

GLOBALIZATION, INTERNATIONAL SOCIAL WORK-EDUCATION AND VULNERABILITY IN NIGERIA: THE ROLE OF SOCIAL WORK PRAXIS

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Abstract

When Nigeria's vulnerability is put into context, several indices and determinants of Nigeria's vulnerability in relation to global factors abound. Classic examples of potentially vulnerable groups and social conditions of vulnerability in Nigeria have a strong relationship with globalization, international social work education and social work praxis in Nigeria. This development has ignited the emergence of global professional social work bodies and associations each utilizing social work's core mandate, values and principles to ensure risk reduction and social cohesion and global inequality. In the same vein, social work educators' are developing curricula for mitigating vulnerable children and families in Nigeria with partnerships from international social work practice. This paper contended that despite these laudable furnishings and other global policy framework of action concerning Nigeria's vulnerability, Nigeria still remains in the doldrums of vulnerability. The classic example by UNICEF (2005) shows that, While Life expectancy in Nigeria is 46.94 years; by comparison in Malaysia, life expectancy is 74 years. Malaysia is a nation which gained independence at about the same time as with Nigeria yet, vulnerability as relating to Life expectancy in Nigeria is 20 years ahead more years compare to Nigeria. The challenges and consequences of vulnerability to social work practice visa a vise some benefits of globalization and vulnerability in Africa still remains far-fetched. Social work practice in general and in Africa's social work education and especially Nigeria, still remains in the cloak of globalization as against localization, westernization as against indigenization – (the balance between western and alternative conceptions of practice). It also remains within the coffers of multiculturalism and universalization – the implication and response to inbuilt cultural biases universal-local standards – the incorporation of

both universal and localized conceptualizations of social work within our thinking as discussed; the contribution to knowledge base social work practice in Nigeria. The paper succinct heterogeneity in designing social work curricula with venerable population by social work educators in Nigeria as germane to its development in universities, polytechnics and mainstream praxis. The paper thus identified several factors that could make Nigerians “venerable” as against “vulnerable” as recommendations to this demeaning and wicked social problem

Keywords: *Globalization, Vulnerability, International (Social Work) Education*

Background to the Study

The increasingly interdependent world and the need for the development of international collaboration have necessitated the introduction of international concepts and global competence to the social work profession. The history of internationalization in the social work profession is connected to the rise of social problems resulting from global interactions and economic interdependence of countries around the world. Over time, social work professionals have been increasingly confronted with the challenges of immigrants and refugees or have traveled to assist in humanitarian and reconstruction efforts during or after major catastrophic events such as disasters and war.

Global knowledge is increasingly essential for all aspects of social work. Today's professionals respond to concerns including permeable borders, the upheavals of war, displaced workers, natural disasters, international adoption, and human trafficking. The snag is that, Nigerian professional seems to neither ignorant of this trend or are marginalized by western hegemony, practice or cannot simply compete with western standards. This is coming from either within indigenous social workers or social workers outside the country trying to work with social workers in Nigeria. Everywhere, social workers work with service users and colleagues from diverse cultures and countries. Globally relevant concepts such as human rights, development, and inclusion offer new perspectives to enhance policy and practice and facilitate the international exchange of ideas.

While Social work has always been international, cross boarder unequal relations in poverty, employment and other wicked problems allow international best practice creates vulnerability and other unseen social gaps to local best practice in the development of social work. This gaps would have ordinarily identify and

engage these imbalances with professional praxis through coping mechanism to make individuals in these situations function again. Vulnerability, other related debates and wicked problems combine to generate issues in social work across the globe. Crucial to these arguments are several forces acting against each other surrounding issues of Westernization, localization and indigenization in social work seeking clarity. These quest, stem around the complexities of international social work in the midst of the poverty of social work education to path a new way for international social work curricula development. While Globalization is equivalent to a mega trend in international political economy and has assumed a socio-economic character producing mutating vulnerability and opening new pages in contemporary international social work; Emergent contemporary issues as in the above and technological advancement make the process irreversible. This means that Social work as Nation States are left with immense interconnected efforts to constructing social work knowledge for practice; as they are left with gaps, disconnecting meshing's, challenges and implications in globalization.

Given the unprecedented level of inter-connectedness of international referrals, theory and research in knowledge base approach; one may say thus that, social work today has a 'global practice'. International bodies like the IFSW and ICSWE or the IASSW and many others, all combined to constitute the forces that permeate contemporary global social work systems in which every practice finds reference and identity from. the recognition of the existence of a global environment that is deeply embedded in interdependency and the necessity for Nigeria to minimize the adverse effects of this international gaps while harnessing whatever its benefits for national social development becomes central to this paper.

African societies wrestle with mass social change congruent with economic globalization and the communications revolution. Underpinning this argument are the claims that this global change creates new challenges for the social work profession in the areas of social and economic justice, driven by an unprecedented level of inter-connectedness of, socio-economic cum political and technological forces.

While these permeates all societies with unequal relations and different implication for social work, the phenomenon of globalization and the multidimensionality of its conceptual usages provide an overview for international social work triangulation as a framework for theory and practice. At the other hand, it provides major contrasting paradigms that underpin discussions on globalization. Either of the above generates contextual issues of vulnerability and new forms of vulnerable populations as it were with welfare and other sectors of the society in which local and developing social structure of social work and international social work as

practiced by developed economies converged. It also discusses the challenges that current globalization poses for social work and social work practice in Nigeria. While increasingly, social work expresses a rhetorical commitment to the 'internationalization' of curricula alongside social justice and human rights tenets; the commitment and practice of international development is not universally or consistently reflected in either social work education or social work practice. While social work build the linkages between global vulnerable trends, realities and local community responses social work practitioners increasingly recognize the regional and global connections in their work but still raise questions as to; what international social work has to do with social work in their locales especially contextual local knowledge and theory that concerns specific vulnerabilities. At the same time these processes creates contestable claims in the Nigeria general body polity as compared to western societies in specific institutional manifestations.

Physical, economic, social and political factors determine people's level of vulnerability and the extent to which their capacity to resist, cope with and recover from hazards. Clearly, poverty is a major contributor to vulnerability. Poor people are more likely to live and work in areas exposed to potential hazards, while they are less likely to have the resources to cope when a disaster strikes.

In richer countries, people usually have a greater capacity to resist the impact of a hazard and vulnerability. They tend to be better protected from hazards and have preparedness systems in place with other safety nets. Secure livelihoods and higher incomes increase resilience and enable people to recover more quickly from a hazard. Disasters jeopardize development gains. Equally, development choices made by individuals, households, communities and governments increase or reduce the risk of disasters.

Nigerian Social workers need an understanding of international social work as part of their profession just as the profession has already engaged them into the social work practice. Even if they are not international social workers themselves, their daily practice and the needs and problems that users of their services face will be affected by international social trends. Students and educators will also be aware that the international element in the literature and practice that they study questions universal validity of knowledge and practice

The Global Agenda for Social Work and Development as the profession's philosophical commitment to social development alongside other global policy framework of action for mitigating or recognizing vulnerability are critical to understand the relationships between globalization, social work and vulnerability. Looking beyond the somewhat elusive and localized notion of social justice that is

codified by the social work profession; it demonstrates a structural injustices and inequalities asking social workers to invoke an ethic of responsibility by working in solidarity with others to eliminate the perils of globalization on social work practice, core values, principles and knowledge.

Conceptual Framework

Globalization: In this paper, “Globalization” is conceptualized to mean the growing interconnectedness and integration of economies across national borders, through the movement of capital, goods, services and technology, and also involving the diffusion of the “social” in social work education, cultural, social and political ideas. While globalization is not new, in its modern form the process of global economic integration has been dramatically accelerated, becoming more widespread, more complex, and more institutionalized. Because of its broad implications for human and environmental well-being, globalization is of vital importance to social work in locating the client as an “individual-in-situation-and-environment” and role of social work to make the individual function.

This conceptual deciphering in this work examines the contested meanings of globalization, its impacts, prescriptions for addressing those impacts, and some ways in which social work is uniquely positioned to contribute responses to these challenges. Thinking globally and acting locally (Lyons, 2006) combines universal and local ideas to the development of local practice, but also learning from local developments and using them to inform practice, development and theorizing in other places. Global social work draws on the experiences of social workers, service users and communities around the world, as when ideas from working with families in New Zealand have come to inform statutory expectations of good practice in the UK (Schmidt and Pollack, 2009).

However the most significant aspect of this growth in knowledge is that while it incorporates the (inevitably) often piecemeal addition of diverse knowledge from different sources, social work now has the means to disseminate, integrate and discuss this new knowledge, subjecting it to critical reflection and analysis. A shared set of ethical standards is one element that necessarily underpins defining the purpose and the boundaries of this reflective process.

Social Work: The new Global definition of the social work profession reads... Social work is a practice-based profession and an academic discipline that promotes social change and development, social cohesion, and the empowerment and liberation of people. Principles of social justice, human rights, collective responsibility and respect for diversities are central to social work. Underpinned by theories of social work, social sciences, humanities and Indigenous knowledge's,

social work engages people and structures to address life challenges and enhance well being.

Vulnerability: In this paper, Vulnerability can be conceptualized as the lessening in ability of an individual or group to be aware of danger, cope with, resist and recover from the impact of a natural or man-made hazard. Vulnerability is staunchly or significantly connected to poverty, isolation, insecure and defenseless in the face of risk, shock or stress.

In Nigeria, differences abound in being prone to risk as a result of ethnic or group filiation, gender or other identity, age and other factors. Vulnerability may also vary in its forms: poverty, for example, may mean that a lady is unable to withstand sex for money, or education and level of educational attainment or lack of preparedness may result in a slower response to a disaster, leading to greater loss of life or prolonged suffering.

Another form could mean that the resources available to individuals, households and communities to cope with a threat or to withstand the impact of deleterious outcomes. Such resources can be physical or material, but they can also be found in the way a community is organized or in the skills or attributes of individuals and/or organizations in the community.

International Social Work

International social work is defined as globalising the local or involving activities that situate local action within the global arena and localising the global by making connections between the local sphere and the global one (Dominelli, 1998, 2004). Healy (2001) has formulated her view of it to encompass those elements of social work requiring international knowledge for competent practice. Her definition emphasises the following: competence in addressing international elements that are relevant to local practice; advocacy on aspects of social policy that affect people in other countries; exchanging social work information with people in other countries; adopting positions on global issues; and consultancies in international development work

International social work is a discrete field of practice within social work that seeks to improve the social and material well-being of people everywhere. It is practiced across geopolitical borders and at all levels of social and economic organization. International social work also is development-focused and, as such, much of international social work practice occurs at the local, state, and provincial levels within individual countries.

Potentially Vulnerable Groups and Social Conditions of Vulnerability in Nigeria

- i. Vulnerable groups in Nigeria includes but not limited to displaced populations who leave their habitual residence in collectives, because of the sudden Boko Haram Insurgency impact disaster of flood, threat or conflict, as a coping mechanism and with the intent to return; migrants
- ii. who leave Nigeria from all crannies of Nigeria through the desert to Lampadosa via Libya and the Mediterranean and habitual residence to go to Italy, Amsterdam, America and United Kingdom seeking better and safer perspectives;
- iii. Returnees – former migrants or displaced people returning to their homes from Bakassi and those who fled because of flood threats and those who fled the Boko Haram threats in the north east.
- iv. specific groups within the local population, such as marginalized, excluded or destitute people;
- v. Young children, pregnant and nursing women, unaccompanied children, widows, elderly people without family support, disabled persons. Decay of the educational system as a result of neglecting human capital formation
- vi. Less attention paid to social welfare programmes
- vii. Less access to employment opportunities
- viii. Lack of access to physical assets such as land and credit
- ix. Poor development of rural areas
- x. Wasteful life style of leaders
- xi. Non-involvement of the 'poor in programmes' design and implementation that concern them
- xii. Skewed income distribution
- xiii. Subsistence orientation of agricultural production
- xiv. High growth rate of population
- xv. Political instability, and
- xvi. Market rigidities and imperfections
- xvii. An inability to learn that cannot be explained by intellectual, sensory or health factors.
- xviii. An inability to build or maintain satisfactory interpersonal relationships with peers or teachers.
- xix. Inappropriate types of behavior of feelings under normal circumstances.
- xx. A general pervasive mood of unhappiness or depression.

A tendency to develop physical symptoms or fears associated with personal or school problems (Individuals with Disabilities Act, 1990).

Trauma.

1. Poisoning.
2. Electrolyte imbalance.
3. Old age

Gender and gender related issues are crucial in understanding vulnerability. For example in a disaster, women in general may be affected differently from men because of their social status, family responsibilities or reproductive role, but they are not necessarily vulnerable. They are also resourceful and resilient in a crisis and play a crucial role in recovery. Analysis can help to identify those women or girls who may be vulnerable and one in Prolonged and Repeated Trauma.

Putting Nigeria's Vulnerability into Context: Indices and Determinants of Nigeria's Vulnerability in Relation to Global Factors

To determine Nigeria's vulnerability, is to the extent to which what threat or hazard are Nigerians vulnerable to on the one hand and, to what extent that treat actually makes them vulnerable to that hazard on the other hand.

Physical, economic, social and political factors determine people's level of vulnerability and the extent of their capacity to resist, cope with and recover from hazards. Clearly, poverty is a major contributor to vulnerability. Poor people are more likely to live and work in areas exposed to potential hazards, while they are less likely to have the resources to cope when a disaster strikes.

In richer countries, people usually have a greater capacity to resist the impact of a hazard than in developing country. They tend to be better protected from hazards and have preparedness systems in place. Secure livelihoods and higher incomes increase resilience and enable people to recover more quickly from a hazard. Disasters jeopardize development gains. Equally, development choices made by individuals, households, communities and governments increase or reduce the risk of disasters.

For example;

First, according to UNICEF (2005), While Life expectancy in Nigeria is 46.94 years; by comparison in Switzerland it is 80.85 years. In Malaysia, life expectancy is 74 years.

The snag is that Switzerland is one of the countries in the League of Developed nations and so we may give them that privileged. But Malaysia is a nation which gained independence at about the same time as with Nigeria yet vulnerability as relating to Life expectancy in Nigeria is 20 years ahead compare to Nigeria

Second, another vulnerable indexes is that while over 70% of Nigerian citizens live below the poverty line (International benchmark is \$1.5 per day), and Nigeria is ranked 156th out of 187 countries in the world ranking of nations using the Human Development Index (UNDP, 2011). In Switzerland, 7.4% of the population is below the poverty line.

The snag is that meanwhile, Nigeria has earned close to \$450 billion since 1970 on oil receipts alone. Between May 1999 and June 2008 alone, the country earned over \$205 billion (Cited by Wokoma, 2008).

Third, Nigeria's Human Development Index (HDI, 2011) at 0.459 lags behind the Sub-Saharan Africa average of 0.463 and the world average of 0.682 the inequity-adjusted HDI is even further disappointing at 0.278. The low point in the global scale is 0.456! The Multi-Dimensional Poverty Index (MPI) shows that 54.1% of the population lives in poverty, with 57.3% in intense deprivation (HDI, 2011). Other HDI for Nigeria include: Life expectancy 51.9 years; Education index 0.442; Multi-Dimensional Poverty Index 0.310; and Gross National Income per capita 2,069. Current statistics reveal that 1% of Nigeria's population; enjoy the privileges of 80% of its oil wealth. Thus, 99% of the populations have barely 20% of the overall wealth to struggle over.

Fourth, when put into context, Nigeria's vulnerability when compare with indices and determinants in Venezuela, as an oil producing country the same with Nigeria shows vulnerability in relation to factors of globalization. In Venezuela, the price of fuel has not been raised since 1999; it costs \$1.02 to fill the tank of a car. In Nigeria, the equivalent cost would be \$30.0 (Yusuf, 2010) and has been increased over 19 times to reached what Ibid (2010) posited

Fifth, Nigeria is ranked 14th as the world's most failed state in the 2011 rankings released by Fund for Peace, an American independent non-profit research and educational organization. The survey which considered 177 countries used the following criteria: *Group Grievance, Uneven Development, Legitimacy of State, Public Services, Security Apparatus, and Factionalized Elite*. Nigeria's position dropped sharply from 54th in 2005, to 22nd in 2006, and 14th in 2010 and 2011. Nigeria was only better than the likes of Somalia, Chad, Sudan, Afghanistan, Pakistan, Haiti and Iraq but the rate of vulnerable population is no any better than these worse ranking in context.

Sixth, According to Egwu (2007).the nation's *Misery Index* is on a persistent rise. A Preston curve on income distribution in the world indicates that Nigeria is one of the three poorest nations of the world, where more than 80% of the population earn less than \$1 per day. This makes Nigeria a very vulnerable nation to be.

Seventh, the anti-corruption group, *Transparency International...* (TI 1998).has consistently ranked Nigeria among countries most riddled with corruption. It described Nigeria as a *Gangster's Paradise* where "...you pay a bribe to see a key official in many an establishment. You pay a bribe to get a job. You pay a bribe to get the passport that is yours by birthright. If you do not give or collect bribes, you remain poor and an object of scorn despite your several degrees and cognate experience until Providence intervenes for you" (TI, 1998). I think if there is a better way to conceptualized vulnerability to suit this probably would. The vulnerability here sounds like those in the Hobbesian analogy of precariousness and survival strategy.

Eight, according to Obi (2009), the 2011 Ibrahim Index of African Governance released by the Mo Ibrahim Foundation, ranked Nigeria 41st out of 53 African countries studied. The Index seeks "to provide a robust, comprehensive and quantifiable tool for civil society and citizens to hold governments to account, to stimulate debate on governance and to provide a framework to assess governance quality in Africa" The Index ranks good governance in four major areas: Safety and Rule of Law, Participation and Human Rights, Sustainable Economic Opportunity, and Human Development. Some of the scores proved quite interesting: Cape Verde scored 78.0, Ghana 66.0, Sao Tome 60.2, and Nigeria 46.5. It was at the same time that Nigeria claimed to be at limbo in assessing economic ranking as the first in Africa when compared at the same time with these other African countries that seems to thrive better.

Global Vulnerability in Focus

In the World Bank's classification system, 206 economies (each with at least 30,000 populations) are ranked by their levels of Gross National Income (GNI) per capita as vulnerable. By the 2003 classification, 59 nations or 28.6% are low-income countries (LICs) with GNI of \$765 or less; 57 nations (27.7%) are low middle-income countries (LMCs) with GNI of between \$766 and \$3,035; thirty-five nations (17.0%) are upper middle-income countries (UMCs) with GNI of between \$3,036 and \$9,385; thirty-five nations (17.0) are vulnerable.

Other high-income countries with GNI of \$9,386 or more and 24 nations (11.7%) constitute the High-income OECD countries. Accordingly, nations are broadly divided into 2 groups: the developing countries formed by LICs, LMCs and UMCs and the Other high-income countries and the developed countries (High-income OECD countries) (Todaro and Smith, 2002; African Development Bank, 2007).

The Other high-income countries are developing countries with one or two highly developed 1export sectors that enable them earn GNI of \$9,386 or more (like the developed countries), but in which significant parts of the population remain relatively uneducated or in poor health for the country's income level. Examples

include the petroleum oil exporters, such as Kuwait, Qatar and the United Arab Emirates. The upper middle-income economies also include some tourism-dependent islands with lingering development problems. Some upper middle-income countries are designated newly industrializing countries for having achieved relatively advanced manufacturing sectors. Also, a few of the high-income OECD member countries, notably Portugal and Greece, are viewed as developing countries at least until recently. Another way to classify the nations of the developing world is through their degree of international indebtedness.

Thus, the World Bank classifies countries as severely indebted, moderately indebted and less indebted. Also, the United Nations Development Programme (UNDP) classifies countries according to their level of human development, including health and education attainments. By 2007/8 UNDP human development rating, Nigeria was the 158th out of 175 United Nations member countries (Todaro and Smith, 2002; UNDP, 2007).

The developing world is made up of sub-Saharan Africa, North Africa and the Middle East, Asia (except Japan), Latin America and the Caribbean and the transition countries of the Eastern Europe and Central Asia (including the former Soviet Union). In contrast, the developed world constitutes the core of the high-income OECD nations and is comprised of countries of Western Europe, North America, Japan, Australia and New Zealand (Todaro and Smith, 2002).

Most developing nations share a set of well-defined goals. These include a reduction in poverty and unemployment; the provision of minimum levels of education, health, housing and food to every citizen; the broadening of social and economic opportunities and the forging of a cohesive nation state. Related to these economic, social and political goals are the common development challenges shared in varying degrees by most developing countries: widespread and chronic absolute poverty, high levels of unemployment and underemployment, wide and growing disparities in the distribution of income, low levels of agricultural productivity, sizeable and growing imbalances between urban and rural levels of living and economic opportunities, serious and worsening environmental decay, antiquated and inappropriate educational and health systems, severe balance of payments and international debt problems and substantial and increasing dependence on foreign technologies, institutions and value systems. All these combined to make them vulnerable (Todaro and Smith, 2002).

Absolute poverty - not relative poverty - is more important in assessing developing economies. Absolute poverty is measured not only by low income, but also by malnutrition, poor health, clothing, shelter and lack of education. Thus, absolute poverty is reflected in the low living standards of the people in developing countries. In such countries, food is the major item of consumption. About 80% of the income is spent on food, as compared with 20% in advanced countries. People mostly take cereals and other starches to the total absence of nutritional foods, such as meat, eggs, fish and dairy products. For instance, the per capita consumption of protein in LICs is 52 grammes per day, as compared with 105 grammes in developed countries. The per capita fat consumption in LICs is 83 grammes daily, as against 133 grammes in developed countries. As a result, the average daily calorie intake per capita hardly exceeds 2,000 in underdeveloped countries, as compared with more than 3,300 to be found in the diets of the people of advanced countries (Jhingan, 2007).

The rest of the consumption of such countries consists mainly of a thatched hut and almost negligible clothing. People live in extremely insanitary conditions. More than 1,200 million people in developing countries do not have safe drinking water and more than 1,400 million have no sanitary waste disposal. Of every 10 children born, 2 die within a year, another 3 die before the age of 5 and only 5 survive to the age of 40 years. The reasons are poor nutrition, unsafe water, poor sanitation, uninformed parents and lack of immunization. Services, like education and health, hardly flourish. Recent data reveal that there is a doctor for 870 persons in China, for 2,083 persons in India, for 5,555 persons in Bangladesh and for 20,000 persons in Nepal, as against 410 persons for the developed countries (Jhingan, 2007).

Most developed countries are expanding educational facilities rapidly. Still, such efforts fall short of the manpower requirements of these economies. In many LICs, about 70% of the primary school age children go to school. At the secondary level, enrolment rates are lower than 20% in these countries, while enrolment in higher education hardly comes up to 3%. Moreover, the type of education being imparted to the majority of the school and college children is ill-suited to the development needs of such countries (Jhingan, 2007).

About 1 billion people in developing countries, excluding China, are in absolute poverty. Half of them live in South Asia, mainly in India and Bangladesh; a sixth live in East and Southeast Asia, mainly in Indonesia; another sixth in sub-Saharan Africa and the rest in Latin America, North Africa and the Middle East. Poverty is, therefore, the basic malady of an underdeveloped country which is involved in misery-go-round. Hence, the underdeveloped countries are the slums of the world economy (Cairncross, 2007).

Relationships between Globalization, International Social Work Education, Social Work and Vulnerability in Nigeria

International social work education emerged with an integrative theory and rich practice base traditions in social work with those of social development. In Developing countries, (which Nigeria is a part), social workers often experience cases with direct relations with poverty, other forms of inequalities and psychosocial problems that arise from the impact of globalization in her struggle with its democratic process. Midgley (1997), PoppleEtel (2002), Sanders (1982), Balgopal (2000), Bennett (2006)

Even though the average Western practitioner does not work internationally to directly identify these wicked problems in African countries in their contextual form, talk more of engaging them with support structures. Daily practice may lead them to experience some of the local consequences of globalization in the forms and likes of international migration, asylum seeking, and refugees as their own form of cases that social workers experience in developing countries. These cases are uniquely different from those manifested in Africa. Third world countries may also experience concern about forced marriage, cultural conflicts, culture shock and terrorism, harmful traditional cultural practices that are a product of the social trends of globalization without the west necessarily experiencing the same. Social, political, and economic events occurring in any region of the world have direct, often immediate, and sometimes lasting consequences on the quality of life and human rights in all other regions of the world. Campfens (1997), Carrilio and Mathiesen (2006), Castex (1993), Centre for Child and Society (2002).

The underlying dynamics of human degradation and social injustice creating vulnerability is found in local communities often emanate from social, political, and economic forces that are international in character. International social forces both contribute to and sustain social inequalities in particular locales (e.g., the international dimensions of global poverty and discrimination on the basis of race, class, and caste). Springer and Billups (1990), Billups (2002), Bornstein (2007), Brady (2009), Buchholz (2007) Only under conditions of peaceful coexistence can local, national, and international social development and, in turn, human development is accelerated.

The need to restructure the national and international social orders is particularly urgent to reduce the profound, largely unnecessary, levels of human misery, degradation, and violence that persist in many countries and regions of the world. International social work specialists possesses a unique body of knowledge and skills that can positively affect the national and international social situations of vulnerable persons and situations of venerability, especially in helping to find

sustainable solutions to recurrent local, state, national, and international social problems. Substantial numbers of international social work specialists acting individually and collectively are continuing the national and international social movements begun by their predecessors toward the establishment of a more peaceful and socially just world order Clark (2002), Clifford (2002), Cox and Pawar (2006) Dixon (1999), Dominelli (2007), Elliott (1996), Elliott, Etel (1990), Charles (1990), Estes (1993), Estes (1997).

Some Global Professional Social Work Bodies and Associations

International Association of Schools of Social Work (IASSW)

International Council on Social Welfare (ICSW)

International Consortium for Social Development (ICSD)

International council on social work educators (ICSWE)

International Federation of Social Work (IFSW)

Associations & Organizations

National Association of Social Workers

Clinical Social Work Association

This is just few amongst many See...Lynne and Rosemary (2011), Frank Etel (2011) and <http://www.iassw-aiets.org/list-of-iassw-member-131219> and www.onlinemswprograms.com © 2015

Social work practice in Nigeria is to a very large extent shaped by these international social work organizations. A careful peruse by this paper in <http://www.iassw-aiets.org/list-of-iassw-member-131219> shows that at the global Active Schools Members of IASSW show that out of global schools, none is from Nigeria and out of several thousand individual members only 6 people are Active Individuals Members of IASSW in the whole world viz...AbareIyabo, AbiodunAdewumiAdetoro, KehindeBusayoAdediran, Michael Rasheed, Ayanpitan, kunola John Lola, TaiwoFisayoAdediranAre Active Individuals Members of IASSW. Looking at the names of these people also suggest how they are skewed to the south west geo-political zone and male dominated. This means that global engagement with international work in Nigeria as little as they could be are completely insignificant, lopsided and gender insensitive to women.

Vulnerability and Developmental Agenda-Setting of Field Work Training in Social Work Education

It is commonly accepted rule, that relation of class teaching to fieldwork training is a factor of a quality of education in the development of National Agenda that would mitigate vulnerability. According to the IASSW and IFSW (2004), this general consensus has been recently outlined into concrete set of directives by the Global Minimum Qualifying Standards Committee of the two bodies in section 3 of its

proceedings under the title: *Standards with Regard To Programme Curricula Including Fieldwork*.

While *directive 3.2 Clear plans for the organisation, implementation and evaluation of the theory and field education components of the programme* seem to be rather obvious, there are several other directives on the following list, which are hard to implement in Nigeria's social work reality:

3.5 *Field educational contexts that provide for clearly designed and purposeful learning experiences that contribute to the holistic development of student social workers.*

3.6 Planned co-ordination and co-operation between the school and agencies that are selected for fieldwork education.

3.7 The planning and implementation of orientation sessions for fieldwork supervisors or instructors.

3.8 Focused attention to educating non-social work fieldwork instructors or supervisors of the programme objectives and expected outcomes, and the ethical principles of the profession.

3.9 Provision for the inclusion and participation of field instructors in curriculum development, especially with regard to field education.

3.10 A partnership between the educational institution and the agency in decision-making regarding field education and the evaluation of student's fieldwork performance.

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

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

We may see two major obstacles here. The first one is emerging in connection to *directive 3.5*. Why is that? Because social work is marginal activity in public social welfare agencies, therefore is hard to find the practice placements which would be able provide students with appropriate learning experience to develop agenda specific objectives. Moreover, students often face dis-connected between the structural nexus social work values and social welfare users' values. While the latter expect rather financial support from the system than state of the art social work. There is a risk that the only lesson students may learn from their older colleagues quite often: "Forget all these academic theories, you are in real world now."

The second obstacle is emerging in connection with *directive 3.12*. It is simply lack of needed resources. Both the schools and agencies are not resourceful enough to maintain appropriate level of their basic operation, let alone investment in fieldwork training. The rest of directives listed on above list are hard to fulfil because of this lack of resources. The paradox is that vocational schools of social work In Nigeria have developed more stable and richer fieldwork programs than

must Nigerian universities other the University of Nigeria Nssuka which has a relative more developed departments of social work compare to its counterparts. It seems that the same University has become a social work consultant for other sociology departments in the country who wants to set up a social work department. Must of the arguments are still lack of proper funding.

So far we have in Nigeria a trade-off situation - either basic vocational training or better theoretically grounded however less practical university education. In spite of that the holders of diplomas of both kinds at the start to their professional career have un-equal chance for similar positions. All these problems described above it cannot be said that we do not try to solve all these dilemmas.

The problem is that Nigeria is trying to solve them outside the systemic dialectical structures i.e. in non-governmental organisations, voluntary projects, and small-scale agencies. It happens that social workers in public agencies that attempt agenda implementation are run as voluntary projects in their spare time; it happens also that social work students volunteer in order to enrich their professional experience and not because they are carried along or owned the agenda.

There are needed serious structural changes in both the social welfare and social work education systems considering that, the problems in the field are not similar in nature.

Roles of Social Work Educators' in Eradicating Global Gender Inequalities in International Social Work

Social work educators and practitioners have used civil society organizations, international institutions, and networking skills to promote gender equality; change economic, political, and social realities locally, nationally, and internationally; embed gains in everyday routines; and develop relevant social work curricula. Social workers have advocated for gender equality and participated in struggles for social change. They have done that as individuals active in the women's movement; as development workers tackling structural inequalities; as therapists addressing individual women's woes; and as participants in the UN, its related agencies, and international organizations such as the International Association of Schools of Social Work (IASSW), International Federation of Social Workers (IFSW), and International Council on Social Welfare (ICSW). Some gender-blind interventions have had positive impacts on women's personal well-being. Others are overtly feminist and seek structural changes in the social distribution of power and resources.

In Nigeria, roles of social work educators' in mitigating vulnerable children and families in international social work is characterized by diversion of funds by NGO staff working with social work educators developing technical adaptation of curricula that would fit into specific cultural context, and short circuit of curricula on target population (see the case of STEER and Academic partners in North central Nigeria) in

Global Policy Framework of Action on Vulnerability

Several international declarations, Convention, Conference, World Summit, global policy framework of action on the vulnerability abound on the Universal Declaration of Human Rights of the vulnerable. In 2000, the United Nations implemented the Palermo Protocol or The Protocol to Prevent, Suppress and Punish Trafficking in Persons, Especially Women and Children (United States Department of State, 2013). The Palermo Protocol provides guidance for governments to prevent HT, protect victims of HT, and prosecute traffickers (United States Department of State, 2013). This protocol has since been adopted by over 150 countries including Nigeria (United States Department of State, 2013).

In 2011, the Human Rights Council of the United Nations adopted the U.N. Guiding Principles on Business and Human Rights Framework (Human Rights Council, 2011). This resolution encourages corporations to voluntarily accept responsibility for protecting human rights in the workplace.

However, the practical implementation of these laws and punishment of human traffickers' remains problematic in Africa as it were in Nigeria as relatively few traffickers are prosecuted (United States Department of State, 2013), Alvarez & Alessi (2012), Jägers&Rijken (2014), Alvarez and Alessi (2012), Berger (2012) Marinova& James (2012), Berger (2012).

Other international declarations, Convention, Conference, World Summit global policy framework of action and vulnerability Universal Declaration of Human Rights and the International Declaration on the Rights of the Child. Other international conferences and statements of special relevance to this policy include:

1. World Summit for Children - 1990
2. Conference on Environment and Development - Rio de Janeiro 1992
3. Convention on Climate Change - Rio de Janeiro 1992
4. Conference on Human Settlements - Habitat agenda and Agenda 21 - Istanbul 1992
5. World Conference on Human Rights - Vienna 1993

6. International Conference on Population and Development – Cairo 1994
7. Declaration on Social Development – Copenhagen 1995, Geneva 2000
8. Protocol on Climate Change – Kyoto 1997
9. The World Conference against racism, racial discrimination, xenophobia and related intolerance – Durban 2001
10. World Summit on Sustainable Development – Johannesburg 2002

This is a universal truth witnessed by social workers in cities, towns and rural communities every day and therefore a fundamental element of social work ethical codes. Poverty, social isolation/exclusion, environmental degradation and violent conflict undermine the opportunity to make the most of human rights and are an affront to human dignity. They limit the life chances of those in poverty and inhibit their opportunity for personal fulfillment.

The Challenges and Consequences of Vulnerability to Social Work Practice

Even with strong policies to risk reduction to vulnerability exist; the challenges of adequately addressing this complex issue of vulnerability especially in the developing countries can seem insurmountable within the context of globalization. According to Gray and Fook (200) the impact of...

1. Globalization and localization – the tendency for globalizing and localizing tendencies to occur together
2. Westernization and indigenization – the balance between Western and alternative conceptions of practice
3. Multiculturalism and universalization – the implication and response to inbuilt cultural biases
4. Universal-local standards – the incorporation of both universal and localized conceptualizations of social work within our thinking all combined to...

...advance western social work in the international arena. This is done in pseudo forms alongside mechanization processes thereby amplifying the gap between rich and poor. Multinational corporations make Globalize, Westernized, Multicultural and Universally standardized decisions in the best interest of their social work without much consideration for labor opportunities, working conditions, environmental consequences, or the social costs to the surrounding community Gray and Fook (200) (Ross-Sheriff, 2007). Although these organizations including the IFSW/IFSSW are attempting to increase corporate responsibility related to these human and environmental factors, economic disparities and unequal social work practice as reflected in the new global practice, international social work continue to

grow ever wider Jones (2012) Martin Etel (2012) and (Ross-Sheriff, 2007). As a result, low-skilled social work individuals living in economically developing African nations become more vulnerable to western hegemony. Social workers and the vulnerable in turn become people searching for greater life opportunities and chances for financial stability as both become ensnared in precarious situations that may threaten their lives.

The accurate identification of vulnerable population continues to elude law enforcement authorities and health professionals until they become victims. Victims may be linguistically, culturally, and geographically isolated from the community without legal documentation and international social workers and a well-articulated curricula to take care of specific vulnerability.

The use of the Internet for cyber bullying and the perpetuations of other illicit crimes like terrorist recruitments, solicitation for labor or sexual services, further obscure victims from the public eye and social workers who make little or cannot make use of the facility to engage clients at all levels of practice.

Moreover, the consequences of prolonged exposure to vulnerability experiences severely impacts on persons in vulnerable situations-physical and mental health. According to Oram, Stöckl, Busza, Howard, and Zimmerman Etel (2012), possible physical consequences of vulnerability include: headaches, fatigue, back and stomach pain, memory problems, traumatic brain injury, and sexually transmitted infections. The mental health disorders of vulnerable conditions may be similar to those that have lived in an active war zone or experienced torture (Williamson, Dutch, & Clawson, 2008). Prevalent mental health symptoms of vulnerable persons include: anxiety, depression, suicidal ideation, and Post-Traumatic Stress Disorder (PTSD) (Dovydaitis, 2010). These health consequences indicate the life-altering cost to vulnerable persons.

International Pledge of Social Work and Nigeria's Vulnerability

The Global Agenda for Social Work and Social Development Commitment to Action was launched in March 2012 by the International Association of Schools of Social Work (IASSW), the International Council on Social Welfare (ICSW) and the International Federation of Social Workers (IFSW). The Agenda was the culmination of three-year collaboration by three international organizations representing social work education, social development and social work practice which Nigeria is a party to all. The Global Agenda commits to promoting social and economic equalities through working with the United Nations and other international agencies, communities and other partners and 'our own organizations'.

Despite the lofty goals of social work international organizations and the Global Agenda, mainstream social work in Nigeria remains disconnected from global justice and social development thus making it vulnerable from achieving the lofty goals for members and professional practice in Nigeria. The implication of this is that, the practice of social work may not require the following... 1. Knowledge of human development 2 Behavior of social, economic and cultural institutions 3 The interaction of the Global Agenda for Social Work and Social Development Commitment to Action 4 The International Association of Schools of Social Work (IASSW), 5 the International Council on Social Welfare (ICSW) and 6 The International Federation of Social Workers (IFSW).

The Nigerian Association of Social Workers Code of Ethics (NASOW, 2010), though expressing a commitment to human rights and social justice, including concepts of social development and environmental management, is more inwardly focused than globally inclusive. The sang here is that even the vulnerability that stem from within are having little or no coping mechanism embedded talk more of treats that are global in nature.

Second, the Nigerian Association of Social Workers constitution is a draft constitution thus is not enforce ably, a working document thus, has no social or legal personality. ARTICLE 32: 32.1 of the constitution ended thus... This constitution shall come into effect on.....a blank statement means a beleaguer practice

A challenge for social work in an international context is the neoliberal climate in which social work operates. Bryan (2011) poses the question of why the development sector endorses the ideologies and political-economic arrangements responsible for exacerbating poverty and injustice while at the same time encouraging people to take action to ameliorate poverty and injustice. This conundrum is applicable to social workers who experience co-option into managerialist ways of thinking, which creates a silencing of dissenting voices.

A number of social workers advocate for social work's ethical and moral duty beyond our own contexts (for example Jones and Truell, 2012; Hugman and Bowles, 2012; Midgley, 2012). Argued that, we need to speak with confidence about the contribution of social work and social development, including in debates about the Millennium Development Goals (MDGs), and the disconnect between the goals and what need to be sustained in the sustainable development of goals, Health inequalities, social protection and the physical environment. As stated by Payne (2012), there is no international template for social work to engage its revered skills under these platforms. Payne highlights the importance of understanding the national political and organizational contexts and professional discourses of social

work that inform the practice of social work in international contexts. Jones and Truell (2012) encapsulate the challenges for social work, underlining the need for those involved in social work and social development to build the linkages between global trends and realities and local community responses. They suggest that social work practitioners increasingly recognize the regional and global connections in their work but still raise questions as to what international social work has to do with social work in their locales. As a counter, discourse academic Fred Besthorn has founded the Global Alliance for a Deep-Ecological Social Work with a focus on notions of global community and citizenship (Alston and Besthorn, 2013).

Globalization and Social Work Practice

Globalization has had significant impact on social work education and practice. Dominelli (2010: 601) describes its impact in countries as affecting social work practice in various ways, including, "...

- I. increasing the impact of the international on local practice through the internationalization of social problems like poverty, the drug trade, trafficking in women and children, the arms trade and organized crime [and]
- II. Increasing the impact of migration in both the demands made by movements of people on services, and also the movement of social workers who train in one country and go to work in another." The teaching, practice and broadening philosophies of social work are all affected by this increasing movement of labor and populations.

There is increasing pressure on many services. In many post-industrial countries, 'expert practitioner' work, face to face, associated with caring, therapeutic activities, is under pressure to make time for more 'technical-rational' activities such as assessments using standardized instruments (Stanley et al, 2007). Social work is a profession in which it might be argued that 'emotional labor' (Hochschild, 1983:3) constitutes an important part of the work, which adds to the demands made on workers, many of whom are vulnerable to depression and emotional exhaustion because of pressure of workload and low support (Stanley et al 2007) or what Stamm (2002), Valent (2002), Lyter (2006), McCann (1990), Meyers (2002), called burnout and fatigue! On the other hand, having a varied challenging workload with the possibility of exercising some autonomy and learning new skills makes social workers more likely to feel a subjective sense of well-being, even when it means they work harder than they would otherwise (Graham and Shier, 2009). Some of the challenges that cause stress, frequent change, pressure of work, are the same things that can provide the rewards of social work, when organizational conditions permit.

Globalization and Africa's (Nigeria's) Social Work Education

Poverty, disadvantage and social exclusion as Africa's vulnerability

First, The inequalities between different sections of the population in African communities itself and across Europe, and the UK, forms the basis of argument from a number of commentators Jordan and Parkinson (2001), Munday (2003), Unison (2004) Jones et al. (2004) in other to make sure that the distinctive role played by social work either in the west or in Africa as in elsewhere should not be lost. Without social work and the role played by social workers, many members of African communities would continue to suffer the negative consequences of exclusion - poverty, ill health, poor housing, low educational attainment and so on perpetuated by globalization but African countries do not want to invest or are ignorant of the role of social work could play in balancing the unequal socio economic relations in developmental social welfare.

Second, the growing internationalization of social problems - especially as a result of the mass movements of people from Africa to Europe and within Africa and Europe - has also added a new dimension of vulnerability and also to the role to be played by social work. In particular, migration has meant that social work must now have a more international outlook than before in seeking to address the needs and experiences of individuals from different ethnic, cultural and political backgrounds.

The snag is that, while there are massive migrations from Africa to Europe there are no corresponding migration from Europe to Africa. Current EU enlargement as against African enlargement may result in this becoming a greater continent which would in turn increase the vulnerability of Africa in terms of man power. Even though there is a seemingly temporary relief of remittances back home and other related direct capital flight, the long term effect of this would be a cumulative back wagon effect of foreign currency and legitimacy as legal tender in Africa in strength, acceptability than it would do in smaller economies of African countries plaque by wicked problems. Interestingly, the removal of many international borders by the new global definition of social work would itself have implications for the development of social work in Africa as there is a need to develop common qualifications and training programmes which is not addressed by the new global definition. African addition to the new global definition is does not have the capacity to make adjustments in terms of advocating for a common qualifications and training programmes. The nearest to which Africa could get is to lobby for a place for a translation of the new global definition to be translated into their language. As it were, when it comes to language translation Africa seems to have the largest global representation...

During the consultation process the document was translated into many languages viz...Version in Italian - Definizione internazionale di servizio sociale, Version en espanol, Version en Française, Version in Arabic عرضنا تعرف العالم للخدمة الاجتماعية, Version in Portuguese, Version in Greek, Version in Afrikaans, Version in Russian, Version in Bosnian, Version in Croatian, Version in Hebrew, Version in isiZulu

But when it comes to global qualifications, active membership of Professional bodies and training programmes, Africa seems to be at the back stage. This revelation can be traced to the historical unequal relations when western languages was transplanted and assimilated in Africa without African Languages been transplanted to the west at a particular period in historical unequal socioeconomic relations.

Third, Despite call for papers and abstracts advertisements on the web and other sources for academic base social work knowledge, it is amazing to know that it is no coincidence that there is no considerable or stimulating activity in international professional arena to foster cooperation, collaboration and harmonization of knowledge base activities in the social work field. African representatives are looked upon with disdain as regards to diction, use of poster/ multimedia presentation because of lack of facilities back home for them to have gotten used to them. Western representatives hardly accept local or indigenous knowledge and local knowledge feel inferior at the face of global hegemonies.

More so, where concerned are asylum seekers as against asylum seekers in Africa, the fear is that social work will once more be drawn into a monitoring or surveillance practice of migrants moving from Africa to Europe as against supportive and caring role of social work with migrants from Africa to Europe. Ruch (2000) alongside others have written extensively on issues relating to that.

Fourth, modern communications technologies have ushered in a discussion of the foregoing on the unequal nature of another area of a growing significance imbalance of globalization, social work and vulnerability. *First*, while there is an unequal nature and scope of record keeping and data collection in social work departments in the west and Africa. However, there is also an increasing commitment to the use of information and modern communications technologies in the west when compare to African countries. While in the west, social workers lived in the field, in most African societies, social workers practiced in the field. That means they only visit the field from urban areas.

This makes western social work practice invulnerable to foreign content while African social work becomes more and more vulnerable to globalization. While the global west have developed medical social work in Telemedicine technologies for some time now (<http://www.teis.nhs.uk/>; <http://www.gla.ac.uk/Project/Telemedicine/>) to provide remote training for health workers and indeed remote diagnosis of ailments in rural Europe, Africa has not seen this development even in the Urban centers talk more of rural Africa. In reference to social work, developments which may well alter the nature of social work practice in the near future include this inequality remains a dream in Africa.

More so, the provision of online knowledge and information (http://www.pantucek.com/swlinks_gb.html) for the growth and development of social work education is grossly unequal in the globalize north and south. While the west uploads in social work education, 90-95% of social work education in Africa only downloads. Still yet, while the provision of training, teaching and degree opportunities on line (http://www.sosig.ac.uk/social_welfare/social_work/) is verse and highly utilized in the global west, in Africa, internet illiteracy and specifically the Nigerian University Commission (NUC) recent regulation not to accept any foreign online university degree within the country further sharpens the global divide and equality to social work Education. The implication is that there would is a continuous in-equality in the availability of video based conferencing facilities as it would be in the recognition of transported related social exclusion (Kenyon, 2002) (<http://www.chst.soton.ac.uk/nths/abv14342.htm>) as it would be for online counseling for young people, online self-help, counseling and therapy, and a clear lack of a regional knowledge and expertise exchange

The snag is that, Nigeria still runs online University programs and admits other foreign students. What if those other countries refuse the online programs run by Nigerian online universities? This would be another research problematic for another day. Another contradiction is that Nigeria still allows for online provision of social work library as could be seen from bulk of this work and bibliographic databases, while the west does not have access to Africa's.

As they say, charity begins at home in as much as that is true, it would also be an academic truism to examine some perils of globalization especially one that directly concerns Nigeria. Negative standpoint; consider the masses of desperate and powerless workers pitted against each other in “a race to the bottom.” Sweatshop wages and working conditions in Nigeria are mirrored in industrialized nations in the payment of wages so low as not to represent a living wage and in an ever increasing gap in earnings between the rich and the poor.

Some Benefits of Globalization for International Social Work in Africa's Vulnerability

Globalization has in no doubt changed the nature and function of social work as it were. Even though, it has its own perils, we may say that the nature of social work practice will increasingly be influenced by the deployment of modern communications and information technologies. In some aspects, technologies such as videoconferencing in rural Africa, could actually allow more face to face social work to be carried out. It may also be the case that further use of online methods of working with clients might benefit those authorities - especially in a rural Africa especially in the continent - where human and financial resources are scarce and a major challenge. The globalization of social work is closely related with the globalization of the internet

Second merit of globalization and vulnerability in social work practice in Africa would be the increasing use of such technologies in learning; the making available of bodies of knowledge, information, skill and expertise to wider constituencies; and the facility to hold large databases and information on clients and client groups will all impact on the future nature of social work. In reference to the latter, the fact that social workers may be responsible for databases relating to named children and families means that for some, this may entail a greater monitoring or surveillance role than is seen to be compatible with the nature of the work with children and families (Garrett, 2004).

Third, Social workers can benefit from knowing how the issues in their town or nation are played out in other towns and nations. There is so much to learn of innovative practices and of possible solutions to social problems that never would have been imagined without an international exchange of information. Key areas of interest are child welfare policies, AIDS prevention, substance abuse treatment, and health care provisions. An awareness of varying global arrangements reveals not only possibilities but also barriers due to differences in funding sources and cultural attitudes concerning the source of income. Where there is a solid nationalized health care system in place, for example, open-door, harm reduction treatment offerings may be readily available. Emulation may be stifled elsewhere, however, without the necessary government supports.

Fourth, to study the major value orientation of other lands is to realize the uniqueness of Nigeria's resilience of "Good People, Great Nation" mentality, the impetus for privacy and individual rights over the public good, the elevation of nuclear family ties far above extended family obligations. And lurking beneath all these issues is a boundless optimism that success is ours if only we try.

Fifth, Contained in the Universal Declaration of Human Rights (United Nations, 1948) are principles germane to the alleviation of oppression and injustice. These principles provide a template for how the state should treat its citizens socially, culturally, and economically. A proposal for a county-funded, ethnic-sensitive substance abuse program, for example, is in keeping with Article 25, which endorses the right to medical care and necessary social services, Article 27, pertaining to participation in the cultural life of the community and even with Article 16, which is directed toward protection of the family. A proposal to reduce school violence through anti-oppressive education can be guided by the principle found in Article 26, which states that “education should be directed to the promotion of tolerance and to the furtherance of activities for the maintenance of peace”. As backing for proposals that challenge economic or social oppression, one even finds an Article of general tolerance.

Discussions and Contribution to Knowledge

Social workers especially, social work educators need to know that the new global definition of social work has directly placed a high demand on research or empirical practice in Nigeria that require new levels of understanding and new models of practice if they are to contribute effectively toward the resolution of social problems that are rooted in worldwide social, political, and economic vulnerabilities. At a minimum these new models of practice must reflect an understanding of the transnational nature of the social problems that bring clients, client groups, and other constituencies to the attention of human service workers. Nigerian social work educators also must be grounded on empirical evidence presented in this paper to gauge the concerns of vulnerability in the wake of a new change agenda in Nigeria to current changes in global inequalities in the west. They must also offer positive guidance concerning a range of social development solutions that can be applied to discrete social needs

That social work educators and practitioners become involved in international social work because they are and remain interested in egalitarian relationships does not mean that mitigating vulnerability has been achieved in practice either within the nation-state or internationally.

Contrasting conceptualisations of vulnerability promote either/or thinking and constitute the dominant paradigm used to define, explain and change (or not) social work practice in the world. The thought can be within social work and the geographical context in which it is practised

Heterogeneity in Designing Social Work with Venerable as against Vulnerable Population

In preparing the methods research, handbook for any type of diagnosis, prognosis, or aetiology, every care must be taken to convey the image of social work as a homogeneous field existing only within national borders or in the “West;” as it is also in developing countries. Whereas certain similarities exist between social work in Western contexts (see Gray/Fook 2004: 633), we agree with Doel und Penn (2007: 377) that there is no unified “Western” social work as such, nor does it exist as a homogeneous field within the national borders of other developed countries. Whereas, for instance, a strong shift from reintegration-focused to recidivism-risk-oriented social work can be observed in large parts of countries like Switzerland (see, for instance, Mayer/Schlatter/Zobrist 2007), this development has also been subjected to critical evaluation. This gives Nigeria the platform to manoeuvre its developing social work education towards the reintegration-focused, generalists and multidisciplinary approach. different positions have developed also in developed countries without extending handshakes to Nigeria—or at least at partner university even within the country—about the methodological design of social work in the global system. Consequently, this paper attempts to take into account various scientific and professional positions, in order to make the existing heterogeneity evident to social work educators in Nigeria and to encourage them to adopt their own position on the basis of substantiated professional reasoning.

Recommendation

Introduced first degree, three years programmes after diploma in social development in Nigerian Polytechnics which would be equivalent to Bachelor degree in social work. And discontinue with a post diploma in social work after Higher Diploma in social work for Polytechnic students going in for Masters level social work qualification programmes in the future.

Strengthen families by building caregivers' capacity to serve as frontline care and support providers to children. Strengthen community systems to identify vulnerable children, link them to needed services and promote the creation of protective structures. Strengthen and reinforce state and local government leadership and higher social work education and ownership of the vulnerable children and women response through targeted capacity building, strong mentorship, institutionalization of standards and practices and increased accountability; and support active engagement of private sector to address the unique vulnerabilities faced by vulnerable children and women and their families.

Counteracting vulnerability requires:

1. Reducing the impact of the hazard itself where possible (through mitigation, prediction and warning, preparedness);
- Building capacities
2. to withstand and cope with hazards;
 3. Tackling the root causes of vulnerability, such as poverty, poor governance, discrimination, inequality and inadequate access to resources and livelihoods.

Nigeria should domesticate bodies like that found in the American Association for Psychoanalysis in Clinical Social Work (AAPCSW) into Nigerian association like the Nigerian Association for Psychoanalysis in Clinical Social Work (NAPCSW) etc

More social work schools and polytechnics and universities should be active members of these association and international bodies as this would. Nigerian social workers should include international social work in their career vision and teaching curricula, for example by taking up direct practice opportunities in another country by expanding working force for international organization, such as an INGO or United Nations agency; studying or participating in a field placement in a new country, ideally in a different experience of social and economic development to experience the different vulnerability there; or volunteering or taking advantage of fellowship opportunities in a global nonprofit organization. Nigeria social work educators should reorient the development of international social work (re)theorising social work in an interdependent world by carefully...

1. Retaining diversity and richness in human vulnerability
2. Acting collectively within the international domain to advocate for the profession's desire to promote human well-being within a human rights and social justice framework and gain support for policies and practices that mitigate vulnerability
3. Changing the social work curricula in the Nigerian academic circle and the field to address the international dimensions of social problems and vulnerability to assist vulnerable persons, along the path to recovery multidisciplinary efforts are required. Social workers can fill the role of coordinator in arranging treatment for vulnerable persons in the following settings: police stations, law offices, hospitals, court rooms, and mental health clinics (Busch-Armendariz, Nsonwu, &Heffron, 2014). With a mission of social justice and advocacy, social workers should be at the forefront in combating vulnerable conditions with a focus on interdisciplinary collaboration.

To address the multidimensional dilemma of vulnerable persons, social workers should utilize a multisystem approach of prevention, intervention, education, training, and advocacy. Social workers should be involved in prevention programming to minimize the risk factors that increase the probability of vulnerable conditions like trafficking activity.

Empirically relevant interventions that are trauma-informed and culturally competent are essential components to addressing vulnerable persons. As professionals, social workers should be at the forefront, educating youth and communities regarding the nature of vulnerable persons and its consequences.

Vulnerable persons must be added to social work curricula in institutions of higher learning. Human service programs will look to social workers to provide training for professionals who assist in identifying victims, making proper referrals, and providing clinical treatment.

Finally, social workers need to be involved in advocating for legislation and encouraging faith-based initiatives that reduce vulnerable person's free access to internationally existing ones.

Conclusion

With increased globalization and mobility, vulnerable person is an expanding global health issue that largely effects marginalized populations, especially women and children.

Social workers can serve as a point of contact among health professionals in coordinating treatment and assisting vulnerable person from becoming victims in navigating their alternatives in health care and legal systems. Social work professionals, with a mandate of social justice, should be at the forefront of prevention efforts, policy reform, educational campaigns, and empirically relevant therapeutic interventions to combat vulnerability. By combining disciplinary efforts and multi-level approaches vulnerable person can become a phenomenon of the past. From the beginning, social work has been a value-based profession. Although there has been general consensus about broad principles of social justice, there also has been much debate about what is universal and thus should apply to social workers around the world and what is culturally specific. In a globalized world in which social workers and their clients are increasingly transnational, the quest for global ethical principles is of increasing importance. Yet the tension between the desire for universal ethical principles for all social workers and the recognition of cultural and national differences is not easily resolved.

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