THE STATE OF THE SOCIAL SERVICE WORKFORCE 2015 REPORT

A MULTI-COUNTRY REVIEW

GLOBAL
SOCIAL SERVICE WORKFORCE
ALLIANCE

Improving the workforce. Improving lives.

Improving the workforce.
Improving lives.

THE GLOBAL SOCIAL SERVICE WORKFORCE ALLIANCE

The Global Social Service Workforce Alliance officially launched in June 2013 with the vision of working 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. The creation of this network was initially recommended by participants from 18 countries who attended a conference "Investing in Those Who Care for Children: Social Welfare Workforce Strengthening Conference" that was funded by the United States Agency for International Development (USAID) through the President's Emergency Plan for AIDS Relief (PEPFAR) and held in Cape Town in 2010. The mission of the Alliance is 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. The Alliance acts as a convener of government, nongovernmental organizations, academic institutions, donors, professional associations, and community practitioners to share good practices, advance knowledge, and advocate for workforce improvements that will lead to better outcomes for children and families. Individual members of the Alliance currently span over 66 countries.

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FOREWORD

This report sheds light on key social service workforce data and trends, showcases innovative and effective workforce strengthening initiatives, and highlights the need for more data and focus in this area.

WHAT IS THE PURPOSE OF THIS REPORT?

This report consolidates information from 2014 about the social service workforce (SSW) from a range of middle- and low- income countries in order to contribute to global, national, and local planning and advocacy for effective implementation of programs for children and families. This report sheds light on key social service workforce data and trends, showcases innovative and effective workforce strengthening initiatives, and highlights the need for more data and focus in this area. The report explores the diversity of the social service workforce, recognizing the variety of functions, titles, and types of education and training in both government and nongovernment work settings. By covering a variety of countries, the report captures unique elements specific to certain countries and also identifies some common challenges and trends evident across locations.

It is also important to highlight the notable limitations of this report. Currently no country covered in this report has a clearly identified central body that is tasked with gathering this range or type of SSW data. Few countries have systems to collect any type of uniform data on social service human resources across the multiple ministries and organizations that employ social service workers in a given country. Between and even within countries there are differences in ways that workers are identified and counted. This is in part due to the variety of job titles used across organizations working in the same country. In several countries, results of nation-wide mapping exercises and assessments on this workforce are available; however, varying methods of data collection present challenges when making comparisons across multiple countries.

This first annual report is envisioned as a first step among many other global, regional, and national efforts to better describe, depict, and analyze efforts to strengthen the social service workforce. As country-level workforce mapping expands, as more national governments implement human resources information systems (HRIS) for the social service workforce, as multi-stakeholder engagement leads to social worker registration or licensing systems, and as donors continue to develop and support implementation of measurement against workforce strengthening indicators, more data will become available. Future years' reports will reflect an increasingly robust baseline of information, enabling clearer analysis of effective efforts to strengthen the workforce and stronger advocacy for improving the quality of care provided to children and families.

◄ An IntraHealth International employee meets with a community mobilizer and founder of an AIDS support group in Namibia.

The 15 countries included in the report are: Cambodia, Ethiopia, Georgia, Ghana, Indonesia, Kenya, Moldova, Myanmar, Namibia, Nepal, South Africa, Tanzania, Uganda, Vietnam, and Zambia.

METHODOLOGY

For this first annual report, the Steering Committee of the Global Social Service Workforce Alliance decided to feature 15 countries from the World Bank list of low- and middle-income countries.[1] These countries represented a range of regions, cultures, and social service systems. The 15 countries included in the report are: Cambodia, Ethiopia, Georgia, Ghana, Indonesia, Kenya, Moldova, Myanmar, Namibia, Nepal, South Africa, Tanzania, Uganda, Vietnam, and Zambia. Methodologies to gather information from these countries included:

- *Questionnaires:* Questionnaires were sent to countries and recipients included UNICEF offices in each of the countries, as well as staff of universities, NGOs, USAID missions, associations, and government ministries.

- *Legislative review:* International business law firm DLA Piper, in partnership with UNICEF, undertook pro bono review of legislation in the selected countries.

- *Peer-reviewed literature:* Journal articles on social work and child protection in the selected countries were reviewed.

- *Gray literature:* Documents reviewed included NGO reports on programs for vulnerable children and families, workforce mapping reports, and human resources gap analyses, technical briefs, and working papers.

- *Individual interviews:* Additional information was obtained through conversations with UNICEF, NGOs, universities, USAID, and associations.

BACKGROUND

A UNICEF-trained early childhood development worker encourages a boy during an activity at an integrated community health and development center built to restore and improve child and maternal health services in the tsunami- and conflict-affected region.

© UNICEF/NYHQ2009-1897/ Estey Indonesia, 2009

WHY DOES DELIVERY OF EFFECTIVE SOCIAL SERVICES MATTER?

Around the world, vulnerable populations face innumerable challenges. Children and families suffer limited access to education, health care, or income. They can face displacement, trauma, and family separation as a result of war or natural disaster. They are exploited, abused, and neglected, and are affected by violence and trafficking. They struggle with mental, emotional, and physical health challenges. Their legal rights are often not respected. Any of these situations can easily overwhelm the resources of a family or individual. When individuals and families are not fully able to cope on their own, broader systems of support are often necessary.

The people who staff these systems, social service workers, help to ensure that effective prevention and support services reach those who need it most. Social service workers reunite families, support alternative care, provide critical psychosocial support, and alleviate economic hardship through social protection schemes and economic strengthening activities. They help vulnerable individuals to assert their legal rights and protect them from future harm. They also work to address larger social concerns, such as poverty, discrimination, and injustice. A coordinated and collaborative response including well-planned, trained, and supported people creates protective environments that promote healthy development of children, strong families, and safe communities.

WHO IS THE SOCIAL SERVICE WORKFORCE?

The social service workforce can be broadly defined as a variety of workers—paid and unpaid, professional and paraprofessional, governmental and nongovernmental—who make the social service system function and contribute to promoting the rights and ensuring the care, support, and protection of vulnerable populations. The social service system is the system of interventions, programs, and benefits that are provided by governmental, civil society, and community actors to ensure the welfare and protection of socially or economically disadvantaged individuals and families. A strong social service system addresses both the social welfare and protection of vulnerable populations and includes elements that are preventative, responsive, and promotive.[2] A well-functioning social service system includes strong linkages with sectors such as health, justice, and education.

The social service workforce is vast, dynamic, and highly context specific. Some members of the social service workforce work at the micro-level, such as child and youth care workers or social workers, and provide direct support to vulnerable populations. This work encompasses identifying and supporting individuals affected by violence, abuse, exploitation, and neglect and includes case management, counseling, and coordination of a range of critical services. Other workers, such as district social welfare officers or community development officers carry

The social service workforce can be broadly defined as a variety of workers–paid and unpaid, professional and paraprofessional, governmental and nongovernmental–who make the social service system function and contribute to promoting the rights and ensuring the care, support, and protection of vulnerable populations.

© Nicole Brown, Nepal, 2012

out primarily mezzo-level functions, mobilizing and coordinating efforts at the community level. They work with, for example, community leaders, district councils, and religious communities to organize community-wide efforts to identify, respond to, and prevent risks that threaten the protection and well-being of vulnerable populations.[3] Social service workers also work at a macro level, such as a social welfare director or nonprofit leader, promoting coordination with and within national government, setting and ensuring adherence to national social service policies and standards, overseeing research and training programs, and supervising the quality and delivery of social services.[4]

PLANNING, DEVELOPING AND SUPPORTING THE SOCIAL SERVICE WORKFORCE

This report is loosely structured around the Framework for Strengthening the Social Service Workforce that includes strategies for planning, developing, and supporting the social service workforce. This framework was developed in advance of and then refined at the

The social service workforce is vast, dynamic, and highly context specific

PEPFAR/USAID-funded sponsored Social Service Workforce Conference in Cape Town, South Africa, in November 2010.[5]

This report describes some but not all of the strategies highlighted in the framework. Under the section of the framework on "planning the workforce," the report analyzes available workforce mapping assessments and other data obtained on the numbers and configuration of the government workforce and the nongovernment workforce. The report also examines the legislative

framework that underpins nationally-led efforts to recognize and strengthen social service systems and the workforce. To address the "developing the workforce" section of the framework, the report reviews education and training available through degree, diploma or certificate programs and appropriate for all levels of the workforce.

Under "supporting the workforce," the report provides information on professional associations and the availability of licensing and registration systems for social service workers.

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

ONE BUILDING BLOCK OF AN EFFECTIVE SOCIAL SERVICE SYSTEM

All efforts to strengthen this workforce should be understood in the context of a larger systems framework that links to and reinforces other components of the social service system, including legislative and policy environments, leadership and governance structures, coordination and networking mechanisms with other key sectors and communities, financial systems, and information management services.[6] Workforce strengthening is then seen as one building block among many to establish an effective social service system and deliver high-quality, accessible social services.

The report has taken into account the development of two sets of indicators to measure social service workforce strengthening efforts within a system strengthening context. In 2012, MEASURE Evaluation initiated development of 32 core indicators to measure the outcomes of social service system strengthening. MEASURE Evaluation is funded by USAID to strengthen capacity in developing countries to gather, interpret, and use data to improve health. The initiative focuses on measuring the impact of system strengthening efforts on children and families affected by HIV and AIDS but has potential for broader application. Nine of the indicators are focused on the government social service workforce.[7] These indicators are listed in the box above and enable collection of information on cadres that serve vulnerable populations.

Also in 2012, the UNICEF East Asia and Pacific Regional Office developed a framework of indicators to assess and track child protection systems, addressing root causes for gaps in prevention and response to protection issues. The framework looks at the components of governance sub-systems, including the management of financial, human and information resources, legislative and policy frameworks, as well as a dynamic cultural context that shapes social expectations related to the protection of children.[8]

Table 1: MEASURE Evaluation–Future Social Service Workforce Strengthening Indicators for PEPFAR Programs for Orphans and Vulnerable Children

1	Existence of a national regulatory framework for social service workforce
2	Existence of a national regulatory body for social service workforce
3	Availability of social service workforce data
4	Existence of a national strategic plan on strengthening the social service workforce
5	Existence of a national professional association for social service practitioners
6	Number of certified social service workers, by cadre
7	Number of registered social service workers, by cadre
8	Ratio of social service workers with responsibility for child welfare per total child population
9	Vacancy rates of government social service workforce positions, by cadre

Table 2: UNICEF East Asia and Pacific Regional Office Indicators- Human Resources Child Protection

3.1	Regulation of requirements and standards for social work professionals
3.2	Professional training for personnel working on child protection service delivery
3.3	Government's capacity to attract qualified child protection professionals
3.4	Government's capacity to retain qualified child protection professionals
3.5	Diligence of staff working on child protection
3.6	Overall size of civil service/public sector staff with responsibility for child protection (all social workers across all ministries, qualified and unqualified)
3.7	Human resources dedicated to children and justice

These indicators will be referenced throughout the report, although they are in a formative stage and there are not yet efforts in place to collect data against them. It is hoped that future years' reports will reflect measurement approaches that have been designed, agreed to, and implemented at the country level, allowing for a more systematic approach to gathering data on workforce strengthening efforts.

OVERVIEW OF THE WORKFORCE

The 15 countries included in the report are: Cambodia, Ethiopia, Georgia, Ghana, Indonesia, Kenya, Moldova, Myanmar, Namibia, Nepal, South Africa, Tanzania, Uganda, Vietnam, and Zambia.

MOLDOVA

The workforce in Moldova is primarily comprised of 1,140 professional social workers called "assistant social" at the district and the community level and 2,481 "home carers" at community level.

ETHIOPIA

Ethiopia's first Bachelor of Social Work program was introduced in 1967 at Haile Selassie I University but in 1974 went through a 30-year hibernation period.[9]

GHANA

Ghana has 1 government social welfare officer per 25,248 population.[10]

UGANDA

Makerere University was founded in 1922 and began a degree program in Social Work and Social Administration through the Department of Social Work and Social Administration in 1969.[11]

ZAMBIA

Since its inception in 2004, the Zambian Child and Youth Care Workers Association has trained 1,850 Child and Youth Care Workers in the Basic Qualification in Child and Youth Care Work (BQCC), a government recognized training program based on the government Minimum Standards of Child Care.[12]

NAMIBIA

The Social Work & Psychology Council of Namibia regulates the registration of social work and psychology professionals, specifies the education, training, and qualifications of persons practicing these professions, and prohibits the practice of these professions without being registered.[13]

SOUTH AFRICA

18,213 social workers, 5,239 auxiliary social workers and 2,189 student social workers were registered with the South African Council for Social Service Professions (SACSSP) in 2014.
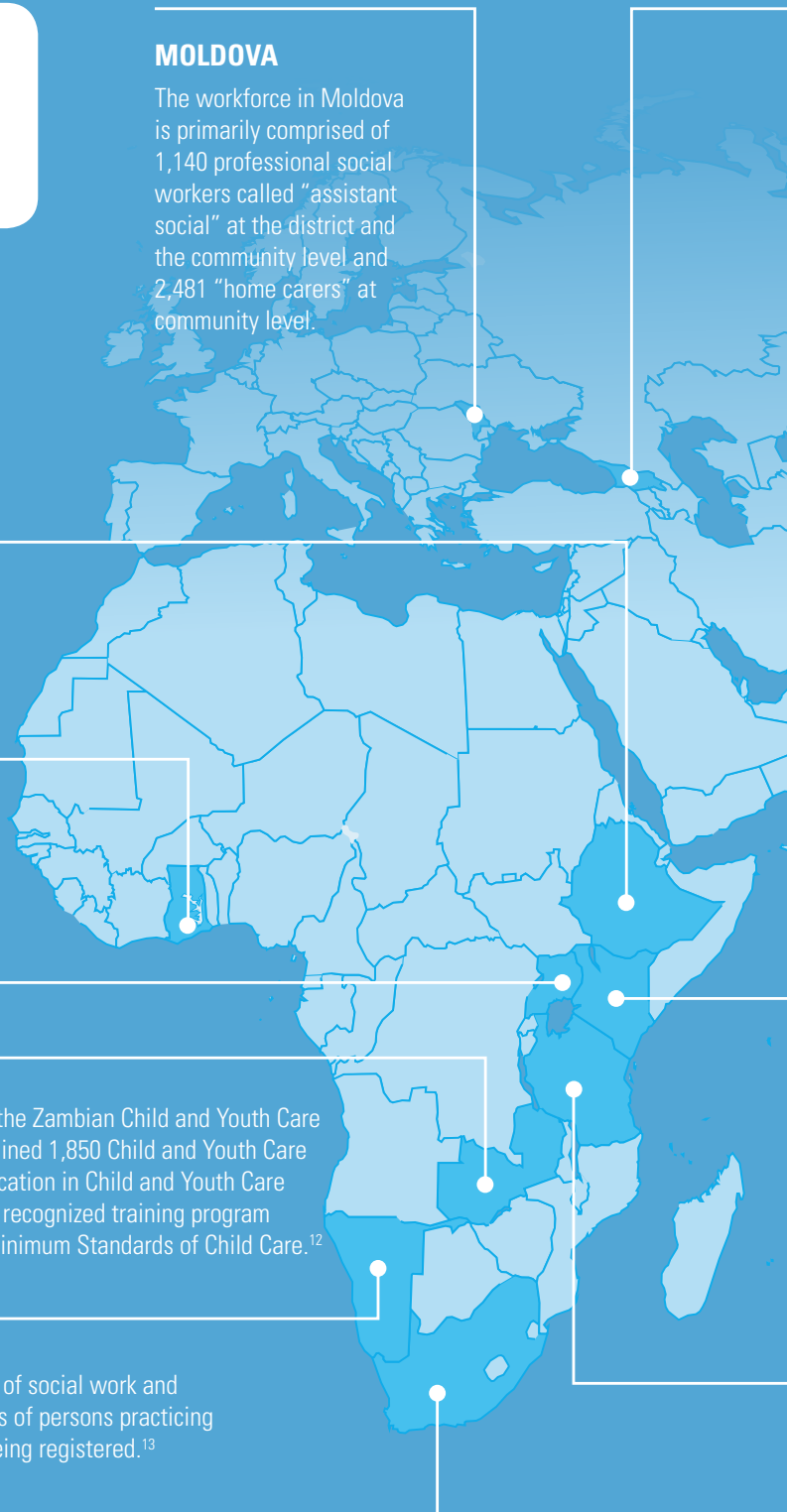
GEORGIA

Social work was recognized as an independent profession in 2006.[14]

NEPAL

Formal social work education in Nepal began in 1996, with the first bachelor's degree in social work at Kathmandu University.[15]

VIETNAM

The Government of Vietnam aims to train and employ 60,000 social workers by 2020.[16]

CAMBODIA

The number of social welfare staff is 1 per 25,000 population and the investment in the social welfare sector is comparatively lower than other ASEAN countries at 1.4% of GDP (compared to 2.5% in ASEAN countries).[17]

KENYA

In a study of 202 social work practitioners in Kenya, 50% had a diploma in social work, 25% had a bachelor's degree in social work and 1% had a master's in social work.[18]

INDONESIA

35 universities or schools of social work in Indonesia offer bachelor's degrees in social work/social welfare.

TANZANIA

The Institute of Social Work was founded after an act of Parliament in 1973. It now has over 2,000 enrolled social work students.[19]

MYANMAR

The Department of Social Welfare has recently developed and trained a cadre of 81 social work case managers to link service providers with families who need the support.

EDUCATION AND TRAINING

An NGO volunteer provides tutoring to a primary school student in Kampala, Uganda.

© Nicole Brown, Uganda

The purpose of this section is to review and analyze the types and range of both pre-service and in-service education and training opportunities available to social service workers. The report reviews three different types of education programs, including degree, diploma, and certificate programs, which are designed to meet the needs of workers at different levels of experience, practice, and function. From providing a foundation in best practices to emphasizing more advanced and specialized knowledge, these educational programs equip different types of social service workers with the essential skills needed to effectively engage the communities they serve. The range of educational opportunities highlighted here not only supports the development of career ladders for workers in a given country, but also helps to ensure standards at all levels of practice, through nationally recognized and certified training programs. Note that virtually all data is specific to 2014, with some countries reporting numbers for 2013.

DEGREE PROGRAMS

Professional degree programs are defined as those that are officially recognized in the country and provide university-level training, such as a bachelor's degree that typically entails three to five years of study; a master's degree that is typically two to three years long; and a doctorate degree. When identifying degree programs relevant to the social service workforce, most countries identified social work as the primary profession, but several also identified degrees in

other areas such as child development and child and youth care work. Of the 13 countries assessed for this section of the report, all 13 provided information on at least one university degree program being available to the social service workforce.

Degree Level Comparison

While all 13 countries offer a Bachelor of Social Work (BSW), the number of schools offering this degree in a given country range from one (Ethiopia) to 35 (Indonesia) (*see Table 3*). In all, there are 96 BSW programs and 39 Master of Social Work (MSW) programs. As the degree level obtained increases, the number of programs available dwindles significantly. According to respondent countries, six offer a doctorate program in social work: Ethiopia, Georgia, Ghana, Indonesia, Moldova, and South Africa. Across all degree levels, 59% of programs require a field placement, which provides invaluable practical experience to support theory-based classroom learning. In a year, degree programs across the 13 countries graduated a total of 8,163 students, with 7,106 at the bachelor's level, 1,011 at the master's level, and 46 doctoral graduates.

Degree-Related Implications

The smaller number of master's degree programs may point to potential challenges in preparing adequate numbers of graduates to become faculty for bachelor's degree programs. The lack of PhD holders impacts the ability to recruit qualified faculty to teach master's level students, carry out research, and develop country-specific,

59%
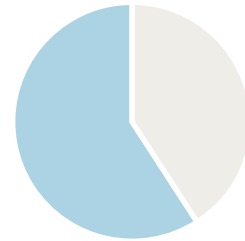
OF PROGRAMS REQUIRE
A FIELD PLACEMENT TO
SUPPLEMENT THEORY-BASED
CLASSROOM LEARNING
WITH PRACTICE EXPERIENCE

A social service worker talks to school children about the dangers of life on the street.

© Retrak Ethiopia

"One of the most important things to do is to build trust...between social workers and the young people they work with, particularly those who are very vulnerable."

– Pinh Sokhom, NGO drug project coordinator, Cambodia

evidence-based curricula that are less reliant on Western knowledge and approaches.

Moreover, the relative scarcity of advanced degree programs at the master's and doctorate level has implications for long-term social service planning at the systems level. Social service positions at the mezzo- and macro-level often require advanced degrees. The lack of emphasis on this type of education may impact the production of future influential members of governing bodies and leaders of social service organizations. Potentially, this holds serious implications for the quality and scope of advocacy efforts, policy and legislation development, program and strategic planning, training, and fundraising.

DIPLOMA PROGRAMS

For the purposes of this report, diploma programs are defined as educational programs that are shorter than degree programs (typically six months to two years) and can be taken in lieu of a longer degree program or can be offered as post-graduate courses. They are typically offered by universities, vocational schools, or other recognized, accredited training providers. Of the 13 countries included in this section of report, 12 reported diploma-level training opportunities through various institutes that graduated a total of 3,481 students. In terms of content, diploma programs thematically differentiate into three distinct categories: community oriented, social work focused, and those dedicated to other subjects.

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	

THE 148 DEGREE PROGRAMS ACROSS COUNTRIES PROFILED GRADUATED A TOTAL OF **8,163** INDIVIDUALS RECEIVING THE FOLLOWING DEGREES

7,106 BACHELORS GRADUATES

1,011 MASTERS GRADUATES

46 DOCTORAL GRADUATES
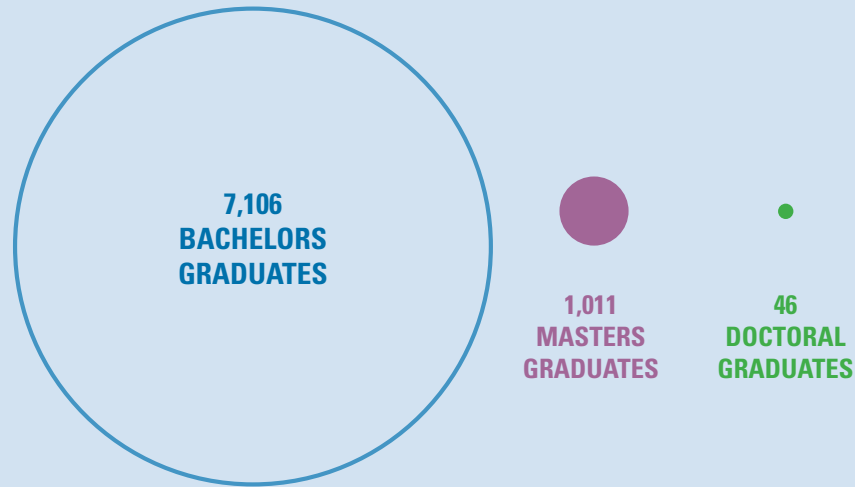
Community Focus

Of the 13 countries included in this section of the report, only the sub-Saharan African region countries of Ethiopia and Kenya reported offering community-oriented diplomas for the workforce.[22] This subject area carries diploma titles such as Community Service (Ethiopia) and Community Development (Kenya). Among the three diploma topic areas, community-focused programs represent the smallest number of offerings as roughly 14% of all diplomas maintain this concentration. A total of 300 individuals graduated with community-oriented diplomas.

Social Work Focus

Diplomas in social work are reported as being offered in nine of the surveyed countries including: Ghana, Kenya, Moldova, Myanmar, Nepal, Tanzania, Uganda, Vietnam, and Zambia. Geographically, this is the most regionally diverse diploma opportunity as it spans sub-Saharan Africa, Europe/Central Asia, Asia/Pacific, and South Asia. Among the three diploma subjects, social work represents the largest percentage of offerings at approximately 54% of the total. This also translates to the largest number of graduates for diploma programs across all regions with 2,194 individuals. On average, social work diploma training takes 28 months to complete, which is the longest period of time among diploma education.

Other Diplomas

This varied section of diploma offerings includes topics such as: child/early child development (Kenya); counseling psychology (Kenya); HIV/AIDS management (Kenya); medical/health counseling (Kenya); psychosocial care, support, and protection (Zambia). These trainings have graduated 890 social service workers.
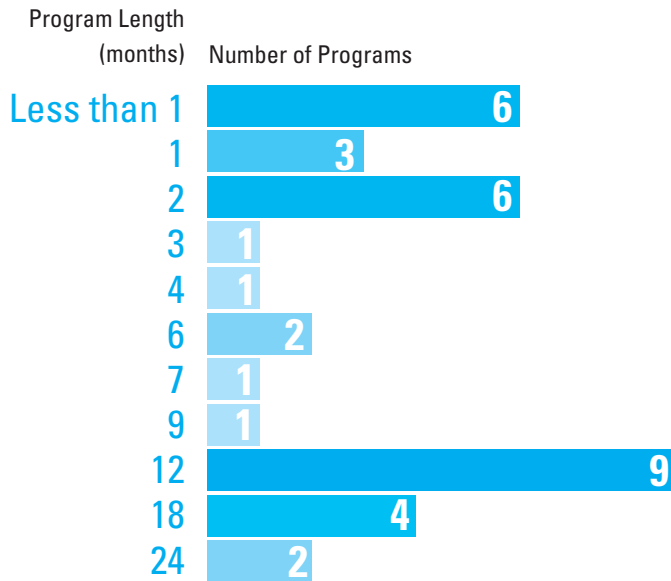
CERTIFICATE PROGRAMS

Certificate programs are defined as those that typically offer less training than a diploma and are training courses that are certified or recognized by the government or a university. Certification of this level of training is critical to ensuring standardization, continuity, and regulation of the curriculum.
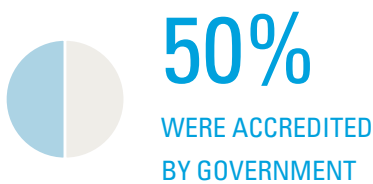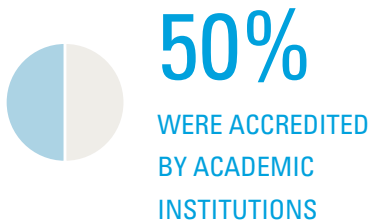
The number of certificate program graduates was found to be higher than for diploma programs. According to reporting countries, these trainings produced 5,090 certificate-holding social service workers, which is higher as compared to diplomas (3,481). This holds true despite a survey of one fewer certificate program (36 total) compared to diploma programs (37 total).

The higher number of certificate program graduates may be due to the finding that these training programs generally operate on a more truncated time frame than diploma programs—no certificate program reported a duration longer than 24 months, while 83% were 12 months or less (*see Table 4*). The shorter length of time required to complete a certificate may enable more program offerings to take place within a calendar year, which produces more annual graduates. The shorter time frame may help to quickly

TABLE 4: TALLY OF CERTIFICATE PROGRAMS

Program Length (months) — Number of Programs

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

36 certificate programs reviewed for this report

50%
WERE ACCREDITED BY ACADEMIC INSTITUTIONS

50%
WERE ACCREDITED BY GOVERNMENT

prepare more volunteers, paraprofessionals, and community members to address critical and urgent gaps in staffing and the delivery of essential social services.

Levels of Focus

Certificate programs often offer targeted training in a specific area. Those considered macro-oriented include: Social Work Administration Training for Managers (Vietnam); Child Protection System Building with focus on Alternative Care (Cambodia); Child Protection Building Systems (Indonesia); and Parasocial Work Supervisor Training (Tanzania). Meanwhile, mezzo-based certificate programs are represented as Community Based Work with Children and Youth (Kenya, Tanzania, Uganda, Zambia) and Community Development (Kenya). In addition, there are 20

reported certificate programs that are considered micro-focused and include areas such as: Basic Social Service Training (Cambodia); Juvenile Justice for Social Workers (Nepal); Child and Youth Care Work (South Africa); Parasocial work training (Tanzania); Social Welfare Assistant (Tanzania); Child Protection (Uganda); and Basic Qualification in Child and Youth Care Work (Zambia).[23] Certificate programs covering multiple levels of service provision were typically found under the title of Social Work (Georgia, Ghana, and Kenya).

The majority of certificate program content favors micro-oriented areas of practice, suggesting the overwhelming need to equip field practitioners and workers on the ground with the knowledge, tools, and skills essential to carry out basic functions that support vulnerable populations.

In the broad discussion of social service systems, this speaks to the relative emphasis placed on preparing a larger number of workers to provide immediate services and relief to those in need and a smaller number of workers being prepared to address systemic issues of social service strengthening. There may be a need for additional certificate programming to enable the social service workforce to undertake macro-related functions related to administration and policy. That said, training and education pertaining to administrative oriented positions and macro-level practice may require higher levels of education, such as degrees, which may also explain the greater focus on direct practice certificates.

Practice Oriented Professional Certificate Course in Child Protection Uganda[24]

What is the program's content focus?

The content of this practice-oriented certificate program is designed to impart foundational-level skills and knowledge to working professionals who may not have attended any previous child protection training. Trainees come to understand basic principles, ethics, and approaches to implementing, monitoring, and evaluating existing child protection interventions.

Who collaborated to develop this course?

The development of the curriculum and related training materials represents a collaborative effort that was led by TPO Uganda and co-chaired by the Ministry of Gender, Labor, and Social Development. The curriculum was developed by a technical working group comprised of UNICEF, universities, and NGOs. Participating universities later adapted the curriculum into child protection courses as part of their degree programs. The Columbia University Group for Children in Adversity provided technical reviews of the curriculum and the initiatives were funded by Oak Foundation and UNICEF.

Who certifies this course?

Social service workers who complete this in-service training receive a certificate from Makerere University that is accredited by the National Council for Higher Education. Entry level students undertaking a social work degree at Makerere University can take the child protection course unit in their third year as an elective. Offering the course in various forms through universities helps to ensure its sustainability and provides recognition to students completing the course.

Who takes this course?

The Professional Certificate in Child Protection is aimed at public social service providers with a minimum three years of related work experience as well as community-based caregivers, parasocial workers, and the community development officers who supervise them. The target audience for this program also extends to allied workers such as probation and police officers, teachers, and professional counselors. To date over 1,200 probation officers and community development officers and close to 600 NGO workers attached to child protection flagship projects such as the USAID-funded SCORE and SUNRISE projects have been trained.

Why is this course important in strengthening the social service workforce?

The Ministry of Gender, Labor, and Social Development has adopted this curriculum as the national child protection training standard. This means any agency intending to conduct training in child protection must utilize these materials. The course has made it possible for all local government probation officers and community development officers to have a common understanding not only on core principles of child protection but also harmonized approaches when responding to and preventing child rights violations.

GOVERNMENT AND NONGOVERNMENT WORKFORCE

A 13-year-old meets with a social worker in his home in Kutaisi, Georgia. Thanks to a UNICEF-supported fostering project, he and his sister have recently returned home from an institution in the city.
© UNICEF/NYHQ2004-1007/Pirozzi

GOVERNMENT WORKFORCE

Data gathered on the government workforce helps governments to make evidence-based decisions about deploying the right number of the right type of workers to the right areas, especially when resources are scarce. It allows for analysis based on worker-to-population ratios, particularly in areas of high vulnerability, and assesses retention and vacancy rates.

This report differentiates between the government and nongovernment workforce, rather than using the terms "formal" and "informal" workforce. The government workforce is sometimes referred to as the "formal" workforce. However, the Alliance defines the formal workforce as including those working for NGOs, community-based organizations (CBOs), and faith-based organizations (FBOs), as all of these workers provide support and services critical to the effectiveness of a social service system.

The government workforce is specifically highlighted because of the important role they play in coordinating and strengthening the social service system. For example, they can create and support legislation and policy, guide financial decision-making, coordinate and track the provision of social services by community members and NGO partners, and collate and analyze information about services provided to vulnerable children and families.

This section of the report will reference the social service workforce strengthening indicators developed by MEASURE

Evaluation and mentioned earlier, with the understanding that in the future these indicators will aid efforts to track data related to the government workforce in a more systematic manner.

Mapping Government Social Service Workers
MEASURE Evaluation Indicator 3 addresses the availability of social service workforce data, requiring that data describing the social service workforce include: numbers of social service workers in each cadre, number of licensed and registered social service workers, distribution of the workforce, and retention rates. Notable efforts have been made to track the numbers of government social service workers. In the past eight years, nine countries highlighted in this report have carried out some form of mapping exercises, including Ethiopia, Ghana, Georgia, Kenya, Namibia, South Africa, Tanzania, Uganda, and Zambia.[25-36] Workforce mapping exercises are ideally a highly participatory group diagnostic process for relevant government, international, and civil society bodies at the national, district, and local levels to identify human resources (HR) policies and practices, existing HR gaps and capacity, workforce numbers, cadres, and types of skills needed. With broad stakeholder engagement, mapping exercises can facilitate the development of a common HR agenda for strategic action, prioritize short- and long-term recommendations, specify funding requirements, and help to pinpoint areas needing more attention such as communication, coordination, planning, supervision, and monitoring and evaluation.[37]

Daw Khin Htwe Kyi, Department of Social Welfare, Myanmar

Daw Khin Htwe Kyi joined Myanmar's Department of Social Welfare 21 years ago. Positively influencing the lives of the children she works with keeps her motivated and interested in her work.
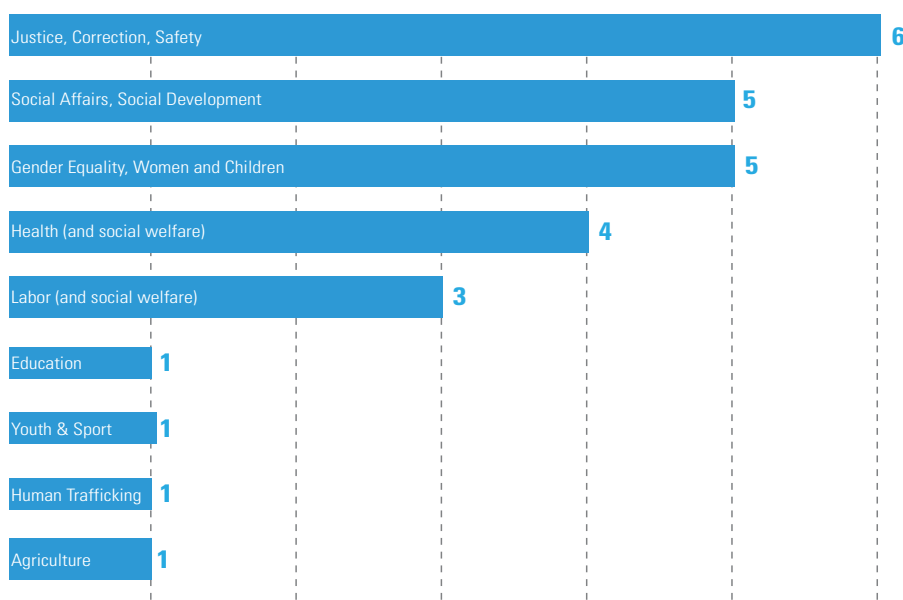
Daw Khin Htwe Kyi trains Department of Social Welfare staff on case management as part of an initiative by the government to develop a case management system and train and deploy case managers throughout the country. "The system will have a great impact on the community, as it will not only bring together different service providers, but importantly link these service providers with families who need the support."

She holds a Post-Graduate Diploma in Social Work; the course is provided by the University of Yangon, supported by UNICEF and the Department of Social Welfare, and is the only course of its kind offered in Myanmar. "People appreciate and respect the work we do and often tell us that they could never do a lot of the work that we do."

Table 5: Kenya: Key Ministries' Functions and Roles in Social Service Provision to Children and Families[38]

Ministry	Department	Social welfare service mandate	Function and roles
Ministry of Gender, Children & Social Development	Department of Children Services	Charged with safeguarding the welfare of Kenya's orphan and vulnerable children (OVC)	Establish, promote, coordinate, and supervise children's services in Kenya Ensure implementation of child welfare activities throughout Kenya Maintain updated records on children and services Ensure implementation of decisions made by the National Council for Children's Services (NCCS)
	Department of Gender and Social Development	Charged with oversight of cash transfers for disabled and elderly; ensuring gender policy is implemented; and registering local grassroots organizations	Oversight of cash transfer programs for elderly (often OVC caregivers) and disabled (sometimes OVC and caregivers) Register local NGOs and FBOs doing work for OVC and caregivers at the local level
Ministry of Home Affairs	Probation	In charge of probation services for the country	Ensure protection of all children on probation and doing community service
	Prison Services	In charge of prison services for Kenya	Ensure protection of all children involved in prison services in Kenya
Ministry of Local Government	Street Families Rehabilitation Trust Fund	Mandated to raise funds to facilitate support and rehabilitation of children and families who live on the streets	Provide reintegration, legal support, social work, referral to health services, and payment of school fees for street children
Ministry of Public Health and Sanitation	Division of Community Health	Charged with providing health services and an enabling environment for delivery of services to OVC	Notify authorities of violence against children Ensure children who receive treatment return home safely from remand homes or rehabilitation schools

Table 6: Number of Countries Reporting Government Social Service Workforce Positions by Type of Ministry

Justice, Correction, Safety	6
Social Affairs, Social Development	5
Gender Equality, Women and Children	5
Health (and social welfare)	4
Labor (and social welfare)	3
Education	1
Youth & Sport	1
Human Trafficking	1
Agriculture	1

MEASURE Evaluation Indicator 4 analyzes the existence of a national strategic plan on strengthening the social service workforce that defines the vision for the future, outlines how challenges will be overcome, and how objectives will be achieved. Several countries analyzed in this report have developed national strategic plans for the social service workforce, including Indonesia, Moldova, South Africa, Tanzania, Uganda, and Vietnam. When supported by legislation, this type of plan is more likely to gain financial backing and be implemented.

Government Ministries With Social Service Workers

In any given country, the government SSW can be employed by a variety of ministries that provide social services

to vulnerable populations *(see Table 6)*. Eight out of the 12 countries analyzed for this section of the report listed more than one ministry that oversees members of the social service workforce. Less than half of the countries have a stand-alone Social Welfare, Social Affairs or Social Development Ministry. The types of ministries that were most frequently reported to employ SSW were those focusing on probation, parole, corrections, and justice. In Kenya, multiple ministries carry out functions related to the provision of social services, as highlighted in Table 5.

Other types of ministries that also report on and employ the SSW are those that focus on health, education, women and gender, children and youth, labor, human trafficking, and agriculture.

Titles Used For Government Workers

Countries use a wide array of titles for government-level workers. In the 14 countries covered in this section of the report, 57 different titles for government social service workers were identified. Only five titles were used in more than one country, including Community Development Officer, District Social Welfare Officer, Senior Social Welfare Officer, Social Welfare Officer, and Social Worker. Titles reflect related job functions at the micro-level (for example, Adoption Social Worker in South Africa, Child Care Assistant in Kenya), at the mezzo-level (for example, Community Liaison Officer in Namibia, District Community Development Officer in Uganda) and at the macro-level (for example, Principal of Children's Services in Kenya or Regional Social Welfare Director in Ghana).

MEASURE Evaluation Indicator 8 seeks data on the ratio of government social service workers with responsibility for child welfare per total child population. This indicator is intended to measure all civil service and public-sector staff posts with responsibilities for delivering child welfare and protection services across all relevant ministries and levels of government. The data in Table 7 below reflects a broad composition of the government social service workforce in each country, including a range of titles that differ across countries.

Ratios of social service worker to total population, as highlighted in Table 7, provide some information on the adequacy and availability of human resources in a given country. For instance, high ratios can signify that the current workforce is overburdened, leading to professional burn-out and high turnover rates, inadequate attention to individual cases and poor quality services, particularly in lower-income countries where families tend to face high rates of poverty and other significant adversities. However, varying workforce definitions and different ways of counting workers makes comparing these ratios across countries challenging. This data merely represents a starting point from which countries can begin to refine definitions, develop HRIS to track and count workers, and measure progress in recruitment and retention of workers across different geographic regions in their country. Only when countries have identified a context-specific ratio to use as a goal,

Anna Jvelauri
Ministry of Labor, Health and Social Affairs, Georgia

Anna is a senior social worker with the Ministry of Labor, Health, and Social Affairs in Georgia, and a member of the Georgian Association of Social Workers. She leads a multidisciplinary mobile team, which is being implemented for the first time in Georgia. She is responsible for identifying at risk children and those living and working on the streets. She carries out case assessment and individual treatment, planning, counseling and referral to day centers and other service providers. Due to the limited number of social workers in the country, she works with more than 100 children at a time. Building trust, providing support, and offering counseling are particularly difficult but vital aspects of her daily duties.

Anna has a graduate degree in social work and thinks that the program, including its practice learning component, has helped her in gaining both theoretical and practical skills needed for her daily work. She also stresses the importance of a solid value system, which serves as her driving force for protecting and advancing human rights.

"The greatest aspect of this job is the smile on the face of a child," she says.

Lungi Mkhize
Child and Youth Care Worker,
South Africa

Lungi Mkhize is a supervisor of child and youth care worker mentors. She started her professional journey as a child and youth care worker at the first ISIBINDI program in Umbumbulu. Designed by South Africa's National Association of Child Care Workers, the ISIBINDI program selects, trains, and deploys community members as child and youth care workers to serve families in their own communities. Working under the mentorship of experienced social service professionals, the child and youth care workers blend practical household support tasks with care and development opportunities.

Lungi now supervises ISIBINDI mentors through ongoing one-on-one and group supervision, helping them hone their skills in planning and report writing, supervising child and youth care workers, providing accurate feedback, and presenting information on issues facing children and families. Most gratifying to her has been the way that those she has mentored have passed along the skills she has taught them as they also mentor up-and-coming child and youth care workers.

can a more globally recommended ratio of worker to population be considered. For the health workforce, such globally recommended ratios have increased the ability of program implementers and policy-makers at national and international levels to advocate for evidence-based strategies to address the health workforce crisis and develop health systems to serve the needs of vulnerable populations.[39]

MEASURE Evaluation Indicator 9 assesses vacancy rates of government social service workforce positions by cadre. This indicator will include all civil service/public-sector staff posts within the Ministry of Social Services, or equivalent. It measures the gap in human capacity available to manage and provide social services within the government department responsible for leading social services. Little up-to-date information for the year 2014

was available on this indicator in the 15 countries in this report.

NONGOVERNMENT WORKFORCE

While government workers play a key role in sustaining social service systems, they are vastly outnumbered by the nongovernment workforce who often act as frontline service providers and invaluable community support to vulnerable children and families. These workers are distributed across many different entities, such as nonprofit NGOs, civil society and community-based organizations (CBOs), and faith-based organizations (FBOs). Most of the services provided by these staff are not standardized or regulated, and there is rarely a specific mapping of these providers. There is little available data related to the number of nongovernment-sector workers. This is in part due to a lack of central coordination in a sector that tends to

Table 7: Ratios of Government SSW to Population[40]

Country	Number of Government SSW	Population[41]	Ratio of Government SSW to Population
Cambodia	560	15,135,169	1 : 27,027
Georgia	330	4,487,200	1 : 13,598
Ghana	1,026[42, 43]	25,904,598	1 : 25,248
Indonesia	6,480[44, 45, 46]	249,865,631	1 : 38,551
Kenya	1,336[47]	44,353,691	1 : 33,200
Moldova	1,140[48]	3,559,000	1 : 3,122
Myanmar	1,252	53,259,018	1 : 42,539
Nepal	240	27,797,457	1 : 115,800
South Africa	8,692	52,981,991	1 : 6,096
Tanzania	621[49]	49,253,126	1 : 79,313
Uganda	1,312	37,578,876	1 : 28,642
Zambia	244[50]	14,538,640	1 : 59,584

have diffuse and weak governance and funding structures to support it.

Titles Used For Nongovernment Workers

Both the expansiveness and the lack of standardization in this sector are perhaps best reflected by the broad range of titles used by the nongovernment social service workforce. While the full range of titles used for the nongovernment workforce was challenging to identify, of the 11 countries that reported some information on the nongovernment workforce, 28 different titles were identified. Only four titles were reported in multiple countries: Case Manager, Community Volunteer Worker, Para Social Worker and Social Worker. Other titles included Community Facilitator,

Community Caregiver, Early Intervention Specialist, and Child Protection Referral Worker.
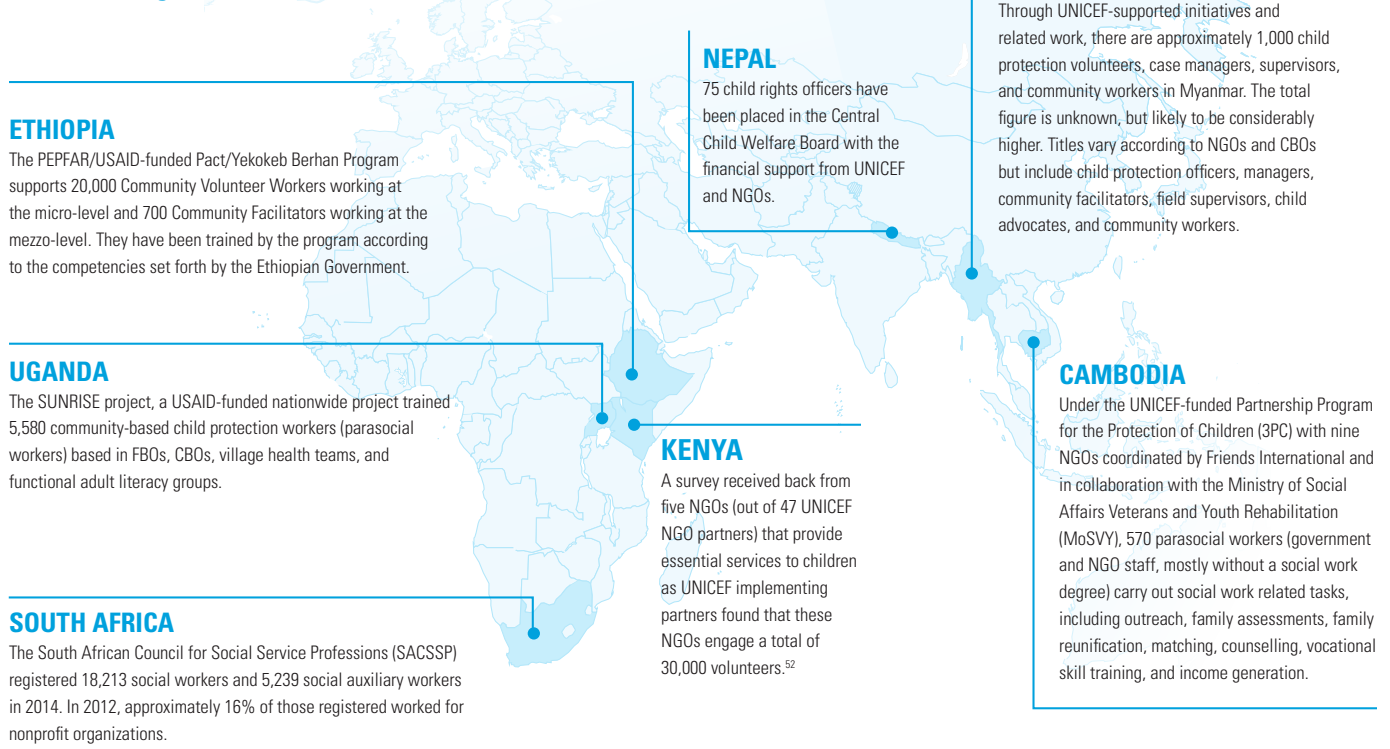
Example Efforts To Improve Data On Nongovernment Workers

While systems to gather data on the nongovernment workforce are absent in many countries, there have been some notable efforts to improve data collection in this area. In Georgia, social workers are encouraged to register with the Georgian Association of Social Workers (GASW). In 2011, GASW conducted a social work situation analysis that provided information on the social service workforce employed by both state and non-state employers. This analysis provided information about the workforce

composition, qualifications, roles, and responsibilities of the social workers.[51]

In other countries, such as Tanzania, government-managed HRIS also include nongovernment workers such as parasocial workers, a group of community volunteers prioritized for rapid workforce development through training in the delivery of certain basic social welfare services. The entry of this data in HRIS enables the routine collection of worker information and reporting on retention, vacancy rates, and training obtained by gender and location. As of early 2014, 3,786 parasocial workers who had been trained by NGOs and the Institute of Social Work had been entered into HRIS.

Table 8: Nongovernment Social Service Workforce at a Glance

MYANMAR
Through UNICEF-supported initiatives and related work, there are approximately 1,000 child protection volunteers, case managers, supervisors, and community workers in Myanmar. The total figure is unknown, but likely to be considerably higher. Titles vary according to NGOs and CBOs but include child protection officers, managers, community facilitators, field supervisors, child advocates, and community workers.

NEPAL
75 child rights officers have been placed in the Central Child Welfare Board with the financial support from UNICEF and NGOs.

ETHIOPIA
The PEPFAR/USAID-funded Pact/Yekokeb Berhan Program supports 20,000 Community Volunteer Workers working at the micro-level and 700 Community Facilitators working at the mezzo-level. They have been trained by the program according to the competencies set forth by the Ethiopian Government.

UGANDA
The SUNRISE project, a USAID-funded nationwide project trained 5,580 community-based child protection workers (parasocial workers) based in FBOs, CBOs, village health teams, and functional adult literacy groups.

KENYA
A survey received back from five NGOs (out of 47 UNICEF NGO partners) that provide essential services to children as UNICEF implementing partners found that these NGOs engage a total of 30,000 volunteers.[52]

CAMBODIA
Under the UNICEF-funded Partnership Program for the Protection of Children (3PC) with nine NGOs coordinated by Friends International and in collaboration with the Ministry of Social Affairs Veterans and Youth Rehabilitation (MoSVY), 570 parasocial workers (government and NGO staff, mostly without a social work degree) carry out social work related tasks, including outreach, family assessments, family reunification, matching, counselling, vocational skill training, and income generation.

SOUTH AFRICA
The South African Council for Social Service Professions (SACSSP) registered 18,213 social workers and 5,239 social auxiliary workers in 2014. In 2012, approximately 16% of those registered worked for nonprofit organizations.

PROFESSIONAL ASSOCIATIONS

Social service workers engage children in a group counseling session using collage as a medium for exploring their dreams and hopes for the future.
© Retrak Ethiopia

## BACKGROUND ON ROLE OF PROFESSIONAL ASSOCIATIONS

Professional associations enhance the professional identity, visibility, growth, and development of the professions they represent. In some countries, professional associations also oversee licensing and registration of social workers. In most countries, separate entities oversee these different areas, often with the association being independent and nongovernmental and the licensing entity entailing more government oversight. Often, the licensing body or a third entity will oversee the accreditation of social work education. At the international level, the International Federation of Social Workers supports national associations of social work. The International Association of Schools of Social Work supports educational institutions or national councils of social work education that establish standards and accredit social work training programs.

Professional Association Data

MEASURE Evaluation Indicator 5 tracks the existence of a national professional association for social service practitioners. A total of 12 countries in this report have active professional associations and provided data for 2014 (*see Table 9*). Cambodia, Vietnam, and Moldova do not currently have functional associations, although plans are in place to establish or re-establish them. A total of 71% of associations reportedly require members to sign a code of ethics, important principles that reflect a profession's core values and set specific ethical standards that guide practice. Additionally, 71% of associations hold an annual conference, which offers an opportunity for networking, information sharing and professional development.

While the number of members of an association tend to represent those who are actively engaged in their profession, it is often a very inaccurate representation of the actual number of workers
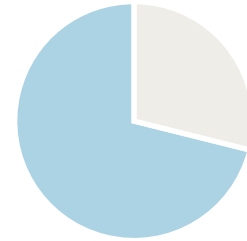
71%
OF ASSOCIATIONS REPORTEDLY REQUIRE MEMBERS TO SIGN A CODE OF ETHICS.

PRIMARY ROLES OF ASSOCIATIONS

Supporting individual social workers

- Increase visibility and public understanding of the profession
- Foster professional identity and cohesion

Promoting the profession

- Code of Ethics
- Professional Standards of Practice
- Credentials and Certifications
- Licensing and Registration (sometimes)
- Professional Development and Continuing Education

Advancing sound social policies

- Promote research
- Advocate for sound social policies that promote social justice and community development[53]

Table 9: Associations Relevant to the Social Service Workforce by Country[55]

Country	Name of Association	Number of Members	Code of Ethics	Annual Conference
Ethiopia	Ethiopian Society of Sociologists, Social Workers and Anthropologists (ESSSWA)	2,000	✔	✔
Georgia	Georgian Association of Social Workers (GASW)	570	✔	✔
Ghana	Ghana Association of Social Workers (GASW)	200-250		✔
Indonesia	Ikatan Pekerja Sosial Profesional Indonesia / Indonesia Association of Professional Social Workers (IPSPI)	991	✔	✔
Kenya	Kenya Association of Social Workers			
Myanmar	Myanmar Professional Social Workers Association	100		
Namibia	Social Work and Psychology Council	714	✔	
	Namibia Social Workers Association (NASWA)	190	✔	✔
Nepal	Social Workers Association, Nepal (SWAN)		✔	✔
South Africa	National Association of Social Workers (NASW)	2,000	✔	
	National Association of Child Care Workers (NACCW)	3,800	✔	✔
	Association of South African Social Work Education Institutions (ASASWEI)	200	✔	✔
	South African Council for Social Service Practitioners (SACSSP)	23,452	✔	✔
Tanzania	Tanzania Association of Social Workers (TASWO)	620	✔	✔
Uganda	National Association of Social Workers of Uganda (NASWU)	240		✔
Zambia	Social Workers Association of Zambia (SWAZ)	89		✔
	Zambia Association of Child Care Workers (ZACCW)	1,850	✔	

in a country as registration is optional and rarely mandated. For example, the National Association of Social Workers (NASW) in the United States is the largest association in the world with the most extensive outreach to potential members. NASW has 132,000 members, while more than 650,000 people in the US currently hold social work degrees.[54]

Registration and Licensing
MEASURE Evaluation Indicator 7 assesses the number of registered social service workers, by cadre.

Many countries are considering the introduction of a registration and licensing

Indonesia— Creating Social Work Licensing[56, 57]

Ikatan Pekerja Sosial Profesional Indonesia – Indonesia Association of Professional Social Workers (IPSPI) joined with the Ministry of Social Affairs and the Indonesian Social Worker Education Association (IPPSI) as well as the National Council of Social Welfare (DNIKS) to establish a social work certification body (LSPS) and exam for social workers based on standard competencies, a code of conduct, and a national curriculum that have recently been developed.

system as a way of enhancing the status and effectiveness of the profession, defining and enforcing ethical practice, and promoting the interests of workers. Licensing acts as a legal requirement to practice and usually involves examinations, a certain level of academic degree, and at times, a certain amount of practice experience. Often to maintain a license, countries require ongoing professional development.

Establishing a registration or licensing system is a multi-step process involving extensive coordination across different stakeholder groups

as highlighted in the example from Indonesia below.

In the countries analyzed for this section of the report, only South Africa, Namibia, and Indonesia have social work registration bodies and each is separate from the country's professional association. In Indonesia, 210 people have so far been licensed after passing a newly established exam through a process described below. In South Africa, the South African Council for Social Service Practitioners (SACSSP), which is responsible for registration, professional development, and a code of ethics, registered 18,213 social workers,

5,239 auxiliary social workers, and 2,189 student social workers in 2014. As of 2014, child and youth care workers are also required to register with the SACSSP to be permitted to work. A total of 6,103 child and youth care workers have applied for registration. In Namibia, the Social Work and Psyhology Council of Namibia, housed under the Health Professions Councils of Namibia, registered 646 social workers and 68 student social workers.

In Georgia, Ghana, Moldova, and Tanzania, social work associations or other stakeholders are actively advocating for licensing or legislation is currently being drafted.

STEPS TO ESTABLISH THE CERTIFICATION AND LICENSE SYSTEM IN INDONESIA:

1986
- Establish the Indonesian Social Worker Education Association (IPPSI)

1998
- Establish the Indonesia Association of Professional Social Work (IPSPI)

2009
- Pass **Social Welfare Law** stipulating professional social work
- Reform IPPSI
- Agree to **definition of social work**

2010

2011
- Identify standard social work **competencies**
- Adopt national **standards for social work practice**
- Agree to **national curriculum and teaching modules**
- Expand social work curriculum and supervised **practicum program** with eight main schools
- Obtain Minister of Social Affairs **decree on certification** system
- Establish social work **certification body** (LSPS) to conduct National Examination

2012
- Establish **levels of certification** and main requirements for four levels of workers
- Create and hold first **exam**
- Implement national social work **education standards** in 35 schools of social work

POLICIES AND LEGISLATION

In Namibia, community members learn to educate others about HIV/AIDS.

© Trevor Snapp for IntraHealth International

Public-sector policies and legislation are fundamental to the creation of formal support structures that facilitate social service workers' education, financing, identity, and status. The availability of (or gaps in) policies and legislation that provide a mandate for and definition of the social service workforce has a profound impact on the development and sustainability of social services in a particular country.

The SSW strengthening indicators developed by MEASURE Evaluation aim to examine the existence of a national strategic plan for SSW strengthening and the existence of a national regulatory framework and regulatory body for the SSW. Likewise, the UNICEF indicators include "regulation of requirements and standards for social work professionals." While these are important aspects, in most countries, they need to be defined, established, and implemented as a result of legislation.

The variations in the legislation in regards to titles, job duties, funding, and structure highlight the need for government enactment and follow up. Many of these laws are often not fully implemented, not due to a lack of will, but instead a lack of resources and authority among the social service workforce.

Process of Analysis of Country Legislation

For the purposes of analyzing country-level policy and legislative frameworks in this report, UNICEF contracted DLA Piper to carry out an assessment in this area. Their researchers accessed legislation relevant to the social service workforce for 13 countries, through desk-based research, with assistance from local firms where possible. To obtain information on Zambia and Ghana and fill in any gaps in data for all countries, the Alliance reviewed existing human resources gap analyses and other relevant gray literature. In all, information was obtained on 15 countries. Legislation that was included for review in this report included those that, for example, named titles of workers, defined their roles, outlined regulatory structures such as those that register or license workers, or granted other powers related to training and enforcement of regulations for the SSW.

In a review of the legislation of these countries, 10 have legislation titled "social assistance" or "social welfare," with the express purpose of defining cadres of SSW and workforce duties. There is significant variance in this definition, however.

UNICEF-supported program at the Centre for the Placement and Rehabilitation of Children in Chisinau, Moldova, offers day care services for disabled children and support for poor families and young mothers, helping to prevent the separation of children from their families.
© UNICEF/NYHQ2011-1070/Holt

GLOBAL DEFINITIONS OF SOCIAL SERVICE WORKFORCE THROUGH LAWS AND LEGISLATION

Countries with Social Assistance/Social Welfare Laws to Define the Workforce

ETHIOPIA The Proclamation that defines powers and duties of the Federal Executive Organs, 2010, broadly references care workers and social workers as those charged with improving the social well-being of citizens, but it gives no further definition. The Proclamation provides broad duties and powers to two ministry bodies: the Ministry of Labour and Social Affairs, which is to provide equitable employment opportunities and improve overall well-being of citizens, and the Ministry of Women, Children and Youth, which is to protect women and children's rights.

GEORGIA The Law of Georgia on Social Assistance, established in December 2006, defines a social worker as a "person equipped with the special responsibilities by the guardianship and custody institution." Several additional laws provide a definition of social work as it relates to the specific needs of the field.

GHANA The first country in the world to ratify the Convention on the Rights of the Child. Since that time the country has passed many laws related to the protection and well-being of children, chiefly among them the Children's Act of 1988. Yet, there is no legislative or policy framework for social services in general or guidance on the delivery of these services.[58]

INDONESIA Several laws on the workforce have been passed in the last years. The need for professional social workers as well as parasocial workers, social volunteers, and social educators is recognized in Article 33 of the 2009 Law on Social Welfare. The law also creates a system of licensing and certification for workers as well as accreditation of organizations providing social services (Articles 51-53). An additional law stated specifically that accreditation would only be granted to social service providers who had already met minimum standards of care. The regulation also established an Accreditation Body (BALKS) comprising a number of different stakeholders in the provision of social welfare services.[59]

MOLDOVA The 2003 Law 547 on Social Assistance defines professionals who deliver social services, including social workers/assistants and home carers. Social services are regulated in Law 123 on social services; June 2010 article 10 offers a general description of the SSW, stating that the social assistance unit, in cooperation with other community groups, provides social services. The 2013 Law 140 on child protection established child protection specialists at the community level. To date these have not yet been budgeted or employed. Law no. 140 stipulates that in the absence of a child protection specialist, the duties are performed by the social worker.

NAMIBIA Enacted in 1993, the Social and Social Auxiliary Worker's Profession Act, Number 23, created the Social and Social Auxiliary Workers' Board. This professional board is charged with licensing and registration as well as examinations for social workers, student social workers and social auxiliary workers. In addition to promoting efficiency, the Board also has the power to revoke licenses and invoke other penalties for unprofessional conduct. The production and enactment of the code of ethics is covered under a separate law, the Social Work and Psychology Act, number 6 of 2004, which creates a Council for developing and monitoring the code. The group of workers referenced again includes social workers as well as student social workers and social auxiliary workers. Children's Act 33, passed in 1960, includes some additional groups/individuals who are involved in the protection of the welfare of children.

NEPAL Children's Rules 2051, established in 1995, mentions social workers, doctors, child psychologists and teachers. The legislation establishes the Management Committee, which manages the professional development and continuing education of the workforce. The Committee is established to operate homes for children who are orphaned or disabled.

SOUTH AFRICA Workforce is defined in the broader scope of the social service workforce in the Social Service Professions Act 110, enacted in 1978, which is thought to be the oldest legislation specific to the field among any of the countries reviewed, and was amended in 2009. The main purposes of this Act are to establish the South Africa Council for Social Service Professions and to register everyone defined in Chapter II of the Act as: "social workers, student social workers, social auxiliary workers and persons practicing other professions in respect of which professional boards have been established." The Council has two professional boards: Professional Board for Social Workers and Professional Board for Child and Youth Care. The Council guides and regulates social workers and social auxiliary workers.

The Act further allows for establishing training and approving training schools, investigating allegations of unprofessionalism/misconduct, imposing penalties including suspending of registration, promotion of social services nationally, maintaining professional integrity and governing registration of all social service practitioners. Becoming registered and maintaining registration requires payment, application, proof of certification, and adherence to a code of ethics. A fine is assessed for a lapse in registration. Also, the Council reviews allegations of unprofessional conduct and has disciplinary powers.

Other Acts in South Africa, particularly the Children's Act 38 of 2005, broadens the scope of who is counted among the social service workforce and includes mention of probation officers, development officers, youth workers, and social security workers.

VIETNAM   The Prime Minister approved project number 32/2010/QD-TTg to further develop the social work profession from 2010-2020. Through this new program, the government has said it will invest significant funding to create standardized competencies in social work and provide in-service and pre-service diploma and degree training programs to social workers. The goal is to strengthen the system of social work provision to vulnerable populations throughout the country by hiring and training more social workers at all levels, with the number of trained workers totaling 60,000 by 2020.[60]

ZAMBIA   The Government of Zambia has developed a National Child Policy (2006) that outlines roles of ministries and partners involved in implementation and a National Plan of Action for Children (2008-2015) that emphasizes increased capacity of those delivering social protection programs. The 2013 Ministry Sector Devolution Action Plan for Social Welfare describes functions of social service providers.[61]

Countries Defining the Social Service Workforce through Other Legislation

CAMBODIA   The Law on Inter-Country Adoption, December 2009, best references the social service workforce. The legislation states that the Inter-country Adoption Administration is composed of "social workers, psychologists and persons with legal expertise who receive special training in adoption and child rights'. The ICAA is overseen by the Central Authority for Inter-country Adoption, which is in charge of examinations and professional development and continuing education for all of those falling under the ICAA composition.

KENYA   The United Nations Convention on the Rights of the Child and the African Charter on the Rights and Welfare of the Child were used as a building block for creation of the country's own Children's Act. The Ministry of Gender, Children and Social Development, as well as the Department of Children's Services and the National Council for Children's Services (NCCS), provide a structure for their role in overseeing the SSW. In an effort to elevate the professionalism and protect this cadre, they have outlined roles and responsibilities. The Department of Children's Services, for example, has recognized and responded to the need for operational guidelines and procedures for children placed in institutions. The Department of Children's Services devised a training manual including best practices for the social service workers involved with these institutions.[62]

MYANMAR   The Maternal and Child Welfare Association Law, enacted in 1990, and amended twice since in 1993 and 2003, includes Article 2 which provides that social services are being performed by the social assistance unit and by social assistants and social workers, in cooperation with other services from the community. The Child Law 1993 clearly defines the role of social work, especially case management, in order to implement the rights of the child as recognized by the UN Convention on the Rights of the Child. The law has been revised to strengthen the role of social work in the country, and is currently being reviewed by Parliament, as of 2014.

TANZANIA   The Law of the Child Act enacted in 2009 defines the role of a social worker in protecting children from abuse, neglect, violence, and other forms of exploitation. The law links the work of social service workers to the justice system and introduces an implementation plan, included in the next iteration of the Second National Costed Plan of Action for Most Vulnerable Children 2013-2017 which outlines legal implications of this law for social service workers.

UGANDA   Two acts related to the care of children specifically define the need for social service workers. The National Council for Children Act, enacted in 1996, includes broad wording that enables it to cover most, if not all, categories of social service workers. In addition, the 1997 Children Act, CHAP.59 states that child and family court can place a child under the care or supervision of probation and social welfare officers.

IMPLICATIONS FOR COMPREHENSIVE
SOCIAL SERVICE WORKFORCE STRENGTHENING

When the right number of workers are in the right positions and locations and have the right training, vulnerable populations will be able to access more effective and appropriate levels of care and support. In order to achieve this, a diversity of champions and leaders must be able to make sound arguments based on up-to-date data and evidence to strengthen workforce planning, development, and support.

Data and evidence compilation, for all levels of social service professionals, with increasing accuracy and specificity, is critical. As donors and other key stakeholders continue to develop and support a more solid foundation of indicators, definitions, and understanding of the role and influence of the social service, new data and evidence will be increasingly generated. Implementing workforce mapping exercises and designing HRIS will also enable the routine collection of data and evaluation of workforce trends. More data will also be generated as countries continue their efforts to establish social worker registration or licensing systems. As a result:

- A diverse array of SSW champions, leaders, managers, and frontline workers will have the information and evidence they need to be advocates for proven, effective measures to improve the lives of children and families.
- Government leaders will have increased access to solid data to guide decisions aimed at improving policies and strategies that support social service workforce strengthening and to help make their case for additional committed funding to be able to implement new initiatives at the local and national levels.
- Nongovernmental entities and civil society will have more tools to track workforce information, which will provide evidence and lessons learned that can help inform the design and implementation of effective interventions.
- Given the broad spectrum of stakeholders involved in providing social services, the availability of increased workforce data will help pave the way for increased collaborative partnerships that are so necessary to build and sustain a stronger, more united and synergistic workforce.
- The social service workforce will be better planned, developed, and supported and better able to provide quality services to children and families.
- Families will be better able to access internal resources when faced with adversity, or will have more information about how to access support and services when they need it. They will be able to receive quality support and services due to adequate funding, staffing, and linkages to other sectors and providers.

It is critical to collect and consolidate data, evidence, and lessons learned in order to enhance knowledge and awareness of effective strategies to strengthen the workforce and improve the lives of vulnerable people.

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