



CAPACITY BUILDING STRATEGY FOR SOCIAL SERVICE PRACTITIONERS IN CHILD PROTECTION

FOREWORD

It is a great pleasure for me to present the Capacity Building Strategy for Social Service Practitioners in Child Protection (hereafter, called Strategy) which is aimed at increasing the capacity of the workforce for an effective child protection response as envisaged in the National Strategy Framework and a Strategic Plan for the Management and Prevention of Child Abuse, Neglect and Exploitation in South Africa and the Children's Act No. 38 of 2005.

Through the commissioning of research titled "Situational Analysis Report on the Social Service Workforce Servicing Children"; and secondly the development of the "Conceptual Framework for Building the Capacity of Social Service Practitioners" it became clear that the Department needs a capacitated workforce.

The rapid assessment that informed the *Conceptual Framework* identified and highlighted a number of core approaches that must underpin training for social service practitioners. As stated in the Conceptual Framework (2012, p21):

"While giving a vision for training social service practitioners, the conceptual framework must be grounded in a capacity building approach. This involves understanding capacity building as a process of change that addresses the challenges individuals and organisations face in their context. As a result, systems thinking, an appreciative paradigm and a culture of learning must be embedded in the framework, and a range of strategies would need to be considered (which in this case, will include training)."

Government has adopted an integrated and intersectoral approach, which this Strategy seeks to promote by building capacity amongst all roll players. This will ensure a collective understanding of the management of child abuse, neglect and exploitation. I believe that this Strategy will assist in equipping and promoting professional development of social workers, as well as improve leadership and mentoring amongst professionals in order to improve the services rendered in the child protection environment.

A handwritten signature in blue ink, consisting of the letters 'M M' followed by 'Louw', enclosed within a hand-drawn oval.

Acting Director-General
Department of Social Development
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EXECUTIVE SUMMARY

In 2004, the Department of Social Development (DSD) adopted the National Strategy Framework and Strategic Plan for the Prevention and Management of Child Abuse, Neglect and Exploitation (CANE), with the specific intention of ensuring a collaborative response to child protection by all role-players, as well as increasing the capacity of the workforce for an effective child protection response. Whilst, the adoption of the framework took place, the institutionalization and therefore the implementation of the core elements of the framework, for example the strengthening of the workforce, did not take place as envisaged.

In 2010, the Children's Act No. 38 of 2005 was promulgated and the legislation made provision for the expansion of the workforce and indicated which professions and occupations may provide child protection services. This provision created the opportunity for the DSD to review its current workforce providing services to children. DSD commissioned a research titled "Situational Analysis Report on the Social Service Workforce Servicing Children; (Situation Analysis) and secondly the development of the Conceptual Framework for Capacity Building of Social Service Practitioners in Child Protection (Conceptual Framework). Whilst the aforementioned research outlined the roles and responsibilities of all the practitioners in the field, the latter built on the foundation of CANE and provided a framework that would guide the capacity and thereby strengthen the workforce in the child protection environment.

However, the recommendations as outlined in the Conceptual Framework were unable to be implemented due to the absence of an organisational wide vehicle that would allow for the institutionalisation of the recommendations, guide and manage the capacity building process, and entrench capacity building as a function within the organisation ensuring its sustainability. To inform the above process, a capacity building strategy for child protection was identified as the vehicle to bring about the strengthening of the workforce in a systematic manner.

This Strategy aims to strengthen the workforce, especially social service practitioners rendering services in child protection. It identifies the need for capacity building of social service practitioners in the child protection environment, and through the implementation of the capacity building initiative aims to reverse the limitations that currently exist in providing effective child protection services.

Furthermore, the Conceptual Framework recommends that the context of capacity building must be grounded in the systems approach, which means 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 role players, issues and spheres involved. Capacity building does not happen in a vacuum. The elements that are responsible for the function and process of capacity building within an organisation must be identified to ensure that their influence on each other is planned for and implemented. These spheres include the individual, group, organisation and the sector in which it operates. An enabling environment, such as the legislation and policy frameworks should impact on the beneficiaries. This Strategy is a comprehensive guide for the DSD to create the function of capacity building for social service practitioners in the field of child protection. The

Strategy outlines a monitoring and evaluation framework to ensure that the objectives are systematically achieved.

ACRONYMS

ASW	Auxiliary Social Worker
CANE	National Strategy Framework and Strategic Plan for the Prevention and Management of Child Abuse, Neglect and Exploitation
CHH	Child headed household
CIP	Compulsory Induction Programme
CoP	Communities of practice
CP	Child protection
CPD	Continuing professional development
CSEC	Commercial sexual exploitation of children
CYCW	Child and Youth Care Worker
DCPO	Designated child protection organisation
DOJ&CD	Department of Justice and Constitutional Development
DPSA	Department of Public Service Administration
DSD	Department of Social Development
DV	Domestic violence
ECD	Early childhood development
ETQA	Education and Training Quality Assurance
FBO	Faith-based Organization
FET	Further Education and Training
GENFETQA	General and Further Education & Training Quality Assurance
HDA	Health and Development Africa
HEQC	Higher Education Quality Committee
HIV/AIDS	Human Immunodeficiency Virus/Acquired Immunodeficiency Syndrome
HRD	Human Resource Development
HSRC	Human Sciences Research Council
HWSETA	Health and Welfare Sector Education and Training Authority
ISPCAN	International Society for the Prevention of Child Abuse and Neglect
LLM	Master of Laws
MTEF	Medium Term Expenditure Framework
NC	National Certificate
NCPR	National Child Protection Register
NDP	National Development Plan
NPA	National Prosecuting Authority
NQF	National Qualifications Framework
NSG	National School of Government
OFO	Organising Framework for Occupations
OSD	Occupation Specific Dispensation
PALAMA	Public Administration Leadership and Management Academy
PEIP	Prevention and Early Intervention Programmes
PO	Probation Officer

QA	Quality Assurer
QCTO	Quality Council for Trades and Occupations
RAPCAN	Resources aimed at the Prevention of Child Abuse and Neglect
RPL	Recognition of prior learning
SACSSP	South African Council for Social Service Professions
SAMDI	South African Management Development Institute
SAPS	South African Police Service
SAQA	South African Qualifications Authority
SASSA	South African Social Security Agency
SDP	Skills Development Programme
SETA	Sector Education and Training Authority
SMS	Short message system
SDSA	Social Development Sector Academy
SW	Social worker
TSP	Training service provider
UN	United Nations
UNCRC	United Nations Convention on the Rights of the Child
UNICEF	United Nations Children's Fund
USAID	United States Agency for International Development
VEP	Victim Empowerment Programme
WHO	World Health Organization

GLOSSARY OF TERMS

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.

Capacity building - an evidence-driven process of strengthening the abilities (knowledge, skills and practice) 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.

Child - a person under the age of 18 years.

Coaching - coaching makes provision for the instruction, guidance and practice skills and feedback for persons that is not familiar with the social work context such as a student social worker or social auxiliary worker (Engelbrecht, 2012). The supervisor fulfils her functions in practice education to the trainee. Practise education will include retrieval of experiences, reflection, linkage with formal knowledge and evaluation of the student's professional responses to a situation. Coaching is an approach which have a set duration, be more directive in nature, more short term and more focus on specific development areas.

Consultation – consultation is an informal process which allows experienced practitioners to seek guidance and support from their peers or supervisor. Consultation is voluntary and always advisory in nature and is done on request of the social worker and will contain elements of educational and developmental components. Experience social workers will not have the need for structured supervision but will request consultations. The supervisor however, will still be held accountable for the administrative processes and control of social workers' case work. Consultation needs to be promoted in building capacity and an enabling environment needs to be created.

Enabling environment – the legislative, regulatory, social, economic, and 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.

Indicators - specific achievements (milestones) that help understand where the project is, what impact it is having, where it is going and how far it is from the objective or goal. These are clear targets of what is expected or intended to change and which can be measured.

Induction - a process whereby newly appointed staff can function efficiently in the organisation through gaining the values, information and behavioural skills associated with the organisation to enable them to perform their job function.

In-service training – training that is given to employees during the course of employment.

Institutionalisation – the embedding of procedures, guidelines or activities within the Department so that it becomes a “way of doing things”.

Levels – refers to the different levels of social service practitioners within the Department. These may be within directorates or across national, provincial, district and site operations.

Mentoring - Mentoring forms part of supervision and is less structured than coaching. It accelerates and improve the induction/orientation of a newly appointed person within his/her job. It is on-the-job learning by the supervisee and the transfer of skills by the supervisor (role modelling), as the latter is demonstrating and facilitates the required competencies. The supervisee has the opportunity to observe, consult and copy their mentor (supervisor) as skilled performers. It also allows the mentor to identify developmental training needs as observed from the supervisee

Monitoring - the continuing 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).

Multi-disciplinary approach– this approach considers all the disciplines involved in any particular activity, for example, the police, educators and social workers working together to protect children.

Qualification - the formal recognition of the achievement of the required number and range of credits and other requirements at specific levels of the National Qualifications Framework determined by the relevant bodies registered by South African Qualifications Authority.

Part Qualification - an assessed unit of learning that is registered as part of a qualification. For example, a part-qualification can be a module, or a unit standard or a skills programme.

Reflective learning - when an individual reflects what they have read, done, learned from practice, and from learning material. Reflective learning is not a technique commonly used by the supervisor with his/her supervisee but gives potential for a new social worker to reflect on his/her experience and how they can improve their skills and knowledge in practice. Learning needs could also be identified through such sessions as the supervisee will be eager to learn more.

Social Service Practitioner - Any person registered with a statutory Council or Body, or who is studying toward practicing a social service profession or a social service occupation. The generic term covers both professionals and people practicing an occupation. This is a collective term used to denote all persons that practice under the mandate of Social Development and for whom this Strategy is applicable.

Specialisation - when, in the practice of social work, specific activities take place for which *additional* specialised and in-depth knowledge, skills and expertise on the specific field of practice are required. A specialisation must be recognised as a formal qualification by the relevant statutory Council or Body and by the sector education authority.

System - is a set of interacting or interdependent components forming an integrated whole.

1. INTRODUCTION

1.1 Introduction

The *National Strategy Framework and Strategic Plan for the Prevention and Management of Child Abuse, Neglect and Exploitation (CANE)*, which was adopted in 2004, identified the need for capacity building and training across all sectors involved in the delivery of child protection services. The framework specifically stated that:

“Child protection work benefits from the input of competent, trained, skilled staff managed by supervisors and programme managers who are equally well trained within a multidisciplinary framework. Those involved in child protection need a sound understanding of a diverse range of legislative frameworks and wider Strategy context, as well as knowledge and skills to collaborate with different organisations and disciplines”. “Training should be provided to practitioners with strategic and managerial responsibility for delivering services to children and families; practitioners working directly with children; officials in relevant departments and non-government organisations in the child protection field; managers responsible for the supervision of child protection services and child protection volunteers. On-the-job monitoring of skills and knowledge application should be considered. Practitioners should continuously update their knowledge on developments in the field.”

Consequently, there is a need to adequately prepare social workers and ‘social work professionals’ to respond to children within the mandate and procedures of the Children’s Act No. 38 of 2005 (Children’s Act) and National Strategy Framework and Strategic Plan for the Prevention and Management of Child Abuse, Neglect and Exploitation (CANE, 2004).

In the analysis of the statement there are a number of critical elements that come to the fore that need to work in tandem with one another in order to achieve the objectives of this statement. These are:

- That the skills level of the current cadre of staff, supervisors and programme managers are below the expected standards for the profession.
- That supervisors and programme managers do not play their rightful role as leading, mentoring and coaching of those that they are responsible for, resulting in poor child protection services.
- That a multidisciplinary approach to child protection should be pursued.
- That a foundational understanding of the governing legislative framework, wider Policy context and the ability to collaborate with different organisations and disciplines is a prerequisite for those who work with children.
- That the response to these challenges lies in increasing the capacity, competency, knowledge, skills and attitude of staff and volunteers who work with children irrespective of their level or position within the broader welfare sector and other state departments involved in the protection of children.
- The capacity building should take place across the spheres of government and in the Non-Profit Organisation (NPO) sector as well.
- That the capacity building process should consider both formal and informal methodologies.

- That a monitoring and evaluation system must be in place to monitor the application of the skills acquired.
- Social service practitioners must develop a culture of learning and should take the responsibility of keeping abreast with the latest trends and interventions in child protection.

Therefore, to fulfil the above, the recommendation was made that there be a concerted effort to prepare social service practitioners with knowledge, skills and attitude to respond effectively to the child protection mandate of the Department of Social Development (DSD).

1.2 Background

In 2010, the Children’s Act, No. 38 of 2005 (the Act) was promulgated, and therein a provision was made that only social service professionals who were registered with the South African Council for Social Service Professions (SACSSP) must provide child protection services. This provision provided the opportunity for DSD to review its current workforce providing services to children, through the commissioning of research titled “Situational Analysis Report on the Social Service Workforce Servicing Children; and secondly the development of the Conceptual Framework for Building the Capacity of Social Service Practitioners. The Department of Social Development was assisted by the United States Agency for International Development (USAID) to realise this vision.

In addition to the above, DSD together with the SACSSP embarked on the development of a Policy for Social Service Professions which initiated the process of recognising all social service practitioners that provide services to vulnerable groups under the mandate of the DSD. These research documents are all related to attaining the vision of a qualified workforce specifically for the environment of child protection, but also generically to the provision of quality services to vulnerable groups through building the capacity of the workforce to enable them to be recognised as either a profession or an occupation.

The rapid assessment that informed the *Conceptual Framework* identified and highlighted a number of core approaches that must underpin training for social service practitioners. As stated in the Conceptual Framework (2012, p21):

While giving a vision for training social service practitioners, the conceptual framework must be grounded in a capacity building approach. This involves understanding capacity building as a process of change that addresses the challenges individuals and organisations face in their context. As a result, systems thinking, an appreciative paradigm and a culture of learning must be embedded in the framework, and a range of strategies would need to be considered (which in this case, will include training).

However, this recommendation is unable to be implemented in the absence of an institutional framework that will give credence to the implementation, ensure that the Department has a mechanism or vehicle to guide the empowerment process, and to ensure a sustainable implementation programme. To this end a Capacity Building Policy and Strategy was recognised as being such a mechanism that would ensure the reversal of the above situation and that child protection services would be delivered by “*competent, trained,*

skilled staff managed by supervisors and programme managers who are equally well trained within a multidisciplinary framework.”

Furthermore, the Department has embarked on the development of a National Child Care and Protection Policy. The Policy statement were incorporated into the draft National Child Care and Protection Policy which will soon be gazetted and submitted to Cabinet for approval. The main policy recommendations made were the following namely:

- To ensure that social service practitioners become competent, trained, skilled and qualified in child protection to respond effectively.
- To create an enabling environment for capacitation of social service practitioners in child protection.
- To ensure the accountability of the management structures for the capacitation of social service practitioners.

This Strategy was therefore design to fulfil the objectives as set out as above as an interim measure and will assist with the implementation until DSD has developed a capacity building policy for its workforce.

1.3 Situation Analysis

1.3.1 Nature and extent of the problem

Following the democratic Government in 1994, one of the new Government's most important tasks was to establish an equitable society in which all citizens could enjoy equal rights, benefits and access to social and economic development. In addition to this task, the government adopted the approach of a developmental state, to ensure growth within all sectors of their influence. The main instrument available to the Government for achieving these objectives is the Public Service, which is responsible for establishing equal access to basic human rights, security and safety, social welfare, education and skills development, employment, health services, housing, and environmental protection amongst others.¹

The democratic Government faced the challenge of establishing a new system of public service that:

- Strategically linked to the broader process of transformation and institution building.
- Was demand-driven and needs-based.
- Delivers efficient and effective services.
- Ensures equal access to the Public Service.

To achieve the above, Government had to ensure that the basic conditions necessary for improving delivery in the Public Service including the availability of resources, infrastructure, systems and relevant competencies were established. All departments and components were encouraged to become true learning organizations where:

- The strategy, structure and culture of the enterprise become part of the learning system.

¹ Human Resource Development Strategy for the Public Service (2001-2006)

- The learning of all employees is facilitated and the organization continuously transforms itself.
- A willingness to accept that learning occurs continuously at all levels and needs to flow freely to where it is needed.
- By facilitating and making use of the learning of all their employees, their knowledge and understanding of themselves and their environment improves over time.

The management capacity of training and development units in departments would be strengthened by:

- Developing the skills of Human Resource Development (HRD) managers and practitioners in all departments.
- Maintaining records on training and development in all the departments.
- Establishing uniform and efficient HRD management systems in all departments.

To this end, Government through the Department of Public Service Administration (DPSA) launched the HRD Strategy for the Public Service covering the years 2001 – 2006 which was aimed at addressing the major human resource capacity constraints hampering the effective and equitable delivery of public services. This included dealing with the consequences of the human immunodeficiency virus (HIV) and acquired immunodeficiency syndrome (AIDS) epidemic and the threat that it posed to the development of the Public Service.

The Public Service at national, provincial and local government levels had an urgent need for the relevant skills to implement the policies and programmes that had been introduced to improve living standards and reduce levels of poverty. Therefore, the Public Service pursued the following strategies to address the constraints facing human resources:

- Strategic Objective 1: Full commitment to promote and implement the HRD Strategy in all public service institutions and organizations.
- Strategic Objective 2: Effective strategic and operational HRD planning framework established within the Public Service.
- Strategic Objective 3: Relevant competencies established within the Public Service.
- Strategic Objective 4: Effective management and coordination of the implementation of the HRD Strategy for the Public Service ensured.

As the first phase in developing a revised Strategic Framework for Human Resource Development, the DPSA undertook a National Stakeholder Review process which sought to assess the impact of the HRD Strategy of 2001-2007. This aimed to solicit ideas for developing and successfully implementing a revised strategy for HRD for 2007 forward.²

1.3.2 Findings of the national stakeholder review process

Overall, there was a sense that HRD in the Public Service had moved forward. Practitioners in the field were generally more capable; HRD planning and management were more needs-based and outcomes-oriented, but not sufficiently so; the Strategy framework was more

²Human Resources Development for the Public Service, Review Report, 2007.

thorough and facilitative to transform a wider range of training options and increased access to training.

The extent to which education and training leads to improved performance and enhanced service delivery was still subject to question. In essence, there was a general view that, despite progress in the field, capacity development in the Public Service had only just begun to make in-roads on performance and service delivery.

Overall, the Strategy framework for HRD in the Public Service was found to be advanced. However, gaps still existed at a practical and institutional level. There was a lack of uniformity in strategies and plans. But more critical in this context, was the general feeling that policies and strategies were well prepared but rarely implemented.

The quality of training, overall, had improved due to the South African Qualifications Authority (SAQA) unit standards, the initiatives of South African Management Development Institute (SAMDI), and the emergence of partnership arrangements with service providers. More learnerships, internships and bursaries were available, and there was increased use of mentoring and coaching as a vehicle for workplace and practical learning, but training standards varied.

Training was generally more accessible to all levels in the organization, although there remain a few exceptions. Training is still not as accessible in the rural areas due to the increased cost of delivery, the lack of training providers and in some cases, the unavailability of facilities. In many cases, the right people do not attend the training programmes offered.

While the strategic objectives and delivery requirements had been set, sufficient resources have not been made available to drive the HRD agenda through effective support, properly planned monitoring and evaluation interventions and the establishment of clear accountability lines and reporting structures. Governance had not been sufficiently articulated inter-organizationally so that responsibilities were properly differentiated and undertaken at all levels of government. In this regard, responsibilities have not filtered through the respective national bodies and organizations to the respective points of action provincially, institutionally and locally.

While the field of HRD in the Public Service has progressed, and while much benefit has accrued to public organizations through HRD, there remains room for improvement. Provinces and departments progressed at different rates depending on the level to which organizational capacity was inherited.

1.3.3 DPSA Implementation Guide

The DPSA subsequently developed a HRD Implementation Guide that serves as a basis for enabling capacity building initiatives. However, whilst this HRD Implementation Guide serves as a guideline for enabling capacity building in the public sector, it does not provide guidance to the HRD units of departments that employ a broad range of practitioners to enable holistic capacity building.

This guide cannot be occupation specific, and therefore is more generic in approach. It is incumbent on departments to continuously scan the environment within which they operate to ensure effective service delivery and that their workforce is capable to manage the challenges within the service delivery environment. Research was done in the social work environment and the following limitations were recorded and are discussed as part of the nature of the problem.

1.3.4 Limitations in service delivery due to insufficient training

1.3.4.1 Decline in social service delivery

The delivery of child protection services has always been driven mainly through the use of human resources, albeit professionals and paraprofessionals and or occupations at a number of different levels. A perception held by several participants in workshops and dialogues within the Department and its partners is that over the years the standard of service delivery has experienced a gradual decline.

This decline could be attributed to several factors, including:

- The inadequate supply of social workers.
- The lack of internal capacity (high vacancy rate) due to lack insufficient budget allocation and financial planning for child protection services.
- The unpreparedness of new recruits to “hit the ground running” together with the absence of a supervisory framework that will ease these new recruits into the workplace. This was exacerbated by the introduction of the Occupation Specific Dispensation (OSD).
- The operating model that currently exist in terms of bringing services to children.
- The absence of institutional arrangements for improving and strengthening of the skills base on a professional level.

These factors cannot be seen in isolation of the bigger human resource debate of who takes responsibility for which aspect of building capacity to meet specific needs of groups of people rather than the general needs of the population at large. DSD, as a department is no different, in that the human resource division has grown in terms of ensuring access to training to those who desire it, rather than those that need it based on their development plan as contained in their performance contract.

1.3.4.2 Understanding the function and responsibility for Capacity Building

Capacity building has always been an integral part of an organisation’s human resource development processes. Whilst concerted efforts have gone into developing a coherent capacity building programme for the staff of the Department of Social Development at both National and Provincial levels, this programme has mainly concentrated on the improvement of the technical skill rather than the skills associated with improving performance. In this case, the skill that would deepen the professional capability of the social service practitioners.

Strengthening professional capability cannot be assigned to persons who do firstly not understand the profession; neither do they have an understanding of what competencies, skills knowledge and attitudes a particular professional need to deliver a professional service. This responsibility lies within the community of practice (CoP) of that profession to ensure that the professional practice and ethics that make it a profession are upheld. This is a line function responsibility, a responsibility that sits solely with the supervisors, programme managers, managers, directors and chief directors within the Departments of Social Development. Leadership of the Department also have a responsibility to create an enabling environment for capacity building of this nature to take place.

1.3.4.3 Continuing Professional Development

The Department as an employer has the secondary responsibility to expose practitioners to continuing professional development (CPD) bearing programmes as outlined by the South African Council for Social Service Professions (SACSSP) CPD Policy. The SACSSP is also responsible to ensure that the knowledge of the professionals that it regulates remains contemporary. They have implemented a CPD point system which ensures that the practitioners keep up to date or continue to strengthen practice. The HRD unit has a system to manage this process on behalf of the practitioners and the system is re-action focused as opposed to proactively initiating opportunities for CPD point bearing programmes. However, this is insufficient to meet the need for the individuals to perform their function of child protection effectively and efficiently. The system appears to be supply driven rather than demand driven, based on the performance of the individual.

1.3.4.4 Dual Nature of Capacity Building

The understanding of the dual nature of capacity building namely that it consists of both technical enhancements of skills and professional development in core functions is limited in the department. The best practice for this to take place was identified as training, such as workshops and conferences, external to the department. However, evidence suggest differently. The findings of the Conceptual Framework (2012, p. 22) suggest that *workplace training is the most effective means of delivering child protection services. In-service training is likely to be more participatory and practical, and allows learners to discuss issues and turn theory into practice. There is a role for university qualifications and training, however once in the field of child protection, the practical application appears to become a priority.*

1.3.4.5 The need for organisational support

The need for organisational support for capacity building especially for professional development appears not to have received the attention that it deserves. For example, the profession of social work has institutionalised supervision as a core element. The Social Service Professions Act No. 110 of 1978 stipulates that *a social worker may only be supervised on social work matters by another competent and registered social worker.* In addition, the Code of Ethics developed by the SACSSP during 2008/9 and the Children's Act, No. 38 of 2005 make supervision a mandatory practice.

Furthermore, the practice has been that consultation, peer group supervision and other support processes that strengthen professional practices have not been encouraged in the

profession. Induction as a mandatory practice to ensure that a new recruit is able to understand what is expected from him/her is limited in implementation. Supervision of recently qualified social workers and consultation for the more experienced ones does not happen as a mandatory practice. The informal capacity building practices such as in-service training, case study analysis and peer sharing are non-existent in both the provincial and national departments in recent times.

These challenges have contributed to the situation that the competence, knowledge and skills base of social workers in general, working in the public service has either stagnated or deteriorated as many struggles to manage today's challenges with the skills and techniques. This has been the case in the implementation of the Children's Act. An in-depth training programme accompanied the introduction of the Act (Conceptual Framework, 2012, p. 15). *However, the problem appears that many who received training are unable to translate that training into practice.* This indicates that once off training is at times not sufficient in terms of improving performance. Something that is more consistent, varied and meets the needs of individuals at various stages of their professional development, is needed.

Furthermore, there is a need for organisational leadership, management and support and entrenchment that will ensure that it becomes a way to capacitate staff rather than a once off intervention.

1.3.5 Rationale for the Capacity Building Strategy for Social Service Practitioners in Child Protection

To address the challenges and limitations highlighted above, there is a need for the implementation of a Strategy to address the current gaps in practice. A decision was taken that the Strategy needs to be prioritize whilst the approval of the National Child Care and Protection Policy take its course. This Strategy will guide the rolling out of capacity building efforts within the department at national and provincial levels.

The key challenges facing effective capacity building and service delivery are summarised as follows:

- a. There has been a decline in service delivery due to capacity challenges.
- b. The concept of capacity building has been seen as the development of technical skills only as opposed to occupational specific skills.
- c. There is absence of a co-ordinated view and way of developing capacity. The lack of an enabling environment for this to take place aggravates the above.
- d. The organisational enablers are not in place to ensure effective capacity building.
- e. There is no link between developmental plans contained in the performance contract and the capacity building programme of individuals; neither is there a link between current inputs in terms of building capacity and improvements in service delivery.
- f. The approach to CPD should be structured and ensure demand and need is used as a criterion rather than the supply.
- g. The role of leadership and management is not clearly understood in terms of building occupational capacity for a better response to service delivery.
- h. The introduction of the Children's Act brought with it a number of momentous changes to child protection services in South Africa. In order to ensure that "*Child protection work benefits from the input of competent, trained, skilled staff managed by supervisors*

and programme managers who are equally well trained within a multidisciplinary framework. Those involved in child protection need a sound understanding of a diverse range of legislative frameworks and wider Policy context, as well as knowledge and skills to collaborate with different organisations and disciplines”

These challenges call for a more holistic and systemic approach that targets the individual, group, organisation, sector, as well as taking account of the legislation and policy directives to ensure that the beneficiary is impacted in the intended manner. Therefore, formulating a Strategy that firstly takes into consideration the core drivers for effective capacity building, secondly ensuring that the strategies and interventions for capacity building are broad and varied, and thirdly that all changes are covered and therefore will receive the required attention, will build capacity in child protection and mitigate potential risks that these challenges have brought about.

2. LEGISLATION AND POLICY FRAMEWORK

2.1 Introduction

Whilst this is a Capacity Building Strategy for Social Service Practitioners in the child protection environment, this cannot be developed outside the legislative, structural arrangements and frameworks that govern the education and capacity building within the public service, as well as the Children's Act (No. 38 of 2005). The norms and standards within the Children's Act provides for social workers to be appropriately trained, supported and supervised to deliver child protection services. Social service practitioners who have made the public service their career choice must abide by the requirements of both the public service, as well as their profession.

South Africa has reformulated its legislative framework ensuring that the human resources of the country are empowered not only to meet the objectives of government, but also to respond to the demand of having an efficient and effective public service and to improve the capability to implement.

Whilst social service practitioners in the employ of the state have their own professional knowledge base, it does not preclude them from being capacitated as per the legislative and Strategy framework that has been developed for all public servants. It is noted that DSD do not have a Capacity Building Policy for social service practitioners and this document is based on what is currently expected from employees regarding the provisioning of capacity building initiatives for their social service practitioners.

This is the legislative and policy context within which social service practitioners operate, and therefore this is the legislative and structural framework for all training and skills development endeavours within the public service.

2.2 National Legislation, Strategies and Plans

Constitution of the Republic of South Africa Act No. 108 of 1996

Section 195 (1) of the Constitution stipulates that Public Administration must be governed by the democratic values and principles enshrined in the constitution, including, amongst others, the following principles:

- A high standard of professional ethics must be promoted and maintained.
- Efficient, economic and effective use of resources must be promoted.
- Good human resource management and career development practices, to maximize human potential, must be cultivated.

Public Service Act No. 30 of 1994

This Act provides for the Minister and Executive Authority to make policies as they relate to employment and other personnel practices, including the promotion of broad representatively, as well as human resources and training, in the public service. The Minister may make regulations regarding training of officers and employees. The Act also

provides for the establishment of a National Academy as part of an institutional capacity to support the training of public servants. It charges the Heads of Departments with the responsibility to amongst others, effectively utilize and train their respective staff.

National Qualifications Framework Act No. 67 of 2008

The NQF Act provides for a single integrated national framework, the objectives of which are to facilitate access to, record learning achievements, and mobility and progression within, education, training and career paths; enhance the quality of education and training and to accelerate the redress of past unfair discrimination in education, training and employment opportunities. The NQF is comprised of three coordinated qualifications sub-frameworks for:

- General and Further Education and Training, - contemplated in the GENFETQA Act.
- Higher Education – contemplated in the Higher Education Act.
- Trades and Occupations, contemplated in the Skills Development Act.

Skills Development Amendment Act No. 37 of 2008

The purpose of this Act is to:

- Provide for an institutional framework to devise and implement national, sectoral and workplace strategies to develop and improve the skills of the South African Workforce.
- To integrate those strategies within the national Qualifications Framework.
- To provide for learning programmes that lead to recognized occupational qualifications.
- To provide for the financing of skills development by means of a levy-grant scheme and a National Skills Fund.
- To provide for and regulate employment services.

Skills Development Levies Act No. 9 of 1999

The provisions of this Act allow for the imposition of a skills development levy from employers for the sole purpose of investing in human resources development of their employees and for matters connected herewith.

The Children's Act No. 38 of 2005

This Act makes provision for the care and protection of orphans and vulnerable children and youth. It establishes the framework that defines how children must be protected and therefore managed against all forms of abuse, maltreatment, neglect or degradation. It creates the enabling environment for the development of a holistic child protection response to ensure that any child, whatever the circumstance is able to be assisted by a host of role players.

Furthermore, the Act stipulates the type of professional who must provide child protection services, by defining that “only social service professionals registered with the South African Council for Social Service Professions may provide child protection services”. Therefore, the requirement for registration according to the Policy for Social Service Practitioners is that

each practitioner identified by the Children's Act must have an appropriate qualification that will allow them to fit the stipulation referred to above, and therefore enable them to provide child protection services.

National Human Resources Development Strategy for South Africa (2001)

The first comprehensive countrywide HRD strategy adopted by Cabinet and launched in 2001. This strategy was named Human Resource Development Strategy for South Africa; A nation at work for a better life and had the following mission:

“to maximize the potential of the people of South Africa, through the acquisition of knowledge and skills, to work productively and competitively in order to achieve a rising quality of life for all, and to set in place an operational plan, together with the necessary institutional arrangement, to achieve this. The strategy seeks to identify priorities to address the key challenges facing human resource development in the different sectors of the South African economy in general”.

In 2010, this strategy was updated to reflect the Medium-Term Expenditure Framework (MTEF) and the structure of the new administration which came into office in May 2009. The strategy adopted ten Commitments, which needed to be fulfilled by all role-players in order for the strategy to yield the objectives it sought to achieve. Commitment 7 was the responsibility of the Public Sector. The public sector commits to... “ensure that the public sector has the capability to meet the strategic priorities of the South African Development State”.

- Strategic Priority 7.1: To improve the credibility and impact of training in the public sector by improving service delivery.
- Strategic Priority 7.2: To leverage the SETAs to contribute optimally to capacity development in the public sector.

National Skills Development Strategy III (2011 -2016)

The National Skills Development Strategy III contributes to the sustainable skills growth, development and equity of skills development institutions by aligning their work and resources for effective delivery and implementation. The vision is a “skilled and capable workforce that shares in – and contributes to the benefits and opportunities of economic expansion and an inclusive growth path”.

Human Resource Planning Strategic Framework: Vision 2015

The purpose of this Framework is to provide guidance and a holistic approach to HR planning in the Public Service. Its intent is to create an integrated strategic approach to HR Planning that will facilitate the development and implementation of strategies, tools and interventions to achieve departmental strategic objectives and the Government Programme of Action. The objectives for this Strategic Framework are to assist departments in understanding their roles and responsibilities regarding the development and implementation of their HR plans. It further ensured that departments understood the link between departmental strategic objectives and human resource planning.

The National Developmental Plan 2030

The National Development Plan (NDP) aims to eliminate poverty and reduce inequality by 2030. It posits that SA can realize these goals by drawing on energies of its people, growing an inclusive economy, building capabilities, enhancing the capacity of the state, and promoting leadership and partnerships throughout society.

It seeks to foster coherence and a more developmental perspective to existing Strategy interventions. It recommends that the Public Service should attract highly skilled people, binding them together by cultivating the sense of professional common purpose and a commitment to work towards developmental goals.³

The National School of Government (NSG)

The National School of Government (NSG), which replaces the Public Administration Leadership and Management Academy (PALAMA), emanates from the decision to professionalise the public service as a means to realise the national development objectives of the country and thereby support sustainable growth, development and service delivery. The purpose of the NSG is to build an effective and professional public service through the provision of relevant, mandatory training programmes. Some of these are the Compulsory Induction Programme (CIP) which targets all new employees to the public service. It is aimed at ensuring that all public servants are oriented to the public sector and to their respective job responsibilities. In-service learning and development programmes, aimed at impacting on public sector performance and service delivery including Strategy, Planning, Monitoring and Evaluation, Problem Solving and Analysis, Financial Management, Human Resource Development and Communication will be part of the service offering.

³DPSA, Annual Human Resource Development Performance Plan for the Public Service (2011/2012)

3. STRATEGY FOR CAPACITY BUILDING

3.1 Vision

All social service practitioners are adequately trained and capacitated to render holistic and quality child protection services.

3.2 Mission

To ensure available and accessible quality training and capacity building programmes to social service practitioners rendering services in child protection.

3.3 Approach

This Strategy upholds the child rights approach asset out in the Children’s Act. The Strategy is based on the systems approach and 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 the department and the interrelationship between the different components, and between the internal and external environment. Due to the fact that Child Protection Services include a range of primary stakeholders the training approach is therefore multidisciplinary and multi-sectoral in nature. The following graphic depicts the concept namely:

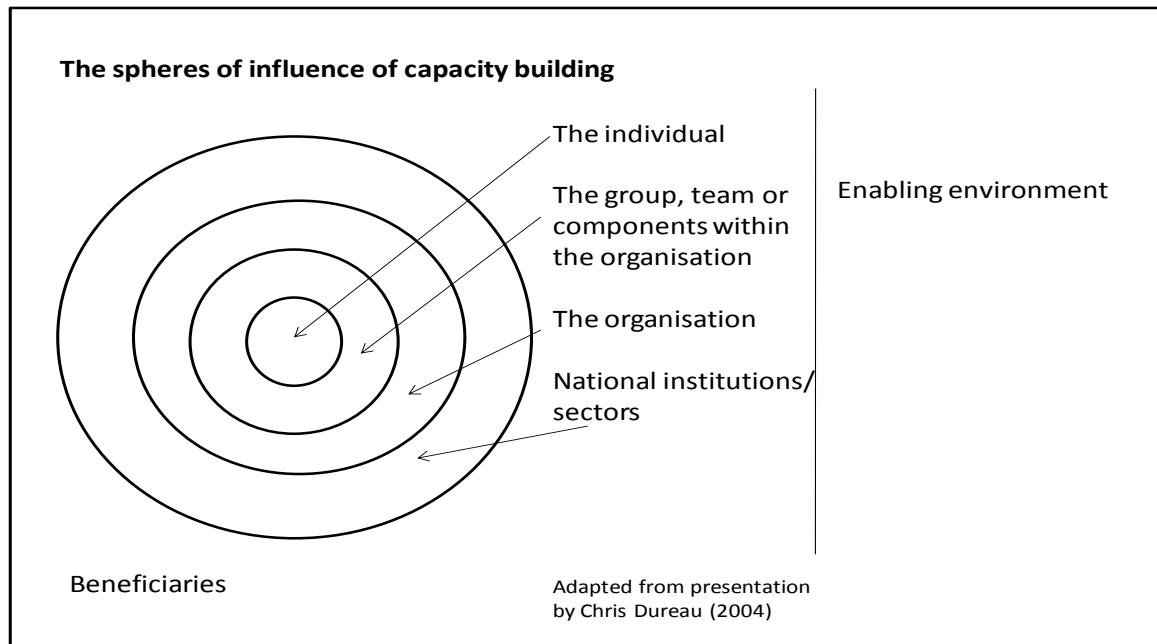


Figure 1: Spheres of Influence in Capacity Building

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

- The individual
- The group, team or components within the organisation
- The organisation

- The sector in which the organisation operates and its inter-relatedness with other role players
- The enabling environment e.g. the legislative and policy frameworks, and the
- Impact on the beneficiaries that are served

Most importantly, it is critical to consider the inter-relatedness of the components that make up the system. These are shown in the diagram above.

Within the context of this strategy, the following apply:

- **The organisation:** The Department of Social Development at National; Provincial; Local levels
- **The components** within the organisation: HIV/AIDS, Youth, Families, Alternative Care, Child Protection, Gender, Crime Prevention, VEP, etc.
- **The groups:** Directorates and Units responsible for the co-ordination and oversight of the individuals as mentioned as above.
- **The individual:** refers to all social workers and social work practitioners in the Department of Social Development (at national, provincial; district and local level) who work in the area of Child Protection.
- **The sector:** refers to the other organisations that work together with the department in delivering Child Protection services e.g. NGOs, NPOs, CBOs, partners and stakeholders
- **The enabling environment:** the legislation, policies, plans currently in place and this Strategy.
- **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 Child Protection System

The systems approach necessitates that we view capacity building holistically and take all components into account to ensure affectivity and effectiveness.

3.3 Principles

The following principles underpin and guide this Strategy:

Children's Act compliance

The Strategy forms part of the child protection mandate within the Department of Social Development which must comply with the Children's Act No. 38 of 2005 and associated guidelines and practice.

Uphold the rights of children

All capacity building approaches, strategies and activities must uphold the rights of children, contribute to the strengthening of the child protection system and create a protective environment for children in South Africa. The rights of all stakeholders must be honoured.

Needs assessment

Capacity building programmes must address the capacity needs as identified by social services practitioners and take into account changing environments.

Targeted and appropriate capacity intervention

The Strategy must targeted appropriate capacity building interventions based on social service practitioners needs. This will require different methodologies to build capacity building and include formal training, types of on-the-job training and informal training.

Improve occupational competencies

Capacity building methodologies must include theoretical and practical experience, be based on adult learning methodologies, be user friendly to meet the competencies of the learners, and meet the occupational requirements for social service practitioners and occupations in child protection.

Meet the requirements of training institutions

The training must be recognised within various frameworks such as, the NQF or the CPD Policy. Best practices need to be included in the development of the materials, as well as post-training in order to enhance practice.

Promote life-long learning

The CPD Policy promotes the culture of life-long learning. Therefore, it must include elements that will institutionalise the need for life-long learning and create opportunities for career pathing.

Performance Development Plan

Capacity building must be linked to the Department's performance management and development 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. Occupation specific capacity initiatives must be clearly outlined in the performance development plan within the work plan, as per the individual's specific needs.

Inclusivity

The capacity building cannot be done in isolation and must be inclusive and consider the needs of all stakeholders. All social service practitioners involved in child protection, on all levels, need to be capacitated.

3.4 Target

The Strategy is applicable to all social service practitioners working directly with children in the child protection environment and all relevant stakeholders in the field of child protection.

Social service practitioners according to the *Social Service Practitioners Policy (2015)* include the following:

- Social Workers, and included in this category are: auxiliary social workers, student social workers and student auxiliary social workers.
- Specialist which include Probation, Adoption, Occupational, and Forensic Social Workers and any other specialities who may request registration at a future date.

- Community Development Practitioners, and included in this category are: social workers practicing as community development practitioners, and auxiliary community development practitioners.
- Child and Youth Care Workers, and included in this category are: child and youth care workers, students and learners in child and youth care work.
- Early Childhood Development practitioner working with children from conception to school going age.
- Caregivers and included in this category are: community based personal care workers; caregivers for the aged; and for persons with disabilities and special care workers.
- Stakeholders – involved in child protection.

A capacity building plan for the partners who provide child protection services must be developed to ensure an effective response to those who are abused, neglected and exploited.

3.5 Goal of the Strategy

Institutional arrangements, programmes and procedures are in place and implemented to ensure the development of an adequately capacitated workforce within the DSD, together with the necessary support structures, to deliver quality child protection services to children and families in communities.

3.6. Performance areas and objectives of the Strategy

3.6.1 Strategic Performance Area 1: Build the capacity of social service professions and occupations in child protection.

- To promote and provide access to capacity building qualifications and training opportunities.
- To regulate and standardise Capacity Building for Child Protection.
- To monitor, evaluate and report on the outcomes and impact of the capacity building programme.
- To accredit and recognised trainers to provide effective capacity building.

3.6.2 Strategic Performance Area 2: Workplace and in-service capacity building across the continuum of care – continuing professional development for lifelong learning.

- To ensure continuing professional development (CPD) of social service practitioners in child protection.

3.6.3 Strategic Performance Area 3: Strengthening organisations for effective child protection services.

- To strengthen the organisational capacity to ensure effective capacity building.

3.6.4 Strategic Performance Area 4: Strengthened collaboration and inter-sectoral services in the child protection system

- To strengthen collaboration and inter-sectoral capacity building in the child protection system

The abovementioned strategic areas are regarded as the core drivers for the implementation of the Strategy. Their inter-relatedness across the individual, organisation and system and the strategic performance areas are illustrated in the diagram below⁴.

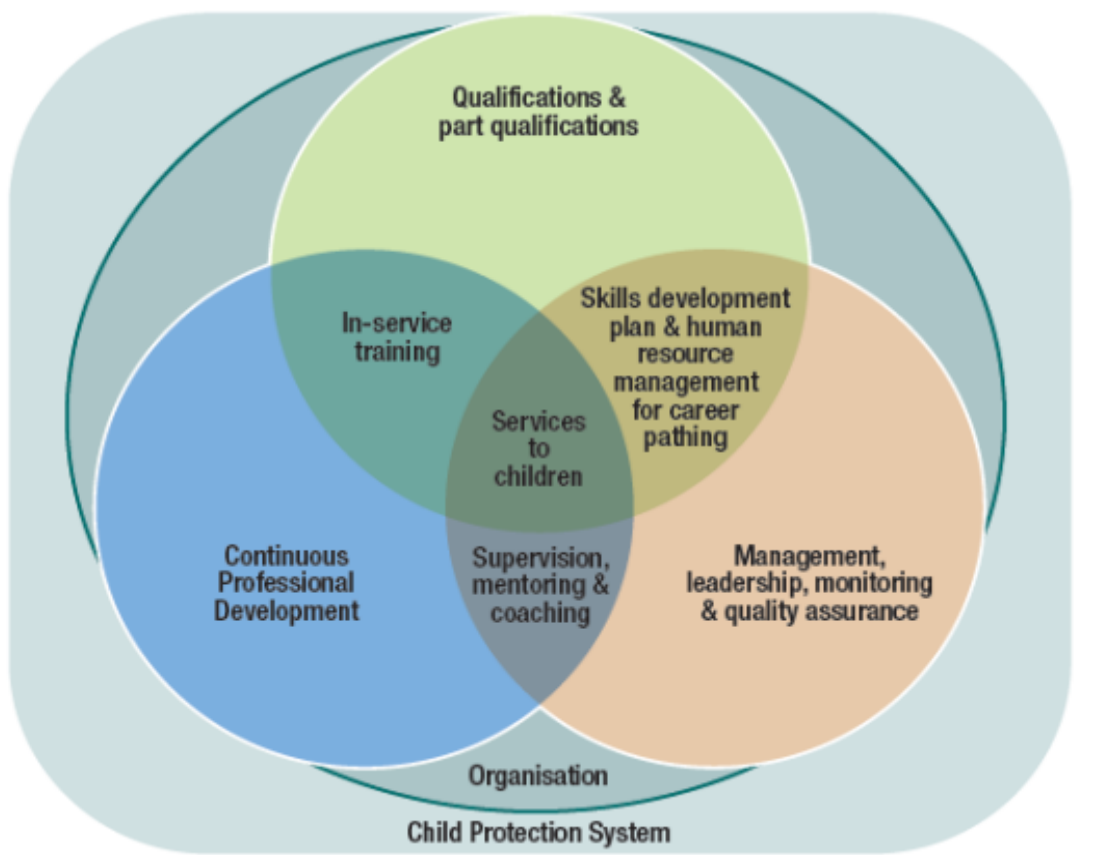


Figure 2: Inter-relatedness of Core Drivers in Capacity Building

⁴ Source: Department of Social Development, Conceptual Framework for Capacity Building of Social Service Professionals and Occupations in Child Protection, June 2012

3.7. GUIDELINES FOR THE IMPLEMENTATIONS OF THE STRATEGIC PERFORMANCE AREAS:

3.7.1 Strategic performance area 1: To build the capacity of social service professions and occupations in child protection

3.7.1.1 To promote and provide access to occupation specific capacity building qualifications and training opportunities

The department must make all reasonable provisions to assist all social service practitioners in the child protection environment that require further training and qualifications to increase their capacity in child protection.

Identifying the needs of social work practitioners to determine whether the person has the appropriate competencies, skills and knowledge, and qualifications to deliver a quality social work service. Analyses the competencies, knowledge, skills and qualifications required in the specific post positions and to be compared against the competencies the worker display in his/her post as part of the Personal Development Plan as this will determine the needs to be capacitated.

The individual social service practitioner must take responsibility for his/her own identification of needs and gaps in relation to his/her job function, and identify appropriate learning or capacity building opportunities with his/her supervisor against the Department or Council skills requirements, as part of the Personal Development Plan and talent management.

The learner must complete training and implement the learning to the best of his/her ability in the workplace and social practice.

Opportunities and access for ongoing professional development needs to be provided by the Department. When training needs are identified, it will not always include formal training or qualifications and access opportunities needs to be granted by the supervisor to attend such capacity activities.

A concerted effort to ensure that there is a direct link between the needs of social workers working in the field of child protection and access to capacity building interventions for them to become knowledgeable, skilled and competent needs to take place. The training needs identified in their Personal Development Plan must form part of their work plan and career pathing.

Relevant and accessible curricula, qualifications, training approaches and training materials to meet the identified capacity needs and levels of the social work professionals needs to be made available. This can be done in partnership and collaboration with training service providers, Councils, Higher Education bodies or relevant sector education authorities.

Relevant recognised training service providers can be contracted to deliver specific child protection training or CPD training at provincial and district level to meet identified training needs. Specific train the trainer training may be provided to the training service provider if

and when necessary to ensure standardised and quality capacity building programmes are delivered.

The following capacity building strategies are highlighted as effective options for building a capacitated social service workforce in child protection:

(a) Formal training

All social service practitioners are required to have the necessary formal qualifications as applicable for their level and job functions. The promulgation of the Children's Act No. 38 of 2005 made it mandatory for social service practitioners who work in the child protection environment to be formally qualified to render this service. This places a responsibility on the Department of Social Development, as the lead department, to embark on an intervention that will realise the provisions of the legislation.

Additional part qualifications/skills programme in the child protection environment have been identified and must be pursued. Furthermore, capacitated, registered and quality assured training service providers (TSP) to deliver these part qualifications are required and must form part of the national data base.

(b) Specialisation in Social Work

The SACSSP supports and promotes specialities in social work. The Department recognises the need for speciality in Child Protection at a NQF level 9 to meet the requirements of the Children's Act No. 38 of 2005. The Department must engage with the SACSSP to develop and get required child protection specialisation's recognised. Once this is approved, the speciality must be used as a criterion for accreditation for designated social workers and child protection organizations.

Whilst the speciality is being developed, a short term accredited training programme (for example CPD or a skills certificate) in child protection services should be developed and implemented. The current capacity building initiatives in child protection needs to be accelerated.

(c) Induction

The Induction Policy for Social Service Practitioners as well as the Induction programme are approved and will be implemented from 1 April 2018. This includes the Induction Manual for Child Protection Social Workers which are currently being rolled out. It implies that the newly appointed social worker will be both generally orientated into the work environment and inducted to their work content and procedures in child protection. It is imperative that every social service practitioner and supervisor in the field of child protection at a national, provincial and district levels are exposed to the Child Protection induction process as part of their probation period. The induction programme will be implemented as part of the Department's in-service training opportunity for those longer than one year in service.

(d) In-Service Training

The benefits of in-service-training are that, practitioners have the opportunity to learn on-the-job and practical on how to execute their functions professionally while in the workplace. The exact nature of the required in-service training for these social work practitioners must

be determined. In-service training must be open to both new and senior social workers, as well as supervisors who will be responsible to guide practice.

All supervisors needs to be trained as facilitators before providing in-service training. The department will provide training to social work managers to manage services and staff to meet norms and standards and provide quality services.

The training material that have been developed to support the implementation of the Children's Act must also form part of a systematic in-service training programme.

In-service training in social work can take the form of discussions on new legislation, policies, and guidelines to ensure that there is correct interpretation of critical areas. Case discussions create the opportunity for others to learn from each other to manage difficult cases. Panel discussions, peer group supervision and other acceptable practices will improve job performance. This process however needs thorough planning and management and can take the form of job shadowing, coaching, and mentoring.

(e) Supervision

All social service practitioners in management positions needs to have the necessary skills and competencies to manage effectively. The job descriptions of these positions generally expect the incumbent to perform limited direct service delivery, with more emphasis being placed on work-load management, management of direct reports, transferring knowledge to improve performance, as well as coaching, mentoring and other activities that call for a different skill set, to those of being a social worker.

These skills and competencies can be related to areas such as human resource management, budget formulation, planning and organising, strategy development, facilitation and stakeholder management. Therefore, for the occupants of these levels to understand and perform their functions optimally, a training programme must be developed as part of the broader capacity building programme. Formal training in management aspects is recommended for all levels of management.

All staff in supervisory roles needs to complete formal supervisory training within 24 months of appointment as a supervisor (unless they have existing qualification or relevant experience), so that they can learn the formal aspects of supervision and how to effectively apply it in a standardised manner. All supervisors to be capacitated on the Children's Act and the implementation of it in order to effectively provide supervision to social service practitioners, ensure the effective implementation of the intentions of the Children's Act, and to take accountability of their roles and responsibilities.

Furthermore, they must follow the guidelines and practices of the formal supervisory system as laid down by the Department. All social service practitioners must engage in consultations with peers for guidance and support.

The following types of supervision must become standardised practice in child protection, and must be included in training and capacity building programmes and practice as they have the potential to contribute to quality services in child protection. Where necessary

additional capacity needs to be made and increased effort made to promote these supervision strategies for effective service delivery and standardised practice.

- i. Individual supervision
- ii. Group and peer-group supervision
- iii. Reflective learning
- iv. Coaching
- v. Mentoring
- vi. Consultation
- vii. Communities of practice

(f) Field placements and internships

The Department needs to provide opportunities for student and newly qualified social workers to engage with families on a local level, under the supervision of a competent and experienced social work supervisor. This could include partnerships with designated child protection organisations. The Department should provide opportunities for field placements or internships of social service practitioners across the child protection system.

3.7.1.2 To Regulate and Standardise Capacity Building for Child Protection.

Coordination with the SACSSP and relevant skills development institutions to ensure the regulation of capacity building for social service practitioners working with children is essential.

Clear national norms and standards to ensure that all learning and capacity building programmes are standardised. Such norms and standards will be reviewed every five-years or when legislation or policy changes. Standardised capacity building materials and implementation practice guidelines must be made available to provinces and training service providers. Compliance with the set norms and standards must be monitored continuously.

The selection criteria for application to become a designated child protection organisation should incorporate the obligation that social service practitioners comply by attending child protection learning and capacity building programmes.

3.7.1.3 To monitor, evaluate and report on the outcomes and impact of the capacity building programme, and quality assure services.

a) Monitor, evaluate and report on outcomes and impact

A standardised monitoring, evaluation and reporting framework needs to be developed and implemented to ensure that the objectives of the Strategy are met. Annually the department must assess the relevancy and efficiency of the training for child protection according to the social work practitioner developmental needs as included in their Individual Development Plan. The assessment will inform further strengthening and implementation of the Strategy.

The supervisor is responsible for monitoring performance and evaluating the effectiveness of the training after three months to determine whether the acquired knowledge and skills are

effectively used in practice. Evaluations must be conducted to evaluate the impact of specific child protection training programmes to determine the quality and relevance.

b) Quality assurance and evaluation of cases and case loads

The complexity and high caseloads of social workers requires the supervisor to quality assure cases, assist and support the social worker to manage cases more effectively. The purpose of the quality assurance of the cases is to determine whether the social worker is intervening effectively, efficiently and whether the intervention is making a difference or impact. The supervisor must quality assure social work cases whilst ensuring proper caseload management.

A quality assurance framework and accompanying tools will be made available to assess cases and case load management. Performance must be measured against internal and external performance indicators as stipulated in the work plan of the social service practitioner.

External evaluation needs to be done by a team of professionals, which have expertise in the field of child protection, whereby case files are randomly selected and assessed to determine the level of knowledge, skills and competency as displayed by the social worker.

3.7.1.4 To accredit and recognise training service providers to provide effective and efficient capacity building programmes

The Children's Act is specific that training should be provided by accredited and recognised training service providers. This will ensure uniformity amongst training service providers as current training provided in the child protection environment are not done in a uniform manner. Accredited training service providers in the child protection sector are few and they are not able to meet the demand in the field of child protection. The Department recognises the efforts made by the HWSETA, SACSSP, other government departments, institutions, and the non-profit sector in strengthening the quality of service providers. However, the gap is still in existence as there are limited data on accredited training service providers.

All CPD capacity building programmes needs to be registered with the SACSSP and the training service provider must meet SACSSP CPD requirements. Training service providers need to provide proof of their accreditation with the relevant SETAs to be considered to provide formally recognised specific child protection training. Subject matter experts in the child protection field who have the appropriate training as trainers or facilitators need to offer these courses.

A framework needs to be developed and a system to recognise, partial and full registration of training service providers to be included on the national database. The recognition process for partial and full registration will include performance monitoring of these training service providers to ensure that they comply with the required standard.

A national database of training service providers will be kept and monitored.

3.7.2 Strategic Performance Area 2: Workplace and in-service capacity building across the continuum of care – Continuing Professional Development for lifelong learning.

3.7.2.1 Ensure continuing professional development of social service practitioners in child protection

All Social Workers and Social Auxiliary Workers who are registered with the SACSSP and who wish to remain registered and practice the profession must participate in CPD and meet the legal requirements. CPD only applies to social workers and social auxiliary workers, but the potential exists to extend the reach to the other social work occupations, for example child and youth care workers. This can become a creative way to introduce expert and specialist knowledge and skill areas in child protection for a more capacitated workforce for social service practitioners.

The department promotes continuing professional development within the occupations of social work practitioners. The SACSSP Policy for CPD regulate the required procedure to be followed.

Standardised guideline and tools for the identification and implementation of occupation specific CPD needs of the social work practitioners in child protection needs to be developed and made available to provinces.

CPD must be incorporated into the developmental plan of all social workers and social auxiliary workers. Social work managers and supervisors needs to promote ongoing professional development implementation and practice in the daily operations and work of social work practitioners in child protection.

The department must develop, strengthen and maintain quality and feasible CPD activities in child protection to meet the needs of social work practitioners. This may be done in partnership with relevant stakeholders and role-players in the child protection sector. Where relevant, CPD activities must seek recognition by the SACSSP prior to implementation.

A data base on CPD opportunities needs to be accessible to the supervisor and kept updated by the HRD unit. The database must include information on the geographic training sites, type of training, outcomes and relevancy to social service practitioners needs.

It remains the responsibility of the relevant social work practitioner to ensure that they meet the CPD requirements of the SACSSP, and maintain their Portfolio of Evidence.

3.7.3 Strategic performance area 3: Strengthening organisations for effective child protection services.

3.7.3.1 To strengthen the organisational capacity to ensure the effective implementation of the capacity building programme

The purpose of strengthening organisational capacity is to build and nurture a culture of ongoing learning and the wellbeing of a cadre of social work professionals in the organisations, and to create an enabling environment for social work professionals to

provide quality services through appropriate infrastructure, resources, processes and procedures, leadership and management, human resources, support services, caring workplace relationships and working conditions.

Human Resource Management to consider the following key tasks namely:

- to include capacity building in job descriptions, Key Performance Appraisals and Individual Development Plans
- conduct macro level HR planning and development of the social service professions and occupations
- tools to assist in planning, evaluation, training reports, training schedules needs to be designed and distributed to trainers
- regularly conduct skills audits, job satisfaction surveys in the child protection system to guide skills development plans and capacity building strategies and annual plans
- disseminate guidelines, materials and capacity building opportunities to provinces and district staff
- support induction, supervision, management and leadership capacity building of staff to enable them to implement this Strategy in their daily work and
- monitor and review results and gaps in the building of capacity to provide oversight and guidance on areas that need strengthening.

It is recommended that an **inter-departmental technical working group** (or the Academy once operational) be established to review capacity building materials, programmes, assessments and monitor the quality of activities to provide oversight, ensure quality and address gaps as a matter of urgency. The working group will be responsible for reviewing and refining tools and processes, content, implementation practice and adherence to regulations or norms and standards.

The department will plan for and make the necessary resources available to enable the implementation of the Strategy. **Finance and support services** must plan for and make the necessary resources available to enable the implementation of the Strategy. This requires costing models for capacity building interventions, costing implementation plans, inclusion of activities in directorate and the Department budgets at national and provincial level, including costed capacity activities in sector budget bids, developing a business case for investing in capacity building and detailing different resources of funding streams for an investment in capacity building and the returns of such an investment.

Coordination and collaboration within Department, between national and provincial departments, skills development sector and the social service workforce to identify needs, develop plans, access capacity building and monitor and improve quality is critical. The Department needs to designate and provide a mandate to relevant staff to participate and engage in forums, committees, networks and working groups to strengthen collaboration. The aim is to increase planning, budgeting, sharing of resources, quality programmes, and build the training and child protection sector.

The department will also ensure that all **staff at all levels are informed** on the capacity building strategy, processes, capacity building roles and responsibilities. The roles and responsibilities of all staff will be clearly defined and these roles will be included in the

performance agreements and work plans of each staff member. The adherence to these roles will be monitored through the Departments performance management system. Leadership and management structures and individuals must be capacitated to provide effective leadership in the oversight and implementation of the capacity initiatives in a coherent manner.

3.7.4 Strategic performance area 4: Strengthened collaboration and inter-sectoral services in the child protection system

3.7.4.1 Strengthen collaboration and inter-sectoral capacity building in the child protection system

The department will continue to provide leadership as mandated to foster greater collaboration and integration within the child protection sector. This includes leadership in relation to capacity building for child protection services. The department will actively participate in structures that seek to co-ordinate and improve capacity building in all areas of the child protection sector.

Collaboration with other departments, community structures, educational institutions and NGOs must be strengthened to support collaboration and build inter-sectoral capacity to give effect to the defined policies, regulations, guidelines, norms and standards and other legal instruments.

The department must promote inter-sectoral capacity building through (a) strengthened national, provincial and local child protection committees, forums and networks, and (b) facilitating opportunities for collaborative training through sharing resources, modules and training. Where necessary the mandates of forums need to be clarified and include their capacity building role and monitoring of capacity requirements, needs and impact of activities.

In the training programmes and activities, it is necessary to ensure that roles, responsibilities and mandates are clearly articulated and linked to job descriptions, key performance plans and the organisations objectives. Capacity building activities should include how departments and disciplines can work together to increase their effectiveness of working together to provide an integrated response to the child.

If one component is unable to fulfil their mandate within the system, the quality of the entire system is compromised and this will negatively affect the goal of protecting children and their families. An Intersectoral Strategy on Child Protection Capacity Building needs to be prioritised, and needs to include violence as the response to violence by all sectors are very poor. The national integrated protocol on the response on violence, child abuse, neglect and exploitation needs to be finalised and roll out to all levels in Government and civil society to improve the response to all vulnerable children.

4. INSTITUTIONAL FRAMEWORK

4.1 Introduction

The coordination and implementation of the Strategy must be designed in such a way that each role players understand their roles and responsibilities for ensuring quality and sustained training over a given period. If no coordinated structure exists, it will limit the effectiveness of the child protection response by social work practitioners and limit the effectiveness of the child protection system beyond the DSD.

4.2 Roles and responsibilities of the stakeholders

The following table states the roles and responsibilities of the key stakeholders in the implementation of the Strategy and in alignment with the Children’s Act mandate for appropriately trained social service practitioners in child protection. The roles stated are specific to the implementation of this child protection capacity building strategy.

Role-player	Roles and Responsibilities
<p>National Department of Social development</p>	<p>Create an enabling environment to promote occupation specific training opportunities</p> <ul style="list-style-type: none"> • Plan, budget and adjust organisational structures to ensure effective training and capacity building and implementation of the capacity building function. • Implement the Strategy at national level and monitor the implementation by provinces. • Monitor, evaluate and report on the implementation to management structures and promote decision-making to address implementation gaps and to strengthen quality services • Oversee and report on impact of the Strategy implementation to recognise achievements. • Review of the Strategy when needed (recommended every five years). • Liaison and coordinate efforts with the SACSSP and relevant SETAs. • Promote inter-sectoral collaboration and shared use of resources, materials and modules.
<p>Human Capital Management</p>	<ul style="list-style-type: none"> • Develop, implement and monitor the child protection capacity building programme. • Coordinate the implementation of the Strategy and develop monitoring systems to ensure compliance. • Conduct audits of the competencies and skills of social service practitioners in the field of child protection to inform needs-based capacity building responses. • Promote, institutionalise, coordinate and liaise with the SACSSP on the CPD process for national and provincial offices.

Role-player	Roles and Responsibilities
	<ul style="list-style-type: none"> • Ensure alignment of capacity needs and programmes with the performance management system.
<p align="center">Provincial Departments of Social Development</p>	<ul style="list-style-type: none"> • Manage and implement the Strategy and programme per the guidelines outlined by the national department, internally as well as with partners. • Develop the institutional arrangement to address training needs of staff including budgeting and planning for this function. • Monitor compliance. • Communication and increasing access or awareness to capacity building opportunities provided by the department or service providers to maximise use of resources.
<p align="center">Provincial Human Capital Management Unit</p>	<ul style="list-style-type: none"> • Coordinate the implementation of the Strategy and develop monitoring systems to ensure compliance. • Conduct audits of the competencies and skills of social service practitioners in the field of child protection. • Liaise and coordinate with the SACSSP on the CPD process for the province with support from the national office. • Alignment capacity building needs and actions with performance management system.
<p align="center">District/Regional and Local Level</p>	<ul style="list-style-type: none"> • Implement the capacity building training programme by providing and facilitating implementation of the following learning opportunities in the workplace: <ul style="list-style-type: none"> ○ Supervision*** ○ Coaching ○ Mentoring ○ In-service training ○ Consultation ○ Other learning opportunities could include attending forums, workshops, seminars, linking with leaders in child protection to share ideas, and programme exchanges. • Coordinate Directorate level capacity building activities. • Monitor in partnership with HRD unit the implementation of the Strategy. • Monitor the impact of the capacity building initiatives on social service practitioners.
<p align="center">Designated Child Protection Organisations</p>	<ul style="list-style-type: none"> • Develop an organisational capacity building plan relevant to their needs and in alignment with the national capacity building Strategy. • Liaise with the provincial DSD child protection coordinator on available training opportunities. • Institutionalise capacity building initiatives.

Role-player	Roles and Responsibilities
	<ul style="list-style-type: none"> • Monitor the impact of the capacity building initiatives on social service practitioners.
The South African Council for Social Service Professionals	<ul style="list-style-type: none"> • Engage with DSD to strengthen the range of CPD programmes, quality of CPD activities and the promotion of CPD to meet the needs of social service practitioners in child protection, and monitor compliance to the CPD Policy by all social service practitioners as per their mandate. • Liaise with training institutions and service providers on a continuing basis to ensure relevance and benchmarking of the qualifications/skills programmes in child protection.
The Health and Welfare SETA and other relevant SETAs, such as the Education Training and Development Practises and higher education bodies, and Department of Higher Education	<ul style="list-style-type: none"> • Accreditation of occupation specific child protection skills training programmes in child protection. • Accreditation of training service providers to deliver quality child protection capacity building interventions. • Provision of funding for occupation specific training in child protection. • Monitor the quality of training programmes and ensure that the standard is maintained. • Accredite learners with the acquired skills and competencies. • Identify skill development needs in the sector and promote the development of accredited training to meet the needs. • Promote inter-sectoral collaboration and opportunities for training and capacity building.
Learner	<ul style="list-style-type: none"> • Learners must comply with the Department or the service provider conducting the training's code of conduct or agreed rules and regulations to ensure the safety of all, a conducive learning environment, and quality learning and teaching. • Learners shall respect and uphold the SA Constitution and Bill of Rights at all times. • Learners are expected to attend and participate in the learning activities, and complete the necessary assignments for assessment. • Learners are expected to implement and share their learning and outcomes in the workplace and to contribute to the building of a life-long learning culture in DSD.
Supervisor***	<ul style="list-style-type: none"> • Identify workplace capabilities and development needs of staff member. • Identify training opportunities and facilitate access. • Monitor attendance and application in the work place • Encourage lifelong learning and strengthening capacity

Role-player	Roles and Responsibilities
	across the sector and in practice.

Table 1: Roles and Responsibilities

4.3 National, Provincial and Local coordination

Capacity building is essentially a human resource development competency and therefore this Strategy must become the responsibility of that unit.

In order to implement the Strategy, the current institutional arrangements must be reviewed and strengthened as necessary to meet the necessary requirements and for additional capacity to have the direct responsibility for implementing interventions to impact on professional development in child protection.

These institutional arrangements become imperative in the face of the envisaged Social Development Sector Academy (SDSA). If the Academy comes to fruition, then this process of capacity building will have a constructive framework from which the DSD can launch and therefore ensure that all its social service practitioners are empowered to deliver on their mandate. However, an internal process of leadership, co-ordination and cooperation between all units that employ social service practitioners, as well as the Human Resource Development unit must be in place in order for this to take place.

To change, the Department must document the institutional arrangements as this creates a common framework against which different components as identified above, work together to deliver the service. It removes the confusion of who does what and how integration takes place. It also eliminates duplication of effort and places the responsibility and accountability in the right places. It is important to note that this arrangement will address the operational requirements of the social service practitioners as they pertain to child protection services. It is operational and takes into account the mandated role of the different directorates in the department.

Structural changes made at the national department must be reflected at provincial level, as it will need to be cascaded down to provinces and district levels as necessary. Changes reflected in functional performance areas must be transcribed into the performance management contracts of those functionaries to ensure accountability for implementation.

The institutional arrangement must foster collaboration and integration between all role-players and must ensure efficient and effective implementation of the Strategy.

5. MONITORING AND EVALUATION

Monitoring and Evaluation is the key to ensure that the Strategy is implemented as required, as well as to ensure that the impact of the Strategy is achieved. Monitoring, evaluation and reporting must be formalised and institutionalised.

5.1 Purpose of Monitoring and Evaluation

The purpose of monitoring is to:

- Determine the effectiveness of the capacity building initiatives embodied in this Strategy;
- Determine the impact of improved capacity development on Child Protection services; and
- Make recommendations to continue to strengthen the relevancy, quality, effectiveness and efficiency of capacity building.

5.2 Context for monitoring and evaluating

A monitoring and evaluation framework must be developed by the Department of Social Development. This includes developing an M&E system, tools, programme evaluations, reporting systems, baseline studies, and evaluating training or other capacity building interventions. The system will include a means to measure enhanced performance and methodologies that track the quality, value and impact of the capacity building interventions as outlined in the Strategy.

The following results-based capacity building indicators should guide the process when developing a monitoring and evaluation framework for the Strategy namely:

- Number of occupations trained in the different capacity building interventions at national, provincial and local levels 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.
- Increase in number of reported cases of CANE and disaggregated by type, response time, outcome of reported cases, 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 met, and the quality of services should inform future capacity building interventions.
- 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 Form 22/23 or Form 36; the percentage or number of staff who appropriately implement the specific training content (Guidelines on street children living and working on the streets) 4 months after training.

Various methodology could be used such as the measuring of the quality of assessments and reports done by the social workers. The achievements reached through therapeutic interventions. Effects of supervision and emerging practice. Performance measured against improved systems and structures. Annual performance plans, skills audit in relation to individual development plans.

- Measure's pertaining to the integration of services across the sector; the functioning of inter-sectoral forums and networks, and key performance indicators to support collaboration.
- Indicators related to results achieved through capacitating social service practitioners and occupation to strengthen family preservation and social services provided to families.
- Indicators related to results achieved through capacitating social service practitioners and occupations in prevention and early intervention skills, knowledge and skills to design and implement programmes.
- Indicators to measure the implementation of the Children's Act across services, including the regulations, and the achievement of the norms and standards.

It is important that as the intention of the capacity building activities aim to enhance child protection services and the child protection system, that a results-based methodology be advocated. This will contribute towards enhancing management idea 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 across the child protection system. The capabilities will differ at the individual, organisational and system level, and are dependent on the type of capacity building intervention.

6. CONCLUSION

The vision of this Strategy is that all social service practitioners are adequately trained and capacitated to render holistic and quality Child Protection services. This requires the Department to ensure available and accessible quality training and capacity building programmes to social service practitioners rendering services in child protection.

For this to become a reality, it is imperative that the institutional arrangements, programmes and procedures are in place and implemented to ensure the development of an adequately capacitated workforce within the DSD, together with the necessary support structures, to deliver quality child protection services to children and families in communities.

The strategic objectives outlined in this document are designed to achieve the above vision and goal. To give effect towards the implementation of the Strategy, management must take responsibility for introducing a number of changes that will affect the total organisation, both national and provincial Departments' of Social Development, and individual performance in child protection.

Core drivers to enact this Strategy include the implementation of the DSD Generic Norms and Standards and the Children's Act, as well as creating an enabling environment, which are imperative for the enactment of capacity and to strengthened services to children. For example, without a change in the work load and working environment, supervision and monitoring of services to give support and institutionalise capacity building practice, the long-term benefits of capacity building and training will not be realised. Therefore, the Strategy must be viewed in a holistic manner and not in operational isolation in order to embed it into institutional mechanisms.

7. Strategic Implementation Plan

Strategic performance area 1: Build the capacity of social service professions and occupations in child protection

Objective: Establish accessible, standardised and regulated qualifications, learning programmes and capacity building programmes to meet the identified needs of social work practitioners in child protection and to contribute to life-long learning

Outcome 1.1: Accessible provision of occupation specific capacity building qualifications and training opportunities				
Strategic intervention	Activities	Output	Responsibility	Timeframe
Annual capacity needs assessment for social service practitioners	Developed, consulted and implement Capacity Needs Assessment Framework and Tool	DSD Capacity Needs Assessment Framework and Tools	HRD and Child Protection Directorate (CPD)	June 2020
	Conduct and report on capacity needs assessment to inform capacity programmes	Annual Reports	HRD	Sept 2020
	Career paths and capacity needs outlined in Development Plans	Development Plans articulate capacity needs and career paths	HRD and CPD	June 2021
The relevant skills certificates, degrees, post graduate diplomas and specialisations are development, quality assured, accredited and uphold the best practice training mythologies and to meet occupation specific needs.	Develop relevant curricula for child protection occupations at the various levels to meet the identified needs of SSP	Curricula and training materials developed and accredited as required	HRD/CPD/HWSETA/SACSSP	June 2022
	Develop road map of prioritised training learning programmes and resources/budgets	Road map / phased costed implementation plan	HRD/CPD/Finance	Sept 2021
	DSD to work in collaboration with training institutions to incorporate relevant child protection content and requirements relevant to formal qualifications	Formal qualifications include child protection requirements	HRD/CPD/SACSSP	Oct 2020
	Facilitator, trainer, assessor and moderator training provided to national and provincial staff as identified in Development Plans and relevancy to their role in capacity building	Annual training conducted as required. DSD staff have the necessary qualifications.	HRD/CPD/Provinces	Dec 2021

	Social service professionals access and attain the desired capabilities	Social service professionals have required capabilities.	HRD/CPD/Province	March 2021
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Outcome 1.2 Regulated and Standardised Capacity Building for Child Protection.				
Strategic intervention	Activities	Output	Responsibility	Timeframe
All learning and capacity building programmes are standardised and meet the national norms and standards as stated in the Children's Act, Social Services Act and Skills Development Legislation	Develop and implement standardised training guidelines	Standardised training guidelines	HRD Partnership with SACSSP and relevant skills development institutions	March 2021
	Disseminate and build capacity for Provincial staff to implement, monitor and report on the standardised guidelines	Provincial training on Standardised guidelines	HRD/CPD/Provinces	June 2020
	Develop and disseminate relevant capacity building programmes and register as required with relevant regulatory bodies	Dissemination strategy implemented	HRD/CPD/	June 2021
	Monitor implementation and compliance of programmes, promote and address gaps to build required capabilities of social service professionals	Annual intervention report and plan as part of Department performance management plan	CPD/Provinces	Dec 2021
	Review legislation, norms and standards and alignment of programmes to changes in practice, Strategy and legislation	Review report and amended training curricula	CPD/Provinces/Stakeholders	Every 5 years

Outcome 1.3: Monitored, evaluated and report on the outcomes and impact of the quality assured capacity building programme				
Strategic intervention	Activities	Output	Responsibility	Timeframe
A standardised monitoring, evaluation and reporting framework, plan and tools ensure that the objectives of the Strategy	Develop and implement a standardised monitoring, evaluation and reporting framework, guidelines, plan and tools relevant to the type of	Framework, plan and tools	CPD/M&E/Provinces	Sept 2020 Review every 5 years

are being met and that the level of child protection services improves	capacity building activity or learning programme which is integrated into DSD M&E systems			
	A monitoring and evaluation report on the effectiveness of the Strategy and the improvement level and quality of child protection	M&E Report	CPD/M&E	Annual
	Build the capacity of managers, supervisors and social service practitioners on the M&E Framework	M&E framework training to staff	CPD/HRD	Ongoing
	Evaluate to measure the quality, relevancy and impact of capacity building programmes to identify capabilities that have resulted from the capacity building programmes based on individual and organisational capacity across the system.	Evaluation Report on the quality and impact of the capacity building programmes	CPD/HRD	Three months after training
Quality assured and evaluated cases and case loads	Develop quality assurance of cases and case load framework, assessment process and tools aligned to social worker work plans.	Quality assurance framework, process and tools	CPD/HRD/Norms and standards unit	June 2020
	Build capacity of supervisors to implement training needs in the work place.	Supervisors trained	Provinces/CPD	Ongoing
	Supervisor to conduct quality assessments against internal and external performance indicators as per social worker work plans	Annual quality assessment report. Interventions to strengthen practice included in individual Performance Development Plans and Department	Supervisor	Annual Annual

		training and capacity building plans.		
	Conduct research as necessary to measure effectiveness, quality, value and impact of capacity building interventions	Research agenda and research report	CPD/External service provider	June 2021

Outcome 1.4: Accredited and recognised training service providers provide effective and efficient capacity building programmes				
Strategic intervention	Activities	Output	Responsibility	Timeframe
Accredit and recognise trainers to develop and provide effective capacity building	Develop and maintain a database of training service providers	Database	CPD/HRD	March 2020
	Develop framework and system for recognising, partial and full registration of service providers	Registration framework and implementation	CPD/HRD/HWSETA	June 2021
	Monitor performance of training service providers when contracted by national, provincial or district DSD against standardised and quality capacity building framework. Provide recommendations for areas of service providers training or capacity building that could be strengthened, and recognise and share good practices.	Training service provider reports	CPD/HRD/Provinces/HWSETA	Six monthly

Strategic performance area 2: Workplace and in-service capacity building across the continuum of care – continuing professional development for lifelong learning.

Objective: To establish, maintain and ensure continuing professional development (CPD) of social service practitioners in child protection across the continuum of care

Outcome 1.1: Continuing professional development of social service practitioners contributes to life-long learning and quality practice in child protection				
Strategic intervention	Activities	Output	Responsibility	Timeframe
Standardised guideline and tools must be developed by the Department for the identification and implementation of occupation specific CPD needs of the social work practitioners in child protection	Develop guidelines and tools (including M&E plan and database)	Approved CPD Child Protection Guidelines and tools	CPD and HRD	June 2020
	Develop, strengthen, implement, maintain and monitor CPD programme aligned to Development Plans	Needs and implementation plans identified and kept up-to-date from Development Plans Implemented and monitored CPD programmes	HRD	Six monthly after guidelines approved
	Database of CPD activities, options, services provider, outcomes and accreditation status to be developed and maintained, and aligned to needs of Development Plans	Database accessible for supervisors	HRD/SACSSP	Ongoing

Strategic performance area 3: Strengthening organisations for effective child protection services.

Objective: To strengthen the organisational capacity to ensure effective capacity building

Outcome 3.1: Strengthen DSD mechanisms and capacity for effective capacity building programme implementation				
Strategic intervention	Activities	Output	Responsibility	Timeframe
Strengthen DSD mechanisms	Induction, supervision and in-service training to be integrated into operational and institutional mechanisms	Training programmes accessible	HRD/CPD	Sept 2020
	Develop and implement a results-based monitoring, evaluation, reporting and learning system for capacity building	Refer to outcome 2.4		June 2020
	Resourcing and investment for implementation of programmes	Budget allocation document available	CPD/Finance	June 2021
Build capacity of DSD to deliver effective capacity building	Implement training and capacity building Strategy, strategy and interventions	Progress and annual reports available	CPD/HRD/Provinces	June 2020

Strategic performance area 4: Strengthened collaboration and inter-sectoral services in the child protection system

Objective: Strengthened collaboration and inter-sectoral capacity building in the child protection system

Outcome 4.1: Accessible provision of specific inter-sectoral and multi-disciplinary capacity building opportunities across the child protection system				
Strategic intervention	Activities	Output	Responsibility	Timeframe
Collaboration and networking across training sector, disciplines	Develop leadership, collaboration and co-ordination programme of action for implementation across the sector and disciplines	Programme of action and implementation plan implemented	CPD/HRD/Stakeholders	June 2020
National and provincial collaboration	Strengthen child protection committees, forums and networks through reviewing and refining mandates, roles and responsibilities, and monitoring capacity building progress, need and impact.	Reviewed and revised mandates, roles and responsibilities	CPD/Stakeholders	Dec 2020

	Facilitate opportunities for collaborative training through shared resources, modules and training events.	Collaborative training conducted	CPD/Stakeholders	Ongoing
Individual and multi-disciplinary commitment to capacity building across the child protection system	Review job descriptions and key performance indicators, performance development plans and include new areas or refine roles to support the implementation of this Strategy.	Capacity building roles included in job descriptions, key performance indicators and annual development plans	HRD	Sept 2021