



REPUBLIC OF GHANA

MINISTRY OF GENDER,  
CHILDREN AND SOCIAL  
PROTECTION



# CAPACITY BUILDING STRATEGY

## FOR STRENGTHENING THE SOCIAL WELFARE SERVICES WORKFORCE

2020 - 2024







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## DEFINITION OF KEY CONCEPTS

**Approach:** A direction towards an intended result or goal

**Capacity:** The ability of individuals and organizations or organizational units to perform functions effectively, efficiently and sustainably. Usually described quantitatively

**Capacity building:** An evidence-driven process of strengthening the abilities of individuals, organizations, and systems to perform core functions sustainably, and to continue to improve and develop over time

**Capability:** The ability of individuals and organizations or organizational units to perform functions effectively

**Enabling environment:** Refers to the legislative, regulatory, social, economic, infrastructural elements within which a system operates and which are meant to ensure that the foundational elements are in place for the system to operate effectively

**Impact:** Determining what has or has not changed in comparison to the baseline information, understanding the positive and negative effects of our work, exploring the unintended and intended benefits, determining the direct and indirect benefits, and measuring the long-term changes and sustainability of the work.

**Indicator:** indicator is a measurable characteristic of a phenomenon that can be used to routinely track changes over time. In program implementation management, an indicator is used to track progress in reaching an outcome or intended result. They are normally Specific, Measurable, Achievable, Realistic and Time-Bound

**Induction:** A workplace induction is a process that ensures new workers receive accurate and consistent information on how to perform work tasks safely. An induction should always be performed before workers or contractors perform any work tasks in your workplace.

**In-service training:** Training that is given to employees during the course of employment

**Institutionalization:** The embedding of procedures, guidelines or activities within the department so that it becomes a “way of doing things”

**Levels:** – is a description of the different grading levels used to differentiate social service workforce positions within the Scheme of Services

**Monitoring:** The continuous or periodic process of collecting and reviewing data, to measure the performance of a programme, project, or activity and the implementation by management to assess delivery, identify difficulties, ascertain problem areas and recommend remedial action(s).

**Professionalization:** the action or process of giving an occupation, activity, or group, professional qualities, typically by increasing training or raising required qualifications.

**Qualification:** a pass of an examination or an official completion of a course, especially one conferring status as a recognized practitioner of a profession or activity

**Social Service Workforce:** The Global Social Service Workforce Alliance (GSSWA)<sup>1</sup> defines the social service workforce broadly as a variety of workers, paid and unpaid, professional and para professional, governmental and nongovernmental, that make the social service system function and contribute to promoting the rights and ensuring the care, support and protection of vulnerable groups, especially children<sup>2</sup>.

**System:** A set of interacting or interdependent components forming an integrated whole.

**Talent Management:** The science of using strategic human resource planning to improve business value and to make it possible for companies and organizations to reach their goals

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

<sup>2</sup> GSSWA (2017). Para professionals in the social service workforce: guiding principles, functions and competencies.

## ACRONYMS

BSW	Bachelor of Social Work
CBF	Capacity Building Framework
CDO	Community Development Officers
CDP	Continuous Professional Development
CFW	Child and Family Welfare
CFWP	Child and Family Welfare Policy
COP	Community of Practice
CP	Child Protection
CSO	Civil society organization
DCD	Department of Community Development
DSWCD	Department of Social Welfare and Community Development
EU	European Union
GoG	Government of Ghana
GSSWA	Global Social Services Workforce Alliance
HRD	Human Resource Development
HRD&M	Human resource Development and Management
ISCCS	Inter Service and Sectoral Collaboration and Co-operation System
JCP	Justice for Children Policy
LEAP	Livelihood Empowerment Against Poverty
LGS	Local Government Service
MGCSP	Ministry of Gender, Children and Social Protection
MIS	Management Information System
MLGRD	Ministry of Local Government and Rural Development
MMDA	Metropolitan, Municipal and District Assemblies
NGO	Non-governmental organization
NSPS	National Social Protection Strategy
OHLGS	Office Head of Local Government Services
OHCS	Office Head of Civil Service
PMS	Performance Management System
PO	Probation Services
RPL	Recognition of Prior Learning
SoS	Scheme of Services
SSW	Social Service Workforce
SW	Social Worker
SWA	Social Welfare Actors
SWCD	Social Services sub-committee of a District Assembly
SWO	Social Welfare Officers
UNICEF	United Nations Children's Fund
WFS	Workforce Strengthening.

## 1. INTRODUCTION

The Ministry of Gender, Children and Social Protection (MoGCSP), the Office of the Head of Local Government Service (OHLGS), with the support of UNICEF, have embarked on a process of strengthening the social welfare workforce Ghana. The building of the human resource capacity is a key step towards creating a functional, holistic social welfare system and a fundamental component of systems strengthening process. To be able to develop and inform a long-term capacity building strategy, it was essential to undertake an assessment of the social welfare workforce current capacity. The capacity assessment process focused on the capability of staff within the social welfare unit to perform their functions, however, it took into consideration the contributions made by the staff in the community development unit to overall social welfare services.

Whilst there is a strong child protection platform towards protecting children's rights and improving social welfare services to vulnerable children and their families in the country, the challenges and gaps raised by this assessment are barriers to the effective functioning of Ghana's social service system broadly. The delivery of social welfare services is labour (human resource) intensive, and thus a key component to this system is competent, adequately resourced and trained workforce, with streamlined job functions, that are responsible for the provision of quality and effective prevention and support services to all vulnerable groups. In the absence of this, services to vulnerable families, children and other vulnerable groups, are compromised. Services are not as comprehensive as they need to be, given that the required co-ordination and collaboration between units delivering services to the same target groups is not always in place, or are implemented differently from MMDA to MMDA.

The findings of the capacity assessment indicated that a systems approach is best suited to address the identified capacity building challenges. This approach allows for the inclusion of systems strengthening strategies which are the enhancement of the institutional framework, systems, processes and procedures that will ensure that services are delivered in a standardized, uniform and equitable manner, and that guidelines and manuals are available to guide service provision. Both these critical components must be underpinned by strong leadership to ensure that children and families receive quality services as required. Broader in scope and ambition than traditional 'issues-based' approaches to social welfare and child protection (such as, for example, efforts targeting violence against children or children living in institutions), a systems approach seeks to ensure comprehensive, sustainable and multifaceted interventions for children and their families in a manner consistent with their rights, by enhancing the capacities of institutions and systems to do so.

This capacity building strategy builds primarily on government and key stakeholders' commitment, the existing institutional framework and instruments within the LGS<sup>3</sup>, and is based on the outcomes of the assessment and identified gaps and challenges at all levels of government. This is to ensure that the strategies recommended, bring about the desired change, without negatively impacting other areas. The capacity building plan aims to assist the Government of Ghana, specifically the OHLGS and MoGCSP to strengthen its social welfare workforce in order to respond appropriately to the needs of vulnerable and marginalized children and other populations in the country.

<sup>3</sup> LGS Decentralization Policy; Service Delivery Standards and Performance Management Systems; Staffing Norms, Scheme of Services; Operations Manual, and Inter Service Coordination and Collaboration Systems.



## 2. Rationale for the Capacity Building Strategy

Social welfare services are understood as services provided to respond to needs of individuals and families, such as access to health care, social assistance, child assistance etc. Social welfare services are usually informed by a social welfare policy and program to address these. The aim of social welfare interventions is to improve the wellbeing of individuals and enhance their ability to cope and function in society, despite extreme hardship, poverty and vulnerabilities throughout an individual life cycle. In most countries, social welfare services are approved and enacted by governments through parliamentary processes. Social services are directly influenced by economic approaches to development. A significant aspect of social welfare policies includes making decisions about the resources that should be allocated to finance social welfare services, benefits and other forms of provision, and for whom.

The social welfare workforce are the drivers of the implementation of social welfare policies and programs, with social work as a distinct profession playing a dominant role. The main focus of the social work profession is to promote social change and to develop social cohesion with the ultimate goal of empowering individuals, groups and communities to drive their own development agenda. Social workers are expected to uphold the principals of social justice, human rights and collective responsibility. The link between social welfare services and social workers is that it is the only profession that is able to interpret social welfare policies and legislation for practice. The Global Social Services Workforce Alliance (GSSWA), with UNICEF and others, have developed guidelines<sup>4</sup> for strengthening of the social services workforce (SSW), that underline the urgency for countries (especially those who are signatory to the UN Conventions for children) to work towards organizing their social welfare delivery institutions with human resources with required competencies to bring about change and improvement in the lives of vulnerable populations.

In Ghana, as in other countries, a strong, well-trained social welfare workforce (SWWF), comprising of different levels of competence, is imperative in order to successfully contribute to the wellbeing of vulnerable children, families, persons with disabilities and other vulnerable groups. The GSSWA/

**THE SOCIAL SERVICE WORKFORCE** plays a central role in supporting children and families in communities by alleviating poverty, identifying and managing risks, and facilitating access to and delivery of social services to enhance child and family well-being.

A well-developed social service workforce is also key to promoting social justice, reducing discrimination, challenging and changing harmful behaviours and social norms, and preventing and responding to violence, abuse, neglect and exploitation and family separation. Investing in the social service workforce will yield high returns for child protection. Dedicated and qualified human resources in child protection are essential to coordinating efforts and resources and providing a system of support for children and families across all sectors, including social protection, justice, health, education, security and disaster risk management.

Lack of investment in the social service workforce will undermine all other efforts to strengthen the child protection system in a sustainable manner, including enforcement and implementation of policies and laws, operability and effectiveness of case management systems, and service delivery.

UNICEF guidelines make the case for investing in the social service workforce.

Investing in the social service workforce has a multiplier effect, it does not only strengthen the child protection system, but also looks at the government system of social service delivery more broadly. Social service provision is multi-sectoral in nature and therefore the linkages between internal (to the Department) stakeholders is strengthened as well as external stakeholders, both partners and other Ministries involved in social welfare service delivery. The development of this capacity building strategy is aligned to this approach and is recommending that Ghana adopt this approach to organizing their social welfare delivery system through social workers and para-social workers.

In 2014, the OHLGS developed a Capacity Building Framework (CBF) in the context of decentralization, indicating a commitment to train staff at district level. The philosophy of the CBF supports the rationale for this strategy, and is highlighted through the following principles and assumptions:

- ← The demands for professionalization of the LGS requires a systematic approach to building critical knowledge, attitudes and skills to be able to achieve the imperatives of decentralization;
- ← Recognition of innovation in management and administrative practice and the need to impart new knowledge and techniques to local government functionaries including new paradigms in organization development and administration, strategic management and information communication technology;
- ← Appreciation of the changing world views on governance and development management to accommodate inclusivity, rights-based approaches and social accountability<sup>5</sup>.

The present capacity building strategy thus incorporates these principles and the proposed strategies seek to enhance the professionalization of the workforce, ensure that social welfare services are aligned to international social work practices and ethical standards, that uphold human rights and promote social justice amongst other social work principles. Furthermore, the proposed strategies seek to improve management and collaboration between the spheres of government in generating an effective and efficient response to the needs of the citizens.

Ghana's Child and Family Welfare Policy (2014) emphasizes partnership with tertiary level educational institutions for long-term capacity strengthening of the workforce, as well as in-service training and development of detailed guidance and procedures. Implicit in this expectation is that the social welfare workforce becomes competent to deliver on this policy as well as other critical policies. The only path that the social services workforce becomes competent is if they are trained within the social work profession. Therefore, the capacity building strategy identifies strategies that will enhance the current university curricula to ensure that training is competency based.

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<sup>5</sup> Desk Top Review for Ghana Social Service Assessment – June 2019

### 3. Summary of Key Findings of the capacity assessment of the social service workforce

A capacity assessment of the social service workforce was undertaken to inform the development of the capacity building strategy. The goal was to gather sufficient information to answer the following critical questions: Does the Government of Ghana and the main stakeholders at all levels have the capacity (staffing in the required numbers with requisite qualifications, skills and competency set, professional development opportunities and funding) to implement effectively their mandate with the current social service workforce? If not, what are strengths and key gaps, and how and what evidence-based strategies need to be put into place to best address them. Findings are presented in full in a detailed Assessment Report. In summary, the assessment highlighted the following challenges, strengths and recommendations for each pillar:

The assessment indicated the following overall strengths that will contribute to the success of the Capacity Building strategy and the emergence of a strong social service workforce.

- The LGS has an institutional framework in place that can be to build upon to support professional social workers.
- The infrastructure for an adequate supply of social workers is in place. Several public universities offer social work graduate- and post-graduate degrees.
- Social work is a recognized degree and processes to regulate and license the profession are underway, which will lead to professionalization
- The current personnel in the DSWCD remain motivated to work and have an appetite for positive change.
- There is extensive in-field experience within the current workforce.
- Partnerships with NGOs can continue to enhance social welfare service delivery.
- There are opportunities for the social welfare units to generate income (e.g. licensing NGOs).
- Donor funds are also available to augment government funding.

#### Pillar I: Assessing the workforce.

The analysis of the assessment of the workforce indicated the following key challenges facing the workforce, which must be addressed in order for them to effectively implement their mandate:

- The majority of social development officers performing the social welfare function do not have the required qualifications to undertake the implementation of comprehensive and quality social welfare services, nor to explicitly support children and families, and implement a child protection system that prevents and responds to child rights violations. A social work qualification is not a requirement entry for the majority of the post class that is responsible for implementing the social welfare function. The social work qualification is a pre-requisite only for senior staff such as the chief and principal social development officer. Thus, the absence of a social work qualification implies that they do not have the skills and competency to carry out the social welfare mandate.
- The posts allocated in the organogram for the social welfare function is wholly inadequate for the population figures that need services. In the 16 districts where the assessment was undertaken, only 21 social development officers in the social welfare unit (SDO SW) were found to occupy the posts in comparison to 112 community development officers in the same 16 districts. The numbers of social welfare officers are too few in number for the adequate coverage of all the functions identified as being in the ambit of social welfare.

- Within the department there are limited to no opportunities for professional development, nor training to improve performance, and when these opportunities do exist, they are ad hoc and issue focused, thus not aligned or linked to, for example, a development plan for an individual as part of the performance management system. This leads to the conclusion that on the job training or continuing professional development is not planned for, although the framework for it to happen is contained in the CBF, and Service Delivery Standards and Performance Management System.
- Capacity building of staff to strengthen competencies to deliver on mandate is constrained by lack of dedicated budgets for this purpose.

#### Strengths:

- Ghana boasts of several public universities that offer the undergraduate program in social work as well as post graduate degrees. Thus, the infrastructure is in place for adequate supply of social workers.
- Social work is a recognized degree and there are currently processes in place through a draft bill on social work, to regulate and license the profession, which in the short and long term will assist the OHLGS and become a partner with government in strengthening the workforce.

#### Recommendations:

Based on the above, key recommendations for the Government of Ghana include:

- Adoption of an approach that will ensure that all social welfare services are professionalized by ensuring that all officers delivering social welfare services either obtain an undergraduate degree or diploma qualification in social work. These must be delivered through an accredited university social work program only.
- Align the Scheme of Services with this qualification to ensure that the entry requirements make it a pre entry condition for all positions with the function of social welfare service delivery.
- Create additional posts in the organogram to increase the number of social welfare positions.
- Review the job profiles and job descriptions to ensure a fit with the functions that they must perform at different levels

#### Pillar II: Social welfare services:

- The delivery of comprehensive and quality social welfare services are hampered by the lack of staff to implement the services
- Of the three critical programs that are within the ambit of social welfare services and the social welfare unit - Child Protection and Family Welfare, Justice Administration and Community Care, the function of justice administration is seemingly prioritized above the other two;
- There is a disjuncture between the MoGCSP who are the mandate holders, and the OHLGS who are responsible for the human resource element such as development of job descriptions, deciding on entry requirements and for continuous professional development of the cadre within the social welfare Unit. MoGCSP has a limited to no role to play in the implementation of critical social welfare and child protection legislation and policies<sup>6</sup>. Both the findings of the capacity assessment and the findings of the Workforce Strengthening Initiative conducted in 2018<sup>7</sup>, draw the same conclusion - that “Factors that constrained change were, in large part, related to Social Welfare Actors (SWA’s)’ limited capacities to deliver on Child and Family Welfare (CFW)

<sup>6</sup> The Children Act (1998); The Child and Family Welfare Policy (2014) and its accompanying Operational Plan, 2017-2020 (2017); The National Social Protection Policy (2015); The Justice for Children Policy (2015.)

<sup>7</sup> UNICEF (2018) Evaluation of Ghana’s Child Protection System Strengthening at District Level

activities and plans. Additionally, limited support from District Assemblies further constrained SWAs' ability to trigger change in practices". This means that the social development officers (SDOs) in the social welfare units do not fundamentally understand the protection of vulnerable groups, and neither do they have the competence and skill to unpack and translate these policies and legislative frameworks into practice. This highlights a major competence and skills deficit within the cadre that is responsible for the delivery of the social welfare function. This state of affairs is further exacerbated by the fact that the OHLGS, who is responsible for performance improvement through training will not have the required context or technical competence to lead the improvement of social work competence and skill, however this can be mitigated through close collaboration with the MoGCSP.

- Generally, a government ensures that the citizenry is made aware of the services that they can access from its myriad service points. Advocacy and awareness creating is a fundamental function of a social welfare system to ensure that the general public are made aware of the types of services that are on offer, and that they can expect to receive from the decentralized offices; and secondly ensuring that a basket of programs (services delivered according to a continuum of services approach) that address different vulnerabilities are in place in order to decrease vulnerability. Therefore, the institutional set up of comprehensive social welfare services and the different elements that comprise such services is lacking at decentralized level.
- The delivery of social welfare services carries a high burden of constant and historical underfunding. Lack of resources permeate that entire social welfare service delivery system inclusive of human resources, training and capacity building, office space, transportation, program funding and other tools of the trade.
- There is a strong presence of the NGO sector in the delivery of a substantive share of social welfare services, though not equitably distributed within the country.

#### Strengths:

- Strong environment for change exists, with staff is still motivated to work, despite being frustrated with current state of affairs and conditions of service;
- Current cohort have experience in the field of social welfare services;
- Knowledge of institutional arrangements exist within the country, i.e. before decentralization;
- NGO presence that can form partnerships with government in the delivery of social welfare services;
- There is an opportunity for cross-fertilization between the social welfare unit and the community development unit.

#### Recommendations:

- Adopt the global definition of the social services and social services workforce comprising professionals and para-professionals,<sup>8</sup> thus allowing the growth of this sector to be multi-dimensional and increasing the pool of human resources. Guidance on the framework of what an ideal social service should look like has been developed and therefore would be easily accessible;
- Adopt a collaborative governance approach to the building of capacity of the cadre, with both MoGCSP and OHLGS playing a mutually complimentary role in the rolling out of the strategy;
- Using the DSWCD Operations Manual as a foundation expand the framework to include

<sup>8</sup> GSSWA: <http://socialserviceworkforce.org/sites/default/files/uploads/Definition-Social-Service-Workforce.pdf>

institutional arrangements for social welfare services delivery, with both OHLGS and MoGCSP playing a pivotal role in the conception, development and building the institutional framework.

- Development of a range of tools (SOPs, guidelines and manuals for the implementation of the various policies and legislation, a social service delivery model, supervision process and tools) that support and underpin the social welfare function, thus making the services standardized and uniform in its implementation.

### Pillar III. Assessing the social work academic programs/qualifications/professionalization processes of social work training

- The country has an adequate supply pipeline of qualified social workers;
- Institutions of higher learning are in place that offer the BSW program and post graduate programs, and soon to be introduced PHD program. This situation agrees well to meet the demand that may emerge. The challenge facing the institutions of higher learning is an inadequate ratio between teaching staff and students.
- Social work is a practiced based profession and therefore some of the universities have not managed to ensure that this component of the education pipeline (field practice) is well developed, resulting in lack of opportunities for practice whilst learning.
- Certificate and diploma courses that will allow others into the workforce such as para-professionals are limited as well as other training opportunities (such as supervision, child protection, forensic social work or occupation specific courses) that advance social workers in practice are limited. The Government School of Social Work under the Department of Social Welfare can play a more positive role in the up skilling of para-social workers, and developing courses for continuous professional development to practicing social workers. An additional learning opportunity is the Institute of Local Government Studies (ILGS), which has a number of undergraduate curricula that can assist specifically the senior management to improve management and leadership at local level.
- Continuing professional development (CPD)/lifelong learning approaches as a norm does not appear to be widely applied in the Ghanaian context specifically for the cadre of staff under discussion. CPD is considered as ongoing and continuous process that builds the skills and knowledge base for that profession across the work life of the individual.

#### Strengths:

- Ghana as a country has a strong education foundation and landscape both through the institutes of higher learning, and other educational institutions that can supply social workers, para social workers and managers for social services.
- Curricula for social workers are in place at most of the universities, and from the numbers that are applying to undertake the degree, the supply appears to be adequate.

#### Recommendations:

- A strong partnership between institutions of higher learning and the OHLGS whose responsibility it is to employ graduates and who, ultimately could become the largest employer of social workers should be in place. Therefore, there is a need to influence curricula to ensure that it contains relevant teaching content that fits the current and changing context of Ghana. A partnership arrangement between government and the institutions of higher learning is imperative to inform collaboration and coordination on the supply of the workforce;
- Improve the practice-based component of the university offerings. In some countries, social work training is not practice based, but too theoretical or rooted in the social work tradition of European countries or the US. As a result, social work graduates do not have the relevant required competencies and abilities to apply what they have learned in practice.

- Increase opportunities for employment of social workers, which government can do through the adoption of social work as the main profession to manage and deliver on their social welfare mandate;
- Universities should advocate and employ marketing strategies to position social work as a high demand profession needed by government to implement its mandate across Ministries. This will improve the identity and profile of social work and increase the uptake. If the profile of social work is elevated, there are a number of other government Ministries that can and should be making use of this profession, for example, health in both hospital and clinic setting, police, prisons and places of detention; education – such as schools, and to complement the community based services, all other Ministries in the employment assistance programs under the human resource management function.
- To ensure that social work graduates have the relevant required competencies and abilities to apply what they have learned in practice, the curriculum of the universities needs to be reviewed to ensure that there is a balance between theory and practice. Partnerships with NGO's and other government Ministries, and communities of practice, is an additional strategy that can be pursued in order to build a strong field practice platform.

#### Pillar IV: Assessing the budgetary requirement for financing of social services at the national, regional and decentralized levels

- The provision of social welfare services does not appear to be a priority at decentralized level;
- The perception that the Department of Social Welfare and Community Development does not have the capacity to spend its funds impact negatively on the department and opportunities for adequate financing;
- Whilst budgets for the social welfare function appear to be in place, challenges are experienced in the timely release of these funds from central to local level;
- The available funds seem to be for social protection rather than social welfare implementation, with welfare and community development programs attaching themselves to LEAP interventions in order to execute programs;
- Sub-nationally, little to no effort is made in developing proposals or mobilizing resources beyond government funding to support the implementation of social welfare services;
- It seems difficult for the Department of Social Welfare to track government allocation to various sectors and advocate for improved allocation for social welfare service delivery.

#### Strengths:

- Social welfare as a unit does appear to have the ability to generate income through licensing of NGO's as an example, therefore the opportunity does exist for advocacy to retain generated funds for program implementation.
- Donor funds are available that can augment GoG funds, however a better system for the allocation and reporting on these funds will have to be pursued.

#### Recommendations

- The MoGCSP should ensure that for all legislation and policy developed; a costing exercise is included. This will ensure that the cost of implementation is a known factor, and that it drives the planning process.
- The OHLGS must embark on a costing exercise to define cost of establishing a professional social welfare service and undertake a motivation to the Ministry of Finance for a special dispensation towards funding this service.



- An advocacy process should be initiated between OHLGS and MoGCSP to increase the social welfare portion of the departments' budget in relation to the social protection spend.
- Improve capacity of staff for resource mobilization through training in proposal development, advocacy for improved fund allocation and innovative partnership with development partners.
- Collaborative engagements with stakeholders to identify innovative and sustainable ways of funding social welfare services

### Capacity building plan to strengthen the implementation of the Ghana Employment and Social Protection Programme (GESP)

A training needs assessment by the European Union (EU), of the School of Social Work, Centre for Policy studies and ILGS<sup>9</sup> was carried out in June 2019 with the objective to review the role academic institutions play in adequately equipping upcoming graduates to implement the Ghana National Social Protection Policy. This was done as part of the EU project to enhance the effectiveness and efficiency of the social protection system in Ghana through support to the Ministry of Gender, Children and Social Protection. This assessment specifically focused on social protection, and the subsequent GESP capacity building plan developed focused on skills required to better administer social protection programmes. Its core purpose is to serve as a building block towards the implementation of the GESP by focusing on key training and development interventions that will support the strengthening of the social protection system. The GESP capacity building plan is different from the MoGCSP and OHLGS capacity building strategy in that:

- ← Its focus is on different parts of the social service system requiring different competencies. Social protection is primarily an administrative function whereas child protection and interventions for other vulnerable groups require specialized competencies guided by professional characteristics, attributes and standards.
- ← The skills identified in the GESP capacity building plan focuses on individual technical skills, that can be acquired through specialized short term training delivered by school of government or other similar institution, whereas the MoGCSP and OHLGS capacity building strategy focuses on key competencies of social work and addressing the institutional environment in which social workers operate to enhance the effectiveness of the system and sustainability of the capacity development approach.
- ← Training is a once off initiative and if not supported by institutional processes such as supervision, performance management, tools that will allow performance to improve, and monitoring and evaluation of interventions to gauge impact of their interventions, training will not be sustainable in and of itself.

There are however a number of areas where the two plans can complement and strengthen the focus and implementation of capacity development for the MoGCSP and OHLGS:

- In the support for the development of clear definition and distinction of competencies and skills required for social workers, especially in child protection versus skills required to administer social protection programmes, and determine what type of cadres are required to fulfill these functions.
- The second area is, in the absence of the formal qualification that social workers need, the GESP capacity building plan can strengthen the generic and technical capability (in the short term) of the new cadre of SDO's to provide services at a more improved level. However, in the long term, the change that social workers need to effect for example in bridging the macro and micro divide, (micro being interventions which focus on individuals and families and small

<sup>9</sup> EU (June 2019). Training needs assessment of Social Work, Centre for Policy studies and ILGS.



groups and macro – interventions aimed at changing structural inequalities and injustices) will not take place. Social work as a profession has a unique methodology that emphasize the importance of knowledge and skills in assessing the causes of needs and problems, identifying the best possible way of addressing them and implementing solutions. In order to implement policies for the purpose of effecting change – which we understood this assignment to be about, it is necessary that social workers not only focus on the micro levels of intervention but bridge the chasm with mezzo and macro levels of intervention<sup>10</sup>.

In conclusion, the provision of social welfare services is human resource intensive, and as such needs a workforce that is well trained and equipped to deliver quality social welfare services. This capacity building strategy thus proposes a paradigm shift in thinking of the social welfare system and its workforce, and will outline short, intermediary and long- term strategies for the OHLGS together with the MOGCSP to implement over time.

#### 4. Capacity building within the social welfare context

Capacity building and capacity development are terms often used interchangeably to refer to the steps necessary to improve an individual's, organization or system's ability to perform at its optimum. Of the various definitions available, the one provided by the United Nations Development Programme (UNDP) is clear and succinct. UNDP defines capacity development as “the process through which individuals, organizations and societies obtain, strengthen and maintain the capabilities to set and achieve their own development objectives over time. Simply put, if capacity is the means to plan and achieve, then capacity development describes the ways to those means.” UNDP argues that capacity development is about “helping people and their institutions perform better, sustain that performance over time and remain resilient during ‘shocks’”.

UNDP further proposes that there are three key areas that need to be considered in any capacity development initiative. These are highlighted below, and responses formulated, which may be used as an evaluative framework to ensure that the strategies and the objectives defined answer these three broad questions:

Questions that inform the Capacity Building Initiative	Responses to guide the capacity building initiative for OHLGS and MoGCSP
What is the purpose of the capacity development initiative?	<ul style="list-style-type: none"> <li>The purpose is to ensure that the workforce implementing the social welfare mandate have the necessary competence and skills necessary for effective service delivery.</li> </ul>
What groups or individuals need to be empowered?	<ul style="list-style-type: none"> <li>The capacity of the workforce – the social welfare officers, managers, and other role players at district level (i.e. NGOs) and regional level, MoGCSP and OHLGS at national level.</li> <li>Capacity to improve leadership and management capability to lead and deliver a comprehensive social welfare response.</li> </ul>

<p>What kinds of capacities need to be developed to address the delivery capability of the individuals, groups and organisations</p>	<ul style="list-style-type: none"> <li>• At the system level capacities need to be developed in the form of policies, legislation, and inter-sectoral collaboration.</li> <li>• At the organizational level, capacities need to be developed in the form of procedures, practice guidelines, operational models, norms and standards, effective protocols and management and leadership to develop and implement these within organizations.</li> <li>• At the individual level, capacities need to be developed to respond to all vulnerable groups especially every child in need of protection through enhanced knowledge, competencies and skills.</li> </ul> <p>The capacity to deliver a seamless social welfare service to all vulnerable groups needs to be improved through building a) the capacity of the unit that is responsible for the social welfare function to work as a team and with other teams for the benefit of the client system; b) the capacity of the OHLGS as the key driver of the training agenda, and the MoGCSP for developing the framework within which the social welfare service is delivered.</p>
<p>What broader systemic capacities need to be put in place to achieve the broader development objectives</p>	<ul style="list-style-type: none"> <li>• Co-ordination and collaboration capacity to effect good governance between the MoGCSP and the OHLGS</li> <li>• Improved management and collaboration between the spheres of government in generating an effective and efficient response to the needs of the citizens.</li> <li>• Organizational development review to align with new approach</li> <li>• Partnership mechanism between the institutions of higher learning and the government ministries responsible for leading the capacity building strategy</li> <li>• Change management strategy to institutionalize and manage the changes required</li> </ul>

## 4.1. Approach to capacity building

This capacity building strategy is premised on a systems approach which takes into account the interaction and interconnectivity between different parts of a system, to better understand how the different elements, can work together to address a problem. It further means discerning how an intervention aimed at one element of the system will impact on the other elements, to identify whether the intervention would be viable, appropriate or relevant to addressing the problem. "Systems thinking indicates the need to look at the underlying causes of a problem, its component parts and how these contribute to the problem or its possible solution; requires inclusion of different stakeholders, understanding of their perspectives and their roles; implies greater collaboration across actors within systems and beyond; draws attention to preventive as well as responsive actions; and emphasizes the value of understanding both socio-cultural norms and the wider context. It inspires adaptive programming design that responds to the dynamic nature of system<sup>11</sup>." For example, a systems approach to child protection guides understanding as to how

<sup>11</sup> East African Community Secretariat 2017- Framework for Strengthening Child Protection System in East African Community – p 12

the different elements of the system are connected to more effectively and efficiently provide care and support to children and their families; it is reflective of and responsive to the underlying causes of child protection risks and vulnerabilities. Child protection systems are therefore not static or wholly replicable, as they aim to prevent and respond to the context within which they operate<sup>12</sup>.

A systems approach to capacity development tells us that capacity cannot be developed in a vacuum. Capacity development takes place in a broad context that involves multiple complex systems which have three key characteristics<sup>13</sup>: Elements or components; Interconnections between the elements or components and function, purpose or goal.

At its simplest level, individuals don't exist in isolation but exist within families and communities, all of which are systems in themselves. The same can be applied to the organization, in this case the Department of Social Welfare and Community Development. Individuals are employed to fit into a ready conceived structure or organogram, and this is devised to organize work, functions and the management of human resources. Individuals must have a basic understanding of where they fit in; the functions that they are responsible to perform, the direct line of accountability and responsibility, and the interdependencies with others in the team, the unit and other units within the department. Therefore, the Department of Social Welfare and Community Development is a system comprising elements, components and interconnectedness between them as well as a function and a purpose. However, the system operates within a broader system of decentralization and these layers will have to be considered.

At a more complex level, the social services system is made up of a number of components, such as child protection, early childhood development, psychosocial support, community development interventions and home-based care. The social services system also exists as part of a broader system, each of which impacts directly on the development and implementation of social services. These systems, amongst others include health, education, justice, policing, water and sanitation and agriculture. Thus, systems thinking draws us away from thinking in silos, towards understanding the complex environment in which each system is located, and the multiple factors that affect the performance and integrity of any given system<sup>14</sup>."

There has been a large movement and acceptance of the "systems approach" to capacity building since the 1990s. What this systems approach means is that capacity building must be viewed from a holistic perspective for it to be effective and due consideration must be given to the dynamics and inter-relationships between the various players, issues and spheres involved. There are various depictions of this systems approach, such as the one below:

12 East African Community Secretariat 2017- Framework for Strengthening Child Protection System in East African Community – p 12

13 South Africa - Department of Social Development Conceptual Framework for Capacity Building of Social Service Professionals and Occupations in Child Protection June 2012

14 South Africa - Department of Social Development Conceptual Framework for Capacity Building of Social Service Professionals and Occupations in Child Protection June 2012

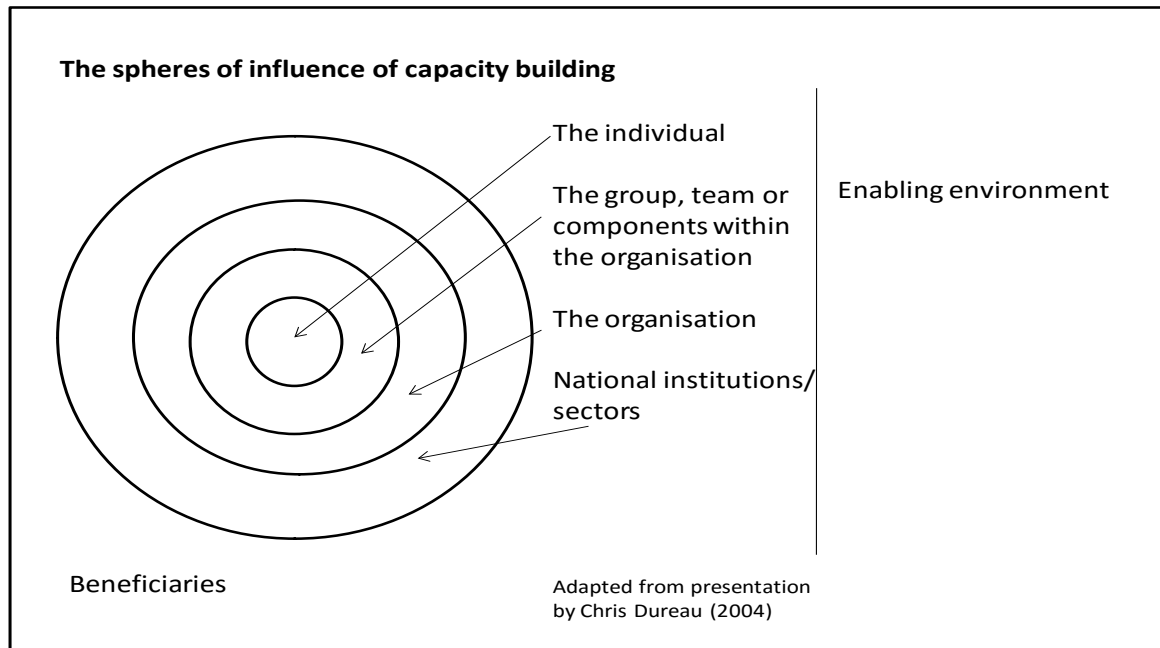


Figure 1: Spheres of Influence in Capacity Building

The picture conceptualizes the theory that in considering any capacity building initiative, all of the following aspects must be considered:

- The organization: The Department of Social Welfare and Community Development at district level, the OHLGS who is responsible for the empowerment and improving the capacity of the workforce, the MOGCSP who is responsible for defining and providing the enabling environment within which the individuals, the groups and the sector work.
- The components within the organization: Child Protection; Community Care, Social Protection, Justice Administration, Community Development and Data and Information Management
- The groups: Directorates and Units responsible for the co-ordination and oversight of the individuals below
- The individual: refers to all social development officers, (social welfare officers and community development officers) chiefs and senior development officers,
- The sector: refers to the other organizations that work together with the department in delivering social welfare services e.g. NGOs, CBOs, partners such as the universities and other training organisations and stakeholders;
- The enabling environment: the legislation and policies currently in place;
- The interconnections between the elements or components: the rules that govern how they all work together. Some of these would be captured in the legislation and others in the policies and operational guidelines;
- Beneficiaries: all those served by the Department of Social Welfare and Community Development.

The systems approach necessitates that we view capacity building holistically and take all components into account to ensure efficiency and effectiveness. We have adopted this systems approach in developing the capacity development strategy.

## 4.2 Capacity Building Model:

The systems thinking approach and the inputs and linkages between the findings of the Social welfare service workforce capacity assessment to develop a long-term capacity building strategy for the social welfare services sector as well as those of the Workforce Strengthening Initiative conducted in 2017-2018, and others<sup>15</sup> suggests that a back to basics approach to capacity building should be adopted. A comprehensive Capacity Building Model has been developed for the social welfare component, that once implemented will address the fundamental underlying causes to the challenges faced by the decentralized services to deliver effective and efficient social welfare services to children, families and other vulnerable groups was developed. Capacity building is not a once off, and should be a life-long learning process. Changes constantly occur at a system, functional and implementation level, and these changes have a direct impact on the provision of services.

Technically, persons entering the workforce come with a certain body of knowledge for their position. This may be a professional qualification, diploma, certificate or for positions not requiring pre knowledge - a school leaving certificate. The development of a capacity building strategy usually assumes that there is a common foundational element of knowledge, skills and attitudes that exists within those whose capacity must be enhanced. Within the context of the DSWCD there is a combination of knowledge base ranging from those who possess a social work qualification at an undergraduate or Master's degree level, (minority) to social work diploma, and other non-related degrees that have no bearing on the work they have been employed to carry out. However, a strength within the workforce that is recognized is that of prior on the job experience and learning. Therefore, in order to be responsive to the broad range of needs, the model suggests a multi-faceted response, that will accommodate the needs of the entire cohort within the DSWCD. The model captures this anomaly and puts forward a number of interrelated capacity building strategies that will enhance the competencies of the workforce.

These strategies are all intentional, to bring out change in the employing organization, to ensure that the DSWCD adopts a continuous professional development approach for innovative service delivery.

The framework also proposes core drivers for unlocking capacity and enabling the social welfare workforce to achieve the vision of The Children Act (1998); The Child and Family Welfare Policy (2014) and its accompanying Operational Plan, 2017-2020 (2017; The National Social Protection Policy (2015); The Justice for Children Policy (2015) and the Policy on Decentralization, specifically the principal of professionalization of the workforce. These core drivers are embedded in the four strategic performance areas. The core drivers are:

- Accountability for the function. The organizational structure and core functions of the social welfare function must be reviewed as to provide a more equitable allocation of posts, lines of accountability and responsibility, provision for senior positions to undertake the function of management and supervision, and to provide for dedicated staff who has knowledge of and in the context of social welfare function, to manage the function of capacity building.
- Qualifications and part qualifications: There is a need for individuals to obtain both formal qualifications as well as opportunities for part qualification in order to uphold the principal of life-long learning.
- Continuous professional development (CPD): The workplace must be a place of continuous learning, and social workers and para-social workers must be exposed and participate in CPD, various types of in-service training, supervision, mentoring and coaching in order to improve practice.
- Management and leadership: The responsibility for institutionalization, management and quality assurance of capacity building is a leadership function and therefore this role must be strengthened for effective services to children, families and vulnerable groups. In addition, there are instruments within the public service that make capacity building a mandatory function, such as the capacity building framework developed by OHLGS.

- Inter-sectoral collaboration and co-ordination that facilitates the social welfare system, including the child protection system.
- Good Governance: is a cross cutting performance area and is the glue that will hold the capacity building strategy together. Co-operative governance is a basic principal that democratic governments adhere to especially in unitary state systems as is the case in Ghana<sup>16</sup>. Whilst government systems are broken down into different spheres, there is a fundamental recognition that there is only one government (unitary state) comprising of different spheres or levels, all working together in creating a better life for all.

The core drivers and their inter-relatedness are shown in the diagram below.

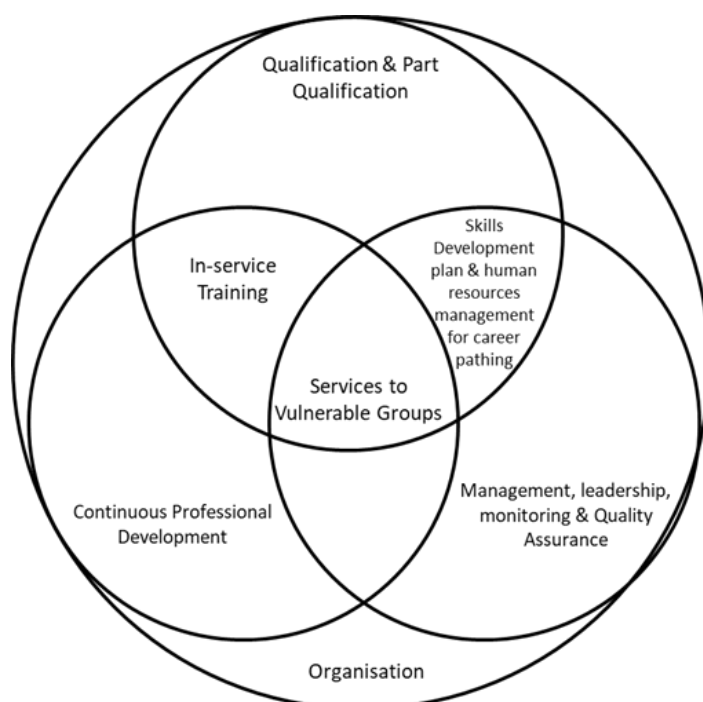


Figure 2: inter-relatedness of Core Drivers in Capacity Building<sup>17</sup>  
Social welfare System

The framework also took into consideration the foundational principles that underpinned the establishment of the DSWCD:<sup>18</sup>

#### Vision:

To take the lead in integrating the disadvantaged, vulnerable and excluded in mainstream of development

#### Mission:

The SWCD Department work in partnership with individuals, families, groups and communities to

<sup>16</sup> Constitution of the Republic of Ghana (Amendment Act) 527 of 1996 Art 4(1)c

<sup>17</sup> South Africa - Department of Social Development Conceptual Framework for Capacity Building of Social Service Professionals and Occupations in Child Protection June 2012.

<sup>18</sup> DSWCD Operations Manual 2014

improve their social wellbeing through their active participation in promoting development with equity.

**Objectives of the Establishment of DSWCD:**

- (a) facilitate the mobilization and use of available human and material resources to improve the living standards of individuals, groups, families and communities within an effectively decentralised system of administration.
- (b) prevent and respond to social exclusion and mal adjustment within the context of national and sub national development efforts

These foundational principles identify the intention of decentralization of the social welfare function. The Capacity Building Strategy should be perceived as an instrument in achieving the vision of the DSWCD. In addition, the Capacity building Strategy recognises that institutional frameworks such as: Service Standards, Performance Management Systems, Operational Manual the Inter Service and Sectoral Collaboration and Co-operation System (ISCCS;) are in existence at the LGS, therefore the approach is to build on these to ensure that the social welfare workforce elements as required by the profession. are included and operationalized.

## 5. Capacity Building Strategy

This section outlines the vision, mission and principles upon which the strategy is built. The strategy firstly, adopts a long - term approach to be undertaken over a period of five years, to ensure that it builds

on and transforms the social welfare services in a sustainable manner. The strategy is accompanied by an implementation plan which outlines results, strategies and key actions to be undertaken for the accomplishment of each strategic area. The implementation plan will have to be reviewed annually to ensure that it is on track.

Given that this is a 5 year strategy and in order to ensure that the social welfare workforce's capacity is strengthened for improved service delivery, a training program for social welfare officers has been included as a short – to medium term bridging intervention which will introduce them to the context of social welfare service delivery.

The purpose of the strategy is to:

- Build the capacity of social service practitioners within the social welfare department
- Develop, strengthen and institutionalize continuous life-long learning and career path planning of the workforce
- Build organizational capacity across all services, specifically in leadership and management
- Strengthen collaboration, coordination and inter-sectoral services in the broader social welfare system with special emphasis on the child protection system
- Regulate and standardize capacity building approaches/methodology for the sector broadly and for child protection specifically.
- Ensure accountability for capacity building at all levels of the DSWCD, OHLGS, and MoGCSP

## 5.1. Vision and Key Results

Vision: Comprehensive and quality social welfare services are adequately planned for, effectively and efficiently delivered by professionals to all vulnerable groups

Overall Strategic Result: By 2024, A competent, skilled and professional social welfare workforce, guided by agreed upon social work ethics and principles are delivering quality and comprehensive social services

## 5.2. Guiding Principles

The guiding principles of the strategy are:

- ← Guided by the mandate of the department for social welfare and community development, and the institution with the mandate for social welfare services – the MoGCSP
- ← Grounded in social work competencies and ethical guidelines
- ← Rights based and strength based in its approach according to social work principles: The capacity building strategy must promote a rights-based approach to both capacity building and service delivery. The rights of all stakeholders must be honored Underpinned by the systems approach to strengthening the social welfare workforce: The implementation of the strategy must take a holistic view of all components involved and consider how the impact on one will result on all other components in the system. It therefore needs to consider and address integration and collaboration issues; capacity building at each level of government, the department and the interrelationship between the different components and between the different components and the external environment
- ← Based on needs, and use of flexible and adaptive methodologies of capacity building. The strategy must address the real capacity needs as identified in the various studies that have already been conducted and through the process of engagement. The implementation of the strategy will also consider formal training versus different types of on-the-job and informal



- training. The “one size fits all” approach will not work.
- ← Promote the culture of life-long learning, continuing professional development and career pathing
  - ← Inclusive and actively promoting the participation of all: Capacity building must be implemented considering the needs of all stakeholders, ensure their voices are heard, as well as applied to everyone involved in social welfare and child protection. It cannot only be limited to a selected few
  - ← Promote confidentiality within performance management system: By its very nature, capacity building must be linked to the department’s performance management system in order to be effectively monitored and implemented. The way in which these processes are structured and managed must ensure confidentiality at each step of the capacity building and performance management process

### 5.3. Key Results Areas

- Strategic results outcome 1: Institutional arrangements strengthened to ensure accountability and responsibility for capacity building for the social welfare function is institutionalized within the OHLGS and the MoGCSP recognized as the expert advisor.
- Strategic results outcome 2: A competent, skilled, empowered and a social welfare workforce comprising various levels, is in place.
- Strategic results outcome 3: Workplace and in-service capacity building across the continuum of care and continuous professional development for lifelong learning institutionalized
- Strategic results outcome 4: Strategic partnerships with institutions of higher learning, training organizations and NGOs for effective service delivery are formalized
- Strategic results outcome 5: Collaboration, coordination and inter-sectoral services are institutionalized and strengthened.
- Strategic results outcome 6: Common purpose for decentralization is understood, agreed upon by all.

#### STRATEGIC RESULTS OUTCOME 1

**Institutional arrangements strengthened to ensure accountability and responsibility for capacity building for the social welfare function is institutionalized within the OHLGS and the MoGCSP recognized as the expert advisor**

### Organisational Development

A change in current institutional arrangements must take place in order to support the implementation of the strategy and ensure that it has its foundations in strong supportive and regulatory framework. These changes must include:

- A clear regulatory framework that a) sets out the definition of the social welfare workforce, b) who comprises this workforce, c) the entry qualifications, d) scope of work, e) code of ethics and conduct, f) licensing requirements, g) practice settings and roles and functions of the social welfare workforce, including licensing regulations
- The organogram must be revised to create sufficient number of human resources required to perform the social welfare function. This must be informed by a work study exercise, indicating

the number of social workers needed to address the population of vulnerable persons. In addition, the different levels that the workforce will occupy must be defined. Social workers in a public service are normally classified according to different levels, an entry level social worker, a chief social worker, supervisor and management.

- Introduce a new occupational class for para-social workers, define their function and lines of accountability. This will ensure clear lines of accountability and reporting;
- The creation of additional management positions commensurate with the additional post created for social workers to ensure that social work supervision as a function is entrenched.
- Creation of the monitoring and evaluation (M&E) and training functions in the organogram and estimate number of the corresponding human resources to fulfill the function
- Delegation of authority must be defined to enable accountability
- Review job profile and job description and job specifications to reflect both the delineation of roles and responsibilities and social welfare specific functions
- Develop and implement a change management plan to institutionalize the change.

### Supportive institutional systems, procedures and processes

The institutional framework gives an individual entering the Department a roadmap as to how they must deliver the services using their competencies as a compass. Some of these are:

- In line with the institutional framework of LGS a social welfare delivery model or operating model – outlining how services will be delivered to the target groups.
- Development of a supervision framework specifically for social workers that is aligned to the practice of supervision;
- Regulations for the implementation of the Children's Act to ensure a connection between law and practice. When developing legislation, the normal practice for legislation to be accompanied by sub-legislation namely regulations. The legislation is the “what” a Ministry wants to change, whereas regulations is the “how” the legislation will be implemented.
- Policies that outline how persons in difficult circumstances must be managed and protected, i.e. Children on the move, trafficked persons, children living and working on the street, older persons, people with disabilities, and children in conflict with the law.

### Guidelines on the approach to service delivery

- Improve existing guidelines, protocols and procedures for social welfare officers and probation officers to enable the cadre to carry out their mandates and responsibilities<sup>19</sup> such as the new guidelines for the implementation of the CFWP;
- Strengthen the implementation of SOPs for case management in particular, and other SOPs for example of how children and families receiving social protection interventions must be linked with other social welfare programs to build their resilience and ensure cash and service
- Administrative manuals to assist social workers with registration, filing and documenting of files
- Develop norms and standards for monitoring and evaluating services
- Ensure the implementation of a comprehensive standardized data management system

### Leadership and Management

The overall responsibility and accountability for the implementation of the capacity development plan

<sup>19</sup> UNICEF (2018) Evaluation of Ghana's Child Protection System Strengthening at District Level (the Initiative)

is with the leadership and management structure of the DSWCD at MMDA level. The creation of the enabling environment for formal and informal capacity building lies within the ambit of the leadership and management responsibility of a Ministry/ department and therefore management must take the lead in ensuring that this environment is created. For a social welfare service to be effective, the management of the service has to ensure that there are organizational structures that clearly outline the functions, roles and responsibilities of the different functionaries; policies systems, processes, procedures and standard operating procedures that guide the delivery of services; and how services need to be conducted to ensure standardization and uniformity across all districts. Collectively, these form the institutional framework. Developing this framework is the responsibility of the senior management. However, for the management to undertake this function as a collective there must be:

- A management capacity building program that introduces managers to management in the public sector, exposes the management to the understanding of the Constitutional principle of decentralization, and deconcentration; direct line function management roles; their span of control, supervisory functions and other management functions – both administrative and professional functions as well as their transversal management role that ensure the smooth operations of the department as an entity.
- Oversight systems and procedures to ensure that standardization and uniformity occur within DSWCD and across all MMDA's.
- Reviewed system for reporting to ensure all districts information is fed into a MIS that is consolidated for management decision making, planning and resource allocation.

In addition, management structures must be developed that give authority to managers to plan, co-ordinate and collaborate, and remove challenges to delivery of services. The following must be in place for effective service delivery:

- A management forum at national level (MoGCSP, OHLGS and MMDA) ensure that legislation and policies are being implemented as intended, and welfare services are being planned according to the needs of the vulnerable groups.
- Internal management structures within a district that will ensure that services are being delivered in a timely and effective manner, and according to the social delivery model adopted.
- Collaborative structures that enable social welfare managers to have a platform to meet other managers from the NGO sector to discuss and plan welfare services, and ensure effective referral systems are in place.

The role of leadership is key across all spheres of government, as each sphere has a distinct as well as coordination and collaborative role. To illustrate the point, the MoGCSP is responsible for the development of all national legislation, policies and guidelines, norms and standards related to statutory children's issues and social welfare in general, whilst the Constitution assigns the care and protection of children as well as the investigation of violations of children rights to District Assemblies for implementation. These functions of development and implementation are intrinsically or inherently related and therefore collaboration and coordination's should be an essential for quality service delivery. This approach will also lead to sustainability of service delivery.

### Human Capital Management/ Human Resources Department

The Human Resources Department (HRD) will need to be strengthened at both OHLGS as well as departmental (institutional) level in light of the proposed new approach as defined by this strategy. The implementation of this strategy will result in a number of additional functions as per the profession of social work, that the HRD&M will have to support. The department will need to play a much more influential role in the co-ordination and implementation of the strategy. A different skill set and additional

capacity will need to be planned for in order for the HRD to manage the professional expectations that this strategy is recommending. In addition:

- A system that will identify the training needs of workforce annually;
- Develop an annual human resources training plan that will inform the training agenda in line with the institutional frameworks that exist
- A management information system is developed that will ensure that the training needs of the workforce are managed from entry to exit;
- The development of an interlinking/interface system with the performance management system PMS of LGS to ensure that individual personal development plans are catered for within the annual training plans
- A monitoring and evaluation system that will assist in ensuring that the training plan is responsive to the needs of the organization as well as needs of the individual participants.
- A database of service providers who can deliver training programs in-house as well as external to the organization.
- Development of a tracking system to track the implementation of both formal qualifications processes and informal in-service processes;
- A resourcing plan and minimal norms and standards for service delivery must be developed to improve working conditions and that staff at district level have the necessary equipment to execute their function.

## STRATEGIC RESULTS OUTCOME 2

A competent, skilled, empowered and a social welfare workforce comprising various levels is in place

### Social Workers

A professional qualification in social work for all officers working in the DSWCD would ensure improved and quality services to vulnerable groups. There are different paths that can be followed in order to become a professional namely:

- ← Obtaining a Bachelor of Social Work (BSW) from an accredited university;
- ← Obtaining a Diploma<sup>20</sup> in Social Work from an accredited university and training institutions.

The above are the only two qualifications that are currently recognized in the Bill for the Social Work Council for social workers.

### Para Social Workers

An occupational class for para-social workers to be introduced. A part qualification for para-social worker should be considered and these qualifications must be delivered from an accredited training institution or service provider. These can take the form of a diploma or certificate course which will allow them to practice under the supervision of a social worker. The qualification however must enable the para-social worker to articulate into a professional qualification namely BSW, therefore synergy must be ensured in the design and development phases of the diploma and certificate courses.

The strategies for the professionalization of the workforce will have to be adopted by OHLGS and reflected in the SoS that will recognize only the following qualifications as entry requirement for all positions within the department:

<sup>20</sup> A diploma in Social Work is recognized by the Social Work Bill

- ← BSW from a registered and accredited university
- ← Diploma, or Certificate course for para-social workers

Social Work Competence: Competency Analysis (Both technical and soft skills)

Based on the skills outlined in the table in Annex 1 the HRD will:

- Develop a competency assessment framework that will determine the extent to which individuals entering the work environment are able to apply the knowledge, competencies and skills and demonstrate the right attitude in their positions.
- Determine additional soft skills to form part of the competency framework. The resultant feedback from the assessment will inform the kind of development needs required.

### Social Work Management and Specialization

Just as in other professions, there are different ranks/levels in social work, however, the management ranks will be delineated between those positions that are professional in nature with the need for a qualification in the profession, and other management positions that are administrative in nature. The public service is hierarchical in nature, thus OHLGS must make provision for both these, and the incumbents of these professional positions must hold a qualification. There is a need for positions that would lead, direct and motivate staff to achieve on organizational mandate and goal. Therefore, formal qualifications in for example, social work management, policy development, analysis and implementation, supportive supervision, specializations in child protection, adoption, forensic social work, school social work, monitoring and evaluation and probation services<sup>21</sup> to name a few are important, and will ensure that within the profession specialization can take place to enhance the competencies and skills of staff and provide for career pathing.

### The Establishment of a Council for Social Work

The establishment of a Council for Social Workers is a key component for the professionalization of the workforce. This Council plays an important role in a country as it regulates the profession, allows licensing to take place and ensure that only social workers who are registered to practice are employed within the workplace. The establishment of this body must be supported by the MoGCSP and OHLGS as the dual mandate holder, as this Council can only come into being through the development of an Act of Parliament, the development thereof being a function of a government Ministry and not a public interest organisation such as an Association. Therefore, the establishment of such a statutory body must be driven by those who train and employ social workers, such as the universities, MoGSCP, LGS and other Ministries in the social service cluster.

#### STRATEGIC RESULTS OUTCOME 3

Workplace and in-service capacity building across the continuum of care and continuous professional development for lifelong learning institutionalized

Organizations are a collection of individuals who are employed by an organization to deliver on its mandate and achieve the organizational goals. Therefore, the organization must adopt a learning culture in order for its employees to become continuous learning individuals producing results. Normally, potential employees come into the organizations with the pre-qualification which makes them fit for the

<sup>21</sup> Commonly known to work with children and adults offenders

job, but it is incumbent of any organization to ensure that opportunities exist for employers to enhance these capacities.

Therefore, a lifelong approach is recommended that is premised on both the CBF and good practice to ensure that the workplace continuously makes provision for its employers to be empowered with knowledge, skills and competencies.

The CBF identifies 4 critical elements that must be included in any capacity building strategy:

- ← Induction/ Orientation: This is to ensure that new employees must be onboarded into the service. This also applies to employees who may be promoted, upgraded, transferred and appointed into new positions. Its basic objective is to help the employees adjust quickly into their new work environment.
- ← Scheme of Service training: LGS Scheme of service provides specific areas of training for officers to build their capacity for effective and efficient performance. It also prepares them for career development and higher responsibilities. Each class (described below) has prescribed training programmes that individuals have to go through for their career development.
- ← Specialist Training This training component covers the following areas:
  - ← Programmes targeted at specific LGS functions and protocols
  - ← Programmes targeted at particular technical and professional needs
  - ← Competency/Proficiency/Legal based programmes
- ← Management Development Programmes: These are programmes that seek to provide officers with practical strategies and solutions to specific and known management problems. These include practical issues related to line management, planning and supervision and focus on strategic and policy issues and management change and organizational development<sup>22</sup>.

The list of strategies that we are proposing below include these proposed by the CBF, and additional strategies that have a direct alignment to the social work profession and must be planned for by the department to build capacity and meet the needs of the social workers at any given time. The following opportunities must be planned for by the human resources development component and ensure that policies and guidelines as to how to access these are in place:

- Formal courses: both technical and soft skills that will allow SDOs (social workers/community development officers) to improve on service delivery.
- Supportive Supervision: An effective tool for capacity building of social workers, especially for graduates as it guides them to become confident in the workplace. It is important to recognise that there are at least two types of supervision, professional supervision and management supervision. Professional supervision is provided by a professional to guide the professional response, quality of social welfare services, and provide support (for example professional debriefing) to social workers and social auxiliary workers. Management supervision focuses on performance, staff management, service delivery and administration.
- Induction of the workforce: These programs introduce the staff member into the organization, work processes, improves standardization and uniformity and exposes the staff member to the operations of the organizations.
- In service training programmes: This program is often used to develop the knowledge, skills and practice in the workplace. In-service training supports the development of skills in a particular discipline or occupation while on-the-job or in-service. This means that it takes place after an individual begins work and can be on-going as the individual is required to undertake new tasks or learn new skills.
- Preventive and Promotive social work; This program ensures that the social service workforce

approaches social service delivery from a developmental perspective, that recognizes that inherent strengths of people, children and communities and with the support of professionals, are empowered to become resilient and take responsibility for changing their own lives; focuses on how to prevent issues that may place individuals, children, families at risk, and promotes early intervention

- **Advocacy, awareness and activism:** These are programs that build the capacity of staff to become change agents and raise awareness on behalf of others such as the beneficiaries of welfare services. These programs allow staff to influence thoughts and behaviors of the greater populace and raise awareness of issues that are harmful to vulnerable populations. Strategies that are preventative and promotive in nature are ways of implementing these programmes.
- **Coaching and Mentoring:** Coaching is a capacity building methodology that involves empowering others with problem-solving techniques for better client case outcomes and helps the staff feel more competent and motivated (mentoring) to increase their performance as service providers. These methodologies help the staff feel supported, valued and provides the platform to grow toward greater achievements.
- **Consultation between social service professionals or professionals from other disciplines** is often not recognised as a capacity building tool. Consultation involves seeking advice, discussing situations and cases (while maintaining confidentiality) and dialogue (face-to-face, phone, skype or over email) on ethical, practical or professional issues between social service professionals, who are usually similar in perceived status and may or may not be of the same profession, but may be bringing different skills and knowledge to address a challenge. Consultation can be between two professionals from the same skill set (for example two social workers who both work in therapy with children), or may bring to the consultation complementary professional knowledge (such as a social worker and a health professional) discussing the protection needs of a child.
- **Communities of practice:** Communities of practice (CoP) occur when groups of people come together to share a concern, set of problems or a passion or interests in a topic, and to share their knowledge and experiences to deepen their knowledge and practice. It encourages learning from one another and sharing of information challenges and solutions. It is an effective means of building capacity as it presupposes an equal level of capacity and develops a culture of sharing and collaboration
- **Continuing Professional Development (CPD):** Also known as ongoing professional development, CPD, is a particularly useful strategy to build capacity in social welfare services, as it allows for individual motivation and drive to build knowledge and skills needed to provide a comprehensive and integrated response to vulnerable groups. The purpose of CPD is to build knowledge and skills, keep practitioners abreast of developments in their field, promote confidence in practitioners' abilities to provide high standard services, maintain professional standards, and promote excellence.
- **Field placements and internships** have a role in preparing future social work practitioners for different roles in social welfare agencies. This is particularly important to support students who have little or no on the job experience in the field of social work. Field placements or internships provide students with hands-on experience in working in communities for NGOs or government agencies and/or working at the national level to develop and implement social welfare policy. Internships allow a student to internalise core social work values and ethical principles and apply them within real-life work settings. They also enable students to develop critical thinking skills and knowledge of human behaviour in social environments.

**Management Development Programs:** These programs ensure that different levels of management (first line, middle and top management) have the necessary skills and competencies to manage effectively.



The job descriptions of these positions must differentiate between level of management and function or specialist area of management and therefore the programs must be specific to build the competencies and skills needed. Formal training programs in management aspects is recommended for all levels of management.

#### STRATEGIC RESULTS OUTCOME 4

**Strategic partnerships with institutions of higher learning, training organizations and NGOs for effective service delivery are formalized**

As per Ghana's Child and Family Policy (2014) partnerships with tertiary level educational institutions for long-term capacity strengthening of the workforce; in-service training; and the development of detailed guidelines and procedures.

- That OHLGS in conjunction with Office Head of Civil Service (OHCS) establish collaborative partnerships with relevant universities and training institutions to ensure a continuous supply of suitably qualified SWs and community development officers (CDOs).
- A partnership between the OHLGS and MoGCSP to ensure that all social welfare personnel are placed on a trajectory to professionalization. It is imperative, given the insufficient number of posts allocated to the social welfare component, that an innovative approach be developed to enable the social welfare personnel to obtain qualifications whilst in-service. Further, (theory and practice) capacity building initiatives are required for university lecturers, and more formal training materials and resources for practice-based field instruction in social work must be developed.
- Partnerships with, and capacity building for NGOs that enable them to continue playing a complementary welfare service delivery role across districts, and to become practice placement facilities for students.

#### STRATEGIC RESULTS OUTCOME 5

**Collaboration, coordination and inter-sectoral services are institutionalized and strengthened**

There are a number of actors that are involved in the delivery of social welfare services at national and district levels. The Inter Service and Sectoral Collaboration and Co-Operation System (ISCCS) of 2015, provides guidelines for collaboration among various services at decentralised level and in between the tiers of Government. It outlines the roles and responsibilities of key partners at the different levels. Though it provides an overall framework and platform for collaboration among the public sector, there is need to further operationalize it within each sectors to ensure effective coordination and collaboration that will enhance integrated service delivery – i.e. it will need to be operationalized in the social welfare sectors among all key actors to reflect the multi sectoral nature of social welfare delivery model and services.

The ISCCS will have to be reviewed to incorporate the needs of the social welfare service actors for coordinated policy formulation, strategic and operational planning, budgeting and monitoring and evaluation. These actors can be other ministries at national level, and at district level other units within the Department as well as external to the Department such as the NGOs, Faith based Organisations and CBOs, educational institutions and community structures. All these contribute in some way to the



delivery of welfare services and as such, platforms must be in place to ensure that these co-ordinating mechanisms are in place that will foster effective service delivery and improve referral pathways.

The Assemblies working through DSWCD must lead all the structures that it is mandated to lead to foster greater co-ordination and collaboration, and must actively participate in all other structures that seek to co-ordinate with the aim of improving service delivery.

In addition, the department must promote inter-sectoral capacity building of community structures such as the child protection committees, child panels, family tribunals and Social Services Sub-Committee as well as other forums and networks for greater cooperation and implementation of respective purposes of these structures.

#### STRATEGIC RESULTS OUTCOME 6

Common purpose for decentralization is understood and agreed upon by all

Good governance is a cross cutting performance area and is the glue that will hold the capacity building strategy together. Co-operative governance is a basic principle to which democratic governments adhere, especially in cases of unitary state systems as in the case of Ghana<sup>23</sup>. Whilst government systems are broken down into different spheres to ensure that functions of government are carried out in a hierarchical or ascending order, there is a fundamental recognition that there is only one government (unitary state) comprising of different spheres or levels, all working together in creating a better life for all. Wherever, two or more government ministries or institutions are involved in one function – the principle of cooperative governance should be upheld.

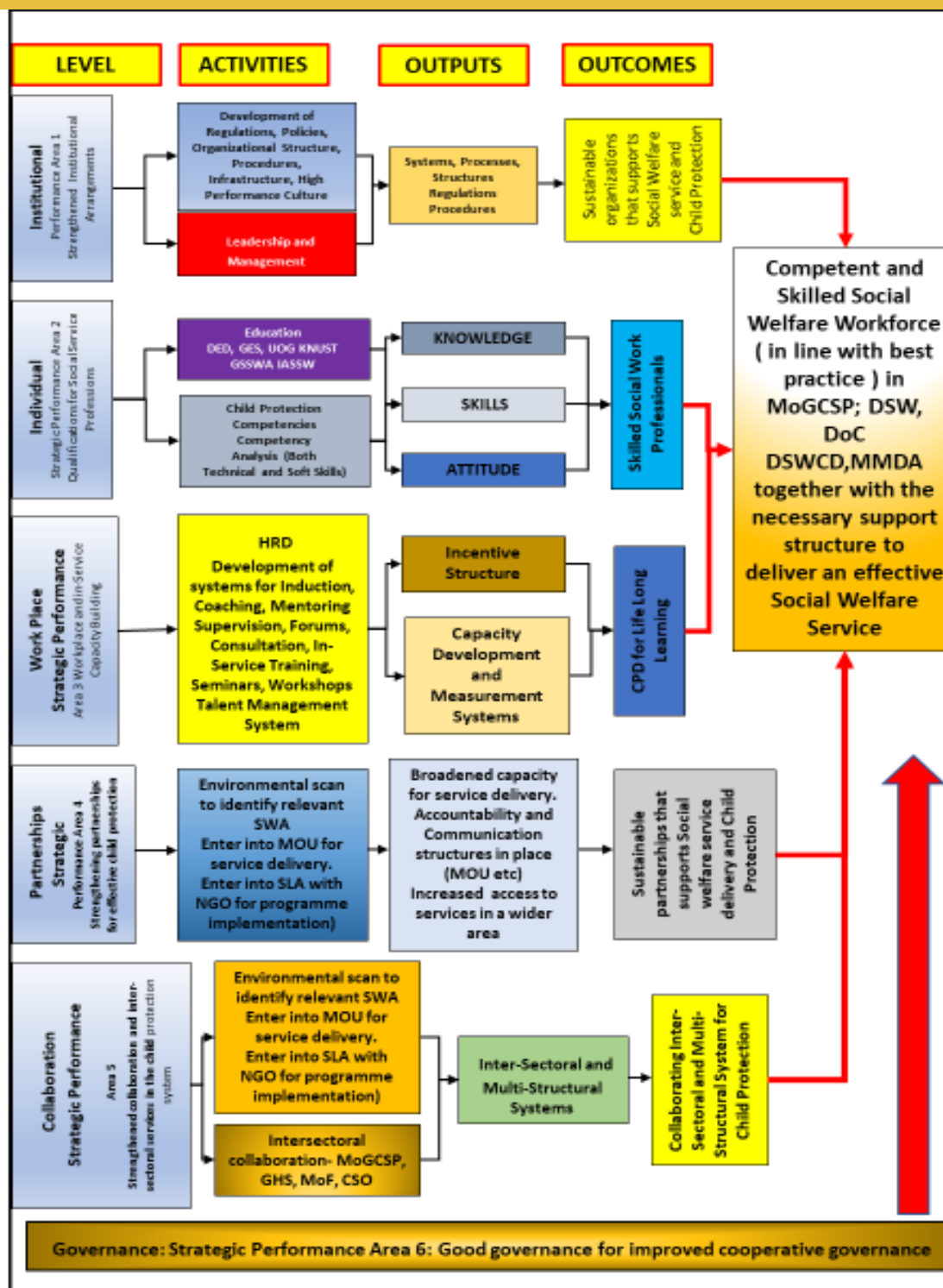
Therefore, the principle of cooperative government is key to working cooperatively with one another in mutual trust and good faith; by assisting and supporting one another; informing one another of, and consulting one another on, matters of common interest; coordinating their actions and legislation with one another; as well as adhering to agreed procedures. Whilst the OHLGS holds the function of capacity building and training, the MoGCSP holds the mandate for social welfare service legislation and policy framework and thus creating the enabling environment for SDOs to practice. Both these entities are jointly responsible to ensure that the principal of cooperative governance drives this relationship.

These prescriptions are normally further strengthened by intergovernmental relations frameworks such as the ISCCS which seeks to set up mechanisms to co-ordinate the work of all spheres of government in service delivery. In the context of, cooperative governance the two Ministries must have an MOU that regulates this relationship, clearly outlining roles and responsibilities specifically with regard to the capacity building strategy, and the qualifications process.

Below is a diagram further visualizing the strategic results area of the capacity development plan<sup>24</sup>:

<sup>23</sup> Constitution of the Republic of Ghana (Amendment Act) 527 of 1996 Art 4(1)c

<sup>24</sup> Adapted from Department of Social Development Conceptual Framework for Capacity Building of Social Service Professionals and Occupations in Child Protection June 2012; commonly referred to as the Khusela Conceptual Framework – South Africa



The achievements of each of these objectives above are further planned for in the implementation plan outlined in Section 7 below.

## 6. Monitoring and Evaluation

The monitoring and evaluation of implementation of the capacity building strategy is required to ensure that the impact of the strategy is achieved. This needs to be formalized and institutionalized. The objectives of monitoring are to:

- Determine the effectiveness of the capacity building initiatives embodied in this strategy
- Determine the improvement of the social welfare service and child protection as a result of the improved capacity

## 6.1. Context for monitoring and evaluating

A monitoring and evaluation framework and plan must be in place and implemented by the OHLGS. This includes developing an M&E system, tools, programme evaluations, reporting systems, baseline studies, and evaluating training or other capacity building interventions. The system must use qualitative and quantitative data collection and analysis methods. The various tools and protocols must be based on appropriately developed indicators to track both capacity building initiatives and their impact. Some indicators and measurements that can inform the M&E system are: number of occupations trained in the different capacity building interventions at district level and disaggregated by gender, age, occupation, employee and other relevant denominators. This must include long-term tracking of individuals to monitor life-long learning and professional development.

- Indicators to measure the quality (professionalism and based on ethics) of cases managed through the case management approach, that an appropriate service is received, standardized forms are correctly filled and stored, and case is closed after successful completion of the case plan.
- Increase in number of reported cases of different categories of abuse, neglect, exploitation and disaggregated by type, gender, age, response time, outcome of reported case, and over time a reduction in the number of abuse cases and litigations. Qualitative data is also required to determine outcomes of the services, if the best interests of the child were taken into consideration, and the quality of service received to inform future capacity building interventions.
- If a capacitated social service workforce in child protection is achieved - this will include a number of sub-indicators. For example, the percentage of staff who correctly and appropriately complete all supporting documents in the case management SOPs, the percentage of staff who appropriately implement the guidelines on Child and Family Policy in the first quarter after receiving training etc. Methods could include measuring quality of assessments and reports, achievements through therapeutic interventions, effects of supervision and emerging practice, performance measured against improved systems and structures as well as annual performance plans, skills audits and related to individual development plans etc.
- Measurements pertaining to the integration of social services across the sector including the functioning of inter-sectoral SOPs for case management, forums and networks, and key performance indicators and targets support collaboration.
- Indicators related to results achieved through capacitating social service professions and occupation to strengthen family preservation and social services provided to families.
- Indicators related to results achieved through capacitating social service professions and occupations in prevention and early intervention skills, knowledge and skills to design and implement programmes.
- Indicators to measure the implementation of the Child and Family Welfare Policy or for that matter any other policy that is in the domain of the Department of Welfare services, and the use of the guidelines by all the districts.

It is important that as the intention of the capacity building activities aim to enhance welfare services in general and child protection services and the child protection system, that a results-based methodology is advocated, in order that the capacity building interventions are seen within the broader development of the social workforce, developmental social services, the public service and society as a whole.

An alternative approach to the standard evaluation criteria of relevance, effectiveness, efficiency, impact and sustainability is to assess what capabilities have resulted from capacity building programmes. These are particularly relevant when capacity building interventions are geared towards strengthening

not only individual change, but strengthening organisational capacity and change across the welfare and child protection system. The capabilities will differ at the individual, organisational and system level, and are dependent on the type of capacity building intervention.

In addition, the M&E framework and plan for capacity building interventions should place an emphasis on learning. The intended change and benefits of building capacity of social welfare workforce means that the social welfare sector being addressed and the capacity building interventions themselves are continuously being influenced by the changes. Therefore it is necessary to systematically build into the M&E cycle opportunities for learning to enable stakeholders, leaders and the occupations in the social welfare workforce to make informed decisions about the management of service delivery to all vulnerable groups, structures that are involved in the delivery network, to share emerging evidence-based practice to improve the quality of care and responses to children, families and other vulnerable groups and to allow for flexibility to refine or amend capacity building interventions as necessary to respond to the developments and changes in the system or practice.<sup>25</sup>

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<sup>25</sup> Adapted from the Khusela Framework

## 7. Implementation Plan for the Capacity Building Strategy. Social Welfare Workforce Capacity Development Strategy 2020-2024: Implementation Plan

Vision	Comprehensive and quality social welfare services are adequately planned for and efficiently delivered to all vulnerable groups by a professional social service workforce			
Overall Strategic Result	By 2024, a competent, skilled and professional social welfare workforce, guided by agreed upon social work ethics and principles are delivering quality and comprehensive social services			
Strategic Result Outcome	Output	Intervention/Activities	Responsible	Time Frame
<b>STRATEGIC RESULT</b> <b>OUTCOME 1:</b> Institutional arrangements strengthened to ensure accountability and responsibility for capacity building for the social welfare function within the OHLGS. The MoGCSP is recognised as the expert advisor.	<b>OUTPUT 1.1</b> Capacity building strategy adopted and implemented	Develop MOU to manage roles and responsibilities with regard to roll out of the capacity building strategy	OHLGS, MoGCSP	Y1
		Develop a change management strategy and plan for the popularization and management of the capacity building strategy	OHLGS, HRD	Y1
	<b>OUTPUT 1.2</b> Institutional arrangements for	Develop a concept note for all role players to understand the rationale for the adoption of social work as a profession to drive the social welfare agenda, including defining the workforce.	MoGCSP, Universities	Y1

Vision	Comprehensive and quality social welfare services are adequately planned for and efficiently delivered to all vulnerable groups by a professional social service workforce			
	Overall Strategic Result			
Strategic Result Outcome	Output	Intervention/Activities	Responsible	Time Frame
	social welfare workforce in place and functioning	Accelerate the process of development of the Social Work Bill into an Act.	MOGCSP	Y1
		Agree on core set of competencies for social work and a code of conduct <sup>26</sup>	MoGCSP, Universities	Y1
	OUTPUT 1.3 Supportive Institutional framework for standardised service delivery and practice	Develop regulations for Children's Act/ Child Justice Act to ensure connection between law and practice	MOGCSP and other relevant ministries, Universities	Y2
		Conduct an audit of all legislation, policies that inform the welfare service delivery mandate, identify the accompanying guidelines, protocols and manuals for implementation, and identify the gaps. <ul style="list-style-type: none"> <li>Develop a plan for closing the gaps.</li> <li>Review current documents to ascertain relevancy for implementation</li> <li>Update and improve</li> </ul>	MOGCSP, OHLGS	Y2

<sup>26</sup> This activity can be subsumed into the Social Work Act.

Vision	Comprehensive and quality social welfare services are adequately planned for and efficiently delivered to all vulnerable groups by a professional social service workforce			
	By 2024, a competent, skilled and professional social welfare workforce, guided by agreed upon social work ethics and principles are delivering quality and comprehensive social services			
Strategic Result Outcome	Output	Intervention/Activities	Responsible	Time Frame
		<ul style="list-style-type: none"> <li>Develop a training program to enhance implementation capability</li> </ul>		Y3
		Develop and operationalize a social welfare delivery model	MoGCSP and partners	Y3
		Review the implementation of case management across the districts, revise and develop a corrective plan if necessary, to improve standardization		Y1 -TOT
		Review and update all administrative manuals that assist social workers with registration, filing and documenting of files	MoGCSP	Y3
		Develop norms and standards for monitoring and evaluating services	MoGCSP, OHLGS	Y4
	<b>OUTPUT 1.4 Supervision as a social work function is recognized and institutionalized.</b>	Develop a policy and guidelines on supportive supervision to inform and institutionalize the function	MoGCSP	Y3
		Develop process and guidelines for	MoGSP	Y3

Vision	Comprehensive and quality social welfare services are adequately planned for and efficiently delivered to all vulnerable groups by a professional social service workforce			
	By 2024, a competent, skilled and professional social welfare workforce, guided by agreed upon social work ethics and principles are delivering quality and comprehensive social services			
Strategic Result Outcome	Output	Intervention/Activities	Responsible	Time Frame
		supervision		
		Build the capacity of supervisors/mentors to perform the supervisory function	MoGCSP, OHLGS, HRD	Y3
		Ensure adequate number of posts for dedicated supervisors, cluster supervisors and mentors on the organogram	OHLGS, HRD	Y2
		Develop a recruitment plan to fill positions with appropriately qualified social workers	OHLGS, HRD < MoGCSP	Y3
	OUTPUT 1.5: Human resources structures for social welfare workforce updated to reflect social work as a profession and institutional changes	Conduct a work-study exercise to ensure allocation of sufficient number of posts for the function of social welfare; management; and supervision.	OHLGS, HRD	Y2
		Develop norms and standards for practice to define ratio of social workers		
		Review the organogram to ensure the following: <ul style="list-style-type: none"> <li>The capacity building function in HR and M&amp;E reflects as additional function</li> <li>Create post class for para social worker and develop job function and job description and accountability and</li> </ul>	OHLGS, HRD	Y2



Vision	Comprehensive and quality social welfare services are adequately planned for and efficiently delivered to all vulnerable groups by a professional social service workforce			
Overall Strategic Result	By 2024, a competent, skilled and professional social welfare workforce, guided by agreed upon social work ethics and principles are delivering quality and comprehensive social services			
Strategic Result Outcome	Output	Intervention/Activities	Responsible	Time Frame
		reporting lines		
		<ul style="list-style-type: none"> <li>Redesign job profiles and job descriptions to reflect the new order (definition social welfare workforce and roles and responsibilities)</li> </ul>		Y2
		Review and update to align changes in:		Y2
		<ul style="list-style-type: none"> <li>Operations Management Manual</li> <li>Code of Ethics and Conduct</li> <li>Scheme of services</li> <li>Performance Management System</li> </ul>		
	<b>OUTPUT 1.6: All managers and management are adequately capacitated to lead the social welfare function</b>	Develop capacity building program for management	OHLGS, HRD	Y1
		Review delegation of authority and align reporting system	OHLGS, HRD	Y2
		Determine the recipient levels of management for the training purposes	OHLGS, HRD	Y1

<b>Vision</b>	Comprehensive and quality social welfare services are adequately planned for and efficiently delivered to all vulnerable groups by a professional social service workforce			
<b>Overall Strategic Result</b>	By 2024, a competent, skilled and professional social welfare workforce, guided by agreed upon social work ethics and principles are delivering quality and comprehensive social services			
<b>Strategic Result Outcome</b>	<b>Output</b>	<b>Intervention/Activities</b>	<b>Responsible</b>	<b>Time Frame</b>
	<b>OUTPUT 1.7: A comprehensive and efficient HRD for social welfare delivery in place</b>	Develop a human resource training plan that will inform the capacity building agenda which must include <sup>27</sup> : <ul style="list-style-type: none"> <li>Who is to be trained as social workers, and para social workers</li> <li>Schedule of how the training will take place</li> <li>Budget allocation</li> </ul>		Y1
		Develop a management information system to capture training needs of the workforce	OHLGS, HRD	Y5
		Development interface system with the PMS to link IDPS to annual training plans	OHLGS, HRD	Y5
		Develop M&E system to measure responsiveness, efficiency, and effectiveness of training plan	OHLGS, HRD	Y5
		Develop a database of service providers who can deliver training programs	OHLGS, HRD, MoGCSP	Y5
		Develop a tracking system to track the implementation of all training interventions	OHLGS, HRD	Y5
<b>STRATEGIC RESULT</b>	<b>OUTPUT 2.1: Comprehensive,</b>	Support universities to review and update curriculum to align to global social work	MoGCSP, Universities	Y1
<b>OUTCOME 2:</b>	<b>A</b>			

<sup>27</sup> 1.7 to be preceded by 2.1 audit of social welfare personnel.

<b>Vision</b>	Comprehensive and quality social welfare services are adequately planned for and efficiently delivered to all vulnerable groups by a professional social service workforce			
<b>Overall Strategic Result</b>	By 2024, a competent, skilled and professional social welfare workforce, guided by agreed upon social work ethics and principles are delivering quality and comprehensive social services			
Strategic Result Outcome	Output	Intervention/Activities	Responsible	Time Frame
competent, skilled, empowered and a social welfare workforce comprising various levels, is in place	harmonized and quality social work training available	competencies/standards, and obtain accreditation with CSSWE		
		Review field practice component of teaching and learning	Universities, MoGCSP	Y1
		Negotiate partnership with NGOs and other Ministries to become field placements for students	MoGCSP, Universities	Y1
		<ul style="list-style-type: none"> <li>Negotiate partnership with Universities for                             <ul style="list-style-type: none"> <li>supply of social workers for social welfare services;</li> <li>Introduction of post grad specialist degrees e.g. social work management;</li> </ul> </li> </ul>	MoGCSP, HRD	Y1  Y4

Vision	Comprehensive and quality social welfare services are adequately planned for and efficiently delivered to all vulnerable groups by a professional social service workforce			
	By 2024, a competent, skilled and professional social welfare workforce, guided by agreed upon social work ethics and principles are delivering quality and comprehensive social services			
Overall Strategic Result	Output	Intervention/Activities	Responsible	Time Frame
Strategic Result Outcome		probation services adoption and forensic social work <ul style="list-style-type: none"> <li>Introduction of other short formal occupation specific courses e.g. supervision</li> </ul>		
		<ul style="list-style-type: none"> <li>Conduct an audit of current staff<sup>28</sup> qualifications according to post class or rank.               <ul style="list-style-type: none"> <li>Categorize these according to a system that disaggregates staff by degree, and whether such degree can be converted to a social work degree, university entrance if no degree,( if no university entrance – option of diploma or certificate); ability to commence a degree, consent to study,</li> </ul> </li> </ul>	OHLGS, MoGCSP, HRD	Y1
		Investigate the introduction of recognition of	OHLGS, HRD	Y2

<sup>28</sup> This activity must inform the human resource capacity building plan in 1.7 above.

<b>Vision</b>	Comprehensive and quality social welfare services are adequately planned for and efficiently delivered to all vulnerable groups by a professional social service workforce			
<b>Overall Strategic Result</b>	By 2024, a competent, skilled and professional social welfare workforce, guided by agreed upon social work ethics and principles are delivering quality and comprehensive social services			
<b>Strategic Result Outcome</b>	<b>Output</b>	<b>Intervention/Activities</b>	<b>Responsible</b>	<b>Time Frame</b>
<b>OUTPUT 2.2: Competent para professional cadre in place with opportunities for career pathing</b>		prior learning (RPL) <ul style="list-style-type: none"> <li>Set up the system for RPL</li> </ul>		
		Develop a human resource plan <sup>29</sup> towards obtaining the qualification, including terms of numbers of staff identified to study, budget requirements and implications and type of method to study.	OHLGS, HRD	Y1
		Develop training guidelines for social work managers and supervisors to manage training programmes	OHLGS, HRD	Y1
		Negotiate and develop MoU with School of Social Work to train para professionals	MoGCSP, OHLGS	Y1
		Develop together with Universities and School of Social Work a diploma and certificate course that is aligned to BSW for smooth articulation	Universities, school of social work, MoGCSP	Y2
		Identify from audit the first cohort of students to be trained as para-professionals	OHLGS, HRD, MoGCSP	Y3
		Develop the plan for training including	OHLGS, HRD	Y1

<sup>29</sup> 1.7.2.1. and this activity should result all in one document.

Vision	Comprehensive and quality social welfare services are adequately planned for and efficiently delivered to all vulnerable groups by a professional social service workforce			
	Overall Strategic Result			
Strategic Result Outcome	Output	Intervention/Activities	Responsible	Time Frame
<b>STRATEGIC RESULT</b> <b>OUTCOME 3: Workplace and in-service capacity building across the continuum of care, and CPD for lifelong learning is institutionalized.</b>		budget implications		
		Develop a plan for current staff to access qualification, part qualification or occupational specific qualification	OHLGS, HRD	Y1
	<b>OUTPUT 3.1: All social service practitioners in the social welfare are exposed to an induction program, in-services and supervision</b>	Develop a system of CPD for life-long learning including; <ul style="list-style-type: none"> <li>the induction process</li> <li>in-service training program</li> <li>coaching and mentoring</li> <li>supervision, consultation</li> <li>Advocacy, awareness</li> </ul>	OHLGS, HRD	Y3
		Determine and assign the responsibility for CPD Program to the appropriate level of management and build the capacity of this level to facilitate the CPD programme		
		Align the responsibility (KPA) with the PMS		
		Develop a tracking system to monitor the implementation of all CPD programmes		
	<b>OUTPUT 3.2: Supervision as a</b>	Train all staff on the process and guidelines		
		Formally appoint supervisors <sup>30</sup>		

<sup>30</sup> This activity to be conducted together with activity 1.4 above

Vision	Comprehensive and quality social welfare services are adequately planned for and efficiently delivered to all vulnerable groups by a professional social service workforce			
	By 2024, a competent, skilled and professional social welfare workforce, guided by agreed upon social work ethics and principles are delivering quality and comprehensive social services			
Strategic Result Outcome	Output	Intervention/Activities	Responsible	Time Frame
<b>STRATEGIC RESULT</b> <b>OUTCOME 4: Strategic partnerships with institutions of higher learning, training organisations and NGOs are formalized</b>	capacity building approach is institutionalised	Implement the supervision process		
	<b>OUTPUT 4.1:</b> Formalized mechanism and platform in place for effective partnerships	Improve support to universities by encouraging partnering between universities as well as internationally		Y1
		Develop platforms in which stakeholders can input on curricula to ensure emerging issues are covered		Y4
		Establish consultative platforms where government, the association and other key stakeholders can discuss practice issues		Y4
	<b>OUTPUT 4.2:</b> NGOs are empowered to deliver services aligned to government policies	Conduct an audit of NGOs according to category of service – children, older persons people with disability etc		Y3
		Develop ToR for partnership mechanism		Y3
		Establish Forums for joint planning, service		Y4



<b>Vision</b>	Comprehensive and quality social welfare services are adequately planned for and efficiently delivered to all vulnerable groups by a professional social service workforce			
<b>Overall Strategic Result</b>	By 2024, a competent, skilled and professional social welfare workforce, guided by agreed upon social work ethics and principles are delivering quality and comprehensive social services			
<b>Strategic Result Outcome</b>	<b>Output</b>	<b>Intervention/Activities</b>	<b>Responsible</b>	<b>Time Frame</b>
<b>STRATEGIC RESULT</b> <b>OUTCOME 5:</b> Collaboration, coordination and inter-sectoral services are institutionalised and strengthened		delivery and funding		
		Conduct capacity building program for NGO's to ensure alignment with government priorities		Y4
		Develop terms of reference for each		Y2
		Induct them on the purpose, roles and responsibilities and functions		Y2
		Develop capacity building programs to empower them to execute the function		Y4
	<b>Integrated service delivery operationalized and enhanced</b>	Operationalize a) the ISCS through MoUs between the relevant sectors necessary to implement in social welfare service delivery and b) define the additional types of collaboration mechanisms required with non-public sector (i.e. NGOs etc.) to improve service delivery		
		Develop terms of reference for each mechanisms with clear objectives, roles and responsibilities		

<b>Vision</b>	Comprehensive and quality social welfare services are adequately planned for and efficiently delivered to all vulnerable groups by a professional social service workforce			
<b>Overall Strategic Result</b>	By 2024, a competent, skilled and professional social welfare workforce, guided by agreed upon social work ethics and principles are delivering quality and comprehensive social services			
<b>Strategic Result Outcome</b>	<b>Output</b>	<b>Intervention/Activities</b>	<b>Responsible</b>	<b>Time Frame</b>
<b>OUTPUT 5.2</b> <b>Community structures are supported and strengthened</b>		Induct the partners and sectors on the purpose, roles and responsibilities and functions		
		Develop capacity building programs to empower them to execute the function		
		Audit current community-based structures for relevance		Y4
		Review purpose, functions, roles and responsibility		Y4
		Redesign if necessary		Y4
		Develop capacity building programs that strengthen community-based structures to promote inter-sectoral coordination		Y4
<b>OUTPUT 5.3</b> <b>Social Service Sub Committees (SSC) are strengthened and</b>		Review the purpose of SSC with the aim of broadening its scope and ambit to include an advisory, oversight and public participation element, rather than	OHLGS	Y2 Y2

Vision	Comprehensive and quality social welfare services are adequately planned for and efficiently delivered to all vulnerable groups by a professional social service workforce			
	By 2024, a competent, skilled and professional social welfare workforce, guided by agreed upon social work ethics and principles are delivering quality and comprehensive social services			
Strategic Result Outcome	Output	Intervention/Activities	Responsible	Time Frame
	providing oversight and acting as advisory bodies to the executive (MMDA)	implementation		
		Redefine roles and responsibilities to include identification of gaps in service delivery; citizen participation	OHLGS	Y2
		Develop ToR that encapsulates the new scope and ambit	OHLGS	Y2
		Develop a capacity building program to empower them on how to execute this function	OHLGS	Y2
<b>STRATEGIC RESULT</b> <b>OUTCOME 6: Common purpose for decentralization is understood and agreed upon by all</b>		Operationalize the ISCCS through development of an MOU to regulate the relationship between OHLGS and MoGCSP at national level on technical and programmatic issues related to social welfare	OHLGS, MOGCSP	Y1

## ANNEX I: Social Work Functions and Competencies

Functions of SWCD department <sup>31</sup>	Interventions	Competencies – technical, personal	CSWE Competencies
<b>Social Protection</b>	<p>-Early intervention through social protection including:</p> <ul style="list-style-type: none"> <li>• Linking families to economic empowerment through social protection programmes such as LEAP and school feeding programmes</li> <li>• Link with education capitation grants, the National Health Insurance Scheme and free maternal care, school uniforms (these are administered by other sectors, not the DSW)</li> <li>• Appropriate community day-care options for children</li> </ul>	<ul style="list-style-type: none"> <li>▪ Administrative management of cases</li> <li>▪ Knowledge of services and social protection programmes available</li> <li>▪ Networking with other sectors</li> <li>▪ Data input</li> </ul>	
<b>Child Protection</b>	<p>(CP risks cover abuse, neglect, exploitation (child labour), victimization, violence, juvenile justice, disability, separation, child and drug trafficking, exposure to domestic violence, GBV and harmful traditional practices, accusations of witchcraft, and harm to the unborn child)</p> <p>-No universal reporting requirement yet, but expected under 2019 amendments</p> <p>-Provide prevention and response services</p>	<ul style="list-style-type: none"> <li>▪ Knowledge and understanding protection concerns for children</li> <li>▪ Knowledge and understanding of child development</li> <li>▪ Knowledge and understanding of child rights</li> <li>▪ Ethical sensitivity</li> <li>▪ Empathy</li> <li>▪ Principles and Approaches to</li> </ul>	<p><b>Competency 1: Demonstrate Ethical and Professional Behavior</b></p> <ul style="list-style-type: none"> <li>• <i>make ethical decisions by applying the standards of the national SW Code of Ethics, relevant laws and regulations, models for ethical decision-making, ethical conduct of research, and additional codes of ethics as appropriate to context;</i></li> <li>• <i>use reflection and self-regulation to manage personal values and maintain professionalism in practice situations;</i></li> <li>• <i>demonstrate professional demeanor in</i></li> </ul>

<sup>31</sup> Republic of Ghana (2016). Local Governance Act (Act 936).

Functions of SWCD department <sup>31</sup>	Interventions	Competencies – technical, personal	CSWE Competencies
	<p>for child protection</p> <ul style="list-style-type: none"> <li>• Lead an initial inquiry into a child protection case, draw up an agreed plan of action, and ensure action plan implementation;</li> <li>• Follow-up on child protection cases and monitor prevention and response service delivery</li> </ul> <p>-Create linkages between social welfare and social protection programmes</p> <p>-Make alternative care assessments and placements</p> <p>-Supervise foster care and adoption placements</p> <p>-Monitor children in care institutions</p> <p>-Facilitate reintegration of children from youth remand facilities</p> <p>-Submit social inquiry reports for custody and maintenance cases</p> <p>-Ensure that children with disabilities can access facilities to address needs</p> <p>-Provide rehabilitative services to children who have experienced abuse, etc.</p>	<p>Child Protection and child protection programming</p> <ul style="list-style-type: none"> <li>▪ Using a rights-based approach in Child Protection and strength based approach</li> <li>▪ Using community-based approaches in child protection; prevention of child protection issues – working with communities</li> <li>▪ Strengthening child protection systems</li> <li>▪ Promoting children's participation and agency</li> <li>▪ Capacity building on child protection</li> <li>▪ Advocating on issues of Child Protection</li> <li>▪ Principles of best interest determination</li> <li>▪ Interpreting and applying legislation and policies</li> <li>▪ Case Management</li> <li>▪ Interviewing techniques with children and families, with sensitive issues</li> <li>▪ Working with families in social welfare settings across the continuum of care; responding to families;</li> <li>▪ Knowledge of alternative care</li> </ul>	<p>behavior; appearance; and oral, written, and electronic communication;</p> <ul style="list-style-type: none"> <li>• use technology ethically and appropriately to facilitate practice outcomes; and</li> <li>• use supervision and consultation to guide professional judgment and behavior</li> </ul> <p><b>Competency 2: Engage Diversity and Difference in Practice</b></p> <ul style="list-style-type: none"> <li>• apply and communicate understanding of the importance of diversity and difference in shaping life experiences in practice at the micro, mezzo, and macro levels;</li> <li>• present themselves as learners and engage clients and constituencies as experts of their own experiences; and</li> <li>• apply self-awareness and self-regulation to manage the influence of personal biases and values in working with diverse clients and constituencies.</li> </ul> <p><b>Competency 3: Advance Human Rights and Social, Economic, and Environmental Justice</b></p> <ul style="list-style-type: none"> <li>• apply their understanding of social, economic, and environmental justice to advocate for human rights at the individual and system levels; and</li> <li>• engage in practices that advance social, economic, and environmental justice.</li> </ul> <p><b>Competency 6: Engage with Individuals, Families, Groups, Organizations, and Communities</b></p> <ul style="list-style-type: none"> <li>• apply knowledge of human behavior and the social environment, person-in-environment, and</li> </ul>

Functions of SWCD department <sup>31</sup>	Interventions	Competencies – technical, personal	CSWE Competencies
		<p>approaches and system; placement of children (foster care, adoption etc.); applying legislation to protect children</p> <ul style="list-style-type: none"> <li>▪ Safeguarding</li> <li>▪ Networking and referral systems and procedures</li> <li>▪ Gender</li> <li>▪ Understanding psychosocial wellbeing</li> <li>▪ Knowledge of disability issues</li> </ul> <p><b>Managing self:</b> Resilience Integrity Time management Self awareness Continuous learning; Intrapersonal skills, such as the ability to understand emotions and practice self-discipline</p> <p><b>Working with others:</b> Teamwork Cultural sensitivity Accountability Communication Building Trust, Leaderships Negotiation, advocacy, managing partnerships</p>	<p>other multidisciplinary theoretical frameworks to engage with clients and constituencies; and</p> <ul style="list-style-type: none"> <li>• use empathy, reflection, and interpersonal skills to effectively engage diverse clients and constituencies.</li> </ul> <p><b>Competency 7: Assess Individuals, Families, Groups, Organizations, and Communities</b></p> <ul style="list-style-type: none"> <li>• collect and organize data, and apply critical thinking to interpret information from clients and constituencies;</li> <li>• apply knowledge of human behavior and the social environment, person-in-environment, and other multidisciplinary theoretical frameworks in the analysis of assessment data from clients and constituencies;</li> <li>• develop mutually agreed-on intervention goals and objectives based on the critical assessment of strengths, needs, and challenges within clients and constituencies; and</li> <li>• select appropriate intervention strategies based on the assessment, research knowledge, and values and preferences of clients and constituencies.</li> </ul> <p><b>Competency 8: Intervene with Individuals, Families, Groups, Organizations, and Communities</b></p> <ul style="list-style-type: none"> <li>• critically choose and implement interventions to achieve practice goals and enhance capacities of clients and constituencies;</li> <li>• apply knowledge of human behavior and the social environment, person-in-environment, and other multidisciplinary theoretical frameworks in interventions with clients and constituencies;</li> <li>• use inter-professional collaboration as</li> </ul>

Functions of SWCD department <sup>31</sup>	Interventions	Competencies – technical, personal	CSWE Competencies
			<p>to achieve beneficial practice outcomes;            • negotiate, mediate, and advocate with and on behalf of diverse clients and constituencies; and            • facilitate effective transitions and endings that advance mutually agreed-on goals.</p> <p><b>Competency 9: Evaluate Practice with Individuals, Families, Groups, Organizations, and Communities</b></p> <ul style="list-style-type: none"> <li>• select and use appropriate methods for evaluation of outcomes;</li> <li>• apply knowledge of human behavior and the social environment, person-in-environment, and other multidisciplinary theoretical frameworks in the evaluation of outcomes;</li> <li>• critically analyze, monitor, and evaluate intervention and program processes and outcomes; and</li> <li>• apply evaluation findings to improve practice effectiveness at the micro, mezzo, and macro levels.</li> </ul>
<b>Community Development</b>	<ul style="list-style-type: none"> <li>- Support and engage with traditional processes and community structures</li> <li>- Identify community members to mentor and provide assistance to children and families</li> <li>- Support and monitor the community panels and tribunals related to children</li> </ul>	<ul style="list-style-type: none"> <li>▪ Knowledge of and Support to community level structures</li> <li>▪ Child participation</li> <li>▪ Gender</li> <li>▪ Using strengths based approach in working with communities</li> <li>▪ Community development, engagement and mobilization</li> <li>▪ Inter-sectoral collaboration</li> <li>▪ Basics of community development; working in</li> </ul>	



Functions of SWCD department <sup>31</sup>	Interventions	Competencies – technical, personal	CSWE Competencies
		<ul style="list-style-type: none"> <li>communities;</li> <li>community leadership and protocols; community dialogue; working with groups; and creating safer communities</li> </ul>	
<b>Justice for children</b>	<ul style="list-style-type: none"> <li>-Conduct social inquiries and submit reports to court</li> <li>-Facilitate reintegration and rehabilitation of children in conflict with the law, in collaboration with community leaders and networks</li> <li>-Provide support and supervision to children on probation</li> <li>-Conduct victim/offender mediation when appropriate</li> <li>-Provide victim support</li> <li>-Promote family harmony and reduce family conflicts, including through the use of family group conferencing or ‘accountability conferences’</li> <li>-Support successful socialization of all children, foster a sense of belonging</li> <li>-Support good parenting skills and parents’ knowledge of child development</li> <li>-Strengthen children’s ability to protect themselves</li> <li>-Provide support and assistance to particularly vulnerable children and families</li> <li>-Monitor community justice processes by engaging in dialogue with leaders</li> </ul>	<ul style="list-style-type: none"> <li>Social inquire techniques</li> <li>Report writing</li> <li>Interpretation and application of law</li> <li>Work with local/traditional structures and justice system</li> <li>Statutory work in justice system; report writing; children in conflict with the law; court preparation; forensic social work; applying legislation to protect children</li> </ul>	<p><b>Competency 1: Demonstrate Ethical and Professional Behavior</b></p> <ul style="list-style-type: none"> <li>make ethical decisions by applying the standards of the national SW Code of Ethics, relevant laws and regulations, models for ethical decision-making, ethical conduct of research, and additional codes of ethics as appropriate to context;</li> <li>use reflection and self-regulation to manage personal values and maintain professionalism in practice situations;</li> <li>demonstrate professional demeanor in behavior; appearance; and oral, written, and electronic communication;</li> <li>use technology ethically and appropriately to facilitate practice outcomes; and</li> <li>use supervision and consultation to guide professional judgment and behavior</li> </ul> <p><b>Competency 2: Engage Diversity and Difference in Practice</b></p> <ul style="list-style-type: none"> <li>apply and communicate understanding of the importance of diversity and difference in shaping life experiences in practice at the micro, mezzo, and macro levels;</li> <li>present themselves as learners and engage clients and constituencies as experts of their</li> </ul>

Functions of SWCD department <sup>31</sup>	Interventions	Competencies – technical, personal	CSWE Competencies
			<p>own experiences; and</p> <ul style="list-style-type: none"> <li>• apply self-awareness and self-regulation to manage the influence of personal biases and values in working with diverse clients and constituencies.</li> </ul> <p><b>Competency 3: Advance Human Rights and Social, Economic, and Environmental Justice</b></p> <ul style="list-style-type: none"> <li>• apply their understanding of social, economic, and environmental justice to advocate for human rights at the individual and system levels; and</li> <li>• engage in practices that advance social, economic, and environmental justice.</li> </ul> <p><b>Competency 7: Assess Individuals, Families, Groups, Organizations, and Communities</b></p> <ul style="list-style-type: none"> <li>• collect and organize data, and apply critical thinking to interpret information from clients and constituencies;</li> <li>• apply knowledge of human behavior and the social environment, person-in-environment, and other multidisciplinary theoretical frameworks in the analysis of assessment data from clients and constituencies;</li> <li>• develop mutually agreed-on intervention goals and objectives based on the critical assessment of strengths, needs, and challenges within clients and constituencies; and</li> <li>• select appropriate intervention strategies based on the assessment, research knowledge, and values and preferences of clients and constituencies.</li> </ul>
<b>Information and</b>	Collect and analyse data generated through	MIS systems	

Functions of SWCD department <sup>31</sup>	Interventions	Competencies – technical, personal	CSWE Competencies
data management	service provision and submit, to be shared with regional level	IT	

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