

# Child Protection Case Management training

Facilitator Guide

# Contents

Foreword.....	4
Acknowledgements.....	5
Overview .....	6
Child Protection Case Management Training resources.....	8
Contextualization .....	11
Learning and development strategy .....	12
Facilitation tips.....	13
Level 1: Child Protection Case Management Foundational Training.....	16
Level 2: Child Protection Case Management - Competency-based training .....	23
Level 3: Child Protection Case Management – Advanced Training .....	27
Level 3 - Child Protection Information Management System (CPIMS+).....	28
Level 3 - Unaccompanied and Separated Children .....	33
Level 3 – Family strengthening .....	37
Level 3: Child Protection Case Management – Mental Health and Psychosocial Support.....	42



**Suggested Citation**

The Alliance for Child Protection in Humanitarian Action. (2023). *Child Protection Case Management Training*



# Foreword

Now is a critical time for child protection in humanitarian action. There are an increasing number of humanitarian crises, causing children and their families to flee their homes or try to live safely in conflict zones. Children pay the highest price in all humanitarian crises. Whether they experience family separation and the associated emotional distress and loss of emotional security and physical safety that a family brings. Or whether they experience abuse, exploitation, neglect or violence within the home or community. There are a multitude of risks that children we work with experience. Many of which require a case management approach to respond to them and prevent further harm. As well as to strengthen protective factors around children and their caregivers.

High-quality case management services are crucial in order to adequately address the concerns that children, families, community-members, and other service providers bring to our attention. However, they are extremely hard to establish, resource and sustain. Especially with the unpredictable resourcing, spiraling caseloads and staff burnout and turnover that are often seen in humanitarian crises. We know that child protection caseworkers in humanitarian crises have an enormous task. They work with children, families and a multitude of other service providers on a daily basis to navigate often complex situations and decisions. The majority of which elude simple solutions that can easily be concluded as in children's best interests. They are often under supported, both at the start of their professional journey and during it. This should not be the case.

This training package is designed in a way that offers solid foundations to case workers. As well as ongoing skill-building and additional in-depth training in complementary areas. The foundational training covers the case management process. As well as the foundational knowledge that is required to work meaningfully, safely and helpfully with children and families throughout. While the skills-focused training builds the competencies that caseworkers need to be confident in their work and to address more complex cases. Finally, the package covers key complementary areas of information management, family strengthening, mental health and psychosocial support, and unaccompanied and separated children in-depth.

The package complements our previous Case Management Supervision and Coaching Package, which recognizes the significant role of supervisors in ensuring the wellbeing of case workers who, in turn, are responsible for the wellbeing of the most vulnerable children.

We would like to thank all the many individuals and organizations who have contributed to the development of this package over the years that it has been under development, as well as those case workers whose good practice has informed the learning that is contained within it.

*Camilla Jones and Hani Mansourian Co-coordinators of the Alliance for Child Protection in Humanitarian Action*



# Acknowledgements

The Case Management Task Force (CMTF) of the Alliance for Child Protection in Humanitarian Action (the Alliance CPHA) recognized an opportunity to improve outcomes for children by updating the child protection case management training package for caseworkers in humanitarian settings.

This training package is the result of two years of work led by the International Rescue Committee on behalf of the CMTF. The package was developed through research, consultations with child protection specialists and surveys with caseworkers working in 41 different countries.

Between October 2022 and February 2023, this package was piloted in Iraq, Kenya, and South Sudan. The training materials presented are developed through a lengthy and iterative process, integrating the feedback provided by members of the CMTF.

The CMTF would like to thank Ilse Van der Straeten, IRC Child Protection Case Management Specialist, who led content development and Crystal Stewart, IRC Child Protection Technical Advisor, who coordinated the finalization of the project. Special thanks to Cat Byrne, IRC Case Management Specialist, who laid the foundations for the module development.

On the right is a summary of the individuals and agencies that contributed to the development of this training package.

Special thanks to The Alliance Coordinators Camilla Jones and Hani Mansourian.

The training materials are designed and edited by Justina Ojom. Special thanks to her as well.



*This report is made possible by the generous support of the American people through the United States Agency for International Development's (USAID) Bureau for Humanitarian Assistance (BHA). The contents are the responsibility of the Alliance, and do not necessarily reflect the views of USAID or of the United States Government.*

## ALLIANCE CPHA LEARNING AND DEVELOPMENT WORKING GROUP

Elena Giannini  
Katie Robertson

## CHILD PROTECTION AREA OF RESPONSIBILITY (CP AoR)

Joyce Mutiso  
Lauren Bienkowski  
Nicholas Millet

## HURRAS

Alaa Mughrabieh

## INTERNATIONAL RESCUE COMMITTEE (IRC)

Cat Byrne  
Catherine Reilly Boland  
Crystal Stewart  
Ilse Van der Straeten  
Mary Mwikali  
Mohammed Khorsheed  
Sara Mohammed Mahdi  
Serene Ghazal  
Yvonne Agengo

## PLAN INTERNATIONAL

Colleen Fitzgerald  
Micol Alberizzi

## SAVE THE CHILDREN

Phoebe Marabi

## TERRE DES HOMMES

Lourdes Carrasco Colom

## UNICEF

Anneloes Koehorst  
Laurent Chapuis  
Marta Passerini

## UNHCR

Jessica Stuart-Clark

## WAR CHILD UK

Hadeya Abou Staite

## WORLD VISION

Joy Cheung

## CHILD PROTECTION CONSULTANTS

Clare Srokosz  
Marleen Korthals Altes  
Mei Lian Tia  
Sarah Uppard  
Tessa Marks  
Zeudi Liew



# Overview

The inter-agency child protection case management training package has been developed with the support of the Case Management Taskforce (CMTF) of the Alliance for Child Protection in Humanitarian Action. After a wide desk review, consultations with CMTF members and surveys with case management staff from 41 countries, Child Protection Case Management Training materials were updated and new content has been added. The Inter-agency guidelines on Case Management and Child Protection Minimum Standards, as updated and published in 2019, are integrated within this training. The training package will replace the 8-day inter-agency child protection case management training presented by the Alliance for Child Protection in Humanitarian Action in 2014.

Case management is a technically complex and risky area of child protection programming and caseworkers require a robust, systematic approach to capacity strengthening. To promote gradual learning, the training package has been divided in three different levels.

---

## LEVEL

# 1

**Level 1** is a **Foundational training** on child protection case management, including eleven modules that are considered as basic and fundamental for any caseworker. Prior to providing case management to children and families facing protection concerns in humanitarian settings, a caseworker should have completed the Level 1 Foundational training to ensure the quality of the support and adhere to the first case management principle of do no harm.

## LEVEL

# 2

**Level 2** is a **competency-based training** to further strengthen essential case management competencies that are reflected in the child protection case management competency framework. This competency-based training is divided in five modules, each focusing on a different set of knowledge, attitudes and skills. The existing experience of caseworkers is used throughout the training via reflection exercises, storytelling, and other interactive techniques.

## LEVEL

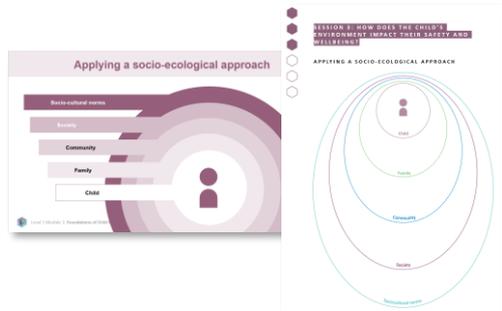
# 3

**Level 3** includes four more advanced, but optional, trainings that can further strengthen child protection case management. Level 3 includes training on the Child Protection Information Management System (CPIMS+), Family Strengthening, Mental Health and Psychosocial Support (MHPSS) and Unaccompanied and Separated Children (UASC). Each training contains a series of modules and sessions to be delivered over multiple days.

---



The target participants of this training are caseworkers who directly provide child protection case management to children and their families during a humanitarian response. Supervisors providing technical support to caseworkers and child protection managers responsible for overseeing case management teams can also participate.



Each training consists of **PowerPoint slides** with detailed facilitator notes and a **participant's workbook** that correspond with the activities included in each module. Training activities include plenary discussions, role plays, case studies and other interactive learning techniques that were suggested during diverse consultations.

Competency	Indicator	Indicator 1	Indicator 2	Indicator 3	Indicator 4	Indicator 5
1. Personal knowledge, attitudes and skills	1.1. Understand the role of the caseworker in the humanitarian response	1.1.1. Understand the role of the caseworker in the humanitarian response	1.1.2. Understand the role of the caseworker in the humanitarian response	1.1.3. Understand the role of the caseworker in the humanitarian response	1.1.4. Understand the role of the caseworker in the humanitarian response	1.1.5. Understand the role of the caseworker in the humanitarian response
	1.2. Understand the role of the caseworker in the humanitarian response	1.2.1. Understand the role of the caseworker in the humanitarian response	1.2.2. Understand the role of the caseworker in the humanitarian response	1.2.3. Understand the role of the caseworker in the humanitarian response	1.2.4. Understand the role of the caseworker in the humanitarian response	1.2.5. Understand the role of the caseworker in the humanitarian response
2. Assessment and case management	2.1. Conduct a comprehensive assessment of the child and family	2.1.1. Conduct a comprehensive assessment of the child and family	2.1.2. Conduct a comprehensive assessment of the child and family	2.1.3. Conduct a comprehensive assessment of the child and family	2.1.4. Conduct a comprehensive assessment of the child and family	2.1.5. Conduct a comprehensive assessment of the child and family
	2.2. Develop a case management plan	2.2.1. Develop a case management plan	2.2.2. Develop a case management plan	2.2.3. Develop a case management plan	2.2.4. Develop a case management plan	2.2.5. Develop a case management plan
3. Planning and monitoring	3.1. Plan and monitor the case management plan	3.1.1. Plan and monitor the case management plan	3.1.2. Plan and monitor the case management plan	3.1.3. Plan and monitor the case management plan	3.1.4. Plan and monitor the case management plan	3.1.5. Plan and monitor the case management plan
	3.2. Evaluate the case management plan	3.2.1. Evaluate the case management plan	3.2.2. Evaluate the case management plan	3.2.3. Evaluate the case management plan	3.2.4. Evaluate the case management plan	3.2.5. Evaluate the case management plan

The training materials are also accompanied by a **Child Protection Case Management Competency Framework** and a **Self-Assessment tool**. This competency framework outlines the competencies a child protection caseworker requires in a humanitarian context. Each competency has corresponding indicators, which detail the expected knowledge, attitudes and skills required to demonstrate that competency.

This facilitator's guide is an accompanying document, providing an overview of the Child Protection Case Management training package, the different levels, and individual modules as well as tips for planning, facilitation and contextualization.



# Child Protection Case Management Training resources

## Child protection caseworker competency framework

The **competency framework** that outlines the competencies required to be a child protection caseworker in a humanitarian context lays the groundwork for the training as it provides the structure on which the different levels and training modules are built. It is designed to draw from the Child Protection in Humanitarian Action Competency Framework, complimenting it to cater for the specific professional competencies required by caseworkers

The competencies are organized in three categories:



Personal knowledge, attitudes and skills



Communication and psychosocial support knowledge, attitudes, and skills



Technical knowledge, attitudes and skills

---

Each competency has corresponding indicators, which detail the expected knowledge, attitudes and skills required to demonstrate that competency. A **self-assessment tool** has also been designed to use alongside the Child Protection Caseworker Competency Framework. A caseworker can review the competencies and corresponding indicators and give themselves a rating based on a fixed scale. The self-assessment tool can be completed before and after participating in the Inter-Agency Child Protection Case Management Training, but can also be used during ongoing case management supervision.



# Child protection case management module presentations

To support participants in learning, the content of each module is presented in a **PowerPoint slide deck**. Each PowerPoint presentation includes:



Agenda of the module including multiple sessions



Module aim and learning objectives



Core content and session activities



Key learning messages

In the *Notes View* of each PowerPoint presentation, the facilitator notes can be found. These notes include all detailed step-by-step instructions, learning content to be shared, and in some cases, a sample script to ensure the content is delivered as intended. It is essential to read through the facilitator notes in its entirety and prepare yourself for both presentations and exercises before delivering the course.

 To print the facilitator notes to a PDF or paper copy, you can adjust the settings in the *Print* window to print *Notes Pages*. Ensure that the page size in the printer properties is set to A4.

Any facilitator with experience in child protection case management should be able to facilitate this Child Protection Case Management training, after preparation and contextualization, using the facilitator notes.

**INTRODUCTION**

- The definition of child protection refers to the exploitation
- We will now have a look at what this terms ex

**INDIVIDUAL WORK (10 minutes)**

- Guide participants to **Workbook page 6: Child**
- Read the explanations of the different terms t
- Draw a line from the key term to the right exp
- Provide the participants 5 minutes to complet

**PLENARY DISCUSSION**

- Ask participants to volunteer reading the expl
- Check if the group of participants agrees with
- Continue until all terms are explained and cor following page
- Does anyone have any questions or need furth

**CONTINUED →**

**BOLDED, CAPITALIZED TEXT**  
Indicates the type of activity, such as an explanation, discussion, or work session.

*Italic text*  
Indicates a sample script for facilitators to say to participants.

Regular, non-italic text  
Indicates instructions or guidance for the facilitator

**CONTINUED →**  
Indicates that the instructions for this slide continue to the next page. Follow the facilitator guide, but don't change the slide.



## Participant's workbook

A **participant's workbook** has been created for each training Level, which replaces the series of handouts that normally would have to be printed. The workbook is designed to encourage active participation and supports the diverse training activities included in each module. More specifically, each participant workbook includes:

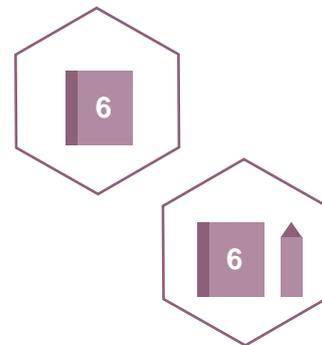
---

	Overview of each module and session		Case studies
	Module aim and learning objectives		Role play scenarios
	Relevant child protection definitions and models		Other interactive activities (matching exercises, models to fill out, etc.)
	Case management forms		Closing reflections

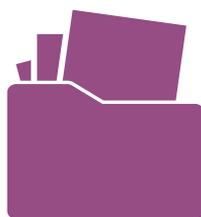
---

The training requires each participant to have one printed copy of the workbook which will be used throughout the training and can be taken home afterwards.

When presenting the PowerPoint, there are workbook icons that are on the top-right corner of certain slides. These icons indicate that participants should follow along in their workbook on the page number provided. Where a pen is included in the icon, participants should write in their workbook.



## Training Admin folder



The **training admin folder** includes:

- Sample agendas
- A feedback form

# Contextualization

It is expected that trainings will be conducted in various humanitarian settings, countries, regions, languages, and cultures. It is important that the training materials reflect the context and the child protection concerns children and families face, that cultural considerations are taken into account and that they match existing capacities. Facilitators should devote sufficient time to adapting the training materials. Before translating the document, it is best to check that a translation in that language does not already exist.

The training materials were designed in accordance with [inter-agency guidelines](#), [child protection minimum standards](#) and the global case management forms. However, the training materials should also correspond with any local Child Protection Case Management Standard Operating Procedure (SOP) and case management forms. If needed, adaptations should be made.

While more contextualization might be required, the main content and activities that require contextualization are highlighted in yellow on each slide and have been flagged in the facilitator's slide notes. Adaptations to case studies, role play scenarios, discussion points or other case management tools will need to be done both in the PowerPoint presentations and the participant's workbook.

**Case conference**

A case conference is a **multi-sector and interagency meeting** to discuss complex cases.

The purpose of a case conference is to strengthen coordination, explore options across sectors and to support decision making in the best interest of the child.

Who would you invite at Teo's case conference?

Level 2 Module 2: Personal Competencies (part 2)

**ADAPT FOR CONTEXT**

- Adapt to local practice and case management Standard Operating Procedure (CM SOP)

**PLENARY DISCUSSION (10 minutes)**

- A case conference is a tool to support accountability and coordination in case management
- Present the slide
- We can agree that the case of Teo is very complex and that a case conference could be helpful to strengthen coordination.
- Who would you invite to Teo's case conference?
- Write participant responses on a flipchart
- Complement with the possible responses below

**POSSIBLE RESPONSES**

- Caseworker
- Uncle, aunt
- Mother
- Community leader (if he is willing to support the effort to protect Teo against recruitment)
- Healthcare worker (if the mobile team is providing medical care at home)
- Psychologist (if they started focused specialized MHPS)

36



# Learning and development strategy

The CMTF recommends that the Child Protection Case Management Training package is integrated into a larger child protection learning and development strategy, with the full support of the appropriate government authority or ministry, as well as the national or sub-national coordination bodies.

Agencies providing child protection case management will need to anticipate capacity strengthening needs and provide resources to invest in the learning and development of caseworkers. Any caseworker should have completed, at minimum, the Inter-Agency Child Protection Case Management Level 1 Foundational training prior to meeting a child and opening their first case. To ensure accountability and the quality of the support provided, any caseworker without prior experience in case management should first have their capacity strengthened.

The training package acknowledges that Child Protection Case Management competencies are developed gradually, as well as through experience and with the support of a supervisor. The Inter-Agency Case Management Supervision and Coaching Training package (2018) forms a complementary training within this learning and development strategy, as it is designed to increase a case management supervisors' confidence, capacity, and support to caseworkers to provide safe, ethical and competent case management services.

## Learning modalities

This learning package has been conceptualized considering **in-person training** delivery as the main modality.

In-person training is the recommended learning modality as it provides caseworkers the opportunity to focus with fewer distractions, to work together with other participants, and learn from each other. This training modality also stimulates active participation, as it can be more encouraging to share ideas and experiences than a remote training. A safe learning environment and a shared group agreement is a prerequisite to active participation and joint learning.

However, the training can also be delivered remotely through **online sessions**, which might be necessary in areas with access restrictions or when resources are limited. Participants can be together in a venue with a remote facilitator delivering the sessions, or everyone can take part separately via remote video conferencing on their computer or other devices. Possible adaptations to remote training are included in the training facilitator notes. Facilitators who haven't previously facilitated a training remotely, are recommended to take part in the [Alliance's Delivering Training Remotely course](#) or completing the online Radically Remote course to learn more about this modality.



# Facilitation tips

Case Management is rarely straightforward with clear answers. It requires creativity and support from others. Multiple ideas can be true and correct at the same time. To manage the complexity that comes with training on child protection case management, the facilitator requires child protection case management experience to draw from throughout the training.

It is important that facilitators are aware of their own learning preferences and knowledgeable of the principles of adult learning. For more guidance and background on training [adult learners](#), please contact the Learning and Development Working Group of the Alliance on [learning@alliancecpha.org](mailto:learning@alliancecpha.org).

Facilitating a child protection case management training can be a difficult task. It requires patience, expertise, energy, and an ability to react and adapt in the moment. It is suggested that there should be two facilitators sharing sessions or co-leading individual modules. It may be helpful for one of the facilitators to take a lead role, so that they can assign tasks and take ultimate responsibility for the delivery of the training.

Below are some tips for good facilitation, as well as some strategies for building a safe and trusting environment and providing feedback to participants.

## Before the training

- Be well prepared for each day of training. Review each session closely and know your content and activities. Practice how you will give instructions, as this is often where confusion can arise in the training room.
- Ask for support whenever you are unsure about a piece of content.
- Go through all the yellow highlights on the slide. These signify where adaptations for context may be needed. If it is not needed, or once adjustments have been made, you can remove the yellow highlight.
- Ensure you have the training room set up, you have all necessary materials, and that one workbook for each participant has been printed.
- Review the participant list. Make sure you have a sense of who will be in the training, their level of experience, any management relationships within the group, and any specific learning needs or adjustments that you should consider during the course.
- Be familiar with the contexts those participants are currently working with so that you have basic understanding on the local contexts, including social norms and practices affecting children and families.



## During the training

- Promote participation and inclusivity. Make sure a learning agreement is created and respected to create a learning environment where people feel safe to participate and to share.
- Facilitate in your own style and use your own words, but focus on the key learning points to ensure the course objectives are met. Scripts are merely samples - a source of inspiration.
- Apply communication skills, including active listening, effective speaking, and supportive body language. Be understanding and empathetic.
- Acknowledge that you don't have all the answers and encourage participants to share ideas or experiences from which everyone can learn
- Be flexible and willing to adapt to participants' knowledge, experiences and needs.
- Check for understanding throughout, asking questions and observing group work. Explain things again if this is necessary to make sure the key messages are clear.

---

### During plenary discussion

- Don't share the provided answers/responses/examples immediately
- Give time for participants to think
- Encourage participants to share
- Try to gather at least 5 responses
- Guide the discussion if needed (e.g. if there are opposing views)
- Summarize participant responses
- Only at the end, complement participant responses with the answers/responses/examples provided

### During individual/partner/group activities

- Let participants know how much time they have
- Walk around the room
- Check in with the participants
- Make sure participants understand the activity
- Clarify any questions
- Make sure participants are on task
- Give a warning when time is nearly up

### When providing feedback after an activity

- Focus on helping, not judging
- Be honest and sincere
- Acknowledge the efforts participants make when sharing ideas, asking questions, presenting, or implementing any other activity
- Provide specific examples of what the person did well and point out strengths
- Provide constructive feedback on specific things and examples the person can improve on
- Have a balance between what was done well and constructive criticism



## Evaluation of training

It is important to evaluate the training in its effectiveness and to assess what participants have learned during the training. In this training package, two ways to evaluate are included:

---

### Training evaluation form

It is important to provide the opportunity for participants to openly evaluate the training, to provide feedback to the facilitator, and to make suggestions for future training. A training evaluation form is included in the Training Admin folder of each Level and can be shared after completing a block of modules or the full training. The training evaluation forms can be completed anonymously by the participants.

### Pre- and post-test through the competency self-assessment

The competency self-assessment can also be used by participants before and after the Inter-Agency Child Protection Case Management Training. Before the training, the tool is used to indicate the baseline competency level. Participants should complete their self-assessment again directly after completing the trainings.

The comparison of the participants' 1) levels of confidence and 2) evaluation comments before and after the training can be used when evaluating the training.

---



# Level 1: Child Protection Case Management Foundational Training

## Introduction

Level 1 is a Foundational training on child protection case management, including eleven modules that are considered as basic and fundamental for any caseworker. Prior to providing case management to children and families facing protection concerns in humanitarian settings, a caseworker should have completed the Level 1 Foundational training to ensure the quality of the support and adhere to the first case management principle of do no harm.

Learning objectives have been identified at module levels. These clearly articulate what caseworkers should know and be able to do after completing each module. The learning objectives should be used to guide decisions about which modules to include in your training agenda.

<b>Training aim</b>	To provide participants with the foundational knowledge and skills required to provide case management in line with inter-agency guidelines and standards.
<b>Target participants</b>	New caseworkers with no or limited experience in case management or caseworkers with experience who could benefit from a refresher training.
<b>Duration</b>	11 days (72 hours)
<b>Group size</b>	Between 15 to 20 participants

 <b>MODULE 1</b> Foundations of Child Protection	 <b>MODULE 2</b> Foundations of CP Case Management	 <b>MODULE 3</b> Communicating with Children	 <b>MODULE 4</b> Mental health psychosocial support	 <b>MODULE 5</b> Immediate support	 <b>MODULE 6</b> Identification and registration
 <b>MODULE 7</b> Assessment	 <b>MODULE 8</b> Case planning	 <b>MODULE 9</b> Implementation	 <b>MODULE 10</b> Follow-up and review	 <b>MODULE 11</b> Case closure	



## Preparation

### Recommended room set-up

3 to 5 round tables (depending on group size, with 4 to 5 participants per table)

### Venue

Needs to be big enough for the participants and facilitators to move around during activities

### Materials needed

- Laptop and presentation remote (if available)
- Projector and screen
- Speakers
- Workbook copy for each participant
- Pre-test and post-test online form or one copy per participant
- Flipcharts, flipchart stand
- 4-6 packs of colored marker pens
- Masking tape
- Sticky notes
- White A4 papers
- Flashcard papers
- Ball of string
- Paper or plastic bag

## Contextualization

Before delivering this training, it is important to take the following steps to contextualize this module, including any related slides and workbook exercises. While more contextualization might be required, the main content and activities that require contextualization are highlighted in yellow and it has been flagged in the facilitator's notes. More specifically:

Module	What to contextualize	Module	What to contextualize
 1	<ul style="list-style-type: none"> <li>• Definition of child protection concerns</li> <li>• Harmful social norms</li> <li>• Characteristics presented in the Power Wheel</li> </ul>	 2	<ul style="list-style-type: none"> <li>• Case studies</li> <li>• Responsibilities of a caseworker under each core function</li> <li>• Definitions of personal data protection principles</li> </ul>
 3	<ul style="list-style-type: none"> <li>• Image used in the lead your partner exercise</li> <li>• Cultural perspectives on child participation and communication</li> </ul>	 4	<ul style="list-style-type: none"> <li>• Definition of Mental Health</li> <li>• Role play</li> <li>• Contextualized examples of child-centered attitude</li> </ul>
 5	<ul style="list-style-type: none"> <li>• Actions to support basic needs</li> <li>• Reasons children are removed from care</li> </ul>	 6	<ul style="list-style-type: none"> <li>• Age parental consent is required</li> <li>• Role play</li> <li>• Risk levels in child protection risk analysis</li> <li>• Case management forms</li> </ul>





- Case studies
- Role play
- Time for completing the assessment
- Case management forms



- Case studies
- Time for completing the case plan
- Role play
- Case management forms



- Responsibilities of a caseworker under each core function
- Case management forms



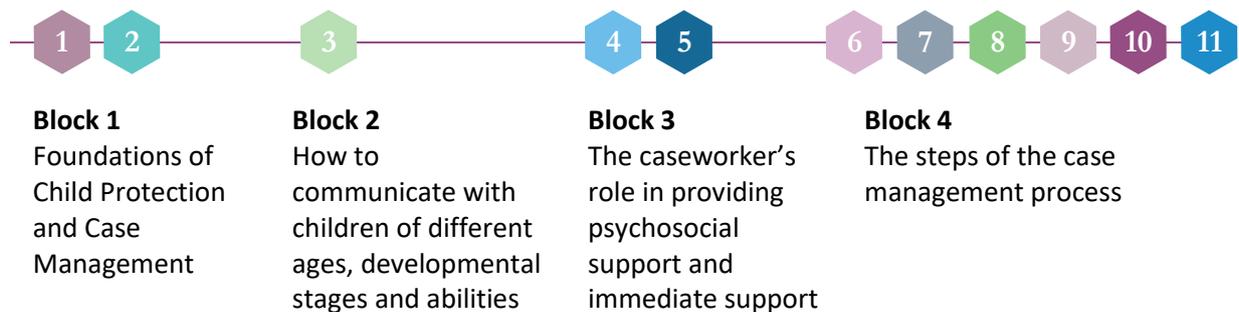
- Case studies
- Role play
- Frequency of follow-up visits
- Case management forms



- List of actions to take when closing a case
- Role play
- Case management forms

## Sample agenda

The training is developed in four blocks. The training can be delivered in consecutive days or the delivery of each block can be spread over multiple weeks. The modules are designed so that each builds on what was covered previously. It is suggested that no more than two weeks pass between training sessions.



The number of days can also be shortened if certain content has already been covered, such as Module 1: Foundations of Child Protection, Module 2: Foundations of Case Management, Module 3: Communicating with Children or Module 4: Mental Health Psychosocial Support. In emergencies, when the need for training is urgent, it is possible to organize a shortened training, reducing the duration of each module, while planning a complete training later on.

The following overview can be used to create an agenda for the Level 1 Foundational training. An agenda can be adapted to the context and different learning modalities. Sufficient breaks (tea break, lunch break, energizers, etc.) should be included to maintain focus. If using an interpreter, then timings will be significantly longer. If facilitating the session via a video call, the timings should be adjusted and more frequent short breaks should be added.

 <b>MODULE 1: FOUNDATIONS OF CHILD PROTECTION</b>		<b>Duration:</b> <b>6 hours 45 minutes</b>
1	Module and course opening	45 minutes
2	What is child protection?	1 hour 10 minutes
3	How does the child's environment impact their safety and wellbeing?	1 hour 45 minutes
4	How to adapt to the child's age, developmental stage and abilities?	1 hour 20 minutes
5	What is a child protection risk?	1 hour 15 minutes
6	Module closing	30 minutes

 <b>MODULE 2: FOUNDATIONS OF CP CASE MANAGEMENT</b>		<b>Duration:</b> 6 hours 30 minutes
1	Module opening	30 minutes
2	What is case management?	1 hour
3	How do I approach case management and what is the process?	1 hour 45 minutes
4	What is the role of the caseworker?	1 hour
5	How to collect and store client information?	1 hour 15 minutes
6	Module closing	1 hour





### MODULE 3: COMMUNICATING WITH CHILDREN

**Duration: 6 hours 45 minutes**

1	Module opening	45 minutes
2	How should a caseworker prepare to meet with children?	1 hour
3	Which communication techniques can I use? (part 1)	2 hour 30 minutes
4	How do I adapt communication to the individual child?	2 hours
5	Module closing	30 minutes



### MODULE 4: MENTAL HEALTH AND PSYCHOSOCIAL SUPPORT

**Duration: 6 hours 45 minutes**

1	Module opening	30 minutes
2	What do we mean with mental health and well-being?	1 hour 20 minutes
3	What is the role of the caseworker in delivering MHPSS?	2 hours
4	What are MHPSS skills?	1 hour 30 minutes
5	How can I provide psychological first aid?	45 minutes
6	Module closing	30 minutes



### MODULE 5: IMMEDIATE SUPPORT

**Duration: 6 hours 15 minutes**

1	Module opening	45 minutes
2	What are concerns that require an immediate response?	30 minutes
3	What can I do when a child has immediate MHPSS needs?	1 hour 15 minutes
4	How do I respond to a child with urgent physical, sexual, and reproductive health needs?	30 minutes
5	How can I support a child to feel safer?	1 hour 15 minutes
6	How can I support a child in an unsafe care arrangement?	1 hour 30 minutes
7	Module closing	30 minutes





## MODULE 6: IDENTIFICATION AND REGISTRATION

**Duration: 6 hours 45 minutes**

1	Module opening	30 minutes
2	How do I identify children in need of case management?	1 hour 30 minutes
3	How do I get assent / consent?	2 hours 30 minutes
4	How do I register a child's case?	1 hour 45 minutes
5	Module closing	30 minutes



## MODULE 7: ASSESSMENT

**Duration: 6 hours 20 minutes**

1	Module opening	35 minutes
2	How do I build trust and support a child in expressing themselves?	2 hours
3	How do I assess what a child needs?	1 hour 45 minutes
4	How do I identify and priorities the child's needs?	1 hour 30 minutes
5	Module closing	30 minutes
6	Module opening	35 minutes



## MODULE 8: CASE PLANNING

**Duration: 6 hours 15 minutes**

1	Module opening	30 minutes
2	What is case planning and who should be involved?	1 hour 15 minutes
3	How do I implement a case planning meeting?	1 hour 30 minutes
4	How can I provide information about services available?	1 hour 15 minutes
5	How to formulate goals and objectives?	1 hour 15 minutes
6	Module closing	30 minutes





## MODULE 9: IMPLEMENTATION

**Duration: 6 hours 40 minutes**

1	Module opening	30 minutes
2	What can a caseworker do during implementation?	15 minutes
3	How can I provide information and advocate on a child's behalf?	1 hour
4	How can I implement focused, non-specialized MHPSS activities?	2 hours 40 minutes
5	How do I effectively make referrals?	1 hour 45 minutes
6	Module closing	30 minutes



## MODULE 10: FOLLOW-UP AND REVIEW

**Duration: 6 hours 30 minutes**

1	Module opening	30 minutes
2	Why should I follow-up on cases?	1 hour 30 minutes
3	How can I provide follow up?	2 hours
4	How can I address changes?	2 hours
5	Module closing	30 minutes
6	Module opening	30 minutes



## MODULE 11: CASE CLOSURE

**Duration: 6 hours 35 minutes**

1	Module opening	30 minutes
2	When can I close a child's case?	1 hour 15 minutes
3	How do I close a child's case?	2 hours
4	How and when can I transfer a case?	45 minutes
5	How can we obtain feedback from a child?	1 hour 15 minutes
6	Module and course closing	45 minutes



# Level 2: Child Protection Case Management - Competency-based training

Level 2 is a competency-based training to further develop essential case management competencies that are reflected in the child protection case management competency framework. This competency-based training is divided in five modules, each focusing on a different set of knowledge, attitudes, and skills. The existing experience of caseworkers is used throughout the training via reflection exercises, sharing stories and other interactive techniques.

Learning objectives have been identified at module levels. These clearly articulate what caseworkers should know and be able to do, after completing each module. The learning objectives should be used to guide decisions about which modules to include in your training agenda.

<b>Training aim</b>	To strengthen and further develop essential competencies of child protection caseworkers
<b>Target participants</b>	<p>Experienced caseworkers, case management supervisors or managers.</p> <ul style="list-style-type: none"> <li>• A minimum of 3 months of experience, preferably more, is recommend as this training uses existing case management experience in learning</li> <li>• Participants should have already completed Level 1 Foundational training</li> </ul>
<b>Duration</b>	5 days (32 hours)
<b>Group size</b>	Between 15 to 20 participants



**MODULE 1**  
Essential case management competencies



**MODULE 2**  
Personal competencies (part 1)



**MODULE 3**  
Personal competencies (part 2)



**MODULE 4**  
Communication and psychosocial support competencies



**MODULE 5**  
Technical competencies



## Preparation

### Recommended room set-up

3 to 5 round tables (depending on group size, with 4 to 5 participants per table)

### Venue

Needs to be big enough for the participants and facilitators to move around during activities

### Materials needed

- Laptop and presentation remote (if available)
- Projector and screen
- Speakers
- Workbook copy for each participant
- Pre-test and post-test online form or one copy per participant
- Flipcharts, flipchart stand
- 4-6 packs of colored marker pens
- Masking tape
- Sticky notes
- Red and green cards or papers
- White A4 papers
- Paper or plastic bag

## Contextualization

Before delivering this training, it is important to take the following steps to contextualize this module, including any related slides and workbook exercises. While more contextualization might be required, the main content and activities that require contextualization are highlighted in yellow and it has been flagged in the facilitator's notes. More specifically:

Module	What to contextualize	Module	What to contextualize
 1	<ul style="list-style-type: none"> <li>• Responsibilities of a caseworker under each core function</li> <li>• Child-centered attitude statements</li> </ul>	 2	<ul style="list-style-type: none"> <li>• Examples of barrier to inclusion</li> <li>• Characteristics presented in the Power Wheel</li> <li>• Child safeguarding definition and explanations</li> </ul>
 3	<ul style="list-style-type: none"> <li>• Examples of problems a caseworker might experience</li> <li>• Case studies</li> <li>• Explanation case conference</li> </ul>	 4	<ul style="list-style-type: none"> <li>• Observation tool</li> <li>• Role plays</li> <li>• Motivational interviewing examples</li> </ul>
 5	<ul style="list-style-type: none"> <li>• Mapping of child protection system</li> <li>• Child protection concerns listed on Case Management forms</li> <li>• Case study</li> <li>• Guidelines on caseload</li> </ul>		



## Sample agenda

The training is developed in 5 modules, each having the duration of a full day of training. The CMTF recommends delivering the complete package of five modules consecutively over **five consecutive days**. Delivery over a consecutive number of days supports the integration of theory and skills and promotes the continuity of learning. The modules are designed so that each builds on what was covered previously.

It is also possible to spread the delivery over a period of **five weeks**. This allows the participants to use the knowledge and practice the skills learned before starting the next module. It is suggested that no more than two weeks pass between training sessions.

The following overview can be used to create an agenda for the Level 2 Competency-based training. An agenda can be adapted to the context and different learning modalities. Sufficient breaks (tea-break, lunchbreak, energizers, etc.) should be included to maintain focus. If using an interpreter, then timings will be significantly longer. If facilitating the session via a video call, the timings should be adjusted and more frequent short breaks should be added.



### MODULE 1: ESSENTIAL CASE MANAGEMENT COMPETENCIES

**Duration: 6 hours 30 minutes**

1	Module opening	1 hour 30 minutes
2	How can I use reflection to learn?	1 hour
3	What are essential competencies for a caseworker?	2 hours
4	Which principles guide case management?	1 hour 30 minutes
5	Module closing	30 minutes



### MODULE 2: PERSONAL COMPETENCIES (PART 1)

**Duration: 6 hours 30 minutes**

1	Module opening	45 minutes
2	What is self-awareness and how can I increase it?	2 hours
3	How can I support diversity and inclusion?	1 hour
4	How can I be accountable and use power responsibly?	1 hour 15 minutes
5	How can I cope with my emotions and work stress?	1 hour
6	Module closing	30 minutes





### **MODULE 3: PERSONAL COMPETENCIES (PART 2)**

***Duration: 6 hours 15 minutes***

1	Module opening	<i>30 minutes</i>
2	How can a caseworker approach problems or concerns?	<i>2 hours</i>
3	How can I negotiate and manage conflicts?	<i>1 hour 15 minutes</i>
4	How can I coordinate to improve child protection outcomes?	<i>2 hours</i>
5	Module closing	<i>30 minutes</i>



### **MODULE 4: COMMUNICATION AND PSYCHOSOCIAL SUPPORT COMPETENCIES**

***Duration: 6 hours***

1	Module opening	<i>45 minutes</i>
2	What are the communication techniques I can use?	<i>45 minutes</i>
3	What are the MHPSS skills I use in case management?	<i>1 hour 15 minutes</i>
4	Which techniques can I use to motivate for change?	<i>2 hours 45 minutes</i>
5	Module closing	<i>30 minutes</i>



### **MODULE 5: TECHNICAL COMPETENCIES**

***Duration: 6 hours 45 minutes***

1	Module opening	<i>30 minutes</i>
2	What is the child protection system in my context?	<i>1 hour</i>
3	Which child protection risks are common in my context?	<i>2 hours</i>
4	How do I analyze complex child protection risks and prioritize needs?	<i>1 hour 45 minutes</i>
5	How do I plan and manage my caseload?	<i>1 hour</i>
6	Module and course closing	<i>30 minutes</i>



# Level 3: Child Protection Case Management – Advanced Training

**Level 3** includes four more advanced, but optional, trainings that can further strengthen child protection case management. Each training contains a series of modules and sessions to be delivered over multiple days. Level 3 includes training on:



Child Protection Information Management System (CPIMS+)



Family Strengthening



Mental Health and Psychosocial Support (MHPSS)



Unaccompanied and Separated Children (UASC)

---

# Level 3 - Child Protection Information Management System (CPIMS+)

<b>Training aim</b>	To provide CPIMS+ end-users with knowledge on how to use the CPIMS+ to support case management. <ul style="list-style-type: none"> <li>This is not a training on how to deliver child protection case management services, it focuses on learning to navigate the CPIMS+ while providing child protection case management.</li> </ul>
<b>Target participants</b>	End-users of the CPIMS+, namely caseworkers, case management supervisors or managers and other key child protection staff who use CPIMS+ to support Case Management. <ul style="list-style-type: none"> <li>No prior knowledge on CPIMS+ is required</li> <li>Participants should have already completed Level 1 Foundational training</li> <li>Completion of Level 2 Competency-based training is recommended</li> </ul>
<b>Duration</b>	5 days (29 hours 20 minutes)
<b>Group size</b>	Between 15 to 25 participants

<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>
<b>MODULE 1</b> Introduction to Case Management , IM4CM and the CPIMS+	<b>MODULE 2</b> Using the CPIMS+ to support quality case management (part 1)	<b>MODULE 3</b> Using the CPIMS+ to support quality case management (part 2)	<b>MODULE 4</b> Using the CPIMS+ to support Case Supervision and FTR and understanding additional features and functionalities	<b>MODULE 5</b> Using the CPIMS+ to monitor Case Management to support Case Management Supervision and overall Program Quality



## Preparation

### Demo set up

- Include mobile if relevant
- Set-up user names, assign roles and create logins for the participants so they can practice on the demo instance during the training
- Set up two user accounts for supervisors (caseworker account and supervisor account to help them to practice during the training and to understand how the caseworkers should fill the CPIMS+ fields)
- Set up administrator account for the facilitator
- Set the language of each account prior to the training according to participants' language preference

### Participant groups

- Form groups before the training, including 4 to 6 participants per group
- There should be one participant in each group who has the role of supervisor or manager
- Create a demo-site list that includes the username and login details, reflecting the group created

### Recommended room set-up

- 3 to 5 round tables (depending on group size, with 4 to 6 participants per table)
- The participants need to sit in their designated group from the start of the training

### Venue

- Needs to be big enough for the participants and facilitators to move around during activities

### Materials needed

- Laptop and presentation remote (if available)
- Projector and screen
- Speakers
- Power cords and multiplugs (to charge laptops or tablets)
- Internet (Wi-Fi or hotspot modems)
- Demo-site list (one per table)
- Handout copies (one per participant)
- Pre-test and post-test online form or one copy per participant
- Flipcharts, flipchart stand
- 4-6 packs of colored marker pens
- Masking tape
- Sticky notes
- White A4 papers
- Candy for the quiz



## Contextualization

Before delivering this training, it is important to take the following steps to contextualize this module, including any related slides and case study exercises used to insert case management data on the CPIMS+. While more contextualization might be required, the main content and activities that require contextualization are highlighted in yellow and have been flagged in the facilitator’s notes. More specifically:

Module	What to contextualize	Module	What to contextualize
 1	<ul style="list-style-type: none"> <li>• Case Management in context</li> <li>• Slides on Primero roll-outs and CPIMS+ numbers</li> <li>• Insert demo-site information</li> </ul>	 2	<ul style="list-style-type: none"> <li>• Adapt to locally used CPIMS+ instance</li> <li>• Key considerations assessment and case plan</li> <li>• Case study</li> <li>• Case management forms</li> </ul>
 3	<ul style="list-style-type: none"> <li>• Adapt to locally used CPIMS+ instance</li> <li>• Case study</li> <li>• Case management forms</li> <li>• Key considerations follow-up</li> </ul>	 4	<ul style="list-style-type: none"> <li>• Supervision and coaching tools (case file checklist tool, individual supervision, and case discussion record)</li> <li>• Family tracing and reunification to include or exclude depending on context</li> </ul>
 5	<ul style="list-style-type: none"> <li>• Case management child feedback form and caregiver feedback form</li> <li>• Next steps CPIMS+ roll-out</li> <li>• Key performance indicators used</li> </ul>		



## Sample agenda

The training is developed in 5 modules, each having the duration of a full day of training. The CMTF recommends delivering the complete package of five modules consecutively over **five consecutive days**. Delivery over a consecutive number of days supports the integration of theory and skills and promotes the continuity of learning. The modules are designed so that each builds on what was covered previously.

It is also possible to spread the delivery over a period of **five weeks**. This allows the participants to use the knowledge and practice the skills learned before starting the next module. It is suggested that no more than two weeks pass between training sessions.

The following overview can be used to create an agenda for the Level 2 Competency-based training. An agenda can be adapted to the context and different learning modalities. Sufficient breaks (tea-break, lunchbreak, energizers,...) should be included to maintain focus. If using an interpreter, then timings will be significantly longer.

### 1

#### MODULE 1: INTRODUCTION TO CASE MANAGEMENT, IM4CM AND THE CPIMS+

*Duration: 6 hours*

1	Module opening	<i>1 hour 35 minutes</i>
2	About case management	<i>50 minutes</i>
3	About IM4CM	<i>1 hour</i>
4	About CPIMS+	<i>2 hours 20 minutes</i>
5	Module closing	<i>15 minutes</i>

### 2

#### MODULE 2: USING THE CPIMS+ TO SUPPORT QUALITY CASE MANAGEMENT (PART 1)

*Duration: 6 hours 30 minutes*

1	Module opening	<i>30 minutes</i>
2	Step 1 Identification and registration	<i>2 hours</i>
3	Step 2 Assessment	<i>1 hour 50 minutes</i>
4	Step 3 Case planning	<i>1 hour 55 minutes</i>
5	Module closing	<i>15 minutes</i>



## 3

**MODULE 3: USING THE CPIMS+ TO SUPPORT QUALITY CASE MANAGEMENT (PART 2)*****Duration: 6 hours 15 minutes***

1	Module opening	30 minutes
2	Step 4 Implementation	2 hours
3	Step 5 Follow-up and review	1 hour 35 minutes
4	Step 6 Case closure	1 hour 55 minutes
5	Module closing	15 minutes

## 4

**MODULE 4: USING THE CPIMS+ TO SUPPORT CASE SUPERVISION AND FTR AND UNDERSTANDING ADDITIONAL FEATURES AND FUNCTIONALITIES*****Duration: 6 hours 15 minutes***

1	Module opening	15 minutes
2	Practice demo-site	1 hour 30 minutes
3	Supervision and coaching in case management	2 hours 15 minutes
4	Family tracing and reunification (optional)	2 hours
5	Module closing	15 minutes

## 5

**MODULE 5: USING THE CPIMS+ TO MONITOR CASE MANAGEMENT TO SUPPORT CASE MANAGEMENT SUPERVISION AND OVERALL PROGRAM QUALITY*****Duration: 4 hours 20 minutes***

1	Module opening	15 minutes
2	CPIMS+ and Program quality	15 minutes
3	Child and caregiver case management feedback form	1 hour 15 minutes
4	Key performance indicators	1 hour 50 minutes
5	Module and course closing	45 minutes



# Level 3 - Unaccompanied and Separated Children

<b>Training aim</b>	To strengthen the knowledge and skills of child protection caseworkers to prevent and address child protection concerns related to family separation.
<b>Target participants</b>	Caseworkers, case management supervisors or managers and other key child protection staff who support Unaccompanied and Separated Children (AUSC) and separated families. <ul style="list-style-type: none"><li>• Participants should have already completed Level 1 Foundational training</li><li>• Completion of Level 2 Competency-based training is recommended</li></ul>
<b>Duration</b>	3.5 days (21 hours 15 minutes)
<b>Group size</b>	Between 15 to 25 participants

1

## MODULE 1

Understanding the Causes, Impact and Risks of Family Separation

2

## MODULE 2

Supporting UASC through case management, alternative care, and family tracing

## Preparation

### Recommended room set-up

3 to 5 round tables (depending on group size, with 4 to 5 participants per table)

### Venue

Needs to be big enough for the participants and facilitators to move around during activities

### Materials needed

- Laptop and presentation remote (if available)
- Projector and screen
- Workbook copy for each participant
- Pre-test and post-test online form or one copy per participant
- Feedback from per participant
- Flipcharts, flipchart stand
- 4-6 packs of colored marker pens
- Masking tape
- Sticky notes
- A4 papers



## Contextualization

Before delivering this training, it is important to take the following steps to contextualize this module, including any related slides and workbook exercises. While more contextualization might be required, the main content and activities that require contextualization are highlighted in yellow and have been flagged in the facilitator's notes. More specifically:

Module	What to contextualize
1	<ul style="list-style-type: none"><li>• The national system and role of the caseworkers</li><li>• National legislation, policies and practices relating to UASC</li><li>• The building blocks of a UASC program</li><li>• Role of ICRC in FTR in the context</li><li>• Cultural and religious norms or practices around family separation</li><li>• Case studies</li></ul>
2	<ul style="list-style-type: none"><li>• Module aim and agenda depending on including FTR and Alternative Care</li><li>• Where and how can UASC be identified</li><li>• Case studies</li><li>• Case management forms</li><li>• Family-based care rapid assessment tool</li><li>• Overview emergency care options</li><li>• Cash and voucher assistance for UASC</li><li>• Alternative care considerations during the assessment</li><li>• Roles of different actors in monitoring alternative care</li><li>• Role play scenarios</li><li>• Role of the caseworker and ICRC in FTR</li><li>• National legislation, policies and practices relating to alternative care and family reunification</li></ul>

## Sample agenda

The training is developed in two modules with a duration of three and a half days. The CMTF recommends delivering the complete two modules consecutively over **consecutive days**. Delivery over a consecutive number of days supports the integration of theory and skills and promotes the continuity of learning.

The modules are designed to be used flexibly depending on the context. Caseworkers supporting UASC, including alternative care and family tracing and reunification, can complete all modules and sessions. Sessions on alternative care (session 4.1 – session 4.3) or on family tracing and reunification (session 5.1 – session 5.5) can be left out if they are not used in the context and not relevant for the participants.



## 1

**MODULE 1: UNDERSTANDING THE CAUSES, IMPACT AND RISKS OF FAMILY SEPARATION*****Duration: 5 hours***

1	Module opening	<i>40 minutes</i>
2	Introduction and definitions of UASC	<i>40 minutes</i>
3	The causes and impact of family separation	<i>1 hour</i>
4	Understanding norms and practices regarding UASC	<i>40 minutes</i>
5	Understanding policies and practices regarding UASC and the role of authorities and key stakeholders	<i>40 minutes</i>
6	An overview of UASC programming and coordination	<i>1 hour</i>
7	Module closing	<i>15 minutes</i>

## 2

**MODULE 2: SUPPORTING UASC THROUGH CASE MANAGEMENT, ALTERNATIVE CARE, AND FAMILY TRACING (PART 1)*****Duration: 7 hours***

1	Module introduction	<i>20 minutes</i>
2	Identification and registration	<i>1 hour 15 minutes</i>
3	Immediate support	<i>1 hour 15 minutes</i>
4	Assessment	<i>1 hour 30 minutes</i>
5	Case planning	<i>45 minutes</i>
6	Definitions of alternative care and guiding principles - <i>OPTIONAL</i>	<i>40 minutes</i>
7	Different forms of alternative care - <i>OPTIONAL</i>	<i>1 hour</i>
8	Closing	<i>15 minutes</i>



## 3

**MODULE 2: SUPPORTING UASC THROUGH CASE MANAGEMENT, ALTERNATIVE CARE, AND FAMILY TRACING (PART 2)**
***Duration: 6 hours 30 minutes***

1	Establishing Community based care	<i>45 minutes</i>
2	Implementation of the case plan	<i>1 hour</i>
3	Family tracing and reunification - <i>OPTIONAL</i>	<i>1 hour</i>
4	Documentation of family tracing - <i>OPTIONAL</i>	<i>1 hour 45 minutes</i>
5	Verification prior to family reunification - <i>OPTIONAL</i>	<i>45 minutes</i>
6	Family reunification - <i>OPTIONAL</i>	<i>35 minutes</i>
7	Reintegration - <i>OPTIONAL</i>	<i>25 minutes</i>
8	Closing	<i>15 minutes</i>

## 4

**MODULE 2: SUPPORTING UASC THROUGH CASE MANAGEMENT, ALTERNATIVE CARE, AND FAMILY TRACING (PART 3)**
***Duration: 3 hours 15 minutes***

1	Follow up and review	<i>1 hour 20 minutes</i>
2	Case closure	<i>1 hour 15 minutes</i>
3	Closing session	<i>40 minutes</i>



# Level 3 – Family strengthening

<b>Training aim</b>	To equip participants with the knowledge and skills to adopt a family strengthening approach throughout the case management process.
<b>Target participants</b>	Experienced caseworkers, case management supervisors or managers. <ul style="list-style-type: none"><li>• Participants should have already completed Level 1 Foundational training</li><li>• Completion of Level 2 Competency-based training is recommended</li></ul>
<b>Duration</b>	3.5 - 4 days (22 hours 30 minutes)
<b>Group size</b>	Between 15 to 25 participants

1

## MODULE 1

Family Strengthening in Case Management

2

## MODULE 2

Working with families through the case management process

3

## MODULE 3

Tools and Techniques to Support Caregivers and Families

## Preparation

### Recommended room set-up

- 3 to 5 round tables (depending on group size, with 4 to 6 participants per table).
- The participants need to sit in their designated group from the start of the training

### Venue

Needs to be big enough for the participants and facilitators to move around during activities

### Materials needed

- Laptop and presentation remote (if available)
- Projector and screen
- Speakers
- Power cords and multiplugs (to charge laptops or tablets)
- Internet (Wi-Fi or hotspot modems)
- Participant handbook copies (one per participant)
- Flipcharts, flipchart stand
- 4-6 packs of colored marker pens
- Masking tape
- Post-it notes
- White A4 papers



---

## Demo videos

There are three videos which are part of this training. It is recommended to test these in advance and load them prior to the relevant session to ensure they are working.

### Module 1, session 1:

- Video name: **This is Samira**
- Video link: <https://resourcecentre.savethechildren.net/document/child-protection-humanitarian-action-samira/>
- Languages available: English, French, Arabic, Spanish
- For other languages, subtitles can be switched on through YouTube and auto-translated through the auto-translate function. Alternatively, the transcript can be downloaded from YouTube and translated for the facilitator to read.

### Module 3, session 1:

- Video name: **5 Steps for Brain-Building Serve and Return**
- Video link: <https://www.youtube.com/watch?v=KNrnZag17Ek&t=1s>
- Languages available: English
- For other languages, subtitles can be switched on through YouTube and auto-translated through the auto-translate function. Alternatively, the transcript can be downloaded from YouTube and translated for the facilitator to read.

### Module 3, session 6:

- Video name: **How to make an ecomap**
- Video link: <https://www.youtube.com/watch?v=xTjrkFneXr8>
- Language available: English
- For other languages, subtitles can be switched on through YouTube and auto-translated through the auto-translate function. Alternatively, the transcript can be downloaded from YouTube and translated for the facilitator to read.

---

## Contextualization

Before delivering this training, it is important to take the following steps to contextualize this module, including any related slides and workbook exercises. While more contextualization might be required, the main content and activities that require contextualization are highlighted in yellow and have been flagged in the facilitator's notes. More specifically:



Module	What to contextualize
1	<ul style="list-style-type: none"> <li>• Contextualize the types of families and caregiver environments</li> <li>• Families / caregiving environments requiring additional support</li> <li>• Case studies</li> <li>• Existing social norms and practices that serve to protect or endanger children</li> <li>• Game: sex or gender</li> <li>• Gender values in parenting</li> <li>• Strategies to challenge harmful social norms and practices</li> </ul>
2	<ul style="list-style-type: none"> <li>• Working with hard-to-engage caregivers and the types of non-engagement based on any specific challenges in your context</li> <li>• Non-engagement scenarios</li> <li>• Barrier to family engagement</li> <li>• Engaging male and female caregivers</li> <li>• Engaging caregivers who are perpetrators</li> <li>• Overview of services available</li> <li>• Case planning: Intimate partner violence and our role</li> <li>• Types of alternative care in your context</li> <li>• Family strengthening in reunification and reintegration</li> </ul>
3	<ul style="list-style-type: none"> <li>• Local and cultural practices in ways to promote attachment before and once a baby is born</li> <li>• Role play scenarios</li> <li>• Games for babies and toddlers</li> <li>• Local referral pathways and SOPs on when to refer</li> <li>• Think and share: Positive attention</li> <li>• Images of a mother and child hugging and two children laughing and whispering</li> <li>• Think and share situation</li> <li>• Scripts on empathy for all children</li> <li>• Tool: Ecomap</li> <li>• Support groups or an equivalent in your context</li> <li>• Cash and Voucher Assistance (CVA)</li> <li>• Examples household expenses</li> <li>• Slide: Types of household expenses - Examples should be contextualized</li> <li>• Case study and story on caregiver stress - This story can be adapted to the context</li> <li>• Coping strategies of caregiver to stress</li> <li>• Relaxation and self-care techniques toolbox</li> </ul>



## Sample agenda

The training is developed in three modules with a duration of four days. The CMTF recommends delivering the first two modules consecutively over **consecutive days**. Delivery over a consecutive number of days supports the integration of theory and skills and promotes the continuity of learning.

However, the sessions in module 3 each focus on one specific type of direct support to parents/caregivers and families, and therefore could be delivered consecutively or as individual sessions over a period of time. For example, one could be delivered per week, with caseworkers having the opportunity to practice each type of direct support between each session and feeding back the following week.

<b>1</b>	<b>MODULE 1: FAMILY STRENGTHENING IN CASE MANAGEMENT</b>	<b><i>Duration: 6 hours</i></b>
1	Course and module opening	<i>45 minutes</i>
2	Definitions and key concepts	<i>1 hour 30 minutes</i>
3	Adopting a family strengthening approach	<i>1 hour 45 minutes</i>
4	Family dynamics, gender and the role of social norms and practices	<i>1 hour 45 minutes</i>
5	Module closing	<i>15 minutes</i>
<b>2</b>	<b>MODULE 2: WORKING WITH FAMILIES THROUGH THE CASE MANAGEMENT PROCESS</b>	<b><i>Duration: 4 hours 45 minutes</i></b>
1	Module opening	<i>15 minutes</i>
2	Engaging families and caregivers in case management	<i>1 hour 30 minutes</i>
3	Family strengthening throughout the case management process	<i>1 hour 15 minutes</i>
4	Family separation and family strengthening	<i>1 hour 30 minutes</i>
5	Module closing	<i>15 minutes</i>



## 3

**MODULE 3: TOOLS AND TECHNIQUES TO SUPPORT CAREGIVERS AND FAMILIES*****Duration: 11 hours 45 minutes***

1	Module opening	<i>15 minutes</i>
2	Supporting caregiver attachment and bonding with young children	<i>1 hour 30 minutes</i>
3	Building positive relationships with children	<i>2 hours</i>
4	Building parent's/caregiver's emotional and empathetic communication skills	<i>1 hour</i>
5	Creating a predictable and secure environment through family rules and routines	<i>1 hour 30 minutes</i>
6	Non-violent discipline strategies for caregivers	<i>1 hour 10 minutes</i>
7	Strengthening social support networks	<i>1 hour</i>
8	Basic money management tools	<i>1 hour 30 minutes</i>
9	Self-care and relaxation techniques to support caregivers	<i>1 hour 20 minutes</i>
10	Module and course closing	<i>30 minutes</i>



# Level 3: Child Protection Case Management – Mental Health and Psychosocial Support

## Overview

**Level 3** includes more advanced, but optional, trainings that can further strengthen child protection case management. Each training contains a series of modules and sessions to be delivered over multiple days.

**Training aim** To Increase understanding on mental health and psychosocial support needs of children and strengthen capacity to implement focused non-specialized MHPSS activities throughout the case management process.

**Target participants** Experienced caseworkers, case management supervisors or managers.

- A minimum of 6 months of experience, preferably more, is recommend as this training uses existing case management experience in learning
- Participants should have completed Level 1 Foundational training and Level 2 Competency-based training

Within the child protection agency, a supervision and coaching structure to support caseworkers should be in place.

**Duration** 5 days (30 hours)

**Group size** Between 15 to 20 participants



**MODULE 1**  
MHPSS Needs:  
Loss and grief



**MODULE 2**  
MHPSS Needs:  
Distress



**MODULE 3**  
MHPSS Needs:  
Signs of  
depression, self-  
harm and  
suicide



**MODULE 4**  
MHPSS  
Activities  
(Part 1)



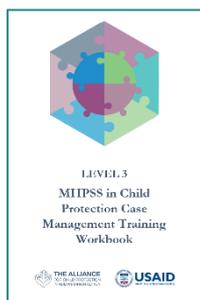
**MODULE 5**  
MHPSS  
Activities  
(Part 2)

To support participants in learning, the content of each module is presented in a **PowerPoint slide** deck, exercises are included in the **Workbook** and the guidance on the focused non-specialized MHPSS activities are presented in a **MHPSS activity handbook**.

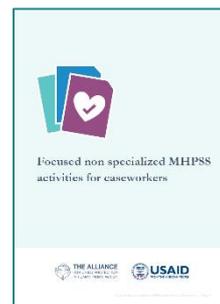




PowerPoint slides



Workbook



MHPSS activity handbook

These materials are interconnected and should be used together. This implies that the PowerPoint slides cannot be used without the workbook, nor is the MHPSS activity handbook a standalone publication.

## Preparation

A pre-training reading has been included in the workbook (page 9 to 37) to prepare participants on the Level 3 Child Protection Case Management – MHPSS training. The pre-training reading includes a recap of some key learning messages from the Level 1 Foundational training and Level 2 Competency based training.

It is recommended that participants review the pre-training reading one or a few days before the training to refresh their memory and get ready to participate to the MHPSS training.

The pre-training reading is solely a recap of key learning messages from previous trainings and does not replace participation to this training. As mentioned in the overview, participants must have completed Level 1 Foundational training and Level 2 Competency based training prior to participating to this training.

### Recommended room set-up

3 to 5 round tables (depending on group size, with 4 to 5 participants per table)

### Venue

Needs to be big enough for the participants and facilitators to move around during activities

### Materials needed

- Laptop and presentation remote (if available)
- Projector and screen
- Speakers
- Workbook copy for each participant
- Flipcharts, flipchart stand
- 4-6 packs of colored marker pens
- 4-6 packs of colored pencils
- Masking tape
- Sticky notes
- White A4 papers
- Paper or plastic bag



## Contextualization

Before delivering this training, it is important to take the following steps to contextualize this module, including any related slides and workbook exercises. While more contextualization might be required, the main content and activities that require contextualization are highlighted in yellow and it has been flagged in the facilitator’s notes. More specifically:

Module	What to contextualize	Module	What to contextualize
 Pre	<ul style="list-style-type: none"> <li>Applying psychosocial approach (contextualize examples of each layer)</li> <li>Caseworker’s role in MHPSS (adapt to local child protection case management SOPs)</li> </ul>	 1	<ul style="list-style-type: none"> <li>Getting to know each other game</li> <li>Case studies</li> <li>Reflection on an experience of loss and grief</li> <li>Participate to traditional or religious rituals or ceremonies</li> </ul>
 2	<ul style="list-style-type: none"> <li>Support to children with severe distress reactions</li> <li>Focused non specialized MHPSS activities for children presenting specific signs of distress</li> <li>Role plays</li> </ul>	 3	<ul style="list-style-type: none"> <li>Support to children showing signs of depression</li> <li>Case study</li> <li>Steps to take immediately if the child is at risk of suicide or self-harm</li> <li>Supporting caseworkers</li> </ul>
 4	<ul style="list-style-type: none"> <li>Any focused non-specialized MHPSS activity can be contextualized if required</li> <li>Role plays</li> </ul>	 5	<ul style="list-style-type: none"> <li>Any focused non-specialized MHPSS activity can be contextualized if required</li> <li>Role plays</li> </ul>

## Sample agenda

The training is developed in 5 modules, each having the duration of a full day of training. The CMTF recommends delivering the complete package of five modules consecutively over **five consecutive days**. Delivery over a consecutive number of days supports the integration of theory and skills and promotes the continuity of learning. The modules are designed so that each builds on what was covered previously.

It is also possible to spread the delivery over a period of **five weeks**. This allows the participants to use the knowledge and practice the skills learned before starting the next module. It is suggested that no more than two weeks pass between training sessions.



The following overview can be used to create an agenda for the Level 3 MHPSS training. An agenda can be adapted to the context and different learning modalities. Sufficient breaks (tea-break, lunchbreak, energizers, etc.) should be included to maintain focus. If using an interpreter, then timings will be significantly longer. If facilitating the session via a video call, the timings should be adjusted and more frequent short breaks should be added.



### **MODULE 1: MHPSS needs – loss and grief**

***Duration: 6 hours  
40 minutes***

1	Module opening	<i>40 minutes</i>
2	What are possible mental health and psychosocial support needs of children?	<i>45 minutes</i>
3	How can children react to loss and grief?	<i>2 hours</i>
4	How can I support children who experienced a loss?	<i>2 hours 45 minutes</i>
5	Module closing	<i>30 minutes</i>



### **MODULE 2: MHPSS needs – distress**

***Duration: 6 hours  
10 minutes***

1	Module opening	<i>40 minutes</i>
2	What is distress?	<i>45 minutes</i>
3	How can I recognize signs of distress	<i>1 hour 45 minutes</i>
4	How can I support a child with severe distress reactions?	<i>2 hours 30 minutes</i>
5	Module closing	<i>30 minutes</i>





**MODULE 3: MHPSS needs – Signs of depression, self-harm and suicide**

**Duration: 5 hours  
40 minutes**

1	Module opening	40 minutes
2	What is distress?	45 minutes
3	How can I recognize signs of distress	2 hours
4	How can I support a child with severe distress reactions?	1 hour 45 minutes
5	Module closing	30 minutes



**MODULE 4: MHPSS Activities (part 1)**

**Duration: 5 hours  
45 minutes**

1	Module opening	30 minutes
2	Which type of MHPSS activities can I implement?	1 hour
3	MHPSS activities to strengthen trust and assess the child's needs	2 hours
4	MHPSS activities to support the child to understand and cope with severely distressing experiences	1 hour 45 minutes
5	Module closing	30 minutes



**MODULE 5: MHPSS Activities (part 2)**

**Duration: 5 hours  
45 minutes**

1	Module opening	30 minutes
2	MHPSS activities to increase sense of safety	1 hour 30 minutes



---

3	MHPSS activities to strengthen coping skills and regulate emotions	<i>1 hour 30 minutes</i>
4	MHPSS activities to strengthen a child's self-esteem	<i>1 hour 30 minutes</i>
5	Module closing	<i>45 minutes</i>

---

