Multi-Country Review of the State of the

SOCIAL SERVICE WORKFORCE

in the Middle East and North Africa Region

September 2019

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for every child

GLOBAL
SOCIAL SERVICE WORKFORCE
ALLIANCE

Maestral.

A social service worker helps a girl draw at an early
education community centre in Djibouti.

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ACRONYMS

AIFRIS	*Association internationale pour la formation, la recherche et l'intervention sociale* (International Association for Training, Research and Social Intervention)
AMAS	*Association Marocaine des Assistants Sociaux*
B.A.	Bachelor of Arts
B.Sc.	Bachelor of Science
CO	Country Office
CRC	United Nations Convention on the Rights of the Child
CSO	Civil Society Organisation
CTG	Country Task Group
ELFS	*École Libanaise de Formation Sociale*
GBV	Gender-based violence
GSSWA	Global Social Service Workforce Alliance
IASW	Iran Association of Social Workers
IFSW	International Federation of Social Workers
LAU	Lebanese American University
LCU	Lebanese Canadian University
LU	Lebanese University
MAS	Ministry of Social Affairs
MENA	Middle East and North Africa
MENARO	Middle East and North Africa Regional Office
MFSEDS	Ministry of Family, Solidarity, Equality and Social Development
MICS	Multiple Indicator Cluster Survey
MOCLSW	Ministry of Cooperatives, Labour and Social Welfare
MoSA	Ministry of Social Affairs
MoSD	Ministry of Social Development
MUBS	Modern University for Business and Science
NGO	Non-governmental Organisation
Ph.D.	Doctor of Philosophy
RO	Regional Office
SEAS	*Secrétariat d'État aux Affaires Sociales*
SDGs	Sustainable Development Goals
SPSS	Statistical Package for Social Sciences
SWO	State Welfare Organization
SPSS	Statistical Package for Social Sciences
SSW	Social Service Workforce
TOR	Terms of Reference
TOT	Training of Trainers
TWG	Technical Working Group
UNCRC	United Nations Convention on the Rights of the Child
UNICEF	United Nations Children's Fund
UNWRA	United Nations Relief and Works Agency for Palestine Refugees in the Near East
USJ	*Université Saint Joseph*
VAC	Violence against Children
VAW/C	Violence against Women and Children

GLOSSARY OF KEY TERMS

Country-level Task Group (CTG): Country-level Task Groups are comprised of key stakeholders engaged in reviewing and strengthening the social service workforce (SSW) in a country. Led by the ministry, the role of the CTG is to help contextualize the definition of the social service workforce applied in the review and the data collection tools, facilitate access to data and data collection, review preliminary findings of the review, contribute to identifying recommendations for social service workforce strengthening and ensure these recommendations are put into action. Key stakeholders are involved in the CTG on a voluntary basis and include representatives from key government ministry departments responsible for child protection and social protection; UNICEF; NGOs; academic institutions, especially Schools of Social Work; professional associations and the social service workforce representatives.

Social Service Workforce (SSW): An inclusive concept referring to a broad range of governmental and nongovernmental professionals and paraprofessionals who work with children, youth, adults, older persons, families and communities to ensure healthy development and well-being. The social service workforce focuses on preventative, responsive and promotive services that are informed by the humanities and social sciences, Indigenous knowledges, discipline-specific and interdisciplinary knowledge and skills, and ethical principles. Social service workers engage people, structures and organisations to: facilitate access to needed services, alleviate poverty, challenge and reduce discrimination, promote social justice and human rights, and prevent and respond to violence, abuse, exploitation, neglect and family separation.

Social Service Workforce Strengthening (SSWS): The UNICEF Guidelines to Strengthen the Social Service Workforce for Child Protection[1] focuses on three aspects of workforce strengthening: planning, developing and supporting the SSW. Strengthening the workforce is a long-term endeavour. Short-, medium- and long-term results in each country will vary depending on the socio-economic context, current human and financial resources, and political will, as well as the capacities of the workforce.

Sustainable Development Goals (SDGs)[2]: The 2030 Agenda for Sustainable Development, adopted by all United Nations Member States in 2015, provides a shared blueprint for peace and prosperity for people and the planet, now and into the future. At its heart are the 17 Sustainable Development Goals (SDGs), which are an urgent call for action by all countries - developed and developing - in a global partnership. They recognise that ending poverty and other deprivations must go hand-in-hand with strategies that improve health and education, reduce inequality, and spur economic growth – all while tackling climate change and working to preserve our oceans and forests.

The Convention on the Rights of the Child[3]: Recognises every child's right to protection from violence, abuse, neglect and exploitation, to access justice and to quality care. In accordance with the Convention, states have the primary obligation to ensure that all children are protected and cared for. To meet this obligation, it is imperative for States to establish strong child protection systems to prevent and respond to all child protection risks and concerns.

Country-task group members in Tunisia develop a timeline for strengthening the social service workforce.

EXECUTIVE SUMMARY

A well-planned, skilled and supported workforce is essential to protecting vulnerable groups, especially children, from abuse, neglect, exploitation and violence. Without a strong and resourced social service workforce (SSW) at the core of the social protection and welfare system, the critically necessary services cannot reach vulnerable children, families and other vulnerable individuals, regardless of the quality of the other system components.

Globally and in the Middle East and North Africa (MENA) region, the SSW plays the following roles:

- First point of contact for people who need protection or social welfare support, especially children, caregivers and others who work with children;

- Provide holistic assessment and referrals to preventive and responsive/rehabilitation services for everyone at risk of, or experiencing, protection concerns;

- Ensure an overall comprehensive protection system for people receiving protection support;

- Help to shift negative attitudes, traditions, customs, behaviours and practices surrounding protection; and

- Hold accountable policy makers and legislators who set out the legal and policy framework for fulfilling protection rights.

Figure 1: The social service workforce within the social protection and welfare system
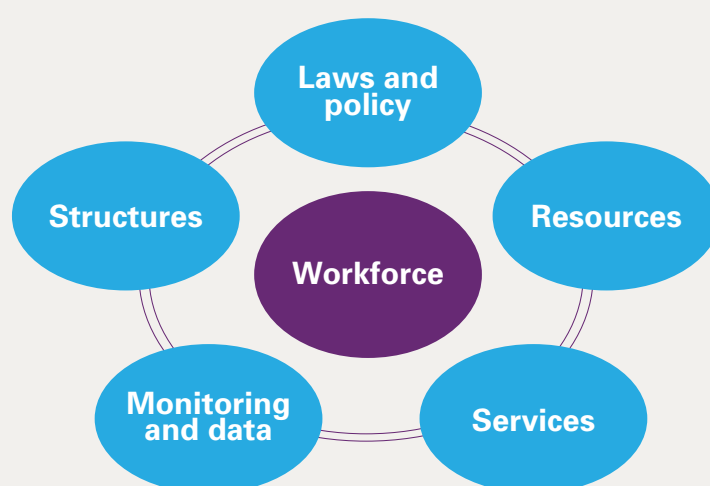
The UNICEF 2018–2021 Strategic Plan recognises the importance of a strong SSW in reaching key child protection and social protection outcomes. Within the framework of the Plan, strengthening the SSW is one of the key priorities identified to achieve the Sustainable Development Goals (SDGs). The SDGs specify, for the first time, goals and targets to prevent and respond to all forms of violence against children (SDGs 5, 8 and 16), and represent an unprecedented opportunity to address violence, abuse, neglect and exploitation of children. To meet the ambitious SDG targets for child protection and ensure that no child is left behind, Goal Area 3 of the UNICEF Strategic Plan 2018–2021 seeks to ensure that every girl and boy is protected from violence, exploitation and abuse. Goal Area 5 outlines the importance for every child to have an equitable chance to life and promotes the development of integrated systems that prevent, reduce and eliminate multiple economic and social vulnerabilities faced by children. The Plan is anchored in the Convention on the Rights of the Child and framed within the strategic focus of achieving more results for children, especially for those most marginalised.

In 2019, UNICEF released the Guidelines to Strengthen the Social Service Workforce for Child Protection. Relying on evidence, these guidelines advocate for focused efforts to support the SSW, in order for lasting improvements to children's protection to be realised at scale.

PURPOSE OF THE SSW REVIEW IN THE MENA REGION

The purpose of the Multi-Country Review of the State of the Social Service Workforce in the Middle East and North Africa Region was to create and analyse a baseline of information and data on the status of the SSW in eight countries in the region: Djibouti, Iran, Jordan, Lebanon, Morocco, Palestine, Sudan and Tunisia. The aim is to guide and assist country-level action plans to strengthen the SSW. The review was designed to highlight unique aspects of each country's workforce, identify common challenges or trends, and suggest evidence-based strategies that countries could consider when developing their country-level action plans. It was expected that the review would ultimately help address the question of whether governments currently have the capacity to address the needs of vulnerable children and families with the existing SSW, and if not, what strategies, approaches and resources would be needed to fill the gaps.

Specific objectives of the multi-country review of the SSW were to:

- Provide a basic overview of the context for workforce strengthening, including supportive legislation and policies, financial resources, information management systems, availability of different levels of education and training, including field placements, existence and role of professional associations, and the existence and authority of regulatory bodies that establish licensing, standards and/or a professional code of ethics;

- Provide data (where possible) at the national and sub-national levels on the workforce itself, including numbers of workers by cadre and employer, their roles and functions, and vacancy rates;

- Assess workers' perceptions of challenges and opportunities, including work environment, supervision, job satisfaction, ongoing professional development, career paths and aspirations and their recommendations for improvements; and

- Identify implications for SSW strengthening based on national and regional analyses.

METHODOLOGY AND KEY ACTORS INVOLVED

The methodology for this SSW review was structured around the Framework for Strengthening of the Social Service Workforce. The framework was developed by the Global Social Service Workforce Alliance (GSSWA) through consultations with a wide range of stakeholders globally. It is intended to guide country efforts to plan, develop and support the SSW. The framework was also based on the global-level indicators outlined in the UNICEF Guidelines, developed in close collaboration with GSSWA.

The MENA region SSW review was based on the following core principles:

- Reflective of, and informed by, relevant child and human rights instruments;

- Reflective of, and informed by, national legal and policy frameworks in the countries reviewed;

- Inclusive and respectful of multiple perspectives;

- Guided by participatory approaches;

- Based on sound and ethical research protocols;

- Informed by globally recognised best practice and principles of social work; and

- Build on what already exists.

As recommended in the UNICEF Guidelines, the MENA review focused on three key aspects of SSW strengthening:

1. Planning the social service workforce;
2. Developing the social service workforce; and
3. Supporting the social service workforce.

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The GSSWA team used an existing and tried-and tested approach[4] to conduct the MENA SSW review. This approach involved the seven steps listed below:

1. **Desk review** of global literature on SSW development, as well as country-specific documents from eight countries in the region pertaining to the social service workforce.

2. Establishment of **Country Task Groups**, led by the state ministry in charge of the SSW and comprised of key stakeholders. CTGs were tasked with contextualising tools, ensuring data collection, reviewing preliminary findings and contributing to recommendations and action planning for country-level SSW strengthening.

3. **Inception visits** of the GSSWA team to study countries to meet with the UNICEF Country Office and the CTG to review and contextualise the methodology and tools and agree how to go about data collection (all countries besides Palestine).

4. **Data collection** through administration of two tools:

   - an *institutional questionnaire* designed to obtain data on the numbers of various categories of the SSW in the country by type of employer (sector ministry, NGO, private sector), SSW training programmes, and any professional organisations of social service workers; and

   - an *online survey* self-administered among a purposive sample of 200–300 social service workers in most of the study countries, and designed to identify key SSW functions and explore their views on supervision, access to ongoing professional development, career advancement opportunities, etc.

5. **Data analysis** involving transfer of the collected data into the Statistical Package for Social Sciences (SPSS) for data cleaning and analysis, and then use of Excel to form any figures or graphics.

6. **Second round of country visits** to validate findings, agree on recommendations and develop an action plan for SSW strengthening in the country (all countries except Iran and Palestine).

7. **Regional report** writing through collation of country reports into a regional report providing an overview of the state of the SSW in the MENA region, and designed to inform the work of UNICEF and its national, regional and global partners to improve policies, programmes, advocacy and knowledge generation related to the SSW in the region.

The GSSWA team worked in close consultation with the UNICEF Regional Office (RO) and Country Offices to conduct this review. In each of the study countries, the Country Office collaborated with other stakeholders through CTGs, which were comprised of key stakeholders and led by the state ministry in charge of the SSW and to guide, support and contribute to the national review. The review aimed to address the dynamic and context-specific character of each of the study countries' SSWs. To ensure that the various definitions and often different functions could be taken into account, the review began by working with CTGs in each of the study countries. CTGs first defined the composition of the SSW and the scope of the review in their country. Once the study population and scope were determined, CTG members reviewed and contextualised the data collection tools by ensuring that the questions would be correctly understood by respondents. CTG members further aided with collection of data, validated review findings and recommendations, and worked together to develop a multi-year action plan for SSW strengthening.

SUMMARY OF FINDINGS

This SSW review in the MENA region provided an invaluable opportunity to sensitise and engage stakeholders to invest in SSW strengthening through planning the workforce, developing the workforce and supporting the workforce. The engagement of these stakeholders across sectors – both nationally and regionally – shows that many of the challenges faced by the SSW are similar across different countries and contexts. This also presents an opportunity for regional and international collaboration to address these challenges together.

The findings presented in this report have been validated by the CTGs and reflect a clear picture of the state of the SSW in each study country and across the region. Analysis of the review data across study countries clearly shows that the SSW profession is an emerging one.

Summary Findings: Planning the SSW

Tunisia, Morocco, Palestine, Lebanon and Iran are the countries in the region that have to some extent established a normative framework to regulate the SSW, but adherence to the established standards varies, for different reasons: in some countries the normative framework is not enforced and in others it has yet to be finalised.

None of the study countries had a centralised database of social service workers, or the ability to obtain data on numbers of workers by sector working in various geographic areas of the country. This information depends on the extent to which SSW positions are officially recognised and registered by the government, as well as the level of centralisation of such workforce data. While few of the study countries have to date developed a strategic framework for SSW strengthening, their engagement in this review is an indication of growing national recognition of the importance of the SSW and their role in enabling social and economic development. In countries such as Lebanon, where substantial numbers of workers are employed by NGOs or the private sector, obtaining data is particularly complex as no central database exists with details on SSW employees working. Information is neither available from the sector ministry overseeing their services, or from the Ministry of Labour where NGOs and private sector employers are required to register their employees. In Iran, NGOs are authorised to operate by the relevant authorising organisations, which maintain the workforce database (for example, Iranian State Welfare Organisation and Imam Khomeini Relief Foundation). Only in Tunisia is

NGO workforce data gathered by the authorising government ministry that registers NGOs

Summary Findings: Developing the SSW

Professionally qualified social workers comprise a major component of the SSW in many of the countries. In Palestine, 86.9% of SSW respondents report holding a degree in social work or counselling as their most recent degree. This is followed by Iran at 74.2%; Lebanon at 44.1%; Tunisia at 51.1%. In Morocco, 40.6% of respondents are social workers based on the most recent academic qualification. In Sudan and Djibouti, the proportion of social workers is less: in Sudan, 14.6% of the SSW are social workers while in Djibouti no social service worker has a social work degree.

Summary Findings: Supporting the SSW

Lebanon stands out in terms of access to quality of supervision. Almost all SSW respondents in Lebanon have direct supervisors. Most supervisors are reportedly qualified as a social worker or in a closely associated field (for example, psychologist). Supervision is provided with regular frequency and most workers also perceive the supervision they receive to be helpful. In other countries, the quality and access to supervision support is much more varied: in many cases supervisors (and often also SSW lecturers and trainers) lack relevant qualifications and/or do not appear to perform quality supervision practices. It must be noted that this reflects the emerging nature of the SSW: the pool of qualified SSWs is not yet large enough to appropriately cover the needs for training and supervision of the SSW.

Given that in most countries a major proportion of the surveyed SSW is made up of professional social workers with degrees, it is surprising that when asked about professional association membership (except for Palestine where the question was not asked). Only in Iran, Lebanon and Tunisia, SSW survey respondents understood that this question was about membership of a professional SSW association, rather than any work-related association such as a union of workers or even a community-level association. A positive response on association membership was reported to be low even in these three countries (57%, 20% and 25%, respectively).

Generally, professional associations in the study countries lack the mandate to provide professional support to its members or to regulate the profession. This is illustrated by the fact that to date none of these associations have been accorded any regulatory authority by the government. Formal recognition of a professional code of ethics is also an important step toward regulating the SSW profession. Such a formally recognised code of ethics exists in Lebanon and Tunisia. In Lebanon, the Syndicate of Social Workers and the Ministry of Social Affairs formally disseminated the Code of Ethics for Social Workers in November 2018. In Tunisia, the ethical code of the SSW is defined by Decree. In Iran, graduates of academic programmes in social work recite the code of ethics. In Jordan, a Code of Ethics for Jordanian Social Workers exists but it is unclear to what extent it is officially recognised or enforced by the government. None of the other countries has a publicly disseminated code of ethics for the SSW.

KEY RECOMMENDATIONS FOR SSW STRENGTHENING IN THE MENA REGION

While the review revealed various characteristics of the current nascent state of the SSW in the MENA region, it also highlighted specific issues to be considered in strengthening the SSW in the region. These include: addressing data gaps to enable policy formulation and action planning; the need for standardisation of SSW concepts, terminologies and titles across languages and cultures; key issues that legislation should address to enable SSW strengthening; training, capacity strengthening, quality assurance and professionalisation of the SSW; and the need for advocacy to promote better recognition of the distinct and important role of SSW vis-a-vis other professions.

In most of the countries, CTGs reviewed study findings and identified recommendations for SSW strengthening. These are summarised below in terms of the three pillars of SSW strengthening: planning, developing and supporting the SSW.

Recommended Actions: Planning the SSW

- Develop a mechanism to obtain data on the numbers of SSW employed in the country, by title, sector, type of service and gender, possibly through conducting a census-like enumeration of workers and/or establishing a centralised database (Iran, Lebanon, Morocco, Tunisia)

- Analyse worker-to-client ratio and staffing gaps and set increasing target ratio of social service workers with responsibility for child protection per 100,000 child population (all countries)

- Strengthen state-level recognition of the importance of the SSW as a partner in national policy, strategy and budget development (Iran, Tunisia)

- Strengthen legislation and regulation of the SSW, including mechanisms to enforce minimum standards for service provision, specifically personnel qualifications and numbers (Djibouti, Iran, Lebanon, Palestine, Sudan, Tunisia)

- Introduce legal protection of the SSW (Iran, Morocco, Tunisia)

- Standardise SSW titles and terminologies across sectors and languages (Djibouti, Lebanon, Morocco, Tunisia, Palestine, Sudan)

- Include SSW titles in the government's list of civil service jobs and requirement that candidates meet SSW qualifications to be considered for recruitment (Djibouti, Lebanon)

- Standardise job descriptions for the SSW (Iran, Lebanon)

- Establish as legal requirement for practice that social service workers sign and adhere to the SSW Code of Ethics (Morocco)

Recommended Actions: Developing the SSW

- Strengthen (or establish if none exist) pre-service SSW training programmes (Djibouti, Jordan, Morocco, Sudan, Tunisia)

- Design and/or support implementation of nationally recognised in-service training to upgrade current SSW competencies (Djibouti, Iran, Jordan, Morocco, Palestine, Tunisia)

- In countries where SSW data is not centralised, obtain baseline data on SSW numbers by title, sector and location through a census-like enumeration of the SSW. Use this data to inform the establishment of a centralised database within one ministry with SSW oversight or through a professional body

**Recommended Actions:
Supporting the SSW**

- Strengthen (or create if none exist) professional associations of SSW (Djibouti, Sudan)

- Promote the specific and important role of the SSW among stakeholders – from community to national level (Djibouti, Jordan, Iran, Lebanon, Morocco, Sudan, Tunisia)

- Strengthen opportunities for professional/career development (Djibouti, Jordan, Iran, Lebanon, Tunisia)

- Strengthen national and international networking among workers (Djibouti, Iran, Morocco, Tunisia)

- Strengthen the quality of services provided by the SSW by establishing minimum service standards; appropriate and standardised supervision systems; adequately qualified SSW supervisors; and ensuring the adequacy of human and financial resources to perform social work functions (Djibouti, Iran, Lebanon, Morocco, Sudan, Tunisia)

- Set aspirational ratio of supervisors to workers and requirements for quality supervision (all countries)

- Strengthen multi-sectoral collaboration including referral systems and the role of the SSW within cross-sectoral referral (Iran, Jordan, Morocco, Palestine)

- Strengthen coordination between humanitarian and developmental actors (Djibouti, Lebanon, Jordan, Palestine, Sudan)

- Formally recognise professional codes of ethics for social service workers to increase regulation of the SSW profession

In each country, the CTG also developed detailed action plans to strengthen the SSW, as well as designating individuals or institutions responsible for executing these plans, and the timeframe in which the action should be accomplished. These country action plans are included in Section VII.
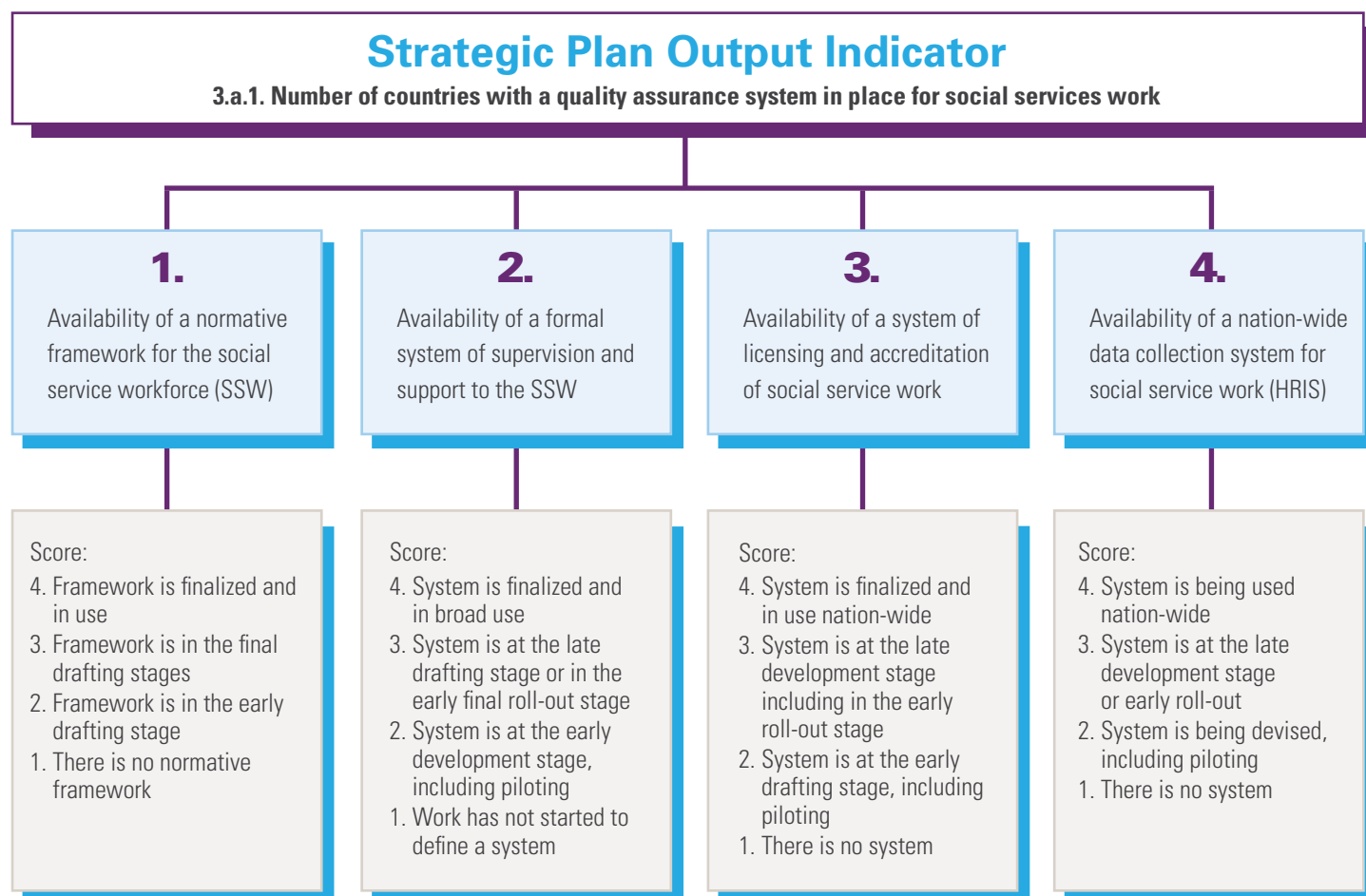
I. BACKGROUND TO THIS REVIEW

Strengthening the social service workforce is one of the key priorities identified within UNICEF's strategic plan toward achieve the SDGs particular to ending violence and protecting children. To support actions under the strategic plan, UNICEF released "Guidelines to Strengthen the Social Service Workforce for Child Protection". These Guidelines use evidence to advocate for focused efforts to support the social service workforce in order for lasting improvements to children's protection to be realised at scale. Additionally, the Guidelines provide overarching indicators to support country-level, regional and global monitoring and measurement of progress on planning, developing and supporting the workforce, and its impact on child protection prevention and response services.[5]

- Number of girls and boys who have experienced violence reached by health, social work or justice/law enforcement services (one of the key indicators for Goal Area 3); and
- Number of countries with a quality assurance system in place for social service work (one of the key indicators for Output statement 3.a: Countries have strengthened child protection systems for prevention and response services to address violence against children).

Figure 2: Overarching indicators for SSW strengthening provided in the UNICEF Guidelines to Strengthen the Social Service Workforce for Child Protection

Strategic Plan Output Indicator
3.a.1. Number of countries with a quality assurance system in place for social services work

1.	2.	3.	4.
Availability of a normative framework for the social service workforce (SSW)	Availability of a formal system of supervision and support to the SSW	Availability of a system of licensing and accreditation of social service work	Availability of a nation-wide data collection system for social service work (HRIS)
Score: 4. Framework is finalized and in use 3. Framework is in the final drafting stages 2. Framework is in the early drafting stage 1. There is no normative framework	Score: 4. System is finalized and in broad use 3. System is at the late drafting stage or in the early final roll-out stage 2. System is at the early development stage, including piloting 1. Work has not started to define a system	Score: 4. System is finalized and in use nation-wide 3. System is at the late development stage including in the early roll-out stage 2. System is at the early drafting stage, including piloting 1. There is no system	Score: 4. System is being used nation-wide 3. System is at the late development stage or early roll-out 2. System is being devised, including piloting 1. There is no system

To protect children from violence, abuse, neglect and exploitation, as well as support appropriate responses, including access to justice, health, education and quality care, it is imperative to have a social protection system in place that can ensure effective protection and care of vulnerable children. UNICEF's Strategic Plan notes the importance of integrated approaches to tackle underlying causes of child rights violations. Child protection systems must be strengthened alongside strengthening social protection, education and health systems. The importance of strengthening the social service workforce to enable the most vulnerable and marginalised populations to be reached is foundational to ensuring effective social protection and to addressing the root causes and drivers of child protection violations.

While there is general recognition of the critical role that the workforce plays in ensuring child protection as well as social protection services, comprehensive data about the workforce and the systems that support the workforce is limited in many countries. This creates a challenge for governments and other key partners to identify and implement evidence-based solutions to both strengthen the workforce and improve services and support to vulnerable children and families.

In recent years, UNICEF Country Offices (CO) in the Middle East and North Africa (MENA) region expressed an overwhelming need for data on the state of the social service workforce in their countries and for guidance on how to systematically strengthen the social service workforce, a request supported by many governments in the region. Many of these countries had also already undertaken important steps towards workforce strengthening; for example, in Morocco, a repository was developed of social service workforce competencies, professions and standardised job descriptions.

Given the demand to address this gap in knowledge and provide guidance at regional and country levels for SSW strengthening, the child protection and social policy sections of the UNICEF Middle East and North Africa Regional Office (MENARO) joined forces to prioritise and undertake a regional multi-country study of the social service workforce in eight countries in the region. Countries to be included in the study were selected by the Regional Office based on efforts already underway to strengthen the social service workforce, interest of the national stakeholders and preparedness for the review expressed by the Country Offices.

II. THE SOCIAL SERVICE WORKFORCE

The social service workforce is comprised of a variety of workers that contribute to the care, support, promotion of rights and empowerment of vulnerable populations served by the social service system. The social service workforce promotes the healthy development and well-being of children and families and focuses on preventative, responsive and promotive and rehabilitative services that support families and children in communities by alleviating poverty, reducing discrimination, facilitating access to needed services and promoting social justice.[6]

The social service workforce is dynamic and context-specific. Different countries utilise different definitions and assign different functions to similar titles of workers comprising the social service workforce. Social service workers within government who provide social services to children can be found across many different ministries depending on the country; for example, ministries of social affairs, women and children's affairs, health, education, justice and interior. The non-government social service workforce often

comprises the majority of social service workers in a given country, as located within non-profit, civil society, faith-based or private sector organisations.

The social service workforce is comprised of professional and para professional workers. Professional workers have completed an accredited diploma or degree program relevant to child protection, such as social work, child and youth care, psychology or counselling. Para professional workers are described as those who do not have a relevant degree or diploma but have completed recognised training of less duration, including certificate courses, short-term pre-service or in-service training.

These workers may have a range of titles, such as social worker (*travailleur social*), *assistant social* (social assistant), *animateur social* (social animator), *psychologue* (psychologist), *éducateur spécialisé* (SSW working with persons with disability). Government and non-governmental, professional and para professional social service workers may work together to carry out a range of functions at the macro-, mezzo- or micro-levels

of the social service system. The balance of roles and functions between government, non-profit, civil society, faith-based and/or private sector organisations is dependent on context and culture and varies between countries, as highlighted in the information provided below on the eight countries in the Middle East and North Africa (MENA) region. In many ways, it is this diversity of workers that makes the workforce strong, when they are acting within a well-coordinated and resourced system.

Allied workers, who are professionals and para professionals involved in sectors such as education, health or justice, also have roles related to the care, support, promotion of rights and empowerment of vulnerable populations. For example, family court judges, nurses, teachers or police are all integral to the overall care of children; however, they are aligned with other professions. These roles are differentiated from those such as school counsellors, social workers posted in police stations or child probation officers, who are considered as and identify with the social service workforce. In this report, we may reference examples of collaboration between social service workers and allied workers, but we do not feature counts of education programmes, such as law schools, or workers, such as doctors, within the allied workforce.

III. PURPOSE AND JUSTIFICATION OF THIS REVIEW

In 2018, UNICEF MENARO engaged the Global Social Service Workforce Alliance (GSSWA) to lead this multi-country review of the state of the social service workforce in the MENA region. The purpose of the Multi-Country Review of the State of the Social Service Workforce in the Middle East and North Africa region was to create and analyse a baseline of information and data on the status of the social service workforce (SSW) in each of eight countries in the region (Djibouti, Iran, Jordan, Lebanon, Morocco, Sudan, Tunisia and Palestine)[7] in order to guide and assist country-level efforts to strengthen the social service workforce. The review highlights unique aspects of each country's workforce, identifies common challenges or trends, and suggests evidence-based strategies that countries may consider when implementing their country-level social service workforce strengthening (SSWS) action plans. It will ultimately help address the question of whether governments currently have the capacity to address the needs of vulnerable children and families with the current social service workforce, and if not, will help identify strategies, approaches and needed resources to fill gaps.

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Specific objectives of this review were to:

- Provide a basic overview of the context for workforce strengthening, including supportive legislation and policies, financial resources, information management systems, availability of different levels of education and training including field placements, existence and role of professional associations, and the existence and authority of regulatory bodies that establish licensing, standards and/or a professional code of ethics;

- Provide data at the national and subnational (where possible) levels on the workforce itself, including numbers of workers by cadre and employer, their roles and functions, and vacancy rates;

- Assess workers' perceptions of challenges and opportunities, including work environment, supervision, job satisfaction, on-going professional development, career paths and aspirations and their recommendations for improvements; and

- Identify implications for social service workforce strengthening based on analysis of data at national level and across countries within the region.

IV. METHODOLOGY

The methodology for this social service workforce review was structured around the Framework for Strengthening of the Social Service Workforce developed by the GSSWA through consultations with a wide range of stakeholders globally and intended to guide country efforts for planning, developing and supporting the workforce. It was also based on the global level indicators outlined in the UNICEF Social Service Workforce Strengthening Programme Guidance, developed in close collaboration with the GSSWA.

The MENA region SSW review was based on the following core principles:

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- **Reflective of and informed by relevant child and human rights instruments**. All approaches, tools and documentation were informed and framed by principles and definitions reflected in key international and regional framework documents and resolutions including the UNCRC and the UN Convention on the Rights of Persons with Disabilities.

- **Reflective of and informed by national legal and policy frameworks** in the countries reviewed, including national child policies, strategic and resourcing plans.

- **Inclusive and respectful of multiple perspectives** by including a diverse range of stakeholders and key actors from inception to final report. The voices of the representatives of the social service workforce were central to this approach.

- **Guided by participatory approaches** to accomplish the objectives using methodologies that encouraged fully shared ownership.

- **Based on sound and ethical research protocols**. All tools, approaches and related engagement with key stakeholders were based on sound ethical research design.

- **Informed by globally recognised best practice and principles of social work**. The approach to mapping and the tools designed for the process were informed by recognised best practice in social work.

- **Build on what already exists**. The GSSWA team recognised that vast resources and expertise exist around this subject matter as well as relevant materials and tools developed in the region and globally by a wide array of organisations including the GSSWA. The team leveraged existing expertise and tools to be time and human resource efficient.

The team used the GSSWA's existing UNICEF Guidelines to design the MENA multi-country social service workforce review, and thus focused on three key aspects of social service workforce strengthening:

- Planning the social service workforce;

- Developing the social service workforce; and

- Supporting the social service workforce.

The GSSWA team used an existing and tried-and tested approach[8] to conduct the MENA multi-country social service workforce review. This approach involved the seven steps listed below.

1. **Desk review** of global literature on the SSW development as well as country-specific documents from the eight countries in the region pertaining to the social service workforce.

2. Establishment of **Country Task Groups**, led by the state ministry in charge of the social service workforce and comprised of key stakeholders, and tasked with contextualising tools, ensuring data collection, reviewing preliminary findings and contributing to recommendations and action planning for country-level SSW strengthening.

3. **Inception visits** of the GSSWA team to all study countries (except Palestine) to meet with the Country Office and the CTG to review and contextualise the methodology and tools and agree how to go about data collection (all countries besides Palestine).

4. **Data collection** through administration of two tools:

   - an *institutional questionnaire* designed to obtain data on the numbers of various categories of the SSW in the country by type of employer (sector ministry, NGO, private sector), SSW training programmes, and any professional organisations of SSW; and

   - an *online survey* self-administered among a purposive sample of 200-300 SSW in each of the study countries, and designed to identify key SSW functions and explore their views with regard to supervision, access to ongoing professional development, career advancement opportunities, etc.

5. **Data analysis** involving transfer of the collected data into the Statistical Package for Social Sciences (SPSS) for data cleaning and analysis, and then use of Excel to form any figures or graphics.

6. **Second round of country visits** to validate findings, agree on recommendations and develop an action plan for the SSW strengthening in the country (all countries except Iran and Palestine).

7. **Regional report** writing through collation of country reports into regional report providing an overview of the state of the social service workforce in the Middle East and North Africa, and designed to inform the work of UNICEF and its national, regional and global partners to improve policies, programmes, advocacy and knowledge generation related to the social service workforce in the region.

The GSSWA team worked closely with and in consultation with the UNICEF Regional Office (RO) and Country Offices (CO) to conduct this review. In each of the study countries, the CO led stakeholder engagement throughout the contextualisation of tools and methodologies, data collection, validation and action planning process. Stakeholders were engaged through the establishment and functioning of a Country Task Group (CTG) comprised of key stakeholders and led by the state ministry in charge of the social service workforce. In each country, the CTG was responsible for guiding, supporting and contributing to the national review. To address the dynamic and context-specific character of study country's social service workforces and ensure their various different definitions, and often different functions, could be taken into account, this review started by working with the CTGs in each of the study countries to define the composition of the social service workforce and the scope of the review in their country. Once the study population and scope were determined, CTG members reviewed and contextualised the data collection tools with a focus on ensuring that the questions would be correctly understood by respondents. CTG members further aided with collection of data, validated review findings and recommendations, and finally worked together to develop a multi-year action plan for the SSW strengthening.

While several of the study countries are undertaking important efforts to strengthen their SSW, this is the first time a review or comprehensive assessment of the SSW had been undertaken at the national level let alone an attempt to gather comparable baseline data across countries. It is important to note that in some countries, the findings regarding developing and supporting the SSW cannot be considered fully conclusive as information could not be collected from all social service workforce institutions and the survey only reflects the perspectives of the workers who voluntarily participated in the survey.

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V. FINDINGS OF THE REVIEW

COMPARATIVE SUMMARY

Analysis of SSW review data across study countries clearly shows that the SSW profession is still an emerging profession in the MENA region. As with the other sections of this report, the comparative analysis also attempts to compare findings on the status of the SSW by pillar of focus for SSW strengthening.

PLANNING THE SSW

As shown in Table 1, Tunisia, Morocco, Palestine, Lebanon and Iran are the countries in the region that have to some extent established a normative framework to regulate the SSW, but adherence to the established standards varies, for different reasons: in some countries because the normative framework is not enforced and in others because it has not yet been finalised.

None of the study countries has a centralised database of social service workers. The ability to obtain data on numbers of workers by sector in various geographic areas of the country depends on the extent to which SSW positions are officially recognised (and registered) by the government as well as the level of centralisation of such workforce data. While few of the study countries has to date developed a strategic framework for SSW strengthening, their engagement in this review is an indication of growing national recognition of the importance of the SSW and their role in enabling social and economic development. In countries such as Lebanon, where substantial numbers of the SSW are employed by NGOs or the private sector, obtaining SSW data is particularly complex as no central database exists. In Iran, NGOs are authorised to operate by the relevant authorising organisations, which maintain the workforce database (e.g. Iranian State Welfare Organization, Imam Khomeini Relief Foundation). However, it is only in one country, Tunisia, that NGO workforce data is registered by the authorising government ministry. In countries where SSW data is not centralised, it is recommended to obtain baseline data on SSW numbers by title, sector and location through a census-like enumeration of workers, and use this data to inform the establishment of a centralised database whether within one ministry with SSW oversight or through a professional regulatory body like an 'Order of Social Workers' or even the Syndicate of Social Workers, if adherence to such an organisation was a mandatory requirement for employment.

Indicator Measured	COUNTRY							
	Djibouti	Iran	Jordan	Lebanon	Morocco	Palestine	Sudan	Tunisia
PLANNING THE WORKFORCE								
Existence of a national strategic plan on strengthening the social service workforce	N/A	N/A	N/A[9]	N/A	N/A	N/A	N/A	N/A
A normative framework on outlining/defining functions (roles and responsibilities) for social service workers and	N/A	To some extent. State Job Categorization Plan	To some extent. Code of conduct exists but is currently not enforced	To some extent. SSW Code of Ethics formally endorsed by government in Nov. 2018.	Yes, but not yet formally launched[10]	Yes[11]	N/A	Yes, legal status of social workers is defined by Decree[12]
Number of social service workers per 100,000 children[13]	18.67	N/A	N/A	N/A	38.96[14]	139.73	9.31	60.7[15]
Vacancy rates of government social service workforce positions by cadre	0	N/A	N/A	N/A	N/A	More SSW are employed than formally authorized[16]	N/A	N/A
DEVELOPING THE WORKFORCE								
Total number of degree programmes available to the SSW	0	15	21	5[17]	32[18]	39	N/A	8[19]
Total number of diploma programs available to the SSW	0	1	17[20]	N/A	15[21]	9	N/A	N/A
Total number of certificate programmes available to the SSW	0	1	0	5[22]	7[23]	0	0	N/A
Percentage of degree training programmes that provide at least three months' field placement with adequate supervision	0	100%[24]	57%	100%[25]	N/A	69%	N/A	N/A
Percent of workers who receive in-service training of at least a total of five days a year, by sex	66%[26]	N/A[27]	N/A	N/A	N/A	N/A	N/A	N/A
SUPPORTING THE WORKFORCE								
Professional associations recognized by the national government as legitimate and legally approved	0	2	0[28]	Yes, two professional SW associations officially registered	N/A	1	1[29]	N/A
Publicly disseminated professional codes of ethics	N/A	Yes[30]	Yes[31]	Yes, in Nov. 2018 the MOSA formally endorsed and disseminated the social worker code of ethics	N/A	N/A	N/A[32]	Yes, ethical code of SSW is defined by Decree (Decree # 2014-2574)
Percent of workers who feel there is upward mobility and professional learning experiences on the job	N/A	60%	64.2%	0	73.8%[33]	N/A	71.8%	66.8%[34]
A quality assurance system in place for social service work, including organisational mandate to provide supervision, training on standards, and enforcement of standard by a designated authority	No	Yes, to a certain extent	No	No, but MOSA endorsed code is 1st step	No, but the *Référentiel des Métiers des Travailleurs Sociaux* is a start	No, but draft legislation establishes a regulatory body to oversee licensing, registration and practice of SSW	No	Yes, to a certain extent
Percent of workers who feel they are receiving adequate supervision	93.6%	42.5%[35]	77.1%	80.2%[36]	66.3%[37]	N/A	52.2%	54.6%[38]

As reflected in the table to the right, SSW coverage data was only obtained from four of the eight study countries: Djibouti, Morocco, Palestine and Tunisia. Palestine has the highest ratio of workers per 100,000 children, and Tunisia and Morocco show relatively similar national coverage ratios. It should be noted that the difference in figures reflecting SSW coverage in Table 2 with the figures in the regional snapshot table and in the country chapters is due to the use of a different denominator. In the table below, 2016 population data was used derived from UNICEF's 2017 State of the World's Children report, while in the regional snapshot table and the country chapters, more recent population data was used which had been received from country governments and allowed for sub-national analysis.

Table 2: Number of social service workers per 100,000 children

Country	Number of (Employed) Social Service Workers[39]	Population of Children[40*]	Number of SSW Per 100,000 Children
Djibouti	77	411,411	18.67
Iran	N/A	23,552,644	N/A
Jordan	2,772	3,919,220	140
Lebanon	N/A	1,743,000	N/A
Morocco	4,665	11,974,146	38.96
Palestine	2,956	2,115,475	139.7
Sudan	N/A	18,971,000	N/A
Tunisia	1,921	3,164,734	60.7

The age and data on children varies nationally. For Jordan and Tunisia this is <17; Iran, Lebanon, Palestine and Susan <18; Morocco <19; and Djibouti <20.

DEVELOPING THE SSW

SSW training programmes are most developed in Iran, Lebanon, Palestine, Morocco and Tunisia, where various academic levels of training exist that are formally recognised by the national education authority of the country. In Lebanon, the Director of the Lebanese School of Social Work is also Founder and Vice-President of the international professional association of SSW, AIFRIS[41], which is dedicated to promoting research, training and professional development in the field of social work. AIFRIS plays a very important role in facilitating collaboration among social work training institutions in francophone countries (including Morocco and Tunisia) to standardise SSW titles, competency frameworks and training programmes. Because of their active presence in the multi-cultural and multi-linguistic environment of Lebanon, AIFRIS is able to provide exceptionally relevant guidance with regard to alignment of social work concepts and terminology across French, English and Arabic languages and cultures. In Djibouti, the only SSW training programme was abolished in 2018 because the profession was not recognised within the government's employment structure and the training programme was therefore perceived to deliver graduates without employment perspectives. No information was obtained on the characteristics of training programmes for the SSW in Sudan.

Table 3: Number of degree programmes by type and country

Country	Bachelors Social Work	Bachelors Other	Masters Social Work	Masters Other	PhD Social Work	PhD Other	Country Total
Djibouti	0	0	0	0	0	0	0
Iran	7		5		3		15
Jordan[42]	4	6	3	5	0[43]	3	21
Lebanon[44]	2		2		1		5
Morocco		19		10		3	32
Palestine	8	19	1	11			39
Sudan							N/A
Tunisia[45]	1	3	1	3			8

With regard to the number of SSW training programmes delivering a diploma, we note in the figure below that Jordan provides the highest number of such training programmes, followed by Morocco, Palestine and then Iran with one diploma programme.

Figure 3: Number of social service workforce diploma programmes by country
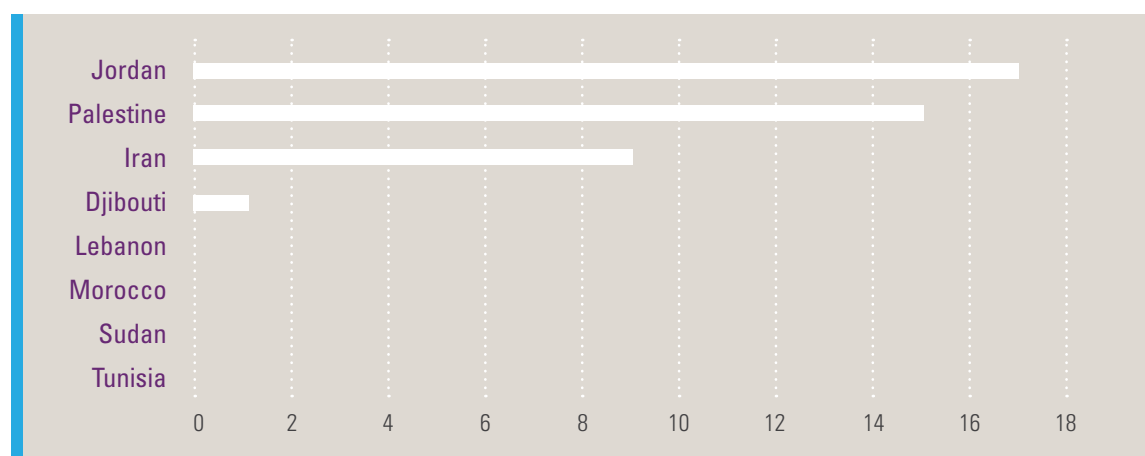
Source: MENA SSW Review, Institutional Questionnaire Data

As insufficient information was provided on vocational training programmes for the SSW, such analysis is not included within this report.

SUPPORTING THE SSW

With regard to supervision, both for purposes of quality assurance of and professional support to SSW, Lebanon stands out in terms of access and quality of supervision. Almost all SSW respondents in Lebanon have direct supervisors, most supervisors are reported to have academic qualifications in social work or closely associated fields, supervision is provided with appropriate frequency and most SSW also perceive the supervision they receive to be helpful. In other countries, the quality and access to supervision support were much more varied: supervisors (and often SSW lecturers and trainers) often lacked relevant qualifications and/or standard supervision practices. It must be noted that this reflects the emerging nature of the SSW: the pool of qualified social service workers is not yet large enough to appropriately cover needs for training and supervision of the SSW.

In Palestine, Iran Lebanon, Tunisia and Morocco, professionally qualified social workers comprise a major component of the SSW: in Palestine, 86.9% of SSW respondents report holding a degree in social work or counselling as their most recent degree; in Iran, 74.2%; in Lebanon, 44.1%; in Tunisia 51.1%; and in Morocco, 40.6% of respondents were social workers based on their most recent academic qualification. In Sudan and Djibouti, the proportion of social workers was less: in Sudan, 14.6% of the SSW are social workers while in Djibouti no social service worker has a social work degree. Given that in most countries, a major proportion of the SSW are social workers, it is surprising that when asked about professional association membership (except for Palestine where the question was not asked), only in Iran, Lebanon and Tunisia, SSW survey respondents understood that this question was about membership of a professional association of SSW, rather than any work-related association such as a union of workers or even a community-level association.

In countries where professional SSW associations exist, the importance of such membership depends on the extent to which the association can provide professional support to its members or regulate the profession, a capacity which professional associations in the study countries generally lack, illustrated by the fact that to date none of these associations have been accorded any regulatory authority by the government. Formal recognition of a professional code of ethics for social service workers is an important step towards regulating the SSW profession. Such a formally recognised code of ethics for the SSW exists in Lebanon and Tunisia: in Lebanon, the Syndicate of Social Workers and the Ministry of Social Affairs formally

disseminated the Code of Ethics for Social Workers in November 2018. In Tunisia, the ethical code of the SSW is defined by Decree. In Iran, the graduates of the academic programs in social work recite the code of ethics. In Jordan a Code of Ethics for Jordanian Social Workers exists but it is unclear to what extent this is officially recognised by the government or enforced. None of the other countries have a publicly disseminated code of ethics for social service workers.

Table 4: Professional associations by country

Country	Association Name	Code of Ethics	Annual Conference	IFSW Membership
Djibouti	No professional association for the SSW	N/A	N/A	Unclear
Iran	Iranian Association of Social Workers Iranian Scientific Association of Social Workers	Yes	Yes	Yes
Jordan	Jordanian Society of Social Workers	Yes	N/A	N/A
Lebanon	Syndicate of Social Workers in Lebanon National Association of Social Assistants in Lebanon *Association Internationale pour la Formation, la Recherche et l'Intervention Sociale (AIFRIS)*	Yes	N/A N/A 2-5 July 2019, in Beirut	N/A
Morocco	*Association Marocaine des Assistants Sociaux (AMAS)*	N/A	N/A	Yes
Palestine	Palestinian Union for Social Workers and Psychologists	N/A	N/A	Yes
Sudan	Social Worker Syndicate	N/A	N/A	Yes
Tunisia	Tunisian Society of Social Workers The Scientific Society of Social Work The Society of Child Protection Delegates The Tunisian Society of Psychologists	N/A	N/A N/A N/A N/A	N/A

With regard to Djibouti, it is interesting to note that the list of members of the International Federation of Social Workers includes a Djibouti Association of Social Workers, but that no one in Djibouti, none of the SSW nor key government stakeholders such as the Office of the Secretary of State of Social Affairs, had ever heard of such an association.

EMERGING ISSUES AND IMPLICATIONS FOR SOCIAL SERVICE WORKFORCE STRENGTHENING

The Review of the State of the SSW in the MENA Region revealed important commonalities among study countries, both in terms of emerging issues and implications for SSW strengthening. These emerging issues and implications are considered below as reflections of the entry points for SSW strengthening: Planning, Developing and Supporting the SSW.

PLANNING THE SSW

DATA ON WORKFORCE NUMBERS AND CATEGORIES

Data on the numbers and categories of the SSW is essential to inform both social sector services and workforce strengthening policy formulation and planning. While this SSW review provided a first opportunity to map the size of the SSW population in each of the countries studies in the MENA region, the methodology utilised did not allow for an accurate count in any of the countries expect for Djibouti, where a full census was conducted covering both employed SSW and volunteer SSW. As social service workers typically are employed within a variety of sectors, it is recommended to **establish an electronic database of SSWs**, hosted under the authority of the Ministry mandated to collate such multisectoral human resource data or a professional regulatory body like an 'Order of Social Workers' or even the Syndicate of Social Workers, if adherence to such an organisation was a mandatory requirement for employment. Such data should be updated regularly and include numbers of social service workers disaggregated by sector and intervention

domain, education background (name of degree, diploma or certificate), standardised job title, gender and geographic location. The establishment of such a database **might require an initial baseline census-type study**, to count and register all SSWs in the country, which could thereafter be updated regularly.

STANDARDISED SSW CONCEPTS AND TERMINOLOGIES

This multi-country Review of the State of the SSW in the MENA region further highlighted the 'newness' of the SSW profession and the **lack of a common understanding of core SSW concepts and terminologies**. In all study countries, the initiation of this review involved extensive discussion among CTG members to come to an agreement on the definition of social work and the specificities of the SSW profession (vis-à-vis the social aid responsibilities of all human beings and vis-à-vis other professions considered to do work that is 'social' such as medical doctors, nurses, teachers and lawyers), and to identify which categories of SSW should be included in this study. There is no standardisation of SSW titles across languages, *i.e.,* except for the title of 'social worker.' Other SSW titles in English-speaking are quite different to those in francophone or Arabic-speaking counties. In French-speaking countries, one of the common categories of the SSW is that of the '*éducateur spécialisé*' which translates literately as 'specialised educator', but actually refers to a category of social service worker who is trained to care for people with disabilities and has no association whatsoever with the education sector. In several countries, CTG members shared that the Ministry of Education required that they be given the authority to certify and oversee such '*éducateurs spécialisés*' as by name they considered these workers to be part of the education workforce. In Arabic-speaking countries, SSW-related terminologies are often a locally contextualised translation of an initial French language or English term, and often require a description for stakeholders or colleagues from other sectors or locations to understand what the speaker (or writer) really means. The wide variety of SSW titles does not help efforts to professionalise the workforce or gain recognition for their specific role and importance. It will be important to facilitate a collaborative effort involving SSW training institutions and professional associations across the MENA region to **establish a better shared understanding of SSW concepts and terminologies across languages (Arabic, French and English) and cultures, and support efforts to standardise titles of social service workers while considering sensitivities about sectoral mandates**. Given their understanding of the specific language-related challenges of standardising SSW concepts, terminologies and titles, relevant experience in Lebanon and strong existing partnerships with training SSW institutions across the region, it is recommended that the international SSW organisation AIFRIS[46] be involved in this effort.

LEGISLATION TO REGULATE THE SSW PROFESSION

In all countries, workers stressed the **need for legislation to regulate and protect the SSW profession**. The review revealed that such legislation should include a law formally recognising the specific roles and responsibilities of the SSW, providing them with a legal mandate to perform their job, and protecting them should they encounter risks (physical or legal) while carrying out their work. Such legislation should further establish criteria for practice (who can work as social service workers) and include mechanisms which the various ministries overseeing social service provision could use to enforce minimum standards for service provision, specifically personnel qualifications and numbers. It was suggested that state-level recognition of the importance of the SSW as a partner in national policy, strategy and budget development was essential to enable the effectiveness of SSW strengthening efforts, in part because it is only when social service workers are recognised and represented in national policy development and budget negotiations that they will adequately consider resource allocation (financial, logistical and human) to enable the SSW to work effectively, including appropriate salary levels. Finally, as reflected in several countries, legislation should include formal recognition of standard SSW titles and their inclusion in the government organogram or list of civil service positions which can be held in government ministries.

RECOMMENDATIONS FOR STRENGTHENING PLANNING OF THE SSW

CTGs in the study countries formulated recommendations as follows:

- Develop a mechanism to obtain data on numbers of social service workers employed in the country, by title, sector, type of service and gender, possibly through conducting a census-like enumeration of workers and/or establishing a centralised database (Iran, Lebanon, Morocco, Tunisia)

- Analyse worker-to-client ratio and staffing gaps and set increasing target ratio of social service workers with responsibility for child protection per 100,000 child population (all countries)

- Strengthen state-level recognition of the importance of the SSW as a partner in national policy, strategy and budget development (Iran, Tunisia,)

- Strengthen legislation and regulation of the SSW, including mechanisms to enforce minimum standards for service provision, specifically personnel qualifications and numbers (Djibouti, Iran, Lebanon, Palestine, Sudan, Tunisia)

- Introduce legal protection of the SSW (Iran, Morocco, Tunisia)

- Standardise SSW titles and terminologies across sectors and languages (Djibouti, Lebanon, Morocco, Tunisia, Palestine, Sudan)

- Include SSW titles in the Government's list of civil service jobs and require candidates to meet standard qualifications to be considered for recruitment into the SSW. (Djibouti, Lebanon)

- Standardise job descriptions for the SSW (Iran, Lebanon)

- Establish as legal requirement for practice that social service workers sign and adhere to the SSW Code of Ethics (Morocco)

DEVELOPING THE SSW

SSW TRAINING

With regard to **strengthening training and ongoing skills building of the SSW**, the review highlighted the importance of strengthening the capacity of workers, supervisors and instructors. Capacity strengthening will require establishing minimum standards for training and accreditation and enforcing adherence among all recognised SSW training institutions. It was considered that pre-service training of the SSW should start with developing core competencies that are common for all cadres within the SSW, and then build on these core competencies to enable specialisation. This common, foundational or 'general' core upon which later specialties can be built should be reflected in the structure of SSW training plans and associated curricula. SSW training institutions should work together to standardise diploma titles. To enable upgrading of currently employed social service workers with relevant experience but lacking

required academic qualifications, in-service training should be developed to ensure they meet minimum SSW competencies.

TRAINING OF SSW SUPERVISORS AND INSTRUCTORS/LECTURERS

Attention was also drawn to the need of appropriate training for SSW supervisors and SSW instructors or lecturers, to ensure they master the minimum competencies they are supervising or training on. And in recognition of the role of professional associations in furthering their profession, professional associations of the SSW should be encouraged to inform and possibly play a leadership role in strengthening the capacity of the SSW they aim to represent, including identifying and promoting foundational principles and competencies for different cadres of the social service workforce.

RECOMMENDATIONS FOR STRENGTHENING DEVELOPMENT OF THE SSW

CTGs recommended to focus on the following needs:

- Strengthen (or establish if none exist) pre-service SSW training programmes (Djibouti, Jordan, Morocco, Sudan, Tunisia)

- Design and/or support implementation of nationally recognised in-service training to upgrade current SSW competencies (Djibouti, Iran, Jordan, Morocco, Palestine, Tunisia)

SUPPORTING THE SSW

PROFESSIONALISATION OF THE SSW

This review revealed major challenges with regard to lack of standardisation, heterogeneity and even disparateness of the current SSW in terms of titles, criteria for practice, training curricula and content, job descriptions, etc. **Professionalisation of the SSW** is essential to gain recognition of the specific role of social service workers and how this is distinct from that of other professions.

PROFESSIONAL ASSOCIATIONS OF SSW

Professionalising and recognition of the SSW will require **professional associations of the SSW to have more authority of their profession** and enforce adherence to its **code of ethics**, possibly through legally required registration for workers to be certified to practice. In some countries, social work associations or syndicates exist but have need to be revived and bolstered by new membership

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(e.g., Sudan and Jordan). Professional associations of the SSW should enable their members to contribute to the strengthening of their profession, through leveraging of their experience and learning and by offering them professional development opportunities including ongoing training and prospects for career development or promotion.

PROMOTING THE PROFESSION OF SSW

Strengthening the profession should also involve **promoting and advocating for the profession**, through media, campaigns, and social media, to increase recognition of the specific role of the SSW, demand for such services and gain the interest of high school graduates to pursue a career in social services. Advocacy and promotion of the SSW should draw attention to the specific role of the workforce in multi-sectoral coordination, case management and referral.

ENABLING EXPERIENCE SHARING

In all countries, SSW respondents and CTG members stressed the importance of furthering the SSW profession by providing **opportunities to social service workers to share experiences and best practices**, at local, regional, national and global levels.

STRENGTHENING CROSS-SECTORAL COLLABORATION AND REFERRAL

Respondents also highlighted the need for mechanisms to **strengthen collaboration and referral between the various sectors** engaged in social services provision, including between government and nongovernment actors.

Ongoing professional development such as in-service training, supervision feedback meetings, networking events and 'twinning' between training institutions should aim to provide such opportunities for experience sharing, recognition and intersectoral collaboration.

STRENGTHENING THE QUALITY OF SERVICES PROVIDED BY THE SSW

SSW strengthening will require **establishing minimum service standards,** for example for case management or for GBV response services, **standardising procedures for quality assurance** including monitoring and supervision, **ensuring appropriate supervision systems,** and **requiring that social work supervisors are adequately qualified** (qualified as professional social workers).

RECOMMENDATIONS REGARDING STRENGTHENING SUPPORT OF THE SSW

CTGs recommended the following needs be addressed:

- Strengthen (or create if none exist) professional associations of the SSW (Djibouti, Sudan)

- Promote the specific and important role of the SSW among stakeholders from community to national level (Djibouti, Jordan, Iran, Lebanon, Morocco, Sudan, Tunisia)

- Strengthen opportunities for professional/career development (Djibouti, Jordan, Iran, Lebanon, Tunisia)

- Strengthen national and international networking among workers and the workforce as a whole (Djibouti, Iran, Morocco, Tunisia)

- Strengthen the quality of services provided by the SSW through establishing minimum service standards, appropriate and standardised supervision systems, adequately qualified SSW supervisors, and adequacy of human and financial resources to perform social work functions (Djibouti, Iran, Lebanon, Morocco, Sudan, Tunisia)

- Set an aspirational ratio of supervisors to workers and requirements for quality supervision (all countries)

- Strengthening multi-sectoral collaboration including referral systems and the role of the SSW within cross-sectoral referral (Iran, Jordan, Morocco, Palestine)

- Strengthening coordination between humanitarian and developmental actors (Djibouti, Lebanon, Jordan, Palestine, Sudan)

In each country the CTG also developed a detailed action plan reflecting actions to be undertaken to strengthen the SSW as well as persons or institutions responsible for the realisation of the action, and the timeframe in which the action should be accomplished. These country action plans for SSW strengthening are presented as section F of each country report, where available.

VI. LIMITATIONS OF THE METHODOLOGY

As none of the study countries has a centralised database of social service workers, it was very challenging to obtain data on numbers of social service workers by sector working in various geographic areas of the country. While insufficient SSW mapping data was obtained, the data does reflect a best estimate of SSW coverage.

To enable better analysis in the future, it is advisable to conduct a census-like enumeration of social service workers so as to establish a baseline of the SSW population in the country and thereafter update this data on a regular basis, such as through a centralised database established within a professional regulatory body (Ministry with the mandate to oversee the SSW or an 'Order of Social Workers') if adherence to such a professional organisation is a mandatory requirement for employment.

Except for Djibouti, where the entire SSW population was included in the SSW survey sample, in all other countries a purposive sample was identified, and the information gathered through the SSW survey thus only reflects the perceptions of the workers who participated in the study.

In most countries, the Government sector was over-represented in the SSW survey while NGO stakeholders within the SSW were under-represented, and supervisors of social workers were not directly involved as the focus was on frontline workers. The methodology also did not allow for consideration of the point of view of the clients of services provided by the SSW, although their feedback on the quality and accessibility of such services would provide a helpful perspective for SSW strengthening.

It is thus recommended that any follow up analysis consider the perspectives of SSW supervisors and of clients of services provided by the SSW.

VII. COUNTRY REPORTS

VII.1. THE SOCIAL SERVICE WORKFORCE IN DJIBOUTI

A. GENERAL OVERVIEW

The Republic of Djibouti is located in the Horn of Africa and is an active member in the African Union and the Arab League. With an estimated per capita gross national income (GNI) per capita of 1,880 USD (2017), the Republic of Djibouti is considered to be "lower middle income" according to the World Bank country classification (World Bank 2017).[47] In 2017, Djibouti ranked 172nd out of 189 countries on the human development index.[48] Djibouti is a multi-ethnic nation with a population of over 935,475 inhabitants.[49] French and Arabic are the country's two official languages. About 94% of residents adhere to Islam, which is the official religion.[50] The Somali (Issa clan) and Afar, both pastoralist populations, make up the two largest ethnic groups.

Besides the Djiboutian population of nearly 1 million residents, over 200,000[51] expatriates also live in the country, mainly US, French, Chinese, Japanese and India military personnel residing in designated military base camps. The hosting of foreign military bases is an important part of Djibouti's economy. A large proportion of the total population resides in Djibouti City (58%)[52] and 'children' under the age of

18 represent 38% of the total resident population of the country.[53]

The Republic of Djibouti ratified the UNCRC in 1990 and since the early 2000's, has been actively engaged in poverty reduction efforts. This is reflected in its National Poverty Reduction Strategy and the subsequent 2004-2006 Poverty Alleviation Strategy, the National Initiative for Social Development 2008-2011 and the most recent National Social Protection Strategy 2013-2017 which describes the establishment of social safety net services for vulnerable groups.[54] The Djibouti government's *Secrétariat d'État aux Affaires Sociales*[55] (SEAS) is committed to strengthening the social service workforce and engaging professionally trained social workers to deliver these social safety net services to the population through *Guichets Sociaux* (social service offices). Since early 2018, 11 *Guichets Sociaux* have been established in Djibouti to deliver cash transfers and referrals to other social support services, for example, the Ministry of Women and Family which provides ad-hoc material support to families and children in need; the Ministry of Youth & Sports'

social assistants who accompany youth; and six social workers of the Ministry of Health who were trained in the mid-2000's in Morocco and/or Tunisia to lead social service provision for people living with HIV and AIDS, especially children. The SEAS has also established one *Guichet Social Unique* in Djibouti town which is a one-stop-centre for social services. Most of the social service workers employed by *Guichets Sociaux* are graduates of the University of Djibouti's Social Sciences Faculty BA-level (*licence*) degree in *carrière social* (social career) which was terminated in the summer of 2018 because of lack of employment opportunities for programme graduates.[56]

ESTABLISHMENT OF THE DJIBOUTI CTG

The Djibouti CTG was established in July 2018 and led by the SEAS. Members included representatives of various sector ministries including social affairs, women and families, youth & sports, budget, and religious affairs; two NGOs (Caritas and the National Association of Djiboutian Women); the *Institut Supérieur des Services de Santé* (training institution); and social service workers from the *Guichets Sociaux*. By request of the CTG, social service workers included in this review comprised both employed social service workers whose function is to provide services to address social support needs, and a variety of volunteer social workers such as the '*Relais communautaires*' development agents and *Imams* who contribute to social services by linking vulnerable people and communities with social services.
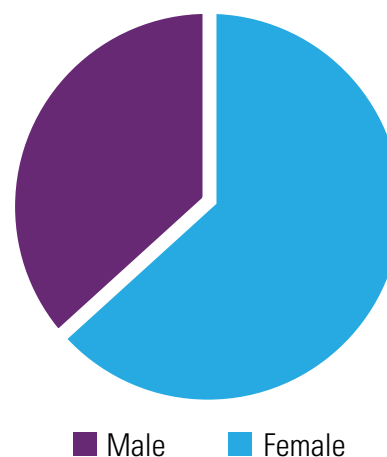
DEFINITION OF SSW IN DJIBOUTI

The Djibouti CTG defined the social service workforce as: *Social service workers are professional and para-professional, governmental and non-governmental workers whose principal function is to strengthen the resilience of vulnerable individuals and families to achieve wellbeing, by: promoting human rights and existing services, by providing information and raising awareness; identifying and assessing vulnerable people whose rights are at risk, including children; ensuring case management through listening, facilitating administrative procedures to receive services, accompanying and guiding as needed, mediating, referral, reintegration, rehabilitation, and follow up of vulnerable people to ensure that their needs are met and they progress towards wellbeing; providing social support services for example psychosocial services; and working in collaboration with associated professionals.*

BASIC CHARACTERISTICS OF THE SSW IN DJIBOUTI

Data collection among the 220 survey respondents was administered by two statisticians from the SEAS and entered on-site using tablets. The statisticians then transferred the data into excel and shared with the GSSWA consultants for analysis.

As shown in the graphic below, the SSW survey involved a relatively higher rate of female SSW than males. Of the 220 respondents in the sample 128 were women and the rest men, or a proportional share of 58.2% females compared to 41.8% males. However, the SSW survey also showed that the majority of social service workers engaged for 15 years or more were male (62.97%) while among more recently engaged workers, the majority is female (61.1%).

There were several challenges identified for and by the SSW in Djibouti. The figure below shows the relative importance of 15 different challenges that were reported to hinder or cause concerns for the Djiboutian social service workforce.
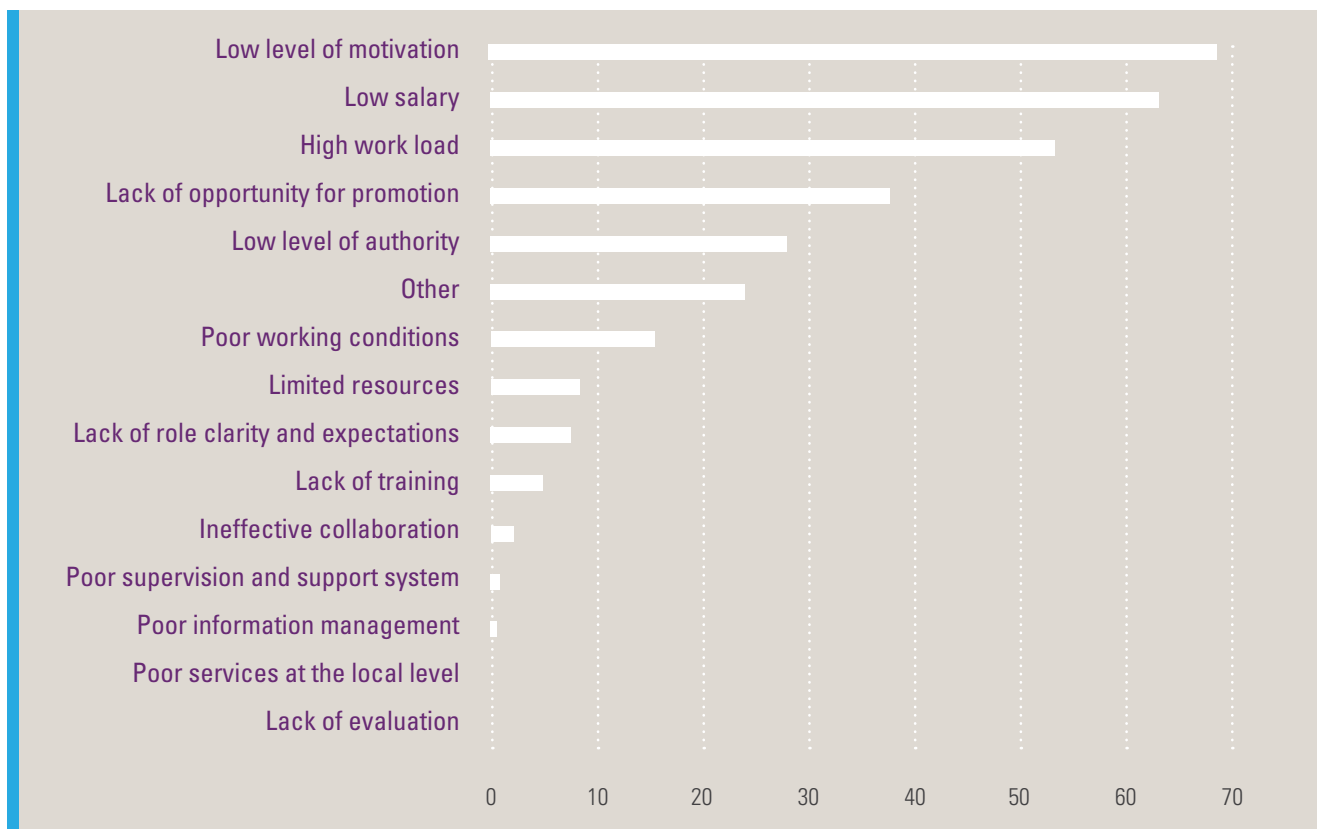
Figure 4: Gender distribution of the SSW sample in Djibouti

■ Male   ■ Female

Source: Djibouti SSW Survey Data

Figure 5: Challenges faced by the SSW in Djibouti

Low level of motivation	
Low salary	
High work load	
Lack of opportunity for promotion	
Low level of authority	
Other	
Poor working conditions	
Limited resources	
Lack of role clarity and expectations	
Lack of training	
Ineffective collaboration	
Poor supervision and support system	
Poor information management	
Poor services at the local level	
Lack of evaluation	

B. PLANNING THE WORKFORCE

THE NORMATIVE FRAMEWORK

There is a general belief among CTG members, reiterated by SSW respondents, that the country is in need of legislation to organise the social work profession in Djibouti.

In response to the question about what must be done to improve conditions of the SSW, nearly half of all SSW respondents (46.4%) expressed a need for legislation to regulate the SSW profession. It should be noted that the fact that less than half expressed this need is a reflection of the high number of community-level volunteer workers (Contributing Actors and Community Platforms) taking part in the survey who did not consider any need for legislation to organise their work. When asked what the legislation should address (see Figure 6), SSW respondents considering a need for legislation highlighted the importance of addressing working conditions including salaries (35.3% of respondents), licensing and registration (33.3%), defining qualifications and

Figure 6: Djibouti: Rank order of Articles to be covered in legislation organising the social work profession

Specify conditions of work including salaries	
Licensing and registration	
Qualification and certifications	
Identifying professional norms & criteria for practice	

certifications for social service workers (17.6%), and specifying their professional norms or criteria for practice (14.7%).

THE WORKFORCE

As noted above, the SSW sample in Djibouti included both employed and volunteer social service workers, *i.e.,* the 'contributing actors' and 'members of community platforms'. As all identifiable social service workers in the country were included in this sample, it was possible to draw mapping data from the SSW survey.

Respondents named 18 different job titles or names of SSW positions. This correlates with the categories of the SSW which CTG members identified during the inception meeting in July 2018 and expressly wished to include in the study sample:

- *Assistants sociaux,* (social assistants) *i.e.* formally employed social service workers
  - *Animateurs sociaux* (social animators): employed by Caritas and the Ministry of Youth and Sports
  - *Animateurs spécialisés* (specialised animators): employed by the Ministry of Youth and Sports
  - *Auxiliaires de Vie/ Assistants psycho-sociaux* (caregivers/psycho-social assistants): employed by the Ministry of Health
  - *Conseillers Principaux de l'Éducation* (principal education counsellors): employed by the Ministry of Education (MENFOP)
- Contributing actors:
  - *Relais communautaires* (community committees)
  - *Imams*
  - *Chefs de quartier* (neighbourhood chiefs)
  - *Élus locaux* (locally elected representatives)
  - *Mères conseillères* (mother counsellors)
  - *Relais responsables nutrition* (nutrition intermediaries)
- Community platforms:
  - (Community) Associations
  - *Comités de gestion communautaire* (community management committees)
  - *Conseils de quartiers* (neighbourhood councils)

Figure 7: Numbers of employed social service workers by category and location

● Djibouti City   ● Other regions
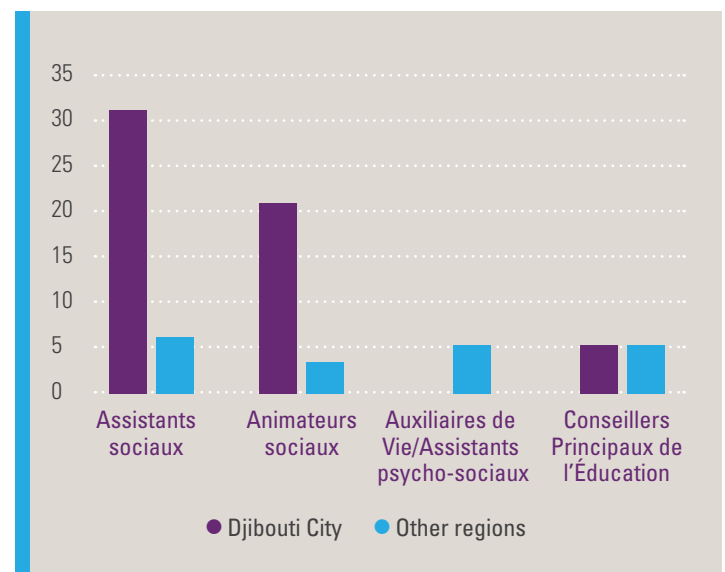
Source: Djibouti SSW Survey Data

As reflected in the figure on the previous page, the large majority of employed workers are located in Djibouti city, and most work either at the *Guichets Sociaux* or work as *Animateur Sociaux* for the Ministry of Youth and Sports, Ministry of Health, the Health Sciences Training Institute or an NGO (e.g. Caritas).

When analysing the coverage of employed social service workers per 100,000 children and by region in Table 5, we note that while there are social service workers that does not necessarily match the 'need' when considering numbers of children in the region. For example, despite its small population size, in Obock region, the proportion of employed social service workers per 100,000 children is higher than in Djibouti City.

Table 5: SSW coverage in terms of numbers of employed social service worker per 100,000 children

| Region | Total Population (2018) | | Children <20[57] | | SSW | | Ratio Employed Social Service Worker Per 100,000 Children (<20) |
	Male	Female	Male	Female	Employed	Volunteers	
Djibouti City	306,111	237,368	138,701	101,236	58	86	24.17
Ali Sabieh	48,434	50,983	21,946	21,744	2	3	4.58
Arta	24,106	24,351	10,923	10,385	3	9	14.08
Dikhil	52,314	49,389	23,704	21,064	4	9	8.94
Obock	22,792	20,492	10,327	8,740	6	5	31.47
Tadjoura	49,412	49,725	22,389	21,207	4	9	9.18
Total country	503,168	432,308	227,990	184,376	77	121	**18.67**
	935475		411411		198		

*Source: Extrapolation of Djibouti 2009 census data to 2018 (using an average annual growth rate of 1.5%[58])
obtained from http://djibouti.opendataforafrica.org and Djibouti SSW Survey Data*

JOB DESCRIPTIONS AND FUNCTIONS OF SSW

The main purpose of a job description is to define the basic duties and responsibilities of the employee, and serve as reference for the employee's performance evaluation. Job descriptions also help avoid confusion about roles, which can be a major source of workplace stress and conflict. Lack of a job description can also undermine the quality of service delivery as there is no written reference to the actions that are expected of the employee.

A large proportion of respondents (181 or 82.3%) report that they have a job description. Only 17.7% do not. Of the 181 respondents who stated that they have job descriptions, 164 respondents (90.6%) stated that their job descriptions match the activities they perform, and 17 or 9.4% indicated that there is a mismatch between their job description and what they actually do in their job.

Social service work can involve a variety of interventions and tasks: interventions with individuals, families, groups, local communities, counselling, management/supervision, and planning/coordination. Respondents were asked which of these activities they perform on a daily basis. Findings were distinguished by category of SSW, i.e. salaried SSW with higher levels of education versus the volunteer social workers considered to be either contributing actors or members of community platforms and are shown in Figure 8.

While both groups of social service workers work with groups and at community level and fulfil planning and coordination functions, the formally employed and trained workers provide substantially more services to individuals and families as well as counselling services.

Figure 8: Daily activities of Assistants Sociaux, i.e. employed social service workers, and volunteer social service workers, i.e., contributing actors and members of community platforms
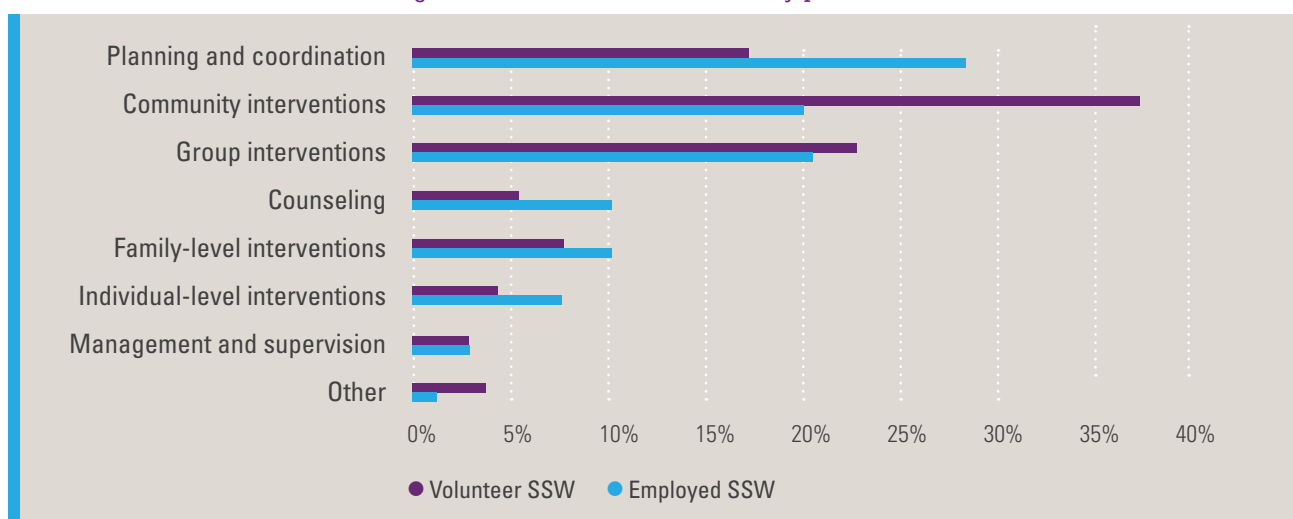
Source: Djibouti SSW Survey Data

Djiboutian social service workers believe that their efforts make a difference in the lives of the people whom they serve: 97.3% of respondents say that they feel that they are making a difference while only 2.7% feel frustrated and responded negatively to this question.

FINANCIAL RESOURCES FOR SSW STRENGTHENING

The only information obtained on the availability of financial resources for SSW strengthening, is the opinion of workers about availability of financial resources for SSW training: 53.6% of respondents thought that such resources were available as opposed to 46.4% who thought that such resources did not exist.

C. DEVELOPING THE WORKFORCE

EDUCATION AND TRAINING PROGRAMMES

There is currently no SSW training programme in Djibouti. As mentioned above, the University of Djibouti ended its *carrière social* training programme in the summer of 2018 because the SSW profession is not included among government recognised professions or job titles, and graduates were thus considered to lack employment opportunities.

Among SSW respondents, only 49.2% had any educational degree. Of those with an education degree: 46% had a first-level university degree (B.A. or B.Sc.), 2.4% had an M.A. and only one respondent had a Ph.D. (0.8%). A total of 18.3% of respondents has a secondary school diploma while about 26.2% received professional training. The remaining 8% either had no degree (only primary school complete) or in one case inaccurately responded to the question (See Table 6).

As reflected in Table 7, social service workers in Djibouti do not all have an educational background (degree or diploma) in a SSW-related field: it was found that 35.7% of SSW respondents had completed '*carrière social'*, the University of Djibouti's SSW degree programme that was terminated in July 2018,

Table 6: Absolute and relative distribution of the SSW in Djibouti by level of education

Level of Education/Qualification	Number	%
Secondary	23	18.3
Vocational	33	26.2
University Degree B.A./B.Sc.	58	46
Master	3	2.4
Ph.D.	1	0.8
Other (primary school)	8	6.3
Total	**126**	**100**

Source: Djibouti SSW Survey Data

12.7% were social assistants while another 8.7% had a background in administration, 3.2% in psychology and a same number special education and 1.6% of respondents had a background in in sociology.

WORKER PERCEPTIONS OF TRAINING AND EDUCATION

The majority of respondents (80.0%) desire to receive additional training, especially in technical areas such as: child protection, social support, gender-based violence (GBV), awareness raising, substance abuse, support for people living with HIV and AIDS, spiritual support and even health, nutrition and education.

Area of Educational Specialisation	Frequency	%
'Carrière social' (University of Djibouti SSW Degree that ended in 2018)	45	35.7
Social Assistance	16	12.7
Specialised Education	4	3.2
Psychology	4	3.2
Sociology or Anthropology	2	1.6
Management and Administration	11	8.7
Other (e.g. IT, logistics)	44	34.9
Total	**126**	**100**

Source: Djibouti SSW Survey Data

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D. SUPPORTING THE WORKFORCE

PROFESSIONAL ASSOCIATIONS

While many SSWs are member of a community-level association (e.g. *Association Collective des Jeunes*[59]), there is currently no professional association for social service workers in Djibouti.

PERCEPTIONS OF CAREER ADVANCEMENT

SSW respondents indicate that opportunities for career advancement are limited in Djibouti, both within sectors and between sectors. Most respondents (75.9%) had never worked for a different employer and two thirds of the respondents (66.4%) stated that their workplaces do not offer any promotion opportunities. Those who consider they do have opportunities for career advancement consider that additional training is essential for their professional development, and as reflected above, 53.6% of respondents thought that resources were available to support employee training.

PERCEPTIONS OF SUPERVISION

Analysis of the Djibouti survey data suggests a much lower rate of immediate supervision of SSW than in the other study countries. For example, where the proportions of employees with immediate supervisors stood at 98.5%, 97.3% and 96.4% in Morocco, Tunisia and Lebanon, only 67.3% of the Djiboutian sample stated that they have an immediate supervisor. In other words, about one-third of the SSW in Djibouti work without supervision.

When asked about the type of technical support or assistance that SSW receive from their immediate supervisor, 32.8% of respondents stated that they receive "coordination and awareness raising

support", 27.0% said that they receive training, while 16.1% indicated that they receive logistic support their immediate supervisor. A total of 20.4% stated that they receive "all types of support". By contract, four respondents said that they receive no support at all from their immediate supervisor

In Djibouti, it is noted that all those who responded that they have an immediate supervisor (149 out of 220 or 67.3%) shared that they hold regular one-on-one meetings with their supervisors. This includes those who responded they get no benefit or no guidance from these meetings. The majority of respondents with an immediate supervisor (117 or 78.5% of the 149) have one-on-one meetings 3 to 4 times a year, while 11.4% have such one-on-one meetings once a month, and 8.7% have such meetings on a daily basis. Many of these respondents (42.7% of the 149 with an immediate supervisor) reported that they also have group supervision meetings, while 57.3% never have group meetings. Most of these group meetings with a supervisor (49%) are held once a month, whereas 32.4% stated that they are held weekly, 11.8% said they are held twice a year, and the remaining 6.9% indicated that group meetings are held once a year. On the strength of the statistical evidence provided above, it seems fair to argue that there is room to improve the current supervision system either in terms of the quality of supervision or its frequency.

Despite this lack of supervision support, there is very little, if any, questioning of the efficiency of the supervision system on the part of the Djiboutian SSW: 93.6% of respondents are satisfied with the current supervision system while 2.3% are not satisfied and 4.1% are not sure.

E. RECOMMENDATIONS

During the validation meeting, CTG members agreed on the following recommendations for each of the three pillars of SSW strengthening, as follows:

PLANNING THE WORKFORCE:

1. Strengthen the political and legislative framework related to social service workforce strengthening
   - Strengthen legislation for organisation of the SSW
     - Standardise titles of SSW
     - SEAS to work with Djibouti University and the national authority responsible for the list of civil service jobs (Ministry of Labour), to include SSW cadres in this list
     - Ministries engaged in social action to identify which positions should be filled by a social service worker, specify the category of worker, and require the stated qualification as part of minimum requirements for recruitment
     - Strengthen financing of social action (human resources and services)

DEVELOPING THE WORKFORCE:

2. Strengthen pre-service and in-service training:
   - Establish collaboration between the SEAS, Djibouti University, the *Association Internationale pour la Formation, la Recherche et l'Intervention Sociale*[60] (AIFRIS), and a globally recognised faculty of SSW training to:
     - identify for which types of SSW training programmes should be established in Djibouti
     - establish minimum standards for training and accreditation
     - establish the training programmes at a globally recognised level of quality
   - Develop a strategy to upgrade the competencies and knowledge of current social service workers, especially the staff of the *Guichets Sociaux*, to align with the new SSW training programme

SUPPORTING THE WORKFORCE:

   - Strengthen professionalisation and recognition of the SSW
   - Support the creation of professional associations for the SSW
   - Promote (and conduct social marketing) on the importance of the SSW, including at community level on the specific and complementary role of social service workers to other professions and community agents
   - Provide opportunities for professional/career development
   - National and international networking among social service workers

3. Strengthen the quality of social services
   - Related to:
     - development of a strategy for in-service training of current workers
     - minimum recruitment criteria
     - job descriptions
   - Ensure a qualified and standardised system of supervision
   - Ensure essential resources to perform social work functions
   - Ensure availability and proximity of social service delivery

CTG members identified specific actions to realise the above stated recommendations and the timeframe in which they should be accomplished, as reflected in the action plan below. Short-term was defined as one to two years, medium-term as two to four years, and long-term as more than four years.

ACTIONS TO BE UNDERTAKEN	TIMELINE				
	Year 1	Year 2	Year 3	Year 4	Years 5+
Formally assign the SEAS to lead, in coordination with other sector ministries, the national SSW strengthening effort	X	X			
PLANNING THE WORKFORCE					
1. Actions to strengthen the political and legislative framework related to SSW strengthening					
Develop a legal framework to enable the formal recognition of the SSW profession and specify its conditions		X	X	X	
Include specified categories of the SSW in the list of civil service jobs *(Nomenclature de la Fonction Publique)*		X	X	X	
Develop a job description for each category of the SSW		X	X	X	
Initiate a policy for SSW HR planning and invite ministries to estimate numbers & categories of SSW required 4 years from now				X	X
Mobilize resources to complement the State budget in order to fund SSW strengthening efforts	X	X			
Ensure national budgeting for SSW training, capacity strengthening and improvement of working conditions		X	X	X	X
DEVELOPING THE WORKFORCE					
2. Actions to strengthen pre- and in-service training to be realised by leveraging existing structures and working in collaboration with AIFRIS					
Identify a national training institution with which to engage in a partnership for pre-service training of the SSW	X	X			
Develop partnership agreements between each concerned ministry/institution and the identified national training institution, to provide quality SSW training per the needs of the ministry/institution	X	X	X	X	
Identify international SSW training experts to provide training	X	X	X	X	
Identify a pool of national trainers, to work with the international experts and become future SSW trainers	X	X	X	X	
Develop a curriculum for pre-service training of the SSW	X	X	X	X	
Develop a curriculum and methodology for upgrade training for current workers, aligned with in-service training described above	X	X			
Develop a curriculum and training plan for post-graduate SSW training in areas of specialization				X	X
Establish a (virtual) SSW resource centre				X	X
SUPPORTING THE WORKFORCE					
3. Actions to strengthen professionalization of the SSW and their recognition					
Facilitate the establishment of a professional association of the SSW, including its objectives, statutes, membership criteria, etc	X	X	X	X	
Develop a communication strategy to promote the role of the SSW within society	X	X			
Implement the above communication strategy	X	X	X	X	X
Encourage State institutions and community organisations to develop their own social development plan in-line with national strategies for social development	X	X	X	X	
Facilitate regional and international partnerships for the association of the SSW		X	X	X	X
4. Actions to strengthen the quality of services					
Improve working conditions for the SSW (provide the required means to conduct fieldwork)	X	X	X	X	X
Improve accessibility of social services, including proximity of services at regional and local levels	X	X	X	X	X
Improve support and supervision of the SSW (SOPs and tools for supervision and monitoring)	X	X	X	X	
Develop SOPs and tools for evaluation of the quality of social services		X	X	X	X

An AFS peer educator is distributing pamphlets in order to raise public awareness about HIV/AIDS in Qeshm Island, Iran.

VII.2. THE SOCIAL SERVICE WORKFORCE IN IRAN

A. GENERAL OVERVIEW

With an estimated per capita gross national income (GNI) of 5,430 USD (2017), the Islamic Republic of Iran is considered to be "upper middle income" according to the World Bank country classification (World Bank 2017).[61] In 2017, Iran ranked 60th out of 189 countries on the human development index.[62] The country population is increasing and in 2019 it reached 83 million.[63] According to 2016 Census, the total population of Iran was 79,926,270, while child population was 23,552,644.[64]

The Islamic Republic of Iran is committed to protecting and caring for its vulnerable population groups, especially children, and this commitment is reflected in Iran's ratification of most international conventions and treaties pertaining to child protection and enshrined in various laws and policies. Namely, Iran ratified the Convention on the Rights of the Child (1994) and the optional protocol on the Sale of Children, Child Prostitution and Child Pornography (2007), and the Convention on the Rights of Persons with Disabilities in 2009. The country has adopted the Law on Establishment of State Welfare Organization (1980), Law on Protection of Children and Women-headed Households (1992), Law on the Comprehensive Welfare and Social Security Organizational Structure (2004), bylaw on Organizing Street Children (2005), the Law on Protection of Children and Adolescents without Effective Caregivers (2013), and the Comprehensive Law on Protection of Persons with Disabilities (2015). Iran Government is also working on the draft Bill on the Protection of Children and Adolescents and the draft Bill on Establishing Juvenile Police Units.

Rights of children and other groups are protected by the Constitution of the Islamic Republic of Iran, which guarantees a universal right to social security to vulnerable groups. The Constitution also guarantees free academic and physical education. In Iran today, education is free and mandatory from age seven through high school. During this period, children are under state protection.[65] Nearly all (98.6) Iranian children are registered at birth and more than 96% are enrolled in primary school.[66]

The National Body on the Convention on the Rights of the Child (NBCRC) established in 2010 under the Ministry of Justice is the entity mandated to

monitor implementation of the CRC in Iran and is in charge of coordinating affairs in the area of child protection. NBCRC's other responsibilities are to formulate plans and programmes to advocate for child rights; offer consultation with respect to laws, regulations, practices and plans as they relate to the rights of children; conduct studies in this area and raise public awareness on issues related to child rights; coordinate exchange of related scientific and research data with domestic and international institutes; etc.

The other two key organisations responsible for implementing most of the child protection and social protection services are the State Welfare Organization and the Imam Khomeini Relief Foundation. The State Welfare Organization (SWO) is responsible for protecting vulnerable groups, including children deprived of parental care and other vulnerable children by providing care in residential institutions, which are considered to provide for standard life requirements and facilities until the children are ready for independent living.[67] SWOs also provide aftercare, foster care and other services to these groups. The Imam Khomeini Relief Foundation is also working on protecting children deprived of parental care and supporting disadvantaged families.

During recent years, Iran is working toward strengthening the role of the SSW in the implementation of the state policies in different sectors. The Sixth National Development Plan 2016-2021 is one of the state policy documents attaching more importance to social service provision. In addition, the role of the SSW has increased in the judiciary system, where according to the Code of Criminal Procedure, social service workers are responsible for creating profiles of persons in conflict with law in courts. In addition, the presence of counsellors is mandatory in children and adolescent courts. UNICEF Iran Country Office is instrumental in supporting the SWO in this work.

The country does not have designated legislation regulating social work and social service workforce functioning. The State Service Management Act (amended in 2019) is the basis for career development and promotion of government employees. It contains several instructions and bylaws, which are observed by all executive bodies. Combined with the Job Categorization Plan, the State Service Management Act provides an employment framework for the SSW and other workers. Different from Iran Medical Council playing the overarching role in regulating the medical profession, there is no single regulatory body that

oversees the licensing, registration or practice of individual social service workers. Efforts to develop the Social Workers Council initiated in Iran in 2011 remain ongoing. Depending on the area of activity of the SSW, their work is regulated by several agencies, the most important of them being SWO, Ministry of Interior, and Ministry of Health and Medical Education. These agencies are guided

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by several instructions in the form of executive bylaws for issuing licenses and work permits, as well as providing supervisory functions that the licensing authorities observe. Some of the relevant pieces of legislation are the Law on Protection of Children and Adolescents, Family Protection and Social Emergencies Bylaw, where the role of social workers and a framework of their operations is clearly highlighted.

Iran is a pioneer in establishing social work education in the region. The first academic degree in social work in Iran was introduced in 1958 by the College of Social Services. The program ceased its existence for several years and was re-established in 1983. However, despite the long history of social work academic education and other training programmes, as well as the existence of a professional association of social workers established in 1961, a 2014 study of 552 social workers in seven hospitals in Iran[68] found that only 25% of the social workers had a relevant academic degree in the field of social work and 75% held another degree[69], 87% of the 554 social workers included in the study held a BSc degree, 7% had a high school diploma, and only 6% had achieved MSc level. More than half the professionally qualified social workers were not employed as social workers and many social workers were not officially employed.

The UNICEF Iran Country Office is working closely with the Government of the Islamic Republic of Iran to strengthen the social service workforce and

its capacity. This has included development of a handbook and training module on Child Protection in Emergencies for Social Workers and implementation of related training of trainers workshops; training of social workers, police officers and judges on juvenile justice standards and best practices; and the development of a Master's programme on Social Work with Children and Adolescents which was launched 2018. The program will be delivered by relevant academic institutions in Iran including the University of Social Welfare and Rehabilitation Sciences.

ESTABLISHMENT OF THE IRAN CTG

In July 2018, UNICEF CO and Ministry of Cooperatives, Labour and Social Welfare (MoCLSW) established a CTG to oversee and support implementation of this SSW review. Extended meetings of CTG participants with a GSSWA representative was held in October 2018. The CTG members included: Ministry of Foreign Affairs, Iranian State Welfare Organisation (SWO), Iran Association of Social Workers (IASW), Yari Child Labour Network, National Network of Philanthropy and Charity Organizations, Higher Association of Non-Government Centres for Rehabilitation of Persons with Disabilities, NGO Ra'ad Alghadir and a representative from academia. The CTG agreed to focus mapping of the social service workforce in Iran on the workforce dealing with vulnerable and at-risk groups of children and families employed by state and non-state agencies.

The CTG has contextualised the GSSWA data collection tools, which were administered through the IASW. IASW was assigned to this role by the Office of Social Welfare Studies of the Ministry of Cooperatives, Labour and Social Welfare, which retains full ownership of the review data.

DEFINITION OF THE SSW IN IRAN

Even though legislation in Iran identifies different categories (or cadres) of social service workers (e.g. social worker, social auxiliary worker, para professional, etc.) CTG members did not support considering all clusters of the workforce in this review. The group also discussed the importance of setting the boundaries and not including under the definition allied workers (e.g. doctors, police officers, etc.).

The operational definition of the social service workforce used for the mapping exercise similarly corresponded to the definition of the social service workforce developed by GSSWA, according to which the social service workforce is broadly

used as an inclusive term referring to a variety of governmental and nongovernmental workers who contribute to the care, support, promotion of rights, and empowerment of vulnerable populations served by the social service system. The Iranian sample did not include volunteers.

BASIC CHARACTERISTICS OF THE SSW IN IRAN

Two assessment tools used for this study were disseminated to members of the IASW who are employed in the state and non-state organisations, academic institutions and professional associations. Data from 303 workers who have responded to a survey, as well as administrative data collected by IASW from over 30 key informants was shared with GSSWA for analysis.

Figure 9: Gender distribution of the SSW sample in Iran

■ Male ■ Female
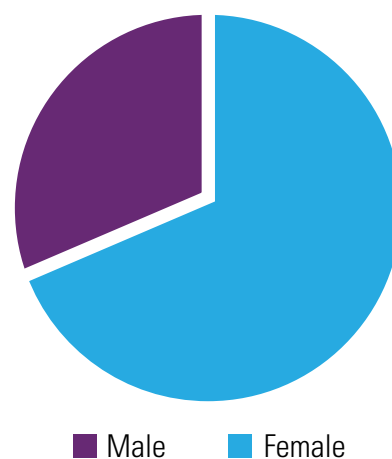
Source: Iran SSW Survey Data

The SSW survey involved a higher proportion of female workers. Of the 303 respondents, 209 (69%) were women and 90 (30%) were male; 4 did not respond (Figure 9), with about half of them representing state organisations. Less than 10% of the workers have been engaged in the workforce for 20 years or longer, 58% have been employed for less than 10 years, and 30% of those surveyed have been in their present job for one year or less, and 47% have not had a different employer in the past. Different from other countries, Iran data did not include information on the age of the respodents.

Surveyed respondents represented organisations performing various social services, the majority of them being providers of child protection services (54% of the organisations). In addition, organisations provide services to persons with disabilities (40%), victims of gender-based violence (27%), etc.

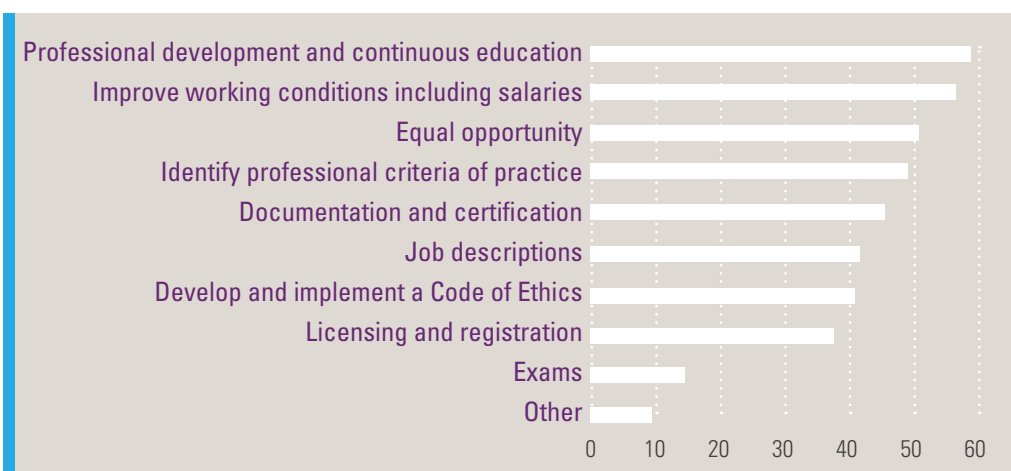Figure 10: Challenges faced by the social service workforce in Iran

Challenge	Value
Low salary	~87
High work load	~52
Lack of career advancement opportunities	~33
Limited resources	~33
Ineffective interagency collaboration	~26
Low level of authority	~24
Lack of training	~19
Poor work conditions	~18
Poor supervision and support system	~18
Lack of role clarity and expectations	~17
Lack of performance evaluation	~13
Low level of motivation	~10
Poor information management	~9
Poor services at the local level	~9
Other	0

Source: Iran SSW Survey Data

The figure on the next page shows the relative importance of different challenges reported to concern the social service workforce in Iran. The first cluster focuses on the low salaries as the most important challenge that 86.5% of respondents raised. The second cluster includes heavy workload (52.2%), followed by the third cluster comprising of two challenges: limited resources available to workers to help them fulfil their work and lack of career advancement opportunities (33.3% each).

B. PLANNING THE WORKFORCE

THE NORMATIVE FRAMEWORK

In response to the question about what must be done to improve conditions of the SSW, over the half of all respondents (58%) expressed a need for legislation to support additional career development and continuous training for the SSW. Similarly, a high percentage (56%) of the respondents see a need of improving working conditions and the compensation system, including development of a graded pay structure. Workers also highlighted the importance of equal opportunities at work (50%) and introducing/strengthening employment criteria of the workforce (49%). A large share of the SSW has noted a need for regulating the field by introducing professional certification (46%) and licensing and registration systems (37%). Several respondents specified their desire to limit the employment of social workers to academically qualified social workers. To achieve all of these recommendations, the respondents see a need for developing a supportive legislation.

Figure 11: Rank order of Articles to be covered in legislation organizing the social work profession in Iran

Article	Value
Professional development and continuous education	~55
Improve working conditions including salaries	~54
Equal opportunity	~48
Identify professional criteria of practice	~47
Documentation and certification	~45
Job descriptions	~41
Develop and implement a Code of Ethics	~41
Licensing and registration	~38
Exams	~15
Other	~10

Source: Iran SSW Survey Data

The importance accorded to professional development and continuous education highlights a desire by the SSW to strengthen their capacity to provide quality services and

dedication to the field. Social service workers rank *equal opportunity* as the third most important issue, indicative to SSW professionalism and a desire for democratic development in their organisations.

Different from many countries, where the SSW prioritised implementing a code of ethics, in Iran this was not identified as a challenge. Survey findings indicate that 271 (89%) of the respondents are familiar with the code of ethics, while 237 (78%) believe that their organisation has adopted it. Over 40% of respondents report having signed the code of ethics. Awareness of SSW about the code must be explained by the existence of codes of conducts in most of the employing organisations, as well as a tradition of reciting the code of ethics by the graduates of the academic programmes in social work.

THE WORKFORCE

Iran is administratively divided into 31 provinces, 430 counties and 1059 districts[70] The survey covered nearly all provinces. The majority of respondents (28%) were employed in Tehran city/province, followed by Hamedan (9.5%), Khuzestan (9%), Kerman (8%) and other provinces.

According to survey findings, 93% of social service workers have academic qualifications (B.A., M.A., Ph.D.), 74.2% of whom have obtained academic degrees in social work as their last degree. Prioritisation of regulating the social work profession and introducing certification and licensing requirements noted in the above section can be explained by a high percent of the qualified workforce among the surveyed group. Interestingly,

Table 8: Distribution of Government and NGO Workforce in Iran[71]

Ministry/Agency	Name of Department	Title of Worker
Ministry of Cooperatives, Labour and Social Welfare	State Welfare Organization	Child social worker, rehabilitation SW, adult/elder SW, addiction SW, women SW, hotline SW, welfare affairs expert, counsellor
	State Retirement Organization	Social worker
	Social Security Organization	Social insurance expert
Ministry of Justice	Family courts	Social worker
	Prison and Juvenile Detention Centres	Social worker
Ministry of Health and Medical Education	Hospitals/health and treatment centres	Social worker, health-treatment social worker
Ministry of Education	Special Education Organization	Social worker
Ministry of Interior	Law Enforcement Forces	Social worker
	Police	Police station social worker
Ministry of Agriculture		Extension social worker
Ministry of Petroleum	Affiliated organisations	Social worker
Iran Central Bank		Social worker, experts on social affairs
Supreme Leader's Office	Imam Khomeini Relief Committee (NGO)	Social worker
Presidential Office	Martyrs Foundation (NGO)	Social worker, cooperatives expert, treatment and housing expert, war veterans expert, head of the counselling centre, counsellor
Municipalities		Expert on improving the conditions of socially harmed persons, psychosocial empowerment expert
	Health Department (Tehran Municipality)	Social worker
	Education department (Tehran Municipality)	Social worker
	Medium-term accommodation centres (NGO)	Caregiver
Iranian Red Crescent Society (NGO)		Social worker

these findings are not in line with the findings from the 2014 study noted above, according to which 25% of the social workers had a relevant academic degree. The 2019 survey was distributed through IASW, members of which presumably have higher academic qualifications than other groups of the SSW in the country, and could be the reason for this disparity.

Anecdotal evidence suggests that the Government of Iran employs thousands of social service workers in SWO, licensed clinics and other state entities. Distribution of the workforce in some state and non-state organisations is outlined in the previous table. However, data collection in Iran did not provide exhaustive information about the agencies employing social service workers. Neither did it provide precise information on the number of the workforce in the state and non-state organisations, which did not allow for determining the SSW to child ratio. Even though some respondents note the availability of mapping data from the earlier years, this information was not publicly available to be reflected in this report.

It is also reported that a large number of NGOs and faith-based organisations providing social services in Iran employ the SSW. The state organisations in Iran are authorised to outsource provision of social services to NGOs and charities, based on the Law on Partial Regulation of State Financial Rules (2002, 2016), as well as the Law of Permanent Principles of National Development Plans and the Law of Reforming the Counter-Narcotics Act, which explains the abundance of non-state actors in this field.

JOB DESCRIPTIONS AND FUNCTIONS OF SSW

As indicated inTable 8, key informants of administrative questionnaires have reported a wide range of SSW job titles in Iran. At the same time, 64% of survey respondents reported having the job title of social worker. Other titles randomly reported by the workforce representatives themselves are manager/technical manager/administrative manager, university lecturer, skills trainer, etc.

Almost all of the SSW (91%) reported having job descriptions and 97% of them believe that their work corresponds with their job description. However, despite this finding, over 40% of the SSW identify a need of revising job descriptions and developing employment criteria for the workforce. This could be because some workers consider existing job descriptions to be genetic. They also note that faith-based organisations rarely/do not have job descriptions and/or specific duties assigned to the SSW. As noted above, organisations employ the SSW for provision of child protection services, as well as services for persons with disabilities, victims of gender-based violence, persons with substance abuse problems, deprived of liberty, living in poverty, etc.

Social service workers are involved in providing a variety of interventions, namely they work with individuals, families, groups, and local communities, providing counselling, management/supervision, and planning/coordination. Respondents answers to the question regarding the activities they perform on a daily basis are reflected in the Figure 12.

A total of 48.2% of the surveyed workers are employed in the state organisations. A number of respondents working in these entities note that their duties at work often do not correspond to social work principles and the knowledge they have received at the universities; social workers are assigned tasks not requiting professional qualification, though are limited in performing professional functions.

FINANCIAL RESOURCES FOR SSW STRENGTHENING

The only information collected on the availability of financial resources for SSW strengthening is the opinion of workers about availability of financial resources for SSW training and overall investments employers are making in the SSW. As highlighted in the figure on challenges faced by the SSW in Iran (see Figure 10), a need for training is considered to be an important issue. A total of 201 (66%) workers report that trainings were financially not accessible, as opposed to 76 (25%) who thought resources were available for them to participate

Figure 12: Daily activities of the SSW in Iran
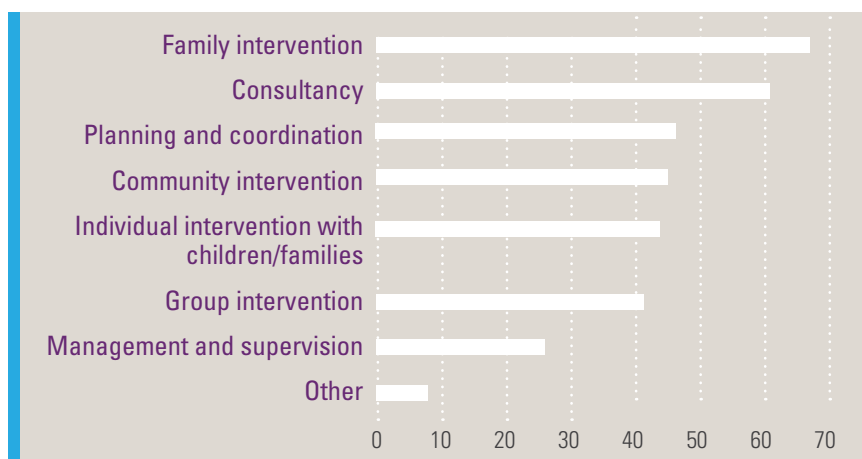
Source: Iran SSW Survey Data

in needed trainings. The opinion of 26 persons regarding this topic is unknown. When asked about satisfaction with the investment their organisations are making in their training and education, 185 (61%) expressed dissatisfaction, while 88 (29%) workers were satisfied with the investment (30 did not respond).

C. DEVELOPING THE WORKFORCE

EDUCATION AND TRAINING PROGRAMMES

Ten universities accredited by the Ministry of Science, Research and Technology grant academic degrees in Social Work in Iran (see Table 9). According to different sources, the Ph.D. programmes graduate between 3 to 10 doctors each year. Yazd University established the Ph.D. program in 2019, while the other two have existed for nearly 10 years. Graduate programmes in social work are offered by five universities in Iran and have existed since the 1990s. Ferdowsi University in Mashad has the youngest MSW course, established in 2019. Programmes were reported to graduate 150 social workers during the last academic year. Amongst the recently established programmes, of note is the graduate

level programme in Social Work for Children and Adolescents established in 2018 with the UNICEF support. BA programmes are offered by seven universities and prepare up to 1,500 social workers. Social work academic education at this level was introduced in Iran in 1958 and re-started in 1983, when the social services discipline was merged with other social sciences. Several undergraduate programmes in social work effect concentrations in social emergencies, working with children and families. All undergraduate and graduate programmes are reported to offer a field placement component as part of their academic curricula.

The University of Applied Sciences is also known to offer an Associate Degree in Social Work with the emphasis on children and families. It covers 24 months and offers a field placement component. The program is reported to graduate 800 workers with an associate degree. The University also offers an undergraduate degree in social work with concentration on children, social emergencies and family.

In addition to academic programmes, SSW in Iran are able to benefit from several non-academic courses. Rebirth Charity Society is reported to

Table 9: Social work degrees provided by Iranian Universities, study duration, field placement, number of graduates in past year

Level of Degree	Name of the Degree	Name of University or Educational Institution	Length of Study (in months)	Requires a Field Training (yes/no)	Number of Graduates in Last Graduating Class
Bachelor	Social Work	Allame Tabataba'ei University	48 months	Yes	1500
		Kharazmi University			
		University of Social Welfare and Rehabilitation Sciences			
		Payam-e-Noo University			
		Shahed University			
		University of Applied Sciences			
		Islamic Azad University			
Master	Social Work	Imam Hossein University	24 months	Yes	115
		Allame Tabataba'ei University			
		University of Social Welfare and Rehabilitation Sciences			
		Yazd University			
		Ferdowsi University of Mashad			
Doctorate	Social Work	Allame Tabataba'ei University	48 months	No	10
		University of Social Welfare and Rehabilitation Sciences			
		Yazd University			

offer a two-semester accredited certificate program for on workers supporting persons with a drug addiction and their families.

The mapping exercise in Iran did not collect data on non-social work academic degrees and specialisations relevant to the SSW.

WORKER PERCEPTIONS OF TRAINING AND EDUCATION

As noted above, 93% of the SSW in Iran has academic qualification (B.A., M.A., Ph.D.), 74.2% of whom report their last academic degree being in social work. The table on the right shows that the most common degree reported by the Iranian sample is a Bachelor degree in social work.

Other degrees reported by respondents include: social assistance (0.6%), special education (1.6%), psychology (14.2%), sociology/anthropology (4.3%), management (3.9%), and other fields (women's studies, counselling, etc.). Additionally, 4.6% of the SSW has an associate degree. All workers with an associate degree report to be outside of the capital city.

The majority of the respondents (86.5%) think that their education is relevant for their professional activities, while 8.3% believe that the knowledge they have gained at the university does not respond to their daily activities at work. An additional 5.3% were unsure about the answer.

In addition to academic training, a vast majority of surveyed workers had participated in various short-term in-service trainings, which are reported to be mandatory in the country for employees of state organisations. Among the workers who have participated in trainings, 72% attended trainings on social work, 26% on child protection, etc., and 9% did not attend any trainings. A total of 219

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Table 10: Distribution of social service worker respondents by level of education

Level of Education/Qualification	Frequency	%
Associate degree	15	5
B.A./B.Sc	182	62
M.A./MSW	89	30
Ph.D.	10	3
Total	296	100

Source: Iran SSW Survey Data
*7 missing responses

respondents (72.3%) say that their employers are offering internal and external trainings. Though the same percentage also note a need for additional trainings in order to better perform the work they are presently doing. Many of the workers expressed the importance of continuing education and a desire to stay informed of new scientific evidence, innovative methods and services. Only 54% consider offered trainings being geographically accessible for them, while 37% think that trainings are only accessible if they work in Tehran, or if trainings are offered in their province. Among the factors hindering their participation in training, the SSW list limited training topics, heavy workload, difficulty in obtaining supervisor's permission, no recognition of received trainings, limited qualification of trainers, etc. When able to attend the trainings, 47% are satisfied with them, 41% are not, while 12% did not answer the question.

As noted in Figure 10, a lack of training and professional knowledge is considered a challenge by up to 20% of the SSW and is only seventh among the rated challenges. At the same time, lack of training and professional development opportunities and low knowledge and skills of the workforce were identified among the three biggest challenges the SSW in is facing, when assessed by the key informants representing the state organisations, academic institutions, professional association, etc.

D. SUPPORTING THE WORKFORCE

PROFESSIONAL ASSOCIATIONS

The Iran Association of Social Workers (IASW) was established in 1961 and has been a member of the International Federation of Social Workers since 2012. The Association is dedicated to strengthening the social work profession and improving understanding of the role of social workers in different sectors and for achieving national priorities. Its key role is recognised by the state and non-state agencies, which gives the

Association an opportunity to participate in key policymaking processes of the Judiciary, Executive and Legislative branches of the Government, as well as the Expediency Council, the ministries, and national and provincial councils and committees, etc. IASW was assigned the responsibility of collecting data for this review by MOCLSW. Currently, the Association is present in 34 national committees and associations. Membership of the association is voluntary, and it is reported to unite around 4,000 members.

The IASW page on IFSW website contains the Code of Ethics and the Constitution of the Iran Association of Social Workers. According to the 2016 Annual Report of the Association, IASW is also engaged in the following work:

- Awareness raising about the profession among the profession and general public
- Consultation of social work program students and graduates
- Connecting social work job seekers with potential employers
- Granting the "Social Health Award" to pioneers of social health in the country
- Holding meeting series on topics of interest for the members
- Participation in high-level policy dialogue
- Building and strengthening international relationships
- Issuing publications, and many more[72]

Although the survey was sent only to the members of IASW, only 172 (57%) respondents report membership of the Association. Anecdotal evidence suggests that this percent might correspond to the members who have paid their annual membership fee and received a membership card in the current year. Out of 172 respondents who have reported currently being IASW members, 74 joined the organisation more than 5 years ago; 42 joined 3-5 years ago, and 42 became members 6 months to 2 years ago.

Of these members, 50% said that they have received support from the Association and same percentage expect to the able to receive it, if facing challenges in work. Up to 53% think that they are benefiting from membership. Benefits already received from the professional group are networking, capacity building and protection of rights of social workers. Responders also think that the Association is active in working on sensitising the public about the role of this profession. Holding international and national social work day events and the Scientific Congress dedicated to 50 Years of Social Work in Iran are some of the examples reported by the respondents

The Iran Association of Social Workers translated the World Social Work Day poster released by the International Federation of Social Workers and shared with national organizations as a means to increase support to the social work profession.

as important activities supported by the association. It was reported that celebration of the World Social Work Day started five years ago, while a National Social Work Day has been celebrated for the past 34 years. Also, IASW is working to identify legislative gaps relevant to the profession, which is of particular importance, as 247 of all respondents (81.5%) believe that new legislation is needed to regulate the social work profession. Survey respondents confirm knowing of the IASW Code of Ethics. IASW is reported to be advocating and protecting the social work title by limiting/ceasing recruitment of unqualified staff for social work positions.

In addition to IASW, key informants reported the existence of the Iranian Society of Social Work Clinics, Iranian Association of Sociology and Social Welfare, and Iranian Scientific Association of Social Workers.

PERCEPTIONS OF CAREER ADVANCEMENT

About 30% of the SSW in Iran has been holding the present post for one year or less, while another 17.5% have been employed by the same organisation for 10 or more years. Several workers who have been employed in the same organisations for more than 25 years are working in state agencies (e.g. SWO, Social Security Organization, MoH) which indicates higher job security in the state entities.

A total of 60% of respondents believe that their place of employment offers career advancement opportunities, while 31% say that it does not (9% did not respond). Several respondents who have explained their negative responses indicate that career advancement opportunities are more limited

in small charities, there is no transparency about upward mobility opportunities, and job promotions are based on power relations and recommendations from outside of the organisation. A number of respondents are concerned that the SSW is not considered as an effective workforce for serving the organisation's goals and hence the agencies offer little support or opportunities. Some workers believe that employing organisations discriminate against women in career advancement. As a result of these concerns, 35% of the respondents plan to find another job during the next 6 months.

PERCEPTIONS OF SUPERVISION

The SSW survey showed that access to supervision in Iran is relatively high. Over 70% of respondents in Iran have direct supervisors. Direct supervisors are reported to be social workers (61 supervisors), managers of the centres or departments (45), SWO staff (19), etc.

Respondents described the support they receive from their direct supervisors as ranging from administrative support, monitoring of performance, daily decision-making, advice on challenging cases, support in professional growth and advancement, coordination, and a combination of the above.

One-on-one meetings with a supervisor is an important measure of the supervision quality and the majority of workers within Iran (77.5%) report receiving it, while 10.5% of workers do not receive one-on-one supervision (the rest 12% did not respond). The most commonly reported frequency of such meetings is weekly - 52%; 10.5% have one-one-one meetings monthly; 9% meet one-on-one with their supervisors 3 to 4 times a year, and 6% less frequently.

Additionally, 61% of respondents reported that they participate in group supervision sessions. Though the largest group of respondents report having similar meetings rarely (34%). Others report having weekly (24%), monthly (22%) or quarterly meetings (10%).

Only 41.5% of the SSW consider the supervision system to be responsive to their needs. Though about the same percent (42%) thinks that supervision is not regular and effective, does not follow protocols, not all professions are supervised and hence, is discriminatory, it is less efficient in larger organisations, etc. One respondent notes: "*The stronger the supervision systems are, the more successful we will be in achieving our organisational objectives. The supervision system is not meant for fault finding, but to provide guidance*

on improving performance and solving possible problems in our work."

According to the key informants, authorising organisations issuing permits for non-governmental entities are responsible for providing professional supervision to employed social service workers. In addition, the existence of the state Office for Performance Management and other regulatory bodies at the national, provincial and district levels offers a framework for strengthening the supervision system in the country.

E. RECOMMENDATIONS

Findings of the review, combined with international experience, allow for the following general recommendations organised by pillar of SSW strengthening, which will support strengthening of the SSW in Iran. These recommendations and other suggestions are based on the findings of this review and will inform the Action Plan and timeframe to be developed during CTG discussions.

PLANNING THE SSW

1. Strengthen state-level recognition of the importance of the social service workforce as a partner in national policy, strategy and budget development;

2. Provide legal protection to the SSW so they are protected in situations of risk encountered in the course of carrying out their duties;

3. Analyse worker-to-client ratio and staffing gaps and set increasing target ratio of social service workers with responsibility for child protection per 100,000 child population;

SUPPORTING THE SSW

4. Improve quality of social services provided by the SSW, including the availability of resources necessary for workers to carry out their functions and improved working conditions for the SSW, specifically salaries and compensation;

5. Enable professionalisation of the SSW, including strengthening pre-service and in-service training and providing professional and career development opportunities;

6. Set aspirational ratio of supervisors to workers and requirements for quality supervision; and

7. Facilitate national and international networking and exchange of learning and expertise.

Children attend a "My Space" ECD program at the UNICEF-supported centre in Mafraq, Jordan. The centre provides a comprehensive approach to service provision by linking education learning support services, community-based child protection and early childhood development.

VII.3. THE SOCIAL SERVICE WORKFORCE IN JORDAN

A. GENERAL OVERVIEW

Jordan has a population of approximately 10.5 million inhabitants; approximately 54% of whom are children and young people (0-24 years).[73] Over the past decade, Jordan has pursued structural reforms in education, health, as well as privatisation and liberalisation. These positive gains are in contrast to ongoing challenges to long-term economic growth and stability. The crisis in Syria has resulted in a major influx of refugees to Jordan as well as disruption in key trade routes and decreases in tourism, a major contributor to the economy. With an estimated per capita gross national income (GNI) per capita of 3,980 USD (2017), Jordan is considered to be "upper middle income" according to the World Bank country classification (World Bank 2017).[74] Jordan's real GDP registered an estimated growth of 2% in 2018. However, unemployment continues to be high, at 18.6% per year.[75] In 2017, Jordan ranked 95th out of 189 countries on the human development index.[76]

Jordan hosts nearly 3 million non-Jordanians, including 1.33 million Syrians, of whom 670,000 are registered as refugees, and has the second largest number of refugees relative to its population globally. The protracted nature of the crisis in Syria has placed significant stress on the socioeconomic situation in the country, strained the capacity of government and partners to provide quality services for all children, and challenged communities and caregivers to meet the needs of vulnerable children.

Jordan has ratified the Convention on the Rights of the Child. While protecting children from harm is a cornerstone of key Government policies, enforcement can be complicated by social and cultural norms and economic realities. These vulnerabilities are exacerbated in situations where children are refugees, unaccompanied or separated. Refugee children and children from the poorest families also face significant child protection concerns. The outbreak of civil war in Syria in 2011 has displaced its citizens in record numbers, both internally and internationally. In Jordan alone, UNHCR has registered 666,113 Syrian refugees to date. Syrian children in Jordan face particular vulnerabilities, including large numbers of children in labour, married children, children experiencing violence in homes and schools, children with disabilities, and children in conflict with the law.[77] Nine out of 10 children experience violent discipline (psychological and/or physical). According to the 2015 census, 3.7% of 13-17-year-old girls are married, including 2% of Jordanian girls and 13% of Syrian girls in this age group.[78] However, there have been advances in health and education: under-five mortality has dropped by 38% in the past 20 years and 93% of children are enrolled in primary education.[79]

DEFINITION OF THE SSW IN JORDAN

The Country Task Group (CTG) in Jordan defined the social service workforce to be captured in the mapping exercise (and therefore different than the more comprehensive scope of the SSW in Jordan) as: *This diverse group working on providing social services aimed at child protection, care, support and advocacy of child rights and enabling excluded children and their families served by the social services system in Jordan. Those workers providing social services can be found in the government ministries such as the Ministry of Social Development (MOSD), the Ministry of Education, the Ministry of Health, the Ministry of Justice and the Ministry of Interior. they can also be found among the civil society organizations such as the Red Crescent/Cross, Jordan River Organization and non-governmental organizations such as United Nations Relief and Works Agency (UNRWA).*

BASIC CHARACTERISTICS OF THE SSW IN JORDAN

It is important to note that there were limitations to the respondent sample in Jordan. Specifically, the majority of respondents were members of the government social service workforce. The response from NGO representatives did not equate to prominent role within the sector. Therefore, the following findings should be understood with this limitation inmind.

Regarding the gender breakdown of the Jordanian social service workforce, the sample revealed the presence of a relatively higher proportion of females than males. Females make up 61% of respondents and males account for 39%. (see Figure 13, to right).

The data revealed that the sample had an average age of 39.7 years and a median of 41 years with a range of 39 years. The youngest respondent was 25 years old and the oldest reported to be 64 years of age. About half of the respondents (44.1%) is younger than 40 years of age and more than two thirds (67.7%) is younger than 45 years of age.

Figure 13: Gender distribution of Jordanian SSW respondents

■ Male   ■ Female
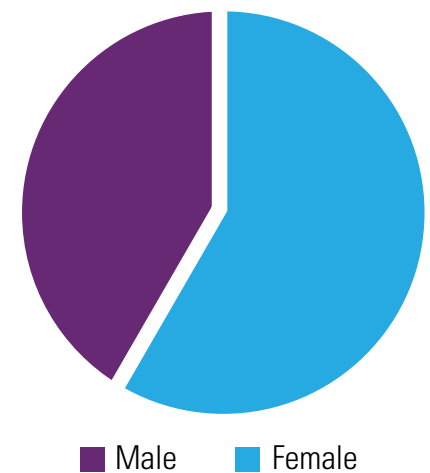
Source: Jordan SSW Survey

Table 11: Absolute distribution and relative share of social service workers per Governorate in the sample

Governorate	Number of Workers in the Sample	Share of Workers Per Governorate	
		%	Rank
Amman	66	20.8	1
Al Balqa'a	3	0.9	11
Al Zarqa	25	7.9	4
Mad'ba	23	7.2	5
Irbid	55	17.3	2
Al Mafraq	11	3.5	9
Jarash	16	5.0	7
Ajloun	4	1.2	10
Al Karak	51	16	3
Al Tafiela	12	3.9	8
Ma'an	22	6.9	6
Aqaba	1	0.3	12
More than 1 Governorate	7	2.2	
Not clear	16	5.0	
Missing	6	1.8	
Total	**318**	**100**	

Source: Jordan SSW Survey Data

Administratively, Jordan is divided into 12 governorates and 106 jurisdictions.[80] The survey sample included social service workers from all 12 governorates and 58 jurisdictions i.e., 54.7% of the country's jurisdictions. Table 11 shows the number of participants in the survey working in each governorate. There is a significant presence of social service workforce members in Amman and Irbid. This is most likely because Amman is the capital and the population and presence of government and non-governmental organisations is large and Irbid might be high because it is one of the main destinations for refugee populations.

The findings identified several challenges for the SSW in Jordan. Figure 14 illustrates the relative importance of 15 different issues that were reported to hinder or create challenges for the respondents. For the Jordanian SSW,

low salary constitutes the single most important challenge as 67.3% of the sample stated that this is their main concern. Running a distant second place was the existence of limited resources (financial, logistical and human) required to perform work with 45%. The third most important challenge reported was high workload with 41.2%. Reasons for these challenges mentioned by the respondents included gender discrimination, lack of a career ladder in the profession at large, nepotism, the size of the institution and lack of academic degree.

Figure 14: Main challenges that confront SSW at work

Source: Jordan SSW Survey

B. PLANNING THE WORKFORCE

THE NORMATIVE FRAMEWORK

Little information was provided by respondents regarding the legal and policy framework as it relates to the social service workforce. A legislative framework was identified in the area of protection of family from violence. The reference is to Law No. 9/2017. The law specifically identifies certain official positions among those working in the field of the provision of social services, namely, investigation officers, operations officers, social researchers and behaviour observers.

THE WORKFORCE

The data from the Jordan mapping exercise shows that an absolute majority of the SSW is employed by the government. However, as mentioned earlier, this is most likely because of limited participation of social service workers from civil society organisations. Of the 313 respondents, 249 or 79.6% work for the government compared to 15.0% who work for international organisations working in Jordan. However, despite the trend toward

governmental workers, there was great diversity in terms of which sector/thematic area workforce members engage. Almost one quarter or 24.2%, of respondents reported working with persons with disabilities followed by a cluster of several thematic areas, including child protection, family protection and support for families affected by poverty and social care. Together these account for 16.2%, 15% and 8.9% respectively. These are closely followed by protection from gender-based violence (GBV) which was reported by 7.5% of respondents.

Table 12 shows the estimated ratio of social service workers per 100,000 children. This is mostly government workers and does not include those working in civil society organisations. There is a lively and active NGO community engaged in child protection activities in Jordan so the numbers should not be taken as definitive given the limited responses from members of civil society organisations in the mapping exercise. As this is an estimate and does not reflect official numbers of children at governorate level, the ratios should be understood as an approximation only.

Table 12: Absolute and relative distribution of the population of Jordan by Governorate, Child Population 0–17 years of age, number of SSW per Governorate and ministry relative share of the SSW per Governorate and workers per 100,000 Children.[81]

| Governorate | Absolute Population Size End of 2016 | Relative Share of Population in the Total Population | Estimated Child Population (0-17 yrs) | Number of Workers | | | | Relative Share of SSW in the Total Number of SSW in the Country | Social Service Workers Per 100,000 Children |
				MOE	MOI	MOSD	Total		
Amman	4,119,500	42.0	1,647,820	495	---	193	688	24.8	41.75
Al Balqa'a	505,400	5.2	202,160	139	---	8	147	5.3	72.71
Al Zarqa	1,403,000	14.3	561,200	202	---	93	295	10.6	52.6
Mad'ba	194,500	2.0	77,800	66	---	69	135	4.8	173.5
Irbid	1,819,600	18.6	727,840	438	---	128	566	20.4	77.8
Al Mafraq	565,300	5.8	226,120	196	---	12	208	7.5	92
Jarash	243,700	2.5	97,480	78	---	4	82	2.9	84
Ajloun	181,000	1.8	72,400	72	---	2	74	2.7	102
Al Karak	325,500	3.3	130,200	164	---	30	193	6.9	148
Al Tafiela	99,000	1.0	39,600	60	---	6	66	2.4	167
Ma'an	148,100	1.5	59,240	58	---	4	62	2.2	104
Aqaba	193,400	2.0	77,360	53	---	2	57	2.0	73.7
Total	9,798,000	100	3,919,220	2021	200	551	2772	100	140

JOB DESCRIPTIONS AND FUNCTIONS OF SSW

The definition of the social service workforce adopted by the CTG captured the diversity of job titles under which members of the workforce are hired to their post. The 287 respondents to the survey reported 173 different job titles with 23 being the largest number of employees sharing the same title (head of department). This was followed by two groups, each with 10 respondents (social researcher and director). Other titles include: behaviour observer, psychologist, social supervisor and teacher.

A total of 90% of the Jordan sample responded that they have a job description compared to 9.7% who did not. The majority of the SSW in Jordan feels that their work matches their job descriptions (92%). The remaining 8% mentioned several approaches that they use to address the lack of a job description including: "following the instructions of the department head" or "counting on experience." Other respondents said that not having a job description is "normal" and even "interesting." A third considered not having a job description as "providing an opportunity or space for creativity."

C. DEVELOPING THE WORKFORCE

EDUCATION AND TRAINING PROGRAMMES

Several universities grant different levels of degrees relevant to the social service workforce. This includes bachelor's, diploma and master's degrees in social work. (See Table 13). Though five universities were contacted for response to the institutional questionnaire, only three – the University of Jordan and Yarmouk University which are public universities and the private institution, German Jordanian University, responded. The data below is directly provided by the universities; where not possible information was gathered from university websites.

Table 13 also shows the length of the study programmes at public universities, (University of Jordan and Yarmouk University) at 48 months for the bachelor's degree and 24 months for the master's degree. While no such data is reported for Balqaa Applied University, it is likely that degree requirements in both Faculty of Rahma Collage and Faculty of Ajloun Collage are identical to other public universities. The German Jordanian University is unique in that it only offers graduate degrees, a training diploma and a master's degree.

Table 13: Social work degree programme features of Jordanian universities

Level of Degree	Name of the Degree	Name of University or Educational Institution	Length of Study (in months)	Requires a Field Placement (yes/no)	Number of Graduates in the Last Graduating Class	Year the Program was Established
Bachelor	Social Work	University of Jordan	48 months	Yes	50	2007*
Masters	Social Work	University of Jordan	24 months	Yes	11	2000
Bachelor	Social Work	Yarmouk University	48 months	Yes	60	1991
Masters	Social Work	Yarmouk University	24 months	Yes	12	2007
Diploma	Social Work	German Jordanian University	5 months	Yes	Not Reported	2019
Masters	Social Work	German Jordanian University	Not Reported	Yes	Not reported	2015
Bachelor	Social Work	Al-Balqa Applied University, Faculty of Rahma College	Not Available	Not available	Not Available	1997
Bachelor	Social Work	Al Balqaa Applied University- Faculty of Ajloun Collage	Not Available	Not Available	223**	2000

According to the University web-site the department of social work was established in 1962
***Enrolment capacity*
Source: Jordan SSW Survey Data

In terms of credit hours, the available data indicates that in public universities (University of Jordan and Yarmouk University) a total of 132 credit hours are required for graduation with a bachelor's degree in Social Work. Practicum experience includes nine training credit hours spread over three semesters and totalling of 750 hours of field placement.[82] Yarmouk University requires 87 credit hours, of which 63 credit hours are obligatory. Furthermore, the department grants a degree with double major in sociology and social work which requires 21 credit hours.[83]

The University of Jordan's Master's in Social Work grants admission priority for holders of the Bachelor of Social Work or Social Services, followed by holders of the bachelor's in Sociology, Counselling and Mental Health or Nursing and Rehabilitation Science. The study plan contains 39 credit hours distributed as follows: 18 credit hours of obligatory courses, six credit hours of elective and concentration courses, six credit hours of obligatory field training (750 hours) and thesis for nine credit hours in the field of Specialised Practice.[84]

The German Jordanian University offers a master's degree in social work with a unique area of specialisation, namely, Social Work/Migration and Refugees (SWMR).

Al Balqaa Applied University was established in 1997, and by virtue of its law, the institute was annexed to the ownership of Al-Balqa Applied

University, under the name of Princess Rahma College for Social Work. The social work program in the Princess Rahma College has been upgraded to a bachelor's degree. The Department of Social Work aims to prepare social workers who are capable of dealing with changing societal problems in a professional manner, through the three social work methods: individual, group and community organising.

WORKER PERCEPTIONS OF TRAINING AND EDUCATION

Table 14 shows that the most common degree reported by the Jordanian sample is a bachelor degree in social work or a related field (187 respondents or 60%). Another 11.9% hold a master's degree and 3.5% hold a Ph.D. Those with secondary and vocational education account for 5.1% and 4.8% respectively. A sizable portion of the sample (14.6%), however, classified themselves as holding another degree. Interestingly, two respondents in this group reported that their highest level of education was middle school.

The majority (79.2%), of the Jordanian sample reported that they consider the activities they perform to be consistent with the educational degrees they obtained, while 20% believed that there is a mismatch between their education and work. Training is viewed by respondents as helping to strengthen the skills that they need to improve

Table 14: SSW respondents by level of education

Level of Education/Qualification	Number	%
Preparatory	2	.8
Secondary	16	5.1
Vocational	15	4.8
Intermediate Diploma (B.A.)	14	4.4
University Degree (B.A./B.Sc.)	187	60
Post graduate Diploma	30	9.6
University Degree (Masters)	37	11.9
University Degree (Ph.D.)	11	3.5
Missing	6	---
Total	318	100

Source: Jordan SSW Survey Data

and reinforce existing skills and knowledge. In the survey sample, close to half i.e., 49.2%, who responded to this question stated that they received training in social work. Another 29% stated that they had training in the field of child care while 2.4% participated in training in social assistance. Meanwhile, 6.2% reported that they have never had any training.

Data shows that most Jordanian institutions in the field of social services provide some form of training. Of the 301 respondents to the question "does your organisation provide any training?" 69.2% said yes. However, 30% of the social service providers in Jordan do not provide any kind of training for their employees. Those that do, offer internal, external or a mix of both types of training. Organisations providing internal or a mix of both programmes amount to 47.5%. An almost equivalent proportion of organisations (46.3%) provide internal training only while 6.3% informed that their organisations only provide external training. According to survey results, 84% of the respondents expressed a desire for more training. "More training opens the door for creativity in my job and provides me with new skills."

When it comes to satisfaction with investments allocated for training by the employing organisations, a slight majority, 53.9%, expressed dissatisfaction as opposed to 46.1% who are satisfaction. Scarcity of resources allocated is the most dominant reason given by those who are dissatisfied. In terms of satisfaction with the internal training, data shows that 54.8% are satisfied and 45.2% are not. Reasons for dissatisfaction include: lack of specialised trainers on the subject of training, repetitive topics, short duration of training workshops and favouritism in

selecting who attends. One-third of respondents reported that training is difficult to access because of location, specifically mentioning that many are held in the capital, Amman, and require traveling long distances and funds for lodging costs.

D. SUPPORTING THE WORKFORCE

PROFESSIONAL ASSOCIATIONS

A very small number responded that they were members of a professional association (in Jordan also referred to as syndicates or society). Membership in the Jordanian Society of Social Workers is optional (i.e., not required to work as a social worker). With regard to the period of membership, the majority of the 15 who have reported been members, have joined the association less than five years. A Code of Ethics for Jordanian Social Workers exists and was included in the desk review. However, it is not clear if this has been adopted by the Society of Social Workers. About 47.4% of those reporting to be a member of a professional society do not receive any form of support from their professional associations, or the forms of support they receive are mostly moral or in the form of training. One respondent considered membership itself as a form of support. Discussions with the CTG identified the need to revitalise the professional association to increase their role in promoting the profession of social work.

A clear majority of the survey sample is of the opinion that there is a clear need for legislation to organise the profession of social work, 83.3% compared to 16.7% who do not think that such legislation is needed. The few who provided a rationale for needing the legislative framework, accorded the society the role of improving professional capabilities.

At the institutional level, there are several efforts identified for strengthening the social service workforce in Jordan. In the field of planning, the Professionalization of Social Work Initiative was included in the 2025 Jordan Vision document. Similarly, the National Social Protection Strategy is also a critical policy framework related to and influencing the social service workforce. This was within the context of the developmental executive program under the social protection and social responsibility sector. In addition, a treaty was signed between MOSD and the European Union for the purpose of developing social services.

PERCEPTIONS OF CAREER ADVANCEMENT

With respect to the first of these issues the data revealed that the average length of total years of employment amounts to 11 years of total career employment. By comparison, the mean length of employment in the current job was shown to be 6.26 years, indicating that half of the SSW have relatively short work experience within the social service sector. Table 15 shows both total years of work experience and years in the current job for the Jordanian sample.

As shown in the analysis of job challenges (Figure 14), lack of promotion opportunities constituted a relatively important challenge occupying fifth place with about with 28.3% considering it as a challenge. Nonetheless, when respondents were asked to evaluate the opportunities for promotion offered by their places of work separately, 35.8% responded that they do not feel there are promotion opportunities in their specific workplace.

PERCEPTIONS OF SUPERVISION

The data shows that 92.5% have a direct supervisor at work. Work supervisors come from highly diverse backgrounds covering at least 14 academic disciplines. A large proportion of the sample reported that they either do not know their supervisors' academic background or just stated the level of their education without specifying the disciplines of their specialisation (18%). Only 19 supervisors out of 211 respondents to this question

Table 15: Absolute and relative distribution of total years of work experience and number of years in current job

Category	Total Years of Employment		Years in the Current Job	
	Number	%	Number	%
0-4 years	50	15.7	140	44
5-9 years	74	24.0	79	26.5
10-14 years	89	28.9	60	20.1
15-19 years	40	13.0	9	3
20-24 years	22	7.1	3	1.0
25+	27	8.8	7	2.2
Missing	10	2.5	20	2.2
Total	318	100	318	100

Source: Jordan SSW Survey Data

(9.0%) received an education in social work. The majority of supervisors have an academic background in sociology and anthropology (26.1%). They were followed by 14.2% who received degrees in education (general or specialised) and psychology and educational psychology with 11.4%. Table 16 gives the details of the educational specialisations of work supervisors.

Both regular one-on-one meetings between employees and supervisors or group supervisory meetings in Jordan were reported. According to the data obtained from the survey 88.5% of the SSW in Jordan hold regular meetings with their direct supervisors and 80.8% attend group supervision. One-on-one meetings most commonly occur on a weekly basis (47.6%), with another 38.8% stating that it takes place one a month. About 5.3% mentioned that such meetings take place once every three to four months.

Table 16: Educational background of SSW supervisors in Jordan

Supervisor Educational Specialisation	#	%	Supervisor Educational Specialisation	#	%
Social Work	19	9	Nursing	2	0.9
Sociology and Anthropology	55	26.1	Engineering	2	0.9
Education	30	14.2	IT	2	0.9
Psychology and Educational Psychology	24	11.4	Economics	1	0.5
Management and Accounting	12	5.7	History	1	0.5
Islamic Legislation and Law	6	2.8	Intermediate Diploma in SW	2	0.9
Political Sciences	4	1.9	Not specified	38	18
English Language and Literature	4	1.9	Do Not Know	7	3.3
Mass Communication	2	.09	Total	211	100

Source: Jordan SSW Survey Data

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A clear majority of the Jordanian sample of the SSW expressed their satisfaction with the existing supervision system at 77.1% compared to 22.9% who are not. Those who think positively of the supervision system said, "because the projects we work on are emergency projects, there is are always new developments and challenges. The supervision system keeps us informed about them and helps resolve daily challenges."

Respondents provided very short accounts of the type of advice they receive from supervisors as: "guidance and moral support," "general monitoring," "good support," "good feedback," "good collaboration and communication," "advice related to work," "encouragement," etc.

E. RECOMMENDATIONS

The CTG held a two-day meeting to review the findings and develop a three-year action. This included ensuring that actions were aligned with government priorities and the EU-funded initiative. The areas identified for strategic interventions over the next three years by pillar of SSW strengthening include:

- *Recommendations for **planning the SSW***:
  1. Communication and information dissemination about the social service workforce
  2. Multi-sector collaboration
  3. Data and research
- *Recommendations for **developing the SSW***:
  4. Strengthening academic training and capacity building
- *Recommendations for **supporting the SSW***:
  5. Professionalisation of the SSW

Detailed actions, including timeframe and institution or actor responsible for and supporting each effort are outlined in the following action plan.

ACTIONS TO BE UNDERTAKEN

PLANNING THE SSW

1. Communication and information dissemination about the social service workforce

Dissemination of survey results

Wider targeted research (conduct data collection and analysis on larger nationally representative sample)

Seek definition of SW (reference IFSW)

Scope legislation to support changes

Link with International Federation of Social Workers (IFSW) in region

Use social media and other platforms to share good practices

2. Multisectoral coordination

Definition of concept: reach agreement on a definition of the institutions working the social sector

Identification of entities engaged in in the social service sector: List of institutions, ministries and organisations working in the social sector including:
• Number of workers   • Nature/field of work   • Scientific specialties   • Budget and finance   • Programmes   • Targeted groups
• Institutional classification (level of intervention: strategies, policies, academic programmes, applied programmes, research and studies and implementation paths), social protection and care programmes

Establish a coordination committee in accordance with main sectors: academia, policies and strategies, programmes and projects and evaluation, research and studies. (Note: formation of sub-committees is needed).

Preparation of analytic reports

3. Data and research

Introductory meetings for all social work stakeholders at the national level concerned with publicising the importance of establishing data base.

Identifying liaison officers responsible for the establishment of the data base at the governorates' level.

Design of the electronic module of the data base and training to use it: Database will include:
Personal information
• Field of work   • Area of specialisation   • Years of experience   • Achievements

Compilation of information and completion of data base for academicians including:
• Personal information   • Field of work   • Place of work   • Area of specialisation   • Published research

Compilation of information on students specialising in social work in Jordan including:
• University name   • Age   • Gender   • Academic years (Freshman, sophomore, Junior, Senior)   • Areas of voluntary activities

Preserving and updating the data base:
• Yearly update of data entries   • Regular meetings   • Seeking assistance of stakeholders/partners
• Follow up of new developments and adding them to the data base

RESPONSIBLE AGENCIES	SUPPORTING	TIMELINE											
		2019				2020				2021			
		Q1	Q2	Q3	Q4	Q1	Q2	Q3	Q4	Q1	Q2	Q3	Q4
Ministry of Social Development (MOSD)	UNICEF		X	X									
MOSD and NCFA	UNICEF		X	X	X	X							
MOSD	UNICEF European Union (EU)		X	X									
MOSD						X	X	X	X				
MOSD, Academic institutions and non-governmental organisations (NGOs)	UNICEF EU					X	X	X	X				
MOSD, NGOs	UNICEF EU					X	X	X	X				
MOSD (specifically the professionalisation team)				X	X								
MOSD (specifically the professionalisation team			X	X									
MOSD	UNICEF			X									
Coordination Council					X								
MOSD Universities The professional association of social workers				X	X								
MOSD Universities The professional association of social workers						X	X						
MOSD Universities The professional association of social workers							X	X					
MOSD Universities The professional association of social workers							X	X	X				
MOSD Professional association of social workers	UNICEF						X	X	X				
MOSD								X	X	X	X	X	X

ACTIONS TO BE UNDERTAKEN

DEVELOPING THE SSW

4. Strengthen academic training/capacity building

Establishment/adoption of criteria for student's admission to study social work

Development of curricula in accordance with needs on the ground

Identification of NGOs or other organisation engaged in child protection that are interested in providing practicum and/or employment opportunities to social work students/graduates

Adoption of an applied practicum program by university schools of social work and CSOs

Design and provide targeted training within fixed time frame for graduated social workers

Design and implement an intensive directed supervision of job performance accompanied by evaluation

SUPPORTING THE SSW

5. Professionalisation of the SSW

Preparation of Legislation Organizing the Practice of the Profession of Social Work in Jordan
• Mobilisation of support of concerned institutions/stakeholders
• Formation of a national team responsible for the preparation of the draft bill of law
• Presentation of the draft to the national formal and legislative bodies to approve and issue the law
• Preparation of bylaws and regulations necessary for the implementation of the law

The establishment of a professional association for social work/ers
• The establishment of a coordinating council the social work profession
• Preparation of internal regulatory rules necessary for the management of the Syndicate affairs
• Organization of licensing for practicing the profession.

RESPONSIBLE AGENCIES	SUPPORTING	TIMELINE											
		2019				2020				2021			
		Q1	Q2	Q3	Q4	Q1	Q2	Q3	Q4	Q1	Q2	Q3	Q4
Academic institutions and MOHE				X	X								
Relevant academic institutions offering social work curricula	MOHE UNICEF EU			X	X	X	X	X	X				
Academic institutions and collaborating	Civil society organisations (CSOs) UNICEF					X	X	X					
Academic institutions and collaborating	Civil society organisations (CSOs) UNICEF					X	X	X	X	X			
CSOs providing employment opportunities to social work graduates	Universities UNICEF					X	X	X	X	X	X	X	X
CSOs	Universities UNICEF					X	X	X	X	X	X	X	X
National Council for Family Affairs MOSD CSOs Other Ministries				X	X	X	X						
Council formed amongst stakeholders						X	X	X	X	X	X	X	X

During a community-based training in the Saadnayel informal settlement in Lebanon, refugees learn from each other and discuss how to better protect their community - and children and youth in particular - from harm, including violence, sexual abuse and early marriage.

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VII.4. THE SOCIAL SERVICE WORKFORCE IN LEBANON

A. GENERAL OVERVIEW

Lebanon, officially known as the Lebanese Republic, is the smallest recognised sovereign state on the mainland Asian continent.[85] Despite its small size, the country has developed a well-known culture and has been highly influential in the Arab world, powered by its large diaspora. With an estimated per capita gross national income (GNI) per capita of 8,400 USD (2017), Lebanon is considered to be "upper middle income" according to the World Bank country classification (World Bank 2017).[86] In 2017, Lebanon ranked 80th out of 189 countries on the human development index.[87]

Lebanon is a parliamentary democracy that includes confessionalism.[88] This system is intended to deter sectarian conflict and attempts to represent fairly the demographic distribution of the 18 recognised religious groups in government. Each of these religious groups has its own family law legislation and set of religious courts.

The population of Lebanon is estimated to be 5.09 million in 2019.[89] No official census has taken place in Lebanon since 1932 due to the sensitive balance between the country's religious groups.[90] Eight years into the Syrian crisis, Lebanon remains at the forefront of one of the worst humanitarian crises of our time and has shown exceptional commitment and solidarity to people displaced by the conflict in Syria. The 2019 update to the Lebanon Crisis Response Plan 2017-2020 notes that 1.5 million Lebanese are categorised as vulnerable, along with another 1.5 million Syrians displaced into Lebanese territory, 180,000 Palestinian refugees in Lebanon, and 28,800 Palestinian refugees from Syria.[91] In short, 3.2 million people in Lebanon are estimated to be vulnerable, which is more than half of the population living on its territory.

Lebanon's Ministry of Social Affairs is mandated by law (Article 2 of Law 212/1993) to coordinate the provision of social protection and assistance in Lebanon. This includes social assistance services for under-privileged groups either directly or through contracts with civil society organisations (CSOs) and non-governmental organisations (NGOs), and to promote local development through a network of Social Development Centres and joint projects with CSOs and local administrations.[92] As noted in the 2017 MOSA capacity assessment, the Ministry suffers from a critical lack of human resources,

especially with regard to social workers and social assistants[93], which undermines its ability to effectively fulfil its protection mandate.[94] The MOSA's practice to contract out some of its statutory functions to the private sector is considered a reflection of how 'governance' is a shared responsibility, *i.e.,* not only the responsibility of the state, but a responsibility that is shared between government and civil society.[95]

ESTABLISHMENT OF THE LEBANON CTG

The Lebanon CTG was established in July 2018 and comprised of representatives from MOSA directorates, the National Child Protection Technical Working Group (TWG), the GBV TWG, the Syndicate of Social Workers, the National Association of Social Workers, and UNWRA.[96] [97]

DEFINITION OF SSW IN LEBANON

The Lebanon CTG defined the social service workforce as: *Social service workers are governmental and nongovernmental professionals and para professionals whose primary function is to engage people and structures to address life challenges and enhance wellbeing of individuals and communities through: 1) promoting social change and development, individual rights and existing services through information provision, awareness raising and advocacy; 2) identifying vulnerable individuals and families at risk of having their rights violated, including children; 3) providing individual, group and community interventions. Case management is a core function performed in individual and family interventions including enrolment, assessment, case plan development/ updating, provision of basic and specialised services needed to improve well-being and ensure the protection of the individual or family, referral to other services, monitoring of case plan achievement, and case closure following case plan achievement, transfer or attrition; and 4) working in close collaboration with allied professionals.*

BASIC CHARACTERISTICS OF THE SS IN LEBANON

When considering the gender of survey respondents, it is worth noting that Lebanon was the only country of the eight surveyed countries that added the response category "other" to the gender variable. All respondents answered the gender question. In Lebanon, the survey result shows that the SSW are overwhelmingly female: 175 of respondents (86.2%) in Lebanon were female, 27 (13.3%) male, and one respondent

Figure 15: Gender distribution of SSW survey respondents in Lebanon
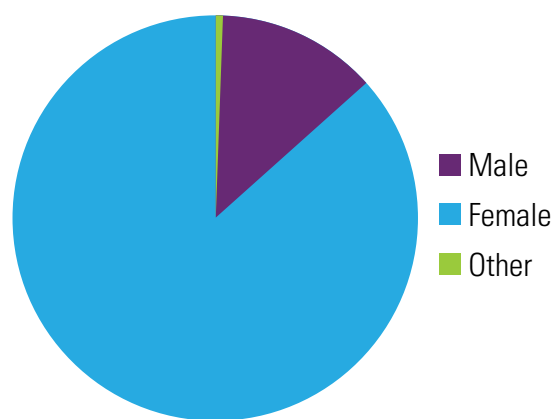
Source: Lebanon SSW Survey Data

(0.5%) "other" (see Figure 15). This dominance of female workers could be influenced by the fact that position titles for which civil servants can be employed in government are typically gender-specific, and these position titles are determined in the ministry's organisational decree and thus do not allow any variance. For example, the Ministry of Social Affairs' Organizational Decree only considers female social workers and therefore does not allow employment of male social workers.

The international context has attracted social service workers from various nationalities to work in Lebanon. The SSW survey data shows that, of the 198 SSW respondents out of the total sample size of 203, 84.3% are Lebanese and 16.7% are not Lebanese, *i.e.,* 9.6% (about one-tenth) are Palestinians, 2.5% are Syrians, 0.5% (1 person) is Jordanian, and of the remaining 3%: 2% (4 persons) have a double nationality (Lebanese and another nationality) and 1% (2 persons) are other foreigners.

There were several challenges identified by the SSW in Lebanon. The graphic on the next page, shows the relative importance of 15 different challenges to the SSW in three clusters. The first of these clusters includes three different challenges: respondents considered the most important challenges to include heavy workload (39.9%), followed by lack of services at the local level (36%), and limited financial, logistical and human resources (34%). The second cluster follows closely behind and includes weak cooperation and coordination between stakeholders (30.5%), lack of promotion opportunities (28.6%) and low salaries (26.5%). The third cluster of challenges includes the remaining nine problems.

Figure 16: Challenges faced by the social service workforce in Lebanon

Heavy workload
Lack of services at the local level
Limited financial, logistical and human resources
Weak cooperation and coordination between stakeholders
Lack of promotion opportunities
Low salaries
Poor working conditions
Poor information and records management
Low motivation
Lack of perforance evaluation
Low level of authority
Lack of training and professional knowledge
Lack of clarity on roles and expectations
Poor supervision and support systems
Other

0   5   10   15   20   25   30   35   40   45

Source: Lebanon SSW Survey Data

B. PLANNING THE WORKFORCE

THE NORMATIVE FRAMEWORK

While the SSW in Lebanon is highly qualified, the workforce is unregulated and the effectiveness of professional associations in terms of contributing to strengthening the workforce is unclear, indicating a need for legislation to organise the profession. This perception is shared by SSW survey respondents: 96.8% of respondents consider that the country needs such legislation and only 3.2% do not think there is such a need. Figure 17 shows the articles that SSW respondents consider this legislation should cover and can be grouped in three clusters. It is notable that the articles within each cluster are considered similarly important.

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Figure 17: Rank order of Articles to include in legislation organising the social service work profession

Improve work conditions including salaries
Professional development and continious edudcation
Identify professional criteria of practice
Licensing and registration
Job descriptions
Equal opportunity
Development and implementation of code of ethics
Documentation and certification
Exams
Other

0   5   10   15   20   25   30   35   40   45   50   55   60
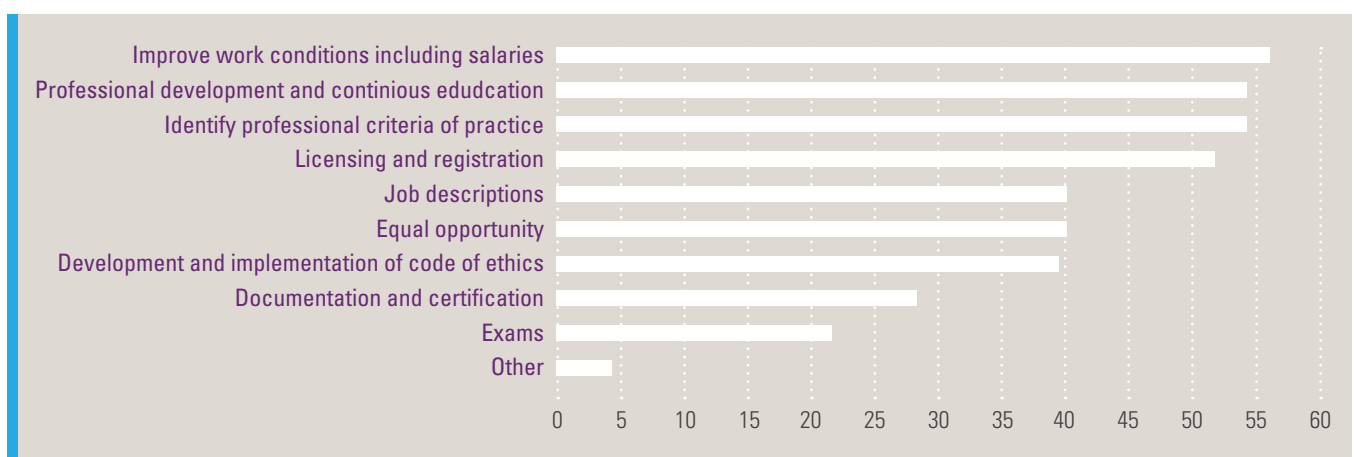
Source: Lebanon SSW Survey Data

The first cluster of articles to be in legislation focuses on improved work conditions and salaries (56.2%), professional career development and continuous education (54.2%), identification of professional norms or criteria for practice (53.7%) and licensing and registration of the SSW (52.2%). The second cluster focuses on standards: standardisation of job descriptions (40.4%), equal opportunities (39.9%) and the production and enforcement of an ethical code or code of conduct (38.9%). The third cluster includes the need for documentation and certification of the SSW (26.6%) and regulating examinations (22.2%).

It is notable that factors related to tightening entry into the ranks of the SSW in Lebanon, reflected as identification of criteria of practice and licensing and registration, are considered very important.

THE WORKFORCE

The educational qualifications of SSW respondents in the Lebanon sample are exceedingly high.

As shown in Table 17, 93.1% (192 respondents) are university trained with at least a B.A. or B.Sc. degree, broken down to show that 49.8% (88 respondents) have a Master's degree, 43.3% have a B.A. or B.Sc. degree, and 1.5% (3 respondents) obtained a Ph.D. Only 6.9% of the SSW respondents had a lower level of education: 3.9% had a vocational diploma and 1.5% had a secondary/high school completion certificate.

When analysing whether the academic background of social service workers corresponds with their social work roles and responsibilities, the majority, 61%, was found to have a degree in social work or in a supportive field of work: 44.1% in social work and 16.9% in a field directly related to social work, i.e., psychology or specialised education. However, the remaining 39% of respondents do not have academic qualifications that enable them to provide quality social services to vulnerable populations.

Table 17: Absolute and relative distribution of SSW respondents by level of education

Level of Education/Qualification	Frequency	%
Secondary	3	1.5
Vocational Diploma	8	3.9
B.A./B.Sc.	88	43.3
Master	101	49.8
Ph.D.	3	1.5
Total	203	100

Source: Lebanon SSW Survey Data

One distinctive characteristic of SSW employment in Lebanon is that the majority are employed by NGOs and international organisations. In this respect, NGOs are the leading employer of the SSW, accounting for 66% (134 of the 203 sample). The second largest group of SSW employers are international organisations which employ 21.2% (or about 43 respondents of the SSW participating in the survey). Only 12.8% of SSW respondents were employed by the Lebanese government. There are several reasons for this low rate of SSW employment by the government. The liberal market orientation of the government and high level of privatisation of public service delivery provides for a context whereby the government contracts out social and other services to civil society organisations and the private sector. Also, SSW recruitment by government has been very restricted for the past several years due to the civil service reform of the Lebanese Public Administration, including for SSW functions. Another important reason is related to the Syria Crisis which led to an increased demand from NGOs for social workers to provide services to refugees (as most of the funds to respond to the Syria crisis were provided to international NGOs).

Government employment is highly regulated. The MOSA's Organisational Decree lists the titles of civil servants who can be employed by the Ministry:

- social training specialist
- social researcher
- social worker
- social assistant (a*ssistante sociale*): Note, the Organisational Decree, which is written in Arabic, only notes the female version of this title, which implies that only women can be employed as social assistants.
- social counsellor

Within the MOSA, the SSW can only carry out the functions that are mandated to the service to which they are assigned, which can limit their ability to carry out the full scope of SSW functions. The only way around this restriction is for the Minister him/herself to grant the SSW the authority to fulfil all SSW functions, through a ministerial decree or ministerial memo.

Other than the MOSA, the list of organisations employing the SSW in Lebanon is very extensive. The SSW survey included respondents working with the following organisations which only represent a fraction of organisations that employ SSW in Lebanon: the Abaad, Caritas Lebanon, Afif

Association, DOT Lebanon, KAFA Enough Violence and exploitation, Islamic Relief of Lebanon, Jesuit Refugee Service, Renee Maawad Foundation, Akkar Network for Development, Danish Refugee Council, International Medical Corporation, International Rescue Commission, Medical Aid for Palestinians, SIDC, UNFPA, NUHCR, UNICEF, Save the Children, Mercy Corp, International Rescue Committee, Terre Des Hommes-Italy, Terre Des Hommes- Lausanne, Social Movement, Lebanese Union for Handicapped Persons, Union of Relief and Development, World Vision-Lebanon, Nawaya Network, Lebanese Red Cross, Development without Boarders (Naba'a), Lebanese Society for Family Planning, as well as other less well known NGOs, civil society organisations and international organisations. The activities of these organisations cover a broad array of social services including child protection, prevention and response to violence and exploitation, general development programming, provision of health services such as family planning, refugee support. Some services are specifically oriented to refugees, *i.e.,* Palestinians, and more recently, Syrians.

Unfortunately, insufficient SSW mapping data was obtained to calculate the coverage of social service workers per 100,000 children in Lebanon. The highly diversified nature of the SSW sector in Lebanon in terms of organisations employing SSW (with a very limited proportion of workers directly employed by the government) and the resulting situation that SSW population data is in the hands of many different organisations rather than one or a few, is a challenge for any data collection effort for analysis of numbers of workers by title and type of employer.

JOB DESCRIPTIONS AND FUNCTIONS OF SSW

Workers reported many different job titles, but some are variations on the same theme, for example, case management officer and case worker; child protection (CP) program officer, CP specialist, CP technical officer, CP case worker and CP technician; and social assistant where the male/female distinction in Arabic responses led to a duplication of job titles.[98] But even when grouping job titles, a significant list of 32 job titles were noted. This can be explained by the fact that NGOs, CSOs and international organisations dominate employment of the SSW, and each organisation typically identifies their own job titles and associated job descriptions.

SSW survey data revealed that a clear majority (89.1% or 180 respondents) report that they have a job description, compared to 11.9% who do not. Of those who do have a job description and also responded to the question whether their job description is consistent with what they do in their daily work, 92% reported consistency between their job description and the work they do. It is important to note that the SSW respondents reporting that they do not have a job description are in many cases government employees as within the public sector, no civil servants (social service workers or other civil servants) have job descriptions.

In order to determine whether daily activities of workers were different depending on whether they were qualified social workers or not, this data was disaggregated by the respondent's educational qualification: social workers versus 'other' social service worker (who are not academically qualified as a social worker). Cross tabulation of the extent

to which various daily activities corresponded with the worker's educational qualification showed that except for group interventions which are much more frequently performed by 'other' social service workers, the variance between activities of professionally qualified social workers and other social service workers was not statistically significant, and therefore SSW activities can be considered to be independent of their educational qualification.

When asked what type of activities they do as part of their daily work, three clusters of activities can be distinguished, as reflected in Figure 18.

The first of these clusters reflects one single type of task and a clear outlier with almost four-fifths of SSW respondents identifying this as an activity which the SSW in Lebanon conducts on a daily basis, namely, planning and coordination. The second cluster is made up of three activities: management and supervision, individual intervention, and consultancy. The third cluster is also made up of three activities namely, community interventions, family interventions, and group interventions. A small group of 20 respondents not represented in the below figure reported that they also conduct "other" activities on a daily basis, describing activities ranging from training facilitation, case management, data entry, advocacy, education, awareness raising and child protection to entertainment.

Figure 18: Daily activities of the SSW in Lebanon

Source: Lebanon SSW Survey Data

FINANCIAL RESOURCES

As highlighted in the figure on challenges faced by the SSW in Lebanon (see Figure 16), a lack of adequate financial, logistical and human resources is considered to be a major challenge.

C. DEVELOPING THE WORKFORCE

EDUCATION AND TRAINING PROGRAMMES

There are five universities that grant a **degree in Social Work in Lebanon.** (See Table 18).[99] However, only two universities responded to the institutional questionnaire. The USJ provides graduate degrees (Masters level and Ph.D.) in social work as well as two university diplomas in Social Entrepreneurship and Addiction Prevention and Rehabilitation. Each of these diplomas involve two semesters of 15 weeks each.[100] The LAU currently provides a diploma in Social Work and Community Development. Table 18 provides details of the

degrees granted by these two universities and the number of graduates in the last graduating classes.

It is interesting to note the greater numbers of master's degree graduates compared to both those obtaining a bachelor's degree or Ph.D.

Of interest is the comment made by one respondent, that the limited geographical distribution and very urban location of faculties offering social work degrees may affect both the numbers of SSW students and the provision of services beyond the 'catchment area' of these universities.

With regard to training, the USJ website shows that the university works in collaboration with the Ministry of Social Affairs (MOSA) and UNICEF to offer a TOT on child protection standard operational procedures and case management. The training rolled out by these TOTs provides participants with a practice-based professional certificate in child

Table 18: Social work degrees provided by Lebanese Universities that responded to the institutional questionnaire, study duration, field placement and number of graduates in past year

Level of Degree	Name of the Degree	Name of University or Educational Institution	Length of Study (in Months)	Requires a Field Training (yes/no)	Number of Graduates in Last Graduating Class
Bachelor	Social Work	USJ - ELFS	24 months (6 semesters)	Yes	14
	Social Work	Lebanese American University	3 years	yes	4
Master	Social Work, option: family counselling and social education *(counseling familial et socioéducatif)*	USJ - ELFS	16 months (6 semesters)	Yes	34
	Social Work, option: 'social engineering and development' *(Ingénierie de développement social)*	USJ - ELFS	16 months (6 semesters)	Yes	
Doctorate	Social Work	USJ – École doctorale des sciences de l'homme et de la société - ELFS	24 months (6 semesters)	No	2

Source: Data provided by the respective universities using Institutional Survey questionnaire format.

protection standard operational procedures and case management. The total numbers of graduates in the last graduating class of this TOT and practice-based professional certificate are 20 and 100 respectively.[101] Other social worker training courses provided by USJ with MOSA and UNICEF support include: an in-depth training on management of cases of abuse which has as objective to develop the skills of MOSA social workers to manage cases of all categories of abuse regardless of their origin; a training of trainers for 20 senior child protection case managers, designed to empower experienced senior child protection case managers to train new workers working with children at-risk and their families to provide quality services; and various training courses including "Social innovation in NGO responses to social problems", "The Protection of Minors in Lebanon: Standard Operating Procedures and Case Management" and "Sexual Orientation and Gender Identity".[102]

D. SUPPORTING THE WORKFORCE

PROFESSIONAL ASSOCIATIONS

While SSW respondents reported two national professional associations for the SSW in Lebanon: the "Syndicate of Social Workers in Lebanon"[103] and/or the "National Association of Social Assistants in Lebanon[104]", as well as one international professional association for the SSW, AIFRIS[105], such membership is modest. Only one-fifth of SSW respondents (20.8%) reported that they were members of a professional association,

while the large majority, four-fifths or 79.2% of respondents, have never been a member of a professional association.

About 42.2% of members reported that they have been able to request assistance from their associations, in the form of volunteers to help with specific tasks, training, coordination with Palestinian networks to resolve problems confronted by beneficiary children, and assistance with problems concerning professional conduct or ethics. Only 24.5% workers reporting membership shared that they have personally received support from the association, while about three-quarters of members did not. Examples of cited support include: information, training and capacity building, and participation in conferences.

Additionally, 45.1% of respondents who are members reported that they benefit professionally, while 54.9% reported otherwise. These benefits were explained as skills development, opportunities for exchange of experiences and a feeling of 'solidarity' among colleagues, a professional support network, and "moral benefits" that were not clearly spelled out.

PERCEPTIONS OF CAREER ADVANCEMENT

The SSW survey data suggest that social services in Lebanon are not an attractive employment sector and that younger people seek employment in the sector to gain experience, but then move on to other jobs. Many SSW respondents also reported

that they intend to change jobs soon: 43.4% of respondents indicated that they intend to look for a job in the next six months.

One possible reason for such a push to leave the sector is related to promotion opportunities. A total of 39% of respondents stated that their place of work does not offer opportunities for upward mobility or promotion, and the remaining three-thirds think that there is no transparency about upward occupational mobility opportunities. This lack of promotion opportunities gives rise to questions about employee rights and whether this sector provides protected employment opportunities.

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PERCEPTIONS OF SUPERVISION

Responses show that access to and the quality of the supervisors in Lebanon is noteworthy. Almost all SSW respondents in Lebanon have direct supervisors: 96.4% reported that they have a direct supervisor while only seven do not. Direct supervisors in Lebanon are reported to have a very wide range of academic backgrounds, most of which are closely associated with social service provision.

SSW respondents described the support they receive from their direct supervisors as ranging from administrative support, case management advice, coordination, coaching, encouragement and motivation, monitoring, clarification on their role, technical support and any combination of the above.

One-on-one meetings with supervisors and their frequency is a good measure of the regularity and quality of supervision. In Lebanon, 94.3% of respondents reported that they have one-on-one meetings with their direct supervisors, while only 5.7 % do not. The most common reported

frequency of such meetings is weekly (67.4%), 24.6% meet monthly, 2.7% have one-on-one meetings with their supervisors 3 to 4 times a year, and 5.3% less frequently.

Most workers (86.9%) also participate in group supervision meetings, which are most commonly held on a monthly basis (47.5%), 31.6% have such sessions on a weekly basis, 14.7% stated that such meetings are held three to four times a year, and 6.2% less frequently. Cross tabulation of the two questions on frequency of supervision meetings reveals that the large majority of SSW respondents receive supervision either one-on-one or in group on a monthly basis or more frequently. This suggests that in Lebanon the frequency of SSW supervision is high. Most of the SSW respondents (80.2%) also indicated that they consider the supervision system to be responsive to their needs.

E. RECOMMENDATIONS

Based upon the findings of the SSW review, the members of the Country Task Group (CTG) overseeing the SSW review in Lebanon identified nine recommendations that are presented by pillar of SSW strengthening as follows.

*Recommendations for **planning the SSW**:*

1. It will be important to identify a **mechanism to obtain data on numbers of the SSW working in Lebanon**. To inform SSW strengthening efforts, including workforce planning and related policy development, it is important to know the coverage of workers. Given the highly diversified sector in terms of organisations employing the SSW (with a very limited proportion of the SSW directly employed by the government) and the fact that SSW population data is in the hands of many different organisations rather than one or a few, the mechanism to obtain such data could involve conducting a census-like enumeration of workers and/or establishing a centralised database through a professional regulatory body like an 'Order of Social Workers' or even the Syndicate of Social Workers, if adherence to such an organisation is a mandatory requirement for employment. Until such a professional regulatory body is established, the MOSA should lead this effort.

2. A large majority of SSW respondents (96.8%) highlighted the **need for legislation to regulate the social work profession**,

including criteria for determining who can work as a social worker (criteria for practice). CTG members all stressed that this legislation should focus on the profession of social workers, rather than the broader group of social service workers. One reason being that some of the other categories of the SSW, such as psychologists, have undertaken efforts to better define and regulate their own specific profession, *i.e.,* in Lebanon, psychologists also have their own syndicate and are working to strengthen their own professional identity. Legislation to regulate the social work profession in Lebanon should include a law to establish a national 'Order of Social Workers' and a subsequent law determining the regulatory authority of the 'Order of Social Workers', for example the requirement that in order to practice their profession, social workers must be registered with the 'Order of Social Workers'.

3. In order to reduce confusion and enable quality assurance both at the level of the SSW and the services they provide, it will be very important to **standardise titles within the SSW and related terminologies** across languages spoken in Lebanon (English, French and Arabic) and sectors. This would involve a multi-sectoral effort including the MOSA as well as the Ministry of Labour and all other ministries involved in the provision and/or oversight of social services.

4. Efforts to increase clarity and enable quality assurance should also include developing **standardised job descriptions for social work positions that define the roles and responsibilities** that the position entails **and minimum criteria** required to fulfil the functions associated with the position (e.g., a social service worker with supervisory responsibilities should be a professionally qualified social worker).

5. As it will take time to develop legislation to regulate the social work profession, it will be important to develop **mechanisms** which the various ministries providing or overseeing social service provision could use **to enforce minimum standards for service provision, specifically personnel qualifications and numbers**. These ministries would include the Ministries of Social Affairs, Health, Justice, Education, Interior and Labour.

*Recommendation for **developing the SSW**:*

6. Engage **university faculties located outside Beirut to provide degree programmes in social work** to ensure accessibility for students living in rural areas.

*Recommendations for **supporting the SSW**:*

7. Quality assurance in the social service sector will involve **establishing minimum service standards,** for example in case management or GBV response services, **ensuring appropriate supervision systems, and requiring that social work supervisors are adequately qualified** (qualified as professional social workers).

8. Strengthening the social work profession should involve **promoting the social work profession**, through media, campaigns, social media and as part of career orientation for high school students, to increase recognition of the specific social worker profession, demand for such services and interest in such career development.

9. To leverage experience and learning within the SSW sector, it is essential to **ensure professional development opportunities for social workers**. The limited employment of social workers by the government compared to NGOs, the private sector, CSOs and international organisations creates a problem of instability and inter-sectoral mobility resulting in high turnover and losing social workers to other sectors. Experienced social workers could be retained if they were offered better professional development opportunities including ongoing training and prospects for career development or promotion. Such initiatives should be developed in collaboration with the Syndicate of Social Workers, the National Association of Social Assistants and the MOSA.

The three-year action plan for SSW strengthening in Lebanon provided below was developed by CTG members in March 2019 and reflects specific actions required to realise the above stated recommendations and the timeframe for accomplishing.

ACTIONS TO BE UNDERTAKEN

PLANNING THE SSW

1. Mapping of the SSW in Lebanon (both professionally trained social workers and other workers)

Request donors and the MOSA to share information on the numbers of social service workers whose salaries are supported through their funds (and if possible, their names), specifically planned numbers of SSW to be supported versus actual numbers of SSW supported, and for these workers, their position titles and degrees/educational qualifications

Support the MOSA to establish and regularly update a database of SSW in Lebanon, including their position titles and degrees

Once the Order of Social Workers in Lebanon has been established, request the Order to share their regularly updated the list of their members, including information on position titles and degrees of members

Request of the Ministry of Education and Higher Education and Universities to provide information on numbers and names of graduates per SSW degree per year

2. Legislation to regulate the social work profession

The Syndicate of Social Workers to work with the Association of Social Assistants and other associations of SSW professions to develop and implement an advocacy plan to engage the MOSA to reactivate the 2004 legislative proposal on the organisation of the specialist profession of social workers.

Within the new legislation, establish minimum standards to be respected with regard to working conditions of social workers, especially working hours and salaries, and ensure their enforcement through the law and through the Order of Social Workers

Establish an Order of Social Workers in Lebanon, either in parallel with efforts to develop legislation to regulate the social work profession, or following such legislation. This must be decided with the MOSA after the above advocacy has been conducted to reactivate the 2004 legislative proposal on the organisation of the specialist profession of social workers.

The Order of Social Workers and Legislation to hold employers accountable for protecting and promoting social workers and giving them the space to do their work. This includes ensuring employers recognise the specific roles and functions of social workers and let them do their work without interference.

3. Standardise titles within the SSW and related terminologies across languages and sectors

Require the following 'BAC+3 licence'-level academic titles of SSWs to be revised (and standardised) to 'social worker':
1. Social Work *(travail social)*;
2. Social Service *(service social)*;
3. Medico-Social Assistant *(assistante medico-sociale)*;
4. BA in Social Work *(BA en travail social)*; and
5. Medico-Social Work *(travail medico-social)*.

4. Develop standardised job descriptions for social work positions including roles and responsibilities, and minimum criteria required to fulfil associated functions

Develop a competency framework for social workers in Lebanon, which defines the functions and tasks of social workers by academic level of qualification, and ensure its mandatory application through the Order of Social Workers. Academic levels to be considered include:
• *BAC+3 License* and BA
• Master's degree
• PhD

Distinguish for each academic level of social work degree, their specific functions, tasks, roles and responsibilities

5. Develop mechanisms for sector ministries to enforce minimum standards for social service provision, specifically personnel qualifications and SSW/client ratios

The MOSA to establish for all social services they oversee, minimum standards in terms of personnel qualifications and SSW/client ratios, and require MOSA services and NGOs contracted by the MOSA to comply to these minimum standards.

Establish a multi-sectoral committee to develop and enforce minimum standards in terms of personnel qualifications and worker/client ratios for social services provided through or overseen by the Ministries of Interior (police), Education (schools) and Justice (prisons, juvenile justice, the NGO UPEL). This would involve replacing inadequately trained workers by professional social workers and abolishing inadequate training programmes that these ministries are currently using, such as the Ministry of Education's training program for social guidance counsellors in public schools *(guides sociaux dans les écoles publiques)*

	TIMELINE											
	2019				2020				2021			
	Q1	Q2	Q3	Q4	Q1	Q2	Q3	Q4	Q1	Q2	Q3	Q4
			X								X	
			X								X	
			X								X	
				X								
		X	X									
			X	X	X	X	X	X	X	X	X	X
					X							
					X	X	X	X	X	X	X	X
			X									
			X									
			X									
							X					
											X	X

ACTIONS TO BE UNDERTAKEN

SUPPORTING THE SSW

6. Quality assurance through establishing minimum service standards, appropriate supervision systems and qualifications of supervisors

Identify clear criteria for the provision of social services by NGOs, including requirements pertaining to their legal status, operations, infrastructure, human resources, service standards, etc. These criteria should build upon the existing service standards for elderly care institutions and centres

Develop minimum social service packages in areas such as mental health, social protection, child protection, legal support, psycho-social support

Issue necessary legislation (decrees, decisions and memoranda) to enable the identified criteria to be put into action and be made mandatory for service provision

Develop a system and criteria for accreditation and licensing of social service provided by NGOs (religious or secular organisations)

Develop a system for monitoring, supervision and evaluation of the SSW that is focused on quality improvement and social work skills development, and allocates the monitoring and evaluation role to social workers, while social service inspectors are responsible for inspection activities. (Note: such quality assurance and improvement mechanisms have been developed for case management, child protection and GBV services and can serve as examples. Accreditation of professional social workers is an essential next step.)

Require accreditation for qualified social workers to practice their profession

7. Promote the social work profession

Promote the social work profession within schools, specifically:
- when they organise 'job fairs' or professional orientation activities, and provide information about the social work major itself and share success stories about positive achievements of social workers;
- in all years, starting from primary education level and during summer camps;
- involve parents in campaigns to promote the social work profession; and
- engage social workers to share their experiences and provide information on their studies and work to students in schools

Require all schools (public and private) to hire a social worker to serve as a student counsellor and facilitate social support services

As part of the admission process to schools of social work, strengthen the screening of candidates/potential students, to ensure that students are fully and correctly informed about the social work profession before starting such studies

8. Ensure professional development opportunities for social workers

Engage the Order of Social Workers to establish a program of continuous learning for social workers. This would involve:
- Collecting all existing and government endorsed ongoing education training curricula for social workers in Lebanon;
- Identify which ongoing training programmes should be supported through the Order of Social Workers;
- Train trainers within the Order to deliver the selected ongoing training curricula to members; and
- Support the Order to deliver these selected ongoing training curricula to members.

Engage NGOs to ensure professional development opportunities for social workers. This would involve:
- Making staff care services available for the social workers they employ;
- Establishing a system of supportive supervision for social workers, including individual and group supervision and per international standards of supervision; and
- Ensuring the supportive supervision is delivered.

Engage universities to provide professional development opportunities for social workers. This would involve:
- Creating continuous learning programmes that are fully or partially funded by donor agencies (such as embassies, UN agencies, ministries, private sector employers and NGOs) and can thus be provided free-of-charge or at reduced cost to social workers (the funding consideration is highlighted because the current high cost of post-graduate training is a barrier to ongoing skills development for social workers); and
- Coordinating and collaborating with the Order of Social Workers to ensure the delivery of such continuous learning programmes for social workers.

	TIMELINE											
	2019				2020				2021			
	Q1	Q2	Q3	Q4	Q1	Q2	Q3	Q4	Q1	Q2	Q3	Q4
				X								
					X							
							X	X				
							X					
							X					
								X				
					X					X		
												X
							X					
									X			
									X			
											X	

VII.5. THE SOCIAL SERVICE WORKFORCE IN MOROCCO

A. GENERAL OVERVIEW

The Kingdom of Morocco, which in Arabic means 'the Kingdom to the west, where the sun sets' (*al-ma hrib)*, is a constitutional monarchy with an elected parliament.[106] Morocco is a member of the Arab League, the Union for the Mediterranean and the African Union. It has the fifth largest economy of Africa. With an estimated per capita gross national income (GNI) per capita of 2,860 USD (2017), Morocco is considered to be "lower middle income" according to the World Bank country classification (World Bank 2017).[107] In 2017, Morocco ranked 123rd out of 189 countries on the human development index.[108] Morocco's predominant religion is Islam, and its official languages are Arabic and Berber, but the Moroccan dialect of Arabic, referred to as *Darija*, and French are also widely spoken. Moroccan culture is a blend of Berber, Arab, Sephardi Jewish, West African and European influences.

Morocco has signed, ratified and adopted the majority of Conventions and Protocols on the Rights of the Child and Human Rights, and in 2011, the Constitution of the Kingdom of Morocco determined for the first time that international legal instruments hold precedence over domestic legislation.[109]

In 2013, as part of Morocco's international commitment and reflecting the government's commitment to protect children, the Ministry of Family, Solidarity, Equality and Social Development (MFSEDS) developed an Integrated Public Policy for Child-Protection in Morocco.[110] This Policy aims to create a lasting protective environment for children against all forms of neglect, abuse, violence and exploitation. The process of developing this Policy revealed shortcomings with regard to human resources for child protection as well as their professional competencies. The MFSEDS has since been working to strengthen the SSW for child protection. A foundational effort in this regard has been the development of a repository of child protection-focused social work professions.[111] The development of this repository of social work professions involved an analysis of all existing SSW titles, job descriptions and their academic training; categorisation and standardisation of key SSW titles and development of associated standard job descriptions. The intention was that this repository not only define the required profiles for social service workers carrying out child protection functions, but also serve as a framework to inform and strengthen training and competency.

ESTABLISHMENT OF THE MOROCCO CTG

In July 2018, the MFSEDS established the CTG to oversee and support this SSW review. The CTG was initially comprised of representatives of the government social development, justice, youth and education sectors as well as representatives of SSW training institutions, and eventually also representatives of six major NGOs employing the SSW.

DEFINITION OF THE SSWIN MOROCCO

When considering the SSW population to cover through this review, CTG members agreed to include the social service professions that are reflected in the above described repository of child protection-focused social work professions and to focus on those workers working with children (including children with disabilities) and with vulnerable women and families, not the SSW working with other vulnerable adults or the elderly.

BASIC CHARACTERISTICS OF SSW IN MOROCCO

A total of 340 social service workers were surveyed through this SSW review in Morocco. As reflected in Figure 19, analysis of the gender distribution of survey respondents showed a slight majority of female respondents (57.1% female and 42.9% male).

The Morocco data reveals some unique features in terms of the problems or challenges the SSW is confronting. Figure 20 shows the relative importance of 15 different potential challenges faced by the SSW, reflected in six clusters.

Figure 19: Gender distribution of SSW survey respondents in Morocco

■ Male   ■ Female
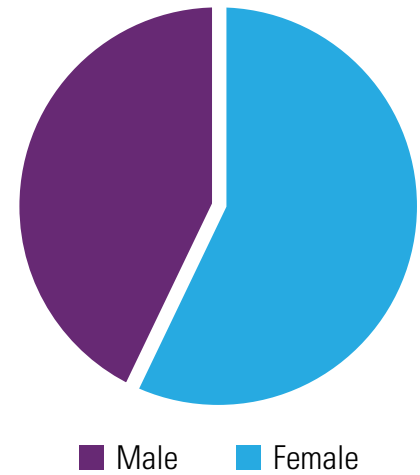
Source: Morocco SSW Survey Data

Figure 20: Challenges faced by the SSW in Morocco
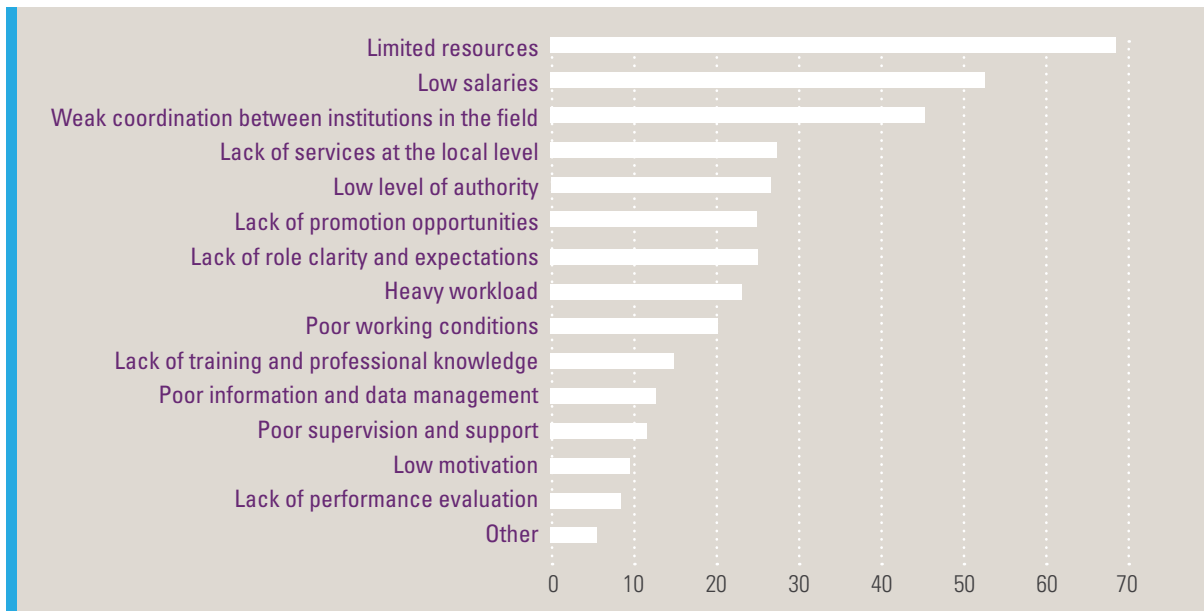
Source: Morocco SSW Survey Data

The most frequently reported challenges faced by the SSW are: limited financial, logistical and human resources (68.5%), low salaries (52.1%) and ineffective or weak interagency/stakeholder collaboration in the sector (44.7%). These are considered the three top clusters. The fourth cluster combines about 50% of all the challenges in the list (six variables altogether). These include: lack of services at the local level, low level of authority, lack of promotion opportunities, lack of role clarity and expectations, heavy workload and poor working conditions. The fifth cluster comprises three challenges confronting the SSW in Morocco, with a range of percentages falling between the mid and lower scores: lack of training and professional

knowledge (14.1%), poor information and data management (12.6%), and poor supervision and support (11.5%). Finally, the sixth cluster constitutes the challenges reported by less than 10% of the total frequency: low motivation (9.4%), lack of evaluation (8.2%), and "other" factors not spelled out among the above stated ones.

When asked how conditions of social service workers could be improved, most respondents highlighted the need for a law organising the profession, enabling the SSW to intervene legally and protecting them. Others drew attention to improving coordination between the various stakeholders in the sector, availability of logistical facilities and human resources required to perform the work and provide quality services, signing of agreements between social entities to facilitate exchange of experiences, improving qualifications of the SSW, and some mentioned that salary levels and benefits should be reconsidered.

B. PLANNING THE WORKFORCE

THE NORMATIVE FRAMEWORK

When asked whether there is a need for legislation to organise the SSW profession in the country, an overwhelming majority (96.9%) replied that Morocco needs such legislation. Figure 21 shows the relative importance of the articles which the SSW suggest that this legislation should cover. Four clusters can be distinguished. The first cluster focuses on the need to improve working conditions including salaries (68.5%) and identify

professional norms or criteria for practice (62.4%). The second cluster emphasises professional career development and continuous education (55.3%) and standardisation of job descriptions (48.7%). The third cluster includes: production and enforcement of an ethical code or code of conduct (35.6%), followed by equal opportunities (29.1%), and finally licensing and registration in seventh place (25.0%). The last cluster suggests that qualification and certification of the SSW be included in such legislation (21.5%), examinations (13.5%) and other (5.3%).

With the exception of the issues of improving work conditions including salaries, SSW respondents highlighted the importance of setting criteria to distinguish the SSW profession from other occupations and professions, and building its capacity.

Figure 21: Rank order of Articles to be covered in legislation organizing the social service profession
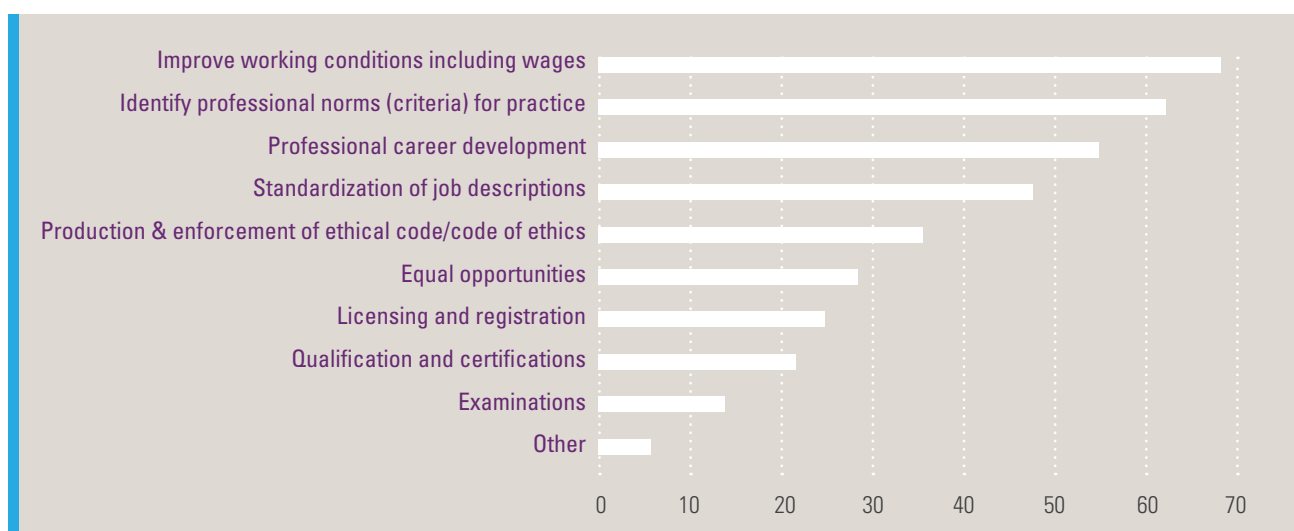
Source: Morocco SSW Survey Data

THE WORKFORCE

Data was obtained on the numbers of the SSW employed by the following government ministries and institutions: MFSEDS; *Entraide Nationale*; Ministry of Youth and Sports; Ministry of Health; Ministry of Justice and National Prison Administration. Such data was also received from three NGOs. The number of workers per employer, location of employment and rate of coverage of social service workers per 100,000 children is reflected in Table 19.

This review of the SSW in Morocco shows that workers are currently employed by various sectors and both governmental and non-governmental institutions. Governmental agencies employing the SSW include: the MFSESD[112], *Entraide Nationale*, Ministry of Justice, Ministry of Health, the National Prison Administration of the Ministry of Interior, and the Ministry of Youth and Sports.

Most government ministries and institutions did not specify the geographic location of their SSW, which therefore does not allow for an analysis of the geographic distribution of the social service workforce. At the central level, only two government institutions (*Entraide Nationale* and the National Prison Administration) reported numbers for the SSW currently employed, *i.e.,* 140 social workers working within various national mutual aid structures and 30 social service workers employed at the central prison. At the regional level, two directorates of the Ministry of Solidarity, Women, Family and Social Development shared information on their positions and how many of these are filled: one of these departments has 100 posts for the SSW while only 10 are filled. In the other provincial directorate of Figuig, the number of authorised posts is said to be 25 of which 19 are filled. It was be noted that *Entraide Nationale* is the national agency providing social welfare services under the authority of the Ministry of Solidarity, Women, Family and Social

Development, and their workforce coverage data should therefore be considered as reflecting one and the same sector. *Entraide Nationale*, the Ministry of Justice and Ministry of Health provided data on social service workers employed in each region. *Entraide Nationale*, the Ministry of Justice and the Ministry of Health provided data on the workforce employed at the local level. These locally deployed government workers amount to a total of 1,200 employees with job titles as listed in the paragraph above. These positions are affiliated with different administrative units, service centres or hospitals including Centres for Social Assistance; Multifunctional Centres for Women; Child Protection Units; Child Protection Divisions; Provincial Social Action Services; and Violence against Women and Children (VAW/C) response units within hospitals.

In Table 19, the data on the non-governmental SSW was provided by the national welfare agency, *Entraide Nationale* and thus only reflects employees of NGOs receiving public funding from *Entraide Nationale.* The workforce of NGOs receiving funding from other government ministries or agencies or from external donors is not reflected in these statistics.

The numbers of the SSW and their geographical distribution reflects data obtained from various key stakeholders and is considered a relatively good estimate but should be validated through a census-type count of the SSW. The calculation of the ratio of social service worker per 100,000 children in Morocco is thus considered a relatively good estimate given the availability of data. Given the population of children in Morocco below the age of 19 was 11,974,146 in 2018[113] if the total social service workforce is comprised of the 4,665 (for which data was provided and reflected in Table 19), then this ratio would be 38.96 worker per 100,000 children below the age of 19 in 2018.

Table 19: SSW distribution by employer and location of employment, and rate of social service worker coverage per 100,000 children

REGIONS	Number of Social Service Workers Employed by Governmental and Non-Governmental Institutions								
	Governmental Agencies and Services					Non-Governmental Organizations	Total SSW	Population under 19 Years	Number of Social Service Workers Per 100,000 Children
	MFSESD * and Social Welfare National Agency (Entraide Nationale)	Justice - Prosecution Ministries **	Ministry of Health	General Delegation of Prisons Administration- Fondation Mohamed VI	Ministry of Youth & Sports				
Tanger-Tetouan-Al Hoceima	40	36	24	---		235	335	1,266,565	26.45
L'Oriental	36	25	19	---		125	205	816,307	25.11
Fès-Meknès	50	35	37	---		412	534	1,478,306	36.12
Rabat-Salé-Kénitra	51	39	42	---		401	533	1,621,604	32.87
Béni Mellal-Khénifra	20	34	9	---		241	304	877,779	34.63
Casablanca-Settat	54	35	38	---		446	573	2,454,127	23.35
Marrakesh-Safi	44	31	38	---		445	558	1,593,902	35.00
Drâa-Tafilalet	14	12	14	---		170	210	569,083	36.90
Souss-Massa	27	23	25	---		271	346	957,849	36.12
Guelmim-Oued Noun	10	7	9	---		56	82	150,212	54.59
Laayoune- Sakia El Hamra	9	11	6	---		39	65	132,227	49.16
Dakhla-Oued Ed-Dahab	2	2	1	---		7	12	56,185	21.36
SSW Assigned at Regional Level	475				280		873		
SSW Assigned at Central Level	29	1					35		
TOTAL Country	861	291	262	262	280	2,848	4,665	11,974,146	38.96

*Ministère de la Solidarité, de la Femme, de la Famille et du Développement Social (Ministry of Solidarity, Women, Family & Social Development).

** Courts of Appeal were classified as regional while preliminary courts were classified as local. Employees were thus reclassified accordingly.

Sources: For Ministry of Solidarity, Women, Family and Social Development and Ministry of Interior, data was received from the Ministries in response to the Institutional questionnaire; Data on the SSW in the Ministry of Justice was obtained through the UNICEF Morocco Country Office. The document is undocumented does not have a title, date or even indicate for which year are the figures included; Ministry of Health data has been provided by UNICEF Morocco Country Office through the following Internet link: http://cartesanitaire.sante.gov.ma/dashboard/pages2/rh_paramed.html; Data from the Ministry of Youth and Sports and the national welfare agency, Entraide Nationale, provided data on the SSW employed by NGOs who are in Entraide Nationale's database; Demographic data has been provided by UNICEF Morocco Country Office.

JOB DESCRIPTIONS AND FUNCTIONS OF SSW

The data reflected 13 different SSW job titles within the above described government institutions. These include: social workers, social assistants, medico-socio assistants, listeners, directors, child protection officers, women protection officers, clinical psychologists, specialised educators for child protection, delegates for surveillance of freedom, social investigators and educators working in crèches and kindergartens. Only two NGOs provided information on the titles of social service workers they employ.

The Government of Morocco has made important efforts in recent years to strengthen the SSW. This includes the initiative of the MFSEDS and

Figure 22: Daily activities of the SSW in Morocco
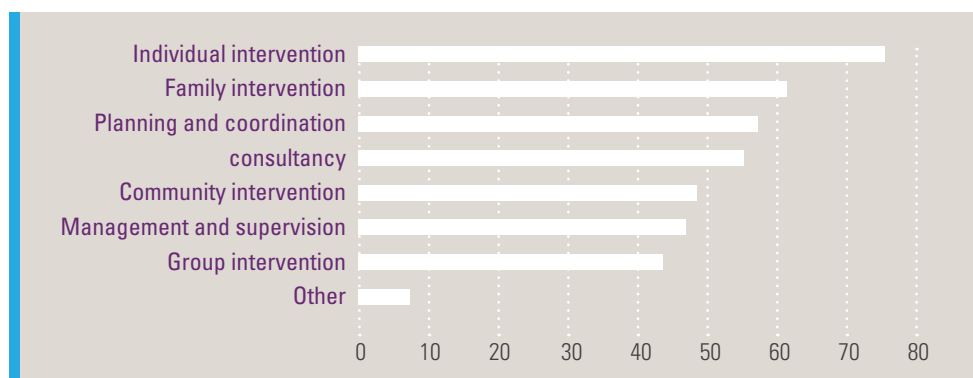
Source: Morocco SSW Survey Data

UNICEF to develop a directory of social service professions, including job descriptions and minimum competencies for each job.

The SSW survey data revealed that most SSW respondents (81.2%) report that they have a job description. Workers report that in the absence of a job description, employees depend on their ministry's practice guide to perform their jobs or that they are expected to work in accordance with the mandate of the organisation by which they are employed such as the Organization of National Cooperation.

Nearly 92.2% of respondents with a job description stated that their job description is aligned to their position and the work they are doing. Figure 22 shows how the SSW describe their daily activities.

Four clusters of SSW activities can be distinguished in the figure above. The first of these clusters includes the two most traditional forms of intervention known in social work, namely individual intervention and family intervention which 75.6% and 71.8% of respondents state they perform. The second cluster is comprised of two activities: planning and coordination (reported by 57.1% of SSWs)

and consultancy (reported by 54.7% of SSW). The third cluster of daily activities includes community interventions, management and supervision, and group interventions with 48.5%, 47.6% and 42.9% respectively. And finally, 7.2% of SSW respondents stated that they perform other kinds of daily activities, such as school counselling, legal advice, monitoring and evaluation, networking with NGOs working in the social domain, behavioural rehabilitation and training. The SSW survey included some questions unique to the Morocco review. One such question asked, "Do you feel you are making a difference in the lives of the people or children for whom you are working?" An overwhelming majority of 96.1% of SSW respondents responded positively. They report that they are proud of what they do and consider what they are doing to be important and having an impact on the people and children with whom they work. In Morocco, the SSW were also asked to what extent they document their work, if services provided are recorded in an electronic database, and whether their social service interventions are monitored. The majority of respondents, 95.2%, stated that their organisations require documentation of the services provided. Nearly half of respondents report that their organisations still use paper-based forms of documentation (47%) while 53% have digitised or computerised their documentation. This relative lack of computerised files and services was reported to hamper information flow, reduce accuracy of statistics and thus undermine the reliability of a database at all levels- organisational, local, regional or national. Furthermore, respondents noted that the lack of computerised data management undermined opportunities for learning from other experiences and documentation of best practices. With regard to monitoring, a large majority of respondents, 92.9%, noted that their organisations require that services provided by their employees be monitored. Of the organisations that require monitoring, 64.7% do this on a monthly basis and 21.6% on a quarterly basis. These two groups account for about 86.3% of all organisations requiring monitoring. About 8.5% require semi-annual monitoring while the remaining 4.7% conduct yearly monitoring.

FINANCIAL RESOURCES AND BUDGETING

The SSW in Morocco highlighted that two of the principal challenges they face in their work are limited financial, logistical and human resources and low salaries. A slight majority of workers (59.3%) also do not consider that adequate financial resources exist to allow for ongoing training of the SSW.

C. DEVELOPING THE WORKFORCE

EDUCATION AND TRAINING PROGRAMMES

Various universities and institutes throughout Morocco grant SSW degrees. These include the National Institute of Social Action in Rabat, the Higher Institute of Nursing Professions and Health Technicians (*Institut Supérieur des Professions Infirmiers et Techniques de Santé*/ ISPITS) which has seven campuses and 11 annexes in major cities in the country, the *Institut Royal de Formation des Cadres* in Rabat, the *Université Mohamed V* in Rabat, the *Université Hassan II* in Casablanca, the *Université Sidi Mohamed Ben Abdallah* in Fes, the *Université Ibn Zohr* in Agadir, the *Université Moulay Ismail* in Meknes, *Université Cadi Ayad* in Marrakesh, the *Université Mohamed I* in Oujda and the *Université Ibn Tofail* in Kenitra among other ones scattered all over the country.[114] All the degrees and universities/institutions for which data was made available are accredited by the Ministry of Higher Education with the exception of the Higher Institute of Nursing Professions and Health Technicians which is jointly accredited by the Ministry of Higher Education and the National Council for the Coordination of Higher Education.

These institutions deliver at least 32 different SSW-related degrees (B.A./B.Sc. M.A., Ph.D.). The names of such degrees vary widely and cover a broad range of specialties. At BA/BSc levels (License) these include: Social Development Agent, Social Accompaniment (or support), Sociology, Social Assistance, Professional Social Assistance, Medico-Social Assistance, and Socio-Cultural Animator, Child and Youth-focused Socio-Educational Animator, Social Mediator, Management of Social Institutions, Social & Family Counsellor/Social and Family Intervention, and Social & Family Counsellor/ Social and Family Counselling and Economics. At Masters level these include: Social Economy and Sustainable Development, Economy and Management of Social Organizations, Management of Social Organizations, Social Transformation and Human Development, Social Transition and Social Movements, Urban Dynamics and Social Change

and Sociology of Development. And at the PhD level, the degrees include: Sociology of Social Mutation and Development, Social Change and Local Development, Social Psychology of Development and Organizations.[115]

The ISPITS, the National Institute of Social Action, the Faculty of Letters and Humanities and the Office of professional training and work promotion (*L'Office de la Formation Professionnelle et de la Promotion du Travail*/OFPPT) also deliver professional diplomas for social assistants, specialised educators, medico-social assistants, various types of socio-cultural animators including ECD-focused, pre-school mediators, social aid, and social and family counsellors.[116] Of the 15 different diplomas for which data is available, 13 require 2 years of study, one involves one and half years of study and one is a 9-month programme.

The variety and names of degrees given to the SSW provide an indication of how social work is viewed in Morocco. Rather than being viewed as a focused discipline, it is considered a broad field of study and work with a wide variety of specialties. The divergence in field of study is greater at higher levels of study (MA and PhD) and includes fields such as organisational management, sociology, urban development, while the professional diplomas are more SSW-focused (social assistants, specialised educators, mediators and counsellors).

The information received on SSW training programmes does not detail their curricula. However, with such a diversity of programme titles, one can also expect a variety of curricula and content matter. The length of study varies from one school to another and from one type of diploma (B.A. B.Sc., M.A. or Ph.D.) to another. Most B.A.-level professional degree (*licence professionnelle*) programmes require two semesters of study to obtain a B.A., with each semester totalling 300 hours, while M.A. (*licence académique*) requires 6 semesters of study with a minimum of 270 hours and a maximum of 315 hours. M.A. degree programmes require 4 semesters of study with 300 hours per semester. Doctorate degrees require 6 semesters of study with 200 hours of study per semester.

Field placements are a distinctive characteristic of professional diplomas programmes but not of academic degrees. In fact, while all professional training programmes had a field placement component integrated within their curriculum, only two out of the 24 academic training programmes that provide field placement, consider this a

requirement for graduation (i.e. 8.3%). However, the length of these field placements is not clear.

Information on numbers of graduates was not available for all schools. For the 16 schools for which data was made available, the total number of graduates in the year 2016 amounted to 648 graduates with the largest number of graduates from one school totalling 274 and the smallest amounting to 1 graduate (most probably Ph.D.). Of those graduates for whom information on the type of degree they obtained (598 graduates), the majority (388 or about 64.8%) graduated with professional B.A./B.Sc. (*licence professionnelle*). Another 141 or about 23.6% obtained an academic B.A. (*licence*). The remaining include 68 (11.4%) who obtained an M.A. and only one (0.2%) graduated with a Ph.D. degree.

It is worth noting in this respect that in Morocco university enrolment and number of graduates of all types has increased systematically over the past decade. For example, the rate of higher education enrolment for the 18-23 age range has increased by 20.66 percentage points from 2001 (10.44%) to 2016 (31.10%). During this period, the number of graduates has tripled, from 34,450 in 2001 to 102,029 in 2015.[117]

NGOs and sector-specific training institutes also provide short course training in the fields of maternal assistance (one training course), social assistance (four training courses), child protection (one training course), and social educational animation (one course). These courses are offered by SOS-Morocco in collaboration with the government's *Entraide Nationale*, the Ministry of Health's Training Institute, *Fondation Mohammed VI*, the Higher Institute of Magistrates (*Institut Supérieur de la Magistrature*) and the Ministry of Youth and Sports. With the exception of the one training course offered by the Ministry of Youth and Sports which is certified *by L'Institut Royal de Formation des Cadres* (IRFC) and the National Agency for Promotion of Employment and Competencies, all the other training courses are certified by the institutes offering the course themselves. The length of study of these training courses ranges from six to 12 months. One course provides the study certification requirements in hours (150 hours). Study content varies with some training courses being exclusively theoretical while others combine both theoretical and practical training. The total number of graduates of these courses last year amounted to 192 – 140 graduated from one training course

with the other two courses graduating 27 and 25 students.

WORKER PERCEPTIONS OF TRAINING AND EDCATION

The education qualifications of the Moroccan sample of SSW are of note. As reflected in Table 20, the majority of social service workers in Morocco carry at least a B.A. /B.Sc. degree whereby the proportion of those carrying any of the three degrees awarded by universities (B.A., B.Sc.,

Table 20: Absolute and relative distribution of SSW respondents by level of education

Educational/Qualification Level	Number	%
Secondary	23	6.8
Vocational Diploma	22	6.5
B.A. / B.Sc.	175	52.1
Diploma	21	6.3
Master	83	24.7
Ph.D.	12	3.6
Valid Total	336	100.0
Missing	4	---
Total	340	---

Source: Morocco SSW Survey Data

Diploma, M.A. and/or Ph.D.) amounts to 86.7% compared to only 13.3% who have a vocational or secondary school degrees.

Most SSW who hold B.A. or B.Sc. or higher degree have studied social work or a closely related field. Table 21 details the areas of educational specialisation of SSW respondents.

Table 21: Educational specialisation of the social service workforce

Supervisor Educational Specialisation	Frequency	%
Social Work	118	40.5
Social Assistance	67	23
Education / Special Education	11	3.8
Psychology	12	4.1
Sociology / Anthropology / Development	33	11.3
Management of Social Institutions	19	6.5
Management	10	3.4
Law	14	4.8
Other	7	2.4
Total	291	100
Missing	45	
Total	336	

Source: Morocco SSW Survey Data

The table reveals that 40.5% of workers have a degree in social work and that an additional 23% obtained a degree in social assistance, totalling those who are academically trained in social service provision to 63.5%% of all of the SSW in Morocco. Furthermore, another 25.7% of respondents obtained degrees in closely related fields of psychology, special counselling, sociology/ anthropology or management of social institutions. Thus, 89.2% of the SSW in Morocco are specialised either directly or indirectly in areas relevant to the work they perform on a daily basis. The remaining 2.4% who carry a university degree have specialties in history, geography, languages and literature economics and natural sciences.

The majority of SSW respondents received some form of short course training either in social work or in a related area of specialty. Among SSW respondents who stated that they received short course trainings, 40.5% were trained in social work, 23% received training in social assistance. Some social service workers had also received training to care for the elderly or for persons living with disability, project management, GBV or women's empowerment.

A considerable proportion of the SSW (79.5%) reported that their employer provides opportunities for training. Nevertheless, most workers (83.9%) still wish to receive further training but often do not consider that adequate financial resources exist to provide such training.

D. SUPPORTING THE WORKFORCE

PROFESSIONAL ASSOCIATIONS

One professional association for SSW exists in Morocco: the Moroccan Association of Social Assistants (*Association Marocaine des Assistants Sociaux* or AMAS) which was established in 1993 in an effort to support solidarity among these professionals and promote the profession.[118] The majority of SSW respondents, 81.7%, stated that they know of the code of ethics related to their profession, and 82.8% stated that their organisations have a certain professional code of conduct. However, a much smaller percentage (24.9%) affirmed that they personally signed such a code of conduct.

PERCEPTIONS OF CAREER ADVANCEMENT

The majority (57.3%) of respondents reported that they are still working with their first employer. The majority of those who changed jobs moved from private sector or NGO employment to government employment. While a variety of reasons were provided for changing jobs, the most common rationale is that SSW seek job stability and a better income which is provided by government employment. We also note that that about three-quarters of SSW survey respondents (73.8%) – of which, as highlighted, above the majority is government employed - stated that their work place provides opportunities for promotion.

PERCEPTIONS OF SUPERVISION

Almost all SSW respondents (98.5%) reported that they have a direct supervisor. SSW respondents described the type of support they receive from their direct supervisors in a few words: "*instructions*", "*moral and technical support and guidance*", "*psychological support*", "*supervision and training*", "*counselling*", "*field counselling*", "*encouragement and motivation*", "*sharing of his professional experience*", "*refining and editing of legal documents and presumably ensuring that procedures are legally sound*", "*coordination with other organisations*".

Most social work respondents (87.1%) stated that they have one-on-one meetings with their direct supervisor, and the majority (52.2%) of those who report having one-on-one meetings with their supervisors meet weekly. Less than one-quarter of respondents report one-on-one meetings occurring 3 to 4 times a year or less frequently.

Many SSW respondents (78.4%) reported that they also participate in group supervision sessions. Such group sessions are most commonly held on a monthly basis, (41.9%), while 23.6% of respondents participate in weekly group supervision sessions, about one-fifth (19.4%) participate in such sessions once every 3-4 months, and 16.1% less frequently, 3-4 times a year. Cross tabulating the two questions on frequency of holding both one-on-one meetings and group supervision sessions, reveals that a combined proportion of about 10% of SSW respondents only received supervision three to four times per year or less.

When asked "Do you consider the existing supervision system effective for meeting your needs?", 66.3% of SSW respondents stated that the supervision they receive is good enough to support their job needs. However, 33.7% considered their current supervision system to be ineffective and incapable of supporting them to respond to their job requirements. This finding matches the substantial number of negative

qualitative evaluations provided by respondents when asked about the kind of supervisory support they receive.

E. RECOMMENDATIONS

The following four recommendations for SSW strengthening in Morocco were derived from the analysis of study data and discussed and refined with members of the Country Task Group (CTG) in Morocco at the time of validation of study findings, on 4 April 2019. The recommendations are listed by order of priority and by SSW strengthening pillar.

*Recommendations for **planning the SSW**:*

1. **Regulate and ensure standards to strengthen the SSW profession**, which would involve legal, regulatory and standardisation efforts.

   The Ministry of Solidarity, Women, Family and Social Development has already initiated a *Projet de Loi n° 45-18 des Travailleurs sociaux,* which reflects an intention to define the legal status of the SSW. These efforts should be further supported and strengthened to formulate a law which regulates the SSW profession, provides the SSW with a legal mandate to perform their work tasks, and protects the SSW should they be in legal or physical danger because of their work assignments. Such a law should include articles dedicated to improving resources to enable the SSW to work effectively (financial, logistical and human), improve SSW salaries, and enable interagency and multisectoral collaboration and referrals.

   Regarding the ethics of the SSW, it was agreed that while professional associations of SSW could work to formulate a Code of Ethics for the SSW profession, possibly in collaboration with AIFRIS[119], an international organisation dedicated to SSW strengthening that is active in French-speaking countries, this Code of Ethics should eventually be upheld by law and its signature a requirement for SSW practice.

   The recently established *Référentiel des métiers des travailleurs sociaux* or SSW directory[120] serves as a foundational document for SSW strengthening efforts and a first attempt to ensure standards within the sector by categorising the various titles of the SSW engaged in child protection in Morocco and providing standard job descriptions for these positions. It is recommended and important for the Ministry of Solidarity, Women, Family and Social Development to disseminate this *Référentiel* as soon as possible to enable

stakeholders to take account of and build upon this foundational work in their SSW strengthening efforts.

Regulating the SSW profession should also involve standardising procedures for quality assurance including monitoring and supervision. The development of Standard Operating Procedures (SOPs) for SSW supervision should build upon another policy formation effort of the Ministry of Solidarity, Women, Family and Social Development, *la Loi 65-15* on SSW supervision standards. This policy should be informed by global best practice and take account of such experiences in other sectors in Morocco, such as that of the health sector.

And finally, regulating the SSW should also address engagement of para-professional social workers who lack requisite academic qualifications but contribute a wealth of practical experience in social service delivery. This last was considered an important transitionary measure, to recognise the role of currently employed para-professional social workers until sufficient numbers of qualified SSW exist to take over their roles in social service delivery. It will be important to build upon the articles in the *Projet de Loi n° 45-18 des Travailleurs sociaux* which the Ministry of Solidarity, Women, Family and Social Development is currently formulating to certify competencies of such a SSW.

2. **Data on the numbers and categories of the SSW in Morocco** is essential for planning of SSW strengthening efforts. While this SSW review provided a first opportunity to map the size of the SSW population, the methodology utilised did not allow for an accurate count. It is recommended to establish an electronic database of workers, hosted under the authority of one Ministry such as the Ministry of Solidarity, Women, Family and Social Development, that has the mandate to collate such multisectoral human resource data. Such data should be updated regularly and include numbers of the SSW disaggregated by sector and intervention domain, standardised title (building on the existing *Référentiel*), gender and geographic location. The establishment of such a database might require an initial baseline census-type study, to count and register all social service workers in the country, which could thereafter be updated regularly. As the *Référentiel* only covers the SSW engaged in child protection activities, it was noted that this list of SSW titles should be

expanded as needed to thus ensure all the SSW in Morocco can be included in the database.

*Recommendations for **developing the SSW**:*

3. SSW development should involve **strengthening capacity of social service workers and of those who oversee and support the SSW**. Strengthening pre-service training of the SSW should recognise the need to develop core competencies that are common for all the SSW, and then build on these core competencies to develop specialised skills. This common, foundational or 'general' core upon which later specialties can be built should be reflected in the structure of SSW training plans and associated curricula. SSW training institutions should work together to standardise diploma titles. In-service training should be developed to ensure minimum competencies among current social service workers who lack relevant academic qualifications. Appropriate training should be developed for supervisors and trainers, to ensure they master the minimum competencies they aim to strengthen among the SSW they supervise or train. And finally, professional associations should be supported to play a leadership role in strengthening the capacity of the SSW they aim to represent.

*Recommendations for **supporting the SSW**:*

4. Finally, SSW respondents and CTG members stressed the importance of facilitating quality improvement by providing **opportunities** to the SSW to **share experiences and best practices,** at local, regional, national and global levels. This should include recognising the important role of the SSW in facilitating positive change, both in terms of appreciating the SSW and drawing attention of decision makers to the important roles that the SSW plays in effecting positive changes within their constituencies. Respondents also highlighted the need for mechanisms to **strengthen collaboration and referral between the various sectors** engaged in social service provision, including between government and nongovernment actors. Ongoing professional development such as in-service training, supervision feedback meetings, networking events and 'twinning' between training institutions should aim to provide such opportunities for experience sharing, SSW recognition and intersectoral collaboration. Finally, networking and collaboration initiatives should also aim to establish a **better shared understanding of SSW concepts and terminologies across languages** (Arabic and French) and cultures, and involve further efforts to **standardise titles of social service workers,** taking into account sensitivities about sectoral mandates.

The three-year action plan for SSW strengthening in Morocco provided below was developed by CTG members in April 2019 and reflects specific actions required to realise the above stated recommendations and the timeframe to be accomplished.

ACTIONS TO BE UNDERTAKEN

PLANNING THE SSW

1. Define the legal status of the SSW and regulate their profession

Work with the MFSEDS[121] to build upon existing policies such as the *Politique Publique Intégrée de Protection de l'Enfance* to further the *Projet de Loi no 45-18 des Travailleurs sociaux* to regulate the SSW profession and determine the legal status of the SSW

The MFSESD to disseminate the *Référentiel*[122] to all stakeholders engaging, training or overseeing the SSW

Work with the MFSESD to build upon the existing *Référentiel* to expand its scope beyond child protection so as to include all the SSW in Morocco in the list of recognized SSW professions

Work with the MFSESD to establish temporary measures to define the status of current workers who lack academic qualifications but have been working within the SSW and contribute valuable experience

Work with the MFSESD to build upon the existing *Référentiel* to develop SOPs for the SSW supervision, including standardised indicators and tools

Work with existing professional associations for the SSW to develop a Code of Ethics

Work with the MFSESD to legally underwrite the Code of Ethics so that it can be a mandatory requirement for SSW practice

2. Improve data on the numbers and categories of the SSW in Morocco

Consult with the MFSESD to identify how existing efforts to initiate a database of child protection-focused social service workers could be expanded to reflect all the SSW

Contribute to efforts of the MFSESD and existing technical committees aiming to establish an electronic database of the SSW to ensure the completeness of data and the required level of detail to enable disaggregation by SSW title, sector, service, target population, gender and location

Contribute to regular efforts to update the SSW MIS

DEVELOPING THE SSW

3. Strengthen capacities of the SSW and those who oversee and govern the SSW

Work with SSW training institutions, Universities, and Schools of Social Work (INAS, ISPITS, OFPPT) to strengthen SSW training for each of the 14 SSW professions reflected in the *Référentiel* in terms of standardisation of core competencies, subsequent specialties and diploma titles

Build on and support the current work of Entraide Nationale to establish a centre for SSW upgrade training and competency validation for workers who are working within the SSW but lack relevant academic qualifications

Work with employers to develop ongoing professional development training for social service workers, to update their knowledge and competencies, and taking account of sector-specific needs

Work with the Ministries overseeing SSW training institutions, Universities, and Schools of Social Work (including INAS, ISPITS, OFPPT) to standardise titles of diplomas in fields of social work

SUPPORTING THE SSW

4. Facilitate sharing of experiences and best practices, intersectoral collaboration and a shared understanding of SSW concepts and terminologies

Develop tools to facilitate and promote experience sharing between the SSW at national and international level, and recognition of the importance of the SSW in facilitating wellbeing of individuals, families, communities and society. Such tools should include:
• Documentation   • Guidance and templates for writing of case studies, abstracts, articles, etc.
• Professional journals   • Social media platforms   • Media communication

Work with regional councils, universities, Entraide Nationale, NGOs and other actors to organise regional seminars providing experience sharing opportunities for the SSW

Work with the MFSESD to organise national fora providing experience sharing opportunities for the SSW

Work with the MFSESD, Ministry of Foreign Affairs, Training Institutions, others, to provide international opportunities for exchange visits

Work with the MFSESD, Ministry of Foreign Affairs, Training Institutions, others, to provide international opportunities for experience sharing, twinning, partnership initiatives, conferences, south-south/ north-south/ MENA cooperation, etc.

	TIMELINE											
	2019				**2020**				**2021**			
	Q1	**Q2**	**Q3**	**Q4**	**Q1**	**Q2**	**Q3**	**Q4**	**Q1**	**Q2**	**Q3**	**Q4**
		X	X	X	X	X	X	X	X	X	X	X
		X										
		X	X	X	X	X	X	X				
		X	X	X	X	X	X	X	X	X	X	X
		X	X	X	X	X	X	X				
		X	X	X	X	X	X	X				
									X	X	X	X
		X	X									
		X	X	X	X	X	X	X				
					X	X	X	X	X	X	X	X
		X	X	X	X	X	X	X	X	X	X	X
		X	X	X	X	X	X	X	X	X	X	X
				X	X	X	X	X	X	X	X	X
									X	X	X	X
					X	X	X	X	X	X	X	X
					X		X		X		X	
					X		X		X		X	
					X	X	X	X				
									X	X	X	X

VII.6. THE SOCIAL SERVICE WORKFORCE IN PALESTINE

A. GENERAL OVERVIEW

The State of Palestine, encompassing the West Bank, Gaza and East Jerusalem, has an estimated population of 4.7 million, with 2.9 million people in the West Bank (including East Jerusalem) and 1.8 million in Gaza.[123] The population is young, with approximately 46.2% under the age of 18.[124] Palestinians are overwhelmingly urbanised: 74.5% of the overall population resides in urban areas, while 16.8% live in rural areas and 8.8% in refugee camps.[125] There are significant disparities in population density across Palestine: the Gaza Strip is one of the most densely populated areas on earth, with an estimated 4,505 persons per square kilometre in mid-2012, nearly 10 times the West Bank density of 468 persons per square kilometre.[126] Palestinians generally have large families, with the average household having 5.3 persons (5 in the West Bank and 5.9 in Gaza).[127]

With an estimated per capita gross national income (GNI) of 3,340 USD (2017), the State of Palestine is considered to be "lower middle income" according to the World Bank country classification (World Bank 2017).[128] Economic growth is highly erratic and influenced by the volatility of the political and security situation, and since 2012, Palestine has been experiencing a period of financial crisis.

Despite concerted efforts by the government to promote social cohesion and deliver social justice and equality among Palestinians, living standards are in decline and poverty, unemployment and an expanding social gap are substantial challenges to sustainable development. Palestine is ranked 113 out of 189 countries on the human development index.[129] Poverty rates are high at 25.8% in Gaza compared to 17.8% in the West Bank. Poverty has a disproportionate impact on children, who are hit first and hardest by the challenges faced by poor and vulnerable households. Poor households often face a range of inter-linked challenges, including family members with chronic illness or disability, gender-based violence, stigma or discrimination, child labour, child abuse, school dropouts and risky behaviour amongst adolescents.[130]

Children and families are affected by violence on a regular basis given the protracted humanitarian situation caused by the occupation. This results in fear, a sense of permanent stress, displacement and poverty, often resulting in violent behaviour in the home and community. Parents are stressed and corporal punishment is a widely accepted practice resulting in high levels of violence against children within the home environment. The 2014

MICS survey conducted by the Palestinian Central Bureau of Statistics (PCBS) found that 91.5% of children age one to 14 years had experienced violent discipline (psychological aggression or physical punishment) during the last one month.

DEFINING THE SSW IN PALESTINE

The mapping exercise in Palestine did not include the establishment of a Country Task Group as the mapping was conducted by UNICEF. Furthermore, there was not a process to define the social service workforce. Therefore, for the purpose of this exercise, the definition of the SSW developed by GSSWA was utilised. According to this definition: *The social service workforce is broadly used as an inclusive term referring to a variety of workers—paid and unpaid, governmental and nongovernmental— who contribute to the care, support, promotion of rights, and empowerment of vulnerable populations served by the social service system.*

Although there is not an operational definition of the social service workforce within the legal and policy framework in Palestine, there are criteria for being a member of the Syndicate of Social Workers and Psychologists –West Bank Governorates. This provides some interesting insight into who might qualify to be part of the professional association of social workers and psychologists.

1. Carry Palestinian nationality;

2. Carry a university degree in sociology, psychology or social work;

3. Whoever carries a diploma and having passed a comprehensive examination in any of the above-mentioned specialties with three years' work experience in the field;

4. Workers in the field of social work and psychological services who carry the required scientific specialisation who have more than eight years of experience and who have a high school diploma.

5. Must approve of the basic regulation of the syndicate; and

6. Submit membership request on the form approved for this purpose by syndicated.[131]

A desk review related to child protection and the workforce in Palestine was conducted to identify existing information to help inform the mapping exercise. This included information related to roles, responsibilities and functions, especially within the referral process, responding to and preventing child protection-related concerns, and training and capacity gaps of the workforce. Specifics were

provided related to training needs as well as some training initiatives aimed at strengthening the role of the social worker from more of an administrative function to actively engaged in and responding to child protection assessments, response and referrals. Another concern raised was the high caseload and intensity of cases, especially gender-based violence and trauma. Coordination of different stakeholders within the child protection system was also noted as a concern.

B. PLANNING THE WORKFORCE

THE NORMATIVE FRAMEWORK

The 2012 amendments to the Child Law provide useful information on some of the required functions (i.e., mandates) of members of the workforce engaged in child protection. These include mandatory investigations of all reported cases where children's physical or mental health and wellbeing are threatened and referral to a judge for a child protection order. Furthermore, it includes language around reporting, investigating and intervention. Added to this, the Ministry of Social Development has developed several by-laws detailing implementation of the law specifically related to foster care, children's rights, social care centres and juvenile justice. However, according to the desk review, the amendments and by-laws are not being implemented in a standardised manner, especially in Gaza.[132]

Data on the state of Palestine policies and legislation related to the SSW show that a draft law on the social service workforce is currently being prepared. However, it indicates that once the draft is approved, it will be applicable to the West Bank only. The draft law identifies certain categories of social service workers who qualify for membership in the syndicate stipulating that they must hold a degree in social work, sociology or psychology. Furthermore, they must have at least three years of work experience in the field of social work or high

school degree with proven eight years of working experience in the field. Finally, the legislation establishes a regulatory body that oversees the licensing, registration or practice of individual social service workers (*i.e.*, the syndicate).

THE WORKFORCE

Data on the SSW in Palestine provides some details on certain variables including ministries that employ these workers, the departments under which they are working, their job titles, the administrative level at which they are employed (i.e. central or local), and the number of employees in authorised and actual posts under each title. In rare instances, the level of education of employees is also reported in an aggregated manner. The available data further distinguishes between those working in the West Bank and those working in Gaza Strip.

The available data collected in Palestine indicates there are 2,956 social service workers providing social services to children in Palestine in both the West Bank and Gaza Strip. Of those, 1,541 (52%) are working in the West Bank and 1,425 in Gaza Strip (48%). According to 2017 demographic data, the population of Palestine is made up of 4,780,978 inhabitants of whom 2,881,687 or about 60.3% lived in the West Bank compared to 1,899,291 or 39.7% living in the Gaza Strip.[133] The data illustrates that the Gaza Strip has a better ratio of social service workers per population as compared to the West Bank.

The available data also illustrates the different ministries and international organisations, mainly the United Nations Relief and Works Agency (UNRWA),

where members of the social service workforce are employed. UNRWA social service workers reflected in the data below include social workers, school counsellors and community health workers. Table 22 shows the distribution of employees involved in providing social services by institutional affiliation, level of administrative employment i.e., central/local, and number of authorised compared to currently filled in Palestine. The table shows that 25% of the social service workforce in Palestine are employed by UNRWA while the remaining 2,225 employees or 75% are employed by the state of Palestine in various government ministries.

Furthermore, of all employees in both the West Bank and Gaza Strip only 271 or less than 10% work at the central level while the remaining 90% work at the local level. This indicates that the vast majority of those working in the provision of social services in Palestine are directly involved in the field, close to the target population, with minimal involvement of high-level administration or office work.

The data collection identified 19 different job titles of which five are used by UNRWA. Within the Palestinian State and in the West Bank, the titles of social worker, child protection counsellor, women protection counsellor, disability social worker and education counsellor are used.

The total number of children in Palestine was 2.1 million in 2017 or approximately 45% of the population.[134] Table 23 shows the geographic distribution of child and women protection officers (C/WPOs, a subset of the SSW), population size, number of children and C/WPO per 100,000 children per governorate in Palestine.

Table 22: Distribution of workers by Ministry or UNRWA

	Ministry/Institutional Entity	National Level		Local level		Total Actual
		Authorized	Actual	Authorized	Actual	
West Bank	Ministry of Social Development	37	230	N/A	N/A	230
	Ministry of Health	---	---	---	---	
	Ministry of Education	---	6	---	1,200	1,206
	UNRWA[135]	7	0	56	105	105
	Total	44	236	56	1,305	1,541
Gaza Strip	Ministry of Social Development	21	14	315	224	238
	Ministry of Health	30	15	39	19	34
	Ministry of Education	2	3	431	500	503
	Sharia Courts	0	0	20	12	12
	Ministry of Religious Affairs	10	2	0	0	2
	UNRWA	8	1	68	625	626
	Total	71	35	873	1,380	1,415
Grand Total		**115**	**271**	**929**	**2,685**	**2,956**

Source: Data provided by UNICEF Palestine CO

Table 23: Number of child and women protection Officers Per Governorate, Estimated Total Population and Number of Children under 18 Years, and Ratio of Child and Women Protection Officers per 100,000 Children[136]

Governorate	CPOs	Dual CPO/WPO	WPOs	Estimated Total Population	Children under 18 years of Age	Ratio of C/WPOs Per 100,000 Children
Jenin	2			308,618	129,382	1.55
Tulkaram	1			183,205	73,112	1.37
Tabus		2		60,186	25,667	7.79
Nablus	1		1	387,240	160,487	1.25
Qualqilya	1	1		108,234	47,261	4.23
Salfit		1		737,56	32,338	3.09
Ramallah	1		1	322,193	131,234	1.52
Jericho		1		50,002	20,830	4.80
Jerusalem		2		415,040	166,162	1.20
Bethlehem		2		215,047	89,351	2.24
Hebron		2		707,017	339,628	0.59
North Gaza	2			364,188	176,446	1.13
Gaza	2			641,310	307,194	0.65
Dier Abdallah	2			269,830	124,184	1.61
Khan Yunis	2			366,823	178,279	1.12
Rafah	2			233,166	113,920	1.76
Total	**16**	**11**	**2**	**4,705,855**	**2,115,475**	**1.37**

Sources: Population and children under 18 numbers: PCBC: Population Census 2017 Database. Data on CPOs and WPOs: Data provided by UNICEF Palestine Country Office

The table above reveals that there are six governorates that fall under the national average of 1.37 C/WPOs per 100,000 children. These are Nablus, Jerusalem, Hebron, North Gaza, Gaza, and Khan Yunis. Hebron and Gaza are especially low with a ratio of .59 and .65 respectively. Tabus, Qualqilya and Jericho are notably higher than the national average with 7.79, 4.23 and 4.80. Table 23 shows that it would be fair to conclude that the smaller the governorate's population and more specifically the child population, the more likely it will have a higher than average number of C/WPOs per 100,000 children.

C. DEVELOPING THE WORKFORCE

EDUCATION AND TRAINING PROGRAMMES

The data available on the level of education of the social service workforce in Palestine indicates it is relatively well educated. According to data provided about members of the workforce in the West bank the majority carry a B.A./B.Sc. in one of the disciplines relevant to the social service workforce (See Table 24).

Almost all, 97.3%, members of the workforce hold a bachelor's degree or higher in an academic discipline related to social work. It is interesting to note that in the data collected for this report, there appears to be an absence of members of the workforce with a degree in sociology. However, a recent government report states that "all MoSD child protection officers hold at last a bachelor's degree in social work, psychology or sociology".[137]

Table 24: Palestinian West Bank SSW by level of education and specialty

Education Level and Specialty	Number	%
Middle Level Diploma	7	2.7
B.A. in Social Work or Counseling	221	85.0
B.A. in Psychology	20	7.7
M.A. Social Work or Counseling	5	1.9
M.A. in Psychology	6	2.3
Ph.D. in Psychology	1	0.4
Total	**260**	**100.0**

Source: Data provided by UNICEF Palestine Country Office

Data provided by key informants on education and training reveals that there are 16 universities in the country – including both the West Bank and Gaza Strip- that offer degrees either in social work or in other fields related to the social service workforce such as psychology and sociology. Together, the 16 universities offer 39 different programmes. There are 27 bachelor's degrees i.e., B.A./B.Sc. and 12 master's degrees. Of these programmes, there are nine programmes in social work of which eight grant B.Sc. degree and one that grants an M.A. degree.

At the B.A/B.Sc. level, Palestinian universities grant degrees in 13 different specialisations that are considered relevant to the social service workforce in the country. These include social work, sociology, psychology, family counselling, community development, child care, psychological counselling, special education, a double major in special education and rehabilitation, another double major in psychological counselling and educational guidance, and yet a third group of double majors in sociology- social work, sociology- political sciences, and sociology- psychology. There are master's degrees in nine fields including social work, sociology, psychology, psychological and educational counselling, psychological counselling, counselling, community psychology, community mental health, community mental health nursing and community mental health (psychotherapy).

The data further show that of the 39 programmes, there are 27 that require field placement and seven that do not have such a requirement. As far as social work programmes are concerned, the available data indicates that all such programmes either at the B.Sc. or M.A. require field placement. Of the 27 different B.A./B.Sc. programmes, 20 or 74.1% require field placement as opposed to five programmes (18.5%) that do not require field placement. The remaining 7.4% of the departments did not make an explicit statement concerning whether this is a required part of the degree or not. At the M.A. level, the comparable rates for the 12 departments were 58.3% requiring field placement, 16.7% not requiring field placement and 25% that did not report. It is worth noting that

in two departments (one at the B.A./B.Sc. level and another at the M.A. level) the field placement is optional in case of a non-thesis program at the M.A. level while the conditions under which this is made optional at the B.A./B.Sc. level were not clear.

The majority of the programmes mentioned above have been established in the past 15 years. According to data provided by most departments, the oldest of these programmes was established by the Islamic University of Gaza (IUG) in 1998 while the most recent was established by the University College of Ability Development. This last established program was as recent as 2018. Most programmes however were established post 2002.

The length of the study program for the B.A./B.Sc. degree in Palestinian universities is four academic years. However, the number of credit hours required for graduation show slight variation from one university to the other. Of the five universities reporting credit hour requirements, there was range from a minimum of 120 credit hours (two universities) to a maximum of 135 credit hours (one university) with two universities requiring 126 credit hours. Regarding the M.A. program, length of study was shown typically two years.

Nine institutions reported that they issue diplomas that are relevant to the social service workforce; one is non-academic (Gaza Community Mental Health Program).[138] Table 25 provides the detailed information about diplomas granted by Palestinian universities including names of the diplomas, granting institution, length of study and number of graduates.

Table 25: Diploma titles, granting institutions, length of study and number of graduates

Name of the Diploma	Name of Training Institution Offering Diploma	Length of Study	Number of Graduates in the Last Graduating Class
Family Counselling	Center for Continuing Education- Bir Zeit University	(320 contact hours)	On demand
Diploma in Social Work	University College of Applied Sciences (UCAS)	2 years	40
Diploma in School-based Social Work	Al Quods Open University	1 year	Not available
Higher[139] Diploma in Community Mental Health	Islamic University of Gaza (IUG)	2 years	11
Higher Diploma in Psychological & Educational Counselling	Islamic University of Gaza (IUG)	2 years	N/A
Diploma in Psycho and Social Health	Al-Aqsa University	1 year	N/A
Diploma in Children Care/Nurseries	University College of Applied Sciences (UCAS)	1 year	No graduates yet
Diploma in Counselling and Social Services for Children & Adolescents	Al Quods Open University	1 year	Not available
Higher Diploma in Community Mental Health	Gaza Community Mental Health Program	2 years (one theory, one practical)	15

Source: Data provided by UNICEF Palestine Country Office

D. SUPPORTING THE WORKFORCE

PROFESSIONAL ASSOCIATIONS

Palestine has a professional association relevant to the SSW. This association is called the *Palestinian Union for Social Workers and Psychologists*. The size of membership is estimated to be 200 members only in the West Bank. No comparable figure is provided for the Gaza Strip. It is a strength that the professional association exists and can be used as a vehicle to promote the social service workforce in the future. Identifying ways to encourage more membership is one way of leveraging this existing resource.

The country does have an institutional body, the Ministry of Labour, that is authorised to provide licensing or registration of the SSW profession. According to survey respondents, the Professional Union celebrates the World Social Work Day.

E. RECOMMENDATIONS

The rapid data collection conducted in Palestine provides useful data to inform the development of an action plan. Of particular relevance to workforce strengthening efforts is the need to develop and disseminate standardised child protection terminology and principles to all critical actors engaged in the child protection system, enhancing the capacity and core competencies of key child protection staff and supervisors, especially as it relates to coordination, advocating for increased number of child protection workers, articles in relevant legislation, and building the capacity of allied sectors (i.e., police and education) in child protection competencies and child-friendly practices.

These areas of focus are reflected in the five-year action plan for SSW strengthening in Palestine provided below which describes specific actions to be undertaken to strengthen the SSW workforce and the timeframe to be accomplished.

F. Action Plan for Social Service Workforce Strengthening in Palestine

ENHANCED CAPACITY OF ALL FRONTLINE CHILD PROTECTION ACTORS						
ACTIONS TO BE UNDERTAKEN	**RESPONSIBLE AGENCIES**	**TIMEFRAME**				
		Y1	**Y2**	**Y3**	**Y4**	**Y5**
PLANNING THE SSW						
Add an article on the protection of child protection workers in relative legislation.	MOSD			x		
Develop an updated, competency-based job description for child protection counsellors.			x	x		
Advocate for an increase in number of child protection counsellors, enhanced remuneration and incentives, and increased budget allocation for logistics.		x	x	x	x	x
DEVELOPING THE SSW						
1. Enhance the skills of all CPN members and promote a shared understanding of child protection principles and procedures						
Develop a standardised child protection training package for CPN members.	MOSD and CSOs		x	x		
Deliver joint training for CPN members to promote shared understanding and build skills and professional relationships.			x	x	x	x
2. Strengthen the capacity of child protection counsellors to play a lead and coordinating role in child protection						
Train child protection counsellors on social work skills and handling children's cases, including skills in building community partnerships, community mobilisation, facilitating family conferences, and developing appropriate child protection plans.	MOSD		x	x	x	x
3. Strengthen child protection specialisation across all sectors						
Incorporate training on child protection and child-friendly investigation, prosecution and adjudication into training for police, prosecutors and judges.	MOSD, MOEHE, MOL, MOH and CSOs	x	x	x	x	x
Incorporate child protection into the training for all teachers, school counsellors and health workers.		x	x	x	x	x
SUPPORTING THE SSW						
Provide opportunities for experience exchange and sharing or expertise from other countries.	MOSD		x	x		
Improve mechanisms for professional supervision, mentoring, and support for child protection counsellors in handling complex cases, and for ensuring accountability for how cases are handled and the outcomes for children and families.		x	x	x	x	x

VII.7. THE SOCIAL SERVICE WORKFORCE IN SUDAN

A. GENERAL OVERVIEW

Sudan sits at the crossroads of Sub-Saharan Africa and the Middle East and is bordered by seven countries and the Red Sea.[140] With an estimated per capita gross national income (GNI) per capita of 2,380 USD (2017), Sudan is considered to be "lower middle income" according to the World Bank country classification (World Bank 2017).[141] In 2017, Sudan ranked 167th out of 189 countries on the human development index.[142] The capital, Khartoum, lies at the confluence of the White and Blue Niles, and its main port on the Red Sea. As of 2016, Sudan is divided into 18 States called (*Wilayat*, singular - *Wilay*),[143,144] these are further divided into 158 localities.[145] Sudan has a population of 43 million, of which approximately 42.5% are children.[146] Due to the vast area of the country, it was agreed that a regional sub-sampling would focus on six states only. These included: Khartoum; Kasala, South Kordofan, Blue Nile, South Darfur and Al Shemalaya.[147] The population of the six Wilayat included in the study had an estimated 17 million or 40% of the estimated population of Sudan.

Due to many years of conflict, thousands of children are internally displaced or are refugees. Birth registration and female genital mutilation are significant child protection concerns. Additionally, violence against children is a concern with 64% of children in Sudan aged 1-14 years experiencing psychosocial aggression or physical punishment.[148] Improvements in school enrolment have been made over the past two decades, community child protection committees have been established, and family tracing and reintegration, including a system of kafala for abandoned children, have been supported and expanded over the past several years, with support from UNICEF. [149]

For most of its independent history, the country has been beset by conflict. This has contributed to ongoing poverty, migration and violence. Data from 2010 shows that 46.5% of the population are impoverished. Sudan was one of the first countries to ratify the Convention on the Rights of the Child in 1990 and in 2010 passed the comprehensive Child Act which integrates elements of international child-rights based instruments. Child protection is a major issue for the country of Sudan with the effects of violence resulting in separated children, child trafficking and gender-based violence, including child marriage.[150]

DEFINITION OF THE SSW IN SUDAN

The Country Task Group in Sudan defined the social service workforce as: *The social service workforce in Sudan is comprised of professionals, Para professionals, paid and unpaid (volunteers) within government, Parastatal, NGOs (Sudanese, regional and international) and local communities who provide social services to at risk and vulnerable groups of the population. The term social service is understood as those that target at risk and vulnerable populations with care, support, protection, promotion, defence and protection rights and facilitate access to family and community.*

BASIC CHARACTERISTICS OF SSW IN SUDAN

The survey data indicates the presence of a relatively higher rate of females than males in the SSW in Sudan. Of those who responded to the question on gender **males accounted for 37.9%** while their **female counterparts accounted for 62.1%** (Figure 23). Based on the data it appears that SSW jobs in Sudan are predominantly a job held by females. One comment provided by a member of the CTG is that due to the nature of SSW services in Sudan requiring home visitations of children in families, the culture is more open to females conducting those visits rather than males.[151]

Figure 23: Gender of SSW respondents in Sudan

■ Male ■ Female
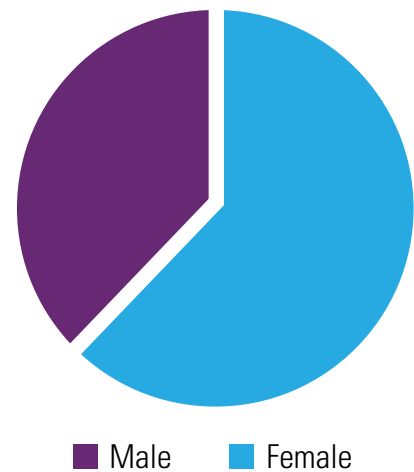
Source: Sudan SSW Survey Data

Figure 24: Top challenges faced by the SSW in Sudan
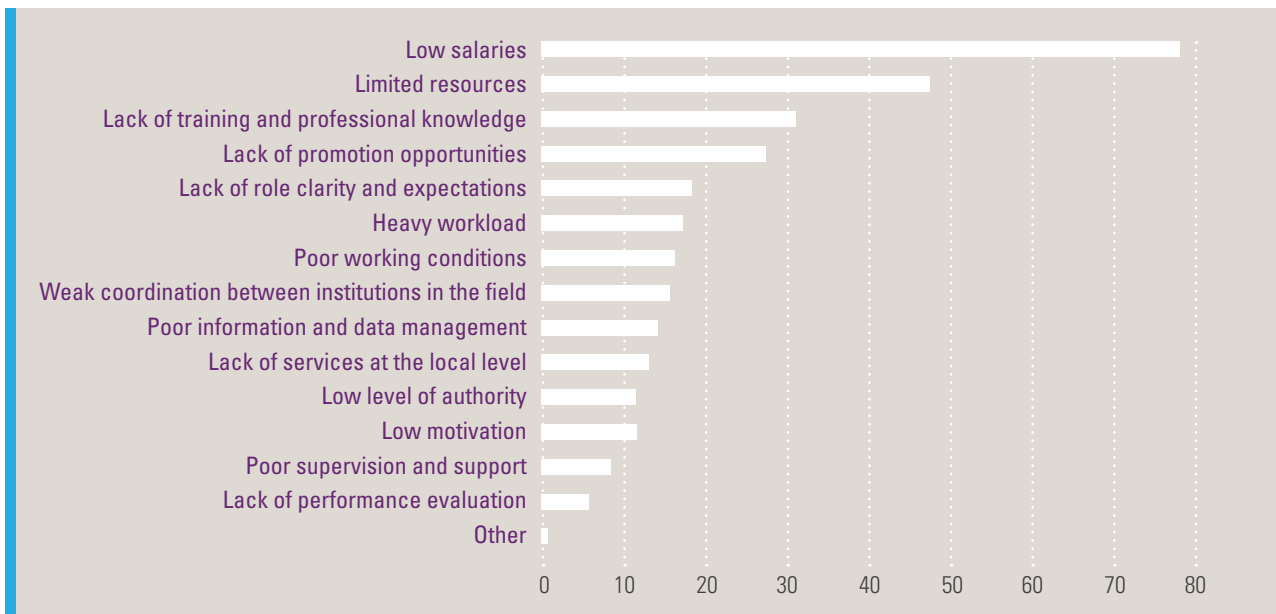
Source: Sudan SSW Survey Data

There were several challenges identified for and by the SSW in Sudan. Figure 24 shows the relative importance of 15 different challenges that were reported to hinder or cause concerns for the Sudanese social service workforce.

In response to the question about what must be done to improve conditions of the SSW, multiple responses were given. Training was recognised by 50% of respondents as the most critical factor for improving the conditions of the social service workforce. This was followed by improving salaries and living conditions identified by 18.1% of respondents and improving the work environment stated by 15.9% of the respondents.

B. PLANNING THE WORKFORCE

THE NORMATIVE FRAMEWORK

There is a general belief that the country is in need of legislation to organise the social work profession in Sudan.

The data reveal that an absolute majority i.e., 89.5% of the respondents support a strengthened legislative framework for the social service workforce. Ideas about what legislation should address are highlighted in Figure 25. The first of these includes three articles with professional development and continuous education topping the list with 44.4%. This is followed by improving work conditions and salaries with 40.9 % and development and implementation of a code of ethics in third place with 38.4%.

Figure 25: Rank order of Articles to be covered in legislation organising the social work profession in Sudan
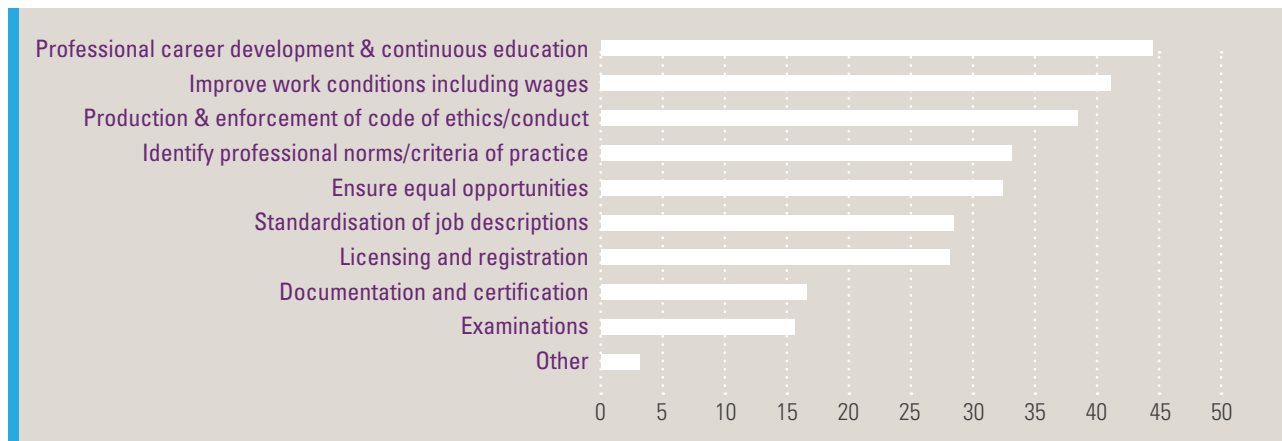
Source: Sudan SSW Survey Data

THE WORKFORCE

The Sudanese social service workforce is primarily employed by government structures. Results indicated that 80.6% of survey respondents work within the government whilst 13.4% work for non-governmental organisations and 5.5% work for regional and international organisations with offices in Sudan.

A clear majority (90.1%) of the social service workforce in Sudan report having job descriptions. Data reveals that 86.9% of respondents to this question believed their job descriptions are harmonious with what they do on regular or daily basis but 13.1% stated a discrepancy between the two.

C. DEVELOPING THE WORKFORCE

EDUCATION AND TRAINING PROGRAMMES

The data indicates that one-quarter of the Sudanese SSW belong, in rank order, to the fields of psychology and psychiatry (25.1%), followed by sociology/ anthropology/social and rural development (23.3%) and social work (14.6%). The remaining 23% (66 respondents) made reference to other career paths.

Table 26 highlights the Sudanese sample distribution by educational and qualifications level. The majority, 70.5%, of members of the social service workforce sampled in Sudan hold a B.A. /B.Sc. degree. Almost seventeen percent hold a Master's degree. Only 2.5% of the social service workforce hold a PhD. A mere five percent completed high school as their highest level of education. Despite the very modest percentage of

Table 26: SSW respondents by level of education

Educational/Qualification Level	Frequency	%
Secondary	17	5.3
Vocational Diploma	12	3.7
B.A./B.S.	227	70.5
Diploma	3	0.9
Master	54	16.8
Ph.D.	8	2.5
Other	1	0.3
Total	**322**	**100**

Source: Sudan SSW Survey Data

those graduating with a degree in social work or social assistance (16.3% combined) 84.4% of the Sudanese sample consider the type of work they perform consistent with the education they received.

Over 60% of SSW respondents had an educational background directly related to social work: 14.6% had a degree in social work 25.1% in psychology; 23,3% in sociology, anthropology or social and rural development; and 2.8% in specialised counselling.[152] Just over 11% of respondents had a background in management (9.4%) or human assistance and natural disasters (1.7%). The remaining 23% had a degree in a different

area of work: public health, environmental studies, natural sciences and engineering, Arabic and English languages, political science, accounting, communication and public relations, law, nutrition and Islamic studies (see Table 27).

Almost the entire sample, 89.5%, have had some form of short in-service training in social work or a related topic/ field: 39.2% received in-service training in social work, 42.2% in child care and development, and 8.1% received training in areas of social assistance and natural disaster management. The remaining 10.5% participated in various other short-course trainings such as counselling,

Table 27: SSW respondents by educational specialisation

Area of Educational Specialisation	Frequency	%
Social Work	42	14.6
Psychology	72	25.1
Specialised Counseling	8	2.8
Sociology / Anthropology / Social or Rural Development	67	23.3
Management	27	9.4
Social Assistance and Natural Disaster	5	1.7
Other	66	23
Total	287	100

Source: Sudan SSW Survey Data

strategic planning, HIV and AIDS, gender-based violence, special education and addressing harmful practices, first aid, primary health care and drug addiction. Two-thirds of respondents said that training was provided at their place of work and half mentioned that training is offered both internally and externally.

WORKER PERCEPTIONS OF TRAINING AND EDUCATION

Despite availability of training, 92.6% of the Sudanese sample believe that they need additional training as opposed to only 7.4% who stated that they do not need additional training to perform their jobs. Reasons expressed for needing further training range from requiring specialised training in social work, returns or benefits of training in terms of increasing their capacities, improving the quality of services provided, staying abreast of new developments in the field, and as necessary to keep up with the new social, economic and political developments. A third group focused more on the immediate personal returns of

training as it is considered a necessary condition for promotion. Interestingly, although the vast majority felt that they need training, more than two-thirds of the sample felt that resources for training were currently insufficient.

D. SUPPORTING THE WORKFORCE

PROFESSIONAL ASSOCIATIONS

Membership in professional associations among the Sudanese sample stands at about one-third (30.2%). Respondents of the Sudanese sample named 43 different associations, societies or syndicates to which they belonged. There is a Social Worker Syndicate of which several respondents claimed to be members. The Social Work Syndicate was established many years ago and was active for a period of time. However, the past several years has seen a lull in activity. As part of the action plan developed by the Country Task Team, reviving the Social Work Syndicate was identified as a priority.

One-third of respondents belong to some type of professional club, only 34 (10.4%) stated that they receive support from their membership organisation or association. This probably explains

Members of the CTG in Sudan.

the low rates of affiliation with professional societies as there is apparently very little return from joining individually or professionally. About 30.6% stated that they are able to request support from societies. This support included consultancy and exchange of experience with other members, mediation with employers, support in the case of illness or other significant social events (birth of a child, death and marriage). The 20.7% reporting that they benefit professionally from membership identified opportunities such as professional training, project support, access to information, and an opportunity for involvement in public affairs.

The available data from Sudan suggests that there is no lack of knowledge of the professional code of ethics governing the conduct of the Sudanese SSW. Approximately 85% reported that they know of the code of ethics related to their current work, and 88.6% confirmed that their organisations adopt a certain professional code of ethics. However, a considerably lower proportion, 34.3%, reported that they have personally signed a code of ethics as opposed to 53.8% who said they had never signed a code of ethics.

PERCEPTIONS OF CAREER ADVANCEMENT

Almost three-quarters, 71.8%, of the Sudanese sample reported that there are opportunities for promotion in their organisation whilst 28.2% believe there are not. Interestingly, 60.6% of the respondents have never worked for another employer besides their current employer whilst almost 40% had worked for different employers. The majority of those who previously worked for another employer moved into the SSW from the private sector or from NGOs. About two-thirds of the Sudanese SSW (57.3%) intend to look for another job within the next six months.

PERCEPTIONS OF SUPERVISION

Data from the Sudanese survey shows that 96% of the sample stated that they do have a direct supervisor. However, very few of those supervisors carry a degree in social work, with only 3/47 respondents reporting that their supervisor has a degree in social work. According to survey data 72.6% of the SSW hold regular meetings with their direct supervisors and almost the same proportion, 74.7%, have group supervision meetings. One-on-one meetings most commonly occur monthly (47.8%), while one quarter of respondents hold such meetings on a weekly basis. Another 13.8% meet with their supervisors either monthly or three to four times a year or less frequently.

E. RECOMMENDATIONS

The data provides an interesting and holistic perspective of the social service workforce in Sudan. There are opportunities to utilise this data to inform policy and programming and longer-term planning for strengthening existing and future members of the workforce. The action plan below for strengthening the social service workforce was developed as part of a meeting of the Country Task Force. The three-year action plan includes activities and those responsible in four different categories, identified by the CTG members. These included the following for each of the pillars of SSW strengthening:

*Recommendations for **planning the SSW**:*

1. Communication and Dissemination of Information Related to the Social Service Workforce. This will include dissemination of the mapping results and promotion of the social service workforce, including data, to advocate for increased recognition and support of the workforce.

*Recommendations for **developing the SSW**:*

2. Support and Capacity Building of the Social Service Workforce. This includes identified training opportunities and strengthening social work curricula within university and training institutions.

*Recommendations for **supporting the SSW**:*

3. Professionalisation of the Social Service Workforce. Activities will focus on creating agreed upon definitions for the social service workforce and job titles, reinvigorating the professional association, and drafting social work legislation.

4. Supervision, Monitoring and Evaluation of the Social Service Workforce. This recognises the need to strengthen supervision skills and knowledge as well as design monitoring processes and data collection and analysis to support the workforce.

The action plan also includes the institution/ organisation responsible and dates for the action to occur. It is hoped that the Country Task Group and all of the relevant government bodies and civil society actors taking part in the group will use this action plan as a guide for future activities aimed at continuing the positive momentum created thus far around strengthening the social service workforce.

ACTIONS TO BE UNDERTAKEN	RESPONSIBLE AGENCIES
PLANNING THE SSW	
1. Communication and dissemination of information related to the Social Service Workforce	
Workshops disseminating the results of the mapping/evaluation at national and state levels	Government stakeholders/entities (NCCW, ministries, national and international organisations) and the media
Mass media campaign to disseminate the evaluation results	All national and international mass media
Seminar highlighting the results of the mapping for decision makers at the different institutions	Social security/solidarity, education, social development, health, interior, etc.
Preparation of monitoring and evaluation plan to follow up on the results of evaluation and awareness	• National Center for Training • Supreme Council for Human Resources. • Child Councils • Ministry of Higher Education and Research • National Information Center • Center for Childhood Information, and • Other concerned ministries, universities and organisations
Ensuring ownership and dissemination of results	Ibid.
DEVELOPING THE SSW	
2. Support and capacity building of the Social Service Workforce	
Improvement of Work Environment • Supply units with all work required equipment and logistics	Administrative Affairs Division
Training of decision makers (capacity building of concerned entities) • Preparation of methodical training guide that is competency-based and standardised • Training for decision makers • Training for service providers • Training for government • Training for voluntary agencies	Donors and sponsors (UN and other international organisations) and Ministries
Integration and development of social work curricula at the graduate studies level • Formation of representative committees from the largest five universities in Sudan • Document the experience of integrating core content into the social work curricula	County Task Group

	TIMELINE											
	2019				2020				2021			
	Q1	Q2	Q3	Q4	Q1	Q2	Q3	Q4	Q1	Q2	Q3	Q4
		X	X	X	X							
			X	X								
				X	X							
				X	X	X						
						X	X					
		X	X	X	X	X	X	X	X	x	X	X
		X	X	X	X	X	X	X	X	X	X	X
		X	X	X	X	X	X	X	X	X	X	X
	TIMELINE											
	2019				2020				2021			
	Q1	Q2	Q3	Q4	Q1	Q2	Q3	Q4	Q1	Q2	Q3	Q4

ACTIONS TO BE UNDERTAKEN	RESPONSIBLE AGENCIES
SUPPORTING THE SSW	
3. Professionalisation of the Social Service Workforce	
Defining the profession of SW: • Define the profession • Define who is a social worker • Define the practice of SW • Defines the rights and duties of SW practitioner(s)	MOSD
Draft a social service workforce law	MOSD
Formation of a professional union for SW • Census and classification of SW specialists • Development and promotion of the profession of SW • Capacity building of those engaged in SW • Setting the basic regulations of the union	The Union's General Assembly (note that the SW Union already exists but needs to be revived)
Reinforcement and development of data/information collection methods • Establish database • Develop scientific research in support of the social service workforce	MOSD
4. Supervision, monitoring and evaluation of the Social Service Workforce	
Supervision • Define the concept of supervision • Criteria of selection of supervisor • Duties and responsibilities of supervisor • Mechanisms and means of supervision • Bylaws and controls of supervision • Identifying the importance of SW	• Specialised professional council • MOSD • Child Councils
Monitoring • Monitoring the implementation of the plan • Identification of means of monitoring (visits, reports, writing feedback) • Issue feedback-based recommendations • Prepare follow up guide • Establish monitoring system	• Specialised professional council • Service providing entities
Evaluation: Level of Service Measurement Index • Periodic and stage related evaluation process • Data and information collection • Data analysis • Submission of reports for responsible entities • Conduct research and specialised studies	Specialised professional council

		TIMELINE											
		2019				2020				2021			
		Q1	Q2	Q3	Q4	Q1	Q2	Q3	Q4	Q1	Q2	Q3	Q4
			X	X	X	X	X	X	X	X	X	X	X
					X	X	X	X	X	X			
			X	X	X	X	X	X	X	X	X	X	X
			X	X	X	X	X	X	X	X	X	X	X
			X	X	X	X	X	X	X	X	X	X	X
			X	X	X	X	X	X	X	X	X	X	X
			X	X	X	X	X	X	X	X	X	X	X

A social service worker interacts with youth at the Children's Complex in Tozeur, Tunisia

©UNICEF/Tunisia/Shehzad Noorani

VII.8. THE SOCIAL SERVICE WORKFORCE IN TUNISIA

A. GENERAL OVERVIEW

Tunisia, officially the Republic of Tunisia, is a representative democracy and a republic with a President serving as head of state, Prime Minister as head of government, a unicameral parliament, and a civil law court system. The Constitution of Tunisia, adopted 26 January 2014, guarantees rights for women and states that the President's religion "shall be Islam". In October 2014 Tunisia held its first elections under the new constitution following the Arab Spring. Tunisia is the only democracy in North Africa.

According to the Ministry of Social Affairs (MAS[153]), in 2017 the total population in Tunisia was just under 11 million, of which 3.12 million were children under 18 years old, representing 29% of the total population.[154] With an estimated per capita gross national income (GNI) of 3,490 USD (2017), Tunisia is considered to be "lower middle income" according to the World Bank country classification (World Bank 2017).[155] In 2017, Tunisia ranked 95th out of 189 countries on the human development index.[156]

Within the MENA region, Tunisia is recognised as a leader on matters related to child protection. Tunisia

ratified the International Convention on the Rights of the Child in 1991, and shortly thereafter, in 1995, translated this engagement in national legislation through the adoption of a Child Protection Code.[157] This commitment is further reflected in Tunisia's new Constitution, adopted in 2014, specifically for its guarantees of the rights of the child and respect for the principle of the Best Interest of the Child (Article 7)[158], the 2016 national child protection policy[159] and the associated 2018 draft national strategy for an efficient family strengthening and alternative care system for vulnerable children.[160] In 2017, Tunisia became the first Arab country to outlaw domestic violence against women, which was previously not a crime, and the law allowing rapists to escape punishment by marrying the victim was abolished. Since the adoption of the new Constitution, the Ministry of Social Affairs (*Ministère des Affaires Sociales*, henceforth abbreviated as MAS) has been very committed to operationalising the social principles set out in this new Constitution, specifically principles of human rights, equity and social justice. This is reflected in the Ministry's work to enact the "*El Amen*" Law and associated strategy

on poverty alleviation and social development, the National Literacy Strategy, a National Social Protection Strategy, and a Strategy to strengthen the General Directorate of Social Promotion's social service supervision and technical oversight capacity.

However, despite the leadership of the Tunisian government with regard to the legal protection of children and women, the capacity of the government to implement its social and child protection strategies is challenged by the economic and budgetary crisis the country has been facing since the 2011 revolution. The latest Multiple Indicator Cluster Survey (MICS) of 2011-2012 highlights that while Tunisia has achieved almost universal school enrolment of children aged 6-11, girls still drop out in rural areas and a greater number of boys drop out at the levels of secondary and higher education due to inadequate quality of available education and the lack of effective systems of governance at all levels.[161] The MICS further indicates that quality of scholastic achievement is below expectations, access to preschool education is partial and characterised by deep social and geographic disparities, and school inclusion of children with disabilities is low. While progress was noted with regard to the legislative environment of child protection, girls and boys were reported to still suffer parental violence and physical violence within institutions and at school, and the high rate of recidivism among juvenile delinquents was considered to reflect a relative failure of social and family rehabilitation.[162]

ESTABLISHMENT OF THE TUNISIA CTG

The Tunisia CTG was established in August 2018 and comprised of representatives of various departments of and services run by the MAS, as well as representatives of social services that are managed by other sectors (health; education; family, women, children and elderly; justice; specialised education; labor; defense), the national institute of work and social studies, the national association of social services, and key NGOs that are funded by the government to provide care services for children living with disability and children born out of wedlock.

DEFINITION OF SSW IN TUNISIA

As in Tunisia, the legal status of the SSW, including social workers, psychologists and *éducateurs spécialisés* (social service workers trained to care for people living with disability) is legally defined[163], the CTG decided that these definitions should guide the identification of the SSW to be covered by the review.

The Ministry of Social Affairs' Decree # 2013-304 defines the **legal status of social workers and social work** as follows.

Art. 2: Social workers are a specific and specialised workforce that engages with individuals, families, groups and local communities, as well as in social service-related administration, training and research. Social workers contribute to the conceptualisation, implementation and monitoring of policies related to social development, social protection, social defence and solidarity. Art 3: Social work is defined as a range of professional care and support activities undertaken with population groups within the Tunisian territory and beyond, guided by ethical rules and guidelines, and carried out by various levels of social workers, as determined in Article 2 of this decree.

The Decree # 99-203 defines the legal status of psychologists as follows.

Art. 1: Psychologists are responsible for assessments of human behaviour and mental processes; assessment of psychological problems related to health, education, social and professional environments; and recommendations of solutions to such problems. Psychologists shall use standardised tests to assess mental capacity, aptitudes and personality and inform psychological evaluations in the context of prevention, information, education, re-education and orientation of clients.

The Decree # 90-2063 defines the legal status of éducateurs spécialisés as follows.

Art. 2: 'Éducateurs spécialisés' are responsible for the care of persons living with disability (PwD), provision of general or tailored schooling to PwD who cannot attend regular school, and provision of apprenticeships or vocational training programmes for PwD.

The Decree # 2014-2574 defines the **ethical code of social service workers** as follows.

The specificity of the social service profession and related activities, is driven by social development and rapidly evolving societal transformation, and serves to respond to the specific needs of vulnerable and poor people and build their resilience so they can help themselves. The social service profession has many dimensions. The profession is dedicated to social wellbeing and to self-fulfilment of all people, to the development and disciplined application of scientific and professional knowledge, to the development of competencies and resources to respond to the needs and constantly evolving national and international aspirations of people, groups and local communities, and to the realisation of social justice.

BASIC CHARACTERISTICS OF THE SSW IN TUNISIA

Analysis of the gender distribution of SSW survey respondents showed a relatively higher rate of females than males. Of those who responded to the question on gender (96% of all respondents) females accounted for 56.8% while 42.2% were male (Figure 26). SSW employment data obtained from official statistics of the MAS shows that in 2018, 67% of MAS-employed social service workers were female while the remaining 33% were males. While this represents a 10% difference when compared to the gender distribution of the SSW sample, a female majority was still noted. About one-quarter (24.8%) of the SSW were 25 to 34 years old, 48.7% were between 35 and 44 years old, 23.3% were between the age of 45 and 54, and 3.7% were older than 55.

Figure 26: Gender distribution of SSW respondents in Tunisia

Male   Female

Source: Tunisia SSW Survey Data

The SSW survey revealed specific challenges that the SSW face in their work. Figure 27 shows the relative importance of 15 different challenges the SSW reported. These challenges are clustered in five different groups. The first cluster focuses on the most important challenge that 66.2% respondents raised, *i.e.,* limited resources available

to the SSW to help them fulfil their work. The second cluster includes five different variables including: low salaries (50%), heavy workload (47.0%), lack of promotion opportunities in terms of professional rank (43.4%), lack of promotion opportunity in terms of job title (41.4%) and poor working conditions (41.4%). The third cluster comprises two challenges: inefficient collaboration with other social service stakeholders (33.8%) and lack of training and professional knowledge (33.3%). The fourth cluster incudes five different challenges: low level of authority (26.3%), lack of role clarity and expectations (24.2%), poor information management (22.2%) and lack of evaluation (19.7%). The fifth and last cluster of challenges includes low level of motivation (11.1%) and 'other' challenges which was elaborated on as limited role of the social service worker in society, bureaucratic complications, lack of harmony between the law and the reality, and legislative vacuum.

It is worth noting that the lack of opportunities for promotion in terms of rank and title both scored similarly (43.4% and 41.4%), which suggests that the two variables are indistinguishable and reflect the same point. As such, the second cluster of challenges is actually comprised of four challenges rather than five.

Figure 27: Challenges faced by the SSW in Tunisia

Source: Tunisia SSW Survey Data

B. PLANNING THE WORKFORCE

THE NORMATIVE FRAMEWORK

An absolute majority of 92.3% of the SSW respondents considers that legislation is essential to regulate the SSW profession in Tunisia.

Figure 28: Rank order of Articles to be covered in legislation organising the social service profession
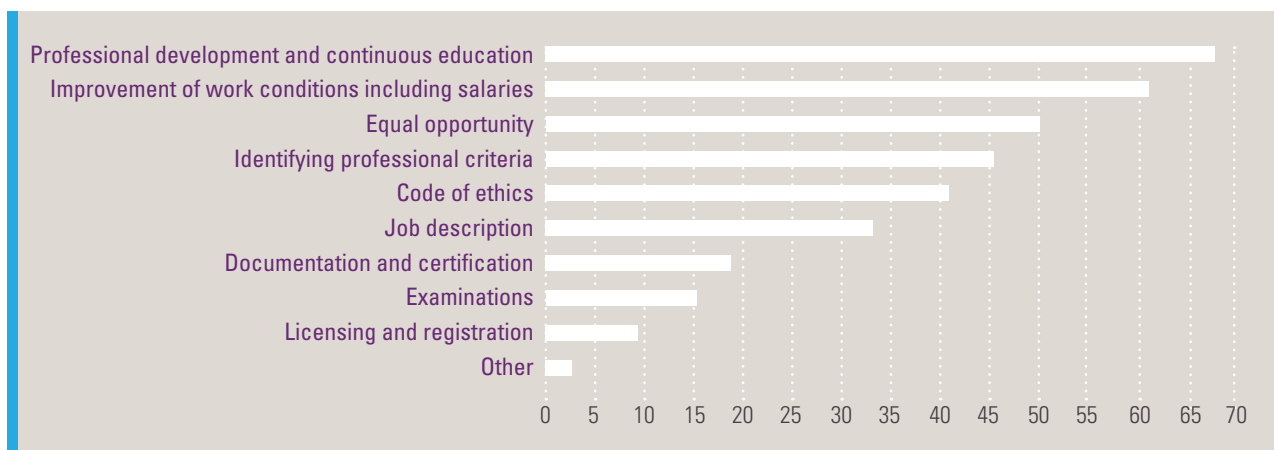
Source: Tunisia SSW Survey Data

The order of importance of the articles this legislation should cover is reflected in Figure 28. Five clusters can be distinguished among the articles that the SSW consider should be included in legislation to regulate the SSW profession. The first cluster focuses on professional development and continuous education (cited by 67.7%), followed by improved working conditions including salaries (considered by 61.6% of respondents). The second cluster includes: equal opportunity (50%), identifying professional criteria (45.5%) and formulating and implementing an ethical code for the SSW (40.9%). The third cluster comprises one single article to be included in legislation: job descriptions (33.3%). The fourth cluster includes documentation and certification (18.2%) and examinations (15.2%), and the fifth and last cluster is comprised of licensing and registration (9.6%) and the heterogeneous category of 'other' (2.5%).

The importance accorded to professional development and continuous education highlights the desire of SSW to receive further training and capacity improvement. While the need for improved working conditions including salaries is understood given the economic crisis and inflation that the country has been going through, the fact that SSWs rank 'equal opportunity' as the third most important issue to be addressed through legislation it puts into question the strides Tunisia has made since 2011 in terms of gender equality and democratic development.

THE WORKFORCE

While in Tunisia, NGOs are known[164] to be contracted by the MAS to provide care services to children living with disability and children born out of wedlock, the SSW survey data indicates that very few such NGO workers contributed to the survey. Almost all SSW respondents reported that they are employed by the government (97.9%) while only 1.6% works for a non-governmental organisation (NGO) and one-half of one percent worked for international organisations.

Tunisia is administratively divided into 24 units called *Wilaya* or governorates, 264 *mutamadiyat* or counties, and local level municipalities (*shaykhats*) and sectors (*imadats*). Among SSW survey respondents, 11.5% worked at central government level, 66.7% at the *mutamadiyat* level and 21.9% at the local level.

In terms of specific field of work, 37.4% of the SSW respondents reported that they work in child protection, 19.3% provide social care services,

9.1% provide social protection (cash transfers) to poor and needy families, 5% provide care to people living with disabilities and 5% provide specialised social care. Additionally, 24.1% reported that they work in other domains of social service provision including care for the elderly, care for children born out of wedlock, health or sector-specific social services.

With regard to categories of the SSW, the survey data indicates that the majority of respondents were social workers or social assistants (53.2%), while 10.1% were psychologists, and equally 10.1% were working with people with disabilities (*éducateurs spécialisés*). The remaining quarter of respondents (26.6%) had other titles, of which the majority explained that they worked as child protection delegates.

While the SSW survey in Tunisia included respondents working with a variety of vulnerable population groups and social service workers from the social as well as the health sector, SSW employment data to enable mapping of the SSW was only obtained from the social sector, *i.e.,* the MAS. Therefore, any mapping analysis cannot be considered comprehensive as important numbers of social service workers are reportedly[165] also employed by other sectors (for example the Ministry of Education, the Ministry of Women and Family, the Ministry of Justice and the Ministry of Interior) to ensure social services within those sectors. It is recommended that further efforts be made to obtain data on the numbers of workers employed by other sectors, and thus inform a better analysis of social service worker coverage.

Table 28: Absolute and relative distribution of the SSW respondents by educational specialisation

Area of Educational Specialisation	Frequency	%
Social Work	96	51.06
Social Assistance	4	2.13
Specialised Counseling (*éducateur spécialisé*)	19	10.11
Psychology	19	10.11
Sociology / Anthropology / Development	8	4.26
Management	2	1.06
Law / Political Sciences	29	15.43
Other	11	5.85
Total	188	100
Missing	11	5.9
Total	199	

Source: Tunisia SSW Survey Data

Table 29: Tunisia population and numbers of the SSW by Governorate and SSW coverage per 100,000 children in 2018

Governorate/ Wilaya	Population (2018)	Child Population (0-17 yrs)	Number of SSW			Relative Share of Population*	Relative Share of SSW*	SSW Per 100,000 Children
			Senior SSW	SSW	Total			
Ariana	576,088	159,439	57	67	124	5.2	6.7	78
Beja	303,023	81,384	24	49	73	2.8	3.9	90
Ben Arous	631,842	173,300	46	53	99	5.8	5.3	57
Bizerte	568,219	160,248	33	50	83	5.2	4.5	52
Gabes	374,300	108,276	30	65	95	3.4	5.1	88
Gafsa	337,331	96,642	20	64	84	3.1	4.5	87
Jendouba	401,477	109,034	20	43	63	3.7	3.4	58
Kairouan	570,559	185,748	20	84	104	5.2	5.6	56
Kasserine	439,243	144,833	19	68	87	4.0	4.7	60
Kebili	156,961	45,588	8	38	46	3.9	5.0	101
Kef	243,256	63,946	16	53	69	6.1	4.4	108
Mahdia	410,812	133,240	28	33	61	5.0	3.7	46
Manouba	379,518	102,098	22	28	50	3.7	3.3	49
Medenine	479,520	143,274	32	72	104	4.4	5.6	73
Monastir	548,828	173,823	31	38	69	5.0	3.7	40
Nabeul	782,920	225,781	30	75	105	7.1	5.6	47
Sfax	955,421	272,236	41	79	120	8.7	6.4	44
Sidi Bouzid	429,912	130,961	24	70	94	3.9	5.0	72
Siliana	223,087	66,369	15	44	59	2.0	3.2	89
Sousse	674,971	199,534	32	50	82	6.1	4.4	41
Tataouine	149,453	45,071	6	36	42	1.4	2.3	93
Tozeur	107,912	32,659	11	31	42	1.0	2.3	129
Tunis	1,056,247	258,943	57	67	124	9.6	6.7	48
Zaghouan	176,945	52,307	17	25	42	1.6	2.3	80
Total	**10,977,845**	**3,164,734**	**639**	**1,282**	**1,921**	**100**	**100**	**60.7**

* Relative share of population = governorate population/total population; Relative share of social service workers = number of social service workers in the governorate / total number of social service workers in the governorate;

Source data: Republic of Tunisia, MOSA. Unpublished Data

The table above reflects an analysis of the number of social service workers employed by the MAS per 100,000 children in each governorate and shows a total number of 1921 SSW registered in the MAS database, or 60.7 workers per 100,000 children in the country. SSW coverage varies by governorate from the highest ratio of 129 SSW per 100,000 children in Tozeur to the lowest ratio in Monastir where there are only 40 SSW per 100,000 children. It is noteworthy that the more developed and well-to-do coastal governorates and the north east have an above average number of social service workers while governorates in the interior have a below average number of social service workers. However, when the distribution of social service workers by rank is considered, it is noted that senior social service workers are somewhat more likely to work in less affluent governorates.

Based on analysis of workforce needs of central- and regional-level social service structures, the Tunisian government will over the coming three years 2019 -2021 deploy additional social service workers to strengthen social services, especially at governorate and lower levels: the MAS' General Administration for Social Solidarity and Development (GASSD) plans to recruit 600 additional senior social workers while the Administration responsible for care for people living with disability is planning to recruit 43 new social service workers and the Social Protection sub-program plans to recruit 25.

JOB DESCRIPTIONS AND FUNCTIONS OF SSW

The majority of SSW respondents, 81.3%, indicated that they have a job description and 86.1% of respondents with a job description considered that their daily activities align.

When asked what kind of activities they perform on a daily basis, SSW respondents suggested four clusters of interventions, illustrated in Figure 29.

The first cluster is comprised of activities that 80% of SSW respondents perform, *i.e.*, individual and family interventions (81.8% and 80.3% respectively). The second cluster is comprised of: group interventions practiced by 60.1% of SSW respondents, 56.6% serve as consultants and 53.5% are engaged in planning and coordination activities. Only 43.9% of the SSW work to ensure community level interventions and 40.9% provide supervision to others in the SSW. A small group of 10.1% of respondents stated that they perform other daily activities such as networking, monitoring and evaluation, activities at all stated levels and policy evaluation.

The Tunisia survey included some questions specific to Tunisia. One such question asked to what extent social service workers refer to other services. The data reveals that a large majority of the SSW (94.6%) engage in referral and some explained that they depend on it to perform their work, *i.e.,* they consider referral a fundamental function of the SSW. Most referral takes place among government services, which is not surprising as in Tunisia the government is the main provider of social services as well as health and education services. In this regard, 96.6% of the SSW engaging in referral, stated that they refer to other government services while only 3.4% referred to NGOs. When asked about the efficiency of referral, 15.5% of workers considered that referral is problematic, 65.2% are moderately satisfied, 17.7% said referral works

well, and 1.5% claimed referral worked very well. In other words, about 81% of respondents highlight challenges in the referral system, while only about one-fifth consider that referrals between services in Tunisia work well. This suggests a need to improve the functionality of the referral systems in which the SSW is engaged.

FINANCIAL RESOURCES AND BUDGETING

A key finding of the SSW review in Tunisia is that the SSW faces serious challenges in terms of lack of resources, both in terms of adequate financial, human and material facilities to enable them to perform their jobs, as well as resources for training and ongoing capacity development.

The SSW also highlighted that low salaries are an important challenge both in terms of receiving a fair remuneration for their work as well as creating an enabling environment for professional and career development and thus also more leverage for recognition of the social work profession. It would be pivotal to conduct an analysis on salary and compensations, including the level of salary/compensation of social workers in Tunisia as compared to other service providers within the country and in other countries.

Figure 29: Daily activities of the SSW in Tunisia
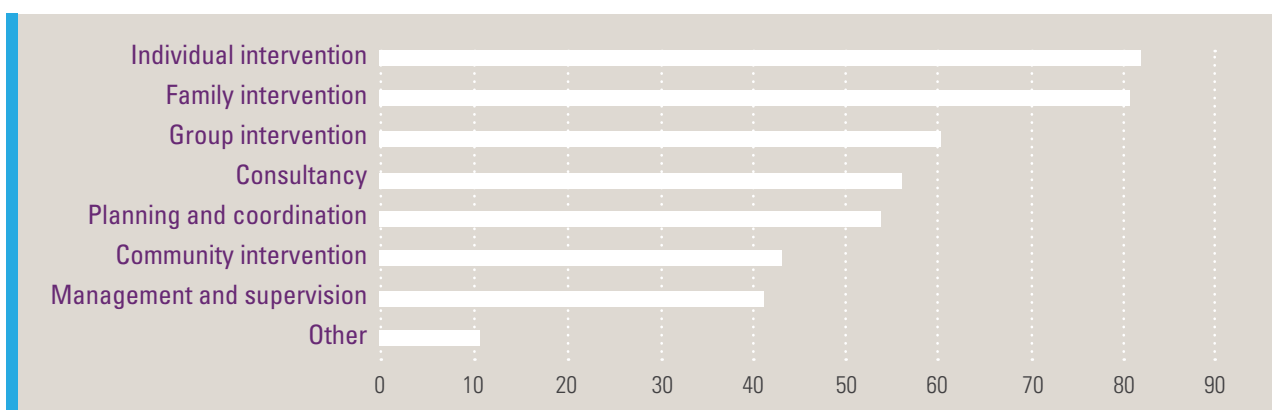
Source: Tunisia SSW Survey Data

C. DEVELOPING THE WORKFORCE

EDUCATION AND TRAINING PROGRAMMES

The Tunisian population has one of the highest levels of education in MENA region. This is also reflected in the level of qualifications of its SSW. Academic titles for social service professions include the familiar B.A./B.Sc. degree, certificate titles such as Superior Technician in Social Work and Certificate of Completion of Education in Social Work that are mostly adopted from the French educational system and reflect practical training qualifications, and the "Maitrise" and Professorship (Al Austadhia) in Social Work which are more theoretically oriented.

Table 30 reflects the distribution of the Tunisia SSW sample by level of educational qualification. The majority of SSW respondents (68.4%) had a B.A. /B.Sc. degree. They are followed by 27.9% of respondents with a Master's degree. The remaining minimal proportion of 3.7% is split between those who obtained a vocational diploma and respondents with a Ph.D. with the latter representing one-half of 1%.

As reflected in Table 31, of those who hold B.A. or B.Sc. and above who responded to the question regarding area of specialty in which they obtained their degree, the SSW survey reveals that just over 73% of SSW respondents have a degree in social work or a closely related field, i.e. social assistance, psychology, or disability assistance *(éducateur spécialisé)*. A small portion are trained in sociology or anthropology. It is interesting to note that a relatively large number of SSW respondents, 15.4%, have a background in law or political sciences.

Table 30: Distribution of SSW respondents by level of education

Educational/Qualification Level	Frequency	%
Vocational Diploma	6	3.2
B.A./B.Sc.	130	68.4
Master	53	27.9
Ph.D.	1	0.5
Total	**190**	**100**
Missing	9	
Total	**199**	

Source: Tunisia SSW Survey Data

Table 31: Absolute and relative distribution of SSW respondents by educational specialisation

Area of Educational Specialisation	Frequency	%
Social Work	**96**	51.1
Social Assistance	**4**	2.1
Disability Assistance *(éducateur spécialisé)*	**19**	10.1
Psychology	**19**	10.1
Sociology / Anthropology / Development	**8**	4.3
Management	**2**	1.1
Law / Political Sciences	**29**	15.4
Other	**11**	5.9
Total	188	**100**
Missing	**11**	5.9
Total	199	

Source: Tunisia SSW Survey Data

WORKER PERCEPTIONS OF TRAINING AND EDUCATION

The majority of SSW respondents consider the type of work they do consistent with the education they received, including those with a law degree. However, cross tabulation of the two variables – details are not shown here – shows that the two variables are not independent from each other. The survey data showed that the majority of those who responded that their work responsibilities and degree did not match had a degree in social work (53.8% of those reporting non-alignment), and attributed the disparity as being due to being assigned administrative rather than technical responsibilities and underutilisation of their specific social work skills. During the inception visit, key respondents also explained that university-level social work training is quite theoretical and only involves a short period of fieldwork in the last two years of studies, which may contribute to this perception of inconsistency as many social work students only realise towards the end of their studies that social work functions are intrinsically practical rather than academic.[166]

Almost all SSW respondents reported that they had received some form of short course training either in social work or in a related area of specialty: 55.6% of workers reported receiving short course training in social work; 4.8% received such training in social assistance; 24.6% received short training in child care; and 15% received training on a variety of other topics such as child rights, child protection,

gender-based violence (GBV), multi-dimensional poverty, rehabilitation of persons living with disability, communication and community mobilisation.

While most SSW respondents referred to short course training they had received, only 57.1% considered that their employer provides training opportunities to their employees. Half of the SSW reporting they can benefit from training opportunities (49.1%) specified that only internal training is made available, 16.7% said that only external is provided, while the remaining 34.3% reported that both types of training are provided by the organisations for which they work.

When asked whether they need additional training to do their work well, 94.5% of SSW respondents indicated that they need additional training. However, only 27.8% of SSW respondents consider that resources for short course training are available and 44.3% of the SSW explained that when training is provided, it is often difficult to attend as it is usually provided in a location far from where they live because very few adequate training facilities exist outside the main cities.

When asked about their satisfaction with employing organisations' investments in training, a large majority of respondents (80.2% of the SSW who responded to this question) expressed dissatisfaction because of a lack of resources invested in training as well as inadequate or poor quality of the training.

It is important to note that in the Figure 28, 'Lack of training' was considered in 8th place. At the same time, as described in the paragraphs above, the SSW specifically highlight lack of training opportunities, dissatisfaction with training quality and investment, lack of resources and lack of accessible locations for training. This suggests that challenges regarding SSW training must be considered within the broader context of their entire work environment.

D. SUPPORTING THE WORKFORCE

PROFESSIONAL ASSOCIATIONS

Tunisia is generally considered to have a relatively strong civil society and has a strong Tunisian General Union of Work or Union Générale Tunisienne du Travail (UGTT). However, among SSW respondents, only one-quarter (25.1%) reported membership in any professional association.

The main associations, societies or syndicates of which SSW respondents hold memberships are the Tunisian Society of Social Workers, the Scientific Society of Social Work, the Society of Child Protection Delegates, the Tunisian Society of Psychologists, the Worker's Syndicate (distinct from the UGTT) and the Tunisian Association for Human Rights. Of those who reported how long they had been member of such an association, 80% had been member for two years or more (47.8% between 2 and 5 years and 32.6% for more than five years), 17.4% had been member for a period between 6 months and 2 years, and only 2.2% had been a member for less than 6 months. For all such associations, membership is reportedly voluntary.

The low rates of affiliation with such associations could be due to the limited benefits that members experience at either individual or professional level: only 30.9% reported having received some form of support such as training, opportunities for professional networking and experience sharing, moral support, opportunities for socialisation and entertainment, or subsidised food or meal coupons for restaurants. A similar proportion (31.6%) stated that they could request support from their association if needed. Others reported that "it is the society that needs support", "the association lacks resources", "it is only for the benefit of certain groups".

As quoted at the outset of this report in the MAS' Decree # 2013-304, social work must be "…guided by ethical rules and guidelines…". Findings of the SSW survey in Tunisia suggest that the majority of social service workers (87.4% of respondents) are aware of the professional code of ethics governing the conduct of social service workers; however, only 53.8% confirmed that they personally signed such a code of ethics.

PERCEPTIONS OF CAREER ADVANCEMENT

SSW survey data indicates that social service workers in Tunisia are relatively young: the majority of those who have less than 10 years of experience working within the SSW have been working in their current job for less than 5 years (42.8%); and social service workers seem to move out of the sector after having gained work experience in the social service delivery sector.

As reflected above, in the discussion on challenges faced by the SSW, many workers are concerned about the lack of professional and career development opportunities. When asked whether their employer provides opportunities for promotion, 33.2% of SSW respondents stated that their work places do not provide such opportunities, while 66.8% reported that they do receive opportunities

for career advancement – which is contradicted by many other expressions of frustration about a lack of opportunities for professional development. The perception that the SSW profession does not provide career perspectives – whether real or perceived - may impact workers' decisions to stay or leave the social service sector.

When asked whether they had previously worked for another employer, 53.8% of SSW respondents reported that they had, of which the majority previously worked for NGO (67.0%). By comparison only 21% had transitioned from another position within government and 12% were previously self-employed. Desire for the stability offered by government positions and non-material benefits that come along with such employment were reported to be the main reason for job changes.

The data further indicated that 20.5% of SSW respondents intended to look for another job within the month after they completed the survey.

PERCEPTIONS OF SUPERVISION

Almost all SSW respondents in Tunisia reported that they have direct supervisors and most supervisors are considered to have a relevant background to provide oversight and support to social service workers: 97.3% SSW respondents stated that they have a direct supervisor and 59.9% of those with a direct supervisor reported that their supervisor had a degree in social work, 12.1% had a background in psychology, 7.6% has a degree in law, and 2.5% in child-development or -protection related studies. In other words, about 80% of all supervisors were considered to have a degree either in social work or in an associated field of work. The remaining 19.1% of the SSW with a direct supervisor reported that their supervisor had an academic background outside the sector, such as physical therapy, theatre, economics or geography.

SSW respondents did not extensively describe the type of support they receive from their direct supervisors and for the most part clarified this in a few words: "coordination", "technical and administrative", "planning and programming", "provide advice and consulting "and "moral support and encouragement". A minority of SSW respondents (12%) reported that they do not receive any support from their supervisor.

In Tunisia, most SSW respondents reported that they hold both regular one-on-one meetings and group supervision meetings with their supervisors: 82.7% reported that they have regular meetings with their direct supervisor and the

same proportion, 82.6%, also participate in group supervision meetings. One-on-one meetings most frequently take place on a daily basis (50.6%), but 17.3% hold such meetings on a weekly basis, 18.2% monthly or 3 to 4 times a year, and 6.9% meet even less frequently. By comparison, 35% of SSW respondents indicated that they also participate in weekly group supervision meetings, while 30.6% participate in such meetings on a monthly basis, 15.6% every three to four months, and 18.8% less frequently. Notwithstanding the considerable effort made for ensuring supervision of the SSW in Tunisia, only 54.6% of respondents considered the supervisory system effective while 44.4% regarded it as inefficient.

E. RECOMMENDATIONS

CTG members in Tunisia reviewed and validated the review findings and subsequently identified key recommendations which should be undertaken to strengthen the SSW in Tunisia. These recommendations for the three pillars of SSW strengthening were organised under five themes, as follows:

*Recommendations for **planning the SSW**:*

- *Systems strengthening:*
  1. State-level recognition in national policy, strategy and budget development for the importance of the social service workforce as a partner and key implementing actor;

  2. Equitable allocation of social service workers by governorate and district taking into account the extent of and specific social support needs of the population (both in terms of first line services and specialised services);

  3. Strengthen the positioning and boundaries of SSW and their services vis-a-vis other professional services;

  4. Review and clarify the specific legal status and standard job descriptions of various categories of social service workers. (This includes ensuring the role of mentoring SSW students is mentioned in job descriptions of various categories of the SSW. This also includes developing standard job descriptions for workers who assist the SSW, delineating their roles and responsibilities from those of the SSW.);

  5. Facilitate and implement national and international networking and exchange of

learning and expertise (including through the development of guides, establishment of exchange and twinning opportunities, etc).

- *Improving working conditions for the SSW:*

6. Improve working conditions of the SSW in terms of availability of resources, tools, logistics, infrastructure and the state of equipment and supplies which are necessary for social service workers to carry out their functions. (This includes strengthening the electronic data management system for case management, referral and other services provided by workers.);

7. Improve working conditions in terms salaries and compensation;

8. Provide legal protection to the SSW so they are protected in situations of risk encountered in the course of carrying out their duties, including the safety and security of premises where they work;

9. Take account of the 'hardship' of the work of social service workers when establishing conditions for retirement.

*Recommendations for **developing the SSW**:*

- *Strengthening pre-service and post-graduate training:*

10. Develop a competency framework for each SSW profession and type of service;

11. Strengthen professional (pre-service) and short course training (in-service and post-graduate) for each of the SSW cadres, including the content of academic training as well as supervision training, and ensuring that training better meets specific programme needs;

*Recommendations for **supporting the SSW**:*

- *Strengthen quality assurance and supervision:*

12. Improve quality of social services provided by the SSW, by strengthening supervision and increasing numbers of workers deployed in various sectors (especially in the justice sector and in juvenile detention centres);

- *Strengthen career development opportunities for SSW:*

13. Strengthen opportunities for professional and career development;

14. Enable private practice for social service workers and the development of the SSW in the private sector.

CTG members then worked in groups to identify actions to be undertaken to strengthen the SSW in Tunisia as well as persons or institutions responsible for the realisation of the action, and the timeframe in which the action should be accomplished. This is reflected in the Action Plan for SSW strengthening provided below.

ACTIVITIES BY CATEGORY AND THEME	TIMELINE		
	SHORT-TERM	MEDIUM TERM	LONG TERM
PLANNING THE SSW			
1. Systems strengthening			
Establishment of a social sector 'Observatory' to continuously scan and analyse emerging social support needs and identify prevention and response cechanisms			
Develop a policy brief to guide the establishment of the social sector 'Observatory'	X		
Project design for establishment of the social sector 'Observatory'	X		
To inform a national SSW strengthening strategy and related recruitment/deployment plan, conduct a mapping of all social services and programmes in the country as well as of the SSW employed in those services and programmes, including those provided by the MAS as well as those of other sectors (including the Ministry of Education, the Ministry of Women and Family, the Ministry of Justice and the Ministry of Interior/police and prison administration). This mapping should provide detailed information on the number of beneficiaries, their profile and their distribution; service eligibility criteria, registration and selection processes; and the role of the SSW in providing these services.	X	X	
2. Equitable allocation of the SSW by governorate and district taking into account the extent of social support needs of the population			
Building on the findings of the above social service mapping, develop a national SSW strengthening strategy and related recruitment/deployment plan	X	X	
Rationalise hiring and secondment/intra-sectoral mobility so as to ensure balanced and needs-based coverage, especially for front-line and specialised services, and in juvenile detention centers		X	
Identify a national rule/ratio of coverage for each specialty in accordance with human development indicators, emerging social phenomena and institutional human resources needs	X		
Establish a national data base on the distribution of specialties		X	
Review and strengthen as needed the legal status of the different SSW professions, and distinguish their roles and responsibilities from those of other allied professionals and from workers who assist the SSW	X		
Establish an interactive map on specialised interventions			X
The MAS to develop a 'caring for carers' strategy taking account of the wellbeing of the SSW and identifying means to provide support to help workers deal with work-related stresses, starting with the establishment of 'SSW wellness committees' comprised of management and workers to assess needs and identify realistic support mechanisms	X		
3. State-level recognition of the importance of the SSW as a partner in national policy, strategy and budget development			
Recognition by all key state-level stakeholders of the importance and relevance of the SSW profession in terms of the role they play in the country's development and reflection of this recognition in attention given to SSW training			X
Establishment of a National Supreme Council of Social Work		X	
Establishment of a Professional Society/syndicate	X		
Support to social service worker's professional associations to ensure they effectively represent the interests of the SSW in national policy, strategy and budget development		X	

ACTIVITIES BY CATEGORY AND THEME	TIMELINE		
	SHORT-TERM	MEDIUM TERM	LONG TERM
WORKING CONDITIONS			
4. Salaries and compensation			
Conduct an analysis of SSW salaries and compensations, including the level of salary/compensation of social workers in Tunisia as compared to other service providers within the country as well as to salaries of social workers in other countries	X	X	
Based on the findings of the above described SSW salary and compensation analysis, develop a costed strategy and roadmap for upgrading salaries and conditions of the SSW	X	X	
Work with appropriate central authorities (including MAS, Ministry of Finance, Prime Minister and National Constituent Assembly) to gain senior government approval for the costed strategy and roadmap for upgrading of salaries and conditions and its implementation		X	
Implement the costed strategy and roadmap for upgrading of salaries, compensations and working hours for the SSW		X	X
5. Review of procedures for promotion			
Ensure equity and transparency of access to promotion opportunities following performance evaluation, considering the competencies and achievements of the SSW, and following legal procedures to ensure objectivity throughout the promotion consideration process	X	X	
6. Resources and infrastructure			
Review and improve the layout of social service venues to ensure the client can be treated with confidentiality throughout case management processes	X		
Ensure availability of budget for emergency cases, especially to cover care services and transportation costs, and rapid accessibility of these funds to effectively respond to emergency situations	X	X	X
Develop an electronic data and case management system to enable effective data management of services provided by the SSW, including case management and referral between different levels of services and across sectors	X	X	X
7. Legal protection to address situations of risk encountered in the course of the SSW carrying out duties			
Assess occupational risks of the SSW: physical, material and emotional risks (communicable diseases, violations of personal life/privacy, occupational diseases) - such an assessment could be done through the 'Observatory' described under Systems Strengthening above	X		
Building on the findings of the occupational risk assessment, identify measures to minimise such risks, e.g., assignment of police to accompany workers when they conduct home visits in at-risk areas	X	X	X

ACTIVITIES BY CATEGORY AND THEME	TIMELINE		
	SHORT-TERM	MEDIUM TERM	LONG TERM
DEVELOPING THE SSW			
8. Strengthening initial and post-graduate training			
Develop a competency famework for each cadres of the SSW and type of service, to inform strengthening of pre-service and post-grad training	X		
9. Pre-service training			
Situation analysis of the current state of pre-service-training for various cadres of the social service workforce, in terms of: • Inclusion of practical training beginning with year one ('sandwich' training alternating theory and practical training); • Ensure training topics effectively respond to social support needs on the ground; • Diversity of internship opportunities; • Strengthen cross-sectoral case management training modules; • Strengthen training modules on crisis management; • Strengthen training modules on community-level interventions; • Supervision training based on international standards; • Ongoing professional training for the SSW; • Training in fields associated with social work.	X	X	
Establish adequate field practice during each year of training, beginning with year one	X	X	X
Institutionalise training of trainers for all cadres of the SSW, including coaching, mentoring and a requirement for certification before trainers can be engaged to train other workers	X	X	X
Undertake a study to assess the field of social work in Tunisia, identify training needs and regularly update training content based on identified needs	X	X	X
10. Post-graduate training			
Mapping and analysis of current post-graduate training provided to social service workers (content, technical and practical knowledge and skills transfer, etc)	X		
Analysis of in-service training programme currently provided to the SSW, strengthening and certification of this in-service training, ensuring competencies of trainees are recognised and can be taken into account when promotion is considered	X		
Evaluate the experience of the regional child protection trainers who were trained and engaged with UNICEF support	X		

ACTIVITIES BY CATEGORY AND THEME	TIMELINE		
	SHORT-TERM	MEDIUM TERM	LONG TERM
SUPPORTING THE SSW			
11. Strengthening quality assurance and supervision			
Develop standardised job descriptions for workers who assist the SSW, distinguishing their roles and responsibilities from those of the SSW	X	X	
Based on the findings of the above described SSW salary and compensation analysis, develop a costed strategy and roadmap for upgrading salaries and conditions of the SSW	X	X	
Disseminate Codes of Ethics for the SSW	X		
Strengthen supervision of the SSW, including through the development and use of standardised supervision tools and procedures	X		
Require that supervisors be trained in supervision	X	X	X
Participation of field social workers in the formulation of programmes	X	X	
Preparation of reference guide for social services that adopts international quality standards		X	
12. Strengthening career development opportunities			
Analysis of the current status of social service workers by type (recruitment criteria, promotion criteria, matching of academic qualifications with position requirements, etc.)	X		
Develop a directory of titles within the SSW, including minimum competencies and training	X	X	
Develop job descriptions for allied professionals assisting the SSW, clarifying their specific roles and responsibilities as distinct from those of the SSW	X		
Develop standard operating procedures and rules for recruitment and promotion based on objective, criteria and merit	X	X	
Enable personnel rotation including legal code allowing for such rotation	X		
Enable the SSW to establish themselves as private sector providers		X	
13. National and international networking and exchange of learning and expertise			
Facilitate exchange and learning opportunities between professionals within various cadres of the SSW	X		
14. At the international level			
Introduce and familiarise regional and local administrators with international organisations working in the field of child protection with the purpose of having access to: 1) logistical support; 2) exchange of best practices and experience		X	
Enable central level endorsement and legal approval for regional and local administrations to cooperate with international organisations		X	
Establish rules ensuring flexibility in dealing with international organisations		X	
Networking of regional social workers with international organisations			X

VII.9. STRENGTHENING THE CASE MANAGEMENT PLATFORM IN OMAN

The Sultanate of Oman has undergone a rapid pace of growth with a high degree of equity in the past several years. With an estimated per capita gross national income (GNI) of 14,540 USD (2017), Oman is considered to be "high income" according to the World Bank country classification (World Bank 2017).[167] In 2017, Oman ranked 48th out of 189 countries on the human development index.[168] There have been many significant achievements related to children's rights and wellbeing. There have been significant advances in strengthening the child protection system, with attention to: children with disabilities through improved identification; inclusive schools and assessment and rehabilitation services; young children through kindergarten and early childhood programs; and children in need of protection through child protection committees and other services. The Sultanate of Oman understands that families must be strengthened and supported to raise healthy and educated children living in safe, stable and loving families dedicated to their wellbeing.

However, data reviews conducted in 2013 and 2017 found that some results for children were impeded by gaps in cross-sectoral coordination for the delivery of services that require effective referral between health, education and other

social services. To respond to this, the Sultanate of Oman, together with UNICEF, has developed a cross-sectoral case management platform to enable strengthened coordination and collaboration of services and referrals across these relevant entities. The case management process is designed with a combined lens of child protection, disability and early childhood development and will facilitate a holistic approach and result in: improved outcomes and satisfaction for beneficiaries; improved service quality, accessibility and efficiency; higher beneficiary engagement in decisions and solutions; human and other resource efficiencies; and strengthened coordination and linkages between other service providers. To ensure that the system is fully aligned with the Omani context, it is currently being piloted within two governorates to identify gaps and areas for adjustment. Following piloting, the system will be automated as an integrated cross-sectoral Management Information System and taken to scale by the government.

Strengthening cross-sectoral referrals and coordination requires a social service workforce that has the skills and knowledge required to successfully support the case management process. As part of the piloting process, the relevant ministries, with

UNICEF support, have developed a training program that is specifically designed to build these skills within the social service workforce. This includes a self-administered tool that explores relevant competencies in areas that are critical for those working in child protection and social work. Social workers and others engaged in the cross-sectoral case management platform are currently using this tool to assess their own skills, knowledge and abilities (i.e., competence) in issues related to identification, communication, assessment, referrals, child participation, child rights, community engagement and advocacy. Results will be collated, analysed and used to inform planning and design of professional development and training programs focused on areas where there are identified gaps in knowledge and skills with the end goal being a strong and capable workforce with the necessary skills and knowledge to support the implementation of the case management platform and other responsibilities pertaining to their role.

As Oman is working on launching an integrated case management platform, it was decided that a more tailored tool, that could be aligned with piloting of the system, would be developed and used in the future.

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ENDNOTES

1   UNICEF. (2019). Guidelines to Strengthen the Social Service Workforce for Child Protection.

2   https://sustainabledevelopment.un.org/?menu=1300

3   UNICEF. (2019). Guidelines to Strengthen the Social Service Workforce for Child Protection.

4   For examples of applications of this approach, please refer to 1) Global Social Service Workforce Alliance. 2015. State of the Social Service Workforce Report 2015: A Multi-Country Review and 2) United Nations Children's Fund. Draft 2019. Multi-Country Review of the Social Service Workforce in East Asia and Pacific Region.

5   United Nations Children's Fund. Guidelines to Strengthen the Social Service Workforce for Child Protection. UNICEF, New York, 2019.

6   Global Social Service Workforce Alliance (2017). Global Advocacy Toolkit for the Social Service Workforce. www.socialserviceworkforce.org/system/files/resource/files/Global-Advocacy-Toolkit.pdf

7   The original Terms of Reference included nine countries but this report includes country reports for eight as Oman decided to not participate at this point in time, given their desire to prioritize efforts to strengthen the case management platform and design specific workforce mapping exercises in support of that process.

8   For examples of applications of this approach, please refer to: Global Social Service Workforce Alliance. 2015. State of the Social Service Workforce Report 2015: A Multi-Country Review and to United Nations Children's Fund. Draft 2018. Social Service Workforce Review in South Asia.

9   Although a national strategic framework does not exist, Jordan was instrumental in leading the development of a draft strategic framework for strengthening Arab social work, released in April 2019.

10 Ministère de la Famille, de la Solidarité, de l'Égalité et du Développement Social du Royaume du Maroc, avec l'appui du bureau de l'UNICEF au Maroc. (2018). Étude pour l'élaboration d'un Référentiel des Métiers des Travailleurs Sociaux dans le domaine de la protection des enfants au Maroc.

11 The 2012 amendments to the Child Law provide useful information on some of the required functions (i.e., mandates) of members of the workforce engaged in child protection. The MOSD has also developed several by-laws related to child protection program implementation.

12 Republic of Tunisia. Ministry of Social Affairs. Decree #2013-304.

13 Child population data received from study country governments. The ratio SSW per 100,000 children using 2016 UNICEF State of the World's Children data is provided in the following table.

14 Ratio reflects available data on SSW, which is considered a relatively good estimate but should be validated through a census-type count of the SSW, and 2018 child population data under the age of 19 which was received from the UNICEF Morocco Country Office. The ratio of social service worker per 100,000 children using 2016 UNICEF State of the World's Children data is provided in the following table.

15 This is considered incomplete as this figure only reflects the SSW registered in the database of the Ministry of Social Affairs.

16 In Palestine, 380 social service workers are employed at national level while only 154 such positions are authorized, and at local level, 2,590 workers are employed while only 841 positions are authorized.

17 While five universities in Lebanon grant a degree in social work, data on academic training programmes was only received from two universities: the Université Saint Joseph's École Libanaise de Formation Sociale (USJ – ELFS) and the Lebanese-American University (LAU), i.e. each have a BA level Social Work programme, a Masters level Social Work programme, and the USJ-ELFS also has a PhD programme in Social Work. This figure only reflects the data received on these five degree programmes (2 BA, 2 Masters and 1 PhD).

18 Various universities and institutes throughout Morocco deliver at least 32 different SSW-related degrees (B.A./B.Sc. M.A., Ph.D.). The names of such degrees vary widely and cover a broad range of specialties.

19 Only reflects the four types of SSW degrees reported by SSW survey respondents, i.e., Social worker, Assistant social, Éducateur spécialisé and Psychologue. No data was received from SSW training institutions.

20 This number (17) includes the various universities and programmes offered in areas relating to social service other than social workers. Of note is that the Jordanian CTG defined the SSW as social work and other related fields.

21 Only reflects data obtained from stakeholders

22 Only reflects the Université Saint Joseph's five short courses that are recognised by the Ministry of Education and Higher Education, i.e., abuse case management; child protection case management TOT; social innovation in NGO responses to social problems, standard operating procedures and case management for protection of minors in Lebanon; and sexual orientation and gender identity.

23 Only reflects data obtained from stakeholders

24 At BA and MA levels

25 This figure only reflects the data received on the five degree programmes of the USJ-ELFS and the LAU described above (2 BA, 2 Masters and 1 PhD).

26 The 38 SSW working in the SEAS' Guichets Sociaux have possibly received 5 days of training per year in the past year since the Guichets Sociaux were established

27 The snapshot of indicators is based on survey responses. However, according to MoCLSW, 100% of the SSW who are employed in governmental and non-governmental organisations has received mandatory in-service training

28 No professional associations of the SSW are legally approved in Jordan. The one SSW association that does exist is a charitable association that is licensed by government like any other organisation, not as a professional association of the SSW.

29 The number of professional associations, syndicates or groups mentioned by respondents is 43, however there is one specific Social Work Union that exists but needs to be revived. This is included in the Sudan three-year action plan.

30 The code of ethics is recited by the graduates of the academic programs in social work.

31 A Code of Ethics for Jordanian Social Workers exists and was included in the desk review. However, it is not clear if this has been adopted by the Society of Social Workers. See No author. (no date). Code of Ethics for Jordanian Social Workers

32 Although close to 90% of respondents reported that they knew of a professional code of ethics, only one-third reported they had signed one. However, a Code of Ethics was not provided for review or validation.

33 Data reflects % of social service worker respondents to the SSW survey

34 Ibid

35 Ibid

36 Ibid

37 Ibid

38 Ibid

39 These figures reflect data obtained in each country on the SSW. No countries have a central database of social service workers, so the data reflects the ability of the key government stakeholders to obtain such SSW employment data within their sector and from other sectors. It should be noted that in Djibouti, all SSW in the country were identified and included in the study, and in Tunisia, employment data on the SSW was only obtained from the social affairs sector.

40 Data is a compilation from: UNICEF. (2017). The State of the World's Children 2017: Children in a Digital World; and national population census data as noted in country reports.

41 Association Internationale pour la Formation, la Recherche et l'Intervention Sociale

42 Jordan has a vocational diploma (that is designed to serve a temporary need) that is granted by formal institutions but has no academic recognition. A medium diploma can be granted following successful completion of high school, by a recognised college. It entails a total of 68 credit hours and acts as a bridge to enrolling in a university for a higher diploma that can be granted as a post-study degree (usually following a Bachelor's degree).

43 One PhD programme in social work will be available starting from 2020.

44 While five universities in Lebanon grant a degree in social work, data on academic training programmes was only received from two universities: the Université Saint Joseph École Libanaise de Formation Sociale (USJ – ELFS) and the Lebanese-American University (LAU).

45 The Tunisia data on # degree programs reflects the four types of SSW degrees reported by SSW survey respondents, i.e., Social worker, Assistant social, Éducateur spécialisé and Psychologue. No data was received from SSW training institutions. During inception visit interviews one MA level programme in social work was referred to that is provided by the National Institute of Labour and Social Studies (INTES), other figures are guesstimate based on SSW survey responses.

46 Association Internationale pour la Formation, la Recherche et l'Intervention Sociale

47 https://data.worldbank.org/country/djibouti

48 http://hdr.undp.org/en/countries/profiles/DJI

49 Extrapolation of Djibouti 2009 census data to 2018 (using an average annual growth rate of 1.5%) obtained from http://djibouti.opendataforafrica.org.

50 https://en.wikipedia.org/wiki/Djibouti

51 Information received from CTG members

52 https://en.wikipedia.org/wiki/Djibouti

53 UNICEF (2017) State of the World's Children 2017.

54 République de Djibouti, Secrétariat d'État chargé des Affaires Sociales (2017). Stratégie Nationale de Protection Sociale de la République de Djibouti 2018-2022

55 Secretary of State of Social Affairs' Office

56 For further details see, Francesca Stuer and Mohamed Mohieddin. (2018). Multi-Country Review of the State of the Social Service Workforce in the MENA Region: Djibouti Country Inception Visit, 16 to 19 July 2018. BTOR.

57 Djibouti census data categorizes children in the following age groups: 0-4, 5-9, 10-14 and 15-19. It is therefore not possible to provide the number of children o-18 years old. See: http://djibouti.opendataforafrica.org/DJS2015/djibouti-census-data-2011

58 http://djibouti.opendataforafrica.org/DJSOES2015/socio-economic-statistics-of-djibouti-2015?region=1000030&indicator=1002200

59 Young people's Collective Association

60 The International Association for Training, Research and Social Intervention

61 https://data.worldbank.org/country/iran-islamic-rep

62 http://hdr.undp.org/en/countries/profiles/IRN

63 http://worldpopulationreview.com/countries/iran-population/

64 Iran Statistical Center. Iran Census 2016

65 http://www.childhoodexplorer.org/childrens-rights-in-iran

66 Multiple Indicator Demographic Health Survey,2010

67 Maarefvand M. (2014). Comprehensive Study of Child Protection Priorities in Iran. Report for the National Body on Convention on the Rights of the Child and UNICEF Iran.

68 Raheb G., Jandaghi J. & Khani A (2014). A Study of Social Work in General Hospitals in Iran and Designing a Model for Social Work Services. Middle East J Rehabil Health. 1(1): e20836

69 Including psychology, social sciences, radiology, computer, nursing, medicine, medical services management, environmental health, education, sciences, family studies, educational services, cooperation, labour knowledge, communications, administrative services, anaesthesiology, math, exceptional children, literature, research studies, administrative management, state management and speech therapy.

70 Iran Statistical Center, 2015

71 The table does not reflect all state and non-state organisations employing the SSW in Iran.

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73 https://www.cia.gov/library/publications/resources/the-world-factbook/geos/jo.html

74 https://data.worldbank.org/country/jordan

75 World Bank. Retrieved from: http://www.worldbank.org/en/country/jordan/overview

76 http://hdr.undp.org/en/countries/profiles/JOR

77 Economic Policy Research Institute for UNICEF Jordan (2018). Comprehensive evaluation of the UNICEF-supported specialized child protection case management response in Jordan 2013-2017 Reference: LRPS-2017-9134157

78 UNICEF https://www.unicef.org/jordan/media/371/file/Jordan-Reports.pdf

79 https://www.unicef.org/jordan/media/371/file/Jordan-Reports.pdf

80 http://dosweb.dos.gov.jo/DataBank/yearbook/YearBook2016_eng.pdf. 11-13.

81 Sources: Col 1. http://dosweb.dos.gov.jo/DataBank/yearbook/YearBook2016_eng.pdf: 13 date checked 23 March 2019 Col 2. Calculated by the author. Col 3. This estimate was calculated by applying the national percentage of child population (40%) on the Governorate level population, thus achieving the number of children at Governorate level, and then using these numbers to calculate the ratio of social service workers per 100,000 children. Col 4-7. Data provided by respective Ministries in response to institutional questionnaires directed to them. Col 8-9. Calculated by the author.

82 http://arts.ju.edu.jo/StudyPlans/Bachelor%20Degree%20In%20Social%20Work.pdf

83 http://admreg.yu.edu.jo/en/index.php?option=com_docman&task=cat_view&gid=129&Itemid=159

84 http://arts.ju.edu.jo/StudyPlans/Plan%20for%20Masters%20Degree%20in%20Social%20Work.pdf

85 https://en.wikipedia.org/wiki/Lebanon

86 https://data.worldbank.org/country/lebanon

87 http://hdr.undp.org/en/countries/profiles/LBN

88 Ibid

89 Government of Lebanon and United Nations (2017). Lebanon Crisis Response Plan, 2017-2020 (2019 update). Retrieved from https://reliefweb.int/report/lebanon/lebanon-crisis-response-plan-2017-2020-2019-update

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92 Maestral International & Consultation and Research Institute (2017). Capacity Assessment of the Ministry of Social Affairs in Lebanon (November 2017 Draft) Document shared by UNICEF

93 It is noted that in Lebanon, a social assistant is a social service worker with a university degree either in medical and social assistance from a public university or in 'assistant social' from a private university (French for social assistant).

94 Ibid

95 Francesca Stuer and Mohamed Mohieddin. (July 2018). Multi-Country Review of the State of the Social Service Workforce in the Middle East and North Africa (MENA) Region. Lebanon Country Inception Visit. Back to office report.

96 United Nations Relief and Works Agency for Palestine Refugees in the Near East

97 Francesca Stuer and Mohamed Mohieddin. (July 2018). Multi-Country Review of the State of the Social Service Workforce in the Middle East and North Africa (MENA) Region. Lebanon Country Inception Visit. Back to office report.

98 According to the narratives collected during the inception visit, a male potential employee was denied being hired in a post because the phrasing of the job title was put in the feminine form rather than the masculine.

99 For Further details see the following links: for USG https://www.usj.edu.lb/english/institution.php?inst=15; For (LAU) http://sas.lau.edu.lb/social-sciences/programs/ba-social-work.php; For LU https://www.ul.edu.lb/faculte/branches.aspx?facultyId=14; For LCU https://www.lcu.edu.lb/lcu/index.aspx?MM=14&SMM=2034&SSMM=1076; and For MUBS http://www.mubs.edu.lb/en/future-students/undergraduate-majors-english-language/undergraduate_faculty_of_education.aspx; For all links, date checked February 23, 2019

100 https://www.usj.edu.lb/english/institution.php?inst=15. Date checked February 23, 2019

101 Extracted from USJ Institutional questionnaire.

102 https://www.usj.edu.lb/english/institution.php?inst=15 date checked February 23, 2019.

103 unofficial translation of the Arabic name of this association

104 Ibid

105 The Association Internationale pour la Formation, la Recherche et l'Intervention Sociale (AIFRIS) is an international francophone association based in Brussels, Belgium, dedicated to promoting research, training and professional development in the field of social work.

106 https://en.wikipedia.org/wiki/Morocco

107 https://data.worldbank.org/country/morocco

108 http://hdr.undp.org/en/countries/profiles/MAR

109 Ciliberti D. & Badillo C. (2015) Analyse de Situation des Enfants au Maroc. Rapport écrit pour UNICEF

110 Ministère de la Famille, de la Solidarité, de l'Égalité et du Développement Social of the Kingdom of Morocco, with support from UNICEF Morocco. (2018). Elaboration of a competency and profession's repository study for Social Workers in the field of child-protection in Morocco. Study synthesis. Also: Ministère de la Famille, de la Solidarité, de l'Égalité et du Développement Social du Royaume du Maroc, avec l'appui du bureau de l'UNICEF au Maroc. (2018). Étude pour l'élaboration d'un Référentiel des Métiers des Travailleurs Sociaux dans le domaine de la protection des enfants au Maroc.

111 Ibid

112 Ministère de la Solidarité, de la Femme, de la Famille et du Développement Social

113 Population data received from UNICEF Morocco

114 According to documents received from the Ministry of Higher Education, the ISPITS seems to only grant B.A./B.Sc degrees only. However, the official site of the ISPITS indicates that they also grant M.A. and Ph.D. degrees. See. https://www.moroccodemia.com/en/nursing-studies-in-morocco/ Date last checked.1 February 2019.

115 The list of training institutions/universities delivering SSW-related degrees and the names of these degrees was received from the Ministry of Higher Education.

116 Information obtained from: Étude pour l'élaboration d'un Référentiel des Métiers des Travailleurs Sociaux dans le domaine de la protection des enfants au Maroc. 2018. Ministère de la Famille, de la Solidarité, de l'Égalité et du Développement Social du Royaume du Maroc, avec l'appui du bureau de l'UNICEF au Maroc.

117 European Commission. (2017). Overview of the Higher Education System: Morocco. Available on the Internet at: https://eacea.ec.europa.eu/sites/eacea-site/files/countryfiches_morocco_2017.pdf

118 No information was obtained on the number of members or activities of the association.

119 Association Internationale pour la Formation, la Recherche et l'Intervention Sociale

120 Ministère de la Famille, de la Solidarité, de l'Égalité et du Développement Social du Royaume du Maroc, avec l'appui du bureau de l'UNICEF au Maroc. (2018). Étude pour l'élaboration d'un Référentiel des Métiers des Travailleurs Sociaux dans le domaine de la protection des enfants au Maroc.

121 Ministère de la Famille, de la Solidarité, de l'Égalité

122 Ministère de la Famille, de la Solidarité, de l'Égalité et du Développement Social du Royaume du Maroc, avec l'appui du bureau de l'UNICEF au Maroc. (2018). Étude pour l'élaboration d'un Référentiel des Métiers des Travailleurs Sociaux dans le domaine de la protection des enfants au Maroc.

123 Palestinian Central Bureau of statistics (PCBS) (2018). Preliminary Results of the Population, Housing and Establishments Census, 2017

124 Ibid

125 Ibid

126 UNICEF 2013

127 Ibid

128 https://data.worldbank.org/country/west-bank-and-gaza?view=chart

129 UNDP 2015

130 Pereznieto (2014) as referenced in Ministry of Social Development (2018). Review of The Child Protection System In The State Of Palestine

131 Basic Regulations of the Syndicate of Social Workers and Psychologists: West Bank Governorates. Document provided by Palestine Country Office and received via UNICEF Regional Office.

132 MOSD and UNICEF. Child Protection System. Strategic plan.

133 https://www.timesofisrael.com/palestinian-census-4-7-million-in-west-bank-and-gaza-strip/

134 Source: Data provided by PCBC: Population Census 2017 Database.

135 Data provided by UNRWA on July 31, 2019. UNRWA includes social workers, school counsellors and community health workers

136 Notes: For the purpose of calculating the ratio, CPOs that are dually appointed as a CPO and WPO were counted as 0.5 CPO PCBS Estimated Population in the Palestinian Territory Mid-Year by Governorate, 1997-2016 Calculated on the assumption that their relative national average share of .42% holds for every governorate. No data was found for this broad age cohort. Source: Col 1 – 5: Ministry of Social Development (2018). Review of the Child Protection System in the State of Palestine: 54. C

137 Ministry of Social Development (2018). Review of the Child Protection System in the State of Palestine.

138 Diploma programmes are shorter than degree programmes (typically 6 months to two years in length) and can be in lieu of a longer degree programme or can be offered as post-graduate courses. They are typically offered by universities, vocational schools or other recognised, accredited training providers.

139 Degree acquired after bachelor's degree

140 Sudan Overview. (2016, Oct. 5) The World Bank. Available from: http://www.worldbank.org/en/country/sudan/overview

141 https://data.worldbank.org/country/sudan

142 http://hdr.undp.org/en/countries/profiles/SDN

143 https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/624556/Sudan-Administrative_divisions_centres-Nov_2016.pdf. Date last checked March 3, 2019.

144 The wilayat in Sudan include: Blue Nile, Central Darfur, East Darfur, Gedaref, Gezira, Kassala, Khartoum, North Darfur, North Kordofan, Northern, Red Sea, River Nile, Sennar, South Darfur, South Kordofan, West Darfur, West Kordofan, White Nile

145 Data provided by UNICEF- Sudan Country Office. The provided data covers localities in only 15 states. No data was made available for the states of Ghadarif, Kasala and Gazira. Therefore, the actual number of localities is greater than 158.

146 UNICEF (2017). State of the World's Children. Statistics are from 2016. Retrieved from https://data.unicef.org/resources/state-worlds-children-2017-statistical-tables/

147 Kelley Bunkers and Mohamed Mohieddin, Sudan Country Inception Visit: BTOR. September 2018: 4.

148 https://www.unicef.org/infobycountry/files/Unicef_Sudan_CHILD_PROTECTION_PROGRAMME_FINAL_(032016).pdf

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150 Thiam, Macoumba. (2016). Female Genital Mutilation/ Cutting (FGM/C) and Child Marriage in Sudan - Are There Any Changes Taking Place? An In-Depth Analysis Using Multiple Indicators Cluster Surveys (MICS) and Sudanese Household and Health Surveys (SHHS). UNICEF-UNFPA-WHO Sudan Free of FGC Program.

151 CTG member in discussion with UNICEF Sudan.

152 English translation of the Arabic translation of the training degree which is in French: éducation spécialisé.

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158 Ibid.

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160 No author. (no date). Une stratégie pour un système efficace de renforcement de la famille et de la protection de remplacement pour les enfants. Draft 2018

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162 Ibid.

163 Francesca Stuer and Mohamed Mohieddin. (August 2018). Multi-Country Review of the State of the Social Service Workforce in the Middle East and North Africa (MENA) Region. Tunisia Country Inception Visit. Back to office report.

164 Francesca Stuer and Mohamed Mohieddin. (August 2018). Multi-Country Review of the State of the Social Service Workforce in the Middle East and North Africa (MENA) Region. Tunisia Country Inception Visit. Back to office report.

165 Information received from CTG members during the inception visit. See Francesca Stuer and Mohamed Mohieddin. (August 2018). Multi-Country Review of the State of the Social Service Workforce in the Middle East and North Africa (MENA) Region. Tunisia Country Inception Visit. Back to office report.

166 Francesca Stuer and Mohamed Mohieddin. (August 2018). Multi-Country Review of the State of the Social Service Workforce in the Middle East and North Africa (MENA) Region. Tunisia Country Inception Visit. Back to office report.

167 https://data.worldbank.org/country/oman

168 http://hdr.undp.org/en/countries/profiles/OMN

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for every child

United Nations Children's Fund (UNICEF)
Regional Office for the Middle East
and North Africa
16 Abdel Qader Al-Abed Street
P.O. Box 1551
Amman 11821 Jordan
Tel: +962-550-2400
unicef.org/mena
menaro@unicef.org
facebook.com/UNICEFmena
twitter.com/UNICEFmena
instagram.com/unicef_mena

GLOBAL
SOCIAL SERVICE WORKFORCE
ALLIANCE

Global Social Service Workforce Alliance
1875 Connecticut Ave NW 10th Floor
Washington, DC 20009
socialserviceworkforce.org
contact@socialserviceworkforce.org
facebook.com/SSWAlliance
twitter.com/SSWAlliance
linkedin.com/company/GSSWAlliance

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