rather than just contextual. Scandinavian institutionalism builds on world polity and goes further to the micro-level processes that are not addressed in world polity theory. The Scandinavian institutionalism places emphasis on the editing of ideas. Although world polity does not deny that changes occur, it does not focus on “variable enactments of an element that diffuses” (Suárez & Bromley 2015, 147.)

Finally, I introduce the last concept of nested organizational fields as a way of understanding the structure of the global field of social work education.

3.1 Sociological Institutionalism

Sociological institutionalism treats the relationship between organizations and the institutional environment as driven by norms and values (Hall & Taylor 1996). As stated by Campbell (2004), institutional change is understood in sociological institutionalism as led

by ideas and norms that progressively become legitimized and diffused. Therefore, change is explained through processes where organizations copy successful models and actors. In order to explain similarities in organizational practices and structures, DiMaggio and Powell (1983) have describes three processes of isomorphism – normative, coercive and mimetic. Isomorphism means similarity of the processes or structure of one organization to others either as a result of imitation or independent development under similar constraints.

My aim in this Master's thesis is to look to the normative and mimetic dimension of isomorphism in social work education taking into the consideration the norms embedded in the Global Standards. Institutional isomorphism provides a better understanding of the politics that are spreading through organizational life (DiMaggio & Powell 1983). Schelling (1978, 14) describes organizational life as environment of responses exchanged between organizations in different fields.

Organizations face change in many ways as a part of organizational life (DiMaggio & Powell 1983, 148). Freeman (1982) analyses that at some point major organizations with long history are able to dominate their environments rather than trying to adjust to them (Freeman 1982, 14). Hannan and Freeman (1984, 163) agree that large organizations are more able to resist change than small organizations. By organizational change, DiMaggio and Powell (1983) refer to the changes in organizational structure, culture, goal, program and mission. DiMaggio and Powell examine the different processes that affect organizations in a specific field through coercive, mimetic and normative process of isomorphism.

Coercive isomorphism results from both formal and informal pressures that organizations experience by other organizations that they are dependent from, as well as from cultural expectations. Sometimes coercive organizational change can be, for instance, a direct response to government directive. (DiMaggio & Powell, 1983.) Hüther and Krücken (2016) see that coercive pressure via formal regulation produces homogenization and differentiation on actors in the organizational fields, as there are similarities due to formal national pressure, but also differences. Generally, the states and ministries of education regulate social work education. Coercive pressure can be used by national governments to change social work education.

In this research, my interest is not so much in the coercive pressures, but it is important to acknowledge that they exist in the organizational field. International organizations often lobby for their interest with national governments and that provides an opportunity to influence state regulation. In the example of Europe, the Bologna process introduced the Bachelor and Master Degrees in Europe, which would indicate that EU is exercised formal pressure on European universities. However, in the case of Bologna process, formal pressure from the EU is indirect, because the national bodies of EU are left with the authority to implement the Bachelor and Master degree system. (Hüther & Krücken 2016.)

Institutional isomorphism can also derive from *mimetic* behaviour. DiMaggio and Powell (1983, 153) argue that central organizations diffuse policies and norms actively and passively as policies and structures set by central organizations are copied throughout their organizational fields. In mimetic behaviour, new organizations are modelled upon already existing ones. The existing organizations that new organizations tend to model themselves after are considered legitimate and successful. In mimetic behaviour, models may be diffused unintentionally, indirectly or directly. (DiMaggio & Powell 1983, 150-152.)

Normative isomorphism is the most important form of isomorphism for this research. It explains institutional change through normative pressures and professionalization. Due to professionalization, normative processes generally increase the homogenization among organizations as homogenization occurs among professionals that “tend to view problems in a similar fashion, see the same policies, procedures and structures as normatively sanctioned and legitimated, and approach decisions in much the same way”. (DiMaggio & Powell, 1983, 153.)

Larson (1977, 49-52) describes professionalization as a “collective struggle of members of an occupation to define the conditions and methods of their work to control the production of producers”. The aim of professionalization is also to create a cognitive base and legitimation for the professional autonomy. DiMaggio and Powell (1983, 152) state that even though various kinds of professionals within an organization create heterogeneity, they are experiencing similarity to their professional peers in other organizations in the same field,

Larson (1977, 49-52) points out that the professionalization project is rarely achieved with a complete success. DiMaggio and Powell (1983) recognize two significant aspects that professionalization has for isomorphism: 1) the cognitive base of formal education

and legitimacy produced by university specialists and 2) the growth and elaboration of professional networks that accelerate diffusion. Universities and institutions are central in developing organizational norms among professionals. Professional associations are another significant actor in defining and developing normative rules about organizational and professional behaviour (DiMaggio & Powell 1983, 152). My thesis, by showing the role of international organizations in the diffusion of norms, aims at deepening the theoretical discussion of normative isomorphism beyond the scope of professionals and universities.

In addition to normative, coercive and mimetic isomorphism, the logic of appropriateness is central to change. Legitimacy is in the centre of the logic of appropriateness, in which rules are followed as they are perceived legitimate, good, right and expected (March & Olsen 2004). The logic of appropriateness sees action driven by rules of appropriate behaviour, organized into institutions. In this perspective, actors seek to fulfil the obligations of their role or membership, and the practices and expectations of its institutions. (March & Olsen 1984.) Rules can be precise or less precise, and tell either, what the appropriate action is, or where to look for precedents. March and Olsen (2004, 7) argue that “Sometimes action reflects in a straightforward way prescriptions embedded in the rules, habits of thought, “best practice” and standard operating procedures of a community, an institution, organization, profession or group.” This can be the case with the Global Standards as actors conform to the Global Standards as they are seen as legitimate. (March & Olsen 1984; 2004.) Organizations conform to legitimized formal or informal rules, norms, ideas, and values in order to secure and ensure their legitimacy within the organizational field (DiMaggio & Powell, 1983) where they operate.

The justification for this worldwide isomorphism, a central argument in the world polity or world polity approach, comes from a cognitive and normative standpoint where cultural models matter. Thus, the similarities in institutions and organizations - legitimized by many societies or by the equals they perceive as being more legitimate (DiMaggio & Powell, 1983). The world polity approach has been used extensively in the last four decades or so in trying to analyse how culture matters through empirical analyses of transnational policy convergence, such as education standards (Meyer 1977; Meyer, Ramirez & Soysal 1992).

3.1.1 World Polity

The *world polity* approach helps to understand macro-level processes. World polity theory, concisely, is application of the broader lens of sociological institutionalism to the global field. It aims to answer the question of why does the world look more similar and it has been applied to trace and explain isomorphism in structures, policies and in shifting trends since 1950s (Meyer et al. 1997, 171). Given the fact that my interest is in studying the role of the Global Standard on diffusing norms to the field of social work education, world polity is as an important approach to understand that the work of the Global Standards might have led to isomorphism in certain contexts.

Organizations tend to apply the practices defined by successful models to increase their legitimacy (Meyer & Rowan, 1977, 340). Meyer et al. (1997, 145) argue that “worldwide models define and legitimate agendas for local action, shaping the structures and policies of nation-states and other national and local actors in virtually all of the domains of rationalized social life” such as politics and education. In world polity, the attention is shifted away from the individual social actors, and the agency of actors is better understood within the context in which they act.

In *world polity* “actors and organizations are not only shaped by external influences, but also constituted by them” (Suárez & Bromley 2015, 144). Meyer et al. (1997, 148) state that national actors organize and legitimate themselves in terms of universalistic world models that have a desired amount of consensus on the nature and value. World polity looks how certain ways of thinking and doing are gradually socially accepted and legitimized. Because they are accepted, the actors conform to those rules or structures in order to gain legitimacy in the institutional environment where they circulate. These world models claim to be universally applicable. Many international nongovernmental organizations function in the grassroots, and help to implement the world norms and principles in local settings, while demanding states and other actors to correct their actions. (Meyer et al. 1997.) In this research, I focus on the main observation of world polity, which is that global models shape countries and generate isomorphism in the structures and policies of nation-states.

Suárez and Bromley (2015) have explained why countries tend to adopt similar policies although the national contexts are highly variable. Their major argument is that although

national actors seek to conform to legitimate world models, variation is also central. Generally can be said that those countries more linked to world culture conform to world models. This linkage is generally measured by the amount of national members in international organizations. In world polity, global cultural, social, and political environment shape the actors and result in decoupled isomorphism among them (Cole 2016, 86). In world polity, actors at several fields can hold legitimacy. According to Meyer et al. (1997, 171) “individuals and states mutually legitimate each other through principles of citizenship, while individuals and international organizations do the same via principles of human rights”.

Decoupling happens when countries or organizations adopt world models to order to gain legitimacy by conforming to the organizational environments’ expectations. Meyer et al. (1997) argue that some organizations adhere to certain norms or follow certain rules, not only because it is appropriated but also because they want to increase their legitimacy in the organizational field. Although decoupling can provide some insights into what is happening in the organizational fields, it is not able to capture the full range of variations that a world model could get as it spreads. (Suárez & Bromley 2015, 145.) Although I talk about world model’s diffusion and spread, similarly national legitimized models can diffuse and spread, and cause decoupling. Suárez and Bromley (2015, 145) state that “new formal structures can remain highly buffered from existing activities and/or exist largely as *window dressing*, either due to lack of capacity or lack of will”. In this view, linkages between policy and practice can be loose at first, but deepen into alignment over time. Some actors use the strategy of window dressing, superficially showing that they comply and conform to the legitimate rules and norms, but it is only superficial as they act differently. The strategy of window dressing implies that differentiation might exist, but it is not explained further in world polity.

Perhaps one of the biggest critiques to sociological institutionalism is the lack of focus on the social mechanisms that show how variance occurs in the institutional structures and how these structures affect agency and actors (Campbell, 2004). Therefore, I include the concepts of localization, translation and editing from Scandinavian institutionalism, since it attempts to answer the critiques of sociological institutionalism while having the same theoretical roots.

3.4 Scandinavian Approaches

Scandinavian institutionalism is part of the new institutional theoretical project used to address the questions of how global ideas are edited and translated or localized. As a strand of sociological institutionalism, Scandinavian approaches are applied to observe the meso- and macro processes that are not addressed in world polity. Translation involves the creation of similarities and differences, as taking an idea from elsewhere, the concept or idea remains similar but the ideas are generally not adopted without changing it in the process. One reason for this is that the practice can hold different meanings to different actors (Suárez & Bromley 2015, 147).

In Scandinavian institutionalism emphasis is also placed on the *editing* of ideas. As global ideas are edited by researchers, professionals, leaders and others, actors on the global stage gain more legitimacy. (Suárez & Bromley 2015, 147.) The concept of *translation* refers to the fact that models, norms or ideas are typically not passively accepted and implemented from one setting to another, but as they are copied to new contexts, they can also gain different forms. The process how translation processes occur, is defined as *editing*, where models drawn from the environment are actively reshaped to fit the local context. Translation and editing explain variation in diffusion in the organizational fields. Translating and editing processes occur differently in each country, and different actors in multiple levels can exercise authority, which has an effect on translation. (Suárez & Bromley 2015.)

Other ideas than global ideas can hold significant legitimacy as many local ways are a part of a legitimate normative order. Legitimized local ideas condition the acceptance of outside norms. Acharya (2004, 240) has proposed that congruence building between local and outside norms is central to acceptance of outside norms. *Localization*, is a more specialized process of adapting the global into local going further than translation to modify the global norms. However, localization can be complementary to translation.

Localization explains variation in norm diffusion by describing the process and outcome of building congruence between global and local norms and practices. In the process of localization, initially incoherent outside norms, become incorporated into the local norms. Acharya (2004) sees that the success of norm diffusion depends on to what extent the global norms provide opportunities for localization. The pre-existing compatibility between outside and local norms makes localization easier. Norms that have universalistic

claim about what is good and beneficial hold bigger legitimacy and are more likely to become widespread than local norms. (Acharya 2004, 242- 242.)

Acharya (2004) has researched Southeast Asia as active localizers of Indian and Chinese cultural and political ideas. Localization describes a process of Southeast Asians borrowing foreign ideas about authority and legitimacy and localized them into their national, indigenous tradition and way of practice. The main finding of this research is that ideas that gave opportunities for localization were localized more than ideas that did not have potential to fit the indigenous traditions. (Acharya 2004, 244.)

Localization process is likely, if the national actors (norm-takers) perceive the outside norms potential in enhancing the legitimacy and authority of their existing practices, without changing the existing practices fundamentally. When the existing local norms are strong, the more likely it is that outside norms are not accepted wholesale but localized. Another factor that affects localization is the credibility of local actors and the influence provide equally good or better norms than the outside norm entrepreneurs that are operating at the global level. (Acharya 2004, 248.) Nongovernmental organizations have an important role in localization as their primary commitment is to localize a normative order and to legitimize and enhance that order by building congruence with outside ideas (Deakins 1999, 23). This can be observed in the work of IASSW. In the following, I summarize my theoretical framework.

3.2 Nested Organizational Fields

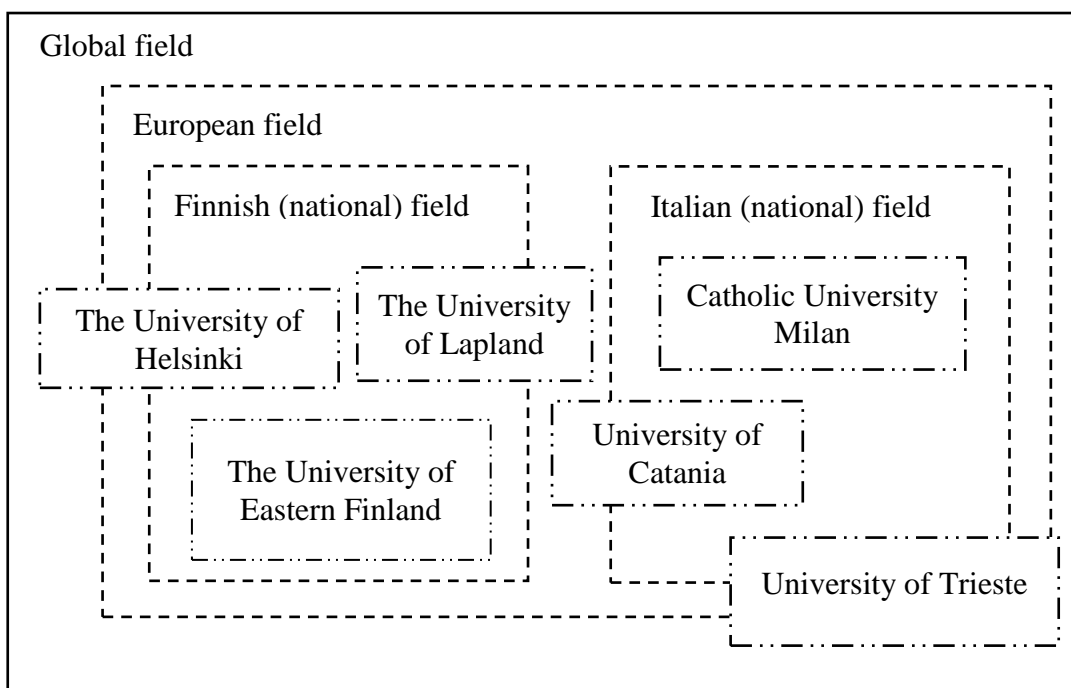
In this section, I introduce Hüther and Krücken's (2016) concept of *nested organizational fields* as a way of understanding the structure of the organizational field of social work education. Hüther and Krücken have employed the concept of nested organizational field to explain the occurring simultaneity, homogenization and differentiation among universities, in their starting point mostly European universities. In DiMaggio and Powell's (1983) understanding, an organizational field is a recognized area of organizational life, constituted by a set of organizations with similar goals and missions. (DiMaggio & Powell 1983). These organizations generally share common goals. For the concept of nested

organizational fields, it is essential to understand that organizations are perceived as embedded in different nested organizational fields, where the global, world region and several national fields have to be considered (Hüther & Krücken 2016, 60).

The recent new institutional approaches on organizational fields have increasingly focused on “dynamics that allow for heterogeneity, variation, and change” (Wooten & Hoffman, 2008, 143). Hüther and Krücken (2016) recognize that homogenization and differentiation processes have resulted from similar or different embeddedness of universities in the global, European, and national, state, and regional fields. In this research, I apply the concept of nested organizational fields to explain diffusion of the Global Standards in the International Association of Schools of Social Work (IASSW). This concept is suitable for this research because the global, regional and national fields can be observed in IASSW.

In this research, I apply two strands of sociological institutionalism to study the ideas, norms and diffusion that circulate in this nested organizational field. Through the concept of nested organizational fields, the results can show the complexity of diffusion of the Global Standards. As Hüther and Krücken (2016) state, that different embeddedness might lead to both processes of isomorphism and differentiation. In this thesis, I aim to understand how the global norms diffuse and to what extent they are edited and translated in the world regional and national fields. The concept of nested organizational fields provide opportunities for findings of strong isomorphism, which confirms world polity approach or findings of strong process of editing and translation between different fields, which confirms Scandinavian institutionalism. It is also possible to find both processes occurring in different world regional and national contexts.

FIGURE 1. Concept of the Nested Organizational Fields in Social Work Education



Source: Modified from Hüther & Krücken 2016

I apply Hüther and Krücken's (2016) rationale to defend the case, that there is an ideational/normative diffusion across the field of social work education with variations. The concept of nested organizational fields can be applied to explain the processes of homogenization and differentiation of national actors through shared and different environmental embeddings (Hüther & Krücken 2016, 62). The structure of nested organizational fields removes the top-down rationale and hierarchy between levels of analysis that could be assumed from the organizational structure.

In figure 1, I provide an example of the nested embeddings in the organizational field of social work education. For instance, in this example, the University of Helsinki is highly embedded in the Finnish national setting, and it is highly mediated by 1) the cultural development of social work; 2) the national arrangements for the training of social workers, and 3) the nationally grounded professional requirements. Nevertheless, taking into consideration that the University of Helsinki is a member of the European Association of Schools of Social Work (EASSW), it is also embedded in a European organizational field of social work education. Therefore, it is also affected by the European development of

social work and social work education. The same University of Helsinki is also a member of the International Association of Schools of Social Work (IASSW), which means that it is also embedded into the global field. Being embedded into the global field, the University of Helsinki is also influenced by the global development of social work and social work education, the global requirements and guidelines and standards. The universities that are highly embedded in the national, European and global fields, protect their status and legitimacy.

Similarly, the University of Trieste is embedded into the Italian national field, European and the global field. Although the universities share the same embeddedness to national, European and global field, variation can occur. The University of Catania and the University of Lapland are in this example embedded into the national and European fields but not embedded into the global field. Therefore, they might consider the national or European environment more important than the global and they might even have a more European focus than the national one. Moreover, it might be highly connected to both national and European networks, without the desire to have global networks or to project itself as a world-leading school.

Similarly, the Catholic University of Milan and the University of Eastern Finland are in this example only embedded into their national fields. What could be observed from having embeddedness only in the national field is that the University of Eastern Finland for instance is more concerned with 1) the Finnish cultural development of social work; 2) the national arrangements for the training of social workers, and 3) the nationally grounded professional requirements. To speculate, the embeddedness can also be observed with institutions seeking guidance as some universities might seek for advice from world regional instead of global organization, while others might seek guidance from global. Some organizations look for national regulations and guidelines or seek guidance from no one other than themselves. In this research, the point is to show that there is an organizational field with multiple layers that I am going to explore. Nevertheless, the universities and other educational institutions need to seek legitimacy in the organizational environment, where they are located, whether it is the national, world regional or global one.

Returning to the main argument, the concept of nested organizational field to explain the occurring simultaneity, homogenization and differentiation among universities. Hüther

and Krücken (2016) support their argumentation on the three mechanisms of isomorphism – coercive, mimetic and normative (DiMaggio & Powell, 1983). The authors state that such mechanisms does not necessarily lead to isomorphism, but also differentiation.

In this thesis, I am not interested in the coercive mechanism, as the global field does not foresee any formal, legal regulations. However, it is important to understand that international organizations can be very powerful norm creators and diffusers in the form of rankings, evaluation and benchmarking (Wedlin, 2007). Formal regulations are often more present in the national fields through state regulation.

Regarding the mimetic isomorphism, Hüther and Krücken (2016) see that the global, world regional and national fields can have different successful organizations to mimic. Which of these models are worthy of mimicking depends on the organizations' embeddedness in the organizational fields, and on how important each field is for the legitimacy of each actor. Hüther and Krücken also note that in some cases actors neither want to nor are able to imitate some models for structural reasons.

However, what is common to all successful models in the different fields is that they share some common features for example the importance of discipline structures or connectivity between research and practice (Hüther & Krücken 2016, 69-71). Mimetic processes generally strengthen the isomorphism among actors embedded in the global field. However, if actors have a stronger embeddedness in the national field, successful and legitimate national models can be perceived as a good alternative. Global, world regional and national models can be also overlapping. (Hüther and Krücken 2016, 69.) The choice of different models leads to both isomorphism and differentiation among actors in the organizational field.

Finally, regarding the normative isomorphism, Hüther and Krücken (2016) follow the original thought of DiMaggio and Powell (1983) that normative processes tend to increase the homogenization among organizations. In the organizational field, homogenization occurs because the professionals “tend to view problems in a similar fashion, see the same policies, procedures and structures as normatively sanctioned and legitimated, and approach decisions in much the same way” (DiMaggio & Powell, 1983, 153). Moreover, the norms and ideas of a profession lead to homogenization. However, the Hüther & Krücken (2016) add to DiMaggio and Powell (1983) and argue that the mechanism of isomorphism can also lead to differentiation.

Normative isomorphism is perceived through professionalization processes. Hüther and Krücken (2016) consider important the academics as they play a significant role, through disciplinary, epistemic and network affiliations in determining the embeddedness of certain universities within one or several organizational fields. Secondly, the role of different types of university leaders can affect the direction that a university assumes within the different organizational fields where it is embedded. The results section provides an understanding to how different actors react to global and national ideas and norms of education and which models are considered legitimate. Although the academic profession is a central driver of isomorphism, Hüther and Krücken (2016) expect differences concerning the concrete embeddedness in organizational fields. This can be observed through actors that pursue toward the global competition for legitimacy as they push their universities toward the global organizational field. However, some actors have stronger orientation toward to the world regional or national field, which is also found to shape the field embeddedness of their universities. (Hüther & Krücken 2016.)

3.3 Summary

The aim of this thesis is to analyze the diffusion of ideas and norms of the global standards document and how certain legitimized ideas and norms in the global field might be diffused, edited or translated to the world regional and national fields. In order to capture such process, I derive from sociological institutionalism (Powell & DiMaggio, 1991).

In sociological institutionalism, institutional change is understood in sociological institutionalism as led by ideas and norms that progressively become legitimized and diffused (Campbell 2004). Therefore, change is explained through processes where organizations copy successful models and actors. In order to explain similarities in organizational practices and structures, DiMaggio and Powell (1983) have describes three processes of isomorphism – normative, coercive and mimetic. Isomorphism means similarity of the processes or structure of one organization to others either because of imitation or because of independent development under similar constraints. My aim in this Master's thesis is to look to the normative and mimetic dimension of isomorphism in social work education taking into the consideration of the norms embedded in the Global Standards.

In mimetic behaviour, new organizations are modelled upon already existing ones. The existing organizations that new organizations tend to model themselves after are considered legitimate and successful. In mimetic behaviour, models may be diffused unintentionally, indirectly or directly (DiMaggio & Powell 1983, 150-152). *Normative isomorphism* is the most important form of isomorphism for this research. It explains institutional change through normative pressures and professionalization. Due to professionalization processes, normative processes lead to increasing homogenization among organizations. (DiMaggio & Powell 1983.) In addition to normative, coercive and mimetic isomorphism, the logic of appropriateness is central to change. Legitimacy is in the centre of the logic of appropriateness, in which rules are followed because they are seen as legitimate, good, right and expected (March & Olsen 2004). Organizations conform to legitimized formal or informal rules, norms, ideas, and values in order to secure and ensure their legitimacy within the organizational field (DiMaggio & Powell, 1983) where they operate.

Furthermore, the two strands of sociological institutionalism – world polity and Scandinavian approaches – help to understand variation how isomorphism can lead to differentiation. World polity contributes in understanding the macro developments, such as the work of international organizations in the field of social work. Concepts of decoupling and window-dressing from world polity and concepts of localization, translation and editing from Scandinavian institutionalism help to clarify the role of variation within diffusion.

This theoretical framework helps to see how complex the diffusion process is. Taking into consideration that social work is a highly contextualized and nationally based discipline and profession (Dominelli, 2010), I look whether global normative pressures to social work education has led to isomorphism, differentiation or both. Therefore, I conceptualize the organizational field of social work education as a nested organizational field (Hüther & Krücken, 2016) as it operationalizes the different levels of analysis and enhances understanding the complexity of the phenomenon.

4. METHODOLOGICAL CHOICES

In this chapter, I will introduce the methodology that is used in this research. Therefore, I will introduce my research questions, my methodological choices, ethical considerations and concerns of validation, and how I analysed my data. In the end of this chapter, I will provide a summary and move on to the results of this research.

This thesis is an exploratory study. Exploratory approach is generally used with topics which are not well researched and where very little information is available. Currently there are no prior studies to address my research question, and that is why I use this exploratory approach. Research that uses exploratory approach tend to be small-scale because they address relatively new research topics and areas that have not been subjected to research. The main value of this approach is to generate more hypothesis or research questions for further research. (Royse 1999, 24-25.) I start this chapter by revealing my research questions in the following.

4.1 Research Questions and Aims

In this section, I will introduce my research questions. There were many aspects to consider while setting my research question. It is important to have a clear research question from the beginning of the research process as the choice of methods and respondents fully depend on it, and careful question formulation ensures that adequate data is obtained in the process. Qualitative research can have multiple research questions, but there is one main question and others are supporting it. Because of the flexibility of qualitative research, the research questions may change throughout research process. (Flick 2009, 103.)

The aim of this research is to examine, how global, world regional and national ideas and norms shape the organizational field of international social work. In order to answer this question “How do the global, regional and national ideas and norms shape the organizational field of international social work?“, I have three sub-questions. 1) Which ideas and norms are circulating in the global, regional and national fields and what forms of legitimacy do those ideas have? 2) What is the relationship between international and national

standards and how is this relationship interpreted in different fields? And 3) How is global educational policy translated and edited into local context and how do local practices intermediate with the global standards?

In this research, I have three aims accordingly to my sub-questions. Firstly, different ideas and norms can be located in national, world regional and global nested organizational fields. These ideas and norms from different fields may also have different forms of legitimacy according to where they circulate, for example, local ideas can be legitimized in the national, world regional or global field. Legitimacy of ideas can also be overlapping in different fields. Therefore, my first aim is to understand, which ideas and norms are circulating in the global, world regional and national fields. Secondly, I aim to understand the relationship between ideas and norms from these different overlapping fields. Thirdly, I aim to look at the editing and translation process. In other words, I try to understand how global ideas are edited and translated into the world regional and national field.

This research is important because it gives a contribution to the research gap on norm diffusion in the field of social work, as well as to the research gap on how the global educational standards have diffused and been applied. In the next section, I will introduce how I answer these research questions.

4.2 Qualitative Approach

In this section I will reason why I chose qualitative approach to examine and answer my research questions. This thesis is an exploratory study. Exploratory approach is generally used with topics which are not well researched and where very little information is available. Currently there are no prior studies to address my research question, and that is why I use this exploratory approach. Research that uses exploratory approach tend to be small-scale because they address relatively new research topics and areas that have not been subjected to research. The main value of this approach is to generate more hypothesis or research questions for further research. (Royse 1999, 24-25.)

This exploratory study is approached qualitatively to get more in-depth knowledge on the topic. Qualitative approach provides an opportunity to examine the research topic with more detail. Qualitative research has been defined by many researchers as an approach

where questions of how, what and why are asked, instead of being concerned about how many. Denzin and Lincoln (2005) have defined qualitative research in the following way:

Qualitative research is a situated activity that locates the observer in the world. It consists of a set of interpretive, material practices that make the world visible. These practices transform the world. They turn the world into a series of representations, including field notes, interviews, conversations, photographs, recordings, and memos to the self. At this level, qualitative research involves an interpretive, naturalistic approach to the world. This means that qualitative researchers study things in their natural settings, attempting to make sense of, or interpret, phenomena in terms of the meanings people bring to them. (Denzin & Lincoln 2005, 3)

This research can be perceived as an exploratory case study. The qualitative case study approach enables the questions of “how”, which I am asking in this thesis. Case study approach allows the exploratory orientation and provides an opportunity to gain tremendous insight into the case. The object of exploration in a case can be for instance an organization. The aim of a case study approach is to facilitate the exploration of a phenomenon within its context, and ensuring that the issue is not explored through one lens, but rather a variety of lenses. Through case study approach, multiple aspects of the phenomenon can be revealed and understood. (Baxter & Jack 2008.)

Qualitative research has been seen as an interpretive approach, where the researcher tries to interpret a natural setting of the world (Denzin and Lincoln 2000, 3). Multiple authors have also emphasized it as a way to interpret social reality. Creswell (2007, 39) sees qualitative approach as a tool to explore a problem, when a detailed view on a particular issue is needed. In qualitative research, the participant has a key role as the researcher explores their subjective view on the phenomena. The researcher is interested in the experience and perspective of the participants. On one hand, that makes qualitative data flexible and rich in content, but on the other hand, it is seen subjective and difficult to generalize. In this research, I aim to interpret the global, world regional and national views of actors of IASSW and to provide in-depth knowledge on how these ideas interact and shape the organizational field of international social work education.

In qualitative research, the flexibility of the research design is appealing. It is possible to change the research design or the research questions in the process based on new data that has been obtained as there is no one universal way of designing qualitative research. The

qualitative research methods include in-depth interviews, biographical narrative interviews, expert interviews, focus groups, ethnographical research, observations and document analysis. The research sample in qualitative research is generally small and purposeful sampling is used according to the criteria set by the researcher in advance. The potential respondents are chosen shortly after research questions are defined. Respondents should be relevant to the research phenomena. Purposive sampling restricts the researcher from being able to generalize the findings to general population. (Bryman 2012.) In this research, I am using in-depth interviews as a method for data-collection and the research sample is collected through purposeful sampling.

In qualitative approach, the researchers tend to have a holistic approach, which provides view on multiple sides of the phenomena. Providing a complex picture of the research topic involves identifying the many factors that are involved in the phenomena as well as reporting multiple perspectives. In qualitative research, the focus is not on tight cause-and effect-relationships among factors, but rather in the identification of complex interactions of factors in the phenomena. (Creswell 2007, 38.) Royse (1999, 278) has defined qualitative research as answering the question “what is it like” instead of testing hypothesis.

Qualitative exploratory approach is fitting my research aims, as the topic has not been well researched. I am interested in how global ideas and norms embedded in the global standards are diffused in the organizational fields of social work education and therefore qualitative approach provides tools to examine the question in detail. In the next section, I introduce how I chose the interview method, why I used purposeful sampling and which actors were interviewed.

4.3 Interview Method

In this section I introduce how I aim to answer the question “How do ideas and norms of social work education, between the global, regional and national levels interact and shape the organizational field of international social work?”. In qualitative research, data collection and selecting the method or methods for data collection is a central element of the research. To quote O’Leary (2004, 150): “Collecting credible data is a tough task, and it

is worth remembering that one method of data collection is not inherently better than another.”

Furthermore, the data collection method depends on the research goals and the advantages of each method and the researcher must select the appropriate method to address the research question (O’Leary, 2004 162). Interviews are seen as the most appropriate method when there is only little information about the topic of interest, and when detailed insight is required. Qualitative methods such as interview can provide more in-depth knowledge and understanding of a phenomenon, than quantitative methods. (Gill, Stewart, Treasure & Chadwick 2008, 292.) Therefore, I use interview as my data collection method in this research. Originally, the plan was to use a mixed-method approach with survey questionnaire and in-depth interviews, but because of problems with missing contact information on many countries, I made the decision to change my approach to qualitative and to use in-depth interviews to gain more detailed information.

Interviews are the main way to collect relevant, qualitative data. Structured-, semi-structured- and unstructured interview are the three fundamental types of research interviews (Gill et al. 2008). Structured interviews consist of predetermined questions in order to generate specified answers to specific questions. They are quick and easy to administer but only allow narrowed answers and therefore do not offer much in-depth knowledge. In the contrast of structured interviews, unstructured interviews are conducted with little or no organization by letting the participant talk freely about a topic and progress based on the participant’s response, which can be difficult to manage. As interview questions are not predetermined and help to guide the discussion, the interview may take any possible direction. Semi-structured interview method is used in this research because semi-structured interviews are less restricted than structured interviews but take more direction with the interview questions than unstructured interview. In semi-structured interview, themes and several key questions help to define the areas of interest but also let the participant to express their ideas in detail. This approach is flexible, which allows the discovery, elaboration and recognition of important but previously unrecognized information. (Gill et al. 2008, 291.)

To be properly prepared before conducting the interviews, it is important to develop the key questions that are addressing the aims of the research and that are likely to generate as much information about the research phenomenon as possible. Open-ended questions

are good questions in qualitative approach because they require a more elaborate answer than yes or no. It is also important to take into consideration that the questions are neutral, sensitive and understandable. Gill et al. (2008, 293) state that a good way to build trust and confidence between the interviewer and the participant, is to start with questions that are easy to answer and then proceed to more difficult topics. Open-ended questions were used in this research, as can be observed from the Appendix B.

4.4 Focus Group

10 individual interviews and one focus group interview were conducted to examine my research topic. The focus group included four experts and it was initiated by the participant. Compared to interviews, focus groups generate interaction among participants, which can result to valuable insights (Royse 1999, 283).

In this focus group interview, there was a language barrier between me and three of four participants in the focus group. With the one participant that we had a common language, the participant interpreted my questions and the focus group discussed the questions together. The participant who spoke English interpreted their common view on the questions as well as some individual comments made by each participant. In the next section, I introduce how the participants were chosen.

4.5 Data Collection

The interview data was collected from different actors of International Association of Schools of Social Work (IASSW). IASSW was chosen for this research because it has a central role as an organization in social work education. It has also an important role in the professionalization of social work. IASSW led social work education toward standard setting in 2004, as the global standards were published as a joint process with International Federation of Social Workers (IFSW). The centrality of these two organizations for social work professionalization can be observed in the existing literature. The Interna-

tional social work field has grown significantly from 1928, which was the official beginning of cross-country relations in the professional social work field as well as the year of establishment of these global organizations. After the official beginning of cross-country relations, organizations in the field of international social work have joined forces to develop social work education and professionalization. (Kniephoff-Knebel & Seibel 2008, 790.)

Originally, the plan was to include actors from both organizations into this sample, but due to problems with language barriers and time issues, only one actor from IFSW was included in the sample. The reason why this one participant from the IFSW was included is that the participant was part of the original committee that developed the global standards represented the IFSW. The committee members were interviewed before others, and at the time, I was unaware of the differences of opinion about the global standards between IFSW and IASSW. The currently parting views between the two organizations further discussed in the results chapter, and problems of access to the actors, resulted in the fact that only IASSW was included in the final sample. However, as all committee members had similar views about the development of the global standards, I decided to include the one participant's interview in the sample.

TABLE 2. International Association of Schools of Social Work (IASSW) & International Federation of Social Workers (IFSW)

Organization	Acronym	Founded	Organization type	Members
International Federation of Social Workers	IFSW	1928	Global organization	126 countries Representing 1 000,000 social workers
International association of schools of social work	IASSW	1928-1929	Global association	2000 social work schools 500,000 social work students

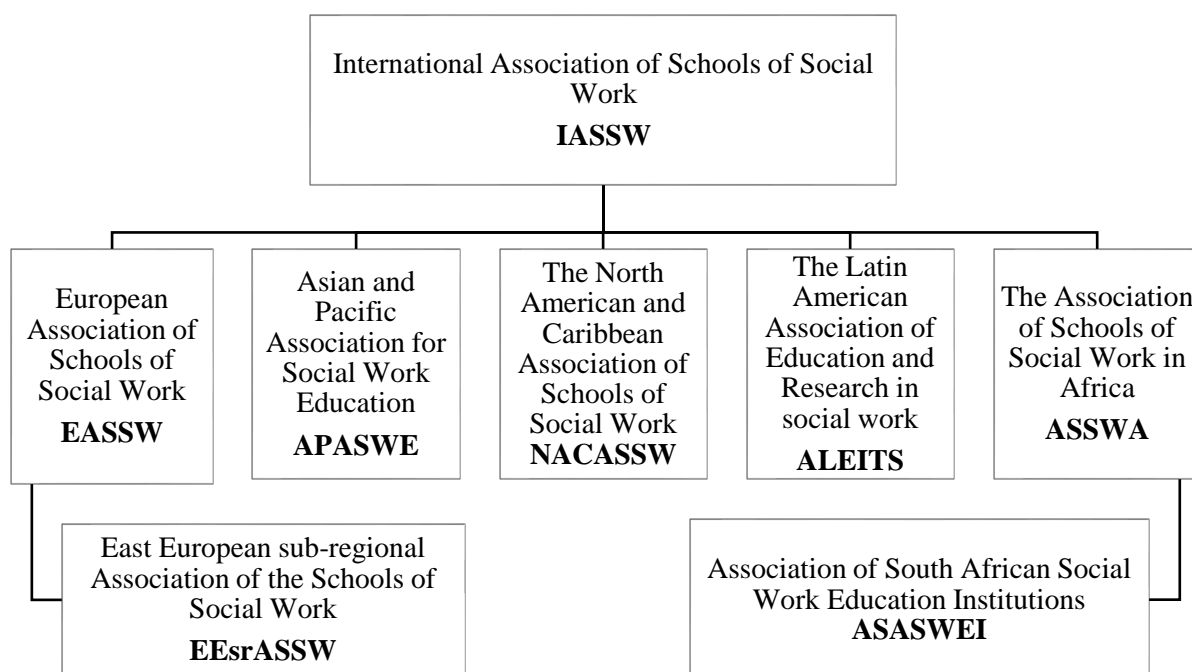
Source: IASSW & IFSW

IASSW represents schools of social work internationally. It has about 2000 social work school members and represents half a million social work students. IFSW is a professional organization that represents over a million social workers from 126 countries. Both organizations were established in 1928 and they have had various forms of cooperation over

time. IASSW has mission in the development and promoting excellence in social work education, research and scholarships globally and creating and maintaining a dynamic community of social work educators and their programmes (IASSW). One of IASSW aims is also supporting and facilitating the participation in exchanges of information and expertise. Where IASSW provides international representation for social work education, IFSW represents the professionals of social work practice. IASSW and IFSW have collaborated in joint projects, such as the global definition of social work, the statement of ethical principles and most importantly for this research, the global standards for the education and training of social work profession –initiative (2004). They also share a co-ownership of the *International Social Work* journal and they organize regional and international conferences together. IASSW and IFSW have also published. (IASSW; IFSW.)

IASSW and IFSW also share a similar organizational structure. In this research it was not possible to include IFSW, so I am focusing on the organizational structure of IASSW more closely. IASSW is the international organization for social work education, and it has five world regional bodies – European, African, North American and Caribbean, Latin American and Asia and Pacific world regional body. In addition to that, some world regions have sub-regions. The organizational structure can be observed in the following figure. The National bodies of IASSW is not included in detail into the organizational structure, but reported by number per world region.

FIGURE 2. International Association of Schools of Social Work (IASSW) World Regions



14 actors from with different affiliations in IASSW were interviewed in order to gain in-depth knowledge about the research phenomena. All interviews were conducted in English. Purposeful- and snowball sampling were applied in this research, which means that the participants were selected based on their understanding of the research problem and the central phenomenon in the study, which is the global standards for education, and training of the social work profession. Purposeful sampling was the main sampling method, however snowball sampling was used when I faced some difficulties getting in touch with actors I originally planned interviewing. Snowball sampling provided more experts that have useful information about the research phenomenon. (Creswell 2007, 125-127.) In this research, I have three groups of participants; global actors, world regional actors and global standards committee members. For each group of participants, I have a different set of questions. The representation of my interview sample can be seen in the following table.

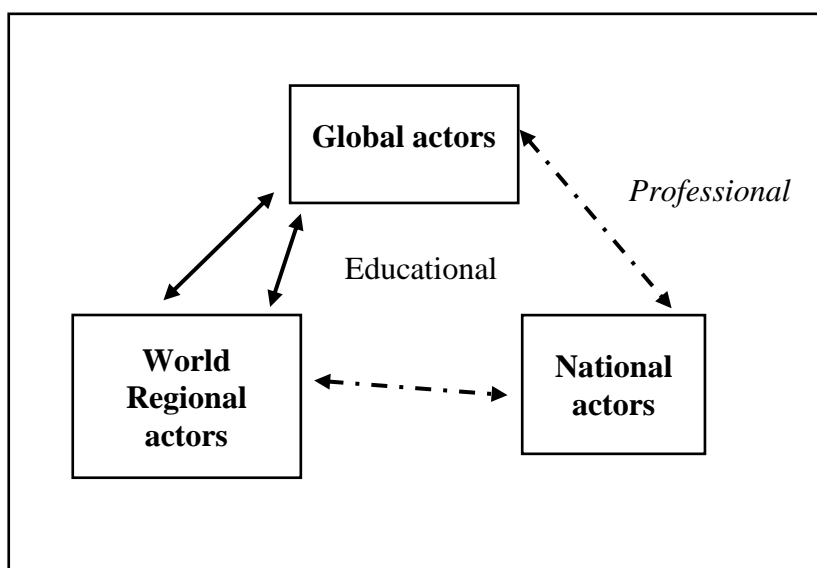
TABLE 3. The Interview Sample

Interview group	World region	Gender
Committee members (4)	Europe (1)	2 F
IASSW (3)	Caribbean & North America (1)	2 M
IFSW (1)	Asia & Pacific (1)	
	Africa (1)	
International actors IASSW (3)	Europe (2)	3 F
	Asia & Pacific (1)	
World regional actors IASSW (7)	Europe (1)	3 F
	Caribbean & North America (1)	4 M
	Latin America (4)	
	Asia & Pacific (1)	
Total (14)	Europe (4)	8 F
	Caribbean & North America (2)	6 M
	Latin America (4)	
	Asia & Pacific (3)	
	Africa (1)	

Source: IASSW & IFSW

As stated before, the participants have been selected by using purposive and snowball sampling. I have three groups of participants for different purposes. Firstly, I am interviewing the original members from the committee that developed the global standards. These committee members were in 2004 representing IASSW (and IFSW) in the joint collaboration where the global standards were developed. I interview committee members to gain more in-depth knowledge about the reasons behind the development of the standards but also the evaluation of impact. Second group of participants represent IASSW in the global level and can provide insight into the current situation concerning the global standards and global ideas and norms. Thirdly, I am interviewing world regional actors of IASSW, who can provide more detailed knowledge about the situation in their own context. These actors also have an understanding of different countries situation within their world regional body and they will intermediate this understanding of the national field in their interviews (figure 3.)

FIGURE 3. Interdependencies of the Participants



Originally, the aim was to have a representative sample from both organizations IASSW and IFSW, but in the sampling process, language barriers and time issues led to the decision of interviewing only actors closely affiliated with IASSW. Creswell (2007) sees that the size of the sample is as important for the research as the sampling strategy in the data collection process. The intent in qualitative research is not necessarily the generalization of information. However, in some case studies generalization is possible. My research sample is a good size for this research because it was necessary to include actors from all world regions in order to get representative and sufficient results.

Piloting the interview is a good way for the researcher to establish the interview schedule, if the questions are understandable, and if any changes need to be made. I piloted my interview questions once and discussed the clarity of the interview questions with several colleagues. Interviews were conducted between April and September 2018. The topic of choice, researcher and participant all affect the length of the interviews. (Gill, Stewart, Treasure & Chadwick 2008, 291.) The duration of the interviews in this research was between 20-60 minutes.

Before the interviews were conducted, the participants were informed about the details of the research and a consent form was sent. (Appendix B) Consent form ensures that ethical principles, such as anonymity and confidentiality are taken into account, and provides the participants with information of what to expect from the interview. Gill et al. (2008, 293)

see that this increases the participants' likelihood of honesty. It is also important that the participants have a clear view of why they have been asked to participate on the research (Gillham 2000, 38). To protect the research against bias, all interviews should be tape recorded and transcribed afterwards and the participants must be informed about this in the consent form. Interviews should take time and place in distraction-free areas that are most suitable for the participants. (Gill et al. 2008, 291.)

In this research, all interviews were recorded and transcribed and participants were informed of the purpose of the research and the technical and ethical aspects of the research in a consent form. The interviews were conducted through Skype due to the long geographical distances. One exception was made where an interview was conducted by phone, because of the technical problems with Skype. In all cases the time was chosen by the participants as well as where they wanted to Skype from. For the Skype interviews, I chose to be based in a quiet, private office room in my home. Skype is a good tool for interviews when the participant and researcher are in different countries. The interviews were recorded by using MP3 Skype Recorder and transcribed right after. All recordings were disposed after transcribing as promised in the consent form. Some participants asked to see the questions to be better prepared for the interview. Because I interviewed experts from the field of social work education, I made the decision to provide all participants the questions in forehand, after sending the consent form. I also chose to transcribe in detail, keeping the word-choices of the participants to avoid misinterpretations.

As the researcher, I have an important role in the interview in ensuring that the interview is as productive as possible, and that comprehensive and representative data are being collected during the interview. It is important to listen attentively to what the participant answers and to not interrupt them. In addition, the interaction is important, even in interviews conducted through Skype as the camera connection is on. Open and neutral body language – nodding, smiling and looking interested – can make the situation more relaxed and natural, and generate richer answers. In addition to that, Gill et al. (2008) see that the strategic use of silence can be highly effective in getting the participant to elaborate more.

Seeking clarification might also be necessary in some situations, if it is unclear what the respondent means. However, the use of leading questions should be avoided as they might affect the answers. I prepared for the interviews by memorizing my key questions where I wanted answers. However, during the interaction whenever it was natural, I would try

to connect my next question to something that the participant said. That makes the interaction more natural and relaxes the respondent to give richer answers. (Gill et al. 2008, 291.) Memorizing the key questions made it easier to interact naturally and to ask additional questions when the participant said something that I wanted more elaboration to.

At the end of the interview, I asked if there is anything that the participant might like to add, which gives respondents an opportunity to elaborate on or discuss issues that they think are important but have not yet been addressed in the interview. Gill et al. (2008, 295) see that the talk after the actual interview questions may lead to the discovery of new and unexpected information. It is also important to thank the participants for participating in the research and inform them that they are allowed to read the transcript made of the interview and to have the results after the research is finished.

The interviews in this research were conducted with people with a lot of knowledge about the global standards and they can be seen as experts from their field. Before approaching an expert for an interview, I studied the global standards document closely in order to have as much knowledge as possible about the topic. A downside of expert interviews is that it might be difficult to get in touch with high profile experts and to get an interview with them. In my case, one person declined participating in an interview and seven actors never replied to my proposal. However, I managed to find other experts to interview through my existing contacts and snowball sampling. In addition, the quality of the information obtained through the interviews, fully depends on the expert, their position and their subjective view. (Bogner; Litting & Menz 2009.) What makes expert interviews appealing is the access to relevant and generally high quality data.

4.5 Data Analysis

Content analysis and thematic analysis are much alike (Vaismoradi, Turunen & Bondas 2013, 403) as they are both suitable for qualitative analysis of data. In conducting exploratory research, content analysis is a suitable technique for reporting the commonly mentioned aspects in the data (Green & Thorogood, 2004). As this thesis is an exploratory study, I chose to apply the content analysis technique to analyse the data collected in interviews. Content analysis is a well-known method of analysing documents through the

creation of categories (Elo & Kyngäs 2008, 108). Qualitative content analysis, allows the researcher to classify the transcribed text into categories that share similar meanings (Weber 1990, 4). The classification to categories resembles that of thematic analysis, where interesting features of the data are coded and collapsed into themes (Braun & Clarke 2006, 87).

The consistency of the classification procedure effects the reliability of the content analysis. Therefore, different researchers should find similar coding to the same text the researcher is analysing. (Weber 1990, 4.) The purpose of the content analysis is to provide knowledge and insights of facts and the process can be replicated as it provides valid inferences from the data (Krippendorff 1980, 130). Categories describing the phenomenon are provided in the analysis in the purpose of building a conceptual system or map, or categories (Elo & Kyngäs 2008, 108). In content analysis the terms concept and category are both used, and the researcher makes a choice to use one or the other (Kyngäs & Vanhanen 1999). In this thesis, I use the term category when describing the analysis process.

Qualitative data can be used inductively or deductively depending on the research purpose (Elo & Kyngäs 2008, 109). Inductive approach is generally used when there is a lack of knowledge about the phenomenon (Lauri & Kyngäs 2005). In this thesis, the categories are recognized from the data in inductive content analysis, moving from specific to general. Deductive approach is used when the research purpose is to test an existing theory (Kyngäs & Vanhanen 1999). As deductive approach tests an existing theory or model, the analysis moves from general to specific when creating categories. In this research, as there is a lack of research on the diffusion of the global standards, the analysis is conducted inductively.

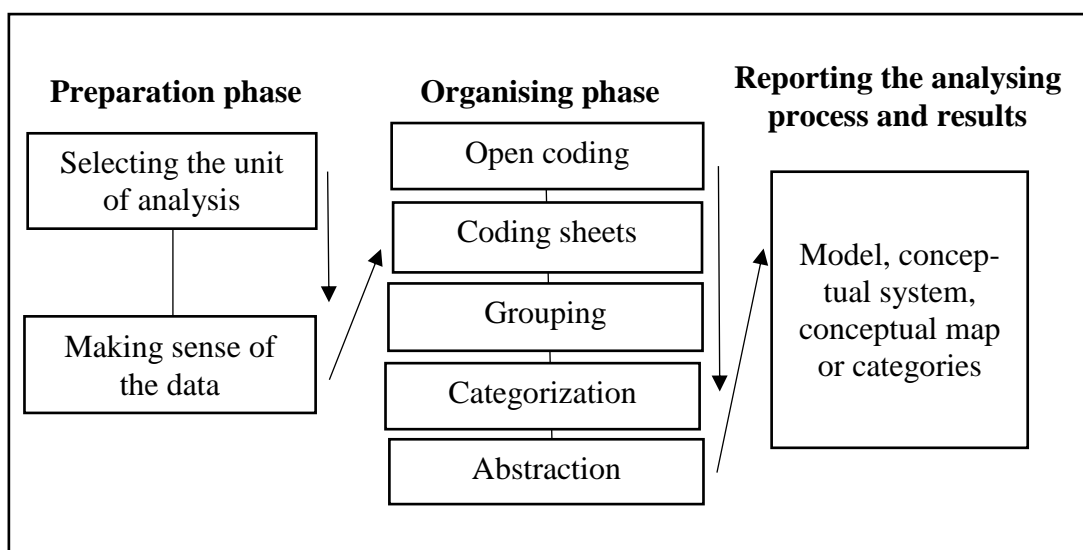
Three main phases, preparation, organizing and reporting, are part of both inductive and deductive analysis process (Elo & Kyngäs 2008, 108-109). The first phase, preparation, starts with selecting the unit of analysis. The unit of analysis can be a word, sentence or a theme. Important factors to consider before selecting the unit, is deciding what to analyse, in what detail and how to do the sampling (Weber 1990, 23; Elo & Kyngäs 2008). One of the most important aspects to consider is the representativeness of the sample. The sample's representativeness has to be considered from the universe from which it is

drawn. When a unit consists of more than one sentence, it becomes more difficult to manage and analyse, as it may contain several meanings. On the other hand, the unit may also be too narrow, for example a single word. (Graneheim & Lundman 2004, 106.) What the unit of analysis is depends on the research question (Robson 1993). Graneheim & Lundman 2004, 106) see that the ideal unit of analysis is “large enough to be considered as a whole and small enough to be kept in mind as a context for meaning unit during the analysis process”. After choosing the unit of analysis, the researcher aims to make sense of the data. Complete familiarity with the data is necessary to be able to gain insights and theories (Elo & Kyngäs 2008).

In inductive content analysis, the next step is to organize the qualitative data. In organizing phase, the units of analysis are coded by giving headings to the text and the categories are created and abstracted. (Elo & Kyngäs 2008, 109-110.) The material is read through several times, checking that the headings describe all aspects of the data. The categories are freely generated based on the smaller headings. Next step is to create higher order headings and list and group the categories under these headings to reduce the number of categories by joining similar units. In this process, the data is classified to belong to a particular group as a comparison between observations. (Burnard 1991.)

By formulating categories, the researcher decides through interpretation, which units go to the same categories (Dey 1993). Subcategories are created under main categories in the same reasoning. This process continues as far as it is reasonable and possible (Dey 1993; Kyngäs & Vanhanen 1999; Elo & Kyngäs 2008, 110). The content analysis process can be observed below in figure 4.

FIGURE 4. The Inductive Qualitative Content Analysis Process



Source: Modified from Elo & Kyngäs 2008

In this research, I am following the inductive content analysis process of Elo and Kyngäs (2008). However, I apply this approach to analyse my interview data in Atlas.ti 8, a computer assisted tool for qualitative content analysis that provides opportunities for coding and organizing interview transcripts. Even though my content analysis is conducted with Atlas.ti8, the same steps are followed as presented in figure 4.

The data from 10 experts and one focus group interviews is quite large and some questions asked during the interviews as well as comments made by participants were left outside of the actual analysis, as they do not relate to the research questions. In my analysis, I have organized my results accordingly to my three sub-questions in order to provide a comprehensive answer to my main research question. In the results chapter I aim to answer each sub-question in their own sections by interpreting my interview data. Excerpts are used to provide examples of how I formed my interpretation of what the interviews revealed. Further, in discussion chapter, I conceptualize my results in the framework of sociological institutionalism. In the discussion chapter, I will not present new excerpts but try to reach a more general level. When I conclude my thesis, I will apply some critical reflection to the results.

4.6 Research Ethics and Validation

Ethical principles can guide the research and researcher and provide a better understanding that ethical responsibility in qualitative research is an ongoing process. However, ethical principles cannot entirely ensure ethical research. Incidents and ethical issues encountered in the research should be reported to ensure discussion, analysis, and prevention of future mistakes. (Orb, Eisenhauer & Wynaden 2000, 96.) All forms of research contain some ethical issues. In this section, I explain how I have tried to tackle the most concerning ethical issues in this research.

The research process creates certain tension between the aims of generalization and the participants' right to maintain their privacy. Ethical principles aim in avoiding any harm in relation to the participants and that is why the protection of the participants is crucial. (Orb, Eisenhauer & Wynaden 2000, 93.) Big ethical issue is also confidentiality, which must be discussed with the participant. The interview should be kept confidential and the participant should not be caused any harm by the research. (Gray 2004, 235.) Many ethical issues can be tackled with careful planning of the interview.

In this research, before conducting interviews, ethical issues were discussed with my advisor and the decision was made to use a consent form in order to ensure good research ethics. Before the interviews were conducted, the participants were informed about the details of the research and a consent form (Appendix B) was sent. This ensures the presence of ethical principles, such as anonymity and confidentiality, and provides the participant with the details. To protect the research against bias, all interviews should be tape recorded and transcribed afterwards and the participants must be informed about this in the consent form. (Gill et al. 2008, 291.)

In the consent form of this research, the participants were informed about the purpose of the research and that the interview will be recorded and transcribed. It was also clarified that I as the researcher will be transcribing and analysing the content of the interviews. Confidentiality of the access to the interview was clarified to be limited to the researcher and academic colleagues and researchers with whom the researcher might collaborate as part of the research process. The participant has a right to see the transcript and to make changes in it if they please to do so. (Gill et al. 2008, 291.) It was also clarified, that the

actual recording of the interview will be destroyed right after the transcript is made. Anonymity was promised in the consent form. Anonymity is guaranteed by concealing any information that might be used to identify the participants (Gill et al. 2008, 291). Consent was also asked for using all or part of the content of the interviews as well as the use of anonymous quotations. Participants were informed about the voluntary nature of the interview and the fact that the participant has the right to stop the interview at any time. It was also made clear that there is no benefit or payment to be received for the participation in the research.

The researcher has an important role in the interview in ensuring that the interview is as productive as possible and that comprehensive and representative data are being collected during the interview. At the same time researcher has an important role in ensuring good ethics by not leading the participants' answers into wanted direction. Seeking clarification might also be necessary in some situations, if it is unclear what the respondent mean but that is different from leading questions. It is also possible that participants want to share information "off record". In unclear situations or situations where information of sensitive nature is shared, it is good to clarify, if it is "off record" or if the researcher is allowed to use that part anonymously in a sensitive way. (Creswell 2007, 142.)

Ethical issues of qualitative research are closely linked with other validation issues. Interview as a research method contains various ethical and validation aspects that need to be taken into consideration. The terms reliability and validity are common in qualitative research when seeking criteria for assessing qualitative research. (Bryman 2012, 390.) Creswell (2007, 206-207) considers validation in qualitative research to be "an attempt to assess the accuracy of the findings, as best described by the researcher and the participants." Furthermore, Creswell's view suggests that any report of research is a representation by the researcher. In this research I want to focus on validation terms reliability and validity. With validity, Mason (1996, 24) refers to whether the research is observing and identifying what it is supposed to. With regard to data, detailed information of how data was collected and analyzed helps the reader in the critical assessment of the research and its results (Burnard et al. 2008, 431).

Aspects that can affect the reliability of the interview method are the recording, transcribing and description processes. It is also important for the researcher to reflect on past

experiences, biases, prejudices, and orientations that may have shaped the interpretation and approach to the study. (Creswell 2007, 208.)

Qualitative research has been criticized of being too subjective because the qualitative findings rely much on the researcher's views about what is significant and important (Bryman 2012, 405). Qualitative approach has also gained criticism because it is difficult to replicate, mostly because it relies upon the researcher's perception. That makes it almost impossible to conduct a true replication. Several possible factors can be criticized in relation to the issues about subjectivity and replication. Subjectivity can be observed in what qualitative researcher can choose to focus on aspects that strike them as significant, whereas other researchers may pay attention to different aspects. In addition, the responses of participants may be affected by the characteristics of the researcher. Because of the nature of qualitative approach, the interpretation of data will always be in a way influenced by subjective view of the researcher.

Because of all of these aspects mentioned, it is difficult to replicate a qualitative research. One criticism qualitative research has faced is that its scope of the findings is restricted and it is impossible to know whether the results could be generalized to other settings. In interviews, there is also the question whether the participants who have not been selected through a probability procedure can be treated as representative. At the same time, the participants who are interviewed in qualitative research are generally not meant to be representative of a population, but rather chosen because of their knowledge on the phenomena. In the assessment of generalization, the quality of theoretical inferences is more crucial than representation of a population. This view of generalization is called analytic generalization. (Bryman 2012, 405-406.)

4.7 Problems During the Research Process

This research process, as many others, did not happen without issues. Because this is a qualitative research, it is important to be transcendent. In this section I will explain how originally planned to conduct this research and how my original plan changed in the process because of some issues I encountered.

In the beginning of this research process, I thought that the organizational field of International social work is already constructed. From this assumption, I wanted to examine educational norm diffusion in the networks of IASSW and IFSW. My first idea for this thesis research was to use a mixed method approach to examine the diffusion of the global standards for education and training of the social work profession (2004). In this mixed method approach, my plan was to use quantitative survey method to gain responses from all national organizations that are part of these two organizations. After using the survey method, I planned to interview in-depth five actors, one from each world region, about the global standards and how they have been applied. My third step in this mixed method approach was apply the results and to present the diffusion of the educational norms in network analysis. Altogether, I planned to conduct this research in 18 to 24 months.

I first came across with a problem after designing my survey questionnaire, as I tried to get access to emails where I could send the surveys. In my investigation, I found out that not all national organizations have websites or contact persons and it was not possible to gain access to emails. It became clear to me that the organizational field is not constructed yet but it is in the process. I tried to think of a solution but it became clear that survey was not an option at this point. Therefore, I had to change my methodological choices. It was a difficult choice because I had already spent months on my survey questionnaire and research design. However, because my original assumption about the organizational field was wrong, I decided that I would examine how the global standards initiative has shaped the organizational field of social work education. I adjusted my research questions accordingly to my new expectations.

I decided to expand my in-depth interviews and to change my research design to a fully qualitative approach. I was disappointed for not having large amounts of answers from the national field, but I decided that my qualitative research will be extensive and representative of all world regions and both international and world regional fields. I decided that reaching national field directly would be difficult as all world regions are very different and it would be an impossible task to gain a comprehensive national representation in my time period. I reasoned to do in-depth interviews with actors from world regions that are familiar with the national situation in their region. I decided to include both IASSW and IFSW actors, to gain insights from both the academics and the professionals.

I approached IASSW and IFSW after purposeful sampling of participants. Some actors that I wanted to interview replied fast, others slow. I also found out that not all world regional actors of IFSW spoke English and that it would be difficult to find the right people from the world regional field. However, some actors that were very familiar with the educational standards would have been my target participants for this research. Attempt to include IFSW actors fell short due to timetable issues and I decided to only interview actors from IASSW, as they were more available.

Later on my research I still faced challenges with finding suitable times for the interviews as the data was collected between April and September 2018, and many universities and learning institutions were having summer holidays. Another issue was that some participants replied at first but later on did not respond to the Skype call or write me back. From the original 20 interviews, I managed to gather data from 10 individual interviews and 1 focus group of four participants. My research is smaller scale than I anticipated but I still got the view of all world regions. Africa is not represented in the world regional field, because of these problems mentioned. However, it is represented in the overall sample.

4.8 Summary

In this section I have introduced my research design. The aim of this research is to examine, how global, world regional and national ideas interact and shape the organizational field of international social work. In order to answer this question “How do global, world regional and national ideas and norms shape the organizational field of international social work?“, I have three sub-questions. 1) Which ideas and norms are circulating in the global, regional and national fields and what forms of legitimacy do those ideas have? 2) What is the relationship between international and national standards and how is this relationship interpreted in different fields? And 3) How is global educational policy translated and edited into local context and how do local practices intermeditate with the global standards?

This research is conducted as an exploratory research with a qualitative approach using the interview method. 14 actors from global and world regional fields of IASSW were selected through purposive and snowball sampling to participate in in-depth interviews. Out of these interviews ten were individual and one group interview of four people.

The interview data was analysed inductively using the content analysis technique. Through three main phases – preparation, organizing and reporting – I classified the interview transcripts into a more efficient number of categories that represent similar meanings. In the following, I move on to the results of this research. The results are further elaborated in the light of the theoretical framework in chapter 6.

5. RESULTS

In this thesis, I have analysed the diffusion of ideas and norms of the global standards, and how certain legitimized ideas and norms in the global field might be diffused, edited and/or translated in the organizational fields. This chapter is focusing on presenting the results, and in chapter 6, I will draw conclusions of the results with theory.

To answer my main research question “How do the global, regional and national ideas and norms shape the organizational field of international social work?” I have divided my results in three sub-chapters accordingly to my sub research questions. In the first sub-chapter, I analysed the ideas and norms of social work education circulating in the global, regional and national fields, and the forms of legitimacy that they have. In the second sub-chapter I have examined the relationship between those ideas and norms, and in the third sub-chapter I examined how the global standards are translated and edited into local context, and how do local practices intermediate with the global standards.

The excerpts used in this chapter are coded accordingly to the interview groups, GR (1, 2, 3) for global actors representing the global views, RR (1, 2, 3, 4) for regional actors representing the world regional views, and CM (1, 2, 3, 4) for committee members. For regional actors, I have treated my one and only focus group interview as one instead of four accordingly to the number of actors that participated in the interview, because the comments during the interview were given to me collectively. The interviews were transcribed as detailed as possible, which can be seen in the excerpts. I have not changed the choice of words the participants chose in the interviews, to avoid misinterpretations.

5.1. Ideas Circulating in the Nested Organizational Field of Social Work Education

In the global field, the historical development of social work profession and education raised a question of global standards for education in the turn of 21st century. In this sub-chapter, I look at the ideas and norms from the global, world regional and national fields in relation to social work education and the global standards. The national ideas

and norms are interpreted by the regional actors, as they can provide an overview to their world regional situation.

5.1.1 Global Ideas – a World Model for Social Work Education

The global ideas are conditioned and impacted by the organizational environment. Three important factors appear to condition the global field in relation to the global standards. Firstly, as social work originated from Western countries and was imposed as a Western practice, the national and indigenous social work ways became more visible in the turn of 21st century and indigenization has been a growing topic ever since. Secondly, although social work is seen as a contextual profession and many indigenous practices exist in different parts of the world, many new educational institutions teaching social work have emerged in the field. Social work is growing fast especially in Asia, Latin America and Africa, and before the global standards, there was no universal guidelines on how to organize the social work education. Thirdly, the establishment of the global standards has been influenced by competing forces and tension in the organizational field. Interviews (CM4) reveal that during the development of the global standards, there was a threat of external bodies imposing standards on social work education. Competing forces have also appeared in the current situation (GR1, GR2, GR3).

In the global field, the global standards were originally conceptualized as minimum qualifying standards for social work education and training. However, the conceptualization of “minimum qualifying standards” was seen problematic for the aspired educational level of social work, and changed into “ideal standards” to represent the ideal situation of what social work education should look like. These ideals, the global standards, set norms to social work educational institutions. The reason for the conceptual shift (CM3, CM4) was that providing minimum qualification could mean a downgrade in the educational level that social work should aspire to in the global field. For example, if the committee had decided that bachelor’s degree is the official qualification for practicing social work, it might mean that master’s degree will no longer be provided in many universities. Providing minimum qualification was seen risky, as it could move social work to lower

level in education. Interviews (CM3, CM4) revealed that in the global field, the professionalization of social work should aim for education that is based mainly at universities and professional training institutes.

Fear for imposed external standards conditioned the development of the global standards. In the global level, IASSW wanted to take initiative in developing the global standards as they are representing the schools of social work and the teachers and academics. Although the global standards focus primarily on education, it was also seen important to collaborate with the professionals. IASSW joined forces with IFSW to include practice point of view in the educational standards. Interviews (CM1, CM2, CM3, CM4) reveal that professionals from both academia and practice were recruited from all world regions to consult on the global standards, which gave the initiative international representation. The committee members consulted with different professionals in their national settings with schools of social work and professional organizations and debated what should be included.

“Yes it was a joint process completely... And completely joint committee... we had an excellent working relationship. You know, they engaged in their process of consultations and we engaged with our processes of consultation. Through our regional and national bodies we drove the process from the top and really reached our members and asked for feedback from the institutions... from national bodies and regional bodies. And we did not have separate committees but one joint committee and we had some excellent debates.” (CM4)

“I think that initially when this process of developing the social work education and training standards, the Bologna process was on the way... entering at the time. Some of my colleagues were a bit worried that if we do not take this developing the standards in our own hands that then we may have standards imposed to us by an external body, like the European Union. So then we thought rather than having standards imposed to us, we know the profession the best and we understand the complexities so we should do it. That it would be in our interest that we developed the standards.” (CM4)

Currently, global actors (GR1, GR2, GR3) experience that globalization enables competing forces for accreditation. World ranking and accreditation have become significant trends, which brings uncertainty and competition to provide global standards. Multiple participants (GR1, GR2, GR3, RR1, RR2, RR3, CM2, CM3, CM4) mentioned the current tension in the global field. Tension has been brought upon IASSW by IFSW. The biggest

disagreement has been the question of how the global standards should be used and whether the global standards should be an accreditation standard. In the global field, IASSW has decided that the global standards should not be an accreditation standard, which has been the view since 2004. IFSW has been unsatisfied with the lack of research on the effectiveness of the global standards and have decided to pursue global level accreditation. IFSW has established a competing education committee, which brings more pressure to the organizational field. In relation to the competing committee set by professionals, tension has stemmed from the question of who should be involved in developing educational standards. Although collaboration between academics and professionals was seen beneficial (CM1, CM2, CM3, CM4, GR1, GR2, GR3), competing standards set alone by professionals on education was seen problematic as the academics are more involved in the teaching (GR1, GR2, GR3).

In the global field, actors (GR1, GR2, GR3) see that the aim and role of IASSW should continue to be supporting social work schools in development of national curricula that is aligned with the global standards. Interviews (GR1, GR2) show that actors see working with national governments and member schools valuable and important. There is a consensus that it is IASSW's task to lobby for better quality social work education.

“But at the same time there is the globalization happening, and now there are competing forces for accrediting. And kind of thinking what is the role of the international association of IASSW. So that is kind of... that becomes a little threatening. You know -- Because we don't do accreditation, and that's what our members want us to do because they want that international stamp, -- a stamp to recognize the quality of the product. So our colleges and universities want the IASSW to give that stamp. That you know, you are good and you are giving a good quality product and so you have the IASSW stamp and you are recognized by IASSW. But we don't have that system. In fact we have this peer consultation and we had a request from Middle-East, a university in the Middle-East but finally they backed out because they wanted accreditation, so they went to some other university for that, that gives accreditation” (GR2)

“It's like an imperialistic kind of move to have the international body to accredit your course. It's like the western world dominating the south. Like the north dominating the south. So that is why we decided not to go and be an accreditation standard, there has been a lot of debate in IASSW about what will be the use of the global standards. Should it be an accreditation document, no, as the board we decided not to do that. -- Like the IFSW suddenly decided to set up an education commission, without involving IASSW. Now, they are not into education, they are more into practice. So immediately becomes a... it sort of causes problems.” (GR2)

In the global field, accreditation is seen possible for some countries (RR3) but the general opinion (CM2, CM4, IR 1, GR2, GR3, RR1, RR2, RR3, RR4) is that global accreditation is not beneficial or possible in the close future, and that making the guidelines basis for accreditation is seen exclusive towards less-resourced schools.

The inclusiveness of the global standards is important in the global field. The standards were written in a broad language in order to keep the document flexible for countries to use in their capacity. In the global field, actors (GR1, GR2, GR3) realize that it is impossible to apply same criteria to the schools that have existed for a long time and to the schools that are emerging in the field. The broadness and flexibility of the document, aspires to provide opportunities for national bodies to integrate the global ideals in their local needs to the extent of their capacity. The global standards were defined as a guideline, not an accreditation or mandate, which adds to its flexibility and the national institutions have a choice to implement it or to not to.

The global standards represent ideals for social work education and actors (CM4, GR1, GR2, GR3, RR3) take into account that it is dependent on the institutions capacity and resources whether the standards can be fully followed. Interviews (CM3, CM4, GR1, GR2, GR3) provided me an example about resources and professional staff requirements. Although the global standards state that social work education should be arranged by teachers with a degree in social work, that might not be possible if social work is only emerging in a country. Often in these cases, the teachers have a degree in a different field. This is why in the global field it is seen important that the standards provide opportunities to be used in the capacity of new institutions.

“Now we know that the global standards have been written in a much broader language, because, you know, of the complexities and diversity across the world. Our national standards are much more detailed and specific and institutional program standards are even more detailed and specific than national standards. So what I think is that on the one hand having global standards is helpful against which we benchmark and I think that the mention is made that we in the committee chose to drop the minimum qualifying standards because we did not want to downgrade in any way. And we had a discussion that 9 sets of standards might be the maximum because it is stated in optimal goals of how social work education and training should look like.” (CM4)

The main reason (CM1, CM2, CM3, CM4) for setting global standards in the global field is in the emerge of new institutions seeking guidelines, as well as in helping the existing institutions to work on their own national standards for education and training by providing a framework for benchmarking. Specific emphasis was placed in countries of the global South and East, which are fast growing regions and the newest to social work education.

New institutions had no universal guidelines before the global standards to guide them on how to organize social work education. Therefore, in the global field, initiative was taken to provide some universal guidelines that would be applicable to different contexts for both new and existing schools of social work. The global standards provide a framework of the basic principles of social work education and the educational components, programmes and degrees. Emphasis was placed on the content of social work curricula.

Although the standards were developed to be a guideline and reference, interviews (CM1, CM2, CM3, CM4) reveal that one central goal for the global standards was to unify standards in different countries. The purpose was to provide something global for national members to refer to, because of the diversity in social work practice and education. In the global field, it was also seen important to draw separation between social work from other social sciences and social service professions.

“-- it is also to take into account globalization, to facilitate articulation across universities, to facilitate the movement of social workers, to draw separation between social work as a category from different categories of social sciences and other social service professionals in the field and so that national standards can be benchmarked against international standards. Also to... to facilitate international partnerships and to actually develop social work programs in countries where social work programs are still in merging and they are lacking also resources to do this. Also to give practical expression to some of the ideas, values and aspirations of IFSW and IASSW.” (CM4)

In the global field, the global standards have been used to lobby for the professionalization of social work. Based on the interviews (CM1, CM2, CM3, CM4, GR1, GR2, GR3,

RR1, RR2, RR3, RR4), the global standards are generally seen increasing professionalization of the social work profession and discipline. On the other hand, the aspiration toward professionalization can cause different interests between actors in different levels. Professionalization is generally seen as a good thing because social work has aspired towards professional recognition ever since its beginnings. Social work has been criticized because of its bureaucratic and context-specific nature, which has led to struggles with gaining recognition. However, some actors (CM4, RR4) are worried that it also means moving toward more medicalised practices in many countries. By medicalization, interviews (CM4, RR4) refer to social work losing its caring and emphatic nature and moving towards sciences such as medicine and law, where the practice is more individualized and clinical. Another worrying aspect (RR3) about professionalization is that it will lead to academization and cause a bigger gap between education and practice and that is seen as problematic.

“Yeah I do think that documents like this to help, as I said. Even if it's not substantive it is from the point of view... It's coming from the global level and it is... in-keeping what is happening across the world. Regards to competencies, standardization standard-setting, all those things... language which I really do not like... But in any case, I do think that standards document like this can enhance one's status and you know to recognize one's professionalism.” (RR1)

“Professionalization might be a problem... there are countries like Tanzania... But they have started to train para social workers, so called semi social workers... it's a three-month course and it is for people that are already involved in social work and social issues locally. And they are the experts for local situations and local problems. They are people who are really qualified, not formally but informally, to practice as a social worker. The local area on the other hand... we in the north always have in mind the academy chapter of social work and want to protect the social work profession. So these are two different interest...” (GR3)

“I think when you put the standards in that perspective, it's professionalizing social work education what also the practice of social work wants. In that way it is strengthening professionalization but it can also be academizing social work education so in that way the gap between social work education and practice so what the practitioners want and what the educators want. -- Of course I think that the whole trend on standards fits into the professionalization of social work practice, research and education. In that way it's a really diffuse topic. It's very broad and means a lot of different things in different countries and also within countries.” (RR3)

Although there is some variation on how professionalization is seen among global actors, the global standards are seen important and necessary in the globalizing world. As social work is a global profession, the global actors (GR1, GR2, GR3) see having global standards beneficial to the profession and agree that social work educational programmes should be compared in that framework.

“Which is only one thing but I think that it’s the measuring between countries so having standards is important for the whole educational system. But maybe it’s stronger forces such as academization rather than standards. Publications, research funding... I would say that’s... at least in most universities.” (RR3)

In the following, I move on to the world regional and national ideas.

5.1.2 World Regional and National Ideas

After introducing global ideas and norms in the previous section, it is important to note that different world regions and national fields have ideas too. Depending on the world regional and national fields, global, world regional or national ideas can hold different forms of legitimacy, which is further discussed in 5.2.2 and 5.2.3. Ideas from the national field are interpreted by actors in the world regional fields as explained in the methodology of this thesis.

In the European national field, national governance is important in the region and the governance of social work education is best seen kept under the national governments and organizations. In Europe, the possibility that an international organization would accredit and regulate social work education is seen unlikely, but European framework for the governance of social work education in Europe is seen as a possibility. Having a global framework as long as it is flexible for national interpretation and applicability is generally supported.

What I think is that none of the Nordic countries would be opposed to the standards but we would... could not let ourselves be governed by IA, IFSW or any other international organization. -- Because one of the latest drives of the IFSW is... was to become an international body for accreditation. And we as an organization... IA... can’t see that happening. And it would be very problematic to have

an international body to say you are social work education and you are not. Because we cannot sort of ignore national laws and rules and governments.. -- But I think also within the EU structure... some EU standards could be set like Bologna for example which has had a big impact in all Europe of course. So depending where the standards would be promoted and accepted... ” (RR3)

In the national fields, specialized themes of social work practice and education are mentioned. Specialized themes vary based on the context. In the European field, green social work and domestic violence issues including male abuse are raised in the interview. What is also seen important in Europe is mobility of social workers and that education and legislation should provide opportunities for the movement and employment cross-boarders. The gap between education and practice is also seen as an important theme in the national field of Europe, and more research is hoped to be integrated in the practice. Acknowledging minorities and minority languages is seen important in all national fields.

“Native populations and in for example Scandinavia also have people that haven’t really been acknowledged. What is a good thing is that now in (country) there is a new directive that we need to teach social workers to be... especially those working in elderly care to be able to reflect on minority languages. And that’s one of the sort of the pushes you can see now in the global world.” (RR3)

“But a lot of the focus of social work has been around... the same as the core values of social work, respecting the dignity and rights of individuals, client’s right to self-determination, but also promoting community, engagement and uhm... the rules around discrimination, social justice, supporting self-help you know, regard for people’s culture, multiculturalism is a big theme across this region. Especially in Trinidad and Tobago which is a highly multicultural society, so respect for people’s ways of life, so the respect for dignity and rights of individuals has extended to appreciation of different cultures and different ways of life and being respectful of that. Trying to embrace indigenous practice as much as possible. Indigenous knowledge as much as possible as well. So that’s the traditional social work is still dominant so medical social work, psychiatric social work, social welfare practice... ” (RR2)

In the national field, currently one of the most important themes is the internationalization and indigenisation of social work curricula and how to find balance between these two aspects. Interviews (RR1, RR2, RR3, RR4) showed that it is important to have universal components in social work education, but with the flexibility to maintain indigenous and local practices. In Asia and Pacific world region, the indigenous ways of social work but

also merging the Western and indigenous knowledge are seen important. Furthermore, although actors (RR1, RR2, RR4) from national fields want to place emphasis on indigenous ways, they also see that it is important to stay connected with the international environment. Collaboration has helped national actors to improve their practices. For example, in the Caribbean, international collaboration between universities helped in developing Caribbean HIV prevention practices and improved the work that has been done with abused children and children affected by parental incarceration.

“Same would be for Pacific nations that New Zealand is quite familiar with, Samoa, Tonga, Fiji, islands etc. Where the whole nature of... the whole nature about thinking of people and society and community and practice has a real difference to the west and to the traditional western ideas and practices. And this is often what we are looking to see, the notion of bicultural is often what we’re often trying to talk about in our practice” (RR1)

In the national field, there is some variation how much research and practice are valued based on interviews. In the European field, strong emphasis on research was seen in the interview, but in the case of Caribbean, practical experience from the field holds great value. National ideas on social work education can be related to such entry requirements described below in the excerpt where social work education has been targeted especially to those already working in the field. Another example from Latin American national field was given in the interview as social work students have the opportunity to achieve a double title from the social work programme.

“At one time, we had a very strict entry requirement so that the most of the people who came into social work were mature students, students who had some experience, life experience, work experience in the field before coming in to do the degree. So that our classes were very balanced. When the majority of students were mature students with experience of the practice of social work, but in the last ten years or so that statistic has started to shift and what we’re seeing now is a large majority of younger students, 18-19 year olds who are coming into social work and so in the Caribbean we... that has meant that we got to change the way we teach, possibly how we teach, you know the use of real adult education, pedagogy, maybe is harder because we cannot rely as much on life and work experience as we might have done previously. So as I said, that dynamic has changed.” (RR2)

“Some universities here in Colombia and in Latin American, the social workers have the opportunity to get a double title. To take scientist social work and they get the social work title, and they get the social communication title too.” (RR4)

Push towards professionalization is seen important in the national fields. However, actors (RR1, RR2, RR3, RR4) from different world regions note that professionalization should not happen in the expense of social work becoming more technical and medicalised. Interviews (RR2, RR4) reveal that this means that although social work is aspiring towards professionalization, actors in the national field should keep in mind the core values and basic principles of social work instead of pursuing values of other sciences. In the national fields it is also seen important to push for the distinction between social work and other disciplines. Global standards are important because they give social work recognition as its own discipline and profession. In many countries, social work has been competing for recognition as its own discipline among other social sciences. Differentiation can be useful for already existing social work programmes and for new emerging programmes.

“For example the nature of Social Work tends to become, the people tend to work like Technic... technicians. And that is not good for us. And we are trying as a university and we are trying in most of the country to have a high level of quality in the professionalization. Okay?” (RR1)

After introducing some of the circulating ideas from the global, world regional and national fields, I move on to interpret the relationships between these ideas in the next sub-chapter. I have divided the next section to four sub-chapters. First, I explore how the international actors promote the global ideas; second, I explain how the actors in the national fields have begun to organize and legitimize themselves through the global standards and how the global standards have gained more legitimacy through its use. In the third sub-chapter I continue how legitimized the standards are in different world regions and what affects that legitimacy. Last, I introduce the circulating influences between different nested organizational fields.

5.2. Interpreting the Relationship Between the Global and National Ideas and Norms

In this sub-chapter, I introduce the results on how the global, world regional and national ideas and norms interact and legitimize themselves in the organizational field.

5.2.1 Standards are Promoted by Global and World Regional Actors

The interviews revealed that the extent which the global standards are used has not been researched. What can be seen from the interviews is that global and world regional actors trust in having global standards and have been promoting them in various ways. The committee members (CM2, CM3, CM4) global (GR1, GR2, GR3) and world regional actors (RR1, RR2, RR3, RR4) have been promoting the global standards directly to their colleagues, students and in their professional network. Interviews (CM2, CM3, GR1, GR2) revealed that the global standards are especially promoted to new schools of social work because the document represents what social work education should look like and how it should be arranged.

The standards are promoted by global actors to institutions more directly through international meetings and support to countries where social work is still being established. Interviews (CM3, CM4, GR1, GR2, RR3) reveal that board meetings have often been merged with the idea of capacity building. Another way of direct action taken by global actors is lobbying with national governments for better social work education. Meetings have been held with governments in countries where social work education is struggling, as strict government regulation does not allow the global standards to be applied. In these meetings, board members have given presentations in different countries about how the standards can be used and how the standards can help the emerging schools of social work in the development of their programmes. One of the main topics (GR1, GR2, CM2, CM3, CM4, RR2) has been providing and drawing a distinction between social work and other disciplines.

“In my experience, I was very keen to work with the less resourced countries, where the social work education was still troubling to be established, so wherever we went for our board meetings, we went to the countries which needed us. Where we would be the lobbyists. You know, we would walk to the ministers and talk with the ministers and we would be able to convince them about the importance of social work education. So for example we have been to Nairobi, in the University of Nairobi, now this department, you know there was no independent department

of social work, social work was under sociology and social work education was troubling to be established and turned into independent department. So when we had our board meeting there and then we had our kind of, we normally have a mini-seminar or a conference, and we called the key people from the government also to participate with us or we went to meet with them independently to talk with them about social work education. So sort of, that makes some difference.” (GR2)

Interviews (CM3, GR1, GR2) also show that faculty exchanges are facilitated in cases where social work is still emerging in a country and there is a lack of qualified staff. This is strongly linked to the global standards with regard to professional staff that states that social work education should be arranged by qualified personnel with a social work degree. Faculty exchanges have happened by sending qualified social workers to other countries to teach social work and to give tools to teachers from other social science disciplines. One of the interviews also gives me an example of a situation where teachers from Asia moved to North America to receive social work training and to achieve proper qualification, and then moved back to their country to teach social work. This however is noted to be a very time-consuming way of facilitating exchange and a more effective way could be bringing teaching staff in the destination country, because there the indigenous aspect can also be taken better into account. Interviews (CM2, CM3, CM4, GR1, GR2, GR3, RR2) show that the global standards have been discussed in international conferences. The conferences have been a good platform for exchange of global, world regional and national ideas. In global conferences, different workshops on the global standards have also been established.

Indirectly, the global actors (GR1, GR2) see that the standards are promoted through mentions in papers and publications. Through papers and publications, the global standards gain awareness as readers of the articles track down the original source. Global and world regional actors also agree that digitalization has a positive effect on dissemination of knowledge of the global standards. Digitalization has provided opportunities to promote the standards on both of the developing organizations websites where the document is easily accessible for national members and non-members that are interested in the global standards.

“We always remind the people and we remind them on the website and we also have a committee which is education committee. And in this committee we organize some activities for example if some university want to have a... some a... (5 second pause) advice, some help to arrange the curricula, then of course we can offer this kind of support. For example I remind that it was done for a university in the middle-east area. Or a... we organize a capacity building, activities to announce the competences of the teacher. For example we have ran a program in Vietnam for three years with the support of the foundation that give us some money so we organize a workshop to support the future or the actual teacher to be able to create a better curricula or organize something that is connected with the global standards. And the same was when I was now in Azerbaijan I met with some schools and school associations and we discussed about the global standards and how to create a curricula that is more respondent with this.” (GR1)

Although actors (RR1, RR2) saw promoting and having global standards important, some reported to struggle with promoting the standards because the network of schools and the links between different fields have been unclear. A common database for all member organization is still missing and many actors (RR1, RR2, RR3) see that there has been unclearness about whose task it is to promote the standards and to which institutions.

“We try to do that within, in our network. So within the board, there’s a contact person in each member school so everything that is discussed is kind of pushed down to that contact person and then they are supposed to spread the word around their colleagues and what I think we’ve realized in these years that I’ve been involved is that we need to clarify those links. In my country we haven’t had a national organization for social work education but that’s on board now so that just started. That would also make it easier for us to send the idea of the standards, what they are about and let that organization talk to the national schools about what can be done” (RR3)

World regional actors (RR1, RR2, RR3) reveal that promoting the global standards to national members has not been part of the work in the organization but something that requires regional members own time and effort. World regional actors (RR2, RR3) reported that they have promoted the global standards but that the dissemination of knowledge has been difficult. Promoting the standards as individual members has been seen time consuming and more help to more organized diffusion of knowledge by the global field is needed. Regional actors also hope that the international organization would make the global standards more visible and therefore would assist regional organizations’ work in promoting the standards.

“I was myself part of this research association for a long time and the same issues existed there, that it is difficult to mobilize people and get people engaged because it’s always on your free time. It’s the same in IA, it’s not part of your job, it’s beside your job which makes it difficult... -- As I said there has not been much awareness on the national and regional levels up to now... So we will have to think about another way to make this more known in those levels... Really think about how to include more people. To spread the word about the standards to new members and people who have not heard about them. So I would say that there needs to be a change in that definitely.” (RR3)

Another challenge to promote the global standards is that other initiatives have been published after the global standards and therefore those other initiatives have become more discussed and visible. The global agenda, the ethical principles and the definition of social work have gotten more visibility and attention based on the interviews (CM4, GR1, GR2, GR3, RR1, RR3). Although all global initiatives are seen important by world regional and global actors (GR1, GR2, GR3, RR1, RR2, RR3), the downside is that the newer global policies have left the global standards with less attention. Actors (GR1, GR2, GR3, RR1, RR2, RR3, RR4) shared the opinion that the overall awareness of the global standards is lower than it should be. The educational institutions not registered with the IASSW, may also not know about the standards and how the standards could benefit national institutions because the standards are mostly promoted in the organizational structure. Actors (RR1, RR2, RR3) see that because of lack of continuous discussion about the global standards, the standards have not been able to reach their full potential. Regular discussion about the global standards and how to apply them is seen as a key factor in reaching the national and local institutions.

“I think another point I would like to say is the problem with the global standards, the global definition and the global dialogue the agenda, is that it’s quite hard to get that down to the educational level in separate departments because it needs connecting people that can promote, talk about, and discuss them. And I think that from what I see that’s done very little in reality so even though we have these, they are used very little in the curricula, it should be, but the standards are not talked about regularly in education. We have a discussion about starting a new master programme but it’s not the first to say hey let’s go to the global standards and see how we can fit them in. And I think that’s the interesting question, how do we get the IA international organization’s ideas into the local ground level. I think that’s really difficult.” (RR3)

“My question often is that whether it's the institutions or something else to bring the information to teachers and those who would use them in practice. In any case it takes such a long time to get from that institution level to the local... show the teachers who actually are using them in the daily practice. And of course we have the regional associations and the local associations which are all connected. So how far are the standards really received... I do not know.” (GR3)

Closeness to the international body is also seen significant with regard to awareness of the standards. The global and World regional actors (GR1, GR2, GR3, RR1, RR2, RR3) also share the view that in the national field there is not enough awareness of the possibility of connection between global and national standards. Interviews (RR3) showed that there is some overlapping with unfitting legal frameworks or national accreditation standards, which makes following the global standards difficult.

“Well in my opinion that ideal outcome is that there would be a much more connection between the international, regional and national levels. Taking an example of my country again. Well nobody asked me when they were writing their papers... I mean the standards. Our national standards were only launched 2016 so they are quite new. Now, everybody knows that I am affiliated with the IASSW. So when they were creating the standards, they didn't have the idea... it wasn't done intentionally but they didn't know about the international standards... So they were not aware that there is this possibility of having such a connection to the international level with the national standards.” (GR3)

Although there is some unawareness of the global standards, global and regional actors aim to promote them in their capacity. In the following, I introduce how despite of these challenges, actors in the national field have begun to organize and legitimize themselves through the global standards.

5.2.2 Standards Provide Legitimacy to the Actors and the Profession

In the interpretations, the world regional actors made of national field, there is a consensus (RR1, RR2, RR3) that the global standards have had an impact for the national standards in different countries, although some actors give the standards more significance than

others. As the global standards are a guideline and IASSW is not regulating and overlooking whether they are followed, it is revealed (GR1, GR2, RR1, RR3) difficult to assess how widely the standards have been applied. However, the regional actors (RR1, RR2, RR3, RR4) agree that the global standards are used in different world regions. The actors also agree that the global standards hold importance for the world regional and national members.

Interviews show (CM3, CM4, GR1, GR2, GR3, RR1, RR2, RR3) that as the global standards is written in a broad language, the national members will use it in their own context, in their own understanding and interpretation. The interviews revealed many ways of how the standards have been used in the national context. First, already existing social work educational institutions have been using the global standards for further developing and assessing their programmes through benchmarking. As the global standards represent the ideal for social work education and training, benchmarking national programmes against those ideals has benefited existing programmes.

“However carefully we consider all the aspects and discuss the complexities of the standards, once it's written and it's disseminated and it's out there, the domain how it is used is out of our hands. Because the people will read and interpret to document differently. But that's one thing I do know... is that during the draft versions people from countries such as Asian countries African and Nordic countries shared with me how they are using the document to lobby for better resources. You know for their teaching and learning enterprises at the university. Because the document doesn't only discuss the content issues of social work education but it also talks about infrastructure and leadership and how you need resources. You know for field training, online education adult education in the classrooms. So I think it has helped people even more to people who are in the developing context you know... to lobby for better resources.” (CM4)

“I think a good point is uhm... new programmes wanting some guidance and support. And I think on the other side of it, programmes that are uh... up and running and maybe have been going on a long time, 50 years, 100 years, the idea of kind of benchmarking or reviewing themselves against the wider context uhm... I think that programmes can find that valuable. And see what are their strengths and opportunities for developing.” (RR1)

Secondly, new programmes have been using the global standards to look for a direction how to set up social work education in a country. Especially countries that have not had

existing national standards use the global standards when they are developing programmes. Interviews (CM4, GR1, GR2, RR2, RR4) show that existing standards are used when developing new social work programmes, because modelling on already existing and functional programmes give new institutions credibility and legitimacy.

“Maybe also new schools, like we have one new school of social work in (country), and when they try to evolve, we have also another new school in (city) for them also they can use already existing material and build that into a curriculum. Not only sort of inventing on their own.” (GR2)

“I think that in reality in (country) and a lot of countries... that they can first of all look for the regulation, what do they need to become social work education, it’s fairly clearly stated in the act...” (RR3)

Participants (CM2, CM3, CM4, GR1, GR2) reveal that national members have reached out to the international organization and asked for help in setting up national standards and accreditation in the framework of the global standards. Some newer national members have also asked for international accreditation in situations where members are still aspiring to develop new social work programmes. The demand for accreditation has been reasoned with gaining recognition to the quality of education provided in the universities and other institutions. The demand for international recognition of programmes has come especially from Middle-Eastern and Asian countries based on the interviews (CM2, CM3, GR1, GR2). Interviews (GR1, GR2) also show that some universities have backed out of collaborations because international accreditation is not provided in the organization. Even though international accreditation does not exist, the global standards have been used as accreditation. This was the case in Singapore when the national committee was trying to decide whether a social worker from another country should be recognized as a qualified social worker in Singapore.

“I can give you an example from a meeting in Singapore. And there was a social worker from different country. I won’t name the country, applying for membership and accreditation and they asked what should we use. And I said if they are members of IASSW and if they follow the guidelines, then the graduate from that institution should be eligible to be a member of Singapore association of social workers and to be fully accredited as a social worker. So in that sense, it helped, it guided the decision by looking at the standards. –“ (CM2)

Although the global standards were written in broad language, there are some more detailed norms and values that have been used in the national field in order to aid the development of social work education. For example in the domain of values, national actors have referred to the section 8.2 in the global standards that state “Ensuring that the programme, either through mainstreaming into all courses/modules and/or through a separate course/module, has clearly articulated objectives in respect of cultural and ethnic diversity, and gender analysis”, in a situation where the government wanted to ban gender studies from social work programme. Similarly, national institutions have used connections to the global standards in relation to human rights violations and crisis situations as well as with regard to minorities and diversity.

“Also there is big debate on gender... in Hungary... I think it was in Hungary... they wanted to ban gender studies, there was also discussion in Sweden around the election from one of the parties. That’s also one thing you could use standards to say that in order to really do social work education and have accreditation in another country, to train in here and get a job in some other country...” (RR3)

The global standards have also helped national members to lobby for better financial resources as well as teaching resources in situations where social work education is heavily regulated by the ministry of education, state or an institution. As the document states some universal standards on qualification of staff, teaching facilities and tools, it can be used as proof to show how social work education should have better resources. Another way to use the document is using it as a tool to lobby for better quality of education ensured by national government, ministry of education or an institution. The global standards have also been used as leverage to change the content of education.

“Yes, and I think that that’s one of the uses of the global standards that you can use them as leverage and to try and get something. For example for schools that are under the regulation of a regulation body and want to change something, we can appeal to the global standards and say ‘hey look it’s in the global standards so we should be doing this or how about we do something here’. So I think it can be a tool for advocacy, for change. Yeah.” (RR1)

One important use for the global standards is to use it to provide and draw distinction between social work and other social sciences disciplines and social service professions.

In the interviews (CM4, RR4) actors report that social sciences are often pursued from a health or medical social work perspective and sometimes categorised in health sciences. Global standards can push national governments to understand social work education as its own discipline and to establish it as a separate field in the social sciences and other departments.

“I did a cluster in a school in South Africa where they have multiple disciplines, and this one school which two disciplines... one department but two disciplines, you know. Their biggest argument is that the head of that department has to be a social worker because of national body requirements on the national level but also in terms of what is mandated on the global level in the global standards for social work education and training. So the standards document is being used and I know that people have developed institutional program standards as well as national standards and benchmarking against the global standards.” (CM4)

In the following, I look at the legitimacy of global and national ideas in the context of each world region.

5.2.3 The Degree of Legitimacy and the Implications of the Global Standards

Interviews revealed that there have not been differences in the world regional fields in accepting the global standards, but there have been differences in the uses and application of them.

Interviews show uncertainty in how widely the standards have been implemented. Based on the interviews (CM1, CM2, CM3, CM4, GR1, GR2), one factor for the perception that the global standards have not been implemented in some parts of the world might be that the global standards were influenced by different countries national standards. National members were consulted in the process of developing the global standards, and national standards were compared to the global standards in the process to make them more aligned. Comparison has not been done enough recently to get more information about the connection between different countries' national standards and the global standards.

Some actors (RR1, RR2, RR3, RR4) see that in countries where national standards exist, the national standards hold bigger legitimacy and are more mandated to be followed. However, the extent to which the different national standards and global standards are already similar has not been examined. In the European field, results show that the global standards and some European national standards are significantly aligned. However, not all actors are so sure about which standards are followed. For example, there is some variation in the perception whether the global standards are followed in the US. Based on one some interviews (RR2) the national standards hold bigger legitimacy in the US but others (RR1, RR3) see that the US national standards are already aligned with the global standards. Therefore, although the common perception can be that the global standards are not followed, in reality the same standards can actually be followed. This can be the case, especially in Western countries, as based on the interviews (CM1, CM2, CM3, RR1, RR2, RR3, RR4) the global standards have a Western emphasis.

“Anyways... I have tried to study the global standards very closely and I have compared them with the accreditation standards from the US association and there isn't a lot of difference in the two. I think what is distinctly different is that one is a requirement. There are sanctions for not satisfying the conditions as outlined in the EPAS in North America in both the US and Canada. But the global standards are a guide, it's meant to encourage and there are no sanctions. And I don't want to say that as a criticism because it's something that I actually support. The idea that we put this forward as a guide because there are so many territories that do not have the resources to pursue an accreditation.” (RR1)

Based on some interviews (RR3), national accreditation standards might interfere with the global standards. For example in the US and Canada, where national requirements acquire much attention, the global standards might be left in the background as national accreditation is seen more important. Interviews (RR1, RR2) showed that in some countries accreditation and licence to practice social work are primary concerns as without that recognition you have not been able to practice social work or keep a social work educational programme running.

“-- they also did not have to know the global standards because they already had so much to do and try to make their own local acquirements. Whether it was accreditation, registration, certification or licence ship. And so the global standards was just another thing that really wasn't urgent, wasn't the priority. -- What my colleagues from Canada, we've had this conversation also all over again, that

there is so much work to do to satisfy the local accreditation, certification and registration requirements that they don't have the space, it's not that they're not interested, it's just that they don't have the space to have yet another policy. You know what I mean? " (RR2)

"Yeah, yeah. Which I think is a great example of where the global standards can be very useful, when you don't have a regulation body. But even if you do have a regulation body like in the US which again is a huge well-established system... you know the Council of social work education there... there I think that there... their documentation and standards specifically acknowledge the global standards. Again, they're well-linked internationally and in the IASSW we have a member of the Council of social work education there, a chief executive, there sitting on the board of IASSW so they're well-linked to the global body. Yeah." (RR1)

In Latin America, the global standards seem to be strongly present in social work education. The global standards are seen important and legitimate which can be observed in the interview (CM2, CM3, CM4, RR1, RR2, RR3, RR4). However, the actors agree that the standards should be applied in the national context. The interview (RR4) showed that the ministry of education, which supervises Latin American social work education, takes into account the global standards in the curricula. Actors in Latin American world regional field place emphasis on the critical thought of students and extensive amount of field education that are included in the global standards.

"The global standards are very important to us in Latin America. But what is also very important for us in Latin America is the context and we always... when we were looking at the global standards, we also always think about everything in the context.-- My colleague is a part of the council of social work schools in Colombia and is telling me that the most big issue here is that... To have a balance between indigenous and the global standards and to integrate the two qualities. And that is the main thing today" (RR4)

"One other thing is that we have... from the education Ministry... We have a committee that is in charge of the quality and evaluations of the programs in general. And we are trying to answer the criteria that they have for Social Work and to the international issues to the international standards and we are trying to do that. To integrate in our curricula with this kind of global issues. -- Especially in the faculty that I am in now, I want to and have tried to continue the development of the critical thought and we are trying to keep that and to respond to the global standards." (RR4)

Based on the interviews (RR3), the standards have been used in Europe. However, because of the strong national legislations and guidelines, using the standards has been difficult in some countries. Interviews (RR3, GR3) showed that differences with regard to the global standards is brought by Europe being a diverse region in terms of welfare systems and social work practices. Especially Nordic countries are seen to differ from the rest of Europe. The development of social work education has also been affected by financial differences in Europe and especially countries in the south of Europe have struggled with resources towards staff. Although the importance of the global standards has been acknowledged in the Nordic countries, the power of the government, ministry and institutions has made following the global standards more challenging. However, the global standards can be seen similar to the existing national standards in many European countries like in the case of North America.

“When I talk to my colleagues in Europe... (5 sec pause) it’s a big difference between the Nordic countries and the rest of the world. Not all countries of course but when it comes to resources, when it comes to the state, welfare institutions, workforce, how to get a job, but also some of the struggle in countries like Slovenia where they work with the... deinstitutionalization. We have left that a couple of decades ago...” (RR3)

“But I think again in the Nordic countries unfortunately the standards we mostly follow are the governmental regulating and also the university regulating body they have strict guidelines what you need to have for social work education and if you don’t then you will lose your right to educate.” (RR3)

In the Caribbean, the global standards have been used as a framework to develop indigenous methods and social work education from the ground level. Interviews (CM1, CM2, CM3, CM4, GR1, GR2, GR3, RR1, RR2, RR3, RR4) showed a consensus that the global standards can be the most useful in countries, that do not have national or regional accreditation or certification standards, and in countries which are still developing those standards. In areas that have not had national or regional accreditation standards, the global standards are used as primary standards, even though they have not been formalized as accreditation. This has been the case in the Caribbean as social work education has not been in any way regulated. Besides the global standards, the US national accreditation standards are used as a framework for education to provide proof of having standards, as national standards in the Caribbean do not exist. In US the standards have been

set by the Council of Social Work Education (CSWE) which is called EPAS, educational policy and accreditation standards. Although these standards do not provide accreditation outside of the US, they are seen (RR2) to provide opportunities for use outside the US.

“So, social work education and practice is heavily regulated in the UK, in Europe, in the US and then Canada. There are certification requirements and registration requirements and license ship. And in the (region) we don’t have those. Social workers are not licenced. Other thing that’s different is that we don’t have local or regional accreditation. Especially, specific to social work education. So that means that there can be a great variety of programs and content and so on. Having said that, most programs follow the global standards and follow the council of social work education in the US, their guidelines in the establishment of their own content.” (RR2)

Asia and Pacific has been a fast-growing region with social work emerging as a new profession and discipline in many countries across the region. National accreditation has not existed in many countries in the region and there has been some demand for accreditation standards provided by the international level. However, international accreditation does not exist and in most cases national standards are lacking, which provided opportunities for the global standards to be applied as primary standards. The national members are using the global standards as their guideline especially in the North- and East-Asia. The importance of the global standards can be seen in the interviews (CM3, GR2, GR3, RR1), which indicates that the global standards hold legitimacy in the Asia and Pacific world region.

In the region, another important standard that holds legitimacy is the US EPAS. In Asia and Pacific world region, in countries where national standards exist, the global standards can be seen as competitors. Interviews (RR1) showed that as national accreditation is generally mandatory, the optional global standards cannot compete with national accreditation. However, the global standards can be used to influence the government regulation. Also again, similarities between different national standards and global standards have not yet been examined. In the world region, Australia and New Zealand are countries with a bigger Western notion and have been applying their own national standards. In the countries in the South of Asia, there is a linkage between the national and global standards to some extent. One likely reason is that the global standards have been written in a much

broader language than the national and institutional standards in general, which can make it difficult to assess which all parts of the standards are aligned.

“Well I think that’s very clear that most countries have some sort of regulation for social work education. In my country we got a government or a state... it’s you know a legislation, a government legislation that oversees social work education. On that sort of a real regulatory level. In places like Australia it’s the social work profession that regulates itself. But there’s the kind a role of regulating and accrediting different schools of social work. And you know most countries will have some version of that. Whether it’s run by the profession or it is run by the government. The global standards can’t compete with that kind of level of regulation. So the hope of the global standards is that they influence those regulation bodies and that the global standards sort of has a role within the single education, within the social work schools.-- Looking at Australia, there is a linkage there but... I’m not very clear, I’m not sure if it’s particularly strong. So I think that the global standards have not been as well you know studied and used or even assisted in seeing how useful they could be... --“(RR1)

The interviews (CM4, RR1, GR1, GR2) reveal that even though minority has contested the idea of having global standards, majority of national members agree that it is beneficial for social work education and profession to have something universal. Based on the interviews, the global standards are more needed than ever, as social work education continues to grow in different areas of the world.

“Yes, yes (laughs) Oh yes, it’s quite huge. I mean part of the miracle is how people agree or combine around what is in common or having something like a set of standards which I think is quite uh... it’s the challenge of having a global policy or document like global standards, of how it can apply globally. And of course this is contested and of course some people think that it’s impossible or we shouldn’t try to apply but it does seem like enough people find it valuable or see that it’s good point to having a global document like that and some of the other global documents and that they can be useful for local context... And national context and regional context” (RR1)

“Well yes... I think that is a very good question but I think that global standards are needed more than ever because we have this big diversity. And the international organizations respect that diversity much more than before, but if we are going to understand ourselves as a global profession we have to have a framework. And I think right now the situation is that we should have our framework that is flexible and not absolute, but it exists and is there. So things can be added and taken away case by case.” (GR3)

After discussing these levels of legitimacy in different world regions, I move on to discuss the influences of global, world regional and national fields more closely.

5.2.4 Influence Circulates in the Organizational Field

In the interviews, different actors reported different kind of influences circulating in the organizational field. Some (CM3, CM4, RR2, RR4, GR1) saw global policies holding a greater influence over nations, and others (CM1, RR1) saw strong national organizations having more influence than international organizations, if the national organizations have existed for many years and have been applying accreditation standards.

In the organizational structure of IASSW, the presidents of the regional organizations act as vice-presidents of the international organization and participate in board meetings. Other meetings have also been arranged between different board members to better understand what the regional situations are. Other bigger national members for example with Council on Social Work Education (CSWE) which is the national association representing social work education in the United States have also been invited to the board meetings to represent their countries. CSWE is seen quite influential in the national fields as they have developed the Educational Policy and Accreditation Standards (EPAS), which are followed in many countries. Interviews (RR2, GR1, GR2, GR3) showed that the aim in the future is to further expand the board in terms of national participation. Through such engagement with different national members, influence of the international organization is advanced. However, it is also seen as an opportunity for facilitating a double influence between the global and national fields. Therefore the global can influence national ideas but the national can also bring information, concerns, problems and ideas in the knowledge to the global field. Influence of global field to the national is recognized when the national organizations have close connections to the global field as the national organizations get more familiar with the global ideas and norms.

“I’ll explain like this, when the Caribbean has the lead in the regional association there is potential for greater influence because there is a direct link between our association, our region and the IASSW. I think when the leadership changes it shifts to another region, the Canada might have a greater chance or the US may have a bigger influence.” (RR2)

Interviews also reflected on the power and control of national governments and how much do they influence the content of the national curriculum. Interviews (IR1, IR2, IR3, RR1, RR3) showed that in some countries strict governments dictate what social work programmes should entail. Therefore, the global standards might be able to change social work education in the country only through influencing the government and its regulations, and interviews (RR1, GR3) mention that the international organizations could explore the possibility of involving governments in the process of developing the standards instead of presenting a ready document.

“On one hand what has not been discussed on the international level is the educational imperialism. For example Australia owns all the universities in the south-east of Asia and they give licenses. So I think it is also a question about how the market of education can be taken into regard. And whether the global standards have a standing chance to influence these kind of standing educational imperialism's that exist in the world. So I think that is one point that has to be taken into consideration as well. And I think another question related to this is how much the state could be involved. And I think what we can do is to not only present our standards to them when they are done but also to ask them what they would like to be included. But in any case I think that the educational imperialism is a big thing that is not openly discussed. So I think those are my additional comments” (GR3)

“Yes I would say so. I think... Now it's more the regional bodies... In Asia, Pacific, African region, Caribbean, Latin America, Europe... Different regions and... The representatives from different regions are working now and making this... The standards ongoing.” (CM3)

Interviews (GR1, RR1) reveal that some saw that the international organization is not very powerful in terms of mandating and imposing policies from the global to the national fields. However, some actors (GR1, GR2, GR3, RR2) saw that although many efforts of IASSW have not achieved any immediate difference, greater influence is gained over national organizations' way of thinking about social work education in different countries.

“North... South Africa and South America are very small minorities where the IA is present of those members. And of course the bigger the IA is represented in the region the more influence there is.” (GR3)

There are differences between the world regional differences in formalization of the regional bodies. Based on the interviews (RR1, RR2) some regions are more formalized in terms of activities, membership fees and meetings. Interviews (RR2) showed that those national organizations in more formalized regions can experience greater influence than organizations in less formalized regions. On the other hand, it was seen that the less connected organizations pursue a closer connection to the global field and facilitate the global influence. In the global field, some actors (GR1, GR2, RR2) saw that IASSW has no significant power over the national social work schools because IASSW cannot mandate and give sanctions to organizations that do not follow the global standards. Although some saw that the international organization does not hold much influence, others (CM4, RR2, RR4) saw that being a major international organization brings status of credibility and legitimacy among actors, which creates influence. The credibility and legitimacy of the international organization as well as global ideas can be advanced by raising the awareness of the global standards. Furthermore, if the standards gain more recognition, they will have an even bigger influence on the national fields.

“The further the body is from the national and institutional level the more credibility and integrity is associated with that body, what is the function of the basic human understanding... and the further something is from you the more verified it becomes and more it becomes valued so when something comes from the global level it seems to have more salience. Even if there is no pragmatic value. And we all engage in this especially with institutions as there is now a push towards world ranking and rating.--But of course I understand that aspect that if your institution is following the global standards which is endorsed by powerful international bodies such as the IASSW and IFSW and it would become recognized by the UN for example... of course that adds credibility to your programs. So the truth is that I have used it (laughs) and we have had programs in my country... International program reviews... so we had a very open discussion about how our program is benchmarked against the global standards and how the global standards are used in our institution.” (CM4)

International collaboration also facilitates influences between organizations. Collaborations between different actors were reported in all interviews. National members have collaborated and interacted with the regional and international members inside the organizational structure. Universities have also collaborated with other universities in the national fields. Many projects and collaborations between low- and better resource countries were mentioned in the interviews (RR2, GR1, GR2). However, less collaboration has

happened between low- and low resource countries. Because of the lack of accreditation in many countries and absence of international accreditation, peer-review systems have also been established to facilitate collaboration between countries and to provide legitimacy.

New discussion of the global standards is raising as IASSW is currently undertaking the project to revise the global standards. Although newer initiatives, such as the global agenda have been more discussed lately, revising the global standards is likely to bring more awareness to the global standards. For the process of revising, some actors (GR3, RR1, RR2) hoped for more involvement of other educational and professional organizations in the process of developing new standards for social work education and training.

There is no consensus about what the new revised document should look like. On one hand some (RR1, RR3, GR3) have experienced the global standards difficult to grasp because of its broadness and because there are no practical examples on how they can be used but each national member needs to interpret and apply the document in their own capacity. On the other hand most actors (CM2, CM3, RR1, RR2, RR4, GR1, GR2) feel that it is good that the global standards a flexible guideline.

“But the global standards are a guide, it’s meant to encourage and there are no sanctions. And I don’t want to say that as a criticism because it’s something that I actually support. The idea that we put this forward as a guide because there are so many territories that do not have the resources to pursue an accreditation.” (RR2)

“Yes I think there will be more help for national members to integrate the global standards into their local setting and I think it will be in the definition or in the beginning of the document... stated that the content of this document can be edited into regional or national setting. And I think it is always possible to add something like that which refers to the national context.” (GR3)

As has been said in the previous sections, the global standards hold different levels of legitimacy and are applied in various ways in the national context. In the last section of the results, I provide examples of the national variation in relation to how the document has been edited and translated into national context.

5.3. Translating and Editing the Global Standards into Local Context

Various ways of national institutions using the global standards were mentioned in section 5.2.2. Although it has been showed through the interviews that the standards have been applied in many national fields, because the broadness of the document provides opportunities to interpretation, it proved to be difficult to get examples of some of the specifics that have been implemented in the national education. All actors reported that the global standards are important but they need to be applied in relation to the national context.

“One of the big limitations is that the global standards do not know about the national context and the national reality and the social problematic in each country, in each continent. And if you do not understand that, and you try to apply it as a mould it does not work. Because these global standards were made in another reality that is not our reality. -- So I think it is important when you have to document and you have the national context, you can put some things in the translation and now it is more useful for the national, so one of the things we are going to be open for is to have the global standards and also be open to what yes and what no you can apply in the reality of the context.” (RR4)

Interviews revealed some world regional differences on the implementation and realisation of the standards. Strong national legislation and regulation is seen to make the diffusion of the global standards more difficult. When accreditation standards and licence to practice social work have been primary concerns, the global standards appeared to be less used. However, interviews show that this might be just how it appears.

Based on the interviews (CM2, CM3, CM4, RR1, RR3, GR1, GR2), if the national standards are very similar to the global standards, it can be difficult to prove whether the global standards have influenced the national standards or the other way around. In the European field, the similarity and alignment of the global standards and some countries' national standards is recognized. However not all actors recognize that the global and national standards are linked because of the lack of awareness in the national fields. This might show isomorphism in the organizational field.

“Anyways... I have tried to study the global standards very closely and I have compared them with the accreditation standards from the US association and there isn't a lot of difference in the two.” (RR2)

Having a strong link between the national and global fields makes editing, translation and localization more likely as there is higher awareness and understanding of how the global standards can benefit the national institutions. In Asia and Pacific, where social work is still emerging and growing fast in many countries, national standards are not existing in all countries. In the region, there has been some demand for international accreditation standards. Interviews showed that the global standards have been important for establishing programmes especially in the North- and East-Asia and are used as a guideline for content of education.

“So for example in Malaysia they have 6 universities now teaching social work and in the last five years they have started uh... coordinated schools and I think because of that they have to develop their own guidelines and standards. But in the early days I was one of those who sent the document to Malaysia and said to have a look at this and how it should be used.” (CM2)

The interviews show that in Australia and New Zealand the national standards are linked to the global standards to some extent. Some variation can be explained with the fact that the global standards are written in a much more broad language than the national and institutional standards in general. Also the national actors have the opportunity to focus on those aspect that are more important for their national context and some variation can be explained by differences in understanding the standards.

“And I think that the global standards are very good at uh looking for the practices how social work education takes place, the students, the nature of the staff, the nature of the community, the political action that’s demonstrated in the programme. I think that demonstrating some of those, you know, equity activist principles in social work education is very strong in the global standards, that might not be so strong in the local standards. And I noticed that the language was stronger and some features were stronger in the global standards than local. And when we’re being reviewed by registration board and regulatory body against the standards, they ask a lot of questions about the curricula and staffing qualifications, these sorts of things, uhm... how the students feel. But they won’t ask that many questions about political activism or engagement in change processes or pursuing equity principles or participation in rights of minorities etc. in the institution.” (RR1)

In this example from Asia and Pacific region, the global and national standards have different focuses, some of which can be explained by the broadness of the global standards document. The interview shows that in Caribbean the focus has been on respecting the dignity and rights of individuals, client's right to self-determination, promoting community, indiscrimination, social justice and multiculturalism, many of which are also articulated in the global standards.

“Especially in Trinidad and Tobago which is a highly multicultural society, so respect for people's ways of life, so the respect for dignity and rights of individuals has extended to appreciation of different cultures and different ways of life and being respectful of that. Trying to embrace indigenous practice as much as possible.” (RR2)

For example, the 8.1 section of the global standards is linked to the enrichment of the educational experience by reflecting cultural and ethnic diversity, and gender analysis in the national programme. Of course, the interpretation of this is subjective as these aspects of social work education also reflect the core values of social work. Also in 4.2.4 “Paradigm of the Social Work Profession” it is mentioned that schools should aspire to “a focus on capacity-building and empowerment of individuals, families, groups, organisations and communities...” as well as that emphasis should be placed on “appreciation and respect for diversity in relation to 'race', culture, religion, ethnicity, linguistic origin, gender, sexual orientation and differential abilities”. In the European field, the global standards placing emphasis on minorities and language, has been interpreted based on the national needs with regard to Scandinavian language minorities.

“Another important discussion has been about the minorities. And especially... - native populations and in for example Scandinavia also have people that haven't really been acknowledged. What is a good thing is that now in (country) there is a new directive that we need to teach social workers to be... especially those working in elderly care to be able to reflect on minority languages. And that's one of the sort of the pushes you can see now in the global world.” (RR3)

In Latin American field, similar connections inclusion and diversity exist. The interview also shows emphasis on the global standards section 2.7 that states “As social work does not operate in a vacuum, the programme should take account of the impact of interacting

cultural, economic, communication, social, political and psychological global factors.” In the Latin American field, this standard has been translated into an economic and political project that is also used to measure the students learning.

“Something that is very important to us is the values and the principal but to connect with the reality. And for this in Latin America we have the project that we call an ethical and political project. In the frame of this project we have principles such as democracy, equality and inclusion and cultural and sexual diversity in the picture, you know. So that is very important to us -- And I think that gives us the distinction of other education in America Latina in our Social Work education in America Latina and that is very important to us to have the very good methodological theoretical and research view as a whole and in the frame of the political and ethical measure of the students.” (RR4)

Field training is the most visible of the global standards that has been implemented in many national fields. The global standards 3.7 state that “Field education should be sufficient in duration and complexity of tasks and learning opportunities to ensure that students are prepared for professional practice”. This leaves room for interpreting as national institutions see fit to their national context. In the Caribbean where the global standards are also followed and used as primary standards, the document is edited and as result, field training exists in the national curriculum. Interview revealed that the field training component has been translated into 840 hours of field training in a three-year programme. The global standards are also applied in the national curriculum in Latin America, and there the field training component has been translated to amount one and half years of field training.

“Our students also do an incredible amount of practicum. We have a lot of practicum hours over the course of the three-year degree, in three year degree they do a total of 840 hours of practicum. At least I can speak for my program.” (RR2)

“We have practice from since the beginning. For example you have the subject of family and you are working on the theoretical and methodological part of the family, and for the subject you will go to visit institutions that work with families. Or for example, my colleague has the subject of working with groups and then in that class the students will go to practice working with groups. Or my other colleague works with communities so in that class the students will have practical period around that topic in communities. Normally we have 3 semesters, one year and a half practice. And we prepare for each with a seminary for practice and then we go out and start like a ... professional work. -- And during these practical

periods the students will always have a professor who is accompanying them through this whole process in this one and half year.” (RR4)

Also, the 3.8 “Planned co-ordination and links between the school and the agency/field placement setting” can be observed in the Latin American example above. The courses are linked to specific areas of practice and field education is arranged with the professor, which indicates that there is co-ordination between the institution and the field agency. The field education component is translated in the Latin American context and the interview shows that, for example, post-conflict work and work with militaries, families and victims in communities is important because of the history of the world region.

Another example of translation is that in the global standards, 3.6 states “Ensuring that the curricula help social work students to develop skills of critical thinking and scholarly attitudes of reasoning, openness to new experiences and paradigms, and commitment to life-long learning” which is articulated in the Latin American interview. The critical thinking is applied from Latin American theoretical perspectives.

“Especially in the faculty that I am in now, I want to and have tried to continue the development of the critical thought and we are trying to keep that and to respond to the global standards. -- We have work with old people, with families, with communities, with children, with adoption and with all these things and that is why we have to have practical periods and work with the methodological and theoretical and critical thought and... -- For example between Brazil and Colombia they work a lot with critical social work and they are very political and cutting and radical in that position. And we do also critical work here but we try to do it from different diversity perspectives like the Latin American theory perspectives.”

Translation of the global standards into national curriculum and standards is still not completely clear to all actors. It was difficult to get practical examples of how the standards have been translated and it became clear that it is still an ongoing process for the national members to grasp the global standards. More clarification and general awareness is also needed to better understand the linkages. If the links between global and national standards is loose, it is difficult to prove influence of one on the other. However, interviews showed that the opportunity for national applicability exists in the framework of the

global standards and important actors to pursue this opportunity are the academics that work in the national institutions.

“Yes I think that is very important and we as academics and professors we are going to give the context. And we are the ones who have to contextualize the document.” (RR4)

6. Discussion

In this thesis, I have explored the question “How do global, world regional and national ideas and norms shape the organizational field of international social work?” I organized my research question into three sub-questions; 1) Which ideas and norms are circulating in the global, world regional and national fields and what forms of legitimacy do those ideas and norms have? 2) What is the relationship between international and national standards and how is this relationship interpreted in different organizational fields? 3) How is global policy edited and translated into local context and how do local practices intermediate with the global standards? In this chapter, I draw conclusions of the results in the framework of sociological institutionalism and its two strands – world polity and Scandinavian approaches.

The results show that the global standards –initiative has shaped the organizational field of social work education. The first aim in this research was to explore, which ideas and norms are circulating in the global, world regional and national organizational fields. IASSW has a political and normative role in the organizational field of social work education, as the global standards claims to be universally applicable guidelines presenting how social work education should be arranged. In the exploration of the macro-level processes, it can be observed that the standards and national ranking are a growing trend present in the global organizational field. The major idea that is connected to the global standards is the desire to develop accreditation systems that can assure quality in the social work education. This can be best observed in the national fields, but also in the recent debate and tension between global actors. The rise of other important actors in the global education governance, such as the case of European Union, has further accelerated the discussion of international accreditation.

The global field of IASSW has set the tone for social work education, and the norms circulating the global field can be perceived through the global standards. It can be observed that the global field has set normative guidelines to unify social work education and further the goal of professionalization. In the global field, one major idea and goal that can be seen in the results, is that the professionalization of social work should mean that the education is organized in universities and higher education institutions. IASSW

has decided to keep the global standards as a voluntary guideline and not provide international accreditation. IASSW sees its role in helping national institutions from the grassroots to implement the global standards into the national educational systems and in setting new programmes. This is a clear indicator of soft power measures used by IASSW (DiMaggio & Powell 1983). IASSW uses soft power in the organizational field by attracting national members to follow its lead and emulate its example of how social work education should be arranged by setting peer-review systems and exercising standard-setting. The soft power can also be observed, as the IO operates in the grassroots, helping with the implementation of world norms and principles in particular local settings and demanding corrective action by states and other actors.

In the world regional and national fields, the benefit of the global standards as well as the close connection to the global field is recognized. The aspiration towards professionalization and proving that national institutions have high standards is seen important, but in the world regional and national fields note is made that professionalization should not lead to academization, in terms of a bigger gap between education and practice. Overall, the results showed that the global standards hold certain level of legitimacy in the organizational field. The majority of actors saw flexible guidelines more beneficial than international accreditation, but the possibility of a world regional framework for social work education was raised, for example an European framework.

As world polity has showed, actors at several organizational fields enjoy appreciable legitimacy (Meyer 1977; Meyer et al. 1997). The results showed that various organizations in the global, world regional and national fields can be successful, and therefore different models to mimic can be found. Alongside with the global standards, there are other legitimized standards in the organizational field as well. Which nested organizational field has a model worth mimicking depends on the organizations' embeddedness and on how important each field is for the legitimacy of each actor (Hüther & Krücken 2016). For example, national standards can be more legitimized for certain national organizations that are only embedded in the national field, especially when there is a question of licence to practice social work, which was seen in the results. The choice of different models to mimic leads to both isomorphism and differentiation among actors in the organizational field (DiMaggio & Powell 1983; Hüther & Krücken 2016). National accreditation systems exist in many countries and before the global standards, emerging institutions were oftentimes modelled upon The Council on Social Work Education's (CSWE) Educational

Policy and Accreditation Standards (EPAS), which is used in the accreditation of baccalaureate- and master's-level social work programs in the US. CSWE has been emphasised quite influential in the organizational field and the EPAS holds legitimacy in different parts of the world, although the accreditation is only available for institutions in the US. However, national actors mentioned that it is applicable in other contexts as well.

My second aim in this thesis was to explore, what is the relationship between the global and national standards and how this relationship is interpreted. The results show both scenarios of isomorphism and differentiation. First of all, the results show that a large number of countries already have their national standards aligned with the global standards. As the global standards document is a product of consultations in different parts of the world, in some cases the national and global standards have been aligned even before the work of the initiative. This shows the power of certain 'frames of meaning' for social work education and confirms normative isomorphism in the organizational field (DiMaggio & Powell 1983). In some cases, the national organizations thought to follow only the national standards, but in reality, the standards were already aligned.

Isomorphism can also be observed in the organizational field, in the spread of ideas such as indigenization. Indigenization has risen beside internationalization and is seen important in all organizational fields – global, world regional and national.

Secondly, because the global standards enjoy a certain degree of legitimacy in the organizational field, countries with less developed national systems of accreditation tend to look to the initiative for guidance. The global standards document is used to guide the implementation of national and organizational standards. This implies mimetic isomorphism as national institutions seek for legitimized models to mimic. Because the global standards hold legitimacy, they are applied in the organizational field to show other national actors the high standard of social work education in an organization where national accreditation is lacking (Meyer & Rowan 1977). The global standards have also strengthened the pressure from national professional organization(s) to show the need for the concrete policies for the social work education and profession. Applying the global standards to increase national organizations legitimacy among other institutions also indicates that actors follow the logic of appropriateness, where rules are followed as they are seen legitimate, good, right and expected (March & Olsen 1984; 2004). The members of IASSW

also partly align their national standards with the global standards to fulfil the expectations of the membership and expectations of the institutions. The global field has given the direction where to look for the exemplary standards for education, which leads to isomorphism.

Thirdly, despite the fact that the global standards is a guidance document, actors in the field reported that some countries and organizations have used the global standards to benchmark the national curricula and programmes. Benchmarking national programmes against the global ideals has benefited the existing programmes, which can be understood under as a case of normative isomorphism. The universities and professional organizations of social workers play a significant role here, as they create pressure to national governments and universities to benchmark the standards. Furthermore, pressure is brought upon new institutions as they look for guidance in setting up social work education, and model their institution upon already existing ones. Modelling new institutions accordingly to the global standards indicate normative but also mimetic isomorphism (DiMaggio & Powell 1983). Besides benchmarking, the global standards have multiple uses, one of which is to improve the quality of social work education through norms with regard to professional staff and curricula.

The results show that actors have used the global standards to further the distinction between social work and different related fields. One of the ways to pursue such distinction has been through the requirements of the qualification of teaching staff. Normative isomorphism occurs in the organizational field as the national members comply with the norms with regard to the professional staff and quality of the education stated in the global standards (DiMaggio & Powell 1983). In this sense, the global standards are understood as a way to confer status and legitimacy to the profession. My study corroborates with Sakaguchi and Sewpaul's (2011) conclusion that the connection to the IASSW's global norms and values has increased the legitimacy of social work education and profession. Professionalization was brought as a central topic in terms of the impact of the global standards to social work profession and education. The aim of professionalization is to create a cognitive base and legitimation for the professional autonomy, in which universities have an important role. Because the cognitive base of formal education and legitimation is generally produced by universities, the shared aim for professionalization has accelerated the implementation of the global standards as the document is seen to provide legitimacy to the profession (DiMaggio & Powell 1983).

While the results show mimetic and normative isomorphism, they also show decoupling and window-dressing strategies as well. The window-dressing can be observed when national organizations adopt the global standards in order to gain legitimacy, but do not actually apply them in practice (Suárez & Bromley 2015). For instance, there can be a gap between the policy and practice with countries that have stated to follow the global standards, if the national accreditation standards and licence to practice social work, differ from the global standards and take priority. Some actors use the strategy of window dressing, superficially showing that they comply and conform to the legitimate rules and norms, but act differently (Meyer et al. 1997; Suárez & Bromley 2015). However, even loose linkages between policy and practice can deepen into alignment over time.

Thirdly, my aim was to understand how the global ideas and norms are edited and translated into the world regional and national fields. Alongside with isomorphism, the results also show differentiation (Suárez & Bromley 2015). While isomorphism can be found in national structures, such in the systems of accreditation for social work education, differentiation processes can be found in the organizational practices of social work educational institutions. Therefore, the processes of editing and translation undergo a process of localization where global and national legitimized ideas and norms meet local knowledge in the immediate connection with the context where social work education operates (Acharya 2004).

Localization, editing and translation are still ongoing processes in the organizational field. These processes can be best observed through the variations in the implementation of field training as part of social work education, as the norms considering field training has taken many forms in different national contexts. The field training component has been translated into 840 hours of field training in a three-year programme in the Caribbean and to amount one and half years in Latin America. In Finland the field training lasts five months in the five-year programme.

The results show editing and translation as the models are drawn from the environment, but actively reshaped to fit the local context. Legitimacy of many local beliefs and national norms indicate localization, as those national ideas condition whether the global standards become incorporated into the national norms (Suárez & Bromley 2015). For example, in the European field the global standards placing emphasis on minorities and

language, has been interpreted in one country based on the national needs, to a new directive that social work education should entail reflection to Scandinavian minority languages in elderly care.

The global standards provide a flexible framework for social work education, which provides opportunities for localization. In some cases, there is a pre-existing compatibility between the national and global standards, which helps the localization processes. Similarly, as Latin America has had a difficult political history, emphasis is placed on reflection on political and economic aspects also in social work. The global standards considering the impact of cultural, economic, communication, social, political and psychological global factors, has been localized into an economic and political project that is used to measure the students learning.

These results show that the global standards –initiative has shaped the organizational field of social work education in several ways. In the following, I conclude this thesis with some last reflections on the topic.

7. Conclusions

As Trygged (2010, 647) has argued, international social work has a universalist tendency looking for a common understanding and sameness over diversity. This tendency can be observed in the attempt to unify social work education through the global standards – initiative, although the document emphasizes to apply them in context specific realities. In this thesis, I have analysed the diffusion of ideas and norms of the global standards document, and how certain legitimized ideas and norms in the global field might be diffused, edited or translated in the world regional and national organizational fields. The results showed the complexity of the diffusion of the global standards, and revealed both processes of isomorphism and differentiation.

What needs to be taken into consideration is that this thesis did not aim for generalization of these results, but to provide a comprehensive snapshot of the diffusion within the sample of actors. As stated in the methodology, this thesis can be perceived as a case study for this exact reason. This thesis has showed the complexity of norm diffusion, as the normative and mimetic mechanisms have led to both isomorphism and differentiation in the nested organizational field of social work education. The theoretical framework applied in this thesis allowed the exploration of the complexity of the diffusion process and did not only expect isomorphism but also differentiation. If I had chosen a different theoretical viewpoint, I might have been able to generate different answers to different questions. Although I was suggested to apply post-colonial theories in this research, my main interest was in legitimacy of the global standards. Sociological institutionalism emphasizes the power of certain ideas and norms over regulations, laws and other forms of imposing power. The core idea is that certain ideas and norms become powerful because they get legitimized in different contexts. Therefore, I chose that sociological institutionalism is the best fit to explore my research questions and interests.

Although this research has shown the significance of the global standards in the organizational field, there are some challenges to it. The most visible challenge for the global standards has been the dissemination of knowledge, or the lack of it, in the network of organizations. The linkages between global, regional and national organizations need to be clarified in order to further the awareness of the global standards. Furthermore, there

should be more targeted approach in promoting the standards and clarification to the instructions of whose task it is to promote the standards and to which organizations. Actors reported that the global standards are difficult to grasp, which is why there is a need for a more practical approach with examples to these broad standards.

In this thesis, I aimed to provide a more comprehensive view on the diffusion of the global standards. However, many aspects remain unclear and more research is needed. The political and normative nature of IFSW and IASSW can be observed through the several global documents produced in the global field. These documents and their normative content need further analysis, because they determine in a bigger picture the direction of social work profession and education.

Furthermore, the global standards are currently in the process to be reviewed, which I believe is going to make them more visible again. As the global standards gain more visibility and attention, it provides a great opportunity to undertake some research on the content of the global standards, and the impact it has on the national institutions. I encourage researchers to compare the global standards document with their national standards and curricula, and to generate more information on norm diffusion in the organizational field. There are also questions to be asked about the processes of localization, editing and translation. In this research, I was left with less examples than I hoped, of how the global standards have been localized, edited and translated, but with the examples I was able to prove that localization, editing and translation occurs. What I found out in the interviews is that the global standards were well received in 2004. Maybe after the revising of the global standards it would be a good time to explore the localization, editing and translation processes as well. Moreover, the results show that a certain degree of decoupling or window-dressing is occurring in relation to the global standards, which needs further research in order to assess the degree of isomorphism.

By showing the role of international organizations in the diffusion of norms, my thesis aimed to deepen the theoretical discussion of normative isomorphism beyond the scope of professionals and universities. It also contributed to the research gap on the implementation and use of the global standards –initiative and to the lack of diffusion research in the social work field. Furthermore, this research has showed the potential and impact as well as some of the challenges of the global standards.

Writing this thesis, it has definitely made me evaluate the social work education I have received in the University of Eastern Finland. One particularly interesting discussion for me, and also for the whole organizational field of social work education, is the discussion of international accreditation that IFSW is pursuing. Because of the global differences in social work, I see that it would be problematic to provide international accreditation, however I acknowledge the benefit of having a global framework. On one hand, I believe that international accreditation could be beneficial in countries where social work is struggling and emerging. However, international accreditation could disadvantage the less-resourced institutions and depending on the criteria, more advanced institutions as well. I am looking forward to the revised global standards and interested to see whether some challenges pointed out in this thesis are going to be tackled in that new standard-setting document.

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APPENDICES

Appendix A. The Interview Proposal

I am a social work MA student from the University of Eastern Finland. I am currently studying at the University of Luxembourg and conducting part of my MA thesis. In my research, I am interested in the initiative of the IASSW and IFSW - *Global Standards for the Education and Training of the Social Work Profession* - and how the standards have been implemented and diffused in different organizational levels (international, regional and national).

My question is whether you would have time for an interview about this topic with me. The interview will take approximately 30 to 60 minutes. No names are used in the analysis, and data will only be used for research purposes. My reference would be to conduct the interview by skype. I would like to record the interview simply for analysis reasons. The recording is deleted right after the interview is transcribed and analysis is conducted.

I am completely aware that you're very busy and I would very much appreciate any time you can give me for my research project. I would like to finish my data collection.../I am available any time between...⁷ I hope you are interested in talking to me about IASSW's global situation in relation to the standards. Please let me know when would be the best time for you to be interviewed.

I can be reached through emails:

juttk@student.uef.fi

jutta.koskinen.001@student.uni.lu

Thank you in advance for your time.

Sincerely, Jutta Koskinen

⁷ I collected the data between April and September 2018. For different interview proposals, I told either when I plan to finish the data collection or when would be the best time to organize the interview.

Appendix B. The Consent Form

Interview Consent Form

Working title of the research project: Diffusion of International norms in the International Social Work Organizations IASSW & IFSW

Research investigator: Jutta Koskinen

Research Participants name:

Ethical procedures for academic research undertaken from University of Eastern Finland require that participants agree to being interviewed and how the information contained in their interview will be used. This consent form ensures that you understand the purpose of your involvement and that you agree to the conditions of your participation.

Would you therefore read the accompanying information sheet and then sign this form to certify that you approve the following:

- the interview will be recorded and transcribed
- the transcript of the interview will be analysed by Jutta Koskinen as the research investigator
- access to the interview transcript will be limited to Jutta Koskinen and academic colleagues and researchers with whom she might collaborate as part of the research process
- any summary interview content, or direct quotations from the interview, that are made available through academic publication will be anonymized so that you cannot be identified
- the actual recording will be destroyed after transcribing
- the researcher may use quotations from the interview, but they will be anonymous
- all or part of the content of your interview may be used in this MA thesis and academic papers.

By signing this form, I agree that:

1. I am voluntarily taking part in this project. I understand that I don't have to take part, and I can stop the interview at any time
2. The transcribed interview may be used as described above
3. I don't expect to receive any benefit or payment for my participation
4. I can request a copy of the transcript of my interview and may make edits I feel necessary to ensure the effectiveness of any agreement made about confidentiality

5. I have been able to ask any questions I might have, and I understand that I am free to contact the researcher with any questions I may have in the future

Participants Signature and Date _____

Researchers Signature and Date _____

Contact Information

If you have any further questions or concerns about this study, please contact researcher: Jutta Koskinen, juttk@student.uef.fi

You can also contact supervisor: Janet Anand, janet.anand@uef.fi

Appendix C. The Interview Questions

The interview structure with the Standards Committee members

Topic	Questions	Observations and other questions during the interview
1. Origins of the initiative	1.1 Why was there a need to create global standards for social work? 1.2 Why these specific organizations (IASSW & IFSW) undertook the project of creating the standards? 1.3 How were the representatives chosen?	
2. Development	2.1 Were national and regional bodies consulted in the process? How? Did they influence the process? 2.2 What is the role of the regional organizations in mediating the standards to national level? Do they have a role? 2.3 What were the main challenges for creating the standards? 2.4 What were the main goals to be achieved through the standards?	
3. Evaluation of impacts	3.1 After 14 years, what kind of impacts and effects do you see that the standards have had? 3.2 How widely are the standards implemented? 3.3 Were the effects as expected?	

The interview structure with the Global actors

Sequence	Questions	Observations and other questions during the interview
1. The initiative	1.1 How important does your organization consider the global standards for social work education and training? 1.2 How much information has your organization spread about the standards to the regional and national members?	
2. Global norms	2.1 What are the main values for social work education and training in your organization? 2.2 Has your organization spread the global standards to the regional and national members? 2.3 How widely have the standards spread?	

	<p>2.4 What are the most striking differences in implementation regionally?</p> <p>2.5 What other standards have importance than the global standards in your region?</p>	
3. Relationships and influence	<p>3.1 How much does your organization cooperate and interact with other organizations of IASSW/IFSW? (national, other regional and international organizations)</p> <p>3.2 How much influence do international organization's ideas and norms have over the mission of your organization?</p> <p>3.3 How much influence does your international organizations have over regional and national policy-making?</p>	

The interview structure with the world regional actors

Sequence	Questions	Observations and other questions during the interview
1. The initiative	<p>1.1 How important does your organization consider the global standards for social work education and training? Why?</p> <p>1.2 Has the global standards initiative influenced your region? How?</p> <p>1.3 How much has your regional organization promoted the global standards?</p>	
2. Global norms	<p>2.1 What are the main values for social work education and training in your organization?</p> <p>2.2 What are the most striking differences in social work education/social work profession in your region?</p> <p>2.3 In your region, have the national organizations implemented the global standards? Why/Why not?</p> <p>2.4 What are the most striking differences in your region in relation to implementation?</p> <p>2.5 What other standards, than the global standards, have importance in your region?</p>	
3. Relationships and influence	<p>3.1 How much does your organization cooperate and interact with other organizations of IASSW/IFSW? (national, other regional and international organizations)</p> <p>3.2 How much have international organization's ideas and norms influenced the mission of organizations' in your region?</p> <p>3.3 How much do international organizations influence the policy-making in your region?</p>	

Appendix D. The Global Standards for the Education and Training of the Social Work Profession (2004)

Global standards for the education and training of the social work profession

1. Standards regarding the school's core purpose or mission statement

All schools should aspire toward the development of a core purpose statement or a mission statement which:

- 1.1 Is clearly articulated so those major stakeholders who have an investment in such a core purpose or mission understand it.
- 1.2 Reflects the values and the ethical principles of social work.
- 1.3 Reflects aspiration towards equity with regard to the demographic profile of the institution's locality. The core purpose or mission statement should thus incorporate such issues as ethnic and gender representation on the faculty, as well as in recruitment and admission procedures for students.
- 1.4 Respects the rights and interests of service users and their participation in all aspects of delivery of programmes.

2. Standards regarding programme objectives and outcomes

In respect of programme objectives and expected outcomes, schools should endeavour to reach the following:

- 2.1 A specification of its programme objectives and expected higher education outcomes.
- 2.2 A reflection of the values and ethical principles of the profession in its programme design and implementation.
- 2.3 Identification of the programme's instructional methods, to ensure they support the achievement of the cognitive and affective development of social work students.
- 2.4 An indication of how the programme reflects the core knowledge, processes, values and skills of the social work profession, as applied in context-specific realities.
- 2.5 An indication of how an initial level of proficiency with regard to self-reflective use of social work values, knowledge and skills is to be attained by social work students.

2.6 An indication of how the programme meets the requirements of nationally and/or regionally/internationally defined professional goals, and how the programme addresses local, national and/or regional/international developmental needs and priorities.

2.7 As social work does not operate in a vacuum, the programme should take account of the impact of interacting cultural, economic, communication, social, political and psychological global factors.

2.8 Provision of an educational preparation that is relevant to beginning social work professional practice with individuals, families, groups and/or communities in any given context.

2.9 Self-evaluation to assess the extent to which its programme objectives and expected outcomes are being achieved.

2.10 External peer evaluation as far as is reasonable and financially viable. This may be in the form of external peer moderation of assignments and/or written examinations and dissertations, and external peer review and assessment of curricula.

2.11 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.

3. Standards with regard to programme curricula including field education

With regard to standards regarding programme curricula, schools should consistently aspire towards the following:

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

3.2 Clear plans for the organisation, implementation and evaluation of the theory and field education components of the programme.

3.3 Involvement of service users in the planning and delivery of programmes.

3.4 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 do not violate human rights.

3.5 Specific attention to the constant review and development of the curricula.

3.6 Ensuring that the curricula help social work students to develop skills of critical thinking and scholarly attitudes of reasoning, openness to new experiences and paradigms, and commitment to life-long learning.

3.7 Field education should be sufficient in duration and complexity of tasks and learning opportunities to ensure that students are prepared for professional practice.

3.8 Planned co-ordination and links between the school and the agency/field placement setting

3.9 Provision of orientation for fieldwork supervisors or instructors.

3.10 Appointment of field 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 fieldwork supervisors or instructors.

3.11 Provision for the inclusion and participation of field instructors in curriculum development.

3.12 A partnership between the educational institution and the agency (where applicable) and service users in decision-making regarding field education and the evaluation of student's fieldwork performance.

3.13 Making available, to fieldwork instructors or supervisors, a field instruction manual that details its fieldwork standards, procedures, assessment standards/criteria and expectations.

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

4. Standards with regard to core curricula

In respect core curricula, schools should aspire toward the following:

4.1 An identification of and selection for inclusion in the programme curricula, as determined by local, national and/or regional/international needs and priorities.

4.2 Notwithstanding the provision of 4.1 there are certain core curricula that may be seen to be universally applicable. Thus the school should ensure that social work students, by the end of their first Social Work professional qualification, have had exposure to the following core curricula which are organised into four conceptual components:

4.1.1 Domain of the Social Work Profession

- A critical understanding of how socio-structural inadequacies, discrimination, oppression, and social, political and economic injustices impact human functioning and development at all levels, including the global.
- Knowledge of human behaviour and development and of the social environment, with particular emphasis on the person-in-environment transaction, life-span development and the interaction among biological, psychological, socio- structural, economic, political, cultural and spiritual factors in shaping human development and behaviour.
- Knowledge of how traditions, culture, beliefs, religions and customs influence human functioning and development at all levels, including how these might constitute resources and/or obstacles to growth and development.
- A critical understanding of social work's origins and purposes.
- Understanding of country specific social work origins and development.
- Sufficient knowledge of related occupations and professions to facilitate interprofessional collaboration and teamwork.
- Knowledge of social welfare policies (or lack thereof), services and laws at local, national and/or regional/international levels, and the roles of social work in policy planning, implementation, evaluation and in social change processes.
- A critical understanding of how social stability, harmony, mutual respect and collective solidarity impact human functioning and development at all levels, including the global, insofar as that stability, harmony and solidarity are not used to maintain a status quo with regard to infringement of human rights.

4.2.2 Domain of the Social Work Professional:

- The development of the critically self-reflective practitioner, who is able to practice within the value perspective of the social work profession, and shares responsibility with the employer for their well-being and professional development, including the avoidance of 'burn-out'.
- The recognition of the relationship between personal life experiences and personal value systems and social work practice.
- The appraisal of national, regional and/or international social work codes of ethics and their applicability to context specific realities.

- Preparation of social workers within a holistic framework, with skills to enable practice in a range of contexts with diverse ethnic, cultural, ‘racial’ and gender groups, and other forms of diversities.
- The development of the social worker who is able to conceptualise social work wisdom derived from different cultures, traditions and customs in various ethnic groups, insofar that culture, tradition, custom and ethnicity are not used to violate human rights.
- The development of the social worker who is able to deal with the complexities, subtleties, multi-dimensional, ethical, legal and dialogical aspects of power.

4.2.3 Methods of Social Work Practice:

- Sufficient practice skills in, and knowledge of, assessment, relationship building and helping processes to achieve the identified goals of the programme for the purposes of social support, and developmental, protective, preventive and/or therapeutic intervention – depending on the particular focus of the programme or professional practice orientation.
- The application of social work values, ethical principles, knowledge and skills to confront inequality, and social, political and economic injustices.
- Knowledge of social work research and skills in the use of research methods, including ethical use of relevant research paradigms, and critical appreciation of the use of research and different sources of knowledge about social work practice.
- The application of social work values, ethical principles, knowledge and skills to promote care, mutual respect and mutual responsibility amongst members of a society.

*Supervised fieldwork education, with due consideration to the provisions of Item 3 above.

4.2.4 Paradigm of the Social Work Profession:

- Of particular current salience to professional social work education, training and practice are the following epistemological paradigms (which are not mutually exclusive), that should inform the core curricula:
- An acknowledgement and recognition of the dignity, worth and the uniqueness of all human beings.

- Recognition of the interconnectedness that exists within and across all systems at micro, mezzo and macro levels.
- An emphasis on the importance of advocacy and changes in socio-structural, political and economic conditions that disempower, marginalise and exclude people.
- A focus on capacity-building and empowerment of individuals, families, groups, organisations and communities through a human-centred developmental approach.
- Knowledge about and respect for the rights of service users.
- Problem-solving and anticipatory socialisation through an understanding of the normative developmental life cycle, and expected life tasks and crises in relation to age-related influences, with due consideration to socio-cultural expectations.
- The assumption, identification and recognition of strengths and potential of all human beings.
- An appreciation and respect for diversity in relation to 'race', culture, religion, ethnicity, linguistic origin, gender, sexual orientation and differential abilities.

5. Standards with regard to professional staff

With regard to professional staff, schools should aspire towards:

5.1 The provision of professional staff, adequate in number and range of expertise, who have appropriate qualifications as determined by the development status of the social work profession in any given country. As far as possible a Masters level qualification in social work, or a related discipline (in countries where social work is an emerging discipline), should be required.

5.2 The provision of opportunities for staff participation in the development of its core purpose or mission, in the formulation of the objectives and expected outcomes of the programme, and in any other initiative that the school might be involved in.

5.3 Provision for the continuing professional development of its staff, particularly in areas of emerging knowledge.

5.4 A clear statement, where possible, 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 staff.

- 5.5 Sensitivity to languages relevant to the practice of social work in that context.
- 5.6 In its allocation of teaching, fieldwork instruction, supervision and administrative workloads, making provision for research and publications.
- 5.7 Making provision for professional staff, as far as is reasonable and possible, to be involved in the formulation, analysis and the evaluation of the impact of social policies, and in community outreach initiatives.

6. Standards with regard to social work students

In respect of social work students, schools should endeavor to reach the following:

- 6.1 Clear articulation of its admission criteria and procedures.
 - 6.2 Student recruitment, admission and retention policies that reflect the demographic profile of the locality that the institution is based in with active involvement of practitioners and service users in relevant processes. Due recognition should be given to minority groups that are underrepresented and/or under-served. Relevant criminal convictions, involving abuse of others or human rights violations, must be taken into account given the primary responsibility of protecting and empowering service users.
 - 6.3 Provision for student advising that is directed toward student orientation, assessment of the student's aptitude and motivation for a career in social work, regular evaluation of the student's performance and guidance in the selection of courses/modules.
 - 6.4 Ensuring high quality of the educational 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 fieldwork component of the programme.
 - 6.5 Explicit criteria for the evaluation of student's academic and fieldwork performance.
 - 6.6 Non-discrimination against any student on the basis of 'race', colour, culture, ethnicity, linguistic origin, religion, political orientation, gender, sexual orientation, age, marital status, physical status and socio-economic status.
 - 6.7 Grievance and appeals procedures which are accessible, clearly explained to all students and operated without prejudice to the assessment of students.
7. Standards with regard to structure, administration, governance and resources

With regard to structure, administration, governance and resources, the school and/or the educational institution should aspire towards the following:

7.1 Social work programmes are implemented through a distinct unit known as a Faculty, School, Department, Centre or Division, which has a clear identity within the educational institution.

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

7.3 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.

7.4 The school's budgetary allocation is sufficient to achieve its core purpose or mission and the programme objectives.

7.5 The budgetary allocation is stable enough to ensure programme planning and sustainability.

7.6 There are adequate physical facilities, including classroom space, offices for professional and administrative staff and space for student, faculty and field- liaison meetings, and the equipment necessary for the achievement of the school's core purpose or mission and the programme objectives.

7.7 Library and, where possible, internet resources, necessary to achieve the programme objectives, are made available.

7.8 The necessary clerical and administrative staff are made available for the achievement of the programme objectives.

7.9 Where the school offers distance, mixed-mode, decentralised and/or internet- based education there is provision of adequate infrastructure, including classroom space, computers, texts, audio-visual equipment, community resources for fieldwork education, and on-site instruction and supervision to facilitate the achievement of its core purpose or mission, programme objectives and expected outcomes.

7.10 The school plays a key role with regard to the recruitment, appointment and promotion of staff.

7.11 The school strives toward gender equity in its recruitment, appointment, promotion and tenure policies and practices.

7.12 In its recruitment, appointment, promotion and tenure principles and procedures, the school reflects the diversities of the population that it interacts with and serves.

7.13 The decision-making processes of the school reflect participatory principles and procedures.

7.14 The school promotes the development of a cooperative, supportive and productive working environment to facilitate the achievement of programme objectives.

7.15 The school develops and maintains linkages within the institution, with external organisations, and with service users relevant to its core purpose or mission and its objectives.

8. Standards with regard to cultural and ethnic diversity and gender inclusiveness

With regard to cultural and ethnic diversity schools should aspire towards the following:

8.1 Making concerted and continuous efforts to ensure the enrichment of the educational experience by reflecting cultural and ethnic diversity, and gender analysis in its programme.

8.2 Ensuring that the programme, either through mainstreaming into all courses/modules and/or through a separate course/module, has clearly articulated objectives in respect of cultural and ethnic diversity, and gender analysis.

8.3 Indicating that issues regarding gender analysis and cultural and ethnic diversity, are represented in the fieldwork component of the programme.

8.4 Ensuring 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.

8.5 Promoting sensitivity to, and increasing knowledge about, cultural and ethnic diversity, and gender analysis.

8.6 Minimising group stereotypes and prejudices¹¹ and ensuring that racist behaviours, policies and structures are not reproduced through social work practice.

8.7 Ensuring that social work students are able to form relationships with, and treat all persons with respect and dignity irrespective of such persons' cultural and ethnic beliefs and orientations.

8.8 Ensuring that social work students are schooled in a basic human rights approach, as

reflected in international instruments such as the Universal Declaration on Human Rights, the United Nations Convention on the Rights of the Child (1989) and the UN Vienna Declaration (1993).

8.9 Ensuring that the programme makes provision for social work students to know themselves both as individuals and as members of collective socio-cultural groups in terms of strengths and areas for further development.

9. Standards with regard to values and ethical codes of conduct of the social work profession

In view of the recognition that social work values, ethics and principles are the core components of the profession, schools should consistently aspire towards:

9.1 Focused and meticulous attention to this aspect of the programme in curricula design and implementation.

9.2 Clearly articulated objectives with regard to social work values, principles and ethical conduct.

9.3 Registration of professional staff and social work students (insofar as social work students develop working relationships with people via fieldwork placements) with national and/or regional regulatory (whether statutory or non-statutory) bodies, with defined codes of ethics. Members of such bodies are generally bound to the provisions of those codes.

9.4 Ensuring that every social work student involved in fieldwork education, and every professional staff member, is aware of the boundaries of professional practice and what might constitute unprofessional conduct in terms of the code of ethics. Where students violate the code of ethics, programme staff may take necessary and acceptable remedial and/or initial disciplinary measures, or counsel the student out of the programme.

9.5 Taking appropriate action in relation to those social work students and professional 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.

9.6 Ensuring that regulatory social work bodies are broadly representative of the social work profession, including, where applicable, social workers from both the public and

private sector, and of the community that it serves, including the direct participation of service users.

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