6TH ANNUAL GLOBAL SOCIAL SERVICE WORKFORCE STRENGTHENING SYMPOSIUM: EVIDENCE FOR ACTION

May 7, 2019

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TED CHAIBAN

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NEW YORK
PANEL 1 – BUILDING THE EVIDENCE BASE TO SUPPORT SOCIAL SERVICE WORKFORCE DEVELOPMENT

Moderator:
Kirsten Di Martino, Senior Adviser, Child Protection Section, UNICEF

Speakers:
1. **Overview of Mapping Methodology & Process:** Natia Partskhaladze, Senior Technical Advisor, Global Social Service Workforce Alliance
2. **Summary of Approach in the East and Central Asia Region:** Aaron Greenberg, Child Protection Regional Adviser, UNICEF Regional Office for Europe and Central Asia, Switzerland (video)
3. **Country Perspectives:** George Abadjian, Child Protection Officer, UNICEF Tunisia, and Sophea Phok, Child Protection Officer, UNICEF Cambodia (video)
4. **Key Findings, Trends & Recommendations from Mapping & Assessments:** Alex Collins, Lead Author, State of the Social Service Workforce Report 2018, and Technical Program Manager, IntraHealth International
GLOBAL SOCIAL SERVICE WORKFORCE ALLIANCE

Convene and Connect
- 30 webinars, 6 Annual Symposia
- Integration of workforce-focused panels in conferences
- Website member directory, discussion boards

Advance Knowledge
- Development and dissemination of tools, reports and case studies
- 4 Interest Groups and joint product development
- E-updates, blogs, website knowledge hub

Advocate
- Annual State of the SSW Reports and SSW Week
- Ambassador Program, Advocacy Toolkit, Call to Action
- Social Media Presence

• Annual State of the Social Service Workforce Reports - 2015, 2016, 2017, 2018
• Gather data and trends, showcase workforce strengthening initiatives, highlights the need for more data and focus
SOCIAL SERVICE WORKFORCE MAPPING - PURPOSE

- Facilitate deep reflection and understanding of the current status of the social service workforce
- Inform advocacy, policy development, strategy design and program implementation to strengthen the workforce
- Provide baseline information for indicators on the social service workforce strengthening
Mapping provides a basic overview of the context for workforce Planning:
- Relevant policies and regulations related to SSW
- The number of social service workers responsible for child protection per 100,000 children (governmental and NGO)

Development and training:
- Availability of different levels of education, training, and field placements/practice learning

Support:
- The presence, role, size and effectiveness of professional associations
- Workers’ perceptions of challenges and opportunities, supervision and career paths
UNICEF STRATEGIC PLAN
OUTPUT INDICATORS

Annual Reporting through Strategic Monitoring Questions
(refer to the child protection Indicator Manual for further guidance on how to use the scoring criteria mentioned here)
The Alliance has provided input into mapping and assessments in 37 countries. 2018 Report includes mapping and assessment data from 32 countries.

East Asia and Pacific: Cambodia, China, Fiji, Indonesia, Kiribati, Lao PDR, Malaysia, Mongolia, Myanmar, Papua New Guinea, Philippines, Solomon Islands, Thailand, Timor Leste, Vanuatu and Vietnam

Middle East and North Africa: Djibouti, Iran, Jordan, Lebanon, Morocco, Palestine, Sudan, Tunisia

South Asia: Afghanistan, Bangladesh, Bhutan, India, Maldives, Nepal, Pakistan, Sri Lanka
MAPPING STEPS

- Formation of National Leadership Groups
- Discussion of workforce definition, mapping process
- Finalization of mapping tools
- Data review, cleaning and analysis
- Validating findings
- Identifying recommendations
- Preparing the report
- Utilizing findings
# MAPPING METHODOLOGY

<table>
<thead>
<tr>
<th>East Asia and Pacific (EAP)</th>
<th>Europe and Central Asia (ECA)</th>
<th>Middle East and North Africa (MENA)</th>
<th>South Asia (SA)</th>
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</thead>
<tbody>
<tr>
<td>• CTG leadership (five of the seven in-depth analysis countries only)</td>
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<td>• CTG leadership (seven of the eight countries only)</td>
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<tr>
<td>• Desk review (of 16 countries, seven countries self-selected for in-depth analysis)</td>
<td>• Desk review (of 21 countries, four countries selected for case study)</td>
<td>• Desk review (nine countries)</td>
<td>• Desk review (eight countries)</td>
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<tr>
<td>• Stakeholder questionnaires and in-person interviews (in-depth analysis countries only)</td>
<td>• Stakeholder questionnaires and in-person interviews (in case study countries only)</td>
<td>• Stakeholder questionnaires and in-person interviews (in eight countries only)</td>
<td>• Stakeholder questionnaires and in-person interviews</td>
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<td>• Worker survey (in-depth analysis countries only)</td>
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<td>• Worker survey (in eight countries only)</td>
<td>• Data included from World Vision’s “Children’s Voices” consultations with children in three village-level locations in Bangladesh and four locations in India</td>
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</tbody>
</table>
MAPPING METHODOLOGY – KEY CONSIDERATIONS

- Guided by participatory approaches
- Inclusive and respectful of multiple perspectives
- Reflective of and informed by national legal and policy frameworks
- Reflective of and informed by relevant child and human rights instruments
- Based on sound and ethical research protocols
- Built on what already exists
- Led by National Leadership Group!
Agreeing on the definition adapted to the local context

- Social service workforce: professionals and para professionals
- Social workers
- 127 unique titles in South Asia alone!
- Allied Workers

Contextualizing assessment tools and concepts
Regional mapping

- Different population sizes, combined with different sizes and structures of the SSW, do not allow to construct statistically matching samples across the countries.

- Various definitions of the SSW: The social service workforce is dynamic and context-specific. Different countries utilize different definitions and assign different functions to similar titles of workers comprising the social service workforce.

- Reach of data collection: paper vs. online surveys for SSW representatives; availability of administrative data

- Understanding of the used concepts: professional supervision, code of ethics, etc.
AARON GREENBERG

CHILD PROTECTION REGIONAL ADVISER, UNICEF REGIONAL OFFICE FOR EUROPE AND CENTRAL ASIA
Social Service Workforce Strengthening in Europe and Central Asia

Aaron Greenberg,
UNICEF ECA Regional Office,
Regional Adviser, Child Protection
Contextual Difference in Europe and Central Asia

• Legacy of large state run institutional care for children and strong justice systems.
• Reforms over past 20 years have made adjustments to existing systems.
• Investment in social services (post soviet region) the region has some common threads, opportunities and challenges.

Based on this – we made an effort to further understand this area and co-create a framework for measurement advancing the social service workforce tailored for the region.
Situation Across Many Countries of the ECA Region

- Staff in positions that require social work competencies who lack a social work professional education
- University **social work degree courses now exist** in nearly all countries, but some require considerable strengthening
- **Ad hoc provision of in-service training** for social workers and the social service workforce
- **Low pay, low status, high caseloads**, poor working conditions, weak professional/technical supervision
- **Low levels of trust** in social service workers
- **Lack of data** about the workforce; lack of common definitions
- Very little Preventative and Promotive social work – much more a case management approach
Regional Call to Action and Monitoring Framework
Goal of the ECA Regional Call to Action

• Functions, competencies and qualifications are aligned across the social service workforce

• Only qualified professionals in roles requiring professional competencies

• Stratified workforce with range of personnel deployed across a range of services with the right qualifications for the competencies and responsibilities of their position
ECA Region Categories for Monitoring

1. **Social workers** with university degrees in social work
2. **Professional specialists** employed in social service-providing organisations and have professional qualifications other than in social work (examples include psychologists, social pedagogues, lawyers, speech therapists)
3. **Paraprofessionals** employed in social services in roles that do not have a requirement for a specialised formal education (examples include foster carers, personal assistants, home care workers)
4. **Allied workforce in social protection**
5. **Allied workforce in other sectors**
6. **Practitioners performing social work tasks** that require professional competencies in social work, who are employed in statutory decision-making positions or in social service providing organisations, and that have no social work degree
Next Steps and Progress in Implementing the Call to Action
Strengthening Core Competencies Across Social Service and Allied Workforces

• It is not just about **education and practice** – although mapping shows they need strengthening

• It is about the **architecture of the system around the workforce** – at all levels – individual job descriptions, incentives, monitoring, management and regulation, policy environment

• UNICEF ECARO is currently mapping the situation and identifying options to address constraints to using these competencies in the workplace for social service and allied workforces in social protection
Countries in the Region Taking Forward the Call to Action

• Regional initiative to improve interpersonal skills and community outreach among SW/SSWF through partnership with academics and practitioners networks – to be tested in Georgia and Kazakhstan

• Serbia government is calling for a Western Balkans high level meeting to exchange experiences and identify sub-regional partnership opportunities in planning and supporting the SSWF,

• Georgia plans to create new placements for SWs supported by a state certified non-degree program under the new Law on Social Work (2018)
Resources to Learn More

- Literature review
- Country case studies
- Conference Concept
- Call to Action
- Monitoring framework

Visit the ‘Research and Reports’ section on www.unicef.org/eca
ALEX COLLINS

LEAD AUTHOR, STATE OF THE SOCIAL SERVICE WORKFORCE REPORT 2018, AND TECHNICAL PROGRAM MANAGER, INTRAHEALTH INTERNATIONAL
Key Findings, Trends and Recommendations from Mapping Assessments

Alex Collins, MSW, MPH
Consultant and Lead Author
State of the Social Service Workforce Report 2018
“Our hope was and remains that more and better data would become available as country-level workforce mapping efforts spread, as more national governments invest in systems to license and register social service workers and manage their human resources data, and as donors propel measurement of progress against common workforce strengthening indicators.”
Key Findings
Defining the workforce

A country’s determination of who should be included and thus counted as part of the social service workforce greatly influences its estimated size...
Ratio of Workers to Child Population
Government Ministries with Social Service Workers

Number of Countries Reporting Government Social Service Workforce by Type of Ministry

<table>
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<tr>
<th>Type of Ministry</th>
<th>SA</th>
<th>EAP</th>
<th>MENA</th>
<th>ECA</th>
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<tbody>
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<td>Social Affairs (and Empowerment, Welfare, Local Development)</td>
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<td>Health</td>
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<td>Youth and Sports</td>
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<td>Religious Affairs</td>
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Gender and the Workforce

Percentage of Male vs. Female Social Service Workers in Selected Countries Based on Worker Survey

- Indonesia
- Cambodia
- Tunisia
- Morocco
- Dijibouti
- Jordan
- Sudan
- Vietnam
- Mongolia
- Philippines
- Lebanon

Legend:
- **Female**
- **Male**
Surveyed Workers’ Perceptions of:

- Need for additional training
- Training options available
- Supervision and its effectiveness
Professional Associations

- 75% of countries had evidence for at least one professional association for social service workers.

- 50% of associations reported a code of ethics or majority of workers with knowledge of code of ethics.
Workforce-supportive policies and legislation

- Countries with law or policy defining the social service workforce
- Countries with social service workforce-defining law in progress
- Countries with laws, policies or strategies that provide a basis for social service provision or reference the workforce
Where possible, **investment in adapting and using HRIS for the social service workforce should be explored**

**Ensure non-government entities involving social service workers are engaged in the mapping process** and understand the benefits of gathering workforce data.
Developing

- Initiatives aimed at developing the workforce, i.e., broadening and enriching options for education and training, should pursue a holistic approach.

- Field education is a built-in opportunity to contextualize or ‘indigenize’ social work theory and practice in real time.
• **Formal recognition of professional associations** is critical to legitimizing and enabling their unique contributions to supporting the workforce.

• **Guidance on supervision** would be an opportune resource, particularly as governments or regulatory bodies seek to set standards or strengthen current practice.
Cross-Cutting

- **Country task groups**, national leadership groups or other representative stakeholder groups can facilitate development of a definition of the workforce to be enshrined in legislation.

- **Improved understanding of gender** in the context of strengthening the social service workforce should be a global, if not country-level, priority for investigation.
Thank you!

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PANEL 2 - ADVOCATING FOR RESOURCE ALLOCATION: THE ROLE OF PROFESSIONAL ASSOCIATIONS, NON-GOVERNMENTAL ORGANIZATIONS, DONOR GROUPS AND OTHER STAKEHOLDERS

Moderator:

John Williamson, Senior Technical Advisor, Displaced Children and Orphans Fund, USAID

Speakers:

1. Jane Calder, Senior Child Protection Advisor, Save the Children UK, South Asia Region
2. Zeni Thumbadoo, Deputy Director, National Association of Child Care Workers, South Africa
3. Ghazal Keshavarzian, Director, Elevate Children Funders Group
ACCESSING RESOURCES FOR PLANNING, DEVELOPING AND SUPPORTING THE CHILD AND YOUTH CARE WORKFORCE

**Planning**
- National Network of CYCWs
- Focus on service recipients
- Established as a professional association and an NGO

**Supporting**
- Linked donor priorities to CYC workforce development
- Promoted national/provincial policy & legislation
- Promoted the professional regulation of CYCWs

**Developing**
- Developed a demand for quality training
- Provided localized, cost effective training
- Developed programmes and models to showcase CYC practice

NACCW South Africa
Competency based approach to training for child protection

- Clear job roles
- Development of Competencies
- Training to meet Competencies
- Supervision & support on the job
- Training to meet gaps
- Evidence of meeting the competencies

07 May 2019
EXAMPLE: THE ISIBINDI MODEL

- Designed to showcase CYCW practice and innovative models for children
- Model was crafted into a social franchise
- Strong evidence base developed
- Innovation attracted government and donor attention
- Core model allowed for different funders to "add-on" new components
- Scale-up the model
- Focused on new innovations simultaneously
- Accessed resources to scale up the model, train & develop CYCWS & provide essential service to children
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BREAKOUT ACTIVITY – DEVELOPING KEY MESSAGES FOR STAKEHOLDERS ON THE IMPORTANCE OF SUPPORTING THE SOCIAL SERVICE WORKFORCE

Group I: Messages for UN Agencies, Governments & Donor Groups
Facilitators: Aniruddha Kulkarni, Child Protection Specialist, UNICEF Headquarters
Alexandra Tucci, Senior Communications Officer, Together for Girls

Group II: Messages for the Media & General Public
Facilitators: Sarah Neville, Co-Chair Advocacy Interest Group, Global Social Service Workforce Alliance
Nicole Brown, Deputy Director, Global Social Service Workforce Alliance

Group III: Messages for Members of the Social Service Workforce
Facilitators: Sarah Johnson, Knowledge and Communications Specialist, Better Care Network
Susan Rubin, Assistant Director, National Association of Social Workers Foundation (US)
DR. REBECCA DAVIS

ASSOCIATE PROFESSOR AND DIRECTOR, CENTER FOR GLOBAL SOCIAL WORK, SCHOOL OF SOCIAL WORK, RUTGERS, THE STATE UNIVERSITY OF NEW JERSEY

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