RESULTS MATRIX FOR SOCIAL SERVICE WORKFORCE STRENGTHENING

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Introduction

This results matrix is meant to guide the measurement of progress toward strengthening the social service workforce, a key component of a well-functioning child protection system. Applying this results framework and measuring progress against the indicators below can help increase understanding of the impact of efforts to strengthen the social service workforce and of areas that need more attention.

UNICEF Country Offices with active child protection programming are encouraged to use this results matrix with government, NGOs and other partners. While this guide can be used by any organization interested in measuring progress toward workforce strengthening, it is ideally carried out as a process led and owned by a representative group of stakeholders including different government ministries, universities, civil society, non-governmental organizations, religious entities and professional associations across a given country, so that data is collected in an organized and harmonized way through partnership at the national level, with support from sub-national and community levels. It is felt that a collective approach to social service workforce analysis is not only a reflection of the multi-faceted nature of social service systems but is also ultimately a more effective way to capture the effect of various workforce strengthening initiatives carried out by a wide range of entities.

By utilizing the scorecard at the end of this document, national leadership groups for workforce strengthening can reflect on strengths and weaknesses, areas that need improvement and places where investments should be made. Results can be used to further develop or strengthen national plans to strengthen the social service workforce, as well as more clearly document successes.

Gathering information against the same indicators across multiple countries will also enable regional and global level aggregation of the data and analysis of results and lessons learned. This will help to build the knowledge and evidence base for improved policy and practice.

The results matrix has evolved over time, building on past efforts, for example:

- It is a companion piece to the **Guidelines to Strengthen the Social Service Workforce for Child Protection**[1] prepared by UNICEF and the **Global Social Service Workforce Alliance (GSSWA)** in 2019 to accelerate UNICEF's programming on social service workforce strengthening and support work with national and regional partners to better plan, develop and support the social service workforce. The Guidelines support the goals and indicators outlined in the **UNICEF Strategic Plan 2018–2021**[2] and the accompanying **Indicator Manual, specifically for UNICEF Strategic Plan Goal Area 3.**

- It aligns with the **Mapping Toolkit for the Social Service Workforce**,[3] which is designed to gather data toward these indicators.

- It builds on previous work by USAID- and PEPFAR-funded MEASURE Evaluation, which developed a framework to measure the impact of social service system strengthening on child outcomes.[4] Their measures of system strengthening include a set of indicators related to the social service workforce that were comprehensively reviewed and piloted, as one of five key elements of a social service system.

- **The INSPIRE Indicator Guidance and Results Framework - Ending Violence Against Children: How to define and measure change**[5] also includes a social service workforce related output indicator that aligns with this matrix.

Results Matrix

RESULT: The social service workforce at the national and subnational levels is well planned, developed, and supported to perform a range of functions to provide a continuum of child protection services

Planning the Workforce

INDICATOR 1: A national leadership group for workforce strengthening is established and holds regular meetings

Definition	The national leadership group (NLG) is a participatory body of experts engaged in social services that coordinates all national efforts toward strengthening the social service workforce. The group guides, supports and contributes to the development of the national definition of the social service workforce, the implementation of national workforce mapping and subsequent workforce strengthening plans. This group could stem from an existing committee (such as a Child Protection Working Group) or could be newly formed to have a longer-term role in coordinating workforce strengthening. This group is typically led by a representative from the government ministry or department related to social welfare. In some cases where government is not highly engaged in social service provision, a representative from another organization could take the lead, with a view to support the government to take over the lead in due time. The group should consist of high-level representatives from some or all of the following: government, civil society groups and non-governmental organizations (NGOs), universities, training institutions and professional associations, religious entities, national donors, multilaterals and bilaterals, private sector and others involved in planning, budgeting, managing and supporting the country's social service workforce.[6]

Measurement	**RATING:**

❑ 1: Not in place at all ❑ 2: In early stages ❑ 3: In late development ❑ 4: Finalized and in use

Definitions of rating:

1: There is no NLG

2: NLG members have been identified and invited by the lead entity or the NLG is an extension of an existing committee. A Terms of Reference (TOR) has been developed7 and at least one meeting held in the past year

3: NLG has a TOR and has held at least two meetings in the past one year, with at least 75% of members in attendance

4: NLG has met milestones in #3 and has been engaged in key workforce strengthening activities such as refining the national definition of the workforce, overseeing workforce analyses, making recommendations into a workforce strengthening national plan

Data Source	Key informant interviews, group terms of reference, meeting agenda and notes, annual or multi-year action plan of the NLG, and/or annual reports of the NLG

INDICATOR 2: A national workforce assessment and analysis carried out within the past four years

Definition	The goal of workforce mapping is to facilitate deep reflection and understanding of the current status of the social service workforce, in order to ensure that the workforce is well-planned, developed and supported to effectively work with children and families.[8] After implementing a set of surveys and data gathering tools, mapping results describe the size, scope and structure of the workforce, as well as policy, legislation, education, child protection and professionalization mechanisms and systems within a country that contribute to planning, developing and supporting the workforce. Mapping provides much of the information toward the indicators outlined in this Results Matrix and identifies priority areas for strengthening the workforce. Guidelines for workforce mapping, as well as the example tools and surveys referenced in this document, can be found in the Social Service Workforce Mapping Toolkit.

Measurement	**RATING:**

❑ 1: Not in place at all ❑ 2: In early stages ❑ 3: In late development ❑ 4: Finalized and in use

Definitions of rating:

1: No workforce assessment carried out in last four years or workforce assessment yielded significant incomplete data

2: Plans are underway to carry out an assessment that will address at least 10 indicators in this matrix

3: A workforce assessment is in progress that will address at least 10 indicators in this matrix

4: A workforce assessment that addresses at least 10 indicators in this matrix has been completed in the past four years and findings have been validated and endorsed by the National Leadership Group and/or relevant national key stakeholders

Data Source	Verification of workforce analysis report and data gathered relevant to the results matrix

Planning the Workforce (continued)

INDICATOR 3: Existence of a national strategic plan on strengthening the social service workforce

Definition	Developed in a participatory manner through the national leadership group, the strategic plan, typically covering 3 to 5 years, is formally approved / adopted by the authorizing national government body. It should make choices about key workforce elements to strengthen in the near- and longer-term and should incorporate actions related to a diversified workforce of para professionals and professionals at community, district, regional and national levels. The plan builds on the work of the national leadership group, including the national definition of the social service workforce and data and recommendations from a national workforce assessment. It should include: a) Activities to address expansion and/or quality improvement of each cadre of the workforce as outlined in the national definition of the social service workforce b) Timelines for achieving activities; c) Clear assignments of responsibility for all activities including reporting on progress; d) Indicators to monitor and/or evaluate implementation; e) Budgets and current or potential funding sources for all activities.[9] Plans not including these elements would not be counted here. Plans may also be embedded into other national strategic plans on child protection or social services, for example.

Measurement	**RATING:** ❏ 1: Not in place at all ❏ 2: In early stages ❏ 3: In late development ❏ 4: Finalized and in use Definition of rating: 1: There is no strategic plan 2: Strategic plan including the elements listed above is in early drafting stages 3: Strategic plan is in late drafting and/or approval stages 4: Strategic plan is finalized, has been approved and is being implemented

Data Source	Verification of approved strategic plan and review of its contents

INDICATOR 4: Availability of a normative/regulatory framework for the social service workforce at the national and/or subnational level[10]

Definition	A normative or regulatory framework[11] for the social service workforce aims to set the standards for the social service workforce working with children, families and communities. The regulatory framework may be defined in a single document or multiple reports, but to be considered part of a national regulatory framework, all related document(s) must be officially approved, or endorsed, by the appropriate governmental entity. The regulatory framework should be consistent with national policy frameworks so that the responsibilities, skills, required training and standards in the workforce regulatory framework align with the structures and services outlined in the relevant policy frameworks. The document(s) or information that constitute the national regulatory framework for the social service workforce should cover the following: ● **Defined qualifications** that describe the mandate/responsibilities, roles/functions, skills, required training and standards for different cadres of professional and para professional social service workers at various levels, including additional detail for those working directly with children. ● **A description of the registration or licensing process** that is required for each cadre, and how such requirements can be obtained ● **A description of a system for staff supervision and performance evaluation** that is regularly implemented and is used to guide staff compensation and continuing training ● **Defined interactions among and between social service cadres:** Roles and responsibilities among social service cadres are defined in the regulatory framework to specify how these cadres should interact with one another, including the interaction between governmental and nongovernmental workers and between community-based workers and national workers. ● **Defined interactions across sectors:** Roles and responsibilities among social service cadres are defined in the regulatory framework to specify how cadres should interact across relevant sectors, such as with child protection, health, education and justice.

Measurement	**RATING:** ❏ 1: Not in place at all ❏ 2: In early stages ❏ 3: In late development ❏ 4: Finalized and in use Definition of rating: 1: There is no normative framework that includes these elements 2: Framework including these elements is in early drafting stages 3: Framework including these elements is in late drafting and/or approval stages 4: Framework including these elements is finalized, has been approved and is in use

Data Source	Content analysis of the framework and/or related documents (the national scheme of service, policies outlining the roles and functions of the workforce, the constitution or bylaws of entities providing licensing or registration of social service workers, and other documents pertaining to the benchmarks listed above) by following these steps: (1) screen all relevant documents to separately assess the scope of the national regulatory framework for the social service workforce; (2) develop an analytic grid covering key areas of interest to allow standardized analysis and comparison of documents; (3) review each document according to the analytic grid; and (4) review the entire grid to identify overlaps and gaps. Where multiple national documents exist, all relevant documents should be reviewed and assessed as a whole. For example, if documents are cadre-specific, all such documents must be gathered and reviewed to determine the collective rating for each benchmark.[12]

Planning the Workforce (continued)

INDICATOR 5: A system of licensing/registration of social service professionals[13]

Definition	The licensing/registration of social service professionals is central to maintaining and upgrading quality of the work. Licensing refers to the act of being legally recognized as a professional practitioner, whereas registration is usually linked to the act of submitting information to be included as part of a professional registry. Either can require passing an exam and be legally mandated in order to practice under a certain job title. Often, maintaining an annual license requires completing a certain amount of continuing education hours. Certification reflects a certain qualification or level of training that may be required to be licensed or registered.

Measurement

Rating:

❏ 1: Not in place at all   ❏ 2: In early stages   ❏ 3: In late development   ❏ 4: Finalized and in use

Definition of rating:

1: Work has not started to define a licensing/registration system

2: System is in early development stages including piloting

3: System is in late draft stage, early final roll out, or only applied in limited scope or areas

4: System is finalized and in broad use

Data Source	The website, constitution or bylaws of entities providing licensing or registration of social service workers. Verification through workforce mapping utilizing the worker survey, professional association and government survey tools[14].

INDICATOR 6: Availability of a nation-wide data collection system on social service workforce human resources[15]

Definition	Different from workforce mapping, a data collection system or Human Resource Information System (HRIS) is defined by the existence of a system, whether electronic or paper, to keep up-to-date records on workforce data such as, at a minimum, the number of workers by cadre (as defined through a national regulatory framework), by sex and geographic area. Additionally, including data on the number of positions authorized and comparing this to the number of workers will identify vacancy rates. Including information on the level and type of training completed by the worker is encouraged.

Measurement

Rating:

❏ 1: Not in place at all   ❏ 2: In early stages   ❏ 3: In late development   ❏ 4: Finalized and in use

Definition of rating:

1: Work has not started to define a nation-wide data collection system on social service workforce human resources

2: System is in early development stages including piloting

3: System is in late draft stage, early final roll out, or only applied in limited scope or areas

4: System is finalized and in broad use

Data Source	Human resource information management system, human resource reports, and/or other locally available data sources.[16]

INDICATOR 7: Number of government social service workers with responsibility for child protection per 100,000 children

Definition	The definition 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 social service workforce focuses on preventative, responsive and promotive services that are informed by the humanities and social sciences, Indigenous knowledges, discipline-specific and interdisciplinary knowledge and skills, and ethical principles. Social service workers engage people, structures and organizations to: facilitate access to needed services, alleviate poverty, challenge and reduce discrimination, promote social justice and human rights, and prevent and respond to violence, abuse, exploitation, neglect and family separation."[17] This definition is expected to be fine-tuned at the national level by the national leadership group, guided by the "Definitions and Functions of the Social Service Workforce" guidance document.[18] The ratio is specific to the national context so that changes can be mapped over time, particularly when data is analysed at the subnational levels, per the Guidance Note on Developing a Ratio of Social Service Workers to Child Population.[19]
Measurement	Numerator: Number of government social service workers with responsibility for child protection during the past calendar year; Denominator: Total population of children under 18 years in the latest calendar year available, as per UNICEF State of the World's Children reports; Multiply by 100,000.
Data Source	Workforce mapping utilizing the government survey tool; review of consolidated worker data such as HRIS where available.

Planning the Workforce (continued)

INDICATOR 8: Number of non-government social service workers with responsibility for child protection per 100,000 children	
Definition	The definition 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 social service workforce focuses on preventative, responsive and promotive services that are informed by the humanities and social sciences, Indigenous knowledges, discipline-specific and interdisciplinary knowledge and skills, and ethical principles. Social service workers engage people, structures and organizations to: facilitate access to needed services, alleviate poverty, challenge and reduce discrimination, promote social justice and human rights, and prevent and respond to violence, abuse, exploitation, neglect and family separation."[20] This definition is expected to be fine-tuned at the national level by the NLG, guided by the "Definitions and Functions of the Social Service Workforce" document.[21] The ratio is specific to the national context so that changes can be mapped over time, particularly when data is analysed at the subnational levels, per the Guidance Note on Developing a Ratio of Social Service Workers to Child Population.[22]
Measurement	Numerator: Number of non-government social service workers with responsibility for child protection during the past calendar year; Denominator: Total population of children under 18 years in the past calendar year; Multiply by 100,000.
Data Source	Workforce mapping utilizing the non-government survey tool; review of consolidated worker data such as HRIS where available.

Developing the Workforce

INDICATOR 9: Total number of degree programs available to the social service workforce	
Definition	This is a count of the total number of professional degree programs at universities or colleges relevant to the social service workforce, as identified in the country by the national leadership group, and could include areas such as social work, child welfare, child psychology, community development, child protection, child and youth care work, social pedagogy, etc. Initial degree programs (ie/ Bachelor degree) are typically two years or longer. The nationally-specific data gathered is useful to analyse training gaps or worker pipeline issues and can be tracked over time to monitor improvements or expansion of education opportunities.
Measurement	Total number, disaggregated by level of degree including PHD, Masters, Bachelors degree or local equivalent. This indicator is meant to reflect every degree program available, so a representative sample is not appropriate here.
Data Source	The Key Institution Survey for Education is meant to gather information toward this indicator. Education networks (such as a Council on Social Work Education or the body that accredits university programs) may already gather such data, or individual universities may need to be contacted.

INDICATOR 10: Total number of pre-service and in-service short courses available to the social service workforce	
Definition	Accredited short course training programs issuing certificates or diplomas by a nationally recognized body and are relevant to anyone in the social service workforce. Short course programs are shorter than degree programs (typically 3 months – 2 years) and can be in lieu of a longer degree program or can be offered as post-graduate courses. They are typically offered by universities, vocational schools or other recognized, accredited training providers. They can be pre-service or offered as professional development courses to those already practicing. Note that this indicator does not gather information on one-off NGO training workshops.
Measurement	Total number
Data Source	The Key Institution Survey for Education is meant to gather information toward this indicator. Information gathered includes the name of the short course, the name of the school or training program offering the certificate, the length of study and the number of graduates per year.

Developing the Workforce (continued)

INDICATOR 11: Percentage of degree programs that provide at least three months of field placement

Definition	Field placements, also known as practica or internships, provide hands-on training as part of a curriculum and are an integral part of the learning process for the social service workforce. This indicator counts field placements of a minimum of three months total duration over the length of a degree program (Masters, Bachelors). Field placements of shorter duration should not be counted.
Measurement	Numerator: Total number of degree programs that provide a 3-month field placement Denominator: Total number of degree programs
Data Source	The Key Institution Survey for Education is meant to gather information toward this indicator.

INDICATOR 12: Percentage of social service workers who report receiving adequate training to meet their job responsibilities, by highest level of education received

Definition	This indicator measures workers' perceptions of whether they have the training needed to successfully carry out their job responsibilities.
Measurement	Numerator: Total number of workers who completed the worker survey who report having adequate training for their job responsibilities. Denominator: Total number of workers who completed the worker survey Disaggregated by type of education reported by worker
Data Source	Section 4 of the worker survey contains a series of questions related to training. Responses to Question 4.1 – The training I have is adequate to successfully do my job – can be utilized to measure this indicator. Additional worker input on trainings in section 4 of the survey (such as geographic and financial accessibility of trainings) can be used to better understand the percentage reported.

Supporting the Workforce

INDICATOR 13: Existence of professional associations relevant to the social service workforce recognized by the national government as legitimate and legally approved

Definition	A professional association is defined as a body of persons engaged in the same profession, formed usually to control entry into the profession, maintain standards, and represent the profession in discussions with other bodies. Professional associations advance the professional status, prominence, improvement and expansion of the social service workforce. Typically, these are professional associations of social work or child and youth care workers but can be further defined at the national level, in accordance with the nationally developed definition of the social service workforce.
Measurement	Rating: ❑ 1: Not in place at all　　❑ 2: In early stages　　❑ 3: In late development　　❑ 4: Finalized and in use Definition of rating: 1: Work has not started to establish a professional association; none in existence 2: Either formerly existing professional association is inactive and/or steps have been put in place to start a new one, such as establishing leadership and draft constitution 3: Association is in final stages of drafting a constitution and being recognized as a formal entity, has held board or leadership meetings, has begun a process to register members 4: The association is fully recognized, has a constitution, has members enrolled and actively supports a range of activities (see list on Key Institution Survey for Professional Associations)
Data Source	The Key Institution Survey for Professional Associations is meant to gather information toward this indicator. Leaders of professional associations relevant to the social service workforce should be contacted to complete the survey. Verification can also be provided via the worker survey. Additional data sources include the association's constitution, reports issued by the association, updated association website.

Supporting the Workforce (continued)

INDICATOR 14: Existence of publicly disseminated professional codes of ethics

Definition	A professional code of ethics is a set of values and principles that forms a basis for a profession, as well as a set of behavioural parameters within which the practitioner is expected to stay. The values typically include notions of human rights, social justice and client-centred perspectives. The behavioural parameters often include avoiding dual relationships, protecting client confidentiality, and maintaining professionalism. The code is a regulatory instrument and should contain administrative information about reporting violations and who will enforce compliance and deal with violations. Professional associations can enforce the code of ethics, contributing to accountability and self-regulation, ultimately increasing the quality of service and professional legitimacy. (A code of conduct is more general and typically organization- rather than profession-specific and can include child safeguarding policies and should not be counted here)
Measurement	Rating: ❑ 1: Not in place at all ❑ 2: In early stages ❑ 3: In late development ❑ 4: Finalized and in use
Data Source	The Key Institution Survey for Professional Associations is meant to gather information toward this indicator. Leaders of professional associations relevant to the social service workforce should be contacted to complete the survey. In addition, administration of the worker survey contained in the mapping toolkit can reveal confirmation from workers that they are familiar with and have signed a code of ethics.

INDICATOR 15: Existence of a system of providing supervision and support23

Definition	Supervision is a process whereby the supervisor performs educational, supportive and administrative functions in order to promote efficient delivery of services. A supervisor is delegated the authority, and thereby assumes the responsibility, to promote ongoing learning and improve performance of the people that he or she supervises. The supervisor is responsible for providing direction to those supervised, who in turn are responsible for applying theory, knowledge, skills, competency and ethics in the practice setting.[24] A system of supervision includes clearly defined standard operating procedures that set supervision standards, parameters and performance review processes and outline training required for supervisors.
Measurement	Rating: ❑ 1: Not in place at all ❑ 2: In early stages ❑ 3: In late development ❑ 4: Finalized and in use Definition of rating: 1: Work has not started to define a supervision system 2: System is in early development stages including piloting 3: System is in late draft stage, early final roll out, or only applied in limited scope or areas 4: System is finalized and in broad use
Data Source	The mapping toolkit contains a worker survey and supervisor survey. Both contain questions pertinent to supervision that can serve to verify the degree to which this indicator is met.

INDICATOR 16: Percent of social service workers who feel they are receiving adequate supervision

Definition	This indicator measures social service workers' perceptions of the quality and type of supervision they are receiving.
Measurement	Numerator: Total number of workers who completed the survey who feel they are receiving adequate supervision Denominator: Total number of workers who completed the survey
Data Source	The mapping toolkit contains a worker survey. Section 3 contains questions pertinent to supervision that gather data toward this indicator.

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Scorecard

The scorecard provided below can be used to assess overall progress on each of the indicators described above related to planning, developing and supporting the workforce. The scorecard is meant to recognize that progress may be greater in certain areas and any area can be an important starting point. Utilizing the definition for each of the indicators as provided above, many of the indicators can be given a numerical score from 1 to 4 (1- not in place at all; 2 - in early stages; 3 - in late development; 4 - finalized and in use). For those based on number or percent, as more countries begin gathering data against these indicators, benchmarks for different stages of progress will be easier to develop. It is hoped that countries will be willing to share and report on their progress, in order to learn from one another about challenges and successes in overcoming them.

STEP 1: Check or mark the box with the relevant score for each of the numerically scored indicators below and described further above. For those measured with a number or percent, write that in.

STEP 2: Total up the columns for 1 ratings, for 2 ratings, for 3 ratings, and the column for 4 ratings (finalized and in use).

STEP 3: Place the grand total in the bottom right box. The maximum grand total is 40.

STEP 4: Assess progress using the following:

- **0 - 10** A score between 0-10 indicates that a lot of exciting work lies ahead. In this stage, gathering and forming a functional national leadership group will be a key step, as will be a workforce assessment, in order to bring different parties together to define the social service workforce and guide the development of a national strategic plan that will point toward prioritized areas of future growth.

- **11 - 20** A score between 11-20 indicates that workforce strengthening is in an early or nascent stage of development. While some steps have been put in place, the national leadership group will need to assess progress against the indicators and agree on prioritized areas moving forward. Note that this may entail solidifying progress on workforce strengthening strategies already in process rather than beginning implementation of new strategies. If a workforce mapping has not yet taken place, this should be prioritized.

- **21 – 30** A score between 21 – 30 indicates solid progress and some past successes. Gaps or areas with lower scores should be prioritized. For example, it may be that further professionalization of specific cadres of the workforce may need to be a continued area of focus.

- **31 – 40** Congratulations! A score of 31 – 40 indicates strong progress, likely over many years. Sustainability of that progress is now key. Expanding the range of stakeholders engaged in the national leadership group, strengthening partnerships and continuing to identify areas to improve will be important.

Scorecard for Social Service Workforce Strengthening

Country Name: _____

INDICATOR	1	2	3	4
INDICATOR 1: A National Leadership Group for Workforce Strengthening is established and holds regular meetings				
INDICATOR 2: A national workforce assessment and analysis carried out within the past four years				
INDICATOR 3: Existence of a national strategic plan on strengthening the social service workforce				
INDICATOR 4: Availability of a normative/regulatory framework for the social service workforce (SSW) at the national and/or subnational level				
INDICATOR 5: A system of licensing/registration of social work professionals				
INDICATOR 6: Availability of a nation-wide data collection system on SSW human resources				
INDICATOR 7: Number of government social service workers with responsibility for child protection per 100,000 children	Number:			
INDICATOR 8: Number of non-government social service workers with responsibility for child protection per 100,000 children	Number:			
INDICATOR 9: Total number of degree programs available to SSW	Number:			
INDICATOR 10: Total number of pre-service and in-service short courses available to SSW	Number:			
INDICATOR 11: Percentage of degree training programs that provide at least three months' field placement	%:			
INDICATOR 12: Percent of SSW who report receiving adequate training to meet their job responsibilities, by highest level of education received	%:			
INDICATOR 13: Existence of professional associations relevant to the SSW recognized by the national government as legitimate and legally approved				
INDICATOR 14: Existence of publicly disseminated professional codes of ethics				
INDICATOR 15: Existence of a system of providing supervision and support				
INDICATOR 16: Percent of SSW who feel they are receiving adequate supervision	%:			
SUBTOTAL				
TOTAL				

Endnotes

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

2   United Nations Children's Fund. 2018. UNICEF Strategic Plan, 2018-2021. New York: UNICEF.

3   Global Social Service Workforce Alliance. 2019. Mapping Toolkit for the Social Service Workforce. Washington, DC: Global Social Service Workforce Alliance.

4   MEASURE Evaluation. 2018. National Social Service Systems for OVC: Framework for Planning and M&E. Chapel Hill, NC: MEASURE Evaluation.

5   United Nations Children's Fund. 2018. INSPIRE Indicator Guidance and Results Framework- Ending Violence Against Children: How to define and measure change. New York: UNICEF.

6   Global Social Service Workforce Alliance. 2019. Mapping Toolkit for the Social Service Workforce. Washington, DC: Global Social Service Workforce Alliance.

7   Ibid.

8   Ibid, 5.

9   Adapted from MEASURE Evaluation. 2018. National Social Service Systems for OVC: Framework for Planning and M&E. Chapel Hill, NC: MEASURE Evaluation.

10   Notes one of the four UNICEF primary output indicators related to workforce strengthening associated with the UNICEF Strategic Plan 2018–2021 as outlined in the accompanying Child Protection Indicator Manual

11   Adapted from MEASURE Evaluation. 2018. National Social Service Systems for OVC: Framework for Planning and M&E. Chapel Hill, NC: MEASURE Evaluation.

12   Ibid, 72.

13   Notes one of the four UNICEF primary output indicators related to workforce strengthening associated with the UNICEF Strategic Plan 2018–2021 as outlined in the accompanying Child Protection Indicator Manual

14   These tools and other survey tools mentioned can be found in Global Social Service Workforce Alliance. 2019. Mapping Toolkit for the Social Service Workforce. Washington, DC: Global Social Service Workforce Alliance.

15   Notes one of the four UNICEF primary output indicators related to workforce strengthening associated with the UNICEF Strategic Plan 2018–2021 as outlined in the accompanying Child Protection Indicator Manual

16   Adapted from MEASURE Evaluation. 2018. National Social Service Systems for OVC: Framework for Planning and M&E. Chapel Hill, NC: MEASURE Evaluation.

17   Global Social Service Workforce Alliance. 2019. Definition of the Social Service Workforce. Washington, DC: Global Social Service Workforce Alliance.

18   United Nations Children's Fund and Global Social Service Workforce Alliance. In draft. Definitions and Functions of the Social Service Workforce Guidance Note. New York: UNICEF.

19   UNICEF. In draft. Guidance Note on Developing a Ratio of Social Service Workers to Child Population. New York: UNICEF.

20   Global Social Service Workforce Alliance. 2019. Definition of the Social Service Workforce. Washington, DC: Global Social Service Workforce Alliance.

21   United Nations Children's Fund and Global Social Service Workforce Alliance. In draft. Definitions and Functions of the Social Service Workforce Guidance Note. New York: UNICEF.

22   UNICEF. In draft. Guidance Note on Developing a Ratio of Social Service Workers to Child Population. New York: UNICEF.

23   Notes one of the four UNICEF primary output indicators related to workforce strengthening associated with the UNICEF Strategic Plan 2018–2021 as outlined in the accompanying Child Protection Indicator Manual

24   Ministry of Gender Equality and Child Welfare. 2017. Child Protection Case Management Operations Manual. Windhoek, Namibia: Ministry of Gender Equality and Child Welfare.

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