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## Developing the Journal's International Dimension

For the tenth anniversary of World Social Work Day (21 March 2017) we are proud to present a specially commissioned article by Professor Darja Zaviršek of the University of Ljubljana, addressing one of the world's major challenges – the issue of mass migration of peoples. Professor Zaviršek's powerful and evocative piece presents this phenomenon as a fundamental crisis of humanitarianism, and asks us, as social workers and social work educators, to consider our response as a global professional community to this international crisis.

We are particularly pleased to be able to publish Professor Zaviršek's work, given that when we assumed editorship of the journal in 2014, one of our aims was to develop the international reach of the journal, and with the support of our editorial boards in the UK, Australasia, North American and Asia, to extend our readership and to encourage contributions from social work educators around the world. In the three years since then we have seen the number of countries represented in submissions to the journal increase year on year, writing articles looking at the response of social work and social work education to many of the challenges identified as 'Global Social Issues' in the *Handbook of International Social Work* (Healy & Link, 2011), including drugs, poverty, natural and man-made disasters and global migration.

Our editorial board meets in March each year, shortly before World Social Work Day, which takes place annually on the third Tuesday in March, and provides us with an opportunity to publicise the work of the journal in the preceding year, particularly with regard to international connections. On World Social Work Day last year (2016) we launched an international student competition celebrating social work student activism. This year we have been able to announce our first winners. First prize was awarded to Tom Adamson, Rachel Natanson, Marco Notrangelo and Catherine Harris, all BA social work students at the University of Dundee. Their entry is 'A Very Human Crisis', a 16 minute video about their trip to the refugee camp in Calais. Second prize went to Francesca Carpenter, now a final year BA social work student at the University of Sussex, whose short video presents a project promoting positive mental health which she co-ordinated during her 2nd year placement. The winning entries can be viewed until 31 May 2017 at (<http://explore.tandfonline.com/page/beh/social-work-education-wsw17>), along with details of the student competition for 2017/18, which again offers a first prize of £500.

Another difficult but enjoyable task for board members was to select the best articles of the year in three categories: Best Conceptual, Best Empirical, and for the first time, Best Pedagogical paper. This year we are pleased to announce winning articles coming from three different parts of the world.

Best Conceptual Article is by Martyn Higgins, 'Cultivating Our Humanity' in child and family social work in England' <http://dx.doi.org/10.1080/02615479.2016.1181161>; Best Empirical Article by Qiuling An, Shiyu Wu, Shui Huang, & Fei Sun, 'Is Social Work Really Being Recognised? Problems with Social Work Employment Opportunities in Mainland China' <http://dx.doi.org/10.1080/02615479.2015.1136614>; and Best Pedagogical Article by Luca Fazzi, 'Are We Educating Creative Professionals? The Results of Some Experiments on the Education of Social Work Students in Italy.' <http://dx.doi.org/10.1080/02615479.2015.1120716>. The Board would like to offer our congratulations to the winning authors.

We hope that readers of the journal from all over the world will enjoy this edition and be inspired to engage with the journal's work, as reviewers or by submitting articles or Ideas in Action pieces, and by encouraging social work students to consider entering this year's student competition.

### **Reference**

Healy, L. M. & Link, R. J. (Eds.). (2011). *Handbook of International Social Work: Human Rights, Development and the Global Profession*. Oxford: Oxford University Press.

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