2ND ANNUAL GLOBAL SOCIAL SERVICE WORKFORCE ALLIANCE SYMPOSIUM

June 10, 2015

United States Institute of Peace

Washington DC and Live Webcast

AMY BESS

COORDINATOR, GLOBAL SOCIAL SERVICE WORKFORCE ALLIANCE

Welcome and Overview

STRENGTHENING THE SOCIAL SERVICE WORKFORCE FRAMEWORK

Strengthening the Social Service Workforce

Planning the Workforce
- Adopt a strategic approach to planning the social service workforce
- Collect and share HR data and promote data-driven decision-making
- Improve recruitment, hiring, and deployment practices and systems that take into account urban, periurban, and rural areas and decentralization plans
- Build alliances to strengthen leadership and advocay among stakeholders

Country specific context, including social service, justice and child protection systems, culture, local legislation, labor market, economy

Supporting the Workforce
- Develop or strengthen systems to improve and sustain social service workforce performance
- Develop tools, resources, and initiatives to improve job satisfaction and retention
- Support professional associations in their efforts to enhance the professional growth and development of the social service workforce

Developing the Workforce
- Align education and training for the social service workforce with effective workforce planning efforts
- Ensure curricula incorporate both local/indigenous knowledge as well as international best practices for improving the well-being of children and families
- Strengthen faculty and teaching methods
- Provide broad range of professional development opportunities for workers

STATE OF THE SOCIAL SERVICE WORKFORCE REPORT 2015

www.socialserviceworkforce.org/2015report

ABOUT THE ALLIANCE

Vision

The Global Social Service Workforce Alliance works toward a world where a well-planned, well-trained and well-supported social service workforce effectively delivers promising practices that improve the lives of vulnerable populations.

Mission

To promote the knowledge and evidence, resources and tools, and political will and action needed to address key social service workforce challenges, especially within low to middle income countries.

Approach

Serve as a convener for an inclusive, representative network of stakeholders to create a forum for discourse and collective learning

Advance knowledge by deriving, organizing and disseminating critical evidence-based research, resources, tools, models and best practices

Advocate for workforce-supportive policy reforms at the global and national levels

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DR. KARIN HEISSLER

Opening Remarks

DEPUTY, CHILD PROTECTION SECTION, UNICEF HEADQUARTERS

DR. JENNIFER ADAMS

DEPUTY ASSISTANT ADMINISTRATOR, BUREAU FOR GLOBAL HEALTH, POPULATION AND REPRODUCTIVE HEALTH, OFFICE OF HIV/AIDS, OFFICE OF HEALTH SYSTEMS, USAID

Keynote Address

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PANEL 1

Planning the Workforce
+ Adopt a strategic approach to planning the social service workforce
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Planning the Social Service Workforce

Moderator:

Dr. Jini Roby, Professor, Department of Social Work, Brigham Young University

Speaker 1:

Strengthening the workforce at the community level: Results of strategic planning in Namibia

Ms. Joyce Nakuta, Deputy Director, Namibia Ministry of Gender Equality and Child Welfare, Directorate Child Welfare Services, Division Child Care

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PLANNING THE SOCIAL SERVICE WORKFORCE

2nd Annual GSSWA Symposium, 2015 Washington DC

Jini L. Roby

Professor

School of Social Work

Brigham Young University

Provo, UT 84602 USA

Strengthening the Social Service Workforce

Planning the Workforce

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Systemic View of Social Welfare Sector

Implementation
Structures
Roles

Monitoring &
Evaluation

POLICY
FOUNDATION

Programs

Resources

Financial

Material

Human–SSW

WHAT IS THE "SOCIAL SERVICE WORKFORCE"?

- Social Service Workforce, collectively, is the cadres of trained workers who implement the services addressing economic and social vulnerabilities.

- Across many sectors—child protection, social protection, health, justice system, education, gender, community development, immigration, labor, humanitarian, etc.

- Governmental, civil society, or community actors; formal/informal.

WHAT DO SSW DO?

Provide one or more of the following types of benefits and services:

1. **Tangible assistance** (cash, food, medication, school supplies, clothing)
2. **In-kind assistance** (medical services, issuing access cards, doing birth registration, housing support)
3. **Social services** (case management, referrals, psychosocial support, counseling, parenting skills courses, community empowerment, etc).
4. **Administrative/Managerial**—supervising, coordinating, advocating, mediating, planning

STRATEGIC PLANNING FOR SSW

- Establish or Review Policies
- Assess Service Needs & Priorities
- Establish Outcome Targets
- Assess Current Capacity of each System Component
- Draft National SSW Development Strategy Plan
- Implement Plan
- Evaluate

1. ESTABLISH OR REVIEW CURRENT POLICIES

National Documents
- Laws & Regulations
- National Plans
- Development Strategies
- Guidelines

Sub-national Documents
Regional/district level planning documents
Community level SSW plans

IDENTIFY and ADDRESS GAPS in POLICY

Envisaged need for trained SSW
- In Government ministries (national and sub-national)
- In Civil Society (national and sub-national)
- At Community level

Identify the cadres and respective roles
- By sector?
- By type of services provided?
- By training?
- Managerial pool (often neglected)

Multi-sectoral

Participation, Ownership, INVESTMENT

2. ASSESS SERVICE NEEDS & RANK PRIORITIES

- What are the most pressing social vulnerabilities? (Urgent vs. Important; Short Term vs. Long Term; Balancing)
- What types of assistance do these groups need?
- What are the differential needs of urban/rural populations? Ethnic areas?
- Geographic challenges?

Identifying and Prioritizing Most Pressing Social Needs

```
Most Pressing
 ├── Most Urgent; Short Term
 │      ├── Survival Needs (food, medication, etc)
 │      └── Safety Needs — Physical/sexual violence, humanitarian emergencies
 └── Most Fundamental; Long Term
        └── Long term sustainability of the individual and society: Attachment, Education, Gender equality, Employment security, etc.
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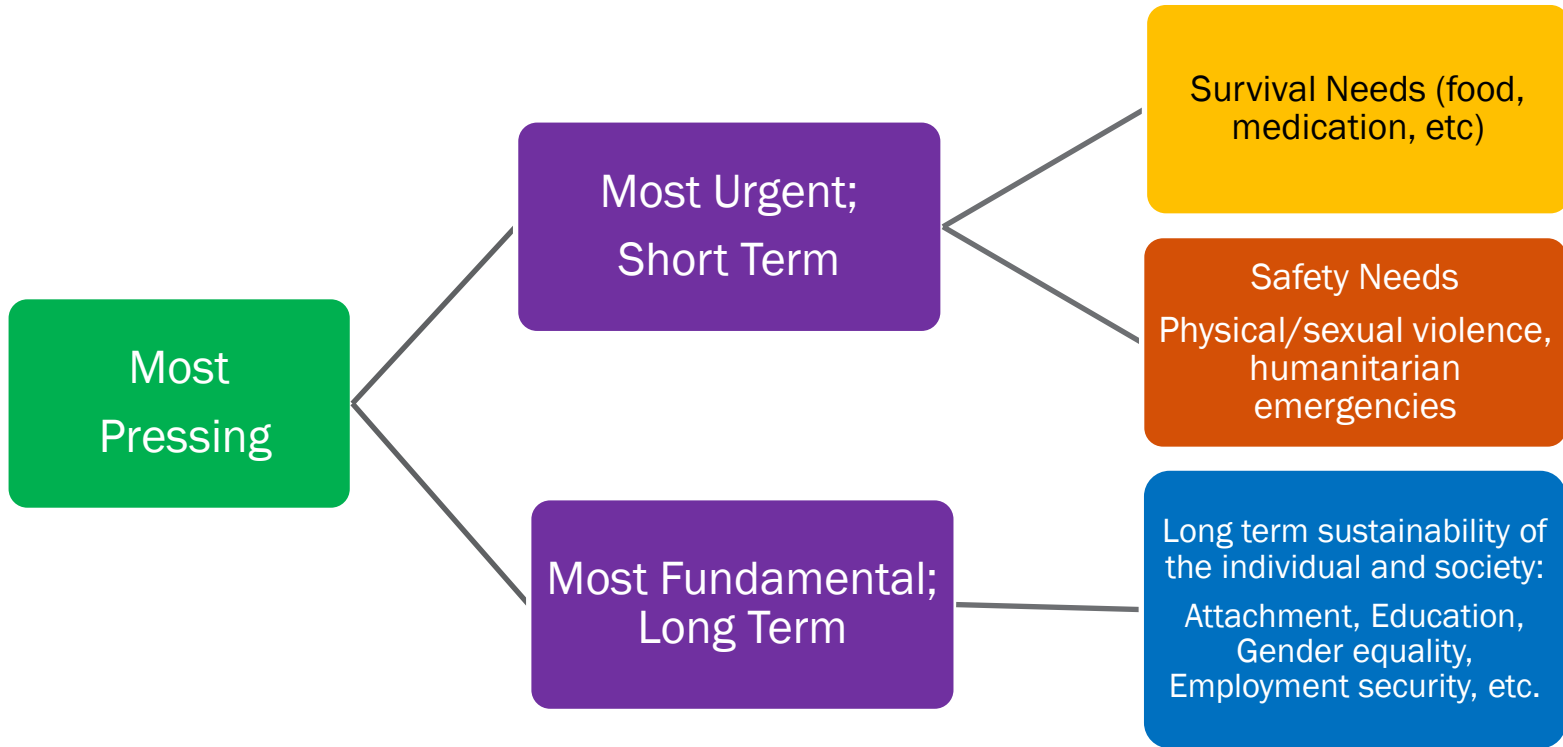
3. ESTABLISH SSW TARGETS TO MEET NEEDS

Based on Priority Social Service Needs, what should be the composition of the SSW?

- Identify necessary cadres and roles of each
  - Community-based, "Trickle-up" approach (developmental)
  - Vertically-driven "Top-down" approach
  - Combining the two
- Estimate necessary numbers for each cadre
- Identify minimum pre- and in-service training needs and career mobility for/between each cadre
- Outline roles and responsibilities for recruiting and developing these cadres of SSW: Government, Civil Society, Private Sector, Communities.

4. ASSESS CURRENT SITUATION & CAPACITY OF SSW

How many different cadres of SSW are currently working?

What is their training level?

What is their distribution?
- By Sector
- Ratio of worker per population
- Underserved areas

What is the current structure for recruiting, training, and retaining the SSW?

How many more are needed and in what configuration?

Assess 'push' and 'pull' factors for recruiting, training and retaining SSW.

Consider:
- Government policies 'assigning' secondary graduates into SSW
- Comparative salaries at similar educational levels among graduates
- Comparative salaries for SSW at various levels and locations
- Upward mobility issues
- Incentives for underserved areas

ASSESS "WHOLE OF SYSTEM" CAPACITY FOR DEVELOPING SSW

- Policies—regulatory frameworks
- Resources (Training facilities, Trainers, Material Support, Dedicated Funding)
- Educational/Training Programs and Monitoring Mechanisms
  - Government/Civil Society/Private Sector
  - Institutions of Higher Education/Foreign Partners
  - Professional Associations
- Data Collection and Evaluation Capacities
- Multi-sectoral Participation, Collaboration and Investment including: Professional associations (if any).

5. DRAFT A NATIONAL SSW DEVELOPMENT STRATEGY DOCUMENT

Around The TABLE BrainStorm

Stakeholders include:

Social Welfare/protection

Child welfare/protection

Gender/minorities

Education (IHEs)

Health

Finance/Accountability

Labor (Licensing, Professional Associations)

Justice

Local Development

Civil Society

Community Representatives

External Partners

WHAT DOES THE STRATEGIC PLAN LOOK LIKE?

"BUSINESS PLAN' lays out:

- BASELINE ASSESSMENT

- TARGET GOALS

- INCREMENTAL STEPS

- ROLES and ORGANIZATIONAL STRUCTURES

- HUMAN RESOURCES NEEDED

- HUMAN RESOURCE DEVELOPMENT PLAN

- RESOURCES NEEDED TO RECRUIT, DEVELOP, and RETAIN the HUMAN RESOURCES

- PLANS TO REVIEW, EVALUATE and IMPROVE SYSTEM PRODUCTION

STRATEGIC PLANNING FOR SSW

Establish or Review Policies

Assess Service Needs & Priorities

Establish Outcome Targets

Assess Current Capacity of each System Component

Draft National SSW Development Strategy Plan

Implement Plan

Evaluate
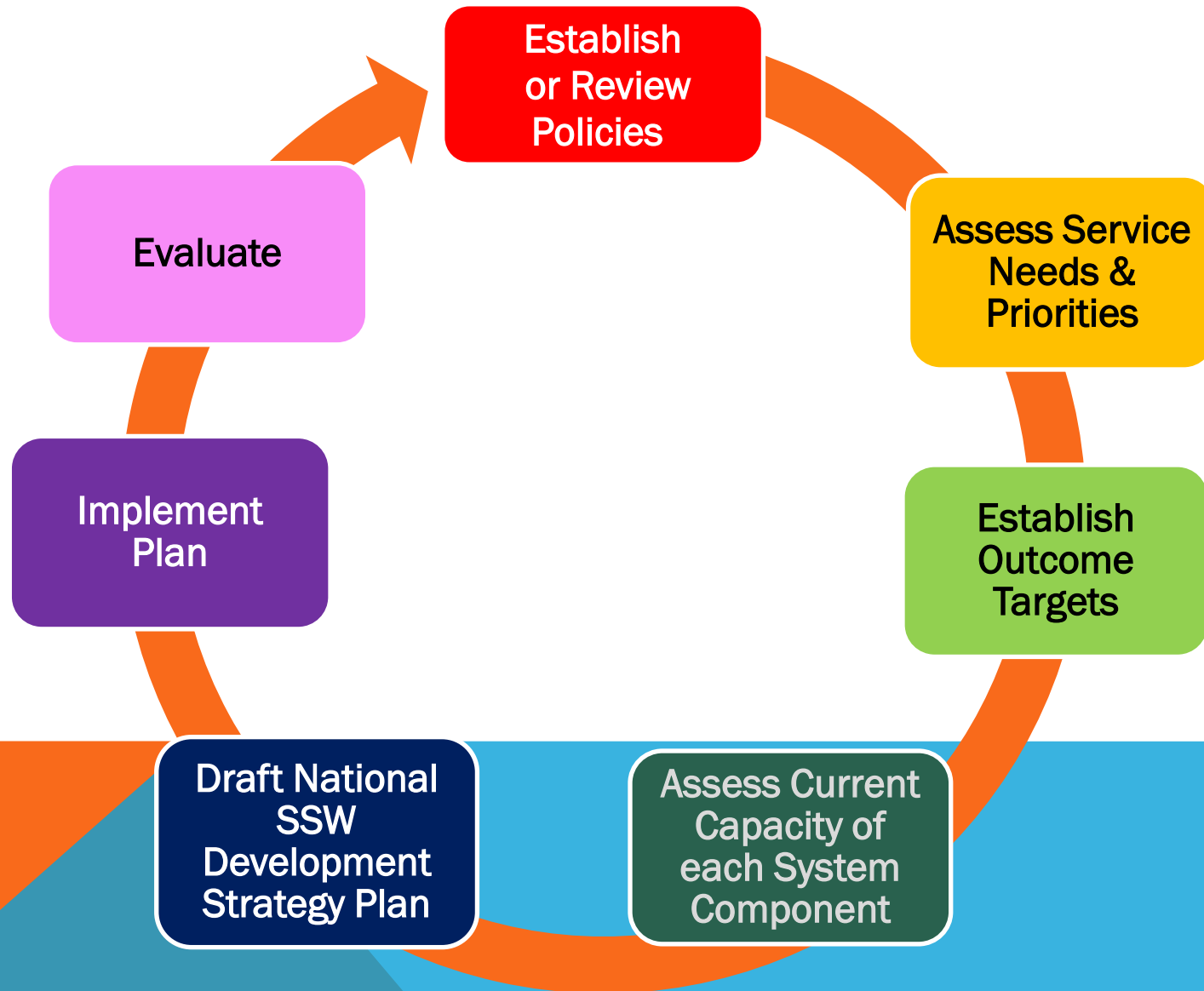
Strengthening the Workforce at Community Level:
Results of strategic planning

MS. JOYCE NAKUTA

DEPUTY DIRECTOR – CHILD CARE DIVISION

MINISTRY OF GENDER EQUALITY AND CHILD WELFARE

NAMIBIA

2ND ANNUAL SYMPOSIUM OF GLOBAL SOCIAL SERVICE WORKFORCE ALLIANCE

WASHINGTON DC

Overview of strategic planning process in Namibia

High level initiatives

Vision 2030

↓

National development Plans

↓

Medium Term Expenditure Plans

↓

Strategic Plans
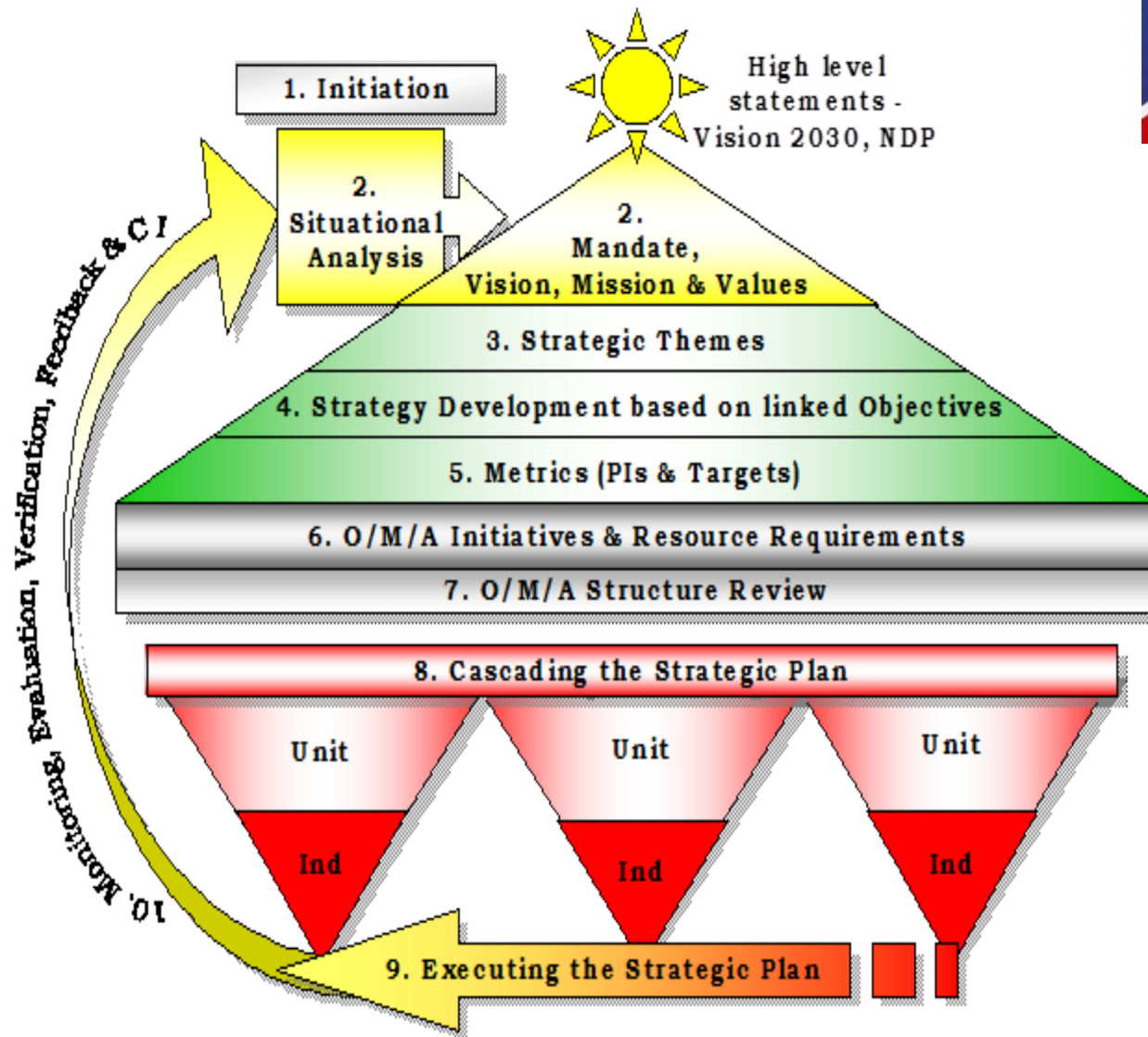
Workforce at community level

- Community Child care workers (Administrative Officer) – MGECW – as a result of skills shortage in the area of social serves related work. Front line community based service providers (constituency levels)

- Youth Officers and Sport Officers – MYNSSC – majority of population young people that need recreation and development beyond school interventions

- Health Extension Workers (HEW) in MHSS

REPUBLIC OF NAMIBIA
Ministry of Health and Social Services

**National Strategy for Community Based
Health Extension Program in Namibia**

1. Initiation

2.
Situational Analysis

2.
Mandate.
Vision, Mission,
& Values of MHSS

High Level Statements
– Vision 2030, NDP

3. Strategic Themes: Service Provision

4. Strategic Objectives: Provide adequate structure and formalized community based health structure

5. Metrics (PIs & Targets) % of community health workers on establishment met requisite training

6. Initiatives & Resource Requirements

7. Structure Review

8. Cascading the strategi Plan

unit   unit   unit

Ind   Ind   Ind

9. Executing the Strategic Plan

Initiatives & Resource Requirements

1. Develop a formalized and structured plan for Community Based Health Services
2. Mobilize resources
3. Advocate for implementation of decentralized services
4. Establish a monitoring system

Lessons learned through program development stage

- Strategic advocacy from MHSS to GRN Cabinet for domestic financing
- Strong leadership by MHSS in establishing vision and coordinating response internally among with DP
- Collaborative relationship with development partners to mobilize the necessary technical assistance
- Ministry expressing leadership – not fragmented approach – NGO's & CBO's providing these services
- Utilize domestic structures – training, administration and M&E systems of MHSS

Human Resources

- National Census data used to estimate number of HEW required
  - 1 HEW per 100 households (approx. 500 people)
  - Increase number of HEW in sparsely populated regions
  - Increase the number of HEW in regions with poor transport
- Criteria used include:
  - Total number of population served
  - Distribution or sparseness of population
  - Availability of public transport
  - Availability of basic services

Funding

Financial Year	No. of Regions	No. of HEW	Incremental budget est for salary	Training cost	Supply cost	Others	Total
FY 2014/2015 (Phase II)	11*	1,100	31,982,400	7,.400,000	4,400 00	6,852,000	120,674,400
FY 2015/2016 (Phase III)	12	1,200	93,059,900	84,480,000	4,800,00	7,752,000	190,091,900
FY 2016/2017 (Phase (IV)	12	1,237	159,689,900	87,084,800	5,092,000	7,752,000	259,618,700
Already trained HEW		576					
Total	13	4,113	284,732,200	249,004,800	14,292,000	22,356,00	570,385,000

Rationale for HEW

- Vision 2030, 4th National Development Plan and National Health Strategic Plan contains ambitious health and social targets requiring additional efforts from all sectors in society towards better health and welfare for all Namibians

- Equity and accessibility of affordable health and social services are among the key principles guiding the health sector development

- This led to the Ministry identifying HEW as a critical strategy toward ensuring access to services, especially in sparsely populated and hard to reach areas

Rationale cont

- Health Extension Program contributes to individuals, families and communities playing a greater role in the improvement of their own health status

- Contributes significantly towards attainment of national and health related goals

HEW Role

Screen — Provide minimal support — Educate — Refer — Follow up

Integration of social services and disabilities

- Understanding of social welfare and services in the community
- Essential knowledge on different services across the sectors
- Link social services needs of community to appropriate services, such as:
  - Substance abuse and prevention
  - Effective parenting
  - PSS support
  - Prevention of violence and abuse
  - Family strengthening eg grants

Monitoring and evaluation

- Clear target with results based on MHSS Strategic plans 2013-2017
- Process and identify implementation gaps and challenges and how to overcome

Gaps and challenges

- Big gaps on oversight and supervision generally in health sector

- Addition of 200 staff members to supervise per region

- GRN reluctant to have NGOs to assist in supervision

Thank you

PANEL 2

Developing the Social Service Workforce

Moderator:

Mr. Ummuro Adano, Senior Principal Technical Advisor, Management Sciences for Health

Speaker 1:

Preparing a professional workforce through university degree programs: Issues and considerations
Dr. Robin Sakina Mama, Professor and Dean, Monmouth University School of Social Work

Speaker 2:

How competency frameworks help to inform the development of community level workers
Ms. Zenuella Sugantha Thumbadoo (Zeni), Deputy Director, National Association of Child Care Workers – South Africa

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PREPARING A PROFESSIONAL WORKFORCE THROUGH UNIVERSITY DEGREE PROGRAMS: ISSUES AND CONSIDERATIONS

Dr. Robin Mama, Dean, Monmouth University School of Social Work

AGENDA

❖ **Overview – Types of education programs**

❖ **Implications**

❖ **Faculty recruitment and retention study implications**

EDUCATION AND TRAINING OF THE GLOBAL SOCIAL SERVICE WORKFORCE

❖**Education programs identified:**

1. University degree programs
2. Diploma programs
3. Certificate programs

- Range of educational opportunities provides basic foundation and support skills to the development of career ladders in some countries.

- Also helps to ensure standards of practice

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DEGREE PROGRAMS

❖ **Degree programs:**
- Officially recognized by the country and provide University level training; usually the bachelor's degree in 3 - 5 years of study
- Master's degrees range from 2 – 3 years
- Doctoral programs are far fewer
- Social work is the primary profession
- All 13 countries had at least one degree program available
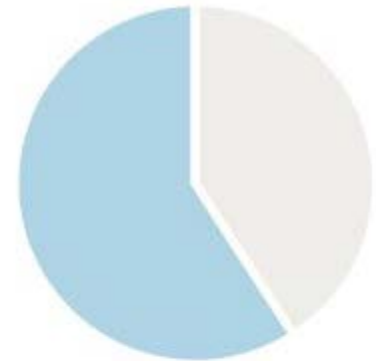
59%
OF PROGRAMS REQUIRE
A FIELD PLACEMENT TO
SUPPLEMENT THEORY-BASED
CLASSROOM LEARNING
WITH PRACTICE EXPERIENCE

DEGREE PROGRAMS

Table 3: Number of Social Service Related Degree Programs in 13 Countries

	Bachelor of Social Work	Master of Social Work	Doctorate in Social Work
Cambodia	2	1	
Ethiopia	1[20]	1	1
Georgia	2	2	2
Ghana	2	1	1
Indonesia	35	3	2
Kenya	2	1	
Moldova	4	4	1
Nepal	3	3	
South Africa	18	14	6
Tanzania	5	4	
Uganda	3	1	
Vietnam	11	1	
Zambia	8[21]	3	

DEGREE-RELATED IMPLICATIONS

- Smaller number of master's and doctoral programs point to the challenge in preparing faculty for the bachelor's programs;
- Lack of adequately prepared Ph.D. holders in a country has implications for the implementation of research, and carrying out of country-specific, evidence-based curricula and interventions that are less reliant on Western knowledge and approaches;
- Also has implications for long-term planning at the systems level

7,106
BACHELORS
GRADUATES

1,011
MASTERS
GRADUATES

46
DOCTORAL
GRADUATES
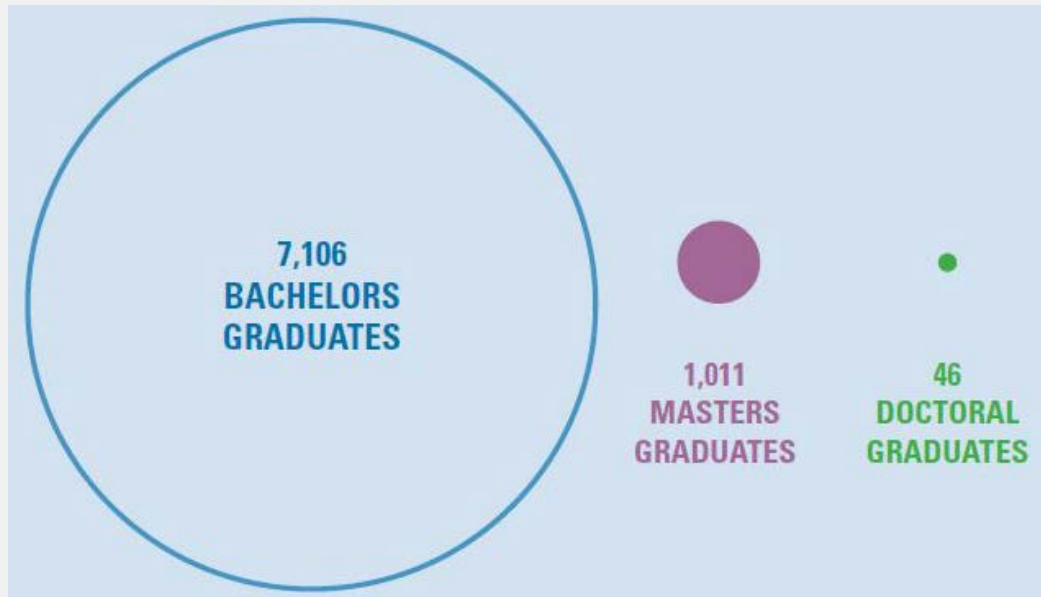
DIPLOMA PROGRAMS

- Shorter than degree programs
- Can be taken in lieu of a degree program or offered as a post graduate program
- Offered by Universities, vocational schools or other accredited training centers
- 12 countries reported having diploma programs through a variety of training institutes
- Typically are thematically focused and fell into the following categories: community oriented, social work focused, and then other subjects

CERTIFICATE PROGRAMS

- **Generally offer less training than a diploma (also usually shorter than diploma programs)**

- **Are certified by the government or a university**

- **Are critical to ensuring standardization, continuity and regulation of curriculum**

- **5,090 certificate holders trained vs 3,481 individuals who completed diploma programs**

- **Certificate programs often target training in a specific area in either macro or micro work**

Program Length (months)	Number of Programs
Less than 1	6
1	3
2	6
3	1
4	1
6	2
7	1
9	1
12	9
18	4
24	2
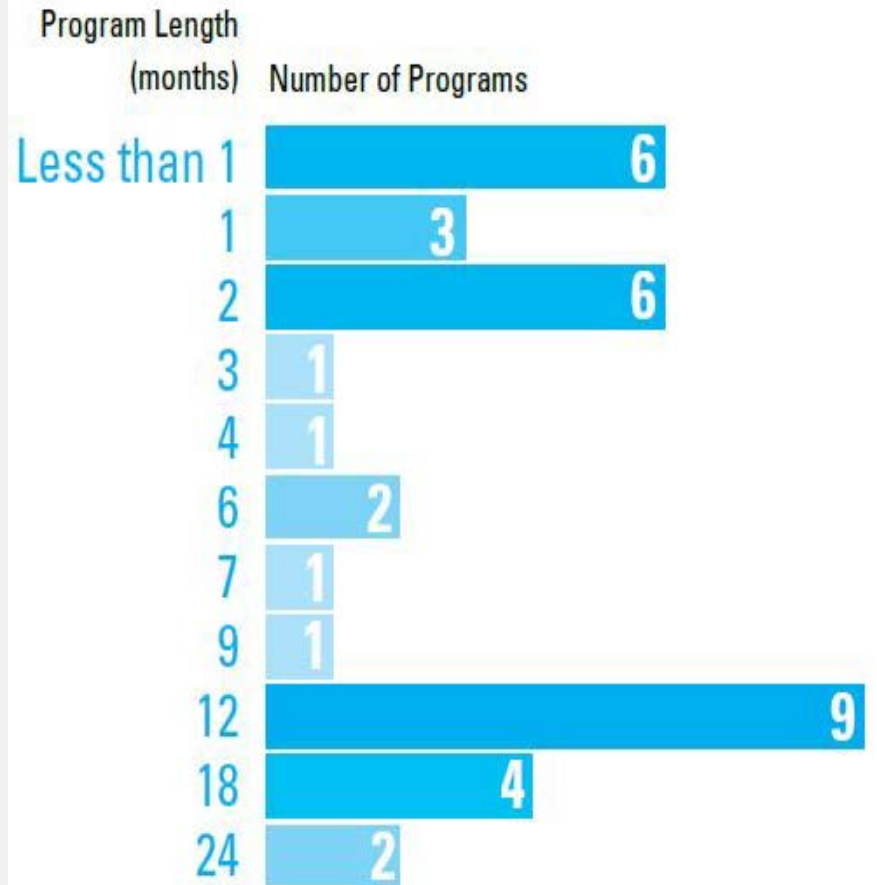
CHALLENGES – FACULTY RECRUITMENT AND RETENTION

❖ Recruitment Challenges:
- Shortages of Social Work Faculty
- Competition
- Regulations and Policy Restrictions

❖ Retention Challenges:
- Overburdened Staff
- Regulations and Restrictions

OBSERVATIONS – FACULTY RECRUITMENT AND RETENTION

- A strong university workforce is needed to prepare the next generation of social work practitioners as well as to create a pipeline of future faculty

- Share resources and best practices on faculty recruitment and retention by deans and program directors with their colleagues around the world, especially with those in new programs and schools

- Encourage faculty to create research and/or scholarship projects that involve collaboration with colleagues in other institutions where opportunities arise to support mutual learning across institutions or countries

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HOW COMPETENCY FRAMEWORKS CONTRIBUTE TO THE DEVELOPMENT OF PARA PROFESSIONALS IN THE SOCIAL SERVICE WORKFORCE

**ZENI THUMBADOO, NACCW
(ON BEHALF OF THE ALLIANCE INTEREST GROUP ON PARA PROFESSIONALS)**

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INTEREST GROUP ON PARA PROFESSIONALS IN THE SOCIAL SERVICE WORKFORCE

- Identified as priority area in initial review of member interests
- Initially convened in **October 2013**
  - Currently there are **35** participants on our member list from **10** different countries in North America, Europe and Africa
- Survey of interest group participants identified **developing competencies of para professionals** as key issue
- Group has developed a set guiding of principles for para professional social service workers.
- Generic/Core functions developed to strengthen service programs and training programs for para professionals working as direct care workers in the social service sector
- Para / Auxiliary Child and Youth Care Worker competencies for the Para Social Services

KEY ISSUES MOTIVATING THE NEED FOR COMPETENCY FRAMEWORK

- To date, **there is no agreed upon and recognized definition for a paraprofessional social service worker** at either the global or regional level

- This is especially true within the **African context**, where a range of different kinds of paraprofessionals have rapidly been trained and deployed to fill existing gaps of professional social service workers

- Paraprofessionals take on a **myriad of titles and roles** within the larger social welfare system (Davies, 2009, Bess, Lopez & Tomaszewski, 2011, Mendenhall, 2012; Mwansa, 2012)

GUIDING PRINCIPLES FOR THE DEVELOPMENT OF PARA PROFESSIONAL SOCIAL SERVICE WORKERS

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BACKGROUND

- Represent a base for the development of programs and activities for training, development, deployment and support of para professional social service workers

- Recognizing country-specific context, they promote the **planning** of the para social service workforce, the **development** of the para social service workforce and **support** of the para social service workforce

OVERARCHING GUIDING PRINCIPLES

Example:

The **strengths perspective**, which views the wisdom, assets and knowledge of individuals, groups and communities as potential resources, should be at the core of the competencies being sought for para professional social service workers.

PRINCIPLES ON PLANNING THE WORKFORCE

Example:

Clear descriptions of **functions, roles and the skills** necessary to fulfil the responsibilities at each level in each field should be outlined in job descriptions

PRINCIPLES ON DEVELOPING THE WORKFORCE

Example:

A **career ladder** should be accessible to all social service para professionals. It should be underpinned by further education where credit for prior training and work experience is given, and which leads to professional advancement. This includes the ability to take on higher level roles and increased salaries when demonstrating the necessary abilities and competencies.

PRINCIPLES ON SUPPORTING THE WORKFORCE

Example:

All para professionals should work under **supervision** of qualified para professionals or professionals. Supervision helps to ensure that the practice and performance of para professionals stays within any policy or legislative framework that clarifies roles and responsibilities and guarantees accountability and rights.

PARA PROFESSIONAL FUNCTIONS AND COMPETENCIES - EXAMPLES OF GENERIC COMPETENCIES

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Function: Communication Skills

Para Professional Functional Areas	Para Professional Practice Competencies	Para Professional Training Competencies
Communicating with families and other workers in the unique cultural context	• Shows cultural competency through the correct use of body language, greetings and who is addressed first (protocol) • Understands ethical values and cultural practices of the local community and uses this understanding to facilitate effective communication • Gathers, conveys, and receives information, along with completing assigned written information under direct supervision • Communicates child protection, violence and abuse messages effectively to families and groups • Uses child/client friendly basic communication methods • Identifies and applies relevant information	• Demonstrates cultural competency in various settings, especially related to the local context • Demonstrates ethical values at the community level • Demonstrates clear, concise and correct verbal and written communication • Demonstrates basic listening and responding skills • Demonstrates the use of child-friendly communication methods • Explains how communication with children differs from adults • Demonstrates ability to promptly and appropriately following instructions • Demonstrates ability to communicate regarding available services

EXAMPLE OF PARA/ AUXILIARY CHILD AND YOUTH CARE WORKER COMPETENCY

Function: Implementing basic life-space work

Para Professional CYCW Functional Areas	Para Professional CYCW Practice Competencies	Para Professional CYCW Training Competencies
Implements basic life-space work practices in order to ensure routines and basic developmental activities take place, under the guidance of a supervisor	Implement everyday activities and routines to help children/youth and their families feel a sense of belonging, learn skills, make choices and care for others	Able to describe routines and activities in the life space and give basic examples of how these can help children and youth develop.
Implements specific life-space work within routine interactions with children, youth and their families to ensure that routines, developmental and basic therapeutic activities take place, under the guidance of a supervisor	Under supervision, and based on the child/youth's individual development plans, allocates and adjusts routines, tasks and activities to children, youth and their families, in a way that suits their individual developmental strengths and needs, within the context of individual or group interactions	Shows an understanding that the life space constitutes the container within which all developmental and therapeutic work takes place

Can explain how life-space work can be developmental and therapeutic

Can explain the concept of individualized responses to children and youth |

VALIDATION PROCESS

- The Child and Youth Care competencies were validated at the FICE Kenya Child and Youth Care conference in Kisumu which took place between the 7th – 11th April 2015.

"We've had lots and lots of trainings,
if you ask people to bring out their
certificates they will bring out a box.
But at the end of it all you are
nothing, you have no identity, you
can't be forceful or powerful. We need
to direct training to a profession and
give a good career development path
for people working in care."

(Kazi Ngumu Focus Group)

THE SOUTH AFRICAN EXPERIENCE

- BQCC initial basic training
- Accredited Further Education and Training Certificate – Level 4
- Isibindi Ministerial scale up
  - 400 Isibindi Projects
  - 10 000 CYCW'S
- 309 (77%) Isibindi projects established
- 4 402 (44%) CYCW trainees
- 181 484 children serviced

- CYCW degree – University of South Africa (UNISA), Durban University of Technology (DUT)
- Statutory regulation of Child and youth Workers with South African Council for Social Service Professions (SACSSP)
  - more than 6 000 in the process of being registered

SOUTH AFRICA: DEVELOPING A CAREER LADDER FOR CYCW – BOTTOM UP
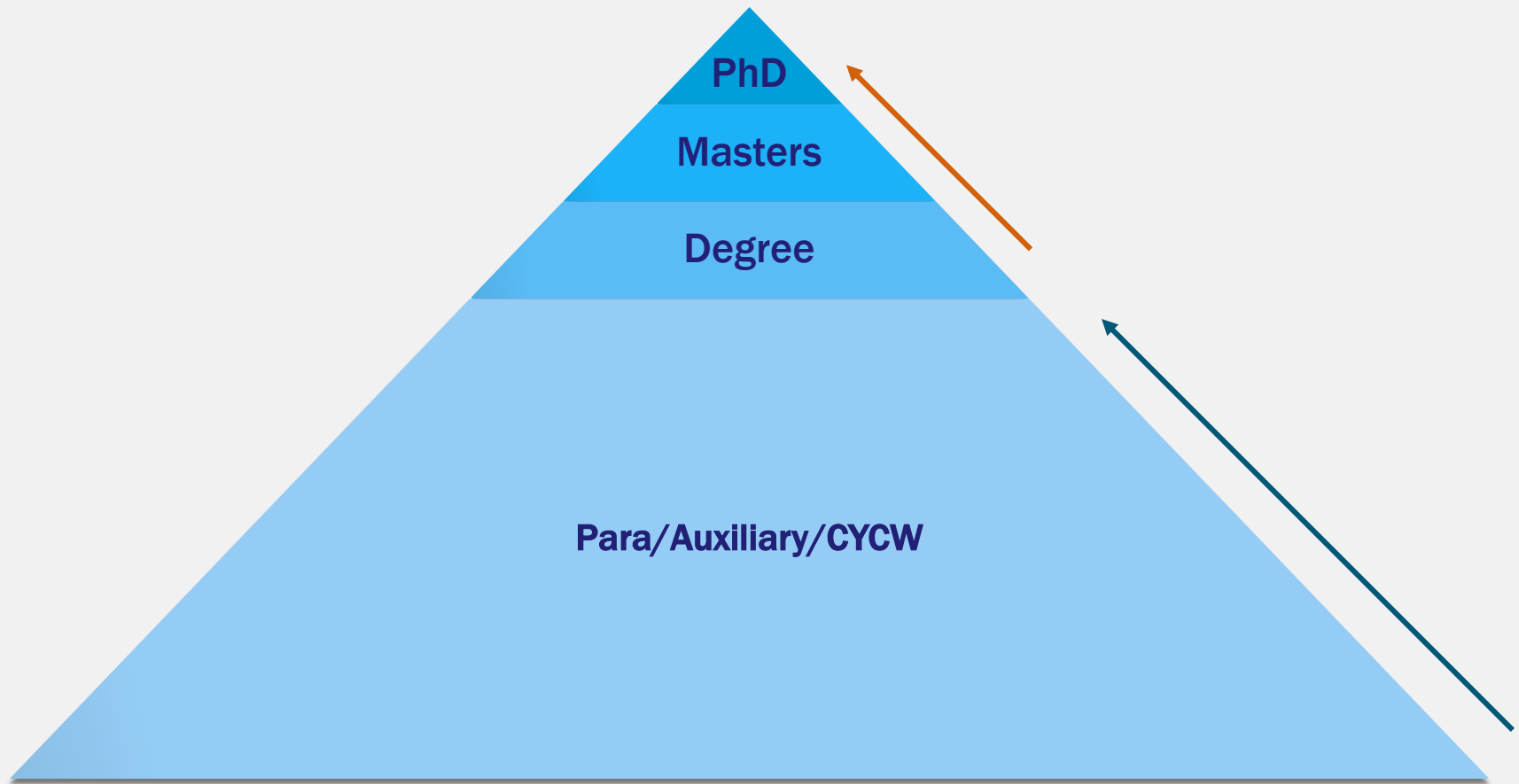
SOUTH AFRICAN GRADUATES: PROFESSIONAL AND PARA PROFESSIONAL

PANEL 3

Supporting the Social Service Workforce

Moderator:

Silke Felton, Interim Senior OVC Advisor OGAC / Impact Mitigation Specialist PEPFAR Swaziland

Speaker 1:

The Role of the Professional Associations in Supporting Statutory Social Work Systems

Dr. Natia Partskhaladze, UNICEF CEE/CIS and Chairperson, Georgian Association of Social Workers and Iv. Javakhishvili Tbilisi State University, Georgia

The Role of the Professional Associations in Supporting Statutory Social Work Systems

Natia Partskhaladze

June, 2015

Georgia – Country Background

Population– 3.8 million
Child population – 800.000
GDP – USD 3,700

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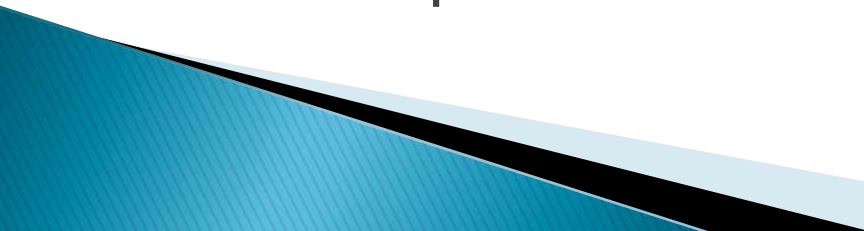
Georgian Association of Social Workers

Mission:

▸ Fostering the development of Social Work profession in Georgia

Goals:

▸ Lobbying for the development and implementation of the necessary legal and policy infrastructure

▸ Development of academic education

▸ Setting the professional standards and ethics

▸ Providing professional expertise to the local social service providers

Georgian Social Workers'/GASW Members' Profile

- ▸ Qualified Social Workers (BA, MSW)
- ▸ Other professionals (doctors, teachers, psychologists) retrained as Social Workers
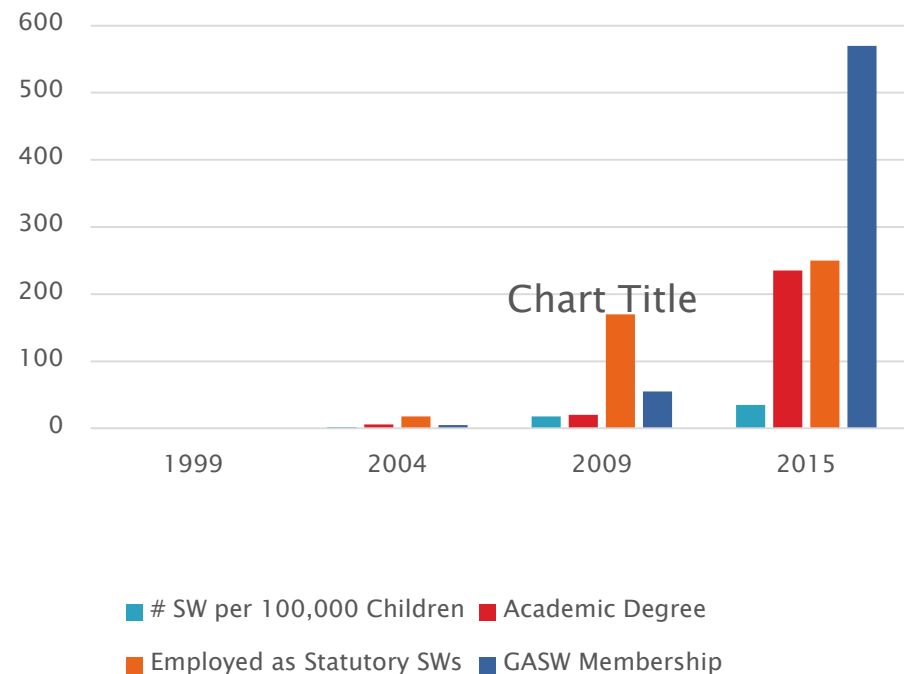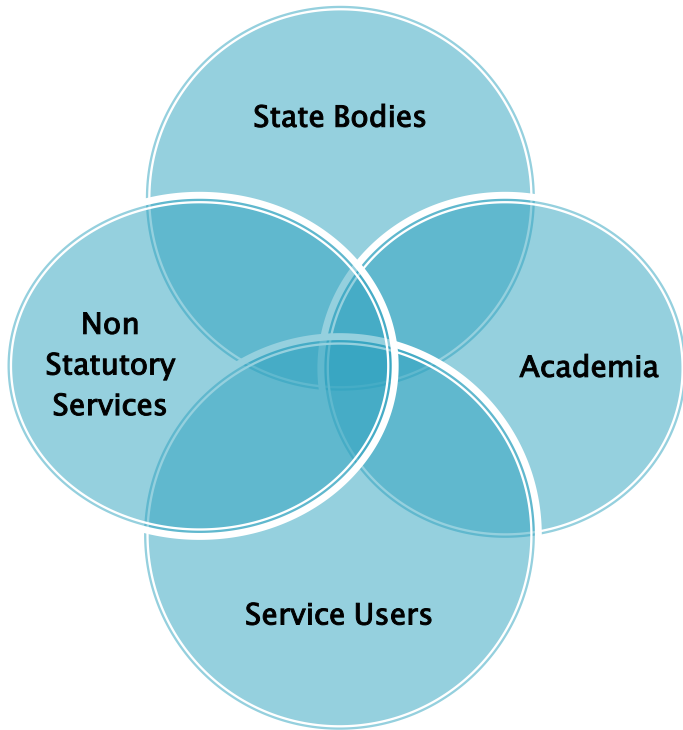
NGO Social Workers

Statutory Social Services

Chart Title

600
500
400
300
200
100
0

1999   2004   2009   2015

■ # SW per 100,000 Children ■ Academic Degree
■ Employed as Statutory SWs ■ GASW Membership

Support to Child Care Reform in Georgia – Strengthening Statutory Social Work Services

1. Social work assessment forms – Statutory decree
2. Gatekeeping policy guiding principles – Statutory decree
3. Guardianship and care panels – Statutory decree
4. In-service trainings for SW and Panels
5. Case conference and family conference practice
6. Child care service standards – Statutory decree
7. Monitoring and inspection system – MoLHSA unit
8. Social work professional supervision and performance appraisal systems – Statutory decree

Social Work Professional Supervision and Performance Evaluation System

Administrative Function
Ensures that service objectives and practices are in line with the local legislation, policies and standards

Case Supervision Function
Review and evaluation of case work

Supportive Function
Provides personal and professional support in dealing with job–related issues, burnout

Educational Function
Continuous training and practice skills development; strengthening of professional values

- Internal supervision – by the senior social workers and managers
- Professional Regulation – not in place

The State of Social Work in CEE/CIS (UNICEF CCE/CIS RO)
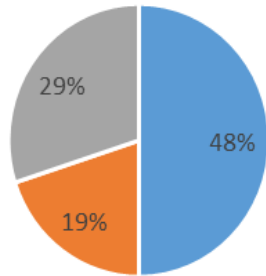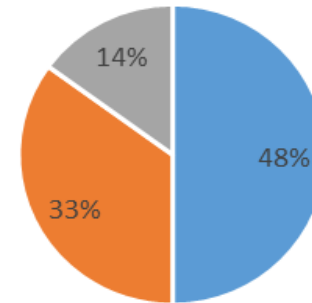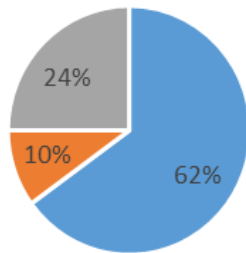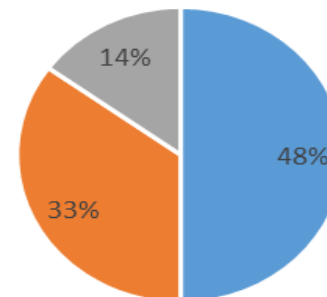
DR. JIM MCCAFFERY

ALLIANCE STEERING COMMITTEE CHAIRPERSON AND SENIOR ADVISOR, TRG

Closing Remarks

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