

PARA PROFESSIONALS IN THE
SOCIAL SERVICE WORKFORCE:
GUIDING PRINCIPLES, FUNCTIONS
AND COMPETENCIES

INTEREST GROUP ON PARA PROFESSIONALS
IN THE SOCIAL SERVICE WORKFORCE

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GLOBAL
SOCIAL SERVICE WORKFORCE
ALLIANCE

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PREFACE

This document represents the work of the Global Social Service Workforce Alliance Interest Group on Para Professionals in the Social Service Workforce (IGPP) co-chaired by Nathan Linsk and Zeni Thumbadoo. To see the names of the many people involved in developing this document, please refer to the Acknowledgments section. As a global network, the Alliance brings people together across organizations and countries to advance knowledge and identify new solutions to social service workforce challenges.

The social service workforce is critical to supporting the healthy development and well-being of children and families. The workforce is a vital element of strong social service systems and delivery of quality services. Those working at the community level are often para professionals, utilizing their knowledge of the context and culture of their communities to support the most vulnerable. However, these workers often fall outside of an organized social service system. Most countries do not have a way to count the number of community level volunteers or ensure the consistency and quality of their training, supervision and remuneration.

The work of the IGPP aims to bring more support and recognition to para professional social service workers in the hopes of filling some of these gaps. The group developed a set of guiding principles for working with para professionals to form a base from which to develop programs and activities related to how these workers can be trained, developed, deployed and supported. The group also decided that an important contribution to this area of work would be the development of a competency framework for para professionals that would outline the functions and competencies of para professionals and could be used to provide program guidance, accountability and ultimately inform both training and supervision.

The first edition of this document, released in September 2015, presented those two tools, which evolved out of much discussion and input from the many members of the IGPP and others over the past year. Initial drafts were presented and discussed at conferences in Benin, the Philippines, Uganda and South Africa. The IGPP has now supported four validation exercises in Democratic Republic of the Congo (DRC), Ethiopia, Kenya and Uganda with groups of para professional social service workers and their supervisors. This second edition document incorporates competencies for two new sets of workers – Para Professional Social Workers (PSWs) and Para Professional Community Development Workers (CDWs).

We should note that this document should be considered a “living” document. Its continued improvement relies on each of you who reads it, uses it or references it. Our hope is that you will let us know ways in which it can become more relevant, more applicable to different contexts and more useful.

Thank you to those who have spent considerable time contributing to the development of this document.



Amy Bess
Director, Global Social Service Workforce Alliance

LIST OF ACRONYMS

AIHA	American International Health Alliance
CDW	Para Professional Community Development Worker
CYCW	Child and Youth Care Work
CYCWs	Child and Youth Care Workers
DRC	Democratic Republic of the Congo
ECD	Early Childcare Development
IDP	Individual Development Plan
IFSW	International Federation of Social Workers
IGPP	Global Social Service Workforce Alliance Interest Group on Para Professionals in the Social Service Workforce
IPSCAN	International Society for the Prevention of Abuse and Neglect
KSS	Knowledge, Skills and Self
NACCW	National Association of Child Care Workers (South Africa)
NASW	National Association of Social Workers (US)
NGO	Non governmental organization
OVC	Orphans and Vulnerable Children
PSW	Para Professional Social Workers
PEPFAR	President's Emergency Plan for AIDS Relief
REPSSI	Regional Psychosocial Support Initiative
SAMHSA	Substance Abuse and Mental Health Services Administration
SSW	Social Service Workforce
UNHCR	United Nations High Commissioner for Refugees
UNICEF	United Nation's Children's Fund
WHO	World Health Organization

I. INTRODUCTION AND OVERVIEW

Addressing the needs of vulnerable groups, especially children and their families, is a compelling issue throughout the world and is magnified in lower resource countries where there are rarely sufficiently financed, developed and staffed social service systems. Many governmental, non-governmental and specialized programs have used community-based workers to provide direct support to vulnerable people and their families. Communities benefit by receiving support from people in their own communities who are adept at the community and cultural context. These workers also often augment other social service programs, which may not be fully developed, accessible or have sufficient staff. Community level workers, often para professionals, serve in a variety of roles and carry out various functions. They may be generalists or may be tied to specific social service disciplines, such as social workers, child and youth care workers, or community developers.

While community level workers provide an array of social services in various countries across the globe, the functions and activities of these workers are not well described or delineated within or across countries. Training, credentialing, supervision and evaluation of para professional community social services vary as well based on local context, the existence or lack of formal social services or social welfare structures as well as the professional and local cultural stance on how vulnerable people are to be supported and helped.

This document emerges from work by members of the Global Social Service Workforce Alliance Interest Group on Para Professionals in the Social Service Workforce. In September 2015 our first report, [Para Professionals in the Social Service Workforce: Guiding Principles, Functions and Competencies](#), was released detailing guiding principles and a set of generic/core functions and competencies for para professionals that could be applied to various groups as well as in settings where sub-fields of the social service workforce have not yet emerged. The report also included functions and competencies specific to the child and youth care worker field and is available on the Alliance website [here](#).

Since releasing the initial report, the principles, generic/core functions and competencies have been used in a variety of countries for program design and assessment and have undergone revisions. The IGPP has presented these frameworks at several international meetings; attention also has been given to developing functions and competencies specific to Para Professional Social Workers (Para Social Workers or PSWs) and Para Professional Community Development Workers (CDWs). These functions and competencies have received several levels of review to date and have been validated by para professionals and their supervisors through validation exercises held in four countries.

Therefore, this second edition document contains the following sections:

- Guiding Principles for the Development of Para Professional Social Service Workers
- Generic/Core Functions and Competencies for Para Professional Social Service Workers
- Functions and Competencies for Para Professional Child and Youth Care Workers
- Functions and Competencies for Para Professional Social Workers
- Functions and Competencies for Para Professional Community Development Workers

II. BACKGROUND

A. Who is the Social Service Workforce?

The social service workforce (SSW) can be broadly defined as a variety of workers, paid and unpaid, professional and para professional, governmental and nongovernmental, that make the social service system function and contribute to promoting the rights and ensuring the care, support and protection of vulnerable groups, especially children.

B. What is the Global Social Service Workforce Alliance?

The Global Social Service Workforce Alliance was established in June 2013 as a result of a November 2010 conference on social service workforce strengthening funded by the President's Emergency Plan for AIDS Relief (PEPFAR). The conference brought together country teams from 18 countries to identify strategies to strengthen the social service workforce. Attendees recommended the formation of a network that would serve as a convener, advance knowledge and advocate for changes to better support the social service workforce. The Alliance was launched with a vision to work 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 Alliance's mission 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 is a network of more than 1,100 individuals from NGOs, government, UN agencies, donors, academic and research institutions, and professional associations spanning 95 countries. The Alliance maintains a Secretariat and a globally representative Steering Committee provides strategic guidance. Alliance Ambassadors help to advocate for workforce-inclusive policies and programs nationally and regionally. Alliance interest groups bring together members with expertise on specific thematic areas to produce new resources and tools. With few exceptions, the Alliance functions through volunteer input of its members and leadership.

This includes members who engage in Alliance Interest Groups to work on specific topics and projects. Two interest groups have been developed: Interest Group on Para Professionals in the Social Service Workforce and the Interest Group on Building the Evidence Base for Social Service Workforce Strengthening.

C. Who are Para Professionals in the Social Services?

Until now, there has been no agreed upon and recognized definition for para professional social service workers at either the global or national level. This is especially true within the African context, where a range of different kinds of para professionals have rapidly been trained and deployed to fill existing gaps of professional social service workers.

The term para professional refers to someone who is typically not university educated (i.e., does not have a degree in the social service field). Para professionals take on a myriad of titles and roles within the larger social welfare system (Davis, 2009; Bess, Lopez & Tomaszewski, 2011; Mendenhall, 2012; Mwansa, 2012). Our view is that para professionals work alongside professionals and their work makes vital contributions to the welfare and quality of life of vulnerable people and their families. They work with ongoing supervision from professionals in various fields and may be trained to help make decisions about services and supports. However, in some areas the professional workforce supply is insufficient; in these cases para professionals may be deployed but will require not only comprehensive training but resources and support to ensure quality of services. More detailed definitions for para professionals as well as the disciplines they relate to can be found in the Glossary section of this report.

Para professional workers can be paid or unpaid and can work within government structures, as well as in civil society organizations (Linsk, et al., 2010; Mendenhall, 2012). They may be identified as volunteers, community workers or by other names specific to a particular program or function. Where more specific professional categories exist, they may have titles related to these groups, such as para social workers, auxiliary child and youth care workers or social work assistants. Where specialty areas are not present, workers may simply be called outreach or community workers; however, they need to be distinguished from other workers performing more general outreach or prevention services. Para professional social service workers receive specialized courses providing foundational skills in basic social service delivery, which can vary by context and need and often consist of a series of courses and field experiences in order to quickly produce graduates who can begin working with communities in need.

III. METHODOLOGY

A. Convening the Interest Group on Para Professionals in the SSW (IGPP)

As the Alliance launched and members joined, one of the most prominent areas of interest amongst the membership was around the issue of community level workers. The Interest Group on Para Professionals in the SSW (IGPP) was announced in September 2013 and has been open to all members of the Alliance. Zeni Thumbadoo, National Association of Child and Youth Care Workers in South Africa, and Nathan Linsk, PhD, University of Illinois at Chicago, have co-facilitated the group. Currently there are more than 45 active member participants who represent 14 countries from Africa, Asia, Europe and North America and are consultants or work with NGOs, universities, governments and professional associations.

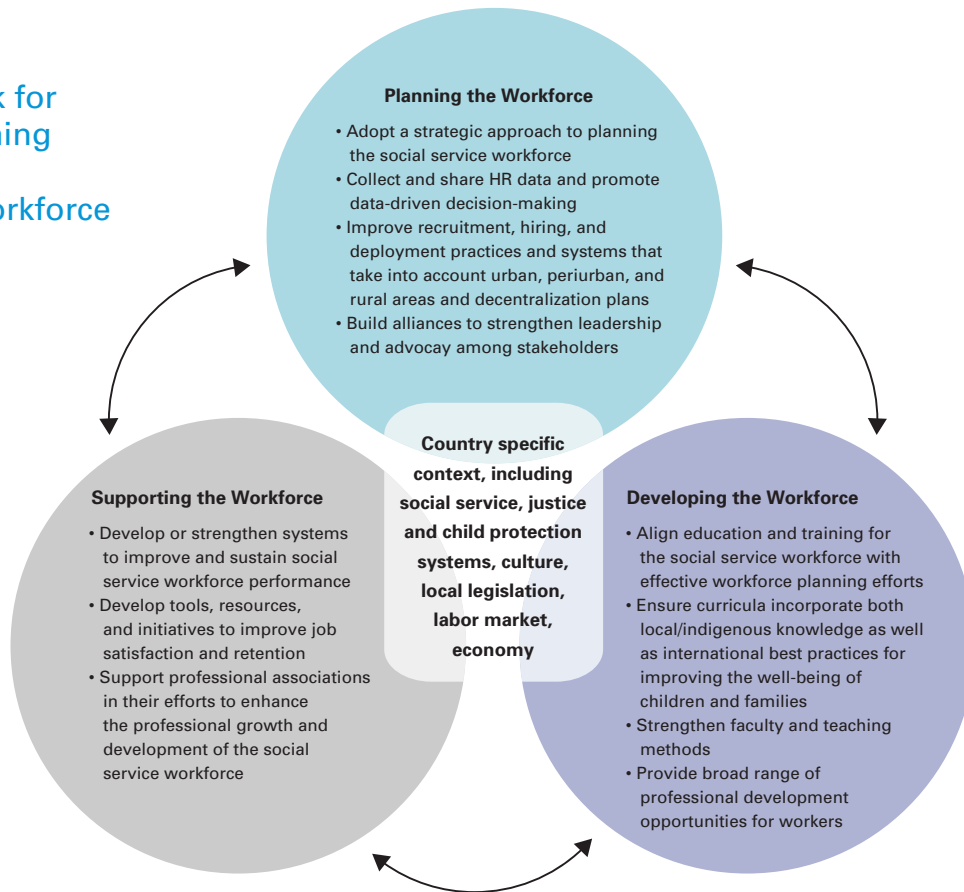
The group’s primary modes of operation include conference calls, development and review of materials, and various types of resource sharing. Initially the members participated in a survey to highlight key issues that they felt needed attention.

The IGPP identified a number of areas to address. These included sharing of experiences and resources across countries, both in terms of programs and education and training activities. The group initially developed a set of guiding principles for working with para professionals, drawing on the input from a survey. The group also decided that an important contribution to this area of work would be the development of a competency framework for para professionals that would also outline the functions of para professionals and could be used to provide program guidance, accountability and ultimately inform both training and supervision.

B. Development of Guiding Principles, Functions and Competencies

Members of the IGPP identified key guiding principles for para professionals serving communities in the social service workforce. An iterative process was used to obtain input and refine the guiding principles as they appear in this document. The principles are intended to provide guidance for how a para professional would typically work as a direct care worker in the social service sector next to or supporting the work of a professional in the same field. They are based on the Framework for Strengthening the Social Service Workforce portrayed in the figure below.

FIGURE 1:
Framework for Strengthening the Social Service Workforce



In developing the sets of competencies, the IGPP carried out desk review and environmental scans of literature on each of the four categories of workers described in this document. For example to inform the PSW functions and competencies, IGPP co-chairs requested that members share existing materials, such as practice standards, competencies, and training objectives already piloted or formally validated in other contexts that they had encountered in their work or considered a key resource. Members identified 22 resources, ranging from multi-country reviews of social work training programs to specific association-endorsed practice standards. Each document was reviewed for competencies which complemented or supported those already included in a draft matrix compiled by a small group of IGPP members with education or extensive professional experience in social work. Additionally, functions or competencies appearing frequently in documents included in the environmental scan that were not already included in the draft matrix were incorporated into a fully compiled version under reorganized function headings reflective of social work values, knowledge, methods, and skills.

These functions and competencies have received several levels of review to date and have been validated by para professionals and their supervisors in several contexts.

Validation exercises took place with each of the four sets of workers and their supervisors in four countries, as outlined in Table 1 below.

TABLE 1: Validation Exercises by Competency Framework Type

Competency Framework	Location	Participants
Generic/Core framework	Kasese and Mukono Districts, Uganda	30 para professional social service workers and supervisors
CYCW framework	Kisumu County, Kenya	33 care workers and supervisors
PSW framework	Kinshasa, DRC	66 social assistants and supervisors
CDW framework	Addis Ababa, Ethiopia	16 community service workers and supervisors

In each location, facilitators held separate discussions with groups of workers and with supervisors. On average, each focus group discussion of workers was comprised of 12 participants. Supervisor groups were typically comprised of 2-4 people. A total of 145 people participated in these exercises across the four countries. For more details on facilitators and leaders of these exercises, please see the Acknowledgments Section in XVI.

In each group discussion, participants were asked to write down what they perceived to be the functions and roles of the worker, categorize the functions into clusters, label each cluster as a function/practice area, and write down the skills and knowledge required to carry out each of the functions. They then developed a function and skills matrix by putting group responses next to the associated function. Facilitators then reviewed this matrix and compared it to the draft framework developed by the IGPP. They then led discussion on any new or missing areas. Facilitators prepared detailed written reports of all feedback provided, as well as made recommendations of edits to the relevant framework and to the validation process for future exercises.

In addition, participants at multiple conferences had an opportunity to provide feedback on both the guiding principles and the various sets of competencies.

- December 4, 2014, Manila, Philippines – The generic/core competency framework was presented at Ako Para sa Bata, the International Child Protection Conference in Manila, organized by the Philippines-based Child Protection Network. An in-person panel discussion facilitated by an Alliance Steering Committee member on the competencies included virtual presentations from IGPP co-chairs and was live webcast to viewers around the world.
- July 2, 2015, Cape Town, South Africa – The CYCW competencies were presented by an IGPP co-chair at the National Association of Child Care Workers Conference and the presentation was live webcast to a global audience for questions and feedback.
- September 1-3, 2015, Victoria Falls, Zimbabwe – Two panel discussions and group exercises were held at the Regional Psychosocial Support Initiative (REPSSI) Forum so that participants could provide feedback on the guiding principles and core competencies.
- April 12-15, 2016, Benin – The PSW framework was reviewed at a regional reflection workshop on key competencies and human resource strengthening for child protection in West and Central Africa, organized by Terre des Hommes, UNICEF, the Bureau International des Droits des Enfants and Social Service Social International in Benin. There were 37 participants from eight West and Central African countries, representing government ministries, universities and social work training institutes, civil society organizations and project partners.

IV. GUIDING PRINCIPLES FOR THE DEVELOPMENT OF PARA PROFESSIONAL SOCIAL SERVICE WORKERS

The purpose of this section is to provide a set of principles that will be a useful base from which to develop programs and activities related to how social service para professionals can be trained, developed, deployed and supported. The Framework for Social Service Workforce Strengthening is used as a basis for developing the principles.

Overarching Principles

1. The para professional social service workforce should receive recognition by their peers, the broader professional social services workforce, civil society, as well as organs of state. This should be underpinned by a certification process and the development of policies and procedures that documents the competencies, functions and occupational standards developed. This should encompass general as well as contextual competencies, functions and occupational standards – taking the specific context of a country into consideration.
2. 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.
3. Para professional social service activities should respect and incorporate knowledge of community and familial cultural contexts to sustain equity for diverse groups incorporating understanding and commitment to ethical principles.

Principles Related to Planning the Workforce

4. 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.
5. While definitions and job descriptions concerning para professional social service workers may vary between countries and programs all should meet some minimum functional definitions and standards.
6. Employment opportunities, inside and outside of government, should be developed. Public-private partnerships need to be actively sought to facilitate the absorption of new graduates of training programs, with positions already approved in the schema of services offered.
7. Opportunities for research that can demonstrate the impact of para professional social service workers need to be identified, promoted and utilized.

Principles Related to Developing the Workforce

8. 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.
9. A “lattice” approach should enable para professionals to shift focus laterally across professional areas as well as vertically up the career ladder, so that they can realize their interest and talents for on-going professional growth.

10. Training that addresses core specified learning outcomes within the context of standardized and regularly updated curricula should be provided for para professionals. Training should be framed in courses that can be used as stepping stones/career ladders through the advancement of their education. Training should culminate in the awarding of certificates.
11. Recognition should be given to the fact that when a para professional worker attains a higher level of education or progresses to a more advanced level of social service work, this is a positive outcome. However programs need to take into account the need for follow-up, refresher courses and training to replace workers who were thus promoted.
12. Opportunities for training and deployment of para social service workers should, as far as possible, be situated in their places of residence or as close as possible to the ward/villages where they come from.
13. An adult-learning approach, which is participatory and problem-solving-oriented, should be taken in all training of para professional social service workers.
14. As a core strategy, training should incorporate indigenous knowledge and approaches and be adapted to specific national and cultural contexts.
15. Para professional social service workers should engage in creative and innovative thinking to pro-actively address the challenges in their immediate working environment in serving vulnerable people, their families and communities. Educational programs should foster an innovative mind-set building on skills and competencies to create a platform for good ideas, novel approaches for problem solving, and support and opportunities to enhance services and resources to address individual and community needs. As para professionals, these ideas are discussed collaboratively with supervisors and implemented to yield economic, cultural and social value for others.

Principles Related to Supporting the Workforce

16. Retaining competent and trained para professionals at the community level to support the development of effective services where they are most needed (proximate to the children, families and communities they are to serve) should be a key objective of the development and support for a para professional social service workforce.
17. Appropriate incentives and compensation should be given to para professionals for the work they are doing as well as to help them sustain their work over time. All para professional social service providers - whether volunteering or being compensated - need to be provided with basic materials and wherever possible, refunded for expenses such as transportation. Minimum remuneration levels should be established for different types and levels of para professional work, recognizing the skills, knowledge and effort involved in undertaking the work and allowing for a basic decent level of living for the workers and their dependents.
18. All para professionals should work under supervision of qualified para professionals or professionals. Supervision and support mechanisms should be put in place in order to support para professional social service workers in their work and for their personal and professional growth. Innovative approaches to supervision and support including job sharing and shadowing should be considered. This will also create stronger and more positive linkages between para professional and professional social service workers. Supervision also 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.
19. Para professionals require specific provisions for support and care and encouraging self-care to empower and sustain them in their work. They often come from the very communities that they work in and provide services in difficult conditions that could threaten both their well-being and the sustainability of their services. It is imperative that mechanisms for support, management, supervision and empowerment are established to ensure social connectedness and that these mechanisms and relevant wellness programs are appropriately planned and financed.

V. GENERIC/CORE FUNCTIONS AND COMPETENCIES FOR PARA PROFESSIONALS IN THE SOCIAL SERVICES

While community level workers provide an array of social services in various countries across the globe, the functions and activities of these workers are not well described or delineated within or across countries. Training, credentialing, supervision and evaluation of para professional community social services vary as well based on local context, the existence or lack of formal social services or social welfare structures as well as the professional and local cultural stance on how vulnerable people are to be supported and helped. The focus is often upon vulnerable children but may apply to other vulnerable populations as well, such as elderly, disabled, people with mental health issues, among others.

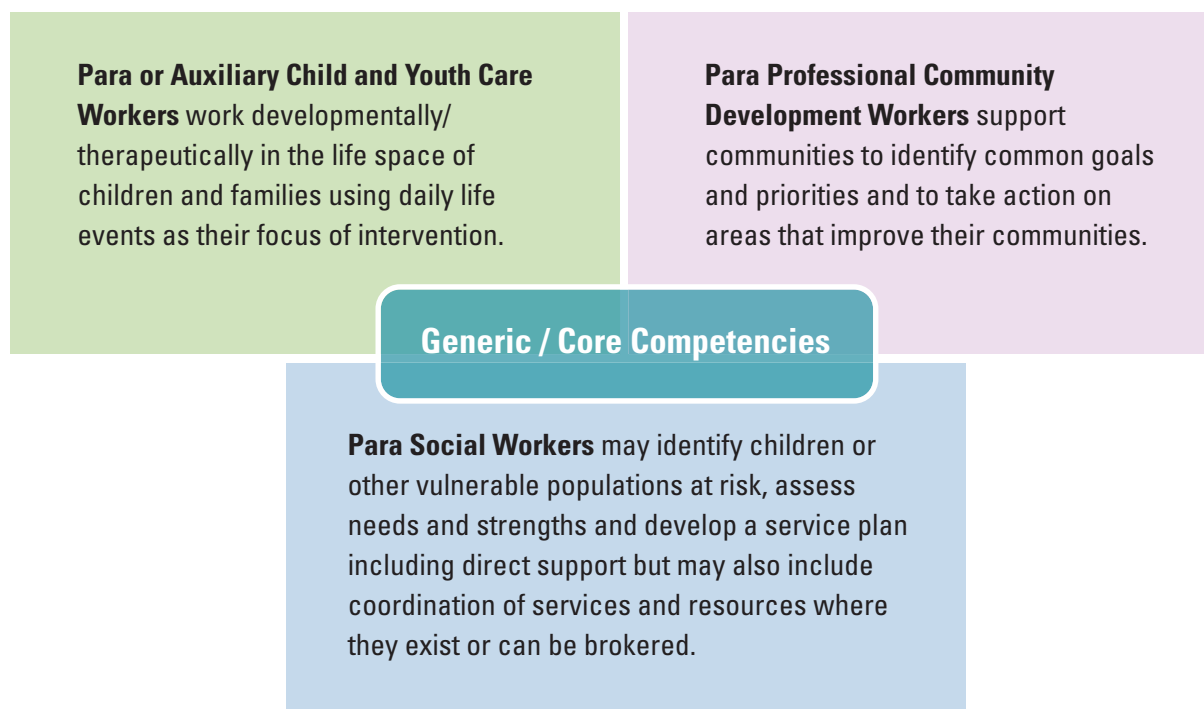
A number of professional fields of practice have deployed community level para professionals as a way to support vulnerable groups as well as a way to fill gaps in the social service workforce. These include social work, child and youth care work and community development, among others.

The purpose of the following sections is to provide a set of functions and competencies that will be useful in more clearly defining the work of this cadre. The framework can then be used toward the development of service and training programs for para professionals working as direct care workers in the social service sector. These functions and competencies should serve as a useful base to develop such programs; however, they will always need to be supplemented by functional areas and competencies specific to the context related to those served by the para professional workers.

We provide two different types of functions and competencies. First, we provide generic/core functions and competencies that will be useful in programs where there is no specific professional discipline allied with the group to provide supervision and support. The para professionals may be called by various names, for example outreach or community workers. The supervision and support may come from various professionals such as program directors, educators, generic counselors, administrators et cetera; these professionals may have excellent experience to share but do not expect the para professionals to carry out their own disciplinary approach. The functions and competencies are generic in that they may apply to most para professional cadres, but at the same time not all para professionals are expected to need all of these competencies.

Second, this document includes competency frameworks for specific cadres of para professional social service workers who are aligned with a particular profession: Child and Youth Care Workers, Para Social Workers and Community Development Workers. Each of these frameworks build from the generic/core functions and competencies, as outlined below in Figure 2.

FIGURE 2: Example Types of Para Professionals and the Role of Core Competencies



The competencies may be viewed as a “menu” of areas that may be helpful in developing service programs as well as training and supervising workers who do this work. They may be useful as well in developing credentialing or qualifying descriptions of these workers, including job descriptions, scopes of work or schemes of service. Potentially they may also be used to ensure ethical practice and enforce related laws and professional standards that relate to para professionals practicing in these fields.

The generic/core functions and competencies include eight overall functional areas as follows:

1. Communication skills
2. Direct work with children, youth and families
3. Applies knowledge related to client needs
4. Community work
5. Collaboration skills
6. Organization and leadership
7. Monitoring and evaluation
8. Developing self and others

Each functional area is divided into a series of specific para professional functional areas that provide more detail about areas of work for para professional social service. Practice competencies are specific expected abilities that a worker may use in their work; these competencies can be used to develop or evaluate their skills and may be a part of a work description. Training competencies can be used to develop training objectives and evaluate training success.

CORE FUNCTION #1: Communication Skills

Para Professional Functional Areas	Para Professional Practice Competencies	Para Professionals Training Competencies
<p>Communicating with families and other workers in the unique cultural context</p>	<ul style="list-style-type: none"> • 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 	<ul style="list-style-type: none"> • 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
<p>Engaging client and family members in discussions about services</p>	<ul style="list-style-type: none"> • Develops rapport with the adults and children/young persons • Knows what services are available in the community • Has basic knowledge of social protection and social insurance programs available to support child well-being, including particularly vulnerable populations, and how to access to these services • Builds goodwill and confidence • Knows what resources are available in the community 	<ul style="list-style-type: none"> • Demonstrates ability to engage client and family • Demonstrates ways to facilitate child participation in the process • Demonstrates understanding of dynamic of power relations and its impact on the engagement process and ethical/safe participation • Able to describe available services in the community • Can identify key social protection programs and criteria for receiving resources available in the community

CORE FUNCTION #2: Direct work with children, youth and families

Para Professional Functional Areas	Para Professional Practice Competencies	Para Professionals Training Competencies
<p>Facilitating psychosocial assessment of needs and strengths of clients and families, including health, social protection and basic social service concerns</p>	<ul style="list-style-type: none"> Follows an approved assessment protocol to identify household or individual assets and strengths, as well as gaps or needs Identifies concerns (needs) and strengths of client and family members Assists clients to prioritize needs and identify potential support sources, both formal and informal Makes use of basic questionnaires, recording forms, and observation tools Educates and empowers households to demand for services 	<ul style="list-style-type: none"> Demonstrates use of assessment indicators and range of potential supportive actions Demonstrates ability to use assessment tools to gather relevant information to plan services for client and family Demonstrates ability to follow instructions for the approved assessment and care-planning protocol without making unsubstantiated promises, but with honesty, dignity and respect for all parties concerned Able to provide information obtained in a timely manner for data-entry and approval of the assessment and recommended actions Knows what to record, when and how
<p>Participating in development of basic service plan</p>	<ul style="list-style-type: none"> Involves clients and families in decision making regarding a plan of action to address needs Develops a recommended service plan with recommended actions and/or support Identifies specific country local government body for provision of services at local level Manages emergency cases Provides referrals to other service providers 	<ul style="list-style-type: none"> Demonstrates ability to identify a problem list linked to assessment findings Demonstrates ability to identify strengths and assets linked to assessment findings Can suggest appropriate services or supports, to fit each of the problem areas, in consultation with supervisor Able to engage client and family in selecting services/interventions Demonstrates ability to link planned interventions in a recorded plan of service/care Demonstrates ability to use specific country's government and non-governmental resources in the provision of services to clients at local (i.e. village and ward) levels Demonstrates ability to provide referral services to clients to other service providers
<p>Providing supportive counseling</p>	<ul style="list-style-type: none"> Provides supportive counseling to individuals at risk, their family members or members of the community Identifies the need for consultation from supervisors or colleagues who can provide support on counseling issues 	<ul style="list-style-type: none"> Demonstrates empathy and understanding of client's feelings and situation Demonstrates ability to motivate the client to take action that will generate an improvement in his/her situation and an increase in self-advocacy skills Able to indicate issues that the worker feels competent to handle with supervisory support Able to explain how to make referrals for those issues that exceed the worker's competency
<p>Providing support, referrals and information about other services as needed, ranging from basic needs such as housing and food to psycho-social support services, including acute mental health needs</p>	<ul style="list-style-type: none"> Refers clients to resources and provides follow-up, based on identified needs or gaps Assists families to select and access available programs/resources 	<ul style="list-style-type: none"> Demonstrates use of appropriate referral format and procedures, including follow-up Demonstrates basic support skills consistent with psychological first aid – including empathetic listening and non-judgmental communication skills Demonstrates ability to conduct referral processes Can document referral and linkages
<p>Implementing and coordinating related referrals and services</p>	<ul style="list-style-type: none"> Suggests alternatives when a planned course of action is not working/or is slow paced Implements an approved service plan/interventions Provides guidance, information, and one-on-one support to address gaps in service and meet needs Supports client/families to obtain appropriate legal/administrative documentation needed to access available social services 	<ul style="list-style-type: none"> Able to explain how to implement aspects of the service plan within the worker's competence, vis-a-vis identified needs or gaps in service. Can regularly observe and communicate individual or family conditions (status), including any changes or additional recommendations for action Can explain legal and statutory requirements related to specific services and referral guidelines
<p>Documenting assessments and services provided</p>	<ul style="list-style-type: none"> Practices basic record keeping including principles of record keeping Identifies results of services Assesses what is working in the service plan or intervention Conducts ongoing monitoring of individual and/or family conditions to determine change, benefit, or need to modify services 	<ul style="list-style-type: none"> Able to explain and demonstrate use of the reporting system of the specific country Demonstrates ability to record and document using acceptable forms and write-ups Can assess service progress or gaps

CORE FUNCTION # 3: Applies knowledge related to client needs

Para Professional Functional Areas	Para Professional Practice Competencies	Para Professionals Training Competencies
<p>Applying basic knowledge of child/human development and psychosocial well-being to individuals and families</p>	<ul style="list-style-type: none"> Identifies the need for psychosocial support and coping skills among clients Provides and promotes good psychosocial functioning in response to a specific loss, trauma, or ongoing stress Identifies age- and stage-related issues as they apply to the client's behavior or needs Gives practical advice to parents about positive parenting and alternatives to corporal punishment 	<ul style="list-style-type: none"> Demonstrates basic understanding of human development that underpins psychosocial functioning Able to explain the benefits of good psychosocial functioning and how can be this achieved to clients Able to explain the basics of the stages of development Demonstrates basic understanding of positive practices in children's care, including the role of families in child development and well-being Able to explain parenting style in relation to cultural values and ethics of the community
<p>Applying knowledge of legal and ethical guidelines</p>	<ul style="list-style-type: none"> Promotes adherence to relevant laws and global standards, e.g., to promote children's protection and to discourage harmful cultural practices such as FGM and early marriage Uses knowledge of legal and policy issues related to field of practice Identifies possible legal or ethical situations and circumstances that may involve violations of national or international laws related to child protection Seeks consultation regarding legal or ethical situations Helps client(s) seek legal or advocacy resolution as needed 	<ul style="list-style-type: none"> Demonstrates knowledge of relevant legislation and ethics related to services provided Demonstrates commitment to values and philosophies underpinning work in the sector Demonstrates ethical conduct when working with clients at community levels Able to identify needs for legal or advocacy intervention Able to describe how to engage in legal- or policy-related actions on client's behalf Can explain how to help clients decide on course of action due to legal or ethical concerns Able to describe how to access needed consultation on legal or ethical issues from supervisors or others
<p>Applying knowledge of the rights of child, young people, families and other vulnerable groups</p>	<ul style="list-style-type: none"> Uses knowledge of rights of children and other vulnerable populations including international guidelines/conventions and country specific rights protections (constitutional, laws and policies) Participates in the promotion and upholding of the rights of children and other vulnerable populations Uses knowledge regarding indicators of rights violations Promotes gender issues in decision-making Uses knowledge about issues impeding enjoyment of rights among marginalized groups as well as advocacy skills Advocates in collaboration with clients from non-dominant groups for their full rights to ensure inclusion and participation in community-based activities and services Engages in conversation with children, youth and families about human rights and responsibilities using everyday examples Using child-friendly language, asks direct open-ended questions to children and youth when making decisions that affects them 	<ul style="list-style-type: none"> Ability to state specific rights of children and other vulnerable populations they serve Demonstrates ability to address various laws that protect the child and their family Demonstrates knowledge of specific actions that a para professional can take to protect rights of children and other vulnerable populations Able to specify indicators that a child or other vulnerable person's rights are potentially being violated Demonstrates ability to include gender issues in decision making at family and community levels Explains knowledge of the different regional and internationally sanctioned human rights
<p>Promoting participation in decision-making by the children, young people, families and other vulnerable groups</p>	<ul style="list-style-type: none"> Promotes participation of vulnerable populations in decision making Ensures that children are not subjected to a reprisal as a result of what they say Uses age-appropriate methods that allow children to safely express themselves when making decisions that affect them 	<ul style="list-style-type: none"> Demonstrates ability to use methods that ensure participation of vulnerable groups in decision making at individual and community levels

continued

CORE FUNCTION #3: Applies knowledge related to client needs

Para Professional Functional Areas	Para Professional Practice Competencies	Para Professionals Training Competencies
<p>Recognizing signs of violence, neglect or abuse and implementing services to ensure social protection of vulnerable children and other populations and taking appropriate action (e.g., counseling, referral)</p>	<ul style="list-style-type: none"> • Identifies potential abuse, neglect, or violence situations • Identifies gaps in existing information, services and resources regarding violence or abuse • Applies basic knowledge on how to promote legal protection on behalf of vulnerable individuals and families • Makes use of community resources to identify family structures and whereabouts. • Links and advocates with legal services, police and health service providers to facilitate emergency response 	<ul style="list-style-type: none"> • Demonstrates understanding of the different types and common causes of violence in the family and in the community as well as domestic violence, abuse, or exploitation • Can recognize signs and symptoms of violence, neglect, and abuse • Can recognize protective and resilience factors in protecting a child and the family • Can describe the emergency procedures to follow when learning of (or suspecting) domestic family violence/ child abuse or exploitation • Demonstrates understanding of specific country referral systems used in abuse and violence cases • Can describe what additional protocol to follow in abuse and violence cases, including procedures for follow-up monitoring and support • Demonstrates awareness of government programs and NGO services
<p>Addressing the particular needs for support of children with disabilities and parents</p>	<ul style="list-style-type: none"> • Provides assistance and information, under supervision, to parents who have a disability or a child who has a disability • Identifies the different needs for support of children with disabilities and their parents and the availability of community level services to address those needs 	<ul style="list-style-type: none"> • Demonstrates basic understanding of the particular needs for support of children with disabilities in terms of access to social services, support for caregivers, etc. • Demonstrates empathy and understanding when communicating about disability-related needs with clients and families • Demonstrates understanding of the challenges faced by children with disabilities • Can provide locally relevant resources for referral • Demonstrates knowledge of different disabilities and how the environment can have an impact on them
<p>Participating in developing and implementing household economic strengthening and financial support activities, such as income generation, micro-finance, water and sanitation, and health projects</p>	<ul style="list-style-type: none"> • Under supervision, gathers basic data required to use recognized development tools to determine strengths, weaknesses, opportunities and threats in terms of identifying new, evaluating existing, and implementing possible economic strengthening programs • Conducts assessment of the household members in terms of economic vulnerability • Identifies who could assist in the implementation of the programs • Helps destitute households access available social protection programs including financial or economic assistance • Applies knowledge of community dynamics (market) and how they can influence the choice of enterprise • Identifies types of economic strengthening programs that can be implemented and managed easily 	<ul style="list-style-type: none"> • Able to discuss the pros and cons of different kinds of income generating, entrepreneurial and household economic strengthening activities • Able to discuss the basic implementation of programs • Able to use an example to show the stages of development of an economic strengthening program • Demonstrates ability to use developed criteria to assess vulnerability of households and needs
<p>Applying basic knowledge on home, sanitation, nutrition and hygiene</p>	<ul style="list-style-type: none"> • Identifies issues related to home environment, nutrition, and hygiene that need to be addressed in client situations • Discusses topics related to home safety, nutrition, and hygiene with vulnerable individuals and families and refers to services to assist as needed • Instructs and shares knowledge to ensure that sanitation, nutrition, and hygiene practices are strengthened 	<ul style="list-style-type: none"> • Demonstrates a clear understanding of relevant, up-to-date information on home health, sanitation, nutrition and hygiene • Demonstrates a basic knowledge of home, health, sanitation, nutrition, and hygiene, and specific country or organization health and nutrition requirements

CORE FUNCTION #4: Community work

Para Professional Functional Areas	Para Professional Practice Competencies	Para Professionals Training Competencies
<p>Conducting outreach and case identification to document status of children and other vulnerable people</p>	<ul style="list-style-type: none"> Identifies vulnerable populations and child protection issues Documents and records related to risk and vulnerability Use pre-designed formats to document status of children and other vulnerable people at risk Understands the concept of the best interest of a child and methods for making best interest determinations. 	<ul style="list-style-type: none"> Demonstrates ability to conduct risk assessments Demonstrates ability to complete case identification forms Able to collaborate with others to identify risk and vulnerability Demonstrates understanding of child development and child rights Demonstrates ability to contribute to best interest determinations of children Shows ability to write up and complete forms
<p>Working with community leaders and representatives of different groups</p>	<ul style="list-style-type: none"> Develops community level responses and action plans to support wellbeing of vulnerable groups and implementation of rights of children and other vulnerable populations Participates in assessment of social service needs, infrastructure and barriers to accessing them 	<ul style="list-style-type: none"> Demonstrates ability to work with community leaders Identifies understanding of community assessments and action plans related to vulnerable groups and how these affect services provided
<p>Ensuring identification and services for children and families at risk of family violence, child abuse, or exploitation</p>	<ul style="list-style-type: none"> Assesses community awareness of domestic, gender, family violence/child abuse or exploitation Promotes community awareness of domestic, gender-based, and family violence and exploitation issues to enable the community to work towards the prevention of domestic and family violence, child abuse or exploitation. Identifies community level risks and protective factors 	<ul style="list-style-type: none"> Can explain methods to raise community awareness of needed child protection interventions and programs Can explain how to advocate for individual clients and families to intervene or prevent family, gender-based violence and child protection issues Demonstrates ability to describe legal protections regarding family violence and abuse Demonstrates understanding of country specific policies with regard to gender-based violence and violence against children Demonstrates ability to use methods to identify community-level risks and protective factors Demonstrates understanding of the ways in which information can be gleaned
<p>Encouraging and supporting community participation in planning</p>	<ul style="list-style-type: none"> Facilitates local leadership around ideas and efforts emerging from community members Participates or leads community meetings using culturally appropriate practices Encourages clients to participate in community meetings and data collection efforts regarding future planning Links with local organizations, representation on local community based committees to address vulnerable groups including children, disabled, elderly Facilitates children's safe participation in decision making and leadership roles Facilitates and encourages others to mobilize and to find their own solutions Links with Local Government Authorities to prepare budget projections from lowest level of authorities 	<ul style="list-style-type: none"> Demonstrates ability to invite community participation Demonstrates group facilitation skills
<p>Disseminating information and policies and programs</p>	<ul style="list-style-type: none"> Makes use of relevant information systems, such as radio and community notice boards Makes use of indigenous oral systems of relaying information Makes use of social and print media as available Makes use of specific country mode of communication in relation to government reporting system 	<ul style="list-style-type: none"> Able to discuss what kind of information is best shared using which method of dissemination Able to discuss different strategic points and methods for information dissemination within the community Demonstrates understanding of the specific social welfare structure through which all communications on issues related to vulnerable children must pass Demonstrates knowledge of specific country mode of communication in relation to Government reporting system

CORE FUNCTION #5: Collaboration skills

Para Professional Functional Areas	Para Professional Practice Competencies	Para Professionals Training Competencies
<p>Working as part of a team with individuals from one's own organization as well as from other community organizations</p>	<ul style="list-style-type: none"> • Conducts community outreach and communicates with other service providers • Accesses appropriate information and applicable work-related guidelines, policies, and procedures • Identifies relevant stakeholders to involve in helping the client and family • Communicates and collaborates with community and community-level actors • Identifies and accesses available services in collaboration with programs within their organization, as well as outside of their organization • Mobilizes groups or communities for action, as well as mobilizing local resources to support community-wide action 	<ul style="list-style-type: none"> • Demonstrates ability to work in a team • Demonstrates ability to work within the work environment (organizational) rules and regulations • Demonstrates ability to participate in collaborative planning meetings • Able to conduct or participate in case conferences to identify needs and plan services • Demonstrates skills and knowledge in supporting team members to ensure goals are met • Demonstrates personal behavior and relationships with co-workers and/or clients that are consistent with ethical standards, policy, and guidelines • Demonstrates ability to work in a multidisciplinary environment and jointly meet individual, household, and/or community needs • Demonstrates ability to collaborate with partners within and outside organization • Demonstrates ability to follow procedures to work with groups or communities in mobilizing local resources

CORE FUNCTION #6: Organization and Leadership

Para Professional Functional Areas	Para Professional Practice Competencies	Para Professionals Training Competencies
<p>Following a time plan developed jointly with supervisor or with a work team consisting of other para professionals who provide peer support to each other</p>	<ul style="list-style-type: none"> • Follows a plan developed individually or jointly with supervisor or work team • Breaks down a given task into smaller sequential steps [a couple of steps may run parallel] • Assigns/suggests time required for each of the sequential steps • Uses leadership skills 	<ul style="list-style-type: none"> • Ability to develop and follow work plan to accomplish tasks • Demonstrates competence in visualizing various components that will complete a given assignment • Demonstrates ability to use information of estimated time for completion of component steps and work out a realistic time plan with supervisor support • Demonstrates leadership skills and qualities of a good leader

CORE FUNCTION #7: Monitoring and Evaluation

Para Professional Functional Areas	Para Professional Practice Competencies	Para Professionals Training Competencies
<p>Participating in monitoring and evaluation activities</p>	<ul style="list-style-type: none"> • Assists supervisor in creation of M&E tools • Provides timely information required for M&E tools and processes • Applies quality standards and participates in quality improvement programs • Utilizes recording and communication tools—may be written reports or use of personal computer, mobile phones, internet, social media, electronic communication • Uses pre-designed formats to capture basic demographical, statistical, and narrative data in the field 	<ul style="list-style-type: none"> • Ability to observe and describe grass roots situation vividly from which tools can be created • Demonstrates ability to identify approaches to improve services or programs • Demonstrates ability to use recording methods and tools and understand formats used
<p>Documenting assessments and services provided</p>	<ul style="list-style-type: none"> • Practices basic record keeping • Identifies results of services • Assesses what is working in the care plan or intervention • Conducts ongoing monitoring of the individual and/or family conditions to determine change, benefit, or the need to modify services • Contributes to monitoring systems and data gathering for operational research 	<ul style="list-style-type: none"> • Demonstrates ability to record and document using acceptable forms and write ups • Able to assess service progress or gaps

CORE FUNCTION #8: Developing self and others

Para Professional Functional Areas	Para Professional Practice Competencies	Para Professionals Training Competencies
Identifying future training or learning opportunities	<ul style="list-style-type: none"> • Knowledge of skill development needs • Participates in training and personal development opportunities to expand abilities as available • Refers others to learning opportunities as appropriate • Ability to help develop those who work alongside or under them, e.g., other volunteers or staff 	<ul style="list-style-type: none"> • Demonstrate ability to identify and access future learning opportunities • Demonstrate ability to work with others and encourage future learning
Identifying and developing needed skills for future development of self and others	<ul style="list-style-type: none"> • Develops and documents a plan for future development • Participates in supportive supervision • Participates in performance review or evaluations with supervisor 	<ul style="list-style-type: none"> • Demonstrates ability to identify future career opportunities • Demonstrates ability to act on feedback from clients and colleagues • Demonstrates understanding of basic leadership skills (confidence-building) • Can implement an appropriate supervisor/ supervisee relationship

VI. FUNCTIONS AND COMPETENCIES FOR PARA PROFESSIONAL CHILD AND YOUTH CARE WORKERS

What is a Child and Youth Care Worker (CYCW)?

The child and youth care worker is a unique social service worker, different from social workers and other social service workers like community development workers. In European and Scandinavian countries, these workers are called Social Pedagogues and in Canada, USA, New Zealand, Scotland, South Africa, Zambia and many other countries they are called child and youth care workers. More information on child and youth care work, including journals and academic programs, can be found on CYC-NET (<http://www.cyc-net.org>).

The International Child and Youth Care Education Consortium has defined child and youth care work (CYCW) as follows:

Professional child and youth care practice focuses on the infant, child, and adolescent, both normal and with special needs, within the context of the family, the community and the life span. The developmental-ecological perspective emphasizes the interaction between persons and the physical and social environments, including cultural and political settings. Child and youth care practice includes skills in assessing client and program needs; designing and implementing programs and planned environments; integrating developmental, preventative and therapeutic requirements into the life-space; contributing to the development of knowledge and practice; and participating in systems intervention through direct care, supervision, administration, teaching, research, consultation and advocacy (Mattingly, 2006).

Anglin (2001) simplifies the international definition referred to above in the following description of child and youth care work:

Child and youth care is work with children and youth, as whole persons, in order to promote their social competence and healthy development, by participating in and using their day-to-day environments and life experiences, and through the development of therapeutic relationships, most importantly the relationship with the particular child or youth who is the focus of attention. (The word 'therapeutic' is taken to mean 'having healing or curative powers; gradually or methodically ameliorative').

Developing Functions and Competencies for Para Professional CYCWs

The internationally accepted child and youth care competencies for the **professional** CYCW can be found online (<http://www.acycp.org/practice-standards>). The competencies described in this document are designed for the **para professional** CYCW, sometimes referred to as auxiliary CYCW, as in South African policy and legislation. These competencies have been developed at two levels and are different and distinct from the other para social service worker competencies developed, which also appear in this document.

Like the other competencies, the child and youth care work competencies are structured by means of functions, practice competencies and training competencies. However, different from the other competencies, they are disaggregated into two levels. **Level one** refers to workers who receive a basic training of less than one year. **Level two** refers to workers who receive a basic training of between one and two years. In this way the competencies allow for child and youth care workers to be developed from the grassroots level. They allow for child and youth care training and practice to be developed incrementally and developmentally, with a career ladder in mind. This approach to training and workforce development allows for the articulation of the level one training into level two and hence the incremental development of the para child and youth care worker. This approach to developing the child and youth care workforce is also reflected effectively in both South Africa (www.naccw.org) and Zambia (<https://zaccw.wordpress.com/about/>).

Functions, Practice Competencies and Training Competencies for Para Child and Youth Care Workers

Level 1 (Less than 1 year training – Experiential training that orientates learners to generic core elements in that field)

Level 2 (1 – 2 years training in practice and theory of child and youth care work, including substantial continuous assessment)



PP CYCW Level 1



PP CYCW Level 2

CYCW FUNCTION #1: Applying basic communications skills

Para Professional CYCW Functional Areas	Para Professional CYCW Practice Competencies	Para Professional CYCW Training Competencies
<p>LEVEL 1: Communicates with children and at-risk youth during daily interactions through using child and youth care specific skills</p>	<ul style="list-style-type: none"> Language and non-verbal communication skills are demonstrated in daily interactions that enrich, teach, and develop a child/youth without disrupting day-to-day interactions 	<ul style="list-style-type: none"> Shows understanding and ability to practice basic child and youth care-specific communication skills in the life-space of young people
<p>LEVEL 2: Communicates with children and at-risk youth during daily interactions, moments of minor crisis and development through using child and youth care specific skills</p>	<ul style="list-style-type: none"> Language and non-verbal communication skills are demonstrated in daily interactions to enrich, teach, develop, assess and counsel a child/young person without disrupting day-to-day interactions 	<ul style="list-style-type: none"> Shows understanding and ability to practice child and youth care specific communication skills in the life-space of young people as well as for child and youth development and minor crisis management purposes

CYCW FUNCTION #2: Applying knowledge of legal and ethical guidelines

Para Professional CYCW Functional Areas	Para Professional CYCW Practice Competencies	Para Professional CYCW Training Competencies
<p>LEVEL 1: Applies knowledge of code of ethics and basic legal guidelines</p>	<ul style="list-style-type: none"> Works in ways that are consistent with the code of ethics of child and youth care practice and basic, legal requirements on specific areas of service delivery 	<ul style="list-style-type: none"> Demonstrates basic knowledge of working in ways that are consistent with the ethics of the professional field and specific workplace and basic legal requirements on specific areas of service delivery
<p>LEVEL 2: Applies knowledge of code of ethics and legal guidelines as well as of process of reporting non-compliance</p>	<ul style="list-style-type: none"> Works in ways that are consistent with the ethics of the professional field and specific workplace with special regard to the impacts on the safety and well-being of the children/youth Knows when and where and how to report misconduct Maintains appropriate personal boundaries in work with children and youth Understands the basic legislation that will impact on their work 	<ul style="list-style-type: none"> Demonstrates knowledge of working in ways that are consistent with the ethics of the professional field and specific workplace with special regard to the impacts on the safety and well-being of the children/youth Able to describe the process of reporting misconduct Demonstrates understanding of the meaning of confidentiality in the context of risks Able to describe the concept of maintaining personal boundaries Works with an awareness of the legal implications of the their work

CYCW FUNCTION #3: Working with others: teamwork and basic leadership skills

Para Professional CYCW Functional Areas	Para Professional CYCW Practice Competencies	Para Professional CYCW Training Competencies
<p>LEVEL 1: Participates in a multi-disciplinary team, keeping the well-being and best interests of the child/youth in the forefront of the discussions</p>	<ul style="list-style-type: none"> Supports team members in the assessment and implementation of routines and activities with children and youth at risk through contributing observations of the child/youth in everyday living situations 	<ul style="list-style-type: none"> Demonstrates knowledge of the importance of team work, its functions and professional boundaries
<p>LEVEL 2: Participates in a multi-disciplinary team keeping the well-being and best interests of the child/youth in the forefront of the discussions</p>	<ul style="list-style-type: none"> Reports back on observations and basic assessments and discusses with the multi-disciplinary team, making recommendations and following up on actions and decisions taken based these 	<ul style="list-style-type: none"> Knows the dynamics of effective team work, its functions and how to work within and across professional boundaries

CYCW FUNCTION #4: Engaging children/youth in services

Para Professional CYCW Functional Areas	Para Professional CYCW Practice Competencies	Para Professional CYCW Training Competencies
<p>LEVEL 1: Engages with parent(s), siblings and other extended family members children/youth through modeling developmental interactions</p>	<ul style="list-style-type: none"> Works to improve the quantity and quality of the child/youth's contact with family members including absent or deceased family members where this is in the best interests of the child/youth 	<ul style="list-style-type: none"> Shows an understanding of the importance of family relationships in the life of a child/youth and demonstrates developmental interactions
<p>LEVEL 2: Engages with parent(s), siblings and other extended family members in understanding the needs of the child/youth and responding in a developmental manner</p>	<ul style="list-style-type: none"> Respects family functioning and encourages engagement and connection between all family members 	<ul style="list-style-type: none"> Able to explain how to offer support to family members while ensuring the safety of the child/youth

CYCW FUNCTION #5: Facilitating children/youth and family assessments and participating in development of basic care plans

Para Professional CYCW Functional Areas	Para Professional CYCW Practice Competencies	Para Professional CYCW Training Competencies
<p>LEVEL 1: Participates in developmental assessments by contributing a perspective on the well-being and best interests of the child/youth</p>	<ul style="list-style-type: none"> Provides information through communicating basic information about interactions involving the child/youth in their life-space Engages with the child/youth in the assessment process in a manner that is age-appropriate and minimizes anxiety and fear 	<ul style="list-style-type: none"> Able to explain the purpose of a developmental assessment and Individual Development Plan (IDP) and the information that needs to be provided at this basic para professional level Demonstrates an understanding of the application of a child/youth-friendly approach to the assessment process that reduces fear and anxiety
<p>LEVEL 2: Participates in developmental assessments and the development of basic care plans and Individual Development Plans (IDP) by contributing a perspective on the well-being and best interests of the child/youth</p>	<ul style="list-style-type: none"> Conducts basic observation for the purposes of assessment across the dimensions of development as well as the quadrants of the circle of courage Contributes to the development of the basic care plan in consultation with other team members 	<ul style="list-style-type: none"> Can explain the purpose of a developmental assessment and IDP, the information that needs to be provided at this higher para professional level, the components of the IDP and how these are developed

CYCW FUNCTION #6: Providing supportive counseling

Para Professional CYCW Functional Areas	Para Professional CYCW Practice Competencies	Para Professional CYCW Training Competencies
<p>LEVEL 1: Makes use of planned and spontaneous life-space moments to create predictable, regular and consistent experiences that lead to growth and development</p>	<ul style="list-style-type: none"> Implements basic life-space work techniques in order to ensure routines and basic developmental activities take place 	<ul style="list-style-type: none"> Can explain the importance of routines and how these are used to help foster development
<p>LEVEL 2: Provides child and youth care-specific life-space counselling techniques within routine interactions with children, youth and their families to ensure that developmental and basic therapeutic activities take place</p>	<ul style="list-style-type: none"> Conducts life-space counselling by using communication techniques such as reflective listening, verbal and non-verbal communication, problem solving, reframing in interactions such as individual conversations, group conversations and other activities 	<ul style="list-style-type: none"> Shows an understanding of basic life-space counseling techniques as well as how and when to apply these

CYCW FUNCTION #7: Documenting and Contributing to monitoring systems

Para Professional CYCW Functional Areas	Para Professional CYCW Practice Competencies	Para Professional CYCW Training Competencies
<p>LEVEL 1: Undertakes basic child and youth care work administration such as logging and checklists that document interactions in the life-space as well as basic data relating to services provided</p>	<ul style="list-style-type: none"> Logs and uses checklists and other data gathering tools consistently and meaningfully 	<ul style="list-style-type: none"> Demonstrates an understanding of the importance of and reason for logging and reporting Shows the ability to implement the relevant tools
<p>LEVEL 2: Observes, records and provides feedback using child and youth care-specific tools in a routine child and youth care work context</p>	<ul style="list-style-type: none"> Observes, records, analyses and compiles basic reports using both quantitative and qualitative data, gathered through the use of specific child and youth care tools that document life-space interactions 	<ul style="list-style-type: none"> Demonstrates an understanding of the importance of and reason for reporting Demonstrates knowledge of the tools used, what to focus on and how to synthesize information into a report

CYCW FUNCTION #8: Applying knowledge of the rights of children and young people and promoting their participation in decision-making

Para Professional CYCW Functional Areas	Para Professional CYCW Practice Competencies	Para Professional CYCW Training Competencies
<p>LEVEL 1: Promotes and upholds the rights of children and youth and promotes their participation in decision-making</p>	<ul style="list-style-type: none"> Promotes the rights of children and youth in their daily life-spaces and provides opportunities to make choices 	<ul style="list-style-type: none"> Able to describe the rights of children and youth Able to describe different opportunities where children and youth could make their own choices
<p>LEVEL 2: Promotes and upholds the rights of children and youth, both in their life-space and in relation to other role players</p> <p>Promotes children's participation in decision-making</p>	<ul style="list-style-type: none"> Promotes the rights of children and youth in their daily life-spaces and through proactive interactions with other role players Provides children and youth with and prepares them for opportunities to make age-appropriate decisions affecting their lives Advocates for children and youth with no or limited voice and creates opportunities for their opinions to be heard 	<ul style="list-style-type: none"> Able to describe the rights of children and youth Able to describe what "age-appropriate decisions" mean and in which ways different opportunities can be used to allow children and youth to participate in decision making

CYCW FUNCTION #9: Addressing the needs of disabled children/youth and parents

Para Professional CYCW Functional Areas	Para Professional CYCW Practice Competencies	Para Professional CYCW Training Competencies
<p>LEVEL 1: Addresses the practical needs of children and youth with disabilities as well as those of their caregivers, within their life-space in order to facilitate healthy development and independence</p>	<ul style="list-style-type: none"> Under supervision, provides practical assistance and information to parents who have children and youth who are disabled 	<ul style="list-style-type: none"> Demonstrates basic understanding of the needs of children and youth with disabilities in terms of daily functioning Demonstrates empathy and understanding when communicating about the above with parents and other caregivers Provides locally relevant resources for referral
<p>LEVEL 2: Plans for and addresses the practical needs of children and youth with disabilities as well as those of their caregivers, within their life-space in order to facilitate healthy development and independence</p>	<ul style="list-style-type: none"> Under supervision, provides practical assistance as well as stimulation and developmentally focused activities in the life-space to children and youth with disabilities 	<ul style="list-style-type: none"> Can explain with examples how to identify that children and youth have different types of developmental disabilities Demonstrates knowledge of locally relevant resources for referral Demonstrates basic understanding of the needs of children and youth with disabilities in terms of daily functioning as well as how to use daily life-space events to foster development Demonstrates empathy and understanding when communicating about the above with parents and other caregivers

CYCW FUNCTION #10: Promoting and running community activities for children/youth to engage them in healthy activity

Para Professional CYCW Functional Areas	Para Professional CYCW Practice Competencies	Para Professional CYCW Training Competencies
<p>LEVEL 1: Implements play and recreation activities with children/youth individually and in groups</p>	<ul style="list-style-type: none"> Creates a variety of recreation opportunities such as sports, gardening, reading 	<ul style="list-style-type: none"> Can outline a variety of activities for children /youth, individually and in groups
<p>LEVEL 2: Implements developmental play and recreation activities with children/youth, individually and in groups, in support of their personal and social development</p>	<ul style="list-style-type: none"> Creates a variety of developmental recreation opportunities Ensures full participation of children and youth in design and implementation of all activities 	<ul style="list-style-type: none"> Can outline a wide range of activities with an understanding of how to promote individual development and social skills Demonstrates an understanding of child/youth participation in activity planning

CYCW FUNCTION #11: Providing basic daily and developmental care of children/youth that supports their development

Para Professional CYCW Functional Areas	Para Professional CYCW Practice Competencies	Para Professional CYCW Training Competencies
<p>LEVEL 1: Provides basic and developmental care of children and youth, using basic life-space practices, as described in CYCW literature</p>	<ul style="list-style-type: none"> Performs basic tasks and activities which contribute to holistic care and development of the child/youth Demonstrates basic caring skills for children and youth at-risk within routines and the life-space Creates a physically and emotionally safe environment 	<ul style="list-style-type: none"> Demonstrates a basic understanding of the fundamentals of child and youth care practice Able to describe and demonstrate the key elements of creating a safe emotional and physical space for children and youth
<p>LEVEL 2: Provides basic and developmental care of children and youth where their physical, emotional, spiritual, cognitive and social needs are protected, using life-space techniques, as described in the literature</p>	<ul style="list-style-type: none"> Performs tasks and activities which contribute to holistic and specific care and development of the child/youth Demonstrates basic caring skills for children and youth at-risk so as to address their physical, emotional, spiritual, cognitive and social needs 	<ul style="list-style-type: none"> Shows an understanding of the rationale behind care routines in terms of encouraging development and protection as well as the implementation thereof

CYCW FUNCTION #12: Applying basic behavior management with children/youth

Para Professional CYCW Functional Areas	Para Professional CYCW Practice Competencies	Para Professional CYCW Training Competencies
<p>LEVEL 1: Applies basic behavior management and support techniques in routine child and youth care work contexts within the scope of the child/youth's Individual Development Plan (IDP)</p>	<ul style="list-style-type: none"> • Implements skills such as the use of natural consequences and positive reinforcement as well as diversion. • Creates environments that promote positive behavior 	<ul style="list-style-type: none"> • Can explain the difference between positive discipline and coercive or punitive practices • Can explain the concept of behavior management
<p>LEVEL 2: Applies proactive behavior management and support techniques in line with the child/youth's IDP</p>	<ul style="list-style-type: none"> • Proactively uses behavior management techniques in the life-space such as proximity control, diversion, basic de-escalation techniques and negotiated consequences to address issues highlighted in the child/youth's IDP 	<ul style="list-style-type: none"> • Can explain the principle of positive discipline • Demonstrates techniques such as proximity control, diversion, basic de-escalation techniques, and negotiated consequences

CYCW FUNCTION #13: Maintaining planned environments in child and youth care work

Para Professional CYCW Functional Areas	Para Professional CYCW Practice Competencies	Para Professional CYCW Training Competencies
<p>LEVEL 1: Participates in basic maintenance of planned environments which support development in the life-space</p>	<ul style="list-style-type: none"> • Creates a calm, predictable, safe and child/youth-friendly environment 	<ul style="list-style-type: none"> • Demonstrates practical understanding of what is required to plan and create a safe and supportive environment
<p>LEVEL 2: Participates in maintaining planned environments to ensure routines and activities support development in the life-space and promote growth and development of the child/youth</p>	<ul style="list-style-type: none"> • Creates a calm, predictable, safe, and child/youth-friendly environment which supports belonging through social spaces, mastery through furniture and fixtures that allow for a child/youth's size and independence through providing choice 	<ul style="list-style-type: none"> • Can explain the connection between space and growth and development by means of practical examples

CYCW FUNCTION #14: Implementing basic life-space work

Para Professional CYCW Functional Areas	Para Professional CYCW Practice Competencies	Para Professional CYCW Training Competencies
<p>LEVEL 1: Implements basic life-space work practices in order to ensure routines and basic developmental activities take place,</p>	<ul style="list-style-type: none"> • 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 	<ul style="list-style-type: none"> • Able to describe routines and activities in the life-space and give basic examples of how these can help children and youth develop
<p>LEVEL 2: Undertakes life-space work within routine interactions with children, youth and their families to ensure that routines, developmental and basic therapeutic activities take place</p>	<ul style="list-style-type: none"> • 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 	<ul style="list-style-type: none"> • 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

CYCW FUNCTION #15: Supporting other workers in their work with specific children/youth at-risk

Para Professional CYCW Functional Areas	Para Professional CYCW Practice Competencies	Para Professional CYCW Training Competencies
<p>LEVEL 1: Helps new staff develop professional boundaries and professional attitudes</p>	<ul style="list-style-type: none"> • Supports self-reflection of new co-workers on unprofessional personal behavior and attitudes 	<ul style="list-style-type: none"> • Demonstrates an ability to understand how a child/youth's behavior expresses a need and how to respond to the need as well the behavior
<p>LEVEL 2: Demonstrates a capacity to understand children's needs that may impact on own feelings</p>	<ul style="list-style-type: none"> • Demonstrates approaches that demonstrate an understanding of the importance of self-awareness 	<ul style="list-style-type: none"> • Demonstrates the ability to see behavior as development information

CYCW FUNCTION #16: Providing assistance with the implementation of programmes and activities for children/youth on the basis of their identified developmental needs

Para Professional CYCW Functional Areas	Para Professional CYCW Practice Competencies	Para Professional CYCW Training Competencies
<p>LEVEL 1: Provides assistance with the implementation of planned programmes for children and youth within their life-space to stimulate normal development</p>	<ul style="list-style-type: none"> • Under supervision, implements activities in the life-space of children and youth that provide them with choice, practice and repetition • Chooses from a variety of activities and individualizes activities for the specific child/youth 	<ul style="list-style-type: none"> • Demonstrates awareness that activities can stimulate development within child and youth care work • Demonstrates the ability to choose from a variety of activities and individualizes activities for the specific child/youth
<p>LEVEL 2: Implements programmes and activities for children and youth on the basis of their identified developmental needs</p>	<ul style="list-style-type: none"> • Implements group and individual development directed activities in child and youth care contexts • Creates a variety of choices the suit needs of different children/youth 	<ul style="list-style-type: none"> • Demonstrates knowledge of the function of activities within a programme • Demonstrates creativity and resourcefulness in developing and identifying activities and programmes for children and youth

CYCW FUNCTION #17: Supports ECD (Early Childhood Development) goals through non-center based care

Para Professional CYCW Functional Areas	Para Professional CYCW Practice Competencies	Para Professional CYCW Training Competencies
<p>LEVEL 1: Provides basic intentional stimulation activities for the child in their life-space in order to support ECD goals</p>	<ul style="list-style-type: none"> • Implements and gives feedback on intentional stimulation activities as discussed with supervisor 	<ul style="list-style-type: none"> • List and demonstrate basic intentional stimulation activities that support ECD
<p>LEVEL 2: Implements spontaneous and planned intentional stimulation activities for the child in their life- space in order to support ECD goals</p>	<ul style="list-style-type: none"> • Implements, observes, assesses, records, makes recommendations and gives feedback on intentional stimulation activities as discussed with supervisor 	<ul style="list-style-type: none"> • Shows understanding of basic ECD needs of children and how activities can stimulate their development

CYCW FUNCTION #18: Use of self

Para Professional CYCW Functional Areas	Para Professional CYCW Practice Competencies	Para Professional CYCW Training Competencies
<p>LEVEL 1: Shows basic understanding of the use of self in life-space of child and youth care work</p>	<ul style="list-style-type: none"> • Demonstrates basic self-awareness in the use of interpersonal skills with children and youth at-risk, and their families in the life-space of the child/youth 	<ul style="list-style-type: none"> • Shows awareness of own values, beliefs and values and their potential impact on those with whom they work • Demonstrates the ability to see the child/youth's point of view
<p>LEVEL 2: Develops self as a resource for child and youth care work, including ability to reflect on personal actions and behavior</p>	<ul style="list-style-type: none"> • Makes use of consultative supervision, training opportunities and personal development and self-care strategies to ensure personal and professional growth and learning 	<ul style="list-style-type: none"> • Able to describe the use of relationships as the core of child and youth care work • Can explain the Knowledge, Skills and Self model (KSS) and how this applies to life-space interactions

CYCW FUNCTION #19: Applying basic knowledge of child/human development and basic parenting information to individuals and families

Para Professional CYCW Functional Areas	Para Professional CYCW Practice Competencies	Para Professional CYCW Training Competencies
<p>LEVEL 1: Models and communicates to parents and family members good child/youth care approaches</p>	<ul style="list-style-type: none"> • Provides care for children and youth alongside parents, demonstrating and assisting with basic care techniques and activities 	<ul style="list-style-type: none"> • Able to describe and give examples of basic good child/youth care approaches to activities and routines
<p>LEVEL 2: Conducts observations, assessments, planning and evaluation using basic knowledge of child and youth development to structure routines and activities in the life-space</p> <p>Provides parents and family members with basic parenting information using different methodologies</p>	<ul style="list-style-type: none"> • Applies basic knowledge of child and youth development during observation and assessment and, under supervision, apply this to planning for, implementing and evaluating activities and routines within the life-space of the child/youth • Communicates basic parenting information to caregivers and families, through modeling, life-space counseling and family group conferencing 	<ul style="list-style-type: none"> • Demonstrates basic knowledge of lifespan development theories • Demonstrates basic knowledge of the developmental approach as it applies to the life-space of children and youth at-risk as well as their families

VII. FUNCTIONS AND COMPETENCIES FOR PARA PROFESSIONAL SOCIAL WORKERS

Introduction to Para Professional Social Work Functions and Competencies

Para Professional Social Workers (PSWs) often focus on vulnerable children and child protection issues but their work at the community level may apply to other vulnerable populations as well, such as the elderly, people living with disabilities, people with mental health issues, or key populations at risk for or infected with HIV, among others. To more clearly define the work of this cadre, the IGPP sought to develop a set or framework of functions and competencies specific to PSWs and informed by social work as a discipline. The resulting matrix of functional areas, practice and training competencies is intended to serve as a useful reference for developing job descriptions and pre- or in-service training programs or evaluating the performance of PSWs working as direct care workers in the social service sector. It should be noted though that the competencies included will always need to be used selectively or supplemented based on context and program goals.

Each function in the framework is divided into a series of related and more specific para professional functional areas that provide detail on the most common areas of work or action for PSWs. Under each functional area, competencies are listed for both practice and training purposes. Practice competencies are specific expected knowledge, skills or abilities that a worker may use in their job; these competencies can be used to develop or evaluate their skills and may form part of a job description. Practice competencies should be directly observable by a supervisor or through documentation of para professional practice (assessments, progress notes, service plans). Meanwhile, training competencies reflect specific expected knowledge, skills or abilities to be gained through classroom or field-based learning. They should be observed in the training setting through exercises, role plays, or in some situations, through a written document such as an examination or certification test. We have tried to use behavior-specific language to frame these training competencies for use as training objectives or in evaluating training success.

The generic/core functions described in Section V above may be applicable to PSWs as well and as such they have been adapted as a basis for the more discipline-specific functions, functional areas and competencies. Those functional areas that are drawn directly from the generic/core functions are shown with a green colored background, while those that were developed specifically for para social workers are shown with grey colored background.

Section XIII includes references that were included in the environmental scan conducted to develop the PSW-specific functions and competencies matrix. Section XI includes a glossary of key terms and definitions.

PSW FUNCTION #1: Use of communication to engage clients and obtain needed information

Para Professional Functional Areas	Para Professional Practice Competencies	Para Professionals Training Competencies
<p>Communicating with individuals, families and other workers within their unique cultural context, including local customs and language</p> <p>Engaging clients and family members in discussions about needs, strengths, goals and services</p>	<ul style="list-style-type: none"> Shows cultural competency through use of body language, greetings and who is addressed first Understands ethical values and cultural practices of the local community and uses this understanding to facilitate effective, gender-sensitive communication with children, adolescents and adults Shows openness to new information about the family or community's cultural context and seeks this information through questions and requests for feedback Effectively communicates protection and safety needs to families and other caregivers related to the vulnerable populations served (e.g., children) using simple and non-judgmental language and asking for feedback to assure understanding Uses clear, non-judgmental methods of communication, such as basic active/empathic listening and responding, to engage and build relationships with clients (e.g., children, their families, other vulnerable populations) 	<ul style="list-style-type: none"> Defines what cultural competency means and offers examples related to the community served Discusses ethical values of the community served Provides examples of clear, concise and correct verbal and written communication Demonstrates basic active/empathic listening and responding skills Compares and discusses how communication with children and adolescents differs from adults Demonstrates ability to promptly and appropriately follow instructions Demonstrates ability to communicate regarding available services Discusses how services are or are not culturally appropriate and accessible to clients, as well as available in clients' primary language either directly or through translation
	<ul style="list-style-type: none"> Develops trust and rapport with clients so they can talk and act without fear of repercussion or judgement Establishes mutually respectful relationships with clients and their families, acknowledging their strengths as well as problems that need to be addressed Identifies available services and resources in the community and how to access them Draws on basic knowledge of health, education, early childhood development, legal support, nutrition, shelter, household economic strengthening, and social protection programs, as well as child protection and alternative care options, available to support client well-being, including particularly vulnerable populations, and how to access these services in discussions 	<ul style="list-style-type: none"> Demonstrates ability to engage client and family through clear communication, active/empathic listening and responding, eliciting both family strengths and needs Demonstrates ways to facilitate participation in the goal-setting and decision-making process by client and relevant family members. Demonstrates the use of communication methods appropriate to clients, including child-friendly communication or communication to elders or disabled based on their abilities and limitations Explains family or organization relationships including who has authority or power and the impact on the engagement process and ethical/safe participation Describes available services and resources in the community in language understandable to the clients served and their families Identifies key social services and criteria for receiving resources available in the community

PSW FUNCTION #2: Applying knowledge related to client needs

Para Professional Functional Areas	Para Professional Practice Competencies	Para Professionals Training Competencies
<p>Applying basic knowledge of human development including child development and psychosocial well-being to individuals and families</p>	<ul style="list-style-type: none"> Identifies the need for psychosocial support and coping skills among clients Identifies appropriate psychosocial functioning in response to a specific loss, trauma or ongoing stress Identifies age- and stage-related issues as they apply to the client's and family's behaviors and/or needs Shares advice based on knowledge of positive parenting and alternatives to corporal punishment 	<ul style="list-style-type: none"> Explains basic understanding of human development that underpins psychosocial functioning Explains the benefits and outcomes of positive psychosocial functioning and how this can be achieved Explains the basics of the stages of human development Explains positive practices in children's care, including the role of families in child development and well-being Explains parenting and caregiving styles in relation to cultural values, ethics of the community and child outcomes

continued

PSW FUNCTION #2: Applying knowledge related to client needs

Para Professional Functional Areas	Para Professional Practice Competencies	Para Professionals Training Competencies
<p>Applying knowledge of legal and ethical guidelines</p>	<ul style="list-style-type: none"> • Refers to relevant codes of ethics specific to country of practice and related professional associations • Promotes adherence to relevant laws and global standards, e.g., to promote children’s protection and to discourage harmful cultural practices such as female genital cutting and early marriage • Uses basic knowledge of legal and policy issues to inform decisions about social protection, client needs and services • Identifies possible legal or ethical situations and circumstances that may involve violations of national laws related to client population served • Recognizes the dilemmas where national laws may not be consistent with global human rights standards (for example anti-homosexuality laws if dealing with a child or adult who is questioning their sexuality, criminalization of sex work, laws that support child marriage or female genital cutting). Within the acceptable community context provides individual support to address the issues or refers to support or advocacy organizations • Seeks consultation from supervisor or other knowledgeable resources regarding legal or ethical situations 	<ul style="list-style-type: none"> • Demonstrates knowledge of relevant legislation and ethics related to country of practice and services provided • Explains legal issues and procedures that affect obtaining services, e.g., birth certificates, inheritance issues • Describes the para social worker’s commitment to values and philosophies underpinning work in the social service sector • Describes key issues in ensuring ethical conduct when working with clients at community levels • Identifies needs for legal or advocacy intervention • Describes how to engage in legal- or policy-related actions on client’s behalf • Explains how to help clients decide on course of action due to legal or ethical concerns and risks to confidentiality • Describes how to access needed consultation on legal or ethical issues from supervisors or others
<p>Applying knowledge of the rights of children, young people, families and other vulnerable groups</p>	<ul style="list-style-type: none"> • Uses knowledge of children’s rights and other vulnerable populations including international guidelines/conventions and country-specific rights protections (constitutional, laws and policies) • Participates in the promotion and upholding of the rights of children and other vulnerable populations • Uses knowledge regarding indicators of rights violations • Applies gender-sensitive knowledge in assessment and service planning • Uses knowledge about issues impeding enjoyment of rights among marginalized groups as well as advocacy skills • Engages in conversation with children, youth, families and other vulnerable populations about human rights and responsibilities using everyday examples and age appropriate language. 	<ul style="list-style-type: none"> • States specific rights of children and other vulnerable populations they serve • Demonstrates ability to utilize various laws that protect the child, their family, and other vulnerable populations • Demonstrates knowledge of specific actions that a para professional can take to protect rights of children and other vulnerable populations • Demonstrates ability to identify indicators that a child or other vulnerable person’s rights are potentially being violated • Demonstrates ability to include gender issues in decision making at family and community levels • Demonstrates knowledge of the different regional and internationally sanctioned human rights
<p>Recognizing and addressing substance use issues</p>	<ul style="list-style-type: none"> • Applies knowledge of substance use issues to identify risks to children, youth and other vulnerable groups • Addresses issues of substance use including alcoholism among vulnerable children and family caregivers in service plans • Refers individuals with substance abuse related issues to treatment programs and support groups 	<ul style="list-style-type: none"> • Provides examples of how substance use issues of the client or family members creates or intensifies vulnerability • Describes a substance abuse problem related to client/family assessment and at least one action step as part of service plan • Describe the impact of substance abuse on other chronic illnesses (e.g. HIV/AIDS, hepatitis) and how substance use may have an impact on medication use

continued

PSW FUNCTION #2: Applying knowledge related to client needs

Para Professional Functional Areas	Para Professional Practice Competencies	Para Professionals Training Competencies
<p>Recognizing and addressing HIV/AIDS related issues</p>	<ul style="list-style-type: none"> • Identifies HIV related risk for children, adolescents, family members and other vulnerable groups • Incorporates knowledge in risk assessment and service planning of key HIV risk populations including sex workers, individuals who may engage in male to male sex and people who inject drugs • Counsels clients at risk to and assists to obtain HIV testing • Refers and links individuals infected with HIV to health facilities and addresses access issues to health care as well as medication access • Assists clients taking HIV/AIDS related medication to adhere to medication regime including counseling and problem solving • Identifies and addresses HIV related stigma through education and supportive counseling including the stigma of having a parent or other family member with HIV 	<ul style="list-style-type: none"> • Demonstrates risk assessment skills for HIV and possible substance abuse • Describes available health and support services for people with HIV • Describes both the dynamics of HIV related stigma for children, family members and others with HIV as well as at least two approaches to relieve stigma • Identifies steps in helping clients who may be infected with HIV to obtain testing and if positive to be linked to care • Explains three types of HIV prevention including primary prevention counseling, risk and harm reduction and pre-exposure prophylaxis (PrEP) • Describes why pregnant mothers may require HIV testing and approaches to prevention of mother-to-child transmission of HIV
<p>Addressing the specific need for support of individuals with disabilities, including children and their parents and other caregivers</p>	<ul style="list-style-type: none"> • Provides assistance and information, under supervision, to individuals with disabilities, their parents or other caregiver(s) • Identifies the support needs of individuals, including children and their parents, with disabilities and the availability of community level services to address those needs 	<ul style="list-style-type: none"> • Demonstrates basic understanding of the needs for support of children and other individuals with disabilities in terms of access to social services, support for caregivers, etc. • Demonstrates empathy and understanding when communicating about disability-related needs with clients and families • Describes understanding of the challenges faced by individuals with disabilities • Explains relevant resources for referral or how to broker alternatives if resources are not available • Demonstrates knowledge of different disabilities and how the environment can have an impact on them
<p>Applying basic knowledge on home, sanitation, nutrition and hygiene</p>	<ul style="list-style-type: none"> • Identifies issues related to home environment, nutrition and hygiene that need to be addressed in client situations • Discusses topics related to home safety, nutrition, and hygiene with vulnerable individuals and families and refers to services to assist as needed • Instructs and shares knowledge to ensure that sanitation, nutrition and hygiene practices are strengthened 	<ul style="list-style-type: none"> • Describes relevant, up-to-date information on home health, sanitation, nutrition and hygiene • Explains home, health, sanitation, nutrition, and hygiene, and specific country or organization health and nutrition requirements
<p>Applying knowledge of psychosocial functioning and related support and coping skills</p>	<ul style="list-style-type: none"> • Identifies client's need for psychosocial support and coping skills • Identifies stressors and assets to promote good psychosocial functioning in response to a specific loss, trauma or ongoing stress • Shares positive parenting techniques and alternative forms of discipline with families and colleagues • Addresses specific needs of caregivers, e.g., grandmothers, in terms of psychosocial functioning and links to support groups and services 	<ul style="list-style-type: none"> • Describes basic understanding of human development that underpins psychosocial functioning • Explains the benefits of good psychosocial functioning and how can be this achieved • Describes positive parenting techniques and alternative forms of discipline • Describes special needs of caregivers and how to address them
<p>Applying knowledge crisis and trauma in assessment and service planning</p>	<ul style="list-style-type: none"> • Identifies crisis and trauma-related situations for vulnerable individuals • Identifies specific previous and current traumatic events and assesses how these influence current functioning 	<ul style="list-style-type: none"> • Describes the effects of child-related trauma and how this may affect current functioning for children and vulnerable adults • Describes basic components of assessment for current and past crises • Demonstrates the need to incorporate the impact of trauma upon vulnerable clients in assessment and service planning

PSW FUNCTION #3: Direct work with children, their families and other vulnerable populations: case management and service coordination

This function includes the core services of case management and service coordination using the social work case management process of engagement, assessment, service planning, providing services, and referral and follow-up as applied by para professional workers.

Para Professional Functional Areas	Para Professional Practice Competencies	Para Professionals Training Competencies
<p>Identifying vulnerable children, their families, and other populations for further assessment and referral for services</p>	<ul style="list-style-type: none"> • Uses accepted procedures and approaches including, outreach and intake tools, and required forms, to identify children, families, and other groups at risk or made vulnerable by HIV and AIDS and other problem situations for further assessment and appropriate services • Ensures the identification, screening and enrollment processes are well documented, consistently followed, and impartial by using pre-determined processes, tools and eligibility criteria • Accepts (and redirects as necessary) referrals of individuals in need including vulnerable children and families, originating from community, local government and NGO actors • Understands the concept of the best interest of a client and methods for making best interest determinations 	<ul style="list-style-type: none"> • Demonstrates understanding of psychosocial assessment within the environmental context (person-in-environment framework) • Demonstrates ability to complete case identification and enrollment tools/forms • Demonstrates understanding of human development and human rights as applied to children and adults. • Demonstrates ability to contribute to best interest determinations for clients including children • Describes the process of accepting and redirecting referrals to and from community entities including health, educational and social services, local government, religious bodies and non-governmental (NGO) actors • Documents referrals provided for and received by clients.
<p>Conducting a strengths-based, bio-psychosocial assessment of client and family needs and existing resources, including health, social/child protection, economic, and basic social service concerns</p>	<ul style="list-style-type: none"> • Follows an approved client and/or family assessment procedure to identify household or individual assets and strengths, as well as gaps or needs • Uses assessment tools that include goals, strengths, and challenges as basis for building a relationship with client and family members as well as developing service plan • Identifies concerns (needs) and strengths of client and family members that discriminate between biological, psychological, behavioral, and social needs and strengths • Arranges environment to allow for privacy needed for clients to share personal information, while assuring confidentiality. Determines when it is necessary to talk with client or caregiver individually and when discussion with other family members is appropriate. Example: how to support access for an adolescent boy or girl to sexual and reproductive health services or HIV testing. • Identifies protective factors at the individual, family and community levels • Assists clients to prioritize needs and identify potential support sources, both formal and informal, including support system in the community • Makes appropriate use of basic questionnaires, recording forms and observation tools • Gathers, conveys and receives information, along with completing assigned written information under direct supervision • Educates and empowers household members to request needed services and advocate as needed to obtain them 	<ul style="list-style-type: none"> • Demonstrates knowledge of assessment categories or indicators • Demonstrates ability to assess needs for clients as well as caregivers, both with family together and with clients individually (especially with adolescents) • Demonstrates ability to use assessment tools that include goals, strengths, and challenges/needs (e.g., Child Status Index, Eco Map, genogram) to gather relevant information to plan services for client and family and identify client's and family's support system • Explains need for client privacy and confidentiality in obtaining assessment information • Demonstrates accurate and effective use of approved assessment protocols making realistic promises, with authenticity, honesty, dignity and respect for all parties concerned • Able to provide information obtained in a timely manner for data-entry and approval of the assessment and recommended actions • Documents required and appropriate information correctly and in a timely manner
<p>Participating in development of basic service plan</p>	<ul style="list-style-type: none"> • Actively engages clients and families in decision-making regarding a plan of action to address needs • Develops a written service plan with recommended actions and/or support and specific and measureable goals • Identifies specific resources including local government body and other relevant community resources (religious institutions, non-governmental organizations, health organizations) for provision of services at local level • Identifies and incorporates referrals to other service providers into service plan • Convenes or participates in case conferences with other providers where appropriate to determine service plans 	<ul style="list-style-type: none"> • Able to engage client and family to participate in selecting services/interventions • Demonstrates ability to use assessment findings to identify problem areas that require services • Demonstrates ability to identify strengths and assets linked to assessment findings to incorporate into service plan • Identifies appropriate services or supports, to fit each of the problem areas, in consultation with supervisor when needed • Demonstrates ability to link planned interventions in a recorded plan of service/care • Demonstrates ability to use specific country's government and non-governmental community resources to plan services for clients at local (i.e. village and ward) levels • Demonstrates ability to identify referral services to clients to other service providers

continued

PSW FUNCTION #3: Direct work with children, their families and other vulnerable populations: case management and service coordination

Para Professional Functional Areas	Para Professional Practice Competencies	Para Professionals Training Competencies
<p>Implementing and coordinating related referrals and services using a case management approach</p>	<ul style="list-style-type: none"> • Implements an approved service or care plan/intervention • Provides guidance, information and one-on-one support to address gaps in service and meet needs • Supports client/families to obtain appropriate legal/administrative documentation needed to access available social services • Assists families to select and access available programs/resources • Refers clients to resources and provides follow-up, based on identified needs or gaps • Documents referrals and services to facilitate follow-up and monitoring client's progress in meeting service plan goals. Suggests alternatives when a planned course of action is not working or is slow paced • Supports government social workers/social welfare officers if available by alerting them to emergency cases (e.g., child or adult protection issues) or cases that require mental health or other professional services and assists in providing and linking clients to these needed services • Familiar with referral standard operating procedures and knows who to contact in cases of emergency (i.e., abuse, neglect and exploitation) including police, health facilities, etc. • Effectively utilizes up-to-date directory, list or map of community/state/local and community resources, agencies and services 	<ul style="list-style-type: none"> • Explains how to implement aspects of the service plan within the worker's competence, vis-a-vis identified needs or gaps in service • Demonstrates ability to observe and communicate individual or family conditions (status), including any changes or additional recommendations for action • Explains legal and statutory requirements related to specific services and referral guidelines • Explains ways that clients can receive support at various levels and importance of maintaining up-to-date information on available resources, agencies and services • Demonstrates use of appropriate referral format, procedures and processes, including follow-up • Demonstrates knowledge of community systems and resources, including key stakeholders, formal and informal decision-making, support mechanisms and functions, and services available at the community level or a higher level • Obtains support from supervisor or other consultative resources for complex interventions or to address conflict resolution needed between service providers or between family/community members on the client's behalf
<p>Conducting ongoing monitoring of service or care plan implementation</p>	<ul style="list-style-type: none"> • Documents assessments and services provided through basic record keeping • Identifies results of services • Assesses what is working in the service plan or intervention • Conducts ongoing monitoring of individual and/or family conditions to determine change, benefit or need to modify services in a timely manner • Provides support to and/or obtains consultation from supervisor or government social worker (e.g., social work assistant, district social welfare officer) as needed to document case information • Follows up on specific cases, bringing urgent issues such as abuse, neglect, malnutrition, etc. to attention of supervisor or government social worker 	<ul style="list-style-type: none"> • Explains and demonstrates use of the reporting system of the specific country • Demonstrates ability to record and document using acceptable forms and write-ups • Provides example of assessing service progress or gaps • Describe situations or cases in which consultation from supervisor or government social worker is needed
<p>Participating in development of basic service plan</p>	<ul style="list-style-type: none"> • Utilizes recording and communication tools—may be written reports or use of personal computer, mobile phones, Internet, social media, electronic communication • Uses pre-designed formats to capture basic demographical, statistical and narrative data in the field • Assists supervisor in creation of monitoring and evaluation tools • Provides timely information required for documentation and monitoring • Applies quality standards and participates in quality improvement programs as required by the service organization 	<ul style="list-style-type: none"> • Demonstrates ability to identify approaches to improve services or programs • Demonstrates ability to use recording methods and tools and understand formats used • Demonstrates understanding of concepts of quality services • Demonstrates understanding of measures relating to quality
<p>Participating in case closing process to determine client's achievement of goals and readiness for transition from services with appropriate referrals and plan in place for functioning after services end</p>	<ul style="list-style-type: none"> • Effectively determines readiness for transition or graduation from case management services or need for further monitoring through a participatory meeting with client, his/her family and other key stakeholders • Documents all actions taken on service plan and resolution of the case in a timely manner 	<ul style="list-style-type: none"> • Explains criteria and ability to assess readiness for transitioning or graduation of clients and families from services

PSW FUNCTION #4: Direct work with children, their families and other vulnerable populations: supportive direct services

This function includes direct services provided by para social workers beyond the case management/service coordination function. These supportive activities may be undertaken, if appropriate for the organization, as direct intervention by para social workers under appropriate supervision and consultation.

Para Professional Functional Areas	Para Professional Practice Competencies	Para Professionals Training Competencies
<p>Identifying the need for specialized services based on assessment including child or adult protection and psychosocial support services, acute mental health needs, parenting skills, substance use, and crisis and trauma interventions</p>	<ul style="list-style-type: none"> Identifies specialized service needs including crisis, emergency or complex psychosocial needs with support from supervisor and/or government social worker Normalizes and validates the client's experience using basic support skills as part of mobilizing him/her to engage with PSW and other service providers Identifies needed resources for specialized services where available and works with others to identify alternatives as needed Describes available services and criteria for eligibility to client and family and develops a shared approach to accessing these services Refers to needed services and engages in problem solving to ensure access to and acceptability of services Follows up and monitors results of referral and provides additional support and problem solving as needed 	<ul style="list-style-type: none"> Identifies the principles and elements of psychosocial support Demonstrates basic psychosocial support skills consistent with psychological first aid including empathetic listening and non-judgmental communication skills Demonstrates ability to identify appropriate specialized services and to develop alternative approaches where none exist in consultation with supervisors or other workers Demonstrates ability to work with client and family to determine acceptability of services and solve problems in accessing and/or accepting services Demonstrates skills in linking to other service providers, explains the client's needs and negotiates procedures for obtaining the services Demonstrates ability to implement the linkage and provide follow up Explains respect for confidentiality in making referrals and obtains permission using required protocols
<p>Providing supportive counseling</p>	<ul style="list-style-type: none"> Provides supportive counseling through empathic listening, helping identify priority needs and formulating a plan for individuals experiencing or at-risk of crisis, trauma, needing social protection, or at-risk for HIV/AIDS individuals, their family members or members of the community Provides support up to the level of the worker's ability based on training and experience Identifies the need for consultation from supervisors or colleagues who can provide support on counseling issues Identifies feelings of sadness or distress or anxiety with individual and suggests methods to reduce stress and engage in related behavior change 	<ul style="list-style-type: none"> Demonstrates active listening and ability to summarize client concerns and feelings as a component of supportive counseling Demonstrates empathy and understanding of client's feelings and situation Demonstrates ability to motivate the client to take action that will generate an improvement in his/her situation and an increase in self-advocacy skills Identifies issues that the worker feels competent to handle with supervisory support Identifies alternative services outside of issues that exceed the worker's competency level Describes early signs of sadness and depression and develops one action step to help client reduce emotional stress Demonstrates basic knowledge of motivational strategies to help client make positive behavior change
<p>Referring to and participating in non-therapeutic support groups (including facilitation if specifically trained in group work)</p>	<ul style="list-style-type: none"> Identifies clients and family members who may benefit from sharing experience with others with similar or related problems Refers and motivates clients to participate in support groups Facilitates support groups that provide education and support to clients with similar or related problems, if specifically trained in group work Identifies the need for consultation from supervisors or colleagues who can provide support on group issues Records group participation through notes or participation logs 	<ul style="list-style-type: none"> Explains criteria for client participation in non-therapeutic support groups Demonstrates group facilitation skills Demonstrates outreach to involve clients and families in support groups Explains methods for convening support groups, establishing ground rules, importance of voluntary participation and confidentiality, and facilitates group activities Demonstrates respect for confidentiality in working with clients in groups, following required protocols for obtaining permission
<p>Participating in implementing household economic strengthening and financial support activities, such as income generation and micro-finance</p>	<ul style="list-style-type: none"> Conducts assessment of the household members in terms of economic vulnerability and strengths Identifies who could assist in the implementation of the economic strengthening at the household levels Helps destitute households access available social protection programs including financial or economic assistance Utilizes eligibility requirements of economic strengthening programs such as NGO based programs, social transfers, etc., to assess and when appropriate refers clients and follows up on the referral 	<ul style="list-style-type: none"> Demonstrates ability to use established tools to assess economic status and vulnerability of households and determines the need to assist in economic strengthening Provides an example of working with a family to develop an action plan to strengthen households by referring to or utilizing services such as social transfers, obtaining employment or participation in micro-enterprise programs

PSW FUNCTION #5: Work with communities, teams and organizations

Para Professional Functional Areas	Para Professional Practice Competencies	Para Professionals Training Competencies
Conducting outreach and case identification to document status of children and other vulnerable populations	<ul style="list-style-type: none"> Identifies vulnerable populations and child protection issues Documents and records information related to risk and vulnerability Uses pre-designed protocols to document status of children and other vulnerable people at-risk 	<ul style="list-style-type: none"> Demonstrates ability to use risk or vulnerability assessment findings to identify vulnerable populations Demonstrates ability to collaborate with others to identify risk and vulnerability Explains concepts of child development and child rights
Working with community leaders and representatives of different groups	<ul style="list-style-type: none"> Develops community level responses and action plans to support well-being of vulnerable groups and implementation of rights of children and other vulnerable populations Participates in assessment of social service needs, infrastructure and barriers to accessing them 	<ul style="list-style-type: none"> Describes methods of working with community leaders Explains use of community assessments and action plans related to vulnerable groups and how these affect services provided
Ensuring identification of and services for individuals and groups at risk of violence, abuse or exploitation	<ul style="list-style-type: none"> Assesses community awareness of interpersonal violence and family violence, child abuse or exploitation, and gender-based violence Identifies community level risks and protective factors Promotes community awareness of domestic, gender-based and family violence, and exploitation issues to enable the community to work toward prevention and facilitate appropriate reporting and access to needed services 	<ul style="list-style-type: none"> Explains methods to raise community awareness of interpersonal violence and family violence, child abuse or exploitation, and gender-based violence and related interventions and programs Explains approaches to advocate for individual clients and families to intervene or prevent domestic, gender-based, family violence/child abuse, or exploitation issues Describes legal protections regarding violence, abuse or exploitation Explains country-specific policies with regard to domestic, gender-based, family violence/child abuse, or exploitation Describes methods to identify community-level risks and protective factors Identifies ways in which information that is relevant to better understanding issues related to the case can be gleaned
Encouraging and supporting community participation in planning	<ul style="list-style-type: none"> Facilitates local leadership around ideas and efforts emerging from community members Participates or leads community meetings using culturally appropriate practices Encourages clients to participate in community meetings and data collection efforts regarding future planning Links with local organizations and provides representation on local community-based committees to address vulnerable groups including children, disabled and elderly Facilitates children's safe participation in decision making and leadership roles Facilitates and encourages others to mobilize and find their own solutions 	<ul style="list-style-type: none"> Identifies approaches to engage community participation Demonstrates group facilitation skills Discusses risks and protective policies to confidentiality as it applies to sharing information in groups
Disseminating information and policies and programs	<ul style="list-style-type: none"> Makes use of relevant information systems, such as radio and community notice boards Makes use of indigenous oral systems of relaying information Makes use of social and print media as available Makes use of specific country mode of communication in relation to government reporting system 	<ul style="list-style-type: none"> Discusses what kind of information is best shared using appropriate method of dissemination Explains different strategic points and methods for information dissemination within the community Describes the specific social welfare structures through which all communications on issues related to vulnerable children, their families and other populations must pass Identifies acceptable methods to utilize government reporting system or provides reports in the system(s)

continued

PSW FUNCTION #5: Work with communities, teams and organizations

Para Professional Functional Areas	Para Professional Practice Competencies	Para Professionals Training Competencies
<p>Working as part of a team with individuals from one's own organization as well as from other disciplines and organizations</p>	<ul style="list-style-type: none"> • Conducts community outreach and communicates with other service providers • Accesses appropriate information and applicable work-related guidelines, policies and procedures • Identifies relevant stakeholders to involve in helping the client and family • Communicates and collaborates with community and community-level actors • Identifies and accesses available services in collaboration with programs within their organization, as well as outside of their organization • Mobilizes groups and/or communities for action, as well as mobilizes local resources to support community-wide action 	<ul style="list-style-type: none"> • Demonstrates examples of how to work in a team • Describes approaches to work within the work environment (organizational) rules and regulations • Demonstrates ability to participate in collaborative planning meetings • Demonstrates ability to present identified needs or service plans in case conferences • Demonstrates ways to support team members to ensure goals are met • Demonstrates personal behavior and relationships with co-workers and/or clients that are consistent with ethical standards, policy and guidelines • Describes methods to work with other providers to jointly meet individual, household and/or community needs • Describes examples of how to collaborate with partners within and outside organization • Provides examples of procedures to work with groups and/or communities in mobilizing local resources
<p>Participating in implementing community level household economic strengthening and financial support activities, such as income generation, micro-finance, water and sanitation, and health projects</p>	<ul style="list-style-type: none"> • Under supervision, participates in gathering basic data to determine strengths, weaknesses, opportunities and threats in terms of identifying new, evaluating existing, and implementing possible economic strengthening programs • Participates in identifying community resources who could assist in the implementation of the programs • Contributes knowledge of community context and resources in terms of selecting community level enterprise 	<ul style="list-style-type: none"> • Discusses the pros and cons of different kinds of income generating, entrepreneurial and household economic strengthening activities • Explains an example of the basic implementation of programs • Provides an example to show the stages of development of an economic strengthening program

PSW FUNCTION #6: Advocacy

Para Professional Functional Areas	Para Professional Practice Competencies	Para Professionals Training Competencies
<p>Advocating for clients at the community and organizational levels</p>	<ul style="list-style-type: none"> • Participates in efforts to enhance the capacity of communities to support clients' access to services and achievement of goals • Promotes clients' strengths, needs, and goals with colleagues, other organizations/service providers and within community • Participates in advocacy to ensure adequate and accessible and age-appropriate social services • Advocates in collaboration with clients from non-dominant groups for their full rights to ensure inclusion and participation in community-based activities and services 	<ul style="list-style-type: none"> • Demonstrates understanding of advocacy and appropriate actions to take at community and organizational levels • Demonstrates skills in working with community program to advocate for effective client services
<p>Acting as a change agent with clients and their families</p>	<ul style="list-style-type: none"> • Helps clients to identify their strengths, needs and goals, and helps them to communicate these to service providers • Advocates for their client's rights, decisions, strengths and needs in partnership with the client and other stakeholders • Assists client(s) in seeking legal or advocacy resolution as needed • Models and promotes empathy and support for clients among community members 	<ul style="list-style-type: none"> • Explains the importance of engaging client(s) in identification of strengths, needs and goals • Demonstrates understanding of advocacy and appropriate actions to take at the client level • Demonstrates ability to develop and follow work plan to accomplish advocacy tasks • Explains steps needed to implement advocacy plan • Demonstrates ability to specify time needed to complete each step of the plan for support
<p>Developing or participating in an action plan to advocate for clients, families or community</p>	<ul style="list-style-type: none"> • Develops a plan to advocate for clients, family or their community in collaboration with supervisor or work team consisting of other para professionals who provide peer support to each other • Negotiates with other para professionals or other providers to agree on the plan • Breaks down a given task into smaller sequential steps (steps may overlap) • Assigns/suggests time required for each of the steps • Incorporates human rights and social work values into the plan • Implements and plans the steps the worker is responsible for 	<ul style="list-style-type: none"> • Demonstrates ability to develop and follow work plan to accomplish advocacy tasks • Explains steps needed to implement advocacy plan • Demonstrates ability to specify time needed to complete each step of the plan for support
<p>Recognizing signs of violence, neglect or abuse and implementing services to ensure protection of vulnerable children and other populations</p>	<ul style="list-style-type: none"> • Identifies potential risk situation for abuse, neglect or violence against client and/or family • Identifies gaps in existing information, services and resources regarding violence or abuse • Applies basic knowledge on how to promote legal protection on behalf of vulnerable individuals and families • Makes use of community resources to identify family structures and whereabouts • Links and advocates with legal services, police, juvenile justice, education and health service providers to facilitate emergency response 	<ul style="list-style-type: none"> • Explains different types and common causes of violence in the family and in the community as well as domestic violence, abuse or exploitation • Describes signs and symptoms of violence, neglect and abuse • Explains protective and resilience factors in protecting a child and the family • Describes the emergency procedures to follow when learning of or suspecting domestic family violence/child abuse or exploitation • Describes specific country referral systems used in abuse and violence cases • Describes protocol to follow in abuse and violence cases, including procedures for follow-up monitoring and support

PSW FUNCTION #7: Developing self and others*

Para Professional Functional Areas	Para Professional Practice Competencies	Para Professionals Training Competencies
Identifying future training or learning opportunities	<ul style="list-style-type: none"> Assesses personal strengths, weaknesses and resources to target for future development Assumes responsibility for further training and learning opportunities as available to maintain competence Refers others to learning opportunities as appropriate 	<ul style="list-style-type: none"> Demonstrates ability to identify future learning opportunities Demonstrates ability to work with others and encourage future learning
Implementing a plan for future development of self	<ul style="list-style-type: none"> Develops and documents a plan for individual future development Participates in training and professional development opportunities to expand abilities as available Participates in supportive supervision Participates in performance review or evaluations with supervisor 	<ul style="list-style-type: none"> Identifies a personal training and skills development learning plan Explains how feedback from clients and colleagues may be used to improve practice Explains how to identify and obtain needed input from supervisor as well as how to modify practice accordingly
Managing stress and emotions through practicing self-care routines and limit setting	<ul style="list-style-type: none"> Listens to and expresses feelings and emotions in an appropriate way Recognizes signs of stress in self or others Uses coping strategies, self-care routines, and/or appropriate support systems to manage stress, release tension and act effectively Practices limit setting as appropriate Uses supervision to talk about stress and work Identifies a stress reduction and burnout prevention plan 	<ul style="list-style-type: none"> Describes signs of stress Identifies personal coping strategies, self-care routines, and/or appropriate support systems for managing stress Describes limit setting boundaries and appropriate scenarios for its use
Participating in supervision with peers and others, as appropriate	<ul style="list-style-type: none"> Seeks (and provides, as appropriate) feedback through peer supervision to improve service quality Helps develop those who work alongside or under them, e.g., other para social workers or peer supervisors Provides support to other para social workers including serving as back-up (buddies) for continuity when a worker is not available Presents on clients and listens and learns from others in case conferencing setting 	<ul style="list-style-type: none"> Demonstrates understanding of social work supervision (i.e., purpose, recommended frequency, etc.) Describes an appropriate supervisor/supervisee relationship Knows how to raise concerns about not receiving any or appropriate supervision
Identifying and addressing one's own values and potential conflicts as it relates to clients and their families	<ul style="list-style-type: none"> Distinguishes between one's own ethics and values and those of the social work profession Identifies ethical conflicts that arise in practice Identifies one's discomfort with client population or behavior Acts in non-judgmental ways Obtains help from supervisor, peers or other resources to resolve these issues 	<ul style="list-style-type: none"> Explains social work values and ethics Explains a possible situation where own values and ethics may conflict with client situation as well as how to address it Explains how organizational and service issues or requirements may conflict with client needs and how to help clients resolve this

* Note: Higher level supervision of other para social workers is not included here. Future work may include a set of competencies that addresses supervision of para social workers.

VIII. FUNCTIONS AND COMPETENCIES FOR PARA PROFESSIONAL COMMUNITY DEVELOPMENT WORKERS

Community Development Workers (CDWs) undertake a process which aims to bring about significant improvements in social justice, equality and inclusion. They perform community development work as a paid worker, unpaid worker, group member, community activist or volunteer, through a model of working collectively to bring people together to identify their individual and common experiences and needs. They support communities to identify common goals and priorities and to take action to exert influence on areas that improve their communities.

Diverse professionals and para professionals participate in community development work. In some countries, separate government ministries or departments oversee and set standards for community development workers and there may be professional schools to prepare community development workers. Community members contribute to community development in various roles, and may be specifically trained as community development para professionals. The following functions and competencies are offered for these para professionals who work alongside professional community development workers and are supervised accordingly.

The CDW framework is organized by six primary functional areas for community development work.

- CDW Functional Area #1: Understand and Engage with Communities Using a Community Development Approach
- CDW Functional Area #2: Apply Knowledge of Rights-based Approaches
- CDW Functional Area #3: Support Engagement in Community Programs and Services
- CDW Functional Area #4: Collaboration Skills
- CDW Functional Area #5: Monitoring and Evaluation
- CDW Functional Area #6: Develop Self and Others

Each functional area is divided into a series of more specific functions that provide more detail about areas of work for para professional community development workers.

Competencies are listed for both practice and training purposes. Practice competencies are specific expected abilities that a worker may use in their work; these competencies can be used to develop or evaluate their skills and may be a part of a work description. Practice competencies should be directly observable by a supervisor or through documentation of para professional practice (assessments, progress notes, service plans). Training competencies can be used to develop training objectives and evaluate training success. Training competencies should also be observed in the training setting through exercises, role plays or in some situations, a written document.

Para Professional Community Development Worker Practice & Training Competencies

CDW FUNCTION #1: Understand and engage with communities using a community development approach

Para Professional Functional Areas	Para Professional Practice Competencies	Para Professionals Training Competencies
<p>Applying basic communications skills</p> <p>Communicating with community members in culturally and contextually competent manner</p> <p>Showing sensitivity to local vernacular and meanings within particular community contexts</p> <p>Communicating inter-generationally</p>	<ul style="list-style-type: none"> • Uses language sensitively to resolve conflicts, enhance participation and remove barriers • Communicates accessible and empowering information about child protection, rights and needs • Demonstrates consistency and proficiency in using modern and traditional communication methods 	<ul style="list-style-type: none"> • Describes and demonstrates use of various ways of disseminating information • Describes and demonstrate conflict resolution skills, reframing, and active listening skills
<p>Getting to know the community</p> <p>Liaising with different people in the community and building relationships of trust with the community and individuals</p>	<ul style="list-style-type: none"> • Liaises with community structures and facilitates their collaboration • Identifies risk and mitigating factors that contribute to/impede community participation • Understands local sensitivities, traditions, beliefs and taboos • Builds up networks and liaises between organizations and individuals in the community • Builds caring, predictable, consistent relationships of trust with community members 	<ul style="list-style-type: none"> • Identifies risk, mitigating and strengthening factors within communities • Understands the interrelatedness of issues, relationships and conditions within a community • Displays understanding of the community development process and the rights of different groups within the community
<p>Facilitating community participation in community planning</p> <p>Negotiating the complexities of community and individual relationships to ensure full participation of all groups and individuals in planning</p>	<ul style="list-style-type: none"> • Organizes community meetings using culturally appropriate practices • Facilitates meetings and workshops • Conducts door-to-door campaigns • Administers basic questionnaires • Facilitates discussions 	<ul style="list-style-type: none"> • Demonstrates facilitation skills • Shows cultural competency • Demonstrates communications skills including active listening, paraphrasing and open-ended questions • Has intermediate levels of literacy
<p>Identifying and addressing the barriers to participation in the community through a multipronged, community owned and driven approach so that families can access available programs and resources</p>	<ul style="list-style-type: none"> • Understands the world view of communities in terms of needs and wants and what promotes/hinders them to attain their needs • Advocates in collaboration with clients to ensure their participation in community-based activities and services • Assists in building networks of community role players and helps facilitate the implementation of functional referrals among them • Conducts ongoing campaigns and information dissemination drives where different resources in the community are highlighted and explained 	<ul style="list-style-type: none"> • Recognizes the basic internal and external factors affecting access to and effective participation in services • Discusses community resources and referral systems
<p>Making use of relevant traditional and western technologies and strategies to disseminate information about policies and programs</p>	<ul style="list-style-type: none"> • Makes use of relevant information systems including radio, community networks and community notice boards • Makes use of indigenous oral systems of relaying information • Makes use of social and print media • Gathers and places information leaflets in strategic locations, such as clinics and police stations • Does door-to-door campaigns and give out leaflets 	<ul style="list-style-type: none"> • Discusses what kinds of information is best shared on which platform • Discusses different strategic points and methods for information dissemination within the community

CDW FUNCTION #2: Apply knowledge of rights-based approaches

Para Professional Functional Areas	Para Professional Practice Competencies	Para Professionals Training Competencies
<p>Understanding and applying knowledge of legal and ethical guidance in culturally sensitive ways</p> <p>Ensuring the respect of human and children's rights are always at the forefront</p>	<ul style="list-style-type: none"> • Demonstrates knowledge on legal and ethical responsibilities and guidelines into practice • Ensures clear understanding on the application of legal and ethical guidelines and procedures 	<ul style="list-style-type: none"> • Discusses the links between legal and ethical responsibilities in terms of cultural/context-sensitive competence and human rights
<p>Applying knowledge of the rights of children and young people for participation in decision-making</p>	<ul style="list-style-type: none"> • Uses accessible and child-friendly language and problem-solving techniques in order to elicit comprehensive discussions with young people • Advocates for the inclusion and active participation of children and youth in decision-making and prepares other groups in the community for such participation 	<ul style="list-style-type: none"> • Demonstrates the ability to discuss strategies on how to respectfully and appropriately include children and youth in decision-making and participation • Highlights important factors to remember in facilitating intergenerational communication • Demonstrates child- and youth-friendly communication techniques that are focused on eliciting participation, reflection and discussion of different views

CDW FUNCTION #3: Support engagement in community programs and services

Para Professional Functional Areas	Para Professional Practice Competencies	Para Professionals Training Competencies
<p>Assisting the family in identifying, understanding and determining how to engage with available services in the community</p> <p>Assisting the client/families to understand their roles, rights and responsibilities in the intervention process</p> <p>Providing referral information for acute needs, such as mental health services</p>	<ul style="list-style-type: none"> • Makes decisions with the family and/or child about accessible, affordable and most empowering services within the context of the community • Helps client/family understand eligibility criteria, providers' traditions and beliefs as well as protection of human rights 	<ul style="list-style-type: none"> • Knows and understands the available services and their functions in the community • Discusses the relationship between African and Western traditions of service delivery and how to mediate between these traditions • Articulates the functions of different role players and how people will benefit from making use of these services • Shows basic knowledge of how to do an elementary assessment and referral to the relevant service
<p>Conducting outreach and case identification</p> <p>Using community networks to identify vulnerable children and families and link them to available resources</p>	<ul style="list-style-type: none"> • Identifies functional community structures • Liaises with the community to identify vulnerable and at-risk families and children • Builds relationships with service providers/agencies in the community • Establishes functional referral linkages • Holds information sessions to enhance communities' awareness about children's rights, risk factors and signs of abuse and neglect as well as case reporting 	<ul style="list-style-type: none"> • Explains different strategies to mobilize the community to report situations that need attention • Knows how to identify, assess and evaluate vulnerable children and families • Shows basic insights into factors that may put children and families at risk • Discusses the content of information sessions and ways to make information accessible to the audience
<p>Addressing the needs of children with disabilities and their parents</p> <p>Engaging with stakeholders in ways that ensure best interests of children and parents with disabilities are met</p> <p>Advocating for children with disabilities and their families to be central focus in the process of community development efforts</p>	<ul style="list-style-type: none"> • Enhances awareness of communities on the rights of children with disabilities and their parents • Creates spaces for dialogue in which all are encouraged to discuss issues including available resources and priorities • Liaises with individuals, communities and development agencies to identify the needs of children with disabilities and their parents as priorities during community development efforts 	<ul style="list-style-type: none"> • Demonstrates the impact of the environment on children and parents with disabilities using practical examples • Discusses different forms of assistance at a micro, mezzo and macro level

continued

CDW FUNCTION #3: Support engagement in community programs and services

Para Professional Functional Areas	Para Professional Practice Competencies	Para Professionals Training Competencies
<p>Participating in emergency services/rescue operations</p> <p>Liaising with individuals, community leadership, community service providers and rescue services in times of emergency</p>	<ul style="list-style-type: none"> Assists vulnerable communities and service providers to identify risks and possible dangers in their homes, communities and surroundings Facilitates discussions on resources and helpful allies Facilitates the development of contingency plans Ensures training is available in first aid and related survival skills 	<ul style="list-style-type: none"> Discusses the interplay between various role players, conditions that may pose threats, resources and deficits in the community Describes globally recognized rescuing priorities and strategies in rescuing victims of natural and man-made disasters
<p>Using extensive community networks and relationships to assist with family tracing</p>	<ul style="list-style-type: none"> Understands community structures, human rights convention supports and resources in the community Understands constraints and challenges posed in the community Keeps abreast of all current community, socio-political and physical developments and events 	<ul style="list-style-type: none"> Knows policies and procedures as well as legislation where applicable with regards to unaccompanied minors Explains the child protection legislation of the country/countries involved
<p>Providing support in working with communities to identify existing and implement new development programs (e.g., in agriculture, income generation, water & sanitation, health, etc.)</p>	<ul style="list-style-type: none"> Gathers basic data required for the use of recognized development tools to determine strengths, needs, opportunities and threats Encourages full participation of target groups through the use of community networks, direct assistance and existing professional services Identifies who could assist in the implementation of the programs 	<ul style="list-style-type: none"> Demonstrates understanding of basic needs analysis and use of basic data gathering tools Discusses the pros and cons of different development programs Discusses the basic implementation of programs Uses an example to show the stages of development of a program
<p>Applying basic knowledge on home health, sanitation, nutrition and hygiene as per the human rights framework to support community members to meet their needs</p>	<ul style="list-style-type: none"> Discusses the topics of home health, sanitation, nutrition and hygiene in a culturally and contextually sensitive manner Addresses issues of grave concern in health, sanitation, nutrition and hygiene in culturally competent and respectful manner Demonstrates various techniques and disseminates information across multiple platforms 	<ul style="list-style-type: none"> Demonstrates a clear understanding of relevant, up-to-date information around home health, sanitation, nutrition and hygiene Shows facilitation skills that include practical demonstrations Shows innovation and creativity when it comes to communicating about these topics
<p>Providing support for communities to identify and implement entrepreneurship and household economic strengthening programs</p>	<ul style="list-style-type: none"> Develops capacity of clients/families and communities to assess and identify available and sustainable business practices Develops resource mapping and business planning skills of clients and families Gathers basic data required to determine strengths, needs, opportunities and threats to economic strengthening programs for vulnerable groups Educates communities about wise use of local resources at hand Encourages full participation of target groups through the functional community structures and professional services Identifies who could assist in the implementation of the programs 	<ul style="list-style-type: none"> Demonstrates understanding of basic needs analysis and uses of basic data gathering tools Discusses the pros and cons of different kinds of income generating, entrepreneurial and household economic strengthening activities Discusses the basic implementation of programs Uses an example to show the stages of development of a program

CDW FUNCTION #4: Collaboration skills

Para Professional Functional Areas	Para Professional Practice Competencies	Para Professionals Training Competencies
<p>Working as part of a team with individuals from one's own organization as well as from other community organizations</p>	<ul style="list-style-type: none"> • Listens actively to new and different perspectives and experiences of those he/she works with • Shares relevant and timely information with others • Participates in collaborative planning meetings • Understands clearly his/her role and responsibility within the team as well as other team members' roles and how they complement one another 	<ul style="list-style-type: none"> • Demonstrates ability to work in a team and within organizational rules and regulations • Demonstrates ability to participate in collaborative planning meetings • Demonstrates skills and knowledge in supporting team members to ensure goals are met • Demonstrates personal behavior and relationships with co-workers that are consistent with ethical standards, policy and guidelines • Demonstrates how to resolve conflicts within working parties/practitioners

CDW FUNCTION #5: Monitoring and Evaluation

Para Professional Functional Areas	Para Professional Practice Competencies	Para Professionals Training Competencies
<p>Using community-friendly, culturally-appropriate and context-specific technologies to monitor and evaluate progress</p>	<ul style="list-style-type: none"> • Assists in creation of M&E tools • Practices basic record keeping • Participates in gathering basic quantitative and qualitative data for the purposes of project management and action research like demographic and impact assessment studies • Identifies results of services • Assesses what is working 	<ul style="list-style-type: none"> • Demonstrates ability to record and document using acceptable forms and write ups • Assesses service progress or gaps

CDW FUNCTION #6: Develop self and others

Para Professional Functional Areas	Para Professional Practice Competencies	Para Professionals Training Competencies
<p>Creating and implementing a self-development plan</p>	<ul style="list-style-type: none"> • Develops and documents a plan for individual future development • Participates in training and professional development opportunities to expand abilities as available • Participates in supportive supervision • Participates in performance review or evaluations with supervisor 	<ul style="list-style-type: none"> • Identifies a personal training and skills development learning plan • Explains how feedback from clients and colleagues may be used to improve practice • Explain how to identify and obtain needed input from supervisor as well as and how to modify practice accordingly
<p>Managing stress and emotions through practicing self-care routines and limit setting</p>	<ul style="list-style-type: none"> • Listens to and expresses feelings and emotions in an appropriate way • Recognizes signs of stress in self or others • Uses coping strategies, self-care routines, and/or appropriate support systems to manage stress, release tension and act effectively • Practices limit setting as appropriate • Uses supervision to talk about stress and work • Identifies a stress reduction burnout prevention plan 	<ul style="list-style-type: none"> • Describes signs of stress • Identifies personal coping strategies, self-care routines, and/or appropriate support systems for managing stress • Describes limit setting boundaries and appropriate scenarios for its use
<p>Identifying and addressing one's own values and potential conflicts as they relate to work with the community</p>	<ul style="list-style-type: none"> • Identifies ethical conflicts that arise in practice • Identifies one's discomfort with community or organizational behavior or values • Acts in non-judgmental ways • Obtains help from supervisor, peers or other resources to resolve these issues 	<ul style="list-style-type: none"> • Explains a possible situation where one's own values and ethics may conflict with a situation in the community or a role of the work as well as how to address it • Explains how organizational and service issues or requirements may conflict with community needs and how to help communities resolve this

IX. POTENTIAL USAGES AND PROGRAMMATIC APPLICATION OF THE PRINCIPLES, FUNCTIONS AND COMPETENCIES

A recent survey undertaken by the Alliance indicated that members have identified a range of different and interesting ways of using the Para Professional Guiding Principles, Functions and Competencies. The concepts have been used in research projects and in the writing of scientific articles. They have further been used in workshops, training and teaching to contextualize and deepen the understanding of the different classifications of the para professional workforce. The information has provided supporting evidence for planning, helped in benchmarking analysis, informed policy, been used in meetings with governments, in advocacy endeavors to promote the recognition of para social service workers, and used to clarify and develop job roles and responsibilities.

Additional suggested uses of the Para Professional Guiding Principles, Functions and Competencies document shared by the Interest Group members and extracted from the four different validation processes undertaken are noted below.

- **Validation processes** engage para professional workers and other groups in understanding their specific competencies and differentiating their roles in relation to others. This process helps them to understand that there are different professional groups in the social service sector and to identify the areas of overlap. In addition, these processes help to finalize specific functions, practice and training competencies by providing evidence of actual work being undertaken in specific professional groups that had not previously been adequately documented. Validation processes can be adapted to use less formally with para professional workers to strengthen their understanding of their role in relation to others, build a stronger sense of professional identity, and promote effective multi-disciplinary teamwork and improved case management. If the para professional worker does not yet exist in a country or program, then the validation process can be used to 'validate' the appropriateness and relevance for this category of worker, and to identify knowledge and skills gaps which would need to be addressed through training.
- When workers **rate their own performance against the competencies** it provides useful insight into knowledge/skills gaps and validates the need for training in these areas.
- The para professional functions and competencies can be **incorporated into certification programs** that are based within specific country policy frameworks as they develop occupational standards that also help define a career ladder. The South African National Association of Child Care Workers (NACCW) partnership with UNHCR in implementing the project 'Care and Courage: Using Isibindi to Strengthen Child Protection in Zambia' is an example of how both the Guiding Principles and the Child and Youth Care Worker Competencies have been used to develop a cadre of CYCWs at basic level in a refugee camp in Zambia. This program, supporting the protection of refugee children, is a partnership with relevant Zambian government departments and UNHCR. (see text box below)
- The practice competencies described in this document are a useful guideline for the **identification, development and application of standards for the supervision** and support of para professionals. This may include the design of more relevant supervision guidelines.
- The guiding principles and competencies can be used to **advocate for development** of the different para professional groups as they provide sound global principles for the planning, developing and supporting of para professional social service workers. The worker-specific para professional competencies create the opportunity for clients, community members, trainers of SSWs, organizations, governments and countries to evaluate the workforce development system from the perspectives of different stakeholders and plan for the development of a diversified workforce to respond to the realities of their demographic context. The competencies document can be used as a powerful advocacy tool to discuss with government, funders and other partners on the key principles involved in how to plan, develop and support para professional social service workers.
- The competencies allow for the development of country and organizational specific **job descriptions**.
- The training competencies can be used to ensure that training providers offer **learning materials that are aligned to the practice expectations** for the different para professional workers. They can provide guidance for the appropriate level and content requirements of training material to develop a good quality para professional at practice level. The guiding principles point to considerations relevant to the training of the adult learner.

Embedding a competency-based approach into the design of a refugee education program in Zambia

The UNHCR entered into a Memorandum of Understanding (MOU) with the National Association of Child Care Workers in South Africa (NACCW) to replicate the Isibindi model in a custom designed model to service refugee children in Zambia at the Meheba Refugee camp. The model project 'Care and Courage: Using Isibindi to Strengthen Child Protection in Zambia,' was designed to develop refugees in the Meheba camp into entry level CYCWs to provide basic care and protection to refugee children in the camps.

Many of the guiding principles in the "Para Professionals in the Social Service Workforce: Guiding Principles, Functions and Competencies" document have been embedded in the design of this Program. The Program in Zambia is committed to training a cadre of CYCWs with clear entry level competencies that are linked to this profession. These CYCWs will receive certificates recognizing them as a specific para-professional with a unique identity. The training is rooted in the strengths perspective; acknowledging that the wisdom, assets and knowledge of both the learners and the community are seen as potential resources. In respect of diverse cultures, integration of indigenous knowledge and building cultural competency are the overarching principles integrated into the training and the program. The training adopts an adult learning approach, which is both participatory and oriented to problem-solving, acknowledging the unique and difficult circumstances of the refugee worker. The UNHCR has committed itself to providing an incentive to all the trained CYCWs to serve as a stepping stone in supporting the recognition of their professional journey. An innovative approach to mentorship and supervision has been offered. Supervision is a clear guiding principle related to supporting the workforce. The Framework for the Strengthening of the Social Service Workforce is well articulated in this program towards the protection of children in a country specific context.

X. NEXT STEPS TO CONTINUE TO SUPPORT THE DEVELOPMENT OF PARA PROFESSIONALS

As part of its focus, the IGPP also encourages Alliance members and others in the field to share promising practices in working with para professionals. The following are recommendations for how you can contribute to these efforts.

- **Use the Global Social Service Workforce Alliance as a resource for sharing ideas** through webinars, blog postings, interest groups, etc. The Alliance convenes an inclusive, representative network of stakeholders, creating a unique forum for discourse and collective learning on the social service workforce across organizations and countries. Membership is open to all interested in engaging with others to help strengthen the social service workforce.
- Advocate with government and civil society organizations **to establish guidelines for para professional functions, competencies and expectations** and to utilize para professionals in appropriate roles.
- Recognize that para professional practice is a first step on a **career ladder** to professional credentials and that a para professional seeking further education or a higher-level job is a successful outcome.
- Collaborate with professional schools **on curriculum, certification and managing infrastructure**. This collaboration could be with schools or programs for social work, community or social development work, child and youth care work, etc.
- Include para professionals as associate members in **professional associations** to assist with the development of a professional identity within the larger workforce.
- Network with other countries who have developed **policy and legislative frameworks** to include para professionals in their workforce planning.

XI. GLOSSARY

Allied Worker – Professional or para professional involved in sectors such as education, health or justice who have a role to play in social service workforce. Examples include parole officers, health extension workers and early childhood educators.

Source: www.socialserviceworkforce.org/resources/composition-social-service-workforce-hivadaidaffected-contexts

Competency – Measurable practice behavior that is comprised of knowledge, values and skills. Source: *Council of Social Work Education's Educational Policy 2.1—Core Competencies* <http://www.cswe.org/File.aspx?id=41861>

Child and Youth Care – Professional Child and Youth Care practice focuses on the infant, child and adolescent, both normal and with special needs, within the context of the family, the community and the life span. The developmental-ecological perspective emphasizes the interaction between persons and the physical and social environments, including cultural and political settings. Child and Youth Care practice includes skills in assessing client and program needs; designing and implementing programs and planned environments; integrating developmental, preventive and therapeutic requirements into the life-space; contributing to the development of knowledge and professions; and participating in systems interventions through direct care, supervision, administration, teaching, research, consultation and advocacy. Source: *International Child and Youth Care Definition, adopted at 1992 meeting of the International Child and Youth Care Education Consortium.*

Child and Youth Care Worker – A professional practitioner who promotes the optimal development of children, youth and their families in a variety of settings, such as early care and education, community-based child and youth development programs, parent education and family support, school-based programs, community mental health, group homes, residential centres, rehabilitation programs, paediatric health care and juvenile justice programs. Source: *International Child and Youth Care Definition, adopted at 1992 meeting of the International Child and Youth Care Education Consortium.*

Anglin (2001) simplifies the international definition referred to above in the following description of child and youth care work: Child and youth care is work with children and youth, as whole persons, in order to promote their social competence and healthy development, by participating in and using their day-to-day environments and life experiences, and through the development of therapeutic relationships, most importantly the relationship with the particular child or youth who is the focus of attention. (The word 'therapeutic' is taken to mean 'having healing or curative powers; gradually or methodically ameliorative').

Community Development Process – A process that is cyclical rather than linear, it takes place in a planned way but also progresses organically, and it involves all or some of the following stages: 1) Get to know the community, key people and organizations; 2) Help communities to identify and prioritize their needs; 3) Support collective approaches to bringing about change; 4) Support sharing and learning from experience; 5) Support the strengthening of groups; and 6) Support evaluation and reflection on practice for groups and self. Source: *Community Development National Occupational Standards, Federation for Community Development Learning, 2015.*

Community Development Worker – A person doing community development work as a paid worker, unpaid worker, group member, community activist or volunteer, through a model of working collectively to bring people together to reflect on their individual and common experiences and needs. They utilize this reflection to then identify common goals, priorities, and actions. Source: *Adapted from Community Development National Occupational Standards, Federation for Community Development Learning, 2015.*

Para Professional – The term "para" is defined as "next to" or "alongside of." The para professional would typically work next to or support the work of a professional in the same field. A para professional worker is trained to perform certain functions, but not always legally certified or licensed to practice as a full professional, which in some fields requires college or university degrees or specialized training (see Professional below). Source: *Adapted from* www.socialserviceworkforce.org/resources/composition-social-service-workforce-hivadaidaffected-contexts

Para Social Worker – A supervised para professional staff person or volunteer – often community-based – who serves the needs of vulnerable individuals including children and families, particularly where social welfare systems are underdeveloped or severely stretched. Source: *Adapted from Linsk, et al., Building the social welfare workforce through para social work, 2010 used by PEPFAR in defining Para Social Work as an indicator.*

Professional – Typically denotes membership in a profession that is well-recognized, often for the specific degree or level of education that it requires, a particular ethical or moral code of conduct, and/or licensing or certification to practice. Among social service workers, refers to those workers with at least a bachelor's degree in a field directly related to social services, such as social work. Source:

www.socialserviceworkforce.org/resources/composition-social-service-workforce-hivadaidaffected-contexts

Social Service – Services provided by public or private organizations aimed at addressing the needs and problems of the most vulnerable populations, including those stemming from violence, family breakdown, homelessness, substance abuse, immigration, disability and old age. *Source: Better Care Network Toolkit.* www.bettercarenetwork.org/bcn/toolkit

Social Service Workforce – The social service workforce is comprised of a variety of workers – paid and unpaid, governmental and nongovernmental – who staff the social service system and contribute to the care, support and promotion of rights and empowerment of vulnerable populations. *Source: The Global Social Service Workforce Alliance.* www.socialserviceworkforce.org/social-service-workforce

Social Work – The International Association of Schools of Social Work and the International Federation of Social Workers revised the international definition of social work in 2014: Social work is a practice-based profession and an academic discipline that promotes social change and development, social cohesion, and the empowerment and liberation of people. Principles of social justice, human rights, collective responsibility and respect for diversities are central to social work. Underpinned by theories of social work, social sciences, humanities and indigenous knowledge, social work engages people and structures to address life challenges and enhance well-being. *Source: The International Federation of Social Workers.* <http://ifsw.org/get-involved/global-definition-of-social-work>

Social Worker – Graduate of a school of social work who uses his/her knowledge and skills to provide social services for clients (who may be individuals, families, groups, communities, organizations or society in general). Social workers help people increase their capacities for problem solving and coping, and they help them obtain needed resources, facilitate interactions between individuals and between people and their environments, make organizations responsible to people, and influence social policies. Social workers may work directly with clients addressing individual, family and community issues, or they may work at a systems level on regulations and policy development, or as administrators and planners of large social service systems. *Source: Barker, 2003, cited in* <http://www.naswdc.org/practice/intl/definitions.asp>

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