

WHAT ARE GUIDING PRINCIPLES FOR WORKING WITH PARA PROFESSIONAL SOCIAL SERVICE WORKERS?

REPSSI
Psychosocial
Support Forum

Victoria Falls,
Zimbabwe

September 3,
2015

SESSION OBJECTIVES

- **By the end of the session, participants should have:**
 - **A better understanding of guiding principles for para professional social service workers and why they are important to the provision of quality services to children and families**
 - **Increased knowledge about promising practices that exemplify the principles and will gain ideas on how they can be actualized**
 - **New recommendations for programming shifts to better integrate the principles into programming**

AGENDA

- **Overview of the Alliance, Interest Groups, and IGPP's Work to Date**

Ms. Alex Collins, MSW, MPH, Program Officer, IntraHealth International, USA

- **“Introduction to the Guiding Principles and Application to the UNHCR Partnership: Para Child and Youth Care Work with Refugee Children”**

Ms. Zeni Thumbadoo, MA, Deputy Director, National Association of Child and Youth Care Workers (NACCW), South Africa

- **“Planning for CYCW in Zambia Aligned to the Guiding Principles”**

Rev. Robert Sihubwa, BTh Hon, Chairperson of the Zambian Association of Child Care Workers (ZACCW), Zambia

- **“Use of the Guiding Principles for Para Social Work and REPSSI Certificate Graduates: An Example from the Institute of Social Work in Tanzania”**

Mr. Kanduru Hussein Ally, MSc, Lecturer and Coordinator of REPSSI Certificate in Community Based Work with Children and Youth, Institute of Social Work, Tanzania

- **Small Group Discussion, Q&A and Closing Remarks**

WHO IS THE SOCIAL SERVICE WORKFORCE?

Alex Collins,
IntraHealth
International

THE SOCIAL SERVICE WORKFORCE

- Social service workers create protective environments for healthy development and well-being by:
 - tackling poverty
 - reducing discrimination
 - promoting social justice
 - ensuring protection from violence, abuse, exploitation and neglect
 - providing needed services
- to care for and support those who need it most.



ABOUT THE GLOBAL SOCIAL SERVICE WORKFORCE ALLIANCE

Vision

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

Mission

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

Approach

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

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

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

ALLIANCE INTEREST GROUPS

- **Interest Group on Building the Evidence Base for Social Service Workforce Strengthening**
 - *SSWS Indicators in partnership with MEASURE Evaluation*
 - *Research Matrix*
 - *Performance Indicators*
- **Interest Group on Para Professionals in the Social Service Workforce**
 - *Guiding Principles for Para Professionals*
 - *Competency Framework for Para Professionals*

WHAT ARE PARA PROFESSIONAL SOCIAL SERVICE WORKERS? - 1

- **To date, there is no agreed upon and recognized definition for a paraprofessional social service worker at either the global or regional level**
- **This is especially true within the African context, where a range of different kinds of paraprofessionals have rapidly been trained and deployed to fill existing gaps of professional social service workers**
- **The term para professional refers to someone who is typically not university educated (i.e., does not have a degree in the social service field)**

WHAT ARE PARA PROFESSIONAL SOCIAL SERVICE WORKERS? - 2

- Paraprofessionals receive **specialized courses providing foundational skills in basic social service delivery**, which can vary by context and need.
- Paraprofessionals take on a **myriad of titles and roles** within the larger social welfare system (Davies, 2009; Bess, Lopez & Tomaszewski, 2011; Mendenhall, 2012; Mwansa, 2012)
- Paraprofessional workers can be **paid or volunteer** and can **work within government structures, as well as in civil society organizations** (Mendenhall, 2012)

EXAMPLES OF TYPES OF SOCIAL SERVICE PARA PROFESSIONALS & LEVELS OF INTERVENTION*

Substantial overlap between the groups particularly where there are multiple para professionals serving these needs

Para or Auxiliary Child And Youth Care Workers work developmentally/therapeutically in the life space of children and families using daily life events as their focus of intervention.

Para Social Workers may focus more on systems levels to identify children or other vulnerable populations at risk, assess needs and strengths and develop a service plan including direct support but may also include coordination of services with other resources where they exist or can be brokered.

Para Professional Community Development Workers intervene with some specific focus on community levels, which may include economic empowerment, engaging community stakeholders and the like on behalf of these vulnerable groups.

*Names may vary by location

PARA PROFESSIONALS IN THE SSW INTEREST GROUP

- Identified as **priority area** in initial planning
- Initially convened in **October 2013**
- Survey of interest group participants identified **advocacy, sharing experiences across countries, and developing competencies of para professionals** as key issues
 - Group has developed a set of principles for para professional social service workers as well as worker functions, competencies and implications for programs and training.

**INTRODUCTION TO THE
GUIDING PRINCIPLES AND
APPLICATION TO
NACCW/UNHCR
PARTNERSHIP: PARA CHILD
AND YOUTH CARE WORK
WITH REFUGEE CHILDREN**

Zeni
Thumbadoo,
NACCW

BACKGROUND ON THE GUIDING PRINCIPLES

- **Represent a base for the development of programs and activities for training, development, deployment and support of para professional social service workers.**
- **Recognizing country specific context, they promote the planning of the para social service workforce, the development of the para social service workforce and support of the para social service workforce.**

OVERVIEW OF GUIDING PRINCIPLES - 1

Overarching Principles

- Recognition underpinned by certification and policies
- Strengths-based approach
- Sensitive to local culture and ethical standards

OVERVIEW OF GUIDING PRINCIPLES - 2

Principles related to Planning the Workforce

- Clear functions, roles, skills
- Research demonstrating impact
- Employment opportunities

OVERVIEW OF GUIDING PRINCIPLES - 3

Principles related to Developing the Workforce

- Access to a career ladder
- Lattice approach – shift focus laterally across professional areas
- Core, standardized and updated and certificated training courses
- Opportunities for continuous professional development

OVERVIEW OF GUIDING PRINCIPLES - 4

Principles related to Developing the Workforce

- Localized training and deployment of para professional social service workers
- Adult-Learning training approach
- Training must incorporate indigenous knowledge and approaches

OVERVIEW OF GUIDING PRINCIPLES - 5

Principles related to Supporting the Workforce

- Retaining localized para professional social service workers
- Appropriate salaries, incentives and compensation
- Supervision and support
- Caregiver support

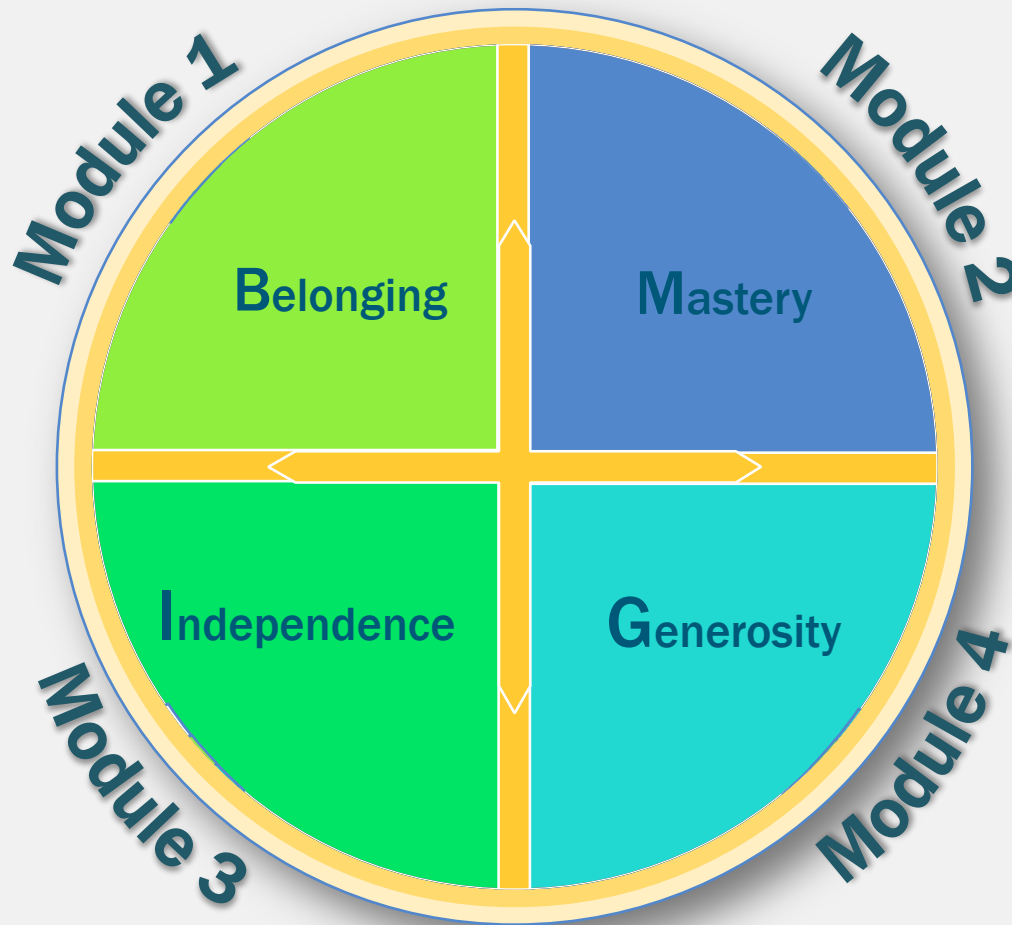
APPLICATION TO UNCHR PARTNERSHIP: BACKGROUND

- Globally 51% of refugees are children, in some camps ~70% are children.
- Refugee children are at risk of abuse, neglect, violence, exploitation, trafficking, force recruitment into armed groups, as well as uncertain futures.
- The UNHCR framework for the protection of children provides overall guidance in the approach to child protection programming.
- Community based protection is a key approach used. However the protection measures could be strengthened.
- The Isibindi Model is being identified as a model to support community based protection services.

THE ISIBINDI MODEL

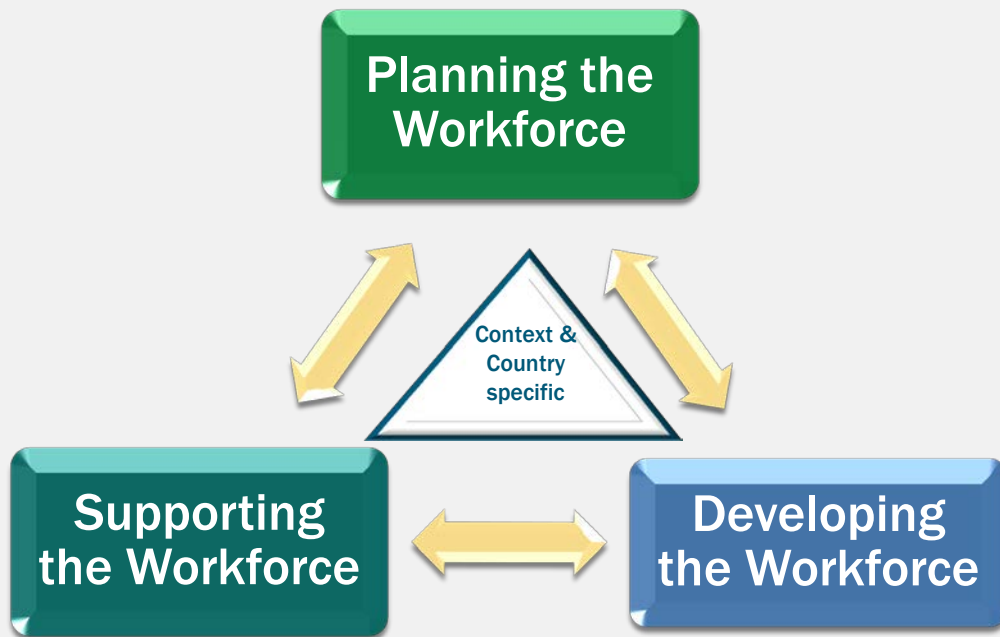


BASIC QUALIFICATION IN CHILD AND YOUTH CARE (BQCC)



Module 5: Isibindi Safe Park

LINKING THE GSSWA APPROACH & BQCC



MODULE 1: BELONGING



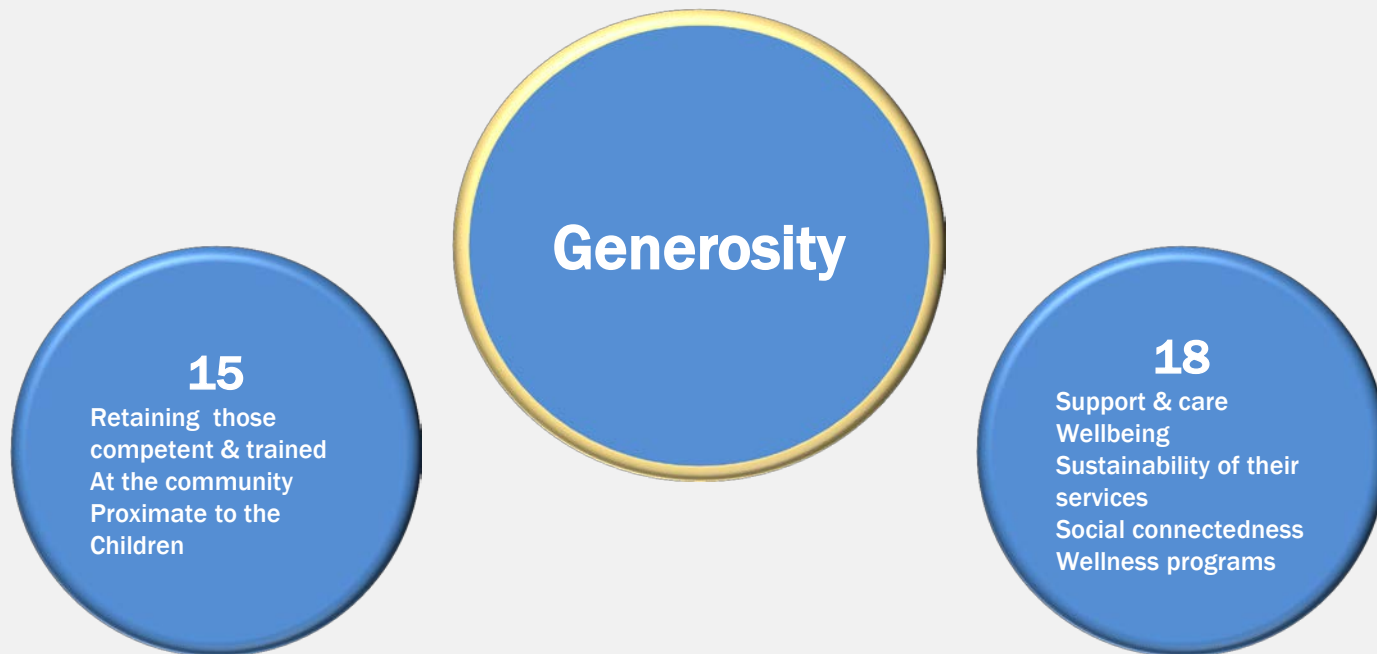
MODULE 2: MASTERY



MODULE 3: INDEPENDENCE

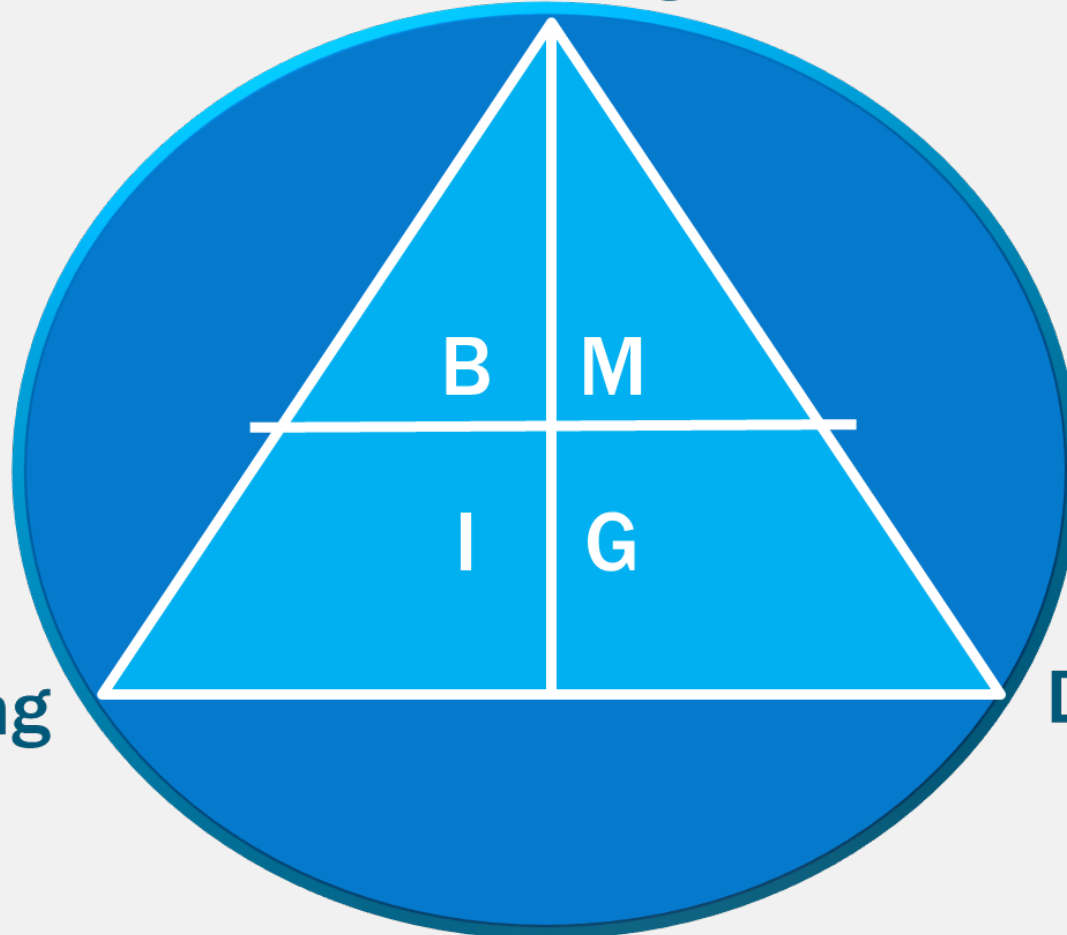


MODULE 4: GENEROSITY



INTEGRATION OF PARA-PROFESSIONAL PRINCIPLES INTO BQCC TRAINING

Planning



Supporting

Developing

RELEVANCE OF THE GUIDING PRINCIPLES IN PLANNING THE CHILD AND YOUTH CARE WORKFORCE IN ZAMBIA

Rev.
Robert
Sihubwa,
BTh Hon,
ZACCW

OVERVIEW OF THE ZAMBIAN ASSOCIATION OF CHILD CARE - ZACCCW

- Started as a small district child care network to provide a platform for CYCW to interact and share experiences
- Introduced to NACCCW in 2005 and travelled to South Africa to see their work
- Trained on Basic Qualifications in Child Care (BQCC)
- In 2005, became affiliated with NACCCW and transformed into the ZACCCW
- To date, active in 5 out of 10 provinces
- ZACCCW training in BQCC, trauma and stress management and providing leadership in the CYC field

ZACCW PURPOSE AND CORE FUNCTIONS

To advocate for the recognition of child and youth care work profession through:

- 1. Coordinating and promoting quality standards in CYCW**
- 2. Capacity building of child care providers and leadership**
- 3. Research and Advocacy**
- 4. Awareness-raising**
- 5. Networking in the field**



RELEVANCE OF THE PRINCIPLES TO PLANNING THE CHILD AND YOUTH CARE WORKFORCE IN ZAMBIA

- Planning, developing, and supporting the workforce principles can be seen in the following:
 - Accredited training and certification process
 - Advocacy efforts to include CYC in policies and procedures
 - Leadership development



ACCREDITED TRAINING – PRINCIPLES 10, 13, & 14

✓ **Accredited training:**

- **Worked with the Technical Education, Vocational and Entrepreneurship Training Authority (TEVETA) to recognise and certify Basic Qualification in Child Care (BQCC)**

ADVOCACY – PRINCIPLES 4, 5, & 6

- ✓ **Advocacy to recognize CYCW as a profession:**
 - Working with the Dept. of Social Welfare, Ministry of Community Development, Mother and Child Health to put in place a process to professionalize the CYC workforce
 - Participated in the national process to **revise the Child Policy to promote the inclusion of CYC**
 - Worked with government to produce “**Minimum Standards of Care for Child Care Facilities**” which provides practical guidelines (sponsored by government)
 - Budget support from government for some of the CYCW trainings, with additional funding attracted from other donors, diversifying support

LEADERSHIP DEVELOPMENT – PRINCIPLES 15, 16, & 17

- **Leadership development:** ZACCW is implementing a process of leadership workshops which look at visioning and planning the development of the workforce. This process includes:
 - Developing trainers, supervisors, and mentors for CYC workforce
 - Providing incentives to ensure workforce is retained, such as provision of priority opportunities to member CYCWs

**USE OF THE GUIDING
PRINCIPLES FOR PARA
SOCIAL WORK AND REPSSI
CERTIFICATE GRADUATES: AN
EXAMPLE FROM TANZANIA**

Kanduru
Hussein
Ally,
Institute of
Social
Work

BACKGROUND - INSTITUTE OF SOCIAL WORK (ISW), TANZANIA

A leading institution of higher learning in social work education and training

- **Established in 1973 and began operating in 1974**
- **Prepares qualified human resources for strengthening the social service delivery structure in Tanzania**

ISW PROGRAMS

Currently the institute is running 2 major programs:

- 1. Para Social Work Program** Focuses on preparing social welfare assistants to work at the grassroots level.
- 2. Certificate Program for Community Based Work with Children and Youth (CBWCY)** enhances knowledge and capacity of people working with children and youth.



PRINCIPLE 4: JOB DESCRIPTION

- ISW, with partners, has developed a **PSW job description in alignment with government standards** per the requirements of the Ministry of Health and Social Welfare (MoHSW).
- Roles and responsibilities of PSW are stipulated in their **job description**.
- During trainings, facilitators discuss their roles and ethical issues and how they should communicate with PSW supervisors, District Social Welfare Officers, etc.

PRINCIPLE 6: EMPLOYMENT OPPORTUNITIES

- **Graduates can access employment opportunities inside and outside of government. Some examples include:**
 - Social welfare assistants at ward level
 - NGO positions
- **However, currently there is no formal program in place to connect PSW graduates to these opportunities.**

PRINCIPLE 8: CAREER LADDER

- **Students graduating from the certificate program can apply for diploma studies at ISW or any other higher learning institution.**
- **ISW in partnership with Midwest AIDS Education and Training Center (MATEC) and American International Health Alliance (AIHA) are offering scholarships to PSW who have completed the training course to advance in additional certificate or diploma courses offered by ISW.**
- **The program has been a stepping stone for their further education.**

PRINCIPLE 10: STANDARDIZED AND UPDATED CURRICULA

- **PSW in Tanzania are trained using a standardized curriculum which is periodically reviewed to incorporate current issues.**
- **The curriculum is facilitated to give PSW skills and knowledge on how to address various critical issues related to vulnerable populations.**

PRINCIPLE 12: LOCALIZED TRAINING AND DEPLOYMENT

- The model for the certificate is **situated, supported, distance learning**. Students taking the course are studying where they live.
- Students are **supported by mentors** in their learning process. All learning materials are sent to students, without them coming to the institute of social work.

PRINCIPLE 13: ADULT LEARNING APPROACH

- The certificate course is formulated in an **adult-learning approach**: students meet two times every month on Saturdays.
- With the help of a mentor, students discuss issues in their module guides with reflection with the society in which they serve.
- Students complete regular quizzes and assignments.

SMALL GROUP DISCUSSION

DISCUSSION QUESTIONS

- Pick one project/program that one of your group members is involved with. Can you identify 2-3 of the guiding principles that are exemplified in that work? How? Provide examples.
- Reflect on principles that are being achieved in your work as well as those that are challenging to meet.
 - Why are some principles more challenging than others?
 - What are some ways to think about achieving those principles?
- Other questions?

Q&A

CLOSING REMARKS



**Thank
you**

**FOR MORE INFORMATION,
PLEASE VISIT OUR BOOTH OR WEBSITE
WWW.SOCIALSERVICEWORKFORCE.ORG.
WE INVITE YOU TO BECOME A MEMBER !**

