



UNIVERSITY OF LINCOLN

INTEGRATING GREEN SOCIAL WORK INTO SOCIAL WORK EDUCATION IN ENGLAND: EXPLORING THE ENABLERS AND BARRIERS AT AN ENGLISH UNIVERSITY

Submitted in partial fulfilment of

MA ADVANCED DEVELOPMENT IN SOCIAL WORK 2019-2021 (ADVANCES)

PORTIA DUMBU (19710675)

Supervised by PROFESSOR JANET WALKER

DATE: 21st June 2021

Word Limit: 23,995

DECLARATION

I declare that this dissertation is my own work and that, I have correctly acknowledged the work of others. This dissertation is in accordance with University and College guidance on good academic conduct (and how to avoid plagiarism and other assessment irregularities).

Signed: PORTIA DUMBU

Date: 21st June 2021

ACKNOWLEDGEMENT

All praises and thanksgiving be to the Almighty God for His divine grace, mercies, favour, and love throughout this journey. Words are not enough to express my gratitude to my Heavenly Father (Yahweh), for His wisdom, strength and guidance granted me to complete my dissertation. I see God's glory, goodness and faithfulness reflected in all areas of my life, particularly, in writing this thesis, and I deem it an honour to have His glorious presence in my life.

I would like to express my sincere gratitude to my knowledgeable supervisor, Professor Janet Walker, who resonates with quality and detailed work piece. Her continued guidance and support were fundamental to the writing and completion of this dissertation. Her remarkable patience and explanations to what was required galvanised my efforts until this point. It was a privilege to have been under her supervision and an honour to have learned from her depth of experience and knowledge and I will forever be grateful.

In developing the research, I also had the benefit of receiving feedbacks from most of the lecturers from all the consortium universities, particularly, Professor Carla Pinto, who assisted me in settling on my research topic. All their feedbacks in addition to that of my supervisor, challenged me to reflect on issues and develop my ideas that I may not have otherwise considered.

A big thanks also goes to the social work lecturers and students at the participating university for their cooperation and making my research a reality.

My next appreciation goes to my mates from ADVANCES Cohort 6 for their support and encouragement throughout the two years of studies and travels. Travelling and settling in different countries coupled with studies is fun but can be challenging sometimes and the presence of my mates, made the journey less stressful and worthwhile. In particular, I am grateful for the support of Miriam, Sul Khan, Yoko, Diwarkha, Blair, Saurabh, and John.

Most importantly, I would like to acknowledge my family who provided both emotional and practical support, particularly, my lovely and caring mother (Mrs. Abigail Dumbu) for her unending prayers and constant advice which kept me grounded and focused throughout this period.

DEDICATION

I dedicate this work to my dearest and beloved father (Mr. Cornelius B. Dumbu) of blessed memory, who always encouraged me to pursue my dreams and always seek higher heights in all areas of my life. The thought of his motivation and confidence in me, are what gave me the strength to pursue my second master's degree. *'I hope this makes you proud daddy, as you look down upon me from Heaven'.*

ABSTRACT

The Global Agenda for Social Work and Social Development, recognises that, people's health and wellbeing suffer due to inequalities and unsustainable environments, which constitute a major social justice issue for social work educators, scholars, and professionals. However, given that, the focus of social work education in England is founded on social justice and human rights, and yet, has been identified as being highly driven by neo-liberalism and managerialism, as contrary to the ideals of social work values, this study seeks to find the barriers and opportunities that exist with regards to the inclusion of green social work in social work curricula. It also seeks to explore the views of social work educators and students at an English university on green social work, and based on the principles of social justice, examine whether environmental justice can form part of the basis of social work education in England.

The study employed a qualitative research framework, informed by a case study of one English university that delivers qualifying social work education. An interview guide was designed based on the objectives and relevant scope backed by the significance of the study. Transcripts from the interviews were processed through a thematic analysis. Neo-liberal policies, privatisation, individualised practice, and the standard guidelines for education and practice, were identified to be some of the existing systematic barriers that prevent the integration of issues regarding environmental justice and sustainability into social work education in England. The study also indicated that the awareness level among students and educators in the participating university is low and was attributed to the focus and trend of social work education and practice in England, which is mostly focused on child protection and adult safeguarding. However, all participants expressed the need for the representation of green social work in the social work curriculum to help broaden the understanding of students and equip them with the knowledge on how to positively contribute to physical and natural environmental issues that affect service users.

The study concluded that, although the context situation is an important factor to be considered in this discussion, it is necessary for Social Work England to start broadening the concept of '*environment*' in its social work education and practice to include issues of environmental justice and sustainability. This is because, the impacts of climate change and environmental crisis adversely affect the wellbeing of vulnerable groups locally and globally, to ensure an inclusive social justice-based practice.

Table of Content

<i>DECLARATION</i>	<i>I</i>
<i>ACKNOWLEDGEMENT</i>	<i>I</i>
<i>DEDICATION</i>	<i>II</i>
<i>ABSTRACT</i>	<i>III</i>
<i>Table of Content</i>	<i>IV</i>
<i>List of Tables</i>	<i>VII</i>
<i>List of Figures</i>	<i>VII</i>
<i>List of Abbreviations and Glossary of Terms</i>	<i>8</i>
CHAPTER ONE	1
1.0 INTRODUCTION	1
1.1 Background.....	1
1.2 Rationale for Research	2
1.3 Research Gap.....	5
1.4 Scope of Study.....	7
1.5 Defining Key Terms	8
1.5.1 <i>Environmental Sustainability</i>	8
1.5.2 <i>Environmental Justice</i>	8
1.5.3 <i>Social Justice</i>	9
1.6 Research Aim and Objectives.....	9
1.7 Main Research Question.....	10
1.8 Significance of Study	11
CHAPTER TWO	12
2.0 LITERATURE REVIEW	12
2.1 Introduction	12
2.3 The Nexus between the Natural Environmental and Social Work.....	12
2.4 Environmental Justice	13
2.5 Approaches to Addressing Environmental Injustices in Social Work	13
2.6 Understanding the Concept of Green Social Work	15
2.6.1 <i>Endorses Social Cohesion and Empowerment</i>	16

2.6.2 <i>Encourages Social Change and Development</i>	17
2.7 Social Justice in Social Work	19
2.9 Exploring the Principles of Social Justice Vis-à-Vis Environmental Justice.....	22
2.9.1 <i>Human Rights</i>	22
2.9.2 <i>Equality and Access to Resources</i>	23
2.9.3 <i>Participation</i>	24
2.9.4 <i>Respect for Diversities</i>	25
2.10 Curriculum Reform	25
2.11 Focus of Social Work Education in England	26
CHAPTER THREE	29
3.0 RESEARCH METHODOLOGY	29
3.1 Research Design	29
3.2 Population	31
3.3 Sample Size	31
3.4 Sampling Techniques	32
3.5 Research Instrument.....	32
3.6 Data Sources	33
3.7 Ethical Considerations	34
3.8 Study Limitations.....	35
CHAPTER FOUR.....	36
4.0 FINDINGS	36
4.1 Demographic Data	36
4.2 Perspectives on the concept of environment in social work.....	36
4.2.1 <i>Educator's Perspectives</i>	37
4.2.2 <i>Student's Perspectives</i>	38
4.3 Perspectives on Issues of Sustainability and Environmental Justice through the Lens of Social justice using Green Social Work.....	39
4.3.1 <i>Educator's Perspectives</i>	39
4.3.2 <i>Student's Perspectives</i>	41
4.4.1 <i>Educator's Perspectives (Barriers)</i>	43
4.4.2 <i>Student's Perspectives</i>	49
4.5 Perspectives on the Benefits of Green Social Work.....	50
4.5.1 <i>Educator's Perspectives on Benefits of Green Social Work</i>	51
4.5.2 <i>Student's Perspectives</i>	52

4.6 Perspectives on the Possible Enablers that Exist Regarding the Integration of Green Social Work in Social Work Curriculum.....	54
4.6.1 Educator’s Perspectives	54
CHAPTER FIVE.....	56
5.0 DISCUSSION AND IMPLICATIONS FOR SOCIAL WORK PRACTICE	56
5.1 The Standpoints of both Educators and Students	56
5.1.1 Commonalities/Similarities in Perspectives of Educators and Students ...	56
5.1.2 Differences in Perspectives of Educators and Students	58
5.2 Focus of Social Work Education in England	58
5.3 Implications for Social Work Practice	61
□ 5.3.1 Global-Local Issues in Social Work: “Context” is Crucial.....	61
5.3.2 Broadening the “Environment” in Social Work Education in England	63
5.3.3 Social Work as “Now” Verses Social Work as “What it Could Be” in England	64
5.4 International Perspectives.....	65
CHAPTER SIX	67
6.0 CONCLUSION AND RECOMMENDATIONS.....	67
6.1 Conclusion	67
6.2 Recommendations	68
6.2.1 Awareness Creation to Build the Capacity of Stakeholders.....	68
6.2.2 Paradigm Shift in the Focus of Social Work Education and Practice	69
6.2.3 Making the Concept of the “natural and physical environment” more Prominent in the Professional Capabilities Framework (PCF).....	70
6.3.4 Multi-Disciplinary Teamwork.....	71
6.2.5 Green Social Work, Environmental Social Work, and Ecological Social Work, must be clearly Defined in the Context they are Represented.....	71
REFERENCES.....	73
APPENDIX 1: Semi-Structured Interview Guide For Educators And Students.....	85
APPENDIX 2: Signed Ethical Approval Form.....	89
APPENDIX 3: Consent Form	99
APPENDIX 4: Participant Information Sheet.....	101
APPENDIX 6: Coding Tables for Educators and Students.....	103

APPENDIX 7: Content Analysis of 11 Uk Universities that Deliver Qualifying Social Work Education.....	106
<i>APPENDIX 8: Thank You Note for my Research Participants</i>	<i>103</i>

List of Tables

Table 2.1 Theories of Social Justice.....	20
---	----

List of Figures

Figure 2.1: Diagram of Theoretical Framework.....	28
---	----

List of Abbreviations and Glossary of Terms

BASW	British Association of Social Workers (the independent professional membership organisation for social workers).
Cop26	Conference of the Parties (the 26 th United Nations Climate Change Conference)
EC	European Commission (a political and economic union of 27 member states that are in Europe)
EEA	European Economic Agency (European Union agency tasked with providing sound, independent information on the environment)
G7	Group of 7 (an inter-governmental political forum consisting of the United Kingdom, the United States of America, Canada, France, Germany, Italy, and Japan)
GCP	Global Carbon Project (an organisation that seeks to quantify global greenhouse emissions and their causes)
GSCC	General Social Care Council (was a non-departmental public body of the Department of Health in the United Kingdom which was the regulator of social workers and social work students in England between 201 and 2012)
IASSW	International Association of Schools of Social Work (a worldwide association of schools of social work, other tertiary level social work educational programmes and social work educators)
ICSW	International Council on Social Welfare (created in 1928 in Paris to address complexities and challenges in social work)
IFSW	International Federation of Social Work (the worldwide body for professional social work associations representing over 3 million social workers)
IPCC	Intergovernmental Panel on Climate Change (an intergovernmental body of the United Nations that provides the world with objective, scientific information relevant to understanding the scientific basis of human-induced climate change)
IOC	Intergovernmental Oceanographic Commission (was established by resolution 2.31 adopted by the General Conference of UNESCO)
PCF	Professional Capabilities Framework (a framework for nine levels of social work in England)
SDGs	Sustainable Development Goals (a collection of 17 interlinked global goals designed to be a “blueprint to achieve a better and sustainable future for all”)

SWE	Social Work England (a specialist regulator focused on enabling change in social work)
UNEP	United Nations Environmental Programme (responsible for coordinating responses to environmental issues within the United Nations system)
UNESCO	United Nations Educational, Scientific and Cultural Organisations (a specialised agency of the United Nations aimed at promoting world peace and security through international cooperation in education, the sciences and culture)
UNISDR	United Nations International Strategy for Disaster Reduction (created in 1999 to ensure the implementation of the International Strategy for Disaster Reduction)
UNDESA	United Nations Department of Economic and Social Affairs (it is part of the United Nations Secretariat and responsible for the follow-up to major United Nations Summit and Conferences as well as services to the United Nations Economic and Social Council and the Second and Third Committees of the United Nations General Assembly)
WMO	World Meteorological Organization (a specialised agency of the United Nations responsible for promoting international cooperation on atmospheric science, climatology, hydrology, and geophysics)

Key Words

- Social work
- Green social work
- Environmental justice
- Social justice
- Sustainability
- Environment
- Social work education

CHAPTER ONE

1.0 INTRODUCTION

1.1 Background

Human-induced climate change through modern behaviours such as the advancement of the industrial revolution since the mid-20th century, have had major destructive impacts on the environment, leaving enough scars that will take many lifetimes to rectify (Boetto and Bell, 2015; Pulla and Pathare, 2016; Alston et al., 2019). Several latest climate science related updates from a group of key global partner organisations and contemporary scientists such as the Intergovernmental Panel on Climate Change (IPCC) (2007, 2014), World Meteorological Organization (WMO), Global Carbon Project (GCP), United Nations Educational, Scientific and Cultural Organisations-Intergovernmental Oceanographic Commission (UNESCO-IOC) and the United Nations Environmental Programme (UNEP), over the years, provide convincing scientific evidence that, human influences such as an increase in the greenhouse gas emissions is what is causing climate change, and reciprocally, the impact of climate change on human and natural systems. Environmental threats confronting humanity globally, span from slow-onset stressors like urban spatial inequalities, rising pollution levels, prolonged droughts to acute hazards like natural disasters (Kemp and Palinkas, 2015, 3). For instance, the United Nations Development Programme (UNDP, 2018, 1), indicates that, over the past decade, disasters have claimed more than 700,000 lives, with over 1.4 million injured, and rendering approximately 23 million people homeless. The United Nations International Strategy for Disaster Reduction (UNISDR, 2020), has also confirmed that, climate-related disasters globally, have increased in frequency and intensity, resulting in substantial loss, which is similar to the report from the World Meteorological Organization in 2020, stating that, 79% of disasters worldwide between 1970 and 2019, involve weather, water, and climate-related hazards, (WMO, 2020). As one of the measures to manage the situation, the 2030 Agenda for the Sustainable Development Goals (SDGs) was adopted by state nations worldwide in 2015 with the aim of ensuring social, economic, and environmental development by eradicating poverty in all of its forms, combating inequality, preserving the planet, fostering

sustainable economic growth, and promoting social inclusion, while placing equal emphasis on the planet and people (UN, 2015, 5).

1.2 Rationale for Research

Since the 1970s, there have been a drive for social work to engage with environmental issues (Coates and Gray, 2013, Hetherington and Boddy, 2013), the natural environment has been identified as having a fundamental role in determining the health and wellbeing of humans; however, the field of social work has been slow to respond to environmental crises (Jung, 2016; Naranjo, 2020). Therefore, the question here, is, what will the social work profession do to contribute to the an environmentally sustainable world? This is because, although climate change is a global issue, its effects are not evenly distributed, as the impacts of environmental degradation on health and welfare are largely experienced by the world's poorest, marginalised and least-advantaged people, thereby putting them at high risk (Dominelli, 2012; Coates and Gray, 2013; Boetto and Bell, 2015; Alston, et al., 2019; WHO, 2021). These are the same groups that form the focus of social work globally, (Coates and Gray, 2013; Boetto and Bell, 2015). The inspiration and rational of the International Federation of Social Work (IFSW) and International Association of Schools of Social Work (IASSW), strive for human rights, social justice, and social development and the social work profession aims to reduce poverty and solidarity with those who are poor and to collaborate with vulnerable and marginalized people to encourage social inclusion (IFSW and IASSW, 2014; BASW, 2014), however, not much has been done by to social workers to tackle issues of sustainability and environmental degradation, which lead to human rights and social justice issues in the lives of vulnerable groups, (Alston, et al., 2019). Similarly, the Global Agenda for Social Work and Social Development, recognises that, people's health and wellbeing suffer due to inequalities and unsustainable environments related to climate change, natural disasters, pollutants, war, environmental racism, and violence, which constitute a major social justice issue for social work educators, scholars and professionals (IASSW, ICSW and IFSW, 2012, 1). However, given that, the focus of social work education in England is founded on social justice and human rights, and yet, has been identified as being highly driven by neo-liberalism and modern managerialism as contrary to these

ideals, this study seeks to find the barriers and opportunities that exist with regards to the inclusion of Green social work in social work curricula. It also seeks to explore whether the views of social work students and educators at an English university on Green social work, as concern for environmental and social justice can see environmental justice as part of the basis of social work education in England.

Both early and current literature provides a comprehensive summary of the nexus between the natural environment and social work (Hoff and Polack, 1993; McNutt and Hoff, 1994), and contemporary authors are now advocating for the natural environment to form an integral part of social work's identity through collaborative responses (Zapf, 2009; Dominelli, 2012; Gray et al., 2012; Gray and Coates, 2012; Alston et al., 2019). This has resulted in some progress being made regarding the integration of the natural environment in the social work profession through the Ethics in Social Work - Statement of Principles by the International Federation of Social workers (IFSW) and the International Association of Schools of Social Work (IFSW and IASSW, 2000; 2004; 2010; 2014). In acknowledgment of these issues, the previous global agenda for social work, (2010-2020), dedicated one of its four pillars to promoting sustainable communities and environmentally sensitive development (IFSW, et al., 2012, Truell, 2012). This compelled some countries such as Australia, the USA, and the UK that are affiliated with the IFSW and IASSW to formulate their national Code of Ethics integrating the global agenda. For instance, in efforts to integrate environmental perspectives into social work, the latest Code of Ethics of the Australian Association of Social Workers (AASW), introduced terms like 'physical', 'natural', and 'sustainable', in relation to the protection of the natural environment as inherent in social wellbeing (AASW, 2010, Sections 1.3; 3.1; 3.2; 5.1.3). The USA's National Association of Social Workers' Code of Ethics also states, '*fundamental to social work is attention to the environmental forces that create, contribute to, and address problems in the living*' (2013, 2).

Similarly, the latest national codes of ethics of the British Association of Social Workers (BASW, 2014), is underpinned by the internationally agreed definition of social work and the international statement, with one of its values being social justice. The code of ethics states that '*social workers should be concerned with the **whole person**,*

*within the family, community, societal and **natural environments**, and should seek to recognize all aspects of the person's life'* (BASW, 2014, Section 2.4). BASW, therefore, commends and encourages all social workers, educators, and employers of social workers in the United Kingdom (UK) to the Code of Ethics. Correspondingly, the first theme of the new IFSW/IASSW global agenda 'Ubuntu', launched in 2020, focuses on strengthening Social Solidarity and Global Connectedness' (Co-building Inclusive Social Transformation-2020-2022). It focuses on stakeholder involvements in working together to co-design and co-build thriving communities and societies for people and the environment (IFSW, 2020). According to the President of IFSW, this new framework is based on the principles of the past decade, (IFSW, 2020), a continuation of the previous agenda in social work education and practice.

Despite the growing awareness and increasing literature advocating for the integration of environmental sustainability in social work education (Dominelli, 2012; Gray et al., 2012; Bowles et al., 2018), a review of social work literature indicates that, social work educators and professionals have not yet prioritized environmental sustainability and ecological issues as an integral part of social work education and practice (Dominelli, 2012; Hollenbeck, 2020; Naranjo, 2020). The work of social work authors such as Dominelli, (2012, 2014) and Krings et al., (2020), suggest that there is still more work to be done, in terms of incorporating ecological and environmental sustainability issues in social work education. For instance, Naranjo, (2020, 455) suggests that, although environmental issues regarding the anthropogenic climate change impact have gained the centre of attention in current discourses and literature, research tackling the nexus between environmental sustainability and social work education, has been scarce to date. He further believes this could be part of the reasons why social work academics have not given the subject much of an interest, based on the inadequate research to justify the integration.

Social work practice has historically followed an environmental viewpoint, however, the emphasis on the environment has almost exclusively focused on the socio-cultural aspects of individuals (McKinnon, 2008). For instance, although social work literature relating to the natural environment began in the early 1970s by few social work authors

(Grinnell, 1973; Germain, 1973), the term environment ‘*environment*’ has conventionally referred to the socio-cultural environment (Rogge and Cox, 2001; McKinnon, 2008; and Bowels et al., 2018). Other early writings of Weick, (1981) and German, (1981) raised concerns about how the physical environment has been neglected in social work. Perhaps, this could be because of the minimal attention given to environmental justice in social work education, which automatically affects the profession and practice in general. Thus, although the *person in the environment* or *the ecosystems perspective* of social workplaces the profession in a strong position to deal with environmental issues (Weick, 1981; Norton, 2012), social work has rather focused more on the social instead of the physical or natural environment, irrespective of the reconceptualization of the person-in-environment perspective or the ecological environment (Rogge and Cox, 2001; Zapf, 2009; Hetherington and Boddy, 2013). As a result, there is an increasing urgency for global social workers to engage in constructive and proactive programmes to address the impact of environmental degradation on the vulnerable groups as it forms one of the focus areas of the global agenda (Alston and Besthorn, 2012; Gray and Coates, 2012; IFSW, 2014; Alston et al., 2019; Bowles et al., 2018).

1.3 Research Gap

To plan this research, the study began with an initial exploratory study on the internet in January 2021, which focused on the participating university, together with the top ten ranking Social Work universities in the UK in the *Guardian University Guide 2021*, (Bournemouth University, Glasgow Caledonian University, University of Edinburgh, University of Central Lancashire, University of West England (UWE) Bristol, Coventry University, Swansea University, University of Strathclyde, Sheffield Hallam University and Manchester Metropolitan University), to examine all their social work course modules in the undergraduate and postgraduate curricula, to analyse whether they contained any topics relating to environmental justice and sustainability. The content analysis was deemed necessary because it helped to further understand the topic and provided firm grounds for the research to begin, and this has been provided in **Appendix 5**. The findings indicate that, apart from the University of Stirling, which has for the first time in the UK, introduced an intensive 12-months programme ‘*Master of*

Science in Disaster Intervention and Humanitarian Aid, for social work students scheduled to commence from September 2021, (Stirling University, 2021), none of the other universities has any course or module that include topics relating to environmental sustainability or environmental justice for social work students. In terms of accreditation, the social work courses offered in these universities are all recognized throughout the UK and based on the Professional Capabilities Standards for Social Work (BASW) and approved by regulating bodies in their regions Social Work England (SWE) and Scottish Social Services Council (SSSC). Despite the fact that, there are other criteria to which social work education in England adheres, it is clear that the social work professional regulators who set the standards in England are not interested in the concept of environmental sustainability, which explains why it is not featured in their agenda (BASW, 2019).

It is suggested that, in this climate-changing world, knowledge in environmental justice will equip social work students and graduates to gain knowledge and expertise in, for instance, how to engage with the problems facing those working in disaster interventions such as safeguarding children, family reunification, adults and other vulnerable groups, as well as skills in how to rebuild sustainable and resilient communities through community engagement and co-production after disasters, (Alston, 2019). It will also prepare them to engage in informed solutions of inequalities, human rights, and environmental injustices, which can open career opportunities to social work graduates, at the local, national, and global levels, given that, there is a growing international focus on environmental crisis issues and the urgent need of social workers in this field to address crisis and trauma, (Coates, 2005). Dominelli, (2012; 2014), believes it is important to introduce issues of environmental justice through concepts like Green social work in social work in education, to help place social workers in the UK in the wider world because, the UK is involved whether or not, with its European colleagues, China, India, Africa, Latin America, as disasters know no borders, especially, air pollution. Therefore, until the educational curricula that forms the basis and foundation for social work practice, makes it a conscious effort to ensure that the topic of environmental sustainability, is treated as a requirement in the training processes, through which social workers are able to gain knowledge,

expertise and the qualification to deal with the issues associated with environmental crises, that focus area of the global agenda, is likely not to be realised.

1.4 Scope of Study

The study will focus on England and specifically, one English university as the case study area, to examine issues of sustainability or environmental justice inclusion in the social work curriculum at the qualifying levels, given that, the global agenda of IFSW clearly encourages it. It will further explore the systematic barriers and enablers that exist with regards to the inclusion, as well as the efforts of the BASW in promoting this agenda.

Undoubtedly, globally, some works have already been done regarding the integration process, in the past decade such as, in the USA, where several moves like the Council of Social Work Education, and the Commission for Diversity and Social and Economic Justice, launching the Committee on Environmental Justice (Jung, 2016). The USA Council for Social Work further reviewing the Educational Policy and Accreditation Standards to include environmental justice education in the social work curriculum; and the launch of the Environmental Justice Initiative in 2015 by the Office of Sustainability at Washington University in St. Louis, into the university's teaching and research (Hage, 2017). Australia is another country that has also come a long way with including these concepts in its social work curriculum. For example, the Charles Sturt University is one of the universities globally that started the process of integrating environmental justice and ecological perspectives in its social work curriculum in 2016 (Thomas and Velander, 2017). However, the process of integration according to Thomas and Velander (2017), is associated with some unavoidable lengthy bureaucratic processes and criteria that must be met within the educational structure such as, taking some hard decisions and bold steps and actions like changing some key subjects; merging some traditional subjects to create space; review of all electives and reducing some to add new subjects; and changes to course structure and service team arrangements. Hollenbeck (2020), argues that, although some progress has been made regarding the integration by some countries such as the USA and

Australia, there is not enough data that provide a clear picture of how successful the drive regarding the integration of environmental justice and sustainability issues in the social work curriculum has been. For instance, findings from Jung, (2016, 34), on the attitudes of the overall social work students from the Arizona State University indicated that students feel being equipped with environmental justice issues, would prepare them to become better social workers, however, half of these students had no idea where to find that information.

1.5 Defining Key Terms

1.5.1 Environmental Sustainability

The Brundtland Report provides a commonly cited definition, which refers to sustainable development, as *development that meets the needs of the present generation without compromising the ability of the future generations to meeting their needs*, (World Commission on Environment and Development, 1987 as cited in Gray et al., 2013, 68). It also focused on building a global partnership in sustainable development by reducing poverty, given that poverty is one of the major factors that lead to social, economic, and environmental injustices at all levels, (Glasmeier and Farrigan, 2003). The principle of connectivity implies that change in all three is interconnected and that one cannot improve without changes in the other. This means that poverty and social inequalities caused by market and nonmarket forces must be addressed through poverty reduction measures if environmental degradation is to be halted (Carrilio, 2007).

1.5.2 Environmental Justice

Hawkins, (2010, 74), defines environmental justice as human rights since, just like social justice, it is also embedded in human rights (Dominelli, 2012, 169). This emphasizes the link between environmental degradation and power imbalances, as the majority of human victims of environmental degradation often face injustices related to class, gender, race, ethnic origin, and place (Bullard, 1994). At the macro-level, environmental inequality manifests as global economic and political disparities.

At the macro-level, environmental disparity happens when global economic and political disparities unfairly move environmental risks and pressures from wealthy to poorer countries (Healy, 2008).

1.5.3 Social Justice

By combining the common elements of a variety of philosophical approaches, social justice is generally defined as a state of affairs (either actual or ideal) in which (a) the equal distribution of benefits and burdens in society; (b) the procedures, norms, and rules governing political and other forms of decision-making protect individuals' and groups' fundamental rights, liberties, and entitlements; and (c) human beings (and perhaps other species) are treated with dignity and respect by authorities as well as other related social actors, such as the full participation of societies and fellow citizens (Feinberg, 1973; Elster, 1992; Miller, 1999; Buettner-Schmidt and Lobo, 2011, 955).

1.5.4 Green Social Work

The concept of green social work is a holistic approach to practice that examines how the responses to environmental crisis, must challenge and address structural inequalities, socio-economic disparities, consumption patterns, global interdependencies, and limited resources, (Dominelli, 2012). It also encompasses a holistic understanding of various environmental settings and their impact on the behaviour of individuals, (Drolet, et al., 2015). This concept will further be elaborated in the next chapter.

1.6 Research Aim and Objectives

The overarching aim of this research is:

To examine how the social work education in one English University meets the global agenda through environmental justice and sustainability by its integration or not of these subjects in its curricula.

Specifically, the study intends to:

- Explore the perspectives of social work educators and students on issues of environmental justice and sustainability through the lens of green social work.
- Consider the interrelationship of green social work to the key social work principle of social justice construct of current and future social work practice.
- Examine the systematic barriers and opportunities that exist in integrating issues of sustainability and green social work in their curriculum.
- Identify possible ways to influence the social work curriculum in England, to incorporate issues of green social work.

1.7 Main Research Question

How social work education in England meets the global agenda through environmental justice and sustainability by its integration or not of these subjects in its undergraduate curricula?

Sub-Research Questions:

- What are the perspectives of social work educators and students on issues of environmental justice and sustainability through the lens of green social work?
- How does the impact of environmental justice and sustainability relate to the social work focus of practice for vulnerable citizens, linked to the central concern of social justice, for current and future social work practice?
- What are the systematic barriers and opportunities that exist for integrating issues of green social work in their curriculum?
- What are the possible ways to include issues of green social work in the social work curriculum in England, to influence social work practice and global policies?

1.8 Significance of Study

This research intends to explore the perspectives of two key stakeholder groups (students and academics) in the field of social work education and practice regarding environmental justice and sustainability through the lens of green social work, and the role of education for social work. Green social work expands the knowledge and expertise of social workers to engage in interventions that promote environmental justice and social justice, which promotes the attainment of Sustainable Development Goals (SDGs) through the global agenda of social work, (Dominelli, 2012). Methodologically, existing literature, although encourages the integration of environmental justice and sustainability into social work education in the UK context, it does not delve deeper into the structural barriers that prevent this concern from being met. The novelty of this research, therefore, speaks to providing a contribution to existing literature, bridges the knowledge gap with regards to the enablers, barriers, and proposes some possible solutions to overcoming those barriers, that will serve as a basis for further research.

CHAPTER TWO

2.0 LITERATURE REVIEW

2.1 Introduction

This chapter is organized into three main sections. It will first look at the connection between the natural environment and social work and environmental justice and sustainability. Subsequently, the concept of green social work will be explained, and the theories and principles of social justice explored, as a central concern for social work, together with the focus of social work education in England. It will seek to highlight the forces that drive curriculum reforms to connect environmental justice and sustainability to social justice. Finally, a **Theoretical Framework** will be generated based on the discussions presented.

2.3 The Nexus between the Natural Environmental and Social Work

Green and McDemott et al., (2015), argue that different components can be grouped into systems from an ecological standpoint and observing interactions among various systems provides a simple approach to understanding the changing environment. They also believed that the social work approach is based on the idea that all client systems, such as individuals, organizations, and communities, are affected by different systems. The importance of theories like systems and person-in-environment reflects how deeply this approach in social work is rooted. Environmental justice and sustainability have received much attention in social work education, research, and practice due to socio-ecological crises such as climate emergency and the depletion of natural resources and the impacts on vulnerable citizens, (Rambaree, 2020, 1). The call for a collaborative action to redress these issues, resulted in the joint proclamation of the IFSW, IASSW, and the International Council on Social Work (ICSW) to “work towards environmental sustainability” as one of the four pillars of the Global Agenda for Social Work and Social Development in the global agenda (2010-2020), (IFSW, 2020). Since the 1970’s social workers involved in environmental sustainable practice, have urged the profession to invest in “development that meets the needs of the current generation without compromising the ability of the future generations to meet

their own needs” (Gray and Coates, 2012, 62, quoting the definition of sustainability from the World Commission on Environment and Development, 1987).

2.4 Environmental Justice

The theme for the UN’s United Nations’ 2020 International Day for the eradication of poverty, “*Acting together to achieve social and environmental justice for all*”, highlighted the growing recognition of the multi-dimensional nature of poverty. Thus, these two issues are inseparably intertwined, which means that social justice cannot be fully realised without aggressively rectifying environmental injustices at the same time (UN, 2020). Dominelli (2014), defines environmental injustice as society’s failure to ensure an equal distribution of the Earth’s resources in meeting human needs while also ensuring the well-being of people and planet Earth today and in the future. She suggests that the existing industrial development paradigm is ‘*unfit for purpose*’, and believes that social workers can help create alternative models of socio-economic development by fostering environmental justice and organizing and mobilizing societies to meet human needs without costing the planet, (Dominelli, 2012a, 2013). Environmental injustice can also be found at the micro/local level, especially in the form of pollution, where poor people are disproportionately affected by environmental pollution in developing countries, and these inequalities arise because of global inequality processes, and which must be addressed via global collaboration, (Hoff and Rogge, 1996; Besthorn, 2003; McKinnon, 2008; Zapf, 2009; Dominelli, 2012; IPCC, 2014). These issues are at the heart of the global agenda for social work, which seeks to address socio-economic disparities that are especially serious for the world’s marginalised citizens, (IFSW, 2020).

2.5 Approaches to Addressing Environmental Injustices in Social Work

To better understand the environment, social work employs several different kinds of approaches. Merchant (2005), for example, outlines theoretical environmental perspectives focused on social science, green politics, deep ecology, ethics, spirituality, indigenous thinking, and eco-feminism. Plant (1989) and Mellor (1997) were also some of the early writers who developed a connection between feminism

and ecology, and writers such as Zapf (2009); Coates (2003); and Mulvale (2017, 170), have also drawn on these insights and applied them to social work. The indissoluble relation between individuals and the natural environment is one factor that social works must consider, as environmental degradation has a significant effect on their health and quality of life (Kemp, 2011 as cited in Naranjo, 2020). It is therefore important to examine and assess the challenges and opportunities that will allow systemic progress towards environmental or green social work to be improved in research, education, and practice. Naranjo (2020), also suggests that, it is important for the training, research, and practice of social work, to involve environmental sustainability, which can be achieved by considering all the environmental dimensions of people (the socio-cultural, natural and physical) when relating with them.

Based on the focus of this research, the study will draw on the propositions outlined by Mulvale (2017, 170-177), regarding his discussions on the two broad orientations in social work theoretical literature on the environment, in his work. He describes one school of thought as taking an 'idealist' orientation, in the sense that it sets out new ideas and conceptual tools for linking social work theory and practice to the physical and natural environment. According to him, this approach is mainly reflected in the work of Besthorn (2012, 253; 2015, 875); Besthorn and Canda, (2002); and Coates, (2005), and it argues for a very different form of social work practice that is fundamentally linked to the theory of "deep ecological". It points out the need for the practice of social work to resolve the interdependence between human well-being and a physical and natural environment that is sustainable, secure, and of high quality. Thus, bringing back the physical environment into social work discussions when concerns about people's broader environment arise.

Mulvale (2017), argues the second school of thought employs a more 'structural' orientation by explicitly, connecting the theorization and intervention of social work on the environment to the need to challenge multiple types of injustice, oppression, and dominance that are embedded in local, regional, national, and global social systems. Green social work, Dominelli (2012), reflects the structural approach which highlights the existing structural and systematic processes that tend to favour capitalist agendas

and exploit the marginalised and already disadvantaged groups globally. Dominelli (2012), further argues that, as part of a wider imperative for economic reform and political change, this orientation sees the responsibility of social work to tackle environmental sustainability and the need to connect the search for an ecologically sustainable world with the fight for social justice, human equality, and environmental rights. This study, therefore, adopts the view of Mulvale that, although the idealist orientation provides a lot in the way of fresh ideas and actually applies these ideas to pragmatic problems of social work professional practice, the structural orientation is more helpful in framing the role of social work in bringing about macro-level changes in the political and economic spheres that might actually save the planet (Mulvale, 2017),.

2.6 Understanding the Concept of Green Social Work

Green social work not only introduces the natural environment into social work discussions but goes further to highlight and try to address the existing structural and systematic processes that tend to favour capitalist agendas and exploit the marginalised and already disadvantaged groups globally (Dominelli, 2012). This concept is anchored in the IFSW/IASSW (2014) definition of social work and the current global agenda 'Ubuntu', which focuses on strengthening Social Solidarity and Global Connectedness' (Co-building Inclusive Social Transformation-2020-2022), (IFSW, 2020). Thus, it focuses on stakeholder involvements in working together to co-design and co-build thriving communities and societies for people and the environment. Fundamentally, it is community-based and person-centred in terms of who social workers collaborate with to protect all and promotes social cohesion through community participation and co-production since the participatory aspect is present at every level. Undoubtedly, the world was not prepared for the global pandemic of COVID-19, and O'Leary, and Tsui (2021), acknowledge how challenging it was and still is for social workers in responding to the crisis, such as dealing with homeless people during the lockdown. However, although the global lockdown and travel restrictions within and across nations, severely affect humans, it helped to reduce the pressure on the natural environment, thereby giving the planet with its flora and fauna, some level of breathing space to survive (O'Leary, and Tsui, 2021). They,

therefore, proposed that social workers' visions include not only connecting individuals, but also the connections between nature and people (home, habitat, and the globe at large), with the goal of fostering a harmonious relationship between them.

2.6.1 Endorses Social Cohesion and Empowerment

Green social work aims to empower and liberate individuals and communities in decision-making processes and actionable stages, such as by advocating for a green economy (Lucas-Darby, 2011; Dominelli, 2012, 2018). Dominelli (2012) emphasizes the emancipation of people from unequal jobs and living conditions and encourages groups to find strength in their members and by seeing the community as a pool of expertise and skills (Dominelli, 2012; Boetto, 2019). The concept advocates for a shift away from individualism and an emphasis on people's interconnectedness, as well as a mutual relationship between people and the natural environment (Dominelli, 2018 as cited in Hostert, 2020, 14). The case of Fairbourne, Wales, where critical sea-level rise resulting from climate change impacts has caused the village to be identified as unsustainable to defend and authorities have predicted, abandoning the area between 2052 and 1962, (Buser, 2020) due to the high cost of defending the village from the sea rise. Although authorities claim, they had several meetings with the people before producing a shoreland management plan, the people whose lives are going to be affected, on the other hand, do not feel they were fully involved or engaged in the council's decision to demolish (Greenpeace UK, 2020). Green social workers in situations such as these can mobilise the people whose livelihoods are being threatened together and create a sense of community across professions by working cross-disciplinary and bringing people from various backgrounds together to resolve the issue in a way that meets the interests of the people, (Alston, 2013).

Additionally, green social work involves incorporating environmental justice into the social justice agenda, as well as attempting to link the personal with the structural and the political with the social (Dominelli, 2012; 2014; 2018). It examines how neoliberalism exploits people and the environment by examining the interactions and interconnections between them, where people care for the earth and the planet cares

for us (Dominelli, 2015, 25). It recognises the interdependence of humans, plants, animals, and the ecosystem, as well as the need to care for the earth, by connecting environmental justice to social justice. It also advocates for a fair distribution of the world's wealth, as well as renewable energy and technology transitions to reduce carbon footprints in meeting everyday needs around the world, (Dominelli, 2012). These are critical, according to Dominelli (2012), because sustainability, which is at the heart of green social work, is about safeguarding the environment so that mankind can meet its current needs as well as the needs of future generations, including flora and fauna and the physical environment.

2.6.2 Encourages Social Change and Development

Disasters

Green social work promotes social change and development that are linked to climate change and people's interconnectedness with the natural environment, (Hostert, 2020). For instance, to reduce vulnerabilities created by disasters on people and communities, is for social workers to engage all stakeholders at the local, national, and international levels to assist disaster-prone communities in planning and implementing Disaster Risk Reduction (DRR) and Adaptation strategies throughout the disaster management cycle, where social work is less visible (Alston, 2015, 358). According to Dominelli (2012), given that, the impact of disasters is not fairly distributed, social workers, can play a role in promoting environmental justice through serving as coordinators, facilitators, mobilizers, advocates, innovators, gatekeepers, humanitarian aid providers, workers, or volunteers in delivering emergency aid, peacebuilders, translators, researchers with expertise in participatory action research and skills in co-producing new knowledge and solutions. These include connecting disaster-stricken communities to needed services within and outside the communities, advocating for early warning systems, providing relief items and other humanitarian services to disaster victims, and rebuilding communities to ensure resilience and preparedness. They can also support resilience building in both people and communities and operating at different scales, critics of the absence of human rights in disaster policies and interventions (Dominelli, 2018; Murray, et al, 2018 as cited in Hostert, 2020).

Environmental Degradation

Another issue green social work seeks to address is the degradation of the environment, due to natural and human factors, (Hostert, 2020). For instance, climate change, deforestation, chemical, and nuclear accidents, and waste management have led to issues of disasters, food insecurity, forced migration or environmental migrants, war, threat to human health due to pollution (Dominelli, 2012). These developments are also intersectional, disproportionately affecting marginalized populations such as the poor, people of colour, women, children the groups in which social workers often already operate (Lucas-Darby, 2011; Alston, 2013, 2015; Gray and Coates, 2015). Green social work emphasizes the importance of cross-disciplinary collaboration and close collaboration with the impacted population (Dominelli, 2012, 2018; Kennedy, 2018; Boetto, 2019).

Urbanization

The global trend of people moving to urban areas, as well as the rise of so-called "megacities," which are described by the United Nations Department of Economic and Social Affairs' Population Division, as "urban agglomerations of 10 million inhabitants or more", (UN DESA, 2019, 55 as cited in Hostert, 2020). This pattern, according to Dominelli (2012), can be traced back to industrialization and the resulting centralization of employment opportunities. People usually migrate to cities in search of jobs, resulting in a shortage of skilled workers in rural areas and urban areas unable to cope with the influx of people and their needs for housing, employment, social and cultural offerings, and political participation, (Hostert, 2020). Again, it is apparent that the disadvantaged are disproportionately affected, and they are compelled to accept employment at extremely low wages to compete with others who make a living by selling their labour (Dominelli, 2012 as cited in Hostert, 2020). Governments and employers struggle to provide affordable housing for their citizens/employees, but due to power imbalances, disadvantaged communities have no means to keep those in power accountable (Dominelli, 2012). In urban areas, green social workers may assist groups in filing grievances and monitoring their resolution on some of the above-mentioned issues, (Dominelli, 2012).

2.7 Social Justice in Social Work

Many disciplines, especially those with links to the humanities and social sciences, have adopted social justice as a unifying theme (Joseph, 2020). Social justice, while a complex and contested term, is identified by many as an organising value and foundation of social work, given that, the profession has played a crucial role in promoting social justice for many decades (Wakefield, 1988; Reisch 2002, 2007; Marsh, 2005; Bent-Goodley and Hopps 2017; Liddell 2019). BASW (2012), describes social justice as a core value of social work characterized by fair distribution of resources, recognizing diversity, and collectively challenging discrimination, and social conditions that contribute to social exclusion, stigmatization, or subjugation to ensure an inclusive society. It is widely recognised that social workers have a responsibility to promote social justice, especially for individuals or groups of people who are "oppressed or victimized by discrimination" (Zastrow, 1999, 51). Zastrow (1999) connects social workers' responsibility to promote social justice with their responsibility to promote economic justice, recognizing that inequality based on race, gender, culture, age, class, religion, or disability is often linked to economic deprivation.

Although the word "social justice" is often used in the welfare world, it is highly contested, (Valentine et al., 2004; Solas 2008), because, conceptualizing the term among scholars, educators, and students in social work, vary greatly, and is often either ambiguous or extremely complex, making it difficult to translate into practice (Olson 2018; Reisch, 2013). The lack of clarification and consensus surrounding the definition may stem from the inherent incompatibility of what Olson (2007) referred to as social justice and professionalism in social work. Professional territorialism is based on human management and the preservation of the status quo and is inherently incompatible with a social justice mission that aims to change existing power relations (Hudson, 2017). According to Hudson, attempting to integrate the two projects is a major task for social work researchers, educators, students, and practitioners, and it often leads to a slew of tensions in social work theory and practice. How do we radically change unequal processes from the inside out? Is it possible that serving a safety net role valorises the circumstances that produce and sustain inequity? Solas (2008), therefore proposes that it is unclear what kind of social justice social work promotes since the word derives from wider definitions of justice that might not only

vary but even dispute. As a result, it is important for social workers to be explicit about the type of social justice it promotes, and to make sure it is one that the profession can uphold while still being as egalitarian as possible.

The most pressing issue for scholars and practitioners of social justice is that, despite the centuries of debate, significant controversies exist over each of the elements included in the definitions (Boucher & Kelly, 1998; Solomon & Murphy, 2000; Campbell, 2001). What is to be considered a true and fair principle for allocating benefits and burdens and why? Is it need, equality, equity, or some other allocation principle? Also, what is a reasonable set of entitlements, liberties, and rights? And what does it mean to treat others with respect and dignity? Plato, Aristotle, Hobbes, Locke, Hume, Rousseau, Kant, Hegel, Marx, Mill, and Rawls were among the great thinkers of Western civilization who answered these questions in their work (Jost and Kay, 2010).

2.8 Theories of Social Justice

Theory	Interpretation of Justice and Relevance to Social Work
LIBERALISM	<ul style="list-style-type: none"> • Promotes human rights and freedom • Respects diversity of views and values • Uses rationality to determine the distribution of society's advantages, responsibilities, and obligations (Danley, 1979). • Distributive interpretations of social justice as fairness and equality rely heavily on liberal notions of equality, (Farrelly, 2004).
UTILITARIAN	<ul style="list-style-type: none"> • Use practicality and utility as indicators of morality and justice. • The essence of justice is inherent in the number of individuals who gain pleasure from it, specifically, how useful, or beneficial it is to the common good. • The backdrop of the welfare state is also understood to be utilitarian which is concerned with the maximization of the greatest good is known as the foundation of justice (Bentham and Mill, 2004; Farrelly, 2004).

	<ul style="list-style-type: none"> • They argue that, the utility should serve as the yardstick for what is good, right, moral, progressive, and just. Bentham emphasized the importance of demonstrating fairness and ensuring the welfare of the poor and oppressed, (Fleischacker, 2004)
MARXISM	<ul style="list-style-type: none"> • Marxist ethics equates the principle of justice with the goal of liberating society from class exploitation. • This view of social justice holds that the concept of justice has evolved over time and varies according to economic relations, with the economic system playing a critical role in creating and sustaining social justice. This has resulted in a constant battle between the 'haves' and the 'have nots' throughout history under the guise of social justice. • Throughout human history, the have nots have been abused by the have class. They were unable to achieve such justice because the issue of exploitation is embedded in the economic system
John Rawl's 'Theory of Justice'	<ul style="list-style-type: none"> • Social work has relied heavily, on Rawls's (1971), theory of distributive justice to advance the goals of social justice, (Reisch, 2002 ; McLaughlin, 2011). • Rawls defends a conception of justice as equity in his work, '<i>A Theory of Justice</i>' (Rawls 1971 as cited in Walts and Hodgson, 2019, 122). Thus, the doctrine is consistent with intuitively unpopular systems of government that ignore minorities' rights and interests. Thus, they have no idea what their core beliefs and aspirations are, let alone what constitutes a good life, and therefore, could not be swayed by self-interested interests to support certain social groups at the detriment of others because they were hidden behind this 'veil of ignorance. It guarantees that the ideas chosen are equitable. • Rawls' distributive theory of justice has influenced social justice thinking, particularly regarding the role of the modern state in maintaining liberty while creating a political and social structure that benefits the least advantaged (Rawls 1971 as cited in Walts and Hodgson, 2019, 131).

Source: Author's Construct

2.9 Exploring the Principles of Social Justice Vis-à-Vis Environmental Justice

Adhering to the principles of social justice requires social workers to examine all their assistance practices through the lenses of equity, equality, and justice. Social workers believe that all clients, regardless of their position, rank, or influence, are equal and as such, all clients have a right to have their basic needs met, and social workers work to ensure that resources are open to all based on accomplishment rather than ascriptive requirements (Pillai and Gupta, 2016). Pillai and Gupta (2016), argue that, social work community development programmes are maintained by cultivating shared values and problem-solving strategies. Thus, the programmes are generally, not only consistent with ecological approaches to sustainability, but also have critical sensitivity to issues of social justice.

2.9.1 Human Rights

As a fundamental principle of social justice and, human rights can be divided into two categories: (a) legal rights, which include inherited rights and other lawful rights including the right to receive payment for one's work on agreed-upon terms; and (b) moral rights, which include people's basic human rights, liberties, and entitlements like the right to "give people a say in affairs that affect them, (Miller, 1999; Khechen, 2014, 5). Dominelli (2012, 2013, 2014) frequently refers to Articles 22–27 of the United Nations Universal Declaration of Human Rights, which addresses people's health and general well-being (including food, housing, and clothing), the state's social security in times of crisis, the right to work, access to education, and the right to grow to one's full potential, are adversely affected by the detrimental impact of climate change, environmental degradation, and urbanization, and are therefore an integral part of green social work (UN, 2015; Dominelli, 2012). For instance, Industrialization cycles and Western ways of thinking about the world have concentrated on hierarchical and binary life views that put people and things in a hierarchy, (Dominelli, 2012). This approach, which is described as modernity, has placed human interests at the top of its hierarchy, where the binary pits 'man' against 'nature,' with the aim of 'man' controlling and exploiting nature. (Dominelli, 2012, 171). Dominelli (2012) argues that, although the West benefited from such depictions of industrial reality by lifting people out of the forms of economic deprivation that defined the nineteenth century, the model

failed to eliminate disadvantage and marginalization within its borders and exacerbated poverty elsewhere. She believes this was done by destroying non-industrial lifestyles and fostering underdevelopment in the interests of commandeering the earth's natural resources for projects.

Indigenous ways of life, which can be found among native peoples already in developed countries and those elsewhere who have fought to hold their cultures, languages, and practices alive amid the onslaught legitimized by colonialism, have been significant among these (Dominelli, 2012, 172). Indigenous and aboriginal peoples, like other colonised communities, have endured their own special and distressing experiences of discrimination and marginalization as a result of colonization connected to colonial forms of industrialization involving various European powers, including France, Spain, Portugal, and the United Kingdom (Dominelli, 2012, 174; Gray et al., 2012). Despite the odds, other indigenous groups in Asia, Latin America, and Africa have maintained traditional lifestyles, and they like their Western counterparts, are calling for the restoration of their resource rights as well as more sustainable lifestyles based on a symbiotic and respectful relationship with nature. Many involved are often involved in aboriginal movements or collective struggles that have had a major influence on social work (Dominelli, 172). Green social work highlights the need for social work to turn its attention to these people and look at social justice through these lenses in situations such as, where the impacts of white settlers have adversely affected the lives of for instance, the Maori people who are the indigenous people from New Zealand and the indigenous population in Australia (171-192) as well as the Greenlandic people in Denmark, who happen to be among the most disadvantaged people and battling with issues such as identity, alcohol and drug abuse, self-harm, suicide, and homelessness (Høeg, 2019).

2.9.2 Equality and Access to Resources

The definition of equality as equitable or universal distribution is not always practicable or implementable, particularly in light of current injustices that have prevented or limited the ability of certain individuals or groups to achieve equal access to public

goods, services, and opportunities in the first place, (Miller, 1999). Equal care means that people can receive treatment that they "deserve," such as, what is best for them. As a result, a just society that strives for equality and opportunity for all of its members must aim to eliminate or transcend the obstacles that prevent many individuals and groups (for example, people with disabilities and the poor) from realizing their full potential by optimizing their opportunities (Khechen, 2014, 5).

A basic concept of social justice is equal access to goods and services, (Miller, 1999). The concept of "fairness" in relation to access is often connected with the notion of "equality" to mean that all individuals, regardless of their gender, ethnicity, age, class, language, religion, or occupation, are entitled to benefit from public goods and services, (Rawls, 1958). Access to a livelihood, capacities, education, knowledge, health care, jobs, and work opportunities are among them. In democratic societies, equality applies to the political arena, with appropriate decision-making mechanisms in place to ensure that all people have an equal voice (Miller, 2001; Khechen, 2014, 5). For instance, as a result of globalization, income and power inequalities are widening, (Wilson, 2011, 18), and poverty is one of the global implications, which, therefore, emphasizes the importance of the role of green social work at both a local and international level to raise much awareness on such issues and help in finding solutions through stakeholder consultations and sustainable poverty reduction strategies.

2.9.3 Participation

In the lens of social justice, participation entails engaging people in decisions that affect their lives, (Miller, 1999). This involves not only including them in the decision-making process on the types of public services required in their communities but also ensuring their complete involvement in political and cultural life, (Khechen, 2014). The reason for civic engagement is twofold: (a) improving distributional outcomes, and (b) enhancing democracy. In terms of the second argument, participation is related to power, and it is thought to change established power relationships by strengthening the role of historically vulnerable and oppressed groups and individuals in relation to other actors such as public and social institutions (Miller, 1999; Khechen, 2014, 5).

2.9.4 Respect for Diversities

Diversity is about appreciating the value of differences between human cultures and all life on earth, and this is enhanced by green social work. Flora and fauna are included because the animals and plants that surround humans form the world in which they live. A vibrant ecosystem and a stable climate will better serve the people who work within it. Protecting natural environments and ecosystems, as well as forming a connection between environmental organizations and communities living near those habitats, may fall within the scope of green social work. The community can learn how to care for and preserve that aspect of nature, gaining a sense of control and empowerment in the process (Boetto, 2019; Dominelli, 2012). Thus, recognising that some groups face more barriers in society than others, discrimination in unemployment based on factors, such as race, gender, ethnicity, sex, age, and other characteristics are constant issues in society.

2.10 Curriculum Reform

Jones (2013, 217-220) outlines three distinct methods of introducing environmental content to the existing curriculum, namely the *bolt-on approach*, the *embedded approach*, and the *transformative approach*. By comparing it to related subjects, the bolt-on approach applies environmental material to the current curriculum; the embedded approach incorporates ecological content into the curriculum, while the transformative ecological approach provides a holistic understanding of the natural environment. He defines it as 'eco-literacy, and it evolves from the perspective that humans are totally dependent on the nature surrounding them (Jones, 2013, 217-220, as cited in Hollenbeck, 2020). Other authors have explored ideas like the provision of an expanded view of ecological and systems theories, (Besthorn and McMillen, 2002; Coates, 2005; McKinnon, 2008; Jones, 2010), incorporation of 'deep' ecology principles into curricular content (Besthorn & Canda, 2002); and the need for social workers to reconnect with nature on a personal and emotional level, encourage commitment, (Lysack, 2010). Besthorn (2016, cited by Hollenbeck, 2020), outlines in-depth, the concept of social work in ecology, how it arose as a subfield of the profession, what practitioners are currently practicing, and the possible prospects for the profession in the future. A core aspect of ecological social work, according to

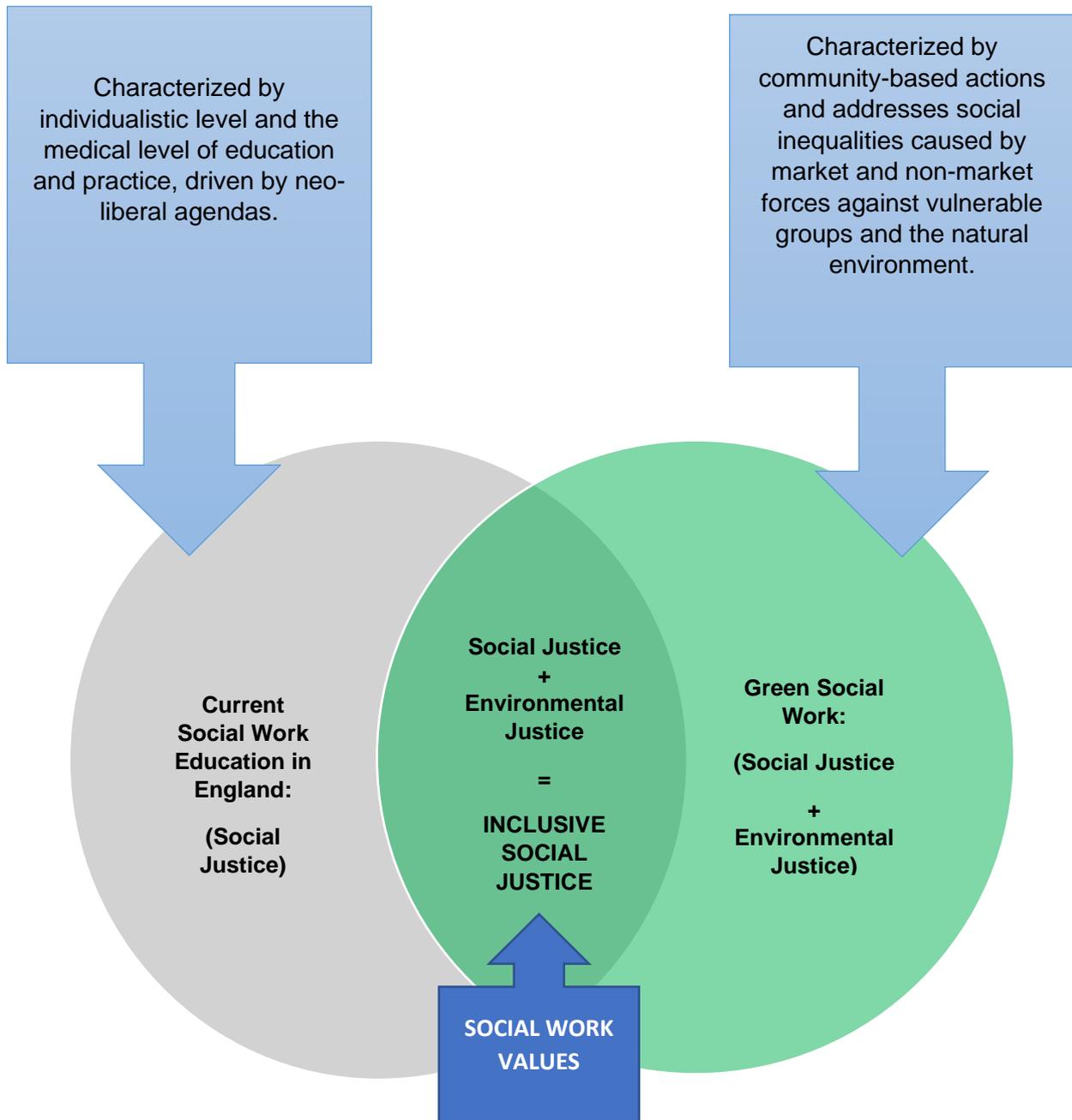
Besthorn (2016), is collaboration and advocacy in the form of place-based community capacity building. He further provides educational strategies for education in social work, focusing on deep ecology. Ecological advocacy, eco-spirituality, social justice, and ecologically responsive practice form the structure used for teaching students. The first exercise includes journaling approaches intended to help students appreciate ecological knowledge. The second includes a reflective approach that aligns with green social work (Dominelli, 2012), which guides students to understand the link between personal political identity, power, and environmental justice. The third approach requires the ability of students to communicate with the world spiritually and behave in a rational way towards it.

2.11 Focus of Social Work Education in England

Since the mid-1970s, social work education and practice in England has been dominated by policymakers and employers through the forces of economic globalization and European harmonization, buttressed by the ascendancy of neoliberal political agendas and modern managerialism and consumer empowerment and this has directed social work in England to point more towards individualism and the use of the individual model, which is very well established in their education and practice over the years, (Seebohm, 1968 as cited in Khan and Dominelli, 2000, 95; Jaques, 1977; General Social Care Council (GSCC), 2002a, 2002b; Dominelli, 2005, 60;). Khan and Dominelli (2000), argue that these forces have over the years altered the focus and context in which change occurs in not just the UK but other advanced nations in two ways. The first is the application of market principles to the public sector, which includes separating purchasers and suppliers of services, using quasi-markets and mixed economies to promote competition, and connecting organizational priorities to financial resources. Secondly, they believe that one of the characteristics of the altered context in which social work occurs is the impact of global forces on growing social inequalities and the intensification of the disadvantaged, which includes the dislocation and 'ghettoization' of disadvantaged groups such as women, low-skilled workers, minorities, and the elderly who are unable to compete in the flexible labour market, (Khan and Dominelli, 2000).

Despite the significance of these changes for social work in England, social science research on globalisation's impact has mostly focused on the welfare state and its implications for social policy (Esping-Anderson, 1990; Rhodes, 1996). Globalisation's effect on the field of social work has yet to be thoroughly studied, in part because social work in England is often described as a locality-specific discipline, with a focus on practice concerns that are typically individual-based rather than community-based (Dominelli, 2000). Until now, little attempt has been made to connect these changes to wider global transformations to develop a potentially rich understanding of social work change (Khan and Dominelli, 2000, 96). This research seeks to bring to light, some of these perspectives for further discussions. Figure 2.1 depicts a diagram of a **Theoretical Framework** generated based on the ideas and thoughts of the proponents of environmental justice and Green social work. The theoretical framework proposes for an ***Inclusive Social Justice*** that focuses on using the *social work values* as a potential unifying factor between the focus of the current social work practice in England and the concept of green social work.

Figure 2.1: THEORETICAL FRAMEWORK (INCLUSIVE SOCIAL JUSTICE)



This framework proposes **Inclusive Social Justice**, as the new social justice that acknowledges all the social work values. Thus, for Inclusive Social Justice to be attained, environmental justice must be recognised as part of the social justice construct

Source: Author's Construct, 2021

CHAPTER THREE

3.0 RESEARCH METHODOLOGY

This chapter discusses how the research was carried out and the methods adopted to accomplish the objectives outlined in the introductory chapter. The chapter first discusses the research design, approach, source of data and finally, the data analysis.

3.1 Research Design

Singh, (2006) describes a research's design as the skeleton of the entire study and defines it as an approach for mapping out the research mapping strategy that is based on the sampling approach. To help achieve the aims of the research, a qualitative research design (Padgett, 2016, 15; Bell and Bryman, 2011), was adopted to address the research questions. Qualitative research is a form of research that generates results that are not achieved by statistical procedure, but instead, emphasises on “cases and contexts” and examining cases that are relevant to the chosen topic in which authentic interpretations are presented that are sensitive to a particular socio-historical context (Kreuger and Neuman, 2006, 151). The study also adopted a relativist ontology and an emic epistemology to explore and understand the context of the situation or the topic being discussed. Relativist ontology is the belief that reality is a finite subjective experience, where the truth is created by meanings and experiences, (Denzin and Lincoln, 2005), while emic epistemology is a believe that, human phenomena are socially constructed, rather than objectively real, (Markee, 2013). Moreover, since social constructivism underlies qualitative research design, which is a sociologically theory of knowledge where human development is socially constructed, (Merriam and Tisdall, 2015, 24), it was also utilised to shed more light on the perspectives of social work educators and students and investigate their constructed reality on the topic. As a result, an epistemology of social constructivism was employed, to view respondent’s reality to examine the position of social work education in England, in integrating green social work in its curriculum. It was again used to uncover the multiple realities that are constructed by the interaction of social work educators and students with different actors in the educational system.

The ontological and epistemological beliefs of this research, allowed it to adopt a case study approach, as its intention was to gather data based on the perspectives, in-depth interviews, and interactions within a specific context. Case study is when you decide on a case in a bounded system and try to explore what is the experiences of the case in depths and in its natural setting, recognising its complexity and its context (Stake, 2005; Punch, 2013, 120). Thus, the research was confined to a specific territory to clearly define the boundaries of the case to give focus to the research (Punch, 2013, 122). Therefore, to define the problem, the study selected one of the universities in England that delivers qualifying social work education social work education. The reason for choosing England was because, historically, it was the UK and the USA that introduced social work to the rest of the world (Chenoweth and McAuliffe, 2015; Bowles et al., 2018) and as such, it is therefore possible that what happens in the education and profession in these countries have much influences on the education and profession globally.

The participating university was selected as the case study area because, it is one of the five universities that form the consortium that runs an international Master of Arts in Social Work programme called, the 'Erasmus Mundus Advanced Development in Social Work (ADVANCES)', under the Erasmus Mundus Joint Master Degrees programme, and also enjoys a top fifty position in the UK university league tables. Again, it serves as one of the accredited universities in the UK that provides training in social work. However, apart from the ADVANCES programme that teaches 'Environmental Social Work' as one of the topics in one of the modules 'Critical Perspectives on Global Social Issues' (ADVANCES, 2020), its undergraduate and postgraduate programmes in social work, do not offer any module or course relating to environmental justice or sustainability in their curricula, and the study sought to explore why this is the case.

3.2 Population

This is very crucial to the research, given that, it shows how reflective the research is. The term "population" here, refers to the full dataset that the researcher is interested in. Saunders et al., (2009), also define a population as the aggregate group from which a specific inference can be drawn. The study's population, therefore, is the total group of individuals that the study intends to enquire more on. Jankowicz (1995), points out that, to have a sample, you must know some facts about your population, such as the population's size, forms, and dynamics, which stimulates the researcher's interest. As a result, for this study, the target population consisted of social work lecturers and students of the participating university and the selection of participants was based on the research questions, purposive sampling, and participant's expression of interest in being contacted for an interview. It must be noted that, 3 of the lecturers that showed interest in the research, are academics who teach the traditional social work courses at both the undergraduate and postgraduate levels at the School of Health and Social Care department, while the remaining 3 lecturers also taught the traditional social work courses in addition to the international programme "ADVANCES" that features the topic of "*environmental social work*" in one of its modules at the same department. This allowed the interview discussions to be very interesting, as it highlighted the perceptions of lecturers with diverse views and how they understood the research topic. For instance, while all the educators teaching the ADVANCES programme were aware of the concept of green social work and its interrelationship with social justice issues, 2 of the educators who are not part of the ADVANCES teaching team, admitted they were not aware of the term.

3.3 Sample Size

In the context of a research, Frankel and Wallen, (1993), defined the sample as a group from which data is collected. When it comes to fair representation and drawing inferences from the sample group for the full population, the design and size of a sample is extremely important during the research process. To generate a more profound perspective on the research, the researcher initially, expected to have a sample size of at least 15 participants, (5 lecturers and 10 students) from the School of Health and Social Care department of the participating university, however, a total

of 10 respondents, (6 lecturers and 4 students) showed interest and made time to be interviewed for the research. The **Summary of Demographic Data of Participants** is provided in **Appendix 7**.

3.4 Sampling Techniques

The sampling techniques in this study, focused on targeting the lecturers and students through the School of Health and Social Care Department of the participating university to ascertain their views on environmental justice and sustainability as well as their perspectives on the inclusion of green social work in the social work curriculum. The research used the University of Lincoln as the case study area as it provided the needed data, information, and scope to complete the research. A purposive sampling method was employed where the researcher targeted a population who possess specialised knowledge relevant to the study to derive a more profound perspective to the research.

3.5 Research Instrument

The research instruments are the apparatuses such as in-depth interviews, semi-structured interviews, close and open-ended, questionnaires, Focus Group Discussions, observations, and online surveys, used to gather data in a research work. Although researchers are at liberty to use any of the above-mentioned instruments, (Easterby-Smith et al., 2012), argue that, it is important to note that, some of the instruments are ideal for specific research approaches and guarantee accurate results. As a result, the main instrument adopted for the study was interviews, where the researcher through in-depth interviews, with the help of interview guides, was able to gather enough primary data from lecturers and students. The basis for choosing this instrument was its flexibility and ease of use during the coding process. The semi-structured questionnaire was developed in a manner such that, it captured the perspectives of respondents by asking questions that were relevant to achieving the overall aim of the study, (Stake, 2005; Punch, 2013).

The demographic data of all participants were collected to identify the composition and variety of the sample. This included their cultural heritage, age range, lecturer's (years in direct social work practice, years in academia, current job title, job role/area of teaching) and student's (programme of study and previous/current employment). All the interviews were held on Microsoft Teams instead of the initial plan of meeting them in person due to the corona virus outbreak, which caused all campus activities to come to a halt. Finally, for the purpose of data analysis, an abductive analytical strategy was utilized due to its strength in understanding the 'what' and the 'whys' in the field of study and its capacity for the researcher to understand the constructed reality (Blaikie, 2018, 81). Regarding the thematic analysis, descriptive coding was used to summarize the data by putting tag names and labels against the pieces of data gathered to give them meanings, (Clarke and Braun, 2017). This allowed the data to be easily clustered into potential themes and reviewed before the final themes were clearly defined and named, and subsequently, a report of the was written.

3.6 Data Sources

Two essential sources of data, which are the primary and secondary data sources, were noted by Saunders et al., (2009), to gather first-hand information and existing published data used as a knowledge source, respectively, and both sources of information were employed in this research. The primary data was generated through interviews and the secondary data was also obtained from review of extensive literature such as articles, journals, social work course content from the website of the participating university and other universities across the UK as well as other relevant information to supplement the findings. Given that the research was undertaken in a specific university, the participants were contacted through the university, where the researcher requested permission from the Programme Leader, MSc. Social Work, in order to have access to both the lecturers and students. A snowball sampling was also employed particularly, with the students through referrals of students to other mates who were interested and available to be contacted for the research.

3.7 Ethical Considerations

Ethical permission to undertake this study was approved through the School of Health and Social Care Ethical procedures and process for Ethical Approval. The consent of all the informants were sought and the confidentiality and privacy were highly considered and strictly adhered to throughout the research. For instance, for the ethical acceptability of research findings not to be breached, seeking prior approval was necessary. All participants were sent a consent form and a participant information sheet, days ahead of the interview date to give them enough time to read to gain a fair understanding of the research aim and objectives and how much time their participation was going to take. The researcher assured the participants that, the data collected was solely intended for academic purposes and in order not to put the respondents in any difficult position, the researcher further assured the respondents of the safekeeping and anonymity of the data generated , so no harm was done. The data representation was done in a manner such that, it mirrored the true reflections of the information derived from the respondents and was not be in any way, influenced by the position of the researcher.

This is a case study involving a small number of participants and as such, there is no claim made as to the representativeness of generalisations of the findings. The aims of this research are to provide potentially indicative, case study on an under-researched topic to make meaningful contribution to this emerging area of research in social work. An ethical issue for this study was the potential conflict of interest since, the researcher was also a student at the university under study. Berger (2015), argues about the relationship between the researcher and the participants during face-to-face interviews, which can to some extent, influence interactions and behaviours throughout the research process. For instance, the student-lecturer relationship could to some extent, influenced the lecturer's responses or undermined the voluntary nature of the research. However, at the time of research, the researcher was not in a direct teaching relationship with the lecturers and the researcher also emphasised the voluntary nature of the research.

3.8 Study Limitations

Initially, the study intended to interview at least, 5 educators and 10 students, however, 8 educators showed interest but 2 could not make time out of their busy schedule to meet for the interview within the study timeframe and only four students partook in the interviews out of 5 that showed interest. Getting students to show interest in the study was not an easy task, as it had to be voluntary and the study needed to follow all the ethical protocols involved in getting participants, and this resulted in delays in responses from students, which affected the projected timeframe for the research. This could be attributed to the fact that, the subject that surrounded the research topic was new to the mainstream English social work education and practice and students were not much interested because, they could not see the connection to their studies and practice.

Another limitation realised in conducting the research was that, the participating university does not allow Master students to conduct research with service users. Therefore, the absence of the perspectives of service users, to some extent, could affect the overall discussion and conclusions drawn, as service users are usually the end users of all interventions in social work. In conducting a research in a field that highly promotes service user involvement in all interventions, this seems to contradict one of the focus areas of practice, which is about promoting service user participation, (Weinstein, 2010; McLaughlin, 2010; Beresford, 2013; Askheim, 2017). It would have been interesting to gather their views on how the inadequate knowledge and skills of social workers in issues regarding environmental justice and sustainability in practice, affect their lives.

CHAPTER FOUR

4.0 FINDINGS

This chapter covers the presentation and discussion of the results of the analysed field data. This chapter analysis the perceptions of social workers educators and students at an English university on issues of environmental justice and sustainability, as well as the barriers and opportunities that exist in integrating green social work into the social work curriculum. The data collected was mainly through in-depth interviews and the output of the analysed data is presented below.

4.1 Demographic Data

Overall, 10 respondents partook in this research work (6 educators and 4 students), and all the respondents interviewed are British citizens with diverse professional experiences as well. For instance, all the 6 educators had vast experiences in both social work education and practice as the average years spent in both teaching and practice range from about 15 to 40 years and 4 out of the 6, are still practicing (practice educators). The student respondents on the other hand, consisted of 1 undergraduate student and 3 post graduate students, who also had some years of experience in social work practice. This allowed them to discuss issues not only from the academic perspective, but also from the reflection on their practice experiences, which helped researcher to explore and gather data that reflected the views of people from both academia and practice.

4.2 Perspectives on the concept of environment in social work

As part of the research, educators and students were specifically, asked to express their understanding of the “*environmental factors*” as one of the key areas of a person’s life that social workers must recognise and be concerned with as featured in the Professional Capabilities Framework and the Code of Ethics of BASW, (BASW, 2012, 8, Section 2.1).

4.2.1 Educator's Perspectives

Apart from 3 out of the 6 educators who form part of the teaching team of the international programme (ADVANCES), the responses of the remaining educators concerning their understanding of the environment, reflected the socio-cultural aspects of people's lives and not their natural environment. Some participants specifically, referred to the theoretical concepts such as the concentric circles and to the systems theory, while one participant mentioned sustainability but linked it to relationships and communities and not the physical or natural environment.

'..... If you think about concentric circles starting with the individual and then the family and then the kinship network and then people's system. The further away we get from the individual, the less certain social work is about and what it's meant to be doing.....'
(Educator 04)

'..... I honestly don't know and that's terrible.... It certainly doesn't have a module title attached to it. I tend to think of green issues and environmental stuff as being an ecological.... and it's all being part of systems theory so it's like, you know, that's it..... I think it evolves out the notion of the organic system where if you do one thing, you have an impact on another. So we mention it when we're doing theory assessment and methods as part of systems theory, but not nearly enough. Although we sometimes touch on environmental issues in terms of the condition of people's homes and the neighbourhood, we don't broaden it up to include or look at the main recipients of social work and the all the environmental context and challenges and how it impacts their lives.....' (Educator 01)

'..... I am not aware what environmental issues are explicitly referred to in existing codes of practice. There are issues around probably, the word sustainability in there but it tends to be more to do with relationships and communities than it has to do with the physical environment....' (Educator 02)

4.2.2 Student's Perspectives

When students were also asked of their understanding on the “*environmental factors*” as one of the key areas that social workers are supposed to recognise and be concerned with, as featured in the (PCF) and the BASW Code of Ethics, all the 4 students admitted to having very limited knowledge regarding the issue and similar to the responses given above by some of the educators, they also expressed understandings of the environment in the context of the socio-cultural aspects of a person's life and not the natural or physical environment.

‘..... I think it's something like the community and like you mentioned earlier, the social networks that they have, but apart from that I can't really think much off my head.....just because, it's not one of those that I've really fully, considered before.... Well I've considered parts of the environment like the community, the social networks and things like neighbours and stuff but I'm not branched out beyond that’ (Student 02)

‘..... very limited, like I said, I'm aware that we deal with service users that are victims of environmental factors, but I don't think that I have ever given it that enough thought or research independently or anything from the university to know what I can do about that and what options are available to me to contribute in a positive way to that.....’ (student 04)

.....with those types of issues, I think it is easy to put them unto a different profession than social workers because practice in the UK is about child protection and protecting vulnerable people.....so those types of issues can be overlooked by social workers because, it is easy to distribute those issues on different professionals instead of us.....’ (Student 03)

It is evident from the views of both educators and students in the study that, any time the person-in-environment perspective emerges in social work discussions in England, it is more linked it to systems theory and the ecosystems perspective where

discussions on environmental issues are focused on the socio-cultural, neglecting the physical and natural environment. This goes a long way to confirm the discourses of early and contemporary social work authors such as Weick, (1981); Rogge and Cox, (2001); Coates, (2003); Zapf; (2009); McKinnon, 2008, Bowels Et al., 2018, who argue that, social work is mostly focused on the social and economic contexts of the principle of 'person-in-environment', neglecting the 'environment-in-person', which is the physical or natural environmental aspects.

4.3 Perspectives on Issues of Sustainability and Environmental Justice through the Lens of Social Justice using Green Social Work

The researcher's objective of this section was to ascertain the views of the respondents on the interrelationship of green social work to the key social justice principles of the current and future social work education and practice.

4.3.1 Educator's Perspectives

Educators were questioned if they had any idea about the concept of green social work and how they can relate issues of sustainability and environmental justice to the key social work principles of social justice. Comparatively, 2 out of the 6 educators interviewed admitted it was their first time of hearing of green social work. This, however, did not stop them from trying to establish a link between the "physical" characteristics of people's wellbeing, and environmental justice and social justice issues. The other 4 concurred of having some knowledge on what green social work is and its interrelationship with the social justice principles. The opinions offered by all the 6 respondents suggest that, environmental issues should be a concern for social workers, given that, access to good environment or living in good environmental conditions have been a problem for marginalized people for decades. They believe the connections start from recognizing how the lives and wellbeing of service users are affected by the natural and physical environment. In this context, the informants commonly perceived the importance of addressing the needs of people not as individuals but within the context of their society.

'.....I think for vulnerable and marginalized groups, access to good environment or living in good environmental conditions have been a problem for decades.....so it's not new that poor neighbourhoods have lost access to park areas, have problems about clean air'..... actually, cold weather is one of the problems that has become worse with climate change..... and high cost of heating in homes of low levelled income people.... so I guess you can see like consequences for people's lives'.....'
(Educator 01)

..... It's about shifting our focus as a profession from dealing with the practicalities of people's life crisis to recognizing what is the future of this community in the next ten or twenty years' time if policies don't change or if social work education don't change,.....' (Educator 05)

The views of educators were again sought on the impacts of environmental crisis on vulnerable groups, and their responses indicated their understanding of the fact that, poverty plays a major role in rendering people vulnerable to the climate change.

..... I would imagine those who are the poorest tend to be impacted the worst....so there will be a rise in fuel bills, food and the basic kind of necessities for life as a result of the climate crisis.... So, that would have a disproportionate effect on poorer members of society and they will struggle more, unless it's done in a more equitable way, but the way the kind of neo-liberal policies that we live with in this part of the world.... You know, unless there's a radical change to that, it gets to affect vulnerable service users in terms of their housing, their ability to eat and their ability to heat their homes....' (Educator 06)

These responses align with the arguments postulated by social work authors suggesting that the impacts of climate change are not evenly distributed, given that, environmental degradation on the health and wellbeing of humans are largely

experienced by vulnerable groups, (Dominelli, 2012; Boetto and Bell, 2015; Alston, et al., 2019; Gray and Coates, 2013; WHO, 2021).

4.3.2 Student's Perspectives

When student were asked whether they were aware of the concept of “green social work”, “environmental social work ” or “ecological social work”, 2 out of the 4 students said “No” and were not sure if they were in the best position intellectually, to be of much help with regards to answering some of the research questions. The other 2 students said they were only introduced to the concept of green social work the previous week when they had a lecture on “*Social Work, Communities and Transformational Environmental Perspectives*” by one of the educators who also happen to be among the lecturers that teach the international social work programme (ADVANCES). They also acknowledge that, they were aware of the term environmental social work however, their knowledge on these issues is very limited, which limits their ability to contribute as social workers to the environmental concerns that affect their service users or their role in environmental dialogues. What stood out as a commonality among these responses was that, according to the views of students, although the concept of green social work was mentioned in the previous lecture, it was not taught to the degree where they are confident enough to talk about it or serve as an activist for it.

‘.....I’m not really fully educated on it because we kind of just got over it on a course and I didn’t really think about how the environment ties with social work because I’m more focused on the social aspect’ (Student 02)

‘.....I have heard of it but it’s not really something that’s focused on it. It’s more like a secondary thing that’s sort of brought to people’s attention when focusing on the main areas of social work but I do think it should be focused on more because, you then look at the explanation coming from a macro level as opposed coming from a micro level and I think..... we can look at the impact on society as a reasonable explanation as to what’s happening in people’s lives....’ (Student 03)

To explore the impact of environmental concerns on vulnerable people, the views of students were sought regarding what they perceive as the factors that make socially vulnerable people/groups sensitive to environmental impact. Their responses linked the importance of green spaces to the mental health of individuals and described vulnerable groups as for instance, low income levelled people who cannot afford good housing infrastructure and are compelled to live in houses that do not have decent garden sizes.

.....we can look at the impact of green areas being taking over by building projects which reduces significantly the areas where people can go just to escape and to enjoy nature, which actually, has a positive effect on mental health as well.... If you look at the houses that are being built now, they don't come with a decent garden size, so we have people being confined at their homes with very small gardens and green spaces are needed for mental health.....' (Student 04)

'..... heard of environmental social work when we were discussing the system's perspective, where social workers need to think on a broader level with regards to the environment.....' (Student 01)

The responses obtained in this section, indicate a knowledge gap in the issues of the natural environment and it's interrelationships with humans and an understanding that, the term green social work is used differently in different contexts and the phrase is used interchangeably with other phrases like environmental social work and ecological social work. However, social work authors taking a central role in environmental issues propose that, social workers require a new perspective focused on society and its problems and the values of social work (Pulla and Pathare, 2016, 21-22). This is in accordance with Dominelli's campaign for Social Work England to perhaps, begin to reconsider going back to adopt some of the principles that guided social work practice and education from the 1970s to the early 1990s, where community work was central to the agenda and the values of social work were highly reflected in practice and education.

4.4 Perspectives on the Systematic Barriers that Exist in Integrating Green Social Work into Social Work Curriculum

In line with the objectives of the research, the researcher sought to ascertain the opinion of both educators and students regarding the contributory factors that serve as barriers in incorporating green social work into the English social work curriculum. In line with the extant literature on the subject, the researcher identified the context and focus of social work in England, driven by legislation, individualistic agendas, neo-liberal ideologies, globalisation, capitalism, bureaucracy, new managerialism, job market demands, and inadequate resources, as some of the forces that drive social work education and practice in England. These forces in turn, decide the trend and focus of social work education and practice, and as such, serve as barriers within the system that are likely to make integration of green social work, nearly impossible.

4.4.1 Educator's Perspectives (Barriers)

To understand the context, educators were asked what the trend or focus of social work practice has been over the years, and what constitutes curriculum reforms in England. All the 6 respondents identified a move from a community work towards a much more individualistic agendas, privatisation and marketisation of services as some of the focus and trend, with employers having more say in curriculum reforms than academics, which end up leaving less room for creativity and innovation.

'... I think the main trend that's happened since I've been in practice, has been the trend towards much more privatisation and marketisation of services, more managerialism in terms of how social work is undertaken and more procedural and task focused work....there has been less room for creativity and community work and community action....' (Educator 06)

'..... I think the curriculum reforms that I am aware of.... I think the main things I would say in terms of how social work is funded and structured has been a shift towards, employers having more of a say in the curriculum and in how it's delivered. So, it's less from the academic..... all I'm trying to say is that, managers and social

*work employers are much more directly involved in education now than they were....’
(Educator 01).*

When asked on whether the concept of sustainability, environmental justice or green social work is part of the social work curriculum in England, all the 6 respondents admitted that, there is currently no existing module dedicated to green social work.

‘..... So far as I know, it’s not, and there’s definitely not a module on green social work.....Traditionally, the bachelor programme teaches social work with children and social work with adults, and that’s how material is separated, and the problem with those two approaches is that there’re cross-cutting issues like domestic abuse or drug use or things like that. They get mixed because adult social work in England really means safeguarding adults and like social care for older people and disabled people and children, stuff with child protection..... So you see it’s so compartmentalized, so then I do wonder where were you then stick in the environment.....’ (Educator 01)

*‘.....nothing like that currently exist.... what oversees social work education is what is hindering the inclusion... neo-liberalism, capitalism, globalisation won’t allow it....’
(Educator 02)*

The views of all the 6 educators expressed that, the focus of social work in England has been a move from a very significantly community embedded practice (1970s to the early 1990s), towards a more individualised focus where a person or a family can be seen as almost being responsible for the issues and less focus on the actual structural elements of the problem. The community based social work practice, which was the focus of the Seebohm Report during the 1970s, (Seebohm, 1968; GSCC, 2002a, 2002b), meant that, there was much opportunities to work with systems, with families and with communities and all the other broader elements and this was reflected in practice throughout the 1980s, through to the early 1990s. The findings also show that, there has been a broader political trend and changes in policies more

recently in the last 10 to 20 years linked to austerity, which has been moving away from for instance, social exclusion and instead, focusing on problematising issues at the individual level. However, the research reveals that this trend began to change from the late 1990s when social work departments begun to focus on individual agendas and anti-oppressive practice.

‘..... The death of this child in Sussex (Maria Colwell) which led to the serious criticism of the social work profession, changed the focus on communities to departments being more obsessed with safeguarding children and adults. So social work Departments moved away from community work and prevention and working with large groups of people and now work with intensively with a very, very small number of children and vulnerable adults as well, particularly the transition of young people with learning disabilities into adulthood who are seen as very vulnerable, thereby channelling all resources to that course, neglecting the environment.....’ (Educator 04)

‘..... the drivers have mainly been privatisation and neo-liberalisation and that really changed the phase and focus of social care and social work, so some of the principles of care and wellbeing became commodified through these processes..... So responsibilities were then placed on the individual and that can be seen played out in the Care Act and a lot of the policy drivers..... So, this creates problematises and also create responsibility at the level of the individual.... So, throughout these processes, the focus of social workers have not been on the community roles but rather on the individual work with lots of emphasis on risk management, care management, assessment processes and bureaucratisation. This has perhaps, influenced social work practise over the years.....’ (Educator 06)

The respondents further explained that, these individual agendas are highly driven by lots of bureaucratisation, neo-liberal ideologies, globalisation, capitalism, and new managerialism, as expressed by 2 educators, which are contrary to the principles of social justice and human rights in the green social work concept.

Furthermore, the views of educators were sought on why green social work has not been prominent in the social work curriculum in England, although the existing global and local environmental crisis, caused by neo-liberal ideologies and globalisation, adversely affect vulnerable groups who are the target group of social workers. In answering this, educators believe that, the social work educational system in England, does not encourage innovation given that, the standard guidelines and policies are what govern curriculum reforms and what could help make the inclusion effective will be dependent on the educational standards of Social Work England. However, the most recent Social Work England standards, do not feature the agenda of green social work in them. For instance, the Professional Capabilities Framework (PCF), is a commonality across all programmes nationwide, however, the focus of the social work apprenticeship programme, whilst incorporating the PCF's, (BASW, 2012) is based on knowledge, skills and behaviour as their key expectations (as designated for all English Apprenticeships), and the concept of value is not prioritised.

'.... Lecturers do not have much autonomy over what they teach..... although they could push it, they have so many rules and standards to abide with... the standard framework focuses on knowledge, skills and behaviours and the concept of value is not prioritized.....' (Educator 01)

'.....every social work programme is different in every university, but so much of what we have to deliver, the way we deliver it, the way we assess it, is often dictated by national curriculum, by demands of professional regulators and by law and policy makers centrally.....' (Educator 05)

'..... review of social work over the years through the PCF, has only be focusing on child protection and adult safeguarding with little or no focus on the environment...'
(Educator 02)

The findings further revealed that, the English (Western) idea of social work is human oriented and not environmentally oriented due to the rise in modernist thinking through globalisation. Social work as a registered profession in England, is focused on the statutory functions which is essentially, child protection and safeguarding vulnerable adults, thereby giving it a narrower view of social work, so it is hard to bring the concepts associated with the natural environment into the content of the curriculum. Educators are also of the view that, the current English social work curriculum does not also consider community work very much because it is still fighting for its own identity and controlled by policy makers and professional regulators. This has resulted in the focus on narrowing the roles and responsibilities of social workers, thereby overlooking the natural environment. Moreover, most teaching in social work is practitioner-led, where a lot of the lecturers come from practice into academia or into lecturing. This, therefore, makes the connection to the scholarship about green social work, less and not so strong, given that perhaps, the educators are not using particularly, international scholarship which features the natural and physical environment, to inform their teaching.

Moreover, other factors identified as barriers according to educators include, the Code of Ethics of the BASW, and the values of social work education in England, which do not have a strong orientation to the natural or physical environment, thereby making the discourse in the English context, very minimal. For instance, most of the proponents of the concepts such as environmental social work, ecological social work, and the green social work concept, apart from Dominelli (2012), are largely from other countries, (for example, Coates, 2005; Boetto et al., 2014; Zapf, 2009 on environmental social work and McKinnon and Alston, 2016 on ecological social work), where these issues are seen as having more direct consequences on the population and communities social workers serve. Furthermore, the voices of social workers in England such as BASW and Social Work England, are not strong enough about environmental issues as these national associations are so focused on defending the existing job that they cannot prioritise the broader elements of the environment (physical and natural). The educators also believe that perhaps, it is because the visible impact of global warming still appears far away from England compared to other

countries such as Australia, the USA and Bangladesh, so it is not considered a pressing issue in social work discussion in England.

'..... the rise in modernist thinking through globalisation, urbanisation, neoliberalism, capitalism, socialism, and industrialization where humans dominate nature/natural environment and exploit it as a resource, is part of the reasons why green social work is not part of the English curriculum.....' ((Educator 04))

Another factor that serves as barrier according to the educators, is the social work job market in England. Social work education in England is intensely focused on employability for social workers in practice settings and there is no emphasis in the job role on the environment. When educators were asked whether the job market in England is ready to absorb graduates who decide to engage in green social work practice, the responses of all the 6 educators suggested that, the social work professional environment is not set up for the inclusion of green social work practices. Thus, the system makes it very difficult to adjust and include the environment in social work practice because, the focus of the standard guidelines for practice is generally on the statutory functions of child protection and adult safeguarding according to all the 6 educators. Additionally, 3 of the educators assume that, employers or the job market is likely to question why they choose to teach students concepts that are outside the statutory functions which has no environmental emphasis. On the other hand, 1 educator believe that, employers might not be resistant to the inclusion, however, given that, environmental issues are long-term and as such, require timeframes, funding allocations and organisational changes to implement, the practical realisation of the integration could be difficult in practice settings. Thus, the practice or professional settings is not environmentally oriented, so automatically, the education would reflect that. It could be suggested that, the job roles for social workers are narrowly focused, so education reflects that and including this topic in the curricular could create a gap between the teaching and placement elements within the English system.

'.... I think they face the problem that a lot of funding and planning for social work is on very short timeframes so, you know they are budgeting or running projects. I mean, if you get a two-year project that's already very long and half the time, it's three months. Yeah, so it's hard to put the environment in because the nature of planning would kind of require that you really thinking long-term and really having a whole organizational change. So organizational culture changing with training, so you need funding and some sort of coordinator to kind of implement this.....' (Educator 04).

'..... I wanna say NO and it's not to blame them. It's just to say that the system is not set up for this. There isn't enough done at the central level. In some ways, there needs to be like top down change in the understanding of social work and that requires bottom up action to get the issues raised. But if there were some things coming out centrally, that would be that would be more useful to change the job market and the nature of practice that also has to be funding considerations, which is often a central issue....' (Educator 01).

'..... I think virtually, every local authority is under-staffed, because of the pressure that people are on, people kind of end up going off sick with stress and whatever....again, I think what managers will say is, we are convinced by green social work, we're convinced by the arguments, but we don't have the time or the resources or the freedom to prioritise these issues in in our practice.....' (Educator 05).

4.4.2 Student's Perspectives

Similarly, the views of students were sought on whether there exists a possibility to feature green social work in the English social work practice settings now or in the future. The students expressed views that were very similar to the opinions of educators regarding the question. The responses of all the 4 students suggested that, the job market and practice settings in England, are not ready to adjust for green social work due to how the system is structured through the standard guidelines. They attributed this to the fact that there is not enough resources available for local authorities to delve into including the external environmental issues of service users.

....honestly, I don't know and that is because, when you are in practice, you are in crisis management all the time, so I'm not sure there will be any time, room or resources or energy to put into environmental factors.....but I think at least, we should be aware of it.... But I'm not sure that would fit in....' (Student 01)

'..... I think because predominantly social work especially in the UK within the council or majority if the people move into the council, once they are qualified and because they are very bureaucratic and because they are governed by policies and what the government puts in place and that tends to be nationwide, I wouldn't think there is less hope to be adaptive to environmental issues and to take into account green social work.....so I think it's quite disappointing but I don't think it's quite ready for it yet.....' (Student 03)

'..... everything boils down to money, policy is money driven and obviously, when they implement it, it's money driven as well.....policies are made and they are presented that they are person focused and trying to achieve the best interest of the person however, there is a strong argument the other way that it's not actually in the best interest of the person but rather in the best interest of policy makers to ensure that it's done quickly, cheaply.....' (Student 02)

According to the responses derived from the responses of both educators and students, social work in England has always been under-resourced in terms of personnel and finances, so asking social workers to extend their statutory functions to include external environmental factors that affect service users could be luxury, which they do not have the resources to deal with currently.

4.5 Perspectives on the Benefits of Green Social Work

The researcher's objective of this section was to ascertain the opinion of both educators and students regarding the possible benefits if concept of green social work

is added to the social work curriculum. Both the students and educators (all 10 respondents) agreed that including green social work will be beneficial for students by broadening their understanding expanding the scope of social work education in England.

4.5.1 Educator's Perspectives on Benefits of Green Social Work

The views of all the 6 educators revealed that the benefits of green social work cannot be disputed, and it is difficult to argue against the benefits, therefore, although there could be challenging due to the context, it needs to be integrated into the social work curriculum at the participating university. Thus, values such as the links to the natural environment, the valuing of the natural environment, and the positioning of the human being as part of the land, is something that fits within the systems perspective as it will enhance the overall wellbeing of people. 5 of the educators, therefore, believe that it ought to be a significant part of what they teach and what they do. Other benefits of including green social work in curricular according to educators, will be its emphasis on the value base of social work and its ability to provide knowledge about the importance of improving the environment which can also have good benefits like therapeutic benefits for service users. According to 4 educators, green social work will teach students the several dimensions of the profession, expose students to broader awareness and knowledge about environmental issues, and make the learning broader than narrowing it to just child protection and adult safeguarding. Knowledge of green social work will allow students and later professionals to be more proactive than responsive to environmental issues due the adequate forward planning and preparedness and increase their employability at the international level. 1 educator in his response suggested that, given that, the environment is a long-term issue, including green social work in curricular could lead to thinking about longer term social and environmental development and that could make students and graduates vanguards of change. and get them to be thought leaders.

'..... So I do think that although it is a valuable goal, I also think it is a very challenging goal as well.....' (Educator, 05).

*‘..... I think that would be a good advantage that it's actually the forward planning and the preparation for it rather than reactions and I think English England is very good at reacting and England has a lot of resources so it's quite the rich country. It can react when there are problems, but there there's not much preventative stuff done, and I think this. I mean this is also in relation to climate change in environment.....’
(Educator 01)*

‘.....I think bringing the environment, we can really think about longer term social and environmental development..... We need to get people to be thought leaders, we need people to lead the discussion and take things in a new direction.... and it also increases the employability of students.... So it's a benefit to them.....’ (Educator 05)

4.5.2 Student's Perspectives

Students were asked whether they think it is necessary for a content on green social work to be included in the social work curricular, particularly with regards to how environmental crisis is affecting lives both locally and globally. All the respondents said yes which, surprisingly, was contrary to the assumptions of two educators that because getting employment in a social work role after training is very crucial to students, most of them might not acknowledge the significance of the concept of green social work in the module given that, they cannot find the direct connections between green social work and the practice environment they are likely to be employed into.

‘..... some of the students might show interest, those interests could only be personal and I presume that the reactions from most students might be how irrelevant the topic is to their daily practice which does not feature the environment.....’ (Educator 04)

The students' responses suggest that it is important to have green social work represented in the curriculum. The responses indicated that, knowledge on green social work will present more learning opportunities and also enable students to have

a broader understanding of issues affecting individuals to ensure a holistic approach to people's problems by considering all angles than focusing on one aspect of the issue.

'..... Yes, definitely, a lesson like that must be taught on the curriculum..... I think it will make people a bit more aware and broaden their perspectives on the environment.... I don't think there's ever one explanation to why people are experiencing the problems that they are having, or why they can be considered vulnerable, so I think, to have a broader understanding of many things could actually head towards a more holistic approach to people because you're considering all angles instead of having just a main focus on one thing.....if you open up that scope, you could actually be more targeted with people because, you would have a broader understanding of what is actually the cause.....' (Student 02)

One student explained how important it would be for students to be taught or introduced to the concept of green social work as students have enough time to explore the topic to grasp enough knowledge on it.

'.....especially when you're a student, you've got time to research and to absorb, so I think that sounds as an opportunity to really embrace trying to effect a change and I think we can do that through a lecture at the university.....it presents a more learning opportunities for me...and I think in the university is the perfect time to learn about that...it helps you to sit back and reflect on the wider issues.....' (Student 03)

These responses aligns with literature, which advocates for the need to introduce the concept of green social work in social work in education and practice, to help place social work in the wider world and also widen people's knowledge on the issues (Dominelli,2012, 2014). Marlow and Rooyen (2001), state that, social workers once empowered with knowledge and research, can use education to build an increased awareness of environmental issues across several areas.

4.6 Perspectives on the Possible Enablers that Exist Regarding the Integration of Green Social Work in Social Work Curriculum

In line with the final objective of the research, the researcher sought views from educators on the possibilities of including green social work in the social work curriculum. The study identified that, although lecturers are required to adhere to the educational standard guidelines, they are at liberty to revise the curricular to some extent by creating a space or factoring in a module or topic considered relevant. This means, educators with knowledge and interest in green social work can advocate for its inclusion by raising more awareness about its benefits. This can be done by introducing certain topics that they deem relevant enough for the subjects being discussed.

4.6.1 Educator's Perspectives

Educators were asked if there exist a possibility to include green social work in the social work curriculum at the participating university, after it had been established in the study that, there is not a module on the concept. Although much aware of the barriers and challenges that exist, 4 of educators are quite optimistic about the possibility for the concept of green social work to be included. Some of the suggestions given were for the concept to be taught in the final year module on '*Contemporary or critical issues in social work*', which tries to introduce new and international issues in the studies. However, according to them, green social cannot be embedded in the whole programme or taught in details to give it more emphasis and ensuring its worth all the way through the programme presently due to the afore-mentioned existing barriers, but likely to be just a session dedicated to it and students will move on. They therefore propose that, a more satisfactory approach in terms of the inclusion in the long run will be to ensure that the concept is discussed in every module which will require rethinking of material. Their recommendations align with ideas of authors such as Besthorn and McMillen, (2002); Coates, (2005); McKinnon, (2008); Jones, (2010), who argue for the provision of an expanded view of the systems and ecological theories, where teachings on the systems and ecological theories will not just focus the socio-cultural dimensions of the individual but are also broadened up to include the natural and physical environment of the person and the interrelationships between them.

'.... There is the possibility to include it...Although social workers are supposed to meet the standards set by Social Work England, regarding teaching and placements, lecturers in authority can create a space and factor in module or topic dedicated to green social work and how it connects to the work in general.....' (Educator 06)

Another possibility is that, although green social work is not in the module, senior lecturers with knowledge in this can defend the move of including it in the module.

'..... and interesting enough one of the lecturers and I are just about to revise one of the curricula for one of the undergraduate programs. So, this is certainly made me think, as to whether we should have a particular module about it, that would be interesting.....' (Educator 04)

The enablers and barriers provided by educators in the findings also highlight the debates that exist between Narey and Croisdale-Appleby, with regards to reviewing the social work education, where Croisdale-Appleby, (2014), argues for a more generic and value based drivers in social work education. He recommends improving the ability to provide social workers with the right knowledge, skills and values with employers supporting education, including placements, as against the arguments of Narey, (2014), for social work to be fast tracked, a very specific and specialized training from the very beginning where students are being taught directly, for example, for children and families work and not the broader elements of social work. This has influenced social work education in England for some time now, as Narey's arguments, led to some of the implementation of the fast track routes of social work. These voices were the ones that were taking up issues of reforms in social work education very much politically, and that has been the driver through social work education in England for some time.

CHAPTER FIVE

5.0 DISCUSSION AND IMPLICATIONS FOR SOCIAL WORK PRACTICE**5.1 The Standpoints of both Educators and Students**

Out of the 10 respondents, only 3 educators had in-depth knowledge and understanding of what green social work is about because, the concept is not featured in the mainstream social work education and practice. This suggests that, the concept has not yet made its way into the mainstream social work education and practice in England. However, the research outcome indicates that, participation in the study provided a platform for all participants to reflect on the “perspective of the environment in social work”. Their responses indicated that, they were exposed to some thought provoking questions that they normally, never thought of, or made such connections regarding how the impact of environmental concerns resulting from neo-liberal decisions unjustly impact the lives of vulnerable and marginalised groups or the interconnectedness of people with their “natural environment” and the global dimensions of environmental degradation. Therefore, one could argue that, the focus on capitalist and neo-liberal roots of social work have resulted in a disconnection between social work practice and the natural environment. As a result, there is an implicit assumption that humans control the natural world rather than being interdependent with it (Alston & Besthorn, 2012; Bell, 2013; Coates, 2005; Jones, 2010). This critical analysis challenges Social Work England to examine and review its standard guidelines to begin to prioritise issues of the broader environmental factors of a person’s life and to also provide a platform to widen and develop student’s understanding of international social work and a personal and political awareness of inequalities, (Cox and Pawar, 2006; Larsen and Allen, 2006, as cited in Boetto and Bell, 2016, 13)

5.1.1 Commonalities/Similarities in Perspectives of Educators and Students

During the research, issues that were crosscutting throughout the responses of both educators and students, particularly, when their opinions were sought on how environmental crisis affect vulnerable groups as opposed the concept of social justice, were issues of mental health and poverty in England, which make it difficult for

individuals and groups with insufficient capacity, to adapt to the consequences of climate change due to neo-liberal ideologies and policies.

‘..... by vulnerable groups, you are looking at people who are particularly in poverty, then often their choices. Often their purchasing choices are driven purely by money, so their food choices, their choices of how they travel, their choices of housing and how they heat their houses, are financial decisions and so they are excluded from any of the debates around environmental issues because, they feel they have no choices.....’ (Educator 05)

The reason for the similarities in perspectives could be related to the fact that all respondents interviewed have professional experiences and are much aware of the factors that renders service users vulnerable such as neo-liberal government policies and capitalist agendas that are not favourable to the interest of service users. For instance, the fact that some of the respondents were not aware of green social work, did not stop all respondents from having a perception of how the impact of climate change affected vulnerable individuals or service users, especially, low-levelled income service users. This relates to some of the concerns expressed by a number of social work authors that ‘the degradation of the of the physical environment relates to many urban problems such as mental illness, suicide, crime and apathy’ (Brogan and James, 1980; WCED, 1987). Therefore, given that, vulnerability reduction is an important part of adaptation and disaster risk management, (IPCC, 2012) and according to research, building human and social capital are critical drivers of adaptive capacity at all levels (Adger et al, 2007 and Hoff and Polack, 1993), social work’s understanding of social capital, as well as its demonstrated awareness of social consequences, makes it the greatest candidate for assisting with environmental change adaptations.

Another similarity in perspectives from both students and educators were the arguments in favour of the need to integrate green social work into the social work curriculum. While all the 6 educators were of the view that the benefits cannot be

disputed as it will open job opportunities for students at the international level, the students also believe that, teachings in green social work will help to broaden their understanding of the concept and equip them with the knowledge to join the discourse regarding environmental justice and sustainability. The reason for these commonalities in perspectives could be related to the opportunity presented to both parties to partake in this research, which provided them with materials such as the “*participant information sheet*”, which allowed them to reflect on the issues of the natural environment and its impact on humans as well as the global political neo-liberal ideologies that unjustly impact vulnerable groups and the environment, (Dominelli, 2012, 2014).

5.1.2 Differences in Perspectives of Educators and Students

Whilst educators were hopeful and to an extent, optimistic about the possibility of green social work to be featured in the social work curriculum, students doubted the possibility in the near future. What is shaping these different perspectives could be related to students thinking they do not have much voice when it comes to curriculum reforms as the statutory framework is what stipulates what is relevant enough to be represented in the curriculum and also the lack of focus on this issue in social work practice. The views of the educators on the other hand, could be shaped to some extent, by their ability to include certain topics in a module if deemed relevant enough for the subject being thought. Again, though employment is very crucial for students, the educators are more liberal on how great it would be for the system to change, particularly, because many educators want to produce good social workers equipped with diverse skills and can make meaningful contributions on current issues, not good robotic social workers who just do what the job specifications require.

5.2 Focus of Social Work Education in England

5.2.1 Power Dynamics Entangled between Actors in the Social Work Education in England

This section will explore the nature of social work education in England and the power relations and power dynamics that come to play between all the actors in social work

field in England, which play a very critical role in curriculum reforms. For instance, this include the power relations between educators and the standard guidelines; regulators of social work and social work education; educators and students; as well as between government policies and the social justice principle of social work.

The standpoint of Foucault on the concept of power is that, power and the use of social control are dispersed within various institutions across society and relationships in the context of access to knowledge and existing truths (Foucault, 1977, as cited in Richards, 2017). He believes that for power to work, subjects must have the ability to choose freely. Thus, power through self-governance (Karlsen and Villadsen, 2008) is his view of governmentality, where people must act on their own to achieve something (subjects who are governing themselves). He is also of the view that power and freedom are not mutually exclusive, but rather are proportional to one another (Foucault, 1982). As a result, power is defined as the ability to choose and do what is right (normalising power), rather than being forced to do so (repressive power). Based on these arguments of Foucault, the researcher in questioning why green social work is not more prominent in the English social work curriculum, also acknowledges the existence of the 'normalising power', (Foucault, 1982), where according to the findings, the existing truth in the context being studied is that, there is a direct link between social work education and practice in England. Thus, the social work education is intensely focused on the job available for social workers, and the job roles for social workers are narrowly focused on the statutory functions of child protection and adult safeguarding, thereby making the education to also reflects that.

The research findings also indicate that the forces behind curriculum reforms such as neo-liberal government policies, standard guidelines, and the social work job market demands, are what direct the status quo, thereby making the practice not to be environmentally oriented, which makes the education not to be environmentally oriented as well, and that make educators not to have much autonomy when it comes to curriculum reforms. This helps to shed more light on the power dynamics entangled between the actors in the social work education founded on neo-liberal ideologies and also illuminates the tensions between government policies and the principles of social

justice promoted by social work. However, this current trend and focus of English social work might to an extent, not be considered as appropriate in promoting the agenda of incorporating green social work in the curriculum or encouraging the values of the social justice principles in social work. Thus, although the English system does not encourage it, the benefits of green social work as identified in the previous chapter, cannot be overlooked as it is value driven, with a focus on the impact on citizens, especially, marginalised people. Moreover, though the focus of social work has been very narrow in the English context over the years, the responses from students who happen to be the new generation of social workers indicate that, they are ready to grasp new ideas if only the opportunity is provided to include the concept in the curriculum.

As revealed in the findings, the questions regarding the possibilities and enablers that exist when it comes to the integration of green social work were directed to educators and not students. This is because, there is some level of power relations between educators and students whereby, students do not have control over what they are taught. For instance, the general relationship between students and educators when it comes to knowledge transfer is that, students are usually at the receiving end where, they are expected to accept and follow the curriculum provided by their educators. Students are sometimes requested at the end of a module to review that module and make recommendations, for an update or improvement where necessary, however, the lecturers mostly tend to have the final say. This study proves that, even though all the students interviewed showed interest in gaining knowledge in green social work if an opportunity is presented, their chances of calling for a curriculum reform to include green social work is very minimal particularly in the English system with deep rooted guidelines that fits the status quo in theory and in practice. This was what informed the researcher's decision to only question the educators on the possible ways of integrating green social work into the curriculum, since they are in the best position to effect those changes or reforms. This means, educators have a huge role to play when it comes to curriculum reforms and the reflective approach, which happens to be one of the three approaches proposed by Besthorn, (2002), could be adopted to guide students to understand the link between personal political identity, power and environmental justice.

5.2.2 *The Context Situation and the Value Situation (Value Based Social Work)*

From the findings of the study, the practical reality of the social work education in England is founded on neo-liberal government policies and individualistic agendas, yet, the data also suggest that, this situation is not intentional, as the system in which the social work education finds itself has been structured that way. This will therefore, to an extent, not be considered as value-driven social work. Thus, according to the global definition of social work, (IFSW, 2014), the social justice theory that the social work profession is founded on, is value driven, and to fully achieve that, it needs to include environmental justice as part of fulfilling all the principles such as equality, equity, fairness, human rights, and respect for diversity. Respondents from both sides (students and educators), in one way or the other during their responses, drew connections between the impact of the natural environment to social justice issues such as poverty, and the impact of climate change on vulnerable service users, that are aggravated by neo-liberalistic and capitalist ideologies rooted in the social work practice and education. For instance, based on the data generated, the standard framework for social work education is a commonality across all social work programmes in England, and the apprenticeship programme has an additional focus on emphasising a focus on evidencing, knowledge, skills and behaviours, however, the concept of value, which is embedded in social justice, is not prioritized. This, therefore, creates a gap between for social work scholars and professionals to fill to help create a balance in both practice and education.

5.3 Implications for Social Work Practice

- *5.3.1 Global-Local Issues in Social Work: "Context" is Crucial*

This study highlights the glocalisation debate, where the implementation of some of the global policies at the local level, can sometimes be challenging due to existing structures, (Roudometof, 2016). For instance, context plays a critical role and is crucial in this research study given that, the data shows a strong interrelationship between the standard guidelines and teaching curriculum and employability. This means that the relationship between the social work profession and social work education must be taking into consideration when introducing new ideas from a global to a local

context. Zapf, (2009, 35) argues that, central to local practice, is an understanding of context, of locality, of place and its powerful implications for any activity and problem-solving. Responses from educators and students taking part in this study suggest that, issues of sustainability and environmental justice are all important at the international level and the proponents of environmental, ecological and green social work are mostly international, particularly, because, according to the respondents, England is not the most climatically extreme country, therefore, the impacts of climate change are not heavily felt compared to other countries. This could be part of the reasons why, the notions of sustainability, or green social work are new to the mainstream social work teaching and practice. Therefore, the tendency to assume that, what works in a particular context, would automatically fit elsewhere and as such, try to impose other standards onto social work education and practice in England, could end up being more problematic than beneficial. For instance, two of the educators related the context situation to the issue of prioritisation with regards to the needs of service users.

‘... it’s easy for me to sit here and be critical of them, you know, they all having to I guess, prioritise those issues that are of not only major significance but of immediate significance. Things like green politics is something that’s not going to change overnight, it may take 50 or 100 years to make, but families that might be starved to death next week or a child that’s been abused and might be dead by at the end of the month...that can’t wait for 10 or 20 or 50 years’ time....and it’s those key areas, those urgent drivers that seem to influence and shape the curriculum.....’ (Educator 05)

It is therefore important for interested stakeholders in the field of social work to take into consideration the “context factor” and acknowledge the existing structures at the local context that, with regards to this research, oversee social work education. This means that, when introducing new concepts or ideas from a global to a local level, the power dynamics, cultural distinctiveness, geo-political and geophysical factors that exist within such settings, must be recognised in order for these new ideas or interventions to suit the local context to ensure the success and sustainability of the intervention, (Roudometof, 2016). This means that, a balance must be reached between the context situation and the value situation of social work practice, by

continuously creating awareness on the nexus between the humans and the natural or physical environment.

5.3.2 Broadening the “Environment” in Social Work Education in England

The research findings indicate that, social work education in England is targeted towards the socio-cultural aspect of the environment of service users which also is reflected in its practice, however, both educators and students agree on the benefits of green social work and the need for it to be featured in the curriculum. This implies that, it is important to for the social work education in England to begin to focus on the broader aspects of the environment (social, cultural, natural and physical), (Boetto, et al., 2014), to equip students with the knowledge and understandings of dealing with the social impacts of global warming, as well as, the impact of people on the natural environment and how the natural environment on the other hand affects people, (Alston and Besthorn, 2012; Coates and Gray, 2012; Dominelli. 2012). This will result in caring for the environment and understanding the interrelationships between these elements and knowing that, part of the different professional duties and values of social work, is about ensuring a balance between people and the environment. This can be achieved by Social Work England beginning to shift from the narrowly defined profession, to considering expanding its spheres to absorb current issues within the natural and physical environment that affect service users. The data suggests that standard guidelines and other barriers could make the inclusion of green social work in to the curriculum difficult, however, the responses of educators regarding the inclusion suggest there exist some possibilities as interested educators, to some extent, can make some adjustments within a module at both the undergraduate and post-graduate levels, to include green social work in the curriculum. This implies that, the interest of educators in the field to delve into such areas that are currently seen as not part of the statutory requirements, is very crucial for this agenda, because, they are not required to do this in the context they operate. It is, therefore, important to raise more awareness within stakeholders in the field, to give them the requisite knowledge they require on the concept of green social work, so they advocate for it.

5.3.3 Social Work as “Now” Verses Social Work as “What it Could Be” in England

There has been a broader political trend and changes in policies regarding social work in England over the years, which have been moving away from away from for instance, the community-based practice and instead, focusing on problematising issues at the individual level, (Khan and Dominelli, 2000). This has therefore, created a gap in the current education and practice, where social workers appear to see social justice as not being inclusive of the nurture, care and preservation of the natural environment and its impact on humans as well, despite the expressed commitment of Social Work England to the principle of human rights and social justice being the basis of the profession. The practical reality of individualistic agendas, driven by neo-liberal and capitalist ideologies is not what the value base of social work, stands for, (Barnard, et al., 2008). It should therefore, be noted that, a social work educational system that does not prioritise the natural or physical environmental impacts on its service users, makes one to begin to question the total application of the social justice principles such as equity and equality, fairness in the distribution of resources, participation, respect for diversity, and human rights in its practice, (Rawls, 1968).

The practice implications based on this study is that, any possibility of incorporating green social work into the social work curriculum will require a different mindset of all the stakeholders involved, where, for instance, interested lecturers decide to take the initiative to include the concept in their lectures in addition to what they are required to do and discuss these international issues with students and their connections to the work and the core values of social work. This is because, the study reveals there exist a current generation who are curious and willing to learn and know more about international and current issues in their field of study and it will be unfair to deny them of this knowledge in the name of it not reflecting current English social work practice. As already proposed in the theoretical framework in chapter two, Social Work England can begin to opt for an ***Inclusive Social Justice***, as the basis for the practice and education in England, given that, it focuses on using the *social work values* as a potential unifying factor between the focus of the current social work practice in England and the concept of green social work. With this, both social justice and environmental justice will be actualised as Social Work England seeks to ensure the overall wellbeing of its service users.

5.4 International Perspectives

Climate change is arguably the most significant environmental concern of this century, and has sparked heated political discussions across borders, (Hollenbeck, 2020). Over the years, varied strategic measures have been put in place by global leaders to reach the climate goals. One of such efforts is the just ended 47th Group of 7 (G7) Summit in Cornwall in the UK (11-13th June 2021). This meeting brought together some of the world's most powerful leaders of the UK, Canada, France, Germany, Italy, Japan and the United States, for a series of meetings, with climate change being at the top of the agenda, to tackle the climate crisis, (Harvey, 2021). However, according to Harvey, (2021), as the host of G7 and the Conference of the Parties (Cop26) later in November, 2021, the UK has been criticised as not doing enough with regards to its efforts to reach the climate efforts, as the UK is the only country in the world that is reducing overseas aid to poorest countries from 0.7% to 0.5% of its national income. The climate finance is the assistance provided to poorer countries to help cut their greenhouse gas emissions and cope with the impacts of climate breakdown. This action by the UK government has been described as sending wrong signals, particularly because, climate finance to poor nations is an integral part of the success of Cop26, (Harvey, 2021).

This to some extent, confirms some of the responses given by 3 educators that England has not prioritised issues of environmental justice and sustainability in its social work curricula partly because, the impacts of climate change are not highly felt in England, compared to other countries. However, according to the reports from the European Environmental Agency (EEA), on the impacts of extreme weather and climate-related events in the EEA member countries and the UK (1980-2019), the UK was rated the 4th among the countries that registered the highest economic losses in absolute terms, after Germany (1st), Italy (2nd) then France (3rd), (EEA, 2019). The IPCC also predicts that, climate-related extreme events will become more frequent globally, (IPCC, 2013), which could affect multiple sectors, resulting in systematic failures across Europe, leading to greater economic losses, (IPCC, 2014). Moreover, several communities along the coastline in the UK such as Fairbourne and Borth in Wales, at the moment, are experiencing the visible impacts of climate change, given that, intense storms and rise in sea levels, have been reported as rendering these

communities at risk, leading to devastating effects and challenging situations for the community members, (Greenpeace UK, 2020). These issues highlight the fact that, although the impacts of the climate are not highly felt in the UK compared to other countries, it is still not spared from some of the consequences such as dealing with environmental migrants. Therefore, exposing and involving social workers in such global discussions through education in England, will widen their understanding on these perspectives and help them to contribute positively on any platform they find themselves.

CHAPTER SIX

6.0 CONCLUSION AND RECOMMENDATIONS

6.1 Conclusion

Overall, the impacts of climate change is felt largely by the world's vulnerable groups (Dominelli, 2010, 2012; Kemp, 2011), resulting in the increasing urgency for social workers to actively engage as global citizens in proactive and reactive measures to help mitigate the adverse impacts on these groups. This can only be achieved when social work education, allows issues regarding environmental justice and sustainability, to play an integral part of the curricula. It is evident from literature that, environmental justice and sustainability are of growing interest to stakeholders in the field of social work at local and global levels. The concepts of green social work, environmental social work and ecological social work, challenge social workers in both the academic and professional settings to consider complex, interrelated systemic problems that require new approaches and innovations, (Drolet, et al., 2015). Despite the limitations of the study, it still presents a good overview of the perspectives of social work educators and students in the integration of green social work in the social work curriculum in England and can serve as the basis for future projects.

Based on the findings made in the study in relation to the research objectives, the researcher concludes that, although the English social work education and practice, has its focus that currently, suits its context, there is a need for Social Work England to begin to recognise and prioritise the natural and physical environmental aspects of its service users in its standard guidelines for education and practice, as the impacts of climate change keeps rising in frequency and intensity. This will help to enhance the capacity of current and future students to confront the realities of environmental degradation at all levels as social workers are called upon to confront the repercussions of climate change, (Coates, 2005).

6.2 Recommendations

Based on the research findings, the researcher provides the following recommendations:

6.2.1 Awareness Creation to Build the Capacity of Stakeholders

Since it has been established in the study that, the concept of green social work is new to the context, there is the need to gradually introduce it into the English social work system and give it some time to sink into the thoughts of stakeholders. This is where awareness is crucial to exposing social work students to the broader side of the practice which will enable them to make the connections between environmental concerns and social justice issues, (Boetto, et al., 2014). The impacts of climate change and its threats to the wellbeing of vulnerable people is experienced globally. This highlights the fact that, the profession has other broader side of it, such as bigger current and international issues that must be considered. The study reveals that, there exist some possibilities to include issues of green social work in the curriculum, for instance, also in one of the modules that is taught on the post-graduate programme, “*Human rights, justice and wellbeing*”. The awareness creation can therefore, start from that point, where students are exposed to the concept of sustainability through green social work, which helps to reduce climate change vulnerabilities by addressing the structural inequalities such as the crisis of the relationship between humans and nature that result in inequality or power differential, prolong poverty and restrict access to resources, (Dominelli, 2012 as cited in Bulla and Pathare, 2016, 27). It is therefore, the responsibility of social workers to include their knowledge in the climate discourse about the connection that exist between the natural environment and the wellbeing of humans in order to advance eco-social responsibility (IPCC, 2012; Yohe and Strzepek., 2007).

Similarly, creating awareness on the benefits of the concept of green social work, will enable students and graduates to have a fair idea of the connections between theory and practice to equip them, so they are able to convince policy makers about the benefits whenever they find themselves in high positions to make policy decisions. This can be done using tools and platforms such as seminars, dialoguing, podcasts, multi-stakeholder consultations and meetings led by bodies like BASW and SWE and bringing on board, policy makers. An example is the Bohemian Festival 2021 (a

Student Social Work Festival), organised by the Student Social Work Hub in May, 2021, which brought together social work academics across the UK to discuss contemporary issues in the field, where Dominelli was featured to talk about the concept of green social work, (The Student Social Work Hub (2021)). This and other social work platforms in England, can be utilised to spread the importance of environmental justice and sustainability. Moreover, having identified that social workers have the capacity to build trust, and with the understanding that face-to-face communication is vital in knowledge sharing, social workers can raise awareness through training and practice, these elements can be incorporated into the delivery of social work initiatives and educational programmes (Bulla and Pathare, 2016, 28), to increase awareness on green social work will lead to the involvement of marginalized and excluded populations; encouraging accountability in policy decisions; and strengthening key stakeholders' capacity through social cohesion.

6.2.2 Paradigm Shift in the Focus of Social Work Education and Practice

Education, through the provision of skills and knowledge development, is widely acknowledged as the most essential vehicle for increasing ecological thinking in social workers, (Jones, 2013; Bulla and Pathare, 2016). Given that the study revealed a direct link between social work practice and education in England, social workers in teaching and practice must begin to think differently to encourage innovation. Again, a paradigm shift in the professional identity is required to ensure the incorporation of a conceptualisation of the nexus between humans and the natural environment in the social work curriculum, (Boetto, et al., 2014, 14), and professional development to help produce graduates with the knowledge to contribute to issues relating to the physical and natural environments of their clients.

It has been proposed that transformative measures in incorporating social and environmental sustainability into social work curriculum and ongoing professional development, will support the field's expertise and capabilities by providing social work graduates with the necessary preparation to consider their practice from an eco-social perspective (Jones, 2013, 217-220; Bulla and Pathare, 2016, 30). This to some extent,

aligns with the recommendations of Croisdale-Appleby, (2014) with regards to reforms in social work education, To achieve this, educators from the study believe that, it will require a top down change in the understanding of social work in England, with a change in the job market and nature of practice to suit ecological practice, which also requires bottom up action to get the issues raised and funding allocations for these purposes. Bulla and Pathare (2016, 30), propose that, it will also require the recognition to strengthen the discourses and movements already happening in this sphere. For instance, building a professional identity that includes environmental concerns would widen social workers' ecological consciousness by offering a clear understanding of how social and environmental issues are intertwined. On the other hand, the framework required to encompass both theory and practice of social work will be provided by building a change through transformative learning theory. It will also involve the development of theories, practice models, strategies and the leadership of national bodies such as the BASW and SWE with the motivation from international bodies like the IFSW and IASSW in implementing practice and training standard guidelines that recognise and prioritise the green social work agenda.

6.2.3 Making the Concept of the “natural and physical environment” more Prominent in the Professional Capabilities Framework (PCF)

The findings depict that, it is the Professional Capability Framework, that outlines the standard guidelines that dictate the teaching curriculum; however, green social work is not represented in the most recent standards. Based on that, the study recommends the inclusion of the concept of environmental justice and sustainability in the statutory framework, to ensure its effective implementation of being included in the curriculum. Thus, when the policy is reviewed, there is the possibility for the job market to also begin to make adjustments to encourage ecological practices, by connecting students to local authorities and other neighbourhood team initiatives such as charity or voluntary organisations and Non-Governmental Organisations that are already utilising green practices (such as the ones focusing on mental health through activities like gardening, connecting with nature, work in nature with young people who have experienced trauma). This could help bridge the gap between education and

placement where graduates are assured of job opportunities in case, they develop interest in pursuing ecological practices.

6.3.4 Multi-Disciplinary Teamwork

Issues relating to the natural and physical environment such as environmental crisis resulting from climate change, require a comprehensive and integrated approach to tackle. Therefore, a collective action and leadership is required from all stakeholders such as citizens and governments at every level, the public and private sector, NGOs and philanthropy to galvanize this collective effort and action required to meet the climate challenge, (EC, 2020). This can be achieved through Social Work England, BASW and the government, establishing links with other professions and building strategic partnerships to address environmental concerns in the lives of service users and lobbying universities to include environmental justice and sustainability as part of the standard approach to social work education in England. For instance, for green social work to start to be embedded in the English social work curriculum, it has to be embedded at every level. The conversations need to be started among all stakeholders such as with students, educators, managers, policy makers at every level of every strata. There has to be a discussion that is opened up across different organisations. When there is a commitment and those conversations begin, they are likely to plant seeds of interest among stakeholders, which could open up the debate and the approaches could also begin to evolve with consequences of that.

6.2.5 Green Social Work, Environmental Social Work, and Ecological Social Work, must be clearly Defined in the Context they are Represented

Green social work is defined differently in different parts of the world, therefore, its interpretation in different contexts, different cultures and countries is crucial. Thus, how people interpret the value of the relationship between humans and their natural environment is sometimes connected to the culture of how they think of the wellbeing of people, and bring in the issues of the environment through different aspects. This is in connection with all the models with new names such as green social work, environmental social work and ecological social work, and the need for people to

understand the connections between the histories and practices of social work. Thus, the concept needs to be relevant in the context it is being represented. For instance, in places such as Africa, Asia and Australia, green social work has much more of a central feature because of the strong links, however, in the White British culture, which is quite not exposed to the extreme impacts of environmental crisis, the definition or interpretation could be different. This resonates in the response given by one of the educators:

‘.....and again, I guess we’ll need to give some thoughts to how we frame it, how we embed it in I suppose, the experience of the communities and the people that we work with within social work.....’ (Educator 05).

Green social work is interpreted differently in different contexts. Based on the illustrations of Roudometof (2016), who employs the image of waves to describe how the local reacts to something coming from the global level, where they either get absorbed, reflected back or refracted, it is therefore recommended that, Social Work England gradually, allows the waves of environmental justice and sustainability issues to pass through its social work education and practice and be refracted by it, to ensure an inclusive social justice that suits the local context. Refraction here means that, a wave enters a locality, allows itself to be bent and altered by the locality and then sent back to from the locality into the global space, (Roudometof, 2016, 65).

REFERENCES

- Adger, W.N., Dessai, S., Goulden, M., Hulme, M., Lorenzoni, I., Nelson, D.R., Naess, L.O., Wolf, J. and Wreford, A. (2009) *Are there social limits to adaptation to climate change? Climatic change*, 93(3), pp.335-354.
- Alston, M. and Besthorn, F. (2012) Environment and sustainability. *Sage handbook of international social work*. London: SAGE Publications, pp.56-69.
- Alston, M., Hazeleger, T. and Hargreaves, D. (2019) *Social Work and Disasters*. New York: Routledge.
- Askheim, O.P., Christensen, K., Fluge, S. and Guldvik, I. (2017) User participation in the Norwegian welfare context: an analysis of policy discourses. *Journal of Social Policy*, 46(3), p.583.
- BASW (2014) *Code of Ethics*. Available from <https://www.basw.co.uk/about-basw/code-ethics> [accessed 11 January, 2021]
- BASW (2018) *Professional Capability Framework*. Available from <https://www.basw.co.uk/resources/student-pcf-level-descriptors-pre-qualifying-levels-and-asye> [accessed 11 January, 2021]
- Bell, E., Bryman, A. and Harley, B. (2018) *Business research methods*. Oxford university press.
- Berger, R., 2015. Now I see it, now I don't: Researcher's position and reflexivity in qualitative research. *Qualitative research*, 15(2), pp.219-234.
- Beresford, P. (2013) From 'other' to involved: user involvement in research: an emerging paradigm. *Nordic Social Work Research*, 3(2), pp.139-148.
- Besthorn, F.H. and McMillen, D.P. (2002) The oppression of women and nature: Ecofeminism as a framework for an expanded ecological social work. *Families in Society*, 83(3), pp.221-232.
- Besthorn, F.H. and Canda, E.R. (2002) Revisioning environment: Deep ecology for education and teaching in social work. *Journal of teaching in Social Work*, 22(1-2), pp.79-101.

Besthorn, F.H. (2012) Deep Ecology's contributions to social work: A ten-year retrospective. *International Journal of Social Welfare*, 21(3), pp.248-259.

Besthorn, F.H. (2015) Ecological social work: Shifting paradigms in environmental practice.

Bent-Goodley, T.B. and Hopps, J.G. (2017) Social justice and civil rights: A call to action for social work. *Social Work*, 62(1), pp.5-8.

Bentham, J. and Mill, J.S. (2004) *Utilitarianism and other essays*. Penguin UK.

Blaikie, N. (2018) Confounding issues related to determining sample size in qualitative research. *International Journal of Social Research Methodology*, 21(5), pp.635-641.

Boetto, H., Moorhead, B. and Bell, K. (2014) Broadening the 'Environment' in Social Work. *Critical Social Work*, 15(1).

Boetto, H. and Bell, K. (2015) Environmental sustainability in social work education: An online initiative to encourage global citizenship. *International Social Work*, 58(3), pp.448-462.

Boetto, H. (2019) Advancing transformative eco-social change: Shifting from modernist to holistic foundations. *Australian Social Work*, 72(2), pp.139-151.

Bowles, W., Boetto, H., Jones, P. and McKinnon, J. (2018) Is social work really greening? Exploring the place of sustainability and environment in social work codes of ethics. *International Social Work*, 61(4), pp.503-517.

Boucher, D. and Kelly, P.J. eds. (1998) *Social justice: from Hume to Walzer* (Vol. 1). Psychology Press.

Brogan, D.R. and James, L.D. (1980) Physical environment correlates of psychosocial health among urban residents. *American Journal of Community Psychology*, 8(5), pp.507-522.

Buettner-Schmidt, K. and Lobo, M.L. (2012) Social justice: A concept analysis. *Journal of advanced nursing*, 68(4), pp.948-958.

Buser, M. (2020) Coastal adaptation planning in fairbourne, wales: lessons for climate change adaptation. *Planning Practice & Research*, 35(2), pp.127-147.

- Carrilio, T.E. (2007) Utilizing a social work perspective to enhance sustainable development efforts in Loreto, Mexico. *International Social Work*, 50(4), pp.528-538.
- Chenoweth, L. and Mcauliffe, D. (2015) The human road to social work & human service practice.
- Croisdale-Appleby, D. (2014) Re-visioning social work education. *An independent review*.
- Coates, J. (2005) The environmental crisis: Implications for social work. *Journal of Progressive Human Services*, 16(1), pp.25-49.
- Coates, J., Gray, M., Hertherington, T. (2013) Overview of the last ten years and typology of ESW. In: J. Coates and M. Gray (ed) Environmental social work. New York, USA: Routledge, page 1-45
- Coates, J. and Gray, M., (2012) The environment and social work: An overview and introduction.
- Cox, D., Pawar, M. and Pawar, M.S. (2006) *International social work: Issues, strategies, and programs*. Sage.
- Danley, J.R. (1979) Robert Nozick and the libertarian paradox. *Mind*, 88(351), pp.419-423.
- Denzin, N.K. and Lincoln, Y.S. (2005) Introduction: The discipline and practice of qualitative research.
- Dominelli, L. (2005) Social work education under globalisation: Trends and developments in the United Kingdom. *Portularia*, (1), pp.59-73.
- Dominelli, L. (2012) *Green social work: From environmental crises to environmental justice*. Cambridge, England: Polity Press.
- Dominelli, L. (2013) Environmental justice at the heart of social work practice: Greening the profession. *International Journal of Social Welfare*, 22(4), pp.431-439.
- Dominelli, L. (2014) Promoting environmental justice through green social work practice: A key challenge for practitioners and educators. *International Social Work*, 57(4), pp.338-345.

Dominelli, L. (2015) The opportunities and challenges of social work interventions in disaster situations. *International Social Work*, 58(5), pp.659-672.

Dominelli, L. ed. (2018) *Revitalising communities in a globalising world*. Routledge.

Drolet, J., Wu, H., Taylor, M. and Dennehy, A. (2015) Social work and sustainable social development: Teaching and learning strategies for 'green social work' curriculum. *Social Work Education*, 34(5), pp.528-543.

Easterby-Smith, M., Thorpe, R. and Jackson, P.R. (2012) *Management research*. Sage.

EEA (2019) *Indicator assessment - Economic losses from climate-related extremes in Europe*. European Economic Agency. Available from <https://www.eea.europa.eu/data-and-maps/indicators/direct-losses-from-weather-disasters-4/assessment> [12 March 2021]

EC, (2020) *Adaptation to climate change-Blueprint for a new, more ambitious EU strategy* European Commission, Brussels

Esping-Andersen, G. (1990) 4 the three political economies of the welfare state. *International journal of sociology*, 20(3), pp.92-123.

Elster, J. (1992) *Local justice: How institutions allocate scarce goods and necessary burdens*. Russell Sage Foundation.

Farrelly, C. (2007) Justice in ideal theory: A refutation. *Political studies*, 55(4), pp.844-864.

Feinberg, J. (1973) Duty and obligation in the non-ideal world. *The journal of Philosophy*, 70(9), pp.263-275.

Fleischacker, D.P. (2004) *The development of Newman's idea of a university education, 1851–1858* (Doctoral dissertation, The Catholic University of America).

Foucault, M. (1982) The subject and power. *Critical inquiry: Chicago Journal*, 8(4).777-795.

Foucault, M. (2013) *Politics, philosophy, culture: Interviews and other writings, 1977-1984*. Routledge

Germain, C.B. (1973) An ecological perspective in casework practice. *Social Casework*, 54(6), pp.323-330.

Glasmeier, A.K. and Farrigan, T.L. (2003) Poverty, sustainability, and the culture of despair: can sustainable development strategies support poverty alleviation in America's most environmentally challenged communities?. *The Annals of the American Academy of Political and Social Science*, 590(1), pp.131-149.

GSCC (2002a): Guidance on the Assessment of Practice in the Work Place. London: GSCC. GSCC (2002b): Requirements for Social Work Training. London: GSCC.

Gray, M., Coates, J. and Hetherington, T. eds. (2012) *Environmental social work*. Routledge.

Greenpeace UK (2020) *Returned to the sea: the village that could be lost to climate change* [YouTube] 13 March. Available from <https://www.youtube.com/watch?v=3E-xSXb9s0k> [accessed 11 January, 2021].

Grinnell Jr, R.M. (1973) Environmental modification: Casework's concern or casework's neglect?. *Social Service Review*, 47(2), pp.208-220.

Hage, G. (2017) *Is racism an environmental threat?*. John Wiley & Sons.

Harris, J. (2019) From Seebohm factories to neoliberal production lines? The social work labour process. *What is the Future of Social Work?: A handbook for positive action*, p.123.

Harvey, F. (2021) G7 leaders face make-or-break moment in climate crisis. *The Guardian*, 11 June. Available from <https://www.theguardian.com/world/2021/jun/11/g7-leaders-face-make-or-break-moment-in-climate-crisis> [13 June 2021].

Hawkins, C.A. (2010) Sustainability, human rights, and environmental justice. *Critical Social Work*, 11(3).

Healy, L.M. (2008) Exploring the history of social work as a human rights profession. *International social work*, 51(6), pp.735-748.

Hetherington, T. and Boddy, J. (2013) Ecosocial work with marginalized populations. *Environ Social Work*, 46.

Hoff, M.D. and Polack, R.J. (1993) Social dimensions of the environmental crisis: Challenges for social work. *Social Work*, 38(2), pp.204-211.

Hollenbeck, J. (2020) Environmental justice and social work education: exploring social work programs.

Høeg, K. (2019) Forced assimilation of Indigenous children: The case of the Danish-Greenlandic experiment.

Hostert, A. L. (2020) *The view of green social work among Danish students and practitioners*. Available from https://projekter.aau.dk/projekter/files/334149313/Anke_Hostert_Master_Thesis_Noswel.pdf [accessed 14 March 2021]

Houston, S. and Campbell, J. (2001) Using critical social theory to develop a conceptual framework for comparative social work. *International Journal of Social Welfare*, 10(1), pp.66-73.

Hudson, K.D., 2017. With equality and opportunity for all? Emerging scholars define social justice for social work. *British Journal of Social Work*, 47(7), pp.1959-1978.

IASSW (2018) *Global Social Work Statement of Ethical Principles*. Available from <https://www.iassw-aiets.org/wp-content/uploads/2018/04/Global-Social-Work-Statement-of-Ethical-Principles-IASSW-27-April-2018-1.pdf> [accessed 14 March 2021]

IFSW, IASSW and ICSW. (2012) The Global Agenda for social work and social development [PDF file]. Available from <http://ifsw.org/get-involved/agenda-for-social-work/>

IFSW (2014) International Federation of Social Workers e International Association of Schools of Social Work. Global Definition of Social Work. Disponível em. Available from <http://ifsw.org/get-involved/global-definition-of-social-work/> [accessed 11 January 2021].

IFSW (2018) *Global social work statement*. Available from <https://www.ifsw.org/global-social-work-statement-of-ethical-principles/>. [accessed 20 January 2021].

IPCC, (2013) *Climate change 2013: The physical science basis*, The physical science basis-Contribution of Working Group I to the Fifth Assessment Report of the

Intergovernmental Panel on Climate Change, Cambridge University Press, New York, NY.

IPCC (2014) *Climate Change 2014: Synthesis Report. Contribution of Working Groups I, II and III to the Fifth Assessment Report of the Intergovernmental Panel on Climate Change* [Core Writing Team, R.K. Pachauri and L.A. Meyer (eds.)]. IPCC, Geneva, Switzerland, 151 pp. Note: all page numbers used in this thesis are taken from the Summary for Policymakers version of the report.

IPCC (2018) *Global Warming of 1.5°C: An IPCC Special Report on the impacts of global warming of 1.5°C above pre-industrial levels and related global greenhouse gas emission pathways, in the context of strengthening the global response to the threat of climate change, sustainable development, and efforts to eradicate poverty*. Available from https://www.ipcc.ch/site/assets/uploads/sites/2/2019/06/SR15_Full_Report_Low_Res.pdf [accessed 10 March 2021]

Jankowicz, A.D. (2013) *Business research projects*. Springer.

Jones, P. (2010) Responding to the ecological crisis: Transformative pathways for social work education. *Journal of Social Work Education*, 46(1), pp.67-84.

Jones, P.F. (2012) *Transforming the curriculum: Social work education and ecological consciousness*. Routledge.

Jones, P. (2018) Greening social work education: Transforming the curriculum in pursuit of eco-social justice. In *The Routledge handbook of green social work* (pp. 558-568). Routledge.

Jost, J.T. and Kay, A.C. (2010) *Social justice: History, theory, and research*.

Jung, C.B. (2016) *Social Work Students' Attitudes Toward the Natural Environment*. Arizona State University.

Karlsen, M.P. and Villadsen, K. (2008) Who should do the talking? The proliferation of dialogue as governmental technology. *Culture and Organization*, 14(4), pp.345-363.

Khan, P. and Dominelli, L. (2000) The impact of globalization on social work in the UK. *European Journal of Social Work*, 3(2), pp.95-108.

- Khechen, M. (2014) *Social Justice in Arab Countries: Challenges and Recommended Courses of Action*. UN.
- Kemp, S.P., Palinkas, L.A., Wong, M. and Wagner, K. (2015) Strengthening the social response to the human impacts of environmental change. *Grand Challenges for Social Work Initiative Working Paper*, (5), pp.1-31.
- Kennedy, E. (2018) Historical trends in calls to action: climate change, pro-environmental behaviours and green social work. In *The Routledge Handbook of Green Social Work* (pp. 409-419). Routledge.
- Krings, A., Victor, B., Mathias, J., Perron, B.E. (2020) 'Environmental Social Work in the Disciplinary Literature, 1991–2015', *International Social Work* 63(3): 275–90.
- Kreuger, L. and Neuman, W.L. (2006) *Social work research methods: qualitative and quantitative approaches: with Research Navigator*. Pearson/Allyn and Bacon.
- Larson, G., & Allen, H. (2006). Conscientization: The experience of Canadian social work students in Mexico. *International social Work*, 49(4), 507-518.
- Liddell, J.L., (2019) Reproductive justice and the social work profession: Common grounds and current trends. *Affilia*, 34(1), pp.99-115.
- Lysack, M. (2010) 4. Environmental Decline and Climate Change: Fostering Social and Environmental Justice on a Warming Planet. In *Transnational social work practice* (pp. 52-75). Columbia University Press.
- Lucas-Darby, E.T. (2011) The new color is green: Social work practice and service-learning. *Advances in Social Work*, 12(1), pp.113-125.
- Markee, N. (2013) Emic and etic in qualitative research. *The encyclopedia of applied linguistics*, pp.1-4.
- Merriam, S.B. and Tisdell, E.J. (2015) *Qualitative research: A guide to design and implementation*. John Wiley & Sons.
- Marsh, J.C. (2005) Social justice: Social work's organizing value. *Social Work*, 50(4), p.293.
- Marlow, C. and Van Rooyen, C. (2001) How green is the environment in social work?. *International social work*, 44(2), pp.241-254

Mellor, M. (1997) Women, nature and the social construction of 'economic man'. *Ecological Economics*, 20(2), pp.129-140.

McDemott, T., Lopez-Uribe, M.P. and Castells-Quintane, D. (2015) Coping with climate risk: the role of institutions, governance and finance in private adaptation decisions of the poor. *Knowledge Hub*, 52.

McKinnon, J. (2008) Exploring the nexus between social work and the environment. *Australian Social Work*, 61(3), pp.256-268.

McKinnon, J. and Alston, M. eds. (2016) *Ecological social work: Towards sustainability*. Macmillan International Higher Education.

McNutt, J. and Hoff, M. (1994) Conclusion. Dilemmas and challenges for the future of social welfare and social work. *The global environmental crisis. Implications for social welfare and social work*, pp.297-305.

McLaughlin, A.M. (2011) Exploring social justice for clinical social work practice. *Smith College Studies in Social Work*, 81(2-3), pp.234-251.

McLaughlin, H. (2010) Keeping service user involvement in research honest. *British Journal of Social Work*, 40(5), pp.1591-1608.

Miller, D. (2001) *Principles of social justice*. Harvard University Press.

Mulvale, J. (2017) Reclaiming and reconstituting our understanding of "environment" in social work theory. *Canadian Social Work Review/Revue canadienne de service social*, 34(2), pp.169-186.

Naranjo, N.R. (2020) Environmental issues and social work education. *The British Journal of Social Work*, 50(2), pp.447-463.

Narey, M. (2014) Making the education of social workers consistently effective. *London: Department for Education*.

Norton, C.L. (2012) Social work and the environment: An ecosocial approach. *International Journal of Social Welfare*, 21(3), pp.299-308.

O'Leary, P. and Tsui, M.S. (2021) Connecting nature and the people: Environmental social work.

- Olson, J.J., 2007. Social work's professional and social justice projects: Discourses in conflict. *Journal of Progressive Human Services*, 18(1), pp.45-69.
- Olson, M.D. (2018) Exploring military social work from a social justice perspective. *International Social Work*, 61(1), pp.119-129.
- Padgett, D.K. (2016) *Qualitative methods in social work research* (Vol. 36). Sage publications.
- Plant, J. (1989) *Healing the Wounds the Promise of Ecofeminism*. Available from https://scholar.google.com/scholar?hl=en&as_sdt=0%2C5&q=plant+1989+ecofeminism&oq=Plant+1989
- Punch K.F. (2013) *Introduction to social research: Quantitative and qualitative approaches*. sage.
- Pulla, V. and Pathare, S. (2016) Constructing a Social Work's Environmental Dialogue. *social work*.
- Rambaree, K. (2020) Environmental social work. *International Journal of Sustainability in Higher Education*.
- Rawls, J. (1958) Justice as fairness. *The philosophical review*, 67(2), pp.164-194.
- Reisch, M. (2002) Defining social justice in a socially unjust world. *Families in Society*, 83(4), pp.343-354.
- Reisch, M. (2007) Social justice and multiculturalism: Persistent tensions in the history of US social welfare and social work. *Studies in Social Justice*, 1(1), pp.67-92.
- Rhodes, M. (1996) Southern European welfare states: identity, problems and prospects for reform. *South European Society and Politics*, 1(3), pp.1-22.
- Richards, K. (2017) Social Work or Social Control: Power, and the Values and Contradictions in Social Work Practice and the American Indian.
- Rogge, M.E. and Cox, M.E. (2001) A Computer-Assisted Content Analysis. *Journal of Social Service Research*, 28, p.2.
- Roudometof, V., 2016. *Glocalization: A critical introduction*. Routledge.

Saunders, M., Lewis, P. and Thornhill, A. (2009) *Research methods for business students*. Pearson education.

Singh, Y.K. (2006) *Fundamental of research methodology and statistics*. New Age International.

Solas, J. (2008) What kind of social justice does social work seek?. *International Social Work*, 51(6), pp.813-822.

Solas, J. (2008) Social work and social justice: what are we fighting for?. *Australian Social Work*, 61(2), pp.124-136.

Solomon, R.C. and Murphy, M.C. (1999) What is justice?: classic and contemporary readings.

Stake, R. E. (2005). *Qualitative Case Studies*. In N. K. Denzin & Y. S. Lincoln (Eds.), *The Sage handbook of qualitative research* (p. 443–466). Sage Publications Ltd.

The Student Social Work Hub (2021) *Bohemian Festival 2021*. London. Available from <https://www.eventbrite.co.uk/e/bohemian-fest-2021-tickets-144493278285?aff=ebdsoporgprofile#> [Accessed 22 May2021]

Terry, G., Hayfield, N., Clarke, V. and Braun, V. (2017) Thematic analysis. *The Sage handbook of qualitative research in psychology*, pp.17-37.

Thomas, C. and Velandar, F. (2017) The eco-social approach to social work curricula– a live example. In *ANZSWWER Symposium 2017*.

Truell, R. and Jones, D. (2012) The global agenda for social work and social development: Extending the influence of social work. *International Social Work*, 55(4), pp.454-472.

UNDP (2015) *Sustainable Development Goals*. Available from <https://www.undp.org/content/undp/en/home/sustainable-development-goals.html>. [accessed 19 January 2021].

UNDRR (2015) Sendai Framework for Disaster Risk Reduction 2015-2030. Available from http://www.unisdr.org/files/43291_sendaiframeworkfordrren.pdf [accessed 15 January 2021].

Valentine, J.C., DuBois, D.L. and Cooper, H. (2004) The relation between self-beliefs and academic achievement: A meta-analytic review. *Educational psychologist*, 39(2), pp.111-133.

Van Soest, D. (2012) Confronting our fears and finding hope in difficult times: Social work as a force for social justice. *Journal of Progressive Human Services*, 23(2), pp.95-109.

Watts, L. and Hodgson, D. (2019) *Social justice theory and practice for social work*. Springer.

Wakefield, J.C. (1988) Psychotherapy, distributive justice, and social work: Part 1: Distributive justice as a conceptual framework for social work. *Social Service Review*, 62(2), pp.187-210.

Weick, A. (1981) Reframing the person-in-environment perspective. *Social Work*, 26(2), pp.140-143.

Weinstein, J. (2010) *Mental health, service user involvement and recovery*. Jessica Kingsley Publishers.

Wilson-Strydom, M. (2011) University access for social justice: a capabilities perspective. *South African Journal of Education*, 31(3), pp.407-418.

Yohe, G. and Strzepek, K. (2007) Adaptation and mitigation as complementary tools for reducing the risk of climate impacts. *Mitigation and Adaptation Strategies for Global Change*, 12(5), pp.727-739.

Zapf, M.K. (2009) *Social work and the environment: Understanding people and place*. Canadian Scholars' Press.

Zastrow, C.H. (1999) *The Practice of Social Work*, Brooks.

APPENDIX 1: SEMI-STRUCTURED INTERVIEW GUIDE FOR EDUCATORS AND STUDENTS

INTEGRATING GREEN SOCIAL WORK INTO SOCIAL WORK EDUCATION IN ENGLAND: EXPLORING THE ENABLERS AND BARRIERS AT ONE ENGLISH UNIVERSITY

EDUCATORS

My research is focused on green social work and social work education in England. I would like to explore your understanding of the concept of green social work and your understanding of the current and future impact of environment issues on people's lives and the barriers and opportunities that exist with regards to the inclusion of green social work in the social work curricula.

I will be interviewing social work students and lecturers of social work at the University of Lincoln to gain their views on green social work and the inclusion of issues associated with green social work, for example ecological justice principles, in the curriculum. All response will be treated as anonymised and will not be attributed to an individual.

I would like to ask you a series of questions. This is not a test! If you do not want to answer a question, please free feel to just say so.

Demographic data of participants:

- Gender
 - Age range
 - Cultural Heritage
 - Years in social work education and practice
 - Current job title
-
- What has been the trend or focus of social work education and practice in England? What are the forces that drive curriculum reforms?
 - What do you think is the impact of the environmental crisis on vulnerable groups/service users?
 - Do you think the environmental crisis should be a concern for social workers and scholars in the field? (Why? Why not?)
 - What is your understanding of the 'environmental factors' as one of the key areas or aspects of a person's life social workers are supposed to recognise and be concerned with, as featured in the Professional Capability Framework (BASW)?
 - Are you aware of the concept of Green social work? (Other terms that are used to describe this area of work are environmental social work/eco-social work/ ecological approaches to social work practice). Please can you tell me what you understand by 'green social work'?

- The existing global environmental crises is said to be caused by globalization, with links to neo-liberal ideology, leading to issues like rapid global warming, climate change, climate-related disasters, environmental migration, and so on. As these concerns mostly adversely affect vulnerable people and groups, who also happen to be the target group social workers, why then do you think Green social work has not been more prominent in the social work curriculum in England?
 - What do you see as the benefits of including green social work in the curriculum?
 - What are the forces and barriers preventing the integration?
- Is green social work part of the teaching/curriculum at the UoL? (Do you think there is the possibility to integrate/further integrate green social work in the social work curriculum at the UoL)?
- Do you think the social work job market in the England is ready to absorb graduates who decide to engage in green social practice? Does the professional environment in England encourage green practices?
 - Are the employers ready to make some adjustments and changes in the practice settings to include eco-social practices in England?
 - Do you think enough is being done by national bodies (e.g. SWE; BASW) to promote the global agenda for green social work in England?
- Anything you would like to add? ... ask me?
-

INTERVIEW GUIDE FOR STUDENTS

INTEGRATING GREEN SOCIAL WORK INTO SOCIAL WORK EDUCATION IN ENGLAND: EXPLORING THE ENABLERS AND BARRIERS AT ONE ENGLISH UNIVERSITY

STUDENTS

Demographic data of participants:

- Gender
- Age range
- Cultural Heritage
- Programme of Study
- Previous employment

My research is focused on green social work and social work education in England. I would like to explore your understanding of the concept of green social work and your understanding of the current and future impact of environment issues on people's lives and the barriers and opportunities that exist with regards to the inclusion of green social work in the social work curricula.

I will be interviewing social work students and lecturers of social work at the University of Lincoln to gain their views on green social work and the inclusion of issues associated with green social work, for example ecological justice principles, in the curriculum. All response will be treated as anonymised and will not be attributed to an individual.

I would like to ask you a series of questions. This is not a test! If you do not want to answer a question, please free feel to just say so.

- Please can you tell me what you see as the current global challenges that environmental concerns pose for the world? Or people? (Are you involved in any way in environmental campaigns?)
- What is your understanding of the 'environmental factors' as one of the key areas or aspects of a person's life social workers are supposed to recognise and be concerned with, as featured in the Professional Capability Framework (BASW)?
- What do you think is the impact of the environmental concerns on vulnerable groups/service users?
- Can you identify factors that make socially vulnerable groups/people sensitive to environmental impacts?
 - *Issues to explore:*
 - *on people personally (e.g. age, health)*
 - *environmental characteristics (e.g. green space; quality of housing)*
 - *social and institutional context (e.g. levels of inequality and income, the strength of social networks, the cohesion of neighbourhoods and the day-to-day practices of institutions, such as care regimes in nursing homes, which affect people's ability to adapt).*
- Are you aware of the concept of Green social work? (Other terms that are used to describe this area of work are environmental social work/eco-social work/ ecological approaches to social work practice). Please can you tell me what you understand by 'green social work'?
Green social work is a branch of social work that deals with the impact of the faltering environmental stability upon human populations. It is essentially a broadening of the definition of environment from referring exclusively to someone's immediate surroundings to referring to sustainability and environmental issues

- Examining the environmental crisis affecting lives globally and locally, do you think content on environmental sustainability such as Green social work, should be included in the social work curriculum? Why? Why not?

Job market

- Do you see green social work as a feature of social work practice in England?
 - Now?
 - In the future?
 - Why? Why Not?
 - Should it be?
 - How?
- Anything you would like to add? ... ask me?

APPENDIX 2: SIGNED ETHICAL APPROVAL FORM

School of Health and Social Care

Ethical Review of Research Projects (Students)

Ethical/Project Review Form: MA Advanced Development in Social Work (ADVANCES)

Student Research Projects for Human Participants 2021

Section A-D are mandatory for all students, to be completed with the advice of the Dissertation Supervisor.

1. Name of student researcher: Portia Dumbu
2. Contact Details of the Researcher: 19710675@students.lincoln.ac.uk
[+447745671988](tel:+447745671988)

Contact Details of Research Supervisor: jwalker@lincoln.ac.uk

3. Programme of study: MA Advanced Development in Social Work (ADVANCES)
4. Name of Dissertation Supervisor: Janet Walker
5. Dissertation Title: Integrating Green Social Work into Social Work Education: exploring the enablers and barriers at an English University.
6. Have you read and understood the University of Lincoln Ethical Policy/Guidelines?
Yes
7. Have you read and understood the relevant ethical policies/guidance for your professional and regulatory bodies?
Yes

You are expected to have read these documents.

Please now complete Sections A-D

Section A: Information relating to potential participants

Does the project named above involve the collection of data from patients/service users/vulnerable people?

No

If the answer to the above is YES, please continue to complete this form but note that additional approvals will be required from the School Ethics Committee and External Agencies.

Does the project named above involve ethical permission from an agency in which the research will be undertaken?

No

If the answer to the above is YES please state the name of the agency:

If the answer to the above is YES, please continue to complete this form but note that additional approvals will be required from the external agency.

Section B1: Check Lists for Students

Check list for students	<i>Please Initial</i>
I have included a <i>Participant Information Sheet</i> (dated, version numbered and cross referenced to related consent forms) with details of supervisor contact information with this pro-forma.	✓
I have provided a <i>Participants Consent Form</i> the contact details of my Dissertation Supervisor and the Health and Social Care Ethics Committee Co- Chairs in case complaint is considered necessary or an independent response to queries is needed.	✓
I will inform participants that their participation is voluntary	✓
I will inform participants that they may withdraw from the study at any time without giving a reason, prior to an identified date for the commencement of data aggregation	✓
I will ensure that personally identifiable data are not reported	✓
I have included information about exceptions to confidentiality, including safeguarding and whistleblowing statements.	✓
I have explained who will have access to data generated by the study.	✓
I have explained arrangements for reporting and dissemination.	✓
I will only collect data required to achieve the project aims and objectives.	✓
I will arrange for safe/secure storage of data.	✓
I will ensure that all data are anonymised.	✓
I will overwrite and delete or destroy primary data following conferment of the award subject to the timeframes determined by University of Lincoln policies.	✓
I will offer all participants the opportunity to receive feedback on the project.	✓

If the answer to any Questions in Section B1 is not applicable, please explain why:

Section B2: Data Collection Tools

	Yes	No
I have included a copy of the data collection tools	✓	

If the answer to the above is NO, please note that only conditional approval is available at this time. You would need to provide details of your data collection tools and obtain your Dissertation Supervisor approval prior to commencement of data collection

Section B3: Additional Issues

	Yes	No
Is there a realistic risk of participants experiencing physical or psychological distress or discomfort during data collection or the presentation of findings?		✓
During your study, will anyone discuss sensitive, embarrassing or upsetting topics, or issues likely to disclose information requiring further action (such as substance use)?		✓
Will you be placed in the position of lone worker status during any data collection?		✓

If you have answered Yes to any Q in section C1 please provide a full explanation of how you intend to manage the situation(s):

Section B4: Anything else?

Please describe any other ethical issues likely to arise with the proposed study, and explain what steps you will take to address them.

Section C

Please state the full title of the research.

INTEGRATING GREEN SOCIAL WORK INTO SOCIAL WORK EDUCATION IN ENGLAND: EXPLORING THE ENABLERS AND BARRIERS IN THE UNIVERSITY OF LINCOLN.

Please explain the principal research questions addressed by the research.

The research study seeks to gain the views of students and educators in understanding how social work education in one English university incorporates the subject of green social work (as the concept of sustainability and environmental justice) by its integration or not in its curricula. The research objectives are: (a) to explore the perspectives of social work educators and students on issues of sustainability and environmental justice through the lens of green social work; (b) to consider the interrelationship of green social work to the key social work

principle of social justice construct of current and future social work practice; (c) to examine the systematic barriers and opportunities that exist in integrating issues of sustainability and green social work in their curriculum; and (d) to identify possible ways to influence the social work curriculum in England, to incorporate issues of green social work.

Please explain the justification for the research, including relevant background, establishing why it is an area of importance.

Human-induced climate change through modern behaviours such as the advancement of the industrial revolution since the mid-20th century, have had major destructive impacts on the environment, leaving enough scars that will take many lifetimes to rectify (Boetto and Bell, 2015; Pulla and Pathare, 2016; Alston et al., 2019). Several latest climate science related updates from a group of key global partner organizations and contemporary scientists like the Intergovernmental Panel on Climate Change (IPCC, 2007, 2014) and the UN Environmental Programme (UNEP), over the years, provide convincing scientific evidence that, an increase in the greenhouse gas emissions is what is causing climate change, thereby resulting in global environmental crises.

Since the 1970s, there have been a drive for social work to engage with environmental issues (Coates, 2003; Coates and Gray, 2011, Hetherington and Boddy, 2013), as reports suggest that, the natural environment has a fundamental role in determining the health and wellbeing of humans, however, the field of social work has been slow to respond to environmental crises (Naranjo, 2020; Jung, 2016). Therefore, the question here, is, what will the social work profession do to contribute to the an environmentally sustainable world? This is because, although climate change is a global issue, its effects are not evenly distributed, as the impacts of environmental degradation on health and welfare are largely experienced by the world's poorest, marginalised and least-advantaged people, thereby putting them at high risk (Dominelli, 2012; Boetto and Bell, 2015; Alston, et al., 2019; Gray and Coates, 2013; WHO, 2021). Interestingly, these are the same groups that form the focus of social work globally. The inspiration and rational of the International Federation of Social Work (IFSW) strives for human rights, social justice, and social development. The career aims to reduce poverty and solidarity with those who are poor and to collaborate with vulnerable and marginalized people to encourage social inclusion (IFSW, 2014; BASW, 2014). Similarly, the Global Agenda for Social Work and Social Development, recognises that, people's health and wellbeing suffer due to inequalities and unsustainable environments related to climate change, natural disasters, pollutants, war, environmental racism, and violence, which constitute a major social justice issue for social work educators, scholars and professionals (IASSW, ICSW and IFSW,

2012, 1). However, given that, the focus of social work education in England is founded on social justice and human rights, and yet, has been identified as being highly driven by neo-liberalism and modern managerialism as contrary to these ideals, this study seeks to find the barriers and opportunities that exist with regards to the inclusion of Green social work in social work curricula. It seeks to explore whether the views of social work students and educators at an English university on Green social work, as concern for environmental and social justice can see environmental justice as part of the basis of social work education in England.

Please provide a brief summary of the method(s) of the research making clear what will happen with research participants, how many times and in what order.

This research will adopt a qualitative research design, based on both primary and second data sources (Padgett, 2016, 15; Bryman and Bell, 2011) to address the research questions, and adopt a relativist ontology and an emic epistemology to explore and understand the context of the situation or the topic being discussed. Given that, social constructivism underlies qualitative research design (Merriam and Tisdall, 2015, 24), it will be adopted to highlight the perspectives of social work educators and practitioners and investigate their constructed reality on the topic. As a result, an epistemology of social constructivism will be employed, to view respondent's reality to examine how the social work education in England is meeting the global agenda of environmental sustainability through the lens of green social work. The ontological and epistemological beliefs of this research, will therefore, use a case study approach as it intends to gather data based on the perspectives of students studying social work and academics teaching social work, through semi-structured interviews. Therefore, to define the problematic, the study will select England in the United Kingdom (UK), and one specific English university as the case study area. This is because, historically, it was the UK (and the USA) that introduced social work to the rest of the world (Bowles, 2018 and Chenoweth and McAuliffe, 2015) and as such, it is therefore possible that what happens in the education and profession in these countries have influences on the education and profession globally.

Selection of participants will be based on the research questions, purposive sampling, and participant's expression of an interest in being contacted for an interview. The participants for this study will comprise of social work academics/lecturers and social work students. To generate a more profound perspective on the research, the study will aim for a sample size of about 15 participants made of at least 5 social work lecturers and 10 social work students.

Please describe how you will analyse the data you collect. This should include an explanation of how voluntary informed consent to participate will be elicited from participants. If different groups are involved in the study, please describe the sequence of consent.

Participants will be provided with an Information Sheet (attached), invited to provide their consent (attached). Participants are free to opt out at any time without detriment to them. Students and academics will be interviewed simultaneously as they are available and at times that are suitable to them. Interviews will be semi-structured questionnaires (attached). Interviews will be recorded and transcribed. Once the transcripts have been checked by my Supervisor they will be destroyed. Data will be analysed for content to determine the presence of certain words, themes, or concepts within some given qualitative data (i.e. text). Using content analysis, this will allow the researcher to quantify and analyse the presence, meanings and relationships of such certain words, themes, or concepts. All response will be treated as confidential, anonymised and will not be attributed to an individual. Responses and the analysis of the overall responses will form part of my assessed submission to achieve this module – a presentation to academics and peers and a written submission (marked by my Supervisor and independently by another academic on the ADVANCES programme). I will destroy primary data following conferment of the award subject to the timeframes determined by University of Lincoln policies.

Please describe any ethical issues likely to arise with the proposed study and explain what steps you will take to address them.

It is envisaged that the risk of some thoughts and views of participants on any potential issues or proposed changes is minimal. The research will ensure that respondent's views remain anonymous, so no harm is done. The data representation will be the true reflections of the information derived from the respondents and will not be in any way, influenced by the position of the researcher. Data will also be voluntarily retrieved from respondents to ensure compliance and the reliability of the data collected.

Please explain how potential research participants will be (a) identified and (b) informed about your research.

Given that, this research will be undertaken in the University of Lincoln, participants will be selected and contacted through the University and data will be generated using semi-structured interviews following an interview guideline with lecturers and students.

Please explain how voluntary informed consent to participate will be elicited.

Before any interview, participant will be briefed on the main motives of the study through the Participant Debrief Sheet, the Participant Information Sheet, and the Consent Form. Their full informed consent will be sought before any interview or audio recordings are made throughout the interview process.

Please explain how you will ensure confidentiality of the data you collect.

To ensure anonymity and confidentiality, no personal details such as email address, telephone number or post code, will be collected throughout the process. I will ensure that, data collected cannot be traced to the participants by coding all participants, as opposed of using names. I will destroy all recordings of interviews (once checked by my Supervisor). I will store data on my computer that is encrypted. I will destroy primary data following conferment of the award subject to the timeframes determined by University of Lincoln policies.

Who will have access to the data generated by the study?

Only the researcher and Supervisor

Please explain where, and by whom, data will be analysed.

The data will be analysed by only the researcher, with the Supervisor checking the accuracy.

Please give details of data storage arrangements, including where data will be stored, for how long, and in what form.

Data will be stored by the researcher on an encrypted computer, until the certification of the programme under which this study is being undertaken is awarded, and then, permanently deleted. A maximum of three months after submission.

If data protection officers are aware of your study, please give details.

Not Applicable

Please give details of any permissions required for this study, detailing whether or not these are in place already.

Only the permission of the School of Health and Social Care Ethical Approval Process is required.

Please indicate whether your results will be reported and disseminated in any of the following ways, giving any relevant details.

Peer reviewed scientific journals	No
Internal report	No
Conference presentation	No
Other publication	No

Please explain how results will be made available to participants and the communities from which they are drawn.

Participants will be invited to request a summary of the research and research findings (Participant Information Sheet/Participant Information Sheet).

General points

- Copies of all additional relevant material, such as research questionnaires, information sheets and consent forms, should be attached to the Submission Form as appendices.
- If your response to a question includes references to published works, please provide a full reference list at the end of the appropriate section.
- Responses to questions must be in vocabulary that is comprehensible to a layperson.

Signatures

Student: Portia Dumbu

Date: 27.04.2021

Supervisor: 

Date: 28.04.2021

End of Student Documentation Sections

Dissertation Supervisor use only

Name: Janet Walker

Reviewed on: 28.04.2021

Please tick boxes below as required	Yes	No
Approval is given to commence data collection	✓	
Review is complete and the decision, outcomes will be passed to Dr Leslie Hicks (Module Coordinator Dissertation)	✓	
Conditional approval is given – the conditions are as follows Date of resubmission:		
The project /permission to collect data is NOT approved. <i>Please provide reasons below and action required</i>		

APPENDIX 3: CONSENT FORM

Project ID:

Participant Identification Number for this study:

*Version Number:**Date:*

Title of Project: Integrating Green Social Work into social work education in England:
Exploring the Enablers and Barriers at one English University.

Name of Researcher: Portia Dumbu

Contact details: 19710675@students.lincoln.ac.uk

Name of Research Project Supervisor: Dr Janet Walker

Contact details: jwalker@lincoln.ac.uk

Name of Chair of Health and Social Care Ethics Committee: Dr Leslie Hicks

Contact details: lhicks@lincoln.ac.uk

Name of Participant:

Please
initial
box

1. I confirm that I have read the information sheet dated XXX (version XXX) for the above study. I have had the opportunity to consider the information, ask questions and have had these answered satisfactorily.
2. I understand that my participation is voluntary and that I am free to withdraw at any time without giving any reason, without my legal rights being affected. I understand that should I withdraw then the information collected so far may not be erased and that this information may still be used in the project analysis.
3. I give permission to record this session to add the researcher in recording the conversation. Once transcribed, and checked by the Project Supervisor, this recording will be destroyed. Any quotes used in the written study will be anonymised. The written transcript will be destroyed at the end of the programme.
4. I understand that relevant sections of data collected during the study, may be looked at by the Project Supervisor from the University of Lincoln. I give permission for these individuals to have access to my records. I understand that my personal details will be kept confidential.

Portia Dumbu (19710675)

5. I would like to receive a summary of the results of the study No Yes

6. I agree to take part in the above study.

Name of Participant

Date

Signature

Name of Person taking consent

Date

Signature

APPENDIX 4: PARTICIPANT INFORMATION SHEET

Programme: Erasmus Mundus MA Advanced Development in Social Work (ADVANCES)

Research Project Title: Integrating Green Social Work into social work education in England: Exploring the Enablers and Barriers at one English University.

Name: Portia Dumbu

Email: 19710675@students.lincoln.ac.uk

Research Project Supervisor: Dr Janet Walker

Email: jwalker@lincoln.ac.uk

Date:

My name is Portia and I am a social worker, originally from Ghana, studying for a MA in Advanced Development in Social Work, a two-year international programme for social workers from around the world (socialworkadvances.aau.dk). The Research Project is the last module of this programme.

My Research Project is focused on green social work and social work education in England. I would like to explore and your understanding of the current and future impact of environment issues on people's lives, your understanding of the concept of green social work and the barriers and opportunities that exist with regards to the inclusion of green social work in the social work curricula.

I will be interviewing social work students and lecturers in social work at the University of Lincoln to gain their views on green social work and the inclusion of issues associated with green social work in the curriculum. I would like to record these interviews. I will then transcribe the interviews, allowing me to analyse responses. These will be checked by Supervisor, and the recordings then destroyed. All response will be treated as confidential, anonymised and will not be attributed to an individual. Responses and the analysis of the overall responses will form part of my assessed submission to achieve this module – a presentation to academics and peers and a written submission (marked by my Supervisor and independently by another academic on the ADVANCES programme). I will destroy primary data following conferment of the award subject to the timeframes determined by University of Lincoln policies.

If you have any concerns or questions, please do not hesitate to email me or my Supervisor.

Thank you for your involvement in my Project. I really appreciate your time and involvement. If you would like a summary of the research and research findings, please email me.

APPENDIX 5: Summary of Demographic Data of Participants: Interviews

Total number of Interviews conducted = 10

Table 3.1: Demographics of Academic Respondents

Participant ID	Gender	Age Range	Cultural Heritage	Years in Academia and Practice	Current Job Title
Educator 01	M	40-45	British	More than 15 years	Senior Lecturer: School of Health and Social Care ADVANCES
Educator 02	F	55-60	British	More than 20 years	Senior Lecturer: School of Health and Social Care
Educator 03	F	50-55	British	31 years	Senior Lecturer: School of Health and Social Care; (Practice Educator)
Educator 04	M	60-65	British	More than 20 years	Senior Lecturer: School of Health and Social Care; ADVANCES
Educator 05	M	60-65	British	25 years	Senior Lecturer: School of Health and Social Care (Practice Educator)
Educator 06	F	45-50	British	37 years	Senior Lecturer: School of Health and Social Care; Practice Educator); ADVANCES

Table 3.2: Demographics of Student Respondents

Participant ID	Gender	Age	Cultural Heritage	Programme of Study	Previous Employment
Student 01	F	41	British	MSc Social Work	Working with Disabled Children
Student 02	F	46	British	MSc Social Work	Child Care
Student 03	F	36	British	Social Work Apprenticeship	Support Worker, Child Protection
Student 04	F	22	British	MSc. Social Work	Part-time job outside the social work field

Source of Table 1 and Table 2: Author's Construct

APPENDIX 6: CODING TABLES FOR EDUCATORS AND STUDENTS

TABLE 1: EDUCATORS

	THEMES	PERSPECTIVES OF EDUCATORS
A	Impacts of the environmental crisis on vulnerable groups/service users?	<ul style="list-style-type: none"> • Cold weather and high energy cost on low-levelled income people and homeless groups • Food insecurity • Marginalised people do not have access to living in good environment • People not •
	Forces that drive curriculum reforms and Systematic barriers	<ul style="list-style-type: none"> • Government policy decisions (political trends and changes in policies) • Influence of neo-liberalisation • Standard guidelines (Professional Capability Framework) • Austerity • globalisation • managerialism • Bureaucracy • Child tragedies • Marketisation of the economy • Privatisation • capitalism • Commodification of care • Policy framework • socialism • A shift from community embedded practice to individualised focused practice • Social work in England, is pinned down to the statutory functions which is essentially, child protection and safeguarding vulnerable adults, • Social work education in England is intensely focused on the job available for social workers and there is no environment in it. • The educational system does not encourage innovation. • Lecturers do not have much autonomy over what they teach • Review of social work over the years through the PCF, has only be focusing on child protection and adult safeguarding with little or no focus on the environment • Professional voices like BAWS not into radical social work • BASW and SWE are not doing much to promote the global agenda of incorporating green social work in social work practice and education in England. • The Code of Ethics of BASW and the value statement, probably doesn't have a strong orientation to environment. • Post proponents of green social work are from different countries, not England • Industrialization where humans dominate nature/natural environment and exploit it as a resource • social work in England is still fighting for its own identity • Voices of social workers in England not strong enough about environmental issues • • England not being the most climatically extreme country • Visible impacts of climate change appear far away • Reforms taking place only target safeguarding adults and protecting children • Inability to make the connection between the environment and practice/education • The systems and the frameworks do not enable that.

		<ul style="list-style-type: none"> • the ability and potentials of social workers to have a voice in matters outside the traditional practice • The Western idea of social work is human oriented and not environmental oriented. • Green social work is not a common term or practice in the English context
C	Understanding of green social work	<ul style="list-style-type: none"> • Links Green social work to the systems theory. • Understood as people having good areas in nature and housing conditions •
D	Perspectives of the concept of environment in PCF	<ul style="list-style-type: none"> • Understood as the person in the environment • Socio-cultural aspects of a person • Systems theory • Ecological theory • Concentric circles • Individual, family, kinship and the people;s system • Poverty • Access to good housing • Social capital •
E	Possible Opportunities	<ul style="list-style-type: none"> • could be taught in the final year module on contemporary or critical issues in social work • there is hope in the neighbourhood team initiatives which tend to be more of charity and voluntary organizations taking these initiatives. Locally, there are range of good projects generally focused on mental health, which is around learning skills, gardening, connecting with nature • Possibility for job market to slightly adjust to suit mental health and working with adults in the future but not any time in the short-term
F	Benefits of green social work	<ul style="list-style-type: none"> • Because green social work is important based on the Value Base of social work • Will teach students the several dimensions of the profession and make it broader than narrowing • It will expose students to broader awareness and knowledge about environmental issues • Knowledge in green social work will also make social work will allow students and later professionals to be more proactive than responsive to environmental issues due the adequate forward planning and preparedness • could lead to thinking about longer term social and environmental development. • It will make students and graduates vanguards of change and get them to be thought leaders. • Increases their employability at the international level. • • the links to the natural environment, the valuing of the natural environment, the positioning of the human being as part of the land, is something that fits within the systems perspective • Knowledge about the importance of improving the environment which can also have good benefits like therapeutic benefits for people
G	Possibility for the job market to make adjustments to encourage green social work	<ul style="list-style-type: none"> • The SYSTEM makes it very difficult to adjust and include the environment in social work practice because, it is much focused on the statutory functions of child protection and adult safeguarding. • Environmental issues are long term and as such, need funding and organisational changes because, it would require some experts to coordinate or implement projects. • Agencies that are into green or ecological practices are not social work agencies but VOLUNTARY ORGANIZATIONS

TABLE 2: STUDENT'S PERSPECTIVES

	THEMES	PERSPECTIVES OF STUDENTS
A	Impacts of the environmental crisis on vulnerable groups/service users?	<ul style="list-style-type: none"> • Inability of low-levelled people to afford good housing infrastructure • Low-levelled individuals compelled to live in houses with no decent garden sizes • Building projects taking over green areas
B	Understanding of green social work	<ul style="list-style-type: none"> • Focused on social aspects with limited knowledge on the link between the natural environment and social work
C	Perspectives of the concept of environment in PCF	<ul style="list-style-type: none"> • Socio-cultural aspects • Ecosystems perspective • Social networks of an individual in the community • Limited knowledge
D	Benefits of green social work	<ul style="list-style-type: none"> • Knowledge on green social work will present students with broader understanding of issues affecting individual • Broaden perspectives of students on the environment • Students have the time to research more and absorb
E	Possibility of job market making adjustments to promote green social work	<ul style="list-style-type: none"> • Not a possibility because of inadequate resources (time, finances, staff), bureaucracy • The system is structured in a way that makes it not ready for green social work practices •

APENDIX 7: CONTENT ANALYSIS OF 11 UK UNIVERSITIES THAT DELIVER QUALIFYING SOCIAL WORK EDUCATION

UNIVERSITY	UNDERGRADUATE CURRICULUM	POST GRADUATE CURRICULUM
<p>1. Bournemouth University</p>	<ul style="list-style-type: none"> • Social Exclusion & Discrimination • Law & Social Policy • Learning from the lived experience • Psychosocial Perspectives of the Life Course • Foundations for Professional Practice and Research • Readiness for direct practice in social work <p>Year 2</p> <ul style="list-style-type: none"> • Relationship skills in social work • Social justice and social work • Research for Professional Practice • First Substantive Placement <p>Year 3</p> <ul style="list-style-type: none"> • Professional practice with children and their families • Professional practice with adults • Working with Risk & complexity 	<ul style="list-style-type: none"> • Law for Social Work • Applying Social Work Models and Methods • Developing Professional Relationships • Psychosocial Perspectives of the Life Course • Professional Practice with Adults • First Substantive Placement <p>Year 2</p> <ul style="list-style-type: none"> • Dissertation • Team Working for Service Improvement • Critical Literature Review
<p>2. Glasgow Caledonian University</p>	<p>Year 1</p> <p>A Critical Introduction to Social Work.</p> <p>Year 2</p> <p>Signature Skills and Knowledge for Social Work.</p> <p>Year 3</p> <p>Integrating Theory and Practice.</p> <p>Year 4</p> <p>Developing Critical Practice.</p>	<p>Year one: Practising Social Work Law; Situating Social Work; Theorising for Social Work; Practicing Social Work Skills and Knowledge; Researching for Social Work. In addition there is a 70 day Supervised Direct Practice Placement.</p> <p>Year two: In year two there is a 100 day Supervised Direct Practice Placement. In addition; modules include: Organisational Behaviour; Practicing Research Mindedness (Dissertation); Making Professional Identity</p>
<p>3. University of Edinburgh</p>	<p>Year 1</p>	<p>year 1</p> <ul style="list-style-type: none"> • Social Work in Communities

ADVANCES

You will study the roots of social work and the milestones in the field's development. You will also study social policy and will be able to choose a range of option courses.

Year 2

You will study the policy and legal frameworks of social work and take the course Working and Relating: Developing Your People Skills, plus two option courses of your choice.

You will be required to undertake either paid or voluntary relevant work experience as part of the Working and Relating: Developing Your People Skills course. This experience also acts to inform discussions regarding your progression into honours years, which is based on academic achievement, professional registration and confirmation of your continued interest in social work.

Year 3

Social Work in Communities, Social Work with Individuals and Families, Working with Self and Others: Skills, Theories and Methods, Understanding Care and Control, and Professional Practice in Social Work 1 (including a 70-day placement). A 10-day observational placement takes place towards the end of Semester 1.

Year 4

Working with Risk, Trust and Complexity, and Professional Practice in Social Work 2 (including a 95-day placement). You will also undertake an 8,000-word dissertation.

- Social Work with Individuals and Families
- Understanding Care and Control in Social Work
- Working with Self and Others 1: Skills, Theories & Methods
- Doing Social Work Research
- Professional Social Work Practice 1

Year 2

- Working with Risk, Trust and Complexity in Social Work
- Professional Social Work Practice 2
- Dissertation

4. University of Central Lancashire

Modules (Year 1)

- SW1067 Social Justice (20 credits) - Core
- SW1077 Communication and Interpersonal Skills (20 credits) - Core
- SW1068 Human Growth and Development (20 credits) - Core
- SW1072 Preparation for Practice (20 credits) - Core
- SW1070 Law and Safeguarding (20 credits) – Core

[Modules \(Year 2\)](#)

- SW2071 Social Perspectives on Mental Health and Distress (20 credits) - Core
- SW2076 Working with Adults (20 credits) - Core
- SW2072 Social Work Practice 1 (SW2072) (20 credits) - Core

[Social Work MA](#)

School Of Social Work, Care And Community

2 years full time / 3 years part time
32ndCompUniGuide subject ranking

SHOWMODULES (YEAR 1)

- Understanding and Communicating with People (20 credits)
- Safeguarding Law and Practice (20 credits)
- Social Work Practice 1: Understanding the Practice Context (Practice Learning module) (20 credits)
- Social Justice in Practice: Contexts, Themes and Debates (20 credits)

[Researching Social Care PGCert](#)

School Of Social Work, Care And Community

ADVANCES

	<p>SW2069 Working with Children, Families and Young People (20 credits) - Core</p> <p>Modules (Year 3)</p> <p>SW3073 Research for Specialist Practice (40 credits) - Core</p> <p>SW3078 Relationship Based Practice in Social Work (20 credits) - Core</p> <p>Social Work Practice 2 (SW3079) (20 credits) - Core</p>	<p>1 year part time 32ndCompUniGuide subject ranking SHOWMODULES (YEAR 1)</p> <ul style="list-style-type: none"> SW4800 Themes and Perspectives in Social Research (20 credits) SW4801 Doing Social Research (20 credits) SW4802 Developing Research Skills in Social Care (20 credits) <p>Professional Development and Practice MA School Of Social Work, Care And Community</p> <p>3 years full time / 4 years part time 32ndCompUniGuide subject ranking SHOWMODULES (STAGE 1)</p> <ul style="list-style-type: none"> Critical reflection on Professional Learning and Development (SW4703) (20 credits) <p>Leadership and Management in Social Work and Social Care PgCert School Of Social Work, Care And Community</p> <p>2 years part time 32ndCompUniGuide subject ranking SHOWMODULE OPTIONS</p> <ul style="list-style-type: none"> SW4707 Leadership for Innovation and Integration (20 credits) SW4704 Leading and Inspiring Through Professional Supervision (20 credits) <p>Professional Development and Practice PGCert School Of Social Work, Care And Community</p> <p>2 years part time 32ndCompUniGuide subject ranking SHOWMODULE OPTIONS</p> <ul style="list-style-type: none"> Theorising Childhood and Adolescence (SW4085) Substance Misuse: A Holistic Approach to Problematic Drug and Alcohol Use (SW4708) Social Perspectives on Personality Disorder (SW4716) Professional Development Review (SW4700) Global Perspectives on Children's Participation (SW4709)
<p>5. University of the West England (UWE) Bristol</p>	<p>Undergraduate Social Work, Environmental and Public Health courses (2021/22 entry)</p> <p>Year one</p> <ul style="list-style-type: none"> Skills for Relationship-Based Practice Perspectives on the Life Course 	<p>MSc/Postgraduate Diploma/Postgraduate Certificate Professional Development (Social Work)</p> <p>Work-Based Learning Project</p>

- Social Policy and Law for Social Work
- Developing Professional Social Work Practice.

Year two

You will study:

- Theory and Research for Social Work Practice
- Theories to Inform Intervention in Social Work
- Law and Knowledge for Social Work
- Reflective Practice.

Final year

You will study:

- Protection and Risk in Social Work
- Critical Reflective Practice in Social Work 1
- Critical Reflective Practice in Social Work 2
- Dissertation.

Plus one optional module from:

- Social Work with Adults at Risk
- Social Work with Children and Young People
- Working to Strengthen Communities.
-

This requires evidence of work, research or volunteering. You will have an appointed supervisor to plan and guide your work to evidence how you have developed your social work practice. The extent of work involved in this module depends on the award route you take.

6. Coventry University

Year 1

- Introduction to Social Work
- Communication and Relationship Building Skills in Social Work
- Legal and Policy Frameworks for Practice
- Applied Sociological Theory for Social Work
- Understanding Emotion in Social Work
- Using Theories and Methods in Social Work Practice
- Readiness for Practice

Year 2 Modules

- Evidence informed Practice
- Social Work Practice 1 - placement module
- Critical Reflective Practice 1
- Human Growth and Development across the Lifespan
- Social Work Practice with Children, Young People and Families
- Social Work Practice with Adults

Year 3 Modules

- Social Work Practice 2
- Critical Reflective Practice 2
- Management and Leadership for Social Care Professionals
- Transition to Professional Practice

• MA Social work

Year 1 Modules

- Introduction to Social Work
- Legal and Policy Frameworks for Practice
- Using Theories and Methods in Social Work Practice
- Readiness for Practice
- Human Growth and Development across the Lifespan
- Social Work Practice with Children, Young People & Families
- Social Work Practice with Adults
- Social Work Practice 1
- Critical Reflective Practice 1

Year 2 Modules

- Social Work Practice 2
- Critical Reflective Practice 2
- Research Methods for Professional Practice
- Professional Practice Dissertation
- Global Professional Development - Creativity, Change and Innovation (CIM module – please see Accreditation and Professional Recognition section)

7. **Swansea University**

Social Work, BSc (Hons)
Year 1
[Undertaking and Using Social Work Research for Practice](#)
[Human Growth and Development](#)
[Social Work in Practice 1](#)
[Social Work Practice Learning](#)
[Introduction to Social Work](#)
[Social Work Services in a Diverse Society: Ethics, Values and Anti-Discriminatory Practice](#)
[Introduction to Social Work Law](#)
Year 2
[Theories and Perspectives in Social Work](#)
[Social Work in Practice 2](#)
[Social Work Practice Learning 2](#)

[Legal issues in Social Work and Social Care](#)

Year 3

[Critical Practice in Child Care](#)

[Critical Practice in Adult Community Care](#)

[Applying Knowledge to Enhance Practice](#)

[Social Work Practice Learning 3](#)

Social Work, MSc
Year 1
[Theories and Perspectives for Informing Social Work](#)
[Social Work Skills and Knowledge in Practice](#)

[Critical Practice in Child Care and Law](#)

[Ethics and Values in Social Work](#)

[Undertaking & Using Social Work Research for Practice](#)

Year 2
[Social Work Skills and Knowledge and Service Users' Perspectives](#)

[Dissertation in Social Work Research and Evidence for Practice](#)

[Critical Practice in Adult Care and Law](#)

8. **University of Strathclyde**

BA Hons Social Work
Year 1

Semester 1

Year 1
Semester 1
Human Development & Functioning
The Context of Social Work
Social Work Theory & Practice 1

Semester 2
Professional Practice 1

Preparing for Lifelong Learning
Understanding Social Science & Social Research
Individuals, Communities & Society

Semester 2

Psychology for Social Work
Poverty, Disadvantage and Discrimination
Values, Ethics and Justice

Year 2

Semester 1

Law for Social Work Practice
Social Work Organisation and Collaborative Practice
Social Work Processes & Practices

Semester 2

Observational Placement
Social Work in Diverse Contexts
Understanding Risk and Protection
Elective

Year 3

Semester 1

Practice Learning 1: Organisational Context
Practice Learning 1: Social Work Practice

Semester 2

Social Work Approaches and Methods
Social Research for Social Work
Social Work in a Global Context

Year 4

Semester 1

Year 2

Semester 1
Harm, Risk, Care & Protection
The Organisational Context
Social Work Theory & Practice 2

Semester 2
Professional Practice 2

Masters Dissertation

Practice Learning 2: Organisational Context
Practice Learning 2: Social Work Practice

Semester 2

Preparing for Professional Practice: Ready and Radical Honours Dissertation

9. Sheffield Hallam University

B A (H O N O U R S)

Social Work

Year 1
Applied Theories For Social Work Practice
Collaboration For Individual And Community Wellbeing
Personal And Professional Development
Skills Days Attendance (Ba Sw)
Social Work Law Policy And Practice

Year 2
Assessing And Addressing Complexity
Evidence And Enquiry For Practice
Placement And Skills Days Attendance (Ba Sw)
Placement One For Social Work Practice
Working With Adults
Working With Children And Families

Year 3
Placement And Skills Days Attendance (Ba Sw)
Placement Two For Social Work Practice
Professional Leadership

MSc. Social Work
Year 1
Creating Original Practice
Evaluating Research Methodologies
Foundations Of Values, Ethics And Anti-Oppressive Practice For Social Work
Law And Policy For Social Work
Professional Practice
Psychosocial Theories And Methods For Social Work Practice
Understanding Complexity In Practice

Year 2
Evaluating Complexity In Practice
Professional Practice Placement 2
Social Work With Adults
Social Work With Children And Families

	Working With Complexity In Practice	
<p>10. Manchester Metropolitan University</p> <p>***The course is approved by Social Work UK</p>	<p>Physiotherapy Speech and Language Therapy Nutrition Psychology Nursing Social Care and Social Work</p>	<p>Physiotherapy Speech and Language Therapy Food, Nutrition and Occupational Health Medicine Psychology Nursing Social Care and Social Work</p>
<p>11. University of Lincoln</p>	<p>BSc Health and Social Care</p> <p>Health Promotion: Making Sense of the Biological Person (Core)</p> <p>Public Health: Making sense of the psychological, social and political person (Core)</p> <p>Skills for Health and Social Care: for study and the workplace..(Core)</p> <p>Understanding and engaging with the neighbourhood and community (Core)</p>	<p>Assessed Practice One (Core)Assessed Practice Two (Core)</p> <p>Contemporary Issues in Statutory Social Work Practice (Core)</p> <p>Dissertation (MSc Social Work) (Core)</p> <p>Essential Interprofessional Practice (Core)</p> <p>Human Rights, Justice and Wellbeing: A Global Social Work Perspective (Core)</p> <p>Readiness for Practice in Social Work (Core)</p> <p>Safeguarding: Research Informed Practice (Core)</p> <p>Social Policy Issues Through the Life Course (Core)</p> <p>The Legal Context of Social Work Practice (Core)</p> <p>Theory, Assessment and Methods (Core)</p>

APPENDIX 8: THANK YOU NOTE FOR MY RESEARCH PARTICIPANTS**SUMMARY OF THE RESEARCH FINDINGS AND RECOMMENDATIONS*****RESEARCH TOPIC: Integrating Green Social Work into Social Work Education in England: Exploring the Enablers and Barriers at an English University***

Dear Research Participant,

Thank you for making time out of your busy schedules to participate in my research work. As requested, below is the summary of the general findings and recommendations made.

RESEARCH FINDINGS

According to the research, the context and focus of social work education and practice in England is driven by legislation, individualistic agendas, neo-liberal ideologies, globalisation, capitalism, bureaucracy, new managerialism, job market demands. These forces in turn serve as barriers within the system that are likely to make the incorporation of green social work into the social work curriculum, nearly impossible. With regards to the enablers and existing possibilities, the study identified that, although lecturers are required to adhere to the educational standard guidelines, they are at liberty to revise the curricular to some extent by creating a space or factor in a module or topic dedicated to green social work.

The Standpoints of both Educators and Students

- **Commonalities/Similarities in Perspectives of Educators and Students**

Issues such as poverty in England and mental health which makes it difficult for individuals and groups with insufficient capacity to adapt to the consequences of climate change through neo-liberal ideologies, were crosscutting throughout the responses of both educators and students, particularly, when their opinions were

sought on how environmental crisis affect vulnerable groups as opposed the concept of social justice. For instance, how the degradation of the physical environment relates to many urban problems such as mental health and poverty.

- **Differences in Perspectives of Educators and Students**

Whilst educators were hopeful and to an extent, optimistic about the possibility of green social work to be featured in practice settings, students doubted the possibility in the near future. What is shaping these different perspectives could be related to students thinking they do not have much voice when it comes to curriculum reforms as the statutory framework is what stipulates what is relevant enough to be represented in the curriculum and also the lack of focus on this issue in social work practice. The views of the educators on the other hand, could be shaped by to some extent, their ability to include certain topics in a module if deemed relevant enough for the subject being thought.

Power Dynamics Entangled between Actors in the Social Work Education in England

The research findings revealed that, there is a direct link between social work education and practice in England where the social work education is intensely focused on the job available for social workers and the job roles for social workers narrowly focused on the statutory functions of child protection and adult safeguarding, and the education also reflects that. The research findings also indicate that the forces behind curriculum reforms such as neo-liberal government policies, standard guidelines, and the social work job market demands, are what direct the status quo, thereby making the practice not to be environmentally oriented, which makes the education not environmentally oriented as well, which make educators not to have much autonomy when it comes to curriculum reforms. This helps to shed more light on the power dynamics entangled between actors in the social work education founded on neo-liberal ideologies and also illuminates the tensions between government policies and the principles of social justice promoted by social work.

IMPLICATIONS FOR SOCIAL WORK PRACTICE

- ***Global-Local Issues in Social Work: “Context” is Crucial***

This study highlights the glocalisation debate, where the implementation of some of the global policies at the local level, can sometimes be challenging due to existing structures, (Roudometof, 2016). Context plays a critical role and is crucial in this research study given that, the data shows that, there is a strong interrelationship between the standard guidelines and teaching curriculum and employability. This means that the relationship between the social work profession and social work education must be taking into consideration when introducing new ideas from a global to a local context. Zapf (2009, 35), argues that, central to local practice, is an understanding of context, of locality, of place and its powerful implications for any activity and problem-solving.

- ***Broadening the “Environment” in Social Work Education in England***

The research findings indicate that, social work education in England is targeted towards the socio-cultural aspect of the environment of service users which also is reflected in its practice, however, both educators and students agree on the benefits of green social work and the need for it to be featured in the curriculum. This implies that, it is important to for the social work education in England to begin to focus on the broader aspects of the environment (social, cultural, natural and physical), (Boetto, et al., 2014), to equip students with the knowledge and understandings of dealing with the social impacts of global warming, as well as, the impact of people on the natural environment and how the natural environment on the other hand affects people, (Alston and Besthorn, 2012; Coates and Gray, 2012; Dominelli. 2012).

5.4 International Perspectives

Climate change is arguably the most significant environmental concern of this century, and has sparked heated political discussions across borders, (Hollenbeck, 2020). According to the reports from the European Environmental Agency (EEA), on the impacts of extreme weather and climate-related events in the EEA member countries and the UK (1980-2019), the UK was rated the 4th among the countries that registered the highest economic losses in absolute terms, after Germany (1st), Italy (2nd) then France (3rd), (EEA, 2019). The IPCC also predicts that, climate-related extreme

events will become more frequent globally, (IPCC, 2013), which could affect multiple sectors, resulting in systematic failures across Europe, leading to greater economic losses, (IPCC, 2014). This highlights the fact that, although the impacts of the climate crisis vary across countries, it connects all nations globally, as the impacts of climate change knows no borders.). According to Harvey, (2021), as the host of G7 and the Conference of the Parties (Cop26) later in November, 2021, the UK has been criticised as not doing enough with regards to its efforts to reach the climate efforts as it is the UK is the only country in the world that is reducing overseas aid to poorest countries from 0.7% to 0.5% of its national income. Therefore, exposing and involving social workers in such global discussions through education in England, will widen their understanding on these perspectives and help them to contribute positively on any platform they find themselves.

RECOMMENDATIONS

- Awareness creation to build the capacity of stakeholders to expose social work students to the broader side of the practice will enable them to make the connections between environmental concerns and social justice issues, (Boetto, et at., 2014).
- Paradigm shift in the focus of social work education and practice where social workers in teaching and practice begin to think differently and encourage innovation. This will result in a paradigm shift in the professional identity is required to ensure the incorporation of a conceptualisation of the nexus between humans and the natural environment in the social work curriculum and professional development to help produce graduates with the knowledge to contribute to issues relating to the physical and natural environments of their clients.
- Social Work England making the concept of the “natural and physical environment” more prominent in the Professional Capabilities Framework (PCF) to ensure its effective implementation of being included in the curriculum.
- Multi-disciplinary Teamwork: Issues relating to the natural and physical environment such as environmental crisis resulting from climate change,

require a comprehensive and integrated approach, therefore, a collective action and leadership is required from all partners or stakeholders such as citizens and governments at every level, public and private sector, NGOs and philanthropy to galvanize this collective effort and action required to meet the climate challenge, (EC, 2020). This can be achieved through Social Work England, BASW and the government, establishing links with other professions and building strategic partnerships to address environmental concerns in the lives of service users and lobbying universities to include green social work as a standard approach to social work education in England.

- Green social work, environmental social work, and ecological social work must be clearly defined in the context they are represented for it to be relevant. Thus, green social work is defined differently in different parts of the world, therefore, its interpretation in different contexts, different cultures and countries is crucial.