MONITORING FRAMEWORK	
Principle commitments of the call to action	**Indicators**

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Call to Action 1. Defining the workforce Category 1 Social workers with degrees Category 2 Professional specialists in social services Category 3 Paraprofessionals in social services Category 4 Allied workforce in social protection Category 5 Allied workforce in other sectors Category 6 Practitioners performing social work tasks without degrees	**Core indicator 1:** A government approved document providing a definition of the social service and allied workforces using categories 1-6	
Call to Action 2. Planning the workforce Defining the functions, processes and responsibilities of the social service workforce and the required qualification and competencies for the positions they occupy across the system and reflecting these in the regulatory framework (legislation or standards) for social services. Committing to developing comprehensive long- medium- and short- term plans for social service workforce strengthening including actions for developing and supporting the workforce. Ensuring personnel with responsibilities for participating in statutory decision-making processes and informing life-changing interventions have the higher-level technical competencies, ethical codes of practice and professional support necessary to make well-informed decisions and effective interventions. Ensuring reasonable caseloads for optimum effectiveness at different levels of the system. For qualified social workers, this means no more than 10-20 clients per social worker for complex casework. Committing to no longer having unqualified personnel in positions requiring higher level competencies, especially child protection statutory decision-making positions, by 2030. Committing to the principle of ensuring financial mechanisms are in place to underpin workforce planning to ensure equity in the deployment of the social service workforce in rural and hard to reach areas and in excluded or minority communities. Ensuring adequate investment for workforce planning developing and supporting (ensuring that minimum obligations are met). Encouraging gender, disability and ethnic balance in the social service workforce at all levels of staffing and management	**Core indicator 2:** Completed steps towards creating and regularly updating a national plan for workforce strengthening in each country that is based on defining policy priorities across sectors, workforce needs assessment to meet those needs, planning, implementation and regular review.	**Core indicator 3:** The number of personnel in categories 1-3 and 6 (and the rate per whole population and per targeted population for social workers). **Planning indicator a)**: Average caseload of each type of social service workforce category 1-2 and 6 in each country (disaggregated for employment in working with children and adults and rural/ urban/ excluded communities) **Planning indicator b)**: Number of graduates in social work and other social service professions annually and the proportion of graduates entering and remaining in the workforce (disaggregated for employment in working with children and adults and rural/urban/excluded community).
Call to Action 3. Developing the workforce All social work and other specialist bachelor degrees being aligned with international standards and latest developments in education and training for the respective discipline. Periodic review of curricula as part of the long-term workforce planning cycle to ensure core competencies such as person-centred approaches, interpersonal communication, human rights approaches, community empowerment and social-ecological models of human development are incorporated and to ensure relevance to current and emerging social policy challenges and priorities in each country and in all sectors and services. Building the capacity of the academics researching, teaching and supervising practice placements for the social service workforce professions including fostering of partnerships between universities in different countries both within and outside of the ECA region Creating incentives or other mechanisms, that are aligned with short, medium and long-term social service workforce plans, to ensure that social work and other professional specialist university students are willing to be deployed to rural or excluded communities upon graduation. Providing significant pre-service practice experience in a range of social services as part of all social work or other professional specialist university degrees.	**Core Indicator 4:** Gap analysis of the content of social work bachelor degrees and other professional specialist degrees (Category 2) undertaken to benchmark against international standards in each profession at least once every 10 years. **Core indicator 6:** Standards in place to ensure core competencies (see Figure 1) form the basis for pre-service education programmes for social service workforce professions and that a diversity of practice placements is available as part of pre-service education.	
Establishing funding or co-funding mechanisms to support robust in-service training for all social service workforce personnel including managers and policy-makers. Providing induction training and mentoring when immediately taking up a new position in a social service for all social service workforce personnel. Providing continuous in-service professional development in a systematic and coherent system linked to the short, medium and long-term planning cycle to ensure competencies are relevant and based in latest developments in the social work profession nationally, regionally and globally and at all levels from frontline engagement with children and families through management and supervision, sectoral research and policy-making. Ensuring that paraprofessionals and practitioners performing tasks in social work are accessing regular in-service training needed to build the competencies and ethical values required for their positions and are adequately supervised by social workers. Supporting the training required for building career pathways for social workers, other professional specialists and paraprofessionals where relevant. Ensuring that experienced professionals have opportunities to enter management and supervision roles or to develop as researchers and teachers of social service professions and disciplines. Commit to ensuring that experienced social service professionals or academics can inform policy and have opportunities to enter roles with responsibilities for government decision-making about the social service workforce. Introducing where possible technology advances to support the work of social service workforce, in order to introduce greater efficiencies and effectiveness.	**Core indicator 5:** Minimum standards in place for planned and resourced lifelong learning and continuous professional development of the social service workforce. **Developing indicator a)**: Mechanisms in place for practitioners performing social work tasks or other tasks requiring a professional qualification to be placed under supervision of professionals and enabled to access formal training that leads to professional qualification (numbers completing professional qualification each year) or to eventually be made redundant by 2030 (numbers made redundant each year).	
Call to Action 4. Supporting the workforce Ensuring adequate pay, working conditions and contractual terms for social service workforce personnel that are commensurate with the health and education sectors. Ensuring adequate financial support and safety measures for community-based outreach work where social service workforce personnel are expected to travel to visit clients in their homes and communicate with them by phone. Recognising that many of the social service workforce are women, ensuring investments in workplace safety and dignity. Ensuring ethical codes of practice are in place and enforced and ensuring that adequate professional, empowering, supervision and self-care is provided to social service workforce personnel in positions with direct work with clients in difficult life circumstances. Ensuring that managers and policy makers with responsibilities for social service workforce deployment, support, planning and development have the knowledge and skills they need to fulfil their responsibilities	**Core indicator 7:** Average level of pay for statutory social workers and other social service personnel as a proportion of average level of pay for teachers and health workers. **Supporting indicator c)**: Financial and logistical resources in place to ensure that social service workers required to carry out outreach and home-visiting are able to do so without being incurring expenses themselves and to do so safely **Supporting indicator b)**: Standards in place and enforced for ethical codes of practice and for systematic professional empowering social work supervision and self-care of social workers in categories 1 and 6 who are working directly with clients.	**Supporting indicator a)**: i) Proportion of vacancies and ii) staff turnover rates disaggregated for each category of social service workforce described in Call to Action 1.
Call to Action 5. Developing the allied workforces Building relevant competencies into the pre-service training of the allied workforces with outreach, early identification, referral and joint casework functions or requiring core interpersonal communication, person-centred and community engagement skill-sets including: social assistance and employment personnel, police, education and health professionals, early childhood development workers, public administration professionals and their managers. Incentivising and providing funding or co-funding to support multi-sectoral and inter-disciplinary education and training programmes as part of systematic in-service training and continuous professional development for the allied workforces with social work functions.	**Core indicator 8:** Standards for ensuring core competencies (see Figure 1) are strengthened among the allied workforce personnel defined in Categories 4 and 5 and to support multi-sectoral training and education opportunities.	