Kingdom of Cambodia
Nation Religion King

Ministry of Social Affairs, Veterans, and Youth Rehabilitation

GUIDELINES ON BASIC COMPETENCIES FOR THE SOCIAL WORKFORCE IN CAMBODIA

Phnom Penh 2019

Supported by:

Through:

Preface

Royal Government of Cambodia, under the wise leadership of Samdech Akka Moha Sena Padei Techo Hun Sen, the Prime Minister of Kingdom of Cambodia, has issued the Fourth Rectangular Strategy and Political Agenda which is committed to ensure sustainable development, poverty reduction, and to achieve the goal to have "no one who is marginalized" for this sixth mandate.

In order to contribute to the implementation of national policies as well as the royal government's strategy better, especially Social Protection Framework 2016-2025, which is the key compass for practice toward the increase and improve provision of social service assistance and social security for civil servants and private sectors, Ministry of Social affairs, Veterans, and Youth Rehabilitation (MoSVY), in collaboration with Family Care First | Responsive and Effective Child Welfare Systems Transformation (FCF|REACT) project of Save the Children, has developed "Guidelines on Basic Competencies for the Social Workforce in Cambodia". The primary aim of the Guidelines is to strengthen the capacity of social service workforce within government, NGO, and private sectors to be in line with the current socio-economic development plan to promote effective and efficacious provision of social services.

The "Guidelines on Basic Competencies for Social Workforce in Cambodia" is an important resource document to support the social workforce in applying key principles in their work to provide social services to all beneficiaries. The guidelines are divided into three main areas: 1) Values and Ethics, 2) Knowledge, and 3) Skills.

The Guidelines have been developed by a participatory approach, including literature review at global, regional and national levels and inputs from practitioners in the field, key informants, academia, and the Multi-disciplinary Advisory Group (MDAG) whose members were selected from the Ministry of Interior, Ministry of Women Affairs, Royal University of Phnom Penh, National Institute of Social Affairs, Save the Children, and partner organizations of the "FCF|REACT project". The Guidelines have also been reviewed and input provided by the MoSVY's Advisory Group on the Implementation of the Strategic

Plan and Policies in order to ensure its thoroughness, especially to reflect the Cambodian context.

Ministry of Social Affairs, Veterans, and Youth Rehabilitation would like to express its sincere and deep appreciation for the collaboration and cooperation in partnerships to ministries, institutions, and local and international organizations, especially Save the Children and UNICEF for their contributions and engagement in the development of the "Guidelines on Basic Competencies for Social Workforce in Cambodia".

I am very pleased to have the "Guidelines on Basic Competencies for Social Workforce in Cambodia" issued as I regard it as an important document to strengthen the quality of social service provision to more beneficiaries in order to serve the best interests of the victims and vulnerable people.

I encourage all relevant agencies to implement these guidelines with high fidelity.

Phnom Penh, November 26, 2019

The Minister
Signature and Stamp

Vong Sauth

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I. Introduction

Social Service is a professional process of assisting victims and vulnerable individuals, families, and communities to solve their problems on one hand, while on the other hand working at addressing the social injustice and inequality present in any given society. Social Service is a relatively new professional field in Cambodia; yet, it is widely acknowledged that social services are already being provided to many victims and vulnerable populations facing a variety of physical, emotional and economic difficulties.

The Guidelines on Basic Competencies for Social Workforce in Cambodia have been developed in order to establish the basic competencies of the social workforce on principles (values), knowledge and skills needed in order to practice social service at all levels. All who provide professional social service in Cambodia should demonstrate substantial compliance with these guidelines as a measure of good practice and protection for both the service users and practitioners. The scope of these guidelines covers all agencies/institutions providing social services and all social service providers working directly with clients (individual, family, and group) in Cambodia, both those that hold a certificate and non-certificate in social work,

II. Purpose

The Guidelines on Basic Competencies for Social Workforce in Cambodia has its aim and scopeto define rules for professional social service workers and use as tools:

- To be a basic framework for social service workforce or social service providers
- To develop capacity and training in social work for social workforce.
- To guide social workforce of government, NGO, and private agencies engaged in training and capacity building, while adjusting to their agency-specific needs.
- For basic framework for licensing social service providers.

III. Key Terminologies

Social Service Workforce refers to those working to ensure improvement of victims' and vulnerable people's wellbeing, both government and non-governmental organizations, professional and non-professional, and working for profit and non-profit. Social service workforce pays attention to prevention, response, and support for victims and vulnerable people in the community via elimination of poverty, reducing discrimination, coordination of services, promoting social justice, as well as prevention and response to violence, abuse, exploitation, neglect and family separation.

Social Support refers to supports provided by networking to help people cope with stressful events. The 4 recognized types of social support are:
- Emotional support: provision of empathy, love, trust and caring.
- Essential support: provision of aid and services provided by close friends, colleagues and neighbors.
- Informational support: provision of advice, suggestions and information that one can use to address problems.
- Appraisal support: provision of information for self- evaluation purposes.

Ethics refers to a set of behavioral parameters that a person is expected to operate under; or a set of do's and don'ts while practicing social services.

Values refers to principles and ideals to which all social service workers should aspire. Together with knowledge and skills, these values set the parameters for practice competencies.

Knowledge refers to social service provider's knowledge related to social conditions and problems, social policies and programs, social phenomena, the social work profession, and various practice theories in order to facilitate the process of change.

Skills refers to the ability to do something well to provide social service, such as application of effective intervention methodologies that are widely accepted in a particular client context and culture.

Guidelines on Basic Competencies for Social Service Workforce in Cambodia refers to a set of foundational parameters developed to guide social service providers, based on the principles (values), knowledge and skills, to demonstrate substantial compliance with good practice and protection for both the services users and providers.

Social work agent refers to the Ministry, Department, and Office officers responsible for social affairs at city/provincial and district levels who have received skill training and are assigned or recognized by the social affair minister.

Certification refers to the product or process of obtaining a tangible proof that someone has completed the requirements to be recognized as qualified in certain field of expertise.

Social Work is defined differently by many countries, but generally it is the process of assisting individuals, families, and communities to solve their problems and working to address the social injustice and inequality present in any given society.

Social service refers to a service system, include royal government's, NGOs', and private sector's programs to protect, reduce or deal with social risks and social problems by improving individual, family and group wellbeing. Benefits to be offered should be based on vision or an option about rights, for example based on certain specific requirement criteria.

Client refers to beneficiary or person(s) who receive(s) social services, not in exchange for money, from service providers.

Professional is a term used to indicate that one has met the legal criteria set out for the work that they are engaging in, so that the public can have confidence in their ability to perform the work.

Social Service Provider refers to a person who provides services related to the social and economic wellbeing of a person, family or group. Social Work is one profession that engages in social services. For examples psychologists, mental health counselors, cash transfer worker, community based workers, etc.

Professional Social Worker refers to graduate of a school of social work who uses his/her knowledge and skills to provide social services for clients (who may be individuals, families, groups, communities, or society in general). Social workers help people increase their capacities for problem solving and coping, and they help them obtain needed resources, facilitate interactions between individuals and between people and their environments, make organizations responsible to people, and engage in development, practice and evaluate social policies. Social workers may

work directly with clients addressing individual, family and community issues, or they may work at a systems level on regulations and policy development, or as administrators and planners of large social service systems.

IV.   Guidelines on Basic Competencies for Social Workforce

The guidelines include three major competencies: 1. Values and Ethics, 2. Knowledge, and 3. Skills which have been developed in line with global and regional context to respond to the practical needs of Cambodia's social context.

AREA 1: VALUES AND ETHICS

Social service provider should be knowledgeable in analysis, recognize the needs and issues to identify and help solve problems at the individual, family, local community and societal levels based on a strong commitment to these values, ethics, loyalty, and responsibility. All social service providers should adhere to professional values and ethics while doing the work as bellow:

1. **DIGNITY AND RIGHT FOR PRIVACY**

   - Respects the inherent worth of every individual and shows unconditional acceptance.
   - Treats the client as a person of value, regardless of their background or current problems.
   - Keeps confidentiality and protects the client's privacy in keeping their identity and records (including electronic) except in certain narrow exceptions; only for client's interest and public safety such as:
     ➢ Supervision/ consultation
     ➢ Reporting any abuse as required by law
     ➢ In an emergency to protect client/others from serious bodily harm or death
     ➢ Occurrence of a felony, as defined in the Criminal Code.
   - Keeps confidentiality of clients online and in all social and mass media contexts such as the press, etc.
   - Adheres to confidentiality agreement of the agency they work for.

2. **INDIVIDUALIZATION**

   - Treats each person as a unique individual and seeks to discover the person's strengths as well as challenges.
   - Creates access for client to receive services which meet to their needs, based on the reality of their individual circumstances, strengths and needs.
   - Avoids stereotyping individuals or groups of people based on race, gender, ethnicity, culture, victim status, poverty, religion, identity, sex, disability, educational level or client's occupation.

3. **NON-DISCRIMINATION**

   - Recognizes one's own biases and prejudices; and strives to overcome them and avoid impact on social service practice.
   - Treats everyone with respect and kindness, so the other person can feel warmth and value.
   - Does not provide different quality or number of services based on race, gender, ethnicity, culture, victim status, poverty, religion, identity, sex, disability, educational level or occupation.
   - Works hard and with dedication regardless of client's status.

4. **CULTURAL HUMILITY**

   - Recognizes that one doesn't truly understand all situation of other, especially if they are from a different culture, religion, or geographic area.

- Understands client's life situation from the birth to present and their hope in the future.
- Is curious about diverse groups of people from different backgrounds by adhering to an attitude of acceptance, humility, and being open-minded.
- Is aware of each person's perspective on their life circumstances, which is often different from the perspective of the service provider.

5. SERVICE

- Adheres to client's best interest as a priority over one's own self-interest.
- Is responsible to provide appropriate services regardless of the client's attitude toward the service provider.
- Sets clear boundaries between serving and 'doing for' clients.
- Identifies service gaps in both the sub-national and national levels and collaborates with others as needed, to improve services.

6. SOCIAL JUSTICE

- Acknowledges groups of people who experience discrimination, stigma and inequality in opportunities.
- Can explain the situation of social justice and endeavors to eliminate discrimination in communities, institutions, employment setting, and other contexts.
- Pays particular attention to those who are vulnerable such as children, people with disability, gender, old age, and those with other special needs.
- Advocates for and promotes the rights of victims of discrimination, and promotes opportunities for those who are disadvantaged.

7. CLIENT PARTICIPATION

- Encourages and provide client the opportunity for fully engage in all phases of the working relationship.
- Respects client's idea/input, particularly the most vulnerable groups such as children, youth, women, people with disabilities, LGBT, and people with limited knowledge, etc
- Informs the client of potential outcomes of their decisions, then abides by the client's decision regarding personal goals, as long as it is not harmful to the client or others.

8. EMPOWERMENT

- Uses social service values and ethics to helps client see that he or she can solve or cope with his or her own problems.
- Encourages and gives client credit, not themselves, for their effort for improvement.
- Ongoing explain client of each support process to ensure they are independent and not depending on service provider.
- Demonstrates one's view of self as a collaborator with expertise, not an authority figure over the client.

9. COMPETENCE

- Only engages in work which he/she has adequate knowledge, experiences and skills to perform adequately and effectively.
- Develops and fills gaps in knowledge or skills, before engaging in the work.
- Continues to enhance capacity and expertise beyond the basic knowledge and skills.
- Works within accepted professional methods.

10. INTEGRITY AND ACCOUNTABILITY

- Is honest and aware of own mistakes and strive to find ways to improve, ensuring no harm to the client or others.
- Recognizes and avoids situations of conflict of interest, or engages in conflict resolution through self-reflection and supervision.
- Is transparent in communication with clients and colleagues within one's working context.

11. COMMITMENT AND DEDICATION

- Demonstrates high level of commitment to serve the client through regular visits and follow-up for each case.
- Prioritize the client's needs as more important than one's own.
- Helps the client to believe/feel confident that he or she is a real collaborator in making his/her life better.
- Is punctual, pays undivided attention to client, and follows through with commitments made with the client.

AREA 2: KNOWLEDGE

The foundation of social service is based on scientific evidence, established theories, and evidence-based methods in applying policy, legal frameworks, and international conventions according to each social context and situation. In particularly, the main theories, policies, legal frameworks, and international conventions mentioned below are the basic knowledge that social service providers need to understand and as the tool for performing their work:

A. THE KNOWLEDGE OF SOME THEORIES AS THE FOUNDATION OF SOCIAL WORK

1. ECOSYSTEM MODEL THEORY

- Understands the various system levels in the ecosystem model, including the individual person, family, extended family, community and the wider environment.
- Identifies a client system's strengths and challenges at each system level.
- Finds linkages between client's problems and applicable resources at each system level.
- Helps the client to see their strengths and challenges at various system levels.

2. THEORIES OF POVERTY

- Can understand the root cause of poverty based on the ecosystem lens and the social justice perspective.
- Evaluates the factors related to the client's poverty at each ecosystem level, in accordance with reality assessed impartially and compassionately.
- Assesses the client's strengths and challenges relevant to dealing with or overcoming poverty.
- Identifies resources to meet the immediate and long term needs of the clients.

3. HUMAN DEVELOPMENT THEORY

- Recognizes human development milestones and necessary conditions related to each stage of physical, mental, psychological, social and moral development.
- Identifies the problems that can occur when developmental milestones are not successfully reached because of abuse, neglect, or emotional deprivation.
- Understands the importance of early childhood education and stimulation on the development of a child.
- Understands the relationship between the social environment and development of children and youth into adulthood.
- Understands the function of brain development and the importance of human interaction and attachment in brain development.

4. THEORIES OF ATTACHMENT & TRAUMA

- Identifies signs of children with "secure attachment" vs. "no attachment" or "insecure attachment".
- Understands what strengthens attachment and what diminishes/disrupts attachment.

- Identifies the impact of secure and insecure attachment on physical, psychological, and social.
- Explains the relationship between attachment and trauma.
- Explains major events that can cause trauma to children, youth, and adults.
- Identifies and explains how trauma is transmitted to other family members of the trauma survivor, and the consequence for them.
- Identifies and explains how children and adults typically cope and respond to trauma.

5. EMPOWERMENT THEORY

- Distinguishes between "enabling" and "empowering" and knows when to use each concept in the helping relationship.
- Explains the values, knowledge, skills, and desired outcomes associated with empowerment, and compares those with creating dependencies.
- Recognizes that empowerment stems from the attitude of the social service provider to the client, which is the starting point for building a working relationship. Recognizes that it also requires the interaction of client with local community and society.
- Explains that empowerment of vulnerable people often requires wider systematic advocacy and collaboration.

6. SOCIAL SUPPORT THEORY

- Identifies the dynamics (e.g. mutual assistance) of a social network, which delivers social support but also acknowledges harmful dynamics and elements.
- Specifies the four different types of social support (emotional, instrumental, informational, and appraisal support).
- Elaborates how to help clients increase the support in social network, without long-term dependency.
- Is able to assess client's social network to integrate useful support mechanisms and help client avoid the harmful mechanisms.

7. THEORIES OF HUMAN RIGHTS & CHILD RIGHTS

- Can explain the main principles and concept of human rights.
- Acknowledges that children are entitled to have their own rights.
- Can explain why children are entitled to have their own rights.
- Describes the four basic 'groups' of rights of a child as stipulated in the Convention on the Rights of the Child.
- Articulates what "best interest of the child" means.
- Can explain 'inherent human rights' in own words, and how these rights are linked to social welfare.
- Identifies the rights and responsibilities of parents, community, and the government in protecting, nurturing and educating children.
- Explains how to work with children and families by using a rights-based approach
- Identifies the issues of human rights violations against the marginalized or vulnerable in society (e.g. women, children, defenseless elderly, and people with disability).

8. STRENGTHS PERSPECTIVE THEORY

- Can explain how the strengths-based approach is used to assess an individual, family or community.
- Incorporates the client's strengths into an intervention plan.
- Can explain why the problem-focused approach is less effective and less sustainable than the strengths-based approach.
- Links a client's strength to empower them in solving problems.

9. THEORIES OF VIOLENCE

- Explains the major theories regarding violence within intimate partner relationships, and other factors that cause violence including at the individual, family, community, and societal levels.
- Explains the different types of violence.
- Identifies key signs of victim of violence.
- Identifies and explains the impact of domestic violence on children by applying social learning, intergenerational, and trauma theories.
- Identifies the dynamics of interpersonal violence including bullying, mocking, physical, emotional and sexual abuse.
- Applies good knowledge on how to prevent and intervene in all forms of domestic violence cases.

10. ADDICTION THEORIES

- Can list and explain leading theories about the misuse and abuse of substances such as alcohol and illicit drugs, and other forms of addictions.
- Can explain the law and policies regarding use of alcohol and illicit drugs.
- Can explain the impact of addictions on the individual, family, community and society.
- Describes the main intervention approaches and coping mechanisms at individual, family, community and society levels.

B. KNOWLEDGE OF PRACTICE MODELS

The social service provider must have the basic cross-cutting knowledge of practice models including case management, counseling, group work, crisis management, community organization, and social work model in conflict and humanitarian settings.

1. CASE MANAGEMENT

- Articulates clearly about the intake criteria of the institution.
- Articulates the reason why a client cannot be serviced by the agency.
- Describes the needs and goals during the initial intake.
- Explains how to engage with the client with compassion, empathy, and respect.
- Clearly explains to client about the boundaries of confidentiality and its exceptions.

- Explains how to ensure client confidentiality in keeping records, case discussion, and seeking collaboration and consultation with external agency or institutions.
- Explains and describes the goal and the process of case assessment and how to update the actual progress of the case.
- Explains how to develop case plan by using the SMART[1] method.
- Describes the procedure for case referrals for other services as needed (e.g. to health, nutrition, education, counseling services, etc.).
- Articulates the major barriers to accessing services, and the procedure to help clients overcome those barriers.
- Manages client's progress through systematic and reliable methods.
- Conducts an effective in-agency or multi-sectoral case conference.
- Maintains accurate case records.
- Conducts regular case follow up and monitoring to ensure services.
- Conducts comprehensive case review with supervisor and client.
- Explains the timing and process of case closure.
- Describes the reasons for, and obtains client feedback throughout the case, and after case closure.

2. BASIC COUNSELING

- Identifies personal biases or prejudices, which have not been resolved and may negatively impact clients.
- Establishes a trust relationship with warmth, empathy and client engagement.
- Uses active listening skills to clarify, express empathy, build trust and move toward problem solving with the client.
- Assesses the client's strengths and capacities related to the client's problems, including available resources to address the client's needs.
- Explains how to effectively assess the client's problems and challenges, including factors in the client's ecosystem.
- Helps the client to set realistic and achievable goals based on her/his available resources, strengths and capacity, as well as limitations and barriers.
- Can explain the roles of counselor and client in achieving those goals.
- Discusses with client about the available resources for them to achieve the goals.
- Describes how to collaborate with the client in mobilizing those resources.
- Identifies and explains the signs of a client resisting change.
- Can facilitate respectful and open discussion about client's reasons for reluctance to change, seeking understanding rather than taking it personally.
- Tracks client's progress of achieving those goals.
- Sets the period and the process to end the counseling relationship with high consideration of case closure.
- Identifies the symptoms of mental health issues, and when and how the case should be referred to a mental health specialist or clinical social work service provider.

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[1] SMART means Specific, Measurable, Achievable, Realistic and Time-bound.

3. GROUP WORK MODEL (BASIC)

- Explains the meaning and purpose of group work as a method of social intervention.
- Is able to compare the advantages of group work vs. individual counseling.
- Can list the type of group work, and the various applicable settings such as agency, community, multidisciplinary meetings, etc.
- Explains and practices skill in building trust and relationship/friendship among group members.
- Describes how to help the team set goals and objectives.
- Facilitates the team in setting rules and procedures with member participation.
- Facilitates team members to understand the importance of confidentiality and receives the members' commitment to maintain it.
- Can list the challenges of group work dynamics—and how to deal with each.
- Identifies the informal leadership that emerges from a group, including possibly opposing leadership (if any).
- Describes the characteristic of an ingenious leadership to strengthen the group and its members.
- Describes and explains about the cycle of a group, key stages and steps to be taken.
- Explains how to carry out a continuous process with team members to improve group functioning.

4. CRISIS MANAGEMENT

- Explains and defines 'crisis' and determines when the special approach of 'crisis management' should be utilized.
- Explains how to conduct a 'rapid assessment' of imminent danger to the client or others.
- Establishes a rapid working relationship with the person or group in crisis.
- Quickly assesses major problems as the individual, family, group or community, including the issues leading up to the crisis.
- Sets into motion a de-escalation process by encouraging expressions of feelings for both hope and concern/worries.
- Is able to assist person in crisis to explore various options and coping strategies, and lays out steps for action.
- Assists client in implementing an action plan (e.g. access services or resources) that will result in a rapid positive change.
- Conducts ongoing follow up and refers the case to long term service where appropriate.

5. SOCIAL WORK IN CONFLICT AREAS AND/OR HUMANITARIAN SETTINGS

- Identifies the impact of conflict situation, natural disasters, the spread of infectious diseases and violence against people, especially on the most vulnerable people in the community or society.
- Ongoing follow up or develops protocols and operating procedures, mandated in particular settings.
- Is proficient at family separation prevention and family reunification approach.

- Identifies the symptoms of acute trauma and how to stabilize victims until longer term assistance is possible.
- Has adequate knowledge and equipment to connect clients with needed resources and services, and to advocate for more.
- Can explain how to modify traditional case management and crisis management tools to apply in these emergency settings.

6. COMMUNITY ORGANIZATION

- Can define the definition of Community Organization.
- Identifies appropriate approach for community organization and how members are motivated to achieve change.
- Explains each step to be taken in community organization, from engagement to goal attainment.
- Explains how to assess the community, including the challenges such as relevant resources, the power structures and the vulnerability of the powerless or marginalized people.
- Identifies the methods of building alliances as the major vehicle of community organization.
- Uses a participatory process with key stakeholders and those who are most directly impacted, in setting goals that are realistic, achievable, and measurable.
- Can explain collaborative models to expand community's resources in achieving their goals.
- Lays out a plan to develop and support sustainable leadership to solve the problem that are the focus of community organization.

C. KNOWLEDGE ON KEY INTERNATIONAL CONVENTIONS, LAW, LEGAL FRAMEWORKS, AND NATIONAL POLICIES WHICH RELATED TO SOCIAL WORK SECTOR

The social service provider must be knowledgeable on law, legal frameworks, national and international policies, and international convention related to the social service sector.

National social protection policy frameworks of the Royal Government of Cambodia are the foundation of the social welfare system, affecting all citizens and especially those who are vulnerable and marginalized. For current situation, central to the delivery of prompt and effective social services, social service providers must know about key of law, legal frameworks, national and international policies such as:

1. MAJOR RELEVANT INTERNATIONAL CONVENTIONS

a. U.N. CONVENTION ON THE RIGHTS OF THE CHILD (UNCRC)
- Identifies the relationship between the Constitution of Cambodia and the UNCRC
- Articulates the basic rights of the child to survival, nutrition, education, and protection.
- Explains the child's right to live in a family setting, preferably with his or her own parents/biological family.

- Explains when it is appropriate to remove a child from his/her family.
- Describes rights of children who have been separated or removed from their family.
- Recognizes children's rights to privacy, access to information, freedom of expression, religion, and association.
- Describes the rights of children regarding to harmful child labour and child trafficking.

b. **OPTIONAL PROTOCOL OF U.N. CONVENTION ON THE SALE OF CHILDREN**
   - Identifies the various situations that this policy applies to.
   - Knows the number of Cambodian children being exploited in child labor and especially in child sexual trafficking.
   - Identifies Cambodian laws regarding to minimum wage for child labor, children who are working as domestic worker, and hazardous forms of child labor.

c. **CONVENTION ON ELIMINATION OF ALL FORMS OF DISCRIMINATION AGAINST WOMEN AND RELATED PROTOCOL**
   - Explains the content of this document about the roles and rights of men and women in raising their children.
   - Identifies the content of this document regarding government's responsibility to provide family support for raising children.
   - Explains the content of this document on protecting women during pregnancy and birth.
   - Describes the content of this document on women and childcare.
   - Identifies the minimum age for marriage in this document.

d. **INTERNATIONAL CONVENTION ON THE RIGHTS OF PERSONS WITH DISABILITIES**
   - Explains and describe the basic rights of persons with disabilities in this document, including children.
   - Identifies the obligations of the states parties under this document.
   - Explains the compulsory participations of persons with disabilities in all fields, such as rights to expression, access to information, education, health care, labor rehabilitation, involvement in politics, sports, work/employment, and other activities.

e. **INTERNATIONAL LABOR ORGANIZATION (ILO) CONVENTIONS**
   - Explains the key point of ILO Convention No. 29 on force labor related to child.
   - Explains the key point of ILO Convention No. 138 on minimum age for work.
   - Explains the key point of ILO Convention No. 182 on Worst Forms of Child Labor
   - Explains the key point of ILO Convention No. 189 on Decent Work for Domestic Workers

2. RELEVANT NATIONAL LAWS AND LEGAL STANDARDS

a. LAW ON THE PROTECTION AND PROMOTION OF THE RIGHTS OF PERSONS WITH DISABILITIES
- Defines "person with disability"
- Describes purposes of this law
- Describes the main mechanisms and resources for protection, reduction and elimination of discrimination against people with disabilities, including responding to the needs of people with disability
- Identifies challenges for client with disability, their needs, and provides appropriate support and referrals for additional services.

b. LAW ON INTERCOUNTRY ADOPTION (ICA Law)
- Identifies scopes and key principles of this law.
- Can describe criteria for determining eligibility for intercountry adoption.
- Is able to explain the process and procedure of intercountry adoption.
- Is able to identify the common ethical issues that arise throughout the relinquishment/abandonment, placement, and post-adoption processes.

c. JUVENILE JUSTICE LAW
- Explains why detention is the last resort and must be as short as possible.
- Identifies the number of children in prisons in Cambodia, and can explain child friendly justice system as well as legal and rehabilitation services.
- Articulates the cause of children and youth who are accused to be in conflict with the law, and why they are vulnerable in Cambodia.
- Recognizes the type of stigma and hardships experienced by children in conflict with the law.
- Articulates the important of 'diversion' as well as reintegration service or program in dealing with those children and youth's issues by highlighting the pros and cons of this approach.
- Explains the division of role and duties between social services workforce and the role of law enforcement and judiciary.
- Describes the rights of crime victims in the legal and judicial process.
- Knows the age of juvenile criminal liability and how to determine the age.

d. THE LAW ON SUPPRESSION OF HUMAN TRAFFICKING AND SEXUAL EXPLOITATION
- Explains activities and situations of human trafficking and sexual exploitation.
- Can explain appropriate responses to trafficking by law enforcement, based on the best interest of the victims.
- Knows the statistics on the number of Cambodian children and adults (by gender) being exploited, especially in sex trafficking.
- Describes how to identify children and adult victims of all kinds of human trafficking and support mechanism for them.

e. **LABOR LAW**
   - Explains the scope of the laws and articles relating to children
   - Can articulate the definitions of "child work" and "child labor"
   - Explains the situation and impact of child labor
   - Describes the main industries and conditions in which children have been working in form of child labor and the worst forms of child labor
   - Explains workplace accident and how clients can receive support from National Social Security Fund (NSSF).

f. **PRAKAS ON PROCEDURES TO IMPLEMENT THE POLICY ON ALTERNATIVE CARE FOR CHILDREN**
   - Identifies various 'situations' of risk addressed in the Prakas including abuse, neglect, abandonment, and exploitation.
   - Describes the long term impacts for children living in residential care and how to prevent placement of children in residential care through family preservation.
   - Differentiates the role of the stakeholders at the commune/sangkat, district and provincial levels.
   - Articulates the entire 'continuum of care' that is laid out in the Prakas, especially the importance of family and community-based care for children.
   - Knows one's own role under the Prakas and how to link with other duty bearers to ensure and protect family-based care.

g. **THE CRIMINAL CODE**
   - Identifies the application of articles related to children and families in the penal system, including provisions related to mistreatment of people with disabilities, sexual assault and harassment.
   - Articulates specific provisions related to children and families, such as child abandonment, child abuse, age of criminal responsibility, temporarily detention period, rights of the accused, etc.
   - Identifies the steps involved in criminal proceedings and where social worker's inputs are possible and helpful to protect child victims or witnesses.

h. **EXPLANATORY NOTES ON THE DOMESTIC ADOPTION AND THE CIVIL CODE**
   - Describes relevant articles in the civil code and non-suit civil case procedural law, such as: marriage/divorce, parent/child relationship, child custody, termination and appointment of parental rights, parental power to manage child child's property, support, and inheritance.
   - Can explain the importance of promoting and practicing domestic adoptions.
   - Describes procedures, basic criteria and impact of adoption (simple and full adoption) and guardianship.
   - Identifies children in need of permanency planning and relevant forms as well as when input is possible and helpful to civil code procedures.

i. **MINIMUM STANDARDS ON ALTERNATIVE CARE FOR CHILDREN**
   - Articulates the basic rights and services that children in residential facilities are entitled to.

- Identifies the basic rights and services that children in community-based alternative placements are entitled to.
- Articulates how all alternative care placements are to be facilitated and monitored, as to who has the authority and what they would check on.
- Articulates what the consequences are, when monitoring process shows that the child's best interest is not being served.

j. GUIDELINES ON FORMS AND PROCEDURES FOR IDENTIFICATION OF VICTIMS OF HUMAN TRAFFICKING FOR APPROPRIATE SERVICE PROVISION
- Identifies relevant violations related to human trafficking and sexual exploitation
- Explains victim identification criteria.
- Can demonstrate the use of interviewing forms and procedures.
- Describes referral and follow up procedures.

k. POLICY AND MINIMUM STANDARDS FOR PROTECTION OF THE RIGHTS OF VICTIMS OF HUMAN TRAFFICKING
- Explains the major concepts on protections of the rights of victims of human trafficking
- Explains the models of protection for the rights of victims of human trafficking
- Articulates the principles related to the protections of the rights of victims of human trafficking
- Describes responsibilities of government's competent ministries and agencies and their commitment to protect the rights of the victims.

3. RELEVANT NATIONAL POLICIES

a. CAMBODIAN SUSTAINABLE DEVELOPMENT GOALS (CSDGs) FRAMEWORK (2016-2030)
- Articulates how the CSDGs are relevant to the children and families of Cambodia between 2015-2030 (no one left behind).
- Identifies the most relevant parts of the SDGs, for example, those related to violence against children (VAC) and gender-based issues.
- Explains how to advocate with government and civil society for the key points of the SDGs to strengthen families and children.

b. NATIONAL POLICY ON ALTERNATIVE CARE OF CHILDREN
- Articulate why family based care and prevention of family separation are priority care choices for the development of children.
- Articulates the process to follow when a family is unable or unwilling to provide adequate care for a child.
- Identifies the types of alternative care with their pros and cons.
- Articulates the role of reintegration of children for whom alternative care becomes necessary.

c. NATIONAL SOCIAL PROTECTION POLICY

- Identifies substantive areas in which this policy dovetails with social work with poor, victims and vulnerable clients.
- Makes reflection and identifies how this policy impacts vulnerable groups such as orphans, the elderly, single mothers, people with disabilities, people with HIV and other chronic illnesses.
- Identifies the forms of support to be given to the various groups mentioned in the policy, whether in the form of income, in-kind or psychosocial forms of care.

Notice:

Laws, legal frameworks, national policies can be limited in their validity, due to certain factors such as limited timeframe (policies are ended by mandate), updates, changes in people living standards, social attitude changes, etc.

AREA 3: SKILLS

Social service workforce or social service provider should not only have the necessary values and knowledge, but they must then apply them through the following skill competencies:

1. **ENGAGEMENT SKILLS**

   - Listens attentively and to empathize with others' feelings and contexts.
   - Utilizes culturally appropriate mannerisms, speech, and behavior to comfortably engage and earn trust.
   - Share's one's experiences, knowledge, observations and feedback in a supportive and respectful manner.
   - Solicits feedback and input from clients and others, to engage them in the case, project, or problem solving.

2. **ASSESSMENT SKILLS**

   - Objectively and calmly assesses problems and relevant people based on actual situations without being judgmental.
   - Has a reliable method of separating facts from assumptions or beliefs.
   - Assess strengths and challenges at all of the ecosystem levels.
   - In urgent cases of abuse or violence, advocates for and makes emergency resources to protect the victims and vulnerable people.

3. **SERVICE PLANNING SKILLS**

   - Works with the client to prioritize the most important goals to the client.
   - Organizes challenges and identifies current strengths and additional resources needed for the client or group.
   - Utilizes the SMART (Specific, Measurable, Attainable, Realistic and Time bound) method for case planning.
   - Manages one's work priorities through efficient use of time and organization skills.

4. **IMPLEMENTATION AND FOLLOW-UP SKILLS**

   - Utilizes the resources clients need in order to link them to necessary services.
   - Explains how to make initial referrals and has a reliable mechanism to follow up regularly.
   - Explains the barriers clients experience in obtaining the necessary services, and is able to advocate to remedy those barriers.
   - Conducts reviews of the client's goals and update/modify goals as needed.

5. **DOCUMENTATION AND MONITORING SKILLS**

   - Explains agency documentation requirements and procedures.
   - Regularly documents interactions with clients or actions taken with clients.

- Maintains confidentiality with on-going client files and when storing the files. Applies confidentiality requirements in social media and in all interactions.
- Articulates the relationship between documentation, accountability, and evaluation at case and agency levels.
- Has basic informational technology (IT) skills.
- Explains simple statistical terms such as frequencies, percentages, percentile, mean, and standard deviation.

6. COMMUNICATION SKILLS

- Listens attentively, without interrupting and using 'active listening'—i.e. encouraging, showing understanding.
- Observes and understands the non-verbal language of others, especially children's.
- Makes it a consistent habit to check one's own understanding of what the other has said before making major conclusions.
- Responds with empathy, respect and genuine concern for the other person.
- Manages own emotions and stress when communicating, to shape the interaction in a constructive and positive way.
- Has skills to interview people, including those who have been traumatized, such as victims of abuse, crime or violence.

7. INTERPERSONAL SKILLS

- Communicates positive regard and inherent good will, in words and patterns of interaction.
- Respects different perspectives without taking personal offence when someone disagrees.
- Works effectively alone and also as a team member.
- Avoids gossiping and talking negatively about colleagues or clients.
- Takes responsibility when they have made a mistake, and is quick to apply a correction.

8. NETWORKING AND ADVOCACY SKILLS

- Works across multiple disciplines and collaborate with actors from many different agencies.
- Is able to advocate for one's own position, but can anticipate and respond respectively to arguments against it.
- Has skills to facilitate a multi-disciplinary case conference on complex and difficult cases.
- Speaks with courage and passion on behalf of vulnerable people, but is able to remain composed and confident.
- Identifies the power of social media and how to use it and other awareness raising methods.

9. ANALYTIC SKILLS

- Critically thinks through a problem, issue, or situation with the goal of synthesizing the many threads of information into one coherent set of concepts that can be acted upon.
- Critically analyzes a policy, issue or situation, weighing the multiple sides and being able to articulate a position that serves the client's best interest.

10. SELF REFLECTION AND SELF CARE SKILLS

- Reflects on one's own feelings, thoughts and responses to clients and co-workers in various practice situations.
- Has clear boundaries between professional and personal life, including on social media.
- Seeks advice and information to improve practice and to correct any problems.
- Recognizes symptoms of secondary trauma and other signs of job-related stress.
- Has effective personal coping skills to deal with job-related stress.
- Is well anchored in good personal relationships and a set of clear beliefs in order to nurture self and others.