

KINGDOM OF CAMBODIA

Nation Religion King



**STRATEGIC PLAN
FOR TRAINING SOCIAL SERVICE WORKFORCE
FOCUS ON CHILD PROTECTION
2021-2025**

**PREPARED BY
NATIONAL INSTITUTE OF SOCIAL AFFAIRS
MINISTRY OF SOCIAL AFFAIRS VETERANS AND YOUTH REHABILITATION
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PREFACE

Social work in Cambodia began with the first governing body called the Ministry of Information and Social Affairs in 1947 and changed the names of institutions and leaders in succession according to the period of each regime, which is now the Ministry of Social Affairs, Veterans and Youth Rehabilitation, with HE Vong Sauth as Minister in the Royal Government of the 6th Mandate of the National Assembly, with Samdech Akka Moha Sena Padei Hun Sen is the Prime Minister of the Kingdom of Cambodia. Over the past few decades, the social sector has undergone significant changes in Cambodia in relation to traditional donors and the provision of social services today. Since the advent of The United Nations Transitional Authority in Cambodia (UNTAC), Non-Government Organization staff have played a key role in providing social services in many areas, as Cambodia has begun to rebuild its infrastructure and capabilities.

To strengthen the capacity of civil servants and social service providers "Social Service Workforce", the Ministry of Social Affairs, Veterans and Youth Rehabilitation established the National Institute of Social Affairs on October 18, 2009 to educate and train associate degree and degree in area of engineering, prosthetics and orthotic and social work professionals, including conducting research on social work in response to institution's needs. At the same time, the Ministry also cooperates with development partners and relevant NGOs to provide professional training on social work to civil servants and stakeholders to be able to perform social work. While these trainings have been useful to build capacity of social service workers to perform their specific functions, they need to be better structured as part of a long-term capacity building plan of civil servants who have responsibility for social service and social work functions. In particular these need to respond to recent changes in administrative reforms such as through sub-decree 182, 183, 184 and sub-decree 34 and to recently endorsed Guidelines on basic competencies for the social force in Cambodia and the Cambodia National Qualifications framework. Therefore, the Ministry, in collaboration with UNICEF and relevant institutions, has developed a strategic plan for training social service workforce in Cambodia.

The Strategic Plan for Training Social Service Workforce 2021-2025 is the first five-year plan with a focus on strengthening the capacity of social service workers to have knowledge and professional skills to provide social services to clients, who are victims and vulnerable. To ensure high efficiency the strategic plan for the training of social services workforce. 2021-2025 has three strategic goals, including: (1). Development of social service workforce training curriculum /education programs and training packages (2). training of social service workforces and improving its efficiency (3). Strengthen the capacity of social service education/training institutions to achieve the vision, mission and expected outcomes in this strategic plan.

I commend the National Institute of Social Affairs, UNICEF, NGOs, educational/training institutions and other stakeholders for their efforts in developing a strategic plan for training social services workforce and continue to provide additional support for the successful development and strongly hope that all stakeholders will work together to implement this strategic plan responsibly.

Date 2 February 2021
Minister ✓



VONG SAUTH

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ABBREVIATION

BSST	Basic Social Service Training
CARD	Council for Agricultural and Rural Development
CNCC	Cambodia National Council for Children
CCWC	Commune Committee for Women and Children
FI	Friends-International
NCCL	National Committee on child labor (NCCL)
NCECD	National Committee of Early Childhood Care and development (NCECD)
NCCT	National Committee for Counter Human Trafficking (NCCT)
NCATVIP	National Committee Against Torture, Violence, Inhumanity, Persecution or Punishment
GSWA	Global Social Service Workforce Alliance
IFSW	International Federation of Social Work
IASSW	International School of Social Work
MSST	Management Social Service Training
NISA	National Institute of Social Affairs
PSST	Professional Social Service Training
RUPP	Royal University of Phnom Penh
SNDD	Sub-National Democratic Development
SPI	The Saint Paul Institute
SSC	Social Services of Cambodia
TPO	Transcultural Psychological Organization
UNICEF	United Nations Children's Fund
WCCC	Women and Children Consultative Committees (WCCC)
MoSVY	Ministry of Social Affair Veteran and Youth Rehabilitation
MoI	Ministry of Interior
MoEYS	Ministry of Education Youth and Sport
NASLA	National School of Local Administration
UNTAC	The United Nations Transitional Authority in Cambodia

DEFINITION

For the purpose of this document, the definition of social work and social service workforce will be as follows:

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. The social work profession promotes social change, problem solving in human relations, and empowerment and freedom for citizens to promote well-being¹. This Plan focuses on social work and social service workforce with a focus on child protection.

Social work plays an important role in promoting child welfare and child protection, and this work is relevant to other components of the broader social welfare and justice system, as well as other related areas such as education and health for people, childhood and family. Social workers are responsible for the care and support of vulnerable children and families through continued identification, referral to specialized services, prevention and care in the family, providing psychosocial support, support for the integration process, and act on behalf of the state during the court proceedings.

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 focuses on 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 separation². The Strategic Plan for Training Social Service Workforce focusing on child protection, adopts the definition of the Social Service Workforce from 1.5 for the official use as follows:

- 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 (MoSVY 2019, Guidelines on Basic Competencies for Social Workforce)
- Para-professional would typically work next to or support the work of a professional in the same field. A para-professional worker is trained to perform certain functions, but not always legally certified or licensed to practice as a full professional, which in some fields requires college or University degrees or specialized training. (UNICEF and Global Social Service Workforce Alliance, 2019, Guidelines to strengthen the social service workforce)

¹ According to (IFSW) and (IASSW)

² Guidelines on Basic Competencies for the Social Workforce in Cambodia dated 29 November 2019 and Global Social Service Workforce Alliance (GSWA).

- Para Social Worker is a supervised para professional staff person or volunteer—often community based—who serves the needs of vulnerable individuals including children and families, particularly where social welfare systems are underdeveloped or severely stretched. (UNICEF and Global Social Service Workforce Alliance, 2019, Guidelines to strengthen the social service workforce)
- Allied workers are workers who carry out social service functions but are associated with other sectors such as education, health or justice. Examples include nurses, lawyers, doctors and teachers, among others. Allied workers perform a myriad of functions that enhance, support or coordinate with those functions carried out by the social service workforce (UNICEF and Global Social Service Workforce Alliance, 2019, Guidelines to Strengthen the Social Service Workforce)

Level of Qualification

There are eight levels of qualifications for technical and vocational education and training. The first four of these levels leading to the vocational certificate (level 1) or technical and vocational certificates 1,2 and 3 (levels 2,3,4). are regarded as equivalent to secondary education in standard. The remaining four levels are considered post-secondary education and lead to associate degree, bachelor degree, master's degree or doctoral degree.

In technical and vocational education and training the qualifications are intended to certify the attainment of clearly defined competencies required for employment, especially vocational certificate or technical and vocational certificate 1, 2 and 3, while higher diploma of technology/business (associate, bachelors, masters or doctoral) are the qualifications-based competency. Each certificate level requires a minimum of 30 credits (1 credit=15 hours; 15 hours for teaching and instruction, 30 hours for 1 credit is taken as a measure of the amount of Laboratory /workshop teaching activities, and 45 hours for 1 credit is taken as a measure of the amount of field work or internship training activities). Each level is built upon the previous one.

1. INTRODUCTION

1.1. Background and Context

Social work began in the late 1800s in the United States and Europe, when society supported change as the Industrial Revolution. Over the centuries, social workers in these countries have embarked on a long-term process aimed at developing standards for education and preparing for professional social work, aiming to develop specialized knowledge that uses information, theory and practice to solve problems of people and social issues.³ Separately, social work in Cambodia began with the first governing body called the Ministry of Information and Social Affairs in 1947 and changed the names of institutions and leaders in succession according to the period of each regime⁴, which is now the Ministry of Social Affairs, Veterans and Youth Rehabilitation⁵, with HE Vong Sauth as Minister in the Royal Government of the 6th Mandate of the National Assembly, with Samdech Akka Moha Sena Padei Hun Sen is the Prime Minister of the Kingdom of Cambodia.

Over the past few decades, the social sector has undergone significant changes in Cambodia in relation to traditional donors and the provision of social services today.⁶ In the past, Khmer teachers and religious institutions, as well as other institutions based on relationships, have played an important role in solving social problems. Since the advent of UNTAC⁷, NGO staff have played a key role in providing social services in many areas, as Cambodia has begun to rebuild its infrastructure and capabilities. At present, 138 local and foreign NGOs have signed valid MoU with the Ministry of Social Affairs, Veterans and Youth Rehabilitation, with a total budget of US\$ 161,573,415.63⁸ and are providing a wide range of direct and indirect social services such as advocacy, policy development, legal norms, and the development of social services.

Social work is a relatively new job in Cambodia and the scope of this work has not yet been determined. Although the word "social work" can be translated literally into Khmer, it does not have the same meaning as the international definition, such as the definition of social work⁹ defined by the International Federation of Social Work (IFSW)¹⁰ or the International Association of Schools of Social Work (IASSW)¹¹. According to (IFSW) and (IASSW), the social work profession promotes social change, problem solving in human relations, and empowerment and freedom for citizens to promote well-being. Using theories of human behavior and social systems, social work intervenes where people interact with their environment. The principles of human rights and social justice are fundamental principles¹² of professional social work, an important partner for the government and civil society to establish and ensure a sustainable community in a society that promotes a quality of life for all. Thus, professional social work is not just a charitable or well-intentioned activity, but an activity and intervention that originates from a knowledge base and research for training and capacity building of social services to perform professional social work.

³ <http://ifsw.org/what-we-do/governance/constitution-and-by-laws/>

⁴ Research paper by Mr. Puy Kea, Royal Government of Cambodia from 1945 to 2010 released on June 10, 2010.

⁵ Royal Kram No. NS / RKAM / 0105/001 dated 17 January 2005 promulgating the Law on the Establishment of the Ministry of Social Affairs, Veterans and Youth Rehabilitation

⁶ Harachi, et. Al 2011

⁷ United Nations Transitional Authority of Cambodia (UNTAC)

⁸ Annual Report 2019 of the Ministry of Social Affairs, Veterans and Youth Rehabilitation

⁹ 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.

¹⁰ International Association of Schools of Social Work (IASSW)

¹¹ International Federation of Social Workers (IFSW)

¹² <http://ifsw.org/policies/definition-of-social-work/>

1.2. Higher level education for social service workforces

1.2.1. Royal University of Phnom Penh (RUPP)

The Royal University of Phnom Penh was established in 1960 with the original name of the Royal University of Khmer. During the 1975-1979 Pol Pot regime, the university was destroyed and completely closed. In 1980, the university was re-established as the Ecole Normale Superieure and merged with the Institute of Foreign Languages (re-established in 1981), in 1988, the University of Phnom Penh was established and renamed the Royal University of Phnom Penh in 1996.

Social work courses have been introduced to the subject for inclusion in the Bachelor of Sociology program since 1994. After three years of collaboration with the University of Washington in Seattle, the Department of Social Affairs of the Royal University of Phnom Penh was formed¹³ and selected its first working group. In 2007, the Royal University of Phnom Penh also initiated a partnership with Ewha Womans University (EWU) in Seoul, Republic of Korea to establish a 54 credit for Master of Arts in Social Work. To date, there are 198 students who have completed the Bachelor of Arts in Social Work (Bachelor of Arts in Social Work) and 82 students who have completed Master of Arts in Social Work (Master of Art in Social Work), they are working in government and local and foreign NGOs in the field of social work.

1.2.2. National Institute of Social Affairs (NISA)

In October 2011, the Ministry of Social Affairs, Veterans and Youth Rehabilitation received permission from the Royal Government to establish the National Institute of Social Affairs (NISA) through Sub-Decree No. 233. The structure of the National Institute of Social Affairs includes the Faculty of Social Affairs, which includes the Department of Social Affairs, the Department of Social Protection Management and Department of Sociology, Faculty of Prosthetic and Orthotic Engineering, including the Department of Prosthetic and Orthotic Engineering¹⁴, Department of Motion Aid Engineering and Department of Physical Therapy, Vocational Training School for PWD¹⁵, Department of Basic Year, Office of Study and Research, Office of Administration and Personnel and Accounting and Finance Office.

The National Institute of Social Affairs (NISA) has been approved by the Ministry of Social Affairs, Veterans and Youth Rehabilitation and the Ministry of Education, Youth and Sports to provide a Bachelor of Social Work program for higher education and vocational technical education to students, civil servants and stakeholders to become social workers, professionals social services providers with values and ethics, knowledge and skills in social work. The National Institute of Social Affairs cooperates with universities, national and international educational institutions, and local and foreign NGOs to exchange experiences and study visits to strengthen teacher capacity and improve curricula in line with the Cambodia and international qualifications framework. To date, 93 students have completed a bachelor's degree in social work since 2012 and are currently working in government institutions, local and foreign NGOs, and the private sector. Twenty new graduates of BSW were recruited as contractual social workers by MoSVY, through support from UNICEF and USAID, NISA itself was established based on recommendation from previous social work related training (see 1.3) to formally institutionalize social work education.

¹³ The Ministry of Education, Youth and Sports approved the Bachelor of Social Affairs program in 2008.

¹⁴ Previously, this program was under the operation of the Cambodian School Prosthetic and Orthotic from 1993-2012

¹⁵ Previously under the operation of various NGOs

1.2.3. The Saint Paul Institute (SPI)

The Saint Paul Institute is the only Catholic Higher Education Institution in Cambodia, founded in 2009 by Bishop Olivier Schmitthaeusler under the support of a Singaporean lady Ms. Peggy Goh. It hosts more than 329 scholarship and full-fee paying students, across a diverse range of undergraduate programs. It is unique in Cambodia for offering specialist degree in fields including Agronomy, Information Technology, Tourism Management, English Literature, and Social Work. In 2013 Bachelor of Social Work is started. And lately in 2016 new license for Technical Vocational Education and Training has been approved. To date, 35 students (18 female) who have completed the Bachelor of Social Work, they are now working in government institutions, non-governmental organizations and the private sector.¹⁶ Due to its many achievements, SPI is the only Higher Education Institution in Cambodia with full membership of Association of Southeast & East Asian Catholic Colleges & Universities (ASEACCU).

1.3. Technical and Vocational Education and Training

1.3.1. Vocational training in social work

Since the '90s local and foreign NGOs stepped in to provide para-professional training in order for newly hired staff within MOSVY and NGOs to perform and be social service providers or practitioners. Social Services of Cambodia (SSC) and Transcultural Psychological Organization (TPO) are two key NGOs that have provided extensive training for social services to a range of providers including MOSVY personnel. UNICEF in collaboration with partner organizations, builds the capacity of relevant officials in the Ministry of Social Affairs, Veterans and Youth Rehabilitation at the national level and at the provincial Department of Social Affairs Veterans Affairs from 2000 to 2010 through three level of training programs include: (1) Basic Social Service Training (BSST) (2) Professional Social Service Training (PSST) and (3) Management Social Service Training (MSST).¹⁷ For long term sustainability, this training program was transitioned into NISA.

Basic Social Service Training (BSST): Was a two-week training on knowledge about the field of social work: actors, institutions and techniques. The course contained 11 modules and practicum: Introduction and social work principles, Knowing yourself, Human needs, Child's rights and attitudes towards children, Gender, Domestic violence, Sexual abuse, Disability, MOSVY mandate: Sub-decree on the establishment of MOSVY, Prakas on the establishment of provincial offices, Children in need of special protection, and Case management.

Professional Social Service Training (PSST): Was a four-week social work training to build on the BSST and provided additional knowledge as well as skills and an understanding of attitudes related to the roles and responsibilities of the trainees. The course contained 12 modules and a practicum: Case management, Interview skills, Monitoring, Directory maintenance, Screening, Awareness raising, HIV/AIDS, Drug abuse, Child Justice, Child Protection Network, Alternative Care, and Counseling.

Management Social Service Training (MSST): Was a twelve-week training that built on the BSST and the PSST and provided additional knowledge as well as skills related to their roles and responsibilities, practice and involvement in actual social work activities. This training focused on: implementation, promotion and sharing of experiences during in- class training, acquisition of skills related to specific situations.

¹⁶ Saint Paul Institute report 2020

¹⁷ As a result, 718 officers completed the BSST, 847 completed the PSST and 36 completed the MSST.

The 2005, evaluation found that all three courses increased trainees' knowledge and skills and demonstrated positive attitudinal improvements at the end of the training courses. Increases were less for practical skills in the PSST and for some aspects of the MSST. While pointing out the positive gains that were made particularly in the delivery and outcomes of BSST, the evaluation recommended that longer term technical supervision be offered to sub-national staff who were in essence the frontline workers for social and child welfare. These findings are similar to those found by this study as described in later sections. The 2005 report also mentions the need for an accredited social work degree program as well as institutionalizing the para-professional training.

Technical and vocational education and training of social service forces conducted by relevant ministries, institutions and local and foreign NGOs, respectively, according to the requirements for the provision of services, subject-specific training packages and a joint social skills training program. At the same time, there are no professional-social standards for measuring indicators, values, ethics, level of knowledge and skill level for social services workforce. These issues require strategic planning to train social service workforces to perform their roles and functions ethically and professionally.

1.3.2. Capacity development of civil servants at the Sub-national level

Sub-Decree No. 192 dated 14 September 2016 on the Establishment of the National School of Local Administration, the Royal Government of Cambodia established the National School of Local Administration in English ("NASLA") under the auspices of the Ministry of Interior in order to provide capacity development to civil servants, councils of sub-national administration, students and other stakeholders, as well as research on governance, local development, promotion of local autonomy and sub-national administrative management. The National School of Local Administration (NASLA) is like the Royal School of Administration for sub-national officials, a mechanism that ensures the sustainability of training for sub-national officials by strengthening the capacity of officers in all categories "A", "B" and "C".¹⁸ From new officials to the director general and provincial governors who specialize in covering topics related to sub-national administration and local services.

The National School of Local Administration promotes the professionalism of sub-national administrative officers and is a state-of-the-art institute that can provide quality training, and trainees can be proud upon graduation. The curriculum is divided into 4 categories: (1) Introductory course for new officers, (2) Career course for promoted officers, (3) Annual refresher course and (4) Professional course for professional officers in the unit. Primary and vocational courses are intermediate courses that can last up to three months. Separately, the training course and the professional course are shorter. Based on this need, it is estimated that the classrooms of the National School of Local Administration will be used full time from 35-40 weeks per year. The two core functions of the National School of Local Administration are training and research.

¹⁸Category "A" Administrative Manager (General Administration) Senior Administration Officer (Interior) Senior Diplomat (Diplomacy) Higher Education Teacher (Education) Senior Health Officer (Health) and Senior Technical Officer (Technical) B "Kramakar officers, foreign officials, basic level teachers, secondary health officers and secondary technical officers" c "Administrative secretaries or administrative agents, prison guards, primary school teachers, primary health officials, primary technical officers or technical agents.

1.4. Cambodia Qualifications Framework (CQF)

In response to the increasing globalization and marketisation of education and training, most countries include Cambodia have developed National Qualifications Frameworks that is an instrument for the development and classification qualifications based on a set of criteria that is agreed nationally for specified levels of learning outcome achieved. It is a policy and strategy in the quality assurance of education and training which clarifies the standard of learning outcomes, academic levels and quality of qualifications, and is widely recognized as such as in the international academic and professional communities.¹⁹

1.4.1. Levels of Qualifications

There are eight levels of qualifications for Technical and vocational education and training. The first four of these levels leading to vocational certificate (level 1) or technical and vocational certificates 1, 2, and 3 (Level 2,3,4) are regarded as equivalent to secondary education in standard. The remaining four levels are considered post-secondary education. The entry level for higher education is the successful completion of secondary education, and the higher education framework has four qualification levels culminating with the doctorate degree. Honorary degrees are not included in the framework but this document provides guidelines for their use based on international conventions and Sub- Decree No. 151 ANK.BK, 06 December 2010, on Doctoral Degree Education about these awards and the degree titles that can be awarded.

Satisfactory completion of studies at any level does not necessarily qualify a person to enter studies at the next level. Entry requirements may be set based on the set of qualifications competency, grades or other criteria to ensure that applicants have a reasonable chance of successfully undertaking the more advanced and complex studies leading to a higher qualification. The levels for Technical and Vocational Education and training and higher education and their relationship to levels of secondary schooling are shown below.

Table 1: Structure of Levels in CQF

Levels	Technical and Vocational Education and Training	Higher Education
8	Doctoral Degree of Technology/Business Education	Doctoral Degree
7	Masters Degree of Technology/Business Education	Masters Degree
6	Bachelor of Technology/Business Education	Bachelors Degree
5	Higher Diploma of Technology/Business Education	Associate Degree
4	Technical and Vocational Certificate 3	
3	Technical and Vocational Certificate 2	
2	Technical and Vocational Certificate 1	
1	Vocational Certificate	

1.4.2. Credit Hours

For the purposes of this Framework, 15 hours for 1 credit is taken as a measure of the amount of teaching and instruction, 30 hours for 1 credit is taken as a measure of the amount of Laboratory/workshop teaching activities, and 45 hours for 1 credit is taken as a measure of the amount of field work or internship training activities. The credit is taken as a measure of the

¹⁹ Annex to Sub-Decree No. 153 dated March 28, 2014 on the Cambodian National Qualifications Framework

amount of teaching and instruction normally expected for a full-time student at undergraduate levels in a semester and 30 credit hours in an academic year (for detail, see Decision on Credit system and Credit Transfer implementation).²⁰The length of programs (and the number of credit hours allocated) may differ for programs with the same or similar titles. For example, a program leading to a degree of bachelor may be four or five (or even six) years in length depending on the amount of learning outcomes expected. Post-secondary education programs often include periods of field work or internship's may be assigned credit hours. However, the number of credit hours allocated must be justifiable in relation to the student learning outcomes expected from that experience.

In Technical and Vocational Education and training the qualifications are intended to certify the attainment of clearly defined competencies required for employment, especially vocational certificate, technical and vocational certificate 1,2,3 and higher diploma of technology/business are the qualifications-based competency. However, there are also time expectations based on the period of time normally required for an average learner to develop those competencies. The credit hour requirements are based on these periods of time and the experiences that students undertake in their programs.

For education and training programs at certificate levels, vocational certificate and technical and vocational certificate 1, 2 and 3 a minimum of 30 credit hours is required for each qualification. However, mechanisms exist for assessment of competencies that students may have already acquired through experience in the work place and these times may be reduced through formal assessment for recognition of prior learning (RPL) and recognition of current competency (RCC). At post-secondary levels a minimum of 30 Credit hours is required and a further 30 credit hours. (minimum of 60 in total) for a program leading to a higher diploma (Level 5).and a minimum of 60 additional credit hours making a total of at least 120 credit hours for a bachelor degree of technology education (level 6). For each qualification particular programs may require more credit hours than the minimum specified. A master degree of technology education in TVET normally involve at least two years of study that contains a course work, a significant element of supervised research, normally embodied in a thesis, and project work. The master degree of technology education requires a minimum of 45 credits.

At doctoral degree of technology education in TVET is a research qualification that is at a significantly higher level than the master's degree, reflecting scholarship independence, and is awarded in recognition of research which has made a substantial and original contribution to knowledge and require a command and wide-ranging highly specialized technical or scholastic skill in a subject area. The doctoral program will be equivalent to a minimum of three years of full-time study and requires a minimum of 54 credits matching the level 8 descriptor. In higher education a minimum of 60 credit hours (or two years of study) is required for an associate diploma (level 5), and a minimum of 120 credit hours for a 4-year-bachelor degree, 140 credit hours for a 5-year-bachelor degree, and 160 credit hours for a 6- year-bachelor degree (level 6).

²⁰ For more details, please see Decision No. 04/04 CCTS dated 19 November 2004 on the implementation of the training program on credit and credit transfer.

At master degree requires studies beyond a bachelor degree involving 39 credit hours plus a major project (45 credits for a 2-year-master degree or 57 credits for 3-year master degree). If students wish to proceed beyond a master's degree to a doctorate there are two options available with differing requirements for the amount of coursework involved. One option involves a minimum of 12 credit hours beyond a master degree and a thesis and the other option has a requirement of 54 credit hours and a thesis. Differing research and thesis requirements compensate for the differences in amount of required course work and the two alternatives have equivalent standing.

Table 2: The minimum credit hours required for each level

Levels	Technical and Vocational Education and Training	Higher Education	Minimum Credit Hours ²¹
8	Doctoral Degree of Technology/Business Education	Doctoral Degree	54
7	Master's Degree of Technology/Business Education	Master's Degree	45
6	Bachelor of Technology/Business Education	Bachelor's Degree	120
5	Higher Diploma of Technology/Business Education	Associate Degree	60
4	Technical and Vocational Certificate 3		30
3	Technical and Vocational Certificate 2		30
2	Technical and Vocational Certificate 1		30
1	Vocational Certificate		30

Note: 1 credit = 15 hours (30 credit x 15 hours=450 hours)

1.4.3. Learning Outcomes

The framework groups the kinds of learning expected of students into two major set of competency, basic competency and core competency which into five major domains that are applicable to all programs in Technical and Vocational Education and Training and particular the groups the kinds of learning expected of students in higher education into four major domains that are applicable to all programs and a fifth that is relevant to only some. The Framework describes learning outcomes at each level in each of these groupings. The five domains are:

- a. Knowledge, the ability to recall, understand, and present information including:
 - knowledge of specific facts
 - knowledge of concepts, principles and theories, and
 - knowledge of procedures
- b. Cognitive skills, the ability to:
 - apply understanding of concepts, principles, theories and procedures in critical thinking and creative problem solving, both when asked to do so and when faced with unanticipated new situations
- c. Psychomotor skills, the ability to:
 - performs one or more skills with ease and becomes automatic with limited physical or mental exertion

²¹ This refers to credit points, and not credit hours, but is mentioned as credit hours here to ensure alignment with the official documents.

- performs of combining than one skill in sequence with harmony and consistency
 - reproduces a skill with accuracy proportion and exactness and usually performed independent of original source
 - Performs skill according to instruction rather than observation
- d. Interpersonal skill and responsibility, the ability to:**
- take responsibility for their own learning and continuing personal and professional development
 - work effectively in groups and exercise leadership when appropriate
 - Act responsibly in personal and professional relationships and
 - Act ethically and consistently with high moral standards in personal and public forums
- e. Communication information technology and numerical skills, including the ability to:**
- Communicate effectively in oral and written form
 - use information and communications technology and
 - use basic mathematical and statistical techniques

Psychomotor skills involving manual dexterity is that applies to only some programs. Psychomotor skills are extremely important in a number of technical and vocational and in some fields in higher education. For example, very high levels of psychomotor skills are required for a tradesman or a major equipment operator and for a surgeon, an artist, or a musician. Since these psychomotor skills apply only to certain fields, and their nature varies widely, the expected learning outcomes at each level have not been described in the higher education sections of the Qualifications Framework though they have been described in the technical and vocational education and training sections. However, where they are relevant in program standards of learning outcomes should be clearly described and methods of instruction and assessment included in program and course specifications

1.5. Analysis of Social Service Workforce and Function

There is currently no standard definition and no classification for civil servants by the Ministry of Civil Service of Social work function in Cambodia. Standards, definitions and classifications of social workers are very important for the social services workforce in providing social welfare and child protection services. This strategic plan document will use standards, definitions and classifications of social service workforce based on the Guidelines on Basic Capacity for the Social Service workforce in Cambodia dated 29 November 2019 and Guidelines for Strengthening Social Services for the Protection of Children, published by the United Nations Children's Fund (UNICEF) in New York in February 2019, are as follows:

- 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 (MoSVY, 2019, Guidelines on Basic Competencies for Social Workforce)

- Para-professional would typically work next to or support the work of a professional in the same field. A para-professional worker is trained to perform certain functions, but not always legally certified or licensed to practice as a full professional, which in some fields requires college or University degrees or specialized training. (UNICEF and Global Social Service Workforce Alliance, 2019, Guidelines to strengthen the social service workforce)
- Para Social Worker is a supervised para professional staff person or volunteer-often community based-who serves the needs of vulnerable individuals including children and families, particularly where social welfare systems are underdeveloped or severely stretched. (UNICEF and Global Social Service Workforce Alliance, 2019, Guidelines to strengthen the social service workforce)
- Allied workers are workers who carry out social service functions but are associated with other sectors such as education, health or justice. Examples include nurses, lawyers, doctors and teachers, among others. Allied workers perform a myriad of functions that enhance, support or coordinate with those functions carried out by the social service workforce (UNICEF and Global Social Service Workforce Alliance, 2019, Guidelines to strengthen the social service workforce)

See below for more details of how social service workforce is defined by different documents. There is no significant difference between different definitions such as the Review of Social Work practice in Cambodia 2014, Guidelines on Basic Competencies for Social Workforce in Cambodia 2019, Guidelines to strengthen the Social Service Workforce 2019, and ASEAN Declaration on Promotion of Social Work 2019.

1.5.1. The Review of Social Work practice in Cambodia

The finding of the review of social workforce issued dated 11 June 2014 by MoSVY indicate, there is still a great need to strengthen the social work sector, through an increase the numbers and the quality of the social work practitioners. In addition, give the importance of the social work sector, there is an urgent need to ensure that social work is recognize as a profession and that the distinct categories of the social works are recognize including professional and para-professional social workers. In addition, there is a great need to ensure that the social work sector expands beyond the Social Welfare sector and also throughout the civil servant system, including health, education, justice and interior. The finding also recommends to create job classifications within the Royal Government of Cambodia system that acknowledge two distinct categories of workers who function within the public social and child welfare system: (1) para-professional social service providers; and, (2) professional social workers. This classification would be utilized not only within MOSVY but throughout the Royal Government of Cambodia civil servant system. These job classifications will recognize the range of roles and responsibilities that operate from the national to sub-national/local levels and the corresponding need for professional and para-professional workers to perform these functions.²²

²² Review of social work practice: An Emphasis on Public Social and Child Welfare by Prof. Tracy W. Harachi, Ph.D., MSW University of Washing supported by Unicef.

1.5.2. Guidelines on Basic Competencies for Social Workforce

The Guidelines on Basic Competencies for Social Workforce in Cambodia²³ 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. The "Guidelines on Basic Competencies for Social Workforce in Cambodia" is an important resource document to support the social work force in applying key principles in their work to provide social services to all beneficiaries.

The Guidelines on Basic Competencies for Social Service Workforce are divided into three main areas: (1) Values and Ethics, (2) Knowledge, and (3) Skills and also defines 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 and classify the social service workforce into three types: "Social work agent, Social Service Provider, and professional social worker".

- Social Service Agent refers to the Ministry, Department, and Office officers responsible for social affairs at capital/provincial and district levels who have received skill training and are assigned or recognized by the social affair Minister.
- Social Service Provider refers to a person who provides services related to the social and economic well-being 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

²³ Prakas No. 443 MoSVY dated 29 November 2019 on the Implementation of Guidelines on basic capacity for Social Service Workforces in Cambodia

1.5.3. Guidelines to strengthen the Social Service Workforce²⁴

The Guidelines to strengthen the social service workforce for child protection were produced by the UNICEF New York Child Protection Section on February 2019, indicate that Social Service Workforce includes a variety of professional and para-professional workers serving the social service system. Just as the medical profession consists of doctors, nurses, physical therapists, and technicians, the social service workforce comprises many cadres of people with various titles, roles and functions, but they all share a common goal – to care, support, promote and empower vulnerable people. The Global Social Service Workforce Alliance (GSSWA)²⁵ defines the social service workforce as: paid and unpaid, governmental and non-governmental, professionals and para-professionals, working to ensure the healthy development and well-being of children and families. The social service workforce focuses on preventative, responsive and promotive programmes that support families and children in communities by alleviating poverty, reducing discrimination, facilitating access to services, promoting social justice and preventing and responding to violence, abuse, exploitation, neglect and family separation..²⁶

- Para-professional would typically work next to or support the work of a professional in the same field. A para-professional worker is trained to perform certain functions, but not always legally certified or licensed to practice as a full professional, which in some fields requires college or University degrees or specialized training.
- Para Social Worker is a supervised para professional staff person or volunteer-often community based-who serves the needs of vulnerable individuals including children and families, particularly where social welfare systems are underdeveloped or severely stretched.
- Allied workers are workers who carry out social service functions but are associated with other sectors such as education, health or justice. Examples include nurses, lawyers, doctors and teachers, among others. Allied workers perform a myriad of functions that enhance, support or coordinate with those functions carried out by the social service workforce
- Social Worker is part of the broader social services workforce, which, depending on the country contexts, consists of many different actors with different roles, functions, competencies and skills working in child protection. In recent decades, social work has emerged as a leading profession to provide direct social services and has been developed in over 100 countries

The guidelines to strengthen the social service workforce for child protection defined the role and function of the social service force: In the national context, the social service force has the role and function of providing outreach, prevention and response and rehabilitation services at the macro, mezzo and micro levels, as shown in Table 3 below.

²⁴ Name of the document and year.

²⁵ The Global Social Service Workforce Alliance (GSSWA) is a network of over 1,800 members in 125 countries formed as a result of the Social Service Workforce Strengthening Summit held in 2010

²⁶ For further reading on the roles, functions and competencies of para-professionals, see: <https://goo.gl/Jc98cC>

Table 3: Roles and functions of the social services force for child protection and family

Macro Level: Promotive Services <i>Communities, Schools, Government, Civil Society</i>	Mezzo Level: Preventative Service <i>Children and families at risk</i>	Micro Level: Preventative Services and Response Services <i>Children and families who have experienced Violence, Abuse, Exploitation</i>
<ul style="list-style-type: none"> - Awareness raising - Build/mobilize community partnerships - Collaborate with children and families - Work in interdisciplinary networks on policy - Advocate for expanded services 	<ul style="list-style-type: none"> - Establish early detection mechanisms to identify vulnerable/ at-risk children - Ensure access to basic services - Parenting education - Conduct home visiting - Develop family-based alternative care options - Support diversion programs 	<ul style="list-style-type: none"> - Case management services - Reintegration services for children - Support child friendly justice systems - Victim protection and support services - Conduct in-depth mental health and psycho-social assessments - Provide advanced, trauma-informed rehabilitative counselling services

1.5.4. ASEAN Declaration on Promotion of Social Work

The ASEAN Social Work Consortium and Senior Official Meeting on Social Welfare and Development 28-29 October 2019, spearheaded by the Government of Viet Nam, has therefore launched an initiative to support the strengthening of the social work profession and social welfare workforce across the region by establishing a regional consensus and mandate of social service workforces, enhancing capacity in the region to plan, develop and support the social service workforce, and developing a declaration on social work development. This initiative builds on a series of ASEAN initiatives to strengthen social welfare and social work and supports implementation of the ASEAN Regional Plan of Action on the Elimination of Violence against Women and Violence against Children, as well as achievement of SDG targets 5 and 16. It also complements the establishment of the ASEAN Training Centre for Social Welfare and Social Work.

The ASEAN Declaration on Promotion of Social Work define key concepts and term of the social service workforce is: “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 key actors that forms the social service workforce²⁷ is divide into five types: (1) Social workers (2) Other professionals (3) Para-professional workers (4) Volunteers and (5) Allied workers.

- Social workers: Social workers are professionals with an academic degree who promote social change and development, social cohesion and the empowerment of people. In the absence of an official regulation of this profession in some countries, many other social service workforce representatives are referred to as ‘social workers,’ however it is important to reserve this professional title for qualified social workers.

²⁷ Presented by Aniruddha Kulkarni, Child Protection Specialist, UNICEF Headquarters

- Other professionals: The social service workforce also includes other professional groups such as child and youth care workers and psychologists.
- Para-professional workers: These are supervised para-professional staff or volunteers who play a vital role in delivering social services to vulnerable individuals, including children and families, at the community level. They work together with social workers and other professionals, but they are also trained and certified to perform their functions. It is important to recognize their existence and acknowledge the contribution they make.
- Volunteers: They provide their services voluntarily i.e. they are unpaid for the services they provide; any professional or para-professional can thus be a volunteer if they are not paid fees for the services they offer. Often volunteers are taken for granted, but they should always be included when talking about the social service workforce. Further, volunteers should also be supervised irrespective of whether they are professionals or para-professionals.
- Allied workers: They are professionals and paraprofessionals involved in sectors such as education, health and justice who have critical roles related to care, support, prevention, empowerment and protection and promotion of the rights of people. They work alongside the social service workforce, but they are established within another sector.

The roles and functions of social service workforces contributes to promoting social justice; reducing discrimination; challenging and changing harmful behaviors and social norms; preventing and responding to violence, abuse, neglect and exploitation and family separation.

Table 4: Functions of the social service workforce

Promotive	Preventive	Response
<ul style="list-style-type: none"> - Advocacy - Community mobilization - Establishing and promoting standards and practice - Research, monitoring and evaluation - Social service administration - Education of social service providers 	<ul style="list-style-type: none"> - Early identification of vulnerabilities - Work with children, families and communities - Provision of and access to preventive services such as early childhood development, education - Gatekeeping 	<ul style="list-style-type: none"> - Child participation - Case management - Psychosocial support and/or counselling - Support to delivery of services - Victim protection and support - Reintegration and rehabilitation

1.6. Relationship between strategic plan and related documents

Strategic Plan for training social service workforce 2021-2025 which is consistent with the strategic plan for human resource development in the social sector 2019-2023 of NISA, Action Plan to Prevent and Respond to Violence against Children 2017-2021, Strategic Plan for Social Affairs, Veterans and Youth Rehabilitation 2019-2023, National Strategic Development Plan, Rectangular Strategy Phase 4, Cambodia Sustainable Development Goals 2030, National Social Protection Policy Framework 2016-2025, National Population Policy 2016-2030, Cambodian National Qualifications Framework 2014 and other relevant documents.

This Strategic Plan for training social service workforce is a road map for the National Institute of Social Affairs, Ministry of Social Affairs Veteran and Youth Rehabilitation, local and foreign NGOs and other development partners Participate in the implementation of the strategic plan to achieve the strategic goals and indicators set out in the strategic plan 2021-2025.

1.7. Development Strategic Plan process

The Ministry of Social Affairs, Veterans and Youth Rehabilitation issued Decision No. 318 on August 6, 2019 on the establishment of a joint technical working group for the preparation of the strategies plan for social service workforces led by the National Institute of Social Affairs (NISA). NISA with the support of the United Nations Children's Fund (UNICEF) in Cambodia, has selected a Technical Advisor to develop a strategic plan for training Social Services workforce 2021-2025 from 22 June to 22 September, 2020, total 40 working days. The steps for development of the strategic planning are as follows:

- Develop a work plans, to develop a strategic plan for training social service workforces, and review training strategic plan to strengthening the capacity of social service workforce to protect children and family which is implemented by MoSVY and foreign NGOs, and other development partners and others related documents.
- Define strategies and prepare the contents of the draft strategic plan for education and training of social service forces 2021-2025.
- Prepare a draft zero strategic plan for training social service forces and submit it to the Joint Technical Working Group of the National Institute of Social Affairs on September 11, 2020. The first draft present to technical team members with additional input and collects input from a series of technical working group meetings and workshops to review and revise the first draft.
- Prepare the final draft of the strategic plan for training of the social service force 2021-2025 to request the approval of the Minister of MoSVY

1.8. Strategic Plan Form

The Strategic Plan for training social service workforce 2021-2025 is divided into 8 parts: Part 1 Introduction: **Background and Context** Higher level education for social service workforces Technical and Vocational Education and Training Cambodia Qualifications Framework (CQF) Analysis of Social Service Workforce and Function Relationship between strategic plan and related documents Development Strategic Plan Process Strategic Plan Form Part 2 Implemented Function of Social Affairs and Social Welfare Part 3: Progress: and Challenge Part 4: Vision, mission, policy objective, strategic goal and expected outcome Part 5: Institutional preparation for implementation of strategic plan Part 6: Financing mobilization strategy and budget requirement Part 7: Monitoring and Evaluation and Part 8: Conclusion.

2. **MAP OF SOCIAL SERVICES INSTITUTES AND CHILD PROTECTION MECHANISMS**

The Royal Government of Cambodia has been improving the welfare of public society through the Ministry of Social Affairs, Veterans and Youth Rehabilitation and has the participation of many other ministries such as Ministry of Health, Ministry of Education, Youth and Sports, Ministry of Interior, Ministry of Women's Affairs, Ministry of Labor and Vocational Training, Council for Agricultural and Rural Development "CARD", Cambodia National Council for Children (CNCC), and other institutions that have duties according to their mandates as stated in the Royal Decree on the Establishment and Sub-Decree on the Organization and Functioning of those Ministries and Institutions.

2.1. Ministry of Social Affairs, Veterans and Youth Rehabilitation

Separately for the Ministry of Social Affairs, Veterans and Youth Rehabilitation (MoSVY), in accordance with Article 3 of Sub-Decree No. 54, dated March 24, 2011 on the organization and functioning of the Ministry of Social Affairs and supporting legal documents related to the Ministry has 22 public service functions, such as: (1). providing emergency supporting package to the poorest, victims of natural disaster in the community (2). Provide care and support services for people living with HIV, AIDS and those affected by HIV and other deadly diseases in the community (3). Cash support program for pregnant women and children under 2 years old (4). Solve the problem, preventing and protecting of homeless people (5). Provide care service and treatment for people with dementia (6). Rehabilitation services for victims of human trafficking and victim integration (7). Repatriation, Rehabilitation and Integration of Victims of Trafficking, Sexual Exploitation, Exploitation and Other Forms of Abuse (8). Alternative care services for children (9). Licensing of International Adoption Agencies (10). Child custody with permanent family in host country (11). Provide rehabilitation services for victims of drug use (12). Provide juvenile rehabilitation services in conflict with the law (13). Policies to support poor people with disabilities in the community (14). Vocational training services for people with disabilities (15). Registration service on law enforcement from the protection and promotion of the rights of persons with disabilities (16). Intervention of justice services for the people with disability (17). Provide physical rehabilitation services (18). Rehabilitation services and policies for medical examination and care for the poor with disabilities in the community (19). Provide social security for civil servants, retirees, people with disabilities and their dependents (20). Provide social security to veterans and veterans' families (21). Provide services to assist veterans in the community (22). Higher education and training on social affairs.

2.2. Capital/Provincial DoSVY

At the capital and provincial levels, the MoSVY have Capital/Provincial department of social affairs veterans and youth rehabilitation (DoSVY) is responsible for implementing and facilitating the social work of veterans and youth rehabilitation. Reference to Prakas No. 066 MoSVY dated 12 January 2017 on the organization and functioning of the DoSVY and legal documents supporting, the Department provides direct or coordinated with institutions, units and non-governmental organizations to provide services to clients like the Ministry, Except for some services that are not implemented by DoSVY, such as: public services (9). Licensing of International Adoption Agencies (10). Child custody with permanent family in host country (12). Provide juvenile rehabilitation services in conflict with the law (15). Registration service on law enforcement from the protection and promotion of the rights of persons with disabilities (19). Provide social security for civil servants, retirees, people with disabilities and their dependents (20). Provide social security to veterans and veterans' families.

2.3. Office of Social Affairs and Social Welfare Municipality, District, Khan

Reference to Sub-Decree No. 182, 183 and 184 dated 2 December 2019, Article 71 and Article 56 state that relevant offices and specialized units of ministries, institutions at the municipal, district and khan levels shall be integrated into the new structure of the municipal, district and khan administration. Article 26 and Article 22: The Office of Social Affairs and Social Welfare shall act as a liaison for the municipal, district and khan administration on social work and social welfare and shall have the duty to manage some functions such as: Social work, veterans and youth rehabilitation, health work, women's work, cult and religion work, vocational training work, cultural and fine arts work, and disaster work. This office is responsible for the administration of municipalities, districts and Khans to implement and cooperate with local and foreign NGOs on social work and social welfare in their jurisdiction. See table 5.

Table 5: Function of Social work, veterans and youth rehabilitation²⁸

Functions	Sub-function or Activities
<p>1 Work of orphans and vulnerable children</p>	<p>Case Management of orphans and vulnerable</p> <ul style="list-style-type: none"> - Manage and identify victims of human trafficking, sexual exploitation and child sexual abuse - Manage, search and assess vulnerable households - Manage, monitor and close cases of child victims integrated into the community - Disseminate minimum policies and standards on the protection of the rights of victims of human trafficking, sexual exploitation and child sexual abuse
<p>2 Work of Victim and Vulnerable people</p>	<p>Management and identification of victims and vulnerable</p> <ul style="list-style-type: none"> - Collect and manage data on disaster victims, the poor and families in the community - Collect and manage homeless data - Manage, identify and monitor people living with HIV and AIDS - Manage, identify and monitor poor pregnant women and children under 2 years old in poor families
<p>3 Disability work</p>	<p>Disability management and rehabilitation services</p> <ul style="list-style-type: none"> - Manage and compile data on people with disabilities, the poor, the general disabled, women with disabilities, children with disabilities and athletes with disabilities - Manage and provide information about services for people with disabilities - Manage and provide information on requests for rehabilitation services
<p>4 National Veterans Fund and National Social Security Fund</p>	<p>Management and Identification of National Veterans and National Social Security Fund for Civil Servants</p> <ul style="list-style-type: none"> - Manage retirement data (retirees, old, new, relocated, deceased or retired) - Manage and monitor the situation of all types of veterans and their families - Manage and request for transfer of housing of veterans and their families - Manage and request the delisting of deceased veterans - Manage professional disability data - Manage the dependents of retirees and persons with disabilities or the persons in charge of the bodies of retirees and persons with disabilities have wives and children - Manage and request to delete the names of veterans and families who have expired to receive social security - Manages and asks to delete the names of veterans and their families who did not pay their social security for no reason

²⁸ Book "Administration of Municipalities, Districts and Khans" dated 22 February 2020, Approved by Samdech Chakra Hom, Deputy Prime Minister, Minister of Interior.

Functions	Sub-function or Activities
	<ul style="list-style-type: none"> - Manage and request the inclusion or promotion of veterans and their families in order to receive a monthly allowance - Manage and receive requests from veterans and their families who have abandoned the social security system - Collaborate with the Cambodian Veterans Association to add or remove veterans from the Cambodian Veterans Association - Manage veteran information for receiving health services or others services from the state - Collaborate with bank partners to manage and provide social security
<p>5 Work of Veterans and Families</p>	<p>Management and identification of veterans and their families</p> <ul style="list-style-type: none"> - Collect data on the situation and needs of veterans and their families - Provide services to meet the specific needs of veterans and families of victims - Manage data of veterans and families receiving house
<p>6 Rehabilitation Center work</p>	<p>Management and cooperation with provincial rehabilitation centers</p> <ul style="list-style-type: none"> - Managing, Minor data of children conflict with law - Manage minors rehabilitated due to drug addiction after integration into the community
<p>7 Elderly Association Work</p>	<p>Management data of Community Elderly</p> <ul style="list-style-type: none"> - Manage and collect data for members of the Association of the Elderly - Disseminate the statutes of the Association of the Elderly - Monitor and evaluate the use of the donations of the Association of the Elderly
<p>8 Inspection of NGO Residential Care Institution (RCI)</p>	<p>Inspection of NGO Residential Care Institutions (RCI)</p> <ul style="list-style-type: none"> - Inspect the implementation of minimum standards for alternative care for children in NGO RCI. - Coordinating and resolving cases of child rights violations that occur in NGO RCI - Manage and analyze data on vulnerable and vulnerable children and children in alternative care in the community - Preparation of an updated list of NGOs authorized to provide alternative care for children - Encouraging NGOs to provide care for vulnerable and vulnerable children - Reviewing and deciding on files that request or include vulnerable and vulnerable children for NGO RCI - Monitoring the referral of child cases and the provision of child welfare services in NGO RCI

2.4. Child Protection Coordination Mechanisms

2.4.1. Cambodia National Council for Children

The Royal Government of Cambodia established the CNCC in 1995²⁹, and in late 2009 has since revised its structure³⁰ and composition³¹. The CNCC is responsible for coordinating and advising the Royal Government for consultation, coordination all child-related activities, monitoring and evaluating the implementation of the Convention on the Rights of the Child, to review and comment on the draft law and legal instruments which are relevant to children and make recommendations in accordance with international conventions and standards on Children and lead the General Secretariat of the Cambodia National Council for Children.³²

2.4.2. General Secretariat of Cambodia National Council for Children

The General Secretariat of CNCC³³ consist of 1. Section of administration, planning and finance, 2. Section of child Protection and monitoring and 3. Section of education and human resource development, are responsible for the preparation and implementation of the action plan, coordination with relevant Ministries and Institutions in the preparation of reports on the implementation of the Convention on the Rights of the Child and Protocols, monitor the status of children, promote the content of the Convention on the Rights of the Child, study of national and international law and legal instruments, Cooperation with relevant Ministries/Institutions, children's representatives, local and foreign NGOs, and development partners.

2.4.3. Working Group for Children in Ministries and Institutes

Working Group for Children in Ministries, Institutions³⁴ led by the Secretary of State or Under Secretary of State, the Director General, and the members, the Director or Deputy Director of the relevant departments, acts as a coordination and advisory mechanism to the Cambodia National Council for Children on consulting, review and monitor the implementation of the Children's Rights, dissemination of laws and convention on Child rights, policies and legal instruments of the government and the Cambodia National Council for Children. Preparing plan, programs and activities for the benefit of children and integrate child issues into the Ministries' programs and liaise with local and foreign NGOs with child-related work plans in Ministries and Institutions, seeking support and exchange information, experiences, a progressive perspective regarding the overall goal of improving the condition of children. Preparing data on the status of children and administering all policies and action plans of the Cambodia National Council for Children.

2.4.4. Capital/Provincial Cambodia National Council for Children

The Capital/Provincial CNCC,³⁵ has Governors as the honorary president, the deputy governors, as deputy president, see Table 4. Article 9 of the Decision states that the Capital /Provincial CNCC has the resources supplied by the national budget in separate packages within the annual budget of DoSVY and have the right to receive and manage the Humanitarian Fund that comes from various legal sources for performing their work.

²⁹ Sub-decree No.83 ANKr/BK, dated 20 November 1995 on the organization and implementation of secretarate of CNCC.

³⁰ Royal Decree No. NS/RKT/1209/1201 dated 21 December 2009 on the establishment of CNCC

³¹ Sub-decree No.382 ANKr/BK, dated 25 March 2014 on the composition of CNCC and Sub-decree No.416 ANKr/BK, dated 9 April 2019 on appointment of the CNCC Composition.

³² Article 8 of Royal Decree on the establishment of CNCC 2009

³³ Sub-Decree No.2 ANKr/BK, dated 05 January 2010 on the organizing and establishment of Secretrairat General of CNCC.

³⁴ Decision No. 127 CNCC, dated 21 September 2010 on Working Groups for Children in Ministries and Institutions

³⁵ Decision No 216, dated 21 September 2010 on the Establishment of the Capital/Provincial CNCC

Table 6: Composition of Capital/Provincial CNCC

No	Composition	Roles
1	Capital/Provincial Governor	Honorable president
2	Capital/Provincial deputy governor	President
3	Director of DoSVY	1 st deputy president
4	Director of Department of Women affairs	Deputy president
5	Director of Department of health	Deputy president
6	Director of Department of education youth and sport	Deputy president
7	Director of Department of Labor and Vocational Training	Deputy president
8	Commissioner of the Provincial Police Commissariat	Deputy president
9	Deputy director of DoSVY	Per-member
10	Capital/Provincial military commander	Member
11	Capital/Provincial military police	Member
12	Director of Administration of Provincial Hall	Member
13	Deputy Director of Department of Economics and Finance	Member
14	Deputy Director of Commerce	Member
15	Deputy Director of Planning	Member
16	Deputy Director of Department of Rural Development	Member
17	Deputy Director of the Department of Culture and Fine Arts	Member
18	Deputy Director of Public Works and Transport	Member
19	Deputy Director of the Department of Environment	Member
20	Deputy Director of Post and Telecommunications	Member
21	Deputy Director, Department of Industry, Mines and Energy	Member
22	Deputy Director of Tourism	Member
23	Deputy Director of Information Department	Member
24	Deputy Director of Department of Cult and Religion	Member
25	Deputy Director of the Department of Agriculture, Forestry and Fisheries	Member
26	Representatives of Capital/Provincial Red Cross branches	Member

The Capital/Provincial CNCC is a facilitator and advisor to the CNCC on coordination, monitoring, disseminate the law, Convention on the Rights of the Child, policies and legal instruments of the Royal Government and the CNCC, encourage movement to support effective implementation of children's rights. Preparing Plan, programs for the benefit of children and liaise with local and foreign NGOs with child-related work plans, to seek assistance, support and exchange information, experiences, growth perspectives related to the overall goal of improving the status of children. Preparing child status data, reporting, verifying child protection indicators targets and implementing the National Council for Child Action Plan.³⁶

³⁶ Article 3 of Decision No 216, dated 21 September 2010 on the Establishment of the Capital/Provincial CNCC

2.4.5. Capital/Provincial Women and Children Consultative Committee (WCCC)

The Capital/Provincial Council has established WCCC, which has authority and responsibility to provide recommendations to the Capital/Provincial Council, Governors, and other committee on issues related to gender equality, women, youth and children issues, which are within the powers, functions and duties of the Capital/Provincial Council jurisdiction

Table 7: Composition of Capital/Provincial WCCC

No	Composition	Roles
1	Councilors are women elected by the council	President
2	Council members elected by council	Deputy President
3	The deputy governor is a woman 01 person	Deputy President
4	Director or Deputy Director of DoSVY	Deputy President
5	Director or Deputy Director of Department of Women's Affairs	Per-deputy President
6	Deputy Director of Administration 01 person	Member
7	Director or Deputy Director of Department of Planning	Member
8	Director or Deputy Director of Department of Health	Member
9	Director or Deputy Director of Department of Rural Development	Member
10	Director or deputy director of Department of Education, Youth and Sport	Member
11	Director or Deputy Director of Department of Labor and Vocational Training	Member
12	Director or deputy director of Department of Agriculture	Member
13	Commissioner or Commissioner of Police	Member
14	Director or Deputy Director of Intergovernmental Affairs	Member
15	Chief or deputy chief of the Commune Council Association	Member
16	Representation from other units or entities as necessary	Member

Capital/Provincial WCCC has the following main functions: to contribute to the development of a strategic vision for development within the Council's jurisdiction and to achieve gender equality and other services related to gender equality, issue of women, youth and children. Collect and analyze information and data related to gender and the need for women, youth and children to incorporate this information into the five-year development plan, three-year Investment Program and annual plan of Capital/Provincial Council. Seek the support of the Council, Governors and other committees of the Capital/Provincial Council to develop action plans for addressing gender equality, issues of women, youth and children within the jurisdiction of the Capital/Provincial Council. Collaborate and provide support to other types of WCCC in resolving issues or requests or proposals that other committees of the other councils cannot address in their performance. Propose and provide suggestions to Council or Governor on appropriate measures to encourage the participation of relevant authorities and citizens in addressing and preventing problems involving women, youth and children. Promote awareness of laws, and policies related to gender equality, women, youth and children to communities within the jurisdiction of the Capital/Provincial Council. Encourage community information collection on issues that regularly arise in relation to gender, women, youth and children and measures to respond. To examine the implementation of policies, gender equality and the situation of women, youth and children in particular to identify gaps in access to services and to make recommendations for addressing these issues. Report to the Council on issues related to gender equality, women's empowerment, and the issues of youth and children. Support all efforts to raise funds for employment of gender equality, women, youth and children.

2.4.6. Municipal, District and Khan WCCC

The Municipal, District, Khan Councils have established the WCCC, which has the authority and responsibility to provide recommendations Municipal, District, District Councils, Governor and other committees of the Council on the issues related to gender equality, issues of women, youth and children within the Council's jurisdiction. For the main functions, it is not different from the Capital /Provincial WCCC, but only within the jurisdiction of the municipal, district and Khan.

Table 8: Composition of Municipal, District and Khan WCCC

No	Composition	Roles
1	Councilors are women elected by the council	Chief
2	Council members elected by council	Deputy chief
3	The deputy governor is a woman 01 person	Deputy chief
4	Chief or Deputy chief of OSVY	Deputy chief
5	Chief or deputy chief of the Bureau of Women's Affairs	Per-deputy chief
6	Deputy Director of Administration 01 person	Member
7	Chief or deputy chief of Planning Office	Member
8	Chief or deputy chief of health office	Member
9	Chief or deputy chief of rural development office (if available)	Member
10	Chief or deputy chief of education youth and sport office	Member
11	Chief or deputy chief of Labor and Vocational Training office	Member
12	Chief or deputy chief of Agriculture office	Member
13	Inspector or Representative of the Police Inspectorate	Member
14	of the relevant offices of the Municipality	Member
15	Person in-charge of Women and Children Affairs	Member
16	Representatives from other units or entities as necessary	Member

2.4.7. CCWC Commune/Sangkat

In 2007, the Sub-National Democratic Development (SNDD) issued a guideline no. 082 dated 8 August 2007 on the organization and establishment of the Commune Committee for Women and Children (CCWC)³⁷. After implementing for the past 13 years, the Ministry of Interior has issued Prakas 3840 dated September 22, 2020 on the organization and functioning of the Committee in charge of Women and Children Affairs Commune / Sangkat. To replace Guideline No. 082. The composition of Commune/Sangkat committees for women and children as follows:

Table 9: Composition of CCWC

No	Composition	Roles
1	Chief of Commune/Sangkat(C/S)	Chief
2	Second Deputy Commune Chief	Deputy Chief
3	CCWC focal point	Per-Deputy chief
4	C/S Clerk	Member
5	C/S Police chief 01 per.	Member
6	Principal of primary school 01 per.	Member
7	Principal of Kindergarten 01 per.	Member
8	Chief of Health Center or Health Post	Member
9	All village chief	Member
10	Representative of CYD C/S	Member

³⁷ guideline no. 082 dated 8 August 2007

11	Representative of Elderly Association	Member
12	Representative of PWD	Member
13	Commune/Sangkat Social Services Assistant	Member

The CCWC has the role of advising and assisting the Commune/Sangkat Administration in coordinating and implementing all social service activities in the Commune/Sangkat to ensure that women, children, youth, the elderly, the poor, the disabled, indigenous peoples and Other vulnerable people have access to information, knowledge and services with social and environmental equity, as well as a safe, harmonious and dignified life. The CCWC has the following responsibilities³⁸:

- Prepare annual action plans and program budgeting for the implementation of social services activities based on the three-year rolling investment plan in C/S and submit them to the C/S Council meetings for review and approval for inclusion in the C/S annual action plans and budgets.
- Cooperate and coordinate the implementation of various social service activities in the commune according to the annual action plan and budget for the implementation of social service activities.
- Monitor and evaluate the implementation of social service activities in their C/S.
- Collect and analyze data through the process of preparing and updating social services maps and or through the use of other social service analytics tools to identify social service needs and solutions for inclusion in the development planning process and three-year rolling investment program in communes.
- Review and comment on the draft C/S three-year rolling development plan and investment program, including the draft amendment to the C/S three-year rolling development plan and investment program to ensure that issues, needs, solutions, and social service projects or activities are included into the development plan and three-year investment program rolling commune.
- Review and comment on the draft of the annual budget of the commune and the draft of the annual budget of the C/S to ensure that the activities or priority projects in the field of social services are allocated for implementation in an environmentally and equitable manner.
- Provide advice to C/S Councils and C/S chiefs on social services in the C/S.
- Review and comment on the draft C/S three-year rolling development plan and investment program, including the draft amendment to the C/S three-year rolling development plan and investment program to ensure that issues, needs, solutions, and social service projects or activities are included. Into the development plan and three-year investment program rolling commune.
- Encourage people, especially women, children, youth, the elderly, the poor, the disabled, indigenous peoples and other vulnerable people to receive social services, as well as to prevent and solve social problems which occur in the commune.
- Movement of government agencies, civil society organization and the private sector to actively contribute to the organization of their institutions, both hardware and software, to facilitate women, children, youth, the elderly, the poor, the disabled, indigenous and other vulnerable and victims of lack of access to information, knowledge and services with an environment, social equity and dignity.

³⁸ Article 7 of Prakas 3840 on the Organization and Functioning of Committees for Women and Children

- Educate and raise awareness among the people, especially women, children, youth, the elderly, the poor, the people with disabilities, indigenous peoples and other vulnerable people, laws, policies and legal documents related to social services.
- Collaborate with units or social service providers, social agencies, civil society organizations and development partners to implement social service activities in their communes.
- Mobilize resources from government institutions, civil society organizations, private sector development partners and philanthropists to support the implementation of social service activities.
- Collaborate with competent units or agencies to prevent and intervene in cases of violence, abuse, human trafficking, sexual exploitation, labor exploitation of women and children, drug trafficking, drug use and inactive service activities in C/S.
- Monitor and report to the C/S Council meetings on the situation, challenges and needs of women, children, youth, the elderly, the poor, the disabled, indigenous peoples and other vulnerable people to ensure access to responses and timely intervention.
- Prepare reports on the results of the implementation of social service activities as scheduled and submit to the C/S chief for inclusion in the report on the performance of C/S Administration.

In addition to the above tasks, the CCWC has important social service activities³⁹, including:

a) Work maternal health and baby nutrition

- Compile statistics on pregnant women, infants and children, thin children, stunted children and monitor the health status of pregnant women, infants and children
- Encourage pregnant women to have regular prenatal check-ups, postpartum and postpartum check-ups at public health facilities.
- Encourage parents or guardians to get their children vaccinated (including supplementation) in full and on time.
- Provide financial support and transportation to poor pregnant women for prenatal, postpartum and postnatal check-ups at public health facilities
- Provide support to children who are thin or malnourished through nutrition programs
- Support and solve problems in implementing cash support programs for pregnant women and children under 2 years old
- Participate in disseminating messages from senior leaders of the Kingdom of Cambodia on the National Day of Maternal, Newborn and Child Health on February 21 and National Nutrition Day on November 6
- Participate in educating and promoting the importance of maternal and child health care, prenatal check-ups, postpartum health check-ups, childbirth at public health facilities, full immunization of children, reproductive health care and health programs. Others, as well as collecting information related to infectious diseases, non-communicable diseases and other public health issues

b) Identification work

- Encourage parents of infants to register birth certificates and birth certificates for their children within 30 days after birth
- Encourage young men and women to get a Cambodian identity card when they reach the age of 15

³⁹ Article 7 of Prakas 3840 on the Organization and Functioning of Committees for Women and Children

- Encourage men, women, young men and women who have decided to get married to register their marriage and marriage certificate
- Encourage the family or relatives of the deceased to register the death certificate and death certificate within 15 days after the date of death
- Disseminate education to increase awareness of duties and the importance of registration and identification of Khmer nationality

c) Education

- Encourage parents or guardians to send their children 3-5 years old
- Attend kindergarten and children from 6 years old or at least 70 months old to 1st grade
- Participate in educational outreach to increase the awareness of parents and guardians about the importance of girls' education and encourage girls to pursue higher education
- Facilitate the establishment and operation of community kindergartens
- Monitor student absences and other educational issues and facilitate these issues through meetings with parents or guardians of students and teachers.
- Participate in organizing National Reading Day on March 11
- Participate in promoting multilingual education in indigenous areas
- Coordinate the implementation of programs related to the development and protection of children, such as nursery programs, educating parents or guardians on how to raise children in a positive way.

d) Prevention of gender-related violence, especially violence against women and children

- Identify and extract data on victims of violence (physical, mental, sexual and economic) and sexual abuse, human trafficking, sexual exploitation, labor exploitation of women and children in communes
- Participate in the prevention, prevention and intervention of cases of violence and abuse, especially against women and children
- Facilitate the transfer of victims of violence or abuse to emergency services or appropriate services
- Participate in the implementation of remedial measures or appropriate measures to assist victims of violence or abuse until these victims are able to live in safety and harmony
- Monitor, record and report cases of violence and abuse.

e) Child protection work

- Identify and extract data on victim and vulnerable children in communes
- Participate in the prevention, prevention and intervention of cases of violence, labor exploitation and child abuse
- Facilitate the referral of children affected by violence and abuse to appropriate and specialized services (psychosocial, health and legal)
- Participate in disseminating the message of the senior leaders of the Kingdom of Cambodia on the International Children's Day on June 1
- Participate in the implementation of appropriate measures based on the principles of the best interests of children to develop and assist child victims until these child victims can live safely and receive at least nine years of basic education and skills development programs for Performance.

f) Water and Sanitation

- Encourage people to use or consume safe water

- Encourage people to use sanitary pads, wash their hands with soap and water and regularly practice other important hygiene practices.
 - Support families who do not have access to safe water and/or toilets
 - Participate in major sanitation days such as World Water Day on March 22, World Handwashing Day on October 15 and National Day for Rural Sanitation on November 13, etc.
- g) Disability work
- Encourage people with disabilities and their families to participate in the process of identifying people with disabilities
 - Compile statistics of families with disabled members
 - Identify issues, and needs of people with disabilities
 - Participate in the implementation of appropriate measures to enable people with disabilities to receive information, knowledge and services with social equity, environment and a safe and dignified life.
 - Participate in organizing the Cambodia Day of Persons with Disabilities on December 3.
- h) Work of the poor and the elderly
- Compile statistics on poor families or participate in the process of identifying poor families as well as statistics on the elderly and the poor.
 - Identify problems, needs and solutions of the poor, the elderly and the elderly participate in the implementation of appropriate measures to help the poor, the elderly and the elderly to achieve a safe and dignified life.
 - Participate in facilitating and supporting the establishment and operation of community-based seniors associations
 - Participate in organizing the Cambodia Day of the Elderly on October 1
- i) Prevention of drug use (including alcohol)
- Educate people, especially young people about the effects of drug and alcohol use
 - Participate in identifying traffickers and / or drug users
 - Participate in the implementation of appropriate measures to prevent and curb the trafficking and use of drugs, as well as the rehabilitation of drug addicts.
- j) Promoting gender equality
- Encourage women to participate in the decision-making process and implement the decisions of the commune administration
 - Encourage women to participate in political activities and economic development to promote the status of women in the family and society
 - Participate in the implementation of appropriate measures to empower women and promote social and environmental equity
 - Promote attitudes and negative attitudes that prevent women and girls from participating in social and community work
 - Participate in disseminating the message of the senior leaders of the Kingdom of Cambodia in the International Women's Day on March 8.
- k) Other social service work
- Coordinate and implement other social service activities assigned to the Commune/ Sangkat Administration.

Along with carrying out the above functions, the CCWC participates in the implementation of the Village/Commune Safety Policy, which has been implemented since 2010, as a mechanism

to reduce crime at the local level, including theft, looting, robbery, domestic violence, human trafficking, drugs, gambling, gang activity and the misuse of weapons etc.

Village/Commune safety policy

- There is no theft, looting activities of any kind
- No cultivation, production, traffic, trafficking, distribution and use of illicit drugs
- No acts of prostitution, trafficking of women and children and domestic violence
- No gangsters
- No illegal gambling of all kinds, illegal use of weapons and all kinds of offenses
- No traffic accidents
- No danger from unexploded ordnance
- Measures to prevent, manage and respond to disasters effectively
- No illegal checks

The CCWC joins the implementation of decision No.1956, dated 2 May 2018, on the implementation of the Commune Social Services Activity Manual. The Handbook addresses a number of social services issues in Commune/Sangkat, including maternal health, nutrition and hygiene, sanitation and clean water, child protection, early childhood education and vulnerability. These issues are of utmost priority to the relevant ministries, institutions, especially Commune/ Sangkat councils and CCWC to increase their focus on providing social services more effectively, transparently and equitably.

2.4.8. Sub-national child protection coordination mechanism

In addition to the Capital/Provincial CNCC, Capital/Provincial WCCC, Municipal, district, khan WCCC, and CCWC, there are also other national child protection coordination mechanisms that play the same roles. It is contained in Title 9, and these mechanisms include:

- Commission for anti-child labor of Capital/Province
- Sub-national early child care and development mechanism consist of WCCC and CCWC
- Committee anti-human trafficking of capital and province

The above three mechanisms comprise the Provincial Governor as President, the Vice President, are leaders of the Capital/Provincial Departments, and the members from relevant departments and units, most of whom are CNCC and WCCC members of Capital/Provinces.

2.4.9. Relevant committees chaired and coordinated by the Ministries and Institutions

The Royal Government of Cambodia has established a number of committees, including: a) National Committee Against child labor⁴⁰ led and coordinated by the Ministry of Labor and Vocational Training and established General Secretariat of National Committee Against child labor act as executive body⁴¹; b) National Committee for Combating Human Trafficking⁴² led by Ministry of Interior and established the Secretary General of National committee for combating human trafficking act as executive body⁴³; c) National Committee for early Childhood care and Development⁴⁴ led and coordinated by the Ministry of Education, Youth and Sports, and

⁴⁰ Royal Decree No. NS/RKT// 1116/1044 dated 17 November 2016 on the establishment of National Committee Against child labor

⁴¹ Sub Decree 16 ANKr/BK dated 9 February 2018 on the Organization and Functioning of the General Secretariat of National Committee Against child labor

⁴² Royal Decree No. NS/RKT / 0614/808 dated 25 February 2014 on the establishment of National Committee for Combating Human Trafficking

⁴³ Sub Decree No. 273 ANKr/BK dated 7 October 2014 on the Organization and Functioning of the General Secretariat of National Committee for Combating Human Trafficking

⁴⁴ Royal Decree No. NS/RKT/0412/317, dated 4 April 2013 on Establishment National Committee for Child Protection and Development

established the General Secretariat of National committee for early childhood care and development, act as executive body⁴⁵; d) The Steering Committee implements action plans to prevent and respond to child violence⁴⁶ led by Ministry of Social Affairs Veterans and Youth Rehabilitation and established three task forces: Task Force 1: Raising awareness and prevent child violence; Task force 2: Provides services and law enforcement; 3. Task force 3: legal standards, monitoring and reporting; e) The National Child Protection commission⁴⁷ is led by the Cambodia National Council for Children; f) The Cambodia Human Rights Committee⁴⁸, led and coordinated by the Council of Ministers; g) National Committee Against Torture, Inhumanity, Persecution or Punishment⁴⁹ led and Coordinated by Ministry of Interior and established Secretariat as an executive body⁵⁰.

2.5. Local and foreign NGOs

Local and foreign NGOs have been providing social welfare and child protection services through a number of programs, in particular, the Partnership Program for Protection of Children (3PC)⁵¹ program, which consists of 11 implementation partners NGOs, 6 technical partners and 40 network partners. Family Care First/REACT⁵² is a network of organizations, financially supported by the European Union, USAID, the GHR Foundation, Save the Children Hong Kong and UNICEF, with more than 60 members. In addition to NGOs, there are development partners as a whole, and the United Nations Children's Fund (UNICEF) is supporting child protection activities.

Table 10: Mapping of existing social services workforce for protection of children

No	Institution/Units	Number of Social Service Workforce ⁵³	
		Total	Child protection ⁵⁴
a	Leadership and oversight		
1	Ministry of Social Affairs, Veteran and Youth Rehabilitation (MoSVY)	Total official 1202 pers ⁵⁵ (500 Social Service Workforces) including protection officials	118 pers ⁵⁶

⁴⁵ Sub Decree No.190 ANKr/BK, dated 18 April 2013 on the organization and functioning of the Secretary-General of National Committee for Child Protection and Development

⁴⁶ Decision No. 1877 MoSVY, dated 26 April 2019 on the Establishment of the Steering Committee implements action plans to prevent and respond to child violence

⁴⁷ Decision No. 105 CNCC, dated 1 September 2015 on the establishment of the National Child Protection Commission

⁴⁸ Royal Decree No. NS/RKT/ 1213/1336 dated 6 December 2013 on the establishment of the Cambodia Human Rights Committee and Sub Decree No.570 ANKr/BK dated 23 December 2013 on the Organization and Functioning of the Cambodia Human Rights Committee

⁴⁹ Royal Decree No. NS/RKT/0817/619 dated 22 August 2017 on the establishment of the National Committee Against Torture, Cruelty, Inhumanity, Persecution or Punishment

⁵⁰ Sub Decree No.28 ANKr/BK, dated 27 February 2018, on the Organization and Functioning of the Secretariat of National Committee Against Torture, Cruelty, Inhumanity, Persecution or Punishment

⁵¹ <https://web.facebook.com/3pccambodia & 3pc-cambodia.org>

⁵² www.fcf-react.org

⁵³ In Cambodia, the ratio of social worker to the population is currently 1/12,000. The need for the social service workforce has been recognized in different policies, including the Juvenile Justice Law (2016) and the National Social Protection Policy Framework (2016-2025).

⁵⁴ GSWA-the state of the social service workforce 2018, the ratio 59.6 (3490) with responsibility for child protection per 100.000 children

⁵⁵ Summary Report of the MoSVY, October 2020 (260 Contract Officers)

⁵⁶ Report of the Department of Child Welfare 2020 (Borey Infant and National Child (84 people) 33 contract staff

No	Institution/Units	Number of Social Service Workforce ⁵³	
		Total	Child protection ⁵⁴
b	Implement level		
2	Department of Social Affairs, Veteran and Youth Rehabilitation of Capital and Province (DoSVY)	Total official 1057 pers ⁵⁷ (471 Social Service Workforce) including child protection officials	125 pers
3	Office of Social Affairs and Social Welfare Municipality, District, Khan	Social Affairs Officer (with responsibility for CP) 2 x 203= 406 Pers	
4	CCWC Commune/Sangkat	Member 13x1646=21398pers Focal point 2x1646=3292pers	
5	Local and foreign NGOs	Child Protection Officer 10 x 117 = 1170 Pers	
c	Coordination Mechanism		
6	General Secretariat of CNCC	Officials in charge of Child Protection 10 x 3 =30 Pers.	
7	Working Group for Children in Ministries, Institutions	Officials in charge of Child Protection 3 x 9 =27 Pers.	
8	Relevant committees chaired and coordinated by the Ministries and Institutions ⁵⁸ such as NCCL, NCECD, NCCT and NCATVIP	Officials in charge of Child Protection Officer 10 x 4 = 40 Pers.	
9	Capital/Provincial CNCC	Member 26 x 25=650 pers Officer 5 x 25 =125 pers	
10	Capital/Provincial WCCC	Member 16 x 25=400 pers Officer 5 x 25=125 pers	
11	Municipal/District/Khan WCCC	Member15x203=3045pers Officer 3 x203 =609 pers	

3. PROGRESS AND CHALLENGES

3.1. Progress

Educational institutions including the Royal University of Phnom Penh, the National Institute of Social Affairs and the St. Paul Institute have educated and trained 408 higher and postgraduate students in the field of social work arts. Meanwhile, the Ministry of Social Affairs, Veterans and Youth Rehabilitation and NGOs trained 1601 basic social services, professional social services and social service management.

Since the implementation of the social sector, Cambodia has not yet had a social professional standards, only in 2017 under the cooperation with the child care project is a top priority of Save the Children and with the understanding of the importance of social work professional standards as an indicator of measuring the value, knowledge and skills of social services, both within and outside

⁵⁷ Summary Report of the MoSVY, October 2020 (187 Contract officers)

⁵⁸ With the exception of the Steering commission implement the action plan to prevent and respond to Violence against Children and the National Child Protection Commission, which uses officials from the Department of Child Welfare of MoSVY and the General Secretariat of the CNCC.

the government, the Ministry of Social Affairs, Veterans and Youth Rehabilitation has initiated the study, research and compilation of this social professional standard. There are two social professional standards:(1) Social work professional standards for general practitioners⁵⁹ and (2). Professional social work standards, which include social professional standards for leaders and managers of the social sector and social professional standards for clinical social workers.

The Ministry of Social Affairs, Veterans and Youth Rehabilitation has issued Prakas No. 443 dated 29 November 2019, on the Implementation of guidelines on basic competencies for the social force in Cambodia, to be a tool to measure the basic capacity for social services workforce based on values and code of ethics⁶⁰, Knowledge⁶¹ and Skills⁶² which is a necessary requirement to perform social work at all levels. All para-professional workers, social workers and social service providers in Cambodia must adhere to this guideline, which is a good practice tool for good practice and protection for users and service providers. This guideline applies to any organization or institution that provides social services and all social service providers both have and not have a degree in sociology, who are working directly with clients (individual, family and group) in Cambodia.

3.2. Challenges

3.2.1. Development of programs and training packages for social services workforce

The Ministry of Social Affairs, Veterans and Youth Rehabilitation has specialized departments and units to develop programs and lesson packages according to their functional requirements in accordance with policies and legal documents to support the provision of public services responsible for training professional officers. Relevant NGOs also prepare programs and training packages for their staff to implement the service delivery functions as outlined in their projects and programs. The curriculum and lesson packages do not have any basic professional standards to determine in accordance with the guidelines on basic competencies for the social service force in Cambodia (level of knowledge, skills and values) and the Cambodia Qualifications Framework (Vocational Certificate and Technical and Vocational Certificate 1 2 and 3)

3.2.2. Child Protection Social Services Training

Past social service force education and training was conducted for officers or professional staff responsible for performing functions, regardless of the type of social service workforce and non-standard education and training programs according to the types of social services are: 1. Professional Social Worker 2. Para-professional 3. Para Social Worker and 4. Allied workers as defined in the guidelines on basic competencies for social services workforce in Cambodia 2019 and Cambodia Qualification Framework 2014.

⁵⁹ Defined rules for practicing the social work profession and used as a document: (1). For the development of social science training standards (2). A useful guide for government institutions, NGOs and the private sector involved in training and capacity building in line with the needs of their institutions (3). Used as a basic rule for licensing social service providers.

⁶⁰ 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.

⁶¹ Knowledge refer to social service provider's knowledge relate to social condition and problems, social policies and programs phenomena, the social work professional and various practice theories in order to facilitate the process of change.

⁶² Skill 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.

3.2.3. Capacity building of trainers, professional teachers and educational institutions

The National Institute of Social Affairs, an educational institution, has teachers in a specific framework and skills at the tertiary level, while the trainers are not yet grouped by profession. Currently, most of trainers are specialized officers working in departments and units under the Ministry or as specialists of NGOs. In addition, the Ministry does not have a pedagogical training program and additional social skills for trainers to have specialized knowledge and grouped yet. In addition, no specific educational institution or entity has been identified for this training.

4. VISION MISSION AND STRATEGIC GOALS

4.1. Vision

All social service workforces have the necessary knowledge, skill, and behaviors as well as qualification and professional ethics to provide quality social services.

4.2. Mission

Train the social service workforce to have concrete knowledge skills and behaviors with professional ethics to be qualified as 1. Professional Social Worker 2. Para-professional 3 Para Social Worker and 4. Allied workers with high ability to provide social services to client, who are victims and vulnerable people, especially children.

4.3. Policy Objective

The Strategic Plan for training Social Service Workforce has policy objective to contribute to the implementation of "Human Resources Development": 1) Improving the quality of education, science and technology; 2) Vocational training; 3) Improving public healthcare and nutrition; and 4) Strengthening gender equality and social protection.

- Side 1. Strengthening of the quality of education, science and technology, the Royal Government of Cambodia's strategic objective is to develop a "quality, equitable and inclusive education system" with focus on science and technology, labor market orientation, and physical education to support national socio-economic development.
- Side 2. Technical training, the Royal Government of Cambodia's strategic goal is to ensure that "each individual youth specializes in at least one skill in life", so that they can contribute to the socio-economic development of the country. Technical training covers to dimensions, the first one is on human resources development with educational system, and the second one is human resources outside the education system or within labor market.
- Side 3. Enhancement of public health and nutrition, the Royal Government of Cambodia strategic goal is to enhance public health and nutrition of the people to support sustainable human resource development, economic growth and social protection.
- Side 4. Improving Gender Equity and Social Protection, the Royal Government of Cambodia strategic goal is to strengthen gender equity and social protection to enhance socio-economic situation and strengthen the role of women, who are the backbone of the economy and society.

4.4. Strategy

This strategic plan focuses on professionalization of civil servants who have responsibility for delivery child protection related functions, although it can also be used by NGOs and other stakeholders. Based on the information provided above, this strategic plan focuses on four levels of training programme:

- Technical & Vocational Certificate 3
- Technical & Vocational Certificate 2
- Technical & Vocational Certificate 1
- Vocational Certificate

In the context of Cambodia, following types of certification is required for different types of social service workforce. Allied workers and child protection related workforce of NGOs can be of any of the levels depending on the nature of their work. While broader social service workforce is mentioned in the table below, the priority should be for those in leadership, MoSVY and implementing units, primarily provincial DoSVY, district social affairs and social welfare and CCWCs.

Training programmes leading to different levels of certificate will include both academic learning as well as practical experience and may also include supervised learning, including through online and face-to-face learning modalities. Mechanisms may exist for assessment of competencies that students may have already acquired through experience in the work place and these times may be reduced through formal assessment for recognition of prior learning (RPL) and recognition of current competency (RCC).

NISA will be responsible for design of all the training curriculum, including credit points and hours as well as RPL and RCL, and will be responsible for ensuring all formal processes are met to ensure formality of these certification system.

The following is proposed prioritizing government workforce responsible for child protection. However, other individuals interested in the programme will also be able to participate in these programmes and get certificates through relevant organizations.

Additionally, the strategy certification is geared towards those who will have implementation or direct oversight or referral role. For those with general management and coordination role, they should be provided training specific to their context and needs by selecting relevant modules when they are developed, without the need to be certified.

Table 11. Proposed types and certification levels required for social service workforce in Cambodia

Certification of Technical and vocational training.	Type of social-service worker	Institution/Units (persons)	Credits	Remarks on credit hours
Technical & Vocational Certificate 3	Para-professionals	Social Service Workforce 500 pers. (including 118 child protection officers) out of a total of 1202 Ministry officials	30 credits	15 hours for 1 credit is taken as a measure of the amount of teaching and instruction, 30 hours for 1 credit is taken as a measure of the amount of Laboratory /workshop teaching activities, and 45 hours for 1 credit is taken as a measure of the amount of field work or internship training activities.
Technical & Vocational Certificate 2	Para-professionals	Social Service Workforce 471 pers. (including 125 child protection officers) out of a total of 1057 DoSVY officials	30 credits	
Technical & Vocational Certificate 1	Para-professionals	Districts (Office of Social Affairs and Social Welfare Municipality, District, Khan) (406)	30 credits	
		Total 1170 Child protection officers of NGOs		
Vocational certificate	Para-social workers	CCWC Commune/Sangkat (3,292 pers.)	30 credits	Mechanisms exist for assessment of

		Municipal/District/Khan WCCC (609 pers)		competencies that students may have already acquired through experience in the work place and these times may be reduced through formal assessment for recognition of prior learning (RPL) and recognition of current competency (RCC).
		Capital/Provincial WCCC (125 pers.)		
Certificate	Allied workers	Preventive, Intervention and Response and service delivery system (250 Officer in-charge child protection) ⁶³	Duration 15 days	Select relevant modules for training allied workers
		Relevant committees chaired and coordinated by the Ministries and Institutions ⁶⁴ NCCL, NCECD, NCCT, NCATVIP (Officials working on Child Protection: 40 Pers.)		
		Working Group for Children in Ministries, Institutions (Officials working on Child Protection: 27 Pers.)		

4.5. Strategic Goal and Expected Outcome

To address the above issues, MoSVY has the National Institute of Social Affairs in collaboration with the United Nations Children's Fund (UNICEF), NGOs, Educational Institutions and stakeholders prepared a strategic plan to educate and train the social service workforce 2021-2025 have three strategic goals: (1) Development of social service workforce training curriculum/ programs and training modules/packages (2) training of social service workforces and improving its efficiency (3) Strengthen the capacity of social service education institutions, which is detailed below:

⁶³The National Policy on Child Protection System 2019-2029 has three pillars: (1) Preventive measure in child protection, including: Ministry of Education, Youth and Sports, Ministry of Information, Ministry of Posts and Telecommunications and the Cambodian Chamber of Commerce, Ministry of Cult and Religion, Ministry of Culture and Fine Arts, Ministry of Interior and Ministry of Women's Affairs (2) Intervention system, including: Ministry of Justice, Royal Academy of Judicial Professions, National Police Commissioner General, Police Academy of Cambodia, Royal Gendarmerie, Department of Democratic Development at the Sub-National Level of the Ministry of Interior (3) Response and service delivery system, including: Ministry of Education, Youth and Sport, Ministry of Health, Ministry of Interior, Ministry of Justice and Cambodia Bar Association, Ministry of Social Affairs, Youth and Rehabilitation and Cambodia Red Cross.

⁶⁴ With the exception of the Steering commission implement the action plan to prevent and respond to Violence against Children and the National Child Protection Commission, which uses officials from the Department of Child Welfare of MoSVY and the General Secretariat of the CNCC.

Strategic Goal 1: Development of training curriculum and modules for social service workforce

Aim: Educational institutions and Local and foreign NGOs should develop programs and lesson packages to address the gaps in and strengthen the capacity of the social services workforce, focusing on civil servants with functions related to social welfare and child protection, and collecting input from point 2. The analysis of the function and capacity of the social service workforce and point 1.4. Cambodia Qualifications Framework and Point 1.5. Analysis of the social service workforce types and functions described above in this strategic plan document.

Expected Outcome: Training curriculum and modules/ packages have been developed according to the needs of the social services workforce and the qualification level, with a focus on child protection.

Cluster activity and Activities:

No	Activity Cluster	Activities
1.1	Development of the training curriculum/programme for Vocational certificate and Technical & Vocational Certificate 1, 2 and 3	1.1.1 Examine the functions of the point 1.5 and 2 and the gaps in the capacity of relevant officials at the national and sub-national levels
		1.1.2 Review past lesson plans prepared by NISA RUPP SPI and NGOs, including MoSVY's training materials which include BSST PSST MSST module/lesson package.
		1.1.3 Review and analyze modules/lesson packages identified by IFSW, IASSW and ASEAN and international educational institutions.
		2.1.4 Examine the indicators in the Guidelines on basic competencies for the social force in Cambodia, Cambodia Qualification Framework and the function of the organization or institution to be the basis for creating programs
		2.1.5 Develop training curriculum/programs for Vocational Certificate and Technical and Vocational Certificate Levels 1, 2 and 3
1.2	Developing training modules/packages for training social service workforce, focusing on child protection based on the training curriculum	1.2.1 Develop training modules/packages: Vocational Certificate for "Para Social Workers"
		1.2.2 Develop training modules/ packages: Technical and Vocational Certificate 1 for "Para-professional"
		1.2.3 Develop training modules/ packages: Technical and Vocational Certificate 2 for "Para-professional"
		1.2.4 Develop training modules/ packages: Technical and Vocational Certificate 3 for "Para-professional"
		1.2.5 Select relevant modules for training: Certificate for "Allied workers"

Strategic Goal 2: Training of social service workforces and improving its efficiency
Aim: Educational institutions and Local and foreign NGOs develop action plans to educate and train social service workforces: 1. Professional Social Worker 2. Para-professional 3 Para Social Worker and 4. Allied workers, in particular, focus on the target groups in Table 11. Needs for strengthening the capacity of child protection social services.
Expected Outcome: The Social Service Workforce acquires necessary knowledge, skills and values in accordance with the Guidelines on basic competencies for the social force in Cambodia 2019 and Cambodia Qualification Framework 2014, and functions assigned to them.

Cluster activity and Activities:

No	Activity Cluster	Activities
2.1	Develop a social service workforce education plan based on Table 11	2.1.1 Collaborate with relevant institutions at national and sub-national levels and local and foreign NGOs to study and plan social service education and training
		2.1.2 Establish a team of trainers and teachers composed of educational institutions, units under the MoSVY and local and foreign NGOs.
2.2	Align social service work force education and training programs In accordance with the priorities and practical needs	2.2.1 Design training programs in line with the actual situation of the social service force and the Vocational certificate and technical and vocational certificate 1, 2 and 3
		3.2.2 Establish a system (online credit) for training civil servants and NGO staff who wish to continue their studies
2.3	Conduct training for Social Service Workforce based on the level of Vocational Certificate and Technical and Vocational certificate1, 2& 3	2.3.1 Develop an action plan for training social service workforces, who are civil servants and local and foreign NGOs staff.
		2.3.2 Training to Para Social Workers for the Vocational Certificate
		2.3.3 Training to Para-professional for the Technical and Vocational certificate 1
		2.3.4 Training to Para-professional for the Technical and Vocational certificate 2
		2.3.5 Training to Para-professional for the Technical and Vocational certificate 3
		2.3.6 Training to Allied workers for the Certificate on Child protection

Strategic Goal 3: Strengthen the capacity of social service education institutions
Aim: Develop the capacity of educational institutions, train and equip pedagogy, knowledge and skills in social work for trainers and teachers in response to the practical and theoretical needs of the International Federation of Social Work (IFSW) or the International School of Social Work (IASSW) and basic competency guidelines for Social service workforce and national qualification framework
Expected Outcome: Educational institutions and training units of the Social Service Workforce have been strengthened and have the resources to perform their functions.

Cluster activity and Activities:

No	Activity Cluster	Activities
3.1	Develop the capacity map of trainers and teachers of social work and child protection	3.1.1 Examine and analyze the qualifications, knowledge and professional skills of social work and child protection of civil servants who are currently working in the relevant units
		3.1.2 Examine and analyze the qualifications, knowledge and skills of the NGO staff on social work and child protection
		3.1.3 Examine and analyze the qualifications of education, knowledge and skills of staff at NISA and other educational institutions, including local and foreign NGOs, to ensure the quality of social service training
		3.1.4 Study about the budget resources of the National Institute of Social Affairs, educational institutions and NGOs for Social Service Education
		3.1.5 Prepare report on capacity map of trainers, professional teachers and resources of educational institutions and NGOs
3.2	Strengthen the capacity of education and training skills to Trainers and Instructors	3.2.1 Organize programs to strengthen the capacity of pedagogical trainers and teachers of social work at social science educational institutions
		3.2.2 Increase the pedagogical capacity, knowledge and social work skills of trainers and teachers
		3.2.3 Training of trainers and teachers on new topics developed by IASSW, IFSW and updated legal documents
		3.2.4 Organize educational learning/experience exchange program related to Social service Workforce training with Countries in the region and the world
3.3	Strengthen the capacity of social service education institutions at the national and sub-national levels	3.3.1 Establish a group of trainers and teachers to be in charge of education and training of social service forces at the national and sub-national levels
		3.3.2 Establish additional mechanisms for the establishment of the Association of Social Work Teachers to coordinate social sciences and promote the recognition of the social work profession
		3.3.3 Integrate social service training program into the curriculum of the National School of Local Administration
		3.3.4 Incorporate expenditures into Budget Strategic Plans, and program budget to support the capacity building of civil servants on social welfare and child protection skills.
		3.3.5 Establish database system for recording all social service forces: 1. Para Social Workers 2. Para-professional 3. Allied workers and 4. Professional social workers

5. INSTITUTIONAL PREPARATION FOR IMPLEMENTATION OF STRATEGIC PLAN

National Institute of Social Affairs established by sub-decree No. 233, dated October 18, 2009 on the establishment of National Institute of Social Affairs have mission to educate associate degree, Bachelor of Social Work, Prosthetic and Orthotic and social work professionals Including research on social issues in response to institutional needs.⁶⁵ Prakas No. 725 dated April 06, 2012 on the organization and functioning of the National Institute of Social Affairs has the following missions: (1). Study and research social sciences and strategic plans for social development in order to provide development policies in the social sector (2). Educate and train human resources in the field of social work and other fields in connection with the needs of social work (3). Manage short-term skill training programs under the jurisdiction of the Ministry of Social Affairs, Veterans and Youth Rehabilitation (4). Collaborate with relevant units to provide short-term training, training sessions and workshops in various fields and (5) Strengthen relations, cooperation and integration of education and training programs with national and international institutions in the national, regional and global framework, as well as mobilize resources and technical materials to develop institutes.⁶⁶

The National Institute of Social Affairs is responsible for coordinating with the Ministry of Social Affairs, Veterans and Youth Rehabilitation and coordinating with departments, units under the Ministry, local and foreign NGOs, and educational institution development partners to implement this strategic plan effectively and efficiently with highly responsibility.

6. FINANCING MOBILIZATION STRATEGIES AND BUDGET REQUIREMENTS

6.1 Financing Mobilization Strategy

Ministry of Social Affairs, Veterans and Youth Rehabilitation will include activities and expenditures in the budget strategic plan and annual program budget to request national budget to support activities and the MoSVY focus on partnerships in cooperation with NGOs and related partners who carry out their activities on training and develop human resources in the social sector to request financial support and techniques to implement this strategic plan successfully. At the same time, the Ministry of Social Affairs, Veterans and Youth Rehabilitation will plan to target students, government officials and staff of ministries, institutions, organizations and non-governmental organizations that aim to improve social skills.

6.2 Budget Requirements

The strategic plan for training social services workforce includes cost estimates in the annex, which will provide basic information for cost calculation procedures in the budget strategic plan and annual program budget. The Ministry will raise activities and expenditures in the program budget for the national budget and seek support from NGOs, development partners and the private sector. Cost Estimation for Five-Year Strategic Action (5 years) support implementation by helping to determine the best budget allocation and prioritize limited resources and by identifying resource gaps to guide fundraising activities. This strategic plan for training social service workforce needs 16.711.720 USD support from both the state budget and the partner budget to spend according to the strategic goals for the five years 2021-2025, as stated in Table 12 below.

⁶⁵ Article 2 and Article 6 of Sub-Decree No. 233 on the Establishment of the National Institute of Social Affairs

⁶⁶ Article 2 of Prakas No. 725 on the Organization and Functioning of the National Institute of Social Affairs

Table 12: Budget requirement for implement strategic goals (2021-2025)

No	Strategic Goals	Estimate budget requirement (USD)		
		Total (US\$)	State budget	Partners budget
1	Development of training curriculum and modules for social service workforce	99.000	40%	60%
2	Training of social service workforces and improving its efficiency	16.386.720	30%	70%
3	Strengthen the capacity of social service education institutions	226.000	40%	60%
Total Budget requirement		16.711.720	36.7%	63.3%

7. MONITORING AND EVALUATION

In order for the implementation of the strategic plan for training social service workforce 2021-2025 to achieve the strategic goals, expected results and targets of the set indicators. The Ministry of Social Affairs, Veterans and Youth Rehabilitation will establish a specific monitoring and evaluation system to measure the progress of the implementation of the strategic plan. Monitoring and evaluating the strategic plan is an important task that requires the Ministry to prepare an annual action plan with full consultation with stakeholders based on this strategic plan.

7.1. Monitoring

The Ministry of Social Affairs, Veterans and Youth Rehabilitation will monitor the progress achieved in the implementation of each annual strategy relative to the expected results and targets of the annual indicators and resources. The National Institute of Social Affairs will report the results of the annual monitoring to the leadership of the Ministry of Social Affairs, Veterans and Youth Rehabilitation for improvement and recommendations.

7.2. Evaluation

The Ministry of Social Affairs, Veterans and Youth Rehabilitation will evaluate the results based on the indicators set out in the strategic plan. The evaluation will be done twice: Mid-term evaluation in the second half of 2023 and evaluation of the end of the mandate in the second half of 2025. This evaluation will be based on tools such as strategic planning, annual action plan and each annual result report (result indicator), mid-term evaluation report and Progress evaluation report for the end of the 2021-2025 mandate.

8. CONCLUSION

The Strategic Plan for Social Service Training 2021-2025 was developed in 2020 under the leadership of the President of the National Institute of Social Affairs and participation of stakeholders, with coordination, consultation and comprehensive discussions with stakeholders. This strategic plan is a roadmap for the implementation of the National Institute of Social Affairs, educational institutions, NGOs and stakeholders to contribute to the implementation of the Rectangular Strategy, Phase 4, National Strategic Development Plan 2019-2023, Strategic Plan for Social Development, Veterans and Youth Rehabilitation 2019. -2023 National Qualifications Framework 2014 and related national and international documents.

This strategic plan covers three strategic goals: 1. Development of training curriculum and modules for social service workforce 2. Training of social service workforces and improving its efficiency and 3. Strengthen the capacity of social service education institutions. This strategic plan requires the support of MoSVY, educational institutions and relevant NGOs to achieve the indicators outlined in this strategic plan.

ANNEXES:

Annex 1: Matrix of Cluster activities, activities and indicator

Strategic Goal 1: Development of training curriculum and modules for social service workforce

No	Activity Cluster	Activities	Expenditure (USD)	Duration (Year)					Implement Agencies	Indicators
				1	2	3	4	5		
1.1	Development of the training curriculum /programme for Vocational certificate and Technical & Vocational Certificate 1, 2 &3	1.1.1 Examine the functions of the point 1.5 and 2 and the gaps in the capacity of relevant officials at the national and sub-national levels	5000	x					NISA MoSVY	(1) Training program/curriculum for Vocational Certificate and Technical and Vocational Certificate 1, 2 and 3
		1.1.2 Review past lesson plans prepared by NISA RUPP SPI and NGOs, including MoSVY's training materials which include BSST PSST MSST module/lesson package.	5500	x					NISA RUPP SPI	
		1.1.3 Review and analyze modules/lesson packages identified by IFSW, IASSW and ASEAN and international educational institutions.	6000	x					NISA RUPP SPI NGOs	
		1.1.4 Examine the indicators in the Guidelines on basic competencies for the social force in Cambodia, Cambodia Qualification Framework and the function of the organization or institution to be the basis for creating programs	7500	x					NISA RUPP SPI NGOs	
		1.1.5 Develop training curriculum/programs for Vocational Certificate and Technical and Vocational Certificate Levels 1, 2& 3	15000	x					NISA RUPP SPI NGOs	
1.2	Developing training modules/packages for training social	1.2.1 Develop training modules/packages: Vocational Certificate for "Para Social Workers"	12000	x					NISA TWG	(2) Training module/packages for training by type of social service force in accordance

No	Activity Cluster	Activities	Expenditure (USD)	Duration (Year)					Implement Agencies	Indicators
				1	2	3	4	5		
	service workforce, focusing on child protection based on the training curriculum	1.2.2 Develop training modules/packages: Technical and Vocational Certificate 1 for "Para-professional"	12000	x					NISA TWG	with the guidelines on basic competencies for social service force, the Cambodian National Qualifications Framework and the functions of the institution and recognized by MoSVY & MoEYS
1.2.3 Develop training modules/packages: Technical and Vocational Certificate 2 for "Para-professional"		12000	x					NISA TWG		
1.2.4 Develop training modules/packages: Technical and Vocational Certificate 3 for "Para-professional"		12000	x					NISA TWG		
1.2.5 Select relevant modules for training: Certificate for "Allied workers"		12000	x					NISA TWG		
Total budget for strategic goal 1			99,000							

Strategic Goal 2: Training of social service workforces and improving its efficiency

No	Activity Cluster	Activities	Expenditure (USD)	Duration (Year)					Implement Agencies	Indicators
				1	2	3	4	5		
2.1	Develop a social service workforce education plan based on Table 11	2.1.1 Collaborate with relevant institutions at national and sub-national levels and local and foreign NGOs to study and plan social service education and training	20000	x					NISA	(1) Education and Training Plan for Social Service Workforce, based on Table 10 have been developed
		2.1.2 Establish a team of trainers and teachers composed of educational institutions, units under the MoSVY and local and foreign NGOs.	16000	x					NISA	
2.2	Align social service work force education and training programs In accordance with the priorities and practical needs	2.2.1 Design training programs in line with the actual situation of the social service force and the Vocational certificate and technical and vocational certificate 1, 2 and 3	15500		x				NISA TWG	(2) Social service force education and training programs are tailored to the actual situation and needs of civil servants and NGO staff.
		3.2.2 Establish a system (online credit) for training civil servants and NGO staff who wish to continue their studies	45000		x				NISA TWG	
2.3	Conducting training Social Service Workforce on the level of Vocational Certificate and Technical and	2.3.1 Develop an action plan for training social service workforces, who are civil servants and local and foreign NGOs staff.	15000	x	x				NISA TWG	(3) Social service workforce has been knowledge and skilled, accredited as: 1. Para Social Worker 2. Para-professional 3. Allied workers 4. Professional Social Worker
		2.3.2 Training to Para Social Workers for the Vocational Certificate ⁶⁷	11977350		x	x	x	x	NISA RUPP SPI NGOs	

⁶⁷ 4,026 trainees (Vocational Table 11) Study 30 credits (450 hours = 75 days) Fees per participant (Mission 34 \$, Snack 3 \$, Travel 2 \$ per day) Study Materials 10 \$ / Course / 5 Session. Total cost of mission, snacks and travel 4026 people x39 \$ = 157014 \$ / 1 day x 75 days = 11,776,050 \$ Study materials 4,026 people x10 \$ x 5 sessions = 201,300 \$ Total cost 11977350 \$

No	Activity Cluster	Activities	Expenditure (USD)	Duration (Year)					Implement Agencies	Indicators
				1	2	3	4	5		
	Vocational certificate 1, 2 &3	2.3.3 Training to Para-professional for the Technical and Vocational certificate 1 ⁶⁸	1207850		x	x	x	x	NISA RUPP SPI NGOs	
		2.3.4 Training to Para-professional for the Technical and Vocational certificate 2 ⁶⁹	1401225		x	x	x	x	NISA RUPP SPI NGOs	
		2.3.5 Training to Para-professional for the Technical and Vocational certificate 3 ⁷⁰	1487500		x	x	x	x	NISA RUPP SPI NGOs	
		2.3.6 Training to Allied workers for the Certificate on Child protection ⁷¹	201295		x	x	x	x	NISA	
Total budget for strategic goal 3			16.386.720							

⁶⁸ 406 trainees at the Technical and Vocational Degree level (Table 11) Study 30 credits (450 hours = 75 days) Fees per participant (mission 34 \$, snacks 3 \$, travel 2 \$ per day) Study materials 10 \$ /Session / 5 sessions. Total cost of mission, snacks and travel 406 people x39 \$ = 15834 \$/1 dayx 75 days = 11877550 \$ Study materials 406 people x10 \$ x 5 sessions = 20300 \$ Total cost 1207850\$

⁶⁹ 471 trainees of Technical and Vocational Degree Level 2 (Table 11) Study 30 credits (450 hours = 75 days) Participant fee (Mission 34 \$, Snack 3 \$, Travel 2 \$ per day) Study Material 10\$/ Session / 5 sessions. Total cost of mission, snacks and travel 471 people x39 \$ = \$ / 1 day x 75 days = 1,377,675 \$ Study materials 471 people x10 \$ x 5 sessions = 23,550 \$ Total cost 1401225 \$

⁷⁰ 500 trainees of 3 technical and vocational degrees (Table 11) Study 30 credits (450 hours = 75 days) Fee per participant (mission 34 \$, snacks 3 \$, travel 2 \$ per day) Study materials 10\$/ Session / 5 sessions. Total cost of mission, snacks and travel 500 people x39 \$ = \$ / 1 day x 75 days = 1,462,500 \$ 500 study materials x10 \$ x 5 sessions = 25,000 \$ Total cost 1,487,500 \$

⁷¹ 317 certificate level trainees (Table 11) 15 days study fee per participant (mission 34 \$, snacks 3 \$, travel 2 \$ per day) Study materials 10 \$ / course / 5 courses. Total cost of mission, snack and travel 317 people x39 \$ = 12363 \$ / 1 day x 15 days = 185,445 \$ Study materials 317 people x10 \$ x 5 sessions = 15850 \$ Total cost 201,295 \$

Strategic Goal 3: Strengthen the capacity of social service education institutions

No	Activity Cluster	Activities	Expenditure (USD)	Duration (Year)					Implement Agencies	Indicators
				1	2	3	4	5		
3.1	Develop the capacity map of trainers and teachers of social work and child protection	3.1.1 Examine and analyze the qualifications, knowledge and professional skills of social work and child protection of civil servants who are currently working in the relevant units	5000	x					NISA TWG	(1) Report on the Capacity Map of Trainers, Instructors and Resources of Educational Institutions and NGOs have been organized
		3.1.2 Examine and analyze the qualifications, knowledge and skills of the NGO staff on social work and child protection	4500	x					NISA TWG	
		3.1.3 Examine and analyze the qualifications of education, knowledge and skills of staff at NISA and other educational institutions, including local and foreign NGOs, to ensure the quality of social service training	3500	x					NISA TWG	
		3.1.4 Study about the budget resources of the National Institute of Social Affairs, educational institutions and NGOs for Social Service Education	4500	x					NISA	
		3.1.5 Prepare report on capacity map of trainers, professional teachers and resources of educational institutions and NGOs	12000						NISA	
3.2	Strengthen the capacity of education and training skills to	3.2.1 Organize programs to strengthen the capacity of pedagogical trainers and teachers of social work at social science educational institutions	7500		x				NISA	(2) Trainers and teachers are strengthened on pedagogy, level of knowledge and level of social skills

No	Activity Cluster	Activities	Expenditure (USD)	Duration (Year)					Implement Agencies	Indicators
				1	2	3	4	5		
	Trainers and Instructors	3.2.2 Increase the pedagogical capacity, knowledge and social work skills of trainers and teachers	12000	x	x	x	x	x	NISA	
		3.2.3 Training of trainers and teachers on new topics developed by IASSW, IFSW and updated legal documents	20000	x	x	x	x	x	NISA	
		3.2.4 Organize educational learning/experience exchange program related to Social service Workforce training with Countries in the region and the world	65000	x		x		x	NISA	
3.3	Strengthen the capacity of social service education institutions at the national and sub-national levels	3.3.1 Establish a group of trainers and teachers to be in charge of education and training of social service forces at the national and sub-national levels	4500	x	x				NISA	
3.3.2 Establish additional mechanisms for the establishment of the Association of Social Work Teachers to coordinate social sciences and promote the recognition of the social work profession		7500	x	x	x			MoSVY		
3.3.3 Integrate social service training program into the curriculum of the National School of Local Administration		15000		x	x	x	x	MoSVY Mol		
3.3.4 Incorporate expenditures into Budget Strategic Plans, and program budget to support the capacity building of civil servants		35000		x	x	x	x	MoSVY		

No	Activity Cluster	Activities	Expenditure (USD)	Duration (Year)					Implement Agencies	Indicators
				1	2	3	4	5		
		on social welfare and child protection skills.								
		3.3.5 Establish database system for recording all social service forces: 1. Para Social Workers 2. Para-professional 3. Allied workers and 4. Professional social workers	30000	x	x	x	x	x	NISA	
Total budget for strategic goal 3			226.000							