SOCIAL SERVICE WORKFORCE MAPPING TOOLKIT

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Social Service Workforce Mapping Toolkit

I. Introduction

A.   Purpose of the Toolkit

The purpose of this toolkit is to guide participatory, national level analyses of the social service workforce. Workforce mapping is based on the premise that when the right number of workers are in the right positions and locations and have the right training, people will be able to access more effective and appropriate levels of care and support. This toolkit serves as a step-by-step, how-to guide for a national workforce mapping process and packages tips, key considerations, sample tools, terms of reference and other guidance. As a result of completing this mapping process, groups will have data and information about the current status of the social service workforce in their country and will be better able to identify recommendations and strategies to improve the workforce going forward, thereby improving the quality of care available to children and families.

B.   Who is the Social Service Workforce

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.[1]*

Given the diversity across contexts, this definition will need to be discussed in detail at the national level in the initial stages of a mapping process and adapted to fit the local context. The types of workers encompassed by this definition need to be determined when identifying those to be included in the mapping. More detail on the process of using and adapting this global definition to identify the social service workforce in a specific country is provided in Section V A below.

C.   How the Toolkit was developed

The Global Social Service Workforce Alliance (the Alliance) works toward a world where a well-planned, well-trained and well-supported social service workforce effectively delivers promising practices that improve the lives of vulnerable populations. The mission of the Alliance is to promote the knowledge and evidence, resources and tools and political will and action needed to address key social service workforce challenges, especially within low- to middle-income countries.

The Alliance has provided input into workforce mapping and assessments in 37 countries. The Alliance has carried out workforce assessments in the East Asia and Pacific region, the Middle East and North Africa region and in South Asia[2] in collaboration with UNICEF Regional and Country Offices. In addition, the

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[1] For more detail on the definition of the social service workforce, please see Global Social Service Workforce Alliance. 2019. Definition of the Social Service Workforce.

[2] UNICEF South Asia and Global Social Service Workforce Alliance. 2018. State of the Social Service Workforce in South Asia Report. http://www.socialserviceworkforce.org/resources/state-social-service-workforce-south-asia

Alliance completed a scoping of 15 countries globally as described in our 2015 State of the Social Service Workforce Report.[3]

Lessons learned from each round of mapping were incorporated into future exercises. This toolkit consolidates and presents those lessons learned, as well as reflects tips and tools gathered from others carrying out mapping in other fields, such as human resources for health.

The Alliance has also developed a Call to Action: Strengthening the Social Service Workforce to Better Protect Children and Achieve the SDGs[4] that recognizes that we must work together to improve protection, health and well-being outcomes for children, youth, families and communities as outlined in the Sustainable Development Goals. It makes recommendations at the country and global level for governments to initiate, lead and engage in dialogue with partners in order to strengthen the workforce and improve the lives of children and families. It calls for developing or enhancing a national level, government-led workforce leadership group to coordinate efforts toward strengthening the social service workforce, including the first important step of assessing the current status of the workforce.

D.   Intended audience

This toolkit is geared toward anyone interested in working through a national level leadership group and carrying out a participatory process of analyzing the social service workforce. A national level leadership group is typically led by staff of the government ministry overseeing social welfare and engages other key stakeholders such as non-profit organizations, representatives from other government ministries and departments, donors, multilaterals, academic institutions, religious entities and professional associations.

Those reading through this guide and considering undertaking a workforce mapping should do so with the recognition that the process of analyzing the social service workforce is not meant to be a one-off exercise, but should build the baseline of information and create a standardized process for future, regular analyses. Those engaged in the process will be able to debrief afterwards to identify ways to improve the process so that it can be efficiently carried out every two or three years in order to update workforce strengthening programs and strategies in the context of a continually changing landscape of workforce and child protection issues.

E.   Limitations

While this is meant to be a globally relevant toolkit, any workforce mapping must be adapted to the local context, taking into consideration the political, social, cultural, economic and labor contexts along with legal and regulatory laws, ordinances and policies related to national social welfare, protection, health, justice and education. This guide provides an overview of a process and tips to ensure it is tailored specifically to the national context.

In many countries, this process will be undertaken for the first time, where there may be limited, if any, systems to collect uniform data on social service human resources across multiple ministries and organizations that employ social service workers. Few countries currently have a clearly identified national leadership group that is tasked with gathering and analyzing workforce information. An effective process will require extensive conversations among the leadership group, obtaining input from a wide variety of people, to clarify any differences in opinion about ways that social service workers should be defined,

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[3] Global Social Service Workforce Alliance. 2015. State of the Social Service Workforce Report. http://www.socialserviceworkforce.org/resources/state-social-service-workforce-2015-report

[4] Global Social Service Workforce Alliance. 2018. Call to Action: Strengthening the Social Service Workforce to Better Protect Children and Achieve the SDGs http://socialserviceworkforce.org/sites/default/files/uploads/CalltoAction-EN-2018_0.pdf

assessed and ultimately supported through the development of national strategic frameworks or action plans to strengthen the workforce.

This toolkit does not include tools related to assessing national budgets for the workforce or an analysis of returns on investing in the workforce. The toolkit is envisioned as guidance to launch an initial workforce mapping. Once the national leadership group is formed and has developed some trust, definitions are clarified and the baseline of data outlined here is gathered, it is felt it would then be easier and more feasible to gather financial data. Future costing strategies could then be developed from the initial baseline financial data but is likely to require a sequenced approach in many contexts.

II.   What is workforce mapping and why do it?

A.   Purpose of workforce mapping

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 provide the highest quality services to children and families by the workforce. The information gathered is meant to inform advocacy, policy development, strategy design and program implementation to strengthen the workforce. It can also provide a deeper understanding of the historical evolution of a country's social service workforce and how to build on past efforts in future strategic planning.

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. Mapping highlights unique aspects of a country's workforce, identifies challenges or trends, generates discussion of recommendations to be incorporated into country-level workforce strengthening strategic plans and helps to identify innovative practices that may be scaled up or serve as a model for other countries. Such an assessment of the social service workforce provides a baseline of information for indicators outlined in the Social Service Workforce Strengthening Results Matrix[5] and identifies priority areas to focus on when strengthening the workforce.

The intended outcomes of a workforce mapping exercise are:
- A diverse array of social service workforce champions, leaders, managers and frontline workers will have the information and evidence they need and be able to reference a common workforce strengthening plan to advocate for and put in place effective initiatives to better plan, develop and support the workforce.
- Government leaders will have increased access to solid data to guide decisions aimed at improving policies and strategies that support social service workforce strengthening and to help make sound arguments for financing these strategies at the local and national levels.
- Nongovernmental entities, civil society and community groups will have more tools to track workforce information, which will provide evidence and lessons learned that can help inform the design and implementation of effective interventions.
- Given the broad spectrum of stakeholders involved in providing social services, the engagement of a diverse, national leadership group and the availability of increased workforce data will help pave the way for increased collaborative intersectoral and community-based partnerships and linkages that are necessary to build and sustain a stronger, more united and synergistic workforce.

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[5] UNICEF and Global Social Service Workforce Alliance. (in draft). A Results Matrix for Social Service Workforce Strengthening.

As a result, the social service workforce will be effectively planned, developed, and supported, allowing them to provide quality services to children and families. With stable, ongoing support and preventive services, families will be better prepared to face adversity or will have more information about how to access support and services when they need to.

B.   What type of information is collected?

In harmony with global indicators outlined in the Social Service Workforce Strengthening Results Matrix, national-level assessments of the current social service workforce aim to provide at a minimum:

- A basic overview of the context for ***workforce planning***, including:
    - o   Relevant policies and regulations related to the social service workforce, including statutory frameworks and the administrative structure of services
    - o   Financial and other resources currently dedicated to hiring, employing and training social service workers
    - o   The number of social service workers responsible for child protection per 100,000 children, according to type (governmental and non-governmental) and vacancy rates where available
    - o   Certification, registration and/or licensing requirements and practices
- A basic overview of the context for ***workforce development and training***, including:
    - o   Availability of different levels of education, training, and field placements/practice learning
    - o   Workers' perceptions of the availability and accessibility of ongoing professional development opportunities
- An overview of the context for ***workforce support***, including:
    - o   Workers' perceptions of challenges and opportunities, supervision and career paths
    - o   The presence, role, size and effectiveness of professional associations
- Identified implications and recommendations for social service workforce strengthening to be integrated into national strategic frameworks or action plans

These areas relate to the foundational elements of workforce strengthening reflected in the results matrix. However, any group carrying out workforce mapping can supplement the workforce mapping tools described below with additional information gathering methods that reflect national needs. For instance, a more in-depth look at the content of current training and education may be useful to add, or the worker survey can be accompanied by a skills audit, or additional ethical protocols can be included to interview children to hear their perspectives of the strengths and needs of the workforce. This is described further in section V.B.5.

C.   A Framework for Workforce Strengthening

To support appropriate responses to protection issues, as well as justice, health, education and quality care interventions, it is imperative to have an effective protection and social service system in place. An essential element of an effective social service system is a strong social service workforce with a clear mandate, appropriate resources and relevant training and supervision.

Workforce mapping, and therefore this toolkit, is structured around three key aspects of social service workforce strengthening: planning the social service workforce, developing the social service workforce and supporting the social service workforce, based on the Framework for Strengthening of the Social Service Workforce.[6] Under each of the three areas of planning, developing and supporting the workforce, there are a series of workforce strengthening interventions that focus on enhancing the capacity of the workforce to

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[6] http://www.socialserviceworkforce.org/framework-strengthening-social-service-workforce

deliver promotive, preventative, and responsive interventions that support families and children in communities. In turn, the Social Service Workforce Strengthening Results Matrix[7] provides overarching indicators to support country-level, regional and global monitoring and measurement of progress on strengthening the social service workforce and its impact on child protection prevention and response services. These indicators are used to guide the mapping process to better enable regional and global pictures of and advocacy for the workforce.

Planning the workforce includes carrying out workforce mapping exercises to assess systems and services around the worker and identify human resource gaps. Human resource data can then be used in decision making about financing and to improve recruitment, hiring, deployment and retention, including better defining workforce roles through clear job descriptions. Advocating among different government ministries and departments and increasing coordination will help to generate political will and predictable resource allocation for workforce strengthening. This will help ensure that workforce strengthening is underpinned by legislative frameworks, including uniform definitions and policies as well as systems to register and license workers.

Developing the workforce involves providing effective pre-service and in-service training and education aligned with needs and gaps identified by workforce assessments. It also entails ensuring that curricula incorporate both local/indigenous knowledge as well as the emerging local and international evidence base of research and best practices for improving the well-being of children and families. Training opportunities for workers should align with in-country credentialing or accreditation systems that are broadly recognized and endorsed across government, university and nongovernmental actors. Faculty and teaching methods should be regularly updated to establish a pipeline of future social work educators. Developing the workforce also entails ensuring students have opportunities for field education or internships and workers have access to learning through mentoring, coaching and peer support.

Supporting the workforce includes efforts to improve job satisfaction and retention, ensuring workers have the tools and resources that they require to carry out their jobs and clearly outlining career ladders and opportunities for advancement. Comprehensive onboarding procedures, ongoing supportive supervision and continuing education can help to improve worker performance and prevent burn out and associated high turnover. Professional associations can enhance public understanding and perception of the critical role of the profession and the importance of services being provided by skilled practitioners. When workers feel more valued, this tends to increase morale, recruitment, performance and retention. Professional associations also establish practice standards and provide ongoing professional development.

D.   Overview of global indicators that can help to shape country-level mapping

Below is a summary of workforce strengthening indicators related to planning, developing and supporting the workforce that can be used to guide national workforce mapping processes.[8] Please reference the Results Matrix document for further definition of each indicator and guidance on methods of measurement.

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[7] UNICEF and Global Social Service Workforce Alliance. (in draft). A Results Matrix for Social Service Workforce Strengthening.
[8] UNICEF and Global Social Service Workforce Alliance. (in draft). A Results Matrix for Social Service Workforce Strengthening.

Workforce Strengthening Indicator	Method of Measurement
Planning the Workforce	
A National Leadership Group for Workforce Strengthening is established and holds regular meetings	Rating: ☐ 1: Not in place at all ☐ 3: In late development ☐ 2: In early stages ☐ 4: Finalized and in use
A national workforce assessment and analysis carried out within past four years	Rating: ☐ 1: Not in place at all ☐ 3: In late development ☐ 2: In early stages ☐ 4: Finalized and in use
Existence of a national strategic plan on strengthening the social service workforce	Rating: ☐ 1: Not in place at all ☐ 3: In late development ☐ 2: In early stages ☐ 4: Finalized and in use
Availability of a normative framework for the social service workforce (SSW) at the national and/or subnational level*	Rating: ☐ 1: Not in place at all ☐ 3: In late development ☐ 2: In early stages ☐ 4: Finalized and in use
A system of licensing/registration of social work professionals*	Rating: ☐ 1: Not in place at all ☐ 3: In late development ☐ 2: In early stages ☐ 4: Finalized and in use
Availability of a nation-wide data collection system on SSW human resources*	Rating: ☐ 1: Not in place at all ☐ 3: In late development ☐ 2: In early stages ☐ 4: Finalized and in use
Number of government social service workers with responsibility for child protection per 100,000 children	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 past calendar year; Multiply by 100,000.
Number of non-government social service workers with responsibility for child protection per 100,000 children	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.
Developing the Workforce	
Total number of degree programs available to SSW	Total number, disaggregated by level of degree
Total number of pre-service and in-service short courses available to SSW	Total number
Percentage of degree training programs that provide at least three months' field placement	Numerator: Total number of degree programs that provide a 3-month field placement; Denominator: Total number of degree programs
Percent of SSW who report receiving adequate training to meet their job responsibilities, by type of education received	Numerator: Total number of workers who completed the survey who report receiving adequate training; Denominator: Total number of workers who completed the survey; Disaggregated by type of education per survey
Supporting the Workforce	
Existence of professional associations relevant to the SSW recognized by the national government as legitimate and legally approved	Rating: ☐ 1: Not in place at all ☐ 3: In late development ☐ 2: In early stages ☐ 4: Finalized and in use
Existence of a system of providing supervision and support*	Rating: ☐ 1: Not in place at all ☐ 3: In late development ☐ 2: In early stages ☐ 4: Finalized and in use
Existence of publicly disseminated professional codes of ethics	Rating: ☐ 1: Not in place at all ☐ 3: In late development ☐ 2: In early stages ☐ 4: Finalized and in use
Percent of SSW who feel they are receiving adequate supervision	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

*notes 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.

III.   Overview of the mapping process

A.   Key considerations

Any mapping process should be guided by a set of basic principles. Initial principles to consider are listed below and can be reviewed and refined with national leadership groups prior to implementing the mapping process. Workforce mapping should be:

- **Inclusive and respectful of multiple perspectives**. The voices of the social service workforce and others who play a role in upholding children's rights are central to this approach. The mapping ideally engages a range of relevant entities and individuals at national, district, and community levels.
- **Guided by participatory approaches** to accomplish the objectives using methodologies that encourage shared ownership.
- **Reflective of and informed by relevant child and human rights instruments**. All approaches, tools and documentation should be informed and framed by principles and definitions reflected in key international and regional framework documents and resolutions including the UNCRC, CEDAW and the UN Convention on the Rights of Persons with Disabilities.
- **Reflective of and informed by national legal and policy frameworks**, including national social protection, disability, child, gender or social inclusion policies, legislation and strategic plans.
- **Based on sound and ethical research protocols**. All tools, approaches and related engagement with key stakeholders should be based on sound ethical research design.
- **Built on what already exists**. This work should leverage existing expertise and tools to be time and human resource efficient. It should build on past work, such as prior workforce or child protection mappings, and also consider and link with ongoing initiatives or data collection efforts that may compete for attention from those responding to the surveys. It should also build on networks and linkages between communities and service providers. As this is meant to be a nationally inclusive and participatory process, organizations are encouraged to combine forces and reduce duplication.

B.   Diagram of Steps in Workforce Mapping Process

Need for workforce mapping identified (OI, FP)

Mapping process reviewed with key partners

IE identified, TORs refined, members selected

NLG members identified and formally invited to first meeting

NLG meetings held to further refine process

Lit review final, surveys adapted, translated and piloted

Input on surveys gathered, surveys finalized

Data gathering carried out per sequencing plan

Data cleaning

Data analysis

Discussion of initial data analysis by NLG

Completion of data analysis

Discussion and validation of findings by KIs, social workers and NLG

Identification of recommendations for a future national workforce strenghtening strategic plan

Preparation and disemination of final report including recommendations

Key

FP: Funding Partner	NLG: National Leadership Group
IE: Implementing Entity	OI: Organizing Entity
KI: Key Institution	

IV.   Starting the mapping process - Who should be involved

A.   Mapping team composition

Carrying out a mapping process requires enlisting support from a wide array of actors. An organizing entity can work together with a funding partner, who will support the work of the national leadership group and the implementing entity who is tasked with gathering and analyzing the data. The roles are outlined below.
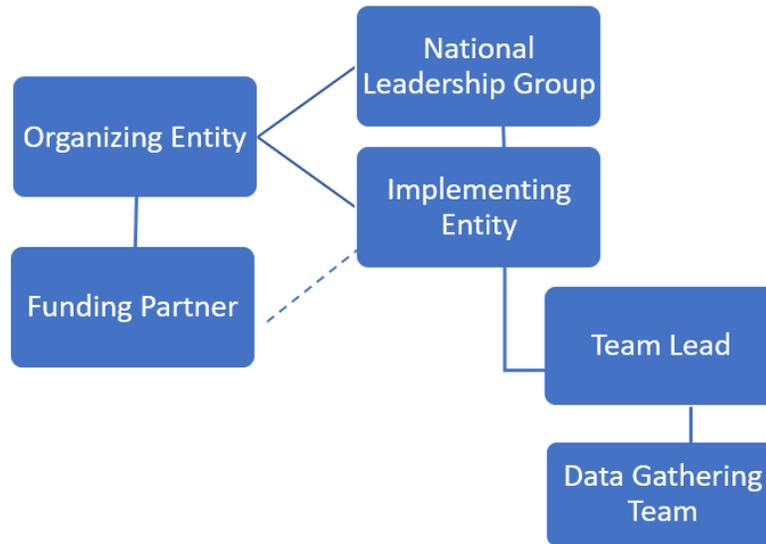
Organizing Entity – The organization that identifies the need for the mapping process and oversees the engagement of the mapping team, or the implementing organization. The organizing entity is typically government, but in areas where non profit organizations or networks have a stronger role than government, they may take the lead and gradually identify ways to engage government as co-lead. National leadership and ownership of the process is fundamentally linked to the successful implementation of any recommended actions identified through the mapping process.

Funding Partner – Workforce mapping requires dedicated donors, as it is a time-intensive undertaking and requires specific funds to carry out. Funding partners could include bilaterals, multilaterals such as UNICEF, foundations, and so on. The funding partner, depending on their level of engagement in the country, could also provide in kind support in terms of providing meeting space and logistics for the national leadership group to meet. Funding could be provided directly to the organizing entity and/or the implementing entity.

*National Leadership Group –*The goal of the NLG is to guide, support and contribute to the national mapping and assessment of the social service workforce and ensure usage of the data gathered to develop priority workforce strengthening actions and a strong national workforce strengthening plan. They can also have a longer term or ongoing role as a group that would support implementation of social service workforce strengthening initiatives identified as a result of the mapping. This group could stem from an existing committee or could be newly formed to have a longer-term role coordinating workforce strengthening. 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. From the government, at a minimum, a core group of ministries responsible for children and families, social welfare, education, health, justice, internal affairs, labour and education should be represented. Ministries of planning, finance and local/subnational governance and decentralization, the ministry of education and other training institutions (critical in educating and developing the workforce) and ministries/authorities responsible for recruitment and deployment of social service workers into civil

service should also be engaged in the process as appropriate. The NLG is led by a representative from the organizing entity, which is typically a government ministry or department related to social welfare. However, in some cases where government is not highly engaged in social service provision, a representative from another organization could take the lead.

The NLG, led by the organizing entity and working with the implementing entity, will work together to develop a common understanding of the scope of the study and who comprises the social service workforce to be included in the assessment. They will review the assessment methodology and tools in order to develop a context-appropriate detailed plan to guide assessment process. They will review and validate data and hold discussions about recommended priority actions to include in the report. Ideally, after the mapping, they will continue to meet to discuss implementation of the action plan.

The links below are to tools provided at the end of this toolkit, including a sample terms of reference for the NLG that can be adapted as needed, a tip sheet with key considerations for getting the NLG started, and a sample agenda for the first NLG meeting.

1. NLG - Sample Terms of Reference

2. NLG - Tip Sheet on Getting Started

3. NLG - Sample First Meeting Agenda

Implementing Entity - The mapping exercise itself is carried out by a mapping research team engaged by an implementing entity such as a non-government organization, academic institution or consulting firm, preferably from within the country, who would be overseen by the organizing entity. A government entity could directly carry out the mapping, but the process and its findings could be seen as more neutral or inclusive if carried by a separate entity. The implementing entity needs to have specific experience and expertise in social service provision and social work and may have staff available or may engage with consultants to carry out the mapping exercise. Ideally, team members should have existing connections, networks and relationships with various social service actors in the country. As this is an extremely work-intensive exercise, there should be at least a team lead and data manager dedicated to carrying out the mapping. Data management is ideally carried out by a team of data gatherers across different parts of the country. The data management team composition will be dictated by parameters such as the budget size, the size of the country, the desired geographic coverage of the assessment, the desired number of months to complete the data collection, the desired sample size for the worker survey, etc. Ideally, in larger countries, there would be one data gatherer per province or state.

Click on the links below to be referred to tools provided at the end of this toolkit, including a sample terms of reference for the implementing entity team lead and data manager that can be adapted as needed, as well as a tip sheet for the implementing entity on getting started.

4. Implementing Entity –Sample Terms of Reference- Team Lead

5. Implementing Entity –Sample Terms of Reference - Data Manager

6. Implementing Entity – Tip Sheet on Getting Started

V.   Data gathering process

A.   Agreeing on social service workforce definition

Although the globally used definition of the social service workforce has been developed through extensive input from practitioners and workforce champions from around the world,[9] the definition will need to be adapted and described in more detail to apply to the national context and to help guide the mapping. While in most countries the core functions of different cadres of the workforce are similar, titles and the types of hiring organizations (government, non-government, civil society, religious entities, etc) vary. Social service and child protection specializations can also exist in various sectors, such as health (social workers at clinics, hospitals, etc.), education (school guidance counselors), justice (probation or parole officers, etc). The NLG should discuss the definition of the social service workforce in the country in great detail, in order to clarify the full range of workers comprising the workforce in the country (by function and responsibility, role and title, including professional and para professional and type of employer, etc). This will help identify the hiring ministries and organizations to reach out to when completing the surveys as well as the workers to include in the worker survey. Time for this discussion is included in the ***NLG - Sample First Meeting Agenda*** and tips for carrying out this portion of the meeting are included in the ***Implementing Entity – Tip Sheet on Getting Started****.*

GLOBAL DEFINITIONS

Social Service Workforce

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.

Para Professionals

Para professionals serve the needs of vulnerable individuals particularly where social welfare systems are underdeveloped or severely stretched and typically work in these roles next to or supporting the work of a professional in the same field.

Allied Workers

Allied workers are professionals and para professionals involved in sectors such as education, health or justice, who have critical roles related to care, support, prevention, empowerment, and the protection and promotion of the rights of people. They work closely alongside the social service workforce, but are aligned with other professional groups, such as doctors, nurses, lawyers, judges, teachers, and police.

B.   Identification of data collection tools

1.   Literature review

Based on the definition identified at the NLG meeting, the implementing entity should carry out an initial review of country-specific literature to gain a broad understanding of social service systems in the country and gather information pertaining more specifically to the social service workforce including policies, legal codes, regulations, recent assessments of child care, protection and juvenile justice systems, and documents that explain key workforce definitions, functions, etc. The desk review should utilize academic databases and online searches using key terms to identify peer reviewed journal articles and grey literature, and a call for literature through existing networks. The review covers, but is not be limited to, the following documents:

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[9] For more detail on the definition of the social service workforce, please see Global Social Service Workforce Alliance. 2019. Definition of the Social Service Workforce.

- Specific legislation relating to the social service workforce and defining roles and responsibilities of different social service workers, including supervision (note this is meant to identify legislation of policies that are *specific to* the workforce, providing information on definitions, titles of workers, roles, mandated numbers of workers, etc. General child protection legislation is typically easier to identify and included in existing child protection mapping or other reports. Most of this legislation will need to be read and analyzed, often in local language, to identify whether it is specific to the social service workforce.)
- Primary or secondary legislation establishing a regulatory body that oversees the licensing, registration, examination and other aspects of social service workforce regulation
- Available reviews or reports on national legislation or policies in child protection, juvenile justice, etc.
- Available materials on national public sector budget for the social service workforce
- National strategic plan(s) on strengthening the social service workforce and/or social protection, child welfare, juvenile justice sectors; national plans of action to address disabilities or violence against children
- Materials/reports from information management systems tracking social service workers
- Professional association websites that provide links to annual reports, published research, analysis and other useful information
- Reports from past workforce mapping, human resources gap analysis, etc.
- Child protection system mapping reports, situational analyses or peer reviewed research on national child protection systems and programs
- Child protection systems costing or financing studies
- National studies or peer reviewed research on violence against children
- Documents and articles that express child, youth, family or community perceptions and views of the social service workforce

A literature review matrix, accessed through the link below, can be used to track information already available by key themes relevant to the mapping. Completing this matrix will help to identify the major gaps in available information that will need to filled through other information gathering tools, such as the surveys described below.

7. Literature Review Matrix

2.   Key institution surveys

The **Key Institution (KI) Surveys** aim to gather primary information against the identified indicators for the mapping process on key areas including: the government workforce, the non-government workforce, education and training and professional associations. The KI Surveys also ask for additional information on the legislative framework within the country and key social service workforce strengthening initiatives underway. Each survey also requests the respondent to reflect on the primary challenges facing the social service workforce in the country. Each KI Survey should be adapted to build on areas identified as requiring additional data from the literature review, seeking to complement, verify or bridge any gaps in information. Questions can be added or removed, depending on the decisions of the NLG working with the implementing entity. To note specific areas where especial attention needs to be paid to adapting the text, the symbol 🖊 is added. Note that questions that appear on each survey, such as the question about challenges, should be changed in the same way across all surveys. The questions asking about educational background of the respondent should also be adapted to reflect the levels of education available in the country.

The following lists the primary types of KI Surveys and includes tips for administering them:

Category of KI Survey	Overview of information sought	Tips on Obtaining Information
Government	This survey seeks information on the number of government workers by title, ministry and department and location (national, state/province or local) and ideally could gather information on vacancy rates by requesting and comparing the current number of workers to the mandated number. It also requests information on each hiring department mandate and whether it is outlined in national policies or legislation. This survey also seeks information about ongoing initiatives in the country that have been designed to help plan, develop or support the workforce. It is important to fully capture the range of current activities underway and significant milestones achieved, so that any conversations about future actions build on the foundation already established.	➤ The NLG, with support from the implementing entity, should identify the ministries to be contacted to provide data on all social service workers they employ. This could be each individual ministry that hires social service workers, or a central ministry such as the ministry of labor, statistics or finance that may keep employee records or payroll records. ➤ An official letter of introduction should be sent to these ministries by the lead of the NLG.
Non government	Often the most challenging data to obtain, this section of the survey aims to identify the number of non-public sector social service workers, whether professional or paraprofessional (those representing non-profit organizations, civil society, community-based child protection mechanisms, faith-based organizations), by title and employing organization. This effort should recognize the range of social service workers as identified when the NLG discussed the definition of the social service workforce. This survey also seeks information about ongoing initiatives in the country that have been designed to help plan, develop or support the workforce.	➤ The NLG can assist in identifying NGO networks that may already gather such data. It may require reaching out to individual NGOs for this information. Depending on the number of NGOs in the country, a representative sample, rather than a full census, of NGOs can be taken. ➤ An official letter of introduction should be sent to these NGOs by the lead of the NLG.
Education	**Degree Programs:** This section gathers information on professional degree programs at universities or colleges to the social service workforce, by the type and name of the degree (relevant to the context, for example, bachelors, masters, doctorate and to relevant fields identified by the NLG), the name of the university offering this type of degree and whether the degree requires a field placement. Ideally, information can also be gathered from each school on the number of annual graduates, as this provides a comparison with the number of current workers and can help to elucidate findings regarding attrition, unfilled vacancies, etc. **Accredited Short Course Training Programs:** This section asks for information about accredited short course training programs that issue recognized certificates or diplomas that 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. The courses listed need to be accredited by a nationally recognized body (this does not include informal NGO workshops). They are typically offered by universities, vocational schools or other recognized, accredited training providers. 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.	➤ The NLG can assist in identifying education networks (such as a Council on Social Work Education or the body that accredits university programs) that may already gather such data. Or individual universities may need to be contacted. This survey is meant to gather information on every degree program and short course available, so a representative sample is not appropriate here. ➤ An official letter of introduction should be sent to these training institutions by the lead of the NLG. ➤ If faculty recruitment and retention is an issue that needs further information, an additional survey is provided as an example for university leaders such as Deans.
Professional association	This identifies the types of professional associations relevant to the social service workforce (for example, national associations of social workers, social work educators, counsellors, child and youth care workers, etc) that are active in the country, whether they require members to sign a code of ethics and if they provide ongoing professional development, hold annual conferences, etc. In countries with active associations, this section can go into more depth, documenting more detail on the number and geographic distribution of members and the various ways the association engages its membership.	➤ Leaders of professional associations relevant to the social service workforce should be contacted to complete the survey. ➤ An official letter of introduction should be sent to these associations by the lead of the NLG.

In order to administer the KI surveys, the data gatherer should contact the identified person at the institution, first utilizing the introduction letter from the NLG and describing the purpose of the study and the content of the survey outlined in the introduction letter. The survey can be partially completed by the data gatherers through an interview or by sending the document to the identified institutions to complete and return. Most KI surveys will require the institution to send charts and tables of data, which would need to be conveyed on paper rather than through discussion.

The following links provide access to a sample introduction letter for the KI surveys that can be adapted as needed, and sample KI surveys for each of the groups identified above. Note that wording and questions will need to be adjusted to meet country-specific data gathering needs identified by the NLG.

8. Sample Introduction Letter for Key Institutional Survey

9. Key Institutional Survey – Government

10. Key Institutional Survey – Non-Government

11. Key Institutional Survey – a. Education and b. Education Addendum

12. Key Institutional Survey – Professional Association

3.   Worker survey option one – survey format

Overview

The worker survey is designed for individual members of the social service workforce in the country. The aim of the worker survey is to collect information that will help to better understand the existing needs and competencies of members of the social service workforce. It will also help to identify strengths of the workforce as well as areas where they could benefit from supportive supervision or additional education and training in specific topics. The survey asks questions about their current role, supervision, access to ongoing professional development, etc. There is also a self-assessment portion that requires workers to assess their own level of competence. These example questions are informed by the key functional competencies required by the social service workforce, particularly those working with children and families. These questions should be adapted to the particular functions and roles specific to the workers identified by the NLG when discussing the definition of the workforce and the range of workers in the country to be included in the mapping.

If it is preferred that supervisors fill out a different survey more specific to their role as supervisors, an alternative survey for supervisors is provided, following the same format as the worker survey.

Translation

Translation needs should be identified in advance by the organizing entity and discussed with the funding partner in order to ensure this aspect of the work is properly funded. Translation needs can be further discussed and refined during the initial NLG meeting. The surveys may need to be translated into more than one language depending on the country context. It will then need to be piloted with a few workers to test its clarity and the amount of time it will take workers to complete. The data that is received will then require translation into the common language that the report will be published in.

Sample size

Determining the total sample size for the worker survey is complex and will depend on what is already known about the potential number and location of workers, mapping budget, the size of the data gathering team, level of support from the NLG and other constraints. As always, results will be more precise with a larger sample size. The sample should be representative of the composition of the workforce, including

respondents from different cadres and geographic areas (including a mix of rural, peri-urban and urban). The number of surveys circulated should also account for at least a 20% non-response rate.

Format

Ideally, the final, translated and piloted worker survey can be inserted into an electronic format such as SurveyMonkey, as this makes data analysis easier. It will also enable questions to be linked (for example, those who click that they are a supervisor would then be referred to questions specific to supervisors). Hard copy forms can be used if electronic communication is not possible. This can be one by distributing and collecting paper copies of the survey. Regardless of distribution method, the survey should be administered by the data gatherer or by someone seen as neutral and unbiased. The NLG can help to brainstorm on the best approach or combined approach, including having a national association distribute them to members, distributing them to different organizations, distributing at a conference or existing gathering of workers, etc. The following table outlines some tips on when to use different formats.

Type of format	When to use it	Tips for administrator
Electronic survey tool (SurveyMonkey, Kobo, etc)	• When there is available and accessible internet • When there are available networks (listservs, email lists, apps, social media) to distribute survey link to workers • When you anticipate workers having 100% literacy • When there is an existing subscription or there are funds to pay for a subscription to use the survey tool	• The survey format in this toolkit allows for easy input into an online format • Online data collection enables analysis, with data able to be downloaded and then compiled into the master data spreadsheet • Add the cover sheet and consent information to the survey opening • Multiple methods of distributing the links to the full array of workforce cadres will need to be employed • Frequent reminders and a clear deadline will need to be sent to encourage a high response rate • Limit access to the survey company password to the data manager to ensure confidentiality and safety of respondents
Paper Survey – individual completion	• When there is limited or uneven access to internet or when workers are hard to reach electronically • When large meetings of different cadres of workers are already taking place, it may be more efficient to distribute a paper copy	• The survey and the topic of consent can be introduced by the administrator using the sample cover sheet • The perceived neutrality of the person distributing the survey may affect responses • Include time for data input in the budget • Store data in a safe place
Interview format	• When literacy levels are low • When trust is high	• It is even more important to provide information and gain respondents' consent, as responses are no longer anonymous • More carefully consider the perceived neutrality of the person asking questions, as this is more likely to affect responses in a one-on-one conversation • An online format of the survey (ie/ SurveyMonkey) could be used on a tablet or phone if the interviewer has internet access; see tips above • If paper format, see tips above
Mixed methods	• When some workers are accessible via internet but others are more remote	• Data integrity may disallow this • Data collected directly from individuals via a survey and via interviews may not be appropriate to analyze together, as results, level or type of information provided may vary • Perceived neutrality of interviewer /openness of interviews using different methods will need to be carefully assessed

Please see the attached social service worker survey and supervisor survey, as a starting point to be adapted, adding or changing questions as needed.

�֍ *13. Social Service Worker Survey*

✖ *14. Social Service Worker Supervisor Survey*

4.   Worker survey option two – focus groups

In some settings, particularly in cultures that are less individualistic and more collectivist and community-based, and where interests of the group are emphasized over those of the individual, workers may feel uncomfortable or unaccustomed to providing their personal viewpoint via a survey. A focus group may be a preferable option for obtaining information from workers. In some instances, this may limit the range and depth of information gathered; however, in others it may lead to more in depth group reflection on the primary issues. To some degree, the focus group format can take into account a desire for anonymity in responses. The data gathered will tend toward a more qualitative style of analysis than the quantitative approach offered through a survey format.

While the overall purpose and translation needs are similar, the sample size, format and the analysis will be quite different. When selecting a sample, consider the diversity in titles, functions and roles, and location (both geographic and type of employer). Focus groups are best when no more than 20-25 people.

The example provided in this toolkit takes into account that this style of information gathering can be useful in low literacy settings and includes tips on coding responses. Note that the questions and style of administration will need to be adapted and will also need to match any changes made to the KI surveys; for example, the question about key challenges should be the same across all tools used.

It is not suggested that the focus group format and a survey format be combined to gather information from social service workers, as the data cannot be analyzed together, but that at the onset either a worker survey *OR* a focus group option is selected.

Please see the attached tool that provides a guide for focus group facilitators.

✖ *15.Social Service Worker Focus Group Facilitator's Guide*

5.   Adding tools and questions

As noted throughout, the NLG and implementing entity can decide how best to adapt the foundational tools featured here, so that they reflect the national needs and definition of the social service workforce. There can be a tendency for surveys to ask a lot of interesting but extraneous questions that lead to responses that are challenging to analyze or do not have a useful purpose. There are an enormous range of questions that can be added to each of the options listed above, but questions added to any of the tools should have a specific purpose in terms of how the information will be analyzed and used.

➢ If there is an overwhelming "yes" response to question 2.5 on the Education KI survey, the education addendum 11.b. can be used to probe more deeply into faculty/lecturer recruitment and retention issues. This addendum is included to obtain responses from university leaders (deans, etc).

➢ A more in-depth competency assessment or skills audit may be of interest. This would entail adding questions to the worker survey specific to competency areas related to the primary job functions of the workforce as outlined when preparing the national definition of the social service workforce.

➢ A set of focus group questions for children, along with a set of ethical protocols could be added. Including their opinions and perspectives of the strengths and needs of the workforce can be a powerful addition to a mapping exercise. This could also be done at a later stage, when preparing the national strategic framework or action plan, in order to incorporate their recommendations. These questions will need to be very contextualized based on the different ways that children interact with different cadres of the social service workforce and are dependent on the types of services and support provided.

C.   Survey consent and confidentiality

It is important to ensure that each respondent understands the parameters of the study and that the information they provide will be considered confidential. Worker surveys should not have any personal identifiers, such as by requesting the name of the respondent. While very few questions are sensitive in nature, it is still important to uphold the confidentiality of responses. Confidential means that the implementing entity, and data managers in particular, will never associate a survey respondent's name with their survey response. When survey results are reported, they are always aggregated. Individual survey results are combined together and presented as a group. If any quotes are used in the report, they should be identified by only work title, not name of employer. Results should never be reported in a way that risks breach of confidentiality. The survey asks for only title, organization and location of work. However, this can be changed if it is overly identifying of a particular worker. For example, the question asking for city/town and province/state name could be substituted with a 3-option question such as whether their work is located in an urban, peri-urban or rural setting.

When carrying out the survey, the implementing entity must ensure that respondents are not placed at undue risk, that participation is voluntary and respondents are provided and agree to informed consent prior to their participation. The implementing entity must also ensure that there are provisions and protocols in place to protect the privacy of subjects and maintain the confidentiality of the data. Paper surveys completed by hand should be stored in a safe place for the duration of the study where only the mapping team from the implementing entity would have access to them. Respondents should be provided with written reassurance that their confidentiality will be maintained and consent obtained verbally.

The toolkit includes an example cover sheet for the worker survey that can be used to convey the purpose of the study, what the respondent will be requested to do, any risks or benefits of participating and the voluntary nature of it, the amount of their time required, confidentiality of their responses and who to contact if they have any questions. It can also be adjusted to be used to help introduce the study for an interview or focus group.

16. Social Service Worker Survey Cover Sheet

D.   Sequencing the data collection / Timeline tips

Depending on the level of input from the NLG and the size of the data collection team, it may be useful to stagger the phases of data collection. The administration of the worker survey can be time-intensive and require travel throughout the country (if administered on paper), so could be phased first. Alternatively, the group may opt to collect the information through the KI surveys first, as the discussions and information gathered may help to guide choices related to the distribution of the worker survey.

VI.   Data review, cleaning and analysis

A.   Overview of steps in coding and cleaning data

All data collected will need to be collated into one master data spreadsheet. Any surveys completed on paper will need to be manually entered. This time should be taken into account when calculating the number of days or hours of work for the data gatherers. Data from forms submitted electronically via SurveyMonkey or another similar format can be downloaded into an Excel spreadsheet and transferred to the master data spreadsheet.

As data is entered into the master data spreadsheet, there are likely to be gaps in the information provided, or the data may be unclear. Decisions may need to be made by the implementing entity, for example, about whether a particular reported degree program should be included, or whether a milestone noted is relevant to the parameters for the study set by the NLG. Circling back to the KIs or NLG members for further input on this data cleaning process can be time intensive.

VII.   Presenting findings

A.   Creating user friendly graphics

Workforce data should be presented in easy to read graphics, images and charts. Examples are provided to the right. Preliminary data can be reviewed by the NLG to be checked for clarity and the usefulness of its presentation for readers of the final report.

B.   Analyzing key findings

The data gathered can be analyzed in a number of ways, or additional questions can be added to further understand certain workforce issues.

36 certificate programs reviewed for this report

71% OF ASSOCIATIONS REPORTEDLY REQUIRE MEMBERS TO SIGN A CODE OF ETHICS.

59% OF PROGRAMS REQUIRE A FIELD PLACEMENT TO SUPPLEMENT THEORY-BASED CLASSROOM LEARNING WITH PRACTICE EXPERIENCE.

50% WERE ACCREDITED BY ACADEMIC INSTITUTIONS

50% WERE ACCREDITED BY GOVERNMENT
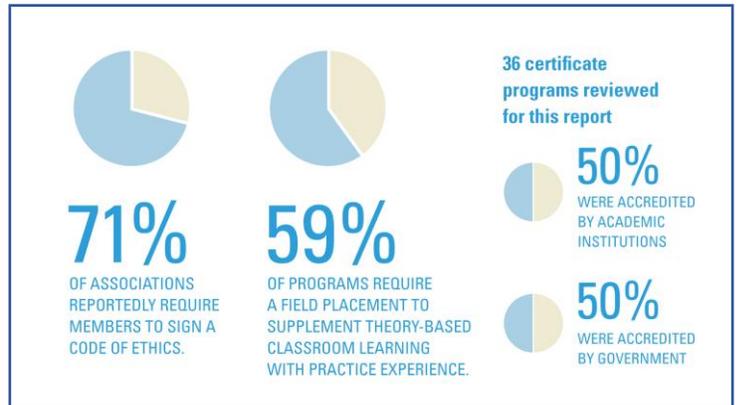
Areas that require more in-depth analysis across different parts of the surveys are featured below.

Challenges facing the workforce: Each of the surveys has a section assessing the respondent's opinions of challenges facing the workforce. Comparing responses between Key Institutions and workers, or between workers and supervisors, could illuminate any discrepancies between the perceived and actual challenges that workers experience. These differences can help the NLG explore potential changes to policy or implementation of helpful workforce strengthening approaches. Any areas of strong convergence should also send a signal of areas that need attention.

Ratios: Understanding the current ratio of government and non-government social service workers with responsibility for child protection per 100,000 children is essential for getting a sense of service delivery quality, in terms of its accessibility and availability to potential clients. Establishing this ratio is dependent on obtaining accurate data on the numbers of workers. It is essential that the data stem from the definition of the workforce identified by the NLG. Typically, up-to-date data for the denominator on the number of children under 18 years of age in the country can be identified through annual UNICEF State of the World's Children Reports. When compiled with other information, it can be useful for assessing potential caseload sizes and demands placed upon workers (which may then affect worker retention). It can also be assessed sub-nationally by comparing regions, or comparing ratios reported in rural settings to urban settings. The ratio can also be presented against the backdrop of available data on prevalence of child protection issues, such as rates of violence against children. Tracking changing ratios over time can also pinpoint issues needing more attention.

Worker pipeline: If data on the number of graduates from different levels of degree programs is available, this can be useful to consider both the pipeline of lecturers and workers. For example, if there are few graduates with a doctoral degree, the implementing entity can follow up with universities to discuss availability of lecturers for masters degree programs. If there are far fewer graduates of degree programs than there are current workers employed, discussions can center on the pipeline of workers needed for the particular functions and roles identified and whether workers are receiving appropriate training to perform these roles, or if the short courses offered are adequate. The NLG may also consider the range of ages provided in the worker survey to identify if there is an aging workforce, signaling a potential pipeline problem. Analyzing data based on response by gender may also point to recruitment or retention issues related to gender. The NLG may consider adding questions to address pipeline issues, as relevant in the country. For example, if it is known that there are issues related to emigration or so-called "brain drain" that affect the pipeline of workers, questions to clarify this can be added. Or if there are issues related to immigration and better recognizing prior learning from other countries that could lead to a stronger pipeline of workers, questions can be added to clarify.

Supervision: The questions currently in the worker survey aim to address whether workers are receiving not just basic administrative or task-oriented supervision, but supportive supervision in the types of ways listed. It may be challenging to obtain workers' perceptions of the quality of their supervision (and thus their opinion about their own supervisors). To ensure the quality and accuracy of the data, the NLG members, knowing the cultural context, should work with the implementing entity to make adjustments to these questions and the way the survey or focus group is administered. It is important to know, from the worker point of view, whether they are receiving the support they need to perform their job at a high level. It is also important to know from the supervisor point of view, via the supervisor survey, whether supervisors are receiving the support and training they need. Comparing views of workers with supervisors may reveal any gaps in training or support that may need to be addressed. Research studies have identified supportive supervision as one of the primary elements linked to stronger worker performance.[10]

C.   Validating findings

Once data is gathered, cleaned, and preliminary analysis has been completed, an overview of the data should be prepared for review by the NLG as well as a sample of KIs and social service workers who were engaged in the mapping process. Preparation of key infographics, charts and tables into a PowerPoint or onto handouts is one way to easily convey key information to be discussed. Input from these groups is needed to assess any remaining gaps or potential misrepresentations in the analysis process. This opportunity to review also will better prepare all groups for the discussion of recommendations to come.

The NLG can first hold a meeting to discuss the findings and review the range of data gathered. They can discuss any additional information that may need to be gathered to supplement or clarify the findings. They can work with the implementing entity to identify the KIs with whom to also discuss the findings and gather any additional data.

Next, meetings should be arranged with the KIs, sending them the compiled data in advance so that they can review it and discuss at the meeting. The purpose is to both clarify any gaps or misrepresentations in their portion of the completed data as well as to encourage them to elucidate any meaning from the data as a whole, across the entire mapping (for instance, linkages they may see between their area of work and others, or between the KI feedback and worker feedback). The implementing entity can also gather their recommendations on next steps to compile with others.

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[10] Global Social Service Workforce Alliance. 2016. Evidence Base on the Social Service Workforce: Current Knowledge, Gaps and Future Research Direction. http://www.socialserviceworkforce.org/resources/evidence-base-social-service-workforce-current-knowledge-gaps-and-future-research

Likewise, meetings with groups of social service workers that can be easily arranged (to be identified by the NLG and/or implementing entity) should be held to gain their perspectives on what the data means to them, whether they feel it is an accurate depiction of their challenges and needs, and what they feel are the root causes of the issues raised. They should also be asked what they think would be the most helpful future change to improve the work they perform with children and families and what recommendations they have for those on the NLG who will be working on developing a national plan to strengthen the social service.

D.   Identifying recommendations

Once the data is validated, another meeting should be held with the NLG to draw up the primary recommendations that the group has as a result of the data being gathered. These recommendations can be categorized under planning, developing and supporting the workforce. A prioritization exercise can be held to help identify the highest priority short-term and long-term needs. This will also help to ensure that the list of recommendations is not so long as to be overwhelming and unachievable. These recommendations will then be inserted into the final report.

E.   Preparing the report

The final report should outline the purpose and background of the mapping exercise, explaining why the mapping was undertaken. It should include the definition of the social service workforce as identified by the NLG. The methodology used to gather data should be outlined. The findings of the data can be grouped or outlined by indicator, utilizing infographics, charts and tables. And the report can provide an analysis of the findings, as well as recommended next steps that should be considered when drawing up a national action plan to strengthen the social service workforce. The report should not be too lengthy, but if more than 30 pages, should include an executive summary.

VIII.   Utilizing findings

A.   Example strategies for dissemination and discussion of findings

The data and findings generated from the mapping, once highlighted in a final, public report, should be widely disseminated. A forum, symposium, or conference could be included in the mapping budget and held to disseminate and discuss the findings and their implications with a broader national audience. This meeting could form one of the first steps to a broader national action planning process.

When preparing key messages to communicate the findings and build awareness of the importance of strengthening the social service workforce, the Global Advocacy Toolkit for the Social Service Workforce may be a useful resource.[11]

Workforce data from a given country can also be shared with other countries in the region on regional platforms. The information will also be useful to other countries around the world, and the end report as well as national action plans can be added to the Alliance website at www.socialserviceworkforce.org.

B.   Discussing findings to develop workforce strengthening plans

The NLG can utilize the information and recommendations gathered through the mapping to begin a process to develop a national workforce strengthening action plan or strategy. The strategy should make choices about key workforce elements to strengthen in the near- and longer-term and should incorporate actions related to the diversified workforce of para professionals and professionals at community, district, regional and national levels. The NLG can make plans to include the views and experiences of children, youth and adults who have received services as part of the development of the plans. The NLG will also need to identify funding and commitments to implement the strategy and track progress.

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[11] Global Social Service Workforce Alliance. 2017. Global Advocacy Toolkit for the Social Service Workforce. http://www.socialserviceworkforce.org/resources/global-advocacy-toolkit-social-service-workforce

In order to keep the plans up to date, the NLG will need to carry out a process of monitoring, evaluating and reporting against the indicators used to guide the mapping, with a repeated data gathering plan every two to three years.

C.   Integrating findings into academia and training programs

While it is important that the findings are incorporated into strategic frameworks or national plans of action to strengthen the social service workforce, the depth of available data can also be useful to researchers and others preparing journal articles, curricula or other materials for use in training programs or conference presentations.

IX.   Appendix of Tools

The following tools are included in this mapping toolkit. Please note that these are meant to be adapted as needed. While provided within this toolkit in PDF format, we encouage you to contact us to obtain Word versions of these documents that will be easier to edit as needed. The Word forms are formatted to be fillable, so that respondents can type into them. Please request these by emailing:
contact@socialserviceworkforce.org

1. Sample Terms of Reference - National Leadership Group
2. NLG – Tip Sheet for Getting Started
3. Sample Agenda - NLG Start Up Meeting
4. Sample Terms of Reference - Team Lead, Workforce Mapping Team
5. Sample Terms of Reference - Data Manager, Workforce Mapping Team
6. Implementing Entity – Tip Sheet on Getting Started
7. Literature Review Matrix
8. Sample Introduction Letter for Key Institutional Survey
9. Key Institutional Survey – Government
10. Key Institutional Survey – Non-Government
11. Key Institutional Survey – a. Education and b. Education Addendum
12. Key Institutional Survey – Professional Association
13. Social Service Worker Survey
14. Social Service Worker Supervisor Survey
15. Social Service Worker Focus Group Facilitator's Guide
16. Social Service Worker Survey Cover Sheet

1. Sample Terms of Reference - National Leadership Group for Social Service Workforce Mapping

Introduction

To protect children from violence, abuse and exploitation, as well as support their access to justice and quality care, it is imperative to have an effective child protection system. One critical element of that system is a strong social service workforce with a clear mandate. The working definition of the social service workforce is: *Paid and unpaid, governmental and nongovernmental professionals and paraprofessionals working to ensure the healthy development and well-being of children and families. The social service worker focuses on preventative, responsive and promotive programs that sup port families and children in our communities by alleviating poverty, reducing discrimination, facilitating access to needed services, promoting social justice, and preventing and responding to violence, abuse, exploitation, neglect and family separation.*[12]

However, limited data about the workforce and the systems that support the workforce make it challenging for all relevant government departments and partners to identify and implement evidence-based solutions to strengthen the workforce and improve services and support to vulnerable children and families. It is also well-established that the complexity of social service workforce structures and employment dynamics require a collaborative approach.

For these reasons, (NAME OF ORGANIZING ENTITY), decided to carry out a comprehensive mapping and assessment of the social service workforce in (NAME OF COUNTRY). This study will be implemented by (NAME OF IMPLEMENTING ORGANIZATION) who will be responsible for developing a final report and recommendations. In (NAME OF COUNTRY) the process will be led by a National Leadership Group (NLG), which will offer an important platform for bringing stakeholders together to participate in, guide and own the process.

The purpose of the mapping and assessment is to create and analyse baseline information and data on the status of the social service workforce in (NAME OF COUNTRY) in order to guide the development and implementation of country-level action plans to strengthen the social service workforce. It is meant to reflect the work of national stakeholders to improve policies, programs, advocacy and knowledge generation on workforce strengthening.

Purpose and role the National Leadership Group

The main goal of NLG is to guide, support and contribute to a national mapping and assessment of the social service workforce and ensure usage of the data gathered to develop priority workforce strengthening actions and a strong national workforce strengthening plan.

The roles of the NLG are to:
- Participate in meetings and roundtables and contribute to the discussions on a regular basis during the implementation of the mapping and assessment exercise
- Agree on the parameters of the workforce mapping, the definition of the social service workforce and the range of workers to be included in the mapping
- Review and validate the assessment methodology and tools and discuss and agree with the implementing entity on the approach to ensure an effective date collection and assessment process

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[12] *from www.socialserviceworkforce.org/social-service-workforce*

- Ensure linkages to other efforts to map or strengthen child protection and social service systems
- Provide the implementing entity with information and reports reflecting the status of the social service workforce in the country, as it is documented in national legislation, strategies, policies, etc
- Support timely and constructive engagement of the relevant actors possessing required data
- Provide feedback on the initial data, helping to identify gaps in order to ensure that the information gathered is an adequate representation of the country's situation
- Provide initial recommendations for next steps based on preliminary data, to be included in report
- Provide feedback on the draft and final report that presents the findings
- Disseminate country and regional findings
- Support development of priority actions to strengthen the social service workforce, leading to a national social service workforce strengthening strategic framework or action plan
- Provide reflections on the process, making suggestions for improvements for future processes

Members of the National Leadership Group
The NLG will be led by the (NAME OF ORGANIZING ENTITY) and will be composed of approximately 15-20 members, representing the key entities involved in planning, producing, managing, and supporting the country's social service workforce, for example all relevant government institutions, civil society and non-profit organizations, religious organizations, universities, professional associations, social service workforce, bilaterals and multilaterals such as the UNICEF Country Office. The role of an NLG member is performed on a voluntary basis. The role continues through the period of the study and also supports the development and implementation of the recommended actions. NLG members are expected to commit to the full term.

Periodicity of meetings of the Country-level Task Group
(NAME OF ORGANIZING ENTITY) will convene NLG meetings on a regular basis during implementation of the mapping and assessment. This will entail:
- 1-2 meetings to discuss the purpose of the assessment, clarify definitions, share assessment methodology and tools, review role of the NLG members, create mapping timeline
- 1 meeting to provide update on the progress on data collection
- 1 one-day workshop to validate data collected and discuss initial recommendations
- 1-2 check ins or meetings during the period of data analysis and report writing
- 1 half day validation workshop of the final report and to gather recommendations for next steps
- After completion of the final report, 1-3 meetings to discuss the implementation of the action plan and format for the group moving forward

Factors that Support Effectiveness of NLG Work
- Members commit to serving on the NLG for the duration of the assessment in order to avoid, as much as possible, changes to the group composition. Ideally, members commit to continuing to meet past the mapping and assessment phase to work together on implementation of the recommendation actions.
- The group develops and commits to clear timeline completion dates, holding an adequate number of meetings during that time
- Each meeting is chaired by (NAME OF ORGANIZING ENTITY)
- Meeting agenda and notes are developed by the implementing entity and shared with those who may have missed the meeting

2. NLG – Tip Sheet for Getting Started

Item	Tips
Invitations	• The organizing entity, implementing entity and funding partner can work together to identify individuals representing an array of organizations working to strengthen the social service workforce in the country, ensuring representation from government ministries, universities, professional associations, civil society and non profit organizations, UN agencies, etc. • Invitations to identified individuals should be sent out by the organizing entity on official letterhead; language from the **NLG - *Sample Terms of Reference*** can be used to draft the invitation letter. • Select members based on their ability to commit to serving on the NLG for the duration of the assessment in order to avoid, as much as possible, changes to the group composition
Planning first meeting	• Prior to the meeting, the organizing entity, implementing entity and funding partner can work together to agree on roles and responsibilities for the first NLG meeting, including who will chair the meeting, organize the first meeting logistics (identifying and covering any costs of meeting space, refreshments, equipment and copies needed, etc) and prepare meeting notes • An example agenda is provided to start discussion on topics to cover; finalize meeting agenda and identify presenter and facilitator roles
Establishing clear goals	• Example goals of the mapping process and of the NLG role are included in the toolkit. These can be presented and reviewed for edits and approval by the new NLG members at the first meeting. • At the first meeting, the group should identify and agree to some basic ground rules for meetings, develop and commit to clear timeline completion dates and agree to hold an adequate number of meetings during that time

Ensuring necessary support	• The group will need effective administrative support. This should be discussed in advance, and could include, for example:
	   o Drafting and helping to send invitations
	   o Developing agendas and presentations
	   o Preparing meeting notes
	   o Facilitating communications between NLG and implementing entity to obtain any written feedback on the initial data, preliminary and final reports and recommendations between meetings

Establishing the definition of the workforce	• Share the existing global definition of the social service workforce[13] • Discuss the definition of "social work" and the ways that the social service workforce definition differs and includes social work. Discuss other workers included under the social service workforce umbrella in the country. • Discuss any related laws or policies that incorporate any definitions or

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[13] Global Social Service Workforce Alliance. 2019. Definition of the Social Service Workforce.

	mentions of the social service workforce
	• Ask the NLG members to list all possible roles/titles of social service workers in the country
	• Discuss and define who are "allied professionals"
	• Prepare a chart to begin to record the various levels, employers and roles of the workforce, as this will help in determining Key Institutions and workers to complete surveys, as well as refine the definition.
	• Prepare a draft of the definition to circulate for review and final editing
	• The discussion of who to include and not include may be contentious. The NLG may not be able to reach full consensus on the definition with all parties, but should listen to and incorporate as many viewpoints as possible in this process. The definition can be considered a "living definition" that can be reviewed and updated periodically, particularly as future progress is made against some of the actions in the strategic framework or action plan.

3. Sample Agenda - NLG Start Up Meeting
Location, Date

TIME	TOPIC	FACILITATED BY	MATERIALS NEEDED
8:30 - 9:00	*Introductions*	(NAME OF ORGANIZING ENTITY)	Name tags
9:00 – 9:15	*Background and overview of the workforce mapping objectives*	(NAME OF ORGANIZING ENTITY)	PowerPoint, projector
9:15– 10:00	*Overview of workforce mapping framework and methodology*	(NAME OF IMPLEMENTING ORGANIZATION / MAPPING TEAM)	PowerPoint, Handouts: Mapping process diagram, NLG TOR
	Roles and responsibilities of the NLG		
10:00 – 11:00	*Facilitated group discussion on definition of workforce*	(NAME OF IMPLEMENTING ORGANIZATION / MAPPING TEAM)	PowerPoint, Flip chart, markers
Tea Break			
11:15 – 12:00	*Presentation on sampling frame, tools, data collection and analysis*	(NAME OF IMPLEMENTING ORGANIZATION / MAPPING TEAM)	PowerPoint Handouts: Survey examples
	Exercise to contextualize sampling, tools		Flip chart, markers
12:00 – 12:30	*Roles and responsibilities for data collection*	(NAME OF ORGANIZING ENTITY)	
	Development of timeline		
12:30 – 13:00	*Summary, review of commitments and next steps*	(NAME OF ORGANIZING ENTITY)	

4. Sample Terms of Reference - Team Lead, Workforce Mapping Team
(Name of Implementing Entity)

Background

In order to achieve a strong social service system, a well planned, developed and supported social service workforce must be in place. The social service workforce is defined as (insert definition here).

Purpose / Rationale

The purpose of a workforce mapping is to create and analyze a baseline of information and data on the status of the social service workforce in (NAME OF COUNTRY) in order to guide and assist country-level action plans to strengthen the social service workforce. It will ultimately help address the question of whether the current workforce system is adequate to address the needs of vulnerable children and families, and if not, will help identify approaches to fill gaps.

In harmony with established global indicators of workforce strengthening, this workforce mapping will:
- Provide a basic overview of the context for **workforce planning**, including:
  - Relevant policies and regulations related to the social service workforce, including statutory frameworks
  - Financial and other resources currently dedicated to hiring, employing and training social service workers
  - The number of social service workers responsible for child protection per 100,000 children, according to type (governmental and non-governmental) and vacancy rates where available
  - Certification, registration and/or licensing requirements and practices
- Provide a basic overview of the context for **workforce development and training**, including:
  - Availability of different levels of education, training, and field placements/practice learning
  - Workers' perceptions of availability and accessibility of ongoing professional development opportunities
- Provide an overview of the context for **workforce support**, including:
  - Workers' perceptions of challenges and opportunities, supervision and career paths
  - The presence, role, size and effectiveness of professional associations
- Identify implications and recommendations for social service workforce strengthening to be integrated into national strategic frameworks or action plans.

Activities and Tasks

The purpose of this role is to support mapping and assessment of the social service workforce. A process will be undertaken to engage a national leadership group in developing the full scope of the process. The NLG will also hold meetings to discuss preliminary findings and recommendations for strengthening and advocating for the social service workforce. The Team Lead will supervise the work of the mapping team member(s), the data manager (or data gatherers if multiple). The Mapping Team will work closely with and support the NLG and present information from this process in a final report.

Under the supervision of (NAME OF ORGANIZING ENTITY), the Team Lead will be responsible for carrying out the following tasks:

1. Prepare data gathering plan including finalization of data gathering tools based on NLG feedback
   - Develop draft mapping tools for review by (NAME OF ORGANIZING ENTITY)
   - Support (NAME OF ORGANIZING ENTITY) to facilitate invitation to and engagement of NLG members including representatives from key entities involved in planning, producing, managing, and supporting the country's social service workforce, for example all relevant government institutions, civil society and non-profit organizations, religious organizations, universities, professional associations, social service workforce, bilaterals and multilaterals such as the UNICEF Country Office
   - Support (NAME OF ORGANIZING ENTITY) to host NLG first meeting, preparing presentations and information as needed with (NAME OF ORGANIZING ENTITY)
   - Finalize mapping tools and data gathering plan based on NLG feedback, identifying roles and responsibilities of NLG members in providing assistance with data gathering
2. Oversee and carry out data collection and data analysis
   - Support team members to collect data per NLG plans, carrying out follow up discussions with key stakeholders as needed to fill in any gaps in data
   - Support data manager on data cleaning and analysis, maintaining organized database to be shared with (NAME OF ORGANIZING ENTITY)
   - Review and refine preliminary data analysis, charts and tables prepared by data manager as needed
   - Distribute draft data to the NLG prior to meeting to validate the data
   - Hold follow up meetings with KIs and groups of social service workers to review and validate the data, also obtaining their initial ideas on recommendations to suggest to the NLG for inclusion in the report
3. Support NLG meetings to identify recommendations for strengthening and advocating for the social service workforce based on preliminary data
   - Facilitate meeting to review preliminary country level data and a following meeting to identify recommendations for a future workforce strengthening strategic framework or action plan
4. Preparation of final workforce mapping report
   - Incorporate feedback into a first draft analysis report for review by (NAME OF ORGANIZING ENTITY, NAME OF FUNDING PARTNER)
   - Integrate feedback to prepare second draft of report for review by NLG
   - Finalize report for dissemination
   - Work with NLG on dissemination plan and identification of detailed next steps

Key Results and Deliverables

Result 1: Preparation of data gathering plan including finalization of data gathering tools based on NLG feedback
Result 2: Completion of data collection and data analysis resulting in preparation of initial findings for review by NLG and a draft database
Result 3: National meetings held by NLG to identify recommendations for strengthening and advocating for the social service workforce and to finalize report
Result 4: Preparation of final workforce mapping report and dissemination of report

Location and Travel

(Outline here location of work, if office or home based, parameters around access to telecommunications such as holding meetings via Skype). This work may require approximately X days of travel. (Note here if the Team Lead will coordinate own travel plans and/or travel for other team members. Note how travel costs will be discussed and approved in advance and reimbursed.)

Period of Performance - Compensation

The work is estimated to be completed through **X days of work** during the period of (DATE RANGE) at a rate of **x** per day. **Performance Based Contract:** 2 equal payments will be based on completion of 1) results 1-2 and 2) results 3-4 per above schedule.

Qualifications

The successful team lead will be able to demonstrate skills in the following areas:

- University degree in social work or equivalent;
- At least 10 years of professional experience in social work or other social service workforce areas;
- Demonstrated knowledge and technical capacity in social service workforce strengthening and child protection programming
- Minimum 3 years of experience working with international agencies or institutions in developing countries and implementing programs for vulnerable children and families based on core child protection and human rights principles, guidelines and standards
- Experience engaging effectively with bilateral agencies; the United Nations and other multilateral agencies; national governments and counterparts; non-profit organizations; universities; professional associations and other key stakeholders.
- Excellent data collection and analysis skills as evidenced through previous work examples;
- Strong demonstrated skill in creating and utilizing Excel spreadsheets
- Administrative and planning skills, including the ability to organize and support NLG meetings;
- Fluency in (NAME OF LANGUAGE) languages is required; (NAME OF LANGUAGE) as an additional language is preferred.

5. Sample Terms of Reference - Data Manager, Workforce Mapping Team
(Name of Implementing Entity)

Background

In order to achieve a strong social service system, a well planned, developed and supported social service workforce must be in place. The social service workforce is defined as (insert definition here).

Purpose / Rationale

The purpose of a workforce mapping is to create and analyze a baseline of information and data on the status of the social service workforce in (NAME OF COUNTRY) in order to guide and assist country-level action plans to strengthen the social service workforce. It will ultimately help address the question of whether the current workforce system is adequate to address the needs of vulnerable children and families, and if not, will help identify approaches to fill gaps.

In harmony with established global indicators of workforce strengthening, this workforce mapping will:

- Provide a basic overview of the context for *workforce planning*, including:
  - Relevant policies and regulations related to the social service workforce, including statutory frameworks
  - Financial and other resources currently dedicated to hiring, employing and training social service workers
  - The number of social service workers responsible for child protection per 100,000 children, according to type (governmental and non-governmental) and vacancy rates where available
  - Certification, registration and/or licensing requirements and practices
- Provide a basic overview of the context for *workforce development and training*, including:
  - Availability of different levels of education, training, and field placements/practice learning
  - Workers' perceptions of availability and accessibility of ongoing professional development opportunities
- Provide an overview of the context for *workforce support*, including:
  - Workers' perceptions of challenges and opportunities, supervision and career paths
  - The presence, role, size and effectiveness of professional associations
- Identify implications and recommendations for social service workforce strengthening to be integrated into national strategic frameworks or action plans.

Activities and Tasks

The purpose of this role is to support mapping and assessment of the social service workforce. A process will be undertaken to engage a national leadership group in developing the full scope of the process. The NLG will also hold meetings to discuss preliminary findings and recommendations for strengthening and advocating for the social service workforce. The Mapping Team will also include a Team Lead, who will supervise the work of the data manager. The Mapping Team will work closely with and support the NLG and present information from this process in a final report.

Under the supervision of the Team Lead, the data manager will be responsible for carrying out the following tasks:

- Gather existing background documents, reports and literature relevant to the workforce mapping; analyze and provide written overview of the documents and other data, especially as available in the local language
- Support Team Lead and (NAME OF ORGANIZING ENTITY) with any necessary meeting preparation in advance of NLG meetings
- Assist in preparation of NLG meeting notes
- Work with the Team Lead on finalizing the data gathering tools, reflecting NLG feedback and translating tools as needed into local language
- Oversee pilot testing of data gathering tools and provide written feedback to Team Lead in order to finalize the tools
- Carry out data collection per NLG plans, including potential travel to interview social service workers where electronic survey methods are unavailable
- Carry out data cleaning and create database reflecting all final data
- Prepare presentation of key preliminary findings, creating tables and charts to present to NLG for review and feedback
- Assist in filling in data gaps identified after the initial data analysis and NLG review
- Support Team Lead as required (i.e. translating, organizing side meetings, etc.)
- Support Team Lead in obtaining NLG feedback on recommendations for priority actions in strengthening the social services workforce

Key Results and Deliverables

Result 1: Complete written analysis for literature review
Result 2: Support data gathering process and compile database of information gathered in the country via data gathering tools
Result 3: Prepare tables and charts to present preliminary findings to NLG
Result 4: Finalization of data in final report

Location and Travel

(Outline here location of work, if office or home based, parameters around access to telecommunications such as holding meetings via Skype). This consultancy may require approximately X days of travel. (Note here if the consultant will coordinate own travel plans and/or travel for other team members. Note how travel costs will be discussed and approved in advance and reimbursed.)

Period of Performance - Compensation

The work is estimated to be completed through **X days of work** during the period of (DATE RANGE) at a rate of **x** per day. **Performance Based Contract:** 2 equal payments will be based on completion of 1) results 1-2 and 2) results 3-4 per above schedule.

Qualifications

The successful candidate or team will be able to demonstrate skills in the following areas:
- University degree in social work or social sciences;
- At least 5 years of professional experience in social work or other social service workforce areas;
- Experience working in academic institution, professional organization, NGO or governmental entity providing/managing provision of social services;
- Strong quantitative and qualitative data collection, management and analysis skills as evidenced through previous work examples;
- Working relationships with the key stakeholders in the field of child protection and social service;
- Administrative and planning skills, including the ability to organize and support NLG meetings;
- Fluency in (NAME OF LANGUAGES) languages is required; (NAME OF LANGUAGE) as an additional language is preferred.

6. Implementing Entity – Tip Sheet on Getting Started

Prior to first NLG Meeting - Onboarding

- Hold meetings with funding partner and organizing entity, discuss parameters of study and composition of mapping team
- Identify and hire (if needed) staff or consultants to be in roles as team lead and data gatherers

Prior to first NLG Meeting – Meeting Planning

- Agree on roles and responsibilities for first NLG meeting, including who will invite NLG members and who will organize first meeting logistics
- Prepare meeting agenda and identify presenter and facilitator roles
- Review and make any initial adaptations to data gathering tools to present for discussion at first meeting; print copies of sample surveys
- Prepare overview presentation of global definition and suggested mapping methodology
- Prepare draft of the NLG Terms of Reference, filling in relevant information into the sample as needed, in order for the NLG to review and refine at the meeting
- Prepare group facilitated exercise to discuss the workforce definition

After first NLG meeting

- Support preparation and dissemination of meeting notes to NLG members, including the agreed to definition of the workforce for any further comment
- Prepare initial literature review prior to next NLG meeting (with additional literature contributed by NLG members)

7. Literature Review Matrix

Degree by which the following information is covered in the reviewed documents
0 – no information available; 1 – little information available; 2 – some information available but needs elaboration;
3 – adequate information available

Resource (with weblink where available)	Background context on child protection and social protection systems	Policies and legislation with specific mention (description of roles, definition, mandates etc) of the social service workforce	Education and training available to the SSW (degree, diploma, certificate)	Government workforce description and numbers	Non-government workforce description and numbers	Information about professional associations	Recent workforce strengthening initiatives and milestones related to planning, developing and supporting the workforce[14]
Title of Resource, Year of Publication, Author, Weblink	Rating: Description:	Rating: Description:	Rating: Description:	Rating: Description:	Rating: Description:	Rating: Description:	Rating: Description:
Title of Resource, Year of Publication, Author, Weblink	Rating: Description:	Rating: Description:	Rating: Description:	Rating: Description:	Rating: Description:	Rating: Description:	Rating: Description:
Title of Resource, Year of Publication, Author, Weblink	Rating: Description:	Rating: Description:	Rating: Description:	Rating: Description:	Rating: Description:	Rating: Description:	Rating: Description:
Title of Resource, Year of Publication, Author, Weblink	Rating: Description:	Rating: Description:	Rating: Description:	Rating: Description:	Rating: Description:	Rating: Description:	Rating: Description:

[14] This relates to the SSW Framework described here: http://www.socialserviceworkforce.org/framework-strengthening-social-service-workforce

8. Sample Introduction Letter for Key Institutional Survey

The following text can be adapted and used to prepare a letter of introduction to Key Institutions (Government, Non-Government, Education, Professional Associations) who will respond to the survey. It could also be adapted to be read as an introduction during an interview with Key Institutions and can be adjusted to serve as a cover sheet when sending the survey.

With this letter, (ORGANIZING ENTITY), on behalf of (IMPLEMENTING ENTITY) and our National Leadership Group on Social Service Workforce Strengthening, invite you to provide your input into the (COUNTRY NAME) National Social Service Workforce Mapping. The purpose of this mapping exercise is to have more information about the social service workforce in (COUNTRY NAME) in order to create stronger national plans to better support social service providers and workers to improve the lives of children and families. This will in turn strengthen the child protection and social service systems in the country.

This survey is for key institutions engaged in planning, developing or supporting the social service workforce in our country. It requests data and information pertaining to the workforce.

Your participation is voluntary, and you may choose to not respond to any or all questions or may withdraw without consequences. You will not be compensated for completing the survey.

The survey is being implemented by (NAME OF IMPLEMENTING ENTITY).

While the data we seek to gather is in the public sphere, we are able to keep your responses confidential if you wish. We do request that you complete the survey with your name, so that we can return to you with any follow up questions as needed. Responses will not be identified by individual and responses will be compiled together and analyzed as a group.

It is expected to take 30 minutes of your time.

We appreciate you taking the time to send the information requested in the survey and letting your voice be heard. If you prefer providing the information via a phone call or meeting, please let us know.

If you have any questions, please contact: (include contact details for team lead at implementing entity).

Please send by (DATE) the completed survey to: (include contact details for data manager at implementing entity).

9. Key Institution Survey – Government
for (✎Country Name) Social Service Workforce Mapping

Section 1: Institution information

1.1 Name of Institution/ Organization:

Name of Government Institution

1.2 Location:

Town/City   Province/State

1.3 Contact person: **1.4** Title:

First Name   Last Name   Work title/ name of position

1.5 Email:

Contact person email address

Section 2: Workforce Data

2.1 Please complete the table below, providing the number of social service workforce staff by ministry, department, title and location. Please attach any available job descriptions for the titles listed below.

Ministry	Department	SSW Position Title	Primary Functions of that Title	Number of Staff with that title by location ✎		
				# at national /central level	# at Provincial/ State/ Regional level	# at local/ community/ town level

2.2 Are there national policies or legislation that describe the role or functions of any of the titles listed above? ☐ Yes | ☐ No

If yes, please provide the name or title of the policy or legislation

2.3 Please check if any of these issues currently affect the numbers of workers as listed above in the table ✎:

☐ Hiring freeze | ☐ High vacancy rates | ☐ Budget issues | ☐ "Brain drain" or emigration

Please describe

2.4 For each ministry department listed above, please describe the department's social welfare service mandate:

Ministry	Department	Description of department's social welfare service mandate	Name of policy or legislation where this is described if available

Section 3: Challenges

3.1 What are the 3 biggest challenges your country faces in strengthening the social service workforce? Please check the **top three**:

☐ low salaries   ☐ lack of training and professional knowledge

☐ high workload   ☐ poor supervision and support system

☐ low motivation   ☐ limited resources to work with

☐ low authority   ☐ ineffective interagency collaboration

☐ lack of clarity in roles/performance expectations   ☐ poor work conditions/facilities

☐ lack of career advancement opportunities   ☐ weak information management, records, data management

☐ other_____

Section 4: Opportunities

4.1 Are there compelling current initiatives underway related to planning, developing or supporting the workforce in your country that you think should be highlighted? These examples will be considered when developing a future national workforce strengthening plan, to ensure future initiatives build on existing practice. Please use the Framework for Strengthening the Social Service Workforce found <u>here</u> as a guide in order to help highlight innovative and effective approaches to strengthening the workforce. Please provide a brief description and/or send a relevant report with your response to this survey.

Primary category of the initiative	Organization/ Project Name	Description of the initiative
Planning		
Developing		
Supporting		

4.2 What are some of the country's most important milestones and achievements in the last 5 years related to strengthening the government social service workforce? (If there are multiple important milestones, feel free to prioritize them)

_____

_____

_____

10. Key Institution Survey – Non-Government Organization
for (✏Country Name) Social Service Workforce Mapping

Section 1: Institution information

1.1 Name of Institution/ Organization:

Name of NGO / NGO Network / Civil Society Group

1.2 Location:

Town/City   Province/State

1.3 Contact person: **1.4** Title:

First Name   Last Name   Work title/ name of position

1.5 Email:

Contact person email address

Section 2: Workforce Data

2.1 Please complete the table below, providing the number of social service workforce staff by organization, project, title and location. Please attach any available job descriptions for the titles listed below.

Organization / Civil Society Group Name	Program/Project/ Department Name	SSW Position Title	Number of Staff with that title by location ✏		
			# at national /central level	# at Provincial/ State/ Regional level	# at local/town/ community level

2.2 Are there national non-governmental, non-profit networks of organizations that share information about their social service employees? ☐ Yes | ☐ No

If yes, please describe

Section 3: Challenges

3.1 What are the 3 biggest challenges your country faces in strengthening the social service workforce? Please check the **top three**:

☐ low salaries
☐ high workload
☐ low motivation
☐ low authority
☐ lack of clarity in roles/performance expectations
☐ lack of career advancement opportunities
☐ other_____

☐ lack of training and professional knowledge
☐ poor supervision and support system
☐ limited resources to work with
☐ ineffective interagency collaboration
☐ poor work conditions/facilities
☐ weak information management, records, data management

10. Key Institution Survey – Non-Government Organization
for (✎Country Name) Social Service Workforce Mapping

Section 4: Opportunities

4.1 Are there compelling current opportunities or initiatives underway related to planning, developing or supporting the workforce in your country that you think should be highlighted? These examples will be considered when developing a future national workforce strengthening plan, to ensure future initiatives build on existing practice. Please use the Framework for Strengthening the Social Service Workforce found here as a guide in order to help highlight innovative and effective approaches to strengthening the workforce. Please provide a brief description and/or send a relevant report with your response to this survey.

Primary category of the initiative	Organization/ Project Name	Description of the initiative
Planning		
Developing		
Supporting		

4.2 What are some of the country's most important milestones and achievements in the last 5 years related to strengthening the non-government social service workforce? (If there are multiple important milestones, feel free to prioritize them)

_____

_____

_____

_____

_____

END OF SURVEY

11a. Key Institution Survey – Education
for (✏Country Name) Social Service Workforce Mapping

Section 1: Institution information

1.1 Name of Institution/ Organization:

Name of Education Institution

1.2 Location:

Town/City   Province/State

1.3 Contact person: **1.4** Title:

First Name   Last Name   Work title/ name of position

1.5 Email:

Contact person email address

Section 2: Education and Training Data

Degree Programs

2.1. Please fill out the chart below, providing information on the type of degree from fields relevant to the social service workforce (such as). Please submit any links or documents listing academic programs relevant to the social service workforce.

Name of university or educational institution	Name of the degree (✏social work, counseling etc)	Level of Degree (✏insert relevant to the country, for example, Bachelors, Masters, PhD)	Length of study (in months)	Requires a field placement (yes/ no / not sure)	Length of field placement	Year of the last graduating class	Number of graduates in the last graduating class	Year the program was established

2.2 Who approves, accredits or authorizes these degree programs? If different entities for different types of degrees, please explain.

Name of authorizing entity

2.3 Is there a national system in place to review the content of curriculum against nationally established standards? ☐ Yes | ☐ No

If yes, please describe, including frequency of audits of curricula content

2.4 Are social work degree programs required to align to international social work education standards such as those by the international Association of Schools of Social Work? ☐ Yes | ☐ No

If yes, please describe, including the type of requirement and frequency of audits of curricula content

2.5 Is it challenging for degree programs to recruit qualified lecturers? ☐ Yes | ☐ No

Please describe

2.6 Do curricula include research conducted in and relevant to your country, or are course materials drawn from content outside of your country?

☐ Primarily national content   ☐ Some national content   ☐ Little national content   ☐ Only external content

Short courses that are certified

2.7. Please list the types of accredited short course training programs that issue recognized certificates or diplomas that are relevant to the social service workforce offered in the country. Short course training 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. The courses listed need to be accredited by a nationally recognized body. They are typically offered by universities, vocational schools or other recognized, accredited training providers. Please note that we are not looking for information on, for example, a training offered by an NGO to its own staff when that training is not formally recognized or certified. Please provide the name of the short course, the name of the school or vocational training program offering the certificate, the length of study and the average number of graduates per year.

Name of the training course	Short description of course	Length of the training	Target audience	Training provider(s)	Certified by whom?	Number of graduates in the last graduating class

Section 3: Challenges

3.1 What are the 3 biggest challenges your country faces in strengthening the social service workforce? Please check the **top three**:

☐ low salaries   ☐ lack of training and professional knowledge

☐ high workload   ☐ poor supervision and support system

☐ low motivation   ☐ limited resources to work with

☐ low authority   ☐ ineffective interagency collaboration

☐ lack of clarity in roles/performance expectations   ☐ poor work conditions/facilities

☐ lack of career advancement opportunities   ☐ weak information management, records, data management

☐ other_____

Section 4: Opportunities

4.1 Are there compelling current initiatives underway or upcoming opportunities related to developing and training the workforce in your country that you think should be highlighted? These examples will be considered when developing a future national workforce strengthening plan, to ensure future initiatives build on existing practice. Please provide a brief description and/or send a relevant report with your response to this survey.

Organization/ Project Name	Description of the opportunity or initiative

4.2 What are some of the country's most important milestones and achievements in the last 5 years with regards to developing and training the social service workforce? (If there are multiple important milestones, feel free to prioritize them)

11b. Key Institution Survey – Education –
OPTIONAL ADDENDUM FOR UNIVERSITY LEADERS
for (🖊Country Name) Social Service Workforce Mapping

Section 1:

1.1 Full name: _____   **1.2** Title: _____

First Name   Last Name   Work title/ name of position

1.3 Employer: _____

Name of Educational Institution you are presently working for

1.4 Location: _____

Town/City   Province/State

Section 2: Faculty/Lecturer Recruitment and Retention

2.1 How many 🖊faculty/lecturers teach courses at your institution on the topics of 🖊 Full Time_____ Part Time_____

2.2 How do you typically recruit new faculty/lecturers?

Please describe

2.3 Is it challenging to find faculty/ lecturers who have practical background and training in the topics they are teaching?

☐ Yes | ☐ No

Please describe

2.4 Have more than half the faculty/lecturers received education/training inside of the country? ☐ Yes | ☐ No

Please describe

2.5 Is faculty/lecturer recruitment generally a challenge for your school? ☐ Yes | ☐ No

If yes, please describe the types of barriers you most frequently encounter

2.6 Are there many vacant faculty/lecturer positions? ☐ Yes | ☐ No

If yes, how does this impact students/student enrollment?

2.7 How long do faculty/lecturers tend to stay in their positions?

Please describe

2.8 Is faculty/lecturer retention a challenge? ☐ Yes | ☐ No

If yes, please describe in what way.

2.9 Where do faculty/lecturers tend to go when they leave?

Please describe

2.10 Do you provide in-service training for faculty/lecturers? ☐ Yes | ☐ No

Please describe

2.11 Are sabbaticals, or extended leave for professional development, available for faculty/lecturers? ☐ Yes | ☐ No

Please describe

2.12 Are faculty/lecturer salaries adequate to cover living expenses, or do most faculty/lecturers need to supplement their salaries with consultancies and other work? ☐ Yes | ☐ No

Please describe

2.13 Are lecturers rewarded for completing research studies? ☐ Yes | ☐ No

Please describe

2.14 Have you implemented any mentoring or coaching programs for faculty members? If so, do you find them to be successful? ☐ Yes | ☐ No

Please describe

2.15 From your experience, how could faculty recruitment and retention be improved?

Please describe

Section 3: Challenges

3.1 What are the 3 biggest challenges your country faces in strengthening the social service workforce? Please check the **top three**:

☐ low salaries   ☐ lack of training and professional knowledge
☐ high workload   ☐ poor supervision and support system
☐ low motivation   ☐ limited resources to work with
☐ low authority   ☐ ineffective interagency collaboration
☐ lack of clarity in roles/performance expectations ☐ poor work conditions/facilities
☐ lack of career advancement opportunities   ☐ weak information management, records, data management
☐ other_____

Section 4: Opportunities

4.1 Are there compelling current opportunities or initiatives underway related to developing and training the workforce in your country that you think should be highlighted? These examples will be considered when developing a future national workforce strengthening plan, to ensure future initiatives build on existing practice. Please provide a brief description and/or send a relevant report with your response to this survey.

Organization/ Project Name	Description of the Initiative

4.2 What are some of the country's most important milestones and achievements in the last 5 years with regards to developing and training the social service workforce? (If there are multiple important milestones, feel free to prioritize them)

12. Key Institution Survey – Professional Association
for (✏Country Name) Social Service Workforce Mapping

Section 1: Institution information

1.1 Name of Institution/
Organization:

Name of Professional Association

1.2 Location:

Town/City   Province/State

1.3 Contact person: **1.4** Title:

First Name   Last Name   Work title/ name of position

1.5 Email:

Contact person email address

Section 2: Professional Association Data

2.1 How many members does the association have? _____

2.2 How many staff does the association employ? _____ **2.3** Does the association have an office? ☐ Yes | ☐ No

2.4 Is the association active in these areas? Please check any that apply ✏
☐ Has a current website   ☐ Holds at least 4 meetings per year
☐ Holds an annual conference   ☐ Provides professional development / short courses
☐ Active in international associations (IFSW, etc)   ☐ Active on Facebook
☐ Active on Twitter   ☐ Writes blogs
☐ Produces newsletter   ☐ Produces a journal
☐ Produces an annual report   ☐ Conducts research
☐ other, please describe_____

2.5 Does the association organize events such as in March around World Social Work Day? ☐ Yes | ☐ No

If yes, please describe
2.6 Does the association require members to sign a code of ethics? ☐ Yes | ☐ No   If no, does another entity? ☐ Yes | ☐ No

Please describe
2.7 Does the association, or another entity in the country, provide licensing or registration for the profession it promotes?
☐ Yes | ☐ No

If yes, please provide the name or title of the policy or legislation
2.8 Does the association require member compliance to minimum standards for continuous professional development and learning (such as number of training hours)? ☐ Yes | ☐ No

If yes, please describe
2.9 Is the association described or mandated in national policies or legislation? ☐ Yes | ☐ No

If yes, please provide the name or title of the policy or legislation
2.10 Does the association have an office or share office space with another organization? ☐ Yes | ☐ No

Section 3: Challenges

3.1 What are the 3 biggest challenges your country faces in strengthening the social service workforce? Please check the **top three**:
☐ low salaries   ☐ lack of training and professional knowledge
☐ high workload   ☐ poor supervision and support system
☐ low motivation   ☐ limited resources to work with
☐ low authority   ☐ ineffective interagency collaboration
☐ lack of clarity in roles/performance expectations ☐ poor work conditions/facilities
☐ lack of career advancement opportunities   ☐ weak information management, records, data management
☐ other_____

Section 4: Opportunities

4.1 Is this association involved in current initiatives related to planning, developing or supporting the workforce in your country that you think should be highlighted? What opportunities for future engagement do you foresee? These examples will be considered when developing a future national workforce strengthening plan, to ensure future initiatives build on existing practice. Please use the Framework for Strengthening the Social Service Workforce found here as a guide in order to help highlight innovative and effective approaches to strengthening the workforce. Please provide a brief description and/or send a relevant report with your response to this survey.

Primary category of the initiative	Organization/ Project Name	Description of the initiative
Planning		
Developing		
Supporting		

4.2 What are some of the country's most important milestones and achievements in the last 5 years related to strengthening the government social service workforce? (If there are multiple important milestones, feel free to prioritize them)

_____

_____

_____

_____

13. Social Service Worker Survey
for (✎Country Name) Social Service Workforce Mapping

Section 1: Personal information

1.1 Employer: _____   **1.2** Title: _____

Name of the Organization/ Ministry /Department/Institution you are presently working for

Work title/ name of position

1.3 Location: _____

Town/City   Province/State

1.4 Your age: ☐ under 25 ☐ 26-35 ☐ 36-45 ☐ 46-55 ☐ 56-65 ☐ 66 and over

1.5 Your Gender: ☐ Female   ☐ Male

1.6 Highest level of education / academic qualification (select one) ✎
   ☐ University Degree (BA, MA, PhD) relevant to the social service workforce (minimum 3 years training at university)
   ☐ University Degree (BA, MA, PhD) unrelated to the social service workforce (minimum 3 years training university)
   ☐ Diploma or certificate program relevant to the social service workforce (minimum 1 year training at university)
   ☐ Diploma or certificate program unrelated to the social service workforce (minimum 1 year training at university)
   ☐ Short-term training relevant to the social service workforce (less than 1 year)
   ☐ Short-term training unrelated to the social service workforce (less than 1 year)
   ☐ No relevant training

1.7 What year did you complete your highest level of education? _____

Section 2: General information

2.1 Please describe the main area of your work: (✎ add job functions as outlined in national definition of SSW)
☐ function one ☐ function two ☐ function three ☐ function tour ☐ function five

2.2 Do you have job a description? ☐ Yes | ☐ No

If No, please explain
_____

2.3 Does the work you do correspond with your job description? ☐ Yes | ☐ No

If No, please explain
_____

2.4 What are the 3 biggest challenges you are facing in your everyday job?

☐ low salaries   ☐ lack of training and professional knowledge
☐ high workload   ☐ poor supervision and support system
☐ low motivation   ☐ limited resources to work with
☐ low authority   ☐ ineffective interagency collaboration
☐ lack of clarity in roles/performance expectations   ☐ poor work conditions/facilities
☐ lack of career advancement opportunities   ☐ weak information management, records, data management
☐ other

If Other, please explain
_____

2.5 How long have you been employed in your current position?
☐ less than 1 year   ☐ 1 – 2 years   ☐ 3 - 4 years   ☐ 5 - 9 years   ☐ 10 years or more

2.6 How long have you been employed in the field of social services?
☐ less than 1 year   ☐ 1 – 2 years   ☐ 3 - 4 years   ☐ 5 – 9 years   ☐ 10 years or more

Please note if you strongly agree, agree, neither agree or disagree, disagree or strongly disagree with the following statements:

	Strongly Agree	Agree	Neither Agree or Disagree	Disagree	Strongly Disagree
2.7 I am satisfied with my pay	☐	☐	☐	☐	☐
2.8 I have the proper supplies and equipment to do my job	☐	☐	☐	☐	☐
2.9 I feel that I am making a positive impact in people's lives through this job	☐	☐	☐	☐	☐
2.10 My employer has put adequate measures in place to ensure the safety and security of everyone in my workplace	☐	☐	☐	☐	☐

13. Social Service Worker Survey

for (✎Country Name) Social Service Workforce Mapping

Section 3: Supervision

3.1 Do you have an immediate supervisor? ☐ Yes | ☐ No

3.2 How often do you meet with your supervisor one on one?
☐ Weekly   ☐ Monthly   ☐ 3-4 times a year   ☐ less often   ☐ never

3.3 What type of support does your supervisor provide? (please check the appropriate box for each question)

To me, my supervisor….	Strongly Agree	Agree	Neither Agree or Disagree	Disagree	Strongly Disagree
a. Sets clear job performance expectations	☐	☐	☐	☐	☐
b. Provides constructive feedback on my work skills	☐	☐	☐	☐	☐
c. Helps with decision making in difficult situations	☐	☐	☐	☐	☐
d. Helps me to learn best practices	☐	☐	☐	☐	☐
e. Discusses ethical aspects of the work with me	☐	☐	☐	☐	☐
f. Discusses my personal safety and comfort in my role	☐	☐	☐	☐	☐
g. Helps me with self care and stress management tips	☐	☐	☐	☐	☐
h. Discusses my professional development and career goals	☐	☐	☐	☐	☐
i. Helps identify new training opportunities	☐	☐	☐	☐	☐
j. Discusses administrative issues	☐	☐	☐	☐	☐

3.4 How often do you have group supervision or structured peer support sessions?
☐ Weekly   ☐ Monthly   ☐ 3-4 times a year   ☐ less often   ☐ never

3.5 Do you consider the existing supervision system effective for meeting your needs?   ☐ Yes | ☐ No

Please provide any additional feedback or recommendations related to supervision

Section 4: Training

Please note if you strongly agree, agree, neither agree or disagree, disagree or strongly disagree with the following statements:

	Strongly Agree	Agree	Neither Agree or Disagree	Disagree	Strongly Disagree
4.1 The training I have is adequate to successfully do my job	☐	☐	☐	☐	☐
4.2 My organization encourages my participation in training	☐	☐	☐	☐	☐
4.3 Trainings are geographically accessible for me	☐	☐	☐	☐	☐
4.4 Trainings are financially accessible for me	☐	☐	☐	☐	☐
4.5 I am given enough guidance and training to help me in my career path	☐	☐	☐	☐	☐
4.6 Before I started this job, I had an orientation that helped me learn about my organization and role	☐	☐	☐	☐	☐

Please provide any additional feedback or recommendations related to training

✐ *(the following questions are here as an example but should be adapted to fit the roles and functions of those completing the survey. If electronic, the questions can be specific to the response in question #2.1)*

4.7 Do you feel competent in your knowledge to identify potential abuse, exploitation, neglect, or violence?
☐ Very competent   ☐ Competent   ☐ Somewhat competent   ☐ Not at all   ☐ Does not apply to my work

4.8 Do you feel competent in your knowledge to appropriately respond to and help children and families affected by abuse, exploitation, neglect, or violence?
☐ Very competent   ☐ Competent   ☐ Somewhat competent   ☐ Not at all   ☐ Does not apply to my work

4.9 Do you feel competent in your knowledge to facilitate an assessment of needs and strengths of clients and families, that includes aspects of health, education, social protection and child protection?
☐ Very competent   ☐ Competent   ☐ Somewhat competent   ☐ Not at all   ☐ Does not apply to my work

4.10 Do you feel competent to actively engage clients in developing a case plan to address their strengths and needs?
☐ Very competent   ☐ Competent   ☐ Somewhat competent   ☐ Not at all   ☐ Does not apply to my work

4.11 Do you feel competent to make referrals to available programs and services for the population of clients that you serve?
☐ Very competent   ☐ Competent   ☐ Somewhat competent   ☐ Not at all   ☐ Does not apply to my work

Section 5: Professional Association

5.1 Are you a member of a professional association? ☐ Yes | ☐ No

If yes, please provide the name of the association

5.2 How long have you been a member of your professional association?
☐ less than 1 year   ☐ 1 – 2 years   ☐ 3 - 4 years   ☐ 5 years or more

5.3 Do you receive any support from the professional association? ☐ Yes | ☐ No

If yes, please explain

5.4 Do you feel you benefit professionally by being a member of the association? ☐ Yes | ☐ No

If yes, please explain

5.5 Did the professional association require you to sign a code of ethics? ☐ Yes | ☐ No

If yes, please explain

END OF SURVEY

14. Social Service Supervisor Survey

for (✏Country Name) Social Service Workforce Mapping

Section 1: Personal information

1.1 Employer: _____ **1.2** Title: _____

Name of the Organization/ Ministry /Department/Institution you are presently working for

Work title/ name of position

1.3 Location: _____

Town/City

Province/State

1.4 Your age: ☐ under 25 ☐ 26-35 ☐ 36-45 ☐ 46-55 ☐ 56-65 ☐ 66 and over   **1.5** Your Gender: ☐ Female   ☐ Male

1.6 Highest level of education / academic qualification (select one) ✏
- ☐ University Degree (BA, MA, PhD) relevant to the social service workforce (minimum 3 years training at university)
- ☐ University Degree (BA, MA, PhD) unrelated to the social service workforce (minimum 3 years training university)
- ☐ Diploma or certificate program relevant to the social service workforce (minimum 1 year training at university)
- ☐ Diploma or certificate program unrelated to the social service workforce (minimum 1 year training at university)
- ☐ Short-term training relevant to the social service workforce (less than 1 year)
- ☐ Short-term training unrelated to the social service workforce (less than 1 year)
- ☐ No relevant training

1.7 What year did you complete your highest level of education? _____

Section 2: General information

2.1 Please describe the main area of your work: (✏ add job functions as outlined in national definition of SSW)

☐ function one   ☐ function two   ☐ function three   ☐ function tour   ☐ function five

2.2 Do you have job a description that includes your supervisory duties? ☐ Yes | ☐ No

If No, please explain

2.3 Does the work you do correspond with your job description? ☐ Yes | ☐ No

If No, please explain

2.4 What are the 3 biggest challenges you are facing in your everyday job?

☐ low salaries	☐ lack of training and professional knowledge
☐ high workload	☐ poor supervision and support system
☐ low motivation	☐ limited resources to work with
☐ low authority	☐ ineffective interagency collaboration
☐ lack of clarity in roles/performance expectations	☐ poor work conditions/facilities
☐ lack of career advancement opportunities	☐ weak information management, records, data management
☐ other	

If Other, please explain

2.5 How long have you been employed in your current position?
☐ less than 1 year   ☐ 1 – 2 years   ☐ 3 - 4 years   ☐ 5 - 9 years   ☐ 10 years or more

2.6 How long have you been employed in the field of social services?
☐ less than 1 year   ☐ 1 – 2 years   ☐ 3 - 4 years   ☐ 5 – 9 years   ☐ 10 years or more

Please note if you strongly agree, agree, neither agree or disagree, disagree or strongly disagree with the following statements:

	Strongly Agree	Agree	Neither Agree or Disagree	Disagree	Strongly Disagree
2.7 I am satisfied with my pay	☐	☐	☐	☐	☐
2.8 I have the proper supplies and equipment to do my job	☐	☐	☐	☐	☐
2.9 I feel that I am making a positive impact in people's lives through this job	☐	☐	☐	☐	☐
2.10 There are adequate measures in place to ensure the safety and security of everyone in my workplace	☐	☐	☐	☐	☐

Section 3: Supervision

3.1 Do you have an immediate supervisor? ☐ Yes | ☐ No

3.2 How often do you meet with your supervisor one on one?
☐ Weekly   ☐ Monthly   ☐ 3-4 times a year   ☐ less often   ☐ never

3.3 How many staff do you supervise? _____

3.4 Please think about your role as a supervisor and check the appropriate box for each question

In my role as a supervisor, I	Strongly Agree	Agree	Neither Agree or Disagree	Disagree	Strongly Disagree
a. Set clear job performance expectations for workers I supervise	☐	☐	☐	☐	☐
b. Provide them with constructive feedback on their work skills	☐	☐	☐	☐	☐
c. Help them with decision making in difficult situations	☐	☐	☐	☐	☐
d. Help them to learn best practices	☐	☐	☐	☐	☐
e. Discuss ethical aspects of the work	☐	☐	☐	☐	☐
f. Discuss their sense of personal safety and comfort in their role	☐	☐	☐	☐	☐
g. Discuss self care and stress management tips	☐	☐	☐	☐	☐
h. Discuss their professional development and career goals	☐	☐	☐	☐	☐
i. Help identify new training opportunities	☐	☐	☐	☐	☐
j. Discuss administrative issues	☐	☐	☐	☐	☐

3.5 How often do you hold group supervision or structured peer support sessions?
☐ Weekly   ☐ Monthly   ☐ 3-4 times a year   ☐ less often   ☐ never
3.6 Do you consider the existing supervision system effective for meeting your needs? ☐ Yes | ☐ No

Please provide any additional feedback or recommendations related to supervision

Section 4: Training

Please note if you strongly agree, agree, neither agree or disagree, disagree or strongly disagree with the following statements:

	Strongly Agree	Agree	Neither Agree or Disagree	Disagree	Strongly Disagree
4.1 The training I have is adequate to successfully do my job	☐	☐	☐	☐	☐
4.2 My organization encourages my participation in training	☐	☐	☐	☐	☐
4.3 Trainings are geographically accessible for me	☐	☐	☐	☐	☐
4.4 Trainings are financially accessible for me	☐	☐	☐	☐	☐
4.5 I have enough access to training to help me in my career path	☐	☐	☐	☐	☐
4.6 Before I started this job, I had an orientation that helped me learn about my organization and role	☐	☐	☐	☐	☐

Please provide any additional feedback or recommendations related to training

✏ *(the following questions are here as an example but should be adapted to fit the roles and functions of those completing the survey.)*

4.7 Do you feel competent in your knowledge of theoretical models of supervision?
☐ Very competent ☐ Competent ☐ Somewhat competent ☐ Not at all ☐ Does not apply to my work

4.8 Do you feel competent in your ability to establish and articulate measurable outcomes for learning and performance of supervisees?
☐ Very competent ☐ Competent ☐ Somewhat competent ☐ Not at all ☐ Does not apply to my work

4.9 Do you feel competent in your knowledge of providing feedback on job performance to supervisees?
☐ Very competent ☐ Competent ☐ Somewhat competent ☐ Not at all ☐ Does not apply to my work

4.10 Do you feel competent in your knowledge of social work ethics?
☐ Very competent ☐ Competent ☐ Somewhat competent ☐ Not at all ☐ Does not apply to my work

4.11 Do you feel competent in your knowledge of the stages of stress, burnout, and compassion fatigue and how to communicate with supervisees about these issues?
☐ Very competent ☐ Competent ☐ Somewhat competent ☐ Not at all ☐ Does not apply to my work

4.12 Do you feel competent in your ability to manage conflict and disagreement?
☐ Very competent ☐ Competent ☐ Somewhat competent ☐ Not at all ☐ Does not apply to my work

4.13 Do you feel competent in your knowledge of up-to-date evidence-based practices in your area of work?
☐ Very competent ☐ Competent ☐ Somewhat competent ☐ Not at all ☐ Does not apply to my work

Section 5: Professional Association

5.1 Are you a member of a professional association? ☐ Yes | ☐ No

If yes, please provide the name of the association

5.2 How long have you been a member of your professional association?
☐ less than 1 year ☐ 1 – 2 years ☐ 3 - 4 years ☐ 5 years or more

5.3 Do you receive any support from the professional association? ☐ Yes | ☐ No

If yes, please explain

5.4 Do you feel you benefit professionally by being a member of the association? ☐ Yes | ☐ No

If yes, please explain

5.5 Did the professional association require you to sign a code of ethics? ☐ Yes | ☐ No

If yes, please explain

END OF SURVEY

15. Social Service Worker Focus Group Facilitator's Guide
for (✎Country Name) Social Service Workforce Mapping

1: Focus Group Information

1.1 Date of Focus Group:

Day	Month	Year		First Name	Last Name

1.2 Name of Facilitator:

1.3 Location:

Town/City   Province/State

1.4 Description:

General description of focus group participants

1.5 Please complete the table below, providing the number of focus group members by their title and sex.

SSW Position Title	Number of participants by sex	
	Female	Male

2: Introduction

2.1 After introducing yourself, start with a brief introduction to help describe what will happen in the focus group and why, helping to build participants' comfort in speaking with you. The following is provided as an example to be adapted.

> Thank you for taking time to provide your input into the (COUNTRY NAME) National Social Service Workforce Mapping. The purpose of this mapping exercise is to have more information about the social service workforce in (COUNTRY NAME) in order to create stronger national plans to better support you and other social service workers in your important role of improving the lives of children and families. This mapping project is being implemented by (NAME OF IMPLEMENTING ENTITY).

> This discussion is for social service workers. We will be discussing your views of the training and support you need to carry out your work, as well as hearing about the challenges you face and the recommendations you have.

> Your participation is voluntary, and you may choose to not respond to any or all questions or may withdraw without consequences. You will not be compensated for participating.

> What you say here will be kept confidential. Please respect the opinions of others and keep the discussion confidential after the focus group ends. What you say will not be recorded along with your name. Responses will be compiled together and analyzed as a group. We may include quotes in the report, but we will not provide any information that would identify you, in order to protect your identity.

> This focus group is expected to take one hour of your time. We appreciate you taking the time to be here today and letting your voice be heard. Before we get started, do you have any questions?

2.2 Ask focus group participants to introduce themselves, providing their first name and their position title (para social worker, supervisor, child and youth care worker, etc). Record their titles in the box above, tallying the number who share that title.

2.3 Explain that the discussion will be participatory and may require some moving around the room for those who are able. Explain that you will be asking questions. You will be providing each person with a pen or marker. After each question you will ask everyone to come up and make a mark under one of three smiley faces on a sheet of paper hanging on the wall (this can be adjusted as needed). For questions that are yes or no, the smiley face can be yes, the straight face can be don't know and the sad face means no. For questions that ask their opinion, the smiley face means that they agree, the straight face means so-so and the sad face means that they disagree. Anyone can choose not to answer any question. Alternatively, to minimize bias, put the three different smiley faces on three tall baskets or bottles covered in paper (cannot see through). Each participant will have a number of small items such as stones to add to one of the baskets as the facilitator takes them to each participant. Then count the number of stones in each basket to reveal the votes.

2.4 After each question, ask if anyone has any comments. Leave time to call on 2 or 3 people to comment if they have any, or for a few minutes of group discussion.

3: Questions

Ask the group the following questions. See the section on coding below for how to fill out the smiley faces to record responses.

3.1 Do you have job a description? 1. ☺ ___ ☺ ___ ☹ ___

3.2 Is your every day work similar to what your job description says? 2. ☺ ___ ☺ ___ ☹ ___

3.3 In this job, have you attended training to help you carry out your work? 3. ☺ ___ ☺ ___ ☹ ___

3.4 Has the training been easy to attend (for example, short distance, inexpensive)? 4. ☺ ___ ☺ ___ ☹ ___

3.5 Do you feel you have learned enough skills to perform your job well? 5. ☺ ___ ☺ ___ ☹ ___

3.6 If someone wanted to advance in their career, does this job give them the chance to do that? 6. ☺ ___ ☺ ___ ☹ ___

3.7 Tell me if you agree with this statement. Most people in my job are able to talk with their supervisor when they have a question about how to handle a difficult situation. 7. ☺ ___ ☺ ___ ☹ ___

3.8 Does your work team talk together about ways to handle the stress and challenges of this job? 8. ☺ ___ ☺ ___ ☹ ___

If there is a professional association in the country applicable to the group of workers you are talking with, ask the following:

3.9 Are you a member of a professional association? 9. ☺ ___ ☺ ___ ☹ ___

3.10 Do you feel you benefit professionally by being a member of the association? 10. ☺ ___ ☺ ___ ☹ ___

3.11 Did the professional association require you to sign a code of ethics? 11. ☺ ___ ☺ ___ ☹ ___

3.12 This is a discussion question for the whole group to discuss. What are some of the achievements you are most proud of in your work?

Prepare flip chart paper with the following options on it. Tell participants you will read them a question and then ask them to add a mark on the paper for what they think is the top challenge they face.

3.13 What is the biggest challenge you are facing in your everyday job?
_ low salaries
_ high workload
_ low motivation
_ low authority
_ lack of clarity in roles/performance expectations
_ lack of career advancement opportunities
_ other_____

_ lack of training and professional knowledge
_ poor supervision and support system
_ limited resources to work with
_ ineffective interagency collaboration
_ poor work conditions/facilities
_ weak information management, records, data management

3.14 What do you think would be the most helpful future change to improve the work you do to help children and families? What recommendations would you have for those who are working on developing a national plan to strengthen the social service workforce? (If there are multiple responses, feel free to ask the group to prioritize them)

4: Coding

After asking each question and tallying responses, on the line after each smiley face above, write the number of people who voted on that face for each question. For question 3.9, write on the line the number of people who voted on that option.

Record responses to 3.12:
_____
_____
_____

Record responses to 3.14:
_____
_____
_____

16. Social Service Worker Survey Cover Sheet

The following can be adapted and used to insert as a cover page on an online survey, to attach as a cover sheet to a paper survey or read as an introduction during an interview or focus group with social service workers.

Thank you for taking time to provide your input into the (COUNTRY NAME) National Social Service Workforce Mapping. The purpose of this mapping exercise is to have more information about the social service workforce in (COUNTRY NAME) in order to create stronger national plans to better support you and other social service workers in your important role of improving the lives of children and families.

This survey is for individual social service workers. It requests information about your views of the training and support you need to carry out your work.

Your participation is voluntary, and you may choose to not respond to any or all questions or may withdraw without consequences. You will not be compensated for completing the survey.

The survey is being implemented by (NAME OF IMPLEMENTING ENTITY).

Your responses will be confidential. You are not requested to provide your name. Responses will not be identified by individual and responses will be compiled together and analyzed as a group. Selected responses can be quoted in the final report without providing any information that would identify you, in order to protect your identity.

It is expected to take 15 minutes of your time.

We appreciate you taking the time to complete the survey and letting your voice be heard.

If you have any questions, please contact: (include contact details for team lead at implementing entity).